North American Higher Education Collaboration "101"

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Government Influence

- NAFTA negotiations created a relevant framework for discussion
- 1992: Wingspread Meeting (Trilateral Steering Committee and Task Forces)
- 1993: Vancouver Communiqué
- 1993: Signing of NAFTA
- 1996: Guadalajara Trilateral Higher Education Conference

Vancouver Communiqué, 1993

- Periodic meetings for faculty and administrators
- Electronic distribution of information
- North American Student Mobility Program
- North American Studies Programs
- Business Higher Education Linkages
- North American Distance Education and Research Network
- Certification mechanism

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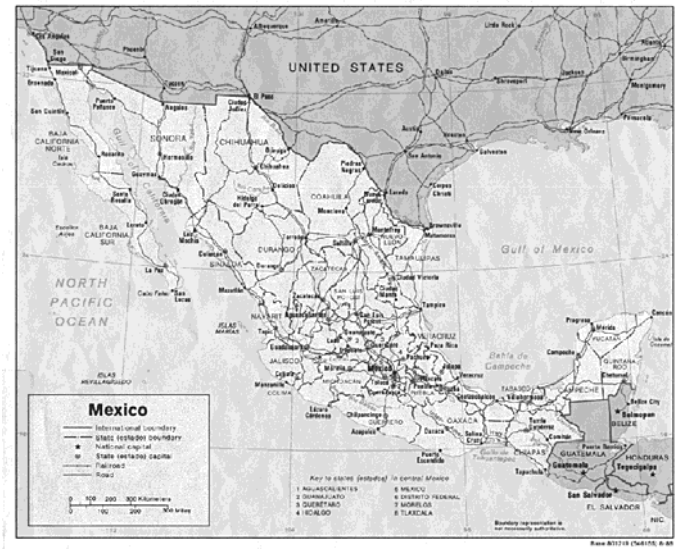
Mexican Higher Education



History endures in Mexico. No one has died here, despite the killings and the executions. They are alive - Cuauhtemoc, Cortes, Maximilian, Don Porfirio, and all the conquerors and all the conquered. That is Mexico's special quality. The whole past is pulsing present. It has not gone by, it has stopped in its tracks.

Jose Moreno Villa

- The ordinary Mexican is no longer obsessed by the gravitational pull of the past.Intoxication with history is now more an issue for political and intellectual elites. In the midst of the Crisis … the man and woman in the street have begun to understand that … the country's other problems cannot be resolved without democracy.
  - *Enrique Krauze*

Some historical events

- 1551: Foundation of the "Real y Pontificia Universidad de Mexico"
  - After Spanish model
  - Preparation for the elite
- 1910: Mexican Revolution.
  - Foundation of the National University
- 1926: Autonomy to the University of San Luis Potosi
- 1929: Autonomy to the National University (UNAM)
- 1936: Foundation of the National Polytechnic Institute (IPN)
- 1952-70: Initial expansion
- 1968: Student protests. Tlatelolco.
- 1970-85: Second expansion
- 1985-?: Maturation

Recent developments

I. *Creation of CONPES*
II. *Further creation of CONAEVA ====> CENEVAL*
III. *National System of Researchers (SNI)*
IV. *Decentralization? of higher education budget*
V. *More accountability*
VI. *New leadership at institutional level*
VII. *Internationalization*
VIII. *Creation of the National Program for Faculty Graduate Development (PROMEP)*

A brief comparative analysis

- Collective asset?
- Centralism
- Academic programs: Professionalization
- Part time/full time faculty
- Students
- Centralized funding
- Governance

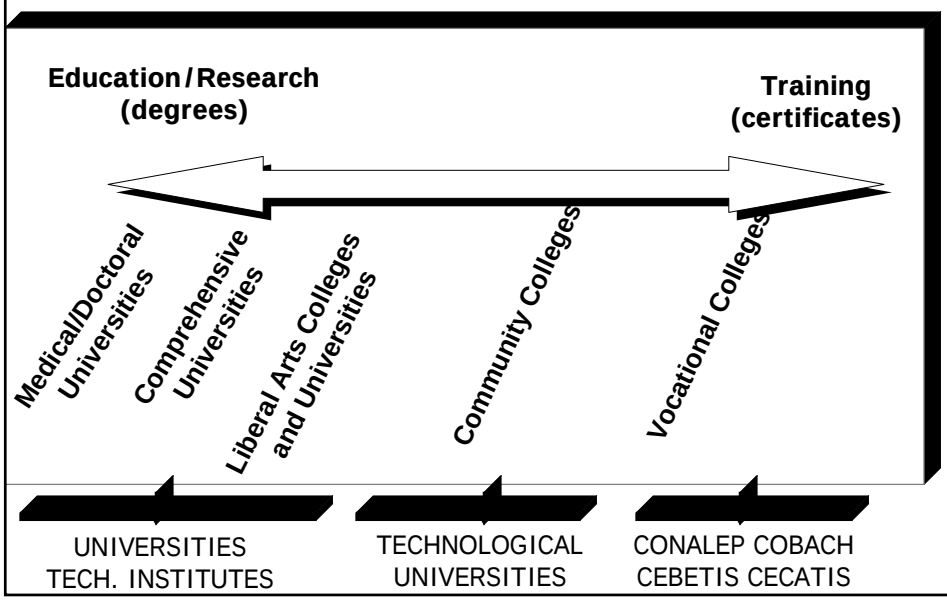
- Individual asset?
- Decentralization
- Academic programs: Liberal Arts/Gen.Ed.
- Full time/part time Faculty
- Students
- Decentralized funding
- Governance

Education: A constitutional mandate

- Basic: Compulsory and free
- Secondary: Compulsory/guaranteed access
- Tertiary: Guaranteed access through public institutions

- FEDERAL GOVERNMENT RESPONSIBILITY

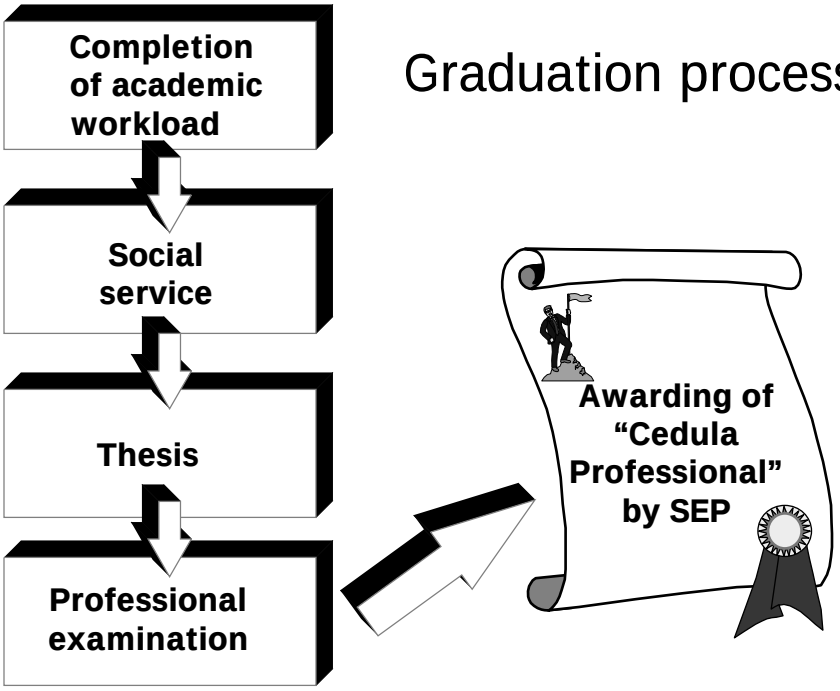
USA-Mexico: Spectrum of Post-Secondary Institutions

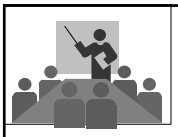


Academic Programs

- Professionalization of the curriculum:
  - Limited flexibility
  - Heavy emphasis on the profession and on the “practical” issues
- Heavier academic workload (55 vs.40)
- Growing interest in International/Foreign Language requirements

Graduation process





Faculty

- **Credentials:**
  - **7 % Doctorate**
- **Part time vs. Full Time**
  - **70 / 30**
- **Tenure**
- **Mostly internal sources**
- **Emphasis on teaching**
- **Emphasis on "practical issues"**
- **Age factor**

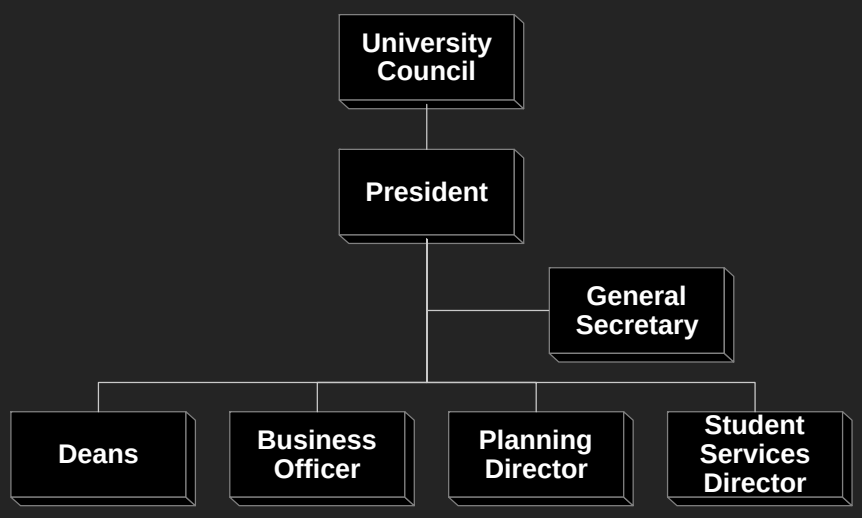
Students

- In general, universities are not residential. Then, where do students gain the experiences of adult social life?
- Growing number of "non-traditional" students
- Social service: A key factor
- Very low internal student mobility
- Social and political activism
- High desire of learning a second language and having international exposure

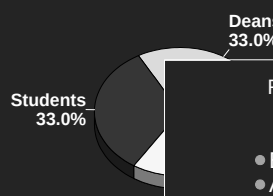
Quality Assurance

- Before:
  - SEP's authorization
  - Membership at ANUIES or FIMPES
  - CONACYT Roster of Graduate Programs of Excellence
- Now:
  - Accreditation of Academic Programs (COPAES)
  - Peer Review Evaluation System (CIIEES)
  - National Entrance and Graduation Tests (CENEVAL)
  - Certification of Processes (ISO-9002)
  - Accreditation by FIMPES

Typical organizational chart



Composition of the University Council



Role of the University Council

- Elect/remove the President
- Authorize academic programs
- Authorize annual budget
- Name "emeritus" professors
- Elect deans
- Authorize awarding of degrees

The President

- ***Presidential race: culmination of the internal career***
- ***Traditional pattern: Using the University as a political platform***
- ***Usual path:***
  - ***Professor***
  - ***Dean***
  - ***General Secretary***
  - ***President***

Most influential and important personages in the state

San Luis Potosi Case

Personages	Credibility
Speaker of the State House	6
Mayor of the State Capital	5
Leader of the business sector	4
Bishop	3
Governor	2
Rector	1

SOURCE: Marmolejo, F. 1996. "Power, politics and authority in Mexican Public Universities"

Canada: Context Analysis

"Curse those Americans. They are talking away one of our great Canadian preocupations: They are not ignoring us anymore"

Toronto Star

Canada: Context Analysis

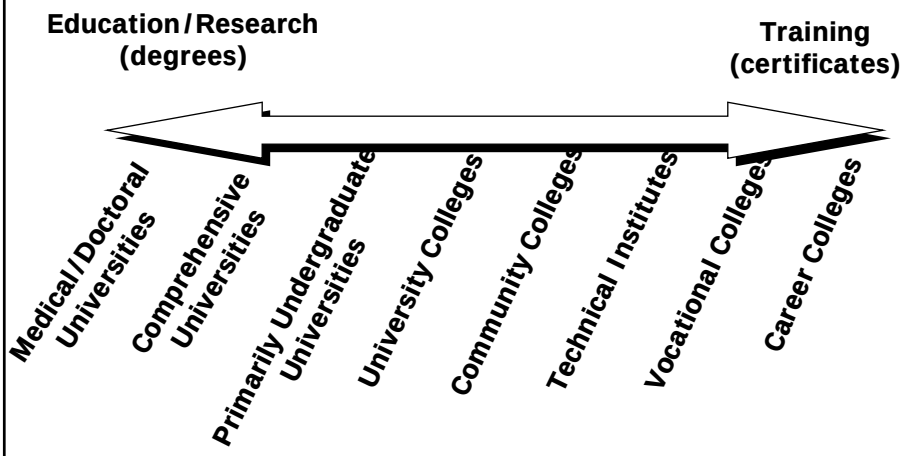
"Canadians have an easier time than Americans remembering there are two separate countries. A major part of their Canadian identity is that <u>they are not</u> Americans"

Andrew H. Malcon
The Canadians

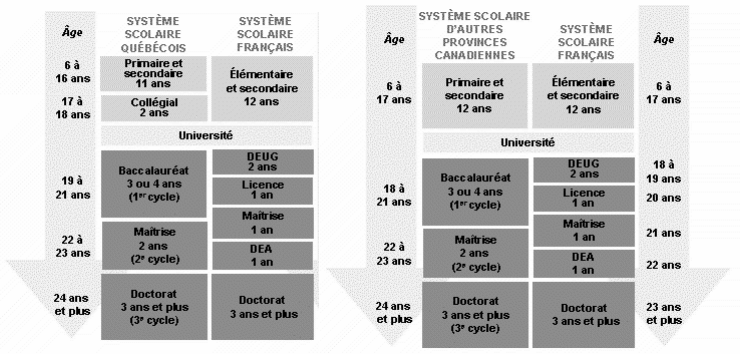
History of the Higher Education System

- **1789:** Canada's Oldest University Founded in Windsor, NS -- University of King's College (now part of Dalhousie University, Halifax, NS)
- **1821:** Foundation of McGill University
- **1945:** Federal Program for War Veterans resulted in hug expansion of higher education
- **50's-70's:** Religiously affiliated private colleges merged with public non denominational universities
- **60's:** Creation of the Community College Systems

Spectrum of Post-Secondary Institutions



The case of Quebec



Public Post-Secondary Institutions

Universities → **90**

Colleges & Technical Institutes → **175**

Canadian Universities

- Universities have 3 principal mandates:
  - **research, education, graduate education**
- Universities account for 1/4 of all research activity in Canada
- Federal Government principal supporter of university research (through 3 **research granting councils**):
  - **Natural Sciences and Engineering Research Council (NSERC)**
  - **Medical Research Council (MRC)**
  - **Social Sciences and Humanities Research Council (SSHRC)**
- **Networks of Centres of Excellence Program**
  - links university, industry, government researchers

Canadian Colleges

- Colleges have 3 principal mandates:
  - **education, training, applied research**
- **Business/industry linkages**, including training contracts as revenue-producing activities
- Technical and vocational **teacher and trainer training**
- **Industry-based** curriculum development
- **Co-operative education** programs
- Institutional **management development**
- **Integrated human resource development planning** for industry at the regional and local levels

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

WICHE

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Outcomes: The perspective from the Project Directors

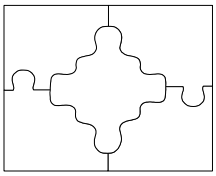
- *Enhanced Student Learning. (91%)*
- *Encouraged International Cooperation (91%)*
- *Developed Student Exchanges Among Higher Education Institutions. (96 %)*
- *Developed Partnerships Among Higher Education Institutions. (87 %)*
- *Helped to Prepare Students for Work in an International Context (96 %)*

The Top Four Barriers for Mobility: The students perspective

- *Lack of easy information and guidance.*
- *Lack of interest/motivation*.
- *Monetary needs*.
- *Institutional/faculty inertia and/or bureaucratic issues.*

What to do?: The students voice

- The development of “handbooks” or “interactive Web sites” to allow students to work through their questions
- More support from professors and institutions regarding credit transfer
- More money



The Institutional Homework

- Emphasis Students
- Beginning with Faculty
- Renewing Curriculum
- Integrating Internacionalization
- Becoming Entrepreneurs
- Developing Strategies
- Building Strategic Alliances

T. Wood. 2000

Partnering. How?

- Find your niche:
  - Identify your strengths and weaknesses
  - Identify your potential partners
  - Figure their strengths and weaknesses
  - Match
- Recognize and respect cultural differences.
  - Don't make "easy" assumptions
  - Things aren't better or worst, just different
  - Understand different time and manners

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Going global. Be aware of the stereotypes

CLICHES

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CLICHES

About Canada:

They are like Americans

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  - Don’t make “easy” assumptions
  - Things aren’t better or worst, just different
  - Understand different time and manners
- Don't be too aggressive
  - Co-develop
- Ask
- Listen
- Identify and utilize support organizations

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A trinational consortium advancing

- **Collaboration**
- **Cooperation**
- **Community-building**

among higher education institutions in North America

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Our most popular services

- Networking. “Dating service”
- Exchange of “empty seats”
- Promotion / Awareness / Training
- Resource center for administrators / faculty / students
- Specific partnership arrangements
- Technical assistance contracts

Portal Electrónico oficial de la cooperación académica en América del Norte

http://conahec.org

North American "Dating Service"

- student internships
- intensive language programs
- institutional partnerships
- funding opportunities
- business higher education partnerships
- requests for partner institutions to collaborate on specific projects
- research
- study abroad
- faculty sabbaticals, fellowships, and exchanges
- leadership training for administrators
- consulting for higher education or business
- job offers (students, faculty)

Student Exchange Program

- Eligibility
  - CONAHEC member institutions
  - Undergraduate and graduate levels
- Costs. Tuition Swaps
- Credit Recognition
- Electronically based exchange program

http://conahec.org

Professional Development

- Executive Training Programs
- Language Immersion Programs
- In-situ Training Internships

Some Hints in Building Trust

- Equal partners
- Matching / Complementing each other
- Challenging Math: 1 + 1 > 2
- Handling of expectations
- Evaluating outcomes
- Ask, listen and ACT!

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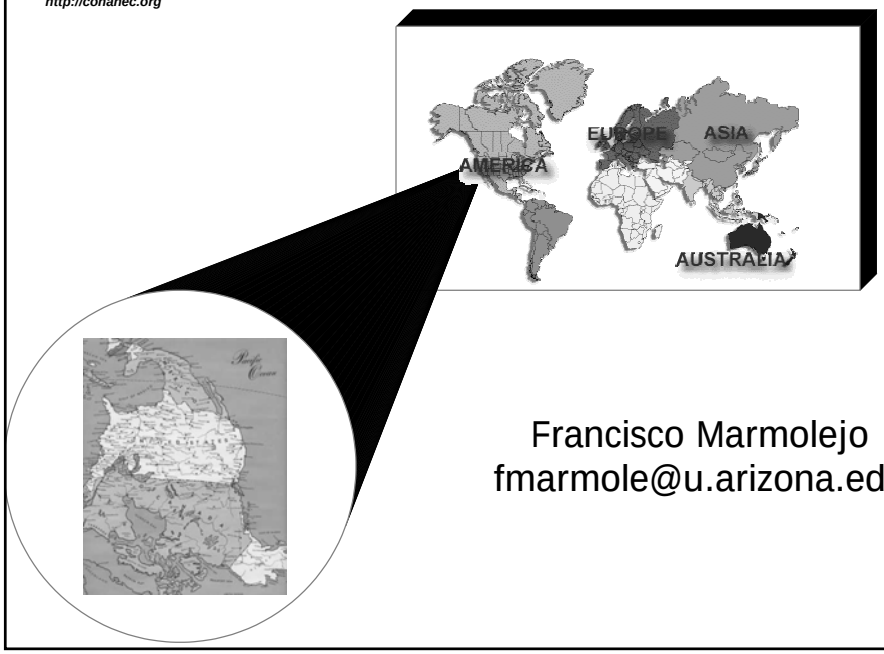

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