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International Engagement and Global Influence: How Ambitious is the University of British Columbia?

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Can UBC be more Internationally Engaged and Globally Relevant?

The University of British Columbia is already one of Canada's most internationally engaged universities. In the Trek 2010 Plan, UBC committed itself to further internationalization as one of five central ambitions. The university aimed to strengthen global awareness on campus, to increase international learning opportunities and to enhance its reputation internationally.

Progress on these aims was not tracked systematically, but there is evidence of upward movement. The university continues to strengthen its position on the two main international rankings, now standing within the top 35 universities in the world. Our researchers publish more joint research undertaken with colleagues outside Canada than scholars of any other university in the country. Colleagues participate in hundreds of teams involving distributed research in dozens of countries. Many specialized centres exist within the university to promote research with strong international dimensions, ranging from the Institute of Asian Research (IAR) to the Liu Institute for Global Issues (Liu) to the Asian Law Centre. UBC has substantially increased its foreign research funding and philanthropic gifts. UBC scholars and students participate in scores of CIDA and IDRC-funded international development projects, some benefitting from an innovative programme of donated airline tickets. Hundreds of students participate in international academic exchanges, and undertake community service learning and co-op placements outside Canada. Joint professional programmes with foreign universities have been created in the fields of law, accounting, education, and engineering. We welcome foreign students to four special residences co-sponsored by sister institutions from Asia and Latin America, an opportunity unique in Canada. Almost 15% of UBC's undergraduate student population hails from outside Canada. Nearly a quarter of our graduate population bears a visa.[1] Many programmes already exist to support foreign students, especially on the Vancouver campus, many delivered through International House, this year celebrating its 50th anniversary.

Despite these undoubted achievements, and the evident passion of many students, staff and academic colleagues for robust international engagement, many members of the university community have expressed disappointment that the whole seems to amount to less than the sum of its parts. If our ambition is to position UBC as a centre of research and teaching on the major issues facing humanity in the 21st century, as I think it should be, then we will have to more clearly define the ambition and be more organized in its pursuit. The world is struggling to address fundamental challenges including climate change, devastating infectious diseases, a skewed distribution of economic benefits, cultural and religious conflict, and weak global governance. If UBC is to be relevant and significant as a globally influential university, we need to demonstrate that we are at the centre of dialogue and activities on the big issues that matter. University faculty, students and staff do not try to promote and sustain greater international engagement for the sake of some abstract "internationalization," but because they are passionate about issues and subjects, and international engagement makes them more effective.

External pressures to develop additional international linkages are also growing, with more frequent visits from foreign delegations, and more requests for "partnerships" arriving each week across the university. Although the Senates of UBC have articulated criteria for assessing

[1] Comparable numbers for the University of Toronto are 8% undergraduate and 14 % graduate; for McGill 17% undergraduate and 20% graduate; and for U. Cal. Berkeley 4% undergraduate and 18% graduate.

partnerships with other universities, and a general policy on "university-wide" collaborations exists, the framework in place to help decision-makers set priorities in responding to these requests lacks specificity. Nor is there a clear focal point for the conduct, support, promotion, sharing, and integration of international activities at UBC. Few resources have been devoted to seeding international research or teaching relationships. Still only a modest percentage of our domestic students have a formal international experience as part of their undergraduate programme (including study abroad, coop placements, community service learning, and research placements). We do not effectively share the experiences of our many international development projects across the university. Our longstanding connections with Asia, singular amongst Canadian universities, have not blossomed into deeper academic relationships as fully as one might expect. Although progress has been made, we have not yet fully succeeded in marshalling our resources to identify and share the international points of contact that currently exist in the university. Information about activities, opportunities and people (our own and visitors and those abroad) must flow up, down, and around to reach the wider UBC community. The ambitions of Trek 2010 did not even contemplate the creation of UBC Okanagan, and we have not identified the particular campus-specific opportunities for increasing international engagement.

Therefore, despite impressive increases in our international engagement, one is left with the sense that UBC is not yet operating at the top of its game when envisioning and supporting robust linkages around the globe. With greater, and more focused, efforts to communicate and collaborate, UBC is poised to be best in class. This discussion paper traces out possible ways forward.

Purposes and Principles of International Engagement

In a world of great economic, scientific and technological interdependence and increasing cultural interchange, where major universities are increasingly judged by their ability to influence globally; in a country of growing cultural, ethnic and racial diversity, when one of our main campuses is located in a city where almost half the population is of Asian ancestry, UBC simply must be a leader in international engagement. With a current international environment challenged by problems that cannot be confined within any border, including climate change, economic disparity and terrorism, universities have a role to promote dialogue and reach toward solutions. In sum, internationally-engaged universities are increasingly central to the dynamic international role of countries with which Canada likes to compare itself.

Canada has been falling behind in international influence for almost two decades. The evolution of Canada's sense of place in the world was, I think, positive through to the 1980s, but then it began to founder, in part because it was rooted in a rather static world-view, and had become idealized. Canada was a comfortable so-called "middle power," committed to open trade (but not in agriculture), to peace-keeping (in limited circumstances), and to international development assistance (though far less generously than most Canadians believed). Above all, Canada was the not-USA, at least in the mind of many Canadians. Then along came the Free Trade

Agreement with the US and then NAFTA, which changed the economic dynamic, with Canada becoming more and more reliant on the US market.[2]

Canada has lost its once comfortable place in absolute terms in the post-WWII world. We are not militarily important (despite our preoccupation with a role in Afghanistan), we don't have much clout at the UN, not much influence in Europe, nor indeed in the international institutions that we helped to create, like NATO and the International Financial Institutions (IFIs). Even in the World Trade Organization, we have been replaced by Australia in the small contact group of quiet influencers. Ironically, given our fundamental commitment to our continent through NAFTA, we don't have much clout in the US either.

Canada has lost its place in relative terms as well, as the world changes around us. As Conference Board of Canada work has shown, Canada is not maintaining its place in terms of economic productivity or competitiveness. We are no longer leading economic or social innovators. Our relative economic weight in the system has declined precipitously; as have trade shares with our major trading partners (including the US, where China has been rapidly consolidating in the number one exporter spot). Our continued dependence on natural resources, which seems to have been intensified in the current economic crisis, may trap us in a low value-added economic role. Canada could do much more to develop full and productive relationships with key players in the new global environment – India and China in particular.

In 2005, Robert Greenhill, then a senior fellow at the International Development Research Council, authored a report on Canada's role in the world. It was based upon a survey of global elite opinion. He concluded: "the overriding theme from 1989 to 2004 is that of decline – decline in our reputation and relevance with the United States, decline in our leadership role in development, and decline in the international significance of our peacekeeping and other international security activities."[3]

For a time, our absolute and relative decline was masked by the positive role that Canada played in some specific areas like international environmental negotiations, and the promotion of a "human security" agenda. That agenda included: negotiations to create an anti-personnel landmines ban; the successful creation of an International Criminal Court; and promulgation of a "responsibility to protect" in situations of humanitarian crisis. Canada's government was a leader in these initiatives, but they were marginal to the broad sweep of economic, political and social evolution in the late twentieth and early twenty-first centuries. They were good things to do but they did not contribute strongly to firm up Canada's position in the world.

UBC and sister universities can help re-establish a more prominent role for Canada around the world. Great research universities are sites of intellectual and cultural interchange; they attract talent from around the globe and bridge between countries and continents; they create

[2] Only very recently has the pendulum begun to swing back, with Canada now benefitting from somewhat more diversified sources of international trade income.

[3] See Robert Greenhill, "The Decline of Canada's Influence in the World: What is to be Done for It?" (2005) Feb. *Policy Options* 34, at 34; http://www.irpp.org/po/archive/feb05/greenhill.pdf (accessed 5 January 2008).

partnerships that generate shared understandings and that can even lead to commercial opportunities.

UBC's global reach is best pursued and focused if we agree upon some central principles of engagement:

- International engagement is a good in itself for it reveals new worlds to students, staff, faculty, and alumni(ae); it is likely to enrich lives and open spirits. Only through increased international engagement will UBC be able to occupy a position at the centre of global dialogue around the issues that matter most to our world. For a major public, research-intensive university such as UBC, international engagement is a fundamental part of what many of us need and want to do; it is not a side-of-the-desk consideration.
- International engagement is not just about what happens out in the world; it is about what happens here on our campuses. Who can and do we interact with? What courses can students take that allow for in-depth exploration of perspectives transcending the Canadian experience?
- The university must steward its resources wisely, so international engagement must be built on a sustainable basis, supporting, not undermining, the teaching and research mission of the university. This is especially true from a student perspective because in any foreseeable future, not all students will have a direct opportunity to study or work outside Canada as part of an academic programme. Although we must work hard to expand access to international opportunities for students without independent means (through fundraising, etc), we must also find ways to "internally internationalize" so that all UBC students can benefit from UBC's global connections through more global content in courses, and a more diverse campus community with more opportunities for interaction.
- Existing international ties developed by faculty members and students should form the primary basis for increased interaction, assuming that they are beneficial to the university, rather than trying to impose new relationships from the top down. The university-wide role is to provide strategic direction, share opportunities that come to the attention of university leadership, help gain access to resources for greater international engagement, and facilitate the sharing of information within the university.
- Engagement across borders and cultures is ethical only if the benefits are to a significant degree mutual. This does not require an exact balancing of benefit – something that cannot be evaluated with precision in any event – but it does require frank consideration of the distribution of burden and benefit in international relationships.
- International engagement must also take place in light of UBC's environmental sustainability goals. This has important implications for travel in particular.
- UBC cannot be everywhere and UBC cannot effectively address all issues of global relevance. Effectiveness of engagement should be a primary test of purpose.

Directions and Priorities

Principles alone will not, of course, guide UBC on a path to greater international engagement and more significant influence, but they should help us develop methods for further planning, and shape some of the choices before us. But before we consider choices, it might be wise to

identify the seven broad areas in which a university might imagine further "internationalizing" itself. The first is through changing demographics: we must consider the profiles of our faculty, staff and student complements. Among students, we need to consider separately the categories of undergraduate, graduate and professional programme students. Might we target any of these categories for an increase in people from outside Canada? Internationalization occurs first and foremost on our campuses through diversity, and programmes supporting diversity, such as our international peer programme, a robust International House, international residences, the Global Lounge in the Marine Towers residences, and international student associations and clubs.[4] A second means of internationalization is the creation of international opportunities for our students and staff, including hosting of foreign students and staff, at whatever level. This includes exchange and visiting programmes, co-op and community-service learning placements, travel opportunities within academic programmes, international engagement opportunities for staff (e.g., "Leave for Change"), and international (or global) course content.

A third form of international engagement is built upon strong bilateral or multilateral programmes with foreign universities. This might include articulated course relationships (e.g., 2 plus 2 programmes), joint degrees, co-tutelle, or highly developed exchanges. A fourth form of internationalization focuses around joint international research projects or programmes of our faculty and graduate students. Fifth would be "deep relationships" with institutions, most likely other universities, which have profile, mission and values closely aligned to those of UBC. A sixth form of international engagement would be less academically focused, encompassing alumni linkages, international fundraising activities, contacts with international organizations and networks, relationships with foreign governmental and non-governmental entities. Seventh on the list of means to forge greater international engagement and influence is to work much harder to increase UBC's presence in the social, professional and academic spaces of the internet. Such actions would raise UBC's profile, and would encourage UBC faculty, staff and students to play a more prominent role in the emerging cyber-landscape of global issues.

Even if the university community chose to do so, it would not be possible to expand on all these fronts consistently and simultaneously. Most obviously, the appropriate approaches for UBC V and UBC O are likely to be decidedly different. Even within each of our main campuses, different departments, faculties and administrative units might wish to set immediate priorities for increasing engagement in only one or two of these seven potential areas of growth, in keeping with the principle of leveraging existing contacts first. In other cases, such as in overall foreign student targets, we will have to work collaboratively across many units if we are to achieve our goals.

Making Choices

Even a university as large as UBC cannot effectively engage on all issues of global relevance or in all regions of the world. That said, it is not possible in a major public university to simply decree what our international focus should be. Some engagements are opportunistic and fortuitous; others have evolved over a long time; some are based on personal histories and relationships; still others respond to particular structures or opportunities in a given field of

[4] See also S.J. Toope, "Promoting Intercultural Understanding: A Discussion Paper Draft 2" (August 2009) which focuses on wider issues of diversity.

study. In seeking out robust international partnerships, UBC must also be realistic about its standing in the world. A very small subset of universities, mostly in the US and the UK, benefit from reputations that make them preferred partners for almost every institution in the world. UBC is well-respected internationally but is not yet at that level, and it would be wise to invest our time and effort in building relationships with foreign institutions that are genuinely and particularly interested in partnerships with top public – in our case, Canadian – universities.

The best that an overarching international strategy can do is provide guidance on key issues, establish where limited central university resources will be directed in support of international engagement objectives, create incentives for targeting international engagement, and facilitate and encourage better communication across the university. Choices need to be made, but they can't and won't be made centrally. It might be worth considering, however, the creation of a "Global Engagement Advisory Council" that could provide advice to heads, directors and deans as they think through their international priorities. The Council would not be a decision-making body, but would be a collection of university leaders with wide international experience. Their role would be to talk through strategies prepared by units and help to identify risks, opportunities and potential synergies across the university.

When UBC, and its various Faculties and units, make choices to selectively promote greater international engagement, we must do so with an awareness of the consequences. Internationalization (both as a whole and in terms of more specific priorities) will have an asymmetric impact across UBC programs and activities. Some foresight with respect to resource allocation will have to be part of strategic thinking on these matters. In addition, "local" (departmental or Faculty) leadership on international engagement should not mean duplication of resources across the campus; there must be ways found to provide central facilitation when appropriate. For example, we should not run ten different student exchange offices with separate staffs.

Choice of Regions and of Themes

In making choices as to where the university and individual units should focus energy and resources, it would be wise to consider both regional and thematic issues. The world is small and it is huge. Although one can imagine individual UBC professors, staff and students engaging almost anywhere across the face of the earth, a given unit may wish to establish where its engagement is likely to bring the greatest benefit to its own community and to partner communities outside Canada. The university as a whole should ask the same question. In other words, as one agglomerates the individual points of engagement, more focus should be demanded. An individual who can secure funding and establish effective relationships may find him- or herself studying or working almost anywhere. But a department may want to try to bundle those relationships to achieve some focus by establishing an overarching partnership or by facilitating the building up of further relationships in the same geographic location, or even the same institution, based on an opening achieved by an individual student or researcher. A Faculty might want to evaluate that departmental activity and assess whether or not it is possible to tie that activity to the work of other departments in the same country or region. Just as "bottom up" is the most likely indicator of success for the university in identifying areas of geographic focus, so too is it the best indicator for Faculties and departments. But this approach

should not be confused with a lack of direction; building on the work of others requires a strategy and the making of specific choices.

Because university research and pedagogical aspirations are generally driven by substantive commitments to areas of study or to particular problems, thematic focus should also be considered at the levels of department, Faculty and university. Given the tremendous diversity of our community, individuals should and will pursue an almost infinite range of opportunities to study and research, or to engage in development projects. But ambitious and strong departments necessarily achieve some focus because it is simply not possible to be great at everything: they hire to strengthen particular fields and they actively recruit students who can contribute best to those fields. The same ambition should shape international engagements. At the Faculty level, too, there will be some areas of notable strength in which international work is likely to have the greatest impact. I would hope that these decisions would be made in light of overall university objectives in the strategic plan (forthcoming 2009) and in the research plan (forthcoming 2009). Each Faculty's own academic plan should also guide international connections.

a. An Asia Focus: Honouring our Past and Playing to Strengths

Asian studies began at UBC more than 50 years ago, when Dr. Norman "Larry" MacKenzie recruited Professors Fred Soward and Bill Holland to create formal programmes of teaching and research. UBC's scholarly interest in Asia has deepened and widened since that time, with the Asian Studies Department and the Institute for Asian Studies recognized globally. Over the last twenty-five years, UBC's Asian connections have exploded because of immigration patterns that have seen a transformation of Vancouver into a significant Pacific Rim city. Academic connections to Asia, and especially to China, have spread far beyond the realm of "Asian studies" to include Medicine, Law, Sauder, and Education, to name but a few of the Faculties with strong Asian links. Music is poised to build broader relationships with some focused effort. On the Vancouver campus, almost half of our students have an Asian heritage. Our alumni organization in Hong Kong is amongst the largest and most active outside Canada. The Tokyo, Taipei and Seoul chapters are also growing. It is fair to say that UBC is as well placed as any university in the Western world to build upon these existing connections, and to broaden them.

One important opportunity for UBC is to develop greater coherence and unification between our various Asian research programmes. Currently, the Asian Studies Department, IAR and Liu do not collaborate as effectively as they need to if UBC is to have the influence I think that we all aspire to achieve. Each possesses academic strengths that need to be better marshaled; none is properly seen as a mere "service" department for the others. Instead, we have to find ways for the full scholarly and policy opportunities present in each to be more widely shared. Greater concentration of university resources for Asia-related work would most effectively support graduate students, postdocs, undergraduates, and faculty members in their research and teaching efforts. Assembling a UBC-Asia Council responsible for careful analysis of our strengths and the wisest ways to leverage such strengths may be a useful way forward.

The current political relationship between Canada and China has been marked by significant tensions but new initiatives are promising. This fast evolving situation actually opens up special possibilities (and perhaps even responsibilities) for UBC to engage as actively as possible with

China. Although UBC has existing formal partnerships, with some leading Chinese universities, these are not as active as one would hope. At the 2008 meeting co-hosted by UBC and the Chinese Vice-Minister of Education, and bringing together leading universities from China and the Commonwealth (plus Ireland), other opportunities for strategic partnership emerged, based where there are already individual linkage points (e.g., in Szechuan) and a real desire to connect. For China, it would seem wise to try to identify no more than 5-6 universities where there is potential for significant graduate student exchange and research collaboration. Not all these universities should be in Shanghai and Beijing. The relationship with the China Scholarship Council must be nurtured carefully. We will also have to work to build up the alumni network in China. UBC could also play a useful convening role, possibly through the Liu Institute, in maintaining dialogue between non-governmental actors in Canada and Chinese interlocutors.

Hong Kong is a special case for UBC in China. Given the extraordinary alumni base, continuing strong family ties and relative ease of contact, Hong Kong should continue to be a primary focus for UBC in Asia. Consideration should be given to how UBC O might be integrated more fully into Hong Kong. There continues to be good donor potential, and the strategic relationship with Hong Kong University is growing. HKU should be the primary academic partner for UBC in Hong Kong, with the Chinese University of Hong Kong a focus for joint work in Asian studies. Recent advances in the UBC-HKU relationship include the joint law degree, workshops on infectious diseases and Simon K.Y. Lee-HKU House at UBC. Hong Kong remains the right base for the UBC Asia regional office. Student recruitment efforts are strong, but could be further intensified, with special attention being paid to possibilities for growth at UBC O.

UBC V already has strong links with three other Asian jurisdictions: Japan, Korea and Taiwan. Japan is important primarily for joint research and student exchange (for undergraduates, Japan is still the primary Asian destination, and at the graduate level there are strong links with Tokyo University in physics, for example), as well as for industry linkages, especially for Applied Science and Science. Modest support for cultural interchange is also available in Japan, and should continue to be pursued actively. Korea is an important source of students for UBC, both undergraduate and graduate, and this connection is by no means fully developed. In addition, the Korean desire to promote Korean culture is a source of support for Arts and CfIS programmes at UBC. Industry linkages need further exploration, with Applied Science likely taking the lead. Taiwan is a good source for graduate and undergraduate students and there is significant potential for research links, mostly in Science and Medicine. Like Korea, Taiwan actively seeks opportunities to promote itself internationally, and UBC could be a partner in this endeavour, for cultural not political purposes.

A heretofore neglected frontier for UBC in Asia is India. As a relatively stable multicultural democracy, a dynamic economic power, a cultural powerhouse, an important player in worldwide innovation (especially in IT), and with a huge post-secondary sector, attention simply must be paid to India. However, India presents a series of challenges as well, not the least of which is the relatively weak Canadian profile. It might be wise for UBC to work in collaboration with other leading Canadian universities to enhance our collective presence. Currently, India is only a minor source of students at the undergraduate or graduate levels, and there are few vital research partnerships. The challenge is to find points of entry where interests align, and where the field is not fully occupied by other universities from the US and Europe. Exploratory visits

to India over the last eighteen months suggest that, given the structure of the higher education sector, attempts to develop close partnerships with major universities could be challenging. (Though opportunities may exist in the social sciences and humanities with Jeharwal Nehru University or the University of Delhi).

India is creating and funding more and more small, elite, institutions that are drawing local talent (the famous IIT's, as well as the Indian Institutes of Management and the Indian Institutes of Science). UBC has already developed links with the IIT Dehli, and the Sauder School works with the IIM Ahmedabad. A promising set of connections is emerging with key federal institutions such as the National Institute for Mental Health and Neuroscience in Bangalore, and the Energy and Resources Institute in New Delhi. UBC's global access policy, which encourages developing world access to UBC innovation at significantly reduced cost, is attracting positive attention in India, with the news of a potential UBC breakthrough in the treatment of Leishmaneisis. UBC could also work with MITACS, Canada's leading creator of graduate studies-industry linkages, to develop a graduate student internship programme in India, and to further develop the "Globalink" programme that in 2009 brought outstanding Indian undergraduate students to UBC for summer research internships. In the social sciences and humanities, UBC may wish to explore connections with some of the small but strong Indological research centres in, for example, Pune and Pondicherry.

It should be noted that UBC is particularly fortunate right now to have good access to strong Canadian diplomatic supporters in Asia, ambassadors and high commissioners who know and have worked with UBC, and who care about education and research collaboration. With changeover in such appointments being endemic and rather swift, we should be aggressive in using this advantage in China, India, Japan and Korea.[5]

b. A North American Focus with Latin American Accents

Given the continuing importance of the social, cultural and economic relationship between Canada and the US, and given the existence of NAFTA and the worrisome challenges faced by Mexico, both socially and economically (instability due to narco-trafficking and corruption; diminishing receipts from workers in the US), it would seem logical for UBC to continue to expand connections within North America. At the level of scientific and medical research, these connections grow organically because of patterns of research funding and graduate education that link Canada and the US very strongly. More effort is needed to try to integrate Mexican researchers into these research networks, perhaps building on the experience of the Pacific Institute of Mathematical Studies (PIMS), which has developed strong Canada-US-Mexico links. The existing relationship with Tec de Monterrey is a good place to focus UBC's energy.

[5] Singapore is a difficult case. Despite our long connection with NUS, and its dynamic new leadership, the government of Singapore seems to be committed to a particular model of joint venture work which makes it challenging to pursue stronger research partnerships without creating an offshore campus. There are individual linkages that should be explored with graduates interested in industry-university partnership. In addition, student exchange is likely to remain robust in part due to the availability of foundation funding. There is also a solid alumni base.

A potential refinement to any US engagement is that UBC might wish to focus its connections on the West coast. It is surprising how limited our engagement is with the University of Washington, despite that university's extraordinary success in research, and particularly in medicine and Asian topics. Research connections to the University of California system seem stronger but are largely ad hoc, and there is no strategy for engagement at the Faculty or university level despite the discussions over of the last few years of a California-BC and California-Canada partnership. These partnerships need to be made real though bilateral investment.

Interestingly, despite strong science and medicine connections across the US, UBC has not fully exploited the potential to expand further into social science and humanities links at the research level. Although UBC is home to one of Canada's only programmes in US Studies, the programme does not seem to have taken off. More private support is required to strengthen the programme, but so too is an academic commitment to justify further private support. Perhaps a broader North American focus would generate more interest across the university.

On student exchanges, there is some doubt as to the "stretch" achieved when Canadian students study in the United States. Although the cultures are not, of course, fully aligned, there may be a lack of social and cultural challenge for Canadian undergraduates studying in the United States. Graduate studies in the US are a different matter, for there the issue is quality of the educational opportunity more than social and cultural stretch. Opportunities in Mexico for undergraduates are limited due to the overall quality of institutions and to the mass style of undergraduate education. Tec de Monterrey continues to provide the best focus for student exchange with Mexico, although UBC may wish to further explore other options including Universidad de las Americas Puebla and El Coegio de Mexico (for Arts), where some positive exchange has already taken place.

UBC currently engages with Latin America primarily thorough expanding community-service learning opportunities for students and through international development initiatives centred on public health and medicine. UBC is also part of a network of researchers (with significant funding from DFAIT) monitoring the state of democracy in the Andes, called the Andean Democracy Research Network. These connections should certainly be maintained and expanded if external resources can be found to support them adequately.

c. Europe, Africa and Australasia

After a period of some stagnation, Europe (collectively through the EU) is re-emerging as a central economic and cultural player on the world stage. With the likely continuing decline of US dominance,[6] Europe cannot be ignored. The EU is the largest trading bloc in the world; in the form of NATO, Europe is home to the most powerful military alliance in history. It holds vast linguistic and cultural diversity. That being said, UBC cannot be active across Europe in all

[6] See the remarkable self-assessment of US decline in influence by a key player in the United States intelligence community in United States. National Intelligence Council, "Global Trends Report 2025" (2008) http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/21_11_08_2025_Global_Trends_Final_Report.pdf (accessed 5 January 2008). The NIC is a public US government forum, organized through the CIA.

fields. Given existing patterns of research collaboration, and student exchange, UBC might want to focus immediate efforts on expanding relationships with a handful of universities in the UK, France and Germany. Interest in robust partnership has been expressed by LMU in Munich, the CNRS in France (PIMS is already a Unite Mixte of CNRS), and various UK universities including University College in London. Particular interest is being expressed in linking to the Centre for Drug Research and Development located on the UBC V campus. Other relationships will be important for individual researchers and students, but it would be useful to try to focus university level resources where there is a real chance of broad and deep engagement. Given the demographic patterns in the Okanagan, it might be wise for UBC O to focus energy on building relationships with Germany. L'Université Libre de Bruxelles has been active in trying to create a stronger link with UBC. Although there may not be obvious synergies in the sciences and medicine, the location of ULB, and its strong desire to connect, suggests that some focus within the social sciences (economics, political science, international relations, education policy, and science policy) would make sense.

There are also some thematic areas where greater engagement with Europe would be particularly attractive for UBC. Migration and multiculturalism are critical issues in Europe, and UBC has good connections to European universities and research institutes on this topic, primarily through our Department of Geography. Canada and Europe are also directly connected on one of the most critical security, environmental and indigenous issues today: the Arctic. The environmental deterioration and the increased security significance are affecting Inuit communities in northern Canada and Greenland, the Sami in Norway, Sweden, and Finland, and others in Russia. Canadians and Americans fail to appreciate that Europe has much more experience, history, and knowledge of Western-Islamic relations that does North America. This is obviously another critical global issue for which partnership between UBC and European universities would be beneficial.

Attempts to connect UBC to the Erasmus programme are also worth significant effort, as this might open up remarkable exchange opportunities for students. EU diplomats in Canada have offered to help promote this connection. More effort is required to seek out research funding sources in Europe, both public (likely through the EU), and private. The alumni branch in London is growing in strength, as is the work of the UK Foundation. How might we use this to reach out more effectively to our modest alumni base in continental Europe?

UBC has very limited research ties to Africa, when compared to peer institutions in the UK, France or the US. Although various research groups across campus (including student-led groups) will continue to engage in important African-related work, ranging from water resource development, to HIV-AIDS education and treatment, to nursing, UBC does not have a sufficient base to make an institutional level commitment to work in Africa. However, an opportunity may exist for UBC to work in a consortium to mentor one or more university partners in Africa. This opportunity is currently being explored though the Global University Leaders Forum of the World Economic Forum, and separately through an ad hoc group in discussions with the World Bank. Community-service learning opportunities that currently exist in Lesotho, Rwanda, Swaziland, and Uganda could also be expanded. In addition, UBC O could create strong ties with North Africa. Egypt in particular seems to hold opportunity for student recruitment and focussed inter-university exchanges.

Given strong cultural links and relative proximity, it is surprising that UBC does not have more robust links to Australia and New Zealand at the level of joint research. Although Australasia is a primary destination for UBC students, is a point of close contact administratively (through sharing of information and unit review processes), and is the source of a relatively large number of UBC professors and staff, the research ties do not seem to be widespread. In recent months, great work has taken place to strengthen research ties, in part through the framework created by the MOU between the State of Queensland and the province of British Columbia. UBC is certainly not yet leveraging the undergraduate connections to welcome a sufficient number of Australasian graduate students. It is especially unfortunate that we have not built upon the mutual interest of UBC and Australasian universities in Asia. Australia has been much more aggressive in promoting joint research in Asia, especially in China. For example, various universities have created substantial research seed funds to encourage links with Chinese researchers. UBC might consider trying to promote trilateral relationships. Given our ties through the APRU and U21 networks, UBC might explore strategic partnerships with the University of Melbourne, the University of New South Wales, the University of Queensland, and Auckland University, building upon our work in Asia. This is also a region in which UBC O might wish to become more active, for example in student recruitment and in research into water and drought.

Indigenous Peoples and International Engagement

Another area in which UBC might wish to build upon existing relationships with Australasia is in our mutual interests in promoting indigenous education and stronger engagement with indigenous communities. The leader in existing international collaboration on indigenous issues is the Faculty of Education, but one could imagine strategic links in Science (Fisheries research, for example), Forestry and Arts (Political Science, History, Anthropology, and Psychology). It is also worth considering how our new aboriginal strategy might be bolstered by seeing UBC as a linking point between indigenous communities in BC and outside Canada.

Sustainability as a Focus for Global Influence and Learning

It is clear that sustainability will be one of the main transversal themes in the new UBC strategic plan. UBC is highly regarded internationally for its research prowess in many areas within the broad topic of sustainability: climate change, fisheries, regional and community planning, green building design, natural resources management, public policy, forestry – the list goes on and on. In addition, UBC has carved out a strong reputation for sustainability in campus operations. From the UBC Renew projects to the geothermal energy supply at UBC O, from the SEEDS initiative to the commitment to a sustainable U Town – UBC is increasingly recognized as a global sustainability leader. This commitment will be strengthened, and it makes sense for many parts of the university to include sustainability initiatives in planning for international engagement.

International Development as Active Engagement

The Trek 2010 plan on internationalization had practically nothing to say, at least explicitly, on UBC's engagement in international development work. Yet scores, if not hundreds, of our colleagues and students devote considerable energy to participating in and managing international development projects. Various units in the university are also conducting leading research with an international development focus. For example, SCARP is working with the United Nations to collect, organize and make available the UN Habitat archives (in collaboration with the Barber Learning Centre). In various areas of global health UBC is active through the Centre for International Health, Dentistry, Medicine, and Nursing on both campuses. Other groups on campus have been working assiduously to promote policies that favour healthy and ethical international development work, including the essential medicines student coalition and the Centre for International Health. UBC has taken a leadership role in providing for and facilitating global access to our research discoveries, and specifically in promoting research into neglected diseases. This leadership may open doors to enhanced opportunities in international development by other units in the university, working inter-professionally and across disciplines. UBC has also been instrumental in facilitating the UNESCO network on participatory development, which should give access to partnership possibilities across the university.

The AUCC is going to be working with the IDRC to explore how North-South relationships figure into Canadian university strategies for internationalization, with a focus upon international development. UBC could use this opportunity to conduct a robust information gathering exercise to see what work is currently being done on campus and to see how it fits with the internationalization principles articulated above. It seems that our current international development engagements are not widely known across the university; we are certainly not sharing our own lessons learned; and we may not be helping each other be successful in application and evaluation processes.

Graduate Students as Primary Actors in Internationalization

With new and internationally experienced leadership in Graduate Studies, a new framework for graduate student funding, a new Canadian branded scholarship scheme, and an affirmation of UBC's commitment to increase the proportion of graduate students on the Vancouver campus, the time is ripe to improve the overall quality and to increase the number of foreign graduate students at UBC. Working with the Provost's Office, and with individual Faculties, the Dean of Graduate Studies should establish a target for international graduate student recruitment, elaborate a plan for international recruitment, and work to gain access to new external scholarships for our most promising candidates. These scholarships should be both Canadian (Vaniers, Trudeaus) and foreign (China Scholarship Council; reverse Rhodes; NSFs). Even though graduate student recruitment remains primarily within the purview of departments, the university can provide a framework for recruiting as well as financial incentives to encourage effective recruiting. It may be time to consider whether or not it is possible to create new financial models that encourage the recruitment of outstanding foreign graduate students.

Improving UBC's performance in the recruitment and graduation of foreign graduate students, assuming strong quality and serious attention to language skills, has many potential benefits: (1) increasing the size and quality of the applicant pool for graduate studies; (2) creating stronger connections with other leading universities around the world; (3) further enhancing the cultural

diversity on campus; (4) further enhancing the global reputation of UBC; (5) drawing new talent to Canada, in some cases permanently; (6) for the majority of students who will return to their home countries, opening up possibilities for future academic, economic and social interaction with Canadians.

At the same time, UBC may want to continue to provide more opportunities to all our graduate students for international work. This could include expanded options for co-tutelle or joint degrees with other leading universities around the world, and opportunities for international internships, working in conjunction with MITACS, the Canadian leader in creating and funding graduate-level internship programmes. Graduate students are wonderful bridges between universities and societies. Their working relationships can found robust collaboration between labs and research teams. Their friendships can serve to bolster social, economic and cultural ties between Canada and other countries.

Undergraduate Students Need More Opportunities to Transcend Borders

We must be clear that the primary benefit to having a strong cohort of international undergraduate students is not financial, but academic and cultural. Although it is true that the ISI has generated significant additional resources for UBC, international students should never be viewed in primarily pecuniary terms. Students from outside Canada enrich our learning environment by bringing different perspectives to class and to informal interactions. They also open up informal exchange opportunities for Canadian students, who meet and befriend people from other countries. For this reason, it is important to increase the availability of scholarship support for outstanding visa-holding undergraduate students. The current programmes, the International Leader of Tomorrow Award and the International Student Humanitarian Award, are excellent; we need to find more private resources to scale up the opportunities.

The current target of 15% visa students in the undergraduate class at UBC V could be increased modestly over the next few years. In the short term, at the very least, UBC V and UBC O must plan jointly to ensure that the full complement of international undergraduates is achieved. At the same time, we should continue to encourage exchange students from international partner institutions; currently some 800 exchange students arrive each year.

Canadian undergraduates are not yet given adequate opportunity to study and work outside Canada as part of their undergraduate programmes. Go Global and other smaller programmes provide a framework for UBC V and UBC O to increase opportunities for our undergraduates to study, work or participate in international research placements or service learning. Currently 17% of UBC V and 22% of UBC O undergraduates are involved in some form of study abroad before graduation. This places UBC at the number two spot amongst Canadian universities. These opportunities need to be increased. At some global universities, targets of 25-50% have been set for undergraduate participation in out-of-country experiences. Could UBC aim for 30% within five years? Great effort would be required to find private support to ensure that such opportunities were available to students of modest means. In addition, departments and Faculties may have to show greater flexibility in academic requirements to make international learning possible for more students.

Student-directed activities are an increasingly important part of the undergraduate experience, and we need to include this development in our overall thinking about UBC's international strategy. Should UBC extend more systematic financial support to student-driven activities that might be described as "co-curricular" such as the UBC Model UN, the UBC Journal of International Affairs, Engineers Without Borders, WUSC, and Africa Awareness? Would core funding for student-led initiatives actually undermine their volunteer spirit and confuse their purposes?

Alumni as Agents of Internationalization

The strong alumni links in Asia, especially in Hong Kong, have already been noted, as have opportunities in Europe. But it is worth emphasizing that for all forms of international engagement, UBC should be looking to its alumni as a powerful resource. Current plans to increase our investment in alumni engagement make sense as part of any international strategy. Alumni serve as connectors, as ambassadors and as wonderful sources of information for research and teaching programmes, for students seeking opportunities, and for prospective new UBC students. If UBC is to benefit from our alumni spread all over the world, we must provide easier means of linking to our alumni network, and we must show that membership in that network is a valuable resource. This expanded effort has already begun, and it needs to be reinforced. The first point of engagement must be with various communities having origins in other parts of the world but who live right here in Vancouver and in the Okanagan. Given limitations of time, energy and finances, it would also make sense to focus our strongest international alumni efforts in the US (New York and Seattle are obvious focal points), Hong Kong, Tokyo, Seoul, Taipei, and London. However, as student recruitment patterns and migration patterns change, other cities may emerge as important alumni centres. It goes without saying that a strong alumni base also helps the university in its global efforts in fundraising in support of our research and teaching mission. Interestingly, many of UBC's most generous non-Canadian benefactors are not necessarily alumni themselves, but they have been introduced to the university by our alumni. A focus on both international alumni chapters and BC-based networks of alumni with origins in other countries is wise, both academically and financially.

Global University Networks

UBC participates in two global university networks, the Association of Pacific Rim Universities (APRU), and U21. In addition, UBC participates in the World Economic Forum's Global University Leader's Forum, but is not a formal member. Given the strong connections between UBC and Asia, and the goal of increasing those connections, membership in the APRU makes sense. However, UBC is only sporadically active in the network, and there are a variety of research initiatives in which UBC does not take part. It is not clear whether that is for lack of knowledge or lack of interest. Whatever the case, effort is needed to better communicate to Faculties the opportunities for engagement presented by APRU. Incentives for participation in some of the research and student initiatives may be required.

U21 is a more difficult case. UBC was a founding member but our commitment has waxed and waned, and for good reason. For some years U21 became preoccupied with the travails of its subsidiary organization, U21 Global, which struggled to define a role as an education provider,

especially in Asia, losing a great deal of money in the process. Last year, U21 clarified its relationship with U21 Global and prepared to sell off the remaining "brand." This change should allow a re-focusing of efforts within U21. A number of new Executive Heads now seek reform in the network activities. Some U21 research networks, such as in global health, have proven to be useful to some groups within UBC. If U21 can emphasize its unique value as a network, drawing together leading research universities, facilitating particular forms of collaboration and student exchange opportunities, continued participation may be warranted. It would seem reasonable to evaluate continued UBC engagement at the end of the 2009-10 academic year.
The World Economic Forum (WEF) excites passions amongst supporters and detractors. Whatever one thinks of the values of the Forum, there is no doubt that it is a network of highly influential people. The fact that UBC is one of only a handful of university "members" of WEF is a reputational asset, and it opens up possibilities of influence for some of our leading researchers. UBC is not a formal member of WEF's Global University Leader's Forum, although we are invited to meetings. No other Canadian university is present. It would seem prudent to try to connect outstanding UBC researchers to the "Global Agenda Council" that shapes the agenda of WEF. This would provide opportunities for engaged researchers to influence important international dialogue on issues of great concern. If these connections are fruitful, and UBC researchers become visible on WEF panels, it would be time to discuss a formal membership of UBC in the Global University Leader's Forum.

A further network opportunity may be less obvious because it requires national-level coordination to promote an international agenda. UBC should consider the possible value of leading an effort to engage other major Canadian universities to work together on certain international engagement objectives, for example graduate student recruitment or country-specific research networks. (India has already been mentioned as a place in which a broader Canadian effort might be more successful than university specific initiatives.)

Information Gathering and Sharing within UBC

UBC's International Engagement website is a good start on the needed information gathering and sharing about UBC's myriad and diverse global engagements. We need to find ways to encourage all people who work or study internationally to let others at UBC know what they are up to. The goal is not to "manage" those engagements, but to ensure that we are sharing what we learn and to avoid duplication of effort. We also want to identify potential synergies amongst the good work that so many people are doing. People are busy, and they will not easily be convinced to add another task to their daily existence. We might consider linking approvals of grant proposals to entry into an international database. Similarly, making international travel reimbursements conditional on the completion of a very brief information form could encourage at least a limited sharing of experience. The key to success would be to make this information sharing as easy and non-intrusive as possible; technological options will have to be explored.

Ethical Issues in International Engagement

UBC should take a leadership role in addressing the many complex ethical issues that arise in international engagement. Students should be encouraged to think carefully about why they want to study or work internationally: resume padding is to be actively discouraged. The cost to

"host" organizations of interns or students engaged in community-service learning can be significant, and students have to be helped to make the best contribution they can. Comparably difficult issues arise even with professional researchers, as we have learned in the long history of research engagement with aboriginal communities. Within the Canadian context, we have made imperfect progress in concluding research protocols with First Nations communities. Here is another area where we should share that experience in aboriginal engagement internationally. It does not seem that the challenges brought to the university by aboriginal people have been assimilated and applied in equally sensitive international settings.
UBC has made a commitment to the Clinton Global Initiative to convene groups of students, staff and faculty both inside and outside UBC to discuss and strategize about these complex ethical problems. The lead role will be taken by the College of Health Disciplines, but we must ensure a cross-university dialogue. In addition, the university must consider how it might better prepare our students, staff and faculty members for culturally sensitive international engagement. Continuing Education runs seminars for outside organizations and individuals on cultural sensitivity. Perhaps we could do a better job challenging ourselves?[7]

How to Focus our Efforts to Promote and Support International Engagement

International engagement occurs across almost all areas of work and study in the university. If it is true that the "bottom up" approach is most likely to generate robust and sustainable international linkages, it is also true that mechanisms must be in place to capture and share experience at the departmental, faculty and university levels. At the departmental level, it might be wise to charge an existing committee with the duty to collect information on international engagement and to help in strategizing where focus might be possible. A similar effort needs to be made at the Faculty level, and within certain administrative portfolios, such as the VP Students portfolio. The university-level Global Engagement Advisory Council described above might help in sharing wisdom and experience across the campuses, and could identify potential areas of overlap and synergy.

With the departure of the AVP International, it is timely to undertake a re-setting of priorities for international work, and a re-organization of reporting. One of the difficulties in pursuing a service-oriented approach to international engagement support is that the international components of what we do emerge across the university in almost every portfolio. So there is no single, ideal model for organizing a system-level international office. After considerable reflection and consultation, we will adopt the following model: As of the end of July 2009, the position of AVP International was closed. Instead, a UBC International Office, lead by an Executive Director, will report to the newly described position of "Vice President Research and International." A dotted line report will also exist to the Deputy Vice-Chancellor for UBC O. This effort will be assimilated into the strategic planning process for the university: building on this discussion paper, specific international strategies will be highlighted, and concrete actions enumerated, with a framework for evaluation of success established. It will be necessary to identify campus-specific priorities in some cases, but this should be done within a system-wide enabling framework. The VP Research and International will also be charged to consult formally and regularly with the other VP portfolios to ensure that the international engagement

[7] See also S.J. Toope, "Promoting Intercultural Understanding: A Discussion Paper Draft 2" (August 2009).

needs of the entire university are being considered in establishing priorities for work in the UBC International Office.

Conclusion: Summary of Key Proposals

After assessing UBC's achievements in promoting and sustaining stronger international engagement, and the remarkable opportunities not yet seized, this discussion paper set out seven principles to guide future work (pp. 4-5). It then considered the various broad categories of engagement through which universities can support their basic mission of teaching and research through robust internationalization (pp. 5-6). The following proposals to strengthen UBC's position as a globally influential university were advanced:[8]

- UBC should consider the creation of a "Global Engagement Advisory Council" that could provide advice to heads, directors and deans as they think through their international priorities. The Council would not be a decision-making body, but would be a collection of university leaders with wide international experience. Their role would be to talk through strategies prepared by units and help to identify risks, opportunities and potential synergies across the university.
- In making choices as to where the university or individual units should focus energy and resources, it would be wise to consider both regional and thematic issues. Although one can imagine individual UBC professors, staff and students engaging almost anywhere across the face of the earth, a given unit may wish to establish where its engagement is likely to bring the greatest benefit to its own community and to partner communities outside Canada. The university as a whole should ask the same question. In other words, as one agglomerates the individual points of engagement, more focus should be demanded. The process must be "bottom-up," not top down. But this approach should not be confused with a lack of direction; building on the work of others requires a strategy and the making of specific choices.
- Given UBC's history, location and existing advantages, it should continue to focus international engagement efforts in Asia. Greater concentration of university resources for Asia-related work would most effectively support graduate students, post-docs, undergraduates, and faculty members in their research and teaching efforts. Assembling a UBC-Asia Council responsible for careful analysis of our strengths and the best ways to leverage such strengths may be a useful way forward.
- For China, it would seem wise to try to identify no more than 5-6 universities where there is potential for significant graduate student exchange and research collaboration. Not all these universities should be in Shanghai and Beijing. The relationship with the China Scholarship Council must be nurtured carefully.
- Given the extraordinary alumni base, continuing strong family ties and relative ease of contact, Hong Kong should continue to be a primary focus for UBC in Asia.
- A new frontier for UBC in Asia is India. As a relatively stable multicultural democracy, a dynamic economic power, a cultural powerhouse, an important player in worldwide innovation (especially in IT), and with a huge post-secondary sector, attention simply

[8] Only the key proposals are enumerated here. More specific suggestions dot the text.

must be paid to India. However, India presents a series of challenges as well, not the least of which is the relatively weak Canadian profile. It might be wise for UBC to work in collaboration with other leading Canadian universities to enhance our collective presence. Certainly discussion of the best strategy for UBC in India implies a broader discussion on the role and potential for Canadian universities, the Province of British Columbia and Canada as a whole. UBC might consider facilitating such a dialogue.

- Given the continuing importance of the social, cultural and economic relationship between Canada and the US, and given the existence of NAFTA and the worrisome challenges faced by Mexico, both socially and economically, it would seem logical for UBC to continue to expand connections within North America.
- A potential refinement to any US engagement is that UBC might wish to focus its connections on the West coast.
- Europe must continue to attract significant attention from UBC, as the continent's relative weight in world academic and political affairs is on the rise. Given existing patterns of research collaboration, and student exchange, UBC might want to focus immediate efforts on expanding relationships with a handful of universities in the UK, France and Germany.
- UBC has very limited research ties to Africa, when compared to peer institutions in the UK, France or even the US. Although various research groups across campus will continue to engage in important African-related work, UBC does not have a sufficient base to make an institutional level commitment to work in Africa. However, an opportunity may exist for UBC to work in a consortium to mentor one or more university partners in Africa.
- Given strong cultural links and relative proximity, it is surprising that UBC does not have more robust links to Australia and New Zealand at the level of joint research. UBC is certainly not yet leveraging the undergraduate connections to welcome a sufficient number of Australasian graduate students. It is especially unfortunate that we have not built upon the mutual interest of UBC and Australasian universities in Asia.
- The AUCC is going to be working with the IDRC to explore how North-South relationships figure into Canadian university strategies for internationalization, with a focus upon international development. UBC could use this opportunity to conduct a robust information gathering exercise to see what work is currently being done at the university.
- With internationally experienced leadership in Graduate Studies, a new framework for graduate student funding, the new Canadian Vanier scholarship scheme, and an affirmation of UBC's commitment to increase the proportion of graduate students on the Vancouver campus, the time is ripe to improve the overall quality and to increase the number of foreign graduate students at UBC.
- The current target of 15% visa students in the undergraduate class at UBC V could be modestly increased over the next few years. In the short term, UBC V and UBC O must plan jointly to ensure that the full complement of international undergraduates is met.
- For all forms of international engagement, UBC should be looking to its alumni as a powerful resource. Current plans to increase our investment in alumni engagement make sense as part of any international strategy. Alumni serve as connectors, as ambassadors and as wonderful sources of information for research and teaching programmes, for students seeking opportunities, and for prospective new UBC students.

- UBC's International Engagement website is a good start on the needed information gathering and sharing about UBC's myriad and diverse global engagements. We need to find ways to encourage all people who work or study internationally to let others at UBC know what they are up to. The goal is not to "manage" those engagements, but to ensure that we are sharing what we learn and to avoid duplication of effort. We also want to identify potential synergies amongst the good work that so many people are doing.
- UBC should take a leadership role in addressing the many complex ethical issues that arise in international engagement. The university has made a commitment to the Clinton Global Initiative to convene groups of students, staff and faculty both inside and outside UBC to discuss and strategize about these complex ethical problems. The lead role will be taken by the Centre for International Health, but we must ensure a cross-university dialogue. In addition, the university must consider how it might better prepare our students, staff and faculty members for culturally sensitive international engagement.
- If it is true that the "bottom up" approach is most likely to generate robust and sustainable international linkages, it is also true that mechanisms must be in place to capture and share experience at the departmental, faculty and university levels. At the departmental level, it might be wise to charge an existing committee with the duty to collect information on international engagement and to help in strategizing where focus might be possible. A similar effort needs to be made at the Faculty level, and within certain administrative portfolios, such as the VP Students portfolio. The university-level Global Engagement Advisory Council described above might help in sharing wisdom and experience across the campuses, and could identify potential areas of overlap and synergy.
- With the departure of the AVP International, it is timely to undertake a re-setting of priorities for international work, and a re-organization of reporting. As of the end of July 2009, the position of AVP International was closed. Instead, a UBC International Office, lead by an Executive Director, will report to the newly described position of "Vice President Research and International." A dotted line report will also exist to the Deputy Vice-Chancellor for UBC O. The VP Research and International will also be charged to consult formally and regularly with the other VP portfolios, and with the Provost of UBC O, to ensure that the international engagement needs of the entire university are being considered in establishing priorities for work in the UBC International Office.

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