

## Transcript:

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1 S: ...So interesting perspective here. And, maybe that will inform some of our  
 2 discussion. We won't get into some of the tougher issues about globalization. I think  
 3 there has been pretty wide spread agreement that the world is globalizing, higher  
 4 education is globalizing, technology is the major force. What are some of the tough  
 5 issues, one of them is democracy. And I was struggled yesterday in the presentation  
 6 about, by, a video of a Berkeley professor talking about a student from a  
 7 non-democratic country being shocked at having freedom of choice. So that sort of  
 8 positive side of this. I mean, on our website today, we have a story about a Russian  
 9 university that has partnerships with many American universities, that yesterday  
 10 fired a professor, because he wrote an article, saying that the invasion of Crimea was  
 11 not justified. And many American universities have had controversies over setting  
 12 branch campuses in countries that maybe aren't democratic. So, I want to turn to  
 13 this group and ask you, what does democracy have anything to do with it? Should  
 14 the goal of globalization of American higher education be to promote democracy?  
 15 Should American Council of Universities be aware of connections to countries that  
 16 don't share our values of free speech?

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18 D: Well, I think democracy has a huge amount to do [with] as it is one of the most  
 19 important pieces of American values. At Rice is that we kind of define the Rice  
 20 aspiration globally and internationally. One of the things we said is we want to be a  
 21 distinctive American university. That means, taking those values wherever we go.  
 22 And I think building on what both [F] said and [B] said this chance that we've done so  
 23 well with and for so long in terms of educating the future leaders in the world, we  
 24 want to educate those leaders in among other things, like values of democracy. I  
 25 think the big challenge has come for those universities who so far have, not included  
 26 Rice, which is not merely the partner with foreign universities, but perhaps  
 27 established foreign branches and joint adventures under the regulatory regimes of  
 28 those countries. And I think that initiative has to be taken very seriously. I wouldn't  
 29 say really about right answer there is, but we have to reflect carefully about what  
 30 does it mean when we engaging those adventures and are we willing to adopt,  
 31 perhaps at different set of constraints, and will it be willing to adopt in the United  
 32 States.

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34 N: I agree, it's a real concern, and clearly has been a concern that has lingered and a  
 35 lot of different experiments that has been taken place, whether in Gulf or in China,  
 36 in Singapore, as the faculty Yale may clear, and, of course, Russia as the primary  
 37 example. But on the other hand, I think we have be careful, because on the one  
 38 hand, we want to preserve our principles of academic freedom, and we want to  
 39 maintain the relationship that the kind of education we offer has to a more  
 40 globalized version of democracy, civil society, freedom of expression, and so on so

41 forth. If we are too “pure”, we might actually lose opportunities to do things that  
42 would be enormously valuable. So I think that what we have to do is find the balance,  
43 but maintain a very virtually relationship to the context which we operate. And be  
44 clear about what is acceptable, what is tolerable, what actually would make it  
45 impossible to continue whatever that will be, and I will be happy to talk about  
46 different particular examples that I have...

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48 J: ...I come at this from a slightly different perspective...I start from the primmest at  
49 education is actually keyed to democracy. If you look at the day, or last decades, you  
50 will find almost no country with very low education system and stable democracy. I  
51 think it is absolutely crucial to do what’s possible to increase educational levels... I  
52 think we should stay cognize of pipeline to higher education. Right now, there are  
53 tens of millions of students who have no formal education whatsoever. So thinking  
54 about what a school of education can do internationally, I think one of the things  
55 that we need to be focused on is how can we create capacity in developing countries,  
56 and even work in the countries are not yet democratic, and looking for points of  
57 entries in those countries to help build their capacity.