

MULTI-SCALAR HIGHER
EDUCATION:

**THE
'GLONACAL'
PAPER AFTER
20 YEARS**

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DEFINITIONS OF 'INTERNATIONALISATION' AND 'GLOBALISATION'

- 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)

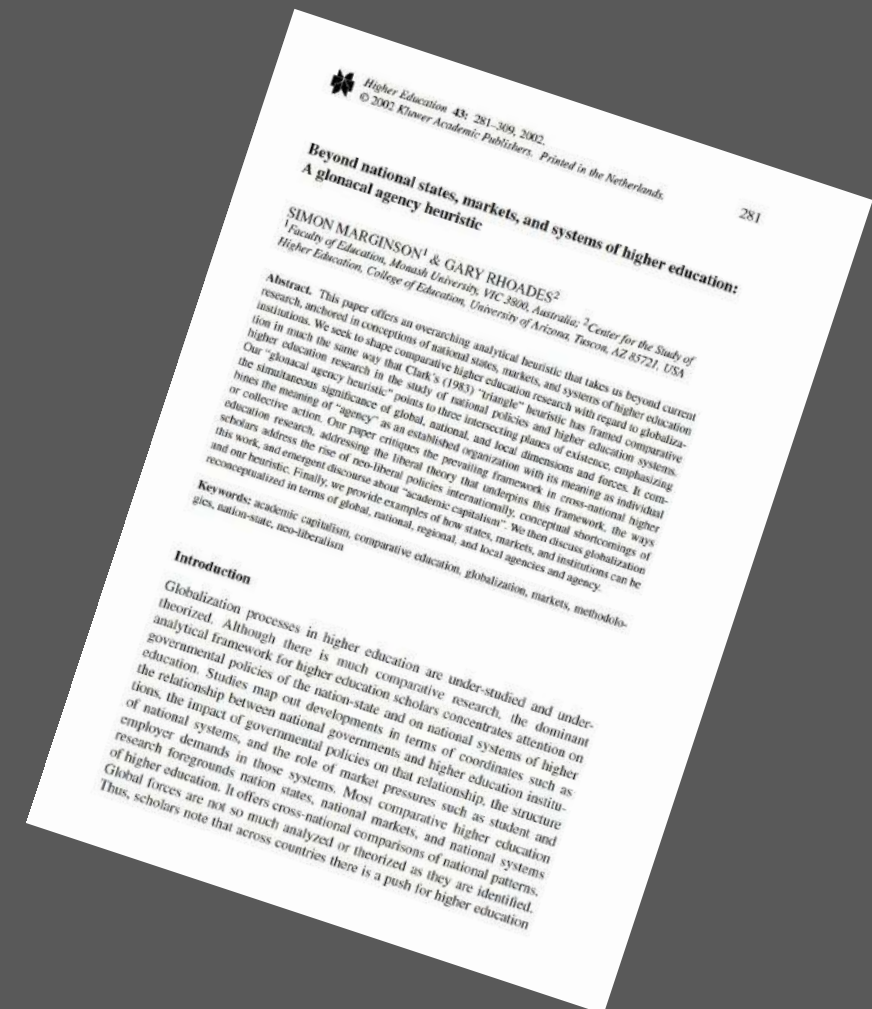


INTERNATIONAL
*Literally *inter-national*:*
linkages, movements,
infrastructures and
social relations
between nation-states



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

Marginson, S. and Rhoades, G. (2002).
Beyond national states, markets, and
systems of higher education: A glonacal
agency heuristic.
Higher Education, 43 (3), 281-309.
<https://doi.org/10.1023/A:1014699605875>

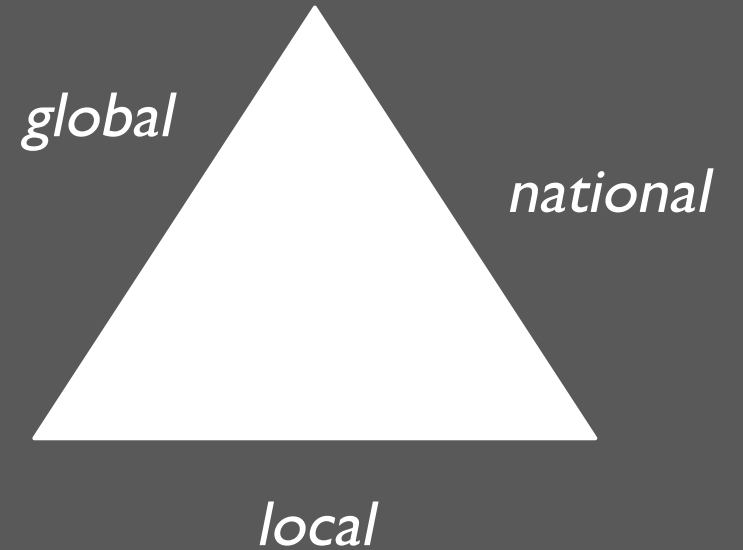


THEORISING BEYOND THE NATION-STATE HAS BECOME ESSENTIAL: THE GLOBAL SCALE WAS EVER MORE MATERIAL

In *Theory of Society* Luhmann (2012) remarks that the decisive step towards world society was 'the full discovery of the globe as a closed sphere of meaningful communication' (Volume I, p. 85)

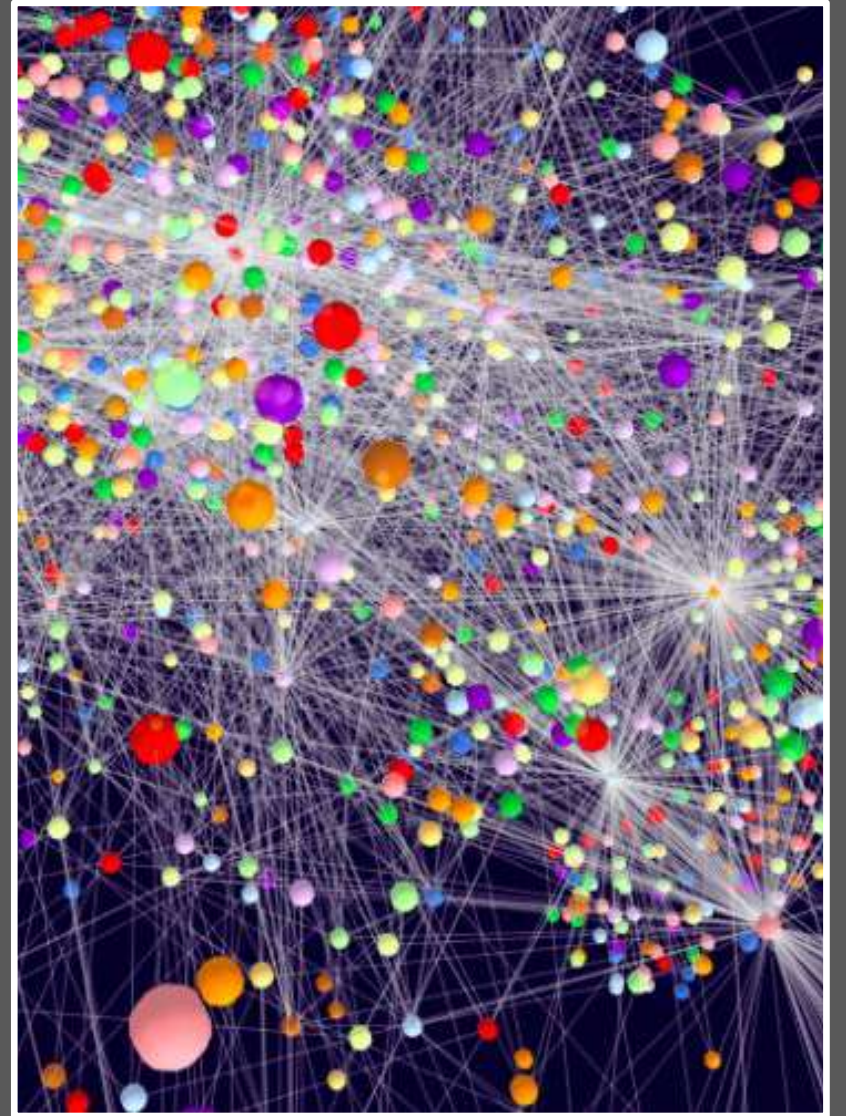


IN THE STANDARD MODEL HIGHER
EDUCATION CONSISTED OF LOCAL
INSTITUTIONS IN BOUNDED
NATIONAL SYSTEMS –
WITH MARGINAL INTERNATIONAL
CONNECTIONS AT THE BORDER

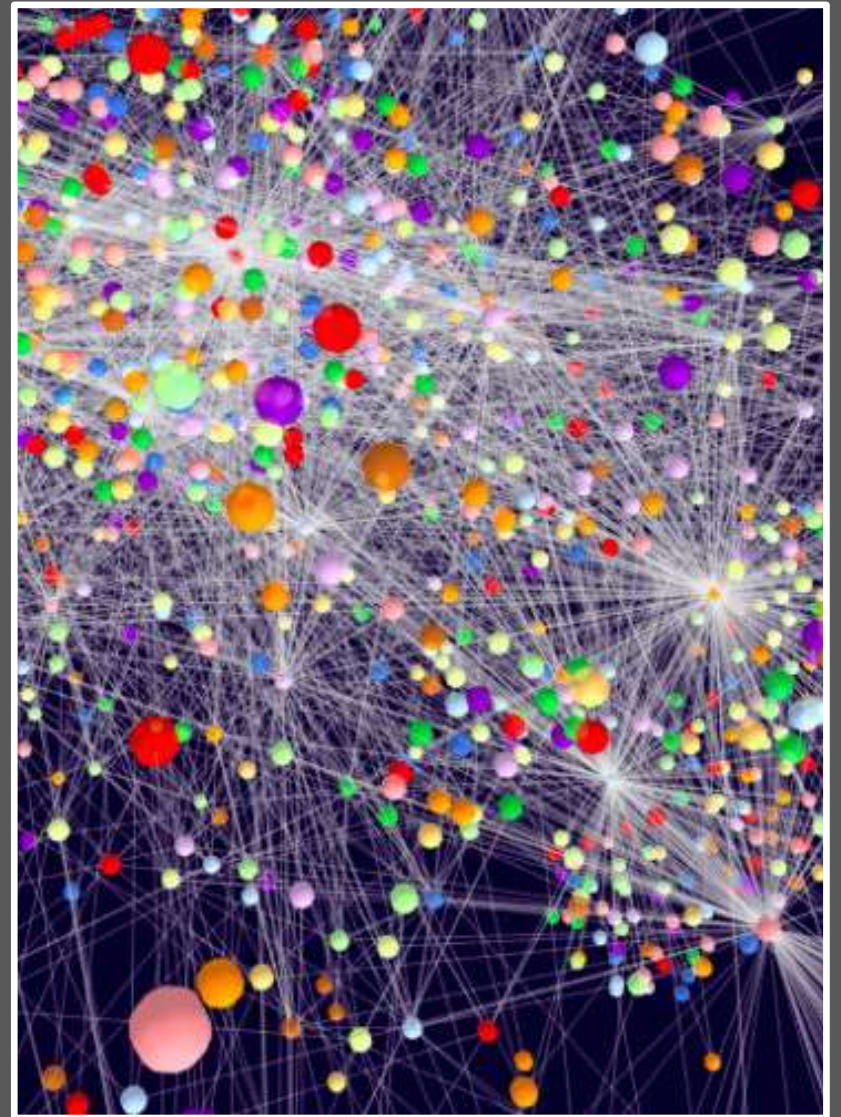


But we saw not two dimensions of higher education activity, we saw three dimensions

Glomacal =
global + national + local



- Flows of people, ideas, knowledge, models, technologies and money, are agent driven
- No one scale (global, national and local) is necessarily dominant
- Simultaneous flows in all three scales
- ‘at every level – global, national, and local – elements and influences of other levels are present’
- Unevenness and inequality, but also reciprocity between scales





A PRODUCT OF THE TIMES

A hand is shown holding a transparent globe of the Earth. Overlaid on the globe is a network of black dots connected by thin lines, representing a global network or data flow. The background is a blurred cityscape with a body of water and a tall building. A white rectangular box is centered over the globe, containing the text "EXTREME GLOBALISM".

EXTREME GLOBALISM





THE NATIONAL CONTAINER STILL BLOCKS
THOUGHT FROM RANGING BEYOND IT

METHODOLOGICAL NATIONALISM

- The methodological nationalist believes ‘the nation/state/society is the natural social and political form of the modern world’ (Wimmer and Schiller 2002). Shahjahan and Kezar (2013) discuss the ‘national container’ that blocks larger awareness in higher education studies. Through this lens global phenomena are perceived only within the national scale, as if they are functions or outgrowths of the nation. International education, faculty mobility and scientific cooperation (even global ecology) are pushed to the edge of vision.
- Wimmer, A. and Schiller, N. (2003). Methodological nationalism and beyond: State building, migration and the social sciences. *Global Networks*, 2 (4), 301-334. <https://doi.org/10.1111/1471-0374.00043>
- Shahjahan, R. and Kezar, A. (2013). Beyond the ‘national container’: Addressing methodological nationalism in higher education research’. *Educational Researcher*, 42 (1), 20-29. <https://doi.org/10.3102/0013189X12463050>





IS HIGHER EDUCATION A SUB-SET OF A SINGLE
'GLOBAL KNOWLEDGE ECONOMY'?

A close-up photograph of a person's hands typing on a laptop keyboard. The scene is dimly lit with a blue and teal color palette. A glowing, semi-transparent globe is superimposed over the left side of the image, featuring a network of white lines and dots that represent global connectivity. The text 'GLOBALISATION SPECIFIC TO HIGHER EDUCATION' is centered in a white-bordered box over the middle of the image.

**GLOBALISATION SPECIFIC TO
HIGHER EDUCATION**

GLOBAL AGENCY:

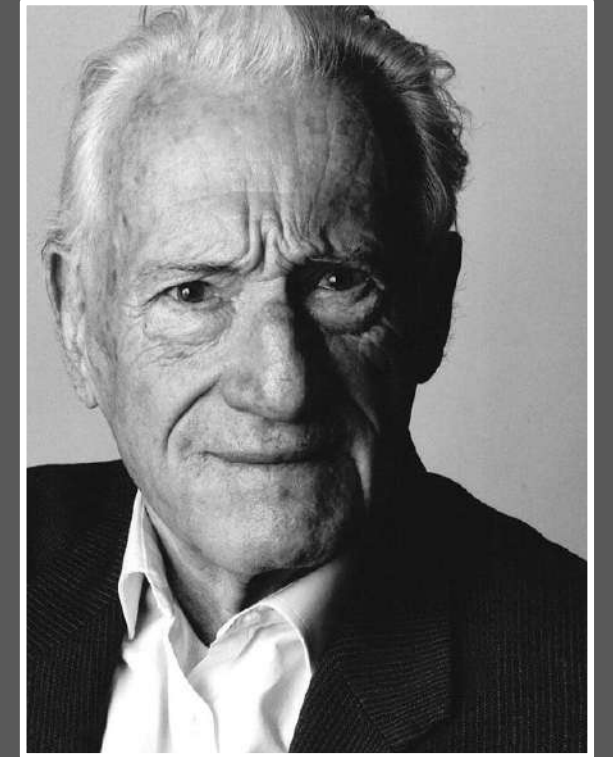
**‘PEOPLE ARE NOT
PUPPETS OF
STRUCTURES
BECAUSE THEY HAVE
THEIR OWN
EMERGENT
PROPERTIES’**

~ MARGARET ARCHER



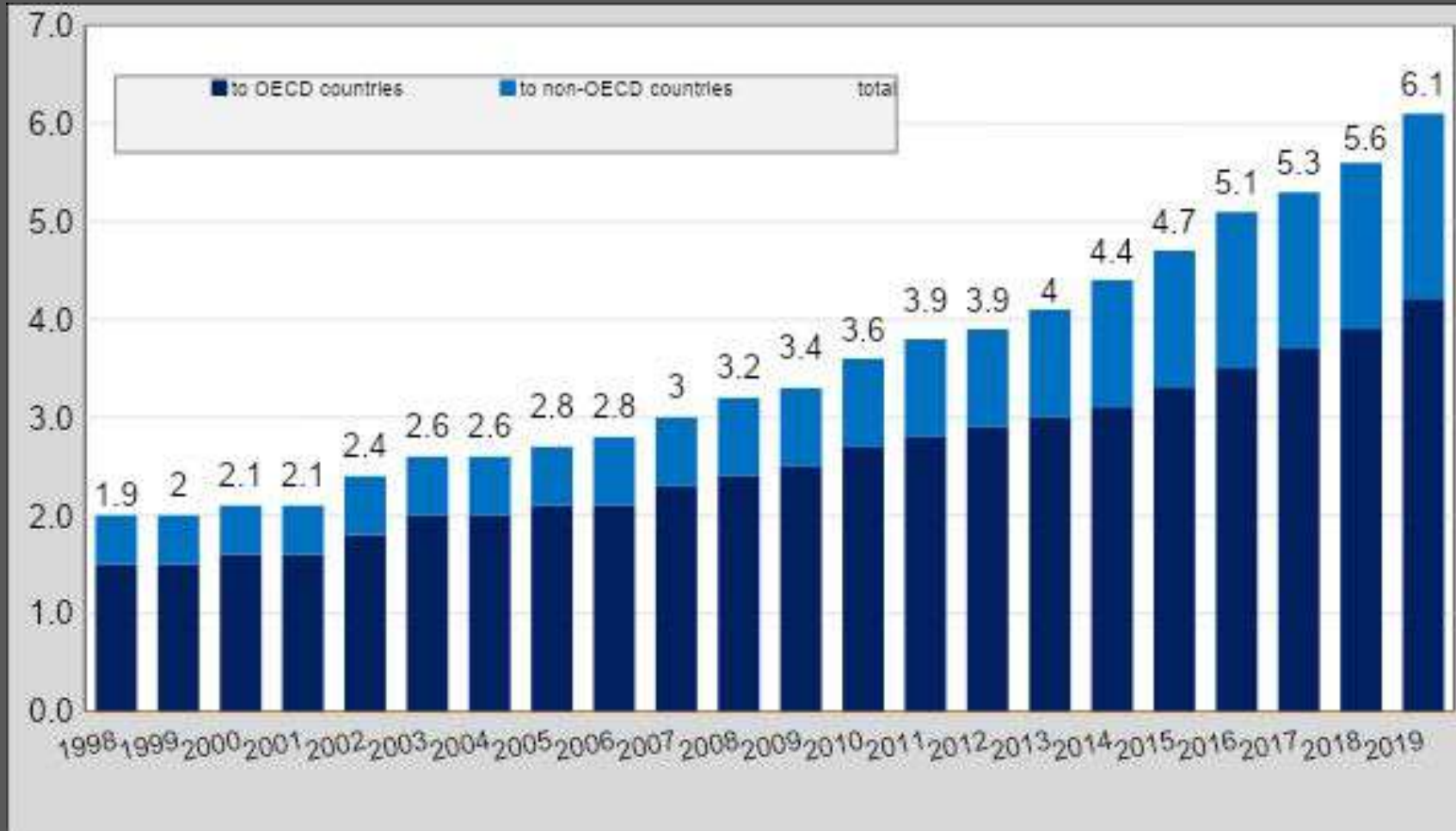
HENRI LEFEBVRE ON SPACE MAKING

- In *The Production of Space* (1991), Henri Lefebvre seeks to 'analyse not things in space but space itself, with a view to uncovering the social relationships embedded in it' (p. 89). He starts from a three-way distinction between space as physical-material (nature), space as mental-imaginative, and space as social relations (pp. 11, 27).
- Lefebvre also notes that social relations in space are 'a means of control, and hence of domination, of power' (p. 26). 'The dominant form of space, that of the centres of wealth and power, endeavours to mould the spaces it dominates (i.e. peripheral spaces), and it seeks, often by violent means, to reduce the obstacles and resistance it encounters there' (p. 49). These efforts are never fully successful. It proves impossible to wholly 'eliminate the autonomy of the space that has been created (p. 26).



MOBILE STUDENTS INCREASED BY 5.5% PER ANNUM 1998-2019

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



GLOBAL AS WELL AS NATIONAL STRATIFICATION

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



SOME CITATIONS AND ADAPTATIONS OF GLONACAL, AND PARALLEL STUDIES

- Enders, J. (2004). Higher education, internationalisation and the nation-state: Recent developments and challenges to governance theory. *Higher Education*, 47, 361-382. <https://doi.org/10.1023/B:HIGH.0000016461.98676.30>
- Friedman, J. (2018). Everyday nationalism and elite research universities in the USA and England'. *Higher Education*, 76, 247-261. <https://doi.org/10.1007/s10734-017-0206-1>
- Horta, H. (2009). Global and national prominent universities: Internationalisation, competitiveness and the role of the State. *Higher Education*, 58, 387-405. <https://doi.org/10.1007/s10734-009-9201-5>
- Ishikawa, M. (2009). University rankings, global models, and emerging hegemony: Critical analysis from Japan. *Journal of Studies in International Education*, 13 (2), 159-173. <https://doi.org/10.1177/1028315308330853>
- Oleksiyenko, A. (2019). *Academic collaborations in the global marketplace*. Springer.
- Resnik, J. (2012). The denationalisation of education and the expansion of the International Baccalaureate. *Comparative Education Review*, 56 (2), 248-269. <http://www.jstor.org/stable/10.1086/661770>
- Valimaa, J. (2004). Nationalisation, localisation and globalisation in Finnish higher education. *Higher Education*, 48, 27-54. <https://doi.org/10.1023/B:HIGH.0000033769.69765.4a>

SOME CRITIQUES AND EXTENSIONS OF GLONACAL

- Jones, G. (2008). Can provincial universities be global institutions? Rethinking the institution as the unit of analysis in the study of globalisation and higher education. *Higher Education Policy*, 21 (4), 457-468. <https://doi.org/10.1057/hep.2008.17>
- Roberston, S., Olds, K., Dale, R. and Dang, Q. (eds.). (2016). *Global regionalism and higher education: Projects, processes and politics*. Cheltenham: Edward Elgar.
- Shahjahan, R. and Kezar, A. (2013). Beyond the 'national container': Addressing methodological nationalism in higher education research'. *Educational Researcher*, 42 (1), 20-29. <https://doi.org/10.3102/0013189X12463050>

WHAT ABOUT THE GLOBAL SOUTH?

- ‘Theoretical frameworks ... which emphasise the simultaneous significance of global, national and local forces on the development of higher education offer a powerful conceptual frame. However, while this provides an understanding of the relationships between systems of higher education and globalisation, it does not explicitly address the role of higher education in development.’

- Rajani Naidoo (2010), *Global learning in the neo-liberal age: Implications for development*. In E. Unterhalter and V. Carpentier (eds.) *Global inequalities in higher education: Whose interests are we serving?* (pp. 66-90). Basingstoke: Palgrave Macmillan. p. 81



AND GLOBAL IMPERIALISM?



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



**‘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-19th 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

DISTINCTIONS BETWEEN NATIONAL AND GLOBAL SCIENCE

	Global science system	National science system
Core components	Knowledge, people, networked communications, norms and practices	Nation-state ordered and resourced institutional structure of science activity
Enabling conditions	Resources, institutions, and (often national) agencies/policies/rules	Political and economic stability and policy commitment to science activity
Boundary	World society	Nation-state
Normative centre	No normative centre	Nation-state
Knowledge contents	Papers published in journals admitted by Web of Science and Scopus	Most contents of global journals plus further nationally circulated materials
Social relational	Collegial groups of scientists operating in networks	Government agencies, research organisations, networked scientists
Collective loyalty	Diffuse: disciplinary community as persons and as shared knowledge	Concentrated: national and institutional authorities
Regulation	Local self-regulation on the basis of global collegial scientific norms	National law, official regulation, policy, financing systems, cultural norms
How this system affects the other system	Knowledge potential of global science stimulates state funding	National resources, institutions and personnel underpin global science

REASSERTION OF THE 'NATIONAL CONTAINER': IMPACT OF GEO-POLITICS

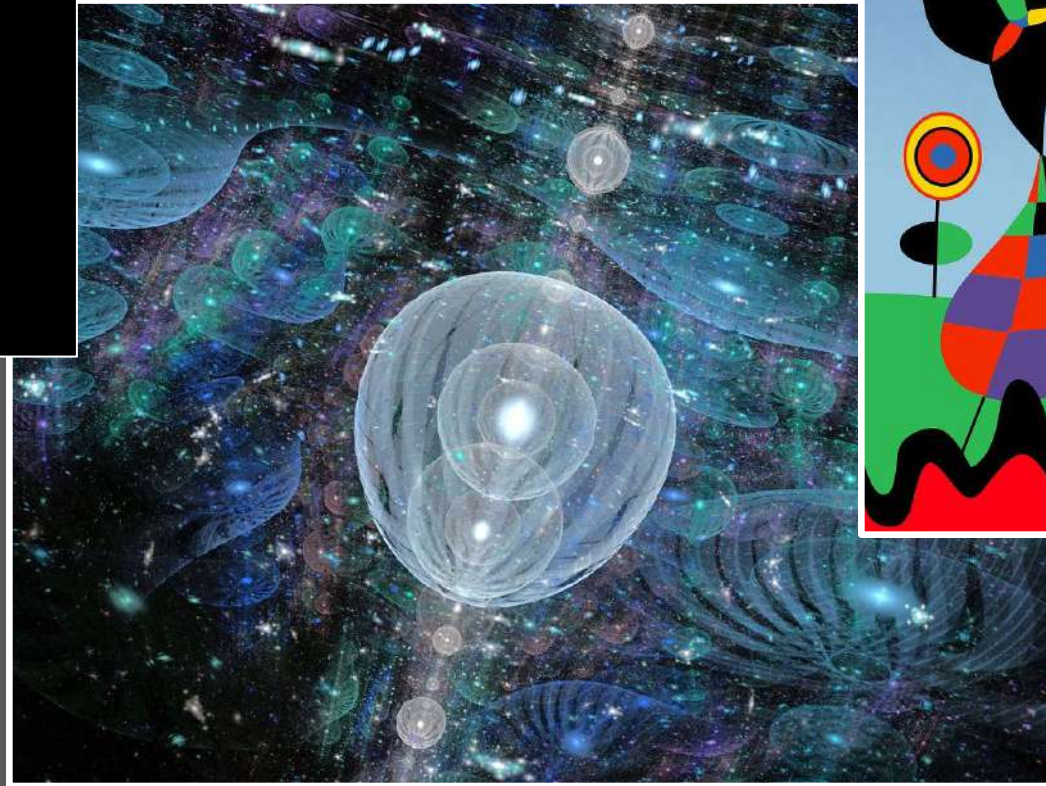
- Nativist politics across the world
- Resistance to international students in some countries
- Brexit weakens Erasmus mobility and research collaboration
- US-China decoupling in science
- 'Securitisation' of higher education takes priority over university autonomy and academic freedom
- Russia closes up and breaks with international networks



'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

‘SPACE IS THE SPHERE OF
THE POSSIBILITY OF THE
EXISTENCE OF
PLURALITY, OF THE
CO-EXISTENCE OF
DIFFERENCE’

~ *DOREEN MASSEY*



LOCAL, NATIONAL,
REGIONAL AND GLOBAL
HIGHER EDUCATION:

**A
MULTI-SCALAR
SPACE OF
POSSIBILITIES**

