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

Nicole Tami
Executive Director, Global Education Initiatives
University of New Mexico

Martín P. Pantoja Aguilar
Researcher and Professor
Universidad de Guanajuato

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
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
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

100,000 Strong in the Americas

2012-2022

10TH Anniversary
The 100K Strong Alliance for CLIMATE ACTION

100K CLIMA will catalyze climate action and regional collaboration 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
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.

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.

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

- BARBADOS
- BELIZE
- DOMINICA
- VENEZUELA
- GRENADA
- JAMAICA
- SAINT LUCIA
- SAINT VINCENT AND THE GRENADINES
- SURINAME
- URUGUAY
U.S. States that have not Yet Won a 100K Grant

MAINE

HAWAII

ALASKA
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
UNM was awarded 4 grants in 4 years:


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 Tecnologico de Hermosillo, Mexico (Awarded January 2019) focused on a bilateral mobility program around resilience studies in our shared geographic region.

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


- 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 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
Project Summary


- 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 ISTECA 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
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.
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
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.
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
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.
Develop a new international course (IaH – Cl).
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
3. Handcrafts Saucedá
Rural indigenous community business
4. Winery – Irving & Roberts-Community business
5. Northwest Pizza – community business
6. Indigo Creek Outfitters – community business
SEMINAR HOW TO DO BUSINESS IN ...

USA

Mexico
INTERCULTURAL ACTIVITIES
# PROGRAM IMPACT (SURVEY - STUDENTS)

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

“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 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”.

“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”.

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THE MAIN IMPACT
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 International Scholars- 100k based.
• Some students continued with implementation phase 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.
GRACIAS - THANK YOU
Fashion Institute of Technology and DUOC

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

Dr. Helen Gaudette, Fashion Institute of Technology
• **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
Questions?

www.100kstrongamericas.org
Contact us

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Thank you!