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**By**

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*Planning and Leadership Models to Guide the Development of Binational  
Communities on the Texas/Mexico Border*

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## **Presentation Narrative:**

**The development of communities along the south Texas/Mexican Border has been a challenge since the military acquisition of the southwestern territories, formerly a part of Mexico, by the United States as a result of the Mexican War of the mid-19<sup>th</sup> century. The Treaty of Guadalupe Hidalgo in 1848 effectively ended the presence of Mexico in North America and led to the creation of a conquered citizenry: the Mexicans who remained in the old Mexican territories and who became American citizens by virtue of the aforementioned treaty. The economic and social development of the Mexican Americans is grounded in the very military, political and international law that made them “Americans.” In order to understand their present and future roles it is imperative that a context be developed and delineated so that a framework is available to guide future research (Acevedo, 2006).**

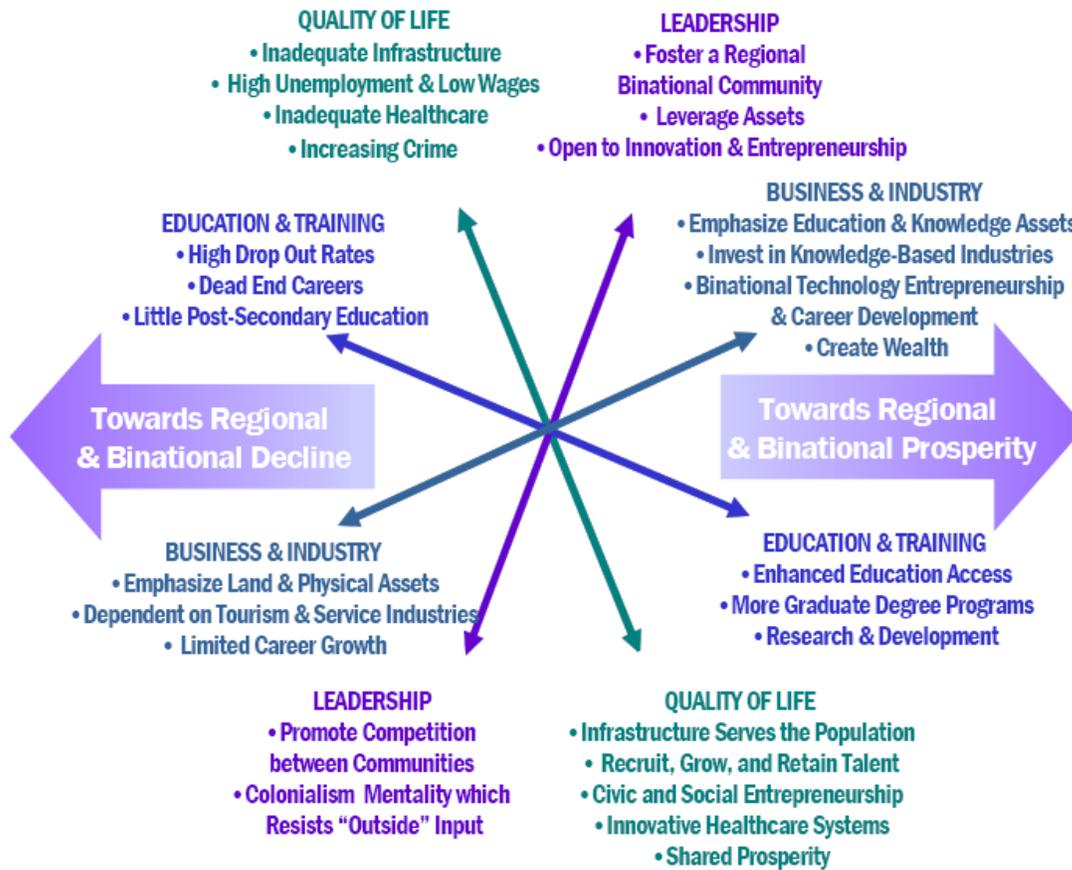
**The focus of this paper is on how the Mexican American community residing along the South Texas/Mexico border must respond to the many challenges and opportunities to continue to affirm its full enfranchisement as “American”. Some of the elements of the models to be presented are, the presenter believes, appropriate and applicable to other binational regions and cross-border communities in both North and South America.**

**The challenges, to the sustainable development of the target community, are laden with obstacles based on its very demographic presence in a region of the border where the population is over 92% Mexican-American, where Spanish is the dominant language of politics, economics and social interactions, where illiteracy**

and economic isolation is the norm and political participation is fragmentary at best (Gibson and Rhi-Perez, 2003). **[The presenter will provide several PowerPoint slides to provide an overview this region to the attendees.]** The leadership in this region is one that is replete with political succession which is based on generational DNA and familial relationships and long standing power domination as the controlling factors over a region that needs a “shared vision leadership” rather than one anchored in the old ways of hacienda patron politics.

Gibson and Rhi-Perez (2003) provide a leadership perspective for the South Texas/Mexico border region in two models that they developed to guide a benchmarking study that they and other researchers conducted at the Cross Border Institute for Regional Development at the University of Texas at Brownsville. This model (Figure 1.1) presents a region that they labeled as being “at the crossroads of development” as they analyzed data from both the northern Mexican state of Tamaulipas and Cameron County which is immediately across the Rio Grande from Matamoros, Mexico on the Texas side.

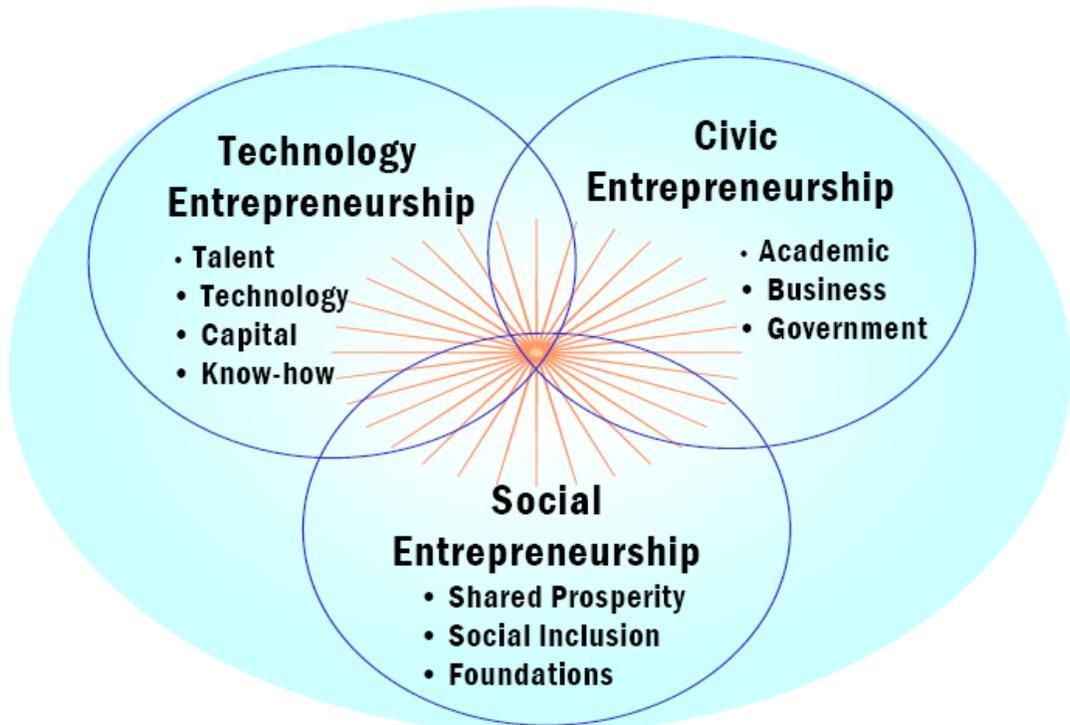
**Figure 1. 1. Lower Rio Grande Valley: Crossroads for the New Millennium**



Source: IC<sup>2</sup> Institute, The University of Texas at Austin

There are several challenges presented in these model that require due diligence by the regional leadership if a serious “futures vision” is to be developed, enacted and continuously evaluated to meet the emerging needs of a region which is a lynchpin to North America and South America. **The presenter will cover the essential elements of these two models as he addresses the various data sets about the border region that he will also provide.**

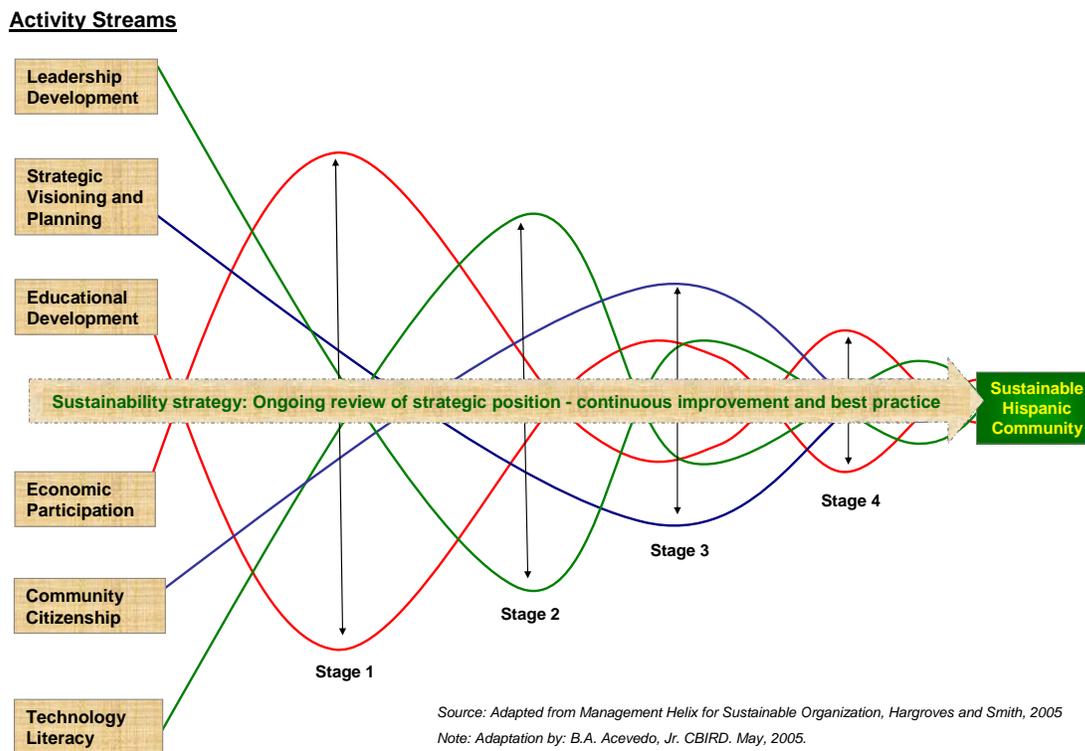
**Figure 1. 2. Three Types of Entrepreneurship Needed in the Border Region**



Source: IC<sup>2</sup> Institute, The University of Texas at Austin

The leadership challenges for regional development: technology, social and civic entrepreneurship is also one of the key consideration of this presentation and these components will be covered through a dialogue of a model that the presenter development as a contribution a chapter in a book to be published in April by Jossey-Bass on Hispanic Leadership for the Southwestern United States. This model, Figure 1.3 and its essential elements will be discussed during the presentation and also the regional/cross-border context as presented through the PowerPoint slides.

**Figure 1.3. Hispanic Development Helix for a Sustainable Community Model**



**The translators will have to concentrate on my narrative and on the various components of the three models and the PowerPoint Slides which will be easy to follow as a part of the dialogue. The presentation should take about twenty minutes with time left for questions and observations from the participants.**

## **Bibliography:**

Acevedo, Baltazar y Arispe. (2007). *The Stakes Keep Going Up: The Continued Sustainability of the Hispanic Community in the United States*. Book Chapter. Leonard A. Valverde, (Ed.). *Latino Change Agents in Higher Education: Shaping a System that Works for All*. Manuscript accepted for publication in June, 2007 by Jossey-Bass. San Francisco, Ca. [Refereed]

Gibson, David and Rhi-Perez, Pablo, et al., (2003). *Cameron County/Matamoros at the Crossroads: Assets and Challenges for Accelerated Regional and Binational Development*. The Cross Border Institute for Regional Development at and the University of Texas at Brownsville. Brownsville, Texas and IC<sup>2</sup> Institute at the University of Texas at Austin, Texas.

Diaz, Zoraima and Robles, Barbara. (2003). *Achieving Community Economic Development Through Comprehensive Asset Building Programs and Policies Along the Texas-Mexico Border*. The Lyndon Baines Johnson School of Public Policy. The University of Texas. Austin, Texas.

**Baltazar Arispe y Acevedo, Jr., Ph.D.**  
**Professional and Academic Biography**

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Baltazar Arispe y Acevedo, Jr. brings over thirty-eight years of successful experience at all levels of education, government service and in the public/private sectors to his role as a Professor of Educational Administration and Research with the College of Education at the University of Texas-Pan American. He also serves as the director of the Center for Applied Research in Education. Previously, Dr. Acevedo was the executive director of the Cross Border Institute for Regional Development [CBIRD] at the University of Texas at Brownsville. CBIRD is a public policy research institute which focuses on development issues and challenges of communities along the U.S./Mexico border, especially those in the thirteen counties of south Texas.

Dr. Acevedo's extensive career demonstrates his life long commitment to addressing quality of life issues in both urban and rural communities. He began his career as a kindergarten teacher in the Migrant Education Programs in Michigan and has taught at the high school level and in universities in Texas and Michigan. He has experience in every facet of policy development, institutional advancement and in the development and analysis of public policies to assess social impact. He also has direct experience in developing technology based training programs to serve both students and individuals in need of workforce training skills. Dr. Acevedo has also served as a labor organizer, a college dean, a policy analyst with several policy institutes, a director for workforce and economic development with the Dallas County Community College District and was the founding president of the College Without Walls for the Houston Community College System from 1991-96.

Dr. Acevedo has extensive experience in working with under-served communities through his work as a consultant for the United States Department of Housing and Urban Development, as a counselor with the Job Corps, and as a teacher of GED and Adult Basic Education in Grand Rapid, Michigan. He has also served as a policy analyst for both the U.S. Department of Education and for HUD. In his academic assignments Dr. Acevedo has been the Dean of Students at the University of Houston-Downtown, on faculty at Western Michigan University, Grand Valley State University, Southern Methodist University and the director of the National Institute of Education Post-doctoral Research Training Institute at the University of Texas at Austin. Dr. Acevedo currently serves on the Council of Scholars with the College of Education at the Arizona State University in Tempe, Arizona. He has also been a founding principal of a community bank in Houston and worked as a consulting principal in a private sector management group, Mir, Fox and Rodriguez, also in Houston.

He has published extensively in public policy, demographics, diversity and in the areas of technology and workforce/economic development. He has also served his communities as a member of over twenty boards among those being Habitat for Humanity and the Michigan Governor's Education Taskforce. Dr. Acevedo has also made over one hundred presentations to academic, public and governmental organizations. In addition to these activities, Dr. Acevedo has served as a consultant to VERIZON Communications, Southwestern Bell Corporation, HUD, the Hispanic Border Leadership Institute at Arizona State University, the Meadows Foundation, the U.S. Department of Education, and the Texas Coordinating Board for Higher Education, the cities of Dallas, Houston, Albuquerque, El Paso, Waco and Oklahoma City as well as the Anti-Defamation League, the Hispanic Association of Colleges and Universities and the Annenberg Foundation.

Dr. Acevedo's academic preparation includes a baccalaureate degree in Social Science Education (History and Political Science) from Southwest Texas State University (1969), a Masters of Science in Curriculum and Instruction from Western Michigan (1974) and a Ph.D. in Higher Education Management and Research from the University of Texas at Austin (1979). He has also completed four post-doctoral assignments with HEW, the American Council of Education, The League for Innovation and The American Association of Community Colleges

and was also a Sid Richardson Foundation Scholar at the University of Texas. While at the University of Texas he received a fellowship in public policy research with the National Institute of Education and was assigned to the Southwest Educational Development Laboratory in Austin as an extension to his doctoral studies. He has been recently honored as a Distinguished Graduate of the Community College Leadership Program and the College of Education at the University of Texas at Austin.

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