11 February 2022

Program for the Academia Europaea HERCulES Symposium
“The Internationalization of Higher Education Institutions”,
May 4-6, 2022

To be held in the Humanities Theatre (Thunbergsvägen 3) at Uppsala University, Uppsala, Sweden with the support of the Åke Wiberg Foundation and the Department of Education, Uppsala University

Wednesday May 4

1230-1300 Registration

1300-1315 Introduction to the symposium by Lars Engwall, Professor Emeritus of Management, Uppsala University, Uppsala, Sweden and Chair of the Academia Europaea HERCules Group

1315-1400 Hans de Wit: Internationalisation in Higher Education: Critical Reflections in a Time of Global Challenges

Bio: Hans de Wit is Professor Emeritus, Distinguished Fellow and Former Director of the Center for International Higher Education (CIHE) at Boston College, USA. He is founding editor of the Journal of Studies in International Higher Education, co-editor of International Higher Education, consulting editor of Policy Reviews in Higher Education, and has a regular blog at University World News. He is a Senior Fellow of the International Association of Universities (IAU), and was a founding member and past-president of the European Association for International Education (EAIE). He has published many books and articles on the internationalisation of higher education.

Abstract: Internationalization has become a key dimension of higher education around the world over the past 50 years. However, its meanings and rationales are constantly shifting, both in content and approach as well as in geographical contexts. The chapter will cover the following questions: What are the main trends in internationalization in higher education? What are the main current rationales and drivers at the institutional, national and regional level? What are the key shifting paradigms? And, what will be the future directions in response to the changing global contexts?

1400-1415 Leg stretcher
Theme 1: Universities in the World Society

Chair: Marcel Swart, ICREA Professor, Institut de Química Computacional i Catàlisi, Girona, Spain

Simon Marginson: The Globally Distributed European-American University: Tensions and Challenges

Bio: Simon Marginson is Professor of Higher Education at the University of Oxford, Director of the ESRC/OFSRE Centre for Global Higher Education (CGHE), Editor-in-Chief of Higher Education, and Lead Researcher with Higher School of Economics in Moscow. CGHE is a research partnership of five UK and nine international universities with £6.5 million in funding for 16 projects on global, national and local aspects of higher education. Simon’s research is focused primarily on global and international higher education, and higher education and social inequality. His current book is Changing Higher Education for a Changing World, edited with Claire Callender and William Locke (Bloomsbury 2020).

Abstract: The first part draws on secondary data to map the worldwide spread of higher education and science and reflects on the character of the global research system (arms race of nations? global market competition of universities? centre-periphery hierarchy? flat discipline-based network?). The second part explores global commonalities and national differences, including the case of China, and, in contrast with institutional theory’s reading of global society, emphasizes the national-cultural and regional embeddedness that coincides with global knowledge flows. The third part considers challenges to science, communications, mobility and higher education itself in the faltering of the legitimacy of global convergence and of higher education’s role in social allocation.

Gili S. Drori: To Be or Not to Be...Internationalized? The Global Orientation of Israeli HEO as Category Extension Strategy

Bio: Gili S. Drori is Professor of Sociology and Anthropology at the Hebrew University of Jerusalem, Israel, and Director of The European Forum at the Hebrew University. She also serves as President of the Israeli Sociological Society. Gili earned her academic education at Tel Aviv University (BA 1986; and MA 1989) and Stanford University (PhD, 1997, Sociology). Her publications deal with globalization and glocalization; organizational change and rationalization; world society theory; science, innovation and higher education; technology divides; and, culture and policy regimes.

Abstract: The complexity of academia’s global governance places higher education organizations (HEOs) in a conundrum regarding internationalization. As members of the global institution of academia HEOs worldwide are immersed in a culture that valorizes and rewards for internationalization, nowadays based on its estimation by research collaboration and funding, student and faculty mobility, and co-publication. On the other hand, local regulators often set formal classifications that impose contingencies on the potential for, and scope of, internationalization. Analyzing the language regarding internationalization in the mission statements of all 62 accredited Israel HEOs, as well as the change to the related definition of internationalization during the period 2000–2018, we ask: “How do Israeli HEOs conceive of internationalization under the strict tripartite classification mandated by the Israeli regulator of higher education?” In other words, we assess how the categorization mandated by the Israeli Council of Higher Education (CHE) defines the approach to internationalization in these HEOs.
Coffee break in the Hall

1615-1745 Theme 2: Global Rankings

Chair: Kirsten Drotner, Professor of Media Studies, University of Southern Denmark, Odense, Denmark

Ellen Hazelkorn: Are Rankings One of the “Missing Institutions” of Globalisation? Rethinking Global Governance of Higher Education and Research

Bio: Ellen Hazelkorn is Joint Managing Partner, BH Associates education consultants and Professor Emerita, Technological University Dublin (Ireland). She is Joint Editor, Policy Reviews in Higher Education. She is an International Co-Investigator, Centre for Global Higher Education (CGHE), UCL/Oxford, and Research Fellow, Centre for International Higher Education, Boston College, USA. She is member of the Quality Board for Higher Education in Iceland and was Policy Advisor, and board member, of the Higher Education Authority of Ireland (HEA) (2011-2017), and Vice President Dublin Institute of Technology (now TU Dublin) (1995-2008).

Abstract: Global rankings are a logical component of internationalized higher education. Benchmarking, assessment and comparison have been a growing part of public policy across many sectors, including health and crime for several decades; the OECD began compiling statistical information in the early 1960s. But global rankings changed the discourse and elevated concerns around quality and performance by formally highlighting the internationalisation of higher education, its products (talent and knowledge) and services. However, they are also an essential ingredient of mobility. No doubt, their methodology and choice of indicators are controversial, the data used often unreliable, and they foster mimetic behaviour and shared notions of excellence. By holding up a mirror to universities and nations, rankings have called into question many assumptions and self-perceptions of excellence, held by institutions as well as by nations. Moreover, by operating outside of traditional structures, they have come to fill a gap in the global knowledge intelligence ecosystem, becoming one of the “missing institutions” of globalization. The chapter looks at the role rankings play in the evolving global architecture of higher education and research, which forms a complex multilateralism upholding international higher education and research.

Marijk Van der Wende: Global Rankings and the Promise of Open Science

Bio: Marijk van der Wende is Distinguished Faculty Professor of Higher Education at Utrecht University’s Faculty of Law, Economics and Governance. Her research focuses on the impact of globalization and internationalization on higher education systems, institutions, curricula, and teaching and learning arrangements. She is also an affiliate faculty and research associate at the Center for Studies in Higher Education (CSHE) at the University of California Berkeley, Guest Professor at Shanghai Jiao Tong University and member of the International Advisory Board of its Graduate School of Education as well as Academia Europaea.

Abstract: Leading universities in Europe are becoming increasingly aware of the need to counterbalance the competition for global excellence and reputation building. Notably, societal impact, engagement, and the well-being of faculty are being brought to the center. The San Francisco Declaration on Research Assessment (DORA), the European
Open Science initiative, and the Dutch renewal of the system for recognition and reward of academics are important initiatives in this respect. Aimed not only to improve the ways in which the output of scientific research is evaluated, but also to change what is valued in research and in the people who carry it out. (How) will this affect the role and shape of global rankings?

1815    Reception in Kanslersrummet on the first floor of the University Building (Biskopsgatan 3) followed by a tour of the building and buffet dinner.

Thursday May 5

0915-1045 Theme 3: Mobility of Ideas in Academia

Chair: Marie Farge, Directrice de Recherche CNRS, École normale supérieure, Paris, France

Johan Heilbron: The Internationalization of the Social and Human Sciences

Bio: Johan Heilbron is a historical sociologist, trained at the University of Amsterdam and the École des Hautes Études en Sciences Sociales (EHESS) in Paris. Currently guest professor of sociology of education at Uppsala University, he is professor emeritus at the Centre Européen de Sociologie et de Science Politique (CESSP-CNRS-EHESS) in Paris and Erasmus University in Rotterdam. Recent book publications include: Pour une histoire des sciences sociales: hommage à Pierre Bourdieu, (co-edited, 2004), Wetenschappelijk onderzoek, dilemma’s en verleidingen (2005), French Sociology (2015), Nederlandse kunst in de wereld (co-authored, 2015), De zaak Organon, (co-authored, 2018), New Directions in Elite Studies (co-edited, 2018), and The Social and Human Sciences in Global Power Relations (co-edited 2018).

Abstract: On the basis of various research projects on the internationalization of the social and human sciences that were undertaken over the past few years, the main question of this chapter is how to understand and explain the considerable variation of these processes across local contexts, disciplines and countries. After presenting some of the most salient research results, the question is what kind of theoretical approach is most fruitful to account for the empirical findings? In the final part of the chapter, more normative and political conclusions will be presented as to how (not) to promote internationalization of the social and human sciences.

Gisèle Sapiro: The Unequal Conditions for Ideas to Migrate

Bio: Gisèle Sapiro is Professor of Sociology at l’École des hautes études en sciences sociales, Paris and Research Director at Centre national de la recherche scientifique, Centre européen de sociologie et de science politique (CNRS/EHESS/Université Paris1-Panthéon-Sorbonne), and member of Academia Europaea. Her recent publications include La Responsabilité de l’écrivain (2011), French Writers’ War (2014), La Sociologie de la littérature (2014), Los Intelectuales (2017), Les Ecrivains et la politique en France (2018), She coordinated the European project Interco-SSH.
Abstract: Drawing from Bourdieu’s seminal paper on the social conditions for the international circulation of ideas, this chapter examines a set of factors which favour or impede the transnational circulation of ideas in the social and human sciences. These are the social properties of the author (gender, nationality, symbolic and social capital), the hierarchy of languages, the role of intermediaries (agents, publishers, translators, state or philanthropic foundations), the reception process and forms of appropriation. The analysis relies on various case studies and tries to identify patterns of circulation within the transnational disciplinary fields and beyond.

1045-1115 Coffee break in the Hall

1115-1245 Theme 4: International Student Mobility

Chair: Wim Blockmans, Professor Emeritus of Medieval History at Leiden University and former Rector of the Netherlands Institute for Advanced Study

Mikael Börjesson: The Global Space of International Students

Bio: Mikael Börjesson is professor in Sociology of Education at Uppsala University and is co-director of the research unit Sociology of Education and Culture (SEC), director of the Swedish Centre for the Studies of the Internationalisation of Higher Education (SIHE), as well as co-director of the research network Higher Education as Research Object (HERO). His main research domains are fields of education, transnational strategies and the internationalisation of higher education, elites and elite education, as well as applications of Geometric Data Analysis. He is currently directing the research project Swedish Higher Education. Financing, Organisation, Enrolment, Outcomes, 1950–2020 (SHEFOE), funded by the Swedish Research Council.

Abstract: International students have become an increasingly important research object, since they constitute a strategic entry point for understanding the global landscape of higher education. By using correspondence analysis on a data set regarding countries of destination and regions of origin, the global space of international students is depicted. The analysis reveals a structure with three main poles, a Pacific pole, a Central European one and a French/Iberian one. The three poles correspond to three different logics of recruitment: a market logic, a proximity logic and a colonial logic. The three poles and logics are also related to linguistic structures. The Pacific/Market pole is dominated by English, while the Central European pole has German and Slavic languages as a common denominator, and the French and Iberian pole has French, Spanish and Portuguese in common with their former colonies. It is argued that the Pacific/Market pole is the dominating pole in the space due to the high concentration of resources of different sorts, including economic, political, educational, scientific and, not least, linguistic assets.

Robin Shields: Where Do We Go Now? International Student Mobility and the Climate Emergency

Bio: Robin Shields is Professor of Education at the University of Bristol. His research interests focus on the globalization of education, particularly on new applications of quantitative data analysis. Robin is co-editor of the Comparative Education Review and has served on the Executive Committee of the British Association for International and Comparative Education (BAICE). His research has been funded by the Economic and
Social Research Council, the Higher Education Academy, and the Leadership Foundation for Higher Education. In 2013, he received the George Bereday Award from the Comparative and International Education Society for his application of social network analysis to international student mobility in higher education.

Abstract: International student mobility has grown rapidly in recent decades; the number of students pursuing a degree outside their home country increased from approximately 1.5 million in 2000 to 5.3 million in 2017. Existing research has identified benefits to both internationally mobile students and their host countries. However, this growth has occurred in neoliberal policy environments that offer incentives to externalize the environmental costs of international higher education. This chapter will ask whether current levels of mobility can be maintained given the growing urgency of the climate change and the large environmental costs of international air travel. It argues that the development of a political voice on the climate emergency is the most important initiative that universities can undertake in this regard.

1245-1400 Lunch at Matikum in Engelska parken

1400-1545 Theme 5: Student Mobility in Europe

Chair: Jürgen Enders, Professor of Higher Education Management, University of Bath, the United Kingdom

Bernd Wächter: Student Mobility in Europe: Conceptual Distinctions, Quantitative Patterns, and Mobility as Religion

Bio: Bernd Wächter is the Director of the Academic Cooperation Association (ACA). He studied at the universities of Hull (UK), Giessen and Marburg (Germany). He worked for the British Council, the University of Kassel, and the University of Applied Sciences Darmstadt, before joining the German Academic Exchange Service (DAAD) as the head of their EU unit and German National Agency for the Erasmus Programme. He subsequently became the Director for Higher Education (Erasmus) in the Brussels Socrates Office. In 1998, he took up his present post as ACA Director. Bernd has published and lectured widely on international higher education. His focal areas of research comprise the internationalisation of higher education, with a particular emphasis on international student and staff mobility, language policy, excellence and rankings. Importantly, he has co-authored three studies on English-medium Instruction across Europe (2001, 2008 and 2014) and been involved in large-scale projects on student mobility. He is also the editor of the ACA Papers on International Cooperation in Education. In 2012, he was awarded the Constance Meldrum Award for Vision and Leadership of the EAIE.

Abstract: In a first part of the chapter will discuss different mobility indicators and their implications. It will also introduce the important distinction between credit (temporary) and degree (diploma) mobility. In a second part, some overall quantitative student mobility trends inside, into and out of Europe will be sketched. In a final part, the presentation depicts the most frequent attitudes to student mobility, which range from religious zeal to sceptical distance.

Mette Ginquerskov-Dahlberg: “I Guess that Things Can Work in the West”: A Study of Eastern European Students’ Paths to, through and out of Danish Higher Education
Abstract: Drawing on empirical insights from a longitudinal study among Eastern European Master’s students in Denmark, this chapter zooms in on their encounter with the Danish higher education system and their mobility trajectory following graduation. It will discuss how alluring imaginaries of ‘the West’ and aspirations of more permanent migration influence their choice of study destination. In Denmark, however, many students are surprised by the symbolic and material boundaries that they encounter – especially those who have to balance the diverse roles of students and low-skilled workers. Finally, the chapter will discuss the students’ current geographical coordinates and onward migration patterns in relation to their initial aspirations.

Aija Lulle: International Student Mobility, Life Transitions, and Spatialised Trajectories of Education and Work among ‘Eastern Europeans’ in the London Area

Abstract: This presentation will interrogate and review the notion of pursuing higher education abroad as part of a simple staged transition from secondary education to the graduate-level labour market. It will analyse a diverse array of trajectories which do not conform to the standard linear progression model. Empirical data are drawn from 40 in-depth interviews with young-adult (aged 18–35) students and graduates from three countries of Central and Eastern Europe (Latvia, Slovakia and Romania), who are studying and/or working in the London region. What emerges is a variety of both standard and ‘destandardised’ sequences (‘reverse’ and ‘yo-yo’ trajectories), which include working abroad in order to study later, alternating episodes of study and work, and simultaneous work-and-study and study-and-work regimes. The particular combinations presented are partly related to world-ranking of university subjects, to the inequality in incomes, living standards and lifestyles between the countries of origin and London/UK, but also crucially dependent on the class and wealth backgrounds of the students, graduates, and their families of origin.

1545-1600 Coffee break in the Hall

1600-1730 Theme 6: Fees and Returns in International Higher Education

Chair: Theo D’haen, Professor Emeritus of English Literature, KU Leuven, Belgium

Parvati Raghuram: Conceptualising International Higher Education Markets: Practice, Theory and Ethics

Bio: Parvati Raghuram is Professor in Geography and Migration at the Open University. She has published widely on retheorising migration of international students and skilled migrants, particularly women in the IT sector and medicine. She is currently...
leading a grant on contextualising peace education in Nigeria and Zimbabwe which explores the decolonisation of education as a pedagogical challenge in interdisciplinary and intercontinental research. She has written for policy audiences having co-authored research papers for a number of think-tanks. She co-edits the journal South Asian Diaspora with the Centre for Study of Diaspora, Hyderabad and the Palgrave Pivot series Mobility and Politics

Abstract: For higher education markets to operate, education needs not only to be sold but also to be bought. This require the payment of fees. However, most debates about how students can afford fees have involved the mechanism of cost sharing and do not include the experiences of international students. Yet, international students not only need to be able to afford fees but also to pay them, often in foreign currencies, themselves operating in currency markets, formal and informal. Thus, fee payments are far from smooth. This chapter uses the empirical example of international student fees to argue that the spatialities through which fees are understood have elided the empirical implications of this process. It argues that retheorising these spatialities leads to ethical questions that go far beyond the scope of current debates around marketization in internationalization debates.

Nicolai Netz: How Important is International Experience for Becoming a Tenured Professor? Evidence from a Factorial Survey

Bio: Nicolai Netz (Ph.D., University of Hanover) studied modern languages, cultural science, political science, and economics at the Universities of Bonn, Florence, and Maastricht. Since 2008, he works at the German Centre for Higher Education Research and Science Studies (DZHW), where he examines the educational and professional careers of students and graduates. He is currently leading a junior research group exploring the determinants and effects of high-skilled mobility. He has extensively worked on different aspects of internationalisation.

Abstract: Political communiqués and primary empirical evidence suggest that international experience can help scientists qualify for a professorship. In order to test this hypothesis, we conducted a factorial survey experiment. We asked professors of sociology, political science, geography, German philology, and chemistry at German universities to evaluate vignette profiles of fictitious scientists regarding their suitability for a tenured professorship. In the vignettes, we randomly varied scientists’ characteristics (gender, qualifications, academic performance, social capital, and mobility experience). On these grounds, we can determine whether international mobility experiences (studies, doctorate, and/or postdoc abroad) have an independent influence on the suitability for a tenured professorship. Moreover, we can assess the extent to which scientists can replace physical international mobility with forms of virtual international mobility or with other qualification- or performance-related characteristics.

1730-1900 Transfer to the Swedish Collegium for Advanced Study for a reception hosted by the Principal Professor Christina Garsten, Professor of Social Anthropology

1930 Dinner at the Gästrike-Hälsinge Student Nation, Trädgårdsgatan 9
Friday May 6

0930-1100 Theme 7: International Branch Campuses

Chair: Lars Engwall, Professor Emeritus of Management, Uppsala University, Sweden

Christine T. Ennew: The International Branch Campus: Models and Mechanisms

Bio: Christine Ennew is Provost at the University of Warwick where she supports the Vice Chancellor in the academic leadership of the University. Until 2016, she was Pro Vice Chancellor at the University of Nottingham where she managed the University’s ambitious international strategy for five years. She also served for three and a half years as Provost and CEO Nottingham’s first international campus, which is located to the south of Kuala Lumpur. She is currently a member of the Advisory Board of the Observatory on Borderless Higher Education, a member of the Board of Directors for Common Purpose Student Experiences, a Fellow of the Head Foundation and represents the University of Warwick on the Boards of a range of associated companies.

Abstract: This paper analyses the mechanisms for involvement in transnational or cross-border higher education, exploring specifically the emergence of the branch campus model. Drawing on perspectives from international business, and using Dunning’s “ownership, location and internalization” framework, it outlines the characteristics associated with a diverse set of approaches to the delivery of higher education to an international audience. The branch campus, although technically an investment model (GATS Mode 3), has developed a range of archetypes, and these are explored in more detail with particular focus on the degree awarding and delivery models. The chapter concludes by considering the benefits associated with other more flexible alliances, which may be less easily categorized but which offer real benefits for the broader internationalization agenda.

Kimmo Alajoutsijärvi: Positional Competition and International Branch Campuses

Bio: Kimmo Alajoutsijärvi is a professor at the University of Agder, Norway. His recent research interests are in higher education institutions, business schools and marketisation of the university sector. He is the former dean of Oulu Business School (2006–2011).

Abstract: In one of the few existing empirical studies on business school hubs, our research group touched on the consequences of the internationalization of management education in the context of Dubai, which at its peak in 2008 hosted more international branch campuses of universities than any other nation. This development was facilitated by Dubai’s desire to become a global education hub catering to domestic and foreign students, particularly those seeking degrees in business management. In this study, we argued that the rapid increase in the number of foreign management education providers during the period of 2002–2008 and the subsequent decline in 2009–2010 resemble the classical theory of business bubbles. More recently, we continued the study on business school hubs from the perspective of international competitive advantages. Our conclusion was that classical competitive advantages presented in the literature are too simplistic and decontextualized for understanding the internationalization of business schools. In sum, the former research ignores the special characteristics of the business
school field, since business schools do not typically possess any transferable ownership advantages.

1100-1130 Coffee break in the Hall

1130-1300 Concluding Panel Including the Following Panel Members:

Agneta Bladh, Former State Secretary of Education, Former Vice-Chancellor of Kalmar University College, Former Chairman of the Swedish Research Council.

Gudmund Hernes, Professor of Sociology, Former Minister of Education of the Norwegian Government, Former Chairman of the Board of Uppsala University.

Christine Musselin, Professor of Sociology, Former Dean for Research at Sciences Po and a member of the Centre de Sociologie des Organisations, Paris, France and Former President of Society for the Advancement of Socio-Economics.

Peter Scott, Professor of Higher Education Studies, University of London, the United Kingdom, former Vice-Chancellor of Kingston University.

George Sharvashidze, Rector of Ivane Javakhishvili Tbilisi State University Georgia, Former Deputy Minister of Education and Science of Georgia.

Milena Žic-Fuchs, Professor of Linguistics, Former Minister of Science and Technology of the Croatian Government, Member of the European Research Council.

1300 Buffet lunch in an adjacent room to the venue