



Universiteit Utrecht



Global engagement reframed



**Centre for Global Higher Education
UCL Institute of Education**

Prof. Dr. Marijk van der Wende

GHE seminar 51
4 May 2017

**Globalization
Higher education**

Open systems

**Conceptual lenses
for research**





Take away from the EAIE Conference 2016

"What seems to have died is the European international education community's faith in the inevitability of the cosmopolitan project, in which national boundaries and ethnic loyalties would dissolve over time to allow greater openness, diversity and a sense of global citizenship."

Chris Ziguras (Melbourne University)

University World News, 14 Oct 2016

US higher education after the 2016 presidential elections

The (temporary) end of American internationalism?

The beginning of the closing of the American door.....

Trump presidency is sure to deal a heavy blow to internationalisation of HE

Messages from campus leaders

*As a community, we must use this moment to reaffirm our own values of respect and **inclusion**, while working together to preserve academic freedom, fearless inquiry, and **diversity**.*

*Together we have both the will and the ability to rise above the rancor, to embody the best of what a free, **open**, and **inclusive** society should be.*

Nicholas B. Dirks
Chancellor
UC Berkeley (9 nov 2016)

*As a community and as a practical force for good we are delighted and energized by our **diversity**, with a meritocratic **openness** to talent, culture and ideas from anywhere*

L. Rafael Reif
President
MIT (10 nov 2016)





Globalization discourses

The World is Flat
(Friedman, 2005)

Globalization leads at the same time to development and to underdevelopment, to inclusion and to exclusion
(Castells, 2000)

Globalization and its discontents
(Stiglitz, 2002)

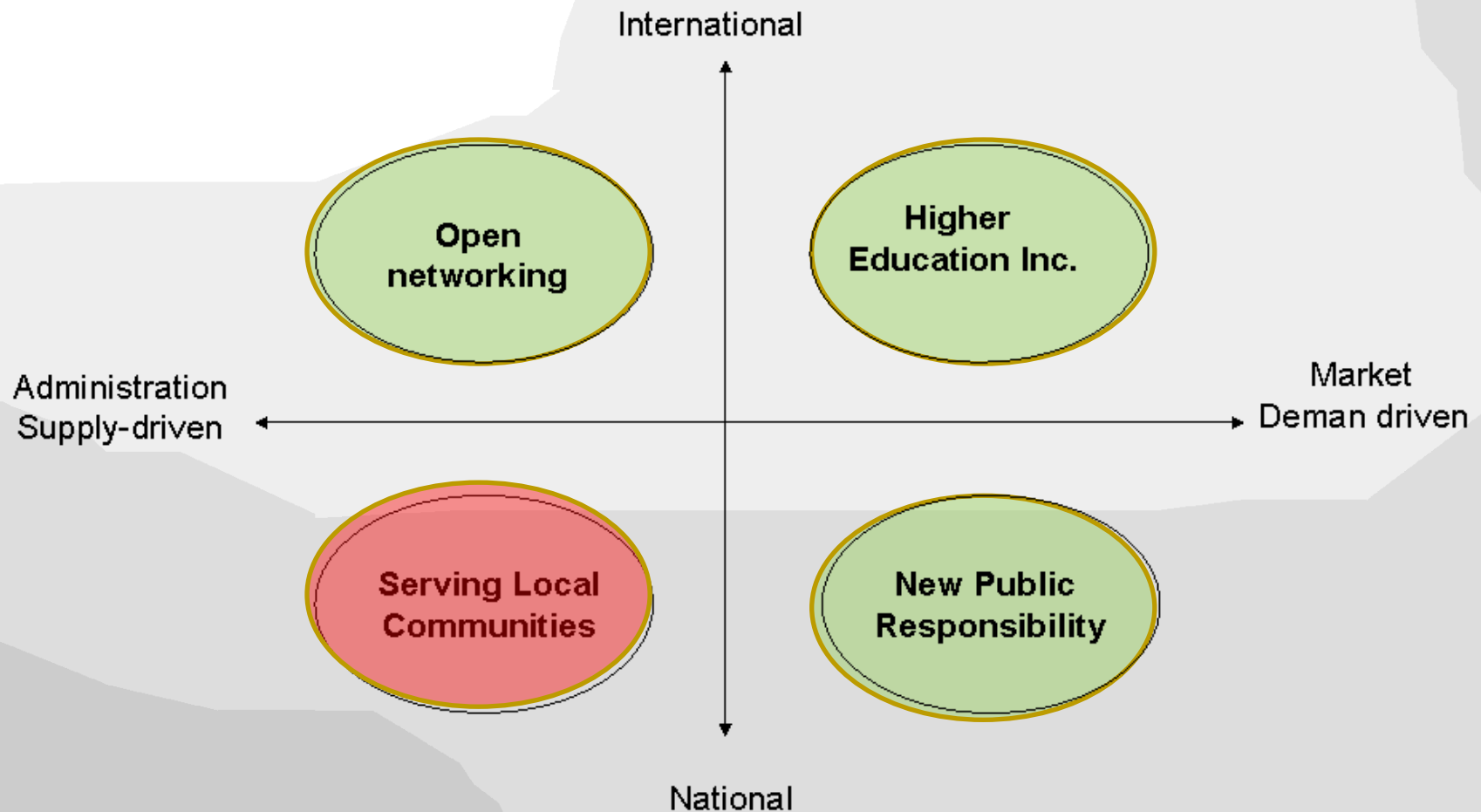
Globalization is not irreversible
(James, 2001)

The great era of globalization is already over
(Gray, 2002)



Scenarios on the Future of Higher Education

(OECD, 2006)





— Scenarios on the Future of Higher Education

(OECD, 2006)

Serving local communities

- **A backlash against globalization.**
- **Growing skepticism in regard to internationalization because of terror attacks and wars, concerns about the growth in immigration, frustration about outsourcing and the feeling that national identity is threatened by globalization and foreign influence.**
- **Geo-strategic reasons, governments launch ambitious new military research programmes and give security classification to an increasing number of research topics in natural sciences, life sciences and engineering.**



Rebalancing Globalization

We do not need to look into the future in order to see that globalization is not and cannot just be a project on free trade and economic growth.

The global economic imbalances that emerged have detrimental effects on social cohesion within and between countries and regions. These economic and social imbalances need to be addressed.

Higher education institutions need to broaden their missions for internationalization. To define their social contract in a globalized context: to be inclusive and embrace diversity.

(Van der Wende, 2007)

— Global – local

In the local context this means enhancing access for migrant and minority students, support the integration of student groups with different cultural, ethnical and religious backgrounds, and to embrace diversity as the key to success in a global knowledge society.

To become true international and intercultural learning communities where young people can effectively develop the competences needed for this society and become real global citizens

(Van der Wende, 2011).

—

World leaders denounce global citizenship


**“If you believe you are a citizen of the world,
you're a citizen of nowhere”**

(Theresa May, 2016)

**“There is no global flag, no global currency, no
global citizenship”**

(Donald Trump, 2017).

The global knowledge economy is driving the competition for reputation, talent, and resources.



ACADEMIC RANKING OF WORLD UNIVERSITIES SINCE 2003

Home About Rankings Universities GRUP Initiative Conference Resources

Home >> ARWU 2015

2015 2014 2013 2012 2011 2010 2009 2008 2007 2006 2005 2004 2003

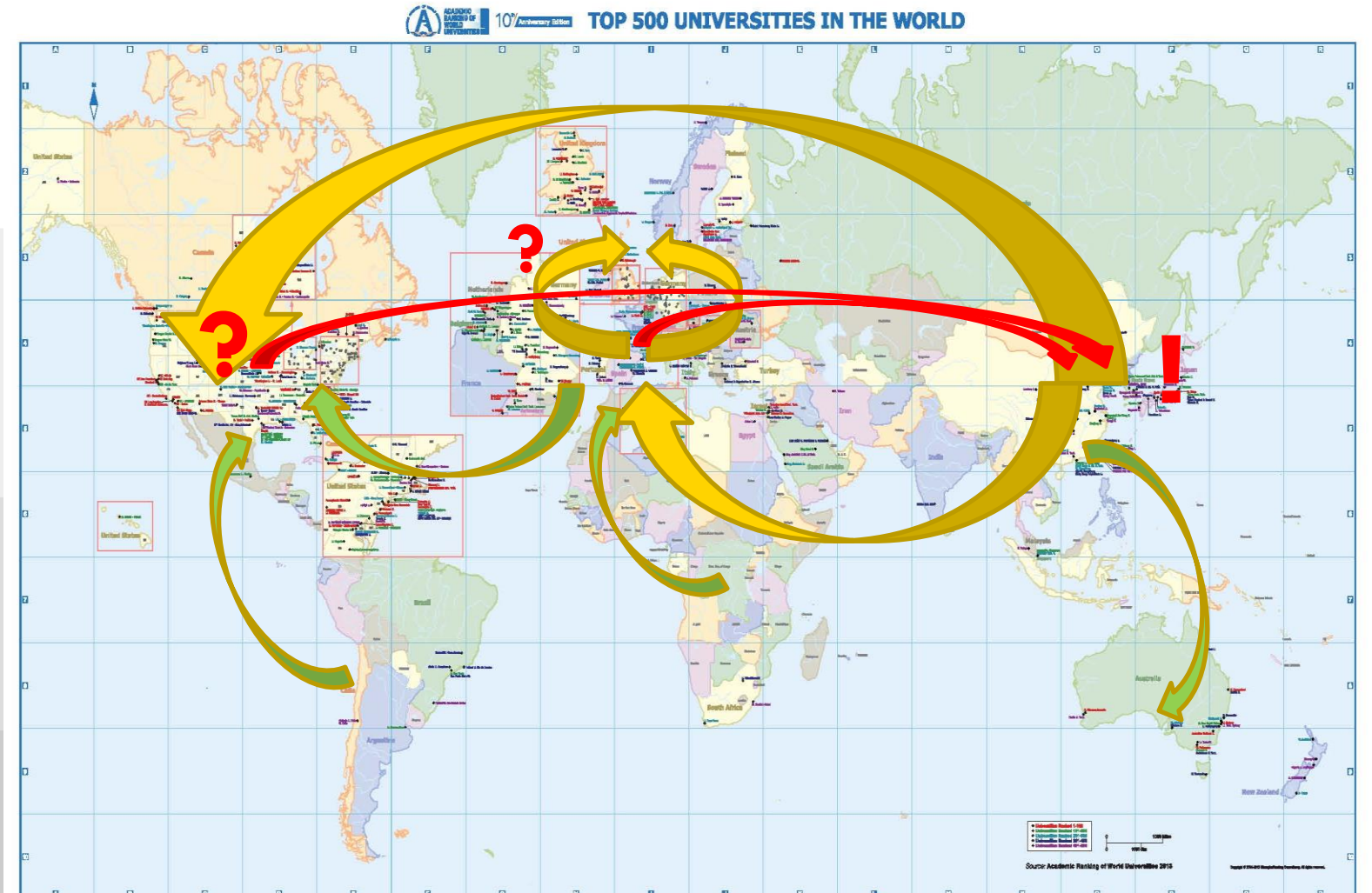
Academic Ranking of World Universities 2015

World Rank	Institution*	Country /Region	National Rank	Total Score	Score on Alumni
1	Harvard University	USA	1	100.0	100.0
2	Stanford University	USA	2	73.3	40.7
3	Massachusetts Institute of Technology (MIT)	USA	3	70.4	68.2
4	University of California, Berkeley	USA	4	69.6	65.1
5	University of Cambridge	UK	1	68.8	77.1
6	Princeton University	USA	5	61.0	53.3
7	California Institute of Technology	USA	6	59.6	49.5
8	Columbia University	USA	7	58.8	63.5
9	University of Chicago	USA	8	57.1	59.8
10	University of Oxford	UK	2	56.6	49.7
11	Yale University	USA	9	54.5	47.6
12	University of California, Los Angeles	USA	10	50.7	29.5
13	Cornell University	USA	11	50.5	42.0
14	University of California, San Diego	USA	12	48.7	19.2
15	University of Washington	USA	13	47.8	21.2
16	Johns Hopkins University	USA	14	46.3	37.7



This competition is further fueled by global rankings, dynamic research funding mechanisms, and international mobility.

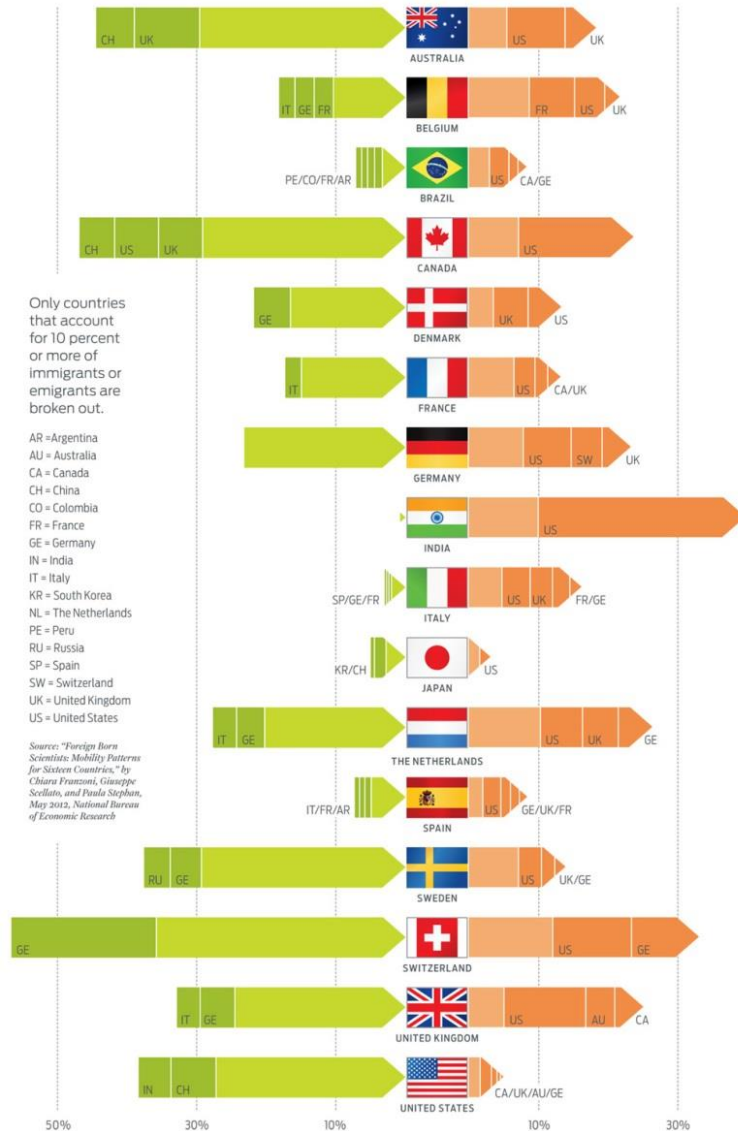
— Research universities and global flows of talent & funding



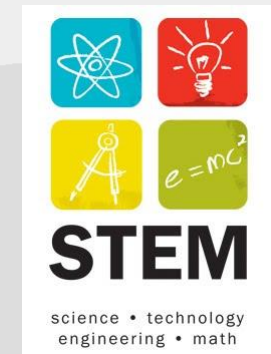
Global Flows of Researchers: (im)balances

Emigration

Percentage of researchers who are immigrants Percentage of researchers who emigrate

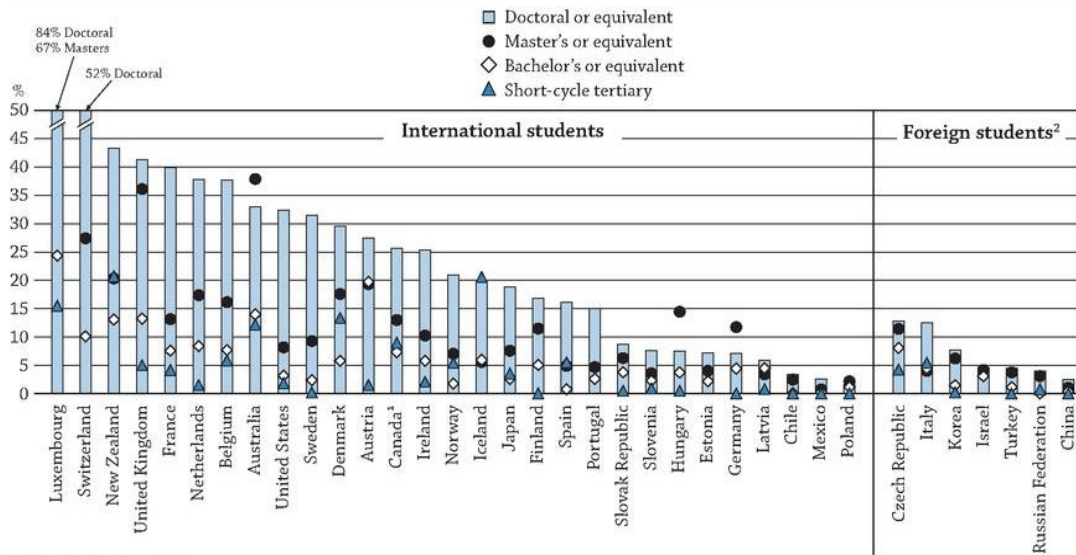


Immigration



Mobile PhD's: Brain Gain for OECD

Chart C4.2. Student mobility in tertiary education, by ISCED level (2013)
International or foreign student enrolments as a percentage of total tertiary education

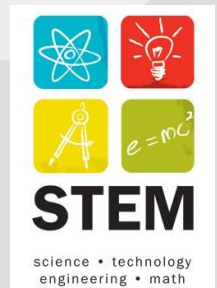


(OECD Education at a Glance, 2015)

International doctoral students represent 24% of doctoral enrolment in OECD countries.

>50% of all international doctoral students are in the USA (40%) and the UK (11%).

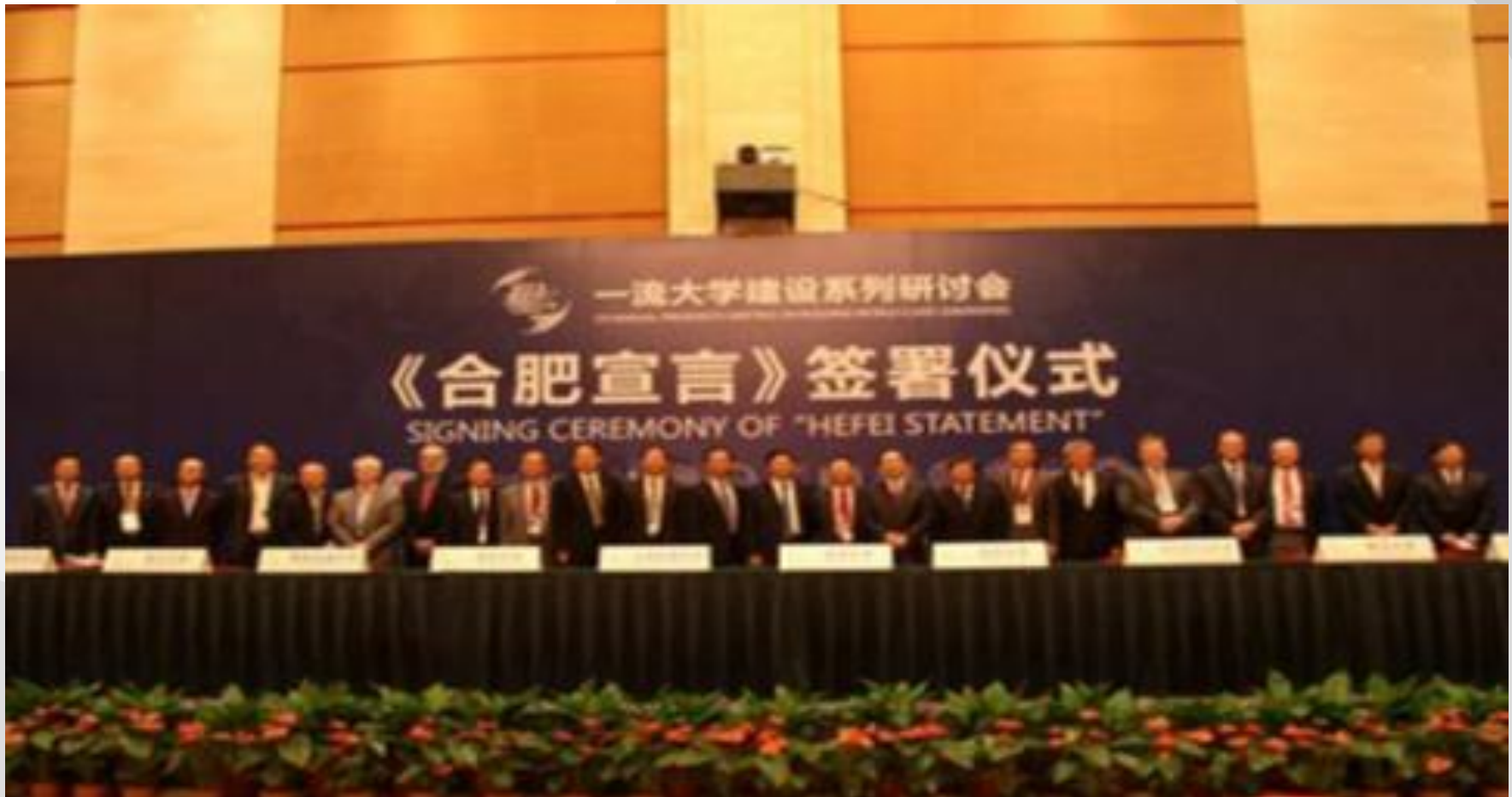
USA hosts almost 50% of all international PhDs in STEM fields.



>40% in Switzerland the UK, and the Netherlands



Global Positioning

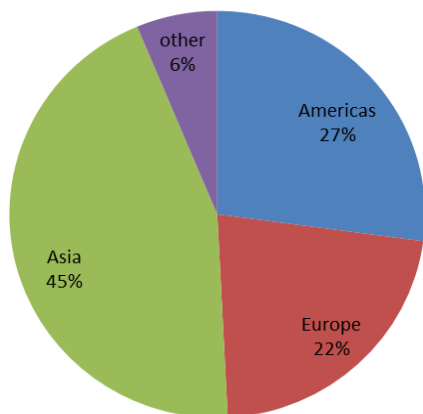


LERU, AAU, C9, Go8
Joint statement on the 10 characteristics of
contemporary research universities

Hefei, China

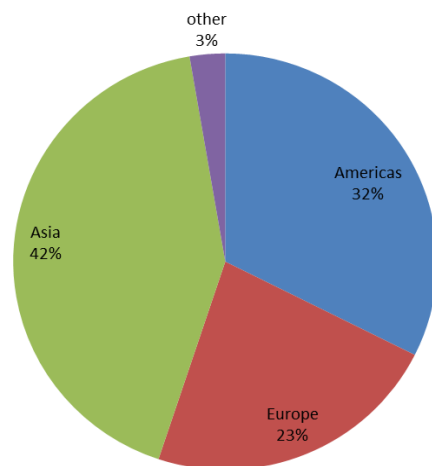
China's rise

Share of World GDP (2013)



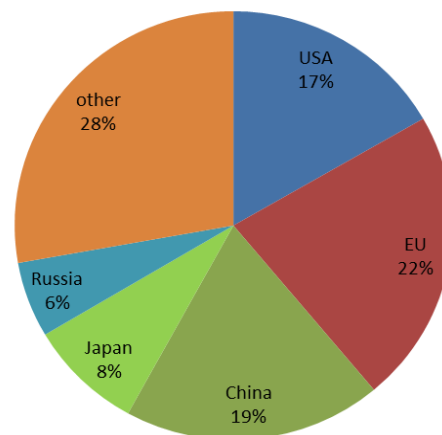
US	16,7
EU	16,9
China	16,1

Shares of World Expenditure on R&D (2013)



		\$billions (PPP)
US	28,1	397
China	19,6	290
EU	19,1	282

World share of researchers (2013)



EU	22
China	19
USA	17

(Data for 2013 in UNESCO, 2015)

7.8 million
researchers
worldwide

21% increase
since 2007

Especially in
STEM fields



STEM

science • technology
engineering • math

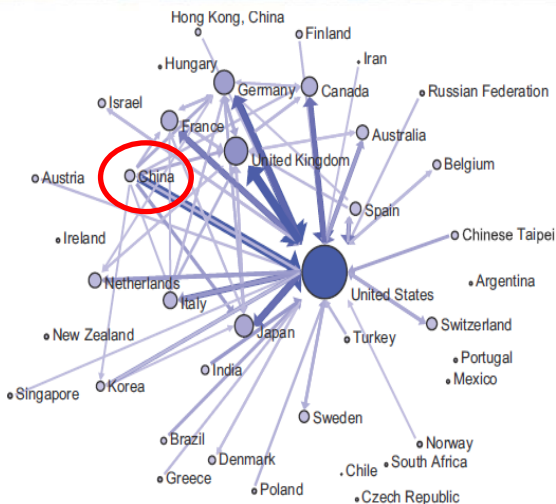
China's rise

The rise of China's millionaire research scientists

Government's push to put science and technology at forefront of nation's development is creating new breed of highly-paid scientific academics

PUBLISHED : Wednesday, 27 April, 2016, 2:06pm
 UPDATED : Wednesday, 27 April, 2016, 2:58pm

COMMENTS:



International citation network, 1996-2013 (Source: OECD STI Scoreboard 2015, calculations based on Scopus Custom Data, Elsevier 2015).



CHINA

Hubs to take elite universities into world-class club



New Silk Route | One Belt One Route



ERC-China

University Alliance of the New Silk Route

Cooperation agreements on academic recognition and exchange signed at a ministers conference on **“Building a China-EU education Silk Road towards the future”** in October 2016

CHINA: FOLLOWER OR LEADER IN GLOBAL HIGHER EDUCATION?

全球化背景下中国高等教育的挑战与对策

It is time to view China not just as a follower, but also look at its potential role as a global leader in higher education.

Marijk van der Wende

&

Jiabin Zhu



Harvard Center Shanghai

哈佛上海中心





Globalization – Inequality - HE

Global decrease

“Local” increase

Research

China’s rise

North-South divide decreasing

Academic mobility ≠ zero sum game

Concentration of the minds in few hubs

Also in Europe

Stratification of HE institutions

Education

Student enrolment exploding globally

HE will be expanding more

2% study abroad ≠ serious brain drain

Public financial support under pressure:

higher private contributions
equity and value for money decreasing

Waning meritocratic role of HE



— Two-faceted pressure on higher education:

- enhanced competition at global level
- growing critique on domestic commitment and delivery

Global positioning (on rankings) criticized for:

- ***"Jeopardizing universities' national mission and relevancy in the societies that give them life and purpose"***

(Douglass, 2016)

- ***"Creating a divide with local, regional, and national responsibilities"***

(Hazelkorn, 2016)

- ***"Universities become "footloose from society as an academic jetset of international [cosmopolitan] types who live in their own world"***

(Bovens, 2016)

Critique on internationalization: call for inclusiveness

Backlash Against “Others”

Recentring Class Inequities, and Including all “Others”.

(G. Rhoades, 2017)

Is the rise of populism a wake-up call, is the academy on the wrong side of history?

(P. Scott, 2017)

Methodological issues

- **With globalization the trans-border movement of people, income, and capital lead to statistical issues**
- **but are in many instances more useful to study**
- **for the study of global inequality; instead of using country averages, thus covering up differences and heterogeneity, the approach should aim to uncover dissimilarities**
- **shortfalls of taking the nation-state as a natural unit of analysis**
- **“methodological nationalism”**

(Milanovic, 2016)

Methodological issues

International comparative higher education research is not the same as the study of the dynamics of internationalization and globalization in and around higher education.

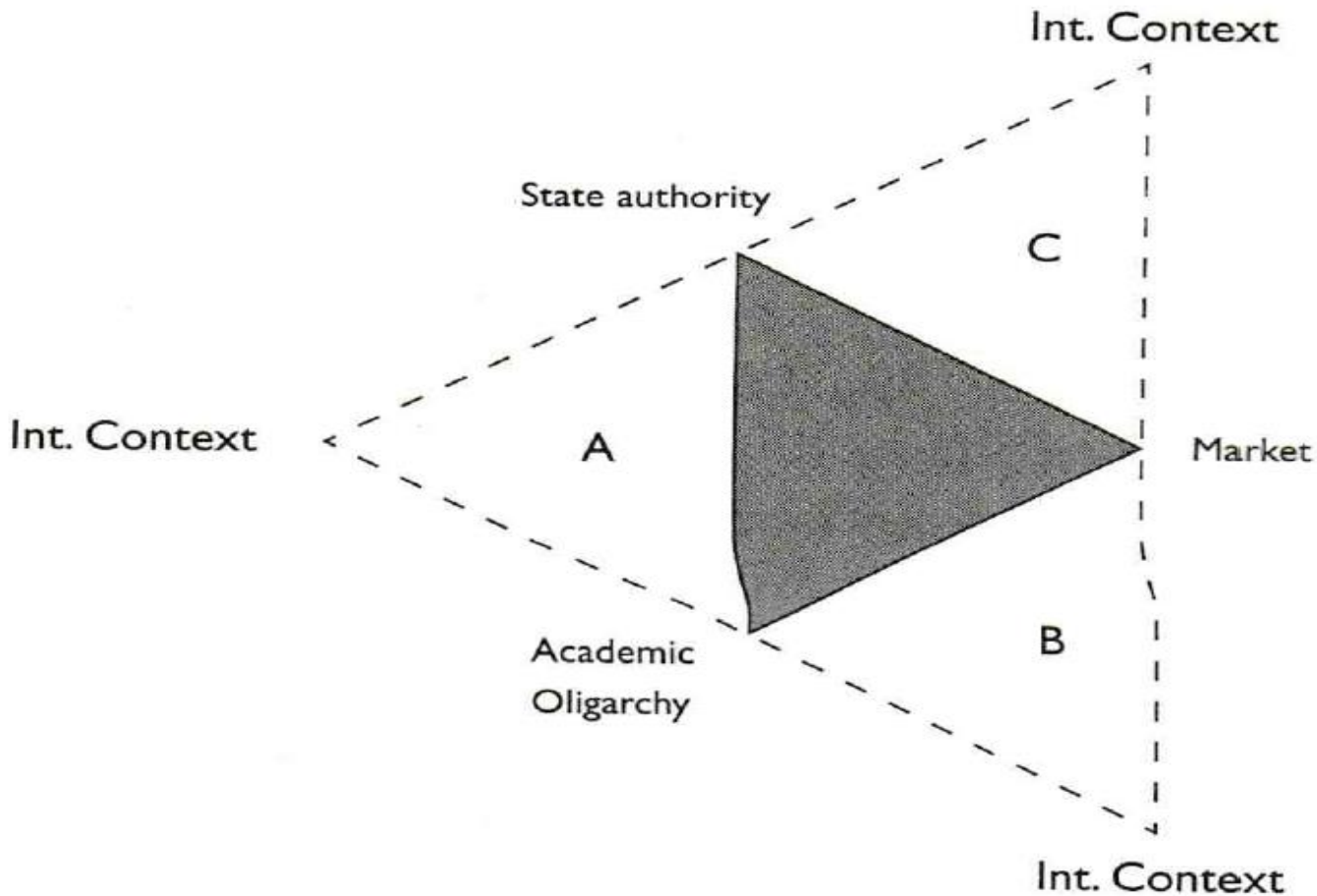
(Van der Wende 2002)

The limited scope for globalization was due to the methodology applied in the OECD reviews: a parallel compilation of national reviews with multiple cross-case analysis on particular themes

(Van der Wende 2011)

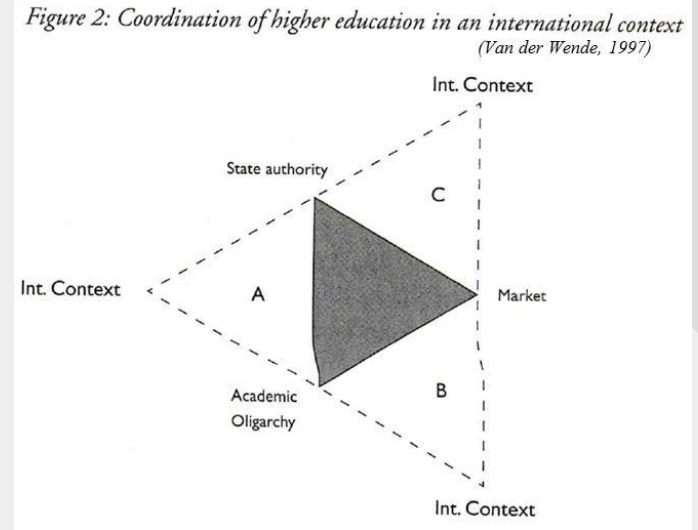
Research into higher education systems: concepts and boundaries

Figure 2: Coordination of higher education in an international context
(Van der Wende, 1997)



Opening up the conceptual model — for the study of higher education systems

- A. What is the interplay between the international, national, and institutional forces in the shaping and establishment of national policies for higher education and how does this affect these policies and the higher education system more generally?
- B. What is the interplay between the international context, the market and the institutions in the shaping of institutional policies and how does it affect these policies?
- C. What is the interplay between the international, national, and market forces in the shaping of national policies for higher education and how does this affect these policies and the higher education system more generally?



(Van der Wende, 1997)

Insights gained (2002-2008):

- Convergence and divergence
- National actors - policies matter - also in internationalization
- Institutions: globally engaged but nationally embedded
- Cooperation and competition at national and international level enlarge strategic options
- Complexity: need for strategic management, leadership, autonomy

Opening up the conceptual model — for the study of higher education system

“The field lacks a framework for conceptualizing agencies and processes that extend beyond the nation state”

(Marginson & Rhoades (2002))



**Maximise capacity and performance
Optimise the benefits of global flows**



Steering deficits

—
Quality assurance, funding, regulation

Challenge nation-bound institutional arrangements:

Public accountability in a global context

Accumulation of academic capital

Footloose universities

Educating global citizens and solving global challenges

Foreign providers and foreign investment

World-class systems: combining global excellence and local relevance

Effective policies for *open* systems

Towards an *open* system approach

No system of higher education and research can be purely national; neither higher education systems, nor the individuals within them, can prosper behind national walls.

(Corbett, LSE after Brexit, Oct 2016)

Switzerland may become a lone wolf in the European science and technology scene.

(UNESCO, 2015)

OPEN SCIENCE

OPEN EDUCATIONAL RESOURCES (OER)

An open system approach to processes of differentiation in HE systems

globalization

the higher the level of uniformity of the environmental conditions of higher education institutions

the larger the influence of academic norms and values in higher education institutions

the stronger the competition for scarce resources

the lower the degree of diversity of a higher education system will be

(Van Vught, 1996, 2009)