

Global Perspectives on International Joint and Double Degree Programs

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Collaborative degree programs have become a popular form of higher education internationalization around the world, but they are complex and challenging to implement. National and international organizations, higher education associations, and funding agencies have undertaken efforts to study the dynamics and frameworks of joint and double degree programs in their particular contexts. Some of these efforts have culminated in full-fledged studies, some have led to the formulation of best practices, and yet others have produced overviews that assess specific regional or national collaborative degree landscapes.

The *Survey on Master Degrees and Joint Degrees in Europe* by Tauch and Rauhvargers (2002) was one of the first efforts to map the experiences with joint programs in Europe. In 2009, a consortium led by the Institute of International Education (IIE) and Freie Universität Berlin produced the first transatlantic survey and a subsequent publication (Kuder & Obst, 2009). In 2011, a follow-on survey extended the original publication's scope beyond the transatlantic sphere, resulting in the report *Joint and Double Degree Programs in the Global Context* (Obst, Kuder, & Banks, 2011). There are analyses of

collaborative degree programs in particular contexts, including on graduate education, published by the Council of Graduate Schools (2010), or on the employability of graduates of collaborative degree programs, published by the Franco-German University (2012). A variety of other studies and monitoring exercises have addressed joint and double degree programs in particular countries or regions, including Thailand (Office of the Higher Education Commission, 2011), Latin America (Gacel-Avila, 2009), UK–Russia (SQW Consulting, 2010), and Germany–Netherlands (Nickel, Zdebel, & Westerheijden, 2009). Institutions promoting the development of joint and double degree programs, such as the German Academic Exchange Service or the European Commission, have supported various initiatives aiming to evaluate such programs (Culver, Puri, Spinelli, DePauw, & Dooley, 2011). And a growing number of international associations, including the International Association of Universities, now include joint and double degree programs in their frequent efforts to map internationalization (International Association of Universities, 2010). Increasing interest in joint and double degree programs is also seen on the agendas of international higher education conferences, working groups, and expert seminars specifically devoted to this format of internationalization.

These developments clearly illustrate the need for reflection on these complex forms of international collaboration. In response, this publication aims to provide a concise information source on joint and double degree programs by drawing on a broad range of expertise from individuals, institutions, and organizations. It is the first book on collaborative degree programs that pools existing knowledge from different regional contexts and features a collection of articles on experiences, concepts, and policies. We hope that the book at hand will offer orientation to higher education institutions, government agencies, and other related organizations that engage in developing approaches and formulating policies aimed at joint and double degree programs.

The book's first section builds a basis for understanding the nature of collaborative degree programs, overarching trends, and challenges. By offering a conceptual framework for terminology, Jane Knight's article addresses confusion about different forms of collaborative degree programs. The article further provides an overview of recent research on joint and double degree programs, analyzes developments and innovations in this context, and addresses factors that influence the operationalization of collaborative degree programs. Finally, it identifies and discusses various issues that continue to raise critical questions in the context of joint and double degree programs. Based on the results of a global survey conducted by IIE in 2011, Matthias Kuder formulates a plea for a more strategic approach to developing joint and double degree programs. Addressing a select set of challenges, the article argues that they often result from a mix of unbalanced expectations and underdeveloped institutional policies. The article by Tabea Mager, Svend Poller, and Francesco Girotti presents essential ingredients for the successful development and management of joint programs. The authors feature an overview of findings assembled in the course of the JOIMAN and JOI.CON initiatives, with hands-on recommendations for institutions that plan to establish joint and double degree programs. The articles by

Mareike Tarazona and Diana Yefanova are both based on doctoral theses. Tarazona shows factors influencing the sustainability of joint and double degree programs involving German higher education institutions. Based on two case studies at Japanese universities, Yefanova examines faculty and administrators' role in the process of implementation of double degree programs at the graduate level. The article also explores issues around stakeholder access to decision-making processes related to program implementation at those institutions. Though both studies are set in particular country contexts, their findings arguably transcend regional borders.

The book's second section focuses on institutional perspectives. It introduces examples of approaches and experiences in program development and delivery at higher education institutions in Africa, Asia, Europe, the Middle East, North America, and South America. Alessia Lefébure explains a holistic approach to developing collaborative degree programs based on the example of the Alliance Program, a joint venture by New York's Columbia University and three Paris-based institutions—École Polytechnique, Sciences Po, and Sorbonne University (Paris-1). Using the metaphor of a router, Lefébure shows how the Alliance Program serves as a laboratory for the promotion of innovative forms of international collaborations, including joint and double degree programs in a variety of academic fields and levels. The article by Christoph Steber discusses the Technical University of Munich's (TUM) experience with collaborative degree programs. With 46 such arrangements currently in existence, the TUM article looks back at over 20 years of experience in this field, outlining rationales for collaborative degree programs and their impact on students and institutions. In the case of Stellenbosch University, Dorothy Stevens presents her institution's relatively young history of promoting joint and double degree programs, discussing specific challenges, policies, and regulations. The article by National University of Singapore (NUS) also discusses policies and approval processes for collaborative programs. Bernard Tan illustrates how NUS has made collaborative programs, both within the institution and in cooperation with partner universities abroad, a centerpiece of its institutional strategy to attract high-quality students and produce talent for Singapore. In the article featuring the case of Unicamp, Leandro Tessler and José Pissolato Filho present their institution's experience in building collaborative degree programs, starting with a focus on French–Brazilian joint ventures, and outline opportunities as well as challenges specific to the Brazilian context. Finally, Lars Ribbe, Manar Fayyad, and Joern Trappe describe their institutions' take on building collaborative programs. With the example of the German–Jordanian Master's Program in Integrated Water Resources Management, the authors give us a micro-level glimpse at the structure of a particular program, including the advantages it offers to both sides and as well as specific problems the authors encountered.

The third section focuses on regional perspectives and country-specific experiences. The article by Xavier Prats Monné and Claire Morel presents the European Commission's rich experience with promoting joint programs through Erasmus Mundus and other specific programs such as Atlantis, and underlines the high priority that joint programs enjoy

in the context of EU higher education policies. Furthermore, Prats Monné and Morel outline the impact these programs have had on the European Higher Education Area and offer an outlook on current developments, specifically the new Erasmus+ funding program, which will take the promotion of joint programs to an even higher level. The article by Christian Thimme offers deep insight into the experience of funding joint and double degree programs, explaining why the German Academic Exchange Service (DAAD) chose to promote collaborative degree programs and outlining DAAD funding programs and procedures. China's experience with collaborative degree programs is the focus of Liu Jinghui's article, which features a concise overview of current policies and legislation governing the establishment of such programs. Liu discusses models and formats together with the impact they have had in the Chinese context, as well as challenges that need to be addressed in the future.

Stephen Conelly and James Garton shift the focus to Australia. Their article argues that these relatively new formats of collaboration are part of a third wave of internationalization in Australia, which is more focused on building international collaborations. Conelly and Garton provide examples that illustrate issues and challenges specific to the Australian context and discuss where this development is heading at the country's universities. Elena Karpukhina's contribution discusses the Russian experience with collaborative degree programs. Based on an earlier study, the article looks at the experience of Russian institutions with joint programs in the European context, including an overview of trends and specific features, driving forces, and challenges that can complicate further development. The Japan International Cooperation Agency (JICA) Research Institute has issued surveys and papers studying joint and double degree programs in the Asian context. Takako Yuki's article provides a condensed version of a number of survey findings and explores the patterns of joint and double degree programs in this part of the world. Jocelyn Gacel-Ávila looks at the current state of collaborative degree programs in Latin America, presenting the results of a small survey she conducted among higher education institutions in Latin America specifically for this publication. Diana Carlin's article reviews the current status of collaborative degree programs in the United States. Carlin analyses U.S.-specific trends based on a number of studies that have been conducted in recent years, points to challenges in the American context and suggests some best practices that can help U.S. institutions in developing collaborative degree programs. Fred Hall turns our attention to Canada with his article focusing on joint and double degree programs at the graduate level. Hall's contribution is also based on a recent study, the first to provide a comprehensive overview of joint and double degree programs and respective policies in graduate education at Canadian higher education institutions.

The book's last two sections focus on topics that frequently emerge in discussions about collaborative degree programs: student demand, employability of graduates, and quality assurance issues. The article by Jochen Hellmann and Patricia Rohland builds on the extensive experience of the Franco-German University (FGU), an institution that has been promoting collaborative degree programs between French and German higher

education institutions since 1999. Hellmann and Rohland present the results of a recent survey among graduates of FGU-funded programs regarding employability—an issue often discussed in the context of collaborative programs but not yet sufficiently researched. Another important issue that has received little attention to date is student demand for collaborative degree programs. To assess student interest and the current landscape of collaborative degree programs in Europe, Megan Brenn-White and Elias Faethe analyze Europe's largest internet portal for education programs, including joint and double degree arrangements, with a particular focus on visitor behavior. The results indicate that such programs do receive more attention from students, or at least from those who are internationally mobile. Finally, the last two articles of the book are devoted to quality assurance in joint and double degree programs. Mark Frederiks' contribution addresses the accreditation of joint programs in the European context and provides an overview of respective accreditation procedures, challenges, and future perspectives. Nadia Badrawi's article focuses on quality assurance in the Arab region. Badrawi first investigates the joint and double degree program landscape in Arab countries and then discusses quality assurance in this context.

Different authors may use different terms when discussing collaborative degree programs. The basic definition used in this book refers to the qualification that is awarded upon graduation from a collaborative degree program. A joint degree program thus awards a single qualification (one degree certificate signed by all participating institutions) and a double degree program awards two (or more) qualifications, one from each of the participating institutions. At the same time, authors of the articles were also invited to indicate their definition of collaborative degree programs and to stick to the terms they are familiar with in their regional contexts.

We would like to thank all authors for their contributions. This book is truly a global publication and will no doubt contribute to creating a better understanding of joint and double degree programs around the world.

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