

# Global Strategic Partnerships at the Gillings School of Global Public Health

## I. Background

Three factors have brought to the forefront the issue of strategic partnerships at the Gillings School of Global Public Health:

1. The planning group for the Gillings Global Gateway (2013) identified strategic partnerships as a critical competency for the school going forward.
2. There is an emerging (nascent and not universal) recognition that a new approach to systematically identifying and supporting strategic partnerships (SPs) aligned with the School's priorities may strengthen us beyond what faculty and department-led initiatives are able to realize.
3. We are a leading school of public health, within a larger university, both with a growing international reputation and an explicit commitment to global scope. Our individual faculty members and departments are pursuing many opportunities, even as we are receiving numerous solicitations of interest from multiple institutions around the world. We need clear processes to help faculty and the School make the most of even small-scale opportunities, and we need processes *and* resources for large-scale strategic endeavors.

To understand the present landscape and to develop a framework and recommendations for consideration by School leadership, the Dean asked Sheila Leatherman, Research Professor of Health Policy and Management, to lead an *ad hoc* workgroup (July 2013). This group was tasked with identifying a set of **selection criteria** by which to assess school-level partnerships, both reactively against requests *and* proactively, in order to identify gaps and opportunities we should actively seek. This initial request was revised to include **conceptualization of a broader framework for SPs**. In this context, the group aimed to define the issues related to strategic partnerships, analyze relevant factors and make a set of recommendations, with specific objectives to:

1. **Define the possible categories and levels of partnerships.**
2. **Develop the rationale and selection criteria for strategic partnerships.**
3. **Assess current collaborations against the rationale and selection criteria.**
4. **Develop a position paper with a short set of recommendations for partnership selection criteria at the School level together with approaches/mechanisms for supporting partnership development. Achieving this objective will require wide consultation across departments.**
5. **Define resources and incentives needed to facilitate the development of strategic partnerships and steward/grow existing partnerships.**

This paper addresses all five objectives to varying extents and proposes next steps to ensure further progress.

## II. Overview

### Rationale

What do we mean by school-level strategic partnerships, and why do we need them? In a related vein, are we at the School fully actualizing our global potential through current means? Alternatively, might we be better able to position ourselves as a School in terms of resourcing, impact, faculty satisfaction and retention, student recruitment, reputation enhancement and earned brand if we develop and nurture strategic partnerships?

### Terminology and assumptions:

- ✓ We use the term **strategic partnerships** to convey global school-level partnerships. The term "strategic" connotes *necessary or important and relating to long term or overall aims and interests*. A strategic partnership is a formal alliance between organizations possessing assets that will help the other.
- ✓ Gillings is a global public health school. In this context, it is implicit that our focus is local, national and international, in short, global.
- ✓ We focus primarily on *school-wide efforts* because there already is an abundance of individual faculty and department-level partnerships.
- ✓ To the extent that this report offers guidance regarding *individual and department-level partnerships*, we do so to (a) better support faculty engaging in such partnerships, (b) to further standardize School processes with regard to international partnerships and (c) to bring us into alignment with University policy on international partnerships.

Inarguably, the School is currently home to many global projects and partnerships that are developed by, and are fulfilling to, individuals and departments and that make a difference in population health. At the same time, we are functioning in a macro environment characterized by a frenzied rush to “go global, especially among the schools and universities with which we compete and compare ourselves. In this context, the ad hoc approach to partnerships at our School, coupled with an operating mode that is largely reactive and opportunistic, may no longer be sufficient. Shaping a proactive partnership strategy that takes our strengths and gaps into account may produce results that far outweigh the sum of their parts.

### Current State

Where is the School now in terms of productive partnerships large and small? To answer this question, we attempted to take an inventory of relationships/partnerships within the School that might be viewed as global and /or strategic based on our definition. We hoped that reviewing existing MOUs and other partnership documentation would provide an accurate picture. It did not.

The inventory yielded a wealth of relationships, projects and understandings (both formalized by documents and informal) largely held by individual faculty or departments, and sometimes involving collaboration across departments. Knowing the volume and scope is difficult, if not impossible, as there is no central inventory. As or more important, existing MOUs do not accurately capture the landscape because many relationships – indeed, some of the most productive and long-term – are not documented in a MOU.

**The multi-faceted nature of partnerships.** Strategic partnerships in the School are a multi-level, multi-factorial puzzle defined by three variables: (1) **categories of institutions**; (2) **level of partnerships in school**; and (3) **function or utility of partnerships** (see table on p. 3). Although this project began with a singular focus on partnerships with other academic institutions, it quickly became clear that many types of partners are needed to function across the full mission (teaching, research and service) and at all levels within the School/University.

### Summary results of inventory

Our overarching aim in conducting an initial inventory was to ascertain the “lay of the land” by identifying relationships presently held that are likely to be perceived by the School’s leadership and faculty as global and/or strategic in nature. The inventory was/is intended to be representative, not exhaustive, and not limited to relationships formalized by an MOU. Note: because there is no central clearinghouse, and possibly because some faculty have not been aware of the need to alert their chairs or School leadership of their formal relationships with global partners, even the modest goal of conducting a more fully representative inventory will require surveying every department and, possibly, select faculty.

We identified two general categories: those captured by MOUs and those without MOUs but which notionally appeared to be both global and strategic. Some longstanding or important relationships have never been formalized by an MOU, as is the case with our faculty members’ long-running work in Malawi, China, Russia, and the Philippines and, more recently, our work with Cambridge University. Conversely, many MOUs exist for inactive relationships or those unlikely to meet emerging criteria for a school-wide strategic partnership.

### Principles

An important set of principles emerged from workgroup members and other interviews we conducted to guide the thinking on SPs. These principles underpin this paper and may be used going forward. Strategic partnerships should strive to:

- ✓ **Focus on the School’s existing and strategically important strengths (examples listed below), leveraging our resources in these areas , while identifying new areas for the future**
- ✓ **Be mutually beneficial to all partners**, with concrete specification of what those benefits are.
- ✓ **Strategic partnerships do not preclude or constrain other levels of partnerships; i.e., faculty may engage in partnerships that fit their own interests.** Pursuing school level strategic partnerships will be done with a mind to minimize “crowding out” other endeavors. With limited resources for investment, support for partnership, when and if available, will be directed to those that fit criteria for strategic partnerships.
- ✓ **Take a long-term view.** Relationships can take years to build and require trust. Incremental steps are sometimes needed before larger-order engagements can be solidified.
- ✓ **Delineate processes and resources** to ensure successful and sustainable strategic partnerships at the School level as well as for individual faculty/departmental partnerships.

Categories of partner institutions	Levels of Partnerships in School	Functions of Partnerships
<b>Academic institutions</b> Ex: University of Malawi, Cambridge <b>Research/policy/think tank institutions</b> Ex: U.S. Water Partnership <b>Implementing organizations</b> Ex.: FHI360, World Vision <b>Public sector and government agencies</b> Ex.: CDC, UAE, Native Alaskan Tribal Health <b>Private sector and philanthropic sector</b> Ex: Sanofi, Takata, Conrad N. Hilton Foundation	<b>Individual faculty sponsored/led</b> Ex: individual partnerships in Korea, Malawi, South Africa, Zambia, India, China, Mexico, Ghana <b>Individual/Department/Institute</b> Ex: HPM partnership with several universities for DrPH and with EHESP for MPH; Water Institute partnership with Hilton Foundation, Native Alaskan Tribal Health, IAPMO <b>Themed partnership across departments</b> Ex.: Global diabetes partnership with Sanofi and Emory; UNC-Cambridge-MIT global aging partnership, Cohorts partnership with Emory, Southhampton, Witsviterand, etc <b>School-wide/multi-departmental collaboration</b> Ex: UNC-Cambridge partnership; Pasteur Institute; <b>Part of UNC-wide collaborations</b> Ex., Malawi, Galapagos, Tsinghua U. in China	<b>Research collaborations</b> Ex: Cambridge, RTI, FHI360 <b>Education, incl. curriculum development and delivery, student opportunities, joint degrees etc.:</b> Ex: King's College, World Vision, Pasteur Institute, PHFI <b>Service:</b> Ex: ChildFund <b>Funding collaboration</b> Ex.: Plan (Gates Foundation), FHI360 and Kybele (CIFF) <b>Strategic/consultative</b> Ex: Water Institute and Takata Industries <b>Innovation and product development</b> Ex: IDEO and WaterShed

Agreements captured in MOUs generally contain the same generic wording and age out after five years. Most agreements seek to *encourage cooperation* between two partners and to *promote activities and exchanges* between them. All agreements included a clause stating that future activities between partners would be “*subject to a separate agreement/addendum.*” This language seems to be partly protective, so as to avoid an *assumed* contract or expectation of deliverables. The likelihood of actualizing the potential of such partnerships is often uncertain for multiple reasons, including reliance on one or a few individuals as the link with the School together with vagaries of resourcing.

As this overview suggests, the potential of School-level strategic partnerships cannot currently be gauged through existing MOUs. ***Please refer to appendices B and C for further narrative and tables of collaboration/partnerships.***

### ***III. Criteria for screening and selecting strategic partners***

A core task of the workgroup was to develop assessment criteria for partnerships to help establish a fair, systematic and transparent decision-making process for selecting and supporting schoolwide strategic partnerships and that can be used by individual faculty and departments as they decide whether and how to engage in smaller-scale partnerships. The following draft criteria, developed in a workgroup discussion and further delineated with individual members of the group plus other faculty in the School, are designed to serve two uses:

1. Proactively: they will help us decide what we hope to achieve as a School through strategic partnerships and assist us in identifying the best possible partners.
2. Reactively: they will help us more systematically screen enquiries for partnerships that arrive at the School through various channels (e.g., through School leadership, department chairs or individual faculty) and for which School level approval or support is sought. Many enquiries are dealt with by individual faculty. In some cases, however, there are ambiguities as to which types of relationship an individual or department can conduct independently. Faculty or chairs sometimes seek approval to confer legitimacy or to improve standing for resourcing considerations. In these contexts, having criteria and a screening process would allow individual faculty and departments to quickly assess whether a partnership opportunity is a likely candidate for school-level support and whether and at what point to liaise with School administrators. Simultaneously, such a tool would provide School administrators with a standard, transparent way of responding to the many enquiries they receive from potential external partners.

Any proposed or potentially desirable strategic partnership would be vetted against the following criteria, presumably with the entire set being a match unless waivers on individual criteria were deemed valid.

## A Strategic Partnership should have the following core characteristics (criteria):

1. **Increase the likelihood that we as a School will make an impact on big public health problem(s).**
2. **Align with School strengths and interests.** These strengths may be defined as *topics or themes, target geographies and/or key functions* (e.g., in research, education and/or service), with a particular partnership addressing any or all. School strengths and interests may be in current or emerging public health themes (e.g., water, infectious diseases, obesity, global aging, diabetes), existing or emerging capacities (e.g., monitoring and evaluation, implementation science), or specifically targeted countries or regions of the world such as China, India or southern Africa. This criterion will require periodic review of the kinds of problems we want to solve, the countries that have the most strategic potential for us, and potential partners that match our interests and complement our strengths.
3. **Meet multiple aims.** Strategic partnerships should ideally support the full mission of the school (research, teaching/learning, and practice/service), with creation of additional global opportunities for students a priority. The workgroup tilted towards multi-functional partnerships as representing the greatest strategic potential.
4. **Engage multilateral stakeholders** including academia, government, NGOs, and the private sector, with the premise that complex global health problems are not likely to be resolved by academia alone and will require collaborations among differing constituencies and stakeholders.
5. **Engage multiple faculty across departments.** This criterion underpins strong strategic partnerships and is a benefit in that such strategic partnerships break down silos and foster cross-departmental collaborations.
6. **Have faculty sponsor (s).** To stay on track and be successful, a strategic partnership needs at least one faculty member deeply invested in the success of the partnership to make sure it stays on track and reaches its benchmarks.
7. **Enhance resources by generating revenue or strengthening key assets over time** (faculty, students, earned brand, etc.). Along with this ambition is the strong acknowledgement that seed money may be needed to launch a promising SP or that funding should pre-exist the partnership. Considerable discussion surrounded the issue of whether SPs should “make money.” Most agreed that SPs do not have to generate revenue (other than those focused on grant-supported research) but also should not be a drain on the School’s resources. The workgroup preferred a mixed portfolio that includes some income-generating initiatives, as long as these are consistent with the School’s mission and ethics. This criterion will require clarity as to how we assess the real costs and benefits of a potential partnership; whether we are willing to adopt new models of research/teaching/service if they have the potential to enhance our assets; and how we “measure” resource/asset enhancement over time.
8. **Strengthen the School** by positioning us for more funding, growing our reputation, giving students opportunities they would not otherwise have, enabling us to attract the world’s best students and faculty, etc. This critical criterion helps us specify the return on investment we are seeking.
9. **Be sustainable.** Strategic partnerships will likely require multiple years and investment, either directly through seed money or through indirect school resources, e.g. faculty time and expertise and, particularly at the front end, the engagement of school leadership.

The School should continue to liaise with UNC Global in order to ascertain whether any of UNC’s university-wide global partnerships are relevant to the School and a potential fit with these criteria.

## IV. Observations and Key Issues

Within the workgroup and among interviewees there is a shared acknowledgement that we in the School lack a coherent approach for developing and implementing strategic partnerships. Opinions varied as to whether this constitutes a problem or simply reflects the reality of decentralized decision-making within the School. However, as a global public health school functioning in an increasingly competitive world environment, even the advocates for decentralization thought that a School-level initiative for building strategic partnerships would improve our ability to:

1. Respond *reactively* to the many inquiries we receive from prospective partners. We would have greater understanding and confidence in actions taken by individuals, in and across departments, or school-wide.
2. *Proactively* identify critical gaps and promising opportunities (rather than just react).
3. Create a pipeline of partnerships at various stages of exploration, growth and maturity.
4. Establish more consistency in process and structure for our many ongoing partnerships and provide better support for faculty to participate in global collaborations.

5. Increase global visibility.
6. Grow, and strengthen the stability of, resources.

**With these intentions comes a set of implications regarding the resources, processes and infrastructure necessary to succeed. The following have been identified as needs and actions to be taken:**

**1. Develop a structured approach for selecting, managing and evaluating strategic partnerships**

Three key strategy questions for this centrally important item are:

- a. Should we consider beginning with, and further investing in, current relationships (faculty within the School already have many), initiating new ones, or a combination?
- b. Do we emphasize alignment with priority topics, capacities, or target geographies, or a combination?
- c. Is there a preference for a highly varied portfolio of strategic partnerships or a more focused synergistic set?

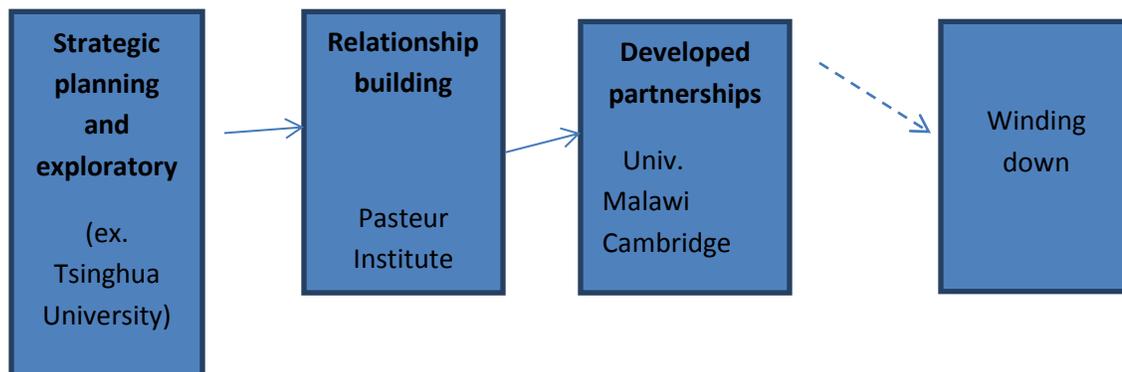
Key process-oriented questions include:

- a. Who selects, and how do we use the criteria for, reactive screening and proactive selection?
- b. How do we put in place a system of ongoing formative and impact evaluation?
- c. How do we steward and grow those partnerships that show the highest value and impact (and how do we define value and impact)?
- d. How do we identify and deal with partnerships that have become inactive or no longer fulfill the criteria for School-wide partnership?

The partnerships and collaborations currently underway at the individual faculty and department levels are widely heterogeneous. Developing a classification for descriptive and analytic purposes might help us describe the current landscape and compare it to a “desired state”. As an early step, we could match current and pending partners to articulated School priorities. Success for SPs will likely come when we identify, and bring together, the nexus of themes, able partners, and reliable funding streams. There may be three types of topical priorities (see table below): those that are historical and recognized internationally; an emerging set with new partners; and an exploratory list (to be developed) that would identify School strengths not yet fully leveraged for which there is growing need and interest.

School Priority Themes	Specific areas of strength, interest or opportunity	Function: -research -learning -service	Partnerships -existing -desired	Geography
<b>RECOGNIZED</b>				
<ul style="list-style-type: none"> <li>• Infectious disease</li> <li>• Water</li> <li>• Nutrition</li> <li>• NCDs</li> </ul>	Ex. HIV, diabetes			
<b>EMERGING</b>				
<ul style="list-style-type: none"> <li>• Implementation science</li> <li>• Global aging</li> </ul>	Ex. Aging in place with technology			
<b>CANDIDATES for Exploration</b>				
<ul style="list-style-type: none"> <li>• Measurement/M&amp;E</li> <li>• Health systems strengthening</li> </ul>	Ex. Measure, M&E role of Water Institute			

One participant with a business background suggested that we might adopt a portfolio management approach, recognizing that, at any point in time, we want to have a pipeline of exploratory through to mature partnerships. Whatever group or individual is tasked with decisions about the portfolio should be proactive, looking for emerging public health areas, methods, technologies and important geographic areas. Investing in test cases and assuming some higher risk/higher return options would be appropriate within such an overall portfolio. Mature relationships and “staying power,” however, are hugely important if we hope to have impact. Note: we recommend a periodic review of the matrix of priorities, looking at gaps and balance in the portfolio.



Partnership portfolio with a pipeline of exploratory, developing and mature partnerships

## 2. Identify and create essential administrative processes and structures for all types of international partnerships:

The workgroup identified a number of areas as needing administrative processes and structures or technology-related capability to be put in place because current ways of doing business are confusing, constraining or just plain annoying. Just three are identified here as illustrative in different ways. At least one of the three (MOUs) has liability potential.

**MOUs and approval levels.** MOU-related issues and approval levels for institutional relationships are two different, but often conflated, issues needing attention. Individual faculty and departments lack clarity regarding what level of approval, if any, is needed for the partnerships they engage in. Specific MOU-related challenges include the following:

- ✓ Which situations require MOUs is unclear, so they are used inconsistently. Straightforward faculty visits for teaching may not require this level of agreement but often have them anyway. Meanwhile, larger, more strategic and longstanding relationships exist without an MOU.
- ✓ Other, more recent and potentially useful vehicles for strategic partnerships, such as Letters of Intent (less binding than MOUs) and Master Service Agreements (particularly useful for partnerships with the private sector) are poorly understood and far less frequently utilized.
- ✓ Some institutions in other countries have their *own* requirements about partnership agreements. For example, some global partners require an MOU before UNC stakeholders can embark on a project (or more) with them.
- ✓ Some, possibly many, faculty are unaware of School policies for approvals of institutional relationships; this lack of awareness results in inconsistent application of those approval processes.”
- ✓ There is no central inventory that enables the School (or for that matter, UNC Global) to know what MOUs or other formal agreements exist.

Faculty opinions differ as to whether MOUs are useful from their vantage point. When viewed as positive instruments, MOUs can help external parties better understand the School and what is expected and agreed upon in partnerships. Internal utility seems to be for two primary reasons: to seek School rather than individual and/or departmental level approval, and as a means to demonstrate a viable and promising partnership in order to seek funding. Stakeholders expressed mixed views as to the importance of MOUs as an instrument but generally agreed that policies and procedures around MOUs need review and revision.

As a reference point for revising its MOU policies and procedures, School leadership may wish to consult the International Agreements document held by the UNC Global Office. It emphasizes that international collaborations have unique challenges because of varying contextual factors and contractual practices, thereby creating a “compelling” need for more institutional diligence and documentation. UNC Global also provides guidelines and support to UNC faculty and units moving from the partnership conceptualization stage to agreement development and implementation. It maintains a Global Partners Database. UNC Global uses three main types of international agreements:

- ✓ A non-binding Letter of Intent which expresses interest in establishing a partnership with the intention of later drafting a formal MOU as the partnership progresses;
- ✓ A Memo of Understanding (MOU) which provides a formal framework to specify general collaborative activities;
- ✓ A commonly used form to agree on the terms of student exchanges.

For many reasons (some addressed in this report), international partnerships require a higher level of institutional monitoring than those only involving stakeholders within the U.S. The UNC Global site states that all international agreements, except Letters of Intent, must go through the University's official review and approval process and be signed by the chancellor, and that "the dean or department chair is welcome to sign an agreement in addition to the chancellor". UNC Global was advised by Counsel that the Chancellor should sign **all** international MOUs – including ones at the School or departmental level.

**International conference calls.** The lack of telephone technology to provide international toll-free dial-in numbers has been cited as a seemingly minor but notable constraint.

**Hosting international visitors.** Problems associated with hosting visiting delegations may appear to be a largely tactical and non-strategic issue. Nevertheless, such visits are consequential because some of these visits are from important groups with huge potential as future partners, while others drain valuable faculty and leadership time with few tangible outcomes and little benefit to the School. The relevant issues here range from how decisions are made regarding whether hosting a visit is desirable (even if just for courtesy), to the level of School engagement, to the desired outcomes of the visit. A visitors/partners protocol and templates have recently been developed by the Gillings Global Gateway to put policies/procedures in place to ascertain the likely strategic value of the visit, make key decisions about the level of School involvement, and use adaptable templates to make logistical management more straightforward and easy.

### **3. Develop the business plan for direct and indirect resourcing**

Resourcing issues vary from putting logistical and administrative processes in place (e.g., hosting visits, which have both direct and opportunity costs) to resolving strategic resourcing concerns (e.g., seed money for launching partnerships). Recognizing that funding may not currently (or reliably) be available for such purposes in the current fiscal environment, creating incentives for faculty engagement is a key issue for leadership, department chairs and faculty. Potential benefits to (incentives for) faculty could include: access to grants/funding, placement of students in internships, faculty increases in FTE coverage, expanded opportunities to engage in global endeavors, etc. Funding of incentives, seed money and other partnership building resources would need to be contingent on available funding.

## **V. Recommendations for near-term (6 months)**

### **1. Develop a structured approach for selecting, managing and evaluating strategic partnerships**

- A. Establish an evolving set of School priorities for strategic partnerships.** This could be done by convening a small team; membership could potentially include Dean Rimer, the Gateway Executive Director, Dean's Council representatives, key global faculty and, potentially, some well-informed alumni and friends of the School with global perspectives.
- B. Identify key components of a strategic partnering framework.** Without becoming overly prescriptive, a framework for analyzing, initiating and managing School-wide strategic partnerships should prove extremely useful. **Appendix C** contains a framework adapted from the CDC for global strategic partnering; this amended version includes the criteria for screening and selection discussed earlier in this document. This is offered as a "straw man" for further discussion and amendment.
- C. Identify the level of funding or types of support that might be available for schoolwide strategic partnerships so that all faculty will have realistic expectations as to the resources that might be available for such endeavors.**
- D. Develop a policy and a process to screen potential partnerships against the strategic criteria for central support,** both for those initiated externally as well as those "sponsored" by individual faculty or departments seeking School-level support and engagement. We suggest a simple process chaired by the executive director of the Gillings Global Gateway and including the associate deans for Global Health, Academic Affairs, and Research. Clear-cut, "makes sense" decisions (e.g. partnership requests from countries on the State Department's no-travel list that involve students) may be handled via emails among group members. Meetings to decide on more complex or sensitive proposed partnerships could also include specific chairs, faculty or staff members on an ad hoc basis as needed. The group's recommendations should be conveyed to the Dean for final approval along

with a brief discussion of the rationale for the recommendation. It may be advisable to develop a simple, standard proposal form for this purpose.

- E. **Conduct an in-depth review of a selection of current partnerships in the School** to identify lessons to be learned about relationships, institutional engagement, resources and benefits gained; these can inform future partnerships strategy. Suggested steps include:

1. **Develop a more inclusive inventory of relationships held by faculty in the School.**
2. **Conduct case analyses of a selection of current or recent past partnerships**, most of which are academic, to understand strengths and weaknesses of various models. Case analyses will also identify which of these partnerships might fit into a “strategic partnership portfolio” going forward. Sample candidates for case studies might include partnerships with Malawi, Cambridge, UAE, French SPH, University of Quito/Galapagos, the MCH WHO collaboration, and one or more of the major Water Institute partnerships (e.g. with Plan or Conrad N. Hilton Foundation).
3. **Select a few current or emerging strategic partnerships within the School in order to evaluate them against the strategic partnership criteria**, analyze what resources (human and financial) are needed to enable them to realize their potential, and develop metrics to measure their impact, costs and benefits.

**2. Identify and describe essential administrative processes and structures for all international partnerships (both schoolwide strategic partnerships and individual/department-level partnerships).**

To better clarify processes for those engaged in partnerships at a faculty or department level and to support those engaged in schoolwide strategic partnerships, focus on clarifying the approval process for international partnerships and use of letters of intent, MOUs, and master agreements for such partnerships, following, to the extent possible, the same rules and processes established by UNC Global. Initial work can be done by Global Gateway staff in consultation with OSR and UNC Global, since most of these processes already exist or are in development at the University level, though communication about them has been limited. This exercise would result in a clear process as well as descriptions of the various agreement instruments and how they are used. Results could be presented for approval to the Dean’s Council. Gateway staff, the School’s associate deans, and representatives from OSR and UNC Global could then present these materials to business managers and faculty.

**3. Develop the business plan for direct and indirect resourcing of strategic partnerships**

- A. Develop business models for partnerships using case studies of current partnerships (see above) to understand costs and benefits.
- B. Explore revenue-generating / asset strengthening partnerships and promising “out of the box” thinking in other academic settings that have potential to work for the School.
- C. Identify finances and incentives needed to develop and sustain partnerships (e.g. hosting visitors; travel to partner countries; support to faculty and students, and ambassadors, for building strategic partnerships).
- D. Develop options for motivating faculty (incentives) to engage in strategic partnerships. This might be monetary for salary support or travel expenses, for example. But other incentives were named, such as opportunities for some faculty to gain global experience, access to new sources of funding, opportunities for UNC students, recruitment of international students/ faculty, etc.
- E. Explore innovative options and mechanisms. Two illustrative examples were cited:
  - Develop a global “virtual classroom”. Our faculty are obviously highly sought after internationally for teaching. Instead of having dozens of individual faculty travel internationally to provide courses/seminars etc., consider investing in a technologically equipped virtual classroom so courses/lectures could be given simultaneously around the world to partner organizations and include our own students.
  - A visiting global scholars programs (used by the School of Law and the School of Nursing) that generate funding and enhance diversity without draining resources.

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**This report is the result of comments from a range of individuals. Particular thanks to:**

**Partnership workgroup members:** Kant Bangdiwala (BIOS), Peggy Bentley (NUTR/Global Gateway), Elizabeth French (Dean's Office), Joumana Haidar (MCH), Sue Havala Hobbs (HPM/NUTR), Pete Kolsky (ESE), Sheila Leatherman (committee chair), Julie MacMillan (RIS), Suzanne Maman (HB), Sandy Martin (Research), Steve Meshnick (EPI), Barry Popkin (NUTR), Rohit Ramaswamy (PHLP), Bobbi Wallace (EA/Global Gateway)

**Additional interviews:** Barbara Rimer, Jamie Bartram, Leah Devlin, Charlotte Nunez-Wolff, Anna Schenk, Mike Aitken, Tom Ricketts, Dean Harris, John Paul, Jennifer Smith, and UNC Global (Katie Bowler, Melissa McMurray, and Bob Miles).

## ***Attachments(3)***

**Appendices A and B ; Inventory and Spread Sheet of MOUs  
Appendix C; A Conceptual Framework for Strategic Partnering**

## **Appendix A: Inventory of institutional relationships; against emerging criteria for ‘global School-wide partnerships’**

### **Background**

In 2008, the School created an approval structure applicable to Memorandums of Understanding (MOUs) and other agreement documents. The Dean’s Council recommended that “international/global agreements and multi-departmental level agreements with other universities or other schools within the university should be authorized by a defined group within the School”. A Dean’s Council quorum is now needed to respond to requests that fall under the described criteria.

As part of an initiative to develop a process and criteria for establishing school-wide global strategic partnerships, in July 2013 current relationships that may be relevant to and inform the strategy for “School-wide global partnerships” were inventoried. The review is intended to be representative, not exhaustive, and not limited only to academic relationships formalized by an MOU. Some longstanding and/ or important relationships exist with academic and non-academic partners that are not formalized by an MOU. Conversely, many MOUs exist for relationships that are inactive or unlikely to meet emerging criteria for a school –wide global strategic partnership.

### **Institutional relationships**

Simply stated, we tried to identify institutional relationships held by the School that are likely to be perceived by the School’s leadership and faculty as global and/or strategic in nature. There are two general categories we identified; those captured by written MOUs and those without written MOUs but notionally appeared to be both global and strategic.

The agreements captured in MOUs generally contain the same generic wording and age out after five years. Most agreements seek to *encourage cooperation* between two partnering schools/organizations and *seek to promote* activities and exchanges between partners. All agreements included a similar clause stating that future activities between the partners would be “*subject to a separate agreement/addendum*” that would be attached as an annexure. Some of the active MOUs/agreements listed have potential, as they have written addendums outlining agreed-upon activities and/or UNC faculty invested in the relationship (see excel spreadsheet for detailed Key Activities). However, the likelihood of actualizing the potential is often uncertain for multiple reasons, including the reliance on one or few individuals as the link with the School and also vagaries of resourcing. In a few cases, faculty feedback suggests that some MOUs are signed out of respect for a colleague or institution and have no real intent for active collaboration.

Gauging the potential of school-level strategic partnerships cannot, at this point in time, be assessed by the existence of MOUs. Agreements with seemingly the most potential are partnerships not bound by MOUs, such as World Vision, Sanofi, and Cambridge University. All three have financial backing for internships and growing research collaborations (see table for Key Activities and Resources).

Determining selection or qualifying criteria for what constitute school-level global partnerships will be an outcome of this initiative and will be accompanied by a set of recommendations regarding a process for rationalizing and evolving

strategic partnerships. We will also take a close look at the tools needed to successfully underpin partnerships, including the relevance and value of MOUs.

## Types of collaborations

Institutional relationships—“partnerships” — can be separated into numerous categories, based on the content of MOUs and actual shared activities. Although this is inexact and some partnerships are multi-category, categorization is a useful exercise that enables us to identify the gaps and consider where strategic partnerships might be both feasible and desirable. An initial list of categories and non-exhaustive list of partnerships are ;

- Research collaborations:
  - Witwatersrand- Planned future research with Audrey Pettifor and Helen Rees. Charlie Van Der Horst is applying for a research grant to do work with University of Witwatersrand
  - Cambridge- Four collaborations established: tobacco and alcohol policy; biostatistics and missing data; aging and dementia; obesity and NCDs – all have wider potential for funding and collaboration
  - Institut Pasteur – funding two postdocs to support broader UNC-IP research collaboration
  - Hanoi School of Public Health- Lead exposure research
  - Universidad Del Valle de Guatemala- Clare Barrington working with researchers at the Center for Health Studies
- Education/Academic: (student exchanges, faculty exchanges, information/data exchanges, internships, academics not solely based on research)
  - University of Ghana – Africa-wide DrPH funded by Rockefeller – SPH will be partner
  - Christian Medical College- Faculty and staff exchanges. Kant Bangdiwala teaches 2 courses
  - Mexico Instituto Nacional de Salud Publica (INSP)- Faculty and student exchanges
  - Yonsei University Graduate School of Public Health- Faculty exchanges and student internships
  - World Vision- Funded student internships
  - IntraHealth – Funded student internships
  - Sanofi- Funded 3 PhD fellowships + internships with for Chinese nutrition students; also funding US PhD student to work in China
- Funding collaborations
  - RTI – joint funded the Implementation Science Center with SPH
- Strategic/ consultative
  - Mexico INSP- Involvement on several regulatory policies linked to obesity
- Innovation and product development
  - WaterShed – a joint project between USAID, SPH and Kenan-Flagler to implement innovative solutions to water and sanitation in SE Asia
- Participation as part of University strategy:
  - Sanofi- Strategic interests in global diabetes
  - World Vision- Currently negotiating M&E of water programs
- Multiple categories and/or partners
  - Global aging – Cambridge-UNC partnership now expanding to include MIT AgeLab, private sector, alumni, UNC business school, other UK universities
  - World Vision- Internships in nutrition and possibly water (offices around world)
  - FHI360- Funded student internships and interest in water-related collaborations

## Appendix B: Summary of INVENTORY (see also, attached spreadsheet)

Below is an overview of those active “partnerships” for which we received feedback from each lead UNC contact, some of which have written MOUs and some without.

The workgroup will use this set of relationships as illustrative to discuss;

- 1) What constitutes an ideal “strategic school-wide global partnership”; criteria for key characteristics and components?
- 2) How do the partnerships (below) rate against those criteria—strengths and weaknesses?
- 3) Which partnerships should we include on our priority list of School-wide global partnerships? How should we nurture and grow these partnerships?
- 4) Where are we missing opportunities (geographies, partners, themes etc.) and should seek to proactively fill gaps?
- 5) What tools/approaches/actions are needed to build future strategic partnerships in the areas identified?

### ACTIVE INSTITUTIONAL RELATIONSHIPS in GLOBAL HEALTH

Org Name	Country	Signed	Institution Type	Agreement Type	Key Activities	Point Person	Strategic Interest	Resources
Malawi SOM	Malawi		Academic	Led by UNC SOM	HIV, teaching and research	Mike Cohen	Global	
Christian Medical College	India	2009	Academic	MOU	Academic exchanges, collaborations	Kant Bangdiwala	Global	
Hanoi SPH	Vietnam	2009	Academic	MOU	Lead exposure agreement	Jonathan Kotch	Global	
Sanofi	France	2009	Private Sector	No MOU	Sponsoring students	Bobbi Wallace and Beth Mayer-Davis	Global diabetes	@ \$600K
Mexico INSP	Mexico	2011	Institute	MOU	Academic exchanges, Consultative	Barry Popkin	Nutrition	
World Vision	US	2011	NGO	No MOU	Internships	Bobbi Wallace	Water, nutrition, global	@ \$25K so far
Cambridge	England	2011-2012	Academic	No MOU	Research collaboration	School wide; Barbara Rimer leads, Bobbi facilitates	Obesity, aging, obesity, big data	100k GB pounds, add. commitment from D&M Gillings
Witwatersand	South Africa	????	Academic	MOU	Research collaboration	Peggy Bentley	global	

<b>Org Name</b>	<b>Country</b>	<b>Signed</b>	<b>Institution Type</b>	<b>Agreement Type</b>	<b>Key Activities</b>	<b>Point Person</b>	<b>Strategic Interest</b>	<b>Resources</b>
FHI360	US	2005?	Private Sector	No MOU	Sponsoring students, possible collaborations	Peggy Bentley; Water Institute (possible water collaborations)	Global, water	@\$68K each year
Institut Pasteur	Global	2013-beyond	Research	No MOU yet	Research and postdocs	MacMillan/Wallace	Infectious diseases	

## **Appendix C --- Strategic Partnering; A conceptual process**

### **I. Assessment**

- Identify broad goals of each partner organization and contributions
- Analyze the alignment of the partnership with School mission, strengths and interests
- Describe the potential of the partnership to meet multiple School aims (teaching, research, service)
- Identify whether and how the partnership will create opportunities for students
- Determine if and how the partnership will engage multiple faculty across departments
- Describe the potential to engage multi-sector stakeholders (academia, government, non-profit, private)
- Calculate potential costs -direct and indirect( time and resources) including requirements for seed money
- Describe how the partnership will generate revenue or strengthen key School assets over time
- Describe how the partnership will potentially position the School advantageously in terms of student and faculty recruitment, attracting funding, achieving major public health advances, earned reputation etc.
- Identify willing and capable individuals to lead/contribute to the partnership's development

### **II. Partner Negotiation**

- Determine desired organizational and project-specific priorities
- Determine what are common goals and desired outcomes
- Determine mutual benefits
- Agree upon the level and type of partnership (formal, informal, one time, long term)
- Determine resources that each group will contribute and combined sufficiency to be successful
- Identify any risks or legal issues to be addressed
- Identify what framework documents or agreements are needed to support the partnership

### **III. Partnership Building**

- Define short and long-term objectives with explicit intended deliverables and timelines
- Agree division of labor and workload distribution
- Agree system of accountability
- Decide on means/frequency of communication
- Decide on a process for conflict resolution if necessary
- Define the process for admitting or terminating partners

### **IV. Evaluating a partnership**

- Develop results-oriented measures of partnership
- Assess progress toward goals
- If goals not being met – return to earlier steps in the partnership process to reinvigorate or decide to end

*This has been adapted/abbreviated by Sheila Leatherman from a document by CDC on strategic partnerships in public health for purposes of an internal working group at Gillings School of Global Public Health, UNC, July 2013*