

Best Practices Regarding International Dual/Double and Joint Degrees
A paper prepared for the Canadian Association for Graduate Studies
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Executive Summary

This report has been prepared in response to a growing interest among Canadian universities in having cotutelles or other joint and/or dual degrees with international partners. The report is based on a survey that was e-mailed early in 2012 to all 64 graduate deans listed on the CAGS website. Forty-eight responses were received, for an overall response rate of 75%. The universities that have experience with such degrees were sent a follow-up survey for additional information.

France was the most frequently occurring country for the international partner universities. Germany was second, followed by China. The disciplines most frequently represented were the Humanities, followed by Science and Engineering. Only three universities have more than 20 students currently registered in such degree programs: Université de Montréal, Université Laval, and Université de Sherbrooke.

Several practical areas of concern were raised regarding these joint or dual degree programs: language of instruction and for the dissertation; residency and registration issues; tuition and fees; funding of or for the student; funding of the institution by the province; and sometimes approval by the province of such a program.

The primary challenge faced by universities with such programs is the time and effort required to educate people on campus about them, to obtain approval for them, to negotiate agreements with partner institutions, and to manage the students who participate in the programs. Indeed, the primary advice or warning offered from respondents' experience is to be prepared for the time and effort that is required, and to be patient and diligent.

Successful programs report that the establishment of dual and joint degrees works best when this builds upon strong links that have already been established, and that most often this can be found at the level of the individual faculty member, building on research collaborations. In addition, clear guidelines and procedures within the university for setting up agreements is very important, even to having a specific template or checklist. Several examples are provided, via websites, in the report.

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Introduction

It was thought in advance of this study, and reinforced by the results of the survey, that joint and dual (or double) graduate degrees are increasingly of interest in Canada. There are publications from the Council of Graduate Schools that describe the US experiences^{2,3}, and an Institute of International Education publication dealing with international shared degrees at both the graduate and undergraduate level⁴, but little has been written about experience or best practices specific to Canada. Although cotuelles (individualized dual PhDs) have been in existence within Québec for many years, interest in cotuelles in the rest of Canada has increased considerably recently, along with interest in other forms of double degrees and joint degrees. Such international collaborations are increasingly being promoted by external organizations, including for example the French Embassy, which now provides some financial support for students in such programs.

The purpose of this report is to describe the Canadian experience with respect to implementation and oversight of the full range of dual/double and joint degree options, including cotuelles, and to identify insights for other Canadian universities as they expand this kind of operation. The contents of this report are based on a survey of the members of CAGS conducted in January and February 2012. (Appendix A provides details of the survey methodology.)

The definitions for joint and dual degrees used here (and stated explicitly in the survey) are consistent with and paraphrased from those in *Joint and Double Degree Programs in the Global Context*.⁵ The next four short paragraphs are taken directly from the questionnaire sent to the members of CAGS.

In a **joint degree** program students study at two or more institutions and upon completion of the program receive a **single** degree certificate issued and signed by all the participating institutions. (This has been referred to as a 'double-badged' degree.)

In a **dual degree** or **combined degree** program students study at two or more institutions and upon completion of the program receive a separate degree certificate from **each** of the participating institutions. (The certificate often, but not always, makes explicit reference to the fact that this degree was done in conjunction with the other institution.)

² Joint Degrees, Dual Degrees, and International Research Collaborations: A report on the CGS graduate international collaborations project. Washington, DC; Council of Graduate Schools, 2010.

³ Global Perspectives on Graduate International Collaborations: Proceedings of the 2009 Strategic Leaders Global Summit on Graduate Education. Washington, DC; Council of Graduate Schools, 2010.

⁴ Daniel Obst, Mattias Kuder, and Clare Banks, *Joint and Double Degree Programs in the Global Context*, Institute of International Education (IIE) and the Freie Universität Berlin, 2011. Available from <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Degree-Survey-Report-2011>

⁵ *Ibid.*

The French Embassy in Canada defines a cotutelle as “a PhD program offered jointly by two higher education institutions: one in Canada, the other one in France. It allows the students to get a double/joint PhD degree delivered and recognized by both the institutions.”⁶

Some institutions and jurisdictions also distinguish between Dual degrees (identical (or nearly so) disciplines and identical degree labels) and Combined degrees (different disciplines and/or degree labels). That distinction was maintained in some of the questions for those who were making use of it.

The first part of a two-part survey (Appendices B and C) was sent to each of the graduate deans in Canada, as listed on the CAGS membership list in early 2012. The second part of the survey (Appendix D) was sent only to those deans who reported that they had existing dual or joint degree programs.

Although this report presents results in a quantitative way, and discusses policy matters, it is well to keep in mind the value of these programs both to the institution and to individuals. The Université de Montréal in their response expressed it this way:

“The benefits of cotutelles for UdeM are as follows :

- International experience for students;
- Supervision by two professors is more fruitful for the students’ research;
- Fosters collaboration between universities and professors;
- Strengthen ties between universities;
- Additional value for graduate programs;
- Better opportunities to recruit students;
- Students’ mobility;
- Students’ networking.”

The benefits for an individual are expressed in the following quotation.

“On a more personal note, my son is a EM [Erasmus Mundus] graduate (class of 2010 MA Euro-philosophie, a French-German program). His personal experience attending 3 universities in 3 countries in 2 years (Toulouse, Prague and Louvain-la-Neuve) is what inspires me to push these types of programs for my university and our students.”⁷

Quantitative Results

Sixty-four surveys were distributed; forty-eight were returned, for a response rate of 75%. Table 1 shows the response rate by **region of the country**, as well as the presence of joint or dual degrees among responders. Québec is under-represented in the responses relative to the other regions. This might seem unfortunate given its longer history with joint and dual degrees through cotutelle, but in fact there is 100% response from the Québec universities other than those in the Université du

⁶ <http://www.ambafrance-ca.org/article3697.html>

⁷ Doyenne Lise Dubois, Université de Moncton

Québec system. The low response rate for the province arises because only four of those ten responded.

Only 5 universities reported currently having joint degree programs, whereas 21 reported having one or more dual degree programs. Several of the latter had only very recently signed the dual degree agreements, with the result that there are few if any students in their programs as yet. Cotutelle arrangements occur both as joint degrees and as dual degrees. Of the five universities with joint degrees, two Ontario universities also have one or more dual degrees. Hence a total of 24 of the 48 respondents have one or both of joint or dual degrees.

Table 1. Response rate and presence of joint and dual degrees by region of Canada

Region	sent	received	response	joint	dual
Maritimes	10	8	80%	1	2
Québec	15	9	60%	1	6
Ontario	21	15	71%	3	7
West	18	16	89%	0	6
totals	64	48	75%	5	21

There is also the possibility that universities with fewer international graduate students will have less experience with or interest in joint or dual degrees. To check for this, the latest available data on **international graduate student numbers** were used, from the 2010 CAGS Statistical Report⁸, which represents 2008 enrolments. International Master's plus doctoral enrolment ranged from zero to nearly 2,100 among CAGS members. The list of universities was split into three groups using some obvious breakpoints in the distribution of the enrolment: less than 100; 100 to 600; and greater than 600. Table 2 shows the response rate and presence of joint and dual degrees by these categories. For the universities with more than 600 international graduate students, 10 of the 13 (77%) had one or both joint and dual degrees; for international graduate enrolments between 100 and 600, 13 of 18 (72%) had either joint or dual degrees; and for universities with less than 100 international graduate students, only 1 of 17 (6%) had a joint or dual degree.

Table 2. Response rate and presence of joint and dual degrees by size of international graduate student enrolment

international enrolment	sent	received	response	joint	dual
Large (>600)	15	13	87%	3	9
Medium	22	18	82%	1	12
Small (<100)	27	17	63%	1	0
	64	48	75%	5	21

⁸ Canadian Association for Graduate Studies 2010. 39th Statistical Report, 1999-2008. Available with password at <http://www.cags.ca/statistical-reports.html>.

Of the 48 responses, 19 had definite plans to **expand their involvement** in joint or dual degrees, and another 4 expected probably or maybe to do so. Thus nearly 50% of the universities responding are likely to be doing more of this kind of work in the future. Only seven gave a negative response to the question. The remainder did not answer it.

As shown in Table 3, the **range of countries** involved in joint or dual degrees with Canadian universities is broad. As might be expected, France tops the list, and not just with Québec respondents. Of Québec respondents, 6 of 7 had agreements with France; in the Maritimes it was 2 of 3; in Ontario it was 6 of 8; and in the West 2 of 6.

Table 3. Number of Canadian universities having dual or joint degree agreements in each country that was named in the responses

France	16	Congo	1
Germany	8	India	1
China	7	Israel	1
Belgium	5	Italy	1
Australia/NZ	3	Japan	1
US	3	Korea	1
Poland	2	Morocco	1
Portugal	2	Russia	1
Algeria	1	Switzerland	1
Brazil	1	UK	1
Chile	1		

Similarly, the **range of disciplines** that is represented in joint and dual degrees (including cotutelles) is also wide (Table 4). At the level of cotutelle, the choice of discipline can be different for every student. Several universities responded to the question about disciplines to say that a cotutelle is possible in any discipline at the institution. Another listed 27 disciplines in which joint degrees have been awarded. Nonetheless, some patterns are clear in terms of the most popular disciplines. Language and Literature, History, and Philosophy have been named separately from other Humanities disciplines because of the frequency of their mention. In each of these three, the majority of mentions are by French language universities.

Table 4. Number of universities having joint or dual degree programs in each disciplinary group

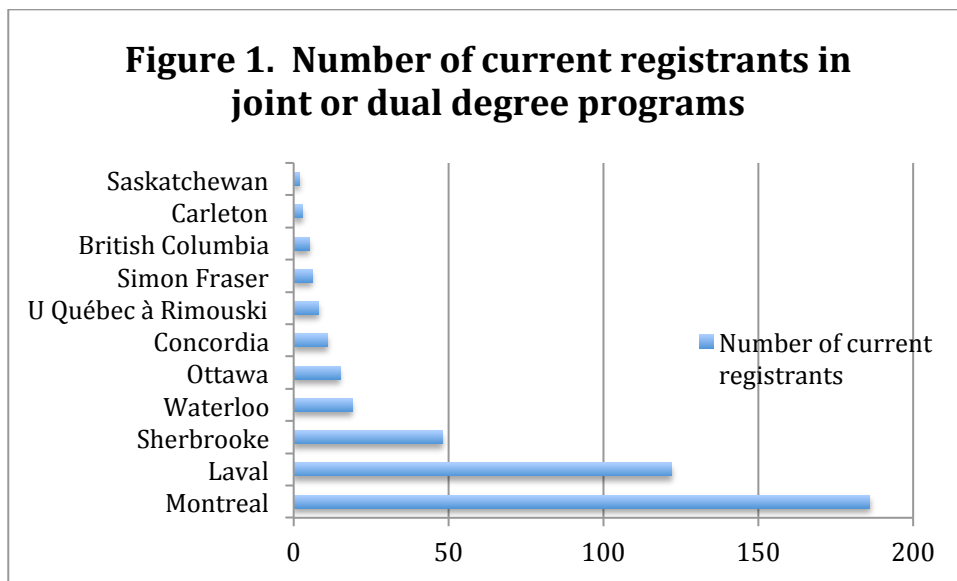
Science	9	Philosophy	4
Engineering	8	Management	4
Law	6	Computer Science	3
Social Sciences	6	Education	3
Language/Literature	5	Health Science	3
History	5	Arts/Humanities	2

Of the 24 universities reporting that they currently have either or both of joint or dual degrees, 16 described cotutelles and 16 described specifically designed multi-university degrees (Table 5). Eight universities described both kinds. Of the 16 with specifically designed degrees, the great majority are at the Master's degree level, rather than the doctoral level. Several are MBA programs, and several are Erasmus Mundus programs. In general, both the **cotutelles and the specifically designed programs** report similar comments and advice (discussed below).

Table 5. Universities with cotutelle or specifically designed degrees as the joint or dual degrees

	cotutelle?	designed degree?
	1 = yes	1 = yes
	0 = no	0 = no
	blank = not mentioned	blank = not mentioned
UBC Vancouver	1	0
Carleton	1	0
Toronto	1	0
Montreal	1	
Sherbrooke	1	
Moncton	1	
Calgary	1	
Memorial	1	
Laval	1	1
Waterloo	1	1
Ottawa	1	1
Concordia	1	1
Simon Fraser	1	1
Western Ontario	1	1
Queen's	1	1
UQ Rimouski	1	1
Guelph	0	1
Saskatchewan	0	1
Alberta		1
Royal Roads		1
Brock		1
Ryerson		1
UQINRS		1
UNB Fredericton		1

With regard to the **number of students** who have been or are enrolled in joint or dual degree programs, detailed information was not received from all responding universities. Of those for whom these numbers are known, only two (Université de Montréal and Université Laval) have more than 100 students currently registered in these programs (Figure 1). Both of these also have well over a hundred graduates from these programs. Université de Sherbrooke is the only other institution reporting more than twenty registrants. There are also several universities among the 22 reporting joint and dual degree agreements for whom the agreements are so new that the first students will not be enrolled before Fall 2012.



Practical issues of concern

Language issues have sometimes been raised as potential problem areas for students in these programs. None of the Canadian universities reported making any special arrangements for students from international partners when on the Canadian campus. At the partner institution, the language of instruction is either that of the country in question, or sometimes English. There was one instance in which students had been permitted to write the dissertation in the language of the partner institution (German), but there was such difficulty in finding examiners in the Canadian institution that this particular agreement has been allowed to lapse.

Residency requirements for these degrees vary across institutions. The general rule among Québec universities is that the student must spend at least three trimesters (one year) at each of the two institutions, but this time need not be consecutive. This same requirement is seen in other provinces as well. Other institutions require at least two years at their own campus, but less at the partner institution. There are also some with no minimum time required on either campus.

Registration requirements seem reasonably consistent across reporting universities. All who provided an answer to this question require the student to be registered at both institutions. Some have a registration status of 'full-time off campus' when the student is at the partner university; others have a notation for no fees when the student is at the partner.

Tuition fees can be a point of contention. Several universities that have the students register at both institutions throughout the program require them to pay fees only at the institution at which they are present in each term. This of course necessitates a registration code that indicates 'no fees'. Québec allows this only for French PhD joint or dual degrees, not for other countries or for the Master's level. Other tuition arrangements require the student to pay tuition throughout only to the 'home' institution, and not at all to the partner institution. One Ontario institution reports that its faculty members have recognized that this arrangement means they should always tell students to have primary enrollment at the European partner, where there is no tuition fee.

What is needed to gain **approval to offer a joint or dual degree** is again variable across regions of the country. A maritime university responded that they don't have such degrees because it is not clear whether they would be approved by the Maritime Provinces Higher Education Commission (although there are institutions in the Maritimes that have them). Two Ontario institutions faced different approvals procedures, one of which required approval by the Postsecondary Education Quality Assessment Board, which deals with out-of-province institutions wanting to offer a degree within Ontario. That requirement now seems to have been lifted. Québec universities face a different situation, in that there exists a Memorandum of Understanding between the Conference of Rectors and Principals of Québec Universities and counterparts in France that governs such degrees between the two jurisdictions. Most institutions appear to feel that they do not require provincial approval for a cotutelle offered as a dual degree, since it is only a minor variation on a degree program that has already been approved.

A related issue is that of **funding of universities** by the provincial government for students in these programs. Despite the Québec -France agreement, the Québec government will not fund the Québec universities for students while they are at the partner institution. Information on this issue for other provinces was not obtained.

As noted earlier, most of the universities that say they have joint and dual degrees have developed them only very recently – some so recently that there are as yet no students in them. The **oldest programs** date from 1996 (Montréal, Laval). The next oldest date from 2001 (Ottawa), 2005 (Concordia), and 2006 (Saskatchewan). The other two who responded to this question both date only from 2010 (UBC and Waterloo).

Policy statements regarding joint and dual degrees

One question on the survey asked if the university had an approved policy relating to these degrees available on their website. Many said yes, even if they did not yet have any students in such programs. Table 6 contains the list of websites. These policies cover a surprising range of approaches and attitudes. One example is that at Toronto, which allows for joint educational placement, but not a jointly awarded degree. Others describe dual degrees in which both parchments state that this is a jointly awarded degree, and name the other institution. Still others describe a joint degree – one parchment awarded by both institutions. And finally, some statements are surprisingly silent on the nature of the degree parchment(s) that is (are) awarded. Most of the statements specify that there will be one dissertation defense involving examiners from both institutions, but at least one university agreement requires two defenses.

Several of these policy statements also discuss important issues that need to be addressed in any agreement between institutions, or even in any cotutelle agreement for an individual student. These issues include whose Intellectual Property policy prevails, whose policies prevail in case of academic or non-academic misconduct, and even which institution maintains the official transcript. The sources of financial support and travel funds are also raised in some of the statements.

Table 6. Websites containing university policies regarding joint and dual degrees

http://grad.ucalgary.ca/policies/cotutelle
http://www.conman.ualberta.ca/stellent/groups/public/@academic/documents/policy/pp_cmp_071730.hcsp
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1454
http://www.sgs.utoronto.ca/adminsupport/memos/2011-12_Decanal_Memos/Joint_Educational_Placement_Agreement_for_Doctoral_Students.htm
http://www.fes.ulaval.ca/sgc/Etudes/cotutelle
http://www.concordia.ca/vpirsg/documents/policies/VPRGS-6.pdf
http://www.mun.ca/sgs/Memorial_cotutelle_guidelines.pdf
http://www.uvic.ca/graduatestudies/programs/home/programdescriptions/programs/jointly-supervised-phd.php
http://www.usask.ca/cgsr/for_fac_staff/Policy-and-Procedure-Manual.php section 6.5
http://www.grad.uottawa.ca/default.aspx?tabid=3763
http://www2.carleton.ca/secretariat/ccms/wp-content/ccms-files/Cotutelle-Policy.pdf
http://www.usherbrooke.ca/accueil/fr/international/cotutelles-de-these/

Major challenges with joint and dual degrees

Question 5 in the survey of graduate deans asked, *What have been the major challenges in setting up or sustaining these programs, either for the students or for the institutions? How have you overcome them so far?* The complete answers to this question appear in Appendix E.

The primary challenge appears to relate to time and effort, first in explaining these types of degrees to colleagues on campus and getting their approval for the concept, then in setting up the initial agreement with another university, and finally in handling the students who are involved in such degrees. Delays with specific agreements include identifying the right person to deal with at the partner institution, and sometimes the degree of complexity even within the Canadian university in terms of the number of different offices that need to be involved in approvals. Advice is to be patient, and to follow through on details.

This complexity is also reflected in the variety of agreement templates (for cotutelle, joint, or dual degrees) that exist among different universities, and the fact that each one often insists on using their own, with the result that two mostly parallel documents need to be sent around for approvals.

Another challenge has been dealing with academic terms that do not match well across countries, and the assessment of student fees (other than tuition) that go along with those terms.

Funding is a frequent problem: for travel, for student support, and for the Canadian university if the student is elsewhere.

Identification of successful practices

Question 7 in the initial survey asked, *Are there any aspects of your institution's handling of joint or dual degrees that you believe have been particularly successful, and which might be drawn to others' attention as a best (or better) practice?* The complete answers to this question appear in Appendix F.

The most frequent response is that the establishment of dual and joint degrees works best when this builds upon strong links that have already been established. These can be at the level of the institution, or more frequently at the level of individual researchers who have already established successful research collaborations. In the responses, existing collaboration at the research level is cited more often than institutional level linkages. One reply describes the key as building trust between the two institutions, which would seem to require personal rather than merely institutional relationships.

The second most frequent response is to have clear guidelines and procedures for setting up agreements or cotutelles, even to having a specific template that must be

used. In addition, there should be a clear “go-to” person who can deal with the questions and complications that inevitably arise. The intention of these things is to make it crystal clear to those who are interested in a cotutelle, or a joint/dual degree agreement, all that has to be considered and dealt with in order for the program to be successful. Three respondents provided links to their procedures or agreement document, as follows.

<http://www.grad.ubc.ca/forms/joint-phd-agreement>

http://www.mun.ca/sgs/Memorial_cotutelle_guidelines.pdf

<http://www.sgs.utoronto.ca/Assets/SGS+Digital+Assets/Memoranda/Joint+Placement+Form.pdf> and

<http://www.sgs.utoronto.ca/Assets/SGS+Digital+Assets/Memoranda/Checklist+for+Joint+Placement.pdf>

The documents at these links are comprehensive and should prove useful not only to those just embarking on such degrees, but also to those who are in the midst of early ones. Having this level of detail is not enough though: it must be communicated widely and clearly, not merely contained in the minutes of a Graduate Council meeting.

Other useful suggestions include ensuring that there is a champion for the agreement at the partner institution, and aiming the recruitment (and selection) at top quality students. One respondent notes that it is important to be flexible in order to provide personalized service to the students, each of whom (in some instances) will be dealing with different bureaucracies at the partner institutions.

An item on which there is mixed opinion is the value of institution-wide agreements. Some respondents recommended keeping specific agreements at the program level, others have had success with institutional agreements. In both cases, though, some feel it is best to focus on a few carefully chosen partnerships rather than spreading the net widely.

One final item deserves mention here under successes, and that is the multiple university agreements such as those funded by Erasmus Mundus, or the U21 generic statements⁹. Several universities reported considerable success from their involvement in Erasmus Mundus programs¹⁰. It is worthwhile to look into those possibilities as well.

Words of warning and advice

Question 8 in the initial survey asked, *Do you have any advice or words of warning from your experience to offer others who are just starting to develop such programs?* The complete answers to this question appear in Appendix G.

⁹ <http://www.universitas21.com/collaboration/details/16/joint-phds> and the two downloadable “related file” pdfs that are linked at the very bottom of this web page.

¹⁰ <http://www.algant.eu/> , <http://www.master-imaacs.org/>

As in the responses to question 5, the most frequent warning or advice pertains to the time and resource commitment required: for obtaining on-campus support for such programs; for negotiating them with partners; and for managing the students who become involved in them.

A second piece of advice is that these joint degrees are not for everyone.

“There is a lot of interest out there about this option, but some students would be better advised to simply spend some time as a visiting grad student at a second university, rather than establish a formal Joint PhD program, given the time and extra academic requirements for many students. The student and their supervisors have to be motivated, engaged and already collaborative to make these agreements work optimally. In particular, the student needs to take ownership for seeing the agreement through to completion.”¹¹

And, as pointed out by another respondent, the student needs to be aware that “having two research supervisors may sometimes cause some difficulties.”¹²

Advice succinctly put:

“Work with institutions with which there is a longstanding collaboration. Less is better.”¹³

There is also advice about terminology. Several responses to the survey noted that the terms ‘joint’ and ‘dual’ are defined differently on their campus than at the beginning of this report (and survey). Such definitions can cause problems.

“...there was an issue which arose when the joint Canadian-American Masters degree was discussed and developed. The definitions of “joint” and “dual” as defined by the former Ontario Council of Graduate Studies were the exact opposite in the State of New York system. As this issue was not identified early in the process, it led to discussion that ended up being at cross purposes, and a real challenge once the problem came to light. Bottom line - make sure all parties are on the same wavelength in terms of terminology, expectations, and all aspects of program design.”¹⁴

A practical matter brought up regarding implementation of such programs is that design and implementation are often done by different offices.

“It is extremely important to have coordination between the people initiating agreements for joint/combined degrees and those who will be implementing or administering the agreements during the entire process.”¹⁵

A survey question not discussed earlier asked whether there was “a separate person or office to assist in handling students taking or interested in joint, dual, or

¹¹ University of British Columbia (Vancouver)

¹² Université de Montréal

¹³ Université Laval

¹⁴ Brock University

¹⁵ Concordia University

combined graduate degrees,” and if so where. Of the 15 who had such a person or office, 12 said this was within Graduate Studies. The other 3 said it was in the International Office. If Graduate Studies is involved in the initiation of agreements 80% of the persons/offices reported should be well set, but if Graduate Studies is not involved early, problems can arise.

Another practical suggestion is to have an example or first proposal under discussion at the same time as some of the key principles will be debated. The specificity assists in resolving the principles.

“There is a limit to how much issues such as double-dipping (in the case of dual degrees) can be debated - a strong example is very handy. In our case, the first such proposal went through (ad hoc) approval while the policy itself was being approved (through the same set of committees). We briefly debated the double-dipping issue for the specific proposal, approved the policy shortly thereafter, and have not had the debate since.”¹⁶

There is also advice, as in the discussion of successful programs, to rely on individual faculty members, and not the university administration to initiate these activities.

“Willingness to cooperate must be from the base of faculty members. Implementation of joint programs should not be decreed by the university administration regardless of the aspirations and affinities of community stakeholders.”¹⁷

The final word reiterates a number of points that have been stated before, and puts many key items together:

“carefully think through the elements required for successful partnership: i.e. mutuality of benefits; commitment (from the top through to the 'on-the-ground' administrative supports); and clear (frequent and in-person as much as possible) communication. Flexibility and trust are critical, particularly when working through differences in administrative policy and procedure, which have often been established to meet very localized needs and can frequently be counter productive when encountering a different educational/ cultural/ political system.”¹⁸

¹⁶ University of Alberta

¹⁷ Institut national de la recherche scientifique

¹⁸ University of Manitoba

Appendix A: Survey methodology

The survey used for this study was based primarily on the report *Joint and Double Degree Programs in the Global Context*, produced by the Institute of International Education (IIE) and the Freie Universität Berlin, authored by Daniel Obst, Mattias Kuder, and Clare Banks, available from <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Degree-Survey-Report-2011>. Although that report did not contain the actual survey questionnaire, many of the questions could be inferred from the data and discussion that appear in the report.

The full list of questions thus derived seemed unduly lengthy – and in particular too long to assist in obtaining a high participation rate on the survey. In consultation with Dean Susan Horton from the CAGS Board, it was decided to split the questionnaire into two parts, with the second part on details of arrangements being sent as a follow-up only to those whose responses indicated actual involvement with joint or dual degrees, including cotutelles.

The questionnaire was pretested on the members of the Board of Directors of CAGS to ensure that the questions were easily understood, and to test that the survey questions were not too onerous. The pretest was sent to the seven current CAGS Board members on January 5, as well as to two former Board members who had just recently taken on new (non-grad-dean) positions, with a request for responses and comments on the survey by January 15. Reminders were sent on January 12 to those who had not replied. Based on the comments regarding the pretest, some revisions were made to the questions before sending it to the membership.

The first part of the survey (Appendix B) was sent to the CAGS membership on January 19, in the form of a personal e-mail addressed to the Dean of Graduate Studies, by name, based on the membership list as shown on the CAGS web directory on that date. Responses were requested by January 30. Including those already dealt with through the pretest, a total of 64 surveys were distributed. Reminder e-mails were sent on January 29 to those who had not yet replied. Since no replies had been received from any of the ten campuses of the Université du Québec, the decision was made to translate the survey into French rather than send an English language reminder. The French version of the survey (Appendix C) was sent as a reminder to these ten institutions on February 3, with replies requested by February 7.

By March 2, a total of 48 responses had been received, for a response rate of 75%.

The follow-up survey (Appendix D) was sent to those deans (or other respondent for the university) who indicated that they did have joint or dual degrees with international institutions. All seven who received this second part responded to it.

Appendix B: Initial (first part) questionnaire

CAGS survey on joint, dual, and combined graduate degrees Responses from _____

The definitions used here for joint and dual degrees are consistent with and paraphrased from those in *Joint and Double Degree Programs in the Global Context*, a report produced by the Institute of International Education (IIE) and the Freie Universität Berlin, authored by Daniel Obst, Mattias Kuder, and Clare Banks, available from <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Degree-Survey-Report-2011>. The French Embassy in Canada defines a cotutelle as “a PhD program offered jointly by two higher education institutions: one in Canada, the other one in France. It allows the students to get a double/joint PhD degree delivered and recognized by both the institutions.” <http://www.ambafrance-ca.org/article3697.html> Some institutions and jurisdictions also distinguish between Dual degrees (identical (or nearly so) disciplines and identical degree labels) and Combined degrees (different disciplines and/or degree labels). That distinction is maintained in some of the questions for those who wish to make use of it.

1. In a **joint degree** program students study at two or more institutions and upon completion of the program receive a **single** degree certificate issued and signed by all the participating institutions. (This has been referred to as a ‘double-badged’ degree.) Does (or did within the past five years) your institution have any joint graduate degree programs (including cotutelle with a single degree parchment) with non-Canadian institutions?

1.1 If your answer is yes, please provide a list of those graduate programs and indicate whether the program is still operating or the year in which it ended.

2. In a **dual degree** or **combined degree** program students study at two or more institutions and upon completion of the program receive a separate degree certificate from **each** of the participating institutions. (The certificate often, but not always, makes explicit reference to the fact that this degree was done in conjunction with the other institution.) Does (or did within the past five years) your institution have any dual or combined graduate degree programs (including cotutelle with two or more individual degree parchments) with non-Canadian institutions?

2.1 If your answer is yes, please provide a list of those graduate programs and indicate whether the program is still operating or the year in which it ended.

3. Does your institution have a policy that enables or promotes joint, dual, or combined graduate degrees? If so, and if that policy is available for review on the web, please provide the URL.

4. Does your institution have a separate person or office to assist in handling students taking or interested in joint, dual, or combined graduate degrees? Where is that person or office located administratively?
5. What have been the major challenges in setting up or sustaining these graduate programs? How have you overcome them so far?
6. Does your institution have plans or intentions to develop more joint graduate degrees? More dual or combined graduate degrees?
7. Are there any aspects of your institution's handling of these graduate degrees that you believe have been particularly successful, and which might be drawn to others' attention as a best (or better) practice?
8. Do you have any advice or words of warning from your experience to offer others who are just starting to develop such programs?

Sondage de l'ACES sur les diplômes d'études supérieures, doubles, conjoints et combinés

Réponse de _____

Les définitions utilisées dans le sondage sur les doubles diplômes et les diplômes conjoints correspondent et paraphrasent celles du rapport, *Joint and Double Degree Programs in the Global Context*, produit par l'Institute of International Education (IIE) et la Freie Universität Berlin, et rédigé par Daniel Obst, Mattias Kuder et Clare Banks, que vous pouvez consulter à <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Degree-Survey-Report-2011>. L'ambassade de France au Canada définit la cotutelle comme « un programme offert conjointement par deux établissements d'enseignement supérieur, l'un au Canada et l'autre en France. Ce programme permet aux étudiants d'obtenir un double diplôme (ou un diplôme conjoint) de doctorat, délivré et reconnu par les institutions des deux pays ». <http://www.ambafrance-ca.org/article3697.html> Certains établissements ou juridictions distinguent aussi les doubles diplômes (des disciplines identiques (ou presque) et des grades identiques) et des diplômes combinés (des disciplines et/ou des grades différents). Cette distinction est conservée dans certaines des questions pour les répondants qui souhaitent l'utiliser.

1. Dans un programme de **diplôme conjoint**, les étudiants étudient dans deux ou plusieurs établissements et, lors de l'achèvement de leur programme, ils obtiennent un **seul** diplôme délivré et signé par tous les établissements participants. (On parle aussi d'un diplôme à « double insigne »). Votre établissement offre-t-il (ou l'a-t-il offert au cours des derniers cinq ans) des programmes de diplômes d'études supérieures conjoints (y compris la cotutelle avec un seul diplôme universitaire) avec des établissements étrangers?

1.1 Si oui, veuillez fournir la liste de ces programmes d'études supérieures et indiquer si vous les offrez toujours ou l'année que vous avez cessé de les offrir.

2. Lors d'un programme à **double diplôme** ou à **diplôme combiné**, les étudiants étudient dans deux ou plusieurs d'établissements et, après l'achèvement de leur programme, ils obtiennent un diplôme distinct de chacun des établissements participants. (Souvent, mais pas toujours, le diplôme mentionne explicitement le fait qu'il a été réalisé en collaboration avec un autre établissement.) Votre établissement offre-t-il (ou l'a-t-il fait au cours des derniers cinq ans) des programmes d'études supérieures à double diplôme ou à diplôme combiné (y compris la cotutelle avec un ou plusieurs diplômes individuels) avec des établissements étrangers?

2. 1 Si oui, veuillez fournir la liste de ces programmes d'études supérieures et indiquer si vous les offrez toujours ou l'année que vous avez cessé de les offrir.

3. Votre établissement possède-t-il une politique qui facilite ou encourage les diplômes d'études supérieurs conjoints, doubles ou combinés? Si oui, et si cette politique peut être consultée par le web, veuillez fournir son URL.
4. Votre établissement compte-t-il un bureau ou une personne en particulier pour seconder les étudiants qui suivent ou sont intéressés par des diplômes d'études supérieures conjoints, doubles ou combinés? Du point de vue administratif, où se trouve cette personne ou ce bureau?
5. Indiquez les principaux problèmes rencontrés durant la mise sur pied ou le soutien de ces programmes d'études supérieures? Comment les avez-vous surmontés jusqu'ici?
6. Votre établissement prévoit-il ou a-t-il l'intention d'élaborer davantage de diplômes d'études supérieures conjoints? Davantage de diplômes d'études supérieures doubles ou combinés?
7. Parmi les aspects liés au traitement de ces diplômes d'études supérieures par votre établissement, lesquels sont particulièrement fructueux et que vous présenteriez comme pratique exemplaire (ou meilleure pratique)?
8. Avez-vous des conseils ou des avertissements tirés de votre expérience à offrir aux autres établissements qui débutent tout juste l'élaboration de pareils programmes?

Appendix D: Second part of questionnaire for those with joint or dual degrees
[Note that any question in this list that had been answered within the responses to the first part of the survey was deleted in the message sent to the university. Hence not all deans saw this full list.]

For the joint, dual, and cotutelle programs at your institution (existing or discontinued), please answer the following questions to the extent that the information is known. The numbering will seem strange because questions you have already answered have been omitted without changing the numbers of other questions.

- 2 Is the program at the Master's level, the PhD level, or both?
- 3 Was the program exclusively developed as a joint/dual degree, or is it an optional add-on to an existing traditional study program?
- 4 How many students are currently enrolled in the programs?
- 5 With what country or countries are you partnered in these programs?
- 6 What academic discipline(s) are involved?
- 7 What is the language of instruction in the program at the partner institution?
- 8 Is there any modification in the language of instruction at your institution for students from the partner institution? If so, what?
- 9 Is this program operated on a cohort basis (i.e. admitting a number of students who will study and travel together), or do students in the program operate independently?
- 10 Is there a requirement for at least a certain amount or fraction of the program to be spent at each institution? If so, what is that amount or fraction?
- 11 Do you have a recruitment process specifically for this joint degree program? If yes, does this recruitment focus mainly on students currently at your institution, on other domestic students, or on international students?
- 12 Do students register (a) only at their home institution, (b) at the institution where they are physically located, or (c) at both institutions for the duration of the program?
- 13 Has accreditation, or authorization to offer the program been an issue? If yes, have you attempted to accredit (or obtain authorization) in both jurisdictions, or have you been able to have each part authorized independently in its own jurisdiction?
- 14 Has there been an issue regarding double-counting of courses or credits? If so, how was it resolved?
- 15 When did this program first enroll students?
- 16 How was the program initiated: (a) by individual faculty members, (b) by a departmental initiative, or (c) by senior administration?

Appendix E. Verbatim answers to question 5, on challenges faced
(The responses appear in the order they were received. The responses have been reported anonymously.)

5. What have been the major challenges in setting up or sustaining these programs, either for the students or for the institutions? How have you overcome them so far?

Response 1

We are finding the cotutelle very time-intensive to administer, partly because they are new, but they all seem to involve special arrangements. Also, they involve complicated IP and sometimes bench fees (because largely in in engineering). We are also on a learning curve about policies at other places. One set of cotutelles are under Erasmus Mundus funding and that has very particular restrictions.

The Joint Degree in German also took up a huge amount of time to set up, because this was new. However, now that we have a template as to how to do it, it would be much easier to set up another one. We have to be selective and only encourage Departments that are really serious to set these up, otherwise we become overburdened. We also experienced learning (and financial costs) because Ontario still requires going through not only Quality Council approval for Joint Programs with foreign universities, but also PEQAB. That dual review is scheduled to end (soon?), but also cost us an unexpected \$5000 for the second review, and took over 7 months for the second stage of the review, plus lots of time spent nagging to get the final Minister's signature.

Response 2

Major challenge at the outset was convincing University Senate of the merits of the program. Once that was accomplished, it has become a question of working through the tedium of details. These agreements take a lot of time to ensure their integrity and appropriate fit for both institutions.

Response 3

The biggest challenge is defining the differences among the types of the degrees, i.e., joint, dual or combined, so that the faculty and administration are on the page when it comes to the discussion. Also, in terms of setting up supervisory committees, responsibilities and costs are difficult to define. The issue of tuition and ancillary fees payments have been discussed too. These types of issues need to be fleshed out as policy before [university] goes into formal relationships.

Response 4

· The biggest challenge is the time and effort it takes to communicate with the student, their supervisors and administrators at both universities to come to an agreement about the terms of the Joint PhD program. It is time-intensive

and there are often significant lag times in circulating revisions and drafts of the agreement.

- It can be difficult to identify the correct administrative person at the partner university to work with.
- Different universities often have different documents that they prefer/require to articulate the agreement, so there are sometimes two different versions of the agreement being evaluated and circulated.
- It can be challenging to come to and articulate clearly a common agreement for how the dissertation and candidate will be examined, given different systems for doing so across universities.
- It can be challenging administratively to assess student fees (not tuition) for these students. Student fees are normally assessed ... for terms in which the student is in residence ..., but the timing of terms doesn't always line up between universities, and/or the timeframes that a student wishes to be [here]. For example, fees would normally be assessed for the terms Sept-Dec, Jan-April and May-August, but a student may want to be in residence [here] October-February. Do we charge two terms of fees?
All of the above have been overcome to greater or lesser degrees just by sheer persistence and time spent to resolve individual peculiarities by the administrators, faculty and the students themselves. There seem to be few 'overall solutions' that can be applied to many different situations.
- In some countries (notably France), there is an expectation that the PhD be completed in 3 years, which is not realistic given [our] program requirements for coursework and comprehensive exams. Funding from French universities is normally limited to 3 years.
This has been 'overcome' simply by insisting that the agreement state that the PhD may take longer than 3 years, and asking the student/supervisors to articulate how the student/research will be funded for the entirety of the program.

Response 5

The major challenge in writing the policy was discerning the "best practices" related to these types of degrees. Setting tuition rates has been challenging.

Response 6

Cotutelles must be handled **case by case**. Special attention has been paid to the following challenges

- Similarities and differences between academic requirements in both universities;
- Additional tuition fees for International Students and tuition fees required in the other university;
- Funding for students' mobility and thesis defence (supervisors and jury members' mobility);
- Thesis and defence language;
- Specificities regarding composition of the jury;

- Specification of every important element in the agreement (ex. Procedures for conferment of degree)

Response 7

- a) For joint degrees, the challenge is mostly that the partner institution often does not have the authority to affix their seal to a document with another seal on it. The Joint student policy has been very effective in providing opportunity and access to non-Canadian students, without having to negotiate the matter of whose seal goes on the parchment.
- b) For dual degrees, one challenge is the alignment of our programs with the partner university's programs. Another is the interest level among faculty to do the upfront work in determining equivalent degree requirements and course transfer credits; there had to be strong faculty interest to make for a successful arrangement.
- c) So far the majority of students have been inbound and very few [of our] students go abroad in these sorts of arrangements. Language proficiency is a large barrier.

Response 8

On a broad scale, setting up the program was not a challenge; the real challenge was to raise campus-wide awareness of this program, as well as to attract students to apply. Another challenge we faced was to establish cohesive and continuous collaboration between other university services such as the international office, enrolment services office, etc. to actively promote this dual degree program.

The Faculty of Graduate Studies understands the value and importance of having dual/combined degrees as [our university] seeks to increase international research collaboration and better facilitate the mobility and globalization of doctoral students. As such, our future focus is to improve the communication between all programs and supervisors raising the awareness of the benefits and advantages of dual degrees/combined programs.

Response 9

One challenge is the fact that there is no international shared language on the components of a Joint Educational Placement Agreement For Doctoral Studies.

Response 10

First challenge : money! [T]he Québec Government does not provide funding for the semesters realized abroad, so the student or the institution(s) must pay the tuition fees, unless stated otherwise (for Congo, the fees are covered through a granting program). The same is true for masters. The Government does not fund the semesters realized abroad. We also have to deal with the regulations of each institution and meet them (or negotiate) in addition to our own.

Response 11

Early challenges were creating a framework/template/ guideline for the agreements. We worked with University Legal Counsel to create guidelines which were approved by Senate and are now the framework for developing all dual degree agreements. In terms of managing the agreements and supporting the students and faculty involved in dual degree programs, communication is critical to success. This requires ensuring the student is clearly identified in our system as a "dual degree student" and that we are able to monitor progress carefully.

Response 12

Lead time and faculty/staff resourcing.

Response 13

For cotutelle Ph.D. agreements, complexity and time have been issues. Getting all the required signatures can take several months (at the department level for academic equivalences, at the faculty level or president level for final approval, in both institutions). Cotutelle agreements are still a relatively recent thing at [our University], the numbers are still relatively small and many faculty and staff across campus don't understand very well yet the concept of cotutelle agreements.

Response 14

There is a separation of responsibility for setting up agreements ([University] International) and implementing and administering joint or combined graduates degrees (School of Graduate Studies). This leads to delays and difficulties with the implementation. We have now started to integrate the AVP International into SGS activities and committees in order to facilitate communication at the start of the process.

Insufficient English ability has been a problem in the past in receiving students from an international partner in Asia. Now we have increased our English language competency requirements for all graduate students.

Response 15

For the students in cotutelles, the major challenge is financial support. My office insists that they work with faculty that can support them, which is not always easy to make departments who are looking to recruit understand. For the Erasmus Mundus applications, these require major investment in terms of time and persuasion with little chance of success.

Response 16

Synchronization of semesters between the two universities, especially with regard to tuition billing.

Response 17

The implementation of bidiploma Master's in water science with the Moroccan ISHEDD has been more complex. The main constraints are difficulties of fit between very different administrative realities, especially with regard to the general regulatory framework for higher education, and the structure of state funding and quality assurance.

Response 18

- A- Non-french speaking students may have some difficulties to deal with our services that are currently in French;
- B- Delay in the establishment of agreements between [our university] and universities abroad. First of all, the agreements may sometimes get stuck for months in those universities. Moreover, each university tends to create its own agreement framework. We hence usually waste a lot of time to negotiate in order to find a compromise for every single case. Global framework between countries should be created.

Response 19

Setting up of cotutelle policy: consulting widely enough and finding a champion to see the proposal through the university approval processes.
Setting up of individual cotutelles: difficulties in dealing with the various formats of cotutelle agreement forms from partner institutions; answering numerous questions from students, faculty, administrators on both sides (and sometimes making the necessary administrative arrangements).
Sustaining cotutelles: too early to tell, but administrative overhead will likely be a challenge.

[How have you overcome them so far?] By the commitment of all the people involved.

Response 20

There is no real problem since a France-Quebec Framework Agreement specifies the conditions for realization of joint supervision and a standardized form.

Response 21

The German connection has been straightforward, the China one less so. The biggest hurdle seems to be language.

Appendix F. Verbatim responses to Question 7 regarding successful practices. (Responses already quoted within the text of the report are not repeated here. The responses appear in the order they were received. Since not all universities answered all questions, the numbers here do not indicate the same university as the same numbers in the previous or subsequent appendix. Unless a key part of the response named the university, the responses have been reported anonymously.)

7. Are there any aspects of your institution's handling of joint or dual degrees that you believe have been particularly successful, and which might be drawn to others' attention as a best (or better) practice?

U Waterloo:

No, but here's a link to the Joint program:

<http://germanicandslavic.uwaterloo.ca/graduate/IGS/index.html>

Other people might find the handbook useful (contains all the nitty-gritty about how student registration is handled, how we deal with academic offences, finances, etc.). It took us a lot of work to develop, plus phone calls to other Ontario universities that supposedly had joint degrees with other institutions which in practice were less joint than they looked.

Response 2

I believe that [our university] has been particularly successful in establishing and sustaining strong institutional partnerships in practice. Our main advice for this is reflected in the comments above. Additionally, we would suggest that joint degrees, as with any institutional cooperation, need to be conceived in terms of and contribute directly to the unit's academic goals/purposes. In other words, students and faculty are most likely to seriously engage and participate in the program if they can clearly see the connection between this program and their own long-term career/professional aspirations.

Response 3

I don't think it's about much more than building a trusting relationship with the partnering institution, and, as mentioned, being patient, following through on the details.

U British Columbia, Vancouver

Our website and joint agreement form are fairly clear and seem to answer many questions: <http://www.grad.ubc.ca/prospective-students/application-admission/joint-phd-program-co-tutelle>

Response 5

Be sure that there is a champion for the program at the partner institution and that recruitment is aimed at first-class students.

Response 6

Things that help:

- a) Helpful if the faculty and units have a template or sample document to look at so they can see how it might work.
- b) Also important that there is a policy in place at an institutional level to provide for consistency in agreements and oversight in terms of degree requirements.
- c) Have one knowledgeable go to person for faculty (ours and the partners) to work with to facilitate the process;
- d) Ensure there are strong, well established faculty collaborations in place before you begin to develop an agreement;
- e) Keep the specific agreements at the program level.

Response 7

The University ... is relatively new to dual degree programs. One major advantage we enjoy, being a novice university in this area, is that we can utilize and learn from the successful experiences of many other universities. In turn we can use this knowledge to better our own practices in establishing a successful program.

Response 8

The idea of a cotutelles have been floated here, and one was attempted last year, but it never got off the ground for logistical reasons. In general, programs tend to opt for degrees administered solely by them, again for logistical reasons, though obviously we continue to have joint programs usually to shore up faculty complements and to create unique blends of research specialty.

U Toronto

One of our unique features is the issuing of a single degree diploma with annotations. As well, since the agreement is unique for each student, there are individual agreements signed at the graduate unit, divisional and School of Graduate Studies levels. The University of Toronto does not as a rule sign blanket institution-to-institution doctoral placement agreements as they are not appropriate to meet needs of both student and the institution

Response 10

Our guidelines have been extremely helpful in framing the agreements. Most of our dual degree agreements followed the development of a research agreement with the same institution. That is to say, most of our dual degree agreements are built on a foundation of research collaboration where we already had a successful relationship in place with the international university.

Response 11

Try not to spread the net too wide. Instead of having multiple initiatives involving many partners, try to focus on a few carefully chosen partnerships and develop a good working relationship at all levels with those partners.

Response 12

The ALGANT program works especially well because of the integration of the graduation ceremony which occurs at one institution (different one each year). All the graduating students and their supervisors travel to attend a week of workshops, defenses terminated by the convocation ceremony. This creates a cohesive experience.

Response 13

We were required to be highly innovative and flexible in our first Erasmus Mundus application because our pedagogical regimes are so different and our compliance requirements are extremely high. The effort to get faculty and management buy-in is considerable. But, from what I have heard, the caliber of students that are attracted by these programs are well worth it.

Response 14

Be flexible in order to provide personalized service through different institutional arrangements. Have good coordination between the Office of International Development and the Registrar of the different partner universities.

Response 15

Advance education on the value of the joint program and early involvement of GS office. Discussion in advance with the graduate senate committee and graduate committee chairs as to what constitutes a joint program. Then establish a framework in advance approved by the Senate for the programs prior to entertaining any joint program. Then work with individual units to develop the joint program such that it conforms with the framework and is designed to meet the individual units needs. The early work is in the form of early and constant advice so that it is approved with minimal issues at each committee level. The issue is that the university as a whole is unfamiliar with these types of program arrangements and therefore active assistance from grad studies makes it go smoothly.

Response 16

These projects must be based on a genuine desire for cooperation from the base (bottom-up). Faculty members must be holders with the primary objective - and shared-adding value to the training provided to students.

Response 17

I think the policy and the approval process have proved to be quite efficient. We are also working on developing quality-control mechanisms, and intend to be quite rigorous in retiring programs that prove to be unsuccessful for various reasons.

Response 18

There must be a single person or service in charge of the establishment of such agreements. Otherwise, there might be a lack of consistency.

Response 19

Communicating the existence of the policy internally and externally is important to its success.

Response 20

A meeting with the student and/or her/his director from a draft of the proposal (or earlier) to discuss aspects and to correct if necessary. This practice helps to set the record straight on the feasibility of the project before you invest too much energy.

Response 21

The two examples we have both are designed so they satisfy the existing regulations of both partner institutions, so they have been very simple to implement from an administrative point of view.

Appendix G. Verbatim responses to Question 8 regarding words of warning (The responses appear in the order they were received. Since not all universities answered all questions, the numbers here do not indicate the same university as the same numbers in the previous or subsequent appendix. Unless a key part of the response named the university, the responses have been reported anonymously.)

8. Do you have any advice or words of warning from your experience to offer others who are just starting to develop such programs?

Response 1

We are finding the cotutelle very time-intensive to administer, partly because they are new, but they all seem to involve special arrangements. Also, they involve complicated IP....

Response 2

Not much, since we are still in a state of 'policy limbo' on this question. However, from a praxis point of view, we would simply emphasize the need to carefully think through the elements required for successful partnership: i.e. mutuality of benefits; commitment (from the top through to the 'on-the-ground' administrative supports); and clear (frequent and in-person as much as possible) communication. Flexibility and trust are critical, particularly when working through differences in administrative policy and procedure, which have often been established to meet very localized needs and can frequently be counter productive when encountering a different educational/ cultural/ political system.

Response 3

Be patient, take the long view and commit to the benefits of international partnerships. This is the way of the future. Canadian universities are notoriously parochial. Today's graduate students are looking to broader horizons.

Response 4

[Regarding four Joint Graduate degree programs with an institution in the same province-] The programs receive good reports from those who teach in them. The students, perhaps because they are neither fish nor fowl, sometimes have a bit of a rough go. They sometimes fall between regulations. The resources between the institutions can also create sticky issues. Where does a student pay, to what does it entitle them, do they double pay for some services? Also, academically, what happens when co-advisors in two different institutions disagree? Problem solving is more complex. The opportunity for students to do innovative work e.g. research at one institution, course work at another, has certain attractions. Finally, like all relationships, when it is good, these experiences are very good. And when they are bad, they can be messy indeed.

Response 5

As mentioned, establishing individual joint Phd programs are time-intensive and an individual administrator needs to have clear responsibility and time to manage them.

Response 6

Think carefully about the cost-benefit of the work and resources involved (hours spent, manpower required): these are complicated, time-draining efforts from all accounts, and the pay-back for a small handful of students seems minimal. The chief advantage for having them, apart from the conferring of benefit to that handful of excellent students who take them up, seems to be institutional prestige. I have to wonder, prestige at what cost?

Response 7

The process of developing the policy is long and arduous because these types of degrees are done in very different ways across the globe. Once you have decided on your model, articulate it as clearly as possible in your proposal. Where these programs are new to an institution, as we found, you need to be able to articulate the essence of the program in a number of ways, so people can understand that these programs are not transfer credit programs, or exchange programs, or programs that simply allow students to travel from institution to institution.

For the double degrees that we are negotiating, the fact that these programs generally require “double-dipping” must be made clear and understanding and support must be gained. As well, the fee issue can cause some delays because in many institutions in other parts of the world students do not pay fees or do not pay fees as high as Canadian fees.

Response 8

Make sure that:

- The two research supervisors maintain collaborations;
- There is an agreement with the other university regarding academic requirements, tuition fees payment, jury members and defence fees.
- The students are aware that they are responsible of their administrative files: they must be registered in both institutions during the entire program.

...for some countries (excluding France), additional tuition fees for international students can be a curb on the development. Moreover, identifying the right partner universities is key.

Response 9

Decide where you want to focus and why. You'll need to have someone from your institution as the point person or these can easily go nowhere.

Response 10

The key element is having an effective means of promotion and the support to maintain such programs. Raising awareness amongst faculty and staff is a crucial first step in bringing about the successful implementation of such programs. Aside from participating offices taking an active part in promoting, allocating funding to these programs may also help in increasing the interest of students to apply.

Response 11

Personally, I advise programs to try and go it alone, if they can. But, again, this is only for joint programs where all the participants are domestic. I think that partnering with international partners would be a very different kind of situation, and this would bring enormous advantages to both the students and faculty involved, so in this case there would be support and encouragement. Unfortunately, the right situation just hasn't emerged yet.

Response 12

Since a doctoral program is centered on the experience of a student and supervisory committee, an individual approach is preferable to an institutional approach.

Response 13

Such programs have still not been "tested" for approval by our regional quality assurance body, the Maritime Provinces Higher education Commission (MPHEC). It is unclear what hurdles might have to be cleared to bring such programs into our University.

Response 14

A pre-existing research relationship is a clear advantage in developing successful dual degree programs.

Response 15

Allow sufficient lead time (at least one year before program start), allow for sufficient resources (faculty travel to other institution).

Response 16

Be realistic about the additional time required to process these files.
In combined programs, make sure that your definition of "pass" and your standards in general coincide.

Response 17

Carefully establish the dates of study terms when the student will be in each establishment in order not to double bill according to the different institutional policies.

Response 18

It would appear necessary to build joint programs in areas where fairly tight pre-established relations exist.

Response 19

A framework agreement facilitates the processing and analysis of applications.

Response 20

Don't be tempted to open up programs where they depend critically on a very small number of individuals who may leave, retire, or otherwise stop contributing.