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Professor Marijk van der Wende research focuses on the impact of globalization and internationalization on higher education systems, institutions, curricula, and teaching and learning arrangements.

She is also an affiliate faculty and research associate at the Center for Studies in Higher Education (CSHE) at the University of California Berkeley and Guest Professor at Shanghai Jiao Tong University (Graduate School of Education).

She is member of: the Academy of Europe (Academia Europaea, section behavioural sciences); the International Advisory Board of the Centre for the Study of World Class Universities, Shanghai Jiao Tong University; the Advisory Board of the Centre for Global Higher Education at Oxford University; the Supervisory Board of the Open University of the Netherlands.

Previously she was Dean of Graduate Studies at Utrecht University (2015-2017), Founding Dean of Amsterdam University College (2007-2015), and held full professorial positions at CHEPS, University of Twente (2001-2016), VU University Amsterdam (2006-2015).

She was a visiting scholar at Harvard University (Fairbank Center for Chinese Studies and Graduate School of Education), the University of California Berkeley (Center for Studies in Higher Education), Shanghai Jiao Tong University (Center for World-Class Universities and Graduate School of Education), and Boston College (Centre for International Higher Education).

She served as the President of the programme on Institutional Management in Higher Education (IMHE) of the OECD (2005-2011), as a board member of the Rathenau Institute for Science and Technology in Society (2012-2020), the Higher Education Authority Ireland (2011-2015), the Scientific Board of the Dutch Military Academy (2007-2013), and worked at NUFFIC (the Netherlands Organisation for International Cooperation in Higher Education) (1992-1998), the Academic Cooperation Association (ACA) in Brussels (1994-1998), and in school education in France and the Netherlands (1980-1990).

She has been a chair and member of numerous national and international advisory committees and editorial boards.

Marijk holds BA degrees in teaching and pedagogy, and MA and PhD degrees in educational sciences, from the University of Amsterdam and the University of Utrecht respectively.

Facing global change and the dynamics across Eurasia, the world's largest continent

Abstract

The changing world order is affecting higher education. Universities are urged to think about the nature of their international partnerships and the academic values they stand to defend. And most importantly about how they prepare their students for this 21st century world. International higher education has always been inherently associated with internationalism, fostering mutual understanding and (global) peace. Universities have virtually all engaged in internationalisation, some even embraced global mission statements. Internationalisation has become an important dimension of higher education indeed, but is it up to the challenges ahead?

Patterns of globalization are changing and economic power is shifting eastwards. Asia is becoming a force also in international higher education. China has developed its higher education and research systems at unprecedented speed and size and its aim to reach global standards will affect both regional partners and global competitors. Even more so now its geo-political ambitions - its "New Silk Road" (Belt and Road Initiative) shapes a context for its international higher education agenda. China is emerging as a third scientific global player and expected to advance even faster than the West post-Corona.

The future of open science and global collaboration is ambiguous. Globalization will not collapse or be simply reversed, but seems to be shifting. Multilateralism will be redefined between the EU, China and the US, likely resulting in new conditions for higher education globally. How will globalization be reshaped? Will the EU come closer together or drive towards further fragmentation? Will it be strong enough to rebuild globally the kind of multilateralism on which international academic cooperation has been based, and who will be its principle partner; the US, China, or both? How is this affecting Eurasian relations in academia? How are these changes perceived in Europe and how is the EU responding? What new conditions will frame international collaboration in higher education across the world's largest continent?

Universities should not only be actively aware of these trends, but also consider strategic responses to these changing geo-politics in order to sustain the global common good, shared values, and open science. To evaluate the nature of their partnerships, the academic standards they wish to sustain and values to defend. This process concerns both the regulatory and normative aspects of governance; how can European and international law support higher education collaboration? How can it be sustained under conditions of increasing security risks, without jeopardizing institutional autonomy, academic freedom, and human rights?

It requires universities to rethink internationalization; most importantly, to review how they actually prepare their students for the 21st century world; engaging students and closing the knowledge gap as to enhance the understanding between the West and emerging regions East and South-wards. To be aware of how region-centric approaches or nationalistic lenses work out in the disciplines that mostly shape the human mind? To see what can be learned from internationalisation practices across the various disciplines.

This implies a formidable task for higher education. Preparing students for a global future means finding avenues to support them in developing the abilities most needed in order to generate the efforts required to tackle these global challenges in an increasingly nationalist and antagonistic

political climate. How do we help students finding nuance, intellectual humility, understanding the validity of other perspectives, overcoming value judgements, national(ist) lenses, approaching big questions and ethical issues from different perspectives, i.e. to develop empathy? Arguably this requires universities to move beyond the current internationalization-as-an-industry kind of model. It goes without saying that these aims can best be achieved in an open higher education environment, allowing actual interaction and mutual learning between students and faculty from different backgrounds.

LEADERS IN INTERNATIONAL EDUCATION

Il progetto *'Leaders in International Education'*, promosso dall'Area Relazioni Internazionali, si configura come uno strumento di *engagement* della *community* dell'Ateneo partecipante a diverso titolo alle attività di internazionalizzazione di cui l'Ateneo è protagonista. Il progetto si articola in due filoni di attività: *Strategic framework* che consta di momenti di approfondimento dei principali *trend* e fenomeni che caratterizzano l'internazionalizzazione dell'istruzione superiore nel mondo; *Training programme* che prevede iniziative di formazione del personale con l'obiettivo di promuovere e stimolare la cosiddetta *"Internationalisation at Home"*, creando un gruppo di esperti che possano supportare tutte le strutture di Ateneo, in collaborazione con l'Area Relazioni Internazionali, nel complesso percorso di internazionalizzazione dell'ateneo.