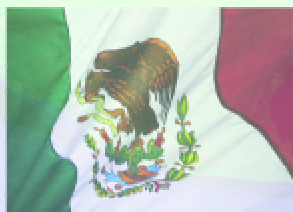



NEIGHBORING IN THE 'GLOBAL VILLAGE':

*North American Cooperation and
Collaboration in Higher Education*

A Context for the Program
for North American Mobility
in Higher Education:
Past, Present, and Future





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A Context for the Program
for North American Mobility
in Higher Education:
Past, Present, and Future

An interpretative essay
developed by the
Consortium for North American
Higher Education Collaboration
(CONAHEC)

By
Naomi F. Collins



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The views expressed in this essay are those of the author. They do not necessarily reflect the views of FIPSE, the U.S. Department of Education or any other governmental agency.



Preface

Unquestionably, the Program for North American Mobility in Higher Education is one of the most important endeavors for higher education collaboration in North America. Created in 1995, the program's goal is to promote a student-centered North American dimension to education and training in a wide range of academic and professional disciplines. It is administered collectively by the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education (FIPSE); Human Resources Development Canada (HRDC); and in Mexico by the Secretaría de Educación Pública (SEP).

To obtain an external review of its effectiveness, lessons learned, and future recommendations for the young program, FIPSE requested that WICHE and CONAHEC conduct a series of independent evaluation activities of the consortia grantees from 1995 to 1997.

As groundwork for this essay, Bosma & Associates, an international research and consulting firm, conducted a thorough and detailed field study. From there, Naomi Collins, a respected scholar and international education expert who has been active in the trilateral education movement since its inception in 1992, took the findings, interviewed key actors in the development of the program, project directors, and participating students, and masterfully captured the most relevant aspects of the program within its different national contexts.

The wealth of information that we were able to gather from the evaluation provides extremely insightful data. The findings will be of interest to FIPSE, HRDC, and SEP, as well as other private and government funding agencies in the NAFTA region. The data gathered will help to improve future programs for institutions looking to internationalize their curriculum, their faculty members, and, most importantly, the students these programs are designed to serve.

This work was possible thanks to the generosity and willingness of many individuals to share their experiences and thoughts about the program. We would also like to express our thanks to Margo Stephenson for her coordination with the evaluator and author, Anne Finnigan for copy editing, Candy Allen for graphics support, and Laurie Klusman for her assistance in proofing the final manuscript.

WICHE and CONAHEC express our appreciation to FIPSE for their support of this study. We hope that this information will reaffirm the need to create more quality international exchange opportunities for our future professionals. It is through these regional exchanges that colleges and universities in Canada, Mexico, and the United States will become more instrumental in shaping the North American vision, and better prepare our global citizens.

September 2002

David A. Longanecker, Executive Director, Western Interstate Commission for Higher Education (WICHE), Boulder, Colorado USA

Francisco J. Marmolejo, Executive Director, Consortium for North American Higher Education Collaboration (CONAHEC), University of Arizona, Tucson, Arizona USA



Introduction and Overview

Although the term “global village” suggests a sense of cozy community the real world lacks, the image of crumbling boundaries is real and compelling. Daily headlines show none of us is exempt from the impact of world events and forces, constructive and destructive, financial, physical, environmental, political, and practical. Yet as traditional nation-states focus on greater economic and commercial trade interests in the new globalized world of business and traditional political borders assume new roles, centers of political and economic power are emerging locally and regionally. The seemingly unimaginable merger of European interests into what is now the European Union has shown the potential of practical solutions to override historic delineations. The consequences of this amalgamated region have worldwide reach, including formidable economic reverberations. Neighborhoods are arising within the “global village.”

In our own hemisphere, the negotiation of the North American Free Trade Agreement (NAFTA) represented the culmination of a major foreign policy initiative to strengthen ties among the three North American nations. Discussion during the early 1990s to create this free-trade zone sparked interest in developing greater collaboration among Canadian, Mexican, and U.S. higher education institutions. A trilateral steering committee and other representatives of government and private-sector agencies and higher education institutions convened landmark meetings at Wingspread (near Racine, Wisconsin), Vancouver, and Guadalajara to address ways to advance trilateral higher education cooperation and exchange.¹

Significant initiatives arose from these meetings. These endeavors, like the meetings, required concerted efforts not only among three governments with differing needs and priorities but also within each government, among agencies and divisions dedicated to foreign policy, international trade, education, and workforce programs. To strengthen economic ties among North American nations would, as in Europe, require a policy framework, political will, partnership among sectors, and innovative programs to realize educational and professional collaboration and mobility.

Of the various initiatives that arose from the meetings, one of the largest was the Program for North American Mobility in Higher Education. Developed by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education, in collaboration with its partner agencies in Mexico (the Subsecretaría de Educación Superior e Investigación Científica of the Secretaría de Educación Pública - SEP) and Canada (Human Resources Development Canada - HRDC), the innovative Program for North American Mobility in Higher Education was launched in 1995. Additional programs were developed in parallel, several supported in part by the three governments. By confronting challenges and exploiting opportunities, these initiatives have transformed thinking about a North American community.

¹ The Wingspread Statement and the Vancouver Communiqué are included in Appendices 1 and 2 for the historical record.

North America in the Last Decade: Landmark Higher Education Meetings

This essay focuses on and interprets the context, evolution, and impact of the Program for North American Mobility in Higher Education, closing with recommendations for the future and suggested resources. It reflects discussion with program founders and project directors in all three countries, but is by the nature of its authorship weighted toward a U.S. perspective and toward those involved with the Program for North American Mobility in Higher Education. The recommendations are derived from feedback garnered from students, faculty, and others in the field, and from reports and evaluations utilized in this and previous studies. It is not intended necessarily to be a definitive study; ideally, it will stimulate further exploration of these topics.

The publication of this document in the fall of 2002 marks three special occasions: FIPSE's 30th anniversary, Wingspread's decennial, and CONAHEC's 2002 Conference at which priorities for the next decade will be outlined.

In September 1992, when the Wingspread conference convened in Racine, Wisconsin, a North American neighborhood seemed a reasonable but remote vision. Yet after three days, the 60 representatives of three countries emerged with a vision and agenda to increase North American cooperation in higher education, research, and training, which found its expression in the *Wingspread Statement* (Appendix 1). Five guidelines introducing the discussion resonate today:

- ✍ Culture and language study are of vital importance.
- ✍ Information exchange is the first step.
- ✍ Mobility is crucial.
- ✍ Present cooperation can serve as a basis for building future relationships.
- ✍ While the nations of the continent exhibit significant asymmetries in resources... there is no asymmetry in our interest to work together.

"Action initiatives" accompanying the statement called for the creation of a trilateral task force to be comprised of six members from each country to advance the process by convening a major symposium in Vancouver within the year (Wingspread Report). This task force, the steering committee of the then U.S. Information Agency (USIA), Department of Foreign Affairs and International Trade (DFAIT), and Secretaría de Educación Pública (SEP), along with FIPSE, HRDC, and other government, institutional, and foundation leaders, became the engines that drove a decade's activities to foster North American collaboration.

The task force identified five areas of common interest:

- ✍ Mobility of students and faculty.
- ✍ Networking and the impact of information management technologies on human resource development.

- ✍ Strategic partnerships.
- ✍ Faculty and institutional development.
- ✍ Leveraging of resources.

The international symposium that convened in Vancouver in September 1993 not only incorporated the spirit of Wingspread but also advanced an ambitious agenda. The *Vancouver Communiqué* issued from the meeting outlined specific initiatives to realize trilateral undertakings, some of which turned out more successful than others in the long term (Appendix 2). A third trilateral conference held in 1996 in Guadalajara, spurred by a 1995 meeting in Monterrey, continued the process.

From the energy these meetings generated, a variety of activities ensued. These included the Program for North American Mobility in Higher Education, probably the most comprehensive initiative; the creation of the Consortium for North American Higher Education Collaboration (CONAHEC—see Appendix 5) and its electronic network “EL NET”; the Regional Academic Mobility Program (RAMP), organized by the Institute of International Education (IIE) and funded by FIPSE; and the University Affiliations Program which has supported nine trilateral university affiliations since 1993. This last program was created by the former USIA which is now part of the U.S. Department of State.

Other activities included meetings on international accreditation and one on North American studies; a joint project on academic mobility administered by the American Council on Education (ACE), the Mexican National Association of Higher Education Institutions (ANUIES), and the Association of Universities and Colleges of Canada (AUCC); the International Consortium for Education and Economic Development (ICEED), a largely community college-based network; and the Alliance for Higher Education and Enterprise in North America of the North American Institute. Additionally, CONAHEC launched the Student Organization of North America (SONA), which fosters student awareness and personal involvement in North American regional collaboration. Researchers on North American issues also have linked electronically to share professional topics.

Some initiatives generated further programs. The Institute of International Education’s (IIE) RAMP program, itself sustained beyond its original award, also inspired Global E³ (described later in this report). Additionally, some North American programs melded public and private funds, with support from foundations including the Ford Foundation and the William and Flora Hewlett Foundation.

In summary, this was a period of fertile thinking, parallel initiatives, and a mix of small and large, successful and less successful efforts based in an environment of excitement about the possibilities for North American partnerships.

NAFTA and Higher Education

With the 1994 signing of NAFTA by Canada, Mexico, and the U.S., a sense of shared North American interests became increasingly visible and viable. The treaty was designed to increase trade in goods and services among North American nations, and to strengthen the economies of all three nations. Although higher education was hardly central to NAFTA focus, public higher education is subject to the provisions of NAFTA in at least four areas:

- ✍ *Cross-Border Trade in Services* (Chapter 12). By regulating services and including education as a service, subjects public (not private) education service providers to most-favored nation treatment for purposes of contract, salary, and benefit policies of the host country.
- ✍ *Licensure and Certification* (Annex 1210.5). Encourages organizations within each country to develop mutually acceptable standards and criteria for the licensure and certification of professional service providers.
- ✍ *Labor Provisions* (Chapter 16). Sets up categories of labor providers, including higher education service providers, who may enter each country to work on a temporary basis if they meet certain education and licensing requirements. The provision sets a quota (5,500) for the number of Mexicans, but not of Canadians, who may enter the U.S. under Chapter 16.
- ✍ *Intellectual Property* (Chapter 17). Provides for protections for intellectual property rights, including the establishment of mechanisms for dispute resolution (Santillanez, 1995).

Furthermore, NAFTA provides the rationale and context for government involvement not only in enhancing opportunity but also in removing barriers that limit the flow of students and scholars, and of academic and professional ideas, projects, and practices across North American borders. For more NAFTA related information, see Appendix 6.

Challenges and Obstacles to North American Collaboration and Exchange

Although few doubt the value of education in preparing graduates to transcend the limitations of their own personal experience in time and space or in positioning graduates to face the future, not the past, international education often sits at the margins rather than core of higher education concerns in North America. Internationalization has been viewed by some as extra and peripheral rather than central and integral to the institutional mission. Faculty-driven projects in the professional and academic disciplines may not be recognized as vehicles to advance internationalization on campus, or be incorporated into a focused campus strategy.

Exchange among North American countries may seem a natural, but research since 1992 has revealed a number of obstacles that limit collaboration and restrict ease of mobility. They have been identified (not in ranked order) as:

The Program for North American Mobility in Higher Education: An Overview

- ✍ Asymmetry and differences in national and higher education priorities, needs, and resources.
- ✍ Insufficient resources and funds for these endeavors.
- ✍ Issues surrounding credit transfer and program recognition.
- ✍ Lack of language proficiency.
- ✍ Difficulty of obtaining visas.
- ✍ Lack of faculty interest.
- ✍ Structural and cultural differences among higher education institutions in the three nations.
- ✍ Institutions' limited awareness of exchange possibilities and of information resources.
- ✍ Need to address student advising and service issues, such as those surrounding preparation, orientation, accommodations, and information (ACE, ANUIES and AUCC, 2000).

Although not all of these obstacles are easily addressed, the Program for North American Mobility in Higher Education was founded to devise new approaches to overcoming existing hindrances and creating new ways of realizing a North American higher education community under NAFTA. By offering systematic approaches to addressing oft-stated barriers—money for mobility, credit recognition for study and internships undertaken abroad, language proficiency, reciprocity, and others—the Program for North American Mobility in Higher Education helps clear hurdles to academic border crossings and foster new approaches.

Founding and Evolution:

For FIPSE, an agency celebrating its 30th anniversary in 2002, international programming emerged during the early to mid-1990s as an essential element of its mandate to address issues of national concern using innovative approaches. Initiated during the administration of President George H.W. Bush, continued through the Clinton administration, and active today under the presidency of George W. Bush, these programs have been recognized as responding to a significant national need. FIPSE itself, founded in 1972 as a statutory agency with an independent board, was created to effect change and reform, innovation and improvement, in postsecondary education in the U.S.²

The charge to FIPSE staff to imagine how to “push the envelope” in student learning, faculty teaching, and institutional thinking in higher education inspired a series of international programs to meet emerging national needs. By the 1990s it was increasingly clear that U.S. national interests, security, and future success increasingly demanded graduates who could negotiate a global terrain in their thinking and in their professional practice. It was also clear that “neighborhoods” forming in the global

² A new report that illuminates FIPSE's founding and early years and highlights its innovative culture was recently released by the National Center for Public Policy and Higher Education and can be viewed at <http://www.highereducation.org>.

“If the North American relationship is to move beyond transfers of merchandise and money, an essential step will be for the peoples of the three countries to become far better acquainted with each other. The Program for North American Mobility in Higher Education represents the best mechanism to date for symmetrical, trilateral exchanges of those young people who will be the leaders of Canada, Mexico, and the United States. For institutions like the University of Texas at El Paso (UTEP), whose location has fostered linkages between the U.S. and Mexico, it offers greatly needed opportunities to integrate Canada into existing programs.”

Diana Natalicio, President,
University of Texas, El Paso

community—including the European Union—posed competitive challenges to the U.S. Yet it was unlikely that faculty and institutions would be able to act as change agents to effect broad new approaches to traditional disciplines without outside resources, networks, and support.

The concept of an international consortial program first arose in discussions between U.S. and European Community leaders. Through a number of structured programs in Europe (ERASMUS, SOCRATES, and others), European Community nations were demonstrating steady and significant increases in student mobility, as well as deeper internationalization of higher education.³ These activities inspired both Canada and the U.S. to develop separate content-based programs with the European Community.

The signing of the 1990 Transatlantic Declaration and meetings between U.S. officials and the European Commission’s Directorate General XXII for Education and Culture generated what was to become the European Community-United States of America Cooperation Program in Higher Education and Vocational Training (the U.S./E.C. program). Leonard Haynes, first assistant secretary for postsecondary education, U.S. Department of Education, later director of academic programs, USIA; Charles Karelis, then director of FIPSE; and William Glade, Associate Director for Educational and Cultural Affairs at USIA, worked together to jump-start the U.S./E.C. program. In a parallel effort, HRDC officials, in collaboration with those at DFAIT, including Alain Dudoit and Brian Long, developed the Canadian/E.C. program. From these efforts, the U.S./E.C. and Canadian/E.C. programs emerged. By 1992 and 1993, separate pilot programs in Canada and the U.S. began with the European Community, followed by regular programs in 1996 and 1997.⁴

Grass-roots initiatives arose quickly. In the U.S., the University of Maryland’s business school developed an international business exchange to enhance cross-cultural skills, and the University of Central Arkansas created partnerships in international marketing and small business management. A number of University of California campuses together constructed a consortium in E.C.-U.S. studies, while the University of Rhode Island developed a model for international study and apprenticeships in engineering, a program that thrives today after almost a decade.⁵

³ The European Commission, a supranational governmental agency of what was called the European Community and is now called the European Union, manages exchange and multilateral cooperation programs, including ERASMUS/SOCRATES, that provides grants for participants in the European Union and certain other countries to develop the “European dimension of universities,” including exchanges of students and/or of teachers, language preparation, joint curriculum development, and the use of the European Credit Transfer System (ECTS). ECTS is a system of academic credit allocation designed to facilitate the recognition of study abroad. See <http://europa.eu.int/comm/education/socrates/ects.html>.

⁴ The process which led to the creation of the Canada-E.C. program, spearheaded by Alain Dudoit of DFAIT, convened stakeholders at a Roundtable on Education and Training, Louvain, April 1994. For more information about the U.S. and Canadian programs with the E.C., see Circa Group reports under “Sources.”

⁵ For more information about U.S./E.C. programs, see the FIPSE Web site at <http://www.ed.gov/offices/OPE/FIPSE>.

“If we are serious about strengthening the economic relations among the three North American countries under NAFTA, it is essential to develop understanding and commitment to trilateral cooperation among individuals within the three countries. Physical mobility, even more than mobility of ideas and information, has been a key consideration in developing the trilateral higher education collaboration agenda. The Program for North American Mobility in Higher Education, a vital element of our vision, was based in the assumption that our approach needs to be comprehensive, including administrators, decision-makers, faculty, and students; and needs to assume both common and complementary areas of interest among us. By fostering flexibility and collaboration among North American countries, this program has enhanced flexibility and collaboration in Mexican higher education institutions.”

Victor Arredondo Alvarez,
then Director General
of Higher Education, Mexico;
currently Rector of Universidad
Veracruzana

Launching and First Phase:

The new spirit of NAFTA focused increased attention on North America. Rooted in landmark higher education meetings at Wingspread and Vancouver, leaders in Canada, Mexico, and the U.S. began around 1992 to consider new trilateral programming. Leonard Haynes recalls today how the representatives of the three countries worked late into the night at Wingspread to hammer out an agreement that spearheaded the North American program. In 1995, based on the guidelines developed for the U.S./E.C. and Canada/E.C. programs, the Program for North American Mobility in Higher Education was launched as a collaborative effort not only among the three nations, but between programmatic and foreign affairs agencies within each country.

The aim of FIPSE’s international initiatives with Europe, Mexico, and Canada, and more recently with Brazil, has been to support grass-roots curricular development that allows students to pursue their major subject in a worldwide context and to provide opportunities for student mobility and learning at home and host institutions. Today, a number of activities within the comprehensive program, including the Program for North American Mobility in Higher Education, involve partnerships that advance international initiatives in higher education.

The Program for North American Mobility in Higher Education, through federal multi-lateral partnerships, generates substantial co-funding by Canadian, Mexican, and U.S. partners, while providing transparent processes to address the educational needs in each of the participating countries.⁶ Intergovernmental collaboration is based on equality among partner nations, not a “one-way street.” Umbrella agreements among the three participating governments enable individual higher education institutions in North America to develop multilateral consortial agreements. In Mexico, the program has been administered by the Subsecretaría de Educación Superior e Investigación Científica (SESIC) of the Secretaría de Educación Pública (SEP); in Canada, by Human Resources Development Canada (HRDC); and, in the U.S., by the Fund for the Improvement of Postsecondary Education, U.S. Department of Education (FIPSE).

From its launch in 1995 the North American program generated projects at more than 60 institutions in each country in its first three years. Competitions run cooperatively by the governments of Canada, Mexico, and the U.S. in 1995, 1996, and 1997 resulted in opportunities for more than 1,200 students to study and do internships abroad (CONAHEC, 2002). Then for two years the Program for North American Mobility in Higher Education was not funded when the Mexican government shifted its funding priorities.

⁶ Each country administers projects differently and has different reporting requirements. For example, the U.S. uses a “grants” system while Canada uses “contribution agreements.”

“The Program for North American Mobility in Higher Education has made a significant difference to the internationalization of the Mount Royal College community. As an institution, we are committed to developing opportunities for international exchange for our faculty and students. The support available through the program has made it possible for our students to complete a semester at one of our partner institutions in either Mexico or the United States. Faculty have had the opportunity to view their curriculum and discipline through the eyes of colleagues from a different culture. Finally, through the consortia, we have developed strong partnerships with institutions of higher education in North America with whom we, otherwise, might not have had the opportunity to work.”

Thomas Wood,
President, Mt. Royal College,
Calgary, Alberta

Second Phase:

This two-year hiatus made it essential that representatives of the three governments meet face-to-face to decide the viability of the program. The annual meeting of project directors in Mexico City in May 1999 became the site for determining the program's future. First, the trilateral steering committee met to address the future of the program. During the subsequent project directors' meeting, approximately 200 project directors served as evaluators providing feedback on the successes and challenges of the program. Combining this response with other affirmative data on the program's achievements, government leaders had an information base on which to reflect. After days of intense discussion, and hearing clear support for the program and suggestions for strengthening it, the representatives of the three governments—Michael Nugent of the U.S., Luis Gil of Mexico, and Tom McCloskey of Canada—sat down to reconceptualize the program, redrafting guidelines and instituting significant changes.

Basic components of the program guidelines were revised. To ease the program start-up process for project directors, a fourth year was added for program preparation. Most project directors have seen this modification as a boon to program management. The preparation year provides the opportunity for face-to-face meetings among partners on which professional trust is based and for the structuring of sound memoranda of understanding, agreements, approaches to credit recognition, and other project foundations essential for success. But the additional year does more than expand the program's duration; it also sets a benchmark. Any additional program funding beyond the first year is conditional on the successful completion of program preparation, including grounding in a formal, signed memorandum of understanding.

Other changes that resulted from these turning-point discussions in 1999 included further clarification of the program goals of curriculum development, language and cultural preparation, and student mobility at the core of the program. Additionally, customizing annual reporting guidelines to fit this particular program and to standardize guidelines across projects and centralizing reporting through the use of Web-based templates were introduced. Finally, the level of support per program was increased.

The program then resumed after preparation in 1999 with competitions annually in 2000, 2001, and 2002, doubling the number of students, faculty, and program opportunities in North America from the first phase.

The 1999 meeting was seen by participants as the historic turning point, rejuvenating and revitalizing the program. The program has continued to mature incrementally; today, with little money, campus projects are having a significant impact.

“The Program for North American Mobility in Higher Education has provided a first-rate opportunity for Canadian, United States and Mexican institutions of higher education to collaboratively plan and implement academic and training programs that have been mutually beneficial for students, faculty and administrators in the three countries. In addition to the practical focus of the programs, the inter-institutional projects have provided a prototype for bilateral and trilateral planning among the countries. Importantly, when I was at the University of Arizona, a cadre of participants was recruited and trained at institutions in all three countries, thereby providing opportunities of better understanding each country’s way of ‘doing business.’ In addition, personal friendships and professional relationships were established that serve to the benefit of the individuals involved as well as for the cooperating institutions.

This mobility program should continue to serve as an example of what can and should be accomplished through such collaboration.”

Manuel T. Pacheco,
then President of the
University of Arizona;
currently, President of the
University of Missouri System

Objectives and Features:

The thrust of the North American mobility program is to seed and advance partnerships among higher education institutions to foster content-based student learning and experience in a North American context. The projects incorporate foreign language study and competency; overseas study and internships for graduate and undergraduate students; and faculty partnerships with colleagues to develop new or joint courses and curricula and, in some cases, dual or joint degrees.

The objectives of the program, according to the guidelines, are to help prepare students to work in a North American context through:

- ✍ Mutual recognition and portability of academic credits among North American institutions.
- ✍ Developing shared, common, or core curricula among North American institutions.
- ✍ Acquiring languages and exposure to the cultures of Canada, Mexico, and the U.S.
- ✍ Developing student apprenticeships or other work-related experiences.
- ✍ Increasing cooperation and exchange among academic personnel in North American institutions.

At the institutional level these consortial projects offer faculty and students the opportunity to work together with colleagues across North American borders on common programmatic content that helps prepare students for careers at home and abroad by providing a global dimension to their academic or professional field. Institutions create multilateral partnerships of faculty and administrators who work together across cultures to align courses and curricula and develop new materials and projects. The institutional relationships, based in bilateral or multilateral agreements among higher education institutions in the three countries, involve two or three institutions in each of the respective countries (for a total of six to nine institutional partners).

Successful trilateral projects, according to program guidelines, focus on a few key activities:

- ✍ Developing organized frameworks for student mobility, including full recognition and/or transfer of credit for study abroad.
- ✍ Developing innovative curricula, teaching materials, and methods.
- ✍ Developing adequate language preparation and assessment.
- ✍ Developing, where appropriate, apprenticed or work-based placements.
- ✍ Developing, where appropriate, a cross-national framework for professional certification, licensure, and/or program accreditation for North America.

“The Program for North American Mobility in Higher Education, by creating a more urgent awareness of regional community, has opened doors for not only expanding traditional kinds of collaboration among colleges and universities in Mexico, the United States and Canada, but also for developing new ways to combine our strengths to achieve a greater impact in education and on society. At the Monterrey Tech System, for example, we have been able to increase significantly the number of students and faculty participating in exchange programs; established exciting new double-degree programs with other universities in North America; opened degree programs in new fields for us thanks to the support of other schools with experience in these areas; and developed academic relationships that have been influential for participation by our faculty members in tripartite organisms working on such problems of social significance as environmental protection and regional development.”

Rafael Rangel,
President of the
Monterrey Tech System

“It was a great honour for me to be involved in the early days when the Program for North American Mobility in Higher Education was established as a joint effort between Mexico, the United States and Canada. In the evolution of this program many things have happened that have allowed people from the three countries to learn from each other and about each other. Opportunities to learn across boundaries are of ever increasing significance as we work together to develop our common future.”

David W. Strangway,
then President of the University
of British Columbia;
currently President & CEO
of Canada Foundation
for Innovation

- ✍ Developing a strong evaluation plan.
- ✍ Submitting an annual performance report.
- ✍ Participating in annual meetings.

One key feature of these projects is their foundation in disciplines less represented in traditional study abroad. The majority of projects are in the professions, in applied fields such as business, engineering, and health-related fields, linking study, experience, and language proficiency to transnational perspectives and practice. Some 25 percent of the primary and secondary fields of study in the North America (and the U.S./E.C.) projects are in engineering and technology, and another 18 percent in business. With another 11 percent in public policy and 7 percent each in environmental and health sciences, some two-thirds of projects encompass one or more of these less traditional fields for study and collaboration across borders. Therefore, they also tap a source of students who would not traditionally study abroad and move them beyond their predilections.

Other key elements built into these projects—student mobility and language learning—occur in the context of shared course and curricular development and of mutual recognition of cross-national study and internships, including the portability of credits earned to ensure that time-to-degree not be increased. Structured and supported opportunity for study and internships abroad include stipends for students who need them, to ensure broad access. Many program leaders also devise ways to provide opportunities for nonmobile students to share in some of the benefits of international study, sometimes through innovative uses of technology.

Another key feature of consortial projects is their deep foundation in trust. Trust characterizes the partnerships among faculty members, institutions, and nations, as well as within institutions and among colleagues. Experienced project directors report that the key to success in program development, implementation, and outcomes is being able to trust their professional colleagues and the partnership itself and that this trust can be developed only through face-to-face meetings at each program’s onset.

Enhancing professional trust and strengthening partnerships also occurs through participation in annual meetings. These meetings serve not only to allow professional colleagues to track their projects together to keep them on course but also to build a cadre of experienced professional leaders capable of training novice project directors in program planning, development, implementation, and assessment.

To highlight key features, North American consortial projects are:

Innovative:

Projects must propose new solutions or approaches to address the problem they have identified.

Cooperative and Collaborative:

Region-based consortial projects are rooted in cooperation and collaboration at several levels. They are co-funded and co-administered by three governments and reflect working partnerships between and among them, as well as between governments and campus institutions; between the private and public sectors; and among faculty, administrators, students, and campus leaders on each campus.

Field-responsive:

Applicants identify problems of North American significance in postsecondary education and propose solutions. Outside reviewers assess the potential for the success of proposed projects.

Learning-centered:

Student learning at the postsecondary level is central. Trilateral support has enabled new approaches to language learning, creative uses of technology, the development of transnational courses, dialogue, and learning, and mixes of several components.

Subject-focused:

Projects are based in academic and professional disciplines, and in coordinated institutional approaches to curriculum. Faculty is therefore at the center of program development and implementation, and outcomes include a global approach to an academic or professional field.

Language-based:

Competency in the language of the host country is required; means of assessing language competency must be demonstrated; and funds for language teaching are (in certain cases) provided.

Valued and Evaluated:

Value is assigned to the student's overseas study and/or internship experience in the form of academic credit recognized toward his or her degree at his or her home institution.

Evaluation of each international program is a required component built into program process (development and implementation) and products (assessment of outcomes at completion).

Sustainable:

Funds are provided to seed new projects that develop roots to sustain themselves. Projects may last, from pre-planning through followup, four or more years, and are then expected to generate their own support. Time allows the growth of trust, depth, structure, and institutionalization. Projects are also designed to be transferable to other settings.

Disseminated:

Project outcomes, products, results, and resources are disseminated through electronic, print, and professional links.

Modeled:

International consortial projects increasingly serve as a model for internationalization in Europe and the Americas, becoming a conceptual prototype for new partnerships that do not necessarily include the U.S.

Sample Projects and Their Impact:

Interviews with project directors⁷ yield powerful testimony to what each program means to each institution. Sample comments by project directors in the three countries about the value and impact of their projects are telling.

José Luis Garcia, of the University of Sonora, has directed three North American projects from 1996 on, in the fields of agribusiness, environment, mining engineering, and water resources. He credits the North American program with systematizing exchange for his institution. Before 1996, exchange had been by chance; the North American program provided both structure and an institutional base.

Additionally, he has found program outcomes to be more concrete and definable than they had been in *ad hoc* projects. Spin-offs have included:

- ✍ The creation of five new university projects, including one in disability studies.
- ✍ The development of revised curricula in geology and hydrology.
- ✍ The pursuit by several students of master's and doctoral degrees in the U.S. and Canada beyond the program.
- ✍ An increase in mobile faculty.
- ✍ The submission of proposals to other funding agencies, building on established partnerships.
- ✍ The succession of the project director, M.C. Pedro Ortega Romero, then vice-rector and professor of chemistry, to rector of the University of Sonora. Since he has become rector, based on what he learned from the North American program, he has (1) established the "Talento Veintiuno" (Talent XXI) program that identifies the best students, sends them abroad for Ph.D.s, who then return home to teach; and (2) created an office for international mobility programs at the university.

In the U.S., Gale Wagner of Texas A&M has managed a number of projects in veterinary medical education (in the fields of veterinary leadership and practice in animal health, food safety, trade and food security, animal and poultry agriculture, and international and language studies). Projects are based on the premise that NAFTA includes a provision for veterinary equivalence in the trade context, and cattle disease, food safety, bioterrorism and biosecurity issues cross national boundaries. The North American program has allowed Texas A&M to address their broadest vision, the "harmonization of the curriculum" within the Americas. Building on their experience, they have developed and instituted a permanent program of change in the third- and

⁷ Project directors are those individuals primarily responsible for managing programs funded through FIPSE. They serve as the institution's primary contact with FIPSE, and must attend a yearly meeting.

fourth-year curricula, utilizing specially-developed new courses and approaches, including language and cultural literacy. He reports that they are now advancing toward their “capstone program,” the development of undergraduate certificates based on language fluency within disciplines.

Over the past 10 years, Texas A&M has been able to send some 20 to 23 students to Mexico annually, for longer- or shorter-term activities; fewer to Canada. They have witnessed students gaining a new global viewpoint.

Daniel Guay of Université Laval in Canada, another experienced project director with North America and other projects, observes that his institution’s involvement in the North American program resulted in the creation of a major spin-off. “International Profile,” a program rooted in their experience with the North American program and funded through government and private funds, integrates international mobility into the curriculum at the bachelor’s, master’s, and Ph.D. levels in all disciplines and “across the planet.” The student goes abroad for one or two semesters, equivalencies are agreed upon in advance, and linguistic skills are required. Some 400 students are involved.⁸

Although these projects illustrate accomplishments of programs by experienced project directors, the examples also affirm the potential of all projects to attain lasting outcomes and to institutionalize results. Additionally, they flag the need for time and effort in realizing significant outcomes in newer projects.

Sustainability:

The projects described above provide admirable—and diverse—examples of enduring projects seeded by FIPSE, SEP, and HRDC support. The goal of all programs in North American Mobility in Higher Education is to develop not only lasting impact, but continuing activity. Although it is not always easy for institutions and project directors to maintain projects beyond their original award, many have indeed institutionalized and sustained projects beyond their grant period.

A few examples of projects that have developed sufficient momentum from their original FIPSE award to generate ongoing activity are illustrative. Some of the best examples derive from projects that developed new or revised joint curricula, or established dual or joint degrees. San Diego State University, for example, has extended its MEXUS North American program in business through the development of a dual-degree program in the U.S. and Mexico. With that degree in place, they now seek to expand this bilateral into a trilateral North American degree in business. These efforts not only enlarge the original cross-border education program but also override the need for case-by-case and course-by-course approvals in credit recognition in future exchange.

⁸ For more information about Université Laval’s “International Profile,” visit <http://namerica.iienetwork.org>.

Western Illinois University has just launched a North American trilateral MBA that evolved from FIPSE-supported projects in which WIU developed curricula in stated fields (including strategic management, logistics, Internet marketing, and accounting practices) that have become the basis of this ambitious multiple degree program.

One of the earliest FIPSE-funded collaborative initiatives in the region, the 1993 RAMP program of the Institute of International Education, not only continues today long beyond the period of its original award, but has also inspired the Global E³ initiative. An on-going program of international exchange in engineering, the Global E³ program is rooted in a Web-based data bank offering a grid for matchmaking and for course comparisons. Like CONAHEC and its Student Exchange Program described in Appendix 5, IIE and its Global E³ program multiply impact and duration through electronic media. Similarly, programs that develop distance learning components or joint Web-based applications in design, modeling, or other problem-based approaches establish strong potential to endure.

Overall, the vast majority of FIPSE projects result in the development of new or revised materials, courses, and/or curricula, and about one-third in the creation of new certificates, degrees, or programs (CONAHEC, 2002). See further discussion of program achievements, below.

Range:

A few examples, in addition to those above, can serve to illustrate the range and scope of institutions, fields, and topics of North American projects:

Lansing Community College created a program to prepare students to work with computer system technology throughout North America. The consortium of two- and four-year institutions in three North American countries devised special studies and exchanged faculty and students, including internships, with the long-term hope of attaining cross-border recognition of computer systems technology credentials.

Another U.S. community college, Front Range, working with its consortial partners in Canada and Mexico, has been preparing students through classroom, laboratory, and work-related experience to be environmental technicians and operational managers across North American borders.

Ecotourism, a rapidly-expanding sector of the recreation and tourism industry, is the focus of a program of Washington State University. Together with their trinational partners, they are sharing perspectives and approaches to ecotourism, while raising complex questions for students to consider concerning balances between economic development and local cultures.

In a very different field, the Consortium for Design Education, led in the U.S. by West Virginia University, is creating international student teams to solve design problems in both technological and in-person settings to prepare students for professional mobility in the fields of interior design and construction.

The University of Delaware, in an ambitious program of study, work, and research, has been devising joint course offerings and student and faculty exchange in the fields of coastal zone management and marine policy. Project personnel recognize that in these fields international professional training and exchange will clearly enhance cross-border cooperation in North America.

As a final example, the "TriRed" program of undergraduate exchange for business students, led in the U.S. by Buffalo State College, aims to develop student understanding of cultural diversity in business. Since economic expansion under NAFTA will depend on the integration of the economies of the three countries, and since new forms of communication and technology will play an increasing role, the goal of the program is to develop expertise in business practice and culture across North American borders. The program includes jointly-developed courses with online delivery, as well as student mobility, including internships.⁹

Program Impact and Evaluation:

The impact of educational experiences reveals itself only over the long term. Most of us cannot assess in our first job, but only over the course of our careers, the major influences responsible for shaping our successes and strengths, or limiting our possibilities. Similarly, it is difficult to determine the ideal point in a graduate's career that a formal study can best register the impact of professional, academic, and/or internship experiences abroad.

Recognizing, however, that formal program evaluation from an external perspective is essential to understanding a program's efficacy, modulating its course, and enhancing its future and outcomes, CONAHEC conducted, with the technical assistance of Bosma & Associates, an external evaluation of the North American program to undertake systematic program assessment (CONAHEC, 2002).

The scope of this formal study to evaluate the first phase of the Program for North American Mobility in Higher Education spanned programs funded in 1995, 1996, and 1997. It sought to discern the program's effectiveness and impact. The study was based in survey research, interviews with identified cohorts, reading in files, and statistical analysis.

The report citing results of this study conveyed interesting data on the effects of these projects on users. Broadly speaking, CONAHEC's evaluation report determined that the program "has

⁹ For further information on the range and types of North American and other FIPSE programs, descriptions of program activities, and application and guideline information, see the FIPSE Web site at <http://www.ed.gov/FIPSE>.

met its stated objectives, i.e., enhanced student learning, encouraged international cooperation, developed student exchanges and partnerships among higher education institutions, and helped to prepare students for work in international contexts.” More specifically, the report notes that some three-quarters of projects stated that at least some of their students had participated in internships or work placement during their experience abroad, and that the vast majority of students had received credit for their work undertaken overseas. Of those that studied abroad, some three-quarters had engaged in either an internship or work placement experience.

Furthermore, the study shows that almost all project directors believed that the program had encouraged international cooperation among institutions in all three countries. Project directors highlighted the high degree of successful communication among partners and the numbers of students and faculty that participated in each other’s activities. Virtually all project directors also indicated that the program had been effective not only at developing student exchanges among higher education institutions, but also at helping to prepare students for work in an international context. The data have been positive and compelling, encouraging continued support for the program.

While numbers alone can only hint at impact, it is worth noting that since 1995 over 200 separate institutional consortial projects in North America have been developed with FIPSE, SEP, and HRDC support. These projects have provided opportunity for more than 1,200 students to study and do internships abroad during the first phase of the program, 1995 to 1997 (CONAHEC, 2002), with a similar or greater number projected for 1999 to 2002. Hundreds of faculty members—who will in turn reach additional students—have engaged in cross-national course and curricular development. Equally telling, of all the U.S. students who undertake study abroad in Canada, a significant percentage journey under the North American mobility program.

As this essay indicates, the program has never been about numbers alone, since innovation, institutional depth, curricular innovation, language training, credit recognition, and faculty partnerships are more complex, lasting, and time-consuming than simple student mobility. It is also important to recognize that the North American program has multi-layered effects: impact on students, faculties, and institutions, and also, at the “umbrella” level, on relationships among nations and agencies—a unique, intergovernmental concerted endeavor. The views of program managers and project directors on the program’s achievements follow.

Reflections on the Program's Vision, Achievements, and Future

Vision:

The program's founders and their successors, in managing the program in Canadian, Mexican, and U.S. government agencies, have had multidimensional visions for the program, stemming from a variety of perspectives.

Ricardo Mercado, then the director of university development at the Secretaría de Educación Pública (SEP) of Mexico, notes today that the founding vision was "to provide opportunities for the internationalization of Mexican higher education, and empower students with a new world view." This has been especially important in Mexico for students in public institutions with limited means. The current director of university development at SEP, Luis Gil, sees the vision as transforming higher education in North America through realizing program goals in curricula, mobility, and quality assurance. Both educators attribute their inspiration to their own study abroad experiences.

Ricardo Mercado, along with his U.S. and Canadian colleagues, Charles Karelis, then Director of FIPSE in the U.S., and David Thornton, previously director of learning strategies in the Learning and Literacy Directorate of the HRDC, recall today that they had found the European (SOCRATES/ERASMUS) example compelling. It is the basis of a trilateral vision they believe to be rooted in support of NAFTA and reduction of educational and professional barriers within North America, comparable to the trading block in Europe. This takes a mobility of intellectual goods and professional practice parallel with that in trade.

Cari Foreman, then the program officer at FIPSE, relates today that the founding vision was to help students participate in the North American community and to engage students who are less typical students for study abroad. Keith Geiger, then the director of academic programs at the USIA, later to become Deputy Secretary of State when USIA was merged into the U.S. Department of State, reports today that when he inherited the North American portfolio in 1997 he envisioned the creation of new North/South ties in trade and education as strong as those that traditionally characterized East/West ties.

Charles Karelis also pictured that a program that combined university affiliation with student exchange could avoid the extremes in student experience—either being integrated into an overseas institution without receiving course credit on returning home, or being isolated within a structured American institution-based program overseas and receiving course credit on return. For Michael Nugent, the FIPSE program officer who was in charge of the North American program in the late 1990's, the opportunity to "push the envelope" in innovative, curriculum-based programming is a unique feature of this FIPSE initiative.

Other elements of the vision, from the Canadian government perspective, according to Christiane Boulanger and Carolyn

Finlayson, senior officers at HRDC, were to contribute to international skills and competencies and increase national capacity, and realize further participation of community colleges. David Thornton today recalls that HRDC then hoped to maintain and enlarge the North American and European programs and create similar programs with other regions, and to secure more stable funding.

Jean-François Bergeron, senior policy advisor, Department of Foreign Affairs and International Trade in Canada (DFAIT), dates back to 1994 with the North American program. He saw NAFTA as the point of reference to develop a “non-trade agenda to trilateral cooperation,” to include developing better workforce preparation, better understanding of one another as nations, and a strong geographic block. For DFAIT this was an element of a possibly broader international mobility agenda, a step toward broader collaboration worldwide, and fit DFAIT’s “public diplomacy” agenda, the “third pillar” of Canada’s foreign policy.¹⁰

In sum, North American program founders, leaders, and managers envision a program that increases opportunity and access for students; opens up and connects institutions; builds a North/South North American connection, community, and economic block in the NAFTA context; prepares a transnational workforce; enlarges students’ knowledge and worldview; and serves as a vehicle and model for enlarging internationalization.

Program Achievements:

Individual trilateral consortial projects have clearly meant a great deal to the institutions that sponsored them, and to their faculty and students. The three project directors interviewed above provide compelling stories of positive achievements and outcomes: new initiatives at the University of Sonora, new curricula at Texas A&M, and spin-off projects at Université Laval. Other program examples were touched on elsewhere in this essay, and further examples may be found at the FIPSE website.

But looking beyond the value of individual institutional projects, and more broadly at the key accomplishments of the overall Program for North American Mobility in Higher Education since its founding, reveals that the Program (with a capital “P”) is more than the sum of individual institutional projects.

Those at the agencies that established and manage the North American program cite a number of comprehensive achievements.

¹⁰ In addition to those interviewed, several other individuals must be credited with the program’s vision, foundation, and advancement. In the U.S., at USIA during the decade, William Glade, Associate Director for Educational and Cultural Affairs, the late Thomas E.E. Spooner, then acting director of the Office of Academic Programs, and Dell Pendergrast, then Deputy Associate Director; as well as Marianne Craven, Managing Director of Academic Programs, who continues to be a force behind this program at the State Department today. In Canada, Brian Long, then Director of International Academic Relations Division, and Alain Dudoit, then Director General of the Bureau of Cultural Affairs and Higher Education, both at the Department of Foreign Affairs and International Trade (DFAIT), as well as Tom McCloskey and Donna Troop at Human Resources Development Canada (HRDC). In Mexico, the major leadership role was played by SEP, and there was less involvement of the Ministry of Foreign Affairs than there was in the U.S. and Canada. Robert Atwell, then President of ACE, Richard Krasno, then President of IIE, and Peter Magrath, continuing President of NASULGC, along with other leaders in the higher education association community also played a vital role in driving these initiatives.

“The North American program is a school in which people learn new skills in international cooperation... . It has created a network of peers and ideas... a community in North America.”

Daniel Guay, Advisor,
International Bureau,
Université Laval

From the Canadian perspective, Christiane Boulanger and Carolyn Finlayson indicate that significant accomplishments include: the number of institutions and students involved; the range of disciplines covered; the extended duration of each from three to four years; spin-off activities such as the increased capacity of Canadian institutions to deliver the programs; and the increased level of cooperation among the three governments. Donna Kirby, director of learning strategies and support at HRDC notes “the ability of the program to provide a positive and life-changing experience for individual students.” She adds that the program is also seen as a model of best practices for the innovative way it supports post-secondary institution cooperation and “showcases and spearheads transferability of learning initiatives more broadly.”

From the Canadian Department of Foreign Affairs and International Trade perspective, Jean-François Bergeron notes that the greatest achievement has been the development of greater awareness of international issues, including among the colleges and universities within Canada, and a greater awareness of North America itself. This recognition, he believes, is reflected in the transfer of Canadian affairs from the European to the Americas bureau at the U.S. Department of State, and by the creation in Canada of a new North America bureau. He sees as an additional achievement the impact of the international on the domestic agenda; specifically, the breaching of provincial barriers in consortial partnerships. He adds that the program has got people moving and has raised and dealt with important issues like credit recognition.

Charles Karelis on the U.S. side cites among the accomplishments getting the program up and running, and seeing growing acceptance among the three nations. Sylvia Crowder at FIPSE affirms the importance of growing cooperation among the three countries. She also lists curricula development, consortial arrangements, and the development of a guide to credit recognition (Collins & Turlington, 2002) as additional program accomplishments. Keith Geiger believes the most important accomplishment has been increasing awareness, including among the public and politicians, of the advantages of North/South mobility.

Luis Gil at SEP sees that the program has proved it possible to create a common project among governments, institutions, administrators, and faculty from diverse institutions, backgrounds, and educational systems; and to adjust internal regulations and foster trust, understanding, and respect for cultural differences. He also underlines the positive impact of the program on students, institutions, and society in general.

Ricardo Mercado sees the greatest achievement of the program as having helped open up the public higher education system of Mexico. As the program has established mechanisms to provide for the recognition of credit across borders, it has also enabled more

domestic mobility among Mexican institutions. He also applauds the number of institutions involved in some 50 consortia with six to nine partners each.

Victor Arredondo, then director general of higher education in Mexico, reflects today looking back over the past 10 years, that it was the U.S. government that took the lead and pressed others to think seriously about the concept of trilateral higher education collaboration. The positive reaction of the Canadian government through DFAIT enforced that vision. The Mexican government, although cautious, was eager to participate. However, as the program was developing vigorously among FIPSE, HRDC, and SEP, a change in governments in Mexico resulted in lost enthusiasm for the program. Fortunately, the original idea of fostering undergraduate student mobility was revived when leaders were convinced of the demonstrated success of such programs, particularly of the ERASMUS program in Europe. One of the program's key accomplishments, he believes, has been "to overcome resistance and to continue to evolve." Another is to have stimulated flexibility and collaboration within Mexican higher education.

The American Council on Education reports other program accomplishments in a study of successful approaches employed by project directors of international consortial programs. In *Where Credit Is Due*, researchers reported a variety of solutions devised by project directors to provide seamless portability of credit and to advance the overall success of projects. Elements of success and sustainability included:

- ✍ Developing strong *professional trust* between and among all partners.
- ✍ Establishing *frequent and regular communication* among partners.
- ✍ Creating "*buy-in*" within each institution among campus professionals that need to be party to international exchange agreements.
- ✍ Devising *written agreements* among all institutions to avoid misunderstandings and help institutionalize and sustain projects.
- ✍ Identifying alternate project personnel to back up possible loss of leaders and *to ensure continuity*.
- ✍ Securing *equal engagement* among all partner institutions.
- ✍ Sharing *lessons learned* at annual meetings.
- ✍ Allowing sufficient *time for planning*.
- ✍ Practicing of *flexibility*.
- ✍ Securing *sufficient support*.

These elements, supported by specific instruments and mechanisms to ease credit portability and other aspects of agreements and understandings, emerged from years of effort, experience, and experimentation among project and institutional leaders, and are applicable to similar programs.

Looking Ahead

“The network of peers and ideas,” Daniel Guay cites in his comment above emanates from an important program outcome: the development of lively and productive annual meetings. These substantive sessions utilize a cadre of experienced project directors to train novice directors, while disseminating program ideas, management concepts, and memorandum of understanding know-how. Equally important, annual meetings cement relations among representatives of the three governments to strengthen the intergovernmental collaboration essential to trilateral programs.

A significant testimony to the program model’s effectiveness is its adaptation and replication for international institutional partnerships beyond those discussed in this essay; for example, the U.S./Brazil program inspired by the North America and E.C. models has in turn been replicated by Brazil for new programs between Brazil and Germany and Brazil and France.

Given the North American and NAFTA context, and evolving programs for interchange, what do people see for the future?

Student Voices:

Since the minds of students are trained on the future, we asked the Student Organization of North America, through its listserv, for responses to a few basic questions. We assumed this audience to be students most likely to be interested in North American exchange and wanted to hear not only from those who had experienced study abroad but also from those who had not. We asked students why they believe most students (“other students”) never undertake study or internships abroad in North America; what might encourage students to do so; and whether they, themselves, had studied abroad. If not, why not; and if so, what was best and worst about doing so. Although the response number was sparse, even after two postings of our request, the answers we received were thoughtful and germane. They represented, almost equally, men and women, and students mostly from Mexico and Canada. Although their responses may not constitute a representative sample (at about 5 percent), they are remarkably consistent and revealing.

When asked, “Why do you think other students never study or do internships abroad?” students said:

- ✍ *Lack of easy information and guidance.* A number of students found information difficult to find and understand, especially in regard to costs. People felt there is an “infinite” number of organizations, programs, and institutions that have international programs. In sum, the challenge of finding, sorting, assessing, selecting, and clarifying information on exchange opportunities underlay virtually all responses as reasons others do not study or apprentice abroad.
- ✍ *Lack of interest/motivation.* Other students, they noted, are not sufficiently motivated; they lack interest; they are not willing

to do the extra work required, to learn the language, find lodging, and undertake necessary efforts. Some suggested that students may not be comfortable in other countries, get homesick, and “can’t stand” the food or way of life. They find the language difficult. They do not want to leave the comforts of home (friends, family, and facilities); fear the unknown. One attributed lack of mobility to “malaise for leaving their security blanket.” He also noted they “do not have the initiative, drive, or deep desire to do so.” Some do not want “adventure,” and relish having their “support systems.” One student said that student concerns (“beyond food and water”) are: safety, good social life, and potential contribution to a good life after graduation. One student mentioned uncertainty among students about whether they will find an internship, or what kind of job they might get on their return. The subtext on this issue appears to be discomfort at reaching beyond the comfort zone, separating from family, friends, and familiar life, and being unsafe or uncertain.

- ✍ *Monetary needs.* Money is needed, especially for Mexican students, to cover the costs. “More scholarships” are needed; “lack of resources” is an issue. A Mexican student said that living abroad for six months is too expensive. Another Mexican student noted that money is indispensable and the “university should provide financial aid” for students studying abroad. One Canadian student noted that studying in the U.S. cost him a great deal more money than studying at home.
- ✍ *Institutional/faculty inertia and/or bureaucratic issues.* A couple of students noted their belief that institutions are more interested in attracting foreign students than in sending students abroad. One student observed that “professors rarely promote study or internships abroad unless they’ve been abroad themselves.” Another found it “a real mess” to find a university, make sure there is an agreement, get a student visa, and find a permit of stay, unless one works within an existing program. One student mentioned “losing valuable time in school due to the inability to transfer courses.”

In responding to the question, “What might encourage students to study abroad?” they suggested:

- ✍ The development of “handbooks” or “interactive Web sites” to allow students to work through their questions. “We need a package of information”—a media campaign and explanation of benefits. One suggested “intensive marketing,” in which costs are laid out for students and which is designed also to help study-abroad advisors. One said there should be a single Web site, and another suggested “simplifying the exchange process.”
- ✍ More support from professors and institutions regarding credit transfer.
- ✍ Participating in SONA’s listserv made one student aware of the benefits of such programs, and he now hopes to study abroad

but believes one needs “the will and the support of your institution and of CONAHEC to make this experience a reality.”

When asked about their own experience of studying or interning abroad:

- ✍ Three Mexican students reported that they hope for, but have not had, the opportunity to study abroad. Most others who responded had studied abroad, either under the North American program, or other structured programs.
- ✍ What those who studied abroad gained from their experience included: finding it the “most important experience in my life” and “causing me to change career plans drastically.” Another reported gaining critical thinking skills, cross-cultural and interpersonal communication skills, and “employability.” Three mention changes in personal values and personal development. Another mentions her résumé and her increased confidence. Another recognizes increased cultural awareness. One notes an “enriching educational experience,” becoming more “cosmopolitan,” increasing his “network of colleagues” and his ability to market himself to potential employers, which will “surely result in a salary increase in the right job when I graduate.”
- ✍ Among other gains: one student cited gaining knowledge of his field (Latin American studies) as well as learning a second language. Others cited language acquisition along with cultural understanding. And one notes that he learned about research. The worst part, he admits, was the loneliness of being in a new country and trying to find students with similar interests.

What do these anecdotal student responses tell us about the future of North American exchange? The need will be for faculty and others to capture students’ imaginations, push them beyond their comfort zone, guide them through the labyrinth of program mechanics, tie their career and discipline choices to broader perspectives, provide financial support for those who need it, offer preparation in language and culture sufficient for successful experience abroad, and ensure that student experience abroad is recognized and credited on return; in sum, provide a structured institutional experience that incorporates these elements. The Program for North American Mobility in Higher Education does in fact address many aspects of these students’ concerns.

Project Directors’ Views in Looking to the Future:

Project directors in these and other inquiries indicate that lessons learned from successful projects can inform the future. They believe that future programs will need to provide for establishing trust among partners, ensuring comfortable communication among players, developing “buy-in” on campuses, fashioning sound written agreements, planning for continuity, cultivating

flexibility in the face of unexpected issues, and acquiring the support necessary to sustain lasting projects (Collins & Turlington, 2002).

In response to the question posed to the three project directors interviewed for this essay, “How do you think the Program for North American Mobility in Higher Education can be improved in the future?” Gale Wagner of Texas A&M suggests better guidelines, evaluation, and guidance on whom to involve on campus. He also hopes to see greater leveraging of programs, and the ability to replicate his institution’s successful program in other countries, especially moving into the Pacific Rim and Asia.

José Luis Garcia Ruiz also suggests that the North American program be extended both geographically and academically; that is, to other lands and other disciplines and fields. Secondly, he sees the need in Mexico for more money for actual mobility; their budget allows sending only seven students, but a far greater number aspire to study or intern abroad. Because of the Mexican government’s emphasis on training Ph.D.s for university teaching, less money is allocated for student undergraduate exchange. To that point, he also recommends strong programs in tuition exchange—and was aware of CONAHEC’s new Student Exchange Program (Appendix 5). He believes the approach to credit recognition as a program requirement helps Mexican institutions greatly, including in domestic exchange. Finally, he hopes to see more U.S. students involved in study in Mexico. To entice them he suggests offering problem-solving opportunities; for example, having students address real problems in water resources and treatment in their setting and not only through textbooks.

Daniel Guay at Université Laval envisions a number of steps for the future. He pictures developing an intensive training course of, for example, one week’s duration for potential and new project directors at the beginning of each cycle, with hands-on training and written guides and materials; that is, training trainers to amplify impact. He also suggests the creation of a “help-line” for project directors to deal with issues that arise in their projects—a clearinghouse and place to ask questions and share answers, possibly through CONAHEC and/or a virtual setting.

He believes the current projects, even for experienced institutions and project directors, occur at the basic level. He imagines advancing institutional programs from a more rudimentary to a more complex and advanced level of programming. Long-term “201” projects might include, for example, joint training for students, joint research for faculty, and faculty partnerships for the long term that result in student exchange. The current program, as he sees it, has provided for setting up networks, getting students across, and implementing activities; but long-term projects at “a deeper level” would get into trilateral issues more profoundly, he believes.

Additionally, he would add the private sector, for advice and funding and for helping with ideas and skills, and the student associations. “It’s the students who will live the projects,” he notes, and they should be included in the discussion of globalization.

Program Founder and Manager Views:

People within the agencies that instituted and manage these programs express specific hopes for the future, in response to the question, “What is the single most important thing still to be done — and how will we get there?”

The current Canadian team at HRDC sees work to be done in supporting institutions to define what sustainability of a project means, and in promoting the importance of international education to a broader audience. They believe that gathering and measuring long-term results will be essential to developing sound policy arguments and that benefits can be gained from multiplying the effects of projects by undertaking conferences and other mechanisms. Director Donna Kirby believes that harder evidence is needed to demonstrate that the program helps Canadians who may not otherwise have had the opportunity to study abroad, and that participation made a social and economic difference in graduates’ lives in their entry and later stages in the labor market. From his earlier tenure with these programs at HRDC, David Thornton believes the major thrust for the future needs to be to convince decision makers of the value of these North American experiences for students and institutions.

Jean-François Bergeron at DFAIT sees the need to get a far greater number of students moving. To do so, the program will need more money, greater outreach to students, and increased sharing of information on sustainable programs to help others learn how to develop lasting partnerships. At the broader level, he sees that national agencies with domestic agendas should add to their listing of skills and competencies not only domestic but international skills, competencies, perspectives, and awareness to prepare young people for the future. Additionally, he notes that continuing and new champions are needed within governments to maintain program energy and vitality and that greater partnerships should be developed with the private sector.

From the Mexican perspective, the need is to enlarge the program and provide more access to allow students to develop competencies for professional mobility. This, Ricardo Mercado suggests, will require funding. There is great interest and will among Mexican students, he believes, but the means are often inadequate. Luis Gil believes it is important to better develop and refine evaluation tools that can compile more compelling evidence of program outcomes, and to continue work among the three nations to address differences in processes, regulations, and timing. He also sees the need to foster greater “buy-in” and commitment from higher education institutions. For students he

hopes to see assurance that returning students do not face bureaucratic or administrative barriers to credit recognition. More broadly, he envisions a common framework for quality assurance. See Appendix 4 for more on quality assurance issues.

Victor Arredondo believes the program should “multiply exponentially, with escalated involvement of the private sector, greater institutionalization in colleges and universities, and enhanced support from governments.” He believes that the case must be made to the private sector and to all three governments that trinational student mobility is a mechanism that can contribute enormously to modernization strategies in the region.

A U.S. founder at FIPSE, Charles Karelis suggests that the main goal remains the creation of “a borderless space” that provides easy recognition of education across borders, integration, and joint degrees. Cari Foreman, an early program officer, believes that a continuing challenge is to realize more rigorous and robust curricula, get greater engagement in solid language preparation, and realize more equitable balance among partners within each consortium. She also believes that remaining goals include achieving reciprocal numbers of students among the countries and attaining the ability to practice professions in one another’s countries.

Today at FIPSE, Sylvia Crowder expresses the hope of realizing a multiplier effect of projects, to see them extend beyond their original institution, and to spin off new projects. Other elements she envisions include growing the program from 10 to 15 or 20 consortia per year, seeing more language learning (in the U.S.), evaluating curricular experience and programs as a whole, and achieving lasting and sustainable programs. To get there, she believes, will require continued focus on students and on helping students become “citizens of North America,” acquiring a North American perspective, cultural understanding, and awareness. Keith Geiger believes it essential to increase awareness of, and strengthen, North/South trade and higher education, to develop closer relations with North American partners toward easing the visa process, and for the U.S. to recognize that NAFTA is a reality. He also advocates the involvement of the private sector and of citizens in North/South (along with traditional East/West) international relationships.

In all three countries people agree that the future of the program depends on the strength of partnerships and cooperation among the three nations, between governments and institutions, and among institutional partners.

Recommendations

For governments, foundations, institutions, businesses, and nonprofit organizations, a number of endeavors will help sustain and enlarge North American collaboration, cooperation, and exchange to benefit student learning and preparedness.

Taking into account feedback garnered from students, faculty, and others in the field from interviews and other research during this and previous studies, and from the findings in CONAHEC's evaluation of the North American program conducted by Bosma & Associates, several recommendations for the future emerge.

Ensuring Access: Providing and expanding need-based student stipends will maintain and broaden access to exchange. Without this support, mobility can fail to reach the level envisioned in the trilateral process, and can remain marginal rather than transformative for North America. CONAHEC's new Student Exchange Program is an important step in enhancing opportunity for students.

Valuing Variety: Complementary rather than identical needs among the three North American nations should be viewed as an asset rather than liability to North American exchange. Differences in priorities and benefits to each country, and apparent "asymmetries," should be recognized and accepted as part of the cultural and social diversity of North America, and as a rationale for more, not less, interchange.

Addressing Information Needs: Since students see a shortfall in student and faculty information awareness, additional targeted outreach to new constituencies may help. Professional meetings (e.g, those of the Association for International Education Administrators, AMPEI, and CBIE); discipline-based meetings (e.g., that of the Modern Language Association or those in language and cultural studies in Spanish and French); publications; traveling workshops; training of trainers; and Web-based material, interactions, and links to information from existing sites, including student sites, can all be helpful to further dissemination. FIPSE, CONAHEC, and some individual institutions are working to meet information needs of faculty and students, but it is clearly a continuing need and process.

Building Trust: Establishing professional trust between faculty members across and within campuses is key to successful interchange. Nothing replaces face-to-face meetings in building professional trust, assuring quality, comprehending course content and materials, developing shared or joint courses, and establishing the basis for written memorandums of understanding and exchange agreements on credit recognition and other matters (Collins & Turlington, 2002).

Attracting Nontraditional Students: With the majority of U.S. students fitting the "nontraditional" model, the challenge is to attract greater numbers of students to opportunities for mobility. Community colleges that typically house these students will need

to continue to be targeted for creative new approaches to internationalizing education. The Program for North American Mobility in Higher Education provides a number of successful examples of community college projects that can be touted as models to others, using project directors as champions and “trainers.”

Easing Entry: Problems with visas must be recognized and addressed as both actual and perceived barriers to exchange, especially in regard to work-study and cooperative education programs and internships. One recommended approach is that government agencies interested in greater collaboration along with committed organizations and institutions encourage the appropriate government entities within and between nations, under NAFTA, to address relevant barriers to visa acquisition, to ease and rationalize the process, and to develop information to be disseminated through an information site. A NAFTA student visa would be a positive outcome (ACE, ANUIES, and AUCC, 2000).

Developing Data: To analyze and assess progress in North American exchange and adjust the course of programs, data on student flows and experience and on short-term and long-term impact on graduates and employers will be needed, even beyond those now available. An effort should be made to identify sources of accurate data and conceive a framework and methodology for capturing new data on student flows toward an ongoing program to garner and report parallel, longitudinal figures. Additionally, data on the impact of study abroad and internships should be developed and reported to address assessment and advocacy needs.

Employing Electronics for Cooperation: The Internet offers opportunities to parlay program experience into shared data banks and lessons. Electronic sites hosted by professional associations, NGOs, institutions, and government agencies should continue and expand their roles as loci for shared information, media for communication among partners and potential partners, and sites for developing shared templates, instruments, and documents that help harmonize international experiences.

Matchmaking: Maintaining and augmenting mechanisms for connecting and convening potential institutional partners for the purpose of developing joint programs will help ensure continued and expanded higher education communication, affiliation, and interchange in North America.

Cooperating on Recognizing Quality Mechanisms: Developing shared understanding of respective processes for accreditation, certification, and issues of quality, standards, and measures, and of frameworks for study and practice, will require continued discussion among associations and agencies across North American borders to ease the mobility of professional practice.

Sharing Lessons Learned: Through sessions at annual meetings, use of electronic templates and communications, and publication of reports, compilations of “best practices” and “lessons learned” can be accrued and distributed to benefit specific audiences—project directors, administrators, and students.

Celebrating Flexibility and Alternatives: Because student needs, fields, and career plans differ, and because world and national events drive interest areas, a variety of choices and alternative experiences may best suit individual needs and/or shifting topical and national concerns. Respecting a growing range of options in academic and professional fields, and in the nature, duration, and forms of interchange, should enlarge North American mobility. Some of these include:

Work-Based Opportunities: Internships and work-study are promising programs for enhancing North American interchange. Such opportunities provide the best experience for some students personally, financially, and professionally, and should be continued and expanded.

Professional Practice: For some students, learning the ways engineering, accounting, health care, architecture, law, or business are practiced in other countries, and immersing themselves in the international dimension and specialized language of the disciplines they study, will enrich their educational and professional experience. Interchange in the professions also draws students who might not otherwise study abroad, as they may see international experience restricted to those who specialize in language, literature, and culture.

Problem-based Approach: As José Luis Garcia suggests, one way to entice some students to study abroad is to provide a problem-solving approach to a discipline or field. Students may be drawn to address a specific problem in, for example, water treatment, epidemiology, environment, civic life, or other disciplines by working in the field instead of through books alone, including traveling abroad for on-site experience.

Arts and Sciences: For students in the humanities, social sciences, arts, and sciences, expanding perspective and context through global learning will enhance understanding, knowledge, scholarship, teaching, and learning in the disciplines. Content-based projects, like those in the professions and applied fields, should also be encouraged in fields that require breadth and depth—history, art and art history, music and musicology, literature, language and linguistics, comparative religion, economics, anthropology, sociology, and psychology, as well as civics and political science, theory, philosophy, and economy. Additionally, interchange in the sciences (along with those in engineering and computer science) should be further induced, for example,

in chemical, physical, geological, naturalist, and biological sciences. Although the outcomes of projects may not be measurable immediately, these efforts to advance learning, teaching, and scholarship across cultures are essential to long-term cultural connections and cooperation in North America—and to strengthening the disciplines.

Practical Issues: Peripheral and/or unexpected issues can arise that affect the ease of interchange and require flexibility:

- ✍ Mismatched academic calendars between and among Canada, Mexico, and the U.S.
- ✍ Slow reporting of grades from host to home institution.
- ✍ Change in offerings by host institution after pre-departure approval of a course.
- ✍ Challenges in obtaining language training in less-taught languages.
- ✍ Loss of program champion.
- ✍ Unexpected evacuation without ability to complete work, and other challenges.

Cultivating the Long-Term View: The time span covered by the existence of these North American programs so far, as well as time allotted to each program (originally only three years, now four), has not yet been sufficient for the fruition of all possible outcomes or the realization of full program potential. Sustainability will manifest itself in long-term outcomes: spin-offs, products, new partnerships, new courses, student activities, career choices, opportunities and attitudes, and yet unknown or unreported outcomes.

Enlarging the Circle: Partnerships with foundations, corporations, NGOs and student and citizen organizations can broaden involvement in North American program initiatives.

Advocating and promoting: Identifying and cultivating champions, mustering data and composing arguments, and developing plans for strategic persuasion will be required for the survival, expansion, and success of North American higher education programs. Absent advocacy on campuses, in communities, and in legislative and executive branches of all three governments, sustained support for North American programs can be endangered or overshadowed by other priorities.

Changing the culture of teaching, learning, and research: The future of international education and exchange in North America will depend not only on increased resources and reduced obstacles but also on transforming the culture of teaching, learning, and research to include the global dimension and cross-cultural experience. Deep shifts in institutional culture, civic values, agency and leaders' vision, and cultural mindsets will be necessary to shift the tectonic plates of inertia or insularity, complacency or comfort zones, to make internationalization central to government,

campus, and citizen life and concerns. Incorporating international skills and competencies as essential components of domestic education and workplace preparation will help ensure global and regional cooperation in an interconnected world.

Focusing on the shared vision: It is clear and not surprising that differences exist among North American nations, agencies, and institutions over the scale, needs, and emphases of North American programs. However, equally clear is the shared vision that emerges—that the Program for North American Mobility in Higher Education serves as a change agent that builds long-term linkages among the three governments and among institutions and their faculty. Institutional partnerships inspire new or revised course content and teaching, deepen language capacity, and enlarge student experience and knowledge. These program outcomes in turn help create an exchange of expertise and practice, a transnational workforce, and a cadre of cosmopolitan graduates that benefits individuals, institutions, and economic and civic life throughout our emerging North American neighborhood. As the Wingspread Conference of 1992 observed:

“While the nations of the continent exhibit significant asymmetries in resources... there is no asymmetry in our interest to work together.”

About the Author

Naomi F. Collins has been a consultant to the American Council on Education since 1998, where she has co-directed two projects focused on international education and exchange in North America and Europe. She is on the Board and Executive Committee of the International Research and Exchanges Board (IREX), a nonprofit organization specializing in higher education and professional training programs between the U.S. and countries of Europe, Eurasia, the Near East, and Asia.

Collins is past executive director of NAFSA: Association of International Educators, serving from 1992 to 1997. She received the Director’s Award for Superior Achievement from the [then] United States Information Agency (USIA). During that period, she was involved at the inception of North American trilateral initiatives. She served as chair of the Working Group on Student and Scholar Mobility in 1994, and was appointed to the Trilateral Task Force on North American Higher Education Collaboration in 1997.

She holds a Ph.D. in history from Indiana University and has written and co-authored publications on history, international education, and the humanities. She has lived, worked, and traveled abroad for more than seven years, in Turkey, the Middle East, England, and Europe, and in Russia for more than three years. She has more recently traveled in Mexico, Germany, and China.



Wingspread Statement

Statement of the Conference on North American Higher Education Cooperation: "Identifying the Agenda" The Wingspread Conference Center, Racine, Wisconsin September 12-15, 1992

Participants from Canada, Mexico, and the United States of America at the Wingspread Conference agree that¹¹:

Internationalization of higher education¹² is the key to the quality of education and research, the standard of living of the citizens and the overall quality of life of our countries, as well as to a better understanding of our respective distinctive cultures and identities.

Better understanding and acceptance of our distinctive realities are essential components of stronger partnerships, greater access to the vast North American potential and effective development of our countries' growing relationships.

Enhanced trilateral collaboration in higher education builds upon existing relationships and benefits our three countries. This statement is made with full recognition of and respect for the national sovereignty of our respective countries, the responsibilities of our different jurisdictions, and the autonomy of our higher education institutions. Enhanced collaboration provides additional impetus to greater cooperation within our respective countries and supports bilateral relations with third countries and relevant multilateral organizations.

In stating the aforementioned agreements, we take note of the North American Free Trade Agreement negotiated by our respective governments and we affirm that enhanced trilateral cooperation has merit in its own right.¹³

We commend this conference statement, at this defining moment in our history, to the urgent consideration of our respective authorities as a constructive trilateral contribution to the development and implementation of appropriate public policies that support and promote the internationalization of higher education.

Enhanced trilateral collaboration aims at the following set of related and mutually reinforcing objectives. We commit ourselves to the following objectives and their promotion in our respective countries, and to pursuing, where appropriate, the agreed upon set of recommendations and steps to be undertaken:

Objectives:

- ✍ Development of a North American dimension in higher education;
- ✍ Promotion of exchange of information on common issues of concern and on experiences of common interest;
- ✍ Promotion of collaboration among higher education institutions;
- ✍ Facilitation of student and faculty mobility;
- ✍ Increasing awareness of and mutually satisfactory removal of impediments to mobility;
- ✍ Promotion of stronger collaboration among our respective institutions/ organizations and public authorities, business and other organizations that have a stake in the quality of higher education;

¹¹ This conference on trilateral education issues was supported in part by The Johnson Foundation.

¹² Higher education and higher education institutions encompass universities engaged in research-based teaching, postsecondary establishments of education and training which offer courses of varying duration, regardless of the dissemination vehicles, and of a general or specialized nature leading to qualifications at the postsecondary level.

¹³ We acknowledge the substantial contribution made to the successful outcome of this conference by the authors of the four discussion papers as well as the overview and context provided on Sept. 12 during the first conference session. The four papers dealt with: mutual understanding and cultural identity; exchange of information/data base; mobility; optimizing complementarities. Each of the papers, along with the overview and context, were the subject of extensive discussions by the participants and was instrumental in achieving the broad consensus, reflected in this conference statement. Summary reports on the discussion of each of these agenda items and papers are appended to this conference statement.

- ✍ Exploration and exploitation of the full potential of current and emerging information management and transmission technologies in support of our statement of objectives.

With these agreed objectives in mind, the participants at the Wingspread conference make the following recommendations to our relevant public and private authorities and organizations, and higher education institutions:

Recommendations:

That priority consideration for trilateral collaborative actions in higher education be given to:

- ✍ Inventorying existing programs and relationships;
- ✍ Increasing the capacity and enhancing the capabilities of institutions and organizations with special emphasis on faculty development in our three countries;
- ✍ Eliminating obstacles and reducing barriers to enhanced trilateral collaboration in the field of higher education;
- ✍ Developing collaborative pilot projects where there exists already strong mutual interest, such as disciplines directly related to the management of our evolving trade relations; sustainable development; public health; North American area studies and training in languages;
- ✍ That we take advantage of the use of modern information management and dissemination technologies such as distance learning, computer communications, interactive video conferences, etc., where appropriate, in support of the foregoing initiatives;
- ✍ That enhanced use be made of people-to-people exchange programs;
- ✍ That faculty members, university administrators, and students be included in the interpretation of the special treatment in the issuing of visas to business people, technicians and consultants in the chapter on trade in services in the final draft of NAFTA;
- ✍ That measures be taken, in particular, to disseminate successful collaborative experiences throughout the North American higher education community;
- ✍ That action be taken to increase and expand student access to international education opportunities.

In addition, we undertake to accomplish the agreed upon initiatives that follow:

Action Initiatives:

A Wingspread conference report incorporating this statement, a summary of the discussion papers, highlights of the conference proceedings and the list of participants will be produced and widely disseminated to the appropriate decision makers and organizations in our three countries.

An inventory of existing resources and priority needs will be created within 9 months and distributed within 12 months.

A trilateral task force (Canada, Mexico, and the United States of America) on North American higher education collaboration, will be established immediately, with membership to be appointed no later than November 10, 1992. This action-oriented task force will be expected to undertake, among other things, the following:

- ✍ Developing a proposed strategic plan;
- ✍ Supporting and monitoring progress on the above initiatives;
- ✍ Initiating research papers and recommending specific action plans;
- ✍ Organizing an implementing trilateral conference within the next 12 months, in Vancouver, if the task force reports sufficient progress within 9 months.

Vancouver Communiqué

Vancouver, British Columbia, September 10-13, 1993

In reaffirming the spirit of Wingspread, the participants in the Vancouver Symposium call on our colleagues in teaching, research and training institutions, as well as those in business, government and other concerned organizations, to join us in forging new partnerships for sharing knowledge across traditional boundaries.

We view Canada, Mexico and the United States, along with the other regions of the world, as poised on the threshold of the new century, a century in which higher education, research and training cooperation will be central to innovation and human resource development, essential to achieving our goals for social, economic and cultural development.

We recognize that our countries cannot fully prosper in all the ways that matter if they remain no more than trading partners. A new sense of a North American community, made up of our 360 million people, should be forged, one which will provide impetus to greater cooperation among and within our countries, support our relations with countries outside the region, enhance our distinct cultural identities and acknowledge our asymmetries.

The compelling vision of Wingspread has motivated the participants in this Vancouver Symposium to take concerted actions to enhance the mutual-well being of the countries of North America and beyond. Current economic, social and cultural forces reshaping our three societies and the rich diversity of our cultures—from the native peoples to the most recent immigrants—have created a climate in which the North American community can flourish.

The expansion and strengthening of intellectual links and academic collaboration across the continent are fundamental to North America's vitality. They underpin the stability, civility and respect for human rights and freedoms necessary to democratic societies. They are fundamental to genuine sustainable development.

Wingspread and Vancouver have revealed the vast opportunities which trilateral collaboration offers to build on existing programs and activities and to stimulate new thinking about the directions of education, research and training.

We accept the challenge now to go beyond the defining of shared conceptual goals and broad objectives. We have developed concrete strategies to implement the Wingspread objectives through increased contact and collaboration among students, researchers, administrators and partners in business and government, and other institutions. The variety of trilateral partnership projects announced at the Symposium, those currently being designed, as well as those envisioned during the meeting, are evidence of significant momentum. The conclusions summarized below point the direction we should take together to expand the higher education, research and training components of the deepening North American relationship.

We have concluded that the following initiatives should be undertaken immediately:

1. The establishment of a North American Distance Education and Research Network (NADERN), a consortium to facilitate access to information and to support education, research and training among participating institutions. This symposium gratefully acknowledges the work of three members of the Task Force subgroup on distance learning and requests that they carry forward this proposal through broad consultation with all interested institutions and organizations.
2. The formation of an Enterprise/Education trilateral mechanism to examine issues relating to mobility, portability and certification of skills, and consider common interests and approaches in technical, applied and

lifelong career education. Responsibility for carrying forward this proposal should be undertaken by the appropriate national associations and relevant authorities.

3. The establishment of programs to enable faculty and administrators from all three countries to meet with colleagues to explore and develop trilateral higher education collaborative activities in priority areas of concern.
4. The establishment of an electronic information base in each of the three countries, with coordinated sharing of information on initiatives and resources relevant to trilateral cooperation. This electronic information base is to be developed in such a way as to be easily accessible by the academic community, business, governments, foundations and other concerned organizations. It should contain the most relevant, timely and concise information.
5. The strengthening and expansion of North American studies programs to promote trilateral linkages in support of research and curriculum development.
6. The establishment of a program to support intensive trilateral exchange, research and training for students.

For further consideration and action in 1994:

1. The establishment of a North American Corporate Higher Education Council comprised of senior representatives of the corporate and higher education communities from the three countries to act as advocates, within the two communities and across North America, for further partnering in the realization of mutually agreed objectives. It would engage a broad dialogue with all concerned institutions and organizations in support of trilateral cooperation.
The creation, by this council, of a consortium of North American Business for Trilateral Research, Development and Training to operate for an initial period of, say, seven years. The consortium's objective would be to secure private sector funding, through the membership of individual corporate citizens of the three countries, to be used to implement research and training initiatives of value to both the corporate and higher education communities.
2. As part of the long-term operations of NADERN, the development and implementation of a plan for a consortium to broker access to recognized graduate distance education courses and to develop a mechanism for awarding degrees for such composite programs.
3. Continuing and enhanced support by research granting agencies, foundations and other partners for trilateral collaborative research programs and research networks.

We, the participants at the Vancouver Symposium, commend these conclusions and proposals as a constructive contribution to the development and implementation of appropriate policies that support and promote the internationalization of higher education, research and training.

**List of North
American Task
Force Members
and Steering
Committee
Members**

Vancouver, 1993

North American Task Force Members

Canada:

Douglas Wright, Past President, University of Waterloo
Clarence J. Chandran, President, North Telecom Corporation (CALA)
Marie-Josée Drouin, Directeur général, Institut Hudson du Canada
Claire McNicoll, Vice-rectrice aux affaires publiques, Université de Montréal
Donald Rickerd, President, Max Bell Foundation
Thomas Wood, President, Mount Royal College

Mexico:

Salvador Malo Álvarez, Secretario Administrativo, Universidad Nacional Autónoma de México
Eduardo Andere Martínez, Director Adjunto de Asuntos Internacionales, Consejo Nacional de Ciencia y Tecnología
Rafael Rangel Sostmann, Rector del Sistema ITESM, Instituto Tecnológico y de Estudios Superiores de Monterrey
Carlos Pallán Figueroa, Secretario General Ejecutivo, Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES)
Jorge A. Bustamante, Presidente, El Colegio de la Frontera Norte

United States:

Lois B. DeFleur, President, State University of New York at Binghamton
Robert H. Atwell, President, American Council on Education
The Honorable William P. Hobby, Former Lt. Governor of Texas and Professor, Rice University
Niara Sudarkasa, President, Lincoln University
William Hodges Mobley, Chancellor, Texas A&M University System
Richard M. Krasno, President, Institute of International Education

Steering Committee Members

Canada:

Alain Dudoit, Directeur général, Bureau des affaires culturelles et de l'enseignement supérieur, Ministère des Affaires étrangères et du Commerce international

Mexico:

Víctor A. Arredondo Álvarez, Director General de Educación Superior, Subsecretaría de Educación Superior e Investigación Científica

United States:

Thomas E.E. Spooner, Acting Director, Office of Academic Programs, United States Information Agency

Cooperating on Recognizing Quality Mechanisms

Since professional fields are often governed by standards or requirements set externally by professional accreditation, certification, or licensing organizations, and since the majority of North American mobility programs are in the professions, developing cross-border understanding on the meaning, measurements, and mechanisms to qualify or certify professionals to practice is important. Some activity has occurred on “quality assurance,” professional and specialized accreditation, and certification and licensing, against a long course still to pursue.

Since NAFTA has spurred dialogue on the reduction of boundaries to assessing quality and competency in education in the professions, a number of professions have been exploring ways to reach agreements for mutual recognition of licensed professionals in North America. For example, the Accreditation Board for Engineering and Technology (ABET) has been engaged internationally in mutual recognition, agreements, and assistance in the development of accreditation systems in other countries. One significant product of ABET’s international mutual recognition efforts in engineering, a six-nation agreement on the “substantial equivalency” of respective accreditation processes, has emerged and evolved into the *Washington Accord*— a model of cross-border recognition of respective processes.

Meanwhile, the Association to Advance Collegiate Schools of Business, AACSB International, the accrediting agency for degree programs in business administration and accounting, is now rewriting its standards and redeveloping curriculum based on the concept of “assurance of learning”; that is, on “achievements” or outcomes rather than “intentions.” They see this approach as obviating the need for determining comparability of courses, credits, or modules, or translating these into credit hours. They will also require that the curriculum provide international perspective and context on ethical and global issues. For more information, visit their Web site at <http://www.aacsb.edu>.

In another approach to quality assurance, the American Institute of Architects Continuing Education System (AIA/CES) offers a way to fulfill U.S. continuing education requirements overseas through its network of accepted providers. This system of “registered providers” includes only those organizations that have applied for such status and met all the AIA/CES guidelines and criteria, and it provides another model of an approach to quality assurance.

Efforts to engage internationally in other fields of professional education have also been undertaken by associations for accountancy, nursing and nurse anesthesia education, occupational therapy, and K-12 teaching, especially in special education (Stephen Hunt, National Library of Education). The recognition of equivalency of specialized and professional accreditation between associations in the United States and foreign countries is not yet common practice but is “increasingly encouraged.”¹⁴

¹⁴ A full discussion of professional and specialized accrediting issues exceeds the scope of this essay. For further information on efforts within professions such as engineering, architecture, accounting, nursing, and other fields, it is best to contact the respective specialized accrediting associations, or see the Council for Higher Educational Accreditation Web site or Almanac for further information on specialized accrediting associations. For more information, see <http://www.CHEA.org>.

Certification and licensure mechanisms, also beyond the scope of this essay, have the potential to limit recognition of studies undertaken abroad by requiring a specific course of study and set of courses. State licensure, the legal permission for an individual to be licensed or certified to practice in a particular field, often, but not always, requires a particular program of study, as well as successful completion of an exam. It may require that a degree be granted by an accredited institution. Because these issues have real or imagined impact on professional education and exchange, they need to be addressed.

One anecdote on certification in the North American program context may be illuminating, although not necessarily typical. In the Cooperative Cultural Partnerships program in nursing education of Oregon Health Sciences University, a serious challenge to applying credit earned abroad toward certification stimulated a successful effort mounted by the university to change state law. Professional training at the university requires that students practice in clinical settings, and the completion of such experience is a qualifying factor that allows graduates to practice and be covered by the state board of nursing.

Because the state licensing body had difficulty recognizing that overseas experiences were comparable to those in Oregon, the project directors took the initiative to approach the state legislature about changing state laws. As a result of these efforts, new legislation was passed which recognizes the comparability of host institution courses and also the reciprocal understanding that limited licenses may be offered to overseas students studying at OHSU to perform certain functions of practical experience. While this dramatic example of fortitude may be unique, it illustrates possibilities for “pushing the envelope” not only in programming, but also in professional practice, quality assurance mechanisms, and laws.

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A Forum for Interaction: The Role of CONAHEC

CONAHEC, the Consortium for North American Higher Education Collaboration, represents an ongoing trilateral collaborative among government agencies, higher education associations, institutions, and private supporters, including the Ford Foundation and William and Flora Hewlett Foundation. As of 2002, CONAHEC has more than 100 members which are primarily higher education institutions. The consortium and its members also benefit from the involvement of the major higher education organizations in our three countries.¹⁵

Founded as a response to the challenges and opportunities of NAFTA, CONAHEC evolved in 1994 from the U.S.-Mexico Educational Interchange Project, a partnership of the Western Interstate Commission for Higher Education (WICHE) and the Mexican Association for International Education (AMPEI). Housed at the University of Arizona by then President Manuel Pacheco, this growing consortium began organizing systematic meetings to address new North American realities in higher education. The organization advanced in parallel to historic North American meetings and initiatives. By 1997 it adopted its current name. According to its executive director, Francisco Marmolejo, CONAHEC then pursued its stated goal of creating a North American vision, and a framework and environment for furthering trinational cooperation and community-building in higher education in the spirit of NAFTA.

One of CONAHEC's earliest programs was the creation of an electronic network called "EL NET." EL NET has, since 1995, been promoting the creation of a networked community committed to trilateral higher education collaboration. A closed, moderated listserv (ELNET-L) reaches more than 1,000 subscribers and the EL NET Web site provides organized information and resources on trinational education issues. Starting in 2000, EL NET developed a "matchmaker" database to help institutions identify partners for collaboration across North American borders. This searchable, sortable database helps institutions match interests based on sector, region, activity, content area, audience, and type of organization. EL NET also disseminates job opportunity and funding notices. In the fall of 2002 EL NET will be replaced by a CONAHEC portal with more robust "matchmaking" capabilities and other improvements.

Other activities of CONAHEC include its Student Organization of North America, which involves students in the discussion of regional challenges, and Border PACT, a U.S.-Mexico higher education network that addresses borderland issues and provides a seed money grant program to foster development of programs along the U.S.-Mexico border.

Additional CONAHEC services and activities include convening higher education leaders and practitioners at substantive conferences to address common concerns, and supporting comparative research. Exemplifying this research, 15 working papers, collectively called *Understanding the Differences*, analyze major policy issues in the NAFTA countries.¹⁶

FIPSE recently took the occasion to support a promising new initiative of CONAHEC jointly with the Western Interstate Commission for Higher Education (WICHE). The new CONAHEC Student Exchange Program provides increased opportunity for student mobility across North American borders through a creative multi-institutional and multi-level "tuition swap" concept—tuition reciprocity agreements in which students pay tuition to their home institution. Approximately 100 higher education institutions in three countries will form a "tuition bank" which creates a pool of available spaces in all three countries for mobile students to fill. The program is open to undergraduate and graduate students in CONAHEC member institutions for study and/or internships in any academic discipline available. Language proficiency is required, and credit recognition for activities abroad may be secured by prior agreement at the home institution. As the supporter of the Student Exchange Program, CONAHEC serves as a source of information, liaison, advisor, coordinator, and monitor. Francisco Marmolejo sees this program as providing excellent new access for many students who would not otherwise have the opportunity to expand their world view through study and internships across borders. For more information, visit <http://conahec.org/conasep>.

¹⁵ More information about CONAHEC and its members can be found at <http://conahec.org>.

¹⁶ For a complete list of CONAHEC's Working Papers, visit <http://www.wiche.edu> and go to the International Publications section.

Appendix 6

A Decade of Change: Impacts of NAFTA and Growing Mobility

Free movement and trade in education, exchange, ideas, research, and practical experience across North America, although not as swift as those in traditional goods and services, has nonetheless been growing over the last decade. A simple look at the gross numbers shows that the number of postsecondary students from Canada studying in the U.S. advanced from 22,051 to 25,279, an increase of 20 percent from 1992-93 to 2000-01, and that those from Mexico rose from 7,581 to 10,670, an increase of 40 percent. This ranks Canada and Mexico 6th and 10th, respectively, as countries of origin of international students in the U.S., the only countries in the top 10 outside Asia and Turkey (*Open Doors*, various years).

Meanwhile, Mexico ranks 5th as a destination for U.S. students studying abroad, with an increase from 4,600 to 7,374 for the decade, an increase of 60 percent. U.S. postsecondary students taking courses in Canada have increased from 618 to 1,275, an increase of 106 percent (albeit on a small base). Significantly, that increase has occurred against a real decline of 18 percent between 1991-92 and 1993-94, turning that trend (*Open Doors* for various years). Equally significant, of those U.S. students who undertake studies in Canada, a considerable

percentage do so under the Program for North American Mobility in Higher Education.

Existing statistics do not capture comparable data for all North American flows; some merge secondary and postsecondary educational mobility into a single figure, some capture visa data without firm figures on how many students utilize their visas, some overlook short-term exchange on visitor visas, some capture students enrolled for degrees, some those enrolled for courses, and some both. Most figures do not indicate multiple experiences of fewer students, independent study by students not reported to their own institution for credit toward a degree at that institution, or U.S. students enrolled for entire degrees abroad.

For these and other reasons, it is difficult to generalize on all

North American flows over the decade (and easy to argue for the importance of comparable, reliable, longitudinal data across North America). Nonetheless, the numbers can be illuminating and indicative of trends, especially as comparable, longitudinal figures.

For the flows between Canada and Mexico, the figures available appear to indicate that the number of Mexican students studying in Canada has been increasing in the last few years. For example, between 1997-98 and 1999-2000, post-secondary numbers grew from 576 to 750, or 30 percent in two years. Documents developed in 1998 by ANUIES and in 1999 by IIE in Mexico also report a steady growth in student flows between Mexico and Canada during the decade.

These numbers bear both good and bad news. North American higher education has realized a fairly steady increase in flows during the last decade, but at the same time, the percentage increase is derived from a small base.

North America : Basic Data (2000)

| | | Canada | USA | Mexico |
|--|-------------------------------|--------|---------|--------|
| Population (1) | | | | |
| Total population | Millions | 30,750 | 275,372 | 97,379 |
| Density | Inhabitants / Km ² | 3 | 29 | 49 |
| Net Annual Population Growth | % | 1.2 | 0.9 | 2.1 |
| Population younger than 15 years old | % | 20.2 | 21.9 | 36.9 |
| Gross Domestic Product (2) | | | | |
| GDP at current prices | USD Billions | 861.5 | 9,810.2 | 889.8 |
| Annual GDP per capita | USD | 27,998 | 35,619 | 9,152 |
| Foreign Trade (3) | | | | |
| Exports of goods and services | USD Billions | 321.8 | 1,103.1 | 180.4 |
| Imports of goods and services | USD Billions | 286.4 | 1,466.9 | 190.9 |
| Trade balance | USD Billions | 35.4 | (363.8) | (10.5) |
| Industrial Production (4) | | | | |
| Industrial Production Index | 100 = 1995 | 119.5 | 119.7 | 142.1 |
| Sources and Notes: | | | | |
| (1): U.S. Census Bureau, Statistics Canada, INEGI | | | | |
| (2) and (3): U.S. Trade Office, Statistics Canada, BANXICO | | | | |
| (4): International Monetary Fund, and BANXICO. Industrial Production Index for USA corresponds to 1999 | | | | |

And the number of mobile students remains low, not fulfilling the potential under NAFTA that some people had hoped for, nor levels comparable to those among European countries.

NAFTA Impact:

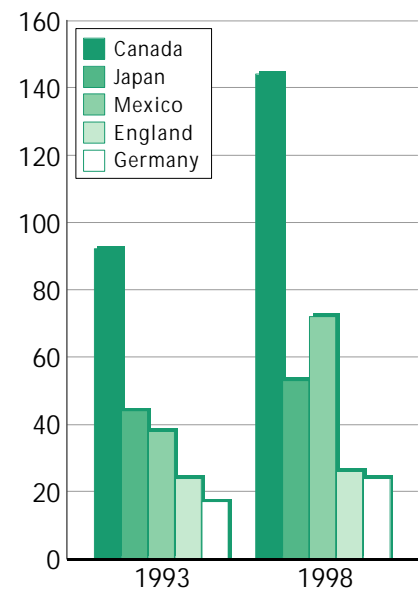
The demographics of North America provide an important framework for considering the context of programs and the impact of NAFTA on the economies of the hemisphere. One of the most basic is the dissimilarity of population size and density: Canada, 30.75 million people, with a density of 3 per square km.; Mexico, 97.37 million people, with a density of 49 per square km; and the U.S., 275.37 million people, with a density of 29 per square km. Other differences include population growth rates, age distribution, and annual per capita income. The last of these, based on Gross Domestic Product in 2000, was almost \$28,000 in Canada, just over \$9,000 in Mexico, and over \$35,000 in the U.S.

Given these factors, the remarkable story regarding the impact of NAFTA is one of dramatic growth in trade (and trade positions) between and among North American nations since NAFTA. Taking some key points developed by Francisco Marmolejo, executive director of CONAHEC, total trade between Mexico and the U.S. has trebled from \$91 to \$282 billion, equivalent to an annual average growth of 18 percent. As trade partners of the U.S., both Canada and Mexico have moved up considerably during this period. Canada is the United States' first trade partner, and Mexico is its second—surpassing Japan, Great Britain, and Germany. Industrial production in Mexico has increased markedly, 42 percent from 1995 to 2000. In the U.S. and Canada it increased 19 percent over the same period (Marmolejo, 2001).

According to Canadian figures, Mexico is Canada's largest trading partner in Latin America. Canadian exports increased three-fold from the pre-1994 NAFTA implementation to 2001. Canada has become Mexico's second-largest export market after the United States; for Canada, Mexico is now the fourth-largest source of imports. Mexico ranks as Canada's largest export market.¹⁷

North America, of course, is not Europe. While economic cooperation and free trade issues underlying NAFTA provide a significant impetus for higher education cooperation, incentives for mobility in North America are different from those in Europe. In Europe, strong political, cultural, and economic incentives exist for building a European identity; bureaucratic structures underpin and centralize activity; governments fund higher education exchange against a set target of 10 percent mobility; and formal structures and mechanisms, including ERASMUS, SOCRATES, and LEONARDO, and their attendant credit transfer systems, are in place to formalize exchange. Hundreds of thousands of students have already experienced exchange opportunities under these programs, the goal of which is to build a European identity.

U.S. Main Foreign Trade Partners
Billions of USD



Source: SECOFI, USDOC. Data: Jan.-Nov.

¹⁷ Statistics Canada data supplied by Jean-Francois Bergeron, DFAIT.

Appendix 7

Names and Affiliations of Individuals Interviewed or Mentioned in this Report

Victor Arredondo, Rector, Universidad Veracruzana; Past Director General of Higher Education at the Mexican Ministry of Public Education, MEXICO

Robert Atwell, then President of the American Council on Education, USA

Jean-François Bergeron, Senior Policy Advisor, International Academic Relations Division (ACE), Department of Foreign Affairs and International Trade, CANADA

Christiane Boulanger, Senior Program Policy Officer, Intl. Academic Mobility, Learning and Literacy Directorate, Human Resources Development Canada, CANADA

Marianne Craven, Managing Director of Academic Programs, U.S. State Department, USA

Sylvia Crowder, Program Officer, Program for North American Mobility in Higher Education, Fund for the Improvement of Postsecondary Education, U.S. Department of Education, USA

Alain Dudoit, then Director General of the Bureau of Cultural Affairs and Higher Education, Department of Foreign Affairs and International Trade, CANADA

Carolyn Finlayson, Senior Policy Officer, Human Resources Development Canada, CANADA

Cari Foreman, Past Program Officer, Fund for the Improvement of Postsecondary Education, U.S. Department of Education, USA

William Glade, then Associate Director for Educational and Cultural Affairs, United States Information Agency (USIA), USA

José Luis García Ruiz, Coordinator of Student Mobility Initiatives, Universidad de Sonora, MEXICO

Keith Geiger, Consultant-State and Local Outreach, National Board for Professional Teaching Standards; Past Director of Academic Programs at the United States Information Agency (USIA, later to become Deputy Secretary of State when USIA was merged into the Department of State), USA

Luis C. Gil Cisneros, Director, University Development, Secretaría de Educación Pública, MEXICO

Daniel Guay, Conseiller, Bureau International, Université Laval, CANADA

Leonard Haynes, Special Assistant to the Secretary of Education, U.S. Department of Education; Past Assistant Secretary for Postsecondary Education, and Past Director of Academic Programs at USIA, USA

Charles Karelis, Past Director, Fund for the Improvement of Postsecondary Education, U.S. Department of Education, USA

Robert Krasno, then President of the Institute for International Education, USA

Brian Long, then Director of International Academic Relations Division, Department of Foreign Affairs and International Trade, CANADA

C. Peter Magrath, President, National Association of State Universities and Land-Grant Colleges (NASULGC), USA

Francisco Marmolejo, Executive Director, CONAHEC, USA

Ricardo Mercado, Director of Institutional Planning, Universidad Veracruzana, and former Director of University Development at SEP, MEXICO

Tom McCloskey, Human Resources Development Canada, CANADA

Diana S. Natalicio, President, University of Texas at El Paso, USA

Michael Nugent, Program Officer and Coordinator, US-Brazil Higher Education Consortia Program, Fund for the Improvement of Postsecondary Education, U.S. Department of Education, USA

Manuel T. Pacheco, President, University of Missouri System; Past President, University of Arizona, USA

Dell Pendergrast, then Deputy Associate Director, U.S. Information Agency, USA

Rafael Rangel, Rector, Sistema ITESM, MEXICO

David W. Strangway, President and Chief Executive Officer, Canada Foundation for Innovation; Past President, University of British Columbia, CANADA

David Thornton, Executive Director, Skills Programs, Human Resources Development Canada, CANADA

Donna Troop, Human Resources Development Canada, CANADA

G. Gale Wagner, Coordinator of International Programs, Texas Veterinary Medical Center, Texas A&M University, USA

Thomas L. Wood, President, Mount Royal College, CANADA

Appendix 8

List of Acronyms in North American Higher Education

| Acronym | Organization |
|--------------------|--|
| AACSB | The Association to Advance Collegiate Schools of Business |
| ABET | Accreditation Board for Engineering and Technology |
| ACCC | Association of Canadian Community Colleges |
| ACE | American Council on Education |
| AIA/CES | American Institute of Architects/Continuing Education System |
| AMPEI | Mexican Association for International Education |
| ANUIES | Mexican National Association of Higher Education Institutions |
| AUCC | Association of Universities and Colleges of Canada |
| Border PACT | Border Partners in Action |
| CBIE/BCEI | Canadian Bureau for International Education |
| CONAHEC | Consortium for North American Higher Education Collaboration |
| DFAIT/MAECI | Canadian Department of Foreign Affairs and International Trade |
| FIMPES | Mexican Federation of Private Institutions of Higher Education |
| FIPSE | Fund for the Improvement of Postsecondary Education |
| HRDC | Human Resources Development Canada |
| ICCS | International Council for Canadian Studies |
| ICEED | International Consortium for Educational and Economic Development |
| IIE | Institute for International Education |
| IREX | International Research and Exchanges Board |
| MEXUS | Mexico-U.S. Program |
| NAFSA | NAFSA: Association of International Educators |
| NAFTA | North American Free Trade Agreement |
| OHSU | Oregon Health & Science University |
| RAMP | Regional Academic Mobility Program |
| SEP | Mexican Ministry of Public Education |
| SESIC | Office of the Mexican Undersecretary for Higher Education and Scientific Research |
| SONA | Student Organization of North America |
| USIA | United States Information Agency |
| WICHE | Western Interstate Commission for Higher Education |
| WIU | Western Illinois University |
| WUSC | World University Services of Canada |



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- American Council on Education (ACE)
<http://www.acenet.edu>
- American Association of Community Colleges (AACC)
<http://www.aacc.nche.edu>
- Asociación Mexicana para la Educación Internacional (AMPEI)
<http://www.ampei.org.mx>
- Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES)
<http://www.anui.es.mx>
- Association Liaison Office for University Cooperation in Development (database on international linkages)
<http://www.aascu.org/alo/ihelp>
- Association of Accrediting Agencies of Canada (AAAC)
<http://www.aaac.ca>
- Association of Canadian Community Colleges (ACCC)
<http://www.accc.ca>
- Association of International Education Administrators (AIEA)
<http://www.aieaworld.org>
- Association of Specialized and Professional Accreditors (ASPA)
<http://www.aspa-usa.org>
- Association of Universities and Colleges of Canada (AUCC)
<http://www.aucc.ca>
- Canadian Bureau for International Education (CBIE)
<http://www.cbie.ca>
- Center for Global Education, USC and U.S. Department of Education
<http://www.usc.edu/dept/education/globaled/>
- Consejo para la Acreditación de la Educación Superior, A.C.
<http://www.copaes.org.mx>
- Consortium for North American Higher Education Collaboration (CONAHEC)
<http://conahec.org>
- Council for Higher Education Accreditation (CHEA)
<http://www.chea.org>
- Human Resources Development Canada (HRDC)
http://www.hrdc-drhc.gc.ca/hrrib/learnlit/iam/north_am/
- Department of Foreign Affairs and International Trade (DFAIT)-International Education and Academic Relations
<http://www.dfait-maeci.gc.ca/culture/iear/menu-en.asp>
- Dirección General de Educación Superior (DGES - SESIC - SEP)
<http://sesic.sep.gob.mx/dges/index.htm>
- Federación de Instituciones Mexicanas Particulares de Educación Superior (FIMPES)
<http://www.fimpes.org.mx>
- Fund for the Improvement of Postsecondary Education (FIPSE)
<http://www.ed.gov/FIPSE>
- Institute of International Education (IIE)
General Site: <http://www.iie.org>
Open Doors: <http://www.opendoorsweb.org>
Global E³: <http://www.iie.org/pgms/global-e3/>
- NAFSA: Association of International Educators
<http://www.NAFSA.org>
- Secretaría de Educación Pública (SEP)
<http://www.sep.gob.mx>
- United States Department of Education (USDE), National Advisory Committee on Institutional Quality and Integrity
<http://www.ed.gov/offices/ope/accreditation/nachome.html>
- United States Network for Education Information
<http://www.ed.gov/NLE/USNEI>
- United States Department of State
General Site: <http://www.State.gov>
Bureau of Educational and Cultural Affairs (previously USIA):
<http://exchanges.state.gov/> or <http://usinfo.state.gov/>

<http://conahec.org>