

APRU – CLOSING PANEL
13TH Annual President's Meeting
30 June 2009

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International Engagement and Global Influence

- Interdependence globally → economically as we have learned to our confusion and worry; scientifically and technically and even culturally.
- Increasingly universities are judged by ability to influence locally and, even more now, globally.
- Leading edge of our countries' ability to influence
 - as sites of intellectual/cultural interchange
 - as magnets for talent globally; bridges (graduate students remain or go home → both helpful)
 - as conduits for research partnerships that can lead to commercial partnerships.

Principles of International Engagement

- A good in and of itself; enriches lives and helps open spirits; not an add-on anymore.
- Only ethical if there are mutual benefits; not an exact balancing, but frank consideration of burden and benefit.
- International engagement not only about what happens externally; it is about what happens on our campuses → who can and do we interact with at home? How can our students and faculty learn more about other perspectives and cultures and languages?
- How to address sustainability in international engagement? Can't just drain resources from core teaching and research; can't be undertaken in an environmentally and economically unsustainable way.
- Effectiveness must be a core question; making choices and focusing efforts regionally and thematically. Implies building engagement from bottom up → relying on where there are relationships. But as we aggregate at the level of department, faculty and university, an increasing responsibility to focus and steward resources.
- How can we do this more effectively?

Broad Areas through which International Engagement is Possible

- A. Demographics of our own student body and faculty complement.
- Undergraduate vs. graduate → can we afford to wait until grad school to bring in foreign students (US pattern). Need services to promote success of international students.
 - Openness to profs/researchers from other countries → how to bring them in?
 - Historical differences
 - Many of our profs from outside Canada. Country of immigration
 - Not true of Japan or Korea → how to create openness in a different culture?

- B. Exchange and Visiting Opportunities
 - Student and faculty and staff mobility → last often ignored but important.
- C. Bilateral and Multilateral Programmes
 - Articulated courses 2+2.
 - Joint degrees (esp. PhD) or co-tutelle.
 - On-line shared (U21 → global citizenship course is an example)
- D. Joint Research Programmes and Projects
 - Focus on graduate students exchange?
- E. Strategic Partnerships Between Universities
 - Cambridge – MIT in an interesting example.
- F. Occupying More Space on the Internet
 - Working Together

Where can APRU act as a facilitator?

- Facilitate student mobility? (or better done bilaterally?). Where is value add?
 - Perhaps not basic exchanges → but how about research focused student exchanges? Both undergraduate and graduate (graduate students as primary actors in international exchange and engagement).
- Facilitating faculty and staff exchanges → visitorships.
- Harder to imagine focus on research collaboration.
 - Tend to be discipline or topic specific and bottom up.
 - Agree with Gene Block → Could think more about simply hosting introductory workshops. (Matchmakers) AWI experience is valuable here.
 - Graduate student exchange → cd/lead to some research links growing.
- Bilateral and multilateral academic programmes → cd/ try to link best practices and share experience on how this can work. (NUS has done some good work → needs more sharing).
 - Concrete agreements likely to require sub-groups of APRU working → not through APRU itself.
- No point in APRU trying to build strategic partnerships (will be done bilaterally, but cd/ be built from relationships formed here informally).
- Figuring out how to share more over internet and with new forms of communication.
 - Public communication and idea sharing
 - Building reputation of universities
 - Building sense of opportunity for prospective students etc.

Finally: Ethical Issues with Global Engagement

1. Student Mobility

- Why do students want international opportunities (eg. working with NGOs → pressure: resume building for med school applications)? UBC issued a Clinton Global Initiative promise to work on the ethics of Global Student Mobility. Invite your engagement.

2. Competition for Talent

- Intellectual Diversity key – Prof. Ooguri
- Braindrain issues still alive (Developing World → Canada); not like 60's → 80's when leaders in our universities trained. New dynamic → trying to build capacity: not export it; IIT's and grad studies; want choice for students → also choice to work at home! How to facilitate?

3. Research Protocols

- Social Science and Humanities research: need help in developing protocols. Many universities have experience with aboriginal communities that want to shape and benefit from research. How can we deal with issues of academic independence and fulfill community needs? This experience may be transferrable necessarily to research that we undertake in the developing world.

Thank you.