

**Joint and Double Degree Programs in the  
Global Context:  
Report on an International Survey**



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The views expressed in this survey report are solely those of the authors. They do not necessarily represent the official positions of the Institute of International Education or the other organizations and agencies involved in this publication.

## Acknowledgements

The authors would like to thank the following individuals for their support and advice during the development of this survey and report.

Britta Baron  
University of Alberta

Diana Carlin  
University of Kansas

Pascal Delisle  
Partner University Fund

Michael Dyrenfurth  
Purdue University

Helen Foster  
The University of Nottingham

Julia Haes  
Freie Universität Berlin

Ian Jones  
The University of Nottingham

Jane Knight  
University of Toronto

Roberta Maierhofer  
University of Graz

Kris Olds  
University of Wisconsin-Madison

Sabine von Oppeln  
Freie Universität Berlin

Bodo Richter  
European Commission, DG Education and Culture

Dorothea Rüländ  
German Academic Exchange Service (DAAD)

The authors would also like to acknowledge 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. The Institute of International Education and Freie Universität Berlin, along with several other institutions, received funding for a project in 2007-2009 that provided the basis for this new report.

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**Prepared by  
Daniel Obst, Matthias Kuder, and Clare Banks**

**September 2011**

# TABLE OF CONTENTS

<b>Executive Summary and Major Findings.....</b>	<b>6</b>
<b>Introduction.....</b>	<b>8</b>
<b>Methodology, Respondents, Terminology.....</b>	<b>8</b>
<b>Part I: Numbers, Countries, and Disciplines.....</b>	<b>9</b>
<b>Part II: Academic Disciplines, Languages, and Mobility.....</b>	<b>14</b>
<b>Part III: Selection, Recruitment, and Enrollment.....</b>	<b>16</b>
<b>Part IV: Accreditation and Credits.....</b>	<b>20</b>
<b>Part V: Program Development.....</b>	<b>23</b>
<b>Part VI: Motivations, Impact, and Challenges.....</b>	<b>27</b>
<b>Part VII: Future Development of Joint or Double Degree Programs.....</b>	<b>35</b>
<b>Conclusion.....</b>	<b>39</b>
<b>Appendix.....</b>	<b>40</b>

## Executive Summary and Major Findings

This report seeks to expand the knowledge and understanding of international joint and double degree and to address the challenges, opportunities, motivations and impact of developing such programs. This report is based on a survey conducted by the Institute of International Education (IIE) and Freie Universität Berlin in spring 2011. It is a follow-on from a 2009 survey report, *Joint and Double Degree Programs in the Transatlantic Context*, which was part of a 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. While the previous survey focused exclusively on transatlantic joint and double degree programs, the new study expands the scope of the research and aims to assess the global landscape of collaborative degree programs.

This report examines responses from 245 higher education institutions from 28 different countries. While the report presents findings from a global perspective, it also presents country-specific trends for the top six countries that responded to the survey: Australia, France, Germany, Italy, the UK, and the U.S. When analyzed on a national level, responses from these countries reveal noteworthy differences as well as similarities concerning particular trends in collaborative degree programs.

The following are selected major findings from the 2011 Survey Report:

- Double degrees are much more common than joint degrees. Survey respondents from France reported offering the most joint degree programs, while the U.S. is the top reporting country with double degree programs.
- The majority of the reported joint or double degree programs are at the master's level; however, the majority of programs reported by Australian institutions are at the doctoral level, and the majority of programs reported by U.S. institutions are at the undergraduate level. Most participating institutions indicated that they plan to develop more programs at the master's level.
- The majority (76 percent) of participating institutions report joint and double degree programs with student enrollment of 25 or fewer.
- The top five cited partner countries for programs reported in this survey are: France, China, Germany, Spain, and the U.S.
- The most frequently cited academic disciplines for current and future degree programs are business and management and engineering. Social sciences, mathematics and computer sciences, and physical and life sciences are also popular academic disciplines. Most institutions that plan to develop more joint or double degree programs at the doctoral level plan to do so in engineering.
- The majority of responding institutions indicated that they set up their first joint or double degree programs between 2001 and 2009. However, survey participants from France, Germany, and Italy began the majority of their programs earlier (1991-2000), while Australian and UK institutions were most likely to have developed their programs more recently.
- Almost all responding institutions have plans to develop more programs. While the majority of institutions had plans to develop both joint degree and double degree programs, most German and U.S. institutions plan to develop only more double degree programs.
- The top desired partner countries for future collaborative programs are China, the U.S., France, India, and Germany. China ranks first among participating institutions from Australia, the UK, and the U.S.; the U.S. is favored by France, Germany, and Italy. The majority would like to partner with institutions in these top countries at the master's level.

- The top motivations for developing joint or double degree programs are broadening educational offerings, strengthening research collaboration, advancing internationalization, and raising international visibility/prestige. Notably, increasing revenue was major motivating factor only for respondents from the UK.
- The top challenges for developing joint or double degree programs are securing adequate funding and ensuring sustainability.
- According to survey respondents, the double-counting of credits appears to be one of the least important challenges. Furthermore, 66 percent of the responding institutions indicated that they have measures in place to regulate the double counting of credits.
- Ninety-five percent of survey participants report that joint and double degree programs are part of their institution's internationalization strategy. However, only 55 percent have a clear institutional policy on program development and only 45 percent have developed particular methods for the marketing of these programs.

## Introduction

According to the 2011 IIE Project Atlas report, *Student Mobility and the Internationalization of Higher Education*, more than 3.3 million students are currently studying outside of their own country. This represents the greatest surge in international student enrollments in recent decades. Enhancing student mobility has become a top priority for countries around the world, stimulating a global conversation about best practices, trends, and future plans. While traditional study abroad programs or direct enrollment in foreign institutions remain by far the predominant option for students wishing to have an international experience, more higher education institutions are seeking ways to firmly embed international experience in their study programs. Often this goes hand in hand with a greater effort to offer more reliable mobility frameworks and to reduce perceived mobility risks such as credit transfer problems or prolonged time to graduation.

Whether they limit their efforts to provisions on the transfer of credits or whether they decide to go all the way to building a jointly delivered study program, institutions embarking on more innovative paths of international exchange will find that such arrangements require a high level of partner interaction between faculty, administration, and university leadership. Notwithstanding difficulties and occasional failures, such forms of interaction bear the potential for the emergence of a new partnership model, based on a more encompassing and deeper mutual understanding of the partners involved. Some prominent cases show the full potential of such partnerships, boasting full-fledged alliances that span from curriculum cooperation to joint research projects to strategic joint ventures. At the same time, others may struggle to capitalize on the opportunities or fail to attract enough students to keep a joint or double degree program alive.

While joint and double degree programs largely evolved in Europe, the interest in curriculum cooperation and collaborative study programs has since spread to all world regions. A growing number of higher education institutions as well as governments and funding agencies worldwide have engaged in developing their respective strategies and policies with regard to joint and double degree programs. A glimpse on the agenda of any major higher education conference confirms this global trend. However, the growing enthusiasm for collaborative degree programs is tempered by a number of challenges and questions. Increasingly, higher education organizations recognize the need for a more substantial understanding of this global trend that goes beyond anecdotal reporting.

The purpose of this report is to depict the major developments regarding joint and double degree programs from a global perspective, to highlight challenges, and to provide valuable information about such programs as reported by survey respondents. The survey report is by no means all-inclusive and is based on data from a limited range of countries. Nevertheless, the data provided still gives significant insight into the commonalities and disparities in joint and double degree programs trends across the globe.

## Methodology, Respondents, Terminology

### Methodology

This survey examines responses from 245 higher education institutions from 28 different countries from around the world. The survey was conducted from January 12 to April 6, 2011. A call for participation in the web-based survey was announced through numerous higher education newsletters, professional listservs, and other networks that focus primarily on the internationalization of higher education. In addition, a number of the higher education associations shared the call for participation with their member institutions in their respective countries or regions.

Estimating the response rate in this context is not possible, and the survey does not claim to have produced globally representative results. However, the number of respondents is sufficient to draw conclusions on current trends and developments in the field of curriculum cooperation in a global context. This report also serves as a benchmark for future studies.

## **Respondents**

The survey received valid responses from 245 higher education institutions from around the world. While 28 different countries were represented, the majority of respondents were from the United States (60 responses, 24 percent), Germany (56, 23 percent), France (36, 15 percent), Italy (16, 6.5 percent), Australia (15, 6 percent), and the United Kingdom (11, 4.5 percent).

Most survey respondents were senior administrators within their institutions or departments. They included 10 deans; 107 directors, heads, or managers; and more than 90 other senior administrators, such as vice provosts, associate provosts, and associate deans.

## **Terminology**

The terms joint, dual, or double degree may be used in variations in different contexts or different countries. Sometimes these terms 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 confusion about 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, other countries might prefer the term double degree. Though efforts are made by a number of higher education associations and organizations to provide clear-cut definitions of collaborative degree programs, they typically still show some sort of variation. In the absence of a globally agreed-on definition, this survey has chosen a rather basic description of joint and double degree programs, thus enabling a broader community to participate in the study.

### **International joint degree programs**

International joint degree programs are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students are awarded a single degree certificate issued and signed jointly by all institutions involved in the program.

### **International dual/double degree programs**

International dual/double degree programs are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students receive degree certificates issued separately by each of the institutions involved in the program.

## **Part I: Numbers, Countries, and Disciplines**

This section highlights survey findings related to the number and type of degree programs, partner countries, and number of students.

### **Number and Type of Collaborative Degree Programs**

Double degree programs appear to be much more common than joint degree programs. Eighty-four percent of respondents offer double degree programs while only 33 percent offer joint degree programs (Table 1). Among respondents, the top countries with joint degree programs are France, Germany, the United States, Italy, and Australia. The same top five countries for joint degree programs are also the top five countries with double degree programs, though in a slightly different ranking order: the United States, Germany, France, Italy, and Australia (Table 2). Based on responses, institutions in the United States clearly favor double degree programs, with a ratio of double degree programs to joint degree programs of 3.77, as compared to Italy, with the lowest double degree to joint degree program ratio of 1.36.

**Table 1: Percentage and Number of Collaborative Degree Programs as Reported by Responding Institutions**

	Percentage
<b>Joint Degree Programs</b>	33%
<b>Double Degree Programs</b>	84%
<b>Joint and/or Double Degree Programs in Planning Stage or Under Consideration</b>	68%

Source: Survey on International Joint and Double Degree Programs 2011

**Table 2: Number of Institutions Reporting Joint and Double Degree Programs**

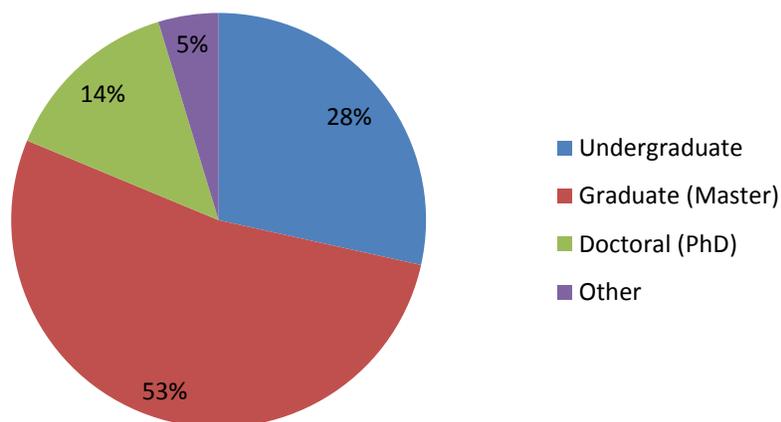
Rank	Joint Degree	#	Double Degree	#
1	France	16	United States	49
2	Germany	16	Germany	47
3	United States	13	France	31
4	Italy	11	Italy	15
5	Australia	6	Australia	12
6	Canada	4	United Kingdom	10
7	United Kingdom	4	Finland	9
8	Finland	2	Canada	7
9	Sweden	2	Mexico	6
10	Belgium	1	Netherlands	3

Source: Survey on International Joint and Double Degree Programs 2011

**Number of Programs Offered by Academic Level**

The majority (53 percent) of the survey respondents indicate that they offered joint degree or double degree programs at the master’s level. This is nearly double the number of programs offered at the undergraduate level, with doctoral programs much less commonly offered (Figure 1).

**Figure 1: Percentage of Joint or Double Degree Programs by Academic Level**



Source: Survey on International Joint and Double Degree Programs 2011

**Table 3: Academic Level of Joint Degree Programs**

Undergraduate (Bachelor's)	Graduate (Master's)	Doctoral (Ph.D.)	Other
21%	54%	17%	8%

Source: Survey on International Joint and Double Degree Programs 2011

**Table 4: Academic Level of Double Degree Programs**

Undergraduate (Bachelor's)	Graduate (Master's)	Doctoral (Ph.D.)	Other
28%	53%	14%	5%

Source: Survey on International Joint and Double Degree Programs 2011

The top reporting countries showed a similar trend. Four of the top reporting countries offer the majority of their joint or double degree programs at the master's level: France (81 percent), Italy (58 percent), Germany (44 percent), and the UK (43 percent). Notably, Australia and the U.S. diverge from this trend, with the majority of Australia's institutions (55 percent) indicating that they offered joint or double degree programs at the doctoral level, and 50 percent of U.S. institutions offering programs at the undergraduate level (Table 5).

**Table 5: Percentages of Joint or Double Degree Programs Offered by Top Responding Countries, by Academic Level**

	Australia	France	Germany	Italy	UK	U.S.
Undergraduate (Bachelor's)	21%	14%	39%	6%	26%	50%
Graduate (Master's)	24%	81%	44%	58%	43%	36%
Doctoral (Ph.D.)	55%	4%	10%	18%	31%	10%
Other	N/A	1%	6%	18%	N/A	5%

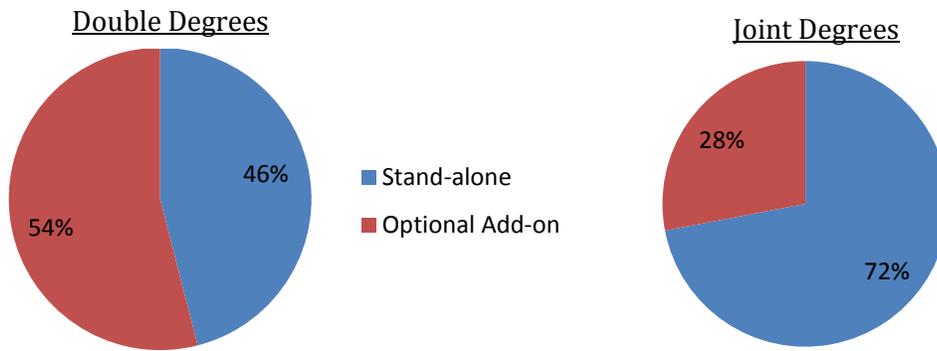
Source: Survey on International Joint and Double Degree Programs 2011

### **Nature of Programs**

To find out more about the nature of joint and double degree programs, the survey asked whether the program was exclusively developed as a joint or double degree arrangement, operated as a joint venture between two or more higher education institutions (a so-called "stand-alone" program); or whether the joint or double degree was an optional add-on to an existing traditional study program, offering interested students an optional track through curricular cooperation with a partner university abroad.

Survey responses suggest a marked difference in the nature of joint degree and double degree programs. According to the data, joint degree programs tend to be stand-alone programs, with 72 percent of respondents with joint degree programs reporting them as such. In contrast, a slight majority (54 percent) of double degree programs were reported as being optional add-ons (Figure 2).

**Figure 2: Nature of Joint and Double Degree Programs**

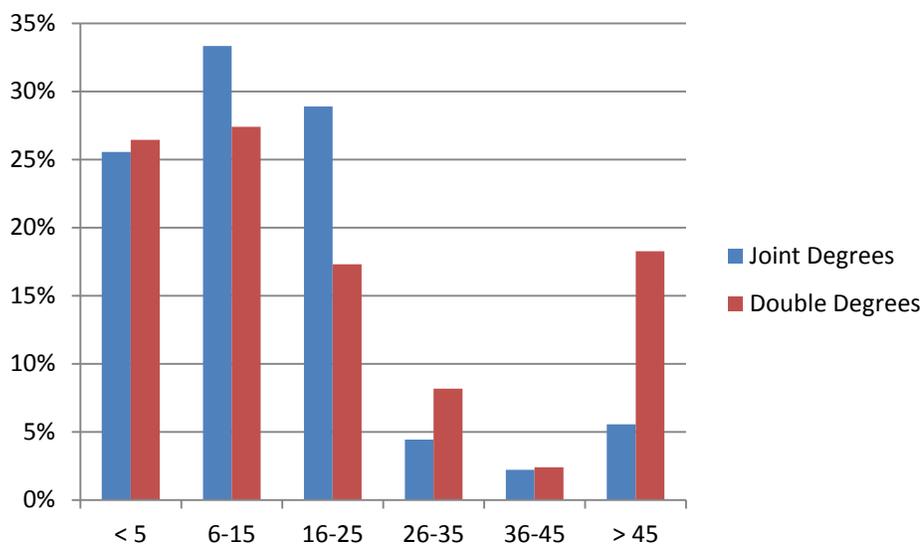


Source: Survey on International Joint and Double Degree Programs 2011

**Number of Participating Students**

The majority of institutions report that both joint degree and double degree programs have fewer than 25 participants. Seventy-six percent of the responding institutions indicated that the number of participants in their joint degree programs were in the 25 or fewer range. The figures for participants in double degree programs were similar; however, there were significantly more responses in the “more than 45” range. Indeed, while 71 percent of responses concerning double degree programs lingered in the 25 or fewer range, 18 percent of institutions reported having more than 45 participants, triple the number for joint degree programs (6 percent) (Figure 3). This suggests that, while the average collaborative degree program will engage 25 or fewer students, double degree programs seem to be more successful in attracting a greater number of participants.

**Figure 3: Percentage of Respondents Reporting on the Number of Students Participating in Joint and Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

*U.S. Recruitment Tactics*

63 percent of U.S. respondents said their institution has not developed any specific measures to recruit students for joint or double degree programs.

However, 65 percent of U.S. respondents reported that they were focusing recruitment tactics on international students, as opposed to local or U.S. students.

*Read more about recruitment in Part III*

**Table 6: Percentage of Institutions Reporting Student Numbers, by Country**

	Less than 15		16 - 45		More than 45	
	JD	DD	JD	DD	JD	DD
<b>Australia</b>	67%	50%	33%	33%	0%	17%
<b>France</b>	44%	50%	44%	35%	11%	15%
<b>Germany</b>	65%	69%	29%	21%	6%	10%
<b>Italy</b>	50%	62%	50%	23%	0%	15%
<b>UK</b>	75%	45%	0%	45%	25%	9%
<b>US</b>	40%	45%	53%	27%	7%	29%

Source: Survey on International Joint and Double Degree Programs 2011

### **Partner Regions and Countries**

France and China are the top two countries where responding institutions have established joint or double degree programs (Table 6a). Among the top reporting countries, France is the top partner for Italy, the United Kingdom, and Germany, while China is the top partner country for the United States and Australia (Table 6b). As Germany’s top partner country is France, so is France’s top partner country Germany. Notably, many of the partner countries for top reporting countries remain in the same geographic vicinity. Four out of five top partner countries for Italy, France, and Germany are also within the European Union. Australia’s top partners—China, Indonesia, and Singapore—are also relatively close neighbors. Other frequently cited partner countries were Russia, Mexico, South Korea, Belgium, India, Portugal, and Turkey (Figure 4).

**Table 6a: Top Ten Countries Where Responding Institutions Have Established Joint or Double Degree Programs**

1. France
2. China
3. Germany
4. Spain
5. United States
6. Italy
7. Netherlands
8. United Kingdom
9. Poland
10. Sweden

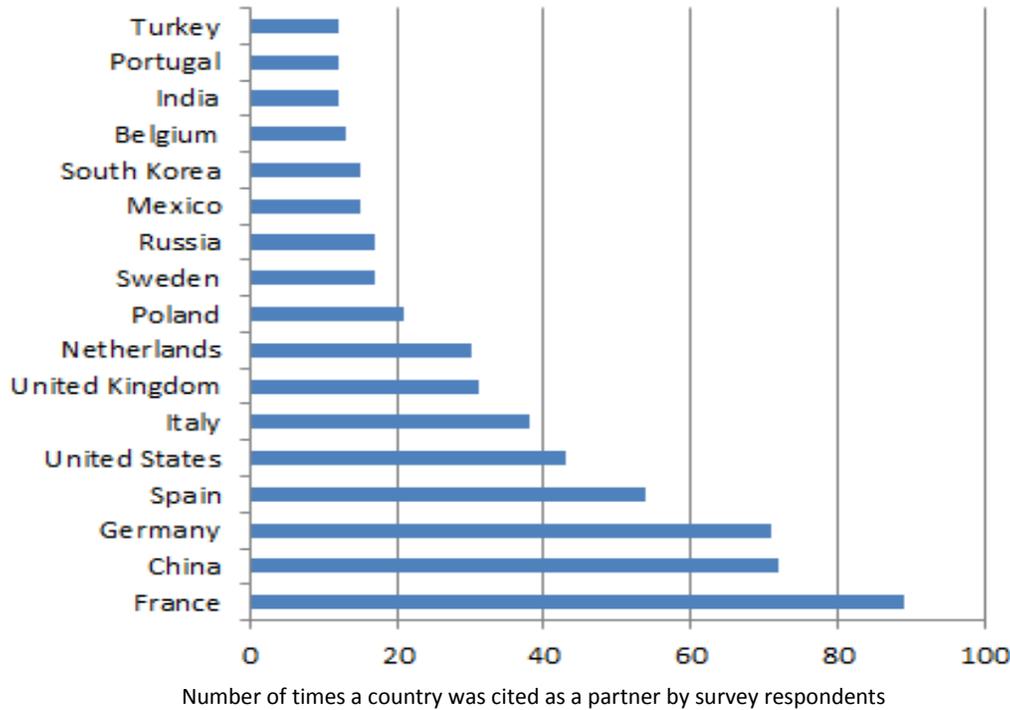
**Table 6b: Top Reporting Countries’ Top Five Partner Countries\***

Rank	Italy	France	Germany	Australia	U.S.
<b>1</b>	France	Germany	France	China	China
<b>2</b>	Spain	Spain	Spain	France	France
<b>3</b>	Germany	Italy	U.S.	Germany	Turkey
<b>4</b>	Netherlands	China	UK	Indonesia	Germany
<b>5</b>	U.S.	UK	Netherlands	Singapore	India

Source: Survey on International Joint and Double Degree Programs 2011

\* Due to insufficient number of replies from UK institutions in this category, the results are not shown in detail for the UK. For those UK universities that did provide information to this question, institutions in China and France also figured high on the agenda.

**Figure 4: Most Frequently Cited Partner Countries**



Source: Survey on International Joint and Double Degree Programs 2011

## Part II: Academic Disciplines, Languages, and Mobility

This section analyzes the responses from participating institutions on academic disciplines, language of instruction, and student mobility.

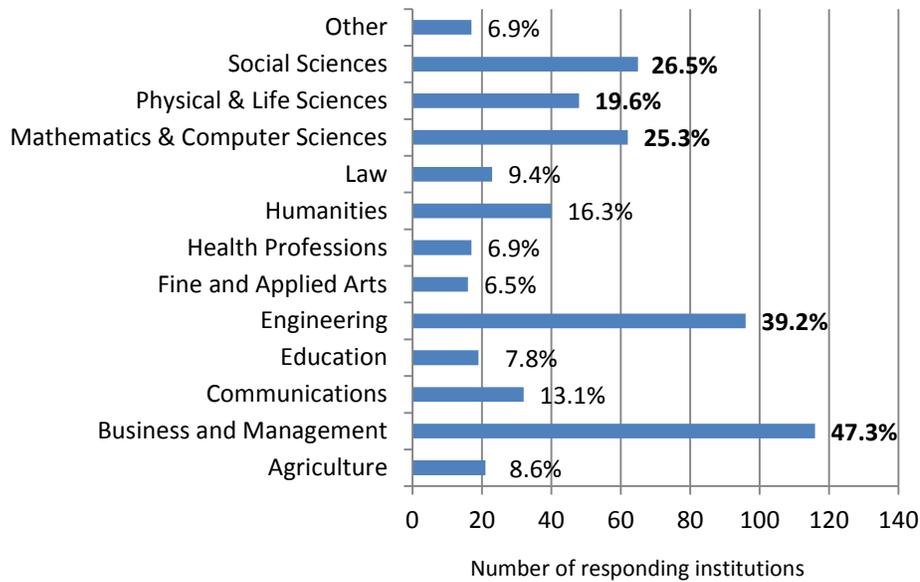
### Academic Disciplines

Nearly half of respondents (47 percent) report offering joint or double degree programs in the field of business and management, making it by far the most common field of study for these degrees (Figure 5). The second most common academic discipline is engineering, with more than 39 percent of institutions offering joint or double degrees in this field. The social sciences rank third among the survey respondents (with 26 percent).

Among those institutions reporting 45 or more participants in their programs, business and management and engineering remain the top favored academic disciplines. 61 percent of collaborative degrees offered by institutions with high participation rates are in business and management, compared to 47 percent of all responses. Similarly, 54 percent of joint or double degree programs offered by high participation institutions are in engineering; an increase of 14 percent from the overall trend. According to the responses of survey participants, business and management and engineering are the most prevalent academic disciplines for joint and double degree programs, and have above-average success in attracting high numbers of students.

The top reporting countries were nearly divided between favoring business and management or engineering. Business and management is the top academic discipline for Australia, Germany, and the U.S., while engineering was the preferred discipline for France and Italy. An outlier, the UK's top reported academic discipline is social sciences.

**Figure 5: Top Academic Disciplines in Which Joint and Double Degree Programs Are Offered**



Source: Survey on International Joint and Double Degree Programs 2011

### **Language of Instruction**

According to survey respondents, English is by far the most common language of instruction in joint or double degree programs, both in terms of the highest number of citations as “most important language” and in terms of the most mentions in any position of importance, as indicated in Table 7.

**Table 7: Top Five Languages Mentioned in Any Position of Importance (from “Most Widely Used” to “Fourth Most Widely Used”)**

1. English (49 percent)
2. French (16 percent)
3. German (13 percent)
4. Spanish (8 percent)
5. Italian (6 percent)

Source: Survey on International Joint and Double Degree Programs 2011

When looking more closely at the number of survey respondents citing English as “the most widely used” language of instruction, it becomes clear that English is, indeed, the lingua franca of most joint and double degree programs reported in this survey. Language issues are reported as one of the least challenging aspects of setting up joint and double degree programs. While English is the most widely used language for collaborative degree programs, it is important to note that a number of respondents cited other languages as a secondary (or 3<sup>rd</sup>, or 4<sup>th</sup> most widely used) language. For example, French was cited as the second most widely used language, which is in line with previous data showing France as one of the top two partner countries among respondents.

## **Student Mobility**

There are two common patterns of student mobility in joint and double degree programs. Students can form a cohort and “travel” together, starting in one location and transferring to another as a group. Alternatively, students can start their studies at different locations, and then transfer to one or more participating institutions separately. According to survey responses, a slight majority prefers the latter option of starting and moving separately (53 percent). Forty-seven percent of responses cite studying and travelling as a cohort as the best description of student mobility in their programs (Table 8).

**Table 8: Student Mobility for Joint and Double Degree Programs**

<b>Pattern of Student Mobility</b>	<b>Joint Degrees</b>	<b>Double Degrees</b>
Students form a program cohort: All start in one location and then transfer together to other institution(s).	37%	47%
Students start at different locations and transfer to participating institution(s)	42%	53%

Source: Survey on International Joint and Double Degree Programs 2011

## **Alternatives to Student Mobility**

In light of increased technological possibilities and a push for innovative ideas about how to internationalize higher education institutions, respondents were asked about alternatives to student mobility. These could include virtual joint or double degree programs with no physical mobility or programs that feature only faculty mobility. When asked whether their institutions offered such joint or double degree programs, the response was overwhelmingly negative. 94 percent and 91 percent of responses concerning joint degree programs and double degree programs, respectively, were “no.” Clearly, the majority of institutions do not offer programs that do not include physical student mobility.

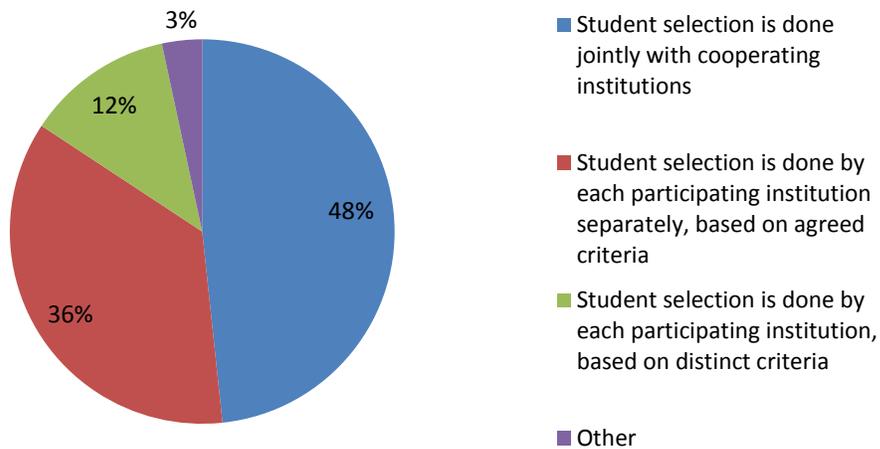
## **Part III: Selection, Recruitment, and Enrollment**

This section analyzes the student selection process, recruitment efforts, and the enrollment process for joint and double degree programs.

### **Selection Process**

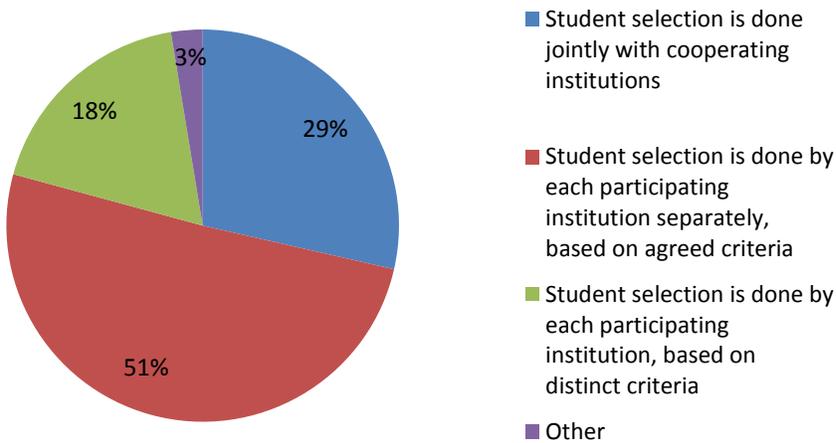
Based on responses, there are two common methods for selecting students for joint or double degree programs. Student selection is either performed by each participating institution separately but based on shared criteria, or done jointly with cooperating institutions. The highest percentage of responses for joint degree programs was that selection is done jointly with the partner institution (48 percent) (Figure 6), while the preferred selection process for double degree programs (51 percent) is separately, but based on shared criteria (Figure 7).

**Figure 6: Student Selection Process for Joint Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

**Figure 7: Student Selection Process for Double Degree Programs**

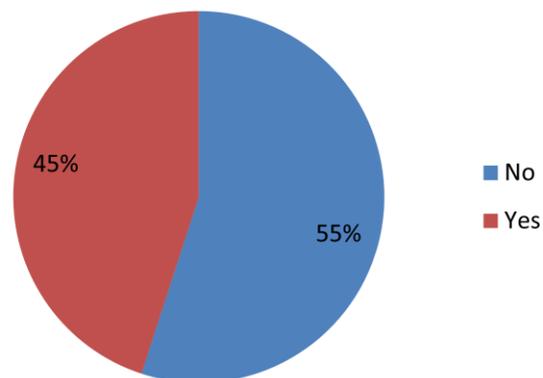


Source: Survey on International Joint and Double Degree Programs 2011

**Recruitment**

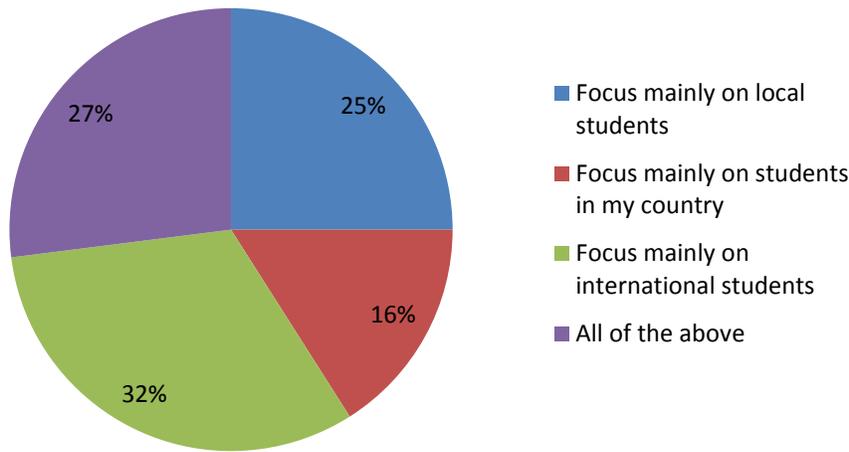
Respondents to the survey were nearly split as to whether their campuses had developed specific measures to recruit students for joint or double degree programs. However, a slight majority (55 percent) do not have a specific recruitment strategy (Figure 8). For those who did have a recruitment strategy, the highest percentage of respondents focus recruitment efforts mainly on international students (32 percent) (Figure 9).

**Figure 8: Specific Measures to Recruit Students for Joint or Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

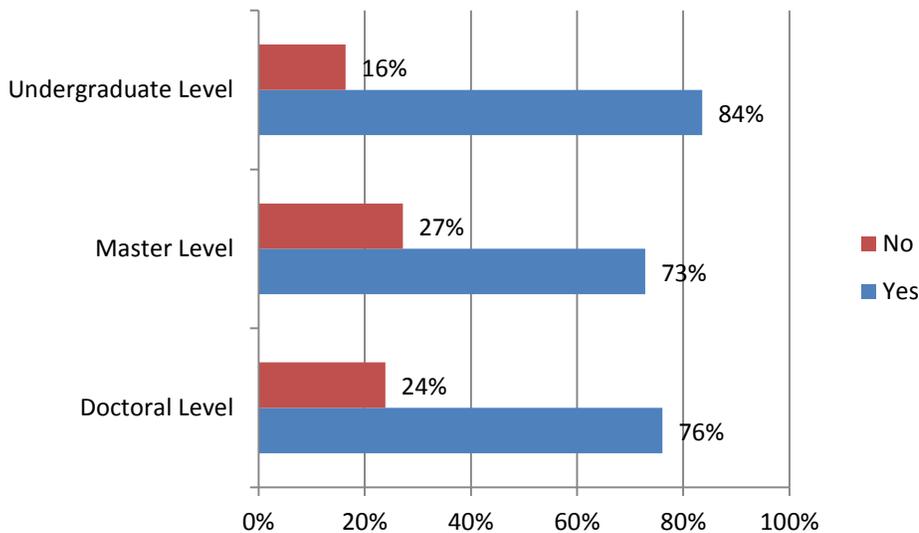
**Figure 9: Primary Focus of Recruitment Efforts for Joint or Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

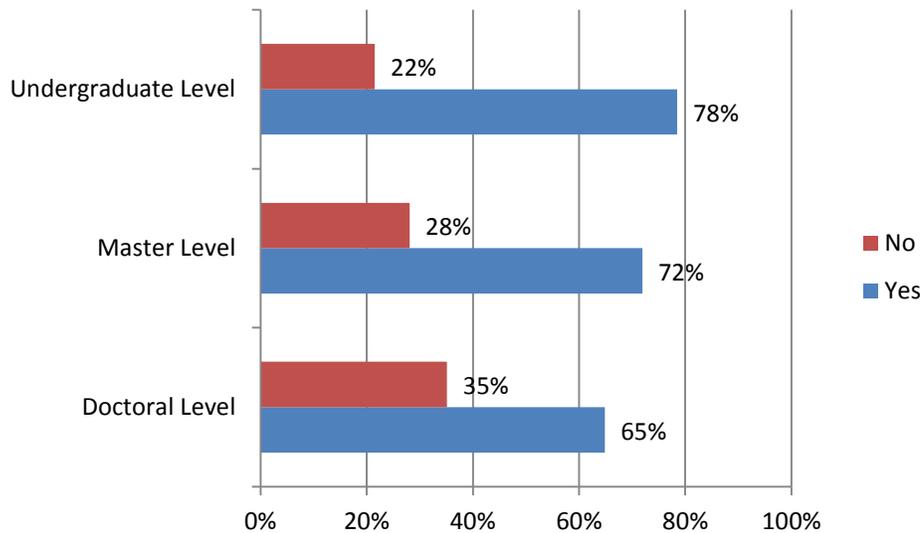
Among those institutions that reported a high number of participants (45 or more), a majority (58 percent) have a recruitment strategy. These institutions also reported an emphasis on recruiting international students (45 percent). According to this data, having a clear recruitment strategy that focuses on international students tends to yield higher participation rates. In contrast, among those institutions reporting fewer than five participants in their programs, 60 percent reported not having a specific recruitment strategy. Moreover, the highest number of these respondents (36 percent) reported focusing recruitment efforts on local students.

**Figure 10: Success in Recruiting Student Numbers with a Recruitment Strategy**



Source: Survey on International Joint and Double Degree Programs 2011

**Figure 11: Success in Recruiting Student Numbers without a Recruitment Strategy**



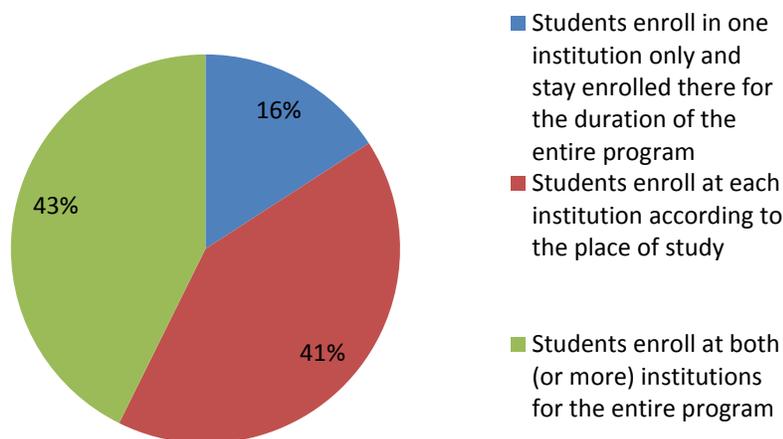
Source: Survey on International Joint and Double Degree Programs 2011

According to respondents' comments, the most common medium for recruiting students is the Internet. Websites, emails, and program homepages were the most frequently cited online methods. In addition, brochures and flyers are reportedly still popular ways of recruiting. Many respondents indicated that recruitment was performed in classrooms, but also at a variety of other venues, such as welcome sessions for new students, high schools, and cultural institutes. Finally, most respondents stated that their recruitment methods were specifically targeted at certain students and included such enrollment tactics as travelling to the partner institution or, alternatively, video conferencing, and involving counselors or other personnel in the recruitment process. Finally, responses revealed that most recruitment is done together with the partner university.

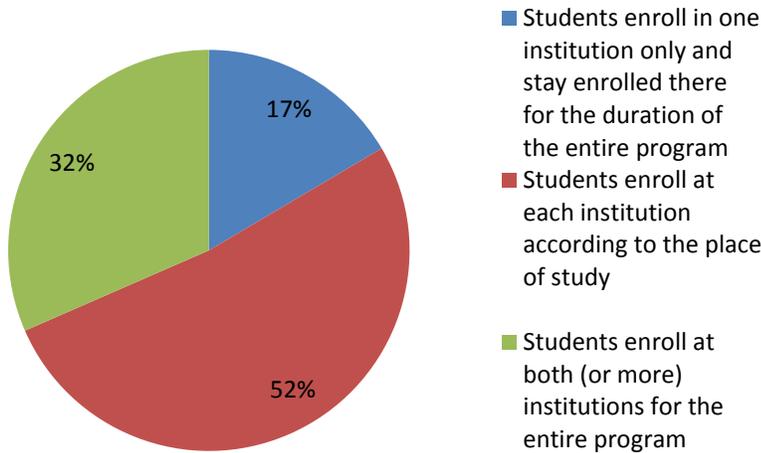
### **Enrollment**

For both joint and double degree programs, the survey data reveal that the majority of students enroll either at each institution according to the place of study or they enroll at both (or more) institutions for the entire program. As shown in Figure 12, nearly the same number of joint degree programs has students enrolling at both (or more) institutions for the entire program as enrolling at each institution according to the place of study. A slight majority of reported double degree programs shows a higher proportion of students enrolling at each institution according to the place of study (52 percent) (Figure 13).

**Figure 12: Enrollment Procedures for Joint Degree Programs**



**Figure 13: Enrollment Procedures for Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

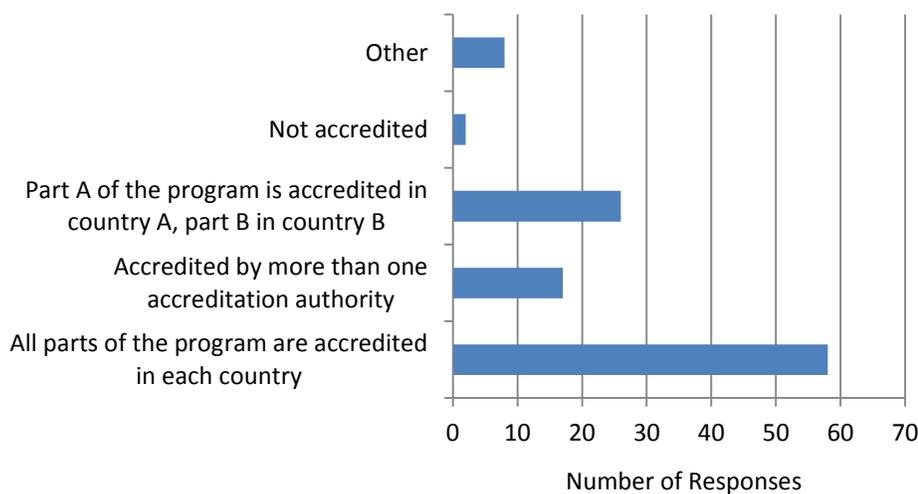
## Part IV: Accreditation and Credits

This section analyzes accreditation and credit transfer issues.

### Accreditation

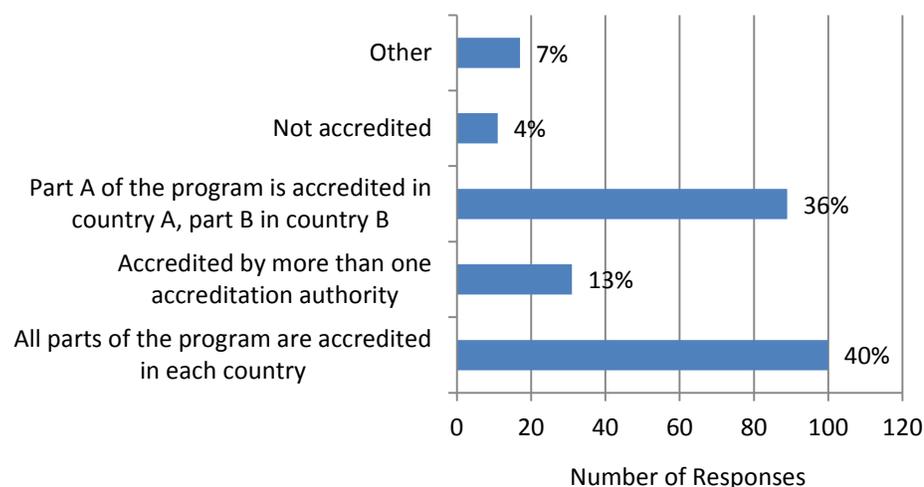
The majority of responses regarding joint or double degree accreditation fall into two categories: part A of the program is accredited in country A, while part B of the program is accredited in country B; or, all parts of the program are accredited in both countries. The latter is surprising due to perceived and, according to comments, often real challenges concerning accreditation. A greater percentage of joint degree programs (52 percent) are accredited in both countries compared to double degree programs (40 percent) (Figures 14 and 15). This is most likely due to the fact that joint degree programs award students a single degree upon completion, which requires more standardization between the partner institutions.

**Figure 14: Joint Degree Program Accreditation: Number of Respondents per Type of Accreditation**



Source: Survey on International Joint and Double Degree Programs 2011

**Figure 15: Double Degree Program Accreditation**



Source: Survey on International Joint and Double Degree Programs 2011

The top responding countries reported similar accreditation trends, with a few deviations. France, Italy, and the UK all reported similar trends as the overall findings, with the highest percentages of both joint and double degree programs accredited in each country (Table 9a). The majority of Australian and U.S. institutions’ double degree programs, 57 percent and 47 percent, respectively, reported that part A is accredited in country A, part B in country B. Only Germany reported that more of its joint degree programs (36 percent) are accredited with part A accredited in country A, part B in country B than with both parts accredited in both countries (Table 9b).

**Table 9a: Joint and Double Degree Accreditation in Top Reporting Countries**

	France		Italy		UK	
	Joint	Double	Joint	Double	Joint	Double
All parts of the program accredited in each country	59%	55%	67%	47%	100%	54%
Accredited by more than one authority	27%	13%	8%	6%	0%	23%
Part A accredited in country A, part B accredited in country B	14%	26%	17%	35%	0%	23%
Not accredited	0%	3%	0%	6%	0%	0%
Other	0%	3%	8%	6%	0%	0%

Source: Survey on International Joint and Double Degree Programs 2011

**Table 9b: Joint and Double Degree Accreditation in Top Reporting Countries II**

	Australia		U.S.		Germany	
	Joint	Double	Joint	Double	Joint	Double
All parts of the program accredited in each country	63%	16%	53%	32%	32%	40%
Accredited by more than one authority	0%	11%	16%	12%	18%	12%
Part A accredited in country A, part B accredited in country B	38%	58%	21%	47%	36%	33%
Not accredited	0%	5%	0%	2%	5%	4%
Other	0%	0%	11%	8%	9%	11%

Source: Survey on International Joint and Double Degree Programs 2011

### Accreditation Challenges

Many of the reported challenges to accreditation point to a lack of an internationally-recognized accreditation system and the burden of bureaucracy. In addition, local laws and government were also cited as barriers to the accreditation process.

#### *Respondents' Comments:*

*"In the joint degree program we face juridical difficulties in the accreditation process. There should be an international accreditation institution (European level, mainly!)."*

*—Respondent from Germany*

*"Local education laws in some countries will not allow joint degrees. Much lip-service is paid to joint degrees at higher levels, but many inconsistencies at grassroots level."*

*—Respondent from France*

*"At undergraduate level: Accreditation must be done at three different levels: local, regional and national. This fact implies difficulties as there are three levels in which a negative can arise. At postgraduate level: the difference in number of years for the studies implies difficulties when implementing a common study plan."* —Respondent from Spain

*"The asymmetrical nature of accreditation and corresponding legislation throughout Europe remains an issue."* —Respondent from Belgium

*"It takes a while for regional accrediting bodies to understand nature of the program. In the last 5 years much more have been accepted as similar to extension campuses in the US."* —Respondent from the U.S.

Source: Survey on International Joint and Double Degree Programs 2011

## **Double Counting of Credits**

Sixty-six percent of respondents confirmed that their institution has rules or limits with regards to the double counting of credits within joint or double degree programs. Many responses cited a preexisting institutional policy regarding double credit counting, which assisted in the implementation of a rule, while others emphasized the need to discuss such regulations at the onset of partnership negotiations. Among top respondents, the majority of most countries' institutions have established rules or limits for the double counting of credits. Sixty-six percent of U.S. respondents, 76 percent of German respondents, 92 percent of Australian respondents, 55 percent of Italian respondents, and 56 percent of UK respondents answered in the affirmative. Notably, the majority of responding institutions from France (57 percent) reported not having established rules for this purpose.

### **Double Counting of Credits within Joint or Double Degree Programs**

Respondents' comments:

*"Rules are established at the school level. At this point, only one school has dual degrees and it therefore sets the norm. One year's work is counted at both institutions, allowing 2 master's degrees in 3 years."*

—Respondent from the U.S.

*"Credits obtained abroad are recognized by both mother and partner institutions. Decision about courses to be taken abroad is made in advance."*

—Respondent from Poland

*"Academic Board policy on joint academic programs has been in place for some years (for both research and coursework degrees). However, clear policy in relation to dual degrees is currently under development by the Provost's Office. This policy will carefully address the issues of double counting and cross-crediting within dual degrees." —Respondent from Australia*

*"The policy/guidelines are at the faculty level. The University as a whole has not developed university-wide policy in this area." —Respondent from Canada*

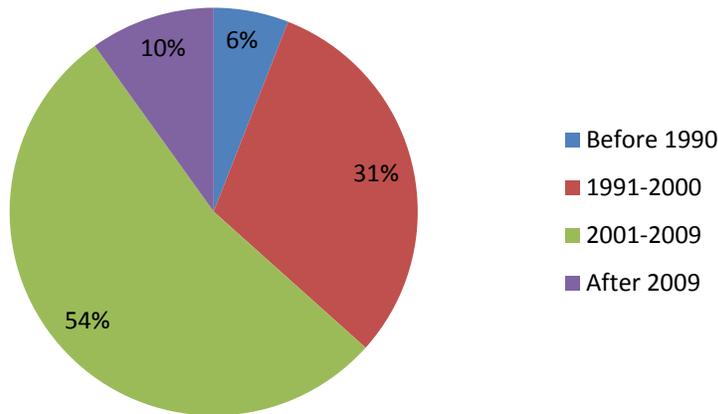
Source: Survey on International Joint and Double Degree Programs 2011

## **Part V: Program Development, Motivations, and Impact**

### **Program Development**

Most of the responding institutions were likely to have started their first joint or double degree program in the last decade, with the majority of survey participants having launched their programs in the period from 2001-2009 (54 percent) (Figure 16). Very few institutions reported having launched their programs before 1990, emphasizing the contemporary nature of the joint and double degree model. Notably, among the top reporting countries, the three continental European Union countries—France, Germany, and Italy—began the bulk of their programs in the period from 1991-2000. Moreover, half of the overall responses regarding first programs started before 1990 were reported by German institutions. In contrast, 91 percent of UK institutions indicated that their programs were started between 2001 and 2009. Twenty-seven percent of Australian respondents reported that programs began after 2009. Sixty-seven percent of U.S. institutions reported launching their first programs between 2001-2009.

**Figure 16: First Joint or Double Degree Program**

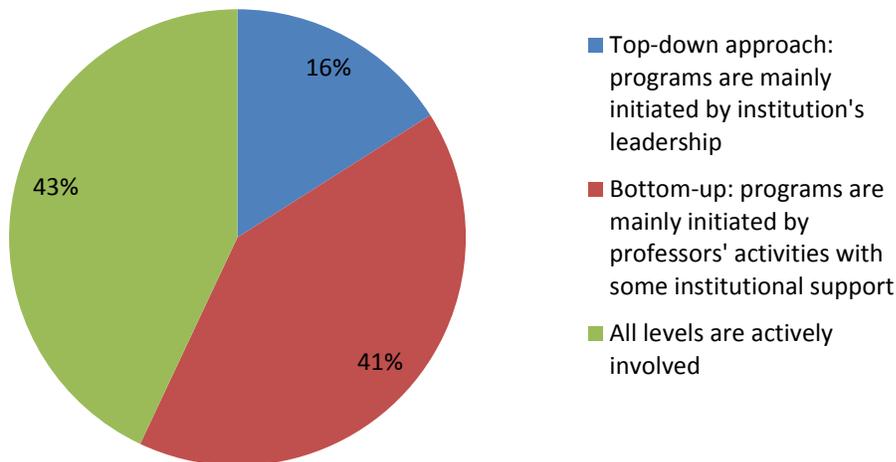


Source: Survey on International Joint and Double Degree Programs 2011

### **Program Initiation**

Only a small percentage of respondents (16 percent) cited only a top-down approach (i.e. initiated by university leadership) to starting joint or double degree programs. The balance of responses reveals that joint or double degree programs are either initiated from the bottom up (i.e. individual professors' activities) or that they are joint efforts between members of faculty and leadership.

**Figure 17: Institutional Approach to Initiating Joint or Double Degree Programs**

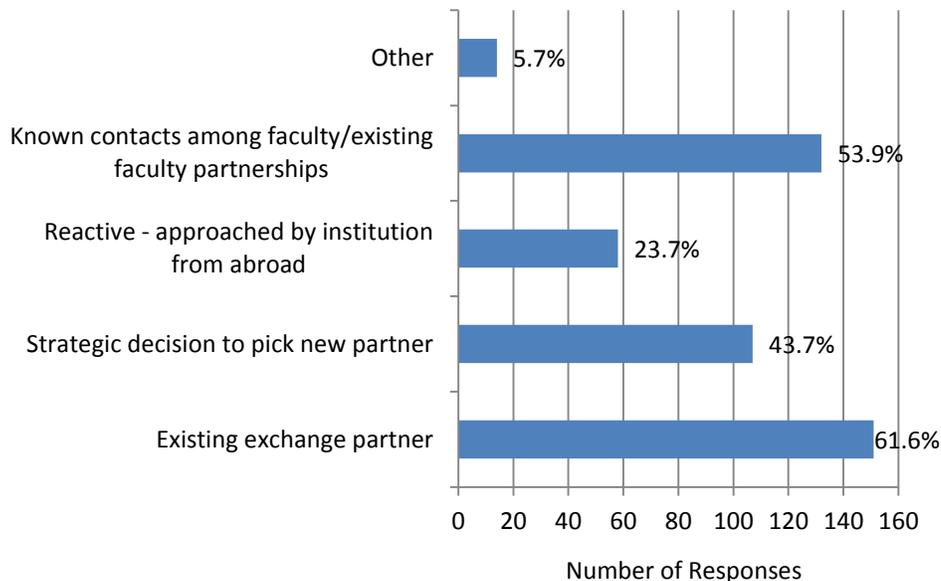


Source: Survey on International Joint and Double Degree Programs 2011

## **Choosing Partner Institutions**

In choosing a partner institution, most respondents look at existing structures or relationships to build upon, using existing exchange partners or a known contact (Figure 18). However, 44 percent of respondents made a strategic decision to choose a new partner. Other ways that institutions reported choosing their joint or double degree partner institutions were through an individual student initiative, grant programs, consortia, or an initiative from a national body responsible for international education.

**Figure 18: How Institutions Chose Their Joint or Double Degree Partner Institutions (the Question Allowed Multiple Answers)**



Source: Survey on International Joint and Double Degree Programs 2011

Among top reporting countries, the trend was similar; however, notably, 80 percent of Australian institutions and 91 percent of UK institutions strategically chose a new partner. The data seem to infer that UK and Australian institutions may be more willing to go outside of existing partnerships and pick a new partner for a joint or double degree on a strategic basis (Table 10).

**Table 10: How Top Reporting Countries' Chose Their Joint or Double Degree Partner Institutions (Multiple Answers Were Allowed)**

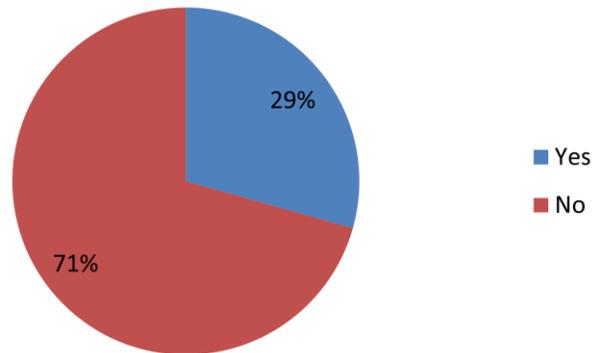
	Australia	France	Germany	Italy	UK	U.S.
Existing exchange partner	67%	75%	73%	81%	64%	40%
Strategic decision to pick new partner	80%	50%	34%	44%	91%	38%
Reactive: approached by institution from abroad	27%	25%	13%	38%	27%	27%
Known contacts among faculty/existing faculty partnerships	40%	50%	50%	88%	64%	53%
Other	7%	6%	2%	0%	0%	13%

Source: Survey on International Joint and Double Degree Programs 2011

## Program Cancellation

The majority of respondents (71 percent) have not had their joint or double degree programs cancelled or discontinued (Figure 19). Those who have had to discontinue their programs cited lack of enrollment and funding as the major causes. Among top reporting countries, Australia was the only country where the majority of institutions reported cancelled programs (54 percent). Germany and France show the highest percentages of institutions without cancelled programs, with 76 percent and 74 percent, respectively.

**Figure 19: Cancelled or Discontinued Joint or Double Degree Programs**



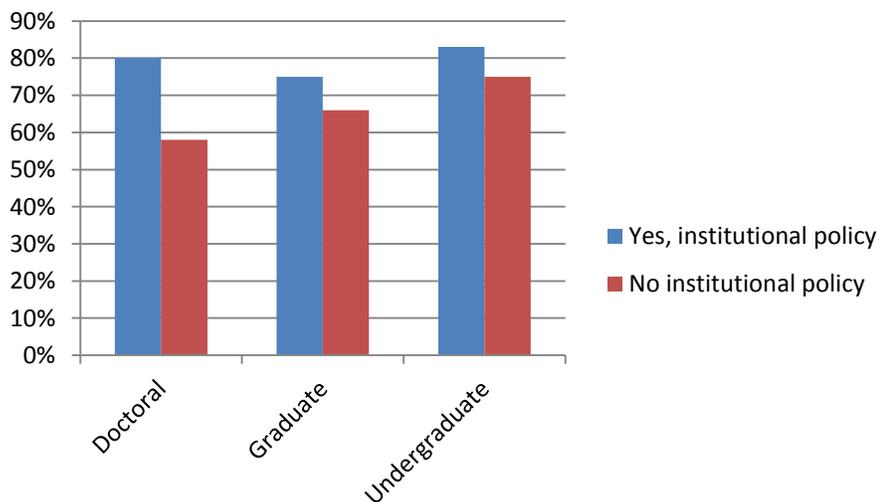
Survey on International Joint and Double Degree Programs 2011

## Institutional Policy

More than half of respondents report that their institution currently has a policy regarding the development of joint or double degree programs (55 percent). In comparing those respondents with an institutional policy to those without, the data reveal that having a policy yields slightly more success in recruiting student numbers. For all three academic levels, more institutions with a policy said they were also successful in recruiting student numbers. At the doctoral level, 80 percent of respondents with an institutional policy are also successful in recruiting student numbers, compared to only 58 percent of institutions without a policy. The trend was similar for the graduate level (75 percent vs. 66 percent) and undergraduate level (83 percent vs. 75 percent) (Figure 20).

Notably, nearly all institutions, with or without an institutional policy, responded that they have been successful in recruiting quality students. At all three academic levels, no less than 90 percent of all respondents confirmed success in recruiting quality students.

**Figure 20: Percentage of Institutions Successful in Recruiting Student Numbers for Joint or Double Degree Programs**



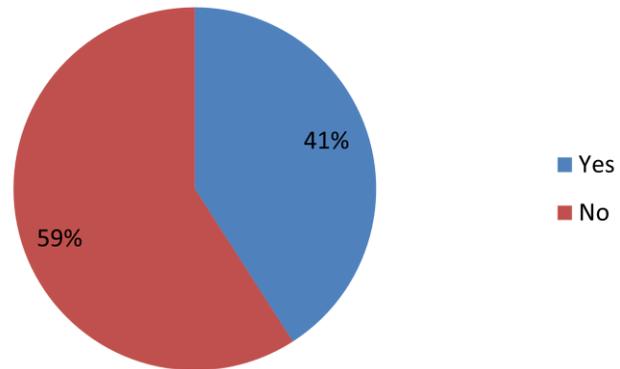
Source: Survey on International Joint and Double Degree Programs 2011

## Additional structures

According to responses, 41 percent of institutions have implemented additional structures to handle the administration of joint or double degree programs, while 59 percent have not (Figure 21). Upon closer analysis, institutions with joint degree programs are slightly more likely to have implemented additional structures, with 48 percent of institutions reporting having such structures.

Germany shows the highest percentage of institutions with additional structures (50 percent). Australia, France, Italy, and the U.S. all reported below the overall average. Only 33 percent of reporting Australian institutions, 30 percent of French institutions, 25 percent of Italian institutions and 37 percent of U.S. institutions reported implementing additional structures for joint or double degree administration.

**Figure 21: Implementation of Additional Structures to Handle the Administration of Joint or Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

**Table 11: Implementation of Additional Structures for Top Reporting Countries**

	Australia	France	Germany	Italy	UK	U.S.
Yes	33%	30%	50%	25%	45%	37%
No	67%	70%	50%	75%	55%	63%

Source: Survey on International Joint and Double Degree Programs 2011

## **Part VI: Motivations, Impact, and Challenges**

### Motivations

Motivations for launching a joint or double degree program were rated on a scale from 1 to 3, with 3 being “very important,” 2 “important,” and 1 “not important.” According to responses, the top motivations were broadening educational offerings (2.24 average rating), strengthening research collaboration (2.21), advancing internationalization (2.15), and raising international visibility/prestige (2.15). The least important motivations for launching a collaborative degree program were increasing revenue (1.61), offering courses from partner institutions that do not exist at the home institution (1.85), and responding to a particular student demand (1.86). The overall consensus is that joint and double degree programs are not offered for their lucrative nature, but rather to strengthen and broaden an institution’s portfolio (Table 12a).

However, this opinion is not shared by all. Notably, increasing revenue was among the top three motivating factors for the U.K., scoring a rating of 2.45 (Table 12b). Increasing foreign student enrollment was also high on five of the six top reporting countries’ motivations lists. The top motivating factor for responding institutions from France is “offering courses from partner institutions.”

**Table 12a: Motivations for Launching a Joint or Double Degree Program**

Rank	Motivation	Rating
1	Broadening educational offerings	2.24
2	Strengthening research collaboration	2.21
3	Advancing internationalization	2.15
4	Raising international visibility/prestige	2.15
5	Increasing foreign student enrollment	2.11
6	Responding to increased competition	1.91
7	Responding to student demand	1.88
8	Responding to particular demand	1.86
9	Offering courses from partner institutions	1.85
10	Increasing revenue	1.61

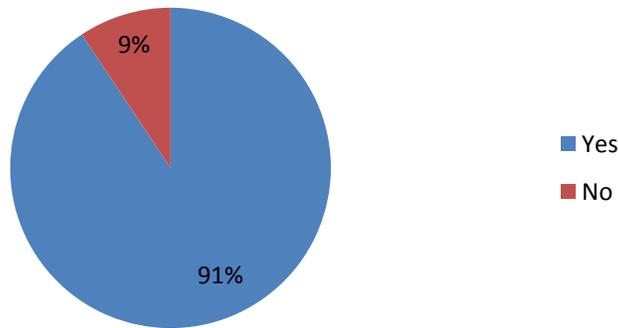
Source: Survey on International Joint and Double Degree Programs 2011

**Table 12b: Motivations for Launching a Joint or Double Degree Program (Listed in Order of Importance as Rated by General Responses)**

	Australia	France	Germany	Italy	UK	US
Broadening educational offerings	2.13	2.43	2.3	2.6	2.13	1.92
Strengthening research collaboration	2.6	2.33	2.19	2.56	2.18	2.0
Advancing internationalization	2.47	2.66	2.35	2.6	2.64	2.71
Raising international visibility/prestige	2.53	2.74	2.37	2.69	2.73	2.45
Increasing foreign student enrollment	2.13	2.18	2.0	2.33	2.4	2.19
Responding to increased competition	1.87	2.0	2.0	2.0	2.0	1.63
Responding to student demand	1.87	1.97	1.92	1.93	2.0	1.68
Responding to particular demand	1.6	1.91	2.04	2.25	2.0	1.54
Offering courses from partner institutions	1.6	2.06	1.89	2.43	1.56	1.44
Increasing revenue	1.73	1.41	1.27	1.67	2.45	1.95

In line with the results about motivating factors for setting up joint or double degree programs, the vast majority of respondents (91 percent) concur that joint or double degree programs are an integral part of their institution's internationalization efforts (Figure 22). Among top reporting countries, the U.S. was the only country where only 80 percent of responses indicated that joint or double degree programs are a part of their institutions' internationalization efforts.

**Figure 22: Joint or Double Degree Programs as Part of the Institution’s Internationalization Efforts**



Source: Survey on International Joint and Double Degree Programs 2011

### **Impact**

In order to assess the impact of collaborative degree programs on the institutions offering them, the survey suggested a number of possible results, giving the option for multiple answers.

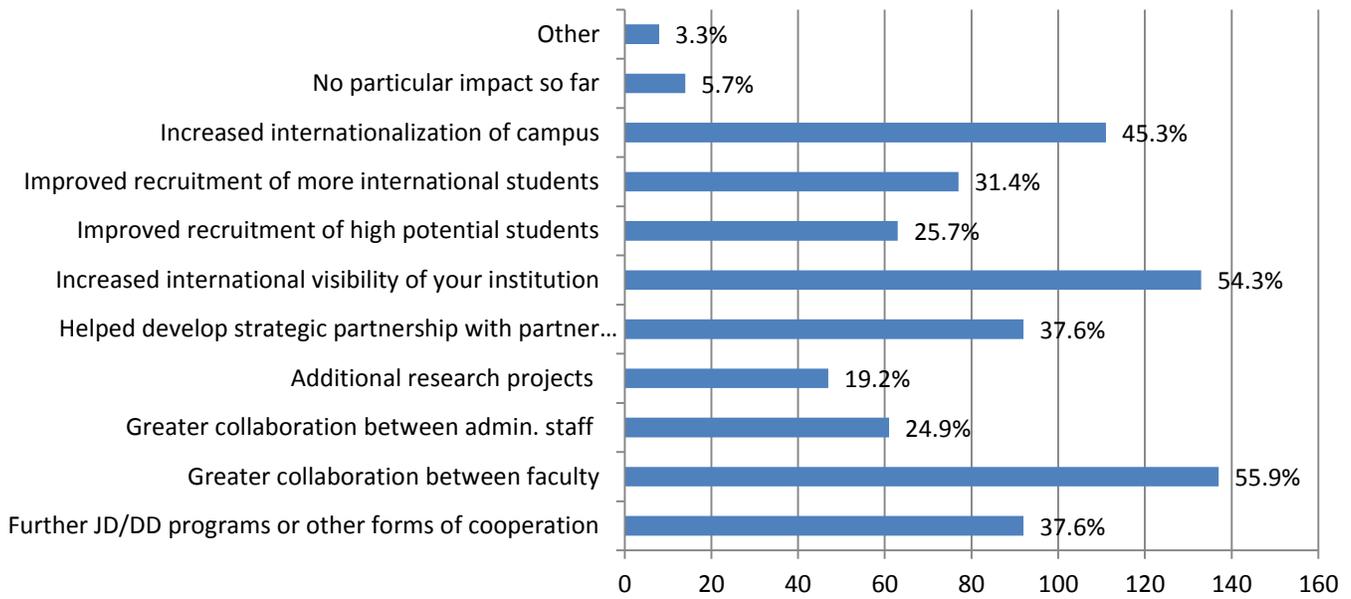
According to responses (Figure 23), the top three impacts of joint or double degree programs are:

1. Greater collaboration between faculty at the home institution and partner institution;
2. Increased international visibility of the institution; and
3. Increased internationalization of the campus.

Of those who responded that there has been no particular impact so far, the majority commented that it is merely too early to tell, as their programs are in the beginning phases or not yet started.

Top reporting countries showed similar trends, with “greater collaboration between faculty at the home institution and partner institution” being one of the top impacts for five of the six countries (Australia, Germany, Italy, the UK, and the U.S.). Respondents from France, Germany, and the UK also see “increased international visibility” as one of the top impacts of their joint or double degree programs. Likewise, France, Italy, and the U.S. reported “increased internationalization of the campus” as one of the perceived top impacts on their institution. (Table 13)

**Figure 23: Impact of Joint or Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

**Table 13: Top Five Reporting Countries' Motivations Versus Impact**

	Motivation	Rank	Impact
<b>Australia</b>	Strengthening academic research collaborations	1	Greater collaboration between faculty
	Raising international visibility and prestige of institution	2	Helped develop strategic partnership with partner institution
	Advancing internationalization of the campus	3	Increased international visibility of your institution
	Broadening our educational offerings	4	Improved recruitment of more international students
	Increasing foreign student enrollments	5	Additional research projects
<b>France</b>	Raising international visibility and prestige of institution	1	Increased international visibility of your institution
	Advancing internationalization of the campus	2	Greater collaboration between faculty
	Broadening our educational offerings	3	Increased internationalization of campus
	Strengthening academic research collaborations	4	Improved recruitment of high potential students
	Increasing foreign student enrollments	5	Helped develop strategic partnership with partner institution
<b>Germany</b>	Raising international visibility and prestige of institution	1	Increased international visibility of your institution
	Advancing internationalization of the campus	2	Greater collaboration between faculty
	Broadening our educational offerings	3	Improved recruitment of more international students
	Strengthening academic research collaborations	4	Increased internationalization of campus
	Responding to particular labor market demands	5	Improved recruitment of high potential students
<b>Italy</b>	Raising international visibility and prestige of institution	1	Increased international visibility of your institution
	Broadening our educational offerings	2	Greater collaboration between faculty
	Advancing internationalization of the campus	3	Increased internationalization of campus
	Strengthening academic research collaborations	4	Further JD/DD programs or other forms of cooperation
	Offering courses that don't exist at home institution	5	Greater collaboration between admin. staff
<b>UK</b>	Raising international visibility and prestige of institution	1	Greater collaboration between faculty
	Advancing internationalization of the campus	2	Increased international visibility of your institution
	Increasing revenue	3	Greater collaboration between admin. staff
	Increasing foreign student enrollments	4	Helped develop strategic partnership with partner institution
	Strengthening academic research collaborations	5	Further JD/DD programs or other forms of cooperation
<b>U.S.</b>	Advancing internationalization of the campus	1	Increased internationalization of campus
	Raising international visibility and prestige of institution	2	Greater collaboration between faculty
	Increasing foreign student enrollments	3	Increased international visibility of your institution
	Strengthening academic research collaborations	4	Further JD/DD programs or other forms of cooperation
	Increasing revenue	5	Helped develop strategic partnership with partner institution

## **Challenges**

According to the survey respondents, securing adequate funding and ensuring sustainability were the top challenges to setting up joint or double degree programs, garnering average ratings of 2.85 and 2.80, respectively on a scale from 1 to 4; 1 being “not challenging” and 4 being “very challenging”. One of the least challenging aspects of setting up joint or double degree programs were reportedly language issues (2.07 rating), which is consistent with the findings that English is the main language of joint and double degree programs. Notably, one of the top challenges for U.S. institutions is language. (Table 14a)

Negotiating Memoranda of Understanding was cited as the lowest challenge, with a rating of 1.90. Additionally, the double counting of credits issue was also reported as one of the lowest challenges (1.97 rating).

The top six reporting countries reveal a large disparity in terms of what is considered challenging. Australia and France put similar emphasis on the top challenges ranked by all respondents. The top three challenges for these countries are ensuring sustainability, legal issues, and recruiting students (Table 14b). Germany, Italy, the UK, and the U.S. diverge from the overall trend, giving high ratings to several of the challenges ranked lowest by general responses, such as agreeing on degree duration, resolving the double counting of credits issue, and negotiating Memoranda of Understanding. Among respondents from Italy, the UK, and the U.S., accreditation issues were also viewed as very challenging. This particular challenge was only 7<sup>th</sup> in the overall rankings.

**Table 14a: Challenges to Setting up Joint or Double Degree Programs (1=Not Challenging, 4 = Very Challenging)**

Rank	Challenge	Rating
1	Ensuring sustainability	2.85
2	Securing adequate funding	2.80
3	Curriculum design	2.57
4	Legal issues	2.54
5	Recruiting students	2.53
6	Securing support from national or international organizations/gov't	2.47
7	Accreditation	2.39
8	Academic calendar differences	2.37
9	Institutional support	2.36
10	Credit transfer agreement	2.36
11	Communicating with partner	2.33
12	Fee structure agreement	2.20
13	Language issues	2.07
14	Degree duration agreement	2.04
15	Double counting of credits issue	1.97
16	Negotiating MOU	1.90

Source: Survey on International Joint and Double Degree Programs 2011

**Table 14b: Challenges to Setting up Joint or Double Degree Programs for Top Reporting Countries (Listed in Order of Difficulty as Rated by General Responses)**

	Australia	France	Germany	Italy	UK	US
Ensuring sustainability	3.00	2.47	2.00	2.21	2.35	2.49
Securing adequate funding	2.33	2.20	2.15	2.52	2.53	2.57
Legal issues	2.53	2.28	2.16	2.36	2.47	2.54
Recruiting students	2.87	2.34	2.10	2.22	2.39	2.51
Curriculum design	2.07	2.01	2.01	2.99	2.65	2.65
Securing support from nat'l/int'l orgs/gov't	2.13	1.81	2.68	2.60	2.62	2.62
Accreditation	1.93	1.82	2.20	3.05	2.71	2.68
Academic calendar differences	2.27	2.12	2.24	2.53	2.55	2.58
Institutional support	2.40	1.99	2.03	2.68	2.55	2.63
Credit transfer agreement	2.27	1.73	2.34	2.74	2.61	2.66
Communicating with partner	2.40	1.99	2.03	2.68	2.55	2.63
Fee structure agreement	2.20	2.03	2.35	2.55	2.58	2.60
Language issues	2.13	1.69	2.19	3.01	2.67	2.70
Degree duration agreement	1.53	1.48	3.49	3.30	2.87	2.68
Double counting of credits issue	1.93	1.82	2.20	3.05	2.71	2.68
Negotiating MOU	2.07	1.61	2.34	3.05	2.70	2.71

Source: Survey on International Joint and Double Degree Programs 2011

## Challenges to Setting up Joint/Double Degree Programs

*Respondents' comments*

*"There is a pervasive sense or perception that accreditation agencies that oversee US institutions are increasingly preventing and in fact discouraging such relationships. It is unclear whether this is actually true or whether the perception is simply an easier response in light of the challenge such discussions bring with them. Additionally there is a very significant challenge with the PR-related issues associated with promoting partnerships abroad versus remaining domestic in nature—this specifically inhibits the financial and other aspects." —Respondent from the U.S.*

*"We see the main challenge in securing funds needed to run the programme. Many people do understand that double/dual/joint degree programmes are more demanding in terms of quality and budget. The biggest challenge is developing the flexibility within administrative structures to support a program that does not comport with the regular academic calendar and where there are differences in faculty workloads or differences in faculty compensation. Even minor compensation issues such as benefits and payroll taxes that are required expenses may create issues." —Respondent from the Czech Republic*

*"The most difficult challenge is aligning the academic regulations to encompass all individual requirements and ensuring that the essential elements are agreed by all partners. Joint academic regulations should be a minimum regardless of whether it is a joint or dual/multiple degree." —Respondent from the UK*

*"The most challenging part surely is that some countries have very strict and centralized educational policies where the universities involved do not have to possibility to negotiate freely and sometimes can actually not bestow titles on the basis of a dual degree" —Respondent from Germany*

*"It has been a challenge to get faculties and departments to keep on promoting double doctorate agreements after their launch and after the first student has entered and graduated." —Respondent from Finland*

*"Adoption of dual degree arrangements with international partners has required substantive policy/regulatory amendment to implement. This has been time consuming as changes have necessarily required ratification through a number of key University committees." —Respondent from Australia*

*Source: Survey on International Joint and Double Degree Programs 2011*

## Part VII: Future Development of Joint or Double Degree Programs

### Plans to Develop More Joint or Double Degree Programs

Almost all responding institutions have plans to develop more joint or double degree programs, with only five percent responding to the contrary. The majority of institutions have plans to develop both joint and double degree programs (51 percent), while 40 percent of institutions plan on developing more double degree programs only (Figure 24). Those who do not have plans to develop more joint or double degree programs cite lack of funding, accreditation issues, and lack of participants as the main reasons for not pursuing additional programs.

Institutions from four of the six top responding countries also have plans to develop both joint and double degree programs; however, a significant number of respondents from Germany (53 percent) and the U.S. (57 percent) were in favor of developing only double degree programs. Furthermore, of the top responding countries, Germany and the U.S. were also the only two countries with responding institutions that did not plan to pursue more joint or double degree programs. Eleven percent of German institutions do not have plans to develop more programs. Six percent of responding U.S. institutions answered likewise.

### Obstacles to Developing More Joint or Double Degree Programs

*Respondents' comments*

*"Lack of resources, lack of interest, lack of leadership. Undergraduate dual degrees are especially difficult because of lack of general education requirements."*

*—Respondent from the U.S.*

*"Accreditation issues remain the most daunting challenge."* —Respondent from the U.S.

*"Too much work for administrative personnel. Not enough applicants."*

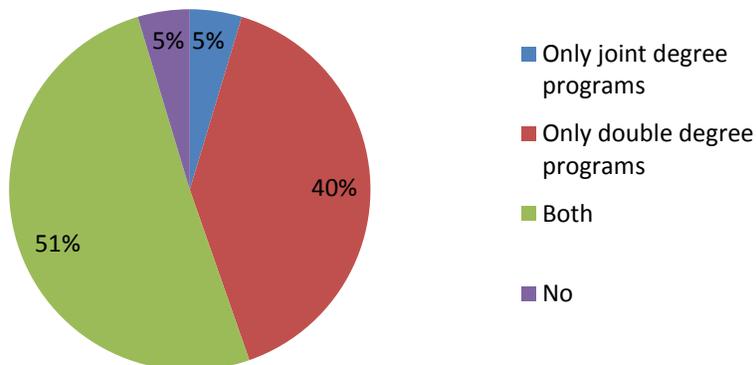
*—Respondent from Germany*

*"Will depend on available budget."*

*—Respondent from the Czech Republic*

Source: Survey on International Joint and Double Degree Programs 2011

**Figure 24: Institutional Plans to Develop More Joint or Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

**Table 15: Top Reporting Countries' Institutional Plans to Develop More Joint or Double Degree Programs**

	Only Joint Degrees	Only Double Degrees	Both	No
Australia	0	43%	57%	0
France	0	32%	68%	0
Germany	6%	53%	30%	11%
Italy	7%	7%	87%	0%
UK	11%	11%	78%	0%
U.S.	4%	57%	33%	6%

Source: Survey on International Joint and Double Degree Programs 2011

### **Future Partner Countries**

The top future partner countries preferred by respondents are China, the U.S., France, India, and Germany (Table 16a). The top reporting countries clearly set this trend, as either China or the U.S. was the number one preferred future partner country for Australia, France, Germany, Italy, the UK, and the U.S. (Table 16b). Notably, all four BRIC countries are among the top 20 future partner countries, and only Russia is missing from the top reporting countries' top five.

**Table 16a: Top 20 Future Partner Countries**

Country	Rank
China	1
United States	2
France	3
India	4
Germany	5
Spain	6
United Kingdom	7
Brazil	8
Canada	9
Australia	10
Russia	11
Italy	12
Turkey	13
Japan	14
Mexico	15
Chile	16
South Korea	17
Netherlands	18
Argentina	19
Singapore	20

Source: Survey on International Joint and Double Degree Programs 2011

**Table 16b: Top Reporting Countries' Top Future Partner Preferences**

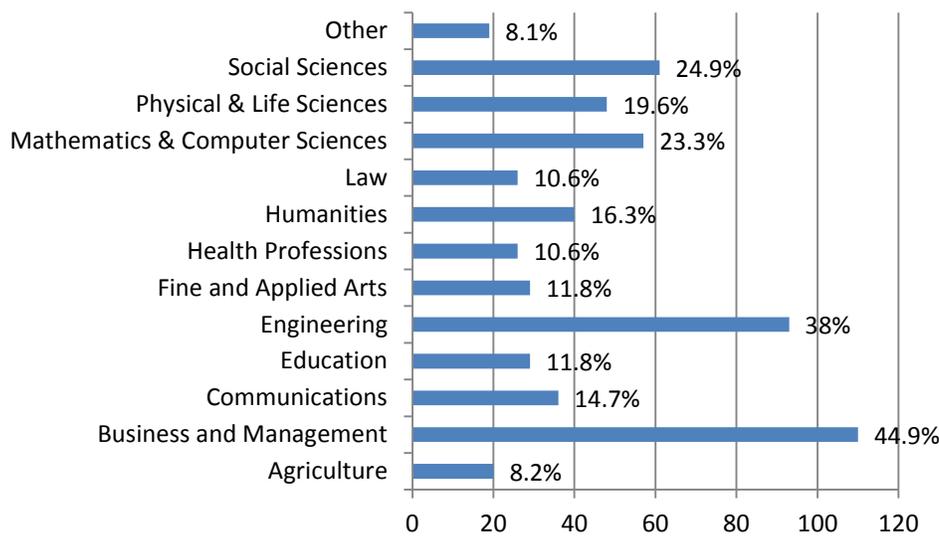
Rank	Australia	France	Germany
1	China	U.S.	U.S.
2	Germany	Canada	France
3	France	China	China
4	U.S.	Spain	UK
5	India	India	Australia
Rank	Italy	UK	U.S.
1	U.S.	China	China
2	France	India	India
3	Spain	Germany	Turkey
4	Germany	U.S.	Brazil
5	Argentina	Australia	S. Korea

## **Preferred Academic Disciplines for Future Programs**

The two fields in which surveyed institutions most want to develop new joint and double degree programs are the same fields that are most common in existing programs: business and management (45%) and engineering (38%), followed by social sciences (25 percent) and math and computer sciences (23 percent) (Figure 25).

In line with the overall responses, five of the six top reporting countries plan to develop new programs in business and management or engineering, with 73 percent of responses from Australia in favor of business and management and 69 percent of responses from Italy in favor of engineering. France, Germany, and the U.S. all also plan to develop new programs in business and management or engineering. Notably, UK institutions were more likely to indicate a desire to develop new programs in the social sciences (cited by 55 percent of UK respondents).

**Figure 25: Preferred Future Academic Disciplines**



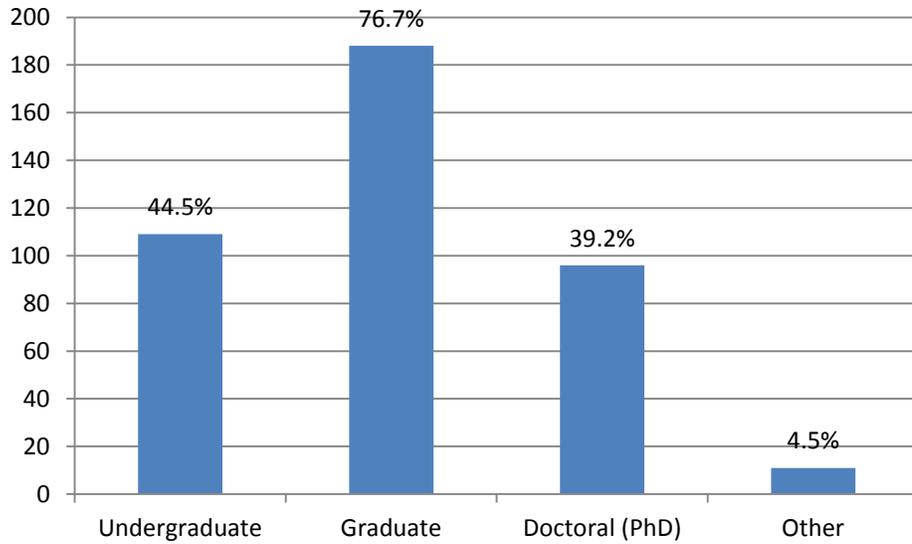
Source: Survey on International Joint and Double Degree Programs 2011

## **Preferred Academic Level of Future Programs**

According to responses, the majority of institutions are planning to develop programs at the master's level (Figure 26). A comparison of the responses of the top reporting countries reveals some interesting and maybe unexpected results. At the undergraduate level one can observe a divide between mainland European countries and responding institutions with Anglo-Saxon traditions. While the majority of Australian (53 percent), UK (64 percent), and U.S. (63 percent) institutions report plans to develop new collaborative programs at the undergraduate level, only few institutions in Germany (45 percent), France (17 percent), and Italy (19 percent) consider the undergraduate level for future development of joint or double degree programs (Table 17).

Similar to the overall responses, a clear majority of reporting institutions from the top responding countries plan to develop new program at the master's level. However, the percentage of responding U.S. institutions favoring the master's level (65 percent) is significantly lower than in other top reporting countries. Finally, a closer look at the doctoral level reveals that less than a quarter of all responding institutions from Germany and from the U.S. consider Ph.D. programs for their future development plans. At the same time, all other top responding countries show figures from 50 percent (France) to 81 percent (Italy).

**Figure 26: Desired Academic Level for Future Joint or Double Degree Programs**



Source: Survey on International Joint and Double Degree Programs 2011

**Table 17: Top Reporting Countries' Preferred Future Academic Level (Multiple Answers Were Allowed)**

	Under-graduate	Graduate (Master's)	Doctoral (PhD)	Other
Australia	53%	80%	67%	7%
France	17%	83%	50%	0%
Germany	45%	79%	21%	2%
Italy	19%	88%	81%	6%
UK	64%	82%	55%	0%
U.S.	63%	65%	23%	8%

Source: Survey on International Joint and Double Degree Programs 2011

## Conclusion

The data represented in this survey report are by no means representative of all countries, nor is it illustrative of all joint and double degree programs in each country. Each program will inevitably be unique to the particular needs of the institutions involved and the circumstances surrounding the partnership. Nevertheless, this report has sought to draw some general conclusions about the current landscape of collaborative degree programs in order to make informed predictions about future trends.

Despite funding issues and challenges in the area of accreditation, joint or double degree programs are on the rise. Nearly all survey respondents plan to develop more programs, especially double degrees. While the majority of future international collaborative degree programs will most likely be offered at the master's level, undergraduate and doctoral joint and double degrees are anticipated to increase in number as well. Similarly, the areas of business and management and engineering are very likely to remain the most popular disciplines for collaborative degree programs. Nevertheless, the way has been paved for other typically less popular subjects to find their path. Anything from fashion to forestry has the potential to find its way onto the transnational degree scene, whether initiated by pre-existing faculty relationships or as a strategic decision by administration.

Future joint and double degree partnerships will be forged between an increasingly wider variety of countries, and it is highly likely that we will see a further rise in joint and double degree programs offered by institutions in China, the U.S., France, India, and Germany. While higher education institutions from some of these countries already lead in joint and double degree program developments, other countries like Brazil, Canada, or Spain may see an increase in collaborative programs in the future. These findings show that a development that largely started in Europe in the 1990s has by now become a global trend and is rapidly spreading to other continents. While English will most likely remain the most common language for such degree programs, language barriers may persist as desired partner countries become more varied. U.S. institutions, for example, in branching out from its more traditional transatlantic partnerships, reported concerns about language issues. However, despite these concerns and others, the majority of responding higher education institutions remain determined to develop more joint and double degree programs with higher education institutions from emerging economies.

The biggest reported challenge for institutions involved in joint and double degree programming is that of ensuring sustainability. In this context, universities tend to point towards lack of funding and relatively small student numbers. While these are two important factors, the survey results also reveal another commonly-shared problem. Most respondents of this survey claim that collaborative programs are an integral part of their university's internationalization efforts or strategy, yet only about half of all respondents indicated that their institution has particular rules and procedures in place for the development of such programs. Similarly, fewer than half of the responding institutions have developed particular marketing and recruitment measures. According to these findings, a large number of universities either lack a clear strategy with regard to joint and double degree programs or haven't implemented it yet. This is surprising given that such programs are a significant undertaking for all parties involved and usually more resource intensive than normal study abroad or exchange programs.

Thus, institutions expanding their joint or double degree program portfolios or making their first foray into the world of collaborative study programs would be well advised to establish a clear and comprehensive strategy and guidelines for the development of such programs.

## Appendix A

### **About the Institute of International Education**

The Institute of International Education is a world leader in the international exchange of people and ideas. An independent, not-for-profit organization founded in 1919, IIE has network of over 20 offices worldwide and over 1,100 member institutions. IIE designs and implements programs of study and training for students, educators, young professionals, and trainees from all sectors with funding from government agencies, foundations, and corporations. IIE also conducts policy research and program evaluations, and provides advising and counseling on international education and opportunities abroad. [www.iie.org](http://www.iie.org).

### **About the Freie Universität Berlin**

Freie Universität Berlin is a leading research institution, one of Germany's nine Universities of Excellence and a top destination for international students and scholars alike. Founded in 1948 with the help of the United States, Freie Universität is deeply rooted in the tradition of international cooperation. To support its global research and teaching networks, Freie Universität maintains liaison offices in New York, Moscow, Sao Paulo, Brussels, Beijing, New Delhi, and Cairo, and continues its commitment to strengthening international academic cooperation based on its core values: Truth, Justice and Freedom. [www.fu-berlin.de/en](http://www.fu-berlin.de/en)

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

This book, published in November 2009 by the Institute of International Education (IIE) and Freie Universität Berlin, features articles and insights from higher education administrators and practitioners on both sides of the Atlantic who are seeking to equip their students with the international experience, perspective and skills to succeed in today's global economy. Articles are divided into six thematic sections that assess the development of collaborative degree programs from beginning to end. The book provides practical recommendations on key challenges, such as communications, sustainability, curriculum design, and student recruitment. This book has been produced as 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. The book is available for purchase on [www.iiebooks.org](http://www.iiebooks.org).