




International Briefs *for* Higher Education Leaders


Higher education leaders today recognize the urgency of developing an international strategy for their institutions but often lack the knowledge and perspective needed to inform good decisions. Students are graduating into an increasingly integrated international environment that, while offering exciting opportunities, also presents many challenges. Institutions must create educational environments where students will begin to appreciate the complexity of global integration but also develop skills to navigate it successfully. Faculty are seeking opportunities to collaborate with colleagues in other countries to develop globally-attuned academic programs and to expand research networks and collaborative projects. International outreach and initiatives enrich institutional culture but must be based on good information and analysis.

This series reflects a strategic collaboration between the American Council on Education (ACE) and the Center for International Higher Education (CIHE) at Boston College. Each *Brief* is designed to provide a succinct overview of current issues in international higher education and features articles written by leading scholars, policymakers, and practitioners with relevant statistics. Ultimately, this series is designed to help senior leadership develop cumulative knowledge to inform institutional strategy.

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INTERNATIONAL JOINT AND DUAL DEGREES: *Strategy and Implementation*

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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 on-going, multidimensional partnerships. 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.

The challenges entailed in joint and dual degrees, however, are not insignificant. Administrative issues related to strategic planning, funding, identifying partners, accreditation, and regulatory compliance must be addressed, and require the involvement and coordination of multiple campus offices. In the academic realm, policies for credit transfer, general education requirements, and course equivalencies must be aligned between the two collaborating institutions, which can entail significant time and negotiation. Differences in language, culture, pedagogy, and other aspects of the classroom experience often need attention in order to maximize student learning and success.

More broadly, ACE's recent report, *Mapping International Joint and Dual Degrees: U.S. Program Profiles and Perspectives*, brings to light some concerns about the purpose and impact of collaborative degree programs—at least in the United States. Most notably, among the institutions surveyed, enrollment in joint- and dual-degree programs administered by US institutions is heavily skewed toward 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 US-based students in international education and to establish truly collaborative, reciprocal relationships with a diversity of international partners.

The following articles explore these and other key issues related to the development and implementation of international joint and dual degree programs. Authors draw on the experiences of their own institutions to illustrate the practical realities of such programs, and how they have addressed and overcome strategic, administrative, and academic challenges. Data from ACE's recent study frame the discussion and highlight important considerations from the US perspective. Insights on international trends and emerging program models are also included to provide a broader perspective and contextualize the US experience.

Our goal in this Brief is to help institutional leaders assess not only the potential benefits and challenges of international collaborative degree programs, but how they align with and contribute to broader institutional internationalization and global engagement strategies. Thinking critically about the purpose and goals of such programs, we hope, will in turn guide the development of sound, sustainable collaborations that benefit all students, faculty, and institutions involved, and enhance the global higher education enterprise as a whole.

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Setting the Stage: Results of an ACE Study

Robin Matross Helms

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 for institutions to move beyond individual faculty and course-level collaborations to establish on-going, multidimensional partnerships. In terms of their prevalence in the United States, American Council on Education's (ACE) *Mapping Internationalization on U.S. Campuses* (2012) study found that, as of 2011, 18 percent of responding institutions offered international dual-degree programs, arranged with non-US 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 nondegree certificate programs at the time of the survey.

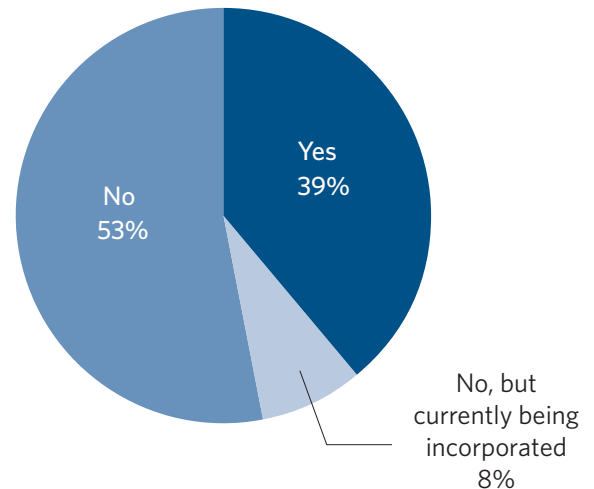
In 2014, ACE conducted a follow-on study (ACE, 2014) to further explore the international joint- and dual-degree landscape in the United States and gain a more complete understanding of the experiences of colleges and universities, as they develop and administer these programs. Through a survey and interviews with representatives of institutions that indicated in the *Mapping* survey (ACE, 2012) that they were operating such programs or were in the process of developing them, ACE 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. Valid survey responses were received from 134 institutions, which included data about 193 individual joint- and dual-degree programs administered by those institutions.

Overall, the results indicate that international joint and dual degrees are gaining traction. However, there are some important concerns and challenges that institutional leaders should consider, as they develop (or choose not to develop) such programs with partners abroad.

Planning-Policy Inconsistencies

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

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



Source: ACE, 2014

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."

In some cases, respondents indicated that while no formal policy exists, there is an "unofficial" policy or "understanding" that these programs are encouraged. Overall, however, the results suggest a disconnect at many institutions between the "theory" that joint- and dual-degree programs are strategically important and the "practice" of operationalizing them. This may have important implications in terms of resource allocation, faculty buy-in, the engagement of key stakeholders around campus, and ultimately the ability to get such programs off the ground.

Low US Student Participation

Nearly two-thirds (63 percent) of programs enroll only students from the partner country, while about one-third enroll a mix of US and foreign students. Just 4 percent of programs included in the survey enroll only US students. The heavy enrollment of non-US students raises questions about 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 joint- and dual-degree programs may be serving primarily as a mechanism for US 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 such prospects. US study-abroad rates are low in general, while the extra work required to fulfill requirements of two institutions may be an additional disincentive for many US students to pursue a joint or dual degree. Respondents also questioned the “value added” of a foreign credential for US students, other than for those working in particular fields (e.g., international relations), or intending to pursue employ-

Partner Institution Locations



Source: ACE, 2014

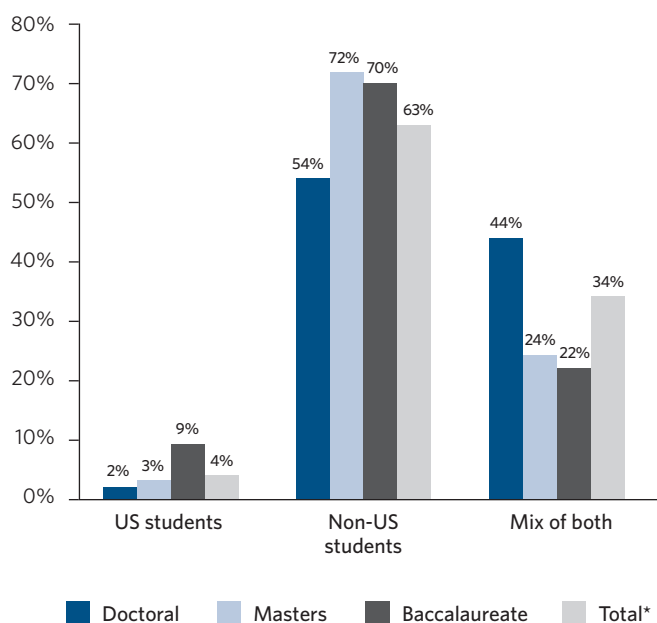
ment with international organizations. The lack of participation by American students raises questions about the extent to which US institutions are realizing the (nonfinancial) purported benefits of joint and dual degrees, such as increased (outbound) mobility and curriculum internationalization.

Emphasis on Europe and Asia

By far, the most common partner country was China, which accounted for over one-third (37 percent) of the programs included in the survey. 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 US 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 US students (Institute of International Education, 2013).

The lack of representation of other regions of the world raises questions about geographic balance, and the extent to which global engagement—at least in this form—by US institutions is truly global. Looking forward, a number of respondents expressed interest in other countries and regions, but also foresaw some notable challenges. For example, South Asia and India are areas of particular interest, especially for technology programs, but one respondent 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.

Program Enrollment



Source: ACE, 2014

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

Academic Versus Administrative Challenges

Over two-thirds of respondents reported that their programs had faced challenges in terms of course equivalencies, language, and cultural differences. Just under 60 percent of respondents reported that teaching and grading methodologies posed difficulties. In follow-up discussions, multiple respondents noted that, at the undergraduate level, ensuring the program curriculum allows students to fulfill their institutions' general education requirements can also be a significant challenge.

The results suggest a disconnect at many institutions between the “theory” that joint- and dual-degree programs are strategically important and the “practice” of operationalizing them.

In contrast, a majority of respondents reported that their programs had faced no challenges related to legal/regulatory issues and health/safety issues. However, the relatively low levels of perceived challenge should not be taken as an indication of lack of concern. Rather, respondents concurred that it is likely reflective of the increasing prevalence of joint- and dual-degree programs 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.

To Watch: Academic Freedom

Somewhat surprisingly, given high-profile cases that periodically arise in the media, academic freedom was not among the top challenges cited by respondents; in fact, for over three-quarters (78 percent) of the programs included, respondents indicated that they had faced *no* challenges in this area. Respondents speculated that the relatively low numbers of American respondents' students participating in joint- and dual-degree programs—and the fact that they entail little mobility of US faculty involved in these programs—largely explained why academic freedom concerns have rarely arisen in their experience.

Still, academic freedom should not be discounted as an important issue for joint and dual degree programs. For

example, there may be ramifications beyond the end of a given program—such as when students from abroad become accustomed to American norms around academic freedom and then return to their home countries. Institutions should consider what kind of support will be made available to those (albeit small number of) faculty and students who do find themselves in situations where academic freedom is problematic. 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: Key to Success

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 the ACE (2014) 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.

Perhaps the most important take-away from the study (ACE, 2014) is that joint and dual degrees are like fingerprints; recognizable as a category, but no two are exactly alike. Certainly, it is possible to develop a general template for MOU's (Memoranda of Understanding), for example, or to implement a common financial model across programs, and anticipate some challenges based on others' experiences. However, the details—particularly in terms of academics and curricula—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.

Institutions should thus approach joint and dual degrees with the clear understanding that substantial work and resources will be required—both at the outset and over time. Mission and strategic goals, existing academic policies, 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.

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Definitions and Variations

For ACE's recent study on international joint and dual degrees, 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, "B.S. 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.

Leveraging System Assets to Strengthen Campus Internationalization: Strategic Planning and the Role of Leadership

Jason E. Lane, Katharine C. Krebs, and Lori Thompson

In 2001, the State University of New York (SUNY) entered into a system-level agreement with the Turkish Higher Education Council (YÖK), the first effort by SUNY to facilitate a system-led, campus-based dual-degree program. This agreement established a framework through which Turkish students can pursue a dual-degree program, by taking courses at their home institution in Turkey and on one of the SUNY campuses.

Using the SUNY-Turkey program as a case example, this article addresses strategic issues surrounding international joint and dual-degrees, including the rationale for choosing this mode of global engagement, program planning, the role of senior leadership, and contributions of these programs to internationalization efforts and broader institutional strategies. We include the perspectives of both the SUNY system as a whole and individual institutions, drawing on the experience of Binghamton University—one of the original participating SUNY campuses—to illustrate key points.

Goals and Rationale

When development of the Turkey program began in 2000, international education was just emerging as a strategic priority for SUNY—despite decades of engagement in international education efforts, primarily overseeing the system's study abroad consortium. There was not yet a comprehensive, formal system-level strategic plan for SUNY's global engagement. At the same time, individual institutions within the system were increasingly focusing on their own international education efforts; Binghamton University, for example, had just been through a decade of expansive thinking, articulating clear intentions to progressively internationalize across all divisions. National recognition of Binghamton's *Languages Across the Curriculum* program meant institutional leaders were keen to be at the forefront of curricular innovation in international education. With global engagement becoming a strategic goal for a number of other SUNY institutions as well, the Turkey program was embraced at the system level as a way to take advantage of system assets in order to strengthen *campus-level* internationalization.

The overarching strategic goal for the partnership itself was to leverage SUNY's scale as a system to create a meaningful, multifaceted, long-term partnership that could grow to

include more campuses and possibly be replicated in other countries. The idea was to go beyond the traditional student and faculty exchange relationships and develop a framework for a broad, yet intimate partnership, that included many aspects. The decision to make the joint/double degree the heart of the relationship allowed for the creation of a tangible and formal foundation, on which other activities could be built and sustained (e.g., institutional information and data sharing, student and faculty exchange, study abroad, faculty research collaboration, etc.).

At the outset, both sides decided to focus on the mobility of Turkish students, primarily to address the goal of YÖK in increasing opportunities for Turkish students to attend university at the baccalaureate level. In Turkey there was a significant capacity shortfall in higher education, with the 1.3 million students taking the annual university entrance exam vying for 300,000 seats. Dual-diploma partnerships would make additional seats available, when the students were in residence at the SUNY partner for about half of the degree program. Given the critical need resulting from this shortfall, YÖK and SUNY decided against making the program development contingent upon creating mirror-image opportunities for American students and set this as a secondary goal, which would also need considerable attention. American students have benefitted in many ways from the presence of Turkish students on campus, and revenue has been reinvested by SUNY to support the participation of American students in study-abroad programs. The number of study abroad programs with Turkish partners has more than doubled since the partnership began.

Program-Level Strategic Planning

In order for the initiative to accomplish its objectives, it was crucial to establish a strategic and symbiotic relationship between the system and the campuses involved. The system could leverage its size, scope, and scalability to attract partners with similar characteristics and create partnership opportunities that might not otherwise be possible for campuses. Yet, the students, faculty, programs, and degrees exist at campuses; and thus, the success of any system-to-system partnership would depend on the interest and willingness of campuses to engage. Given this need to balance top-down and bottom-up engagement, clearly defining the roles of the system versus the institution became an important first step in strategic planning for the program.

Initially, the primary roles of system staff were to overcome key challenges, such as meshing the regulatory frameworks of SUNY and YÖK, matching individual SUNY institutions with Turkish partners, and securing funding to support the

program in its early years (e.g., from the US Department of State and the Turkish Fulbright Commission). Now, on-going system-level activities include marketing the programs in Turkey, coordinating student application information from the Turkish central placement system, providing in-country student support services (such as visa and predeparture informational sessions), and outreach to schools, businesses, and organizations.

At the campus level, during the program's initiation, each institution designated program coordinators at the senior administrative and departmental levels to work through the academic and management issues entailed in the development of individual degree programs. Delegations of faculty and staff from the SUNY institutions and their respective Turkish partner institutions were convened to design the curriculum and address potential problems, such as how to handle stu-

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dents falling out of sync with the course sequence. These early discussions were important to create a robust relationship among the faculty and to minimize adjustments that would be needed after implementation. On an on-going basis, managing the student experience is a key institutional responsibility; for example, participating campuses have put in place strong advising practices, to provide guidance and support to help students deal with the cross-cultural academic adjustments due to teaching approaches and academic policies that are very different in the two countries' educational systems.

While many campus-to-campus partnerships sometimes fizzle through loss of a campus champion or lack of attention, the system-to-system arrangement provides opportunity to create strategic and ongoing renewal of the program. At all stages of the program, effective communication between SUNY system-level administrators and their counterparts on individual campuses has been critical to strategic planning. Modifications to program structure, for example, may be needed when there are changes in Turkish higher education policy; the system needs input from campuses about poten-

tial programmatic impacts, in order to decide on a course of action. To this end, the SUNY system sponsors annual meetings for campus coordinators, which provide an opportunity to work through issues together and engage in collective strategic planning. The system staff spend considerable time managing the evolving aspects of the partnership, including orienting new faculty and staff, vetting new institutional partners, and incorporating additional academic fields in the program.

Role of Senior Leadership

When SUNY and YÖK began exploring a high-level partnership to develop double-degree programs, no similar international program—admitting students through the central placement system (ÖSYM)—existed in Turkey. Faculty in Turkey and New York were quite skeptical about the feasibility of international dual-degree programs and there were no clear resources to support their work in developing such. It quickly became evident that involvement of senior SUNY leadership at both the system and campus levels would be needed to garner resources, gain faculty buy-in, and demonstrate commitment to high-level counterparts in Turkey.

Having chancellor-level support and engagement at SUNY from the earliest days of the program was essential for securing the support of the Turkish government and key national-level stakeholders. Senior SUNY staff continue to manage the program's relationships with YÖK, the US Department of State, and the US Embassy in Turkey.

At the campus level, the role of institutional leaders has evolved over the course of program development and implementation. At Binghamton, for example, the president's initial role was to bring deans and faculty to the table, to discuss whether a collaborative degree program would be feasible at the institution; they were asked to give the idea serious consideration, but were also assured that if it seemed that a high-quality program would not be possible, the institution could walk away. This understanding was important so that the faculty and staff who would actually carry out the program would have buy-in and would be making the commitment themselves.

Once the program was established, the role of senior institutional leaders changed. Over time, they have adjusted resource allocations to provide essential operations support, communicated a steady commitment to the projects and to advancing the partnerships to counterpart senior administrators in Turkey, and have used the successes achieved as a platform to challenge faculty and staff to build on this success.

A Cornerstone and Catalyst

In the time since the Turkey program was initiated, global engagement has come to feature much more prominently as a SUNY system-level strategic priority. An important milestone was reached in 2009, when incoming chancellor Nancy Zimpher launched a new strategic plan, designed to capture the *Power of SUNY* to revitalize the New York economy in the wake of the Great Recession. One of the plan's six tenants, "SUNY and the World," proclaimed, "We will nurture a culturally fluent, cross-national mindset and put it to work improving New York's global competitiveness" (SUNY, 2010, p. 20).

This marked the first time there was a comprehensive, system-wide strategic vision for SUNY's global engagement. The idea was to provide a broad framework that would clearly indicate to constituencies inside and outside of SUNY that internationalization efforts were important, while also allowing flexibility for campuses to pursue such engagements in the ways that best aligned with their particular mission. Given its success over time, the Turkey dual-degree program became a cornerstone of efforts to carry out this strategy and a model for how the system could operationalize its high-levels strategic goals around internationalization.

At the campus level, the Turkey collaboration has helped institutions fulfill specific objectives, within internationalization strategic goals, and has served as a catalyst for advancing a broader internationalization vision and creating more ambitious strategic planning. At Binghamton University, for example, the program led to an increased capacity for the institution to adapt to and support additional diversity in its student body, through the enhancement of academic support services, residential life staff training and programming, and the development of new approaches to the services in units such as health services and career development. The program's success has given Binghamton the experience and confidence to pursue additional joint and collaborative degree programs, with the creation of new programmatic models at undergraduate and graduate levels. Nine additional programs have been established in five countries.

More broadly, the program has had an impact on the overall mission and vision of the institution as a whole. As momentum for global collaborations has increased, the commitment to contribute to international endeavors has come to be seen as a widespread responsibility, not just that of the international specialists. This change in ethos means that, rather than seeing the university as being in the process of internationalizing, many now describe the institution as an "international university."

Conclusion

Fourteen years in, the programs between 12 SUNY campuses and 8 Turkish universities remain strong in terms of sustained enrollment (at a steady-state level of 1,500 students and more than 1,600 graduates). They continue fostering greater cultural awareness among students, strengthening inter-institutional ties, and establishing recognition of SUNY within Turkey and vice-versa. Graduates have found opportunities

that utilize the language and intercultural agility they have acquired. Given this success, the program is likely to remain at the heart of SUNY's system-level and institution-level internationalization strategies, as well as their broader missions and overall strategies going forward.

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The Road Not Taken

James Paul Holloway

International partnerships have value when they allow us to achieve something unique that neither of the partners could achieve alone. Within the constellation of international partnerships, dual- and joint-degrees seem to be all the rage. As institutions consider the best ways to organize dual- or joint-degrees and manage the complexities, one simple approach is often neglected: simply do not do them.

At the University of Michigan, we have chosen not to pursue joint-degree programs with partners abroad, and also to steer clear of a common type of dual-degree program: one that awards two diplomas to a single student, each in the same field, each from a different institution and for the same body of degree work. In making this decision, we asked ourselves two questions: 1) would we do this within our own institution? 2) would we do this with another institution within the same country—say, the state college one state over?

If a dual-degree leads to a bachelor's in history from two universities for a single body of work, the absurdity seems easily revealed by wondering: would we give a single student two bachelor's degrees in history in our own institution? If not (and I suspect we would not), why do we do it across two institutions? What is it about these two diplomas that allows the student to demonstrate something different and unique? Is that unique difference made clear by the simple acquisition of two diplomas, framed and hung side-by-side on the wall? Dual degrees can very easily become mere credential inflation, resulting in two students who did very similar work having very different credentials: one has one diploma and another who really did nothing that different, has two. This can lead to erosion of the brand and reputation of both institutions, and can lead to a loss of meaning of the degree. If I can

get two degrees for the price of one, are these degrees worth much?

If dual degrees of this type are problematic, perhaps joint degrees, in which a single body of work leads to a single degree and diploma, are more palatable. Let's apply the second test: Should the University of Michigan (UM) and Ohio State University (OSU) jointly award a bachelor's degree in history? Why would this even be necessary? A student can certainly use credits at the UM that were awarded by OSU, to complete the bachelor's in history. Why should both schools stamp the degree? This, too, can lead to erosion of the brand and reputation of both institutions. The value of the degree is closely tied to the institution that is responsible for ensuring the quality of the academic work behind it. Who is responsible for this joint degree? The Board of Regents (in the case of UM) and Board of Trustees (at OSU) in fact award each of our degrees, so both must somehow award this joint degree together. But these boards have different constituencies and different goals. In 20 years, if an alumnus(a) or employer wants to check that a student actually received a joint degree from the distant past, whom do they ask? Either university? Or is one designated the primary contact? Which registrar is responsible?

We too often are playing into the desire of students to inflate credentials. There are other ways to incentivize and recognize student participation in our international partnerships. If our goal is to promote student mobility and comparative learning, programs in which students earn a bachelor's degree from one institution and a master's degree from the other are a good model. Many of our institutions already have structures for bachelor's/master's combinations that allow some managed double counting of credits between the undergraduate and graduate degree. It is relatively simple to extend these programs to an international partner, with the shared credits managed through standard transfer credit processes.

Academics, Part 1: Structures and Policies

Brian N. Stiegler

Joint- and dual-degree programs are among the more complex global relationships an American university can pursue with an overseas partner. Often, this complexity centers on academics, and the integration of two (or more) curricula can be a tricky business. However, with care, such joint global initiatives can be the jewel in the crown of a comprehensive internationalization effort on an American university campus.

Program Model #1: Articulating Incoming Transfer Credits

The most common types of dual-degree programs in US higher education are the “2+2,” “1+2+1,” “3+1” programs that allow international students to transfer credits from a partner institution abroad to the US institution and apply them toward a degree. At Salisbury University (SU), we have had some early success with a “3+1” program in interdisciplinary studies with our Chinese partner, Anqing Normal University (ANU). Through the process, we have learned some important lessons about how to navigate the particular academic challenges, presented by these types of programs.

Choose the degree wisely. The most important first step in building a new collaborative degree program is to choose the academic field wisely. Our foreign partners have shown great interest in creating collaborative programs in nursing and accounting, for example. However, for reasons of licensure and accreditation, these programs entail a relatively rigid curriculum that makes it very difficult to articulate a joint- or dual-degree.

Our bachelor of arts degree in interdisciplinary studies (IDIS) in our Fulton School of Liberal Arts, on the other hand, is very flexible. It is designed to allow students to combine studies from two or more academic disciplines into a coherent whole based on a plan of their individual design. IDIS’s inherently flexible academic structure makes it possible for Chinese students in the “3+1” program to earn an American degree, with just one year of study on the SU campus.

In terms of the mechanics, our university allows ANU students—typically majoring in English or teaching Chinese to foreigners—to transfer in a maximum of 90 credits from their home institution. Students then complete 12 upper-level hours in another discipline that they choose to combine with their on-going study of English or Chinese. Media studies,

history, political science, international relations, art, or music are all potential areas of concentration. The students must define their own learning outcomes and career goals in order to justify the combination of disciplines they choose. They also take a senior capstone seminar during each of the two semesters, the focus of which is interdisciplinary thinking and study. Finally, they complete a few math and science courses to fulfill SU’s general education requirements, earning a bachelor’s degree in one year on our campus in Maryland.

The lack of advanced Mandarin language skills is a great impediment to outgoing SU students earning a dual degree at ANU. However, for the past four years, SU has sent three to four students each year for semester- or year-long study of Chinese language and culture at ANU. While the SU students do not earn a degree from ANU, they can integrate a full semester of study at ANU into the East Asian studies minor back at SU. The strategy allows SU students to extend their study of Mandarin language beyond the levels regularly offered on campus.

Start always with your own academic policies. There was some initial internal doubt about the legitimacy of earning a Salisbury University degree with just one year of study on the SU campus. In designing a collaborative degree program that allows students to complete three years of study at an institution abroad and only the senior year with us, we needed to be careful to respect our own academic policies for degree completion. For this reason, we began articulating the program with the University Catalogue in hand, and we followed our own academic policies to the letter:

- Maximum of 90 transfer credits from a four-year institution.
- Must complete 27 of last 30 credits on Salisbury University campus.
- Must earn a minimum of 15 hours of upper-division work in the major at Salisbury University.
- No more than 18 hours of upper-division courses completed prior to receiving program approval can be credited toward the major.

It turns out that a comprehensive public regional university like ours, which works so closely with domestic community college transfer students, has very well-defined academic policies for incoming transfer students. Articulating a program with a four-year public comprehensive university in south central China may have felt exotic at first, but it flowed naturally from our existing academic policies.

“Gen ed” (general education) stood on its head. Like the classic picture of a young lady that turns into an old lady at the

blink of an eye, what looked like a general education articulation problem turned out to be just an illusion.

Since we were articulating our program specifically for English and Chinese language majors at ANU, our Chinese students were arriving at SU having taken no laboratory sciences, which are a component of SU's general education requirements. They were also short one mathematics class from their three years in their home university. We thought for sure this would be a problem. SU's undergraduate program is structured so that students fulfill their general education requirements during their freshman and sophomore years, and take courses in their majors as juniors and seniors. But the Chinese students would be taking general education courses during their senior year at SU!

In point of fact, this was not a crisis. The senior year of the IDIS major is composed principally of upper-level humanities and social science courses that are heavy in reading and writing. When one or two of these are replaced by math and science courses, students find that the heavy English-language reading and writing tasks in their major courses balance nicely with the more quantitative numbers and lab work in their general education courses.

It turns out that saving some of the general education courses, especially in math and science, for the senior year was an excellent idea. In this case, taking general education courses in the senior year is an ideal solution.

Advise, advise, advise. The greatest challenge for our 3+1 IDIS program has also been one of its greatest strengths. Interdisciplinarity is a challenge even for our own students to understand, educated as they are in the silos of academic disciplines. It has been an even greater challenge for our Chinese college students.

Initially, students majoring in English at ANU arrived at SU, wanting to study more English. Those majoring in teaching Chinese to foreigners wanted to take classes in linguistics and education—obvious. But that is not how an IDIS major works.

The solution? First, during annual visits to China, we have begun to advise ANU students (starting in their freshman year) about interdisciplinarity. Why is it a good idea to study different disciplines? How does the pursuit of knowledge look different from different intellectual approaches? In short, we have begun to advise students about what it means to think critically in the humanities and social sciences.

Second, under the J-1 Exchange Visitor Program of the US Department of State, we have sponsored at SU, on average, one ANU professor each semester for the past two years. The

faculty visitors are most often from the large English department at ANU, from which most of the 3+1 students come. They are in residence typically 8 to 10 weeks. During that time, they learn a great deal about how our degree programs work and can return to ANU as stronger advisors to their own students about how to succeed at SU.

Program Model #2: Study Abroad for US Students

In the interest of building greater reciprocity with overseas partners and bucking the trend toward ever-shorter study-abroad experiences, a few bold universities are providing integrated joint- or dual-degree programs for US-based students that include an extended period of time abroad. The College of William and Mary and the Marshall School of Business at the University of Southern California are two such leaders.

The most important first step in building a new collaborative degree program is to choose the academic field wisely.

At Salisbury, we created our first such program to promote long-term study abroad in the Perdue School of Business. Undergraduate students majoring in international business complete their first two years at SU, spend their third year at the Grenoble Ecole de Management (GEM) in France, and then return for their fourth year at SU. At the end of the four years they earn a bachelor of science (BS) degree in international business from SU and the bachelor's degree in international business (BIB) from GEM. Again, the process of creating this program has taught us some important lessons about how to navigate the academic challenges entailed.

Let accreditation lead the way. The first critical academic decision involved accreditation. The Perdue School of Business is proud of its accreditation with the Association for the Advancement of Colleges and Schools of Business (AACSB), and views AACSB accreditation as an important marker of quality in other programs. For a deep academic collaboration of this type with a business school abroad, we deliberately sought a partner that is also accredited by AACSB. The common accreditation not only assures the quality of both academic programs, but helps the faculty to articulate courses between the two curricula. Conflicts in academic policies are

minimized when both partners participate in the same accreditation processes.

The second key element to the program is the matching of the traditional three-year bachelor's degree common in Europe with the four-year bachelor's degree in the United States. In order to blend the curricula, while ensuring that all accreditation and institutional requirements would be met, it became clear the cohorts could study in France only during their junior year. This restriction allows GEM the opportunity to deliver its entire third year BIB curriculum to the cohort, and the Perdue school to deliver the entire fourth year BS in international business curriculum. No other timing would be possible.

Once again: Advise, advise, advise. The third challenge involves academic advising. The specificity of the blended curriculum is such that the first two years of the degree program must be planned out in advance. A student must identify the dual-degree program as their academic track as an incoming freshman, in order to take the proper courses during the first two years that allow the third year at GEM and the fourth year at SU to work. Those first two years include the lion's share of the general education curriculum, as well as the preprofessional business courses required both for the GEM BIB degree and the SU BS degree. Solid academic advising, beginning as soon as students arrive at SU, is crucial in order to ensure that they take all the courses they need, at the right time, and in the right order.

Conclusion: Trust Your Own Academic Policies and Structures

At Salisbury, our business school's rigorous accreditation requirements are not a hindrance to our students completing a dual-degree program with a partner abroad. Rather, they provide the structure to help us to partner wisely and to assure the quality of our academic program.

Our well-worn academic transfer policies, used for decades to help community college students complete a bachelor's degree at Salisbury, are well suited to guide our articulation agreements with our foreign partners. They assure that general education requirements, upper-level course requirements, and other critical academic policies are honored, both in letter and in spirit.

An institution's academic policies—and those of accrediting bodies—are carefully constructed over time, and reflect the input and expertise of many faculty and other stakeholders. Existing policies should be seen as an important tool in developing academically sound international collaborative degree programs that provide new opportunities for students and extend the institution's global reach.

Academics, Part 2: Strategies for Classroom Success

Fernando León García, Scott Venezia, and Steve G. Olswang

As international joint- and dual-degree programs have become more prevalent, institutions in the United States and other countries have developed procedures and protocols to manage many of the administrative and managerial aspects of these relationships. While challenges certainly still arise in these areas, the main issues that need to be addressed are common among programs. However, when it comes to what happens in the classroom—the core of such collaborations—there is much greater variation. The specific challenges that arise in teaching and learning will vary by individual program based on an array of factors, including the academic and national cultures involved, the disciplinary focus and specific content of the program, each institution's academic policies, and the individual faculty and students involved.

In this article, we focus on these key classroom issues, and illustrate how one program—a dual degree offered by CETYS University in Baja California, Mexico (CETYS) and City University of Seattle (CityU)—has successfully addressed them. The program, which allows students in Mexico to earn a four-year undergraduate degree in various fields such as business and applied psychology from each of the two institutions, has a unique and flexible curricular model that is designed to maximize student learning by incorporating multiple delivery modes and pedagogical approaches.

Faculty Engagement and Curriculum Development

For the curriculum, the primary goal was to design a program that would combine the two institutions' resources and capitalize on the particular strengths of each partner. At the outset of the development of this initiative, faculty experts—in each subject field, from both institutions—carefully evaluated the content, materials, and student learning outcomes for courses at each institution. Working through key issues, such as general education requirements and determining course equivalencies, they integrated elements from both institutions into flexible curricula that allow students options for when and where to complete their coursework, but avoid overlapping content and ensure that all requirements for both degrees are met.

The joint-curricular process focused on integrating the diverse plans of study into a model that met the program learning outcomes of each institution but did not require

additional time to degree completion. After a thorough review of the content for each course, by area subject experts from both institutions, the program directors met both in person and through various technology-based platforms to look at similarities and differences in the curricula. Through these conversations a four-year degree plan was developed that allowed students to take courses from each that met the requirements of both institutions' degree plans—e.g., students could enroll in a statistics course at one institution and it fulfilled the parallel requirement of the other partner's degree. The final plan of study was documented via an articulation agreement signed by the presidents and provosts from both institutions.

For the curriculum, the primary goal was to design a program that would combine the two institutions' resources and capitalize on the particular strengths of each partner.

In terms of implementation, the faculty of each institution teaches their respective courses. CityU's cadre of international practitioner faculty teaches in the dual-degree program just as they do in the regular online programs. CETYS faculty teaching co-listed courses are appointed as Affiliate CityU faculty and go through relevant workshops and seminars qualifying them to teach in these types of programs. Training seminars include learning how to use the learning management system, Blackboard, and CityU student feedback and grading requirements, becoming cognizant of US student records and rights protections, and gaining an awareness of institutional rules and regulations.

Most of CityU faculty, and CETYS faculty teaching dual-degree students, are highly regarded practitioners who bring real-life experience to the learning environment. They consider students to be collaborative partners in the creation of learning opportunities, and the students especially appreciate learning about real life experiences and applications in their field of study.

Course Delivery: A Tri-Modal Approach

The basic curricular structure developed by the faculty allows CETYS students to officially enroll in the CityU program after their sophomore year; CityU accepts the 90 credits these students have earned at CETYS at that point as transfer credits,

which count toward the CityU degree. Recognizing that technology can be a key tool in facilitating joint- and dual-degree programs but in-person interactions enhance cross-cultural learning, the program uses three different delivery formats for the remainder of students' coursework. These multiple instructional approaches strike a balance between classroom attendance and online instruction, providing flexible options to the students that best fit their needs.

Almost all students begin the program during the summer quarter after their sophomore year at CETYS with a study abroad experience at CityU's campus in Seattle. CityU utilizes a "mixed mode" format to teach the courses during the summer quarter. These mixed mode courses offer a combination of in-class and online instruction, with the students and instructor meeting more than 50 percent of the time in class on a regular and established schedule. The courses start online and end face-to-face. For the few students unable to take advantage of the cultural opportunity to study in the United States, they can take the summer course fully online.

After the summer quarter, students return to CETYS for the academic year. During this time, as they continue with their instruction in Spanish in their CETYS courses, they take CityU courses in a format called "Online with Required Seminar (ONRS)," which combines online coursework with face-to-face intensive seminars in Mexico. These ONRS courses start online, with the CityU faculty member then travelling to CETYS for an intensive weekend session during the quarter. The course continues online, after which faculty return to CETYS for another intensive weekend session later in the quarter, and the course continues online through the end of the quarter. Additional technology tools such as Blackboard Collaborate, Tegrity, video conferencing, and Skype are used before, during, and at the end of each course to further facilitate interaction. This format has been welcomed by both faculty and students as an effective way to maximize student learning and exchange ideas, while ensuring minimum time away for faculty and students from their respective home institutions.

Sometimes, students get off sequence in their ONRS courses, or want to take additional CityU specialized courses, in which case they can enroll in CityU online courses offered entirely via Blackboard. CityU online courses still require faculty and students to participate in group learning experiences that include mandatory weekly activities and regular contact and interaction between students and the instructor. Both institutions utilize Blackboard as their learning management system platform, so CETYS students are already familiar with this technology when they enter the dual degree program.

Language and Cultural Differences

With all cross-border programs, language and cultural differences are an important classroom issue—both in terms of the challenges they can pose and the opportunities they present for student learning. The primary language of instruction at CETYS is Spanish. However, all CityU courses, wherever taught and in all delivery modes, are taught in English. In order to ensure that students have the English proficiency needed for their CityU courses, a TOEFL score of 540 is required for admission to the program. This threshold, developed over many years of work with international students, has proven to be a good marker for success.

Because the program is now well known and accepted, students plan on applying to the program early in their career at CETYS. As all CETYS undergraduate students have an English proficiency graduation requirement, they have already taken English language programs to prepare them for admission into the program with CityU. However, students who do not reach a TOEFL score of 540 are offered the opportunity to enroll in the English language program at CityU, before the academic program with CityU is scheduled to begin, so they can reapply in a timely manner.

In an effort to ease the “cultural divide,” CETYS and CityU collaborated in the development of a faculty resource handbook and student program handbook. Additionally, both institutions invested in staff on both sides of the border to provide orientation to new faculty members (i.e., what to expect, how to interact). Students are provided a preadmission orientation and new student orientation before the program starts, focusing on learning styles and course processes.

In terms of learning outcomes, after taking all their CityU courses in English, students are verbally and academically bilingual by the end of the program. Culturally, they are attuned to American academic culture, as well as broader aspects of US culture that they learn through course content and summer attendance in Seattle. Furthermore, in their online classes, students have classmates from all over the world. This creates an added benefit of fostering even greater international learning opportunities for the students. Students are exposed to different cultures, different ways of thinking, and the intricacies of managing relationships and working on teams with those from different cultural backgrounds.

In addition to studying abroad at CityU's campus in Seattle during the summer after their sophomore year, in the summer between the third and fourth year students have an option to travel to a CityU international location (most recently, Prague, Czech Republic) to take summer courses. This allows

them an intensive experience with a third culture, and exposure to local faculty, students, and pedagogy.

Lessons Learned

When the CETYS-CityU program started in 2005, there were 15 students enrolled; in summer of 2014 there were 201 students. Since 2005, there have been a total of 425 students, 212 of whom have graduated, with the remainder currently enrolled in the program. Many of the graduates have been hired by multinational businesses into positions within their field of study; these graduates are sought after because they are bilingual, have had multicultural experience, and are adept at working in an international environment.

Ultimately, the program's curriculum is at the heart of its success. Key lessons learned in this area from the CETYS-CityU experience include:

Take a multifaceted approach. Mindful of academic quality and integrity, develop unique and flexible curricular models that maximize student learning by incorporating multiple delivery modes, pedagogical approaches, and mobility options as appropriate. By combining the best of face-to-face and mixed or hybrid delivery options, onsite learning abroad not only in one but potentially in two different countries, and the inclusion of faculty with experience and/or familiarity with teaching international students, all in response to the profile of potential students, the reach and popularity of the program was substantially broadened.

Capitalize on your strengths. Design programs that recognize and make strategic use of the particular strengths of each partner, while at the same time seeking synergies that combine the resources of both institutions. CityU's strength was clearly in its experience and capacity to offer programs across multiple settings and modes of delivery. CETYS' broad exposure to and experience in implementing internationalization beyond conventional study abroad options was definitely a contributing factor.

Prioritize efficiency. Integrate the curricula to the maximum level so as to minimize any additional time a student needs to take to complete the joint program. Institutions should dedicate as much time upfront in terms of the curriculum and equivalencies, as well as periodic review and adjustments as necessary. There is no better situation for students than to have as clear a sense as possible of the pathway they will need to follow and the timeline.

Recognize both the advantages and limits of technology. Technology can and should be a key tool in facilitating double degree programs, but face-to-face interaction enhances

cross-cultural learning. While students can take and have made use of online courses, the majority of courses offered have been delivered via mixed or hybrid mode (part online, part face-to-face). This has allowed students to relate to their respective faculty, and for faculty to relate to students from and in Mexico, thereby providing direct exposure to another cultural setting.

Administration and Management of International Joint and Dual Degrees

Dale LaFleur

International joint and dual degrees create opportunities for knowledge sharing, networking, and cross-cultural communication and collaboration. They embed global experiences directly into the heart of academic programs through curriculum design. Model programs afford opportunities for student mobility in both directions, as well as periods of time when students from each institution interact and work collaboratively on each of the respective campuses. The combination of theoretical and applied experiences inherent in many of these programs, also offers students the opportunity to build upon new knowledge and skills in a real-life setting.

While the benefits are many, the development and implementation of joint- and dual-degree programs can be a complex process, from an administrative standpoint. This article explores the key administrative and management issues that arise at all stages, and offers advice and strategies for the administrators and faculty involved.

Funding First

Completing two complementary degrees from different countries in a condensed time frame can be seen as a cost and time savings, as long as the outcome is something desirable by potential employers and advances the students' knowledge and experience in the given field. However, students who come from countries with free public education, or those in need of financial support, may be challenged by the costs involved with pursuing degree programs in other countries. Attempts to find industry or ministry-level sponsorship can assist in these situations, as well as provide career options for students upon completion of the program. Seeking input from sponsors may also help guide the decisions made in the program development stage and offer additional internship or practical experiences for those students who enroll in the program.

Finding a Partner

Identifying appropriate partner institutions is a critical first step in program development. The partners involved should fully commit to evaluating the respective degree programs and discuss the desired outcome of creating the joint or dual degree program. The new program must be able to offer something desirable to potential employers and take advantage of each institution's strengths. Partners must be able to agree on the structure of the joint- or dual-degree program and how it will aid in the development of competencies necessary to successfully complete requirements at each institution. Such competencies could include language development, foundational knowledge in the selected discipline, lab experience, and/or practice conducting research. Finding a partner with whom these issues can be discussed, and mutually beneficial decisions made, is critical.

In order to be confident in the ability to have open discussions and make decisions related to program management, consider building upon existing successful partnerships rather than reaching out to unknown institutions. The familiarity that exists as a result of collaboration between faculty members and administrators spending time visiting each other's campuses, collaborating on research or other projects, and possibly co-authoring papers, creates a solid foundation from which to build. This foundation greatly increases the potential for success of the new international dual degree option.

Program Structure

Once a potential partner has been identified, the type of program created must be determined and agreed upon by all parties. Joint-degree programs are complicated, as they require each institution to go through the process of establishing a new degree program and getting the approval to issue one diploma on behalf of both institutions. At best, this approach can take several years to negotiate and complete, if it is achieved at all. Dual-degree programs, on the other hand, focus on creating new pathways to complete existing degree programs. These programs are much easier to develop and can often be established in less than a year. This type of program will be the focus of the remainder of this article.

Although developing program and course content is an academic issue that is best handled by faculty in the collaborating departments at each institution, from an administrative standpoint, it is important to ensure that the program meets current university protocols and accreditation requirements at both institutions. This can be daunting for those that have national, institutional, and/or disciplinary accreditation requirements to adhere to, and can potentially stop the forward momentum of program design. For example, such matters as

institutional language requirements for completing required coursework, the rules for writing and submitting a dissertation, and the logistics in relation to students' oral defenses in each country (if applicable) must also be considered.

In developing the program structure, it is important to outline the desired program and determine the student mobility flow between the institutions. Creating new opportunities for students at both institutions is ideal, though sometimes difficult to achieve. In order to do so, there must be incentives, encouragement and support for students from both institutions to engage in the dual-degree program. This can come in the form of offering an otherwise unavailable option to an existing degree program, gaining access to a new job market or research field, providing financial support, or receiving guidance from faculty mentors. In many cases, it is easy to achieve these goals from the perspective of one institution, but difficult to attain at both. Provided the decision is mutual, one- or two-way student mobility flows are acceptable.

Creating new opportunities for students at both institutions is ideal, though sometimes difficult to achieve. In order to do so, there must be incentives, encouragement and support for students from both institutions to engage in the dual-degree program.

In order to verify that the program design meets the necessary requirements, it is critical to convene the appropriate people who oversee key areas at each institution. Typical working groups include faculty and other administrative members from the respective academic department, international office personnel, admissions personnel, legal counsel, and accreditation experts. Having an established protocol for vetting and approving program requests can help to expedite the development and review process and create buy-in at the institution.

Marketing and Recruitment

Once established, the delivery of the program is highly influenced by good partner relationship management. This includes the development of a successful marketing and recruitment strategy, proper administrative planning, and regular communication between the partners involved. Marketing

and recruitment is a shared responsibility and legally must adhere to all trademarks and licensing rules at each institution. These efforts must also accurately depict the program goals and related costs. Branding the skills learned in this new program option, along with any connections to industry partners or ministry-level support, can serve as key attractions to prospective students.

After the marketing materials have been created and approved by all parties involved, active communication between the partner institutions about student interest is important. Creating a mechanism that allows students to self-identify during the admissions process ensures that the students' applications and any transfer credits are reviewed according to the terms outlined in the agreement. It also helps departments plan for the students' arrival by coordinating the necessary staffing to teach, advise, and support the students once on campus, and allows the departments to ensure that enough seats are available in the classes outlined in the program design. Without accurate and timely communication at this stage, the experience of the students and the overall success of the program may be compromised.

Evaluation

Good partner relationship management also includes agreeing upon assessment metrics, or criteria by which the program will be evaluated, along with an appropriate time frame for completing the assessment. Given that it usually takes several years to recruit and enroll a steady flow of students in international dual-degree programs, outlining metrics for success at each stage will help the partners determine if they are on track and making adequate progress, or if they need to adjust and try something new. Being realistic when setting target goals, and nimble when things go awry, are essential when launching a new international dual-degree program.

Putting It All Together: Two Case Examples

Examples of two academic programs that have successfully utilized the dual-degree model to internationalize their programs include the James E. Rogers College of Law at the University of Arizona (UA Law) in the United States and the Business School at the University of Mannheim (UM) in Germany. The law program at UA now includes 10 graduate-level dual-degree options with partner institutions in Chile, China, India, Japan, Mexico, Mongolia, and New Zealand, with more under development. The motivation behind this development is to meet the growing demand for lawyers with international training and credentials. These programs allow students to learn about legal systems and practices in other countries and prepare them to practice law in multiple countries. Collabora-

ration with some international partner institutions also came with financial support from local law firms in the respective students' home country. As student mobility on these dual-degree programs continues to increase, the composition of the UA Law student body has also become more internationally diverse. This provides opportunities for non-dual-degree students to interact with, and learn from, people from other countries as well as access for all UA Law students to a global network of UA Law alumni and employment opportunities.

At UM, the business school has also turned to dual degrees to internationalize their programs. Having earned three levels of international accreditation and a #1 ranking in Germany, the business school offers language study and a guaranteed term abroad at the undergraduate level, as well as seven international dual master's degree options with partner institutions in Canada, Denmark, Italy, France, Norway, Taiwan, and the United States. Collaboration with multinational corporate sponsors, such as SAP (a German multinational software corporation), and BASF (the world's leading chemical company), helps to integrate practical, hands-on experiences with corporate partners alongside the academic offerings. Aligning the mission to train young academics according to best international practice with a strong focus on excellence in research, these programs provide graduate training in empirical and quantitative methods, as well as their application to business and economics. By focusing on general industry-oriented degrees, the UM Business School is preparing students for entry into the European Union (EU) labor market by establishing dual programs with institutions in other EU countries.

The successes of these two programs are a direct result of identifying a target goal, working with the appropriate administrative offices at each campus to develop a strategy to achieve that goal, seeking resources and appropriate partners that support the goal, and being nimble throughout the implementation process. Though the process may vary depending on institutional and regional context, considering these administrative and managerial challenges (and striving to overcome them in advance) will help to ensure a greater level of success throughout any dual-degree program's design and implementation stages.

The development of joint and dual degrees has become more than a passing fad. It has become a critical part of many internationalization efforts on campuses around the world and has brought key players on campus together toward a common goal: providing a top education for students in order to prepare them to meet the needs of the ever-changing global economy.

International Trends, Innovations, and Issues with Joint/Double/Multiple Degree Programs

Jane Knight

As previous articles have indicated, there is growing interest in collaborative degree programs in the United States and around the world. Academic benefits for students, institutions, and society are gained from international higher education partners, cooperating to design and deliver collaborative programs. New trends are pointing to programs that involve multiple partners, including universities, research centers, industry, professional organizations, and government. Many collaborative degree programs include mobility of students and faculty; others use different modes of learning through distance, virtual, and online education. Programs with interdisciplinary and innovative themes, many of which address current world issues, are being developed. While the benefits are numerous, so are the challenges involved in this worldwide expansion of joint/double/multiple (JDM) degree programs. The purpose of this article is to identify some of the international trends, innovations, and issues facing these programs.

Multiple Interpretations and Terms

The terms used to describe these international collaborative programs are many and diverse. They include joint, double, dual, multiple, tri-national, integrated, collaborative, international, consecutive, concurrent, co-tutelle, overlapping, conjoint, parallel, simultaneous, and common degrees. These terms mean different things to different people within and across countries. Essential features are collaboration and reciprocity among international partners in the design, delivery, monitoring, and management of the academic program. It is believed that by combining the partners' different but complementary strengths and perspectives, the quality of the program and learning experiences is improved.

One of the most attractive features to students and institutions alike is the number of qualifications offered. Students can receive a single, joint-degree certificate in countries where this is permitted. In other cases, two or more degree certificates are awarded by the partners on completion of the program. The popularity of JDM degrees has led twinning and franchise programs to offer two qualifications—one each from the sending and host institution, even if the program is essentially exported, involving little or no collaboration in the design. The European Commission, a prominent promoter

and funder of these programs, uses the generic term “joint programs” to cover all types, even if double and multiple degrees are offered. The confusion within and among countries of what a JMD degree program signifies is a worrisome trend, which will become exacerbated when rogue providers become more active in offering JDM programs and qualifications.

Graduate Versus Undergraduate Programs

An informal review of collaborative programs by American, European, and Asian organizations shows that master’s level programs seem to be most popular. The flexibility and length of graduate programs, compared to those at the bachelor’s level, facilitate international collaborative programming. In the last few years, the substantial increase in the number of joint/double doctorate programs merits further attention. A key question is: How many dissertations should be prepared for a double doctorate degree? Is one, reviewed by each institution or a joint committee, enough for two doctoral degrees? Opinions are mixed. The European Study Programme In Neuroinformatics, a partnership between three European and one Indian university, states that “Each PhD candidate will pursue an interdisciplinary research project during 3–4 years, leading to a joint (or a double) PhD degree from two of the above partner universities” (KTH Royal Institute of Technology, n.d.).

Interdisciplinary and Internationally Relevant Programs

Worth noting is the range of themes and topics being addressed in JDM programs. For example, a review of the 2015/2016 list of Erasmus-funded programs shows an impressive diversity of sectors and interdisciplinary programs—including robotics, human rights, dance, coastal management, cinema, languages, public health, technology, business and management, history, and engineering (European Commission, 2014, 2015).

Multiple and Diverse Partners

Typically, JDM programs are built on existing partnerships, between higher education institutions in different countries. An important development focuses on graduate-level JDM programs, including related research centers, industry partners, government agencies, and professional organizations. For example, the Agris Mundus Program, which offers a Master’s in Science in Sustainable Development in Agriculture, includes 6 European universities as primary partners and 29 associated partners, all of which can have a role in delivering the program. The associated partners include 17 universities,

6 research centres/networks, and 3 non-governmental organizations from all regions of the world (Agris Mundus, 2015).

Internships

More JDM degree programs are incorporating an overseas internship component, especially in professional fields. The Graduate School of Journalism at Columbia University and the University of Witwatersrand in South Africa announced in 2010 a “new dual degree program that allows students to study journalism in both New York City and Johannesburg and receive degrees from both institutions.” Included in the program is an internship component with different news agencies in South Africa (Columbia Journalism School, 2015). As not all JDM programs are able to include student mobility for course work, the use of international internships provides experience for students to live, work, and gain professional experience and contacts abroad to enhance future employment and career development.

The confusion within and among countries of what a JMD degree program signifies is a worrisome trend, which will become exacerbated when rogue providers become more active in offering JDM programs and qualifications.

Online Double Degrees

The diversity of approaches for using distance, virtual, and online education in JDM programs is striking and likely to expand. Some programs are 100 percent on line, such as the Master’s in English Language Teacher for Self-Directed Learning Program, jointly offered by the Universidad de La Sabana in Colombia and Anaheim University in California. Interestingly, two levels of qualification are offered in this collaborative program—a master’s from the Universidad de la Sabana and a graduate diploma in teaching English as a second language by Anaheim University (MastersStudies.com, 2014).

Rigor in Quality Assurance and Accreditation (QAA)

How to monitor and ensure the quality of JDM programs, and who is responsible for their accreditation, are two vexing

questions. The involvement of two, and increasingly multiple, countries makes for a complex situation. Does each university/country apply its own internal or external QAA procedures? Can or should the program be accredited by one regionally based accreditation agency? There are no easy answers, as different traditions and policies exist for each institution/country. When the partners are within one region, there is more possibility of having one—not multiple—program accreditations completed; but, when the partnership is interregional, it becomes more complicated. The Joint Master's Program in International Humanitarian Action (NOHA, 2013), which involves seven primary partners and multiple associates, was established two decades ago and has extensive experience in the issues of quality assurance. This program has developed its own comprehensive and impressive *Internal Quality Handbook*, which includes common policies and procedures for a wide selection of issues related to maintaining and improving the quality of delivering and managing the joint master's degree program.

The Credit Conundrum

One of the more troubling and ubiquitous issues related to double and multiple degrees is double counting of credits. A well-known business school in Australia promotes its international double degrees on its Web site by stating “Earn two internationally accredited master's degrees in about the same time that it would normally take you to get one. Our partnerships with prestigious overseas universities allow you the opportunity to combine study and travel, and gain a master's degree from another university along with your XXX degree. By studying at both institutions and cross-crediting your studies, you will meet the requirements of both degrees.” In this case, “cross-crediting your studies” essentially means double counting completed courses and earned credits for two separate degrees. Another program—involving four respected universities in Europe, the United Kingdom, and Australia—features a joint master's program, which is four semesters long. Students receive at least two, and often three, individual master's degree certificates, depending on how many universities they physically attended. Therefore, for a cohort of 20 students in a four-semester course, between 40 and 50 different master's degree certificates are awarded. These concrete, but not unique, examples from well-respected and accredited institutions raise serious questions about the integrity of the qualifications being offered—and whether, in fact, “discount degrees” are being awarded by double counting credits, courses, learning outcomes, or whatever measure is used to ensure completion of the program.

International Affiliation Transcripts: A Solution?

It bears repeating that there are a wide range of benefits and advantages to international collaborative programs; many such programs are of outstanding quality. Furthermore, there are excellent examples of joint-degree programs—(resulting in one degree certificate with the formal endorsement of all partners involved—but legal issues impede the granting of joint degrees in many, if not most, countries. This has led to a proliferation of double- and multiple-degree programs. These appeal to students because of their international and career enhancing aspects, and allow universities to increase the numbers of degrees completed and conferred.

A solution needs to be found, which allows collaborative programs to flourish, but respects the integrity of what an earned university qualification represents. One approach worth consideration is the development of an internationally recognized and compliant addendum/transcript to a single-degree certificate, which identifies the international nature and partners of the program, and includes where and how many courses/credits/internships were completed with each international partner. Is this a hopeless idea or a feasible approach?

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Snapshot: International Dual- and Joint-Degree Programming in Europe and Australia

Georgiana Mihut and Christopher Ziguras

The international dual- and joint-degree landscapes in both Europe and Australia are characterized by a cooperation approach to international education where foreign universities are perceived as viable equal partners. At the same time, there are several crucial differences between the Australian and European experiences with international joint and dual degrees.

In the case of Europe, international dual- and joint-degree programs have received the attention and financial support of the European Commission through various funding schemes, recently streamlined under the Horizon 2020 research and innovation program and the Erasmus+ education initiative. Horizon 2020 includes funding for PhD-level collaborative degree programs as part of the Marie Skłodowska-Curie Actions (MSCA) project. Erasmus Mundus (EM), a subprogram of Erasmus+, currently provides financial support for 121 joint- and dual-degree programs both within Europe and between Europe and third country partner institutions, including Australia. While some of the European Commission funding goes directly to support program operations, much is devoted to student scholarships; a substantial proportion of students enrolled in both the MSCA and EM joint- and dual-degree programs receive these grants to complete their programs.

The support of dual degrees is perceived to contribute toward the harmonization agenda of both the European Higher Education Area and the European Research Area. The implementation of the transferable credits system and of the Diploma Supplement (key components of the Bologna Process, which is now referred to as the European Higher Education Area) also supports collaborative degree programs by facilitating the mobility of students between different educational systems. However, challenges concerning accreditation of these programs, financial sustainability beyond the support of the European Commission, legislative gaps, quality assurance, compatibility between higher education systems and grading scales, degree recognition and curriculum integration, persist.

Several initiatives—such as the European Area of Recognition Project, Bridge - Best Recognition Instruments for the Dialogue between Global Experts, and the Joint Degree Management and Administration Network—aim at alleviating some of these challenges. Overall, the support of the European Commission for dual and joint degrees is expected to continue in the coming years, as reflected by the increased educational and research budget of the European Union for the period 2014 through 2020.

While in the case of Europe an intergovernmental body supports a substantial proportion of the joint and dual international degree programs, the effort in Australia is characterized by a bottom-up approach, with programs initiated, coordinated by, and funded through independent higher education institutions. Even with this decentralized structure, however, the strategic priorities of the country are visible in terms of the geographic orientation of Australian engagement abroad—the landscape is dominated by joint and dual degrees offered in partnership with institutions from Asia, the United States, and Europe. Similar challenges to the European landscape persist in Australia, with the addition of a lesser propensity for Australian students (as compared to European students) to integrate international mobility in their academic programs.

The key difference between Australia and continental Europe is the large-scale development of collaborative pathways for non-Australian undergraduate students into Australian higher education institutions. Sometimes these arrangements are considered within the scope of “joint and double degrees” because they usually involve collaboration between two institutions, but sometimes not because they are sequential rather than synchronous. Many international students entering Australian bachelor’s degree programs have undertaken previous sub-degree studies abroad or in Australia, most commonly in polytechnics and private colleges. In this regard, there are significant parallels between Australia and the United Kingdom, but less so between Australia and the rest of Europe.

Both in the case of Australia and Europe, dual and joint degrees are perceived as effective tools to attract international students, which contribute to the internationalization strategies of higher education institutions and serve as revenue sources.

Editors



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