

# Stirring the Lions: Strategy and Tactic in the Global Higher Education Wars

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*...the warning signals are there. Increasing global competition and Europe's demographic squeeze mean 'business as usual' is not an option. In the field of higher education, we can already see that universities in Europe attract fewer students and in particular fewer researchers from other countries than their US counterparts. ... to paraphrase a certain Danish university student made famous by Shakespeare: something is rotten in the state of Europe's research and education (Barosso, EC President, 2005: 6-7).*

*It is time to be frank. Among the vast and varied institutions that make up US higher education, we have found much to applaud, but also much that requires serious reform. ...Our year long examination of the challenges facing higher education has brought us to the uneasy conclusion that the sector's past attainments have led our nation to unwarranted complacency (Spelling, US Secretary for Education, 2006: 1).*

*Developing an effective response to the Bologna Process requires a national dialogue to develop a degree of common understanding of the key benefits and outcomes Australia seeks through realignment with Bologna initiatives (Julie Bishop, Australian Federal Minister for Education, Science and Training, 2006: 2).*

## Outline of the Paper

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## 1. Theoretical and Methodological Notes

### **Cultural Political Economy (Jessop, 2004)**

1. Through semiosis, objects and subjects are socially constructed.
2. Subjects/objects are co-constituted and co-evolve in wider ensembles and social relations
3. Meanings are produced; meanings are shaped by wider social relations, however they are not able to produce self-reproducing closure.
4. Actually existing economies can only be imagined; imagined economies have only a partial correspondence to real material inter-dependencies.

## **2. Europe's 1950-92 Regionalising Strategy**

1. Constitution of the European University Institute in Florence in 1971
2. Creation of the Erasmus programme in 1987 under the Delors's Presidency
3. Delors had a highly developed idea of the role that education could play in advancing European integration via the single market: education would overcome nationalisms, produce the European citizen, the European intelligentsia, and contribute a pool of graduates for the single market
4. Erasmus revealed diverse nature of higher education across Europe

### **3. Creating the 'New Europe' and 'Europe of Knowledge' through Challenging/Blurring National Boundaries**

1. 1992 Maastricht Treaty - the single market and the emergence of a more neo-liberal economic agenda following 1991-92 recession (Bieler and Morten, 2001)
2. Built upon a 1991 'Memorandum on Higher Education' (Huisman and van der Wende, 2004)
3. Range of external programmes established - ALPHA programme in Latin America, Asia-Europe Link with ASEAN countries
4. Bologna Process (1999)
5. Lisbon Agenda (2000)

## The Bologna Process

The European Higher Education Area must be open and should be attractive to other parts of the world. Our contribution to achieving education for all should be based on the principle of sustainable development and be in accordance with the ongoing international work on developing guidelines for quality provision of cross border higher education. We reiterate that in international academic cooperation, academic values should prevail

Bergen Communiqué, May 2005

## Political Aims of Bologna

Create a European Higher Education Area by **2010**

Simplify the European qualification systems

Establish system of credit transfer

Improve mobility within the EU and attract students and scholars from abroad

Ensure high-quality standards for recognised education

Need of reform for efficiency and competitiveness



The goal is not only to make the European higher education area (EHEA) attractive enough to the rest of the world to draw in more of the best foreign students and scholars, but also to boost quality within Europe itself, as a way of making universities more effective within the knowledge-based economy which the world's richest nations regard as the sine qua non of economic growth

(Corbett, 2005)

Bologna is thus about internal change, external readability for competitiveness, and the EU's political project of rule...it involves attracting/retaining the best brains for economic development, creating a higher education market to inject more capital into the sector, and creating Europe and the European citizen

## The Bologna Process – Minding the Market

The Bologna Process (1999) is committed to structural reform of higher education institutions within the EU (25 countries) and beyond (20 more) to make a total of 45

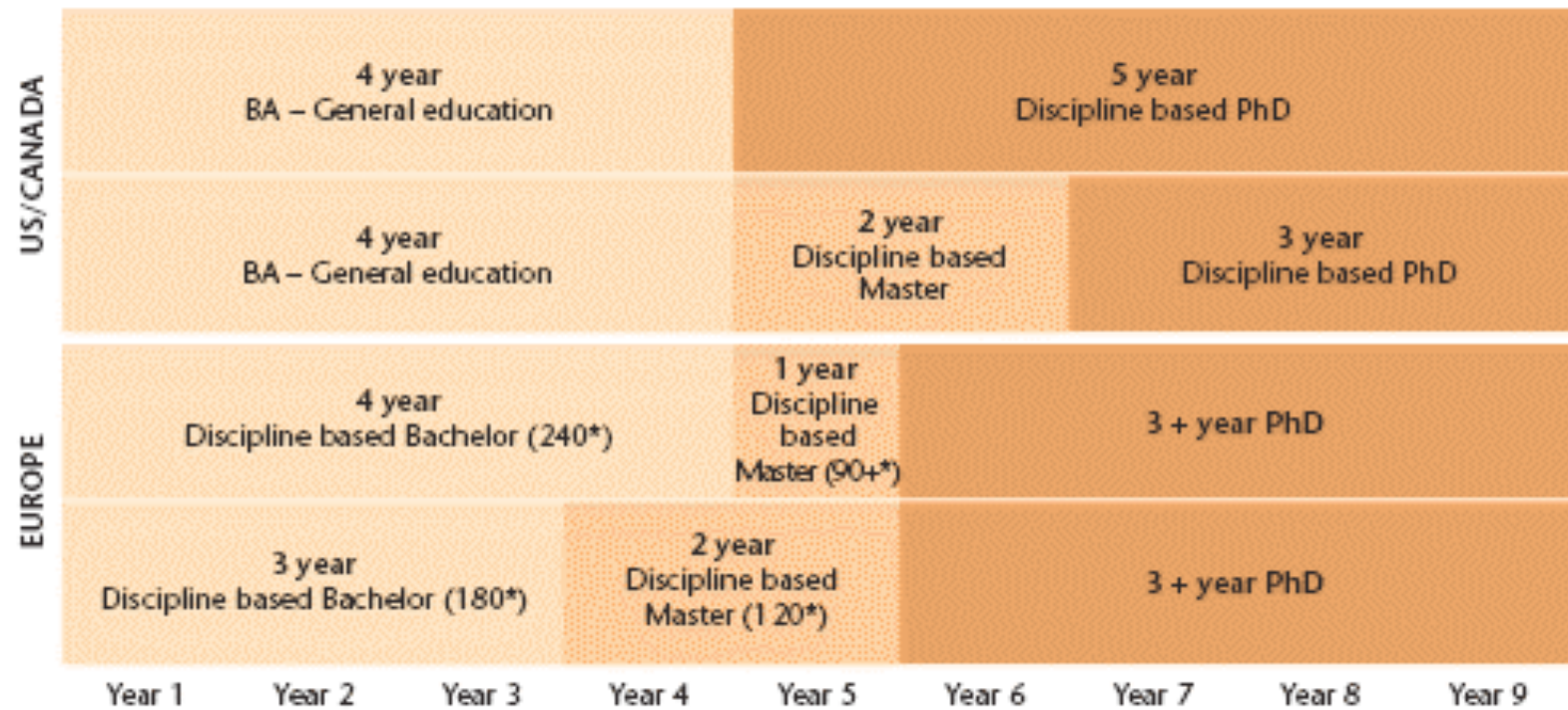
Involves 16 million higher education students, 800 universities

Initially an intergovernmental process, now it involves EC along with range of other European actors and institutions in MS

The Bologna Process - the harmonisation of the architecture of the higher education institutions of the Member States of Europe (and beyond) to create a new European Higher Education Area – based on a 3-2-3 degree structure

Sets of tools have been developed to make the EHEA intelligible as a unified space – qualification frameworks, credits system, Diploma supplement, quality assurance, doctoral research and training

### Average Timeline of the Three Cycle System In Europe vs. US/Canada (full-time student)



\* ECTS credits

## The Lisbon Strategy – minds and markets

*That Europe becomes the most competitive and dynamic knowledge based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion... (Lisbon, 2000)*

### Higher education must...

...take steps to remove obstacles to the mobility of researchers in Europe by 2002 and to attract and retain highly quality research talent in Europe (Council of the EU, 2000)

Between 1988 and 1995, 8760 European students took a doctorate in the US; five years after, 50% were still there

Become more competitive, attractive, innovative (EC, 2006)

Create a European Research Area – R&D; innovation

# Crisis in the Lisbon Strategy

## Kok Report – Mid-Term Review (2004) of Lisbon 2000

...the Lisbon strategy had failed to deliver a satisfactory economic growth performance and that Europe was falling far behind both the USA and Asia. The spectre of China and India, as threat and opportunity now added a new level of threat to the external challenges (Kok, 2004: 12).

...For Europe to compete, it needed to “...develop its own area of specialisms, excellence and comparative advantage which inevitably must lie in a commitment to the knowledge economy in its widest sense... Europe has no option but to radically improve its knowledge economy and underlying economic performance if it is to respond to the challenges of Asia and the US” (Kok, 2004: 12).

...we can already see that universities in Europe attract fewer students and in particular fewer researchers from other countries than their US counterparts. In 2000, Europe attracted some 450,000 students from other countries, while the US attracted nearly 555,000, mostly from Asia. More worrying still is that the EU continues to attract far fewer graduates than the US in core subjects for innovation like engineering, informatics and maths. And three quarters of EU-born students studying for their PhD in the US say they prefer to stay there after graduating. As regards researchers, there are also grounds for serious concern. Without an increase in the number of researchers, Europe will not only be able to secure and expand its role in science, technology and innovation. We need 700,000 additional researchers, partly to replace our rapidly aging research workforce and partly to ensure we can fully exploit the commitment made by Member States to boost public and private spending on research. And, while the number of researchers is rising, today's level of around 6 for every 1000 members of the workforce still lags behind Japan for example, with 9 researchers per 1000. **So, clearly, to paraphrase a certain Danish university student made famous by Shakespeare; something is rotten in the state of Europe's research and education** (*Strong Universities for Europe* (Barosso, 2005b: 5-7)).

## Leveraging KBE strategy by Comparing

Scientific publications -1.64% US publications highly cited while in EU on 0.25%

1992-2001, 63 Nobel laureates came from US; 17 from EU countries

1992-99, under 1% of EU patents at European and US patent offices

US (2.76%) and Japan (3.12%) have higher R&D intensities than EU-25 (1.93) and China (1.235)

EUs R&D 1998-2003 grew by 6.47%, US by 5.83 and China by 18.5%

Only 21% of the EU working age population has achieved tertiary education in comparison to US 38%; Canada 43%; Japan 36%

In the EU 52% relevant age group enrolled in higher education; Japan 49%; Canada 59% USA 81%

EU educates more graduates in Science and Technology and produces more PhDs but they don't go on into research – EU has 5.5 per 1000 in research while the US has 9 and Japan has 9.7

Of top 200 research unis (THES) 86 from Europe, 62 from US, 24 from Asia, 20 from Australia

**Table 1: Global Competitiveness Index rankings and 2005 c**

Country/Economy	GCI 2006 Rank	GCI 2006 Score	GCI 2005 Rank
Switzerland	1	5.81	4
Finland	2	5.76	2
Sweden	3	5.74	7
Denmark	4	5.70	3
Singapore	5	5.63	5
United States	6	5.61	1
Japan	7	5.60	10
Germany	8	5.58	6
Netherlands	9	5.56	11
United Kingdom	10	5.54	9
Hong Kong SAR	11	5.46	14
Norway	12	5.42	17
Taiwan, China	13	5.41	8
Iceland	14	5.40	16
Israel	15	5.38	23
Canada	16	5.37	13
Austria	17	5.32	15
France	18	5.31	12
Australia	19	5.29	18
Belgium	20	5.27	20

World Economic Forum, 2006



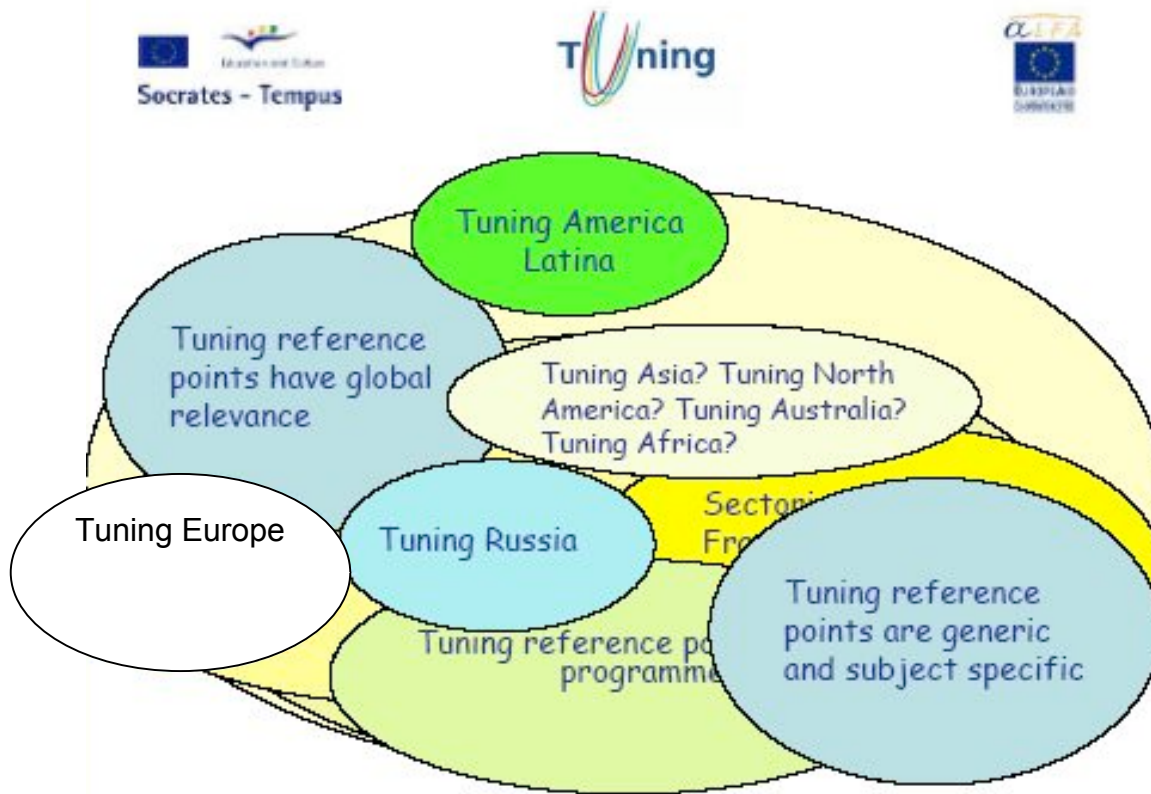
**Table 2 National Research Performance Compared to Economic Capacity**

	<b>Share of Global Economic Capacity, 2004 (%)</b>	<b>Share of Top 100 Research Universities, 2005 (%)</b>	<b>Share of Top 500 Research Universities, 2005 (%)</b>
United States	42.6	53.0	33.6
United Kingdom	4.6	11.0	8.0
Canada	3.0	4.0	4.6
Australia	1.7	2.0	2.8
Sweden	0.7	4.0	2.2
Switzerland	0.7	3.0	1.6
Germany	6.5	5.0	8.0
Japan	10.7	5.0	6.8
China	3.4	0	3.6

Source: Shanghai Jiao Tong University Institute of Higher Education (2005), World Bank (2005).

## 5. Globalising European Higher Education

1. Bologna is highly expansionist - internally and externally (doctoral studies, Europass, EuroCV, Diploma Supplement)
  - Tuning (Latin America)
  - Tempus initiatives (Eastern Europe)
  - Asia-Link/ASEAN Initiatives
  - Bologna Follow-up Group - to explore
2. Neighbourhood Policy - includes Mediterranean region
3. Erasmus Mundus - recruit talent from third world countries) recently with a strong focus on Asia (India and China)
4. 'Destination Europe' study -
5. US, Australian, Canadian initiatives



**Figure 1: Tuning Latino Americano – And Beyond**

## 6. Stirring the Lions - USA

*The world is catching up. In 1970 America produced more than 50% of the world's science and engineering doctorates. But if current trends continue, by 2010, we will produce only around 15 % (Spelling, 2005).*

14% of total international enrolment in the US comes from Europe

Council of Graduate Schools (2006a; 2006b) reported that total enrolment of international students increased in 2006 by 1% after three consecutive years of decline.

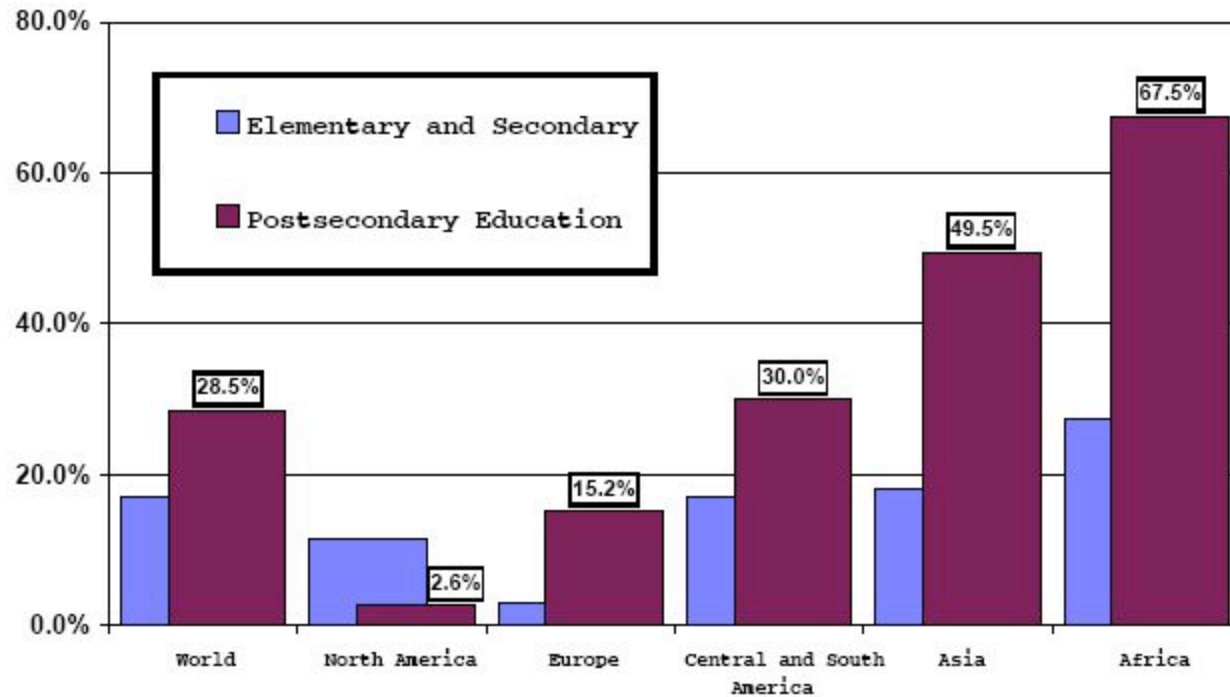
Council of Graduate Schools (2006b) -decline has been most pronounced amongst Chinese students; aside from humanities, all major fields showed a decline in total enrolment – including engineering -6%; life sciences -5%; social sciences -4%; physical sciences -1%

Foreign students contribute US\$12-13 billion annually to economy

## Spellings Commission on the *Future of Higher Education*

- a) Leveraging the language of 'crisis'
- b) other countries perceived to be educating their citizens for longer
- c) foreign born students represent half of all graduate students in computer science and over  $\frac{1}{2}$  of those awarded doctorates in engineering; 30% of those actively employed with a doctorate in science and engineering are foreign born
- d) need to re/address immigration policies, including proof of intention about remaining in the USA

## Percentage Change in Student Enrollment by Area of World: 1990-97



Source: Organisation for Economic Cooperation and Development, Education at a Glance, August 2001

For the United States the effects of the Bologna process are difficult to predict, but a few things are clear. At the moment, the biggest challengers to the US in the international student market are Australia, Canada and the United Kingdom. The EHEA may end up challenging American dominance in international higher education in much the same way that the European Union has become a counterweight in international trade vis a vis the US and Japan

Sedgewick, 2003).

## Stirring the Lions - USA

- **American Competitiveness Initiative** established focused on innovation, science, mathematics (Federal Policy)
- Association of International Educators (NAFSA) set up Taskforce on Bologna
- Issues of philosophy, equity, approach to learning (general education component – Assefa, 2004), processing numbers of applications using the systems already derived, and spectre of competition (Tobash, 2006)
- Graduate admissions policies in US are diverse; excellence may be because of diversity, rather than adopting Bologna uniformity (Danecke, 2005)
- In a CGS survey (2005) 22 % of 125 institutions surveyed said they would not accept 3 years; 64% said would assess for equivalency; 9% provisional acceptance with additional coursework
- US Dept of State – provide 2400 undergrad/grad scholarships to study abroad including 1309 Fulbright – develop '**greater global competency**' (Hughes, Under Sec Pub Dipl/Pub Affairs, 2006)



## 7. Stirring the Lions – Australia's Trade Agenda

*Developing an effective response to the Bologna Process requires a national dialogue to develop a degree of common understanding of the key benefits and outcomes Australia seeks through realignment with Bologna initiatives (Julie Bishop, Australian Federal Minister for Education, Science and Training, 2006: 2).*

Brisbane Communiqué (2006) – move toward Bologna compatibility to ensure mobility of students.

Some 32,000 students from Europe study in Australian universities

If Europe is made a more attractive destination for students (especially from Asia and possibly Africa as an emerging market) it will threaten the Australian higher education market

The total value of HE market in Australia is AUS \$6billion; 80% of OS students come from Asia



## Stirring the Lions - Australia

Australian Vice Chancellor's Committee warned against assuming compatibility with Bologna is the only option for Australia, and that harmonisation with Asia might be a more strategic move

The Group of Eight (Australia's self styled 'Ivy League' has strong links with both the Russell Group in the UK and the AAU in the USA – posing a question the tactics of alliances (Group of Eight, 2006)

Nonetheless, all eyes are on China's response with a strategic view about developments in India

Senior Officials Working Group will report to the 2008 Asia Pacific Education Ministers meeting – likely to promote idea of Asia-Pacific region which compares with the EHEA

Launched ***Endeavour Programme*** in 2006 to compete with Erasmus Mundus and Fulbright – bring bright scholars to Australia (AUS \$1.4 b)



## **7. Global Higher Education Wars - Winning and Losing**

1. Stakes are perceived to be high as KE strategies are accelerated and higher education viewed as key to growth
2. Can Australia and the US ignore Bologna? Clear they have responded, but also other countries and regions have as well (nascent regional groupings)
3. Countries are going head-to-head on recruiting global talent - but also signs that strategies are also shaped by foreign policy issues
4. EU as a player with power? Issues of Capacity, Capability, Legitimacy