



**Transnational Academic Mobility and
the Internationalisation of HE:
East Asian/ Transatlantic Perspectives**

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Outline

1. Internationalisation as marketisation and WP as social engineering for neoliberal knowledge economy
2. Multi-cultural insularity(?) in British HE
 - The coexistence of two cultures on campus entailed by multi-monoculturalism
3. Academic mobility for new knowledge creation
4. Some suggestion for global learning and interculturality in higher education

Internationalisation of Higher Education Worldwide through Mobility

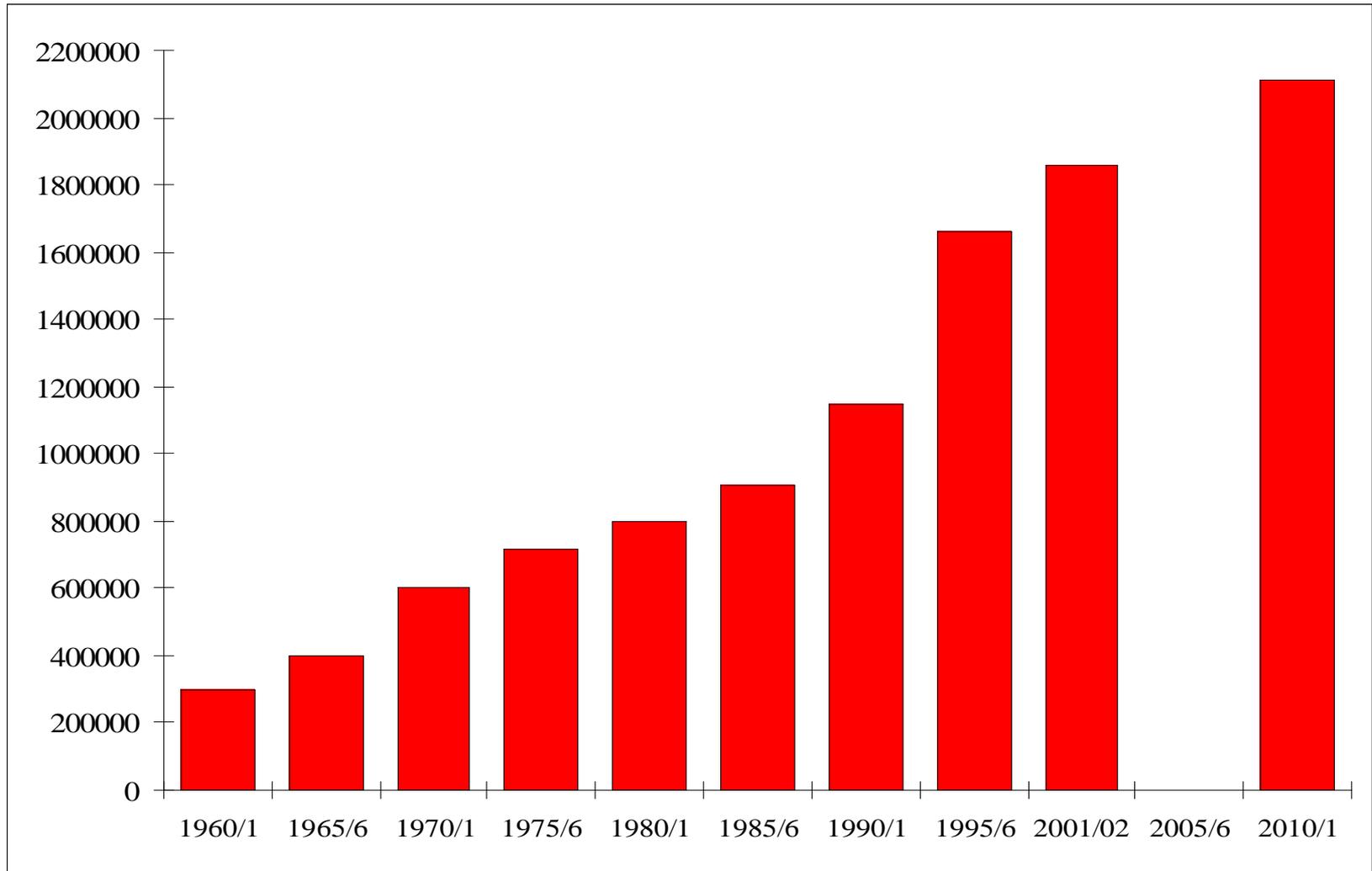
- Total number foreign students worldwide: +/- 3 million

Inbound

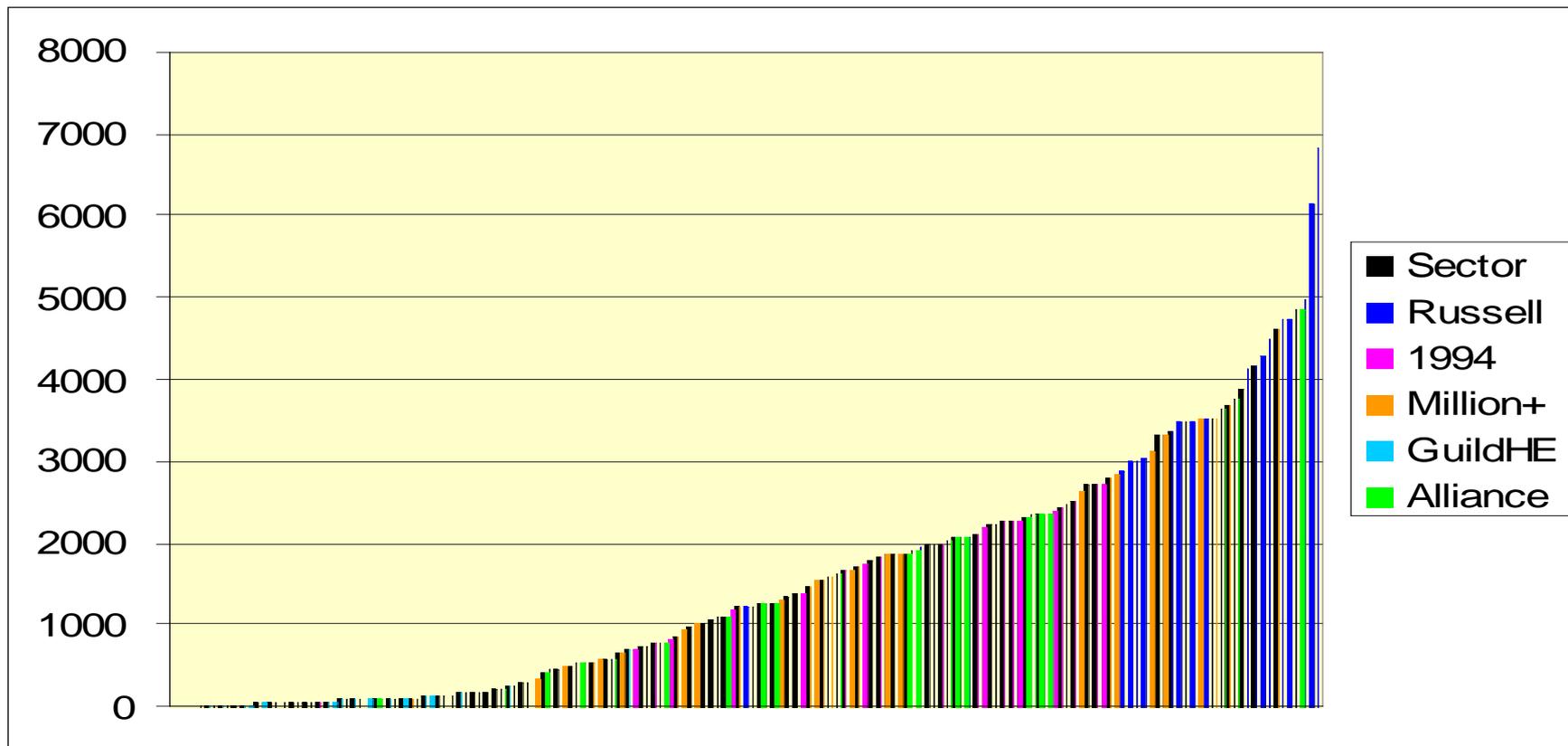
- 1.5 million of all foreign students study in Europe (50% global “market share”)
- 58% of these come from outside Europe, 38% from inside (4% unknown)
- Foreign student share (of total enrolment) is about 7% in Europe.
- **In the UK**, international students made up 13% of full-time first degree students, 68% of full-time taught postgraduates and 50% of full-time research degree students in 2008/09.

(Source: Bernd Wächter, ACA, 2010; UKCISA, 2011)

UK HE: from elite to mass to universal



Enrolments of international (non-EU) domiciled students, 2008/09



Source: NIACE; Professor Sir David Watson, Oxford, 12 March 2011

- Widening gap in widening participation in UK Higher Education, and
- Widening gap amid the international marketisation of UK (Postgraduate) HE?

Balancing Act between Neoliberal Free Market and Social Engineering

The central defining characteristic of the new brand of 'liberalism' since the Thatcher era was based on **an application of the logic and rules of the market to the public sector.**

Launching the framework document, Higher ambitions - the future of universities in a knowledge economy in 2009, Lord Mandelson said:

*“ Students, as **consumers**, needed to have far more information about courses and future **employability**.”*

“Nobody should be disadvantaged or penalised on the basis of the families that they come from or the schools they attended.”



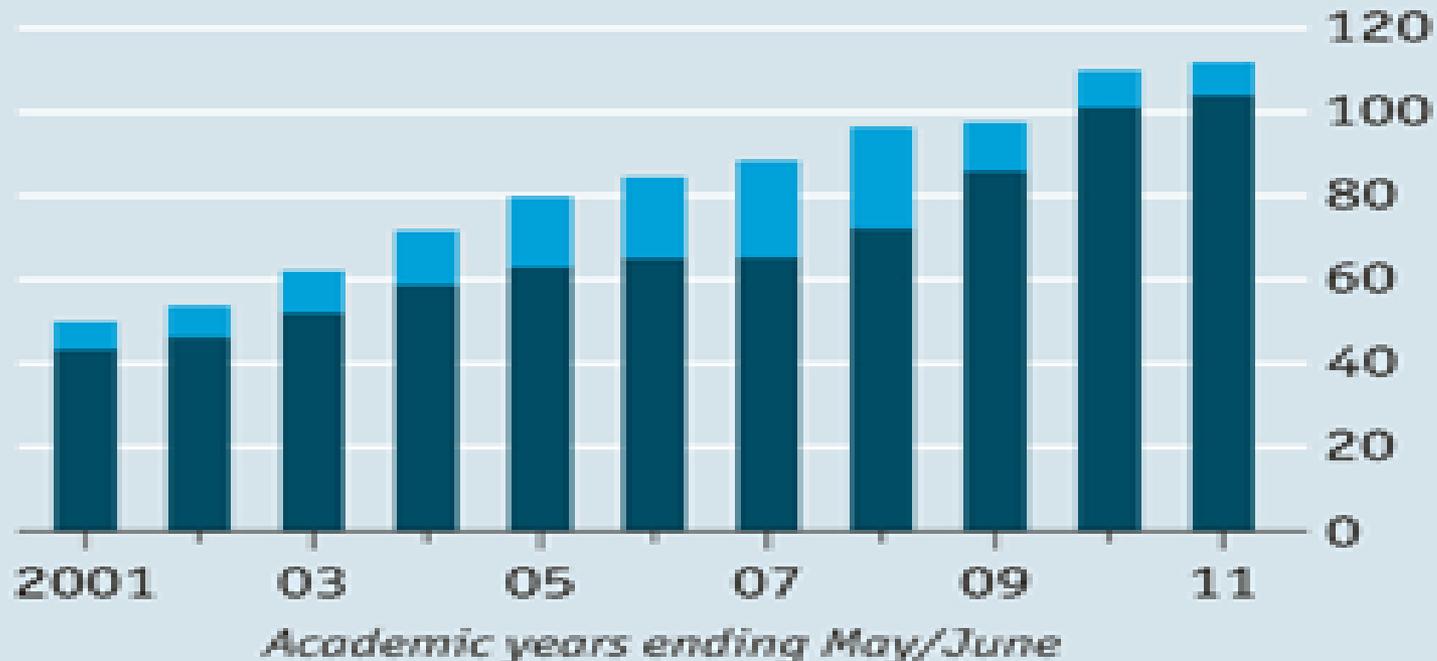
Nope, just debt – student loans in America

The Economist, October 29th, 2011

Well red

US student loans, 2010\$ bn

Public Private



Source: The College Board

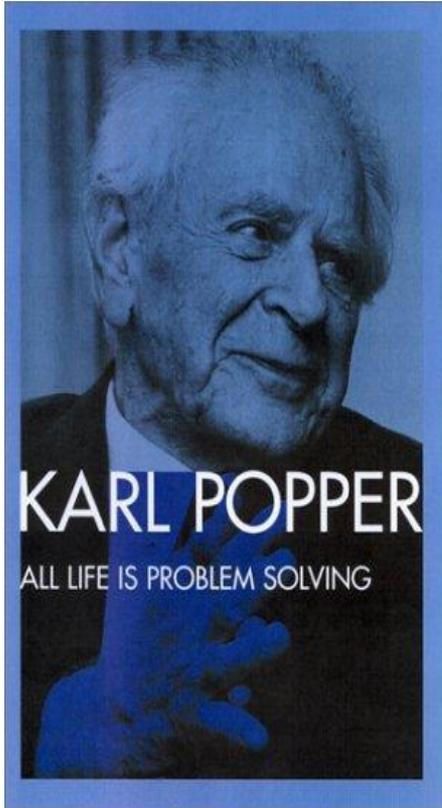
Internationalisation of the Academic Profession in British Universities

- 27% of full-time academic staff appointed in 2007/08 came from outside the UK (Kim and Locke, 2009).
- 41% of UK university professors have foreign citizenship (Teichler, 2010).
- Within the UK, the highest numbers of new appointments **from the EU in 2005/06** are: Germany 4200, Ireland 2895, Italy 2695, France 2340, Greece 1905, and Spain 1570. **From outside the EU**, the highest numbers of appointees are US 2890(2380 academic staff + 570 researchers), China 3730 (2280 academic staff + 1450 researchers), and India 1900 (1330 academic staff + 570 researchers) (Source: Universities UK, 'Policy Brief Talent Wars', 2007, p. 10).

** Academic staff in British universities are Faculty members in American universities.

- **New transnational academic tribe?**

Karl Popper wrote about obstacles in his autobiography (1976):



My main trouble was to write (*The Poverty of Historicism*) in acceptable English. I had written a few things before, but they were linguistically very bad...I discovered that English standards of writing were utterly different and far higher than German standards. For example, no German reader minds polysyllables. In English, one has to learn to be repelled by them. But if one is still fighting to avoid the simplest mistakes, such higher aims are far more distant, however much one may approve of them.

(Popper, 1976, p. 113).

Having learnt to be 'the Other' means that I can never be Kiwi, nor do I aspire to be; after some years, however, I and other academic migrants like me may even become incapable of re-immersing ourselves in the academic world from which we came. **We become the Other in both worlds and as a result will always be reflexive about our place in academic environments.**

(Bönisch-Brednich, German Professor of Anthropology in NZ, 2011).

Academic migrants in the contemporary neoliberal market-framed university

Such pressures to become a 'self-managing academic' who adheres to business thinking... are difficult enough for locals who have been slowly coerced into the corporatist performativity regime....

As an academic migrant, this often creates another layer of culture shock, experienced as a deep intrusion into my academic identity. Moreover, it is an imposition of another learning process: a third birth, **a re-making of the academic self into a participant in an entrepreneurial system of producing and selling knowledge. Resisting this often means a slow or sudden professional death...**

(Bönisch-Brednich, German Professor of Anthropology in NZ, 2011).

The patterns of academic mobility overlap with, and are constructed by, the characteristics of contemporary neoliberal market-framed universities in the UK (Kim, 2009):

- 1. new division of academic labour** – research vs. teaching vs. management
- 2. severe competition for external research funding and international recruitment of research staff and students**
- 3. casualisation of academic labour** in short-term, fixed-term contract-based staffing
- 4. implementation of immigration policies favourable to highly skilled foreign knowledge workers**
- 5. changing styles of university leadership in corporatist governance and management**
→ Conversion required from academic leadership (*primus inter pares*) to Managerial skills & competencies (line management)



- BME Students in Mass HE => new local Brits
- Diversity within insularity - immobility
- **Widening Participation & Widening Gap in UK HE**
- Widening Gap between the Rich and the Poor

The major policy driver:

Human Resource Development for the UK Economic competitiveness - UK Economic position, Economic performance in the global knowledge economy

“Widening access and improving participation in HE are a crucial part of our mission.

Participation in HE will equip our citizens to **operate productively within the global knowledge economy.**

It also offers social benefits, including better health, lower crime and a more tolerant and inclusive society.”

A Widening gap in Widening participation in UK HE?

As Crozier and Reay pointed out, what seems to have emerged in the process of widening participation in higher education in Britain is a **polarised mass system of HE** (Reay, Ball, and David 2005).

The Higher Education White Paper (2011) to introduce triple tuition fees £9,000 in 2012; and **“Widening participation will be the first victim of funding cuts”** (*The Guardian*, 2 March 2010)

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- Complex relations of

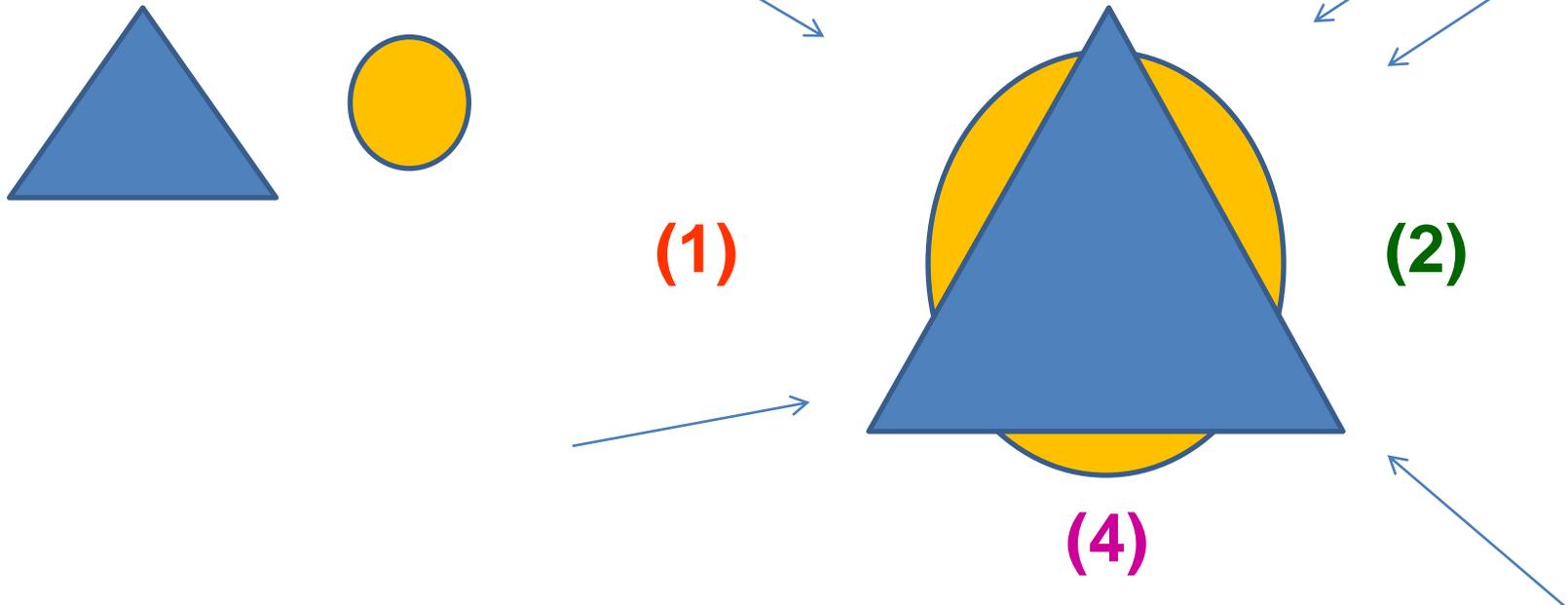
- (1) TAM (transnational academic mobility)

- (2) Internationalisation

- (3) Interculturality in Higher Education

- +/= (4) WP (Widening Participation) in both local and global contexts

- Underpinning meanings and forces that shape the *triadic* relations + WP



Interculturality in HE

- Is there a clash or concord between two cultures - the local vs. the cosmopolitan in British universities?
- * BME groups as the new local Brits
- The legacy of the British Empire and the justification & defence of “Multi-culturalism” in Britain:
“We are here because you were there”.

Immigration in Europe in the Age of Migration

Total Population in Europe: 730 million
9.5% from overseas

Spain: 40 million (14.1%)

Germany: 80 million (13.1%)

France: 64 million (10.7%)

U.K.: 60 million (10.4%)

Italy: 60 million (7.4%)

“... mobility shall be the hallmark of the European Higher Education Area. We call upon each country to increase mobility, to ensure its high quality and to diversify its types and scope. In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.”

Communiqué of the Conference of European Ministers
Responsible for Higher Education in Leuven, 28-29 April
2009, ‘The Bologna Process 2020’ (p. 4)

... mobility-related disadvantages should be eliminated for all workers. This is particularly important for the research world as it allows more mobility, more cooperation and more competition throughout Europe. As such, it could lay the very foundations of a truly dynamic European Research Area.

The League of European Research Universities , 1 March 2010

(Zygmunt Bauman, b1925)



“Britain was the country of my choice and by which I was chosen through an offer of a teaching job once I could no longer stay in Poland, the country of my birth, because my right to teach was taken away.

But there, in Britain, I was an immigrant, a newcomer – not so long ago a refugee from a foreign country, an alien.

I have since become a naturalized British citizen, **but once a newcomer can you ever stop being a newcomer?”**

(Bauman 2004: 9)

Amartya Sen

http://www.nobelprize.org/nobel_prizes/economics/laureates/1998/sen-autobio.html





“I definitely think that not just in science, but in any creative field of endeavour, it is an advantage to have been a ‘minority’..., be it through religion, ethnicity, or even left-handedness.”.....

“How far the experience of maintaining and defending - sometimes in public and in the face of some ridicule - beliefs and attitudes not shared by the vast majority of my compatriots may have influenced my subsequent attitude to physics and indeed to life in general.”

(Anthony Leggett (b1938), US-based British physicist & Nobel Prize winner in 2003, *Times Higher Education* 8 May 2008)



Georg Simmel (1858-1918) in his essay 'The Stranger' in *Soziologie* (1908) argued:

“To be a stranger is naturally a very positive relation; it is a specific form of interaction... He [the stranger] is not radically committed to the unique ingredients and peculiar tendencies of the group, and therefore approaches them with the specific attitude of “objectivity.” But objectivity does not simply involve passivity and detachment; it is a particular structure composed of distance and nearness, indifference and involvement.”

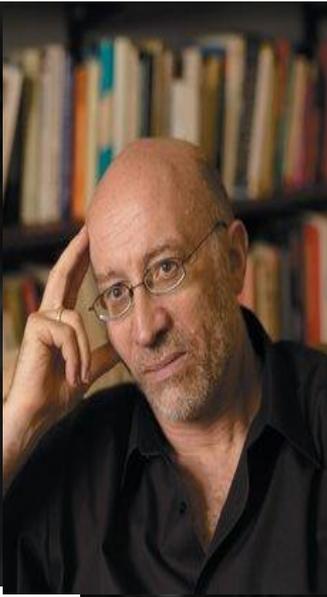
(Wolff, trans. Ed. 1950, 402-408).

Interculturality in HE can be realised through academic mobility and assuming the position of a stranger - as conceptualised by Georg Simmel (1908):

“the man who comes today and stays tomorrow, the potential wanderer has not quite gotten over the freedom of coming and going. He is fixed within a certain spatial circle – or within a group whose boundaries are analogous to spatial boundaries – but **his position within it is fundamentally affected by the fact that he does not belong in it initially and that he brings qualities into it that are not, and cannot be, indigenous to it.**”

(Simmel: Levine, D. trans. Ed. 1971: 143)







Arguments

Types of Knowledge carried by Mobile Academics – *Wissenschaften + Weltanschauungen* + Multiple networks forming transnational social capital and identity capital.

- New forms of knowledge creation emerge as a result of transnational academic mobility.
- They are transformed into ‘capital’ which raises some fundamental issues around positional knowledge and creative knowledge generated by individual mobile academic intellectuals, and their relations in the contemporary (neoliberal) university context.



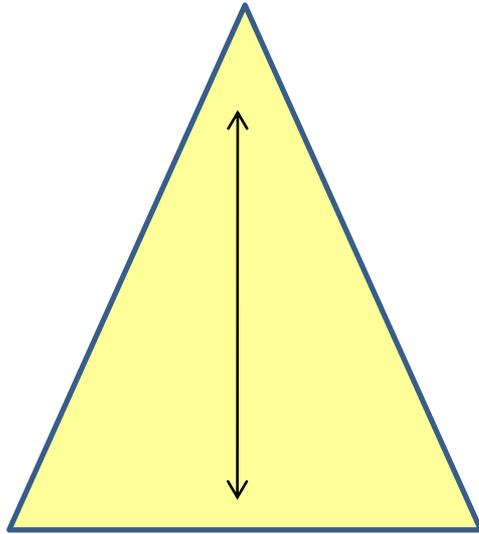
Accordingly,

- (1) the dichotomy of Mode 1 and 2 knowledge is in need of rethinking - via the mobility of persons within the world system.
- (2) the complex process of knowledge creation and innovation should be informed by the involvement of the personal, biographic dimensions of mobile academics and their terms with identity.

A Typology of knowledge creation:

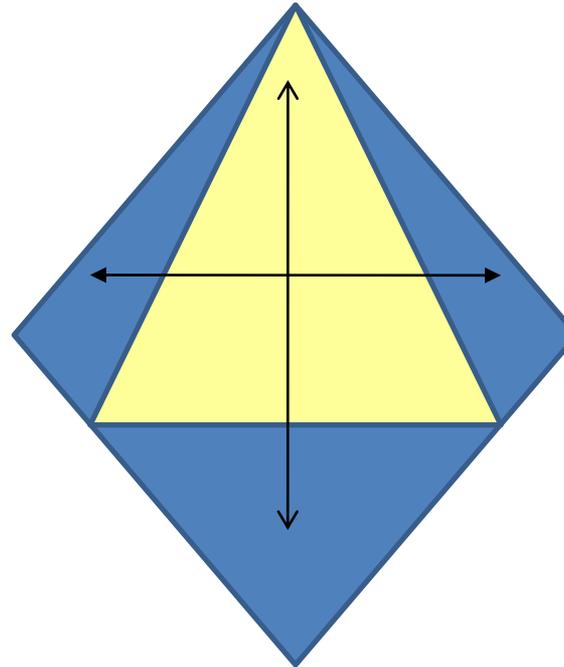
evolving from Mode 1 and Mode 2 to Mode 3

Mode 1



**Based on
Knowledge Capital
(hierarchical)**

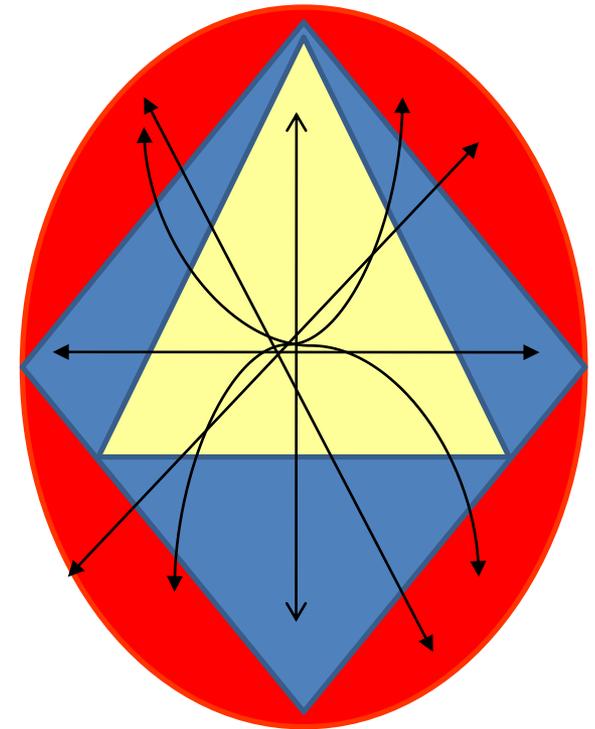
Mode 2



**Incorporating
Social Capital
(interactive, multiple nodes)**

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Mode 3



**Using
Identity Capital
(entwined, circular
movement)**

(Kim, T. ISSE & EERJ, 2012/2013, forthcoming)

Mode 3 Knowledge Creation

- Spatial **transfer** of knowledge → Knowledge **transformation** into ‘**transnational identity capital (TIC)**’.
- Highly tacit, and difficult to replicate as an authentic individual asset and thus not possible to purchase directly.
- Collins (1993; 1995) suggests that most of **what we once thought of as the paradigm case of ‘unsocial’ knowledge – science and mathematics – has turned out to be *deeply social***; it rests on agreements to live our scientific and mathematical life a certain way (Kim, 2010, p. 584).

Mobile Academics and Mode 3 Knowledge Creation

- Mobility built in Network Power
- From brain drain/gain/circulation policy discourse
→ to **brain transfer/transformation** thesis (Kim, 2010)
- Mobile academics as **knowledge broker/trader**,
knowledge **translator** (*interpreter*), and
knowledge **creator** (*legislator*) - invoking Bauman
(1989)

Rethinking Interculturality

in Higher Education

Functionary, instrumental

- Intercultural competence skills formation
- > Finite, isolable competences
- Training; expected to be acquired through codified knowledge-based courses, degree-programmes, certificates

Existential

- Embodied, encultured knowledge
- > Reflexive continuum
- A journey to develop, acquire **transnational identity capital** (Kim, 2010)
 - Existential migration (Greg Madison, 2006); Narrative imagination (Nussbaum, 1997)

“American higher education became the wonder of the world not because it watched the bottom line, not because it graded its professors with scores, not because it prepared its students for careers and vocations, but because it cultivated the minds, the ingenuity, the creativity and the judgment of its students.”

(Diane Ravitch, Universities to be tested to distraction, *University World News*, 26 February 2012)

(an interim) Conclusion

- The position of **mobile academic intellectuals as a stranger** reflects the notion of a **dialectical third**, which creatively escapes from the binary division of mode 1 & 2 knowledge production.
(Mode 1 & Mode 2) → Mode 3
- However, the global expansion of neoliberal market-framed university regimes may leave very little space for **free floating mobile academic intellectuals**, whose positions as an inside outsider, or outsider within.

Please note that my AUPC conference talk was based on my three unpublished papers, and two of them will be published in the *European Education Research Journal (EERJ)* and *International Studies in Sociology of Education (ISSE)* (forthcoming in 2012/13).

Full references are listed on the next slide.

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Thank you

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