

# **Impact of Globalisation on Internationalisation of Universities**

Tamara Dagen and Danica Fink-Hafner

Založba FDV  
Ljubljana, 2019

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Book series JAVNE POLITIKE  
Editor: Danica FINK-HAFNER

Publishers: Fakulteta za družbene vede,  
Založba FDV, Ljubljana, 2019

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Peer review: Dr Urška Štremfel and Dr Damjan Lajh  
Translation: mr. sc. Martina Mencer Salluzzo, prof.  
Language editing: Joseph Edward Salluzzo, prof. / Salluzzo d.o.o.  
Cover design: Janko Testen  
Printed by: Cicero d.o.o.

Print on demand.

CIP - Kataložni zapis o publikaciji  
Narodna in univerzitetna knjižnica, Ljubljana

378.4.014.24  
005.44:378

DAGEN, Tamara

Impact of globalisation on internationalisation of universities /  
Tamara Dagen and Danica Fink-Hafner ; [translation Martina Mencer Salluzzo].  
- Ljubljana : Fakulteta za družbene vede, Založba FDV, 2019. -  
(Book series Javne politike)

ISBN 978-961-235-885-3  
1. Fink-Hafner, Danica  
COBISS.SI-ID 300202752

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## List of acronyms

AAQ	Swiss Agency of Accreditation and Quality Assurance
ACUNS	Academic Council on the United Nations System
AIEA	Association of International Education Administrators
ANECA	La Agencia Nacional de Evaluación de la Calidad y Acreditación
AQ Austria	Agentur für Qualitätssicherung und Akkreditierung Austria
AQA	Austrian Agency for Quality Assurance (up to 2012)
ASEA-UNINET	ASEAN European Academic University Network
AUIP	Asociación Universitaria Iberoamericana de Postgrado
CENTRAL	Central European Network for Teaching and Research in Academic Network Liaison
CERN	Conseil européen pour la recherche nucléaire
CHF	Swiss Francs
CH-UNIMOBIL	Swiss mobility programme in higher education (Mobility within Switzerland)
CICODE	Centro de Iniciativas de Cooperación al Desarrollo, Universidad de Granada
CLM	El Centro de Lenguas Modernas de la Universidad de Granada
COLUMBUS	Asociación Columbus



CRUE	Conferencia de Rectores de las Universidades Españolas
CUSO	Conférence universitaire de Suisse occidentale
CWUR	Center for World University Rankings
DG EAC	Directorate-General for Education, Youth, Sport and Culture, European Commission
DRC	Danube Rectors' Conference
EAER	Federal Department of Economic Affairs, Education and Research (Switzerland)
EAIE	European Association for International Education
EC	European Commission
ECTS	European Credit Transfer and Accumulation System
EDK	Swiss Conference of Cantonal Ministers of Education
EEA	European Economic Area
EFLE	Ecole de français langue étrangère, Université de Lausanne
EHEA	European Higher Education Area
ENQA	European Association for Quality Assurance in Higher Education
EPFL	École polytechnique fédérale de Lausanne
EQAR	European Quality Assurance Register
EQF	European Qualifications Framework
ERA	European Research Area
ERAB	European Research Area Board
ERASMUS	European Community Action Scheme for the Mobility of University – Erasmus Programme / Erasmus+ Programme
ERC	European Research Council
ESG	Standards and guidelines for quality assurance in the European Higher Education Area
ETH Zürich	Eidgenössische Technische Hochschule Zürich (Swiss Federal Institute of Technology Zürich)

EU	European Union
EUA	European University Association
EURASIA- PACIFIC UNINET	Network which aims at establishing contacts and scientific partnerships between Austrian universities and other HE and scientific institutions and member institutions in East Asia, Central Asia, South Asia and the Pacific region
<i>Europe 2020</i>	European strategy for smart, sustainable and inclusive growth
Eurostat	Statistical office of the European Union situated in Luxembourg
FDV	Fakulteta za družbene vede, Univerza v Ljubljani (Faculty of Social Sciences, University of Ljubljana)
FFG	Austrian Research Promotion Agency
FNS	Swiss National Science Foundation
FP7	7 <sup>th</sup> Framework Programme for Research and Technological Development (EU)
FWF	Austrian Science Fund
GATS	General Agreement on Trade in Services
GDP	Gross domestic product
HE	Higher education
HEdA	The new Federal Act on Funding and Coordination of the Swiss Higher Education Sector
HEIGLO	Project Higher Education Institutions' Responses to Europeanisation, Internationalisation and Globalisation. Developing International Activities in a Multi-Level Policy Context – HEIGLO Final Report
Horizon 2020	The EU Framework Programme for Research and Innovation
IAU	International Association of Universities
ICT	Information and communications technology
INE	Instituto Nacional de Estadística

IPA	Instrument for Pre – Accession Assistance (EU)
LLP	Lifelong Learning Programme
MOOC	Massive open online course
NAFSA	Association of International Educators
OAQ	Center of Accreditation and Quality Assurance (Switzerland, do 2015.)
OeAD	Österreichischer Austauschdienst
OECD	Organisation for Economic Cooperation and Development
OMC	<i>Open method of coordination</i>
ORION	Ontario Research and Innovation Optical Network
QS	QS World University Rankings
R&D	Research and development
SAR	Scholars at Risk Network
SEMP	Swiss-European Mobility Programme
SERI	State Secretariat for Education, Research and Innovation (Switzerland)
SOCRATES	Educational initiative and programme of the European Commission
STEM	Science, technology, engineering and mathematics
<i>Swissnex</i>	Swiss global network for education, research, and innovation
<i>Swissuniversities</i>	Swiss Conference of Rectors of Higher Education Institutions
UAS	University of Applied Sciences (Fachhochschule)
UGR	Universidad de Granada (University of Granada)
UMAP	University Mobility in Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICA	Network of Universities from the Capitals of Europe
UNIKO	Österreichische Universitätenkonferenz (Universities Austria)

UniL	Université de Lausanne (University of Lausanne)
Univie	Universität Wien (University of Vienna)
UTE	University of teacher education
<i>Vademecum</i>	<i>Internationale Hochschulrankings und ihre Bedeutung für die österreichischen Universitäten</i>

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## About the Authors

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# Acknowledgement

This publication is based on the doctoral thesis of Tamara Dagen, under the mentorship of professor Danica Fink-Hafner, and it has been produced in the framework of the research programme P5-0136, Political Science Research, financed by the Slovenian Research Agency (ARRS).

We are grateful to the two referees, Dr Damjan Lajh and Dr Urška Štremfel, for their invaluable comments on the early version of the book.

We also acknowledge grants Dr Tamara Dagen received for the filed work:

1. Case study research in Austria, at the University of Vienna (Univie), was conducted thanks to the one month research-stay grant for young researchers awarded by the University of Vienna within the partnership agreement between Univie and the University of Zagreb. We especially thank to professor Gerda Falkner, PhD, the Head of the University of Vienna, Centre for European Integration Research, Mag Dr Lucas Zinner, Head of the Univie Research Service and Career Development Department, and other colleagues and officers of the University of Vienna and other institutions for hospitality and help during empirical research.
2. Case study research in Switzerland, at the University of Lausanne (UniL), was conducted with the support of the grant from the Scholarship Fund for doctoral students at the University of Zagreb, Faculty of Political Science. We especially thank professor Jacques Lanarès, PhD, Vice-Rector for quality, human resources and teaching development at the University of Lausanne (2006–2016) and Denis Billotte, Secretary General of the University

Conference of Western Switzerland (CUSO) for their support. We also thank other colleagues and officers of the University of Lausanne and other institutions for hospitality and help during empirical research.

3. Case study research in Spain, in Andalusia, at the University of Granada (UGR), was partially conducted during the stay at UGR within the Erasmus+ mobility grant programme for mobility and training of non-teaching staff of the University of Zagreb. We especially thank professor Dorothy Kelly, PhD, Vice-Rector for International Relations at the University of Granada and Encarnación Collado Cañas from the UGR International Welcome Centre for their support. Also, we thank other colleagues and officers of the University of Granada and other institutions for their hospitality and help during empirical research.

Last but not least, we would especially like to thank professor Melita Kovačević from the University of Zagreb, professor Pavel Zgaga from the University of Ljubljana, and all interviewees, professors and colleagues who helped us at different stages of the research.

# 1 Introduction

The world has been changing dynamically since the beginning of the 1990s. Multiple changes have been encompassed in the term globalisation (Coatsworth, Cole, Hangan, Perdue, C. Tilly, L. Tilly, 2015). In this context universities have been, more than ever in history, impacted by external factors (Knight 1994; Van der Wende 2001a, 2001b; Knight 2008; Kehm 2003; Stensaker, Frølich, Gornitzka and Maassen 2008; Teichler 2009). Universities have become increasingly influenced by global changes, both directly and indirectly. Economic and geopolitical changes (Altbach, Reisberg, Rumbley, 2009) influence policies made at various levels of policy-making, and this has effectively filtered and/or shaped globalisation pressures within particular territorial-political units. These policies include intergovernmental global policies, national policies, and in this part of the world also regional, EU-level, policies (Amaral and Magalhães, 2004; De Wit, 2010; Fink-Hafner and Dagen, 2017). In countries with subnational governments, subnational policies also coexist.

Although education policies are usually considered the domain of nation states, globalisation has increasingly influenced cooperation among national governments at regional as well as global levels (Knight, 1994, 2003a, 2003b; Teichler 2004; Zgaga, Teichler and Brennan, eds., 2013). In the domain of higher education (HE), the supranational policies have thus become very influential. This is particularly visible in processes of Europeanisation, which has evolved as a form of strong regional intergovernmental cooperation. There have been soft laws (also called open method of coordination – OMC) that have impacted HE reforms within the EU and by using EU policy instruments they have reached even beyond EU member

states. The Bologna process has indeed become a regional (European) version of globalisation reaching also non-EU member states (Anne Corbett, 2006, 2011; Guy Neave, 2003, 2009; Guy Neave and Peter Maassen, 2007; Alberto Amaral and António M. Magalhães, 2004).

So far, there has been much research on globalisation and internationalisation of HE (see Dagen et al, 2019; and the theoretical chapter in this book). Peculiar aspects of this book are as follows: 1) it looks at a combination of direct and indirect impacts of globalisation on universities' internationalisation strategies (though various policy levels); 2) it pays particular attention to the role of the EU as a unique regional political system producing not only policies within the EU, but also impacting HE policies globally, beyond EU borders; and 3) it takes into account the impact of long-term national traditions on global positioning of a particular country in which a university is located.

The research primarily focuses on universities' responses to the complex web of policies impacting the grass-roots (university) level. More precisely, university internationalisation strategies were observed and recorded from a bottom-up perspective – perspective from the university level. This includes both external pressures and policies as well as internal (university) policies/strategies aimed at ensuring the survival and success of a university in such a complex environment.

There have also been other authors who recognised the importance of university environments, which they call 'the context'. Vink, Benson, Boezeman, Cook, Dewulf, Termeer (2015) in their comparative research on initiatives in deliberate management processes and acceptance of new policies in the field of climate changes use the concept of the context analysis. It takes into account that impact of different countries' traditions on public policies. This research analyses the impact of national contexts by comparing three countries (Austria, Switzerland and Spain) and three public universities in these countries (Univie, UniL, UGR). Furthermore, traditions of the studied countries, which root in their global roles in history, were also taken into account. More precisely, the main focus of the research was the potential path dependence of former globalisation patterns (including colonisation and the existence of multinational states with a particular nation being the ruling one) on the current internationalisation strategies of universities settled in former

colonial metropolises (Spain), ruling nations of multinational states (Austria) and countries operating in the global system without particular bonds to multinational states or colonialism (Switzerland).

Since the beginning of the 1990s the economy has globalised in a way that the international economic crisis become global, and thus the potential influence of the international financial and economic crisis on HE policies and university strategies of internationalisation has also been considered (see e. g. Varghese, 2009; Filippetti and Archibugi, 2011; Long, 2014; Geiger, 2015; Alexiadou, 2016). The fact the financial and economic crisis may influence HE policies and university strategies of internationalisation directly and/ or indirectly (filtered by EU-level, national and subnational policies) was taken into account.

The research had two main objectives:

1. To analyse the factors that determine and redefine the characteristics of internationalisation at public universities and the direct influence of globalisation, especially the financial and economic crisis, on different aspects of internationalisation through university policies;
2. To analyse how national context (tradition, culture, historical role of state/government in the country in which university is located) 'filters' globalisation pressure and determines the influence of the financial and economic crisis on national characteristics.

**This book searches for the answers to the following main research questions:**

1. What influences that some public European universities recognise internationalisation as their comparative advantage and turn to the global notion of internationalisation (not just within the EU framework)?
2. Is there a relation between the international financial and economic crisis and processes of internationalisation in the field of HE? What are the causal relations among them? Does the economic and financial crisis influence policies in this field at all levels (global/ European/ nation/ university)?
3. Can the leading role of a nation state in the past, as well as its culture and tradition, influence the development of strategic niches of internationalisation of particular universities?

The main thesis of this research is that through the change of the global paradigm in higher education public universities increasingly turn to development of international activities (e.g. Knight, 2008; Teichler, 2009; Kehm, 2003; Van der Wende, 2001a, 2001b). In those activities universities chose different specific strategies (niches) of internationalisation. Following the literature and research in the field of other public policies, e.g. policies of climate change (Vink, Benson, Boezeman, Cook, Dewulf, Termeer, 2014) and policies of energy related to the problem of new nuclear power plants (Baker and Stoker, 2016, et al.), it is possible to connect differences between specific national and subnational policies to the characteristics of the context. A similar approach will be applied when analysing the connection between different strategies of internationalisation chosen by public universities and their countries' traditions.

In the theoretical-methodological chapter the research model is presented in more detail. It shows how globalisation is expected to impact internationalisation of universities; which factors are expected to interfere with the globalisation-university linkage; and how and why internal university characteristics are expected to matter for internationalisation of universities.

### **Definitions: internationalisation, globalisation, Europeanisation**

As there are many publications on HE that define internationalisation, globalisation and Europeanisation differently (for an overview see Dagen et al., in print) for the purpose of this research we use the thin definitions of these terms as were developed in the frame of research conducted by Tamara Dagen, Danica Fink-Hafner, Mitja Hafner-Fink, Meta Novak and May Doušak at the Faculty of Social Sciences, University of Ljubljana (Dagen, Fink-Hafner, Hafner-Fink, Novak, Doušak, 2017a, 2017b). These definitions are as follows:

- Globalisation in higher education encompasses processes of worldwide social connecting over and across borders in higher education. It includes transnational HE connections dis-embedded from the national context, depending on rising global competition and new technologies used globally.
- Internationalisation in higher education is a steerable process of greater cooperation and cross-border formal relations between states, institutions and organisations. It includes an international

and/or global dimension in teaching, research, service functions, purpose and delivery of HE.

- Europeanisation in higher education, in a broader sense, is part of globalisation in HE.
- Europeanisation in higher education, in a narrow sense, is the processes of internationalisation in HE based on policy making and implementation in frame of the EU.

### **Structure of the Book**

The next section first outlines the theoretical-methodological framework, then gives more detailed insight into the main methodological approach – comparative case study. In line with the research model, particular parts of research and accompanying findings are presented in separate chapters. There is an overview of the supranational (EU) level HE policy followed by a comparative analysis of national level policies in the three studied countries (Austria, Switzerland, Spain), and finally a comparative analysis of the three universities (University of Vienna, University of Lausanne, University of Granada) and their internationalisation strategies.

A separate chapter is devoted to a systematic direct comparison of the three universities' internationalisation policies/strategies. The overall research model includes the analysis of following impacts: 1) globalisation pressures, including the impact of the recent international financial and economic crisis; 2) international factors; 3) national factors, and 4) university level factors. In the concluding chapter we comment on the findings, their contribution to studying impacts of globalisation on universities, and recommend the venues for further research.





## 2 Theoretical-Methodological Framework

Although according to the opinion of many researchers universities have historically been among the most globalised institutions (Marginson and Considine, 2000: 8), they have been especially under the pressure of the last wave of globalisation (Luiten-Lub, 2007; Luiten-Lub, Van der Wende, Huisman, 2005). The changes influenced by globalisation tend to include the following: increased competitiveness, high importance of rankings, new forms of international activities, use of new communication technologies in teaching and learning, new strategic determinants and policies, new organisational and governance models, the search for alternative and additional sources of financing due to the decrease in public funding, the development of new concepts and activities with an international dimension, the establishment of new partnerships, the development of various models for international collaboration, etc. (Knight, 1994; P. Scott, 1998a, 1998b; Van der Wende, 2001a, 2001b; Van Vught, Van Der Wende and Westerheijden, 2002; de Boer and Goedegebuure, 2003; Teichler, 2004; Bleiklie and Kogan, 2007; Maassen and Olsen, Eds., 2007; Van der Wende, 2007; Knight, 2008; Altbach, Reisberg, Rumbley, 2009; Dobbins and Knill, 2009; Shams and Huisman, 2012; Zgaga, Teichler, Brennan, 2013; Elmes, 2017; etc.).

Based on the theoretical framework presented below, a research model was developed (Figure 1) that would help us grasp the impact of globalisation on universities' internationalisation strategies. The model presented in the section on methodology includes factors from several levels: supranational (global and EU level), national, and university levels. This research analyses internationalisation strategies of