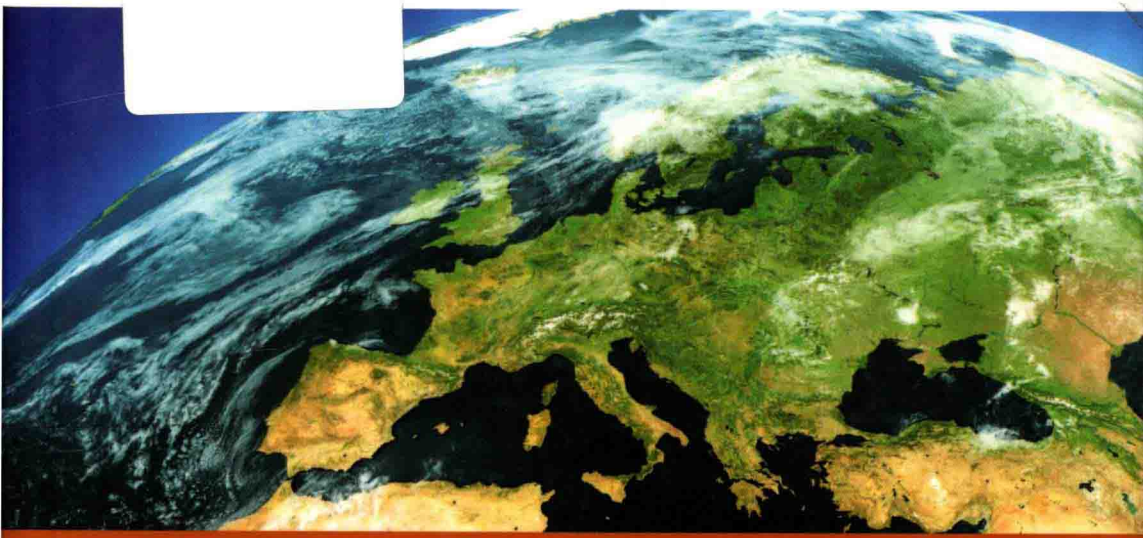

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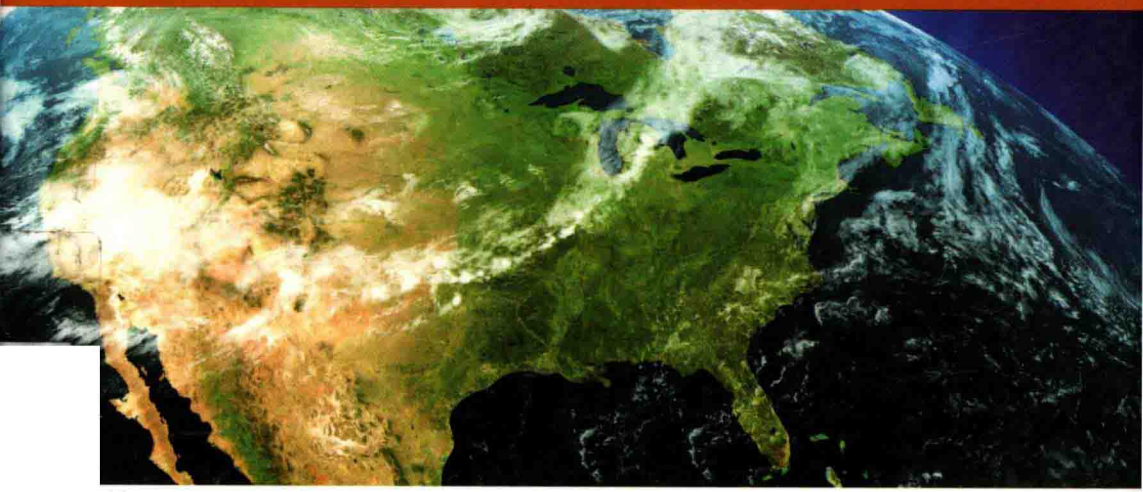
An Emerging Model for Transatlantic Exchange

Edited by Daniel Obst and Matthias Kuder



Freie Universität Berlin

INSTITUTE OF INTERNATIONAL EDUCATION

Joint and Double Degree Programs

An Emerging Model for Transatlantic Exchange

In recent years, developments in the United States and Europe have created new opportunities for collaboration in higher education. Transatlantic degree programs such as dual diplomas, joint degrees, and consortia have gained prominence in this field. Joint and double degree programs have long been a vital part of internationalization strategies in European higher education, but in the North American context such programs have been less common until recently. This report features practical recommendations and detailed strategies for developing and delivering joint and double degree programs from higher education administrators and practitioners on both sides of the Atlantic.

This book is part of a policy project funded by the EU-U.S. Atlantis Program of the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture.

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藏书章

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Joint and Double Degree Programs: An Emerging Model for Transatlantic Exchange

Forewords

By Allan E. Goodman, President and CEO
Institute of International Education

Joint and dual degree programs are quickly gaining attention in the U.S. as ways to offer particularly deep and meaningful international experiences to college and university students. While joint and dual degree programs are often complex to implement, they also provide a chance to build particularly strong institutional partnerships between U.S. and European higher education institutions, and they are an important element of the transatlantic educational exchange relationship.

Since the Institute's founding in 1919, IIE has been dedicated to promoting academic exchange between the United States and Europe. Some of IIE's earliest work involved coordinating exchanges with European governments. Later, in the 1930s, IIE's first Assistant Director Edward R. Murrow helped European scholars relocate to the U.S. and lecture or research at U.S. colleges and universities. After World War II, the Institute arranged for more than 4,000 U.S. students to study and work on reconstruction projects at European universities.

This strong relationship continues today and continues to be reflected in the work of IIE. The Fulbright Program, which IIE has been honored to administer on behalf of the U.S. Department of State since the program's inception, regularly sends students to over 40 European and Eurasian countries, and the region hosts more U.S. Fulbright students than any other. The Fulbright Scholar Program, administered by CIES, a division of IIE, sent 354 scholars to Europe and hosted 367 scholars from Europe during academic year 2008/09. Since 1990, IIE has operated a regional office in Budapest and administered a range of scholarship and fellowship programs throughout the region. In recent years, dozens of European institutions have joined IIENetwork, IIE's institutional membership program.

Our commitment to the region is part of a recognition that with the largest bilateral trade and investment relationship in the world, the EU and the U.S. will only be able to solve common challenges through the kind of mutual understanding and intercultural cooperation created by transatlantic exchanges.

Transatlantic joint and dual degree programs are an exciting new dimension of the longstanding exchange relationship with Europe and of IIE's commitment to expanding the number and diversity of American students who study abroad. We thank the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission for supporting our efforts to make more information about these programs available.

By Dieter Lenzen, President
Freie Universität Berlin

Today, higher education institutions face manifold challenges. Hardly any university is unaffected by global developments, whether the current economic downturn or the increasing competition for the best brains and most talented students. However, we at Freie Universität Berlin strongly believe that challenges also hold opportunities. We are convinced that deepening our international partnerships and broadening our global networks are the way forward.

This rationale manifests itself in the International Network University strategy that we have adopted for Freie Universität. It is based on the reasoning that excellent research and teaching is neither one-dimensional nor bound to national borders, that cooperation across disciplines and across borders is the only way in which academia can successfully address the various challenges of our century, and that as a university, we have the obligation to provide our students with the knowledge and skills needed to succeed in an increasingly globalizing world.

As one of nine German Universities of Excellence, we continue our commitment to build reliable and inspiring frameworks for students, faculty, and administrators based on the idea of curriculum cooperation, structured exchanges, shared supervision of doctoral students, and collaborative research. A joint PhD program with renowned Mexican universities focusing on "Movements, Actors, and Representations of Globalization" and a joint master's program in journalism with the Lomonosov Moscow State University are but two recent examples of this commitment.

Deeply rooted in transatlantic tradition, Freie Universität Berlin takes leadership in promoting dialogue and cooperation between Europe and North America. We are delighted to work with the Institute of International Education, our other partners and the authors of these articles to inform discussion about collaborative degree programs. We trust that this publication will be a valuable source of information for higher education institutions on both sides of the Atlantic and beyond.

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INTRODUCTION

BY DANIEL OBST AND MATTHIAS KUDER

Cooperation in higher education between the United States and Europe has been based to a great extent on traditional student and faculty exchange programs. These have over decades enabled many students to experience living and learning on the other side of the Atlantic, thus creating important institutional linkages and a profound understanding of the respective countries and cultures.

In recent years, developments on both sides of the Atlantic have created new opportunities for transatlantic collaboration in higher education. One of the more prominent recent developments involves the emergence of collaborative degree programs, such as dual diplomas, joint degrees, consortia, and other forms of curriculum cooperation arrangements. Among European countries joint and double degree programs have long been a vital part of internationalization strategies in higher education, helping to create stronger links and flourishing institutional partnerships, as well as preparing students for a global workplace. In the North American context, such programs have been until recently a less common feature of internationalization strategies. However, the interest in curriculum cooperation is gaining momentum not only in the U.S. but in most countries around the world. In an increasingly global and competitive higher education market, collaborative programs can offer a distinct set of advantages and are an important asset in the struggle for attracting the best and the brightest.

The emergence of these types of deep institutional linkages and the discussions among educators and policymakers in Europe and the U.S. on the value of joint and double degree programs have to a certain extent been precipitated by the changes in the higher education system in Europe, including the Bologna Process. The variation in the duration of bachelor's degrees has especially been at the core of discussions between European and U.S. universities. With the establishment of bachelor's and master's degrees in Europe, many traditional exchange agreements between European and U.S. universities will have to be retooled.

Though the Erasmus and Erasmus Mundus programs have enjoyed incredible success in promoting student exchange within and into Europe, some signs indicate that European students have been less likely to study in the U.S. in recent years. According to the most recent statistics from the Institute of International Education's *Open Doors Report on International Educational Exchange*, the number of students from the European Union studying in the U.S. has declined by 10% since 2001/02—a trend that has international education professionals worried on both side of Atlantic. Declines from key European sending countries are particularly worrying: students

from Germany, the leading sending country from Europe to the U.S., have dropped 7% since 2001/02.

Another challenge to transatlantic academic exchange is the increasing predominance of short-term study abroad programs in the U.S. While Europe remains the leading destination for U.S. students who study abroad, the length of study abroad sojourns has declined dramatically in the past decade. Currently, only 6% of all U.S. students who study abroad spend a full academic year in the host country, according to IIE's *Open Doors* report. The majority of study abroad programs are short-term programs of eight weeks or less, which may have less of an impact on the development of intercultural skills and foreign language abilities. Medium-term and long-term study abroad sojourns, especially if conducted in a structured way in cooperation with local partner institutions and including exposure to local students and faculty, may hold far greater opportunities in this respect.

In order to address these concerns, colleges and universities are beginning to explore new methods of transatlantic academic cooperation, including increased curricular integration, more bilateral partnerships, twinning, and consortia. In the context of the two-cycle degree structure in Europe, the development of joint and double degree programs between European and U.S. higher education institutions, both at the undergraduate and graduate levels, is particularly appealing because of the profound impact these programs have on the institutions involved. On the other hand, joint and double degree programs may only have limited impact on the total number of students exchanged across the Atlantic.

So far, little research exists to inform institutions in Europe and the U.S. on the context in which these programs operate. Similarly, there have been few opportunities for higher education institutions, particularly U.S. institutions, to engage in dialogue on successful models of curriculum cooperation with foreign countries. One exception in this regard is the EU-U.S. Atlantis Program, which is supported by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) and the European Commission's Directorate General for Education and Culture. Not only has it contributed to the establishment of numerous transatlantic degree programs through the funding it provides, but its annual grantee meetings have also emerged over time as a central platform for discussing the development and successful implementation of joint and double degree programs. One other notable example is the Transatlantic Degree Programs (TDP) project, an initiative by the Freie Universität Berlin and the German Academic Exchange Service (DAAD), which over a period of three years offered a series of expert workshops in Europe and North America with the aim of facilitating knowledge transfer and best practice examples in cross-border curriculum cooperation.

The goals of this publication are to expand the knowledge about existing transatlantic degree programs and to address the challenges and opportunities in developing joint and double degree programs—especially in the transatlantic context.

The articles in this book are divided into six thematic sections. The first section, which focuses on the theories behind transatlantic degree programs, examines the key findings of an extensive survey conducted in spring 2008, based on responses from 180 higher education institutions in the U.S. and the European Union. The chapter addresses the current landscape of transatlantic degree programs and identifies inherent challenges and opportunities of expanding existing or developing new programs. Pascal Delisle analyzes the rationales and strategies behind joint or double degrees and sheds light on why universities enter into such close collaboration. Stephan Geifes points to the motivations behind the renewed interest in transatlantic degree programs in the past few years.

The second section of this book focuses specifically on communications and securing institutional support, a process that provides the foundation for any joint program. Allan Lerner and Nora Bonnin address the role of policy, procedural and financial considerations in securing institutional support, while Jerome L. Neuner discusses ways to create clear channels of communication, both within the home institution and with partner institutions. Lori Thompson discusses the State University of New York's approach to curriculum design and communication in dual diploma programs, and Ulla Kriebernegg and Roberta Maierhofer discuss issues of curriculum design raised while setting up a program at the University of Graz.

The third section, "Putting Programs into Practice," presents four perspectives on the beginning stages of a joint or double degree program. Macarena Sáez and Jamie Welling look specifically at programs in law, and Régine Lambrech discusses an engineering program. Vuokko Iinatti and Tuija Mainela describe the particular challenges involved in student selection for such intensive programs, and Kathleen E. Murphy and Paul Tomkins suggest a new joint ownership model for the administration of joint degrees.

Sustainability is a key question in any joint or double degree program and is the subject of the fourth section of this book. Jeffrey W. Steagall, Jeffrey Michelman, and Anne Sheridan Fugard explore how institutional relationships permit sustainability over time, and Sarah A. Hutchison discusses the contribution of alumni networks to sustaining a programmatic identity.

The last two sections consist of articles focusing primarily on specific joint and double degree programs. First we present "program profiles"—broad views of selected transatlantic programs. El Nault presents an overview of a transatlantic program for economics students, and Peter Gustavsson and Emeric Solymossy discuss "value creation" and how it relates to their transatlantic degree program. John E. Pakkala, Jürgen E. Blechschmidt, Joseph C. Musto, and Hans H. Reddemann describe a collaborative program for mechanical engineering students between a U.S. and a German institution. Finally, Jenifer S. Cushman describes a degree program offered by a small college in Pennsylvania and a German University of Applied Sciences.

The final section consists of two articles that review lessons learned from joint and dual degree programs in the European context. Carsten Klenner and Christi Degen use the Double Master in Business Administration at the University of Cologne to take a close look at issues of credit transfer. Hilary Jones and Christopher Grinbergs describe their experience managing a joint program at Roehampton University.

Throughout the publication, the authors refer to collaborative degrees in a number of ways, including *transatlantic, joint, double, dual,* etc. In general, a multitude of meanings can be assigned to these terms on both sides of the Atlantic. Often enough, and this is particularly true for the U.S., these terms may refer to programs that combine degrees in two academic disciplines yet are carried out entirely within one and the same higher education institution. Also, there is frequent confusion about the difference between the terms dual and double. While in some countries the term *dual degree* is used more commonly for degree programs that feature structured curriculum cooperation with a foreign partner institution, elsewhere *double degree* might be the predominant term to describe such jointly offered academic programs.

The rapid increase of collaborative programs on both sides of the Atlantic and beyond is likely to further accelerate the variation in terminology and formats of collaborative degrees. Naturally, such developments prompt questions about legal aspects, quality assurance and accreditation issues. In the absence of internationally binding standards—and control thereof—individual examples of malpractice in the field of joint and double degree programs might tarnish the image of cross-border curriculum cooperation making efforts to define a common terminology for collaborative programs especially important.

Terminology in this book varies slightly, but the most common definition of what constitutes an (international) *joint/dual/double* degree used here is:

A joint degree program: students study at (at least) two higher education institutions and receive upon completion of the study program a single degree certificate issued and signed by all the participating institutions jointly.

A dual or double degree program: students study at (at least) two higher education institutions and receive upon completion of the study program a separate degree certificate from each of the participating institutions.

This book is part of a policy project, the Transatlantic Degree Programs (TDP) Inventory Project, that is funded by the EU-U.S. Atlantis Program. The Consortium members include Ursula Lehmkuhl and Matthias Kuder at the Freie Universität Berlin, Stephan Geifes, formerly at the Franco-German University (DFH) and now Scientific Coordinator at Deutsches Historisches Institut in Paris, Andrejs Rauhvargers of the Latvian Rectors' Council, Daniel Obst at IIE, and Robert Gosende and Linda Veraska at the State University of New York (SUNY).

In addition to the project partners, we wish to thank several individuals and institutions who have been instrumental in shaping this project and without whom this

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Britta Baron of the University of Alberta has been a major source of inspiration and expertise for this initiative from its very onset and has provided invaluable advice throughout the duration of the project. We are also grateful for the support and advice of the German Academic Exchange Service (DAAD).

Special thanks go to Shepherd Laughlin, Program Coordinator at IIE and managing editor of this book, for his invaluable support.

Finally, thanks go to all the authors who have contributed these excellent chapters, which help raise awareness of the challenges and opportunities inherent in conceiving, implementing and sustaining joint or double degree programs in the transatlantic context.

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