

Diálogo de las Américas

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GROUND RULES FOR THE DIALOGUE

- A. Confidentiality
- B. We do not jump on anybody

- C. Everybody takes an active participation

BROAD ISSUES OF INTERNATIONALIZATION

- A. Is internationalization an end on itself or is it a means for something else?
- B. Identity: Where do they (our students) come from?
 - a. Educating the whole student.
- C. Identifying what challenges we have in common
- D. CAPIS? Brazil...research. Internal accreditation process for graduate education. In takes into account international insertion.
- E. Leadership: What it means to be an International Educational Administrator.
- F. Cultural competence
 - a. Elite global
 - b. Capacity to interpret culture...and cultural differences.
- G. Different stake holders (state, local, companies). Importance of articulation
- H. The schools of education are the ones that participate the least on international programs (even though their graduates could multiply their learning in their professional domains).
- I. Indigenous population: How we work with them?
 - a. UDEM 30 students with scholarships from G.E. based on academic standing.
- J. International University Education: Redundant?
 - a. Economic, political, church.
 - b. Universities are there for seeking truth.
 - c. The importance of leadership. What kind of leadership? (in relation to I.E.)
 - d. I.E. definition
 - i. Territorial definition
 - ii. Transitional: Exchange, student & faculty
 - iii. Transformative: Ways of looking and embracing the world
 - iv. Transcendental: Best practices that help building, character, develop human potential, professional community service.
- K. Relationship through which institutions, states, parties are transformed: transformative relationships, carrying out projects together, evolving, transforming together, and closing distance.
- L. Cross-national partnerships.
- M. The path
 - 1. Institutional relationship.
 - i. Time to build trust.
 - ii. It implies serious commitment.
 - 2. Emphasis on multilevel approach.
 - i. Upper level commitment.
 - ii. Lower level commitment.
- N. Is there anything particularly different in terms of strategy to develop a partnership with different regions?
 - 1. Difficult question to answer.

2. A question that requires multilevel dimensions / answers.

O. EL SALVADOR

- a. 5, 500,000 population
 - i. One public university
 - ii. 5 technological institutes
 - iii. 25 private universities (of all different qualities)
 - iv. No national policy on internationalization of education
 - v. Many universities have agreements / joined degrees with universities abroad
 - vi. Students that study abroad go often to Monterrey Tec or UNAM in Mexico
 - vii. Many students go to Spain for masters students
 - viii. Students come to El Salvador from Central America.
 - ix. Medical schools receive a good number of students from other countries.

P. Rosa: Should all our students be prepared to work abroad?

- a. If it is not for all...for whom?
- b. Evrett: Appreciation for others is for ALL.
- c. Bill: Educational institutional more responsive for migrant students.

CURRENT STATUS OF RELATIONSHIPS BETWEEN LATIN AMERICAN AND THE US

A. Example of New Mexico and Chihuahua

B. Transformational project Oregon and Kentucky

- a. Exchange everything that is possible with the partner...it takes a lot of energy. They meet twice a year (upper level with senior administration) to see how to implement the next step the project.
- b. Multilevel partnership, both ways, involves faculty, administrators
- c. Dual degree project with the school of education (Masters level)
- d. Two key things: IT takes a long time to build trust and it takes very serious commitment to keep the projects going.
- e. Questions:
 - i. What could be a number of projects of this kind we could have?
 - 1. They have exchanges degree seeking students and language and general ed. Requirements (in Japan)

C. UDEM – Japanese institution

- a. Upper level commitment
- b. Multilevel involvement
- c. Engineering
- d. Involves teaching of Japanese (two years)
- e. Studying in Nagaoka for a master's degree.

- f. Questions: What is strategic at building those relationships beyond the personal level.
 - i. The multilevel ensures the permanence of projects.
- D. PUC Brazil: CAPIS project
 - a. Student exchange program with the U.S. San Diego and Florida
 - b. Dual degree program with San Diego.
 - c. It has forced the curriculum adaptation at both programs for the dual degree.
 - d. Comments:
 - i. Here add the names of associations that have made efforts to develop international standards that make possible to have exchanges, dual degrees etc. (Eng. For the 21st Century)
 - e. South-South experience. Portuguese specialization PUC-Buenos Aires
- E. DUAL DEGREES:
 - a. What does dual degree means in Mexico?
 - b. In many cases it refers to granting dual degrees to Mexican students but not to the foreign students
 - c. Pay attention to community service requirements?
 - d. What are we handling? Only funny papers?
 - e. Joined degrees are more problematic, because it is a new degree.
 - f. Questions and comments:
 - i. Sense of superiority/inferiority and market issues. How do students from L.A. view the value of dual degrees? How do U.S. / European students view dual degrees from L.A. universities
 - ii. Education as Trade. Offering degrees in Mexico with their own degrees.
 - iii. In El Salvador. Dual degrees occur only for the graduate level.
 - iv. Distance Education for collaboration in the Americas?
 - 1. Funded by corporations Motorola (Arizona)
- F. SENIOR INTERNATIONAL OFFICERS NEEDS & ROLES OF ASSOCIATIONS
 - a. Thomas: Use international linkages that have already. Facilitate the contacts and then let academics do their share.
 - b. As for associations, AMPEI can help sharing experiences, best practices during their reunions.
 - c. Tony: Is lobbying (like NAFTA etc.) really helps?
 - d. Eder: NAFTA decided they would devote a good part of their time into lobbying. What are the results?
 - e. AEIA: They lobby through other higher education organizations
 - f. In Brazil it is very diverse by universities. In some universities the official is an assistant to the president on international affairs. He/she deals with high level international policy. In other universities is in: continue education, academic affairs, associate vicepresident (graduate, undergraduate affairs etc.)
 - g. Is there a movement towards the professionalization of international educators?
 - i. Yes, AMPEI provides all kinds of courses and workshops

- ii. AMPEI gets financed by fees and the conference
 - iii. ACE publications directed for international officers
 - iv. In Brazil, presidents change every two years, so i.o. change very often and no expertise is accumulated.
- h. Policies to establish or terminate relationships to other universities.
 - i. There seems to be no qualified procedures to do this.
 - ii. We have to develop standards for good practice.
- Q. The importance of taking into consideration the sustainability of relationships.
 - a. How to stimulate the relationship / commitment?
 - b. Particular innovation based on institutions.
 - c. The prestige of partners and its academic programs.
- R. South – South relationship.
 - a. Cultural inferiority vs. cultural superiority.
 - b. Market orientation: what makes students be attracted to Mexico for instance?
 - c. What about Mexicans going to El Salvador?
 - d. Ideal implementation, however
 - i. How is it going to happen?
 - ii. Process?
 - iii. See successful cases, transformational cases to achieve transcendental cases.
 - When? Local impact, community awareness.
 - Portuguese as a second language across Latin America.
 - iv. Relationships between university and relevant educational / political entities
 - v. Accreditation, not only internally but also from external entities. Higher standards.
 - vi. Universal best practices for a universal education to enhance the development of human capacities and potentialities.
 - e. Accessibility and openness to embrace new initiatives from the South.
 - f. Dual Degree Programs in El Salvador
 - i. Central government approval is required to establish foreign relationships.
 - ii. Mainly at the masters level.
 - iii. A formal commitment needs to be in place
 - iv. Explicit academic curriculum needs to be in place.
 - v. Collaborations with Tech of Monterrey (ITESM), including ITESM faculty participation, and from the San Jose State University, Costa Rica, including English proficiency, i.e. 550 TOEFL as requirement.
- S. Distance education,
 - 1. Video conference, capacity building across the region.
 - 2. Democratic way to deliver education to a larger audience.
 - 3. Testimony from University of Arizona.
 - i. Delivering an engineering program to Asian countries in material sciences based on distance education. Support from corporations, dictating time.
 - ii. Internet classes: accessible tool, inclusive tool.
- T. How can AIEA and other associations such NAFSA collaborate with AMPEI?
 - 1. Chief of international education administrators, references
 - 2. Using existing linkages.

3. Sharing best practices.

G. STUDY ABROAD ISSUES

Sources of interest to choose the place to go studying abroad:

- a. Latin American students seem not to be interested in going to other Latin American countries.
- b. In the U.S. case students are very inclined at going to Australia, U.K. (somebody suggested that it is maybe because they do not speak other languages).
- c. In Guadalajara students are more interested in going to Europe and also to Asia.
- d. In Brazil Europe has become the first choice. Parents and students prefer Europe because it is easier to get a student visa.
- e. Any studies about the interests of students? One by Hans De Wit.
- f. It is difficult to attract U.S. students to L.A. courses because the prejudice from professors that they should go to Spain.
- g. Most of the public universities in Mexico they are not literate. In public universities most people (faculty/students) do not master English that is the language of science. Little money is put into promoting the learning of English among their communities. There should be efforts in both sides of the border to put up English programs. How can we deal the right programs (incorporating information technologies etc.)
- h. Intercultural competence is based on an individual competence (use the principles of life, self-awareness, respect, etc.).
- i. How to develop intercultural competence of faculty.
 - i. How hard are people willing to work to get this done?
 - ii. Check Darla's article in *Educación Global* p. 13
 - iii. Check the Handbook of intercultural competence. SAGE
- j. What are some of the desired outcomes we want to obtain from studying abroad (before, during and after). What do institutions do in this respect?
 - i. In Brazil they have a course for students that are going out and open to incoming foreign students. It was not for credit. It was voluntary but they got little interest (5 out of 300). U.S. students were angry...they tried to have it for credit but even so, it had to be closed.
 - ii. In Bellarmine they have a program of once a week. American Way, and it has been very successful. It is not for credit.
 - iii. In Oregon if you offer anything that it is not for credit, if you want to be serious about intercultural learning it has to be for credit. Part of General Education?
 - iv. In Monterrey the experience only a certain percentage of students will take part (before/after). It is a certificate program as a plus to their degrees. They are developing a model and they are looking for instruments to measure student outcomes.

- v. Why special courses? If we are serious about it why not lobbying with U. senates to consider this integration across the curriculum about this issues. Why not I (international or intercultural) courses.
- vi. Can we come to a consensus? There are a few universal ones and probably then there are different manifestation of them in different contexts and different disciplines.
- vii. There would be virtual consensus that students must develop intercultural competence. How do we get about it?
- viii. Examples of infusion of this intercultural competence across the curriculum (Arizona). They did it through the general education program. An addition with emphasis on global awareness. They wrote 30 courses in different courses. They required two courses from that series.
- ix. Programs massive programs. Global competence curriculum. Eg. Communication and global competence. Tolerance of ambiguity, go beyond the comfort zone.
- x. Incorporating these issues in the curriculum is an effort worth taking.
- xi. Making strategic alliances. Who pressures them? Potential employers might be the ones.
- xii. Re-entry process of studying abroad. We are missing what we are accomplishing about this. What are some ideas to build on this.
 1. At UDEM reentry sharing experience, gives credits as co-curricular activities.
 2. Universities in the U.S. that are offering post course U.of Minnesota.
 3. Bellarmine has a course like U. of Minnesota. And they have an online possibility. They have it written into the scholarship needs to give back to the institution (with mentors) and to help them reprocess CULTURES IN MOTION, they match them and send them into elementary and middle schools, they present this to younger students.
 4. At La Salle, pre-departure they offer a course of several days. The last day they invite authorities and they come and talk to the parents of the students. They are including more the academic departments to get involved on signing learning agreements. When the students come back they have to meet with their academic counselors and these counselors have to contact the dean to let him/her know what were the gains on the international experiences of students.
 5. In Guadalajara the U.P., the only school that involves the parents of Education. The International Office does as a witness.
 6. In Oregon most of what happens is not guided. There is no experiential learning accompanying these activities.

HOW DO YOU ASSESS THESE COMPETENCES

- IDI is good over a long period of time (not six weeks). It is also partial.
- Cultural “agility”.

WHO TAKES THIS COURSES

- In Brazil R.M. suggested starting a program on international education. The area is scattered through the university.
- The ones who take them are the already sensitive to these issues and topics.

RESEARCH ON INTERNATIONAL EDUCATION

- Georgetown Project. Instruments and portfolio combined.
- AACU they have developed rubrics for intercultural learning.
- Is there any Latin American body as the European one to push this issues?
- QEP How do you get everybody involved? Chairs, Deans etc.
- In other dialogs of the Americas Cuba should be there.

SECOND DAY

RE-ENTRY ISSUES

- Unexamined assumption that “things are happening” that students are developing intercultural skills.
- We can see a level of transformation but they have great difficulty in articulating it.
- Should we are international officers make them reading to articulate it?
- Darla: We think we should prepare them with the “language” of it.
- Why not? We do it in all other courses.
- Conceptual tools: A glossary of the central terms (communitarian, individualistic etc.), articulating at a more sophisticated level what is there.
- Have there been any efforts/ considerate attempt to look at the effects of the stay of our students abroad.
 - People are able to see but not to observe. The observation change in terms of previous experience.
 - Are students measured knowing what they are going to be assessed by?
 - Have we through of following them up in their professional careers? This experience takes years to explore.

- Joan: Involve the academic units in this process. Maybe it is important to work with the academic representatives to be sensitized to what is what we want to accomplish./// We make an exercise, what they expect. We keep it and we give it back to them when they come back. They use it when they go to their academic unit.//We are providers for study abroad programs, we give an evaluation for students who participate in short and longer term experiences. They send another evaluation one month later.
- Bill: As an experienced in intercultural communication, I have the impression that this is a U.S. issue. This is an attempt to move towards moving towards measurement....it is important to think about multi-measures.
- Thomas: The qualitative aspect. IDI does not show any changes nor in the short nor in the longer term.
- Gabriele: The Georgetown shows the same. The intervention of helping think about it moves them up. The key is pre-departure work. An experience not only cognitive but emotionally.
- Rodolfo: In psychology, 10 days in Perú. With specific learning outcomes. In the school business have something similar.

CUBA

- UTD has a chess team. Importance of learning from the process.
- Rosa: They have several agreements with Cuba. They receive masters and Phd students without paying fees and with a monthly stipend. Their degrees are not valid in Brazil. They have the obligation to go back to Cuba. Most of them go back to Cuba.
- Thomas: One exchange with the University of Arts.
- Joan: Long relationship with Cuba probably because the institutional relationship with the brothers in social development in Cuba. They had a program of teacher training for teachers, they receive teachers from Cuba to come to Mexico. The difficult part is for Cubans to get the visa and the time frame.
- Tony: Experience with __¿?__ the Institute of Immigration in Mexico has to send a letter to the Cuban authorities. 60 or 70% of the money they paid has to be given to the Embassy.
- Experience of El Salvador. They just open commercial relations with Cuba three months ago.
- Veracruz: They had 5 agreements with Cuba from 1999. Agreements were for graduate studies (agronomy, food technology, Association of Cuban Writers). The agreements have been worked through ANUIES. It was an academic agreement. Cuban taught some courses in Veracruz. It has worked well. ANUIES was very helpful with the documents.
- Chihuahua: They have had exchanges for 12 years, specially for sports and medicine. They have an ongoing PhD program on Sports Medicine. They are working on more projects on health sciences.
- Chris: Extensive experience with Cuba. The International Office and the Latin American Studies made arrangements with CCCS association to develop a summer and then a semester program. CCCS would use their licence to take students from

all over the U.S. and then Oregon would provide the transcript. It was shut down during the Bush administration. CCCS has come back and they approached Oregon.

- Arizona: had an exchange of indigenous students between Cuba and Arizona.

RECRUITMENT ISSUES TO ENHANCE MOBILITY: Issues, challenges, solutions

- UT Dallas: 15,000 students most come from Asia. Sustainability is the main issue in terms of bringing L.A. students to Dallas. Conversations with CONACyT (masters and PhD students). State of Texas was providing some tools: Pilot programs to enroll for Mexican students (in of state tuition, performance & financial need). Not many people across Texas knows about this legislation. The quota is 2 Mexican students for every 1000 students. These supports have been available to students of the border states. Texas has extended this mechanism with L.A. through OEA.
- Salvador: The first challenge is language. Agreements vgr. With Concordia it is conditioned to teaching some courses in English. They do not have English speaking faculty in El Salvador. Problems with accreditation. 60 students from Angola came to Don Bosco University to study prosthetics. They teach on-line courses (they teach in Hungary and Africa).
- UDEM is interested in attracting degree seeking students. UDEM could attract degree seeking students from Hispanic students from the U.S. Thomas thinks that UDEM should concentrate on recruiting on Central and South America.
- Tony: They have gone to Venezuela and they have 3 students from Venezuela for undergraduate studies (because of the political situation in the country).
- Brazilian students leave the country for safety reasons.
- OEA is a good source to enhance the recruitment.

LATIN AMERICA AND THE U.S: MOVING AHEAD WITH THE INTERNATIONAL AGENDA

- In terms of exchanges between U.S. and L.A. things have changes or are there many bureaucratic problems to overcome?
 - Brazil: Visas have never been denied to Brazilian students.
- Role of Associations in L.A. does it help? Organización de instituciones iberoamericanas (OII) Why don't we have a Latin American organization? CONAHEC is international, for any organization that wants to cooperate with the L.A. región.
 - How do we develop an agenda that can help moving forward?
 - Joan: We are the same players in the different associations. We do not see a participation of Central American Institutions. It is very difficult to develop leadership when people from Central and South American Institutions do not participate (as individual institutions). Maybe there are not resources to participate.
 - Colombia is very well organized internally. Asociación Colombiana de Internacionalización (ACI).

- Rosa: Associations can do a lot. Besides of personal relationships, Asociación de Universidades Jesuitas de América Latinas (AUJAL) is an important tool.
 - Chris: Is it a matter of creating new associations or to have the ones that exist serve the needs of L.A.
 - Sociedad de Universidades Centro Americanas (SUCA).
 - Consejo de Rectores de Universidades Brasileñas (CRUBI)
- Bill: How many people that belongs to the ANUIES International Representatives are part of AMPEI? Do we have influence over a broad number of stake holders?
 - You create a new thing, you modify one that exists or you combine forces...
 - Eder: We have not a well articulated set of arguments to create a L.A. association for international education.
 - Chris: Appropriate collaboration between officers between international education and the faculty.
 - For public universities (in Mexico) the language issue is a problem.
 - Rosa: L.A. part of the problem is the way our countries presenting ourselves to the other countries.
 - Raúl: The issue of accreditation (international accreditation).
 - Darla: If we step back and we take it to a higher level. Why does this matter? We must learn to live together. There are issues that we have to address not at the national level.
 - Bill: Information that might be important to know about each other. How many students, where do they go, if we attract students, etc. etc.
 - Darla: Area of collaboration. Faculty that deal with the language with faculty that do not.
 - Cristina: Why not a special number of International Education to provide basic information about international education.
 - Joan: Maybe NAFSA can be a good space to make a call to make a head count about Latin Americans. NAFSA could be a good space to start.
 - Maybe a SIG Special Interest Group. AMPEI, CONAHEC...(Francisco Marmolejo)
 - Maybe using a POSTER SESSION...
 - The SIG, how to get the word out there?
 - AIEA can share the information with their members.
 - Rosa: Thinking about the way NAFSA evolved, maybe AMPEI/CONAHE could develop and expands as a broader association.
 - Joan: CONAHEC wants to broaden the base and attract collaboration of the North American Region...and the ones that are beyond the North American have to be approved by the governing board.
 - Joan: There are initiatives for Latin American integration vgr. Cartagena. UNESCO they have a network of access to people that could appreciate international collaboration in the zone. IESALC.

- Another vehicle to get people together International Education Leadership (IEL knowledge community) from NAFSA.
- Raúl suggests, getting rid of the LATIN AMERICA but across the AMERICA's
- Darla: ACCESS to education. Addressing issues drop out rates....in North Carolina 40%....no access to higher ed. Specially over minorities.
- Joan: Mexican equivalent of GED (though CONAHEC) Mexican can take their exams in the U.S. Agreements were signed with SEP. (primary, secondary and high school). Information is available in CONAHEC.
- Rodolfo: In Dallas, his office distributes this test.
- Gabriele: What can universities do for the preparation for the test.
- DARLA: What can be done about undocumented children attending higher education.
- Joan: Projects to receive Latino at risk students for two years and then they could continue with their education in the U.S.

HOW CAN ESTABLISHED INTERNATIONAL EDUCATION ASSOCIATIONS HELP THE ESTABLISHMENT OF SIMILAR ASSOCIATIONS IN COUNTRIES THAT DO NOT HAVE THEM YET?

BORDER ISSUES, SECURITY, PROGRAMS etc.

- Darla: How can we counteract information about safety?
- With information.
- Jalapa International Office received calls about safety in Veracruz.
- Raúl: The safety issue is a reality. We have to acknowledge the problem. Not only the gangs are killing or being killed.
- Violence in Río de Janeiro. There is a new state governor and a major. There are two favelas have been pacified.
- In Arizona they have 4000 people crossing up the border every month. 37 drug tunnels have been closed. Program Hands Across the Border (k-12)
- To provide and promote information about agreements, treaties that enhance accessibility
- There have been programs banned/cancelled all over Mexico not only along the border.
- In Arizona the attitudes of the general population has changed in regard to border issues. The attitude of authorities has been implying the violation of human rights.
- Policy about drug use???
- PUC they have a safety plan. They hire police officer as a second job. They have a police with a cell phone. The police is there if the student is the victim. If you are involved with drugs, there is nothing the university can do. They have had one case.
- Kris: 0 tolerance in terms of drug use or in terms of breaking the law?
- Dallas: Students sign a protocol document. A Code of conduct.

RESEARCH ON THE INTERVENTION STRATEGIES/RESEARCH ON INTERCULTURAL TRAINING

NEXT STEPS:

1. Approaching the Hans De Wit to see the possibility of an edition on a special issue of the Journal.
2. Approaching NAFSA for the SIG issue to contact people or to use de IEL reception. Francisco Marmolejo
3. Possible participation in the AIEA.
4. A short proposal should be put together to share with the L.A. group.
5. Why not a proposal of Dialog of the AMERICAS in different areas...NAFSA, AIEA.
6. There is a proposal to have the new dialog on Monday 15h or Wednesday 17th.