



100,000 Strong in the Americas

Leveraging Innovation Fund Grants to Expand Mobility

2023 AIEA Annual Conference

February 22, 2023



AGENDA & SPEAKERS

- What is the 100K Innovation Fund?
- University of New Mexico
- Universidad de Guanajuato
- Fashion Institute of Technology, SUNY
- Q&A

Ukiah Busch

Director of Public-Private Partnerships
Partners of the Americas

Martín P. Pantoja Aguilar
Researcher and Professor
Universidad de Guanajuato

Nicole Tami

Executive Director, Global Education Initiatives
University of New Mexico

Helen Gaudette

Assistant Dean for International Education
Fashion Institute of Technology, SUNY



◆ Key Messages

- Grants are available!
- You need a partner
- Register at 100kstrongamericas.org

#100KStrongAmericas



PARTNERS
of the AMERICAS



100,000 Strong in the Americas Innovation Fund



PARTNERS
of the AMERICAS

The **100,000 Strong in the Americas Innovation Fund (100K Strong)** is the decade-long, public-private collaboration between the Bureau of Western Hemisphere Affairs, U.S. embassies, and Partners of the Americas, working with the private sector, governments, foundations and higher education institutions to create innovative partnerships and inclusive **training and exchange programs** between the U.S. and the other countries of the Western Hemisphere.

The 100K Strong Innovation Fund provides **seed grants** to teams of higher education institutions to build institutional partnerships, strengthen institutional capacity, and increase access to innovative, inclusive exchange programs for students and faculty in the Americas.



100K innovation fund donor-partners



MINISTERIO DE CIENCIA,
TECNOLOGÍA E INNOVACIÓN



Santander



AgroAmerica



amazon

Coca-Cola
Fundación México



MetLife
Foundation

FUNDACIÓN
JENKINS



SENA
SERVICIO NACIONAL
DE APRENDIZAJE



CAMPUS
PUERTO RICO

NAFSA
Connecting People. Changing the World.™



FUNDACIÓN
BANORTE



FORD FOUNDATION

Fundación
Televisa

cementos
PROGRESO®
Cemento Portland, Cementos Especiales



ExxonMobil



Semptra Energy



Alcaldía de Medellín
SAPIENCIA
Agencia de Educación
Preescolar de Medellín



FREEPORT McMoRAN
COPPER & GOLD



2012-
2022



10TH

Anniversary

Celebrating

10 years of Impact



33 Grant Competitions



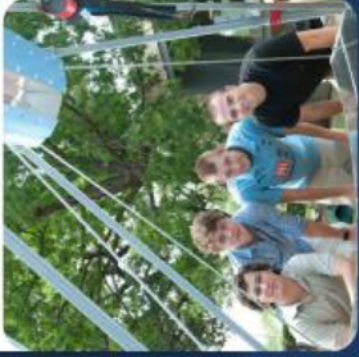
306 Grants



572 Winning Colleges and Universities



10k Students



25 Countries



49 U.S States



\$17M + Public-Private Investments



PARTNERS
of the AMERICAS

The 100K Strong Alliance for **CLIMATE ACTION**

— (100K CLIMA)

100K CLIMA will catalyze climate action and regional collaborations among higher education institutions in the U.S. and Latin America and the Caribbean to equip students with technical skill to lead in a climate-positive, 21st century green economy.



The 100K Inclusive Education Initiative

The 100K Strong Inclusive Education Initiative will expand partnerships between a diversity of U.S. colleges and universities with regional education institutions in Latin America and the Caribbean to provide critical access to new models of inclusive education exchange.



100k cohorts include racial minority student at a rate that is 52 percentage points higher than U.S. average study abroad programs.

- 2021 Inter-American Dialogue 100K Impact Study

JOIN



JOIN



General Info & Requirements



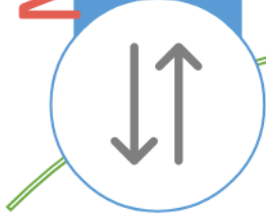
AVAILABLE AWARDS



At least 8 grants

\$ \$25,000-\$50,000

STUDENT MOBILITY



Bidirectional travel preferred but not required.



No minimum/maximum number of students.



No minimum/maximum duration of travel/stay abroad.

Program Design



Level of Study

Students can be at any level of post-secondary education.

- ✓ Undergraduate
- ✓ Graduate
- ✓ Doctoral



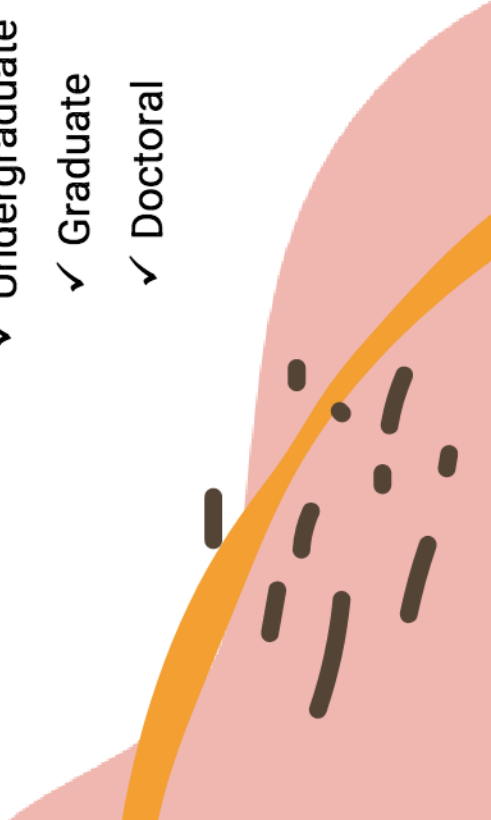
Student Credit

Required: Students must receive some level of credit from their home institution during or as a result of the proposed program.



Diverse Students

Target and include underserved, non-traditional, and/or diverse student populations.



Partnerships



How many institutions can be involved in my proposed project?



Is an MOU required?

No, but you will be required to submit letters of support from all involved institutions.



Can I include companies, local government, or NGO partners in the project?

Yes, other non-HEI/community partners can participate in and support the project. They may not apply for a grant.



How many proposals can my institution submit?

There is no limit to the number of proposals that an institution can submit, however, it is unlikely that a single institution will receive more than one grant award in a single grant competition.





Latin American and Caribbean Countries that have not Yet Won a 100K Grant



BARBADOS



GRENADA



SAINT VINCENT AND THE GRENADINES



BELIZE



JAMAICA



SURINAME



DOMINICA



SAINT LUCIA



URUGUAY



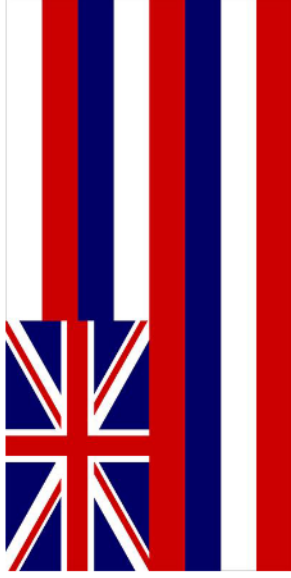
VENEZUELA



U.S. States that have not Yet Won a 100K Grant



MAINE



HAWAII



ALASKA



PARTNERS of the AMERICAS
Connect • Serve • Change Lives

UPCOMING GRANT COMPETITIONS



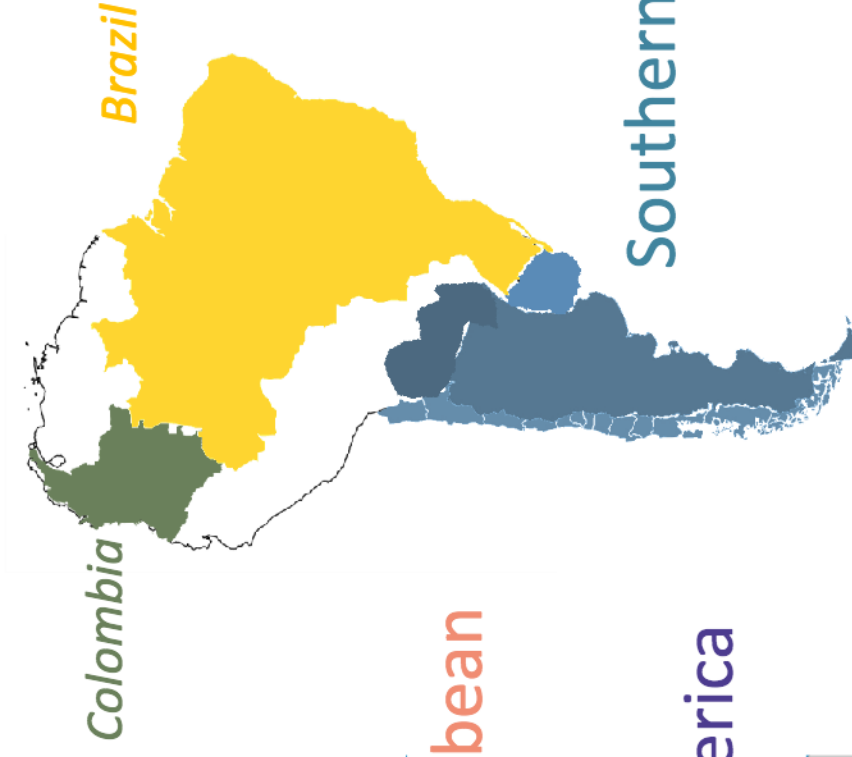
Canada

Mexico



Caribbean

Central America



Colombia

Brazil

Southern Cone



PARTNERS of the AMERICAS
Connect • Serve • Change Lives

WHERE TO START?



 **Join the Innovation Network**
www.100kstrongamericas.org/join/

 **Apply for a Grant**
www.100kstrongamericas.org/grants/

★★☆ Participate as a Reviewer
www.100kstrongamericas.org/apply-to-be-a-reviewer/

“Our 100,000 Strong Journey”

Nicole Tami, PhD

**Executive Director, Global Education Initiatives
University of New Mexico**



THE UNIVERSITY OF
NEW MEXICO



UNM was awarded 4 grants in 4 years:

1. “Innovation Academy for Women of the Americas,” Global Education Office partnered with La Salle, Mexico City (Awarded April 2015). Future iterations included new partners in Mexico and Colombia.
2. “Peace Engineering, Entrepreneurship and Renewable Energy,” Department of Electrical & Computer Engineering, School of Engineering, partnered with Universidad Nacional de la Plata, Argentina (Awarded September 2018) focused on renewable energy and peace engineering

3. “Developing Resilient Communities & Workforce Capacity in the Hot Deserts of North America,” Department of Civil Engineering, School of Engineering, partnered with Universidad de Sonora and [Instituto Tecnológico de Hermosillo, Mexico](#) (Awarded January 2019) focused on a bilateral mobility program around resilience studies in our shared geographic region
4. Indigenous Design & Planning Institute, School of Architecture and Planning, partnered with [Benemérita Universidad Autónoma de Puebla, Mexico](#) (Awarded August 2019) on a US-Mexico Indigenous Planning Summer Institute.

Partnership & Proposal Development

- Faculty engagement and tapping into existing international linkages is key.
- UNM took advantage of in-country contractor based in Mexico City.
- Application was initiated and facilitated by the Global Education Office. GEO staff reached out to relevant faculty and campus stakeholders for buy-in and academic support.
- Grant writing and reporting requirements require an administrative lead, most faculty will not agree to take on the additional responsibility. We relied exclusively on staff and our contractor for the compliance work– *it is an administratively heavy lift.*



Proposal Phase

- All of the partner institutions committed to some level of cost share and fundraising. Letters of support from rector/president were solicited to commit funds.
- Partner institutions agreed to provide academic credit to their own students.
- Agreement was created outlining each institution's responsibilities up-front.
- Activities connected to workforce development and continued higher education opportunities for students.
- All programs had research components.
- Financial model includes: 100K Strong funds, cost-share, in-kind, and program revenue.

Implementation

1. Importance of Organizational Culture of Partner Institutions
 - Implementing a shared program will challenge existing processes → Flexibility/Adaptability
 - Willingness to help one another
 - Ex: Purchasing power, taxation
2. Must Have Project Champions at Each Institution
 - Navigate bureaucracy
 - Translate organizational culture
 - Engage influencers
3. Develop Planning Documentation from the Beginning
 - Changes in administrations and colleagues can delay a project's progress
 - Documentation also helps delineate responsibilities from day one



Implementation

4. Instructional Design Method

Successive Approximation Model (SAM)

- Iterative, collaborative, and on-going
- Flexible to meet the needs of the participants
- Shared ownership/responsibility for curriculum and outcomes
- Patience, patience, patience... and fun!

5. Conduct Pre-Program Learner Diagnostics

Who are your learners? What are their expectations? How do their varied experiences strengthen the learning experience?

- Ex: The Academy I (2016), great variation in experience with research. Adjusted program model from individual research projects to a collaborative research project in year two (2017).

Lessons Learned

- You have to be flexible—there will be delays!
- Capacity changes—global partnerships are unpredictable.
- You have to be truly collaborative and allow partners to take ownership of the program.
- Don't be afraid to pass the baton if you want the program to evolve.



Sustainability

- Continue independent fundraising.
- Students pay a program fee to participate in group programs, seed funding will run out.
- Tell your stories and engage others (other academic units, campus organizations, private industry, community organizations).
- Stay connected- LinkedIn & WhatsApp groups, program websites, virtual lectures, workshops and check-ins
- Set achievable goals—re-evaluate your goals sooner rather than later, if needed.
- Conduct systematic program reviews, which include quantitative outcomes and qualitative feedback—data is convincing.
- Map out your faculty network of support. They will drive the entire process and will keep the project moving forward—reward and recognize them.

Project Summary

Competition 6: Promoting Study Abroad Partnerships for Innovation & Collaboration (2015)

- Sponsor: Santander
- MISSION: Facilitate the academic and career advancement of underrepresented/minority women in the Americas – including indigenous women – in the innovation fields of Science, Technology, Engineering, Mathematics, and Architecture (*STEM^{+A}*)
- UNM Cost Share: \$100,000 (scholarships) + ~\$13K in-kind
- Main Components
 - global exposure through education abroad
 - focused individual academic, research, and professional skills development
 - on-going mentorship and support



Innovation Academy for Women of the Americas



The Academy



NM

THE UNIVERSITY OF
NEW MEXICO

ATTA

Innovation Academy for Women of the Americas

The Academy is a comprehensive program designed to facilitate the academic and career advancement of underrepresented, minority women – including indigenous women – in the innovation fields of Science, Technology, Engineering, Mathematics, and Architecture.

This intensive short-term summer program provides women the knowledge, skills, abilities, and support to ascend to higher education and leadership levels within their communities and countries.

- UNM sought out an alternate Mexican partner due to the inability of original co-partner to host the program. We ultimately selected the [Universidad Politécnica Santa Rosa de Jauregui](#), Queretaro.
- There have been five iterations of The Academy:
 - Original program ran in June 2016 at the University of New Mexico, Albuquerque, U.S.A
 - Second iteration in June 2017 at La Salle in Mexico City, Mexico
 - January 2020 at [Politécnica Santa Rosa de Jauregui](#), Queretaro, Mexico
 - A virtual program ran in July 2021 hosted by [Politécnica Santa Rosa de Jauregui](#), UNM, and Instituto [Tecnológico Metropolitano](#)
 - July 2022 program hosted in-person by Instituto [Tecnológico Metropolitano](#), in Medellin, Colombia



THE UNIVERSITY OF
NEW MEXICO



Project Summary

Competition 21: The Argentina-U.S. Workforce Development Competition (2018)

- Sponsor: Chevron & U.S. Department of State
- Project Title: *Peace Engineering, Entrepreneurship, & Renewable Energy*
- Discipline: Electrical Computer Engineering≈
- Partner: Universidad Nacional de la Plata (UNLP)
- Foundational Linkages: Dr. Ramiro Jordan went to UNLP for ugrad. UNLP and UNM are founding members of the ISTEAC network. UNLP visited UNM as part of a 100K Strong Higher Ed Administrators visit in March 2017.
- Cost Share: \$2,500 USD for each institution for two years
- Main Components
 - 3 Students, 1 Faculty in each direction NB/SB
 - Renewable Energy instruction / development of innovative ideas (Lithium Batteries and Smart Grid Storage)
 - Curriculum mapping to determine feasibility of 4+1/5+1 program



ATEA

NM
THE UNIVERSITY OF
NEW MEXICO

Peace Engineering, Entrepreneurship & Renewable Energy

For UNLP and UNM, this exchange program jumpstarted bilateral faculty and student mobility in the areas of peace engineering and renewable energy.

Moreover, by operating within the framework of the Ibero-American Science & Technology Consortium (ISTEC), both UNM and UNLP were able to expand their promotion of sustainable, socially responsible socio-economic development and collaborative advancement of higher education programming in STEM fields.

This grant has to be extended due to the pandemic, and the pause enabled the addition of virtual lectures as a new collaboration between the partner institutions. In a time when traditional student and faculty mobility and travel was not possible, this virtual interaction allowed continued collaboration between UNM and UNLP. We will continue this program through virtual collaborative exchange at the request of our partner institution. Remaining grant funds will be used to support a virtual program hosted by UNM that includes costs associated with the collaboration platform, stipends for guest faculty, and program planning and management.



THE UNIVERSITY OF
NEW MEXICO.



Project Summary



Competition 23: Promoting Study Abroad in Engineering, Physics, Geology, and Geophysics (2019)

Project Title: *Developing Resilient Communities & Workforce Capacity in the “Hot Deserts” of North America*

Sponsor: ExxonMobil

Discipline: Civil Engineering

- Partners: Universidad de Sonora (UNISON) & Instituto Tecnológico de Hermosillo (ITH)
- Foundational Linkages: Dr. Nicolás Sau Soto, UNISON, received his PhD from UNM. States of Sonora and New Mexico Governor-level discussions.
- Cost share: \$5,000 from each institution for two years, or \$30K over two years.
- Main Components
 - 6 students, 3 faculty in each direction NB/SB
 - Engineering resilience, advanced materials, and innovative construction technologies. Lectures, laboratory exercises, field simulations, and modeling exercises. Followed by a state-wide UNM Resilience Institute conference in Sonora.
 - Curriculum mapping to determine feasibility of 4+1/5+1 program



ATEA

UNM
THE UNIVERSITY OF
NEW MEXICO

Resilience in the Hot Deserts of North America

- Partner institutions addressed critical regional problems in the areas of sustainability and natural environments, building a community of practice in civil and environmental engineering in desert regions.
- Specifically, the program served as a catalyst for a recently established 4+1 (BS+MS) degree program that exists between UNM and UNISON and created an opportunity to enhance educational capacity at the PhD level.
- Despite the challenges of the COVID-19 pandemic, this program succeeded in developing greater alignment between the education sector and industry around research, emerging technologies, and technology development and commercialization.
- The educational exchanges resulted in greater collaboration between various departments of UNM's large College of Engineering. Modeling this program in accordance with the vision of the *New Mexico-Sonora State Commission*, UNM created a collaborative environment that promoted innovation and technological development in our shared region and promoted links with the private sector to create favorable economic and social development and strategic alliances.



THE 100,000 STRONG IN THE AMERICAS - 2020 Mexico-U.S. Innovation Fund Competition
SOUTHERN OREGON UNIVERSITY (USA) AND UNIVERSITY OF GUANAJUATO (MEXICO)

University Program for Intercultural Distance Learning & Reduction of Inequality in Micro and Small Businesses in Non-Urban Areas by Young Business Students"

INCLUSIVE STUDENT EXCHANGE IN A PUBLIC HEI

Sponsors:



BUILDING THE PARTNERSHIP:

- 53 years of existing collaboration.
- Lost of connections and lack of Budget.
- Need to re-learn *Amistad*.
- Search for innovative ways of collaboration.
- Created an online (COIL) program to support the new initiatives.
- Faculty leadership to guarantee administrators' commitment.
- Concentration on curricula internationalization.

BUILDING THE PROPOSAL:

- Requires a leader, courage & giving.
- Intercultural skills – lobby.
- Most difficult: time constraints.
- Easiest: Structure and system application.
- Challenges: Institutional commitment, budget (in-kind also) & faculty availability.
- Benefits: Satisfaction for “walking the walk” – Ant’s work: changing the world.

PROGRAM ACTIVITIES & INNOVATIONS:

- Develop a new international course (IaH – CI).
- Co-teaching faculty USA-MX (BDP methodology).
- Involve small businesses - a social impact – permanente program.
- First stage: Online learning-intercultural-teamwork.
- Second stage: Reciprocal face-to-face visits:
 - New “How to do business in USA/MX” seminar
 - Linkage: University, political & social leaders
 - Work on-site for BDP
 - Presentations to community & businesses
 - Cultural inmersión activities.
- Final step: formal BDP delivery to businesses and implementation support (social service).



PARTICIPATING BUSINESSES -SOCIAL COMMITMENT

1. Conservas 1998 (Conservas Santa Rosa) Rural indigenous community Business





2. Cafetería y Repostería Yesi Sub-urban located business



Sponsors:



Fundación México





3. Handcrafts Saucedá

Rural indigenous community business



Sponsors:

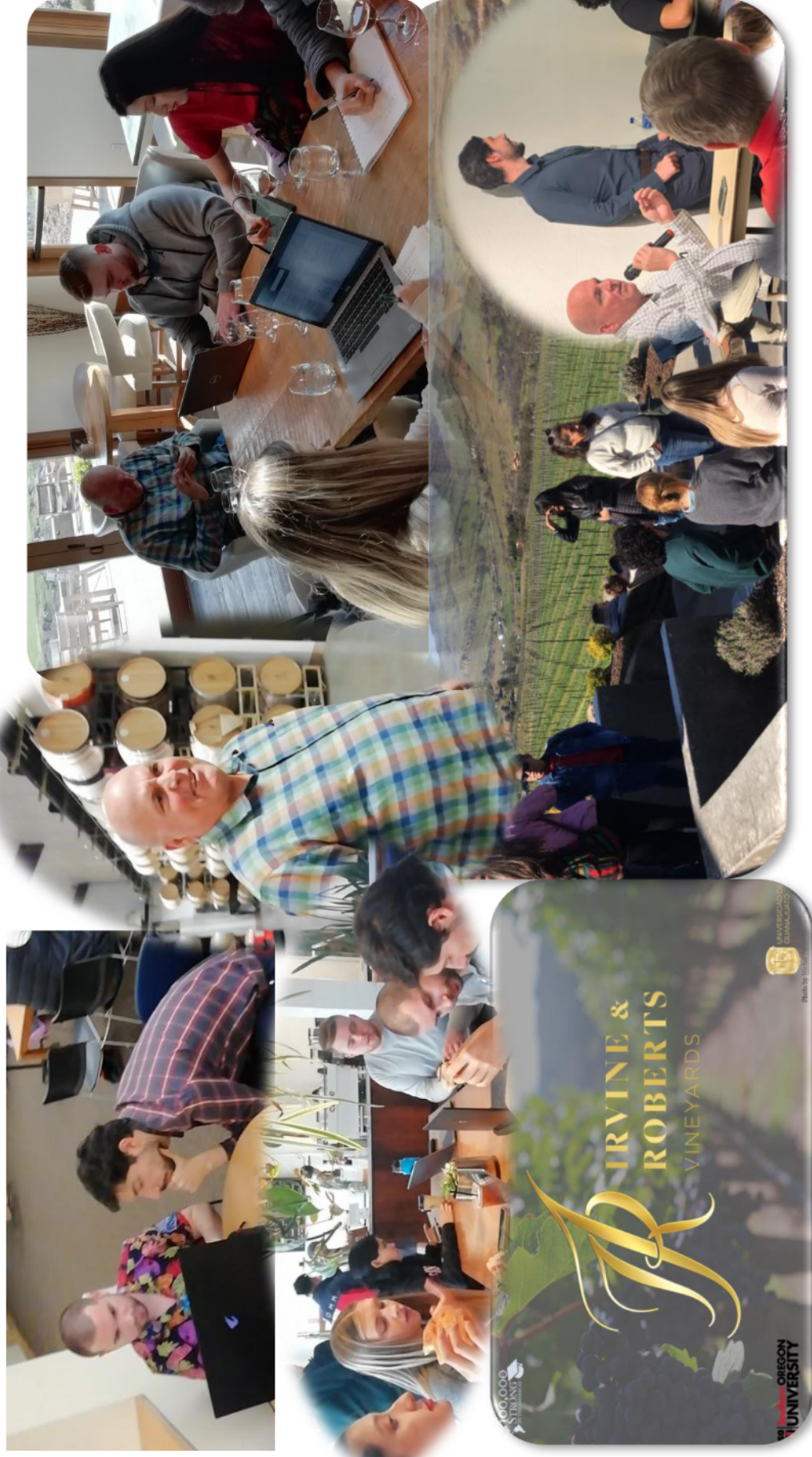


Fundación México





4. Winery –Irving & Roberts-Community business



Sponsors: **Coca-Cola** Fundación México

FUNDACIÓN **JENKINS**

Sempra Energy



5. Northwest Pizza – community business



Sponsors:



Fundación México



FUNDACIÓN JENKINS



Sempra Energy



6. Indigo Creek Outfitters – community business



Thank you to Will and Julie with Indigo Creek Outfitters for making this experience possible!



Sponsors:

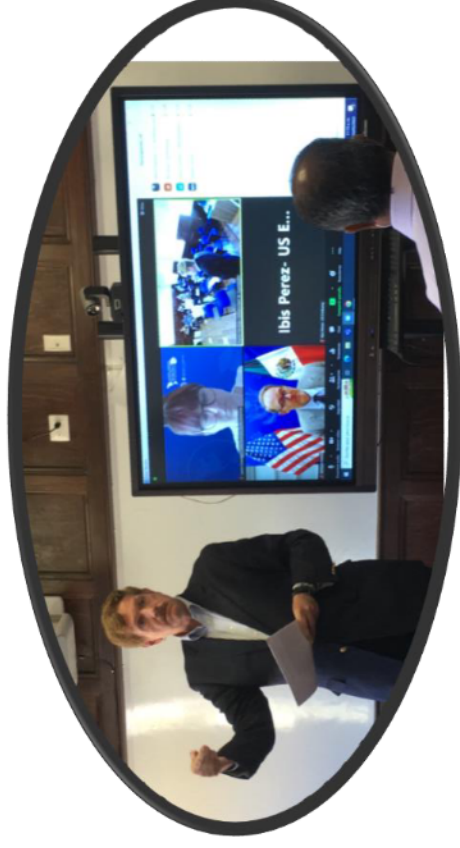




SEMINAR HOW TO DO BUSINESS IN ...

USA

Mexico

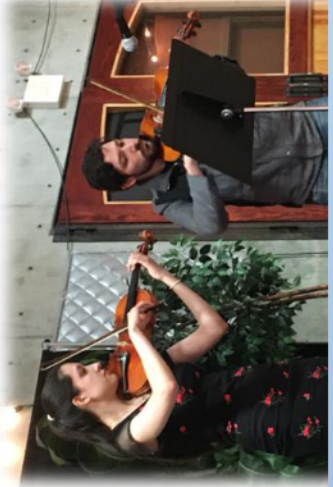


Sponsors:





INTERCULTURAL ACTIVITIES



Sponsors:



PROGRAM IMPACT [SURVEY -STUDENTS]

- Empatía por otros y eliminación de estereotipos.
- **Awareness of the real situation of businesses in Mexico and USA.**
- **Comprensión y respeto por costumbres diferentes.**
- **Passion to learn other languages than English.**
- **Sentido de comunidad y ayuda.**
- **Learned to give rather than wait to receive.**
- **Tolerancia y paciencia en el idioma.**
- **Learned to adjust way of communicating.**
- **Esfuerzo por dejar de ser introvertidos.**
- **Build new lifelong friendships.**
- **Nuevas aspiraciones – global.**

Topic evaluation	Category average
TEAM EVALUATION:	
You team members participated equally in assignments.	4.11
Your team members communicated quickly and thoroughly.	4.61
There was agreement within the group.	4.83
You built new friendships with your group members.	4.89
SELF EVALUATION:	
You participated equally in assignments.	4.72
You communicated quickly and thoroughly.	4.67
You worked to find agreement within the group.	5.00
You worked outside your comfort zone while working with other universities.	4.78
You have a better understanding of international business and student life outside of your home school campus.	4.94
You acquired a better global perspective for business and the importance of awareness of multicultural differences.	5.00
PROGRAM EVALUATION:	
The program assignments were easy to understand.	4.72
Assignments had value and created new perspective(s) for you.	5.00
When issues arose, there was quick clarification from professor(s).	4.94
Total average	4.79



TESTIMONIALS

“Fue la primera vez que salí de México, mi primera vez conversando con alguien que no habla español, así como mi primera vez exponiendo un tema en otro idioma. En la fuerza de los 100K aprendí no sólo aspectos técnicos relacionados con mi carrera, sino también muchas diferencias culturales”.

“100K strong is more than just a program. It gave me and my fellow classmates the opportunity of a lifetime. We had the opportunity to learn about business in both Mexico and America through hands-on, real-life experiences. As an American, never truly experiencing other cultures I was emerged into another culture where I was able to grow as an individual”.

“The 100k strong program showed me that Mexico and the United States are more similar than they are different. Throughout this life changing experience I was able to apply concepts and theories learned in school to the real world”.

“The 100k strong has not only provided me with real life experience in the business world, but it has opened my eyes to the beauty of cross-cultural business relationships. Each country has so much to benefit from the other, we have so much opportunity to work together rather than apart”.

Sponsors:



Fundación México



FUNDACIÓN
JENKINS



Sempra Energy



THE MAIN IMPACT



Sponsors:



Fundación México



FUNDACIÓN JENKINS



Sempra Energy

BEYOND THE PROJECT

- Evaluations, assessment, and improving on planning.
- The “International Strategies for Business Development” course is in the formal curricula and it is being offered every semester – Canada has entered the program.
- The “How to do business in...” seminar is ready to be offered anytime.
- International accreditation of business programs is being conducted
- SOU has gotten new funding and the 2023 collaboration is starting under a donor’s grant – Global Internationa Scholars- 100k based.
- Some students continued with implementation fase in businesses.
- Administrators learned to deal with an international Project at home and committed budget and institutional support for future rounds.
- Faculty is asking for more projects and be involved.
- Student community is demanding new opportunities



PARTNERS
of the AMERICAS

GRACIAS - THANK YOU





Leaders in International Higher Education

2023 Annual Conference

**Fashion Institute of Technology
and DUOC**

**DESIGNING PATHWAYS:
U.S.-Chile Student Exchange in Design
& Business**

Dr. Helen Gaudette, Fashion Institute of Technology

Fashion Institute of Technology, SUNY, US and DUOC, Chile DESIGNING PATHWAYS:

U.S.-Chile Student Exchange in Design & Business, 2017-2019

- **Designing Pathways** helped FIT realize its 2020 Strategic Planning goal of expanding international education and exchange opportunities for students. It also addressed needs expressed in a 2016 campus survey, where FIT students requested academic exchange with a wider variety of countries.
- For DUOC, **Designing Pathways** helped realize their 2016-2020 development goal of “training students for a globalized world.” The program responded to demonstrated DUOC student interest in U.S. exchange programs, and specific interest in New York City, an international design center. Additionally, English is an employability competency requirement for DUOC students. Exchange partnerships with English-speaking countries broaden opportunities for students to use English in an international context.



THE PLAN:

Create a new FIT-DUOC student-exchange program in Fashion Design

Planning: December 2017-August 2018 Pilot implementation: August 2018

Number of Students: 6 (3 FIT, 3 DUOC) FIT Student Credit received: 12

Expand and enhance the 2018 Summer Seminar for DUOC hosted by FIT:

Planning: December 2017-July 2018 Pilot implementation: August 2018

Number of Students: 15 DUOC

DUOC Student Credit will be applied in Chile

Create short-term FIT study-abroad programs, hosted by DUOC in Chile

Planning: December 2017-December 2018 Pilot implementation: January 2019

Number of Students: 12 FIT (South-bound) + 12 DUOC students in-country FIT Student Credit received: 3

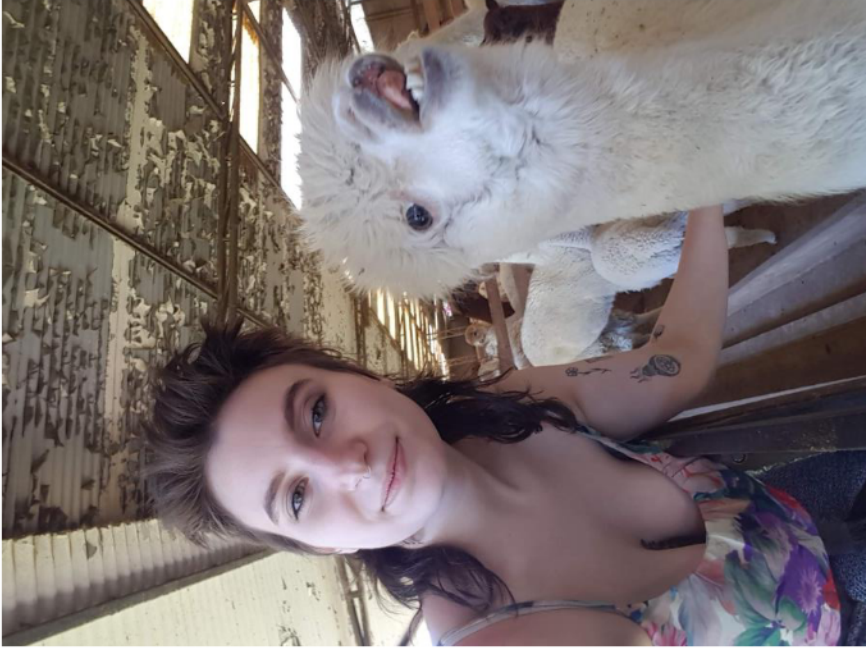
Create COIL [Collaborative Online International Learning] modules for FIT and DUOC courses and virtual project-based collaborations (English-Spanish)

Planning: December 2017-September 2018 Pilot implementation: October 2018

Number of Students: 27 students in-country (15 FIT, 12 DUOC) FIT Student Credit received: 3

DUOC Student Credit will be applied in Chile

The Foundation of FIT and DUOC's Relationship



- FIT's Dean for Art and Design was a reviewer for DUOC's National Association of Schools of Art and Design (NASAD) Substantial Equivalency accreditation
- DUOC's SIO came to FIT for a visit to seek ways to collaborate

Developing the Proposal

- We held multiple virtual meetings with the leaders of the Design and Communications School and International Affairs Office at DUOC to develop the proposal
- We turned to the FIT Grants Director for help writing and planning, especially for the budget and budget narrative
- In addition, we took the following action steps:
- Developed Designing Pathways scholarships for FIT students
- Refined outreach to students who might not otherwise participate in study-abroad opportunities; includes collaborating with FIT's Educational Opportunity Program [EOP]
- Refined outreach to Spanish-language-heritage students, who comprise 18% of the FIT student population and many of whom are the first in their family to attend college
- Formalized exchange agreement between FIT and DUOC

TD205: Textile Design in the Andes

[A fun YouTube Video about the course](#)



Faculty Travel

A spring 2018 (March/April) planning trip to Santiago, Chile, was conducted by three FIT faculty/administrators.

A DUOC faculty member visited FIT in April 2018, for further coordination and to deliver a lecture at FIT on Latin American and Chilean fashion, intended to expand student knowledge about Chile and generate student interest in the **Designing Pathways** program.



Plans for the Future

- Expand joint projects into new subject areas: Interior Design, Textile Surface Design, and International Trade and Marketing
- Encourage faculty to apply for Fulbright Specialist awards
- Add other majors to the Student Exchange program
- Continue with new COIL projects
- Bring back the Summer Seminars in NYC



PARTNERS
of the AMERICAS

— Questions?

Contact us

Ukiah Busch

Director of Public-Private Partnerships
Partners of the Americas

 ubusch@partners.net

Nicole Tami

Executive Director, Global Education Initiatives
University of New Mexico

 ntami@unm.edu

Martín P. Pantoja Aguilar

Researcher and Professor
Universidad de Guanajuato

 pantojam@ugto.mx

Helen Gaudette

Assistant Dean for International Education
Fashion Institute of Technology, SUNY

 helen_gaudette@fitnyc.edu





PARTNERS
of the AMERICAS



Thank you!

