

Project Synergy: International Education Without Borders

Dr. Carlos Rodriguez Rubio

Centro de Enseñanza Técnica y Superior (CETYS Universidad, Tijuana, B.C., México)

Abstract:

Project Synergy is a program developed to respond to the increasing demands of the international business environment along the California/Baja California border. It is an integrated, long term, multicultural, multi-lingual, educational program, instituted by a partnership between the Centro de Enseñanza Técnica y Superior (CETYS Universidad), in the state of Baja California, México; Southwestern Community College District (SCCD), Chula Vista, CA; San Diego State University (SDSU), San Diego, CA., and Sweetwater Union High School District (SWUHSD), Chula Vista, CA.. Globalization, immigration, diversity and, NAFTA (North American Free Trade Agreement) have increased the interdependence of the United States and Mexico. The proliferation of manufacturing plants and associated infrastructure in the Baja California region has created an unbalanced border population that is critically short of skilled and educated workers. The primary goal of Project Synergy is to produce highly trained, educated workers and managers who are capable of responding to the growing needs of modern plants, local business and government. A second and concurrent goal is an innovative, community-based teacher education program that emphasizes the bilingual/bicultural aspects of the students in the region, beginning at the secondary level and continue to provide opportunities for education through the graduate level.

Introduction

Globalization is having a major impact on the California/Baja California border region. The North American Free Trade Agreement (NAFTA) greatly accelerated the industrial growth of the Tijuana/San Diego border region, creating a critical shortage of educated and skilled workers. The dramatic increase in population on both sides of the border has brought about a more dramatic increase in failure of the infrastructure to support that growth. Globalization has increased interdependence between the United States and Mexico, especially in business/industry, education and health care. The influx of uneducated and unskilled workers has created a need for education and training beyond the capacity of the local schools and training companies. Students need international knowledge and experience to be competitive in the regional job market, and to enable them to assimilate into the multicultural, bi-national, California-Baja California trans-border region.

Since the introduction of the Maquiladora Program (assemble in Mexico) the San Diego/Tijuana region has become one of the most active import/export borders in the world. Tijuana, Baja California, México, is home to the largest number of assembly plants in the world. The city of Tijuana has been dubbed the “Television Capital of the World.” Corporations such as, SONY, HITACHI, SANYO, SAMSUNG, MITSUBISHI, PANASONIC, etc., jointly produce more than a million television sets every year. Manufacturing plants are operating 24 hours a day to satisfy the global demand for electronic appliances.

The expansion of the border economy in recent years has created large numbers of new jobs. Most of the new jobs created in the border zone in Mexico over the past decade, and particularly after NAFTA, have been in the maquiladora industry (Ganster, Pg 10). This border region has become one of the most active commercial regions in the world. It has been identified as a region with unique characteristics. After decades of endeavoring to create a closed, self-sustaining economy, Mexico went from one of the most closed economies in the world to one of the most open economies (Global Paradox,1994, John Naisbet p.232). NAFTA has accelerated this economic growth.

In the last thirty years, the Tijuana/San Diego border has experienced a boom in the social, economic, immigration, and religious aspect. From October 1995 to the year 2020, the forecast for the San Diego region states that the local community is rebounding and restructuring. The changes that are happening and will happen, predict one million more people in the area (from 2,669,300 to 3,853,300), over 400,000 new homes (from 996,500 to 1,494,100), more than 500,000 new civilian jobs (from 1,084,900 to 1,627,9000), home prices rising faster than incomes, and an aging and more ethnically diverse population. The old reliance on aerospace and defense industries is being replaced with an increasing number of jobs in the emerging industries such as software, communications, and biotech. This has led the community to take immediate action for the purpose of offering as many opportunities as possible, for those that are prepared to play an important role in the development of the region. The greatest area that has attracted interest on both sides of the border, has been the development of businesses. Various academic programs dealing with business will be developed in the region. In addition, the involvement of other international interests and their impact on the region will be explored. The programs developed jointly by San Diego State

University, Southwestern College, Sweetwater Union High School District and CETYS Universidad, focus their strengths in helping to develop the region through specialized courses.

The school-to-career connection with the institutions involved, ensures that practical articulation agreements will be long-standing. This concept provides an increase in internship opportunities as new industries move to the Otay Mesa, north and east of the Mexican border. This region has been known for many years for its opportunities for business establishment near the US/Mexico border. The opportunity to continue one's professional or managerial education will come with San Diego State University and CETYS Universidad Business degrees. The partnership offers practical, community-based, small business development expertise to the community through state and U.S. federally funded programs.

The solution to the problems confronting the region is to provide education and training to an existing unskilled, uneducated and untrained labor base. The short-range emphasis and overall strategy of Project Synergy, is to relieve the shortage by instituting dual degrees (SDSU, SWC and CETYS offers a degree, through its MEXUS program, to students who are majoring in International Business, and have participated in both of their respective fields) programs with CETYS and the American institutions in the partnership. The long-term goal and end result will be to put students into the pipeline at the high school or junior high school level. Students will achieve a level of qualification at the completion of high school, with the option to leave the program and enter the work force or to continue through the BA/BS (Bachelor of Arts/Science) level. Students may opt for a work-study program that will allow them to enter the work force while pursuing their degrees.

As early as 1981, William Ouchi recognized the vast differences between Japanese and American companies. He laid out a model of the Japanese organization and described the ways in which the parts fit together to form a working system. (p.58)

Nancy Adler (1997, v.) begins her thesis with the statement: "The world of organizations is no longer defined by national boundaries", and then proceeds to break down the conceptual, theoretical, and practical boundaries limiting our ability to understand and work with people in countries around the world. CETYS,

supported by the Project Synergy partners has focused on the aspects of culture in order to satisfy the demands of cross-cultural understanding as a key part of the program.

John Naisbitt, in 1985, recognized the problems of globalization. In his book *Reinventing the Corporation*, he stated that we are living in one of those rare times in history when divergent forces come together and make radical change possible. Business and industry have been slow to incorporate change. The development of Industry/Education councils and the prescription for change has been slow or non-existent. Project synergy is coordinating the business community, manufacturers, educational institutions and local government in a program that will contribute to the resolution of these problems.

In 1993, Stephen H. Rhinesmith laid out Six Keys to success in a changing world. One of these keys is to make necessary changes in management thinking and education. Shortly thereafter, the Wharton School of business made a \$2 million overhaul of their business curriculum to include the following characteristics: (p 3) placing greater emphasis on people skills, adding a more global perspective, fostering creativity and innovation, promoting real world problem solving, and examining business issues from the viewpoint of several disciplines. Project Synergy has included these dimensions, tailored to the demands of the San Diego/Tijuana trans-border region.

The slogan, “Think Globally, Act Locally,” is apropos for the mission of Project Synergy. The project is geared to making changes on a local level while being guided by global imperatives.

Objective

The objective of Project Synergy is to provide a new paradigm of information delivery systems that will contribute to closing the educational, business and health-care gap in border communities. Once this program is in place, it is expected that Project Synergy will become a model for other communities that share common borders. This proposal sets forth a national model for cooperative, relevant education that teaches students an international perspective and provides border industries with the bilingual, talent they so desperately need. The model adopted by Project Synergy has been developed to respond to the internal economic and social demands of the border region. And, by doing so,

will contribute to the development of a more stable economic and social dynamic along the United States/Mexico International border.

Project Synergy has identified several areas and activities that will be incorporated into the program. Student/faculty exchanges, dual degree programs, joint research opportunities, and linkages/internships with businesses are in place. CETYS Universidad, a leader in the Baja California (Tijuana, Mexicali, and Ensenada) region in the area of education, has already instituted these kinds of projects. The efforts by other institutions like Southwestern College, San Diego State University, Sweetwater High School District and CETYS Universidad, have led to the solution of some of the problems stated before. These efforts have developed into clear and concise actions that are driven by demands for workers in the following areas: computer science, telecommunications, engineering, finance and accounting, and business logistics. The deficiency in these areas cannot presently be met by institutions of higher learning, on either side of the border. This shortage is compounded by the high cost of living in the San Diego area that precludes many graduates of institutions from other parts of the country from moving to this area. The efforts directed towards education, will then achieve sustainable economic growth on the border, improve environmental conditions, strengthen local capacity, raise the standard of living, improve education, and recognize the diversity of people to protect cultural heritage. The alliance and cross communication between Mexican and American institutions will strengthen the joint industry/education programs on both sides of the border.

The Project

Project Synergy as a partnership, is designed to provide an organized response to the training and educational needs of the region (business and industry). The increase in manufacturing and the shortage of skilled workers and management has brought about an increased awareness of trans-border activities and the deficiencies in the educational system. Project Synergy has a unique capability to contribute to regional educational development, not only for students, but for staff and faculty as well.

The synergy created by the partnership of these educational institutions, coupled with the support of government, business and industry, will enable Project Synergy to become the leader in solving border development issues and has the resources to become the best program situated on any international border of the world. This

program also responds to the international (San Diego and Tijuana) need to train more engineers who are knowledgeable in contemporary manufacturing. The emphasis of the manufacturing program is to provide hands-on experience with contemporary, computer-integrated manufacturing methods and processes.

The high school program offered by SWUHSD and CETYS Universidad is composed of a sequence of courses that begin with an introduction to technology, a laboratory program that enables students to experience structured activities in pre-engineering topics. Most students will also complete a four-year mathematics program that includes a full range of classes such as algebra, geometry, trigonometry, statistics, and pre-calculus. It is anticipated that students from the high school program of both institutions, will transition easily to the Southwestern College Engineering Program, with the intent of transferring to a similar (but higher level) program of study at SDSU. This will also occur at CETYS Universidad. CETYS' high school students will go through a similar process, but can transfer directly to CETYS undergraduate level. They may also have the option to elect, through a joint agreement of student exchange, and attend either Southwestern College or San Diego State University. The goal is to produce highly trained workers capable of responding to the needs of modern, up-to-date manufacturing plants. These professionals will be able to design manufacturing programs, install and operate complete automated machines, and work with computer-generated information systems. The maquiladora (or assembly plants) established in the Mexico/US border, are constantly in need of such specialized persons.

Vital to the success of Project Synergy is the recognition by local leaders that this trans-border region is the gateway to Mexico, South America, and to the Pacific Rim. An investment in the region will provide avenues of opportunities for learners who are presently underrepresented in the areas of technical and professional careers. It is the goal of Project Synergy to assist the institutions involved to develop programs that will help solve the deficiencies and provide adequate trained and educated graduates. New areas of development have emerged along the border. Areas of opportunities have presented themselves without any warning. People from both sides of the border have changed their ways of living, habits, and even communication. Globalization has enhanced interdependence with Mexico. To be effective, individuals in the California-Baja California trans-border region need

bicultural knowledge, skills, and experience in order to communicate between themselves, do business, and exchange ideas.

Project Environment

The unique multi-cultural environment of the San Diego/Tijuana border region provides Project Synergy students and faculty the experience required to deal with the various international and global issues currently faced by business and industry. This border region has several demographic dimensions particularly suited to the global perspective. Demographic forces are more extreme along the border than in the non-border areas, and demographic interaction between Mexico and the U.S. in the San Diego/Tijuana border region is particularly intense in the context of cultural, political, social, and economic trans-border interdependence. These demographic forces include the fifteen million border crossings per year, the multicultural environment, and the rapidly growing economy.

Structure of the program

The characteristics listed above became the foundation for the structure of Project Synergy. The program will modify existing courses to include inputs from guest lectures and exchange classes in both Mexico and the United States. All international corporations located within the region have been invited to participate in an industry/education council where political, business and scientific scenarios, will be explored. Industry representatives will have the opportunity to provide inputs to curriculum development in order to satisfy existing and projected needs and in order to ensure the highest level of qualifications among graduates. The influence that these international companies have in the region will benefit both students and faculty from both sides of the border. The program is designed to provide students an international experience without having to travel to other countries to experience a different culture. Project synergy is a living laboratory.

High School Involvement: Sweetwater Union High School District and CETYS Universidad have developed an integrated high school curriculum in life sciences and technology coupled with an internship program with firms on both sides of the border. This program provides courses that are designed to prepare students for college and university courses in the fields demanded by industry in the local area. The curriculum is designed to feed students into CETYS, Southwestern College or San Diego State. Provisions have been made for those students who choose to

not matriculate to enter the work-force and still be eligible to re-enter the academic program at one of the partnering universities.

The Community College/University partnership: Southwestern College presently offers an award-winning, lower-division program in the field of biotechnology. A grant from the National Science Foundation has equipped labs with the most advanced equipment available for analysis knowledge in the fields of molecular biology, biochemistry, and genetics. Southwestern's collaborative work with San Diego State University's is a first in this type program and is designed to ensure its national recognition.

Private Sector Involvement: The program will include internships for students in private research facilities, medical schools, teaching hospitals, biotechnology firms, pharmaceutical companies, and university settings. Southwestern College will offer programs that promote further study in these fields, including Spanish for Native Speakers, which seeks to improve literacy for native Spanish speakers. Tagalog and Portuguese will also be offered. CETYS Universidad is in the process of beginning courses in Japanese, French and Italian, besides the already implemented courses in English in order to support the transnational-operated Maquiladora industry. This will enable students to perfect their foreign language skills, deepen their knowledge of language and the humanities, and acquaint themselves with the culture and the traditions of others.

Inter-institutional agreements: Several inter-institutional agreements already exist between various universities. They include, cooperative programs such as the MEXUS (Mexico-US) program, that links SDSU, SWC, Universidad Autonoma de Baja California (UABC), and CETYS Universidad; student and faculty exchange programs; and grants and contracts in areas such as the Tijuana River Watershed National Community Demonstration Project. (MEXUS is a program that began in 1994, between SWC, SDSU, UABC and CETYS Universidad, by signing an agreement for the purpose of exchanging students between these institutions in the area of International Business only. This program leads to the obtaining students what is called a "Double Diploma", which is the Bachelor's Degree granted by the Mexican and American institution).

A program such as Project Synergy, focused on international programs with emphasis on the U.S./Mexico border, will promote global education, internationalization of the curriculum, and faculty development. These areas

represent the major issues that are of concern for U.S. and Mexico, especially in this region. They have been dormant for many years, but today, they represent key factors and opportunities for development. We cannot put them aside. We need to pay attention and incorporate them in our strategic plans, which will be the means for solving many problems confronted.

Curriculum: The curriculum for this program includes a range of classes from introductory levels to advanced levels. The core curriculum and pedagogy reflect the current global perspective in a multicultural setting in general, but it concentrates specifically on the problems and circumstances of the San Diego/Tijuana border region. San Diego State University has initiated teacher-training programs that range from kindergarten through community college. Southwestern College will offer teaching internship opportunities to students in the upper division and graduate level courses. Models similar to this program exist at other community colleges in California.

CETYS Universidad will offer internship opportunities to students from the partnering universities that will enable students from north of the border to experience the “flavor” of the international setting, as well as English programs for its non-English speaking students. Through the MEXUS program, CETYS will facilitate visiting students from SDSU and SWC to receive credit for classes taken on either side of the border, by offering regular courses in English.

Liberal Studies: The creation of a trans-border university will foster the development of innovative community-based teacher education programs that emphasize the bilingual/bicultural aspects of the students in the region. It will be a priority to initiate a Liberal Studies program in the partnering universities that will offer students courses needed to become international teachers. One of the main objectives of Project Synergy is to initiate as many teacher education programs as possible in order to ensure success in the areas most affected by the demands of bilingual education. This area requires immediate action in order to be in place early in the program. Programs of this type can contribute to the development of professionals in future generations of “bilingual-bicultural” individuals.

Language: English and Spanish are the dominant languages in the San Diego/Tijuana region, however the influx of the Filipino, Vietnamese and other Southeast Asian population has compounded the “language barrier” problem. Different languages and cultures (Japanese, Korean, Chinese, Spanish, Norwegian, and others) associated with these

manufacturers have been the basis for CETYS Universidad taking the lead in the implementation of courses that complement those at Southwester College and San Diego State University.

Language and cross-cultural studies will be included in the high school curriculum and will be continued in the community college and university curriculum. CETYS Universidad offers advanced English studies and will teach a number of classes in English as a method of preparing students for the continuous turbulent environment that they will face in this region.

Healthcare and Emergency Services: The importance of these fields to a growing community with health needs cannot be overstated. It is well known that the South Bay area is considered priority for the field of health. CETYS Universidad will offer assistance to these programs, through its school of Psychology. This department has made a breakthrough in the field of health, implementing a specialized program for its students to concentrate through laboratory studies, specifically on children.

Research Opportunities: Project Synergy provides research opportunities to students at the graduate level. This part of the program is coordinated in the extended studies program and is geared to the development of teacher education and the professional growth of teachers. Courses involve innovative teaching and learning, policy development, social issues in education, computer-based learning research, and an exploration of ways to implement the complex matters involved in teaching in a bilingual setting.

These studies are needed on both sides of the border. The needs stem from the rapid growth of the region and the diversity in its population. Even though this area experiences both similarities and differences, there is a need for the development of these opportunities.

Foreign Languages: Students will perfect their foreign language skills, deepen their knowledge in the humanities, and acquaint themselves with the culture and the traditions of others. CETYS Universidad offers competitive advantages that no other border university or institution of higher education in Mexico has, partnerships with U.S. institutions, Latin America and Europe; provides specific courses that fit the growing maquiladora industry and has an outreach program to the community in the area of social service. SDSU and SWC, through their joint agreements

with CETYS, have set up programs so that exchange students become prepared to deal with the turbulent environment that is a characteristic of this border region.

Other important areas: Additional emphasis will be given to those areas of business that are suited for the region. International business issues, maquiladora management, entrepreneurship, and start-up costs for small businesses, will be addressed. The bi-national region has a mandate to control the flow of illegal substances and undocumented persons. This is an area that calls for innovative research programs. Additionally, access to the US Border Patrol and the Otay Mesa Prison provide internship opportunities for students from both sides of the border. In the last decade, more industries, both in the U.S. and Mexico, have turned to biotechnology to solve problems and improve products that has stimulated a growing job market. The goal of the biotechnology program is to develop students' general background in biological science, with a focus on fundamental concepts and basic principles of genetics, molecular biology, and cell biology.

Facilities: The Sweetwater Union High School District, located in the border region, has signed articulation agreements that provide for the matriculation of students to Southwestern College, San Diego State University and to CETYS Universidad

Southwestern College: Southwestern College will provide facilities for the initial phase of this project at either the main campus in Chula Vista, or the Education Center at San Ysidro, and will then relocate to the Otay Mesa campus when it is completed. This campus is located within one-half mile of the United States international border is the first major satellite facility of Southwestern College and is designed to support an enrollment of 10,000 students.

Otay Mesa: A new facility is under construction at Otay Mesa, which will provide easy access to students from both sides of the border. Research laboratories will be outfitted with the latest and most sophisticated equipment. The laboratories will be equipped and the curriculum will be developed in consort with industry representatives to ensure that the student will receive hands-on training and be schooled in the theoretical concepts needed in partnering firms. This new facility is ideally located to provide quality education programs, as well as community-oriented function to a broader geographic region. The site is surrounded by emerging developments such as industry, research and development centers, and commercial complexes. These new developments represent major

opportunities for Project Synergy, to provide them with the necessary means, human and material, that will help the growth of the region. In its first phase, the Otay Mesa Campus, which will also be located in close proximity to the new San Ysidro High School, will consist of approximately 35,000 square feet of instructional space; 10,000 square feet for student services; and 5,000 square feet in support space. It will eventually grow to a larger complex that will house 10,000 students and more programs to suit the needs of this specific area.

San Diego State University: The main campus of San Diego State University, is located in San Diego California, USA. It has a full-time student body of over 30,000 students. Maintains satellite campuses throughout San Diego County and one independent campus in Imperial Valley (Calexico, CA). SDSU is a pioneer in extended learning programs and will contribute greatly to Project Synergy extended learning courses.

CETYS Universidad: CETYS Universidad is a college system based in the state of Baja California. The system is composed of three campuses located in the cities of Mexicali (the state capital), Tijuana and Ensenada. These three cities present a very unique and particular aspect in the areas of marketing, tourism, international business, maquiladoras, fisheries, agriculture, and other related areas. The richness and diversity in education that CETYS will provide to the project, constitutes a major contribution to the attainment of the projected goals. CETYS will definitely play an important role in Project Synergy. CETYS main responsibility will be to provide resources and directions to the other three institutions participating in the project. These resources will mainly consist of professors and students, who will participate in the development of programs. CETYS has developed programs that have aided local industry in its projected growth. They are based on the experience found in the local area, the input from the Mexican worker, and individual, professional, and local corporations. These existing programs can be adapted to satisfy the requirements of the Mexican/American community with very little modification. The programs that are currently offered are, Engineering (industrial, mechanical, electrical, computer), Psychology, International Business, International Marketing, International Finance, Import/Export, Customs, Accounting, Business Administration, Marketing, and Law. Coordinated efforts through Project Synergy, will involve teacher and student exchanges within partnering institutions, On-going cross-cultural seminars will be held at each of the partners. English,

Spanish and other language courses will be integrated into the program as the student load demands, and will include seminars, practicum work, conferences, etc.

Community Involvement

Project Synergy will be actively involved in community projects on both sides of the border. The project will interact with the local population and existing community entities in the following areas: assisting in the development of a consolidated infrastructure for new industrial developments; providing guidance for low cost housing developments; participating in US/Mexican bi-national committees for the purpose of solving common problems; providing a cadre of well prepared students that will be able to contribute to the needs of the community; increasing the number of bilingual/bicultural individuals among the border population; providing a significant number of professionals that are sensitive to the needs of the community; instituting a “trans-border” educational center; ensuring a common understanding of cultural differences and diversity in the border region; qualifying students for better jobs therefore increasing the standard of living and quality of life; establishing and facilitate a means of communication; and providing a better education that is feasible with the new challenges.

Growth: The border region has experienced unprecedented growth during the last thirty years. This uncontrolled growth has had a significant impact on the ecology of the area. Project Synergy is sensitive to the environmental problems created as a result of the growth and has made provisions for inclusion of inputs from bi-national studies being conducted to protect the area for future generations. Currently the border environment is at risk. The situation will deteriorate significantly in the future if population and economic growth continue at present rates without significant changes in the regional development. By 2020, business as usual will increase traffic congestion, cause poorer air quality, create water shortages, and increase the already existing infrastructure shortfall.

Culture: Although San Diego and Tijuana are neighboring cities many significant differences in culture exist between them. Either side of the border lends itself to being a great laboratory to explore differences in culture. Areas such as women’s studies, values and ethics, children’s rights, immigration and language, will be the primary focus of development. There are others that may require Project Synergy partner involvement. Community growth

will produce new challenges that will require Project Synergy to plan for the future. It will need to develop and implement new strategies in order to cope with the new turbulent environment created by the rapid growth in technology and manufacturing in this trans-border area. It is a welcome challenge.

Implementation Considerations

In order to effectively implement this program certain issues must be addressed: The development of Internet alternatives that will improve communication between cultures that do not share a common language; the innovative use of the Web; the development of a “trans-border” concept of higher education; and the creation of “alternative” teaching/research methods, such as small-scale experimental programs, collaboration with industries/businesses, and new technologies. The organizing principals guiding the development of Project Synergy, are one of collaboration of programs and resources to maximize the strengths of each institution to create a new higher education opportunity for the students, citizens, and businesses in San Diego/Tijuana region.

Project Monitoring

An oversight committee will be established as soon as the project begins for the purposes of monitoring the interaction of the project with the border community. Members of the committee will be selected from the faculty and staff of SDSU, SWC SWHSUD and CETYS. Close oversight will be maintained throughout the initial stages of project development. The primary objective of the oversight committee will be to monitor the implementation to ensure that any deviations from the plan will be immediately corrected through a strategic planning process that will be adapted to the project. The process provides for inputs from each of the members. The uniqueness of Project Synergy, with members from business, industry and education, will enable the project to perpetuate for many years. The partnership’s dedication to the development of a progressive community will ensure that it will be an example for other trans-border regions around the world.

Summary

The impact of globalization on the California/Baja California border region has resulted in a dramatic increase in population on both sides of the border with an increasing failure of the infrastructure to support that growth. There

has been an increased interdependence between the United States and Mexico. Project Synergy will respond to the increasing demands of the international business environment along the border between these two states. This integrated, long term, multicultural, multi-lingual, educational program, bonded by a partnership between business, industry and local governments will produce highly trained, educated workers and managers who are capable of responding to the growing needs of the region. The community-based teacher education program will provide opportunities for education through the graduate level. The school-to-career connection with the cooperation of members from business, industry and education, will enable the project to perpetuate throughout the future. The partnership's dedication to the development of a progressive community will ensure that it will be an example for other trans-border regions around the world.

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PROJECT SYNERGY

Dr. Carlos Rodríguez Rubio

Partnership for Educational Synergy in South San Diego County

- ◆ Collaboration of a public high school, a community college, and a California State University plus a university in Mexico

Otay Mesa Project

Possible degree interests on behalf of San Diego State University, Southwestern College and CETYS Universidad

◆ Programmatic Themes:

- **International** (business, accounting, biology, computer science, information systems, and political science)
- **Bilingual** (liberal studies, computer science, education, English, communications)
- **Community Health** (psychology, biology, nursing, communications, sociology)
- **Social Work** (psychology, education, nursing, communications, sociology)
- **Political Change** (business administration, education, information systems, communications, political science)

Benefits of Collaboration

◆ To Students

- Improved access to higher education close to their homes
- An integrated experience
- International flavor
- Bi-lingual, bi-cultural scenario

Benefits of Collaboration

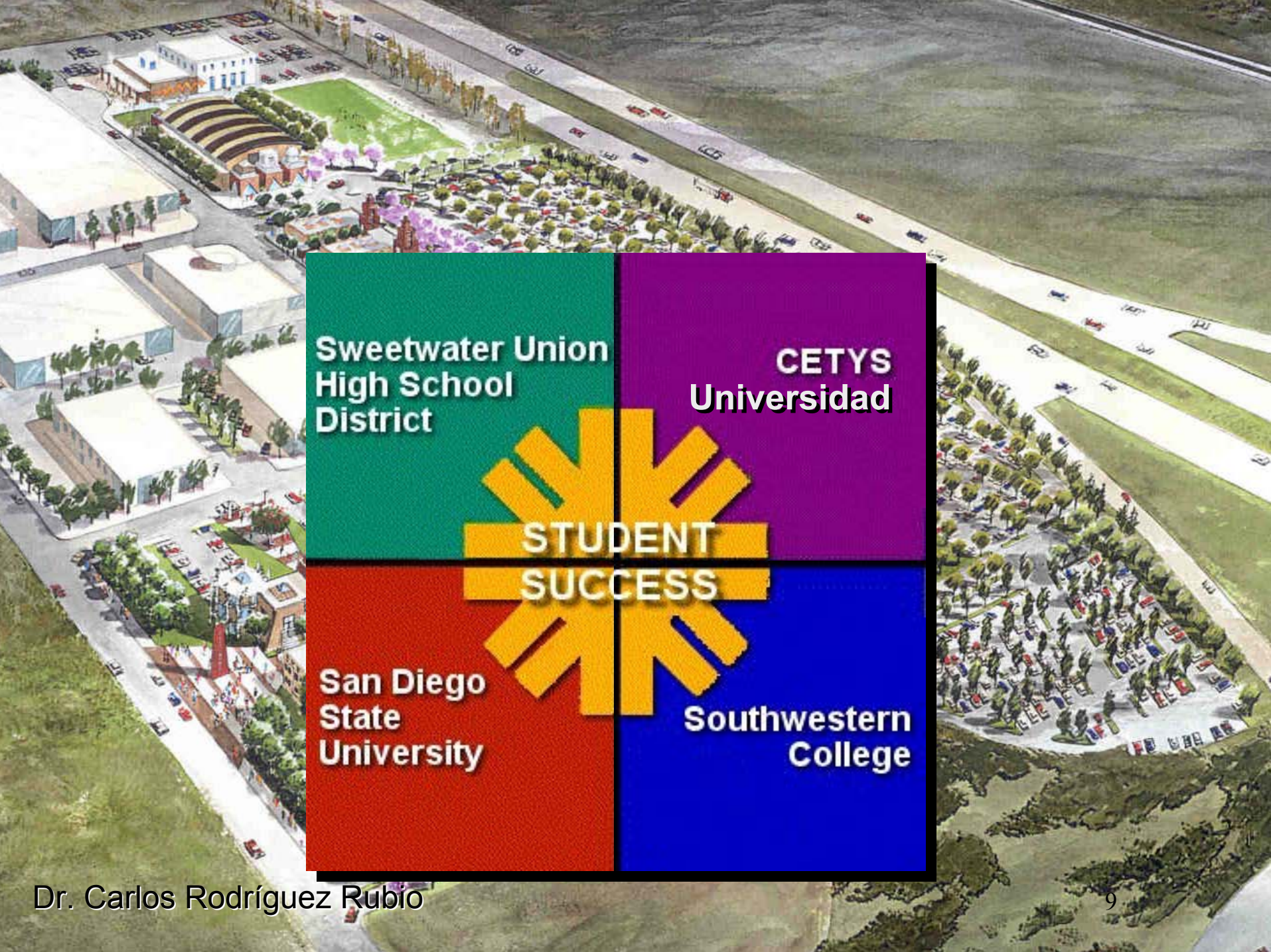
◆ To the Community

- A seamless approach to international education
- Increased ability to attract the manufacturing operations of San Diego's bio-tech community
- Increased international business operations in the San Diego/Tijuana border area
- Continuing educational support for the needs of developing industries in the border area
- Gateway to Latin America and the Pacific Rim

- ◆ National and International Model
 - Cooperative, relevant, and international education
 - Border industries provided bilingual, culturally sophisticated talent with an international perspective
- ◆ Addresses major policy issues (e.g., NAFTA)
- ◆ Advances national and local economic agenda

Why a Collaborative

- Economics
- Collaboration of Four Educational Institutions
- Community Demand for Education
- Seamless Education
- Improve Retention
- Greater Preparation Less Remediation
- Curricular Sequence
- Space



**Sweetwater Union
High School
District**

**CETYS
Universidad**

**STUDENT
SUCCESS**

**San Diego
State
University**

**Southwestern
College**

Phase One

Instructional Area

- 18 Regular Classrooms**
- 1 Large Conference Room**
- 2 Science Labs (Biology/Chemistry and Physical Science)**
- 2 Computer Labs / 1 Open Lab**
- 1 Dance / Fitness Room**
- Library / Learning Resource Center Services**
- Child Development Center**

Benefits of Collaboration

- Continuous Educational Opportunities
- Community Access to Lifelong Learning
- Increased Involvement in Burgeoning Biotech Industry
- Improved Infrastructure in surrounding Areas
- Joint Use Facility Construction
- National Recognition & Exposure
- Enhanced International Relations
- Affirmation of Major Policy Issues
- Student exchange
- Involvement in border issues

Curriculum Strands

- Computer Science
- Border Issues
- Teacher Education
- Business Administration
- Criminal Justice / Social Service
- Foreign Languages
- Manufacturing Technology
- Biotechnology