

CHAPTER 29

THE UW–MADISON PARTNERSHIP WITH NAZARBAYEV UNIVERSITY

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ABSTRACT

UW–Madison is one of 10 strategic partners of Nazarbayev University (NU), located in Astana, Kazakhstan, which was established in 2010 and that aspires to become a world class research university. As the designated partner for NU’s School of Sciences and Humanities (SSH) and one of NU’s original partners at its opening in 2010, UW has expanded its reach over the 10-plus years of the partnership, working with administrators, faculty, staff, and students in SSH and other NU units, in support of their efforts to create the region’s first comprehensive higher education institution to combine research, teaching and learning in one enterprise.

Since the partnership’s initiation, UW contributors have shared their professional expertise, experience, and ideas with NU/SSH peers to develop models that can be adapted to this Western-style university in Kazakhstan’s post-Soviet landscape. What began as the work of mostly UW faculty to assist in the development of SSH as one of NU’s original undergraduate

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schools evolved into a large-scale partnership between the two institutions. This chapter describes the consultative, capacity-building, and collaborative approach to partnership development broadly. It provides a case study of three areas of partnership work: faculty support, library development, and student advising. A concluding section shows that, over more than 10 years, the UW–NU relationship has been anchored by the Wisconsin Idea on a global level.

INTRODUCTION

Since 2010, UW–Madison (UW) has been partnering with Nazarbayev University (NU), back then a start-up, English-medium university in Astana, the capital of the Republic of Kazakhstan. NU’s founders set ambitious goals for the new institution—to become a world-class research university, serve as the engine for the republic’s public education system, drive the development of a knowledge-based economy, and contribute to Kazakhstan’s growth and international stature. To these ends, NU’s leaders adopted a strategy to identify prominent international partners for each of NU’s undergraduate and graduate schools. Each partner provides expert support through fee-for-service contracts and/or collaborative relationships. These partnerships are meant to help NU in the long term to cultivate its own brand of excellence, which it will then promote and share across Kazakhstan. Since the university’s founding, each partnership has acquired a distinctive character in tandem with NU’s growth. As of 2021, the university has 10 international partners, over 5,400 mostly Kazakhstani students studying in two undergraduate and five graduate Schools, more than 500 faculty (75% of whom are international), a medical complex, a business campus, and several affiliated research centers.

UW–Madison serves as the strategic partner to the School of Sciences and Humanities (SSH or the “School”), the home of NU’s liberal arts college for four-year bachelor’s degrees as well as several master’s and doctoral programs.¹ At its outset, SSH did not yet have a curriculum, governance structure, or a plan for faculty recruitment and hiring; UW was engaged to develop these elements so that the School would be ready for its first students in fall 2011.

Since that time, the partnership has remained grounded in SSH, while expanding by developmental logic in ways originally unforeseen. Thus, what began as the mission of preparing the School to achieve its academic goals ramified over time into the larger project of helping guide the development of university-wide structures to support faculty and student research, teaching, and learning. To this end, UW has assisted in the development of such far-reaching areas as student affairs, academic and career advising, registrar and admissions services, library services, support

for student writing, student mental health and wellness, research administration, business services, facilities design, accreditation readiness, student entrepreneurship, and change management.

This chapter explores what it has meant for UW to serve as a partner in the building of a new university in a foreign educational environment halfway around the world from WI. The first section identifies the main features of the UW-NU partnership and the nature of UW's work. The case study focus of this chapter then examines the partnership in practice, with examples from UW's work on the collaborative development of SSH and in two other areas outside the School—library services and student advising. The final section provides a summary and highlights the ways in which the partnership is an international expression of the WI Idea.

THE UW–NU PARTNERSHIP

What has it meant for UW to be a partner of NU and engage in this partnership to build a new university? When NU's founders first approached UW leadership in fall 2009 to discuss the opportunities for a UW-NU partnership, they came prepared with a comprehensive strategic plan comprising: mission and vision statements; outlines and graphics depicting academic programs and governance and administrative structure; descriptions of key directions for university-sponsored research; and a budget to fund the new institution and its operations. The plan envisioned a set of strategic international partners who would assist in developing programs, while building the human and institutional capacity to run them. The university would be government-funded but autonomous in its governance. As a public university, it was expected not only to innovate for itself but to “share its experience” and drive innovation in higher education among other public universities in Kazakhstan.

When UW signed on as a strategic partner in 2010, it was unclear what shape its relationship to NU would take. The prospects of a long-term partnership prompted UW leaders in the provost's, legal, and contracting offices, as well as the International Division, to set some broad in-house principles that would guide its activities. First, UW insisted that NU uphold certain universal principles that would “guide the development of the University.” At NU's formal opening in June 2010, representatives of all 10 strategic partners and NU leadership affirmed the “Principles of Nazarbayev University” (2010), which included autonomy, academic freedom, transparency, and integrity.² Second, UW faculty and staff would freely share their expertise: the University would not seek proprietary claim to the products of its work for NU. Subsequently, the work was defined carefully so that assisting NU would not impinge on the core missions of UW

faculty, staff, and students. This commitment to sharing Wisconsin's intellectual strengths and practical experiences with a new university building its own culture and infrastructure embodied the WI Idea on a global scale.

It took several years of working alongside NU's new administrators, faculty, and staff before UW would comfortably use the term *partnership*—rather than *project* or *consultancy*—to describe the relationship. Considering the decade and more since NU first identified UW as a founding strategic partner, we can now see partnership as an evolving concept that has come to incorporate multiple features over the course of its existence. Thus, the partnership is *consultative*—UW recommends actions and improvements, based on best practice and deep professional experience, but NU chooses which ones to adopt and how to implement them. It emphasizes *capacity building*—UW introduces NU to different approaches and processes, guides individuals and units in adapting what they have learned to the NU environment, and assists them in developing the internal capacity to sustain themselves. It is *collaborative*—individuals and teams from each side work together to confront challenges and identify solutions in a form of lateral governance, a bedrock principle in UW institutional culture. It is *relational*—the collaborative ethic underlies the working relationships among individuals, some of many years' standing. This approach has in turn allowed ever newer mechanisms of partnership to emerge as NU matures. It is *flexible*—UW engages in this capacity-building endeavor with the flexibility to adjust to the changing needs of a fast-growing institution. Indeed, the partnership has been punctuated by NU's issuance of a succession of mid- or long-term strategic plans, the most recent of which (2018–2030) projected the doubling of student enrollment by 2025 and a complete restructuring of university administrative units. Such dramatic shifts notwithstanding, from the beginning, UW has worked with NU to “build the airplane while flying it” with one sole objective: to render UW's role as partner in university capacity-building obsolete, as the systems, governance, and educational/research structures that have taken form throughout the partnership become self-sustaining.

From this point of view, the partners have always understood their collaborative efforts as part of an unfolding, yet bounded, capacity-building process, whose dimensions have expanded, but also become clearer, as NU has established and institutionalized its research, educational, and support missions. Thus, in some areas, such as support for student academic writing, UW has engaged in multiple stages of consultation and capacity-building with what is now called the Writing Center Program (WCP). UW's work included a needs assessment, the collaborative design of programming, trainings, and periodic evaluations, but NU ended the UW-WCP consultation in 2020, given the robust structures and talented staff now in place in the unit.

UW's experience working with NU leadership to decide to build a writing program and then see it to fruition exemplifies an important aspect of institution-building in this start-up environment. Part of UW's role in the early years was to shed light on the essential support services, administrative infrastructure, and facilities that accompany a Western-style institution of higher education but often go unnoticed. Along with writing support, this included a wide range of areas, such as mental health counseling, recreational activities, campus-wide student information systems, and many more. As with WCP, UW engaged intensely for months or even years with some emergent programs and units, but again as with WCP, UW's role with specific units diminishes over time, as each individual case requires. At the same time, both sides envision a new phase in their future collaboration, to include bilateral student mobility and joint faculty research in areas of shared interests, activities that have already begun to develop in the last several years.

UW's International Division serves as the administrative home for the UW Partnership with NU. A core group comprising the faculty director and the International Projects Office staff manages and guides the work of UW units and faculty and staff teams who engage in the actual delivery of services to NU and receive compensation for their work.³ During its existence, the partnership has enlisted approximately 300 UW faculty and staff from more than 60 academic and administrative units. More than 100 people from UW have traveled to Astana to consult, train, evaluate, plan, advise, and engage with NU leaders, administrators, faculty, staff, and students, while hundreds of NU staff, faculty, and summer-study students have come to campus. The UW participants have included many individuals and units whose scholarship addresses Kazakhstan and the broader region; their expertise and experience have proven beneficial for UW's ability to relate effectively with Kazakhstani colleagues and administer the partnership. The following examples of UW's work provide a case study in building a partnership while contributing to the growth of a new university.

Focus on Faculty: Building Norms and Capacity

UW's partnership development work with NU began in academic year (AY) 2010–2011 with a focus on the School—a group composed almost entirely of UW faculty proposed a curriculum for social sciences and humanities disciplines along with a plan to ensure the integrity of the hiring process for the first faculty cohort.⁴ They also provided advice on learning spaces and co-curricular programming for a liberal arts education. Since then, UW's primary focus within SSH has emphasized the establishment of norms and capacity for faculty support: identifying policies and

mechanisms to promote research, facilitating professional development opportunities, and evaluating SSH programs. During the first years of its existence, SSH possessed only a rudimentary framework for a working institutional culture, which became firmly established by AY2016–2017. During this developmental process, the SSH faculty—the vast majority of whom were junior faculty, often recent PhD recipients—had to assume the burden of crucial administrative leadership roles, even while pursuing their own research agendas, along with creating and teaching new courses.

UW's sustained focus on support for SSH faculty has been driven almost entirely by UW faculty, along with academic staff whose areas of expertise support faculty research or pedagogical work. The first two UW faculty directors of the partnership, Professors Uli Schamiloglu (Languages & Cultures of Asia) and Yoshiko Herrera (Political Science) guided UW's teams, represented UW before NU leadership, and coordinated with the International Division staff who administered the project.⁵ Schamiloglu, Herrera, and the current faculty director, Professor David McDonald (History), have each drawn upon their own experiences as faculty researchers, instructors, and administrators to ensure that the services provided to SSH have reflected and in some cases modeled the depth and breadth of experiences and expertise of UW's faculty, particularly those in liberal arts fields. For example, Professors Scott Gehlbach (Political Science) and Theodore Gerber (Sociology) drew on their significant experience working with administrators and faculty at universities in post-Soviet Russia and Central Asia when they led the UW team that designed a faculty recruitment and hiring process. Their procedure incorporated mechanisms for avoiding the improprieties that long marred hiring processes at older universities throughout the region.

Whether UW faculty were invited to the project because of Central Eurasian area studies or higher education research background, experience in university administration, or technical expertise (in such areas as library or learning support services), the faculty who made up the UW teams in the first few years gave the partnership its character as a faculty-driven enterprise. They were essential in advising NU leadership—who came almost exclusively from business, government, and international development backgrounds—on key aspects of establishing and developing an academic institution where faculty researcher-teachers could thrive. Even in later years, when more and more academic staff (nonfaculty) participated on UW teams working to develop capacity in areas of administration and services outside of the school, the core UW-SSH partnership has remained focused on harnessing UW faculty expertise to guide SSH faculty and administrators in the school's continued development, as partnership work since 2013 demonstrates.

In their first assessment of the school and its programs in 2014, McDonald and Susan Yackee (Professor and Director of the LaFollette School of Public Affairs) recommended ways to address the greatest deficiencies in the institutional framework and also identified areas in which UW could serve in stopgap roles. These recommendations sought to foster faculty retention and chart a clearer path for SSH to achieve its goals. They included the appointment of department chairs and faculty committees, the establishment of governance and research policies, and clear criteria for performance assessment and promotion processes.

These recommendations also included the provision of professional development opportunities for SSH faculty, which UW created and facilitated. Thus, from 2013 through 2017, a visiting scholars program enabled SSH faculty to visit UW for networking and research consultation with senior colleagues, while UW senior faculty visited NU for intellectual exchange in turn.⁶ Since 2016, UW and SSH have operated a mentoring program that pairs junior SSH faculty with senior UW faculty in social science and humanities disciplines, who mentor them on their publishing strategies as well as broader practices involving the management of research, teaching, and administrative duties.⁷

UW has also collaborated with SSH to provide models and guidance on teaching innovations, through individual consultations as well as workshops. Specific areas of faculty support have emerged, including technical consultations and mentoring for Kazakh language faculty in learner-centered pedagogy and international research and publication strategies, and training and strategic engagement for administrators and faculty instructors on the development of a writing program and writing-across-the-curriculum.⁸ Taken together, these collaborative activities have promoted the enhancement of SSH's capacities in all aspects of its mission and governance.

The UW 2014 assessment of the School demonstrated the utility of external program reviews as a tool to assist SSH in strengthening its own internal capacity. As SSH developed—and the partnership with UW with it—UW came to serve in an external evaluator role as the School established itself. In AY2016–2017, UW conducted reviews of six departments and their programs—History, Philosophy, and Religious Studies; Economics; Political Science & International Relations; Sociology & Anthropology; Languages, Linguistics, and Literature; and Kazakh Language and Turkic Studies—along with a comprehensive assessment of the School as a whole.⁹ These program reviews sought to “assist these departments in their path toward excellence” (UW–Madison, 2017, p. 1)¹⁰ in the context of NU's strategic plan to double undergraduate and graduate student enrollment within eight years. The evaluations also helped train NU administrators

and faculty in the processes and expectations associated with external reviews by accreditation authorities.

The UW evaluations took place as NU was beginning to pivot from a start-up phase of its first six to seven years to a period of institutionalization and expansion. From UW's perspective—as a university founded in the mid-19th century—NU's rapid growth was remarkable, but it seemed that the institution's sustainability was at stake in the face of persistent challenges. These challenges, identified in UW evaluations, included the need to increase the number of NU senior faculty (who could take over mentoring and greater administrative duties when their numbers permitted), providing department chair professional development, and ensuring faculty research support, especially through research administration services. Over the next several years, UW's work addressed most of these needs through various measures including conducting an evaluation of research administration capacity and providing technical consultation to research administrators.¹¹

Library Development

Of course, the central resource for any research university is a strong library, affording access to books, journals, and online resources for the use of faculty, staff, and students. In Kazakhstan, where university library collections historically served students and course instructors and not researchers, the concept of a university research library was new. As UW noted in 2010, “Nazarbayev University must have a world-class library in order to build a world-class university with world-class faculty conducting world-class research” (UW–Madison, 2010, p. 31). This set of principles has guided UW's consultation, capacity building, and strategic planning work with NU Library (NUL) since 2011.

In spring of 2011, UW contributed to the building of the NUL resources collection, when four graduate students from the UW School of Library and Information Studies (SLIS), guided by Professor Louise Robbins, collaborated with NUL staff to draft recommendations for a basic library collection in the humanities and social sciences. The collaborators from both institutions could only identify broad subject and reference categories and devise a framework for future collection development, since no faculty had yet been hired, no courses had yet been developed, and no one knew the specific areas of research and curriculum that the library would need to support. In the end, they identified 1,500 titles, largely in English, that they recommended NUL acquire before the start of AY2011–2012.

This collaborative experience set the tone for subsequent interactions among UW and NU library professionals. NUL's founding director, Aliya

Sarsembinova, understood the concept and place of a modern academic library within a research university. She and her skeleton staff inspired the UW team with their vision, professionalism, and eagerness to learn. Many of the NUL staff were Kazakhstani and their efforts to adapt international librarianship's best practices to NUL brought two librarians to UW in summer 2012 to consult about reference services, cataloging, and possible models for reforming NUL operations and practices.

By 2013, the UW team, led by Edward Van Gemert, then Vice Provost and Director of UW's General Library System (GLS), and George Andrew Spencer, Slavic, East European, Middle Eastern & Central Asian Librarian, had come to an agreement with Sarsembinova on the areas of library development that would be the focus of future UW-NUL work. Over the next seven years, UW provided customized professional development trainings and consultations on all areas of the technical work of librarianship, including reference and patron services, acquisitions, cataloging, information literacy, and management. A few highlights of this work illustrate the impact that UW has had on NUL's development as a research library with the resources to support faculty and students:

- In 2012, UW recommended that NUL adopt the Library of Congress (LC) classification system to streamline NUL's cataloging and collections development processes; NUL adopted this recommendation in 2015. Both before and after that move, UW librarians hosted several workshops and teleconferences on this highly technical topic. In 2018, UW and NUL began discussing ideas for the development of a library school at NU as a more sustainable way to increase overall NUL staff competencies.
- In 2013, UW began providing the Wisconsin TechSearch (WTS) electronic document delivery service as an interlibrary loan service for NUL. WTS has proven to be a crucial stopgap for NU researchers seeking sources not available in NUL's collection (in the absence of any Kazakhstani interlibrary loan system and given the persistence of legal constraints that limit NUL's ability to purchase library resources from outside of Kazakhstan).
- NUL librarian Tolkyng Jangulova spent the fall 2014 semester at UW as a SLIS student with the goal of returning to NUL to oversee the opening of a digital resource center. One of her classes was a practicum at UW Memorial Library under the guidance of Peter Gorman, head of the Digital Collections Center. Gorman traveled in spring of 2015 to the annual NUL librarianship conference and gave the keynote lecture on university research repositories as vehicles for enhancing awareness of faculty research. During that visit he consulted with IT specialists on technical

issues of developing a repository. In part because of Jangulova's experience at UW and Gorman's sharing of best practices, NUL opened both a digital center and an institutional repository in fall 2015.

Several years into the partnership, UW began to encourage NUL to engage in its own strategic planning and assessment work. Van Gemert and Lesley Moyo, Associate University Librarian for Public Services, were key voices in guiding NUL to think more holistically and strategically about the library's development, starting when they visited NU for annual NUL librarianship conferences, where they presented keynote lectures on vision and strategy (Van Gemert in 2014) and library assessment (Moyo in 2016). In October 2018, Moyo conducted an evaluation of NUL and UW prepared an evaluative baseline report on NUL strategies, operations, and services. The report and subsequent consultation with UW guided NUL to craft its first strategic plan.

Student Advising

From its inception, NU's mission has sought to attract the top students in Kazakhstan and throughout the region as a critical element in its aspirations to national leadership and international stature. Self-consciously setting the new institution apart from the dominant Soviet-legacy character of higher education in the republic, NU represented a new approach to university curriculum in Kazakhstan by allowing students to choose their course of study and explore career options after enrollment rather than upon application to the university. This type of curriculum requires a system of academic advising to help students make informed choices. Over a period of five years (2014–2019), a UW team of three academic advisors from Cross-College Advising Service (CCAS)—Timothy Walsh, Director; Diana Maki, Associate Director; and Emily Dickmann, Assistant Director—assisted NU in developing such a system. Guided by best practice and UW's own experience building CCAS, and warmly supported by NU Registrar Rebecca Carter, UW recommended that NU adopt a university-wide, cross-School model that would rely simultaneously on the three “pillars” of academic advising—professionals, faculty, and student peers. The centerpiece of that model at NU became the Academic Advising Unit (AAU), which began advising students in 2018. Like CCAS, NU AAU's main role is to work with students who seek guidance on choosing the academic majors best suited to them.

The UW team's work began in 2014 with an assessment of NU advising services, which established a baseline for subsequent partnership work in

this area as the NU student body grew and NU’s internal capacity to advise students developed. As leader of the UW team, Walsh had a clear vision for what NU’s advising system could look like. He worked closely with several NU staff, especially Carter and Almira Zholamanova (who first came to Madison in 2014 and later became AAU’s director). Through 2016, 10 NU advisors from the undergraduate schools came to UW for consultations and trainings on academic advising, summer orientation programming, peer and departmental advising, advising events, career exploration, and advising at-risk students.¹²

Walsh and his team subsequently traveled to Astana for follow-up evaluations and training workshops through 2019. Trainings at UW enabled NU staff to shadow and observe advising sessions and consult with UW advisors on the policies and strategies behind them, while training workshops at NU enabled larger groups of staff to consult with UW advisors. Training sessions with the Kazakhstani advisors presented cultural challenges to UW advising staff, given the myriad of Kazakhstani traditions and expectations that could emerge in any given student advising interaction. UW advising staff had to navigate a situation where aspects of their own training, based on US best practices, could collide with culturally specific practices around privacy and interpersonal relationships, for example, and recommendations on “improvements” had to take larger cultural issues into consideration.

It was especially important to provide training in areas that NU wanted to build from scratch, including summer orientation and peer advising. Peer advising was an innovation at NU. To facilitate its expansion as the UW team had recommended, CCAS staff worked with interested NU students who were studying in Madison through the UW–Madison Visiting International Students Program (VISP) over three summers from 2014 to 2016. NU students met with CCAS staff and shadowed CCAS student peer advisors who worked in the summer orientation program. These students then returned to NU having experienced the concept of peer advising in practice. As a result of the students’ own interest and the subsequent training of staff advisors, SSH founded a peer advising program and other undergraduate schools soon followed.

CONCLUSION

The activities described in this chapter just scratch the surface of the UW-NU partnership over the course of the last 10+ years. UW initially engaged with the School but has since worked throughout the institution with many types of university programs and offices, spanning administration, facilities management and various dimensions of student support.

Each engagement has its own approach and goals, which have often led in turn to new engagements. For example, recommendations on how to provide support to faculty led to consultations on creating student mental health and wellness services; consultations on student affairs programming led to an evaluation and subsequent technical consultations on student housing (residence life) as well as disability services; a chance tour by a member of NU's leadership team of UW's collaborative research space in the Wisconsin Institute for Discovery building led to workshops, an internship, consultation, and an evaluation of NU's infrastructure for research innovation, entrepreneurship, and commercialization.

None of this work has followed a long-term roadmap or set template; in its role as partner, UW has prioritized being flexible in order to help respond to NU's needs as they arise. If a roadmap for partnership exists, it dates to NU's early vision that its strategic partners would not only assist in the development of its schools in its start-up and institutionalization phases but also collaborate in the production of world-class research and teaching. Examples of such collaboration include research projects that Gerber and John Hawks, Professor of Anthropology, have undertaken with SSH colleagues and Gerber's participation with Kazakhstani academics in the development of an applied research survey center. For the most part, however, UW's role as partner has meant providing expertise to help the university develop the capacity to sustain itself, and collaboration has meant sharing and learning best practices with fellow professionals among faculty and staff.

At the same time, UW participants have derived real and numerous benefits from their work with the partnership. While harder to document, the value of the partnership experiences surfaces regularly in UW team discussions. In their professional careers at UW, the work of creating a new university with an ambitious vision for education and research has led UW staff participants to examine the logic and design of their own practices and policies in Madison, whether in the administrative sphere or in their own curricular and research practices. In a narrower sense, almost all participants have enjoyed and enriched themselves from working with their NU partners. Many have formed valued associations, even friendships, with their colleagues and counterparts at NU. Walsh, for example, who played such an instrumental role in helping build academic advising at NU, also developed a strong interest in Kazakhstani culture, particularly popular and folk music. He has fostered strong contacts in the republic's creative community who have shaped his own musical explorations in recent releases.

This partnership has also presented a new application of the WI Idea, which commits UW to putting faculty and staff expertise at the service of the state and national communities. The UW–Madison Partnership

with NU has cast this commitment in a fashion that also distinguishes the University from peer institutions pursuing a more conventional vision of educational globalization. While the latter have chosen to spread their brand through the construction of branch campuses, UW–Madison has regarded the partnership with NU as a genuine service opportunity. While undeniably receiving financial and professional benefits from the partnership, UW–Madison’s participants have viewed their mission as offering collegial support to a foreign partner, with the ultimate goal of making that partner a fully self-sufficient institution dedicated to principles of governance and free inquiry that are all too rare in the post-Soviet space. Most important, to rephrase a point made earlier, UW–Madison’s efforts seek to make itself obsolete as a consultant, while becoming a vital collaborator in areas of shared research and educational interest, whether in Eurasian Studies, environmental sciences, or paleoanthropology. Thus, instead of a branch campus approach, UW–Madison has tried to foster dedication to the academic and service ideals that inform the WI Idea as a strong foundation for a robust and autonomous research university in post-Soviet Central Asia.

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ENDNOTES

1. SSH took its name in August 2019 when departments of two other schools—the School of Science and Technology (SST) and the School of Humanities and Social Sciences (SHSS)—were merged. Before then, UW was a strategic partner of SHSS (and i-Carnegie was an initial partner for SST). However, for simplicity’s sake, SSH is used throughout this chapter as the name of the school with which UW has partnered from 2010 through the present.

2. The full set of founding principles are “excellence, autonomy, academic freedom, transparency, integrity, meritocracy and diversity, and research and innovation.” These were reaffirmed and revised in NU’s Charter (NU Supreme Board of Trustees, 2013 [2020]), article 1.5, which states “[t]he activities of the University are conducted on the basis of principles of academic freedom, integration of education, science and industry, autonomy and self-governance, collegial decision-making, social responsibility and transparency” (p. 2).
3. It is important to acknowledge that the UW-NU partnership has lasted for so long in part because of the sustained funding that UW has received in compensation for its services. NU demonstrates commitment to its mission to create a world class research university in Kazakhstan by funding UW’s capacity-building work, along with the other strategic partnerships.
4. The UW faculty members of the initial group of consultants in 2011 were: Peter Bloch, Faculty Associate Emeritus; Charles Cohen, Professor of History; Scott Gehlbach, Associate Professor of Political Science; Theodore Gerber, Professor of Sociology; Mark Johnson, Assistant Professor of Education; Sally Magnan Pierce, Director of the Language Institute and Professor of French & Italian; Louise Robbins, Professor of Library Science; Uli Schamiloglu, Professor of Languages and Cultures of Asia (UW faculty lead); and John Witte, Professor of Political Science.
5. From 2010 through 2015, the UW side of the partnership had co-directors. Alongside a faculty director was Cynthia Williams, PhD, Director of External Relations in the International Division. In 2017, ID created the International Projects Office (IPO), with Elise S. Ahn, PhD, as IPO Director and Manager of the UW-NU Partnership. Additional IPO staff include Virginia Martin, PhD, who has served as Partnership Coordinator since February 2011, and Gina Barbosa, who was the IPO Business Operations Manager from 2017–2022.
6. Cohen was the team leader whose proposed rationale and structure for the visiting scholar program SSH would adopt. Over time, UW and NU agreed that the expense of week-long visits was difficult to justify, given the limited results in terms of SSH faculty networking and professional development and this program was concluded after four academic years. In that time, 31 SSH faculty spent a week or a month at UW and 18 UW faculty spent a week at NU as visiting scholars. Additionally, a similar but smaller program between UW and NU School of Engineering faculty in 2016 and 2017 resulted in four NU faculty visiting UW and two UW faculty visiting NU for one week each.
7. The UW faculty mentors since 2016 and the disciplines of their SSH mentees include: David Canon, political science; David Danaher, linguistics; Gerber, sociology; Maria Lepowsky, anthropology; Robert Howell, linguistics; John Kennan, economics; Andrew Reynolds, literature; Russell Shafer-Landau, philosophy; James Sweet, history; and Marek Weretka, economics.
8. The UW faculty and academic staff engaged in services with Kazakh-language faculty were Magnan Pierce; Karen Evans-Romaine, Professor of Slavic; and Dianna Murphy, PhD, Director, Language Institute. The academic staff

who led UW’s consultations on issues around English-language learners and writers were Sandra Arfa, Director, Program in English as a Second Language, and Bradley Hughes, Director, Writing Center and Writing Across the Curriculum Program.

9. The UW faculty and the reviews they conducted were Professors Karl Shoemaker, History, Philosophy, and Religious Studies; Ian Coxhead, Economics; Witte, Political Science & International Relations; Marcia Carlson, Sociology and Anthropology; Robert Howell & Tomislav Longinovic, Languages, Linguistics, and Literature; and Evans-Romaine, Murphy, and Ahn, Kazakh Languages and Literature. The 2017 School-wide assessment was done by McDonald and Yackee. In 2019, UW also reviewed the new graduate program in Eurasian Studies; serving as external reviewers were McDonald and Cynthia Werner (Texas A&M University).
10. Yackee and McDonald oversaw the UW review process and they received assistance from Mark Johnson, PhD, and Ahn on how to align the reviews with the external evaluation conducted for NU with the Institutional Evaluation Programme’s quality assurance criteria (<https://www.iep-qa.org/>).
11. Kim Moreland, Associate Vice Chancellor for Research Administration, and Director, Research and Sponsored Programs, conducted an evaluation of NU and SSH’s research administration capacity in 2018 and organized a technical consultation visit to UW for two NU staff in spring of 2019.
12. Both summer orientation advising (via SOAR) and career advising spun off into separate consultations, where UW experts—Carren Martin, Director, Center for First Year Experience, for SOAR orientation programming, and Andrea Lowe, Director of Career Advising and Communities, SuccessWorks, College of Letters & Science, for career advising—consulted, evaluated, and provided trainings to staff in their relevant NU units.