



Joint and Double Degree Programs in the Global Context

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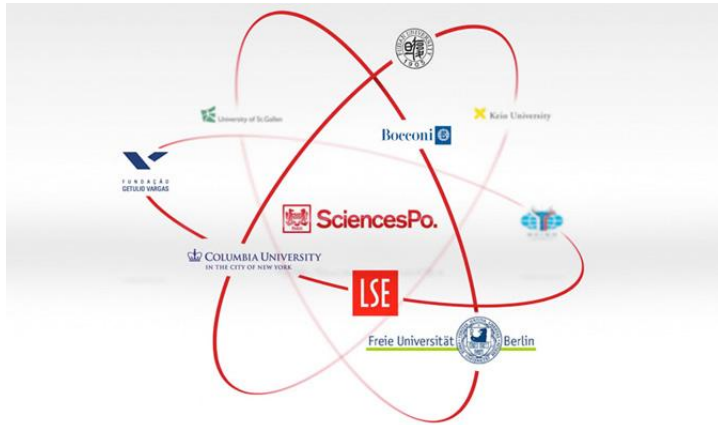
Valencia, March 8, 2013

Definition(s)

Trends

Challenges

Future Developments



„Dual-Degree Programs Are Gathering Steam”

New York Times, March 2011

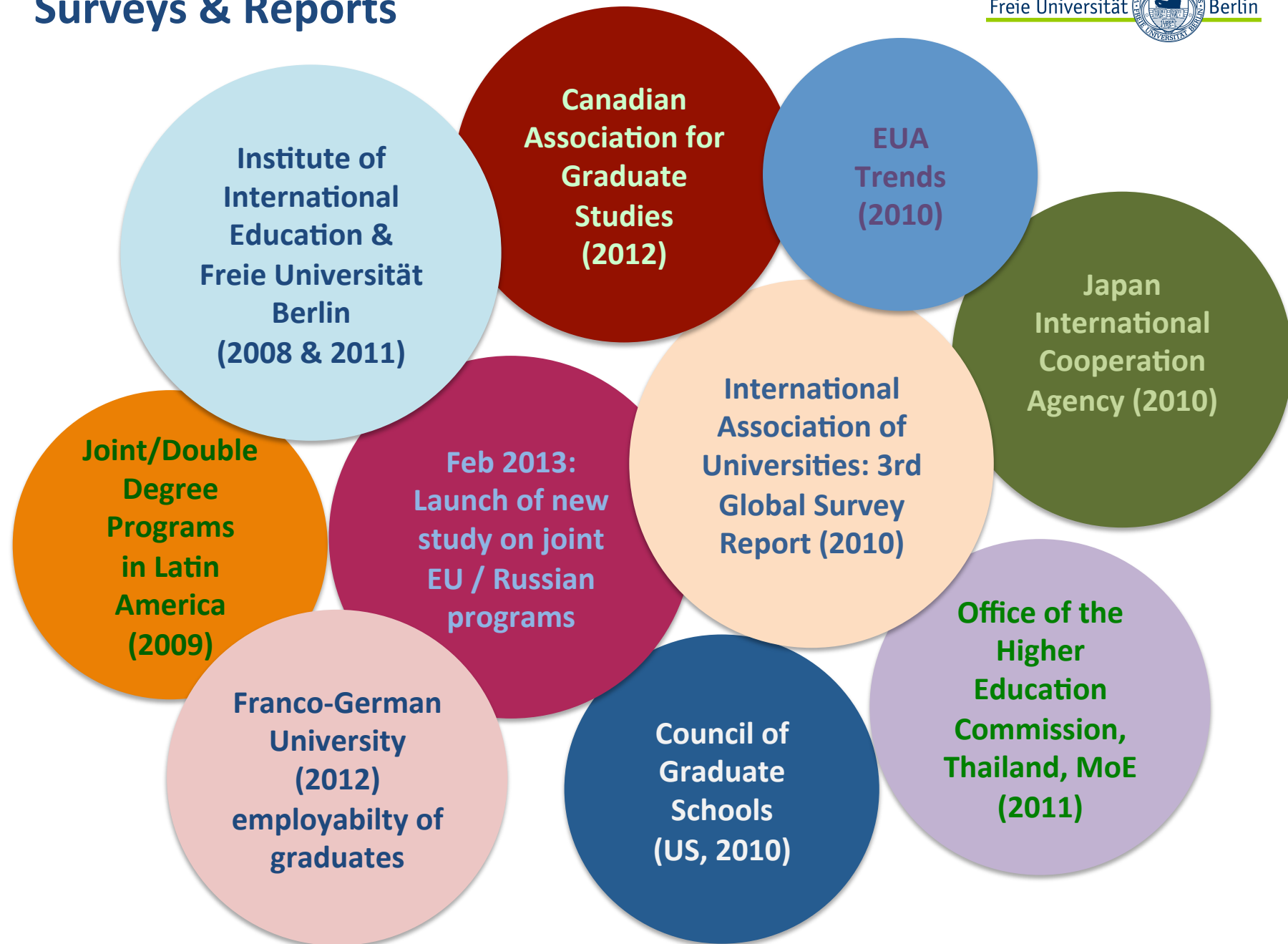
„Collaborative International Degrees Are on the Rise”

Chronicle of Higher Education, Sept 2011

„A future trend will be towards the establishment of institutional partnerships and joint-degree programs that will attract students and researchers alike to the combined strengths of multiple universities working in partnership.”

The Observatory on Borderless Higher Education: „Borderless 2011: Perspectives on the Future”

Surveys & Reports



Definition?

*„A review of the literature, university web pages, survey reports and research articles shows a plethora of terms used to describe international collaborative programs, such as **double and joint degrees**. These terms include: **double, multiple, tri-national, joint, integrated, collaborative, international, consecutive, concurrent, co-tutelle, overlapping, conjoint, parallel, simultaneous, and common degrees**. They mean different things to different people within and across countries, thereby, causing mass confusion about the real meaning and use of these terms....”*

Knight, Jane (2011). “Doubts and Dilemmas with Double Degree Programs”.
In: “Globalisation and Internationalisation of Higher Education” [online monograph]. *Revista de Universidad y Sociedad del Conocimiento (RUSC)*. Vol. 8, No 2, pp. 297-312. UOC.

How many are there?

No global count or accurate total number of existing JDs / DDs

- Institute of International Education/Freie Universität Berlin Survey (2011, 245 univ. worldwide): > 1300
- European Higher Education Area: > 2500 according to Bologna Stocktaking Working Group (2009)
- Germany: > 500 (German Institute for International Educational Research, 2010)
- Erasmus Mundus Joint Programs since 2004: 138 Joint Masters Programs and 43 Doctoral Programs
- EU bilateral cooperation programs with industrialized countries: 41 with US, 1 with Canada, 1 with Australia and 1 with South Korea

International Association of Universities, 3rd Global Survey Report (2010):

Joint/Double Degree Programs climb to rank #5 on the internationalization priority lists of universities (compared to rank #8 in 2005)

IIE-FUB Survey 2011

Institute of International Education & Freie Universität Berlin:
First international survey on joint and double degree
programs (follow-up to a previous EU/US-Atlantis funded
transatlantic survey)

- Online survey early 2011, call for participation distributed to international HE organizations and universities
- 36 questions on program details, development, motivations, and challenges
- Responses from 245 universities worldwide (however, mostly US, Europe, Australia)

Trends

Most often cited types and „partner countries“

Level	Percentage
undergraduate	28%
graduate (Master)	53%
Doctoral (PhD)	14%

Type	Percentage
Joint degree programs	33%
Double degree programs	84%

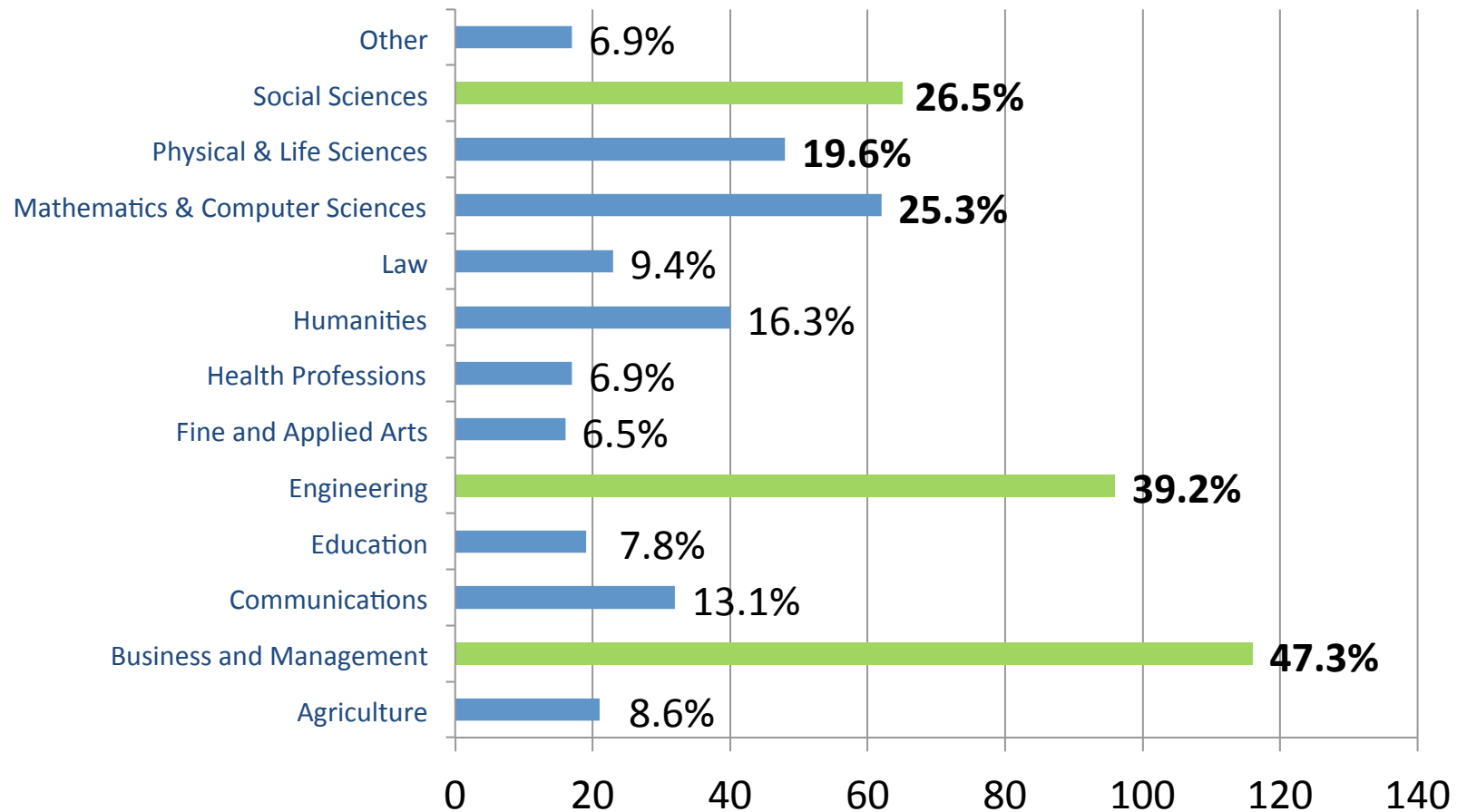
(several responses were possible)

#	Partner Country
1	France
2	China
3	Germany
4	Spain
5	United States
6	Italy
7	Netherlands
8	UK
9	Poland
10	Sweden

Academic fields

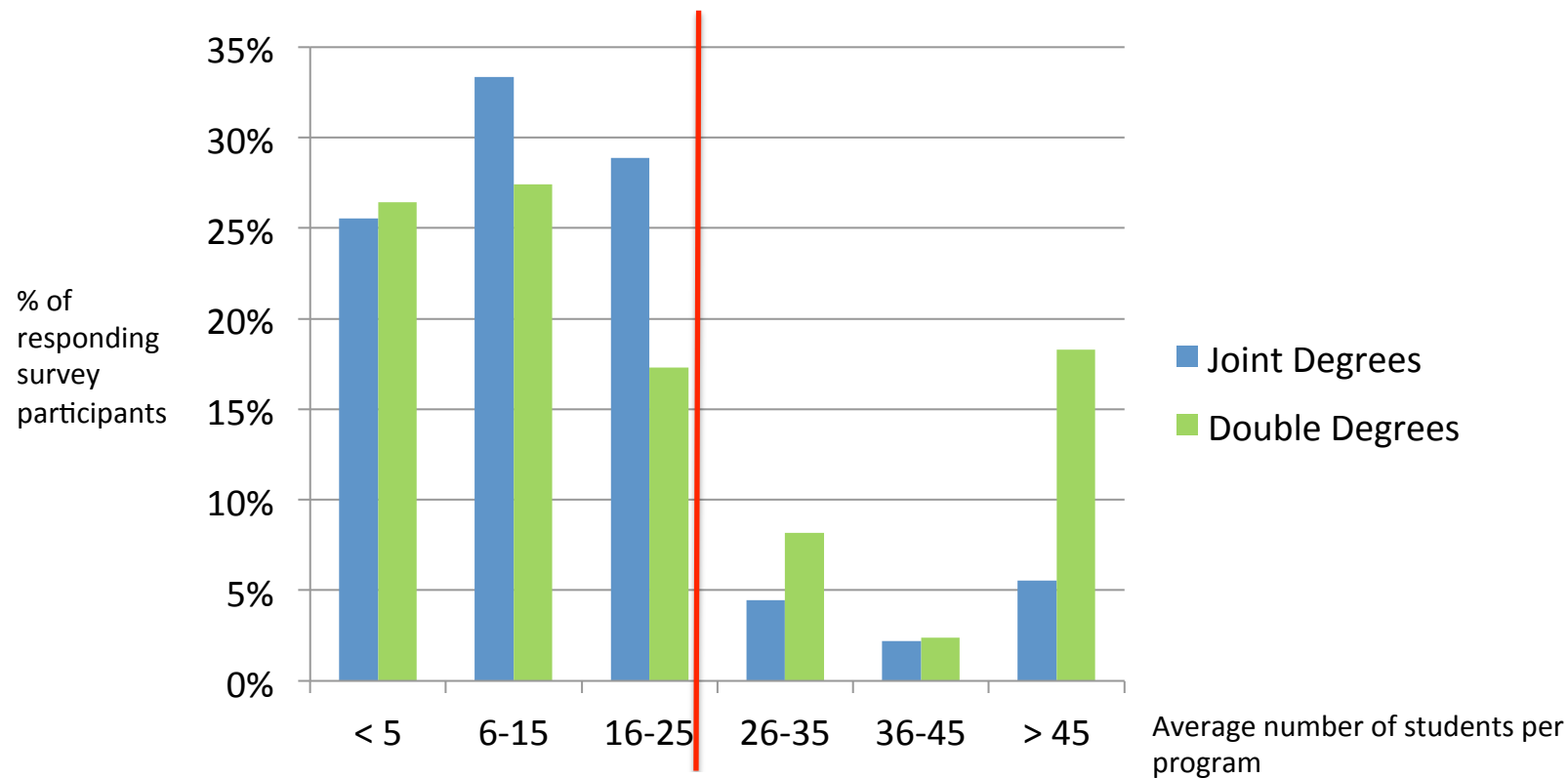
Most often cited academic fields

(several responses were possible)



Small elite programs?

Average student number per Joint/Double Degree Program



Motivation

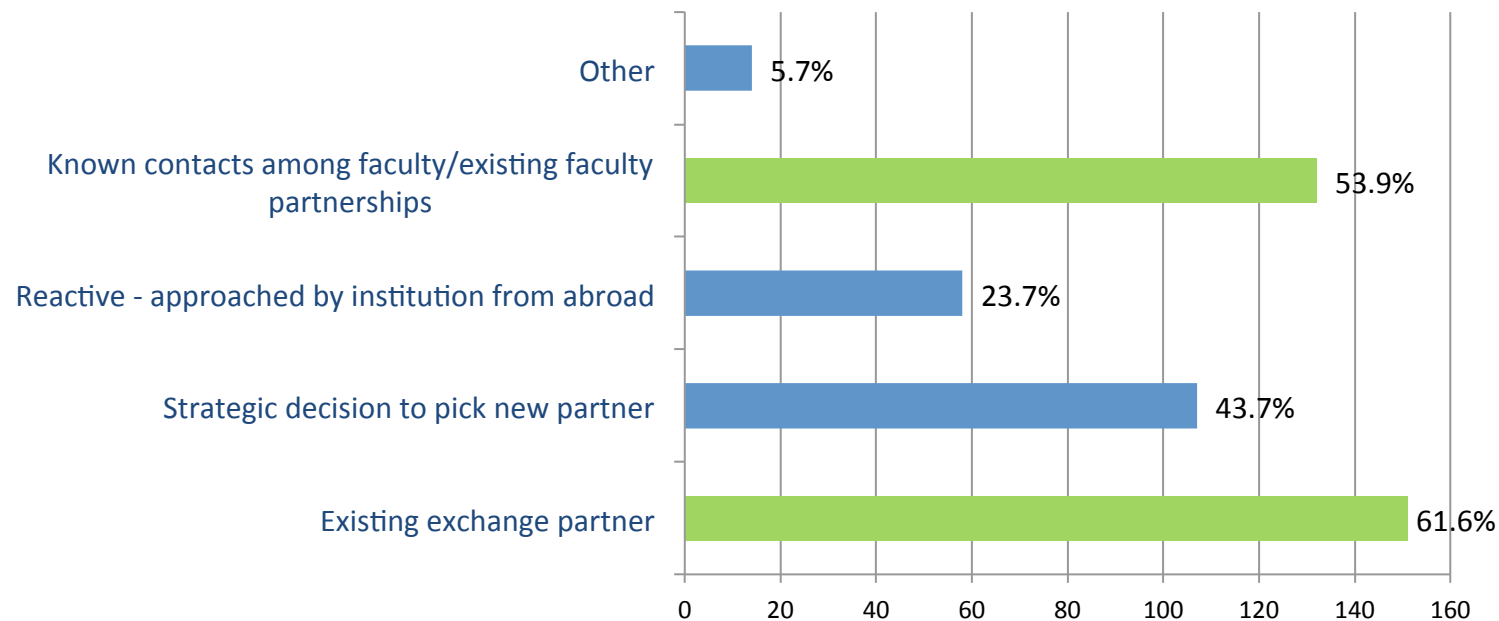
TOP 3 reasons given by respondents for creating joint programs

	AU	FR	GER	IT	UK	US
Broadening educational offerings		★	★	★		
Strengthening research collaboration	★					
Advancing internationalization	★	★	★	★	★	★
Raising international visibility/prestige	★	★	★	★	★	★
Increasing foreign students enrollment						★
Responding to increased competition						
Responding to student demand						
Responding to particular market demand						
Offering courses from partner university						
Increasing revenue					★	

Initiation and partner selection

- 16% Top-down: „programs mainly initiated by institutions' leadership“
- 41% Bottom-up: „programs are mainly initiated by professors“
- 43% „All levels are actively involved“

How do universities select their JD / DD partner institutions?



Challenges: Sustainability

Rank	Challenge
1	Ensuring sustainability
2	Securing adequate funding
3	Curriculum design
4	Legal issues
5	Recruiting students
6	Securing support from gov.
7	Accreditation
8	Academic calendar difference
9	Institutional support
10	Credit transfer

„Generally, sustainability is a priority item in JPs which is obviously disastrously underestimated or even ignored.“

JOIMAN Network: Good Practice Report for the Management and Administration of Joint Programmes, 2010 www.joiman.eu

29% of survey respondents reported they had to cancel or discontinue a JD or DD program.

Challenges: Lack of strategy

91% survey respondents say JDs & DDs are part of their institution's internationalization efforts & strategy

...but

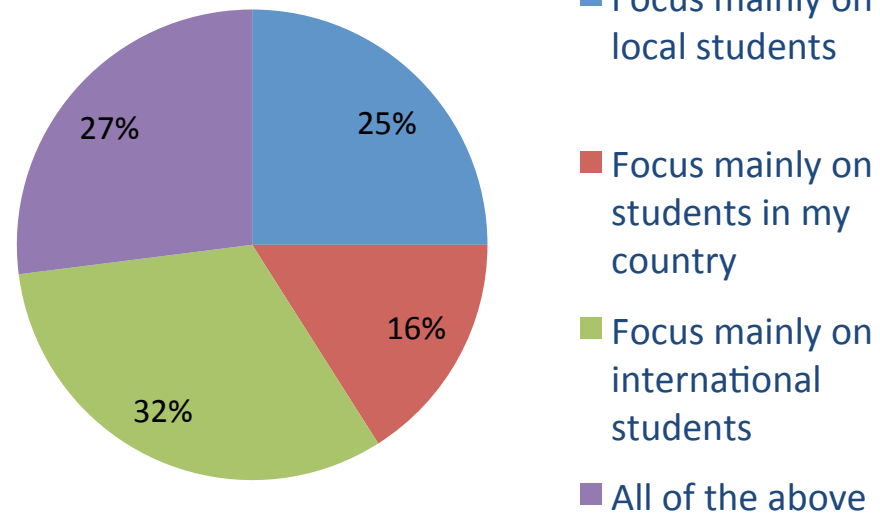
- **only 55% have a clear institutional policy** on program development
- 59% have implemented additional structures to handle the administration of JDs / DDs
- 66% report clear policy on the matter of double counting of credits (in case of DDs)

Challenges: Lack of strategy

Student recruitment

55% of all respondents say they have **no particular recruitment measures** in place to recruit students to JDs or DDs

Student recruitment foci:



Example: U.S. Recruitment Tactics

63 % of U.S. respondents said their institution has not developed any specific measures to recruit students for joint or double degree programs. However, 65 % of U.S. respondents reported that they were focusing recruitment tactics on international students.

Challenges: QA & Accreditation

„Joint programmes could be subject to accreditation procedures by different accreditation organisations in each of the states where the joint programme is offered. These **distinct accreditation jurisdictions** imply the potential involvement of **several accreditation organisations** and therefore the execution of **different accreditation procedures**.“

European Consortium for Accreditation: „Principles for Accreditation Procedures Regarding Joint Programmes“, 2007

ENQUA Survey 2012:

- Only 19% of surveyed agencies report „effective & successful in carrying out procedures“ for QA in transnational programs
- 2 out of 28 agencies „reported relevant prac. on validation or assessment of collaborative and/or transnational degree programs“

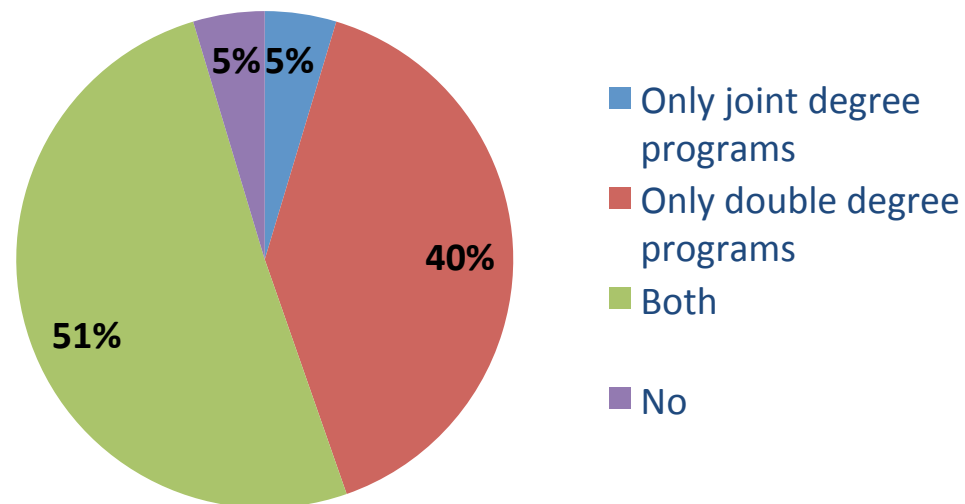
European Association for Quality Assurance in Higher Education: Quality Procedures in the European Higher Education Area and Beyond – Visions for the Future, Third ENQUA Survey, 2012

Future trends

95% of survey respondents plan new JDs or DDs

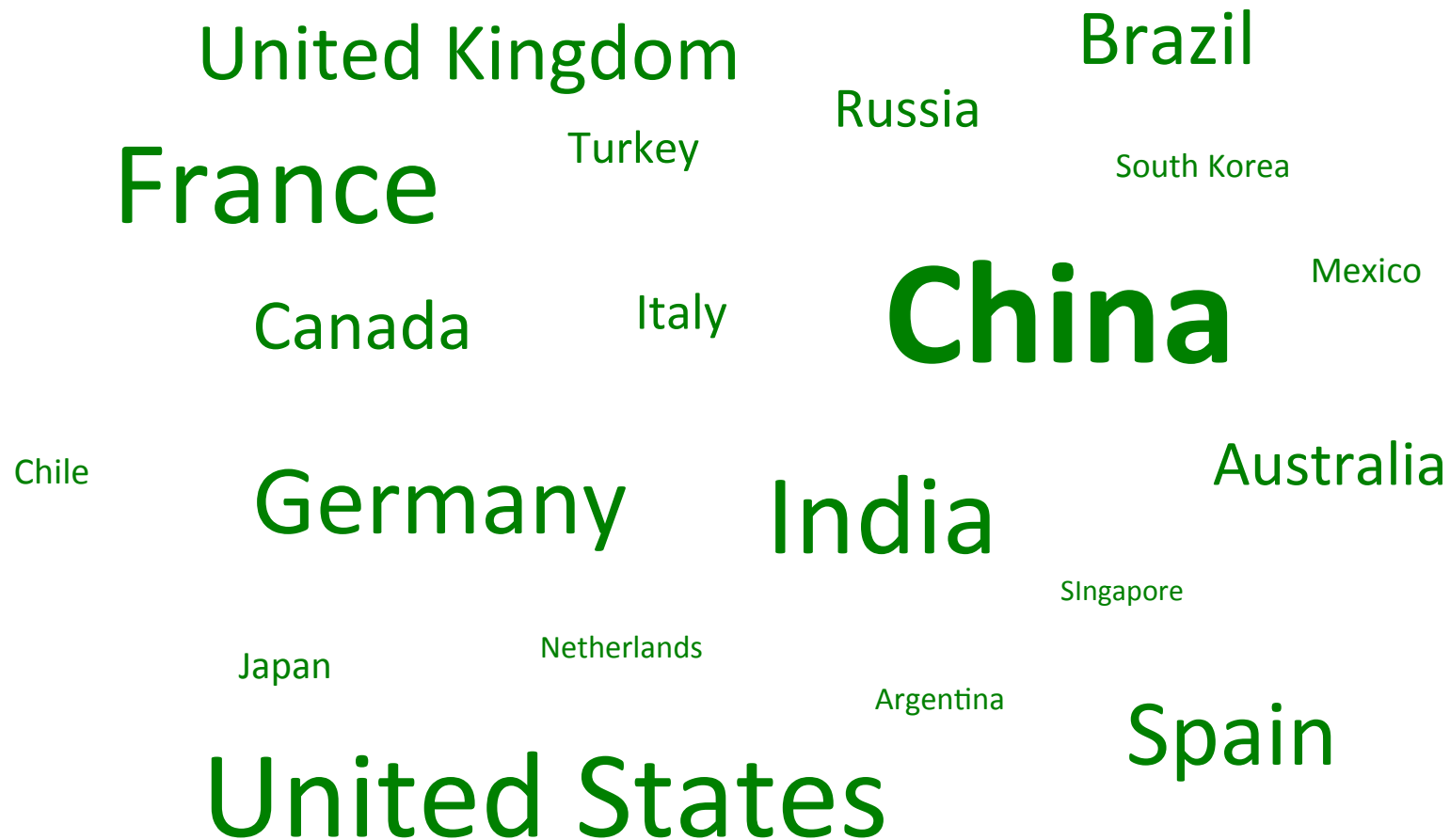
- Academic fields: Business & Management, Engineering, Social Sciences
- Academic level: Master's (76,7%), BA (44,5%), **PhD (39,2%)**

Future plans: Joint vs Double



Future trends: Regional diversity

Countries with which respondents plan to develop JD/DD programs in the future



Future: Impact?

Higher education institutions: Higher level & intensity of interaction between partner institutions (curriculum development, admissions, examination procedures, credit recognition, fee structures, degree awarding praxis)?

Governments & funding agencies: Reduction of legal barriers and increasing alignment/harmonization of respective national policies & funding programs?

QA / Accreditation bodies: From distinct accreditation jurisdictions, organisations, procedures to more collaboration between accreditation agencies, joint QA principles/procedures and cross-border accreditation?

Thank you for your attention!

The full survey report is available on:

www.iie.org/joint-double-degree-report

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