Collaborative Degree Programs: Intentions, Expectations, Realities

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Utrecht, October 16, 2014
“The number and types of international double and multiple degree programmes have skyrocketed in the last five years. This clearly demonstrates their role in the current landscape of international higher education and their popularity with students and institutions alike.”

Prof. Jane Knight, Ontario Institute for Studies in Education, University of Toronto, Oct 2014

http://www.universityworldnews.com/article.php?story=20140930065445311%00
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.
Surveys & Reports

- Joint International Master Programs: Lessons Learnt from Erasmus Mundus (2013)
- Canadian Association for Graduate Studies (2012)
- ACE 2014: International Joint and Dual Degrees: U.S. Program Profiles and Perspectives
- Joint/Double Degree Programs in Latin America (2009)
- Franco-German University (2012)
- Council of Graduate Schools (US, 2010)
- July 2014: Joint Education Programmes Between European and Russian Higher Education Institutions
- Japan International Cooperation Agency (2010)
- Employability of JD/DD Graduates
(some) Trends

• Double Degree Programs more common than Joint Degree Programs
• MA level more common than BA
• Growing number & interest in JD/DD PhD Programs
• High concentration in professional fields (engineering, business education) but also broad variety of subjects, incl. „niche fields“
• Ongoing discussion on ethics and quality issues, incl „double counting of credits“
• Growing regional diversity
International Association of Universities (IAU)


- Joint/Double Degree Programs enjoy high priority on internationalization agendas of HEIs (2010: #5, 2005: #8)
  - Middle East: 3rd, Africa: 4th, Europe: 4th, Latin Am. & Caribbean: 4th, Asia & Pacific: 5th, North America: 8th

4th Global Survey Report (2014)

- Half of participating 1300 HEIs offered Joint oder Double Degree programs
- A quarter regards JD/DD as a TOP3 priority measure in their internationalization efforts
- Two thirds report to have either increased spending for JD/DD programs (28%) or to have kept it stable (32%)
IIE/FUB Survey on collaborative degree programs 2011:

- 91% of 245 participating HEIs confirm JD/DD programs to be part of their institution’s internationalization efforts & strategy

however...

- Only half of them report having a clear institutional policy with rules and regulations on program development
- Slightly more have implemented additional structures to handle the administration of JDs / DDs
- Every third HEI reports no clear policy on double counting of credits (in case of DDs)

Source: Joint and Double Degree Programs in the Global Context, IIE & FUB, September 2011
Example 2: Sustainability

„Generally, sustainability is a priority item in [joint programs] which is obviously disastrously underestimated or even ignored.“

Example 2: Sustainability

<table>
<thead>
<tr>
<th>Rank</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensuring sustainability</td>
</tr>
<tr>
<td>2</td>
<td>Securing adequate funding</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum design</td>
</tr>
<tr>
<td>4</td>
<td>Legal issues</td>
</tr>
<tr>
<td>5</td>
<td>Recruiting students</td>
</tr>
<tr>
<td>6</td>
<td>Securing support from gov.</td>
</tr>
<tr>
<td>7</td>
<td>Accreditation</td>
</tr>
<tr>
<td>8</td>
<td>Academic calendar difference</td>
</tr>
<tr>
<td>9</td>
<td>Institutional support</td>
</tr>
<tr>
<td>10</td>
<td>Credit transfer</td>
</tr>
</tbody>
</table>

29% of participating HEIs reported that they had to cancel or discontinue one of their JD/DD programs.

Source: Joint and Double Degree Programs in the Global Context, IIE & FUB, September 2011
### Example 3: Expectations and Realities

Top reasons given by respondents for creating collaborative degree programs

<table>
<thead>
<tr>
<th>Motives</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadening educational offerings</td>
<td>2.24</td>
</tr>
<tr>
<td>Strengthening research collaboration</td>
<td>2.21</td>
</tr>
<tr>
<td>Advancing internationalization</td>
<td>2.15</td>
</tr>
<tr>
<td>Raising international visibility/prestige</td>
<td>2.15</td>
</tr>
<tr>
<td>Increasing foreign students enrollment</td>
<td>2.11</td>
</tr>
<tr>
<td>Responding to increased competition</td>
<td>1.91</td>
</tr>
<tr>
<td>Responding to student demand</td>
<td>1.88</td>
</tr>
<tr>
<td>Responding to particular market demand</td>
<td>1.86</td>
</tr>
<tr>
<td>Offering courses from partner university</td>
<td>1.85</td>
</tr>
<tr>
<td>Increasing revenue</td>
<td>1.61</td>
</tr>
</tbody>
</table>

Source: Joint and Double Degree Programs in the Global Context, IIE & FUB, September 2011
### Example 3: Expectations and Realities

Impact of Joint or Double Degree Programs on cooperating institutions, according to respondents

<table>
<thead>
<tr>
<th>%</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>55,9%</td>
<td>Greater collaboration btw. faculty</td>
</tr>
<tr>
<td>54,3%</td>
<td>Increased int. visibility of institution</td>
</tr>
<tr>
<td>45,3%</td>
<td>Increased internationalization of campus</td>
</tr>
<tr>
<td>37,6%</td>
<td>Helped develop strategic partnership</td>
</tr>
<tr>
<td>37,6%</td>
<td>Further JD/DD or other programs</td>
</tr>
<tr>
<td>31,4%</td>
<td>Improved recruitment of more int. students</td>
</tr>
<tr>
<td>25,7%</td>
<td>Improved recruitment of high potential students</td>
</tr>
<tr>
<td>24,9%</td>
<td>Greater collaboration between admin. staff</td>
</tr>
<tr>
<td>19,2%</td>
<td>Additional research projects</td>
</tr>
<tr>
<td>9%</td>
<td>Other / or no particular impact so far</td>
</tr>
</tbody>
</table>

Source: Joint and Double Degree Programs in the Global Context, IIE & FUB, September 2011
Yet: 55% of HEIs report to have no specific marketing/recruitment measures in place to recruit students to their JD/DD programs.

Example 4: Student Recruitment

What’s the focus of your JD/DD student recruitment?

- Focus mainly on local students: 25%
- Focus mainly on students in my country: 32%
- Focus mainly on international students: 16%
- All of the above: 27%

Source: Joint and Double Degree Programs in the Global Context, IIE & FUB, September 2011
Example 4: Student Recruitment

Average student number per Joint/Double Degree Program

% of responding survey participants

Average number of students per program

Source: Joint and Double Degree Programs in the Global Context, IIE & FUB, September 2011
Defining goals, means and frameworks

(one) Definition for strategic cooperation:
A strategic partnership is a formal alliance between two or more higher education institutions developed through an intentional process whereby the partners share resources and leverage complementary strengths to achieve defined (common) objectives.

Applied to JD/DD programs:
- Which goal is to be achieved through the JD/DD?
- With which partner is this goal best achieved?
- What is the value added?
- Is there institutional support on both sides?
- Are regulations in place to guide and evaluate program development?
- Will there be student interest/demand?
(some) ingredients for success

- Joint/Double degree programs the result of previous cooperation, not first step of cooperation
- Based on (several) faculty research interests
- Clear understanding of why, for whom and with whom
- Sense of joint ownership and mutual commitment of participating individuals and institutions
- High level of interaction within and between institutions on various levels
- Faculty and administration actively involved in building up and running the program, supported by institutions’ leadership
- What is the value-added for prospective students?
- Institutional strategy, including support measures and guidelines for joint/double degrees
- (National) regulatory frameworks that enable/encourage collaborative programs
„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”
Bedankt vor uw aandacht!

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