

14th North American
Higher Education
Conference



PUEBLA 2011

**“International Higher Education
Collaboration: Empowering Societies
in an Era of Transformation”**

October 12-14, 2011

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Parallel Events	<p>CONAHEC is pleased to hold its meeting in conjunction with:</p> <ul style="list-style-type: none"> • 9th Conference of the Student Organization of North America • XCIV Extraordinary Assembly of the Higher Council of Central American Universities (CSUCA) • Working Meetings of the National Association of Technological Universities (ANUT) & the community colleges of the U.S. and Canada • Working Meeting of the Puentes Consortium • First International Symposium & XVI Symposium of Public Accounting, Faculty of Public Accounting, BUAP • Working Meeting for the OECD Project “Higher Education and Regional Development”
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Language Use	<p>Conference business is conducted in English, Spanish and French. Our primary concerns are clear communication and maximum involvement of speakers and participants of different languages. 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 not understood by everybody, the Moderator, one of the speakers or any resource person in the audience can act as an intermediary.</p>
<p>Interpretation</p> 	<p>Simultaneous interpretation is provided in sessions as indicated by the headset symbol to the left. To obtain an interpretation headset, participants must leave a valid 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!</p>
Internet	<p>The conference venue (CCU-BUAP) has complimentary WIFI available. For those attendees who do not have their own computer, CCU-BUAP has made available computers with internet connection at the CADI Virtual Library located beside the Exhibit Hall. Complimentary Wifi internet connection is available to hotel guests at the Camino Real Angelopolis hotel. A password is required and it can be requested from the front desk.</p>
Technology	<p>All presentation rooms will be equipped with laptops (pc compatible), projectors and screens and audio systems where necessary. The laptops will have Powerpoint installed. Considering the time constraints between sessions we suggest presenters to use the already installed laptop for their presentations in order to avoid technical difficulties with equipment configuration. Please bring your files with you on a USB stick.</p>
Cubicles for private meetings	<p>Attendees interested in having private working meetings can have access to a limited number of cubicles reserved for our group at the CADI Virtual Library located beside the Exhibit Hall on a first come first served basis.</p>
Handouts	<p>Conference organizers will not be able to provide hard copies of handout materials. Please bring any necessary materials along with you. In concurrent sessions, we expect between 15 and 50 attendees to any given session although precise numbers are impossible to provide.</p>
Local Transportation	<p>As a courtesy, bus transportation during peak transit times will run every 15 minutes starting at 7:30 a.m. between the Camino Real Angelopolis Hotel and the University Cultural Complex of the Benemérita Universidad Autónoma de Puebla (CCU-BUAP) which is located only 5-10 minutes away. During less busy transit periods, buses will run every 30 minutes. The last bus will run at approximately 30 minutes after the end of the final event of the day, so please be aware that if you miss that bus, you can take a taxi. It is always best to phone a taxi company and request a pickup instead of flagging a taxi down on the street.</p>



Tuesday, October 11, 2011	
12:00 - 4:00 p.m. Frida Kahlo Room, Hotel Camino Real Angelópolis	Information and Registration for the CONAHEC & SONA Conferences
Wednesday, October 12, 2011	
7:30 a.m. Lobby, Hotel Camino Real Angelópolis	Departure for pre-conference workshop participants to the University Cultural Complex (CCU-BUAP). Once there, participants will be transported to their respective workshop locations.
8:00 a.m. - 6:00 p.m. Exhibit Hall, Center for Seminars, CCU-BUAP	Information and Registration for the CONAHEC & SONA Conferences
8:00 a.m. - 2:00 p.m. Piaget Room, CCU-BUAP	CONAHEC Board of Directors' Meeting (Closed Session)
8:30 a.m. - 1:00 p.m. Convention Center Room 1, CCU-BUAP	Meeting of the High Council for Central American Universities (CSUCA) (Closed Meeting)
8:30 a.m. - 12:00 p.m. Convention Center Room 2, CCU-BUAP	Pre-conference Workshop BUAP - Quality Community Service and Practical Professional Internship Opportunities: Connecting Global Needs with Local Action
8:30 a.m. - 1:00 p.m. University Library Room 1, Universidad Tecnológica de Puebla, Antiguo Camino a la Resurrección N 1002-A, Zona Industrial Oriente. Puebla, Pue.	Pre-conference Workshop UTP - Local and International Students' Internships in Industry and Their Impact on University-Business Relationships
8:30 a.m. - 1:00 p.m. Instituto de Estudios Universitarios, 4 Poniente No. 1919, San Matías, Puebla, Pue.	Pre-conference Workshop IEU - Discover Puebla's Wonderful Gastronomy
9:00 a.m. - 12:00 p.m. Virtual Classroom, CCU-BUAP	Pre-conference Workshop WES - Quality Assurance in U.S. Higher Education
11:30 a.m. Exhibit Hall, Center for Seminars, CCU-BUAP	Coffee-break Offered by the Instituto de Estudios Universitarios (IEU)
3:00 - 3:45 p.m. Exhibit Hall & Theater Lobby, Center for Seminars, CCU-BUAP	Official Opening of: - the Exhibit Hall (Center for Seminars) - the Ministry of Public Education of Mexico's Photography Exhibit "Mexican Higher Education" (Center for Seminars) - the Government of Canada's Photography Exhibit "Treasures of Indigenous Canada" (Theater Lobby)
4:00 - 4:30 p.m. Theater, CCU-BUAP 📍	Official Opening and Welcome: (listed in alphabetical order) Enrique Agüera-Ibáñez , Rector, Benemérita Universidad Autónoma de Puebla, MEXICO; Jesús María Contreras Esparza , President, Asociación Nacional de Universidades Tecnológicas (ANUT) & Rector, Universidad Tecnológica de León, MEXICO; Gustavo García de Paredes , President, Consejo Superior Universitario Centroamericano (CSUCA) & Rector, Universidad de Panamá, PANAMA; E. Nigel Harris , President, Association of Universities and Research Institutes of the Caribbean (UNICA) & Vice-Chancellor, The University of the West Indies, JAMAICA;



Wednesday, October 12

	<p>Fernando León-García, President, CONAHEC Board of Directors & President, CETYS Universidad, MEXICO;</p> <p>Rafael López Castañares, Executive Secretary General, Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES), MEXICO;</p> <p>Ginette Martin, Minister-Counsellor Responsible for Political, Economic, Cultural and Public Affairs, Canadian Embassy in Mexico, CANADA;</p> <p>Rafael Moreno Valle-Rosas, Governor of the State of Puebla, MEXICO;</p> <p>Rosemarie Nassif, Senior Advisor to the Assistant Secretary for Postsecondary Education, U.S. Department of Education, USA;</p> <p>Eduardo Rivera Pérez, President, Municipality of Puebla, MEXICO;</p> <p>Rodolfo Tuirán-Gutiérrez, Undersecretary for Higher Education, Ministry of Public Education, Government of Mexico, MEXICO;</p> <p>Marianna Velazquez, Coordinator, Student Organization of North America (SONA), USA</p> <p>Master of Ceremonies: Francisco Marmolejo, Executive Director, CONAHEC</p>
<p>4:30 - 5:00 p.m. Theater, CCU-BUAP</p>	<p>Keynote Address:</p> <p>Rodolfo Tuirán-Gutiérrez, Undersecretary for Higher Education, Ministry of Public Education, Government of Mexico, MEXICO</p> <p>Introduced by: Fernando León García, President of the CONAHEC Board & President, CETYS University System</p>
<p>5:00 - 6:30 p.m. Theater, CCU-BUAP</p>	<p>Plenary Session I: International Higher Education Collaboration: Empowering Societies in an Era of Transformation</p> <p>Moderator: Luis Mier y Terán, Deputy Director for Planning & International Cooperation, CONACyT, MEXICO</p> <p>Rosemarie Nassif, Senior Advisor to the Assistant Secretary for Postsecondary Education, U.S. Department of Education, , USA;</p> <p>Lee-Anne Hermann, Deputy Director & Trade Commissioner, Edu-Canada, Department of Foreign Affairs & International Trade, Government of Canada, , CANADA;</p> <p>E. Nigel Harris, President, Association of Universities and Research Institutes of the Caribbean (UNICA) & Vice-Chancellor, The University of the West Indies, JAMAICA</p>
<p>6:30 - 7:00 p.m. Entrance to the CCU-BUAP</p>	<p>Transportation to Dinner</p>
<p>7:00 - 9:00 p.m. Edificio Carolino, Historic Center of the City of Puebla</p>	<p>Dinner Hosted by Benemérita Universidad Autónoma de Puebla (BUAP) Before dinner guided tours will be offered</p>



Thursday, October 13, 2011	
7:00 a.m. - 3:00 p.m. Exhibit Hall, Center for Seminars, CCU-BUAP	Information and Registration for the CONAHEC & SONA Conferences
8:00 - 9:15 a.m. Theater, CCU-BUAP 🔊	<p>Plenary Session II: North America: An Artificial Construct or a Reality?</p> <p>Moderator: David Marshall, Past President of the CONAHEC Board & Former President, Mount Royal University, CANADA</p> <p>Robert Pastor, Founder & Director, Center for North American Studies & Professor of International Relations, American University, USA;</p> <p>Carlos Heredia, Director, Department of International Studies, Centro de Investigación y Docencia Económicas, A.C. (CIDE), MEXICO;</p> <p>Rafael Fernández de Castro, Director, Department of International Studies, ITAM, MEXICO</p>
9:15 - 9:45 a.m. Exhibit Hall, Center for Seminars, CCU-BUAP	Coffee-break Offered by the Municipality of Puebla
9:45 - 11:00 a.m. Theater, CCU-BUAP 🔊	<p>Concurrent Session 1A: A Dialogue on Safety Issues and Challenges for Student Mobility in North America</p> <p>Moderator: Gary Rhodes, Director, Center for Global Education, Graduate School of Education & Information Studies, University of California – Los Angeles, USA</p> <p>Amy Wickenheiser, American Citizens Services Desk Officer, Consular Affairs, U.S. Department of State, Government of the United States of America, USA; Joan Landeros, Director, Center for International Education, Universidad La Salle, MEXICO; Lorna Smith, Director of International Education, Mount Royal University, CANADA</p> <p>Language of Presentation: English / Spanish</p> <p>Canada, Mexico, and the United States all have important educational opportunities for student mobility in a wide variety of higher education institutions. Each country, city, and university has safety issues that are concerns for students, institutional authorities and parents. With the Travel Alerts for Mexico issued by the U.S. and Canadian governments, there is a concern that safety issues may reduce opportunities for international exchange in North America. This session will provide a forum for presentations and a balanced discussion on the challenges associated with safety and health issues and will present approaches for attending to these problems in higher education institutions.</p>
9:45 - 11:00 a.m. Convention Center Room 1, CCU-BUAP	<p>Concurrent Session 1B: European & Latin American Case Studies</p> <p>Moderator: José Ginés Mora, Visiting Professor, Institute of Education, University of London, UNITED KINGDOM</p> <p>Visions and Strategies for Internal Quality Assurance Systems: Case Studies in European and Latin American Higher Education Institutions</p> <p>Marco Antonio Flores Mavil, Research Assistant, Center for Quality Management and Change, Universidad Politécnica de Valencia, SPAIN</p> <p>Language of Presentation: Spanish</p> <p>This presentation analyzes the way in which internal quality assurance systems (IQAS) are implemented and developed in six European and Latin American universities. To date, various developments have taken place concerning other aspects such as the assessment, monitoring, and improvement of the quality of different components of higher education (its governance, contents, forms of pedagogy, the services offered, etc.). However, there is little empirical evidence about the implementation of quality assurance systems in the universities and their impact on educational provision. This presentation attempts to understand processes that have</p>



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	<p>so far been geared towards external evaluation, without reflecting internally on institutional procedures. Drawing on a qualitative approach we identify determinants that influence the implementation and development of IQAS, taking into account the perspective of those responsible for the implementation of such systems within institutions in the regions studied.</p> <p><i>Spain and Portugal after Bologna: the New Iberian Higher Education Landscape and its Implications for Student Exchanges with North America</i></p> <p>Kevin Rolwing, Assistant Director, World Education Services, USA; Carlos Monroy, Area Specialist, World Education Services, USA</p> <p>Language of Presentation: English / Spanish</p> <p>This session on the reforms and developments in the Spanish and Portuguese higher education systems provides participants with a detailed and comprehensive overview of the new higher education landscapes in both countries. The focus is on the re-structured degree structures and study programs, other new structural mechanisms including the ECTS credit system and reformed grading scales. We will also take a look at the growth of the university sector in terms of higher education institutions as well as the growth and diversification of institutional partnerships and affiliations. Special emphasis will be given to the impact these reforms and developments may have on student exchanges in Canada, Mexico and the United States.</p> <p><i>Double and Joint Degrees in Europe: Possibilities and new perspectives</i></p> <p>Ana María Fernández, Vice President for Internationalization, Cooperation and Development, Universidad de Oviedo, SPAIN</p> <p>Language of Presentation: Spanish / English</p> <p>Before the Bologna process, one of the added values of students international mobility was the opportunity to obtain two degrees simultaneously: at the university of origin and at the host university. After Bologna, double degrees take on new meaning, particularly because of the interaction between undergraduate and master courses. On the other hand, the European Union is promoting double degrees, through the Erasmus Mundus programme, mostly in master's and PhD programmes. In this presentation we will deal with different types of double and joint degrees within the European scope, and we will analyze their future possibilities. Likewise, we will discuss the most common problems related to the management of this type of mobilities, which are undoubtedly an attracting element for non-EU students. The final part will deal with the incorporation of non European partners, already experienced in USA, Latin America and China. Different perspectives, as well as different problems and solutions are presented.</p>
<p>9:45 - 11:00 a.m. Convention Center Room 2, CCU-BUAP</p>	<p>Concurrent Session 1C: Innovation in International Collaboration in Science and Technology</p> <p>Moderator: José Lever, Coordinator, Office of The University of Arizona in Mexico</p> <p><i>Priorities for International Collaboration in Science and Technology: The Role of CONACyT</i></p> <p>Luis Mier y Terán, Associate Director for Planning & International Cooperation, Consejo Nacional de Ciencia y Tecnología (CONACYT), MEXICO</p> <p>Language of Presentation: Spanish</p> <p><i>UA-CONACyT Advanced Technology Transfer Program: A Model for Binational Collaboration</i></p> <p>Kenneth R. Smith, Eller Distinguished Service Professor of Economics and APS Professor of Technology Management, Eller College of Management, The University of Arizona, USA</p> <p>Language of Presentation: English</p>



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<p>9:45 - 11:00 a.m. Center for Seminars Room 1, CCU-BUAP</p>	<p>Concurrent Session 1D: Globalization, Identity & Preparing Future Graduates</p> <p>Moderator: Angel Fernández-Montiel, Head, Department of Interinstitutional Relations, Universidad Veracruzana, MEXICO</p> <p>Teaching Globalization: Is Introductory Sociology the Answer?</p> <p>Robin Spaid, Associate Professor, Higher Education, Department of Advanced Studies, Leadership & Policy, Morgan State University, USA</p> <p>Language of Presentation: English</p> <p>The "hot, flat and crowded world," as author and N.Y. Times columnist Thomas L. Friedman calls it, demands a new perspective. Will it be one of nation-state domination or international cooperation? This session addresses Friedman’s challenge and assesses the sociological interpretation of the changes needed, and suggests what role sociology instruction can play in the globalization of higher education’s curriculum. Introductory sociology classes can provide a convenient platform for gathering evidence on the dilemma of globalization in the community college classroom. The goal of this presentation is to engender a discussion with international colleagues about the best approaches for U.S. community colleges to take to infuse globalization issues into the curriculum. Attend this presentation and share your educational and sociological insights.</p> <p>How to Prepare Universal Mexicans: Identity in Globalization</p> <p>Aurora Bustillo, Head of the Department of Academic Planning, Universidad Autónoma de Coahuila, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>This presentation reflects on the challenges for education posed by globalization. How do we go about preparing citizens who are proud of their roots and capable of active participation in the knowledge society? What role does higher education play in the formation of this profile? What needs to be done and how in order that graduates of mexican universities confidently move within the international workforce?</p> <p>Future University Graduates and Labor Market Challenges</p> <p>Ana María Martínez Bocanegra, Assistant Professor, Multidisciplinary Academic Unit of Sciences, Education & Humanities, Universidad Autónoma de Tamaulipas, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>Beginning in the 90s according to De Vries and Navarro (2011), the correlation between those who graduated from university with a professional degree and the opportunities in the labor market that provided a comfortable remuneration was narrow. This situation has been attributed primarily to the "massification" of the university. In this respect, in recent years, the numbers of unemployed young people who have higher education provided credentials has increased, a situation not unique to Mexico but instead one which is comparable to that being experienced internationally. The great majority of these young people find themselves working in an area that has nothing to do with their studies. In this context it is worth re-thinking the role of the university faced with this crisis. It would be optimal to find new methods for the insertion of young people into the professional world, but these problems are unavoidable in preparing them for a national and international labor market that is in constant change. This presentation discusses a study of future graduates from the LCE of the UAMCEH of the Universidad Autónoma de Tamaulipas.</p>
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<p>9:45 - 11:00 a.m. Center for Seminars Room 2, CCU-BUAP</p>	<p>Concurrent Session 1E: Higher Education for Development - Lessons Learned from Successful Partnerships</p> <p><i>What Do High-Performing International Higher Education Partnerships Have in Common?</i></p> <p>Manny Sanchez, Senior Program Specialist, Higher Education for Development, USA; Winthrop Phippen, Professor of Plant Breeding and Genetics, Western Illinois University, USA; Roberto Vazquez Solis, Rector, Universidad Tecnologica de la Selva, MEXICO; Lynn Johnson, Health & Education Advisor, U.S. Agency for International Development/Mexico, USA</p> <p>Language of Presentation: English</p> <p>Higher Education for Development (HED) has managed more than 350 United States Agency for International Development (USAID)-funded international partnerships between U.S. and overseas higher education institutions over the last 10 years. During this time, HED and the participating institutions have learned, and continue to learn, what constitutes 'success' among its high-performing collaborations in a variety of sectors, countries, and cultures. This session will share some of these learnings and successes.</p>
<p>9:45 - 11:00 a.m. Center for Seminars Room 3, CCU-BUAP</p>	<p>Concurrent Session 1F: Intercultural Leadership</p> <p>Moderator: Gerardo Vilet, Head, Division of University Outreach, Universidad Autónoma de San Luis Potosí, MEXICO</p> <p><i>Internationalizing Business Curricula: An Outcomes-Focused Approach</i></p> <p>Steve Olswang, Provost, Academics, City University of Seattle, USA; Scott Venezia, Dean, College of Business, CETYS University System, MEXICO</p> <p>Language of Presentation: English</p> <p>Recent trends in higher education highlight the need to include internationalization into educational programs, especially business programs, without agreement on the best method to do so. City University of Seattle has adopted an outcomes-focused approach to infusing international content into both program and course level outcomes where appropriate and useful. The programs enhanced by this process currently serves hundreds of students worldwide including Mexican students who seek dual degrees supported through mobility options. With campuses or partnerships in 11 countries, City University of Seattle offers a truly international experience to all undergraduate students while ensuring common outcomes regardless of location or mode of delivery. This education is significantly enhanced through efforts to ensure that internationalization is part of every CityU course. CityU’s process for infusing internationalization into business programs is presented and described along with key lessons learned through four years of experience.</p> <p><i>Developing Multicultural Leadership through International Partnership</i></p> <p>Monica Bilbao, Project Leader, Leadership Development Area, Center for Student Leadership, Universidad de Monterrey, MEXICO</p> <p>Language of Presentation: Spanish / English</p> <p>Leadership success in the 21st century requires the ability to interact effectively with people from different cultures (Moodian, 2009). Multicultural leadership looks beyond the borders of countries and cultures to an environment where aspects of different cultures enrich our experiences. This presentation brings together perspectives from the Universidad de Monterrey and the Global Institute for Leadership and Civic Development in creating ongoing leadership development programs for international students in Panama. Integrating international students boosts their potential as agents of change in their community with experiences that allow them to live and think about leadership from a multicultural perspective. The presentation is an opportunity to share how partnership between organizations creates leadership programs as instruments to develop global competencies and leadership skills experiential learning using the international component as a development platform.</p>



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	<p><i>Business and Cultural Immersion Program-Ivy Tech Community College-Northeast Indiana, European Center for Leadership and Entrepreneurship and Tourcoing, France</i></p> <p>Martha Martin, Adjunct Faculty, School of Business, Ivy Tech Community College-Northeast, USA</p> <p>Language of Presentation: English</p> <p>The presentation will cover the program design and collaboration between Ivy Tech, the European Center for Leadership and Entrepreneurship and Tourcoing France.</p>
<p>9:45 - 11:00 a.m. Virtual Classroom, CCU- BUAP</p>	<p>Concurrent Session 1G: Indigenous Languages, Mobility & Intercultural Education</p> <p>Moderator: Araceli Partearroyo, Senior Academic Affairs Specialist, U.S. Embassy in Mexico, USA</p> <p><i>Leadership Program for Mexican Indigenous University Students</i></p> <p>Ofelia Delfina Cervantes Villagómez, Professor, Universidad de las Américas Puebla, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>Migration of Mexicans to the United States is a historical phenomenon that involves several layers of the Mexican society. In the last couple of years, there have been approximately 130,000 indigenous migrants representing about 8% of the total Mexican outmigration to the U.S. Unfortunately, this vulnerable and underserved sector of Mexico faces the most difficult and adverse environment in Mexico. Among other factors, they have to overcome serious obstacles to gain access to higher education and thus to better professional opportunities. There is an urgent need to provide additional tools and resources to indigenous students who have managed to make their way into higher education to help them bridge the gap vis-à-vis the rest of their cohort. Focus needs to be placed on developing their potential to become leaders who will serve as role models in their communities, whose members may choose to follow in their footsteps and seek through education the possibility of a better life in Mexico. In the summer of 2011, the Universidad de las Américas Puebla (UDLAP) organized a LEADERSHIP PROGRAM FOR MEXICAN INDIGENOUS UNIVERSITY STUDENTS. Through the program, UDLAP was proud to host 38 indigenous students coming from 8 different Mexican states and belonging to 9 different ethnic groups. At the end of the program, students presented 16 project proposals that will contribute to improving the quality of life in their communities. We will discuss the main characteristics of the program, its social impact and lessons learned by indigenous students and the university community. Perspectives on future programs that will include international students from North American and Central American native communities will be provided.</p> <p><i>Indigenous Student Mobility: Towards Development and Social Mobility</i></p> <p>Albert Stefan Nijboer, Coordinator of International Projects, Office of the Vicerector for Instruction, Benemérita Universidad Autónoma de Puebla, MEXICO</p> <p>Language of Presentation: Spanish / English</p> <p>This presentation will discuss the unique experience of the Benemérita Universidad Autónoma de Puebla in the area of the international student mobility of indigenous students which took place within the framework of a EU funded Erasmus Mundus (EM) project. The objective is to share and exchange ideas and opinions about this phenomenon, that serve as input for the development of an indigenous mobility schema for North America. We will begin with a presentation then move to open dialogue and debate. The hypothesis to be examined is that international academic mobility of indigenous students contributes to their socio-economic mobility and will have a positive impact on the development of their communities. BUAP has been the only university with indigenous participation in this type of EM project and was recognized by the EACEA of the European Commission for its good practices. Indigenous students will participate to enrich the debate.</p>



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<p>9:45 - 11:00 a.m. Piaget Room, CCU-BUAP</p>	<p>Concurrent Session 1H: SONA Session I <i>Please refer to the Student Organization of North America Conference Agenda</i></p>
<p>11:00 a.m. - 12:15 p.m. Center for Seminars Room 2, CCU-BUAP 🔊</p>	<p>Concurrent Session 2A: Designing & Implementing an Internationalization Strategy: Lessons Learned at the Institutional Level</p> <p>Moderator: Jocelyne Gacel, Coordinator General of Cooperation & Internationalization, Universidad de Guadalajara, MEXICO</p> <p><i>The Road to Internationalization of Higher Education Institutions in Mexico: The Universidad Autónoma de Sinaloa (UAS)</i></p> <p>Victor Antonio Corrales Burgueño, Rector, Universidad Autónoma de Sinaloa, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>This presentation discusses from a local perspective, the challenges facing Mexican higher education institutions with respect to the internationalization process, signalling the urgent need to implement institutional transformations which can be accompanied with the achievement of a world-class positioning in the sphere of knowledge. Through a concrete evaluation of the experiences of the Universidad Autónoma de Sinaloa (UAS), regional actions are proposed to advance and consolidate the international and global perspectives of the institutions.</p> <p><i>The International Dimension of Curriculum: Facilitating the Process of Formal Integration - the Case of Universidad de Colima</i></p> <p>Genoveva Amador Fierros, Vice President for International Relations & Academic Cooperation, Universidad de Colima, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>This presentation will share the experience acquired from conducting the first group of administrators and faculty from 8 faculties in the process of their preparation to formally introduce the international dimension in the curriculum. The academic format for the management process, the work processes, the products and desired results are all part of this presentation which could serve those who, having made intense efforts in the area of internationalization, now propose to formalize their processes "from within" the curriculum by preparing academics to systematize their processes.</p> <p><i>The Integration of Internationalization in the Institutional Development Plan of the Universidad de Guanajuato</i></p> <p>Sergio Arias Negrete, Director of Academic Cooperation, Universidad de Guanajuato, MEXICO; Erick Manuel Sánchez Robles, Director of Cooperation & Internationalization, Division of Academic Cooperation, Universidad de Guanajuato, MEXICO</p> <p>Language of Presentation: Spanish / English</p> <p>Educational institutions orient their activities through their Development Plans in which they propose their vision and strategies to achieve the specified goals. The Universidad de Guanajuato in its institutional development plan, (PLADI 2010-2020), proposes to achieve an important position among educational institutions at a world level. For this to occur, fifteen attributes have been identified for the university in which the various facets of internationalization and cooperation are identified. In this spirit the Program for Collaboration, Academic Exchange and Internationalization was developed. This program was undertaken with the support of national and international experts and through workshops and presentations for university authorities: Campus Rectors, Division Directors and Academic Departments; to induce the process of appropriation of international activity in university activities. The goals proposed in this program are measurable and permit the analysis of the progress and participation of the university community.</p>



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11:00 a.m. - 12:15 p.m.
Convention Center Room 1,
CCU-BUAP

Concurrent Session 2B: Global Learning & Identity

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

The Model of Formation in Intercultural Competencies of the University of Monterrey (UDEM)

Thomas Buntru, Director of International Programs, Universidad de Monterrey, MEXICO; **Brenda García**, Coordinator of Internationalization Projects, International Programs Department, Universidad de Monterrey, MEXICO

Language of Presentation: Spanish / English

The UDEM model of preparing students with intercultural competencies was conceived in response to the limited encouraging results in the measurement of learning outcomes among participants in our student exchange programs. The model consists of a series of interventions before, during and after the experience abroad. In this way we hope to improve the learning outcomes of these students and to substantially improve their intercultural competencies. The initial phase of the project will be implemented during the fall semester of 2011. To begin with, the project targets participants in our study abroad programs, but in the future plans are that all UDEM students will participate in this project given that it will be offered as a common cocurricular course.

Impact of Transnational Mobility on Language and Identity of Students

Toni Griego-Jones, Associate Professor, Teaching, Learning, & Sociocultural Studies, University of Arizona, USA; **Yamilet Martinez**, Doctoral Student, Teaching, Learning, & Sociocultural Studies, University of Arizona, USA

Language of Presentation: English

After decades of burgeoning migration to developed countries, there are some indications that families around the world are beginning to return to their countries of origin. A prime example is the increasing number of families returning to Mexico from the United States after the huge increase in migration from Mexico to the U.S. between 1990 and 2008. The migration of families back to their countries of origin necessarily includes school age students who have lived outside their parents' native countries for years, sometimes for their entire lives. As students enter schools in the countries of origin, they are faced with language and identity issues. Presenters will give an overview of global research on the impact of moving back to countries of origin on the development of language and identity in students at all levels. Then, they will discuss their own recent research on students returning to Mexico after attending schools in the United States. The audience will be asked to contribute their own experiences with returning students to the discussion.

Removing Barriers: Moving Toward a University-Wide Culture of Global Learning

Ida Mansourian, Executive Director, Center for Global Engagement, Robert Morris University, USA

Language of Presentation: English

As a small private liberal arts university, Robert Morris University's international/global involvement was only a small number of international students, a few classes traveling to another countries for a week or two as "study tours", and one visiting scholar each semester—also a reflection of how the university saw the extent of internationalization of an institution. What has taken to overcome these barriers? In this session the presenter will offer an overview of the challenges and process undertaken to create a culture of global learning at an institution — an evolving transformation from an emphasis on services for international students and study abroad programs to a more comprehensive approach and development of a culture of university-wide global learning. The goal is to bring together all of the initiatives to assist students, faculty, staff, and the community in making connections toward a better



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	<p>understanding of the world around us and eliminate the culture of us vs. them. The session will provide an overview of the process undertaken to achieve this comprehensive approach toward developing global perspective as a “Mindset”. The key to success was the involvement of people from all areas of the university and the support of all the stakeholders in moving this agenda forward.</p>
<p>11:00 a.m. - 12:15 p.m. Convention Center Room 2, CCU-BUAP</p>	<p>Concurrent Session 2C: Perspectives on Higher Education Policy</p> <p>Moderator: Jason Cole, Student Exchange Program Coordinator, CONAHEC, USA</p> <p>Internationalization of Higher Education in The Middle East: Implications for Labor Mobility</p> <p>Adriana Jaramillo, Senior Education Specialist, Middle East and North Africa, The World Bank, FRANCE</p> <p>Language of Presentation: English / Spanish</p> <p>One of the biggest problems young people in the Arab world face today is related to lack of opportunities. This presentation is based on research done in the Middle East and North Africa Region, looking at student mobility, Branch Campuses, and migration trends from MENA into OECD countries. A set of policy issues to introduce reforms region-wide are presented.</p> <p>Financial Autonomy and Accountability to Strengthen Academic Autonomy</p> <p>Guillermo Jiménez, Assistant Comptroller, Office of the Comptroller General, Gobierno del Estado de Puebla, MEXICO; José León Carlos Silva, Comptroller General, Universidad Autónoma de San Luis Potosí, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>The themes of transparency and accountability is occasionally seen within higher education institutions as something that a given specialized office manages, relatively distant from the daily work of international education activities. In an era of transformation, the work of international educators requires greater knowledge of and attention to these topics. Transparency and accountability must be considered an inescapable responsibility to society given that governments manage public resources that are the collective property of all citizens. In turn, the public university uses society-owned resources and as a consequence, have the obligation to account for the appropriate use of them, which requires subjecting themselves to an adequate process of financial management. In addition, considering the much discussed principle of university autonomy, the state assumes the permanent commitment to permit higher education institutions to organize and administer themselves and function in an environment where their liberties are respected. This presentation will discuss the operating characteristics of transparency and accountability in the institutional environment, as well as their limitations and reach, with the intent to generate debate on their implications for international education activities.</p> <p>New Issues in Higher Education: Insecurity</p> <p>Guillermo Campos Ríos, Profesor-Investigador, Benemérita Universidad Autónoma de Puebla, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>We have witnessed in recent years the de facto incorporation of a new theme in the region which revolves around and within university campuses: insecurity. What position and attitude must higher education institutions assume - both public and private - faced with this new variable which without a doubt weighs on internationalization schemes? This presentation will provide a conceptual analysis which bring elements for a more organized and analytical discussion of this theme and its relationship with universities. This discussion will rest on situation that have arisen in Mexican universities, especially in the northern region of the country, which serve as empirical validation.</p>



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<p>11:00 a.m. - 12:15 p.m. Center for Seminars Room 1, CCU-BUAP</p>	<p>Concurrent Session 2D: Internationalization Strategies: Experiences from Different Parts of the World</p> <p>Moderator: Nayeli Herrera, Director of the International Office, Universidad de las Américas, Puebla, MEXICO</p> <p><i>A View of Higher Education Internationalization from Central America: a Proposal from the Honduran Reality</i></p> <p>Mayra Roxana Falck Reyes, Vicerector for International Relations, Universidad Nacional Autónoma de Honduras, HONDURAS</p> <p>Language of Presentation: Spanish</p> <p>This presentation analyzes the key aspects that permit the development of initiatives that contribute to elevating the quality and relevance of education in a country like Honduras where the national reality of volatile growth, poverty, and inequality present a challenge for the promotion of sustainable development. In this context, this analysis seeks to define the path for managing the process of internationalization of education such that it be accompanied by the strengthening of institutions and national development as a catalytic element to the appropriate management of knowledge. To determine the focus of internationalization, we begin by summarizing the socio-productive construction of the national territory, then propose the basic common factors necessary in order to approximate a harmonized concept of internationalization within this national context. We then discuss the key axes of the internationalization proposal of the Universidad Nacional Autónoma de Honduras (UNAH) and the dilemmas and challenges that this approach represents. We conclude with the assertion that the process must be assumed as an institutional vision of ample reach and must consolidate a framework of pertinent policy which can be reflected in a powerful, integrating, decentralized inclusive and pragmatic strategy. The strategy must then be incorporated into the daily activities of the university with the characteristics of bamboo: strong in action to achieve impact and flexible in management to guarantee results.</p> <p><i>Universidad Politecnica de Valencia (Spain): Good Practices on Internationalization and Its Social Responsibilities</i></p> <p>Luis Manuel Sánchez Ruiz, UPV Director USA, Canada and Asia/Pacific Programmes, Vicerrectorate for International Relations and Cooperation, Universidad Politecnica de Valencia, SPAIN</p> <p>Language of Presentation: English</p> <p>In 2005, the Strategic Planning Committee of Universidad Politecnica de Valencia (UPV) approved the declaration of its mission and the constitutive elements of its vision. The focus is on the people and the professionals we train as well as the relationship with our surrounding society. UPV works on providing its students with an integral education through the creation, development, transfer and critical reflection on science, art and culture, whilst being respectful of ethical principles. This presentation covers the organizational structure developed at UPV to facilitate its contribution to the economic, social and cultural development of the Valencian society through scientific, technical and artistic support, and to develop an institutional model characterized by its values of excellence, internationalization, solidarity and efficiency. UPV is an open institution which promotes the participation of institutions, companies and professionals in every aspect of university life. This session outlines how this is accomplished.</p> <p><i>2iE: An Innovative Higher Education Initiative in Africa</i></p> <p>Amadou Hama Maiga, Associate Director General, Fondation 2iE, BURKINA FASO</p> <p>Language of Presentation: Français</p> <p>The 2iE Foundation is an international platform for instruction, research and development which prepares tomorrow's engineers in the areas of hydrology, the environment, energy, civil</p>
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	<p>engineering and mines. Based in the heart of West Africa and welcoming over 25 nationalities, the 2iE offers its unique technological environment which favors innovation and the development of the private sector in Africa. - La Fondation 2iE est une plateforme internationale d'enseignement, de recherche et de développement qui forme les ingénieurs de demain aux métiers de l'eau, de l'environnement, de l'énergie, du génie civil et des mines. Basée au cœur de l'Afrique de l'Ouest et accueillant plus de 25 nationalités, le 2iE offre un environnement technologique unique favorable à l'innovation et au développement du secteur privé en Afrique.</p>
<p>11:00 a.m. - 12:15 p.m. Theater, CCU-BUAP</p>	<p>Concurrent Session 2E: Sharing Higher Education Quality across Borders</p> <p>Moderator: E. Nigel Harris, President, Association of Universities and Research Institutes of the Caribbean (UNICA) & Vice-Chancellor, The University of the West Indies, JAMAICA</p> <p><i>A Quantum Leap: Partnering for Development</i></p> <p>David Rampersad, Director of the Business Development Office, St. Augustine Campus, University of the West Indies, TRINIDAD & TOBAGO</p> <p>Language of Presentation: English</p> <p>While Small Island Developing States (SIDS) offer considerable potential for research and development, they have special needs as identified in Goal 8, Target 14 of UNESCO's Millennium Development Goals. However, few SIDS possess higher education institutions (HEIs) and a cadre of professional staff capable of engaging in sustainable resource mobilisation. Moreover, the tertiary education sector in most SIDS traditionally pegs sustainability strategies to public funding ('first-stream' funding) and tuition fees (second-stream funding) which do not suffice for teaching, research, student support and other development requirements. This presentation demonstrates how a regional university, which serves sixteen countries, worked with a number of regional and international partners to design a programme with a view to establishing a more diversified funding base that will enable HEIs to build entrepreneurial capabilities to ensure their medium to long term financial sustainability. The focus is on training academic and administrative staff in comprehensive revenue-generating skills. Through this programme, it is anticipated that HEIs will develop a greater understanding of market requirements, forge strategic alliances with public and private partners and individuals, and engage in entrepreneurial and innovative strategies that would be mutually rewarding. The presentation will highlight the challenges of diversifying sources of revenue generation in higher education institutions that have relied traditionally on public sources for funding research and other priorities as well as innovative solutions in the face of competing demands on traditional funders.</p> <p><i>Focusing on the Student Experience: Strategic Enrollment Management in Online Education</i></p> <p>Gary Hepburn, Director of Academic Programming and Delivery, Open Campus, University of the West Indies, JAMAICA</p> <p>Language of Presentation: English</p> <p>Just over three years ago, the University of the West Indies created to the Open Campus. The new Campus took on responsibility for many of the existing distance education functions of the University's three physical campuses as well as a mandate to lead in the development of online education for the University. The distance and online offerings of the University were already international as they were offered to 15 countries in the Caribbean region. Developments would need to take into account both the existing international context and the desire for greater international extension. This discussion will focus on several aspects of strategic enrolment management in online education with central consideration being given to the student experience and the strategic deployment of information and communication technology. Factors to be discussed include knowing your students, creating a new educational relationship, service provision, and facilitating collaboration between UWI campuses and other institutions. Examples will be provided of how these factors are being addressed in the creation of the Open Campus.</p>



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	<p><i>Benchmarking and Collaboration: Some Insights from the UWI Quality Assurance Experience</i></p> <p>Anna Kasafi Perkins, Senior Programme Officer in the Quality Assurance Unit, Mona Campus, University of the West Indies, BARBADOS</p> <p>Language of Presentation: English</p> <p>Collaboration is an inherent dimension of academic culture. Universities participate in internal and external ventures such as student and staff exchanges, academic conferences, research projects, external examining and peer reviews, oftentimes, across geographical and political lines. It would almost seem natural, in the face of such collaboration, that benchmarking would have an important place. Benchmarking is the process by which higher education institutions identify external standards for measuring the quality and cost of internal activities in order to undertake improvements necessary within their own processes. The University of the West Indies, the regional university serving mainly the Anglophone Caribbean, undertakes discourse around benchmarking at various levels. In setting out to be a model of excellence, UWI is the institution most frequently benchmarked against in the region. In the area of quality assurance and enhancement, UWI has become a model for others. This presentation will explore the experience of benchmarking in quality assurance at UWI and will discuss the benchmarking process inherent in the establishment of the UWI’s own quality assurance mechanisms and various collaborations that benchmark the UWI quality assurance system.</p>
<p>11:00 a.m. - 12:15 p.m. Center for Seminars Room 3, CCU-BUAP</p>	<p>Concurrent Session 2F: Student Mobility & Immigration</p> <p><i>Student Mobility and Immigration in North America</i></p> <p>Sophia Lowe, Research & Policy Analyst, World Education Services Canada, CANADA; Rahul Choudaha, Director of Development & Innovation, World Education Services US, USA; Alma Maldonado-Maldonado, Researcher, Department of Educational Research, Centro de Investigaciones Avanzadas, MEXICO</p> <p>Language of Presentation: English</p> <p>Student mobility and immigration between the US, Canada and Mexico is a complex and changing phenomenon; with a mix of juxtaposing realities of free trade, proactive immigration and integration policies, student recruitment practices, visa and immigration restrictions, barriers and large student and immigrant flows between the countries. This presentation will explore and outline trends and changes in student mobility and its increasing intersection with immigration in Canada, the US and Mexico. Through a comparative exploration of unique current student mobility trends in and between each country, coupled with policies related to visas and immigration, this session allows participants to gain a broader understanding and clarity of current migration and education policy, trends, issues and potential solutions and strategies in North America.</p>
<p>11:00 a.m. - 12:15 p.m. Virtual Classroom, CCU- BUAP</p>	<p>Concurrent Session 2G: Partnering with Quebec</p> <p><i>Internationalization Practices in Quebec Education</i></p> <p>Anne-Marie Lemay, Responsible for International Mobility, Cégep International, CANADA; Evelyne Foy, Directrice Générale, Cégep International, CANADA; Andrew Lang, Manager, Student Mobility, Concordia University, CANADA</p> <p>Language of Presentation: Spanish / French / English</p> <p>Since 2002, the Government of Quebec has designed an internationalization strategy for education and has created programs which favor student and faculty mobility. The strategy will be presented as well as the programs that permit its implementation. At the level of general and professional preparatory colleges (Cégeps), there has, for a number of years, existed a collaboration agreement with the Technological Universities of Mexico. Some of the concrete results of this collaboration will be presented, with emphasis in the limits and difficulties of this cooperation. Then the role of the Conference of Rectors and Principals of Quebec Universities</p>



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	(CRÉPUQ) in the area of internationalization of Quebec universities will be discussed. CRÉPUQ supports a concordance which has generated real collective projects that foster the recognition of Quebec universities abroad. The organization also facilitates the collective participation of its universities in foreign student recruitment activities. On the other side, since the 1970s, Quebec universities have established academic mobility programs with partner establishments or consortiums of foreign institutions and a continuously greater number of Quebec students participate in these exchanges.
11:00 a.m. - 12:15 p.m. Piaget Room, CCU-BUAP	Concurrent Session 2H: SONA Session II <i>Please refer to the Student Organization of North America Conference Agenda</i>
12:15 - 1:45 p.m. Convention Center Rooms 3 & 4, CCU-BUAP	Lunch Offered by Universidad Tecnológica de Puebla (UTP) Welcome message: Jorge Guillén Muñoz , Rector of the UTP Welcoming of new CONAHEC Members
1:45 - 2:15 p.m. Exhibit Hall, Center for Seminars, CCU-BUAP	Ice-Cream Social Offered by Universidad Tecnológica de Puebla
2:15 - 3:30 p.m. Theater, CCU-BUAP	Concurrent Session 3A: Innovative Practices for Coping with Internationalization and Mobility in an Era of Transformation Moderator: Oscar Gilbón , Comptroller General, Benemérita Universidad Autónoma de Puebla, MEXICO Empowering Students With an International Perspective in a Time of Limited Resources Mary Ayala , Dean, College of Liberal Arts and Sciences, Eastern New Mexico University, USA Language of Presentation: English Eastern New Mexico University has a record of creating international opportunities for its students, who tend to have a limited, regional perspective. Reciprocal exchange agreements and consortium collaborations are supplemented with learn/travel abroad programs for our students and dual degree options for international students who study on our campus. Although recent economic trends have expanded our enrollment figures, they have also limited our students' resources for supporting traditional types of global, intercultural experiences. This presentation provides a brief overview of the challenges ENMU has faced and the flexibility needed to continue providing meaningful international opportunities for those with limited finances, for whom travel abroad may not be a viable option. The development of reasonably priced full immersion programs; stay-at-home immersive experiences; curricular adaptations to reduce cost/time investments in dual degree programs; a robust calendar of events supported through Multicultural Affairs; online course offerings and international guest lectures accessed through video conferencing are among promising options for students who wish to gain a more global perspective during a financial crisis that remains strong in our region. The Universidad Autónoma de México (UAM) International Network of Anthropology: A Story of International Success Involving Faculty Interaction Angélica Ma. Careaga Mercadillo , Director of Outreach with Educational Sectors, Coordinación General de Vinculación y Desarrollo Institucional, Rectoría General, Universidad Autónoma Metropolitana, MEXICO; Pablo Castro , Head, Department of Anthropology, Universidad Autónoma Metropolitana, MEXICO Language of Presentation: Spanish The internationalization of a Higher Education Institution (HEI) is achieved through multiple activities like student and academic mobility, language courses, joint degrees, summer programs, and joint research projects among many others. Nevertheless, experience has shown us at Universidad Autónoma Metropolitana (UAM) that the process won't be real or sustainable if academics and researchers - the main and lasting structure of an educational institution - are



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	<p>not intimately involved with and committed to the international dimension in their everyday work. This pre-requisite for a sustainably internationalized HEI has been clearly shown at UAM through its very successful International Network of Anthropology (RIA by its Spanish acronym) established to consolidate and expand the network of academic exchanges. RIA groups 19 prestigious universities around the globe who have conducted joint seminars, conferences, academic exchanges, and research. This presentation will describe the background, achievements and lessons learned in the development and operation of the RIA.</p> <p><i>Internationalization of Higher Education in Brazil: The Case of the University of Sao Paolo</i></p> <p>Claudio Possani, International Advisor, Universidade de São Paolo, BRAZIL</p> <p>Language of Presentation: English</p> <p>Higher education in Brazil has experienced tremendous growth in recent years and is increasingly paying attention to the internationalization of its institutions and academic programs. Such efforts are not exempt from challenges but at the same time offer an opportunity for collaboration with institutions from abroad. The University of Sao Paolo, as one of the top universities in Latin America, has developed a comprehensive internationalization strategy from which important lessons have been learned. This presentation will focus on the way that USP is coping with its internationalization and will expose areas of opportunity for international collaboration with institutions abroad.</p>
<p>2:15 - 3:30 p.m. Convention Center Room 1, CCU-BUAP</p>	<p>Concurrent Session 3B: Collaborative Models</p> <p>Moderator: James Dean, Executive Director, Office of International Relations, University of Manitoba, CANADA</p> <p><i>Forging Partnerships in the Public, Private and Non-Profit Sector to Address the Needs of Hispanic/Latino Students</i></p> <p>Enrique Murillo, Jr., Professor, Educational Psychology & Counseling Department, California State University, San Bernardino, USA; Carrie Main, Instructional Designer, International Hispanic Online University (IHOU), USA</p> <p>Language of Presentation: English</p> <p>Forging partnerships in the public, private and non-profit sectors is a key solution to Hispanic/Latino educational success. In this presentation, the presenters share strategies on how public, private and non-profit entities can collaborate to address the needs of Hispanic/Latino students. The presenters highlights a few case studies that demonstrates the effectiveness of these partnerships, including an overview of the Latino Education and Advocacy Days (LEAD) summit, the Feria Educativa as well as other IHOU supported innovations. The goal of the presentation is to give attendees solid action items to use within their own communities and institutions to better serve an emerging Hispanic/Latino student population. To achieve this, key takeaways will be presented from our experiences of fostering partnerships among diverse organizations.</p> <p><i>Inter-University Cooperation in the Americas</i></p> <p>Adriela Fernandez, Professor/Administrator, International Programs in Agriculture, Purdue University, USA</p> <p>Language of Presentation: English</p> <p>The challenges facing the Americas today demand creative and multidimensional responses. In higher education this translates into partnership of equals with multiple institutions some that are geographically close while others are culturally close. The main objective of this work is to seek insights into how to achieve better collaborative models in the 21st Century. Thus, answers to challenges such as the need for increasing access to secondary and tertiary education for large numbers of students, for alternative sources of energy, how to secure the integrity of water and food supply while securing economic and social growth must be sought by teams of</p>



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	<p>researchers from two or more institutions from two or more countries. This session critically examines a cooperation program between a university in Brazil, the Federal University of Vicosa and one in the US, Purdue University that started in 1952 and ended in 1973. This successful joint effort built on the premise of the Land Grant Act to include the children of the working classes in higher education.</p> <p>National Collaboration Frameworks: the UK-India Education and Research Initiative</p> <p>Christian Yeomans, Senior Policy Advisor, UK HE International and Europe Unit, UNITED KINGDOM</p> <p>Language of Presentation: English</p> <p>As it has become increasingly important to foster strategic approaches to international higher education collaboration, UK universities have found that internationalisation is better served when initiatives are part of a wider framework agreement enabling governments to foster and support a range of collaborations. This presentation examines the UK-India Education and Research Initiative (UKIERI), a scheme designed to enhance educational links between the UK and India through a series of complementary programmes including research partnerships, trans-national education and student mobility initiatives. UKIERI has enabled 182 partnerships to be initiated across 600 institutions in the first phase of the programme, and has provided an important platform for policy dialogue between India and the UK. As UKIERI moves into its second phase, the presenters ask whether there is scope for the extension of this model to other parts of the world.</p>
<p>2:15 - 3:30 p.m. Convention Center Room 2, CCU-BUAP</p>	<p>Concurrent Session 3C: Social Mobility Through Education & Citizenship Building</p> <p>Moderator: Annette Insanally, Secretary General, UNICA, JAMAICA</p> <p>Pathways to Developing Affordable Postsecondary Institutions in Developing Countries</p> <p>Robin Spaid, Associate Professor, Higher Education, Advanced Studies, Leadership, & Policy, Morgan State University, USA; Martin Dada, Graduate Admissions Coordinator, Bowie State University, USA</p> <p>Language of Presentation: English</p> <p>World strife is causing great misery for many citizens in developing countries – particularly the disenfranchised. One theory about diminishing strife is to develop a larger middle class given that there is a correlation between this and national stability. In some countries, postsecondary education is viewed as a pathway to developing a larger middle class. With the process of globalization and the emergence of the knowledge economy, several advanced and emerging economies have shown renewed interest in building postsecondary education. Building a consumer-friendly post secondary system could serve as the logical pathway to developing a globally competitive and economically viable larger middle class. Therefore, this presentation provides a platform for a discussion around fostering postsecondary education opportunities for those unable to leave their home countries. The presenters offer examples from Nigeria and India to encourage a discussion based on the premise that a solution may lie in developing a public system of postsecondary institutions with greater economic strength. A discussion of the implications of the provision of cross-border education under the General Agreement on Trade in Services (GATS) is included.</p> <p>The Need to Implement the Study of Human Rights in Higher Education Curriculum</p> <p>Alex Munguía Salazar, Research Professor, Faculty of Law and Social Sciences, Benemérita Universidad Autónoma de Puebla, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>There is a strong correlation between instruction in human rights and international education. On one hand, human rights education can be defined as the group of instructional and communications activities oriented towards creating a universal culture in the sphere of human</p>



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	<p>rights through the transmission of knowledge, instruction in techniques and formation of attitudes, with the objective, among others, of strengthening respect for human rights and fundamental freedoms; developing people to their potential and inculcating the sense of dignity of each and promoting understanding, tolerance, gender equality and friendship among nations, the indigenous peoples and racial, national, ethnic, religious and linguistic groups. On the other hand, the Universal Declaration on Human Rights affirms that "Everyone has the right to education" and it should have as its objective the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms... In this context, human rights education should not be just an additional course among many others in the school curriculum, but instead one of the fundamental axes together with the development of the person and his/her professional formation at the university. Universities, as privileged environments for debate and reflection on universal knowledge, are not absent from social dynamics in relation to the most pressing needs regarding the validity of fundamental rights. International education is the ideal medium through which to propagate human rights instruction.</p> <p><i>Piercing the Veil of Social Class Via Education</i></p> <p>Jacqueline Zaleski Mackenzie, PhD, Nonprofit President, Summerland Corp., USA</p> <p>Language of Presentation: English</p> <p>The cultural mobility restrictions due to social class for students raised in subsistence farmer’s communities in Mexico are evident in multifaceted parameters. Breaking out of that lowest social class and into the position of a publicly acknowledged educated professional requires the cognitive abilities, a positive attitude, and the financial backing by someone from a higher social class. To be accepted as having attained a higher social class requires the relocation of the family residence and three generations of educated family members who have also attained financial stability. Nonprofit organizations, especially working as a team, have the ability to locate financial backing, experienced tutors, and psychological professionals capable of overcoming these seemingly impossible cultural hurdles that are in the pathway to a quality education for the lowest of this socioeconomic class of students. This presentation describes the experience of educational intervention in rural communities through projects in which educators.</p>
<p>2:15 - 3:30 p.m. Center for Seminars Room 1, CCU-BUAP</p>	<p>Concurrent Session 3D: Using Technology for Learning</p> <p>Moderator: Joaquin Huerta, Business Communication Director for Latin America & Caribbean, Sungard Higher Education, USA</p> <p><i>Preparing Distance Education or On-line Instructors - Steps to Follow in Higher Education Institutions</i></p> <p>Eduardo Ávalos Lira, President of CACECA, Consejo de Acreditación en la Enseñanza de la Contaduría y Administración, A.C., MEXICO</p> <p>Language of Presentation: Spanish</p> <p>In times of change, capacity to use new technological tools and concepts are required of future professionals, but this requires that academic and administrative higher education personnel also be adequately prepared for their proper use. This has led to the need to develop training programs on innovative instructional distance education platforms oriented towards academics and administrators of institutions, which, in turn, has led to the rise of a specialist known as a “trainer of trainers” at a distance and/or online. This presentation will describe the challenges associated with the preparation of academics in the adequate use of information and communications technologies, the role of the trainer of trainers and the opportunities that this offers for international collaboration.</p> <p><i>e-Numeracy: Empowering Learners with Technology</i></p> <p>Fred E. Szabo, Professor, Department of Mathematics and Statistics, Concordia University,</p>



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	<p>CANADA</p> <p>Language of Presentation: English</p> <p>With the help of technology, the role of instructors in the teaching of Mathematics has shifted from "sage on the stage" to "guide on the side". E-learning permits students to take control of their learning experience. With the help of specialized software and web-programming students can now interact with and manipulate the pedagogical environment at their convenience. This flexible learning strategy has revolutionized the way Mathematics and other subjects can be taught and learned and has resulted in a paradigm shift on the part of all stakeholders. In this presentation, we illustrate how e-Numeracy, the ability to use mathematics effectively at work, at home, and in a social setting, are empowering learners to approach number-based information and formula-driven tasks with confidence, success, and enjoyment. We also show how technology-based mathematics courses can be ported to other institutions either through direct access or through on-site customized delivery. Our goal is to promote e-numeracy through national and international partnerships throughout the world.</p>
<p>2:15 - 3:30 p.m. Center for Seminars Room 2, CCU-BUAP</p>	<p>Concurrent Session 3E: U.S.-Mexico Transborder Networks</p> <p>Moderator: José Lever, Coordinator, Office of The University of Arizona in Mexico</p> <p><i>The Transborder Knowledge and Higher Education Network of North America: The University of Sonora - University of Arizona Node</i></p> <p>José Guadalupe Rodríguez, Research Professor, Administrative & Social Sciences, Universidad de Sonora, Nogales, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>This presentation explains why the University of Sonora is not exempt from the global, open, agile and dynamic processes of restructuring, transnationalization and virtualization of the higher education system. We discuss how among the guidelines of global change for higher education institutions is that they tend to establish networks, nodes and specific communities which strengthen local knowledge through distance education, and serve similar communities in other spaces and territories. Such is the idea behind the creation of a University of Sonora - University of Arizona Node, which will be described in terms of its characteristics, challenges and opportunities. Through interinstitutional linkages such as the one described, a split is sought away from the bureaucratic rigidities of the classroom, the titles and the temporal and spatial frontiers. Incorporating new flexible spaces, individuals, institutions, and social agents beyond borders, and, in general, linking with a series of networks and nodes which strengthen information and knowledge.</p> <p><i>Pathways to International Collaboration (US and Mexico)</i></p> <p>Carol Waters, AVP for Academic Enrichment/International Endeavors, Binational Center, Texas A&M International University, USA; Maria Calderon, Executive Director of US / Mexico Relations, Binational Center, Texas A&M International University, USA</p> <p>Language of Presentation: English</p> <p>Various experts suggest that a major focus for Mexico should be on encouraging participation in local governance through enhancing civil society. A recent PEW Foundation study attributed the reduction in immigration from Mexico to the United States to improving economic opportunities for Mexican citizens within their own nation. In this regard, the Binational Center at Texas A&M International University (Laredo, TX) has enacted successful strategies to support the growth and development of civil society in Mexico through fostering interaction between US and Mexican government officials, NGOs, and Universities to develop better and stronger collaborations between our two nations involving community education as well as curricular and co-curricular programs. This session presents the process through which the Binational Center serves as a positive force in facilitating development of Mexican civil society and shares suggestions for those who have aims similar to ours.</p>



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	<p><i>The Universidad Autónoma del Estado de Mexico (UAEM) - University of North Texas (UNT) Academic Liaison Office Program</i></p> <p>Alejandra Bonilla López, Academic Coordinator of the UAEM-UNT Liaison Office, Universidad Autónoma del Estado de México, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>Collaboration between Universidad Autónoma del Estado de México (UAEM) and University of North Texas (UNT) goes back more than 8 years to when with great vision, the presidents of both universities agreed to establish a UAEM office on campus at UNT with the goal of promoting internationalization activities of both universities. Since that time undergraduate and graduate academic mobility, joint research, distance education, cultural dissemination and academic extension projects have been developed, including a double degree program in English Language Teaching. This presentation will discuss the primary achievements, development plans and joint internationalization projects of what are now two liaison offices (a UNT liaison office has also been established at UAEM).</p>
<p>2:15 - 3:30 p.m. Center for Seminars Room 3, CCU-BUAP</p>	<p>Concurrent Session 3F: Interinstitutional Alliances for Mobility & Internationalization</p> <p>Moderator: Enrique Ramos, Student Affairs Director, ITESM, MEXICO</p> <p><i>BUAP's Experience in Canada-U.S.-Mexico Trilateral Cooperation through the Program for Mobility in North American Higher Education (PROMESAN): The Case on the Civil Society Consortium</i></p> <p>Francisco Javier Rodríguez Salazar, Assistant Director, Department of International Relations & Academic Exchange, Benemérita Universidad Autónoma de Puebla, MEXICO; Ana Luisa Rojas Marín, Coordinator General of Mobility & New Project Development, International Relations Department, Benemérita Universidad Autónoma de Puebla, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>The Benemérita Universidad Autónoma de Puebla (BUAP), as a public higher education institution, seeks the way to insert itself into the internationalization process, incorporating, as a primary ingredient, its strong social commitment. In accordance with the Minerva University Model, the public university has a fundamental role in the creation of global citizenship and in the strengthening of a participative political culture which seeks to diminish inequity. The university must continuously work to reach out to society, promoting the study and understanding of issues related to civil society, and by so doing, influence and favorize its own growth and consolidation. Considering the challenge and institutional commitment of preparing young professionals with a new participative culture, the BUAP has actively participated in the Consortium on Civil Society, along with higher education institutions from Canada and the U.S. in the framework of the Program for Mobility in North American Higher Education (PROMESAN). In this presentation we will describe the experience acquired through participation in this consortium and will discuss the way it was useful in the definition and characterization of what the BUAP could achieve in terms of its insertion in the internationalization process.</p> <p><i>An International Multi-Disciplinary Graduate Degree in Environmental Sciences</i></p> <p>Pedro Medellín-Milán, Coordinator of the Environmental Agenda, Universidad Autónoma de San Luis Potosí, MEXICO</p> <p>Language of Presentation: Spanish / English</p> <p>The Multidisciplinary Graduate Program in Environmental Sciences (PMPCA) for sustainability, established in 2002, has received students from around the world and from all the professions. The program has 50 professors and 150 master's and doctoral students and is operated and imparted in collaboration with eight entities of the Universidad Autónoma de San Luis Potosí (UASLP) that provide professors, office space, computer and laboratory equipment etc. The program is headquartered within the UASLP Office of the Environmental Agenda. Since 2008, the</p>




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	<p>double Master's degree in collaboration with the University of Applied Sciences in Cologne, Germany, for an even number of students from Germany, Mexico and Latin America. Thanks to a series of agreements with Latin American universities and a formal network of eleven universities from ten countries representing five world regions and with financing from the German government, we are emphasizing collaboration with countries of the geopolitical South, to build sustainable Latin American universities and societies. This presentation will discuss the planning, implementation and evaluation mechanisms of this program as well as the lessons learned.</p> <p><i>Fragmented Understanding of Priorities Driving a University Alliance and the Role of Senior-Leadership as a Catalyst.</i></p> <p>Monica Camacho, Research Affiliate, ASU Global, Arizona State University, USA</p> <p>Language of Presentation: Spanish / English</p> <p>This presentation describes an actual case of a strategic alliance between two research universities, one in Northern Mexico, another in the U.S. Southwest region (e.g., names of the institutions are not disclosed). In this study, institutional policy documents were examined and participants involved in the alliance were interviewed. A total of 20 participants of both universities, including senior-leadership, administrators, and faculty reported their perceptions on the priorities driving the international alliance. A comparison of the findings showed a fragmented understanding of such priorities among tiers. Two issues are addressed; (i) potential implications for the development of such internationalization initiative, and (b) the role of university senior-leadership as catalyst in closing organizational gaps. These findings are extracted from a doctoral dissertation exploring the motivations shaping international cooperation in higher education.</p>
<p>2:15 - 3:30 p.m. Piaget Room, CCU-BUAP</p>	<p>Concurrent Session 3G: SONA Session III</p> <p><i>Please refer to the Student Organization of North America Conference Agenda</i></p>
<p>3:30 - 4:00 p.m. Bus transportation will be provided (Complejo Cultural Universitario - UDLAP)</p>	<p>Transportation to Universidad de las Américas Puebla (UDLAP)</p>
<p>4:00 - 5:15 p.m. UDLAP Auditorium</p>	<p>Plenary Session III: New Paradigms in Education: Responding to Emerging Challenges in an Era of Transformation</p> <p>Richard Yelland, Head of the Institutional Management of Higher Education Program (IMHE) and Head of the Center for Effective Learning Environments, Directorate for Education, Organisation for Economic Cooperation and Development (OECD), FRANCE;</p> <p>David Atkinson, President, Grant MacEwan University, CANADA;</p> <p>Héctor Arreola-Soria, Coordinator General, Technological Universities, Ministry of Public Education, Government of Mexico, MEXICO</p>
<p>5:30 - 6:30 p.m. UDLAP - Gardens of the School of Engineering</p>	<p>Reception Hosted by Universidad de las Américas Puebla (UDLAP)</p>
<p>6:30 - 7:00 p.m. Bus transportation will be provided (UDLAP - UPAEP)</p>	<p>Transportation to Universidad Popular Autónoma del Estado de Puebla (UPAEP)</p>



<p>7:00 - 8:30 p.m. UPAEP Museum, 11 poniente 1914, Barrio de Santiago</p>	<p>Mexican Soirée Hosted by Universidad Popular Autónoma del Estado de Puebla (UPAEP)</p> <p>Join us for the Mexican event of the conference! Enjoy an evening of Mexican food, music and dance. Save some energy for this final event of the day so that you can continue your networking activities in a relaxing, cultural and lively ambiance. Be part of this delightful event in which our hosts will show their appreciation by sharing some of their art and culture.</p>
<p>8:30 p.m. Bus transportation will be provided (UPAEP - Hotel Camino Real Angelópolis & UPAEP - UDLAP)</p>	<p>Transportation to hotel</p>

<p>Friday, October 14, 2011</p>	
<p>8:00 - 9:30 a.m. Exhibit Hall, Center for Seminars, CCU-BUAP</p>	<p>Information and Registration for the CONAHEC & SONA Conferences</p>
<p>8:00 a.m. Exhibit Hall, Center for Seminars, CCU-BUAP</p>	<p>Coffee Service Offered by the Mexican Ministry of Public Education</p>
<p>8:00 - 9:30 a.m. Convention Center Room 1, CCU-BUAP</p>	<p>Meeting of the CONAHEC Student Exchange Program and its new Service Learning Initiative (All Participants Welcome)</p>
<p>8:00 - 9:30 a.m. Convention Center Room 2, CCU-BUAP</p>	<p>Connecting with New CONAHEC Member Institutions (All Participants Welcome)</p> <p>Moderator: Marianna Velázquez, Membership Coordinator, CONAHEC, USA</p> <p>Languages of presentations: English / Spanish</p> <p>Join us to meet with representatives of institutions which have recently joined CONAHEC. This session will be a great place to meet people at new member institutions, share priorities and interests in collaboration and identify opportunities for the development of partnerships in an informal setting. Some of the institutions which will present their programs include:</p> <ul style="list-style-type: none"> + University of Oviedo, SPAIN; + Association of Caribbean Universities and Research Institutes (UNICA), JAMAICA; + 2iE. International Institute for Environmental Engineering and Water, BURKINA FASO; + National University of Quilmes, ARGENTINA; + Lyon College, USA
<p>9:30 - 10:45 a.m. Theater, CCU-BUAP</p> 	<p>Concurrent Session 4A: Cooperating with and among Community Colleges and Technological Universities</p> <p>Moderator: Jesús María Contreras Esparza, Rector, Universidad Tecnológica de León y Presidente, Asociación Nacional de Universidades Tecnológicas, MEXICO</p> <p><i>Everything You Want to Know About Technological Universities of Mexico and How to Collaborate With Them</i></p> <p>Language of Presentation: Spanish / English</p> <p>Representatives of Mexican Technological Universities will be on-hand to speak about this relatively recent but rapidly expanding sector of Mexican higher education. Please join us to learn more about these unique institutions and the opportunities for collaboration that are available with them.</p>



Friday, October 14

<p>9:30 - 10:45 a.m. Convention Center Room 1, CCU-BUAP</p>	<p>Concurrent Session 4B: Transborder Networks & Social Impact</p> <p><i>Strengthening the Social Dialogue in the Transborder Region: Challenges and Opportunities for Academic Collaboration with Social Impact</i></p> <p>Justin Dutram, Coordinator of Academic Outreach Programs, Outreach College, University of Arizona, USA; Jose Guadalupe Rodriguez Gutierrez, Research Professor, Department of Social Studies, Nogales Campus, Universidad de Sonora, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>The experience of the First Bi-national Colloquium on Transborder Human Development Issues in the Arizona-Sonora Border Region created a unique space which facilitated collaboration among academics and representatives of the public and private sectors of both states. The creation of interinstitutional linkages among universities, government agencies, community based organizations and the private sector has the sole purpose of encouraging social dialogue focused on critically reflecting on the issues surrounding human development in the region. This dialogue will contribute to the development of policies which will improve the quality of life for border residents and strengthen the economic competitiveness of the region. The value added to the research of the Colloquium lies in the development of a space in which researchers, officials and other social actors can collaborate to identify and implement solutions to regional problems.</p>
<p>9:30 - 10:45 a.m. Convention Center Room 2, CCU-BUAP</p>	<p>Concurrent Session 4C: Connecting with Central American Higher Education Institutions: How and with Who?</p> <p>Moderator: Alfonso Fuentes Soria, Secretary General, Central American Higher Education Council (CSUCA), GUATEMALA</p> <p><i>Connecting with Central American Higher Education Institutions: the Central American Council of Universities (CSUCA)</i></p> <p>Language of Presentation: Spanish</p> <p>In this session, representatives of higher education institutions from Central America will describe the principal characteristics and higher education institutions in the region and will engage in an informal dialogue with participants about opportunities for international collaboration.</p>
<p>9:30 - 10:45 a.m. Center for Seminars Room 1, CCU-BUAP</p>	<p>Concurrent Session 4D: University-Community Engagement</p> <p>Moderator: Genoveva Amador Fierros, Vice President for International Relations & Academic Cooperation, Universidad de Colima, MEXICO</p> <p><i>Nursing Social Service in the Area of Public Health with a Cultural Immersion Component</i></p> <p>María de la Luz Bonilla Luis, Project Leader, Faculty of Nursing, Benemérita Universidad Autónoma de Puebla, MEXICO</p> <p>Language of Presentation: Spanish</p> <p>This program has as its objective to stimulate academic exchange between the participating institutions. The program is centered on undergraduate students, and benefits from the diversity of experiences that come from international cooperation in higher education. Participants will be prepared to confront the challenges of chronic diseases sensitizing them culturally for the practice of nursing through service learning projects. It is implemented by a consortium made up of two universities from each the U.S., Canada and Mexico. Each country's institutions receive financing from their respective government, within the framework of the Program for Mobility in North American Higher Education (PROMESAN). The six partners impart courses on Nursing for International Public Health for North America through the Internet. The duration of the program of study is five weeks during the summer. In addition, there is a trilateral presential conference in the fall and monthly decision-making and planning telephone conferences.</p>



Friday, October 14

	<p><i>The Role of Local Community Organizations in Advancing Internationalization at Metropolitan State College of Denver</i></p> <p>Akbarali Thobhani, Executive Director, International Studies, Metropolitan State College of Denver, USA; Yue (Kelly) Huang, Administrative Assistant, International Studies, Metropolitan State College of Denver, USA</p> <p>Language of Presentation: English</p> <p>During the past three years, Metropolitan State College of Denver (MSCD) has experienced a unique expansion in its internationalization effort as a result of impetus from community organizations. This presentation focuses on the dynamic engagement of community groups to promote internationalization at the college which culminated in MSCD receiving a sizable grant from the U.S. State Department to undertake capacity building in undergraduate study abroad with a partner university in Ethiopia, Axum University. The results of this community-inspired internationalization include faculty exchange; building of an elementary school in a rural part of Ethiopia; a massive book drive for the library of Axum University; research opportunities for MSCD faculty; a \$272,422 grant from the State Dept to take a group of 15 MSCD students for a two-month study-abroad experience in Ethiopia; MSCD President delivering commencement address at Axum University. Additional partnership projects and initiatives are under discussion.</p> <p><i>Empowering Communities Through University-Community Engagement: A Regional Network Initiative</i></p> <p>Anna Christina Abdullah, Director of Community Engagement, Division of Industry and Community Network, Universiti Sains Malaysia, MALAYSIA</p> <p>Language of Presentation: English</p> <p>This presentation is about an initiative of Universiti Sains Malaysia to bring together like-minded higher education institutions in the Asia-Pacific region to collaborate in community engagement projects that can transform and empower communities. This session describes the background and rationale of this initiative. It highlights the success of the Universiti Sains Malaysia in bringing about improvements in the target communities through participatory approaches that include respectful engagement and consultation with local partners. This session shares the aspirations, guiding principles and methodologies of the endeavour, so as to also gather input that may enhance its effectiveness and impact for a more sustainable and inclusive mode of implementation. An added possibility and expectation would be the expression of interest from participants who represent institutions that would like to be affiliated or associated with this regional grouping.</p>
<p>9:30 - 10:45 a.m. Center for Seminars Room 2, CCU-BUAP</p>	<p>Concurrent Session 4E: Mexican Higher Education Mobility: Facts & Trends</p> <p>Moderator: Valerie Cárdenas Dugal, Office of the Director General for International Relations, Ministry of Public Education, MEXICO</p> <p><i>Preliminary Results of Patlani: the Mexican National Survey on International Student Mobility</i></p> <p>Alma Maldonado-Maldonado, Researcher, Department of Educational Research, Centro de Investigaciones Avanzadas, MEXICO; Araceli Partearroyo, Senior Academic Affairs Specialist, U.S. Embassy in Mexico, USA</p> <p>Language of Presentation: Spanish / English</p> <p>In this session, we will present some preliminary results of the recently concluded "Patlani" Mexican National Survey on International Student Mobility which collected data from Mexican higher education institutions to garner a more precise idea of the number of international students in Mexican higher education institutions and the number of Mexican students that go abroad, as well as to identify the trends.</p>



Friday, October 14

<p>9:30 - 10:45 a.m. Center for Seminars Room 3, CCU-BUAP</p>	<p>Concurrent Session 4F: Internationalization Strategies: Dual Degrees</p> <p>Moderator: Miriam Acosta Gómez, Director, Office of International Academic Affairs, CIDE, MEXICO</p> <p><i>Institutional Strategies for Internationalization</i></p> <p>Alicia Cabrero, Director of Academic Cooperation, Universidad Autónoma de San Luis Potosí, MEXICO; Antonio Esqueda, Special Assistant to the President for International Operations & Director of Mexican Programs, City University of Seattle, USA</p> <p>Language of Presentation: English</p> <p>For Mexican students seeking a truly international experience and the benefit of a dual degree from two universities in two different countries, CityU of Seattle and Universidad Autonoma de San Luis Potosí, partner to offer a dual degree option. The students in this program take courses in Seattle, have an academic experience abroad for three weeks for the first summer, and travel to a CityU location in Europe (Athens, Greece and Bratislava, Slovakia) for the second summer, where they are exposed to a cultural and academic experience during their stay. This presentation describes lessons learned in the process of the dual degree program and the benefits to students participating in the program.</p> <p><i>Promoting International Opportunities "At Home" for Those Who are Unable to Leave their Countries of Origin: Preparation of Latin American and Caribbean Researchers through the Modality of Shared-Time Doctorates and Research Incubators (DTCII)</i></p> <p>Segundo Benítez, Technical Director, CAMPUS - OUI, ECUADOR</p> <p>Language of Presentation: Spanish</p> <p>The preparation of researchers through the Time Share Doctorates Program (DTCII) program involves studies with visits of short duration at internationally renowned universities which impart the doctorate along with periods of preparation in the university of origin of the doctoral student, supported by communications technologies applied to education. It includes the mobility of the professors of the doctoral program to impart courses and provide in situ support to the development of research centers. It is indispensable to the effectiveness of the proposal that universities assume: an institutional commitment to prepare its professors and an internal policy to create institutes or research centers as natural space for the professors. Instruction in these programs takes place via inter-university cooperation, which permits the doctoral student to develop a line of research of interest to the local context, with international vision and support. The results of this process are: increase in the critical mass of universities; effective linkages between centers, departments or research laboratories of developed universities with those of the home institution of the doctoral student; professors and researchers working and publishing together; and the creation of scientific social networks among others.</p> <p><i>Dual Degrees: a Basis for Long Term Collaborations</i></p> <p>Gerhard Dueck, Professor, Faculty of Computer Science, University of New Brunswick, CANADA</p> <p>Language of Presentation: English</p> <p>Long term international collaborations are the backbone of internationalization. The Faculty of Computer Science at the University of New Brunswick has almost 10 years of very productive collaborations with Bonn-Rhein-Sieg University of Applied Science in Germany. The initial student exchanges and faculty visits were supported through grants. A Dual Master degree was developed as part of the project. During the first year of the program, students participate in two joint courses. Courses are taught in Germany with a video link to Canada and vice-versa. Students participating in these courses are not necessarily enrolled in the dual degree — thus providing broad access to an international classroom. The Master thesis is jointly supervised from professors of both institutions — supporting joint research projects. Intensive Summer Schools are an integral part of the collaborations. These short visits are designed to entice students to consider a full term exchange. A dual undergraduate degree is in the planning stage.</p>
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Friday, October 14

<p>9:30 - 10:45 a.m. Virtual Classroom, CCU-BUAP</p>	<p>Concurrent Session 4G: Measuring & Comparing Institutional Performance at the International Level</p> <p>INFOACES: A Statistical Project for Latin American Institutions</p> <p>Carlos Ochoa Laburu, Professor, Department of Business Organization, University of the Basque Country, SPAIN; Julio Grao, Manager, Gipuzkoa Campus, University of the Basque Country, SPAIN; Marian Iriarte Ormazabal, Professor, Department of Polymer Science & Technology, University of the Basque Country, SPAIN</p> <p>Language of Presentation: Spanish</p> <p>Information on higher education institutions which improves transparency is a necessity in a globalized world. The INFOACES project seeks to establish an information system with basic strategic indicators on Latin American institutions which permits the definition of institutional profiles, informs citizens and helps to improve the institutions themselves.</p>
<p>9:30 - 10:45 a.m. Piaget Room, CCU-BUAP</p>	<p>Concurrent Session 4H: SONA Session IV</p> <p><i>Please refer to the Student Organization of North America Conference Agenda</i></p>
<p>10:45 a.m. - 12:00 p.m. Theater, CCU-BUAP</p>	<p>Plenary Session IV: From Rhetoric to Concrete Action: Defining the Future Agenda</p> <p>Moderator: Mike Proctor, Vice Provost for Outreach & Global Initiatives, The University of Arizona, USA</p> <p>Ezra Zaharia, General Manager, Universia Colombia & Perú, COLOMBIA;</p> <p>Sylvia Ortega-Salazar, Rector, Universidad Pedagógica Nacional, MEXICO;</p> <p>David Longanecker, President, Western Interstate Commission for Higher Education (WICHE), USA</p>
<p>12:00 - 1:00 p.m. Theater, CCU-BUAP</p>	<p>Closing</p>



<p>Acknowledgements</p>	<p>CONAHEC expresses its heartfelt thanks to the many people who have made this event possible, especially the rectors of the local member institutions, the members of the Local Organizing Committee and the volunteers members of CONAHEC’s Board of Directors.</p>
<p>Presidents of Host & Co-host Member Institutions (in alphabetical order)</p>	<p>Enrique Agüera Ibañez, Benemérita Universidad Autónoma de Puebla (BUAP) Luis Ernesto Derbéz, Universidad de las Américas Puebla (UDLAP) Mauricio García Acevedo, Instituto de Estudios Universitarios (IEU) Jorge Guillén Muñoz, Universidad Tecnológica de Puebla (UTP) Alfredo Miranda López, Universidad Popular Autónoma del Estado de Puebla (UPAEP)</p>
<p>Local Organizing Committee</p>	<p>President: Oscar Gilbón Rosete, BUAP Executive Coordinator: Patricia Blanco García, BUAP</p> <p>Members (in alphabetical order):</p> <p>Adriana Amador, UTP José Rodolfo Carvajal Sánchez, UPAEP Álvaro Figueroa González, BUAP Armando García Yañez, UPAEP Nayeli Herrera, UDLAP Guillermina Limón Viveros, IEU Pilar de Martín Nuñez, BUAP Nadia Quezada López, UTP Yahel Riveroll Velázquez, IEU Héctor A. Rueda Martínez, BUAP</p>
<p>Board of Directors</p>	<p>Jesús Ancer Rodríguez, Rector, Universidad Autónoma de Nuevo León David Atkinson, Vice President of the CONAHEC Board & President, Grant MacEwan University Mary Ayala, Dean, College of Liberal Arts and Sciences, Eastern New Mexico University Gail Bowkett, Assistant Director of International Relations, AUCC ^ Walter G. Bumphus, President and CEO, AACC ^ Thomas Buntru Wenzler, President, AMPEI ^ Jesús María Contreras Esparza, President of ANUT & Rector, Universidad Tecnológica de León ^ Marco Antonio Cortés, Rector General, Universidad de Guadalajara James Dean, Executive Director, Office of International Relations, University of Manitoba Tomás Jiménez, Vice President of the CONAHEC Board & Executive Director of the President's Office, Inter American University of Puerto Rico Jun Young Kim, President, Sungkyunkwan University ^ James Knight, President, ACCC ^ Joan Landeros, Director, Center for International Education, La Salle University Fernando León-García, President of the CONAHEC Board & Rector, CETYS Universidad David Longanecker, President, WICHE Rafael López-Castañares, Executive Secretary General, ANUIES ^ Patti McGill Peterson, Presidential Advisor for Global Initiatives, ACE ^ Francisco Marmolejo, Executive Director, CONAHEC ^ David Marshall, Past President of the CONAHEC Board Eugene Sander, President, The University of Arizona Lorna Smith, Director, International Education, Mount Royal University Marianna Velázquez, Student Organization of North America ^</p> <p>^ Ex-Officio members</p>