

U.S.-Mexico Higher Education Engagement:

Current Activities, Future Directions





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American Council on Education
One Dupont Circle NW
Washington, DC 20036

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U.S.-Mexico Higher Education Engagement: Current Activities, Future Directions

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CIGE Insights

This series of occasional papers explores key issues and themes surrounding the internationalization and global engagement of higher education. Papers include analysis, expert commentary, case examples, and recommendations for policy and practice.

ACKNOWLEDGMENTS

The authors gratefully acknowledge the contributions of a number of organizations and individuals to this report. Banco Santander/Universia provided funding for the project, as well as important preliminary data; the Consortium for North American Higher Education Collaboration (CONAHEC) also supplied data and helpful advice. Lucia Brajkovic, senior research specialist in ACE's Center for Internationalization and Global Engagement (CIGE), contributed to research, writing, and editing. Heather Ward, CIGE's associate director, and Manuel S. González Canché, assistant professor in the University of Georgia's Institute of Higher Education, provided invaluable editorial input and support. Finally, the authors would particularly like to thank the institutional leaders and staff interviewed for the project, whose perspectives and insights contextualized the data and informed our recommendations.

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Executive Summary

Academic ties have long been part of the U.S.-Mexico relationship. Focus on this area has increased in recent years, however, and a **variety of new policies and initiatives aimed at further expanding and enhancing cross-border higher education engagement** have emerged. At the national level, these include the *100,000 Strong in the Americas* initiative in the U.S.; Mexico's *Proyecta 100,000*; and the Bilateral Forum on Higher Education, Innovation, and Research (FOBESII), which together have spurred a wide array of new programs and cross-border partnerships at the institution level.

Given the attention and resources devoted to increasing collaboration, as well as a rapidly shifting political climate, the time is right for a **comprehensive assessment of U.S.-Mexico higher education engagement**. Supported by Banco Santander/Universia, this project endeavors to provide such an assessment. Specifically, this report includes a broad inventory of existing collaborative activity, an examination of trends and challenges, and data-based recommendations for policy and practice.

The **inventory** catalogues activity in six key areas:

- **AREA 1: STUDENT MOBILITY**
- **AREA 2: FACULTY MOBILITY**
- **AREA 3: CURRICULUM AND TEACHING**
- **AREA 4: RESEARCH AND MEXICO-FOCUSED RESEARCH CENTERS AT U.S. INSTITUTIONS**
- **AREA 5: INSTITUTIONAL OUTPOSTS**
- **AREA 6: PUBLIC ENGAGEMENT**

While the inventory focuses on institution-level collaborations and engagement, an important finding of the assessment is that a variety of **non-institutional actors** play a role in the U.S.-Mexico higher education relationship. The report includes descriptions and examples of six types of “other” organizations:

- **TYPE 1: GOVERNMENT AGENCIES AND ENTITIES**
- **TYPE 2: NONPROFIT AND NON-GOVERNMENTAL ORGANIZATIONS**
- **TYPE 3: HIGHER EDUCATION ASSOCIATIONS**
- **TYPE 4: NETWORKS AND CONSORTIA**
- **TYPE 5: ACCREDITING BODIES**
- **TYPE 6: SPECIALIZED SERVICE PROVIDERS**

A cross-category analysis of the inventory data, supplemented by interviews with institution representatives, yielded **five key conclusions** that summarize the current landscape of U.S.-Mexico higher education engagement:

- Although an array of institutions are represented, bilateral collaboration is notably concentrated in particular subsets of the U.S. and Mexican higher education systems.
- Student mobility is a cornerstone of U.S.-Mexico engagement, but issues of sustainability, safety, access, and reciprocity are key concerns.
- There is substantial engagement with Mexico among the U.S. professoriate, but the onus is largely on individual faculty members to undertake collaborations, research, and other projects.

- Administrative structures and support are important scaffolds for Mexico-focused activity at U.S. institutions.
- There is limited coordination among U.S. institutions around their engagement with Mexico.

These conclusions suggest a number of **policy and programmatic recommendations**, aimed at the collective U.S.-Mexico higher education community and discussed in detail at the end of the report, for further strengthening bilateral collaboration:

- Focus on sustainability.
- Build upon existing connections.
- Diversify partners and participants.
- Engage in advocacy.

Introduction

With a common border that spans nearly 2,000 miles, the United States and Mexico share a long and complex history involving both conflict and cooperation, as well as deep cultural, economic, and social connections. While academic ties have long been part of the U.S.-Mexico relationship, recent years have seen a particular focus on this area, and a variety of new policies and initiatives to further expand and enhance cross-border higher education engagement.

At the national level, in 2011, then President Barack Obama introduced the **100,000 Strong in the Americas project**,¹ which established a goal of 100,000 U.S. students studying in Latin America and the Caribbean, as well as 100,000 students from Latin America and the Caribbean studying in the U.S., by the year 2020. (At the time of the announcement, an estimated 40,000 U.S. students were studying in Latin America and the Caribbean. Conversely, around 64,000 students from Latin America and the Caribbean region were studying in the U.S.) The purpose of the project was two-fold. First, it created a partnership between the U.S. Department of State, NAFSA: Association of International Educators, and Partners of the Americas to develop and manage programming. Second, it sought corporate and other private funding to support institution-level endeavors aimed at increasing bilateral higher education collaboration.

To further support cross-border higher education collaboration, Obama and President Enrique Peña Nieto together established the **Bilateral Forum on Higher Education, Innovation, and Research (FOBESII)**² in 2013. In addition to facilitating student mobility, FOBESII focuses on building institution- and government-level research partnerships, and creating professional development opportunities for students from both countries through internships coordinated by consular offices.

Obama's initiative was also complemented by Peña Nieto's launch of **Proyecta 100,000** in early 2014, which set a goal of 100,000 Mexican students studying in the U.S. by 2018, and 50,000 U.S. students studying in Mexico within in the same timeframe. Similar to *100,000 Strong*, public-private partnerships were a focus of the initiative—in this case, establishing relationships between the government, industry, and nonprofit sectors in the U.S. and Mexico that could be leveraged to create new opportunities for student mobility in both directions.

Available quantitative data and anecdotal evidence suggest that these efforts are bearing fruit, particularly with respect to Mexican student mobility to the U.S. The Institute of International Education's *Open Doors*³ report indicates that the **number of Mexican students enrolled at U.S. institutions has grown by around seven percent since the 2010–11 academic year**; 2015–16 saw a particularly noteworthy increase, with the number of Mexican students enrolled in U.S. colleges and universities rising by 15.4% over the previous year, when *Proyecta 100,000* was launched.⁴ Although mobility from the U.S. to Mexico has fluctuated in recent years, the Open Doors data indicate modest gains each year since 2012; **Mexico has been and remains one of the primary destination countries for U.S. students in Latin America**, particularly for short-term experiences such as internships and volunteer opportunities.⁵

Looking beyond student mobility, it is clear that there is keen interest among U.S. and Mexican colleges and universities in establishing **institution-level partnerships**; although some of these focus specifically on student exchange, many involve multifaceted engagement around research, teaching, and other activities. In a 2013 research project, for example, Banco Santander/Universia catalogued more than 800 cross-border partnership agreements, involving 50 U.S. and 70 Mexican institutions. Similarly, an inventory of existing

1 <http://www.100kstrongamericas.org/>

2 <https://www.gob.mx/sre/articulos/what-is-fobesii-and-why-is-it-so-important-for-young-people-in-mexico-and-the-u-s>

3 <http://iie.org/en/Research-and-Publications/Open-Doors/Data/Fast-Facts#.WC8zIEn6u71>

4 <http://iie.org/en/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2016/2016-11-14-Open-Doors-Data#.WC8zREN6u72>

5 <http://www.iie.org/research-and-publications/open-doors/data#.WE711fkrK70>

Memoranda of Understanding compiled by the Consortium for North American Higher Education Collaboration (CONAHEC) and the U.S. Embassy in Mexico in 2016 includes over 300 such agreements between U.S. colleges and universities and their Mexican counterparts.

While the data indicate a robust and expanding U.S.-Mexico higher education relationship, cross-border engagement is not without its challenges—logistical, economic, and political. This project was begun well before the the conclusion of the 2016 U.S. presidential election, which featured heated debate over U.S. relations with Mexico. Since the election in November, the new administration has pursued major changes in American policy toward Mexico in a number of areas. As a result, tensions between the two countries are at the highest point in decades. Although the long-term impact of these changes on the higher education sector is yet to be determined, the potential ramifications are significant.

The considerable resources and energy devoted to increasing collaboration in recent years, coupled with new challenges posed by the rapidly shifting political environment, make this a critical juncture in the U.S.-Mexico higher education relationship. An in-depth understanding of the current state of that relationship is needed in order to chart a path forward; the time is right for a **comprehensive assessment of the current state of U.S.-Mexico higher education engagement**—including, but not limited to, student mobility initiatives and formal agreements between institutions. Supported by Banco Santander/Universia, this project endeavors to provide such an assessment. It includes a wide-ranging inventory of existing collaborative activity, an examination of trends and challenges, and data-based recommendations for policy and practice.

Our research and the resulting report are intended to **serve a variety of purposes for multiple audiences**. For college and university leaders interested in increasing their cross-border ties, the report provides information about the range of possible activities, potential partners with shared interests, areas where additional activity is particularly needed, and opportunities to involve organizations and entities beyond higher education institutions.

For policymakers, the conclusions and recommendations that stem from our analysis can be used to inform decision making about priorities, programs, and funding, and to identify ways to build on and enhance the effectiveness of current U.S.-Mexico initiatives. And for the higher education community more broadly, our in-depth look at collaboration between two countries reveals the nuances, unique opportunities, and challenges that arise in a particular bilateral relationship, establishes a model for similar analysis of other country pairs, and deepens our overall understanding of the complex but exciting dynamics of global engagement.

METHODOLOGY

Assessing the depth and breadth of U.S.-Mexico higher education collaboration was a substantial undertaking, requiring a multifaceted approach to data collection and an iterative analytic process. The **study began with two data sets**—the aforementioned lists of collaborations compiled by Banco Santander/Universia and CONAHEC—as the cornerstone of an inventory of current activity. Because the Banco Santander/Universia list was compiled three years prior to the current study, our first step was to conduct online research to determine which of the collaborations included are still active. To identify active mobility programs, for example, we sought web pages that included program details and open application cycles.

Next, we gathered information about additional partnerships, collaborations, and other types of engagement through **online research, document analysis, and interviews with college and university administrators**. While institution-to-institution agreements for student mobility, faculty research, and collaborative teaching were our initial focus, it soon became clear that to obtain a comprehensive picture of higher education ties between the U.S. and Mexico, we needed to cast a wider net in terms of the types of activities we were examining, and the variety of organizations and actors involved.

For the inventory itself, we maintained our focus on institution-level engagement, but as examples of new activities were discovered, we modified and expanded our categories and sought additional examples in each.

The result is a **typology that describes and segments the multitude of activities taking place**, and provides an extensive—though not exhaustive—array of examples of collaboration and engagement. Having discovered early in the project that **non-institutional actors** are playing a significant role in cross-border higher education collaboration, we complemented the activity inventory with a second typology that categorizes these actors, and includes descriptions of individual entities and their roles. Finally, we compiled **profiles of key institutions** that are especially active in terms of U.S.-Mexico collaboration in order to explore challenges and good practices, and inform our **recommendations**.

It is important to note that the inventory is limited to current activities and engagement; it is a **snapshot of the landscape as it exists now, rather than a historical record**. Data were gathered primarily from U.S. sources, and in some categories, such as Mexico-focused publications by university presses and U.S. faculty holding Mexican degrees, it is limited to U.S.-based activity and does not include corresponding data from Mexico.

From the outset of the project, we knew it would not be possible to capture every example of collaborative activity in our analysis. Our goal was to achieve a **critical mass of examples** in each category that would allow us to identify trends and overall patterns, make data-informed recommendations to enhance cross-border engagement, and suggest topics for additional exploration and research. The remainder of the report is structured as follows:

- **Presentation of the inventory**—an overview of the nature and scope of each activity type is provided in the narrative, along with representative examples; a full list of individual relationships and activities in table format is included in the Appendix.
- **Case examples** of key institutions in the U.S. and Mexico that are particularly active in terms of bilateral cooperation.
- **Typology and descriptions of non-institutional actors** (government agencies, associations, etc.) that play a role—as partners and/or facilitators—in U.S.-Mexico higher education collaboration.
- A summary of **broad trends and conclusions** suggested by a cross-category analysis of the inventory and qualitative data.
- **Recommendations for policy and programmatic steps** to further strengthen the bilateral higher education relationship.

An Inventory of Engagement

Six primary categories of institution-level programs, projects, and initiatives emerged from our broad-based assessment of U.S.-Mexico higher education activity: student mobility, faculty mobility, curriculum and teaching, research, institutional outposts, and public engagement. The following inventory is organized along these dimensions; it summarizes the nature and scope of activity in each area, including in a number of sub-categories, and presents representative examples.

It is important to note that the categories and sub-categories are not mutually exclusive; in cases where a particular collaboration could fit in more than one category, we used our judgment to determine the best match. And as noted previously, the inventory is not exhaustive. The landscape of cross-border engagement is continually evolving, with initiatives beginning and ending regularly; the inventory includes a “critical mass” of examples in each category to provide an overall picture of current activity, and a basis for understanding trends and formulating policy and programmatic recommendations.

- **AREA 1: STUDENT MOBILITY**
- **AREA 2: FACULTY MOBILITY**
- **AREA 3: CURRICULUM AND TEACHING**
- **AREA 4: RESEARCH AND MEXICO-FOCUSED RESEARCH CENTERS AT U.S. INSTITUTIONS**
- **AREA 5: INSTITUTIONAL OUTPOSTS**
- **AREA 6: PUBLIC ENGAGEMENT**

A full list of collaborations and activities catalogued in the inventory is included in the Appendix.

AREA 1: STUDENT MOBILITY

Not surprisingly, given the focus of recent national-level policies and projects, student mobility programs and activities comprise a significant portion of the inventory. Initiatives at nearly 100 U.S. colleges and universities, involving more than 50 Mexican partner institutions, are catalogued; they include academic exchange, one-way study abroad, joint and dual degree programs, and service-oriented programs, as well as opportunities for students to participate in internships, field research, and practica. Information about student mobility programs administered by organizations other than colleges and universities themselves is included in the “Role of Other Organizations” section below.

Academic exchange programs

The inventory includes 151 student exchange programs involving 89 institutions in the U.S. and 58 in Mexico. In contrast to one-way study abroad programs (described below) which are often short-term, most of the two-way exchange programs included in the inventory span an academic year, semester, or summer term. About 50 of these 151 programs are open to both undergraduate and graduate students, while the remainder serve one or the other of these populations. Instruction typically takes place in both English and Spanish.

A majority of exchange programs are multidisciplinary in nature, i.e., they are open to students in a variety of majors at each of the participating institutions, and offer access to a wide array of courses in different fields. In the U.S., most programs of this type are administered centrally by the institution’s study abroad office, global education unit, or a similar entity. Examples include:

- **DePaul University’s** (IL) exchange program with **Universidad Iberoamericana**⁶ allows undergraduate students to take courses in more than 30 different subject areas, including international business, health sciences, and architecture. DePaul describes its program with Iberoamericana as a “reciprocal exchange” with both institutions sending roughly the same number of students to the other campus. Participating students can study for a semester or academic year.
- **Lehigh University** (PA) administers an undergraduate exchange program in partnership with **Universidad de las Americas Puebla (UDLAP)**,⁷ with options for a semester or full year of study. Students can take courses in more than 20 subject areas, and have access to both English and Spanish language instruction.
- **Rice University’s** (TX) semester- or year-long exchange program with the **Instituto Tecnológico y de Estudios de Monterrey (Tec de Monterrey)**⁸ is open to undergraduate and graduate students in more than 20 disciplines, including biochemistry and molecular biology, chemical engineering, and computer science.

Though multidisciplinary programs dominate the exchange program landscape, 20 of the 151 programs included in the inventory target a single academic field. Often, these are administered primarily by a particular school or department, sometimes in collaboration with the institution’s study abroad office. These include:

- **Carnegie Mellon University’s** School of Public Policy and Management (PA) partners with Mexico’s **CIDE (Centro de Investigación y Docencia Económicas)**—a public university that also functions as a think tank—to administer a public policy and management graduate exchange program, exclusively for students pursuing degrees in these two areas.⁹

6 http://studioabroad.is.depaul.edu/index.cfm?FuseAction=programs.ViewProgram&Program_ID=10198

7 http://lehigh-sa.terradotta.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=14580

8 https://abroadtd.rice.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=13869

9 <http://www.heinz.cmu.edu/school-of-public-policy-management/public-policy-management-msppm/exchange-programs/cide-mexico/index.aspx>

- **American University's** Washington College of Law (DC) maintains an exchange program with the **Universidad Nacional Autónoma de México (UNAM)** Facultad de Derecho for second- and third-year law students.¹⁰ The program offers a fall or spring semester study option that includes course electives such as international law and international organization, as well as externships and practicum opportunities.
- In collaboration with the law schools of three U.S. institutions—**Southwestern University (TX), Texas Tech University, and University of New Mexico**—**Universidad de Guanajuato** Facultad de Derecho holds a summer law institute during which U.S. and Mexican students from the four institutions take courses and explore bilateral legal issues together.

One-way/faculty-led study abroad programs

The inventory includes 92 one-way study abroad programs that bring U.S. students to Mexico for varying lengths of time. Such programs may operate with or without an institutional partner in Mexico; several take place at U.S. institutions' "outposts" in Mexico (see the "Institutional Outposts" section below for more information on these entities). For example:

- **Colorado State University (CSU)** offers semester programs, summer programs, and individual courses through its Todos Santos Center, an institutional outpost located in Baja California Sur.¹¹ Since it opened in 2015, more than 200 CSU undergraduate students, graduate students, and faculty—in fields as varied as veterinary medicine and landscape architecture—have participated in study, research, and outreach programs through the center.
- The **University of California (UC)** offers a five-week summer program in Mexico City with an emphasis on contemporary Mexico and Spanish language. Students attend classes at the UC Education Abroad Program Study Center, an institutional outpost called "Casa de California," located in Mexico City.¹² Undergraduate students from any of the 10 UC campuses are eligible to apply; participants are required to take a Spanish language course at any level, a course on contemporary Mexican history, and one on cross-cultural engagement.

While the inventory includes a number of semester- and year-long study abroad programs, the dominant model (accounting for 69 of the 90 programs) in this category is short-term, course-based, faculty-led study experiences. These include one- or two-week study abroad modules embedded within a semester long course at the home institution, as well as stand-alone courses abroad, which are often offered during a spring break or summer term.

A diverse array of fields is represented among these courses, including anthropology, business, ecology, engineering, and international relations. Participating students—undergraduate, graduate, or professional—are typically required to pay a program fee that includes tuition and travel-related expenses. Examples include:

- **San Diego State University (SDSCU)** partners with **Universidad Autónoma de Baja California (UABC)** to offer a trans-border Latin American Studies course on "globalization in the Americas," which explores the relationship among the U.S., Mexico, and Canada from various perspectives.¹³ Co-taught by SDSCU and UABC faculty and open to SDSU students in any major, the course meets on the SDSU campus for the first session, after which students travel across the border once per week to attend class on the UABC campus in Tijuana.

¹⁰ http://wcl.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10477&Type=O#Dates

¹¹ <http://todossantos.colostate.edu/>

¹² http://eap.ucop.edu/OurPrograms/mexico/Pages/contemporary_mexico_UC_center_mexico.aspx

¹³ <https://sdsu-horizons.symplcity.com/index.php?s=programs&mode=form&id=c84c2407d2926e546dd3154ac72b90b5&au=&ck>

- **Michigan State University's** College of Osteopathic Medicine and its Institute of International Health (IIH) offer a spring break course on community medicine and Mayan culture in the Yucatán.¹⁴ During their stay in Mexico, participating MSU medical students have the opportunity interact with Mexican health-care professionals in local hospitals and rural health-care clinics.

Dual and joint degree programs

The inventory includes 14 dual degree and two joint degree programs administered collaboratively by Mexican and U.S. institutions. A majority of these (13 of the 16) offer graduate or professional degrees, in disciplines such as finance, history, and information technology.

In terms of student enrollment, there are four program models represented in the inventory:

- *U.S.-based students only.* For example, **Appalachian State University's** (NC) communication department offers a dual degree program with **UDLAP**. Appalachian State students earn a bachelor's degree in communication from each of the two institutions.
- *Mexico-based students only.* The **City University of Seattle**, for instance, partners with **Centro de Enseñanza Técnica y Superior (CETYS) Universidad** on a dual degree program that allows students in Mexico to earn a four-year undergraduate degree in various fields such as business and applied psychology from each of the two institutions.¹⁵
- *Both U.S. and Mexican students.* For example, **Rice University** and **Instituto Mora** offer a joint PhD program in history that allows qualified Rice doctoral students to study for a year at Mora, and Mora students to study at Rice for the same period of time. In both cases, students' dissertations are co-supervised by Rice and Mora faculty.¹⁶
- *Students from multiple countries.* The **Washington University in St. Louis's** School of Law offers a dual Master of Laws (LLM) degree in partnership with the **Tecnológico de Monterrey** Escuela de Gobierno y Transformación Pública.¹⁷ The program takes place entirely online, and is open to non-U.S. trained lawyers who want to enhance their legal careers, particularly in the U.S. and Latin America. Courses are taught by faculty from both law schools.

Service-oriented programs

The inventory catalogues 18 service-oriented programs that bring U.S. students to a variety of locations in Mexico. They include week-long service immersion trips that typically take place during a winter or summer term, as well as service-learning projects embedded in U.S.-based coursework. These programs are predominantly funded by student contributions, and are overseen by a variety of institutional actors, such as education abroad offices, individual faculty members, and religious mission offices. For example:

- Physical therapy doctoral students at the **The Ohio State University** (OSU) have the opportunity to participate in a two-week, one-credit service-learning course in Yucatán,¹⁸ which is integrated into a broader eight-week practicum course based at the OSU campus. Student and faculty participants visit schools, nursing homes, and rehabilitation facilities to provide consultations, screenings, evaluations, treatments, and other services.
- **Virginia Commonwealth University** offers a service-learning summer program in Mexico, during which students study Spanish and live with a host family while undertaking community-based

14 <https://osa.isp.msu.edu/Programs/program/index/107331>

15 <http://www.cityu.edu/discover-cityu/about-cityu/locations-overview/mexico/>

16 <http://history.rice.edu/content/dual-degree-program-mexico>

17 <https://onlinelaw.wustl.edu/dual/tec/>

18 <https://medicine.osu.edu/hrsold/pt/current-students/service-learning/international-service-learning-yucatan-mexico/pages/index.aspx>

projects in Mexico City and Oaxaca.¹⁹ The program, “VCU Globe Service-Learning in Mexico,” is open to all VCU students, and lasts for about one month.

Internships, field research, and practice

The inventory includes 19 credit-bearing education abroad programs that bring U.S. students to Mexico for internships, field research, or professional practice. Typically, these are open to students (undergraduate and/or graduate) in a particular academic field; program length varies from one week to a full semester, and students are generally required to pay a program fee in order to participate. Examples include:

- Through a partnership with the **Universidad de Guadalajara** Department of Public Health, the **University of Texas at San Antonio**’s sociology department offers a public health/epidemiology internship²⁰ in Guadalajara for a select group of undergraduate students. The one-month program includes courses on public health issues, as well as field work at local hospitals and clinics.
- The **DePaul University College of Law**²¹ places first- and second-year law students in non-governmental organizations (NGOs) in the San Cristobal area for a 10-day human rights practicum. The College also offers a summer-long, three-credit internship program in Chiapas through which participants work at law offices and nonprofit organizations specializing in human rights law.

Degree and certificate program mobility

While U.S. student mobility to Mexico takes place primarily through exchange and study abroad programs, a sizeable contingent of Mexican students is pursuing full degrees or certificates in the U.S. According to the 2016 *Open Doors* report, 17,052 Mexican students were enrolled in degree or certificate programs at U.S. colleges and universities during the 2014–15 academic year. Of these, approximately 55% (9,300) attended an institution located in one of the 10 metropolitan areas indicated in Table 1.

TABLE 1: TOP 10 U.S. METROPOLITAN AREAS HOSTING STUDENTS FROM MEXICO, 2014–15

Metro Area	Number of Institutions	Number of Students
Houston, TX	12	1,992
El Paso, TX	2	1,649
San Antonio, TX	10	1,334
Phoenix, AZ	7	910
New York, NY	50	838
Los Angeles, CA	36	714
Boston, MA	27	666
Dallas, TX	16	413
Chicago, IL	24	408
Austin, TX	4	385
Total	188	9,309

Source: *Open Doors 2016*, Institute of International Education

19 http://vcu.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=11139

20 http://studyabroad.utsa.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=11802

21 <http://law.depaul.edu/academics/study-abroad/chiapas/Pages/program.aspx>

Intensive English language programs at a number of U.S. institutions draw substantial numbers of Mexican students. Participants typically stay for a few months to a year, and earn a certificate upon completion of the program. For example:

- Since 2014, 800 Mexican students have attended **Arizona State University's (ASU)** Global Launch Intensive English Program.²² Over the course of an academic year, students earn up to 25 credits that are transferrable to ASU and other U.S. institutions; an on-campus housing experience provides additional language immersion to complement coursework.²³ ASU works with the Mexico Ministry of Foreign Affairs and Universidad de Guadalajara to recruit Mexican students to the program.
- The **University of New Mexico** hosts an average of 150 Mexican students annually, including around 60 for an intensive English program offered through its Center for English Language and American Culture (CELAC).²⁴ The pre-academic (non-credit) program lasts for a semester or summer term, and includes academic reading, academic writing, conversation, and grammar classes.
- The **University of California** (UC) system's year-round English language program attracts 400 Mexican students annually.²⁵ Open to language learners from around the world, the program is "designed for students who want to prepare English proficiency for university or college, career goals, or personal development." It provides full-time, immersion language instruction, and allows students to customize the program length based on their proficiency goals.

22 <https://mexico.asu.edu/our-mexico-portfolio/education-programs/global-launch-intensive-english-program>

23 <https://learnenglish.asu.edu/>

24 <http://celac.unm.edu/programs/index.html>

25 <http://www.iep.ucr.edu/programs/english-language-programs.php>

AREA 2: FACULTY MOBILITY

Compared to the plethora of student exchange and study abroad programs catalogued in the inventory, institution-level initiatives to support faculty mobility between the U.S. and Mexico are notably less prevalent. While the inventory does include a few such programs, in order to provide a fuller picture of U.S.-Mexico professorial ties, information about faculty at institutions in the U.S. who hold one or more degrees from a Mexican institution is also included.

It is important to note that faculty mobility is an area in which there is overlap with other categories of the inventory. For example, the 69 faculty-led study abroad programs referenced previously are mechanisms for faculty as well as student mobility; similarly, the research collaborations documented later in the report may entail cross-border faculty mobility in one or both directions. Faculty mobility initiatives administered by non-institutional entities (e.g., the U.S. Department of State's Fulbright program) are described in the "other actors" section below.

Faculty/staff mobility programs

The inventory includes three currently active mobility programs that host faculty and/or staff on an annual basis:

- The **Association of Jesuit Colleges and Universities (AJCU)** partners with **Universidad Iberoamericana–Puebla**²⁶ to offer a Spanish language program for faculty and staff from any of its 28 member institutions—for example, Boston College, Fordham University (NY), and Georgetown University (DC).²⁷ The program takes place in June of each year; participants spend two weeks at the Ibero-Puebla campus studying Spanish, and stay with a local host family or at a nearby hotel.
- **West Virginia University (WVU)** and the **Universidad de Guanajuato** organize a summer Spanish language and cultural program in Mexico for WVU faculty and staff, as well as local high school teachers.²⁸ Since 2001, nearly 100 WVU employees have participated in the program, which is open to educators with little to no prior Spanish language training.
- In 2016, **Arizona State University** and **Tecnológico Nacional de México (TecNM)** began a collaboration that brings engineering, biology, and mathematics professors from TecNM to ASU for a six-week training program focused on research writing and presentation skills.²⁹

Supplementing ongoing faculty mobility programs are various types of ad-hoc or "one-off" programs administered by U.S. institutions; in 2014, for instance, the **University of North Texas (UNT)** offered a 10-day faculty professional development seminar in Mexico, which was coordinated by the UNT international programs office and the provost's office.³⁰ Because the scope of the inventory does not extend to past initiatives that are no longer active, this and other examples of this type are not included in this report.

Faculty in the U.S. with Mexican degrees

Although compiling an exhaustive list of faculty in the U.S. who hold degrees from Mexican institutions was beyond the scope of this project, the inventory includes 40 examples of such individuals with undergraduate or graduate degrees from Tec de Monterrey, Universidad Autónoma Metropolitana at Xochimilco, Universidad Autónoma de Tamaulipas at Reynosa, and UNAM, among other Mexican institutions (see Table 7 in the Appendix). They specialize in a variety of academic disciplines, including biology,

26 <http://www.iberopuebla.mx/intercambios/ajcu.asp>

27 <http://www.ajcunet.edu/institutions>

28 <https://internationalprograms.wvu.edu/faculty-staff/exchange-options/guanajuato>

29 <https://asunow.asu.edu/20160831-first-group-mexico-professors-complete-asu-course>

30 <https://facultysuccess.unt.edu/news/2014-faculty-abroad-seminar-mexico>

communications, food science, and law; a number hold administrative positions in addition to their faculty titles.

While their level of ongoing engagement with Mexico varies, some of these faculty have contributed to the development of Mexico-centered academic departments at their institutions, or have actively forged cross-border connections of different types. For example:

- **Rodrigo Martinez-Duarte**,³¹ an assistant professor of mechanical engineering at Clemson University, received his bachelor of science degree in mechanical engineering from Tec de Monterrey. Martinez-Duarte recently helped launch an exchange program with Tec de Monterrey for STEM students at Clemson, which received a 100,000 Strong in the Americas Innovation Fund grant.³²
- **Rafael Rangel Sostmann**,³³ an alumnus (BS in mechanical and electrical engineering) and former president of Tec de Monterrey, currently serves as Arizona State University's presidential advisor on U.S.-Mexico affairs.

31 <https://www.clemson.edu/cecas/departments/me/people/faculty/martinez-duarte.html>

32 <http://newsstand.clemson.edu/mediarelations/clemson-receives-100000-strong-in-the-americas-grant-to-support-study-abroad/>

33 <https://webapp4.asu.edu/directory/person/1980767>

AREA 3: CURRICULUM AND TEACHING

In the curriculum and teaching realm, the inventory includes Mexico-focused departments at U.S. institutions, as well as an initiative to facilitate technology-supported teaching collaborations. Gathering data on classroom-to-classroom connections between individual faculty members in the U.S. and Mexico was beyond the scope of the project; while many such collaborations occur on an ad hoc basis, in general they appear to be instigated and carried out by the individual faculty involved, rather than through targeted programs or initiatives at the institutional or national levels.

Mexico-focused departments at U.S. institutions

The inventory includes 10 academic departments focused primarily on Mexico; most are named “Mexico studies” or “Mexican American studies,” or a variation thereof. Typically, these offer a major, a minor, and other programs for undergraduates, along with graduate programs in some cases. At some institutions, the Mexico-focused department is integrated into a larger social sciences academic unit, and offers students a specialization rather than a major or minor. Examples of such entities include:

- Students at [Austin College](http://www.austincollege.edu), a liberal arts college located near Dallas, Texas, can pursue a minor in Southwestern and Mexican studies through the Center for Southwestern and Mexican Studies.³⁴ The minor, one of the college’s many interdisciplinary academic programs, focuses on historical, cultural, social, economic, and political issues facing Texas and Mexico.
- The [University of Arizona](https://mas.arizona.edu/)’s department of Mexican American Studies offers bachelor, master’s, and doctoral programs in Mexican American Studies.³⁵ The department also produces research in education, public health, immigration, and other areas relevant to Mexican Americans.
- [Arizona State University](https://sts.asu.edu/)’s School of Transborder Studies offers three bachelor’s degrees and a master’s degree focused on different aspects of Mexican/Latino/Chicano studies.³⁶

Teaching Collaborations (through SUNY COIL Center)

The [State University of New York \(SUNY\) Collaborative Online International Learning \(COIL\) Center](http://coil.suny.edu/) facilitates multimodal teaching collaborations between faculty at institutions in the SUNY COIL Nodal Network—comprised of colleges and universities that are part of the SUNY system—and their counterparts at nearly 30 institutions around the world that are members of the SUNY COIL Global Partner Network.³⁷ The modes of teaching employed by COIL are: online, dual hybrid, and “carrot,” an approach that emphasizes student interaction and includes short-term travel.

Currently, five Mexican institutions are part of the Global Partner Network,³⁸ each of which has established joint teaching projects with multiple SUNY institutions; participating institutions and fields of study are noted in Table 2. These five Mexican partner institutions are also part of SUNY’s expanding Multistate COIL Program (MCP), which has linked an additional 13 Mexican institutions through COIL courses with both SUNY institutions and four schools outside of New York State: University of Minnesota Duluth, Ohio University Zanesville, University of Washington Bothell, and Florida International University. According to the SUNY COIL Center, the MCP program has resulted in nearly 40 U.S.-Mexico teaching collaborations between fall 2016 and spring 2017.³⁹

34 <http://www.austincollege.edu/academics/majors-and-minors/southwestern-mexican-studies/>

35 <https://mas.arizona.edu/>

36 <https://sts.asu.edu/>

37 <http://coil.suny.edu/index.php/network>

38 <http://coil.suny.edu/page/global-partner-network>

39 <http://coil.suny.edu/index.php/node/251>

The SUNY COIL Center holds an annual conference for members of its Global Network, which showcases good practices and provides an opportunity for networking among participants. More than 30 Mexican faculty presented at the 2016 COIL conference,⁴⁰ which was held at the City University of New York (CUNY) Graduate Center in New York City.

TABLE 2: SUNY-MEXICO COIL COLLABORATIONS

Mexican Institution	SUNY Institutions	Fields of Teaching Collaboration
Tec de Monterrey	Rockland Community College, Empire State College, and Corning Community College	engineering, business, foreign languages, computer science
Universidad de Guadalajara	SUNY Cobleskill, Rockland Community College, and Ulster County Community College	accounting and administration, management, information technology
Universidad de Celaya	SUNY Broome Community College, and SUNY Nassau Community College	communication, English as a second language, international relations
Universidad de La Salle	SUNY Cobleskill, Broome Community College, and SUNY Oneonta	chemistry, teacher training, communication
Universidad de Monterrey	Binghamton University, SUNY Oneonta, and Genesee Community College	college composition, Spanish American civilization, teaching English as a foreign language

“YEAR OF MEXICO” INITIATIVES

During 2015–16, the University of Wisconsin–River Falls and Reinhardt University (GA) organized “Year of Mexico” initiatives on their campuses. These programs included year-round activities through which students, faculty, staff, and community members explored various aspects of Mexican culture, politics, and other topics.

As part of its initiative, the University of Wisconsin–River Falls developed a calendar of events throughout the academic year to celebrate Mexican history and discuss current events in Mexico (<https://www.uwrf.edu/YearOf/Mexico.cfm>). Programming included several book discussions, as well as public lectures and art exhibits to highlight the institution’s focus on Mexico. Reinhardt University’s “Year of Mexico” programming highlighted similar themes, and included “Mexican Independence Day” celebration and “Day of the Dead” celebrations.

40 <http://coil.suny.edu/page/10th-anniversary-coil-conference-invitation-and-cfp>

AREA 4: RESEARCH AND MEXICO-FOCUSED RESEARCH CENTERS AT U.S. INSTITUTIONS

Research

Four research-related dimensions of U.S.-Mexico higher education engagement are included in the inventory: U.S. scholars whose research focuses on Mexico; collaborative research projects involving one or more partners in the U.S. and Mexico; Mexico-focused research centers housed by U.S. institutions; and U.S. university presses that produce significant bodies of Mexico-focused publications.

U.S. scholars focusing on Mexico

In order to illustrate the variety of Mexico-focused research activity currently underway at U.S. institutions, the inventory includes a sample of 50 U.S. faculty whose scholarship is substantially oriented toward Mexico-related topics (see Table 5 in the Appendix). Their academic fields include anthropology, art, economics, history, public health, and sociology; through these disciplinary lenses, they address areas such as indigenous language, the relationship between poverty and tropical diseases, and forestry management. Examples of individual faculty and their research agendas include:

- **Rosi Andrade**⁴¹ is a research professor at the University of Arizona's Southwest Institute of Research on Women (SIROW). Currently, she is partnering with colleagues at El Colegio de la Frontera Norte (COLEF) on a project entitled *Mujer Saludable on the U.S.-Mexico Border: A Promotora-led Adaptation and Expansion of a Sexual Health Education Curriculum to Address Reproductive Health Needs in Nogales, Sonora, Mexico*,⁴² which focuses on reproductive health needs and access to reproductive health care in the U.S.-Mexico borderland region.
- **Ira Logini**⁴³ is a professor of Biostatistics and co-director for the Center for Statistics and Quantitative Infectious Diseases (CSQUID) Emerging Pathogens Institute at the University of Florida. One of his current research projects, which is sponsored by Universidad Autónoma de Yucatán, examines dengue and vaccine efficiency in Yucatán.

Of the 50 scholars included in the inventory, between a quarter and a third appear to maintain active research partnerships with colleagues at Mexican institutions, such as Instituto Nacional de Salud Pública (INSP) and UNAM; in some instances, U.S. scholars have also served as visiting professors at partner institutions in Mexico. A majority, however, conduct their Mexico-centered research at their home institutions, through their academic departments or an interdisciplinary research center such as those highlighted below.

Joint research projects

The inventory includes 32 examples of joint research projects involving institutions in the U.S. and Mexico. A slight majority of these (18) are partnerships between two institutions (one in the U.S. and one in Mexico), while the remainder (14) engage multiple entities on one or both sides of the border. Most involve multiple investigators at each institution. Examples include:

- *The Students We Share: A Cross-Border Workforce Development Priority*⁴⁴ is a study of the educational trajectories and professional aspirations of 7,000 ninth and tenth graders at 65 schools in San Diego and Tijuana. The project is a collaborative effort between the **University of California, San Diego's** Center for U.S.-Mexican Studies, **Colegio de la Frontera Norte**, and the Faculty of Economics and International Relations (FEYRI) at the **Universidad Autónoma de Baja California (UABC)**.

41 <https://sirow.arizona.edu/rosi-andrade>

42 <https://sirow.arizona.edu/border-immigration>

43 <http://biostat.ufl.edu/about/people/faculty/longini-ira/>

44 <http://usmex.ucsd.edu/research/education.html>

- *Real-time Simulator and Controller for Grid-connected Micro-grids*⁴⁵ is a project involving **Arizona State University's** (ASU) Polytechnic School of Engineering and the **UNAM** Institute of Engineering that explores rural electrification and urban micro-grids. ASU's Global Institute of Sustainability also partners with UNAM's Institute of Engineering on joint projects related to waste water management.⁴⁶

Mexico-Focused Research Centers at U.S. Institutions

The inventory includes 22 Mexico-focused research centers based at U.S. institutions. Most are located at large public or private research universities, though **Austin College**⁴⁷ (a private liberal arts college) and the **City University of New York's Lehman College**⁴⁸ (a public liberal arts college) each house such an entity as well. Typically, these centers are interdisciplinary, supporting Mexico-focused research (and teaching endeavors) by faculty in a variety of fields. Often, they also offer campus programming organized by administrative staff. Examples include:

- The **University of Texas at Austin's** (UT) Teresa Lozano Long Institute of Latin American Studies houses a "Mexican Center,"⁴⁹ which supports interdisciplinary research on Mexico-related topics. Currently, there are over 70 UT faculty affiliated with the center, representing disciplines such as architecture, biology, educational psychology, journalism, and sociology.
- The center provides funding for faculty travel to Mexico, as well as resources for curriculum development. Since 2003, it has also partnered with the Mexican Ministry of Foreign Relations to administer the Matias Romero Visiting Scholars Program, which brings up to 10 Mexican faculty to UT as visiting scholars each year.
- The **University of Chicago's** Katz Center for Mexican Studies,⁵⁰ named after Mexican historian Friedrich Katz, supports Mexico-focused research and teaching in a variety of disciplines through funding and programmatic activities. The center regularly hosts seminars, academic conferences, and cultural events, and maintains academic partnerships with the El Colegio de México and Mexico's National Council for Culture and the Arts (CONACULTA). Since 2009, the Katz Center has hosted a visiting faculty member from El Colegio de México⁵¹ for one academic quarter each year.

University presses with significant Mexico-focused publications

The inventory includes 20 U.S. university press operations that produce and disseminate a particularly large body of Mexico-focused scholarship. Collectively, they have published thousands of Mexico-related texts, in disciplines such as history, anthropology, political science, and literature. University presses at institutions located in the border states of California, Arizona, New Mexico, and Texas are especially active.

THE UNIVERSITY OF CALIFORNIA'S JOINT PUBLICATIONS DATABASE

As part of its "UC-Mexico Initiative," the University of California (UC) maintains a database of publications that are jointly authored by UC system faculty and their counterparts at Mexican institutions. It includes more than 130 co-authored articles, published in peer reviewed journals ranging from the *Journal of High Energy Physics* to the *Journal of Epidemiology* and the *Harvard Educational Review*.

45 <https://mexico.asu.edu/our-mexico-portfolio/research-and-capacity-building/real-time-simulator-and-controller-grid>
 46 <https://mexico.asu.edu/our-mexico-portfolio/research-and-capacity-building/microalgal-biomass-production-testbeds-using>
 47 <http://www.austincollege.edu/academics/centers-and-college-wide-programs/southwestern-mexican-studies/>
 48 <http://www.lehman.edu/cuny-mexican-studies-institute/about-us.php>
 49 <http://liberalarts.utexas.edu/llilas/centers-and-programs/mexico/overview.php>
 50 <https://mexicanstudies.uchicago.edu/>
 51 <https://mexicanstudies.uchicago.edu/page/el-colegio-de-m%C3%A9xico>

AREA 5: INSTITUTIONAL OUTPOSTS

The inventory includes 15 “outposts” of U.S. institutions located in Mexico. These entities vary in size and in the scope of their activities, but all entail a physical presence of some kind, as well as Mexico-based staff. Outposts take three primary forms: branch campuses; research and academic program centers; and administrative offices. Though the lines between these types are sometimes blurred, the key characteristics of each are noted in the subsequent sections; these definitions provided the basis for our categorization of individual entities.

Branch campuses

The Cross-Border Education Research Team (C-BERT), a global education research unit based at SUNY’s University at Albany, defines “international branch campus” as “An entity that is owned, at least in part, by a foreign education provider; operated in the name of the foreign education provider; engages in at least some face-to-face teaching; and provides access to an entire academic program that leads to a credential awarded by the foreign education provider.”⁵²

According to the C-BERT definition, currently there are no full branch campuses of U.S. institutions in Mexico. The **University of the Incarnate Word** (UIW), however, operates two Mexico campuses that meet all of C-BERT’s criteria, except for one—“providing access to an entire academic program”; according to C-BERT, the programs offered by UIW in Mexico all entail some period of study at the institution’s main campus in the U.S. The Mexico campuses, located in Mexico City and Bajío, primarily enroll Mexican students, who can pursue bachelor’s and master’s degrees with an international emphasis in variety of fields.

Though not yet operational, **Arkansas State University** has begun construction on a \$75 million campus in Querétaro that will meet the C-BERT definition. Supported financially by Campus Querétaro (ASUCQ), a private business foundation in Mexico, it will be “the first American-style residential campus in Mexico,” and is designed as a “living learning” community.⁵³ A 2017 opening date is planned; the first phase of academic space will accommodate up to 5,000 students, with an enrollment goal of 1,000 students in the first year. Arkansas State will use funds generated from private gifts for startup costs, and ASUCQ will underwrite all construction and any operating deficits for up to three years after the campus opens. Courses will be taught in English by credentialed faculty approved by Arkansas State.

Research and academic program centers

Research and academic program centers facilitate the cross-border exchange of students and faculty, and support research and other activities through a variety of programs and services. Some serve primarily as study abroad sites for U.S. students; others focus on producing scholarship around particular disciplines or topics. Such centers are managed by the U.S. parent institution, but may be staffed by locally hired administrators. Examples include:

- **Augsburg College**’s Center for Global Education and Experience (CGEE)⁵⁴ (MN) has operated a study center in Cuernavaca since 1979.⁵⁵ Augsburg students from the U.S. can participate in a variety of semester-long and short-term programs and courses at the CGEE Mexico campus; themes include international business, gender, social change, and migration.
- The **Colorado State University** (CSU) Todos Santos Center⁵⁶ is an international outpost of CSU located in the town of Todos Santos, near the Baja California peninsula. The Center, which began operating in spring 2015, is envisioned as “an opportunity for CSU students to grow as global citizens in their understanding of and appreciation for other cultures; [it] provides a variety of research and educational opportunities that CSU students would not otherwise be able to be a part of, [and]

52 http://www.globalhighered.org/?page_id=34

53 <http://astate.mx/>

54 <http://www.augsburg.edu/global/programs/mexico/>

55 <http://www.augsburg.edu/global/2015/08/06/mexicodelegation/>

56 <http://todossantos.colostate.edu/>

creates a community hub for educational sessions and information sharing.” Through the Center, CSU maintains partnerships with several institutions in the Baja California Sur region, including Universidad Autónoma de Baja California Sur (UABCS) and Centro de Investigaciones Biológicas del Noroeste S.C. (CIBNOR).

- The **Texas A&M Transportation Institute** (TTI)⁵⁷ established a research office in Mexico City in 2010 to support its research on bi-national transportation issues. With a focus on expediting the border crossing process, enhancing border security, and developing a “multimodal corridor master plan,” the office has facilitated partnerships between TTI and the Mexican Ministry of Communications and Transport, the National Council on Science and Technology (CONACYT), the Arizona Department of Transportation, and the Inter-American Development Bank.

Administrative offices

On a smaller scale than a branch campus or center, a number of U.S. institutions have established administrative offices in Mexico. Often, their primary purpose is to serve as a liaison with potential and existing partners in Mexico, as well as with government agencies and other local entities. Activities may also include student recruiting, alumni relations, and facilitating travel for faculty, staff, and students from the home institution. Examples of such offices include:

- The **State University of New York** (SUNY) Office of Global Affairs opened its SUNY Mexico office in Mexico City⁵⁸ in 2014 to support joint research between SUNY colleges and universities and Mexican partner institutions. The office also serves as bridge to opportunities for SUNY institutions in other parts of Latin America, such as Brazil’s “Science Without Borders” initiative.
- The **University of New Mexico** (UNM)⁵⁹ partnered with the city of Albuquerque and the state of New Mexico to establish the New Mexico Trade & Higher Education Center of Mexico City in 2014. The Center supports UNM efforts to recruit Mexican undergraduate and graduate students to its home campus degree programs, and facilitates study abroad experiences for UNM students in Mexico.
- **Texas A&M University** (TAMU) has maintained an office in Mexico City since 1993.⁶⁰ The TAMU Mexico Partnerships Services office⁶¹ provides a wide range of services to facilitate TAMU’s engagement in Mexico, including banking and translation services, logistical support for programs and events, and communication and information technology support.

MEXICAN “OUTPOSTS” IN THE UNITED STATES

Based on the C-BERT definition, currently there are no branch campuses of Mexican institutions in the United States. **UNAM**, however, operates study centers in both San Antonio and Los Angeles; the former was established in 1944, while the latter opened in 2005, and is located on the campus of California State University, Northridge. Both centers offer Spanish and English language courses and programs, including TOEFL preparation, for a variety of student populations.

In addition, **Tec de Monterrey** maintains liaison offices in four U.S. cities: Boston, Massachusetts, Sunnyvale, California, Dallas, Texas, and New Haven, Connecticut. These offices serve as regional hubs through which Tec de Monterrey establishes alliances with U.S. institutions, and conducts outreach to prospective study abroad students and faculty researchers interested in visiting its home campus.

57 <http://tti.tamu.edu/group/mexico-city/>

58 <http://system.suny.edu/global/mexico/>

59 http://mexico.unm.edu/en_index.html

60 <http://globalsupport.tamu.edu/News-Folder/Featured-News/2009/June/Texas-A-M-University-is-pleased-to-announce-the-of>

61 <http://mexico.tamu.edu/>

AREA 6: PUBLIC ENGAGEMENT

The inventory includes nine examples of collaborative projects aimed at serving public interests in the U.S. and/or Mexico. A number involve multilateral partnerships between U.S. higher education institutions, Mexican universities, and Mexican government agencies; they entail research and programming focused on improving economic conditions, social welfare, and the environment, among other concerns. Examples include:

- The **University of Arizona**'s Eller College of Management, through its Economic and Business Research Center, operates the Arizona-Mexico Economic Indicators project,⁶² which is supported by the Arizona-Mexico Commission, the Arizona Commerce Authority, the Arizona Department of Transportation and the Arizona Office of Tourism. Research focuses on enhancing the economic relationship between the state of Arizona and Mexico, with a special emphasis on the Mexican states of Sonora and Sinaloa. The project also includes a comparative study of other border states in the U.S. and Mexico in order to gauge Arizona's economic competitiveness.
- **Arizona State University**'s Mexico portfolio includes the development and maintenance of USMEXPAT,⁶³ a web-based policy analysis tool that measures the economic and social impact of U.S.-Mexico policy initiatives. Along with ASU faculty, the USMEXPAT research team includes economists from El Colegio de la Frontera Norte (COLEF).
- **New York University**'s Marron Institute of Urban Management⁶⁴ has established a collaboration with Mexico City's Environment Ministry (SEDEMA) to investigate air quality improvement measures for Mexico City.
- **New Mexico State University**'s Arrowhead Center⁶⁵ partners with the Mexico City government to bring together students, faculty, and researchers from five Mexican public universities for a multi-phased, entrepreneurship-focused program called *Atrévete a Emprender*, or "Dare to be an Entrepreneur." The five participating Mexican universities are Universidad Autónoma de México, Instituto Politécnico Nacional, Universidad Autónoma Metropolitana, Tecnológico Nacional de México (TecNM), and Universidad Autónoma de la Ciudad de México.

TABLE 3: MEXICO-U.S. HIGHER EDUCATION ENGAGEMENT: BY THE NUMBERS

Category	Activity	Number of Examples
Student mobility	Academic exchange programs	151
	One-way/faculty-led study abroad programs	92
	Joint and dual degree programs	16
	Service-oriented programs	18
	Internships, field research, and practica	19
Faculty mobility	Faculty-staff mobility programs	3
	Faculty in U.S. with Mexican degrees	40
Curriculum and teaching	Mexico-focused departments in U.S. institutions	10
	Teaching collaborations (through SUNY COIL Center)	40
Research	U.S. scholars focusing on Mexico	69
	Research partnerships	32
	Mexico-focused research centers at U.S. institutions	22
	University presses (with significant Mexico-focused publications)	20
Institutional outposts	Branch campuses	3
	Research and academic program centers	9
	Administrative offices	2
Non-academic engagement	Collaborative projects	9

62 <https://azmex.eller.arizona.edu/>

63 <http://usmexpat.com/#top>

64 <http://marroninstitute.nyu.edu/content/blog/marron-institute-and-mexico-city>

65 <https://newscenter.nmsu.edu/Articles/view/11217/nmsu-s-arrowhead-partners-with-mexican-institutions-to-foster-entrepreneurship>

High-Activity Hubs

A cross-category analysis of the inventory data indicates that institutions—in both the United States and Mexico—with collaborations underway in one area are frequently represented in other areas as well. Not surprisingly, engagement often begets additional engagement, with momentum and enthusiasm building as more faculty, staff, and students initiate and participate in programs and activities.

- **U.S. INSTITUTIONS: FIVE CASE STUDIES**
- **MEXICAN INSTITUTIONS: THREE MAJOR PLAYERS**

U.S. INSTITUTIONS: FIVE CASE STUDIES

While multidimensional engagement is not uncommon, there are five U.S. institutions whose levels of activity in Mexico particularly stand out: the University of Arizona, Arizona State University, the University of California system, the University of New Mexico, and the University of Texas at Austin. These institutions share a number of common characteristics. All five:

- Are located in states along the **U.S.-Mexico border**.
- Are **large, publicly funded research universities** with at least 20,000 enrolled students.
- Have at least one **dedicated unit** (e.g., a research center or academic department) that focuses on Mexico.
- Maintain an active **relationship with the UNAM**, among other Mexican higher education institutions.
- **Partner with non-academic entities** (e.g., government agencies, local organizations) in the U.S. and/or Mexico to support and carry out their Mexico-focused activities.

In terms of activities, each institution has established deep, enduring relationships with Mexican partners that facilitate joint research and significant student mobility in both directions. These projects and programs are complemented by an array of other collaborations and activities that make up each institution's specific constellation of Mexico engagement.

Arizona State University

Arizona State University (ASU) maintains institutional partnerships with Tec de Monterrey and UNAM, as well as several offices of the Mexican government, including the Ministry of Education and Ministry of Energy.

In terms of student mobility, each year an average of 100 ASU students participates in education abroad programs to Mexico, which include an exchange program with Tec de Monterrey, and a variety of short-term courses led by faculty. Around 80 degree-seeking Mexican students study at ASU annually; another 250–300 Mexican students and teachers come to ASU each summer for language training and capacity-building programs. According to Rafael Rangel Sostmann, ASU's Mexico relations advisor, ASU plans to forge stronger ties with the U.S. Embassy in Mexico in order to support greater mobility of Mexican students to ASU through exchange programs. Conversely, ASU is also taking steps to bolster the number of U.S. students participating in its semester exchange program with Tec de Monterrey; educating students and parents about safety and security in Mexico is a key component of these efforts.

In the research realm, more than 30 ASU faculty are actively engaged in Mexico-related scholarship; a number are affiliated with ASU's School of Transborder Studies, an interdisciplinary unit focused on the

U.S.-Mexico border region. ASU-Mexico partnerships have yielded more than 20 research and capacity-building projects, in fields such as biodiversity, energy management, and sustainability; a current collaboration with the Mexican state of Sonora and the Mexican Department of Energy, for example, focuses on diversifying power sources in Sonora. Going forward, ASU sees opportunity for additional research partnerships that address issues common to the state of Arizona and Mexico, such as water management, environmental sustainability, and transportation.

University of Arizona

Located about an hour from the Nogales border, the University of Arizona (UA) has maintained formal relationships with Mexican higher education institutions for nearly a century. An average of 120 UA students take part in education abroad activities to Mexico each year, primarily via exchange programs with Tec de Monterrey, UNAM, and Universidad La Salle, and through faculty-led summer courses offered by UA's Mexican American Studies and Bilingual/Multicultural Education departments. In terms of incoming mobility, UA partners with CONACYT to offer five-year fellowships for doctoral study to 100 Mexican students annually; the awards include a monthly living stipend, and also cover registration fees and medical insurance.⁶⁶

To build on and expand these initiatives, UA's Mexico Academic Mobility Assessment Committee, a presidentially appointed task force, is charged with increasing the number of safe, affordable education abroad opportunities for UA students in Mexico.

UA maintains a high level of Mexico-focused research activity, including the Arizona-Mexico Economic Indicators project described previously, as well as CAZMEX: Consortium for Arizona-Mexico Arid Environments, a binational environmental research project funded by the UA Program in Environment and Justice and CONACYT.⁶⁷ UA also houses the Dean Carter Binational Center for Environmental Health Studies, which conducts environmental research and trains graduate students from both countries.⁶⁸ The University of Arizona Press has published nearly 500 books and multimedia products focused on Mexico research, including nearly 50 publications authored by UA faculty.

In 2015, UA opened a new Center for Mexican Studies, a collaborative project with UNAM, on its Tucson campus, and has operated an administrative office in Mexico City since 2007.⁶⁹

University of California

In addition to campus-based activities, the University of California (UC) launched the UC-Mexico Initiative in 2014 to facilitate and expand cross-border engagement at the system level. Student mobility is a cornerstone of the initiative; collaborations include a semester/year-long exchange program with UNAM that is open to students from all UC campuses, and allows UNAM students to attend any institution in the UC system. UC also operates a multidisciplinary field research program through the UC Center in Mexico City. Altogether, approximately 140 UC students study in Mexico each year.

Currently, more than 400 faculty members from the UC system's 10 campuses are pursuing Mexico-related research in areas such as health, energy, education, and social sciences. Individual UC campuses are home to a number of Mexico-focused research centers, including UC Riverside's Institute for Mexico and the United States (UC MEXUS), the Center for U.S.-Mexico Studies at UC San Diego, and UCLA's Center for Mexican Studies. Going forward, the UC system president has made enhancing and building

66 <https://grad.arizona.edu/funding/opportunities/ua-and-conacyt-fellowship-mexican-doctoral-students>

67 <http://www.haury.arizona.edu/research-and-innovation-fund/mexico-consortium-project>

68 <http://binational.pharmacy.arizona.edu>

69 <https://uanews.arizona.edu/story/ua-to-establish-center-for-mexican-studies>

new research partnerships in Mexico a top priority, identifying global food and global health as two key areas for future engagement.

University of New Mexico

Cross-border activity at the University of New Mexico (UNM) includes 15 exchange programs with a number of Mexican institutions, including Tec de Monterrey, UNAM, and UDLAP. In each of the last three academic years, an average of 34 UNM students have participated in semester or year-long exchanges; a nearly equal number of Mexican students have attended UNM through these programs. In addition, UNM hosts approximately 45 undergraduate and graduate degree-seeking Mexican students per year.

With an eye toward increasing its Mexican student enrollment, in 2016, UNM announced two new scholarships: “Beca Mexico” provides support for degree-seeking Mexican students attending UNM, while “Institute for Mexicans Abroad” (IME) grants fund English language study at the UNM Center for English Language and American Culture, located on the UNM main campus in Albuquerque.

In 2016, the UNM Global Education Office launched the “Innovation Academy for Women of the Americas”⁷⁰ with support from the 100,000 Strong in the Americas project. Open to undergraduate women from the U.S., Mexico, and other Latin American countries, the program “seeks to advance the academic and career pathways for women in the STEM+A (science, technology, engineering, math, and architecture) fields through global exposure, focused research skills development and ongoing mentorship and support.” Participants attend a one-month seminar on the UNM campus and interact with UNM faculty during and after the program.

UNM also provides the opportunity for Mexican students, scholars, and professionals to participate in a variety of “Academic, Research, and Career Development (ARCD)” programs, which bring participants to the UNM campus for language training, professional development, and networking with New Mexico indigenous communities.

Currently, over 50 UNM faculty and administrators are engaged in Mexico-related work of some type. Faculty in a variety of fields lead short-term study abroad programs; recent courses in Mexico have included, for example, “The African Presence in Mexico” and “Introduction to Mexican Traditional Medicine.” On the research front, UNM is partnering with CONACYT to provide opportunities for UNM engineering faculty to visit Mexico, network with colleagues in counterpart departments, and discuss potential collaborations.

As noted previously, UNM has maintained an administrative office in Mexico City since 2014, which is operated in partnership with the city of Albuquerque and the state of New Mexico.

University of Texas at Austin

The University of Texas at Austin (UT) maintains semester/academic year student exchange programs with four institutions in Mexico: Instituto Tecnológico Autónomo de México (ITAM), Tec de Monterrey, Universidad Iberoamericana, and UNAM. Short-term faculty-led programs are offered in a number of disciplines, including geosciences and Mexican American studies. During the 2015–16 academic year, a total 147 UT students studied in Mexico, two-thirds of whom did so through a faculty-led program.

UT’s inbound mobility initiatives attracted 360 students from Mexico in 2015–16. The majority were enrolled either in degree programs, or in UT’s summer-term English as a Second Language program. UT

70 <http://news.unm.edu/news/unm-global-education-office-receives-innovation-fund-grant>

also tracks the number of its students who are U.S. residents but hold a Mexican passport; this population accounted for an additional 150 students in 2015-16.

UT administers a number of collaborative degree programs in partnership with Mexican institutions. Examples include an executive MBA dual degree program with the Tec de Monterrey EGADE Business School, a joint degree in technology commercialization with the Center for Research in Advanced Materials (CIMAV), and a joint master of laws (LLM) program with ITAM.

Various academic units at UT support Mexico-related research and projects, including the Mexican American & Latino/Latina Studies department, the Center for Mexican American Studies, and the Mexican Center. In 2010, UT Austin established the Center for Global Innovation and Entrepreneurship, a non-profit organization located in Nuevo Leon that is designed to connect students, educators, and business leaders from Texas and Mexico. Other ongoing initiatives include a partnership between UT's College of Natural Sciences and UNAM to study fisheries and ecosystems in the Gulf of California and Baja California Sur.

MEXICAN INSTITUTIONS: THREE MAJOR PLAYERS

Three Mexican institutions stand out in terms of their level of U.S. engagement: **Tec de Monterrey**, **UDLAP**, and **UNAM**. These universities maintain partnerships with a variety of public and private institutions in the U.S.; activities include faculty mobility programs, joint research endeavors, and collaborative degrees, among others. Overall, Tec de Monterrey is the most active of the three, with over 40 student exchange programs, multiple research collaborations, four U.S. administrative offices (in Boston, Dallas, Miami, and New Haven), and a number of collaborative degree programs. Tec de Monterrey and UDLAP are two of only seven universities in Latin America to be accredited by the Southern Association of Colleges and Schools.

Of the 151 student exchange programs included in the inventory, over one-third involve Tec de Monterrey, UDLAP, and UNAM as the Mexican partner institution. While these three account for a substantial portion of U.S.-Mexico student mobility, it is important to note that a number of other Mexican institutions also maintain multiple student mobility programs with U.S. counterparts, including, for example, Universidad Iberoamericana, Centro de Enseñanza Técnica y Superior (CETYS Universidad), and Universidad de Guadalajara. In addition, beyond the “big three,” a handful of Mexican institutions are particularly active in terms of research collaboration; Universidad de Sonora and El Colegio de la Frontera, for example, are involved in cross-border research that addresses issues concerning the Mexico-U.S. border.

The Role of Other Organizations

Aside from colleges and universities, there are a variety of other entities involved in U.S.-Mexico higher education collaboration whose work supports and complements institutional efforts. Some of these facilitate engagement between institutions, or partner directly with institutions on particular projects; others provide funding and resources for specific programs and activities. Six primary categories comprise the array of “other actors”: government agencies and entities; nonprofit and non-governmental organizations; higher education associations; networks and consortia; accrediting bodies; and specialized service providers.

Descriptions of each category, along with sample organizations, are provided below. The list of examples is representative but not exhaustive; it is intended to illustrate the types of activities undertaken by entities of each type, and their relationships with higher education institutions. Like the inventory, the primary focus of this section is U.S. organizations; however, descriptions of key Mexican organizations are also included in some categories.

- **TYPE 1: GOVERNMENT AGENCIES AND ENTITIES**
- **TYPE 2: NONPROFIT AND NON-GOVERNMENTAL ORGANIZATIONS**
- **TYPE 3: HIGHER EDUCATION ASSOCIATIONS**
- **TYPE 4: NETWORKS AND CONSORTIA**
- **TYPE 5: ACCREDITING BODIES**
- **TYPE 6: SPECIALIZED SERVICE PROVIDERS**

TYPE 1: GOVERNMENT AGENCIES AND ENTITIES

As illustrated throughout the inventory, a variety of state and local government agencies and offices in both Mexico and the U.S. are also involved in bilateral higher education collaboration—by providing resource support, and in some cases, by serving as an active partner on particular projects.

At the national level as well, government agencies in the U.S. and Mexico support bilateral higher education engagement through policies, programs, and funding mechanisms. The overall goals for such initiatives are linked to the broader mission and purpose of each individual agency, and typically center around diplomacy, development, and capacity-building. Government-affiliated research funding agencies in each country support collaborative research through their standard grant programs, as well as via geographically targeted initiatives.

Education, diplomacy, and development agencies

- The **United States Agency for International Development (USAID)** works to end global poverty and enable democratic processes worldwide. Priority issues for USAID in Mexico include crime and violence prevention, law, human rights, and climate change. With a particular focus on these areas, the agency “supports a common development agenda between the U.S. and Mexico by enhancing the capacity of higher education institutions to examine mutual development problems, work in strategic alliances to develop solutions, and further strengthen Mexico’s competitiveness.”⁷¹
- In support of its public diplomacy mission, the **U.S. Department of State** administers a number of higher education-focused programs through its Bureau of Educational and Cultural Affairs. Chief among these are Fulbright student and scholar programs, and the EducationUSA network of international student advising centers.
- Between 2011 and 2016, 80 U.S. scholars received Fulbright grants for travel to Mexico, while 85 Mexican scholars were funded to visit the U.S. Eighty-nine grants were made to U.S. students for research, study, or travel in Mexico in 2015; a majority of these placed students in English teaching assistantship positions.⁷² The EducationUSA network includes 15 advising centers in Mexico, which provide Mexican students and their families with information about short- and long-term study opportunities in the U.S., and assist U.S. institutions with student recruiting and institutional partnership development in Mexico.
- The **U.S. Embassy in Mexico** and the **Embassy of Mexico in the U.S.** also support bilateral higher education initiatives as part of their public diplomacy efforts. At each Embassy, a staff member is typically responsible for building relationships with the host country’s higher education community, and managing education-related activities. Recent initiatives of the U.S. Embassy in Mexico have included the aforementioned inventory of memoranda of understanding between U.S. and Mexican higher education institutions carried out in collaboration with CONAHEC.
- While **U.S. Department of Education** programs and policies are primarily focused on K-12 education and domestic issues, its College Assistance Migrant Program (CAMP) supports students—from Mexico as well as other countries—who are migratory or seasonal farmworkers (or children of such workers) enrolled at U.S. higher education institutions. Competitive five-year CAMP grants are made to institutions, or to nonprofit private agencies that cooperate with higher education institutions, to fund outreach to eligible prospective students, as well as counseling, tutoring, skills work-

⁷¹ <https://results.usaid.gov/mexico/education-and-social-services/higher-education#fy2015>

⁷² <http://us.fulbrightonline.org/component/filter/?view=filter>

shops, financial aid stipends, health services, and housing assistance during students' first year of college. The program serves approximately 2,000 students annually.

- The **Secretariat of Public Education** (SEP), the main governmental body overseeing education in Mexico, offers a variety of scholarships to support study abroad by Mexican students, including to the U.S. Examples include grants for bachelor's and technical degree students to spend at least three months abroad, and a partnership with UNAM and the UNAM foundation to fund study abroad by UNAM undergraduates. SEP also coordinates with other entities, such as CONACYT and the National Association of Universities and Institutions of Higher Education (ANUIES) to promote and support education abroad activities for Mexican students.
- Noted previously, the **Bilateral Forum on Higher Education, Innovation, and Research** (FOBESII) was established by the presidents of the U.S. and Mexico in 2013, in order to "expand opportunities for educational exchanges, scientific research partnerships, and cross-border innovation." Some of the initiative's key achievements over the past few years include facilitating over 80 new university partnerships, opening U.S. university offices and study centers in Mexico, expanding Fulbright and other exchange programs, and increasing EducationUSA activity.⁷³

Research funding agencies

- With an annual budget of over \$7 billion, the **National Science Foundation** (NSF) funds approximately 24% of all federally supported basic research conducted at U.S. colleges and universities. An array of discipline-based grant programs supports projects involving partnerships between U.S. and international researchers; however, two target Latin America, including Mexico, in particular:
 - The Americas Program⁷⁴ "enables scientific research, engineering and educational cooperation between institutions and researchers in Canada, Mexico, the Caribbean, and Central and South America." Support is provided for "workshops, short-term planning visits, dissertation enhancement, and research experiences for students."
 - In collaboration with the U.S. Department of Energy, NSF funds a limited number of Pan-American Advanced Studies Institutes (PASI)—short courses of two to four weeks duration at the advanced graduate and postgraduate level. PASIs aim to "disseminate advanced scientific knowledge and stimulate training and cooperation among researchers in the Americas in the basic sciences and engineering fields."⁷⁵
- Like NSF, the **National Institutes of Health** (NIH) supports university researchers through a variety of grant programs. NIH's Fogarty International Center⁷⁶ focuses on global health, and has funded an array of projects involving Latin American countries, including Mexico. In 2014, for example, a faculty member at University of California, San Diego was awarded a fellowship to study the health status and social incorporation of Mexicans deported from the United States.⁷⁷
- The **National Council on Science and Technology** (CONACYT) was created by the Mexican Congress in 1970 as an independent, publicly funded organization to support research in science and technology.⁷⁸ With a mandate similar to that of the National Science Foundation, CONACYT funds research conducted at higher education institutions, as well as other organizations, through

73 <http://www.state.gov/r/pa/prs/ps/2015/01/235641.htm>

74 <https://www.nsf.gov/od/oise/americas.jsp>

75 <https://www.nsf.gov/od/oise/americas.jsp>

76 <https://www.fic.nih.gov/Pages/Default.aspx>

77 <https://www.fic.nih.gov/News/GlobalHealthMatters/may-june-2014/Pages/victoria-ojeda-mexico-tijuana-migrant-drug-use.aspx>

78 <http://www.conacyt.mx>

grants, programs, and other mechanisms.

In terms of international engagement, in addition to the examples of funded projects and programs noted in the inventory, CONACYT provides scholarships and post-doctoral fellowships for Mexican students in STEM fields to study and conduct research at institutions abroad, including in the U.S. Examples include the “Becas al Extranjero” program, which supports graduate degree study (master’s and doctoral) or post-doctoral research abroad in fields such as engineering, biotechnology, environmental sciences, and energy. Scholarships for international students to pursue a graduate degree at a Mexican institution are available through CONACYT as well.

In the U.S., CONACYT is a key scientific research partner of the National Science Foundation. Through the Bilateral Forum on Higher Education, Innovation, and Research (FOBESII), the two agencies have strengthened ties to fund science and technology research projects, particularly through the NSF’s Partnership for International Research and Education (PIRE) programs.⁷⁹ CONACYT has also established partnerships with individual U.S. institutions and university systems; the University of California Institute for Mexico and the U.S. (UC MEXUS) at UC Riverside, for example, partners with CONACYT to offer seed funding of up to \$25,000 for joint-research projects between UC and Mexican scholars.⁸⁰

79 <http://www.conacyt.gob.mx/index.php/comunicacion/comunicados-prensa/362-convocatoria-conacyt-nsf-pire>
80 https://ucmexus.ucr.edu/funding/grant_collaborative.html

TYPE 2: NONPROFIT AND NON-GOVERNMENTAL ORGANIZATIONS

In addition to government agencies, a variety of nonprofit and non-governmental organizations support U.S.-Mexico higher education engagement; among other activities, these organizations manage the implementation of government programs, provide training (both grant-funded and fee-for-service), administer scholarships, facilitate connections between institutions, and participate in policy conversations.

Global focus

- An independent not-for-profit organization founded in 1919, the **Institute of International Education**⁸¹ (IIE) is among the world's largest international education and training organizations. IIE's mission is to "advance international education and access to education worldwide" by "managing scholarships, training, exchange and leadership programs, conducting research and facilitating policy dialogue on global higher education." IIE's Mexico-focused programs include:
 - In 2016, IIE's Center for International Partnerships launched the Mexico Higher Education Initiative⁸² in order to draw attention to the "wealth of opportunities for academic collaboration that exist between Mexico and the international education community." As part of the initiative, the Center is "leading a series of programs and discussions related to exploring opportunities for collaboration and reestablishing or strengthening already existing partnerships."
 - Through its Mexico Partnership Program—the current iteration of IIE's fee-for-service International Academic Partnership Program⁸³—IIE "guides colleges and universities from around the world through the strategic planning process to help them develop a plan for increasing academic collaboration with Mexico." The program includes visits to Mexico City, Puebla, and Querétaro, during which participants "meet with important stakeholders from universities, government, and organizations that deal with the Mexican higher education system."⁸⁴
- **World Education Services** (WES)⁸⁵ is a nonprofit organization focused on evaluating—and advocating for the recognition of—international education qualifications. WES provides research on international education issues and trends, and administers the Global Talent Bridge⁸⁶ program aimed at helping skilled immigrants—including those from Mexico—gain access to academic and professional opportunities in the U.S. In 2016, WES produced a webinar⁸⁷ on the Mexican secondary and post-secondary education systems, including an overview of programs and documentation standards, aimed at U.S. college and university admissions officers and other administrators.

Latin America focus

- Founded in 1964, **Partners of the Americas**⁸⁸ engages volunteers, international development professionals, governments, businesses, and higher education institutions in a variety of programs in Latin America and the Caribbean. As noted previously, Partners is one of the organizations responsible for implementation of the *100,000 Strong in the Americas* initiative; since 2014, the organization has awarded 20 of the project's "Innovation Grants" to institutions in Mexico. Partners currently operates two Mexico-based "chapters" to support its programming in the country.

81 <http://www.iie.org/Who-We-Are/Mission-and-Values#.WFqs-krKUK>

82 <http://www.iie.org/Programs/Mexico-Higher-Education-Initiative#.WFqVjoldGUK>

83 <http://www.iie.org/Programs/International-Academic-Partnership-Program#.WFqXofkrKUK>

84 <http://www.iie.org/Programs/International-Academic-Partnership-Program/2016-Country-Programs/Mexico#.WFqWioldGUK>

85 <http://www.wes.org/>

86 <http://www.globaltalentbridge.org/>

87 <http://knowledge.wes.org/Archive-Education-in-Mexico.html?archive-source=WES-Archives-Page>

88 <http://www.partners.net/>

- An affiliate of Harvard University, the **Latin American Scholarship Program of American Universities**⁸⁹ (LASPAU) “connects individuals, institutions, leaders and organizations devoted to building knowledge-based societies across the Americas.” LASPAU administers scholarship programs sponsored by the U.S. and foreign governments, foundations, and other entities to fund study by U.S. students in Latin America and the Caribbean, including Mexico. The LASPAU Fellowship Program brings together “highly motivated and visionary professionals from universities that have a compelling proposal for research or a project to advance higher education in the Americas.”

Mexico focus

- The **U.S.-Mexico Foundation**⁹⁰ (USMF) is a binational organization “dedicated to strengthening education in Mexico and developing understanding and cooperation between the two countries.” Founded in 2009 with seed funding from the David & Lucile Packard Foundation, Carnegie Corporation, and the Fundación del Empresariado en México (Fundemex), the organization administers grants for education-related projects, and operates student mobility programs. Currently, USMF is partnering with UCLA, Tec de Monterrey, Instituto de los Mexicanos en el Exterior (IME), and the governments of a number of Mexican states to administer the *Dreamers Without Borders* program, which brings groups of Deferred Action for Childhood Arrivals (DACA) recipients living in the U.S. to Mexico for short-term study and networking visits.
- **Mexicans and Americans Thinking Together**⁹¹ (MATT) is a binational nonprofit organization “focused on building cultural and economic links between the U.S. and Mexico,” which “advocates for bridging understanding, building relationships and sparking dialogue.”⁹² MATT administers an online English language program through which students can earn “a certificate endorsed by the Texas A&M University and the University of the Incarnate Word upon completion.”⁹³
- **USMexFusion** is a “bilingual nonprofit that supports higher education institutions to internationalize their campuses and form globally competent graduates.” By providing open-access resources and a platform for networking among institutions, the organization “offers innovative online means for members to engage, network, get professional development, share best practices, work collaboratively, and offer educational services and products.”⁹⁴ USMexFusion maintains offices in Houston, Texas and Puebla, Mexico.
- **The Mexico Institute at Washington, DC’s Woodrow Wilson International Center for Scholars**⁹⁵ “seeks to improve understanding, communication, and cooperation between Mexico and the United States by promoting original research, encouraging public discussion, and proposing policy options for enhancing a bilateral relationship.” The Institute’s Public Policy Scholars program⁹⁶ is intended to “bring together the academic and policy communities in the U.S. and Mexico.” Participants are high-level professionals—including university faculty—who live in Mexico and conduct research on key Mexican public policy issues.

89 <http://www.laspau.harvard.edu/mission-and-vision/>

90 <https://www.usmexicofound.org/about/mission-and-vision/>

91 <https://www.usmexicofound.org/about/mission-and-vision/>

92 <http://www.matt.org/>

93 <http://www.matt.org/yes-al-ingleacutes.html>

94 <http://usmexfusion.org/en/>

95 <https://www.wilsoncenter.org/program/mexico-institute>

96 <https://www.wilsoncenter.org/opportunity/mexico-public-policy-scholars-program>

TYPE 3: HIGHER EDUCATION ASSOCIATIONS

Various higher education associations in the U.S. and Mexico play a role in facilitating connections and collaboration between the two countries. These include national associations with a broad mandate to represent their country's higher education community on key issues, as well as organizations specifically focused on international and global education, and discipline-based scholarly associations.

National higher education associations

- The **American Council on Education (ACE)** represents approximately 1,800 U.S. colleges and universities; its membership is composed of presidents of all types and sizes of institutions. In terms of Mexico-focused activity, in addition to the current project and other research, ACE's Center for Internationalization and Global Engagement administers a professional development program for senior international officers and other internationally focused staff from institutions in Latin America, the Caribbean, and Spain. Banco Santander/Universia sponsors the seminar, and funds a delegation of Mexican university rectors to attend ACE's Annual Meeting each year. ACE also participates in FOBESII meetings, and since 1998, 12 administrators from Mexican universities have participated in the ACE Fellows program.
- **Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES)**⁹⁷ serves more than 150 member institutions throughout Mexico. In terms of U.S. engagement, ANUIES has previously collaborated with the U.S. Agency for International Development (USAID) and the Higher Education for Development program⁹⁸; currently, ANUIES is linked to U.S. higher education institutions primarily through affiliations with the Consortium for North American Higher Education (CONAHEC) and NAFSA: Association of International Educators.⁹⁹

International education associations

- **NAFSA: Association of International Educators**, a professional organization for college and university administrators and others in the international education field, works to “advance policies and practices that build global citizens with the knowledge and skills they need to succeed in today’s interconnected world.” NAFSA provides an array of professional development resources and opportunities, including conferences and publications; an example of the latter is a 2009 online guide to the Mexican higher education system.¹⁰⁰ As noted previously, NAFSA is also one of the organizations responsible for carrying out the *100,000 Strong in the Americas* initiative.
- **Mexican Association for International Education (AMPEI)** is a nonprofit organization focused on linking international educators with Mexican higher education institutions.¹⁰¹ AMPEI collaborates with U.S.-based international education groups, such as CONAHEC, to offer professional development activities for U.S. and Mexican international educators, and coordinates with foreign embassies in Mexico to support international education activity in Mexico.

Discipline associations

- The **Latin American Studies Association’s (LASA) Mexico section**,¹⁰² “facilitates communication and interaction among members of LASA (academic researchers, students, non-academics) who study any aspect of Mexico, including the Mexican diaspora and Mexico’s relations within and beyond

97 <http://www.anui.es.mx/>

98 <http://www.anui.es.mx/media/docs/convocatorias/pdf/EnlacesTIES06-mar06.pdf>

99 <http://www.anui.es.mx/noticias/promociona-mexico-a-instituciones-de-educacion-superior-en-nafsa-eua>

100 http://www.nafsa.org/_/file/_/ges/mexico.pdf

101 <http://www.ampei.org.mx/>

102 <http://lasa.international.pitt.edu/sections/mexico/>

the Americas.” Activities include organizing panels and presentations at LASA meetings, and awarding prizes for outstanding books and articles with a Mexico focus.

- The [Association for Borderlands Studies](http://absborderlands.org/) (ABS)¹⁰³ “is the leading international scholarly association dedicated exclusively to the systematic interchange of ideas and information relating to international border areas.” Founded in 1976, the organization’s original focus was the U.S.-Mexico border region, however its reach has grown to include borderland regions worldwide. ABS hosts an annual conference and regional events, publishes a journal and newsletter, and administers scholarly awards. Current officers for the organization include representatives from the University of Texas Brownsville, Arizona State University, and Universidad Autónoma de Ciudad Juárez.

103 <http://absborderlands.org/>

TYPE 4: NETWORKS AND CONSORTIA

International higher education networks and consortia promote collaboration, cooperation, and resource sharing among member institutions; activities include academic exchanges and mobility programs, joint teaching and research endeavors, and conferences and other networking events. A number of geographic and discipline-based consortia facilitate engagement between colleges and universities in the U.S. and Mexico, as well as with member institutions in other countries.

- Through the **Santander Universities and Universia** networks, Banco Santander—the sponsor of this project—has collaborated with the higher education sector for 20 years, and maintains agreements with more than 2,000 universities and research institutes worldwide. Santander Universities and Universia generate initiatives related to the promotion of a culture of entrepreneurship and innovation, university digitalization, internationalization and employability, with the clear objective of helping people and businesses prosper.

In terms of internationalization, Santander supports international mobility scholarships, exchange programs, and collaborative projects between institutions from various countries, integrating an active international network of universities.

Universia México is part of FOBESII, and has actively promoted cooperation between universities from Mexico and the United States. As noted previously, Santander Universities and Universia Mexico have also sponsored delegations of Mexican university rectors to attend ACE's Annual Meeting.

- The **Consortium for North American Higher Education**¹⁰⁴ (CONAHEC) is a not-for-profit membership-based network of approximately 180 higher education institutions in Canada, the United States, and Mexico, as well as a select group of institutions from other parts of the world. CONAHEC “seeks to advance the consolidation of the North American higher education community and to promote collaboration and cooperation with international partners by organizing conferences, managing academic exchanges and mobility programs, and providing information on funding and collaboration opportunities.”

As noted previously, CONAHEC recently collaborated with the U.S. Embassy in Mexico to gather information about memoranda of understanding between U.S. and Mexican institutions; data from the project were used to create the “North American Academic Partnerships Tracker,”¹⁰⁵ an online database of agreements between U.S. and Mexican institutions available on the CONAHEC website.¹⁰⁶

- The **North American Consortium on Legal Education**¹⁰⁷ (NACLE) was created in 1998 with grant support from the governments of Canada, Mexico, and the U.S. With 12-member law schools in these three countries, NACLE “seeks to promote and share an understanding of the legal systems within North American countries, as well as enhance the capabilities of each member to provide high quality legal education and research appropriate to the demands of the professional environment in North America.” Four institutions in Mexico and five in the U.S. are part of the consortium, which operates student exchange and scholarship programs, and organizes workshops for faculty and students from member institutions.
- **International Partnership of Business Schools**¹⁰⁸ (IPBS), a consortium of 11 business schools in Europe, North America, and Latin America, is “dedicated to the development of a lifelong cross-cultural international community of business and management students, alumni, professors, researchers and staff.”

104 <https://www.conahec.org/>

105 <https://conahec.org/north-american-academic-partnerships-tracker>

106 <https://conahec.org/north-american-academic-partnerships-database#overlay-context>

107 <http://nacle.org/>

108 <http://ipbs-network.org/>

Students at member institutions have access to collaborative degrees, internships, and language programs offered by participating schools. UDLAP is a member of IPBS, along with four U.S. institutions: Northeastern University (MA), North Carolina State University, Rollins College (FL), and the University of San Diego.

TYPE 5: ACCREDITING BODIES

While in most countries, including Mexico, higher education accreditation is the purview of the government and is limited to domestic institutions, in the U.S. it is carried out primarily by independent, nonprofit, membership-based organizations not affiliated with government. Six regionally-based associations provide institution-level accreditation, while an array of discipline-based organizations accredit individual academic programs and units. While these organizations' main focus is U.S. institutions, according to the Council on Higher Education Accreditation (CHEA), as of 2013, institutions in 125 other countries around the world had received some level of accreditation from a U.S. accreditor.¹⁰⁹

CHEA's database of institutions that hold U.S accreditation **includes six Mexican universities, which are accredited by three different U.S. associations.** CETYS Universidad in Baja California, which administers a dual degree program with City University of Seattle, is accredited by the Western Association of Schools and Colleges (WASC).¹¹⁰ UDLAP, Appalachian State University's partner for a dual degree program in communications, is accredited by the Southern Association of Colleges and Schools (SACS). Among the remaining institutions, SACS is also the accreditor for Fundación Universidad de las Américas, Tec de Monterrey, and Universidad de Monterrey (UDEM). Westhill College holds accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS).

109 <http://www.chea.org/pdf/Overview%20of%20US%20Accreditation%202015.pdf>

110 <http://www.cetys.mx/en/?page=122>

TYPE 6: SPECIALIZED SERVICE PROVIDERS

Various outside companies and other organizations provide services to support specific aspects of institution-level global engagement. Among these, a key category is third-party study abroad providers, which administer one-way programs of various types for U.S. students, in a wide array of locations around the world. These entities include for-profit companies, as well as nonprofit organizations; in some cases, they partner with local higher education institutions in the destination country, while in others they maintain their own program sites.

Currently, there are five U.S.-based study abroad providers operating in Mexico. Many of their programs focus on Spanish language and culture studies, though some provide specialized course work in particular fields.

- **American Programs International (API)** partners with the Centro Intercultural de Querétaro on a summer program for U.S. students to study Spanish language and Mexican culture.
- **BCA Study Abroad** offers summer and semester-long programs based at the Universidad Veracruzana in Xalapa for U.S. students in a variety of disciplines.¹¹¹
- In partnership with the Universidad de Guanajuato, the **Council on International Education Exchange (CIEE)** administers liberal arts-focused semester and academic year programs, as well as winter and summer term Spanish language programs.¹¹²
- **International Student Exchange Programs (ISEP)** offers semester, academic year, and summer programs in multiple disciplines in collaboration with the following Mexican institutions:
 - Instituto Tecnológico de Estudios Superiores de Occidente (ITESO)¹¹³
 - Tec de Monterrey—Monterrey campus¹¹⁴
 - Universidad Popular Autónoma del Estado de Puebla (UPAEP)¹¹⁵
 - Universidad La Salle¹¹⁶
 - Universidad Regiomontana¹¹⁷
 - Universidad de Guanajuato¹¹⁸
 - UDEM¹¹⁹
- The **Institute for Study Abroad, Butler University (ISFA Butler) (IN)** partners with two universities in Mérida (Universidad Autónoma de Yucatán and Universidad Modelo) to offer semester, academic year, and summer programs for students in a variety of disciplines.¹²⁰ In addition, ISFA Butler administers specialized summer programs such as “Medical Spanish and Public Health” and “Language and Cultural Studies.”

Though more difficult to track, consulting companies also provide specialized services geared toward higher education global engagement. One example is **Unnivers**,¹²¹ a Boston-based company that “helps clients create and enhance their strategic presence abroad through experiential programs and transnational education initiatives.” With staff in Mexico as well as a number of other countries, Unnivers provides “advisory services” to higher education institutions, including international benchmarking and strategic planning, and assists institutions in developing international education programs. In spring 2016, for example, Unnivers managed

111 <http://bcastudyabroad.org/xalapa-mexico/>

112 <https://www.ciee.org/study-abroad/mexico/guanajuato/liberal-arts/>

113 <https://search.isepstudyabroad.org/University/Detail/a7d57204-3a1a-48f3-bfa8-e2a44de6944e>

114 <https://search.isepstudyabroad.org/University/Detail/a3360b88-e888-4a48-9541-ac1b5bfa2aa0>

115 <https://search.isepstudyabroad.org/University/Detail/d248df80-6701-444c-942d-4679edo61cd5>

116 <https://search.isepstudyabroad.org/University/Detail/b3ce1b7e-c83f-40cd-9074-0a3e9de13a5a>

117 <https://search.isepstudyabroad.org/University/Detail/8e8d0481-19c2-46ec-bfde-d295866c95fa>

118 <https://search.isepstudyabroad.org/University/Detail/02fd7727-ac77-4boe-bf41-c281201b854a>

119 <https://search.isepstudyabroad.org/University/Detail/cda410e4-b3e2-49e8-b0a3-30f223286c0e>

120 http://www.ifsa-butler.org/index.php?option=com_content&view=article&id=228:universidad-autonoma-de-yucatan&catid=130:universidad-autonoma-de-yucatan&Itemid=1567

121 <http://www.unnivers.org/>

a program that brought a delegation of campus leaders from Universidad de Guadalajara to universities in the Boston area for professional development and training.

TABLE 4: OTHER ORGANIZATIONS INVOLVED IN U.S.-MEXICO HIGHER EDUCATION ENGAGEMENT

Organization Type	Examples
Government agencies and entities	
Education, diplomacy, and development agencies	USAID, U.S. State and Education Departments, Embassies, SEP, FOBESII
Research funding agencies	NSF, NIH, CONACYT
Nonprofit and non-governmental organizations	
Global focus	IIE, WES
Latin America focus	Partners of the Americas, LASPAU
Mexico focus	U.S.-Mexico Foundation, MATT, USMexFusion, The Mexico Institute
Education associations	
National higher education associations	ACE, ANUIES
International education associations	NAFSA, AMPEI
Discipline associations	Latin American Studies Association, Association for Borderlands Studies
Networks and consortia	Santander Universities and Universia, CONAHEC, NACLE, IPBS
Accrediting bodies	U.S. regional and discipline-specific accrediting bodies
Specialized service providers	
Third-party study abroad providers	API, BCA Study Abroad, CIEE, ISEP, ISFA Butler
Consultants	Unnivers

Putting It All Together

A cross-category analysis of the activities cataloged in the inventory yielded a number of conclusions that summarize the current landscape of U.S.-Mexico higher education engagement, and highlight the major trends and issues at play. These conclusions, in turn, suggest particular policy and programmatic directions for further strengthening U.S.-Mexico collaboration. The recommendations outlined below are broadly aimed at the collective U.S.-Mexico higher education community, including institutions, policy makers, funders, and the host of other organizations and actors noted throughout this report that participate in and facilitate cross-border engagement.

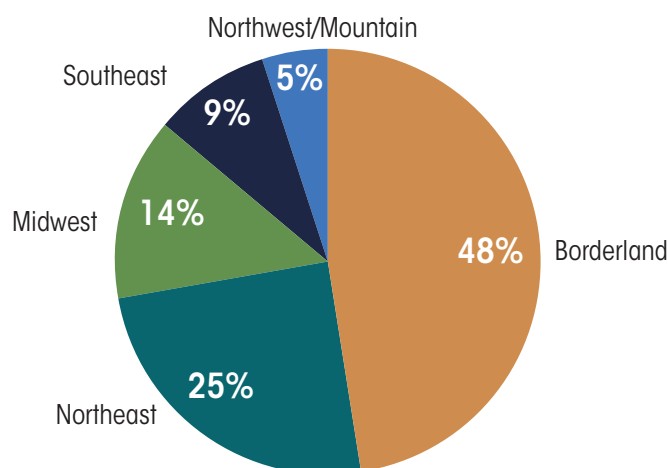
- CONCLUSIONS
- RECOMMENDATIONS

CONCLUSIONS

Although an array of institutions is represented, bilateral collaboration and engagement are notably concentrated in particular subsets of the U.S. and Mexican higher education systems.

Across all categories of the inventory, activity by U.S. institutions is heavily concentrated in the **U.S.-Mexico border region**. This is particularly the case for student mobility initiatives; as illustrated in Chart 1, nearly half of all active U.S.-Mexico exchange programs included in the inventory involve institutions in the four U.S. border states—Arizona, California, New Mexico, and Texas.

CHART 1: STUDENT EXCHANGE PROGRAMS BY U.S. REGION



When it comes to Mexican students enrolled at U.S. institutions, the border region is again strongly represented. Of the top 10 receiving cities indicated in Table 1 above, seven are located in border states; during the 2014–15 academic year, of the 17,052 Mexican students enrolled in U.S. institutions, 7,397 (43%) attended a college or university in one of these seven metropolitan areas. And in the research realm, of the 22 Mexico-focused research centers housed at U.S. institutions, nearly 70 percent (15 total) are based at universities located in U.S. border states.

Among Mexican institutions, cross-border engagement is even further concentrated in terms of the number of institutions involved; as noted previously **three “major player” institutions** (Tec de Monterrey, UDLAP, and UNAM) dominate in terms of student mobility, with a few others maintaining high levels of collaborative research activity.

Approximately 4,000 and 1,250 institutions comprise the U.S. and Mexico higher education systems, respectively; both include a wide array of types of institutions—research universities, community and technical colleges, and religiously-affiliated institutions, among others—as well as public and private entities. Given the size and diversity of the two systems, there is clearly **untapped potential to involve a greater number and variety of institutions** in both countries in collaborative activity and other forms of cross-border engagement.

Student mobility is a cornerstone of U.S.-Mexico engagement, but issues of sustainability, safety, access, and reciprocity are key concerns.

Given the number and variety of exchanges, study abroad programs, joint and dual degrees, and other related initiatives, it is clear that student mobility is a primary focus of bilateral engagement for many institutions on both sides of the border. While examples of successful collaborations and programs abound, the inventory data, as well as interviews with contacts at U.S. and Mexican institutions, also highlight a number of important issues and challenges in this realm.

First, program **sustainability is a concern**. As noted previously, an initial source of examples for the inventory was a list of more than 800 partnership agreements between U.S. and Mexican institutions compiled by Banco Santander/Universia in 2013. However, a review of these programs for this project—just three years later—indicated that only about one-quarter are still active and operating.

While additional research would be required to determine *why* so many programs included in the Santander data are no longer operating, interviews with representatives of the five “high activity hub” institutions profiled above indicate that safety has been a major concern for U.S. students (and their parents) considering study abroad in Mexico in recent years.

Official travel warnings issued by the U.S. Department of State¹²² due to security concerns stemming from drug trafficking and human trafficking in the border region resulted in the temporary suspension of many outbound programs to Mexico in recent years; institution representatives noted that even though travel warnings have been revised, **perceptions of Mexico as an unsafe destination have persisted** among many U.S. students and their parents. In light of this situation, lack of student demand in the U.S. has likely been a factor in the discontinuation of many programs, and may be an ongoing challenge to launching and sustaining future mobility-focused collaborations.

In addition, the primary funding models for student mobility raise **issues around access**. While some exchange agreements are written to allow students to pay only the tuition at their home institutions (and apply their financial aid), many mobility opportunities—e.g., faculty-led study abroad—require a separate program fee that may be out of reach for many students (in both the U.S. and Mexico). Degree mobility to the U.S. usually entails paying U.S. tuition rates; though various scholarships and grants can offset expenses, a U.S. study experience is still **cost prohibitive** for a substantial portion of the Mexican student population.

Finally, while exchange programs designed for two-way mobility comprise the majority of student mobility initiatives included in the inventory, it is unclear from the existing data whether student flows are balanced between the U.S. and Mexican partners involved in these programs, or if one institution dominates as the “sender” and one as the “receiver.” **Reciprocity**—in terms of financial and other benefits, as well as time and

¹²² <https://travel.state.gov/content/passports/en/alertswarnings/mexico-travel-warning.html>

resources expended—is an important consideration, and is linked closely to sustainability; unbalanced relationships may lead to unmet expectations, and discontinued partnerships.

There is substantial engagement with Mexico among the U.S. professoriate, but the onus is largely on individual faculty members to undertake collaborations, research, and other projects.

As illustrated by the examples included in the inventory, faculty around the U.S., in a wide variety of fields, are deeply engaged with Mexico in their research and teaching endeavors. In contrast to the plethora of established programs to promote cross-border student mobility, however, **formalized programmatic support for Mexico-focused faculty activity is notably less prevalent.** And while cataloguing individual course-level teaching collaborations between U.S. professors and Mexican counterparts was beyond the scope of the inventory, our search for teaching and curriculum-focused initiatives at the broader program level yielded only the COIL example described above.

In terms of faculty networking and information-sharing, as noted previously, the University of California maintains an online database with over 400 profiles of UC system faculty and staff engaged with Mexico through their work. While Mexico-focused faculty around the U.S. undoubtedly interact through informal networks and through their discipline associations, we **did not find other dedicated tools to facilitate connections and resource-sharing** among them. One might envision a repository (at the institution, consortium, system, or national level) of syllabi for Mexico-focused courses and faculty-led study abroad programs, for example, or a clearinghouse of grant opportunities for Mexico-focused research; however, such resources appear to be lacking.

Administrative structures and support are important scaffolds for Mexico-focused activity at U.S. institutions.

Among the summer, semester, and year-long student mobility programs included in the inventory, at the U.S. institution, almost all are administered by an **international programs office.** Professional staff in these units manage program details from start to finish, and support students during their time away from campus. Although individual faculty members may be responsible for developing and implementing their own course-based, short-term study abroad programs, dedicated administrators often provide assistance throughout the process.

For a variety of collaborative activities—including but not limited to student mobility programs—it is these administrators who are best positioned to build strong relationships with partner institutions, trouble-shoot problems that arise, ensure compliance with applicable regulations in both countries, assess program effectiveness, attend to quality assurance, and make improvements and adjustments needed to sustain activities over time. More broadly, international programs staff at a number of the “high activity hub” universities profiled above noted their role in **keeping track of the numerous Mexico-focused activities underway** throughout their institutions, **facilitating intra-campus communication and collaboration,** and **publicizing opportunities** and outcomes in order to build further momentum for cross-border engagement.

Where they exist, **Mexico-focused entities on campus** also play an important catalyzing role. All five U.S. “high activity hub” institutions have a dedicated research center or other academic unit for Mexico-focused scholarship and activity, suggesting that this may be a useful model for other institutions. As noted previously, these units are interdisciplinary in nature and engage faculty from a variety of fields; they **serve as a second “home” for faculty** beyond their primary departments, and an extra source of support for Mexico-focused endeavors. The “center” structure typically involves administrative staffing, which allows for coordination of grant applications and fundraising, promotion of programs and activities within and beyond the campus, and **sustainability** of projects over time as individual faculty, staff, and students come and go.

There is limited coordination among U.S. institutions around their engagement with Mexico.

Given the broad base of Mexico-focused activity catalogued in the inventory, we were somewhat surprised not to find greater evidence of collaboration among U.S. institutions vis-à-vis their cross-border engagement. The primary examples of intra-U.S. coordination at the institution level seem to be through **discipline-specific consortia** that administer study abroad programs open to students at member institutions, such as the North American Consortium on Legal Education (described previously).

While the inventory includes a number of **research collaborations** involving multiple partners in Mexico, only a few (e.g., the “Northern Mexico Ecological Research Project,”¹²³ which includes researchers at Northern Arizona University, the University of Arizona, and Universidad Autónoma Agraria “Antonio Narro”) engage multiple institutions in the U.S.

The emphasis on building cross-border rather than intra-U.S. relationships is **mirrored by the associations and organizations** described in the previous section, for which the programmatic focus is generally on helping U.S. institutions connect with Mexican partners, rather than with each other around their Mexico-focused activity.

RECOMMENDATIONS

Focus on sustainability.

While some collaborations are specifically designed as short-term endeavors, it is ongoing, sustained programs and activities that have the potential to solidify institutional partnerships, expand the number of faculty and students involved, serve as a platform for additional joint activities, and deepen U.S.-Mexico higher education engagement as a whole. Going forward, a policy and programmatic emphasis on **building sustainable partnerships—and enhancing the sustainability of existing activities**—is warranted; the following steps will sharpen this focus.

As noted above, dedicated administrative staff and Mexico-focused “hubs” are key facilitators of cross-border activity at U.S. institutions. Providing **professional development support and education for international programs office** staff to learn about Mexico and its higher education system, and to meet with counterparts from Mexican institutions, will help them work effectively with faculty and others around campus to identify and pursue Mexico-related opportunities. And while for many institutions creating a full Mexico-focused research center may not be feasible, establishing an interdisciplinary “**Mexico working group**” that meets regularly, or building a “**Mexico portal**” on the institution’s website, can create a similar “hub” effect in terms of building momentum.

When it comes to cross-border partnerships, as noted previously, reciprocity among partners is a key element of sustainability. It is important that **collaborating institutions are clear about what each will contribute to the partnership** (in terms of time, money, and other resources), **and what they will gain**. While the resources expended and benefits accrued may not be the same for each partner, articulating these at the beginning of the relationship will help collaborators gauge whether expectations are being met, and if not, what adjustments may be necessary. Particularly as more collaborations involve multiple partners—including entities from outside the higher education sector that may have very different goals—attending to such details at the outset is likely to become increasingly important.

At a broader level, government agencies and other funders can craft programs and initiatives that promote sustainability of U.S.-Mexico collaborations. Providing **grants to shore up and expand ongoing activities** rather than (or in addition to) start-up funding can give a needed boost to existing partnerships. Funding that does target the development of new programs might require a **long-term plan**, with money dispersed over a number of years, rather than in one tranche at the beginning.

123 <http://nau.edu/ERI/Research/Ecological-Research/Northern-Mexico/>

Finally, **additional research** would be useful to better understand the dynamics at play when it comes to sustainability. Given the high proportion of student mobility programs that have been discontinued in recent years, further examination of these programs would be particularly instructive. Qualitative interviews with contacts at the institutions involved would identify key issues and challenges, and potentially provide “lessons learned” for other institutions.

Build upon existing connections.

Currently, the landscape of U.S.-Mexico higher education engagement is largely made up of collaborations involving a single institution or entity in each country, and faculty members pursuing Mexico-focused teaching and scholarship on their own. With this solid base in place, there is an opportunity to “connect the connections,” and create new networks in order to deepen and expand cross-border engagement.

Shoring up faculty networks is an important first step in this direction. In addition to establishing more ongoing faculty exchange programs and other opportunities for U.S. and Mexican scholars to meet and interact, creating networking tools for Mexico-focused scholars (along the lines of the University of California database described previously, but with a broader scope) and alumni of Mexican institutions working at U.S. colleges and universities would facilitate interdisciplinary collaboration, and give scholars access to a larger pool of potential Mexican partners via connections of U.S.-based peers.

Second, while we found little evidence of formal agreements or project-based collaboration among Mexico-focused **research centers** in the U.S., or among **“outposts” of U.S. institutions** in Mexico, there are certainly established professional relationships among the individual faculty and administrators involved. These connections could serve as a useful starting point for discussions of activities and projects which neither entity has the resources or capacity to undertake alone, and would provide an expanded base of potential Mexico-based partners with which to pursue collaborations.

Finally, existing resources that currently focus on facilitating cross-border connections could also be used to **support institution-level networking efforts within the U.S. and Mexico**. For example, with so many U.S. institutions collaborating with the same three Mexican universities on exchange programs, a U.S. college seeking to work with one of these three “major player” institutions might use CONAHEC’s database to find a counterpart institution with an existing program that could be expanded into a joint venture. Conferences, roundtable discussions, and other events hosted by the various “other actors” described above could include targeted opportunities for discussion and networking among peers from within the same country, in addition to cross-border dialogues.

Diversify partners and participants.

While focusing on sustainability and networking will help deepen and solidify existing higher education ties between the U.S. and Mexico, the relatively small proportion of institutions in each system that are currently involved, along with access concerns related to student mobility, warrant a focus on breadth of engagement as well as depth.

First, given the concentration of activity along the border in the U.S., strategies to increase and support the participation of institutions outside this region are needed. The preponderance of border-situated collaborations suggests (not surprisingly) that presence and proximity facilitate engagement; for those institutions not located in the border region, **finding ways to “be present” in a physical way** despite the lack of proximity may be particularly important in building and sustaining collaborations. **Institutional “outposts”** are an obvious step in this direction; in line with the “connecting the connections” theme of the previous section, those institutions that cannot support a full campus or office of their own might consider pooling resources with a peer institution to establish a joint entity.

Even without an outpost, however, **alumni and other contacts** living across the border can be tapped to represent the institution when an in-person presence is needed—for example, to participate in preliminary discussions with potential partners or to meet with prospective students. And on an ongoing basis, establishing a **regular schedule of in-person visits** to the other country by institutional leaders is a relatively simple but effective way to maintain a “presence” element, energize existing partnerships and activities, and jump-start new collaborations.

Beyond geography, U.S.-Mexico engagement would benefit from a greater diversity of partners in terms of the types of institutions involved. While various existing resources provide an overview of the two countries’ higher education systems and the array of institutional types that comprise them, the fact that so many institutions in the U.S. are following a well-worn path to working with the same Mexican universities suggests a need for **additional avenues by which institutions in both countries can learn about and connect with potential partners.**

The Institute of International Education’s International Academic Partnerships Program and other initiatives administered by the organizations described above are making headway in facilitating institution-to-institution connections; going forward, a focus on **reaching out to and including underrepresented institution types**—and/or developing targeted programs for these audiences—is warranted. Given their broad membership, national education associations such as ACE and ANUIES may be particularly well positioned to engage additional types of institutions in dialogue, and help **educate the higher education community on both sides of the border** about potential connections and opportunities for collaboration.

In addition, the various examples of innovative, multi-lateral projects involving **partners other than higher education institutions**—e.g., government agencies and nonprofit organizations—included in the inventory highlight the potential of such ventures to further expand U.S.-Mexico engagement. While many institutions are becoming adept at working with non-academic entities in their own communities, doing so internationally may be new territory. Resources to help colleges and universities establish a foothold in this realm are needed; case-based research on the dynamics of these relationships—particularly how non-university partners are initially identified, and their goals and motivations for participation—would be a useful step.

Finally, along with greater diversity at the institution level, expanding the breadth of U.S.-Mexico engagement requires attention to **diversity at the level of individuals—in particular, students**, whose interests are at the heart of the higher education enterprise. While student mobility has been a primary policy and programmatic focus of cross-border activity, only a small proportion of students in each country are, in fact, mobile; a variety of factors (including, as noted previously, cost issues and safety concerns), prevent students from crossing the border even when opportunities exist. While student mobility programs are certainly still important, going forward, efforts are needed to engage more students in U.S.-Mexico collaboration by other means.

Increased support for cross-border **teaching collaborations**, in particular, would be beneficial. Along with an expanding Mexican participation in the COIL program cited previously, targeted professional development programs might be created to help U.S. and Mexican faculty in various fields develop content for joint courses, and learn how best to facilitate student interaction. Establishing a repository of syllabi for courses taught jointly by U.S. and Mexican instructors would provide models for others seeking to develop such courses; additional mobility programs and the other networking tools suggested previously would help faculty identify potential teaching partners.

Engage in advocacy.

At the time of this writing, President Trump has issued an executive order titled “Protecting the Nation from Foreign Terrorist Entry into the United States.” While the policy does not impact Mexico directly, it is clear

that the new administration is re-examining the role of the United States on the world stage—with significant ramifications for the higher education sector. In a letter to the secretary of the Department of Homeland Security from ACE and 46 other U.S. higher education associations, ACE President Molly Corbett Broad stated, “We fear the chilling effect this will have on the ability of international students and scholars to continue to see the U.S. as a welcoming place for study and research.”

Given much of the rhetoric around U.S.-Mexico relations in the presidential campaign and the overall direction of the new administration’s policy goals, advocacy efforts in support of U.S.-Mexico higher education collaboration are likely to become increasingly important.

Institutions on both sides of the border, as well as the numerous organizations that serve as facilitators and partners in the higher education space, have a crucial role to play in these efforts. Broadening the base of partner institutions in each country, creating new and expanded networks, and developing coherent messages about the value of cross-border collaboration will help ensure that U.S.-Mexico higher education engagement continues to flourish—to the benefit of students, faculty, institutions, and the broader community and national contexts in which they are situated.

Appendix

TABLE 1: DIRECT EXCHANGE PROGRAMS (SEMESTER, SUMMER, AND ACADEMIC YEAR)

U.S. Institution	Mexican Institution	Student Type	Academic Field
Alamo Colleges	Escuela Kukulcan S.C.	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de la Costa Grande de Guerrero	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Tlaxcala	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de la Tarahumara	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de la Riviera Maya	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Xicotepec de Juárez	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Puebla	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Morella	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Izucar de Matamoros	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Matamoros	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Huejotzingo	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Altamira	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Zacatecas	Undergraduate	Multiple disciplines
Alamo Colleges	Universidad Tecnológica de Cancún	Undergraduate	Multiple disciplines
Allegheny College	Tecnológico de Monterrey (Querétaro campus)	Undergraduate	Multiple disciplines
American University	Universidad Nacional Autónoma de Mexico (UNAM)	Professional	Law
Appalachian State University	Benemérita Universidad Autónoma de Puebla	Undergraduate	Multiple disciplines
Appalachian State University	Universidad de las Américas Puebla (UDLAP)	Undergraduate/Graduate	Multiple disciplines
Appalachian State University	Universidad de Quintana Roo	Undergraduate	Multiple disciplines
Arizona State University	Tecnológico de Monterrey (Five campuses)	Undergraduate	Multiple disciplines
Art Center College of Design	CENTRO College for Design, Media, and Film	Undergraduate	Multiple disciplines
Auburn University at Montgomery	Tecnologico de Monterrey	Undergraduate/Graduate	Multiple disciplines
Benedictine University	Tecnologico de Monterrey	Undergraduate/Graduate	Multiple disciplines
Benedictine University	Universidad de Monterrey	Undergraduate/Graduate	Multiple disciplines
Boise State University	Tecnológico de Monterrey (Guadalajara campus)	Undergraduate	Multiple disciplines
Boston University	Tecnológico de Monterrey (Monterrey and Puebla campuses)	Undergraduate/Graduate	Multiple disciplines
California State University	Tecnológico de Monterrey (Querétaro campus)	Undergraduate/Graduate	Multiple disciplines
California State University	Tecnológico de Monterrey (Querétaro campus)	Undergraduate	Engineering
California State University, Fullerton	Universidad Autónoma de Guadalajara	Undergraduate/Graduate	Multiple disciplines
California State University, Fullerton	Universidad del Valle de Atemajac (UNIVA)	Undergraduate/Graduate	Multiple disciplines

U.S. Institution	Mexican Institution	Student Type	Academic Field
Carnegie Mellon University	Centro de Investigación y Docencia Económicas (CIDE)	Graduate	Public Policy and Management
Clarkson University	Universidad de Monterrey	Undergraduate/Graduate	Multiple disciplines
Clarkson University	Tecnológico de Monterrey	Undergraduate/Graduate	Multiple disciplines
Clemson University	Tecnológico de Monterrey	Undergraduate/Graduate	Multiple disciplines
DePaul University	Universidad Iberoamericana	Undergraduate	Multiple disciplines
DePaul University	Universidad Panamericana	Undergraduate	Multiple disciplines
DePaul University	Tecnológico de Monterrey	Undergraduate/Graduate	International Business, Political Science, Latin American Studies, Communication and Culture
George Mason University	Universidad de las Américas – Puebla (UDLAP)	Undergraduate/Graduate	Multiple disciplines
Georgetown University	Tecnológico de Monterrey	Undergraduate/Graduate	Business, Economics, International Studies, and Spanish
Georgetown University	Universidad Iberoamericana	Undergraduate/Graduate	Multiple disciplines
George Washington University	Instituto Panamericano de Alta Dirección de Empresa (IPADE)	Graduate	Business
Georgia Tech	Universidad Nacional Autónoma de México (UNAM)	Undergraduate	Multiple disciplines
Grand Valley State University	Universidad de las Américas Puebla (UDLAP)	Undergraduate	Multiple disciplines
Illinois Institute of Technology	Tecnológico de Monterrey	Professional	Law
Illinois State University	Tecnológico de Monterrey	Undergraduate/Graduate	Business
Juniata College	Universidad de Guanajuato	Undergraduate/Graduate	Multiple disciplines
Juniata College	Universidad de las Américas Puebla (UDLAP)	Undergraduate/Graduate	Politics
Kansas State University	Tecnológico de Monterrey (Mexico City)	Undergraduate/Graduate	Multiple disciplines
Kansas State University	Universidad Popular Autónoma del Estado de Puebla (UPAEP)	Undergraduate/Graduate	Multiple disciplines
La Salle University	Universidad de La Salle	Undergraduate/Graduate	Spanish, History, and Culture
Lawrence Technological University	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
Lehigh University	Universidad de las Américas Puebla (UDLAP)	Undergraduate	Multiple disciplines
Lock Haven University	Tecnológico de Monterrey	Undergraduate/Graduate	Spanish, Administration, International Business and Marketing
Lock Haven University	Universidad de las Américas Puebla (UDLAP)	Undergraduate/Graduate	International Studies and Spanish
Manhattan College	Universidad La Salle	Undergraduate/Graduate	Multiple disciplines
North Dakota State University	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
North Dakota State University	Tecnológico de Monterrey	Undergraduate	Business and Spanish
Northwest Missouri State University	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
Northwestern University	Universidad Panamericana	Undergraduate/Graduate	Public Health
The Ohio State University	Tecnológico de Monterrey	Undergraduate/Graduate	Business

U.S. Institution	Mexican Institution	Student Type	Academic Field
Oklahoma State University	Tecnológico de Monterrey	Undergraduate/Graduate	Multiple disciplines
Oklahoma State University	Universidad de las Americas Puebla (UDLAP)	Undergraduate/Graduate	Multiple disciplines
Pepperdine University	Tecnológico de Monterrey	Graduate	Business
Penn State University–Altoona	Universidad de Guanajuato	Undergraduate	Multiple disciplines
Purdue University	Tecnológico de Monterrey (Querétaro campus)	Undergraduate/Graduate	Multiple disciplines
Rhode Island School of Design	Universidad de Monterrey	Undergraduate/Graduate	Multiple disciplines
Rice University	Instituto Tecnológico Autónomo de Mexico (ITAM)	Undergraduate/Graduate	Multiple disciplines
Rice University	Tecnológico de Monterrey	Undergraduate/Graduate	Multiple disciplines
Rice University	Universidad de Monterrey	Undergraduate/Graduate	Multiple disciplines
Rutgers University	Universidad Autónoma de Yucatán	Undergraduate	Multiple disciplines
Saginaw Valley State University	Universidad de las Américas Puebla (UDLAP)	Undergraduate/Graduate	Multiple disciplines
Saint Mary's College of California	Universidad Internacional (UNINTER)	Undergraduate	Art and Business
San Diego State University	Centro de Enseñanza Técnica y Superior (CETYS University)	Undergraduate	Business Administration, Economics, and Finance
San Diego State University	Centro de Investigaciones Biológicas del Noroeste (CIBNOR)	Undergraduate	Multiple disciplines
San Diego State University	El Colegio de la Frontera	Undergraduate	Multiple disciplines
San Diego State University	El Colegio de la Frontera	Graduate	Economics, Public Administration, and Social Sciences
San Diego State University	Tecnológico de Monterrey (Guadalajara campus)	Undergraduate	Multiple disciplines
San Diego State University	Universidad Autónoma de Baja California	Undergraduate	Multiple disciplines
San Diego State University	Universidad de Guadalajara	Undergraduate	Business
San Diego State University	Universidad de las Américas Puebla (UDLAP)	Undergraduate	Multiple disciplines
Southern Illinois University	Tecnológico de Monterrey	Graduate	Architecture and Spanish
Southern Oregon University	Universidad de Guanajuato	Undergraduate/Graduate	Multiple disciplines
SUNY Albany	Universidad Autónoma Metropolitana	Undergraduate/Graduate	Mexican Studies/Spanish
SUNY Brockport	Universidad Internacional (UNINTER)	Undergraduate	Multiple disciplines
SUNY Fredonia	Universidad Popular Autónoma del Estado de Puebla (UPAEP)	Undergraduate/Graduate	Multiple disciplines
SUNY Geneseo	Universidad de las Américas Puebla (UDLAP)	Undergraduate/Graduate	Multiple disciplines
SUNY Oswego	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
SUNY Potsdam	Universidad de las Américas Puebla (UDLAP)	Undergraduate	Multiple disciplines
SUNY Potsdam	Academia Hispano Americana	Undergraduate	Spanish and Mexican Culture
Texas A&M University	Tecnológico de Monterrey (9 campuses)	Undergraduate	Multiple disciplines
Texas A&M University	Universidad de las Américas Puebla (UDLAP)	Undergraduate	Multiple disciplines
University of Arizona	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
University of Arizona	Universidad La Salle	Undergraduate	Multiple disciplines
University of Arizona	Universidad Nacional Autónoma de Mexico (UNAM)	Graduate	Multiple disciplines

U.S. Institution	Mexican Institution	Student Type	Academic Field
University of California	Universidad Nacional Autónoma de Mexico (UNAM)	Undergraduate/Graduate	Multiple disciplines
University of Central Missouri	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
University of Colorado Colorado Springs	Universidad de Guadalajara	Undergraduate/Graduate	Multiple disciplines
University of Florida	Universidad Autonoma de Yucatan	Undergraduate/Graduate	Multiple disciplines
University of Florida	Universidad Autonoma de Yucatan	Undergraduate/Graduate	Tropical Ecology and Spanish
University of Houston	Tecnologico de Monterrey	Undergraduate/Graduate	Engineering
University of Illinois	Tecnologico de Monterrey	Undergraduate/Graduate	Multiple disciplines
University of Massachusetts Amherst	Tecnologico de Monterrey	Undergraduate/Graduate	Multiple disciplines
University of Mississippi	Tecnologico de Monterrey	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Instituto Tecnológico Autónomo de Mexico (ITAM)	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Tecnológico de Monterrey	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Universidad Autónoma de Chihuahua	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Universidad Autónoma del Estado de Morelos	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Universidad de Guadalajara	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Universidad de las Américas Puebla (UDLAP)	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Universidad Latina (UNILA)	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Universidad Nacional Autónoma de Mexico (UNAM)	Undergraduate/Graduate	Multiple disciplines
University of New Mexico	Universidad Politécnica del Estado de Morelos	Undergraduate/Graduate	Multiple disciplines
University of Oregon	Universidad Nacional Autónoma de Mexico (UNAM)	Undergraduate/Graduate	Multiple disciplines
University of Pittsburgh	Centro de Investigación y Docencia Económicas (CIDE)	Undergraduate	Multiple disciplines
University of Richmond	Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO)	Undergraduate	Multiple disciplines
University of Richmond	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
University of San Diego	Instituto Tecnológico de Estudios Superiores de Occidente	Undergraduate	Multiple disciplines
University of San Diego	Tecnológico de Monterrey (Guadalajara)	Undergraduate	Multiple disciplines
University of San Diego	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
University of San Francisco	Universidad Iberoamericana – Puebla	Undergraduate	Multiple disciplines
University of Scranton	Universidad Iberoamericana – Puebla	Undergraduate	Multiple disciplines
University of South Carolina	Tecnológico de Monterrey	Undergraduate	Multiple disciplines
University of Texas at Austin	Instituto Tecnológico Autónomo de Mexico (ITAM)	Undergraduate/Graduate	Multiple disciplines
University of Texas at Austin	Tecnologico de Monterrey	Undergraduate	Multiple disciplines
University of Texas at Austin	Universidad Nacional Autónoma de Mexico	Undergraduate/Graduate	Multiple disciplines
University of Texas at Dallas	Centro de Investigación en Matemáticas (CIMAT)	Undergraduate/Graduate	Computer Science, Mathematics, and Statistics

U.S. Institution	Mexican Institution	Student Type	Academic Field
University of Texas at San Antonio	Tecnologico de Monterrey	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Anáhuac – Mexico City	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Anahuac – Queretaro	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Autonoma Chapingo	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Autonoma del Noreste	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Iberoamericana, Mexico City	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Internacional, Cuernavaca	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad La Salle (11 campuses)	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad de Monterrey	Undergraduate/Graduate	Humanities, Arts, and Social Sciences
University of the Incarnate Word	Universidad del Mayab, Merida	Undergraduate/Graduate	Business
University of the Incarnate Word	Universidad Olmeca, Villahermosa, Tabasco	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Regiomontana, Monterrey	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Tecmilenio, Nuevo León and other campuses (28) in México	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Universidad Valle del Grijalva, Tuxtla Gutiérrez, Chiapas	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	UPAEP University, Puebla	Undergraduate/Graduate	Multiple disciplines
University of the Incarnate Word	Fundación Universidad de las Américas Puebla	Undergraduate/Graduate	Multiple disciplines
University of Vermont	Universidad Panamericana – Guadalajara	Undergraduate	Business
University of Wisconsin–Madison	Tecnologico de Monterrey – Queretaro	Undergraduate/Graduate	Agriculture and Life Sciences
University of Wisconsin–Milwaukee	Tecnologico de Monterrey	Undergraduate/Graduate	Multiple disciplines
University of Wisconsin–River Falls	Tecnologico de Monterrey – Queretaro	Undergraduate/Graduate	Multiple disciplines
University of Wyoming	Universidad de las Américas Puebla (UDLAP)	Undergraduate/Graduate	Multiple disciplines
University of Wyoming	Universidad Autónoma de Yucatán (UADY)	Undergraduate/Graduate	Multiple disciplines
Virginia Commonwealth University	Universidad de Guadalajara	Undergraduate	Multiple disciplines
Western Kentucky University	Tecnológico de Monterrey – Querétaro	Undergraduate	Multiple disciplines
Wichita State University	Tecnológico de Monterrey (32 campuses)	Undergraduate/Graduate	Multiple disciplines
Wichita State University	Universidad de Colima	Undergraduate/Graduate	Multiple disciplines

TABLE 2: FACULTY-LED/ONE WAY PROGRAMS

U.S. Institution	Mexican Institution (if applicable)	Discipline/Theme	Location
Augsburg College	N/A	Migration, Globalization, and the Environment	Cuernavaca
Augsburg College	N/A	Gender and Social Change in Mesoamerica	Cuernavaca
Augsburg College	N/A	Global Educators Semester	Cuernavaca
Augsburg College	N/A	International Business and Global Citizenship	Cuernavaca
Augsburg College	N/A	Social Work in a Latin American Context	Cuernavaca
Augsburg College	N/A	Language and Culture in Mexico	Cuernavaca
Appalachian State University	N/A	Anthropology	Mexico City, Puebla, Teotihuacán, and Cholula
Appalachian State University	N/A	Education	Oaxaca
Arizona State University	N/A	Spanish and Cultural Studies	Mérida
Auburn University at Montgomery	Tec de Monterrey	World Languages and Cultures	Monterrey
Berklee College of Music	Tec de Monterrey	Music (Song writing)	Mexico City
Berklee College of Music	UNAM	Music (Interpretation)	Mexico City
Brigham Young University	N/A	Latin American Studies	Mérida
California State University, Fullerton	Tec de Monterrey – Guadalajara	Economics	Guadalajara
Clemson University	Tec de Monterrey	Cross-cultural and multi-disciplinary teams in Industry and Research	Monterrey
Colorado State University	N/A	Natural Resources	Baja California Sur (Todos Santos Center)
Colorado State University	N/A	Health and Human Services	Baja California Sur (Todos Santos Center)
Colorado State University	N/A	Agricultural Sciences	Baja California Sur (Todos Santos Center)
Colorado State University	N/A	Biology	Baja California Sur (Todos Santos Center)
Colorado State University	N/A	Interdisciplinary (Natural Sciences, Natural Resources)	Baja California Sur (Todos Santos Center)
George Mason University	N/A	Policy and Government	Cuernavaca and Mexico City
Georgia Tech University	N/A	Spanish	Mexico City
Harvard University	El Colegio de Mexico	Mexican Studies	Mexico City
Harvard University	Instituto Nacional de Salud Pública (INSP)	Public Health	Mexico City and Chiapas
Harvard University	N/A	Public Health	Mexico City
Illinois Institute of Technology	Tec de Monterrey	Architecture	Monterrey
Kennesaw State University	Instituto Cultural Oaxaca	Spanish and English	Oaxaca
Louisiana State University	Isla Mujeres Ethnographic Field School	Anthropology	Isla Mujeres
Michigan State University	N/A	Osteopathic Medicine	Merida
Michigan State University	Instituto Cultural Oaxaca	Spanish	Oaxaca

U.S. Institution	Mexican Institution (if applicable)	Discipline/Theme	Location
Michigan State University	N/A	Social Policy	Mexico City and Puebla
New Mexico State University	N/A	Anthropology	Maya region
New Mexico State University	Spanish Center Merida	Spanish	Merida
New York University	Universidad Popular Autónoma del Estado de Puebla (UPAEP)	Social Work and Public Health	Puebla
Ohio State University	N/A	Economics	Tijuana
Oklahoma State University	Tec de Monterrey	International Business	Mexico City and Puebla
Penn State University	N/A	Spanish Language, Art, and Mexican Culture	Puebla
San Diego State University	Universidad Autónoma de Baja California (UABC)	Sustainable Development	Loreto
San Diego State University	UABC	Latin American Studies	Tijuana
San Diego State University	UDLAP	Multiple disciplines	Puebla
San Diego State University	Ethnographic Field School	Anthropology	Oaxaca
San Diego State University	N/A	Education	Mexico City
San Diego State University	N/A	Latin American Studies	Tijuana
School of Visual Arts	N/A	Arts	Oaxaca
Stanford University	UNAM	Biology and Ecology	Veracruz
SUNY Albany	Universidad Autónoma Metropolitana (UAM)	Latin American Studies	Chiapas
SUNY Brockport	Universidad Internacional (UNINTER)	Spanish	Cuernavaca
Texas A&M University	N/A	Agriculture and Education	San Miguel de Allende
Texas A&M University	N/A	Engineering	Mérida
Texas A&M University	Instituto Tecnológico y de Estudios Superiores de Occidente	Electrical Engineering	Guadalajara
Texas Tech University	N/A	Spanish	Multiple sites
University of Arizona	N/A	Mexican American Studies	Guanajuato, Mexico City, and Puebla
University of Arizona	N/A	Bilingual/Multicultural Education	Guanajuato and Mexico City
University of Arizona	N/A	Natural Resources and the Environment	Sonora
University of California	N/A	Contemporary Mexico	Mexico City
University of California	N/A	Ethnic Studies	Mexico City
University of California	UNAM	Social Justice and Public Policy	Mexico City/Sacramento
University of California, Davis	N/A	Native American Studies	Chiapas
UCLA	N/A	Spanish and Mexican Literature and Culture	Merida
University of Chicago	Instituto Cultural Oaxaca	History and Latin American Studies	Oaxaca
University of Florida	N/A	Architecture	Guadalajara
University of Houston at Clear Lake	Universidad Veracruzana	Arts	Xalapa
University of Michigan	Instituto Cultural Oaxaca	Nursing	Oaxaca

U.S. Institution	Mexican Institution (if applicable)	Discipline/Theme	Location
University of Minnesota	Cemanahuac Educational Community	Spanish	Cuernavaca
University of New Mexico	N/A	Cultural Anthropology	Veracruz
University of New Mexico	N/A	Latin American Studies	Oaxaca
University of New Mexico	Universidad de Guanajuato	Spanish	Guanajuato
University of North Carolina at Greensboro	Tec de Monterrey	Multiple disciplines	Queretaro
University of Oregon	N/A	Spanish	Chiapas
University of Rhode Island	N/A	Sociology and Anthropology	Oaxaca
University of Scranton	N/A	Contemporary Mexican Culture and Language	Puebla
University of Texas at Austin	UNAM	Geoscience	San Miguel de Allende
University of Texas at Austin	N/A	Mexican American Studies	Mexico City
University of Texas at Dallas	Instituto Cultural Oaxaca	Latin American Studies	Oaxaca
University of Texas at Rio Grande Valley	N/A	Bilingual and Literacy Studies	Guanajuato
University of Texas at Rio Grande Valley	N/A	Culture and Communication	Mexico City
University of Texas at Rio Grande Valley	N/A	Humans and Language	Oaxaca
University of Texas at San Antonio	ITAM	Multiple disciplines	Mexico City
University of Texas at San Antonio	N/A	Health and Environment	Guadalajara
University of Texas at San Antonio	N/A	Modern Languages and Literature	Oaxaca
University of Texas at San Antonio	N/A	Anthropology and Art History	Merida
University of Texas at San Antonio	N/A	Art and History	Mexico City, Oaxaca, and Puebla
University of Texas at San Antonio	Tec de Monterrey	Political Science and Global Affairs	Guadalajara
University of Vermont	N/A	Health care and culture	Oaxaca
University of Wisconsin at Madison	International Maize and Wheat Improvement Center (CIMMYT)	Agriculture and Nutrition	Texcoco
University of Wisconsin at Madison	N/A	Design Studies	Merida
University of Wisconsin at Madison	N/A	Wildlife Ecology	Guadalajara
University of Wisconsin at Milwaukee	N/A	Atmospheric Sciences	Ciudad del Carmen, Mexico City, Oaxaca, Palenque, Papanita
Virginia Commonwealth University	Mexico Solidarity Network	Gender, Sexuality, and Women's Studies	Chiapas
Virginia Commonwealth University	Universidad de Guadalajara	Spanish	Guadalajara
Virginia Commonwealth University	UNINTER	Spanish	Cuernavaca
Wichita State University	N/A	Spanish	Puebla

TABLE 3: MEXICO-U.S. JOINT-DEGREE AND DUAL-DEGREE PROGRAMS

U.S. Institution	Mexican Institution	Degree
Appalachian State University	UDLAP	BS in Communication
Carnegie Mellon University	Tec de Monterrey	MS in Information Technology
City University of Seattle	CETYS Universidad	BA in Management, BA in Applied Psychology, and BS in Business Administration
City University of Seattle	Universidad Autónoma de Nuevo León	BS in Business Administration, BA in Psychology, BS in Accounting, and an MBA
City University of Seattle	Universidad Autónoma de San Luis Potosí	BA in Business Administration, BA in Management, and BS in Information Systems
City University of Seattle	Universidad Popular Autónoma del Estado de Puebla (UPAEP)	BA in Applied Psychology, BA in Education, BA in Management, and BS in Business Administration
Northeastern University	UDLAP	BS in International Business
Oklahoma State University	UPAEP	Offers dual degree options between OSU MS in International Studies and 7 UPAEP graduate programs
Oklahoma State University	UPAEP	MBA and Master in Management of Organizations
Oklahoma State University	UPAEP	Master of International Agriculture
Oklahoma State University	Universidad Autonoma Chapingo	Master of International Agriculture
Rice University	Instituto Mora	Dual PhD in History
Southern Oregon University	Universidad de Guanajuato	Master in Management
University of Arizona	Universidad Panamericana	JD from University of Arizona and LLB from Universidad Panamericana
University of North Carolina at Charlotte	Tec de Monterrey	MBA with a specialization in Global Business and Strategy
University of San Diego	Tec de Monterrey	MBA, MS in Finance, and MS in Marketing
University of Texas at Austin	Tec de Monterrey	Executive MBA
University of Texas at Austin	Center for Research in Advanced Materials (CIMAV)	Joint-master's degree in Technology Commercialization
University of Texas at Austin	Instituto Tecnológico Autónomo de México (ITAM)	Juris Doctorate and Licenciatura en Derecho
Washington University in St. Louis	Tec de Monterrey	Masters of Law (LLM)

TABLE 4: U.S. SERVICE LEARNING/SERVICE IMMERSION/INTERNSHIPS/PRACTICUM OPPORTUNITIES

U.S Institution	Partner Institution/Organization (if applicable)	Description
Appalachian State University	N/A	Nursing service-learning course to Merida
Boston College	Borderlinks	Arrupe Immersion programs in Chiapas
Boston College	Augsburg College (Center for Global Education and Experience)	Arrupe Immersion program in Morelos
Boston College	Community Links International	Arrupe Immersion program in Puebla
Brigham Young University	Instituto de Alfabetización y Educación Básica para Adultos (INAEBA).	Rural Mexico literacy volunteer program in Irapuato, Guanajuato
Brigham Young University	N/A	Project Evaluation and Assessment Team (PEAT)
DePaul University	N/A	Law practicum in San Cristobal, Chiapas
Endicott College	N/A	International Business simulation course in Mexico City
Harvard University	Multiple partners	January winterships in Mexico
Harvard University	Multiple partners	Mexican Cities Initiative Summer Research Fellowship
Harvard University	Multiple partners	Summer internship program in Mexico City
Johnson County Community College	El Centro Integral Comunitario	Las Pintas Project in the village Santa Rosa, Las Pintas, Mexico.
Loma Linda University	N/A	International mission trip in Baja California
Loyola University Chicago	Universidad Iberoamericana and Jesuit Migrant Services of Mexico	Intensive border immersion course in Nogales
MIT	N/A	International Science and Technology Initiatives (MISTI) opportunities in Mexico, e.g., internships, teaching opportunities, and startup labs
Michigan State University	N/A	Service engagement in Puebla, Merida, Campeche, and Oaxaca
Michigan State University	N/A	Social work internship in Puebla
North Dakota State University	UPAEP	Service learning course (Politics) to Puebla
North Park University	Covenant World Mission	Spring trip to Oaxaca City, share testimonies, sermons and prayers with Iglesia del Pacto Evangelico de Mexico.
North Park University	Foundation for His Ministry	Summer trip to Tiacolula, Oaxaca. Students spend time at a children's home run by FFHM.
The Ohio State University	Universidad Autonoma de Yucatan	Service learning course (Physical Therapy) to Yucatan
Oklahoma State University	Colegio Maria del Rosario	Service learning program in Puebla
Princeton University	GENDES, A.C. (Gender and Development)	Nonprofit internship in Mexico City
Santa Clara University	Community Links International	Summer break immersion trip to Puebla
Stanford University	Instituto de Biología, UNAM and Instituto de Ecología, A.C., Xalapa	Teacher Institute Abroad in Veracruz for Secondary and Community College educators
University of Arizona	Multiple partners	Border Health Service Learning Institute in Sonora
University of California	N/A	Field research in Yucatan, Oaxaca, Queretaro, or Mexico City
University of California at Berkeley	N/A	Academic internships in Mexico City
University of California, Davis	Child Family Health International (CFHI)	Latino/a Health Internship Program in Oaxaca
University of Michigan	N/A	BLUElab Biogas International project in Mexico City
University of New Mexico	N/A	Service project in Mexico City with Comunidad Crecer

U.S Institution	Partner Institution/Organization <i>(if applicable)</i>	Description
University of San Diego	N/A	University ministry spring break trip to Tijuana
University of Texas at San Antonio	Universidad de Guadalajara	Public health/epidemiology internship in Guadalajara
University of Wyoming	N/A	Service learning and Spanish immersion in Oaxaca
Utah State University	N/A	Engineers Without Borders student project in Mexico City region
Virginia Commonwealth University	Instituto Cultural Oaxaca	Service learning project to Oaxaca and Mexico City
Virginia Commonwealth University	N/A	International consulting program in Guadalajara

TABLE 5: MEXICO-RELATED RESEARCH (INDIVIDUAL FACULTY)

Name	U.S. Institution	Mexican Partner Institution	Field/Research Focus
David Adams	University of Arizona	UNAM	Hydrology and Atmospheric Sciences (atmospheric convection; atmospheric thermodynamics; tropical meteorology)
Christopher Albi	SUNY New Paltz	N/A	History (legal culture and institutions in the 18th century Spanish world)
C.J. Alvarez	University of Texas at Austin	N/A	Mexican American and Latina/o Studies (U.S.-Mexico border and U.S.-Mexico relations)
Rosi Andrade	University of Arizona	El Colegio de la Frontera Norte	Women's Studies (reproductive health needs in Nogales, Sonora, Mexico)
Francisco Ayala	University of California, Irvine	UNAM	Biological Sciences (logic and the philosophy of science)
Josue Medellin-Azuara	University of California, Davis	Universidad Autónoma de Baja California (UABC)	Civil and Environmental Engineering (climate change and water management on the U.S.-Mexico border)
Paloma Beamer	University of Arizona	N/A	Public Health (health risks posed by environmental contaminants)
Leslie Boyer	University of Arizona	UNAM	Pathology
Katrina Burgess	Tufts University Fletcher School of Law and Diplomacy	Instituto Tecnológico Autónomo de México (ITAM)	Political Economy
Magali Carrera	University of Massachusetts Dartmouth	N/A	Art History (visual cultures of 18th & 19th century Mexico)
Scott Carvajal	University of Arizona	N/A	Health Sciences (community health)
Xóchitl Castañeda	University of California, Berkeley	UNAM	Public Health (reproductive health and medical anthropology)
Michael Chu	Harvard Business School	N/A	Business Administration
John Corbett	Portland State University	Instituto Welte de Estudios Oaxaques (Executive Director)	Public Administration (cultural resources protection and heritage management)
Regina Cortina	Columbia University	N/A	Education (comparative and international education; education in Mexico, the United States, Latin America, and the Caribbean)
Sue Forster-Cox	New Mexico State University	N/A	Public Health (health issues in the U.S.-Mexico border region)
Emiliana Cruz	University of Massachusetts Amherst	N/A	Anthropology (languages at risk of extinction, with a focus on the Chatino languages of Oaxaca)
Ana De La O Torres	Yale University	N/A	Political Science (election management)
Antonio Estrada	University of Arizona	N/A	Public Health/ Mexican American Studies (medical care for Latinos living in the U.S.-Mexico border region)
Anthony Evans	Arizona State University	N/A	Business (U.S.-Mexico Policy Analysis Tool)
Reanne Frank	The Ohio State University	N/A	Sociology (U.S.-Mexico migration)

Name	U.S. Institution	Mexican Partner Institution	Field/Research Focus
Alyshia Galvez	Lehman College	N/A	Latin American, Latino, and Puerto Rican Studies (Mexican migration to New York City)
Linda Garro	University of California, Los Angeles	N/A	Anthropology (medical and psychological anthropology)
Sergio Aguilar-Gaxiola	University of California, Davis	Instituto Nacional Psiquiatría Ramón de la Fuente, Universidad Autónoma de Guadalajara, Instituto Nacional de Rehabilitación, ANUIES, and UNAM	Internal Medicine (mental health in ethnic populations)
Marie Sarita Gayta	University of Utah	N/A	Sociology and Gender Studies
Paul Gillingham	Northwestern University	N/A	History (political violence in revolutionary Mexico)
Kenneth Greene	University of Texas at Austin	N/A	Government (democratization, elections, and voting behavior in Mexico)
William F. Hanks	University of California, Berkeley	N/A	Anthropology (history and ethnography of Yucatan, Mexico)
Julie Hempel	Austin College	N/A	Spanish (contemporary Latin American literature)
Jennifer Herricks	Baylor University College of Medicine National School of Tropical Medicine	N/A	Disease and Poverty (neglected tropical diseases)
Richard Hunter	SUNY Cortland	N/A	Geography (spatial patterns, land use change in central Mexico)
Daniel Jaffee	Portland State University	N/A	Sociology (indigenous community forestry management)
Gilbert Joseph	Yale University	N/A	History and International Studies (history of modern Latin America; social movements)
Arthur Joyce	University of Colorado Boulder	N/A	Archaeology (complex societies; landscape and space in Oaxaca)
Ira Logini	University of Florida	Universidad Autonoma de Yucatan	Biostatistics (dengue and vaccine efficiency in Yucatan)
Claudio Lomnitz	Columbia University	N/A	Anthropology (Mexican history, politics, and culture)
Gloria Gonzalez-Lopez	University of Texas at Austin	N/A	Sociology (sexuality, gender, and social inequality in Mexico)
Beatriz Magaloni	Stanford University	N/A	Political Science (governance and authoritarianism)
Frank Mangan	University of Massachusetts Amherst	N/A	Agriculture (movement of Mexican crops to local markets in New England)
Rodrigo Martinez-Duarte	Clemson University	N/A	Mechanical Engineering (micro/nanofabrication; carbonaceous materials; electrokinetics)
Mary Miller	Yale University	N/A	Art History (ancient Mexico and the Maya)

Name	U.S. Institution	Mexican Partner Institution	Field/Research Focus
Nora Montalvo-Liendo	Texas A&M University	N/A	Health Sciences (sexual violence and domestic violence in Mexican communities)
Manuel Quevedo-Lopez	University of Texas at Dallas	Centro de Investigación en Materiales Avanzados (CIMAV)	Materials Science & Engineering (organic thin film transistor devices)
Ana Alonso-Minutti	University of New Mexico	N/A	Musicology (contemporary Mexican music)
Rachel Anne Moore	Clemson University	N/A	History (history of Mexico)
Jessica Moreno	University of Arizona	N/A	Medicine/Public Health (breast and cervical cancer screening strategies along the U.S.-Mexico border)
Ana Ochoa O'Leary	University of Arizona	N/A	Mexican American Studies (political economy of the U.S.-Mexico border region; immigration/migration; urban politics)
Vera Pavlakovich-Kochi	University of Arizona	N/A	Economic and Business Research/Geography (regional economic development on the U.S.-Mexico border)
Tony Payan	Rice University Baker Institute for Public Policy	Universidad Autónoma de Ciudad Juárez	Mexico Studies (border studies)
Jaime M. Pensando	University of Notre Dame	N/A	History (political culture)
Stephen Pitti	Yale University	N/A	History and American Studies (politics and migration)
Patricia Quijada	University of California, Davis	N/A	Education (transition to college for students of color; retention and educational equity)
Paul Ramirez	Northwestern University	N/A	History (social and cultural history of Mexico, 1700–1900)
Kerstin Reinschmidt	University of Arizona	N/A	Health Sciences (medical and cultural anthropology)
Analiene Richard	University of Pacific	UNAM	Anthropology (democratic citizenship in rural Mexico)
Cynthia Robin	Northwestern University	N/A	Anthropology (ancient Mayan society)
Refugio "Ito" Romo	St. Mary's University	N/A	English and Communication Studies
Manuel de la Rosa	Texas Tech University Health Sciences Center in El Paso	N/A	Public Health (pediatrics; health issues on the U.S.-Mexico border)
Cecilia Rosales	University of Arizona	El Colegio de Sonora	Public Health (cardiovascular disease and complications in the diabetic population in Mexico)
Carlos Santos-Burgoa	George Washington University	N/A	Global Health Policy (institutional capacity of Latin-American health systems)
Vania Smith-Oka	University of Notre Dame	N/A	Anthropology (cultural and medical anthropology)
María Thomas-Ruzic	University of Colorado Boulder	Benemérita Universidad Autónoma de Puebla	Linguistics

Name	U.S. Institution	Mexican Partner Institution	Field/Research Focus
Maria Cruz-Torres	Arizona State University	N/A	Chicano/Latino Studies (grassroots social movements in northwestern Mexico)
Ruth Trinidad-Galván	University of New Mexico	Autonomous University of Zacatecas	Language, Literacy, and Sociocultural Studies
Silvia Verdugo	University of California, San Diego	UABC	Medicine/Public Health (HIV/AIDS intervention)
Eric Verhoogen	Columbia University	ITAM	Economics and International Affairs
Patricia Wilson	University of Texas at Austin	Universidad Albert Einstein, Universidad Fidel Velasquez, and the Presa de Guadalupe Watershed Commission	Architecture (sustainable community development)
Veronika J. Wirtz	Boston University	Instituto Nacional de Salud Publica	Public Health
Jill Guernsey de Zapien	University of Arizona	El Colegio de Sonora	Health Sciences (health issues in the Arizona-Sonora border region)

TABLE 6: JOINT RESEARCH PROJECTS BETWEEN U.S. AND MEXICO FACULTY/PRACTITIONERS

U.S. Institution	Mexican Institution	Project Title
Arizona State University	El Colegio de la Frontera Norte	The State of the Border Report
Arizona State University	Tec de Monterrey	Bilateral Participation for the Development of Biotechnology Applied in Environment, Agriculture, and Food Sciences.
Arizona State University	UNAM	Microalgal Biomass Production in Testbeds Using Wastewater
Arizona State University	UNAM	PV Reliability Testing Laboratory (Institute of Renewable Energies)
Arizona State University	UNAM	Real-time Simulator and Controller for Grid-connected Micro-grids (Institute of Engineering)
Boston University	UNAM	Proyecto Arqueológico Tiajinga Teotihuacán (PATT)
Columbia University	Instituto Nacional de Salud Pública (INSP); UNAM	Global Health Initiative
Emory University	INSP	Public Health Leadership and Implementation Academy for non-communicable diseases (NCDs)
Michigan Technological University	Universidad Autónoma de Yucatán, El Colegio de la Frontera Sur, UNAM–Morelia, Colegio de Postgraduados Campus Tabasco, Universidad Autónoma de Chapingo	OISE-PIRE: Sustainability, Ecosystem Services, and Forest-Related Bioenergy Development across the Americas
MIT	Centro de Estudios Sociales y de Opinión Pública de la Cámara de Diputados (CESOP)	The Mexico Panel Study
Northern Arizona University/University of Arizona	Universidad Autónoma Agraria “Antonio Narro”	Northern Mexico Ecological Research
Rice University	Tec de Monterrey	Study of Health and Migration in Mexico (SHMM) project
Saginaw Valley State University	Universidad de Guanajuato/ Instituto Politécnico Nacional	Human Identities and Nation Building: Comparative Analysis, Markets, and the Modern University
Tulane University	Universidad Autónoma de Yucatán	Minority Health International Research Training (MHIRT) Program
University of Texas at Austin	UNAM	Chicxulub Impact Crater
University of Texas at Austin	UNAM	Solution pans and linear sand bedforms on the bare-rock limestone shelf of the Campeche Bank, Yucatán Peninsula, Mexico
University of Texas at Austin	UNAM	Climate Change and Risk of Leishmaniasis in North America

U.S. Institution	Mexican Institution	Project Title
University of Arizona	Centro de Investigación Científica y de Educación Superior de Ensenada (CICESE) y Universidad Autónoma Metropolitana	Landfill Leachate Plumes
University of Arizona	El Colegio de Sonora/Universidad de Sonora	Research on Dengue
University of Arizona	El Colegio de Sonora	Binational Diabetes Prevention Study
University of Arizona	UNAM/Centro de Investigación y de Estudios Avanzados, Universidad Juárez del Estado de Durango, y Instituto Nacional de Salud Pública (INSP)	Arsenic and Health
University of California	Consejo Nacional de Ciencia y Tecnología (CONACYT); Mexican Secretariat of Health (SSA)	Research Programs on Migration and Health (PIMSA)
University of California at Berkeley	ITAM	U.S.-Mexico Futures Forum
University of California at Berkeley	Universidad de Colima	Transnational processes and practices of return migration: Indigenous Yucatec Maya cross borders and generations
University of California, Davis	Laboratorio Nacional de Genómica para la Biodiversidad (LANGEBIO), Cinestav	Structural studies of iron-sulphur cluster-less MutYs
University of California, Davis	Universidad Veracruzana	Integrating seabird distribution and abundance with oceanographic conditions: Comparing long-term data and current information to enhance marine spatial planning, identification of ecologically important areas, and no-fish zones in the Gulf of California
University of California at Merced	Instituto Mexicano de Tecnología del Agua	Experimental assessment of strategies to repress sediment nutrient and mercury release in Valle de Bravo
University of California at Santa Cruz	Unidad Guayamas, CIAD	Deep search hunting vs. deep arrival and departure: Predator- prey strategies of white sharks (<i>Carcharodon carcharias</i>) and northern elephant seals (<i>Mirounga angustirostris</i>) at Isla Guadalupe, Mexico
University of California, San Diego	Colegio de la Frontera Norte	Jobs Without Borders: Employment, Industry Concentrations, and Comparative Advantage in the CaliBaja Region
University of California, San Diego	Colegio de la Frontera Norte and the Faculty of Economics and International Relations (FEYRI) at UABC	The Students We Share: A Cross-Border Workforce Development Priority
University of North Carolina at Chapel Hill	INSP	MEASURE Evaluation - Mexico research
Vanderbilt University	ITAM	Latin American Public Opinion Project (Mexico)

TABLE 7: U.S. FACULTY MEMBERS WITH MEXICAN DEGREES

Faculty member	Title	Current Institution	Mexican Institution (Degree Earned)
Guillermo Aguilar	Professor of Mechanical Engineering	University of California, Riverside	UNAM (BS, Mechanical/Electrical Engineering)
Magdalena Altamirano	Associate Professor of Spanish	San Diego State University	UNAM (BA); El Colegio de Mexico (MA, PhD)
Hector Amaya	Professor and Chair of the Department of Media Studies	University of Virginia	Universidad Autónoma Metropolitana (BA)
Josue Medellin-Azuara	Senior Researcher, Civil and Environmental Engineering	University of California, Davis	Tec de Monterrey (BS, Mechanical and Electrical Engineering; MBA)
Alfredo Urzua Beltran	Associate Professor of Applied Linguistics	San Diego State University	Universidad de Guadalajara (BA)
Jose Gregorio Casar	Senior Faculty, Cardiothoracic Surgery	Baylor University College of Medicine	Universidad La Salle (MD)
Ignacio Corona	Associate Professor, Literatures and Cultures of Latin America	The Ohio State University	Universidad de Guadalajara (BA, Philosophy)
Regina Cortina	Professor of Education	Columbia University	Universidad Iberoamericana (BA)
Rodrigo Martinez-Duarte	Assistant Professor, Mechanical Engineering	Clemson University	Tec de Monterrey (BS, Mechanical Engineering)
Rodrigo Erana	Assistant Professor, Pediatrics; Hematology/Oncology	Baylor University College of Medicine	Universidad Panamericana (BS); Universidad La Salle (MD)
Sergio Aguilar-Gaxiola	Director, UC Davis Center for Reducing Health Disparities Professor of Clinical Internal Medicine	University of California, Davis	Autonomous University of Guadalajara (MD)
Raquel Rubio-Goldsmith	Adjunct lecturer of Mexican American Studies	University of Arizona	UNAM (undergraduate and graduate degrees in Law and Philosophy)
Rodolfo Hernandez Guerrero	Director of International Partnership Development (IPD) and Senior Advisor to the Center for U.S. – Latin America Initiatives (CUSLAI)	University of Texas at Dallas	UNAM (BA, International Studies)
David Herrera	Affiliate Professor, School of Leadership and Education Sciences	University of San Diego	Tec de Monterrey (MBA)
Isabel Larraza	Professor of Chemistry	North Park University	UNAM (BS, MS, & PhD, Organic Chemistry)
Gloria Gonzalez-Lopez	Professor of Sociology	University of Texas at Austin	Universidad Regiomontana (BS, Psicología)
Manuel Quevedo-Lopez	Associate Professor of Materials Science & Engineering	University of Texas at Dallas	Universidad de Sonora (BSc, Chemistry); Instituto Tecnológico de Saltillo (MS, Materials Science & Engineering)
Argelia Lorence	Professor of Metabolic Engineering	Arkansas State University	UNAM (BSc, Biochemical Engineering, MSc, PhD, Biotechnology)

Faculty member	Title	Current Institution	Mexican Institution (Degree Earned)
Alberto Márquez	Associate Professor of Industrial Engineering	Lamar University	Tec de Monterrey- Campus Estado de Mexico (BS, Industrial Engineering; MS, Management Sciences)
Monica Martinez	Assistant Professor of Mechanical Engineering	University of California, Riverside	UNAM (BS, Mechanical Engineering)
Elvira de Mejía	Professor of Food Science	University of Illinois at Urbana Champaign	National Polytechnic Institute (BS, Biochemical Engineering; PhD, Plant Biotechnology)
Ana Alonso-Minutti	Assistant Professor of Musicology	University of New Mexico	UDLAP (BA, Music)
Mario Molina	Distinguished Professor of Chemistry and Biochemistry	University of California, San Diego	UNAM (BS)
Fernando Perez-Montesinos	Assistant Professor of History	University of California, Los Angeles	UNAM (BA, Communication Studies)
Begoña Campos-Naciff	Research associate and lab manager for the Dialysis Vascular Access Research Group	University of Cincinnati	Autonomous University of San Luis Potosi (BS, Chemistry); Instituto Politecnico Nacional (MS, Biochemistry & PhD, Biochemistry)
Murat Rodriguez-Nacif	Visiting Teaching Professor of Spanish	University of Denver	UNAM (BA, Hispanic Language and Literatures & MA, Mexican Literature) Universidad Iberoamericana (MA, Modern Literatures)
Norma Ojeda	Professor and chair of Sociology	San Diego State University	UNAM (BA, Sociology); El Colegio de Mexico (MA, Demography)
Octavio Aburto Oropeza	Assistant Professor of Marine Biology	University of California, San Diego	Universidad Autónoma de Baja California Sur (MS)
M. Antonieta Guerrero-Plata	Associate Professor of Pathobiological Sciences	Louisiana State University	Universidad Autónoma de Tamaulipas at Reynosa (BA); UNAM (MSC & PhD)
Juan Pinon	Associate Professor of Media, Culture, and Communication	New York University	Universidad Autónoma Metropolitana - Xochimilco (BA, Social Communication Sciences); Universidad Iberoamericana (MA, Social Communication Sciences)
Jorge Cruz-Reyes	Associate Professor, Biochemistry and Biophysics	Texas A&M University	UNAM (BS, MS)
Josafath Reynoso	Assistant Professor of Scenic Design	Southeast Missouri State University	National School of Theatrical Arts (BA, Scenography)
Roberto Rosas	Visiting Professor, School of Law	St. Mary's University (San Antonio)	Universidad de Guadalajara (BA, JD)
Hector Dominguez Ruvalcaba	Professor, Spanish and Portuguese	University of Texas at Austin	Universidad Veracruzana (BA, Letras Españolas)
Fidel Santamaria	Associate Professor, Biology	University of Texas at Austin	UNAM (BS, Physics)

Faculty member	Title	Current Institution	Mexican Institution (Degree Earned)
Rafael Rangel Sostmann	Special Advisor to the President, University Affairs	Arizona State University	Tec de Monterrey (BS)
Francisco Lara-Valencia	Associate Professor of the School of Transborder Studies and Southwest Borderland Scholar	Arizona State University	Universidad Autónoma de Baja California (BS, Economics); El Colegio de la Frontera Norte (MA, Regional Development)
Rocio Vallejo	Adjunct Instructor of Spanish	SUNY Geneseo	La Salle University (BA, Cybernetic and Computer Sciences Engineering); Instituto Tecnológico Autónomo de México (ITAM), Mexico City (MBA)
Silvia Verdugo	Staff Research Associate	University of California, San Diego	Universidad Autónoma de Baja California (MD, MPH)
Pilar Zazueta	Lecturer of History and Latin American Studies	University of Texas at Austin	El Colegio de México (BA, International Relations)

