

Dual and Joint Degrees Points of Departure

Graduate Education in a Global Context
Council of Graduate Schools Annual Meeting
Wednesday, December 3, 2008
Washington, DC

John B. Godfrey, University of Michigan



Some motives for internationalization by degrees—the North American side

- ▶ Build institutional global relationships for (anticipated) long-term payoff
- ▶ Enhance institutional reputation for innovation
- ▶ Link graduate education with trans-national research collaborations
- ▶ Leverage complementary resources—faculty expertise, curriculum, professional training opportunities, research facilities, etc.
- ▶ Attract ambitious and best students
- ▶ and

...develop well-designed, high quality graduate programs that advance the mission of the graduate school

Some motives from the partner's side

...*plus*

- ▶ Access high quality resources and experience to build capacity and competitiveness:
 - Administrative and management structures
 - Development of curriculum and teaching capabilities
 - Faculty expertise and new research areas
- ▶ Provide faculty with international experience
 - ▶ Attract bright and ambitious students
 - ▶ Advance new fields scientific/technical and professional fields
- ▶ Enhance national standing and international reputation (rankings) to become a “world-class university”
- ▶ Address national goals—e.g., China, build HE infrastructure in west and center; Singapore, “Boston of the East”

Some variations on joint degrees


- ▶ 2 + 3 Undergrad and grad degrees
- ▶ 3 + 1 + 1 Undergrad and grad
- ▶ 4 + 1 Undergrad and Master's
- ▶ 3 + 3 Dual undergrad and Master's
- ▶ 2 + 2 Master's and PhD

In China (and Asia generally), favored models are those designed bolster local capacity and reduce brain-drain

Sine qua non...

- ▶ Senior leadership commit to success and invest time to build face-to-face relationships
- ▶ Plan grounded in long-term institutional connections such as alumni and personal links of faculty
- ▶ Develop trust, respect and mutual understanding of the interests/goals of each partner, particularly the differences
- ▶ Realistic appraisal of transaction costs and sustainability—*committed faculty leadership*
- ▶ Assess reputational risks
- ▶ Understand pivotal role of graduate school in the middle ground—overseeing operational practices and assessing quality


Though a trusted translator learn...

- ▶ How leadership works—*who is your counterpart, committed to developing and maintaining the quality of both the graduate program and the student experience?*
 - ▶ Theory, practice and politics of your partner's institutional and academic culture
 - ▶ Operational procedures and practices of graduate education
 - ▶ External legal and regulatory frameworks: authorizing/regulating agencies (e.g., ministerial and city levels)
 - ▶ How to maintain the understandings established within the foundational agreement and plan
- 

Challenges and cautions for the graduate dean in the center

- ▶ **Avoiding unfunded obligations and liabilities—**
 - Who pays tuition?
 - How are living stipends and research funded?
 - How are overhead (travel) costs resolved?
- ▶ **Safeguarding reputation: oversight and more oversight**
 - Governing boards
 - Reporting line(s)
 - The authority of the graduate school
- ▶ **Harmonizing policies and practices for...**

...the program

- ▶ Governance and reporting lines—appointing the program director
 - ▶ Within an equal partnership, determining where associated costs are located and how tuition is attributed
 - ▶ Designating affiliated faculty
 - ▶ Admission criteria (and values)
 - ▶ Curriculum development, review and approval
 - ▶ Maintaining equality and balance
 - ▶ Establishing program review and assessment
 - ▶ Academic policy
- 

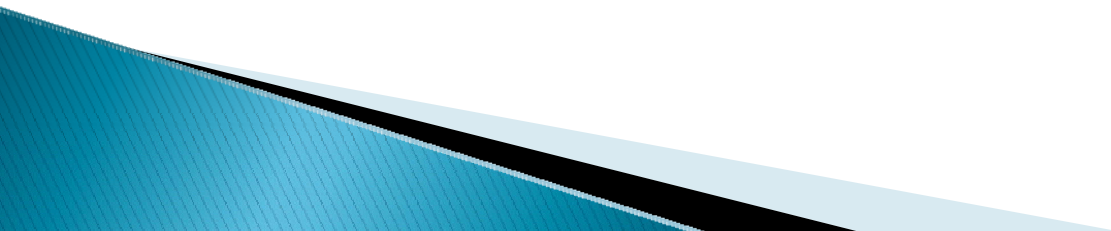
...the students

- ▶ Support—research and teaching assistantships and fellowships
- ▶ Milestones: student evaluations, Master's theses, qualifying exams and dissertation defenses
- ▶ Mentoring
- ▶ Formation of dissertation committees
- ▶ Ethics and integrity issues
- ▶ Resolving academic disputes
- ▶ Student life issues

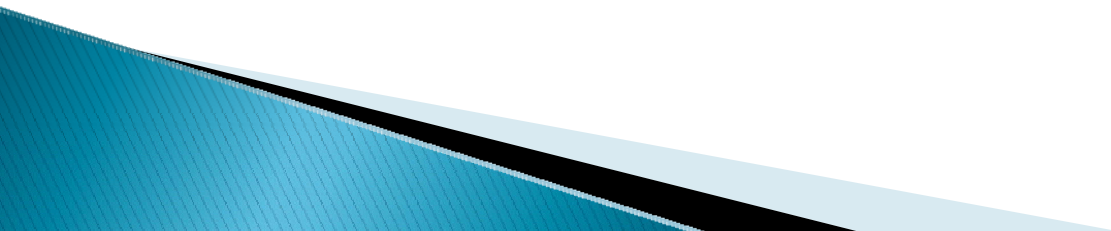
Can technology help solve some of these issues?



...and the rest

- ▶ Academic freedom and values
 - ▶ Intellectual property
 - ▶ IRBs
- 

Final caveats

- ▶ A good idea is not a sound strategy—the global market is alluring but remains crowded, uncertain and maybe oversold (particularly in certain sectors)
 - ▶ Faculty time is a scarce resource and hard to export
 - ▶ US students also are often reluctant to go
 - ▶ Operational difficulties and miscommunication trump goodwill
 - ▶ Trust, but verify—regularly
 - ▶ Should we have a code of good practice for joint international graduate degrees?
 - ▶ And what is sustainable in a global economic downturn?
- 

Some recent reading

- ▶ Anna Fazackerley, ed., *British Universities in China: The Reality Beyond the Rhetoric*, An Agora Discussion Paper, December 2007.
- ▶ Helen Joyce and James Miles, “China Goes to School: Educating the Masses,” *Far Eastern Economic Review*, November 2008; 171:9, 47–51.
- ▶ Jesus M. de Miguel and Anna Zamora, “Globalization and Higher Education in China,” 102nd American Sociological Association Meeting, August 2007.
- ▶ Ning Tang and Andrea Nollent, *UK–China–Hong Kong Trans-national Education Project; Report to the British Council*, Sheffield Hallam University, January 2007.
- ▶ *And keep an eye out for the results of the 2008 survey on transatlantic joint and dual degree programs conducted by the Freie Universität Berlin and the Institute of International Education (IIE).*



John B. Godfrey
Rackham Graduate School
University of Michigan
jgodfrey@umich.edu