

**FUTURE OF HIGHER EDUCATION - BOLOGNA PROCESS RESEARCHERS' CONFERENCE
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Session 1: Furthering the internationalization of higher education: particular challenges in the EHEA

1. Alliance Formation in Higher Education: a study of the European Universities Initiative, Andrew Gunn, (University of Leeds, UK)

This paper analyses the European Universities Initiative (EUI) as an example of an innovative approach to alliance formation in higher education. As a flagship initiative of the European Education Area, the scheme follows President Macron's call to create a network of universities to drive 'educational innovation' and the 'quest for excellence' across Europe. The paper develops the framework deployed by Gunn and Mintrom (2013) — based on Moss Kanter's *The Art of Alliances* — to provide theoretical insights on how university alliances can generate mutual benefits and 'collaborative advantage' for their members.

The paper begins by mapping out the influential university alliances that exist in Europe and other parts of the world, including new networks of interest such as the Asian Universities Alliance backed by the Chinese government. This exercise — which identifies the purposes of alliances, the activities that take place within them, and their geopolitical role — provides perspective on the position of alliances on the international higher education landscape.

Following this, the paper moves to focus on the development of the European Universities initiative. In 2019 the European Commission selected the first 17 alliances, comprising of 114 institutions, to receive funding for a three-year pilot. The alliances are designed to enhance the quality, inclusiveness and competitiveness of European higher education, and, through 'inter-university campuses', enable the seamless mobility of students and staff between members. The paper assesses how the new initiative is a significant regional project and represents a novel approach to alliance formation and a means of furthering the internationalisation of higher education.

2. How do Romanian universities promote their educational offer and what mechanisms are used to attract international students? Cristina Ramona Fiț (Executive Agency for Higher Education, Research, Development and Innovation Funding, Romania)

Overarching strategies at the European level underline the importance of mobility, thus promoting the higher education offer should be among the key topics that dominate the internationalization agenda in Romania, in the context of a highly competitive market worldwide. The paper highlights the disconnect between the internationalization strategies of Romanian universities and concrete measures undertaken to promote their educational offer. The paper includes a short analysis on how HEIs promote their study offer internationally, using three Romanian universities as case studies. Starting from a review of institutional internationalization strategies, strategic plans for institutional development and methods and instruments used to promote their educational offer, the article also

includes a short questionnaire interpretation to highlight the most popular promotional mechanisms used to attract international students. Conclusions show what HEIs perceive as the most effective promotional tools and how, despite international trends, social media is still not deemed essential to advertise their educational offer to international students.

3. Addressing Careers Service Internationalization challenges through transnational consortia, Jérôme Rickmann, Adriana Perez-Encinas, Nadia Fernández-de-Pinedo (Universidad Autónoma de Madrid, Spain)

Providing high quality education and student experience is critical to attracting and retaining students in an increasingly competitive environment. Higher Education Institutions (HEI) are under growing pressure to 'guarantee' the employability and successful access to labor markets of their graduates. On the other side, with growing international student mobility for decades now a diverse student body has emerged. A student with a global professional future.

Among the challenges for HEIs, is to deliver a comprehensive education, to develop their graduates' employability relevant skills and support them with structures that ease their integration either in the local, national or in the international labor markets. The mere scope of this challenge suggests that the responsibility for success doesn't lie with one particular stakeholder of the university. Inter- and intra-institutional cooperation can be considered the key to forming integrative impactful strategies and operations in this context – academia, administration, senior management, students and external partners need to collaborate in order to create effective practice.

This paper aims to outline both the current context and the status of European careers service internationalization and the main challenges faced in this process. An exploratory single case analysis is used to identify how the formation of international careers service consortia could contribute to overcome some of the challenges especially in terms of resource efficiency and international network development and reach.

4. Regional Mobility in Europe: The Importance of CEEPUS based on Hungarian Evidence, Peter Holicza (Tempus Public Foundation, Hungary)

The Central European Exchange Programme for University Studies (CEEPUS) was founded more than 25 years ago in order to support the strategic role of the region by academic and further cooperation among the Central, Eastern and Balkan States of Europe. Its framework covers mobility grants for students and teachers within academic networks designed to operate joint programmes and degrees. The importance and impact of CEEPUS are less researched and highlighted compared to the European Union flagship Erasmus Programme, but its results and future made a comeback on international political agendas and are an actual topic on policy forums. The current scheme is secured only until 2025, therefore this research intends to support decision and policy making processes for future planning by presenting the outcomes of programme participation and necessary changes for improvement.

Hungary is among the founders and one of the most important member states considering the allocated grants, number of professional networks and mobilities – that make the processed sample representative and valuable. The methodology includes literature review, secondary research, quantitative and qualitative primary research focusing on the experience and opinion of the Hungarian program and network coordinators, specialists and the National Agency. The added value of the article is the answer whether the CEEPUS is still needed besides the Erasmus+ and other mobility programs;

if yes, what are the recommendations of those who are actively involved in its management, what should be done to improve its effectiveness and impact on participants, as well as on the overall education system.

5. Drivers for Internationalization in Georgian Higher Education, Puşa Năstase (Central European University, Austria)

This research investigates the main drivers for the integration of international elements in the Georgian higher education. To provide a comprehensive perspective it focuses on all three stages of policy from the creation by governmental authorities (Ministry of Education and state agencies operating in the field) to the creation and implementation at institutional and individual levels.

6. Does international student mobility increase graduate employability? The labor market outcomes of Erasmus students, Daniela Crăciun (Bard College Berlin, Germany), Kata Orosz (Central European University, Austria), Viorel Proteasa (West University of Timisoara, Romania)

The chapter sets out to answer a question that has long been on the mind of policy makers, university leaders, scholars and students: does international student mobility have a positive impact on graduate employability? Traditionally, this question has been answered using survey data where internationally mobile students self-report their employment situation at a certain point after graduation. According to these studies, international student mobility positively affects the labor market outcomes of students. For instance, the European Commission reports that: (1) students who completed an Erasmus mobility program are half as likely to face long-term unemployment; (2) the unemployment rate of Erasmus students is 23% lower five years after graduation (European Commission 2014). While these studies provide important insights into the added-value of international student credit mobility, the results can be plagued by self-selection bias. In order to avoid this problem, we propose an alternative research design. The chapter offers an analysis based on register data from university records and employment records of 10 cohorts of graduates between 2007 and 2015 from the West University of Timisoara, a leading comprehensive university in Romania. Using register data offers the possibility to study population-level data and compare the employment outcomes of mobile and non-mobile students. The chapter analyses the impact of credit mobility on insertion in the labor market, income levels and occupational prestige.

7. Integration Policy for Syrian Refugees` Access to Turkish Higher Education: Inclusive Enough? Hakan Ergin (Istanbul University, Turkey), Hans de Wit (Boston College, USA)

Opening its door to 3,8 million Syrians, Turkey is host to the largest refugee population today (UNHCR, 2019). In addition to providing them with humanitarian aid, Turkey has made academic and financial reforms to enhance Syrian refugees` access to higher education (Ergin and de Wit, 2019). Thanks to these reforms, over 27 thousand Syrian refugees have accessed Turkish universities up to now (CoHE, 2019). Appreciating this humanitarian effort of an emerging country with limited resources, this study questions how the government policy of enhancing Syrian refugees` access to Turkish universities could be more inclusive. With In this respect, using available official statistics of current Syrian students in Turkish higher education, this study reveals who has accessed to higher education and what should be done to enhance the access of others who are left behind.

**8. The role of demographic policies in the internationalization of Romanian higher education,
*Robert Santa and Cezar Mihai Hâj (Executive Agency for Higher Education, Research,
Development and Innovation Funding, Romania)***

The internationalization of higher education has been intensely studied at both national and institutional level. However, in recent years, it has been increasingly influenced by national level policies aimed at closing perceived talent gaps emerging in European economies. Several countries have enhanced facilities allowing international students to become permanent residents, even while tightening immigration requirements for other third country nationals. Such policy changes would imply that the international student has become a public policy target from a demographic policy perspective.

As part of an enhanced focus on internationalization of higher education, Romania has enacted significant legal changes to its immigration laws in November 2018, altering the conditions under which international students can become permanent or long-term residents. Deploying the use of interviews, as well as a public policy analysis of recent legal and regulatory changes, this paper aims to explore two distinct topics:

The first is the degree to which Romanian internationalization activities, at both national and institutional levels, are framed using the language and objectives of public demographic and migratory policies. The second is the degree to which universities are using new legal provisions to enhance their internationalization efforts. Exploring both dimensions should offer a clearer picture of how recent regulatory changes are shaping the nature of internationalization strategies among Romanian universities.