China's Universities and the Belt and Road

20 June 2017

NCUSCR
China’s Universities and OBOR

• Some context: A whole new game
• China’s universities: Rising and challenged
• A new liberal arts model for the OBOR?
Hyper-connected global economy
Historical struggles

Civilizational state

Technological superpower
文明树新风 公益广告

中国精神 中国形象 中国文化 中国表达

中国 我的 梦
The Road of Rejuvenation
习近平首提“两个引导”有深意“Two guidances”
Two guidances (Feb 2017)

• Guide the international community to jointly build a more just and reasonably new world order,

• AND

• “Guide the international community to jointly maintain international security.”
ONE ROAD & ONE BELT
BUILDING OF THE SILK ROAD ECONOMIC BELT AND THE 21ST CENTURY MARITIME SILK ROAD

THE SILK ROAD ECONOMIC BELT

CHINA

THE 21ST CENTURY MARITIME SILK ROAD
21世纪海上丝绸之路
OBOR

• Personal to Xi (2012). First proposed 2013

• Comprehensive and focussed

• Domestic economy trumps the geopolitical
  – More about domestics politics
  – New solution to western region development
OBOR - risk

• Seen to absorb industrial excess capacity

• Many projects rebranded as B&R

• Lifeline for state firms with debt/NP loans

• Too many eggs in one basket?
OBOR

• If it works
  – Would Trump the Post WWII Marshal Plan
  – Rival the impact of 1979 Reform & Opening

• TOO BIG TO FAIL
Pre-summit

• Trade 2014-2016 exceeded $3 trillion

• Investment in OBOR countries $50 billion.
May 15, 2017
Xi’s promise at OBOR Summit

• Silk Road Fund: 100 billion rmb ($14.5 billion)

• China Dev. Bank: 250 billion rmb($36.2 billion)

• Export-Import Bank: 130 billion rmb($18.8 billion)

• Humanitarian: RMB 60 billion ($8.7 billion)
  – food, housing, health care, poverty alleviation.
OBOR Initiative

Know-how, capacity, experience to make it work?

Role of China’s universities
China’s universities and OBOR

Excellence Initiatives:
985, 211 +2.0

Elite to Mass:
1990/4%  2020/40%
Changing Drivers of Growth

Source: De Woskin and Stevenson, April 2005.

Source: Haustein. Tunger. Heinrichs, Baelz. 2010
Middle income trap

At risk of middle income trap
SLOW ECONOMY AHEAD
Decline in Chinese Workers

Source: CEIC, UN, Credit Suisse estimates
HOW AGGRESSIVE IS THE INCREASE?

China’s planned increase would push their urbanization rate from 51 percent in 2011 to a goal of 70 percent by 2030. The same change for the United States took much longer.

**CHINA’S PLANNED URBANIZATION INCREASE**

51% (2011-2030) 70% 19 YEARS

**UNITED STATES URBANIZATION INCREASE**

51% (1920-1970) 70% 50 YEARS

Source: United States Census Bureau and World Bank

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Strategic Innovation Triangle

MEDIUM-TO-LONG TERM EDUCATION REFORM PLAN 2011-2020

15 YEAR MEDIUM-TO-LONG TERM Science&Tech PLAN 2006-2020

MEDIUM-TO-LONG TERM TALENT DEVELOPMENT PLAN 2010-2020
China’s universities
China’s universities

- 1st - number of students (36 M)
- 3rd - foreign students

- PKU World Rank #14
- Tsinghua World Rank #17

- 2nd GDP for R&D
- 2nd Number of scientific publications

- 3000 institutions
- 1.57M academic staff

- (Shanghai 1st among PISA 60 countries)
%GDP for R&D

- 0.6% in 1995
- 1.3% in 2005
- 1.44% in 2007
- 2.5% by 2020

Hong Kong
- 0.7% in 2017
R&D Funding Forecast (Battele and R&D Magazine 2014)
<table>
<thead>
<tr>
<th>Rank 2016</th>
<th>Rank 2017</th>
<th>University</th>
<th>Teaching</th>
<th>International</th>
<th>research</th>
<th>citations</th>
<th>Industry-income</th>
<th>overall</th>
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<td>Harvard University</td>
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<td>77.9</td>
<td>98.3</td>
<td>99.7</td>
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<td>71.6</td>
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<td>43</td>
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<td>University of Hong Kong</td>
<td>66.5</td>
<td>99.4</td>
<td>74.5</td>
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<td>73.0</td>
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</tbody>
</table>
Selected reforms

- Experiments in liberal arts/general education
- Recalibration to more skill based education
- Sino-foreign programs & campuses
Sino-foreign cooperation in the running of educational institutions
Sino-foreign degree campuses

Duke Kunshan University
The University of Nottingham Ningbo, China
NYU Shanghai
Xi'an Jiaotong-Liverpool University
The Chinese University of Hong Kong, Shenzhen
Hong Kong campuses

- UIC Zhuhai
- CUHK/Shenzhen
The result of China’s opening and reform for higher education has been an intellectual vitality that may be as broad and deep as the Western Renaissance.

China’s universities
Glass ceiling and clay feet
Glass ceiling: university autonomy
At your institution, which has **primary** influence? (%)

Faculty committees
Clay feet: lower quality colleges
Equity and fairness
Job seekers

Recruiters

Income
Ability
Work
capacity
Universities: Difficult balance
Universities: Difficult balance

• Domestic demands
  – Industry (knowledge and skills)
  – Urban middle class (status culture)
  – State (stability and prosperity 富强)

• Going global
  – Internationalization
  – Educational sovereignty
  – Institutional autonomy
Belt and road university organizations

• China-EU Ed. Silk Road Towards the Future:
  – ministers conference October 2016
Universities & OBOR:

Asian University Alliance

• Launched 22 April 2017/Tsinghua University

• “Will pool resources to counter the challenges faced from western educational institutions”
“Asian wisdom to resolve regional and global problems,"

Liu Yandong
OBOR countries/regions with universities in the world’s top 500

- China (66)
- Russia (13)
- Southeast Asia (14)
  - Singapore, Indonesia, Malaysia, Thailand, Philippines
- India (9)
- Middle East (34)
  - Iran, Saudi Arabia, United Arab Emirates, Bahrain, Qatar, Oman, Lebanon, Israel, Turkey, Cyprus, Egypt
- Eastern Europe and Central Asia (16)
  - Poland, Czech, Hungary, Estonia, Lithuania, Belarus, Ukraine, Slovenia, Serbia, Croatia, Kazakhstan
OBOR Excellence Initiatives

- China (4)
- Russia (2)
- Southeast Asia (11)
- India (7)
- Middle East (20)
- Eastern Europe & Central Asia (24)
China’s OBOR University
China-ASEAN College of Marine Sciences” Project Progresses Smoothly
Suzhou University/Laos
Tsinghua University/Seattle
University reform for economic restructuring

“...depend on fostering more creative, independent thinking”

“..none of our institutions of higher learning is running in the right direction of cultivating excellent talent and is innovative enough”
The Academy

The Chinese Academy

I HEAR AND I FORGET. I SEE AND I REMEMBER. I DO AND I UNDERSTAND.

-Confucius
“Will Asia be just producing more of the same of the Western-originated contemporary higher education model, ......

.....or will it be able to unleash a more critical understanding and practice of higher education, a cultural and epistemological reflection of the role of universities as venues of higher learning?” (Cheung, 2012, p. 186).
Indigenous China model

• Classical: 孔子、孟子、孙子、墨子、老子、朱熹、王阳明

• Modern: 胡适、梁漱溟、 晏阳初、梅贻琦、 张柏霖、 严复、陶行知、潘光旦，蔡元培

• Contemporary: 顾明远、黄济、李秉德、鲁洁、王逢贤、潘懋元
New Directions in Liberal Arts and Science Education in Asia. Special Issue Vol. 5.1. Brill. January 2016, William C. Kirby and Marijk van der Wende
“average is over”
University student start-ups: Are you ready?
Challenge:
My CV or My Eulogy
Whole-person education

Cultural qualities education

General education
Chinese journal articles with the key word “博雅教育 (liberal arts education)"

Note: The CNKI academic trend (http://trend.cnki.net) shows numbers of journal articles published under each key word in each year in the CNKI database each year (1997-2017). Data was accessed on 5 June 2017.
Chinese journal articles with the key word “通识教育 (general education)”

Note: The CNKI academic trend (http://trend.cnki.net) shows numbers of journal articles published under each key word in each year in the CNKI database each year (1997-2017). Data was accessed on 5 June 2017.
Chinese journal articles with the key word “文化素质教育 (cultural quality education)”

Note: The CNKI academic trend (http://trend.cnki.net) shows numbers of journal articles published under each key word in each year in the CNKI database each year (1997-2017). Data was accessed on 5 June 2017.
A comparison among Chinese journal articles with the above three key words

Note: The CNKI academic trend (http://trend.cnki.net) shows numbers of journal articles published under each key word in each year in the CNKI database each year (1997-2017). Data was accessed on 5 June 2017.
LA vector in Chinese higher education

“Liberal arts for an innovation nation”
Future:
“A unique and exportable LA model for the Belt&Road”
Obstacles and challenges

Perspectives from the Chinese literature
1. Confusion over the idea and aims
2. Significant in theory but insignificant in practice
3. General education is mistaken as merely extra knowledge learning or intro courses in different fields.

Public lectures, classics reading groups, social work on and off campuses seem disconnected
4. Students are over burdened with these two curricula.
5. Low motivation among some professors and students.
6. Conflict between general education and professional education
7. Bureaucratic management is onerous.

- Low level of institutionalization
- Low level of cooperation among departments and offices

• Key leaders’ (e.g. department deans’) attitudes toward general education can greatly influence the implementation of liberal/general education policies.
8. Design of curricula is not systematic and lacks engagement from teachers and students
9. Liberal/general education continues with insufficient resources

- lack of qualified teachers
- Lack of graduate students to serve as teaching assistants.
- weakness of large-scale classes
10. Low quality of general education is a concern
11. Assessment lacks comprehensiveness.

Sometimes it is solely about quantified indicators, e.g. number and scale of courses.
12. Conflict between general education and political education.
China’s universities & OBOR

My Take:

A rebalancing hard and soft power

China’s Liberal arts: a new soft power

Is the world ready for a new model?
Universities and OBOR: China perspective

• “We must avoid the clash of civilizations”

• “National unity is the core”

• Global (citizenship): “how to relate to others”
OBOR Education

• “OBOR will be a new challenge and new opportunity for China’s educational reform opening to the outside” (Liu Baocun BNU).

• "soft power" is more important than the "hard power". (Zhou Guping & Kan Yue, Zhejiang U).

• “Have to win the support of the masses on the OBOR countries” (Liu Fuxing, BNU).
OBOR trends

• More joint degrees
• More Chinese campuses
• More student, academic, and labor mobility
• More dual passports
• More language related issues
OBOR universities

1. Deepened trade in ideas
2. English medium instruction
3. Chinese language proficiency required
4. China model of liberal studies
5. B&R country determines limits of academic freedom
Education, Ethnicity, Society and Global Change in Asia

The Selected Works of GERARD A. POSTIGLIONE

GERARD A. POSTIGLIONE

Routledge
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Thank you