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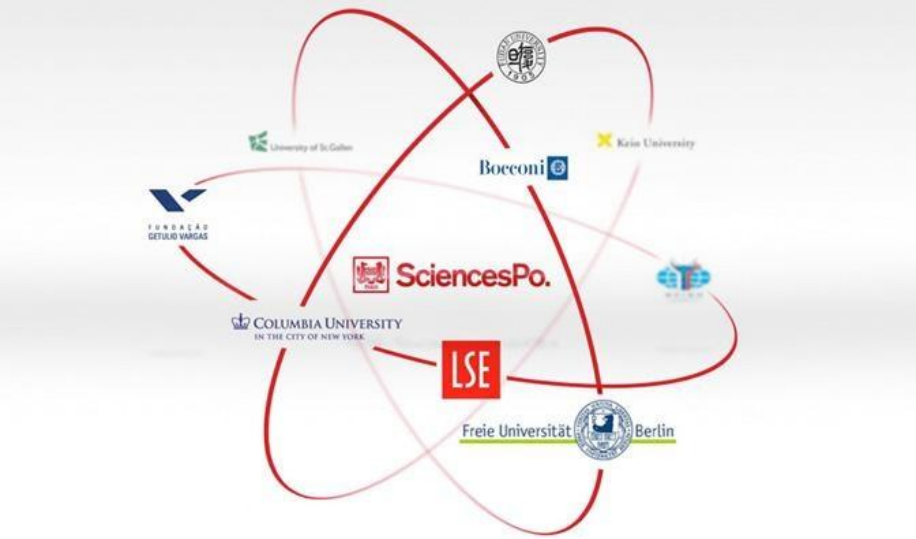
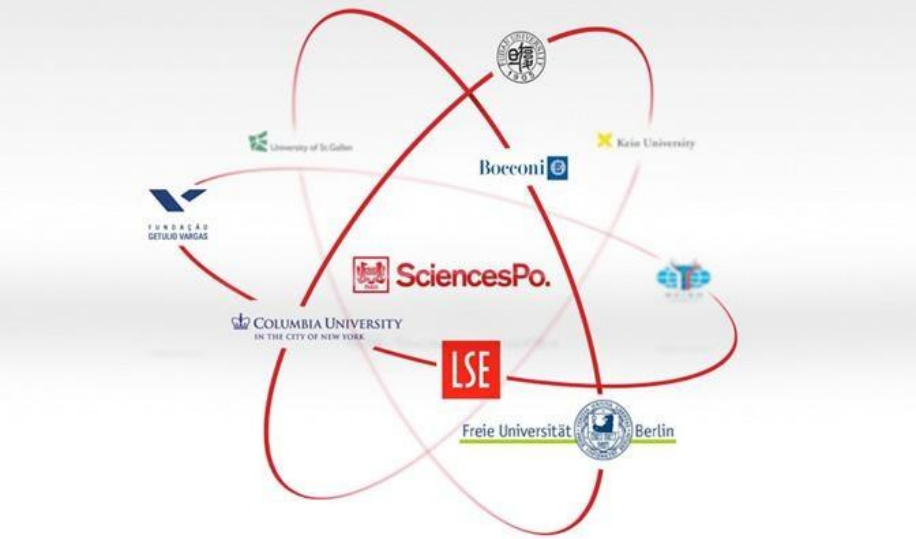


From Niche to Global Trend:

How Collaborative Degree Programs Change the Dynamics of Higher Education Internationalization



From Niche to Global Trend: How Collaborative Degree Programs Change the Dynamics of Higher Education Internationalization

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Definition

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

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

Global Trend

„Dual-Degree Programs Are Gathering Steam"
New York Times, March 2011

„Collaborative International Degrees Are on the Rise"
Chronicle of Higher Education, Sept 2011

„A future trend will be towards the establishment of institutional partnerships and joint-degree programs that will attract students and researchers alike to the combined strengths of multiple universities working in partnership."
The Observatory on Borderless Higher Education: „Borderless 2011: Perspectives on the Future"

International Association of Universities 3rd Global Survey Report (2010): **Joint/double degree programs among TOP 5 internationalization priorities at HEIs, up from rank 8 (2005).**

Changing Dynamics

Impact of collaborative degree programs on:

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

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

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

Current Trends - in a Nutshell

Global Survey on Joint and Double Degree Programs (2011) by Institute of International Education / Freie Universität Berlin: resp. 245 HEI worldwide

Most common type of a collaborative degree program:

- Double Degree Program (joint degree programs less common)
- On graduate (Master) level,
- Either in business & management, engineering, or in social sciences,
- Taught in English,
- With 25 or less students enrolled,
- And very likely to include a partner university situated in European country

Source: IIE/FUB Survey 2011

Future trends: More regional diversity

United Kingdom
Brazil
Russia
France
Turkey
South Korea
China
Mexico
Canada
Italy
Australia
Chile
Germany
India
SIngapore
Japan
Netherlands
Spain
United States
Argentina

Source: IIE/FUB Survey 2011

Challenges

Rank	Challenge
1	Ensuring sustainability
2	Securing adequate funding
3	Curriculum design
4	Legal issues
5	Recruiting students

Source: IIE/FUB Survey 2011

29% of survey participants report cancellation or discontinuation of a JD or DD program

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

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

Challenges: Lack of Strategy

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

…but

- Only 55% of survey participants report having a clear institutional policy on program development
- 55% of all respondents say they have no particular recruitment measures in place to recruit students to JDs or DDs

... and while „pooling of resources“ and „use of synergies“ is often referred to in the context of collaborative programs, „offering courses from partner university“ ranks second last on the ranking of institutional motivation for JD & DD development.

Source: IIE/FUB Survey 2011

Thank you for your attention!

Complete survey report available at:

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

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