

SURVEY AND EVALUATION OF NORTH AMERICAN HIGHER EDUCATION COOPERATION

EXECUTIVE SUMMARY

PART I:
Inventory of bilateral, trilateral linkages

PART II:
Evaluation

PART III:
Comments by North American experts

APPENDICES

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Executive Summary

In the fall of 1996, at the request of the trilateral Steering Committee on North American Higher Education Cooperation, the United States Information Agency (USIA) asked the Institute of International Education (IIE) to update its 1993 Inventory of North American Academic Linkages and conduct an evaluation of linkage activities so that decisions relating to the Steering Committee's future could be based on a clear picture of what has been achieved in the past four years and to determine which issues require concentrated efforts in the future.

Several noteworthy initiatives have developed since the 1993 survey was conducted.

By accessing the newest forms of electronic technology, institutions are now able to take advantage of such on-line information resources as EL NET developed by the Western Interstate Commission on Higher Education (WICHE) the Mexican Association for International Education (AMPEI), the University of Arizona and the Universidad Autonoma de Baja California; CANALA-L sponsored by the Canadian Bureau for International Education; IIE's NACHE-Net, funded by a grant from the United States Information Agency; and Prof-Mex, a listserv for North American faculty funded by the Ford Foundation. These networks have provided cost effective vehicles for expediting communications, providing for wider dissemination of information and serving as an alternative method of transmission for the documents involved in program administration of exchanges. Another significant contribution to the development of trilateral linkages has been the availability of awards offered by USIA's College and University Affiliations Program Trilateral Grants competition, and by the Program for North American Mobility in Higher Education sponsored by the governments of Canada, Mexico and the United States. Institutions participating in these programs are listed in Appendix 6, including 32 from Canada, 28 from Mexican and 49 from U.S. higher education institutions.

Increases in the number of bilateral academic agreements negotiated since 1993 were reported earlier in the April 1996 study "**Academic Relations Among Canada, Mexico and the United States**" published by the Association of Universities and Colleges of Canada. That report stated that the number of academic agreements and projects between Canada and Mexico have increased 152% from 33 to 83; agreements with the United States also increased 41%, from 68 to 97. In addition, the AUCC data shows that the number of Canadian university agreements and projects with Mexican institutions is on a par with cooperation between Canada and the United States. The current survey confirms this general trend of increased program links. The current IIE survey shows U.S. linkages tripling between 1990 and the present (from 57 to 190) and Canadian linkage programs increasing ten-fold (from 7 before 1990 to 73 since then).

The 1993 IIE inventory listed 142 Mexican institutions with linkages to U.S. colleges and universities. Replies from the U.S. to this survey included 47 Mexican institutions which had not been reported in the earlier study, an increase of 30% for Mexican linkage participants.

The IIE survey also reports the growing number of co-sponsored conferences organized by North American partners devoted to different aspects of North American cooperation. Since its inception in 1995 NACHE-Net has announced close to 40 such events. The organization of virtual conferences is beginning to expand the range of possibilities for participation, no longer limiting attendance to those who can come to a conference site.

The current report is divided into two sections, an inventory of present linkages and an evaluation of trilateral cooperation activities as they have impacted on the respondents. In addition to an analysis of the survey responses, IIE invited experts in North American exchange relationships to comment individually on pertinent issues relating to trilateral cooperation. Excerpts of replies from six Canadian and seven

U.S. experts have been included in the report text, with their full letters submitted to USIA for reference. Answers from 24 Mexican experts were incorporated into tabulations for related survey questions and are included in the separate report of Mexican findings “**Reporte de Los Expertos y Responsables Mexicanos sobre la Collaboration E Intercambio Academico**”.

Appendices to the report identify linkage partners and the main characteristics of their exchanges separately for each institution in each of the countries. Appendix 1 includes the survey instruments.

The report findings are based on 46 responses from Canada, 96 from Mexico and 201 from U.S. institutions. The initial mailings and listserv distributions to 911 recipients were directed to faculty and administrators at academic institutions; non-profit agencies, academic consortia and membership organizations; government agencies; business and business related organizations; foundations; media; and individuals indicating interest in trilateral activities.

With a response rate of 36%, the replies came primarily from academic institutions, representing 93.5% of Canadian responses, 86% of Mexican replies and 93.5% of U.S. answers.

As documented in the survey, most Canadian and U.S. participants in exchanges were at the undergraduate level of study, while agreements for faculty and undergraduate exchanges were equal in number for Mexican-reported linkages.

Identifying North American mobility activities other than student and faculty direct exchanges, both Canadian and U.S respondents reported participation in consortia as the most popular method of involvement, followed by curriculum development, while Mexican replies listed cosponsorship of conferences and then distance learning linkages.

Plans for new linkages in the next three years were largely focussed on bilateral rather than trilateral exchanges. Reasons included the desire to strengthen existing programs and the difficulty of administering trilateral linkages.

Responses from all three countries listed faculty contacts as the most important motivating force for initiating and implementing linkage activities. The need for funding to underwrite faculty exchanges, site visits, and research collaboration was emphasized in answers to several questions relating to the continuation and support of linkage activities.

Another category where there were consistent responses from all three countries related to funding sources for linkage activities. The home institution was listed as the leading source by Canadian, Mexican and U.S. respondents. However, while “costs self-paid by participants” was second for Canada and the U.S., Mexican replies showed “Linkage partner institution” as the second most important funding source.

Most respondents indicated that it was too early in the program for them to conduct assessments of their linkage activities. However, there was general agreement that funding problems were affecting the programs.

Positive institution-wide results attributed to linkages included the value of cross-cultural interaction on campuses, more language immersion opportunities and a wider range of academic opportunities for students and faculty.

The primary reason cited for problems implementing linkages was a need for funding to cover student and faculty travel costs, as well as program administration. The leading issues related to academic problems were lack of second language fluency and difficulty in establishing credit transferability.

Again, in making recommendations to eliminate problems in the future, the respondents stressed the need to

find funding sources to maintain current activity and support new initiatives.

Suggestions for government facilitation of trilateral academic mobility from all three countries uniformly focussed on help in identifying sources of financial support, reduction of visa restrictions, provision of tax incentives for corporations involved in support of trilateral activities and assistance with promotion of linkage opportunities.

Corporations were urged to provide scholarships, internships and co-op placements and to recognize the value of international academic experience in hiring job applicants.

There was agreement that the implementation of NAFTA has impacted positively on exchange development, while financial problems in Canada and Mexico and U.S. immigration restrictions had caused problems for the participants.

Both Canadian and U.S. replies ranked trilateral agreements as a lower priority than bilateral links because of difficulties in program administration. While U.S. and Canadian respondents said their institution gave equal priority to North South linkages and those with other world areas, many replies from all three countries listed linkages with Asia/Far East and Europe as more of a priority than exchanges with other North American countries.

There was also general agreement on ways to increase interest in North American exchanges among colleagues and within institutions. Canadian, Mexican and U.S. replies all suggested increased funding support, opportunities and incentives for faculty exchanges, and wider dissemination of information about successful linkage activities.

“Grants for projects” was the category listed most often by Canadian and U.S. respondents as a preferred mechanism for support of future North American higher education cooperation.

Just as responses indicated that it was too early to assess their linkage programs, most Canadian and U.S. answers indicated that results of cooperation to date were inconclusive.

Replies generally indicated optimism with regard to the expansion of cooperation in the future, with the qualification that the amount of activity would be dependent on the availability of funding for the initiatives. The need to publicize and promote existing programs was also expressed in answers to several questions relating to recommendations for future action.

Support for the continuation of the trilateral collaborative process was reported by Canadian and U.S. respondents, even though U.S. replies generally indicated that they had not found the process useful to them. The suggestions for configuring the process in the future stressed the need for small meetings focussing on specific topics of mutual interest, and creating a structure to coordinate exchanges and serve as a source for information about linkage programs and grant availability.

Finally, it was proposed that stakeholders be involved at the initial stages of program development and be made aware of the advantages that will accrue to them as a result of active participation in North American higher education cooperation activities.

Responses were notable for the number of thoughtful, detailed comments, suggestions and observations expressed in replies. The time and effort so many respondents took to frame their answers was evidence of the continued interest in and concern for the future of North American higher education cooperation within the academic community.

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Methodology

A four-page questionnaire (see Appendix 1) was developed by the Institute of International Education (IIE) in consultation with the United States Information Agency (USIA), the Department of Foreign Affairs and International Trade of Canada and the Secretaria de Educacion Publica de Mexico. The survey was mailed by IIE to 279 administrators and faculty members at U.S. academic institutions who had responded to the 1993 Inventory of U.S.-Canada and U.S.-Mexico Academic Linkages, representatives at 79 Canadian higher education institutions and consortia identified by the Department of Foreign Affairs and International Trade of Canada, and 295 individuals on the United States Information Agency mailing list of persons indicating interest in receiving information on higher education trilateral initiatives. In addition, the survey was posted on various listservs: for subscribers to the IIE NACHE-Net listserv on North American Cooperation in Higher Education, recipients of NAFSA's SECUSS-L listserv for Study Abroad advisers and the WICHE EL NET listserv on North American mobility activities.

In Mexico the Secretaria de Educacion Publica distributed a Spanish language version of the same instrument and reported responses by 96 institutions. Public higher education institutions accounted for 54 responses (57%), private higher education institutions returned 28 (29%), non-governmental organizations provided six (6%), government agencies returned four (4%), with three (3%) from research

institutions and one (1%) from the business community.

From the IIE mailings, there were 46 responses from Canadian institutions and 201 from U.S. sources. Replies from faculty and administrators at Canadian academic institutions comprised 93.5% of the total Canadian responses, with 4.3% from non-profit agencies, academic consortia and membership organizations, and 2.2% from government agencies.

Replies from faculty and administrators at U.S. academic institutions represented 93.5% of U.S. responses as well, followed by 5% from non-profit agencies, academic consortia and membership organizations, 1% from government agencies and 0.5% from business and business-related organizations.

In addition, 31 Canadian and U.S. experts in North American exchange relationships were invited to comment in writing on some of the questions raised in the Evaluation section of the survey. Six from Canada and seven from the U.S. (listed in Appendix 7) submitted their views, which are excerpted in the next section. Responses from 24 Mexican experts were incorporated into their tabulations of answers to survey questions in the report, "**Resultados Del Inventario Sobre Cooperacion en la Educacion Superior en America Del Norte**" and presented separately in the document "**Reporte de Los Expertos Y Responsables Mexicanos Sobre La Colaboracion E Intercambio Academico**".

Chapter I: Inventory

INSTITUTIONAL LINKAGES WITHIN NORTH AMERICA

Of the 247 replies received from both Canada and U.S., 70% of the combined total reported having bilateral linkages and 31 % indicated that they participated in trilateral linkages. While Canadian and US replies differed by only 1% on the number reporting bilateral linkages (U.S. reporting 39 and Canada reporting 33 bilateral links), 67% of Canadian responses (or 31) listed trilateral exchanges compared to 23% (or 46) for US responses.

Mexican replies reported 95 bilateral links with Canadian institutions (15%), 487 linkages with US colleges and universities (75%), 62 trilateral linkages (9%), with 1% of replies indicating that they had no linkages. (See Appendices 2, 3, for lists of linkage partners.)

The 1993 IIE inventory listed 142 Mexican institutions with linkages to U.S. colleges and universities. Replies from the U.S. to this survey included 47 Mexican institutions which had not been reported in the earlier study, an increase of 30% for Mexican linkage participants.

LENGTH OF TIME LINKAGES HAVE BEEN IN OPERATION

The greatest rise in numbers of linkages initiated from one year to the next occurred between 1993 and 1994 for Canadian institutions, from 11 to 16, and between 1994 and 1995 for U.S. colleges and universities, from 46 to 62.

U.S. linkages tripled from 57 listed in the 1968-89 period to 190 reported to have been formed from 1990 to the present. The number reported for Canadian exchanges rose from 7 during the 1968-89 period to 73 initiated since 1990.

RECIPROCITY

Nearly 85% of the Canadian and U.S. replies to this question indicated that their linkages were reciprocal.

TYPES OF LINKAGES

Undergraduate exchanges were the leading type of linkage. (See Appendix 4 for listings of fields of study for the following categories of linkage participants.)

Active faculty exchanges were reported somewhat more frequently by Canadians (81%) than by U.S. respondents (67%), Mexicans reported 68 agreements for faculty exchanges, 25% of their total for all types of exchanges.

Close to 75% of both Canadian and U.S. replies indicated that they had active graduate student exchange programs while Mexican responses indicated that 61 (22%) of 275 exchange agreements related to graduate student exchanges.

Undergraduate exchanges had the highest percentage of activity

with 95% of 39 Canadian replies indicating linkages in this category and 91% of 117 U.S. answers reporting active linkages at this level. Mexican agreements for undergraduate exchanges accounted for 22% of their total number of exchange relationships.

Active collaborative research projects, where participants remain on their home campuses, were reported by 58% of the 24 Canadian replies to this question, and by 64% of 74 U.S. replies. They comprised 19% of Mexican activities established in exchange agreements.

Active library exchanges were listed in three Canadian responses and 21 U.S. responses. Mexican library exchanges accounted for 12% of all their linkage agreements.

NUMBERS OF PARTICIPANTS IN 1995-96 ACADEMIC YEAR

Mexican institutions reported the largest numbers of participants last year in their linkage programs.

Canadian institutions reported a total of 203 participants from the home campus and 171 from the linkage partner campus participating in exchanges in the 1995-96 academic year. Mexican reports show a similar balance in exchange of participants between those from the home institution (3773) and the linkage partner (3697).

Replies from U.S. institutions reflected a far greater imbalance between home campus and linkage partner campus participation, reporting 1281 faculty, graduate student and undergraduate students from the home campus and 516 from the linkage partner (See Figure 1, page 7).

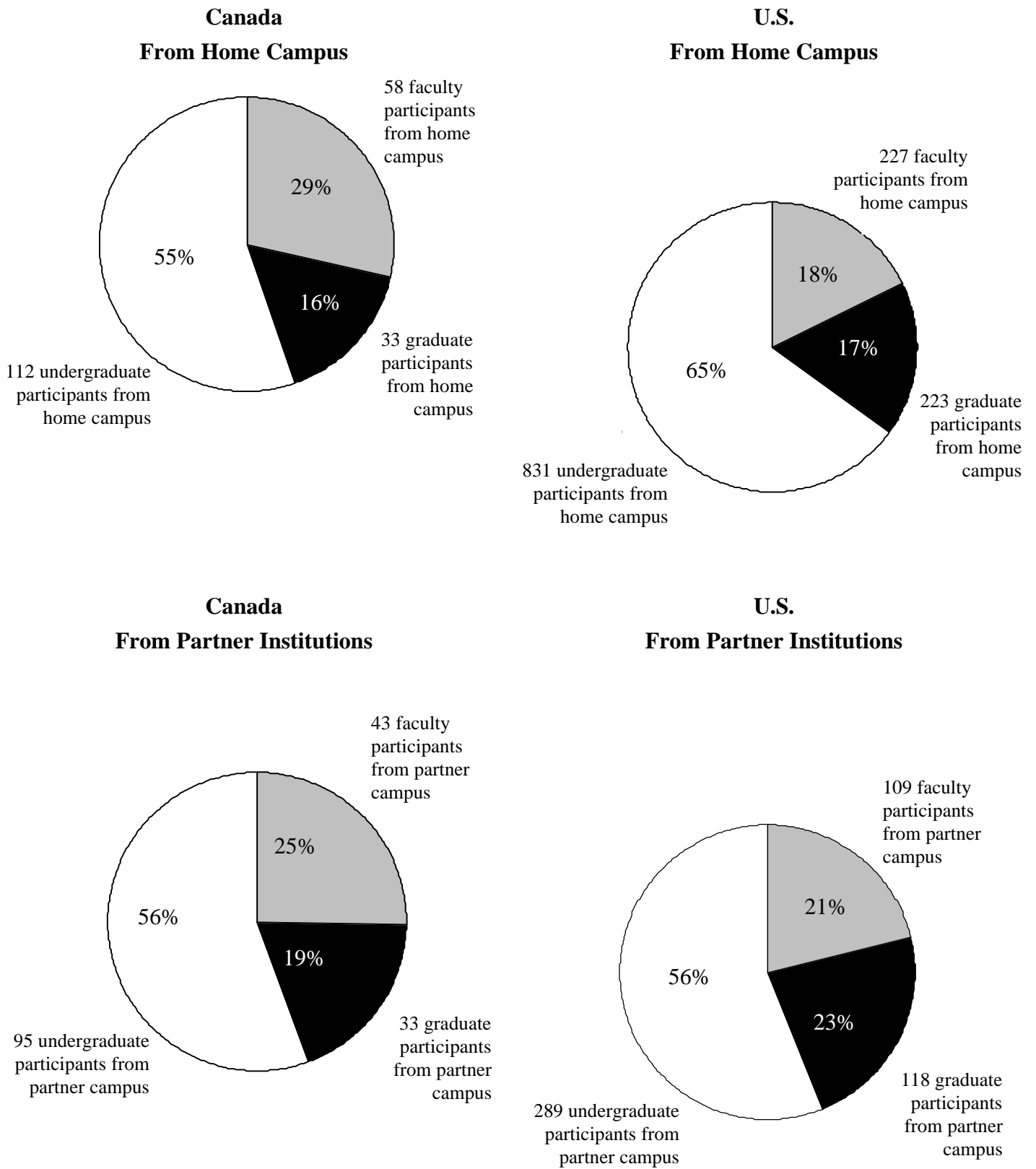
LINKAGES OTHER THAN DIRECT SCHOOL-TO-SCHOOL STUDENT AND FACULTY EXCHANGES

Canadian and U.S. replies listed consortial linkages most often, while cosponsorship of conferences led the list for Mexican responses.

	Canada	Mexico	U.S.
Curriculum development	13	31	53
Distance learning	11	32	32
Internships	9		47
Joint degree programs	6	19	36
Cosponsorship of conferences	10	41	45
Consortial or association linkages	18	22	54

In addition, other types of linkage programs listed by respondents were alumni meetings, exchanges for community service, internet links, mutual recognition of engineering licenses, sports exchanges (basketball), trilateral nursing initiative, student teaching, faculty in-service training, and website development. (See Appendix 5 for listings of fields of activity for linkages relating to programs other than faculty and student exchanges.)

Figure 1. Participants in North American Exchange Programs as part of linkage agreements in 1995-96 academic year.



PLANNING FOR INITIATION OF NEW NORTH AMERICAN LINKAGES IN THE NEXT THREE YEARS

More bilateral linkages are planned for the next three years than trilateral exchanges. Of the thirty answers to this question from Canadians, 25 (83%) stated that they were planning new bilateral linkages, while 20 reported that they would be initiating new trilateral exchanges.

Canadian replies added the following explanations and comments:

- Arranged a grant for faculty travel beginning in 1997
- Now working on funding to support student travel this year
- Depending on funding and interest (2)
- Expect to submit proposals to the North American Mobility in Higher Education Program (4)
- Faculty of Law wants to establish trilateral exchange, probably in the area of environmental law
- Further expansion of RAMP
- Hope to establish more exchange linkages with US universities
- Hope to establish tourism and hospitality program
- Investigations are presently underway to extend linkages in Mexico in environmental science and engineering
- Looking for relationships all the time
- North American Mobility in Higher Education Program starting this year
- Possible consortium on public policy issues
- Research cooperation
- See ourselves as international university depending for its richness on outward links
- Urban Studies and Oceanographic Engineering
- Voted a policy to foster the internationalization of its students' curriculum through academic exchanges and internships...policy fosters faculty members' international networking in research
- Would like to open the exchange to faculty

Mexican replies reported that 68 respondents (58%) planned bilateral linkage programs and 49 (42%) expected to initiate trilateral exchanges in the next three years.

Eighty-four U.S. respondents indicated that they plan new bilateral linkages, with 47 of the 107 answers reporting that they plan to initiate new trilateral linkages in the next three years.

Some U.S. respondents planning new linkages added the following comments:

- Cultural immersion for teachers: a one month program of study and practice in Mexican schools and communities
- Currently working on faculty/student exchange with Mexico. Will expand it to include Canada in 3 years
- Expect to involve U.S., Canadian and Mexican students in MA degree in International Service to be inaugurated Fall 1997
- Faculty (additional) and new administrative exchanges with partners in FIPSE project

- For program in Sustainable Development focusing on Urban Development
- Looking for Canadian exchange partner (3)
- Looking for other sites in Mexico
- NAFTA-related initiatives are a high priority
- North American Mobility in Higher Education student exchanges
- Perhaps for internships, student teaching, distance learning to support languages across curriculum
- Post MBA course at U.S., Mexican and Canadian universities
- Teacher exchange
- Trilateral MBA summer course with NAFTA focus
- Trying to establish trilateral agreement and will apply for grant
- Would like to try to link our current bilateral partners into a new trilateral exchange (3)
- Would like to develop linkage with private business schools in Mexico and Northern Alberta Institute of Technology for NAFTA workforce development programs

Reasons for not initiating new programs

Canadian replies listed the following reasons:

- Concentrating on existing programs already established
- Limited human and financial resources; these take a lot of work to make them run smoothly
- Reciprocity difficult to maintain and ensure in trilateral and consortium based linkages; too prone to be bureaucratic and administratively time consuming
- Trilateral project proposals have not been successful; doubt as to feasibility of trilateral initiative

Written replies from U.S. sources stated the following reasons:

- Desired linkages already in place
- Difficult enough to administer with two countries
- Focus is on Asia and with developing connections elsewhere in Latin America beyond Mexico
- Haven't found the right combination of Mexican and Canadian universities that would prompt pursuing a trilateral linkage
- Insufficient funding
- International affairs not a priority of the current chancellor
- Much stronger interest from European and Central American schools. Mexico and Canada are too close to home
- No demand, lack of activity in current linkages
- Not enough student interest
- Not enough staff support/time restraints on administrative loads
- Our small size. Also, our efforts to get information on linkage programs have been discouraging
- Sites available in Canada and Mexico through ISEP for exchanges
- Student needs are being met
- They have been very difficult to administer
- Working to strengthen, find funding and increase number of students and faculty participating in existing programs

MOTIVATING FORCES FOR LINKAGE ACTIVITIES

Faculty contacts were reported most frequently of all listed categories as a motivating force for linkage activities, with requests from counterpart institutions also a high ranking motivation.

Percentages were calculated using the total number of survey responses from each country as the base.

	<u>Canada</u>	<u>Mexico</u>	<u>U.S.</u>
Faculty contacts	85%	20%	54%
Request from counterpart institution	83%	17%	47%
Consortia involvement	48%	14%	39%
President/Chancellor /Rector initiative	48%	18%	28%
Participation in trilateral meetings	44%	15%	18%
Membership in listservs	44%	10%	15%
Published reports	33%	7%	17%
Other (see examples below)	17%		57%

Canadians listed the following in the "Other" category:

- Financial support offered by the three governments
- MBA market research for the corporate sector

U.S. responses added these items to the "Other" list:

- Association Liaison Office of ACE and ANNUIES
- Border location; alumnae contacts in Mexico; research interests in geology, border/immigration issues, environment, international business
- Community business contacts
- Consulate General of Mexico in Atlanta
- Contacts of International Programs Office
- Contacts via USIA International Visitors Program
- Government funding Requests for Proposals
- Governor's initiative
- Information from IIE Mexico
- Interest by private sector to serve as hosts for practical experience
- Internationalization initiative
- Local government and private sector initiatives
- Need of multi-national corporations to access U.S.-based programs via distance learning technologies
- Needs of our curriculum for Spanish language business courses
- Personal interest of former Fulbright grantee to Mexico
- Provide students with global perspective and awareness of international business
- Sharing of library resources; opportunity for funding: collaborative research
- Sister City program
- Small grants; money based on Debt for Development Program
- Student requests for exchanges

FUNDING SOURCES - NUMBER OF RESPONSES LISTING EACH SOURCE

The home institution was listed as the leading source of funding in responses from all three countries. Canadian answers listed

"Reciprocal tuition swap agreements" and "Costs self-paid by participants" equally for second place while U.S. replies also put "Costs self-paid by participants" second. Mexican answers showed "Linkage partner institution" in second place.

	<u>Canada</u>	<u>Mexico</u>	<u>U.S.</u>
Home institution	35	55	156
Linkage partner institution	25	47	101
U.S. government	14	15	49
Canadian government	24		29
Canadian government-Federal	18	13	19
Canadian government-Provincial	4	9	7
Mexican government-federal	13	31	39
Mexican government-state		14	
U.S. foundation support	6	13	23
Canadian foundation support	1	4	5
Mexican foundation support	2	6	9
Corporate support	7	7	32
Reciprocal tuition swap agreements	29	27	94
Costs self-paid by participants	29	25	120
Other (see examples below)	1		14

Canada World Youth was listed as an "Other" source in one Canadian reply.

U.S. replies listed the following as "Other" sources of funding:

- Community scholarships for foreign students
- Debt for Development program
- Endowment
- In-state tuition to Mexican nationals
- International education fee
- Local government
- Pan American Health Organization
- Private donor
- Self-supporting student exchange programs
- Sister City committee support
- State of Florida Student funded scholarships

Chapter II: Evaluation

ASSESSMENTS OF LINKAGE ACTIVITIES

Among those who have assessed their linkages, the comments made most frequently rated linkage activities as generally satisfactory, reported difficulty in motivating U.S. students to study in Canada, and cited problems related to funding.

Twelve of the 46 Canadian respondents to answer this question have assessed their linkages, while 67 of the 201 answering from the U.S. have done so. Many replied that it was too soon to carry out an assessment. Canadian replies noted the following conclusions:

- Absence of reciprocity; academic equivalence sometimes missing
- Good with Mexico, weak with U.S.
- Limited involvement and interest on the part of U.S. institutions. Interest from Mexico, but some language problems in some cases
- Linkage needs better promotion
- Linkages weak (2)

Linkages work well when they are discipline-focused and “owned” by faculty or department
Mixed results; needs more time to develop relationships; growing commitment, more resources
Positive (2)
Seems to be little interest in student community for U.S. exchanges
Very well received by students, faculty, central administration, senior members of business community

U.S. evaluations made the following observations:

Beneficial by catalyzing the formation of interdisciplinary faculty-student teams within and between our institutions; developing community-based focus and approach to problem-solving; adding an international dimension to research and instructional programs
Challenges are communications, timeliness, cultural differences
Currently cultivating faculty support for advising students to participate
Difficult to motivate interest in Canada (7)
Difficult to encourage students to go to Mexico (2)
EL-NET evaluated... effective means for initiating dialogue and networking; sharing information
Extremely successful (3)
Funding needed (3)
General satisfaction (8)
Good option for internationalization in engineering. Real problem and limit of impact is small number of students
Great staff development
Have suffered in past due to lack of financial resources, especially from U.S. government, relative to government support in Canada and Europe
Linkages are valuable but extremely costly in terms of administrative time required to maintain them
Need to emphasize linkages in Mexico
Need more information about opportunities, not aware of linkage activities
Need to promote linkages
New lectures in established courses
One to one exchanges find many takers in Mexico, few on U.S. campus
Participants in a teacher preparation program in Mexico have been hired by school districts and favorably evaluated for their competence and cultural understanding
Students have improved their Spanish
To focus on fewer linkages and deepen and strengthen those very worthwhile, very staff intensive.
Outside funding unreliable

IMPACT OF LINKAGE ACTIVITIES ON HOME INSTITUTION

Written comments on assessments of the impact of linkages from both Canadian and U.S. replies most frequently listed the following results on the home campus:

Cross-cultural interaction with more foreign students on campus
Increased opportunities for students and faculty
Increased understanding of Mexico
More language immersion opportunities
Too early to determine results

Other comments:

Bilateral linkages with Mexico, though still young, show promise
Committed to trying to figure out how to provide every student with an international experience and to do so in a way that is sustainable over the long term without dependence on one-time funding sources
Community ties with Mexican cities and universities strengthened
Cross registration of students increases variety of courses available
Development of a joint MA degree program
Disappointment, after a considerable investment of time, money, credibility
Exposure to culture/experience in another country influences teaching, research and community service
Faculty with international experience rose from about 12% to 30%
Growth of institutional friendship and spinoff to other projects
Have increased the number of candidates for bilingual cross-cultural academic language development credentials
Help of a competent native speaker in our Spanish program
Helped in retention by providing our students with majors not otherwise available at our campus
Increased interest in international management major
Increased foreign student recruitment
Input of international experience in curriculum
More attention is being paid to our study/work abroad programs
Opening of new research area. Increased awareness of faculty for international health issues
President initiated a Hemispheric Initiative
Primary impact on individual students, little on the institution
Program development
Received grants; completed research project that required partners; revised or shaped curricular initiatives in environment, business, language, communications
Significant contribution to the preparation of bilingual teachers in our state
Some companies from the Quebec region have shown interest
Starting to get the faculty moving to other institutions pursuing joint research opportunities
Very positive and enriching
Mexican replies categorized several wider results attributed to participation in linkage activities:

More opportunities for students, faculty-30%
 Improvement of educational practice-23%
 Improvement of professional practice-14%
 Cross-cultural interaction, more foreign students on campus-14%
 Too early to know-9%
 Certification-4%
 Increased understanding of Mexico-4%
 More language immersion opportunities-2%

PROBLEMS IMPLEMENTING LINKAGES

Financial problems were reported most frequently among the three categories (financial, administrative, academic) listed as affecting the implementation of linkages.

Canadians listed both administrative and financial problems in over 75 % of their responses, with academic problems cited third (42%). Mexican replies ranked financial problems first (39%), followed by administrative/logistic issues, i.e., sharing/lack of information (23%), understanding each others' bureaucracies (8%). In the academic category language problems were cited in 8% of Mexican responses. U.S. responses found 65% listing administrative and financial problems, with academic issues reported by 31% of those replying to this question.

DESCRIPTION OF PROBLEMS:

Canada:

Academic problems:

Credit transferability; different scales/weighting of marks for academic equivalencies (4)
 Language fluency requirements for students with limited fluency in a second language (7)
 Often exchange students want to enroll in courses that are full/restricted

Financial problems:

Lack of funding was listed most frequently in relation to student and faculty travel costs, administrative expenses, loss of tuition income in imbalanced reciprocity

Administration/logistics problems:

Conflicting time frames for academic terms (2)
 Exchange imbalance (2)
 Excessive bureaucracy associated with North American Mobility for Higher Education Program
 Financial liability for accidents, deaths, student support services
 Immigration restrictions
 Lack of faculty enthusiasm
 Lack of interest in study in U.S.
 Problems caused by receipt of late applications

U.S.:

Academic problems:

Accreditation issues (2)
 Credit transferability; problems in articulation of curricula across educational systems (4)
 Difference in academic goals between foreign students

and U.S. students who choose to study in another country
 Difficulty in training and certifying veterinarians
 Difficulty knowing courses to be taught in English
 Must request course descriptions through our contact
 Need to gain cooperation of multiple departments
 Preparation of faculty for assignments in Mexico, providing reciprocal opportunities for Mexican scholars on our campus
 Problem finding right classes for students due to newness of agreement
 Strict course requirements on home campus limit time for study abroad
 Students lack of fluency in second language (5)

Financial problems:

Need for funding for students, faculty and to administer programs, provide site visits (15)
 Need tuition waivers to attract more students from Mexico and Canada
 Peso devaluation (10)

Administration/logistic problems:

Imbalance in exchanges
 Immigration requirements
 Keeping track of meal plan and housing costs is difficult
 Lack of commitment at higher administrative levels (2)
 Limited staff time and faculty availability (3)
 Linkages have been difficult to establish and sustain within the constraints of the college's internal governance procedure
 Little follow through after hosting and making site visits
 Need for better communication, information sharing earlier (3)
 Need for more lead time; short deadlines (2)
 Negative attitude of students and parents to Mexican institutions needs correction
 Participation limited by scheduling problems when semesters do not begin and end at the same time in both institutions (3)
 Personnel changes which affect communications (2)
 Program promotion to stimulate interest by U.S. students (3)
 Provide incentives for faculty; systems to handle administrative issues
 Since students bear costs, recruitment is low, faculty motivation is low due to low student involvement
 Student recruitment limited by lack of knowledge and financial and work commitments
 Understanding each other's systems and bureaucracies

HOW PROBLEMS HAVE BEEN ADDRESSED

Responses from 29 Canadian institutions described the following ways in which they have dealt with problems:

Academic problems:

Departments have made concessions
 Earlier advising, consulting with Department Heads on exchange partners

Greater flexibility in assessment of participant language skills (2)
Improving orientation for students
Instituting university academic policy to simplify credit transfer
Modified TOEFL requirements, introduction of English for Academic Purposes Program
More emphasis on Spanish
Trying to insure that students take more care in selecting programs of study... encourage Department Chairs to be more flexible in terms of recognizing course and program equivalency
Suggest to students that the experience may be worth the loss of a year or a term in terms of time to complete their programs
Working with residence deans on preparation for study abroad applicants

Financial Problems:

Developing scholarships from fundraising for exchange students for travel funds
Involving private firms to offer financial support and internships
Trying to get funding (6)

Administration/logistics problems:

Administrative support staff assigned
Annual face-to-face meetings
Continuing effort to stimulate ongoing interest and commitment of faculties
Giving better information on Canadian universities; adapting exchanges to the students' interests; getting Canadian students to recruit American students; involving more American faculty
Electronic links for communication (2)
Ongoing discussions (2)
Reports on activities widely disseminated; support of senior members of business community, students, central administration
Work closely with international officers of partner university

U.S. replies from 93 responses listed the following ways in which they have addressed their problems:

Academic problems:

Encourage students to study more Spanish
New faculty in foreign language department are hired with the expectation of starting or augmenting study abroad programs
Setting up faculty committees

Financial problems:

Dug deeper into reserves
Offering internships and scholarships (2)
Plan to concentrate on aspects of linkages that don't require funds, such as reciprocal student exchanges
Provided work-study and subsidies for books and travel insurance (health)
Searching for more funding from a diversity of sources (13)

Solicited help from Mexican government, private sector, deferred some programs
Trying to develop travel support
Trying to make programs self-sufficient

Administration/logistic problems:

Broadening our relationships in Canada to include Western provinces
Changed nature and design of Mexican programs
Developing different proposals for coordinating class schedules
Endeavored to put together joint venture opportunities with mixed success
Established contact immediately with each new liaison
Have attempted to set specific deadlines
Hope to receive some foundation funding to hire some part-time personnel
Need to have faculty visit Mexican institutions to talk with students about the program
Organized E-mail listserv to promote awareness
Procedures improved and streamlined over time
Reduced the length of the program
Regarding exchange imbalance, carry over the credit so eventually they will be able to send students
Renegotiated terms of agreements, strengthened relationships
"Sell" the value of exchanges... enlist help of private sector NGOs
Sent two teams of faculty to visit Mexico campus for a week
Trying to develop more appropriate infrastructure support
Use E-mail, (5) fax and telephone
Will intensify our efforts to have more students study in Mexico
Working to portray accurate information
Working with Latin American Studies department to recruit
Yearly meetings are helping with administrative problems

RECOMMENDATIONS TO ELIMINATE PROBLEMS IN THE FUTURE

Recommendations for future improvements were listed by 24 Canadian respondents.

Better dialogue with partners
Consider maximum number of partners to include for effective consortium participation
Dean and President must show genuine commitment (e.g. mission resources, changes in system of rewards) on a sustained basis over time.
Facilitate faculty participation
Funding support (4)
Greater awareness of programs
Greater interest on the part of the Canadian private sector

Increase promotion of RAMP program among U.S. students
 Initiate communication re: desired courses earlier in correspondence
 Integrate as much as possible into normal academic procedure
 More administrative support staff (2)
 Need to question ability to sustain programs with limited funds
 Promote value of U.S. study as preparation for graduate studies
 Spell out all academic details in advance; include clear policies concerning liabilities; institute detailed international students' support services
 Use of Internet may facilitate administration
 Use students/interns or receive government funding for staff support
 Visit campuses, meet with students

In 78 responses from U.S. sources, the following suggestions were listed:

Better recruiting efforts
 Change legislation that restricts tuition waivers
 Contact and familiarity will improve with time (2)
 Continue meetings and discussions on different campuses of consortium for interaction with host school students, faculty
 Continued emphasis on significance of Mexico to U.S.
 Encourage visible reiteration of university's international vision by higher administration
 Education of the press
 Engage corporate interest more (2)
 Government funds (2), especially without the many "strings" and restrictions, and without requiring excessive matching resources.
 The USIA College and University Affiliation Program would be an excellent model
 Grants for faculty, site visits (3)
 Improved inter-university communication
 Increase annual visitation-hopefully reciprocal visitation
 Internationalize the campus
 Keep more complete files for students to access information
 Have more information and identify key players before signing
 Memorandum of Understanding; agree in details of the expectations and develop plans for work; identify funding sources
 Joint Web page with updates
 Maintain constant communication at all levels of administration
 May have to require a placement monitoring fee
 Mexican portion of grantee's tuition or stipend paid up front to avoid exchange rate fluctuation problems
 More timely flow of information
 Move more slowly
 Need to address orientation issues and short-term intensive language training

Need to identify additional funding sources (12)
 Need for cheaper housing solutions
 Organizing conferences and seminars to promote interest and knowledge of North American market and NAFTA
 Operate on a consortial basis, rather than one-to-one
 Partner with home country groups
 Provide steady funding from U.S. Department of Education to stimulate these activities
 Sensitize students/faculty for advance planning
 Set up a university fund to pool student exchange monies that could be rolled over at the end of every fiscal year to support occasional imbalances in exchanges
 Start a bilateral program, add other partners at a later date
 Trying to develop some content-based language courses
 Trying to open program up to students from other U.S. campuses
 Working with our Finance and Financial Assistance professionals devise financial incentives for students

GOVERNMENT FACILITATION OF TRILATERAL ACADEMIC MOBILITY

Suggestions related to assistance with identifying sources of financial support, reducing visa restrictions, providing tax incentives for corporate participation in trilateral activities and assisting with wider publicity to promote exchanges.

Thirty Canadian replies listed the following suggestions:

Allow flexibility for flow and use of funds
 Assist institutions in finding other means of financial support
 Collectively approach other funding sources
 Continue student grants, non-interest loans, research contracts (3)
 Develop better selection process, multi-year planning
 Ease work permit requirements where appropriate (2) allowing students to work a limited number of hours would help financially and in learning about the country
 Encourage private sector and foundation funding (3)
 Fiscal incentives for private sector (corporate tax breaks) (3)
 Government funding is spread too thin, needs more focus, sharing of models of successful programs
 Identify reciprocal work/study programs
 Include corporate/private sector partners (2) including small to medium sized businesses
 Lobby governments for education tax rebate
 Offer government internships at embassies and consulates
 Promote exchanges through literature; help design pamphlets, allow employees to work on a project
 Promote reciprocal tuition and residence swaps; develop incentives by emphasizing national and career importance of mobility experience

Promotion of program opportunities, provide information about institutions seeking exchange partners (4)
Reducing visa restrictions, simplifying visa procedures (4)
Setting up an electronic listserv
Use electronic communication to put courses and calendars on accessible websites, use electronic application forms

Mexican replies show the percentage of total responses making the following recommendations:

Promotion of program opportunities-52%
Partnerships with private sector/agencies/foundations-30%
Reduce certification restrictions-8%
Internship/job opportunities-2%
Establish more short-term programs-2%
Organize conferences-2%
Reduce visa restrictions-2%

Replies from 105 U.S. respondents made these recommendations:

Assist institutions that do not have existing bilateral linkages or other connections
Bring educational ministries together to smooth recognition of academic studies between countries
Bring Mexican higher education institutions into American regional accreditation system
Build incentives for institutions and individuals to collaborate
Continue conference support, (5) listserv connections (4)
Continue to provide support from accreditation agencies for student and faculty mobility (2)
Put together a publication with supportive statements from corporations about student mobility
Develop distance education (2)
Encourage increased cost sharing among involved institutions
Encourage long-term commitments. Possibly build partnerships of corporations, and or governments with institutions/communities that meet some of the shared needs of all involved
Encourage small college participation, counteract impression that grant money has been absorbed by large consortia
Ensure that all forms of financial aid, grants and loans continue to be applicable for study abroad
Establish commissions of public-private non-profit trilateral cooperation
Expand NAFTA and like mechanisms
Facilitate access to other sources of funding, in-kind contributions (7)
Facilitate exchange visitor visa arrangements for short term stays
Facilitate person-to-person faculty contacts through giving visibility to successes (3)
Help students get all their information on the Internet
Governments can press for more corporate sector support (8)
Governments should publicly recognize international

education as a legitimate experience in a student's college career outlining benefits to the student and the firms or organizations in which they gain employment or volunteer

Improve recognition of foreign degrees
Instruct embassies to help NGOs, foundations, and institutional sponsors of programs
Leverage exchange opportunities as part of other international agreements
Modify current exchange programs into short-term ones
Offer resident tuition rates to exchange participants
Promote NGO-university collaboration which will open up new funding sources
Provide better publicity (4)
Provide clearinghouse services
Provide lower interest rate for financial aid used for overseas study
Provide seed money
Provide tax breaks for corporate support (5)
Put government participation, assistance or approval requests on expedited or fast track basis
Put international education on the policy agenda.
Need to educate legislators, policy makers, educators, business leaders of its importance.
Government needs campaign to build awareness
Reduce visa restrictions (9)
Revive binational centers in Mexico
Seek to establish more similar faculty classifications to facilitate exchange; encourage development of articulation agreements so that transferability of credits will be accomplished easily (2)
Simplify internship regulations regarding work restrictions (2)
Simplify Internal Revenue Service requirements
Sponsor government-university workshop on new public-private sector-university approach to trinationality (2)
Support/encourage research which requires international collaboration
Support home institution faculty visits to partner institutions
Use Fulbright grants to promote exchanges
Use government funds to leverage foundation support in each nation; link funding increases to increased trade activity under NAFTA
Use private sector in planning, show them benefits, address immigration and trade difficulties, shorten application forms
Use televideo conferencing, internet (linked website, e-mail, FTP for collaborative research)

SUGGESTED ACTIONS FOR CORPORATIONS AND OTHER AGENCIES

Provision of scholarships, internships and co-op placements, recognition of international academic experience in hiring qualifications, funding of joint research projects were proposed as areas for corporate involvement related to trilateral activities.

Funding support was listed in 15 of the 36 Canadian responses. In addition, there were these specific suggestions included in some of the comments:

- Obtain tax exemption for funds directed toward exchanges
- Offer awards for excellence in internationalization – plaques, publicity, modest cash prize
- Organize delegation visits
- Participation for practicum placements
- Pay for student airfare, travel expense (3)
- Provide co-op work/study placements (5)
- Provide gifts in-kind (tickets)
- Provide internships (7)
- Provide recognition of international experience in employment
- Provide scholarships for exchanges (8)
- Sponsor research
- Technical advice

Mexican replies listed these suggestions along with the percentage of total responses they represent:

- Internships/coop placements-14%
- Scholarships/fellowships-9%
- Adopt a project-5%
- In-kind contributions-5%
- Other strategies for the promotion of collaborative links-4%
- Corporate recognition of exchange experience on resumes-2%

Financial support was listed in 43 of the 105 U.S. replies, followed by internships in 20 answers. More detailed responses included the following suggestions for corporations and other agencies:

- Articulate the value they derive from students they hire who have had an international education experience while in college
- Identify proportion of jobs in their companies that require some international experience
- Be willing to build long-term relationships
- Circulate information about linkage activities directly in their interest (3)
- Create mutually beneficial higher-education business partnerships (4)
- Develop training related to expansion needs
- Educate the general public about the benefits of exchanges (2)
- Employment opportunities
- Encourage prospective employees to have international experience and language study
- Form relationships with schools to encourage multicultural education for future jobs
- Fund exchanges in specific fields, fund language laboratory development
- Funding of joint research projects (2)
- Fund research into new emerging technologies and provide new equipment (3)
- Get CEOs to support mutual educational initiatives
- Government-corporation joint ventures

- Inclusion of NGOs in inter-university partnerships to put university expertise to work
- In-kind contributions
- Invest in students/junior faculty interested in careers/research in NAFTA
- Offer guest speakers to institutions
- Personnel officer recognition of international experience as an asset when hiring
- Pledges of support by those companies that have reaped benefits from NAFTA (2)
- Provide incentive grants to attract students into work abroad programs; special attention to recruiting minorities
- Representatives should attend major conferences, set aside time to talk with faculty, spread word on their funding missions
- Set up a foundation for exchanges (2)
- State economic development agency could influence university priorities
- Support binational or trilateral initiatives focussed on critical problems held in common
- Support trilateral meetings (3)
- Underwrite certain trilateral programs
- Use of corporate facilities (communications systems, office space, contacts, etc.) for coordinators and where appropriate, students

RECOMMENDATIONS FOR EXPANDING BILATERAL OR TRILATERAL ACADEMIC COOPERATION

Thirteen Canadian replies included these observations:

- Believing that the NAFTA academic mobility programs will work to their fullest capacity after a three-year support program is daydreaming
- Better news analysis in news agencies, for better understanding of international economics and politics
- Both U.S. and Canadian institutions need to find ways to increase U.S. student interest in Canada
- Corporations need to be more vocal about value of international experience
- Examine consortia approach, e.g., Canada-Mexico with a small centralized secretariat as in Ontario-Baden-Wurttemberg model
- Need expanded emphasis on language learning
- Successful models should be shared for strategies to handle cross-cultural communications, credit transfer guides
- Seed funding is need for collaborative research
- Should be a priority for all levels of government and corporations in the new global economy
- Support staff having any responsibility for international relationships or transactions may need special training

Comments and suggestions from 51 U.S. responses added the following to the recommendations listed in replies to Questions 3, 4, 5:

Academic institutions in each country need to be more structural in their affiliations, and move beyond exchange programs to genuine affiliations which are based on full faith and credit, and mutuality of recognition... a cross-border system of education needs to be speculated about

Build on existing study abroad programs

Consider adding pre-service and graduate teaching education to the list of priorities

Develop shared summer institute with shared faculty and students

Each relationship must have specific objectives related to the requirements of the "customers" of the institution, i.e, students, employers, etc.

Encourage faculty to increase interest in research related to Canada and Mexico

Establish a trilateral newsletter and website in English, French and Spanish to contain news and examples of collaboration

Hope to increase opportunities through regional consortia

Internet efforts need to be upgraded and expanded.

Create a site on the El NET where institutions can "register" and state their "wants and needs"

Need to think of unique formats and partnerships, i.e., our Emeriti faculty are actively engaged in an exchange with a Mexican university

Perhaps a regional approach is more appropriate than a national one. WICHE does an excellent job

Provide subsidies or grants to academic and professional organizations which hold their professional meetings in a North American country other than the one where most of their members work. Afford special opportunities for host nation faculty to make presentations and for field visits to host nations' institutions

Recognize the difficulty of involving faculty in a broad program

Strong support is needed for language programs

Support must be given to cooperative relationships based on generalist studies as well as the technical fields (engineering, medicine, etc.) to all liberal arts institutions' students to participate in greater numbers

Target support to institutions with track records in relevant area studies

Use organizations such as NAFSA, scholarly groups. Coordinate curriculum building through international program offices across campuses, among ministries and U.S. government agencies

USIA needs to look at the international expansion investments of major U.S. cities and co-fund key projects of national interest

EFFECT OF RECENT/CURRENT POLITICAL/ECONOMIC CONDITIONS ON EXCHANGE DEVELOPMENT

Positive effects were attributed to the implementation of NAFTA while negative effects were the result of financial conditions in Mexico, budget cutbacks in Canada and new immigration restrictions in the United States.

For 50% of the 40 Canadian replies, political and economic conditions are seen as having a positive effect, with 20% seeing a negative effect and 30% no effect either way. U.S. replies were more evenly divided with 32% for a positive effect, 36% negative and 32% no effect either way.

Both Canadian and U.S. replies indicated that the implementation of NAFTA has had a positive effect on the development of exchanges. Negative effects were attributed to Mexican economic and social problems including devaluation of the peso, Canadian budget cuts affecting education, and U.S. immigration restrictions.

Suggestions for improving the climate for the exchanges included the following from Canadian and U.S. replies:

Better perception of legal non-immigrant student visitors to U.S. on part of Congress

Contribution of computer, software and E-mail linkages to Mexican partners

Create faculty short-term exchanges, opportunities for faculty and administrators to visit partner institutions

Develop economic development partnerships with Mexican higher education institutions

Financial support (3)

Government should subsidize fiber optic/satellite telecommunications linkages. Develop a pool of "loaner" telecommunications

Improve marketing efforts to attract Mexicans and Canadians and eliminate language barriers by making Spanish mandatory

Increase institutional support to assist students from Mexico

Make programs more visible to students and faculty

Massive public relations at top government levels on value of exchanges

Report success stories (3)

Twenty-seven percent of Mexican replies listed the implementation of NAFTA and globalization as having had a positive effect on the development of North American exchanges.

Negative effects were reported as follows:

Economic crisis in Mexico and high costs in the U.S. and Canada-40%

Budget restrictions in Mexican institutions-21%

Lack of consensus about parameters for proposal authorization-4%

Budget restrictions-4%

Lack of confidence from Mexican institution to partner institution-2%

Lack of confidence from partner institution to Mexican institution-2%

IMPORTANCE OF BILATERAL VERSUS TRILATERAL EXCHANGES

Most Canadian and U.S. institutions gave lower priority to trilateral than to bilateral linkages.

	<u>Canada</u>	<u>U.S.</u>
Bilateral as highest priority	16	71
Trilateral as highest priority	4	12
Equal priority	19	65

Canadians explained their choices with the following reasons:

- Bilateral programs are easier to administer (3)
- Both types must be pursued vigorously with the three economies and societies on the threshold of integration
- Both are of equal priority because they bring different opportunities for faculty and staff
- Canada-U.S. relationships are well-established (6)
- Mexican preference for bilateral exchanges
- Models of successful bilateral exchanges will help build to the next step of trilateral linkages
- Trilateral exchanges are needed for the mutual knowledge of language, culture, institutions and decision-making required to make NAFTA work (3)

U.S. answers included the following observations:

- Bilateral is easier to comprehend and administer
- Canada never figured strongly as exchange partner (2)
- Depends on the purpose of the linkage. The broader the scope of the linkage the better for a trilateral link. The more focussed the exchange the more likely a bilateral link works best since such links are commonly developed by a single academic unit.
- Effective trilateralism can only be built on long bilateral experience (2)
- Every trilateral exchange has two bilateral dimensions
- Exchanges need resources, willing academics
- Having options is very helpful
- Issues and problems for states on the border with Mexico require cooperative efforts (5)
- Look forward to moving into exchanges with Canada (6)
- More interest in Mexico than in Canada (2)
- Need more exposure to non-Anglophone environment (particularly Spanish) and more diverse cultural experience
- Need to increase awareness of impact of NAFTA (2)
- Need to know more about Canada
- Not familiar with trilateral exchange
- Not yet found a way to market trilateral exchanges as a viable option
- Should concentrate on getting more cooperation with immediate neighbors who have the advantage of being less expensive to work with and the pay-off is that these are the two leading trading partners
- Sometimes it is difficult to expand a binational partnership to include other partners in the two nations involved.

The more linkages and exchanges, the better. Even better would be a trilateral clearinghouse/coordinating mechanism for them so all interested parties would have access to information about who is involved.

There are many joint ventures that would assist all participating countries.

Trade is critical and we support initiatives that will help create jobs for our students

Trilateral exchanges too difficult to manage (4)

Trilateral exchange is with some exceptions almost a meaningless artificial concept...not comparable to the European Union's attempts at multilateral exchange

We need to strengthen North American linkages in any way possible because of the increasing interdependence of these countries

Whether bi- or trilateral depends on the relative strength of the focus of the institutional relationships

Working to develop bilateral linkage with Canada, then combine current bilateral linkages with Mexico with new linkages in Canada

Would like to see this program expand to include other nations in Latin America. American students are at a disadvantage because they know so little about the region. The tendency in the United States to treat the region as a unit does a great disservice to people who will work in the environment. It often places Americans at a competitive disadvantage. I would like to see this program expand like the ERASMUS program in Europe.

RANKING OF NORTH AMERICAN EXCHANGES/ STUDIES AMONG ALL INTERNATIONAL ACTIVITY AT RESPONDING INSTITUTIONS

Most respondents gave equal priority to their linkages with Asia/Far East and Europe as those with North American partners.

	<u>Canada</u>	<u>U.S</u>
Equal priority with others	25	81
Among the highest priorities	7	45
Lower priority	8	33

Asia was listed 13 times, Europe 8, Latin America 5, Africa 3 in 24 Canadian replies naming priority areas in which they have exchanges.

Comments explaining their choices in priority rankings included the following:

Compared to other programs, the NAFTA exchange is relatively small(2)

Students focus on areas outside North America

Training and research opportunities have a higher priority because there is a higher payback to the institution

Forty five percent of Mexican answers listed Europe, Asia and Latin America together as regions of higher priority for academic collaboration, followed by separate listings for Europe-40%, Asia/Far East-10%, Latin America and Caribbean-5%.

With 77 replies from U.S. sources, Asia was listed as a highest priority 21 times, Europe 17, Africa 7, Latin America 6 and the Middle East 2.

Comments explaining rankings stated:

- Emphasis now on expanding activities for Asia and former USSR
- Exchanges with Mexico are one option among many available
- Gaining in priority because of young Latin American Studies concentration
- Interest and resources are limited
- Interest in dual-degree bicultural education has increased exponentially in Europe
- International trade has top priority in Oklahoma, especially with regard to agribusiness trade
- Lack of funding prevents exchanges
- Little interest in Canada (4)
- Many other initiatives are more active, therefore assume a higher priority
- Most of our students seek out programs in which instruction is provided in English which makes recruitment efforts tough
- Priority is on fee generating exchanges (2)
- Projects with greater funding have higher priority
- Russia and China due to more faculty involvement and competitive federal funding
- Special relationship with Canadian consulate in Los Angeles
- Strong interest in all Latin American and Caribbean
- Students more interested in Europe than Mexico (4)
- Students more interested in exchange possibilities outside the North American continent

RECOMMENDATIONS TO FACILITATE OR ENHANCE INTEREST AND ACTIVITY IN TRILATERAL NORTH AMERICAN EXCHANGES AMONG COLLEAGUES AND WITHIN INSTITUTIONS

Increased funding support, opportunities and incentives for faculty exchanges, and wider dissemination of information about exchanges were the leading recommendations from all three countries.

Suggestions from 30 Canadian responses included the following:

- Bringing to the attention of colleagues publishing, joint research and faculty exchange opportunities
- Encourage students who participated in the program to share their experiences with their peers and professors (2)
- Enhanced interest by U.S. institutions (2)
- Establishment of an electronic network for exchanges
- Exchanges and visits
- External support to reduce administrative burden
- Faculty incentives: research, lecture, travel, visiting lecturer grants
- Financial support (12) for development phase, faculty travel, research
- Find a linkage that builds on existing priorities
- Increased opportunities to participate in linkages

- Making the process profitable
- More frequent turnaround in funding cycles
- Personal connections among faculty for collaborative activity
- Presence of more Mexican undergraduate and graduate students
- Publicity (4) targeted at a few potential champions
- Revised reward system (merit) to recognize international activities (2)
- Simplify procedures
- Special competitions with a thematic approach

Mexican suggestions with percentage of total responses listing them:

- Dissemination of information-54%
- Visitor exchanges-16%
- Funding for faculty exchanges and joint research projects-10%
- Academic recognition for participation in North American activities-8%
- Increased understanding and cross-cultural interaction-6%
- Higher education-Business partnerships-4%
- Equivalent funding for student exchanges in all 3 countries-2%

U.S. answers from 105 replies provided the following comments:

- Administration leadership (4)
- Allow time for negotiating arrangements
- Better information from a centralized office
- Better publicity on success stories, exchange opportunities (7)
- Breakdown language barriers, begin foreign language instruction in secondary school, make it obligatory
- Bring more Canadian and Mexican lecturers, exhibits, forums, cultural events to campus (2)
- Brown bag lunches... informal conferences
- Canadian partners
- Collaborative grant funding (3)
- Contact faculty in Canada and/or Mexico, start projects, then involve faculty at our institution
- Cooperation with local Canadian and Hispanic groups to use institution as program site
- Create an association of directors of international programs, facilitate communication through listserv and websites
- Dean is only interested if there is financial support and activities lead to scholarly recognition for faculty/institution
- Emphasize cost advantages (2)
- Establishment of a NAFTA studies program
- Faculty exchanges (4)
- Faculty involvement is critical (2)
- Financial support (16)
- Grants for travel to other sister institutions, to see first-hand what is possible in such exchanges, sites, problems (2)
- Greater emphasis on opportunities in Francophone Canada
- Identification of a Mexican site for student exchanges
- Improve, extend and expand NAFTA

Incentives for faculty must be in place for promotion, tenure and other rewards (2)

Increased language learning (Spanish) opportunities for faculty and staff

Increased number of conferences/seminars related to Canada, Mexico and NAFTA issues would be very useful (2)

Increased specific opportunities for interaction and exchange

Increase the awareness of professional opportunities, development through linkages (2)

Information about how such exchanges are established and which institutions are interested (5)

Institutional examination of international priorities

Intensive recruitment program

Internet chat groups established between and among member institutions

Job opportunities for graduates

Joint degree development

Linkages via information on colleagues with same specialization (4)

Logistical/administrative support (2)

Meet regularly with faculty and student groups to assess where needs and interests lie

More exchanges

Not to restrict access to these programs

Opportunities for faculty to develop meaningful relationships

Promote hosting of exchange program

Shared information on current research by faculty members (2)

Show clear advantage of trilateral exchanges (2)

Special travel and research funds to send and bring faculty and students (3)

Specific opportunities perhaps directed at smaller institutions to promote key areas such as business, tourism and hospitality management and engineering technology

MECHANISMS TO SUPPORT FUTURE NORTH AMERICAN HIGHER EDUCATION COOPERATION

Both Canadian and U.S. replies listed grants for projects most often as a preferred mechanism to support future cooperation.

	<u>Canada</u>	<u>U.S.</u>
Grants for projects	39	141
Conferences	20	87
Working groups on specific topics	24	74
Listserv/website	27	68
Publications/mailings	17	56
Small meetings	16	52

Other mechanisms listed by Canadians included administrators developing opportunities for faculty interactions; campus visits; joint courses and joint research.

U.S. responses suggested campus visits; exhibits, cultural events, touring artists; a focal point for linking complementary needs of institutions and/or corporations; information on internships; online conferences.

EVALUATION OF QUALITY AND RESULTS OF NORTH AMERICAN TRILATERAL COOPERATION TO DATE

Most Canadian and U.S. responses indicated that the results of cooperation to date were inconclusive.

	<u>Canada</u>	<u>U.S.</u>
Excellent	4	10
Good	11	26
Fair	5	17
Inconclusive/don't know	17/2	95/6

Twenty Canadian replies amplified their answers with the following comments:

As a small undergraduate institution, we find it hard to make connections with like partners

Good cooperation, particularly between Canadian and Mexican partners

Limited involvement of Canadians

Moving in good direction

Programs have faced financial stress in Canada and Mexico (2) and competition from competing programs

RAMP has brought together universities in the three countries which have never cooperated until then. This is a significant development and is a promising avenue for further growth and interaction

Too early to evaluate (3)

Trilateral nursing initiative was first of its kind, provides excellent information and network

Very pleased

We have had Canadian students who have truly enjoyed their international experience in Mexico and the U.S. We were pleased to welcome Mexican students in 1995, 1996. However, we have not yet received any applicants from the U.S.

We have not developed as fully as hoped; U.S. particularly seems to have flagged in interest (2)

Fifty one U.S. replies included the following amplifications:

Barely any trilateral activity on our campus (2)

Conferences have been important. More task group work aimed at policy issues would be useful

Existence and initial support of NAFTA is positive.

Implementation does not loom large among U.S. priorities

First that I have heard the term "trilateral cooperation"

Given the financial resources, results must be considered as good

Have had cooperation and collaboration between faculty and increase in number of exchanges over past five years

I am impressed that we are finally making progress after a slow start. The example of the European Union has certainly helped.

Latest FIPSE Request for Proposals requires the lead Mexican institution to be public. Our principal contact is private.

Little accomplished... number of duplicate conferences yielded little
Mostly self-serving bureaucratic exercise
Much more needs to be done (3)
NAFTA expectations for quick success were probably too high (2)
No experience in trilateral agreements
No knowledge of the results (3)
Not much impact on campus to date
Positive impact (4)
Only financial constraints curtailed the potential for excellent results
Problems relate to an urban campus with a narrow outlook
Quality and results are very good to excellent, and the importance of such exchanges to continue is paramount for academic communities. This is a great opportunity for university persons to exercise leadership in a crucial area for growth and peace in the next century
Small number of students key issue
The idea of genuine, systemic international affiliations (as compared to exchange programs) has neither been advocated nor implemented on any significant scale
There are many more students interested in coming than places for them
Too early to tell (3)
U.S. response has been very poor

STATUS OF NORTH AMERICAN HIGHER EDUCATION COOPERATION IN 5-10 YEARS

Replies generally indicated optimism with regard to expansion of cooperation in the future. The leading suggestions for action to increase linkage activities were obtaining financial support and increasing awareness through publicizing success stories of current linkages.

In 29 Canadian replies regarding the status of cooperation the following predictions were offered:

As our know-how increases by doing and experimenting, we will develop validated activities that will address global issues
Bilateral (2) little interest/incentive for U.S. students to come to Canada
Considerably more movement among institutions
Continuing cooperation between Canadian and U.S. universities... growing cooperation between Canadian and Mexican universities
Direction will depend on level of interest at institutions and support from government, corporations, etc. (2)
Focus more on partnerships all over the world
Highly collaborative
Increasing parts of curriculum will be shared between cooperating partners
Increase in cooperation (2)

Integration of the North American economies and societies will become crucial to continuing development and success of NAFTA
Only slightly better than now unless governments, institutions and federations of institutions work pretty hard at improving things
Probably further along
Scope will broaden, opportunities (not necessarily access) will increase
Slow but steady development
Student mobility is on an upward trend and will continue for the next five years. Will continue even without government support but only to those with disposable income
Uncertain, depends in large part on degree of private sector demand for knowledgeable employees, also institution of NAFTA
Universities could have many links with other such institutions to share, exchange and learn

Suggestions for what needs to be done in the meantime:

Articulation of rationale and long term strategies (2)
Broad programs of undergraduate exchange, faculty exchange, research with funding
Facilitate exchange of information
Financial help (4) to ensure mobility, streamline the process
More distance education
More flexibility in course requirements
Strategic application of resources directly to participants
More mobility of students, faculty
Support for common standards or mutual recognition
Transferability of credits

Mexican recommendations for action to be taken:

Make it a priority issue-74%
Publicize success stories/available opportunities-12%

U.S. responses from 103 returns foresaw the following situation in five to ten years:

About the same as now (7)
Assume cooperation will improve as economies become more linked (3)
Canada, Texas, New Mexico, Arizona and California still dominating North American linkages with Mexico
Depends on economic situation
Depends on how much of a priority institutions/agencies/corporations are willing to make it (3)
Diversity of projects
Expanding among larger universities, but still behind in smaller regional institutions
Increased cooperation (16)
International programs and universities
Much stronger in Latin America and about the same in Canada
Not sure (3)

Students and faculty will be able to traverse the borders, obtain credentials accepted by all three countries

Technology of distance education connections will be pervasive (2)

Universities will become centers of excellence in specific topics/disciplines. Students will be able to choose any center, receive the education in a variety of formats and apply it to his/her degree

Very few at college level, nice to see cooperation between vocational schools

We will have more partners

Recommendations for action in the meantime included the following:

Committed support and marketing (2)

Communicate needs/opportunities

Continue both direct (in-person) and technology (e.g., online) interchange

Continued efforts to share expertise, materials, and professional development

Create a North American version of SOCRATES

Create stable relationships with adequate funding

Elevate the importance of these initiatives (4)

Evaluation of current projects is vital to continued success and results (2)

Government support

Governments need to become more open in student work exchanges

Greater working partnerships among public/private entities (2)

Help facilitate introductions

High cost reducing ability of students to participate

Joint acceptance of credits/equivalencies

Less bureaucratic stumbling blocks from university and government, especially regarding immigration procedures

More collaboration must occur among all the organizations involved in these activities

More emphasis on short-term training for executives and other adult leaders

Need for a foundation to develop funds, set priorities, promote specific programs with greatest benefit to all countries

Need to increase mobility activities (4)

Need for publicity, to maintain good promotion of programs (2)

New concept: needs to be assiduously reinforced against backsliding

Organize an awareness conference

Provide funding (6) for cooperative research, faculty and staff visits, exchanges, language teaching

Pursue areas of mutual interest; focus on these for a 10 year minimum

Recruit more in Canada (2)

Short term visits for mutual familiarization

Sponsor exchanges to expand business, NGO and other collaborations

Stimulate consortia (2)

Study common curricula

Urgent need for basic geographic education at all levels

Visiting professorships

USEFULNESS TO RESPONDENTS OF TRILATERAL COLLABORATIVE PROCESS IN HIGHER EDUCATION

Unlike the Canadian replies, most U.S. responses felt that the process had not been useful to them, but answers from both countries supported the continuation of the collaborative process. Suggestions for configuring the process included focussing on specific topics for joint planning, establishing a structure for coordinating exchanges and providing information on linkage programs. To ensure that stakeholders take hold of the process they should be involved from the beginning and shown the benefits of participation.

Has the process been useful to you?

	<u>Canada</u>	<u>U.S.</u>
Yes	24	46
No	7	71

Should the process continue?

Yes	26	71
No	2	5

Suggestions for configuring the process were given in 25 Canadian responses. They included the following:

Continue smaller strategic planning meetings featuring focused issues to be resolved (3)

Create a board that includes government, private sector and universities to coordinate all trilateral exchanges

Financial support (4)

Formal mechanism to support research and exchange projects

Fundamental barrier is academic structure making mobility difficult. Flexible approach might encourage more exchange

Good administrative/communications links among partners (2)

Look at it as a long-term process which will need financial and logistic support as it matures and gives results

More involvement of those who actually do the work; more equitable make-up of national/trilateral groups

Need to facilitate more communication and face-to-face interaction between project contact people and potential faculty advocates

Programs similar to North American Student Mobility, USIA trilateral grants

Senior members of local business communities who are involved in trilateral trade and investment as well as university boards of regents and government are in an excellent position to influence campuses in the direction of international business, international relations, Mexican culture, society and Spanish language in particular

Should be reviewed by independent working group with members external to current program administration
Systematic planning and commitment from country leaders
Trilateral conferences, focused on specific topics, issues
Working solution to recruiting could be to exchange U.S. students majoring in French, translation, politics, international affairs, etc. for Canadian students majoring in Applied Sciences

Mexican suggestions:

Make it a priority issue
Corporations need to recognize the benefits to them of involvement and support of exchanges
Involve corporations from the beginning in program planning

U.S. replies from 65 sources included the following recommendations for configuring the process:

Allow for special participation by smaller institutions
Clarify advantages to academic institutions and corporate/business community
Clearinghouse or broker model for information on opportunities and programs of institutions seeking linkages
Continue with similar questionnaires to study abroad and other offices
Encourage state and regional initiatives
Focus on specific disciplines and fields (3)
Help in raising awareness (3)
Involvement of top level university administrators (2)
More accessible information on the web about institutions in consortia (2)
More faculty mobility
More support for project development process
National governments could facilitate the match-making process
More activities, publications, funding
Need grass roots interest, resources (2)
Organize groups more homogeneous in interest and level (2)
Organize session specifically for international education administrators from all three countries
Seminars, meetings, exchanges of information (2) from the more successful programs to smaller institutions
Set up a task force for trilateral exchange programs involving international education professionals from key universities in all three countries
Simplify grant procedures
Spend more time in all aspects of exchange programs
Support language training

Suggestions for ensuring that stakeholders take hold of the process

Canadian recommendations from nine responses included these comments:
Give them responsibility
Include private sector in projects
Most stakeholders will build their opinion and conviction to participate on the successes of the pioneers
Share information
Show benefits to them (3)

Answers from 45 U.S. replies proposed the following:

Corporate scholarships, students can be hired by sponsoring company
Focus on curriculum that will generate activity in the business world, i.e., research, specific fields of study (as needed)
Get them to buy in at the outset (4)-maybe joint education industry visits
Higher education and the private sector need to be very clear on what common ground they share first
Involve them in the strategic planning process, operation, evaluation
Look for one or two really creative institutions and one or two similar corporations or foundations who will commit to working on this problem over the years
Make special efforts to ensure that same players are not always the ones obtaining support
Offer incentives (3)
Offer pilot grants for new initiatives ,replication grants (or guides) for replication of successful exchanges
Ongoing assessment and data, especially long-term
Provide infrastructure support
Publicize needs and positive results (3)
Regional meetings
Set up task groups with representatives from each constituency
Show benefits (6) i.e., a return on efforts of individuals, businesses, institutions
Specific programs directed to institutions that do not have access to means available to large public ones

CHAPTER III:

COMMENTS ON CURRENT AND FUTURE IMPORTANCE OF HIGHER EDUCATION COOPERATION IN NORTH AMERICA BY SELECTED EXPERTS IN NORTH AMERICAN EXCHANGE RELATIONSHIPS

In addition to compiling analyses of survey responses, IIE solicited written comments from experts on exchange relationships in Canada and the U.S. so that their views on pertinent issues relating to trilateral cooperation could be included in the overall evaluation. Letters were sent to 31 Canadian and U.S. leaders in academic and professional associations, corporations and foundations asking for written comments on the main issues of concern to them in North American higher education cooperation. Six Canadian and seven U.S. leaders in their fields (listed in Appendix 7) addressed the following topics. Their comments are summarized and excerpted below, with the responding organization indicated in parenthesis.

RESULTS OF TRILATERAL PROCESS SO FAR

Most responses indicated that the process has brought about positive results, by establishing initial contacts, creating awareness of relevant issues and identifying areas of mutual interest. There is agreement that much more needs to be done to sustain the process.

Responses from Canada:

“Contacts made between national nursing organizations in the three countries, a working network which serves to facilitate many other nursing-related activities, and the preliminary description of various aspects of nursing in North America which has provided us all with a common understanding of each other’s systems and standards.” (Canadian Association of Schools of Nursing)

“The main result achieved so far has been a growing awareness of the possibilities of cooperation between the three countries involved.” (Inter-American Organization for Higher Education-IOHE)

“Pooling our respective views on the development of a network and the inherent difficulties of such a trilateral project has been a first step in determining the feasibility of and prerequisites for conducting an organized cooperative exchange of views on the information highway.” (Tele-Universite)

“Quality and results achieved so far in North American trilateral cooperation seem good, especially considering the negative climate which has prevailed in all three countries since the startup at Wingspread.” (education consultant to trilateral initiative)

Responses from U.S.:

“Fair; but needs much more commitment in funding and personnel from all parties to be truly effective. It’s obvious that the commitment is lukewarm and not of top priority.” (American Assembly of Collegiate Schools of Business-AACSB)

“I believe that the process has resulted so far in a reasonably good beginning. We are learning about each other’s educational systems and we are beginning to identify some of the problems

that must be solved if we are to have true academic mobility between the three countries.” (GE Fund)

“In general, I have been disappointed in the progress that we have made in developing trilateral relationships... I have participated in numerous meetings whose purpose was to foster relationships, but each meeting appears to be a new beginning rather than another building block.” (University of Texas at El Paso)

“The trilateral process has led to a discussion of significant issues, and clearly heightened awareness on the part of many campuses and within departments that as institutions and individually as well as educators we need to relate more completely to our neighbors both north and south.” (National Association of State Universities and Land-Grant Colleges-NASULGC)

“U.S. government involvement to promote North American linkages has been useful. Government activity serves to set and attach importance to a North American higher education agenda. NAFTA and its probable expansion to other countries in the hemisphere has changed the environment for higher education within the U.S. and in terms of inter-American relationships. We should see more instances in which universities in Canada, the U.S. and Mexico develop joint degree programs, especially in professional studies. Bilateral and trilateral linkages are both important. Limiting financial support to trilateral activities may have slowed progress in valuable U.S./Mexican higher education linkages.” (American Association of State Colleges and Universities-AASCU)

USEFULNESS OF TRILATERAL COLLABORATIVE PROCESS

Suggestions were offered for new ways to implement the process, based on experiences in the initial stages of collaboration.

Responses from Canada:

“The Trilateral Collaborative Process in Higher Education, Research and Training has been useful and should continue. A greater focus on working groups on specific topics may be the most effective way to continue the process.” (Alberta Advanced Education and Career Development, Office of the Deputy Minister)

“Perhaps collaboration would have increased without it, but I frankly doubt that it would have been as extensive or as efficient without the structure which the trilateral task force and the three national meetings provided.” (consultant)

Responses from U.S.

“More philosophically and as a goal. Configuration to continue will rely on institutions involved... American business schools have given much greater attention to the possibilities and value of teaching, learning and research activity that address bilateral and trilateral relations” (AACSB)

“To move ahead it needs to be engaged in by leaders in various sectors at significant levels of responsibility, ideally needs some monetary support, and must include stakeholders who have things to gain through the process.” (NASULGC)

The process should continue “by encouraging research and interchange.” (Center for Strategic & International Studies-CSIS)

HOW TO STIMULATE ONGOING INTEREST IN EXCHANGES

The respondents encouraged efforts and suggested ways to increase the dissemination of information about exchange activities to reach a wider audience.

Responses from Canada:

“Maintaining the mobility fund at least at a minimum level of resources, providing information on innovative practises, organizing a forum in two or three years to evaluate what has been achieved,convincing research agencies to dedicate some of their resources to trilateral activities. National associations should be responsible for monitoring this process.” (IOHE)

“Publicize what is happening now. There is far too little knowledge, except by those already engaged, about programs successfully in place which could encourage the development of others. Get rid of as many barriers as possible by identifying those exchange programs which have succeeded in cutting through red tape etc. and passing on information on best practices. Encourage exchange students/faculty to speak about their countries,addressing classes on campus in a variety of subjects outside of their specialties and also off-campus groups where they can provide information from personal, not necessarily expert, experience. Try for media coverage. It is important that the public knows about and supports academic programs which offer valuable advantages to their communities/countries.” (consultant)

Responses from U.S.:

“Interest of students and parents to participate might be intensified if presented and integrated in selective college fairs across the nation.” (AACSB)

MECHANISMS TO SUPPORT HIGHER EDUCATION COOPERATION IN THE FUTURE

The use of publications and the internet were suggested as effective ways in which to support cooperative efforts.

Responses from Canada:

“Grants to project implementation would be the most effective in terms of achieving tangible results.” (Alberta Advanced Education and Career Development)

“Occasional publications/mailings are helpful for those not on the net, and as a way to reach a large and different audience.Business should be a particular target here,in concise and jargon-free releases.” (consultant)

Responses from U.S.

“Coordinated faculty/student study exchanges.” (AACSB)

“A small working conference with participants from the higher education associations might help us all respond with greater

authority to the very thoughtful questions you raised in the survey.” (AASCU)

“I believe that the internet and other enhanced communication linkages are bringing scholars together in entirely new ways... Geographic distances become irrelevant when technology brings people and institutions together in productive relationships.” (University of Texas at El Paso)

GOALS FOR NORTH AMERICAN HIGHER EDUCATION COOPERATION IN 10-15 YEARS

Increased cooperation was described as involving several factors including increased mobility for faculty, wider use of new communications technologies, and sharing of resources.

Responses from Canada:

“Increased student mobility across the region; sharing of programs and education resources across borders among partners and increased access through telecommunications and computer telecommunications and computer technologies; increased cooperation in research; the basis for cooperation among policy making in dealing with education and training issues common to the three countries; the development of a North American regional perspective. This region will extend beyond Canada, Mexico and the U.S.A. particularly in view of future signatures to NAFTA.” (Alberta Advanced Education and Career Development)

“Promoting electronic links between the three countries. Encouraging contacts among partner universities and with private enterprise in order to foster trilateral partnership initiatives and to pool contents or collectively produce university-level credit programs... Creating a means to promote these initiatives and course banks to make them available to the entire international community in various media formats and in all three languages.” (Tele-universite)

Responses from U.S.

“Increasingly stretched resources will mean not even status quo. Ownership of commitment needs to come from those directly involved: e.g., provide increased resources to faculty and students involved to experience and then promote.” (AACSB)

“Cooperation will be more pervasive.” (CSIS)

“My own experience has been that institutional involvement in international relationships works best when there are strong ties (especially among faculty) and a genuine mutuality of interests... Funding can enhance such relationships, to be sure, but it cannot create a relationship where none otherwise exists.” (University of Texas at El Paso)

GOVERNMENT FACILITATION OF FUTURE TRILATERAL ACADEMIC MOBILITY

When asked how government could assist in the absence of greater financial support, respondents offered a number of ideas for administrative and facilitative help.

Responses from Canada:

“By continuing to support and participate in conferences and other collaborative initiatives which provide an opportunity for participants to share information, perspectives and experiences

and to develop additional linkages. Governments can also encourage greater private sector involvement, including leveraging private sector financial support.” (Alberta Advanced Education and Career Development)

“For Tele-universite academic mobility means course rather than staff mobility (students and professors). If certain countries are interested in or capable of purchasing these courses in North America or internationally, the trilateral cooperation program should enable training courses already available in the three countries to be promoted. If the international community is not interested in the products or financially able to purchase them, and if the courses meet a current training need, we should envisage mutually beneficial barter arrangements. From this perspective, content promotion and barter arrangements should be feasible as part of the regular missions of our departments of education, communications, industry and commerce, and, of course, external affairs.” (Tele-universite)

“Turn to those who benefit from such programs and offer incentives for their support. Among them would be: alumni who could be offered substantial tax relief for contributing to a cause which they know to be good; companies expanding their export operations willing to add academic personnel to their planning/implementation process; government departments and agencies with international portfolios which could budget for faculty-student assistance; trade missions using academic participants for preparation, activity and assessment.” (consultant)

“Government could broker projects with academics, professional associations, software and the telecommunications industries to develop and broadcast a certain number of courses/programs of common interest in the three official languages of the North American countries.” (Canadian Association of University Schools of Nursing)

“Governments have done as much as they can to bring together the different constituencies but it is clear that another framework will be needed in order to push the agenda forward.” (IOHE)

Responses from U.S.

“Reduce unnecessary governmental red tape.” (CSIS)

“Continue the learning process by documenting and evaluating trilateral initiatives. Facilitate mobility and exchanges by reducing visa and economic obstacles. Continue to develop information systems on who is doing what and new models of collaboration by sponsoring surveys as well as internet based communication and database sources.” (AACSB)

“Even when senior government officials do not have money for good causes... they do have the proverbial ‘bully pulpit’ and their jawboning on behalf of the acquisition of the second language and the importance of study abroad programs is an important part of the strategy that needs to be pursued.” (NASULGC)

“Government has not clearly enunciated the objectives of this effort. In the absence of sound objectives, a strategy to achieve these objectives and operating plans to implement the strategy together with government funding, this activity will not make much progress.” (GE Fund)

HELPFUL CORPORATE ACTIONS

Most respondents felt business leaders had not yet been mobi-

lized and still need to be persuaded of their self-interest in these efforts, but several suggested actions that industry could take to be helpful.

Responses from Canada:

“Corporations doing business or seeking to do business in the three countries could be approached to provide funding for student mobility initiatives or work placement for students involved in study/work programs. Such corporations could also be sources of research support.” (Alberta Advanced Education and Career Development)

“In order to allow distance learning we have to have access to rates and networks that will allow us to create a virtual community where interactivity is unlimited. Another priority is the training of teachers in new technologies. It is here that software and hardware companies can provide valuable assistance.” (Tele-universite)

“The three governments could call together academic, professional and private sector linkage organizations within each country to review the linkages, process and knowledge gained so far. Building on the successes, private sector participants could be invited to sponsor, fund or support through in-kind contributions various projects, in exchange for public recognition and, possibly, tax incentives.” (Canadian Association of University Schools of Nursing)

“The approach to business should be made based on what they can gain from promoting academic mobility. If we genuinely believe that international skills and understanding are important to every country’s progress, then we should be able to communicate to businesses the value to them from supporting faculty and student exchange. The same is true of business agencies and associations which should include members from higher education to preach gospel on site. Academic representatives on corporate boards, and corporate representatives on university boards should be delivering/hearing the same message.” (consultant)

“The meetings have been very important in that they have allowed the participants to get to know each other on a personal level. In all international commerce this factor is crucial and should not be underestimated. There is a need for continued information gathering, analysis and dissemination. That can be accomplished in conjunction with organizations such as the Business-Higher Education Forum in the U.S. and the Corporate-Higher Education Forum in Canada. Mexico has not as yet developed a comparable structure. The role of the private sector is difficult to influence. Many other trade issues are woven into decisions made in business. To date, it is safe to say that the private sector has largely ignored the meetings. That will likely not change despite our wishes to the contrary.” (Corporate-Higher Education Forum)

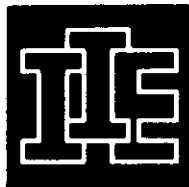
Responses from U.S.

“I don’t believe it is going to be possible to mount significant corporate support for this activity until it is clear that the federal governments of each country are willing to put significant financial support behind this effort... Global companies are already funding individual initiatives in Mexico, the U.S., and Canada. We hire graduates of these countries to work in our facilities in these countries and we bring them to the U.S. quite frequently for training. For industry to participate, they need to feel that

facilitating trilateral academic mobility is in their best interest. I don't think the case has been made yet and until it is, it will be very difficult to get significant amounts of corporate funding." (GE Fund)

"The private sector has already become somewhat involved in opening new international doors through such strategies as co-op and internship programs. We are already seeing considerable growth in opportunities for students and faculty in business and engineering fields. It seems to me unreasonable to expect that the private sector would take over funding of traditional international or trilateral programs. Instead, we should assume that business and industry will seek to achieve some self-interest, especially in today's highly competitive context, and figure out how to best capitalize on that interest." (University of Texas at El Paso)

"Clear expectations to college placement people regarding need for second language and cross-cultural experience." (NASULGC)



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Peggy Blumenthal
Vice President
Educational Services

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November 26, 1996

Dear Colleague:

The United States Information Agency has asked the Institute of International Education to update its 1993 Inventory of North American Academic Linkages and to gather from North American colleagues in academia, NGOs and the business sector their evaluative comments and recommendations for future activity.

These data and analyses will provide policy makers and funders in the three countries with crucial information as they consider how best to encourage and facilitate North American academic mobility linkages, in an era of shrinking financial resources. We are especially interested in your views on strategic issues for the future of the trilateral initiative and hope you will offer suggestions in that area in response to those questions in Part II of the survey form.

We would appreciate your cooperation in returning the completed survey in the enclosed envelope as soon as possible and no later than January 15, 1997 so that information about your programs can be included in the final report, which will be distributed at NAFSA's May 1997 annual meeting in Vancouver. Results will also be sent to all survey respondents.

Copies of this questionnaire will also be posted on various electronic listservs; we can send you an electronic version if you prefer to complete it in that format. Please complete only one version.

If you have any questions or comments, please don't hesitate to call me or Ms. Patricia Link at IIE/New York (212 984-5390).

Sincerely

Peggy Blumenthal

Enclosures



NORTH AMERICAN HIGHER EDUCATION LINKAGES

PART I: INVENTORY

This first section is intended primarily for academic faculty and administrators. Part II of this survey (evaluation) addresses broad issues as well as specific on-campus experiences. We welcome responses from the corporate, NGO, government and other interested sectors, as well as academic respondents.

Institution Name: _____
(please print)

Address: _____
(Country)

For purposes of this inventory, linkage programs are defined as any ongoing exchange of students or faculty, organized through departments, school-to-school agreements, or consortia.

1. Does your institution participate in any linkages with institutions in another country of North America (Canada, Mexico, U.S.)?

- Yes, Bilateral Yes, Trilateral
- No (if No, proceed to question 5)

If yes, please provide the following information for all links:

NAME OF PARTNER INSTITUTION(S)	YEAR LINKAGE ESTABLISHED	RECIPROCAL	
		YES	NO
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

(Use extra sheet if needed)

2. Please indicate types of linkages and whether they are active at present.

	INCLUDED IN LINKAGE AGREEMENT?		ACTIVE AT PRESENT		IN WHAT FIELDS
	YES	NO	YES	NO	
Faculty exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Graduate student exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Undergraduate exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Collaborative research (participants remain on home campus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Library exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

3. Please estimate the number of participants from your institution actively participating in these exchange programs as part of your linkage agreements in the 1995-96 academic year.

	NUMBERS
From home campus:	
Faculty	_____
Graduate	_____
Student	_____
Undergraduate Student	_____
Linkage partner campus:	
Faculty	_____
Graduate	_____
Student	_____
Undergraduate Student	_____

4. Do you plan to initiate any new linkage programs in the next three years with North American partners?

- Bilateral Yes No
- Trilateral Yes No

If Yes, please describe: _____

If No, why not? _____

5. Aside from student and faculty exchanges, please check if you have implemented linkage programs of the following types and indicate what fields they are in.

	CHECK TYPES OF ACTIVITY	FIELDS OF ACTIVITY
Curriculum development	<input type="checkbox"/>	_____
Distance learning	<input type="checkbox"/>	_____
Internships	<input type="checkbox"/>	_____
Joint degree programs	<input type="checkbox"/>	_____
Cosponsorship of conferences	<input type="checkbox"/>	_____
Consortial or association linkages	<input type="checkbox"/>	_____
Other (please specify)		_____

6. Which of the following have been motivating forces for the initiation and implementation of your linkage activities? **(check all that apply)**

	YES	NO
Participation in Trilateral meetings (e.g. Wingspread, Vancouver, Guadalajara)	<input type="checkbox"/>	<input type="checkbox"/>
Request from Canadian/Mexican/U.S. counterpart institution	<input type="checkbox"/>	<input type="checkbox"/>
Membership in electronic listservs disseminating information on trilateral initiatives	<input type="checkbox"/>	<input type="checkbox"/>
Published reports describing No. American higher education cooperation programs	<input type="checkbox"/>	<input type="checkbox"/>
Faculty contacts with North American colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Consortia involvement	<input type="checkbox"/>	<input type="checkbox"/>
President/Chancellor/Rector initiative	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

7. Please indicate which of the funding sources listed below have helped finance your linkage activities:

	YES	NO
Your home institution	<input type="checkbox"/>	<input type="checkbox"/>
Linkage partner institution	<input type="checkbox"/>	<input type="checkbox"/>
U.S. government	<input type="checkbox"/>	<input type="checkbox"/>
Canadian government funding (Provincial_____, Federal_____)	<input type="checkbox"/>	<input type="checkbox"/>
Mexican government	<input type="checkbox"/>	<input type="checkbox"/>
U.S. foundation support	<input type="checkbox"/>	<input type="checkbox"/>
Canadian foundation support	<input type="checkbox"/>	<input type="checkbox"/>
Mexican foundation support	<input type="checkbox"/>	<input type="checkbox"/>
Corporate support	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal tuition swap agreements	<input type="checkbox"/>	<input type="checkbox"/>
Costs self-paid by participants	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

Primary contacts in your institution for North American linkage programs:

Name: _____
 Title: _____
 Department: _____
 Campus Address: _____

 Telephone: _____
(area code)
 Fax: _____
 E-mail: _____

Name: _____
 Title: _____
 Department: _____
 Campus Address: _____

 Telephone: _____
(area code)
 Fax: _____
 E-mail: _____

Response completed by: (if different from above)

Name: _____
 Title: _____
 Department: _____
 Campus Address: _____

 Telephone: _____
(area code)
 Fax: _____
 E-mail: _____
 Date: _____

PART II: EVALUATION

Please answer all applicable questions. Some questions are focussed on specific university/campus experiences. Others are broader/more general in scope.

1. Have you assessed the linkage activities at your institution?: Yes No

If Yes, please summarize assessment findings:

2. Please describe the impact on your institution that has been a direct outcome of your linkage activities:

3. Have you experienced problems implementing your current linkages?

	YES	NO	RANK THE PROBLEMS WITH #1 AS MOST SERIOUS
Academic problems	<input type="checkbox"/>	<input type="checkbox"/>	_____
Financial problems	<input type="checkbox"/>	<input type="checkbox"/>	_____
Administration/logistic problems	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	_____

Please describe: _____

If Yes, how have you addressed these problems? Will the problems have an impact on the continuation of the program during the next three years?

What recommendations do you propose to lessen or eliminate these problems in the future?

4. Recognizing that expanded government financial support for international exchange is unlikely, in what other ways can the three governments facilitate future trilateral academic mobility?

5. Are there actions that can be taken by corporations or other agencies that would be helpful?

6. Please add any comments or recommendations for expanding bilateral or trilateral academic cooperation:

7. In your view, have current/recent political or economic conditions in your country or partner countries had an effect on the development of North American exchanges?

- Yes, positive effect Yes, negative effect
 No particular effect either way

Please amplify:

If negative, what could be done to improve the climate for these exchanges?

8. How would you evaluate the importance of bilateral exchanges (between two North American countries) versus trilateral exchanges (among all three countries) for you and your institution?

- Bilateral North American are highest priority (name the countries): _____
- Trilateral North American are highest priority
- Both are of equal priority

Please amplify:

9. How do North American exchanges/studies rank as a regional or disciplinary priority among all international activity for your institution?

- Among the highest priorities for international activity
- Equal priority with other international activity
- Lower priority among international activity

If equal or lower, please explain briefly. What other regions/fields are of higher priority and why?

10. What could be done to facilitate or enhance interest and activity in trilateral North American exchanges among your colleagues or within your institution?

11. In your view, which mechanisms would be most useful for supporting North American higher education cooperation in the future? (check all that apply)

- Working groups on specific topics
- Grants for projects
- Listserv/website
- Small meetings
- Conferences
- Publications/mailings
- Other (specify) _____

12. How would you evaluate the quality and the results of North American trilateral cooperation to date?

- Excellent Inconclusive/don't know
- Good Poor
- Fair

Please amplify:

13. Where do you see North American higher education cooperation in 5-10 years? What needs to be done (by governments, corporations, foundations, educational institutions) in the meantime?

14. Has the Trilateral Collaborative Process in Higher Education, Research and Training been useful to you? Yes No
Should this process continue? Yes No

If so, what is your view as to the best way to configure this process?

In such a new configuration, what can be done to ensure that stakeholders, particularly in the private sector and higher education, will take hold of the process?

15. Contact for the evaluation section can be listed here (optional – you may remain anonymous):

Name: _____
 Title: _____
 Organization: _____
 Address: _____
 Country: _____
 Telephone: _____ (area code)
 Fax: _____
 E-mail: _____

Thank you very much for your participation in this survey. Your opinions will be helpful in developing plans for future action by the three governments. Results will be published and distributed to all survey respondents.

Please return by **JANUARY 15, 1997** to:
 Ms. Patricia Link, Institute of International Education
 809 United Nations Plaza, New York, NY 10017-3580
 Fax: 212 984-5393

APPENDIX 2: Summary Tables of Canadian Institutional Linkages to Mexican and U.S. Institutions

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>	
CANADA				
Augustana University College	Univ of State of Morelos	1995	YES	
Brandon University	Baja California Sur	1996	YES	
	Univ of North Dakota	1996	YES	
Brock University	International Student Exchange Program	.	YES	
Carleton University, Norman Paterson School of International Affairs	Univ of Massachusetts	1975	YES	
	Universidad de Mexico	1990	YES	
	UNAM	1991	YES	
	Georgetown Univ, Center for Latin American Studies	1994	YES	
	Kentucky Univ	1989	YES	
	SUNY	1975	YES	
	Univ of Connecticut	1996	YES	
	ITAM	1991	YES	
	Univ Iberoamericana	1996	YES	
	Univ Merida	1990	YES	
	Univ Coahuilla	1996	YES	
	Conf. of Rectors and Principals of Quebec Universities	Quebec/Mexico Student Exchange	.	NA
		Quebec/USA Student Exchange	.	NA
Claremont Colleges		.	NO	
New England Board of Higher Education		.	NO	
State University of New York (SUNY)		.	NO	
University of North Dakota		.	NO	
Ball State University		.	NO	
Roanoke College		.	NO	
Benemerita Univ Autonoma de Puebla		.	NO	
CETYS		.	NO	
Centro de Estudios Superiores del Estado de Sonora		.	NO	
CINVESTA		.	NO	
Inst Tecnológico de Hermosillo		.	NO	
Inst Tecnológico Autonomo de Mexico		.	NO	
Inst Tecnológico de Ciudad Guzman		.	NO	
Inst Tecnológico de Chihuahua		.	NO	
Inst Tecnológico de Estudios Superiores de Occidente		.	NO	
Inst Tecnológico de Morelia		.	NO	
ITESM		.	NO	
Inst Tecnológico de Zacatepec		.	NO	
Univ Autonoma Benito Juarez de Oaxaca		.	NO	
Univ Autonoma de Aguascalientes		.	NO	
Univ Autonoma de Baja California		.	NO	
Univ Autonoma de Baja California Sur		.	NO	
Univ Autonoma de Chihuahua		.	NO	
Univ Autonoma de Coahuila		.	NO	
Univ Autonoma del Estado de Hidalgo		.	NO	
Univ Autonoma del Estado de Tabasco		.	NO	
Univ Autonoma de Nuevo Leon		.	NO	
Univ Autonoma de Queretaro		.	NO	
Univ Autonoma de Sinaloa		.	NO	
Univ Autonoma de Tamaulipas		.	NO	
Univ Autonoma del Carmen		.	NO	
Univ Autonoma del Estado de Mexico	.	NO		
Univ Autonoma Metropolitana	.	NO		

APPENDIX 2: Summary Tables of Canadian Institutional Linkages to Mexican and U.S. Institutions

(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
Conf. of Rectors and Principals of Quebec Universities(continued)	UDLA-Puebla	.	NO
	Univ de Sonora	.	NO
	Univ Iberoamericana	.	NO
	UNAM	.	NO
Dalhousie University, Lester Pearson International	Univ of Maine	.	YES
	Univ of Massachusetts	1992	YES
	ITAM	1993	YES
	Colonial Williamsburg Fdn	1995	YES
	Nova Scotia/New England Exchange	"many years".	YES
McGill University, Department of Geography	Univ of California, Santa Barbara	1992	YES
	UNAM	1992	YES
McMaster University	ITESM	1994	YES
	RAMP	1995	YES
Memorial University of Newfoundland	Univ Autonoma de Campeche	1995	YES
	ITESM-Guaymas Campus	1995	YES
	Univ of Delaware	1995	YES
	Univ of Rhode Island	1995	YES
Mount Royal College	ITESM	1994	YES
	UNAM	1994	YES
	Paradise Valley Community College	1995	YES
	Miramar Community College	1995	YES
Saint Mary's University, Department of Geology	Ohio Univ	1996	YES
	UNAM	1996	YES
	Univ of Arizona	1996	YES
	Centro de Estudios Superiores del Estado de Sonora	1996	YES
Simon Fraser University, School of Resource and Environmental Management	Colegio de la Frontera Norte	1996	YES
	Western Washington Univ	1996	YES
International and Student Exchange Services	ITAM	1994	YES
	ITESM	1996	YES
	UDLA-Puebla	1996	YES
	WICHE	1995	YES
	Colegio de la Frontera Norte	1996	YES
	Univ de Guadalajara	1995	YES
	Univ Autonoma de Puebla	1995	YES
	Univ Autonoma del Estado de Hidalgo	1995	YES
	Univ Autonoma de Tamaulipas	1995	YES
	CETYS	1995	YES
	Univ Autonoma de Guadalajara	1993	YES
	Univ La Salle, Sch of Business Admin	1993	YES
	Univ Iberoamericana	1993	YES
	Univ Autonoma de Queretaro	1993	YES
	Inst de Estudios Superiores de Tamaulipas	1993	YES
	Northeastern Univ	1995	YES
	Univ of Hawaii at Manoa	1996	YES
	Univ of Maine	1989	YES
	Univ of New Mexico	1995	YES
	Western Washington Univ	1989	YES
Univ of Arizona	1995	YES	
Univ of Denver	1995	YES	
Univ of Colorado at Denver	1995	YES	
Univ of North Carolina at Charlotte	1995	YES	

APPENDIX 2: Summary Tables of Canadian Institutional Linkages to Mexican and U.S. Institutions
(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
Simon Fraser University International and Student Exchange Service (continued)	San Diego State Univ	1995	YES
	Eastern Washington University	1993	YES
	Univ of Colorado	1993	YES
	Univ of Houston	1993	YES
	Univ of Miami	1993	YES
	Eastern Michigan Univ	1993	YES
St Francis Xavier University	Quinnipiac College	.	YES
	Sacred Heart Univ	.	YES
	Univ of Maine at Fort Kent	.	YES
	Univ of Maine at Presque Isle	.	YES
	Saint Joseph's Coll	.	YES
	Univ of New England - Westbrook College Campus	.	YES
	Framingham State Coll	.	YES
	Nichols Coll	.	YES
	Gordon Coll	.	YES
	Fitchburg State Coll	.	YES
	Bridgewater State Coll	.	YES
	Anna Maria Coll for Men and Women	.	YES
	North Adams State Coll	.	YES
	Univ of New Hampshire	.	YES
	Colby-Sawyer Coll	.	YES
	Bryant Coll	.	YES
	Univ of Rhode Island	.	YES
Johnson State Coll	.	YES	
Lyndon State Coll	.	YES	
Univ Iberoamericana	.	YES	
Trent University	ITAM	1989	YES
	Col de Postgraduados en Ciencias Agricolas	1992	YES
	Univ Autonoma Chapingo	1992	YES
	Univ of Western Kentucky	1989	YES
	DePauw Univ	1996	YES
	St Lawrence Univ	1988	YES
University College of Cape Breton	International Student Exchange Program	1996	YES
Universite de Sherbrooke	California Institute of Technology	1993	NA
	Penn State Univ	1993	NA
	University of Tennessee	1993	NA
	Univ of Pennsylvania	1993	NA
	Univ of California (Berkeley)	1993	NA
Universite du Quebec a Montreal (UQAM)	Eastern Michigan University	1994	NO
	Univ of Colorado at Denver	1994	NO
	Univ of Miami	1994	NO
	Univ of Missouri at St Louis	1996	NO
	Univ of Oklahoma	1991	YES
	Univ of Arkansas (activities begin in Sept. '97)	1996	NO
	Univ Autonoma de Guadalajara	1993	YES
	UDLA-Puebla	1995	NO
	ITESM	1995	YES
	UNAM	1985	YES
Universite Laval	Inst Tecnologico de Sonora	1985	YES
	Regional Academic Mobility Program	1994	YES
	Prog. for N. Amer Mobility in Higher Ed.	1995	YES
	ITESM	.	YES
	Univ Autonoma Agraria Antonio Narro	.	YES

APPENDIX 2: Summary Tables of Canadian Institutional Linkages to Mexican and U.S. Institutions

(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>	
Universite Laval (continued)	Univ Autonoma Queretaro	.	YES	
	Univ Autonoma de Yucatan	.	YES	
	Univ Autonoma del Estado de Mexico	.	YES	
	Univ Autonoma Metropolitana	.	YES	
	Univ de Guanajuato	.	YES	
	Univ de Couhuila	.	YES	
	Univ de Guadalajara	1995	YES	
	Univ de Monterrey	.	YES	
	Univ de Sonora	.	YES	
	Univ Iberoamericana de Mexico	.	YES	
	UNAM	.	YES	
	UDLA-Puebla	.	YES	
	Arizona State Univ	.	YES	
	Baylor Univ	.	YES	
	California State Univ	.		
	Univ of Maryland	1994	YES	
	Univ of Pittsburgh	1994	YES	
	Canisius College (Richard J Wehle Sch of Business)	.	YES	
	Clark University (Graduate Sch of Mgmt)	.	YES	
	Inst Francais, Assumption College	.	YES	
	Inst of Hemispherical Studies, Puerto Rico	.	YES	
	Kansas State Univ	.	YES	
	Marquette Univ (Coll of Bus Admin)	.	YES	
	Michigan Tech Univ	.	YES	
	Montclair State Univ	.	YES	
	New Mexico Tech Univ	.	YES	
	Purdue Univ	.	YES	
	State Univ of New York (SUNY)	.	YES	
	Univ of Connecticut	.	YES	
	Univ Interamericana, Campus de San German de Puerto Rico	.	YES	
	Univ of Maryland	1994	YES	
	Univ of Montevallo (Col of Bus)	.	YES	
	Univ of New Hampshire (Whittemore Sch of Bus & Economics)	.	YES	
	Univ of Pittsburgh	1994	YES	
	Univ of South Florida (Coll of Bus Admin)	.	YES	
	Univ of Southern Maine	.	YES	
	University of Alberta	Univ de las Americas (UDLA)	1992	YES
		Univ Autonoma de Guadalajara	1993	YES
		ITAM	1995	YES
		New Mexico State Univ	1992	YES
Central Ct. State (Faculty of Education)		1991	(Inactive?)	
University of British Columbia, Faculty of Commerce and Business Administration	ITESM	1996	YES	
	UNAM	1996	YES	
	Univ of Guadalajara	1996	YES	
	Univ of Florida	1996	YES	
	Univ of Texas	1996	YES	
	UCLA	1996	YES	
University of British Columbia, International Liason Office	Univ of Hawaii	1983	YES	
	Univ of California-Hastings Coll	1989	YES	
	Univ of Maine	1991	YES	
	Univ of Florida	(pending)	YES	
	Univ of Washington	1972	YES	
Univ of Washington/Univ of Oregon	1995	NO		

APPENDIX 2: Summary Tables of Canadian Institutional Linkages to Mexican and U.S. Institutions
(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>	
University of British Columbia, International Liason Office (continued)	Washington State			
	Higher Education Coord Board (HECB)	1994	YES	
	Arizona State University	1996	YES	
	Oregon State University	1995	YES	
	Univ of Akron	1992	NO	
	Univ of Alaska Fairbanks	1990	NO	
	Univ of California	1989	YES	
	(campuses- Berkeley, Davis, Irvine, LA, Riverside, San Fran., San Diego, Santa Barbara, Santa Cruz)	1989	YES	
	Autonomous Univ of San Luis Potosi	1996	NO	
	Inst Nacional de Investigaciones Sobre Recursos Bioticos in Jalapa	.	NO	
	ITESM	1996	YES	
	UNAM	1993	YES	
	National Inst of Respiratory Diseases	1988	NO	
	Univ Autonoma de Guadalajara	1996	YES	
	UDLA-Puebla	1995	YES	
	Univ Iberoamericana	1996	NO	
	University of Calgary	El Colegio de la Frontera Norte	1993	YES
		ITAM	1993	YES
		UNAM	1994	YES
		Univ of Texas at San Antonio	1993	NO
USIA Univ. Affiliation Program (See Appendix 6)		1995	YES	
*PNAMHE (see Appendix 6)		1995	YES	
RAMP (see Appendix 6)		1995	YES	
University of Guelph	Univ de Chapingo	1994	NO	
	Univ de Guadalajara-Univ of Wisconsin	1994	YES	
	ITESM	1995	YES	
Univ of Lethbridge	Muskingum Coll	1990	YES	
	Univ de Bonaterre	1995	YES	
	Univ Panamericana	1995	YES	
University of Manitoba	ITAM	.	NA	
	ITESM	.	NA	
	Univ of Minnesota Carlson School of Mgmt.	.	NA	
	Univ LaSalle	.	NO	
	Univ Iberoamericana	.	NO	
	UDLA-Puebla	.	NO	
University of Northern British Columbia	Washington State Univ	1994	YES	
University of Ottawa	UNAM	1975	YES	
	IMWIC	1993	YES	
	(International Maize and Wheat Improvement Center)			
	El Colegio de Mexico	1995	YES	
	ANAHUAC	1992	YES	
	Florida Intl Univ	1992	YES	
	* PNAMHE (see Appendix 6)	1996	YES	
	American Univ	.	NO	
	Case Western Reserve Univ	.	NO	
	Univ of New Mexico	.	NO	
	UNAM	.	NO	
	Univ Autonoma de Baja California	.	NO	
	Univ de Guanajuato	.	NO	

*Program for North American Mobility in Higher Education.

APPENDIX 2: Summary Tables of Canadian Institutional Linkages to Mexican and U.S. Institutions

(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>	
University of Regina	Emporia State Univ	1981	NO	
	Univ of Nebraska	1990	NO	
	Univ of Washington	1996	YES	
	Arizona State Univ	1996	YES*	
	Univ Autonoma de Campeche	1996	YES*	
	Univ de Quintana Roo	1996	YES*	
	International Student Exchange Program	.	YES	
University of Saskatchewan	East Central Colleges	1995	YES	
	ITESM	1996	YES	
University of Victoria	Univ of Southern Mississippi	1995	YES	
	UNAM	1996	YES	
University of Waterloo	ITESM	.	YES	
	Syracuse Univ	.	YES	
University of Waterloo Faculty of Environmental Studies	Univ Autonoma de Baja California	.	YES	
	Univ Autonoma de Guadalajara	.	YES	
	Univ Autonoma de San Luis Potosi	.	YES	
	UDLA-Puebla	.	NO	
	Univ de Guadalajara	.	NO	
	California State Univ, Sacramento	.	NO	
	Claremont Grad Sch	.	NO	
	Eastern Michigan Univ	.	NO	
	Eastern Washington Univ	.	NO	
	Florida Inst of Technology	.	NO	
	Tulane University	.	NO	
	Univ of Cincinnati	.	NO	
	Univ of Colorado/Denver	.	NO	
University of Western Ontario	California State Univ, Sacramento	1993	NO	
	UNAM	1993	NO	
	Univ Iberoamericana	1993	NO	
	ITESM	1993	NO	
	Univ of Maryland	1992	YES	
	Univ of Pittsburgh	1992	YES	
	Univ de Guanajuato	1992	YES	
	Univ de Guadalajara	1992	YES	
	ITESM	1992	YES	
	IPADA	.	YES	
	Univ of Texas at Austin	.	YES	
	University of Windsor	Eastern Washington Univ	.	YES
		Univ of Detroit Mercy	.	YES
Wayne State Univ		.	YES	
Gonzaga Univ		.	YES	
UNAM		.	YES	
Univ Autonoma de Guadalajara PNAMHE (see Appendix 6)		1992	YES	
Wilford Laurier University	ITAM	1994	YES	
York University	ITESM	1991	YES	
	Cooperative Program in N. American Integration	1996	YES	
	Duke Univ, Center for Canadian/ North American Studies			
	Northwestern Univ, Center for International & Comparative Studies			
	Centro de Investigacion y Docencia Economicas (CIDE) UDLA-Puebla, Departamento de Relaciones, Internacionales e Historia			

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
UNITED STATES			
Alma College	Univ Iberoamericana	1992	NO
American Association of State Colleges and Universities	Asociacion Nacional de Univs e Instituciones de Educacion Superior de Mexico Consejo Universitario Interamericano para el Desarrollo Economico y Social	.	YES YES
American University Washington College of Law	Univ of Montreal Faculte de Droit Univ of Ottawa Law School Univ of Western Ontario, Faculty of Law UNAM Univ Autonoma de Baja California Univ de Guanajuato	1995 1995 1995 1995 1995 1995	YES YES YES YES YES YES
Appalachian State University	UDLA-Puebla	.	YES
Arizona State University	Univ Laval Univ of British Columbia Centro Bilingue Univ de Sonora Univ Autonoma de Guadalajara Univ Autonoma de Nuevo Leon ITESM UDLA-Puebla Univ La Salle CETYS	. .	YES YES NA NO NO NO NO NO NO NO NO
Bentley College	UDLA-Puebla	1990	YES
Blackburn College	UNAM	1995	NO
Boston College	Univ Iberoamericana	1995	YES
Brown University	El Colegio de Mexico UDLA-Puebla	. .	NA YES
California State University International Programs	CREPUQ Univ Pedagogica Nacional ITESM, Queretaro campus	1978 1994 1995	YES YES YES
California State University, Bakersfield	Univ Autonoma de Queretaro	1995	YES
California State University, Chico	Univ of Yucatan	.	YES
California State University, Fresno	Univ of Guanajuato Univ of Torreon ITESM	1987 1987 1989	YES YES YES
California State University, Fullerton	Univ Autonoma de Guadalajara	1990	YES
California State University, Long Beach	ITESM, Queretaro campus Quebec, systemwide linkage with all schools Univ Autonoma de Guadalajara	1986 1986 1986	YES YES YES
California State University, Sacramento	Laval Univ Univ of Calgary Univ of Western Ontario Univ de Guanajuato Univ de Guadalajara ITESM	1995 1995 1995 1995 1995 1995	YES YES YES YES YES YES
Carnegie Mellon University, Graduate School of Industrial Administration	ITESM Univ of Waterloo	1993 1994	YES YES

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions

(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
Central Missouri State University	ITESM	1995	YES
Claremont McKenna College	CREPUQ	1978	YES
Clarkson University	Queen's Univ	1990	YES
	Univ of Ottawa	1995	YES
Clemson University	UDLA-Puebla	1990	YES
	Univ del Noreste	1996	YES
College of New Jersey	Univ of Guadalajara	.	NO
	Univ of Saskatchewan	.	YES
College of William and Mary Committee on Institutional Cooperation	McGill Univ	1993	YES
	Laval Univ	1982	NO
	Univ of Guanajuato	1987	NO
Cooper Union	Nova Scotia College of Art	1987	YES
Cornell University, International Studies	Ministry of Agriculture, Mexico	1989	YES
Duke University North American Studies Center	McGill University	1978	YES
	El Colegio de Mexico	1989	YES
	Univ du Quebec a Trois-Rivieres	1989	YES
	York Univ	.	NO
	Univ de Montreal	.	NO
	UDLA-Puebla	.	NO
East Carolina University	Acadia Univ	1986	YES
Florida Atlantic University	Autonomous Univ of Guadalajara	1991	YES
	Univ del Valle de Mexico	1995	NO
Florida Institute of Technology	RAMP (see Appendix 6)	1994	YES
Franklin College	Acadia Univ	1986	YES
Georgia State University	ITAM	.	YES
	Inst Tecnologico de Oaxaca	.	YES
	Univ Autonoma Benito Juarez de Oaxaca	.	YES
	Centro de Estudios para Extranjeros	.	NO
	Univ de Mexico-Monterrey	.	NO
Hope College	Autonomous Univ of Queretaro	1996	YES
Illinois State University	ITESM, Queretaro Campus	1990	YES
	St John's College	1993	YES
Inter American University of Puerto Rico	Inst de Estudios Superiores de Tamaulipas	.	NA
	ITESM	.	NA
	Univ Autonoma de Guadalajara	.	NA
	Laval University	.	NO
Interamerican University Studies Institute	Univ Autonoma de Queretaro	1990	YES
	Centro Intercultural de Queretaro	1995	YES
	Univ del Claustro de Sor Juana	1995	YES
International Partnership for Service Learning	Canada - a variety of colls/univs	1989	YES
	Univ Autonoma de Guadalajara	1989	YES
International University	Monterrey	1994	YES
	National Library of Canada	1995	NA
Juniata College	UDLA-Puebla	1986	YES
	Inst de Estudios Avanzandos	1994	NO
Kalamazoo College	Univ Autonoma Benito Juarez de Oaxaca	.	YES
Kennesaw State University	Univ de Oaxaca	1994	NO

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions
(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
Kirkwood Community College	Olds College	1996	YES
Lansing Community College	ITESM	1996	YES
	UAM	1996	YES
	UNICO	1996	YES
	Univ Colima	1996	YES
	Red Deer College	1996	YES
	British Columbia Institute of Technology	1996	YES
LASPAU	Various univs in Mexico	.	NA
Lock Haven University	UDLA-Puebla	.	YES
Loyola University, History Department	Univ Iberoamericana	1984	YES
Maricopa Community College District	Autonomous Univ de Baja California Sur	1996	YES
	Autonomous Univ de Baja California	1996	YES
	Autonomous Univ of Guadalajara	1996	YES
Mayville State University and Valley City State University	Autonomous Univ de Baja California Sur	1993	YES
	Brandon Univ	1996	YES
Memphis College of Art	Assn. of Independent Colleges of Art & Design	1988	YES
Methodist College	Univ of Madero, Puebla	1993	YES
Miami University	Univ Autonoma de Tamaulipas	1992	NO
	UDLA-Puebla	1993	YES
	Univ de Guadalajara	1996	YES
Miami-Dade Community College-Kendall	Univ del Valle de Mexico	1988	YES
Michigan State Univ, Center for Latin American and Caribbean Studies	Univ de Baja California	1996	YES
	Univ of Toronto	1996	YES
	Univ of Yucatan	1996	YES
	ITESM	1996	YES
	Univ Iberoamericana	1996	YES
	Univ of Calgary	1996	YES
	Guelph Univ	1993	YES
Michigan Technological University	Univ de Sonora	1988	NO
	Autonomous Univ de Chihuahua	1996	YES
	Univ of Waterloo	1996	YES
	Univ Laval	1996	YES
Midwestern State University	ITESM	.	NA
	Univ Autonoma Chihuahua	1992	YES
Montana State University	Autonomous Univ de Baja California	1996	YES
	RAMP	1996	YES
Muskingum College	Univ du Quebec	1989	YES
	Cemanahuac Comunidad Educativa	1990	YES
	ITESM	1990	YES
	Univ of Lethbridge	1990	YES
Muskingum College (continued)	Univ of Prince Edward Island	1990	YES
	Univ of Saskatchewan	1990	YES
New Mexico State University	ITESM	1982	YES
	Univ of Alberta	1983	NA
North American Institute (NAM)	NAM-Canada	1993	NO
	NAM-Mexico	1993	NO
North Dakota State University	ITESM	1993	YES
	Univ of Sonora	1995	NO

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions

(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
	Univ of Manitoba	1997	YES
Northeastern University	Concordia Univ	1994	YES
	American Univ-Puebla	1995	YES
	Simon Fraser Univ	1995	YES
	Dalhousie Univ	1993	NO
	University of Ottawa	1994	YES
Northern Essex Community College	College Consortium for International Studies	.	NA
Northern Illinois University	UNAM	1991	NO
	Univ Autonoma de Yucatan	1993	NO
Northwest Missouri State University	ITESM	1994	YES
	Inst Tecnologico y de Estudios Superiores de Occidente	1995	YES
	Univ de Monterrey	1995	YES
Northwestern University	Guanajuato	.	NA
	Quebec	.	NA
Ohio University	ITESM	1992	YES
	Univ of Yucatan	1993	NO
	St Mary's Univ	1996	YES
	UNAM	.	NO
Oklahoma State University	Inst Politecnico Nacional	1992	YES
	Univ Autonoma Agraria Antonio Narro	1996	YES
	Univ Autonoma de Nuevo Leon	1996	YES
Oregon State University	Facultad de Ingenieria de UNAM	1995	YES
	Univ of British Columbia	1995	YES
Pace University, Lubin School of Business	Concordia Univ	1988	YES
Purdue University	ITESM	1995	YES
	Univ Laval	1995	YES
	Univ of Manitoba	1995	YES
	REDIV	1995	YES
	ITESM Sondra	1995	YES
Richland College	College Consortium for International Studies	1975	NO
Saginaw Valley State University	Univ Autonoma de Guadalajara	.	NA
	UDLA-Puebla	1975	YES
	Conestoga Coll	1992	NO
San Diego Community College District	Centros Educativos de Capacitacion Tecnologia Industrial de Mexico	1978	YES
	CONALE-Colegio Nacional de Educacion Profesional Tecnica	1993	NO
	Univ Iberoamericana	1993	YES
	CETYS	1996	YES
	PNAMHE (see Appendix 6)		
San Diego Community College District (continued)	Mount Royal College	1996	YES
	Alberta Douglas College	1996	YES
	UNAM	1996	YES
	ITESM	1996	YES
San Diego State University	COLEF-El Colegio de la Frontera Norte	.	YES
	Univ Autonoma de Baja California	.	YES
	Univ Autonoma de Baja California, Sur	.	YES
	CETYS	.	YES

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions
(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
	Inst Politecnico Nacional de Mexico (IPN)	.	YES
	Inst Tecnologico (Mexicali, Tijuana)	.	YES
	Univ Tecnologico de Nezahualcoyotl	.	YES
	Inst de Investagaciones Electricas	.	NO
	Secretaria de Educacion y Bienestar Social, Estado de Baja California	.	YES
	CICESE-El Centro de Investigacion Cientifica y Educacion Superior de Ensenada	.	NO
	Univ de Guadalajara	.	YES
	UNAM	.	NO
	ITESM	.	YES
	Concordia Univ	.	YES
	Univ of Ottawa	.	YES
	Malaspina Univ-Coll	.	NO
	Univ of Calgary	.	YES
	McGill Univ	.	NO
	Bishop's Univ	.	YES
San Diego State University, International Business	CETYS	1992	YES
	Simon Fraser Univ	1995	YES
	Univ of Calgary	1995	YES
	Univ Autonoma de Baja California	1992	YES
	Univ de Guadalajara	1995	YES
Slippery Rock University	Univ Iberoamericana	1996	YES
Sonoma State University	CETYS	1994	NA
Southwest Texas State University	UNAM	1984	YES
	Univ Regiomontana	1988	YES
	Univ of Monterrey	1994	YES
St Joseph's University	ITESM	1996	YES
St Michael's College	UDLA-Puebla	1996	YES
Sul Ross State University	Univ Autonoma de Chihuahua	1990	YES
SUNY Cortland	Language School, Cuernavaca	.	NO
SUNY Oswego	ITESM	1996	YES
SUNY Plattsburgh	McGill Univ	1969	YES
	Carleton Univ	1979	YES
	Univ of Toronto	1988	YES
	Univ Laval	1975	YES
	Univ de Monterrey	1996	YES
	Univ Autonoma de Coahuila	1996	NO
SUNY Potsdam	Quebec-through SUNY	.	YES
	UDLA-Puebla	1986	YES
Tarleton State University	Univ La Salle	1995	YES
	ITESM	1996	YES
	Univ of Monterrey	1996	YES
Texas A&M University - College Station	Centro de Investigacion y de Estudios Avanzados	1992	NA
	McGill Univ	1993	NA
	Fundacion Univ de las Americas	1979	NO
	Inst Nacional de Astrofisica, de Optica y de Electronica	1994	NO
	Inst Panamericano de Alta Direccion de Empresa/Univ Panamericana	1995	NO
	Inst Politecnico Nacional	1994	NO

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions

(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
	ITAM	1995	NO
	ITESM	1990	NO
	Union Ganadera Regional de Jalisco (UGRI)	1991	NO
	Univ Autonoma de Nuevo Leon	1987	NO
	Univ Autonoma de Ciudad Juarez	1996	NO
	Univ Autonoma de Queretaro	1994	NO
	Univ Autonoma de Tamaulipas	1993	NO
	Univ Autonoma de Yucatan	1995	NO
	Univ de Guanajuato	1994	NO
	Univ La Salle	1996	NO
	Univ Michoacana de San Nicolas de Hidalgo	1994	NO
	UNAM	1993	NO
	Univ Panamericana	1995	NO
	Colegio Nacional de Educacion Profesional Tecnica	1994	NA
Texas A&M University - Corpus Christi	Univ Autonoma de Queretaro	1996	YES
	ITESM-Mexico City	1996	YES
	ITESM-Toluca	1996	YES
Texas Christian University	UDLA-Puebla	1992	YES
Thomas College	New England-Quebec Student Exchange	1983	YES
Tulane University	Mexican Universities	1991	YES
University Continuing Education Association	Asociacion Mexicana de Educacion Continua	1995	YES
	Canadian Assn. for University Continuing Education	1995	YES
University of Arizona	Univ La Salle	1975	YES
	RAMP (see Appendix 6)	1995	YES
	ITESM	1996	YES
University of Central Oklahoma	Univ Popular Autonoma del Estado de Pueblo		NA
University of Colorado-Denver	McGill Univ	1995	YES
	Simon Fraser Univ	1995	YES
	Univ Autonoma de Tamaulipas	1995	YES
	Univ of Victoria	1995	YES
University of Denver	McGill Univ	1995	YES
	Simon Fraser Univ	1995	YES
	Univ of Victoria	1995	YES
	Univ Autonoma de Tamaulipas	1995	YES
University of Detroit Mercy, School of Law	Univ of Windsor, Faculty of Law	1982	NO
University of Florida	Univ Autonoma de Yucatan	1986	YES
	Escuela Superior de Ingenieria Mecanica y Electrica	1993	YES
	Mexican Inst of Water Technology	1994	YES
	ITESM	1994	YES
University of Florida (continued)	Univ Autonoma de Chapingo	1992	YES
	Univ Veracruzana	1990	YES
University of Houston - Clear Lake	Univ Autonoma de Guadalajara	1991	YES
	Univ de Guadalajara	1995	NA
	Univ Autonoma de Tamaulipas	1996	YES
University of Houston - Downtown	Univ Autonoma de Guadalajara		YES
University of Houston - Victoria	Century College	1994	YES

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions
(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
University of Houston System	Escuela Superior de Administracion de Instituciones, Univ Panamericana	.	NO
	ITESM	.	NO
	Univ del Valle de Mexico	.	NO
	Univ Autonoma de Guadalajara	.	NO
	Mexican Ministry of Foreign Relations	.	NO
	Petroleos Mexicanos (PEMEX)	.	NO
	Centro Interamericano de Estudios de Seguridad Social (CIESS)	.	NO
	Univ Autonoma de Ciudad Juarez	.	NO
	Univ de Monterrey	.	NO
University of Illinois at Chicago	El Colegio de Mexico	.	YES
University of Illinois at Urbana-Champaign	Ecole des Hautes Comerciales	.	YES
	Univ Laval-Quebec	.	YES
	Univ of Manitoba	.	YES
	Univ Autonoma de Guadalajara	.	NO
	Univ Autonoma del Estado de Mexico	.	NO
	Univ Panamericana	.	NO
	Inst Panamericana de Alta Empresa (IPADE)	Pending	NO
University of La Verne	ISTSM	.	NO
	Cuauhnahuac Institute	1973	NO
	Univ Iberoamericana	1973	NO
University of Maine	Univ Veracruzana	1993	YES
	Univ of New Brunswick	1968	YES
	Carleton Univ	1979	NO
	McGill Univ	1979	NO
	Univ Laval	1979	NO
	Simon Fraser Univ	1989	YES
	Univ of British Columbia	1991	YES
University of Maryland, College Park	(also lead institution of US Dept of Education National Resource Center on Canada with University of Vermont and SUNY Plattsburgh, established 1976 with reciprocity)		
	RAMP (see Appendix 6)	1992	YES
University of Maryland, Baltimore County	PNAMHE (see Appendix 6)	1995	YES
	UNAM	1995	YES
University of Massachusetts Amherst	New England/Quebec Exchange	1983	YES
	ITESM	1994	YES
	UNAM	1994	YES
	Carleton Univ	1981	YES
	Univ of Guelph	1989	YES
University of Minnesota-Twin Cities Campus	Inst Tecnologico de Oaxaca	1991	YES
	Univ of Manitoba	1992	YES
	National Agriculture Research Institute	1967	YES
	Univ of Juarez/Agriculture	1990	YES
	Centro Bilingue Cuernavaca	1989	NO
University of Missouri-Columbia	UNAM	1996	YES
	Univ Iberoamericana	1996	YES
	Univ Autonoma de Guadalajara	1989	NO
	Univ Autonoma de Guadalajara	.	YES
University of Missouri-Kansas City	Univ de Veracruz	.	NO
	Carleton Univ	1994	YES

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions

(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
	McMaster Univ	1994	YES
	Technical Univ of Nova Scotia	1994	YES
	Univ Laval	1994	YES
	Univ de Montreal	1994	YES
	Univ of Waterloo	1994	YES
	York Univ	1994	YES
	Saint Mary's Univ	1995	YES
	Simon Fraser Univ	1995	YES
	Univ du Quebec a Montreal	1995	YES
	Univ of Alberta	1995	YES
	Univ of Manitoba	1995	YES
	Univ of Ottawa	1995	YES
	ITESM-Guaymas Campus	1994	YES
	Univ Autonoma de Baja California	1994	YES
	UNAM	1994	YES
	Univ of San Luis Potosi	1994	YES
	Inst de Estudios Superiores de Tamaulipas	1995	YES
	ITAM	1995	YES
	ITESM	1995	YES
	Univ Autonoma de Guadalajara	1995	YES
	Univ Autonoma de Queretaro	1995	YES
	UDLA-Puebla	1995	YES
	Univ Iberoamericana	1995	YES
	Univ La Salle	1995	YES
University of Montana	Univ de Baja California	1995	YES
University of Nebraska at Kearney	Univ of Quintana Roo	1995	NA
University of Nebraska-Lincoln	ITESM	1986	YES
	Montreal/Quebec	1996	YES
University of Nebraska-Lincoln Center for Great Plains Studies	Univ of Regina	1991	YES
	Canadian Plains Centre	.	NA
University of New Hampshire	Dalhousie Univ	1989	NA
	Saint Mary's Univ	1989	NA
	Univ of King's Coll	1989	NA
	Nova Scotia Coll of Art and Design	1989	NO
	Mount Saint Vincent Univ	1989	NO
	Univ Coll of Cape Breton	1989	NO
	Saint Francis Xavier Univ	1989	NO
	Acadia Univ	1989	NO
	Nova Scotia Agricultural College	1989	NO
	Nova Scotia Teachers College	1989	NO
	Univ Sainte Anne	1989	NO
	Bishop's Univ	1981	NO
	Concordia Univ	1981	NO
	Univ Laval	1981	NO
	McGill Univ	1981	NO
University of New Hampshire (continued)	Univ de Montreal	1981	NO
	Ecole des Hautes Etudes Commerciales	1981	NO
	Ecole Polytechnique	1981	NO
	Univ du Quebec	1981	NO
	Univ de Sherbrooke	1981	NO
University of New Mexico (Latin American Institute)	Inst Tecnologico de Chihuahua	.	YES
	Univ Autonoma de Chihuahua	.	YES

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions
(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
	Univ Autonoma de Ciudad Juarez	.	YES
	Univ Autonoma de Guanajuato	.	YES
	Univ de Guadalajara	.	
	UDLA-Puebla	.	YES
	UNAM	.	YES
	UAM	.	YES
	ITESM	.	YES
	Univ Autonoma de Veracruz	.	YES
	El Colegio de Michoacan	.	YES
University of North Carolina at Charlotte	Bishop's Univ	1996	YES
	CETYS	1996	YES
	Univ de Guadalajara	1996	YES
	Simon Fraser Univ	1996	YES
University of Northern Colorado, College of Business Administration	UDLA	1994	YES
	Laval Univ	1997	YES
University of Oregon, Center for Asian and Pacific Studies	Univ of British Columbia	1987	YES
	Univ of Victoria	1996	YES
University of Pittsburgh	Univ of Montreal	.	YES
	Univ of Toronto	.	YES
	Univ of Western Ontario	.	YES
	Montreal Heart Institute	.	NO
	Univ of Alberta	.	NO
	Hospital for Sick Children-Toronto	.	NO
	Toronto General Hospital	.	NO
	Inst Nacional de Pediatria	.	NO
	ITESM	1991	NO
	UDLA	1992	NO
	RAMP (see Appendix 6)	.	NO
	PNAMHE (see Appendix 6)	.	NO
University of Pittsburgh, Center for Latin American Studies	ITESM	1991	YES
	CIDE	1994	YES
University of Rhode Island	Province of Nova Scotia	.	YES
	Province of Quebec	.	YES
	Univ Iberoamericana	.	NO
University of San Diego TransBorder Institute	Univ Iberoamericana Noroeste Tijuana	1994	YES
	Memorial Univ,	1996	YES
University of South Florida	Univ de Guadalajara	1991	NO
	CINVESTA	1992	NO
	Univ La Salle	1995	NO
	Univ Laval	1995	YES
University of Texas at Austin	ITESM	1991	YES
	McGill	1992	YES
University of Texas at El Paso	Univ Autonoma de Chihuahua	1983	NO
	Univ Autonoma de Ciudad Juarez	1985	NO
University of Texas at El Paso (continued)	Inst Tecnologico de Ciudad Juarez	1987	NO
	Col de la Frontera Norte -COLEF	1985	NO
	ITESM	1987	NO
	Inst Tecnologico de Chihuahua	1987	NO
	Univ de Guanajuato	1988	NO
	Univ Regiomontana	1988	NO
	Centro de Investigaciones en Optica	1990	NO

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions

(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
	Inst Tecnológico de Saltillo	1991	NO
	Univ Pedagogia Nacional de Mexico	1992	NO
	Univ Autonoma Metropolitana,	1992	NO
	Univ Regional de Norte	1993	NO
	Inst de Ecologia Asociacion Civil	.	NO
	La Univ Veracruzana	1994	NO
	UNAM	1994	NO
	Univ Autonoma de Sinoloa	1994	NO
	Asociacion Nacional de Univs e Insts de Educacion		
	Superior de Mexico (ANUIES)	1996	NO
	Univ Autonoma del Estado de Morelos	1996	NO
	Univ Autonoma de Tlaxcala	1995	NO
	Escuela Nacional de Antropologia e Historia Unidad Chihuahua		NO
	Sociedad Chihuahuense de Escritores	.	NO
	Secretaria Desarrollo Social del Estado de Chihuahua		NO
	Centro-Regional Chihuahua	.	NO
	Republica de los Muchachos, Juarez	.	NO
	Hermanos Escobar School of Agriculture of Higher Education		NO
	Escuela Superior de Agricultura, Ciudad Juarez		NO
	Univ Agronoma Antonio Narro	.	NO
	ITAM	.	NO
	Inst Tecnológico Estudios Superiores de Occidente		NO
	Direccion General de Insts Tecnológicos	.	NO
	Inst de Investigaciones Electricas	.	NO
	Univ Pedagogica Nacional de Ciudad Juarez	.	NO
	Escuela Normal del Estado de Chihuahua	.	NO
	UDLA	.	NO
	Inst Mexicano Norteamericano de Relaciones Culturales		NO
	Inst de Geologia	.	NO
	Inst de Geophysics	.	NO
	Univ de Sonora	.	NO
	Univ Autonoma de Nuevo Laredo	.	NO
	Univ Autonoma de Baja California	.	NO
	Univ Autonoma Benito Juarez de Oaxaca	.	NO
	Univ Autonoma de Puebla	.	NO
	Univ Autonoma de Jalisco	.	NO
	Univ Autonoma de Zacatecas	.	NO
	Centro de Investigacion y Docencia Economicas		NO
	National Institute of Anthropology and History		NO
	Secretaria de Educacion Publica de Mexico	.	NO
	- escuelas secundarias de Ciudad Juarez		
	Secretaria de Relaciones Exteriores	.	NO
	Secretaria de Educacion Publica de Jalisco and SNTE de Jalisco		NO
	Departamento de Educacion del Estado de Chihuahua,		NO
	Zona XXVIII		
	Consejo Nacional para la Cultura y las Artes and Instituto		NO
	Nacional Antropologia e Historia	.	NO
University of Texas Health Science Center	Inst Mexicano del Seguro Social	1993	YES
University of Texas Medical Branch, Center for International Health	Col de la Frontera Norte	1994	YES
	McMaster Univ	1994	YES
	UNAM	1994	YES
	Univ Autonoma de Baja California	1994	YES
	Univ de Yucatan	1994	YES

APPENDIX 3: Summary Tables of U.S. Institutional Linkages to Canadian and Mexican Institutions
(continued)

<u>Institution</u>	<u>Partners</u>	<u>Year Established</u>	<u>Reciprocal</u>
	Univ Autonoma de San Luis Potosi	1994	YES
	Univ of Montreal	1994	YES
University of Wisconsin-Eau Claire	ITESM	1977	YES
University of Wisconsin-Madison	Univ de Guadalajara	1978	YES
	Univ Guelph	1994	YES
	Univ Michoacan	1996	YES
	Concordia Univ	1996	YES
University of Wisconsin-Stout	ITESM	1987	YES
University of Wyoming	UDLA	1984	NO
U.S.-Mexico Chamber of Commerce- Buen Vecino Internship Program	ITESM	1995	YES
	UDLA-Puebla	1995	YES
	UNAM	1995	YES
	Centro de Ensenanza Tecnica Superior (CETYS)	.	NO
	Univ de Guadalajara	.	NO
	Univ de Guanajuato	.	NO
	New Mexico State Univ	.	NO
	Rice Univ	.	NO
	San Diego Univ	.	NO
	Univ del Turabo-Puerto Rico	.	NO
	Univ of Southern California	.	NO
	Univ of South Florida	.	NO
	Univ of Texas at Arlington	.	NO
	Univ of Texas at Austin	.	NO
	Univ of Texas at El Paso	.	NO
U.S.-Mexico Educational Interchange Project	Western Interstate Com. for Higher Education	1992	NO
	Univ Autonoma de Baja Californ	1994	NO
	Univ of Arizona	1995	NO
	Univ of British Columbia	1996	NO
	AMPEI	1993	NO
Utah State University	ITESM	1993	YES
Valparaiso University	UDLA-Puebla	1987	YES
Vermont Law School	McGill Law School	1990	YES
Virginia Wesleyan College	UDLA-Puebla	1996	YES
Western Carolina University	UDLA-Puebla	1989	NO
Western Kentucky University	Trent University	1990	YES
	Univ Autonoma de Chapingo	1993	YES
Western Michigan University	Univ Autonoma de Queretaro	1994	NO
Western Washington University	Simon Fraser Univ	1991	YES
	El Colegio de la Frontera Norte	1996	NO
Whitworth College	Univ Iberoamericana	1994	YES
Worcester Polytechnic Institute	Ecole Polytechnique	1990	YES
Worcester Polytechnic Institute	ITESM	1994	YES

APPENDIX 4 : Fields of Study for Linkage Participants; Faculty

Institution

CANADA

Augustana University College
Carleton University
Dalhousie University, Lester Pearson International
Institut National de la Recherche Scientifique
Simon Fraser University,
School of Resource and Environmental Management
Trent University
Universite Laval

University of Alberta
University of British Columbia, International Liaison Office
University of Guelph
University of Ottawa
University of Victoria
University of Western Ontario
York University

UNITED STATES

American University, Washington College of Law
California State University, Sacramento
Colorado School of Mines
Duke University North American Studies Center
Illinois State University
Lansing Community College

LASPAU
Mayville State University and Valley City State University

Michigan State Univ, Center for Latin American and
Caribbean Studies

Midwestern State University
Northern Illinois University

Fields of Activity

INTERNATIONAL DEVELOPMENT
GENERAL CURRICULUM
LAW
RENEWABLE NATURAL RESOURCES

ENVIRONMENTAL STUDIES
GENERAL CURRICULUM
AGRICULTURE
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
INTERNATIONAL RELATIONS
MINING METALLURGY
BUSINESS & MANAGEMENT
LIBERAL ARTS
AGRICULTURE
LAW
VISUAL & PERFORMING ARTS
ENGINEERING
BUSINESS & MANAGEMENT
COMMUNICATIONS
ECONOMICS
ENVIRONMENTAL STUDIES
HISTORY
POLITICAL SCIENCE

LAW
ENGINEERING
ENGINEERING
GENERAL CURRICULUM
BUSINESS & MANAGEMENT
BUSINESS & MANAGEMENT
COMPUTER & INFORMATION SCIENCES
ENVIRONMENTAL STUDIES
GENERAL CURRICULUM
SCIENCE
FOREIGN LANGUAGES
SOCIAL SCIENCES
AGRICULTURE
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
LIBERAL ARTS
RENEWABLE NATURAL RESOURCES
BUSINESS & MANAGEMENT
GEOLOGY

APPENDIX 4 : Fields of Study for Linkage Participants; Faculty

(continued)

Institution

Northwest Missouri State University

Northwestern University

Ohio University

Oklahoma State University

Oregon State University

Pace University, Lubin School of Business

Rancho Santa Ana Botanic Garden

San Diego Community College District

San Diego State University

International Business

Southwest Texas State University

Texas A&M International University

Texas A&M University - College Station

Texas A&M University - Corpus Christi

University Continuing Education Association (UCEA)

University of Arizona

College of Architecture

University of Central Oklahoma

University of Denver

University of Florida

University of Houston - Clear Lake

University of Houston System

University of Maine

University of Minnesota-Twin Cities Campus

Fields of Activity

FOREIGN LANGUAGES

POLITICAL SCIENCE

EDUCATION

ENGLISH

AGRICULTURE

BUSINESS & MANAGEMENT

AGRICULTURE

ENGINEERING

BUSINESS & MANAGEMENT

BOTANY

ENGLISH AS A 2ND LANGUAGE

COMPUTER & INFORMATION SCIENCES

ENGINEERING TECHNOLOGY

INDUSTRIAL ARTS

GENERAL CURRICULUM

BUSINESS & MANAGEMENT

ECONOMICS

GENERAL CURRICULUM

BUSINESS & MANAGEMENT

GENERAL CURRICULUM

BUSINESS & MANAGEMENT

PERFORMING ARTS

EDUCATION

INTERDISCIPLINARY STUDIES

ARCHITECTURE ENVIRONMENTAL DESIGN

BUSINESS & MANAGEMENT

LIBERAL ARTS

EDUCATION

AGRICULTURE

ENGINEERING

COMPUTER & INFORMATION SCIENCES

EDUCATION

ENVIRONMENTAL STUDIES

FOREIGN LANGUAGES

MATHEMATICS

BUSINESS & MANAGEMENT

EDUCATION

COMPUTER & INFORMATION SCIENCES

HOTEL MANAGEMENT

LAW

MATHEMATICS

AREA ETHNIC STUDIES

BOTANY

ENGINEERING

MATHEMATICS

AGRICULTURE

ENGINEERING

ENVIRONMENTAL STUDIES

APPENDIX 4 : Fields of Study for Linkage Participants; Faculty

(continued)

Institution

University of Minnesota-Twin Cities Campus (continued)

University of Montana

University of Nebraska-Lincoln

University of New Mexico (Latin American Institute)

University of Northern Colorado,
College of Business Administration

University of Pittsburgh

University of San Diego TransBorder Institute

University of Texas at Austin

University of Texas at El Paso

University of Texas Health Science Center at San Antonio

University of Texas Medical Branch,
Center for International Health

University of Texas-Pan American

University of Wisconsin-Madison

Western Kentucky University

Western Washington University

Fields of Activity

RENEWABLE NATURAL RESOURCES

GENERAL CURRICULUM

AGRICULTURE

FOREIGN LANGUAGES

ARCHITECTURE

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

EDUCATION

ENGINEERING

LAW

LIFE SCIENCES

MEDICINE

PHILOSOPHY/RELIGION

PLANNING

PUBLIC ADMINISTRATION

RECREATION

SOCIAL SCIENCES

VISUAL & PERFORMING ARTS

BUSINESS & MANAGEMENT

SOCIAL SCIENCES

MEDICINE

PHILOSOPHY/RELIGION

BUSINESS & MANAGEMENT

SCIENCE

SOCIAL SCIENCES

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

EDUCATION

ENGINEERING TECHNOLOGY

ENVIRONMENTAL STUDIES

FOREIGN LANGUAGES

LIBRARY SCIENCE

MATHEMATICS

MEDICINE

MEDICINE

BUSINESS & MANAGEMENT

EDUCATION

ENVIRONMENTAL STUDIES

RENEWABLE NATURAL RESOURCES

AGRICULTURE

SOCIAL SCIENCES

ENVIRONMENTAL STUDIES

APPENDIX 4 : Fields of Study for Linkage Participants; Graduate Students

Institution

CANADA

Brandon University
Carleton University
Institut National de la Recherche Scientifique
McMaster University

Saint Mary's University, Department of Geology
Simon Fraser University,
School of Resource and Environmental Management
Trent University
Universite Laval

University of Alberta
University of British Columbia, International Liaison Office

University of Manitoba
University of Ottawa

University of Waterloo, Faculty of Environmental Studies
York University

Fields of Activity

PERFORMING ARTS
GENERAL CURRICULUM
COMMUNICATIONS
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
GEOLOGY

PLANNING
GENERAL CURRICULUM
AGRICULTURE
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
INTERNATIONAL RELATIONS
MINING METALLURGY
BUSINESS & MANAGEMENT
ENGINEERING
VISUAL & PERFORMING ARTS
BUSINESS & MANAGEMENT
LAW
LIFE SCIENCES
ENVIRONMENTAL STUDIES
BUSINESS & MANAGEMENT
COMMUNICATIONS
ECONOMICS
ENVIRONMENTAL STUDIES
HISTORY
POLITICAL SCIENCE

GENERAL CURRICULUM
EDUCATION
ENGINEERING
GENERAL CURRICULUM
POLITICAL SCIENCE
BUSINESS & MANAGEMENT
INTERDISCIPLINARY STUDIES
LIBERAL ARTS
EDUCATION
BUSINESS & MANAGEMENT
COMPUTER & INFORMATION SCIENCES
ENVIRONMENTAL STUDIES
GENERAL CURRICULUM
VISUAL ARTS
SOCIAL SCIENCES
AGRICULTURE

UNITED STATES

Arizona State University
California State University International Programs
California State University, Sacramento
College of William and Mary
Duke University North American Studies Center
Inter American University of Puerto Rico
International Partnership for Service Learning

International Teacher Education Council (ITEC)
Lansing Community College

LASPAU
Memphis College of Art
Michigan State Univ, Center for Latin American
and Caribbean Studies

APPENDIX 4 : Fields of Study for Linkage Participants; Graduate Students

(continued)

Institution

Michigan State Univ, Center for Latin American
and Caribbean Studies (continued)

New Mexico State University

Northeastern University

Ohio University

Oregon State University

Pace University, Lubin School of Business

Purdue University

Rancho Santa Ana Botanic Garden

San Diego State University

San Diego State University, International Business

SUNY Oswego

Tarleton State University

Texas A&M University - College Station

Texas Christian University

University of Arizona

University of Colorado-Denver

University of Denver

University of Detroit Mercy, School of Law

University of Florida

University of Houston - Clear Lake

University of Houston - Downtown

University of Houston - Victoria

University of Houston System

University of Illinois at Urbana-Champaign

University of Maine

Fields of Activity

BUSINESS & MANAGEMENT

ENVIRONMENTAL STUDIES

LIBERAL ARTS

RENEWABLE NATURAL RESOURCES

GENERAL CURRICULUM

BUSINESS & MANAGEMENT

EDUCATION

AGRICULTURE

BUSINESS & MANAGEMENT

VETERINARY MEDICINE

BUSINESS & MANAGEMENT

BOTANY

GENERAL CURRICULUM

BUSINESS & MANAGEMENT

ECONOMICS

SOCIOLOGY

BUSINESS & MANAGEMENT

GENERAL CURRICULUM

SCIENCE

VETERINARY MEDICINE

ARCHITECTURE/ENVIRONMENTAL DESIGN

BIOLOGY

BUSINESS & MANAGEMENT

CHEMISTRY

COMPUTER & INFORMATION SCIENCES

ENGINEERING

RENEWABLE NATURAL RESOURCES

PSYCHOLOGY

HISTORY

INTERDISCIPLINARY STUDIES

EDUCATION

EDUCATION

LAW

AGRICULTURE

ENGINEERING

COMMUNICATIONS

EDUCATION

VISUAL ARTS

BUSINESS & MANAGEMENT

BUSINESS & MANAGEMENT

EDUCATION

COMPUTER & INFORMATION SCIENCES

HOTEL MANAGEMENT

LAW

MATHEMATICS

BUSINESS & MANAGEMENT

FORESTRY

APPENDIX 4 : Fields of Study for Linkage Participants; Graduate Students

(continued)

Institution

University of Minnesota-Twin Cities Campus

University of Minnesota-Twin Cities Campus

University of Missouri-St Louis

University of New Mexico (Latin American Institute)

University of Texas at Austin

University of Texas at El Paso

University of Texas Health Science Center at San Antonio

University of Texas-Pan American

University of Wisconsin-Madison

US-Mexico Chamber of Commerce

Washington College of Law, American University

Western Kentucky University

Western Washington University

Fields of Activity

AGRICULTURE

BUSINESS & MANAGEMENT

ENGINEERING

ENVIRONMENTAL STUDIES

RENEWABLE NATURAL RESOURCES

BUSINESS & MANAGEMENT

ENVIRONMENTAL STUDIES

ARCHITECTURE

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

EDUCATION

ENGINEERING

LAW

LIFE SCIENCES

MEDICINE

PHILOSOPHY RELIGION

PLANNING

PUBLIC ADMINISTRATION

RECREATION

SOCIAL SCIENCES

VISUAL & PERFORMING ARTS

BUSINESS & MANAGEMENT

SCIENCE

SOCIAL SCIENCES

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

EDUCATION

ENGINEERING TECHNOLOGY

ENVIRONMENTAL STUDIES

FOREIGN LANGUAGES

LIBRARY SCIENCE

MATHEMATICS

MEDICINE

BUSINESS & MANAGEMENT

ENVIRONMENTAL STUDIES

RENEWABLE NATURAL RESOURCES

COMPUTER & INFORMATION SCIENCES

LAW

LAW

ENVIRONMENTAL STUDIES

SOCIAL SCIENCES

ENVIRONMENTAL STUDIES

APPENDIX 4 : Fields of Study for Linkage Participants; Undergraduate Students

Institution

CANADA

Augustana University College
Brock University
Carleton University
Dalhousie University, Lester Pearson International

McMaster University

Saint Mary's University, Department of Geology
St Francis Xavier University

Trent University
Universite du Quebec a Montreal (UQAM)

Universite Laval

University College of Cape Breton
University of Alberta
University of British Columbia, International Liaison Office

University of Guelph
University of Manitoba
University of Ottawa

University of Regina
University of Saskatchewan

University of Victoria
University of Waterloo, Faculty of Environmental Studies
York University

Fields of Activity

INTERNATIONAL DEVELOPMENT
GENERAL CURRICULUM
GENERAL CURRICULUM
BUSINESS & MANAGEMENT
LAW
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
GEOLOGY
BUSINESS & MANAGEMENT
VISUAL ARTS
GENERAL CURRICULUM
SOCIAL SCIENCES
BUSINESS & MANAGEMENT
HOTEL MANAGEMENT
LETTERS/LITERATURE
AGRICULTURE
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
INTERNATIONAL RELATIONS
MINING METALLURGY
GENERAL CURRICULUM
GENERAL CURRICULUM
BUSINESS & MANAGEMENT
GENERAL CURRICULUM
TRADE
ENVIRONMENTAL STUDIES
BUSINESS & MANAGEMENT
LAW
RECREATION
GENERAL CURRICULUM
BUSINESS & MANAGEMENT
VISUAL & PERFORMING ARTS
VISUAL & PERFORMING ARTS
ENVIRONMENTAL STUDIES
SOCIAL SCIENCES
BUSINESS & MANAGEMENT
COMMUNICATIONS
ENVIRONMENTAL STUDIES

UNITED STATES

Alma College

Arizona State University

FOREIGN LANGUAGES
GENERAL CURRICULUM
FRENCH
GENERAL CURRICULUM
SPANISH

APPENDIX 4 : Fields of Study for Linkage Participants; Undergraduate Students

(continued)

Institution

Bentley College
Blackburn College
Brown University
California State University International Programs
California State University, Chico

California State University, Fullerton
California State University, Sacramento
Clemson University
College of William and Mary
Colorado School of Mines

Cooper Union

Duke University North American Studies Center
Florida Institute of Technology
Franklin College
Illinois State University

Inter American University of Puerto Rico

Inter American University of Puerto Rico
International Partnership for Service Learning
Juniata College
Kalamazoo College
Lansing Community College

Laredo Community College
Mayville State University and Valley City State University

Memphis College of Art
Miami University
Michigan State Univ, Center for Latin American
& Caribbean Studies

Midwestern State University
Montana State University

New Mexico State University

Fields of Activity

BUSINESS & MANAGEMENT
SPANISH
GENERAL CURRICULUM
GENERAL CURRICULUM
AREA ETHNIC STUDIES
SOCIAL SCIENCES
FOREIGN LANGUAGES
ENGINEERING
LIBERAL ARTS
GENERAL CURRICULUM
BUSINESS & MANAGEMENT
ENGINEERING
LIFE SCIENCES
VISUAL & PERFORMING ARTS
VISUAL ARTS
GENERAL CURRICULUM
ENVIRONMENTAL STUDIES
LIBERAL ARTS
BUSINESS & MANAGEMENT
FOREIGN LANGUAGES
ARCHITECTURE
BUSINESS & MANAGEMENT
COMPUTER & INFORMATION SCIENCES
ENGINEERING
LIFE SCIENCES
LIBERAL ARTS
GENERAL CURRICULUM
LIBERAL ARTS
BUSINESS & MANAGEMENT
COMPUTER & INFORMATION SCIENCES
ENVIRONMENTAL STUDIES
BUSINESS & MANAGEMENT
SCIENCE
FOREIGN LANGUAGES
VISUAL ARTS
GENERAL CURRICULUM
AGRICULTURE
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
LIBERAL ARTS
RENEWABLE NATURAL RESOURCES
BUSINESS & MANAGEMENT
BUSINESS & MANAGEMENT
ENGINEERING
ENVIRONMENTAL STUDIES
GENERAL CURRICULUM

APPENDIX 4 : Fields of Study for Linkage Participants; Undergraduate Students

(continued)

Institution

North Dakota State University

Northeastern University

Northern Essex Community College

Northwest Missouri State University

Northwestern University

Purdue University

San Diego Community College District

San Diego State University, International Business

Slippery Rock University

St Joseph's University

St Michael's College

SUNY Oswego

Tarleton State University

Texas A&M University - College Station

Texas A&M University - Corpus Christi

University of Arizona,
College of Architecture

University of Florida

University of Houston - Clear Lake

University of Houston - Downtown

University of Houston System

University of Illinois at Urbana-Champaign

University of La Verne

University of Maine

University of Maryland College Park

University of Minnesota-Twin Cities Campus

Fields of Activity

GENERAL CURRICULUM

SCIENCE

LIBERAL ARTS

GENERAL CURRICULUM

GENERAL CURRICULUM

FOREIGN LANGUAGES

AGRICULTURE

ENGINEERING

LIBERAL ARTS

ARCHEOLOGY

BUSINESS & MANAGEMENT

COMMUNICATIONS

ENVIRONMENTAL STUDIES

BUSINESS & MANAGEMENT

GENERAL CURRICULUM

BUSINESS & MANAGEMENT

GENERAL CURRICULUM

BUSINESS & MANAGEMENT

GENERAL CURRICULUM

SCIENCE

BUSINESS & MANAGEMENT

COMPUTER & INFORMATION SCIENCES

EDUCATION

ENGINEERING

COMMUNICATIONS

INTERDISCIPLINARY STUDIES

ARCHITECTURE/ENVIRONMENTAL DESIGN

FOREIGN LANGUAGES

AREA ETHNIC STUDIES

COMMUNICATIONS

SPANISH

VISUAL ARTS

BUSINESS & MANAGEMENT

AREA ETHNIC STUDIES

HOTEL MANAGEMENT

SPANISH

BUSINESS & MANAGEMENT

FRENCH

BUSINESS & MANAGEMENT

FOREIGN LANGUAGES

EDUCATION

ENGINEERING

ENGINEERING

AGRICULTURE

BUSINESS & MANAGEMENT

ENGINEERING

ENVIRONMENTAL STUDIES

APPENDIX 4 : Fields of Study for Linkage Participants; Undergraduate Students

(continued)

Institution

University of Minnesota-Twin Cities Campus (continued)
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-St Louis

University of Nebraska-Lincoln

University of New Hampshire
University of North Carolina at Charlotte
University of Northern Colorado, College of Business Admin.

University of Pittsburgh
University of Pittsburgh, Center for Latin American Studies
University of Rhode Island
University of San Diego TransBorder Institute
University of Texas at Austin
University of Texas at El Paso
University of Texas-Pan American
University of Wisconsin-Madison

University of Wisconsin-Stout

University of Wyoming
US-Mexico Chamber of Commerce

Utah State University
Western Carolina University
Western Kentucky University
Western Michigan University

Western Washington University
Worcester Polytechnic Institute

Fields of Activity

RENEWABLE NATURAL RESOURCES
GENERAL CURRICULUM
FOREIGN LANGUAGES
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
ARCHITECTURE/ENVIRONMENTAL DESIGN
BUSINESS & MANAGEMENT
FOREIGN LANGUAGES
GENERAL CURRICULUM
BUSINESS & MANAGEMENT
BUSINESS & MANAGEMENT
SOCIAL SCIENCES
GENERAL CURRICULUM
GENERAL CURRICULUM
GENERAL CURRICULUM
GENERAL CURRICULUM
GENERAL CURRICULUM
GENERAL CURRICULUM
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
RENEWABLE NATURAL RESOURCES
BUSINESS & MANAGEMENT
FOREIGN LANGUAGES
FOREIGN LANGUAGES
BUSINESS & MANAGEMENT
ENGINEERING
INTERNATIONAL RELATIONS
GENERAL CURRICULUM
SPANISH
GENERAL CURRICULUM
SOCIAL SCIENCES
BUSINESS & MANAGEMENT
FOREIGN LANGUAGES
AREA ETHNIC STUDIES
ENGINEERING
GENERAL CURRICULUM

APPENDIX 4 : Fields of Study for Linkage Participants; Collaborative Research

Institution

CANADA

Canadian Association of University Schools of Nursing

Carleton University

Institut National de la Recherche Scientifique

Trent University

Universite Laval

University of British Columbia, International Liaison Office

University of Ottawa

University of Regina

York University

UNITED STATES

Cornell University, International Studies

Duke University North American Studies Center

Illinois State University

Michigan State Univ, Center for Latin American
and Caribbean Studies

North Dakota State University

Northern Illinois University

Northwestern University

Ohio University

Oklahoma State University

Rancho Santa Ana Botanic Garden

Sonoma State University

Southwest Texas State University

SUNY Cortland

SUNY Oswego

Fields of Activity

MEDICINE

GENERAL CURRICULUM

COMMUNICATIONS

RENEWABLE NATURAL RESOURCES

GENERAL CURRICULUM

AGRICULTURE

BUSINESS & MANAGEMENT

ENVIRONMENTAL STUDIES

INTERNATIONAL RELATIONS

MINING METALLURGY

ENVIRONMENTAL STUDIES

TRADE

LAW

LIFE SCIENCES

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

COMMUNICATIONS

ECONOMICS

ENVIRONMENTAL STUDIES

HISTORY

POLITICAL SCIENCE

LIFE SCIENCES

GENERAL CURRICULUM

BUSINESS & MANAGEMENT

SOCIAL SCIENCES

AGRICULTURE

BUSINESS & MANAGEMENT

ENVIRONMENTAL STUDIES

LIBERAL ARTS

RENEWABLE NATURAL RESOURCES

BUSINESS & MANAGEMENT

GEOLOGY

ECONOMICS

POLITICAL SCIENCE

EDUCATION

ENGLISH

AGRICULTURE

BUSINESS & MANAGEMENT

BOTANY

BUSINESS & MANAGEMENT

GENERAL CURRICULUM

ENVIRONMENTAL STUDIES

GENERAL CURRICULUM

APPENDIX 4 : Fields of Study for Linkage Participants; Collaborative Research

(continued)

Institution

Texas A&M International University

Texas A&M University - Corpus Christi

University of Arizona
College of Architecture

University of Florida

University of Nebraska-Lincoln

University of New Mexico (Latin American Institute)

University of Texas at Austin

University of Texas at El Paso

University of Texas Health Science Center at San Antonio

University of Texas Medical Branch, Center for International Health

University of Wisconsin-Madison

Western Washington University

Fields of Activity

ARCHITECTURE

BUSINESS & MANAGEMENT

ENVIRONMENTAL STUDIES

INTERDISCIPLINARY STUDIES

HISTORY

AGRICULTURE

ENGINEERING

AGRICULTURE

ARCHITECTURE

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

EDUCATION

ENGINEERING

LAW

LIFE SCIENCES

MEDICINE

PHILOSOPHY/RELIGION

PLANNING

PUBLIC ADMINISTRATION

RECREATION

SOCIAL SCIENCES

VISUAL & PERFORMING ARTS

BUSINESS & MANAGEMENT

SCIENCE

SOCIAL SCIENCE

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

EDUCATION

ENGINEERING TECHNOLOGY

ENVIRONMENTAL STUDIES

FOREIGN LANGUAGES

LIBRARY SCIENCE

MATHEMATICS

MEDICINE

MEDICINE

ENVIRONMENTAL STUDIES

RENEWABLE NATURAL RESOURCES

SOCIAL SCIENCES

AREA ETHNIC STUDIES

APPENDIX 4 : Fields of Study for Linkage Participants; Library Research

Institution

CANADA

Trent University
Universite Laval

York University

UNITED STATES

International University
Michigan State Univ Center for Latin American
and Caribbean Studies

Ohio University
Oklahoma State University

Rancho Santa Ana Botanic Garden
Tarleton State University
University of Arizona
University of Houston - Clear Lake
University of Oregon
University of Pittsburgh, Center for Latin American Studies
University of Texas at El Paso

University of Wisconsin-Madison

Fields of Activity

GENERAL CURRICULUM
AGRICULTURE
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
INTERNATIONAL RELATIONS
MINING METALLURGY

SOCIAL SCIENCES
BUSINESS & MANAGEMENT
COMMUNICATIONS

COMMUNICATIONS
AGRICULTURE
BUSINESS & MANAGEMENT
ENVIRONMENTAL STUDIES
LIBERAL ARTS
RENEWABLE NATURAL RESOURCES

EDUCATION

ENGLISH
AGRICULTURE
BUSINESS & MANAGEMENT

BOTANY
GENERAL CURRICULUM
INTERDISCIPLINARY STUDIES
EDUCATION
MEDICINE

GENERAL CURRICULUM
GENERAL CURRICULUM
LIBRARY SCIENCE

ENVIRONMENTAL STUDIES
RENEWABLE NATURAL RESOURCES

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Curriculum Development

Institution

Fields of Activity

CANADA

Augustana University College

Carleton University

Institut National de la Recherche Scientifique

Simon Fraser University, School of Resource & Environ. Management

Simon Fraser University, Int. and Exchange Student Services

Trent University

Universite Laval

LIBERAL ARTS

GENERAL CURRICULUM

URBAN STUDIES

ENVIRONMENTAL STUDIES

EDUCATION

ENVIRONMENTAL STUDIES

AGRICULTURE

BUSINESS & MANAGEMENT

ENGINEERING

FORESTRY

INTERNATIONAL RELATIONS

LIFE SCIENCES

MINING/METALLURGY

University of British Columbia, Faculty of Commerce & Business

BUSINESS & MANAGEMENT

University of British Columbia, International Liaison Office

SCIENCE

LIBERAL ARTS

University of Western Ontario

EDUCATION

York University

AREA ETHNIC STUDIES

UNITED STATES

American University, Washington College of Law

LAW

Appalachian State University

BUSINESS & MANAGEMENT

FOREIGN LANGUAGES

California State University International Programs

EDUCATION

California State University, Bakersfield

MEDICINE

California State University, Fresno

GENERAL CURRICULUM

GENERAL CURRICULUM

Florida Atlantic University

BUSINESS & MANAGEMENT

Interamerican University of Puerto Rico, Studies Institute

SPANISH

International Partnership for Service Learning

BUSINESS & MANAGEMENT

LIBERAL ARTS

International Teacher Education Council (ITEC)

EDUCATION

SPANISH

Kirkwood Community College

AGRICULTURE

Lansing Community College

COMPUTER & INFORMATION SCIENCES

ENVIRONMENTAL STUDIES

Loyola University, History Department

HISTORY

JOURNALISM

Maricopa Community College District

BUSINESS & MANAGEMENT

TRADE

Methodist College

ENGLISH AS A SECOND LANGUAGE

Miami-Dade Community College-Kendall Campus

EDUCATION

Michigan Technological University

ENGINEERING

GEOLOGY

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Curriculum Development (continued)

Institution

Fields of Activity

Michigan Technological University (continued)

MINING/METALLURGY

New Mexico State University

GENERAL CURRICULUM

North Dakota State University

BUSINESS & MANAGEMENT

Northwestern University

AREA ETHNIC STUDIES

Ohio University

EDUCATION

Oklahoma State University

EDUCATION

Pace University, Lubin School of Business

BUSINESS & MANAGEMENT

Rockhurst College

COMMUNICATION DISORDERS

San Diego State University, International Programs

EDUCATION

San Diego State University, International Business

BUSINESS & MANAGEMENT

San Diego State University, College of Arts and Letters

WOMEN'S STUDIES

ECONOMICS

SOCIOLOGY

Sinclair Community College

EDUCATION

Sul Ross State University

SCIENCE

AGRICULTURE

BUSINESS & MANAGEMENT

POLITICAL SCIENCE

SUNY Cortland

COMPUTER & INFORMATION SCIENCES

Texas A&M International University

BUSINESS & MANAGEMENT

Texas A&M University - College Station

GENERAL CURRICULUM

Thomas College

BUSINESS & MANAGEMENT

University of Arizona, College of Architecture

ARCHITECTURE

University of Denver

EDUCATION

University of Houston - Clear Lake

BUSINESS & MANAGEMENT

COMPUTER SCIENCES

University of La Verne

BUSINESS & MANAGEMENT

University of Maryland, Baltimore County (UMBC)

FOREIGN LANGUAGES

University of Nebraska at Kearney

FOREIGN LANGUAGES

University of Oregon

ANTHROPOLOGY

INTERNATIONAL RELATIONS

University of San Diego TransBorder Institute

BORDER STUDIES

University of Texas at Austin

BUSINESS & MANAGEMENT

University of Texas at El Paso

ENGINEERING TECHNOLOGY

University of Texas Medical Branch, Center for International Health

HEALTH

University of Texas-Pan American

EDUCATION

University of Wisconsin-Madison

ENVIRONMENTAL STUDIES

RENEWABLE NATURAL RESOURCES

Western Washington University

SOCIAL SCIENCES

ENVIRONMENTAL STUDIES

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Distance Learning

Institution

Fields of Activity

CANADA

Carleton University	GENERAL CURRICULUM
Simon Fraser University, Int. and Exchange Student Services	BUSINESS & MANAGEMENT
Universite Laval	INTERNATIONAL RELATIONS MINING/METALLURGY
University of British Columbia, Faculty of Commerce & Business	BUSINESS & MANAGEMENT
University of British Columbia, International Liaison Office	EDUCATION
University of Calgary	BUSINESS & MANAGEMENT
University of Western Ontario	BUSINESS & MANAGEMENT EDUCATION
Wilfrid Laurier University	BUSINESS & MANAGEMENT

UNITED STATES

American University, Washington College of Law	LAW
Georgia State University	GENERAL CURRICULUM
Lansing Community College	BUSINESS & MANAGEMENT COMPUTER & INFORMATION SCIENCES
Michigan State Univ, Center for Latin Amer. & Caribbean Studies	BUSINESS & MANAGEMENT FOREIGN LANGUAGES SOCIAL SCIENCES
Michigan Technological University	ENGINEERING GEOLOGY MINING/METALLURGY
New Mexico State University	ENGINEERING
Oklahoma State University	EDUCATION
Radford University	LAW MEDICINE
Rockhurst College	COMMUNICATION DISORDERS
San Diego State University, International Programs	BUSINESS & MANAGEMENT
San Diego State University, International Business	BUSINESS & MANAGEMENT
Sinclair Community College	EDUCATION
Sonoma State University	PSYCHOLOGY
Sul Ross State University	AGRICULTURE BUSINESS & MANAGEMENT POLITICAL SCIENCE SCIENCE
Tarleton State University	BUSINESS & MANAGEMENT
Texas A&M University - College Station	GENERAL CURRICULUM
University of Denver	EDUCATION
University of Houston System	AREA ETHNIC STUDIES
University of Maryland, Baltimore County (UMBC)	FOREIGN LANGUAGES
University of New Mexico (Latin American Institute)	EDUCATION ENGINEERING
University of Texas at Austin	BUSINESS & MANAGEMENT
University of Texas Health Science Center at San Antonio	HEALTH
University of Texas Medical Branch, Center for International Health	HEALTH

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Internships

Institution

Fields of Activity

CANADA

Carleton University

Universite du Quebec a Montreal (UQAM)

Universite Laval

University of British Columbia, Faculty of Commerce & Business

University of Manitoba

University of Western Ontario

York University

UNITED STATES

American University, Washington College of Law

Appalachian State University

California State University International Programs

California State University, Bakersfield

California State University, Fresno

Clemson University

Georgia State University

Illinois State University

International Partnership for Service Learning

International Teacher Education Council (ITEC)

Lansing Community College

Loyola University, History Department

Michigan State Univ, Center for Latin Amer. & Caribbean Studies

Michigan Technological University

New Mexico State University

North Dakota State University

Northeastern University

Rancho Santa Ana Botanic Garden

Rockhurst College

San Diego State University, International Business

Southwest Texas State University

Sul Ross State University

BUSINESS & MANAGEMENT

TOURISM

AGRICULTURE

BUSINESS & MANAGEMENT

ENGINEERING

FORESTRY

INTERNATIONAL RELATIONS

LIFE SCIENCES

MINING/METALLURGY

BUSINESS & MANAGEMENT

BUSINESS & MANAGEMENT

BUSINESS & MANAGEMENT

ENGINEERING

BUSINESS & MANAGEMENT

LAW

BUSINESS & MANAGEMENT

BUSINESS & MANAGEMENT

BUSINESS & MANAGEMENT

BUSINESS & MANAGEMENT

EDUCATION

BUSINESS & MANAGEMENT

BUSINESS & MANAGEMENT

BUSINESS & MANAGEMENT

LIBERAL ARTS

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

COMPUTER & INFORMATION SCIENCES

JOURNALISM

BUSINESS & MANAGEMENT

ENGINEERING

GEOLOGY

MINING/METALLURGY

AGRICULTURE

BUSINESS & MANAGEMENT

ENGINEERING

BUSINESS & MANAGEMENT

BOTANY

LIBERAL ARTS

BUSINESS & MANAGEMENT

TOURISM

POLITICAL SCIENCE

SCIENCE

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Internships (continued)

Institution

Field of Activity

Sul Ross State University (continued)	AGRICULTURE BUSINESS & MANAGEMENT POLITICAL SCIENCE
SUNY Plattsburgh	BUSINESS & MANAGEMENT POLITICAL SCIENCE
Texas A&M University - College Station	GENERAL CURRICULUM
Texas A&M University - Corpus Christi	COUNSELING
University of Arizona, College of Architecture	ARCHITECTURE
University of Denver	EDUCATION
University of Florida	AGRICULTURE ENGINEERING
University of Maine	EDUCATION
University of Maryland, Baltimore County (UMBC)	FOREIGN LANGUAGES
University of Rhode Island	GENERAL CURRICULUM
University of San Diego TransBorder Institute	COMMUNITY AFFAIRS
University of Texas at El Paso	BUSINESS & MANAGEMENT
University of Texas-Pan American	BUSINESS & MANAGEMENT
University of Wisconsin-Madison	ENVIRONMENTAL STUDIES RENEWABLE NATURAL RESOURCES
University of Wisconsin-Stout	HOTEL MANAGEMENT
US-Mexico Chamber of Commerce	BUSINESS & MANAGEMENT COMPUTER & INFORMATION SCIENCES ENGINEERING INTERNATIONAL RELATIONS LAW

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Joint Degree Programs

Institution

Fields of Activity

CANADA

Institut National de la Recherche Scientifique
 Universite du Quebec a Montreal (UQAM)

OCEANOGRAPHY
 BUSINESS & MANAGEMENT

University of Western Ontario

BUSINESS
 INTERNATIONAL RELATIONS

University of Windsor

LAW

UNITED STATES

California State University, Long Beach

EDUCATION

Clarkson University

BUSINESS & MANAGEMENT

Georgia State University

BUSINESS & MANAGEMENT

International Partnership for Service Learning

BUSINESS & MANAGEMENT
 LIBERAL ARTS

International Teacher Education Council (ITEC)

EDUCATION

Lansing Community College

COMPUTER & INFORMATION SCIENCES

Methodist College

MATHEMATICS

Michigan Technological University

ENGINEERING
 GEOLOGY
 MINING/METALLURGY

Midwestern State University

BUSINESS & MANAGEMENT

Oglethorpe University

ENGINEERING
 VISUAL ARTS

Oklahoma State University

AGRICULTURE

Rockhurst College

COMMUNICATION DISORDERS
 ENGINEERING

San Diego State University

GEOLOGY

San Diego State University, International Business

BUSINESS & MANAGEMENT

St. Olaf College

EDUCATION
 ENGINEERING
 LAW

Sul Ross State University

AGRICULTURE
 BUSINESS & MANAGEMENT
 POLITICAL SCIENCE
 SCIENCE

University of Arizona, College of Architecture

ARCHITECTURE

Texas A&M University - College Station

GENERAL CURRICULUM

University of Detroit Mercy, School of Law

LAW

University of Florida

AGRICULTURE
 ENGINEERING

University of New Mexico (Latin American Institute)

LAW

University of Rhode Island

ENGINEERING
 FOREIGN LANGUAGES

University of Texas at Austin

BUSINESS & MANAGEMENT

University of Texas-Pan American

ENGLISH

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Cosponsorships of Conferences

Institution

Fields of Activity

CANADA

Institut National de la Recherche Scientifique
Simon Fraser University, Int. & Exchange Student Services

University of Calgary

University of Ottawa

UNITED STATES

Appalachian State University

Brown University

California State University, Fresno

Interamerican University of Puerto Rico, Studies Institute

International Partnership for Service Learning

Michigan State Univ, Center for Latin Amer. & Caribbean Studies

Michigan Technological University

Modern Language Assoc./Assoc. of Depts. of Foreign Languages

New Mexico State University

Northwestern University

Oklahoma State University

San Diego State University, International Business

Sinclair Community College

Sonoma State University

Sul Ross State University

SUNY Plattsburgh

Tarleton State University

Texas A&M International University

Texas A&M University - College Station

Texas A&M University - Corpus Christi

University of Arizona, Dept of Hydrology and Water Resources

University of Central Oklahoma

University of Houston - Clear Lake

University of Illinois at Chicago

OCEANOGRAPHY

ENVIRONMENTAL STUDIES

GEOLOGY

ARCHITECTURE/ENVIRONMENTAL DESIGN

BUSINESS & MANAGEMENT

SOCIAL SCIENCES

LAW

NAFTA ISSUES

INTERNATIONAL RELATIONS

POLITICAL SCIENCE

AREA ETHNIC STUDIES

PUBLIC AFFAIRS

LETTERS/LITERATURE

SERVICE-LEARNING

INTERNATIONAL RELATIONS

ENGINEERING

GEOLOGY

MINING/METALLURGY

FOREIGN LANGUAGES

SOCIAL WORK

BUSINESS & MANAGEMENT

AGRICULTURE

BUSINESS & MANAGEMENT

EDUCATION

POLITICAL SCIENCE

AGRICULTURE

BUSINESS & MANAGEMENT

POLITICAL SCIENCE

SCIENCE

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

TRADE

BUSINESS & MANAGEMENT

ECONOMICS

BUSINESS & MANAGEMENT

HISTORY

GENERAL CURRICULUM

MEDICINE

RENEWABLE NATURAL RESOURCES

CREATIVE DESIGN

BUSINESS & MANAGEMENT

ENVIRONMENTAL STUDIES

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Cosponsorship of Conferences (continued)

Institution

University of Illinois at Chicago (continued)

University of Maine

University of Miami, North-South Center

University of Nebraska, Center for Great Plains Studies

University of Oregon

University of Pittsburgh, Center for Latin American Studies

University of San Diego, Transborder Institute

University of Texas at Austin

University of Texas at El Paso

University of Texas Medical Branch, Center for Int. Health

University of Texas-Pan American

Western Washington University

Fields of Activity

URBAN STUDIES

SOCIAL SCIENCES

BUSINESS & MANAGEMENT

LIBERAL ARTS

BUSINESS & MANAGEMENT

TRADE

INTERDISCIPLINARY STUDIES

AREA ETHNIC STUDIES

SOCIAL SCIENCES

CROSS-BORDER COLLABORATION

BUSINESS & MANAGEMENT

ENGINEERING TECHNOLOGY

ENVIRONMENTAL STUDIES

HEALTH

ANTHROPOLOGY

SOCIOLOGY

AREA ETHNIC STUDIES

ENVIRONMENTAL STUDIES

ECONOMIC DEVELOPMENT

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Consortial or Association Linkages

Institution

Fields of Activity

CANADA

Conference of Rectors and Principals of Quebec Universities
 Saint Mary's University, Department of Geology
 Simon Fraser University, International & Exchange Student Service
 Universite Laval

GENERAL CURRICULUM
 GEOLOGY
 ECOLOGY
 GEOLOGY
 AGRICULTURE
 BUSINESS & MANAGEMENT
 ENGINEERING
 FORESTRY
 INTERNATIONAL RELATIONS
 LIFE SCIENCES
 MINING/METALLURGY

University College of Cape Breton
 University of Alberta

INTERNATIONAL DEVELOPMENT
 BUSINESS & MANAGEMENT
 MEDICINE

University of British Columbia, Faculty of Commerce & Business
 University of Calgary

BUSINESS & MANAGEMENT
 BUSINESS & MANAGEMENT
 ENGINEERING

University of Guelph
 University of Regina

ENVIRONMENTAL STUDIES
 ECOTOURISM
 RECREATION

University of Western Ontario
 University of Windsor

ENVIRONMENTAL STUDIES
 BUSINESS & MANAGEMENT

UNITED STATES

Bentley College
 Boston College
 Carnegie Mellon University, Graduate School of Industrial Admin.
 Community of Science (COS)
 Cooper Union
 Inter American University of Puerto Rico

BUSINESS & MANAGEMENT
 EDUCATION
 EDUCATION
 SCIENCE
 ART & DESIGN
 ARCHITECTURE
 ENGINEERING

Lansing Community College
 Laredo Community College
 Methodist College

BUSINESS & MANAGEMENT
 EDUCATION
 SOCIAL SCIENCES
 LIBERAL ARTS

Oklahoma State University
 San Diego State University, International Business
 Sinclair Community College
 Sul Ross State University

AGRICULTURE
 BUSINESS & MANAGEMENT
 INTERNATIONAL DEVELOPMENT
 SCIENCE
 AGRICULTURE
 BUSINESS & MANAGEMENT
 POLITICAL SCIENCE

Texas A&M International University

BUSINESS & MANAGEMENT
 HISTORY

University Continuing Education Association (UCEA)

EDUCATION

APPENDIX 5: Fields of Activity for Linkages Relating to Programs Other Than Faculty and Student Exchanges; Consortial or Association Linkages (continued)

Institution

University of Arizona, College of Architecture

University of Central Oklahoma

University of Denver

University of Florida

University of Nebraska-Lincoln

University of New Mexico (Latin American Institute)

University of North Carolina at Charlotte

University of Oregon

University of Texas at El Paso

University of Texas Medical Branch, Center for International Health

University of Texas-Pan American

Fields of Activity

ARCHITECTURE

DEMOCRATIC VALUES

EDUCATION

TRADE/COMMERCE

AGRICULTURE

AREA ETHNIC STUDIES

BUSINESS & MANAGEMENT

AREA ETHNIC STUDIES

ENVIRONMENTAL STUDIES

MATHEMATICS

HEALTH

SOCIAL SCIENCES

Appendix 6

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION PROGRAM FOR NORTH AMERICAN MOBILITY IN HIGHER EDUCATION

FY 95 GRANTEES

CONSORTIUM MEMBERS:

The American University, Case Western Reserve, University of New Mexico,
University of Montreal, University of Ottawa, University of Western Ontario,
UNAM, Universidad Autonoma de Baja California/Tijuana, Universidad de Guanajuato

TITLE: Law School Cooperation and North American Integration

FIELD: Law

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CONSORTIUM MEMBERS:

University of Arizona, University of Colorado at Denver, University of Denver, WICHE,
Simon Fraser University, McGill University, University of Victoria, Open Learning Agency,
Universidad Autonoma de Tamaulipas, Universidad Autonoma del Est. Hidalgo, AMPEI

TITLE: North American Consortium for Educational Restructuring
FIELD: Higher Education

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CONSORTIUM MEMBERS:

California State University/Sacramento, University of Maryland, University of Pittsburgh, Université Laval, University of Western Ontario, University of Calgary, Universidad de Guanajuato, Universidad de Guadalajara, ITESM

TITLE: Academic Mobility Towards University/Industry Linkages and Technology Transfers
FIELD: Engineering

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CONSORTIUM MEMBERS:

Front Range Community College, Lansing Community College, Partnership for Environmental Technology Education, Red Deer College, Assiniboine Community College, ITESM, Instituto Tecnológico de Tuxtepec

TITLE: A Trilateral Joint Venture to Provide Institutional Cooperation, Faculty Exchange and Student Mobility in Environmental Science Education with Emphases in Technology Programs and Business Management

FIELD: Environmental Technology, Business

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CONSORTIUM MEMBERS:

Kansas State University, Purdue University, University of Manitoba, Universite Laval,
Universidad de Sonora, ITESM

TITLE: Establishment of the North American Agribusiness Consortium

FIELD: Agribusiness

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CONSORTIUM MEMBERS:

University of Nebraska/Lincoln, Howard University, University of Toronto, University of Montreal,
UNAM. Universidad Nacional Autonoma de Nuevo Leon

TITLE: NAFTA Architectural Education Consortium (NAEC): Professional Mobility

FIELD: Architecture

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CONSORTIUM MEMBERS:

Paradise Valley Community College, Miramar Community College, Mount Royal College,
Douglas College, UNAM, ITESM/Tampico

TITLE: Human Resource Development: A Trilateral Approach

FIELD: Multidisciplinary, Business, Environmental Science

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CONSORTIUM MEMBERS:

San Diego State University, University of North Carolina/Charlotte, Bishops University,
Simon Fraser University, Centro Enseñanza Técnica y Superior, Universidad de Guadalajara

TITLE: Project North America: A Program for Mobility in North American Higher Education

FIELD: Business

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CONSORTIUM MEMBERS:

University of California/Los Angeles, Florida International University, University of Texas/Austin,
University of British Columbia, University of Toronto, Universite Laval, ITESM,
Universidad de Guadalajara

TITLE: Preparing Tomorrow's Leaders in the Emerging North American Economic Partnership

FIELD: Business, International Affairs, Graduate Social Science Programs

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CONSORTIUM MEMBERS:

University of Delaware, University of Rhode Island, Memorial University of Newfoundland,
St. Mary's University, ITESM, Universidad Autonoma de Campeche

TITLE: North American Partnership in Marine Policy/Coastal Zone Management Education

FIELD: Marine Policy

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CONSORTIUM MEMBERS:

University of Detroit Mercy, Santa Clara University, Simon Fraser University,
Ryerson Polytechnic University, Knowledge Connection Corp., Universidad de Guadalajara, ITESM

TITLE: North American Design Institute

FIELD: Engineering

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Appendix 6

Lists of institutions participating in government funded trilateral linkages

COLLEGE AND UNIVERSITY AFFILIATIONS PROGRAM: TRILATERAL (U.S./CANADA/MEXICO) GRANTS

USIA's role goes back to FY93 when we initiated the U.S./Canada/Mexico trilateral College and University Affiliation Program grants. To date, we have made seven grants, involving a total of 23 institutions, at an agency expenditure of \$731,047. The latest grant, announced on March 3, 1997, was awarded to Western Washington University in partnership with Simon Fraser University in Canada and El Colegio de la Frontera Norte in Mexico in environmental studies and management for \$106,826.

San Diego State University (SDSU), San Diego, California
El Colegio de la Frontera Norte (Colef), Tijuana, B.C., Mexico
University of Calgary, Calgary, Canada

U.S. Project Director:

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Economics Department
San Diego State University
San Diego, California 92182

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Fax: (619) 594-5062
Email: nclement@mail.sdsu.edu

YEAR: FY93

FIELD(S) OF STUDY: Economics, Business, History, Environmental Science

GRANT AMOUNT: \$97,656

EXPIRATION DATE: 8/31/97 (extended one year)

SUMMARY OF PROJECT OBJECTIVES:

To analyze regional structural adjustments in the context of increasing North American integration. To expand the ongoing internationalization of the general curricula at all three institutions and to develop trilateral research proposals for submission to external funding agencies.

Five collaborative projects are in progress:

- *Californias in Transition Seminar Series:* Bimonthly seminars on aspects of development in the Southern California/Baja California transborder region held at SDSU with Colef faculty and Calgary faculty participating when possible.
- *An economic modeling project* which aims to create integrated, interregional economic models for the Southern California/Baja California transborder region using Calgary economics faculty as consultants. Resulted in a research proposal submitted to the World Bank and Department of Defense.
- *A North American Federalism project* which began as a series of seminars and is now being developed into a research proposal with plans for a book, workshops, and collaborative courses at each institution.

- *North American Economic Integration: A Primer on Its History, Theory, and Practice*. A draft has been produced for an introductory book that can provide students, business people, and academics with a balanced North American perspective.
- *Integrated Crossborder Geographic Information Systems for the San Diego-Tijuana Interface*. A bilateral project between SDSU and Colef to map various dimensions of the economic and environmental reality of the Tijuana river basin which straddles the international border.
- *CIBER (Center for International Business Education and Research) luncheon series*. Designed to engage a larger spectrum of the academic community in the trilateral process.

University of California, Santa Barbara, California

Universidad Nacional Autonoma de Mexico, Mexico City, Mexico

McGill University, Montreal, Canada

University of Toronto, Toronto, Canada

University of British Columbia, Canada

U.S. Project Director:

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Department of Economics

University of California

Santa Barbara, California 93106-2030

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Fax (805) 893-3130/8830

Email: decanio@econ.ucsb.edu

YEAR: FY93

FIELD(S) OF STUDY: Economic development, Environmental protection

GRANT AMOUNT: \$99,351

EXPIRATION DATE: 12/31/96 (extended 3 months)

SUMMARY OF PROJECT OBJECTIVES:

A trilateral between five research institutions—one in the U.S., one in Mexico, and three in Canada—to exchange faculty under the theme: “The exploration of linkages and synergies between economic development and environmental protection to include social-cultural elements, economic/trade issues, and bio-physical concerns”. Project was developed at an international conference (Wingspread 9/92). Some prior contacts did exist between Toronto/UNAM (student exchange), UCSB/UNAM (faculty exchange), UCSB/Toronto (research collaboration).

Phase one was to develop an inventory of on-going teaching and research relevant to the theme. Phase two was to strengthen and expand upon these programs. The thrust of the project was to develop collaborative research proposals which could be submitted to other sources for funding.

Six subtopics have been identified:

- (1) Geographic information systems (McGill lead)
- (2) Energy/environment feedback
- (3) Cultural effects of economic development (Toronto lead)
- (4) The greening of international business

- (5) Consequences of economic development for local air pollution
- (6) Implications of increased trade and structural adjustments on sustainability

In year two, UCSB identified five new subtopics to include:

- (1) Eco-tourism and its role in economic development and environmental protection.
- (2) Innovative environmental business practices
- (3) Applied environmental management
- (4) Mineralization and tectonic processes at active and ancient onshore and offshore geothermal systems in Mexico
- (5) Alternatives to the car.

UCSB wants to add three new Mexican universities to the linkage in order to carry out these new sub topics. They indicate that funds are available.

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Fax: (860) 486-3347

YEAR: FY93

FIELD(S) OF STUDY: International Business and Trade

GRANT AMOUNT: \$99,956

EXPIRATION DATE: 8/31/98 (extended two years)

SUMMARY OF PROJECT OBJECTIVES:

To allow public opinion specialists at the three institutions to analyze attitudes toward free trade, the coordination of business activities, and related issues in the three countries. Comparative research and the coordination of data and data banks in the three countries are vital in order to formulate effective and widely accepted public policies needed to implement NAFTA.

The patterns of attitudes that must be understood include those for key groups of workers, business executives, and voters that are tied to other issues such as their concerns for job security and for health care protection, their perceptions of foreign nationals, and their views of the proper roles of government and the private sector.

The grant would take advantage of the unique public opinion holding at the three databanks at each institution; greatly expand and institutionalize the past collaboration among faculty on public opinion and trade; make the results of the data more accessible to government officials, business leaders, and academics; and train graduate students/researchers.

Duke University, Durham, North Carolina
El Colegio University, Mexico City, Mexico
McGill University, Montreal, Canada

U.S. Project Director:

Dr. Peter Lange
Vice Provost for International and Academic Affairs
Duke University
2114 Campus Drive
Box 90254
Durham, NC 27708-0254

Contact: Sylvia Gonzalez, Latin American Studies Department
Ph: (919) 681 -3980
Fax: (919) 681-7966

YEAR: FY93

FIELD(S) OF STUDY: North American Studies: Environment, Labor, Cultural Homogenization

GRANT AMOUNT: \$100,000

EXPIRATION DATE: 8/31/98 (extended two years)

SUMMARY OF PROJECT OBJECTIVES:

To examine the long-term impact of increased regional integration between the U.S., Canada, and Mexico in the areas of labor, environment, and cultural homogeneity, after the signing of the North American Free Trade Agreement (NAFTA).

Labor: The response of trade unions to proposals for free trade zones and their ongoing response to the broader process of economic integration in North America—what is the role of the trade unions?

Environment: The challenges of anticipating and preventing environmental abuses and taking advantage of pollution-prevention technologies.

Culture: To examine the acute feelings of potential loss of cultural distinctiveness—real or exaggerated.

Originally proposed twelve faculty exchanges (6-Duke, 3-McGill, 3-EI Colegio) each for one semester for teaching and research.

University of Wisconsin - Madison, Madison, Wisconsin
University of Guelph, Guelph, Canada
University of Guadalajara, Mexico

U.S. Project Director:

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YEAR: FY94

FIELD(S) OF STUDY: Environmental Sciences and Policy

GRANT AMOUNT: \$108,700

EXPIRATION DATE: 8/31/97

SUMMARY OF PROJECT OBJECTIVES:

The long range goals are to understand the forces that drive environmental change in the U.S., Canada, and Mexico, among university faculty, students, and leaders in each of the three universities; to transmit this understanding within and outside of academia; to enhance the training of future environmental scholars and leaders through collaborative postgraduate training programs; to institutionalize the process of information flow at out three institutions in a variety of environmental fields and different ecosystems; and to strengthen the process of mutual learning.

The short term goals are to permit cooperation on specific research issues and topics and their use as the basis for teaching and outreach.

Georgetown University, Washington D.C.
Carleton University, Ottawa, Canada
Instituto Tecnologico Autonomo de Mexico, Mexico City

U.S. Project Director:

John Bailey,
The Center for Latin American Studies
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Washington, D.C. 20057

Ph: (202) 687-6221
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YEAR: FY95

FIELD(S) OF STUDY: Business, Trade, Economics

GRANT AMOUNT: \$118,558

EXPIRATION DATE: 8/31/98

SUMMARY OF PROJECT OBJECTIVES:

For each of the three institutions to establish a NAFTA Studies Program within an existing university department concentrating on business, trade, and economics. New teaching materials will be designed for these programs. Faculty from each institution will participate in three annual faculty and student exchanges. Faculty and curriculum development, teaching, research, and outreach will be carried out during the month-long faculty exchanges as well as during the academic year on each campus. Each university will strive to disseminate their findings internationally to students, faculty, and the greater policy community of the NAFTA countries.

NOTE: A two-day **trilateral workshop** is being planned by Dr. Norris Clement, Project Director, San Diego State University Affiliation, for mid-December, 1996. The objectives of the workshop are as follows:

At the conceptual level, higher education in all three countries has the responsibility to respond to the de facto economic integration that is now being “managed” by the NAFTA. Therefore, what can institutions do in terms of research and curriculum to facilitate, analyze and critique this process?

At the practical level, the main purpose of the workshop is to examine some of the experiences of trilateral-bilateral higher education cooperation within the context of NAFTA and to determine what these suggest for future actions and policy.

Two types of participants will be invited:

(1) Representatives from the universities that have received USIA Trilateral Affiliation grants—six in total—and other institutions involved in cross-border collaborative education.

(2) Representatives from the major governmental and educational institutions which are funding and/or promoting trilateral relationships in higher education in the three countries.

PROGRAM FOR NORTH AMERICAN MOBILITY IN HIGHER EDUCATION
FY 96 GRANTEES

Duke University (NC), Northwestern University (IL)
Universite de Montreal, York University
Centro de Investigacion y Docencia Economicas. Universidad de las Americas-Puebla
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* * *

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* * *

Michigan Technological University (MI), New Mexico Institute of Mining and Technology (NM)
Waterloo University, Université Laval
Universidad de Sonora, Universidad Autónoma de Chihuahua
P116N60038/APEX 1

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* * *

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* * *

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Appendix 6

REGIONAL ACADEMIC MOBILITY PROGRAM

Another major initiative supported by the Fund for the Improvement of Postsecondary Education was launched prior to the initiation of the Program for North American Mobility in Higher Education trilateral grants: the Regional Academic Mobility Program (RAMP), a consortium of 52 universities in Canada, Mexico and the U.S. which exchanged over 200 undergraduates in the fields of business, engineering, and environmental studies. Administered by the Institute of International Education, RAMP received four years of support from FIPSE through its “comprehensive” grants competition, with FIPSE funding ending in December 1996. The project continues on a non-funded basis with the next meeting of RAMP member institutions to be held in Vancouver, British Columbia in May 1997.

CANADA

Carleton University — Environmental Studies
Dalhousie University — Engineering
École Polytechnique — Engineering
McGill University — Engineering
McMaster University — Environmental Studies
Saint Mary's University — Business
Simon Fraser University — Business
Technical University of Nova Scotia — Environmental Studies
Université de Montréal — Environmental Studies
Université de Sherbrooke — Engineering
Université du Québec á Montréal — Business
Université Laval — Engineering, Environmental Studies
University of Alberta — Business
University of Calgary — Engineering
University of Manitoba — Business
University of New Brunswick — Engineering
University of Ottawa — Business
University of Waterloo — Environmental Studies
University of Western Ontario — Engineering
York University — Environmental Studies

MEXICO

Centro de Enseñanza Técnica y Superior (CETYS) — Engineering
Instituto de Estudios Superiores de Tamaulipas (IEST) — Business, Engineering, Environmental Studies
Instituto Tecnológico de Autónomo de México (ITAM) — Business
Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) — Business, Engineering
ITESM - Campus Guaymas — Environmental Studies (currently inactive)
Universidad Autónoma de Baja California — Environmental Studies
Universidad Autónoma de Guadalajara — Business
Universidad Autónoma de Nuevo León — Business, Engineering
Universidad Autónoma de Querétaro — Business
Universidad Autónoma de San Luis Potosí — Environmental Studies
Universidad de Guadalajara — Business, Engineering, Environmental Studies
Universidad de Guanajuato — Engineering
Universidad de las Américas-Puebla (UDLA) — Business, Engineering

Universidad Iberoamericana — Business, Engineering
Universidad La Salle — Business, Engineering
Universidad Nacional Autónoma de México (UNAM) — Engineering, Environmental Studies

UNITED STATES

Boston University — Engineering, Environmental Studies
California State University, Sacramento — Engineering
Claremont Graduate School — Business
Eastern Michigan University — Business
Eastern Washington University — Business (currently inactive)
Florida Institute of Technology — Environmental Studies
Montana State University — Business, Engineering, Environmental Studies
Tulane University — Engineering (currently inactive)
University of Arizona — Engineering
University of Cincinnati — Environmental Studies
University of Colorado at Denver — Business
University of Maryland — Engineering
University of Miami — Business
University of Missouri, St. Louis — Business, Environmental Studies
University of Pittsburgh — Engineering
University of Texas at Austin — Engineering

APPENDIX 7:

List of selected experts in exchange relationships providing comments on current and future importance of higher education cooperation in North America

CANADA:

Lynne Duncan
Deputy Minister
Alberta Advanced Education and Career Development

Wendy McBride
Executive Director
Canadian Association of University Schools of Nursing

Anne Marrec
Director General
Tele-universite

Patricia Roman
Consultant to the trilateral initiative

Pierre Van Der Donckt
Executive Director
Inter-American Organization for Higher Education

Norman Wagner
President
Corporate-Higher Education Forum

U.S.

C. Peter Magrath
President
National Association of State Universities and Land-Grant Colleges

Karen S. Martinez/Director of Business Accreditation
Cascade C.C. Huan/Director, Global Accreditation
American Assembly of Collegiate Schools of Business

Diana Natalicio
President
The University of Texas at El Paso

Joyce A. Scott
Vice President for Academic and International Programs
American Association of State Colleges and Universities

Clifford V. Smith, Jr.
President
GE Fund

Sidney Weintraub
William Simon Chair in Political Economy
Center for Strategic & International Studies