



INTERNATIONAL PARTNERSHIP DEVELOPMENT GUIDE 2019

NINTH 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.



June 1, 2018

GVSU Deans and Unit Heads:

Our first international partnership agreement 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.

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.

Good partnerships are the result of collaborative efforts. Thus, 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 both 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, with all university policies and processes followed.
- *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 in our current international partnerships and observation of university procedures for developing new partnerships.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Haas', written over a large, stylized signature graphic.

Thomas J. Haas
President

A handwritten signature in black ink, appearing to read 'Maria C. Cimitile', written over a large, stylized signature graphic.

Maria C. Cimitile
Provost and Executive Vice President
for Academic and Student 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. In general, GVSU is not actively seeking new/additional comprehensive partnerships. Our tradition has been one of fewer, but active and deep, partnerships. With limited resources, we ask units and programs to investigate opportunities within the existing portfolio of partnerships prior to adding new ones. And new partnerships should directly facilitate the internationalization goals of the college and institution.

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.
- 4) Sustainable and active partnerships.

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. Prior to signing any new agreement, an International Partnership Proposal (see appendix) needs to be submitted to the Padnos International Center. After the proposal is reviewed by PIC, the college can begin working on drafting an agreement. The terms of the agreement are prepared by the college in cooperation with PIC. PIC will provide guidance on the necessary terms for an agreement. 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.

The college will be expected to identify a person who will serve as the primary liaison with the partner institution. The liaison is expected to address issues related to any exchange imbalance, ensure course equivalencies are established and maintained, collaborate with the partner institution on new initiatives, ensure that the overall structure of the program is conducive in supporting student success and, and ensure that the program is sustainable.

Departmental agreements involve collaborative efforts in a particular academic department at the university. Prior to signing any new agreement, an International Partnership Proposal (see appendix) needs to be submitted to the Padnos International Center. After the proposal is reviewed by PIC, the department can begin working on drafting an agreement. The terms of the agreement are prepared by the department in cooperation with PIC. PIC will provide guidance on the necessary terms for an agreement. Department agreements are proposed by the faculty, department heads, and/or a dean of a college and may include exchange agreements, consortia agreements, or affiliations.

The department will be expected to identify a person who will serve as the primary liaison with the partner institution. The liaison is expected to address issues related to any exchange imbalance, ensure course equivalencies are established and maintained, collaborate with the partner institution on new initiatives, ensure that the overall structure of the program is conducive in supporting student success, and ensure that the program is sustainable.

Enrollment-based M.O.U.s involve essentially one-way relationships, as avenues to increase international student enrollment (ideally for degree-seeking students).

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 a more independent student, we also support 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

- ❑ #1 Curriculum compatibility! 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 pragmatic. 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 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?
 - d. Is there any overlap with an existing international partnership?
 - e. Can students participate in this program through other means, such as a third party provider? If so, what would be the advantage of establishing the exchange?

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 either side is unable to support the exchange, it will negatively impact the partnership.

- ❑ 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.
- ❑ 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? Does this partner have experience working with other universities in the US or around the world?
- ❑ Does the partner guarantee housing for students or are students on their own to secure housing? This has been a big issue for several programs. Students can get very discouraged if there is not support available to find adequate housing in the host city.
- ❑ Can you obtain copies of pre-arrival instructions, on-site orientation materials, visa instructions, housing options, and registration procedures from the host university? Is this information transparent and available on the partner's website?
- ❑ When will students know what courses will be available for the semester? If a program does not allow a student to see course options until 2 weeks prior to their departure, it is important that students be made aware of this before they sign-up for the program. Our role is to ensure that students have the appropriate expectations before they leave to avoid frustration and discontentment once they arrive.
- ❑ 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?
- ❑ Is the partner institution able to commit to sending students to maintain the balance of the exchange? What are the potential barriers for the host institution sending students to GVSU? For example, could finances be a barrier? If the program is located in a developing country, there may be barriers to students being able to afford the living costs in the United States.

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 AND/OR DEPARTMENT CHAIR

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

- Is there an established process for reviewing international partnership proposals in the college/department *prior to signing* and submitting the proposal to the Padnos International Center?
- Is there an advisory committee to provide guidance on expectations and issues to consider when developing an international partnership on behalf of the college/department? Several colleges/departments have an internal international advisory board that vets new program ideas.
- Has the department/college reviewed existing international partnerships for potential collaborative opportunities before entering into a new agreement?
- Does the college/department have a process for identifying who will be appointed as the program liaison in order to carry out the development of the partnership? This is a really important component in establishing a sustainable program. There needs to be a point person identified in the college/department to address concerns related to the program.
- 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

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/department?
- ❑ Who will be responsible for annual reporting of activities?
- ❑ Are faculty/staff in the college/department willing to contribute time and energy to develop collaborative scholarly activities?

College Support

- ❑ Has the proposal been circulated throughout the college/department?
- ❑ Have you received feedback on the proposal from members of the college/department?
- ❑ Is there significant support for the development of the program within the relevant academic areas?
- ❑ Will the development of this partnership impact other potential future opportunities that are of interest to the college/department?

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/department 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? (ie. Visa regulations or laws that might impact the program)

- ❑ Will there be demand for this program?
- ❑ Have the strengths and weaknesses of the program been identified and addressed?
- ❑ Does this program fit the traditional study abroad model or are their deviations from the traditional study abroad model that are more labor intensive?

See section below on Common Challenges Associated with Exchanges.

Cost

- ❑ Is the department/college 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 to 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. These grants are meant to support continued development of a program and not meant to support the start-up funds.

- ❑ Has an analysis been made as to the potential impact vs. cost of developing this international partnership? One may have a great relationship with a counterpart in another country, however, if the curriculum does not align or the program design is not desirable, the institution may spend a lot of resources on a program that will not be of interest to students.
- ❑ Is the college/department willing to offer faculty course release time or time off for participation in faculty exchange activities (if indicated in the partnership proposal)?
- ❑ Will this agreement require the college/department to fund specific initiatives? What is the annual budget for this program?
- ❑ Does this college/department 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?
- ❑ Does the college/department and the potential partner institution have mutual goals?
- ❑ Is the liaison committed to ensuring that the courses offered at the partner institution are reviewed and approved at GVSU?

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 the college/department familiarized itself with the credit system and the academic standards at the potential partner institution?
- ❑ Has the college/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.

Impact

- ❑ How will this program impact GVSU students and others in the University community?
- ❑ How will this enhance academics at GVSU? One of our goals is to make GVSU offerings more attractive by incorporating opportunities for students, faculty, and staff to gain an international experience. With thoughtful design, international programs can serve as a great asset to the college/department.

MAKING A COMMITMENT

Student Exchanges

Incoming international students are not entered into the Banner system until 2-4 months prior to the start of the semester. This means that registration for classes is delayed compared to their GVSU counterparts. It is not uncommon for an exchange student to have challenges with registering for classes. If you are entering into an agreement that encourages exchange student participation in high demand courses, you will need to create a plan to allow those students to enroll.

- ❑ Is the college/department able to make a commitment to secure classroom seats for exchange students from the partner institution? In some 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. If the college is unable to make this commitment, it is best to clarify this with the partner institution from the start.
- ❑ Is the college/department informed about the English language proficiency requirements established for entry as an international student? This could be a potential challenge for incoming international students. In some instances, students may not meet the English language proficiency standards. In other cases, there may be barriers to students taking the English language proficiency exam.

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 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 members of the college/department? How will this be communicated to ensure there is fairness in the nomination process and to ensure that every effort is made to encourage participation from those who are underrepresented?
- Is there funding from the department/college to support faculty/staff exchanges?
- Is there a commitment to recognize the efforts of GV faculty for their involvement in an international partnership? Will the efforts put towards the development of an international partnership be favorably recognized during contract renewals or tenure reviews? This is a common concern for tenure-track faculty. In addition, it is often cited as a barrier for those who are not tenured or tenure-track.

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 will 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 COLLEGE/DEPARTMENT LIAISON

- ✓ Maintain regular communication with the partner institution, especially as it relates to academic issues, program design, future program expansion or developments, potential joint research opportunities, faculty/staff exchange opportunities, etc.
- ✓ Ensure that course approvals are updated and reflect current course offerings at the partner institution
- ✓ Work with the partner institution on special requests made by the student. It is common for students to ask to do things that are outside of the structure of the program. This requires sensitivity in asking our partners to make an exception or adapt the program to accommodate a student's request. Some requests are not reasonable, so it will be up to the liaison to field these questions before sending them to the partner.
- ✓ Ensure that the Padnos International Center receives updated program information.
- ✓ Coordinate the itinerary for visitors from our partner institution and serve as a primary host.
- ✓ Facilitate faculty/staff in exchange activities through the partner institution.
- ✓ Address concerns presented by the partner institution.
- ✓ Set eligibility requirements, if different from the standard requirements.
- ✓ Participate in site visits to ensure program materials are up-to-date and to maintain a strong connection with the partner institution.

The designated liaison for an international partnership is responsible for maintaining regular contact with the partner institution and working collaboratively with PIC on the development of program materials and publicity. For college/department programs, the liaison should be working to ensure course equivalencies are updated, faculty research or exchange opportunities are well publicized, and the program structure is well organized and conducive in supporting student success.

RESPONSIBILITIES OF THE PADNOS INTERNATIONAL CENTER

- ✓ Conduct the home school review for every student earning credit for participation in study abroad.
- ✓ Facilitate the host university application process with the exception of those programs that are facilitating co-op, internships or other types of work abroad opportunities which require coordination by the faculty supervisor.
- ✓ Advise students on visa application procedures with the exception of programs that are facilitating a work abroad experience which may require extensive research and collaboration with both the partner institution and the employer.
- ✓ Send students home school acceptance materials for study abroad
- ✓ Conduct a pre-departure orientation for every student who participates in study abroad.
- ✓ Work with students on requesting special accommodations.
- ✓ Assist students with creating their study abroad budget and assisting with financial aid questions.
- ✓ Assist students with basic information on how to get courses approved and how to receive approval for GE credit.
- ✓ Respond to critical incidents that take place while a student is abroad.
- ✓ Collect required pre-departure forms.
- ✓ Authorize IS 380/IS 680 approval
- ✓ Prepare home school visa letters which are required for certain countries

- ✓ Review eligibility for a study abroad grant
- ✓ Add program fees and charges to a participant's GVSU account
- ✓ Monitor world security and send out timely notices
- ✓ Track travel warning waivers
- ✓ Track incident reports
- ✓ Create and update OASIS program information
- ✓ Create/Update program flyer and prepare an estimated cost breakdown for the program
- ✓ Monitor partnership balances
- ✓ Track agreements
- ✓ Keep abreast of legal and liability considerations
- ✓ Prepare the transfer of credit memo to officially transfer credits back from the partner institution

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. It is in everyone's best interest to investigate the curriculum compatibility before signing an agreement.
- ✓ **Administrative processes** including application procedures, visa and immigration support, housing assistance, orientation, class registration, etc.
- ✓ **Visa concerns.** Visa regulations change frequently. In many instances, visa application procedures are vague and unclear.
- ✓ **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.**

HOSTING INTERNATIONAL COHORTS

Cohorts are groups of students, faculty/staff, or others who come to GVSU for a defined amount of time outside of regularly scheduled academic terms. As such, these groups are coming at the invitation or arrangement of particular units, programs, or colleges. This typically means that these cohort participants do not get the kinds of support that traditional international students receive. This section provides an overview on resources that inviting and hosting units or programs can use in order to plan and execute a successful and enjoyable visit to GVSU by the cohort group.

COHORTS AND M.O.U. (MEMORANDUM OF UNDERSTANDING) PROCESS

Before bringing an international cohort to GVSU, a Memorandum of Understanding between your Unit and the Sending Institution must be reviewed and approved by the Provost. This process typically includes identifying the purpose of the cohort, the resources needed, the courses to be offered, legal ramifications, and immigration needs. Additionally, several offices across campus provide feedback to ensure that the program meets GVSU's legal obligations as well as our mission.

- **Step 1.** To begin the process, you and your unit head should write and submit a proposal and seek approval from your Dean. The Proposal should detail:
 - Courses offered to the students
 - Resources (human and financial)
 - Expected Time Frame
 - Target Audience
 - Funding and Budget
 - Benefit to College
 - Benefit to GVSU
 - Proposal must be signed by Unit Head and Dean of the College
- **Step 2.** Submit proposal to the Chief International Officer in PIC for review. Chief International Officer will suggest revisions, if necessary. Otherwise, it will be moved to the next step.
- **Step 3.** Chief International Officer will submit proposal to University Counsel's office for review. University Counsel will suggest revisions, if necessary. Otherwise, it will be moved to the next step.
- **Step 4.** University Counsel will submit proposal to Provost's Office for approval and signature. Provost's office will suggest revisions if necessary, otherwise it will be approved.
- **Step 5.** Approved and signed proposal is sent by GVSU Unit to overseas partner for counter signature
- **Step 6.** Countersigned agreement is received by Unit. Copies are forwarded to Provost's Office and Padnos International Center.

COHORT HOSTING RESPONSIBILITIES OF PIC

- ❑ The Padnos International Center will review all admission materials (application, transcript, proof of English proficiency, proof of financing) and submit to the Admissions Office for processing.
- ❑ The Padnos International Center will issue a DS 2019 for each student (if they will be on a J-1 visa). PIC will send the documents either to the students or to the Unit for delivery. The Unit can decide which is most appropriate. This official immigration document allows the students to apply for visas and be in the United States. It cannot be offered until both a Memorandum of Understanding is signed and on file and the student has completed the admission process. For questions, contact Kate Stoetzner, Padnos International Center, and at stoetznk@gvsu.edu
- ❑ The Padnos International Center will provide a 2-hour orientation to the cohort. This orientation will cover the immigration laws that must be followed while the students are in the US. Passports, DS2019's, and visas will be collected from the students at this time (originals will be returned to students within 24 hours). Please contact Kate Stoetzner, Padnos International Center, stoetznk@gvsu.edu to schedule the orientation.
- ❑ The Padnos International Center will ensure compliance of reporting through the SEVIS system.
- ❑ The Padnos International Center will automatically enroll all cohort participants in the mandatory GeoBlue Insurance. The students will be charged for this insurance on their GVSU Student Account. GeoBlue will email the participants directly with insurance coverage and insurance ID card. The cost is \$476.88 for S/S 2018.
- ❑ The Padnos International Center will serve as secondary emergency contact for the duration of the program

COHORT HOSTING RESPONSIBILITIES OF UNIT/PROGRAM

- ❑ Unit is responsible to send letter of invitation (if appropriate).
- ❑ Unit will collect all admission materials (application, transcript, proof of English proficiency, proof of financing) and submit to the Padnos International Center for review.
- ❑ Unit must decide whether PIC will send the immigration documents to the students or to the Unit for distribution to the students
- ❑ Unit is responsible to work with Housing to arrange appropriate living accommodations. It is most likely that the students will be considered part of the "camps and conferences" program that Housing administers. Email: housing@gvsu.edu for details.
- ❑ Unit is responsible to arrange transportation to and from airport for students.
- ❑ Unit serves as primary contact for students for duration of program.
- ❑ Unit is responsible for ensuring that students abide by the GVSU Student Code of Conduct. Specific areas that may be new (or maybe just stricter at GVSU) and should be highlighted: alcohol and drug use, prevention of sexual assault, smoking policy, and plagiarism.

- ❑ Unit is responsible to arrange for a time for the students to receive their GVSU Student ID cards. Email: regdept@gvsu.edu to make arrangements.
- ❑ Unit is responsible to arrange for any on campus food needs directly with Campus Dining. Campus dining options are limited during the Spring/Summer.
- ❑ Unit is responsible to request the official transcripts from transcripts@gvsu.edu and then forward the transcripts to the students after successful completion of the academic program.

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.

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

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 and 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

**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/

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

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



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

The agreement with UVSQ is an Environmental Studies departmental agreement that was signed in 2014. This program is designed to support student and faculty exchanges between our two institutions. www.uvsq.fr

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 and College of Education partnership which offers opportunities for student and faculty exchanges. 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

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 the premier institutions of higher education in Ghana offering degree programs at the bachelor, master, and doctoral levels. www.ucc.edu.gh



ITALY

UNIVERSITY OF PERUGIA, PERUGIA

The exchange program with the University of Perugia in Perugia, Italy was established through the Department of Political Science in 2003. This program has primarily focused on faculty exchanges. For more information about this program, contact John Constantelos in the Department of Political Science. www.unipg.it



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



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



MEXICO

UNIVERSIDAD DE LAS AMERICAS - PUEBLA (UDLA-P), 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



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>



ROMANIA**UNIVERSITATEA BABES-BOLYAI (UBB), CLUJ-NAPOCA**

Signed in 2015, the agreement with UBB offers substantial scholarship opportunities for students to studying journalism, business, political science, or the MBA. The scholarship program is part of the Erasmus + scheme which encourages student mobility between European institutions and non-European institutions. There are faculty exchange opportunities which also support collaborative academic activities. For more details on this program, visit the website at www.ubbcluj.ro

SOUTH KOREA**SEOUL NATIONAL UNIVERSITY OF TECHNOLOGY (SEOULTECH), SEOUL**

Signed in 2008, the agreement with SeoulTech offers semester and yearlong exchange opportunities for students studying in art and design, business or computer science. Most courses at SeoulTech are offered in Korean which limits the disciplines applicable to this exchange. The primary collaborative department is with art and design. For more details on this program, visit the website at: <http://en.seoultech.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, and more recently the College of Business. This program offers opportunities for semester student exchanges. In addition, PCEC has also created a joint summer program for students in CIS. Faculty exchange opportunities are also available.

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



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



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



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



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 pursue 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) (www.apiabroad.com)

American Institute for Foreign Study (AIFS) (www.aifsabroad.com)

Academic Programs International (API) (www.apistudyabroad.com)

Council on International Educational Exchange (CIEE) (www.ciee.org)

Cultural Experiences Abroad (CEA) (www.gowithcea.com)

Edge Hill University (EHU), Ormskirk, UK (www.edgehill.ac.uk)

European Study Abroad (EUSA) (www.eusa-edu.com)

Global Semesters (www.globalsemesters.com)

Hellenic International Studies of the Arts (HISA), Paros, Greece (www.hellenicinternational.org)

International Studies Abroad (ISA) (www.studiesabroad.com)

John Cabot University (JCU), Rome, Italy (www.johncabot.edu)

Sol Education Abroad (www.soleducation.com)

University of Deusto (U of D), Bilbao, Spain (www.cide.deusto.es)

University Studies Abroad Consortium (USAC) (www.usac.unr.edu)

FAQ'S

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 engage faculty, staff and students in the development of the program. An institutional partnership will have support from across the campus. Deans and unit heads 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 initiatives involving the international partner and ensuring the sustainability of program initiatives. A college agrees to take fiscal responsibility for the program activities and 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.

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 or institutional 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.

International partnerships can offer many rewarding opportunities to faculty, staff, and students. Connecting with institutions abroad can stimulate creativity in creating innovative educational experiences that will have a lifelong impact on participants. In today's increasingly global society, it is imperative that higher education find meaningful ways of collaborating across cultures. Involving students in experiences that enhance cultural competency, intercultural communication, and understanding is essential in meeting the demands of the a global workforce.

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 is typically 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. These grants do require matching funds from the relevant college or department. Institution-wide partnerships do not require matching funds.

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 opportunities, 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 an agreement being signed, a proposal outlining details of the program must be submitted and reviewed by PIC.

WHO IS RESPONSIBLE FOR REVIEWING AGREEMENTS FOR THE SOLE PURPOSE OF CONDUCTING RESEARCH?

Faculty who are conducting research abroad through another university or organization abroad should contact the Center for Scholarly & Creative Excellence. It is common for a host university abroad to require an agreement prior to

the commencement of any collaborative research. The Center for Scholarly and Creative Excellence will review any agreement that is required for research purposes.

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.

Research Agreement

It is common for host institutions abroad to require an agreement prior to the commencement of any research collaboration. These agreements are usually limited to the proposed activity. Faculty who are conducting research should contact the Center for Scholarly and Creative Excellence with any questions regarding research related agreements.

WHO CAN PROPOSE TO DEVELOP AN INTERNATIONAL PARTNERSHIP?

Any tenured or tenure-track faculty, department head, dean or member of the administration may propose that GVSU enter into 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, 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.
- 4) Facilitate the home institution application and screening process (in collaboration with the college or department). This includes:
 - a) Interviews (if necessary)
 - b) Disciplinary clearance
 - c) Maintaining an online application system with important information on: releases, 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) Basic student visa advising. **Note:** *PIC does not have extensive knowledge or information on work visa requirements.*
- 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 (with some exceptions such as co-op or internship assignments)
 - a) All paperwork regarding exchange students will typically come 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, with exception of co-op or internships which require involvement from the faculty supervisor.
 - 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.

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) Identify a 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 of various offices and contacts. 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 will be 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? Will students be supplied with pots/pans for cooking?
 - c) What is the best way to get to campus from the airport? Where should students fly into?
 - d) Visa requirements if different from the traditional student visa (ie. Work visa for an internship or co-op).
 - e) Is there a meet and greet service?
 - f) 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.
 - g) What is the local transportation system like?
 - h) How much do things cost? A meal? Monthly bus pass? Other?
 - i) What should a student bring with them? Is bedding provided or should they secure this on-site?
 - j) 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 parents.
 - Program must be entered into our OASIS application system and must be updated on an on-going basis.
 - 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, on-site registration procedures, orientation schedule, language requirements, and more. These details must be negotiated each semester.
- ✓ 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 \$1800-\$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 have access to two apartments in Winter Hall 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 apartments are booked with other visitors, it may be important 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 students are paying tuition at the in-state tuition rates to participate in the exchange, 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, \$2210). These funds are 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

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
2019-2020 RATES**

Itemized expense	Per Semester	Description
Tuition	Paid to home university	
Housing	\$2210	Laker Village 4 person/ 2 bed
Books	\$600-700	Dependent on classes selected
Meals	\$2150	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)	\$560	Semester cost
TOTAL	\$8,030 - \$9,650	
Exchange students must show evidence of having a minimum of \$6000 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 an 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>Short-term Teaching Exchanges/Joint Research/Guest Lecturing</p>	<p>Travel expenses ✓ airfare ✓ In-country travel</p> <p>Housing (most faculty will be required to maintain a home in the US and pay for housing in the host city)</p>	<ul style="list-style-type: none"> • If approved, faculty can often negotiate maintaining their salary and benefits for the duration of the exchange. •Funding from GV Department/College and/or FTLC grants • PIC grants are available to help with offset travel and some living costs (grants are competitive). <i>*Matching funds may be required.</i> • Fulbright opportunities may help fund expenses associated with these short-term projects • 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.
<p>Semester or yearlong exchanges for a faculty person eligible for sabbatical</p>	<p>Travel expenses ✓ airfare ✓ In-country travel</p> <p>Housing (most faculty will be required to maintain a home in the US and pay for housing in the host city)</p> <p>Adjunct Teaching replacement – if <u>not</u> on sabbatical. <i>Those not eligible for sabbatical should add in the expense for an adjunct teaching replacement.</i></p>	<ul style="list-style-type: none"> • If approved, faculty can often negotiate maintaining their salary and benefits for the duration of the exchange. • Funding from GV Department/College and/or FTLC grants • PIC grants are available to help with offset travel and some living costs (grants are competitive). <i>*Department matching funds may be required.</i> • Sabbatical requests – some faculty have made a case to request additional funding through a sabbatical proposal. • Fulbright opportunities may help fund expenses associated with these proposals. • 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.
<p>Hosting Scholars from a Partner University</p>	<p>Travel expenses ✓ Airfare ✓ In-country travel</p> <p>Housing</p> <p>Meals</p> <p>Welcome Reception</p> <p>Visa fees</p> <p>Health insurance</p>	<ul style="list-style-type: none"> •Funding from GV Department/College •Funding from partner university • 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> •Fulbright Program

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. Ultimately, we have a responsibility in developing meaningful programs that help students progress towards their degree

GRANTS THROUGH PADNOS INTERNATIONAL CENTER

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 Project Team (IPT)

The Padnos International Center (PIC) introduces to you the new International Projects Team (ITP) Grant Program. This program is designed to work with departments/colleges/divisions on a focused internationalization goal. Proposals may be developed by a single department/college/division or by multiple entities teaming up to focus on a strategic goal that expands international opportunities and/or encourages intercultural development for students, faculty, and staff. PIC will work with you to design a 1-week international program that will best fit the interests of your department/college/division.

Examples of interests:

- Faculty implementing collaborative classroom projects with counterpart faculty/classes at our partner universities.
- Faculty and staff working with a GVSU partner institution on the development of joint research opportunities which could involve students.
- Units interested in learning how other universities build a culture of inclusion.
- Units interested in learning about best practices for the use of technology, outreach to underrepresented groups, environmental sustainability, student engagement, etc...
- Faculty and advisors interested in working with a partner institution on a curriculum integration plan that would directly support more GV students studying abroad while earning credit towards degree-requirements.
- Developing a rapport with colleagues with the interest of further developing exchange activities between students, faculty and staff.

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.

STEP-BY-STEP PROCESS FOR DEVELOPING A PARTNERSHIP

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 propose 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.

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. 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 requirements, financial obligations, 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, 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 agreement.

FACULTY AND STAFF

- ▶ 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

- ▶ 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.
- ▶ Courses taken at the host university cannot be taken online. This is a title IV regulation. Telecommunications may be used to support instruction that is offered in a classroom setting.
- ▶ 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 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). 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.
- Programs must have authorization to offer educational programs in the host country.
- 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, college or school, offering the program.
- GVSU assures that there are adequate physical and academic facilities, including access to academic resources.