Academic

Multiple epistemological positionings in Comparative (Higher) Education

- The new global contexts where trans-national and territorial cultures are entangled with one another
- Systemic measures for the international comparisons of educational outputs have become routinized and assuming a new normative force.
- Comparison *in itself* has become a mode of governance.

My long-term and ongoing research:

- Trans-national dimensions of academic mobility/migration, and knowledge and identity as capital in comparative historical sociology.

- Specific relationship between academic mobility and new knowledge creation

- Theories of Spectatorship ± µ & R P S D U D W L Y H 2014)]-H ¶ .
  W K H P H G L F D O J D] H D V W K H ³V S H D N L Q J H \H´ H T X D

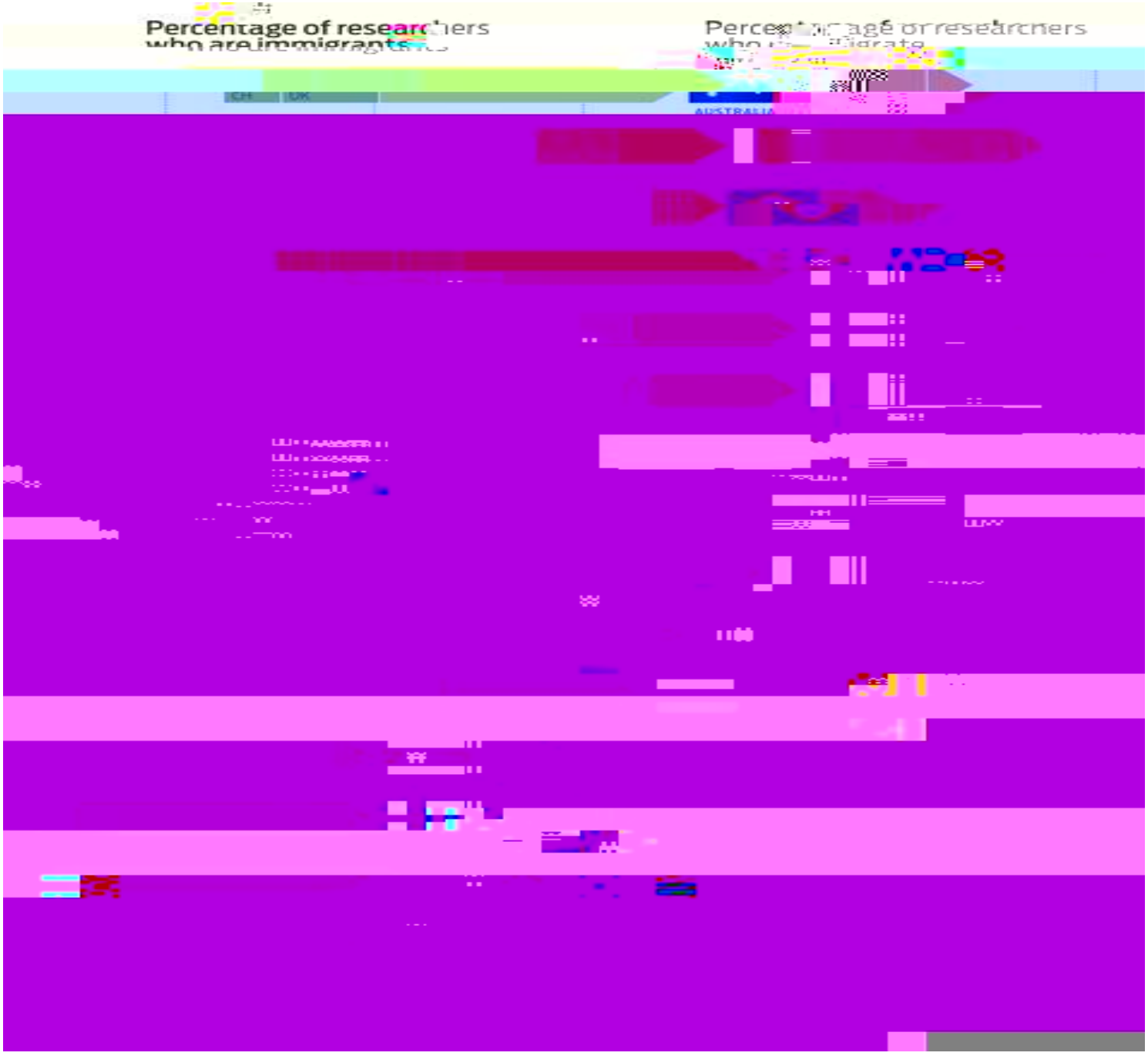
- The literature on academic mobility tends to valorise mobility and neglect its darker aspects (Teichler, 1996).

- Mobility is a structural necessity (Bauder, 2015) ± normative justification.

What triggers cross-border academic mobilities; what constrains academic mobilities (both

3,I ZH GRQ¶W FXW DOO WLHV
PRUH PLJUDQWV ZLOO KHDG W

World Prestigious Universities


Percentage of researchers
who are immigrants
Percentage of researchers
who migrate
CH
UK
AUSTRALIA

A contemporary context of Transnational Academic Mobility

- *Homo academicus / homo viator* modelled after *homo economicus*
- Mercentilization of knowledge (Lyotard, 1984)
- 1 H R O L E H U D O L V P D V µ J O R E D
- Global expansion of academic capitalism (Slaughter & Rhoades 2004; Münch 2014; Cantwell and Kauppinen, 2014)

- There are still old hierarchies in the world society of (nation) states, often determined by ethnic identities and national citizenship.

- The old hierarchies based on ethnic/national identities intersect with new academic stratifications, to re-position mobile academic individuals beyond the conventional boundaries and hierarchies determined by their national citizenships.

- The question is then which type of hierarchy results from this interference?

Overview

- Introduction
- Academic Mobility and Academic Capitalism
- Academic Mobility Patterns: constraints and new stratifications
- Intricate Relations of Academic Mobility and different types of knowledge as capital
- Mobile Academics in different places of academic capitalism - reflecting on their experiences
- Conclusion

Strategic HE Policies for enhancing international knowledge and economic competitiveness

¾ Recruiting transnational mobile brains; injecting internati
human capital in HE and R&D institutions

Excellence Initiatives at both national and supranational level in Europe

‡ European Excellence Initiative (EIE)

‡ Germany: Excellence Initiative (Exzellenzinitiative)

‡ France: Programme [/ v À • š] • • [µ Àv šv] Œ

‡ UK: Research Excellence Framework; Rutherford Fund

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- D S D Q H V H J R Y H U Q P H Q W ¶ V U

The role of mobile academics in the international distribution of knowledge and power

- Different policy strategies competing between regions (North America, Europe, East Asia) and individual countries (new Centres of Excellence, HE Hubs)
- Different individual career strategies and the modes of knowledge production and stratification.

µ 7 K H F R Q V H F U D W H

³ H Y H Q Z K H Q **not entirely estranged from**
W K H µ Q R U P D O ¶ F D V H
those of them who were not born in France, without
E H L Q J W R W D O O \ D O L H Q D W H G I U R P
they [transnational academic intellectuals] **are**
R I W H Q W K R V H Z K R K D Y H ³ D F F R P S O
O H V V G H F L V L Y H G H W R X U I U R P W K H
trajectories which lead to simple reproduction and from the psychological and social security which these trajectories guarantee ´

(Bourdieu, *Homo Academicus*, 1988, p. 107)

My previous research (Kim, 2009; 2010; 2014) has highlighted the significant position and role of mobile
D F D G H P L F V D V D Q L Q W H O O H F W X D O µ
The stranger is the synthesis of the totally uprooted wanderer and the totally rooted individual. The stranger
K H O S V W R P D N H µ R E M H F W L Y L W \ ¶ S R V

In his isolation he creates. And to these exilic creations humanity owes almost all its great developments. It is no accident that so many of the greatest minds in the history of humanity have been exiles, whether within or without the societies of their birth. No prophet ... is accepted in his own country.

(Patterson, 1977, p. 19)

Types of Mobile Academics

- Distinguished academics ±as transnational public intellectuals, academic celebrities
- manager-academics,
- entrepreneurial research-academics, and
- trained academic researchers and/or teachers

* Their patterns and purposes of transnational mobility vary.

Kim, T. µ7UDQVQDWLRQDO $FDGHPLF 0RELOLW\ LQ D *H

MANCHESTER
1824
Imperial College
London

The British exiles being reborn in the USA (at Harvard)

As a financial historian, I was quite isolated in Oxford - British historians are supposed to write about kings - so the quality of

Political impact on academic mobility: Thatcherism then and Brexit now)

Duncan Haldane (Princeton University, Nobel Laureate in Physics 2016):

His move to the US in the 1980s was prompted by the Thatcher government squeezing funding for curiosity-driven scientific U H V H D U F K ³ 7 K H U H Z D V D G H S U H V V L Q J D science at the time because of stupid government ideas that one V K R X O G G R V R P H W K L Q J µ X V H I X O ¶ ³ 7 K H \

What is the main reason for you to have moved to overseas institutions?

Many, many years ago, when **I was being offered an excuse as to why I should not be promoted to the rank of** S U R I H V V R U , Z D V W R O G ³ < R X K D Y H D Q E X W Q R W D Q D W L R . T D O U H S X W D W L R Q ´ This was obviously with reference to the ranking system used in the RAE/REF, and since it was a hierarchy with international reputation at the top, this statement was clearly nonsense. But it reflects a partial truth for me, that **I have always felt better appreciated outside my own institution, and even outside my own country, than inside it.**

Then there were a number of coincidences that came together to mean that I was offered the chance to go, first to Japan and subsequently to China for a number of months each year.

(Excerpt from the interview with a British academic working in Beijing, June 2015).

I always feel foreign here, and to some extent also µ $ X V W U D O L D Q ¶ L Q D Z D \ , G L G Q R
Australia is firmly positioned here in terms of the colonial Britain/Australia relationship, in which

A French (early-career) academic interviewed on 13 June 2016:

These comments sound consistent with my past experience:

> "*I am constantly asked to do more with less with translates in longer and longer working hours « Academics*

Transnational identity capital (TIC)

possessed and carried by (some) mobile academic intellectuals

‡ Critical reflexive hexis ±an authentic individual asset, not reproducible

‡ More than cultural capital; social capital

‡ Highly tacit embodied knowledge capital; generic competences to engage with *otherness* (Kim, 2010), which enables mobility in and out of different habitus between and above inter-national territorial boundaries:

‡ Enhanced by symbolic capital, objectified, institutionalized capital

(Kim, 2009; Kim, 2017)

Transnational academic mobility configured by

(Neo-)feudal hierarchies and stratification have been visible in the society of (nation-)states and the perpetuation of guilds-like academic communities that erected artificial barriers to entry in order to reap exclusionary knowledge rents; global rankings of

In the context of South Korea:

‡ **Ethnonational academic capitalism** (the early model of nationalist developmentalism)

‡ and the simultaneous elaboration of **pariah academic capitalism** (in the contemporary knowledge trade, academic knowledge brokering as academic middleman minority);

‡ Contemporaneously adopting the neoliberal academic capitalism (Slaughter and Leslie 1997; Slaughter and Rhoades 2004; Münch 2014; Cantwell and Kauppinen, 2014)

‡ It is viewed that Korean higher education is now at a crossroads with two signposts**: ethnocentric internationalization** and **commercialization** in the process of economic globalization.

When international academic leadership is brought to the Korean context of ethno-national academic capitalism.

E.g. Prof. Robert Laughlin, Nobel Laureate/ former President of KAIST (2004-2006)

The school's first non-Korean president, Dr. Laughlin knew little about Korea or Kaist. Yet he envisioned bold reforms. He wanted to expand the curriculum to include more liberal-arts offerings, as well as pre-law and pre-med programs. Dr. Laughlin also thought that more classes should be taught in English, and that the school should charge tuition as a way to wean itself from government dependence. In short, he set out to remake Kaist in the mold of a top American private X Q L Y H U V L W \ « 7 K R X J K K H O D F N H G D G P L Q L V W U Nobel Prize in physics gave him prestige. A Nobel in the sciences is a V W D P S R I L Q W H U Q D W L R Q D O U H F R J Q L W L R Q W K

(WSJ, 1 May 2007:http://www.wsj.com/articles/SB117798527844787708)

A Canadian academic working in a Korean university
(Q J O L V K ' H S D U W P H Q W ³ **The Golden Handcuffs** ´

³ < R X ¶ U H **trapped in an extremely lucrative dead-end job**.
No room for advancement. when teaching in a Korean university, there quite literally is nowhere to go but
V L G H Z D \ V R U G R Z Q , W ¶ V L P S R V V L E O
D G P L Q S R V L W L R Q D Q G L I \ R X F D Q J H
it usually involves a lot more work for no extra pay. There quite literally is nothing new to learn, no expectations from anyone, no pressure to get something done right, no collaboration, nothing. I get kind a depressed even typing
W K L V ´

% O R J ³ . R U H D Q 8 Q L Y H U V L W \ - R E V 7 K H * R O G H Q + D
http://teachinginkoreanuniversity.com/korean

A Canadian professor of political science who has lived and worked in Korea for over 20 years explains:

³« % H F D X V H P R V W R I I R U H L J Q S U R I H V **and limited on their perspectives in Korea, little attention has been given to proper hiring practices by Koreans.** Korean universities often end up with some very strange foreigners instructing their students. The big SKY [Seoul National, Korea, Yonsei] universities don't have this problem, but the smaller provincial universities have some Y H U \ R G G S H R S O H W H D F K L Q J «

« **Higher education is a very protected market in Korea. The problem is professors in Korea have too much status and are rewarded too generously financially.**

(Excerpt from an email interview, 31 March 2016)

Critical Role of the University

‡The University as a trope of both establishment & pariah ±innate contradiction; compossibility

‡Free floating detached intellect for creative destruction, innovation

‡The position of a stranger enables (mobile) academic intellectuals to explore the possibilities of a professionalization of strangerhood in knowledge creation.

{ Kim, T. (2017) Academic mobility, transnational identity capital, and stratification under conditions of academic capitalism, Higher Education (Springer journal) , 73(6), pp. 991-1007, DOI: 10.1007/s10734-017-0118-0 http://link.springer.com/article/10.1007/s10734-017-0118-0 .

{ Kim, T. (2014) The intellect, mobility and epistemic positioning in doing comparisons and comparative education, Comparative Education 50th Anniversary Special Issue Vol. 50 No. 1, pp. 58-72 (Taylor & Francis journal: ISSN 0305-0068, DOI: 10.1080/03050068.2013.874237; http://www.tandfonline.com/doi/abs/10.1080/03050068.2013.874237?journalCode=cced20#.U9RBea8RoM

{ Kim, T. (2010) Transnational Academic Mobility, Knowledge and Identity Capital In Discourse: Studies in the Cultural Politics of Education. Special Issue on International Academic Mobility. Ed. by Johannah Fahey and Jan Kenway Vol. 31, No. 5, pp. 577-592, October 2010 (Routledge journal: ISSN 0159-6306,

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