



International Higher Education and Global Science: Europe-China relations in a Changing World Order

**Final conference of the international research project on
the *New Silk Road's implications for higher education
and research cooperation***

4–5 November 2021

Paushuize Utrecht and online



Universiteit Utrecht

Academic-Silk-Road Homepage

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The New Silk Road

International research project on the New Silk Road's implications for higher education and research cooperation between China and Europe



CHINA & EUROPE ON THE NEW SILK ROAD

Connecting Universities Across Eurasia

edited by

Marijk van der Wende, William C. Kirby,
Nian Cai Liu, and Simon Marginson



Utrecht University



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Book Launch Webinar

China and Europe on the New Silk Road. Connecting Universities Across Eurasia. Edited by Marijk van der Wende, William C. Kirby, Nian Cai Liu, and Simon Marginson. Oxford University Press (2020).

View the Book Launch Webinar Here



5 NOVEMBER 2020



ONLINE | RECORDING

China and Europe on the New Silk Road. Connecting Universities Across Eurasia

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University of Oxford



Disciplines involved

Anthropology
Computer sciences
Economics
Higher education studies
History
Law

Political science
Philosophy [ethics]
Science & Technology studies
Sinology
Sociology



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If global collaboration is to be taken forward, among scholars the time of separated mono-national and mono-cultural views has passed

The potential for a hybrid approach needs to be explored, i.e. what theories and methods can we use to understand these developments; and especially, how can we establish ways of seeing in higher education research that comprehend the world using the sensibilities, the perspectives, of both East and West—whether by blending the differing viewpoints, or by establishing a position external to all

(Marginson & van der Wende, 2017).





summer**school**
UTRECHT



Utrecht University

Internationalisation Challenged – Rethinking Global Higher Education | Utrecht Summer School

16-20 August 2021

A hybrid course that can be attended onsite and online

- Closing the knowledge gap
- Sustaining the global common good, shared values, open science.
- Rethinking Internationalization
- Engaged students.
- Regulatory and normative aspects of governance.



Academic New Silk Road Project

Follow-up activities

NSR Book Launch
(5.11.2020)

Young Scholars Workshop
6.11.2020)

Utrecht Summer School
16-20 August 2021

NSR conference
4-5 November 2021
Utrecht

Impact
Research & Teaching
Policy & practice

Aims and rationales

Harvest further questions and challenges for HE arising from the NSR (project)
Challenge young scholars & graduate students to explore these as to
Inspire scholarly discussions with new global orientations
Innovate and develop a renewed agenda for research and teaching in order to
Enable higher education to face the 21st century with an **open mind**



Areas of Inquiry

A. What are the trends in academic “traffic” on the NSR?

Mapping of Flows of students, researchers, programmes, projects, funding (grants), data, innovations, etc.

B. How do HEIs respond to new opportunities?

Case studies on various forms of inter- and transnational higher education; networks, alliances, joint programmes and ventures, branch campuses, etc

C. Under which conditions are these activities happening?

Who defines these conditions?

Analysis of policy documents & formal agreements between governments, institutions, professional bodies, etc.

D. Based on which values?

Values underpinning the “idea of the university”; mission & model, institutional autonomy, academic freedom, scientific integrity, etc.

E. Impact on the global HE landscape and the role of the US HE sector therein



Areas of Inquiry

A. What are the trends in academic “traffic” on the NSR?

Shifting flows: West ↔ East

↓OUT ↑IN & returnees

Unbalanced: funding & data

STEM - SSH

B. How do HEIs respond to new opportunities?

Growth in networks, alliances, joint programmes

CN: Unilateral closures

EU: Growing concerns

C. Under which conditions are these activities happening?

Who defines these conditions?

CN MOE: quality & educational sovereignty

EU: European values & national security

D. Based on which values?

Which “idea of the university”?

STEM-SSH

Instrument of national political agenda - globally exposed

E. Impact on the global HE landscape and the role of the US HE sector therein



Further Areas of Inquiry for the Research Agenda

The globalization paradigm: shifting or diversifying?

- Global higher education
- How open can it be? Open science, open systems.....

Europe – EU regulation

- Academic freedom – institutional autonomy
- EU's competences conundrum

Internationalisation in the disciplines

- STEM – SSH
- Conceptual and methodological issues
- Contributions to preparing students for a global future



Converging Dual-Use Export Control
with Human Rights Norms:
The EU's Responses to Digital
Surveillance Exports

MACHIKO KANETAKE*

Dual-Use Export Control, Human Rights, and Academic freedom

"Academic freedom is a fundamental right guaranteed by the CFREU, however, not exempting researchers and research organizations from complying with regulations that are established to safeguard the security interests of the EU and of its Member States".

How will the EU's mandate to facilitate convergence of its dual-use export control with human rights and fundamental freedoms work out in the field of higher education?

- (How) will academic freedom be affected?
- (How) will teaching and (collaborative) research be affected by export control?
- (How) will the "obligation to exercise human rights due diligence" affect universities as "exporters"?

How will the EU's Common Commercial Policy (CCP) be exercised in areas over which the EU's internal mandate is much weaker; i.e. for education (supporting competency art 6 TFEU), research (shared competency art 4 TFEU) as compared to an exclusive legal competency for trade (art 3 TFEU)?

Are the values and freedoms that the EU is defending externally understood in a sufficiently coherent way within the EU? And how is it being viewed in this area / respect from outside?

How are the normative and the regulative pillar in EU law being brought together in functioning higher education collaboration both internally and externally?



Court of Justice of the European Union
PRESS RELEASE No 125/20
Luxembourg, 6 October 2020

Judgment in Case C-65/18
Commission v Hungary

The conditions introduced by Hungary to enable foreign higher education institutions to carry out their activities in its territory are incompatible with EU law

European Court of Justice (2020): expelling CEU incompatible with

- **EU Law:** CFREU's articles regarding academic freedom
- **GATS (WTO):** free movement of services commitments

Important case law

**Expected to set precedent in strengthening academic protections across Europe
Brings GATS (WTO) back on stage.**



Day 2



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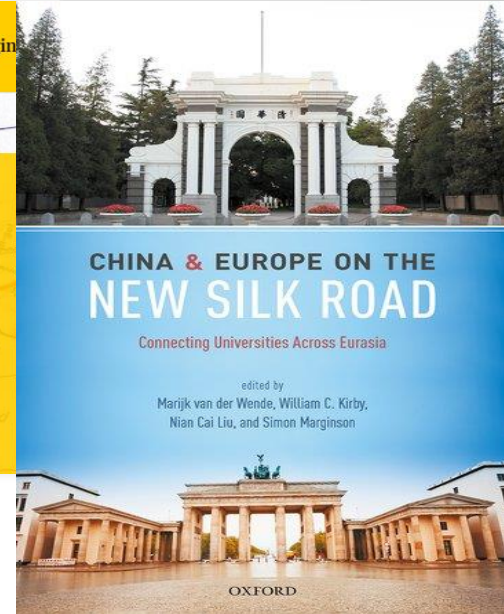


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Clearly, this is not a time to be silent

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A (short) history of Sino-European collaboration in R&D

