
POLICY AND PROCEDURES FOR ENGAGING TRANSFORMATIONAL INTERNATIONAL PARTNERSHIPS & AGREEMENTS

DEFINITION OF INTERNATIONAL PARTNERSHIPS

International Partnerships are collaborative opportunities with US and non-US K-12 or higher education institutions, governmental or non-governmental organizations across international borders with an aim to achieve Gonzaga's internationalization priorities. They can be proposals initiated by Gonzaga faculty/staff or by US and non-US institutions (must be regionally accredited and/or approved by nation's ministry of education) that approach Gonzaga's academic units. These opportunities may include faculty (research/teaching) exchange, student exchange/mobility, research/teaching collaboration agreements, co-curricular activities, and study abroad affiliation agreements, among others.

REVIEW AND APPROVAL

Partnership proposals will be reviewed by the Associate Provost for Global Engagement (APGE) with the aid of the International Education Council (IEC) at their monthly meetings (held September to May) using the criteria established below. Small scale proposals where only one faculty or department is involved, no financial commitments are involved, and/or the Center for Global Engagement (CGE) resources are not required will go through an expedited review. In these cases, the proposal will be reviewed by the APGE with an invitation to IEC members, as needed. These expedited review situations can occur year-round.

When external institutions request an exploratory conversation about a potential partnership, the APGE will contact the academic unit(s) that most aligns with the disciplinary area of the request. If that academic unit is interested, a faculty/ staff member in the academic unit will write a proposal with the interested institutions.

The APGE recommends partnerships and agreements to the Provost for consideration. The Provost is the final approval authority. In some cases, related to study abroad of Gonzaga students, it is best practice to collaborate with the Study Abroad team of the CGE and explore whether conducting site visits, prior to the approval related to risk management and student safety, is necessary. In those cases, the Study Abroad Director will approve and coordinate this visit prior to the submission of a recommendation to the APGE.

TIMELINE

The IEC usually meets once a month from September to May during which partnership proposals are reviewed. The IEC will provide feedback and/or a recommendation about the proposal within a month after the IEC meeting.

IMPLEMENTATION

The implementation timeframe for each proposal varies depending on the complexity of the partnership, available resources, and CGE capacity. CGE colleagues will make every effort to facilitate the proposal implementation in a timely manner.

FUNDING AND RESOURCES

Support from the CGE is in the form of human resources, risk management, immigration expertise, contract facilitation, and international partnership expertise. The applicant is required to obtain funding from other sources if applicable. CGE does not cover operating expenses.

TYPES OF AGREEMENTS

1. **Memorandum of Understanding (MOU):** A general agreement that lists areas of possible joint activities, without creating financial obligations or committing resources. It demonstrates that the parties will explore potential areas of cooperation without any specific commitments.
2. **Memorandum of Agreement (MOA):** A specific agreement that involves financial arrangements, institutional obligations, or specifies the terms of academic programs. Details of outcomes, activities, and expectations of each partnering institution under those activities that may occur with specific academic units or university wide. The Office of General Counsel will be consulted. MOAs are used to establish:
 - a. **Bilateral Student Exchange Agreements:** Demonstrates a commitment by both partner universities to send and host students based on providing reciprocal tuition waivers.
 - b. **Custom Agreements:** Complex initiatives such as articulation agreements (e.g., undergraduate+graduate degrees), jointly managed facilities, and others that involve students and/or a commitment of resources.
 - c. **Agreements Involving Teaching, Research or Creative Works where funds are committed, or joint research centers:** If the cooperative activities include research, inventions, or the creation of other copyrightable or patentable works, such as books, courses, software, art, photographs, etc., intellectual property issues and/or export control will need to be considered and addressed.

The following are common categories of partnerships in international higher education work.

1. **Student and faculty mobility:** Student exchange (inbound and outbound), faculty exchange.
2. **Collaborative research:** e.g., Young Southeast Asian Leaders (YSEALI).
3. **Collaborative degrees:** Articulation agreements (coursework must be academic in nature, not vocational), dual degrees, branch campuses.
4. **Collaborative teaching:** e.g., Collaborative Online International Learning (COIL), Erasmus+.
5. Grant **opportunities**
6. **Delegation visits**

PROPOSAL PROCESS

Partnership proposals can be initiated by any faculty, staff, and/or administrator by addressing the criteria listed in the rubric below. In addition, the proposal must include the proposer's name, role, department, college/school, contact information, partnership category, partner institutional name and contact information. When applicable, it must include an indication of the Gonzaga academic department Chair and college/school Dean support before a proposal is submitted to the IEC.

Assessing interest may need to take place first prior to a proposal being submitted. In this case, the CGE can assist with gauging campus interest by engaging different stakeholders.

Before submitting a proposal, the proposers will have engaged relevant stakeholders regarding operational aspects of the proposed agreement and **include a summary of these conversations in the proposal**. This aims to ensure that due diligence has been carried out before submission to verify the feasibility and viability of the proposed agreement (e.g., Student Financial Services if financial aid and tuition discounts are being considered, the Financial Officer to explore financial sustainability, Dean's office, the academic department, Admissions, the Registrar, Housing, Student Affairs).

Steps:

1. The applicant prepares information for a proposed international partnership agreement by addressing the criteria listed in the rubric and submits it to respective department leadership for review and to gain initial approval. Proposal to department leadership must include a projected cost calculation, if applicable.
2. The applicant submits the proposal to the APGE.
3. The APGE, in collaboration with the International Student and Scholar Services Director and the Study Abroad Director, will review the proposals for completion and determine whether Gonzaga already has initiatives in place (e.g., sponsored programs or

partnerships) that can expand to other areas. If the proposal is complete and there are not already equivalent initiatives in place, then the proposal is sent to the IEC.

4. The IEC reviews the proposal and makes a recommendation to the APGE.
5. Once approved by the Provost, and when needed, the respective CGE office supplies agreement templates for stakeholders to review and revise.
6. The CGE facilitates the routing of agreements and serves as liaisons between campus offices and agreement initiator(s) during implementation and forwards the recommended proposal in the form of an MOU to the Provost.
7. After all relevant signatures are collected, copies of signed agreements are entered into Gonzaga's Agreement Database housed in the CGE and the Provost's office.
8. The agreement is fully executed and active after the date of the last signature.

RUBRIC FOR EVALUATING PARTNERSHIP PROPOSALS

Gonzaga seeks strategic partnerships with peer institutions around the world who share Gonzaga's mission through a multi-layered engagement of research, faculty, and student collaboration. These relationships provide global and intercultural experiences for faculty, staff, and students.

The criteria below, that will be shared with partnership proposers, are to provide guidance to inform decisions for when partnerships are reviewed. Proposers must address all the criteria.

IEC voting members will give up to 4 points to each criterion when evaluating a proposal. A proposal should have an average of 3 points or more for the IEC to move it forward with a recommendation. The IEC may choose to discuss and recommend revisions to those proposals with a total average score between 2.5 and 3 points. Flexibility in recommendations that have lower than an average of 3 points may be required to promote innovation and value-added proposals. Flexibility will be implemented after scores are submitted and during the discussion stage.

4 Points: Applicant provides detailed information that is well-written, clear, and convincing.

3 Points: Applicant provides adequate information that is well-written, clear, and convincing.

2 Points: Applicant provides vague information, at times with some detail, that is not adequately written. Parts may be clear or convincing, but it is not consistent.

1 Point: Applicant mentions or references some information without any details. Parts may be clear or convincing, but it is not consistent.

0 Point: Applicant does not address a criterion and/or it is not clear and/or convincing.

EVALUATION RUBRIC

Criterion	Description	Examples to look for	Score
Advancement of GU mission	Actualize and maximize GU’s impact and sustain long-term institutional health	E.g., educates students for lives of leadership and service for the common good, develops the whole person, fosters intercultural competence, solidarity with the poor and vulnerable.	
Access for underrepresented or under-resourced student populations	Commit to socioeconomic and geographic diversity, equity; engage in people-to-people diplomacy and increase access.	E.g., number of underrepresented students or cultures at GU will be increased; students who would not otherwise have resources without the partnership.	
Transformational value added	Deliver learning/research experiences that bring different viewpoints, resources, activities, and agendas together to illuminate and act on global issues; expands the capacity of each institution for educating students and serving communities.	E.g., expand research capacity; enhance the curriculum; generate revenue; diversify knowledge production; provide opportunities for community engagement/service learning; collaborative curricula developed.	
Collaborative opportunities and Gonzaga’s Global presence	Provide opportunities for partnering academic programs, connected to the undergraduate student experience while also increasing the diversity of perspectives and experiences.	E.g., joint research/teaching allows for student and faculty collaboration that promotes innovation in our academic programs, provides students/faculty research opportunities that we wouldn't have otherwise.	
Operational/Financial Sustainability	Strong faculty support and involvement; strong contacts and interests in the country and institution; responsible stewardship of financial and human resources.	E.g., mutual benefits, strong commitment from key stakeholders, having strong contacts in the country and institution, academic leadership support, sustainable revenue plan.	
Advancement of GU’s Strategic Plan related to internationalization	Supports one or more of Gonzaga’s goals	E.g., Commitment 2, Goals 3 & 5; Commitment 3, Goals 2 & 3.	
		Average Score	

PARTNERSHIP LAUNCH

Once an agreement is signed, there are typically one of two types of program launches.

Localized “quiet” launch

In some cases, the launch of a partnership may be low key (e.g., the first group of students gets on a plane, faculty involved in a research collaboration have a planning call, or a jointly taught course meets virtually for the first time). A quiet launch may fit the bill for a low-profile partnership, and/or when a test period is desirable to see how things go.

Campus wide launch

Multifaceted and institution-wide relationships may require hosting a delegation from partner institutions (or sending a delegation to the partner institution). This may require a formal signing ceremony, senior leadership presence, press release, and group meeting with stakeholders, to name a few.

ASSESSMENT, REVIEW, RENEWAL OF PARTNERSHIP

The duration of the agreement should not be more than three years. The faculty/staff member responsible must submit an annual report (last Monday of May) to the APGE who assesses key elements of the partnership. The last report of the three-year duration, along with the two annual reports, will constitute the renewal dossier that will be submitted as part of the review process to determine renewal. The APGE will submit the renewal dossier to the IEC to review and submit a recommendation for reauthorization of the agreement, as appropriate.

ACKNOWLEDGEMENTS

The original version of this document was developed by the International Education Council sub-committee working group members: Alisha Lombardi (Director, Study Abroad/IEC co-chair), Dr. Robin Kelley (Chief Diversity Officer), Fr. Dan Mai, S.J. (Mission and Ministry), Dr. Adrian Popa (Organizational Leadership), Ashley Davis (Director, International Student and Scholar Services), Theresa Howlett (International Admissions), and Audrey Minton (Admissions). It was approved by the 2022-2023 IEC voting members in September 2022. Input was subsequently provided by Julie McCulloh (Vice Provost, Enrollment Management), Dr. Paul Bracke (Associate Provost, Institute for Research & Interdisciplinary Initiatives), and Dr. Jeff Borden (Dean, School of Leadership Studies).

We are thankful for their time and commitment to developing a sound policy and procedure for engaging transformational international partnerships at Gonzaga. These policies, among others, aid in developing Gonzaga’s internationalism, encompassing the University’s efforts to promote cultural, educational, and economic understanding between people of various nationalities within the context of our Jesuit, Catholic, U.S. institution.