

FUTURE OF HIGHER EDUCATION - BOLOGNA PROCESS RESEARCHERS' CONFERENCE (FOHE-BPRC), THIRD EDITION

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Session 1: Bologna Process and the wider world of Higher Education

Re-shaping the EHEA after the demise of neoliberalism: a UK perspective, *Linda Evans (University of Manchester, UK)*

Since around the turn of the millennium the European university has been re-furbished in the neoliberal style - the consequences of which to the lives of academics and students have been documented and analysed ad nauseam. But now, subtle shifts are discernible and faint rumblings audible – which some commentators have taken as the faint overture of neoliberalism's death knell. It is increasingly suggested that the neoliberal model is moribund. How imminent is its demise remains to be seen, but its days are certainly numbered; for, as surely as night follows day, every doctrine behind a political or economic model runs its course, and is replaced. The winds of change are undoubtedly blowing, and when neoliberalism does become a thing of the past, quite a different university will emerge from its shadow. What form it will take remains uncertain, but the post-neoliberal era and the academy that it fashions will make its way across much of Europe, redefining the shape and nature of the EHEA. Addressing the question: What will the post-neoliberal European university look like, such redefinition is the focus of this predominantly conceptual and analytical paper, which argues for starting from a micro-level focus on reshaping European academic professionalism, and considers the EHEA's potential role in this.

Negotiating Changes in Policy Travel in Regionalization of Higher Education: the case of Bologna process in Africa, *Emnet Tadesse Woldegiorgis (Universität Bayreuth, Germany)*

There has been a growing interest among scholars of International Relations and Comparative Public Policy on issues of policy travel since the 1990s. Even though regional higher education policies are developed within certain intergovernmental policy settings encompassing shared interests among states of regional groupings, they tend to travel across continents impacting other regions sometimes in quite different contexts. In this regard, the policy travel of the Bologna process of Europe into other regions could be a very good example as one of the pioneers of higher education policy harmonization initiative. Since its inception in 1998, the policy has managed to attract the attentions of other regions including Africa reshaping higher education policies at national sub-regional and continental levels. Explaining similar scenarios, a considerable number of literatures on the inter-regional movement of ideas and practices in social policy has been developed over the last twenty years through various concepts including 'policy transfer', 'policy diffusion', 'cross-national attraction', 'policy borrowing' and 'policy convergence'. This particular paper explores the notion of policy travel through the conceptions of 'policy transfer' and 'policy diffusion' and addresses the underlying question of how the Bologna process of Europe traveled to the various sub-regions of Africa.

Corruption, the Lack of Academic Integrity and Other Ethical Issues in Higher Education: What Can be Done within the Bologna Process?, *Elena Denisova-Schmidt (University of St. Gallen, Switzerland)*

This chapter deals with the latest trends in general corruption research and its implications for higher education. Using several examples from the Bologna countries, the author discusses some current developments and makes recommendation on how to precede within this context.

Effects of the Bologna Process on quality assurance regimes in the Post-Soviet space: Isomorphism and path dependencies in Moldova, Russia, and Kazakhstan, *Lukas Bischof (University of Leipzig, Germany Higher School of Economics, Russia)*

After 25 years of transformations of higher education systems in Post-Soviet countries, the single Soviet model of higher education has evolved into fifteen unique national systems, shaped by economic, cultural, and political forces, both national, regional and global. One of these external forces has been the Bologna process which has exerted considerable isomorphic pressure on the systems of quality assurance and specifically accreditation in these countries, especially since the mid-2000ies. The paper presents and compares the development trajectories of the quality assurance architecture in the three countries and illustrates the role of the Bologna Process in the interplay of global, regional, and national forces shaping the systems of quality assurance in three Post-Soviet countries of Russia, Moldova and Kazakhstan: Whereas Moldova and Kazakhstan have – arguably slowly and with considerable difficulty – moved closer to independent accreditation, aligning their QA regimes with the European Standards and Guidelines for Quality Assurance (ESG), Russia has reverted to a model of state-control, based on financial incentives, performance indicators and administrative intervention.

National Policies for Higher Education Internationalization: A global comparative perspective, *Daniela Craciun (Central European University, Budapest)*

The internationalization of higher education is widely considered as a strategic priority for governments around the world because of the economic, political, social, and academic benefits associated with it. Starting from the premise that the nation-state plays a central role in the process of internationalizing higher education, the paper argues that it is important to take stock of the current state of affairs and ask: what are nation-states doing to internationalize higher education? The paper presents original data on the spread of national internationalization policies around the world. It finds that strategic thinking about internationalization is a relatively new phenomenon with limited coverage. In terms of the number of countries that adopt national policies, the analysis finds a world dominated by scattered efforts when it comes to higher education internationalization. Why is the absence of a national strategy problematic? In countries where universities are largely dependent on public money, having no coherent direction for internationalization at the national level can limit the scope and undermine the effectiveness of internationalization strategies at the institutional level.

A collaborative approach in the internationalisation cycle of Higher Education Institutions, *Adriana Pérez Encinas (Universidad Autónoma de Madrid, Spain)*

This paper reflects on the need for a collaborative approach among all stakeholders and service providers at universities to promote and enhance their internationalisation efforts within higher education institutions. As outlined by the last addition to the internationalisation cycle presented by De Wit (2002), a supportive culture that will facilitate the integration of internationalisation into all aspects of institutions is critical to success. It is emphasized that internationalisation is not a goal in

itself, but a means to enhance the quality of education, research and service function of the university. Further, internationalization may be enhanced by adding a collaborative component into all university services, thereby engaging key stakeholders.

This paper offers a fresh and innovative approach linking formal and informal services inside higher education institutions, in order to formulate the best strategies to integrate collaborative services and approaches into the regular activities of formal or institutional services.

Students' perspective over the institutional efforts to develop internationalization within Romanian HEIs, *Cristina Ramona Fit, Delia Gologan (National University of Political Science and Public Administration, Romania)*

The aim of this study is to increase the awareness on the strengths and weaknesses of the internationalisation dimension of education in Romania by better understanding students' perspective of this phenomenon and the range of internationalisation activities initiated by various universities. The paper presents the conclusions of a survey taken by 5,126 Romanian and foreign students enrolled in the 17 target HEIs. Also, the paper offers an analysis of the university strategies on internationalisation. In the first part, the paper analyses students' perception of internationalisation, including reasons for or barriers against taking part in a study or placement mobility. It also shows the perspective of Romanian universities, in terms of what dimensions they prioritize and what institutional measures are taken to integrate internationalisation into the teaching, research, or services of HEIs using as a proxy the objectives found in their strategic documents on the subject. Clarifying these aspects as well as discussing students' recommendations for improving the international dimension of education, will help identify, in the final part of this paper, potential solutions to improve the international dimension of the Romanian educational system.

The purpose of this endeavour is to contribute to the improvement of the internationalisation dimension of education in Romania, by understanding more thoroughly the perspective of students, one of the biggest stakeholders in the field of HE and the potential solutions to improve it.