

**University of Ljubljana**  
**Faculty of Education**



CENTRE FOR  
EDUCATIONAL POLICY STUDIES

**International DEP Colloquium:  
The Future of (European) Higher Education**

**A selection of papers from the international seminar**



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EDUCATIONAL POLICY STUDIES

## **International DEP Colloquium: The Future of (European) Higher Education**

**A selection of papers from the international seminar**

**6. – 9. May 2010, Ankaran**

### **Organisational Committee:**

Pavel Zgaga

Janja Komljenovič

Bastian Baumann

The international seminar was organised within the research project DEP (Differentiation, equity, productivity: consequences of the expanded and differentiated higher education systems from the internationalization aspect) performed by CEPS – Faculty of Education, University of Ljubljana, and financed by the Slovenian Research Agency (ARRS).

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## TOPICS

### I. Bologna Process

- What has been achieved
- Where are we now
- What is expected / predicted to happen
- Its possible impact in the next decade

### II. Global dimension

- The EHEA policy towards other global regions
- Homogeneity and heterogeneity within the EHEA and the "external dimension" (global) cooperation and competition
- Perception of the Bologna Process from other regions and other regionalisation processes

### III. Other influences / developments in EHEA

- Rankings
- EU agenda (besides rankings)
- Funding reforms
- Governance reforms
- Mission setting/changing: entrepreneurial university, research university, university of applied sciences, academic and vocational drifts
- Other changes in the HE landscape
- The role of different actors and stakeholders

### IV. New role of the university

- EHEA has put (supposing) European universities into new circumstances; how could the new circumstances affect their roles and purposes?
- What could be the future of Higher Education in the next decade?

### V. Possible / desired actions

- What needs to be done / could be done to ensure the desired outcomes for the future of HE given the current developments

## AGENDA

**FRIDAY, 7.5.2010**

### **9.30 – 10.30 Introduction to the meeting**

Janja Komljenovič & Bastian Baumann

Pavel Zgaga

### **10.30 – 13.00 Bologna Process – moderator: Klemen Miklavič**

- The achievements and the status quo (Cornelia Racké)
- The future possibilities of the Bologna Process
- The impact of the Bologna Process in the future

*13.00 – 14.30 LUNCH*

### **14.30 – 18.00 Other influences in the EHEA – moderator: Pavel Zgaga**

14.30 – 15.00 - Rankings and classifications (Per Nyborg)

15.00 – 15.30 - EU agenda (David Crosier)

15.30 – 16.00 - Funding & governance reforms (Dionyssis Kladis)

16.00 – 16.30 - The changing mission of universities (Klemen Miklavič)

16.30 – 17.00 - Social dimension (Slavko Gaber)

17.00 – 17.30 - Trends and environments for HE – changed circumstances (Janja Komljenovič)

17.30 – 18.00 - Relevant actors & stakeholders (Vanja Ivosevič)

*18.30 – 20.00 DINNER*

**SATURDAY, 8.5.2010**

**10.00 – 13.00 Global dimension – moderator: Per Nyborg**

- EHEA policy (Pavel Zgaga)
- The external perception of the EHEA; the context of other regionalisation processes (Bastian Baumann)
- (Global) Cooperation and competition
  
- DISCUSSION

*13.00 – 14.30 LUNCH*

**14.30 – 18.00 Future – moderator: Janja Komljenovič**

- New roles of HEIs (Martina Vukasović)
  
- What could be the response to the new developments

**18.00 – 18.30 Closing – moderator: Bastian Baumann**

- Evaluation of the meeting
  
- Next steps and follow-up

*18.30 – 20.00 DINNER*

The Future of (European) Higher Education  
International Workshop  
Ankaran,8 – 9 May 2010

## **“Bologna Process: The achievements and the status quo”**

Cornelia Racké

University of Ljubljana



### The future possibilities of the Bologna Process II

- How to bridge the gap
  - between policy-makers & “grassroots' level”?
  - between talk (communiqués / declarations) and action?

## The impact of the Bologna Process in the future

### **a) within the EHEA**

- HE expansion
- social dimension
- mobility
- LLL
- Funding
- Secondary education

## The impact of the Bologna Process in the future

### **b) in other parts of the world**

- Bologna Process as model for regional cooperation
- EHEA / EHEA countries as partners / competitors
- Mobility flows
- Bologna Policy Forums and follow-up



## **RANKINGS AND CLASSIFICATIONS: Per Nyborg**

**The Future of (European) Higher Education  
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Ankaran,8 – 9 May 2010

# **“Rankings and classifications”**

Per Nyborg

University of Ljubljana



## **The traditional classification**

- Universities:  
Academic education and research
- Colleges:  
Professional training and education

## The Carnegie Classification (1970-76)

- Doctoral-granting institutions
  - research universities I and II,
  - doctoral-granting universities I and II
- Comprehensive universities and colleges (I and II)
- Liberal arts colleges (I and II)
- Two-year colleges and institutes;
- Professional schools and other specialised institutions.

## The Carnegie Classifications (2005)

- Undergraduate Instructional Programs
- Graduate Instructional Programs
- Enrollment Profile
- Undergraduate Profile
- Size and Setting
- The Basic Classification

**Data source: US Department of Education - IPEDS**

## Example (Iowa State University)

Public, Enrollment 26,380

### **Classification Categories**

Undergraduate Instructional Program: Professions plus arts & sciences, high graduate coexistence

Graduate Instructional Program: Comprehensive doctoral with medical/veterinary

Enrollment Profile: High undergraduate

Undergraduate Profile: Full-time four-year, more selective, higher transfer-in

Size and Setting: Large four-year, primarily residential

Basic: Research Universities (very high research activity)

Other RU with very high research activity and similar graduate programs

- [Boston University](#)
- [Brown University](#)
- [Case Western Reserve University](#)
- [Columbia University](#)
- [Cornell University](#)
- [Duke University](#)
- [Emory University](#)
- [\[Florida State University\]](#)
- [\[Georgetown University\]](#)
- [Harvard University](#)
- - - - (62 in all)

## Shanghai Ranking

- alumni winning [Nobel Prizes](#) and [Fields Medals](#) (10 %),
- staff winning Nobel Prizes and Fields Medals (20 %),
- [highly-cited researchers](#) (20 %),
- articles published in [Nature](#) and [Science](#) (20 %),
- the [Science Citation Index](#) and the [Social Sciences Citation Index](#) (20 %),
- the per capita academic performance of the institution (10 %).

## Times HE Rankings

- Peer Review Score (40%)
- Recruiter Review (10%)
- International Faculty Score (5%)
- International Students Score (5%)
- Faculty/Student Score (20%)
- Citations/Faculty Score (20%).

# U-Map

The European Classification of Higher Education Institutions

- Teaching and learning profile
- Student profile
- Research involvement
- Involvement in knowledge exchange
- International orientation
- Regional engagement

## U-Map: Teaching and learning profile

- Degree level focus
- Range of subjects
- Orientation of degrees
- Expenditure on teaching

## U-Map: Student profile

- Mature students
- Part-time students
- Distance-learning students
- Size of student body

## U-Map: International orientation

- Foreign degree seeking students
- Incoming students in international exchange programmes
- Students sent out in international exchange programmes
- International academic staff
- International sources of income in the overall budget of the institution

## U-Map: Research involvement

- Peer reviewed publications
- Doctorate production
- Expenditure on research

## U-Map: Knowledge exchange

- Start-up firms
- Patent applications filed
- Cultural activities
- Income from knowledge exchange activities

## U-Map: Regional engagement

- Graduates working in the region
- First year bachelor students from the region
- Importance of local/regional income sources

## U-Map: Data sources?

- Institutions ?
- National registers ??
- EU Commission / Eurydice ???
- A separate organisation ????



## **RANKINGS AND CLASSIFICATIONS (written input): Per Nyborg**

Background: Transparency in the Bologna Process

“--- we wish to establish a European Higher Education Area based on the principles of quality and transparency” (Bergen communiqué]

- Transparency of the degree system
- Information
- Diploma Supplement
- ECTS
- National qualification systems

Multidimensional transparency tools: Lisbon Strategy / Bologna Process

Leuven Communiqué:

- To providing more detailed information about HE institutions to make their diversity more transparent;
- relating closely to the principles of the Bologna Process, in particular quality assurance and recognition;
- based on comparable data and adequate indicators to describe the diverse profiles of HE institutions and their programmes.
- BFUG shall monitor the development of the transparency mechanisms.

Classification or ranking?

Classification

Categorisation based on empirical descriptions of similarities and differences using a chosen set of dimensions and indicators. Institutions will be placed in one of several categories.

Ranking

Aggregating a chosen set of indicators by giving a particular weight to each indicator and calculating the outcome for each institution. Then institutions can be compared and ranked, globally or within a category.

To be used by (?)

- individuals,
- institutions,

- employers,
- national authorities,
- international organisations

#### The traditional classification

- Universities: Academic education and research
- Colleges: Professional training and education

#### The Carnegie Classification (1970-76)

Five main categories of institutions:

- doctoral-granting institutions
  - o research universities I and II,
  - o doctoral-granting universities I and II
- comprehensive universities and colleges (I and II)
- liberal arts colleges (I and II)
- two-year colleges and institutes;
- professional schools and other specialised institutions.

I and II being indicators of size (federal support, PhDs awarded, student enrolment)

Later changes, but institutions were until 2005 classified on the basis of their research and teaching objectives, levels of degrees offered, their size and their comprehensiveness.

#### The Carnegie Classification (2005)

The Carnegie Classification system was revised extensively in 2005. Five classification schemes were added, and a major revision was made to the traditional classification (now referred to as the Basic Classification). The six all-inclusive classifications are:

- Undergraduate Instructional Program Classification
- Graduate Instructional Program Classification
- Enrolment Profile Classification
- Undergraduate Profile Classification
- Size and Setting Classification
- Basic Classification

Data source: US Department of Education - IPEDS

## Example (Iowa State University)

Enrollment 26,380

Classification Category

Undergraduate Instructional Program: Professions plus arts & sciences, high graduate coexistence

Graduate Instructional Program: Comprehensive doctoral with medical/veterinary

Enrollment Profile: High undergraduate

Undergraduate Profile: Full-time four-year, more selective, higher transfer-in

Size and Setting: Large four-year, primarily residential

Basic Research Universities (very high research activity)

If you ask for other research universities with very high research activity and similar graduate programs, the Carnegie Classification gives you a list of 62 institutions, the first ten in alphabetical order being Boston, Brown, Case Western Reserve, Columbia, Cornell, Duke, Emory, Florida State, Georgetown and Harvard (eight of ten in the Shanghai list).

In the Basic Classification, institutions are included in the category Doctorate-granting Universities if they award at least 20 doctorates in a given year. Doctorate-granting institutions are assigned to one of three categories based on a measure of research activity. Institutions are included in the category Master's Colleges and Universities if they award at least 50 master's degrees, but fewer than 20 doctorates in a given year, they are included in the category Baccalaureate Colleges if bachelor's degrees account for at least 10 percent of all undergraduate degrees and they award fewer than 50 master's degrees

## Academic Ranking of World Universities (Shanghai Ranking)

The Shanghai Ranking of 100 universities out of a group of 1200 HE institutions compares research of these institutions according to a formula that takes into account

- alumni winning Nobel Prizes and Fields Medals (10 %),
- staff winning Nobel Prizes and Fields Medals (20 %),
- highly-cited researchers (20 %),
- articles published in Nature and Science (20 %),
- the Science Citation Index and Social Sciences Citation Index (20 %),

- the per capita academic performance of the institution (10 %).

### Times Higher Education World University Rankings

Times Higher Education Rankings of 200 (600) HE institutions look at each institution's research, research training, teaching and employability, using the following ranking weights:

- Peer Review Score (40%)
- Recruiter Review (10%)
- International Faculty Score (5%)
- International Students Score (5%)
- Faculty/Student Score (20%)
- Citations/Faculty Score (20%).

### U-Map – A European Classification of Higher Education Institutions

At a 2004 Bologna Seminar on policies for mobile students (organised by the Dutch Ministry of Education), a pilot for a European typology of institutions was introduced, the idea being to

increase the transparency of Europe's more than 3000 HE institutions. The further work on this project by CHEPS et al, supported by the EU Commission, led to a final U-Map report in early 2010, fitting well into the Leuven request for a multidimensional transparency tool.

The U-Map project has selected six dimensions for classifying HE institutions, for each dimension 3-5 context indicators were identified:

#### Teaching and learning profile

- Degree level focus
- Range of subjects
- Orientation of degrees
- Expenditure on teaching

#### Student profile

- Mature students
- Part-time students
- Distance-learning students

- Size of student body

#### Research involvement

- Peer reviewed publications
- Doctorate production
- Expenditure on research

#### Involvement in knowledge exchange

- Start-up firms
- Patent applications filed
- Cultural activities
- Income from knowledge exchange activities

#### International orientation

- Foreign degree seeking students
- Incoming students in international exchange programmes
- Students sent out in international exchange programmes
- International academic staff
- International sources of income in the overall budget of the institution

#### Regional engagement

- Graduates working in the region
- First year bachelor students from the region
- Importance of local/regional income sources

Do the BFUG and the Bologna Ministers really want to take responsibility for a particular classification scheme? Do they have the competence, what can they do? Operating such a system requires competence, resources, and a Europe-wide information system with compatible data relating to all HE institutions in Europe. A separate organisation must be established, it will need legitimacy and financial backing. The establishment of a European Classification will be up to the EU Commission, but the Commission may need the moral support of the Bologna Ministers.

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**“Focus on higher education 2010:  
The impact of the Bologna Process”**

David Crosier

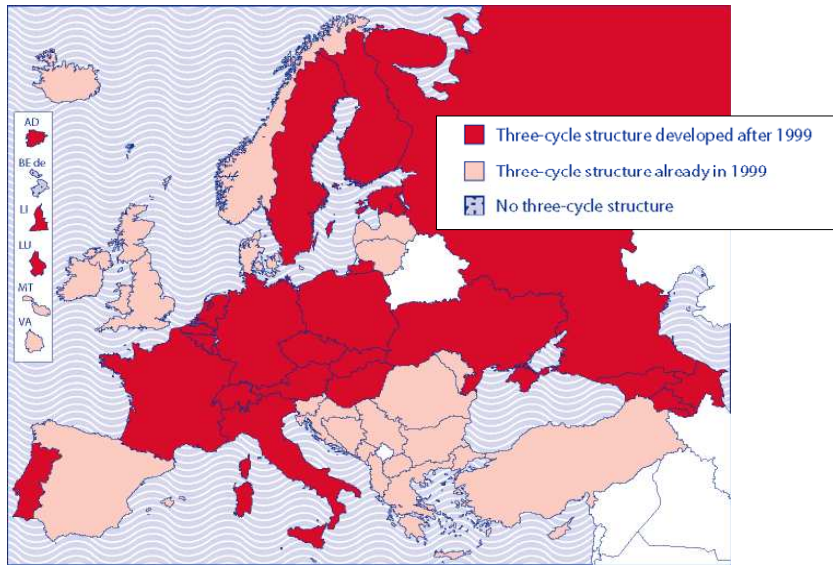
University of Ljubljana



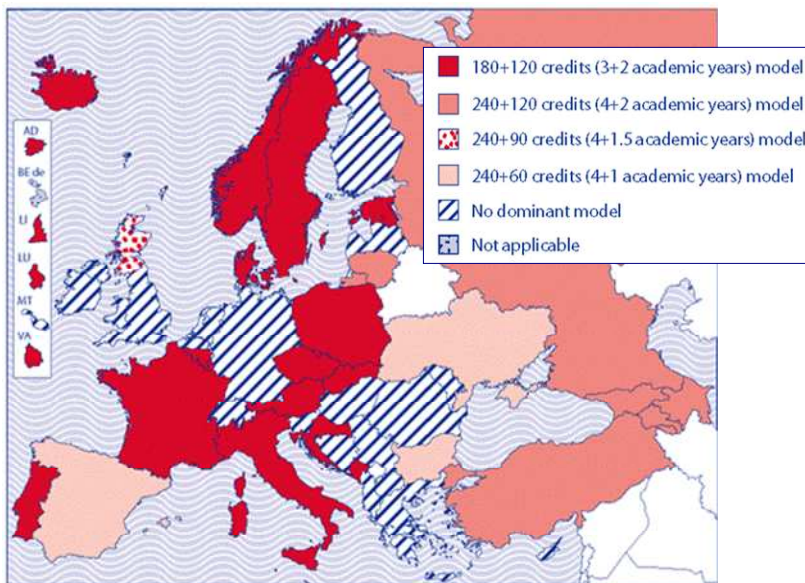
**Scope and purposes of the  
study**

- EHEA at end of the Bologna decade
- Impact of Bologna, taking account of other context factors
- Focus on National system and policy changes
- Key topics: 3 cycle system, Bologna tools, mobility, Quality Assurance, Social Dimension, LLL, impact of economic crisis
- European Overview + National Information

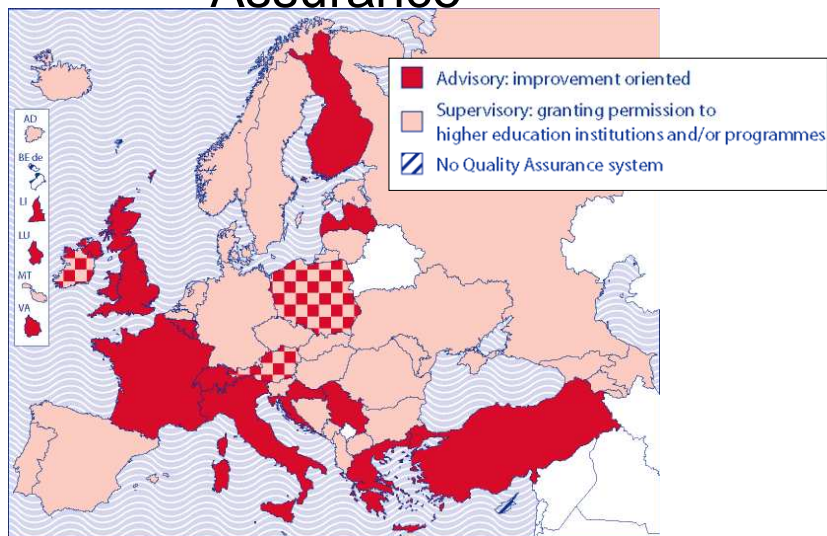
## Three-cycle structure in 1999 and 2009



## Main Models of Ba/Ma



## Main approach to Quality Assurance



## Social Dimension policies & monitoring

- Wide variation in understanding of « social dimension » issues
- 15 countries do not monitor the participation of under-represented groups
- Among countries with monitoring systems, very few have explicit targets and linked measures

-> A big agenda for the years to come

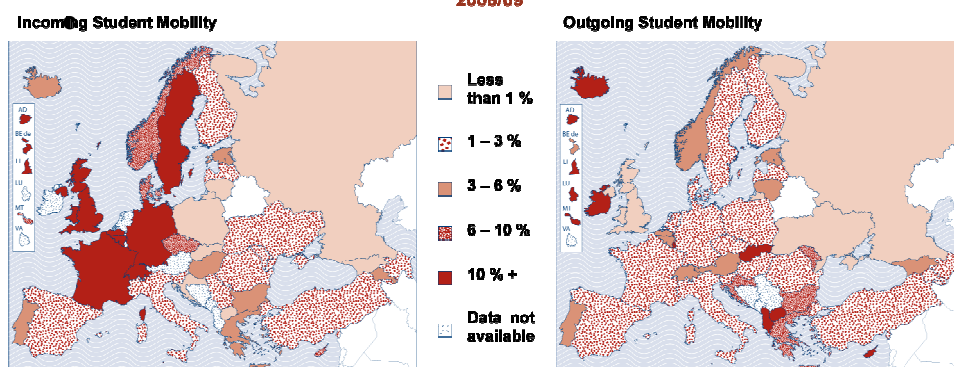


# Lifelong Learning

- Has become a recognised mission of higher education during the Bologna decade – but still often peripheral
- Despite progress, still conceptual differences in national policy & implementation
- Lack of data about funding LLL

## Student Mobility: the reality

Figure E1: Incoming and Outgoing Student Mobility in the European Higher Education Area, 2008/09



Source: Eurostat.

# Policy and information on mobility

Figure 10: Policy on Student Mobility, 2009/10

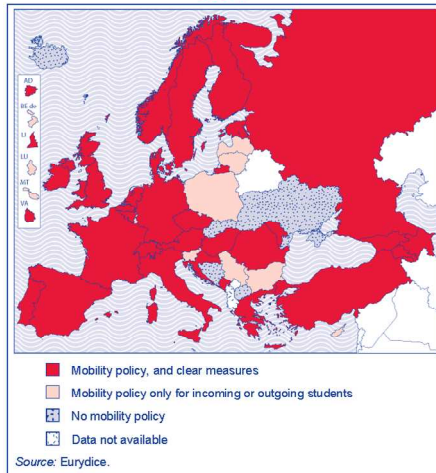
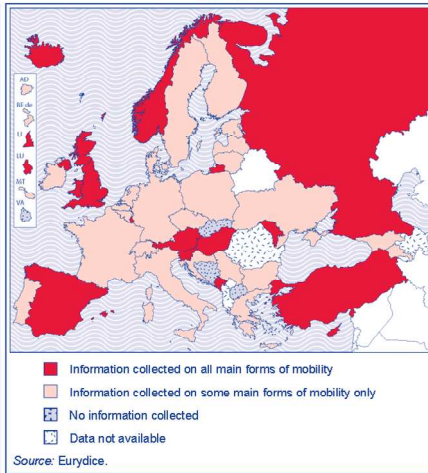
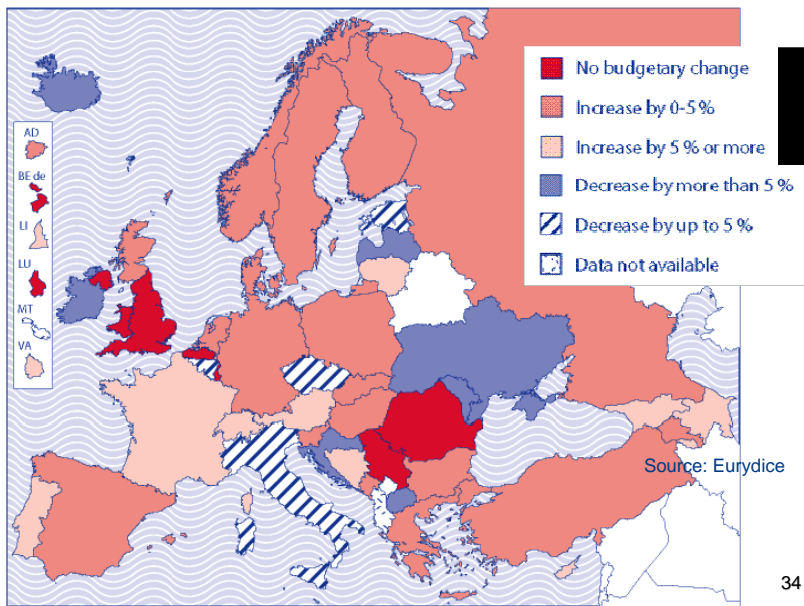


Figure 11: Information on Mobility, 2009/10



## Student Mobility

- More policy than information
- National policy often driven by European level policy and action (influence of Erasmus/Erasmus Mundus etc)
- Socio-economic disparities create major challenges for the future EHEA
- Few countries have adopted the 20 % benchmark



## Other impact of economic crisis

No common patterns, but impact on:

- Enrolment rates & lifelong learning
- Infrastructure & long-term investment

Serious concerns in Ireland, Latvia & Serbia

BUT

- Little impact so far on student support

## OVERALL CONCLUSIONS

- > Level of diversity of understanding and implementation of Bologna issues raises questions about how open and inclusive the EHEA will be
- > Securing long term investment in higher education likely to be an ongoing challenge in the wake of financial crisis
- > Far from reaching the end of Bologna history, the need for intensified European cooperation is becoming ever more clear

## FUNDING AND GOVERNANCE REFORMS: Dyonissis Kladis

The Future of (European) Higher Education  
International Workshop  
Ankaran,8 – 9 May 2010

# “Some idyllic thoughts on funding and governance reforms”

Dionyssis Kladis

University of Ljubljana



### THE FUNDING ISSUE IN THE BOLOGNA PROCESS

- “Our aim is to ensure that our HEIs have the necessary resources to continue to fulfil their full range of purposes... We therefore underline the importance of strong institutions, which are diverse, adequately funded, autonomous and accountable.” (London Communiqué, 2007)
- “We consider public investment in higher education of utmost priority... Higher education institutions have gained greater autonomy along with rapidly growing expectations to be responsive to societal needs and to be accountable. Within a framework of public responsibility we confirm that public funding remains the main priority to guarantee equitable access and further sustainable development of autonomous higher education institutions. Greater attention should be paid to seeking new and diversified funding sources and methods.” (Leuven Communiqué, 2009)
- “We (Ministers) commit ourselves, notwithstanding these difficult economic times, to ensuring that higher education institutions have the necessary resources within a framework established and overseen by public authorities.” (Budapest-Vienna Declaration, 2010)

## THE FUNDING ISSUE IN THE BOLOGNA PROCESS

➤ "Ministers understand that there are obstacles inhibiting the achievement of these goals and these cannot be resolved by Higher Education Institutions alone. It requires strong support and appropriate decisions from national Governments and European Bodies." (Berlin Communiqué, 2003)

### ISSUES REGARDING FUNDING

Should state funding be considered a threat for autonomy?

Can real accountability be an effective "safety valve"?

How should state funding be allocated to the HEIs?

- Lump-sum input-based funding, according to predefined allocation criteria and formulae
- Funding on the basis of a short-term action plan with concrete objectives (outcomes) agreed between the HEI and the state (Ministry of Education)
- Funding on competitive project basis (especially in the case of research)

## ISSUES REGARDING FUNDING

How funding should be allocated to Faculties within the Institution?  
Similar methods as for allocation of state funding to HEIs?

Relating funding to governance: Allocation of funding according to the strategic priorities set by the Institution through its governance structures???

"Seeking new and diversified funding sources and methods." (Leuven, 2009). Another threat for autonomy? What the "safety valve" should be in this case? Do we need a "safety valve"?

Could the "full cost analysis" method be an answer against all threats?

## THE GOVERNANCE ISSUE IN THE BOLOGNA PROCESS

➤ "Aware of the contribution strong institutions can make to economic and societal development, Ministers accept that institutions need to be empowered to take decisions on their internal organisation and administration." (Berlin Communiqué, 2003)

➤ "Students are full partners in higher education governance. Ministers note that national legal measures for ensuring student participation are largely in place throughout the European Higher Education Area. They also call on institutions and student organisations to identify ways of increasing actual student involvement in higher education governance." (Berlin Communiqué, 2003)

➤ "We (Ministers) fully support staff and student participation in decision-making structures at European, national and institutional levels." (Budapest-Vienna Declaration, 2010)

## ISSUES REGARDING GOVERNANCE

Two models of university governance dominating today:

A. **Unified, traditional, collective governance**, covering all areas (academic, strategic, financial, developmental)

- Participatory, inclusive, democratic
- Balance between democracy and efficiency

B. **Dual governance**, separating academic from other areas

- Corporate or entrepreneurial governance (Governing Board), including external stakeholders (lay participation) with low and narrow internal participation ⇒ in charge primarily of strategic, developmental, financial issues
- Traditional governance (Senate), including all members of the university community (representatives) ⇒ in charge primarily of academic issues
- Decreasing democracy
- Increasing efficiency(???)

## DO WE NEED A GOOD RECTOR OR A GOOD MANAGER?

A dilemma connected to the previous question:

What do we need today for university governance? A good **rector** or a good **manager**?

The ideal is to have a good rector who is at the same time a good manager too. But, what if it is not possible and if we have to choose?

What the profile of a **good rector** is expected to be?

- To respect democratic and academic values
- To be competent in higher education policy, at institutional, national and international level
- To be efficient in leadership
- To be a visionary
- To be capable to inspire (and not simply to convince) and to bridge the generation gap

And he/she also has to learn:

- To be competent in management



## DO WE NEED A GOOD RECTOR OR A GOOD MANAGER?

What the profile of a good manager is expected to be?

- To be competent in management

But, also:

- To learn what democratic and academic values are
- To learn about higher education policy, at institutional, national and international level
- To get acquainted with the complexity and the multiplicity of the various purposes, functions and actors in the university

However, is it realistic to expect that we can easily find a visionary manager or a manager capable to inspire (and not simply to convince) the university community?

## DEMOCRACY vs. EFFICIENCY (1)

With regards to *Governance*, Bologna brings democracy at the centre.

However, the real world has brought efficiency at the centre.

This produces an antithesis between democracy and efficiency.

The main argument against democracy:

Democracy jeopardises efficiency for three major reasons:

- Democracy weakens capacity/competence of the governance bodies for efficient decisions (because of the participation of non-competent members)
- Democracy produces delays and reduces flexibility (in structural or organisational terms)
- Democracy raises concerns (in political terms), due to multiplicity of views regarding the political dimension of the decisions to be taken

## DEMOCRACY AND GOVERNANCE

What does democracy mean for governance:

- Participation should be active and meaningful and productive, otherwise it means nothing.
- Prerequisite for active participation is to ensure awareness of all partners (especially students).
- Democracy in governance means to inspire and sensitise students, to have students eager, aware and ready, to have students trained in democracy and in governance.
- According to the Berlin Communiqué, this is a task for the student organisations and for the institutions themselves. To my personal perception, the task for the institutions reflects not only to the leadership at all levels but also to every single academic.
- And we should remember, as S. Bergan states, that "teaching the values of democracy is not enough; democracy should also reflect in the practice of governance." I would add here that democracy should also reflect in the practice of our academic life.

## DEMOCRACY vs. EFFICIENCY? (2)

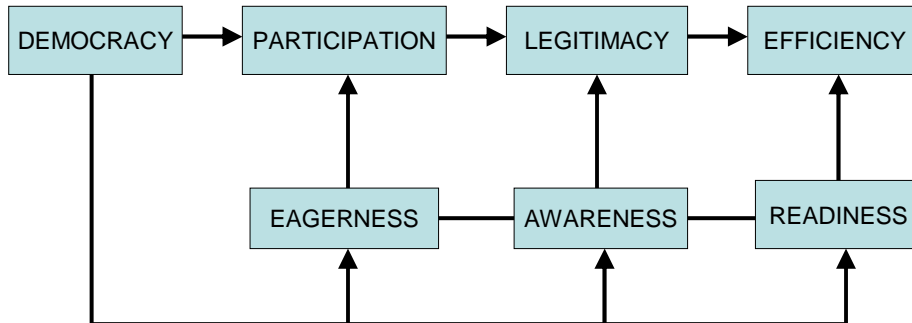
Is indeed democracy an obstacle to efficiency?

Is indeed democracy jeopardising efficiency?

- Efficiency needs legitimacy
- Democracy brings legitimacy to efficiency through "real" participation
- Democracy raises students' eagerness, awareness and readiness for "real" participation
- Students' awareness adds to legitimacy
- Students' readiness adds to efficiency

The above are outlined in the flow chart of next slide

## CONNECTING DEMOCRACY WITH EFFICIENCY IN THE CHAIN OF GOVERNANCE



### DOES DEMOCRACY GENERATE CORRUPTION?

Another issue of university governance: How the Rector is elected?  
A wide range of models existing in Europe, from wide participatory democracy to external appointment.

#### The extraordinary Greek pathology

Democracy is to be blamed also for generating corruption.

- **The disease:** The candidate Rectors are forced to corrupt students in order to vote for them.
- **The medicine:** All current and candidate Rectors, together with the majority of university professors and with a strong consensus of the society, push the Ministry of Education to reduce significantly the weight of students' votes (so that they cannot be corrupted by the Rectors and the candidate Rectors anymore) ☺

#### The Greek paradox

Legislation in Greece provides for the highest participation of students in higher education governance throughout Europe.

However, and at the same time:

- Students are inactive in the various governance structures.
- Rectors, the university professors and the society push for much lower students' participation in governance.

## CHANGING MISSION OF UNIVERSITIES: Klemen Miklavič

The Future of (European) Higher Education  
International Workshop  
Ankaran,8 – 9 May 2010

# “CHANGING MISSION OF UNIVERSITIES”

Klemen Miklavič

University of Ljubljana



## CoE/London purposes of HEIs:

- preparing students for life as active citizens in a democratic society;
- preparing students for their future careers and enabling their personal development;
- creating and maintaining a broad, advanced knowledge base;
- stimulating research and innovation.

## Focus field or research elements (conceptualization)

- Matter: **Post Elite Higher Education** (mass, universal...)
- Dominant socio-political discourse:  
**Knowledge Based Society**
- Historical development:  
**Internationalization\ Globalization of HE**

## University today

- Inflation of roles
- Mission overload
- Mission stretch

# Diversity, Diversification

The **Grand Theme** of Mainstream HE  
Research

- Seldom a DESCRIPTIVE TERM
- Emerging as a NORMATIVE VALUE

Diversity as a normative value  
allows to:

- Meet student needs
- Opportunity for social mobility
- Meet the needs of labor market
- Serve the political needs of interest groups
- Permit the existence of elite HEI
- Raise the level of HEI effectiveness
- Experimenting with innovation

# Critique of diversity

## PLUS:

Positive performance of HE systems

(Huisman, VanVought, Goedegebuure, Meek, Birnbaum etc.)

## MINUS:

Conflicting forces of convergence and divergence

Neave's historical ideological critique:

div.=part of 2<sup>nd</sup> stage of massification where policymakers evaluate HE in terms of economic returns - *Normative overload*

## Forces within, behind & around diversification

- Parity of esteem vs. Hierarchy of institutions
- Between & Within (Bourd.)
- Strategic, planned, pretext (Tomusk)
- Academic vs. professional/vocational drift

Enough,  
thank you for your patience



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## “Missing social dimension and higher education under Bologna?”

Slavko Gaber

University of Ljubljana



### Social dimension in times of neo-liberal high times

- Bologna as project oriented toward **competition only?**
  - “We must in particular look at the objective of increasing the international **competitiveness** of the European system of higher education. The **vitality** and efficiency of any **civilization** can be measured by the appeal that its culture has for other countries.”

# Why

## Bologna.....

- Universalization as a challenge plus
- Universal fear of Europe that we lag behind – not invented
  - to maintain further increase in enrollment Bologna – two cycles is an answer **and is social dimension** by definition
    - “system essentially based on **two main cycles**”
    - “first cycle shall also be relevant to the European labour market as an appropriate level of qualification”
    - Mobility – comparable systems not content

## From the right to the left.....

- Lauder-Halsey – from left to the right – faith in education – social dimension is present even in the times of neo-liberalism
- Economic nationalism – reduction of the problems we are facing
- Medicine too often used (Zeldin)
- **Difference:** financial participation or not?? At which point and for whom
  - Worthwhile to discuss today too.....

## Sorbonne further than Prague ?

- Sorbonne Declaration 1998: “We owe our students, and our society at large, a higher education system in which they are given the best opportunities to seek and find their own area of excellence.”
  - **More than monetary Union**: “it must be a Europe of knowledge as well. We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent.”
- Prague Communiqué 2001 (students - ESIB initiative):
  - “Ministers asserted that building the European Higher Education Area is a condition for enhancing the **attractiveness and competitiveness** of higher education institutions in Europe. They supported the idea that higher education should be considered a **public good and is and will remain a public responsibility** (regulations etc.)
  - **Public** versus **private** responsibility – not productive opposition.....

## Balanced not before Berlin.....

- For the first time in Berlin: “The need to **increase competitiveness** must be **balanced** with the objective of **improving the social characteristics of the European Higher Education Area**, aiming at strengthening **social cohesion** and **reducing social and gender inequalities** both at national and at European level.”

## Leuven 2009.....

- After London: “The student body within higher education should reflect **the diversity of Europe’s populations**. We therefore emphasize the social characteristics of higher education and aim to provide **equal opportunities** to quality education.
- Access to higher education should be widened by fostering the potential of students from **under-represented groups** and by providing adequate conditions for the completion of their studies.
- This involves improving the learning environment, removing all barriers to study, and creating the appropriate economic conditions for students to be able to benefit from the study opportunities **at all levels.**”

## Today.....

- Under-represented groups
  - socio-economic background
  - Immigrants + ethnic and cultural minorities
  - Students with disabilities
  - Gender balance
  - Adult students??

## Entering, participating, completing

- Widening access
- Public financial investment in HE (general level of financing 0.8-2% of GDP
  - Public good concept
  - Also private responsibility??
- Relation to special/additional financial – targeted support for under-represented (access + participation + completion)
- Are we (academic community) willing to consider equity in wider context of public finances??

## Considerations left aside.....??

- Access – segmentation data – short, long programs, law + medicine : humanities + teachers education
  - From which strata to which program?
    - Prestige
- Higher education – structure of pedagogic and research work social dimension sensitive or blind
  - Identification of lack of CC needed for success in HE
  - Student and staff support targeting weak points (A.Renaut)

## Leaving aside.....

- Employability
  - CC reached; social capital is lacking(Duru Bellat) – barriers and support to overcome as next step toward social cohesion and equity???
- Education as social and individual good beyond employability and even utility?

**TRENDS AND ENVIRONMENTS FOR HIGHER EDUCATION – CHANGED  
CIRCUMSTANCES: Janja Komljenovič**

The Future of (European) Higher Education  
International Workshop  
Ankaran,8 – 9 May 2010

**“Trends and environments for  
higher education –  
changed circumstances ”**

Janja Komljenovič

University of Ljubljana



**1. “Typical listing” of changed  
circumstances (1/2)**

- Massification
- Knowledge society
- Internationalisation
- Globalisation
- Europeisation
- Scientific and technological development
- Increased mobility



## 1. “Typical listing” of changed circumstances (2/2)

- Rising costs of HE
- Increased demands for quality
- Supra-national decision making
- Bologna process & Lisbon agenda
- Commodification – market for HE
- Sciometry & academic competition
- Institutional competition
- Rankings



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## 2. Other important phenomenon (1/2)

- “Elite ideas”
  - Excellence initiative (DE)
  - Top initiatives
- Huge demand – more students globally
  - Participation
  - Funding
  - Demand
- Drops in funding of HE
- Claims of lowering standards (UNESCO forum – mass HE)
- Private HE



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## 2. Other important phenomenon (2/2)

- (Institutional) differentiation
- Diversification VS harmonisation
- Changes in research funding (competitive funds)
- Status of staff (teachers & researchers)
- Supranational organisational initiatives
- Governance reforms & modernisation (new public management etc)
- Funding reforms
- Economic influences of internationalisation
- Research field? (HE as a discipline – scattered research)
- Expansion – not just massification and diversification, but more disciplines (new disciplines), more HE teachers etc



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## **TRENDS AND ENVIRONMENTS FOR HIGHER EDUCATION – CHANGED CIRCUMSTANCES (written input): Janja Komljenovič**

This paper is prepared for discussion about the changed circumstances for higher education at the unofficial, relaxed meeting (international workshop) and is thus written in a very short, brief manner without proper academic form. The references used in this paper are chosen on the merit of discussion enhancement and not theoretical relevance. There is also not broad range of references included. I oversimplified description of the changed circumstances and did not prepare proper definitions or explanations of certain phenomenon. I ask all the readers to keep this in mind use this paper in the intended manner.

The paper is also not finished. Thus the information and inputs are provided for parts of phenomenon only.

I divided the circumstances in two chapters: in the first chapter I present the “regular” or “mainstream” enlistment of changed circumstances. In the second chapter I mention circumstances, trends or phenomenon that I find important but are not typically defined or elaborated as part of the changed circumstances scheme in the literature or research.

### **1. Changed circumstances:**

#### 1.1 Massification

Some authors relevant for this theme:  
Wende, Beerkens, Teichler, Bladh, Valimaa,  
Hoffman, Maasen, Neave, Felt, Jongbloed,  
Knoop, Boer, Enders, Brennan

“Indeed, in the entire continent only Albania, Bosnia-Herzegovina, Bulgaria, Croatia, Macedonia, Montenegro, Serbia, Slovakia and Switzerland have GERs small enough to be considered simply “mass”. Despite this, there are still some substantial differences in actual enrolment ratios across the region. Greece and Finland have the highest national GERs at 95%<sup>4</sup> and 93%. Generally, ratios are highest in North America and Scandinavia, where the sub-regional ratios are at roughly 80%. Next are the areas covered by the countries of the former Soviet Union and southern Europe at around 70%. The countries of Central and Eastern Europe for which data are available have a GER of 60%<sup>5</sup>; perhaps surprisingly, it is the countries of Western Europe, including France, Germany and Switzerland, who have the lowest GERs of all, at just 57%.” (Usher, 2009)

**Table 1. GERs of the Region's Fastest-Growing Systems**

	1999	2000	2001	2002	2003	2004	2005	2006	1999-2006 Change
Greece	47	51	59	66	73	80	90	95	48
Hungary	33	37	40	45	52	60	65	69	35
Iceland	40	46	48	54	62	68	70	73	33
Lithuania	44	50	57	62	68	73	76	76	33
Russian Federation	40	45	52	59	65	69	71	72	33
Romania	22	24	28	32	36	40	45	52	30
Slovenia	53	56	61	67	69	72	79	83	30
Ukraine	47	49	52	57	61	65	69	73	26
Denmark	56	58	60	63	67	74	81	80	24
Czech Republic	26	29	31	35	37	43	48	50	23
Latvia	50	56	63	67	71	75	75	74	23
Poland	45	50	55	58	60	62	64	66	21

Source: UIS

"Through this conceptualisation, it is evident that mass higher education is the social form of higher education in the knowledge society. A similar trend has been noted by Clark (1983) who maintains that the main source of social dynamics in higher education is the expansion of knowledge." (Higher Education Looking Forward: An Agenda for Future Research; Hoffman)

## 1.2 Knowledge society

"Knowledge society as a discourse, therefore, tends to create an imaginary social space in which everything related to knowledge and/or knowledge production can be included and interconnected, regardless of whether the discourse concerns individuals, organisations, business enterprises or entire societies. In this sense 'Knowledge Society discourse' describes the current situation in which the knowledge society is both the objective of policies and debates and an agent promoting policies and debates concerning its potentials." (Jussi Välimaa and David Hoffman in Higher Education Looking Forward: Themes on the Changing Relationship between Higher Education and Society, ESF, 2007)

"The emergence of a knowledge society, and the important participatory role attributed to informed citizens, has been the rhetoric focus for the past two decades in the policy documents that dealt – at EU level, but also in national contexts – with the global trends affecting science and technology. The governance of science was supposed to work in close interaction with civil society in order to ensure a fruitful co-evolution of science and society. When looking at the more recent policy documents now being released, the

concept of knowledge society has moved to the back-stage leaving prominence to a different notion, that of knowledge economy. This is not simply a question of rhetoric but represents also an important shift in the understanding of the role of knowledge; the consequences of this change of words need to be considered as it affects the development of universities seen as central actors in the knowledge production and education domain for the years to come. In the 1980s and 1990s 'knowledge society' and 'information society' were the key concepts used to describe community transformation; they made of participation the focus of inclusion for the diversity of societal players who had handled techno-scientific issues in the recent past. The early 21st century however saw a clear shift in this European discourse when a 'competitive knowledge-economy' became the main reference point, a shift reflected by the move away from the inclusion in decision-making of the society at large to the use of selected stakeholders now asked to help shape the future development of science and technology. This means that only a limited spectrum of different societal value systems and expectations are now taken into account when defining policies targeted at techno-science or universities. At present, the emphasis is centred on the economic role both of knowledge and of knowledge workers and the stakeholder notion is defined along similar lines – at the risk of creating simply a society of experts and lobbies." (Felt in collaboration with Michaela Glanz in Managing University Autonomy, MCO, 2005)

### 1.3 Internationalisation

"Globalisation: In recent years, the term "globalisation" surpassed the term "internationalisation" in the frequency employed in economically advanced countries to characterise cross-national changes of both contexts of higher education and higher education systems themselves (see Enders and Fulton 2002; Huisman and van der Wende 2004). The term globalisation suggests that increasing border-crossing activities in higher education are linked to a blurring of borders, while internationalisation might be based on the assumption that national systems continue to play a prominent role in the process of increasing bordercrossing activities. Moreover, the term globalisation is used in this context to underscore that higher education is increasingly affected by worldwide economic developments which weaken national regulation, put a stronger emphasis on market mechanisms in most spheres of life and challenges the strongest institutional units in many spheres of life to strengthen their position as "global players" (see Teichler 2006)." (Teichler in Higher Education Looking Forward: Themes on the Changing Relationship between Higher Education and Society, ESF, 2007)

### 1.4 Globalisation

"Knowledge society discourse takes place in the context of globalisation. This may be defined as 'the widening, deepening and speeding up of worldwide interconnectedness', as Held et al. (1999) contend. Knowledge society discourse also is rooted in the fact that higher education institutions are more important than ever as mediums in global knowledge economies. In a globalised world, higher education institutions are integral to the continuous flows of people, knowledge, information, technologies, products and financial capital (see Marginson, 2006). These concepts and social phenomena are simultaneous and overlapping. Globalisation as an analytical device focuses attention more on the changing relationships between organisations (e.g. higher education institutions, NGOs, business enterprises) or political entities (such as nation states versus global and regional actors) and their changing power relations and social and commercial interactions. In Europe, the debates on globalisation and higher education have been related to two different debates. On the one hand, trade liberalisation and aims to commodify higher education (through WTO and GATS) and global competition are defined as opening new opportunities for higher education institutions and systems which are under pressure from decreasing public funding. On the other hand, many academic communities see these notions of economic globalisation as alien to, or even conflicting with, traditional values of higher education (Marginson, personal communication)." (Jussi Välimaa and David Hoffman - Higher Education Looking Forward: An Agenda for Future Research)

Different perspective:  
"But globalization is fundamentally a different process. Instead of removing borders and barriers by decision, often by consensus, and with equalizing measures, as is the case in regionalization or regional integration movements, globalization is fueled by the power of capital flows, the market, information and communication technologies and competition that create strong interdependencies. It lacks the checks and balances that act as a safety net and minimize the negative consequences. So among the fundamental questions we need to ask is whether removing borders for trade, for the mobility of capital and people on a more global scale is contributing to the removal of borders or barriers between the rich and the poor, between those who know and those who have no access to knowledge; whether by removing borders the quality of life improves for the many or if, on the other hand, this process leads to an even more rapid spread of negative consequences such as environmental degradation, health pandemics and economic meltdowns, while increasing the gaps between people and making the barriers for entry, even to the Global Knowledge Society, that much higher." (Fuente, 2010)

## 1.5 Europeisation

"A related term is 'Europeanisation', which is often used together with internationalisation and globalisation. According to Teichler (2004: 4) 'Europeanisation' may be understood as 'the regional version of internationalisation or globalisation'. The phenomenon of Europeanisation is often referred to as 'horizontal mobility and cooperation' (notably through the ERASMUS programme) and subsequently standardisation of study programmes and degrees (the Bologna Process)' (Teichler, 2004: 23)." (Jussi Välimaa and David Hoffman - Higher Education Looking Forward: An Agenda for Future Research)

1.6 Scientific and technological development

1.7 Increased mobility

1.8 Rising costs of HE

1.9 Increased demands for quality

1.10 Supra-national decision making

1.11 Bologna process & Lisbon agenda

1.12 Commodification – market for HE

1.13 Sciometry & academic competition

1.14 Institutional competition

1.15 Rankings

## **2. Other important phenomenon:**

2.1 "Elite ideas"

2.1.1 Excellence initiative (DE)

2.1.2 Top initiatives

Examples:

1. Netherlands favours exceptionally-talented foreigners

Well-targeted and easily-understandable migration policies, as well as efficiently-managed migration systems, can be essential for attracting students and retaining highly skilled graduates. Recently, the Netherlands came out with a new admission scheme aimed precisely at attracting highly educated migrants.

The new system favours foreign nationals who have obtained at least one master degree from a world-class university listed among the top 150 of the two internationally recognised world university rankings, that of Shanghai Jiao Tong University and the Times Higher Education. A master degree or a PhD qualification earned at a recognised Dutch university also makes foreign graduates eligible to apply for the 'highly educated migrant scheme'. This point-based system intends to attract exceptional foreign talent and aims to enhance national economic competitiveness by providing a one-year, easily available residence permit.

In the global competition for talent, individual countries can increase their competitiveness by designing advantageous schemes for international students. Can the Netherlands' solution meet these challenges? The results may only be measurable indirectly and over a significant period of time.

## 2. Government to create scholarship programme for top students

On proposal by the Federal Minister of Education, Annette Schavan, the German government has approved a bill to create a new scholarship programme for the country's top-performing students. The scheme, which still needs to go through the legislative process, is to provide support of EUR 300 per month to the best-performing 10 percent of the country's students. Fifty percent of the funds are to come from public sources (federal government and Germany's states), the rest from the private sector. The programme is to be launched still in 2010, with the number of scholarships gradually rising until 2013, when public investment will have reached EUR 160 million and some 90 000 students are expected to benefit.

Opposition politicians criticised the initiative as socially selective, favouring students from privileged socio-economic backgrounds. It is also unclear if the private sector (companies, foundations) will come up with the matching funds and if Germany's second chamber, the Bundesrat, will pass the law, should the opposition win the May elections in North Rhine Westphalia.

(taken from newsletters)

## 2.2 Huge demand – more students globally

"In less than a decade – between 1999 and 2006 – the number of students enrolled in higher education increased roughly by 50% - from about 93 million to 144 million (UNESCO, 2009) and the growth trend appears to be stable for a few years to come. ... In one decade, China has doubled the number of HEIs and multiplied by 5 the number of students who are enrolled. In Ethiopia, in 2000 there were 34,000 students enrolled in higher education, in 2007 this number increased to 120,000. (WERN, 2010)" (Fuente, 2010)

## 2.3 Regional differences (Africa – West)

### 2.3.1 Participation

### 2.3.2 Funding

"Yet, just to remind ourselves of the distinct realities in the global context, even if nations in sub-Saharan Africa spend between 4-11 times more per student than they do on secondary students, expenditure per student in U.S. dollars converted using purchasing power parities (PPPs) is situated somewhere between \$1,000 and \$3,000 per student in these same countries, while it can be as high as \$15,500 in Austria and Denmark or up to \$18,000 in Kuwait. (UNESCO, 2009)" (Fuente, 2010)

### 2.3.3 Demand

"The demand for access is unevenly matched by available places in higher education. Demand is by far the greatest in developing nations – for example in Nigeria, the estimated system-wide capacity is for 170,000 students; the National University Commission reports that last year, 1 million candidates applied (WERN, 2010). At the same time in Japan, just last month, two private universities announced they will close their doors due to lack of student applications." (Fuente, 2010)

## 2.4 Drops in funding of HE

"All over the world new schemes and funding approaches, as well as new sources of financial support for higher education and research, are being introduced or called for. The average proportion of public funding of total tertiary education funding fell by 6% between 1995 and 2004, in OECD countries decreasing in 22 out of 28 members for which data was available. (Salmi, in OECD, 2009)" (Fuente, 2010)

## 2.5 Claims of lowering standards (UNESCO forum – mass HE)



## 2.6 Private HE

"Today 30% of global higher education enrollment is in the private sector and it is the fastest growing part of the sector worldwide. (Altbach in UNESCO, 2009). But keeping track of these developments is rather challenging since it is becoming next to impossible to draw clear lines between public and private institutions as public universities privatize. Just one example of this: when student contribution covers 47% of the overall cost, can we still speak of public education? This is now the case of many public universities in the USA (Rhodes, 2010)." (Fuente, 2010)

## 2.7 Changes in research funding (competitive funds)

## 2.8 (Institutional) differentiation

## 2.9 Diversification VS harmonisation

## 2.10 Economic influences of internationalisation

"At the same time, Brain Drain is identified as the most important risk of internationalization by HEIs in Africa, Latin America and the Caribbean. (IAU, forthcoming) Certainly, part of the rationale for mobility is linked to internationalization – exposing students to different cultures, new ways of knowing, etc. Equal parts though can also be assigned to the 'demand and supply' mismatch, and to the increasing 'privatization' of higher education including in the public sphere to which international students, in a growing number of nations, bring much needed revenue. In Canada, for example, international students are reported as bringing 6.5 Billion CAD\$ to the economy and create 83,000 jobs (Kunin, 2009). In the UK, it is reported by UUK that personal, offcampus expenditure of international students and visitors amounted to 2.3 billion pounds in 2007/08. (UUK, 2009) ... A recent US study indicates that about 40% of the science and engineering work force with doctorates in that country is foreign born. The report goes on to state that the US ability to continue to attract and keep foreign scientists and engineers is critical to the country's plans for increased investment in R & D. (Finn, 2010)" (Fuente, 2010)

## 2.11 Supra national organisational initiatives

Example:

World bank projects: Other countries have used this opportunity, including Kazakhstan which has sought World Bank technical assistance to design and implement a new world-class university, Russia which has relied on World Bank

technical assistance to upgrade an existing higher education institution (Higher School of Economics) and analyze the higher education system in the Republic of Kazan, Chile which has used World Bank technical assistance to reform its scholarship program for graduate studies abroad, and Poland which used the Bank Technical assistance to inform specific elements of its reform, such as the Quality Assurance mechanisms and alternatives for financing approaches.

## 2.12 Governance reforms & modernisation

## 2.13 New societal concepts (neo-liberal order, new public management etc)

"Following a neo-liberal reasoning, the state should be more interested in its citizens as customers than as citizens. The idea of a neo-liberal state is to produce services for clients (who can pay for it) rather than to secure basic services for all of society's members. The role and position of higher education institutions in this changing ideological landscape is crucial for the state. As producers of innovations and new knowledge, higher education institutions are seen to be crucially important for the competitive capacities of nation states, whereas their role as trainers of experts is defined in terms of private (and hence payable) goods of education." (Higher Education Looking Forward: An Agenda for Future Research)

"The NPM is a well known public sector reform wave that emerged in the UK under the Thatcher governments of the 1980s but which has also been influential internationally in places such as Sweden and New Zealand (Hood, 1991; Hood, 1995; Ferlie et al, 1996). The UK has exported some NPM reform instruments globally (privatisation; devolved executive agencies) so the NPM was more than a narrow UK trend. The NPM relies on (1) markets (or quasi markets) rather than planning, (2) strong performance measurement, monitoring and management systems, with a growth of audit systems rather than tacit or self regulation and (3) empowered and entrepreneurial management rather than collegial public sector professionals and administrators (Andresani and Ferlie, 2006). The NPM seeks to produce a smaller, more efficient and more results orientated public sector. It is influenced by ideas in organisational economics such as principal agent theory which stress incentives and performance. There is a concentration on goals of efficiency, value for money and performance rather than democracy or legitimacy. There is a suspicion of monopoly public sector producers (including public sector professionals) and a desire to shift power to consumers and managers. There is a desire to increase the strength of hierarchy, either directly through line management or indirectly through strong contracts within a principal/agent framework." (Ewan Ferlie, Christine Musselin)

and Gianluca Andresani in Higher Education Looking Forward: Relations between Higher Education and Society)

#### 2.14 Research field? (HE as a discipline – scattered research)

"Reviews of the state of the research field (see for example Teichler, 2006) point out that research on higher education can be characterised as a small field, as a theme-based and relatively fragmented field and as a field with an enormously varied institutional basis. These characteristics are seen both as risks and dangers as well as challenges and opportunities. Research on higher education was, for a long time, undertaken in Europe by only a few hundred persons. In trend reports on individual disciplines in the humanities and social sciences, it was often treated as a sub-area of educational research probably comprising no more than ten per cent of the research in this broader field. Research on higher education began to receive greater scientific attention as an area of knowledge and relevance to policy and practice in its own right in European countries in the 1970s, largely as a consequence of the growing public awareness of the interrelationships between education and economic growth, social mobility, student unrest and subsequent reform efforts in higher education. From the late 1980s onwards, research on higher education attracted interest in the wake of debates about the knowledge society, new modes of steering and management and increasing internationalisation. In the current framework of the Bologna and Lisbon processes, research on higher education is again receiving growing attention. At the beginning of the 21st century, we can note the existence of about two dozen institutes in Europe which address higher education as the, or one of the, major domains of their research activities. Estimates of the numbers of researchers considering higher education as the, or one of the, major domains of their research activities range between 1000 and 2000 persons. The Consortium of Higher Education Researchers (CHER) assembles the key scholars involved in European and international research cooperation, and some other associations specialising in specific areas within higher education or serving as a bridge between researchers, policy makers and practitioners. Additionally, several masters programmes in the field of higher education have recently been established in the United Kingdom, Germany, Norway and Portugal or are sub-areas of masters programmes in education, public policy or other domains; a network of doctoral programmes in this area has received public financial support in Finland. Various collaborative projects have been funded by the EC Framework programmes for science as well as for the evaluation of European education and science policies. A number of national research councils have established special research programmes in the field, for example a long-term programme for the promotion of higher education research in Sweden and a programme recently funded by the UK Economic and Social Research Council on 'impacts of higher education institutions on regional economies'." (Higher Education Looking Forward: An Agenda for Future Research)

2.15 Expansion – not just massification and diversification, but more disciplines (new disciplines), more HE teachers etc

Following the reasoning of Clark, the expansion of knowledge leads to new research fields creating a demand for new chairs and professorships to be established for emerging fields of research and disciplines. It also creates the need to establish new training programmes and new higher education institutions. This expansion is taking place simultaneously with the development of modern (knowledge) societies. (Higher Education Looking Forward: An Agenda for Future Research; Hoffman)

The Future of (European) Higher Education  
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## **“(European) Higher Education in a Global Setting”**

Pavel Zgaga

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### **1. Sorbonne and Bologna Declaration: “cooperation”, “attractive potential”, “competitiveness”**

Our issue is closely related to three concepts which appeared already in 1998 and 1999 documents:

**1998:** “An open European area for higher learning [...] requires [...] to develop a framework [...], which would enhance mobility and an **ever closer cooperation**. [...] The international recognition and **attractive potential** of our systems are directly related to their external and internal readabilities.”

**1999:** “We need to ensure that the European higher education system acquires a world-wide degree of **attraction**”. [...] We must in particular look at the objective of increasing the **international competitiveness** of the European systems of higher education.” [The latter used twice.]

## 2. The Bologna Process 1999-2005: towards the “External Dimension” Strategy

The process of Europeanisation of HE and the dichotomy *internal* vs. *external*.

E.g. the EU discourse: “*third countries*” (besides the “first” and “second” ones?).

The Bologna Process: if we are going to build the *European Higher Education Area* – where are its “*external borders*”?

The Bologna membership and its “*geopolitical eligibility*”:

- “countries for which the [European Community programmes](#) Socrates and Leonardo da Vinci or Tempus-Cards are open” (Prague, **2001**);
- “Countries party to the [European Cultural Convention](#) shall be eligible for membership ” of the EHEA (Berlin, **2003**).

As a consequence, Ministers asked BFUG in Bergen (**2005**)

- “to elaborate and agree on a [strategy for the external dimension](#)”.

## 3. Reminding the language of the Bergen Communiqué

“**The attractiveness of the EHEA and cooperation with other parts of the world**

The EHEA must be [open](#) and should be [attractive](#) to other parts of the world. [...] We reiterate that in international [academic cooperation](#), [academic values](#) should prevail.

We see the EHEA as a [partner](#) of HE systems in [other regions](#) of the world, stimulating [balanced student and staff exchange](#) and [cooperation](#) between HEIs. We underline the importance of [intercultural understanding](#) and respect. We look forward to enhancing the understanding of the Bologna Process in other continents by [sharing our experiences of reform](#) processes with neighbouring regions. We stress the need for [dialogue](#) on issues of mutual interest. We see the need to identify [partner regions](#) and intensify the exchange of ideas and experiences with those regions.”

## 4. “A Strategy for the External Dimension” (2007)

**London, 2007:** “in many parts of the world, the Bologna reforms have [...] stimulated discussion between European and international partners on a range of issues” and “efforts have been made in some countries in other parts of the world to bring their higher education systems more closely into line with the Bologna framework”.

“We adopt the strategy *The European Higher Education Area in a Global Setting* and will take **forward work in the core policy areas**: improving information on, and promoting the attractiveness and competitiveness of the EHEA; strengthening cooperation based on partnership; intensifying policy dialogue; and improving recognition. This work ought to be seen in relation to the OECD / UNESCO *Guidelines for Quality Provision in Cross-border Higher Education*.”

## 5. The Strategy and its “five core policy areas”

*Europe Higher Education in a Global Setting. – A strategy for the External Dimension of the Bologna Process (2007).*

“The idea is that **all actors** at the European, national and institutional levels **need to pursue the strategy together**.”

**Guiding principles:**

- European heritage and values
- Stakeholder participation
- Geographical scope (does not exclude any region)

**Core policy areas:**

- (A) Improving information on the EHEA
- (B) Promoting EHE to enhance its attractiveness & competitiveness
- (C) Strengthening cooperation based on partnership
- (D) Intensifying policy dialogue
- (E) Furthering recognition of qualifications

## 6.1 Pursuing the strategy together?

*The EHEA in a global context: Report 2009.*

Policy area B, national level – *activity categories, e.g.:*

→ specialised “internationalization agencies”, information offices,  
national HE brand, central website, fairs, media campaigns, etc.

Policy area B, national level – *three categories of countries:*

- (1) Characterized by a *high degree of involvement*, in terms of resources available and activities engaged in. This group is led by the (Northwest Europe: UK, DE, FR, NL, followed by FI, SE, DK).
- (2) *Active in only a few of the above activity categories*; in some, an infrastructure has only very recently been created and sustainability still needs to be demonstrated (AT, CH, PL, IR, ES followed by HU, BE/FL, EE.)
- (3) In a third category (majority), *hardly any form of national higher education promotion* could be identified.

## 6.2 Pursuing the strategy together?

*Trends 2010: A decade of change in European HE* (p. 10).

“**35.** The Bologna Process has had multiple and positive impacts on European higher education identity within Europe and beyond. The growing European identity in the world – while strong at policy level – still seems to leave practical aspects of *institutional behaviour unaffected*. There is little joint European cooperation outside Europe, with each European country pursuing its own *internationalisation strategy* despite the “Global dimension strategy” adopted at the 2007 Bologna Ministerial meeting. In addition, *the question as to whether European cooperation will not be diluted in internationalisation* will require monitoring in future years.”



## 6.3 Pursuing the strategy together?

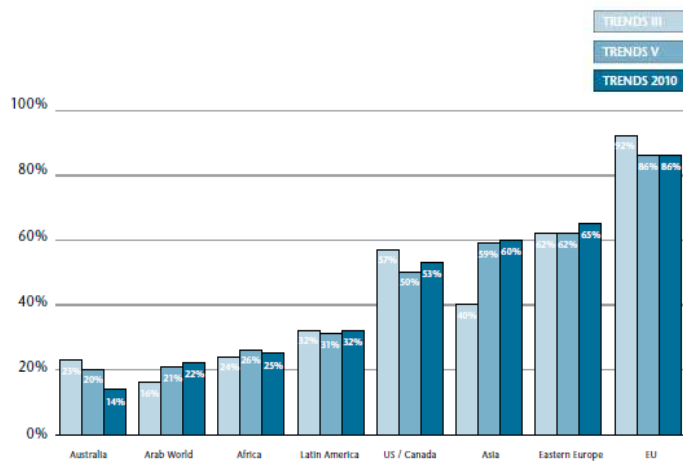
*Trends 2010: A decade of change in European HE.*

(p. 89): “The international dimension is also becoming increasingly important, and indeed international interest in Bologna continues to grow. However, the degree to which European frameworks and reference points developed through the Bologna Process, rather than **specific national priorities and agendas**, will form the basis for **international partnerships** remains to be seen, especially as funding sources **remain predominantly national.**”

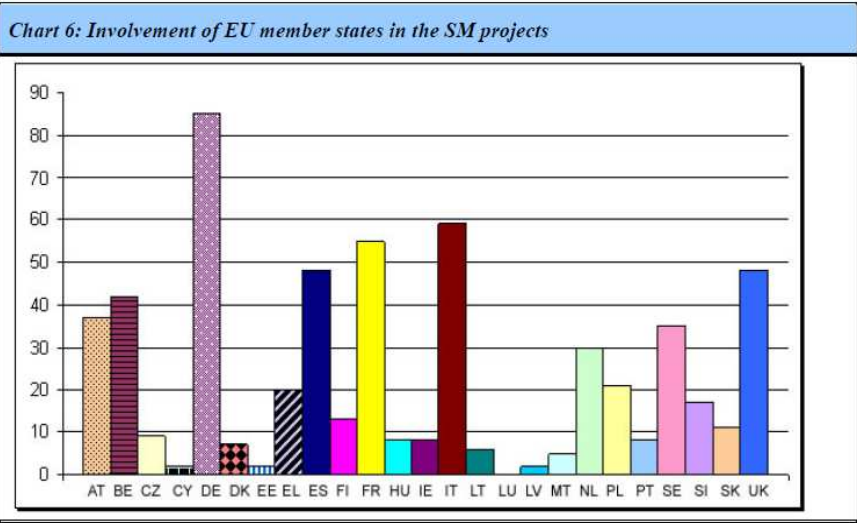
(p. 96): “There is little European cooperation outside Europe, with **each European country pursuing its own internationalisation strategy** despite the “Global dimension strategy””.

## 7. Looking out?

Trends 2010 (Tab. 25): *In which geographical areas would your institution most like to enhance its international attractiveness?*

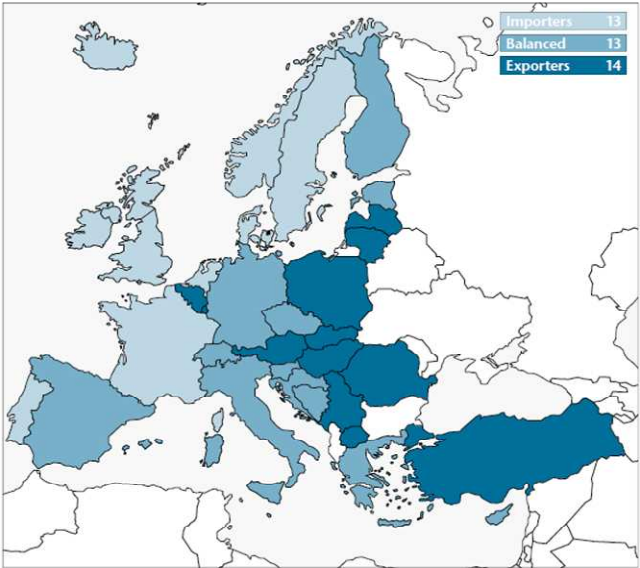


## 8. Cooperation with 27 Tempus countries (2003-2006) – (CEPS 2008 survey)



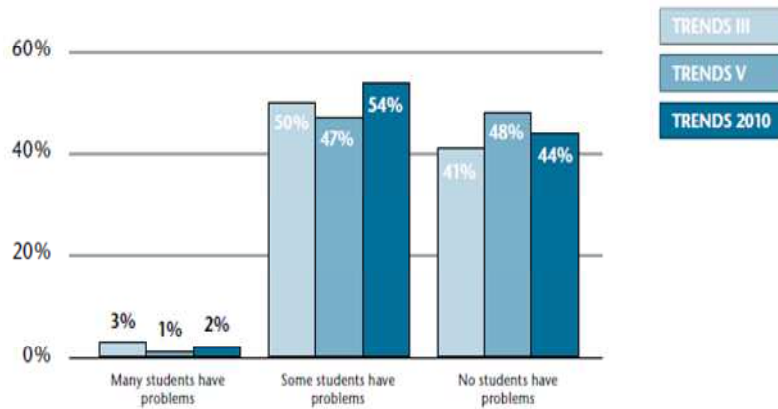
## 9. Student flows (Trends 2010)

**Map 13 — Trends 2010 (2010)**  
Comparing students flows by largest group of respondents



## 10.1 Easy recognition of credits? (Trends 2010)

**Table 29. Q28. Do students returning to your institution from study abroad encounter problems with the recognition of their credits?**



## 10.2 Easy recognition of credits? (BAFL 2010)

*fig. 2—Situation of national students returning from a period of study abroad encountering problems with the recognition of their credits*

- None or almost none have problems
- Some students have problems
- Depends on where they were studying
- Many students have problems



## 11. “Even focus on both importing and exporting”

Recently, the British Council’s *Index for International Education* set Germany on top of 11 countries; what sets it apart is “*its fairly even focus on both importing and exporting elements*” (THE, 25-31 March 2010: 12).

The three categories judged in the study were:

- *quality assurance*;
- *openness* (including int. strategy and visa policy); and
- *access and equity* (including scholarships and policies to ensure that marginalised domestic students are not displaced by their overseas peers).

## 12. Some open issues and further challenges

**I.** “A strategy for European HE” (and not for the EHEA) “in a global setting” – what is meant?

Could it be a Bologna “foreign affairs department”?

Could it be possible to observe the EHEA as a “monolith” vis-à-vis other “monolithic HE areas” around the globe?

The EHEA is highly heterogeneous within itself: when 47 Bologna countries are put “in a global setting” their individual positions may differ enormously.

Could “the global EHEA policy” improve a position of e.g. a country from SEE or Caucasus (how?) – or is it mainly intended to serve needs of countries from Northwest?

The EC’s DG E&C is the chief actor of the European-level activities; yet, geopolitically EU27 ≠ EU47.

### 13. Some open issues and further challenges

**II.** “A strategy for European HE in a global setting” is based on principles and divided into policy areas.

Do these principles adequately reflect in each policy area?

Mind the “attractiveness vs. competitiveness” dichotomy: academic, political (foreign affairs) and/or commercial aspects?

Mind the language: “European HE in a global setting” vs. “the EHEA in a global context”.

National vs. EHEA approach: the EHEA as tools or aims?

More balanced EHEA (“internal dimension”) is needed.

What purposes of higher education should the Strategy serve (promote, enhance)?

**The Future of (European) Higher Education  
International Workshop**  
Ankaran,8 – 9 May 2010

## **“Other Regionalisation Processes – The European Superiority Complex”**

Bastian Baumann

University of Ljubljana



### **Knowledge about other regionalisation processes**

- Lack of knowledge = Ignorance or lack of interest?
- Would we be happy with reciprocal ignorance?
  - Global dimension
  - Attractiveness
  - Openness
  - PR initiatives



# European geocentricity as an attitude

- What are we actually promoting and why?
- The HE world revolves around Europe
- No other concept than the “European University”
- No other missions than the European ones accepted
  - E.g. rankings
- Mainstream research

→ Monopoly of concept



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## Examples of other processes (1)

- UNESCO region based; nothing in NA
- APEM / ASEAN
  - Brisbane Communiqué (2006) / Macao (2008)
    - QA
    - Recognition
    - Enormous disparities
- Africa
  - Regional areas (West Africa / East Africa)
  - African HEA
  - Just proclaimed as a goal within the context of the preparation for the UNESCO world conference (BREDA 2008)
    - Centres of excellence
    - Teaching and research in African languages / studies
    - AAU as initiators
      - Quality; curricula; mobility; GATS; attractiveness



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## Examples of other processes (2)

- Latin America / Caribbean (ENLACES)
  - ALCUE; Cartagena, Lima, Panama
- Goals and tools:
  - Network of networks
  - Institutional development
  - Academic cooperation
  - Production and management of knowledge
  - Communication and Information
  - Mobility
  - Social Dimension
  - Quality Assurance
  - Link to labour market (productive sectors)
- Structure
  - HEIs! / UNESCO-IESALC; others to join
  - Language



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## Perception of Bologna

- Example, but not role model
- Using existing approaches, but adapt
  - E.g. Tuning Latin America
- Not all aspects are European inventions
  - E.g. Qualifications Frameworks
- Competition (US)



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# Discussions and exchange (1)

- On what basis?
  - Bologna Policy Forum (imposing agenda)
- What are we Europeans interested in?
  - What should we be interested in but being too arrogant?
- Which elements / approaches should we be promoting? (e.g. stakeholder concept)
- Educational fortress Europe
  - How to prevent?
  - LRC and other regional conventions; QA
  - Geographical boundaries
    - Adequacy = lack of alternative



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# Discussions and exchange (2)

- How could the dialogue be organised?
  - UNESCO (states, not stakeholders)
  - Bilateral regional basis
  - Global basis
- Information sharing
  - Are we interested in the same information that we provide?
    - If not, why should others be?
    - If yes, why don't we say so?



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# Conclusion

- Unbalanced interest in other perceptions and European attitudes (monopoly of concepts)
- Unbalanced interest by European depending on region
- Lack of consideration of the entirety of the EHEA (West)
  - Lack of commitment to the EHEA
  - Hypocrisy of egalitarian words vs elitarian action
    - Social dimension, human rights, public responsibility, etc
- European superiority complex in research and policy making



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In cooperation we believe - but  
we do not trust it



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## **“New roles of HEIs”**

Martina Vukasović

University of Ljubljana



## **New roles of HEIs**

- What are the “new roles”?
  - ref Klemen
- To what extent are they *new*, or to what extent are the traditional roles really *traditional*
  - e.g. scientific revolution and introduction of research wrt university history as a whole
  - important for understanding the possibility of adaptation of higher education to new (ever changing?) circumstances
  - important for understanding the scope of change

# Factors of change – 1

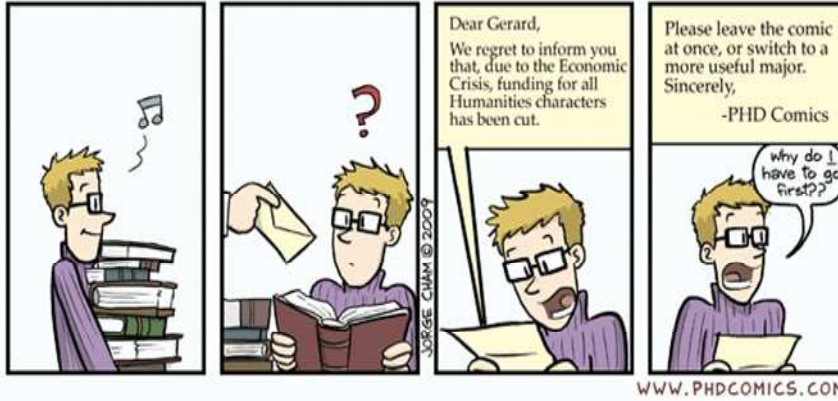
- Massification

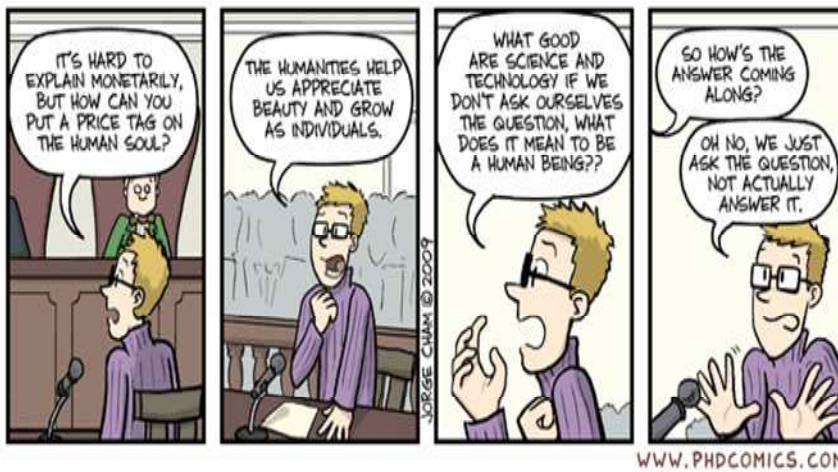
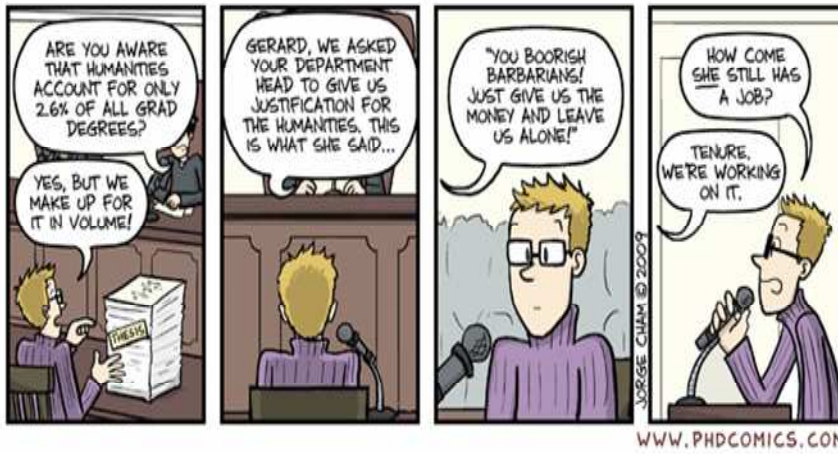
- In terms of number of students and number of HEI
- First wave – different backgrounds, but traditional age
- Second wave – students of non-traditional age, LLL
- Massification and demographic changes
  - Ageing population vs. possibility of scaling down HEIs
- Massification – HE (first cycle) is the new SE?
- Massification of research? (ref Janja)

# Factors of change – 2

- Financial austerity

- sound diagnosis of reality or alibi for policy makers?
- decrease in public funding, not necessarily in absolute terms, but per student/staff
- different rules of the game for allocation of public funds, in sum the same, but HEIs need to compete for it → academic capitalism





## Factors of change – 2

- Financial austerity
  - education as a tradable service and export product (U of Bologna in Italian, English and **Chinese**, ref Pavel)
  - “it takes two to tango”, or “there are traitors within” → internal differentiation within (significance of disciplinary differences)

## Factors of change – 3

- New economy – knowledge economy
  - Teaching
    - employability of graduates
    - HE and LLL, flexible learning paths (difficulties in implementation!)
  - Research
    - Mode 1 → Mode 2
    - Sound diagnosis of change or prophecy/lobbying discourse?

## Factors of change – 4

- Consequences of other factors of change (possibly a hen-egg dilemma)
  - Internationalisation – old and new?
  - Globalisation – financial austerity and different modes of production
  - Changes in governance, funding, academic staff working conditions etc as response to these wider factors of change

## HE policy change – how does it happen? (1)

- Global scripts – strong normative, taken for granted prescriptions - e.g. NPM
- But ideas do not spread in the vacuum, but interact with existing sets of ideas and institutions – e.g. accounting for divergence in EHEA
- And HE has a sectoral filter (e.g. universities are not corporations!)



# HE policy change – how does it happen? (2)

- But major transformations occur when:
  - sectors/topics clash (e.g. education and employment wrt to Bologna → EQF)
  - there is an outside crisis
- Often a question of interoccurrence – a problem and a solution gain prominence at the same time and they are connected – garbage can approach to decision-making
- But to what extent these policy changes can change the core of HE?

## Universities and change

- Change as one of the major challenges for higher education (Clark)
  - HE is bottom heavy → inertia to change
    - Significant room for impeding change and superficial compliance
  - Change happens through
    - Translation and interpretation
    - Layering and buffering (e.g. technology transfer offices)
  - Learning how to trick the system
  - Written realities vs. lived realities (ref David)
  - From A to A\*, not to B

