Sincerest regrets…
Session Objectives

- Provide information about specific findings from new research
- Provide opportunity to discuss the utility and relevance of this new research
- Encourage exploration and articulation of SIO needs for research “products”
Session Outline

2. International Joint and Dual Degrees (ACE)
3. Some new projects on the horizon
4. Our collective concerns and aspirations for future research on internationalization
Objective:

- scrutinize internationalisation (strategies) in higher education, with a particular focus on Europe
- provide overview of strategies at different levels (global, European, national and institutional)
- Provide underlying gist of what internationalisation is and should be aiming for
Major trends 1

Growing importance of internationalisation at all levels

- More IoHE, broader range of activities, more strategic in its approach, response to challenges, call for greater effort
- More national strategies for internationalisation, part of bigger strategy to position their country, improve economic standing, reinvigorate higher education system
- When linked to national ambitions, generally better supported (which can also mean the removal of obstacles and barriers) and funded
Major trends 2

Effects on institutional strategies for internationalisation

- Policy cascade from the national to the institutional level, and in Europe this starts at regional level.
- In absence of national strategies, HEIs developing town responses.
- Homogenisation of institutional strategies if same targets and performance-based indicators across the system.
- Quantitative rather than qualitative results, and focus on increasing numbers rather than looking at the outcomes.
- Tensions of autonomy and accountability with particularly strong challenges in some countries.
Major trends 3

Insufficient funding

- Funding remains a challenge,
- Some well-supported, others reliant on external funds
- Level of IoHE importance impacts on the range of funding mechanisms available and stakeholders involved (public and private)
- Uneven distribution and investment
Major trends 4

Increasing privatisation

• IoHE increasingly seen as a means to replace shrinking public funds through revenue generation

• Income generation even in well-supported systems, universities

• More apparent in some regions than others
Major trends 5

Effects of globalisation

- All dealing with competitive pressures of globalisation, the pace of (unexpected) change and raised expectations.
- All countries different starting points, but increasing global convergence in aspirations, if not yet in actions.
- In Europe, ERASMUS and the Bologna Process opened up opportunities, but CEE specific challenges of post-communism.
- Emerging countries still consolidating higher education systems, South African consequences of the former apartheid system.
- Creates significant challenges for co-operation and competition on an equal footing with the developed world.
Major trends 6

Growing competition

• Evident shift from (only) cooperation to (also) competition
• Race for talent, international student recruitment, strategic partnerships, income generation, rankings and institutional positioning.
• Demographic decline and shrinking national funding shift focus to short-term economic gain
• Beyond Europe, competitive approach more manifest, but with substantive risks, such as brain drain and dependency in developing countries
• Successes and failures of IoHE linked to strengths and weaknesses of national higher education system, embedded in the economic, political and social development of each country
Major trends 7

Growing regionalisation

• Europe as influence and model – EU funding programmes and European tools
• Asia emerges increasingly as a region of focus, within region itself and for others
• Asia, Africa and Latin America developing special relations with neighbours
• Not only BRICS, but also on CIVETS (Colombia, Indonesia, Vietnam, Egypt, Turkey and South Africa) and CLMV (Cambodia, Laos, Myanmar and Vietnam).
Major trends 8

Rising numbers everywhere

- Increase may be fast or slow, large or small, but numbers show clear upward trend
- Sending countries of degree-seeking students increasingly becoming receiving countries as well
- Imbalance in developing countries resulting in brain drain and decreasing quality and reputation.
- Imbalance in Central and Eastern Europe further exacerbated by the challenges of demographic decline

- **Quantity versus quality** debate
  - Attention and efforts to improving the quality of the student experience.
  - Development of stronger **quality assurance mechanisms for internationalisation** key to providing high level of education and service and creating transparent standards
Major trends 9

Insufficient data

- Increasing requirements to produce evidence of impact, but insufficient IoHE data for analysis, comparison, decision making.
- Data on European programmes and mobility trends available
- Some countries have sophisticated tools, others produce only limited information
- Need for more impact studies that can demonstrate IoHE outcomes
- Level and usefulness of IoHE data linked to IoHE importance in broader national policies.
Major trends 10

New areas of development

• **Internationalisation of the curriculum** (and of learning outcomes) and the need for greater attention to developing an international dimension to all students

• Rarely a strategic priority and often understood as teaching in another language or offering joint/double programmes

• **Transnational education** growing with a range of different models. English-speaking countries, now others entering the field

• More host countries interested as means to cope with higher education demand and/or to accelerate the pace of reform

• **Digital learning** still in early stages

• Likely to enter higher education in a range of different and blended forms of teaching and learning
In conclusion

• IoHE itself is becoming globalized
• Trends towards:
  – common goals and objectives
  – greater competition but also more co-operation
  – more strategic approaches and linked to larger agendas
  – increase in numbers and activities
  – new players and regionalisation
• Diversity of policies, uneven accomplishment and unsolved challenges
Methodology

• Analysis of main literature (2)
• Analysis of two surveys (3)
• Country reports – 10 European and 6 non-European – by local experts (30)
• Digital learning report (1)
• Delphi Panel exercise (3) + (128)
• Peer review team (3)
• Editorial review team (2)
International Joint & Dual Degrees: An ACE Study

Robin Matross Helms, PhD
Associate Director for Research
American Council on Education
February 16, 2015
American Council on Education (ACE)

Mission and Goals
- Umbrella organization
- Leadership & advocacy
- National & international mission

Membership
- Approximately 1800 institutions
- All sectors of U.S. higher education
ACE Center for Internationalization & Global Engagement (CIGE)

Internationalization of US Institutions

Global Engagement

Programs

Research
Study Overview

- Follow-on to *Mapping Internationalization on US Campuses 2012*
- Survey sent to US institutions in January 2014
- Qualitative follow-up with “key informants”
- Case examples to complement data
Respondents

- Institution-level data: 134 institutions
- Program-level data: 89 institutions, 193 programs
Definitions

• What we used:
  – Joint degree program: A degree program that is designed and delivered by two or more partner institutions in different countries. A student receives a single qualification endorsed by each institution.
  – Dual degree program: A degree program that is designed and delivered by two or more partner institutions in different countries. A student receives a qualification from each of the partner institutions. Such programs are also referred to as “double” degrees.

• But it’s complicated…
  – Same degree level, or different?
  – Same field, or different?
  – Various mobility configurations (1+2+1…)
Strategic Planning

Nearly half (47%) of institutions mention JDDP’s in strategic planning documents.
Strategic Planning

BUT:

– 15% have a specific policy to encourage joint degrees
– 18% have policy to encourage dual degrees
– “Informal understanding” in some cases

Implications for SIOs
SIO role in bridging theoretical enthusiasm of leaders and actually making it happen.
Geography

• Top five partner countries: China, France, Turkey, Germany, South Korea
• Concentration in Europe and Asia

Implications for SIOs
Role of programs in geographic strategies, need for geographic balance?
Enrollment

Enrollment is heavily skewed towards non-U.S. students

Program Enrollment

Implications for SIOs

What are the goals of these programs, and how do they contribute to internationalization more broadly?
Challenges

Administrative Issues
- Health & safety
- Legal & regulatory issues

Academic Issues
- Teaching & grading methodologies
- Language & culture differences
- Course equivalencies

Implications for SIOs
Faculty engagement is critical.
Emerging Trends

- Managing many programs
- Multilateral programs
- Academic focus
  - Business, law, engineering, health
  - Interdisciplinary programs
  - Graduate programs

Implications for SIOs
Your creativity and expertise are needed!
Questions?
CIGE Research Principles

- Internationalization & global engagement
  - *Mapping* follow-up

- Strategic & practical

- Analysis & examples

- Quantitative & qualitative data
  - Incorporate other voices

- Various venues
  - No more 100 page reports
Internationalization in Action

• Previous topics:
  – Internationalization committee
    • PDF now available!
  – Engaging faculty (2 parts)
  – Curriculum (4 parts)

• Upcoming installments:
  – Student affairs & co-curriculum (3 parts)
  – Global competence for all
CIGE Insights

• Joint & dual degrees (Nov 2014)
  – Many program models
  – Concerns about reciprocity

• Good practices for partnerships (NOW!)
  – Review of global standards
  – Administration & management
  – Cultural & contextual issues
On the Horizon

• International Briefs for Higher Education Leaders
  – Next up: Joint and dual degrees
  – Printed Brief
  – Webinar on April 16, 2015

• More CIGE Insights
  – National & regional policies for internationalization (June 2015)
  – Tenure & promotion policies (Fall 2015)

• Mapping 2017
Thank you!

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Scanning the Horizon: News and observations

• The State of International Higher Education Research: A Survey (CIHE)
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• The State of International Higher Education Research: A Survey (CIHE)
• A comparative analysis of internationally recruited faculty (HSE – CIHE)
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• A comparative analysis of internationally recruited faculty (HSE – CIHE)
• 2015 special issue of *International Higher Education* focused on internationalization (CHEI-CIHE)
• A new practical element in articles for the *Journal of Studies in International Education*
Scanning the Horizon: News and observations

- AIEA’s own research agenda initiative (spring 2015)
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- AIEA’s own research agenda initiative (spring 2015)
- EAIE Barometer (spring 2015)
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• EAIE Barometer (spring 2015)
• Erasmus Impact Study (CHE Consult, 2014)
Shaping the Horizon: What SIOs need
Research on Internationalization
News and Analysis from the Front Lines

Thank you!
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