



**Improving Outcomes with Informed Decision Making:  
A Strategic Plan for UWM's International Agreements**

**Report of the  
UWM International Partnerships Strategic Planning Committee  
January – May, 2015**

**Spring 2015**

## **UWM International Partnerships Strategic Planning Committee**

In December 2014, the Center for International Education (CIE) invited UWM faculty and academic staff with responsibilities for international inter-institutional agreements to participate in discussions leading to the development of UWM's first Strategic Plan for International Inter-institutional Agreements. This was prompted by the Overseas Programs and Partnerships (OPP) Advisory Committee's concerns about the inadequacy of current policies and practices to promote UWM's interests in light of a rapid expansion of inter-institutional agreements since 2008. Comprised of OPP Advisory Committee members as well as other UWM stakeholders, the Committee was asked to identify the goals and priorities that should inform UWM's efforts; strategies for building successful collaborations; and actions that will strengthen UWM decision makers' ability to make considered, informed judgments regarding whether or not to support an agreement. From the beginning, the intention has been to establish a plan that will be discussed, modified, and approved by the OPP Advisory Committee.

The timing of this Strategic Plan is important. The UWM policy governing international inter-institutional agreements, S-33.5, requires revision. Additionally, on March 12 UWM's Faculty Senate approved the creation of a new, governance-based International Committee that will assume the OPP Advisory Committee's current agreement review and approval role. The Plan may inform the International Committee's efforts to update S-33.5 to reflect the policies and processes they believe will best serve UWM's interests. It provides them with important background that may inform their future decision making while improving access to information that will support decision making at all levels of agreement development and review.

### **Strategic Planning Committee Members**

Karen Brucks, Associate Dean for Natural Sciences, College of Letters & Science  
Simone Conceição, Professor of Adult and Higher Education Leadership, School of Education  
Christopher Davis-Benavides, Professor of Art and Design, Peck School of the Arts  
Anne Dressel, Director, Center for Cultural Diversity and Global Health, College of Nursing  
César Ferreira, Professor of Spanish, College of Letters & Science  
Garett Gietzen, Assistant Director for International Partnerships, Center for International Education  
Jennifer Gruenewald, Director of International Student & Scholar Services, Center for International Education  
Tracey Heatherington, Associate Professor of Anthropology and Associate Dean, Graduate School  
Ellen Kowalczyk, Administrative Assistant, the Graduate School  
Susan McRoy, Professor of Computer Science and Associate Dean, College of Engineering & Applied Science  
Nigel Rothfels, Director, Office of Undergraduate Research  
Sara West Tully, Executive Director, Center for International Education

### **Overseas Programs and Partnerships Advisory Committee Members**

Simone Conceição, Professor, Adult and Higher Education Leadership, School of Education  
Sarah Davies Cordova, Professor of French, College of Letters & Science  
Garry Davis, Professor of Linguistics and German, College of Letters & Science  
Christopher Davis-Benavides, Professor of Art and Design, Peck School of the Arts  
César Ferreira, Professor of Spanish, College of Letters & Science  
Paul Fischer, Jerry Leer Professor of Accounting, Lubar School of Business  
T. J. Jeske, Assistant Dean, Lubar School of Business  
Wooseob Jeong, Associate Professor, School of Information Studies  
Jung Kwak, Associate Professor of Social Work, School of Social Welfare  
Jin Li, Professor of Civil Engineering and Mechanics, College of Engineering & Applied Science  
Lucy Mkandawire-Valhmu, Associate Professor, School of Nursing  
Joseph Peschio, Associate Professor of Russian, College of Letters & Science  
Susan Rose, Professor of Social Work, School of Social Welfare

**Improving Outcomes with Informed Decision Making:  
A Strategic Plan for UWM's International Agreements**

**Contents**

- I. Background**
- II. Benefits and Responsibilities of Partnerships**
- III. Assigning Value: "Prospective Partners" vs. "Partners"**
- IV. When is an Agreement Needed?**
- V. UWM Partnership Agreements Overview**
- VI. Principles of Strategic Partnership Development**
- VII. Rankings and Reputation**
- VIII. Strategies for Building Sustainable Partnerships**
- IX. Renewing Agreements**
- X. Recommended Actions**

**Appendices**

- A. How Partnerships Align with UWM's Strategic Plan (table)**
- B. UWM's Agreement Review/Approval Process: Current vs. Recommended**
- C. UWM Guide to Understanding International Academic Program and Course Collaborations**

## **Improving Outcomes with Informed Decision Making: A Strategic Plan for UWM's International Agreements**

**Spring 2015**

*As evidenced by the advent of the printed book, the global migration of scholars, and the widespread sharing of research internationally, the world of higher education and knowledge development has always been networked. What is different today is that international networking has become inculcated as a key factor in the fabric of higher education....Active engagement with the rest of the world has become fundamental to a high quality education, one that prepares students and their communities for the larger world in which they will live and work. — American Council on Education <sup>1</sup>*

### **I. Background**

The University of Wisconsin-Milwaukee's partnerships with higher education institutions abroad are formalized through a variety of inter-institutional agreements. Many of these agreements are general and exploratory, whereas others are more precise and prescriptive. All are intended to foster collaboration between UWM and its partner institutions. While collaborative possibilities are extensive, agreements usually focus on one or more key activities: study abroad, faculty and student exchange, joint research and curricular activities, and international student enrollment. When successful, UWM's partnership agreements are highly valuable. They create goodwill between the institutions and encourage or support collaboration. By doing so they provide worthwhile opportunities for UWM faculty, staff and students, and contribute to UWM's overall strength as a globally engaged university.

Because inter-institutional agreements can play such an important role in advancing the interests of UWM and its faculty, students and staff, it is important for UWM to engage in agreements that are most likely to result in significant returns. The need for agreements that provide such returns is especially crucial because agreements require a significant amount of work by faculty and administrators at both UWM and its partner institutions. Even the most general agreements move through basic stages of initial discussion, selection of agreement type, review and/or negotiation, approval and formalization. Although this process is often straightforward, it may be complicated by a number of factors including agreement complexity and differing understandings about expectations, appropriate text, and proposed outcomes. When agreements are finalized and partnerships are made official, the implementation of agreement terms requires an even greater commitment of resources. The nature of these resources varies but all partnerships demand considerable attention by UWM personnel for the initiation and maintenance of collaborative activities.

---

<sup>1</sup> American Council on Education, *Strength through Global Leadership and Engagement: U.S. Higher Education in the 21st Century* (Washington, DC: American Council on Education), <http://www.acenet.edu/news-room/Documents/2011-CIGE-BRPRReport.pdf>.

For this reason, it is important that UWM is judicious in its decisions about partnership development. UWM has experienced a rapid expansion, with 152 international agreements developed and signed since 2008 – 116 since 2011 alone. This has been accompanied by a commensurate increase in requests to host international visitors, delegations, and visiting faculty and graduate students, and an increase in enrollment of international students from partner institutions. Much time and money is invested in partnerships, with variable outcomes. At the same time, more can be done to realize the potential of existing agreements.

This Strategic Plan proceeds from recognition that the value of inter-institutional partnership agreements corresponds directly to the initial assessment of the potential partnership, continuing support of the agreement by its sponsoring academic or administrative unit, and regular review and subsequent adjustment, expansion or conclusion of the partnership agreement. This comprehensive approach to agreements increases the chance that the often significant work that it takes to begin a partnership will not go to waste but will instead lead to sizable, and sustainable, returns.

This plan assists with the selection and maintenance of partnership agreements by providing background on UWM's current agreements, procedures and processes; criteria to consider when initiating, evaluating, and maintaining agreements; and recommendations on how stakeholders -- UWM's colleges, schools and departments, and the administrators, faculty and staff responsible for developing, reviewing and approving agreements -- should effectively incorporate such criteria into their policies and procedures.

## **II. Benefits and Responsibilities of Partnerships**

Inter-institutional partnerships provide a variety of benefits to UWM and its partner institutions. They provide frameworks for collaborative research, teaching, and practice; they expand UWM's boundaries by promoting bilateral student and faculty exchanges. They encourage student recruitment as well as on-campus, on-line, and multi-modal enrollment. They increase UWM's international visibility and support its quest for higher rankings. When employed strategically, they can contribute significantly to the attainment of UWM's mission and goals, as articulated in UWM's Strategic Plan (see **Appendix A**).

Yet while partnerships can yield great benefits for UWM, they also carry a real responsibility to the partner institution. Each new agreement carries expectations of effort, of follow-through on discussions, of time spent developing and managing the relationship, of hospitality that will be provided during visits. For bilateral student exchanges, student enrollments must balance, and the sponsoring department assumes responsibility for promoting the exchange in order to ensure student demand. For agreements supporting international student enrollment at UWM, both the partner institution and the students often have unspoken expectations of a high level of support for a partnership-sanctioned program.<sup>2</sup> When the partners have different

---

<sup>2</sup> UWM has seen recent growth in the number of agreements supporting international student enrollment. These partnerships carry high expectations of individualized student services, from airport welcomes to assistance with housing, course enrollments, and sociocultural programming. Departments and schools sponsoring such programs

understandings of the agreement provisions, as can happen when working across cultures and languages, the expectations can at times be unwelcome – such as when a partner mistakenly believes that its students may attend UWM free of charge.

Such misunderstandings can be avoided when sufficient time is taken to negotiate the terms and vet the proposed collaboration before establishing an agreement. Yet two-thirds of UWM’s agreements signed since 2008 are general agreements, and half of those are the baseline Memorandum of Intent (MOI), often signed during short-term visits, with no prior significant collaborative activity – and little subsequent follow-through.

### **III. Assigning Value: “Prospective Partners” vs. “Partners”**

Agreements should formalize existing collaborations rather than provide frameworks for exploring potential partnerships, which may amount to little or no activity. To come closer to this ideal, UWM’s approach to partnership agreements must privilege those collaborations that are active, meaningful, and mutually-beneficial; assign strategic value; and guide decisions about where UWM should invest its resources. Employing the principles and asking the questions cited in *VI. Principles of Strategic Partnership Development* (below) is the first step toward realizing this goal.

It is essential to differentiate between “prospective partners” and “partners.” UWM must establish a higher standard of commitment and engagement for what constitutes an institutional partner and for the level of collaboration that warrants formalization through an agreement. Institutions with which UWM is engaged in discussions about collaborations, those that request an agreement to underscore a visit, and those with which individual faculty members have research collaborations, are “prospective partners.” They become “partners” only after the level of joint activity – and decision makers’ consideration of other strategic priorities -- warrant the establishment of a Memorandum of Understanding or more specific agreement. **By raising UWM’s standards, we strengthen the value of a partnership with UWM, and increase the likelihood that UWM’s agreements will yield benefits supporting our aspirations as a university.**

UWM already has a tool for differentiating between prospects and partners. The Memorandum of Intent (MOI) is a standardized document that commits no resources and requires a further agreement should actual collaboration develop. Unfortunately, its name and content are very similar to the Memorandum of Understanding (MOU), the commonly-used agreement that establishes a formal inter-institutional partnership. It is used interchangeably with the MOU, and has become UWM’s preferred form of general agreement because of the reduced review requirements that facilitate its establishment.<sup>3</sup> This limits the utility of the MOI as a means of

---

should be made aware of these expectations and incorporate plans to address them in their proposals to establish the agreements

<sup>3</sup> As per UWM policy S33.5, provided they use the template that has been approved by the Office of Legal Affairs and the OPP Advisory Committee, MOIs do not require further campus review prior to signing.

framing discussions short of a formal partnership, and confers to all institutions with which UWM has an agreement – including the MOI – the same “partner” status.

Many US universities employ a Letter of Intent that has clear advantages over UWM’s MOI. The Letter of Intent serves a ceremonial purpose for university travelers and provides a framework for discussing potential activities, yet is unlikely to be mistaken for a formal partnership agreement. As a “letter” rather than a “memorandum,” it maintains the distinction between “prospective” and “actual” partners while assigning a greater value to collaborations underscored by agreements that have been fully vetted in accordance with UWM review policies. Its use reflects an understanding that a partnership agreement carries implications for the university’s resources, reputation and rankings, and should not be entered into without full consideration of these factors.

#### **IV. When is an Agreement Needed?**

The misconception that an agreement is needed to formalize discussions regarding possible collaborations is partly responsible for the rapid increase in UWM partnership agreements. Exploratory conversations and many forms of faculty-based collaboration do not require formalization through a legal document. For example, research collaboration between faculty members from different institutions proceeds most often without such agreements. Even forms of activity that very frequently do involve agreements, including faculty exchange, and cooperative teaching and curriculum development, do not necessarily require an agreement. On the other hand, some activities, such as study abroad and student exchange, cannot proceed without first having a formal agreement in place.

Key considerations in determining whether an agreement is needed include:

- **Resource commitments;** any collaboration involving a formal, ongoing commitment of resources, from faculty or staff time, to research or travel funding, to student scholarships, requires an agreement.
- **Student mobility;** any collaboration that seeks to send UWM students to the partner institution and/or receive the partner’s students at UWM – beyond the occasional receipt of an individual visiting graduate student scholar – requires an agreement.
- **Faculty engagement;** if the collaboration extends beyond an individual faculty member to the program, department, school/college, or university level, it warrants considering an agreement.
- **Grants;** funding organizations often require documentation of the collaboration at the time of application or receipt of award; most of these will be coordinated through UWM’s Office of Sponsored Research and will not follow the process in place for inter-institutional partnership agreements, unless they result in an ongoing, department- or program-level collaborative research initiative.

It is also important to consider the partner’s expectations, motivations, and institutional requirements, which may differ from UWM’s. Yet it is neither necessary nor desirable to lose sight of UWM’s institutional interests and requirements in relation to a proposed agreement.

**It is possible and in many cases necessary to decline or delay signing an agreement.** UWM’s agreement review and approval process provides the time and opportunity for decision makers to weigh the costs and benefits of the proposed partnership and to determine whether it is truly in their school’s or department’s best interests. Traveling administrators may mention the review process and defer signing an agreement before they are fully prepared to commit resources to the partnership’s development and maintenance. Most partner institutions have their own review protocols and expect such requirements.

## V. UWM Partnership Agreements Overview

UWM’s international inter-institutional agreements encompass a number of different, standard types of collaboration, as described in **Appendix C** (*Guide to Understanding International Academic Program and Course Collaborations*). As of December 31, 2014, UWM had 173 officially active partnership agreements:

Agreement Category and Purpose	Specific Agreement Types	Number
<b>General Agreements</b> that provide framework for conducting many types of collaborative research or discussing other types of collaboration; they commit no resources and do not support student mobility	• Memoranda of Understanding	69
	• Memoranda of Intent	40
		----- <b>109 (63%)</b>
<b>Exchange Agreements</b> that promote bilateral student mobility between UWM and its partners	• Student Exchange	<b>34 (20%)</b>
<b>Enrollment Agreements</b> that promote enrollment of international students as degree-seeking or non-degree students. The number of such agreements has grown with UWM’s increasing focus on enrollment management	• General Admissions	5
	• Undergraduate Dual Degree	5
	• Graduate Dual Degree	4
	• Undergraduate Non-degree	5
		----- <b>19 (11%)</b>
<b>Academic and Experiential Program Agreements</b> that facilitate the learning of outbound UWM students	• Study Abroad Affiliation	4
	• Internship Agreement	2
		----- <b>6 (4%)</b>
<b>Other Agreements</b>	• Letter of Intent	1
	• Research Agreement	2
	• Addendum	2
		----- <b>5 (3%)</b>
<b>TOTAL:</b>		<b>173</b>



These 173 agreements are with 147 different higher education institutions in 42 countries. The majority of these agreements are with institutions in five countries:

- China (37);
- South Korea (19);
- Brazil (11);
- Germany (11);
- Japan (11).

Inter-institutional agreements typically originate from one of the following sources:

- (a) Collaborations between faculty members at UWM and potential partner institutions;
- (b) Requests from existing partners to explore additional forms of collaboration with UWM;
- (c) Requests from institutions visited by UWM personnel or paying visits to UWM;
- (d) Unsolicited correspondence to UWM administrators or staff from institutions abroad that hope to explore partnerships with UWM.

**Faculty-to-faculty collaborations and building on existing relationships provide the strongest footing for active partnership agreements.** The involvement of faculty is essential to the viability of partnerships. Even in cases where they are not themselves the initiating parties, faculty should be brought into the partnership planning discussion.

Guidelines for the review and approval of international partnership agreements are set forth in UWM policy S-33.5. The Center for International Education (CIE) coordinates international partnership agreement development and approval processes on behalf of UWM. When contacted early in the discussions, CIE staff work closely with the initiating faculty and administrators to identify appropriate agreement types and templates, and to advise on or assist with the negotiation process. Each agreement is reviewed by CIE, the Office of Legal Affairs, and the Overseas Programs and Partnerships (OPP) Advisory Committee of faculty and academic staff, prior to its approval and signing by the Chancellor or Provost and relevant dean. The exception to this process is the Memorandum of Intent (MOI), which may be signed by any UWM administrator at the Dean's level or above without further review so long as the language does not deviate from the template document that has been pre-approved by Legal Affairs and the OPP Advisory Committee.<sup>4</sup> UWM's agreement development and approval process is outlined in **Appendix B**.

UWM's approach to partnerships management is highly decentralized. The Center for International Education assists faculty and administrators with developing agreements and coordinates front-end agreement review processes; but the majority of planning and joint activity takes place within UWM's schools and colleges. While CIE maintains UWM's agreement files, there is currently no central repository for comprehensive information about the collaborations that take place, and no mandatory evaluation of existing agreements. For this reason, it is difficult to ascertain the level of actual activity associated with UWM's general agreements. Yet it is highly unlikely that all 116 agreements established since 2011 represent

---

<sup>4</sup> A proposal to establish a new International Committee as a shared governance body was approved by the Faculty Senate in March 2015. The International Committee's purview will include responsibilities previously assigned to the ad hoc OPP Advisory Committee. When the committee is formed, S-33.5 will need to be revised to reflect the new structure.

active and strategically-beneficial collaborations. There is substantial room to improve UWM's agreement development and approval processes, and the information available to decision makers involved in that process, in order to foster a more strategic approach to UWM's partnerships. Further, there is a need to establish processes and expectations for the management and evaluation of agreement-based activities, to ensure that they continue to serve UWM's interests as long as UWM is formally associated with them.

## **VI. Principles of Strategic Partnership Development**

UWM's approach to partnership development has been more reactive than strategic. Most agreements signed since 2008 have been established in response to requests from the partner – many in conjunction with initial visits of either UWM or the partner institution's personnel, in Milwaukee or abroad. UWM faculty, staff, and administrators in approving roles have expressed concern that they often do not have sufficient information on which to base their decisions regarding whether or not to support an agreement – and default to approving in order to avoid offending the initiator. The recommendations noted in this Strategic Plan acknowledge and seek to rectify this deficiency, in accordance with the following foundational principles for international inter-institutional partnerships:

- **Mutual Benefit and Respect:** Each agreement should benefit both UWM and the partner and, ideally, promote each institution's goals, objectives, priorities, or aspirations. Understanding the partner's interests – which may be different from UWM's – and sensitivity to protocol expectations is important to ensuring a strong foundation for the collaboration. Understanding the potential negative consequences – of failure, or of partnering with an institution that is less well-regarded or employs practices that do not meet UWM's standards – is also a critical factor in strategic decision making.
- **Faculty-based Collaboration:** Faculty-to-faculty collaborations based in departmental- or program-level relationships and interests provide the preferred footing for inter-institutional partnerships. Because the work of partnerships and any associated research and teaching takes place at this level, faculty ownership is essential to realizing an agreement's potential.
- **Sustainability:** For each agreement, there should be a well-articulated plan for building and sustaining the collaboration. The plan must address the need for responsible parties and other resources – at a minimum, travel support for UWM personnel and hospitality for visitors. The plan should include departmental activities that support faculty engagement – such as hosting visiting faculty and graduate students, joint workshops and symposia, conference invitations. By building faculty ownership, such activities lay the groundwork for a productive and lasting partnership.
- **Accountability:** Plans for managing partnerships must also address expected outcomes and how they will be assessed. UWM obtains no benefit from having a large number of agreements that are inactive or fail to advance UWM's goals. It is preferable to invest time, effort, and funds in a smaller number of strategically-beneficial, proven relationships that establish UWM's reputation as a desirable and effective partner.

- **Potential for Growth:** Multi-layered, multi-program collaborations add meaning and efficiency to partnerships. The evaluation of a potential partner should include consideration of further opportunities for collaboration and prospects for extending the partnership to include other UWM programs and schools.

Employed consistently by UWM faculty, staff and administrators at all levels of agreement development and review, these principles will foster a more strategic approach to inter-institutional partnerships. The following questions provide a corresponding framework for evaluating proposals to establish new and renew existing agreements:

**(a) Does the agreement encompass concrete plans that require a legal framework?**

- Is a formal inter-institutional agreement really needed?

**(b) How will the collaboration benefit both UWM and the partner institution?**

- What are UWM's motivations?
- What are the partner institution's motivations?

**(c) How will the collaboration further UWM or school/college objectives, priorities, and aspirations?**

- Does the proposed collaboration support the unit's strategic plan?
- How will UWM evaluate whether these goals have been met?
- What will happen if the goals are not met?

**(d) How will the collaboration be established and sustained?**

- Will the collaboration be dependent upon a single faculty member, or is it grounded in the interests of a department, program, school/college?
- Who at UWM will be responsible for managing the collaboration?
- What resources will be dedicated to developing/maintaining the collaboration?
- What expectations will arise from UWM's participation in the collaboration, and what will be the financial consequences?

**(e) What opportunities exist for expanding the collaboration to involve more programs/departments/schools at UWM?**

- Should the agreement establish collaboration at the school/college level, or at the institutional level?

**(f) How will the collaboration enhance or detract from UWM's reputation?**

- Is the institution accredited in its own country? Would UWM accept transfer credit?
- Does the institution employ practices that meet UWM's standards, and the standards of UWM's accreditors?
- To what extent should the partner's rankings be considered?

The question regarding the partner's rankings and UWM's reputation is the basis for many higher education institutions' partnership strategies, and must be considered carefully. Establishing a formal partnership is similar to UWM lending its name to the partner institution. It impacts both UWM's rankings and how it is viewed by other prospective partners, students, and faculty.

## VII. Rankings and Reputation

International partnerships play an important role in UWM's reputation, both in the US and abroad. In a general sense, the stature of an institution with whom UWM is officially affiliated can influence UWM's reputation. Correspondingly, universities sometimes seek affiliation with UWM to enhance their own reputations. While such associational effects are important to consider, more substantive reputational consequences can result from formal partnerships. In earlier eras, the precise impact of even very successful international collaboration was often a matter of limited interest on campus. Productive joint research, vigorous faculty and student mobility, and similar accomplishments enriched scholarship and education but, relative to today, they did not attract broad, institution-level, interest. However, internationalization has become a major criterion of institutional success, even playing a role in domestic and world rankings of colleges and universities.

In some instances, international factors can elevate ranking even in indicator categories that are not themselves "international." For instance, in the *US News & World Report's* Best College Rankings, student retention is weighted at 22.5% of the total.<sup>5</sup> If international students have higher retention rates than domestic students, as is the case for undergraduates at UWM, partnership agreements that facilitate the enrollment of degree-seeking students from abroad can contribute positively to institutional ranking. Furthermore, agreements that improve the visibility of faculty and their research in other countries may increase how often these faculty are cited in other publications, a factor that could improve UWM's place in, for example, the Academic Ranking of World Universities and *US News and World Report's* Global Universities Rankings.<sup>6</sup>

More importantly, explicitly international indicators are part of the methodology of some of the most influential world university rankings:<sup>7</sup>

---

<sup>5</sup> "How U.S. News Calculated the 2015 Best College Rankings," *US News and World Report*, September 8, 2014, <http://www.usnews.com/education/best-colleges/articles/2014/09/08/how-us-news-calculated-the-2015-best-colleges-rankings>.

<sup>6</sup> "Ranking Methodology of Academic Ranking of World Universities," *Academic Ranking of World Universities*, accessed April 3, 2015, <http://www.shanghairanking.com/ARWU-Methodology-2014.html#2>. Robert Morse and Melinda Foster, "How U.S. News Calculated the Best Global Universities Rankings," *US News and World Report*, October 27, 2014, <http://www.usnews.com/education/best-global-universities/articles/methodology>.

<sup>7</sup> "QS World University Rankings: Methodology," *QS Top Universities*, September 12, 2014, <http://www.topuniversities.com/university-rankings-articles/world-university-rankings/qs-world-university-rankings-methodology>. "World University Rankings 2014-2015 Methodology," *Times Higher Education*, accessed

Ranking	Indicator
<b>QS World University Rankings</b>	<b>Academic Reputation (40%)</b> <ul style="list-style-type: none"> <li>• Based on a survey of 60,000+ academics worldwide</li> </ul> <b>Employer Reputation (10%)</b> <ul style="list-style-type: none"> <li>• Based on a global survey of 28,000+ employers asking them to identify universities that produce the best graduates</li> </ul> <b>International Faculty Ratio (5%)</b> <b>International Student Ratio (5%)</b>
<b>Times Higher Education World University Rankings</b>	<b>International Outlook (7.5%)</b> <ul style="list-style-type: none"> <li>• Ratio of international to domestic students (2.5%)</li> <li>• Ratio of international to domestic staff (2.5%)</li> <li>• Proportion of total publications with at least one international co-author (2.5%)</li> </ul> <b>Research Reputation (18%)</b> <ul style="list-style-type: none"> <li>• Based on a survey of 10,000+ academics in 130+ countries</li> </ul>
<b>US News &amp; World Report Global Universities Rankings</b>	<b>Global Research Reputation (12.5%)</b> <ul style="list-style-type: none"> <li>• Aggregation of the most recent five years of results of the Academic Reputation Survey for the best universities globally for research</li> </ul> <b>International Collaboration (10%)</b> <ul style="list-style-type: none"> <li>• Proportion of total publications with international co-authors divided by the proportion of internationally co-authored papers for the country in which the university is located</li> </ul>

Some of these international indicators are based on quantifiable data, whereas others are more subjective. Regardless of indicator type, all can be influenced by successful partnership agreements. For instance, agreements that facilitate international student enrollment, faculty mobility, and joint research can improve UWM’s ranking by increasing its international student and staff percentages and international co-authorship of faculty publications. Furthermore, agreements that heighten the visibility of research activities may increase the chance that survey respondents will be aware of UWM and provide positive evaluations of it to ranking organizations.

### **VIII. Strategies for Building Sustainable Partnerships**

The benefits and inherent cost implications of developing and supporting effective collaborations require a targeted investment of UWM resources that privileges strategic partnerships and partner institutions over others.

While not all faculty members’ collaborations with international institutions will rise to the level of strategic partnership for UWM, very few stand a chance of developing without some

---

April 31, 2014. <http://www.timeshighereducation.co.uk/world-university-rankings/2014-15/world-ranking/methodology>. Morse and Foster.

investment of UWM resources to explore their potential. This is particularly the case for collaborations in fields for which there is less available grant funding, including the humanities, social sciences, and the arts. For this reason, it is important that programs, departments, and schools and colleges develop their own strategic plans for international partnerships that can guide the development of collaborations and the deployment of resources to support them.

Building and sustaining effective research or teaching collaborations requires faculty engagement that is gained through significant faculty-to-faculty interaction, such as takes place when a department:

- hosts a visiting faculty member;
- undertakes the joint mentoring of a visiting graduate student;
- undertakes joint workshops or collaborative symposia;
- invites partner institution faculty to offer guest lectures or present at conferences;
- offers courses that link UWM and partner institution classrooms through technology or collaborative study abroad.

The school, college, or department that seeks to build a strategic partnership should prioritize the hosting of visiting faculty and graduate students from partner institutions over those from other institutions, since the work involved in hosting well requires the department members' time. They might consider directing S&E support for travel to or collaborations with the partner institution in comparison to other discretionary S&E expenditures. They might actively seek to build additional forms of collaboration with the strategic partner, in order to maximize the benefit of the resources supporting the existing agreement and to increase UWM's visibility among the institution's students and faculty.

UWM must also establish a common lexicon for distinguishing visiting scholars based on the visitors' roles and contributions to UWM. In any given year, UWM may host "visiting scholars" who are here as:

- undergraduate non-degree students conducting research or studying abroad at UWM;
- graduate students conducting research under the direction of a UWM faculty member;
- faculty on sabbatical who have no prior relationship with UWM but whom a UWM department has agreed to host;
- faculty from a partner institution who are either conducting research with UWM colleagues or teaching courses for a UWM academic program.

Until now, UWM has used the broad term of "visiting scholar" to apply to all, commensurate with US visa terminology. To better recognize our visitors based on their specific roles, and to facilitate deans' and departments' efforts to allocate supporting resources based on the contributions of those visitors, UWM should adopt the following terms:

- (a) **Visiting Undergraduate Student**—for international undergraduates at UWM to perform research or study as part of their own project or program at their home institution;
- (b) **Visiting Graduate Student**—for graduate students conducting directed research under the guidance of UWM faculty;

- (c) **Visiting Professor**—for international faculty members primarily at UWM in a teaching capacity;
- (d) **Visiting Scholar**—to post-doctoral individuals or international faculty or administrators taking part in research (independent or collaborative) and/or observation;
- (e) **Visiting Distinguished Scholar**—for internationally-recognized scholars hosted by UWM to conduct research or lectures.

Use of these terms will clarify the role each visitor plays while on campus and encourage the sponsoring department, program, school or college to carefully consider the level of support that must be provided for their stays. This practice will better ensure that even short-term visits will be productive to the visitor and to UWM alike. While fulfilling such productive potential should be the immediate goal, the relationships that may develop through the hosting of any type of visiting scholar can provide foundations for future collaborative activities, including those formalized through inter-institutional agreements.

## **IX. Renewing Agreements**

The same principles that guide the establishment of agreements must also hold true for their renewal upon expiration. A high standard of existing collaborative activity, and demonstrated outcomes, should be expected of any agreement to be renewed. The agreement renewal provides an important opportunity for both the sponsoring department and the decision makers to assess the collaboration's outcomes against both its original objectives and UWM's current interests. It also allows for updates to agreement language to reflect current UWM practices and standards.

Certain aspects of UWM's past agreement practices are at odds with the goal of strengthening accountability. While a formal approval process for all new and renewed agreements is in place, there is no evaluation requirement, such as is standard for academic programs. Moreover, some agreements are open-ended, with expiration terms specifying that agreements shall be valid until one or both members agree in writing that they shall be terminated. With few mechanisms in place to ensure responsibility-taking by the agreement sponsors, this practice of having open-ended agreements undermines efforts to ensure that all inter-institutional agreements are active and serve UWM's evolving priorities, goals, and interests.

## **X. Recommended Actions**

International partnerships offer great potential to assist in achieving the goals identified in UWM's 2014 Strategic Plan; yet this potential will only be realized if UWM adopts a more strategic approach to the development and maintenance of inter-institutional collaborations. In doing so, UWM will make better use of its scarce resources, safeguard and strengthen its international reputation, and add value to the partnerships to which it commits.

Much can be done to strengthen UWM's approach to international partnerships, and ultimately it is essential that action is taken at all levels – in the development of agreements, the various

steps of review and approval, in the resourcing and management of agreement-based collaborations, in their record keeping and evaluation, and in their renewal or discontinuation.

### 1. Raise UWM's Standard for Institutional Partners:

- a. Careful thought must be given to every agreement that is signed. Is active collaboration underway or imminent, and does the status of the collaboration warrant a formal legal document? Will the proposed partnership enhance or detract from UWM's ability to achieve its strategic goals? **UWM's objective should be to build, staff and fund, and sustain meaningful collaborations that yield measurable benefits to the university.**
- b. To better differentiate between "prospective partners" and "partners," we recommend that CIE and Legal Affairs **develop a Letter of Intent**, which will serve the needs of UWM travelers and visitors while reserving the "partner" designation for those institutions with whom substantive collaborations are underway. Memoranda of Understanding and other more specific agreement types should be reserved for partnerships for which the sponsoring unit is able to demonstrate plans for immediate collaboration or existing collaboration.

### 2. Strengthen Resources for Strategic Decision Making:

- a. UWM personnel involved in planning partnerships require readily-accessible information that guides these efforts. We recommend that CIE expand its outreach to Deans and departments regarding partnership practices and **develop and disseminate informational materials** that will support strategic partnership development and good practices in partnership management. This is particularly important in relation to the growing number of agreements supporting international student enrollment at UWM, as these students (and their home institutions) have high expectations for the level of supporting services they will receive.
- b. **Deans and department chairs must work with their faculty to identify specific objectives and priorities for inter-institutional partnerships.** These objectives and priorities should guide their decision making regarding requests for new or renewed agreements. This planning should reflect the principles described under *VI. Principles of Strategic Partnership Development* above, and also consider:
  - Opportunities offered by pre-existing collaborations or networks;
  - Goals for and benefits yielded by
    - joint research and faculty exchanges,
    - curricular and joint teaching activities,
    - outbound student mobility,
    - inbound student enrollment,
    - visiting faculty and graduate students;



- Weight to be given to partners' academic reputation (institutional, departmental);
- Preferences relating to geographical locations of partners;
- Resources available to build and sustain partnerships;
- Possibilities for diversifying partnerships to include other UWM participants; and
- How the identified goals align with UWM's mission and Strategic Plan.

### 3. Improve the Approval Process:

- The agreement approval process must strengthen the role and responsibility-taking of the department and dean** in approving plans for new agreements at the beginning of their negotiation, when they are forwarded to the OPP Advisory Committee (or in future, the International Committee) for review, and when they are considered for renewal. At every step in the approval process, approvers require information that will enable them to evaluate the partnership in conjunction with UWM strategic priorities. Each proposed agreement must be accompanied by an articulation of the goals that it supports, as well as plans to strengthen and sustain the collaboration and to evaluate its outcomes. Each agreement to be renewed must demonstrate the outcomes of collaborations that have taken place to date. This change in process is described in **Appendix B**.
- CIE Partnerships staff are working with the OPP Advisory Committee to develop a **rationale form for agreement sponsors** that will require information pertaining to the considerations noted above. This form will be required at the beginning of the agreement development and review process rather than at the end. It will serve as the basis for mandatory annual status updates and a formal review to be undertaken by the agreement's sponsoring department within one year of the agreement's scheduled expiration.

### 4. Strengthen Accountability:

- To strengthen follow-through on collaborations that are formalized through inter-institutional agreements, it is important that UWM establish a set of **basic expectations** for the administration of agreements. These expectations must align with the data fields and information contained on the rationale form for agreement sponsors.
- Each agreement must identify a **responsible party** from the UWM sponsoring unit (school, college, department, or program) that will lead UWM's activities under the agreement. The responsible party is expected to provide annual updates to the department, Dean, CIE, and Advisory Committee (International Committee) regarding the status of collaborations, to oversee the agreement's

evaluation, and to ensure current information resides in UWM's agreement files maintained by CIE.

- c. Each agreement must have an **identified expiration date**, typically 3-5 years and no more than ten years following its signing. CIE and Legal Affairs should explore using agreement language that allows for a clear sunset to any agreement for which the responsible parties have not initiated a renewal within one year of its end date. Eliminating the use of open-ended expirations will ensure that agreements are reviewed for continuing relevance, or allowed to lapse.
- d. In addition to the **annual status reports** on activities, each agreement's responsible party will be responsible for ensuring that the **evaluation plans** identified when the agreement was approved are carried out, during the year prior to the agreement's expiration, and its results communicated to the sponsoring department, dean, CIE, and the Advisory Committee (International Committee). Annual status reports and the evaluation report must accompany any agreement proposed for renewal, and should serve as a final report on collaborative activities for any agreement that is to be discontinued. CIE should create a **form or electronic reporting process** to facilitate annual reporting and agreement evaluations.
- e. In the absence of annual status reports and a program evaluation report from the responsible party in the sponsoring unit, decision makers will assume that there is no intent to renew the agreement when it expires. This will help to ensure that UWM's efforts are directed toward those partnerships for which there is significant UWM investment.

## 5. Conclusion:

Inter-institutional agreements can be highly effective means to advance UWM's position as a globally-engaged university and the subsidiary goals of its internal and external constituents. However, such substantive accomplishments are rarely achieved without a purposeful and strategic approach to partnerships. Doing so not only ensures that partnership activities move forward intentionally, it also helps to determine when it is appropriate to implement formal agreements between UWM and partner institutions, and when less-formal relationships are sufficient. Parsing the options in this way increases the chance that the personal and institutional efforts that go into initiating partnerships will ultimately lead to significant returns, both at UWM and its partner institutions abroad.

## APPENDIX A

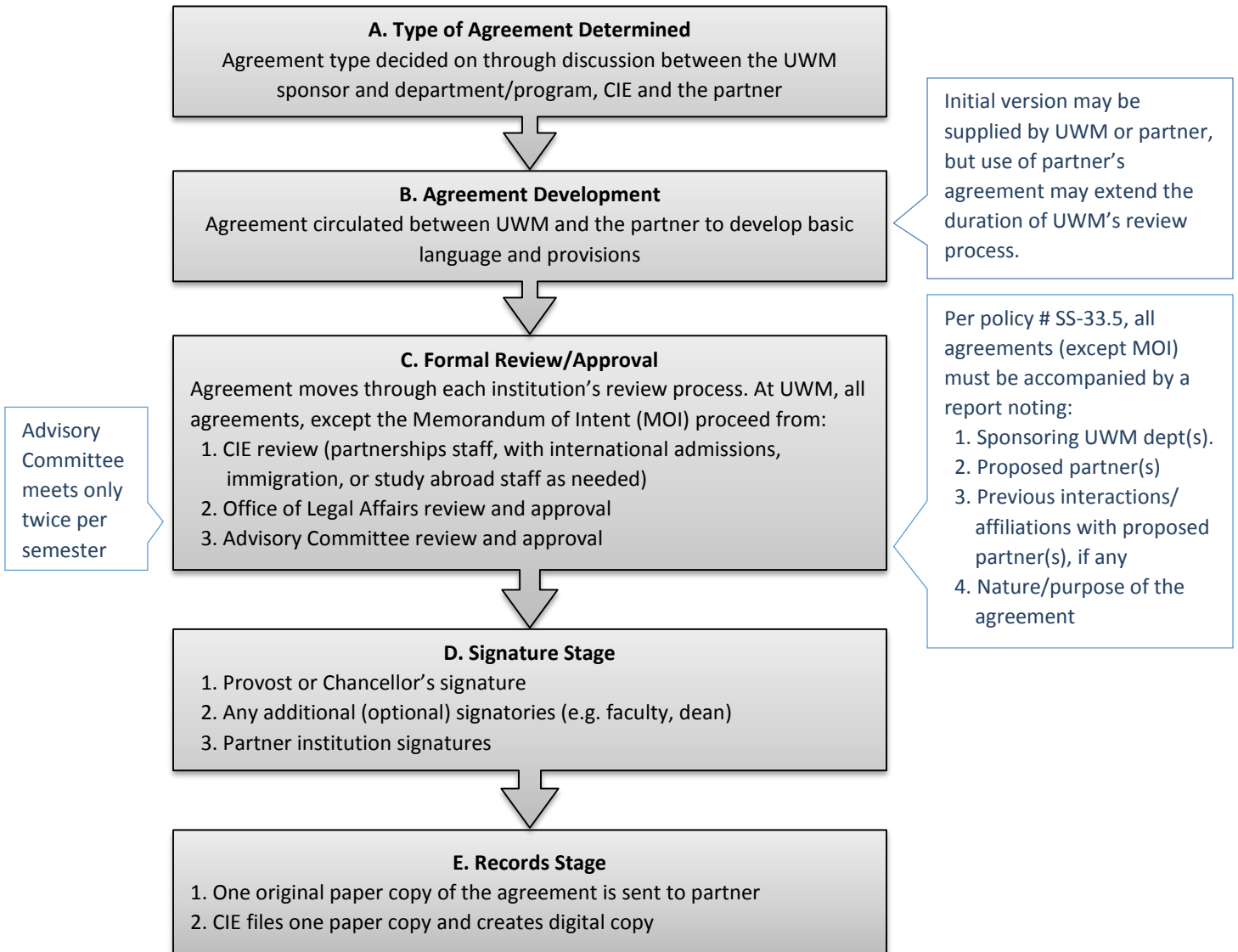
### How Partnerships Align with UWM's Strategic Plan

Strategic Plan Goal	Role of Partnerships
Top-Tier Research University	<ul style="list-style-type: none"> <li>• Research Collaborations</li> <li>• Collaborative Grants</li> <li>• Higher Ranking By Increasing/Improving               <ul style="list-style-type: none"> <li>○ Academic Reputation</li> <li>○ International Staff &amp; Student Numbers</li> <li>○ Bibliometric Factors                   <ul style="list-style-type: none"> <li>▪ International Co-authors</li> <li>▪ International Citations</li> </ul> </li> <li>○ Academic Reputation</li> <li>○ Employer Reputation</li> <li>○ Admissions Competitiveness</li> <li>○ Student Academic Quality</li> <li>○ Student Retention &amp; Graduation Rates</li> <li>○ International Alumni Giving</li> </ul> </li> </ul>
Successful Students	<ul style="list-style-type: none"> <li>• Global &amp; Cross Cultural Competencies via               <ul style="list-style-type: none"> <li>○ Study Abroad, Exchanges &amp; Internships</li> <li>○ Intercultural Learning</li> <li>○ Collaborative Teaching</li> </ul> </li> <li>• Global Networking</li> </ul>
Access, Diversity & Inclusion	<ul style="list-style-type: none"> <li>• Campus Diversification</li> <li>• Intercultural Sensibilities</li> </ul>
Financially Sustained University	<ul style="list-style-type: none"> <li>• Enrollment Pathways for               <ul style="list-style-type: none"> <li>○ ESL Students</li> <li>○ Undergraduate Students</li> <li>○ Master's Students</li> <li>○ Sponsored Students (including doctoral)</li> </ul> </li> <li>• Distance Education Programs</li> <li>• Collaborative Grants</li> <li>• Globally Branded University</li> <li>• International Alumni Giving</li> </ul>
Sustainable Prosperity in Community, Region & Beyond	<ul style="list-style-type: none"> <li>• Int'l Students &amp; Scholars Contribution to Regional Development</li> <li>• Broad Impact of Increased Institutional Prosperity</li> <li>• External Expansion of Partnerships               <ul style="list-style-type: none"> <li>○ To Industry</li> <li>○ To Other Educational Institutions</li> </ul> </li> </ul>

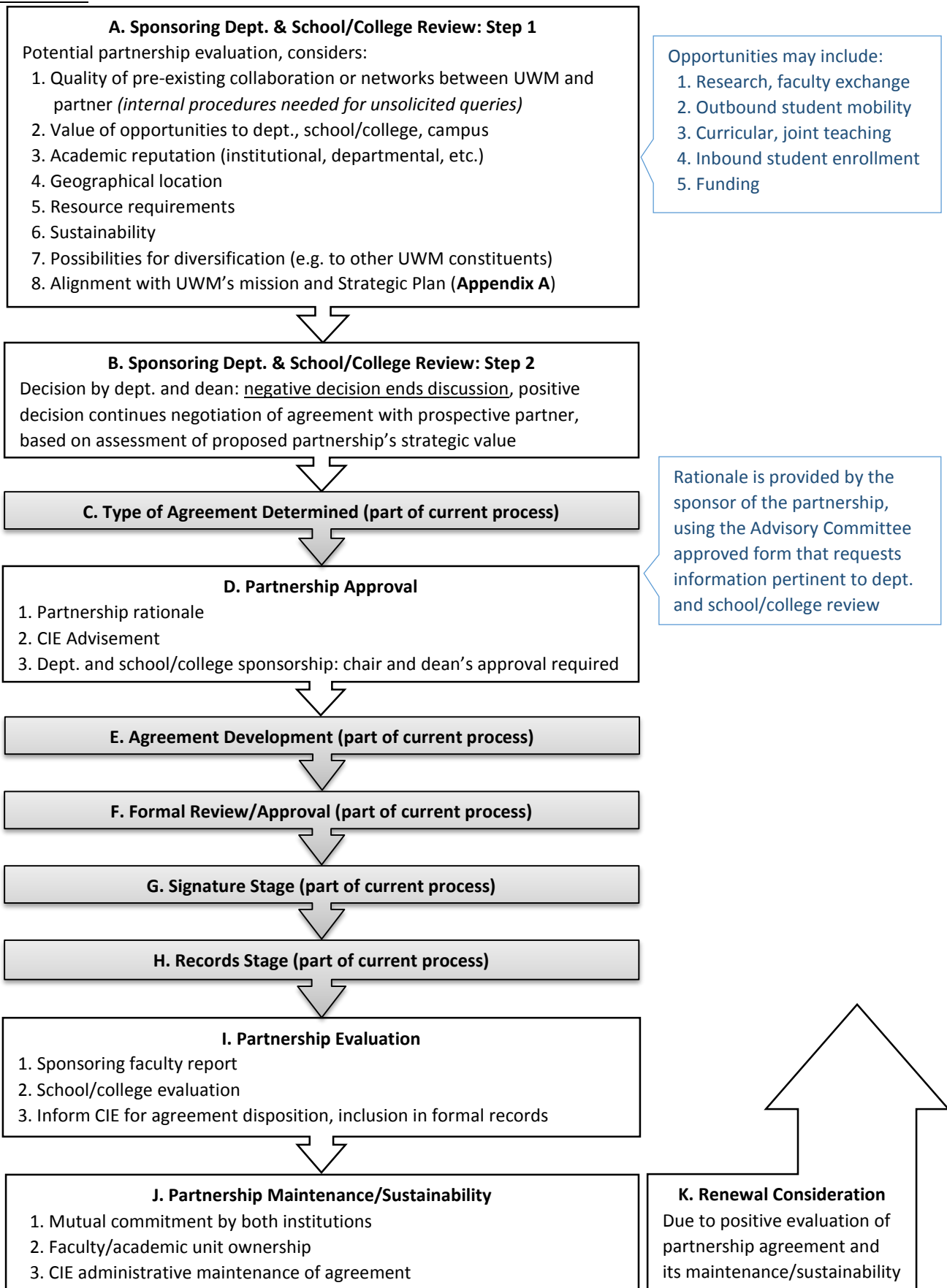
## APPENDIX B

### UWM's Agreement Development and Review Process

#### Current Process



**Recommended Process**



## APPENDIX C

### University of Wisconsin-Milwaukee Guide to Understanding International Academic Program and Course Collaborations<sup>8</sup>

This document serves as a resource for UWM administrators, faculty and staff who seek to establish structured academic collaborations with universities outside the U.S.

Types of collaboration may include:

- Study abroad for UWM students
- Internships abroad for UWM students
- Student exchanges
- Faculty exchanges
- General Admissions agreements
- Credit Transfer agreements
- Off-campus program or course location
- Distance education
- Collaborative course or program resource sharing
- Sequential degrees
- Dual degrees
- Joint degrees
- Non-Degree Study Programs (UWM as study abroad site for other universities' students)

Establishment of any of these formal collaboration agreements may or may not be preceded by the partnering institutions' completion of one of the following:

- Memorandum of Intent (MOI)
- Memorandum of Understanding (MOU)

The MOI and the MOU are agreements to explore opportunities for collaboration. While they typically reference academic collaborations such as student exchanges, they are not intended to serve as the basis for enacting a formal collaboration involving a commitment of institutional resources. Any formal academic collaboration must be established through a more detailed, follow-up agreement.

Core principles to observe when establishing academic partnerships include:

- The academic responsibilities for UWM offerings are to be retained by UWM faculty.
- For awarding of UWM academic credit, UWM policies and processes prevail.
- UWM's institutional admissions policies and processes govern all arrangements in which students enroll at UWM as degree-seeking students.
- Students who are admitted to UWM under any partnership agreement attain the same rights and responsibilities as all duly admitted UWM students.

---

<sup>8</sup> Based on UW-Madison document: "Modes of International Academic Program and Course Collaborations."

UWM policy S-33.5 establishes guidelines for negotiating and entering into international inter-institutional agreements. In accordance with S-33.5, the Center for International Education (CIE) manages the campus approval process. Individuals engaged in developing new agreements are strongly encouraged to contact CIE (Garett Gietzen, [gietzeng@uwm.edu](mailto:gietzeng@uwm.edu)) early in the process.

### Types of International Partnership Agreements

Type	Short Description	Approval and Considerations
Memorandum of Intent	Low-level commitment to explore opportunities for collaboration.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with UWM administrators at Dean’s level or above.</li> <li>▪ Uses standardized language that has been pre-approved; deviations from the approved language are not allowed.</li> <li>▪ The <i>only</i> type of agreement that does not require approval through the process outlined in S-33.5.</li> <li>▪ Quickest agreement to enact.</li> </ul> <p>Contact: Garett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>
Memorandum of Understanding	Low-level commitment to explore opportunities for collaboration.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ May be based on UWM or partner’s template. Requires review through process outlined in S-33.5.</li> <li>▪ May serve as central inter-institutional agreement augmented by separate addenda or sub-agreements specifying terms of individual collaborations.</li> </ul> <p>Contact: Garett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>
Study Abroad Affiliation Agreement	Denotes UWM faculty pre-approval of an overseas study program for UWM study abroad credit.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Requires a department’s or academic program’s endorsement of the program and agreement to award credit for studies undertaken.</li> <li>▪ Cost, course offerings, language of instruction, and availability of internship placements are significant considerations when gauging UWM student demand.</li> <li>▪ Faculty/departmental sponsorship helps ensure quality of educational experience and course equivalencies.</li> <li>▪ Provides assurance to students that they will receive UWM credit for their overseas studies.</li> <li>▪ May provide formal program cost discount or access to program’s scholarships for UWM students.</li> <li>▪ Arrangements must be established under the auspices of the Center for International Education to ensure oversight of all administrative and risk management issues.</li> </ul> <p>Contact: Mark Eckman, CIE, <a href="mailto:eckmanm@uwm.edu">eckmanm@uwm.edu</a></p>
Overseas Internship Agreement	Denotes UWM faculty pre-approval of overseas internship program for UWM academic credit.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Requires a department’s or academic program’s endorsement of the program and agreement to award credit for studies undertaken.</li> </ul>

Type	Short Description	Approval and Considerations
(Overseas Internship Agreement, con'd.)		<ul style="list-style-type: none"> <li>▪ Requires a plan for academic oversight over the internship, either through the partner academic institution or through UWM faculty.</li> <li>▪ Faculty/departmental sponsorship helps ensure quality of educational experience.</li> <li>▪ Provides assurance to students that they will receive UWM credit for their overseas internship.</li> <li>▪ May provide formal program cost discount or access to program's scholarships for UWM students.</li> <li>▪ Arrangements must be established under the auspices of the Center for International Education to ensure oversight of all administrative and risk management issues.</li> </ul> <p style="text-align: right;">Contact: Mark Eckman, CIE, <a href="mailto:eckmanm@uwm.edu">eckmanm@uwm.edu</a></p>
Student Exchange Agreement	Reciprocal arrangement in which UWM students study at a partner institution and the partner's students study at UWM for up to one year.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ May be at the departmental, school/college, or campus level.</li> <li>▪ May involve undergraduate and/or graduate students.</li> <li>▪ Outgoing UWM students pay UWM tuition to offset costs of incoming partner institution's students. Cost comparison should assess UWM students' costs enrolling as a tuition-paying study abroad student at the institution, as foreign tuition rates are often lower than UWM's and study abroad affiliation may be preferable to exchange.</li> <li>▪ Exchanges must balance or may be frozen or cancelled.</li> <li>▪ UWM student demand considerations include language of instruction and size of UWM student pool possessing necessary language skills, alignment of UWM and partner's academic programs, total cost, location, student services.</li> <li>▪ Helpful to establish agreement on UWM/partner course equivalencies.</li> <li>▪ Faculty/departmental engagement helps ensure quality of educational experience, strong relationship with partner institution.</li> <li>▪ Provides assurance to students that they will receive UWM credit for their overseas studies.</li> <li>▪ Arrangements must be established under the auspices of the Center for International Education to ensure oversight of all administrative and risk management issues.</li> </ul> <p style="text-align: right;">Contact: Mark Eckman, CIE, <a href="mailto:eckmanm@uwm.edu">eckmanm@uwm.edu</a></p>
Faculty Exchange Agreement	Reciprocal arrangement in which UWM faculty may teach or conduct research at a partner institution and the partner's faculty may	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Typically at the program or department level.</li> <li>▪ Practical considerations include primary objective and duration of visits, compensation, housing, dependents'</li> </ul>



Type	Short Description	Approval and Considerations
(Faculty Exchange Agreement, con'd.)	teach or conduct research at UWM.	<p>issues, health insurance, and financial commitments of the partners.</p> <ul style="list-style-type: none"> <li>▪ Potential for such collaboration exists through UWM's Exchange Visitor (J-Visa) Program, managed by the Center for International Education.</li> <li>▪ UWM does not currently have a formal faculty exchange agreement in place to serve as guide.</li> </ul> <p>Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>
General Admissions Agreement	Explains UWM admissions processes and establishes agreement that UWM and the partner will work together to encourage the partner's students to apply to UWM.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Typically but not necessarily campus level; may be specific to a school/college or program.</li> <li>▪ Partner may be a high school or undergraduate institution seeking to strengthen enrollment pathways for their graduates.</li> <li>▪ Agreements specify existing UWM admissions processes and policies.</li> <li>▪ Students must apply through regular UWM admissions process.</li> <li>▪ Students of partners in undergraduate Admissions and Dual Degree agreements qualify to apply for UWM's Global Partners Scholarships.</li> </ul> <p>Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>
Credit Transfer Agreement	Recognizes the equivalency of specific courses at one institution to the corresponding courses at UWM.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Deans may serve as secondary signatories.</li> <li>▪ Appropriate for arrangements under which degree-seeking students from the partner institution enroll at UWM.</li> <li>▪ UWM restrictions on numbers of transfer credits that may be used toward degrees apply. E.g., for graduate students, transfer credits may constitute no more than 40% of credit earned toward a UWM degree. Undergraduates must complete last 30 credits of coursework at UWM to meet residency requirement.</li> <li>▪ Incoming students are still required to undergo transfer credit review in accordance with UWM policies.</li> <li>▪ The credit transfer review process is readily available to all degree-seeking UWM students and therefore does not require a formal agreement.</li> <li>▪ An agreement may nevertheless be beneficial in that it can facilitate the enrollment at UWM of partner institution students.</li> <li>▪ Credit Transfer Agreements are also helpful components of Dual Degree and Joint Degree Agreements.</li> </ul> <p>Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>

Type	Short Description	Approval and Considerations
Off-Campus Program or Course Location	UWM courses are taught by UWM faculty and staff who are physically present at the remote site.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Scale of such initiatives varies from single courses taught by UWM as visiting faculty to offering of partial degree programs at off-campus sites.</li> <li>▪ Delivery of more than four UWM courses a year or more than half of program requirements at the off-campus location requires special approvals by external agencies under US Department of Education regulations.</li> <li>▪ Appropriate when UWM faculty seek to deliver a program at a site away from the UWM campus to the population at that remote site.</li> <li>▪ Differs from study abroad in that the intended audience for these programs is the population at the remote site.</li> <li>▪ Program must use UWM curriculum. Instructors must have UWM instructional appointment and employ UWM infrastructure, policies, processes. Students are subject to UWM student policies.</li> <li>▪ Realistic planning for all costs is essential.</li> <li>▪ May require consultation with accrediting boards.</li> </ul> <p style="text-align: right;">Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>
Distance Education Collaboration	UWM courses are delivered by UWM faculty and staff to partner's students via distance technology.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ New courses require regular course approvals.</li> <li>▪ Program delivery of full academic programs requires authorization in accordance with new program review/approval policies.</li> <li>▪ Managed through regular UWM distance education arrangements.</li> </ul> <p style="text-align: right;">Contact: Laura Pedrick, Provost's Office, <a href="mailto:lpedrick@uwm.edu">lpedrick@uwm.edu</a></p>
Collaborative Course or Program Resource Sharing	UWM and partner leverage institutional strengths in sharing curricular and educational resources.	<ul style="list-style-type: none"> <li>▪ Signature authority depends on the nature of the agreement.</li> <li>▪ Types of collaborations vary widely and may require an agreement tailored to the specific collaboration.</li> <li>▪ Requirements for approval vary depending on agreement details.</li> <li>▪ Examples (among others) may include: <ul style="list-style-type: none"> <li>○ Faculty supervision of a graduate student;</li> <li>○ Course sharing or joint instructional arrangements;</li> <li>○ Sharing of advising of doctoral students;</li> <li>○ Library/resource access agreement between institutions.</li> </ul> </li> </ul> <p style="text-align: right;">Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>
Sequential Degree	Formalized arrangement in which students earn a specified degree at a partner institution then	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Students are required to meet all UWM program and degree requirements.</li> </ul>

Type	Short Description	Approval and Considerations
(Sequential Degree, con'd.)	apply to, enroll in, and complete a second, related program at UWM. Courses from the first program may be used to waive requirements in the UWM program.	<ul style="list-style-type: none"> <li>▪ May be appropriate for graduate and professional programs.</li> <li>▪ Program admission requirements may be set to require that the student has completed the first degree in the sequence at the partner institution.</li> <li>▪ Differs from Dual Degree arrangement in that no reciprocal transfer of credit occurs; students transfer credit from the first institution to UWM.</li> <li>▪ Requirements for approval vary depending on details.</li> <li>▪ Systematic sequential degree partnerships in which all students are labeled as participating in an identifiable program require authorization of program faculty, school/college dean, institutional governance, provost, and chancellor. System or Regent approval may be required.</li> <li>▪ As long as all UWM admission and program/degree requirements are met and the program faculty maintain control of the curriculum and program requirements, no academic approvals are required by external agencies such as the Higher Learning Commission.</li> <li>▪ Resulting new programs would be subject to standard accreditation review/requirements.</li> </ul> <p style="text-align: right;">Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>
Dual Degree	Students complete the requirements for two degrees from two institutions, with efficiencies in course taking due to transfers of credits.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Each institution is primarily responsible for its own degree.</li> <li>▪ Applicable to undergraduate and graduate level collaborations.</li> <li>▪ Same result could be achieved through Credit Transfer Agreement.</li> <li>▪ Partner institution's students must apply and enroll at UWM through regular UWM admissions process. They are considered UWM students during the time they are enrolled at UWM.</li> <li>▪ Helpful to establish agreement on course equivalencies between UWM and partner.</li> <li>▪ Requirements for approval vary depending on details.</li> <li>▪ If the dual degree is developed as a new program that does not make use of an existing UWM program authorization, then the process for new program approval is followed.</li> <li>▪ Faculty and governance responsibility for the UWM program remains with UWM.</li> <li>▪ Undergraduate students enrolling at UWM as degree-seeking students under a dual degree partnership may be eligible to apply for UWM Global Partners Scholarships.</li> </ul> <p style="text-align: right;">Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>

Type	Short Description	Approval and Considerations
Joint Degree	A single degree authorized and conferred by two or more partner institutions; faculty, governance groups, governance boards share authority.	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Not readily put in place at UWM. Currently no capacity to develop joint degrees at UW System institutions.</li> <li>▪ The shared, overlapping governance of a program with another university or college makes these programs especially challenging to establish.</li> <li>▪ Requires authorization of program faculty, school/college dean, institutional governance, provost, chancellor, UW System Administration, Board of Regents, and Higher Learning Commission. Also requires approvals through the partner institution. For international joint degrees, approvals from national-level agencies that oversee higher education in the partner’s country may be required.</li> </ul> <p style="text-align: right;">Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>
UWM as Study Abroad Site for Non-US Universities	The partner institution’s students attend UWM as participants in a non-degree study program for up to one year.*	<ul style="list-style-type: none"> <li>▪ Signature authority resides with Chancellor or Provost.</li> <li>▪ Typically at the program level.</li> <li>▪ May be undergraduate or graduate level.</li> <li>▪ Students enroll at UWM as tuition-paying special students and transfer UWM coursework back to their home institution at the end of their period of study.</li> <li>▪ Sponsoring UWM program is strongly encouraged to participate in informational programming at the partner institution and provide student support services to ensure future enrollments under the program.</li> <li>▪ *New visa requirements in 2015 carry implications for program curricula; please consult with CIE early in discussions.</li> </ul> <p style="text-align: right;">Contact: Garrett Gietzen, CIE, <a href="mailto:gietzeng@uwm.edu">gietzeng@uwm.edu</a></p>