



Council of Graduate Schools

Advocacy, Research, and Innovation

Emerging Best Practices in Joint and Dual Degree Programs

September 18, 2009
EAIE Annual Meeting
Madrid, Spain

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Some Major Studies on Joint and Dual Degrees

- EAU Joint Master's Project (2002, 2004)
- German Academic Exchange Service [DAAD]/German Rector's Conference [HRK] (2006)
- Freie Universität Berlin [FUB]/Institute of International Education [IIE], Transatlantic Degree Programs Project (2008-09)
- Council of Graduate Schools [CGS], Graduate International Collaborations Project (2009)



Why This Session?

- **Because more international dialogue is needed about:**
 - The benefits and challenges of collaboration
 - The respective roles of leaders at all levels (deans, international offices, faculty)
 - Constraints and opportunities specific to graduate (postgraduate) education vs. undergraduate education
 - Regionally specific challenges (e.g., in Europe, the US)



Why These People?

- **US Perspectives– Debra Stewart, CGS**
 - Daniel Denecke, CGS, Graduate International Collaborations Project
- **European Perspectives– Ursula Lehmkuhl, FUB**
 - Matthias Kuder, FUB, The Transatlantic Degree Programs Project (FUB/IIE)
- **Institutional Perspectives on Considerations and Challenges**
 - John Hudzik, NAFSA President and Michigan State University





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U.S. Perspectives on Joint and Dual Degrees: Findings from the CGS Graduate International Collaborations Project

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Interest and Engagement in International Joint & Dual Degrees is Growing

	<i>Degree Type</i>	2007*	2008**	Change (%)
Established Programs with International Universities	Dual/Double Degree Programs	32%	51%	+19
	Joint Degree Programs	3%	14%	+11
Plans to Establish New Programs with International Universities	Dual/Double Degree Programs	3%	33%	+30
	Joint Degree Programs	9%	11%	+2

*Data represents largest 50 institutions with respect to international student enrollment. For data on largest 10, 25, 50, and all universities, see *source, Council of Graduate Schools, 2007 Graduate Admissions Survey II: Final Applications and Initial Offers of Admissions. August 2007 and **source: Council of Graduate Schools, 2008 Graduate Admissions Survey II: Final Applications and Initial Offers of Admissions. August 2008. www.cgsnet.org*



Why the Heightened Interest? A “Perfect Storm”

- Declining US domestic student interest in S&E doctoral degrees
- Increased dependence on international students for growth in S&E graduate degrees
- Unforeseeable political and economic events (post 9/11) in the US that impact global student mobility
- Signs that international student applications to US graduate programs can no longer be taken for granted
- International recognition that graduate education is a crucial part of economic competitiveness strategy



Weathering the Storm: Graduate Deans and CGS Respond

- 75% of U.S. graduate schools enhanced outreach to international students since 9/11
 - call centers, enhanced use of electronic applications, international student academic counselors
- 58% of U.S. graduate schools reported international exchange partnerships
- CGS launched annual tri-part international student admissions survey, annual Strategic Leaders Global Summits on “best practices,” and the Graduate International Collaborations Project

Source: CGS, “Findings from the U.S. Graduate Schools on International Graduate Student Admissions Trends”; CGS Press Releases, September 2, 2004 and November 5, 2004.



Graduate International Collaborations Project

- NSF grant-funded project to identify policies and practices that foster, or inhibit, successful international collaborations in graduate education, including research and formal (e.g. joint and dual) degree collaborations.
- Activities:
 - Focus Group Research
 - Survey (valid responses from 43 institutions, reported on 168 programs)
 - Workshops and Meetings
 - White Paper and Publication



What We Knew from Prior CGS Surveys

- Much variation and confusion about definitions
- Field distribution:
 - Master's (esp., Engineering; Business)
 - Doctoral (esp., Physical Sciences; Engineering)
- Master's far more common than doctoral
- Dual degrees more common than joint degrees



Definitions

■ Dual (or Double) Degree

- Students study at two or more institutions and upon completion of the program receive a separate diploma from each of the participating institutions

■ Joint Degree

- Students study at two or more institutions and upon completion of the program receive a single diploma representing work completed at two or more institutions.
 - “Double-seal” (award contains names or “seals” of each)
 - Home institution’s “seal,” with transcript notation of participation
 - Home institution’s seal, with certificate signifying participation in collaboration



How many collaborative degree programs of each type [do you] have with an international partner institution?

<i>Total =</i> 119	Business	Engineering	Other Research Degree	<i>Total</i>
Joint Degree	16	17	20	53
Dual Degree	19	23	24	66



How are partners typically chosen in your joint and dual degree programs?

Known contacts among faculty/existing faculty partnerships	58.1%
Existing partner through an already established program	23.3%
Strategic decision to pick a new partner	16.3%
Other	2.3% (“Approached by foreign institution”)



Selection Criteria

- Evidence of research cooperation between the involved institutions
- Evidence of faculty interest
- The overall quality of the partner institution and its faculty
- The partner's experience creating international collaborative programs
- Satisfaction of strategic interests
- Availability of adequate funding
- Certainty about the partner's investments of time and funding



What are the primary motivations

for your institution to partner with an international institution
on joint or dual degree programs?

- Attract international students (84%)
- Faculty Interest (81%)
- Strengthen Academic Research Quality (77%)
- Administrative Interest in Internationalizing the Institution (77%)
- Increase Prestige (51%)
- Increase Revenue (44%)
- Employer/Industry Demand (35%)
- Other (16%)
 - Provide International Experience for Students (N=2)
 - International Relations/Outreach (N=2)



Who has been involved in accreditation or external approval?

(check all that apply)

	Joint Degrees	Dual Degrees
Regional accreditors	25.6%	25.6%
State board(s)	9.3%	14%
International accrediting bodies	7%	2.3%
Professional accrediting bodies	18.6%	11.6%
Other	9.3%	4.7%
None (N/A)	9.3%	32.6%



How are Your Programs Funded?

(% = percentage of respondents)

1. • **Retention of student fees** generated by the program (67.4%)
2. • **Internal university budget** (60.5%)
• **International sources** (partner's institution or government) (60.5%)
3. • **State or U.S. federal government** (e.g. FIPSE) (18.6%)
4. • **Employer industry funding** (9.3%)
• **Private funding** (e.g. foundation) (9.3%)
• **Other** (9.3%)



Biggest Challenges in Establishing and Maintaining Joint and Dual Degrees with International Partners

1. Ensuring sustainability
2. Securing adequate funding
3. Deciding fee structure
4. *Dual degrees*: Recruiting students
5. *Joint degrees*:
 1. Getting program accredited
 2. Mentoring and advising, plus...
 3. Securing faculty buy-in; negotiating an MOU; determining duration of degree in each country



“Double Credit” for Dual Degree Concerns?

51% = YES; 49% NO

- “We have decided not to explore dual degrees”: will only use single-diploma model
- “We are considering the added value of resulting thesis; for coursework, a transfer credit policy solves the issue”
- “We asked students to sign a form that they are receiving dual degrees for a single curriculum and dissertation”
- “It has not yet been solved”



The Role of the Graduate Dean and the Graduate School

- Degrees are evolving from mainly faculty-instigated to strategic institutional partnerships with faculty and graduate school in collaboration
- Graduate deans provide “institutional good will,” troubleshooting, technical support, and sustainability strategies
- Graduate deans also play a lead role in articulating the value of collaborative degrees for students and institutions:
 - Collaboration is a public good
 - “Value added” beyond what either could offer alone
 - Future of the institution and research (e.g., What is a thesis?)
 - Reconciling their institutions’ commitment to domestic students and internationalization of campus



Graduate International Degrees 2.0

Initially, it was a matter of identifying faculty linkages with colleagues overseas and then matching curricula for the degree program. These partnerships were initially based on personalism. We have worked to involve new faculty in the process through orientation, information at the opening convocation and by bringing highly qualified students from abroad to study on our campus. Exposure to exceptional students in graduate courses does a lot to convince faculty of their potential as researchers and industry leaders. Faculty begin to gravitate toward and encourage the international exchange programs.





Thank You

The Council of Graduate Schools

www.cgsnet.org

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October 2009 and a monograph (expected January 2010)

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