

**Fund for the Improvement of Postsecondary Education (FIPSE)**  
***Program for North American Mobility in Higher Education***  
***FY 2004 New Awards by Institution***

**1. Ball State University**

Title: North American Sustainability, Housing, and Community Consortium (NASHCC)

Grant No.: P116N040015

Partners: Ball State University, IN; University of Texas at Austin, TX; McGill University, Canada; Dalhousie University, Canada; Universidad Autonoma de Mexico, Mexico; Instituto Tecnológico y de Estudios de Monterrey, Mexico.

Consortium partners seek to: 1) advance sustainability, housing and community through information-flow and practical application, 2) establish collaborative agreements and protocols for student mobility, 3) build long term institutional linkages, 4) sponsor 60 students over the four-year program, 5) develop common sustainability and housing curricula and research, 6) immerse students in practical experiences with firms or community organizations, and 7) disseminate NASHCC experiences to business, planning, design, and academic communities that must partner to lead society to a sustainable future and just housing for all. The NASHCC's innovative model includes interdisciplinary professional built-environment experiences and case-study research in universities and community-based centers. FIPSE, SEP, and HRDC funding support institutional linkages, student exchanges, development of common curricula and research initiatives, and dissemination. Project funding (pursued from others) will provide student assistantships in classrooms, community-based projects and case-study research. The NASHCC enhances the ability of existing degree programs to prepare graduates to lead their professions and communities to sustainable development and dignified housing, by providing advanced theory and application in sustainable planning, design, and housing in diverse and global contexts.

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**2. Georgia State University**

Title: Preparing ESL/EFL Teachers for the 21<sup>st</sup> Century: Multiculturalism and Technology

Grant No.: P116N040011

Partners: Georgia State University, GA; Portland State University, OR; University of Manitoba, Canada; and Carleton University, Canada; Universidad Nacional Autonoma de Mexico (UNAM), Mexico; Universidad de las Americas (UDLA), Mexico.

As the English language continues its role as a global language of trade and communication, teachers of English to speakers of other languages have increasing responsibilities towards using their classrooms as model contact zones for students to learn how to effectively communicate across cultures. This project develops ESL/EFL teachers who are knowledgeable about educational cultures in North America and skillful at analyzing and adjusting to different educational environments. Students in programs for teachers of ESL/EFL will take courses along with students

working for degrees at that institution and participate in a Web-based course on intercultural communication, focusing on the culture of learning in their host institution, thus, pulling together all students in a particular year of the project into a single “classroom” on the Web.

By the end of the funding period, each department will have changed their curricula to include courses in intercultural communication and to focus on more trilateral ecological models of language learning and teaching. Plans for institutionalization of programs include graduate assistantship positions and other work opportunities created by host institutions.

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### 3. Iowa State University

Title: A North American Program to Enrich Animal and Public Health Education  
Grant No.: P116N040005

Partners: Tuskegee University, Alabama, USA; University of Nuevo Leon, Monterrey, Mexico; University of Guadalajara, Guadalajara, Mexico; Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada; and the Atlantic Veterinary College, Prince Edward Island University, PEI, Canada.

The program centers on colleges of veterinary medicine. The four priority areas of North American Free Trade Agreement (NAFTA) and NAMHE are impacted by the program: evolving trade relationships, the environment and sustainable development, public health, animal health and production, and human resource development. The six-institution consortium will address these educational areas by student and faculty exchanges. Forty-two veterinary students will complete long-term study at one of the other consortium institutions, and sixty will complete short-term programs. In addition to subject matter and differences of disease prevalence and risk in the host countries, strong emphasis will be placed on student interaction and cultural experiences. The program will motivate faculty to modify curricula while attracting private industry and other support to provide for program sustainability.

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### 4. Massachusetts General Hospital

Title: Building Leadership in Public Mental Health in North America  
Grant No.: P116N040012

Partners: Massachusetts General Hospital, MA; Tufts-New England Medical Center, MA; Dalhousie University, Canada; McMaster University, Canada; National Institute of Psychiatry, Mexico; National Institute of Neurology and Neurosurgery, Mexico

The consortium of above institutions will enable resident psychiatry students from the three countries to complete a program that will increase their knowledge of North American public mental health care systems and prepare them for leadership roles in psychiatry, planning care for an admixed society. An innovative three-month curriculum prepared by faculty with help from residents at the six institutions will be introduced focused on the advancement of existing public mental health care practices in Canada, Mexico and United States. Each institution will educate seven psychiatry trainees over a three-year period for a total of 42 students.

All participating partners will demonstrate their commitment to this project at the beginning of the preparatory phase by formalizing agreements on psychiatry student exchanges, transfer of credits, development of common curriculum, student support, and all other issues relevant to the successful and sustainable implementation of this partnership.

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#### 5. **Michigan Technological University**

Title: EHaz: North American Earth Hazards Consortium  
Grant No.: P116N040003

Partners: Michigan Technological University, MI; University at Buffalo, NY; McGill University, Canada; Waterloo University, Canada; Universidad Nacional Autonoma de Mexico, Mexico; Universidad de Colima, Mexico

This program will establish a consortium of six research-based universities in Canada, Mexico, and the U.S. The focus area for the mobility program is mitigation of geological natural hazards in North America. The consortium universities will exchange students and faculty in several engineering and science disciplines (e.g., environmental engineering, civil engineering, geological engineering, social sciences and geology) involved in the study of natural geological hazards. Students in the social sciences also will be exchanged, recognizing that the solution of water resources problems involves critical political, social, and economic aspects. At least 46 students (16 from the United States, 16 from Canada, and 14 from Mexico) will be mobilized among the participating universities through one- to two-semester visits and up to 60 more students will be mobilized via short-term, intensive courses. Student activities will consist of three stages: intensive language training, natural hazards coursework, and professional or research internships with local industries, agencies or at the host university. Faculty activities will focus on curriculum development and development of an important knowledge and reference base from the participants' reports. Curriculum development activities will include development and implementation of new modules on the North American perspective into existing natural hazards courses. Implementation of the North American modules will potentially affect hundreds more students during the project and far more students after the project period, since the modules will become a permanent part of the curriculum.

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## 6. University of Central Arkansas

Title: Alliance for International Management and Trade: Customs, Tariffs, Ethics, and Governance  
Grant No.: P116N040001

Partners: University of Central Arkansas, AR; College of Charleston, SC; University of Prince Edward Island, Canada; Université de Moncton, Canada; Universidad de Colima, Mexico; Autónoma de Baja California Sur, Mexico

The Alliance will prepare customs and business students to participate in customs issues, international trade and management through the reinforcement of ethics, foreign language and the adaptability to the represented cultures. This project requires the participation of the business faculties, language departments, and government organizations that regulate international trade. Partner institutions will use information gained from this collaboration to revise their curriculums to reflect current international trade guidelines. The following goals will be accomplished through the use of innovative teaching methods including virtual teaming, researching, and Internet and video conferencing:

1. Student mobility through the mutual recognition and portability of academic credits and foreign language preparation.
2. Better preparation of students in the areas of tariffs, trade regulations, ethics in international management, foreign languages, and cultural training.
3. Creation of shared transportable curricula among the universities participating in the alliance.
4. Virtual teaming and Web-based courses for non-mobile students.
5. Collaborations and exchanges of faculty.
6. Cooperation and consultation with public and private organizations with jurisdiction over issues of international trade and public transparency.
7. Creation of information networks for the dissemination of information and research on international trade regulations, ethics, and governance.

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## 7. University of Cincinnati

Title: Women's Human Rights, Citizenships, and Identities in a North American Context  
Grant No.: P116N040013

Partners: University of Cincinnati, OH; University of Arizona, AZ; York University, Canada; Mount Saint Vincent University, Canada; El Colegio de la Frontera Norte, Mexico; Universidad de las Americas-Puebla, Mexico

The partners in this consortium will give students the opportunity to explore women's human rights, citizenships, and identities across the North American region in response to women's cross-border migrations and organizing and to build human capital to address and improve women's lives throughout the region. This project will enable a minimum of 42 students (seven from each institution) to have a full term abroad experience and at least 15 more students to attend two three-week summer institutes on the project themes to be held in Canada and Mexico.

Through our linkage agreements, the development of courses and course modules that focus on women's/gender studies in a North American context within our degree programs, and our summer institutes taught collaboratively by our faculty, students who complete a term or summer institute abroad will receive a certificate, concentration, or minor in North American Women's/Gender Studies.

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## 8. University of Vermont

Title: Tri-national Competencies Across Borders and Corporate Social Responsibility  
Grant No.: P116N040017

Partners: University of Vermont, VT; Western Illinois University, IL; University of Sherbrooke, Canada; University of Moncton, Canada; Universidad Autonoma de Queretaro, Mexico; Universidad Panamericana Campus Guadalajara

The partners in this consortium will use modules to train tri-national teams in the key competencies of cross-cultural communication, teamwork, and analysis, with courses, internships, and case presentations to corporate executives focusing on the theme of corporate social responsibility. The project will involve the faculty and students from the six institutions in integrated curriculum and internship modules. The partners will move a total of 210 students during three years. The project will be evaluated continually by, and receive guidance and feedback from, senior executives in the field of corporate social responsibility from four corporations. The courses developed during the life of the project will be institutionalized in the regular curriculum of each participating school.

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## 9. University of Washington

Title: NEXOPOLIS - Revitalizing the Core of Older and Historical Cities: Opportunities and Challenges  
Grant No: P116N040008

Partners: University of Washington, WA; San Diego State University, CA; University of Guajuato, Mexico; University of Michoacana, Mexico; Ryerson University, Canada; Laval University, Canada

The consortium partners will produce students who will use their urban planning skills and enthusiasm for exploring alternative solutions to the issues associated with central city revitalization. Nexopolis will involve faculty who will develop interdisciplinary research skills, experience and supervision that the students and future urban planning leaders will need to address central city revitalization. Moreover, the consortium will provide the necessary critical infrastructure for quality research and practical training. Each institution will target eight students over the three-year period for a total of 48 students. The length of study for students will be one semester according to the

institution's schedule. The main goals of the consortium will be to integrate undergraduate and graduate student mobility into each institution's academic program, strive to develop curriculum transparency across each institution and allow students to take recognized courses at any consortium institution.

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#### 10. **Virginia Polytechnic Institute and State University**

Title: Rural Sustainability in Agriculture and Aquaculture  
Grant No.: P116N040009

Partners: Virginia Tech, VA; Iowa State University, IA; Nova Scotia Agricultural College, Canada; Marine Institute of Memorial University of Newfoundland, Canada; Universidad Autonoma de Baja California, Mexico; Instituto Tecnológico Agropecuario de Oaxaca, Mexico

Students enrolled in agriculture/aquaculture-based post-secondary programs with proven language skills will participate in an exchange program in agricultural sustainability with consortium universities in Canada, the United States, and Mexico. Each institution will target a minimum of seven students for exchange over a three-year period for a total of 42 students. Students will learn from an international curriculum dedicated to sustainable rural development, i.e., organic agriculture and low input aquaculture. The program will be fully accredited by the participating institutions, with all partners recognizing the transfer of courses and credits. The consortium will develop an innovative curriculum, including Web-based course delivery, and service learning components. A summer internship program will be developed for exchange students to work with agricultural industries in each country. Student and faculty exchanges and integration of new technologies into the program curriculum will continue among consortium partners after completion of the project. By creating lasting relationships within the consortium, we aim to educate future professionals, thus contributing to sustainable economic development of the partnering countries through knowledge and mutual respect. In combining intellectual and physical resources, sharing technologies, materials and procedures, students will learn to integrate organic agriculture and aquaculture to maintain viability of rural communities.

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