

Sustaining Educational Partnerships: A Case Study of Programs between Mexico and the U.S. and Recommended Macro and Micro Campus Internationalization Strategies

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Abstract

The value of international partnerships between educational institutions and between educational institutions and other institutions is clear. Often, however, the challenges facing planners are daunting, including institutional impediments, language barriers, and cultural differences. Different individuals and groups play essential roles in overcoming these challenges. These roles include: idea champions, administrators and faculty, and beneficiaries of the partnerships. This paper illustrates and describes these roles as they exist in the international program at the State University of New York at Potsdam. Guidelines for those who serve in each role are drawn from published campus documents, student experiences, and other educational and research partnerships. These principles can be applied to educational partnerships between Mexico, the U.S., and other nations.

Resumen:

La importancia de sociedades internacionales entre instituciones educativas y entre instituciones educativas y otras instituciones es clara. No obstante, frecuentemente los retos que enfrentan los planificadores son innumerables, como lo son los obstáculos institucionales, las barreras del idioma y las diferencias culturales. Diferentes personas y grupos juegan un rol vital para enfrentar estos obstáculos. Estos roles incluyen: ser campeones de ideas, ser administradores, ser profesores y ser beneficiarios de la sociedad. Este artículo ilustra y describe estos roles que existen dentro de un programa internacional en la Universidad Estatal de Nueva Cork en Potsdam.

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Los principios que reglamentan las funciones que estas personas tienen son tomados de los documentos publicados en esta universidad, de las experiencias de los estudiantes y de otras sociedades educativas y de investigación. Estos principios pueden ser aplicados para sociedades educativas entre México y los Estados Unidos, y para otros países.

Key words/Palabras clave

Partnerships, sustaining, challenges, universities, case study
Sociedad, sostenible, retos, universidades, estudios de caso

The value of educational partnerships between universities from different countries is undoubtedly beneficial to students, faculty, and the communities where the universities are located. Even though there is support for initiating partnerships, there are challenges faced by those involved in sustaining the partnerships. Key campus actors and constituents play different roles. First, there are the idea champions who look for opportunities to form partnerships. They are entrepreneurs who work within the context of higher education. Second, there are the administrators and faculty who work with the minutiae of maintaining the partnerships. And third, there are beneficiaries of the international educational partnerships that include the faculty, the students, and the communities.

The partnerships need to be viewed from a macro perspective as well as a micro perspective. The macro perspective is the view of the partnership from the eyes of the institution's top administrators as found in formal documents ranging from the university's mission statements, campus strategies, college goals and objectives, and speeches made by top officials regarding their intent about internationalizing the campus. The micro perspective is the view from the faculty, staff members, students, and community residents who are directly and intimately involved in forming linkages at conferences and meetings, and forming a social and professional network of those who share the common idea of offering internationalization opportunities to their students and academic colleagues. In addition to the faculty and staff are the support personnel who are in direct contact with the international students and faculty involved in international programs and initiatives. They are the face of the institution to the individuals participating from various institutional partners worldwide.

This paper presents a case study of internationalization at the State University of New York at Potsdam. Published campus documents will be reviewed, student opportunities to study abroad in Mexico will be explained, other types of educational partnerships will be presented, and a set of recommendations, both from a macro and micro perspective, will be provided to serve as guidelines for greater future success in sustaining educational partnerships among Mexico, the U.S., and other nations.

The value of international educational partnerships between universities is undoubtedly beneficial to students, faculty, and the communities where the universities are located. The State University of New York (SUNY) at Potsdam has had a commitment to campus internationalization for many years. The campus, founded in 1816, is a small liberal arts college in northern New York that is part of a 64-campus statewide higher education system with more than 420,000 students enrolled of which about 17,000 are international students. The Potsdam campus has about 4,000 students and about 300 international students who come from various countries such as Mexico, Canada, England, China, Japan, and Germany.

Internationalization has been a part of the campus available to faculty and students for many years. Recently, a new president joined the campus and in his inaugural breakfast opening remarks to faculty, he emphasized the value of internationalization. SUNY Potsdam President John Schwaller, pointed out that campus internationalization adds to the campus' distinctiveness:

In addition to the issues raised in the plan developed by the Leadership Council and representatives of the Faculty Senate, there is one further area that in my capacity as President, I would like to suggest. SUNY Potsdam is poised to become a leader in higher education in New York and, I would posit, in the nation. One area where I believe we can make great strides and which will enhance our students' education immensely is in the area of internationalization (Schwaller, 2006).

Dr. Schwaller has had a long interest in internationalization. He is a nationally recognized scholar of early colonial Latin America, and of Nahuatl and the Nahua - the Aztec language and people. His teaching experience began when he was a graduate student and taught Spanish, followed by professorship in history and Spanish. He has advanced degrees in Spanish and history. He also was a Fulbright scholar in Spain.

SUNY Potsdam's president is not alone in placing value on campus internationalization in higher education. More than 100 heads of higher education institutions attended a summit in Washington D.C. in January 2006. In anticipation of the U.S. University President's Summit that focused on international education, several university presidents were quoted, such as President Mary Sue Coleman from the University of Michigan:

International education has never been more vital for our students and for our country. I welcome this deliberate effort by the government to stimulate a stronger partnership with the higher education community so we can attract first-rate international students and scholars to the U.S., and educate U.S. students who will be strong in fields of international interest and competitive in a global economy (U.S. University Presidents Summit, 2006A).

Secretary of State Condoleeza Rice gave the dinner opening remarks at the summit. She highlighted the role that universities play in internationalization.

In this time of unprecedented international change, America's universities have a unique global role to play, not just as recipients and educators of foreign students, but as institutions that prepare America's next generation of international leaders as well. That is why we have convened this Summit and why we ask you to join us. The dialogue we are initiating today will help us to reach a common understanding of our priorities and to further our national interests through international education (US University President's Summit, 2006B).

These quotes and speeches are not ends in themselves. They send a strong message to the rest of the academy and the institutions of higher education about the importance of campus internationalization. The speeches provide a sense of direction and a call for action. But words must be supported by documents such as university mission statements, strategic directions, and annual goals and objectives to further articulate the intentions of the leaders. Further, these documents must be supported by statements and policies in campus print and electronic publications. Combined, the speeches and publications reach the many constituents of the university including foreign students who are searching for information on the web for possible study abroad experience. The web has become so pervasive that it should make international education opportunities easy to find and easy to navigate on the campus website.

Mission statements articulate the organization's reason for existence and as such, clearly outline the key values in the institution. The mission statement also signals a sense of direction for the organization. SUNY Potsdam's mission statement emphasizes its focus on global citizenship as stated within the first sentence of the mission. The university's mission (SUNY Potsdam, 2006-2008) is as follows with those relating to global citizenship:

The State University of New York at Potsdam prepares students to act as engaged global citizens and to lead lives enriched by critical thought, creativity, and discovery. As an inclusive scholarly community rooted in our historic role in providing exemplary teacher and music education and our leadership in the fine and performing arts, we are committed to the liberal arts and sciences as an academic foundation for all students. With an abiding *sense of responsibility to our region and to the world beyond*, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience (p. 7).

Another campus in the State University of New York system also includes global citizenship as part of its mission statement. The first paragraph of SUNY Plattsburgh's mission statement is:

SUNY Plattsburgh prepares a diverse student population for a wide range of professional careers by providing undergraduates with a strong foundation in the liberal arts, graduate students with advanced professional preparation, and all students with a commitment to academic excellence, ethical values, lifelong learning, and responsible citizenship within a global community (SUNY Plattsburgh, 2008).

SUNY Potsdam requires its students to complete a general education component in addition to their specialized studies in their majors. As part of general education, students are required to complete courses in various modes of inquiry. Two of the modes of inquiry are cross-cultural and the other is western civilization. From a menu of courses in the modes of inquiry, students pick a cross-cultural course and a western civilization course. In spring 2008, examples of courses in the cross-cultural mode include Global Cultures, African Politics, East Asian History, and Ancient Peoples and Places (SUNY Potsdam, 2008).

SUNY Potsdam's mission statement and speeches by its leaders provide a sense of direction for the institution and identify the value of internationalization. SUNY Potsdam joins other SUNY campuses and other colleges in the nation in highlighting the importance of educating a global citizen. There are many ways to achieve this educational process by offering opportunities to students and faculty, such as faculty exchanges, student exchanges, travel courses during the winter and summer breaks, and classroom-to-classroom activities involving students from overseas or across-the-border partner institutions.

Students who study abroad return to campus with a changed view of the world. SUNY Potsdam offers programs in Mexico, England, Germany, Sweden, and Ghana. SUNY Potsdam faculty members have organized and led study tours during the winter inter-session, spring break, and summer break to Mexico, Caribbean, Egypt, England, France, Greece, Italy, Mexico, Morocco, Scandinavia, Tunisia, and Vietnam. Other travel study tours are planned for Ukraine, the Philippines, and Taiwan.

Currently, SUNY Potsdam programs focusing on Mexico are available to students who would like to study abroad. The first is offered at the Universidad de la Americas, Puebla, Mexico. This is a direct exchange program where SUNY Potsdam students study there and an equal number of Mexican students study in Potsdam. The American students take courses in Spanish and other courses that they could count towards their graduation requirement at SUNY Potsdam. The second is offered in San Miguel, Mexico for Spanish immersion with the Academia Hispano American that offers courses in Spanish. This is part of learning about Latin America with a focus on Mexico. Students live with families for a total immersion experience.

The partnership with the Universidad de las Americas, Puebla, Mexico allows students to pay home-institution tuition and count their courses toward the graduation requirements. Students from Potsdam could take Spanish or any other courses in the university. To add to the immersion experience, students could choose to live with Mexican families. Students can take advantage of their semester in Mexico to learn more about the local life and culture by taking trips around the region, going to museums, and attending social and cultural events. In addition, there is also an intensive summer Spanish immersion program in Puebla, Mexico. The major goal is to learn and practice Spanish. More advanced students can take a course with contents in business, current issues, culture, history, architecture and the North American Free Trade Agreement (SUNY Potsdam Undergraduate Catalog, 2006-2008).

Along with making programs available for students to study in Mexico and other countries, the Office of Global Studies offers specialized courses to allow students to learn about Asia, Africa, and Native America. Students can earn a minor in Global Studies. Examples of recent courses are Cultures of Mexico and Central America, Ancient Middle East, Caribbean Studies, Pre-Modern Japan, and World History.

More recently, two faculty members from SUNY Potsdam traveled to Torreon, Mexico to explore possible educational partnerships with the Tecnológico de Monterrey and the Universidad Autonoma de la Laguna.

The Tecnológico de Monterrey is a private, non-profit higher educational institution. It is a multi-campus university system with academic centers in different regions of the country and its Virtual University is a distance education arm of the institution. The Tecnológico de Monterrey promotes student exchanges of faculty and students and has agreements with universities around the world for direct exchanges, as well as the development of academic and research projects. Among the possibilities discussed with officials from the Tecnológico de Monterrey in the Torreon campus were direct exchanges, summer programs offered for their students in Potsdam, NY, and collaboration of students in similar courses. An example would be students in a Business Strategy class in both institutions working on a research project. Similar programs were discussed with officials from the Universidad de la Laguna. SUNY Potsdam has existing memoranda of agreements with several universities including recent international education partnership agreements with Kherson State University (Ukraine), Institute Supérieur de Gestion (Tunisia), National Taipei University (Taiwan), and Odessa State Environmental University (Ukraine). These agreements can serve as models for future MOUs with universities in Mexico.

A promising joint project that has generated interest is a business case analysis competition composed of teams of students from each of the campuses. A similar competition was organized recently between a team of students in Kherson, Ukraine and Potsdam, NY (Portugal, 2007). In that event, the students analyzed a 20-page case based on an entrepreneurial venture in Eastern Europe. The students spent only one week to read, analyze, and prepare a business plan proposal. The teams were allowed to search the web for additional information, but no contact with faculty or other students to discuss the business case was allowed. The proposals were blind-reviewed by judges from New Hampshire, New York, and Minnesota. In the end, the Ukrainian team won the competition. Language was not a barrier to the Ukrainians. Their mother tongue is either Russian or Ukrainian and the students start learning English in grade school.

An event inviting teams from Torreon, Mexico, Manila, Philippines, and Potsdam, New York is planned in the near future. Written English language will be used in the competition and this should not be a barrier to students from Mexico and the Philippines.

A new twist will be introduced in this competition. Instead of teams composed of students from the same university, each team will be composed of a student each from Mexico, U.S., and the Philippines. This type of educational partnership does not require much funding since there will be no travel or accommodation needed. Every step in the competition will involve the Internet using emails, e-groups, and net video conferencing that are now available at the Tecnológico de Monterrey, University of the Philippines, and SUNY Potsdam.

Other possible joint projects will involve students writing research papers together. They could use interactive videoconferencing to enhance the email communication. They could also co-write papers about their educational experiences for possible publication in their respective campus student newspapers. The teams could also start a Face Book site or an e-group site to add more depth to their communication. Another possible project is to involve international student organizations in coordinating a service project in their own communities

In addition to the SUNY Potsdam programs with Mexico, students can take advantage of other programs offered by sister institutions in the SUNY system. The State University of New York currently offers more than 300 overseas study programs in over 50 different countries. For example, SUNY Plattsburgh offers several programs that are open to SUNY Potsdam students. Several focus on Mexico. Among them are: Sustainable development & cultural studies in Oaxaca, Mexico where students study grassroots development in Oaxaca on Mexico's Pacific coast. At the Universidad de Monterrey, Mexico, students can take classes taught in Spanish, including courses in anthropology, architecture, art, biology, business administration, chemistry, communication, computer science, economics, education, marketing, philosophy, political science, and psychology. At the University of Guadalajara, Mexico students can elect courses from the university's catalog.

Funded by a grant from the U.S. Government, the U.S. Freedom Grant, Bureau of Educational and Cultural Affairs, U.S. Department of State, provided funds for a project that involved communities in southern Ukraine and northern New York.

The grant focused on developing educational partnership between Kherson State University (KSU) in Ukraine and the Potsdam and Canton campuses of the State University of New York (SUNY). The grant supported various activities to form educational linkages between Kherson State University (KSU) and SUNY. Since two co-directors, one from SUNY Potsdam and the other from SUNY Canton, administered the grant, the projects involved faculty and staff from both universities as well as from KSU. Through these efforts, the strengths from each of the campuses were fully utilized. The project resulted in exchange visits of faculty and staff as well as purchase of software, hardware, books, and other educational materials for KSU and the establishment of a business center in Kherson. Ten faculty and staff from Ukraine were able to travel and live in northern NY to learn about small business development and the American business curriculum. Seven people from NY were also able to travel to Kherson to learn about their higher education institutions and their economic system.

A concrete result of the project was the establishment of a Small Business Development Center in Kherson. More than 50 potential entrepreneurs have taken the business plan development course at the Center and many have started their own businesses. This type of success could also be replicated with partner institutions in Mexico with support and funding from the U.S. Government. SUNY Potsdam has an office dedicated to supporting faculty in finding and writing grant proposals both internally and externally. The Office of Research and Sponsored Programs also assists in the administration of successful grants. There are also internal campus grants to help jumpstart ideas for adding international components to courses as part of creative endeavor. It is a good starting point for faculty looking into the possibility of finding fund sources to support initiatives and sustain current international educational programs.

A Survey of the State of Campus Internationalization

To gain a better understanding of campus internationalization at SUNY Potsdam, the Office of International Education advisory committee composed of faculty and staff conducted a survey to determine SUNY Potsdam's level of activity and interest in internationalization. The report is in progress and among the preliminary findings are strengths in campus internationalization.

A high percentage of about 95% have traveled outside the United States. Interestingly, about 105% have had direct participation as Peace Corps volunteers or participated in an international service program. And about 75% have attended classes or participated in research outside the United States.

Several challenges on campus internationalization were reported. About 20% of the respondents have been involved in taking students in a study abroad program such as a winter and summer travel course or short-term excursion. Countries they have traveled to include Canada, Mexico, Italy, Luxembourg, Germany, England, France, Ecuador, Guatemala, Venezuela, Martinique, and Tunisia. About 60% have attended an academic conference outside of the United States. In terms of infusing their courses with international component, about one-half has taught an undergraduate course in which at least 25% of the instruction included information about other countries, cultures, and global issues. About half has intentionally used readings written by non-American authors. A small number of faculty members have served as faculty advisor to international student organizations.

The potential for increasing campus internationalization is promising. Interestingly, about 75% would be interested in participating in a faculty exchange with a colleague from an international institution. About the same percentage said that they are interested in conducting research abroad or encouraging their students to do research abroad. Along with this is about 70% that are interested in teaching a course with an international travel component and about the same percentage are interested in offering courses to groups of international students recruited to SUNY Potsdam for a specific course or program.

On a pragmatic and realistic level, given that there is strong interest among the faculty to infuse their courses and their professional activities with international components, they face challenges including limited personal funds, limited institutional funds, limited time to develop curriculum, and other challenges related to commitments to family and community. They also indicated about the lack of knowledge on how to create and fund programs and lack of contacts overseas.

In summary, it appears that there is much interest among the faculty in internationalization. Almost all have traveled overseas and across national borders, and 3 out of 4 have attended courses or done research with colleagues outside of the U.S. However, they lack the funds to travel overseas, attend international conferences, lead travel courses, or participate in faculty exchange programs. Current faculty international activities must be funded by the administration given its explicit support of campus internationalization.

Faculty members should play a critical role in keeping internationalization a central focus on educating the whole student. The requirement for students to take a course in General Education to complete the cross-cultural mode is a good start. These are courses that are inherently global. Taking these types of courses will help students understand not only their chosen area of specialization either via their choice of major, minor, or tract, but also where their studies sit in the bigger picture of a globalized world. In addition to course-based internationalization, there also must be more initiatives by faculty members to start linkages and educational partnerships with colleagues around the world. Every opportunity should be taken when attending conferences to discuss how colleagues can form linkages via email exchanges among their students in similar courses and use of videoconferencing among students across the globe. Team competitions such a business case analysis where students read, analyze and write a business proposal that is composed of students from different countries should be encouraged. In addition, students could try to interact more with students from other countries by forming e-groups and inviting others to their Face Book site.

On a macro level, the administration must make it very clear that the campus' mission includes internationalization as part of the institution's reason for being and direction for the future. The top administrators' message for internationalization must be clearly articulated in annual goals, strategic plans, mission statements, and public speeches. The American Council on Education final report on campus internationalization (ACE, 2003) recommended that:

Institutional leaders need to send a much stronger signal than they currently do that they support internationalization. These formal institutional documents and actions define the ideals and direction of the institution for the students, faculty, and public. By leaving internationalization out of these documents, internationalization is likely to remain at the fringes, relying on interested individuals to support activities and initiatives. (ACE, 2003, p. 81.)

Another aspect is to build in assessment of internationalization at the department level, school level, and college levels with responsibilities and accountability taken on by department chairs, school deans, and academic vice-presidents. If indeed the goal is to educate global citizens, the mission statement in every level of the higher education institution should be articulated to include campus internationalization. In the business department of SUNY Potsdam, internationalization has been a focal point in addition to teaching the foundation functional areas of business. Faculty members have traveled overseas to present papers, serve as Fulbright scholar, administered educational projects with universities in Tunisia and Ukraine, and sought out colleagues and administrators to initiate conversations. Several memoranda of agreements with institutions in the Philippines, Taiwan, Ukraine, Tunisia, and Mexico are in various stages of development. These formal documents are seen as starting points in formalizing an educational partnership that could include faculty exchanges, student exchanges, dual degree programs, co-teaching of online courses, and working on joint student activities and events.

On a micro level, there are several programs and activities that can be introduced involving resident international students from many countries, faculty who have traveled or taught overseas, non-American, community members who are from other nations, and individuals in nearby communities who can serve as speakers and resource persons.

More and more, international students are enrolling in American colleges. Their goal is to get an American education, but American students could also learn much from them.

The international students could share their personal experience growing up in an impoverished section of their country. There are more than 300 international students at SUNY Potsdam. These students can share their personal experiences, such as traveling alone from a big city in an eastern European country like Bucharest to an American university in a rural Nebraska. An international student from northwestern China can talk about how it took her 3 days to reach SUNY Potsdam located in rural upstate New York. And this was her first time to travel outside of her hometown. Imagine the resourcefulness and courage it took to leave a familiar setting to a totally foreign place. Another student may come from a modern city like Singapore and come to a rural liberal arts college in the Midwest. A student from a wealthy family who owns rental apartment units in Mexico City can share how her elementary and high school education have prepared her to study in the U.S. These students can share their experiences in front of student organizations and Greek organizations.

At SUNY Potsdam, about 97% of faculty reported that they have traveled overseas. They have attended overseas conferences, led a travel course, served in the Peace Corps, taught as a Fulbright Scholar overseas, attended classes, taught courses, and traveled for leisure. They have vast global experience that they can share with colleagues and students. It might take a little bit of courage to speak on topics outside of one's doctoral specialization, but to the listeners, those foreign travel experiences are intriguing. They can address international issues within their own training or they can share their personal perspective on various global issues such as global mobility of workers, borderless transfer of knowledge, value of fluency in 2nd and 3rd languages, and global health and hygiene issues. These types of presentations and conversations could break down stereotypes and misconception students may have of people from other cultures.

According to the ACE survey (2003), 15% of the faculty respondents reported that they emigrated from another country, 55% speak a foreign language, and about 20 percent identified themselves as non-white.

Faculty are educated and trained in their own specialization but they bring with them a wealth of experience outside of their specialty that they can share with others either in a classroom setting or in front of student clubs. Imagine a Russian voice professor in the music department talk about life in rural Russia. Imagine an anthropology professor who can talk about tango in Argentina in front of a dance or theater class. Imagine a professor from Tunisia who is an expert in finance talk to students about her life as a woman in an Islamic country. Imagine a professor of Mexican descent who teaches Spanish talk about her great grandparents who immigrated to Colorado several generations back. Possibilities are endless and it is a matter of creating campus-wide enthusiasm for educating a truly global citizen.

Residing in the same community where the university is located are people who have vast travel experiences. Topics that they can talk about are how their undergraduate education has prepared them to be global citizens. With a little more research, the university can compile a database of individuals who would be willing to serve as guest speakers and resource persons. Surprisingly, there is a network of Potsdam area residents who speak Russian and came from former Soviet republics. This database published in the university website can help professors who are looking for resource persons and also help student organizations who might be interested in global issues. In every community, and also true in Potsdam, NY, are restaurants offering ethnic cuisines and started by immigrants one generation or even two or three generations back. Imagine the stories the non-native owners could share about the challenges they faced starting a Thai restaurant, an Italian pizza parlor, a Middle Eastern hookah or shisha social club, or a Hungarian eating establishment.

Resource people from nearby communities can also be integrated into the campus internationalization activities. The community resource persons can include business executives who have traveled overseas or have business dealings overseas. For example, a businessperson who has traveled to Argentina and Mexico can talk about the similarities and differences between the two countries and cultures. Each is unique and should not be lumped together as one culture.

Examples of topics that the executive can also talk about in the classroom are negotiation process, language barriers, transportation systems, political systems, and how Mexicans and Argentines view Americans. Other groups are the retired military personnel who have been stationed overseas and have experiences to share. More particularly, even though Potsdam is on the northern tier of the U.S. that is as far away as one can travel from the Mexican border, only about 2 hours away is the metropolis of Ottawa that is the capital of Canada and home to many embassies and consular offices. Perhaps, consular executives and embassy officials can serve as guest speakers in a planned forum or round table discussion. On a bigger audience, perhaps the Mexican ambassador to Canada who has offices in Ottawa can serve as the graduation ceremony speaker. Other ambassadors from other nations based in Ottawa could be potential commencement speakers.

At Drake University, the campus has embarked on an «infusion strategy» of campus internationalization. The strategy involved multiple facets and both macro and micro approaches. A group of dedicated faculty and staff (Skidmore, Marston, and Olson, 2004) are leading the process at Drake University and concludes:

An infusion strategy must offer diverse, multiple and flexible options for responding to these needs. Curriculum development is key, but changes in course content and offerings are only likely to emerge and flourish if supported by other initiatives that reshape the campus culture and expectations: faculty development, campus programming, an approach to language learning that stresses functional competence, creative study abroad options, international partnerships and the active involvement of relevant community groups.

Creation of new partnerships is a challenge and once they are started, sustaining them is even more of a challenge. It will require the coordination and integration of different members of the campus community as well as colleagues outside of the campus.

New initiatives must be encouraged and supported by the administration, but the same kind of encouragement and support must also be extended to sustain and even expand existing programs, events, and partnerships leading to truly educated global citizens.

In summary, there are ample educational partnership involving the U.S., Mexico and other countries around the globe. What are needed are ways to sustain these types of educational partnerships and even look for ways to expand them. Both macro and micro perspectives must work in tandem to successfully prepare students to be full participants and leaders in a global community.

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