

## APPENDIX

### 2007 TIES Conference Report

I.  
EXPLORING NEW LEVELS OF ENGAGEMENT  
Plenary Speech  
Ambassador Ronald D. Godard

#### INTRODUCTION

As someone who has yearned for a return to university life since the day I graduated and was kicked me off the campus of the University of Texas, I am delighted to be with this distinguished group of academics. I knew I was going to be with a classy group, but yesterday during our tour of that wonderful greenhouse agriculture project of the Universidad Autonoma de Queretaro and the University of West Virginia, I saw at first hand what great work you are doing. I had wanted to be an academic. My original career goal was to become a history professor. That did not work out, but the history degree helped me pass the Foreign Service exam and here I am. In my early assignments overseas, I continued interested in academia but did not have much contact with local universities. In those days, most university campuses in Latin America were pretty much “off limits” for U.S. diplomats. But in Panama, my first assignment, although I did not get to see them in their natural habitat, I was certainly exposed to the views of university students. Large groups of them came regularly after classes on Friday afternoons to regale us imperialists and to throw rocks at the Embassy. Of course, that was back during the Vietnam War, when it was not really safe for me to wander onto university campuses in the United States.

These days, the coast is considered clear, and indeed, for many years, the Department of State has regularly assigned senior diplomats to U.S. university campuses as Diplomats in Residence. I was fortunate enough to pull one of those assignments and live out my fantasy of becoming a professor. At the University of Illinois at Chicago I got educated on the important role a modern University plays in international development. Indeed, that is where I came across my first real university partnership. Folks at UIC

were very proud of the pioneering efforts of their famous Jane Addams College of Social Work at Addis Ababa University. That four-year partnership established Ethiopia's graduate program in social work, first a master's and then last year a Doctorate Degree. It has given Ethiopia an institution that produces highly qualified social workers for their fight to reduce poverty and improve child welfare. Talk about a great and enduring contribution to U.S. relations with Ethiopia.

I learned long ago that most of the core work of American diplomacy -- improving our relations with other countries -- is not done by the State Department. It is actually the many people-to-people programs that do the lasting, grass roots job of building international understanding. We encourage them at State and our friends in USAID fund as many as they can, but most of these exchanges occur without reference to government. And in this age of globalization, they are incredibly varied—civic organizations, faith-based groups, human rights groups, private companies, and yes, universities.

#### MY PIPE DREAM

Ironically, about the time TIES was being launched, during my last overseas assignment, a university partnership was one of my most cherished pipe dreams. There is still a bit of the Peace Corps Volunteer in me. And during my assignment as U.S. Ambassador to Guyana, I was obsessed with finding new avenues for promoting the economic growth and improving the living standard in that desperately poor country. One dream project of mine was partnering the University of Guyana with a Brazilian institution. I had it all picked out having discovered while visiting the bordering Brazilian State of Roraima that its capital city, Boa Vista, had a well-appointed Federal university with a beautiful new campus and an impressive curriculum. Roraima is one of the smallest, most isolated states in Brazil. Its population and size is roughly equivalent to that of Guyana. An all-weather road then under construction promised to greatly increase commercial traffic between Georgetown, the capital and port city of Guyana, and land-locked Boa Vista. Geography seemed to make them natural development partners. Why I asked myself wasn't there more cross border collaboration? More specifically why was

there no active exchange program between the University of Roraima and the University of Guyana? Why weren't they teaching Portuguese at the University of Guyana to facilitate such exchanges? A university partnership made so much sense. As I dreamed, I even worked out details for such a partnership. It would include internships for the exchange students so they could be detailed to their partner university's local Chambers of Commerce and Chambers of Industry. They would come back home full of new ideas on trade and investment opportunities.

Sadly, I did not get anywhere with my idea. The time was not right. To start with, it was (to say the least) odd for a U.S. Ambassador to be pushing a bilateral arrangement between two other nations. I am afraid my friend the Brazilian Ambassador found me to be a bit of a meddler. To be fair, he had other problems, including hundreds of illegal Brazilian miners encroaching on Guyanese territory. The Georgetown-Boa Vista road itself was expensive and controversial for environmental reasons. Besides, many Guyanese were cautious about Brazil, the continent's super-power, becoming too much of an influence in their small country. And finally, although the folks in Roraima seemed raring to go, the University of Guyana with its many institutional problems simply was not ready at that time for such a project. But wouldn't it have been great if there had been a university partnership to help both countries work through the issues dividing them, exploring synergies between the two economies and building the trust necessary for cross border development.

#### UNIVERSITIES AS AGENTS OF DEVELOPMENT

Eventually, I am sure a Roraima-Guyana university partnership will happen. The forces of globalization are moving in that direction. But it may not move as fast as I would hope. Globalization itself has become a controversial process, especially in developing countries. In recent years, we are seeing resistance to what had seemed an overwhelming tidal wave of change.

As I was preparing for this Conference, I read an essay by Rawi Abdelal from Harvard Business School and Adam Segal from the Council on Foreign Relations in

Foreign Affairs. They believe the institutional foundations of globalization—the liberalization of economies – have weakened. They find that politicians and their constituents have grown increasingly nervous about letting capital, goods and people move freely across their borders. I spent most of my diplomatic career advocating free trade. I hope for all our sakes that the U.S. and Mexico will continue to provide global leadership in breaking down trade barriers. But given the current mood of the public—and the polls repeatedly show that globalization is unpopular by big majorities in developing countries--policy makers will need to make extra efforts to ensure that the promised benefits of globalization materialize and are distributed more equitably.

The good news for the people in this room is that globalization and internationalization are not necessarily the same thing. Internationalization—the exchanges across borders—can and will continue and will undoubtedly accelerate as technology advances. Even globalization skeptics like Abdelal and Segal argue that the technological revolution that drives the current wave of globalization will continue. Communication will become still cheaper and easier, allowing corporations to spread their operations around the planet, and companies will exploit scientific talent in other countries to spark a new wave of technological innovation.

That is where university partnerships come in and in a big way. You are the folks who can actually deliver the promised benefits of globalization. Universities have a unique capacity for assembling the multi-disciplinary expertise necessary to address modern development issues.

Before I go on, let me interject one word of caution, to be most effective, the university partnership will need to remain a dynamic, independent player. There is always pressure from local governments to channel such programs through them. Doing so, I am afraid, would defeat one of the principal objectives of university partnerships which is to build up the universities' capacity to play a significant role in contributing to development. When universities have that independent capacity they also make attractive

partners for the private sector which is often leery of government controlled technology exchanges.

## WORKING WITH THE PRIVATE SECTOR

When the issue of a program's sustainability comes up, you often hear the default suggestion that you should try to enlist the support of the private sector. At the same time, as we all know, the academic/private sector relationship can be problematic. It is a cliché that academics are not comfortable with business's emphasis on the bottom line. (Although I think that is dated, I am sure we all have known entrepreneurial-minded professors who could easily compete with Donald Trump.) In this day and age, I think universities and the private sector can be natural partners--and it is a two way street. While you need the resources of the private sector to finance your technology exchanges and development and research programs, the private sector, needs you for your expertise in a whole galaxy of disciplines. And multidisciplinary research seems to be the way to go these days. The President of Johns Hopkins University, which has a strong commitment to research, says that the frontiers of research, whether in the sciences, engineering, or the humanities, are increasingly those places where teams of experts from multiple disciplines work together.

I have been focusing here on research, but interdisciplinary approaches seem to be one of the real strengths of the TIES program for addressing the full range of development issues. TIES universities are particularly well positioned in this regard, since working with partner universities facilitates pooling your resources to assemble multidisciplinary expertise.

Indeed, last week an Op-Ed piece in the Washington Post proclaimed one of your partnership universities, Arizona State, as the leading standard bearer of the interdisciplinary approach.

Beyond research, Universities also provide the private sector with employees trained in the technologies they need to compete. A good university nearby is one of the

most attractive factors for businesses selecting a new location. To stay on top of technological advances, it has become a given that a good university must have international contacts. Already, your international impact is tremendous. It is no surprise to anyone in this room that already in the U.S. about a third of all graduate students in science and engineering schools and that more than half of all post-doctoral students are foreign nationals. Every indication is that this trend will continue.

## TAKING THIS SHOW ON THE ROAD

So where do you go from here. From what I have seen, the TIES initiative has consolidated a powerful new paradigm for facilitating the internationalization of technological advances. Your success has been impressive. The vision of our Presidents in creating the Partnership for Prosperity has certainly paid off on both sides of the border. Undoubtedly, there is still more work for TIES to do in promoting university linkages in the U.S. and Mexico, but after nearly six years of success in forging partnerships, you would do well to look beyond the U.S.-Mexican relationship. Indeed, one of the declared objectives of this conference is to explore how to promote the TIES model in the region.

You have much to share with other countries. The methodology you have developed can be extremely helpful for forging strategic alliances to seek solutions to development problems in other parts of this Hemisphere. Using the TIES methodology, U.S. and Mexican universities, working together or separately, could with their know-how not only expand your own bilateral university partnerships but also provide the essential technical advice for forging new partnerships among the other thirty-three American republics. Universities have great credibility with each other. On one level, you can share experiences about your dealings with stupid bureaucracies and slow students, but on another level, you share an enthusiasm for new ideas and high aspirations for mankind. Beyond that in the TIES program you have special credentials in having successfully bridged cultural and political differences. Historically, Lord knows, the U.S.-Mexican relationship has not been without its problems. The fact that you have

successfully overcome these differences and moved on to address compelling contemporary development concerns greatly enhances your authority with your counterparts in other countries as advocates of cross border university partnerships.

#### SUPPORT BY INTERNATIONAL FINANCIAL INSTITUTIONS

As you consider university partnerships in the rest of the Americas, I think you will find other international financial institutions interested in your work especially for projects in the more underdeveloped countries. Most recently I have been working with our U.S. Mission to the United Nations. If the TIES approach is taken beyond the U.S.-Mexican relationship, there should be real possibilities for support from the U.N. Development Fund for this kind of project. UNDP has done a good deal of work on regional development programs. The primary UN mandate, of course is to combat extreme poverty and promote peace. Insofar as cross border University partnerships address the most pressing needs of developing nations especially in conflictive or potentially conflictive areas they are a natural adjunct to the U.N. repertoire of development programs. The World Bank had also done some interesting work on regional development and has been active in supporting the development of universities.

#### TIES PROGRAMS AS CONFIDENCE BUILDING MECHANISM

Regional projects are especially appealing to international organizations because, the personal contacts made in cross border people-to-people programs are the foundation of trust that builds peace among nations. The conditions for a negotiated settlement of the world's tough international disputes can come only after common interests and a certain level of trust had developed between the parties. University partnerships can play a key role in building such bridges between nations.

The Organization of American States is another international player with some funding and a clear mandate for promoting peace and encouraging the development of its member states. Western Hemisphere developing countries are ready for and need cross

border development projects. The Inter-American Development Bank (IDB or BID in Spanish) in turn is a major player in financing development projects in many of the smaller developing countries of this Hemisphere. The IDB has done some work with universities, but so far as I can determine universities are not a yet a major area of emphasis in the IDB development strategy. Hopefully, that will change.

The OAS and the IDB should be interested in university partnerships as peace building measures. Although peace reigns at present, there are still several outstanding territorial disputes in this Hemisphere. For the eventual settlement of these disputes, cross border partnerships of institutions of higher learning to promote regional development has great potential as confidence building measures. Creating the atmosphere for peaceful settlement of border conflicts is especially important on the Belize-Guatemala and the Chile-Bolivia borders. For the latter, I would think the experience of the Northern Arizona University and the Universidad de Sonora and Arizona State and the Insituto Tecnologico de Sonora partnerships on development in dessert ecosystems could be very helpful. The Venezuela-Guyana, Suriname-Guyana, Costa Rica-Nicaragua and Nicaragua-Honduras territorial disputes may also profit from having their respective universities jointly explore areas for common action to promote mutual development. The OAS actively encourages confidence building measures in the region. For many of these territorial disputes, the experience acquired by the TIES program universities in water resource management would be directly applicable. The tri-border area of Brazil-Paraguay-Argentina, although not the object of territorial disputes, is another area where greater collaboration by the institutions of higher learning could benefit local development.

## BUSINESS INCUBATORS

Job creation is, of course, the central development goal of strategies for growth throughout the region. I was interested in the progress made by the Universidad de Guadalajara and the University of Texas at San Antonio in establishing Small Business Development Centers. At the University of Illinois at Chicago I was exposed to a business development model with a strong research component that may offer some

potential for TIES partnerships. UIC is an urban research university and has the largest medical campus in the nation. In that vast complex is the Chicago Technology Park which serves as a business incubator for new enterprises to develop new products for existing companies or create new companies to manufacture or distribute the newly discovered processes or products. The companies in gestation at the Technology Park are mostly biotech firms. Numerous companies have been graduated into the local economy.

It occurs to me that this model for biotech development would be attractive for several tropical countries in this hemisphere. For example, Guyana's hinterland is largely pristine rain forests. The biodiversity of those vast forests offer limitless possibilities for pharmacological research. The Guyanese and other countries are sensitive about the prospect of their patrimony being taken from them by transient scientists or pharmaceutical companies. A partnership university arrangement would be ideal for exploiting this promising field with potentially major development benefits in the training of local scientists and in job creation. With the active market for new pharmaceutical products, it is also an arrangement that the private sector would find appealing. Other areas of research structured on this business incubator model may be able to attract private sector support.

## REMITTANCES

It is no secret that the phenomenon of remittances can also be a significant source of funding for both individual and institutional education exchanges. Small and medium enterprises (SMEs) are also often financed by remittances, especially in the agricultural sector. The trick is finding the right alliance of expatriate support for specific projects. Remittances have become a significant factor in the economies of many countries in Latin America and the Caribbean and their potential impact on development has been closely studied by the international financial institutions. Guyana, for instance, has a huge expatriate population in the U.S. and Canada. I found that their remittances in any given year were equal about half of the national budget. When I was the U.S. Ambassador there I got USAID to do a study of Guyanese remittances and how they might be channeled into development projects. I also made a special trip to New York to

establish contact with leaders of the huge expatriate community to explore the possibilities. As I educated myself about remittances, I discovered that the Home Town Associations of Mexican immigrants have attracted a lot of attention in development circles because of their impressive achievements in contributing to improvements in their former communities – bridges, schools, hospitals, you name it. Remittances often finance scholarships for family members either in the country of origin or at foreign institutions of higher learning. Among the Home Town Associations, which run the gambit of civic and professional organizations, are potential donors to University partnerships, at the very least for student exchanges. In the case of the larger HTA's, especially those interested in the development of specific regions, they could help finance more general program support. Non-governmental organizations and the international financial institutions have done a good deal of work in identifying and preparing directories of the HTA's in different countries.

#### OTHER AREAS FOR TIES EXPANSION

To finish up my suggestions for possible new areas of TIES partnerships, let me say that I was impressed by what I read about the work of the partnerships on HIV/AIDS undertaken by universities in the State of California and their Mexican counterparts. Much of my effort as Ambassador in Guyana, which had one of the highest rates of HIV/AIDS infection in the region, was in that field. I would love to see your model of collaboration in fighting HIV/AIDS, a disease that knows no borders, tried in other parts of the region. It is work that must be done, if we are to contain the HIV/AIDS pandemic, and there are many borders in this Hemisphere where such cross border collaboration is desperately needed. The Pan American Health Organization (PAHO), the regional arm of the World Health Organization, has shown particular interest in projects in this area.

Finally, another area where I see tremendous scope for the TIES model is the work of university partnerships that have addressed the needs of indigenous peoples—fully ten percent of the region's population. I was excited to note that the Universidad de Chihuahua and New Mexico State University have specialized in addressing development issues facing rural areas with largely indigenous inhabitants. The indigenous of Latin

America and the Caribbean are coming into their own. The time is ripe for the region's institutions of higher education to respond to their special needs. The Inter-American Development Bank has made this one of its areas for increased development attention

#### GENERATING SUPPORT FOR A UNIVERSITY PARTNERSHIP

As you set out to spread the TIES partnership model, you may find it necessary to do some preliminary work on educating a community's leadership on the opportunities that international exchanges offer for development. While I was a Diplomat in Residence, another professor and I developed and taught an honors seminar combining diplomatic and academic assets to inform participants on how their university was taking advantage of global opportunities. With anti-globalization feeling so widespread, something similar might be helpful in building community support for a university partnership.

Our objective for the seminar at UIC was to give students an appreciation for Chicago's place in the world. To accomplish that, we organized the seminar around presentations by guest diplomats drawn from Chicago's Consular Corps.

- For our session on migration we had a Mexican Consul whose Consulate General serves a huge Mexican national population (legal and undocumented) in Chicago. We also invited a guest professor from the Sociology Department who lectured on how Chicago's traditional ethnic neighborhoods are being transformed by recent migration trends. The students explored the social implications of the massive growth the city's Hispanic population.
- For the session on free trade, we had Canada's Deputy Consul General and Senior Trade Commissioner who among other things spoke about the tenth anniversary of NAFTA. This senior diplomat's presentation on the U.S.-Canadian trade relationship could not have been more topical. For the Midwest, the subject of free trade was becoming a central issue of the presidential political debate.

- For the session on international health, our guest diplomat was the Consul General of Ukraine. His presentation showcased one of Chicago's older ethnic communities and the Ukrainian government's efforts to encourage ties to the old country. He also spoke of the Chernobyl disaster. UIC has an impressive program for assisting Ukraine with the medical problems growing out of the Chernobyl disaster. Following up on the Consul General's remarks was a presentation by the professor from the School of Public Health who was the coordinator for UIC's Chernobyl projects.

Each of the topics in our seminar served to highlight how the university was engaged on the international scene. A similar forum established to showcase local opportunities for international development could build momentum for new university partnerships.

## CONCLUSION

Providing the perspective of a 40-year veteran diplomat and a one-tour diplomat/university professor, I have tried to offer some thoughts on where you might go from here to explore new levels of engagement in the TIES program. In my view, you have really got something here, and it has much to offer other countries in the hemisphere. I sincerely hope that you will take this show on the road.

I would like to close on a personal note. One week ago to the day, I was sitting in a hospital waiting room in Richmond, Virginia tinkering with my draft of these remarks while awaiting the birth of son's first child. My thoughts naturally turned to what the future would hold for this baby. Sometimes I get a little despondent about the global state of affairs. But as I looked back over my notes, and thought about the wonderful things you have accomplished in your university partnerships to make this a better world, I felt very good about her future. On behalf of the children of my grand daughter's generation, thank you, and for their sake, please keep up the good work.

## II.

“United States-Mexico Strengthening TIES: Expanding the Impacts”

Opening Speech

Christine Morfit

Thank you, Mr. Garner. Good morning Ambassador Godard, rectors, presidents, Mr. Hewitt. Ladies and gentlemen, I would like to welcome you all to the 2007 TIES conference on behalf of Higher Education for Development.

I want to start by thanking the rector and students of the University Autonoma de Queretaro for their wonderful hospitality and entertainment last evening at the Palacio Conin. It is always a great pleasure to be in Mexico, and this is a truly special occasion when we have over 100 universities represented here in Queretaro.

I would like to thank the USAID mission director, Rodger Garner, former mission directors Paul White and Edward Kadunc, program officer Nora Pinzon, for the opportunity HED has had to work with USAID Mexico over the past five years through the American Council on Education, the association that represents the presidents of all the universities and colleges in the United States.

This meeting marks the fifth year of our work with the USAID Mission in Mexico and we are very fortunate in being able to meet in such a beautiful setting to examine the impact of the TIES partnerships and to discuss future impacts as a result of new forms of collaboration. I want to thank Mr. Garner for his presentation sharing the Mission’s new strategy. Through our wonderful partnerships we are addressing many of these key goals.

The meeting comes at a very propitious time. Five years ago, I do not think we could have spoken quite so confidently of the contribution of higher education to national development. But now, thanks to programs such as TIES and increasing recognition that, after decades of emphasis on primary and secondary education, there is a need to focus on the demand for post-secondary and higher education, we can say this.

To quote from a paper by William Saint of the World Bank, higher education strengthens the entire education sector through training and retraining of teachers, school principals and administrators. We have evidence that the TIES program has strengthened the technical skills of teachers in indigenous schools in Jalisco, for example.

Higher education makes direct contributions to economic growth as it influences a nation’s productivity and international competitiveness. The TIES program has this as a main objective. By training a qualified and adaptable labor force, by assisting a nation to access and generate new knowledge, and by adapting global knowledge for local use, higher education helps determine living standards—which is a TIES objective.

Higher education builds social capital and expands opportunities for employability and income and social mobility, helping to reduce poverty. The TIES program provides evidence of this.

Higher education “fosters relevant capacities in research, applied technology and community service that are essential for improving levels of welfare for poor families, particularly women and children.” Again, the TIES program provides evidence of this.

As you know, the United States Agency for International Development (USAID) has had a lengthy engagement with higher education and on the journey to Mexico. I was reading a report on university partnerships in Latin America that was exactly 50 years old. Strange to say, many of the points raised by the authors seemed pertinent to the discussions that we expect to have over the course of the next two and a half days. They pointed out that when different kinds of institutions come together to engage in different kinds of collaborative projects, with different subject matter, there are common elements that can be described and analyzed that prove useful for reflection and learning.

The authors of the study pointed out that programs involving technical support reflect the diplomatic and political relations between two countries. We all know that the TIES program began with a meeting between two presidents, the President of the United States and the President of Mexico, and that it was designed to leave a legacy of ‘a greatly strengthened U.S.-Mexico relationship at the national, state and local levels involving higher and other education institutions, government agencies, NGO’s and civil society, communities and individual citizens of both countries.’ Recently President Bush met with some of the returned TIES scholarship students who told him of their very positive experience in the United States.

What was true 50 years ago is all the more true today with the introduction of new technologies and the increasing complexity of international relations.

TIES partnership programs provide evidence of the impact on institutions in both Mexico and in the United States. All partnerships or projects are initiated by some individual or group, and in the planning stage they involve selection of a U.S. university and a host country institution, and of personnel. Many decisions have to be made in the process including the nature of the relationship between the project personnel and the institutions for whom they work, the size and nature of the target group, the recipient of project activities and innovations, and the level at which to operate.

Both basic and applied research programs involve decisions on the nature of the research and how it should be disseminated. Exchanges and internships involve issues of selection and the follow up care of individuals or groups. Decisions also have to be made on sources of funds, on the contributions by each group and the purposes for which the funds are to be expended.

So many decisions in so little time when responding to an RFA from HED. All these decisions have importance, of course, for project outcomes and impact, but outcomes and

impact may be affected by extraneous circumstances often referred to euphemistically as “challenges.”

We at HED have seen impressive results of TIES partnerships over the past year. The 55 current partnerships reported approximately 2,580 beneficiaries; that is, people affected in some way through exchanges, scholarships, seminars and other non-degree training as well as through degree programs at the master’s level. This human capacity building has been supported by improvements in institutional capacity. New programs have been initiated, revisions have been made to courses, and new teaching methods have been introduced. Partnerships imply benefits to both sides and U.S. partners report increased international awareness on campus, and increased opportunities for faculty research and student involvement in partnership activities.

TIES partnerships have a particularly broad mandate of “helping the U.S. and Mexico address shared concerns in the development agenda.” It is hardly surprising, then, that these higher education partnerships provide a rich source of material for description and analysis.

This meeting has as its overall goal an even greater interaction among current partners leading to new forms of collaboration, further expansion of effective partnership models, and expanded access to resources. This is a very tall order, but based on evidence to date of the tremendous achievements that have been made, I am confident that this goal will be met.

I wish you every success in your deliberations. Thank you.