

## **Canadian Universities: Private Linkages, Public Trust**

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Au nom des membres du BCEI, je félicite l'Université Laval à l'occasion de son 150e anniversaire et du 340e anniversaire de la fondation du Séminaire du Québec.

Mes deux objectifs d'aujourd'hui sont les suivants : Premièrement, celui d'offrir un panorama du paysage universitaire canadien d'aujourd'hui. Cette présentation tiendra compte de l'impact de la globalisation sur les universités canadiennes. Le deuxième objectif sera de vous transmettre quelques observations sur le rôle que l'éducation internationale peut jouer à s'assurer que l'aspect humain est pris en compte dans la globalisation des universités.

My organization, the Canadian Bureau for International Education (CBIE), is a national non-governmental association of 200 institutional members that has been active in the internationalization of education since the 1940s, and has developed broad knowledge and expertise in its domain.

Canada has 93 public universities from coast to coast. Of the 93, a handful are classed as university-colleges, a hybrid that offers both career-oriented study leading to a diploma and academic programs that lead to a bachelor's degree.

There is a long tradition in Canada of private career colleges. However there is almost no tradition of private universities, outside religious institutes, and so the advent of the University of Phoenix and other private universities is revolutionary.

As many of you know, education is a provincial jurisdiction in this country. This is an ineluctable fact that has done lots of good -- such as creating a strong sense of regional

and local identity, but at the same time has yielded a major challenge in terms of national identity and, most important for this discussion, has made it impossible to establish a national policy and program for international education.

So Canada doesn't have a national system of universities, it has ten provincial systems. However, our universities are a remarkably similar and cohesive group.

Recently, provincial governments have focused on cutting taxes through downsizing government and through privatization of key sectors including, most controversially, health services and education. Moreover, while the federal government has increased funding to the provinces for social programs, little of the increase has been channeled to advanced education.

Not surprisingly, then, the top issue for Canada's universities since the mid-1980s is underfunding.

Funding levels for advanced education in 2000-01 remained well below where they were in the early and mid-90s. It has been suggested that to raise spending to where it was in 1992-93 would require an immediate investment of more than \$2 billion.

Statistics Canada reported in September 2002 that government revenues in 2000-01 accounted for only 55% of total university revenues, compared to 69% a decade ago.

In February, Canada's federal government announced an Innovation Strategy. It is intended to ensure that Canadian industry develops or expands its capacity for innovation and for bringing innovations to market worldwide, and, as part of that, ensuring that Canadian society develops and increases the skills needed to innovate.

It's ironic that the Canadian government should be planning for innovation and setting high expectations for the education sector as a producer of innovation and of innovators,

while at the same time little of the funding it sends the way of the provinces gets passed on to universities.

Fortunately, the federal government has developed a number of research funding programs that go direct to universities. These include the Canadian Foundation for Innovation, the Canadian Institutes of Health and the Research Chairs Program as well as the Granting Councils (Social Sciences and Humanities, and Natural Sciences and Engineering).

So how are Canada's universities coping with the reality of reduced government funding?

Universities have had to become entrepreneurial in an array of ways.

They are courting the private sector to fund research and setting up private companies of their own to do research and benefit from the sale of intellectual property.

For example, in August, the University of Saskatchewan launched a company to develop and commercialize a revolutionary nano-electronics technology based on the discovery of a "molecular wire." Meanwhile in April the University of Waterloo launched a company called UW Innovate Inc. to encourage entrepreneurial activity – that is, innovative product and service ideas -- among students, faculty and staff. It's a not-for-profit company, and intellectual property belongs to the individual who created it.

Universities have also looked to foundations, obtaining funds to establish research chairs, build new medical sciences facilities and computer labs, etc.

An explosive growth area for universities is executive programs that are outside the usual curriculum and for which market-driven fees can be charged. The cost of a standard MBA is \$12,000 to \$18,000, compared to an executive MBA that can go as high as \$70,000.

The universities are also maintaining their competitive edge by developing career-oriented and specialized programs. An advertisement last weekend heralded "Program relevance from Royal Roads University", detailing four applied master's programs: Master of Arts in Human Security and Peacebuilding, Master's Program in Knowledge Management, MBA in Global Aviation Management, and Master of Arts in Distributed Learning.

Keep in mind that Canadian universities don't have the option of increasing tuition fees as they might wish. After all, they are public institutions intended to offer access to a broad swath of the populace at varying socio-economic levels, so their fees must be kept affordable. Thus provincial authorities keep tight control over fee levels for local students.

In most provinces, universities can increase fees for foreign students even as high as "full-cost" level. Many have done so and have undertaken major international recruitment efforts.

In general, universities have continued to fulfill their role vis-à-vis community and nation, their public trust, while at the same time becoming more entrepreneurial to maintain their funding, including expanding private linkages.

Other issues of moment for Canadian universities include the following:

- The graying of the faculty. It is estimated that Canada will need 30,000 new professors in the next five years, due to retirements and the upward trend in enrolments resulting from the so-called "baby boom echo."
- Competition for students. Canadian universities primarily compete among themselves, though there is also a strong trend by Canadian youth to study in the United States.

- Reputation and ranking. Back in 1991, *Maclean's Magazine*, Canada's English-language weekly began its annual ranking of universities based on a varying set of measures. The *Maclean's* rankings, though repudiated in many quarters, have led to a preoccupation with reputation. This has resulted in universities extensively self-promoting. It's a far cry from earlier days, in the 60s and 70s, when institutions were on the path of explosive growth and reputation was simply assumed.

Another key issue for our universities is internationalization.

Over the past decade many of the universities have revised their mission statements to include internationalization.

In its report on a 1999 university survey on internationalization, entitled *Progress and Promise*, the Association of Universities and Colleges of Canada (AUCC) noted “solid progress” since its survey of six years earlier. The priority assigned to internationalization had increased markedly, with 94% of senior leaders giving it a medium-to-high level of importance – an increase of 12% from 1993. Students are increasingly the focus of internationalization efforts, with 90% of institutions assigning a medium or high level of interest in providing academic experiences abroad for Canadian students. Nevertheless, less than 1% of all full-time university students take advantage of study abroad programs organized by their home institutions; this is largely attributable to lack of funds. The majority of respondents believe the most pressing challenge for institutions is finding the support necessary to sustain internationalization.

CBIE has been working with AUCC and other organizations to persuade our governments to put greater priority and more funding into scholarships that foster the mobility of students, both Canadians studying abroad and international students learning here in Canada.

So far we have had only small successes. These include the Trudeau Fellowships, announced in February of this year, which will support up to 100 doctoral and post-

doctoral students in the humanities and the human sciences. The program will also support up to 20 mid-career achievement awards and 15 mentor relationships in any given year. Of the fellowships, 75% are reserved for Canadians and 25% may be awarded to international students. The full details are yet to be announced.

CBIE has attracted corporate and foundation funding to support Canadians studying abroad. Most recently the Bombardier Foundation has financed a five-year program, the J. Armand Bombardier Internationalist Fellowships, providing 25 scholarships per year to top Canadian students wishing to go international.

CBIE has also assisted its member institutions by offering, from its own reserve fund, International Learning Grants that allow students to take advantage of institutional exchange programs. These are top-up grants of up to \$2,500. To date we've assisted nearly 40 students and hope to help at least 20 more this year.

CBIE has also established a research and project development program to assist our institutions to internationalize. The International Education Innovation Grants have so far allowed seven institutions to develop new resources and programs, from a web-based predeparture orientation program to a curriculum for international education professionals to a project that internationalizes an engineering program.

CIDA has benefited hugely from the expertise of universities. Under a Partnership Program, institutions have been able to apply for CIDA funds to do projects requested by developing country partners. Literally hundreds of valuable projects have been done in the past decade. These have the impact of both assisting in development and bringing international knowledge and sensitivity to the faculty and students of Canadian universities.

This brings me to the second point of my presentation.

How can international education mitigate the potential negative impacts of globalization?

To answer this I quote from Dr. Jane Knight's 1999 monograph for CBIE, entitled, "*A Time of Turbulence and Transformation for Internationalization.*"

Making the distinction between globalization and internationalization, Dr. Knight states that "one of the responses to globalization has been the internationalization ... of higher education institutions, in terms of increased cooperation between and among countries in academic activities and scholarly pursuits. Internationalization of higher education is seen as one of the proactive responses to the increased worldwide circulation of ideas, technology, economy, people, etc."

Dr. Knight points out that smaller countries and developing countries are concerned about the homogenizing impact of globalization and in fact are motivated to "internationalize" precisely to counter that effect. "In these countries," she says, "international education offers the opportunity to develop international relationships to promote their own culture and teach their national languages to others, thus counterbalancing the perceived homogenizing effect of globalization."

I would suggest that the components of internationalization -- people-to-people exchange, research cooperation and curriculum transformation -- are premised on the need for and sense of the value of understanding other perspectives. They are the opposite of utilitarian and are not inherently aimed at building competitiveness (though, clearly, competitiveness is the motivation for some participants).

The Canadian Commission for UNESCO addresses the question "How can higher education help to humanize globalization?" in its discussion kit on the World Conference on Higher Education (*Working Together to Transform Higher Education*, 2001). The kit offers a brief consideration of a theme that merits further exploration.

What can we say about Canada's universities at the beginning of the third millennium? They are working very hard to fulfill the public trust while vigorously pursuing private

links. It's a balancing act, and one that many would say guards against complacency. At the same time they are deeply aware of the importance of internationalization and are keen to increase their students' participation in international education. They are also aware of quality issues in internationalization and are looking for ways to measure their success both qualitatively and quantitatively. Finally they are wary of globalization, very much in an exploratory and questioning phase, very aware of its challenges.