



CIDDD NEWSLETTER

Newsletter from the Consortium of International Double Degrees



About this Publication

Welcome to the spring edition of our CIDDD newsletter. The mission of the CIDDD is to encourage collaboration among its members. To help accomplish this, we will have a session on June 14, during the General Assembly in Karlstad, Sweden, where representatives can discuss opportunities for collaboration. At the start of the session, every university will present its goals for international engagement. Then, representatives can meet either virtually or in person to discuss potential areas of collaboration. The session will enable members to develop new collaborative projects.

International collaboration includes both student and faculty exchanges. Many CIDDD members invite guest speakers from other universities to their international days. International days allow students, faculty, and staff to meet individuals from partner universities and listen to different perspectives. Some universities also secure government funding to invite visiting professors. The CIDDD can help universities find visiting professors.

The CIDDD also encourages student exchange among its members. Several CIDDD members offer short-term summer programs. Summer programs provide a cost-effective way for students to explore other universities and countries. Some CIDDD members participate in Collaborative Online International Learning, such as a codeshare program that allows students to take online courses from professors at other universities. The most comprehensive exchanges involve studying at another university through a tuition-swap, double degree, or joined degree program. A student on a tuition-swap program only gets a degree from their home university. A student in a double-degree program receives a degree from their home and another degree from the host university. A joined degree is a single degree completed through a collaboration of two or more institutions. The CIDDD can serve as a platform for various forms of exchange.

All the Best,
Yoav

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MAY 2022

The CID D General Assembly in 2022

The CID D 2022 General Assembly (GA) will take place at Karlstad University in Sweden. The GA is arranged in a hybrid format, so attendance is possible both in person and virtually.

If you have not done so yet, you can sign up for the GA and the workshops by May 12 [here](#). Institutions are welcome to send multiple representatives to the GA. The fee is 150 Euros for each in-person attendee.

Getting to know Karlstad

Located halfway between Oslo and Stockholm in central Sweden, Karlstad's history extends all the way back to the Viking Age, when the location was used as a market place. These days the city offers a wide variety of cultural activities and historical places to visit. Karlstad has a reputation as one of the sunniest towns in Sweden, and the sun is also featured in the logo of the city's university.

Karlstad University has about 75 programmes, 1,330 staff members, and 19,250 students. The university offers courses at the undergraduate, master, and doctoral level. Programmes available in English include a Bachelor's programme in Music, Master's programmes in IT, Business, Social Sciences, and Natural Sciences, as well as doctoral studies.

In addition to offering education in English, Karlstad University is involved in a number of international networks, and has active exchange agreements with about 200 universities around the world.

Promoting sustainable social, economic and environmental development is one of their six strategic goals, placing sustainability central to all of the University's activities. The environmental policy provides the focus for the work and the drive to achieve ongoing improvements. Current activities include sustainable travel, waste sorting, and reduced paper and energy consumption. Their aim is to take an active and targeted approach to achieving gradual improvements concerning the impact on the environment.

Read more about Karlstad University's sustainability work [here](#).

Schedule for the General Assembly

Monday - June 13

18:00: Optional activities for those who arrive early

20:00: Dinner (The CID D will cover the cost of appetizers)

Tuesday - June 14

09:00-10:30: Official business (also virtual)

10:30-11:00: Coffee break & socializing

11:00-12:30: Discussion & presentations by potential members (also virtual)

12:30-14:00: Lunch & campus tour

14:00-16:00: Time for discussing future collaboration between members (also virtual)

16:00: Head back to the hotel

19:00: Dinner

Wednesday - June 15

9:00-9:30: Coffee & socializing

09:30-10:45: Workshop 1 (also virtual)

10:45-11:15: Break

11:15-12:30: Workshop 2 (also virtual)

12:30: Lunch

End of Assembly





CIDDD Double Degree Scholarships 2022

Application deadline May 27

The 2022 CIDDD Double Degree Scholarships

The CIDDD welcomes applications from students that are participating or have completed a double-degree program during the 2021-2022 academic year. To be eligible, either the home or receiving institution must be a member of the CIDDD. The applicant may be in any field and at any level. The amount for 1st place is 1000€, 2nd place is 750€, and 3rd, 4th or 5th places are 500€ each.

The deadline for the application has been extended to May 27, 2022. We will announce the winners during the General Assembly in June. Please send all the required documents, which are listed below, to the CIDDD by emailing them to ciddassistant@gmail.com.

Students, to apply for a double degree scholarship, please submit:

- A completed application form, which is available at www.cidd.org.
- A letter of motivation in English indicating why we should consider you for this scholarship and what you will gain from completing a double degree? 500 words limit.
- Letter of recommendation in English from either the home or the receiving university confirming that the student is enrolled and has a good GPA (Grade Point Average).
- Link to a 3-minute video in English about your double degree experience. Please explain how you benefited from the double degree. The video should be clear and engaging. You are encouraged to be creative. Please upload the video to YouTube and make it publicly accessible.

You do NOT need to submit your transcripts.

Do you want to see videos made by our
applicants in 2021?

If you want to see videos our applicants made last
year, here is a [link](#) to the CIDDD's YouTube channel.



International Consulting Projects

Most jobs in highly developed countries require a college degree. However, higher education is not sufficient to prepare students for business careers. To prepare for a highly competitive, global market, students need formal education, practical experience, and cultural exposure. International consulting projects provide all three things.

As a professor at Coastal Carolina University, I worked with students on several international consulting projects. Our college has a leadership development program called the Wall Fellows. Every May, the Wall Fellows travel to Iceland on a study abroad program that includes sightseeing, company visits, and consulting projects. Last year, the fellows delivered four consulting projects for four Icelandic organizations.



One of the projects was for the Greenhouse Hotel ([link](#)). This hotel includes sustainable accommodations, restaurants with organic food, and a market for sustainable products. We tasked the students with advising the hotel on how to attract American tourists. Our students did research that the hotel owners did not have time to complete and provided an American perspective on marketing. The hotel managers were so impressed with the students' presentation that they invited the Wall Fellows to come at a discounted rate this year and offered one of the fellows an internship.

As part of our summer program, I also helped European students conduct consulting reports for organizations in the USA. During the three weeks, we divided the students into multinational teams that worked together with local organizations. The students delivered their presentations before company representatives and a panel of professors. Teams also submitted written reports to the organizations.

One of the organizations that the students worked for was Chinaberry Tree. This company provides linen to local hotels. Our campus is a short drive from Myrtle Beach, one of the most popular beach destinations in the USA. Chinaberry did most of its business through meetings or on the phone. The students showed the owner how he could expand his business by advertising his service using social media and online funnel marketing. These are tools that their generation is often more familiar with.

I learned a few things from guiding student-centered international consulting projects. First, students should learn not only about the organizations but also about the culture and business environment that they operate within. Understanding different socioeconomic environments is just as valuable as understanding business operations. Second, students must focus on their strengths to make a meaningful contribution. Business owners understand their organization well, but they may not understand how different cultures respond to their products. Similarly, they may not grasp what appeals to young people and how to market to youngsters.



The most important lesson I learned is how students can excel if we set high expectations. We did not treat these consulting reports as student projects. We asked the students to deliver professional presentations and told the organizations to expect meaningful consulting reports. We practiced with the students repeatedly until they got it right. The final presentations were as good as any professional consulting company.

Promoting Sustainability on Campus

Last February, the CIDD presented an online workshop on ERS (ethics, responsibility, and sustainability). ERS education can help students become more sustainability-minded professionals. ERS education is vital, but to help students think about their environmental impact, universities should also seek ways to act more sustainably. To achieve sustainability, universities can create recycling programs, utilize renewable energy, encourage cycling, build sustainable structures, engage in research on sustainability, and serve sustainable food.



There are many examples of universities throughout the world attempting to become more sustainable. According to the Times Higher Education, the most sustainable university worldwide is the University College Cork. UCC was the first university to win the green flag from the Foundation for Environmental Education. Its green initiative planted 2,500 trees, cut its carbon emissions by 36%, and increased recycling by 700%.

The University of Eastern Finland was also one of the top five universities listed. It is aiming to become a paperless campus. The University of Manchester in England is eliminating all avoidable single-use plastics on campus. The University of Cape Town in South Africa aims to become carbon-neutral by 2030. Its students participate in community projects that promote sustainability.

There are several things that universities should do to promote sustainability. First, make sustainability visible on campus. American University in Washington, DC, has one of the most extensive recycling programs in the USA. The university does not allow plastic bottles and composts all paper towels. It has recycling bins everywhere throughout the campus. It is also important to label everything carefully to make it easy for students to understand what goes in what bin.

Second, make sustainability a part of student life. Hokkaido University in Sapporo, Japan, is implementing the United Nations' seventeen sustainable development goals. The university purchased energy-efficient equipment and instituted a bicycle-sharing program. Universities also regularly encourage students to use public transportation by giving students subsidized regional transportation tickets.

Third, design a sustainable campus. The School of Art, Design, and Media at Nanyang Technical University in China has a green roof that slopes almost at a 45-degree angle with a vegetable garden, a rain collection system, and ample natural light inside. This year, Stanford University started producing all of its electricity from solar energy from nearby solar panels farms.

Finally, integrate sustainability into education. Arizona State University's School of Sustainability was the first of its kind in the USA. It offers a range of undergraduate degrees, including a BSc in Sustainability, and a BSc in Sustainable Food Systems. Students study many of ASU's sustainability programs and help develop programs that enhance sustainability on campus.



Reaching environmental sustainability is the most vital goal of the 21st century, and universities play a pivotal role in promoting sustainability. To help members understand sustainability in higher education, the CIDD will hold a workshop on sustainable practices in higher education during the 2022 General Assembly in Karlstad, Sweden.

Meeting the CIDD Board

Short profile on the Vice President of the CIDD Board, Ms. Anne-Mari Karppinen

Current position:

I am a degree director at Haaga-Helia University of Applied Sciences in Helsinki, Finland. My main task is supervising our BBA programmes that are taught in English in Helsinki, Porvoo, Querétaro (Mexico), and Chongqing (China), altogether about 1000 students. I am also engaged in quality assurance and developing internationalisation. I have been in the CIDD board since 2017.

Professional background:

I have been working in the field of education in Helsinki region all my career. I have been teaching languages, HR and communication. My administrative experience comes from high schools and universities of applied sciences, where I have been leading degree programmes in IT, Tourism, and Business since 2009.

Hobbies and interests:

I love listening to audiobooks and practise ballroom dancing and French language. Cross-country skiing helps me keep fit (even in -20C!).

Most memorable international experience:

The meetings with colleagues at the CIDD General Assemblies have been very inspiring and rewarding! For the first time I participated in Augsburg 2014, thereafter Växjö 2015, Nice 2016, Riga 2017, Seinäjoki 2018, Bratislava 2019... now I am looking eagerly forward to seeing everyone in Karlstad 2022.

Development ideas for CIDD:

In addition to helping people to network within CIDD activities, we could document together the steps how to build and run sustainable double degrees. We could also collect and share DD alumni career stories to inspire new students to choose DDs during their study path. One idea is also that we could collect and analyse information on the various dimensions of DD's impact on the students, alumni, the business schools (development, image, brand), and employers.

A greeting to our members:

It is great to see that the number of double degrees is on the increase. CIDD offers a forum for discussing the implementing of them and finding new partners for all types of international collaboration. Together we can share good ideas and find solutions for challenges. DDs are also about boosting the quality – I would like to share my blog where I highlight that benefit among the many other ones ([link](#)).



Anne-Mari runs the International Business BBA programme in Mexico together with Programme Director Adrian Calcáneo, Mondragon University

Completing a Degree at Home

Distance learning in its essence is nothing new, with correspondence courses long predating the creation of the internet. Although online courses have become much more common during the last decade, in-person education has remained the norm in higher education, and degrees offered fully online are still a minority.

Since the start of the pandemic, universities around the globe have been pushed to make a leap in building their online competencies, and many are trying to piece together what the "new normal" looks like for higher education. Students now expect different delivery modes fitting their personal schedules, especially as they are often dividing their time between studies and the recovering labor market.

Online education may help increase student retention and graduation rates through flexibility. Fully online degrees could also benefit universities by creating opportunities for growth in student recruitment and cooperation between universities (e.g. visiting lecturers and joint courses). Additionally, online degrees can make education more accessible internationally, as students are not required to move to another country and cover the often higher cost of living.



Naturally, offering a high-quality degree online also comes with its own challenges. Perhaps most importantly, universities must ensure that the quality of teaching and the learning outcomes remain the same as in the classroom. As many teachers have noticed during online classes, encouraging active participation, interactivity, and establishing a group spirit can be more challenging.

Online studies, especially when asynchronous, require much more from students in terms of individual effort and managing their time. Even if studying online is often appealing at face value, in reality this can be especially challenging for younger students coming straight from high school. These students typically require more guidance, and can end up feeling isolated and demotivated without the study environment that would normally be available at the campus. Fully online degrees are perhaps more suitable for professionals already in the working life, who are looking to complete a degree to move forward in their career.

Of course, it would be reductive to focus only on the content of the courses when it comes to the student experience. A large part of the personal growth taking place during university studies happens through student activities, international experiences, group work, and discussions both inside and outside the classroom. These experiences also have an important role in preparing students to join the working life. Achieving the same outcomes, creating a sense of belonging, and building commitment to the degree, university, or in some cases the country of studies is no easy feat when everything is experienced through a screen.

It is unlikely that prospective students would eagerly en masse exchange this full student experience for the convenience of completing their studies online. Looking to the future of higher education, a balanced blend of in-person and online courses could therefore be the best way to ensure a high-quality experience while still offering more flexibility.