

# **CONAHEC's 13th North American Higher Education Conference**



# **Houston 2010**

**"Innovation in International Higher  
Education Collaboration:  
Creating Opportunities in Challenging Times"  
April 21-23, 2010**



Houston 2010

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## Agenda at a Glance


<b>Tuesday, April 20, 2010</b>		
12:00 – 4:00 p.m.	CONAHEC & SONA Registration & Information	Meyer Conference Rm, Ley Student Center

<b>Wednesday, April 21, 2010</b>		
8:00 am – 6:00 p.m.	CONAHEC & SONA Registration & Information	Kelley Lounge, Ley Student Center
8:00 a.m. – 2:00 p.m.	CONAHEC Executive Committee Meeting (Closed meeting)	Cohen House, Rice Faculty Club
8:30 a.m. – 1:00 p.m.	Pre-Conference Activities and Workshops	
3:00 – 3:30 p.m.	Official Opening & Welcome	Shell Auditorium, McNair Hall
3:30 – 4:00 p.m.	Keynote Address	
4:00 – 5:15 p.m.	Plenary Session I Innovation in International Higher Education Collaboration: Creating Opportunities in Challenging Times	
5:15 – 6:00 p.m.	Official Opening of Exhibit Hall	Kelley Lounge, Ley Student Center
6:00 – 7:30 p.m.	Welcoming Reception hosted by Rice University	Cohen House, Rice Faculty Club

<b>Thursday, April 22, 2010</b>		
7:00 am – 3:00 p.m.	CONAHEC & SONA Registration & Information	Kelley Lounge, Ley Student Center
7:00 – 8:00 a.m.	Continental Breakfast (Open to All Attendees)	Kelley Lounge, Ley Student Center
8:00 – 9:15 a.m.	Concurrent Sessions	
Concurrent Session 1A: Reaching International Students - Lessons Learned		Shell Auditorium, McNair Hall
Concurrent Session 1B: Global Competencies		Baker Hall, International Conference Facility
Concurrent Session 1C: Partnership Case Studies		Farnsworth Pavilion, Ley Student Center
Concurrent Session 1D: Internationalization Models (Panel)		McNair Hall #125, (Jones Graduate School of Business)
Concurrent Session 1E: Multicultural Awareness & Global Competencies		McNair Hall #317, (Jones Graduate School of Business)
Concurrent Session 1F: North American Higher Education		McNair Hall #116, (Jones Graduate School of Business)
Concurrent Session 1G: Border Studies (Panel)		McNair Hall #126, (Jones Graduate School of Business)
Concurrent Session 1H: Global Trends & Internationalization		Gibbs Recreation and Wellness Ctr #160A
Concurrent Session 1I: SONA / CONAHEC Joint Session		2nd flr Conference Rm, Rice Memorial Ctr
9:30 – 10:45 a.m.	Concurrent Sessions	
Concurrent Session 2A: Dual Degrees		Shell Auditorium, McNair Hall
Concurrent Session 2B: Student Mobility		Baker Hall, International Conference Facility
Concurrent Session 2C: Connecting North America with the Rest of the World		McNair Hall #126, (Jones Graduate School of Business)
Concurrent Session 2D: Quality Assurance & Credentials		Farnsworth Pavilion, Ley Student Center
Concurrent Session 2E: Connecting with the Community		McNair Hall #125, (Jones Graduate School of Business)
Concurrent Session 2F: Internationalizing Institutions		McNair Hall #116, (Jones Graduate School of Business)
Concurrent Session 2G: Impact of Partnerships on Internationalization (Panel)		McNair Hall #317, (Jones Graduate School of Business)
Concurrent Session 2H: Inclusiveness in International Education		Miner Lounge, Ley Student Center
Concurrent Session 2I: Health & Safety in International Education (Panel)		Gibbs Recreation and Wellness Ctr #160A
Concurrent Session 2J: SONA Session II		2nd flr Conference Rm, Rice Memorial Ctr
10:45 – 11:15 a.m.	Refreshment Break (Great time to visit the exhibits)	Kelley Lounge, Ley Student Center
11:15 a.m. – 12:30 p.m.	Plenary Session II Preparing Globally Minded & Locally Responsible Citizens: An Urgent Challenge in a New Context	Shell Auditorium, McNair Hall
12:30 – 2:00 p.m.	Lunch - Welcoming New CONAHEC Members	Grand Hall, Rice Memorial Center
2:00 – 3:15 p.m.	Concurrent Sessions	

Concurrent Session 3A: Language Competencies		Shell Auditorium, McNair Hall
Concurrent Session 3B: U.S. - Mexico Academic Mobility & Collaboration		Baker Hall, International Conference Facility
Concurrent Session 3C: Responding to Global Challenges through Curricular Innovation		McNair Hall #116, (Jones Graduate School of Business)
Concurrent Session 3D: Internationalization Models		Farnsworth Pavilion, Ley Student Center
Concurrent Session 3E: Student Mobility		McNair Hall #125, (Jones Graduate School of Business)
Concurrent Session 3F: Institutions Responding to Economic Needs		McNair Hall #317, (Jones Graduate School of Business)
Concurrent Session 3G: Student Recruitment (Panel)		McNair Hall #126, (Jones Graduate School of Business)
Concurrent Session 3H: Campus Internationalization		Room #100, Herring Hall
Concurrent Session 3I: SONA Session III		2nd flr Conference Rm, Rice Memorial Ctr
3:15 – 3:45 p.m.	Networking Break (Great time to visit the exhibits)	Kelley Lounge, Ley Student Center
3:45 – 5:15 p.m.	Plenary Session III Something Has Changed in International Education: Issues & Trends	Shell Auditorium, McNair Hall
5:30 – 6:30 p.m.	Reception hosted by Rice University	Doré Commons, Baker Hall
6:30 – 9:30 p.m.	Dinner hosted by Rice University	Grand Hall, Rice Memorial Center


<b>Friday, April 23, 2010</b>		
8:00 – 9:30 a.m.	CONAHEC & SONA Registration & Information	Kelley Lounge, Ley Student Center
8:00 – 9:30 a.m.	CONAHEC Student Exchange Program Continental Breakfast (Open to All Attendees)	Miner Lounge, Ley Student Center
8:00 – 9:30 a.m.	Networking with New CONAHEC Members Continental Working Breakfast (Open to All Attendees)	Farnsworth Pavilion, Ley Student Center
7:30 – 9:30 a.m.	Puentes Consortium Working Breakfast (By Invitation)	Meyer Conference Room, Ley Student Center
8:00 – 9:30 a.m.	General Continental Breakfast (Open to All Attendees)	Grand Hall, Rice Memorial Center
9:30 – 10:00 a.m.	Transportation from Ley Student Center to Bioscience Research Collaborative	
10:00 – 11:30 a.m.	Plenary Session IV Innovation in International Education: Moving Forward in Non-Traditional Ways	Auditorium, Bioscience Research Collaborative
11:30 – 12:00 p.m.	Closing Remarks The Value of Regional and Interregional Collaboration	Auditorium, Bioscience Research Collaborative

Co-convenors	<p><b>The 13th North American Higher Education Conference is organized by the Consortium for North American Higher Education Collaboration (CONAHEC) and co-convened by:</b></p> <ul style="list-style-type: none"> <li>▪ American Council on Education (ACE)</li> <li>▪ American Association of Community Colleges (AACC)</li> <li>▪ Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES)</li> <li>▪ Association of Canadian Community Colleges / Association des collèges communautaires du Canada (ACCC)</li> <li>▪ Association of Universities and Colleges of Canada / Association des universités et collèges du Canada (AUCC)</li> <li>▪ OECD's Programme on Institutional Management of Higher Education (IMHE)</li> <li>▪ The International Association of Universities (IAU)</li> </ul>
Host Institution	<p><b>CONAHEC extends a special thanks to Rice University and its President David Leebron for their support and sponsorship of the 2010 North American Higher Education Conference</b></p>
Sponsors & Exhibitors	<p><b>CONAHEC sincerely thanks its sponsors and exhibitors for their generous support of our conference:</b></p> <ul style="list-style-type: none"> <li>▪ Rice University</li> <li>▪ Department of Foreign Affairs and International Trade, Government of Canada</li> <li>▪ The University of Arizona</li> <li>▪ The CollegeBoard</li> <li>▪ International Student Recruitment Office, Ministry of Education, Leisure and Sport of Quebec</li> <li>▪ Western Interstate Commission for Higher Education (WICHE)</li> <li>▪ Association of International Education Administrators (AIEA)</li> </ul>
Local Members	<p><b>CONAHEC appreciates the involvement of all participating members in the state of Texas:</b></p> <ul style="list-style-type: none"> <li>▪ Alamo Colleges</li> <li>▪ Austin Community College</li> <li>▪ Dallas County Community College District</li> <li>▪ Rice University</li> <li>▪ Texas A&amp;M International University</li> <li>▪ Texas A&amp;M University - Kingsville</li> <li>▪ Texas A&amp;M University - San Antonio</li> <li>▪ Texas Christian University</li> <li>▪ Texas State University - San Marcos</li> <li>▪ University of North Texas</li> <li>▪ University of Texas at Brownsville and Texas Southmost College</li> <li>▪ University of Texas at El Paso</li> <li>▪ University of Texas - Pan American</li> <li>▪ University of Texas at San Antonio</li> </ul>
SONA Conference	<p><b>CONAHEC is pleased to hold its meeting in conjunction with the Student Organization of North America's 8<sup>th</sup> Conference</b></p>
Language use	<p><b>Conference business will be conducted in English, Spanish and French. Our primary concern is not only clear communication, but also maximum involvement of speakers and participants of different languages. That is why we encourage participants to express themselves in the language they feel most comfortable in, provided they can be understood directly or indirectly by the rest of the audience. If questions are asked in a language that is not understood by everybody, the Moderator, one of the speakers or any resource person in the audience might act as an intermediary.</b></p>
Interpretation 	<p><b>Simultaneous interpretation will be provided in sessions as indicated by the headset symbol visible to the left. To obtain an interpretation headset, participants must leave a proper ID (driver's license, passport, credit card, etc.) as collateral. IDs will be kept in a secure location. Participants will be charged USD 100 for each lost headset, so please keep track of your device!</b></p>



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Wednesday, April 21, 2010	
8:00 a.m. – 6:00 p.m. <b>Kelley Lounge, Ley Student Center</b>	<b>CONAHEC &amp; SONA Registration &amp; Information</b>
8:00 a.m. – 2:00 p.m. <b>Cohen House, Rice Faculty Club</b>	<b>CONAHEC Executive Committee Meeting (Closed meeting)</b>
10:00 a.m. - 3:00 p.m. <b>Ley Student Center</b>	<b>Pre-Conference Activity</b>  <b>Buses will circulate from the Ley Student Center to the Museum District</b>
8:30 a.m. - 1:00 p.m. <b>Kelley Lounge, Ley Student Center</b>	<b>Pre-Conference Activity</b>  <b>Networking Walking Tour: World-Renowned Rice University Facilities</b> <b>Hosts: Various Faculty and Staff Members from Rice University</b>
9:00 a.m. - 12:00 p.m. <b>McNair Hall #125, (Jones Graduate School of Business)</b>	<b>Pre-Conference Workshop</b>  <b>Articulating and Assessing Intercultural Competence in Higher Education</b> <b>Host: Darla K. Deardorff, Executive Director, Association of International Education Administrators (AIEA), Duke University, USA</b>
9:00 a.m. - 12:00 p.m. <b>McNair Hall #126, (Jones Graduate School of Business)</b>	<b>Pre-Conference Workshop</b>  <b>Effective Management of an Office of International Programs</b> <b>Host: Carol P. Fimmen, District Director, Office of International Programs, The Alamo Colleges, USA</b>
3:00 - 3:30 p.m. <b>Shell Auditorium, McNair Hall</b> 	<b>Official Opening &amp; Welcome</b>  <b>David Marshall</b> , President of the Board of Directors, CONAHEC & President, Mount Royal University, Canada  <b>David Leebron</b> , President, Rice University, USA  Representative, City of Houston, USA  <b>Sylvia Ortega</b> , President, National Pedagogical University and Representative of the Government of Mexico, Mexico  <b>Andre Lewis</b> , Deputy Assistant Secretary for International and Foreign Language Education, US Department of Education, Government of the United States of America, USA  <b>David McGregor</b> , Consul of Canada in Houston, Government of Canada, Canada





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<p>3:30 – 4:00 p.m. <b>Shell Auditorium, McNair Hall</b> 🎧</p>	<p><b>Inaugural Keynote Address</b> <b>Introduced by: David Leebron, President, Rice University, USA</b>  <b>Andre Lewis</b>, Deputy Assistant Secretary for International and Foreign Language Education, US Department of Education, Government of the United States of America, USA</p>
<p>4:00 – 5:15 p.m. <b>Shell Auditorium, McNair Hall</b> 🎧</p>	<p><b>Plenary Session I</b> <b>Innovation in International Higher Education Collaboration: Creating Opportunities in Challenging Times</b>  <b>Introduced by: Jocelyne Gacel, Coordinator General of Cooperation and Internationalization, Universidad de Guadalajara, Mexico</b>  <b>David Atkinson</b>, President, Kwantlen Polytechnic University, Canada;  <b>Eva Egron-Polak</b>, Secretary-General and Executive Director, International Association of Universities (IAU), France;  <b>Raúl Arias</b>, President of the Inter American Organization of Higher Education &amp; President, Universidad Veracruzana, Mexico;</p>
<p>5:15 – 6:00 p.m. <b>Kelley Lounge, Ley Student Center</b></p>	<p><b>Official Opening of Exhibit Hall</b></p>
<p>6:00 – 7:30 p.m. <b>Cohen House, Rice Faculty Club</b></p>	<p><b>Welcoming Reception hosted by Rice University</b></p>

**Thursday, April 22, 2010**

<p>7:00 a.m. – 3:00 p.m. <b>Kelley Lounge, Ley Student Center</b></p>	<p><b>CONAHEC &amp; SONA Registration &amp; Information</b></p>
<p>7:00 – 8:00 a.m. <b>Kelley Lounge, Ley Student Center</b></p>	<p><b>Continental Breakfast (Open to All Attendees)</b></p>
<p>8:00 – 9:15 a.m. <b>Shell Auditorium, McNair Hall</b> 🎧</p>	<p><b>Concurrent Session 1A: Reaching International Students - Lessons Learned</b> <b>Moderator: Lorna Smith, Director, International Education, Mount Royal University, Canada</b>  <b>Promoting Canadian International Education: Challenges, Opportunities, and the Need for Innovation</b>  <b>Presenters: Daniel Guhr</b>, Managing Director, ICG, USA; <b>Jean-Phillipe Tachdjian</b>, Deputy Director and Trade Commissioner, Department of Foreign Affairs and International Trade (DFAIT-MAECI), Department of Foreign Affairs and International Trade Canada, Canada  Language of Presentation: English  Canada is an attractive destination for international students. From 2000 to 2008, overall international student enrollments nearly doubled to 178,000. Drivers are the quality of education, safety, affordability, and a welcoming immigration policy. Yet this growth took place with neither a central, coordinating agency nor a distinct education brand until 2008 when Canada rolled out the Education au/in Canada</p>





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brand. The impact of these missing enablers has been clear: While international student enrollments grew, Canada lost overall tertiary market share (OECD). Efforts are underway to solidify strategic and operational aspects of promoting Canadian international education. Efforts range from increased resource allocation to fundamental organizational design decisions to the exploration of new promotion channels through coordinated scholarships or online community strategies. The co-panelists will reflect on findings and recommendations from recent research, and highlight the need for at times marked departures from past practices towards new, innovative approaches.

### **Destination Marketing Meets Academe**

**Presenter:** David Wheeler, Managing Editor, Chronicle of Higher Education, USA

Language of Presentation: English

For years, tourism boards have marketed to potential visitors, and tried to brand their countries, provinces, or cities as desirable destinations. But in recent years, a new form of such marketing has emerged: destinations have begun advertising themselves as good places for professors to work or for students to get a degree. Witness Germany's "Land of Ideas" campaign, or Singapore's the "Dot is Hot" promotion. As more and more countries and cities seek to become "education hubs" or "knowledge economies," and as the global competition for students and academic talent heats up, this type of promotion is growing in popularity. Universities have moved beyond marketing themselves to marketing their cultural, recreational, and economic context. This session will examine how some locations have gone about marketing themselves to students and professors and the success of such efforts.

8:00 – 9:15 a.m.  
Baker Hall,  
International  
Conference Facility

### **Concurrent Session 1B: Global Competencies**

**Moderator:** Mary Ayala, Dean, College of Liberal Arts and Sciences, Eastern New Mexico University, USA

#### **Building Competencies for Global Life Sciences Research, Development and Manufacturing Organization through Custom Designed Advanced Level Courses.**

**Presenter:** Arnab Kapat, Director, Reliance Institute of Life Sciences, India

Language of Presentation: English

A research-driven organization requires competencies in various subject domains to fuel its growth and gain a competitive edge in the global market. Therefore, building competencies is one of the major challenges. A series of advanced level courses had been designed to cater to the needs of one of the most diverse life sciences companies in South Asia. The courses were custom designed in the domains of fundamental research in life sciences, engineering, bio-pharmaceuticals manufacturing, clinical research, quality management, medico-marketing, agricultural farm management and farm advocacy. While designing the courses, efforts were in place to make every course interdisciplinary involving various domains of science, engineering and medicine. The courses also included a holistic approach to developing responsible citizen through modules on behavioral aspects of a profession. Various institutions in India and the USA were involved in designing and delivering the curriculum. The challenges faced during course design and curriculum delivery through multi-institute collaboration will be discussed.

#### **Using Technology to Foster International Learning Communities**

**Presenter:** Laura Magaña Valladares, Associate Academic Dean, Academic Secretariat, National Institute of Public Health, Mexico

Language of Presentation: English

New educational models and technologies are increasingly being used to create interactive learning environments for a globalized society, especially in low resource and developing regions. While the



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traditional educational paradigm highlights the professor as the main actor in the learning process, the new educational paradigm focuses on the dynamic student and evolving interactions between the professor, students and material. A central tenet of the new educational paradigm is competency-based education, through which students create and recreate their learning processes and develop the attitudes, abilities and knowledge needed to perform specific functions. New educational models are enhanced by electronic, blended and mobile learning environments that accommodate and encourage flexible, diverse learning processes in which students learn by doing and interacting. Mobile learning allows students to use mobile devices to access blogs, wikis, repositories and other open access technologies that strengthen collaborative networks and promote the collective creation of knowledge. This presentation demonstrates that we can use new educational models and technologies to globalize the curriculum, develop learning objects that are available as public goods and create global communities of virtual learning.

### Engineering and Internationalization

**Presenter:** Ratna Sarkar, Associate Dean of Engineering for Global Initiatives, George R. Brown School of Engineering, Rice University, USA

Language of Presentation: English

In the U.S., 15-20% of all college undergraduates have an immersion international experience during their college years. But, only about 2.5% of all engineering students in the U.S. have a comparable international experience. What are the causes and remedies for this well-known but poorly understood discrepancy? Certainly the fact that the engineering curriculum has long sequences of linked courses and is therefore more constrained than in any other academic discipline plays a significant role in deterring engineering students from venturing abroad. But that’s only the most obvious reason for the shortfall. This presentation will outline the many frictions that limit the desire and/or ability of engineering students to gain first-hand international experience and to become ‘global citizens’. Possible solutions to these problems will be discussed with particular emphasis on the kinds of initiatives being taken at Rice’s George R. Brown School of Engineering. Their successes and the lessons learned from these experiences will be presented.

8:00 – 9:15 a.m.

Farnsworth Pavilion,  
Ley Student Center

### Concurrent Session 1C: Partnership Case Studies

**Moderator:** Jeanne-Marie Duval, Deputy Executive Director, Higher Education for Development (HED), USA

#### The Experience of a Mexican University in India: An innovative Partnership

**Presenter:** Scott Venezia, Faculty, School of Business and Management, CETYS University, Mexico

Language of Presentation: English

In 2007, CETYS University decided to establish collaboration agreements with institutions of higher education in India. As a result of the first visit to establish academic ties, several memoranda of understanding were signed. Two years later the academic activity between CETYS and its partners in India has been plentiful: faculty exchanges, joint conferences, publication of research papers both in India and Mexico, donations of library items, bi-national photographic exhibitions, and most recently the creation of the Gandhi Study Centre at CETYS University, the only one of its kind in Latin America and a joint project between CETYS University, North Maharashtra University, India, and Gandhi Research Foundation, Jalgaon, India. The Gandhi Centre includes in its goals and activities to contribute to the study of leadership, the incorporation of the study of Mahatma Gandhi’s leadership within CETYS’ programs and leadership curriculum, and the fostering of the understanding of the practice of nonviolence as a viable option for conflict resolution. CETYS University’s academic activity in India continues in 2010 with additional faculty exchanges, the organization of an International Conference in Food Security and the co-organization of INCON 2010, an international conference in Management Research.





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### Partnerships as the Driving Force of Campus Internationalization

**Presenter: Dawn Michele Whitehead, PhD**, Director of Curriculum Internationalization, Indiana University-Purdue University Indianapolis, USA

Language of Presentation: English

Indiana University-Purdue University Indianapolis (IUPUI) has implemented a comprehensive internationalization plan with partnerships as the driving force. The faculty, staff, and students have had opportunities to engage meaningfully with colleagues from a variety of countries as well as to experience an internationalized campus. In efforts to internationalize the curricula and the campus, IUPUI has developed key strategic and comprehensive partnerships with a few international institutions, including the Universidad Autónoma del Estado de Hidalgo in Pachuca, Mexico, which has resulted in deep, cumulative learning, research and engagement for our faculty, staff and students across all disciplines and schools. Using partnerships as the central mechanism, IUPUI has facilitated international dialogue and exchange through student and faculty mobility and the use of interactive videoconferencing to engage in global construction of knowledge through these collaborative interactions. Leading internationalization researcher Jane Knight argues that “...integrating an international and intercultural dimension into the teaching, research, and service functions...” of the institution is the hallmark of internationalization and with the implementation of strategic partnerships, IUPUI has a successful model that encompasses these elements.

### Renewable Energy, Energy Efficiency and Competitiveness: A Partnership between Appalachian State University and Universidad de las Américas, Puebla.

**Presenters: Cecilia Anaya**, Vice-president for Research, Graduate Studies and University Extension, Universidad de las Américas, Puebla, Mexico; **Jeffrey Ramsdell**, Professor, Department of Technology, Appalachian State University, U.S.A.

Language of Presentation: English

While Mexico advances in its aims to develop technology, find public and private investment, and generate public policies and research on renewables, it is clear that educating highly qualified human resources in these fields will become increasingly important for the country. This presentation will discuss the experiences obtained in the Appalachian State University and Universidad de las Américas Puebla joint project housed on renewable energy, energy efficiency and competitiveness. The focus of this effort is to strengthen the curricula and current capability of one of the premier private universities in Mexico as well as governmental research institutions. The project will result in improved capacity to generate high quality human resources, cutting edge research and technological development in the identification, application and use of renewable energy sources, as well as to foster the continued improvement of public policies underpinning the sustainable development of Mexico.

8:00 – 9:15 a.m.

McNair Hall #125,  
(Jones Graduate  
School of Business)

### Concurrent Session 1D: Internationalization Models (Panel)

#### Sustaining International Education Exchange as an Upmost Priority in the Midst of an Economic Downturn

**Presenters: Andres Aluja**, Coordinator General of InterInstitutional Relations, Universidad Autónoma de Yucatán, Mexico; **Michelle Pickard**, Director, Southern Region Center, Institute of International Education, USA; **Adria Baker**, Executive Director, Office of International Students & Scholars, Rice University, USA

Language of Presentation: English

Engaging in international education exchange may be perceived as costly to our institutions or to society as a whole. During times of a weak economy and immense budget cuts, it is important that international education not lose its place as a key priority. The panel presentations will discuss strategies and practical suggestions that institutions can use to move forward in achieving their internationalization goals while



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maintain realistic budgets in the process. Additional challenges and opportunities for internationalization of higher education institutions in North America will also be presented.

8:00 – 9:15 a.m.  
McNair Hall #317,  
(Jones Graduate  
School of Business)

### **Concurrent Session 1E: Multicultural Awareness & Global Competencies**

**Moderator: Joan Landeros, Director, Center for International Education, Universidad La Salle, Mexico**

#### **Designing Innovative Intercultural Experiences Inside American Higher Education Institutions**

**Presenter: Maria Guadalupe Fabregas Janeiro, Director, UPAEP Liaison Office in the United States, Universidad Popular Autónoma del Estado de Puebla, USA**

Language of Presentation: English

Research shows that 10 to 40% of personnel engaged in international assignments from United States-based companies had to be recalled or dismissed because of poor performance (Bhawuk & Brislin, 1992). These high percentages suggest that the people selected for the assignments were not properly prepared to face intercultural challenges. Being trained for intercultural sensitivity and competency could possibly open numerous professional opportunities for university graduates in the job market (Bray, 2004). Creating international opportunities in challenging times requires creativity and a strong institutional commitment. Higher education institutions need to design comprehensive plans to improve students, faculty and staff members’ intercultural competency instead of just relying on study abroad experiences that have become very expensive and inaccessible for students. Designing intercultural experiences within campuses has proven very effective for increasing students’ intercultural competency as well as providing an opportunity to the learners to develop their abilities to comprehend and experience cultural differences. The Developmental Model of Intercultural Sensitivity developed by Bennett could be used to identify and design activities to expand community intercultural sensitivity.

#### **Developing Transnational Teacher Education in Higher Education**

**Presenter: Toni Griego-Jones, Associate Professor, Teaching, Learning & Sociocultural Studies, University of Arizona, USA**

Language of Presentation: English

The historical migration from Mexico to the United States has long impacted schools in the U.S. and the current increase in Mexicans returning to Mexico is beginning to impact schools there. It is important that teachers in both countries have some understanding of schooling in their neighboring country in the case reported here, specifically in Arizona and Sonora. Ideally, it would be helpful for teachers on both sides of the border to visit classrooms of their counterparts to understand prior educational experiences of migrant students. However, teachers can’t leave their classrooms easily so another option is learning in teacher education programs. This session reports on teacher education curriculum that is transnational in content, aiming to help U.S. teachers use knowledge of classroom practices in Mexico when teaching Mexican immigrant students. The curriculum is based on research conducted in Sonoran classrooms during the 2008-09 school year. Specific examples of Mexican instructional practices and how they can be used by U.S. teachers will be presented and participants will be asked to engage as students in mock “lessons”.



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8:00 – 9:15 a.m.  
McNair Hall #116,  
(Jones Graduate  
School of Business)

**Concurrent Session 1F: North American Higher Education**

**Moderator:** Daniel Guay, CONAHEC Senior Associate, Canada

**Is it Possible to Think of a New North American Higher Education?**

**Presenter:** Jon Amastae, Professor of Linguistics, The University of Texas at El Paso, USA

Language of Presentation: English

Higher education reacted to the NAFTA agreement with a flurry of activity whose objective was to increase collaboration across a broad range of educational activities. Despite the hopes in a few quarters that it might open doors to a greater North American consciousness, it is now clear that NAFTA has remained what it was intended to be: a trade and investment agreement. The idea of a greater North America, never attractive to many, was completely shelved in the aftermath of the attacks of 9/11. At the same time, even the more limited vision has come into question. A topic welcome to some, disturbing to others in the 2008 U.S. presidential campaign was the suggestion of re-opening discussion of NAFTA. This presentation will examine trends in higher education that might be considered “North American”. The principal questions considered will be the status of the original hopes of many in the higher education sector, and what the future prospects are for the possibility of a North American Higher Education that is more than the sum of its parts.

**Centers of Excellence for the Integration of North American Education**

**Presenter:** Al Zapanta, President & CEO, US-Mexico Chamber of Commerce, USA

Language of Presentation: English

The United States -Mexico Chamber of Commerce believes that the integration of higher education across North America is imperative in order to provide cultural understanding and economic prosperity to citizens of all 3 countries. This presentation will present a proposal for the establishment of Centers of Excellence at universities and colleges in Mexico, Canada and the United States. It will propose to colleges, universities and governments of Mexico, Canada, and the USA the establishment of 15 such centers with equal funding from government and business. The results of the presentation and the subsequent discussion will form the basis of a commitment of the United States-Mexico Chamber and its members to fund up to 50% of the proposed Centers of Excellence and the basis of our presentations to leaders of Mexico, Canada and the USA at upcoming meetings. Participants will be invited to provide reactions, inputs and suggestions for improvement in the propositions.

8:00 – 9:15 a.m.  
McNair Hall #126,  
(Jones Graduate  
School of Business)

**Concurrent Session 1G: Border Studies (Panel)**

**Texas Center for Border and Transnational Studies: "A New Paradigm for Border Studies" at The University of Texas at Brownsville**

**Presenters:** Antonio Zavaleta, Special Assistant to the Provost, University of Texas at Brownsville, USA; Cirila Quintero Ramirez, Lead Researcher, COLEF Matamoros, Mexico; John Hawthorne, Archivist, UTB Libraries, The University of Texas at Brownsville, USA; Cesar Morado Macias, Coordinator of Historical Archives, Archivo General del Estado de Nuevo Leon, State of Nuevo Leon, Mexico; Eduardo del Rio, Professor of English, The University of Texas at Brownsville, USA

Language of Presentation: English

The University of Texas at Brownsville and Texas Southmost College has launched a new Center of Excellence dealing with the study of the U.S.-Mexico border. The Center will involve faculty and students in evaluation and assessment research on both sides of the border along with a Border Studies Certificate, a survey research center and opportunities for study abroad on the border at UT-Brownsville.





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8:00 – 9:15 a.m.

**Gibbs Recreation and  
Wellness Center #160A**

**Concurrent Session 1H: Global Trends & Internationalization**

**Moderator: David Vassar, Assistant to the President for International Collaborations, Rice University, USA**

**The Integration of Mexican Universities in the Common Higher Education Space (ECOES) and Its Linkages with Other Student Mobility Networks**

**Presenter: Rosamaría Villarelo**, Program Coordinator, Executive Secretariat, Higher Education Area, National Autonomous University of Mexico (UNAM), Mexico

Language of Presentation: Spanish

Mexico’s Common Higher Education Space (ECOES) was created in 2004 and is currently made up of 39 public universities representing all states and regions of Mexico which together have over one million students. ECOES has various programs linking its members: student mobility, distance education, joint graduate programs, digital libraries and joint research. The Student Exchange Program, also fed by a number of the other activities, has been particularly successful due to the widespread participation among ECOES members and scholarships provided by ECOES or the participating institutions themselves. Through it, students gain the opportunity to have a different academic experience within the country, providing an opportunity for greater knowledge of their own country. Mobility plays a fundamental role in the context of globalization in terms of the development of programs of study and to facilitate the recognition of the qualifications delivered. For this reason, there is interest in expanding the mobility options with other networks such as the Macrouniversities Network of Latin America and the Caribbean, the European networks, especially the IberoAmerican ones and those in North America.

**The University of the Basque Country towards the European Higher Education Area**

**Presenter: Miriam Peñalba**, Vice-Rector for International Relations, University of the Basque Country, Spain

Language of Presentation: English

The convergence process of European universities towards a European Higher Education Area (EHEA) is giving us the opportunity to review the degrees we offer as well as our structures and management. In this presentation we will describe some successful practices at the University of the Basque Country to meet this challenge, focusing especially on two aspects: a) In EHEA, knowledge has been replaced by competencies as the outcome of teaching process. So innovation in teaching methodologies is required. We have made great efforts in this direction by: massively introducing the use of digital platforms, training courses for teachers in active teaching methodologies, driving for innovating projects... b) The European convergence establishes an evaluation system for universities, carried out by independent national agencies. Consequently, we are implementing systems for inner quality assurance of the degrees and also improving our management procedures. Particularly relevant is the training programme for Faculty boards, and the development and implementation of software tools that incorporate the new requirements.

8:00 – 9:15 a.m.

**Second Floor  
Conference Room, Rice  
Memorial Center**

**Concurrent Session 1I: SONA / CONAHEC Joint Session**

**Moderator: Marianna Velazquez, Membership Coordinator, CONAHEC, USA**

**Student Champions of Internationalization: Universities and Think Tanks Collaborating to Forge Relations and Foster Exchange of Ideas**

**Presenters: Jay Vinekar**, Assistant Director for International Programs, Rice University, USA; **Sean Graham**, Rice Student and Baker Intern, Rice University, USA

Language of Presentation: English

Over the past 14 months, a group of students at Rice University who are interning at the James A. Baker III Institute for Public Policy have been developing an innovative student-led international diplomacy





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program. Building off of a mentor-apprentice design, this program aims to train students interested in international relations and public policy by offering opportunities for them to take charge in organizing conferences, both domestic and international; plan public policy events; develop negotiation and diplomatic skills; and engage students within a global arena. In our presentation we will describe the details of the program’s initiatives, organization, and mission, as well as give an in-depth description of the development process from its novel beginnings to its culmination in an international student-run conference on conflict resolution. The presentation will cover the approaches we have taken to maximize collaboration between students thousands of miles apart, including technology, resources, and methodology that can be leveraged to break down the barriers of distance, culture and language.



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9:30 – 10:45 a.m.

Shell Auditorium,  
McNair Hall



### Concurrent Session 2A: Dual Degrees

**Moderator:** Fernando Leon Garcia, President, CETYS University, Mexico

#### Dual Degrees from Theory to Practice: The Successful Model of a Partnership Between Two National Associations and Select Universities Designed to Create a Sustainable Dual Degree Program

**Presenters:** Arlene Jackson, Director of International Education, Division of Academic Leadership and Change, American Association of State Colleges and Universities, USA; Sufei Li, 1+2+1 National Coordinator & Liaison Officer for AASCU & the China Center for International Exchange (CCIEE), American Association of State Colleges and Universities, USA

Language of Presentation: English

The American Association of State Colleges and Universities (AASCU) and the China Center for International Educational Exchange (CCIEE) have co-sponsored the Sino-American 1+2+1 Dual Degree Program since 2001. This program grants bachelor's degrees from a participating AASCU member college or university and a CCIEE member Chinese institution. The scope of 1+2+1 Program has been growing steadily since the beginning. The number of the 1+2+1 Program participating universities reached 100 by June 2009 (82 Chinese and 18 American universities). Over 1200 students have participated in the program with 97% visa success rate in 2009 and 100 percent return rate through out the entire program. With the 1+2+1 Program as the exchange platform, other academic and faculty exchanges become very active between the partner universities. 41 Chinese visiting scholars have been accepted by 10 AASCU partner universities in 2009. 100 Chinese scholars are expecting to arrive at 18 participating AASCU member institutions in 2010. Meantime, more than 100 American students have participated in the Summer Study in China program hosted by Chinese partner universities. Every year, Chinese participating university presidents visit AASCU partner universities and their students. The presenters will discuss the benefits of two national associations organizing the dual degree program with the member institutions. The discussion will highlight the following aspects: general management procedures and guidelines, policies of student management, recruitment incentives, faculty exchanges and coordination between US and Chinese universities with the sponsoring organizations.

#### Connecting Four Continents: A Case Study of a Multi-Institution Dual Degree Partnership

**Presenter:** Daniel Guhr, Managing Director, ICG, USA

Language of Presentation: English

This session is based on a case study of the creation – in a short period of time and a rigorous analytical manner – of a highly attractive set of linkages connecting institutions on four continents. In this instance, the Melbourne Law School (MLS) led an effort to provide its students with the opportunity to earn combined graduate degrees from either New York University, Oxford University, or the Chinese University Hong Kong. As a result, MLS students can earn two law degrees in only a fraction more time than it takes to earn a MLS degree. The MLS was able to sign up attractive and selective partner institutions based on extensive research and preparation (balancing dozens of factors), as well as a concerted effort to communicate the value proposition of the proposed dual degree model to its partners. Students will acquire two degrees which provides them with enhanced national as well as international career options, reflecting the globalizing workplace requirements for today's graduates.





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### **Successful International Partnerships: Twenty-Three Different Dual Master's Degree Programs Between UPAEP University and Oklahoma State University**

**Presenter:** **Maria Guadalupe Fabregas Janeiro**, Director, UPAEP Liaison Office in the United States, Universidad Popular Autónoma del Estado de Puebla, USA

Language of Presentation: English

UPAEP University and OSU recognize that international corporations are seeking professionals capable of working in diverse environments, with the ability to recognize, respect, and adapt to different cultures. UPAEP University located in Puebla, Mexico and Oklahoma State University (OSU) understand the needs of a new global society and have partnered to create twenty-three different Master Dual Degree Programs. Students earn two world class graduate degrees (from UPAEP and OSU) after studying approximately one year at each university. The Dual Master's Degree Programs provide a richer global perspective than either degree by itself, which gives the students the opportunity to live in another country and encourages them to be a part of a unique intercultural experience, which fosters their professional development and enriches their global perspectives of the world. Students' managerial skills improve while they receive an invaluable real world multicultural experience. This partnership allows students to experience an easy transition from one degree program at UPAEP University to OSU and vice versa with seamlessly integrated curriculum.

9:30 – 10:45 a.m.  
Baker Hall,  
International  
Conference Facility

### **Concurrent Session 2B: Student Mobility**

**Moderator:** **Jason Cole**, Student Exchange Program Coordinator, CONAHEC, USA

### **Beyond Mobility: Following Up on the Successes of the New Experiences of Internationalization Offices**

**Presenter:** **R. Jacqueline Murillo Ruiz**, Director of International Relations, Universidad Vasco de Quiroga, Mexico

Language of Presentation: Spanish

The mobility offices in the higher education institutions do not merely advise, negotiate, promote, execute and evaluate programs, they also help those who have just finished their mobility period make the most of their recent international experience so that they can identify and gain access to opportunities with a different social, cultural and/or academic focus. Several elements and cases will be presented to demonstrate how academic collaboration (internationalization) is the path that higher education institutions have chosen after seeing that it is an instrument that strengthens education and that mobility provides advantages and opportunities. The presenter will emphasize the importance of tracking mobility program participants to identify their interests and what they have learned to promote and have a better understanding of the international activities in institutions.

### **Coordination of a Mobility Network by the University of the Basque Country**

**Presenter:** **Miriam Peñalba**, Vice-Rector, International Relations, University of the Basque Country, Spain

Language of Presentation: English

The European Higher Education Area facilitates academic exchange and design of joint degrees. It also seeks collaboration with universities in other non-european countries. The University of the Basque Country, with the collaboration of the University of Santiago de Compostela, is coordinating a mobility project funded by the European Union. We form a network of 20 universities, in Europe and America, that delivers mobility grants to 200 people. We will present our management experience sharing both mistakes and successes regarding the process of candidate selection and the operation of the information system designed to manage on-line grant applications. We will also report on the main points of the protocols established to welcome beneficiaries at universities and monitor the project.



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9:30 – 10:45 a.m.  
McNair Hall #126,  
(Jones Graduate  
School of Business)

### Concurrent Session 2C: Connecting North America with the Rest of the World

**Moderator:** Margrét Jónsdóttir, Director of International Affairs, Reykjavík University, Iceland

#### Indo-American Education: Bridging the Education Divide

**Presenter:** Kushnood Haq, Vice President of Academic Affairs, D'Youville College, USA

Language of Presentation: English

The past decade has witnessed a paradigm shift in the Indian educational system. India ranks second in the world in post secondary student population and this is expected to double within 12 to 15 years. Faced with increasing demand and limited resources, India is looking towards foreign universities to bridge the projected gap. Furthermore, in today's global business environment, India is increasingly becoming a major economic power with a large market and enormous work force. As a result, there is a need for business professionals with international education training, skill-development, and knowledge critical to being competitive in today's global market. Study in America is no longer a dream for these Indian students but a viable option. Our proposal outlines a plan to offer graduate certification and/or degree programs to business students and professionals in India. The program will be offered in a cohort format through a hybrid delivery method of online courses and presential requirements, allowing a student to earn three individual certificates which could ultimately lead to a master's degree in business. Offering the graduate programs in a convenient modular format fulfills the need to allow professionals in India a convenient way of obtaining a graduate business degree from an U.S. institution. The success of the program will be dependent on academic collaborations between educational entities in the United States and their counterparts in India. The College intends to expand its geographical scope by using this program model while compromising neither academic standards nor rigor by implementing appropriate assessment tools.

#### Go8 Initiatives and Collaboration

**Presenter:** Michael Gallagher, Executive Director, Group of Eight, Australia

Language of Presentation: English

The Group of Eight (Go8) is a coalition of leading Australian universities, intensive in research and comprehensive in general and professional education which was formally established in 1999 to enhance the contribution of its member universities to the nation's social, economic, cultural and environmental well-being and prosperity; extend the contribution of its member universities to the generation and preservation of the world's stock of knowledge; strengthen Australia's capacity to engage in and benefit from global developments, respond to global and local challenges; and expand opportunities for Australian students, regardless of background, to participate in higher education of world class. The group has been operating as an informal network of vice-chancellors since 1994. Membership comprises the vice-chancellors of The Australian National University, Monash University, The University of Adelaide, The University of Melbourne, The University of New South Wales, The University of Queensland, The University of Sydney and The University of Western Australia. This presentation will describe the coalition's initiatives and the mechanisms established to strengthen collaboration with peer institutions in other parts of the world.





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### **Crossing the Pond: Exploring the Development of International Articulation Agreements Between U.S. Community Colleges and International Universities.**

**Presenter: Meghan Steed**, Marketing & Projects Manager, West Coast Education, British Council USA, England

Language of Presentation: English

Now is the time to engage in international partnerships to maximize opportunities for students. This session will discuss strategies to encourage international collaborations with a focus on the development of articulation agreements between community colleges and international institutions, with a case study on an existing partnership between Santa Monica Community College and Middlesex University. We will look at best practices and explore the opportunities and challenges faced while highlighting an existing U.S.-UK partnership. This session will also include a discussion of research findings on the internationalisation of the Community College sector, which was commissioned by the British Council.

9:30 – 10:45 a.m.  
Farnsworth Pavilion,  
Ley Student Center

### **Concurrent Session 2D: Quality Assurance & Credentials**

**Moderator: Raul Delgado**, Professor & Researcher, Universidad de Occidente, Mexico

#### **Academic Quality, Accreditation, International Cooperation and Internationalization**

**Presenter: Marcelino Rivera**, Dean, School of Business and Entrepreneurship, Universidad del Turabo, Puerto Rico/USA

Language of Presentation: Spanish

Various professional accreditation organizations exist at the international level. Among them is U.S. based "AACSB International" which accredits business schools on a voluntary basis. One of its fundamental standards is the quality of the professorate based on academic preparation and intellectual contribution (publications). The School of Business and Entrepreneurism of the Universidad del Turabo of Puerto Rico began its process of accreditation in the 2003-2004 academic year and in March of 2007 the accreditation action plan was approved. The accreditation visit will take place in February of 2011. This presentation will discuss an alternative model used by the School to comply with the requirements based on international cooperation between universities in the use of international faculty to achieve accreditation.

#### **Promoting the International Development and Recognition of Professional Counseling: A Response to Global Needs**

**Presenter: Elias Zambrano**, Assistant Professor, Counseling Department, University of Texas at San Antonio, USA

Language of Presentation: English

Global events that place a diversity of peoples in need of preventive and responsive human services require the presence of well qualified and trained professionals. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has responded to expressed needs for quality assurance in counselor education and training outside the United States by creating the International Registry of Counsellor Education Programs (IRCEP). IRCEP promotes the global development and recognition of counseling programs by (1) articulating standards reflecting common professional counselor education and training requirements, (2) developing an international process to approve programs, (3) maintaining an approved program registry, and (4) building an international network of counselor educators, students, and practitioners. Join this presentation to learn how eleven professional counselors representing six continents worked together to develop standards meeting the counseling educational and training needs of diverse societies and cultures. Participants will learn about IRCEP's purpose, benefits, registry application and review process that will draw on expertise from around the world.



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### Foreign Credential Evaluation: In-house or Outsource?

**Presenter:** James Meyers, Senior Evaluator, Educational Credential Evaluators, Inc., USA

Language of Presentation: English

Student mobility requires a system for accurately determining students’ prior academic achievements. Evaluating foreign academic credentials in-house allows the college or university to make admission and placement decisions that most closely align with institutional policies, but the cost of maintaining properly-trained staff and updated resources make this a challenge. Outsourcing evaluations to private agencies may simplify the process, but may also result in inconsistencies, and uncertainty regarding the quality or legitimacy of the agencies offering these services. In this session, we will review the history of foreign educational credential evaluation in the United States, and how evaluation agencies currently operate. The function of the National Association of Credential Evaluation Services (NACES) will be explained. We will also discuss the pros and cons of referring potential students to one or more private companies for an evaluation.

9:30 – 10:45 a.m.  
McNair Hall #125,  
(Jones Graduate  
School of Business)

### Concurrent Session 2E: Connecting with the Community

**Moderator:** Tomás Jiménez, Executive Director, Office of the President, Universidad Interamericana de Puerto Rico, USA

#### A Comparative Analysis of International and Interdisciplinary Service-Learning Experiences: Civic Engagement for a Global Society

**Presenter:** Deirdra Murphy, Assistant Professor, Physical Therapy, University of Massachusetts Lowell, USA

Language of Presentation: English

Higher education institutions are embracing interdisciplinary competence and international service-learning experiences in an effort to address the globalization that has occurred through rapid advances in information that are rapidly binding us into an interconnected world community. The international landscape is complex with unmet human needs including poverty, limited access to clean water, adequate food, health systems struggling to effectively respond to chronic diseases, and other health challenges. Globalization requires students to develop critical thinking skills and innovative approaches to meet global community needs. Institutions in higher education struggle in their efforts to provide the most effective learning experiences that support graduates in their preparation for the global marketplace engaged for the common good. Analysis, reflection and comparison of two international and interdisciplinary service-learning curricula in Peru and Nicaragua provide a framework and inform best practice in higher education. The purpose of this presentation is to highlight the challenges and opportunities presented to higher education in the design and implementation of international and interdisciplinary civic engagement through a comparative analysis of two different service-learning experiences.

#### Higher Education and International Voluntary Service: Building partnerships to promote impactful voluntary service

**Presenters:** Matt Clausen, Vice President for Partnerships and Programs, Partners of the Americas, USA; Michael Sayre, Director of Special Initiatives, Partners of the Americas, USA

Language of Presentation: English

In a time in which international volunteer service draws greater attention in policy circles and amongst leading institutions of higher learning, international service leaders gathered in Washington DC in November 2009 at a conference convened by Partners of the Americas, the Building Bridges Coalition and International Volunteering Project at Brookings. Nearly 300 leaders from across 23 countries and more than 160 organizations, colleges, universities and government agencies participated, driving efforts to increase awareness and support for international service, particularly in conjunction with higher



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education programs. This presentation will highlight conclusions from this conference and will share the perspective of Partners of the Americas as an international grassroots organization that connects volunteers, institutions and communities to serve and to change lives.

9:30 – 10:45 a.m.  
McNair Hall #116,  
(Jones Graduate  
School of Business)

### **Concurrent Session 2F: Internationalizing Institutions**

**Moderator:** Carol P. Fimmen, District Director, Office of International Programs, The Alamo Colleges, USA

#### **Bridging the Gap**

**Presenter:** Alicia Cabrero, Director, Department of Academic Cooperation, Autonomous University of San Luis Potosí, Mexico

Language of Presentation: English

Any public university is able to become international when the right steps are taken. This presentation describes the actions taken by a Mexican university to become a global institution. Special emphasis will be made on the barriers that the university has to overcome to bridge the gap between being an international rather than a national institution.

#### **The International Dimension in the Substantive Functions of Higher Education Institutions**

**Presenter:** María Leticia Moreno Elizalde, Coordinator of Internationalization and Academic Cooperation, Universidad Juárez del Estado de Durango, Mexico

Language of Presentation: Spanish

The context of globalization and modernity in which we are immersed requires that we expand our horizons and be continuously more competitive. The education system, particularly higher education, is not immune to this phenomenon. In this regard, many higher education institutions (HEIs) have incorporated internationalization as an institutional strategy that constitutes the international and intercultural dimensions in its teaching, research and outreach functions by responding to new social, economic and market demands. Given this context, the Universidad Juárez del Estado de Durango (UJED), must include internationalization policy in its educational endeavour as reflected in its institutional mission, vision, normativity, quality assurance policies and intercultural values within the university community in order to affect the quality of educational programs offered by the higher education departments in their substantive activities. The purpose of this presentation is to create and develop an international dimension in the substantive functions in the Economics major offered by the Faculty of Economics, Accounting and Administration of the UJED taking into account the international dimension of curriculum (in terms of its structure, professors, program of studies and students) as well as in research.

#### **The Internationalization of Higher Education in Mexico: The Role of UNAM, Mexico’s Premier Research University**

**Presenter:** Martha Navarro, Vice-Provost for International Affairs, National Autonomous University of Mexico (UNAM), Mexico

Language of Presentation: English

The Universidad Nacional Autónoma de México (UNAM) is the oldest and largest institution of higher education in the Americas. Founded in 1551, it was the first to offer higher education on the continent. Today it has more than 300,000 students and generates fifty percent of the country’s research. As the National University of Mexico, it has the mission and social responsibility of building capacity for sustainable development. In 2007, UNAM launched its internationalization initiative, recognizing further internationalization as essential to its aspirations to become one of the world’s top public research institutions. This presentation explores the challenges involved in this process, through comprehensive



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internationalization, seen as a powerful tool for the enhancement of high quality, socially relevant teaching and research. The recent proliferation of national and international rankings reflects the widespread recognition that economic growth and global competitiveness are increasingly driven by knowledge and UNAM plays a key role in this context.

9:30 – 10:45 a.m.  
McNair Hall #317,  
(Jones Graduate  
School of Business)

### **Concurrent Session 2G: Impact of Partnerships on Internationalization (Panel)** **Making the Link: An Exploration of the Impact of North American Educational Partnerships**

**Presenters:** **Christa Olson**, Associate Director, Center for International Initiatives, American Council on Education, USA; **Richard Poulin**, Assistant Vice-President Studies & International Activities & Director of the International Office, Universite Laval, Canada; **Genoveva Fierros**, Director General of Academic Exchanges and Scholarships, University of Colima, Mexico

Language of Presentation: English

This session seeks to provoke reflection about the factors that maximize the relationship between international educational partnerships and campus internationalization. Preliminary research findings will be presented from the recently conducted project: Making the Link: An Exploration of the Impact of North American Educational Partnerships. This qualitative case study included documentation review, interviews with senior leaders, chief international educators, professors, and focus groups with students at case study sites in Quebec, Canada and Region Centro Occidente, Mexico. The PI for this project will present the project’s conceptual framework, research methodology and preliminary cross-case findings. Chief International Educators from two of the participating institutions will present their experience with the research protocol, specific findings for their institution, and how they are applying what they discovered through this project. Participants will be invited to dialogue about the preliminary findings and how the research tools for this project might be adapted and applied to their institutional context. Feedback from this discussion will inform the development of an on-line guide for enhancing the link between partnership activity and campus internationalization.

9:30 – 10:45 a.m.  
Miner Lounge,  
Ley Student Center

### **Concurrent Session 2H: Inclusiveness in International Education** **Moderator: Gabriel Carranza, Assistant Vice Provost for Latin American Initiatives, University of North Texas, USA**

#### **Expanding Access to International Experience for Disadvantaged Students**

**Presenters:** **Saleha Suleman**, Assistant Vice Provost for International Education, UNT-I, University of North Texas, USA; **Gabriel Carranza**, Assistant Vice Provost for Latin American Initiatives, UNT-I, University of North Texas, USA

Language of Presentation: English

Embodying the University of North Texas’ strategic goals of diversity, collaboration, internationalization and sustainability, the Emerald Eagle Study Abroad program is an innovative and outstanding program which has just completed its second year, with plans for great expansion. It partners with a signature initiative of our President to expand college access to disadvantaged students. This study abroad program takes access a step further, by exposing a particularly underrepresented group to the effects of an international education experience. A unique transformative experience is built for participating students by creating a collaboration module, partnering UNT-International with Student Development, Financial Aid and Scholarships, and academic units. The returning students’ perception of the world is greatly enriched and the impact upon the campus has been tremendous. Presenters will highlight the issues of access, collaborative module, service-learning, partnership enhancement and impact of the program on internationalization of the campus.





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### **An Innovative Approach to Increasing Latino Student Participation in Higher Education in Challenging Times**

**Presenter:** Tomasita Ortiz, Chief Learning Officer, Ana G. Mendez University System, USA

Language of Presentation: English

Latinos represent the fastest growing and the most underserved population segment in the U.S. In order to increase access of Latino adults to higher education we need alternative programs that will allow for: Enhancing English skills, rigorous/challenging curricula, flexible scheduling to combine work, study and personal responsibilities. This presentation will focus on the alternative approach the Ana G. Mendez University System (Florida campuses) has implemented to meet the special linguistic and academic needs of Latino students. The Ana G. Mendez University System started in Puerto Rico sixty years ago and has been offering Latino students the dream of obtaining a university degree since 2003 in Florida. The alternative approach implemented is the Discipline-Based Dual Language Immersion Model®. An overview of the exemplary components of this approach will be discussed in addition to the recent project of offering Latino students the same approach through an online program. The six basic implementation elements and exemplary practices will be shared with participants. An opportunity for open discussion will be provided to assist with replication practices in different institutions as they plan to prepare students for internationalization and globalization in these challenging times.

### **Widening Access: Educational Opportunities for Spanish Speakers in the United States and Canada**

**Presenter:** Gilberto Olivas, EDUCAMEXUS Program Manager, CONAHEC, USA

Language of Presentation: English

CONAHEC's EDUCAMEXUS program works to help CONAHEC member institutions make their educational programs available to Spanish speakers who reside in the United States and Canada. With the support of SEP, the Lumina Foundation for Education and the Western Union Foundation, EDUCAMEXUS facilitates access to educational opportunities by providing alternative educational programs and orientation in Spanish at the elementary through post-secondary level, through innovative online education programs designed by educational institutions and agencies in Mexico and the U.S. Opportunities for institutions to provide these educational services in their local communities will also be discussed.

9:30 – 10:45 a.m.

**Gibbs Recreation and  
Wellness Center #160A**

### **Concurrent Session 2I: Health & Safety in International Education (Panel)**

**Moderator:** Thomas Buntru, President, Mexican Association for International Education (AMPEI), Mexico

### **International Programs and Health and Safety Challenges in North America: Special Focus on the U.S. Department of State Travel Warning for Mexico and the H1N1 Response in 2009**

**Presenters:** Rodolfo Hernández Guerrero, Director, Office of International Education / Center for U.S.-Mexico Studies, The University of Texas at Dallas, USA; Leticia Santos-Zamarripa, Director, ITESM Dallas, Texas Office, USA; Gary Rhodes, Director, SAFETI Clearinghouse, Center for Global Education, Loyola Marymount University, USA; Drew Haldane, Deputy Chief, Division of Western Hemisphere Affairs of the Office of American Citizens Services and Crisis Management, US Department of State,

Language of Presentation: English

Providing effective health and safety support for student mobility programs is particularly important to support a growth in international exchange in North America. Over the past year, study abroad programs were challenged by H1N1 concerns, but an effective response provided support for re-engaging in areas where concerns were in place. Recently, the U.S. Department of State enacted a Travel Warning for Mexico. This session will discuss issues involved in an effective response to health emergencies and the Travel Warning and discuss ways to continue to engage in international collaboration while also



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	<p>responding to health and safety challenges that may emerge. Participants will share challenges and suggestions for effective response, including administrative and organizational procedures to support the safety and health of study abroad students. Creative perspectives to enhance the prestige of institutions in the long run, while enforcing measures to guarantee the safety of students in the short run will be emphasized.</p>
<p>9:30 – 10:45 a.m. <b>Second Floor Conference Room, Rice Memorial Center</b></p>	<p><b>Concurrent Session 2J: SONA Session II</b></p> <p>Please refer to the SONA Conference Agenda</p>
<p>10:45 – 11:15 a.m. <b>Kelley Lounge, Ley Student Center</b></p>	<p><b>Refreshment Break (Great time to visit the exhibits)</b></p>









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<p>11:15 a.m. – 12:30 p.m. <b>Shell Auditorium, McNair Hall</b></p> 	<p><b>Plenary Session II</b></p> <p><b>Preparing Globally Minded &amp; Locally Responsible Citizens: An Urgent Challenge in a New Context</b></p> <p><b>Moderator: David Marshall, President of the Board of Directors, CONAHEC &amp; President, Mount Royal University, Canada</b></p> <p><b>Sylvia Ortega</b>, President, National Pedagogical University, Mexico</p> <p><b>Al Zapanta</b>, President &amp; CEO, US-Mexico Chamber of Commerce, USA</p> <p><b>Fernando León-García</b>, President, CETYS University, Mexico</p>
<p>12:30 – 2:00 p.m. <b>Grand Hall, Rice Memorial Center</b></p>	<p><b>Lunch - Welcoming New CONAHEC Members</b></p>
<p>2:00 – 3:15 p.m. <b>Shell Auditorium, McNair Hall</b></p> 	<p><b>Concurrent Session 3A: Language Competencies</b></p> <p><b>Moderator: Harald Albrecht, Director, Division of Social Sciences, Economics and Administration, Universidad de Quintana Roo, Mexico</b></p> <p><b>One Size Has to Fit All: Building an ESL Program for Diverse Needs in a Climate of Limited Resources</b></p> <p><b>Presenter: Mary Ayala</b>, Dean, College of Liberal Arts and Sciences, Eastern New Mexico University, USA</p> <p>Language of Presentation: English</p> <p>For many years, Eastern New Mexico University offered basic ESL instruction support to regional and international students who needed to improve their English language skills. However, recently, the expansion of dual credit programs with foreign institutions created a pressing new demand for a more complete and intense immersion opportunity. This presentation will discuss both the administrative and academic processes and challenges inherent in building from a 4 credit hour basic support course to a full-time immersion curriculum that is structured to meet the needs of students entering with multiple levels of proficiency. The flexibility to serve dual enrollment students, traditional international students, TOEFL-prep students, and other special interest groups offers many promising possibilities for international collaboration.</p> <p><b>Internationalization and Foreign Language-Medium Instruction in the University of the Basque Country (Spain): Challenges and Best Practices</b></p> <p><b>Presenter: Miriam Peñalba</b>, Vice-Rector for International Relations, University of the Basque Country, Spain</p> <p>Language of Presentation: English</p> <p>Globalizing processes are forcing higher education institutions to internationalize and, consequently, today’s universities are becoming increasingly multilingual. This is the case at the University of the Basque Country (UBC) where the use of English and French as a means of instruction is increasing and currently affects 5% of academic offerings. This new context demands new strategies, language policies and awareness of the spread of multilingualism in higher education. With this objective in mind, the UBC has been implementing its Multilingualism Program since 2005. After some initial misgivings –primarily on the part of the students– the program is being successfully implemented with over 100 teachers and 1200 students involved. In this presentation we will describe the characteristics of the multilingualism program and some of the challenges to be addressed, such as students’ foreign language competence or the academic planning of subjects. Opinions of teachers who participate in the program will be analyzed and best practices based on the experiences of teachers and university authorities will be presented.</p>





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**Towards the Development of a Bilingual Workforce: The DuocUC Experience in Chile**

**Presenters:** Philip Cary, Director, English Language Program, DuocUC, Chile; Annabelle Galera Simpson, Director, Latin America, Global Division, ETS, USA; Marcelo Contreras, Director, Seminario Certificacion, Chile

Language of Presentation: English

The largest technical training center and professional institute in Chile, Departamento Universitario Obrero Campesino (DuocUC) is the country's equivalent of the "community college" in the U.S.- a higher education institution committed to workplace and professional training. It also happens to be Chile's leading higher education institution for English as a foreign language training. This panel will discuss the successful collaboration put in place by DuocUC working with Seminario Certificacion, the chief language certification institution in Chile and Educational Testing Service (ETS) of Princeton, N.J.. In addition to presenting an outline of the DuocUC EFL curriculum and the evaluation techniques being employed, the panel will offer a description of the Chilean public policy initiatives that are serving as a direct catalyst for the development of a bilingual workforce in Chile.

2:00 – 3:15 p.m.  
Baker Hall,  
International  
Conference Facility

**Concurrent Session 3B: U.S. - Mexico Academic Mobility & Collaboration**

**The Availability and Reliability of Data on Mexico-U.S. Academic Mobility**

**Presenters:** Arturo Borja Tamayo, Executive Director, COMEXUS, Mexico; Alma Maldonado-Maldonado, Researcher, Department of Educational Research, CINVESTAV, Mexico

Language of Presentation: English

This presentation will discuss the results of a research project about the availability and reliability of academic mobility databases in Mexico and the U.S. The problems that a shortage of reliable data presents for the study of the phenomenon of educational exchange between the two countries will be identified. We will also present the preliminary conclusions and research questions drawn from this project.

**Together, Not Alone: Consortium Building as a Means to a Stronger Voice**

**Presenter:** David Vassar, Assistant to the President, Rice University, USA

Language of Presentation: English

Today's world is a noisy one. In their attempt to be heard, most institutions can benefit from partnering in multilateral initiatives. Both research and academic programs can be made more robust via consortia, but there are also other benefits. Multiple institutions, working together, can build the critical mass necessary for their voices to be heard among the many who speak from Washington, Mexico City, and Ottawa. In the current economic situation, pooling resources (human as well as financial) makes more sense than ever. The Puentes Consortium, made up of five institutions from Mexico and the U.S., has begun such a project, and by way of pitfalls and successes, we have learned what can be gained from working together.







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2:00 – 3:15 p.m.

McNair Hall #116,  
(Jones Graduate  
School of Business)

### Concurrent Session 3C: Responding to Global Challenges through Curricular Innovation

**Moderator:** Gerardo Vilet, Director of University Liaison, Universidad Autónoma de San Luis Potosí, Mexico

#### Teaching Locally, Engaging Globally: Enhancing the Undergraduate Curriculum

**Presenter:** Kim Dooley, Professor, Agricultural Leadership, Education, and Communications, Texas A&M University, USA

Language of Presentation: English

An examination of international activities at U.S. universities reveals that the majority of students and faculty express support for international activities, but fail to participate in these activities (Green, Luu, & Burris, 2008). Faculty should be internationally experienced and pedagogically prepared to teach courses with international content to enhance courses and programs. The purpose of this presentation is to share the process and products of a USDA-funded project to globalize undergraduate curricula with contextually-rich reusable learning objects (RLOs) and authentic case studies that address multidisciplinary issues. RLOs are self-contained, digital learning activities that range in length from 2 to 15 minutes. RLOs can contain a wide array of media, including text, web sites, charts, maps, models, PowerPoint presentations, photos, case studies, simulations, video clips, audio clips, and assessments. Approximately 30 faculty members from the University of Florida, University of Georgia, and Texas A&M University will spend two weeks in Latin American/Caribbean basin countries and create RLOs to be distributed electronically to internationalize the curriculum.

#### Strategies to Internationalize Programs: A Texas Tech College of Education Inventory

**Presenter:** Mary Frances Agnello, Associate Professor and Administrative Intern, Curriculum and Instruction, College of Education, Texas Tech University, USA

Language of Presentation: English

The College of Education (CoEd) at Texas Tech University (TTU) is positioned to meet the challenges of the globalizing world by making concerted efforts in internationalizing itself through four strategies: 1) aligning the College of Education strategic plan with the global vision of Texas Tech administration; 2) researching and making information accessible that reveals the many university contacts that individual faculty have made over the years because of sincere interest and engagement in international education; 3) expanding faculty collaborative research into new domains and building on current international programs already in place, and; 4) creating opportunities and finding scholarships for students to study abroad.

#### Strategies to Promote the Incorporation of the International Dimension in Postgraduate Study

**Presenters:** Juan Poom, Academic Vice President, El Colegio de Sonora, Mexico; Rafael Valenzuela, Evaluation and Academic Management, Office of Academic Affairs, El Colegio de Sonora, México

Language of Presentation: Spanish

This presenters will discuss a proposal to improve the mechanism through which courses and academic activities are recognized, as well as to incorporate the international element in the graduate curriculum. Although this has been mentioned in the 2002 Calgary recommendations, we think that much has to be done in order to facilitate this operation. We propose two strategies: a) incorporate research internships with graduate curricular credit. It is important to generate institutional agreements that not only allow the possibility of research internships, but are also encouraged and promoted as they are included in the study plans; b) offer graduate courses that can be counted as credits for foreign students. We propose a pool of courses that include term, description, goal and that include foreign students. With this pool, the student would be able to take the course by registering directly with the institution, instead of arranging acknowledgement afterwards.



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2:00 – 3:15 p.m.

Farnsworth Pavilion,  
Ley Student Center

### Concurrent Session 3D: Internationalization Models

**Moderator:** Martha Navarro-Albo, Vice-Provost For International Affairs, Universidad Nacional Autónoma de México, Mexico

#### The Strategic Plan for the Internationalization of Universidad de Monterrey

**Presenter:** Thomas Buntru-Wenzler, Director of International Programs, University of Monterrey, Mexico

Language of Presentation: English

Universidad de Monterrey has developed an ambitious strategic plan for internationalization. The plan received the 2009 Andrew Heiskell Award for Innovation in Internationalization from the Institute of International Education (IIE). This presentation gives an overview of the plan, highlighting the advances so far and the challenges still lying ahead.

#### The Effects of Study Abroad on Global Mindedness, Ethnocentrism and Intercultural Communication

**Presenter:** Sara Jackson, Assistant Professor, HEB School of Business and Administration, University of the Incarnate Word, USA

Language of Presentation: English

The study presented here is looking to measure the levels of ethnocentrism, global mindedness and development of intercultural communication in a group of business students that already had the opportunity to study abroad against other group of students without any previous academic international experience. In addition, this study is looking for contrast, in the same areas, among U.S. students that study abroad and non-U.S. students that come to this country to have an international academic experience. Previous studies have found that including activities such as cases and reading news with an international focus have increased global mindedness and reduced ethnocentrism. In addition, researchers have found that students who interact with people of different cultures have improved their intercultural communication. This study will use three different instruments to measure these features (global mindedness, ethnocentrism and intercultural communication) to extend this evidence not only for U.S. students but also for international students in the U.S. Our sample will include students of business in different areas and different levels. In addition, due to the multicultural background of this sample, it will be possible to measure the impact of study abroad not only by nationality, but also by ethnic group. The results of this research will help not only in extending the current research related to the impact of new programs of study abroad on the student's community, but also will help to visualize different ways to reduce ethnocentrism in our community and to increase global mindedness and better intercultural communication.

#### Challenges and Impediments of Globalization for Mexican Higher Education

**Presenters:** Josefina Guzmán, Research Professor. UAMCEH, Universidad Autónoma de Tamaulipas, Mexico; Teresa Guzman, Profesora Investigadora, UAMCEH, Universidad Autónoma de Tamaulipas, México

Language of Presentation: Spanish

At the beginning of the first decade of the 21st century, higher education faced a world of change requiring immediate response. UNESCO indicates that globalization has had a profound influence on higher education (Altbach, 2009). Globalization is defined as "continuously increasing integration of the world economy, new information and communications technology (ICT), the appearance of an international knowledge network, the role of the English language and other forces that function outside the control of academic institutions" (Altbach, 2009). In addition, the world economic crisis and immigration barriers are factors which directly affect Mexican higher education. This presentation will highlight how the dynamics mentioned above present challenges and opportunities for Mexican universities in the context of internationalization.



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2:00 – 3:15 p.m.  
**McNair Hall #125,  
(Jones Graduate  
School of Business)**

**Concurrent Session 3E: Student Mobility  
Studying Abroad-Abroad: The Culture of International Students Studying Abroad Again**

**Presenters:** **Cory Owen**, Senior International Advisor, Office of International Students & Scholars, Rice University, USA; **Jay Vinekar**, Assistant Director, International Programs, Rice University, USA; **Jaimeet Gulati**, Student, Electrical and Computer Engineering, Rice University, USA; **Hyun Jin Kim**, Student, Mechanical Engineering & Visual Arts, Rice University, USA

Language of Presentation: English

The increased number of international students choosing to study abroad in a third country opens up discussion on the internationalization of the university setting. The experiences gained by international students who study abroad again allow them to be academically mobile, encourages cultural exchange, and prepares the students for an increasingly globalized world. However, there are many issues to be addressed and regulations to be followed when advising international students for study abroad. This presentation analyzes some of the more complicated issues, and will offer a case study presented by an international student from Rice University who studied abroad in Canada.

**The "AMERICUS" Student Mobility Project**

**Presenter:** **José Rodolfo Carvajal Sánchez**, International Advisor, Office of the Academic Vice President, Universidad Popular Autónoma del Estado de Puebla, Mexico

Language of Presentation: English

This presentation will discuss a proposal to create an extensive student mobility program between the U.S., Mexico and Canada, which, once implemented, could lead to the development of strategies for academic collaboration between the universities of the three countries.

2:00 – 3:15 p.m.  
**McNair Hall #317,  
(Jones Graduate  
School of Business)**

**Concurrent Session 3F: Institutions Responding to Economic Needs  
Moderator: Jose Garcia, Special Assistant to the President, Texas A&M University - San Antonio, USA**

**Technology Entrepreneurship: Challenges and Opportunities in North America**

**Presenter:** **Alberto Correa**, President, The International Institute for Entrepreneurial Advancement, Inc., USA

Language of Presentation: English

Technology Innovation and Invention has become the engine of growth of the globalized world. Technology entrepreneurship has until very recently been recognized as the key to promote jobs and finding solutions to the XXI Century urgent problems. However, training in this field is not promoted adequately and very few higher educational institutions in North America encourage focusing R&D to emerging technologies commercialization among faculty and students. Government policies may incentivize technology commercialization, but market forces are the ones that dominate the process: “No business, no innovation”. Policies are designed by inexperienced bureaucracy that has never been in the entrepreneur’s shoe, being that the reason of the wide technology gap between the U.S. and Canada as compared to Mexico. Emerging technologies commercialization is a "different game" since managing disturbing technology firms is distinct from managing those involved on sustainable technologies. A call is made to governments and institutions for changing the paradigms on modern education, encouraging training on technology entrepreneurship and teaching our students to become entrepreneurs and not employees.





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**Latin American Pursuit of Academic Capitalism: A Case Study of Tecnológico de Monterrey**

**Presenter:** **Mauricio Saavedra**, Research Analyst/Doctoral Candidate, Institute of Higher Education, University of Georgia, USA

Language of Presentation: English

Our study examines the way universities in Latin America integrate academic capitalism into their practices through partnerships with United States higher education institutions. This is an important issue due to the impact these practices might have in Latin American higher education. To explore this phenomenon, we conduct a case study of a renowned university in Mexico, Tecnológico de Monterrey. To frame the analysis, academic capitalism theory (Slaughter & Leslie, 1997, Slaughter & Rhoades, 2004) is employed. This theory recognizes that higher education integrates into the knowledge-based economy by forming partnerships that capitalize on market-based demands. Tecnológico de Monterrey represents an ideal case study given its prestige and global relationships. Although this report is only exploratory, it is able to provide information concerning the behavior of Latin American universities as they face the knowledge-based economy and global influences of our times. Documents for the analysis were retrieved based on an extensive internet search. Institutional documents and internet resources relating to Tecnológico de Monterrey partnerships, exchanges, and programs were analyzed Using a structured coding framework (Merriam, 1998).

2:00 – 3:15 p.m.  
**McNair Hall #126,  
(Jones Graduate  
School of Business)**

**Concurrent Session 3G: Student Recruitment (Panel)**

**Moderator:** **Évelyne Foy**, Director General, Cégep International, Canada

**Québec's Strategy for the Recruitment of International Students: Collaboration Between the Government and Education Networks.**

**Presenters:** **Jason Naud**, Conseiller en affaires internationales, Bureau de recrutement des étudiantes et étudiants étrangers, Ministère de l'Éducation, du Loisir et du Sport du Québec, Canada; **Évelyne Foy**, Director General, Cégep international, Canada; **Richard Poulin**, Assistant Vice-President of Studies and International Activities & Director of the International Office, Université Laval, Canada

Language of Presentation: English

Quebec has designed a strategy for the recruitment of foreign students based on close collaboration between the government ministries involved - Education, International Relations, Immigration, Employment and Social solidarity, Economic Development and Innovation - and secondary, collegiate and university education networks. The strategy and its implementation will be presented by a representative of the Ministry of Education, Leisure and Sport, a representative of Cégep International and a representative of a Quebec university.

2:00 – 3:15 p.m.  
**Room #100,  
Herring Hall**

**Concurrent Session 3H: Campus Internationalization**

**Moderator:** **Sean Manley-Casimir**, Associate Director, CONAHEC, USA

**Cátedra Europa: A Successful Internationalization Experience**

**Presenter:** **Carmen Helena Jimenez De Peña**, Director of Cooperation and Institutional Development, Universidad del Norte, Colombia

Language of Presentation: Spanish


Cátedra Europa is an international academic event developed by the Division of Cooperation and Institutional Development of the Universidad del Norte. It takes place each year in the month of March for a one week period and has as its objective the promotion of internationalization. This complimentary program is open to the general public and has forged cooperative and integrative linkages between Europe and Colombia since 1997. In this respect, the program has consolidated itself as an appropriate space for the debate and analysis of political, economic, educational, social and cultural issues related to the contemporary world order and the relations existing between European countries and Colombia.





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	<p><b>The Rationale for a Formal U.S. International Education Strategy and Its Effect If Adopted</b></p> <p><b>Presenter:</b> <b>Adria Baker</b>, Executive Director, Office of International Students &amp; Scholars, Rice University, USA</p> <p>Language of Presentation: English</p> <p>Although the USA has enjoyed a strong history of hosting international students in their institutions of higher education, the need for a formal strategy will be explored in this discussion. Oftentimes government regulations at the federal and state level create unnecessary hardships and obstacles that minimize the international students’ stay in the U.S.. How could a U.S. international education policy benefit the U.S., and international students who study here? Could an official strategy offer a better coordination of the regulatory challenges governing international students? What affect would a policy have on student mobility in North America, and beyond? Questions and discussion will be encouraged.</p> <p><b>Why Internationalize Your campus? Using the Fulbright Program to Meet the Responsibilities and Challenges of the 21st Century</b></p> <p><b>Presenter:</b> <b>Andy Riess</b>, Sr. Program Officer for Outreach &amp; Communication, Council for International Exchange of Scholars, Institute of International Education, USA</p> <p>Language of Presentation: English</p> <p>Higher education institutions have long played a critically important role in preparing future generations of leaders and in generating and disseminating knowledge. These are significant responsibilities. A more recent but tremendously important prerequisite for meeting these responsibilities is international engagement. To prepare students for work and life in a global economy, enable them to success in diverse multicultural communities and teams, and assist them in communicating effectively requires exposure to other cultures and other world views. This interactive presentation will focus on effective tools to offer these much-needed opportunities for international engagement. It will explore the specific role of scholars and higher education leaders in bringing about campus-wide internationalization, and offer concrete strategies and tactics.</p>
<p>2:00 – 3:15 p.m. <b>Second Floor Conference Room, Rice Memorial Center</b></p>	<p><b>Concurrent Session 3I: SONA Session III</b></p> <p>Please refer to the SONA Conference Agenda</p>
<p>3:15 – 3:45 p.m. <b>Kelley Lounge, Ley Student Center</b></p>	<p><b>Networking Break (Great time to visit the exhibits)</b></p>
<p>3:45 – 5:15 p.m. <b>Shell Auditorium, McNair Hall</b> </p>	<p><b>Plenary Session III</b></p> <p><b>Something Has Changed in International Education: Issues &amp; Trends</b></p> <p><b>Moderator:</b> <b>Ray Keck</b>, President, Texas A&amp;M International University, USA</p> <p><b>Darla Deardorff</b>, Executive Director, Association of International Education Administrators (AIEA), USA</p> <p><b>Jun Young Kim</b>, Vice President, Economics, Sungkyunkwan University, South Korea</p> <p><b>Jean-Philippe Tachdjian</b>, Deputy Director and Trade Commissioner, Department of Foreign Affairs and International Trade (DFAIT-MAECI), Government of Canada, Canada</p>
<p>5:30 – 6:30 p.m. <b>Doré Commons, Baker Hall</b></p>	<p><b>Reception hosted by Rice University</b></p>
<p>6:30 – 9:30 p.m. <b>Grand Hall, Rice Memorial Center</b></p>	<p><b>Dinner hosted by Rice University</b></p>



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<b>Friday, April 23, 2010</b>	
8:00 a.m. – 9:30 a.m. <b>Kelley Lounge, Ley Student Center</b>	<b>CONAHEC &amp; SONA Registration &amp; Information</b>
8:00 – 9:30 a.m. <b>Miner Lounge, Ley Student Center</b>	<p><b>CONAHEC Student Exchange Program Continental Breakfast (Open to All Attendees)</b></p> <p><b>Presenter:</b> Jason Cole, Student Exchange Program Coordinator, CONAHEC, USA</p> <p>Language of Presentation: English</p> <p>The CONAHEC Student Exchange Program facilitates educational mobility among its members in North America and around the world. Encompassing around 60 institutions of higher education, hundreds of students, and thousands of different academic programs at the undergraduate and graduate level, the program has encountered great success and formidable challenges in its six year history. This presentation will outline how the program functions, as well as its recent accomplishments and proposed strategies to survive and thrive into the future.</p>
8:00 – 9:30 a.m. <b>Farnsworth Pavilion, Ley Student Center</b>	<p><b>Networking with New CONAHEC Members Continental Working Breakfast (Open to All Attendees)</b></p> <p><b>Facilitator:</b> Marianna Velazquez, Membership Coordinator, CONAHEC, USA</p> <p>Language of Presentation: English &amp; Spanish</p> <p>Join us to meet with representatives of institutions which have recently joined CONAHEC. Find out about their institutions and share your interests in collaboration in an informal breakfast setting.</p>
7:30 – 9:30 a.m. <b>Meyer Conference Rm, Ley Student Center</b>	<b>Puentes Consortium Working Breakfast (By Invitation)</b>
8:00 – 9:30 a.m. <b>Grand Hall, Rice Memorial Center</b>	<b>General Continental Breakfast (Open to All Attendees)</b>
9:30 – 10:00 a.m. <b>Ley Student Center</b>	<b>Transportation from Ley Student Center to Bioscience Research Collaborative</b>
10:00 – 11:30 a.m. <b>Auditorium, Bioscience Research Collaborative</b> 🎧	<p><b>Plenary Session IV</b></p> <p><b>Innovation in International Education: Moving Forward in Non-Traditional Ways</b></p> <p><b>Moderator:</b> Francisco, Marmolejo, Executive Director, CONAHEC, USA</p> <p><b>Martha Navarro</b>, Vice-Provost For International Affairs, National Autonomous University of Mexico (UNAM), Mexico;</p> <p><b>Michael Gallagher</b>, Executive Director, Group of Eight, Australia;</p> <p><b>Christa Olson</b>, Associate Director, Center for International Initiatives, American Council on Education, USA</p>
11:30 – 12:00 p.m. <b>Auditorium, Bioscience Research Collaborative</b> 🎧	<p><b>Closing Keynote Address</b></p> <p><b>The Value of Regional and Interregional Collaboration</b></p> <p><b>Rafael Fernández de Castro</b>, Presidential Advisor for International Affairs and Competitiveness, Office of the President of Mexico,</p>





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<b>Acknowledgements</b>	CONAHEC would like to express its sincere gratitude to the members of the Program Committee, Local Organizing Committee and the CONAHEC Board of Directors for their contributions to the conference.
<b>Program Committee</b>	<ul style="list-style-type: none"> <li>▪ <b>David Leebron</b>, Chair of Program Committee &amp; President, Rice University</li> <li>▪ <b>Mary Ayala</b>, Dean, College of Liberal Arts and Sciences, Eastern New Mexico University</li> <li>▪ <b>Thomas Buntru</b>, Presidente, Asociación Mexicana para la Educación Internacional (AMPEI)</li> <li>▪ <b>Sal Carranza</b>, Senior Institutional Planner, Academic Affairs, University of Wisconsin – Madison</li> <li>▪ <b>María Fernanda Contreras S.</b>, Director of International Affairs, USACH, Chile</li> <li>▪ <b>Jocelyne Gacel</b>, Coordinadora General de Cooperación e Internacionalización, Universidad de Guadalajara</li> <li>▪ <b>Madeleine Green</b>, Vice President for International Initiatives, American Council on Education (ACE)</li> <li>▪ <b>Jaime Gutierrez</b>, Associate Vice President for Community Relations, The University of Arizona</li> <li>▪ <b>Judy Irwin</b>, Director, International Programs and Services, American Association of Community Colleges (AACC)</li> <li>▪ <b>Tomas Jimenez</b>, Executive Assistant to the President, Office of the President, Inter American University of Puerto Rico</li> <li>▪ <b>Pari Johnston</b>, Director, International Relations, Association of Universities and Colleges of Canada (AUCC)</li> <li>▪ <b>Joan Landeros</b>, Director, Centro Internacional de Educación, Universidad La Salle</li> <li>▪ <b>Fernando León</b>, Chancellor, International Division, City University of Seattle</li> <li>▪ <b>David Longanecker</b>, Executive Director, Western Interstate Commission for Higher Education (WICHE)</li> <li>▪ <b>Francisco Marmolejo</b>, Executive Director, Consortium for North American Higher Education Collaboration (CONAHEC)</li> <li>▪ <b>David Marshall</b>, President, Office of the President, Mount Royal University</li> </ul>
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