



## **INTERNATIONAL PARTNERSHIP DEVELOPMENT GUIDE 2013**

### **SEVENTH EDITION**



#### **PADNOS INTERNATIONAL CENTER MISSION:**

To engage the University community in meaningful international experiences which foster an appreciation and awareness of diverse cultures, peoples and ideas.

February 15, 2007

GVSU Deans and Unit Heads:

Our first international partnership was signed back in 1974 with Krakow University of Economics in Poland. Since that time, GVSU has established linkages with institutions all over the world. Such programs engage students, faculty and staff in scholarly activities that support the exploration of new ideas, cultural exchange and understanding of diverse issues facing our global society.

The international partnerships offer a range of opportunities including: study abroad; student, staff and faculty exchanges; joint scholarly research; curriculum development & enhancement; collaborative symposia, workshops, and lectures; professional development; and other activities.

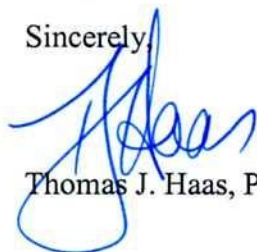
GVSU has a process for developing new partnerships with overseas institutions and materials related to that process are included in this packet. It is the goal and intent of this process to ensure that campus, and –where appropriate – community constituents are involved in the exploration, development and implementation of international partnership activities. The focus of these endeavors is to build collaborative efforts that support the primary mission of GVSU and the partner institution.

The process for developing new international partnerships emphasizes:

- *Flexibility.* New partnerships may be university-to-university, or might be at unit or college level.
- *Centrality.* New partnerships must involve and be vetted by the Padnos International Center and relevant administrative officers so that information on all partnerships can be easily gathered and distributed.
- *Sustainability.* Most of the required steps in the process are geared towards ensuring an active, balanced, and sustainable partnership.

We thank you for your participation with our current international partnerships and for your observation of our procedures for developing new partnerships

Sincerely,



Thomas J. Haas, President



Gayle R. Davis, Provost and Vice President  
for Academic Affairs

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## **RECOGNITIONS**

Grand Valley has been recognized by two organizations for outstanding international partnership development processes and procedures.

### **Model in the Field**

In 2012, GVSU was recognized by American Council on Education as a “Model from the Field” for MOU’s, Procedures and Templates for International Partnerships.

### **Best Practice**

In 2009, this guide was recognized by The Education Advisory Board as a “best practice” in the field of international education.

## **PIC’s MISSION**

The Padnos International Center (PIC) is committed to engaging the university community in meaningful international experiences which foster an appreciation and awareness of diverse cultures, people and ideas.

## **VISION FOR GVSU’S INTERNATIONAL PARTNERSHIPS**

GVSU seeks to maximize the opportunities available through meaningful international partnerships in an effort to support the mission of the University.

GVSU recognizes that the most important element for developing meaningful international partnerships is to engage the university community in all aspects of the partnership. PIC works with a variety of constituents in developing sustainable, collaborative relationships with institutions outside of the U.S. It is our belief that international partnerships should support the core mission of the university and contribute to bringing diverse and new perspectives to our academic community.

Goals for GVSU’s international partnerships:

- 1) Develop international partnerships that support GVSU’s mission.
- 2) Engage students, faculty, and staff in scholarly activities that support the exploration of new ideas, cultural exchange, and understanding of diverse issues facing our global society.
- 3) Develop programs that allow for a range of activities including: student and scholar exchanges; joint scholarly research; curriculum development; joint symposia, workshops, and lectures; professional development; hosting visiting scholars; guest teaching at partner institutions; and other meaningful endeavors.

The goal of PIC is to provide information to the campus community on each of our international partnerships in an effort to build relationships conducive to stimulating new and innovative initiatives.

## **INSTITUTIONAL PRIORITIES FOR DEVELOPING INTERNATIONAL PARTNERSHIPS**

The Padnos International Center strongly encourages colleges and academic departments to consider opportunities that strengthen and broaden existing GVSU partnerships. Many of the current international partnerships have capacity for growth in the areas of student exchanges, faculty/staff exchanges and collaborative research. The priority for new international partnerships is to develop comprehensive, institutional or college-level partnerships that complement a wide-range of academic programs at GVSU. Priority will be given to programs that can offer students an opportunity to complete coursework abroad that will meet specific degree requirements at GVSU or for programs that offer GVSU students an opportunity to earn a dual degree.

PIC has identified four goals that are significant to the future development of GVSU's international partnerships.

- 1) Increase study abroad participation.
- 2) Increase research and teaching abroad opportunities for faculty.
- 3) Encourage the development of comprehensive and sustainable international partnerships that complement GVSU academic offerings. An emphasis will be on quality, cost-effective, sustainable programs.
- 4) Consider various grant funding sources in order to finance new initiatives.

## **MODELS FOR INTERNATIONAL PARTNERSHIPS**

PIC facilitates the process for developing a partnership with an overseas institution. An international partnership may be developed at the departmental, college, or institutional-level. PIC will work with colleagues to review program goals and implementation strategies. Our goal is to ensure that a framework is in place to support new partnerships and to identify constituents in our community who will serve as key allies for those programs.

**INSTITUTIONAL AGREEMENTS** involve collaborative efforts throughout the university and offer a wide range of opportunities across disciplines that involve students, faculty, staff, administrators, and where appropriate, the surrounding community. Institutional agreements are proposed by faculty, staff, PIC, and/or administrators at the university and may include exchange agreements, consortia agreements, and institutional affiliations. These programs are generally administered by PIC.

**COLLEGE AGREEMENTS** involve collaborative efforts focused on a particular college's interest at the university. The terms of these agreements are handled within each particular college in cooperation with PIC. PIC will work with colleges to facilitate the submission of the *International Partnership Proposal* (see appendix). College agreements are proposed by the faculty, department heads, and/or a dean of a college and may include exchange agreements, consortia agreements, or affiliations.

**DEPARTMENTAL AGREEMENTS** involve collaborative efforts in a particular academic department at the university. The terms of these agreements are handled within each particular department in cooperation with the PIC. PIC will work with departments to facilitate the submission of the *International Partnership Proposal* (see appendix). Departmental agreements are proposed by the faculty, department chair, and/or dean and may include exchange agreements, consortia agreements, or affiliations.



## ELEMENTS OF A SUSTAINABLE STUDENT EXCHANGE

Student exchange programs offer great educational opportunities for GVSU students. Under our current system, GVSU students are encouraged to consider a wide-range of program options all over the world. Students can choose from one of GVSU's partner institutions or they can consider one of the many study abroad providers that offer support to students interested in enrolling in an overseas institution. For the more adventurous student, we also encourage direct enrollment in a recognized overseas institution. This policy allows our students to choose from thousands of meaningful educational opportunities all over the world. Coordinating the development of a new student exchange program takes a great deal of time, energy and resources. **Given limited staffing and funding, we must carefully select programs that are compatible, sustainable and desirable to our campus community.**

**Criteria for Developing a Sustainable International Partnership**

- ❑ Is there a high level of comment from the leadership at both institutions?
- ❑ Are both institutions able to articulate the mutual benefit of the partnership? There must be mutual benefit. Both parties must recognize what can be gained from the relationship on both sides.
- ❑ Is there significant student demand?
  - a. Is there a large pool of students that will be eligible candidates for a particular program on a regular, long-term basis?
  - b. Are there multiple units/colleges that find this program to be a good match?
  - c. Does PIC report having student interest for programs in this region or country?

It is important for the sake of both institutions that we take a realistic approach to this question and put time into the investigation of whether there is student interest and curricular compatibility. If their partner is unable to support the exchange, it will impact the partnership.

- ❑ Is there a strong curricular match?
  - a. Are the courses offered at the host institution compatible with the curriculum here at GVSU? Students and their families are very practical. They are not likely to sign up for a program that will not meet degree requirements back at GVSU.
  - b. Have other relevant departments reviewed the curriculum offerings to identify areas of compatibility or incompatibility?

The second most common reason students do not follow-through with study abroad plans is the concern that they will not be getting credit for courses that will count towards their degree here at GVSU. While students are interested in gaining international experience, they are also pragmatic and want to see evidence of how an exchange experience will help them fulfill remaining degree requirements.

- ❑ Is there adequate funding from both institutions to support program activities on a long-term basis? Note: student exchange programs may require regular site visits from GVSU faculty or staff. Please see the section below on financial considerations page 35.

- ❑ Is there significant faculty interest from both institutions (i.e. more than 1 or 2 faculty members)?
  - a. Is this program supported by the majority of the faculty members in a particular department/college?
  - b. Does the department agree that this is a program worth committing time and resources to develop?
  - c. Are the faculty in the department/college willing to routinely talk with their advisees about this opportunity?
- ❑ Does the potential partnership fit with the mission, goals and objectives of the department, college and university?
- ❑ Is there a well-established administrative office at the potential partner to facilitate program activities?
- ❑ Are there significant safety considerations that may place limitations on developing a program at this site?
- ❑ Is there a language barrier with regards to written documents and other necessary communication?
- ❑ Will students (and their parents) understand the recruitment materials and the written instructions if the information is not available in English? If not, what are your plans for translating documents?
- ❑ Are courses offered in English? If not, are courses taught in a language that is regularly taught at GVSU?
- ❑ Has GVSU's Modern Languages and Literatures Department endorsed the program?
- ❑ Is there overlap with an existing international partnership?
- ❑ Is the partner institution able to commit to sending students to maintain the balance of the exchange?

## ROLES AND RESPONSIBILITIES

PIC facilitates the process for developing new international partnerships at the departmental, college or institutional level. Prior to signing a formal agreement with an institution abroad, a number of issues must be considered. The goal of this process is to ensure that ample communication is maintained at all levels in order to build a collaborative network of interested colleagues who will be involved in the program implementation.

- Once a potential partner has been identified, begin with introducing the program to appropriate academic departments, colleges and PIC.
- Establish key contacts at both institutions so that questions can be addressed as they arise.
- Create a written proposal for how this program meets the goals of the Department, College and GVSU.

## RESPONSIBILITIES OF THE DEAN

In an effort to ensure *support for* and *commitment to* the development of an international partnership, it is required that all partnership proposals be reviewed and signed by the Dean of the appropriate college. A signed *International Partnership Proposal* signifies support for the development of an international partnership with a commitment to providing necessary resources for program sustainability.

## ESTABLISHING EXPECTATIONS & LEADERSHIP

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- ❑ Is there an established process for reviewing international partnership proposals in the college *prior to signing* and submitting the proposal to the Padnos International Center?
- ❑ Has the department/college reviewed existing international partnerships for potential collaborative opportunities?
- ❑ Does the college have a process for identifying who will be responsible for the various aspects involved in developing an international partnership?
- ❑ Is there a need to identify a person or persons in the college to provide guidance on expectations and issues to consider when developing an international partnership? For example, several colleges/departments have an internal international advisory board.
- ❑ Will faculty receive recognition for efforts in developing an international partnership?
- ❑ Is there a process for reviewing the quality of program activities on a regular basis (annually)? Who comprises the review committee?
- ❑ Is the college committed to ensuring that all international partnerships fit within the mission of the university?



## ISSUES TO CONSIDER BEFORE SIGNING A PROPOSAL

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### Level of Involvement

- ❑ What individual(s), in the college or within the university, are involved in developing this program?
- ❑ Does the partner institution show evidence of having an equal level of commitment in the development of the program?
- ❑ Does the partner institution have a good reputation in the academic field(s) of interest and with the administrative functions associated with a student exchange?

It is recommended that the key GVSU contact person ask the potential partner institution for a list of other partners in the US or other locations in the world. It is very helpful to contact other US partners to ask about the strengths and potential challenges associated with the partnership.

- ❑ Are the institutional missions aligned or complementary?
- ❑ Do both partner institutions have a good understanding of the **mutual benefits** associated with this collaboration? Programs that are developed based on one institution's interests are less sustainable.
- ❑ Do both institutions have the capacity to manage the partnership?
- ❑ Should anyone else be included that may be outside the College?
- ❑ Who will be responsible for annual reporting of activities to the Padnos International Center?
- ❑ Are faculty/staff in the college willing to contribute time and energy to further develop collaborative scholarly activities?

### College Support

- ❑ Has this proposal been circulated throughout the college?
- ❑ Have you received feedback on the proposal from members of the college?
- ❑ Is there significant support for the development of the program within the relevant academic areas?
- ❑ How does the development of this international partnership fit within the mission of the university? College? Department?
- ❑ Will the development of this partnership impact other potential future opportunities?

If there are limited resources (faculty time and funding), it is important to anticipate the long-term impact on the department, college and University of developing this partnership.

### Sustainability

- ❑ Is there potential for sustainable program activities? How many years do you anticipate program activities to continue?
- ❑ Is the college willing to make a commitment to allocate appropriate funding and other resources for the designated program activities? What does an annual budget for this partnership consist of?
- ❑ Have potential obstacles been accounted for and is the proposal feasible as written?
- ❑ Will there be demand for this program?
- ❑ Have the strengths and weaknesses of the program been identified and addressed?

See section below on Common Challenges Associated with Exchanges (page 16).

### Cost

- ❑ Is the department willing to invest funds upfront to develop a new international partnership?

PIC supports the development of international partnerships after an initial commitment has been made by the department/college to invest resources into establish the program. Once an agreement has been signed and the basic infrastructure of the program has been set, PIC offers several grant opportunities to help support the on-going development of international partnerships.

- ❑ Has an analysis been made as to the potential impact vs. cost of developing this international partnership?
- ❑ Is the college willing to offer faculty course release time or time off for participation in faculty exchange activities (if indicated in the partnership proposal)?
- ❑ Will this program require the college to fund specific initiatives? Does the college plan to have funding in place for such commitments?
- ❑ Does this college have scholarship dollars allocated to encourage GVSU student participation? A small incentive like this can make a significant difference in the success of a student exchange program.

### Academic Integrity

- ❑ Has the academic integrity of the host institution been vetted by GVSU faculty?

- ❑ Are courses offered through the host institution comparable to offerings at GVSU or do they complement current offerings at GVSU?
- ❑ Do the college and the potential partner institution have mutual goals?

### Impact

- ❑ How will this program impact GVSU students and others in the University community?
- ❑ How will this enhance academics at GVSU?

## **MAKING A COMMITMENT**

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### Student Exchanges

In the event of student exchanges, it will not be possible for incoming international students to register for specific courses a year in advance. Exchange students are entered into GVSU's system between 2-4 months prior to the start of the semester.

- ❑ Is the college able to make a commitment to getting exchange students from the partner institution into classes here at GVSU? In many cases, exchange students will not have an opportunity to register for classes until a few weeks before the start of the semester.
- ❑ For popular courses, seats may not be available 3 months prior to the start of the semester. Can the college hold spaces to accommodate exchange participants that will be required to enroll in a particular course? If the college is unable to make this commitment, it is best to clarify this with the partner institution from the start.
- ❑ Does your college's particular program require a higher level of English language proficiency for successful academic participation?  
The following tests are currently accepted for use in determining English language proficiency:

**TOEFL (Test of English as a Foreign Language)**

Computer test 213

Paper test 550

Online test 80

**IELTS (International English Language Test System)**

Undergrad 6.5

Grad 7.0

**APIEL (Advanced Placement International English Language)**

Score of 3

**Faculty Exchanges**



In the event of faculty and staff exchanges, it may be necessary for faculty to participate in activities with a partner institution during a time when they have other commitments to fulfill.

- ☐ Does the department support faculty making requests for a leave of absence (usually 1 to 2 weeks) for collaborative activities?
- ☐ What is the process for submitting a proposal to visit a partner for a short or long period?
- ☐ Has this process been explained to those in the college/department?
- ☐ Is there funding from the department/college to support these faculty/staff exchanges?
- ☐ Is there a commitment to recognize the efforts of GV faculty for their involvement in an international partnership? For example, will their efforts be favorably recognized during contract renewals or tenure reviews?

**Hosting Visiting Scholars**

- ☐ Is the college prepared to host visiting scholars from partner institutions should they be interested in spending time at GVSU?

- ❑ What arrangements can be made within the department to ensure proper hosting of visiting scholars? For example, will the scholar be invited to department meetings, classroom visits, receptions, university events, etc.
- ❑ Who will serve as the faculty liaison to the visitor?
- ❑ Who will acquaint the visitor with the College (i.e. introduce the visitor to colleagues, organize opportunities for joint research, invite the visitor to engage in campus events, invite the scholar to participate in lectures.)

PIC offers support for international students and scholars. For details, please contact the Director of International Student and Scholar Services in the Padnos International Center. Additional information can also be found on the PIC website at: <http://www.gvsu.edu/pic> and <http://www.gvsu.edu/ischolar>.



## RESPONSIBILITIES OF THE DEPARTMENT CHAIR

Developing an international partnership requires good communication and collaboration with a number of individuals. Please consider the following issues before you begin the development of an international partnership.

### ISSUES/QUESTIONS TO CONSIDER

#### Department's International Goals

- ❑ What are the strategic international goals of your department?
- ❑ Does the development of this new international partnership help the department meet those goals?
- ❑ How will this program impact GVSU students and others in the University community?
- ❑ How will this enhance academics at GVSU, and specifically, in your department?

- ❑ Has an analysis been made as to the potential impact vs. cost of developing this international partnership?
- ❑ Will the development of this partnership impact other potential future opportunities?
- ❑ How does this international partnership proposal meet the mission, vision and goals of the department? College? GVSU?

If there are limited resources (faculty time and funding), it is important to anticipate the long-term impact of developing this partnership.

### Curriculum Integration Planning

- ❑ Are courses offered through the host institution comparable to offerings at GVSU or do they complement current offerings at GVSU?
- ❑ Has there been a review of the courses offered at the host university? If yes, can you provide PIC with a list of the GVSU course equivalencies for each course offered at the partner university?
- ❑ Has your department familiarized itself with the credit system and the academic standards at the potential partner institution?
- ❑ Has your department determined when it would be best for a GVSU student to participate in a semester exchange at the partner institution (consider academic calendars, pre-requisites needed, etc.)
- ❑ Is there an established process for involving members of the department in dialogue regarding the development of an international partnership? Successful curriculum integration requires buy-in from faculty and advisers.

### Commitment

- ❑ All international partnerships require a commitment of resources whether it be time or money. Is the department prepared to commit the necessary resources from their budget to support program initiatives?
- ❑ Do both partner institutions have a good understanding of the **mutual benefits** associated with this collaboration? Programs that are developed based on one institution's interests are less sustainable.
- ❑ Do both institutions have the capacity to manage the partnership?
- ❑ Has the department discussed the development of the program, areas of possible collaboration, and feasibility?
- ❑ Has the proposal received support from faculty and staff in the department?



- ☐ Have the strengths and weaknesses of this international partnership been identified and addressed?
- ☐ Is the department willing to commit funds for long-term sustainability of the program activities?
- ☐ If other departments are involved in the development of this program, is there clear and open communication? What structure should be considered to ensure good communication with all involved parties? For example, would it be helpful to have monthly, quarterly, or bi-annual meetings?
- ☐ Has the dean of your college been involved in the discussions to develop an international partnership? Does the dean share this interest?

### RESPONSIBILITIES OF THE DEPARTMENT REPRESENTATIVE(S)

GVSU has benefited over the years from the connections made throughout the world by GVSU faculty. In order to continue to encourage faculty to utilize contacts to increase academic opportunities for students, faculty and staff, a process has been developed to ensure that support is fostered across the university community for establishing new international partnerships. GVSU has begun building a reputation for developing meaningful international programs that support the mission of the university.

### ISSUES TO CONSIDER

Please review the information above for Deans and Department Head's in order to better respond to the questions you may be asked when proposing a new international partnership.

#### Collaboration

- ☐ Have you discussed the potential international partnership with colleagues in your department?
- ☐ Have you discussed the benefits to the department and possible areas of cooperation?
- ☐ Have you discussed your ideas with the Padnos International Center?
- ☐ Have you secured approval from the director or department chair to begin the process for developing an international partnership?
- ☐ Have you adequately informed the partner institution of GVSU's process for developing an international partnership?

### COMMON CHALLENGES ASSOCIATED WITH EXCHANGES

- ✓ **Differences in expectations** between the two institutions. One institution may have different expectations or a higher level of engagement than the other.
- ✓ **Maintaining a healthy exchange balance.** If either institution struggles to recruit students, the partnership will have to suspend activities until a balance is reached. These are very challenging issues and are often a result of incompatible curricular offerings.
- ✓ **Administrative processes** including application procedures, visa and immigration support, housing assistance, orientation, class registration, etc.
- ✓ **Differences in standards and cultural norms.**
- ✓ **Differences in educational systems, teaching and assessment.** This may include differences in how credits are determined, how grades are converted, academic calendar, etc.
- ✓ **Language and communication style differences** often come into play with administrative processes and advising students.
- ✓ **Student and parent expectations** of on-site support, services and living standards.
- ✓ **Lack of funding to support basic program activities.**
- ✓ **Flexibility and adaptability** of both partners.
- ✓ **Implementing a fair review** of the partnership and activities.
- ✓ **Maintaining long-term interest from faculty.**

## ADVISING STUDENTS ON STUDY ABROAD



As academic advisors, GVSU faculty play an influential role in guiding students through their college careers. While the Padnos International Center (PIC) emphatically advocates the importance of study abroad, we recognize that a unified voice from the campus community is essential. Below are tips for faculty advising GVSU students.

- ✓ Talk with new advisees about taking advantage of study abroad opportunities when developing their academic plan. Help them identify courses or requirements through major, minor, or general education requirements which may be met while abroad.
- ✓ Encourage students to plan early for study abroad in order to make this opportunity more feasible academically. We recommend students begin planning a year prior to the semester they would like to go abroad.
- ✓ Discuss with students courses they should plan NOT to take abroad.
- ✓ Remind students that there are study abroad grants and other financial aid resources available to assist them with meeting the cost of their study abroad program. Students should contact the Financial Aid Office or the Padnos International Center for more information.
- ✓ Explain how study abroad experiences can enhance their academic and professional goals, especially as it relates to their major and/or minor.
- ✓ Become informed of GVSU's study abroad offerings and promote these programs to your student advisees. It is especially important that you and your colleagues encourage participation in partnership programs that offer opportunities for study within your respective academic areas.
- ✓ Contact the Padnos International Center to request a presentation for your classes about study abroad opportunities.
- ✓ Initiate a departmental discussion regarding the review of study abroad credits in order to ensure that consistency is maintained within each academic area. This will benefit students as they develop academic plans for study abroad.

## OVERVIEW OF CURRENT INTERNATIONAL PARTNERSHIPS

## GVSU EXCHANGE PROGRAMS

## AUSTRALIA

**MACQUARIE UNIVERSITY (MU), SYDNEY**

Since 1998, GVSU and Macquarie University have had a solid relationship that had focused exclusively on the GVSU faculty-led program sponsored by the School for Public and Non-profit Administration and the Department of Criminal Justice. Over the past several years, the relationship has evolved and is now offering opportunities for semester-long study abroad, as well as faculty and staff exchanges. To learn more about Macquarie University visit the website at <http://www.mq.edu.au>.

**UNIVERSITY OF THE SUNSHINE COAST (USC), SIPPY DOWNS**

Established in 2005, the relationship with the University of the Sunshine Coast offers opportunities for students, faculty and staff to participate in meaningful educational exchanges. The University hosts three faculties including: Arts and Social Sciences, Business and Science. There are opportunities for GVSU constituents to learn about Australian society from historical, environmental, geographical, business, social and literary perspectives. To learn more about the University of the Sunshine Coast visit the website at [www.usc.edu.au](http://www.usc.edu.au)

## AUSTRIA

**FH JOANNEUM OF APPLIED SCIENCES, GRAZ**

Established in 2013, the FH Joanneum partnership is an agreement between the Padnos College of Engineering and Computing and FH Joanneum's Faculty of Engineering and Applied Computer Sciences. GVSU students are currently able to complete an Engineering coop through the FH Joanneum exchange. [www.fh-joanneum.at](http://www.fh-joanneum.at) and [www.fh-joanneum.at/int](http://www.fh-joanneum.at/int)

## CHILE

**UNIVERSIDAD DEL Bío Bío (UBB), CONCEPCION**

Established in 2011, UBB offers opportunities for faculty, staff and students for both short and long-term opportunities. Each year, GVSU hosts one or two faculty for 4-8 weeks during January and February as part of the faculty exchange program. Students can apply for a short summer opportunity or a full semester exchange at UBB. UBB also served as the site for the 2013 Partnership Delegation. <http://www.ubiobio.cl/w/#>



## CHINA

**EAST CHINA NORMAL UNIVERSITY (ECNU), SHANGHAI**

Established in 1999, this partnership has enabled GVSU students to study Chinese language and culture in Shanghai. In exchange, faculty from ECNU spend an academic year at GVSU conducting research. ECNU also serves as a host for the GVSU China Summer School program generally offered each summer. [www.ecnu.edu.cn](http://www.ecnu.edu.cn)

**CHINA-JAPAN FRIENDSHIP HOSPITAL(CJFH), BEIJING**

The China-Japan Friendship Hospital offers a unique opportunity for GVSU students to study in China with a GVSU faculty member to learn more about traditional Chinese medicine and transcultural health. GVSU reciprocates by hosting to scholars and practitioners in the health care industry interested in learning Western medical practices including training in closed head injuries and other specialized areas. For details on this program, contact Dr. Jane Toot in the Honors College. [www.zryhy.com.cn](http://www.zryhy.com.cn)

## FRANCE

**L'ECOLE SUPERIEURE DES SCIENCES COMMERCIALES D'ANGERS (ESSCA), ANGERS**

ESSCA was established many years ago through the Seidman College of Business. This program has offered a rewarding experience to students from both GVSU and ESSCA. Each fall semester, GVSU hosts students from ESSCA and students from GVSU are able to attend programs available through ESSCA in either France or in Hungary. This program welcomes

proposals for visiting scholar positions at ESSCA. For details, please contact the Padnos International Center. [www.essca.asso.fr/](http://www.essca.asso.fr/)

### **ESC-GROUPE GRENOBLE, GRENOBLE**

ESC-Groupe Grenoble is a program founded by the Seidman College of Business. This program was established in 1997 and offers several program options for both undergraduate and graduate students interested in studying business in France for a semester or a year. Each year, GVSU hosts several ESC-Groupe Grenoble students, who spend a full year at GVSU earning their MBA. This institution hosts a GVSU Faculty-led group summer program for business students in addition to the semester exchange student options. [www.esc-grenoble.fr](http://www.esc-grenoble.fr)

### **UNIVERSITÉ CATHOLIQUE DE L'OUEST (UCO), ANGERS**

The relationship with UCO comes as a result of many years of positive cooperation with the ESSCA exchange in Angers, France. The agreement with UCO is part of a tri-agreement between GVSU, UCO and ESSCA. The cooperation focuses primarily on student exchanges, but also allows for faculty and staff exchanges as well. The UCO program offers courses in French for students that are at an advanced standing in the French language. In addition, students are able to take a variety of French language courses offered through the Centre International d'Études Françaises (CIDEF). For more information on this program, visit the website at [www.uco.fr](http://www.uco.fr)



### **L' UNIVERSITÉ DE VERSAILLES SAINT-QUENTIN-EN-YVELINES (UVSQ), SAINT-QUENTIN-EN-YVELINES**

The relationship with UVSQ is pending, but is expected to be signed during the 2013-2014 academic year. This program is designed to support student and faculty exchanges in the area of environmental studies.

## **GERMANY**

### **PÄDAGOGISCHE HOCHSCHULE SCHWÄBISCH GMÜND FAKULTÄT I, SCHWÄBISCH GMÜND**

This partnership, established by the Sociology Department, was signed in 2005. The partnership has now developed into a College of Liberal Arts and Sciences partnership which offers opportunities for student and faculty exchanges. For additional information contact the CLAS Dean's Office. [www.ph-gmuend.de](http://www.ph-gmuend.de)

### **DUALE HOCHSCHULE BADEN-WÜRTTEMBERG (DHBW), MOSBACH**



The Duale Hochschule Baden-Württemberg (DHBW) exchange program is a Seidman College of Business program offering study abroad opportunities to both GVSU and DHBW students. The agreement with Duale Hochschule Baden-Württemberg was signed in 2006. For details, please contact Carol Sanchez in the Seidman College of Business.

[www.dhbw.de](http://www.dhbw.de)

## GHANA

### **UNIVERSITY OF CAPE COAST (UCC), CAPE COAST**

Established in 2002, the University of Cape Coast (UCC) exchange program offers a wide range of curricular offerings comparable to GVSU's. The University is one of five institutions of higher education in Ghana and offers degree programs at the bachelor, master, and doctoral levels. [www.ucc.edu.gh](http://www.ucc.edu.gh)



## HUNGARY

### **UNIVERSITY OF DEBRECEN, DEBRECEN**

Signed in 2012, the University of Debrecen partnership began with a dual-degree collaboration between Cracow University of Economics, University of Debrecen, and GVSU in the area of International Relations called STAIR. The STAIR program was initially funded by the US Department of Education and the European Union Commission. While this program is still in existence, students now have the option of studying at the University of Debrecen on a direct exchange.



## INDIA

### **PONDICHERRY UNIVERSITY, PUDUCHERRY**

Signed in 2012, the Pondicherry University partnership supports the exchange of faculty from both institutions. GVSU has been sending students to Pondicherry University through the affiliation with the Semester in India study abroad program. This exchange support faculty interested in joint research, short and long-term exchanges, and other scholarly collaborations. [www.pondiuni.edu.in](http://www.pondiuni.edu.in)

## ITALY

### **UNIVERSITY OF PERUGIA AND THE UNIVERSITY FOR FOREIGNERS, PERUGIA**

The exchange program with the University of Perugia and the University for Foreigners in Perugia was established through the Department of Political Science in 2003. This program initially focused on faculty exchanges, however, in 2008 the agreement was expanded to include student exchanges. For more information about this program, contact John Constantelos in the Department of Political Science. [www.unipg.it](http://www.unipg.it) and [www.unistrapg.it/english](http://www.unistrapg.it/english)



## JAMAICA

### **UNIVERSITY OF THE WEST INDIES (UWI), MONA**

Established in 2000, the University of the West Indies, Mona Campus offers opportunities for student, faculty and staff exchanges. UWI is a comprehensive university with a wide-range of curricular offerings. For additional information, visit [www.mona.uwi.edu](http://www.mona.uwi.edu).

## JAPAN

### **INTERNATIONAL CHRISTIAN UNIVERSITY (ICU), MITAKA**

Established in the early 1970's, the partnership with ICU focuses primarily on the exchange of students. ICU has three principle commitments in its mission: academic, Christian, and international. ICU focuses on liberal arts education and is organized into six divisions: Humanities, Social Sciences, Natural Sciences, Languages, Education, International Studies, and Graduate School. [www.icu.ac.jp](http://www.icu.ac.jp)



### **RITSUMEIKAN ASIA PACIFIC UNIVERSITY (APU), BEPPU**

Signed in 2008, the agreement with Ritsumeikan Asia Pacific University offers opportunities for students, faculty and staff. APU offers opportunities for students to study for a semester or a short summer program. Students will primarily take courses focused on Asian studies.

[www.apu.ac.jp](http://www.apu.ac.jp)



## **MEXICO**

### **UNIVERSIDAD DE LAS AMERICAS (UDLA), PUEBLA**

Signed in 1997, the agreement with the Universidad de las Americas – Puebla offers opportunities for students, faculty and staff. The agreement opens the opportunity to negotiate specific initiatives of mutual benefit to both institutions. Currently, UDLA hosts a GVSU faculty-led group program through the College of Education. [www.udlap.mx](http://www.udlap.mx)





## NORWAY

### **UNIVERSITY OF OSLO (UIO), OSLO**

Signed in 2005, the exchange with the University of Oslo (UiO) is a result of several years of educational cooperation. As Norway's oldest and largest higher education institution, this cooperation offers opportunities in a wide-range of curricular areas. In addition, UiO sends students to GVSU for semester or year-long study. The expansion of this cooperation has opened the door to a number of new cooperative activities including the exchange of students, faculty and staff. For more details on this program, visit the website at [Http://www.uio.no/english](http://www.uio.no/english)



## POLAND

### **CRACOW UNIVERSITY OF ECONOMICS (CUE), CRACOW**

Founded in 1974, the exchange with Cracow University of Economics in Poland has focused on semester student exchanges; short-term summer programs; and faculty exchanges. In addition, a variety of cooperative ventures have taken place over the years. During the Fall semester, GVSU receives faculty from CUE for research purposes. <http://fetc.ae.krakow.pl>



## SOUTH KOREA

### **SEOUL NATIONAL UNIVERSITY OF TECHNOLOGY (SNUT), SEOUL**

Signed in 2008, the agreement with SNUT offers opportunities for students to study here at GVSU for a semester or year. Additionally, SNUT will work with GVSU students interested in participating in the academic program offerings available through their institution. For more details on this program, visit the website at [www.snut.ac.kr](http://www.snut.ac.kr)



## SWITZERLAND

### ZURICH UNIVERSITY OF APPLIED SCIENCES (ZHAW), ZURICH

Established in 2012, the ZHAW partnership is a college-level agreement through the Padnos College of Engineering and Computing. ZHAW is currently working with colleagues at GVSU to develop curriculum that would be of mutual benefit to both institutions. During the Summer 2013, a collaborative summer program was run between the two institutions to support students studying computer and information systems. GVSU students are currently able to complete an Engineering coop through the ZHAW exchange. ZHAW students will come to GVSU to take courses for a semester.

## TAIWAN

### NATIONAL TAIWAN NORMAL UNIVERSITY (NTNU), TAIPEI

Signed in 2008, the exchange with National Taiwan Normal University is a result of several years of educational cooperation. This cooperation offers opportunities for students to take language and culture courses through the Mandarin Training Center (MTC). Additionally, GVSU will serve as a host to NTNU students who will study here for a semester or year. For more details on this program, visit the website at [www.ntnu.edu.tw](http://www.ntnu.edu.tw)



## TURKEY

### **MIDDLE EAST TECHNICAL UNIVERSITY (METU), ANKARA**

Signed in April 2005, METU is one of Turkey's premier institutions of higher learning. METU offers a wide-range of curricular topics for students to choose from with courses taught in English. This agreement supports the exchange of students, faculty and staff. METU attaches great importance to the strengthening of international academic exchange and cooperation. In addition to the over 70 international partnership agreements, METU also serves as the host to over 900 international students from 65 countries. For more information about this program, visit the website at [www.metu.edu.tr](http://www.metu.edu.tr)



## UNITED KINGDOM

### **KINGSTON UNIVERSITY (KU), KINGSTON-UPON-THAMES**

First signed in 1987, the Kingston Exchange Program actively promoted the exchange of students, faculty, and staff members from both institutions. Kingston University also hosts several GVSU faculty-led summer programs. [www.kingston.ac.uk](http://www.kingston.ac.uk)



### **UNIVERSITY OF BRIGHTON (UB), BRIGHTON**

The University of Brighton exchange program is a Seidman College of Business program offering study abroad opportunities to both GVSU and University of Brighton students. The agreement with the University of Brighton was signed in April 2007. For details, please contact Jennifer Pope or Carol Sanchez in the Seidman College of Business.

[www.brighton.ac.uk](http://www.brighton.ac.uk)





## GVSU CONSORTIA MEMBERSHIPS

### JAPAN

#### **JAPAN CENTER FOR MICHIGAN UNIVERSITIES (JCMU)**

The Japan Center for Michigan Universities is a unique consortium that brings together all 15 public Universities in the state of Michigan. This program is linked to Michigan's sister state in Japan, Shiga Prefecture and offers many opportunities for both faculty and student involvement. Since GVSU is one of 15 members of this consortium, GVSU faculty are eligible for semester or year-long appointments as visiting faculty or on-site directors. Each semester, students can study Japanese language and a variety of other special topics courses at JCMU. During the Spring semester (January – May) students may pursuing the Environmental Studies in Japan program. For further information, see JCMU's website at: <http://www.isp.msu.edu/JCMU/>

### VARIOUS LOCATIONS

#### **CONSORTIUM FOR OVERSEAS STUDENT TEACHING (COST)**

The COST program is a consortium that brings a number of constituents together to offer opportunities for students to pursue their student teaching in an overseas classroom setting. Students work through the College of Education to request additional information.

## GVSU AFFILIATIONS

#### **ACADEMIC PROGRAMS INTERNATIONAL (API)**

API is a study abroad provider with sites all over the world. This organization has a solid reputation for providing excellent service to students. For details on the study abroad program options available, visit the website at: [www.apistudyabroad.com](http://www.apistudyabroad.com)

#### **AMERICAN INSTITUTE FOR FOREIGN STUDY (AIFS)**

AIFS is a study abroad provider with sites all over the world. This organization has a solid reputation for providing excellent service to students. For details on the study abroad program options available, visit the website at: [www.aifsabroad.com](http://www.aifsabroad.com)

### **COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE (CIEE)**

CIEE is an organization that offers numerous study abroad program options for students. In addition, this organization coordinates a conference focusing on International Education topics each year. Faculty are encouraged to consider the faculty development seminars offered through CIEE. These seminars offer a range of different scholarly focuses. For more information visit the website at [www.ciee.org](http://www.ciee.org).

### **CULTURAL EXPERIENCES ABROAD (CEA)**

CEA is a study abroad provider with sites all over the world. This organization has a solid reputation for providing excellent service to students. For details on the study abroad program options available, visit the website at [www.gowithcea.com](http://www.gowithcea.com).

### **EDGE HILL UNIVERSITY (EHU), ORMSKIRK, UK**

Edge Hill University offers opportunities for students to study abroad in the UK. This program is offered in the fall and winter semesters and offers a wide-range of curricular topics. The opportunity for faculty and staff exchanges is also available and will be considered on a case-by-case basis. For additional information on this program, visit their website at <http://www.edgehill.ac.uk>

### **EUROPEAN STUDY ABROAD (EUSA)**

EUSA offers internship opportunities for students in London, Madrid and Paris. For additional information, visit: [www.gvsu.edu/studyabroad](http://www.gvsu.edu/studyabroad) or [www.eusa-edu.com](http://www.eusa-edu.com).

### **GLOBALINKS LEARNING ABROAD**

GlobaLinks is an organization that offers study abroad program opportunities throughout the world, but primarily concentrated in Australia, New Zealand and in many parts of Asia. While not all Australian and New Zealand institutions are represented, the vast majority are. This organization is a leader in the field of international education for study in Australia and New Zealand and offers a range of services for student participants. For more information visit the website at <http://www.globalinks.org>

### **HELLENIC INTERNATIONAL STUDIES OF THE ARTS (HISA), PAROS, GREECE**

The Hellenic International Studies of the Arts program offers opportunities for students to study abroad in Greece. For additional information visit: [www.hellenicinternational.org](http://www.hellenicinternational.org).

### **INTERNATIONAL STUDIES ABROAD (ISA)**

ISA is a study abroad provider with sites available all over the world. This organization has a solid reputation for providing excellent service to students. In addition, there are often opportunities for faculty to participate in a site visit organized by ISA. This gives GVSU faculty an opportunity to gain insight into the program. For additional information on the study abroad programs available, visit [www.internationalstudies.com](http://www.internationalstudies.com).

### **JOHN CABOT UNIVERSITY (JCU), ROME, ITALY**

John Cabot University is a US accredited university based in Rome, Italy. This university offers a variety of academic subjects for students to study while in Rome. There are semester, yearlong, and summer program options available. Due to strong ties with JCU, GVSU hosts the U.S. Office for John Cabot University. This U.S. Office services all students in North America interested in studying at JCU either as a visiting student or as a degree-seeking student. More information is available online at [www.johncabot.edu](http://www.johncabot.edu)

### **SEMESTER IN INDIA, INDIA**

The Semester in India program offers opportunities for students to study in India. For additional information visit: [www.semesterinindia.org](http://www.semesterinindia.org).

### **UNIVERSITY OF DEUSTO (U OF D), BILBAO, SPAIN**

The University of Deusto offers opportunities for students to study Spanish in addition to a variety of other topics. This program is offered each semester for students interested in studying in Bilbao, Spain. For more information about this program visit the website at [www.letras.deusto.es](http://www.letras.deusto.es).

## **FREQUENTLY ASKED QUESTIONS**

### **WHAT IS THE DIFFERENCE BETWEEN AN INSTITUTIONAL, COLLEGE, AND DEPARTMENTAL INTERNATIONAL PARTNERSHIP?**

An institutional partnership is appropriate when the program involves opportunities for GVSU's community. This would include programs that have a wide range of curricular offerings comparable to GVSU. In the development of an institutional agreement, PIC will engage constituents from across the campus community to provide thoughtful feedback on the potential partner and also engage faculty, staff and students in the development of the program. An institutional partnership will have support from across the campus. Deans, unit heads, and PIC's Faculty/Staff Associates will be provided information on the program and asked for feedback on areas of interest and potential collaborative projects. The primary administration of institutional partnerships will take place in the Padnos International Center.

A college partnership is developed primarily by one college. The college will be responsible for securing support within the relevant areas for the program. In addition, the college will be responsible for the development of new initiatives involving the international partner and ensuring the sustainability of program initiatives. A college agrees to take fiscal responsibility for the program activities and also agrees to support faculty time devoted to the development of the program.

A departmental agreement is developed and housed in a particular department. The department is responsible for securing support among the faculty and ensuring sustainable activities with the partner institution. A department agrees to take fiscal responsibility for the program activities and agrees to support faculty time devoted to the development of the program.

For additional information regarding the departmental or college responsibilities see page 32.

**Note:** all student exchange applications (both outgoing and incoming) and international scholars that require an exchange visitor visa, are facilitated by PIC.

### **WHY DEVELOP AN INTERNATIONAL PARTNERSHIP?**

International partnerships express the clear and concrete intentions of two institutions working together to achieve a common goal. In many cultures, such documents are highly valued and are an important part of celebrating the development of a new relationship. In addition, an agreement may be necessary for a partner institution to receive government support for the intended activities. Since many international partnerships require the university to commit some level of funding, it is critical for this to be put clearly in writing in order to avoid future misunderstandings.

### **WHO SHOULD BE INVOLVED IN DEVELOPING AN INTERNATIONAL PARTNERSHIP AT THE COLLEGE OR DEPARTMENTAL LEVEL?**

It is the role of the faculty person proposing the international partnership to solicit support within their respective areas. In addition, it is required that all partnerships involve the department head and college dean. It is also important to consider other relevant university contacts such as the Area Studies, Modern Languages & Literatures, and faculty with appropriate international expertise.

### **WHO PAYS FOR AN INITIAL EXPLORATORY SITE VISIT TO A POTENTIAL INTERNATIONAL PARTNERSHIP?**

It is expected that all initial exploratory visits be funded through the department or college, for department-to-department and college-to-college partnerships. For institutional partnerships, funding will be allocated by PIC.

### **WHAT FUNDS ARE AVAILABLE TO SUPPORT PROGRAM DEVELOPMENT ONCE AN INTERNATIONAL PARTNERSHIP PROPOSAL IS DEVELOPED AND APPROVED?**

The PIC offers International Partnership Development Grants for colleges or departments that are interested in developing an international program.

### **WHAT CONSTITUTES PARTNERSHIP DEVELOPMENT?**

Partnership development includes any new initiative involving an existing or a new international partnership. This may be defined as efforts to engage in scholarly research, curriculum review, joint conferences or lecturers, new exchange components, or other programming efforts.

### **WHO SHOULD I MEET WITH FIRST IF I HAVE ESTABLISHED CONTACTS AT AN INSTITUTION ABROAD AND WOULD LIKE TO EXPLORE THE POSSIBILITY OF ESTABLISHING AN AGREEMENT?**

The first step should be to meet with your department head to see if this institution is of interest to the department as a whole. If it is determined that further development should be explored, you should make arrangements to meet with the Chief International Officer in the Padnos International Center to learn about the process for proposing the development of an international partnership.

### **HOW LONG WILL IT TAKE TO DEVELOP AN INTERNATIONAL PARTNERSHIP?**

It is advisable that faculty be prepared to spend a minimum of 12 months in developing the international partnership. During this time, information should be gathered in order to complete an international partnership proposal. In addition, efforts should be made to secure support from the department and college for further development of the program.

Once a proposal is developed and signed by a faculty sponsor, unit head and appropriate dean, protocol will be followed for signing an agreement.

### **WHO HAS SIGNATURE AUTHORITY FOR INTERNATIONAL AGREEMENTS?**

International partnerships require the university to consider financial and time commitments, along with other important issues. The President alone has signature authority for signing all international partnerships whether they are institutional, college, or departmental agreements. When appropriate, the President may authorize the Provost or other appropriate individuals to sign agreements with international partners. Prior to international partnerships being signed, a proposal outlining details of the program must be submitted and reviewed by PIC.

### **WHAT IS THE DIFFERENCE BETWEEN AN AGREEMENT AND A MEMORANDUM OF UNDERSTANDING (MOU)?**

These terms are often used interchangeably. Many institutions refer to all agreements as MOU's, other institutions make distinctions between different types of agreements. The terms used to describe a type of agreement is at the discretion of each university.

Grand Valley classifies agreements in the following way:

#### **Exchange Agreements or Memoranda of Understanding (MOU)**

An Exchange Agreement typically refers to a written agreement between two institutions which outlines specific criteria for the exchange of students, faculty and staff. These agreements may include a number of other scholarly activities, but the primary intent of the agreement is to create a framework for the mobility of students, faculty and staff from both institutions. Exchange Agreements are very time consuming to develop and require faculty support to investigate the curricular compatibility of a program. Students from both institutions must be able to earn credit towards their degree by for these programs to be sustainable.

An MOU often refers to a written document between two institutions which outlines an interest in developing a more formal agreement which may involve the exchange of students, faculty and staff or a range of other activities. These agreements are often used to show the intent to explore the feasibility of developing a partnership in the future. These types of agreements articulate an appreciation for the partner institution without committing institutional resources to the development of a full partnership.

#### **Affiliation Agreement**

An Affiliation Agreement typically refers to a one-way agreement which allows GVSU students to participate in an opportunity through a university abroad or through a study abroad provider that works with multiple institutions. Occasionally, these agreements offer opportunities to faculty and staff, however, the vast majority of these agreements focus on student opportunities.

All International partnerships require the university to consider financial and time commitments, along with other important issues. When resources are limited and/or demand from students is not evident, it may be more appropriate for a college or department to begin the process with a Memorandum of Understanding which may be helpful in determining the level of interest at GVSU for such a partnership.

### **WHO CAN PROPOSE TO DEVELOP AN INTERNATIONAL PARTNERSHIP?**

Any tenured or tenure-track faculty, department head, deans or members of the administration may propose that GVSU consider signing an international partnership with a reputable institution abroad. It is expected that open communication take place regarding details of the proposed partner and that a venue be created to encourage feedback from various constituents.

### **WHO IS RESPONSIBLE FOR MANAGING PARTNERSHIP ACTIVITIES ONCE THE PARTNERSHIP IS DEVELOPED?**

#### **Institutional Agreements**

The Padnos International Center is responsible for all aspects of institutional-level partnerships. This includes: facilitating all aspects of the student exchanges, coordinating faculty and staff exchanges, coordinating faculty and staff exchanges, and encouraging a variety of scholarly projects that bring the partner institutions together.

#### **College and Department-Level Agreements**

##### **Padnos International Center's Responsibilities**

- 1) Promote the partner institution in collaboration with the college/department.
- 2) Provide general advising on programs relevant to all students studying abroad.
- 3) Help in promoting the partner institution by using a variety of tools such as:
  - a) GVSU Study Abroad Catalog
  - b) Program flyer (information used will come from the college or the department)
  - c) Website information.
  - d) Other:
- 4) Facilitate the home institution application and screening process ( in collaboration with the college or department, if desired). This includes:
  - a) Interviews (if necessary)
  - b) Disciplinary clearance
  - c) Maintaining a sound online application system with important information on: conditions of application, policies, etc.
- 5) Collect all documents required by the home institution (health information, insurance, expense form, risk and release form, study abroad credit form, passport copies, etc)
- 6) Facilitate communication between important offices on-campus including: Financial Aid, Records and Student Accounts.
- 7) Facilitate the charging of program fees and tuition credits, where appropriate.
- 8) Visa advising.
- 9) Monitor registration status of IS 380.
- 10) Facilitate the general orientation program for students studying abroad. This program covers information on financial aid, self-care, transfer of credit, health and safety, packing, how to take money, your role as a



representative of GV & US, insurance requirements, pre-departure checklist, on-site checklist, culture shock, communication while overseas, homestay tips, differences in education systems, and much more.

- 11) Transferring credits back to GVSU upon receipt of the official transcript and course approvals.
- 12) Manage any crisis situation with students that are abroad.
- 13) Set institutional policies related to study abroad participation (deadlines, insurance requirements, academic related policies, etc.) and ensure that all processes and policies comply with university policies and US laws.
- 14) Facilitate the host institution application process including:
  - a) All paperwork regarding exchange students will come directly to PIC including: acceptance letters, visa letters (if appropriate), pre-departure information.
  - b) Advising GV applicants of the required forms they need to complete in order to be considered by the host institution.
  - c) Collect all required documents from students and forward these documents to the partner by the designated deadline. This may include: housing applications, course pre-registration forms, proof of finances, etc.
  - d) Secure information on the cost of the program from the host institution.
  - e) Secure on-site orientation dates, dates of arrival and program end date.
  - f) Facilitate airport greeting, if available.

### **Host College or Departmental Responsibilities**

- 1) Promote the partner institution in collaboration with PIC.
- 2) Provide clear and complete information to the Padnos International Center on the following:
  - a) General program information that is publishable. Review the information available on the website make sure it is consistent with what you want students to know about the program.
  - b) Advise on courses available to students and GVSU equivalencies. This includes serving as a primary contact for course registration information while the student is overseas.
  - c) Clarify the semester options available for students – this is usually handled when a program is first developed. Things change from time to time. The department/college should notify PIC if the semester options change.
  - d) Program requirements (if any).
  - e) Main contact person in the department or college responsible for the program information.
  - f) Provide websites or other reference materials that describe the program if PIC is not sent this information directly by the partner. It would be helpful if the main departmental contact could request materials to be sent to both offices.
- 3) Contact partners to inform them of the roles we all play. It is helpful if you could simply let the partners know that PIC will be involved and will be contacting their office for important pre-departure information such as application instructions, housing application processes, submitting pre-registration course materials, dates for the program – including orientation). Offer our contact information and establish a system for everyone to stay connected.
- 4) Advise GVSU students of program details including:
  - a) What information is covered in the on-site orientation?
  - b) Housing options available to students – you do not need to collect the housing application, but rather offer a description of the housing options. PIC can offer information based on written descriptions, but we cannot describe the facilities as well as those that have been to the site. Are there laundry facilities? How far are the housing units from campus?

- c) What is the best way to get to campus from the airport? Where should students fly into?
  - d) Is there a meet and greet service?
  - e) How do students register for courses at the host institution? What happens once the pre-registration forms are submitted to the host university? In most cases, the student will be expected to confirm registration once they are on-site. Students usually have questions about this process. It is important for students to know upfront that the pre-registration does not necessarily guarantee their enrollment in a course.
  - f) What is the local transportation system like?
  - g) How much do things cost? A meal? Monthly bus pass? Other?
  - h) What should a student bring with them? Is bedding provided or should they secure this on-site?
  - i) Serve as the primary contact for all other site specific program details.
- 5) Facilitate a site-specific meeting/orientation for students participating in the partnership. Two months prior to departure, meet with the group of students participating in the exchange program. It is generally easier to have one session for everyone to connect than to do separate meetings with each student. It is also helpful to invite the exchange students from the partner institution.
- 6) Stay in regular contact with the partner and advise PIC of any major institutional changes that may impact the program.

## INTERNATIONAL PARTNERSHIP FINANCIAL CONSIDERATIONS

## STUDENT EXCHANGE AGREEMENTS

Many faculty and staff are unaware of the actual financial costs associated with a student and/or faculty exchange. Most of the costs associated with student exchanges are absorbed by budgets in different departments or are costs associated with staff time. This guide serves to highlight the many of the actual costs associated with the administration of these programs and to help guide the decision-making process to ensure we are investing resources in sustainable programs that will benefit many students, faculty, and staff.

FINANCIAL CONSIDERATIONS ASSOCIATED WITH ALL STUDENT EXCHANGE PROGRAMS□ **Administrative costs.**

- ✓ Good leadership is essential. Faculty/ staff interested in developing a departmental or college-level student exchange must have a long-term interest in the program. We find many colleagues are very excited to build a new program, but do not have a long-term interest in mind. Once an agreement is signed, the real work begins. Student exchanges are only sustainable if faculty make a long-term commitment to continuously review the curricular compatibility of a program, help connect GVSU colleagues to the partnership, regularly advise students about opportunities at the partner, and maintain strong ties to the partner university.
- ✓ Student exchange programs are very time consuming to administer. GVSU becomes responsible for marketing, on-going program development, application procedures, program administration, issuing visa documents, and monitoring all aspects of exchange activities. Securing detailed information from a partner institution can be very challenging especially when we are dealing with drastically different education systems, academic calendars, and administrative practices. Here is a snapshot of what is required to get a program started.
  - A brochure is created with general program information to help inform students of the opportunity.
  - A website is created to provide detailed program information so students have critical information in order to decide if the program is right for them. A great deal of information is required for this tool to be useful to students and their parent.
  - Program must be entered into our OASIS application system and must be updated every 3 months.
  - Multiple application processes are administered for incoming and outgoing students.
  - Prepare information and conduct pre-departure orientations which are site-specific.
  - Arrange pre-departure program details – negotiate all of the program details with the partner institution such as courses available to students in a given semester, arrival dates, airport greeting, program end date, breaks, alternative exam schedules, housing options and application processes, costs, visa documents and processes, registration procedures, orientation schedule, language requirements, and more. These details must be negotiated each semester.

- Materials must be prepared and updated each year for our partner institutions with information on program costs, application procedures, classes, etc.
- ✓ It is important for colleagues to be mindful of programs that will have a limited pool of applicants. The same amount of energy goes into building and maintaining the basics of a program whether it attracts one student every other year or ten students a semester. We encourage the development of programs that would be attractive and academic viable for a broad range of students.

#### □ Routine travel expenses.

- ✓ In order for GVSU to maintain good partnerships, it is important for faculty/staff to make an occasional site visit to stay abreast of program changes, stay connected with partner university administrators, create new opportunities for students, etc.
- ✓ There are limited grant funds available each year to help support visits to partner universities. Programs that are more complex and challenging to administer may require more regular site visits. If funds are limited, these visits may not be feasible and it may pose challenges to the smooth administration of an exchange.
- ✓ Typical travel costs range from \$2000-\$3500 per site visit.

#### □ Hosting expenses.

- ✓ Exchange programs are designed to be reciprocal. In addition to creating opportunities for GVSU faculty and staff to visit a partner university, we must also be prepared to host colleagues from those partners. There are numerous costs associated with hosting visitors from a partner university. Hosting expenses are largely dependent on the partnership and the nature of the visit.  
Costs often include:
  - Accommodation
    - PIC does utilize the GVSU Condo to host visitors. This accommodation is free of charge to most of our international visitors, but there are direct costs to the PIC budget for housing visitors. Estimated cost: \$30 per day
    - When the condo is booked with other visitors, it may be necessary to agree to pay for hotel accommodations. Again, this depends on the purpose of the visit and if we have extended an invitation for someone to come to GVSU.
  - Hosting our guests for meals during their stay
  - Reception(s ) with various colleagues across campus.
  - Airfare. Occasionally, an opportunity arises for GVSU to invite an individual with expertise that would be beneficial to GVSU students, faculty and staff. In some cases, it would be appropriate to offer to cover airfare to Grand Rapids if we are inviting a person here for a particular purpose.

Please keep in mind, whether you are funded by a PIC grant or funds from your own department or college, this is still a significant cost to the University. With limited funding available, we need to make decisions on what programs are in the best interest of the department, college and University. These programs are most beneficial when there is a long-term, sustainable infrastructure in place with a stable funding source.

## TERMS OF A STUDENT EXCHANGE

GVSU does not waive tuition for any student. All students are charged tuition when they register at GVSU. For students coming from a partner university, GVSU places a tuition credit on the student's account for the out-of-state tuition charge. These are real dollars that must be allocated from the University's general budget.

Most GVSU exchange students are paying tuition at the in-state tuition rates, yet we have to pay an out-of-state tuition rate for all incoming exchange students. These programs result in a real cost to the University.

### Option I – Most commonly used

#### Traditional student exchange

#### ☐ **Tuition Exchange Only (students pay tuition to home institution, will not pay to host institution).**

##### **Benefits**

- ✓ Tuition rates stay the same as what a student would normally expect to pay for a semester.
- ✓ Tuition can be easily paid to the home institution by using same payment methods that would normally be used (i.e. financial aid, online payments, payment plan options, etc.)
- ✓ Tuition rates are paid in the student's home currency.
- ✓ Both partner universities benefit from the diversity of the student body, while not losing tuition dollars.

##### **Challenges**

- ✓ All partners must maintain a balance in numbers after a period of two or three years (depending on the agreement). Any partnership that is chronically out-of-balance will be under review and in jeopardy of termination.
- ✓ These agreements do not account for big disparities in the cost of living. In many cases, the cost of living in the US might be much higher than living costs in another country.

### Option II

#### Tuition and Housing Exchange

#### ☐ **Students pay tuition and housing to the home university. They will not pay tuition and housing fees to the host university.**

##### **Benefits**

- ✓ Tuition and housing rates are the two most significant expenses associated with study abroad. When these fees are paid to the home university, it keeps the cost of studying abroad comparable to the cost of staying at the home institution.
- ✓ Students can avoid fees associated with currency conversions or sending wire transfers to cover the cost for housing and tuition at the host university.



- ✓ This benefit helps address issues related to economic disparities with countries that have a much lower cost of living than Grand Rapids.

### **Challenges**

- ✓ GVSU cannot receive students from the partner until we have GVSU students who pay the program fees to participate in the exchange. GV students will pay the equivalent amount for on-campus housing into a designated account (currently, \$1880). These funds are then used to cover the housing cost for the incoming exchange student.
- ✓ These exchanges must balance each year in order to be sustainable and to avoid significant budget deficits.
- ✓ These agreements are more challenging to maintain due to inconsistent patterns of student applications.
- ✓ Students may challenge the notion of paying tuition and housing to the home university when the cost for paying these expenses directly to the host university is significantly less.
- ✓ Students must accept that these programs are designed with the purpose of exchange and learning about another culture. It is important to avoid the comparison of housing at home with housing at the host university. Living conditions will vary depending on the host university.

### **CRITICAL QUESTIONS**

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Can the average student from the host university afford a semester or year at GVSU? Consider the differences in the cost of living, books, airfare, etc.

Can students from the host institution access government support to help pay for a semester/year at GV? What is the success rate for obtaining government support? Is this a highly competitive process?

Does the partner university offer scholarships or loans that will help a student fund a semester or year at GVSU or are students required to rely on private sources of funding?

Is the cost to a GVSU student comparable to the cost of staying on-campus at GVSU?

## EXCHANGE STUDENT BUDGET – ESTIMATED COST OF A SEMESTER AT GVSU 2013-2014 RATES

| Itemized expense   | Per Semester            | Description                   |
|--|-------------------------|-------------------------------|
| Tuition  | Paid to home university |                               |
| Housing  | \$1880 - 2590           | Laker Village 4 person/ 2 bed |
| Books  | \$500-600               | Dependent on classes selected |
| Meals  | \$2125                  | Estimate                      |
| Airfare  | Varies (\$700-\$2000)   | Depends on location           |
| Misc. living expenses  | \$1280 - 1500           | \$80 - \$100 per week         |
| Orientation Fee  | \$150                   |                               |
| Visa fee   | \$380                   | Visa fee and Sevis fee        |
| Health insurance (if not covered)  | \$372                   | \$93/month                    |
| TOTAL  | \$7,387 - \$9,717       |                               |
| Exchange students must show evidence of having a minimum of \$5000 USD to be eligible for the exchange. GVSU cannot process the required visa documents without evidence of funds. |                         |                               |

## FACULTY EXCHANGE AGREEMENTS

The cost associated with faculty exchanges depends on the nature of the exchange. Faculty exchange opportunities are incredibly beneficial to the University as an avenue for supporting faculty research interests, internationalizing the curriculum, stimulating creative ideas, and creating a well-trained workforce in intercultural understanding and cross-cultural communication.

### Most Common Types of Activities

Short-term teaching exchanges  
Semester or yearlong teaching exchanges  
Joint Research projects  
Guest Lecturing  
Development of dual-degree programs

### Benefits to faculty and GVSU

- ✓ Professional development opportunity in his/her area of expertise – engage colleagues who may have a different perspective on a discipline.
- ✓ Teaching in diverse classrooms offers an opportunity for continued growth in intercultural understanding and communication.
- ✓ Gain insight into the importance of developing a global perspective.
- ✓ Stimulates creative thinking
- ✓ Inspires new perspectives as it relates to curriculum development.
- ✓ May open new avenues for research opportunities

**Benefits offered by Some Partner Universities**

Some of GVSU's partner institutions offer support to visiting faculty in the form of free accommodation and/or a small stipend. The benefits available are negotiated on a case-by-case basis. These benefits are not guaranteed and will largely depend on the needs of the host university.

**COSTS TO THE INDIVIDUAL/DEPARTMENT/COLLEGE**

| Type of Activity   | Required Additional Costs  | Benefits/Resources  |
|--|--|---|
| <p><b>Semester or yearlong exchanges for a faculty person eligible for sabbatical</b></p> <p>Those <b>not</b> eligible for sabbatical should add in the expense for an adjunct teaching replacement.</p> | <p><b>Travel expenses</b></p> <ul style="list-style-type: none"> <li>✓ airfare</li> <li>✓ In-country travel</li> </ul> <p><b>Housing</b><br/>(most faculty will be required to maintain a home in the US and pay for housing in the host city)</p> <p><b>Adjunct Teaching replacement</b> – if <u>not</u> on sabbatical.</p> | <ul style="list-style-type: none"> <li>• If approved, faculty can often negotiate maintaining their salary and benefits for the duration of the exchange.</li> <li>• Funding from GV Department/College</li> <li>• PIC grants are available to help with offset travel and some living costs (grants are competitive). <i>*Department matching funds may be required.</i></li> <li>• Sabbatical requests – some faculty have made a case to request additional funding through a sabbatical proposal.</li> <li>• Fulbright opportunities may help fund expenses associated with these proposals.</li> <li>• Some partner universities offer a small stipend and/or housing for semester or yearlong teaching assignments. These benefits are always negotiated on a case-by-case basis.</li> <li>• Pew FTLC Grants</li> </ul> |

| Type of Activity  | Required Additional Costs   | Benefits/Resources  |
|---|---|---|
| <b>Short-term Teaching Exchanges/Joint Research/Guest Lecturing</b> | <b>Travel expenses</b><br>✓ airfare<br>✓ In-country travel<br><br><b>Housing</b><br>(most faculty will be required to maintain a home in the US and pay for housing in the host city)       | <ul style="list-style-type: none"> <li>• If approved, faculty can often negotiate maintaining their salary and benefits for the duration of the exchange.</li> <li>•Funding from GV Department/College</li> <li>• PIC grants are available to help with offset travel and some living costs (grants are competitive). <i>*Department matching funds may be required.</i></li> <li>• Fulbright opportunities may help fund expenses associated with these short-term projects</li> <li>• Some partner universities offer a small stipend and/or housing for guest lecturing or short-term teaching assignments. These benefits are always negotiated on a case-by-case basis.</li> <li>•Pew FTLC Grants</li> </ul> |
| <b>Hosting Scholars from a Partner University</b>                   | <b>Travel expenses</b><br>✓ Airfare<br>✓ In-country travel<br><br><b>Housing</b><br><br><b>Meals</b><br><br><b>Welcome Reception</b><br><br><b>Visa fees</b><br><br><b>Health insurance</b> | <ul style="list-style-type: none"> <li>•Funding from GV Department/College</li> <li>•Funding from partner university</li> <li>• PIC grants are available to help with offset costs associated with hosting a scholar from a GVSU partner (grants are competitive). <i>*Department matching funds may be required.</i></li> <li>•Fulbright Program</li> </ul>  |

**Before your department/college commits to developing a new international partnership, answer these critical questions:**

- ☐ Does your Department/College have sufficient funds to dedicate to this partnership on an annual basis?

*Keep in mind, annual costs will range based on the types of activities agreed upon. The average annual cost for both hosting a scholar and sending a GV faculty liaison to a partner university runs from \$3000 - \$5000.*

- ☐ Is there sufficient interest among the faculty in your department/college to sustain partnership activities?

*The interest of just one individual to develop an international partnership may not be sustainable long-term.*

- ☐ Is there compatible curriculum available through the partner university?

*Note: students will not sign up for a program if the courses available at the partner university will not count towards their degree requirements.*

## GRANT INFORMATION

Several grants are offered through PIC in order to assist individuals and departments with implementing new initiatives through partner institutions.

### **Faculty/Staff Exchange Grant**

This program was designed to promote activity between GVSU and our international partner institutions. Each year, six grants are available with up to three grants for faculty, and up to three grants for staff members. Activities proposed include: building departmental relations, reviewing curriculum, cooperative joint research activities, exploring program compatibility, and learning about various processes and procedures used by partner institutions. Eligibility: tenured, tenure-track, or full time affiliate faculty with five years at GVSU, AP, COT or Maintenance staff.

### **International Partnership Delegation Grant**

The International Partnership Delegation Grant provides GVSU faculty, AP staff and COT staff an opportunity to travel to one of GVSU's partner institutions, as part of a small group of colleagues. A GVSU faculty member with expertise in the destination country and culture will lead the group. Transportation, housing and most meals are covered for recipients of this award. One delegation is selected each year (Deadline is early November). The first delegation visited the Middle East Technical University in Ankara, Turkey. The second delegation is scheduled to go to China in March 2010.

### **Partnership Development Grant**

Partnership development grants are available to departments or colleges interested in furthering the development of an existing or new international partnership. Funding is limited and is intended to fund start-up costs for initiatives in the first year of a new project. Individual faculty and staff members are not eligible to apply for this grant. We encourage each department to explore how GVSU's international partnerships can enrich the offerings/activities within their respective area and consider how a Partnership Development Grant could help meet the department's goals.

In order for a department or college to be eligible for one of these grants, an International Partnership Proposal must be on file in PIC. The grant requires a 50% match of funds from the department or college when the application is for a college or departmental level partnership. Since funding is limited, no guarantee is made that funding will be available for all grant applications submitted. Grant applications should indicate activities that will take place during the first year. It is expected that funding for subsequent activities will be built into the general fund budget for the department or college for the next academic year. Applications are considered on a rolling basis.



### **Partnership Sustenance Grant**

The Partnership Sustenance Grant has been developed to support faculty that have been involved with a partner institution and have made significant contributions to the development of the partnership. The grant offers funding for short-term exchange opportunities that focus on nurturing relationships and sustaining program activities.

Eligibility: PIC invites applications from full-time tenure or tenure-track faculty that have made a significant contribution to one of GVSU's international partnerships. Applications are considered on a rolling basis.

## DEVELOPING AN INSTITUTIONAL LEVEL PARTNERSHIP

The development of an institutional partnership will be considered when:

- a) A host institution invites GV to consider an international partnership;
- b) A GV faculty/staff member establishes a contact with an institution abroad; or
- c) A site visit is conducted based on GVSU's interest in an area –during the site visit, potential partners will be identified.

### STEP 1

A meeting will be arranged with the Chief International Officer in the Padnos International Center to discuss interests, review the process, discuss how the proposed partnership meets the university's goals and priorities, and to discuss feasibility.

### STEP 2

A preliminary proposal is submitted to PIC either by a GVSU faculty or staff person, a department head, a dean, or a member of the administration.

### STEP 3

The Chief International Officer in the Padnos International Center will review the preliminary proposal and will work with interested parties to determine campus-wide interest and feasibility in developing the partnership.

If the Chief International Officer determines that there is not significant interest amongst the campus community or the proposal does not fit with the goals and priorities of the university's international strategic plan, the preliminary proposal will not be approved and the process is complete.

If significant interest is evident and the proposal fits with the goals and priorities of the university's international strategic plan, an announcement will be made by the Chief International Officer to relevant deans, department heads, PIC Faculty/Staff Associates, and members of the International Education Committee (IEC). The announcement will provide general information about the proposed program and will invite feedback and involvement in the program development process. This may include curriculum review and the exploration of areas of potential collaboration.

### STEP 4

The Chief International Officer will initiate the development of a full partnership proposal.

### STEP 5

The full proposal will be sent to the relevant deans and the IEC for review and feedback. Once the feedback is gathered, a final proposal will be reviewed by the Chief International Officer.

### STEP 6

The faculty sponsor will be asked to work with PIC on the development of an agreement. The terms of the agreement must be approved by GVSU's University Counsel, PIC and appropriate authorities at the partner institution.

### STEP 7

Once the terms of the agreements are finalized, the Chief International Officer will send a formal recommendation to the President and Provost for consideration and approval.

GVSU may extend an invitation for a person at the partner institution to visit GVSU to sign the agreement. A ceremony is generally held to commemorate the signing of a partnership agreement.

## DEVELOPING A COLLEGE/DEPARTMENT LEVEL PARTNERSHIP

The development of a college/department level partnership will be considered when:

- a) A host institution invites GV to consider an international partnership;
- b) A GVSU faculty or staff member establishes contact with an institution abroad; or
- c) A site visit is conducted based on the college's interest in an area. During the site visit, potential partners will be identified (funded by the college's budget).

### STEP 1

The college will meet with the Chief International Officer in the Padnos International Center to discuss the interest in developing an international partnership. This should involve a meeting with the faculty liaison and the relevant unit head and/or dean. This meeting will be focused on discussing the process for developing an international partnership, reviewing GVSU's and the department/college's goals and priorities for the development of international partnerships, and to ascertain feasibility of the proposed partnership.

### STEP 2

A faculty sponsor, appointed by the dean of the college, will develop a preliminary proposal for review and approval by the Chief International Officer in the Padnos International Center.

### STEP 3

If approved, the faculty liaison and dean of the college will send a letter of notification to relevant deans, department heads, faculty and staff within the college, and the International Education Committee (IEC) to inform them of the intent to develop an international partnership and invite participation and feedback from those individuals.

**NOTE:** The college agrees to provide financial support and time for exploratory site visits to gather information and establish contacts. In addition, the college agrees to work collaboratively with the Padnos International Center to maintain good communication of program activities and goals. This is in large part due to responsibilities that the university has to report to the federal government program activities that involve the educational exchange of students, staff, and scholars.

### STEP 4

The faculty sponsor will coordinate the development of a full partnership proposal and send this to the Director of Study Abroad and International Partnerships. The proposal will be reviewed and forwarded to the Chief International Officer in the Padnos International Center for approval.

If not approved, a recommendation will be made on whether or not to continue the development of the program.

### STEP 5

If the proposal is approved, the faculty sponsor will work with PIC to finalize the terms of the agreement with the partner institution. Prior to signing, the terms of the agreement must be approved by GVSU's University Counsel, PIC and the appropriate authorities at the partner institutions.

### STEP 6

Once the terms of the agreements are finalized, the Chief International Officer will send a formal recommendation to the President and Provost for consideration and approval. Where appropriate, the college/department may extend an invitation for a person at the partner institution to visit GVSU to sign the agreement. A ceremony is generally held to commemorate the signing of a partnership agreement.

### STEP 7

The college will take responsibility for annual reviews of the partnership program. This includes assessing the success of program activities and ensuring that an active relationship be maintained with the overseas partner.

---

Program Destination:

---

GVSU Faculty Sponsor(s): \_\_\_\_\_

---

GVSU Department(s) of Origin:

---

GVSU Address :

---

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

---

Email :

---

|                        |                           |
|------------------------|---------------------------|
| Proposed Program as a: | Institutional Partnership |
|------------------------|---------------------------|

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\_\_\_\_\_ Institutional Partnership

\_\_\_\_\_ College Partnership

\_\_\_\_\_ Departmental Partnership

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|            |           |      |
|------------|-----------|------|
| Print Name | Signature | Date |
|------------|-----------|------|

Signature

Date \_\_\_\_\_

---

Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name

Signature

Date \_\_\_\_\_

Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name

Signature

Date

The purpose of the International Partnership Proposal process is to ensure that all programs and linkages established by Grand Valley State University are in compliance with university and other governing policies and standards. In addition, this process is set up to make certain that the best information is obtained on program goals and initiatives and that key issues are addressed in the planning process. The Padnos International Center is available to work with faculty, academic departments, and/or colleges in developing programs that meet GVSU's International Partnership goals and objectives.

|                               |   |
|-------------------------------|---|
| Proposed Institution:         |   |
| Program Destination:          |   |
| GVSU Faculty Sponsor(s):      |   |
| GVSU Department(s) of Origin: |   |
| GVSU Address :                |   |
| Phone:                        | Fax:  |
| Email :                       |   |
| Proposed Program as a:        | <input type="checkbox"/> Institutional Partnership<br><input type="checkbox"/> College Partnership<br><input type="checkbox"/> Departmental Partnership |

Program is a: \_\_\_\_\_ new city and/or country destination  
 \_\_\_\_\_ new city destination in a country where GVSU currently has a program  
 \_\_\_\_\_ program in a city location where GVSU currently has a program

## SIGNATURES OF SUPPORT

Faculty Sponsor: \_\_\_\_\_

|            |           |      |
|------------|-----------|------|
| Print Name | Signature | Date |
|------------|-----------|------|

Unit Head: \_\_\_\_\_

|            |           |      |
|------------|-----------|------|
| Print Name | Signature | Date |
|------------|-----------|------|

|                |            |           |      |
|----------------|------------|-----------|------|
| Dean Approval: |            |           |      |
|                | Print Name | Signature | Date |



**PLEASE ADDRESS THE FOLLOWING TOPICS IN YOUR PROPOSAL:**

**GENERAL INFORMATION**

1. Describe the proposed program initiatives and target population.
  - ☐ Undergraduate student exchange, full-time (12-15 credits), traditional classroom.
  - ☐ Graduate student exchange, full-time (9 credits), traditional classroom.
  - ☐ Less than full-time educational exchanges (i.e. joint summer program, etc).
  - ☐ Practicum/internship/experiential learning opportunities.
  - ☐ Dual degree
  - ☐ Online or other long distance educational exchanges.
  - ☐ Student research
  - ☐ Faculty exchanges
    - ☐ Semester or yearlong teaching exchanges
    - ☐ Short-term teaching exchanges
    - ☐ Joint research
    - ☐ Collaborative educational programs (conferences, symposium, etc.)
2. Is the potential partner institution a private or public college, an indigenous institution, an American-accredited institution, or another kind of institution?
3. Is the potential partner institution recognized by the appropriate accreditation body in the country?
4. How many undergraduate and graduate students are enrolled at this institution? What are the demographics of the student body?
5. Please describe the type of colleges (academic departments) that make up the institution.
6. Provide information on external feedback on programs offered by the proposed university/institution (i.e. recommendations from other universities or organizations that partner with the potential partner institution). Please provide a list of other partner institutions.
7. Provide a complete listing of all institutional contacts (names, titles, addresses, phone numbers, fax, and email addresses).

**GVSU INSTITUTIONAL PRIORITIES**

8. Please include how this program addresses the interests, needs, and objectives of students, faculty, staff, your unit, and the community.
9. Address overlap and/or impact of this program on existing university partnerships.
10. Address the opportunities for immersion into the host country and culture.
11. Elaborate on the areas of intended collaboration (i.e. student exchange, faculty/staff research and development, exchange of academic materials, joint research projects, dual degree, collaborative workshops/lectures, overseas delivery of courses, and other relevant educational endeavors).

**ACADEMIC PROGRAM**

12. Describe the curricular offerings, medium of instruction, courses available to international students, semester timelines, and aspects of curriculum that are comparable or complementary to GVSU's course offerings. Please list any restrictions on courses students can take.
13. Provide information on the primary language of instruction. If English is not the language of instruction, what is the language requirement? Are language courses available at all levels? Is there an additional cost for students to enroll in a language course?
14. Is an entrance exam or placement test required for entrance into the program?
15. Are courses taught in English for international students? If there are courses taught in English, are they part of a special program for international students?

#### **SUPPORT SERVICES & SAFETY ISSUES**

16. Describe the housing, food services, academic and student support services on-site. List all appropriate contacts in these relevant areas.
17. What support services are available (if any) to students with physical and/or learning disabilities?
18. Are students advised on-site regarding appropriate course selection?
19. What field trips and other organized activities do students have access to while attending the institution (clubs and other campus organizations)?
20. Describe safety and security provisions and address health issues.
21. Comment on the computing facilities. Do students have regular access to computers and email?
22. Is an on-site orientation provided? Provide a description of the orientation program.
23. Are housing services provided for students accompanied by spouses or partners and/or children? Please describe.

#### **SUPPORT AND COMMITMENT**

24. Provide a statement of interest from the host institution elaborating on particular areas of interest and need.
25. Identify areas requiring a financial commitment on behalf of GVSU. Where will the funding be coming from?
26. For departmental and college agreements, please identify faculty liaisons that will be responsible for coordinating program development and submitting an annual report to PIC. See appendix for details on the annual report.

## BASIC REQUISITES GOVERNING INTERNATIONAL AGREEMENTS

### INSTITUTIONAL REQUISITES

International agreements have a number of legal and financial implications for each institution. In most instances, there are national, state, and institutional laws, regulations, and policies that are applicable to exchange agreements. Because these issues are complex and requirements vary from country to country, all agreements must be reviewed in advance by the Padnos International Center and GVSU's University Counsel to assure compliance with applicable regulations.

- A. GVSU International Agreements are signed by the President of the University as determined by the Board of Trustees. The President may assign a designee to sign the agreement in his absence.
- B. Agreements may be written for a number of programs. Including but not limited to:
  - 1. Student Exchanges;
  - 2. Faculty & Staff Exchanges;
  - 3. Exchange of academic materials;
  - 4. Research projects;
  - 5. Collaborative symposia, workshops and lectures;
  - 6. Overseas delivery of courses and staff;
  - 7. Professional development of faculty and staff;
  - 8. Consulting and technical assistance; and
  - 9. Other relevant educational endeavors.

Each type of program requires a tailor-made agreement, as the components are unique. Immigration laws, tax laws, accreditation requirements, financial commitments, financial aid, health insurance, faculty and staff employment laws, student admissions criteria, and other regulations may apply to international agreements, depending on the components. All agreements are regarded as institutional contracts and require appropriate authorizations.

All agreements must include statements describing the program purpose, program requisites, financial information, institutional appointment of a liaison to administer the program, required orientation program for all participants, duration of the program and agreement, early termination provisions, and periodic review and evaluation of the program.

All international programs described above will be required to adhere to rules and regulations promulgated by the United States Government concerning immigration, visas, necessary insurance and relevant tax considerations. Domestic institutions are closely monitored for compliance with these rules and regulations. In addition, pertinent accrediting body requirements and GVSU policies must be taken into consideration when evaluating a proposed international partnership agreements.

### FACULTY AND STAFF REQUISITES

- ▶ Faculty and staff exchanges require the appropriate department, college, and administrative approvals.
- ▶ Faculty and staff retain full-time employment at the home institution including all rights to tenure, promotion, sabbatical, and vacation accrual, as appropriate.

- ▶ Faculty and staff must be covered by health, emergency evacuation and repatriation insurance that is valid in the host country and meets the visa requirements of the host country. See the Padnos International Center for more details on insurance available to faculty and staff traveling on university business.
- ▶ Generally, incoming faculty and staff will be issued an DS-2019 form by the PIC, which will allow them to apply for a J-1 visitor visa, *as required by the U.S. Government*. Some short-term exchanges may not require a J-1 visitor visa. The PIC is able to provide guidance in this area. Outgoing faculty and staff will be subject to the immigration laws of the host country.
- ▶ Faculty and staff, while retaining their full-time positions at the home institution, are provided with courtesy office space and other privileges of faculty and staff at the host institution. They are also required to adhere to the laws, rules and regulations of the host country and institution.

## STUDENT EXCHANGE REQUISITES

- ▶ Students participating on an exchange are subject to the admissions criteria established under a specific agreement. However, the institutional admissions requirements cannot be waived for a student receiving credit under an exchange agreement. An agreement in a specific discipline may require more stringent criteria for participation.
- ▶ Students participating in an exchange are not eligible to matriculate at the host institution. They are considered non-degree students for the duration of the exchange and will return to the home institution at the completion of the exchange period. Students are required to adhere to the laws, rules and regulations of the host country and institution.
- ▶ Students must (under federal law) be covered by health, emergency evacuation and repatriation insurance that is valid in the host country and meets the visa requirements of the host country.
- ▶ Student must enroll in a full-time course load, as determined by the host institution and the academic level (graduate/undergraduate). There are federal requirements to this provision. Special circumstances may apply, but must be arranged in advance, with the PIC.
- ▶ Students pay tuition and fees at the home institution and are not charged tuition and fees at the host institution, unless the agreement allows for special conditions in the event of an imbalance in numbers. Students are responsible for all other costs associated with participation in an exchange program. Special arrangements may be included in an agreement and should be clearly articulated in detail.
- ▶ Incoming students will be issued a DS-2019 by the PIC, which will allow them to apply for a J-1 visitor visa (*required by the U.S. Government*). Outgoing students will be subject to the immigration laws of the host country. Please note: students going to a foreign country as part of an exchange program have different immigration requirements and are required to have a different visa than international students who matriculate for a degree.

## CREDIT-BEARING OVERSEAS COURSE AND OVERSEAS DEGREE PROGRAM DELIVERY REQUISITES

Delivering educational courses and degree programs ‘offshore’ is complex. *The first requisite is to ascertain the legality of delivering a program in a given country.* Additional issues include but are not limited to: obtaining the required written authorizations for program delivery, leasing space and relevant rental laws, employment laws, social security and pension requirements, liability insurance and laws, employment and income tax laws, health regulations, fire laws, immigration laws, and compensation regulations. For Example, depending on the country, hiring a native of that country to teach for you for a certain period of time can result in that faculty member becoming an employee of your department for life.

Once legal authority to operate a program is determined, the following requisites are essential for accreditation and legal purposes.

- GVSU retains the academic and financial control of the program.
- Degree programs must be equivalent to the programs offered on campus, while taking into consideration the culture and environmental factors in the host country. Degree requirements must be equivalent to those of on-campus programs. Changes in course offerings and degree requirements must be reviewed through the appropriate campus and administrative governance processes.
- Students must meet the standard admissions criteria, including GPA, TOEFL (550), and other relevant admissions criteria, and the standard admissions process must be followed. GVSU's institutional policies supersede a professional accrediting body's minimum requirements.
- Programs must have authorization to offer educational programs in the host country.
- Marketing of the program clearly identifies and accurately explains the legal status of GVSU in the host country, any contractual arrangement with the host institution, and all requirements, including admissions requirements and standards.
- GVSU provides orientation on the U.S. higher education system, including classroom teaching and learning components, evaluation criteria, and academic rules and regulations (including plagiarism and 'sharing' of educational information).
- GVSU provides on-site program supervision and assures that all non-GVSU faculty have been approved by the GVSU department, division or school, offering the program.
- GVSU assures that there are adequate physical and academic facilities, including access to academic resources.



SAMPLE MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding  
Between  
Department/College at Grand Valley State University, Allendale, MI, USA  
And Department/College/ Institution, Country

This non-binding Memorandum of Understanding (MOU) is entered into by and between Grand Valley State University [department/college] and [international partner/university]. Both institutions agree that cooperation in [academic exchanges, collaborative research, etc] would be mutually beneficial. The areas of cooperation to be explored include activities that further the goal of internationalization and cultural exchange on both campuses. Activities to be explored include:

- a. Exchanges of students;
- b. Exchanges of faculty/staff;
- c. Joint research projects and publications;
- d. Other scholarly activities.

The primary contacts for this MOU are [name of contact at GVSU] and [name of contact at partner institution]. The designated officials will explore the academic or program compatibility in the areas listed above.

This MOU is not considered a contract creating legal and financial agreements between the parties. Rather, it is designed to facilitate the development of academic relationships that may result in future collaborations.

This MOU is valid for a period of three years from the date of signature. It shall be effective as of the date of signatures of both parties. This MOU may be amended with written consent from both parties. Either party may terminate this MOU with a minimum of 120 days written notice. Activities in progress at the time of termination shall be permitted to conclude as planned unless otherwise agreed.

Grand Valley State University

<Name of Partner Institution>

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Thomas J. Haas, President  
Grand Valley State University

\_\_\_\_\_  
XXX, Title  
<Host University>

SAMPLE AGREEMENT

AGREEMENT FOR ACADEMIC EXCHANGE  
BETWEEN

GVSU - GRAND VALLEY STATE UNIVERSITY, 1 CAMPUS DRIVE, ALLENDALE, MICHIGAN, 49401  
UNITED STATES OF AMERICA

AND

<NAME AND ADDRESS OF PARTNER UNIVERSITY>

**PURPOSE**

In recognition of the proven value of international experiences for students, staff, and faculty, we, Grand Valley State University (GVSU), Allendale, Michigan, USA, and <Name and Address of Partner Institution>, each hereinafter denoted as the “institution” or “partner institution”, establish this Agreement to facilitate educational exchanges between our institutions.

**SCOPE**

This Agreement covers cooperation in any academic field at either institution, subject to the prior approval of the administration of the host institution.

<indicate specific fields if agreement is limited in scope>

**DEFINITIONS**

For the purpose of this Agreement, “home institution” shall signify one of the institutions in this Agreement in which a student is formally enrolled as a candidate for a Bachelor’s or Master’s degree and faculty and staff are employed, and “host institution” shall signify one of the institutions in the Agreement that has agreed to receive a student or faculty or staff member from the home institution for a period of time. Home country shall signify the country where the home institution is geographically located. Also, “host country” shall signify the country where the host institution is geographically located and “host nation” shall signify the population inhabiting the geographical region of the host institution.

**OBJECTIVE**

The objective of this Agreement is to encourage international educational cooperation, including opportunities for exchange of students, faculty, and staff between the institutions in mutually beneficial areas encompassing the following ones:

- A. Exchange of students
- B. Exchange of faculty
- C. Exchange of staff
- D. Collaborative research or curricular projects
- E. Special short-term programs for professional and / or academic groups

- F. Promotion of lectures, research workshops, symposia, and other activities jointly developed by the institutions
- G. Other activities as stated in Article VIII of this Agreement

In view of the proven value to international educational cooperation of exchanges of students, faculty, and staff, the modalities of these exchanges are described below.

## EXCHANGE OF STUDENTS

### Exchange Students and Program

- A. “Exchange students” are students who may study at the host institution for one semester or one academic year. They will be classified as exchange students and will not be eligible for matriculation or degree status at the host institution, unless previously agreed upon in writing by both institutions. The “exchange program” is the program pursuant to this Agreement that accepts exchange students to study at the host institution.
- B. GVSU and <Acronym of Partner Institution> offer two academic semesters, each of which will apply to the exchange program.

#### GVSU Semesters

Fall semester (mid-August – mid-December, includes orientation dates)

Winter semester (early January – end of April)

#### <Partner University> Semesters

[Add Information here]

- C. All exchange students must be registered and must remain enrolled as full-time degree-seeking students at the home university as a condition for applying to the exchange program.

### Selection of Exchange Students

- D. At least four months prior to the start of the semester of the intended period of the exchange, each institution agrees to provide to the partner institution information about the number of students who would like to apply for participation in an exchange at the partner institution. Prior to the approval of any applicant, both institutions agree to negotiate the number of students that can be accommodated during a given semester. The current exchange balance will be taken into consideration at this time.
- E. It is agreed that both institutions will aim to fill four semester exchange placements per academic year.
- F. If the number of exchange applicants becomes imbalanced in one direction, the flow in that direction for the following academic years may be limited until the balance is obtained. The absence of exchanges during any one calendar year is possible and does not nullify this agreement.
- G. Applicants for participation in the exchange program will be nominated by the home institution. The host university reserves the right to review the applications of nominees and make final decisions concerning their admission.
- H. Each institution agrees to accept applications from students from the partner institution for an exchange period of one semester or one academic year of full-time study. Students admitted for an exchange of two semesters at the host institution will count as two exchange placements.

- I. Full-time study signifies a number of academic credits taken by the exchange student at the host institution. This number of academic credits is the total that normally corresponds to full-time study at the home institution.
- J. Each institution will present applications to the partner university by a mutually agreed deadline, which will be at least three months prior to the commencement of the proposed semester of attendance. Each institution will inform the other of its final admission decision within thirty days of receipt of completed application materials.

### **Standards and Admission Requirements**

- K. Exchange students applying for the exchange program at GVSU pursuant to this Agreement must show evidence of English language competency. GVSU recognizes the following English proficiency tests:
  - TOEFL:  
Paper: 550, Computer: 213, Online: 80
  - University of Cambridge ESOL Exams:  
Certificate of Proficiency in English (CPE): C or better  
Certificate of Advanced English (CAE): C or better
  - International English Language Test System (IELTS):  
6.5 undergraduate, 7.0 graduate
- L. Exchange candidates must have completed at least one academic year of study at the home university prior to the exchange period, with an overall GPA of 2.5 or higher out of a 4.0 scale, or the equivalent.

### **Expectations & Regulations**

- M. Both institutions agree to provide the other with detailed information on application procedures, housing, course availability and other key program information on an annual basis.
- N. Students admitted by the host institution in the exchange program will register, but will not be expected to pay tuition fees at the host institution. Students will pay tuition to the home institution in accordance with the policies of that institution.
- O. Each student shall be subject to the rules and regulations of the host institution, the host country, and the host nation. Each exchange student will enjoy the rights and privileges of students at the host institution and is expected to respect the cultural mores of the host nation.
- P. All students must carry valid student health insurance as well as emergency evacuation and repatriation insurance that are valid in the host country.
- Q. Exchange students will be responsible for making their international travel arrangements and shall bear all costs associated with their participation in the exchange program, including: transportation, housing, meals, academic materials, emergency evacuation and repatriation insurance, valid health insurance, medical care expenses, personal expenses, required orientation fees, and passport/visa application fees.

### **Support Services**

- R. Each institution will provide exchange students with orientation programs, immigration advising, academic advising, support services, information about the host nation, and housing assistance, as available to international students. The host institution will make every effort to facilitate integration of exchange students into the student life of the host institution.

- S. Each institution serving as host institution will provide official academic records to the home institution for all students who participate in the exchange.

#### **EXCHANGE OF FACULTY & STAFF**

- T. Both institutions agree to encourage faculty participation in exchange program activities, from home to host institution.
- U. Applicants for participation in the exchange will be selected by the home institution and will be subject to acceptance by the host institution.
- V. The period of exchange will be determined by the purpose of the exchange. The duration of the faculty and staff exchanges shall be arranged as appropriate and in accordance with the established rules and practices of the host institution.
- W. The home institution will maintain their faculty/staff member on full salary and benefits for an appropriate period during the exchange. The host institution will supply office space, library privileges, technology linkage, and other facilities appropriate to the position at the host institution.
- X. Travel and living expenses shall be the responsibility of the participants, unless both institutions agree to alternative arrangements.
- Y. All faculty members shall be covered by health, emergency evacuation and repatriation insurance that is valid in the host country. The cost of insurance will be paid by the participants or their university, depending on the home institution's policy.
- Z. Exchange personnel are subject to the laws of the host country, to the rules and regulations of the host institution, and are expected to respect the cultural mores of the host nation.
- AA. This agreement pertains to exchange participants only and does not include their spouses or dependents.

#### **VISAS**

The host institution will issue to the exchange students, faculty, staff appropriate documents for visa purposes in accordance with its respective regulations and applicable host country's laws. It is the responsibility of the individual exchange visitor to obtain a visa in a timely manner in the home country from an appropriate diplomatic representation of the host country.

#### **OTHER ACTIVITIES**

Both institutions agree to develop other initiatives that are of mutual benefit to students and to academic and non-academic staff. Pursuant to the objective of this Agreement, these initiatives will be negotiated and developed collaboratively and approved by both home and host institutions, as the need arises.

#### **ADMINISTRATION OF THE AGREEMENT**

Each institution will appoint liaison officers, each of whom shall be responsible for all matters concerned with this Agreement in respect of a specific academic unit, among the academic units encompassed by this Agreement, as follows:

GVSU- Liaison Officers

< Acronym of Partner> Liaison Officers



## II. CONDITIONS, DURATION, AND MODIFICATIONS OF THIS AGREEMENT

- A. This Agreement is effective upon the signing of this Agreement by duly authorized officials of both institutions.
- B. This Agreement will have a duration of five years from the date of the final signature on the Agreement.
- C. This Agreement does not establish financial commitments between the institutions, other than those in paragraph V. M, or legal relations. The Agreement establishes processes that are believed to foster the achievement of a mutually beneficial international academic cooperation.
- D. If any provision of this Agreement is found to conflict with any state or federal law in force in the home or host country during the time the Agreement is in effect, such provision will be null and void, but all other provisions without such conflicts shall remain in effect.
- E. All intellectual property owned by each of the institutions participating in this Agreement shall remain the exclusive property of that institution and shall not be used by any other institution in this Agreement for its own benefit except when expressly permitted by the owning institution.
- F. It is intended that exchanges be reciprocal, within a three-year period. Every effort will be made to maintain an exchange balance, from one institution to the other, within a calendar year. Reciprocity shall be subject to annual review by both institutions. The absence of exchanges during any one calendar year is possible and does not nullify this agreement.
- G. GVSU and <Acronym of Partner Institution> subscribe to a policy of equal opportunity and do not discriminate and will not deny participation in exchange programs to students, faculty, and staff on the basis of age, color, creed, disability, ethnicity, gender, gender identity, height, marital or familial status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.
- H. This agreement may be amended at any time, with modifications becoming effective upon written acceptance by both institutions.
- I. Either institution may terminate this agreement by way of a six-month written notice from either institution to the other. Exchanges planned or in progress when termination is initiated will be satisfactorily completed.
- J. The agreement may be renewed by mutual consent of both institutions, following an evaluation of all components of the program.

Grand Valley State University

<Name of Partner Institution>

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Thomas J. Haas, President  
Grand Valley State University

\_\_\_\_\_  
XXX, Title  
<Host University>