



REFRAMING UNIVERSITIES' GLOBAL ENGAGEMENT FOR AN OPEN SOCIETY

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**DAAD Konferenz: „Integrierte Auslandsmobilität –
strukturierte Mobilität“**

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Current (world) political events and their effects on the internationalization of higher education.



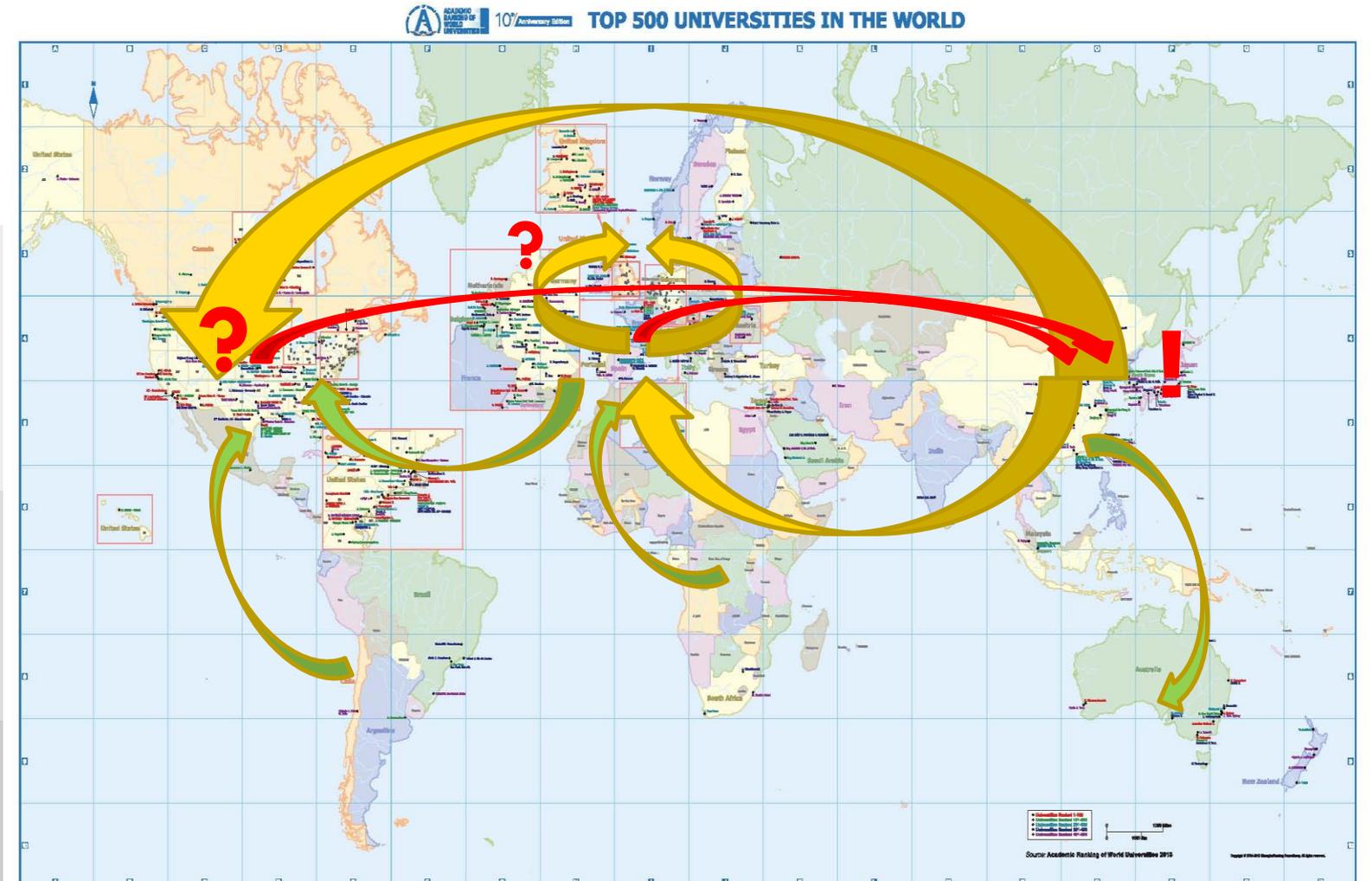
Changing Global Context

Recent geopolitical events such as Brexit and the US turning its back on multilateral trade and cooperation create waves of uncertainty in higher education regarding international cooperation, the free movement of students, academics, scientific knowledge and ideas.

At the same time China is launching new global initiatives with its New Silk Road (or One Belt One Road) project, which could potentially span and integrate major parts of the world across the Euro-Asian continents, but likely on new and different conditions, also for higher education.



— Research universities and global flows of talent & funding





Effects on the internationalization of higher education

“What seems to have died is the European international education community’s faith in the inevitability of the cosmopolitan project, in which national boundaries and ethnic loyalties would dissolve over time to allow greater openness, diversity and a sense of global citizenship.”

Take away from the EAIE Conference 2016

Chris Ziguras (Melbourne)

in University World News, 14 Oct 2016

— World leaders on global citizenship

“If you believe you are a citizen of the world, you're a citizen of nowhere”

(Theresa May, 2016)

“There is no global flag, no global currency, no global citizenship”

(Donald Trump, 2017).

Responses from campus leaders

*As a community, we must use this moment to reaffirm our own values of respect and **inclusion**, while working together to preserve academic freedom, fearless inquiry, and **diversity**.*

*Together we have both the will and the ability to rise above the rancor, to embody the best of what a free, **open**, and **inclusive** society should be.*

Nicholas B. Dirks
Chancellor
UC Berkeley (9 nov 2016)

*As a community and as a practical force for good we are delighted and energized by our **diversity**, with a meritocratic **openness** to talent, culture and ideas from anywhere*

L. Rafael Reif
President
MIT (10 nov 2016)



EAIE Conference 2017

Internationalisation futures in light of anti-globalisation sentiments

Scholars find little cause for optimism in European future of internationalisation

For-profit higher education and international recruitment agents will benefit from the current wave of nationalism in the US and Europe, according to two leading scholars of international higher education.

Philip Altbach and Hans de Wit, respectively founding director and director of the Center for International Higher Education at Boston College, predict that the "commercial side of internationalisation" will gain from populist political climates in some Western countries, even though "anti-immigration sentiment points in the opposite direction".



Across the world, the political winds are blowing against internationalisation and higher education in general.

A *THE* survey of scholars carried out at the beginning of the year found that 39 per cent of UK nationals and 53 per

Internationalisation: seeing through the world's sceptical eyes

Anti-Internationalization

Those students who study abroad, whether in the Erasmus program in Europe, or more generally, are considerably more likely to come from economically and educationally advantaged backgrounds than are other students.

Too often, institutions that recruit international students who are mostly privileged are at the same time largely overlooking local students, often in their neighbourhoods, who are mostly not privileged.

Who benefits then, class wise, from internationalization?

(Gary Rhoades, Spring 2017)

Backlash Against “Others”

Most elite universities would be diversified culturally at least as much by expanding access to low-income students of various ethnic and national backgrounds in their city, as by recruiting yet more relatively privileged international students.

Re-center class inequities, including all “Others”.

(Gary Rhoades, Spring 2017)



From an international alumnus

I think what's happened is that the 'local' people developed a fear of the 'global' tribes and the 'global' tribes developed disdain for the 'locals'.

For some reason, international tribes tend to think that just because we move a lot, our identities and experiences are somewhat more intricate, more informed and more interesting. We like to simplify the way we see people who never left their home town.

I think these divisions are so powerful because we're talking about the idea of home. Humans have a fundamental need for shelter and when they feel that need is being threatened, fear, a tendency to turn inward and violence are likely to occur.



Rebalancing Globalization

We do not need to look into the future in order to see that globalization is not and cannot just be a project on free trade and economic growth.

The global economic imbalances that emerged have detrimental effects on social cohesion within and between countries and regions. These economic and social imbalances need to be addressed.

Higher education institutions need to broaden their missions for internationalization.

To define their social contract in a globalized context: to be inclusive and embrace diversity.

(Van der Wende, 2007)

The social contract that binds higher education institutions to society at large needs to be redefined in a context of increased global competition.

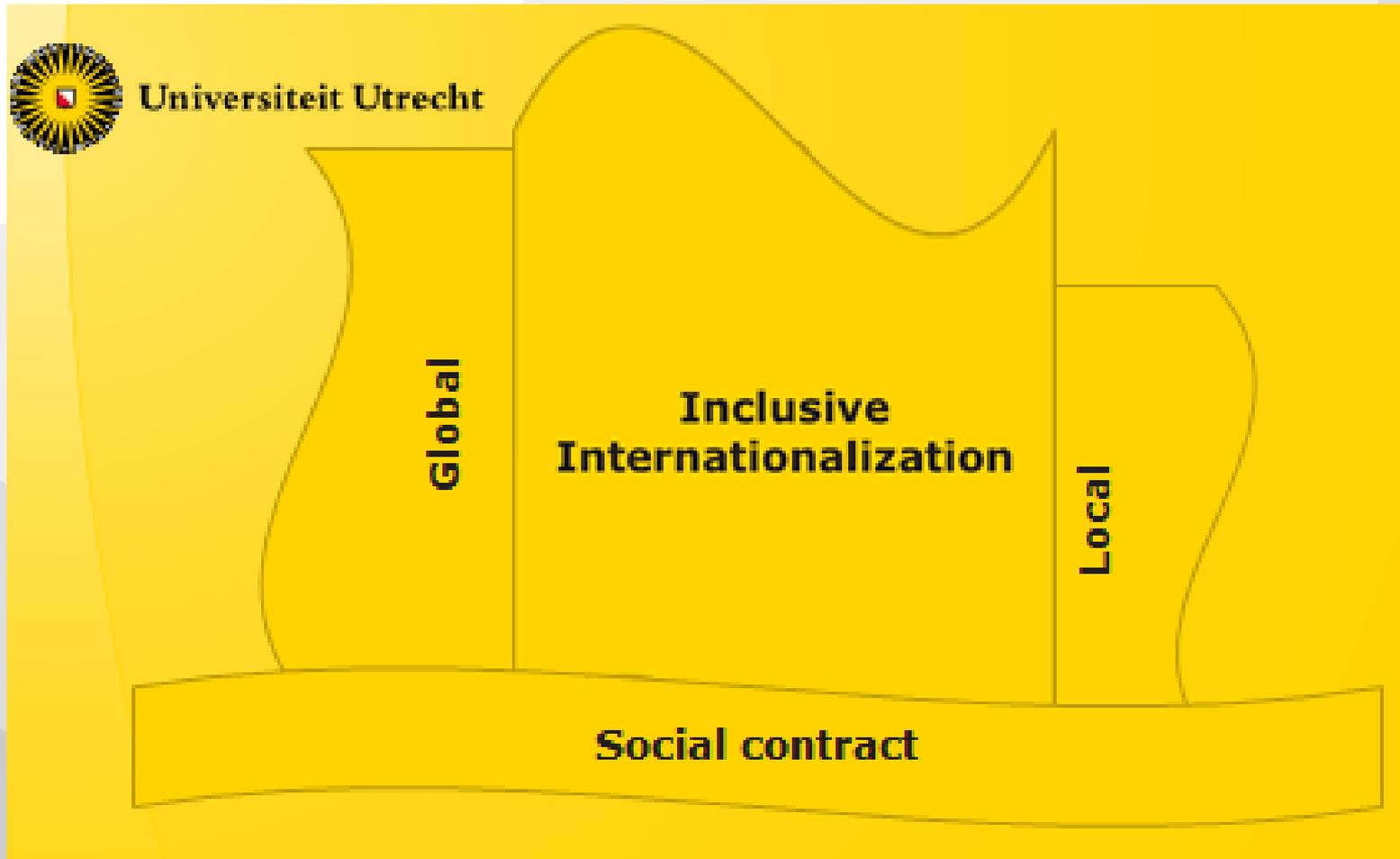


2015, p. 52

Rethinking Education
Towards a global common good?

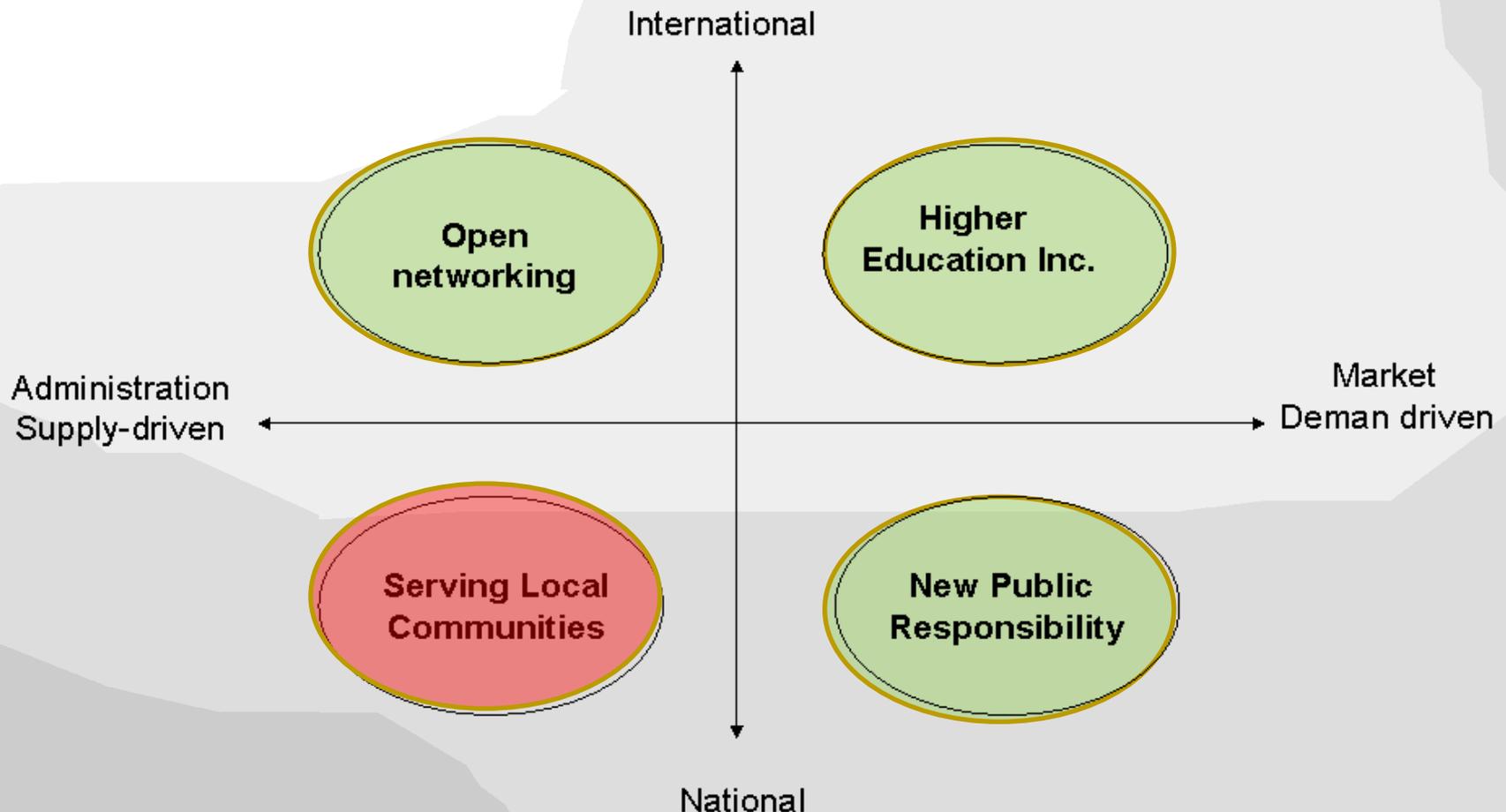
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Global – local



Scenarios on the Future of Higher Education

(OECD, 2006)





Scenarios on the Future of Higher Education

(OECD, 2006)

Serving local communities

- **A backlash against globalization.**
- **Growing skepticism in regard to internationalization because of terror attacks and wars, concerns about the growth in immigration, frustration about outsourcing and the feeling that national identity is threatened by globalization and foreign influence.**
- **Geo-strategic reasons, governments launch ambitious new military research programmes and give security classification to an increasing number of research topics in natural sciences, life sciences and engineering.**

The global knowledge economy is driving the competition for reputation, talent, and resources.



ACADEMIC RANKING OF WORLD UNIVERSITIES SINCE 2003

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2015 2014 2013 2012 2011 2010 2009 2008 2007 2006 2005 2004 2003

Academic Ranking of World Universities 2015

World Rank	Institution*	Country /Region	National Rank	Total Score	Score on Alumni
1	Harvard University	USA	1	100.0	100.0
2	Stanford University	USA	2	73.3	40.7
3	Massachusetts Institute of Technology (MIT)	USA	3	70.4	68.2
4	University of California, Berkeley	USA	4	69.6	65.1
5	University of Cambridge	UK	1	68.8	77.1
6	Princeton University	USA	5	61.0	53.3
7	California Institute of Technology	USA	6	59.6	49.5
8	Columbia University	USA	7	58.8	63.5
9	University of Chicago	USA	8	57.1	59.8
10	University of Oxford	UK	2	56.6	49.7
11	Yale University	USA	9	54.5	47.6
12	University of California, Los Angeles	USA	10	50.7	29.5
13	Cornell University	USA	11	50.5	42.0
14	University of California, San Diego	USA	12	48.7	19.2
15	University of Washington	USA	13	47.8	21.2
16	Johns Hopkins University	USA	14	46.3	37.7



This competition is further fueled by global rankings, dynamic research funding mechanisms, and international mobility.



Globalization discourses

The World is Flat
(Friedman, 2005)

Globalization leads at the same time to development and to underdevelopment, to inclusion and to exclusion
(Castells, 2000)

Globalization and its discontents
(Stiglitz, 2002)

Globalization is not irreversible
(James, 2001)

The great era of globalization is already over
(Gray, 2002)





WORLD ECONOMIC FORUM
 “The speed of reduction in global inequality is faster than ever in history. It’s mind-blowing.”

Inequality

Global decrease

“Local” increase

Research

China’s rise

North-South divide decreasing

Academic mobility ≠ zero sum game

Concentration of the minds in few hubs

Also in Europe

Stratification of HE institutions

Education

Student enrolment exploding globally

HE will be expanding more

2% study abroad ≠ serious brain drain

Public financial support under pressure:

higher private contributions
equity and value for money decreasing

Waning meritocratic role of HE



— Two-faceted pressure on higher education:

- enhanced competition at global level
- growing critique on domestic commitment and delivery

Global positioning (on rankings) criticized for:

- ***"Jeopardizing universities' national mission and relevancy in the societies that give them life and purpose"***

(Douglass, 2016)

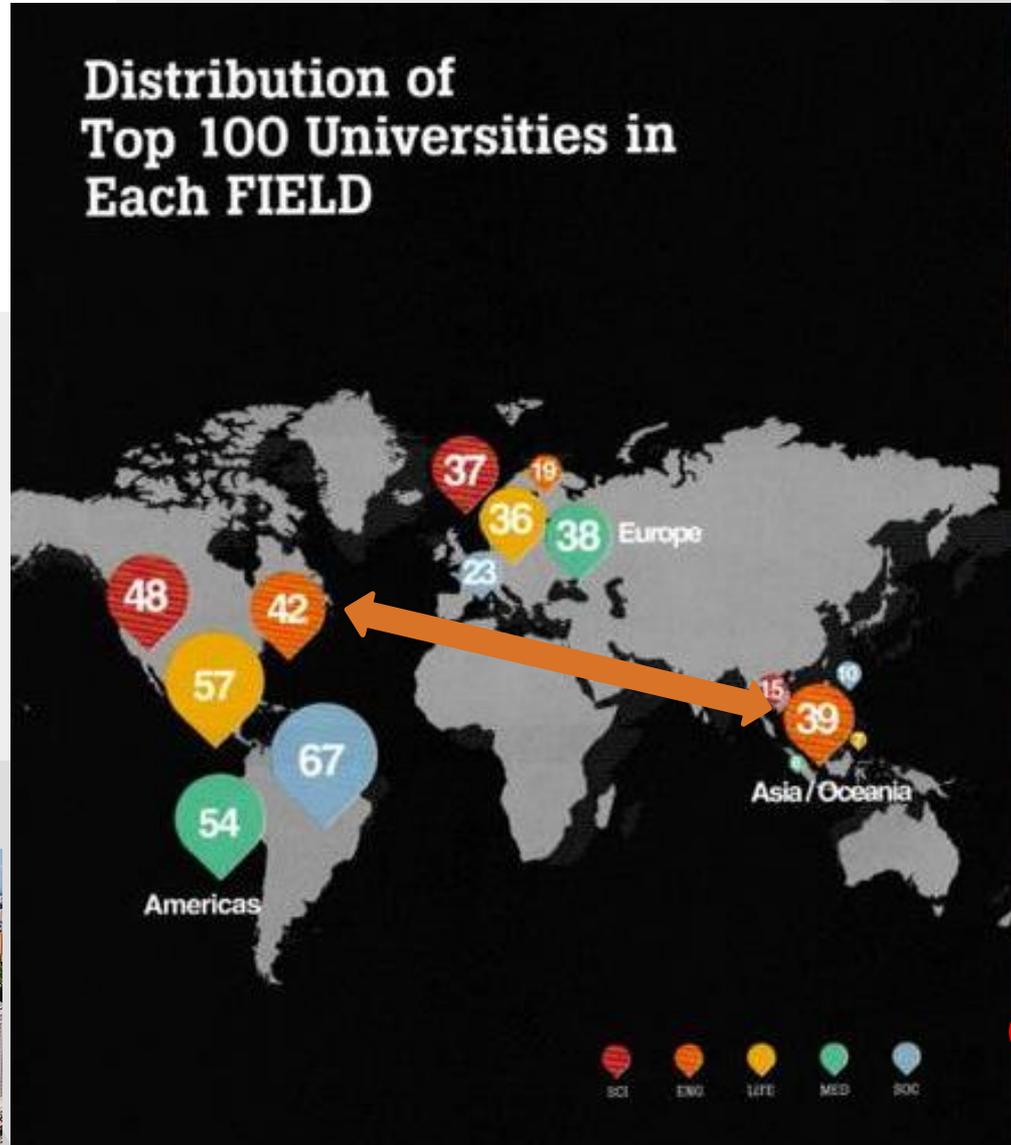
- ***"Creating a divide with local, regional, and national responsibilities"***

(Hazelkorn, 2016)

- ***"Universities become "footloose from society as an academic jetset of international [cosmopolitan] types who live in their own world"***

(Bovens, 2016)

Global competition





Global Positioning



LERU, AAU, C9, Go8
Joint statement on the 10 characteristics of
contemporary research universities

Hefei, China

China's rise

The rise of China's millionaire research scientists

Government's push to put science and technology at forefront of nation's development is creating new breed of highly-paid scientific academics

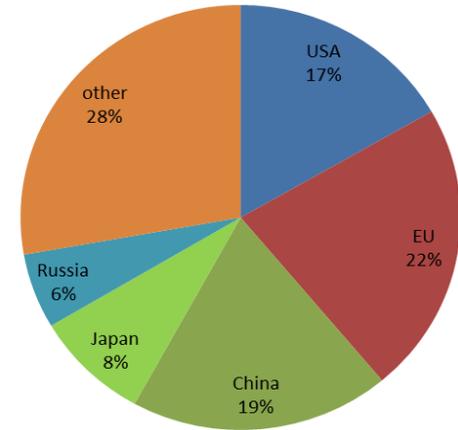
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COMMENTS:



World share of researchers (2013)



EU	22
China	19
USA	17

7.8 million researchers worldwide

21% increase since 2007

Especially in STEM fields



STEM

science • technology
engineering • math

CHINA

Hubs to take elite universities into world-class club



New Silk Route | One Belt One Route



ERC-China

University Alliance of the New Silk Route

Cooperation agreements on academic recognition and exchange signed at a ministers conference on **“Building a China-EU education Silk Road towards the future”** in October 2016

CHINA: FOLLOWER OR LEADER IN GLOBAL HIGHER EDUCATION?

全球化背景下中国高等教育的挑战与对策

*It is time to view China not just as a follower, but also look at its potential
role as a global leader in higher education.*

Marijk van der Wende

&

Jiabin Zhu

2015



Harvard Center Shanghai
哈佛上海中心



The New Silk Road

Implications for higher education and research cooperation between China and Europe



Towards a research proposal

Marijk van der Wende & William Kirby



Utrecht University



Harvard Center Shanghai

哈佛上海中心



Relevance

The New Silk Road will carry more than consumer goods alone.

As in previous historical periods (notably the 16th and 17th century), people, ideas, and knowledge will travel along with mutual influence.

China's rise is among the most important geo-political trends that will characterize the (early) 21st century.

And like all previous major geopolitical trends and events, have impacted international cooperation in higher education (for better or for worse), this can also be expected to result from the NSR project.

The size of China's higher education and R&D system

and the speed at which it develops both to global standards, will impact that of its major competitors globally, not at least as it actively seeks to cooperate with academic partners along the Silk Road.

Further Research (2017-2020)

Focus & Aims

China's rise in global higher education and R&D

More in particular, explore the possible implications of the **New Silk Road** (or China's One Belt One Road policy) for **higher education and research cooperation between China and Europe.**



How will these new relationships affect European higher education and research?

(How) will China's values impact higher education, and do we actually understand these values at all?

What will be the impact of these developments on the US HE sector and its role in the global HE landscape?

How do we prepare our students for safe travels on these new silk roads toward the future?



Thank you!