

# BUILDING BRIDGES IN GLOBAL HEALTH: ESTABLISHING COLLABORATIVE PARTNERSHIPS

*July 24-25, 2024*



The IDEAS (Increase and Diversify Education Abroad for U.S. Students) Program is a program of the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by World Learning.

# WELCOME

**Jamie Sharp**

*Acting Director*

Office of Global Educational Programs

**U.S. Department of State**



**IDEAS**  
PROGRAM

# USA Study Abroad



## Mission:

The **Bureau of Educational and Cultural Affairs (ECA)**'s mission is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange that assist in the of the United States and global society. development of peaceful relations. ECA is committed to fairness, equity and inclusion, and its programs strive to reflect the diversity



55,000 participants engage in exchange programs funded by ECA annually



15,000 American participants travel abroad on exchanges each year



101 U.S. public and private non-profit institutions funded



Bureau of Educational and Cultural Affairs, U.S. Department of State



**IDEAS**  
PROGRAM



# IDEAS Program

A program of the U.S. Department of State Bureau of Educational and Cultural Affairs, USA Study Abroad branch

**Seeks to broaden U.S. higher education institutions' capacity to grow study abroad programs for U.S. students**

- Increase number of all students studying abroad, particularly those from historically underrepresented groups
- Increase the number of U.S. higher education institutions offering study abroad programs
- Expand study abroad to new overseas destinations, particularly those that are less common

## **Grant Competition**

- Approximately 35 grants of up to \$35,000
- Approximately one consortium grant of up to \$50,000

## **Capacity Building Initiatives**

- Virtual and in-person, open to everyone



**IDEAS**  
PROGRAM



**145**  
grantees

**47**  
U.S.  
states +  
D.C. and  
P.R.

**\$5.4**  
million  
awarded

**10,000**  
estimated  
students  
impacted

## IDEAS Grant Competition

**IDEAS**  
PROGRAM

# IDEAS GRANTS

## Chippewa Valley Technical College

- Location: Belize
- Focus: Nursing

## The College of New Jersey

- Location: India
- Focus: Public Health





World Learning  
EDUCATION | DEVELOPMENT | EXCHANGE

## Connect with the IDEAS Program!

Email

[IDEAS@worldlearning.org](mailto:IDEAS@worldlearning.org)

Website

[StudyAbroadCapacityBuilding.org](http://StudyAbroadCapacityBuilding.org)

LinkedIn

<https://www.linkedin.com/company/ideas-program>

**IDEAS**  
PROGRAM



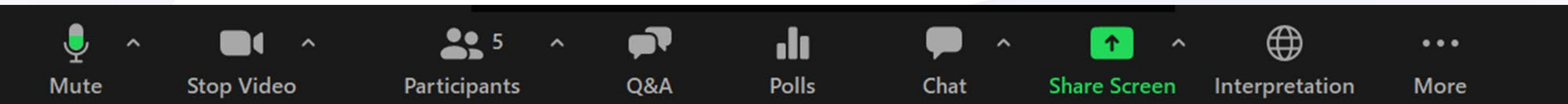
# BUILDING BRIDGES IN GLOBAL HEALTH: ESTABLISHING COLLABORATIVE PARTNERSHIPS

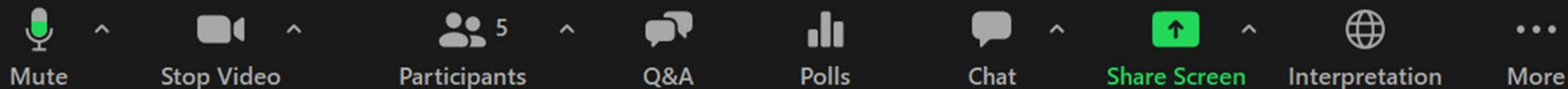
University of Michigan School of Nursing

University of Michigan Taubman Health Sciences Library



Please introduce yourself in the chat, we would love to hear from you!





Questions for our speakers can be put in the Q & A at any time. We will also have time during each session for conversation with the speakers.



## PLANNING COMMITTEE

- ***Beste Windes***, Academic Program Manager, University of Michigan School of Nursing (UMSN) Office of Global Affairs
- ***Gurpreet Rana***, Global Health Coordinator, University of Michigan Taubman Health Sciences Library
- ***Michelle Munro-Kramer***, Assistant Professor & Director of Global Programs, UMSN
- ***Rose Walton***, Administrative Assistant Intermediate, UMSN
- ***Janet Gribbons***, Administrative Assistant Intermediate, UMSN
- ***Jared Whitfield***, Desktop Support Specialist Senior Supervisor, UMSN

# EVALUATION AND FEEDBACK



“  
*OUR MISSION IS TO SUPPORT AND EXPAND A DIVERSE COMMUNITY OF GLOBAL HEALTH LEADERS IN THE SCHOOL OF NURSING TO ADVANCE HEALTH FOR ALL, BY CREATING COLLABORATIVE OPPORTUNITIES FOR RESEARCH, EDUCATION, AND PRACTICE.*  
”

**UMSN Office of Global Affairs**



# UMSN OFFICE OF GLOBAL AFFAIRS

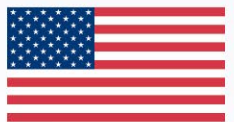
- ***Facilitate Research Collaborations:***
  - Helping to facilitate collaborative relationships that center on sub-Saharan Africa and Southeast Asia
  - Visiting scholars
- ***Global Health Academic Programs:***
  - Undergraduate Global Health Minor: Population Health in a Global Context
  - Master's and DNP Level Global Health Concentration
  - Facilitating globally-focused DNP projects with the Global Practice, Policy, and Leadership (GPPL) Concentration
  - Courses available as electives for all University of Michigan Students
- ***Training, Partnership, and Practice:***
  - PAHO/WHO Collaborating Center - since August 1997
  - Global Health Summer Institute - since May 2018

# AGENDA AT A GLANCE



Virtual Day 1 – July 24th		
9:00 - 9:20 AM	<b>Welcome</b>	<b>Depart of State, IDEAs Program, &amp; University of Michigan</b>
9:20 – 10:15 AM	<b>Panel: Building Transnational Networks for Global Health Practice, Policy, and Research</b>	<b>Thailand Partners:</b> Dr. Naruemol Singha-Dong & Dr. April Bigelow  <b>Ghana Partners:</b> Dr. Veronica Millicent Dzomeku & Dr. Jody Lori
10:15 – 10:25 AM	Break	
10:25 – 11:25 AM	<b>Keynote: International Partnerships through US Higher Education Institutions: Why does it matter?</b>	Dr. Mark A. Cantrell, USAID/Egypt, Health Development Officer, Office of Health and Population
11:25 – 11:55 AM	Break and Colleague Connection	
11:55 AM – 12:55 PM	<b>Panel: Creating a Shared Understanding of Expectations</b>	<b>Speakers:</b> Dr. Amy Carey, Patrick Morgan, & Dr. Andries Coetzee
12:55 AM – 1:05 PM	Break	
1:05 – 2:00 PM	<b>Discussion: Ethical Global Engagement</b>	<b>Speakers:</b> Dr. Michelle Munro-Kramer, Beste Windes, & Gurpreet Rana

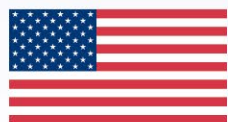
**BUILDING  
TRANSNATIONAL  
NETWORKS FOR  
GLOBAL HEALTH  
PRACTICE, POLICY,  
AND RESEARCH**



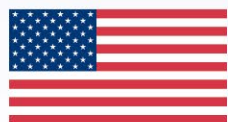


**MARK CANTRELL,  
DNP, MPH, RN**

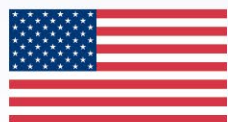
U. S. Agency for  
International  
Development



# CREATING A SHARED UNDERSTANDING OF EXPECTATIONS



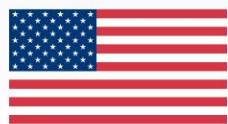
# ETHICAL GLOBAL ENGAGEMENT





# KNUST – UNIVERSITY OF MICHIGAN COLLABORATION

Veronica Dzomeku, KNUST, Ghana  
Jody Lori, University of Michigan





## KEY MILESTONES

- 2007: Contraceptives program in Ghana
- 2017: University of Michigan African Presidential Scholar (UMAPS) program
- 2018 – 2023: NIH Grant on Respectful Maternal Care
- 2022 – 2023: PEERS grant for a multi-country project with UM, KNUST and University of Liberia



# SUSTAINING THE COLLABORATION



- Common interest
- Willingness to make the relationship work
- Mutual respect
- Clear aims and objectives
- Clear roles



# SUSTAINING THE COLLABORATION

- Recognition to institutional relationships through MoU
- Identifying leads from each institution (becomes the face of the collaboration)
- Mutually beneficial relationship
- Focus on the needs of the institution/individual





**GOING  
FORWARD...**





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# Educational Impact

# STUDENT OPPORTUNITIES

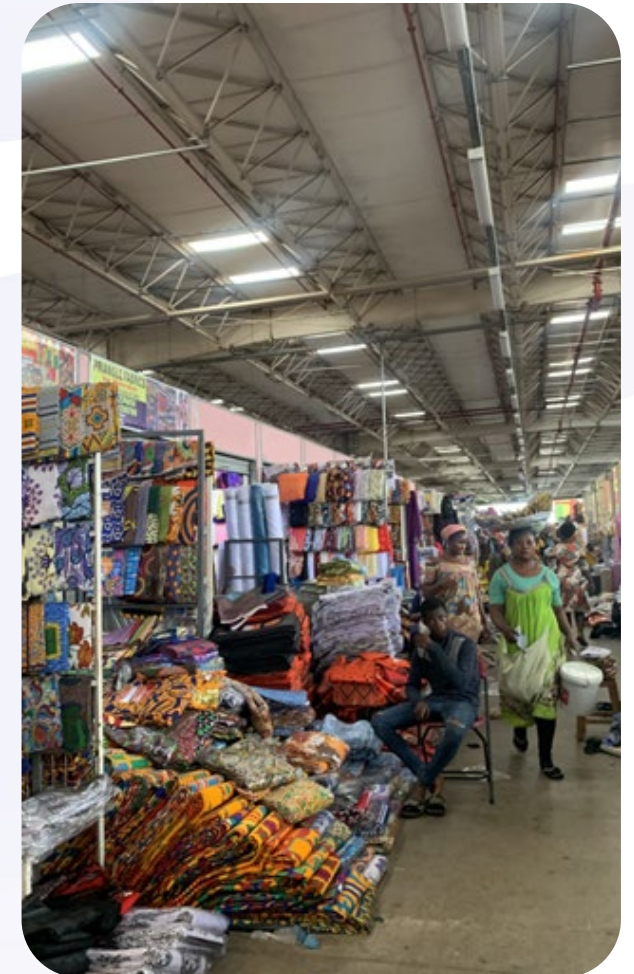
- Clinical Immersions/Internships





# STUDENT OPPORTUNITIES

- Cultural Exchange



# STUDENT OPPORTUNITIES

- Contributions to Science

Manuscripts including Students = **62**

Student 1<sup>st</sup> Author = **41**





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# Research Impact

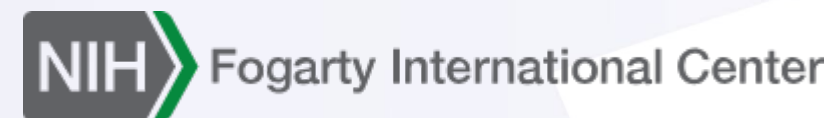
# BILATERAL PARTNERSHIPS



**UMAPS Scholars**



**Library Informationist Support**



**Dissemination of Research Findings**



*The National Academies of*  
**SCIENCES • ENGINEERING • MEDICINE**

**Reckitt  
Global Hygiene  
Institute**

  
**Grand Challenges Canada®  
Grands Défis Canada**

# BILATERAL PARTNERSHIPS

Midwifery 55 (2017) 96–98

Contents lists available at ScienceDirect

**Midwifery**

journal homepage: [www.elsevier.com/locate/midw](http://www.elsevier.com/locate/midw)

ELSEVIER

Experiences of women receiving childbirth care from public health facilities in Kumasi, Ghana

Veronica Millicent Dzomeku Senior Lecturer, PhD, RNM, FWACN, FGCNM<sup>a,\*</sup>, Brian van Wyk Associate Professor, PhD<sup>b</sup>, Jody R. Lori Associate, Professor and Associate Dean of Global Affairs, PhD, CNM<sup>c</sup>

<sup>a</sup> Department of Nursing, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana  
<sup>b</sup> School of Public Health, University of the Western Cape, South Africa  
<sup>c</sup> School of Nursing, University of Michigan, USA

CrossMark

academicjournals

Vol. 10(4), pp. 33-40, April 2018  
 DOI: 10.5897/IJNM2018.0306  
 Article Number: 7D388EC56780  
 ISSN 2141-2456  
 Copyright © 2018  
 Author(s) retain the copyright of this article  
<http://www.academicjournals.org/IJNM>

International Journal of Nursing and Midwifery

Full Length Research Paper

## Determinants of satisfactory facility-based care for women during childbirth in Kumasi, Ghana

Veronica Millicent Dzomeku<sup>1</sup>, Brian van Wyk<sup>2</sup>, Lucia Knight<sup>3</sup> and Jody Rae Lori<sup>4</sup>

<sup>1</sup>Department of Nursing, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.  
<sup>2</sup>School of Public Health, University of the Western Cape, South Africa.  
<sup>3</sup>School of Public Health, University of the Western Cape, South Africa  
<sup>4</sup>School of Nursing, University of Michigan, USA.

Received 5 March, 2018; Accepted 3 April, 2018

Dzomeku et al. BMC Digital Health (2022) 1:11  
<https://doi.org/10.1186/s4147-022-00012-0>

BMC Digital Health

RESEARCH Open Access

Feasibility of the use of WhatsApp messaging technology to facilitate obstetric referrals in rural Ghana

Veronica Millicent Dzomeku<sup>1</sup>, Adwoa Bemah Boamah Mensah<sup>1</sup>, Emmanuel Kweku Nakua<sup>2</sup>, Pascal Agbadi<sup>1,3</sup>, Joshua Okyere<sup>4</sup>, Alex Kumah<sup>5</sup>, Jacob Munkipf<sup>6</sup>, Anthony Adofo Ofori<sup>7</sup>, Nancy Lockhart<sup>8</sup> and Jody R. Lori<sup>4</sup>

## PLOS ONE

RESEARCH ARTICLE

Charge midwives' awareness of and their role in promoting respectful maternity care at a tertiary health facility in Ghana: A qualitative study

Veronica Millicent Dzomeku<sup>1,2</sup>, Adwoa Bemah Boamah Mensah<sup>1</sup>, Emmanuel Kweku Nakua<sup>2</sup>, Pascal Agbadi<sup>1,3</sup>, Joshua Okyere<sup>4</sup>, Richard Gyan Aboagye<sup>5</sup>, Peter Donkor<sup>6</sup>, Jody R. Lori<sup>4</sup>

<sup>1</sup> Department of Nursing, College of Health Sciences, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, <sup>2</sup> Department of Epidemiology and Biostatistics, School of Public Health, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, <sup>3</sup> Department of Family and Community Health and Social Policy, Lingnan University, Tuen Mun, Hong Kong, <sup>4</sup> Department of Family and Community Health, Fred N. Birka School of Public Health, University of Health and Allied Sciences, Hohoe, Ghana, <sup>5</sup> Department of Surgery, School of Medical Sciences, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, <sup>6</sup> Komfo Anokye Teaching Hospital, Kumasi, Ghana

\* [vydzomeku@gmail.com](mailto:vydzomeku@gmail.com)



Dzomeku et al. BMC Pregnancy and Childbirth (2022) 22:451  
<https://doi.org/10.1186/s12884-022-04196-w>

BMC Pregnancy and Childbirth

## RESEARCH

Open Access

Promoting respectful maternity care: challenges and prospects from the perspectives of midwives at a tertiary health facility in Ghana

Veronica Millicent Dzomeku<sup>1</sup>, Adwoa Bemah Boamah Mensah<sup>1</sup>, Emmanuel Kweku Nakua<sup>2</sup>, Pascal Agbadi<sup>1,3</sup>, Joshua Okyere<sup>4</sup>, Peter Donkor<sup>5</sup> and Jody R. Lori<sup>4</sup>

Ageyi-Baffour et al. BMC Medical Education 2013, 13:64  
<http://www.biomedcentral.com/1472-6920/13/64>

BMC Medical Education

## RESEARCH ARTICLE

Open Access

Factors that influence midwifery students in Ghana when deciding where to practice: a discrete choice experiment

Peter Ageyi-Baffour<sup>1</sup>, Sarah Rominski<sup>2</sup>, Emmanuel Nakua<sup>1</sup>, Mawuli Gyakobo<sup>3</sup> and Jody R. Lori<sup>4</sup>

Dzomeku et al. BMC Nursing (2021) 20:39  
<https://doi.org/10.1186/s12912-021-00559-6>

BMC Nursing

## RESEARCH ARTICLE

Open Access

Midwives' experiences of implementing respectful maternity care knowledge in daily maternity care practices after participating in a four-day RMC training

Veronica Millicent Dzomeku<sup>1</sup>, Adwoa Bemah Boamah Mensah<sup>1</sup>, Emmanuel Kweku Nakua<sup>2</sup>, Pascal Agbadi<sup>1</sup>, Jody R. Lori<sup>3</sup> and Peter Donkor<sup>4,5</sup>



## RESEARCH ARTICLE

Open Access

"I wouldn't have hit you, but you would have killed your baby:" exploring midwives' perspectives on disrespect and abusive Care in Ghana

Veronica Millicent Dzomeku<sup>1</sup>, Adwoa Bemah Boamah Mensah<sup>1</sup>, Emmanuel Kweku Nakua<sup>2</sup>, Pascal Agbadi<sup>1</sup>, Jody R. Lori<sup>3</sup> and Peter Donkor<sup>4,5</sup>





# Rewards

- Advance scientific knowledge
- Tackles multidimensional issues
- Enhances academic quality
- Increased understanding of other places & peoples
- Fosters global networks
- Prepares students for global challenges
- Make and maintain life-long friendships

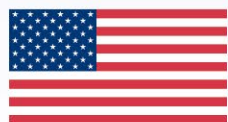






# **CREATING EQUITABLE PARTNERSHIPS**

Thank you !  
Medaase !



# GLOBAL CLINICAL IMMERSION: GOING BLUE IN THAILAND

Naruemol Singha-Dong, PhD, MS

April Bigelow, PhD, AGPCNP-BC





## **OBJECTIVES**

- Discuss the development of clinical collaboration
- Describe the dynamic process of international collaboration
- Define the essential elements to international clinical
- Recommend screening, pre-departure, and onboarding guidelines
- Review successes and challenges from 10 years of groups

# EVOLUTION OF UM-SUT COLLABORATION

- Organic
- Initial clinical to determine feasibility
- Definition of roles of the institutions
- Allowing for flexibility and pivots while in country
- Debriefing and evaluation
- Student feedback



# SCREENING, ON-BOARDING, PRE-DEPARTURE



- Completion of specific course sequence
- Essay questions
- Vaccines
- International experience
- Flexibility, enthusiasm, potential



## DESCRIPTION OF CLINICAL

- Travel days
- Classroom days
- Introductions and team building
- Community clinical rotation
  - Primary care
  - School based care
  - Monk care
  - Home visits



## SIZE MATTERS

Clinical cohort size changes the interactions, potential for spontaneous experiences, and interactions with patients in the community

Balance between affordability and sustainability of the program





# CLASSROOM DAYS

- Didactic
- Hands on practice
- Language practice
- Team building





# CLINICAL DAYS



# SCHOOL HEALTH

Screening

Education

Engagement

Identification of issues needing follow up





# TEMPLE HEALTH

**IDEAS**  
PROGRAM





# COMMUNITY HOME VISITS





# CULTURAL EXPERIENCES





# DEBRIEFING, EVALUATION, REVISIONS

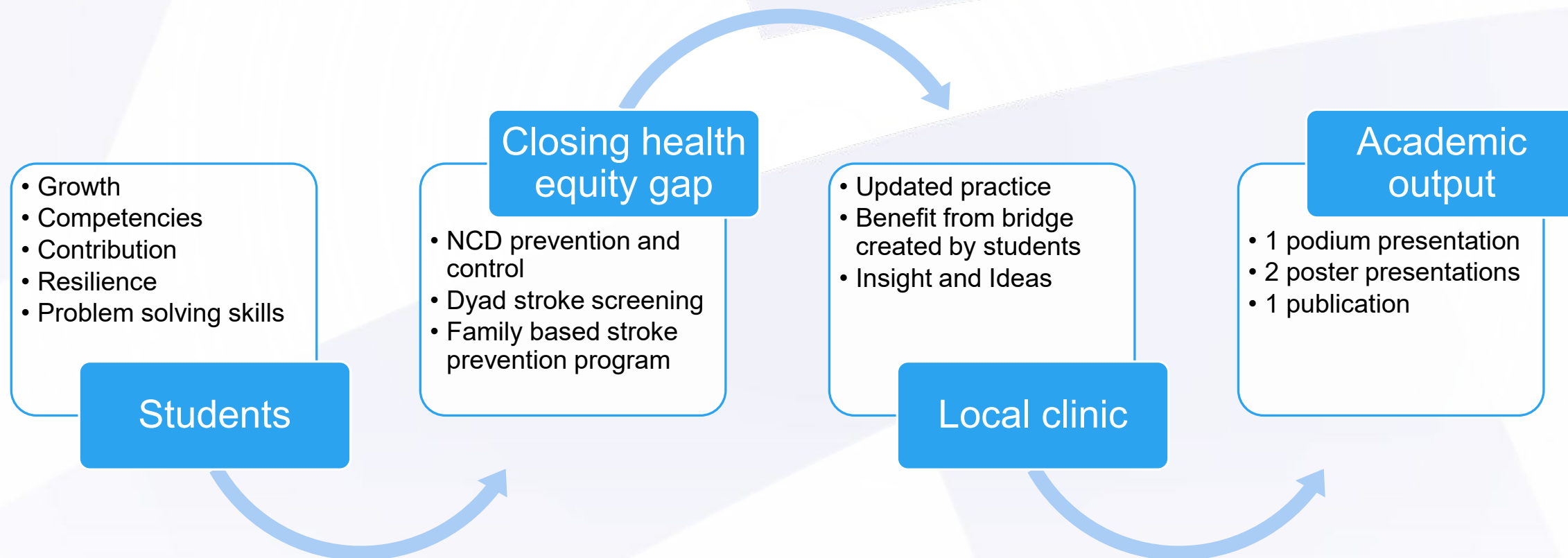




# ESSENTIAL ELEMENTS

- MOU, Agreement
- Communication, verbal and non-verbal
- Rules and regulations
- Compliance
  - No motorcycles
  - No smoking or drinking
  - Licensure

## WE GOT BEYOND WHAT WAS ANTICIPATED.



## **LESSONS LEARNED**

- It takes a village, so involve stakeholder.
- Leadership plays a major role.
- Learning and sharing are crucial for co-creation.
- Language is not barrier.
- Management, especially financial, needs to be confirmed in advance
- With advanced technology, sometimes we overlook human touch. In resource limited setting, students value their skills and competencies.

*The higher the technology, the Greater the need of HUMAN TOUCH.*



# INTERNATIONAL PARTNERSHIPS THROUGH U.S. HIGHER EDUCATION INSTITUTIONS: WHY DOES IT MATTER?

Mark Cantrell, DNP, MPH, RN

July 24, 2024

*\*The contents of this presentation are the sole responsibility of the presenter and do not necessarily reflect the views of USAID or the United States Government.*



# The Road Not Taken

*...Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.*

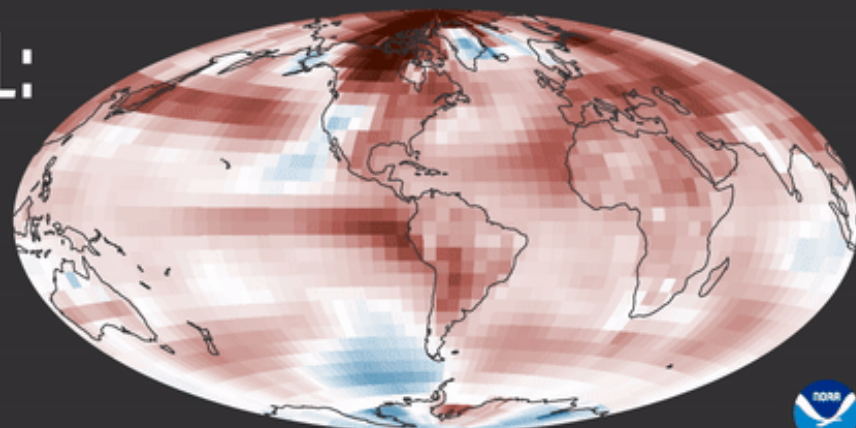
Robert Frost



Photo credit: Getty Images

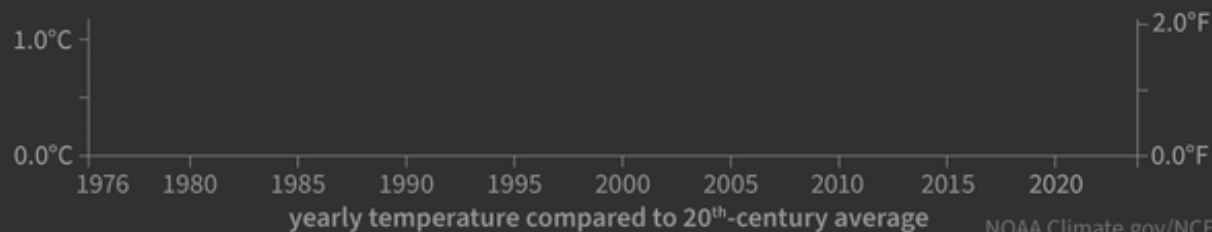


IT'S OFFICIAL:



Difference from 1991–2020 average (°F)

-5 0 5



Source: [NOAA](https://www.noaa.gov)

# International Partnerships

- Social responsibility
- Interdependent wellbeing
- Human rights and security
- Massive, complex challenges
- Relevance and impact



# Global Health

*“Health problems, issues, and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are **best addressed by cooperative actions and solutions.**”*

(IOM 1997)



Photo credit: Mark Cantrell

# GLOBAL HEALTH ORGANIZATIONS EXAMPLES

## Multilateral Organizations

PAHO/WHO

UNICEF

UNFPA

World Bank

## Bilateral Organizations

USAID

COSUDE

JICA

GIZ

## Non-governmental Organizations

Global Links

International Red Cross

ADRA

Gates Foundation

# PAHO/WHO

**Mission:** To lead strategic collaborative efforts among Member States and other partners to promote equity in health, to combat disease, and to improve the quality of, and lengthen, the lives of the peoples of the Americas.

[PAHO/WHO Collaborating Centers](#)

[PAHO Internship Program](#)

[Virtual Campus for Public Health](#)

[Consulting Opportunities](#)

[www.paho.org](http://www.paho.org)



Photo credit: Mark Cantrell



# USAID

**Mission:** On behalf of the American people, we promote and demonstrate democratic values abroad, and advance a free, peaceful, and prosperous world.

[Pathways for Students](#)

[USAID University Partnerships](#)

[Funding Opportunities](#)

[www.usaid.gov](http://www.usaid.gov)



Photo credit: USAID

# NGOs & PVOs

**Mission:** Can vary widely in scope, focus, and approach. Often have a key role in global health advocacy, funding, program implementation, education, and research.

- Volunteering/internships
- Research
- Consulting/advising
- Study abroad



Photo credit: Mark Cantrell



# A FEW TAKEAWAYS

- The Road Not Taken
  - Choose YOUR path
- Remember the importance of International Partnerships
- Cultivate global collaboration
  - Study/Research Abroad
  - Volunteering & consulting
  - Project-based
  - Joint education & training
- Seek impact & enrichment



Photo credit: Mark Cantrell



# ESTABLISHING COLLABORATIVE PARTNERSHIPS

The University of Michigan



# Introductions



**Amy Carey**

Assistant Vice Provost for  
International Engagement



**Andries Coetzee**

Director, International  
Partnerships, College of  
Literature, Science, and  
the Arts



**Patrick Morgan**

Chief International Travel  
Safety Officer

# Agenda

1

**Global Engagement and International Agreements**

2

**Partnership Ideation and Development**

3

**International Agreement Process**



# Why Does U-M Engage Globally?

Address Some of the World's Greatest Challenges in Science and Human Welfare



Provide Unique, Engaged Learning Opportunities for our Students



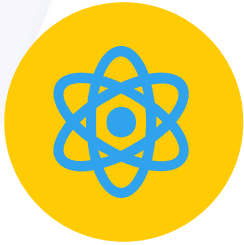
Expand Research Horizons and Seek New Knowledge



Build Bridges Across Cultures



# How Does U-M Engage Globally?



## RESEARCH & SCHOLARSHIP

Sponsored projects  
Unfunded collaborations  
Publications



## INTERNATIONAL STUDENTS & SCHOLARS

Degree-seeking students  
Visiting students  
Visiting scholars



## EDUCATION ABROAD

Study  
Internships  
Research  
Volunteer

# Types of Agreements & Review Process

## ACADEMIC COOPERATION & EDUCATIONAL PROGRAMS

- Affiliation agreements
- Student exchanges
- Hosting agreements
- Joint academic programs
- Visiting scholars



**OFFICE OF THE PROVOST**

## SPONSORED PROJECTS, RESEARCH, AND DATA USE

- Sponsored research by external funding agencies
- Data use agreements
- Unfunded agreements on a specific research topic



**OFFICE OF RESEARCH**

## CONTRACTS FOR VENDOR GOODS AND SERVICES

- Accommodations/ facilities rentals
- Vehicle/driving contracts
- Third-party provider contracts
- Consulting contracts

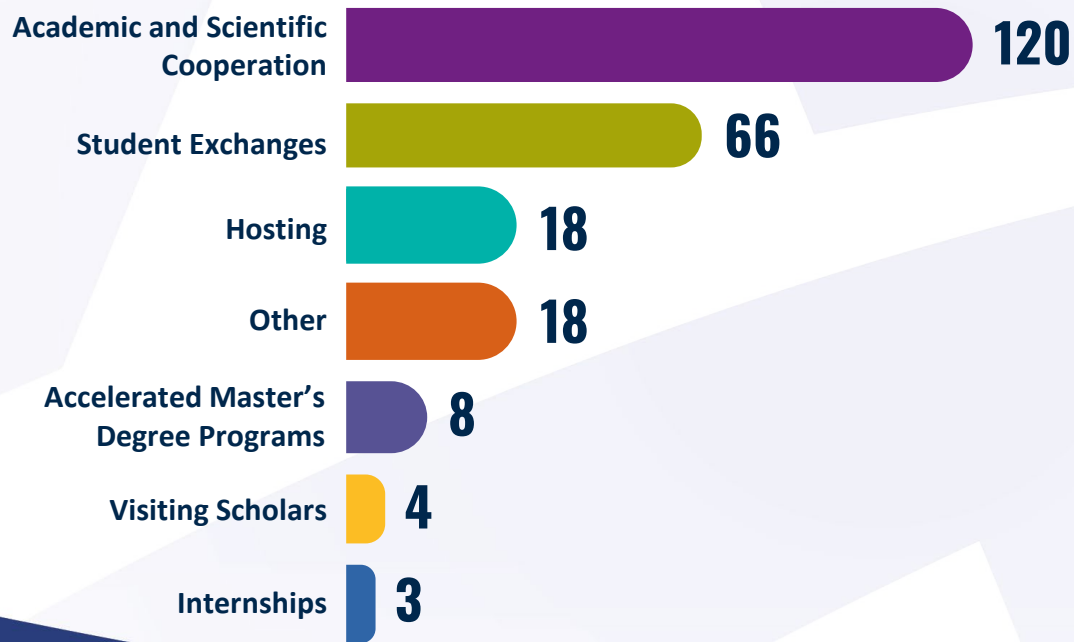


**PROCUREMENT SERVICES**



# International Agreements

## For Academic Cooperation & Educational Programs



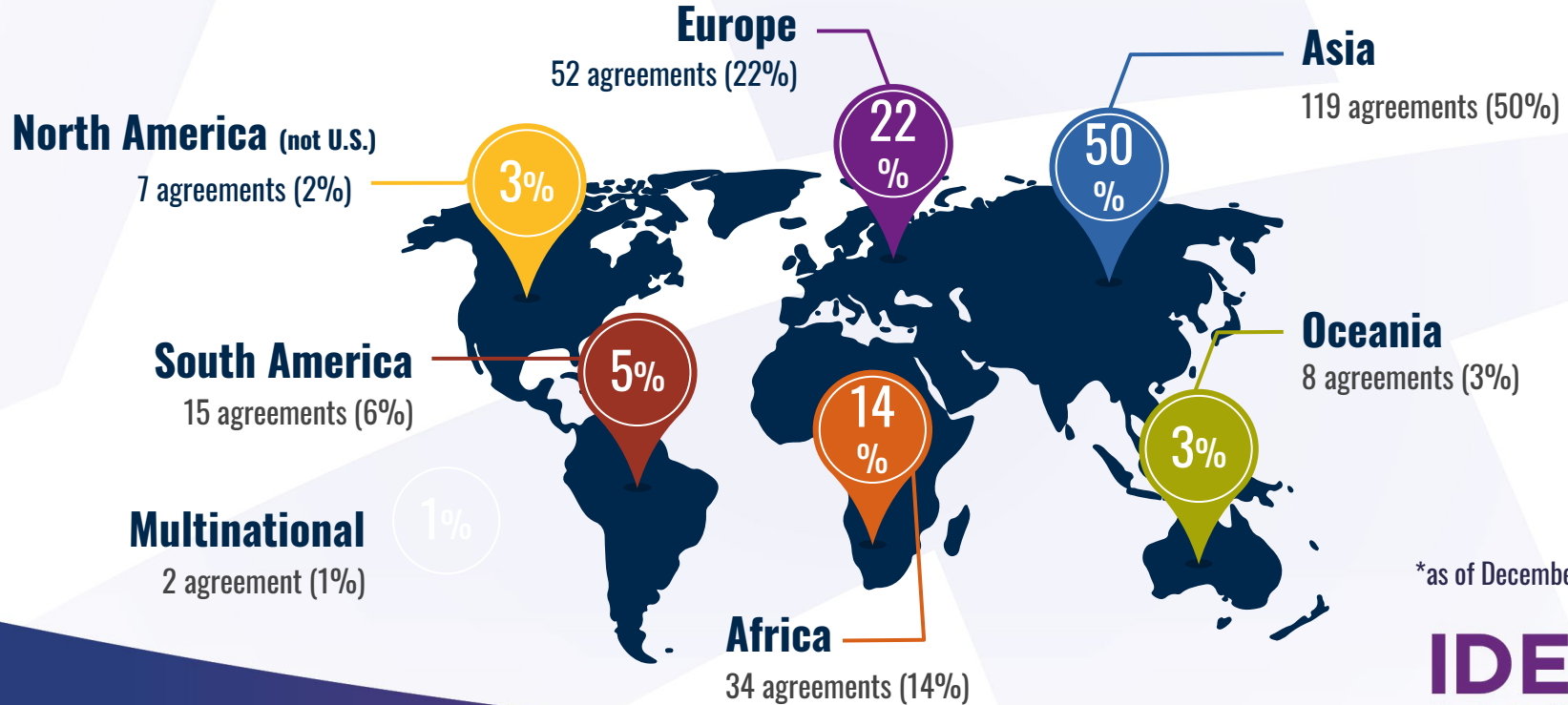
# 237

active international agreements  
across 17 of U-M's schools and colleges\*

\*as of December 31, 2023

# International Agreements

## For Academic Cooperation & Educational Programs



\*as of December 31, 2023

# Core Values For Engagement



**Ethical Inquiry**



**Reciprocity**



**Complementary Value Propositions**



**Faculty or Student-Driven Initiatives (bottom up)**



**Accountability and Transparency**



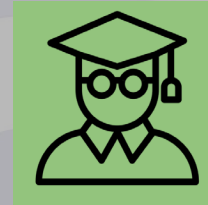
# How Do Agreements Originate?



U-M is very  
decentralized



Many informal  
relationships



Faculty initiated



Partner initiated



Centrally initiated

# Faculty Initiated Agreements



Long-term relationship  
becomes formalized

Professor Luthuli has been collaborating for many years with colleagues at her home university in Botswana. She now often involves students on research trips, co-advises students, etc. As this collaboration expands, she approaches you to formalize the relationship.



Unique opportunity  
results in agreement

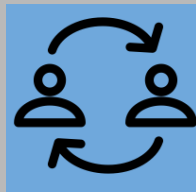
Graduate student Rose Matshego gets permission to digitize the records of a regional court district in Kenya. An agreement is required between U-M and the Kenyan government about access to and storage of the digitized records.

# Partner Initiated Agreements

## Universities

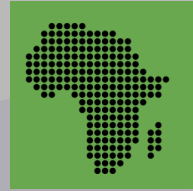


“Let’s be friends”



People exchange

## Governments & NGO



PASET (Africa)



IISMA (Indonesia)



# Relationships Really Matter

## On your campus



Central  
administration



Local  
administration



Individuals

## Outside



International  
universities



US & foreign  
governments



Funders

# International Travel Policies

- Defines who can go where for what purposes and under what conditions
- Provides framework to meet institutional goals



Faculty



Staff



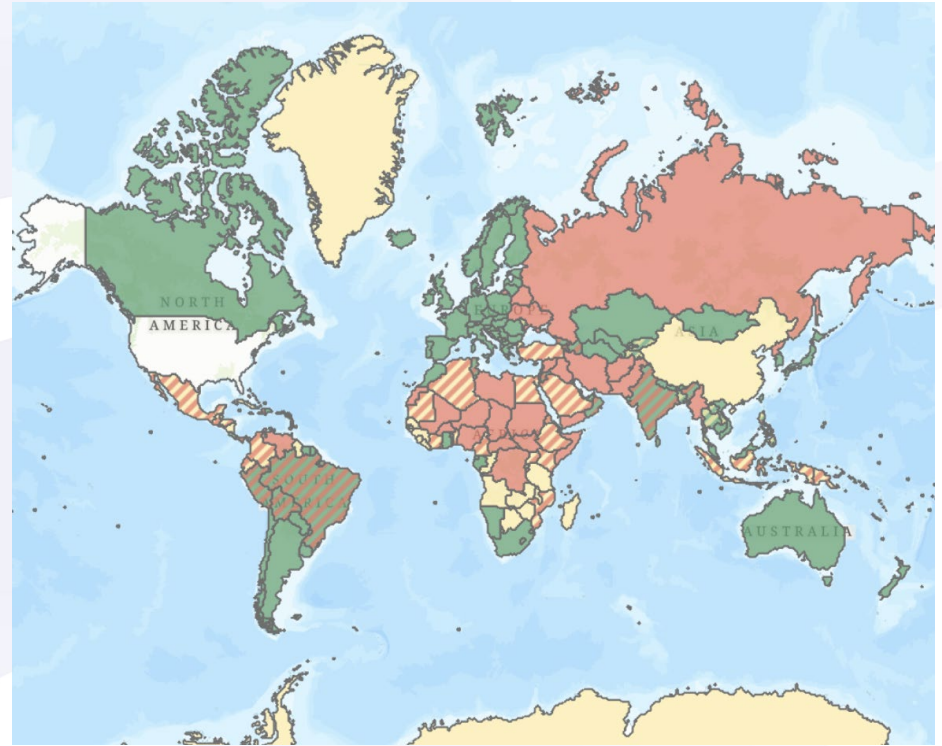
Student



*\*Download Chapter 13: “Building and Institutional International Travel Policy” of the upcoming Forum on Education resource [“Convergence of Litigation, Policy, and Standards: Building the Informed Practitioner in Education Abroad Risk Management”](#)*

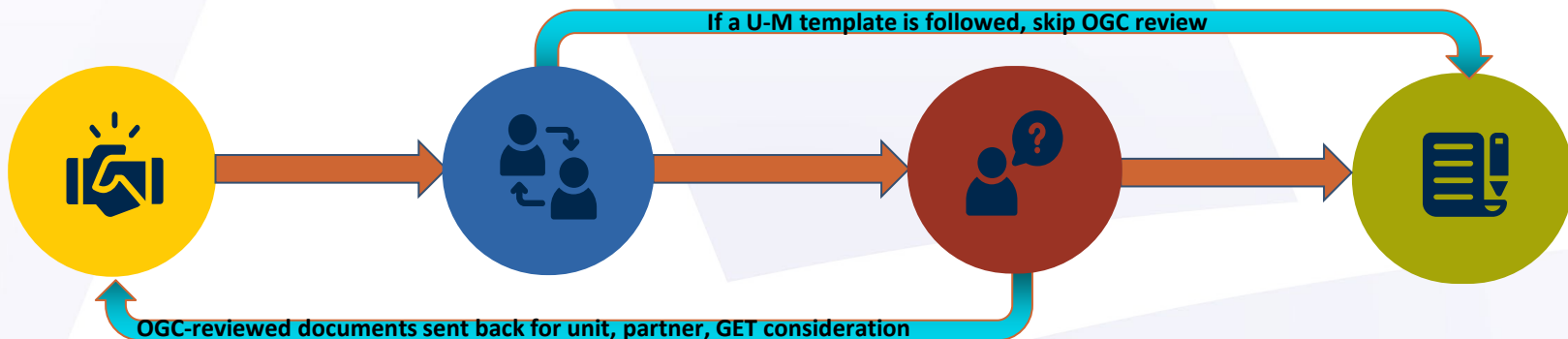
# Higher Risk Travel Processes

- Reflection of an institution's risk tolerance
- Processes for engaging in:
  - Dept of Treasury sanctioned countries
  - Countries of Concern
  - Higher risk travel





# International Agreement Filing Process



## UNIT-LEVEL INITIATION/ PARTNER NEGOTIATION

- Units discuss collaboration goals and parameters with international partner
- Prepare draft agreement
- Complete Proposal Form
- Secure dean's signature
- Submit to the Provost's Office

## GLOBAL ENGAGEMENT TEAM (GET) REVIEW

- Screen proposals for export control issues
- Screen proposals for adherence to templates
- For non-template agreements, review and comment; send to OGC for legal review
- Enter all data into database

## OFFICE OF THE GENERAL COUNSEL (OGC) REVIEW

- Reviews drafts; asks questions; suggests revisions
- Amended documents sent back to GET/unit for consideration and unit's discussion with the partner

## SIGNATURE PROCESS

- Once all parties (unit, GET, OGC, partner) come to an agreement, Vice Provost for Engaged Learning signs
- Unit obtains dean's signature and partner's signature
- Unit returns document to GET for U-M records

# Resources

**#1**

**Types of Agreements**

**#2**

**Step-by-Step Instructions  
for Establishing an  
Agreement**

**#3**

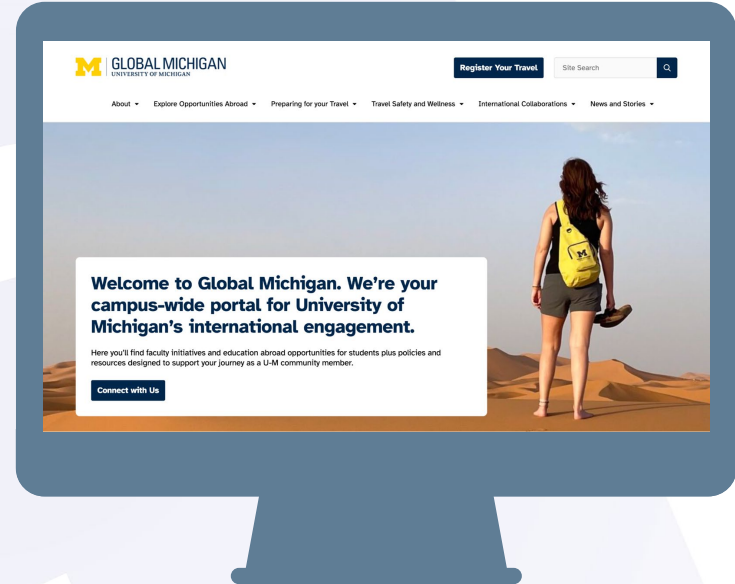
**Proposal for International  
Agreement Form**

**#4**

**Agreement Templates**

# More Global Information

Visit the Global Michigan website for more information about Michigan's global engagement, at <https://global.umich.edu/>





# Questions?

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## Group Activity

# Ethical Global Engagement

Michelle Munro-Kramer  
Beste Erel Windes  
Gurpreet K. Rana

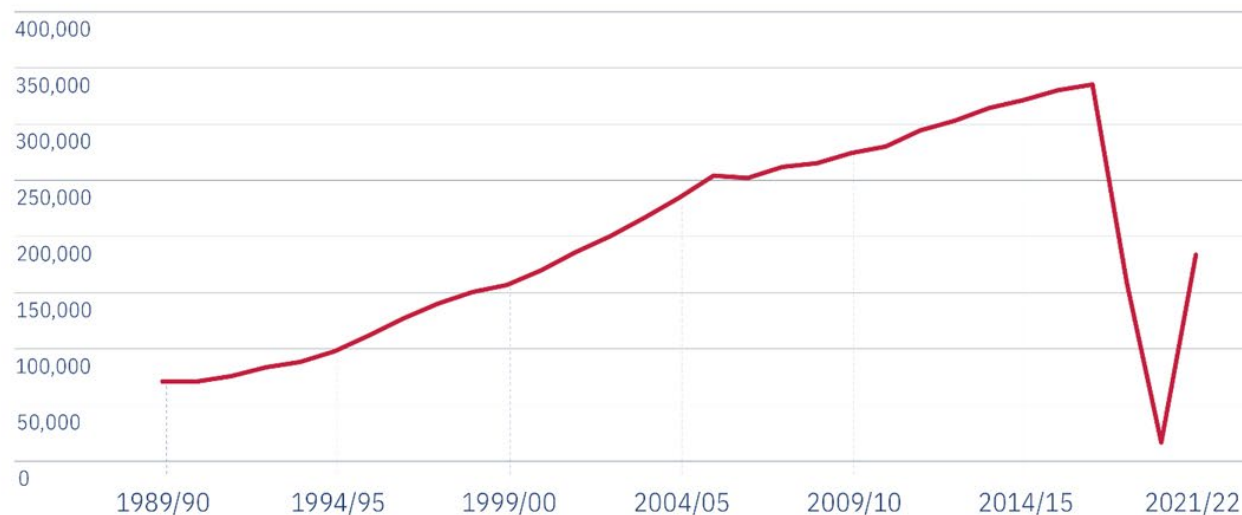


# Setting the Stage



**OPEN DOORS U.S. STUDY ABROAD DATA**

**U.S. STUDENTS STUDYING ABROAD, 1989/90–2021/22**



In 2021/22, the total number of U.S. students who studied abroad for academic credit **increased to 188,753 students**, a nearly 13-fold increase of 1,197%.

**Source:** The *Open Doors Report on International Educational Exchange* is a comprehensive information resource on international students and scholars at higher education institutions in the United States and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit [www.opendoorsdata.org](http://www.opendoorsdata.org).

**opendoors**

Figure 1. IIE Open Doors Report (2023). *US Study Abroad Data*. [https://opendoorsdata.org/?download=https://opendoorsdata.org/wp-content/uploads/2023/11/OD23\\_Infographics\\_U.S.-Study-Abroad-06.png](https://opendoorsdata.org/?download=https://opendoorsdata.org/wp-content/uploads/2023/11/OD23_Infographics_U.S.-Study-Abroad-06.png)

HOST REGIONS	2020/21	2021/22	% of total	% change
Europe	9,647	138,007	73.1	1,330.6
Latin America & Caribbean	1,600	19,387	10.3	1,111.7
Asia	1,795	8,892	4.7	395.4
Middle East & North Africa	711	5,559	2.9	681.9
Sub-Saharan Africa	354	4,614	2.4	1,203.4
Oceania	71	1,318	0.7	1,756.3
North America	32	673	0.4	2,003.1
Antarctica	3	4	0.0	33.3
Multiple Destinations	336	10,299	5.5	2,965.2

Note: Cyprus and Turkey are included in Europe; Mexico is included in Latin America

## **Ethical Global Engagement Considerations**

- **Knowledge** (information on host country contexts)
- **Global trends** (colonialism, historical events, globalization, environmental degradation, epistemic justice, etc.)
- **Mindsets** (white saviorism, helicopter research, practice beyond scope, voluntourism, etc.)
- **Skill sets** (language, communication, interpersonal and intercultural skills, critical self-reflection, etc.)
- **Attitudes** (open mindedness, ability to empathise, relate and build bridges, etc.)



# Case studies

Group Discussion



# Scenario 1

Midwifery in Ghana

# Scenario 2

Helicopter Research





# Scenario 3

Administrative Practices and International Programs

