



EUROPEAN UNIVERSITIES – CRITICAL FUTURES

European universities in a shifting global context

Workshop and integrated PhD Course

Introduction, Programme, Abstracts, Readings and
PhD students' preparations

28-30 June 2021

Organisers:

Andrew Gibson gibsona@tcd.ie

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Technical Support:

Matej Zitnansky mpz@edu.au.dk

Registration:

All participants: register here for Zoom link <https://events.au.dk/europeanuni>
PhD students, in addition, please also register here <https://phdcourses.dk/Course/80724>

Introduction

The Project

This workshop and PhD course is part of a project ‘European Universities – Critical Futures’ whose focal question is: What are the future roles of universities in creating social and regional integration in Europe, in a shifting global context? To address this over three years, there is an ever-growing network of senior and early stage researchers and 18 higher education research centres across Europe. We are sharing existing knowledge, developing new research and rethinking the role of European universities in a situation of political, social and geopolitical upheaval. The objectives are to collectively reshape the research agenda on European university research and generate ideas for engaging with national and European policy makers on future higher education and research strategies.

Following a kick-off search conference, the project is exploring its focal question in three integrated workshop/PhD courses and a keystone conference:

1. The roles of universities in European social and political integration (social mobility, refugees, democracy) held on 26-27 August 2019.
2. The roles of universities in integration of European research and higher education (global knowledge economy, ERA, Bologna Process, EHEA) held on 14-16 December 2020.
3. European universities in a shifting global context (the competing global strategies of Europe, USA, China and India, and alternative internationalisms) to be held on 28-30 June 2021 by Zoom.
4. Keystone conference to be held on 13-15 December 2021, if possible at DPU in Copenhagen and probably also on Zoom.

Reports on previous events are available at <https://projects.au.dk/european-universities-critical-futures/>

The Workshop/PhD course

The workshop/course will reflect on changes since 2000, when the Lisbon Strategy set out an image of a Europe of Science in a global knowledge economy. It will consider how Europe currently positions itself in a world characterised by competing global strategies, and will explore the ways that the USA, China and India are using higher education to try and bring about their visions of the world. We will map changing flows of international students and consider the role of rankings in shaping a global market model and alternative ways of conceptualising internationalism. Academics and PhD students from anywhere in the world who are working on relevant topics are welcome. There will be keynotes and workshop sessions drawing together knowledge on these topics from the partners and participants in the project. Senior and early stage/PhD researchers will work together in small groups on the roles universities should play on a number of critical issues facing Europe. Importantly, there will be sessions devoted to discussing each student’s research project (the workshop is combined with a PhD course awarding 3 ECTS and open to all students working on relevant issues).

Programme

This event will be online on Zoom. All times are in the CET time zone

Day 1: 28 June 2021

- 9.00-9.10 Information on technical support for an online event (Matej Zitnansky)
- 9.10-10.00 **Introductions**
Introduction to the project and update on progress so far (Sue Wright)
Introduction to the workshop/PhD course (Andrew Gibson)
Participants introduce themselves
- 10.00-12.00 **What kind of Europe in what kind of Global Context?**
10.00-10.50 (with breaks for questions)
Chair: ?
Understanding European imaginaries of higher education: The vision from Bologna and Lisbon to Sorbonne (again) and European Universities
Andrew Gibson, Research Fellow and Lecturer in Educational Philosophy and Theory, at Trinity College Dublin, gibsona@tcd.ie and
Sue Wright, Centre for Higher Education Futures (CHEF), Aarhus University
<https://dpu.au.dk/forskning/omraader/chef/>
Discussant: Berit Eika, Pro-rector of Aarhus University, Circle U European University
10.50-11.15 Workshop activities on the topic
11.15-11.45 Plenary results of workshop activities – how to take ideas further/into action
- 11-45-12.30 Lunch break
- 12.30-13.45 **Facts and figures on internationalisation, changing trends**
Chair: Sue Wright
1. Mapping changes in the international flow of students
Cai Wilkinson Associate Professor in International Relations
cai.wilkinson@deakin.edu.au and Julia Richardson
julia.richardson@deakin.edu.au, Deakin University, Australia
2. Development of regional hubs.

Théotime CHABRE, Sciences Po theotime.chabre@sciencespo.fr and Jimmy Stef, Côte d'Azur University

3. Joint campuses.

Part 1 China: From follower to initiator: A Glance at China's joint campuses at home and abroad

Jie Gao, Danish School of Education, Aarhus University jiga@edu.au.dk

Part 2 Uzbekistan: Joint campuses and foreign university branches

Natalya Steane, Aarhus and Coventry Universities steanen@uni.coventry.ac.uk

4. Digitalization of international education

Anna Prisca Lohse, Hertie School, Berlin a.lohse@phd.hertie-school.org

13.45-14.00 Break

14.00-16.30 **PhD students present their work** and receive feedback

Day 2: 29 June 2021 (all times are CET)

A Shifting Global Context: Current Regional Strategies

Chair?

9.00-10.45 **United States**

Presentation: **Defining a New Deal for Higher Education**

Chris Newfield, Director, Independent Social Research Foundation

chris.newfield@isrf.org

Group work

10.45-10.55 Break

10.55-11.40 **China**

Presentation: **Mobilizing Higher Education for China's Belt and Road Initiative**

Jie Gao, Danish School of Education, Aarhus University jiga@edu.au.dk

Group work

11.40-11.50 Break

11.50-12.35 **India**

Presentation: **Covid-19 and the role of India's scientific diaspora for Indian science policy**

Jakob Williams Ørberg, Innovation Attaché, Danish Innovation Centre (ICDK), New Delhi.

Group work

12.35-13.30 Lunch

13.30-16.00 **The Role of European Universities in an age of pandemic.**

PhD students and other participants are welcome to join a meeting of the research teams engaged in ten coordinated country studies using a shared research instrument and methodology.

The aim is to produce a working paper and other publications and use the results to engage in dialogue with leaders and decision makers.

The study is organised around three main themes

1. The sustainability of higher education systems
2. The ways society has discussed the purposes of higher education institutions
3. How higher education institutions have reacted and changed during the pandemic

Aims of this session:

- Discuss preliminary reports on country studies
- Make any adjustments to the reporting format
- ‘Match-making’ between groups that want to develop a particular theme comparatively and in greater depth
- Plans December conference session, and which policy makers to invite?
- Proposal for a working paper and a special issue of the journal LATISS
- Timetable to completion

Day 3: 30 June 2021 (all times are CET)

Dominant and alternative internationalisms

9.00-10.00 **Rankings and the Reshaping of International Higher Education and Global Science: A Conceptual Framework**

Chair: ?

Keynote speaker: Ellen Hazelkorn, Emeritus Professor and Director, Higher Education Policy Research Unit (HEPRU) Dublin Institute of Technology, Ireland ellen.hazelkorn@TUDublin.ie

Discussion

10.00-10.15 Break

10.15-11.15 **Alternative Internationalisms**

Alternative Internationalisms Working Group led by
Taina Saarinen, Research Professor, Finnish Institute for Educational Research,
University of Jyväskylä taina.m.saarinen@jyu.fi and
Andrew Gibson, Research Fellow and Lecturer in Educational Philosophy and
Theory, at Trinity College Dublin gibsona@tcd.ie

11.15-12.45 **Plenary**

- Reports from working groups – summary of work to date; planned event for this afternoon; planned contribution to keystone conference, December 2021
1-Trust beyond metrics. Alternative trust-building practices of European Universities
2-Changing dynamics between administrators and academics in European universities
3-Refugee Access to Higher Education
4-Gender and precarity
5-Alternative internationalisms
6-Sustainable universities and higher education
7-Academic freedom's 'silent spring'
8- Higher Education access for underrepresented groups: characteristics of effective programmes, policies, and practices
- Preliminary outline of the final conference at DPU, Copenhagen 'European Universities – Critical Futures' on 13-15 December 2021
- Identification of policy and decision-making interlocutors and ideas about how to foster a fruitful dialogue
- Workshop/PhD course evaluation and suggestions for improvements

12.45-13.30 Lunch

13.30-16.00 **Working group events**

Working groups will organise activities open to members of the workshop/PhD course. Participants will choose which group to attend on the spot.

(Background information is available at <https://projects.au.dk/european-universities-critical-futures/working-groups/>)

Unless stated otherwise, all working groups will meet in breakout rooms of the main Zoom room.

16.00 **Workshop/PhD course ends**

PhD Students: Required Preparations

1. Preparation for the session where PhD students present their work and receive feedback

Please send an outline of your current research project – maximum 4 sides of A4 – **by Monday 7 June** to Matej Zitnansky mpz@edu.au.dk. Your document should be in Microsoft Word format (not .doc or .docx or pdf).

For this session we will pre-arrange small groups of students and senior researchers. For each student, one other student and one senior researcher will be allocated to comment on their work. We will send your outline to the allocated student and senior researcher in advance so they can prepare comments. All the other members of the group are also asked to read the outlines of all the students in the group.

Each student will be allocated 45 minutes in total. The student is asked to introduce succinctly the overall aim of their research and key themes or issues they would like to discuss (max 15 minutes). The allocated student and senior researcher will then present their comments (5-10 minutes each) to discuss with the student, followed by 15 minutes for contributions from other members of the group. There is time for short breaks too.

2. Keynotes and workshop sessions

See below, for each session there is an abstract and 3-6 required readings. Please read these texts in advance and draw on them in the discussions.

3. Working Group sessions

On Day 2, you are invited to join a meeting of ten country teams engaged in coordinated research on the effects of the pandemic on higher education in Europe. This will give you insights into how a large-scale European project is conducted.

On Day 3, after listening to the reports from the project's working groups you will be asked to select one working group and join in their activity. You are welcome to continue participation in the working group beyond the end of the course/workshop if you are interested.

Abstracts and Readings

Day 1

What kind of Europe in what kind of Global Context?

Understanding European imaginaries of higher education: The vision from Bologna and Lisbon to Sorbonne (again) and European University Alliances

Andrew Gibson and Sue Wright

Abstract

European-level frameworks for higher education and for research grew out of the Bologna Agreement in 1999 and the Lisbon Strategy of 2000 (Biebuyck 2009). Prior to this, higher education was organised at the national level as ‘public science systems’. But an expanding sense of the concept of ‘Europe’, when compared with competitors such as China and the United States, meant that ‘the existing landscape of research in Europe was perceived as a fragmented one’ (Hoenig 2018). In response to this perceived threat from global competitors, the Europe of Knowledge, consisting of the European Research Area (ERA) and European Higher Education Area (EHEA) was established in 2000, along with the foundation of the European Research Council (ERC) (Luukkonen 2014). The Organisation for Economic Cooperation and Development (OECD) and the European Commission formulated a vision of a fast approaching future in which the world would be organised as a Global Knowledge Economy. They set the policy agenda for reforms to make the Europe of Knowledge the regional model for success in this new economy; one that would set the pace for the organisation of the knowledge economy in other world regions. When this idea faded, and following a speech by President Macron at the Sorbonne in 2017, the EU embarked on creating European University Alliances. These are the centre piece of a new phase of the European Higher Education Area, and one which renews attempts to make connections between the EHEA, the ERA and the ‘social agenda’ for strengthening a sense of European identity.

These frameworks and institutions have introduced visions of ‘European’ higher education. This can be understood as a kind of ‘global imaginary’ - or a trans-national one at any rate - a conceptual construction which effects a ‘destabilization of taken-for-granted meanings and instantiations of the national’ (Steger 2009). While it was an element of what was optimistically heralded as a ‘new European imaginary’ (Biebuyck 2009), this new vision did not replace pre-existing, older imaginaries of higher education in Europe and each European country has continued to have its own imaginaries of what higher education and research are for. Taking Ireland and Denmark as two mini-case studies, this session will 1) present some pre-existing and competing imaginaries that the Bologna agreement sought to supplant (Hazelkorn et al. 2015), 2) show how Denmark participated in the international epistemic community that formulated the concept of the global knowledge economy and reformed their

universities to realise that image (Wright 2020), and 3) question whether the European University Alliances will foster a renewed sense of European-ness through a diversity of ‘supranational universities’ (Gunn 2020).

Required readings

Global Imaginaries

Biebuyck, W. (2009). Review Essay: The New European Imaginary. *European Journal of Social Theory*, 12(2), 291–302. <https://doi.org/10.1177/1368431009103712>

Rizvi, F. (2017). Globalization and the neoliberal imaginary of educational reform. *Education Research and Foresight Working Papers no.20*. Paris: UNESCO. <http://repositorio.min55-85edu.gob.pe/bitstream/handle/20.500.12799/5283/Globalization%20and%20the%20Neoliberal%20Imaginary%20of%20Educational%20Reform.pdf?sequence=1&isAllowed=y>

Steger, M. B. (2009). Political Ideologies and Social Imaginaries in the Global Age. *Global Justice: Theory Practice Rhetoric*, 2, 1–17.

Policies

Gunn, A. (2020). The European Universities Initiative: A Study of Alliance Formation in Higher Education. In *European Higher Education Area: Challenges for a New Decade* (pp. 13-30). Springer, Cham.

Hazelkorn, E., Gibson, A., & Harkin, S. (2015). From massification to globalisation: Reflections on the transformation of Irish higher education. In Rafter, Kevin and O'Brien, Mark (eds) *The State in Transition—Essays in Honour of John Horgan*. Dublin: New Island Books (pp. 235-260).

Wright, S. (2020). University Reform: International Policy Making Through a Danish Prism. In Wright, S., Carney, S., Krejsler, J.B., Nielsen, G.B., Ørberg, J. W. *Enacting the University: Danish University Reform in an Ethnographic Perspective*. Dordrecht. Springer (pp. 55-85).

Wright, S. (2021). European Science and Higher Education Policies: Visions and Critical Assessments. *Working Papers on University Reform no. 35*. Copenhagen: Centre for Higher Education Futures, DPU, Aarhus University.

Other references

Broucker, B., Wit, K. De, Verhoeven, J. C., & Leišyte, L. (Eds.). (2019). *Higher Education System Reform: An International Comparison after Twenty Years of Bologna*. Brill Sense.

Hoenig, B. (2018). Structures, mechanisms and consequences of Europeanization in research: how European funding affects universities. *Innovation*, 31(4), 504–522. <https://doi.org/10.1080/13511610.2018.1497479>

Luukkonen, T. (2014). The European Research Council and the European research funding landscape. *Science and Public Policy*, 41(1), 29–43. <https://doi.org/10.1093/scipol/sct031>

Facts and figures on internationalisation, changing trends

The aim of this session is to highlight some of the changes and trends in the internationalisation of higher education. It does not aim to be a comprehensive picture, but depending on available data, it provides examples of four main dimensions of internationalisation. This session will pose a number of questions for participants to consider through the rest of the Workshop/PhD course and to discuss on the final day. E.g. What is international education? How many forms can it take? What are the pedagogical advantages and limitations of different forms of international education? What inequalities does the internationalisation of education produce?

1. Mapping changes in the international flow of students

Cai Wilkinson cai.wilkinson@deakin.edu.au and Julia Richardson julia.richardson@deakin.edu.au, Deakin University, Australia

Abstract

This presentation summarises key trends and dynamics in international flows of higher education students between 2010 and 2020. In particular, we examine changes in the numbers of students going to study at universities in so-called "magnet" countries—including the UK, US, Canada and Australia—for whom higher education is a significant export, and also changes in the origin countries of these students. In doing so, we will pay particular attention to changes in flows of students from China and India as well as attempting to identify emerging education exporters. Finally, we will tentatively discuss how factors including geopolitics, economics and culture may have influenced changes in international student flows over the last decade and suggest questions for further research.

2. Development of regional hubs.

Théotime CHABRE, Sciences Po theotime.chabre@sciencespo.fr and Jimmy Stef, Côte d'Azur University, with Taina Saarinen taina.m.saarinen@jyu.fi

Abstract

Our presentation aims to give a global, macro vision of new regional hubs, while taking a step on the side from “methodological nationalism”. There will be 4 slides, with 4 maps, commented. The first slide will pin the declared education hubs, the countries claiming they are hubs providing strategic plans on the matter. This is the approach taken by Jane Knight, 2013, International education hubs. While most of the students continue to go to OECD countries, there is a growing number of states from other regions (South East Asia, the Gulf, Maghreb, CIS countries, ...) that have ambitions regarding international higher education. We compare these ambitions with the use of foreign-based accreditation providers, as an indication of internationalisation strategies. These declared ambitions are to be put into perspective with actual flows of students. (slide 2, map with student influx.) While some ‘hubs’ do appear, the concrete attractiveness exerted by higher education systems on candidate students is somewhat different from what is planned on paper. Map 3 further shows the hubs from a language perspective, mapping the various languages at play and problematizing the ambiguous and unproblematized role of English.

3. Joint campuses.

Part 1 China: From follower to initiator: A Glance at China's joint campuses at home and abroad

Jie Gao, Danish School of Education, Aarhus University jiga@edu.au.dk

Abstract

The Opening up of China's HE sector to the outside world has different priorities at different historical periods. At the beginning when China just joined the WTO in 2001 the focus is to bring high quality foreign educational resources to attend to the domestic needs. This period witnessed a great expansion of joint campuses in China. After a good decade of gold rush for foreign HEIs in the Chinese HE market, the MOE impose tighter control of quality and gets selective when it comes to the partner HEIs and the level and discipline of the joint programmes. With the start the New Silk Road project the joint campuses take on new roles as diplomatic instruments and Chinese HEIs start to go outside to set up campuses abroad. The figures in this presentation illustrate the evolution of the policies for shaping joint campuses of Chinese HEIs.

Part 2 Uzbekistan: Joint campuses and foreign university branches

Natalya Steane, Aarhus and Coventry Universities steanen@uni.coventry.ac.uk

Abstract

Uzbekistan, a former republic of the Soviet Union, obtained its independence in 1991. For over 25 years the country had not seen any radical reforms in the higher education sector. However, the rapid growth in the number of foreign universities since 2016, indicates that transnational higher education has become the top priority in Uzbekistan's internationalisation strategy for higher education. Moreover, according to Uzbekistan's Development Strategy for 2017–2021 the Government of Uzbekistan is determined to turn Uzbekistan into the educational hub of Central Asia. This presentation will map out which countries globally succeeded in opening their joint campuses and branches in Uzbekistan, thereby showing which part of the world will be dominating Uzbekistan's higher education market share in the near future.

4. Digitalization of international education

Anna Prisca Lohse, Hertie School, Berlin a.lohse@phd.hertie-school.org

Abstract

Digitalisation has become an increasingly relevant topic in higher education, not least due to the Covid-19 pandemic. In this presentation, I will present the different types of virtual learning formats that are currently used in the internationalization of higher education, covering concepts such as COIL, blended learning, virtual mobility, distance learning and MOOCs. Drawing on my fieldwork in France and Germany, I will show some current national programmes that promote the digitalization of internationalization and analyze their target groups as well as pedagogical foci.

Required readings - none

Day 2

A Shifting Global Context: Current Regional Strategies

United States: Defining a New Deal for Higher Education

Chris Newfield chris.newfield@isrf.org

Abstract

United States Defining a New Deal for Higher Education

Chris Newfield

Abstract

The Biden administration wants to get some very destructive trends under control, including the long-term decline of social infrastructure and of public health in the US and the climate crisis around the world. But it will seek to do this by rebuilding and elevating the country's international position, which it defines in conventional terms as the geopolitical supremacy and economic dominance that can jointly sustain the USA's disparate consumption of global resources. The relative wealth and stature of contemporary American research universities derived in the mid-20th century from massive military budgets and the claim of dual use—scientific research led to military power and at the same time to tech-led economic growth. Looking at Biden-era federal higher education policy, I'll identify two trends: (1) a further attempt to invoke the pursuit of geopolitical supremacy as a political rationale to fund technological transformation (now green growth rather than any growth); and (2) the lowering of expectations for mass higher education by focusing on 2-year qualifications and mid-skill employment benefits. I'll suggest problems with both of these moves, and explain why Biden can succeed only if he replaces human capital theory with a theory of higher education as a source of personal development with broad social benefits, including but not limited to the old standard of civic education for the sake of democratic deliberation. I'll describe a better definition of a 'new deal for higher ed' than that one currently in play in Washington, one that would also support a more just international order.

Required readings

Christopher Newfield, 'Budget Justice' *Academe* (Spring 2021)

<https://www.aaup.org/article/budget-justice>

Postsecondary Value Commission, 'Equitable Value: Promoting Economic Mobility and Social Justice through Postsecondary Education' (Gates Foundation, May 2021)

<https://www.postsecondaryvalue.org/reports/> Full report recommended; Executive Summary if pressed for time.

(represents the current state of higher education policy driven by the standard focus on economic outcomes coupled to renewed concern about racial and economic inequality, embedded in the metric of social mobility)

Aashish Mehta and Christopher Newfield, ‘The Purposes and Provisioning of Higher Education: Can Economics and Humanities Perspectives be Reconciled?’ from *The Limits of the Numerical* (University of Chicago Press, forthcoming 2022).

China: Mobilizing Higher Education for China’s Belt and Road Initiative

Jie Gao jjga@edu.au.dk

Abstract

The Belt and Road (B&R) Initiative was proposed by China’s president Xi Jinping in 2013. It intends to promote infrastructure construction, trade and investment, among other activities between China and those countries and regions along the New Silk Road. Though it mainly targets economic and infrastructure-related projects, education and people-to-people exchanges are also high on its agenda. In 2016, the Ministry of Education in China issued the Education Action Plan for the Belt and Road Initiative, as an official document to support the educational practices within the B&R Initiative framework, especially to boost the educational collaboration between China and the New Silk Road countries and regions. The discussion will use the B&R Initiative as a window to showcase the core values (such as harmony, inclusiveness, mutual benefit and win-win outcomes) and discourse (such as ‘a community with a shared future for humanity’) of China’s conceptualising of the future world and its position in it. I will focus on the role designed for higher education in turning such a vision into action and into reality. In short, higher education has been deployed as one of the most important tools in building connection and community between China and the countries/regions on the B&R through educational/research collaboration and People-to-People exchanges. It takes on the multiple roles of network builder (Sino-Foreign Educational Partnerships, Confucius Institutes), training institutions (International campuses, Luban workshops), think tanks, diplomatic agents and service providers.

Required Readings

The original text of the Education Action Plan for the Belt and Road Initiative: <https://eng.yidaiyilu.gov.cn/zchj/qwfb/30277.htm> (if the link doesn’t work for Google chrome, try a different browser)

The British Chamber of Commerce’s unpacking of the Education Action Plan for the Belt and Road Initiative: <https://www.britishchamber.cn/wp-content/uploads/2019/02/Education-on-the-Belt-and-Road-Final-0219.pdf>

Gao, J. 2020 ‘Repositioning China in the Global Education Hierarchy through the Sino-Foreign Educational Partnerships in the Belt and Road Initiative’, in *China and Europe on the*

New Silk Road. Connecting Universities Across Eurasia. Edited by Marijk van der Wende, William C. Kirby, Nian Cai Liu, and Simon Marginson. Oxford: Oxford University Press.
https://dpu.au.dk/fileadmin/edu/Forskning/Working_papers/Working_paper_31_Repositioning_China_in_the_Global_Education_Hierarchy.pdf

The book: *China and Europe on the New Silk Road. Connecting Universities Across Eurasia.* (most chapters available on Google books)

<https://books.google.dk/books?id=Z5r9DwAAQBAJ&pg=PA178&lpg=PA178&dq=MOE,+2016b.+Education+Action+Plan+for+the+Belt+and+Road+Initiative.+Last+accessed+on+28+December+2019+<https://eng.yidaiyilu.gov.cn/zchj/qwfb/30277.htm>.&source=bl&ots=iyNJreQqnd&sig=ACfU3U3C2UFNgPyflvL9FHQx7-WzJmdtmw&hl=en&sa=X&ved=2ahUKEwjqffQ26LwAhUOgP0HHd-HCVUQ6AEwAHoECAEQAw#v=onepage&q&f=false>

India: Covid-19 and the role of India's scientific diaspora for Indian science policy

Jakob Williams Ørberg jakoboerberg@gmail.com

Abstract

The second Covid-19 wave is ravaging India with immense human suffering in its wake. In the midst of the Indian response to the disaster stands the Indian government institution, the Principal Scientific Advisor to the Government of India who leads science-based policy actions across the Indian union government. That institution is thrust into the centre of a wave of scientific debate about India's pandemic preparedness and the virus trajectory. The debate is global in the sense of being conducted by scientists from universities across the UK, USA, Canada and India, but it is also decisively Indian. The debating scientists are almost exclusively of Indian origin and most often draw on local Indian anecdotal evidence in their arguments. The great global Indian scientific diaspora is finally expressing itself as a community engaged in the realities of India. What government policies have aimed to bring forth for two decades, the horrors of the pandemic have actualized.

In the context of the current pandemic, this presentation discusses India's relationship to its scientific diaspora and the role this diaspora plays in current policies to establish India as a technological and scientific global power. Two comprehensive policies are under implementation, the 2020 National Education Policy and the 2021 Science Technology and Innovation Policy. Both explicitly recast India's global geopolitical status through their reconceptualization of higher technical education and of science and innovation. Both hark back to the Indian constitution and its emphasis on the building of a 'scientific sentiment' in society to engender a developed India, but they further build on this dictum to reimagine India's global role as a science and innovation-driven society immersed in a global knowledge economy. They envisage India as taking a leading role in that economy, both complementary to and in competition with imagined frontrunner economies such as China, EU, Korea and USA.

Along with the two policies and their political imaginaries for India's global role and the country's technology and innovation-based transformation, there have also been a number of policy initiatives to leverage the Indian scientific diaspora - the erstwhile 'brain drain' – as a driver in India's move towards global centrality. An online community platform chaired by the minister of science has been created for the diasporic scientists, just as schemes to (partly) repatriate them into Indian universities have been developed. The paper especially investigates one recent instrument, which targets the diaspora to lead technology-transfer and 'indigenisation' programs meant to bring cutting-edge technology to India and adapt it to Indian conditions. Members of the scientific diaspora are seen as key accelerators of the technological transformation imagined in policies.

Required readings

India's new STI policy [Download](#)  STIP 2021

New Education Policy 2020 – read only university pages

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

I also recommend listening to this debate between the Indian Minister of Foreign Affairs, Dr. Jaishankar, the Principal Scientific Advisor to the Government of India, Professor Vijayaghawal and a representative from Bill and Melinda Gates Foundation about India's global role after Covid. The debate was recorded shortly before the onset of the second wave in Delhi:

Vaccine diplomacy and India's role in the world as driver of SDG focused development in global south: https://www.youtube.com/watch?v=I46C_wFkH8c

As an introduction to the political role of India's highly skilled diaspora in Indian political imaginaries, please read the following chapter:

Amrute, S. (2010). The 'New' Non-Residents of India: A Short History of the NRI. In D. Nayyar (Author) & A. D'Costa (Ed.), *A New India?: Critical Reflections in the Long Twentieth Century* (pp. 127-150). Anthem Press. doi:10.7135/UPO9780857286529.008

A critique of STA 2921:

Mehra, Anurag 2021 [New Draft S&T Policy Overestimates India's Aptitude, Potential for Science Success - The Wire Science](#)

Extra resources:

Links to three government initiatives, which I will mention in the presentation:

First meeting between India government and Scientific Diaspora:

<https://pib.gov.in/PressReleasePage.aspx?PRID=1671213>

Global scientific diaspora focused global technology acquisition and indigenization drive:

<https://thesciencepolicyforum.org/initiatives/eti/>

Example of ecology focused Indian network to set global research agenda

<https://www.echonetwork.in/>

Day 3

Dominant and alternative internationalisms

Rankings and the Reshaping of International Higher Education and Global Science: A Conceptual Framework

Ellen Hazelkorn

Abstract

Over the past decades, globalization, massification and internationalization have transformed the higher education landscape. The escalation and intensification of the movement and integration of trade, capital and people across borders has created many new goods and services, cross-border supply chains, markets, and opportunities, further integrating nations into an increasingly competitive yet interdependent world. As the world has become more integrated, higher education has become a global enterprise (Hazelkorn, 2021).

Colleges and universities have deep historical roots in their towns and cities, and nation states are likely to remain the largest investors in public Research & Development, but higher education research and development (HERD) is an open system. Universities are global actors, supported by an expanding global infrastructure, wherein geo-political factors are prominent.

Rankings are part of this trajectory. Their evolution highlights both the changing role and significance of universities as “‘commodities’ on [sic] an international market for ‘eminent’ institutions and scholars” while their shifting formats and methodologies tell us about the changing attitudes to measurability and the values against which universities are measured (Hammarfelt, de Rijcke, & Wouters, 2017).

Global university rankings marked a new and significant stage in the positioning of higher education, research and development (HERD) at the centre of the global economy and geopolitics. They became an indicator of university reputation and status and a framework through which to better understand national competitiveness in a world in which knowledge and talent reign supreme. There have been notable changes to higher education policy as a result. The concept of “world-class” took on an over-sized meaning (Altbach, 2003), reinforced by “excellence initiatives” (Salmi, 2017) which varyingly sought to strengthen and uplift a small number of (elite) universities and prioritise research over teaching with corresponding changes to faculty recruitment and targeting high-achieving students (Salmi, 2009).

By holding up a mirror to universities and nations, rankings have helped reframe relations between and within nations. Today, the dramatic shift from a unipolar higher education world, dominated by the U.S., to a multipolar one in which more than 40 countries actively participate has been one of the most significant developments and tells us almost everything we need to know about the basis of geopolitical tensions today. By operating outside of

traditional structures, they have become one of the “missing institutions” of globalisation (Nayyar, 2002)

This paper will discuss the transformation of higher education from being a local institution with strong links to its city or regional benefactors to one of geopolitical significance for individuals and nations, and the implications of these dynamics on higher education and science, and society.

Required readings

Brankovic, Jelena, Ringel, Leopold and Werron Tobias. (2018). How Rankings Produce Competition: The Case of Global University Rankings (Wie Rankings Konkurrenz produzieren: Am Beispiel globaler Universitätsrankings) *Zeitschrift für Soziologie* 47(4): 270–288.

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Alternative Internationalisms: moving beyond dominant imaginaries of “the international” in higher education

Taina Saarinen and Andrew Gibson

Abstract

This session draws on the work of the ‘Alternative Internationalisms’ working group, and builds on and responds to the work in previous sessions that outlined accepted and dominant ‘imaginaries’ of higher education. The field of internationalization of higher education has often been presented as an unproblematic ‘unconditional good’ (Morley & al. 2018) and criticized for perpetuating existing understandings and, consequently, existing structures of higher education (Lee & Stensaker 2021).

The approach taken in this session will be the ‘queering’ and ‘weirding’ of international higher education in order to open up the possibility of a space which dominant conceptualisations exclude. This implies that it is useful to consider the material conditions underlying the disciplinary study of an area, which allows for a critique of the very approach taken (queer studies and theory, Brim, 2020). Considering these material conditions allows us to see existing, dominant scholarship as contingent, rather than as the only way we can think about higher education.

Having created room for rethinking what international higher education can be, the research which members of this working group will present starts from existing conceptualisations of international higher education, and moves beyond these. Topics that will be considered through the lens of ‘alternative internationalisms’ include: decolonizing higher education studies (see Bhambra et al. 2018); social justice, community outreach and higher education; short-circuiting distinctions between macro and micro for finding new analytic approaches.

Required readings

Bhambra, G., Gebrial, D. & Nişancıoğlu, K. (2018) Introduction: Decolonising the university? In Bhambra, G., Gebrial, D. & Nişancıoğlu, K. (eds.) Decolonising the university. Pluto Press, 1-5. <https://library.oapen.org/handle/20.500.12657/25936>

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