



Innovation Fund Grant Winning Teams

(through December 2019)

The *100,000 Strong in the Americas* Innovation Fund is the U.S. Department of State's signature education initiative in the Western Hemisphere region for leveraging commitments from public and private sectors, regional governments, and higher education networks to expand academic mobility, strengthen regional education cooperation, and enhance workforce development in the Americas.

The Innovation Fund inspires U.S. universities and colleges to team up with their higher education institutions in Latin America to create partnerships to provide students with access to new exchange and training programs. Innovation Fund partnerships provide students with more opportunities to work in teams, gain skills, solve real-world problems, and become better prepared for today's workforce.

Since January 2014, the Innovation Fund has awarded 211 grants to teams of 385 higher education institutions in 25 countries and 43 U.S. states. Mexico, Colombia, Brazil, Argentina, and Peru are the top five countries in this hemispheric-wide initiative to join forces with U.S. colleges and universities to provide new academic exchange and training programs.

Innovation Fund partnerships provide more students in the Americas with access to new academic exchange opportunities to work in teams, solve real-world problems, and gain technical/linguistic skills – critical for today's global economy. Over 2,100 higher education institutions are part of the Innovation Network – with 1,300 universities and colleges based in the United States.



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 Valparaíso* (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: Santander Bank

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), *Inspere* (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 the 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 Andrés** (Argentina) and College of New Jersey (U.S.), University of Miami (U.S.), Rice University (U.S.), University of Maryland (U.S.), and 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. 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.
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, ANUIES* (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: Fundación Coca-Cola

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 States 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 allow these institutions 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 will 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. The students 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: Santander Bank

1. **California State University, Los Angeles** (U.S.) with *Universidad Nacional de Costa Rica* (Costa Rica). This program will build global competencies of undergraduate minority students, including first generation Latino/a students from interdisciplinary majors, especially in the field of social work, through service learning.
2. **Northeastern Illinois University** (U.S.) with *Universidad Tecnológica de El Salvador*, *Universidad Católica de El Salvador*, and *Instituto Tecnológica 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, followed by travel to study sites in Arizona and northern Argentina, 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). The program will offer a seminar course for U.S. doctoral students in education and social science 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* (Mexico). The new academic mental health courses, clinical training sessions, and service



projects will allow medical, masters, and doctoral-level clinical psychology students from the partnering institutions to learn about mental health in the context of ongoing trauma, poverty, displacement, and chronic health conditions, as well as participate in academic and experiential learning activities at a student-run free clinic in Tijuana, Mexico.

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 STEM 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 from 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 U.S. 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: Santander Bank

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.
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.
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 (U.S.). The program is a unique graduate study abroad experience that will focus on addressing a problem of critical importance for Brazil and the United States. 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* (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 Mexico 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.



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* (Colombia). 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. **Pontifícia Universidade Católica do Rio Grande do Sul** (Brazil) with Rice University (U.S.). 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.



Competition #13: 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). This partnership and project 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 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 institutions will 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 region.
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. **SENA Centro de Electricidad y Automatización Industrial** (Colombia) with North Carolina State University (U.S.). The project will transfer concepts in hardware and software technologies related to product prototyping between students and faculty of SENA CEAI and NCSU through an immersion drone training program.
7. **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.
8. **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.
9. **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 United States. Students will work in cross-cultural teams and develop prototypes using each institution's expertise.



Competition #14: Promoting Study in Aeronautics, Agroindustry, Automotive Industry, Energy, and ICT in Mexico

Supporter: Fundación Televisa

1. **Farmingdale State College, State University of New York (U.S)** with *Instituto Tecnológico de Zacatepec* (Mexico). Both institutions will collaborate on a program in technology and computer systems designed to strengthen U.S.-Mexico relations through an immersive cohort model leading to educational and cross-cultural business collaboration. They will promote a global workforce through quality software management and production curricula and strengthen international relations and cultural exchange through the offering of collaborative, bilateral study abroad courses for years to come.
2. ***Instituto Tecnológico de Chihuahua II*** (Mexico) with the University of California, Davis (U.S.). The grant will create a program to equip low-income students with cultural literacy to compete in the globalized workforce, engage students to participate in learning experiences that closely connect their English/Spanish knowledge to the field of engineering on an international scale, and allow ITC II to formally establish an International Programs Office in order to develop strong, lasting bilateral relationships.
3. ***Instituto Tecnológico de La Laguna*** (Mexico) with Monroe Community College, State University of New York (U.S.), *Instituto Tecnológico de Carrillo Puerto* (Mexico), and *Instituto Tecnológico de Durango* (Mexico). The goal of the program is to improve income generation for families, support empowerment of women, and provide better nutrition for children in Petronilas, a rural community located in the state of Coahuila in northern Mexico by partnering institutions who will work collaboratively to create prototypes to overcome food poverty using solar energy to power a rudimentary drying oven.
4. ***Instituto Tecnológico de Mexicali*** (Mexico) with San Diego State University, Imperial Valley Campus (U.S.). The grant will create a bilateral exchange program in the area of renewable energy that will give students the foundation to become the next generation of clean energy engineers, visit alternative energy plants, and expand their scope of work to include renewable energy training on the local, national, and international levels with Mexican institutions.
5. ***Instituto Tecnológico de Tijuana*** (Mexico) with the University of California, San Diego, (U.S.). The program will promote and sustain student mobility through research collaboration within the field of aeronautic engineering. Upon completion of the program, students will earn a certificate for their research internship and present their findings at a professional summit.
6. **Pima County Community College District** (U.S.) with *Instituto Tecnológico de Hermosillo* (Mexico). The grant will offer participating students the knowledge and practical skills of sustainability leadership, expose them to theoretical and practical knowledge in the field of clean energy and sustainability in a global context, and launch a service learning campaign to educate the community on energy saving tools and techniques.
7. **University of Texas Rio Grande Valley** (U.S.) with *Instituto Tecnológico de Matamoros* (Mexico). The grant will develop a collaborative project focused on agroindustry, automotive industry, energy, and information and communication technologies, with emphasis on technology development and innovation, connecting students to internships in manufacturing, project-based learning, and bidirectional mobility for Mexican and U.S. students.



8. **The University of Texas at El Paso (U.S.)** with *Instituto Tecnológico de Campeche* (Mexico), *Instituto Tecnológico de Hermosillo* (Mexico), and *Instituto Tecnológico de Tlalpan* (Mexico). The grant will create an exchange program for students to learn sustainable, human-engineered practices that are environmentally friendly and that promote social justice focused on water, energy, and architecture projects and foster resilient communities that will meet the developmental needs of societies.



Competition #15: 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.), 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. ***Fundación 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.



Marlene M. Johnson
INNOVATION CHALLENGE
NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS



Competition #16: 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 *Escuela Nacional de Salud Pública* (Cuba), Marian University (U.S.), and Meharry Medical College (U.S.). Through this capacity-building grant, Michigan State 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 *Clarence Fitzroy Bryant College* (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 Américas* (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 *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 will have 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), *Université Episcopale D’Haïti* (Haiti), and the *Bishop Tharp Business & Technology Institute* (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.



Competition #17: MetLife Foundation Study Abroad Innovation Competition

Supporter: MetLife Foundation

1. **Colorado State University-Pueblo** (U.S.) with *Universidad Autónoma de Baja California Sur* (Mexico) and Colorado State University-Fort Collins (U.S.). Colorado State University’s two campuses in Pueblo and Fort Collins will collaborate with Universidad Autónoma de Baja California Sur to develop an ecotourism education program and to establish an Institute for Ecotourism Studies. This project will provide opportunities for students to engage in immersive, field-based academic courses and cultural exchange while expanding knowledge and understanding around the issues of ecotourism and sustainable development.
2. **Davidson County Community College** (U.S.) with *Universidad Nacional de Villa Maria* (Argentina), Forsyth Tech Community College (U.S.), and Guilford Tech Community College,



(U.S.). The project will create a Gilman scholarship-eligible, study abroad program that will enable Pell grant recipients to take a Humanities course abroad examining and analyzing the history, geography, and distinctive cultural aspects of Argentina, along with basic Spanish language instruction.

3. **Fashion Institute of Technology** (U.S.) with *Instituto Profesional Duoc UC* (Chile). The project will initiate a sustained flow of students in Fashion Design, Interior Design, Textile Surface Design, and International Trade & Marketing in both directions by providing the opportunity for a full-semester exchange in locations considered to be centers for design, textile production, and economics. Students will experience first-hand the real-world activities of global businesses and train to work in international trade and global fashion companies.
4. **Instituto Universitario de Ciencias de la Salud Fundación H.A. Barceló** (Argentina) with Stony Brook University (U.S.). The project will provide U.S. medical students with a first-hand experience of the social and health realities of underserved and marginalized populations in a remote area of Argentina through a one-month medical mission. Argentine medical students will learn about the current technologies and procedures used in hospitals through a month of clinical rotations at Stony Brook University Hospital.
5. **Northeast Wisconsin Technical College** (U.S.) with *Universidad Politécnica de Guanajuato* (Mexico). The project will expand access to cross-cultural, linguistic, and technical skills training for engineering students by providing an outbound experience for U.S. students to participate in technical skills training activities in Mexico, while students from UPG will participate in a three-week intensive exchange in the U.S. to gain exposure to their academic field, as well as the native English language and culture.
6. **University of Central Arkansas** (U.S.) with *Instituto Tecnológico y de Estudios Superiores de Occidente* (Mexico). Through the program, the institutions will target minority students studying in the STEM disciplines and from underrepresented populations, and provide the opportunity for language and cultural immersion while gaining knowledge on ecological sustainability through service-learning projects.
7. **University of Denver** (U.S.) with *Universidad del Desarrollo* (Chile). The exchange program will meet urgent, community mental health needs and play a critical role in training linguistically- and culturally-competent mental health providers. U.S. students will travel to Chile to visit clinical sites in various areas of psychology and participate in didactic and case study presentations with Chilean students and faculty. Chilean students will travel to Denver to complete a practicum experience with community mental health agencies.
8. **Wayne State University** (U.S.) with *Universidad Externado de Colombia* (Colombia). The project will study the fundamental approaches to conflict resolution and peace initiatives in both countries and provide students with the opportunity to learn from two different experiences and perspectives on conflict and post-conflict resolution. U.S. students will analyze the recent evolution of Colombia's armed conflict, as well as the various peace processes and peace building experiences associated with it. Colombian students will learn about Detroit's history of civic conflict resolution, civil rights, and immigrant integration in the community.



Competition #18: The Peru -U.S. Innovation Competition

Supporters: CAF-Development Bank of Latin America, Sempra Energy, and the U.S. Department of State

1. **California State University, San Marcos** (U.S.) and *Universidad Nacional Mayor de San Marcos* (Peru). The grant will enhance the academic experience of students in the U.S. and Peru through joint research into wildlife biology and public outreach surrounding jaguar and wild cat conservation.
2. **George Mason University** (U.S.) and *Universidad Nacional de la Amazonía Peruana* (Peru). This new project, focused on environmental science, conservation biology, and sustainability studies, will enroll students from both universities in new credit-bearing, field courses in the Peruvian Amazon. The second layer to the project involves the introduction of study opportunities for UNAP students at the Smithsonian-Mason School of Conservation.
3. **Notre Dame of Maryland University** (U.S.) and *Universidad Femenina del Sagrado Corazón* (Peru). The grant will support a reciprocal exchange program built to educate students on water, its usage and conservation, and to encourage knowledge and understanding of culture and tradition.
4. **The Pennsylvania State University** (U.S.) and *Universidad Nacional de Ingeniería* (Peru). The grant will support a new summer exchange program focusing on Global Engineering Culture and Society, offering students the opportunity to strengthen their knowledge and understanding of culture, language, and engineering on a global scale.
5. **Truckee Meadows Community College** (U.S.) and *SENATI-Servicio Nacional de Adiestramiento de Trabajo Industrial* (Peru). The grant will allow underrepresented students, such as first-generation, low-income, minority, and underserved populations, and faculty from SENATI to participate in a month-long customized training program provided by TMCC's Applied Technology Center Staff.
6. *Universidad Antonio Ruiz de Montoya* (Peru) and Xavier University (U.S.). The grant will create a program for students from both universities to engage in cultural and academic exchange, with a focus on water preservation, conservation, and sustainable practices. Students will compare the experiences of Cincinnati to Lima, both of which experience challenges and offer unique solutions to environmental sustainability.
7. *Universidad de Ingeniería y Tecnología* (Peru) and Harvard University (U.S.) with *Universidad Nacional Amazónica de Madre de Dios* (Peru). This grant will be focused on assessing the impacts of informal and illegal mining in the Peruvian Amazon basin and introduce a new collaboration with the Universidad Nacional Amazónica de Madre de Dios, a rural university located in the Peruvian rainforest. Students from all three institutions will have the opportunity to assess the problems caused by the mining and develop and implement solutions to the issues they identify.
8. *Universidad Mayor Nacional de San Marcos* (Peru) and University of Washington (U.S.). The grant will support a new interdisciplinary service learning exchange program that will allow students and faculty to assess and address health disparities affecting the informal floating community of Claverito in Iquitos, Peru.



9. **Universidad Nacional Toribio Rodríguez de Mendoza** (Peru) and the University of New Hampshire (U.S.). The grant will support a new partnership encouraging the marginalized students from the Andean and Amazonian regions to develop theoretical-practical skills in crop management and improve their language skills in English and Spanish.
10. **University of Central Florida** (U.S.) and **Universidad Nacional de Ingeniería** (Peru). This grant will bring research opportunities to STEM students from low-income backgrounds in Peru and the U.S., enabling students from both participating universities to pursue research at laboratories internationally in projects not available at their home institutions, such as chemical sensors, renewable energy sources, and environmental science.
11. **University of Northern Iowa** (U.S.) and **Universidad de Piura** (Peru). This grant will support a new study abroad opportunity for pre-service teachers focused on providing environmental education and English language training to Peru's future teachers.
12. **Virginia Polytechnic Institute and State University** (U.S.) and **Universidad de Piura** (Peru). This grant will reach low-income and underserved students from rural communities in the U.S. and Peru and bring them into contact with language and intercultural learning while enhancing their global knowledge of STEM subjects.
13. **Western Washington University** (U.S.) and **Universidad Nacional Agraria La Molina** (Peru). This grant will support a long-term research and education collaboration and will send ten Peruvian students to study abroad at WWU for a quarter-long exchange where students will study Conservation of Biological Diversity and Ecosystem Management and develop their English skills.



Competition #19: The 2018 Santander Competition for Innovation in Study Abroad Partnerships & Collaboration

Supporter: Santander Bank

1. **Cabrini University** (U.S.) with **Universidad del Salvador** (Argentina). The new bilateral exchange program will focus on experiential learning and encourage students from Cabrini and USA to reflect on themes of social justice education, social responsibility, and social change while incorporating language-learning and cultural competencies as they travel and take classes together in a six-week summer program.
2. **Universidad Católica de Salta** (Argentina) with Saint Peter's University (U.S.). The two institutions will establish a bilateral, international mobility program to develop future bilingual international business professionals with academic and practical experience abroad. International Trade and Marketing students will learn about the cultural, legal, and economic aspects of foreign markets and visit local companies and organizations.
3. **Monroe Community College, SUNY** (U.S.) with **Fundación Universitaria Tecnológico Comfenalco** (Colombia). Through the grant, Spanish language students, with guidance from faculty, will provide interpretation between Geographic Information System (GIS) and Environmental Engineering students as they support the development of mapping apps to monitor water quality and support humanitarian mapping efforts along the coastline of Cartagena, Colombia.



4. **Sacred Heart University** (U.S.) with *Universidad Rafael Landivar* (Guatemala). The program will connect Health Science students from both institutions and engage with them through their study of the global health challenges in the U.S. and Guatemala for a semester.
5. **Universidad del Valle de Guatemala** (Guatemala) with the Massachusetts Institute of Technology (U.S.). The program will provide students with hands-on, immersive learning experience in designing low-cost technologies to address global poverty challenges facing local communities while developing their professional skills through leadership and teamwork.
6. **Wilfrid Laurier University** (Canada) with Syracuse University (U.S.), Cornell University (U.S.), and the University at Buffalo-SUNY (U.S.). Connected by the strong and meaningful associations with the indigenous people and territory in their respective locations, the partnering institutions will collaborate on a pilot exchange program that aims to increase the mobility of indigenous students between Canada and the United States.
7. **Widener University** (U.S.) with *Universidad Nacional de Costa Rica* (Costa Rica). The program takes a service-learning approach to exploring how the agricultural and sociocultural aspects of coffee affect sustainability. It aims to enhance students' global awareness, environmental awareness, intercultural competence, consciousness, and sense of social responsibility.
8. **Fairleigh Dickinson University** (U.S.) with *CETYS Universidad* (Mexico). These institutions will introduce a new study abroad initiative to foster a culture of bilateral student exchange. The program is strategically designed to encourage students to pursue longer terms abroad and develop more equal exchange between the two institutions; however, with FDU having campuses in New Jersey and Vancouver, Canada, the summer program will be open to students from both campuses with the goal of ultimately creating tri-lateral movement.
9. **Rochester Institute of Technology** (U.S.) with *Universidad del Pacífico* (Peru). The partnering institutions aim to internationalize their hospitality and business curricula through the integration of a two-week bi-directional, faculty-led exchange in a course on the food and beverage supply chain.



Competition #20: The 2018 Colombia-U.S. Rural Education for Peace Competition

Supporters: Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior, Mariano Ospina Perez (ICETEX), and the U.S. Department of State

1. **Escuela Colombiana de Ingeniería Julio Garavito** (Colombia) with Boston University (U.S.) and *Fundación Universitaria del Área Andina* (Colombia). Undergraduate students, graduate students, and professors from each of the partner institutions will collaboratively develop and create low-cost robotic technology to serve urban and rural communities, first in Colombia and the U.S., and eventually throughout the world.
2. **George Mason University** (U.S.) and *Universidad Industrial de Santander* (Colombia). Through the program students from each university will collaborate with GMU's Honey Bee Initiative's Global Outreach program in a credit-bearing course that will help students better understand and evaluate social problems and the role of community-driven social enterprise in creating innovative and sustainable solutions.



3. **Kent State University** (U.S.) with *Universidad del Rosario* (Colombia). The joint program will enable students to engage in experiential learning in peace building and peace education abroad.
4. **Northeastern Illinois University** (U.S.) with *Universidad del Atlántico* (Colombia) and *Universidad Simón Bolívar* (Colombia). The new student exchange models will enable U.S. students to travel to Colombia to learn about peace education projects involving youth in Colombia, while Colombian students will travel to the U.S. to learn about community organizations in Chicago that address youth violence.
5. **Rochester Institute of Technology** (U.S.) with *Universidad Autónoma de Occidente* (Colombia) and *Corporación Universitaria Comfacauca* (Colombia). The project-based engineering program will provide students with product development skills. RIT graduate students will work collaboratively with UAO and UniComfacauca students to design a product architecture proposal, build and test the design, then implement their final solution in Colombia.
6. **Universidad de La Salle** (Colombia) with North Carolina State University (U.S.), Purdue University (U.S.), Cornell University (U.S.), Texas State University (U.S.), *Colegio de Estudios Superiores de Administración* (Colombia), *Universidad de los Andes* (Colombia), *Universidad Nacional de Colombia* (Colombia), *Corporación Universitaria Minuto de Dios* (Colombia), *Universidad del Tolima* (Colombia), and *Universidad de Santander* (Colombia). Universidad de La Salle will lead a network of higher education institutions in Colombia and the U.S. to implement an interdisciplinary project that aims to develop leadership and knowledge of undergraduate women studying technology, engineering, agricultural, social, economic, and administrative sciences through development projects that address peace and sustainability in rural areas throughout Colombia.
7. **Universidad del Rosario** (Colombia) with New York University (U.S.) and *Universidad Popular del Cesar* (Colombia). These universities will implement the Indigenous Peace-Strengthening Program (IPSP), designed to increase the peace-making capacity of indigenous grassroots leaders in the Sierra Nevada and the Amazon regions of Colombia.
8. **Universidad EAN** (Colombia) with Portland State University (U.S.) and *Universidad Antonio de Nariño* (Colombia). In collaboration, the institutions will create the Social Innovation Certificate program, which will draw participation of students from diverse backgrounds in order to broaden discussions regarding social innovation in rural Colombian communities.
9. **Universidad Jorge Tadeo Lozano** (Colombia) with The Pennsylvania State University (U.S.) and *Fundación Universitaria del Área Andina* (Colombia). The international academic exchange program will establish sustainable partnerships between the three universities and promote scientific knowledge transfer among Colombian scientific research groups and U.S. students by going beyond academic research to engage in dialogue with vulnerable communities and utilize their local knowledge in the post-conflict peace building process.
10. **Universidad Tecnológica de Bolívar** (Colombia) with Cornell University (U.S.) and *Corporación Universitaria del Caribe* (Colombia). Students, faculty, and small food producers and distributors will travel between Colombia and the U.S. for a series of activities designed to exchange knowledge, experiences, methods, and research initiatives regarding the role of local and regional food systems in rural peace building.



11. **The University of San Diego** (U.S.) with *Corporación Universitaria Minuto de Dios* (Colombia). Through the program, students will explore peace building and social innovation work by participating in the year-long Global Social Innovation Challenge at USD.



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

Supporters: U.S. Department of State and the Chevron Corporation

1. **Auburn University** (U.S.) with *Universidad Nacional de Mar del Plata* (Argentina). This program will combine the fields of engineering and agriculture to create a collaborative project in fertilizer technology and use. Graduate students from each university will enroll in a capstone course and spend time at the host institution developing and testing slow-release fertilizers for use in commercial field crop production systems, as well as conducting field trial research through internships with the participating universities.
2. **Forsyth Technical Community College** (U.S.) with *Universidad Nacional de Villa María* (Argentina), Davidson County Community College (U.S.) and Guilford Technical Community College (U.S.). This program will facilitate cultural exchange that will engage students and faculty from all four universities to interact and exchange ideas with one another. The STEM-focused program will increase the number of virtual exchanges among partner schools, and provide professional development for faculty and administrators who are globalizing their campuses and curricula, and provide an opportunity for UNVM students to travel to North Carolina campuses.
3. **Fox Valley Technical College** (U.S.) with *Universidad de Buenos Aires* (Argentina). The goal of this program is to develop and enhance global competencies and entrepreneurial skills of participating students from each university. Site visits will consist of local business tours and other excursions related to global markets. Following the international travel portion of the program, students will participate together in a Business Model Design Boot Camp at FVTC to gain real-world experience and receive professional guidance in entrepreneurship.
4. **Universidad Católica de Argentina** (Argentina) with the Virginia Polytechnic Institute and State University (U.S.). This three-pronged program will address accessibility in study abroad and include STEM courses for international students, service learning, and faculty/researcher exchange, all of which aim to promote science and innovation collaboration among the partnering institutions.
5. **Universidad Nacional de Mar del Plata** (Argentina) with the University of Wisconsin-Platteville (U.S.). This program will promote a culture of energy efficiency among engineering students through bilateral exchange. Argentine students will travel to UWPLATT to visit research facilities, enroll in courses in the Sustainable and Renewable Energy Program, participate in field trips and projects, and interact with their U.S. counterparts. The U.S. students will later travel to Argentina, where they will participate in the XXV Meeting and International Seminar of Energies of the Academic Energy Commission/Association of Montevideo Group Universities (CAE/AUGM), attend lectures and presentations, present research, and participate in field trips.



6. **Universidad Nacional de San Martín** (Argentina) with Northwestern University (U.S.). This bilateral exchange, focused on energy and water conservation, will strengthen institutional collaboration between the two universities, while also allowing Ph.D. students to explore environmental issues and engineering solutions at the international level. Students from Argentina will travel to the U.S. to attend weekly research seminars, rotate through research labs, participate in field trips, and attend weekly graduate student seminars at Northwestern.
7. **University of New Mexico** (U.S.) with *Universidad Nacional de la Plata* (Argentina). This bilateral exchange program will enable students and faculty from each university to travel to the partner university to study renewable energy via lithium batteries and smart grid technology. This program will provide students with a dynamic, intensive international experience in peace engineering while also serving to deepen the relationship between faculty members at both universities. These new connections are expected to lead to the creation of joint and/or dual degree masters and doctoral programs between the two institutions.
8. **University of Texas at El Paso** (U.S.) with *Universidad Nacional de Rosario* (Argentina). This program will develop a new, bilateral exchange opportunity for engineering students that focuses on leadership and sustainability. While abroad, students will participate in networking meetings, field visits, and workshops, and will form bi-national teams to address specific problems and design collaborative, sustainable solutions. This program will help bridge the study abroad participation gap by prioritizing Hispanic and first-generation college students from UTEP by strengthening the capacities of both universities to offer opportunities abroad.
9. **University of Texas - Rio Grande Valley** (U.S.) with *Universidad de Ciencias Empresariales y Sociales* (Argentina). This project will create a long-term program centered on sustainability, specifically with regards to water and energy conservation. Students from each institution will be trained to apply the concept of green buildings to water and energy savings according to the local contexts, while forming cross-cultural relationships and improving language skills through group work on course projects.
10. **West Virginia University** (U.S.) with *Universidad Nacional del Comahue* (Argentina). This program leverages the fact that both institutions are located in regions of high exploration and extraction of shale oil and gas. The two universities will build upon these shared characteristics to implement a new program that will allow engineering students to experientially learn about the exploration and production of shale oil and gas. Students from both universities will travel to their host institution, where they will interact with their counterparts and participate in workshops and cultural visits during the intensive study abroad program.



Competition #22: 2018 MetLife Foundation Study Abroad Innovation Competition

Supporter: MetLife Foundation

1. **Boise State University** (U.S.) and *Escuela Colombiana de Ingeniería Julio Garavito* (Colombia) are partnering to design a bilateral exchange to overcome barriers to study abroad in the field of engineering. The program aims to expand the study abroad capacity at Boise State and La Escuela's research capacity and students' readiness for advanced studies in the United States by developing a short-term, faculty-led program that will provide global learning opportunities to economically-disadvantaged, female engineering students and students of minority ethnic backgrounds.



2. **Cornell University** (U.S.) and *Universidad del Magdalena, Santa Marta* (Colombia) will implement a bilateral, student exchange program that will prioritize minority students who otherwise may not have the opportunity for global learning. The program aims to improve students' skills in teaching and research and enhancing their vision of future directions and goals in STEM-related work.
3. **Georgia Southern University** (U.S.) and *Universidade de Brasília* (Brazil) are collaborating to create a new, bilateral study abroad experience that will provide students with innovative, hands-on and experiential learning activities and enable them to reflect on their new cultural and technical knowledge in the fields of political science, sociology, and chemistry. GSU students will participate in a series of summer courses at UnB to learn about sustainable technology practices and federal policies in Brazil, while UnB students will take courses at GSU to engage in all aspects of scientific research and training techniques.
4. **Grand Valley State University** (U.S.) in partnership with *Universidad del Bío-Bío* (Chile) is embarking on a bilateral exchange program to increase north-south mobility and to build intercultural competence in under-represented student populations at both institutions. The CAMINO program seeks to reach students of color and those with high financial need at GSVU and students from the most under-resourced groups at UBB.
5. **Johnson and Wales University** (U.S.) and *Universidad de Congreso* (Argentina) with Regis College (U.S.) will develop a new, exchange program designed to address global health concerns. Through experiential and service-oriented community engagement activities, cultural experiences, industry-led trainings and faculty-led lectures in the U.S. and Argentina, students will explore the regional impact and issues surrounding health and nutrition that affect local populations, such as food availability, preparation, sanitation, and security.
6. **Northern Virginia Community College** (U.S.) and *Federal Institute of Education, Science and Technology of Acre* (Brazil) will create a program to address the lack of financial resources for students to pursue international opportunities. At NOVA, the program will target first-generation, Pell-grant recipients, and those who are part of the college's Pathways to the Baccalaureate program. In Brazil, it will focus on indigenous students from families predominately in the farming and fishing industries in the rural areas surrounding IFAC and give them access to international exchange opportunities.
7. **Universidad Alberto Hurtado** (Chile) and Texas State University (U.S.) will create a new credit-bearing, study abroad course for English as a Second Language, undergraduate students. The program will engage students in cross-cultural exploration, learning, and projects related to issues of migration, inclusion, and diversity in K-12 schools and local communities in Texas and Chile.
8. **Universidad de Aysén** (Chile) and Regis College (U.S.). UAYSEN health sciences students, the majority of whom come from rural regions in Chile and have never left the country, will travel to the United States to learn about the social factors that impact public health issues and analyze the differences in healthcare solutions between the two countries.
9. **Universidad La Salle, Oaxaca** (Mexico) and Virginia Commonwealth University (U.S.) will develop a joint, multidisciplinary program centered on the impacts of transnational migration on the host communities. Students, including indigenous students from Oaxaca, Mexico and economically-disadvantaged students from Richmond, Virginia, will enroll in courses, receive language instruction, and participate in service-learning opportunities that will allow them to



help serve the needs of indigenous communities in Oaxaca and of refugees and immigrants in Richmond.



Competition #23: 2018 ExxonMobil Competition for Study Abroad in Engineering, Physics, Geology, and Geophysics

Supporter: ExxonMobil Corporation

1. **Alcorn State University** (U.S.) with *the University of Guyana* (Guyana). Students participating in this bilateral exchange study abroad course will engage in research experience within the areas of Electrical and Electronics Engineering; Electromechanical Engineering Technology; Robotics and Automation; and Applied Physics (Health Physics).
2. **California State University, Fullerton** (U.S.) with *CETYS Universidad* (Mexico). This bilateral student mobility program will focus on the area of civil and mechanical engineering, which will culminate with students exploring various engineering projects in both countries and participating in the International Symposium on Engineering Project Prioritization (ISEPP 2020) in Mexico.
3. **Northern Arizona University** (U.S.) with *Universidad Nacional de Tucumán* (Argentina), *Universidad Nacional de Tierra del Fuego* (Argentina), and *Universidad Tecnología de Hermosillo* (Mexico). Students participating in this network of student mobility collaboration will study ethical science and social responsibility in the energy sector and will end with an action plan to send “letters for positive energy” to policy makers in their respective countries.
4. **Texas A&M University** (U.S.) with *Universidad Politécnica de Yucatán* (Mexico). This expanded collaboration will increase hands-on research cooperation to participate in presenting projects at Texas A&M University’s Engineering Learning Community Introduction to Research (ELCIR) Program.
5. **Universidad de las Américas Puebla** (Mexico) with Virginia Commonwealth University (U.S.). Students will participate in the joint Physics Studies Abroad Program (PSAP) which focuses on language training, service learning provide support to local immigrant communities, and a virtual conference post-travel.
6. **Universidad Nacional de Quilmes** (Argentina) with Texas A&M International University (U.S.). Students will participate in this new collaborative process in the field of Robotics and Industrial Automation Engineering, with special emphasis in real-life applications. The bilateral student mobility program will end with students participating in a video conference with a broad dissemination of the academic and social results to local and national media.
7. **Universidad Politécnica de Guanajuato** (Mexico) with Texas State University (U.S.) and Lamar University (U.S.). These institutions have created the “Building Bridges for New Innovators in Engineering” program which aims to develop an engineering bootcamp which will allow STEM students to further develop their engineering skills using 21st century.
8. **Universidad Nacional de Río Negro** (Argentina) with University of Arizona (U.S.). Through this collaboration, students will have the opportunity to interact with experts in the fields of



tectonics, sedimentary geology, and geochronology-thermochronology and gain experience both in the laboratory and in the field.

9. **University of New Mexico** (U.S.) with *Universidad de Sonora* (Mexico) and *Instituto Tecnológico de Hermosillo* (Mexico). In response to regional and international need concerning the potential for droughts, wildfires, and flashfloods, students will develop regional-specific scientific knowledge around resilient materials on the hot deserts of North America and can enhance academic preparation and focused workforce development.
10. **University of North Texas** (U.S.) with *Universidad Nacional Autónoma de México* (Mexico). Students will participate in a Summer School study abroad course focused on the development of technical and scientific skills in Additive Manufacturing.
11. **University of Texas at El Paso** (U.S.) with *Pontificia Universidade Católica do Paraná* (Brazil). This new study abroad program for students will focus on peace engineering to train future engineers on finding innovative engineering solutions through an understanding of the balance between sustainability, social equity, entrepreneurship, community engagement, innovation, and leadership to improve the wellbeing of people.



Competition #24: The Mary Street Jenkins Foundation Innovation Competition

Supporter: Fundación Mary Street Jenkins

1. **Georgia Gwinnett College** (U.S.) with *Universidad Iberoamericana* (Mexico). GGC students will take intensive Spanish courses and participate in cultural activities that increase their understanding of Mexican customs and culture. IBERO students will participate in various extracurricular activities, including a visit to the National Center for Civil and Human Rights to get a glimpse of the fight for civil rights and freedom.
2. **Salem State University** (U.S.) with *Universidad de Guanajuato* (Mexico). Students from each university will participate in observations, hands-on teaching, reflective writing tied to coursework and evaluation, and seminars on education.
3. **State University of New York Broome Community College** (U.S.) with *Universidad de Celaya* (Mexico). Students will present their shared research to K-12 schools affiliated with Celaya. Celaya students will expand their understanding of academic English and local American heritage by visiting various cultural sites. Students from both institutions will prepare a presentation and small exhibit to highlight their stories.
4. **University of Alabama** (U.S.) with *Universidad de las Américas Puebla* (Mexico). This new study abroad program will increase awareness, knowledge, and critical engagement of a diverse population with issues faced by rural agricultural communities in the U.S. and Mexico. UA students will examine samples of indigenous-developed agricultural strategies of rural communities, while UDLAP students will focus on Pre-Hispanic agriculture and farming environments in Alabama.
5. **University of Arkansas** (U.S.) with *Universidad Popular Autónoma del Estado de Puebla* (Mexico). This program includes a short-term summer program for UPAEP students with service-learning components of community engagement.



6. **University of Illinois at Chicago** (U.S.) with *Instituto Nacional de Salud Pública* (Mexico). The goal is to increase the racial/ethnic and economic diversity of graduate public health students. Students in the program will be matched with a project site based on their interests and qualifications.
7. **University of New Mexico** (U.S.) with *Benemérita Universidad Autónoma de Puebla* (Mexico). This program will have three parts consisting of UNM students hosting BUAP students, a two-day gathering of strategic planning sessions, and BUAP students hosting UNM students for an intensive one-week, community project-based learning studio. Students will gain knowledge about indigenous planning, traditional ecology, sustainability, architecture, the built environment, and anthropological issues in indigenous places.
8. **University of Northern Iowa** (U.S.) with *Universidad Marista de Mérida-Yucatán* (Mexico). UNI students will enroll in an anthropology course, in addition to a Spanish course, and conduct research, followed by presentations. Marista students will enroll in a Culture and Intensive English Program at UNI, where they will participate in diverse activities in order to spark interest in learning about U.S. culture.



Competition #25: Brazil-U.S. Competition for Innovation & Technological Development
Supporter: U.S. Department of State and SENAI

1. **The Catholic University of America** (U.S.) with *Instituto SENAI de Inovação em Microeletrônica* (Brazil), *Universidade de São Paulo* (Brazil), *Universidade Federal do Amazonas* (Brazil), and *Instituto Federal do Amazonas* (Brazil). The multilateral partnership will create new exchange programs to train undergraduate and graduate students in manufacturing, electromechanical characterization, and research methodologies.
2. **Radford University** (U.S.) with *Instituto SENAI de Inovação para Tecnologia da Informação* (Brazil) and *Universidade Federal de Pernambuco* (Brazil). This program will aim to tackle demands from industrial partners to play as potential challenges to be addressed by students during the courses in the U.S. Brazilian students will take graduate classes at RU and gain hands-on experience working with corporate partners in the U.S. and Brazil.
3. **Radford University** (U.S.) with *Instituto SENAI de Inovação para Tecnologia da Informação* (Brazil) and *Universidade Federal de Pernambuco* (Brazil). This bi-directional program will facilitate an understanding of entrepreneurial opportunities through activities that will challenge students to develop a “Hack House” and provide entrepreneurship training to students to commercialize or pitch ideas on securing such devices to companies in Brazil.
4. **Stillman College** (U.S.) with *Instituto SENAI de Inovação em Química Verde* (Brazil). This program will create an interdisciplinary science entrepreneurship course for undergraduate students, culminating in a marketing plan for a promising solution to a global environmental problem. Student teams will learn how to transfer scientifically-sound projects to the business sector.
5. **Universidad Ana G. Méndez – Recinto de Gurabo** (U.S.) with *Instituto SENAI de Inovação em Química Verde* (Brazil). The goal of the program is to develop a sustainable exchange program focused on research mentoring, best practices, and education to increase the



pipeline of graduates ready to pursue a career in energy while exploring entrepreneurship as a career path. Activities will include a course in sustainable energy, a summer graduate research experience in Brazil, a summer business fellows' academy, and scientific exchange.



Competition #26: *The Nexo Global Innovation Fund Competition for Creative and Cultural Industries*
Supporters: COLCIENCIAS and U.S. Department of State

1. ***Corporación Universidad de Medellín*** (Colombia) with University of Oregon (U.S.). This project aims to involve participating students in inter-institutional research and creation processes linked to documentary film, with a focus on gender studies and social change. Activities developed in the project will culminate with the creation of a short documentary. Students will participate in seminars and enroll in courses focused on documentary, multimedia, and photojournalism production.
2. ***Fundación Universidad de Bogotá Jorge Tadeo Lozano*** (Colombia) with Arizona State University (U.S.). This program will conduct an international exchange program for students to advance and develop tools and research-creation skills that support the implementation of regional material cultures in Colombia as a way to emerge new creative cultural industries. Students from UTadeo will participate in a full-time internship at ASU to prepare them to connect speculative design techniques to their work on Autonomous Design in order to strengthen regional material cultures in post-conflict conditions, while ASU students will participate in a full-time practicum at UTadeo, where they will partake in field work in Cartagena and apply the Autonomous Design methodology with selected local indigenous communities.
3. ***Fundación Universidad del Norte*** (Colombia) with Purdue University (U.S.). The main goal of the program is to establish a symbiotic relation between writing labs at both institutions through the mobility of students interested in doing research in both creative and academic writing. Purdue students will participate in all planning and development of activities and materials for the Writing Center, and workshops that comprise all the disciplinary knowledge. UniNorte students will take part in tutoring sessions as interns in the writing lab, be part of the training sessions, update seminars for Purdue Writing Lab tutors, and gather information on the writing process for their research.
4. ***Fundación Universitaria del Área Andina*** (Colombia) with *Universidad Interamericana de Puerto Rico* (U.S.) and *Fundación Universidad de Bogotá Jorge Tadeo Lozano* (Colombia). This program will focus on audiovisual production and cultural diversity. Puerto Rican students will work with communities in Bogotá and evaluate the impact of film clubs as a tool for social cohesion. Colombian students will partake in a research-creation internship, where they will study the link between creative and cultural activities and social problems. As part of the program, students will create an audiovisual product that will be presented to communities in both Colombia and Puerto Rico as a way to recognize cultural diversity and to impact social reconstruction.
5. **Purdue University** (U.S.) with *Universidad de Antioquia* (Colombia) and *Instituto Tecnológico Metropolitano* (Colombia). In "Open Estudio," students will be introduced to a course in 3D animation and programming graphics to develop interactive and context-



based projects, and will partake in projects reflecting course topics, leading to an exhibit of the resulting projects at the Cultural Center of the Universidad de Antioquia. Colombian students from both UdeA and ITM will be working on a four-month practicum at Purdue where they will conduct research on creative technology development and display their projects at Purdue University as a final exhibit.

6. **Purdue University** (U.S.) with *Universidad de Caldas* (Colombia). This program will target students from various backgrounds, such as dance, music, and theatre. It will provide both a cross-cultural learning experience and a unique opportunity to engage in an intercultural practicum. Activities for this program will center around the design, coordination, and implementation of the final product. Students will coordinate to design and produce theatre work, will develop a promotional plan, and use department resources for the final production.
7. **Stockton University** (U.S.) with *Universidad del Rosario* (Colombia). This student mobility initiative is an interdisciplinary curriculum that combines service learning, community-based research, and creative-research strategies. Students will be expected to identify local, national, and transnational implications of human migration as a global megatrend, and to expand their understanding of and empathy for various populations. The internship program will require students to interact through online platforms as well as in visiting scholars' lectures, workshops, and field trips in the U.S. and Colombia. The concept of "museumization", the process by which origins are historicized to installation art or are examined through its aesthetics and functions as a museum and an archive, will also be investigated.
8. **Universidad Católica de Manizales** (Colombia) with DePaul University (U.S.). This project will impact 8-to-13-year-old children through an educational digital game to teach, prevent, and control the cyberbullying phenomenon and to help decrease its prevalence during adolescence. Students from both institutions will work together to design the game and also create an assessment mechanism that can be applied in schools in Manizales to measure its impact on children. The digital game will be executed as a literacy tool to provide children with a fun way to learn about cyberbullying.
9. **Universidad de la Sabana** (Colombia) with Purdue University (U.S.). This project is a collaboration to facilitate institutional partnerships and innovation in the creative industries. Students will engage in workshops, training, and an internship focused on skill and knowledge development in areas of customer requirements, viral media techniques, social media analytics, user-centric design thinking and audience psychographics. This project will also engage the academic community through experiential learning opportunities, the generation of real-life creative products between urban Colombian populations and coffee-farmers experiencing climate change, and a research seminar and scholarly publication.
10. **Universidad de los Andes** (Colombia) with University of California, Santa Cruz (U.S.) and Purdue University (U.S.). This program will establish an international research internship exchange program for students interested in the creative use of new information and communication technologies. The program will focus on Data Visualization and Digital Fabrication and provide a unique opportunity for the institutions to share the state of research and results through professors and student interactions. UCSC and Purdue



students will spend one month of the summer working at the UniAndes School of Architecture and Design, while Colombian students will spend four months working at the Shape Lab at Purdue.

11. **Universidad Ean** (Colombia) with University of Texas at San Antonio (U.S.). This partnership will build student and institutional capacity for enhancing cultural and creative industries and its social impact. Students will collaborate to develop a matrix of variables, and then map out San Antonio and Bogotá's cultural and creative industries ecosystem through field research and data collection. EAN students will conduct research in the various sectors of cultural activities to identify the processes and value chains to analyze the territorial influence in San Antonio. UTSA students will explore the challenges and opportunities for entrepreneurship in the creative industries, while also developing a deeper understanding of Colombian culture, history, and sociopolitical change.
12. **Universidad Industrial de Santander** (Colombia) with University of Missouri-Kansas City (U.S.). The goal of this program is for students to learn the fundamentals and acquire the skills needed to design and develop Augmented Reality and Virtual Reality applications, and to implement interactive products. Students will attend a seminar and take part in a research-creation practicum where they will be assigned to facilitate the technological transfer to other student research groups.
13. **Universidad Santiago de Cali** (Colombia) with Virginia Commonwealth University (U.S.). This program seeks to increase the participation of students in scholarly activities that address research, innovation, language and cultural immersion. USC and VCU students will partake in an inventive Media Studies program to bring to life the vibrant cultural settings in their respective communities to readers around the world. The proposed program will expand on these topics through virtual student collaborations, generating/creating inputs, and learning diverse forms of system communications to raise the visibility of the culture and art scenes of each city. Students will also have the opportunity to improve their Spanish or English through language enhancement activities.



Competition #27: 2019 Innovation Fund Competition for U.S.-Guatemala, Honduras, and El Salvador Higher Education Partnerships

Supporter: Cementos Progreso and U.S. Department of State

1. **Escuela Agrícola Panamericana Zamorano** (Honduras) with Cornell University (U.S.). This partnership will provide students with a deeper understanding of the causes of agricultural non-point pollution in drinking water sources in Central America. Students will meet with Honduran farmers in communities that provide drinking water, conduct site visits, and perform water sample analyses to test for the presence of pesticides and other pollutants. Student participants will use the knowledge gained through the program to present prevention and treatment alternatives to farmers and carry out trainings on best management practices and watershed management.
2. **Illinois State University** (U.S.) with **Universidad Rafael Landívar** (Guatemala). This partnership will create a faculty and student exchange program that will add a global



dimension in the area of environmental justice to the legal and criminal studies programs at both universities. While at URL, ISU students and faculty will visit important Guatemalan legal institutions, observe mock trials regarding environmental legal conflict, and participate in laboratories. While visiting ISU, URL students and faculty will have the opportunity to participate in workshops, course observations, and field visits to organizations working on environmental justice.

3. **Northampton Community College** (U.S.) with *Escuela Especializada en Ingeniería ITCA Fepade* (El Salvador). The NCC—ITCA Global Challenge Initiative connects students from Northampton Community College (NCC) and the Escuela Especializada en Ingeniería ITCA Fepade (ITCA) in a collaborative, challenge-based program that combines in-class virtual exchanges with in-country teambuilding, public presentations, and curriculum-driven cultural immersion. The initiative will develop a hybrid challenge-based exchange module that can integrate with existing NCC courses, piloting the new module simultaneously in one NCC and one ITCA course, and presenting the selected challenge and solution to an international audience.
4. **Oakland University** (U.S.) with *Universidad de San Carlos de Guatemala* (Guatemala). This partnership aims to create programs that allow students to pursue research in freshwater ecology and the effect of human activity on the health of ecosystems in Guatemala and the United States. Students from both institutions will perform fieldwork, directed research, learn about the role of freshwater resources in the environment, and gain understanding of the many environmental threats these habitats face. Students will also collaborate with indigenous individuals and communities to learn about their approaches to addressing climate change. The program aims to contribute to the development of public education and scientific networks in the two countries.
5. **Universidad del Valle de Guatemala** (Guatemala) with Vanderbilt University (U.S.). This program will provide the opportunity to build competencies and use design thinking to address real environmental and sustainability challenges in Guatemala to a group of multidisciplinary students from the Universidad del Valle de Guatemala (UVG) and Vanderbilt University (VU). Students from UVG will visit San Cristobal El Alto in Guatemala to produce a map of need regarding waste management, water sanitation, and energy. UVG and VU students will use the information gathered during their field research to co-develop intervention approaches, which they will present to the community of San Cristobal El Alto.
6. **Universidad Interamericana de Puerto Rico, Aguadilla** (U.S.) with *Universidad Mariano Gálvez de Guatemala* (Guatemala). The Future Social Workers Connect Through Global Action Program is a student and faculty exchange opportunity that aims to reduce vulnerability due to climate change and increase psycho-emotional resilience among communities impacted by natural disasters. Students pursuing social work from the Universidad Inter Americana de Puerto Rico, Aguadilla and the Universidad Mariano Gálvez de Guatemala will have the opportunity to engage in cooperative learning, comparative study, and social work practice as it relates to climate change adaptation and resilience. This will result in a student-led action project and symposium with the communities impacted by Hurricane Maria in Puerto Rico and the Fuego Volcano eruption in Guatemala.
7. **University of California, Riverside** (U.S.) with *Universidad Tecnológica de Honduras* (Honduras). This collaboration focuses on applied concepts and cutting-edge practices



within the environmental studies and sustainability fields. Participants will explore key concepts, challenges, and innovations in natural resource management, specifically as they apply to the water treatment industry in the United States. The program will include units on air pollution monitoring and developing sustainable natural resource policies. Participants will gain a greater understanding of key technologies, innovations, and practices to ensure the safe and sustainable use of natural resources for entire communities.

8. **University of Vermont (U.S.)** with *Universidad de San Carlos de Guatemala* (Guatemala). The Americas for Forest and EcoHealth (A4FEH) is a partnership that will provide students from both universities experiences to address the real-world problem of forest restoration, build technical and linguistic skills, and engage in cross-institution, international teamwork. Students from USAC will work with faculty and student mentors from UVM and students from UVM will collaborate with service-learning partners in Guatemala to address the intersection of human and forest ecosystem health and take a course on reforestation and epidemiology.

Learn more: www.100kStrongAmericas.org

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