

***Perspectives on Joint Degree Programs:
Role and Relevance of Double and Joint Degree
Programs in International Higher Education***

Transatlantic Degree Programs Workshop

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What is IIE?

- The largest U.S. not-for-profit organization in the field of international education exchange and training
- Our mission: "Opening minds to the world"
- Founded in 1919 in NYC; now has 18 offices worldwide
- More than 250 programs for 20,000 students, teachers, scholars, and professionals annually
- Administrator of the Fulbright Fellowship Program on behalf of the U.S. Department of State, Fulbright Commission, and participating countries
- Authoritative source on international student mobility

Global Engineering Education Exchange (Global E³)

- The largest international engineering education consortium
- 81 leading engineering schools in North America, Europe and Asia (31 US members 43 EU members, 7 members outside US and EU: Australia, HK, Japan, Korea, Mexico, Singapore, and Turkey)
- Provider of international study opportunities and global skill development
- Developer of globally-minded engineers
- 200 students per year (1/2 from the US)

www.iie.org/programs/global-e3

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Other S&T Exchange Programs Administered by IIE

- ***Whitaker International Fellows and Scholars Program***
- a year long award for US bioengineers to study or do research abroad
- ***Central Europe Summer Research Institute***
- an IIE program, funded by the National Science Foundation, to support summer research opportunities for US graduate students in Science and Technology fields
- ***International Fulbright Science and Technology Award***
- a program sponsored by the US Department of State to support PhD study for outstanding foreign students at top US institutions in science, technology or engineering
- ***Other Programs: Gilman International Scholarship Program and National Security Education Program***

Internationalization in the US

- **National Trends:**

- America's competitiveness in S&T
- Ensure U.S. remains #1 destination for globally mobile students
- Language training: Strategic Language Initiative
- Study Abroad: 2006 is Year of Study Abroad

- **Institutional Trends:**

A comprehensive approach to internationalizing the campus that seeks to affect all aspects of the institution

- Global competence of U.S. students and study abroad
- Increasing international students enrollments
- Expanding partnerships (consortia, direct exchanges, joint/dual degree programs)

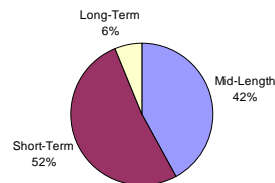
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Trends in Academic Mobility: Study Abroad

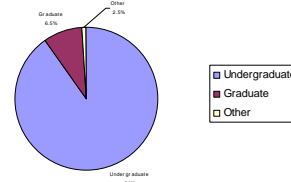
- 61% of all U.S. study abroad students go to Europe
- Duration: Only 6% study abroad for academic year
- Academic Level: Only 7% study abroad at graduate level

Rank	Destination	2003/04 Total	% of Total	% Change from 02/03
	TOTAL	191,321		9.6
1	United Kingdom	32,237	16.8	1.7
2	Italy	21,922	11.5	15.8
3	Spain	20,080	10.5	6.4
4	France	13,718	7.2	4.9
5	Australia	11,418	6.0	6.8
6	Mexico	9,293	4.9	5.9
7	Germany	5,985	3.1	7.1
8	Ireland	5,198	2.7	6.3
9	China	4,737	2.5	90.0
10	Costa Rica	4,510	2.4	5.0
11	Japan	3,707	1.9	7.2
12	Austria	2,444	1.3	-12.7
13	New Zealand	2,369	1.2	23.6
14	Cuba	2,148	1.1	45.7
15	Chile	2,135	1.1	9.8
16	Greece	2,099	1.1	4.4
17	Czech Republic	2,089	1.1	4.6
18	South Africa	2,009	1.1	26.0
19	Russia	1,797	0.9	18.1
20	Netherlands	1,686	0.9	-5.9

Duration of Study Abroad, 2003/04



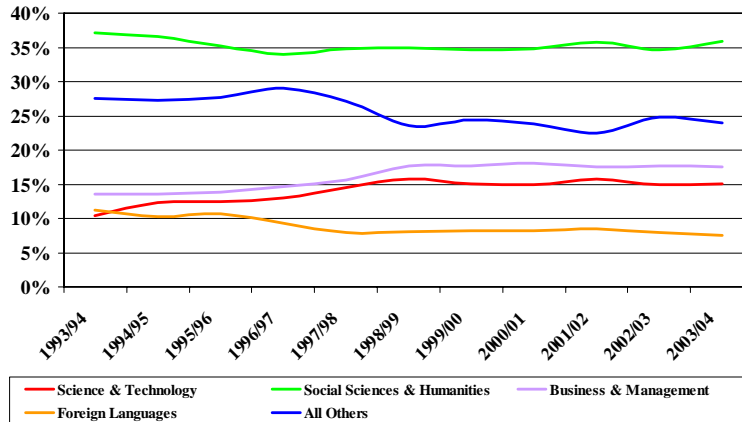
U.S. Study Abroad, Academic Level Profile 2003/04



From: Open Doors Report on International Educational Exchange, IIE

U.S. students studying abroad mostly major in Social Sciences

- Percentage of S&T majors studying abroad has increased in past decade, but is now leveling off
- 2.9% of study abroad students major in Engineering



Source: Open Doors data from 1994 through 2003

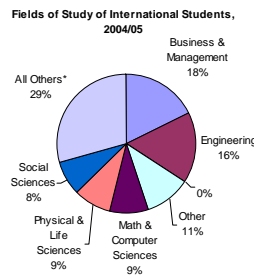
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Trends in Academic Exchange: Intl Student Enrollments

- Students from Europe represent only 13% of all int'l students enrolled in U.S.
- After strong growth, int'l students in engineering dropped 4% in past two years

Rank	Place of Origin	2004/05 Total	% of Total	% Change From 03/04
	WORLD TOTAL	565,039		-1.3
1	India	80,466	14.2	0.9
2	China	62,523	11.1	1.2
3	Korea, Republic of	53,358	9.4	1.7
4	Japan	42,215	7.5	3.4
5	Canada	28,140	5.0	4.2
6	Taiwan	25,914	4.6	-1.0
7	Mexico	13,063	2.3	-2.0
8	Turkey	12,474	2.2	9.4
9	Germany	8,640	1.5	-1.2
10	Thailand	8,637	1.5	-3.4
11	United Kingdom	8,236	1.5	-2.4
12	Indonesia	7,760	1.4	-12.6
13	Colombia	7,334	1.3	-2.6
14	Brazil	7,244	1.3	-7.1
15	Hong Kong, China	7,180	1.3	-2.4
16	Kenya	6,728	1.2	-8.8
17	France	6,555	1.2	-3.9
18	Nigeria	6,335	1.1	3.2
19	Pakistan	6,296	1.1	-14.0
20	Malaysia	6,142	1.1	-5.3

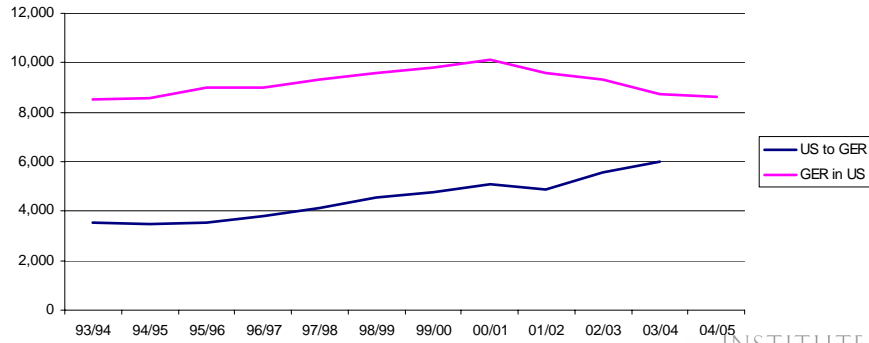
NOTE: Share of students from Europe has virtually stayed unchanged in past 10 years, but numbers have started to drop in past few years



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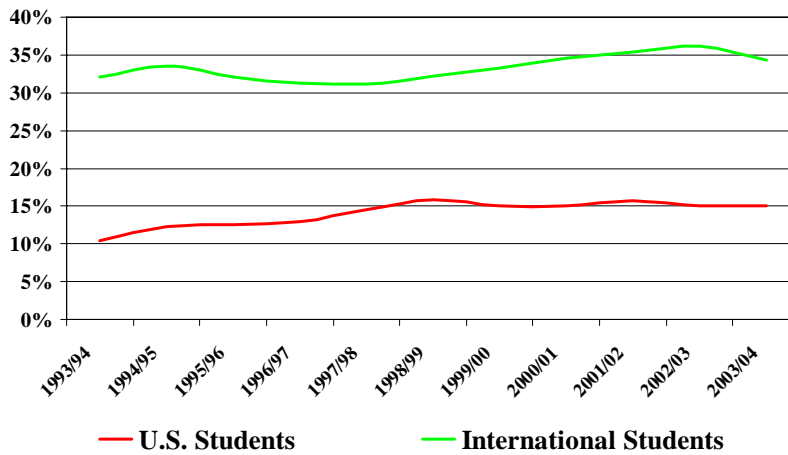
More U.S. Students Study in Germany, but the Number of Germans Studying in the U.S. is Declining

**Academic Mobility between Germany and the US
1993-2005**



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Flattening Trend in Student Mobility to and from the U.S. in Science & Technology Fields



Source: Open Doors data from 1994 through 2003

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Dual Diploma Programs: Opportunities

- Curricular alliances help launch new programs
- Regular, predictable flow of talented and qualified foreign students
- Additional tuition revenue
- Bi-products: Increased cooperation with foreign institutions can lead to:
 - More U.S. students study abroad at partner institutions
 - Special summer programs, other short-term programs
 - Formal faculty exchanges
 - Increased interest in two-way student exchanges (due to greater name recognition of host institution and first-hand experience with visiting students)
 - Builds enrollment: Need for foreign students to fill seats
 - Beefed-up courses at home institution
 - Options to make use of under-utilized facilities

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Dual Diploma Programs: Challenges to US Institutions and US Students

U.S. Students:

- Linguistic
- Academic
- Cost (maximizing financial aid)
- Professional
- Perception

Institutions:

- Academic/Administrative (complex development, issues of academic calendars, similar curricula, credit systems, grading schemes, general ed requirements)
- Governance (approval of new academic programs)
- Support from faculty and campus leadership
- Strategic interests might change
- Recruitment challenges: *"I haven't figure out how to market that opportunity to US students"* (SUNY)

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The Way Forward

Growing interest in dual diploma programs

- Competition
 - Among U.S. institutions (need for better, innovative programs)
 - Globally (US needs to continue to attract the best and brightest, to remain leader in S&E)
- Need for comprehensive internationalization, best achieved through curricular joint ventures
- Need to provide more and better study abroad opportunities for a more diverse group of U.S. students
- Tuition-revenue and need to combine resources

Wild Card:

- Impact of Bologna Process/Lisbon Convention: Will it increase need for curricular integration and will common degree structure constitute better match in degree programs?
- To what extent will higher ed reforms in Europe reposition the U.S. as a leading host country?

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THANK YOU!

IIE's Online Resources

- www.iie.org IIE Online
- www.iienetwork.org Resources for International Educators
- www.opendoors.iienetwork.org International Educational Exchange in USA
- www.atlas.iienetwork.org Atlas of Student Mobility
- www.iiebooks.org IIE's Online bookstore
- www.iiepassport.org Directory of Study Abroad Programs
- www.FundingUSstudy.org Funding for US Study for International Students
- www.StudyAbroadFunding.org Funding for US Study Abroad
- www.fulbrightonline.org Fulbright Program

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