

A Study on the Infiltration of Thames Higher Education and Threats to National Education Security: Based on the Goal of "Improving the National Security Risk Monitoring and Early Warning System" In the 20th National Congress of the Communist Party of China

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ABSTRACT: In the context of the U.S. emphasis on containing China's development and confronting it, and in order to implement the spirit of the 20th National Congress of the Communist Party of China's (CPC) directive, it is important to reveal the potential risks in the international university ranking system that may pose a threat to national security. This paper exposes the nature of the Times World University Rankings' alleged use of academic rankings in the name of American positivism and pragmatic ideological infiltration by exposing, in the form of facts and cases, the educational security and academic security issues that are not currently specified in China's overall national security concept, demonstrates the necessity and feasibility of adding educational security options to China's overall national security concept, and makes feasible suggestions for the expansion of the monitoring and early warning system in strengthening national security in the fields of educational security and academic security.

KEYWORDS: The 20th National Congress of the Communist Party of China, National Security, Educational Security

I. INTRODUCTION

[1] In his National Security Strategy released on October 12, 2022, President Biden

stated, "The United States has a vital interest in deterring aggression by China, Russia, and other nations. Our defense strategy relies on integrated deterrence: a seamless combination of capabilities that convince potential adversaries that the costs of their hostile activities outweigh their benefits ". The National Security Agency (NSA) is moving forward with the National Cybersecurity Academic Center of Excellence (NCAE-C) program as early as around 2019. The program is managed by NSA's National Cryptologic Academy, with federal partners including the Cybersecurity and Infrastructure Security Agency (CISA), the Federal Bureau of Investigation (FBI), the National Institute of Standards and Technology (NIST)/National Initiative for Cybersecurity Education (NICE), the National Science Foundation (NSF), the Department of Defense Office of the Chief Information Officer (DoD-CIO), and U.S. Cyber Command (USCYBERCOM). A large number of universities and research institutions that have passed the selection process are included (National Security Agency, 2019). The CAE-CD Cyber Defense Program for undergraduate and graduate students and the CAE-R Cyber Research Program for doctoral students have also been established. In other words, the U.S. has integrated academic security into the shaping and regulatory system of the U.S. intelligence community through a variety

of "Centers of Academic Excellence" programs. Chinese President Xi Jinping, in his important speech at the first meeting of the Central National Security Commission in 2014, pointed out that [2] "building a national security system that integrates political security, homeland security, military security, economic security, cultural security, social security, scientific and technological security, information security, ecological security, resource security, and nuclear security", covers 11 types of national security. Later, [3] Xi Jinping expanded the national security system to a more comprehensive national security system that includes 16 types of national security, including security of overseas interests, biosecurity, space security, polar security, and deep-sea security. The term "information security" is replaced by the more intuitive term "cybersecurity" in national security education practice. Although China's overall national security concept includes non-traditional security in its regulation, educational security and academic security are not yet listed independently.[4] Chinese President Xi Jinping proposed in The 20th National Congress of the Communist Party of China (CPC) report that "we should improve the national security system, perfect an efficient and authoritative national security leadership system, improve the national security rule of law system, the strategic system, the policy system, the risk monitoring and early warning system, and national emergency management system, and build an all-area linkage, three-dimensional and efficient national security protection system". This constitutes one of the important implications of this study, which is to suggest that educational security and academic security should be incorporated into China's overall national security concept and be comprehensively regulated by the national security system. Therefore, in the context of the U.S. emphasis on containing China's development and initiating confrontation with China, this study strives to reveal potential risk factors in the international university ranking system that pose a threat to national security, analyse them, and then make recommendations with proven effectiveness.

II. RESEARCH OBJECTIVES

1. Implement the spirit of the 20th National Congress of the Communist Party of China (CPC)'s directive to monitor and provide early warning on foreign-related education issues that may be related to national security.
2. To implement the spirit of "putting security first and prevention first", to reveal potential risks in the international university ranking system that may

pose a threat to national security, and to analyze and make effective recommendations in the context of the US emphasis on containing China's development and confrontation with China.

3. The need and feasibility of adding the option of educational security, which is not currently explicit in China's General National Security Concept, is demonstrated in the form of facts and cases, contributing to the expansion of the monitoring and early warning system in strengthening national security in the field of educational security and academic security.

III. RESEARCH QUESTIONS

1. Why should education security and academic security be integrated into China's national security system?
2. A Case Study of Alleged Infiltration and Threats to National Education Security in Thames Higher Education.

IV. METHODOLOGY

1. Research Subjects
Times Higher Education Global University Rankings and other rankings and honors categories.
2. Research Methods
 - 2.1 Social Media Monitoring and Social Listening.
 - 2.2 Monitor ways to find mentions of your brand, products, hashtags, employees, competitors and customers.
 - 2.3 How social listening tracks, analyzes and responds to conversations over the internet.
3. Research procedure
 - 3.1 Google Alerts, Tweet Desk, Social Mention and other social media monitoring tools were used for monitoring and screening.
 - 3.2 To extract effective information from the locked monitoring points by using manual alert dynamic monitoring mode.
 - 3.3 Adopt key text manual analysis mode, apply critical thinking and systematic thinking methods to establish analysis logic.
 - 3.4 Collect evidential materials and establish evidence chain. Make recommendations for processing.

V. LITERATURE REVIEW

The National Counterintelligence and Security Center announced in October 2021 that [5] "a handful of U.S. technology sectors with potentially the greatest stake in the U.S. economy and national security are engaged in industry outreach efforts. The technologies produced in these sectors could determine whether the United States remains a world-leading superpower or is

displaced by strategic competitors in the years ahead. These sectors include artificial intelligence, biotechnology, autonomous systems, quantum, and semiconductors". In fact, the Defense Intelligence Agency's (DCSA) Counterintelligence Analysis Division included normal U.S.-China academic interactions in counterintelligence surveillance as early as April 2021, when DCSA in its FOREIGN INTELLIGENCE ENTITIES' RECRUITMENT PLANS TARGET CLEARED ACADEMIA report clearly states, "Foreign Intelligence Entities (FIEs), particularly China and Russia, use academic recruitment programs and academic excellence programs to collect U.S. scientific research and technology to enhance their military and economic strategic efforts. China and Russia routinely use foreign students admitted to U.S. universities or graduate research programs to collect sensitive U.S. government information and/or technology. In addition,[6] Iran has used government-sponsored activities to convince students studying abroad to return home and share their knowledge. Foreign companies target U.S. subject matter experts (SMEs), professors, and researchers to obtain sensitive U.S. government information and technology". In other words, the U.S. has incorporated education security into the supervision of the national security department in the form of official documents, and the level of this security supervision agency is quite high for the U.S. Department of Defense Intelligence.

Earlier, in April 2011, the Federal Bureau of Investigation of the U.S. Department of Justice released Higher Education and National Security: The Targeting of Sensitive, Proprietary and Classified Information on Campuses in April 2011, the FBI released Higher Education and National Security: [7] The Targeting of Sensitive,

Proprietary and Classified Information on Campuses. Information is a valuable asset on campus, and much of it is freely shared; however, some information is private or restricted," the report reads. Individual entrepreneurs can take advantage of the opportunity to introduce new technologies or services to their home countries to fill a niche currently offered by non-local companies. To start a business, they may steal research or products that would otherwise be costly to create or replicate. Academics may steal research and use it, or claim it as their own". In addition, the report lists specific cases in which it is claimed that Chinese students illegally participated in research on classified U.S. Air Force projects. Thus, it is clear that the United States has long linked higher education closely to national security, forming a pattern of joint regulation by the Department of Defense and the Department of Justice.

VI. RESULTS

1. Inflexion Overview

Inflexion Private Equity Partners LLP is a private equity firm. Founded in 1999 by John Hartz and Simon Turner, its ambitious spirit continues to this day. Authorized and regulated by the Financial Conduct Authority. Registered office: 47 Queen Anne Street, London W1G 9JG Registered in England and Wales No. OC316601. Inflexion Private Equity Partners serves clients globally. acquired Times Higher Education in March 2019. Times Higher Education is a world leader in university data, rankings and content, and the company behind the final annual World University Rankings.

Table 1: Inflexion Overview

Investment size	£10 million to £300 million for minority or majority equity in high-growth companies across all sectors
Team size	With over 100 professionals, one of the largest mid-market teams
Investment capital size	£2.4 billion
Size of capital under management	£5.4 billion
Collective private equity investment experience	870 years. Started in China during the Southern Song Dynasty, in Europe during the Middle Ages, and in

	England during the reign of Henry II.
Number of portfolios employed by the firm	29,000
Number of countries covered by the product portfolio	160
Investment Areas	The firm invests in energy, infrastructure, technology, consumer, media and telecommunications services.
China Region Head	Xuan Ye

Source: <https://www.inflexion.com/>

2. Overview of Times Higher Education and its rankings

Times Higher Education is a world leader in university data, rankings and content that institutions, academics, students, industry and governments use to gain insight, inform strategic priorities, benchmark, evaluate and select higher education institutions. THE has been a leader in higher education analytics for nearly half a century, with more than 700 clients worldwide in its data, consulting and recruitment services, including the Universities of Oxford and Cambridge in the UK and Harvard and Massachusetts Institute of Technology (MIT) in the US. For the 2019 University Rankings (including the World University Rankings), Times Higher Education's in-house data team analyzed over 9 million data points from 3,500 institutions worldwide, 2,500 of which are represented in the 2020 rankings. The site attracts more than 30 million unique visitors each year, and the company employs more than 100 people in five offices in the UK, US, Australia, China and Singapore.

3. Joint expansion issues

3.1 Paul Howarth, CEO of Thames Higher Education said of Inflexion's joint expansion regarding THE: [8] "Inflexion is working with THE to continue its global expansion, utilising our experts in the US and Asia. Our in-house digital team are assisting with enhancing the company's digital presence and our pricing specialist is supporting the evolving go to market strategy. Inflexion have a great track record with international growth as well as digital transformation, which makes them a fantastic partner for Times Higher Education. This is an exciting time in our development as a business and it is reassuring to be able to call on the resources and experience that Inflexion offer".

3.2 Times Higher Education's UK Inflexion private equity fund, which is a medium-term investment PE, also means that Times Higher Education is a commercial product through and through, with rankings and awards being its way of making money or a profitable commodity. Through its expanding ranking products, it has started to draw blood to Asia, the Arab world, and South America, and Inflexion will also sell it in the future development after high growth. The intelligence that Times Higher Education actively collects through its world university rankings is vast, including financial data, scientific and technological intelligence, research funding intelligence, national political intelligence, human resource intelligence, and countless others. In the 2019 university rankings alone (including the World University Rankings), Times Higher Education's internal data team analyzed more than 9 million data points from 3,500 institutions worldwide. The combination of these data from points into lines, combined with the intelligence officers behind them integrated through various means, can certainly pose a threat and challenge to national information security.

4. Relevant data issues involved in the ranking

[9] Data Collection Portal World University Rankings states:

Data sources We use three sources of information to compile the Times Higher Education World University Rankings. These are: institutional data provided directly by higher education institutions using our secure data collection portal. Bibliometric data from our partner Elsevier's bibliometric database "Scopus". The Academic Reputation Survey is sent directly to academics. This survey examines the reputation of institutions in teaching and research.

Times Higher Education collects data on

the number of academic staff (full-time full-time equivalent), number of international/overseas academic staff (FTE), number of research staff (FTE), total number of students (FTE), number of international/overseas students (FTE), number of undergraduate degrees awarded, number of PhDs awarded, institutional income, research income, and industrial and commercial research income. For example, we will collect data up to 2017. "Year" is defined as follows: January to December 2017 for the academic year ending 2016-17 for the fiscal year ending 2017.

Data collected on the following disciplines: 1. arts and humanities 2. clinical, preclinical and health 3. computer science 4. engineering 5. social sciences 6. life sciences 7. physical sciences 8. business and economics 9. law 10. education 11. Psychology.

Times Higher Education Ranking Inclusion Criteria: In order to be included in the World University Rankings, universities need to provide us with a sufficient amount of data. They may also be excluded from the World University Rankings: if they do not teach undergraduate students. Or if their research output is less than 1000 relevant paper years in the last five years. Or if 80% or more of their research results are in only one of our 11 subject areas.

It is thus clear that the Times Higher Education Academic Reputation Rankings can be manipulated within the process! The nature of the Times rankings can be characterized as a tool of neo-colonial manipulation in education! Chinese universities send a steady stream of their own information, including financial information, to Times Higher Education, while feeding them a steady stream of funding according to Times Higher Education's so-called publication database and statistical rules, which is enough to make the organization and the parent company behind it a fortune. The finance ministries of the countries budgeted for university education, while the Thames has a constant flow of blood sucking through the criteria locking each university. A considerable number of thesis results are of no real value, and the papers seem to go to the academic terminal when they are published, and each receives a high bonus from their own units. In the end, scientific research does not contribute much to the construction of the country, or the university itself does not have the ability to develop products that are in short supply in the country. This is the reason why several universities in Korea, Singapore, and Malaysia are ranked highly but have very weak R&D capabilities. A significant number of top-ranked universities did not do anything during the New Crown outbreak.

5. Times Higher Education staff in China

5.1 Joyce Lau, head of Hong Kong

She is a frequent Twitter looking for negative news about China to send. She also has a mutual friend relationship with Xu Xiuzhong, a member of the Strategic Studies Institute, an anti-China organization in Australia.

5.2 Shen Jingchun

For example, on October 2, 2019, she participated in the special forum "Quality Improvement of Undergraduate Education and Talent Cultivation in the New Era" of the 2019 Annual International Forum on Higher Education held at Lanzhou University, but there was no ranking of Lanzhou University in the 2021 Times Higher Education University Rankings. However, there is no Lanzhou University in the 2021 Times Higher Education University Rankings. In this regard, the explanation given by the organizer is that universities have to apply for the university rankings themselves.

6. Four Hazards

6.1 Hazard one

China's confidential data on education funding, research funding, research revenue, project status of each relevant discipline, project titles, research topic orientation, number of professional students, number of international students, etc. all flow to Times Higher Education and the private equity fund behind it on a self-paying basis. It is very convenient for foreign organizations and foreign governments to have accurate information about China and even to use this information for other expansions. Times Higher Education's investment fund is officially looking at the key data resources in the hands of Times.

6.2 Hazard two

Chinese research methodology is gradually being guided by foreign journals, which has touched the ideological security and political security of the country. The collaboration between Times Higher Education and the Dutch Scopus database journals induces Chinese universities to use SCOPUS as a criterion for paper evaluation (the Chinese Ministry of Science and Technology has now started to promote the SCOPUS database). This will result in a massive flow of Chinese research funding to the Anglo-Dutch dominated Scopus system journals when papers are published. The methodologies adopted by international journals here are locked in American pragmatism,

positivism and other methodologies opposed to Marxism, and papers cannot be published without such methodologies, such as the SCI and SSCI journals of the American Academy of Management AOM, which are basically considered the top international academic journals, and their research types belong to empirical research (empirical evidence considers itself the highest level of methodology, while Marxism is considered metaphysical). Marxism is metaphysics positivism advocates the adoption of methods and its research results do not contribute substantially to the development of Chinese society.

Their analysis of social science issues is disconnected. The word "empirical" has four meanings: first, real as opposed to unreal; second, useful as opposed to useless; third, certain as opposed to doubtful; and fourth, precise as opposed to vague. There is a lot of data falsification and data adjustment in academic research, which looks very scientific, but in fact are "deception" in the garb of science, and the research is often ambiguous, an academic game, and this method and the Marxist advocacy of "practice is the only criterion for testing the truth" This approach is completely contrary to the Marxist advocacy of "practice is the only criterion for testing the truth". Their research is "an accumulation of fragmented facts" that can be used to draw any scientific-looking conclusions they need. The research induces a lot of false information in the questionnaire, and even the survey itself may be false.

6.3 Hazard three

China is induced to accept more useless international students through university rankings (the issue of international student ratio is addressed in the rankings), while holding the discourse on academic standards, infiltrating and controlling academic standards, and thus controlling thinking methods and ideologies (Marxist-Leninist philosophical ideas are rejected by them, and it is difficult for scholars to publish papers without writing according to their so-called norms). The reason for the rejection of Marxism-Leninism in Chinese academia is related to this aspect. Returned scholars from abroad have also been spreading Western ideology and methodology in large numbers in China. These constitute the current situation that we have been strengthening Marxist-Leninist education, but at the root it is always impacted from abroad. Marxist philosophy is the philosophical foundation of socialism with Chinese characteristics, and once this foundation is shaken, it is bound to impact the political security

of the country.

6.4 Hazard four

Permeability and security issues in university ratings and their academic promotion. The fast route to publishing papers in international academic journals is actually a privileged system controlled by a few people who can publish in the journal very quickly for a fee. There will be contacts in this channel, but of course, this is only how it operates when corruption exists. They make the contacts just responsible for publicity and do not touch the funds. For example, if a university is established as the scope of business for a certain person, the contact person will simply promote the paper, and the journal will give the contact person a percentage of the number of papers received from the university and remit it to the account designated by the contact person, who may be a dean, president, or someone else. This has fostered a pathway for academic corruption and a large number of academics who hold the resources for publication privileges, and these academics have gradually become part of the community of interests and agents of Western discourse.

7. A Case Study of the Dangers of Positivism

7.1 A Critique of Positivism and Pragmatism: The Isolated, Static, and One-Sided Attitude of Empirical Research in Light of Xu Xiuzhong's Research Methodology in Concocting a Report on Forced Labor in Xinjiang

In order to achieve his goal of falsely accusing China, Xu Xiuzhong adopts a positivist approach, presupposing the results of the study, severing cause and effect, and one-sidedly subjectively parsing the content of the so-called factual photos and reports in a personal way. This is called positivism, and positivism is not objective evidence, but a false logic based on subjective choices. Positivism must cut the facts and refuse to see the problem in its entirety so that empirical research can have the space to create problems. Human development survey research should have an all-factor analysis process, an article, a film only focus on the full text and the causes and consequences to see a more complete picture, in order to gradually build a chain of evidence in line with the conditions of evidence, rather than the empirical way of research, grab a graph, grab a sentence reckless subjective interpretation, falsify the facts.

Xu Xiuzhong also employs pragmatic tactics, falsifying logical relationships in facts to achieve the West's goal of discrediting China and thus finding excuses to attack it. She goes to great

lengths to achieve her desired effect on public opinion through various pseudo-logical relationships, which is known as pragmatic truth. We are all very aware that the interview method in empirical research has serious flaws. It does not correctly identify systemic problems and does not really reflect the whole picture of a person. A person's human nature has multiple attributes, how many layers can be seen by simply relying on interviews? When you enter an interview, you put on a "coat" or become extra cautious. Whether you are a civilian or a leader, an employee or an executive, you have your own specific considerations when you are interviewed about issues. The spokesperson of the Ministry of Foreign Affairs has a professional sensitivity. Therefore, Marx had a special definition of "man", a person in the process of development, a subjective and active person, a panorama of people. This can never be seen clearly in a simple interview. He personally collected observations in order to formulate or test theoretical hypotheses. It is very common that the information obtained from personally collected observations does not become valid, objective evidence in itself due to the observer's own cognitive biases and differences in ability. The so-called value neutrality itself does not negate the existence of selective preferences of the observers and researchers themselves. Moreover, in many people's studies there is actually a lack of rational analysis and no practical advice, so the conclusions drawn and the models formed are valid only for the conditions set by the researcher and are not universally applicable.

7.2 The Scars of Human Civilization: Pragmatism and Positivism of the Chicago School of Sociology:

Beginning in 1918, the Chicago School conducted a series of empirical studies on social problems in the city, thus giving this school the so-called overall character of a positivist applied research with an emphasis on empirical studies and a focus on solving actual social problems. Driven by the pragmatism of the Chicago School, numerous problems of the city of Chicago were studied, but including slums, crime problems, and so on, which have not been solved but have been intensified over the century. Ultimately, it was pragmatism that "contributed to the decline" of the city of Chicago! This is one of the most important manifestations of the harm caused by pragmatism and positivism, which are detached from the correct standard of truth and from the practical test of reality.

It is under this ideological dynamic that the University of Chicago, known for its academics

and the fountainhead of American positivism, is today mired in social upheaval and unrest and is hardly alone. The turbulent city of Chicago often presents a sharp contrast between the whiteness of the ivory tower and the blood of young people. One by one, young scholars proved the failure of the American pragmatic path of state governance with their life practices, crying out the one-sidedness, mechanism and isolation of positivism! The methodological falsification of the Chicago School of Sociology, which poses as the highest paradigm of human thinking, treats Marxism as "metaphysics", and still relies on the monopoly of the "school valve" for its promotion and penetration.

Recently, the famous Chinese university published an article by Andrew Abbott, a professor of sociology at the University of Chicago, in the 12th series of Tsinghua Sociological Review, in which he strongly denies the knowledge revolution, arguing that "there is no current knowledge revolution", which means that the connection between the knowledge revolution and the technological revolution is severed. [10] He subjectively and pragmatically chooses to "turn a blind eye" to the fact that mankind has been in the midst of a technological revolution since the first technological revolution at the end of the 18th century. As we all know, every scientific and technological revolution is inevitably accompanied by the development of knowledge, innovation, or even a subversive revolution of the original knowledge, and the two are complementary and mutually reinforcing. For example, the discovery of graphene superconductivity is closely related to the knowledge revolution. Accordingly, the subjectivity and one-sidedness of the Chicago Social School's view can be seen.

An American scholar living in Beijing, Stephen T. Asmar, observes, [11] "Today, Chinese intellectuals seem to be more welcoming of pragmatism than Americans. In China, enthusiasm for Dewey's philosophical thought in particular is rising rapidly, in contrast to the withering enthusiasm for it in the United States". It is this anti-Marxist ideology that seeks to shake the philosophical foundations of socialist theory with Chinese characteristics through long-term infiltration, gradually evolving into the American practice of "color revolutions." Marx evaluated its evidence as "a collection of rigid facts", and after a century of practical tests, its negative effects on human civilization can be seen.

VII. DISCUSSION

[12] On 9 November 2022, Krirk University, a little-known private institution in Thailand, announced overnight that it had been ranked 149th in Asia by QS and in the top tier with 33 985 universities in China, and that it had been awarded Five Stars institution for Excellence. It is important to know that six universities in Thailand are in the first tier of the QS Top 150 Asian Universities list, ranked in the order of Chulalongkorn University, Mahidol University, Chiang Mai University, Thailand University of Law and Politics, Krirk University and Kasetsart University. With the exception of Krirk University, the other five universities are traditionally recognised as high quality public universities in Thailand, and the 'black box' behind Krirk University's 'overnight ranking' of just two buildings and a car park is obvious. This is even stronger evidence that the current QS and Times Higher Education rankings, have formed a vast network of value. This network covers universities, research institutions, scholars, experts, government research management agencies, society, media and other sectors around the world, and even dominates all aspects of university research projects, such as establishment, evaluation, approval, implementation, assessment and acceptance.

Chinese universities also aim to win a place in the ranking, and become the "driving force" for the development of scientific research, the "hotbed" for talent discovery and appointment, and indirectly manipulate the selection of talents in China, and indirectly dominate and manipulate the government. It has indirectly manipulated the selection of talents in China and indirectly controlled and manipulated the investment of large sums of government funds. However, behind this huge value chain is the transplantation of Western positivism and pragmatism to Chinese standards, which can make China's scientific research team gradually lose the ability to identify Western models. The objective result is that China's scientific endeavor is gradually divorced from the direction of "adherence to Marxism, Chinese characteristics, and independent innovation". At the same time, it inevitably stifles scientific and technological creativity, resulting in a Chinese scientific and technological community that is poor in innovation and ideas. In the face of an international situation in which the United States is emphasizing the containment of China's development and engaging in strategic confrontation with China on all fronts, China should and must pay attention to the hidden dangers of national educational and academic

security, be alert to potential factors that threaten national security, guide state institutions to accurately grasp national guidelines and policies, carefully select quantitative indicators, scientifically conduct university assessment rankings, and reduce the direct linkage of evaluation results to resource allocation.

VIII. CONCLUSION AND SUGGESTIONS

Through a case study of alleged infiltration and threat to national educational security, this study examines the "commercial operation" and "monetized ranking" of the Times World University Rankings, which is a private organization organizing the rankings, self-funded, with the vast majority of action costs coming from data and funding provided by participating universities", and the nature of the infiltration of American positivist and pragmatic ideologies in the name of academic rankings is used for a case study. The necessity and importance of integrating educational security and academic security into China's national security system is proposed. In order to further explore the establishment of a scientific higher education evaluation system, implement the instructions of the 20th CPC Congress, and maintain national security, the following recommendations are made:

1. Strict regulations concerning the export of Chinese data, especially financial data and research data of Chinese universities, to foreign countries.
2. Strict requirements regarding the approval of Chinese universities to participate in ranking activities organized by foreign institutions, and the state and education authorities can prohibit the participation of domestic universities if the other party is obviously commercial and is offering a commercial product.
3. Require offshore companies that provide so-called global higher education ranking products or services to be approved and regulated by the relevant Chinese authorities.
4. China can cooperate with UNESCO to take the lead in establishing a more objective evaluation body for world university rankings, using the name of the United Nations to make an objective assessment of the situation of world universities, and gradually replace the world university ranking products including QS, Times Higher Education, etc.
5. The Chinese Ministry of Education (MOE) leads the ranking of Chinese universities, sets the criteria, and publishes the MOE China University Ranking List.

6. Always pay close attention to the series of activities of institutions such as Times Higher Education and QS, which use the opportunity of ranking to collect intelligence on China and other suspected espionage acts.

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