

**Canadian Universities in China's Transformation:
An Untold Story**

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Chapter One: Transforming Canada-China Educational Cooperation: Significant Legacies and Future Challenges

By Ruth Hayhoe, Julia Pan, and Qiang Zha

A Moment to Be Remembered

On May 9 of 2014, a group of about 200 scholars, educators, community leaders, and government officials from both Canada and China gathered in the magnificent assembly hall of Tsinghua University's iconic main building in Beijing for the opening of a conference that had been in the planning for more than two years.¹ Present were leading figures from universities in Canada and China across nine major disciplines—agriculture, earth and ocean sciences, environmental science, medicine, engineering, management, law, education, and minority studies—together with senior representatives of China's Ministry of Education, the Canadian Embassy in Beijing, the Department of Foreign Affairs, Trade and Development Canada, and the Asia Pacific Foundation of Canada. The purpose of our gathering was to reflect on the legacy of Canadian development assistance for China's universities in the first two decades after the Cultural Revolution and the modality of university linkages that had been intended to foster a multiplication of contacts at the thinking level. How far had they contributed to China's remarkable transformation, and what had been the impact on the development of Canadian universities? What lessons could be drawn for the very different circumstances of collaboration in the 21st century?

Two days of dynamic keynote presentations, with lively plenary debate and discussion, were complemented by seven concurrent sessions focusing on contemporary collaboration between scholars in China and Canada. The conference ended in a memorable reception hosted by Ambassador Guy St. Jacques in his official residence at the Canadian Embassy.² This volume, which includes twelve of the keynote lectures as chapters, is an effort to share with readers in

¹ Special thanks are due to Professor Shi Jinghuan, Executive Dean of Tsinghua's Institute of Education and Professor Wang Xiaoyang, Director of the Higher Education Research Institute, who so graciously hosted this event at Tsinghua, and supported us in every phase of its planning and preparation. Tsinghua University was a partner with University of Western Ontario under the Canada-China Management Education Program (1983-1996) and Professor Chen Zhangwu of Tsinghua's School of Economics and Management chaired the conference session on collaboration in management education.

² We are truly grateful to Dr. Sarah Taylor, Deputy Head of Mission at the Canadian Embassy in Beijing, who visited us in Toronto in March 2014 to discuss plans for the conference and took an active part in our deliberations as well as speaking at the closing ceremony.

Canada and China the rich deliberations and profound insights that gave this conference national significance.³ In this opening chapter, we set the stage by giving an overview of the research project that gave birth to the conference and the project's preliminary findings.

Background to the Study

On the occasion of the 40th anniversary of the restoration of Canada-China diplomatic relations in 2010, we were struck by a sense that Canadian universities had played a key role in the early years of China's opening up to the world, but were now somewhat lagging behind their counterparts in countries such as the USA, UK, Australia, and various European countries. With a typical Canadian tendency to self-effacement, the major programs of collaboration with universities in China had been largely forgotten, and it seemed that no one had made an effort to investigate their long-term contributions. We decided to apply to the Social Sciences and Humanities Research Council of Canada (SSHRC) for a modest grant that would enable us to interview key participants in these projects in both Canada and China, and ask about their experiences and their assessments of the long-term outcomes of the projects. We also collected as many relevant documents as we could find.

Three major national-level programs were examined in the broader context of a period of development collaboration between Canada and China that was initiated under the terms of the General Agreement on Development Cooperation, signed by the two countries in 1983.⁴ The Canada-China Management Education Program (CCMEP) linked eight major national universities on both sides, expanding to draw in other universities into a series of mini-networks on both sides. This program operated from 1983 to 1996, with funding of \$39.7 million Canadian from the Canadian International Development Agency (CIDA). (CIDA 1992, 8 and 1995, 9) The Canada-China University Linkage Program (CCULP) included a wide range of universities, both national and local, on both sides. It embraced projects in medicine, nursing, agriculture, engineering, urban infrastructure, environment, education, and minority cultures, and ran from 1988 to 1995, with funding of \$19 million Canadian from CIDA. (CIDA 1995, 10) The Special University Linkage Consolidation Program (SULCP) provided ongoing funding for the

³ The Powerpoints for keynote presentations, many of which were compellingly illustrated, can be found on the conference website under Keynote Speakers on the Canadian side and on the Chinese side: http://www.oise.utoronto.ca/cidec/Research/conference_2014.html.

⁴ This document can be viewed on-line at www.treaty-accord.gc.ca/text-texte.aspx?id=101079.

consolidation of eleven CCULP projects, with a budget of \$10 million Canadian, and ran from 1996 to 2001 (Tunney 2001, 4).

In addition to these three programs, which attracted \$68.7 million dollars in total, there was a wide range of other projects in human resource development involving diverse partners, including community colleges, the business community, and a range of non-governmental organizations (O'Brien 2000). A total of about \$250 million dollars was expended by CIDA on higher education between 1981 and 2001 (Jackson 2003, 43). After the Tiananmen tragedy of 1989, there was a period of reconsideration in the relationship, and a new country development program was adopted in 1994, which sought to integrate collaboration around three broad areas: economic cooperation; environmental sustainability; and human rights, democratic development, and good governance. Universities played a key role in all these areas.⁵

A unique aspect of the first decade of these programs was the fact that Canada was the only Western country to engage with Chinese universities in its development aid at a major programmatic level at that time.⁶ The other significant actor was the World Bank, which was persuaded by the Chinese to abandon its usual focus on basic education in the loans it offered, and to provide eleven major loans to Chinese universities that added up to over \$1.1 billion US (Hayhoe 1989, 162). This funding was largely targeted at rebuilding China's teaching and research infrastructure, with a small percentage given to support university scholars in study abroad, as well as visiting experts from OECD countries. Given that CIDA focused on human resources development, and described its goal as "the multiplication of contacts at the thinking level," these two approaches were complementary to each other (O'Brien 2000, 41).

Between July of 2011 and the autumn of 2012, we carried out about sixty-five interviews at universities in different regions of Canada and China. It soon became evident that there was considerable interest in having the stories of these programs told. However, it was also clear that we were not competent to assess outcomes across such a diverse range of knowledge areas. Thus the necessity of bringing leading figures in each discipline to our Tsinghua conference—and how

⁵ We are immensely grateful to Mr. Kent Smith, a recently retired CIDA official, who held senior positions in CIDA's China program in both Ottawa and Beijing over many years, for providing us with significant help and documentation for a clearer understanding of CIDA's education programs.

⁶ O'Brien 2000, 86-87, notes that the USA, Germany, Japan and the EU all established management training centres in China in the 1980s, but these were small-scale efforts at particular sites, not necessarily universities, and somewhat limited in scope. (See also Hayhoe 1989, 146-151.) Other programs, such as that of the French at Wuhan University and the Germans at Tongji University fell under the category of cultural diplomacy rather than development aid (Hayhoe 1989, 140-144).

honoured we were that they came! Most of these senior scholars consented not only to a keynote presentation, but also to the preparation of a chapter for this volume. For our part, we provided such background literature on the programs as we could find, mounting this information on the conference website.⁷ We also developed a set of key research questions and theoretical perspectives that could help to frame their work.

Framing the Research Questions

We have drawn upon the higher-education literature in identifying frames for interpreting the preliminary research findings presented in this chapter. We had no intention, however, of imposing these frames on the authors in this volume, who represent diverse disciplinary fields. We simply requested them to keep in mind the four broad research questions, which are elaborated at the end of this section.

Dependency theory has had a longstanding influence in the higher-education research literature, due to its focus on understanding and seeking to mitigate the inequitable development between centres and peripheries in terms of both higher institution and nation. This conceptual framework emerged from critical reflection on dilemmas of post-colonial and other developing societies in the 1960s and 1970s, as they struggled to establish themselves in the polarized situation of the Cold War, and saw universities as crucially important for the formation of capable leaders and for research that could strengthen the nation. Among many others, Philip Altbach (2006) led the way in research that explored the factors that kept universities in developing nations in a peripheral position: “brain drain” problems, inadequate libraries, scarcity of research funding, issues of language, and access to publication networks. In spite of these difficulties and barriers, effective strategies were identified and exemplified in the successful development of universities in some developing contexts.

With the end of the Cold War, things began to change. Universities in East Asia have attracted attention for the ways in which they broke out of a dependent mode fairly early (Altbach and Selvaratnam 1989) and asserted new patterns in terms of the interaction between basic and applied knowledge and the role of the “development state” (Cummings 2010). Mainland China was a relative latecomer in this movement, with Japan, Korea, and Taiwan having moved forward much earlier. Probably few scholars could have anticipated China’s rapid

⁷ http://www.oise.utoronto.ca/cidec/Research/conference_2014.html

and dramatic economic rise; and our question is, how far have the university linkage partnerships nurtured by the Canadian International Development Agency contributed to this, in the view of those who participated in them? The fact that these partnerships spanned a crucial period of global change, before and after the end of the Cold War in 1991, may also be significant.

The second body of theory that is relevant to this study is that of human capital and the knowledge economy. The end of the Cold War spawned a new era of economic globalization, including forms of economic integration undreamt of in the Cold War period. This has led to an intense focus on ways in which countries around the world can benefit from participation in an increasingly globalized world system. A new importance has been placed on universities as knowledge institutions, since they are seen as crucial to national success in competing in the global knowledge economy. As early as 1993, China led the way in setting forward goals for its top universities to strive for world class standing in research and innovation, and in providing resources under the aegis of Projects 21/1 and 98/5 (Zha 2011b). Many other nations developed parallel projects in the years that followed. By the early 21st century, global ranking systems for universities were developed, with Shanghai and London leading the way, and many nations around the world joining the competition (Marginson and Wende 2007).

Clearly the literature on the global knowledge economy is foundational to this volume, yet we wish also to balance it with consideration from a third area of literature, that of the global knowledge society, and criteria that go beyond economic indicators of success in evaluating university linkages. In his *Theory of Communicative Action*, Juergen Habermas sketched out the contours of a “jagged profile of modernity,” dominated by instrumental technical rationality, and called for the redemption of modernity through the revitalization of the cultural life-world in a conscious rationalization of the moral-practical and aesthetic practical spheres (Habermas 1984, 1987). This idea was extended to dialogue across civilizations in the suggestion that Chinese scholars might respond to the Western metaphor of redemption with a call for the humanization of modernity, rooted in Confucian philosophical sensibilities (Hayhoe 2000). Fruitful understanding could then be nurtured through university partnerships that nested scientific technical collaboration in a jointly-developed moral and cultural framework.

This volume thus also addresses the question of how university linkages have facilitated mutual learning around such major issues for humanity as the environment, health, social cohesion, cultural vitality, and spiritual fulfillment. Equity has further been a persistent theme in

the design of collaborative projects, including gender equity, the participation of minorities, representative geographical participation, and environmental justice. Recent literature introducing the concept of “path dependence” suggests strong tendencies for the persistence of diverse institutional patterns, rooted in distinctive histories and civilizations, which may resist the sweeping pressures for homogenization coming from economic globalization (Krucken 2003). We are thus interested in some of the unique configurations that have emerged from this interaction between Chinese and Canadian universities.

A fourth body of theory that is relevant to this volume is derived from the literature on university partnerships across nations and regions that has been built up over many years, as projects of collaboration have been monitored and evaluated (King 1990, 2009). This literature yields a practical framework of evaluation that goes beyond issues of short-term effectiveness in knowledge transfer and application, and looks at conditions that lead to longer-term sustainable collaboration, capable of drawing in other social institutions on both sides in efforts to address major issues of human well-being. King (2009) stresses the importance of adequate time periods in linkages supporting African universities and emphasizes the importance of an enabling environment that can sustain fundamental research, as opposed to short-term problem-solving projects.

This point was born out in an evaluation of the CIDA-supported university linkages carried out in 2001, which identified the following factors as crucial to their success: ten to fifteen years of organized cooperation; high levels of partnership; trust and respect; continuity of leadership and effective leadership succession; the creation of an organizational vehicle through which skills or knowledge were applied or extended; and close service ties to local and provincial governments (Jackson et al. 2003). Another study commissioned by CIDA provided an overview of the history of CIDA’s China involvement, and noted how the assessment of the first phase of linkages had culminated in a re-thinking, following the set back of the 1989 Tiananmen events. It concluded that the focus on human resources which shaped the linkages had proven its value, and the program should go forward in ways that fitted with the three main foci adopted in CIDA’s 1994 China Country Development Policy Framework: supporting economic linkages and partnerships; promoting environmentally sustainable development in China; and increasing China’s capacity to improve governance, respect human rights, and foster democratic development (Wilson 2001).

We thus asked the authors of each chapter to reflect on the long-term consequences and contributions of the linkages they examine in highly diverse knowledge areas in relation to four key questions. Firstly, in what ways did universities, acting in partnership, contribute to China's economic revitalization and rapid transformation? Secondly, how far did university partnerships foster the spawning of new ideas that would address crucial issues of humane and democratic governance, social justice, and environmental sustainability arising in the train of rapid economic and technological change? Thirdly, what organizational or contextual features of the linkages were important in enabling them to be effective and what serious hindrances arose? Fourthly, what lessons for current and future collaboration between Canadian and Chinese universities may be drawn from past experience?

Research Methodology

The purpose of our study was to build a comprehensive and multi-faceted understanding of the outcomes of past Canada-China university linkages as a basis for identifying present synergies and future possibilities. We began with a small-scale research project supported by SSHRC, as noted earlier, and this developed into a larger collaborative project in which we invited senior scholars involved in the leadership of projects across many disciplines to prepare chapters for this volume. Each determined his or her own research methods, as appropriate to the themes being dealt with. Some chapters address the broader context of the evolution of Canada-China diplomatic relations, while many take up specific knowledge areas, drawing on personal experience, documentation and survey or interview material. With chapters from scholars in both countries, the reader can see how university linkages were perceived and experienced from each side.

The main source of information for the preliminary analysis presented in this introductory chapter comes from open-ended interviews with about sixty-five participants of past projects in both China and Canada, including academics, institutional leaders, government officials, and those involved in the facilitation of projects.⁸ We hope this will prepare the reader for the more systematic, focused, and in-depth analyses that appear in subsequent chapters. Our interviews gave some insights into factors that may have contributed in significant ways to China's

⁸ Due to the ethical requirements of our research protocol we are not able to identify the interviewees by name.

economic transformation, though we are not able to provide measurable indicators of this relationship. We also obtained interesting insights into the ways in which collaboration spawned new thinking in relation to important issues of equity, justice, and sustainability. We further received some sense of the kinds of synergy that made it possible for some projects to blossom into forms of collaboration that have modeled a genuine mutuality between university communities on both sides, as well as overflowing into the wider society.

Analysis of the interview data is divided into three sections, following the chronological development of the linkages and projects. First we look at interview findings from those involved in management education, since the CCMEP began earliest and enjoyed the largest budget over its two phases of operation.⁹ Next we turn to a wide array of linkages organized under the CCULP and SULCP, running from 1988 to 2001, and covering the areas of education, engineering, medicine, and agriculture. Finally, we discuss two major culminating projects arising out of the re-thinking of the early 1990s in the areas of environment and good governance. Perspectives from interviewees in China are presented first, followed by views expressed by Canadian partners and participants, who were interviewed subsequent to the interviews in China. It was not always possible to match partners on each side of specific projects, but we tried to listen carefully and make such connections when possible.

CCMEP and Management Education

Generally speaking, we encountered great warmth and enthusiasm as we sat down with scholars in various Chinese universities and went through our interview questions. Most spoke about how this program had been an opportunity for institution building through a sustained relationship with a Canadian university, where faculty were given training opportunities, new courses were developed, collaborative research was initiated, and new educational models were encountered—from pedagogical reforms in the classroom to ideas of university management that in turn affected governmental styles of management through graduates who subsequently served in government.

We begin with some views from the officials who put the whole relationship in context, and then go on to report views from scholars in two of the key universities on the Chinese side of the network. Management was organized as a large-scale network project in two phases, the first

⁹ Phase I had a budget of \$12.1 million and the budget of Phase II was \$27.6 million.

beginning in 1983, the same year as the signing of the General Agreement on Development Cooperation between Canada and China. Three senior education officials from China's Ministry of Education, two already retired, gave retrospective views on this. They noted the strong consensus on the Chinese side that management education was a matter of crucial need, with 300 000 enterprises operating in conditions of an increasingly market-oriented economy, and no one capable of training their managers. Academics in the field were largely engineers or Marxist economists, who had been trained under Soviet patterns of macro-economic planning and had no relevant teaching material, nor the capability to deal with the rapidly-changing circumstances in China's economic environment.

In this situation, the Ministry of Education saw the importance of giving high priority to management education. One of the Vice Ministers took responsibility for selecting eight leading Chinese universities to enter into partnership with corresponding universities in Canada; not surprisingly, there was much jockeying over the negotiation of these partnerships. After the lead partnerships were established, each Chinese and each Canadian university later chose two additional allied institutions to join forces with, resulting in eight mini-networks, with five or six institutions in each. The original purpose of the program was to develop courses to train managers in China by first sending teachers to obtain their MBAs in Canada, and then having these teachers start new MBA programs on their return. In retrospect, they realized that sending young scholars for MBAs in Canada was not an appropriate way of preparing academic staff to develop such programs. The program's strategy therefore changed to sending experienced faculty members to engage in research and course development abroad. The key achievement, by 1988, was the unveiling of China's very first MBA programs in five of the eight partner universities. This involved the development of a complete set of Chinese-language course materials, the designing of case-study methods of research using Chinese as well as Canadian cases, and the formation of a new cadre of young faculty.

The officials we interviewed commented on a number of aspects of this long-lasting program. One was the scale—they noted that they had approached both Australian and American development organizations for assistance at that early period, but the Americans replied that it was not possible for them to help; and the Australians were only able to offer a set of support activities with a very low budget. By comparison, they felt that Canada was a kind of "saviour" to China in this critical period of its economic development. They also noted how cordial and

collaborative the relationships with Canadian officials in CIDA and other government offices were. While other countries looked down on them, they felt that Canadians were open and helpful, as well as being respectful. There was no political colour to their negotiations with Canada, they noted; rather, everything was dealt with in a practical way.

Scholars at two of the five universities that were core partners and launched the first MBA programs, Tsinghua and Xiamen, gave us their perspectives on the CCMEP project. A Tsinghua scholar noted the desperate need for a scientific approach to management at the time. He described how engineering universities such as Tsinghua and Shanghai Jiaotong saw this need most clearly, since most of the managers of enterprises had been trained as engineers, but had no idea how to apply that training to management. This Tsinghua scholar was one of the first to go to the University of Western Ontario (UWO). During his year in Canada, he felt that he learned a kind of thinking and a knowledge structure that were appropriate for the establishment of Tsinghua's MBA program. He was involved in developing case studies at UWO's Ivey School of Business, and later collaborated with Ivey professors in Beijing to create Chinese cases that are now used to train people from all parts of China at Tsinghua. Paul Beamish provides more information on this collaboration in Chapter Six.

A second Tsinghua scholar noted that over thirty members of Tsinghua University's School of Economics and Management were trained in Canada, and since Tsinghua led MBA development for China, its influence was widespread. He compared his experience of cooperation with a major American university, and noted how the fact that CCMEP was negotiated at the national level meant that it led to collaboration across the country, and was not limited to the two universities. He also emphasized the need for China to rethink its model of development in ways that would take the environment more seriously into account. His vision was of a move away from focusing on mega cities, steel, and cars, and towards an approach that would connect urban people to rural areas. Research on this kind of issue he viewed as only possible within the spacious time frame modeled by this type of long-term cooperation with Canada.

Xiamen University (Xiada) on China's Southeast coast was paired with Dalhousie University in Halifax. Our interviews with two scholars at Xiada gave us another angle on the impact of the CIDA-supported management education project. Xiamen also saw itself as a pioneer in developing China's first MBA, recruiting students as early as 1988 to a jointly-

developed Chinese-Canadian program. Fully half of the fifty faculty members at Xiada's Management College have spent time in Canada, with both the Dean of the College and one of the university vice presidents being returnees. Most recently, the Dean led a group from Xiada to a conference on the development and use of case-studies at Concordia University in Montreal, with participation from the US, the UK, France, and Hong Kong. Many of the Chinese cases presented at this conference had been developed cooperatively with Dalhousie. The other area of great importance developed through this project was public administration, considering that a complete change in perspective was being demanded by the market economy, and there was great need for a totally different approach to educating public servants.

The other scholar interviewed in Xiamen gave insights into the impact of this partnership on accounting and auditing standards at the national level in China, a crucial area in terms of China's capacity to participate in global business and financial transactions. This scholar got an MBA from Dalhousie and a PhD from Xiada, rising to head the Department of Accounting and then serve as Dean of Xiada's Management College. He subsequently set up one of China's largest accounting firms. As a result of his leadership in these areas, he was appointed Vice President of the China National Accounting Institute in Xiamen. This Institute was established in 2003 as one of three national institutions responsible for setting and implementing accounting and auditing standards for the nation, the other two being in Beijing and Shanghai. At the Xiamen Institute, 30 000 Masters of Professional Accounting students from all parts of the country are trained every year.

This scholar is also a member of a small and highly influential committee for national auditing standards, and serves as advisor for a parallel committee on national accounting standards. He noted that his participation in the Xiada-Dalhousie partnership in the early 1980s was fundamental to his personal career as well as to crucially important national developments in accounting and auditing. He expressed a strong interest in cooperating with Canada to launch similar projects of development through partnerships with universities in other developing countries. His Institute is already heavily engaged in support projects for underdeveloped hinterland regions in China, and he sees the possibility of extending this kind of work to the international arena.

The feedback from these scholars at Tsinghua and Xiamen universities focused on benefits to the university and contributions to the nation at a time of rapid and dramatic change.

There were also downsides, however, with the most serious resulting from the events of June 1989, and the strained relations between Canada and China in the subsequent years. The Tsinghua professors noted that ten of the eleven young scholars sent to Canada before 1989 for MBA degrees stayed permanently in Canada, leaving a great sense of loss at Tsinghua. The Xiada professors noted similarly that the five doctoral students they sent to Dalhousie for one year of joint doctoral training also failed to return. Subsequently, arrangements were changed so that mature scholars went to Canada for shorter periods, with a small number ending up doing doctorates. The fact that CCMEP began earlier than CCULP meant that it was more severely affected by the problem of brain drain.

At the national level, the Ministry of Education (MoE) officials we interviewed noted that this had been a very difficult time; and that some top government officials had suggested terminating all the aid projects with Canada, although the MoE took the position that they must continue. One official noted how their relations with senior personnel at CIDA continued to be warm, in spite of problems and disagreements at the top level, and commented that he found CIDA officials to be sincere, hardworking, and genuinely committed to supporting Chinese universities.

A second downside noted by the Tsinghua and Xiada scholars was the somewhat dictatorial stance of some project leaders in Canadian universities, who controlled budgets tightly and did not always include their Chinese partners in financial planning and decision-making. An example given by one scholar at Xiada related to the publication of the Chinese-language textbooks created for China's first MBA. The Chinese side wanted to have a reputable national publisher, while the Canadian project director insisted on going with a low-status provincial publisher in order to get them done at a cheap price. They felt that he did not understand the Chinese environment, and this stance undermined the influence of their work in China.

On the Canadian side, we were able to interview the scholar who had the earliest involvement in organizing CCMEP, while serving as Dean of Management at York University, and who later was invited to set up a national CCMEP office in Montreal for the second phase of the project, while serving as Dean of Management at McGill University. He noted the remarkable speed with which the Chinese developed management programs, going from zero to over 300 MBA programs in operation by the end of the second program cycle. The diffusion of

models throughout the higher-education system was also remarkable. He further noted how many of the returnees quickly rose to positions of leadership as department heads, deans, and vice presidents in their universities, and how many had a significant influence on management practices, a point that is emphasized in Chapter Five of this volume. As for the Canadian universities, he felt that this project was of crucial value to their management schools in learning how to manage international projects and develop lasting international linkages. Both of the schools he was associated with went from being very Canada-focused to collaborating with universities in Thailand, Russia, the Ukraine, and various African countries.

The other Canadians we interviewed were at the University of British Columbia (UBC)'s Sauder School, which was paired with the Management School of Shanghai Jiaotong University; and at the University of Alberta's School of Business, which was paired with Xi'an Jiaotong University (XJTU) under CCMEP. One of those at UBC had been a doctoral student from Shanghai who stayed to develop his career in Canada. He felt that the most crucial contribution for the Chinese side was in the area of faculty development. In the early years of the program, faculty development occurred mainly through course development and academic upgrading; while now, in the aftermath of the program, there is considerable collaborative research between partnered universities, which facilitates Chinese faculty in getting articles published in international journals. Other Sauder faculty members spoke about UBC's International MBA that was run out of Shanghai Jiaotong, and the opportunities for UBC students to participate in four-week summer programs in Shanghai. Overall, however, there was a sense that more could have been done to build on the early collaboration in the years after the CIDA funding ended.

A senior management professor who led the Alberta Business School's collaboration with XJTU over a twenty-year period noted the significant number of leaders of highly prestigious management schools and transnational institutions, such as Xi'an Jiaotong-Liverpool University in Suzhou, who emerged from the project. The fact that XJTU was recognized as China's top management school for three years in a row, from 2005-2007, demonstrated how well its leaders had used their opportunities for collaboration in selecting areas of focus relevant to China's needs, as well as the quality of the collaboration they experienced with Alberta (Mirus and Wegner 2002; Mirus, Chapter Four, this volume).

It is now more than thirty years since a group of Canadian management deans visited China in 1982, and gained support from CIDA for the first phase of CCMEP. Most of the

partnerships were funded for two phases of five years each, while some continued through participating in new programs of supported collaboration. One of these new programs was the Canada-China Higher Education Program (CCHEP), and another was the Canada-China University Industry Partnership Relationship, a \$5 million program running from 1996 to 2001, which was managed by the Canadian Association of Graduate Management Schools. The latter program supported collaboration between management schools and major industrial sectors in the areas of power (Quebec Hydro and China's State Power Central Company), telecommunications (Nortel and China Telecom), and financial services (KPMG and the Bank of China). It is extremely difficult to evaluate the impact of these long-lasting linkages on China's dramatic economic transformation over these years, from a developing society in transition to a manufacturing powerhouse and the world's second largest economy. The economic trajectory is clear, but how much can be attributed to these early experiences of cooperation in management education will probably never be fully known.

From the Canadian interviews it is clear that one of the great satisfactions of these projects lay in the speed and effectiveness with which reforms were carried out. There was certainly what King (2009) has called an "enabling environment" on the Chinese side, which was crucial to success. How far was the transformation mutual? It seems that only recently has the Canadian side realized how much they benefitted from these opportunities and how important it is to build further upon them in the current period.

Finally, how much evidence is there of a dialogue that goes beyond issues of economic effectiveness to broader questions of human well-being and global justice? The two remarks we found most striking from this perspective were those of the Tsinghua management professor who called for a fundamental rethinking of the interconnection between urban and rural development, and the Xiamen accounting professor who proposed the idea of joint Canada-China cooperation in support of developing countries that are struggling to function effectively in a global economic and financial environment.

University Partnerships in Education, Engineering, Medicine, and Agriculture under CCULP/SULCP

While CCMEP had its own national coordinating body during its second phase, the CCULP and SULCP were coordinated through the international office of the Association of Universities and

Colleges of Canada (AUCC) on the Canadian side. The Canada-China University Linkage Program supported thirty-one university partnerships across a wide range of knowledge areas, with multiple partners on both sides in some cases. In the Special University Linkage Consolidation Program, the eleven partnerships considered to be most effective were selected through a competitive process for a further period of five years. From the perspective of officials at China's Ministry of Education,¹⁰ who coordinated the projects on the Chinese side, this was a truly collaborative relationship—projects were jointly designed and jointly implemented, managed, and evaluated. There was a joint steering committee that met every year, alternately in Canada and China, and which included scholars as well as officials in discussing the various problems that arose. They noted how they felt respected and treated on equal terms, something that was quite unusual at the time.

On the Canadian side, we learned from those involved in the early decision-making that the student exchange program with China, negotiated shortly after the restoration of diplomatic relations in the early 1970s, had resulted in very positive people-to-people relations in Ottawa, which may have influenced the decision to keep CIDA's development work focused on education. A senior CIDA official, who had a long-term involvement with the China program, further noted that it made sense for CIDA, which as a medium-sized organization could not compete with the kinds of infrastructural projects being supported by World Bank loans, to focus on human resources, and to aim for "the multiplication of contacts at the thinking level." Feedback from participants in four of these projects—education, engineering, health, and agriculture—should give an indication of how far this oft-quoted CIDA aim can be detected in what actually transpired.

Education

We begin with the field of education. One interviewee had been Vice President of Beijing Normal University, which housed the Canada-China language training centre for almost a decade, providing English and French language preparation for scholars and graduate students nationwide who went to Canada under the projects. In addition, he served as project director for Canada-China Joint Doctoral Programs in Education, a CCULP project that linked seven

¹⁰ Between 1985 and 1998, China's Ministry of Education (MoE) was called the State Education Commission, but we have used MoE throughout this chapter for the sake of simplicity.

Chinese normal universities in all regions of the country to the Ontario Institute for Studies in Education (OISE) at the University of Toronto. He noted how this project was extremely important for education in a situation where educational theory had been dominated for decades by the pedagogical views of the Russian theorist Ivan Kairov as well as by those of the 18th century German philosopher Johann Herbart. Educational scholarship in China was greatly in need of new ideas and perspectives at the time.

He felt that the project had nurtured a generation of students who became leaders in the field, and who were spread throughout the country, since he had ensured that all normal universities that had doctoral programs at the time should be included in the project. However, he believed that outcomes might have been even better if there had been more exchange and dialogue. In terms of sustainability of collaborative relations, he described the need for an organization at the university level that could give long-term continuity to changing forms and themes of partnership. He had developed such a centre with a high-profile US partner somewhat later, and regretted the fact that cooperation with the Canadian partner was not sustained after CIDA funding came to an end.

We held interviews with six educators who participated in the project, three as doctoral students and three as visiting scholars, in six institutions in different geographical regions; these interviews give some insights into the outcomes. In total, the project had sent twenty-two young scholars to Canada, ten as doctoral students, and twelve in visiting-scholar roles. Twenty had returned to China, and fifteen continued to be active in educational leadership, teaching, and research, including one who served as a university president, two vice presidents, four deans, and a number of department heads.

One influential dean noted how intercultural understanding was a key dimension of the project, and stressed the importance of educational scholars on each side understanding how problems in education were viewed and analysed. The gap between the language and thought worlds of the two cultures was so great that it had inspired him to find ways of communicating core educational values and perspectives from the Chinese tradition on a global stage through promoting publications about Chinese education in English.¹¹ The second major impact the project had had on his scholarship was in the arena of teaching. He was deeply impressed by the

¹¹ This scholar played a crucial role in developing *Frontiers of Education in China* from a journal of translations into a peer-reviewed journal that presents educational scholarship from and about China in a form that is accessible to the international community.

detailed course outlines he saw at OISE, and has established a practice at his institution whereby all faculty members are expected to update their course outlines every year and make them available publicly, and all doctoral students are required to develop and defend one course in their specialist field before graduation.

Another scholar articulated her strong sense of how timely this experience had been. She had wanted to develop her doctoral research in a feminist framework, yet found Chinese literature on feminism non-existent at the time. Her period of study in Canada thus opened up this world of scholarship and she was, in turn, able to assist Canadian scholars and activists in preparing for the UN's Fourth World Congress on Women, held in Beijing in 1995. She also found a fully-developed field of research on multiculturalism in Canada, which stimulated her to work in this area on her return to China. "In a period of rapid social change, gender problems are particularly notable, while when things settle down, this is no longer the case," she commented. For her, timing was crucial. Now, more than fifteen years later, she described the quality and status of gender studies in China as high, giving women in leadership in Chinese universities a scholarly basis to support their work.

A third scholar was Vice President of China's National Institute of Education Science (NIES) at the time of our interview. His research focused on classroom environments, and on his return from Canada he had set up China's first research institute for educational experimentation, as well as organizing a related national association, and a number of experimental schools. The ideas nurtured in these projects were to be seminal to national curricular reform initiated in 2001, in which his standing in the NIES gave him a strong leadership role.

Another area crucial to China's educational development was moral education. As China moved rapidly to a market economy, its old-style ideological political education became more and more dysfunctional, and a new approach to ethics and moral education was needed. A fourth scholar highlighted how the research project he was involved in enabled principals and teachers to learn how to analyse their decisions from moral, environmental, economic, and political perspectives. They developed ideas for dealing with the conflict between moral and environmental concerns, and with the brash pursuit of economic benefit that was engulfing China's rapidly-changing society. This training subsequently had some impact on both policy and curricula for moral education. A more detailed analysis of these various areas of educational collaboration and their outcomes can be found in Chapters Ten and Eleven of this volume.

While this educational project had a wide-ranging impact throughout the country, in areas including minority and bilingual education, moral education, and gender in education and curriculum, no genuine institutional partnership survived the end of the twelve years of collaboration. This was seen as to be regretted by the first Chinese project director, as noted above, and seemed to reflect the issue of continuity in leadership, which is raised in the partnership literature. Leadership of the second phase of the project under the SULCP shifted from Beijing Normal University to Shaanxi Normal University in Xi'an; and shortly after the project concluded, two dynamic leaders from Shaanxi Normal were able to move to Shanghai and Guangzhou due to the more open environment for the mobility of university faculty, facilitated by the market economy. Thus there was no ongoing institutional partnership between the faculties of education of either Beijing Normal University or Shaanxi Normal University with OISE or UBC's Faculty of Education.

Although there was no ongoing institutional linkage, there were many spin-off projects, which continue to the present day. One of the most striking of these is the development of hundreds of English-language immersion schools, adapted from the French-immersion model in Ontario, and integrated into public/elementary school environments in Guangdong, Beijing, and Xi'an (Qiang and Kang 2011). The second Chinese project director, whom we also interviewed, identified a reason for the long-lasting impact of this project in different sectors of education; according to her, it lay in the focus on basic research in areas of common concern. (See Qiang and Wang, Chapter Eleven, this volume). By contrast, her experience of collaboration in development work with other Western countries had been highly practical and responsive only to current problems. The importance of collaboration in basic research was one of the points raised in King's research on university partnerships with African countries (King 2009) and seems to be born out in the perception of this Chinese project leader.

Engineering

In the field of engineering, one significant CCULP project was led by a visionary institutional vice president who subsequently rose to be vice-governor of his northwestern province, and then vice chairman of a national democratic party. His retrospective view of the project was thus extremely broad. The focus of the project was on computer applications, on the surface a rather specialized area, yet our interviewee felt that the social impact of the project had been very

broad. This scholar had prepared in detail for the interview, and emphasized that the project had involved new knowledge, new technology, new ways of teaching, new ways of thinking, and new approaches to the use of technology. Within his institution, the Lanzhou Railway Institute, teaching content and methods, as well as classroom organization, were transformed by the project. The fact that five institutional leaders from the Lanzhou Railway Institute spent periods of time at the Ryerson Institute of Technology, as well as visiting other Canadian universities, led to considerable changes in institutional management. Examples of these changes included open access to library stacks and the use of computers to manage library resources.

Of even greater consequence, this scholar believed, was the influence on national and provincial government ministries, which had to face institutional leaders who were far more demanding and proactive than in the past as a direct result of the project; and which found themselves employing graduates with new engineering and management skills. Specifically, the project's focus on the use of technology led to much closer relations between universities and enterprises, and to a transformation of railway system management through the introduction of new computer technology. Since civil engineering, mechanical engineering, industrial control systems, electronic communication, and railway systems are all dependent on computer science and technology, it was impossible to measure the full extent of the project's influence. Social influences were also notable, particularly in the area of gender and leadership. CIDA's demand for full participation of women in the project meant that five of the ten researchers who spent time at Ryerson were women; and a project-initiated training seminar for women technical workers resulted in a book of proceedings that garnered considerable attention. Chapter Seven of this volume gives profound insights into a range of partnerships in engineering, which had significant social and economic impacts.

On the Ryerson side of the project, although the specific institutional linkage was not maintained, this early experience of international collaboration has left its mark. Ryerson was upgraded from a technical institute to full university status in 1993, and its international programs are now both innovative and extensive, including significant current research collaboration with Chinese institutions. One high-profile project that recently won a major grant from the National Natural Sciences Foundation of China is a digital media lab operated in cooperation with the Beijing University of Posts and Telecommunications.

Medicine and Health

In the area of medicine, Université Laval in Quebec city had a long-lasting partnership with the Norman Bethune University of Medical Sciences (NBUMS), located in the northeastern city of Changchun; the NBUMS now forms the medical school of Jilin University after a major merger. This partnership was supported through both the CCULP and the SULCP. The focus of the partnership was on treatment for cancer, and the senior surgeon whom we interviewed in Changchun noted how cancer had originally been dealt with in a highly-sectoral way in China, with treatment divided among many different specialists. Through this project a Bethune-Laval oncology unit was established, which became a national model for holistic cancer management and prevention under the SULCP. Our interviewee was involved in every phase of the project's development, and as a young medical professional he felt that it enabled him and his colleagues to develop a much broader perspective than would have been possible without the opportunities of the project.

Many of those working with him in the early years of the project have now relocated elsewhere, some in the south of China, and he sees these movements as a positive factor that has contributed to the national influence of the model developed for oncology treatment. Of the ten core people in his unit, seven are returnees from this collaboration with Laval. Even though CIDA funding ended in 2001, they continue to have a flourishing relationship with Laval. Both undergraduate and Masters students are sent there for periods of study, and Laval professors are invited to lecture and participate in collaborative research. Some of the wider offshoots of this focused medical cooperation include a sister-city relationship between Changchun and Quebec City, and a French-language capacity at NBUMS that is often helpful at international conferences and in receiving Francophone visitors to the university or city. Finally, our interviewee described a strong sense of confidence and competence that is present when he and his colleagues participate in international colloquia in their area around the world.

On the Laval side, we were able to meet with three generations of surgical leaders: the founding director of the project, formerly head of surgery and a legendary figure in China; his successor; and the current head of the surgery department. Leadership continuity was clearly an important factor in the longevity of this collaboration. Another factor we found striking was the fact that Laval itself had been in the process of creating an integrated oncology unit at the time of its efforts to establish the Bethune Laval Oncology Unit in Changchun. This brought genuine

stimulus to the collaboration for both sides, as conditions for cancer treatment in China at the time were so problematic that the need for a totally new approach was even more evident.

Agriculture

One of the highest profile CCULP/SULCP projects was in agriculture, leading to the dramatic commercial success of canola oil as a health-enhancing edible oil. Jackson (2003, 45) noted that the project was credited with enabling low-income Chinese farmers to plant 3 million hectares of new rapeseed varieties, increasing the value of their yield by 1500 yuan per hectare. Of all the university-linkage projects, this one clearly had the most direct impact on poverty alleviation. On the Canadian side, one of the participating scholars noted that canola has surpassed wheat as a cash crop in Canada.

This cooperation arose out a joint interest in the potential of this particular plant: a distinguished scientist at the University of Manitoba had done pioneering early research on rapeseed, and an outstanding scientist at the Huazhong Agricultural University (HAU) had done similar research quite independently during the decade of China's Cultural Revolution. After two phases of CIDA-supported collaboration between the universities, the departments of plant science and food science at the University of Manitoba continue in active research collaboration with partner departments at HAU, and collaboration has spread to involve numerous other agricultural institutions in both China and Canada.

On the Chinese side, the scholars we interviewed noted the impact of the project on the university's leadership, with both the president and vice-president being returnees from Canada in the mid-1990s, and with significant honours having been won by several other returnees. The university includes two members of the prestigious Chinese Academy of Sciences (CAS), one being the pioneer in rapeseed research; four national key labs; and ten national research centres. On the Canadian side, one senior researcher who joined the University of Manitoba toward the end of the project noted that he was able to attract excellent doctoral students and visiting researchers through this project with China, and also get connected to "a beautiful network of collaboration" with colleagues in his area of plant pathology in several agricultural universities in China. (See Chapter Fourteen, xx-xx, for more detail on this project).

Downsides and Upsides in Collaboration

These four CCULP/SULCP projects in education, engineering, health, and agriculture were not without downsides, of course. Although they started some years later than the CCMEP partnerships, they were still affected by the aftermath of the events of June 1989, losing a number of the younger scholars sent for degree study in the early years. There were also some concerns about the need for Canadian models to be carefully adapted to the Chinese environment, and the tendency for Canadian project managers to have such an intense commitment to projects that they could not see beyond short-term setbacks associated with the non-return of visiting students.

On the positive side, the projects included a strong sense of family relations between project members on both sides, set in the context of a national framework of cooperation between the two countries. A number of our interviewees noted how this familial sense differed from later cooperation with American and Japanese universities, where there was a greater focus on immediate pragmatic goals to be fulfilled, and less of a sense of working together in a context of mutual learning. Most unique of all, and mentioned by most of the interviewees, was the sense of a critical period of social transition for China, when Canada was open and ready to engage in wide-scale cooperation around areas of crucial importance for China. As far as we know, Canada was the only Western country to make higher education a core focus of its development aid to China in this crucial early period. The emphasis was on human resources, the multiplication of people-to-people contacts in areas of importance to the modernization drive, complementing the major infrastructural improvements in Chinese universities facilitated by loans from the World Bank over the same period (Hayhoe 1989, 157-190).

Culminating Linkages in Priority areas

CIDA officials in Ottawa explained to us that it was always intended that the linkage projects they supported should become self-sustaining; and also that the China program was expected to evolve in response to changing circumstances on both sides. We have mentioned the reframing effort of the mid-1990s, with CIDA's new China Country Development Policy Framework of 1994 highlighting the decision to focus on the three broad areas of environment, governance, and economic cooperation. In this final part of the discussion of our preliminary findings, we will look at two culminating projects in the areas of environment and good governance.

Environment

The University of Toronto was linked with the Institute of Geographic Science and Natural Resources Research of the Chinese Academy of Sciences under both the CCULP and the SULCP for collaborative research in the area of soil erosion management through geographic information systems. The earliest cooperation between these institutions had been funded by Canada's International Development Research Centre (IDRC) in Guangdong province. The CCULP/SULCP projects developed out of that cooperation, and looked at land-use management and soil and water conservation issues in Shanxi province and Inner Mongolia, seeking to integrate bio-physical and socio-economic factors. The social dimensions of the linkage involved a strong education and training element, including workshops for women, and were intended to ensure that farmers were motivated to adopt the new techniques developed. Close cooperation with government bureaus at the provincial level in both regions was also important. The great benefit of this for the University of Toronto was the opportunity for graduate students to have extended field experience in China and opportunities for faculty to work with scholars at the Chinese Academy of Sciences, which was already far more advanced in the use of GIS systems than the University of Toronto at the time.

While the CCULP/SULCP projects had relatively modest budgets, the opportunity arose for the University of Toronto to compete for a larger-scale third project that built upon the earlier linkage work and ran from 2002 to 2006. It was entitled "Confronting Global Warming: Enhancing China's Capacity for Carbon Sequestration," and the linkage was expanded to include three other Canadian institutions and seven Chinese institutions. The project was led on the Canadian side by a Canada Research Chair who had just come to University of Toronto from the Canada Center for Remote Sensing in Ottawa, where he had been responsible for building Canada's capacity for monitoring vegetation by satellite. This major project, with a budget of \$2.3 million, made it possible to test models he had been developing in the Canadian context in temperate and subtropical forests in China, terrain very different from that of Canada. As a result the model is now used globally.

The overall purpose of the project was to produce research outcomes that would enable China to develop a scientific system for accumulating data that would substantiate its commitment to the Kyoto Climate Change Accord. This was clearly a project of national significance on both sides, and in 2010 the lead Canadian scholar was invited to sit on a panel

under China's Ministry of Science and Technology that decides how 300 million Chinese yuan is distributed for global climate-change research in China each year.

This project has also been closely connected to the work of the China Council for International Cooperation on Environment and Development, which was established in 1992 and received \$20 million Canadian from CIDA for the first three five-year phases of its operation. The Council is chaired by a Chinese vice-premier, and brings together international and Chinese experts on environmental issues, as well as coordinating the work of task forces on environmental concerns in different sectors. Council members have the opportunity to present related reports to the Chinese premier with concrete action-oriented policy recommendations on a regular basis. While this is a national-level body with broad global connections, there has been a link to the university level in that the Canadian Secretariat is housed at Simon Fraser University, and has worked closely with the Chinese secretariat located in the State Environmental Protection Administration in Beijing. More on this sustained collaboration in environmental research and policy can be found in Chapter Eight of this volume.

Law and Good Governance

None of the CCULP/SULCP projects had focused specifically on law and good governance, possibly due to the sensitivity of these areas in the early years of collaboration. However, the \$4 million project developed to support China's National Judges College in 1997 reflected a strong interest on the Canadian side in strengthening the rule of law in China. The tender was won by the Faculty of Law, Université de Montréal, and although the project was not a university linkage per se, it provided the opportunity for the Université de Montréal to build significant and ongoing linkages with the China University of Political Science and Law as well as with other Chinese institutions. Over a period of four years, two cohorts of judges were trained, with each spending one year in Canada and one year in China under the project. There were two joint seminars each year in which a group of Canadian judges and legal scholars would meet for a week with a large number of Chinese counterparts, including judges, law specialists, and legal scholars, to discuss legal themes that had been decided by joint negotiation. These seminars were held in different regions of the country and used lively methods of communication such as mock trials.

The Université de Montréal benefitted greatly from this project, as the Law Dean who organized it moved on to become Vice Rector International of the University and subsequently Provost. As Dean, he had observed how faculty members were invigorated by the presence of the young Chinese judges in training, and decided to launch some exchanges. He started with organizing a four-to-five week summer seminar in Beijing for Law students from Montréal, which was followed by a summer program in Montréal for Chinese students to learn about Western legal systems. This has been followed in turn by a Masters degree in international business law oriented to Chinese students. As Vice Rector international, he went on to negotiate with the China Scholarship Council to fund thirty PhD students to come to the university each year, concentrating in the discipline areas they chose.

Meanwhile the current Dean of Law, who was also involved in with the National Judges College project, has developed close cooperation with both the China University of Political Science and Law (CUPL) in Beijing and the East China University of Political Science and Law (ECUPL) in Shanghai. The cooperation includes exchanges of Masters and PhD students both ways, research projects, faculty visits each way, and the joint organization of conferences in constitutional and administrative law and international economic law in Beijing and Montréal. There are also active programs to publish scholarship on each side in books and journals that they sponsor.

On the basis of this strong bilateral program, Montréal is now beginning to see itself as a bridge between law students in the two emerging countries of China and Brazil, since a large number of graduate students funded by the Brazilian government are coming to Montréal, and connecting there with their Chinese counterparts. A further visionary effort funded by the Chinese Ministry of Education focuses on global governance and the international legal order, and Montréal's Law Faculty is currently partnering with CUPL, Wuhan University, and a US Law School to bid for this project.

While the balance of benefit in the earlier linkages was weighted towards the Chinese side, the way in which the Université de Montréal has moved forward on the basis of its CIDA-supported opportunity to train judges illustrates a remarkable shift that is underway. The former Dean and Vice Rector who built so effectively on this project noted in our interview how much Canadian universities now have to learn from their Chinese counterparts, and how important it is to engage in active dialogue with Chinese peers, with critical thinking, values, and ethics at the

heart of the discourse. A more detailed account of this ongoing collaboration can be found in Chapter Twelve of this volume.

Preliminary Lessons from Past Linkages

If we return to the theoretical frameworks sketched out at the beginning of this chapter, there can be no doubt that China has moved from a peripheral position in the world economy in the early 1980s to a central position, and the speed at which this has been achieved is stunning. In terms of path dependence, it is also clear that China has done this on its own terms, while making effective use of the support provided through such external funders as the World Bank, CIDA, and many other agencies. A recent volume on China's move to mass higher education, profiling twelve universities in different parts of the country that represent different knowledge areas, demonstrates how epistemological and institutional aspects of China's scholarly heritage have shaped this process (Hayhoe, Li, Lin, and Zha 2011). Meanwhile, China's universities have been assigned the role of key partners with universities, school boards, schools, and NGOs around the world in the creation of Confucius Institutes intended to foster cross-cultural dialogue and understanding (Hayhoe and Liu 2010, Kwan 2013).

For more specific reflection on lessons from the legacy of Canada-China cooperation, probably the partnership literature is most helpful. The first point emphasized by both King (2009) and Jackson (2003) is the need for a lengthy time frame, so that partners on both sides can develop a real understanding of one another. This was a unique feature of the linkage projects described above, with time frames between five and fifteen years. While not all of them continued after CIDA funding came to an end, some blossomed into continuing collaboration and widening circles of engagement.

A second point noted was the importance of collaborative research at a basic level around issues of common concern on both sides. Much of the current collaboration is commercially motivated, as institutions on both sides look for the revenue generated by students, programs, and even institutions moving across borders, and fail to take up the challenge of seeking long-term and stable funding for the advancement of knowledge and mutual understanding (Zha 2012). The cases of collaboration in the priority areas of environment, law, and good governance that culminated from the CIDA-supported linkages provide a model in this regard. Everyone would recognize these areas of development as crucial both to China's future wellbeing and to its

emerging role in global governance. What could be more important or satisfying themes for Canadian universities to engage in long-term research cooperation? Another area that was highlighted by our conversation with scholars and leaders at Laval was that of health and social policy in China. No matter how much progress is possible in the most advanced treatment of diseases such as cancer and heart problems, if this treatment is not available to the majority of Chinese due to a failure to develop an effective healthcare system, to what avail are all the scientific efforts?

A global knowledge economy that focuses entirely on competition in the areas of instrumental-technical rationality and fails to address fundamental human needs is clearly unsustainable. There is a whole range of areas around health provision, balancing excellence with equity in education, environmental protection, and protection of cultural diversity, which are rooted in the deep regions of what Habermas has called “the cultural life world.” These need to be addressed through efforts to connect the moral and spiritual heritage of Confucianism and Daoism on the Chinese side with Judaeo-Christian values and indeed the broader values of multiculturalism on the Canadian side. This could be the wellspring of a shared vision for the future that could be developed by scholars and leaders in Chinese and Canadian universities. Under the current global neo-liberal environment, modernity is in even more urgent need of redemption or humanization than when Habermas first coined the phrase in the early 1980s, and short-term commercially motivated collaboration will not suffice. This may be the most important lesson to be learned from the legacy of past collaboration between Canadian and Chinese universities.

To drive this point home, we would like to close this preliminary reflection on past collaboration with a quote from a young scholar of higher education in China, deeply concerned about the crisis facing Chinese universities today:

...the reputation of a university does not depend on how many books and articles its faculty have published, but on how it guides every member in taking up their social responsibility through what they publish and the way in which it formulates moral standards and develops its mission, guiding ideas and approach to education. Unfortunately, few contemporary Chinese universities have this kind of tradition, perhaps due to the disruptions in their history over the 20th century.” (Xun 2012, 244)

Are Canadian university scholars ready to join hands with Chinese scholars such as this one and develop linkages that respond to the real human, social and environmental needs universities should be concerned about in both countries? It may be there are now more practical resources on the Chinese side than the Canadian side for such efforts, but first there needs to be a vision. “Where there is no vision, the people perish.” (*Proverbs* 29:18) Or, in Confucian terms, “The master focuses on what is fundamental, and the way grows once the foundation is established.” (君子务本，本立而道生, *Analects* 1:2).

Overview of the Book

Our book has been organized into four major sections, which will take the reader on a journey through major experiences of collaboration between Canada and China across the disciplines. In Part One, which lays out the political and socio-cultural context of change, we are privileged to hear first from a leading scholar on Canada-Asian diplomatic relations. Professor Paul Evans provides an illuminating historical overview of the role of universities in the relation between the two countries, as well as presenting a compelling vision for current and future collaboration in Chapter Two. Chapter Three follows with a moving personal reflection from Ambassador Fred Bild, who served in Beijing from 1990 to 1994, and gives astute insights into unfolding relations between Canada and China, as well as a carefully-researched account of Quebec’s unique approach. Part Two moves from the political to the economic dimension, with three chapters that elaborate on the two phases of the Canada-China Management Education Program. Professor Rolf Mirus of the University of Alberta leads off in Chapter Four, with a thoughtful analysis of the ways in which this program contributed to economic and social change on both sides. Chapter Five then turns to a Chinese perspective, with President Xi Youmin of Xi’an Jiaotong-Liverpool University and associates examining the process and stages of cross-cultural learning and their impact on leadership in the Chinese context. Chapter Six by Paul Beamish, a leading professor of management at the University of Western Ontario’s Ivey School, gives a fascinating account of how case studies took off in the Chinese context, deepening understanding between the two sides.

In Part Three we turn to engineering and the environment, two important dimensions in the collaboration supported by CIDA. First we hear from a senior Chinese academic and political leader in Chapter Seven, as Professor Li Chongan, former Vice Governor of Gansu province and

Vice-Chairman of the China Democratic League, presents a detailed account of engineering linkages across eleven universities on each side, which had striking social impacts in addition to their scientific contributions. Environmental research impacts are then presented in Chapter Eight by Professor Chen Jingming and his associates at the University of Toronto, with an interesting chronology that moves from issues of soil erosion through sustainable water management to carbon sequestration in face of global warming. Chapter Nine by Professor Jan Walls, noted Sinologist at Simon Fraser University, approaches environment from a socio-cultural perspective, detailing the learning that arose from sustained cooperation with minority communities in different regions of China who were seeking to preserve their unique culture identity and natural environments while dealing responsibly with the economic challenges of modernization.

Part Four moves to the theme of education and equity. In Chapter Ten, Qiang Zha and Ruth Hayhoe provide an overview of the educational dimension of China's transformation, and show how three CCULP/SULCP projects involving universities spread across both countries contributed to educational innovation. Chapter Eleven gives a perspective from China on one of these projects, with Qiang Haiyan, a senior scholar of Comparative Education at South China Normal University and Wang Jiayi, Director of the Gansu Provincial Department of Education, providing a deep-level analysis of long-term outcomes from their unique perspectives as alumni of the project. Chapter Twelve turns to the arena of legal education, as Université de Montreal's Dean of Law and his associates unfold the story of a project for the training of judges that has expanded into a network of cooperation in legal education that is benefitting students and scholars on both sides. Gender equity was a central dimension in CIDA's policies, as is evident in many chapters. Chapter Thirteen by University of Toronto sociology professor Ping-chun Hsiung focuses how this policy was experienced in the doing of feminist collaboration. Chapter Fourteen then closes the circle with a summary of presentations by high-level scientists in marine and earth sciences, agriculture, and medicine who honoured us by participating in the conference but were not able to write chapters for this volume. It also draws together the major threads of argument, highlighting core dimensions of the legacy of this remarkable series of university linkages and their lessons for the current time.

In bringing this chapter to a close, we recollect a vivid moment in the research project that has led to this book. We were interviewing a senior education official in Beijing who had

served as director of the MoE's Department of International Exchange over much of the period of the CIDA-sponsored university linkages. He shared many insights with us in a candid way, gradually becoming more and more animated as he recollected some of the crises that had been overcome and highlights that had been celebrated. Suddenly, he jumped up from his seat, saying "there has to be a book about this, it was such an important time for China!" We hope he will be satisfied with the efforts of all those who have contributed to this retrospective and reflective account, and we hope it will inspire a new generation of scholars in both Canada and China who are working together under very different circumstances.

