

# THE GLOBALLY DISTRIBUTED EURO-AMERICAN UNIVERSITY:

## TENSIONS AND CHALLENGES

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*Academia Europaea HERCuLES  
Symposium, 4-6 May 2022*

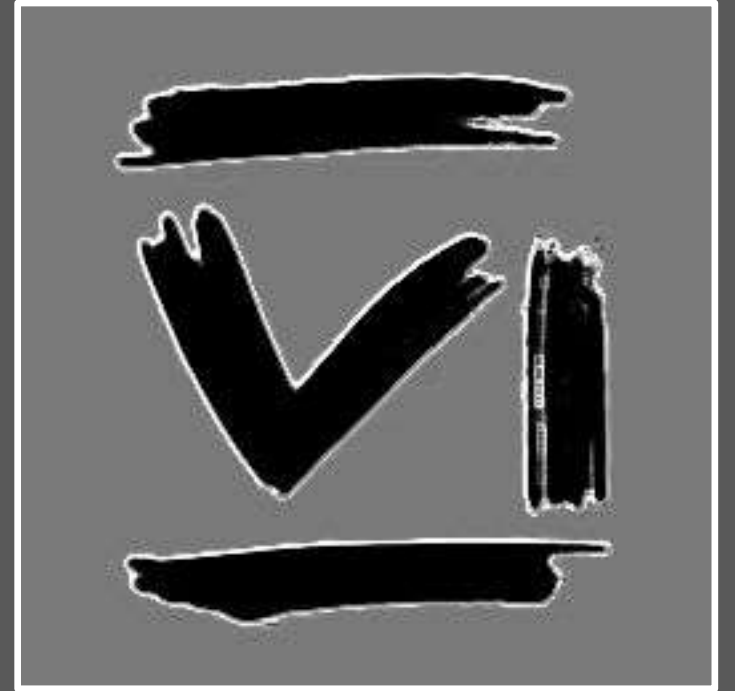
University of Bologna





# SIX PROPOSITIONS

1. Geo-spatial distinction between global and international scales
2. In both scales since 1990, there has been great growth, in higher education and knowledge, in networked collaboration/rivalry
3. Global and international higher education, taken together, constitute a blatant Euro (Anglo)-American hegemony
4. Globalisation in higher education and knowledge are partly decoupled from globalisation in economy and politics
5. But autonomies in higher education and knowledge are now increasingly over-determined by geo-politics
6. It will be difficult (but crucial) to maintain autonomous collaboration with all countries, institutions and persons



# I. GEO-SPATIAL DEFINITIONS

- Global relations stitch the parts of the world closer together and create a common space for worldwide (and large regional) action and inter-action
- Inter-national relations presume nations as the building blocks, global relations do not
- The global scale does not contain all other scales, nor is it necessarily dominant (politically, nations are much stronger)



**INTERNATIONAL**  
*Literally *inter-national*:*  
linkages, movements,  
infrastructures and  
social relations  
between nation-states



**GLOBAL**  
*Worldwide (planetary)*  
scale imaginings,  
infrastructures and  
social relations





GLOBALISATION AND INTERNATIONALISATION:  
HETEROGENEOUS, AND INTERACTIVE



## 2. EXPANSION OF INTERNATIONAL AND GLOBAL IN POST-1990 HIGHER EDUCATION

### **Internationalisation**

Growth in cross-border people and programme mobility, co-authored research, international agreements and partnerships, policy transfers, etc

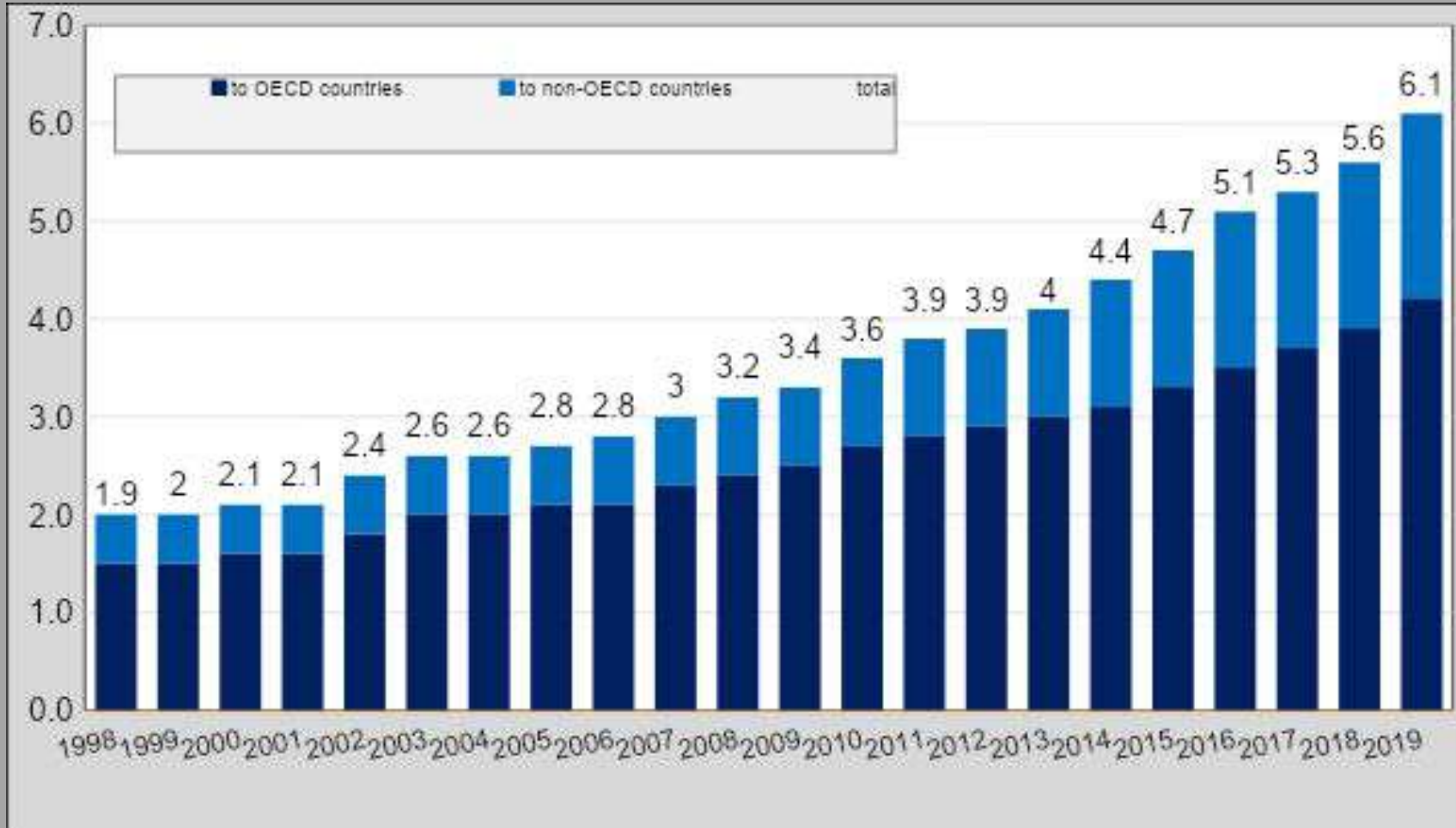
### **Globalisation (regionalisation)**

Formation of common science system albeit with exclusions, global ordering via comparison and ranking, global programmes e.g. MOOCs, world-spanning university consortia



# MOBILE STUDENTS INCREASED BY 5.5% PER ANNUM 1998-2019

International or foreign students in tertiary education, world (millions) – UNESCO data

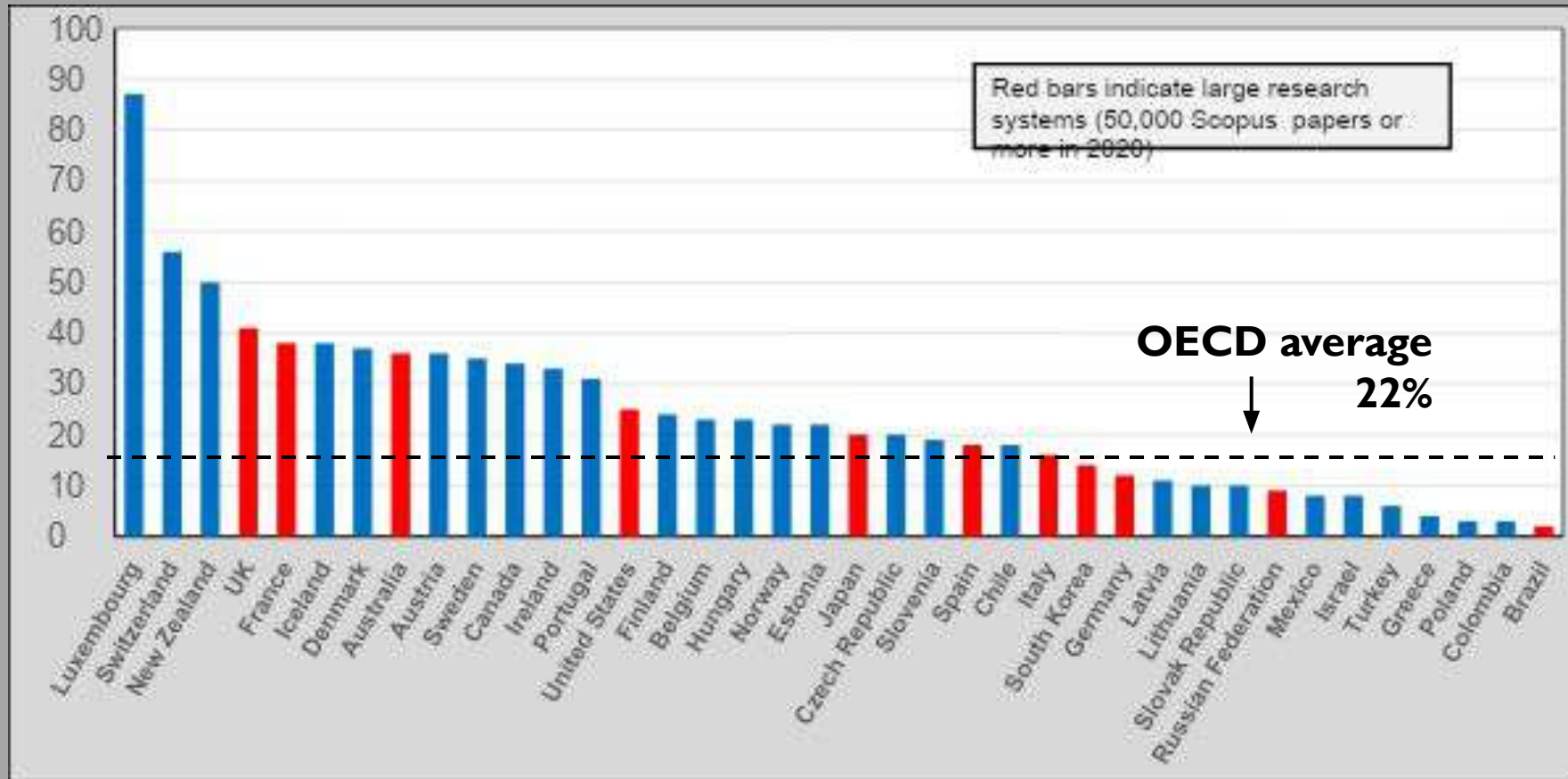


However, Robin Shields will have something to say about this

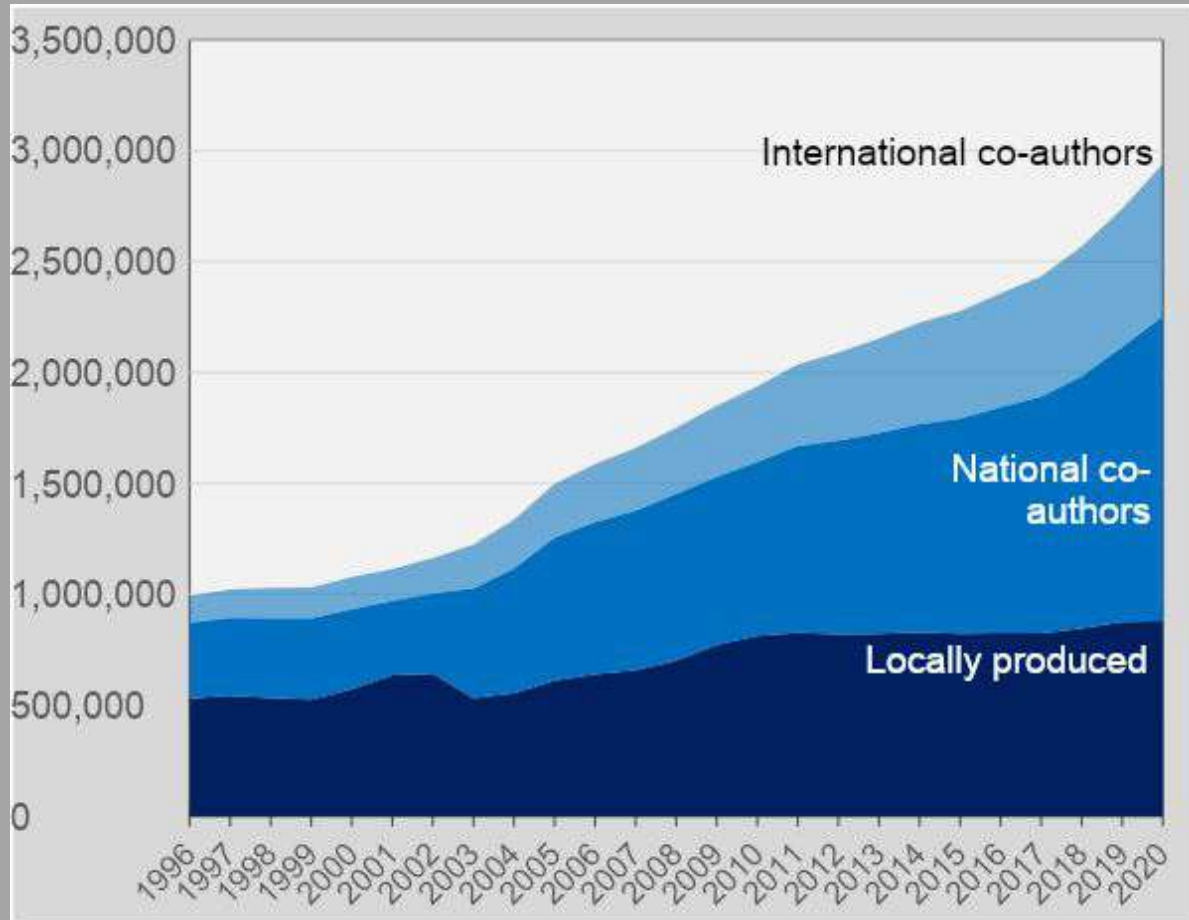


# ALMOST A QUARTER OF DOCTORAL STUDENTS ARE MOBILE BUT IT VARIES BY NATIONAL SCIENCE SYSTEM

International or foreign doctoral students as a proportion (%) of all doctoral students, OECD countries and some others, 2019



# NUMBER OF SCIENCE PAPERS IN SCOPUS (NSF 2022), BY TYPE OF COLLABORATION, WORLD: 1996-2020



# GROWTH IN NUMBER AND PROPORTION OF INTERNATIONALLY CO-AUTHORED PAPERS, WORLD: 1996-2020





# INTERNATIONALISATION IN HIGHER EDUCATION AS A SOCIAL IMAGINARY





# FORMATION OF *GLOBAL* HIGHER EDUCATION AS A 'SPACE OF POSSIBLES'

(in ascending order of potency)

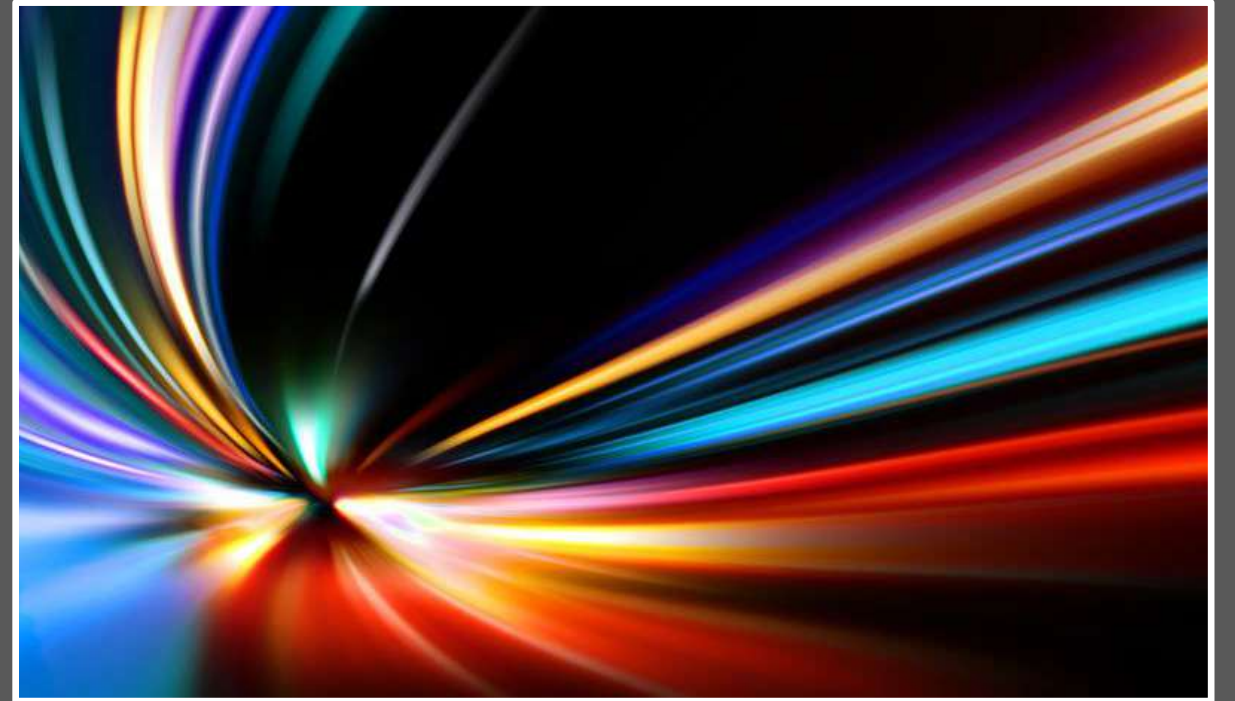
1. Cross-border *connections*, institutionalised and aggregated over time, e.g. people mobility, recognition protocols
2. Worldwide *diffusion* of policies, ideas and models, with local filtering and adaptation, e.g. quality assurance, the norms of the Euro-American multiversity (now the 'WCU')
3. Global *systems* separate from nation-states, e.g. global science and bibliometrics, worldwide comparisons and rank ordering of the sector, global online





# FORMATION AND RAPID GROWTH OF GLOBAL SCIENCE SYSTEM

- *Growth of capacity:* Many nations have rapidly grown R&D spending and science papers
- *Diversification and pluralisation of science :* 54 countries with over 5000 Scopus papers in 2020. Rise of China, India, Iran, Korea, Brazil
- *Lightly regulated networks:* Co-authored papers grow especially rapidly. Global science is more bottom up than top down
- *Global integration:* Enhancement of global science vis a vis national science – many scientists wear two hats but arguably, global

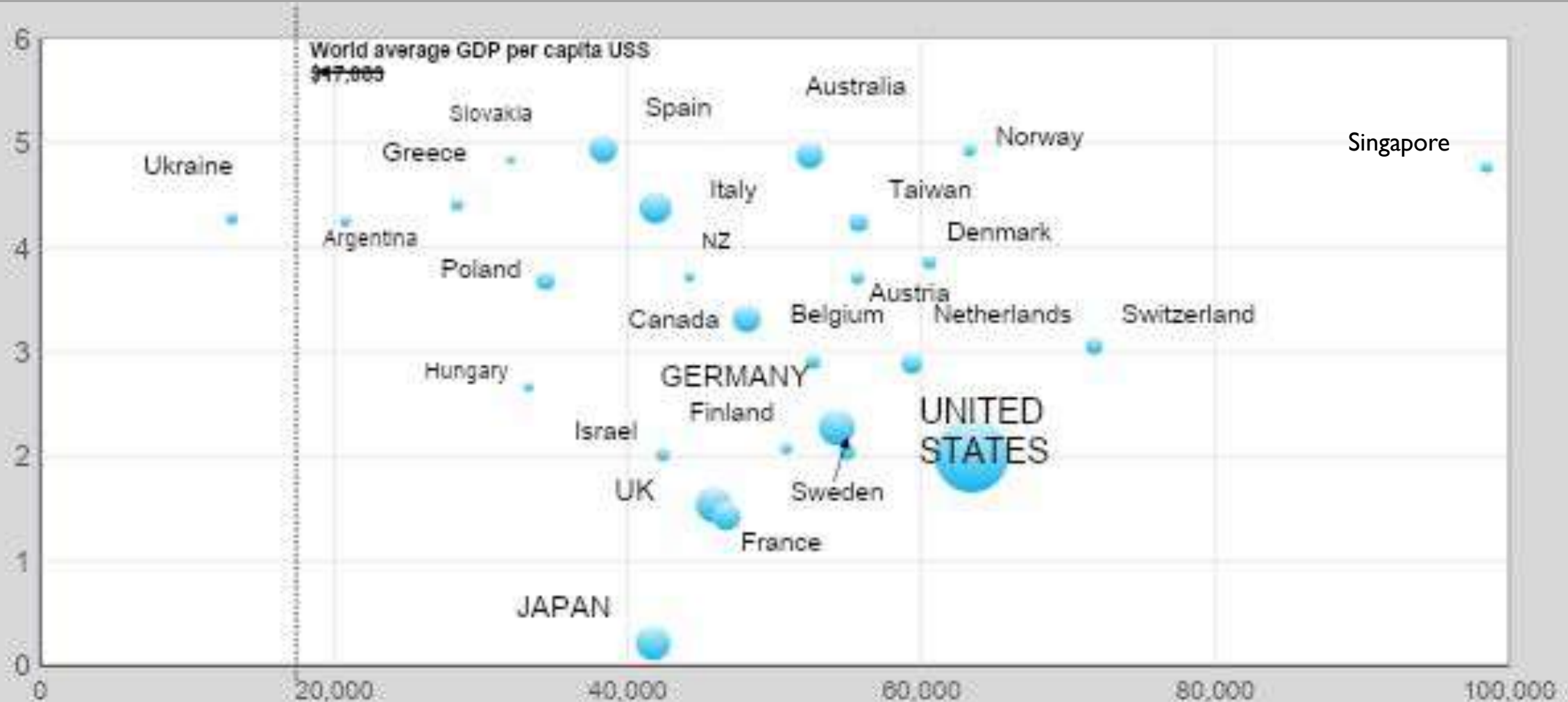




# SCIENCE SYSTEMS WHERE *OUTPUT GREW SLOWER* THAN WORLD AVERAGE OF 5.15% PER YEAR FROM 2000-2020, COMPARED TO WORLD AVERAGE GDP PER CAPITA PPP US \$17,083 IN 2020

Science systems with 5,000 papers or more in 2020. Scopus data., fractional counting (NSF 2021). Current price GDP, PPP = purchasing power parity (World Bank 2022),. NZ = New Zealand

Growth p.a.(%) science papers



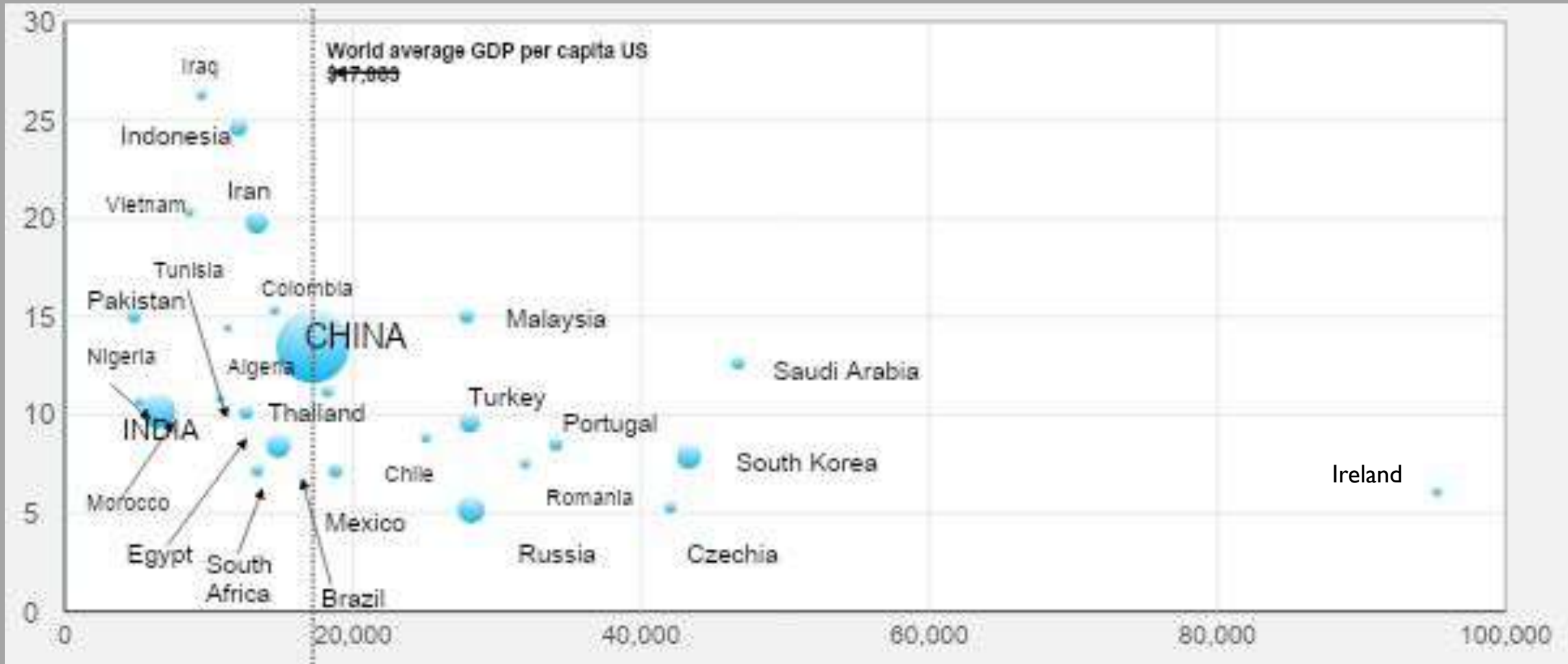
GDP per capita PPP in US dollars 2020



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Growth  
p.a.(%)  
science  
papers



GDP per capita PPP in US dollars 2020



### 3. *BUT* ...INTERNATIONAL AND GLOBAL HIGHER EDUCATION CONSTITUTE A BLATANT EURO-(ANGLO) AMERICAN HEGEMONY



5% of global population are L1 English speakers, 10% are L2 speakers. English is now the only language of global science



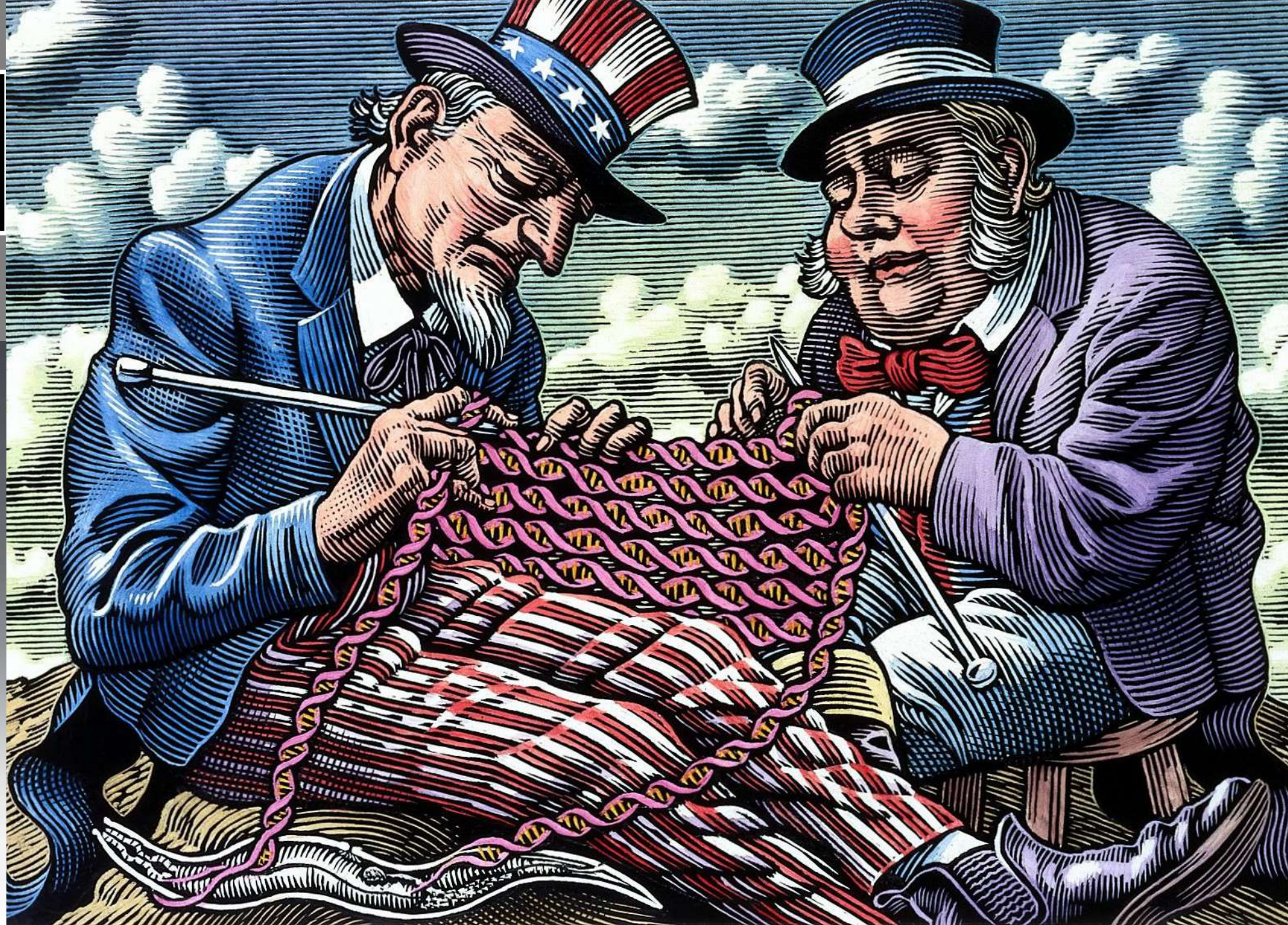


**16<sup>TH</sup> CENTURY  
GLOBALISATION**





LATE 19<sup>TH</sup> AND  
LATE 20<sup>TH</sup> CENTURY  
GLOBALISATION







THE INTERNET BEGAN IN 1989 AS AN  
AMERICAN (US) SYSTEM



**‘THIS  
DEFINITION IS  
ONLY BASED ON  
AND THUS  
SUITABLE FOR  
WESTERN  
EXPERIENCE’**

‘The [orthodox] concept defines internationalization as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of higher education. It has served the field extremely well, especially in its analysis of activities at institutional level. However, this definition is only based on and thus suitable for Western experience. To non-Western societies, modern universities are an imported concept. They originated from Europe, spreading worldwide from the mid-19<sup>th</sup> century to the present time mainly due to colonialism. Even the countries that escaped colonial domination adopted Western models as well. The European-North American university model has never been tolerant toward other alternatives, leading to the inefficacy of universities in non-Western societies, on whom a so-called “international” perspective has been imposed from the outset. What is lacking is an appropriate combination of the “international” and the local. Within the contemporary context of Western dominance, internationalization of higher education in non-Western societies necessarily touches on longstanding knotty issues and tensions between Westernisation and indigenisation. This is particularly true in China, a country with a continuous history of fostering unique cultural heritages for thousands of years.’

- Rui Yang, ‘China’s strategy for the internationalisation of higher education: an overview,’ *Frontiers of Education in China*, 2014, 9 (2), pp. 151–162

# THE LURE OF GLOBAL ENGLISH-SPEAKING WHITENESS

And the complacency it induces

country	Ratio of incoming to outgoing students
Australia	39
USA	12
UK	10
New Zealand	10
South Korea	1





DOES THE WEST HAVE  
ALL THE ANSWERS?  
GLOBAL SCIENCE  
EXCLUDES  
NON-WESTERN (AND  
NON-ENGLISH)  
KNOWLEDGE



# THE GLOBAL HIERARCHY WE HAD TO HAVE?




Papers in the top 5% of the field by citation rate, 2016-19 papers, Leiden ranking 2021 using WoS data

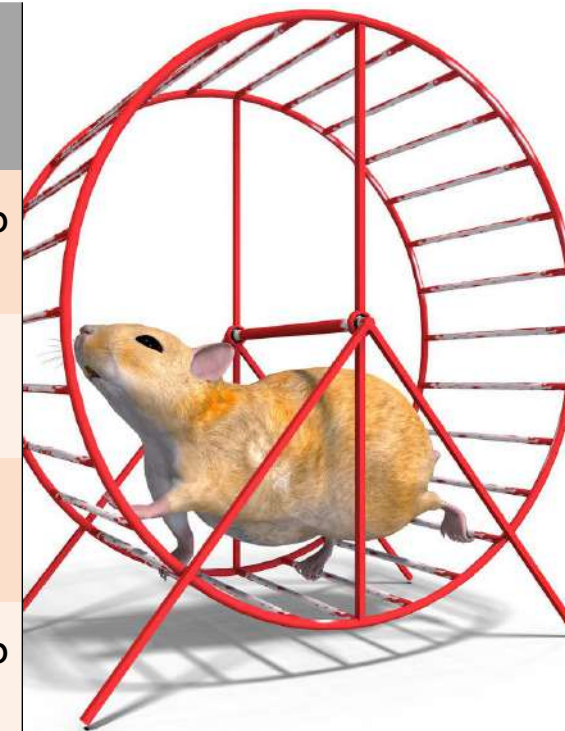
university	country	Top 5% papers	all papers	% of all papers in top 5%
<b>Harvard U</b>	USA	4230	34,234	12.4%
<b>Stanford U</b>	USA	2117	16,454	12.9%
<b>U Oxford</b>	UK	1696	16,088	10.5%
<b>U Toronto</b>	CANADA	1691	23,454	7.2%
<b>MIT</b>	USA	1586	10,507	15.1%
<b>Tsinghua U</b>	CHINA	1574	21,225	7.4%
<b>U Michigan</b>	USA	1490	18,756	7.9%
<b>U Cambridge</b>	UK	1440	14,080	10.2%
<b>Johns Hopkins U</b>	USA	1439	17,337	8.3%
<b>U College London</b>	UK	1430	14,923	9.6%
<b>Zhejiang U</b>	CHINA	1427	25,964	5.5%
<b>U Pennsylvania</b>	USA	1290	13,568	9.5%
<b>U Washington , Seattle</b>	USA	1288	14,807	8.7%
<b>Columbia U</b>	USA	1234	12,558	9.8%
<b>U California, Berkeley</b>	USA	1225	10,006	12.2%





# SCIENCE BIBLIOMETRICS IN GLOBAL RANKINGS

Rankings	Publication-related indicators as proportion %	Databases
Shanghai Jiaotong Academic Rankings of World Universities (China)	 <b>70.0</b>	Clarivate Analytics' Web of Science
Times Higher Education World University Rankings (UK)	 <b>38.5*</b>	Elsevier's Scopus
QS World University Rankings (UK)	 <b>20.0*</b>	Elsevier's Scopus
Leiden Ranking (Netherlands)	<b>100.0</b>	Clarivate Analytics' Web of Science
Best Global Universities (US)	<b>72.5</b>	Clarivate Analytics' Web of Science



Source: The methodology pages on above rankings' websites, updated on 21-January-2021.

\* Research performance has a further, indirect but important, effect through its impact on the surveys used by THE and QS, and in THE data on postgraduate studies and income – in total research is more than two thirds of the THE index

## 4. GLOBALISATION IN HIGHER EDUCATION AND KNOWLEDGE SEEM PARTLY DECOUPLED FROM GLOBALISATION IN THE ECONOMY AND POLITICS

- ‘Global universities’ do not behave like multinational companies. They are more locally and nationally nested
- Non commercial international education in Japan and China has grown almost as quickly as the market variant. All international education is shaped by provider states
- Internationalisation and globalisation in higher education and science have been more *directly* conditioned by global communications than global economic changes, though ‘global competition state’ policy has been influential.





# ECONOMIC GLOBALISATION IS PARTLY IN REVERSE, GLOBAL POLITICS EMBRYONIC ... GLOBAL SCIENCE AND MOBILITY ARE STILL GROWING

- Trade fell from 61% of world GDP in 2008 to 58% in 2018. In 2018, before the pandemic, cross-border investment by multinational companies fell by 20%. Their rate of return has dropped from 10% to 6% and the multinational share of global profit is declining
- Long-term FDI 3.5% world GDP in 2007, 1.3% in 2018
- ‘Self-sufficiency’ the policy buzz word in many nations
- Yet global science papers and international student mobility are still growing by more than 5% a year



## 5. REASSERTION OF THE 'NATIONAL CONTAINER': THE IMPACT OF GEO-POLITICS

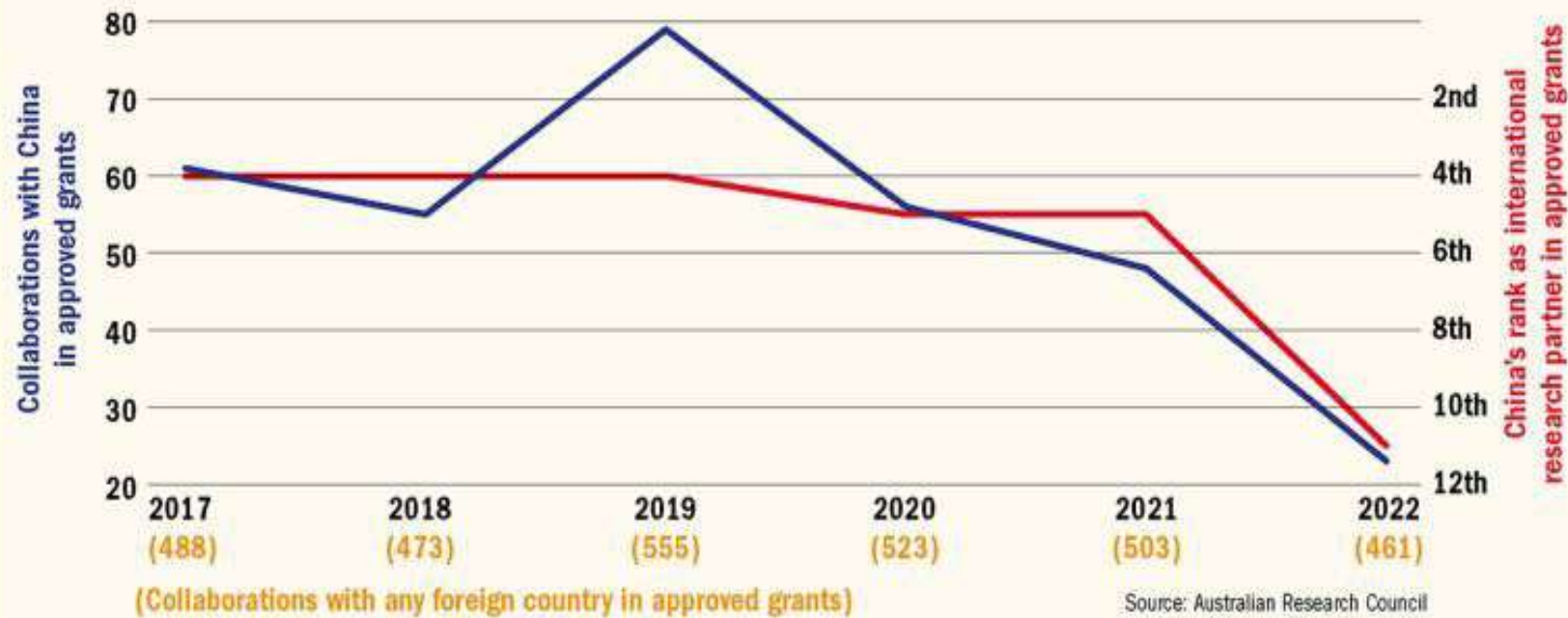
- Nativist politics across the world
- Resistance to international students in some countries
- Brexit: research and Erasmus
- US-China decoupling in science and technology
- 'Securitisation' of higher education
- Russia breaks with international networks





# FALL IN AUSTRALIA-CHINA RESEARCH COLLABORATION

## NOSEDIVE: AUSTRALIA-CHINA RESEARCH COLLABORATION IN ARC'S DISCOVERY PROJECTS PROGRAMME



## 6. THE CHALLENGE FOR THOSE COMMITTED TO INTERNATIONALISATION AND AN OPEN AND DIVERSE GLOBAL SPACE

- ‘Scientific discovery, which is fundamentally borderless, is being politically bordered. Geopolitical tensions between the United States and China have spilled over into academic science, creating challenges for many scientists’ ability to fully engage in research and innovation’ – Jenny Lee and Xiaojie Li, *Racial profiling among scientists of Chinese descent*, 2022

Joan Miro, *Barcelona*

