



## Innovation Fund Winners and Partners

The *100,000 Strong in the Americas* Innovation Fund is the public-private sector collaboration between the U.S. Department of State, Partners of the Americas, NAFSA: Association of International Educators, corporations, foundations, regional governments, and Embassies working together to inspire U.S. universities and colleges to team up with universities and technical education institutions in the Western Hemisphere to create student exchange and training opportunities. Innovation Fund grants build institutional capacity, increase student mobility, stimulate regional education cooperation, and contribute to workforce development. Since its inception in January 2014, the Innovation Fund has awarded 118 grants to teams of 235 higher education institutions from 25 countries in the Western Hemisphere region. Innovation Fund grant-winning partnerships increase student exchange opportunities and strengthen connectivity between higher education networks throughout the Americas.

Total Proposals Submitted:	672
Total Number of Awards:	118
Total Number of Partner Institutions:	235
Countries Represented:	25



### **Competition #1: Capacity-Building Program to Reach 100,000 Strong**

Supporter: U.S. Department of State

1. **FAE Centro Universitário** (Brazil) and Siena College (U.S.). To overcome the challenges of making study abroad accessible for all students, FAE Centro Universitário will implement a Brazilian Portuguese program for foreign students, create an international student office, and develop a training program for student mentors.
2. **Instituto Federal de Educação, Ciência e Tecnologia do Sudeste Minas Gerais** (Brazil), Iracambi Rainforest Research Center (Brazil), and Ball State University (U.S.). Students will alternate between living and studying at the IFSEMG campus, while carrying out practical internships at the Iracambi Rainforest Research Center.
3. **Tec de Monterrey, Campus Monterrey** (Mexico) and George Mason University (U.S.). The collaborative initiative will have three core components: faculty exchange, globally-networked learning, and student exchange.
4. **Universidad Autónoma de Querétaro** (Mexico) and West Virginia University (U.S.). The grant will assist in building global professional competencies and help close the gap between academia and industry in Mexico and the U.S.
5. **Universidad de Guanajuato** (Mexico) and University of Arizona (U.S.). The grant will expand student exchange innovation through the internationalization of a summer research program at the Universidad de Guanajuato and will promote participation of students from the University of Arizona Summer Research Institute.
6. **Universidad EAFIT** (Colombia) and Purdue University (U.S.). Universidad EAFIT will strengthen the services and opportunities offered to incoming U.S. students and increase their number of bilateral agreements by 200%.

7. **Universidade Federal de Viçosa** (Brazil) with Iowa State University (U.S.), Purdue University (U.S.), University of Kentucky (U.S.), and University of Illinois at Urbana-Champaign (U.S). The grant will allow them to start offering regular undergraduate courses in English in agricultural and biological engineering, food science, animal science, and agricultural economics in order to attract more U.S. students.
8. **Universidad Intercultural Maya de Quintana Roo** (Mexico) and California state universities (U.S.). UIMQRoo will create study abroad programs, train staff to support these exchanges, send professors to the U.S. to do research, and receive U.S. professors to do research related to Mayan culture.
9. **Universidad San Francisco de Quito** (Ecuador) and University of Illinois at Urbana-Champaign (U.S.), Michigan State University (U.S.), Boston College (U.S.), University of North Carolina at Chapel Hill (U.S.), and Virginia Tech (U.S.). Through the grant, the university will build study abroad programs through a student research program in the sciences, curriculum integration, student incentives, program marketing, and the implementation of a web-based data management system.
10. **Universidad Católica Santa María la Antigua** (Panama) and University of Arkansas (U.S.). The grant will increase student mobility in both directions, increase capacity at USMA to provide support to U.S. students for short-term programs, including service learning, establish a visiting faculty program where Arkansas faculty will teach courses at USMA, and create a bi-directional corporate internship program.



**Competition #2: Promoting Study Abroad in Science, Technology, Engineering, & Mathematics (STEM) and Sustainable Development.**  
 Supporter: Freeport-McMoRan Copper & Gold Foundation

1. **Northampton Community College** (U.S.) with Universidad Nacional de Trujillo (Peru), WindAid (U.S.). This project will teach engineering students, after coursework in the classroom, to build, install and educate rural communities about alternative energy and how to use and maintain wind turbine generators.
2. **University of Arizona** (U.S.) and Pontificia Universidad Católica de Chile (Chile) and Pontificia Universidad Católica de Perú (Peru). This grant will create a new “Latin America Natural Resources Academy” and a new “Certificate in International Sustainable Resources Development” to increase bilingual STEM graduates in these fields.
3. **University of North Texas** (U.S.), with Universidad de Magallanes (Chile), Institute for Ecology and Biodiversity (Chile). UNT will create international science student teams of academic study and primary research in its unique “Tracing Darwin’s Path” baseline ecosystem sustainability study abroad course.
4. **University of Rhode Island** (U.S.) and Pontificia Universidad Católica de Valparaiso (Chile). This program will expand its award-winning International Engineering Program for fourth-year engineering students with advanced proficiency in Spanish through international study abroad experiential service-learning activities.



**Competition #3: Promoting Study Abroad Partnerships for Innovations and Collaboration.** Supporter: Banco Santander and Santander Universities

1. **California State University Long Beach** (U.S.) and Universidad Autónoma de Yucatán (Mexico). Together, they will create a new study abroad program to increase knowledge of Mayan traditional health and cultural issues.

2. **Edgewood College** (U.S.) and Universidad Católica de Santa María (Peru). The grant will expand Edgewood’s service-learning programs in education, nutrition and environmental sustainability to be models for other exchange programs in the Americas.
3. **Montclair State University** (U.S.) and Universidad Mayor Chile (Chile). The grant will develop a new course introducing students to latest biotechnology research techniques and prepare bilingual professionals to be active members of the international research community.
4. **North Carolina State University** (U.S.) and the Universidad de Costa Rica (Costa Rica). The grant will develop a new course in sustainable agriculture while also addressing barriers of language proficiency, curricular inflexibility and credit transfers.
5. **Northeastern University** (U.S.) and Universidad de los Andes (Chile), Insper (Brazil) and University of the West Indies at St. Augustine (Trinidad and Tobago). The grant will allow them to improve their English language courses and create a peer network of “virtual embassies” linked to existing EducationUSA advising centers.
6. **Universidad de La Salle** (Colombia) and New Mexico State University (U.S.). The grant will expand enrollment in Agricultural Engineering course studying innovations for drought-plagued areas to improve sustainable agriculture new practices in regions of the world affected by climate change.
7. **Universidad de San Andres** (Argentina) and College of New Jersey (U.S.), University of Miami (U.S.), Rice University (U.S.), University of Maryland (U.S.), University of Washington (U.S.). The grant will create new service learning programs in civic responsibility and foreign language skills to be rolled out to all other Latin American Studies programs in the region.
8. **University of Colorado Boulder** (U.S.) and University of Wisconsin-Madison (U.S.), Kansas University (U.S.), Indiana University (U.S.), Universidade Federal do Maranhão (Brazil), Universidade Estadual de Santa Cruz (Brazil), Universidade de São Paulo (Brazil), Universidad Pública de El Alto (Bolivia), Universidad Campesina Carmen Pampa (Bolivia). This grant will allow the development of a new summer semester study abroad program called Global Inquiry, including language preparation, international development issues and innovations, and cross-cultural skill competencies.
9. **University of South Dakota** (U.S.) and Universidad Antonio Ruiz de Montoya (Peru). The grant will develop new courses taught by USD faculty in Latin America and offered to smaller campuses in the South Dakota Board of Regents system.

**ExxonMobil** **Competition #4: Promoting Study Abroad in Engineering, Physics, Geology, and Geophysics.** Supporter: ExxonMobil Corporation

1. **Georgia Southern University** (U.S.) and Universidad Anáhuac Mayab (Mexico). This grant will help create a new generation of a two-way summer study abroad programs by expanding on an existing partnership. Exchanges will focus on innovative hands-on and service learning activities. Students will use laser-based scanning instruments to produce 3D point-cloud models of selected structures, such as a millenary Mayan ruin or modern structures to control coastal erosion.
2. **Texas A&M University - Texarkana** (U.S.) and Universidad Autónoma de Bucaramanga (Colombia). This grant will help create a program where students from both institutions participate and develop community based environmental/energy experiential stations. Collaborating institutions will work with the community so that this will help serve as a foundation to develop similar programs.
3. **Universidad de Colima** (Mexico) and University of South Florida (U.S.) and Michigan Technological University (U.S.). This grant will help create a program focused on the area of volcanology and develop an expanded and sustainable student exchange program between

collaborating institutions. The field-based learning opportunities will be increased for U.S. students and the laboratory-based ones will be increased for their Mexican counterparts.

4. **Universidad de La Sabana** (Colombia) and Northern Illinois University (U.S.). This grant will help create a Joint Faculty-Led Mobility Program in Engineering with an overall mission to increase awareness of the education and research capacity in Colombia. Obstacles to study abroad from the U.S. perspective the project expects to tackle are: safety concerns (perception vs. reality), language barriers (lack of courses offered in English in Latin American institutions), and lack of awareness of educational and research capacity in the region. From the Colombian perspective, the obstacles to be overcome are: the lack of affordable mobility opportunities in the U.S., the lack of alternative ways to improve English proficiency and the lack of short-term mobility programs offering credit.
5. **University of Arizona** (U.S.) and Universidad de Guadalajara (Mexico), the Consortium for North American Higher Education Collaboration, CONAHEC (U.S.) and Asociación Nacional de Universidades e Instituciones de Educación Superior, ANUEIS (Mexico). This grant will help create a scalable Project Based Mobility Network to include targeted industry partners focused on collaborative, project-based mobility opportunities for engineering students at selected member institutions.
6. **University of North Texas** (U.S.) and CETYS University, Mexicali (Mexico). This grant will help promote undergraduate and graduate student mobility between the U.S. and Mexico. The program will focus on STEM workforce needs that are common to both countries. The program will establish a bi-national cohesive cohort through structures focused on technical, cultural, and social learning to promote cultural competency.
7. **The University of Texas at El Paso** (U.S.) and CETYS University, Ensenada (Mexico). This grant will help build on existing strengths at University of Texas at El Paso related to educational programs in the field of Sustainability Engineering. The partnership is to develop a study abroad program with community impact that will showcase lasting examples of local and global sustainability through student involvement in a community driven project.
8. **University of Tulsa** (U.S.) and Universidade Federal do Rio Grande do Norte (Brazil). This grant will help carry out an innovative model for engaging U.S. STEM students with study abroad in Brazil and to provide an introduction to energy related geology, geophysics, and Portuguese language. The program will constitute the first of a five-year initiative to deepen and broaden collaborative activities in Brazil.



**Competition #5: Promoting Study Abroad Focusing on Health and Nutrition**  
Supporter: The Coca-Cola Foundation

1. **State University of New York at Oswego (U.S.)**, SUNY Ulster (U.S.), and Faculdades Integradas de Patos (Brazil). This grant will bring opportunities to a region with no previous connection to the United State and utilize technology to maximize cultural awareness and education while equalizing opportunity. It will incorporate family and community to provide a larger society impact in obesity, exercise, diet and co-morbidity.
2. **University of North Alabama** (U.S.) and Universidad San Ignacio de Loyola (Peru). This program will focus on the impact of physical activity and proper nutrition in combating obesity linked with negative behavior choices. This is a multidisciplinary, research-oriented, field study abroad program involving students in exercise, nutritional science and culinary arts.
3. **Arizona State University** (U.S.) and Tec de Monterrey, Mexico City (Mexico). This grant will to expand on their global engagement. ASU's School of Nutrition and Health Promotion and ITESM's Nutrition and Wellness programs, two programs that are not actively sending students abroad, will begin collaboration.

4. **California State University, Monterey Bay** (U.S.) and Universidad Intercultural Maya de Quintana Roo (Mexico), and Millsaps College Yucatán (Mexico). This grant will foster a reciprocal interaction where students will learn health and nutrition needs assessments skills and provide a culturally responsive Zumba course for Mayan communities. It will also offer an opportunity for students to disseminate their experience in Salinas, California, “the agricultural heart of the U.S. and one of the most underserved U.S. urban centers.”
5. **Lamar University** (U.S.) and Universidad Veracruzana (Mexico). This grant will create and develop a new and innovative partnership between the two universities. Students will conduct joint research in the U.S. and Mexico to identify health benefits and practices that increase the risk of being overweight or obese at various ages, income levels, and ethnic backgrounds.
6. **Northwestern University** (U.S.) and Universidad Panamericana (Mexico). This grant will create a robust learning community and bring students together in a research context and examine the growing problem of obesity in both Chicago and in Mexico City through a summer study abroad program.
7. **Oregon Health and Science University** (U.S.) and Universidad de Guanajuato (Mexico). This program will be for students in nursing school, a field that, traditionally, has not studied abroad. Nursing students will participate in community assessments and activities focused on health and nutrition in the targeted communities.
8. **Western Michigan University** (U.S.) with Universidad De La Salle Bajío (Mexico). This grant will address obesity in U.S./Mexican migrants through study abroad. Students will go to rural communities in Mexico and migrant communities in Michigan to gain insight into the Mexican immigrant experience, particularly as it relates to nutrition. They will participate in community service activities with local organizations in the host community, where they will work with community members to explore issues of nutrition, traditional cooking, and exercise.



**Competition #6: Promoting Study Abroad Partnerships for Innovation and Collaboration.** Supporter: Banco Santander and Santander Universities

1. **California State University, Los Angeles** (U.S.) with Universidad Nacional de Costa Rica (Costa Rica). This program will build global competencies of undergraduate students from interdisciplinary majors, especially in the field of social work, through service learning. The program will specifically target and increase the number of underrepresented minority students, including first generation Latino/a students.
2. **Northeastern Illinois University** (U.S.) with Universidad Tecnológica de El Salvador, Universidad Católica de El Salvador, and Instituto Tecnológico CentroAmericano (El Salvador). This grant will target minority, low-income, and first generation students for an opportunity to study abroad, where they will be exposed to a unique international academic experience and take a research class focusing on the comparison of higher education systems of the U.S. and El Salvador, as well as visit different types of institutions in the host country.
3. **Northern Arizona University** (U.S.) and Universidad Nacional de Tucumán (Argentina). The grant provides geology and energy policy-focused students the opportunity to take a field course in an international setting. The program will combine classroom learning and distance webinar courses, during which students will learn about study sites in Arizona and northern Argentina, as well as meet their counterparts. This is followed by travel to both locations, where students learn about energy issues and challenges through the local context of the host country.
4. **Northwestern University** (U.S.) with Universidad de las Artes, ISA (Cuba). This grant will strengthen institutional relationships with their Cuban partner by expanding on mobility between the countries, especially among low-income students, through long-term student engagement and faculty collaborations. U.S. students focusing on public health and the arts will travel to Cuba to gain exposure to its public health system, culture and society.

5. **Texas State University** (U.S.) with Universidad Alberto Hurtado (Chile). U.S. doctoral students in education and social science will advance their skills in international educational research through fieldwork. The program will offer a seminar course for students to conduct an intensive ten-day long field research experience in Chile under a service-learning paradigm that uses synergy across a local university partner, five community organizations focused on educational improvement, and two corporate partners.
6. **University of California, San Diego** (U.S.) with Universidad Autónoma de Baja California, UCSD-UABC Health Frontiers in Tijuana, and HFiT (Mexico). Medical, masters, and doctoral-level clinical psychology students from the partnering institutions will participate in academic and experiential learning activities focused on global mental health at a student-run free clinic in Tijuana, Mexico. The new academic mental health courses, clinical training sessions, and service projects will allow students to learn about mental health in the context of ongoing trauma, poverty, displacement, and chronic health conditions, as well the importance of culturally competent mental health services and interventions for vulnerable populations living in such conditions.
7. **The University of New Mexico** (U.S.) with Universidad La Salle (Mexico) and Universidad Autónoma de Yucatán (Mexico). This grant supports the creation of the Innovation Academy for Women in the Americas, a unique program that will facilitate the academic and career advancement of women, particularly from underrepresented, minority, and indigenous groups in the fields of Science, Technology, Engineering, Mathematics, and Architecture (STEM+A) by providing them with the knowledge, skills, and support to ascend to higher level research and senior leadership roles in the workforce.
8. **Virginia Commonwealth University** (U.S.) with the Universidad de Guadalajara (Mexico) and the Benemérita Autónoma Universidad de Puebla (Mexico). This grant will advance study abroad with peer-led reciprocal community service in Mexico and, uniquely, with Mexican migrants residing in Virginia.
9. **West Virginia University** (U.S.) with Universidad Nacional de Asunción (Paraguay). This grant focuses on student and faculty mobility in energy, water quality, waste management, environment and economics, with visits to prominent sites in the field for first-hand observations, and hands-on training in new and advanced technologies at the respective campuses' ICT centers.



***Competition #7: Promoting Study Abroad Partnerships for Innovation and Collaboration between the Americas and the Commonwealth of Puerto Rico***

Supporter: Department of State of Puerto Rico, Campus Puerto Rico

1. **Pontificia Universidad Católica de Puerto Rico** (U.S.) with Universidad Católica Boliviana “San Pablo” (Bolivia); Universidad Tecnológica de El Salvador (El Salvador); Universidad Intercultural Maya de Quintana Roo (Mexico); and Universidad Católica Redemptoris Mater (Nicaragua). The program will make study abroad accessible for all students, regardless of their major or socio-economic status, centering on an in-service learning component and giving students the opportunity to serve local communities while applying knowledge.
2. **Seminario Evangélico de Puerto Rico** (U.S.) with the Seminario Evangélico de Teología, Matanzas (Cuba). The student exchange program emphasizes collaboration between students and institutions, addresses the language barrier present in the Caribbean between English and Spanish, and promotes diversity and inclusion in theological and biblical approaches.
3. **Sistema Universitario Ana G. Méndez** (U.S.) with Universidad Católica Redemptoris Mater (Nicaragua), Universidad Metropolitana (U.S.) and Universidad de Puerto Rico, Mayagüez (U.S.). This partnership will motivate and increase the recruitment of students to choose sciences, technology, engineering, math, and computer science (STEM-C) disciplines as their major in

college. It will impact pre-college students, science teachers, undergraduates, and economically-disadvantaged community members.

4. **Universidad del Este** (U.S.) with Universidad San Ignacio de Loyola (Peru). This partnership aims to increase student engagement in study abroad, particularly in the fields of entrepreneurial business and culinary arts, strengthening Universidad del Este's institutional capacity to promote and support student exchange programs beyond the grant.
5. **Universidad Interamericana de Puerto Rico, Facultad de Derecho** (U.S.) and Universidad de La Habana (Cuba). The purpose of the proposed program is to integrate master level (LLM) law students from Puerto Rico and graduate students Cuba in the teaching-learning experience of the legal systems of both countries from a comparative perspective.
6. **Universidad Interamericana de Puerto Rico, San Germán** (U.S.) and Corporación Universitaria Minuto de Dios (Colombia). The program will provide students a unique setting for learning about the culture, democracy, social affairs, history, as well as Latin America and U.S. relations in the second half of the twentieth century
7. **Universidad Interamericana de Puerto Rico, Metro Campus** (U.S.) with Universidad de Costa Rica (Costa Rica). This exchange provides research experience for undergraduate and graduate students to share knowledge and skills on specific fields and laboratory techniques in STEM subjects not available in their respective institutions.
8. **Universidad Politécnica de Puerto Rico** (U.S.) and Instituto Tecnológico de Santo Domingo, INTEC (Dominican Republic). The program will be used as a mechanism to increase the participants' chances to succeed in a STEM doctoral program and provide them better academic skills when pursuing advanced degrees in the U.S.



#### ***Competition #8: Advancing Professional and Technical Training between Colombia and the U.S. through Study Abroad***

Supporters: SENA - Servicio Nacional de Aprendizaje and CAF- Development Bank of Latin America

1. **Central New Mexico Community College** (U.S.) and SENA Centro de Servicios y Gestión Empresarial (Colombia). This partnership creates a reciprocal student exchange program that will prepare Networking students for the Cisco Certified Network Associate (CCNA) exam, while also providing them with contextualized language instruction and cultural immersion in the business and social environments of the host country.
2. **Flathead Valley Community College** (U.S.) and SENA Centro de Automatización Industrial (Colombia). The grant will allow the partnering institutions to develop a curriculum that utilizes CNC technology in conjunction with photovoltaic (solar energy) technology to advance renewable energy solutions.
3. **Fox Valley Technical College** (U.S.) and SENA Centro Internacional Náutico Fluvial y Portuario (Colombia). Through a unique, practical curricular design offering entrepreneurial training to two-year technical college students, Project ENTENTE advances their workforce skills in the area of business innovation.
4. **Miami Dade College** (U.S.) and SENA Centro de Comercio y Turismo (Colombia). This educational exchange program focuses on innovations and trends in the culinary and hospitality fields in Miami, Florida and Armenia, Colombia.
5. **Snow College** (U.S.) and SENA Centro Tecnológico del Mobiliario (Colombia). Teaching English as a Second Language (TESL) students will use their theoretical knowledge to help create and teach lessons for SENA students in specific fields of study, while SENA students and faculty will share ideas about how to better apply skills in the fields of agribusiness and construction management.



**Competition #9: Promoting Study Abroad in Engineering, Physics, Geology, and Geophysics.** Supporter: ExxonMobil Corporation

1. **California State University, Fullerton** (U.S.) with the Universidade Estadual Paulista– Campus de Sorocaba (Brazil). The goal of this experiential STEM-focused international mobility program is to provide engineering students with high impact learning opportunities designed to improve the skills needed to succeed as professionals in an increasingly diverse and international workplace.
2. **Clemson University** (U.S.) and Tec de Monterrey, Monterrey (Mexico) join to promote cross-cultural physics and engineering teams for today’s operational challenges. This program focuses on developing the capabilities of participants to work collaboratively in multidisciplinary, cross-cultural teams towards a common goal.
3. **Purdue University** (U.S.) and Universidad EAFIT (Colombia) and Universidad del Norte (Colombia). A special emphasis is placed on addressing the special needs of our minority engineering students and on increasing the number of internship and research opportunities that can help transform their study abroad experiences.
4. **The University of Texas at Austin** (U.S.) and Universidad Nacional Autónoma de México (Mexico). The goal of this project is to jumpstart cross-border interdisciplinary collaborations between the US and Mexico by increasing the number of students engaged in joint research in the emerging IS-GEO space so that progress can be accelerated.
5. **The University of Texas at El Paso** (U.S.) with Universidad de Guadalajara (Mexico). This study abroad program provides an opportunity for students to be exposed to international engineering, business, social and cultural practices, and become better “smart city” enablers and support environmental sustainability.
6. **Universidad Autónoma del Este de México** (Mexico) with Universidad Nacional de la Plata (Argentina) and the University of North Texas (U.S.). The program will bring together students from Mexico, Argentina, and the U.S. to evaluate landfill pollution across the Americas and to develop policy recommendations for reducing waste and environmental contamination.
7. **University of Guyana** (Guyana) and Texas Tech University (U.S.). The partner institutions are establishing a study abroad program to enhance the capacities of undergraduate study, with a focus on the sustainable development of the oil and gas sector.
8. **University of Massachusetts-Boston** (U.S.) and Universidade Tiradentes (Brazil). The goal of the joint project is to increase student understanding of the development and evolution of coastal systems through an immersive, research-based, collaborative, educational experience comparing the Brazilian and U.S. coasts.
9. **University of Pittsburgh** (U.S.) and Universidade Federal do Paraná (Brazil). This project centers on facilitating cross-cultural design teams for Pitt and UFPR senior engineering students in order for them to fulfill their respective senior capstone design requirements—a cornerstone of engineering education worldwide.



**Competition #10: Promoting Study Abroad Partnerships for Innovation and Collaboration** Supporter: Banco Santander and Santander Universities

1. The **College of Staten Island** (U.S.), in collaboration with Universidad de Iberoamérica (Costa Rica), will extend the traditional study abroad model to a student-centered, service learning, and collaborative research dual exchange in the area of health sciences.
2. **Louisiana State University** (U.S.) and Universidad Nacional de Agricultura (Honduras). The grant will enable both institutions to provide study abroad opportunities and a lasting model for long-term sustainable exchange of students from low-income, rural, indigenous, and/or Afro-Honduran populations who are studying agriculture.

3. **Marian University** (U.S.), with Universidade Federal do Rio Grande do Sul (Brazil), will create a new, interdisciplinary study abroad and research program for U.S. undergraduates in Brazil. Specifically, the international exchange opportunity will focus on Women's Rights and Women's empowerment in the Western Hemisphere.
4. **Salve Regina University** (U.S.) with Pontificia Universidad Católica Madre y Maestra (Dominican Republic) and the Center for International Educational Exchange, CIEE (U.S.). For the first time at Salve Regina, a study abroad and service program will be embedded as a required element in a new minor, the Minor in Spanish for the Health & Service Professions. The minor will draw from four larger majors: Administration of Justice, Health Care Administration, Nursing, and Social Work.
5. **Towson University** (U.S.) and Universidad de Piura (Peru). The grant will bring together underrepresented and low-income students from both institutions on an intensive language-learning and service-learning program, focused on environmental sustainability, which will heighten student awareness, sense of social responsibility and civic engagement.
6. **Universidad EAN** (Colombia) and the University of Texas at San Antonio (U.S.). The Environmental Engineering program, with a focus on topics of Soil Contaminant, will include a language module to facilitate students' linguistic adaptation process and better develop their technical vocabulary, and a strong cross-cultural component through joint classes; thus, allowing for greater student integration and deepening of collaborative relationships between the partnering institutions.
7. **Universidad Tecnológico de Tijuana** (Mexico) and Southwestern Community College District (U.S.). The border program takes advantage of the geographic proximity between the institutions to reduce the cost of study abroad and more importantly, to link the study abroad program in International Logistics to the strong need for a bi-national workforce in the Cali-Baja region.
8. **Vancouver Island University** (Canada) and Pitzer College (U.S.). The program goes beyond the standard approach to academics and study abroad by drawing on Native North American scholars and Elders' wisdom to contribute cultural knowledge and traditional ways of learning within the academic environment. Utilizing their experience in indigenous programming, both institutions aim to develop a student exchange between their distinct indigenous mentorship programs and reciprocate the exchange of ideas and local resources.



**Competition #11: Promoting Study Abroad in Environmental Sciences and Water.** Supporter: The Coca-Cola Foundation

1. **GateWay Community College** (U.S.) and Universidad de Guanajuato (Mexico). The bi-directional study abroad program in water will provide a comprehensive student experience that will include classroom instruction, hands-on lab activities, local water source excursions, industry presentations/tours, networking receptions, contextualized language instruction, and cultural events.
2. **Oregon State University** (U.S.) and Universidad Austral de Chile (Chile). The study abroad program will take advantage of a unique integration of ecological and hydrological research, with management efforts in native and plantation forests, in order to provide a unique opportunity for students to compare the Pacific Northwest and Chilean ecosystems, which has played a key role in the development of convergent evolution theory, biogeography, and plant ecology.
3. **Pitt Community College** (U.S.) with Universidad Veracruzana (Mexico) and Eastern Carolina University (U.S.). The project will provide opportunities for students to engage in bi-directional

study, focusing on water ecology and service-learning through faculty-led, guided research activities located in eastern North Carolina and in Veracruz, Mexico.

4. **Universidade Estadual de Ponta Grossa** (Brazil) and University of North Texas. The program is a unique graduate study abroad experience that will focus on addressing a problem of critical importance for Brazil and the U.S. Students will learn the environmental impacts of ammonia in water supply sources, its effects on the water treatment process, and the availability of water for human consumption.
5. **University of Arizona** (U.S.) with Universidade Federal de Pernambuco (Brazil), Universidade Federal Minas Gerais (Brazil), Universidad de Concepción (Chile), and Universidad Autónoma Nacional de México (Mexico). This cluster, consisting of five higher education institution partners from four countries, will collaborate to develop a coordinated curriculum in environmental engineering and science that is intended to facilitate two-year dual degree MS programs, which will promote and enable graduate student mobility between universities in the cluster.
6. **University of Illinois Springfield** (U.S.) and Universidade Estadual de Maringa (Brazil). The program combines an online course, based on the local environmental water resources of the U.S. and Brazil, with an ongoing international collaborative research agenda. Students will work with real datasets, learn from river ecologists and river management professionals, and experience field studies on two large rivers in the Americas.
7. **University of Texas El Paso** (U.S.) with Universidad Autónoma de México - Centro de Investigaciones sobre América del Norte at the (Mexico) and the Commission for Environmental Cooperation (Mexico). Program activities will address the challenges faced by non-traditional minority students while preparing the environmental scientists and policymakers of the future. It will offer students a holistic overview of the water management challenges facing the México City metropolitan area and Paso del Norte, a region that includes El Paso, Texas and Ciudad Juárez, in the Mexican Chihuahua border region.
8. **University of Wisconsin - Green Bay** (U.S.) and Universidad del Desarrollo (Chile). Students will travel to Green Bay, Wisconsin and Santiago, Chile, both of which will provide the perfect living laboratories for experiential learning opportunities in water contamination and associated impact on environmental and human health.

**ExxonMobil** Competition #12: Promoting Study Abroad in Engineering, Physics, Geology, and Geophysics. Supporter: ExxonMobil Corporation

1. **Metropolitan State University of Denver** (U.S.) with Universidad del Valle de Atemajac (Mexico). Students from the partnering institutions will participate in an academic exchange focused on humanitarian engineering, an area that merges engineering technical skills with other areas of knowledge to derive appropriate solutions to improving the resilience and capacity of vulnerable communities.
2. **Northampton Community College** (U.S.) with SENA Centro Tecnológico de Gestión Industrial, Medellín. The study abroad course focused on sustainable energy systems will engage technical engineering students and faculty from both institutions in a rich and full intercultural experience that minimizes student cost and time away from other obligations.
3. **Northern Arizona University** (U.S.) with Universidad Nacional Autónoma de México (Mexico). Students will have an opportunity to gain technical skills in geophysics and experience working as part of an international team through a geophysics investigation focused on seismic refraction, electromagnetics, and magnetic surveys to better understand the subsurface structure of the Serdán-Oriental volcanic field.
4. **Pontificia Universidade Catolica do Rio Grande do Sul** (Brazil) with Rice University. Mechanical and bioengineering students from both institutions will collaborate on authentic

engineering design challenges proposed by industry and community partners, and learn to work in an international engineering environment.

5. **Universidade Estadual Paulista, Guaratinguetá** (Brazil) with University of Wisconsin – Platteville (U.S.). The renewable energy and bioenergy program will create opportunities for students from both institutions to participate in research projects abroad, gain international research experience, and create a culture of international bilateral exchange between the institutions.
6. **University of Rhode Island** (U.S.) with SENA Centro Nacional Colombo Alemán, Regional Atlántico (Colombia). This innovative program is a new collaborative approach wherein faculty and students will design low-cost and light-weight prostheses that will have an immediate use and impact on people with disabilities and their communities.
7. **University of Wyoming** (U.S.) with Universidad Autónoma de Yucatán, Mérida (Mexico). Through this new course, engineering students will participate in a bilateral Exchange, during which they will study structural and cultural aspects of the architecture of the Mayan ruins in Mexico and of the strength design methodology of the U.S. masonry code in Wyoming and Colorado.



**SENA Tech Challenge 2017: Promoting Study Abroad in Innovation, Investigation, Entrepreneurship, and Bilingualism.** Supporters: SENA-Servicio Nacional de Aprendizaje, and the U.S. Department of State

1. **Alamo Colleges** (U.S.) with SENA Centro de Gestión Tecnológica de Servicios, Regional Valle del Cauca (Colombia). The partnership project between Alamo Colleges and SENA Centro de Gestión Tecnológica de Servicios will develop a faculty-led, field-based program with a focus on gastronomy, tourism, and agriculture.
2. **Northampton Community College** (U.S.) with SENA Centro Textil y de Gestión Industrial, Regional Antioquia (Colombia). These two institutions will implement a study abroad course/program focused on environmental sustainability studies and designed to give technical engineering students the skills and perspectives to engage in longer-term study abroad.
3. **Mississippi State University** (U.S.) with SENA Centro Acuícola y Agroindustrial de Gaira, Regional Magdalena (Colombia). Through their joint project, these two institutions will develop a bilateral exchange to implement MSU's first faculty-led, credit-bearing study abroad program in Colombia that advances the field of Precision Agriculture comparing the two distinct geographical and agricultural environments of Mississippi soybeans and Magdalena bananas.
4. **North Carolina State University** (U.S.) with SENA Centro para la Formación Cafetera, Regional Caldas (Colombia). Through bi-directional training in coffee production, the partnering institutions will bring new technologies for training future coffee farmers to increase their focus of entrepreneurship across different disciplines and businesses across the United States and Latin America & the Caribbean.
5. **Santa Fe College** (U.S.) with SENA Centro de Comercio y Servicios, Regional Bolívar (Colombia). The international education experience will increase IT students' awareness of the current commanding role of virtualization technologies in business and education in Colombia and the U.S., as well as increase their entrepreneurial skills through the collaborative development of a working IT server that can help a small business.
6. **Tennessee State University** (U.S.) with SENA Centro Agropecuario de Buga, Regional Valle del Cauca (Colombia). The exchange will focus on innovative, hands-on learning activities that will lead the way to the establishment and consolidation of an agriculture-based entrepreneurship where students will develop technical skills in agronomic production and food processing of specific new crops promoted in Colombia or the U.S.

7. **University of Arkansas at Pine Bluff** (U.S.) with SENA Centro de Formación Agroindustrial "La Angostura", Regional Huila (Colombia). Students will use applied research in fish disease diagnosis and food safety to promote greater fish product diversification in the Americas, while the institutions foster viable public and private partnerships in aquaculture and fisheries sectors through emerging partnerships that will be facilitated through the project.
8. **University of Rhode Island** (U.S.) with SENA Centro Nacional Colombo Alemán (Colombia). Through this program, groups from both institutions will create affordable prosthesis prototypes to address the enormous need for low-cost, light-weight prostheses in Colombia and the U.S. Students will work in cross-cultural teams and develop prototypes using each institution's expertise.



### The Nexo Global Colombia Competition

Supporters: Colombia's Department of Science, Technology and Innovation—Colciencias, the Higher Education Agency of Medellín—Sapiencia, and the U.S. Department of State

1. **Instituto Tecnológico Metropolitano** (Colombia) with the University of Texas at El Paso (U.S.), will develop a joint research training program for students pursuing computer and electrical engineering degrees to develop research skills in computer vision, an interdisciplinary field that encompasses systems, models, and techniques in acquisition, processing, analysis and interpretation of digital images and video.
2. **Tecnológico de Antioquia – Institución Universitaria** (Colombia), in collaboration with Tennessee State University (U.S.) and Institución Universitaria Pascual Bravo (Colombia), will implement a program to promote student engagement in research in engineering and technology at both the undergraduate and doctoral levels.
3. **Universidad del Norte** (Colombia) and Texas Tech University (U.S.) designed an innovative model for students from low-income families and those with financial hardship in Colombia and the U.S. to participate in an international research and educational exchange in the theme of renewable energy.
4. **Universidad del Tolima** (Colombia), with North Carolina State University (U.S.), will collaborate on a program that will improve the training of undergraduate students in agricultural sciences through research in the poultry sector, and enable them to contribute to the knowledge and experiences around food production, and understanding family farming and agricultural activities managed by poultry farmers in the U.S. and Colombia.
5. **Universitaria Juan N. Corpas** (Colombia) partnered with Eastern Washington University (U.S.), proposes a program focused on health care and post-conflict studies that will provide students the opportunity to conduct research and provide policy proposals on improving health outcomes and increase access in post-conflict rural settings in Colombia.



### The Marlene M. Johnson Innovation Challenge for U.S.-Cuba, Caribbean, and Central American Academic Mobility

Supporters: NAFSA: Association for International Educators and CAF-Development Bank of Latin America

1. **College of Staten Island, CUNY** (U.S.) with Universidad de Ciencias Pedagógicas "Enrique José Varona" (Cuba). Students will learn about the history of Cuban education, the pedagogy of teaching in Cuba, and will have direct observational knowledge of techniques employed by Cuban educators along with theoretical knowledge from seminars.
2. **Lehman College, CUNY** (U.S.) with Universidad de Sancti Spiritus "Jose Marti Perez", (Cuba) and Universidad de Camagüey "Ignacio Agramonte Loynaz" (Cuba). This grant will allow these

institutions to pilot an initiative that will allow faculty to develop three undergraduate courses at the Cuban institutions in three different disciplines with the objective of exploring new pedagogical approaches in English as a second language, math, and health science.

3. **Michigan State University** (U.S.) with Universidad de La Habana (Cuba), Escuela Nacional de Salud Pública (Cuba), Marian University (U.S.), Meharry Medical College (U.S.), and Western Michigan University, (U.S.). Through this capacity-building grant, Michigan State University will lead its partner institutions to develop their own interdisciplinary courses and international programs to Cuba through several developmental workshops.
4. **Mississippi State University** (U.S.) with the University of the Bahamas (Bahamas) and the University of West Indies, Open Campus (St. Kitts & Nevis). The partnership will enhance existing MSU faculty-led study abroad programs, establish the Community Collaborative Rain, Hail, and Snow Network—a climate citizen science program, and create pathways for students to gain deeper understanding of global climate and marine environmental changes and how those processes affect coastal communities.
5. **New York Institute of Technology** (U.S.) with Instituto Tecnológico de las Americas (Dominican Republic). The program will challenge students to become entrepreneurs and allow them to gain design skills to work as members of multicultural teams on joint projects that will accelerate students' commercial and social ventures, and motivate them to develop specific action plans to carry out upon return to their home countries.
6. **University of Central Florida** (U.S.) with Universidad de Cienfuegos (Cuba). Students from the partnering institutions will collaborate in-person and virtually to produce a bilingual multimedia project, and through additional course activities, further their knowledge of the history and context of radio, television, and the internet in Cuba while developing their Spanish language skills.
7. **University of Connecticut** (U.S.), Instituto de Ciencia Animal (Cuba), Universidad Agraria de La Habana (Cuba), Instituto Nacional de Ciencias Agrícolas (Cuba), Centro Nacional de Sanidad Agropecuaria (Cuba). This grant will fund the creation of a new program for students to undertake field-based research and advance their knowledge and bi-cultural collaboration in the economic, environmental, and societal issues that impact agriculture production and food security in the U.S. and Cuba.
8. **University of Northern Iowa** (U.S.), with Universidad Latina de Costa Rica, (Costa Rica). Costa Rican students will travel to Iowa to participate in a Sustainability Immersion Program while integrating existing courses from their home institution, Universidad Latina de Costa Rica, while U.S. students will travel to Costa Rica to complete a capstone course that will help them develop an understanding of how individuals and groups impact the environment through tourism and campus life.
9. **University of Massachusetts – Amherst** (U.S.), with Centro de Estudios Martianos (Cuba), and Universidad de La Habana, (Cuba), will pilot a program in public health where students learn about the public health system of Cuba and adapt its lessons to meet public health challenges in the United States.
10. **University of Pennsylvania**, (U.S.), with Universidad de San Carlos, (Guatemala). Students from the partnering institutions will attend a number of workshops in Philadelphia and receive field-based training in Guatemala to further their knowledge on the epidemic of diabetes in ethnic minority communities in Guatemala and in local communities in West Philadelphia.
11. **University of Wisconsin-Madison**, (U.S.), with Universidad Rafael Landivar, Guatemala. An international internship program will enable U.S. students to learn cultural competency, review key concepts of sustainable food system, and become informed of Guatemala's social, economic, and environmental issues prior to the travel, while it provides Guatemalan students the opportunity to visit community-supported farms, food cooperatives, fair trade coffee roasters, and UW's teaching and research farms.

12. **West Virginia University**, (U.S.), with University of Trinidad & Tobago (Trinidad & Tobago). Students from both institutions will participate in the hands-on program, which will consist of field tours, discussions, and learning about animal management practices while participating in service-learning activities and working at animal shelters, zoos, and environmental organizations.
13. **Wilkes University**, (U.S.), with Universidad Tecnológica de Panamá (Panama). Both institutions will collaborate on the creation of an environmental engineering program that will focus on technical innovation, such as using key geospatial technologies and data or learning about drone technology and associated environmental sensors, to prepare students for a demand in the job market of geospatial skill sets.
14. **Saint Augustine's University** (U.S.), with University of Health Sciences-Antigua (Antigua and Barbuda), and Universite Episcopale D'Haiti (Haiti). Through the grant, the partnering institutions will devise curriculum, prepare activities, and acquire equipment required to develop a service-learning program focused on the study of the unique attributes of French/Haitian Creole language and culture.

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