English Summaries

Tina Maurer, Christian Hesse:
From Bologna to Bologna. Academic Mobility and Boundaries.

Whenever students and teachers change from one university to another, they never reach entirely unknown shores. Generally speaking, one can maintain that the way students and teachers organize themselves is similar at every university. This has always been the case for the European area and worldwide since Early Modern times.

Even if universities are alike everywhere, the temporary or permanent change from one university to another is always connected with many challenges and boundary experiences for students as well as lecturers. Whether the *Grand Tour* or an ERASMUS-study visit abroad, whether a research semester or a guest professorship at a foreign university, each and everyone had to and still has to get used to and adapt to the new places, has to overcome spatial boundaries on the one hand, and learn, on the other hand, how to deal with cultural and habitual boundaries.

The introduction to the present volume of articles presents a chronological overview: 1) what is to be understood as academic mobility in the time before the Enlightenment, in Modern times as well as today, 2) when and which groups of people were and still are academically mobile and 3) which are the factors supporting, hindering or even preventing *travelling for the purpose of studying*.

"From Bologna to Bologna" is the short title of this volume, which thematically makes a connection from the *Authentica Habita* in the middle of the 12th century, a privilege by Emperor Frederick I Barbarossa for the students and teachers of Roman law in Bologna, to the Bologna Declaration in 1999, which was signed by most European Education Ministers and aims at the creation of a pan-European area of Higher Education, which ignores national frontiers in order to facilitate the mobility of lecturers, students and researchers to the utmost.

Maximilian Schuh:
Ingolstadt or Italy?
Possibilities and Limits of Academic Mobility in the Holy Roman Empire
of the 15th Century

The article examines possibilities and limitations of academic mobility in the late Middle Ages. They are closely related to the changing social, economic, and institutional circumstances of teaching and learning at Medieval universities. The decision of where to study was usually not a rational choice but rather predetermined by the students' status within Medieval society. In the following paper the altering

mobility patterns will be discussed with a special focus on the recruitment area of the University of Ingolstadt founded in 1472. Before the founding and establishment of universities in the Empire, it was a common rule for students to attend Italian universities. In the 14th and 15th century, however, the foundation of new universities in the Empire resulted in an increasingly regionalized recruitment. Nevertheless, the elite universities in Italy still attracted wealthy students from all areas of the Empire. Several examples of the changing forms of academic mobility are presented in this article. They do not only illustrate this phenomenon, but also give a valuable insight into the consequences of academic mobility in each case and go beyond the literary tradition of the *Carmina burana* and the wandering scholars.

Marian Füssel:
Experiencing Borders. Spatial Mobility in Ego-Documents of Protestant Students of the 18th Century

Although early modern German states tried to restrict their students' *peregrinatio academia* to their own territories in order to bind them to civil service, students remained a fairly mobile social group. This paper discusses the cultural dimensions of student mobility as reflected in ego-documents such as letters, diaries or autobiographies of four Protestant students who visited the German Universities Halle, Leipzig, Jena and Giessen. The documents of these students provide us with an insight into the perception of different countries, different social environments or different customs as well as eating and drinking habits. As testimonies of diverse ways of self-fashioning these documents all reflect distinct ways of mobility. Nevertheless all of them show a typical early-modern understanding of boundaries: demarcations rather followed confessional and cultural boundaries than political ones. Therefore, transgression became a distinctive feature of these narratives. Staying abroad in a university town far from home paved the way for a new student life-style that oscillated between deviance and conformity. Away from their families and hometowns many students used their newly won academic freedom to transgress not only spatial but also cultural boundaries. The experience of foreignness helped to establish new ways of bonding and social cohesion among compatriots and thus brought forth new boundaries and ways of identity-formation. Hence, we cannot recognize the mere transgression of spatial borders only but also of social, juridical and cultural boundaries.

Franziska Rogger Kappeler:
Boundaries Crossed, Not Drawn.
About the Transnational Mobility of Russian Pioneers of Swiss Women Studies

Academic mobility – to *migrate to study* – was forced upon female Russian pioneers who from 1867 onwards initiated women's higher education. The Russian revolutionaries saw their academic studies as necessary, yet not for their personal careers, but as an investment in the Revolution. At that time European and American universities did not offer these women a complete course of studies with a final degree. This *global discrimination* of women's education led, therefore, to an intercontinental, *vertical-academic mobility* of Russian women towards Swiss universities.

The Universities of Zurich, Berne and Geneva (and Paris) did not reject the Russian pioneers due to a decision that was not an ideological but rather a pragmatic one. The enrolment of women brought about many advantages for the authorities of these universities. Among these for example was the general aim to support and overcome the social plight of women in general. Yet, it should also be noted that the vertical mobility of female Russian students represented merely a temporary immigration and did, therefore, not compete with the later academic or professional careers of Swiss students.

If one wants to classify the Swiss pioneering universities in the wide field between the *Authentica Habita* of 1155 and the *Bologna Declaration* of 1999, they appear to be closer to the system of Emperor Frederick Barbarossa as they could independently decide on the right of access for students. Within a unified European university system and identical conditions of access these women could not have slipped into an academic institution. The laissez-faire attitude of the Swiss universities, similar to the Middle Ages, paradoxically offered a much more advanced pace into an egalitarian future.

Chantal Vögeli:
Mobility and Internationalization in the Area of Higher Education:
Option or Survival Strategy?

In academic settings internationalization – which includes academic mobility – has become a key word that is today used in a rather inflationary manner. Nowadays, it appears to be essential for the reputation of a modern university to be international or at least to incorporate in its mission statement the will to become more international. In this context, internationalization should be understood as a management strategy that is introduced to and implemented with more or less insistence into almost all modern universities.

However, internationalization has by now lost some of the idealistic glow of earlier times: if we look at the worldwide profit the higher education sector generates each year, we quickly realize that internationalization is an important feature in making a university more attractive to its international paying students from overseas. While many critical observers have already discussed the commercialization of higher education, some of them have at least also noticed a growing national and international competition between institutions of higher education. The masses of students – especially from emerging nations in Asia such as for instance China and India – who are leaving their countries in order to pursue their studies abroad, mainly in the US, the United Kingdom, Australia and Western Europe, have caused an unequal situation of import and export flows in the area of higher education.

In Switzerland the internationalization of education, research and innovation is actually a declared goal of the federal government. When looking at Swiss institutions of higher education, it becomes clear that as far as Switzerland is concerned internationalization is no longer an option, but has already become a fact. Universities in Switzerland do not seem to have any reservations towards this development. One can observe that they are even actively facing the global competition. Swiss universities are not only doing this to be players in the international field, but often also because it helps them to better their position among their own national competitors, which keeps getting more difficult and challenging as well. For prospective national students the internationalization has, thus, become an indicator of growing importance for the quality assessment of their (Swiss) university of choice.

This paper, therefore, tries to determine firstly to what measure the internationalization of a modern university is a key feature in order to persist within the national and international competition, and secondly it attempts an analysis of the decisive factors in the internationalization of an institution of higher education.