**Grounding global academics?**

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Departing from biographical and interview data collected from 25 academics involved in international education, the paper examines positions and dispositions claimed by actors when engaging in conversation about ‘global’ research and teaching. A typology is presented, which identifies two opposing processes: At one extreme, a process of internationalisation is evident in relation to research, motivating academics to seek ‘transnational identity capital’ (Kim 2010) through international partnerships, sojourns or English-medium publications. At the other extreme, one finds in education a characteristic process of localisation, typically described by international members of staff who experience pressure from students and colleagues, demanding that non-natives assimilate to local norms and practices. Paradoxically, internationalisation, as realised in Danish higher education, thus seems to involve a simultaneous globalisation of the locals and localisation of the globals.