Universities in an Age of Global Migrations

MEETING REPORT

June 23-25, 2019

#APRUAPM19
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APRU MEMBERS
(as of September 2019)

Australia
The Australian National University
The University of Melbourne
The University of Queensland
The University of Sydney
UNSW Sydney

Canada
The University of British Columbia

Chile
University of Chile

China and Hong Kong SAR
Fudan University
Nanjing University
Peking University
Shanghai Jiao Tong University
The Chinese University of Hong Kong
The Hong Kong University of Science and Technology
The University of Hong Kong
Tsinghua University
University of Chinese Academy of Sciences
University of Science and Technology of China
Zhejiang University

Chinese Taipei
National Taiwan University
National Tsing Hua University

Ecuador
Universidad San Francisco de Quito

Indonesia
University of Indonesia

Japan
Keio University
Nagoya University
Osaka University
Tohoku University
Waseda University

Korea
KAIST
Korea University
POSTECH
Seoul National University
Yonsei University

Malaysia
University of Malaya

Mexico
Tecnológico de Monterrey

New Zealand
The University of Auckland

Philippines
University of the Philippines

Russia
Far Eastern Federal University

Singapore
Nanyang Technological University
National University of Singapore

Thailand
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University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
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University of California, Santa Barbara
University of Hawai’i at Mānoa
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University of Washington
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In my address to you last year, I set out our plans to work together on a new Strategic Plan.

I want to thank you all for contributing your thoughts and insights in various ways over the past year. At the beginning of the process, during the last Annual Presidents’ Meeting in Taipei, we looked at three questions:

1. How do you think the international context of higher education will change, and will your internationalization strategy need to change?
2. What further role could APRU play in supporting international collaboration on global challenges, and how can we provide an international platform for this?
3. What are the best ways for you to engage with other APRU members and the international policy community over the next five years?

These discussions informed a draft of the plan. Then, at the Senior International Leaders’ Meeting in Hong Kong last October, we reviewed this draft and focused its direction.

The Steering Committee reviewed and revised the next draft.

You have a copy of the final document. I want to stress though that this is a working document. It is meant to function as a guide to our work over the next three years, and I welcome you to contribute suggestions at any stage.

What is so striking today is that the values and principles that seemed so obvious only a few years ago are now sharply contested. Even the act of bringing together the leading universities around the Pacific Rim is getting more difficult. Yet, the importance of APRU as a neutral platform for cooperation increases by the day.

This is why we have titled the plan “Leading the Asia-Pacific Region: Contributing to the Global Common Good.”
Our new Strategic Plan is not only a guide for our collective action, but it is also an assertion of our values in these uncertain times. It calls on all of us to take a stand against narrow self-interests, so that we can be clear in our mission to serve people globally. Our goals of promoting international cooperation and advancing sustainable communities is more important than ever.

In practical terms, this means:

- Providing international platforms for collaboration;
- Sharing knowledge that can address challenges across the Asia-Pacific region;
- Promoting the critical role of research universities; and
- Creating partnerships with international organizations, business, governments and NGOs to develop international policies and find solutions to common challenges.

There are four Strategic Priorities in the new Plan that align with our international aspirations and enhance APRU’s ability to contribute internationally.

These priorities are:

1. Build global impact
2. Increase APRU’s value to members
3. Create high-value partnerships
4. Generate resources

The Plan then sets out the ways these priorities will be implemented through a range of initiatives and activities.

The final part of the plan focuses on how we can organize ourselves as an effective network, how we manage people and resources, and how we encourage active engagement by our members.

This will be an evolving process, so that we can always be nimble and ensure that our work is impactful.

I encourage you to share this Strategic Plan with leaders on your campus. I also urge you to work with the Steering Committee and the Secretariat on any new ideas or initiatives you have.

Our Plan also highlights the Sustainable Development Goals set forth by the United Nations. These align with our own efforts to link education and research to public policy goals — both as an association and through our individual institutions.

Before I hand the program over to the Secretary General to speak on the Annual Report, I want to thank you all again for your support and engagement over the past year. I am particularly grateful to my fellow presidents who have contributed new ideas or offered their leadership on existing programs. You will hear from some of them during this session.

Networks thrive when all members are active. In this next phase of APRU’s strategy, I look forward to your collaboration as we work to improve societies across the Pacific Rim and beyond.

Thank you!

Gene D. Block
Chair, APRU
Chancellor, UCLA
Greetings everyone.

It is my task to introduce this year’s Annual Report which all of you have received in your conference materials.

We designed this APRU Strategy session with a forward-looking focus on the new Strategic Plan and some of the important initiatives that we are undertaking in the coming year, alongside our continuing programs.

Nevertheless, it is important briefly to share with you the considerable achievements of the past year to remind us of the work we are building on. Together, we have done a great deal.

I therefore wish to pay tribute to all of you for your active engagement and for working collectively to ensure APRU is able to make an increasingly effective contribution to our societies and the Asia-Pacific region. I specially wish to thank the members of the Steering Committee for their leadership of the organization over the past year and to our Chair, Chancellor Block, whose wise leadership has ensured that APRU has increased its value to members and its contribution to the impact of research universities acting together internationally on matters of strategic interest.

I know that running a vast, complex institution like UCLA is all-consuming of time and energy so I am always grateful that he gives time and considerable thought to his leadership of APRU. And I know I speak on behalf of all of you in thanking him for this.

Those of us in the International Secretariat are in the privileged position of being able to work with so many talented leaders from our member universities in such diverse contexts that we are constantly stimulated and encouraged to achieve more. So thank you.

The title of this year’s annual report is ‘Connecting the Asia-Pacific for the Global Common Good’ and naturally resonates with the new three-year Strategic Plan which is headed ‘Leading the Asia-Pacific Region: Contributing to the Global Common Good’.

The report begins with statements from Chancellor Block and myself, the list of Steering Committee members and a welcome to presidents who took office during this period.
To identify the range of activities that APRU undertakes, we have structured the main part of the report to make this as clear as possible.

**Shaping Higher Education in the Asia Pacific** scopes the meetings of academic leaders and other multilateral activities where APRU brings your policy insights to the global higher education community.

**Creating Global Student Leaders** includes the conferences, competitions, and summer schools which engage students in key research and policy topics related to regional realities including AI and social impact, leadership for social good, sustainable trade, mental health and global health ethics, disaster recovery, urbanization and sustainability.

**Asia-Pacific Challenges** is the section which records a long list of achievements in our key areas of focus, all related to the UN SDGs in some way, most are led by core groups of faculty members from our members, and four have faculty coordinators located in member universities: Keio, Oregon, Tohoku and USC.

The program areas are:

- Asia-Pacific Women in Leadership
- Digital Economy
- Global Health
- Multi-Hazards
- The Pacific Ocean
- Population Aging
- Sustainable Cities and Landscapes

In addition to the reports in this annual report, there is at this meeting a poster display on these programs for you to study at your leisure.

**International Public Policy** records some of most significant policy engagements with the United Nations, APEC and other partners such as the Asian Development Bank and the Pacific Economic Cooperation Council. These partnerships are based on the hard work many people have done on Asia-Pacific challenges and on bringing APRU into the international arena as a respected partner with a unique contribution to make to policy-making.

The final sections on **Network Leaders** and **Engagement Activities** set out the names of many of those who have worked extremely hard on these projects and programs and to whom we owe considerable thanks for the ultimate success of our endeavors. I regret there are too many for me to thank by name but you can see them in the report. This includes our

Senior International Leaders, Program Leaders, staff of the International Secretariat in Hong Kong and coordinators in member universities.

This section also includes reference to our partner organizations who have worked with us on a wide range of activities. In particular, I wish to thank Dr. Brad Fenwick, Senior Vice President, Global Strategic Alliances, Elsevier, for funding support, assistance with research metrics and other initiatives such as the APEC University Leaders’ Forum. Brad has worked with us over many years.

I wish to thank Barbara Navarro, Jake Lucchi and Chung Jae-Hoon from Google, Helena Phua, Executive Vice President Asia-Pacific, from The New York Times, Kathryn Dioth from the Hinrich Foundation, and Dr. Hahm Hongjoo, Deputy Head of UN ESCAP and Dr. Mia Mikic, Director of the Trade, Investment and Innovation Division of UN ESCAP.

Over the past six months or so we have had the expert assistance of Entangled Solutions, the San Francisco-based consultancy specialized in higher education and innovation, on the esports project that 11 members have undertaken. I welcome Vice President Mat Frenz and some of his team here today. They will be with us throughout the meeting.

I also wish to recognize Angela Mo, Senior Manager of Policy Advocacy and Engagement, Our Hong Kong Foundation, who has joined us here and we look forward to working with the Foundation in the future.

There are many others not named in this report and I wish to acknowledge and thank all who have contributed to our achievements over the past year.

In conclusion, I believe that the success of APRU's strategy of bringing the education and research capabilities of leading research universities, their senior administrators, faculty, and students into the international public policy process is only at the beginning. The new Strategic Plan is the working document to guide us for the next three years. The focus on the SDGs will take us a step further as will the initiatives that colleagues will now outline to you.

Thank you.

**Christopher Tremewan**
Secretary General
APRU Strategic Plan 2019-2021

Leading the Asia-Pacific Region
Contributing to the Global Common Good

APRU is the association of leading research universities from the Asia-Pacific region.

Our Vision
To be the voice of knowledge and innovation for the Asia-Pacific region.

Our Mission
APRU is dedicated to international cooperation in higher education and research and to public engagement for the well-being and sustainability of our societies and the global ecosystem by:

• Providing international platforms for collaboration on education, research, and innovation
• Promoting the generation and sharing of knowledge related to Asia-Pacific challenges
• Communicating the critical role of research universities in society
• Strengthening the collective international leadership and impact of member universities, their faculty, students and staff
• Creating partnerships with international organizations, business, governments and NGOs to contribute to international policy development, capacity-building and solutions to common challenges

Our Values
We value:

• Excellence in teaching, research and public engagement
• Trust and cooperation amongst the Asia-Pacific academic community
• Academic freedom, diversity, equity, inclusion and the global common good

Strategic Priorities
The following Strategic Priorities align with members’ international aspirations and focus APRU’s activities in order to deliver to its members the impact and influence of a highly functioning international organization operating as a multi-nodal network.

1. Build Global Impact
• Raise the profile and impact of APRU to ensure it is a dynamic and effective international network of research universities offering global leadership in key areas of international public policy and scientific leadership including sustainable development, gender equity and other Asia-Pacific challenges

2. Increase the Value to Members
• Provide increasing reputational benefits and collaborative opportunities to members, their faculty and students, to ensure that APRU is a key network for contributing to the well-being of the Asia-Pacific region

3. Create High-Value Partnerships
• Establish and deepen partnerships with international organizations, governments, business and industry and communities to increase policy impact on critical global challenges

4. Generate Resources
• Attract increasing resources of people and funds with the objectives of deepening engagement across sectors and sustained impact at scale

Implementation
APRU will advance these Strategic Priorities by focused program initiatives and effective network organization.

1. Focused Program Initiatives
   a) Advancing international excellence in education, research and innovation through
   • Presidential dialogues and joint statements
   • Forums for sharing policies and practices
   • Research collaboration on common themes
   • New forms of student and faculty interaction across borders
b) **Maximizing network effects** by partnering with international organizations, governments, NGOs, business, industry and local communities on solutions to Asia-Pacific challenges in
   • Policy development in cooperation with UN agencies, APEC and other international organizations
   • Collaborative actions on specific Asia-Pacific challenges e.g. global health, multi-hazards, women in leadership, population aging, digital economy and artificial intelligence, sustainable cities and landscapes, sustaining the Pacific Ocean.

c) **Leveraging the dynamism and diversity of the Asia-Pacific region** to cultivate global leaders through
   • Prioritizing gender equity, entrepreneurship and innovation
   • Increasing faculty and student exchange and mobility e.g. focused on the UN SDGs
   • Providing international leadership opportunities
   • Promoting cultural awareness

d) **Building interdisciplinary platforms** for collaboration on emerging frontier issues such as
   • SSH-STEM models for engagement
   • Ethical and equitable development and use of digital technologies
   • Capacity-building for data science skills development
   • Achieving the SDGs including the sustainability of the Pacific Ocean (SDG 14)
   • Communicating scientific knowledge through innovative media
   • APRU International Secretariat's location in the Greater Bay Area as it is developed as a hub for technology, innovation and entrepreneurship
   • The elevation of esports through Asia-Pacific collegiate cooperation on education, research and student intercultural interaction.

2. **Effective Network Organization**

   APRU aims to align its organizational strategy with its strategic priorities. Because it has limited resources to pursue substantial international objectives, the effectiveness of the network ultimately rests on the commitment of its members to engage and to lead. It is crucial that this engagement is supported by effective governance and management that demonstrates a positive return on investment.

   APRU will maintain effective governance and advisory bodies to provide:

   a) **Visionary international leadership and representation of APRU**

   b) **Forward-looking policy in a fast-changing environment**

   c) **Substantive review and evaluation of activities to ensure tangible outcomes**

   d) **Measures of engagement and success**

   APRU will support effective management by the International Secretariat through:

   a) **Strategic leadership and international representation**

   b) **Dynamic program coordination**

   c) **Communications and fund-raising**
      • Consolidating constituency support
      • Attracting external partners
      • High-performing virtual media presence
      • Advancing and measuring international impact
      • Active brand management

   d) **Professional Administration**
      • Building an organization fitted to a network strategy
      • Maintaining high professional standards as an employer
      • Ensuring efficient use of resources
APRU PRESIDENTIAL STATEMENT

Universities in an Age of Global Migrations: APRU Commitment to Action

The Asia-Pacific region is at the leading edge of higher education, research and innovation. In building and sustaining world-class research universities, APRU members benefit from the flow of people around the region whether as academic researchers or students or as migrants, refugees, and asylum seekers.

Not only do we gain from attracting the best intellects from many countries, we also gain deep human insights from people with a wide diversity of backgrounds and experience. This enables us to contribute strongly to our own societies with fresh understandings of ourselves, discoveries and innovations in science and technology, and collaborations across borders to solve the pressing issues confronting our region.

We understand that we have a responsibility to assist in the formation of public policies that accord with the humanitarian values of the academe and which support the mutually beneficial exchange of human talent for the betterment of our societies and the advancement of education and research.

We further understand that the neutral platform of APRU as a leading university consortium has increasing salience for pursuing multilateral initiatives in a time of rising tensions.

To this end, APRU and its members express our commitment:

- to advocate migration policies which accord with international humanitarian standards and reflect our values
- to ensure our internal policies promote equity and diversity, enabling migrants to gain the full benefits of higher education and to rise to leadership of our universities
- to act collectively across the region where appropriate to engage with international and multilateral policy processes on migration
- to further enhance collaboration for faculty and student mobility among our institutions, finding ways to continue to cooperate despite increasing obstacles.

We will do this in the interest of academic excellence and to build trust across borders for the global challenges ahead.
Pacific Rim universities and the challenges of migration and diversity

Higher education leaders from across the Pacific Rim addressed migration, diversity and climate change at the 23rd APRU Annual Presidents’ Meeting.

UCLA recently hosted the 23rd Annual Presidents’ Meeting (APM) of the Association of Pacific Rim Universities (APRU) on June 23–25, 2019. Together with academic experts on migration and international public policy, these higher education leaders addressed — via keynotes and panel discussions — how best to respond to migration in the Asia-Pacific region and its relation to climate change, social justice concerns, the drive for equity and diversity on university campuses and rising barriers to international collaborative research.

Created in Los Angeles in 1997 and boasting some 50 members, APRU is a network of leading Pacific Rim universities that engages in collaborative policy research, high-level exchanges and partnerships.

Gene Block, APRU chair and UCLA chancellor, welcomed over 130 educators — including 24 university presidents, together with senior university leaders and other academics — from 17 Pacific Rim economies to the meeting, entitled “Universities in an Age of Global Migration.”

The three-day meeting included a presidents’ working luncheon with remarks by President Se-Jung Oh of Seoul National University and Rector David Garza of Technológico de Monterrey (Mexico), a strategy session and presidential forum on equity and diversity, as well as business meetings on University e-Sports and the Asia-Pacific Women in Leadership initiative.

As part of the APM, a UCLA Centennial Dinner celebrated UCLA’s past 100 years with messages and videos about how the university began, its next 100 years and its public service mission, as well as performances by the UCLA Global Jazz Studies Quartet.

Global education, successful workforces and global policy solutions

Suzanne Boda, senior vice president of American Airlines, gave a keynote address about how the United States had been formed by people who migrated globally, noting that diversity, inclusion and equality led to better decision making. “We need globally minded people in the work force,” she said, emphasizing the reality of diverse employees who come from many backgrounds and speak many languages.

Boda urged universities to broaden students’ horizons through required coursework in languages and other cultures, international student exchanges and functioning as safe havens for immigrant students. Education, she insisted, should instill a sense of understanding and celebration of differences. “These are the people who American Airlines wants to hire,” she remarked.
Ram Ramanathan, Victor C. Alderson Professor of Applied Ocean Sciences and distinguished professor of Atmospheric Sciences at the Scripps Institute of Oceanography of UC San Diego, was introduced by UCSD Chancellor Pradeep K. Khosla and delivered the second keynote address on universities’ potential role in fighting global warming and climate change.

Ramanathan noted that climate change is producing climate disruption, which will directly impact public health via increased water shortages, cardiac and respiratory disorders, contagious diseases, depression and trauma, among other things. He argued that enormous investments are needed to enable scalable solutions for controlling climate change to succeed. Noting that nations were not taking sufficient action because of a lack of public support, the Scripps Institute oceanographer urged universities to play a bigger role in translating scientific research on climate change into action plans, citing his own “Bending the Curve: Climate Change Solutions” curriculum to empower one million climate champions across the world to reduce global warming.

Pulitzer Prize-winning author Jared Diamond, professor of geography and physiology at UCLA, delivered the final keynote address on immigration policies in seven countries worldwide. He noted that cultural, historical and geographical factors influence nations’ immigration policies over time, including their ability to adapt to changing circumstances — whether such circumstances are migrant flows or rapidly aging populations.

Professor Diamond predicted immigration would increase in the future as the result of demographic factors alone, and encouraged universities to create centers on migration. Cindy Fan, co-chair of the APRU International Policy Advisory Committee and UCLA vice provost for international studies and global engagement, shared UCLA’s experience in creating a special advisory council on immigration policy and an interdisciplinary center to study migration.

The University of Washington, pointed out by President Ana Mari Cauce, does have an office that serves undocumented undergraduate students and its work may soon expand to serve graduate students as well.

Universities should engage in the immigration debate not by taking sides, but by providing reliable data, said UCLA Chancellor Block. Universities, he said, are well positioned to provide data that can both disprove fallacious arguments and better educate citizens on the benefits and costs of legal and illegal migration.
Block emphasized the tactical problems that U.S. universities face with respect to DACA students. These undocumented students are protected by Deferred Arrival (DACA) status, he explained, but loss of that status — which the Trump administration is considering eliminating — could result in their deportation. At present, UCLA provides these students advice on how to handle immigration inquiries and helps raise funds for at-risk individuals.

President of Tecnológico de Monterrey David Garza observed that current migration flows were affecting Mexico in unprecedented ways. Immigrants from Central America and across the world are now trying to enter the U.S. through Mexico. Many will remain in the country, he said, presenting Mexico and its universities with new challenges.

President of the Chinese University of Hong Kong Rocky Tuan believed it is possible for universities in the territory to handle a diverse mix of cultures (students hail principally from Hong Kong, mainland China and countries worldwide) without such exchanges blowing out of proportion. He identified cultural approaches in particular as a promising strategy for navigating the social and cultural impacts of immigration.

Universities, diversity and national policies

Some 40 percent of faculty at the California Institute of Technology were born outside of the U.S., a percentage that is roughly equal to the number of foreign students at Cal Tech, said Institute President Thomas F. Rosenbaum. Mentioning the recent firing of Chinese scientists from several U.S. universities, the Cal Tech president worried that U.S. restrictions on research and technology sharing could become governmental over-reach — one that could potentially diminish valuable transnational collaboration and slow advances in science.

“Knowledge is not effective if constrained in box,” said Rosenbaum, arguing that research values and modes cut across national boundaries. Ian Jacobs, president and vice chancellor of the University of New South Wales, concurred, noting that intellectual property rights protections had become a big issue at Australian universities at a time when the country’s largest trading partners are in Asia.

Jacobs noted that increased numbers of students from Sri Lanka had come to study in Australia, leading to positive cultural change in his country. Yet Australia today is experiencing social pushback against foreign students. Jacobs urged university leaders to stand up to social resistance to international students on their campuses, calling on them to explain that their responsibility is not simply to “the nation,” but to the world.

Vice Chancellor and Principal Michael Spence of the University of Sydney said that people of non-European heritage now make up 21 percent of the population of Australia, but only 4.7 percent of government leadership. He identified linguistic and cultural diversity, not gender, as the country’s chief challenge. To successfully promote this diversity,
universities need coherent policies and not “add-ons” to existing policies, he added. UCLA Vice Chancellor for Equity, Diversity and Inclusion Jerry Kang shared policies precisely along these lines that aim to ensure the faculty hiring process seriously considers diversity in candidate pools.

Spence noted that the University of Sydney was preparing students for an uncertain future and trying to model a community of discourse for that future. One component of that discourse is checking stereotyped assumptions about other cultures, he said. Labeling such stereotyping “intellectual laziness,” Spence pointed out that the practice adversely impacts the performance of minority students.

Many universities face barriers to increasing the number of international students on their campuses, but are able to increase diversity in the student body by other means. For example, the government in Taiwan limits international students to 10 percent of the student body, said Executive Vice President of National Taiwan University Chiapei Chou, but the number of international exchange students is unlimited. Of note, said Chou, increasing numbers of Taiwanese students are going to South and Southeast Asia via study abroad programs.

It became clear that countries of the Pacific Rim are dealing with different types of migration. Rosa Devés, vice president for academic affairs at the University Chile, said that Chile was experiencing rapid immigration flows from Colombia, but that the education system remained highly segregated by nationality at the school level. In Japan, where the population remains largely homogenous, universities are making efforts to give their students greater exposure to and appreciation of other cultures, said Hideo Ohno and Aiji Tanaka, presidents of Tohoku University and Waseda University, respectively.

President Yong-Hak Kim of Yonsei University noted that Korea was currently experiencing three types of migration: the migration of women from the countryside to cities in order to get married, the migration of men and women to cities for work and the migration of North Korean residents to South Korea. South Korea, he noted, currently also has large numbers of Chinese and Russian university students, joking that their numbers might protect the country from its neighbor to the north.

The gender equity challenge in Asian universities remains steep. For example, Tohoku University President Hideo Ohno noted that only one-quarter of students at Tohoku are women, and only 14 percent of its researchers. Santa Ono, president and vice chancellor of the University of British Columbia, noted that university statements alone on gender equity were insufficient, arguing that real change would require resources.

Ana Mari Cauce (president, University of Washington) emphasized that while diversity was not a moral obligation, it was critical to excellence. “Diversity inspires,” she said, “You’re the face — you are a president and a woman, not a woman president.” To achieve improved management diversity, she urged universities to start with senior leadership positions while building a pipeline for future hires.

“Diversity is inclusion, not exclusion,” she said, dismissing the idea of a prohibition against hiring men as violating the spirit of diversity. Cauce stressed that one critical component of diversity should be supporting students of lower socioeconomic status, recommending that APRU focus specifically on helping international students from low-income backgrounds.

After a busy three days of discussions, the Annual Presidents’ Meeting closed with a re-affirmation of APRU’s commitment to international student and researcher mobility, collaboration and cooperation.

All photos by Reed Hutchinson.

Rapid changes in immigration policies, including new United States government restrictions on research talent, will only hurt global science and retard its associated benefits to society, the president of the California Institute of Technology (Caltech), Thomas Rosenbaum, told a gathering of university leaders from countries of the Pacific Rim, including the US, Canada, Latin America, China and the Asia-Pacific.

“We must argue for an open process of exchange and the ability for scholars to choose the environments where they can make their most profound contributions,” Rosenbaum said, adding: “The values and modes of inquiry of scholars cut across national boundaries. Even in times of political tension, we speak the same language.”

Referring clearly to recent policies by US President Donald Trump’s administration restricting visas for scientists from China and some other countries, Rosenbaum told the gathering of presidents of research-intensive Association of Pacific Rim Universities (APRU) meeting in California on Tuesday, “a governmental over-reaction will hurt ourselves as much as anyone else, slowing science and its associated benefits for society”.

The APRU annual presidents’ meeting on the theme of ‘Universities in an Age of Global Migrations’, took place on 23-25 June, with some 130 delegates from the Pacific Rim.

Rosenbaum noted the US government and various research funding agencies “are going through exercises now looking at possible further restrictions on areas of inquiry as well as countries of origin in terms of students. This is a bipartisan concern [in the US]. This is not going to go away if there is a change of administration.”

“You can do a lot of harm if you overreach,” he said. “Once you start to drain universities of talent, it is very hard to reverse that.”
Shaken by sackings

Universities have been shaken by the sacking in May of Chinese neuroscientists and the closing down of a National Institutes of Health-funded laboratory at Emory University in Atlanta, Georgia, because of alleged failure by the scientists to disclose additional funding from a foreign source, according to regulations. In this case the foreign source was China.

Three Chinese scientists were also sacked recently by the University of Texas MD Anderson Cancer Center in Houston. Reports cited internal documents detailing conflicts of interest and unreported foreign income by the three.

“There are clearly examples of – by scientific standards – unethical behaviour, but I would argue that they are covered mostly by existing laws. There may not be good enforcement and universities probably take some of the blame in terms of not monitoring conflict of interest and conflict of commitment type of issues,” Rosenbaum acknowledged.

He referred to the US International Traffic in Arms Regulations, which controls the export of classified defence and military-related technologies. It does not apply to information in the public domain.

“But the worry from our point of view as universities is that there will be vague injunctions. We are seeing that already with sensitive, but not classified, information,” he said. “It will encourage institutions to be so conservative that you might as well make everything classified.”

Rosenbaum said his institution, Caltech, is in conversations with agencies, including NASA – it hosts the NASA Jet Propulsion Laboratory, a national laboratory – and the US Department of Energy on the relationship between universities and national laboratories.

“National laboratories do more classified types of research. But most universities do not allow classified research on campus because our mission is disseminating knowledge.”

He also pointed to the administration targeting certain countries “because of potential malfeasance by a few members”, as being “highly concerning”.

Robin Garrell, vice provost for graduate education at the University of California, Los Angeles (UCLA), which hosted the meeting, said universities were being “increasingly challenged by vague expectations on how we should be vetting prospective visiting scholars and even students, based on criteria that we don’t know”.

The political climate in the US is changing, she noted, and is affecting the free flow of students and scholars. “There are political pressures to discourage students and others from coming into the country. Sometimes it is grounded in policies, but sometimes it can just be assertions that could be discouraging to potential participants and exchanges,” Garrell said.

Security issue not unique to the US

The problem of tightening up on immigrating and visiting scholars purportedly on security grounds is not unique to the US. University presidents heard that the general climate surrounding technology transfer has become more politicised in the past year or more in countries such as Australia and New Zealand.

Ian Jacobs, vice-chancellor of the University of New South Wales in Sydney, said: “Australia, like New Zealand, has traditionally looked to the US and UK, but now our strongest trading links are with China and other Asian countries and we are increasingly questioned about the safeguards that we take to protect intellectual property.”
“We have a regular dialogue with the security services in Australia. My impression at the moment is that more issues are being raised than answers [given].”

He noted that some have suggested the hiving off of some areas of research that universities will not partner on, but “many areas of focused research have much broader implications”.

‘Utterly ineffective’

However, Rosenbaum noted: “It may be tempting to try to protect ourselves by putting boxes around our researchers and our countries to attempt to constrain the transfer of scientific discoveries and technological innovation,” however, “research is utterly ineffective in that mode. It depends on talent and interaction and the challenge of ideas, all of which may arise anywhere in the world.”

Jacobs also noted that successful programmes that promote student exchanges between Asian countries and Australia, which have been seen as a major success by universities and policy-makers and have facilitated interactions across borders, have led to larger numbers of international students. “It is a very powerful soft power influence.”

However, more recently there has been some “pushback” against the large number of foreign students coming to Australia. “In the current political environment, it is influenced by things that are happening here [in the US] and elsewhere that are flowing through to Australia.”

“University vice-chancellors in Australia have to be pretty brave to put their heads above the parapet and speak out about the importance of this,” Jacobs said.

“This is a big and increasingly concerning area for us,” Jacobs said. “There are geopolitical pressures on all of us that mitigate against us doing certain things that are really important, and that is free flow of people, providing education to people regardless of their background or nationality or ethnicity, the free flow of knowledge and the exchange of research information. These are really challenging issues in a complex world with really difficult tensions.”

In a ‘Presidential Statement’ issued at the end of the conference on Wednesday, university leaders stated: “APRU members benefit from the flow of people around the region, whether as academic researchers or students or as migrants, refugees and asylum seekers.

“Not only do we gain from attracting the best intellects from many countries, we also gain deep human insights from people with a wide diversity of backgrounds and experience. This enables us to contribute strongly to our own societies with fresh understandings of ourselves, discoveries and innovations in science and technology, and collaborations across borders to solve the pressing problems of our region.”

Among the commitments reiterated by university leaders in their statement was to “further enhance collaborations for faculty and student mobility among our institutions, finding ways to continue to cooperate despite increasing obstacles”.

The role of universities in an era of heightened migration

Yojana SHARMA
Asia Director, University World News
July 4, 2019

Universities have an important role to play in protecting and educating students, changing cultural perceptions and informing policy with evidence-based research in an era of heightened migration – particularly in a world where the rights of migrants are coming under threat from populist politicians – university leaders heard at a conference on the issue.

Universities should not take positions “but we can provide data”, said Gene Block, chancellor of the University of California, Los Angeles, which hosted a meeting of some 130 university leaders of the Association of Pacific Rim Universities or APRU. They included around two dozen university presidents and vice-chancellors from Asia and the Pacific, North America, Latin America and China.

“Accurate information is so important. When you hear in the news that undocumented people in the United States are responsible for a high level of criminal activity, that doesn’t actually comport with the data,” said Block, current APRU chair, at the conference held from 23-25 June under the theme of ‘Universities in an age of global migrations’.

“Even with illegal immigration in the US there are questions of the benefits and the costs and I think an honest discussion of that could better inform voters of the advantages and disadvantages of current policies,” he said.

Many universities have area studies, departments of urban planning, geography, economics and studies of minorities that tackle specific issues surrounding migration. But few have major overarching research centres on migration.

“Immigration is going to increase in the world for demographic reasons, so immigration is going to be a bigger and bigger issue,” said Jared Diamond, professor of geography at the University of California, Los Angeles or UCLA, who made a case for interdisciplinary university centres to study immigration.

However, he suggested, that could be a controversial move in the current climate. In America, for example, views on immigration have splintered along partisan lines, creating deep political rifts.

“Is this just too poisonous an issue?” Diamond asked in a keynote speech. A multidisciplinary university centre on immigration would not be determining positions but members of the centre would have their own views, which might “raise screams from legislators or trustees or private donors”.

“This is one of the biggest issues in the world today. But if universities won’t touch the issue, is there any other plausible form to take the lead in understanding immigration?” Diamond wondered, arguing that universities were the most plausible option.

Day to day impacts of migration policies

On the day-to-day level universities are already dealing with the impacts of immigration policies and need to be better prepared, the conference heard.

“UCLA has some particular obligations. We have a large number of undocumented students and many of those students are now at risk of deportation if they lose their DACA status,” said Block, referring to the Deferred Action for Childhood Arrivals. The DACA programme was created by previous US president Barack Obama through executive action in 2012, to protect young undocumented migrants, mainly from Central America.

“Some of these students are protected for the time being but there’s been discussion in the US administration to remove the protection, so I think we have an immediate responsibility, an operational responsibility that’s tactical – we have to make sure the students can continue to receive an education and graduate, and that’s challenging,” Block said.

UCLA has hundreds of undocumented students, he explained. “It is a very large number of students and they are justifiably nervous about their future.”

“We also have issues of international students who have difficulty or concerns about returning to their countries for fear
of not being able to get a visa for re-entry to the US on return,” said Block, referring to US travel bans that mainly affect students and researchers from five Muslim nations, and more recently Chinese students and researchers as US visa policies have tightened due to the ongoing US-China trade war.

As a result of recent changes in immigration policies, Block said that in 2017 he appointed an advisory council – the UCLA Advisory Council on Immigration Policy – which reports directly to the chancellor and provides recommendations based on government policy changes, particularly on the impacts on students, researchers and faculty.

It also provides advice to students, for example on how to respond if approached on campus by immigration officers who are executing a federal immigration order, and has launched crowdsourcing campaigns to raise funds for students at risk.

Ana Mari Cauce, president of the University of Washington, said her institution also had a centre for assisting undocumented students that mainly serves the undergraduate community, but she was looking into extending it to graduate students.

**Immigration corridor**

David Garza, president of Tecnológico de Monterrey in Mexico, noted that the country was the world’s second largest source of people migrating to another place and the second largest ‘corridor’ of migration in the world, funnelling people from other countries through its territory to the US and elsewhere. This had an impact on universities.

“We have this influx of Central American migration but not all of them are entering the United States. Many will be staying in our country,” Garza said.

“And it’s not just from Central America. We are also seeing people from different parts of the world using Mexico [as a] corridor.”

For a country that is 95% Catholic, “all of a sudden we have Chinese people, Indian people, and people of different religions”, generating interesting challenges “not just for the university but the city itself”.

“So we are starting to think about what will be our role as a university in this context.” For example, he noted that some academics from other Latin American and Central American countries were looking for job opportunities in Mexico, while students from other countries want to continue their studies in Mexico and need to be accommodated.

However, he told University World News that an expected influx of undocumented students, particularly those of Mexican origin, from the US had not materialised. “As universities we had collectively prepared to receive large numbers, but they did not come,” he said, adding: “I think they have decided to wait and see.”

**Cultural implications**

University leaders elsewhere emphasised that immigration had social and cultural implications that universities needed to address. “Immigration is not just about feeding immigrants or giving them political shelter; it has cultural implications that will last for a long time to come,” said Rocky Tuan, president of Chinese University of Hong Kong.

While Hong Kong is historically a city of immigrants, “we do have challenges. Essentially we have three groups of students – Hong Kong Chinese, Mainland Chinese and we also have international students from all parts of the world,” he said.

“We have to try to find different avenues that can link people together, such as music and things of common interest to connect people.”

With ongoing demonstrations in Hong Kong, the cultural difference between Hong Kong and Mainland China is being emphasised. Recent events in Hong Kong,
Tuan noted, illustrate how heterogeneity “can blow out of proportion”. But he took a positive view.

“Yes, you can have disagreement, you can have differences of opinion, but it is possible to find situations where you can express these views”, Tuan said, speaking in the wake of huge demonstrations in Hong Kong that reached up to an estimated two million people, but before the storming of the legislature on 1 July.

Even countries that have not had significant immigration are now facing huge changes.

Hideo Ohno, president of Tohoku University in Japan, said that the Japanese government recently changed immigration laws to make it easier to recruit workers from overseas, and workers in some categories can bring their families.

“Japanese society is rapidly transforming into a more multicultural society and social integration is becoming a critical issue for society as a whole.”

While he noted that the number of international students on campus is very small – just 2% of the student body – he said the university mission was to familiarise students with a more globalised world and greater diversity within Japan.

This was echoed by Aiji Tanaka, president of Waseda University in Tokyo. “Japan is a very homogeneous country, but we will have to expose our people to a more heterogeneous culture and society, otherwise Japan cannot survive in the global world,” he said.

“The role of universities is very important,” Tanaka added. “We will have to educate our people about it [heterogeneity], and our students will have to learn from different cultures, different religions. We will have to educate people on how to accept other people.”

How universities can achieve inclusive campus diversity

Yojana SHARMA
Asia Director, University World News
June 13, 2019

University campuses have become more diverse in an age of migration and student, researcher and faculty mobility. But increasing the numbers of unrepresented groups is not enough: university leaders must break down barriers to ensure all feel included, a conference of Pacific Rim university leaders heard in June.

“The value of inclusion is not just because we want to be kind and nice and warm, though those are important things. But inclusion and social belonging leads people to perform to their highest capacity,” said Jerry Kang, vice-chancellor for equity, diversity and inclusion at the University of California, Los Angeles (UCLA) in the United States.

UCLA hosted the 23-25 June conference of the Association of Pacific Rim Universities (APRU) on the theme of ‘Universities in an Age of Global Migrations’.

Evidence “suggests that people make much better human capital decisions and deal with constructive feedback much better when they are in an environment where they feel that they belong instead of feeling they are at the margins and about to be pushed out”, Kang told the conference, which included university vice-chancellors and presidents from more than two dozen universities in Asia and the Pacific, North America, Latin America and China.

The UCLA Office of Equity, Diversity and Inclusion is unusual in the United States, not least because its vice-chancellor reports directly to the UCLA chancellor, the executive head of the university.

The campus environment matters. Kang cited a study by social psychologist Margaret Shih, associate vice-chancellor in UCLA’s Office of Equity, Diversity and Inclusion, that showed that with a group of test-takers “if you primed their identity as Asian-Americans subtly, they do well in the math test and worse in the verbal test. If you prime their identity subtly as women, they do poorly in the math test and better in their verbal test”.

The job of university leadership is to ensure “all rise to their highest capacity and part of that requires us to be sensitive to the environment, and then to ensure a critical mass of people within that social identity,” Kang said, adding that one or two people from a particular group was not enough to ensure diversity. “There needs to be a critical mass.”

“Evidence suggests that people make much better human capital decisions and deal with constructive feedback much better when they are in an environment where they feel that they belong,” Kang told the conference, which included university vice-chancellors and presidents from more than two dozen universities in Asia and the Pacific, North America, Latin America and China.

Diversity in leadership

Ana Mari Cauce, president of the University of Washington, said: “Diversity matters, not just because it’s a moral imperative but because it is important to access,” particularly for marginalised groups.

Many studies find that “a diverse group actually comes up with better solutions than homogeneity in the room. And diversity matters for problem-solving and it certainly matters for leadership,” she said.

“We know that institutions in which there is a diverse student voice are stronger institutions, and make their decisions more flexibly, and are more able to respond,” said Michael Spence, vice-chancellor of the University of Sydney, Australia, during a panel discussion among university presidents.

“We know there is a core intellectual skill set that we value that is sharpened by diversity. But the challenges are deeply local,” he added, referring to different groups and changing migration patterns as new groups arrive.

Diversity in leadership

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Many studies find that “a diverse group actually comes up with better solutions than homogeneity in the room. And diversity matters for problem-solving and it certainly matters for leadership,” she said.
It was not enough to increase diversity in the pipeline to top university management positions. “You also need leadership,” she said.

Diversity in university leadership “can be very inspirational”, said Cauce, who describes herself as an unrepresented minority as a Latina and lesbian, adding, “I have seen throughout my career that diversity attracts diversity.”

Minority groups often seek out diverse and open environments. “When I look at the students in my lab there’s been a huge over-representation of Latinos, African-American students and LGBTQ students and it hasn’t always been that I have been looking for them but they’re looking for me.”

**Inclusive diversity**

Diversity has to go hand in hand with equity and inclusion, said Kang, noting that “inclusion is the next step beyond formal diversity”.

“Without inclusion underrepresented groups cannot get to the top of whatever mountain they are trying to climb and that also has implications for universities.”

“Diversity does not guarantee equity or inclusion or vice versa,” Kang told the conference. “If you invite a lot of people in and treat them pretty badly and they bail out, it doesn’t mean that just because you put the numbers in that you also have the numbers staying and flourishing,” he said.

“Sometimes it could be ‘cosmetic compliance’, he told University World News afterwards.

“Within the student body, if you spend enormous resources because you feel political pressure from multiple sources to change the demographic make-up of any group, it doesn’t mean that when that pressure leaves, the demographic make-up will remain that way,” Kang said, “It could be just a temporary fix in response to political pressure.”

He added: “Diversity does not answer the question of whether or not men and women are being paid or being accelerated in the same way, and whether they have equal opportunities for leadership – that’s equity.”

The University of Sydney’s Spence said diversity cannot be an add-on, and it is not just about efficient management. “It has to be part of who you are.”

No matter how many different groups are added, “it’s a matter for everybody”.

“Yes, we need to remove discrimination but at the end the issues are deeply cultural,” Spence said.

**Creating a common identity**

Kang, who is also a professor of law and of Asian-American studies, and has researched implicit racial bias and the law, said universities need to create a common identity that includes all new groups “without obliterating the core identities that we have”.

“The ability to create commonalities and find accidental similarities even though we might be of different races, ages, even languages, allows us to care about each other in different ways,” Kang told the conference.

The commonalities can be around things as mundane as sport, food or music, he added.

Rocky Tuan, vice-chancellor of the Chinese University of Hong Kong, said if 42 countries are represented on his campus, “you cannot create 42 different environments for the students. Therefore our challenge as university leaders is to create an environment with sufficient diversity to accommodate common elements between different cultures, ethnicities, and so on.”

He said: “It won’t be identical to where they come from because they won’t have learned anything new,” but it will “incorporate key components of that”.

Tuan added that this also depended on understanding students and their backgrounds and culture. “It’s very tough.”

**Recruitment panels**

The conference heard several examples of how to improve diversity and inclusion on campuses, including reviewing shortlists of faculty and staff job candidates to monitor if they are diverse enough.

If recruitment panels “can give me a good explanation, I have to sometimes accept that. On the other hand, they don’t like receiving a phone call from me!” Kang said of this monitoring role. It embeds the process with some seriousness “instead of going with their gut feeling”, Kang said.

Kang said of UCLA’s current process for recruitment of faculty, “we have a requirement that people must submit some information that they have done something on equity, diversity and inclusion”, and a separate requirement on such information when faculty members are looking for promotion.

Cauce said at her institution “at least the chairs if not all members of search committees have to go through implicit bias training”.
“I also very much look for diversity in a pool of finalists,” Cauce said. If it ends up being all white and all male, she asks questions. “I might end up saying that's okay, but at least I’ll delve and push.”

**Diverse student body**

Diversifying the student body in a way that is inclusive can be fraught with pitfalls. “From the parents' perspective, it's a competition [for parents] to get their children into a limited number of seats and if you help one group you necessarily hurt another group and that's not fair,” said Kang.

Some say a university should always pick the smartest people because that's the mission of the university, Kang said. “You might want 85% of people to be the best test-takers because test-takers are important in pushing forward certain boundaries of knowledge but that doesn’t mean that you don’t want 15% of people who have different skills – great oratory skills, emotional intelligence, community skills.”

He described this as having a “portfolio” of skills within the university student body.

While university leaders emphasised the challenges of inclusion, they agreed that action is imperative for university leaders.

The world is going to get more cultural exchange and more diversity, says Cauce. “If we don’t deal with this problem [of diversity and inclusion], we are just facing bigger problems down the line.”

And often it means pushing back against entrenched views and politicisation. She says while speaking to the public, especially in small rural towns in Washington state, she gets questioned about the large numbers of international students on the campus.

“I point out to them that even if their child is never going live more than 100 miles or 200 miles away from where they are at, if they can work at Google or at Amazon or Starbucks or Microsoft, they’re going to be travelling around the world, they are going to be working with a workforce that goes all around the world, and if they're not culturally competent and they’re not comfortable with people from different places, they’re just not going to be successful.”

Women in Pacific Rim universities have made little progress in moving into university leadership positions over the past five years, despite a raft of initiatives at the university level, a report on the gender gap at top research universities in the region has found.

The 2019 APRU Gender Gap Report was produced by the Association of Pacific Rim Universities (APRU), with 65 member universities in Asia, Australia, North America and South America, and was unveiled at a conference of APRU university presidents held on 23-25 June in California, United States.

Conducted five years after a similar survey of women leaders in APRU universities, it found from the 40 APRU universities and members of Universitas 21 that returned the survey questionnaires by December 2018 that while women make up half of university employees across the region, their employment is skewed towards the lower levels of academia and in administrative positions.

“The key overall trends remain similar to those in the 2013 survey in that females are under-represented in university leadership positions, most notably in academic, academic management and executive positions,” according to the report by the Asia-Pacific Women in Leadership Program (APWiL), set up in 2013 under the aegis of APRU.

“I was shocked to be honest, with all the work around the world over the past five years, I would have expected to see some progress,” said Katherine Belov, professor of comparative genomics at the University of Sydney in Australia and the university’s pro-vice chancellor for global engagement, who was involved in analysing the results.

She added: “One hundred per cent of our [member] universities have policies around gender and around childcare, but there is absolutely no relationship between the number and type of policies and gender equity in the university.”

Just 37% of academic faculty, 25% of academic management such as heads of schools and deans, and just one in five in executive roles such as university presidents, vice-presidents and vice-chancellors are women. But women are in 61% of university administrative and other support roles.

On average, in the academic category, for every female professor there are three male professors. “The overall gender trend in academic tenure is that female academics were significantly under-represented across all academic levels,” the 2019 report said.

Fewer women in executive positions

Compared with the 2013 survey data there was no significant change in total staff numbers of males and females in the responding universities, and no significant change in the number of women in academic, academic management and executive positions.

In fact, the latest survey showed that females in executive positions decreased by 5.2% compared to 2013. While this decline may not be statistically significant given the small number of executive university positions available, “I still think it is an important finding,” said Belov, unveiling the results at the APRU conference.

“It is upsetting. There are minimal changes,” said Joanna Regulska, professor of gender, sexuality and women’s studies at the University of California, Davis in the United States and the university’s vice provost and associate chancellor of global affairs. “It was surprising to me that the five years did not make much difference.

“In order to move the needle it requires a much more comprehensive long-term commitment,” she said.

But Regulska also noted that a generalised overview may disguise some progress over the past five years at individual institutions. “There are always fluctuations because different universities have different ways of appointing leadership. But if we begin to drill at the institutional level, I am sure there are changes,” she told University World News.

APWiL members also highlighted progress in Japan, one of the worst-performing among APRU members in 2013. In fact, APWiL was set up at the request of Japanese member
Differences within universities

Others noted differences even within individual universities, as some departments perform better than others. STEM departments, particularly in engineering, perform worst.

Sabrina Lin, vice-president for institutional advancement at Hong Kong University of Science and Technology (HKUST), said five years ago HKUST’s Business School was 70% female students at undergraduate level and is now 55% female. But in the School of Science it was 70% male and is now just over 50% male at undergraduate level, “moving to a better balance”.

“But our school of engineering has not changed over the past five years in terms of gender mix,” she said, with only 20% of female undergraduates in the school. “For a balance to happen, the growth of female student numbers needs to be faster to make any difference.

“If you have a smaller pool, you have fewer potential candidates to move up from the pool, so the only way you can change that is by improving your pipeline. You need more gender parity at the lower levels before you can even make a dent,” Lin said.

HKUST has a policy of topping up the faculty budget allocation for departments that find qualified female candidates for faculty recruitment. “PhDs had been around 25% female but hiring of new faculty is above 35% for this reason,” Lin said. But she added that “these are junior faculty and could take a few years to become associate professors and more years to become full professor, so you won’t see any dent in the numbers at the top in 10 or 15 years”.

Lin said HKUST has been working with other APRU members such as National Taiwan University, University of Tokyo, National
University of Singapore and the University of New South Wales in Australia where deans of engineering want to work jointly on encouraging female mentorship across engineering faculties. “I hope this can be extended more,” said Lin.

Regulska noted that APRU member institutions in the US are also making progress. In areas such as STEM, where a lack of progress of women to senior roles is particularly striking, the US National Science Foundation’s ADVANCE programme pushes for a systemic change to increase participation and advancement of women in STEM and provides funding grants for organisational changes and implementation.

“This is changing institutions in fundamental ways,” said Regulska, who added that a combination of external and internal commitments was important for success.

But she argued that policies on women faculty need constant revisions in the face of change, including in cultural practices, and “that means our strategies have to be different and have to be flexible. The fact that we had something 10 or 15 years ago and it worked, does not mean at all that it’s going to work now.”

She said: “Priorities change, political infusion changes, demographics change, cultural composition of the society changes. So the institutional strategies – some are going to work and some will not work.

“The issue with policies is the implementation, evaluation and monitoring. So you can have policies with no effect,” she said.

**Pipeline leaks and bottlenecks**

Within the survey responses “there were university presidents who did say [gender policies] did make a very big difference, so either a five-year period has not been enough to make a visible impact, or there could be a number of factors,” Lin said.

APWiL noted that there were clearly bottlenecks for women academics to rise to leadership positions. “We need to put in a lot of effort to create a better pipeline,” Regulska said.

“It may be that the pipeline is longer than we were expecting,” said Belov. She said that in Australia where the pipeline leaks most is at the transition from senior lecturer to associate professor. “We are very much aware that this is the time that women are most likely to be having children. There is a lot of pressure to produce research papers and get research funding and that is the career stage where women aren’t able to recover after taking a break.”

In Japan, for example it is even earlier, during the doctoral research stage. And it may be different in other countries.

Apart from sharing best approaches across the APRU network, APWiL’s informal recommendations included both a top-down approach to promoting women leaders by the existing university leadership, as well as a bottom-up approach of encouraging women at different stages of their careers; more ‘male champions’ of equity as leadership was still in their hands; and developing mentoring, apprenticeships and leadership programmes with opportunities for shadowing at member institutions.

Almost below the radar of university leadership, eSports or competitive computer gaming tournaments have been gaining ground on campuses, building followers, audiences and players that attract as many, if not more, fans as traditional sports.

Now university leaders have started to realise the need to get to grips with the new campus phenomenon and get involved in the governance, research and steering of eSports into a new era to the benefit of students and society, and not simply the game industry.

“The eSports phenomenon is evolving very rapidly,” Santa Ono, president of the University of British Columbia (UBC) in Vancouver, Canada, told a meeting last month of university presidents of the Association of Pacific Rim Universities (APRU). “We cannot just be an observer; we have to be a shaper of this industry and others like it.”

The scale and growth of competitive video gaming are dramatic. “It came to my attention because of the passion of a very large group of students of the University of British Columbia,” he told the APRU annual presidents’ meeting on 23-25 June hosted by the University of California, Los Angeles (UCLA), with university heads from Asia, Australia, North America and Latin America. “It is the largest club at UBC.”

Ono cited the example of the 2018 League of Legends World Championship held in South Korea last year. “Entire arenas are filled with your students who get together and travel long distances to participate in eSports,” he said, referring to the multiplayer strategy-oriented battle game which attracted some 99.6 million online viewers around the world last year, double the number of viewers at the NFL (National Football League) Super Bowl.

At a launch meeting in Hong Kong in February this year, universities across the Pacific Rim set up the University eSports International Initiative (UeII) under the aegis of APRU to look at the potential for university collaborations.

The 11 founding members are: Far Eastern Federal University, Vladivostok, Russia; Keio University in Japan; Nanyang Technological University, Singapore; National University of Singapore; Tecnológico de Monterrey, Mexico; Hong Kong University of Science and Technology; University of British Columbia, Canada; Yonsei University, South Korea; and UCLA, University of Southern California and University of Washington in the United States.

Universities have different reasons for getting involved. Some want to set up campus teams and host championships, reaching out to like-minded universities. Others see it as another way to engage with a major, growing industry for research partnerships and, at the student level, making them employable in these industries and other emerging industries of the digital economy by giving them additional skills through competitive gaming.

**Involvement in eSports governance**

But others have a much broader vision, seeing the potential of eSports to connect young people as too important to leave it to be dominated by the computer games industry, and to harness the games and their followers for the public good.

This includes, initially, setting up proper rules and regulations for eSports, including the tournaments so that they do not simply enhance the game-makers’ bottom line.

“We need a neutral governing body to design the competition with fairness. The current industry-driven eSports has a problem in that it is governed by the industry’s commercial interests,” says Masa Inakage, professor and dean of the Graduate School of Media Design at Keio University, Japan, one of the UeII founding members.

eSports is more a branding success rather than opening up a new field of gaming. Inakage says: “We do believe it is going to evolve fast and will become bigger and will become a major part of the game industry. But as a research institute we are always looking at the near future rather than today.”

“The governance of eSports for eSport players and competitions is our main concern,” said Kim Yong-Hak,
The president of Yonsei University, South Korea – the country which APRU Secretary General Christopher Tremewan described as the ‘motherlode of eSports’ and where competitive gaming originated and is most advanced.

“The governance of an eSports league, including what would be the ingredients of eSports itself and strategies would be a focus for discussion,” Kim told University World News. “The [game-making] companies themselves want universities to be involved and make suggestions on regulations.”

Universities’ involvement in regulations, for example, can reduce the amount of onscreen violence in game design, and perhaps inject “certain ethical principles for the benefit of society”, including other uses of gaming, and aspects such as game addiction and mental health, Kim said.

A new type of social media

The universities’ approach goes well beyond gaming. As Ono and other university leaders involved in UeII see it, eSports will increasingly become a way for communities to consume information. “In many ways eSports and this platform are the new social media,” Ono said at the June conference, “and it has students at its centre”.

According to Ono, eSports is directly relevant to creating global citizens and leaders and to the digital economy. But eSports could also be part of the universities’ focus on global challenges like global warming, ageing or health.

“Games are changing so much about the way that we function – the way we consume content, the way we organise communities, the way that we interact with entertainment and entertainers, and the way we interact with our environment,” said Mat Frenz, vice-president for research and development at Entangled Solutions, a specialised consultancy advising APRU on eSports and universities.

“So whether it’s through studying human-computer interaction, or how technology will augment our physical and cognitive capabilities, or how we can gamify cities to make them more playful, more engaging, more interactive, it becomes an important medium for universities to engage with.”

“And frankly, without universities engaging in emerging industries that have so much potential to impact society, I worry about the trajectory of these industries.” Frenz said, citing the example of Facebook, which was already present on over 2,600 university campuses in 2006-07 before it became the global behemoth it is today.

Facebook “was right under universities’ noses, so it’s worth thinking about what the world would look like today if universities had collectively, meaningfully engaged in that industry back then”, said Frenz.

“Would we still be dealing with data privacy issues? Would we still be dealing with fake news? Would we still be dealing with online depression?”

The importance of eSports research

“We are developing courses right now to develop eSports as a means to teach the Korean language and another [course] to teach [students] about the Sustainable Development Goals, so it’s a public good kind of approach,” Kim says, that will use the storytelling, designing and marketing of eSports for other purposes.

Yonsei University would set up a formal research group to collaborate with APRU and other universities, Kim said. “Some eSports are really violent, sometimes they destroy humanity, so we would look at the good side of eSports that can be used to enhance humans intellectually.”

As a professor of sociology, Kim also pointed to possible research into sociological issues such as how different cultures play the same game. “This research topic will be fascinating as gaming or eSports is a very strategic activity, and culture has an influence in playing a game,” he said. For example, “Japanese players do not kill other people, but in the same game Koreans will kill other people. Research into this will be very beneficial for society.”

Kim says Yonsei University will open up a new eSports department next semester. “Because we are already strong in many disciplines in eSports-related technologies such as virtual reality, augmented reality and 5G – related in a latent way to eSports – we wanted to do interdisciplinary research and teach our students within the discipline of eSports-related technologies.”
Superhuman sports

Research is also a main focus at Keio University in Japan, looking at taking eSports into new, innovative directions. “To us it is more about advancing and redefining what sports might mean, and what technology and computer games narratives can be added to sports,” Inakage said.

“At Keio we’re co-designing multiple types of invented sports which require physical movement of the entire body. We’re trying to stretch the definition of eSports beyond gaming to sports that require people to physically move while playing games and enjoying the excitement of the gaming as well.”

This will benefit ageing societies, he said, using eSports to increase activity levels and longevity. “Whether it’s going to be called eSports is another issue,” he said, noting that the gaming industry has hijacked the term.

He also believes new sports can be devised that will rely on advanced technology. “We have a group of people working on superhuman sports,” he said, using the Harry Potter game of Quidditch, flying through the air, as an example of this.

“We are testing our invented sports within the university environment,” he said, noting that UeII will be important for developments in this area of ‘superhuman sports’.

Arnaud Dione, who heads the UBC eSports Association – which with several hundred members is the largest club on the UBC campus – believes research and innovation in this field will depend on campus eSports.

“Superhuman sports

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# PROGRAM SCHEDULE

## JUNE 23 | SUNDAY

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; VENUE</th>
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<tbody>
<tr>
<td>10:00 a.m. - 4:00 p.m.</td>
<td>Arrival and Registration. Group Registration Desk, UCLA Meyer &amp; Renee Luskin Conference Center</td>
</tr>
<tr>
<td>12:00 p.m. - 1:00 p.m.</td>
<td>Steering Committee Meeting (for Steering Committee Members). Collaboration Boardroom, Level Two, Luskin Conference Center</td>
</tr>
<tr>
<td>1:30 p.m. - 5:00 p.m.</td>
<td>Visit to the Getty Center. (Gather at hotel lobby for transportation to the Getty Center)</td>
</tr>
</tbody>
</table>
| 6:30 p.m. - 8:30 p.m. | Welcome Reception. UCLA Chancellor's Residence. (Gather at hotel lobby at 6:00 p.m. for walking tour or shuttle bus to the Chancellor's Residence)  
  • Formal meet and greet by UCLA Chancellor Gene BLOCK, APRU Chair  
  • Introduction of new APRU Presidents |

## JUNE 24 | MONDAY

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; VENUE</th>
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<tbody>
<tr>
<td>7:00 a.m. - 8:00 a.m.</td>
<td>University e-Sports International Initiatives (UEII) Founding Members' Breakfast Meeting (by invitation). Artistry Room, Level Two, Luskin Conference Center</td>
</tr>
</tbody>
</table>
| 8:30 a.m. - 8:40 a.m. | Opening of Annual Presidents' Meeting 2019. Centennial Ballroom C & D, Level One, Luskin Conference Center  
  • Welcome address by UCLA Chancellor Gene BLOCK, APRU Chair |
| 8:40 a.m. - 9:30 a.m. | Keynote Address I. Centennial Ballroom C & D, Level One, Luskin Conference Center  
  Keynote speaker: Ms. Suzanne BODA, Senior Vice President – Los Angeles, American Airlines  
  Moderator: UCLA Chancellor Gene BLOCK, APRU Chair |
| 9:30 a.m. - 10:00 a.m. | Coffee Break |
| 10:00 a.m. - 11:15 a.m. | Panel I – University Strategies to Address Immigration and Diversity. Centennial Ballroom C & D, Level One, Luskin Conference Center  
  Global migration is creating new challenges and opportunities to universities as they face issues of socializing and educating diverse groups, intercultural relations, structural inclusion and social cohesion. How are universities responding to these issues on their campuses and taking leadership to inform society? Panelists will share their experiences as well as examples from their respective institutions.  
  Moderator: Professor Jenny DIXON, Deputy Vice-Chancellor (Strategic Engagement), The University of Auckland  
  Panelists: Vice-Chancellor and President Rocky TUAN, The Chinese University of Hong Kong  
  President Hideo OHNO, Tohoku University  
  Professor Jerry KANG, Vice Chancellor for Equity, Diversity and Inclusion, UCLA  
  Professor Rosa DEVÉS, Vice President of Academic Affairs, University of Chile |
## PROGRAM SCHEDULE

### JUNE 24 | MONDAY

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; VENUE</th>
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<tbody>
<tr>
<td><strong>11:15 a.m. - 12:30 p.m.</strong></td>
<td><strong>Panel II – Global Migrations and Prospects of Higher Education</strong>&lt;br&gt;Centennial Ballroom C &amp; D, Level One, Luskin Conference Center&lt;br&gt;&lt;br&gt;The mobility of students and faculty is changing as a result of shifts in national policies amidst such concerns as immigration and national security. The advantages that migration has brought to education and research may be at risk.&lt;br&gt;&lt;br&gt;How will the latest trends impact the future of higher education? How should universities work together to leverage the opportunities and to meet the challenges of global migrations? How can the higher education sector help to shape responsible public policies?&lt;br&gt;&lt;br&gt;Moderator: <strong>Professor Robin L. GARRELL</strong>, Vice Provost for Graduate Education, UCLA&lt;br&gt;&lt;br&gt;Panelists: <strong>President Thomas F. ROSENBAUM</strong>, California Institute of Technology&lt;br&gt;<strong>Professor Chiapei CHOU</strong>, Executive Vice President, National Taiwan University&lt;br&gt;<strong>President and Vice-Chancellor Ian JACOBS</strong>, UNSW Sydney&lt;br&gt;<strong>President Yong-Hak KIM</strong>, Yonsei University</td>
</tr>
<tr>
<td><strong>12:30 p.m. - 2:00 p.m.</strong></td>
<td><strong>Presidents’ Working Lunch</strong>&lt;br&gt;Illumination Room, Level Two, Luskin Conference Center&lt;br&gt;&lt;br&gt;Theme: Overcoming Barriers to Faculty and Student Mobility in the Current Geopolitical Environment&lt;br&gt;&lt;br&gt;Chair: <strong>UCLA Chancellor Gene BLOCK</strong>, APRU Chair&lt;br&gt;&lt;br&gt;Remarks by: <strong>President Se-Jung OH</strong>, Seoul National University&lt;br&gt;<strong>Rector David GARZA</strong>, Tecnológico de Monterrey&lt;br&gt;&lt;br&gt;Chairs of discussion groups:&lt;br&gt;<strong>President Nikita Yu. ANISIMOV</strong>, Far Eastern Federal University&lt;br&gt;<strong>Rector Ennio VIVALDI VÉJAR</strong>, University of Chile&lt;br&gt;<strong>President Michael H. SCHILL</strong>, University of Oregon&lt;br&gt;<strong>President Ana Mari CAUCE</strong>, University of Washington&lt;br&gt;<strong>President and Vice-Chancellor Ian JACOBS</strong>, UNSW Sydney&lt;br&gt;&lt;br&gt;Rapporteurs: <strong>President Hong HOCHENG</strong>, National Tsing Hua University&lt;br&gt;<strong>President David LASSNER</strong>, University of Hawaii&lt;br&gt;<strong>Vice-Chancellor Stuart McCUTCHEON</strong>, The University of Auckland&lt;br&gt;<strong>President and Vice-Chancellor Santa ONO</strong>, The University of British Columbia&lt;br&gt;<strong>President and Vice-Chancellor Xiang ZHANG</strong>, The University of Hong Kong</td>
</tr>
<tr>
<td><strong>12:30 p.m. - 2:00 p.m.</strong></td>
<td><strong>Lunch for Delegates</strong>&lt;br&gt;Centennial Terrace, Level Three, Luskin Conference Center</td>
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<tr>
<td><strong>2:15 p.m. - 3:15 p.m.</strong></td>
<td><strong>Keynote Address II: Climate Changes and Solutions: Potential Role of Universities</strong>&lt;br&gt;UCLA Mong Auditorium, Engineering VI - First Floor&lt;br&gt;&lt;br&gt;Keynote Speakers: <strong>Chancellor Pradeep K. KHOSLA</strong>, UC San Diego&lt;br&gt;<strong>Dr. Ram RAMANATHAN</strong>, Victor C. Alderson Professor of Applied Ocean Sciences and Distinguished Professor of Atmospheric Sciences, Scripps Institution of Oceanography, UC San Diego</td>
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<tr>
<td><strong>3:15 p.m. - 3:45 p.m.</strong></td>
<td><strong>Group Photo and Coffee Break</strong>&lt;br&gt;Atrium, UCLA Mong Auditorium</td>
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<td>TIME</td>
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| 3:45 p.m. - 5:00 p.m. | **APRU Strategy: The Way Forward**  
UCLA Mong Auditorium, Engineering VI - First Floor  
Session Chair: **Professor Cindy FAN**, Vice Provost for International Studies and Global Engagement, UCLA  
- Overview by **UCLA Chancellor Gene BLOCK**, APRU Chair  
- Report by **Dr. Christopher TREMEWAN**, APRU Secretary General  
- Presentations of New APRU Initiatives:  
  - **University e-Sports International Initiative (UEII)** by:  
    - **President and Vice-Chancellor Santa ONO**, The University of British Columbia  
    - **Mr. Arnaud DIONE**, President of UBC Esports Association  
  - **UN ESCAP-Google-APRU Partnership** by:  
    - **Professor Jiro KOKURYO**, Vice-President for International Collaboration, Keio University  
  - **Asia-Pacific Conference on Innovation and Entrepreneurship Ecosystems** by:  
    - **Vice-Chancellor and President Rocky TUAN**, The Chinese University of Hong Kong  
    - **Professor Sabrina LIN**, Vice-President for Institutional Advancement, The Hong Kong University of Science and Technology  
    - **President and Vice-Chancellor Xiang ZHANG**, The University of Hong Kong  
  - **Asia-Pacific Women in Leadership (APWiL) Program** by:  
    - **Professor Sabrina LIN**, Vice-President for Institutional Advancement, The Hong Kong University of Science and Technology  
    - **Professor Jenny DIXON**, Deputy Vice-Chancellor (Strategic Engagement), The University of Auckland  
    - **Professor Kathy BELOV**, Pro-Vice Chancellor, Global Engagement, The University of Sydney  
    - **Professor Joanna REGULSKA**, Vice Provost and Associate Chancellor of Global Affairs, UC Davis  
  - **APEC University Leaders’ Forum (AULF)** by:  
    - **Rector Ennio VIVALDI VÉJAR**, University of Chile  
    - **Professor Eduardo VERA SOBRINO**, Director of International Relations Office, University of Chile |
| 6:00 p.m. - 8:30 p.m. | **UCLA Centennial Dinner**  
Centennial Ballroom C & D, Level One, Luskin Conference Center |
## JUNE 25 | TUESDAY

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY &amp; VENUE</th>
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</table>
| 7:30 a.m. - 8:30 a.m. | Asia-Pacific Women in Leadership (APWiL) Program Breakfast Meeting *(by invitation)*  
Artistry Room, Level Two, Luskin Conference Center |
| 9:00 a.m.          | Meeting Starts  
Centennial Ballroom C & D, Level One, Luskin Conference Center |
| 9:05 a.m. - 10:00 a.m. | Keynote Address III: Different Migration Policies Around the World  
Centennial Ballroom C & D, Level One, Luskin Conference Center  
*Immigration brings benefits, and it poses problems. The resulting controversies are playing out differently around the world, because countries differ greatly in their opportunities, cultures, receptivities, demographics, histories, and geographic exposures for immigration. Of course every country is different, and no country is a good model for the USA, but are there any things that we can learn from other countries about what to do, and about what not to do?*  
Keynote Speaker: Dr. Jared DIAMOND, Professor of Geography, UCLA  
Chair: Professor Gail KLIGMAN, Distinguished Professor of Sociology and Associate Vice Provost, International Institute, UCLA  
Moderators: UCLA Chancellor Gene BLOCK, APRU Chair  
Professor Cindy Fan, Vice Provost for International Studies and Global Engagement, UCLA |
| 10:00 a.m. - 10:30 a.m. | Coffee Break |
| 10:30 a.m. - 11:45 a.m. | Presidential Forum – University Leadership and Diversity  
Centennial Ballroom C & D, Level One, Luskin Conference Center  
*University presidents are invited to share their experiences and strategies to diversify the pipeline of higher education leadership, focusing on developing leaders with international and immigrant backgrounds, fostering their aspirations to leadership.*  
Moderator: Yojana SHARMA, Asia Editor, University World News  
Panelists: President Bundhit EUA-ARPORN, Chulalongkorn University (absent with apologies)  
Rector David GARZA, Tecnológico de Monterrey  
Vice-Chancellor and Principal Michael SPENCE, The University of Sydney  
President Ana Mari CAUCE, University of Washington |
| 11:45 a.m. - 12:15 p.m. | Business Session  
Centennial Ballroom C & D, Level One, Luskin Conference Center  
- Election of Steering Committee 2019  
- Presidential Statement: Universities in an Age of Global Migrations – APRU Commitment to Action  
- Invitation to Senior International Leaders’ Meeting 2019 by President and Vice-Chancellor Santa ONO, The University of British Columbia  
- Invitation to Annual Presidents’ Meeting 2020 by President and Vice-Chancellor Xiang ZHANG and Professor Norman TIEN, Vice President and Pro-Vice-Chancellor (Institutional Advancement), The University of Hong Kong  
- Thank you and Farewell |
| 12:15 p.m. - 1:30 p.m. | Lunch  
Centennial Terrace, Level Three, Luskin Conference Center |
| 1:30 p.m. - 2:30 p.m. | Steering Committee Meeting *(for Steering Committee Members)*  
Collaboration Boardroom, Level Two, Luskin Conference Center |
## LIST OF PRESIDENTS

(in alphabetical order by name of university)

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Title</th>
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<tbody>
<tr>
<td>Professor Gene D. BLOCK</td>
<td>UCLA (Host)</td>
<td>Chancellor and APRU Chair</td>
</tr>
<tr>
<td>Professor Thomas ROSENBAUM</td>
<td>California Institute of Technology</td>
<td>President</td>
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<tr>
<td>Professor Nikita Yu. ANISIMOV</td>
<td>Far Eastern Federal University</td>
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<td>Korea University</td>
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<td>Professor Hong HOCHENG</td>
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<td>Professor David GARZA</td>
<td>Tecnológico de Monterrey</td>
<td>Rector</td>
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<td>Professor Gary S. MAY</td>
<td>UC Davis</td>
<td>Chancellor</td>
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<td>Professor Howard GILLMAN</td>
<td>UC Irvine</td>
<td>Chancellor</td>
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<tr>
<td>Professor Pradeep K. KHOSLA</td>
<td>UC San Diego</td>
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<tr>
<td>Professor Henry T. YANG</td>
<td>UC Santa Barbara</td>
<td>Chancellor</td>
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<td>Professor Ennio VIVALDI VÉJAR</td>
<td>University of Chile</td>
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<tr>
<td>Dr. David LASSNER</td>
<td>University of Hawaiʻi</td>
<td>President</td>
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<tr>
<td>Professor Abdul Rahim HASHIM</td>
<td>University of Malaya</td>
<td>Vice-Chancellor</td>
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<tr>
<td>Professor Michael H. SCHILL</td>
<td>University of Oregon</td>
<td>President</td>
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<tr>
<td>Professor Ana Mari CAUCE</td>
<td>University of Washington</td>
<td>President</td>
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<tr>
<td>Professor Ian JACOBS</td>
<td>UNSW Sydney</td>
<td>President and Vice-Chancellor</td>
</tr>
<tr>
<td>Professor Aji TANAKA</td>
<td>Waseda University</td>
<td>President</td>
</tr>
<tr>
<td>Professor Yong-Hak KIM</td>
<td>Yonsei University</td>
<td>President</td>
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# LIST OF UNIVERSITY DELEGATES

(in alphabetical order by name of university)

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Position</th>
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<tbody>
<tr>
<td>Dr. Natcha THAWESAENGSKULTHAI</td>
<td>Chulalongkorn University</td>
<td>Vice President for Innovation and New Developments</td>
</tr>
<tr>
<td>Professor Victoria PANOVA</td>
<td>Far Eastern Federal University</td>
<td>Vice-President for International Relations</td>
</tr>
<tr>
<td>Ms. Ann TANG</td>
<td>Fudan University</td>
<td>Deputy Director International</td>
</tr>
<tr>
<td>Ms. Mary GU</td>
<td>Fudan University</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Professor Tojiro Aoyama</td>
<td>Keio University</td>
<td>Provost</td>
</tr>
<tr>
<td>Professor Jiro Kokuryo</td>
<td>Keio University</td>
<td>Vice-President for International Collaboration</td>
</tr>
<tr>
<td>Mrs. Hideko Sumita</td>
<td>Keio University</td>
<td>Director, Global Engagement Office</td>
</tr>
<tr>
<td>Professor Jung Ho Kim</td>
<td>Korea University</td>
<td>Vice President, International Affairs</td>
</tr>
<tr>
<td>Mr. D’Arcy Drachenberg</td>
<td>Korea University</td>
<td>Assistant Director, International Cooperation</td>
</tr>
<tr>
<td>Mr. Jae Hwee Kim</td>
<td>Korea University</td>
<td>Assistant Manager</td>
</tr>
<tr>
<td>Professor Hideki Kasuya</td>
<td>Nagoya University</td>
<td>Professor, Presidential Advisor</td>
</tr>
<tr>
<td>Professor Jiro Takai</td>
<td>Nagoya University</td>
<td>Dean of Graduate School of Education and Human Development</td>
</tr>
<tr>
<td>Professor Tan Zhemin</td>
<td>Nanjing University</td>
<td>Executive Vice President</td>
</tr>
<tr>
<td>Professor Pu Lijie</td>
<td>Nanjing University</td>
<td>Associate Vice President</td>
</tr>
<tr>
<td>Ms. Hu Jie</td>
<td>Nanjing University</td>
<td>Deputy Director, Office of International Cooperation and Exchanges</td>
</tr>
<tr>
<td>Professor Alan K.L. Chan</td>
<td>Nanyang Technological University, Singapore</td>
<td>Vice President (Alumni and Advancement)</td>
</tr>
<tr>
<td>Mr. Daryl Gomes</td>
<td>Nanyang Technological University, Singapore</td>
<td>Manager, International Affairs</td>
</tr>
<tr>
<td>Professor Chiapei Chou</td>
<td>National Taiwan University</td>
<td>Executive Vice President</td>
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<tr>
<td>Professor Ta-Jen Yen</td>
<td>National Tsing Hua University</td>
<td>Vice President for Global Affairs</td>
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<tr>
<td>Professor Reuben Wong</td>
<td>National University of Singapore</td>
<td>Academic Director, Global Relations Office</td>
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<tr>
<td>Ms. Krystin Kee</td>
<td>National University of Singapore</td>
<td>Deputy Director, NUS Global Relations Office</td>
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<tr>
<td>Ms. Linda Cheng</td>
<td>National University of Singapore</td>
<td>Assistant Manager, Global Relations Office</td>
</tr>
<tr>
<td>Professor Genta Kawahara</td>
<td>Osaka University</td>
<td>Executive Vice President of Global Engagement and Student Support</td>
</tr>
<tr>
<td>Professor Masahito Taya</td>
<td>Osaka University</td>
<td>Regional Director, Osaka University North American Center for Academic Initiatives</td>
</tr>
<tr>
<td>Ms. Junko Kimura</td>
<td>Osaka University</td>
<td>Assistant Professor</td>
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<tr>
<td>Professor Wang Bo</td>
<td>Peking University</td>
<td>Vice President</td>
</tr>
<tr>
<td>Mr. Li Yuning</td>
<td>Peking University</td>
<td>Secretary-General, Peking University Education Foundation</td>
</tr>
<tr>
<td>Mr. Cui Zhe</td>
<td>Peking University</td>
<td>Deputy Chief, Division for Exchange Programs, Office of International Relations</td>
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<td>Name</td>
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<tr>
<td>Professor Kwang-Jae KIM</td>
<td>POSTECH</td>
<td>Vice President of Planning</td>
</tr>
<tr>
<td>Ms. Hyoeun PARK</td>
<td>POSTECH</td>
<td>Director, International Relations</td>
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<td>Mr. Kiljong YOO</td>
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<td>Seoul National University</td>
<td>Manager</td>
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<td>Mr. Hyunjin JO</td>
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<td>Dr. José Manuel PÁEZ</td>
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<tr>
<td>Mr. Paul HARRIS</td>
<td>The Australian National University</td>
<td>Director, North America Liaison Office</td>
</tr>
<tr>
<td>Professor Suk Ying WONG</td>
<td>The Chinese University of Hong Kong</td>
<td>Associate Vice-President</td>
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<tr>
<td>Ms. Shally FAN</td>
<td>The Chinese University of Hong Kong</td>
<td>Director of Academic Links</td>
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<tr>
<td>Professor Sabrina LIN</td>
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<tr>
<td>Ms. Deborah McALLISTER</td>
<td>The University of Auckland</td>
<td>International Networks Manager</td>
</tr>
<tr>
<td>Professor Murali CHANDRASHEKARAN</td>
<td>The University of British Columbia</td>
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