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EUROPEAN UNIVERSITIES AND THE CHALLENGE OF INTERNATIONALISATION

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Overcoming national fragmentation

- National fragmentation: still national career paths in universities (97% of academic staff never worked outside of the country in which the PhD was received)
- Hierarchical organisational structures: attract young researchers from abroad by providing research opportunities (ERC Starting Grants)
- Demographic development: attract brains
- Idealistic, not pragmatic approach: accept the interest of society in meeting the grand challenges

Looking forward: new challenges for universities in the 21st century

The rise of broad and transdisciplinary themes (EU commission: “The world of 2025”, Rising Asia and socio-ecological transition, 2009)

- Increasing inequalities and tensions
- Poverty, mobility and migration
- The global health situation
- Increasing scarcity of natural resources
- Ecological and demographic changes
- The transition to a multipolar world



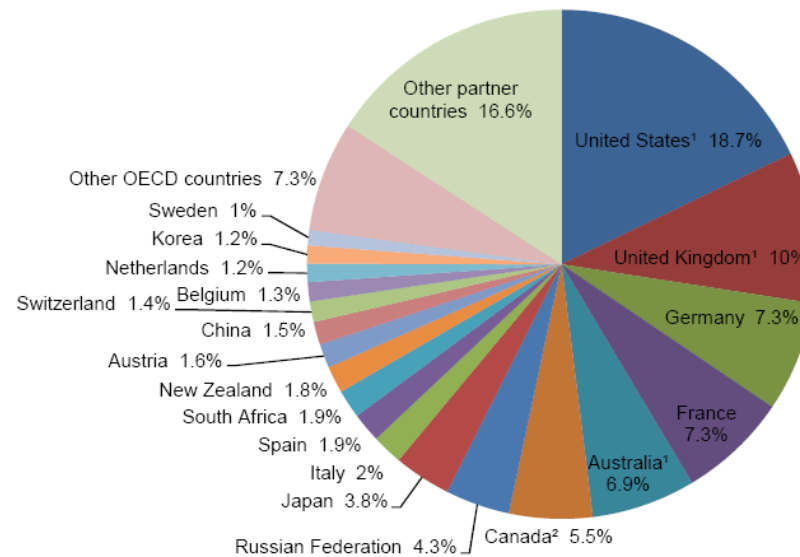
Looking forward: Preparing for a New Renaissance

Preparing Europe for a New Renaissance (European Research Area Board, Sept. 2009)

- Tackling the new themes will “require new ideas, discoveries, talents and innovations” – the fruits of research. To achieve them, we “must start by changing the way we do research”.
- Open European Research Area marked by free movement of people and ideas (mobility of staff and students, “open science”); rethinking the way science interacts with politics and society; promoting high risk – high gain research; crossborder collaboration among universities, RPOs and firms.

Flow of International Students I

Chart C2.2. Distribution of foreign students in tertiary education, by country of destination (2008)
Percentage of foreign tertiary students reported to the OECD who are enrolled in each country of destination



1. Data relate to international students defined on the basis of their country of residence.

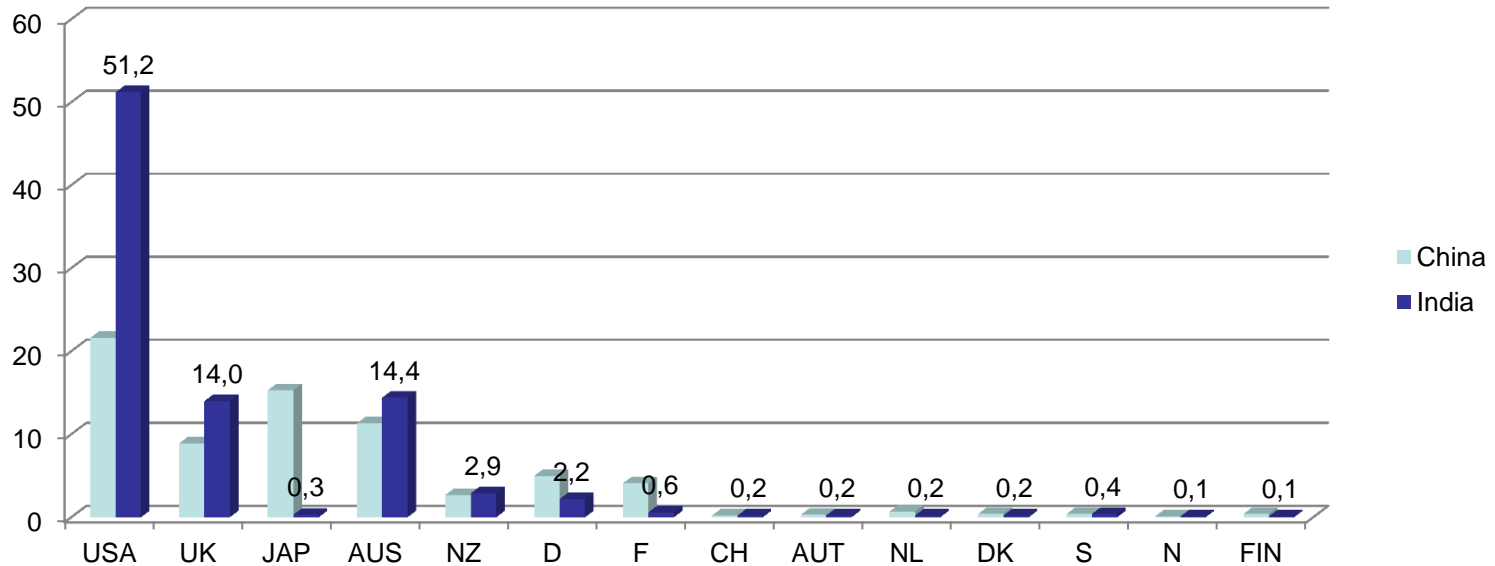
2. Year of reference 2007.

Source: OECD and UNESCO Institute for Statistics for most data on partner countries. Table C2.7, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2010).

Flow of International Students II

Foreign students in tertiary countries using the examples of China and India (OECD, 2008)

	USA	UK	JAP	AUS	NZ	D	F	CH	AUT	NL	DK	S	N	FIN
China	21,6	8,9	15,3	11,3	2,7	5,0	4,1	0,2	0,3	0,7	0,4	0,4	0,1	0,4
India	51,2	14,0	0,3	14,4	2,9	2,2	0,6	0,2	0,2	0,2	0,2	0,4	0,1	0,1





University ranking according to ERC Grants January 1, 2007-December 31, 2009

1. ECOLE POLYTECHNIQUE FEDERALE DE LAUSANNE (CH)	44,4 MIO
2. THE CHANCELLOR, MASTERS AND SCHOLARS OF THE UNIVERSITY OF CAMBRIDGE (UK)	41,9 MIO
3. THE CHANCELLOR, MASTERS AND SCHOLARS OF THE UNIVERSITY OF OXFORD (UK)	41,7 MIO
4. EIDGENOSSISCHE TECHNISCHE HOCHSCHULE ZÜRICH (CH)	38,3 MIO
5. IMPERIAL COLLAGE OF SCIENCE, TECHNOLOGY AND MEDICINE (UK)	34,0 MIO
6. UNIVERSITY COLLEGE LONDON (UK)	32,5 MIO
7. UNIVERSITÄT ZÜRICH (CH)	22,3 MIO
8. KAROLINSKA INSTITUTET (S)	19,4 MIO
9. UNIVERSITY OF BRISTOL (UK)	18,8 MIO
10. THE UNIVERSITY OF EDINBURGH (UK)	18,1 MIO
11. UNIVERSITEIT LEIDEN (NL)	17,7 MIO
12. LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN (D)	17,6 MIO
13. UNIVERSITE DE GENEVE (CH)	16,9 MIO
14. UNIVERSITEIT VON AMSTERDAM (NL)	16,9 MIO
15. KATHOLIEKE UNIVERSITEIT LEUVEN (B)	16,5 MIO
16. UNIVERSITY OF HELSINKI (FIN)	16,4 MIO
17. STICHTING KATHOLIEKE UNIVERSITEIT – RADBOUD UNIVERSITEIT NIJMEGEN (NL)	14,9 MIO
18. KUNGLIGA TEKNISKA HOEDGSKOLAN (S)	13,4 MIO
19. UNIVERSITY OF COPENHAGEN (DK)	12,2 MIO
20. UNIVERSITÄTEIT UTRECHT (NL)	12,0 MIO
21. UNIVERSITÄT WIEN (A)	11,6 MIO
25. TECHNISCHE UNIVERSITÄT MÜNCHEN (D)	10,8 MIO
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JOHANN WOLFGANG GOETHE UNIVERSITÄT FRANKFURT AM MAIN (D)	9,1 MIO
UNIVERSITÄT HAMBURG (D)	7,5 MIO
FREIE UNIVERSITÄT BERLIN (D)	7,3 MIO
RUPRECHT-KARLS-UNIVERSITÄT HEIDELBERG (D)	6,5 MIO



Building the „Europe of Knowledge“ New Developments in EHEA & ERA (I)

EHEA (Bologna Process)

- ERASMUS/SOCRATES (horizontal mobility) a big success; needed: vertical mobility of students
- common study architecture: universities say they have the three cycles in place (with few exceptions)
- broad support for the underlying idea of student-centred learning
- use of Bologna tools (ECTS, Diploma Supplement, QF)
- needed: re-engagement with the overall purposes of the reform and broadening the debate with society, especially employers



Building the „Europe of Knowledge“ New Developments in EHEA & ERA (II)

ERA

- increased resources and new instruments
- excellence and cohesion
- FP 7 => CSF
- 3% of GDP objective for R&D



Much needed: Modernisation Agenda

EU Commission, 10 May 2006

1. broaden access on a more equitable basis
2. reach out to more research excellence
3. break down the barriers surrounding European universities
4. provide the appropriate skills and competences for the labour market
5. create genuine autonomy and accountability for universities
6. reduce the funding gap so that 2% of GDP will be spent on HE by 2015; besides 3% of GDP spent on R&D) and make funding more effective

Initiative of the EU Commission to revise and update the 2006 communication in the context of Europe 2020



Europe of Knowledge

European approach to internationalisation
(EUA strategy paper, May 2011)

- interest in cutting-edge research collaboration and attraction of talent
- commitment to global dialogue and partnership
- willingness to respond actively to global challenges
- contribution to global capacity building through collaboration research and teaching activities
(enhanced student and staff exchanges)