Convergence and divergence in the internationalisation of higher education

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Introduction

- CHEPS
- Internationalisation of higher education
- Convergent practices
- Divergent practices
- Implications
- Theoretical understanding
- Questions & discussion
CHEPS

- CHEPS (est. 1984)
- 12 researchers plus PhD candidates
- Policy-oriented research (basic + applied), consultancy, and teaching (Public Admin/ European Studies)
- Research topics:
  - Governance
  - Quality
  - Management & Organisation
  - Funding of higher education (at the level of the national/supranational/institutional level)
Internationalisation of higher education

Internationalisation

Internationalisation strategy
- General strategy
- Type of HEIs
- USPs
- Focus countries
- Goals (e.g. soft power)
- Data collection

Accessibility
- Visa policies
- Fees

Mobility
- Incoming mobility policies students / staff
- Outgoing mobility policies / students / staff
- Short / long terms mobility
- Language courses
- Branch campuses

Facilities
- Housing
- Integration
- Safety
- Living costs
- Fee waivers

Affordability
- Tuition fees
- Scholarships
- Living costs
- Fee waivers

International orientation
- International staff
- Courses in English
- International classroom
- International curriculum
- International research
- International networks

Quality
- Reputation
- Code of conduct
- Certificates

Promotion
- Availability information
- Focus countries (recruitment and research)
- Rankings
- International standards
- Recruitment policies

Employability
- Work opportunities after study
- Work opportunities during study
- Recognisability degrees

New forms of internationalisation
- Digital learning (MOOCs)
- Joint programmes
- Transnational education

Universities of Twente
Internationalisation of higher education

- Key dimensions and aspects
  - Education: joint programmes, international class room
  - International orientation: cooperation (MOUs), networks
  - Quality: reputation (rankings)
  - Mobility: outgoing / incoming / long term / short term / students / staff
Trends in internationalisation of higher education

- Many MOUs between universities
- International University Networks

Cumulative growth of international inter-university networks by number and year (extracted of Denman, 2002).
Trends in internationalisation of higher education

<table>
<thead>
<tr>
<th>Network</th>
<th>Est.</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Alliance of Research Universities (IARU)</td>
<td>2006</td>
<td>International (global)</td>
</tr>
<tr>
<td>Academic Consortium 21 (AC21)</td>
<td>2002</td>
<td>International (global)</td>
</tr>
<tr>
<td>Universitas 21</td>
<td>1997</td>
<td>International (global)</td>
</tr>
<tr>
<td>International Network of Universities (INU)</td>
<td>1998</td>
<td>International (global)</td>
</tr>
<tr>
<td>Worldwide Universities Network</td>
<td>2000</td>
<td>International (global)</td>
</tr>
<tr>
<td>European Consortium of Innovative Universities (ECIU)</td>
<td>1997</td>
<td>Regional (European)</td>
</tr>
<tr>
<td>ASEAN European Academic University Network (ASEAN-UNINET)</td>
<td>1994</td>
<td>International (Euro + SE Asia)</td>
</tr>
<tr>
<td>League of European Research Universities (LERU)</td>
<td>2002</td>
<td>Regional (Europe)</td>
</tr>
<tr>
<td>Coimbra Group</td>
<td>1985</td>
<td>Regional (Europe)</td>
</tr>
<tr>
<td>The Europaeum</td>
<td>1992</td>
<td>Regional (Europe)</td>
</tr>
<tr>
<td>International Research Universities Network (IRUN)</td>
<td>2006</td>
<td>Regional (Europe)</td>
</tr>
<tr>
<td>IDEA League</td>
<td>1999</td>
<td>Regional (Europe)</td>
</tr>
<tr>
<td>UNICA: Network of Universities from the Capitals of Europe</td>
<td>1990</td>
<td>Regional (Europe)</td>
</tr>
<tr>
<td>Utrecht Network</td>
<td>1987</td>
<td>Regional (Europe)</td>
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<tr>
<td>European University Association</td>
<td>2001</td>
<td>Regional (Europe)</td>
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<tr>
<td>CESAER (Conference of European Schools for Advanced Engineering Education and Research)</td>
<td>1990</td>
<td>Regional (Europe)</td>
</tr>
<tr>
<td>Santander Group</td>
<td>1989</td>
<td>Regional (Europe)</td>
</tr>
</tbody>
</table>
Trends in internationalisation of higher education

- Mobility students

Chart C4.b. Long-term growth in the number of students enrolled outside their country of citizenship (1975-2012)

Growth in internationalisation of tertiary education (in millions)


Pressures pushing for internationalisation

- Globalisation
- Demographic changes
- Comparative data (in league tables, bibliometric and employability statistics)
- Technologies making new forms of internationalisation possible
- Emergence of new actors (e.g. standard setting activities of international organisations, such as OECD, EU)
  - Agentification of internationalization
  - Different actors: different interests and rationales
Implications for higher education institutions

- Prepare students for the 21st century: right skills (i.e. 21st century skills), sustainable employment in a globalised world.
- Collaborate with other institutions around the world on research, education and valorisation so solve the grand challenges facing the world.
- Compete with other institutions around the world for funding and students.
- High degree of convergence in approaches to internationalise higher education.
Rationales for internationalisation

- Four categories of rationales (De Wit, 1999 & 2009):
  - Academic: quality and cooperation
  - Social/cultural: global challenges, mutual understanding, global citizenship
  - Political: public diplomacy and soft power
  - Economical: workforce development, short-term & long-term economic gains, economic competitiveness
Convergent practices to internationalisation

- Internationalisation strategies
- Focus on mobility
- Employability
- Reputation
- Economic gains
- Promotion strategies and target countries
Internationalisation & promotion strategies

Outline of the Student Exchange System
Study in Japan and Abroad

2008
Student Exchange Office, Student Services Division, Higher Education Bureau
Ministry of Education, Culture, Sports, Science and Technology, Japan (MEXT)

Study in Canada

Study in France

Study in England

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Convergent practices to internationalisation

- Implications:
  - Convergence of ideas and aspirations
  - Convergence of external pressures
  - Convergence in legislation, organisation / institutional structures and policy design
  - Convergence around ‘policy rhetoric’
  - Convergence around policy practice and implementation

- Competition on same market with similar approaches to internationalisation
- Political & Economical rationales are becoming dominant
Divergent practices to internationalisation

- Migration regulations
- Employment
- Tuition fees
- Language policies
- Governance and autonomy
- Divergent priorities
- Mobility
- International or national interests
- Nature of knowledge
Divergent practices to internationalisation

- Reflection
  - Policy barriers to internationalisation
  - Is internationalisation the true intent of governments?
What are the implications?

- Governance
- Goal and funding of higher education
- Idiosyncrasies of higher education systems
- Rethinking external quality assurance and external influence on governance boards
- Clear hierarchies in international higher education: winners and losers?
- Are higher education systems truly becoming international?
- How will the international higher education landscape look?
Theoretical understanding

- Not the first to notice the supremacy of the economic rationale to internationalisation
  - Trondal et al., 2001
  - Stensaker at al., 2008
- How can we understand the convergence in internationalisation practices
  - Europeanisation
  - World-Polity Theory
Theoretical understanding

- How can we understand divergence in internationalisation practices?
  - Adherence to internationalisation particularly for legitimacy purposes
  - Part of higher education’s garbage can model
- How can we understand the possible end result of internationalisation: winners and losers
- Central place theory: market hierarchies
  - Limited number of central places (i.e. centres for international higher education)
  - Second order centres for international higher education (the periphery)
Questions & Discussion
References

- De Wit, H. (2009). Internationalization of higher education in the United States of America and Europe. IAP.
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