



Mapping International Joint and Dual Degrees: U.S. Program Profiles and Perspectives



CIGE Insights

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Leadership and Advocacy

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Mapping International Joint and Dual Degrees: U.S. Program Profiles and Perspectives

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Table of Contents

Foreword	2
Acknowledgments	3
Executive Summary	4
Introduction	5
Institutional Policies and Strategy	7
Strategic Planning.....	7
Program Policies and Procedures.....	9
Program Profiles	12
Operating Status and Program Type.....	12
Geographic Location.....	14
Degree Level and Academic Area.....	16
Enrollment and Activities.....	17
Key Issues and Challenges	20
Start-Up and Administration.....	20
Faculty, Teaching, and Learning.....	22
Quality and Accreditation.....	23
Academic Freedom.....	25
Commitment and Sustainability.....	27
Program Termination.....	29
Country Considerations	32
China.....	32
South Korea.....	34
France.....	35
Germany.....	36
Turkey.....	37
Emerging Models and Trends	39
Managing Many Programs.....	39
Multilateral Programs.....	40
Academic and Geographic Focus.....	42
Conclusion: Collaborative Degrees and Comprehensive Internationalization	43
Bibliography	45
Appendix: Methodology	46

Foreword

The American Council on Education’s Mapping Internationalization on U.S. Campuses Survey, conducted every five years by its Center for Internationalization and Global Engagement (CIGE), assesses the current state of internationalization at American higher education institutions, analyzes progress and trends over time, and considers future directions and priorities. The results help CIGE and the higher education community identify key issues and challenges facing U.S. institutions as they seek to become more internationally oriented and globally engaged.

This study on international joint and dual degrees is a direct follow-on to the 2011 Mapping Survey, which gathered basic information about the prevalence and characteristics of such programs offered by U.S. institutions. Research from various sources suggests that institutions (both in the United States and worldwide) view international collaborative degree programs as a means to deepen ties with partners abroad, increase mobility and build global competence among faculty and students, and advance institutional internationalization more broadly.

While the prospects are exciting, the study’s data illuminate the challenges entailed in establishing joint and dual degrees, as well as some important aspects of these programs that affect their potential outcomes and impact. Most notably, among the institutions surveyed, enrollment in joint and dual degree programs administered by U.S. institutions is heavily skewed towards students from the partner country; participation of American students is limited, and study participants were not optimistic that this situation is likely to change. Given this imbalance, collaborative degree programs may be more of a proxy for recruiting international students, and are likely to contribute to the continuing “imbalance of trade” in outward and inward flows of students. The data also reveal geographic imbalances; partner institutions are concentrated in Europe and Asia, with almost no representation in Africa. These issues are worthy of note by institutions that wish to engage their U.S.-based students in international education and to establish truly collaborative, reciprocal relationships with a diversity of international partners.

Inbound student mobility plays an important role in campus internationalization, but it is not the *only* important factor. Comprehensive, integrated internationalization requires a holistic approach that includes attention to curriculum, faculty engagement, leadership, strategic planning, and other key areas. Partnerships that not only allow credit transfer back and forth, but truly engage faculty, staff, and students from both institutions around substantive issues such as curriculum design and instructional philosophies have the greatest potential to advance internationalization on all these fronts. Whether through joint degrees or other program models, establishing such in-depth collaborations will help U.S. institutions lay the groundwork for mutuality and sustainability in their international partnerships, and advance not only the internationalization of U.S. higher education but also the global higher education enterprise as a whole.

Patti McGill Peterson

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Most importantly, the author would like to thank the 134 individuals who participated in the study. Their survey data and thoughtful responses to follow-up inquiries have helped enrich understanding of international joint and dual degree programs, and highlight important lessons for others involved in such collaborations at their institutions.

Executive Summary

As a follow-on to the most recent edition of its *Mapping Internationalization on U.S. Campuses* study, the American Council on Education (ACE) conducted a survey on international joint and dual degree programs at U.S. colleges and universities. The survey results, along with qualitative data gathered through interviews with select respondents, provide information about institution and program characteristics and policies, academic focus areas, partner locations, and programmatic challenges, as well as how joint and dual degree programs factor into broader institutional strategy and planning.

Key findings from the study include:

- While nearly half of survey respondents reported that international collaborative degrees are mentioned in **strategic planning documents** or are currently being incorporated into such documents, only 15 percent indicated that their institutions have a **specific policy** in place that encourages the development of international joint degrees; 18 percent reported a policy to encourage dual degrees. In some cases there are is an **unofficial policy or understanding** that these programs are encouraged.
- Program **enrollment is notably skewed toward non-U.S. students**. Nearly two-thirds (63 percent) of programs enroll only students from the partner country, while about one-third enroll a mix of U.S. and foreign students. Just 4 percent of programs included in the survey enroll only U.S. students.
- Overall, **academic issues** such as course equivalencies and teaching methodologies present a greater challenge for joint and dual degree programs than do **administrative “nuts and bolts”** such as legal/regulatory and health/safety issues. In nearly all areas, **joint degree programs are perceived as more challenging** to implement and sustain than are dual degree programs.
- The **top partner countries** (in terms of the number of programs reported by survey respondents) are China, France, Turkey, Germany, and South Korea. There are country-specific variations in the primary academic focus areas, most common degree level, and most pressing challenges faced by programs with partners in these countries.
- Although definitions may at first seem straightforward, there are **substantial variations among program models** in terms of enrollment, mobility patterns, financing, academic policies, and other factors. Commonalities exist, but the details—particularly in terms of academics and curriculum—as well as the particular challenges that will inevitably arise, are specific to each individual program.

In addition to aggregated data, the report presents program examples from a variety of institutions, as well as emerging trends and models. The role of joint and dual degree programs in institutions’ efforts toward comprehensive internationalization is addressed, along with the potential impact of such programs on global higher education more broadly.

Introduction

As colleges and universities consider their place in an ever-globalizing world, an increasing number are seeking to expand their international activities and deepen their engagement with partners abroad. International joint and dual degrees are emerging as **a strategy by which institutions can move beyond individual faculty and course-level collaborations to establish ongoing, multidimensional partnerships**. In terms of their prevalence in the United States, ACE's *Mapping Internationalization on U.S. Campuses* study found that as of 2011, 18 percent of responding institutions offered international dual degree programs arranged with non-U.S. partners to their home-campus students, and 13 percent offered joint degree programs. Another 16 percent were in the process of developing such programs or collaborative non-degree certificate programs at the time of the survey (American Council on Education 2012).

Proponents of such programs assert that they can facilitate student mobility and can contribute to curriculum internationalization efforts; other purported benefits include increased employability of graduates, revenue generation for the institution, and quality improvement through the sharing of good practices (Hénard, Diamond, and Roseveare 2012). The **challenges entailed in joint and dual degrees, however, are not insignificant**. The Organisation for Economic Co-operation and Development (OECD), for example, cites imbalances in student demand between partner institutions, language issues, faculty concerns, and differences in quality assurance procedures as potentially problematic issues (Hénard, Diamond, and Roseveare 2012). In *Global Perspectives on International Joint and Double Degree Programs*, a 2013 publication by the Institute of International Education and the German Academic Exchange Service (DAAD), authors echo these concerns, and also raise strategic planning, program sustainability, financing, and regulatory compliance as potential challenges, among others (Kuder, Lemmens, and Obst 2013).

As a follow-on to the most recent *Mapping* report, our goal in this study was to **explore the international joint and dual degree landscape in the United States**, and gain **a more complete understanding** of the experiences of colleges and universities as they develop and administer these programs. Through a survey and interviews with representatives of institutions that indicated in the 2011 Mapping Survey that they were operating such programs or were in the process of developing them, we gathered information about institution and program characteristics and policies, academic focus areas, partner locations, and programmatic challenges, as well as the role of joint and dual degree programs in broader institutional strategy and planning. Response rates and other methodological details are included in the appendix.

Definitions and Variations

For purposes of this study, the following **definitions** were used:

- **Joint degree program:** A degree program that is designed and delivered by two or more partner institutions in different countries. A student receives a single qualification endorsed by each institution.
- **Dual degree program:** A degree program that is designed and delivered by two or more partner institutions in different countries. A student receives a qualification from each of the partner institutions. Such programs are also referred to as “double” degrees.

These were the definitions given to survey respondents. However, there **are important nuances and variations in program type** that came out in the survey results and follow-up interviews. Joint degree programs are more straightforward in terms of definition; upon completion of a mutually determined curriculum, students receive one degree (although they may receive two separate diplomas). On a student’s resume, she or he might write, “BS in biology from *U.S. University and Partner University*.”

Dual degree programs, however, come in a wider variety of stripes. Students may receive the same degree from both institutions (e.g., a bachelor’s in English from each); in other cases, students receive degrees in two different fields (e.g., a master’s in public policy and a master’s in development). Or, there may be two degrees at two different levels (e.g., a bachelor’s from one institution and a master’s from the other). Mechanisms for facilitating these programs include credit transfer and/or double counting of credits, allowing courses taken at a partner institution to serve as prerequisites for higher-level courses, and requiring fewer credits for degree completion than for the equivalent stand-alone degrees. Various models and examples are explored in subsequent sections.

In this report we refer to joint and dual degree programs collectively as “JDDPs” and “international collaborative degree programs.”

Throughout this report, we use both **quantitative and qualitative data** to illustrate trends and explore key issues at the heart of program design and operation. Detailed information about popular partner countries is presented, along with innovative program models, emerging trends, and predictions for future developments. Our intent is to report on the experiences of the survey respondents and their institutions; given the limited sample size and use of qualitative data, wider generalizability of findings is limited.

Institutional Policies and Strategy

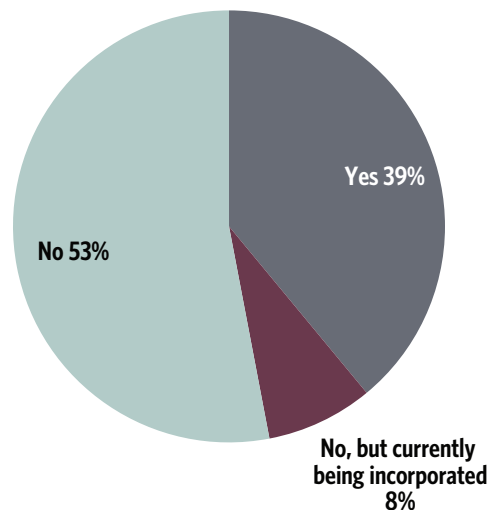
A total of 134 institutions responded to the survey (see the appendix for additional information about response rates), all of which provided institution-level data about strategic planning and policies for international joint and dual degree program (JDDP) development and administration. Nearly half (47 percent) were from doctoral institutions; master's institutions accounted for 34 percent, and baccalaureate institutions accounted for 12 percent. The remaining six percent was composed of community colleges and special focus institutions, as defined by the Carnegie Classification. A majority (62 percent) of the responding institutions were public, though private institutions accounted for a sizeable portion of the master's-level institutions represented and over half of the pool of baccalaureate-level respondents.¹

STRATEGIC PLANNING

As **Figure 1** indicates, 47 percent of survey respondents reported that international joint and/or dual degrees are **specifically mentioned in planning documents** at their institutions, or were **being incorporated** into such documents at the time of the survey.

Figure 1: Joint/Dual Degrees and Strategic Planning

Are joint and/or dual degrees specifically mentioned in any institutional planning documents?



Respondents who indicated that joint and/or dual degrees were mentioned in planning documents were also asked *which* documents included these references. Just over half (51 percent) reported that joint/dual degrees are mentioned in **institutional strategic plans**, with a slightly higher percentage (55 percent) noting that such programs are part of an **internationalization strategic plan**. One-third (33 percent) of respondents indicated that joint/dual degrees were mentioned in a **strategic plan to guide the development of international partnerships**. Other documents cited by respondents in their qualitative comments included formal proposals to the institution's board of regents, a strategic international enrollment plan, and a unit-level strategic plan.

¹ Respondents were asked to provide the Carnegie Classification and public/private status of their institutions. In cases where this information was not provided in the survey, the Carnegie Classification online Institution Lookup (http://classifications.carnegiefoundation.org/lookup_listings/institution.php) was used to determine the institutions' status.

One respondent provided specific language about joint and dual degrees that is included in institutional planning documents:

International dual professional degree programs, which will qualify graduates to practice professions in more than one nation, will be established to further alumni mobility, economic development, and global citizenship.

While nearly half (47 percent) of survey respondents reported that international collaborative degrees are mentioned in strategic planning documents or are currently being incorporated into such documents, only 15 percent indicated that their institutions have a **specific policy** in place that **encourages the development of international joint degrees**; 18 percent reported a policy to **encourage dual degrees**. Examples of such policies and related practices cited by respondents included “competitive internal funds to support development of collaborative degree programs,” and “agreements with the registrar’s office regarding credit transfer and degree audit [which] encourage dual degrees.”

Some respondents noted that while formal policies are lacking, there is an **informal or unofficial understanding** that joint and/or dual degree programs are encouraged. Examples include:

The policy is executed as a verbal understanding between the vice president [for] academic affairs and the director of the Office of International Studies. No formal published policy exists.

There is a clear understanding that our effort at comprehensive internationalization involves dual degrees.

There is no written language, but the institution has expressed interest in pursuing dual degrees with international institutions.

The Road Not Taken

A small minority (4 percent) of survey respondents indicated that their institution has a policy that **discourages international joint degrees**; the same percentage reported a policy that **discourages dual degrees**.

Among these is the University of Michigan, which explicitly prohibits dual degree programs in which students receive the same degree from each of the partner institutions. James Paul Holloway, vice provost for global and engaged education at the University of Michigan, noted:

We believe it is a mistake to give two degrees for one body of work. The one program we have that we call a “dual degree” is actually two programs in which students receive two different degrees in two different fields with some double counting. Students in this program are treated identically to every other transfer student, and we require the students to complete the same work they would have to in order to receive two degrees from us.

According to Holloway, a dual degree model that allows students to receive the same degree from both partner institutions for the same body of work is **tantamount to a degree mill** in that it allows students to receive the second credential without the intellectual effort or growth that would normally be expected for receiving a degree. In his opinion, no one is served by this “**credential inflation**,” and it is potentially damaging to institutional reputation. All of Michigan’s international partnership agreements explicitly state that students may not receive two identical degrees from the two institutions.

University of Michigan also does not administer international joint degrees. Holloway cited concerns about reputation and the **potential for brand dilution**, but also noted a logistical consideration: Michigan **diplomas are issued by the institution’s board of regents**, a Michigan-specific entity elected by the citizens of the state. It is not clear that the board would have the authority to issue a degree in another country.

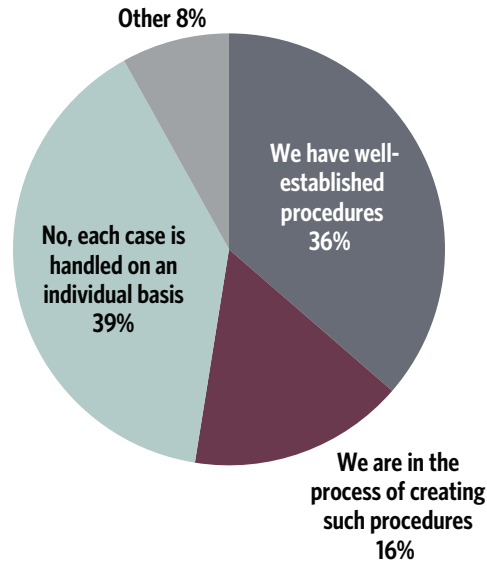
Holloway’s advice is that institutions should **consider their domestic policies when creating international programs**. Would the institution establish a program with another U.S. institution that would grant two identical degrees by transferring credits back and forth? If not, then the same policy should hold for programs operating across national borders. While acknowledging the importance of international engagement, Holloway cautioned that institutions should not relax key quality standards in the rush to build international connections.

PROGRAM POLICIES AND PROCEDURES

When it comes to program-specific policies, as indicated in **Figure 2**, just over half (52 percent) of respondents indicated that their institutions have **well-established procedures** that must be followed in order to develop joint and/or dual degree programs, or that they were in the process of creating such procedures at the time of the survey.

Figure 2: Procedures for Program Development

Does your institution have procedures for that must be followed in developing joint and/or dual degrees?



Qualitative comments offered insights into some of the nuances of these policies and related practices. One respondent, for example, noted:

In a sense, [the answer is] all of the above. We have well-established procedures to develop any degree, whether international, collaborative, or otherwise, and we are in the process of more formally linking existing processes that relate to international degrees. And we still find that a particular initiative requires some special handling.

Other comments echoed the statement that **general institutional policies and guidelines for joint or dual degree development** would apply whether the program was domestic or international. One respondent also referenced **accreditation policies**, indicating that the institution's accreditor had policies and procedures in place that are used by the institution to guide its program activities. (Accreditation is explored in more detail in the "Key Issues and Challenges" section.)

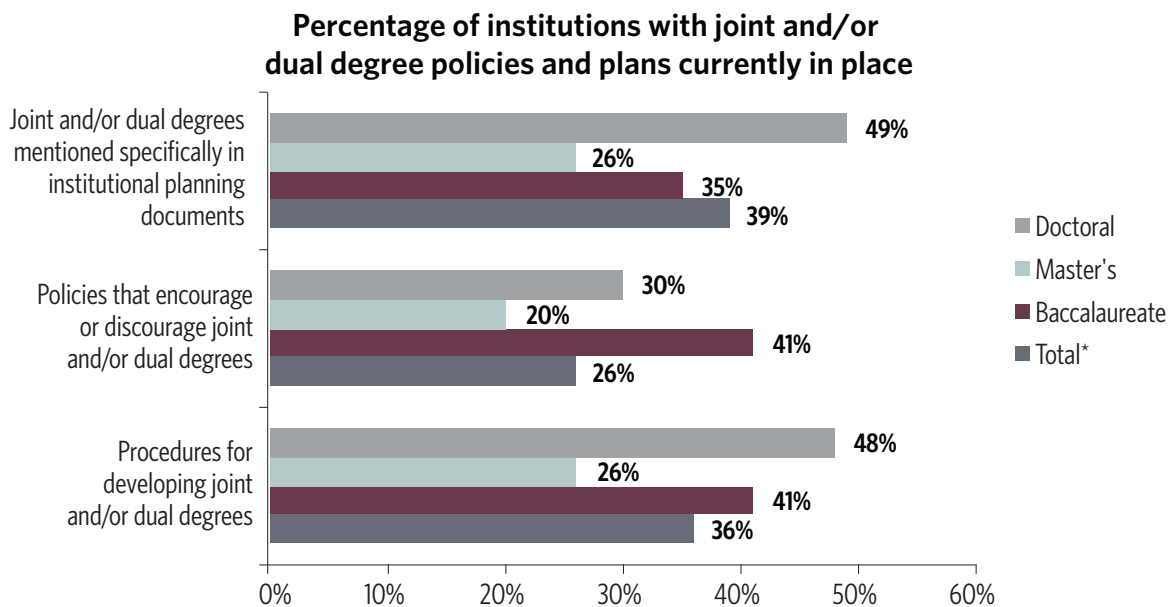
Respondents were also asked to provide information about the **specific content** of their institutions' policies surrounding JDDPs. Thirty-nine percent indicated that enrolled students must take **at least half of their courses at their (U.S.) institution**. Fifty-seven percent reported that for undergraduate degrees, students must meet the **general education requirements** of their (U.S.) institution, even if the partner institution does not have such requirements. Finally, 59 percent indicated that both their (U.S.) institution and the partner institution abroad must be involved in **admitting students** to the program.

In the qualitative comments about program requirements, two main themes emerged. Reflecting the data in Figure 2 above, some respondents indicated that requirements are determined on a **case-by-case** basis. And, echoing the University of Michigan’s concerns noted previously, others stressed that students enrolled in JDDPs must **meet all standard degree requirements**. One respondent, for example, commented:

For dual degrees, [students] have to meet all of our normal degree requirements. Students “gain” by transferring some classes from the partner institution to us to fulfill some of our degree requirements, but we do not, in effect, “give up” anything in dual degrees. So there are many requirements.

Looking **across sectors**, as **Figure 3** indicates, a larger percentage of doctoral institutions have incorporated JDDPs into strategic plans and developed specific procedures for their operation than have institutions in other sectors. Baccalaureate institutions, however, are the most likely to have policies that encourage or discourage the development of JDDPs.

Figure 3: Strategic Planning and Policies by Sector



*Total also includes data from a small number of institutions that are classified as associate or special focus.

In qualitative follow-up, a number of respondents noted the importance of buy-in from top institutional leadership in getting JDDPs up and running. The incorporation of international engagement, and of collaborative degrees in particular, into institutional planning documents sends an important message about priorities, and encourages faculty and administrators to work on program development. Strategic plans, however, are by nature very broad; specific policies and guidelines that provide detailed guidance on the nuts and bolts of program design can help ensure that institutions “walk the talk” of their leaders, and are able to move from high-level concept to actual implementation.

Program Profiles

Of the 134 institutions that responded to the survey, 89 provided data about specific joint and/or dual degree programs at their institutions (the remaining 45 only provided the institution-level data reported in the previous section—see this report’s appendix for additional information about response rates). As indicated in **Table 1**, over half (50 out of 89) of these institutions provided data on multiple JDDPs administered by their institution. The survey allowed respondents to provide data on up to five programs, but respondents were asked to contact ACE if they administered more than five programs; perspectives of these institutions and the issues entailed in operating a large number of JDDPs simultaneously are explored in the “Emerging Models and Trends” section.

Table 1: Number of Institutions and Programs Represented

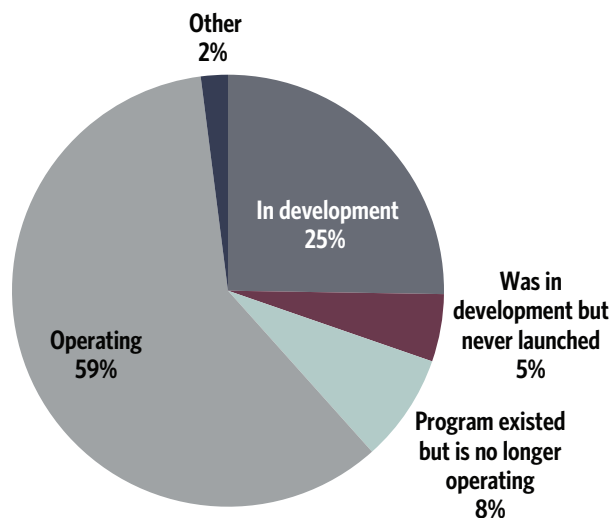
Number of joint and/or dual degree programs	Number of institutions	Total number of programs for which data were provided
1	39	39
2	22	44
3	11	33
4	8	32
5	9	45
Total	89	193

Because the number of community colleges and special focus institutions represented in the sample was very low, when program data are presented by institution type, these institutions are not broken out as a separate category. Rather, as noted where applicable, they are included in the total counts.

OPERATING STATUS AND PROGRAM TYPE

Respondents were asked to indicate the **current operating status** of their JDDPs. As indicated in **Figure 4**, a large majority (84 percent) of the programs included were either operating or in development at the time of the survey.

Figure 4: Program Operating Status at the Time of the Survey



Qualitative comments in which respondents elaborated on the “other” status included “an idea which never developed or launched,” “under consideration conceptually,” and “developed and launching in 2014.”

In terms of **program type**, dual degrees are notably more prevalent than joint degrees among responding programs; the former represented 78 percent of the programs for which data were provided, while the latter accounted for less than a quarter (22 percent).

Survey data on program challenges provide some insights into the joint versus dual divide. For 15 out of 17 potentially challenging issues included in the survey, the percentage of joint degree programs that reportedly faced some level of challenge (some, quite a bit, or extreme) was greater (in some cases, notably so) than the percentage of dual degree programs reporting challenges. Details of the challenge data are included in the “Key Issues and Challenges” section below, but taken together, they clearly suggest **that joint degree programs are more challenging to develop and sustain than dual degree programs.**

Joint Versus Dual

Qualitative follow-up discussions with survey respondents reinforced the conclusion suggested by the challenge data from the survey: international joint degree programs are harder to develop and operate than dual degree programs. According to Dania Brandford-Calvo, director of the Global Education Office at the University of Rhode Island, while joint degrees are “exciting once they get off the ground,” they often entail **years of preparation, an extensive amount of work, and numerous stumbling blocks.**

For example, Brandford-Calvo noted, the entire relevant **curriculum** must be reviewed on each side, along with thesis requirements and other program details. It is necessary to find mutual agreement on **how much credit to award** for particular coursework, as it may vary between the partners. And, she added, many of the **stumbling blocks in the process are country- and context-specific**—for example, regulations set by a national board of education—so they are unique to each program and cannot be anticipated ahead of time. With each new program comes a certain amount of reinventing the wheel.

Dual degrees, in contrast, typically are somewhat less complicated. While issues of course equivalencies and program requirements must still be resolved, Brandford-Calvo observed that there is often “**more flexibility**” in these areas than for joint degrees. A number of participants also noted that as long as students fulfill their (U.S.) institution’s degree requirements, it is **up to the partner institution to determine and enforce its own requirements**; the two degrees truly are separate, and granted independently by each institution.

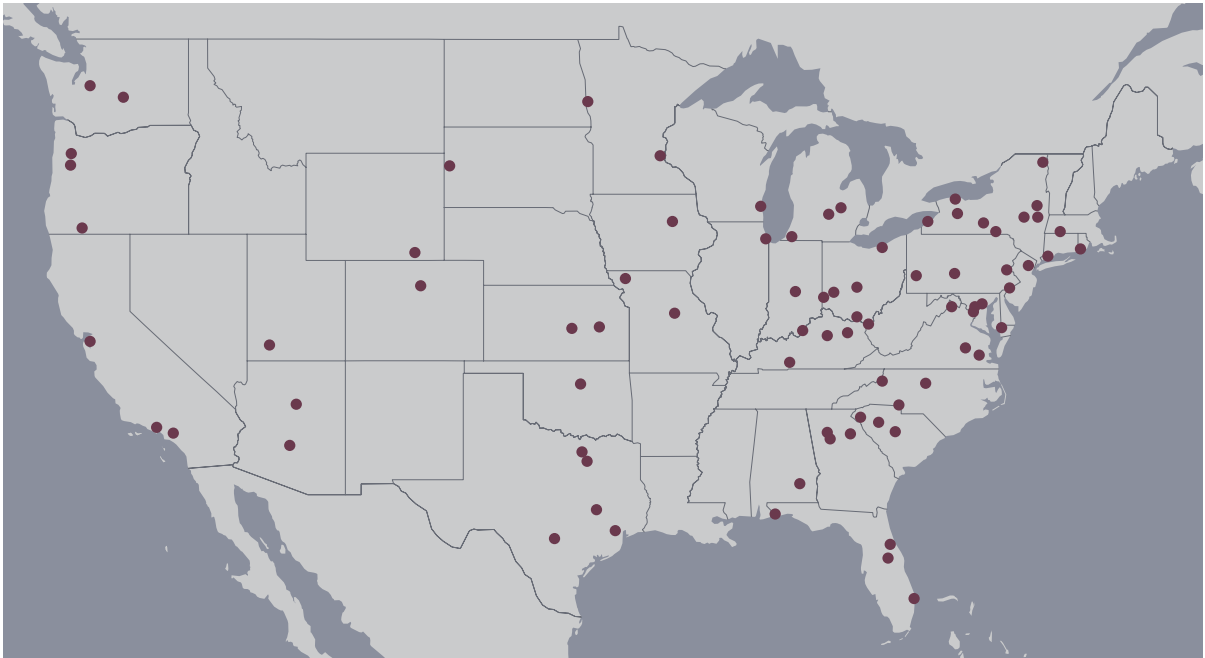
Michael Wasylenko, senior associate dean for academics and administration in the Syracuse University (NY) Maxwell School of Citizenship and Public Affairs, for example, noted that Syracuse has a policy that allows students to use degree-applicable credit hours transferred from another institution for up to 20 percent of total degree hour requirements. This applies to students participating in one of the Maxwell School’s master’s-level international dual degree programs who are transferring credits from the partner institution abroad, as well as students transferring credits from another U.S. institution, or completing two master’s degrees at Syracuse. How the partner institutions choose to handle the transfer of Syracuse credits and how many are required for the master’s degree on its end is **based on its own standards and policies.**

In terms of the cons of dual degree programs, in addition to the concerns raised by the University of Michigan’s James Holloway as described above, Brandford-Calvo noted that often dual degrees are one-way (e.g., students from abroad study at the U.S. institution); there is **no back-and-forth exchange**, and a more limited impact on students at the home institution. Because they involve a higher degree of coordination, joint degree programs may result in a more in-depth relationship with the partner institution, and a **more integrated experience for students.**

GEOGRAPHIC LOCATION

As illustrated in **Figure 5**, a majority of the 89 responding institutions that provided program-level data in addition to institution-level data are located in the eastern half of the United States, with a noticeable concentration along the Eastern Seaboard.

Figure 5: U.S. Institution Locations



As noted in **Table 1**, these institutions collectively provided data on 193 joint and dual degree programs. Of these 193, respondents for 167 chose to provide information about the partner country. By far, the most common partner country was China, which accounted for over one-third (37 percent) of the programs included. France was the second-most common partner, followed by Turkey, Germany, and South Korea. The prominence of these five countries is broadly consistent with student mobility patterns for U.S. institutions; China, South Korea, and Turkey are among the top 10 sending countries for students coming to the United States, while France and Germany are among the top study abroad destinations for U.S. students (Institute of International Education 2013).

Table 2 illustrates the geographic distribution of programs. The “other” category comprises programs with a partner in a single country not among the top five; the “multiple” category consists of programs with two or more partners located in more than one country (including the top five countries).

Table 2: Number of Programs by Partner Country

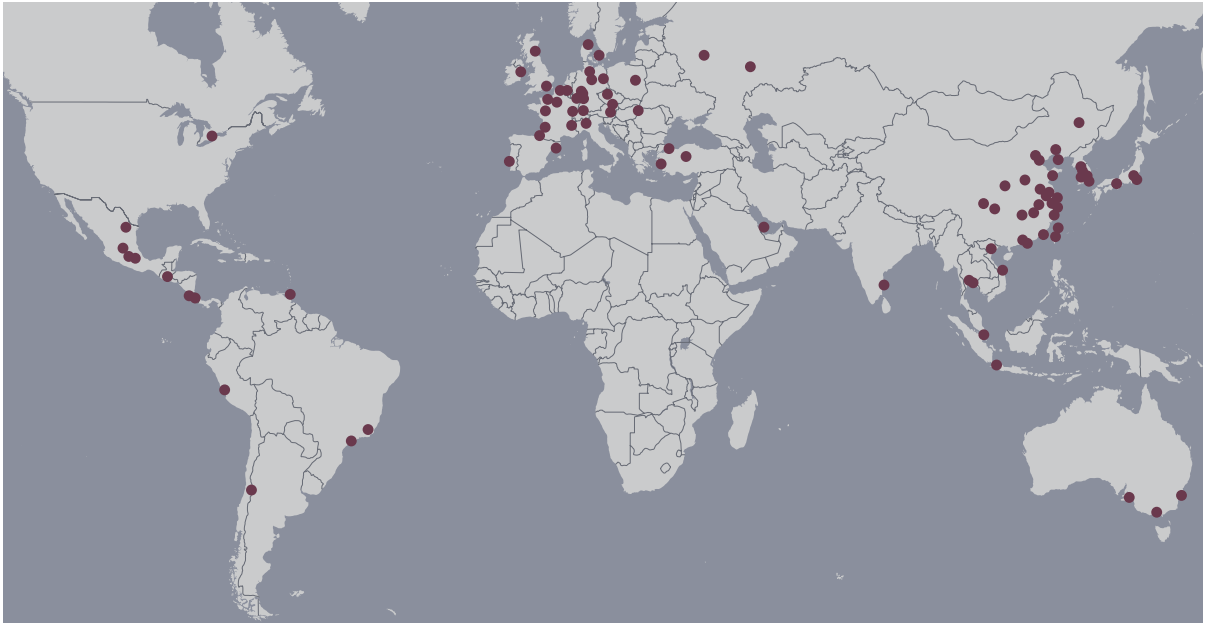
	Joint	Dual	Total
China	10	52	62
France	1	15	16
Turkey	1	10	11
Germany	1	9	10
South Korea	3	7	10
Other	15	36	51
Multiple	2	5	7
Total	33	134	167

Looking at the “other” category by region:

- In Latin America, Mexico, and Brazil were most heavily represented, with five and three programs, respectively. Other partner countries included Chile, Costa Rica, Guatemala, and Peru.
- After China and South Korea, Taiwan and Thailand were the most popular Asian countries, with six and three programs, respectively; others included Japan, Singapore, Vietnam, and Indonesia.
- In Europe, three programs were reported in Denmark; countries with one or two programs each included Austria, Belgium, the Czech Republic, the Netherlands, Hungary, Poland, Italy, Portugal, Spain, Sweden, Switzerland, and the United Kingdom.
- Rounding out the “other” category were Russia and Australia (with three programs each), and Canada, Cameroon, India, Qatar, and Trinidad (with one program each).

The “multiple” category includes six programs with partners in more than one country (in addition to the United States); examples of pairings include Australia and Ireland, Hungary and Poland, and Sweden and France. Details of these multilateral arrangements are explored in the “Emerging Models and Trends” section.

Though not all respondents provided the names of their partners, a total of 150 partner institution names were collected in the survey. **Locations** of these institutions are displayed in **Figure 6**.

Figure 6: Partner Institution Locations

In addition to general geographic patterns, **two additional noteworthy trends** emerged from the data on partner locations. First, as a percentage of the total number of programs in each country, **joint degree programs (versus dual) are more prevalent in South Korea and the “other” countries** than they are in the other top four partner countries (China, France, Turkey, and Germany). In South Korea and the “other” countries, approximately a third of the programs included in the survey are joint degrees, compared with 16 percent in China and 10 percent or fewer in France, Turkey, and Germany. No geographic patterns were evident among the “other” countries for which joint degree programs were reported.

Second, **only a handful of the 167 programs that provided partner country information involve partners in predominantly English speaking countries.** Australia, Canada, the U.K., and Ireland (or a combination thereof) account for a total of five programs; other partner countries such as Singapore, where English is an official or “working” language, account for a few more. Clearly, however, a large majority of the programs represented are operating in a bilingual or multilingual environment.

DEGREE LEVEL AND ACADEMIC AREA

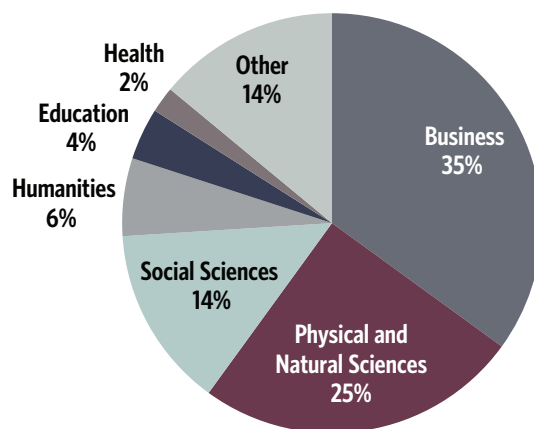
Not surprisingly, doctoral-level programs are offered exclusively at doctoral-level institutions; also not surprisingly, the few associate degree programs for which data were provided were at associate institutions. As indicated in **Table 3**, overall, bachelor’s degree programs represent the largest percentage of the programs included in the survey (48 percent); interestingly, bachelor’s level programs accounted for the same percentage (67 percent) of programs at both master’s and baccalaureate institutions. At doctoral institutions, in contrast, bachelor’s degree programs accounted for just over one-third (35 percent) of programs, while master’s degree programs accounted for the largest percentage (45 percent).

Table 3: Degree Level by Institution Type

	Doctoral	Master's	Baccalaureate	Other*	Total
Associate degree	0%	0%	0%	100%	2%
Bachelor's degree	35%	67%	67%	0%	48%
Master's degree	45%	33%	33%	0%	39%
Doctoral degree	20%	0%	0%	0%	11%

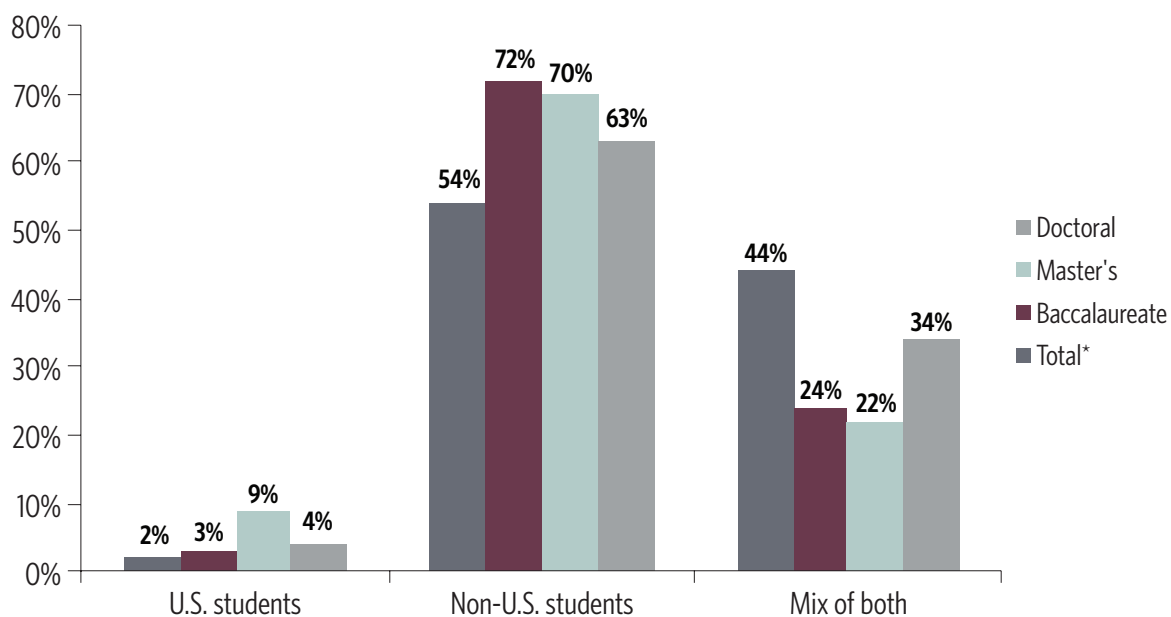
* Other is defined as associate or special focus institutions; however, only associate institutions provided program-level data.

As illustrated in **Figure 7**, programs in business and the physical/natural sciences accounted for 60 percent of the survey sample. Social sciences, humanities, and health fields were also represented, along with education and academic areas that did not fit into any of these broad categories. In some cases, programs indicated a very specific disciplinary focus; examples include sports and urban turfgrass management, translational plant sciences, drug discovery, and culinary arts.

Figure 7: Program Distribution by Academic Field

ENROLLMENT AND ACTIVITIES

In terms of **student enrollment**, a majority (63 percent) of programs included in the survey enroll only non-U.S. students, while just over a third (34 percent) enroll a mix of U.S. and non-U.S. students; only a handful (4 percent) of programs enroll only U.S. students. As indicated in **Figure 8**, mixed enrollment is notably more common in programs administered by doctoral institutions than by institutions in other sectors.

Figure 8: Student Enrollment by Institution Type

**Total also includes data from a small number of programs at associate institutions. Total percentages add to more than 100 percent due to rounding within the individual categories.*

The heavy skew toward enrollment of non-U.S. students draws attention to the intended purpose of international joint and dual degree programs, as well as the expected benefits to participants. The data suggest—and when interviewed, a number of respondents agreed—that JDDPs may be serving primarily as a mechanism **for U.S. institutions to recruit international students**. Particularly in the case of dual degree programs in which each institution sets its own requirements and awards degrees independently, there may be little interaction between the two partner institutions and their faculty, or any engagement beyond the transfer of credits back and forth. One respondent noted that collaborative degree programs are attractive in terms of recruiting abroad because they are “controlled,” and students have essentially already been vetted through the partner institution’s admission process.

A number of respondents indicated that they would like to see more outbound student mobility and greater reciprocity in collaborative degree programs, but they are not optimistic about prospects for movement in this direction. **Low study abroad rates** in the United States overall are indicative of a general lack of enthusiasm for mobility; the extra work required to fulfill requirements of two rather than just one institution may be an additional disincentive for many U.S. students to pursue a joint or dual degree. Respondents also questioned the **“value added” of a foreign credential** for U.S. students, other than for those working in particular fields (e.g., international relations), or intending to pursue employment with international organizations. While this is the reality, the lack of participation by American students raises questions about the extent to which U.S. institutions are realizing the (nonfinancial) purported benefits of joint and dual degrees mentioned at the beginning of this report, such as increased (outbound) mobility and curriculum internationalization.

Respondents for exactly half (50 percent) of the programs indicated that **technology** is used; a much larger percentage (84 percent), however, reported that **student travel/exchange** is required. Mobility configurations vary considerably; a number of respondents characterized their programs as “**plus**” models, (e.g., 2+2, 3+1, 1+2+1, and in one case, 1+1+1+1), which entail undergraduate students rotating between the two partner institutions on a yearly basis. Whatever the configuration, however, the high percentage of programs that require student mobility of some type suggests that even in light of technological advances, **in-person cross-cultural interaction is still a primary component of joint academic endeavors**; it also lends credence to the hypothesis that collaborative degree programs are indeed considered a tool for bringing international students to campus.

Blended Models

To ease their academic year course load, European students who enroll in the DePaul University (IL) multilateral dual degree program in business (profiled in the “Emerging Models and Trends” section) often opt to take **online courses offered by DePaul during the summer before their arrival**. This allows them to become familiar with program content, get to know faculty and classmates, and hit the ground running when they arrive on campus in the fall.

Technology can also play an important role in **broadening access** to JDDPs for students who are unable to spend a full year abroad. Jenifer Cushman, campus dean at Ohio University Zanesville, sees technologically facilitated joint and dual degrees as an important emerging model for institutions that are committed to “**bringing global learning to nontraditional students.**” Building on the globally networked learning model developed by The State University of New York Center for Collaborative Online Learning (COIL), she envisions team-taught courses that link U.S. classrooms to those at partner institutions abroad, as well programs with a substantial online component combined with a short-term, in-person exchange experience.

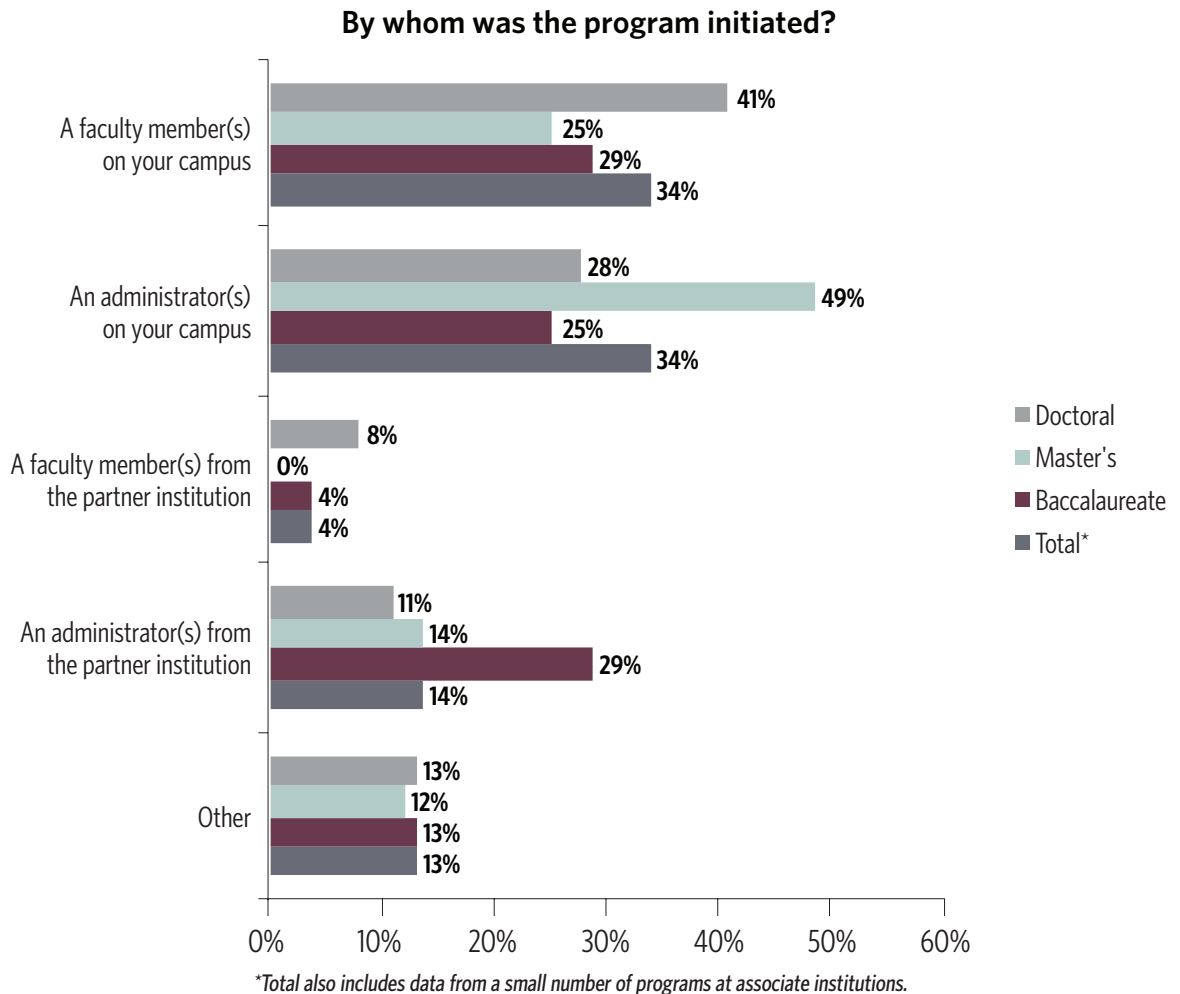
Key Issues and Challenges

The survey data provide insights into the array of issues faced by institutions as they develop and implement joint and dual degree programs, as well as the relative extent of challenge they pose. In some cases the findings were unsurprising or easily explained; in others, they ran counter to expected outcomes. Qualitative information gathered from respondents post-survey provides additional detail, and in some cases, potential explanations for unexpected results.

START-UP AND ADMINISTRATION

As indicated in **Figure 9**, JDDPs are **initiated by a variety of parties** at both the home institution and the partner institution abroad. For programs included in the survey, at doctoral institutions the most common instigator was a faculty member at the home institution; at master’s institutions, it was a home campus administrator. At baccalaureate institutions, there was a more even split among home campus administrators, home campus faculty, and partner-campus administrators.

Figure 9: Program Initiators



For programs whose instigators were in the “other” category, many respondents noted that program initiation was a **group effort** involving faculty and/or administrators from both institutions. A state governor’s office, a city government in the partner country, an “intermediary partner,” and a nonprofit exchange organization were also among the “other” parties cited.

In terms of the **timeframe for program development**, out of 115 programs for which data on this item were provided, 70 percent (80 institutions) reported a development period of one to three years (total or to date). Just over half (41) of these programs took about two years to develop, with the remaining programs split between one year (18) and three years (21). Overall, responses ranged from three months to over 10 years.

Survey respondents were asked to indicate the level of challenge they faced in **securing initial funding** and dealing with **key administrative issues** that typically emerge at the program start-up phase and must be managed on an ongoing basis. As indicated in **Table 4**, for each item, a majority of respondents indicated that they faced “no challenge” in these areas.

Table 4: Challenges Entailed in Program Start-Up²

	No challenge	Some challenge	Quite a bit of challenge	Extreme challenge
Sufficient funding to launch proposed program	55%	30%	7%	7%
Legal or regulatory issues	52%	35%	12%	2%
Health and safety issues	82%	13%	4%	1%

On these three items, there were **notable differences between joint and dual degree programs**. The greatest difference was in program funding; 67 percent of joint degree programs included in the survey reportedly faced challenges (some, quite a bit, or extreme) in this area, compared with 39 percent of dual degree programs—a difference of 28 percentage points. For legal/regulatory and health/safety issues, the difference between joint and dual degree programs was somewhat more modest (10 and 17 percentage points, respectively).

Overall, however, these administrative issues were not among the most challenging aspects of program operation, as reported by respondents. Given their importance—and the consequences of neglecting them—the relatively low perceived challenge level associated with these issues should not be taken as an indication of lack of concern. Rather, respondents concurred that it is likely reflective of the increasing prevalence of JDDPs, and the **maturing of the procedures and processes** surrounding their implementation; as a result of time and experience, good practices, standards, and strategies have been established, and solid information is available to guide program administrators as they work through these issues.

One respondent also observed that the **composition of the survey respondent pool** may be at play. As administrators, many respondents are likely adept at and accustomed to dealing with procedures and processes, and may find these aspects of JDDPs to be, if not straightforward, at least relatively manageable.

² In this and some of the other tables included in the report, the percentage of respondents that reported “no challenge” and the percentage that reported facing challenges (some, quite a bit, or extreme) add up to 99 percent or 101 percent, rather than the expected 100 percent. This is due to rounding of the percentages in the individual “some,” “quite a bit,” and “extreme” challenge categories.

FACULTY, TEACHING, AND LEARNING

Compared to administrative “nuts and bolts,” **academic issues** (i.e., what happens in the classroom) appear to present notably greater challenges for joint and dual degree programs. As indicated in **Table 5**, over two-thirds of respondents reported that their programs had faced challenges (some, quite a bit, or extreme) in terms of course equivalencies and language and cultural differences; these were two of the top three challenges included in the survey, as measured by these percentages. Just under 60 percent of respondents reported that teaching and grading methodologies posed a level of challenge (some, quite a bit, or extreme).

Table 5: Academic Challenges

	No challenge	Some challenge	Quite a bit of challenge	Extreme challenge
Course equivalencies	34%	46%	16%	5%
Language and cultural differences	34%	45%	17%	4%
Teaching methodologies	42%	45%	9%	3%
Grading/evaluation methodologies*	41%	43%	13%	3%

*Due to a survey formatting error, only 75 of the 193 programs included in the survey responded to this item.

As noted previously, non-U.S. students account for the majority of overall enrollment in respondents’ joint and dual degree programs. Given that most programs involve partner institutions in non-English speaking countries, a large percentage of participants are likely to be non-native English speakers. In light of these demographics, it is **not surprising that language issues are among the top challenges** facing JDDPs, as reported by survey respondents.

In qualitative follow-up discussions, multiple respondents noted **general education requirements** as another challenge area for programs at the undergraduate level. Because general education is, by and large, an American concept, while many students from abroad may arrive at the U.S. institution with plenty of credits to transfer from their home institution, typically these are in specialized courses in their major. Meeting the requirements for the U.S. degree often entails fitting a lot of general education courses into a tight program timeframe.

While there was almost no difference between joint and dual degree programs in terms of the level of challenge associated with language and culture issues, for teaching methodologies, there was a substantial difference; 76 percent of joint degree programs reportedly faced challenges in this area, compared with 52 percent of dual degree programs. Not surprisingly, given the greater level of coordination entailed, grading/evaluation methodologies and course equivalencies were also more problematic for joint degree programs.

Preparing for Classroom Success

Fifty-seven percent of respondents indicated that **“student expectations for engaging with faculty”** presented challenges; the same percentage reported challenges in the area of **“faculty interest and commitment.”**

Recognizing the importance of faculty engagement—with students, as well as from a programmatic standpoint—institutions are focusing attention on and devoting resources to this issue. For **Northampton Community College (PA)** and **Appalachian State University (NC)**, for example, **faculty exchanges** were a first step in developing their international dual degree programs. Northampton initially hosted four faculty members from its Chinese partner institution, Jinzhou University, for six months, then sent three of its own faculty to China for a summer, and continues to receive Chinese faculty in various fields as the institutions consider additional collaborations.

Appalachian State and its Mexican partner institution, Universidad de las Américas, have also sent faculty back and forth in developing joint programs. According to Jesse Lutabingwa, associate vice chancellor in the Office of International Education and Development at Appalachian, such exchanges allow faculty to become familiar with the curriculum at the partner institution, address differences in teaching methodologies and student expectations, work out the logistics of course equivalencies and other academic details, and build relationships with each other that can **lead to long-term buy-in and commitment.**

On the student end, the faculty advisor for **DePaul University (IL)** dual degree students going to France and/or Sweden holds **advising sessions** that address issues of pedagogy and learning modalities, specifically to manage student expectations for the classroom environment abroad. Gian Mario Besana, DePaul’s associate provost for global engagement and online learning, credited these sessions with “giving students everything they need” in terms of preparation, and noted that he has seen few student problems in this realm. DePaul also offers **workshops on the global classroom**, which help its own faculty understand the expectations of incoming international students—in joint degree programs and more broadly—and provide strategies for successfully integrating international students in the classroom.

QUALITY AND ACCREDITATION

As indicated in **Table 6**, respondents for approximately half of the programs reported that issues of quality and accreditation posed challenges. Percentages were similar for both the quality of education itself, and for the evaluation and accreditation process.

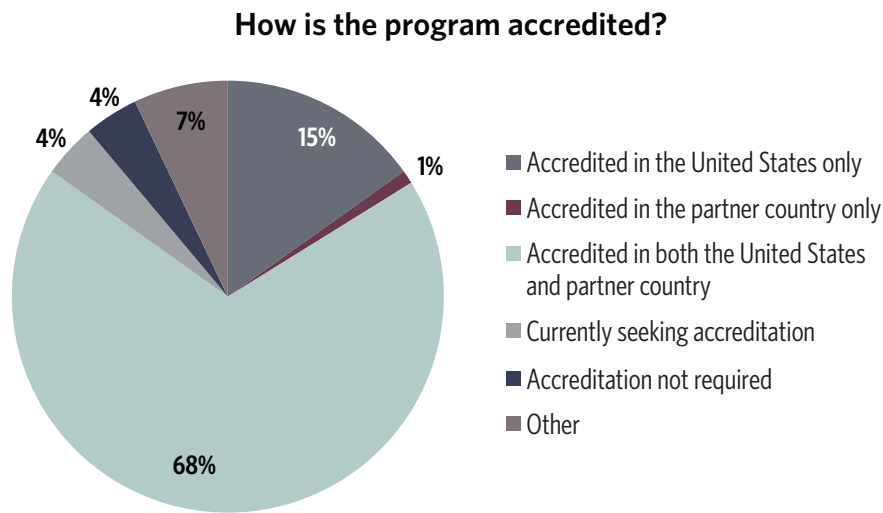
Table 6: Quality and Accreditation Challenges

	No challenge	Some challenge	Quite a bit of challenge	Extreme challenge
Educational quality and standards	48%	38%	10%	4%
Evaluation and accreditation standards and practices	52%	37%	7%	4%

Evaluation and accreditation standards and practices were among the challenge items for which there was the greatest **difference between joint and dual degrees**. Sixty-seven percent of joint degree programs reportedly faced challenges (some, quite a bit, or extreme) in this realm, compared with 41 percent of dual degree programs—a difference of 26 percentage points. Interestingly, while more joint than dual programs also reportedly faced challenges in the area of educational quality and standards, the difference was more modest (12 percentage points), suggesting that it is quality assurance procedures, rather than the quality of actual content, that are most challenging.

In terms of **accreditation bodies and procedures**, as indicated in **Figure 10**, over two-thirds of programs for which data were reported are accredited in both the United States and the partner country.

Figure 10: Program Accreditation



Qualitative comments indicate that a number of the programs in the “other” category are still in development, and accreditation status has not yet been determined. Similarly, among programs that indicated “accreditation not required,” a number were not in operation at the time of the survey (either they had been terminated or were still in the development phase).

Respondents for programs in these categories also raised the issue of transfer credit; one, for example, stated, “Since we are simply **transferring credits** as part of the degree here, it’s not a separate accreditation issue.” Follow-up communication with one respondent confirmed that in these cases, the home institution as a whole is indeed accredited, but no special steps are required for individual joint or dual degree programs.

For some programs, respondents mentioned issues related to their **U.S. accrediting organizations**. Among regional accreditors, the **Southern Association of Schools and Colleges (SACS)** and the **Western Association of Schools and Colleges (WASC)** were cited. One respondent, for example, noted, “We have a SACS Substantive Change Committee that was formed to foster the appropriate development of such programs, with appropriate notifications to SACS, our statewide higher education association (Council on Postsecondary Education), and our university senate.” Another indicated that collaborative degree programs are part of the institution’s “Quality Enhancement Plan (QEP), [which is] a requirement for reaccreditation by SACS.”

Although a respondent for one institution noted that WASC’s Senior College and University Commission (WSCUC), the institution’s regional accrediting body, “prohibits the awarding of joint and dual degrees,” follow-up communication with a WSCUC representative indicated that this is incorrect. WSCUC does, in fact, allow both joint and dual degrees, and the organization has specific policies that address each of the two program types. These policies apply to both domestic and international collaborative degree programs, and include guidelines for quality-assurance procedures, awarding of credit, assessment of student learning, and other program requirements. Guidance specific to partnerships with institutions abroad includes:

Institutions seeking to partner with an institution in another country that is not accredited by a USDOE-recognized accrediting agency must take steps to ensure that the partnering entity is appropriately licensed, approved or otherwise recognized by an appropriate governmental or government-approved entity in the coun-

try where the coursework is being offered. Institutions should also exercise due diligence in investigating such entities to assure themselves of the quality of their offerings and the integrity of their operations.

Institutions seeking to offer a joint degree with a partner institution that is not accredited by WSCUC or another USDOE-approved accrediting agency must obtain approval through the WSCUC Substantive Change process prior to offering the program.³

According to William Plater, senior advisor for international affairs for WSCUC, his organization is devoting considerable “thought and attention to internationalization broadly.” An ad hoc committee is currently reviewing the organization’s policies and procedures for international collaborative programs, as well as for accreditation of non-U.S. institutions. With so much happening in the international realm, Plater considers these issues to be of critical importance in what he described as “an exciting time” for higher education worldwide.

Two Institutions, One Accreditor

When Jesse Lutabingwa took on the position of associate vice chancellor in the Office of International Education and Development, at **Appalachian State University** (NC) in 2006, one of his first tasks was to review all of the institution’s existing partnership agreements, including one with **Universidad de las Américas (UDLAP) in Mexico**, which had been on the books since the mid-1990s. Initially, UDLAP was an attractive partner for Appalachian because both institutions were accredited by the Southern Association of Colleges and Schools (SACS).

In recent years UDLAP had fallen on hard times, and in 2006 was on probation by SACS and at risk of losing its accreditation. As a result, many of UDLAP’s international partners had ended their engagement with the institution. A new president had just taken the reins, however, and had set regaining full SACS accreditation as a primary goal. Lutabingwa saw the situation as an opportunity, and decided to stick with UDLAP as a partner.

UDLAP did indeed regain full accreditation, and was interested in deepening its relationship with Appalachian. Together, the two institutions developed a **dual BA in communications** program, which was launched in 2011.

According to Lutabingwa, **UDLAP’s SACS accreditation was key to convincing faculty and others on campus to pursue the program.** This was Appalachian’s first foray into international dual degrees, and there was a certain “nervousness” on campus, particularly since Appalachian was undergoing its own periodic SACS review at the time. The fact that UDLAP had already received SACS’s seal of approval “allowed everyone on campus to relax,” Lutabingwa said.

Lutabingwa noted that his institution would not rule out pursuing joint or dual degrees with non-SACS-accredited institutions abroad, but acknowledged that working with SACS-accredited counterparts is the “**safer route.**” For now, the communications program continues, and Appalachian and UDLAP are currently considering establishing new dual degrees in engineering, physics, and mechatronics.

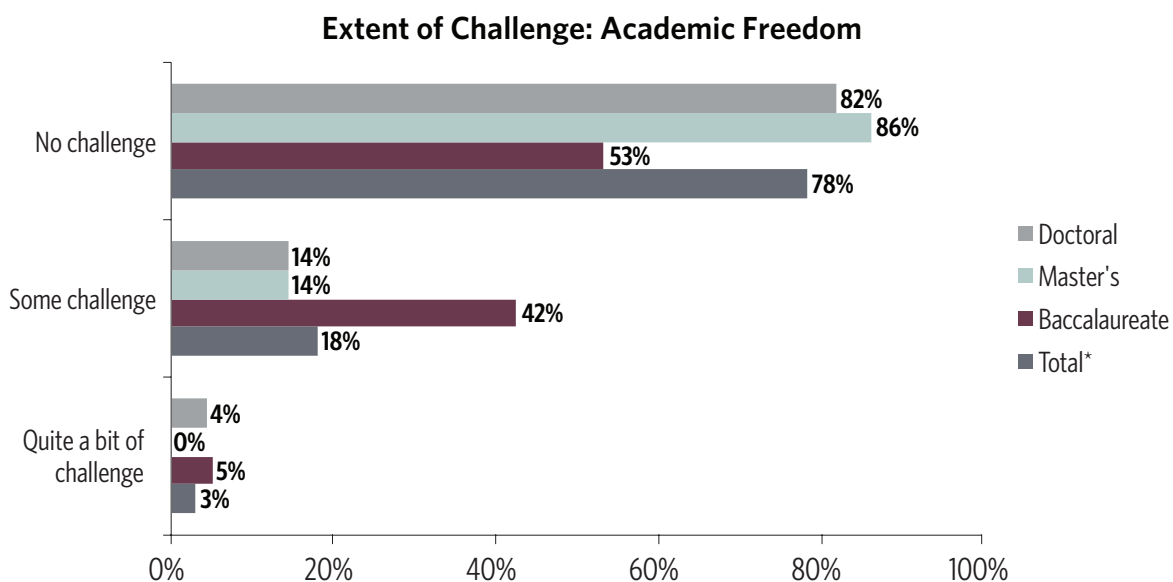
ACADEMIC FREEDOM

Controversies around academic freedom at program sites abroad often receive substantial attention from the media and from critics (on and off campus) of institutions’ international ventures. Given the sensitivities surrounding this issue, one of the more surprising findings of the survey was that **for over three-quarters (78 percent) of the programs included, respondents indicated that they had faced no challenges in this area;** among survey items, only “health and safety issues” had a larger percentage of programs indicating “no challenge.”

³ WASC Senior College and University Commission. *Dual Degrees Policy*. <http://www.wascsenior.org/document-list>.

As **Figure 11** indicates, nearly all other respondents reported “some” challenge; no respondents reported an “extreme” level of challenge, and only two indicated that their programs had encountered “quite a bit” of challenge. Compared to programs at doctoral and master’s institutions, a larger percentage of programs at baccalaureate institutions reported that academic freedom issues presented “some challenge.”

Figure 11: Academic Freedom



*Total also includes data from a small number of programs at associate institutions.

In terms of academic field, differences in challenge levels were minimal. While a larger percentage of programs in education reported facing some level of challenge than did programs in other fields, the number of education-focused programs represented in the sample was too small to draw meaningful conclusions. There were also no notable differences by program type (joint versus dual).

Looking across countries, among the top five partner countries (China, France, Turkey, Germany, and South Korea), all respondents indicated that their programs faced no challenge or “some” challenge. As illustrated in **Table 7**, while a majority of respondents for programs in each country indicated no challenge, the percentage that indicated “some” challenge was higher for China than for any of the other countries in the top five.

Table 7: Academic Freedom Challenges by Partner Country

	No challenge	Some challenge	Quite a bit of challenge	Extreme challenge
China	67%	33%	0%	0%
South Korea	100%	0%	0%	0%
France	100%	0%	0%	0%
Turkey	82%	18%	0%	0%
Germany	89%	11%	0%	0%
Other countries	84%	14%	2%	0%
Programs operating in multiple countries	83%	0%	17%	0%

An Ongoing Concern

The survey data and qualitative follow-up yielded various hypotheses about the relatively low challenge levels associated with issues of academic freedom. First, as noted previously, a large majority of the programs included in the survey enroll only students from the partner country; **relatively few entail U.S. students going abroad**. One explanation, therefore, is that there simply are not very many American students going to places where their U.S.-informed expectations for what they can say and write in class would be challenged.

Second, many international joint and dual degree programs involve only student mobility, and not the movement of faculty across borders. A number of respondents commented that **academic freedom is primarily a faculty concern**, and potentially would be perceived as more problematic if their programs involved work by their faculty in foreign academic environments.

Third, respondents speculated that to some extent, issues of academic freedom may be **subsumed under the umbrella of “cultural sensitivity.”** Joseph Scholten, associate director of the Office of International Affairs at the University of Maryland, College Park, for example, observed that in many contexts, there is an element of “self-censorship”—U.S. faculty and students understand that in a particular country or culture there are certain hot topics, and that it is necessary to tread carefully around these issues. In a sense, he noted, the academic freedom battle “may have already been lost,” in that program participants may simply choose to avoid sensitive topics rather than venture into potentially contentious waters.

Finally, two respondents suggested that because it **was primarily administrators who completed the survey**, the group as a whole might not be as attuned to issues of academic freedom as their faculty counterparts would be. A number also speculated that **field of study** would likely come into play (e.g., sensitive issues would be more likely to arise in a humanities class than one in business). As noted above, the quantitative data from the current survey do not bear this out; however, a larger sample or different survey questions might reveal different trends.

Despite the low levels of challenge associated with academic freedom among survey respondents, it **should not be discounted as an important issue** for joint and dual degree programs. There may be ramifications beyond the duration of the program; what happens, for example, when students from abroad come to the United States, become accustomed to American norms around academic freedom, then return to their home countries? Even though their numbers are small, what support is available for those faculty and students who do find themselves in situations where academic freedom is problematic? As high-profile cases have demonstrated, disputes over academic freedom can jeopardize partner relationships; thoughtful consideration of these issues at the planning phase, as well as **keeping them on the radar** as relationships evolve, is critical.

COMMITMENT AND SUSTAINABILITY

Among the responding programs that are currently in operation, launch dates ranged from “around 1989” to 2014. As indicated in **Figure 12**, however, of the 61 programs that reported a specific start date, nearly half (29) were launched within the last five years.

Figure 12: Launch Dates for Programs That Are Currently Operating



While decades-old examples prove that it is possible for programs to withstand the test of time, as indicated in **Table 8**, a number of issues affecting sustainability were perceived as presenting a level of challenge (some, quite a bit, or extreme) by respondents for a majority of programs.

Table 8: Challenges to Sustainability

	No challenge	Some challenge	Quite a bit of challenge	Extreme challenge
Level of student enrollment consistent with expectations	33%	42%	16%	8%
Shared commitment level and expectations*	36%	42%	15%	7%
Overdependence on key faculty and administrators from which the partnership originated	45%	29%	16%	10%
Shifting institutional priorities and goals	49%	34%	11%	6%

* The survey wording for this item was “Commitment level and expectations (The extent to which each of the partners share the same level of interest in making the partnership effective and taking the necessary steps to support it).”

Overall, “**level of student enrollment consistent with expectations**” was among the top three challenges reported by survey respondents (as indicated by the percentage that reported they had faced some, quite a bit, or extreme challenge). Some respondents elaborated on the reasons behind their programs’ problems in this area. One program, for example, was grant-based, which meant that initially “students faced few economic challenges. However, extension of the program beyond the term of the grant was severely hampered by student financial challenges.” Another respondent noted mismatched expectations for enrollment capacity on the parts of the institutional partners:

“[Our] partner is a research institute with graduate courses. The numbers of students they are accustomed to serving is low, while the sustainable number of cohorts is high, [which] creates conflicts.”

The **breakdown of program enrollment between the United States and partner countries** may also provide insight into why garnering the expected number of students can be problematic. Given that almost all programs depend in part or entirely on enrollment by non-U.S. students (see Figure 8 above), the challenges entailed in marketing programs from afar and lack of accurate information on student demand may hamper U.S. institutions’ efforts to fill program slots.

Other issues affecting program sustainability that were mentioned in respondents’ qualitative comments included **challenges around communication**. For example, one respondent noted, “administrative communication (distance) has been a major challenge.” Another stated, “It is taking the partner institution a very long time to respond and provide information.” Likely an underlying factor for “shifting institutional priorities and goals,” leadership changes (at the presidential or dean level) were also cited among program challenges.

In for the Long Haul

Among programs included in the survey, two of the longest-standing degree collaborations are at the **University at Albany**, which is part of The State University of New York (SUNY) system. Since 1995, Albany has offered a dual master's in public administration degree with Moscow State University (Russia); at the undergraduate level, since the late 1980s, Albany has partnered with Japan's Kansai Gaidai University to offer a dual degree that allows participation by students in a variety of fields.

According to Ray Bromley, vice provost for international education at the University at Albany, State University of New York, because the two programs and partner institutions are very different, so too are the keys to long-term persistence of the relationships. In the case of Kansai Gaidai, the **unique nature of the institution** has played a role; internationalization and collaboration are fundamental to its mission, and the institution has been **particularly flexible** in establishing academic and program requirements that allow its students to complete the dual degree. Over the years, **top leaders at both institutions** have made a point to visit each other regularly and attend important events on each other's campuses, signaling their commitment to ongoing collaboration.

The relationship with Moscow State, in contrast, has been sustained largely at the **grassroots level** by faculty and former students who have remained involved and continue to find new ways to work together. In some cases, for example, alumni from the program have returned to Moscow State and initiated joint research projects with former colleagues at Albany; conferences and other spin-off activities have also helped strengthen the connection. After periods when the program has languished without students or apparent interest, advocates in both the United States and Russia have come forward and ensured its continuation.

In Bromley's view, the Kansai Gaidai partnership has been easier to sustain than the Moscow State relationship in part because it is **maintained at the institution level** and includes multiple disciplines, so it is less subject to changes in departmental mood and faculty availability. Nonetheless, both programs have weathered political changes, economic shifts, and other world events affecting their respective countries, and Bromley anticipates they will continue in the years to come.

PROGRAM TERMINATION

Thirteen percent of the joint and dual degree programs included in the survey were classified by respondents as either "existed, but no longer operating" (8 percent), or "was in development, but never launched" (5 percent). Among 11 terminated programs for which data on start and end dates were reported, the **duration between initiation and termination** ranged from two to 11 years, with an average program life of 5.7 years.

Not surprisingly, a number of the reasons cited by respondents for program termination **reflect the challenges to program sustainability** noted in the previous section. Among respondents who reported specific reasons for program termination (after launch or when the program was still in development), approximately one-third cited **enrollment problems**; issues included a lack of enrollment overall, as well as inadequate enrollment of students with sufficient academic preparation and/or English skills.

Following the Money

The fact that lack of enrollment is a primary reason for program termination brings attention to the issue of **cost structure and revenue models** for international joint and dual degree programs. Given the variety of program types and structures, it is not surprising that financial and budgetary models vary as well. Examples include:

- **Straight exchange.** Among the limited number of programs with two-way mobility, one financial model allows students to pay tuition at their home institutions for the entire duration of the program, including time spent at the partner institution. No money changes hands between the institutions, and neither institution gains revenue beyond what participating students would pay anyway if they stayed on the home campus.
- **Payment on a credit-by-credit basis.** Students pay each of the partner institutions directly for the courses they take there; again, no money changes hands between the partner institutions. For programs that enroll only students from outside the United States, students pay the U.S. institution's tuition for the time they spend on campus, which constitutes "new" revenue from "new" students.

According to Dale LaFleur, director of institutional relations at the University of Arizona, under the latter model, students from abroad typically pay Arizona's tuition themselves, though she cites an example of a law program in which some participants are funded as future employees by law firms in their home countries. While there have been attempts by some programs to secure funding from other sources, such as ministries of education, LaFleur has not seen any of these efforts come to fruition thus far.

LaFleur also noted that, in line with recent trends in university budgeting, more institutions are adopting **decentralized responsibility centered management (RCM)** financial models, in which "tuition follows the student." In this scenario, individual schools or departments receive tuition revenue for the students they enroll (in programs as a whole, or in individual courses) to cover their own expenses, including utilities and other "overhead" that traditionally have been handled at the institution level. RCM models incentivize individual departments to actively recruit students and increase their enrollment—potentially making international collaborative degree programs that operate on the payment-per-credit model particularly attractive.

On the cost end, the primary expenses associated with collaborative degree programs are **administrative**—faculty and staff time devoted to program development and management—and possibly travel between partner institutions. When low enrollment means that tuition revenue from incoming students does not counterbalance or outweigh these administrative expenditures, from a financial standpoint it may not make sense to continue the program—particularly in RCM environments. While the decision to establish JDDPs is not necessarily (and should not be) motivated by financial gain (as evidenced by programs operating on the "straight exchange" model), **the financial implications and proposed budget structures** of collaborative degree programs certainly should be taken into account. It is important to **weigh the level of goodwill investment** the institution and/or department is willing to make with the **potential returns (monetary and other)** that are likely to result.

Aside from enrollment issues, three respondents attributed program termination to institutional leadership changes (at the home institution or the partner institution); for example:

"We were in total agreement to launch this program but the [partner university] elects a new president every four years and the newly elected [university] president brought in his own administrative team and 'put all prior initiatives on hold.'"

In some cases, rather than resulting from problems, program termination **happened by design**. One respondent noted, for example, "This program was initiated by a professor with a specific three-year memorandum of understanding." Another reported, "This program was specifically registered to be a two-year program."

For one program, "agreement expired without renewal" was cited as the reason for program termination, suggesting that the original memorandum of understanding included a specified date for review and a decision about whether to continue. A number of respondents noted that including an **expiration date in a memorandum of understanding (MOU) is a good practice**. A five-year time horizon was cited as typical, though one respondent indicated that she sometimes requires a review after three years if she considers the relationship to be more tenuous at the outset.

As the expiration date approaches, the review process required for a “yay” or “nay” decision on whether to continue the program may be as simple as a verbal check-in, or may involve more formalized assessment. Dale LaFleur, director of institutional relations at the University of Arizona is currently working to develop an **electronic questionnaire** for departments to complete when dual degree programs are coming up for renewal, which she hopes will help facilitate the process and ensure a well-considered decision about program continuation.

The Community College Perspective

The survey included responses from a total of four community colleges. Of these, three do not have existing programs. One reported that its program is “not active.” At another, the program existed but is no longer operating. At the third, the program was “an idea that never developed or launched,” due to a “change in institution leadership with different goals.” Respondents for all three of these institutions reported that international joint and/or dual degrees are not mentioned in any institutional planning documents, and there are no policies to encourage or discourage such programs.

However, **Northampton Community College (PA)**—the fourth community college in the sample—has a flourishing partnership with Jinzhou Institute of Technology in Jinzhou, China, which includes a dual degree in automotive technologies. Joint/dual degrees are part of Northampton’s internationalization strategic plan, and the institution is currently exploring the possibility of an additional program with Jinzhou in the allied health field.

According to Manuel González, associate dean for international education at Northampton, a primary challenge for community colleges in establishing international collaborative degree programs is that the **community college model is not well understood outside the United States**. He noted that there is “a lot of misinformation” abroad, and the best way to help potential partners understand community colleges, and the U.S. higher education system as a whole, is to bring them to campus. As noted previously, Northampton hosted faculty and administrators from Jinzhou as it began discussions of a possible collaboration, which González saw as critical in building the trust needed for a successful relationship and program.

The **nontraditional characteristics of the community college student body** also add a level of challenge when it comes to JDDPs. Currently, the Jinzhou dual degree program enrolls only Chinese students; although Northampton’s president has set study abroad as a priority for his institution, typically students are only able to go abroad for short periods due to family and work obligations, as well as financial considerations. González acknowledges the potential for technology to facilitate the participation of U.S. students in dual degree programs, but noted that partners on the China end do not yet have the technical capability to support this.

In terms of incoming students, González also cited the **U.S. visa process** as a particular challenge for community colleges. Issues have arisen, he noted, because visa officials have not always recognized that, like their U.S. counterparts, students coming from the equivalent of a community college abroad are often older than traditional college age. In some cases, officials have been reluctant to issue student visas, despite older students’ active enrollment status and qualifications.

Even in the face of these challenges, González is optimistic about the future of JDDPs—at his institution and for community colleges more broadly. He advised that **institutions should “not be afraid to try new things,”** with the understanding that they will evaluate progress and make careful decisions about how to move forward. Most importantly, he said, institutions should **take the time needed to develop deep relationships** with their partner institutions; by the time a program launches, partners should be **“like family”**—ready and willing to “take care of each other,” and work together to establish a high-quality, successful program.

Country Considerations

In this section we look at country-specific data and explore qualitative responses in more depth in order to provide a picture of joint and dual degree programs in **the top five partner countries**. For each, we present the **top challenges** (as measured by the percentage of programs that reportedly faced some level of challenge), indicate where country data **departs from overall averages**, note **trends** among academic disciplines and partner institutions, and provide information about **contextual factors** that may impact the development and operation of programs. For some countries the number of programs represented is small, so data should be considered a snapshot of program experiences, rather than a comprehensive exploration of country context.

CHINA

For programs in China, **cultural and academic issues** are among the most commonly reported challenges; the top three were language and culture differences, teaching methodologies, and course equivalencies. As indicated in **Table 9**, for each of these items, the largest percentage of programs reported that they had faced “some” challenge.

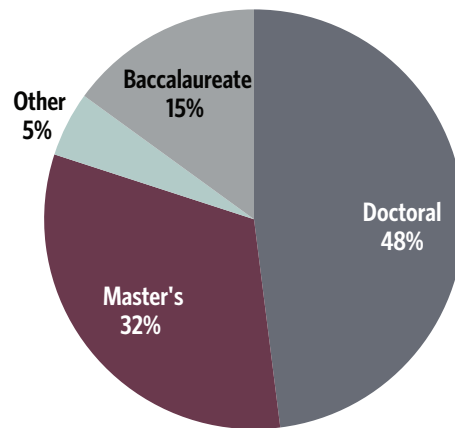
Table 9: Top Challenges for Programs with Chinese Partners

	No challenge	Some challenge	Quite a bit of challenge	Extreme challenge	Total facing challenge (some, quite a bit, or extreme)
Language and cultural differences	22%	50%	22%	6%	78%
Teaching methodologies	30%	56%	11%	4%	71%
Course equivalencies	31%	48%	11%	9%	68%

As noted in previous sections, challenges related to academic freedom and legal/regulatory issues were more commonly reported among programs in China than in other countries, but were not among the top challenges for China programs overall.

Among academic fields, the physical and natural sciences predominate, accounting for 34 percent of China programs in the survey (20 programs). Business programs account for 24 percent (14 programs), while other fields (social sciences, humanities, education, health, and “other”) are each represented by a handful of programs. As indicated in **Figure 13**, nearly half of the China programs are at the doctoral level, which is unique among the top five countries.

Figure 13: China Programs by Degree Level



Chinese partner institutions encompass a **range of institution types**. Samples categories and institution names (as reported by respondents) include:

- **Universities:** Dalian University, Hunan University, Shanghai Jiaotong University, Nanjing University, Renmin University, Zhejiang University.
- **“Normal” universities:** Anqing Normal University, Henan Normal University, Liaoning Normal University, Shanghai Normal University, South China Normal University, Tianjin Normal University.
- **Technology institutes:** Harbin Institute of Technology, Jinling Institute of Technology, Zhejiang Institute of Mechanical and Electrical Engineering.
- **Specialty institutions:** Beijing Forestry University, China University of Petroleum, Chongqing University of Post and Telecommunication, Guangdong University of Foreign Studies, Shanghai Urban Management College, Wenzhou Medical University.

Geographically, **various locations in China are represented**, with clusters of partner institutions in cities such as Shanghai, Beijing, and Tianjin. Hong Kong is also represented; partner institutions include the City University of Hong Kong, Hong Kong Baptist University, and the Hong Kong Institute of Education.

In addition to individual partner institutions, respondents mentioned **other organizations** that were involved in establishing their programs:

- One respondent cited **China’s Education Association for International Exchange (CEAIE)** as an initiator of the program; according to the organization’s website,⁴ CEAIE is “China’s nationwide not-for-profit organization conducting international educational exchanges and cooperation. . . . The activities CEAIE currently carries out are to support major people-to-people dialogue and exchange mechanisms between China and [other countries], provide quality assurance services [for] China-foreign cooperative programs to CEAIE members, and hold the China Annual Conference for International Education and the International Education Expo.”

⁴ China Education Association for International Exchange. 2010. “Overview.” http://en.ceaie.edu.cn/en_about_detail.php?id=3473.

- Another respondent referenced the **American Association of State Colleges and Universities (AASCU)**, which collaborates with CEAIE on the 1+2+1 Dual Degree Student Academic Program. According to the AASCU website, “20 AASCU campuses and 70 Chinese campuses [are] involved in the 1+2+1 dual degree student academic program, which has enrolled more than 1000 Chinese students who spend their sophomore and junior years at AASCU institutions.”⁵

University of Rhode Island and Minzu University (China)

A partnership between the University of Rhode Island (URI) and Minzu University, which is designated to serve China’s ethnic minorities, was established when Minzu approached URI’s School of Education about the possibility of creating a program to **train Chinese students to teach Chinese language**. URI already offered a master’s in bilingual education, and the proposed dual degree would be a natural extension. As native Chinese speakers, students would already be fluent in Chinese, but the program would help them learn the pedagogy of teaching Chinese language—to native or non-native Chinese speakers.

At the end of the program, along with a master’s degree from Minzu, students receive an MA in foreign language secondary education from URI and also have the option to obtain a Rhode Island teaching certification. Four students have completed the program so far; two have accepted jobs teaching Chinese in the United States and two have returned to China to pursue employment. Dania Brandford-Calvo, director of the University of Rhode Island’s Office of International Students and Scholars, noted that while URI is considering offering the program in collaboration with a second Chinese university, they want to **keep the number of participants small**, in order to maintain a mix of languages in the bilingual education program as a whole.

According to Brandford-Calvo, while Minzu’s status as a minority-serving institution was not a “principal driver” of the decision to pursue collaboration, it was “not ignored.” URI, she noted, wants to partner with institutions abroad that **fit the mission of URI**, and access is an important component. The program also appealed, she said, given the need to **“recognize minority expression in language,”** which is also consistent with URI’s values.

SOUTH KOREA

Like China programs, **language and culture differences** and **course equivalencies** were two of the top three challenges reported for South Korea programs; for course equivalencies, 87 percent of South Korea programs reportedly faced challenges—the largest percentage among the top five partner countries, and notably higher than the 67 percent of the sample as a whole that reported facing challenges in this area. **Student expectations for engaging with faculty** rounded out the top three, with 71 percent of South Korea programs reporting challenges in this area.

As mentioned previously, programs with partners in South Korea are **more heavily weighted toward joint degrees (versus dual)** than is typical for the sample as a whole. It should be noted, however, that numbers are relatively small, and of the three South Korea joint degree programs for which data were reported, only one is currently operating (see a description in the “University of Maryland and Pusan National University” box); of the other two, one existed but is no longer operating, and the other is in development.

Among academic areas, science, technology, engineering, and mathematics (STEM) fields—including mechanical and electrical engineering—were well represented. Multiple programs with an international economics and business focus were reported by one U.S. institution, but none of them were operating at the time of the survey. Programs were split nearly evenly between bachelor’s and master’s, with one PhD program reported. National universities comprise the majority of partner institutions; examples include Kyungpook National University, Chungnam National University, and Chonbuk National University.

⁵ American Association of State Colleges and Universities. “International Education.” <http://www.aascu.org/Programs/InternationalEducation>.

University of Maryland and Pusan National University (South Korea)

The University of Maryland's (UMD) joint PhD program with Pusan National University (PNU) was **initiated by the department chair and faculty in the mechanical engineering department** in 2010. Several faculty in UMD's mechanical engineering department have had research interactions with their counterparts at PNU and in local industry in Busan. UMD's mechanical engineering program enrolls a significant number of international graduate students, including students from South Korea—many of whom work in academia and industry upon returning home. Given these connections, enthusiasm and support for a joint program between UMD and PNU was easy to find.

Students in the joint degree program first complete their coursework at their home institution. The **collaboration begins at the dissertation stage**; participants' dissertation committees are made up of faculty at both institutions, and typically students conduct dissertation research at both campuses. Students are required to write their dissertations in English, but include an extended summary in Korean, as well as an abstract in both languages.

In terms of **financing**, while students are at UMD, their tuition and fees are covered by research assistantships in the mechanical engineering department, while PNU provides them with a stipend consistent with UMD's stipend rates. PNU is also required to support participating students with a monthly stipend when they are on the PNU campus.

Although the program is called a joint degree, students receive **two separate diplomas**—one from UMD and one from PNU. Students' transcripts reflect the joint doctoral program.

FRANCE

Reflecting the overall sample, **course equivalencies** were among the top challenges faced by programs with partners in France. The other top challenges, however, related to the **sustainability** of programs. A majority of France programs faced challenges in terms of faculty interest and commitment, as well as shifting institutional priorities and goals; for the latter, however, the data do not indicate whether the shifting took place at the U.S. institutions or the French partner institutions.

Among the top five countries and compared with the sample as a whole, France programs encounter **relatively few challenges when it comes to language and culture differences**. Fifty-five percent of programs reported no challenge in this area, with the remaining 45 percent reporting "some" level of challenge. No programs faced "quite a bit" or "extreme" challenge. **Other academic issues** such as teaching and grading methodologies also presented challenges for a lower percentage of France programs than for programs in other countries.

In terms of academic area, **business and management predominate** among France programs. Partner institutions reflect this focus; examples include France Business School, IESEG International School of Business, and Grenoble Ecole de Management, as well as institutions with a broader academic focus such as Sciences Po and Université Paris 1 Panthéon-Sorbonne.

Aside from business and management, engineering, environmental sciences, political science, and language and literature were among the fields cited. A majority of programs across academic fields are at the master's level.

Salisbury University (MD) and Grenoble Ecole de Management (France)

According to Brian Stiegler, assistant provost for international education at Salisbury University, the institution's dual degree program with France's Grenoble Ecole de Management (GEM) is the "grand-daddy" of Salisbury's various international collaborative degrees, having predated most of the institution's existing programs. The program was started around 2000, and was based on an **exchange model**; graduate students from both institutions would spend one year at GEM and one year at Salisbury (where they would complete an already-existing one-year MBA program), and would receive a master's degree from each of the two institutions. On the GEM end, a thesis was required of all students, French and American alike.

In practice, however, the program was one-directional. French students consistently came to Salisbury, but very few Salisbury students went to GEM. Because the agreement was structured so that no money changed hands and students simply paid the tuition at their home institutions, Stiegler noted that, with so few outgoing students, Salisbury was "**giving away its MBA degree**" all too often. In light of this imbalance, the program was suspended in 2012, pending an assessment and redesign.

A new MOU was signed in 2013, and the first cohort of students will enter in the fall of 2014. While the new program still enrolls master's students from GEM, Salisbury will now send **undergraduates instead of graduate students**. Salisbury students will complete their freshman and sophomore years at Salisbury, then spend their junior year at GEM, after which they will return to Salisbury for their senior year. GEM will count their first two years of coursework toward a three-year bachelor's degree (the dominant model in Europe), which they will receive upon completion of their year at GEM. Then, students will transfer their junior year credits from GEM back to Salisbury, complete their final year, and graduate with a bachelor's degree from Salisbury.

An added feature of the program is a **language component**. Faculty in Salisbury's business school worked closely with colleagues in the modern languages department to design a language proficiency requirement for undergraduates majoring in international business, and structured the dual degree program to include French language coursework at both Salisbury and GEM. While business content courses are taught in English, students in the program graduate with a French minor in addition to degrees from each institution.

GERMANY

For programs with a German partner, **the most challenging issues were administrative**; two-thirds of responding programs reportedly faced challenges in terms of faculty interest and commitment, over-dependence on key faculty or administrators from which the partnership originated, and securing sufficient funding for program launch.

Overall, however, the **data indicate that challenge levels for programs with a German partner are relatively low**. For seven of the 17 challenge variables included in the survey, programs with German partners had the greatest percentage of respondents reporting that they faced no challenge; of particular note, 88 percent of Germany programs reportedly faced no challenge in the area of educational quality and standards (compared with 49 percent of programs overall), with 78 percent reporting the same for level of enrollment consistent with expectations (compared with 36 percent overall).

Approximately half of the Germany programs represented in the survey are in the business and management fields; other academic areas include engineering, law, and policy. In terms of degree level, there was a near even split between bachelor's and master's programs, plus one PhD program. Partner institutions include Humboldt University, University of Hamburg, Saarland University, and the European Business School, among others.

University of Pittsburgh and the European Business School (Germany)

The relationship between University of Pittsburgh's Joseph M. Katz Graduate School of Business and the European Business School (EBS) in Oestrich-Winkel, Germany, began with a student exchange agreement. Building on this foundation, the two institutions **established a dual degree program in 1997**, which **allows EBS students** to complement a master's (in finance, operations, or another business field) from their home institution with an MBA from the University of Pittsburgh. To date, over 100 students have participated in the program.

Although no Katz Graduate School of Business students participate in the dual degree program, Sandra Ries Douglas, director of MBA programs at the Katz School, noted that **American MBA candidates do attend EBS for shorter periods** (a semester or summer program) through the ongoing exchange agreement between the two institutions. EBS courses are taught in English, which makes it an attractive study abroad destination for U.S. students.

For the dual degree, EBS students enroll in the Katz School's one-year accelerated MBA program and **pay in-state tuition** during that time. Some also receive a **fellowship** to work with a faculty member, which includes a stipend to cover living expenses. Douglas noted that because EBS has exchange agreements with about 200 institutions worldwide, including at least 15 in the United States, Pittsburgh is competing with other universities for EBS students; in-state tuition and fellowships are an important factor in attracting qualified students.

According to Douglas, while the German students experience typical adjustment issues associated with studying abroad, in general **their transition to the American classroom is fairly smooth**. She noted that EBS is quite progressive in terms of curriculum and teaching style; like in U.S. business schools, course content is case-based, and active discussion about key issues is encouraged. These similarities, along with fairly high English proficiency, allow for relatively easy integration into the MBA program and U.S. university life more broadly.

TURKEY

In Turkey, **issues related to program expectations** were among the most challenging; a large proportion of respondents reported that their programs faced challenges in terms of commitment level and expectations of partners (91 percent faced challenges; 18 percent faced an "extreme" amount of challenge) and level of student enrollment consistent with expectations (80 percent faced challenges; 10 percent faced an "extreme" amount of challenge). A greater percentage of Turkey programs reported challenges in the area of **language and cultural differences** than did programs in any of the other top five countries (82 percent of Turkey programs compared with 66 percent of the sample as a whole).

Along the lines of commitment level, one respondent observed that university presidents in Turkey change every four years; new presidents typically reassess institutional priorities, which may mean that programs in development are no longer pursued. The respondent suggested that institutions seeking partnerships with Turkish institutions should be **mindful of upcoming administrative changes**, and avoid initiating partnership discussions in the final year of a presidency.

A majority of Turkey programs are at the **bachelor's level** and there is **much less concentration on business fields** than among France and Germany programs. Though entrepreneurship and management are represented, a majority of programs are in other academic areas; examples include environment and design, information systems, computer science, international affairs, electrical engineering, and political science. Partners include technical-focused institutions such as Istanbul Technical University, Middle East Technical University, and Yildiz Technical University, as well as Bilkent University and Izmir University of Economics, among others.

SUNY and the Turkish Higher Education Council

Among the programs in the survey with partners in Turkey, a large percentage are administered by institutions that are part of the **State University of New York (SUNY) system**. These collaborations have resulted from an agreement between the SUNY system as a whole and Turkey's Higher Education Council, which oversees and regulates higher education in Turkey. According to Lori Thompson, director of the Office of International Programs in SUNY's system-wide Office of Global Affairs, the agreement itself resulted from meetings between Kemal Gürüz, then president of the Higher Education Council of Turkey, and Robert King, then chancellor of SUNY, who assembled a team of senior officials from the Council, SUNY, and the lead SUNY campuses and Turkish universities in 2000. The initial project board facilitated the development of programs between individual SUNY institutions and counterparts in Turkey, and the partnership has grown to include additional institutions on both sides.

Binghamton University has been one of the most active SUNY campuses in terms of developing programs under this agreement. Katharine Krebs, vice provost for international affairs at Binghamton, noted that faculty in the institution's long-standing Ottoman history program were instrumental in generating enthusiasm for collaboration; Binghamton's reputation as one of the top SUNY institutions for undergraduate education was also helpful in terms of attracting high-caliber Turkish partners.

Currently, Binghamton has **three active programs in Turkey**, in information systems, global and international affairs, and management. The programs enroll only Turkish students at this point (though there has been some discussion of opening them to U.S. students as well), and operate on a **1+1+1+1 model** whereby students spend one academic year at a time at each institution, rotating annually between the two. Krebs observes that while the back-and-forth nature of the program can be challenging for students in terms of cultural adjustment and developing a sense of affiliation with either institution, for highly motivated and academically prepared students, it affords a **unique comparative perspective** on their fields, and an in-depth understanding of two very different higher education systems.

Binghamton refers to its collaborations with Turkey as **dual diploma programs**. Based on the definitions used in this study, however, they are joint degrees; upon completion, students receive a single degree that is jointly issued by the two partner institutions. However, they receive two separate diplomas, each of which cross-references the partner institution (e.g., a BS in information systems engineering from the Turkish institution which states that it is "jointly awarded with Binghamton University").

Ray Bromley, vice provost for international education and professor of planning, geography, and public policy at the University at Albany, State University of New York, noted a number of characteristics of the Turkish higher education system that impact the process of developing collaborative degree programs there. First, all **new degree programs must be approved by the Turkish Higher Education Council**. Proposed programs can only be submitted once a year—in the fall, so that students may apply to approved programs in the spring. Program proposals must be extremely detailed and meet relatively **rigid requirements** in terms of curriculum and sequence of courses. Because university admission is at the program level and is centralized by the Higher Education Council, however, once a program is approved, **enrollment is guaranteed** at the level specified by the institutions and approved by the council.

Emerging Models and Trends

Survey data and follow-up interviews with respondents provided insights into emerging program models, and possible directions for international joint and dual degree development in the coming years. Though certainly not an exhaustive list, the following topics may serve as “developments to watch,” and areas for additional research going forward.

MANAGING MANY PROGRAMS

As noted previously, many of the institutions that responded to the survey already administer multiple international joint and dual degree programs; in follow-up interviews, respondents agreed that collaborative degrees are likely to grow in popularity in the coming years, and in many cases, their institutions are actively working to develop additional programs. The anticipated proliferation of programs raises the question of **how institutions should manage multiple joint and dual degree arrangements**—in particular, to what extent should procedures and processes be **centralized versus handled at the individual school or department level**, and what should be the **role of faculty versus their administrative counterparts**.

According Dale LaFleur, director of institutional relations at the University of Arizona, “**synergy**” **between centrally coordinated approaches and departmental engagement** is key to developing and managing multiple programs. At her institution, the dean of the graduate school set the development of international dual degree programs as a unit-wide strategic priority. LaFleur and other administrators worked with faculty to identify potential partners, dealt with logistical details, and vetted MOUs with the institution’s legal counsel.

With a number of programs now up and running at Arizona, LaFleur sees herself as a **facilitator and bridge** between central administration and individual departments. Reporting to the vice president for global initiatives, she understands the **strategic role international collaborative degrees** play in the broader institutional context, and works with faculty and departments to ensure that their programs fit with the overall vision and goals of institutional leaders. Having developed **best practice models**, she also helps faculty avoid common pitfalls, or reinventing the wheel in terms of program processes and procedures.

Another aspect of LaFleur’s facilitator role is **negotiating partnerships**; when an institution abroad contacts Arizona (often the president’s or provost’s office) seeking to establish a collaboration, LaFleur is charged with assessing the viability of a joint venture and determining interest among faculty in appropriate departments. Arizona faculty also approach her when they have an idea for a collaboration but need help finding an institutional partner abroad. For partnerships that take hold, LaFleur chairs a **campus-wide committee** that reviews all proposed degree programs. Members include a representative from the graduate college, staff from the international students’ office and provost’s office, the institution’s general counsel, and a distance learning specialist if there is an online component to the program.

Other respondents also spoke to the need for both centralization and department-level engagement. Joël Gallegos, assistant provost for international programs at The University of North Carolina at Charlotte, noted that it is important for his office to be involved in particular aspects of program administration for which he bears institution-wide responsibility, such as immigration procedures, making sure participating students meet English requirements, and the legal issues and institutional responsibilities entailed in signing MOUs. Academic content and the day-to-day management of programs, however, he leaves largely to the individual colleges and their faculty.

Along similar lines, Brian Stiegler, Director of the Center for International Education and associate professor of Spanish at Salisbury University (MD), underscores the importance of buy-in at the department level, not only in terms of program management, but in establishing an **academic ethos** that supports and celebrates international collaborative degree programs. While he too is involved in certain aspects of program development and administration across the institution, in his view, the enthusiasm and commitment needed to sustain programs for the long term must come from the faculty; his hope is that departments will see successful international collaborative degree programs as a “jewel in their crown” that is actively maintained and showcased when recruiting students and faculty.

MULTILATERAL PROGRAMS

While the vast majority of joint and dual degree programs included in the survey are bilateral (one U.S. institution and one partner institution abroad), a handful involve **multiple institutions in multiple countries**. Two such programs—one at Syracuse University’s Maxwell School of Citizenship and Public Affairs, and one at DePaul University—originated as part of the Atlantis Program, which is “jointly administered and funded by the U.S. Department of Education and the European Commission’s Directorate General for Education and Culture, [and] provides grants for four to five years to add a European Community-United States dimension to international curriculum development and related student exchange.”⁶

DePaul’s program was started in 2006 as a collaboration between **DePaul, the University of Western Illinois, the Ecole de Commerce Européene (ECE) in Lyon, France, and Linköping University in Linköping, Sweden**. Originally, undergraduate students in business from the United States spent one semester at ECE and one semester at Linköping. In each country, the group would pick up a cohort of students from the host institution, all of whom would then complete additional coursework back at DePaul or Western Illinois. At the end of the program, students from all three countries received both a three-year European bachelor’s degree and a four-year U.S. bachelor’s degree.

According to Gian Mario Besana, associate provost for global engagement and online learning at DePaul University, the problem with this model was that European students arrived at DePaul with numerous specialized credits, but very few general education courses; program faculty had to go through “gymnastics” with liberal studies faculty at DePaul to find a way for these students to fulfill the institution’s **general education requirements** in order to earn a degree. For this reason, DePaul’s lead faculty member for the dual degree program renegotiated the structure of the program with the European partner institutions. Now, while the DePaul students still receive two bachelor’s degrees, the European students earn a bachelor’s degree from their home institution, and a master’s degree from DePaul, rather than a second undergraduate degree. As noted previously, online courses taken in the summer prior to arrival at DePaul help students to complete the master’s degree in one year, along with some double-counting of credits from their undergraduate institutions.

The program at **Syracuse’s Maxwell School** is a master’s-level collaboration with two European institutions: **Hertie School of Governance in Berlin, and the International Institute of Social Studies in The Hague, which is part of Erasmus University Rotterdam**. Students from all three institutions participate, and study at one or both of the partner campuses as well as

⁶ U.S. Department of Education. “European Union United States Atlantis Program.” <http://www2.ed.gov/programs/fip-seec/index.html>.

their home institutions. The overall academic field for the program is **international security and development policy**, however participants are afforded **considerable choice** in where they study and what degrees they receive. The Maxwell School offers a master's in international relations or public administration, which students complement with a public administration, public policy, or economic development degree from one of the European institutions.

According to Michael Wasylenko, senior associate dean for academics and administration in the Syracuse University Maxwell School of Citizenship and Public Affairs, students could, in theory, earn the same degree (e.g., a master's in public administration) from two of the institutions, but most choose to pursue two different degrees. While the students earn two degrees—one from each of two partner schools—they have the **option to study at all three institutions** over the course of the program. Since the program's inception in 2011, about 33 students have participated. Approximately the same number of students from Maxwell have attended the partner institutions as have students from the partner institutions attended Maxwell programs.

While multilateral programs are an intriguing model, particularly in terms of providing students with a broadly comparative perspective on their fields, they do entail added coordination and logistical complexity. The number of multilateral programs included in the survey was very small (six out of 193), so generalizability is limited, but among respondents for these programs, the percentage that reported facing challenges was greater in many areas than for the sample as a whole. This trend was particularly notable for **academic and faculty-related items**; *all* of the multilateral programs included in the survey, for example, reportedly faced challenges (some, quite a bit, or extreme) in the areas of grading/evaluation methodologies, course equivalencies, student expectations for engaging with faculty, and faculty interest and commitment.

The SUNY Turkey collaboration outlined above also highlights the possibility of **collaborations with non-academic partners abroad** such as ministries of education and other government bodies. However, Ray Bromley, vice provost for international education and professor of planning, geography, and public policy at the University at Albany, State University of New York, questions whether SUNY's system-level collaboration with the Turkish Higher Education Commission could be replicated by other state systems in the United States; part of why the collaboration works, he observes, is that the SUNY system includes a number of institutions of equal status, and there is a large system administrative structure that is independent of the individual institutions. Other state systems with different structures and characteristics may not have the system-wide resources available to replicate the SUNY-Turkey model.

Nonetheless, as more governments abroad establish programs and initiatives to encourage global engagement by their higher education institutions, opportunities for institutions and systems involving government partners may arise. And, while none of the programs included in the current survey cited **industry partners**, examples of international collaborations among universities, corporations, development agencies, and other organizations are surfacing. It would not be surprising to see more non-academic partners involved in collaborative degree programs in the future; given the large number of programs in business and management fields, for example, corporate partners for student internships may provide added value to new and existing collaborations.

ACADEMIC AND GEOGRAPHIC FOCUS

Going forward, respondents predict that in terms of academic focus, **business** will likely remain a top field for international joint and dual degree programs; **law, engineering, health, informatics, and STEM fields more broadly** were also mentioned as areas of interest. Looking across disciplines, Joseph Scholten, associate director of the University of Maryland, College Park’s Institute for International Programs, speculates that **graduate programs, particularly at the PhD level**, are likely to become more common as foreign governments increasingly offer scholarships specifically for graduate-level study abroad, or expand existing scholarship programs to allow for graduate study in addition to work at the undergraduate level.

One respondent suggested that **interdisciplinary programs**, particularly in technology-related fields, are likely to increase. Along these lines, **collaboration among multiple departments on the home campus** was cited as an emerging trend; examples—described in previous sections—include Salisbury University’s incorporation of a French minor into a business dual degree program, and work between program faculty and their colleagues in liberal studies and other departments to facilitate students’ completion of general education requirements. The engagement of multiple departments may give rise to institution-level collaborations that allow students in a variety of disciplines to earn a degree from each of the partner institutions; the University at Albany’s dual degree program with Kansai Gaidai (also described previously) is an existing example.

Geographically, a number of areas have peaked the interest of respondents. One cited **South Asia and India in particular**, especially for technology programs, though he acknowledged that financial considerations are likely to present challenges. Another noted interest in establishing programs in the **Middle East**, but sees immigration policies and related issues as a potential stumbling block. The same respondent would like to pursue programs in **Africa** for “humanistic reasons.” In her view, the region generally is not ready for collaborative degrees, but “needs to be explored” and kept on the radar for the future.

Conclusion: Collaborative Degrees and Comprehensive Internationalization

In the international education field, joint and dual degrees are a familiar concept; there is general consensus on basic definitions, and a common understanding of the core elements of such programs. Working through the quantitative and qualitative components of this study, however, revealed the **complexity and nuances** that lie beneath what initially seems like a fairly straightforward idea, and the **myriad forms** these programs take in practice.

In terms of implications for institutions as they consider whether and how to enter the international collaborative degree arena, perhaps the most important take-away from this study is that JDDPs are like fingerprints; **they are recognizable as a category, but no two are exactly alike**. Certainly, it is possible to develop a general template for MOUs, for example, implement a common financial model across programs, and anticipate some challenges based on others' experiences. However, the details—particularly in terms of academics and curriculum—as well as the particular challenges that will inevitably arise, are specific to each individual program. Moreover, as conditions shift and programs evolve, new issues, challenges, and decision points emerge, requiring ongoing attention and adaptation.

Given this reality, institutions should approach JDDPs with the clear understanding that **substantial work and resources** will be required—both at the outset and in order to maintain the program over time. As cited by respondents and explored in various sections of this report, existing academic policies (e.g., related to credit transfer, double counting of course work, general education, and residency requirements), budgetary realities and tolerance for financial uncertainty, and faculty and staff enthusiasm and engagement, among other institutional factors, should inform decisions about whether it makes sense to pursue international collaborative degrees at all, and should guide choices about the structure of individual programs.

Looking more broadly, however, these practical considerations are part of a bigger picture in terms of the institutional context for international joint and dual degrees. In qualitative follow-up, a number of respondents noted that collaborative degree programs are part of their institutions' efforts toward **comprehensive internationalization**, defined by ACE as a “strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.” ACE's Center for Internationalization and Global Engagement (CIGE) has developed a **Model for Comprehensive Internationalization**, illustrated in **Figure 14**, which is composed of six interconnected pillars that require attention as institutions design strategies and create policies to advance internationalization; the “collaborations and partnerships” pillar includes JDDPs, among other academic ventures.

Figure 14: CIGE Model for Comprehensive Internationalization



A key feature of the CIGE Model is that the six pillars are **interconnected**; often, progress in one area is dependent upon—and gives rise to—progress in others. Related to joint and dual degrees, for example, tenure and promotion policies that reward (or at least, do not discourage) international activity and engagement may facilitate faculty involvement in and commitment to collaborative programs, and allow academic staff to prioritize this work over other projects. Student learning outcomes that include international knowledge and competencies may motivate the development of JDDPs as a venue by which students can fulfill these educational objectives. A definitive message from top leadership about the importance of international academic collaboration, and its incorporation into institutional planning documents, may outweigh objections by officials in the budget office.

Conversely, however, a lack of attention to these and other areas of internationalization may hinder the development and implementation of international collaborative degree programs. Decisions about whether and how to pursue these programs should **take into account the overall state of internationalization** on campus; if little progress has occurred, the CIGE Model can help institutions identify key policies, structures, and practices that need to be addressed in order to create a supportive environment for joint and dual degrees. Making sure this institutional groundwork is in place prior to program creation will increase the likelihood of successful, sustainable collaborations.

Of course, this comprehensive approach adds **yet another layer of complexity** to the program development process—perhaps an unappealing prospect when potential partners overseas are calling, and the possibility of added tuition revenue looms large. The **potential payoff, however, is great**—when done well, the benefits of international collaborative degree programs extend well beyond individual program participants and added revenue. By contributing to an institutional climate and ethos that foster global awareness by faculty, staff, and students, international joint and dual degrees can advance campus-wide internationalization efforts and help institutions fulfill their imperative to prepare students to live and work in the globalized world of the twenty-first century. Even more broadly, these programs contribute to a global flow of people, information, and ideas that—we can hope—will facilitate relationships and collaboration, build mutual understanding, and, ultimately, lead to a more interconnected, peaceful world.

We hope that the data, examples, and advice presented throughout this paper will help institutions identify key issues and potential challenges, and learn from the experience of others as they consider, design, and implement international joint and dual degree programs. As expected given the complexity of the topic, this project has given rise to additional questions and areas for future research. In particular, in addition to the “emerging models and trends” identified in the previous section, **questions about outcomes and impact** bear examination—both in terms of individual students and their international awareness and understanding, and institutional internationalization efforts and long-term strategy. We look forward to continued discussion and research on this important topic.

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Appendix: Methodology

In January 2014, an **electronic survey** was sent to contacts at 382 institutions that indicated in ACE's 2011 Mapping Internationalization on U.S. Campuses Survey that they offered or were in the process of developing international joint and/or dual degree programs at the time. Individual contacts were identified based on who at the institution had completed the Mapping Survey, but the directions indicated that if necessary, the survey could be forwarded to another institution representative who would be better positioned to complete it.

A total of **134 institutions submitted valid survey responses**, for an overall response rate of 35 percent. All 134 respondents provided institution-level data about strategic planning and policies for international joint and dual degree development and administration.

In addition to institution-level data, the survey also requested information about individual international joint and dual degree programs administered by the institution. Respondents at **89 of the 134 responding institutions provided data about specific joint and/or dual degree programs** at their institutions (the remaining 45 only provided the institution-level data).

Institutions that administer more than one joint and/or dual degree program were asked to provide information about each individual program. Across the 89 institutions that provided program-level data, information was received on a total of **193 individual programs**.

Survey respondents were asked if they would be willing to be contacted for follow-up; **email correspondence and telephone interviews** with key informants were used to gather additional information on themes that emerged from the survey data. Informants were asked to verify the accuracy of the written summaries of their contributions prior to publication of the report.

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