



International Education Arrangement Guidelines for Carnegie Mellon University

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I. Overview

The Global Strategic Initiatives and Institutional Accreditation (GSIIA) office, led by Associate Vice President Lisa Krieg, supports Carnegie Mellon University's (CMU) international education mission. We provide resources and guidance to academic departments seeking to establish an international educational arrangement.

Our office supports a transparent process for exploring and implementing education opportunities outside the United States. Our process accommodates various types of academic programs while underscoring the need for solid educational and financial foundations, compliance, student orientation and well-informed arrangements.

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II. Guidelines for Successful International Education Arrangements

Successful international educational arrangements require planning, sustained commitment, and ample support infrastructure. Guidelines for success presume shared mission, goals, and purpose, logistical and practical alignment, buy-in of key faculty, committed financial resources for the length of the arrangement, as well as assessing and addressing the legal and other compliance obligations and

associated risks. Incorporating these guidelines into your planning and exploration efforts will support the long-term success of your partnership.

While most international education arrangements are rooted in and driven by academic units, administrative departments across the university provide insights and expertise to direct, guide and support these relationships. The university adheres to the [Pollock Principles](#) in guiding decision-making in this arena and requires approval of any such arrangement by the provost.

Planning and close coordination with central administrative units is the ideal starting point. Academic units will use these CMU Guidelines and the [arrangement processes](#) to address expectations and maximize the likelihood of success.

Educational arrangements may be made with another university, a government, an organization (such as a research institute) or a corporation.

A. Shared Mission, Goals and Purpose

Align Arrangement with CMU's Vision, Mission and Values

When contemplating an international engagement, two key CMU resources guide and assist in prioritizing arrangements that align with the institution's mission, vision and values:

- CMU's [Statement of Principles on Global Engagements](#) outlines several key concepts that guide international engagements: sustaining academic freedom, risk mitigation, compliance with the law, and transparent administrative processes.
- The [Pollock Principles](#) set forth CMU's commitments to high standards and controls, integrity, and academic freedom, and emphasize critical thinking in undergrad programs and the localized nature of masters programs in context, among other things.

Considerations

- Will the arrangement promote CMU's commitment to excellence and advance our preeminence as a world-class research and education institution?

- Will the project support freedom of expression, academic freedom, communication and publication?
- Will the arrangement uphold standards of honesty and integrity, or might there be any undue pressure on these values?
- Will the arrangement advance CMU's commitments to diversity, equity and inclusion in a global context?
- Will the arrangement help attract and engage faculty, students and researchers who are specially qualified to do this work?

Assess Institutional Fit

A strong arrangement is built on an overarching desire to accomplish some important goal (e.g., workforce development, social welfare ambitions, or expansion into specific fields or regions) that is best or better accomplished in collaboration.

Some arrangements are built on similarities where both parties have strong global reputations, compatible missions, and aligned academic strengths. On the other hand, some arrangements seek to benefit from complementary strengths where one institution offers something that the other party lacks and vice versa. If a partnership is determined to be incompatible, be respectful in informing the partner organization as soon as possible.

Even when global standing is not the driving factor, it is best practice to review the global ranking of CMU and the partner organization and research the partner organization's reputation. For discipline-specific alignment, use peer-reviewed research publications that highlight areas of academic quality that may not be represented in national or global rankings.

Identify the Unique Opportunity

- What is particularly exciting about this arrangement, and how will it advance CMU's mission in education or research?
- What opportunity is offered that cannot be attained at CMU's current location(s)?

- How does the relationship advance CMU to warrant the high consumption of time and resources required to develop, launch and sustain a successful arrangement?
- Does the arrangement expand the diversity of our students, broadly defined, or facilitate access to high-quality opportunities for students and faculty from a region that is not well represented at CMU?
- Consider departmental-level and program priorities. How does the opportunity match with established or new priorities, and with existing faculty commitments?
- Consider and document these types of unique offerings and anticipated outcomes.

Ensure Arrangement is Mutually-Beneficial

Identify how CMU and the other party will mutually benefit from the relationship because mutual benefit is necessary to sustain the arrangement. Generally, both sides will offer faculty champions with the capacity to nurture the relationship sustainably over time. Sufficient administrative infrastructure on both sides is essential.

Investigate CMU's History with the Organization

Understand if the partner organization has a history of working with CMU and if so, what was the nature and outcome of those past experiences? Global Strategic Initiatives and Institutional Accreditation (GSIIA), as well as the [Office of International Education \(OIE\)](#), [International Finance](#), or your dean's office, can assist in this research.

Consult with CMU's Office of Research Integrity and Compliance

Refer to CMU's [countries of concern document](#) and consult with the [Office of Research Integrity and Compliance \(ORIC\)](#) to check if the partner organization is subject to [export controls or US sanctions](#) that prohibit or limit relationships.

ORIC regularly partners with CMU departments to screen prospective international education partners, and to escalate international engagements under certain circumstances (engagements in countries of concern, specific areas of

engagement that might be export controlled, maligned foreign talent program identification, visitor agreements, etc.).

Identify Desired Student Outcomes

All students should benefit educationally and experientially from global arrangements. Identify and document specific student learning outcomes, and document how they will be assessed. Examples might include language and cultural immersion, unusual interdisciplinary learning opportunities, a unique academic topic outside of the regular curriculum, a special research opportunity otherwise unavailable, career outcomes, and global leadership skills, among others. The [following section](#) expands on these considerations.

B. Logistical and Practical Arrangements

Consider Practical Matters

- Scope, scale and size of this arrangement
 - How many students and faculty will be involved?
 - How long will this arrangement be in effect? Will goals be realized in one to three years, or five to ten years? Or longer?
 - Will this arrangement grow or develop over time?
 - Are any third-party approvals needed for this arrangement, such as accreditation-related action?
- Geography, location, safety, and compatibility with the U.S. and EST
 - Time zones
 - the ease of regular communication and meetings
 - the cost and time for travel to and from Pittsburgh
 - the logistics of synchronous distance ed class offerings (if any)
 - Are there any [travel advisories](#) issued by the U.S. Department of State?
 - Is the country under [U.S. sanctions](#) or subject to [export control](#)?
 - Reference these websites for information on safety during international travel:
 - [Office of International Education \(OIE\) Health and Safety Information](#)
 - [ORIC's Foreign Travel Know Before You Go](#)

- [Information Security Office \(ISO\)](#)
- Language compatibility
 - Is English or another language used for meetings, classes and/or research?
 - Will documents need to be translated?
- Academic calendar
 - Does the academic calendar of the proposed party or country synchronize with [CMU's Academic Calendar](#) and the U.S. standard academic calendar?
- Physical presence
 - Will students and faculty visit or spend time at both locations, regularly or episodically?
 - Is housing provided by the host institution and at what cost?
 - Are there classroom capacity concerns and how will they be managed? (e.g., a high-enrollment situation.) Will exchange students be given enrollment priority over degree-seeking students?
 - Will CMU need to comply with any laws of the other country or location, such as the other country's tax, educational or labor laws and what is the time frame needed to comply?
 - Answers to these questions may trigger various investigations including accreditation, compliance, contractual, legal, financial/taxation matters and others.
- Educational delivery modality and IT platforms
 - Is this an in-person educational program with faculty and students synchronously teaching and learning in the same physical location?
 - Will remote educational delivery or hybrid education be incorporated? If yes, synchronous or asynchronous?
 - What Learning Management System or technology will be employed?
- Documentation, visa, entry and physical presence requirements
 - What documentation is necessary for short-term or longer-term visits?
 - Is travel to and from this country or location generally smooth or fraught?

- Research if the presence of faculty, staff, or students in the partner country will require CMU to comply with the country's tax, educational, or labor laws. Consultation with various CMU offices may be necessary to understand these issues.
- Financial model
 - Is the financial model sustainable over the anticipated period of the arrangement for both parties?
 - Does the financial model consider **all** resources including administrative costs – not only the instructional or home academic program costs?
 - Are resource inputs balanced and equitable?
 - How are tuition and scholarships assessed and accounted for between schools? (Additional information on financial models will be developed in Summer/Fall 2024.)
 - If a two-way exchange of students is anticipated, how will any imbalances be managed in the short- or longer-term?

Start Early

Developing arrangements takes time. Agreement on a simple arrangement and documenting that agreement through a memorandum of understanding (MOU) or other form of agreement can be processed relatively quickly, but agreements for complex arrangements may take months or longer to consider and complete, particularly if CMU must comply with one or more laws in the other country. Allow ample time for arrangements to be thoughtfully considered and documented before announcing and initiating activities for the arrangement.

Be (or Become) Culturally Savvy

Tap readily available resources on cultural norms in the country where the other party is located. Common greetings and hand gestures, level of formality and (in)directness, standard approaches to negotiation, and many other culturally informed tips can go a long way in demonstrating our sincerity as valued partners. Staff or faculty members in your area with cultural knowledge or expertise may be able to offer insights. Often, individuals with in-country connections are part of the CMU team in a highly meaningful and valuable manner.

Tap Existing CMU Resources and Expertise

Several CMU offices have expertise and knowledge regarding international education arrangements; refer to Section VI of this document for a complete list. Often, arrangements are more complex than they seem on the surface; be sure to tap CMU internal resources to avoid pitfalls, late-arising constraints, or other terms that are not logistically realistic. Conversely, identify similar programs that might serve as exemplars. Contact [GSIIA](#) to get started and for referrals to the CMU office(s) with relevant expertise.

Engage with CMU's New Academic Program Process (NAPP) Process

Following the [New Academic Program Process \(NAPP\)](#) is a requirement for new global arrangements that are also a new academic program. Examples include a new degree, major or certificate program, such as an offering in a new location or by a new modality, or changes to a program title or curriculum. Not all proposed education arrangements will trigger a NAPP.

Set Clear Expectations and Objectives for Mutual Benefit

Explicitly explore aspirations and expectations with the other party; involve your partner organization in setting joint objectives. Discuss the intended outcomes of your proposed arrangement and review progress regularly to ensure expectations on both sides are aligned. Build capacity so each institution has staffing, facilities, and resources to advance the collaboration if growth is a desired goal.

C. Commitment

Vet the Other Party and Build Trust Over Time

Ensure that you know and trust the person and partner organization. Trust-building takes time and may require a commitment of resources to support campus visits, pilot programs, and faculty training in-country, for example.

Maintain Strong Faculty and Staff Champions at CMU

International education arrangements actively engage several or many CMU faculty and staff. Strong faculty and staff champions at both institutions will help an arrangement thrive in the long-term. To sustain momentum, consider involving

additional faculty and staff members to support the proposed arrangement efforts as part of the program development and maturation.

An education arrangement will likely require engagement with units outside of the home department. Frequent partners include teams from the [Office of Enrollment Management](#), Office of International Education (OIE), the University Registrar, Student Accounts, University Libraries, and IT and IT support infrastructure and staff. The Vice Provost for Education and the Vice President for Student Affairs and Dean of Students are also often involved in supporting the start-up, providing ongoing services and advisement, and providing essential service infrastructure for smooth operations.

Note: It is not unusual for new program start-ups to overlook the many regular administrative services that routinely occur behind the scenes for a Pittsburgh-based program; the costs of offering these services whether on the ground or from Pittsburgh need to be accounted for in any proposal.

Communicate Regularly

Sustained arrangements benefit from clear and consistent communication. Consider designating a faculty or staff liaison in your unit to support a consistent and regular line of communication with the other party. Establish monthly, quarterly or annual touchpoints (depending on the phase and urgency of the arrangement).

D. Compliance, Legal and Risk Management

Potential Obstacles

Legal, financial and institutional obstacles can derail arrangements even between committed parties. Review issues such as visa restrictions, resource inequalities, tuition differentials, related legal requirements of the parties, and differences in academic standards and student preparation, schedules and cultural norms before finalizing arrangement activities.

High-Risk Locations

Countries with a high-risk profile designated by the U.S. Department of State or off-limits for export control reasons may be too risky to proceed with an education

arrangement, project or activity. Representatives of the Office of International Education (OIE), Office of General Counsel (OGC) and the [Global Export Compliance Group](#) can provide relevant and up-to-date information.

Accreditation

All new education arrangements warrant a review by CMU's Middle States Accreditation Liaison Officer (ALO) to determine the type and scope of accreditation action from a U.S. perspective. Other countries likely have their own process of accreditation or educational compliance requirements that will need to be followed depending on the nature of the arrangements.

Legal and Financial Matters

There are a host of legal and financial matters that may arise if the arrangement involves CMU faculty or staff working in another country, e.g. employment, taxation, and educational requirements. OGC and/or International Finance will be engaged if warranted by the nature of the arrangement.

Human Resources Management

If CMU faculty or staff will be working outside the U.S. for periods of time, advance consultation with Human Resources, International Finance and/or OGC is assumed to ensure that any U.S. and foreign country laws associated with the work, such as labor laws and required benefits and social insurances can be met.

Measure Impact

Determine the intended outcomes. How will this arrangement enhance education, research and global engagement at CMU and the other party? Develop metrics to measure performance, success and progress. Review progress with your partner organization and celebrate accomplishments. Consider formal annual reviews with established deadlines and key performance indicators (KPIs), etc.

Exit Strategy

Typically, each arrangement must include what either party must do to exit the arrangement within certain parameters and timelines. Exiting an arrangement could occur mutually when goals for the arrangement are successfully met, or under duress (e.g., such as unmet financial obligations). A well-thought-out exit strategy reduces risk to both parties. Depending on the circumstances, a "teach

out” plan may be necessary to ensure that students can complete their degree programs successfully. View more information in the [process section](#).

III. International Education Arrangement Processes

As part of the university’s international efforts, several CMU departments provide expert guidance to the CMU community when developing new international education arrangements or renewing existing relationships. Even so, arrangements are complex undertakings that take considerable time and other resources to move from an idea to a binding agreement, to the program launch, and beyond.

CMU’s review processes are designed to help academic units formalize mission-aligned arrangements as efficiently as possible while maximizing university expertise and minimizing risk. The Global Strategic Initiatives and Institutional Accreditation (GSIIA) office will assist faculty, staff, academic unit heads, business managers and others to navigate the international educational arrangement process.

Referencing the “[CMU Guidelines for Successful International Education Arrangements](#)” is a critical starting place for identifying mission-aligned goals and objectives as well as the logistical considerations necessary for program success.

A. Establishing New Arrangements

GSIIA works with faculty, staff and administrators to design, plan, and formalize international education arrangements. These arrangements often are formalized with a written agreement or a MOU.

All international education arrangement agreements must be reviewed and approved by the appropriate offices and signed by an authorized CMU official (usually, the provost). CMU offices involved will vary depending on the scope and nature of the arrangement; for example, International Finance will be involved with larger scale undertakings, but not all global engagements. To facilitate this process, GSIIA serves as a coordinating entity for entering into international education arrangements.

The process can take several months or more to be completed, depending upon a variety of factors, including the number of stakeholders, the complexity of the arrangement and the response time from the other party.

Step 1. Explore, define and consult

Use CMU Guidelines for Successful International Education Arrangements

These guidelines were tailor-made by CMU faculty and staff experienced with international education arrangements and **are intended to complement these process steps in a highly integrated manner.**

Identify and document the unique international opportunity

Write a brief statement (500-1000 words) that can be used for various internal audiences. This statement will highlight the what, how, when, why and where of the international arrangement. Answer questions such as:

- What is particularly exciting and unique about this arrangement, and how will it advance CMU's mission in education or research?
- What are the primary objectives and criteria used to select the proposed party and opportunity?
- What opportunity is offered that cannot be attained at CMU's current location(s)?
- How does the arrangement advance the department, college or university, recognizing the consumption of time and necessary resources to develop, launch and sustain a high-quality arrangement? Alternatively, what is the opportunity cost?

Gather relevant information and expertise

- Initiate discussions with potential parties to pursue a new arrangement or expand an existing relationship. At this stage, no promises or commitments should be made to other parties; consider it an exploration phase.
- Use CMU's Guidelines for Successful International Education Arrangements.
- Arrange a consultation meeting with GSIIA as early as possible to shape the following conversations and processes.

- Likely, further consultation with additional [CMU experts](#) will be helpful in testing understanding, judging complexity, and identifying any unsurfaced gaps or opportunities. GSIIA can identify and organize CMU expertise based on the type of arrangement being explored.
- CMU offers established processes and supports that may be complementary to this Global Partnerships Process. GSIIA can assist in identifying overlap and compatibility with, for example:
 - [The New Academic Program Process](#) (NAPP), and/or
 - OIE's process for establishing [two-way educational exchange agreements](#).

Develop and document success measures and goals

- Based on discussions with the proposed other party, develop a set of goals, desired or expected outcomes and/or success measures. These will vary based on the nature of the arrangement.
- Examples may be steady state or anticipated growth or expansion, financial markers, levels or quality of services, and numbers of students and/or faculty, engagement or mobility, shared research endeavors and funding, etc.
- Document how achievement of the goals or measures may contribute to future expansion of the arrangement, or discontinuation, if not met.

Determine if an agreement is necessary

- The arrangement generally will need to be documented in a binding agreement between the parties if there is, for example:
 - an exchange of faculty, students or money
 - an institutional-level arrangement that involves more than one CMU department or college, or overlaps with other internal markets or expertise
 - a commitment involving a degree
 - intellectual property (IP) implications

- a program offered outside the U.S. that engages with a third-party service provider for some type of service or educational offering

If you have a question about whether a binding agreement between the parties is necessary, contact GSIIA.

Step 2. Secure internal support and iterate

Obtain school's approval of the agreement

- Secure endorsement of the proposed undertaking from the department head, associate dean and/or college dean at the relevant CMU colleges or school(s).
- Document the endorsements whether obtained by email, in a memo or meeting minutes from a formal approval body (such as a college council, etc.).

Obtain central administration initial approval(s)

- Send a written proposal outlining the arrangement to GSIIA, including information about the partner organization, [statement regarding specific opportunities](#), financial resources required or secured, etc. Include any proposed draft agreement for the arrangement.
- GSIIA will circulate the proposal (and any proposed draft agreement) to the necessary offices (e.g., Office of the Provost, Vice Provost for Education, OIE, etc.) for additional input.
- If warranted, a [NAPP review](#) will be called for the arrangement.

Contact CMU units

Depending on the arrangement, different units may need to provide input and review the agreement. GSIIA will contact and coordinate with the relevant offices. Typical units involved include:

- Vice Provost for Education (VPE)
- Office of International Education (OIE)
- International Finance
- Office of General Counsel (OGC)

- Enrollment Management
- Office of Research Integrity and Compliance (ORIC)

Develop an initial draft of the written arrangement

- GSIIA recommends starting with a CMU template or agreement for an arrangement. Using a CMU template is more efficient for CMU participants, in contrast to editing a draft agreement from a partner organization. Contact GSIIA or OGC to request an agreement template or draft agreement based on the arrangement.
- Develop a first draft. If an agreement already exists with the partner institution, OGC will advise about whether to create a new agreement or supplement the existing agreement. GSIIA can provide templates for common types of agreements. Foreign institutions may also provide their own templates, which will need to be edited to reflect CMU's business and legal requirements.

Initiate a legal review

- GSIIA will submit the proposed agreement to OGC, follow up as needed, and assist in coordinating with any other offices that need to provide input (e.g., Insurance Services or IT for data provisions).
- Once the agreement is reviewed and approved by OGC, and finalized, the proposed agreement will be shared with you to send to the partner organization.

A note on confidentiality

- Depending on the nature of the arrangement, some aspects of the agreement may be confidential, such as specific financial matters. In such cases, there may be a limit on who within CMU can access and view the entire agreement (e.g. the agreement itself or a separate non-disclosure agreement may contain confidentiality provisions that limit information sharing).

Step 3. Finalize agreement and obtain signatures

Finalize agreement

- Work with the other party to finalize language and arrive at a mutually agreeable final draft of the agreement for the arrangement. This process may require additional exchanges with the department, GSIIA, OGC, and/or other CMU internal units, and the partner organization.
- The other party may require the agreement also to be written and signed in a home country or national language. If the partner requires the agreement to be written in the home country or national language for execution, the accuracy of the translation is the responsibility of the relevant CMU department involved in the arrangement (through various reliable means, such as engaging a translation service.)

Secure signatures and document retention

- GSIIA will obtain relevant signatures from CMU leadership. In almost all cases, agreements for education arrangements will be signed by the provost. Certain agreements that are large-scale in nature or require the CMU Board of Trustees approval may require additional or alternate signature authority, including by the president.
- GSIIA will keep an electronic copy of the signed agreement on file. The originating department or program at CMU also should hold a fully executed copy. It is best practice for the fully executed copy to be held in two or more offices and electronic locations.
- Send a copy of the executed agreement to the other party.

Step 4. Implement, market, publicize and assess

- Adhere to CMU's [Brand Guidelines](#) and [Trademarks and Licensing policies](#) for the appropriate use of institutional names, logos and wordmarks, etc., unless otherwise specified in the agreement for the arrangement. Also be aware of the brand guidelines and trademarks of the other party. Often such language is included in the agreement.
- Implement an internal marketing strategy by sharing information with all stakeholders and leadership as necessary and consistent with the

agreement. Communicate as appropriate using normal avenues; share marketing opportunities with other offices, as relevant.

- Track participation and assess and track program objectives on a regular cadence.
- Analyze the strength of the financial arrangements and other CMU resources consumption (e.g., faculty and staff time).
- Consider whether the arrangement could or should be expanded.
- Monitor and assess the progress of the arrangement with the other party. Prior to the agreement's expiration, contact representatives of the partner institution to determine their interest in continuing, expanding or renewing the arrangement.

B. Renewing Arrangements

Renewals generally take less time to process than new agreements if the terms of the agreement are not changing and the arrangement has been positive.

To renew an arrangement

- Prepare information for renewal such as a summary of accomplishments and participants, rationale for continuation, start date, length of arrangement, any changes to the current agreement, any changes to partner reputation and commitment, signatory at partner institution, etc.
- Consult internally with CMU stakeholders and partners to affirm renewal intent, including the provost. Gain internal support for renewal.
- Renew the agreement using a CMU-drafted template by working directly with the OGC as necessary. Secure signatures and share/store the final signed copy.
- Communicate with all relevant academic and administrative partners and departments. Update your website and other sources with new agreement information.

C. Sun-setting or Exiting an Arrangement

Agreements for international education arrangements typically are written for a specified term – often three to five years – and usually include language and timelines about exiting or discontinuing the arrangement. Over time, conditions or the program champions may change, resulting in the underuse or decline of a previously strong arrangement.

CMU's process for exiting or sunsetting an arrangement presumes thoughtful internal consultation with a variety of stakeholders to assure mutual agreement, before asking the partner organization to exit or discontinue the arrangement. Contact the Office of Global Strategic Initiatives for advice.

The complexity and time needed for exiting a global arrangement is dependent on the nature of the agreement, as well as the scope and scale. For example, in 2022, CMU closed an overseas location in Adelaide Australia, a Middle States approved "Additional Location." The management of the closure required considerable internal and external coordination, financial commitments, and a very high level of dedicated staff time over many months including multiple trans-oceanic visits to address Australian and US regulations in support of student, faculty and staff matters.

The following advice addresses a plan for exiting a small-scale department-level agreement with the appropriately professional levels of consultation, advisement, and notification. As the agreement nears its end, the following steps are routine, and help maintain positive relationships and transparency.

To exit an arrangement

1. Initiate

The relationship owner, department or champion compiles relevant information to support the request to sunset or discontinue. Gather and compile relevant input, questions, concerns or support from relevant stakeholders including academic deans, usually by email.

2. Secure approval to sunset

The Associate Vice President (AVP) for Global Strategic Initiatives or VPE seeks inputs and supports from the home or host department(s) or program(s), relevant associate deans and dean, and the provost. Once an internal

agreement is reached, the AVP for Global Strategic Initiatives communicates the decision to relevant stakeholders and administrative units involved in supporting services (e.g., OIE, Enrollment Management or Student Affairs).

3. Communicate to partner

Communicate formally in writing with the partner institution within the timeline and in the manner specified in the agreement. Stipulate or clarify any final arrangements for cohorts or participants.

4. Inform CMU stakeholders

When an agreement is sunset, communicate to all relevant CMU academic and administrative stakeholders, and update relevant websites or other information sources.

IV. Terms and Definitions

The most common types of agreements that facilitate international education arrangements, such as collaborations, exchanges and other types of partnerships fit into broad categories, defined below.

Global Strategic Initiatives and Institutional Accreditation (GSIIA) serves as a clearinghouse to guide CMU academic units and faculty in defining the type of arrangement, and advising about which CMU departments can provide relevant advice. It is typical for [several academic and administrative units](#) to engage in developing and advising on global educational arrangements; the level of involvement varies based on the type and complexity of the arrangement.

Advice about pursuing these types of arrangements may begin with the Office of Global Strategic Initiatives. GSIIA will engage other [CMU experts](#) based on the proposal's scope and complexity.

A. Academic Levels and Credentials

International education arrangements at CMU may involve undergraduate, master's and/or doctoral degree levels. CMU has successful engagements abroad at all three levels: undergraduate degrees at [Carnegie Mellon University in Qatar \(CMU-Q\)](#), master's degrees at [Carnegie Mellon University in Africa](#), and doctoral degrees through our [Carnegie Mellon Portugal partnerships](#).

In addition to arrangements leading to degree attainment, international arrangements may entail for-credit and non-credit-bearing certificates, executive education, and other coursework or faculty advisement regarding curriculum, learning outcomes and the like.

B. Arrangements with a variety of other organizations

CMU's international education arrangements may engage another university (or other post-secondary educational institution), a government, an organization (such as a research institute) or a corporation. CMU offers robust examples across many domains.

- National governments invited Carnegie Mellon to deliver our unique educational brand in Qatar, Portugal and Rwanda.
- The Qatar Foundation and Mastercard Foundation have provided funding for CMU-Q and CMU-Africa, respectively.
- Corporations and governments are the norm for executive education offerings.

C. Types of International Education Arrangements

CMU engages in several types of arrangements which may defy simple categorization. Sometimes the "types" are intertwined based on the program goals and structure. Examples of common educational arrangements include:

- [Partnerships and exchanges with universities](#)
- [CMU branded campuses and locations abroad](#)
- [Study abroad including short-term experiences](#)
- [Certificates and non-degree offerings](#)
- [Executive Education](#)

Partnerships and Exchanges with Universities

A common form of international engagement, the university-to-university partnership may include faculty and student mobility and/or research, may be oriented towards degree attainment or a non-degree educational opportunity, and take various forms such as those listed below:

- Institutional partnerships with exchange programs for faculty and students, usually in a specific academic area
 - [University Exchange](#)
 - [Departmental Exchange](#)
- 3+2 (or 3-1-1) agreements where a three-year bachelor's-level course of study is followed by two years of combined bachelor's and master's study, perhaps accelerated
- A two-way exchange where flows of people move in both directions (see the [Study Abroad](#) section)
- One-way exchange (incoming to CMU only)
- Inbound-only agreements to educate a group/cohort of students or provide a special educational program for international students
- Graduate education examples:
 - [CMU-Africa](#): Tailored master's-level programs in non-U.S. locations (either the same as or unique from CMU master's programs offered in Pittsburgh)
 - [Dual Degree programs involving Portuguese educational institutions](#): Dual Ph.D. offerings that address national interests
 - Research or work abroad
 - [Work, Research and Departmental Summer Opportunities](#)
 - [Technology Consulting in the Global Community](#)
 - [Tepper School of Business International Opportunities for MBA Students](#): Short-term experiences abroad that offer specific graduate program goals

CMU-Branded Campuses and Locations Abroad

Each of CMU's international arrangements offers a unique educational experience for enrolled students and requires a high level of coordination, effort and organizational savvy.

Due to CMU's success in such programs, university leaders and/or government entities interested in exploring similar opportunities frequently approach CMU. Exploration of such opportunities requires time, energy and commitment to fully vet aligned mission, goals, finances, and interests.

These locations abroad take varied forms such as:

- Educational partnerships with government, industry, and/or universities based on mission-alignment and specific educational goals
 - <https://cmuportugal.org/>
- Agreements that establish a CMU location, or where CMU faculty deliver CMU curriculum and/or degrees abroad
 - <https://www.qatar.cmu.edu/>
 - <https://www.africa.engineering.cmu.edu/>
- Arrangements that involve students, faculty, or staff permanently or regularly residing at or contributing to global location(s)
- New degrees, programs or arrangements being offered at existing CMU global locations

Study Abroad

Study abroad arrangements and advising are the purview of the [Office of International Education \(OIE\)](#). OIE offers expertise and resources to CMU faculty and staff seeking to establish a study abroad program. On occasion, OIE may need to engage additional teams depending on the complexity or nature of the program.

Considered a high-impact practice, study abroad refers to any CMU student studying away from their home campus for a short-term experience, a semester or a year, usually to gain specific (typically pre-approved) learning and educational opportunities. There are many ways that students can arrange to study abroad for credit or not for credit. Visit the [Study Abroad website](#) for more information.

Short-term educational experiences abroad

Usually less than one semester in duration, short-term abroad experiences provide a special and targeted educational or cross-cultural experience for CMU undergraduate or graduate students. They may be faculty-led, may be student/student organization-led, and may or may not be for credit. OIE offers resources on [Short-Term Organized International Travel](#).

Examples

- Short-term study abroad with accredited and non-accredited in-country partner(s)
- Short-term opportunities during summer, spring, or winter breaks
 - [School of Architecture Study Abroad](#)
- Student-led or student-created short-term trips abroad (e.g., SLICE/DOSA)
 - [SLICE Alternative Break](#)
- Summer programs for a specific academic goal or opportunity not available on the home campus
 - [Department of Languages, Cultures & Applied Linguistics](#)

Certificates and Non-degree Offerings

Advice about certificates or non-degree offerings delivered outside the U.S. or with non-U.S. partner organizations or universities, whether in person or by distance modality, undergraduate or graduate, may begin with [GSIIA](#). GSIIA will engage other CMU expert offices as needed based on the program goals, scope and intended audience.

Many CMU departments and programs offer non-credit and for-credit certificates, primarily at the master's degree level or for learners in an executive education setting. There is no one clearinghouse resource for all the options offered. [CMU's online, transcribed graduate-level certificate programs](#) are offered by CMU departments; these programs consider international applicants who reside within or outside of the U.S. with certain important caveats.

Examples

- [Online Education](#)
- [Certificate Programs](#)

Executive Education

Building on academic and discipline-oriented expertise residing in CMU's colleges and departments, many high-quality executive education programs are being delivered globally both in person and via remote technology. CMU colleges and faculty provide tailored executive education programs to corporations, governments and organizations including both U.S. and non-U.S. entities. These programs often address specific goals for working professionals who want to deepen or expand their knowledge.

Executive education offerings are listed on their respective school or college's website.

Examples

- [Tepper School of Business Executive Education](#)
- [School of Computer Science Executive and Professional Education](#)
- [Heinz College Executive Education](#)

V. Types of Agreements

Well-written and comprehensive agreements uphold CMU's mission and establish appropriate academic program goals, clarify responsibilities and obligations, and reduce risk. The Office of General Counsel (OGC), Office of Sponsored Projects (OSP) (particularly for executive education), International Finance, the Office of International Education (OIE), Global Strategic Initiatives and other departments involved in drafting and/or reviewing agreements tap internal expertise, build on experience to the benefit of CMU programs, and consult knowledgeable external sources when warranted.

A. Non-binding Memorandum of Understanding (MOU)

Non-binding MOUs typically express a mutual interest in cooperation, as well as a desire by the signing parties to explore the feasibility of engaging in one or more cooperative educational and/or research activities in areas of mutual interest. This could include faculty scholar exchanges, exchanges of academic publications and scholarly information, engaging in joint activities, or the development of new

degree and training programs. Although an MOU may be non-binding, international partners will trust and expect CMU to commit to pursuing the areas outlined in the MOU. You may request the CMU sample/template of a non-binding MOU by emailing GSIIA.

An MOU should specifically state that it is non-binding and that the other party is not permitted to use the CMU name/logo (or make any public announcement about the MOU) without the express consent of an authorized representative of CMU.

Non-binding MOU when CMU is considering a new overseas, in-country program, location or campus

Establishing an overseas CMU location is a complex international education arrangement that requires internal and external expertise on a host of U.S. and partner country matters. This type of MOU, a specific type of non-binding MOU, exists to document the mutual intent to explore the possibility of establishing a CMU campus or location abroad.

Topics of the MOU may cover the academic fields and level of study, aspects of the physical location, faculty engagement and CMU autonomy over curricular, academic, admission selection and freedom of expression, etc., research opportunities and topics, funding/financial arrangements, sources and parameters, timelines and deliverables, and other topics. These vary so greatly that many departments may be engaged for a tailored non-binding MOU and many iterations over time.

B. Pre-contract Costs

The exploration of an international education arrangement, such as the possibility of establishing an overseas CMU location, requires significant time and effort from all parties. In some cases, before fully engaging, CMU may enter into a preliminary agreement that stipulates compensation for CMU's time and expenses for investigating the feasibility of the partnership. These costs might include travel costs, legal or tax advice costs, and/or academic program modeling.

C. Dual Degree Program

This is one of the most typical education arrangements entered into by CMU, whereby CMU and a non-U.S. partner university agree to collaborate on related degree program(s) resulting in a separate degree from both institutions. The agreement specifies such matters as the academic degree level and name, courses and units and residency requirements, admission requirements and responsible office(s), number or limit of students participating in the program, responsibilities and obligations of both participating institutions, length of the program and termination or renewal features, tuition and fee payments, and other financial matters, marketing, legal, privacy and intellectual property, etc, as well as primary contacts. You may request a sample/template MOU by emailing the Global Strategic Initiatives office.

D. 3-1-1 Integrated Undergraduate and Graduate Degree Program

This is a common arrangement entered into by CMU and a partner university whereby both universities agree to deliver portions of the undergraduate and/or master's-level degree curriculum in a manner that is integrated by mutual agreement and may be accelerated. For example, three years of an undergraduate degree is delivered at/by the non-U.S. partner institution, then a qualified student completes their undergraduate degree at CMU (e.g., in one year) while beginning academic work towards a master's degree at CMU, to be completed in one additional year.

This type of agreement will include such matters as the academic degree level(s) and name(s), courses and units and residency requirements, admission requirements and responsible office(s), number or limit of students participating in the program, responsibilities and obligations of both participating institutions, length of the program and termination or renewal features, tuition and fee payments, and other financial matters, marketing, legal, privacy and intellectual property, etc, as well as primary contacts. You may request a sample or template MOU from GSIIA.

VI. CMU's International Offices and Roles

CMU provides guidelines and a range of resources to support your work with foreign colleagues and partners. These internationally focused experts are available to help and advise you.

Center for Business Engagement

The [Center for Business Engagement \(CBE\)](#) directly collaborates with industry partners and colleagues within each of CMU's seven colleges to help connect faculty to the robust and growing portfolio of companies and corporations looking to partner with CMU. The CBE is the front door for businesses who would like to work with CMU.

Enrollment Management

[The Office of Enrollment Management](#) provides vision and leadership for all aspects of Carnegie Mellon's enrollment process. The office supports student success and positive outcomes by fostering collaborative partnerships across the university, promoting data driven decision-making, and planning for long-term enrollment strategy. Key departments include [Student Financial Aid](#), [Student Financial Services](#), the [University Registrar's Office](#), [Undergraduate Admissions](#), and the [Office of International Education \(OIE\)](#).

Global Strategic Initiatives and Institutional Accreditation (GSIIA)

[Global Strategic Initiatives and Institutional Accreditation](#) (GSIIA) facilitates international education arrangements. Aligned with CMU's goal of [Engaging and Impacting the Global Community](#), this team oversees strategic international projects and coordinates partnerships to advance CMU's strong educational influence worldwide. They assist CMU academic and administrative departments in decision-making regarding new and emergent opportunities outside of the U.S., and projects related to the university's educational footprint, reputation and reach in the global context.

International Advancement team

The International Development team, which is part of the Division of University Advancement, fosters global connections and attracts philanthropic support by engaging with alumni, families, friends, and organizations worldwide. They organize international events, support University leadership and faculty travel

internationally, establish and nurture international alumni and family volunteer networks, and help international donors and entities in creating lasting philanthropic legacies and partnerships with Carnegie Mellon. Contact the team at cmuinternationaldevelopment@andrew.cmu.edu.

International Finance

The [International Finance team](#) provides financial and operational support for potential and university-established international initiatives. They work with university and international partners to support the university's mission and objectives while managing global compliance with the highest regard for international, federal, state and local laws and regulations.

Office of General Counsel (OGC)

The [Office of the General Counsel \(OGC\)](#) is responsible for addressing legal issues arising from the activities of CMU's schools, colleges, institutes and administrative departments. The OGC endeavors to render timely and thoughtful legal advice and materials on the broad range of issues that the university's faculty, staff and administrators confront on behalf of CMU.

Office of International Education (OIE)

The [Office of International Education \(OIE\)](#) serves CMU's international student and scholar community by advising individuals on immigration, personal, academic, social and acculturation issues. In addition to providing resources for foreign students and scholars, OIE facilitates study abroad and international exchange and advises students on programs and options.

Office of Research Compliance and Integrity (ORIC)

The [Office of Research Compliance and Integrity \(ORIC\)](#) supports research at CMU and works with researchers to support research conducted in accordance with federal and state regulations. ORIC strives to foster compliance without impeding the process of research.

Office of Sponsored Projects (OSP)

The [Office of Sponsored Projects](#) often is involved in negotiating domestic or international executive education agreements.

Office of the Vice Provost for Education (VPE)

The [Office of the Vice Provost for Education \(VPE\)](#) works with the [provost](#), [deans](#), faculty and staff to address issues that affect the educational experiences of undergraduate and graduate students. These issues range from the development or approval of new courses or programs to the assessment of educational programs and initiatives, and to the leadership of university, regional and national committees and councils that determine policy, disseminate promising practices, and respond to evolving needs of communities served by higher education.

VII. Appendix

Appendix A: International Education Arrangements Contributors

Name	Title
Tad Brinkerhoff	Assistant Dean, Masters Programs: Tepper School of Business
Rachel Burcin	Global Programs Manager: Robotics Institute
Amy Burkert	Senior Vice Provost of Academic Initiatives
Becky Culyba	Vice Provost for Strategic Initiatives and Chief of Staff to the Provost
David Eber	Executive Director of Admissions and Financial Aid: Heinz College
David Garlan	Associate Dean for Masters Programs; Professor of Computer Science: School of Computer Science
James H Garrett Jr.	Provost and Chief Academic Officer
Linda Gentile	Director of the Office of International Education
Omar Khan	Professor and Head of the School of Architecture: College of Fine Arts
Lisa Krieg	Associate Vice President for Global Strategic Initiatives and Institutional Accreditation
Anne Lambricht	Department Head; Paul Mellon Distinguished Professor of Hispanic studies: Languages, Cultures & Applied Linguistics, Dietrich College
Colleen Mollenauer	Senior Operations and Project Coordinator: Vice Provost for Education
Richard Mundy	Chief Operating Officer: College of Engineering
Dudley Reynolds	Senior Associate Dean, Education: Full Teaching Professor, English: CMU Qatar
Mary Beth Shaw	Assistant General Counsel: Office of the General Counsel
Therese Tardio	Director of Humanities Scholars Program; Professor of Hispanic Studies: Dietrich College and LCAL
Roger Turner	Coordinator for Global Strategic Initiatives and Institutional Accreditation
Jennifer Wegner	Assistant Dean, Undergraduate Programs: Tepper School of Business