May 30, 2008

His Worship, Mayor Fred Eisenberger
Mayor, City of Hamilton
77 James Street North
Hamilton, Ontario  L8R 2K3

Dear Mayor Eisenberger:

China is the world’s fastest growing world economic power. It has joined the World Trade Organization, developed a space program and contributes aid to developing nations in Africa, Asia and South and Central America. With a diverse population of over one billion people and a history of over 4,000 years, China seeks to share its rich cultural heritage with the rest of the world.

Meanwhile, McMaster University has entered into a growing number of institutional linkages and externally funded international projects and programs.

The Confucius Institute Project is an initiative of the Chinese government to foster friendly relations with other countries and to enhance understanding of the Chinese culture, language and business around the world. Dozens of Confucius Institute projects have already been established around the world, including three in Canada: the University of British Columbia in Vancouver, Dawson College in Montreal and the University of New Brunswick in Fredericton.

McMaster University is proposing to the Chinese government that a Confucius Institute for Culture, Language and Business be established here in Hamilton within McMaster’s Faculty of Humanities. This exciting initiative would provide training to the McMaster community, the Greater Toronto area and elsewhere in Ontario.

Aside from being adjacent to the largest contingent of Chinese Canadians in the country, McMaster and Hamilton are close to the US border and a cluster of universities in the north-eastern USA which would facilitate a high level of cross-border collaboration on academic and training matters.

An endorsement of support from the City of Hamilton as the proposed host city would be a most helpful and a much appreciated gesture.

No request for a financial contribution is being made of the City of Hamilton in connection with this initiative, simply an official endorsement of support. Needed financial and human resources are provided for by the partners themselves.
For your information, a full information package is enclosed. If you or members of Council should require further information, Mr. Luke Chan, Associate Vice President of International Affairs at McMaster (905-525-9140 ext.24636) or Brian Kelly, Senior Advisor, Government Relations (ext. 21321) are available to assist.

With warm personal regards,

Yours sincerely,

[Signature]

Peter George

Encl.
Proposal to Establish
The
"Confucius Institute for Culture, Language and Business"
At
McMaster University
(Hamilton, Ontario, Canada)
Background

China is the world’s fastest growing economy and is undergoing a transformation that has made it a global economic power. China has joined the WTO, achieved a strong space program, and contributed aid to developing nations in Africa, Asia, Central and South America. Economic and political power has enabled China to branch out from its own borders to work cooperatively on economic ventures in other countries and continents.

Only recently, however, has the rest of the world begun to appreciate the rich cultural mosaic that is modern-day China. There is a growing appreciation of a country that has a rich history of over 4,000 years, a diverse and multi-ethnic population of over 1 billion people, and dynamic urban centres of cultural production. China has also opened its boarders to world tourism and enthusiastically shares its rich cultural heritage for the world to enjoy and experience.

This proposal seeks to build upon this important aspect of the new China – namely to engage in rich cultural exchanges so as to educate the world about the cultural as well as economic dimensions of this emerging world power. Given the fast pace of change in the geopolitical, economic and cultural landscape and the need for mutual engagement, interaction, and understanding, it is essential that we provide appropriate fora for discussion, research, and learning for those who will be engaged in the international field. The proposal addresses this need by proposing a unique Confucius Institute for Culture, Language and Business at McMaster University. This exciting initiative would provide training to the McMaster community, Hamilton Census Metropolitan Area (CMA), including Burlington, and the Greater Toronto Area, and even further beyond to the province of Ontario.

McMaster constitutes an ideal university setting for the proposed Confucius Institute. First, it is located proximate to the largest concentration of Chinese-Canadians in Canada. Second, being close to the American border and the cluster of major North-Eastern American universities and businesses provides an ideal opportunity for cross-border collaboration and synergies. Third, McMaster is world-renown for its innovative undergraduate pedagogies, something that would provide added excitement to the programs supported by the Confucius Institute. Finally, McMaster’s rich history of expertise in Globalization studies its large network of partners around the globe makes it a natural choice for the exchange of cultural legacies between two countries that each have an important role to play in international affairs.
The Chinese Community in Canada

Canadians of Chinese origin make up the largest non-European ethnic origin in Canada. In fact, the Chinese community is the 3rd largest of any ethnic origin in Canada other than English or French. In 2006, there were just over 1.3 million people of Chinese origin living in Canada. That year, they represented approximately 4.3% of the total Canadian population.1

**Table 1**
Selected ethnic groups in Canada, other than English, French and Canadian, 2006

<table>
<thead>
<tr>
<th></th>
<th>Total population (in thousands)</th>
<th>Single responses (in thousands)</th>
<th>Multiple responses (in thousands)</th>
<th>As a percentage of the total Canadian population (31,241,030)</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Isles origins (England, Scotland, Ireland, etc.)</td>
<td>11,098.6</td>
<td>2,548.3</td>
<td>8,550.3</td>
<td>36.0%</td>
</tr>
<tr>
<td>French origins</td>
<td>5,000.4</td>
<td>3,743.4</td>
<td>1,257.0</td>
<td>16%</td>
</tr>
<tr>
<td>German</td>
<td>3,179.4</td>
<td>670.6</td>
<td>2,508.8</td>
<td>10%</td>
</tr>
<tr>
<td>Italian</td>
<td>1,445.3</td>
<td>741.0</td>
<td>704.3</td>
<td>4.6%</td>
</tr>
<tr>
<td>Chinese</td>
<td>1,346.5</td>
<td>1,135.4</td>
<td>211.1</td>
<td>4.3%</td>
</tr>
<tr>
<td>South Asian (India, Bangladesh, Sri Lanka, etc.)</td>
<td>1,316.7</td>
<td>1,089.1</td>
<td>227.6</td>
<td>4.2%</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>1,209.0</td>
<td>908.5</td>
<td>300.6</td>
<td>3.9%</td>
</tr>
<tr>
<td>Dutch</td>
<td>1,036.0</td>
<td>732.6</td>
<td>303.4</td>
<td>3.3%</td>
</tr>
<tr>
<td>Polish</td>
<td>984.6</td>
<td>715.2</td>
<td>269.4</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

**Source:** Statistics Canada, 2006 Census of Canada.

Chinese (Mandarin and Cantonese) is the fourth most spoken language in Canada after English, French and Italian. Among foreign-born immigrants Chinese is by far the most prevalent language among non-official language speakers (English and French). 19% of foreign-born immigrants who do not have English or French as a first language report Chinese as their first language. The next closest language is Italian with a percentage of 6.6%.2

The Chinese community in Canada is also growing considerably faster than the overall population. Between 1996 and 2006, for example, the number of people who said they had Chinese origins rose by 46%, while the overall population grew by 9.5% (see Table 2 below).

**Table 2**

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2001</th>
<th>1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>1,346,510</td>
<td>1,094,700</td>
<td>921,585</td>
</tr>
<tr>
<td>Canadian Total</td>
<td>31,241,030</td>
<td>29,639,035</td>
<td>28,528,125</td>
</tr>
</tbody>
</table>
The Chinese community in Canada is highly concentrated in Ontario and British Columbia. In 2006, 80% of people who reported Chinese origin lived in one of these two provinces. Ontario was home to 48%, while another 34% lived in British Columbia.

That year, there were over 644,000 people of Chinese origin living in Ontario, while another 432,000 resided in British Columbia.

Table 3
The Chinese population in Canada, by province and territory, 2006

<table>
<thead>
<tr>
<th>Province and Territory</th>
<th>Total Chinese population (in thousands)</th>
<th>As a percentage of the provincial/territorial population</th>
<th>As a percentage of the total Chinese population in Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland and Labrador</td>
<td>1.65</td>
<td>0.33</td>
<td>0.12</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>0.30</td>
<td>0.22</td>
<td>0.02</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>5.14</td>
<td>0.57</td>
<td>0.38</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>2.90</td>
<td>0.40</td>
<td>0.22</td>
</tr>
<tr>
<td>Quebec</td>
<td>91.90</td>
<td>1.24</td>
<td>6.83</td>
</tr>
<tr>
<td>Ontario</td>
<td>644.46</td>
<td>5.36</td>
<td>47.86</td>
</tr>
<tr>
<td>Manitoba</td>
<td>17.93</td>
<td>1.58</td>
<td>1.33</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>11.10</td>
<td>1.16</td>
<td>0.82</td>
</tr>
<tr>
<td>Alberta</td>
<td>137.60</td>
<td>4.23</td>
<td>10.22</td>
</tr>
<tr>
<td>British Columbia</td>
<td>432.44</td>
<td>10.61</td>
<td>32.12</td>
</tr>
<tr>
<td>Yukon</td>
<td>0.54</td>
<td>1.79</td>
<td>0.04</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>0.47</td>
<td>1.14</td>
<td>0.03</td>
</tr>
<tr>
<td>Nunavut</td>
<td>0.08</td>
<td>0.27</td>
<td>0.00</td>
</tr>
<tr>
<td>Canada</td>
<td>1346.51</td>
<td>[4.3]</td>
<td>100.0</td>
</tr>
</tbody>
</table>


The large majority of Canadians of Chinese origin live within the Greater Toronto Area (GTA), Hamilton Census Metropolitan Areas and Vancouver Census Metropolitan Areas (CMAs). In 2006, 71% of all Chinese people lived within three urban areas. That year, the Toronto-Hamilton corridor (see Figure 1 below) was home to 550,000 Chinese Canadians, while another 402,000 lived in Vancouver. The Chinese community represents a significant proportion of the total population of these areas.

The trend for Chinese people to concentrate in Toronto-Hamilton-Niagara corridor and Vancouver is also likely to continue into the future as recent Chinese immigrants continue to
settle in these three metropolitan areas. For example, Greater Toronto Area, Hamilton and Vancouver CMAs accounted for over 80% of the growth of the Chinese population in Canada between 1996 and 2006.

**Figure 1** Map of Golden Horseshoe in Southern Ontario

The Toronto-Hamilton-Niagara corridor is the most heavily populated and developed core of the broader area known as the Golden Horseshoe (see Figure 1 above). There is a high rate of growth of the Chinese population in the Golden Horseshoe and moreover the rate of growth increases as one moves west from Toronto to Hamilton and Niagara. Growth rates from the 1996 and 2006 Census under the Visible Minority category show this pattern of growth clearly: Toronto's Chinese community's growth between 1996 to 2006 was 45%, Mississauga's 37%, Oakville's 61%, Burlington's 78% and Hamilton's 64%. An even more dramatic illustration of this pattern can be seen if one compares the rate of growth of the Chinese population in Hamilton and Toronto as measured in the Ethnic Origin category in 1996 Census and 2006 Census. The GTA (Greater Toronto Area) experienced growth of 45%, however, in the same time period in the Hamilton CMA (Census Metropolitan Area, including Burlington), the growth of Chinese population was an astounding 144%.

McMaster University is at the epicenter for migration and is certainly the leader in higher education and research. The creation of the Confucius Institute for Culture, Language and Business at McMaster is ideal as it will be at the heart of a largely under serviced population. For instance the city of Toronto is saturated with privately and publicly funded language schools. However, municipalities along the Golden Horseshoe are seeing growth in its population including being the choice for settlement. Preliminary review of programs being offered for language, culture and training for SMEs indicate that the demand is not being met. Additionally, as these areas experience rapid growth the filling of this void in teaching and training in Chinese culture, language and business will be critical for the development of
a well integrated population. These growth patterns coupled with the under-represented need for Chinese cultural services in the Hamilton area clearly represent an opportunity.

McMaster University

History and Structure of the University

McMaster University is the outgrowth of educational work initiated by Baptists in central Canada as early as the 1830's. Named after Senator William McMaster (1811-1887), who bequeathed substantial funds to endow "a Christian school of learning", the University was incorporated under the terms of an act of the Legislative Assembly of Ontario in 1887. The new University, housed in McMaster Hall in Toronto, offered courses in arts and theology. Degree programs began in 1890, with degrees first being conferred in 1894.

In 1930 the University moved from Toronto to Hamilton, just 40 miles west of Toronto. The University's lands and new buildings were secured through gifts from graduates, members of the churches of the Baptist Convention of Ontario and Quebec, and citizens of Hamilton. In 1957, the University became a non-denominational institution. The historic Baptist connection was continued through the separate incorporation and affiliation of a theological school, McMaster Divinity College.

The Arms of the University

By the McMaster Act of 1968-69, McMaster University expanded dramatically, and the University was organized into the Divisions of Arts, Science, and Health Sciences each headed by a vice-president (academic). In 1974, as the University added more programs to become a comprehensive medical-doctoral university, the divisional structure was replaced by faculties of Business, Engineering, Health Sciences, Humanities, Science, and Social Sciences. Each faculty is under the leadership of a Dean.

The University Corporation consists of up to thirty-seven governors. Academic work is under the direction of the University Senate, which is made up of representatives of the teaching and administrative staff, Governors, student body, and Alumni. The University is financed by means of annual grants from the Government of Canada, the Province of Ontario, the Hamilton-Wentworth Region, the City of Hamilton, and by endowment income, gifts, and fees.
Provincial Importance and International Status

McMaster University is a major Canadian University with a prominent medical school and comprehensive graduate programs across the disciplines. McMaster University is located in Hamilton, Canada’s ninth largest city. Within Hamilton, the University is the fifth largest employer, with more than 7,300 employees (November 2006). As such it benefits economic growth in the community. McMaster University is the major knowledge generator in the Hamilton region, providing both the human capital and the research output necessary to help fuel the region’s economy.

McMaster also boasts a large, diverse and expanding undergraduate and postgraduate student population of over 20,000 students. More than 60% of these students come from outside Hamilton, mostly from the Greater Toronto Area.

McMaster’s reputation is truly international in scope and recognition. It has been recognized as one of the Top 100 research universities in the world by Shanghai Jiaotong University’s Academic Ranking of World Universities (2007). The Times Higher Education Supplement ranked McMaster University in the top 200 Universities worldwide (World University Ranking, 2004). Amongst Canadian Universities, McMaster has been ranked consistently as the nation’s “most innovative” in the medical-doctoral category (Maclean’s Magazine). The research output of its faculty members was recognized when Research InfoSource ranked it as the Canadian “Research University of the Year” (2004).

The Faculty of Humanities at McMaster

At McMaster we believe in providing an academically rich and rigorous education that prepares our students for careers after graduation and for life-long learning. In Humanities, students acquire the critical thinking, communication and reasoning skills that are essential in today’s global knowledge society. Our faculty members are outstanding teachers and dedicated scholars on the cutting edge of their disciplines. With their guidance, students discover the cultures, traditions and languages of other peoples, places and times; achieve an understanding of how and why aspects of our society developed the way they did; realize their artistic and creative talents; and develop the ability to analyze problems and come up with imaginative solutions.


Additionally, Minors are available in Ancient Greek, Archeology, German, Italian, Japanese Studies, Latin, and Hispanic Studies.

Graduate programs are offered in Classics, English, History, Philosophy (M.A. and Ph.D.) and French (M.A.).
The Faculty also plays an important role in McMaster’s interdisciplinary M.A. in Globalization Studies.

Liberal Arts for the 21st Century

The Liberal Arts lie at the heart of any great university. And McMaster is no exception. The first programs offered at the university were offered in the liberal arts, and the University has dedicated itself to renewing the excellence in scholarship and teaching in this area through a new initiative entitled: Liberal Arts for the 21st Century. This bold initiative seeks to ‘globalize’ the study of the liberal arts through innovative teaching, international exchanges and a broadening of its undergraduate curriculum by offering non-Western languages, history, philosophy, and culture.

McMaster’s Faculty of Humanities is dedicated to cultivating a research-intensive environment to promote humanistic inquiry and exchange by supporting innovative scholarly projects and by creating opportunities for interaction among scholars, students and lifelong learners. In light of McMaster’s desire to globalize its undergraduate curriculum, we are developing a signature Liberal Arts building to accommodate the growth of humanities and social sciences. The following are key themes in redefining the liberal arts education at McMaster:

- Centre for Global Citizenship and Culture
- Wilson Institute for Globalizing Canadian History
- International Language Learning Commons
- Humanities and Social Sciences Research Institute

New Liberal Arts Building at McMaster University

The new "Liberal Arts for the 21st Century" building will provide much needed new space for current and new undergraduate, graduate and research programs in the humanities and social sciences. The Liberal Arts building will include inspiring, state-of-the-art lecture, meeting and study space equipped with the most advanced technology. It will be home to collaborative programs, centres and institutes, such as the international partnership to establish the Confucius Institute.

- Centre for Global Citizenship and Culture

_Inspiring Innovation_, the central document of McMaster University’s ongoing campaign, speaks to the desire for McMaster to become a ‘global’ university. We strongly support this goal. Our programs have always intersected globally, exploring diverse cultures and literatures, foreign languages, and historical periods. As a national leader and champion in the liberal arts, we also have an international profile in globalization through, for example, our endowed chairs in Communications, in Globalization, History, Cultural Studies, and Peace Studies.

Following on this tradition, we are excited about the establishment of a new Centre for Global Citizenship and Culture. The Centre would enhance our
interdisciplinary programs, as well as support the endowed Chair in Global Islam. The Centre would also include an international opportunities office for undergraduate students to engage in an expanded program of international internships and other experiential learning outside of Canada.

The Centre complements our vision of the proposed Wilson Institute for Canadian History, which seeks to globalize the study of our nation’s past.

- Wilson Institute for Canadian History

McMaster University’s goal is to become a centre of excellence for the rethinking of Canadian history through an Institute that trains a new generation of historians to think about Canada as having a distinct and important role in the global community. The L.R. Wilson Institute for Canadian History will have as its mission the rethinking and reconfiguring of the history of Canada for the 21st century.

The Institute will train the next generation of historians to “globalize” Canadian history. That generation will go well beyond a “Canada in world affairs” approach, but study and teach others about Canada’s interaction with the rest of the world in terms of, to take just a few examples, international migration, diaspora politics, civil society, world health, welfare and educational institutions, and global finance and trade. The Institute will enhance McMaster’s established reputation as a centre of scholars interested in the processes of globalization and make exciting new work accessible to Canadians generally. We anticipate exchanges where history professors will go abroad and teach Canadian history in China and elsewhere, while Chinese professors of history come to McMaster University and teach courses on the rich history of China and East Asia.

- International Language Learning Commons

Global Citizenship and the understanding of diverse cultures around the world can only be achieved through inter-cultural communication. Educating our students means providing them with the skills to understand and respect linguistic diversity, teaching them methods of cultural mediation and building their knowledge of other cultures, histories and geographies. Languages are an integral part of human communication on a more global scale and fundamental to promoting international understanding.

It is one of our stated goals to expand our language offerings to offer, among other languages, Mandarin and Arabic. It is expected that they will become integral to our proposed Language Learning Commons which would enable language instruction and research across the university, by providing cutting-edge computer programs in language instruction and space for students to pursue self-directed learning. It would be a collaborative environment for the preparation of global citizens who can move with ease in a pluralistic and cosmopolitan world. The Language Learning Commons would also intersect with a state of the art Cognitive Science of
Language Laboratory which will study the acquisition of a second language from both cognitive and socio-cultural perspectives.

- Humanities and Social Sciences Research Institute

We propose a Humanities and Social Sciences Research Institute, one that will broaden the relevance of the Humanities and Social Sciences in contemporary life. As a promoter of informed debate on matters of public importance, a Humanities and Social Sciences Research Institute within the new Liberal Arts building will host public seminars, symposia and conferences. The Institute would bring academics, community leaders, students and public officials into dialogue around problems of local, national and international importance. The objective will be to build civic engagement and intellectual community.

The Institute would serve as an umbrella for a communal space where faculty and students could conduct conversations and research around designated themes. This will be done by promoting a trans-disciplinary conversation among historians, philosophers, and scholars of political science, literature, economics, religion, music, languages, cultural studies, art and all the media that contribute to the cultural universe we inhabit—not just within the University, but beyond the academic pale.

The DeGroote School of Business

The DeGroote School of Business has earned a strong reputation as a centre for academic excellence and innovation. An integral part of the School’s innovative culture is to focus on experiential learning that enables students to gain hands-on experience through Co-op work terms, internships and assignments that stimulate learning, and lead to personal development and discovery and enhance the students to function effectively very quickly after moving into their career paths.

As a pioneer in the creation of the Co-op MBA model of learning, the DeGroote School of Business is the premier Co-op MBA School in Canada. The School also offer full-time and part-time MBA options that meet the complex needs and learning styles of the leaders of tomorrow.

The same high standards that have built The DeGroote School of Business’s reputation as The Co-op MBA School also apply to the undergraduate internships. As a leader in creating the first formal Commerce Internship Program, McMaster University remains the largest in the country.

Strategy & Vision

The DeGroote School of Business is recognized as an international leader in innovative approaches to teaching, learning and service to the business community.
Through the identification of strategic priorities and execution of action plans, DeGroote will continue this legacy of excellence.

Our Mission

To pursue innovative excellence in management research, education and professional service; in an experiential learning environment within an international context.

Our Vision

To achieve international stature that enhances the global reputation of McMaster University for innovation through a synergy of excellent research, teaching and professional service.

Executive Education

The DeGroote School of Business provides Executive Education programs with focused leadership education and development programs for today’s business leaders. Programs deliver leading business concepts utilizing an experiential and innovative learning model.

The DeGroote Difference is that each executive course is designed to be instantly applicable in the individual’s day to day business life. The DeGroote School of Business arm’s the students and executives with the tools, knowledge and skills needed to confront the challenges of a complex business world. An award-winning faculty that combines real world business experience and academic research excellence provides in-class leadership. The students and executives provide the commitment to continuous learning and improvement.

Proposed trans-disciplinary “Confucius Institute for Culture, Language and Business” at McMaster

McMaster University proposes the creation of “Confucius Institute for Culture, Language and Business”. McMaster is one of the most innovative universities in Canada due mainly to its novel approach to teaching and learning. Problem based, self-directed learning in small group sessions has long been a way of life on our campus. Students are encouraged to explore trans-disciplinary interactions that facilitate new thought, ideas and knowledge. This type of learning environment is ideally suited for the Confucius Institute. The Institute will nurture a two way process of learning:

1. the study of Chinese thought, culture, language, and business applications and development; and,
2. exploring how we in North America may also examine North American issues and complex business development problems from a Chinese perspective.
In short, we propose a new paradigm to Chinese-Canadian relations in education, learning, and understanding, along with the opportunity to develop new approaches and practices in liberal arts and business throughout the education sector.

Confucius presented himself as a "transmitter who invented nothing." He put the greatest emphasis on the importance of study, and it is the Chinese character for study (or learning) that opens the text. In this respect, Confucius is considered by many Chinese people to be the Greatest Master. Far from trying to build a systematic theory of life and society or establish a formalism of rites, he wanted his disciples to think deeply for themselves and relentlessly study the outside world, mostly by studying the old scriptures and by relating the moral problems of the present to past political events (like the Annals) or past expressions of feelings by common people and reflective members of the elite (preserved in the poems of the Book of Odes). A similar common theme in the practice-of-learning is carried out at McMaster. A Confucius Institute at McMaster would be ideal to help foster new modes of learning and these approaches could be shared with the wider community.

An example of one of the deepest teachings of Confucius may have been the superiority of personal betterment over explicit rules of behaviour. The example is well suited for case study at McMaster in its programs in Social Sciences, Humanities, Business, Health Sciences, Science and Engineering. Because his moral teachings emphasize self-cultivation, the emulation of moral pillars, and the attainment of skilled judgment rather than a simple knowledge of rules, Confucius’ ethics may be considered a type of high caliber ethics. His teachings rarely rely on reasoned argument: ethical ideals and methods are conveyed more indirectly, through allusions, innuendo, and even tautology. Similar approaches to learning and research are encouraged at McMaster through critical thinking, self-directed learning and addressing complex issues in trans-disciplinary approaches. Confucianism can be considered an ethical system and it is one that can provide ethical presuppositions for business. As such, it would be appropriate to introduce an elective course that deals entirely with Confucius’ ethics to the DeGroote School of Business’ specialized Masters Program in Transformational Leadership. As a result, Confucianism would be a guiding principle for the students in this program.

A good example of Confucius’ teaching is found in this famous anecdote:

厩焚。子退朝，曰：‘伤人乎?’不问马。

*When the stables were burnt down, on returning from court, Confucius said, "Was anyone hurt?"

He did not ask about the horses.*

*Ancients X.11, tr. A. Waley*

This example provides an insight into the different ways in which simple and complex issues may be considered. For instance, in the time of Confucius, horses cost 10 times more than the stablemen who looked after them. By not asking about the horses, Confucius demonstrates that a sage values human beings over property - readers of this lesson should reflect on whether their own response would be to follow Confucius and pursue ethical self-improvement, or to take an alternative secular course of action.
Confucius’ approach, serves as a model for critical self-examination and deeper thought.

Perhaps his most famous teaching was the Golden Rule, which Confucius states in the negative:

子貢問曰, 有一言, 而可以終身行之者乎。子曰, 其恕乎, 己所不欲, 勿施於人。

Adept Kung asked: "Is there any one word that could guide a person throughout life?"
The Master replied: "How about 'shu': never impose on others what you would not choose for yourself?"

*Analects* XV.24, tr. David Hinton

A “Confucius Institute for Culture, Language and Business” at McMaster University would create new opportunities for learning and applied thought. A unique trans-disciplinary environment (building on the McMaster model) will allow for new developments and avenues to explore alternative view points or approaches. A partnership with a university in China - *Beijing Language and Culture University* - and guidance from the Confucius Institute in Beijing will help to foster direct and applied collaboration in a truly trans-disciplinary and trans-national environment. This will lead to a dissemination of learning and teaching approaches, cultural, language and business experiences within McMaster University and to the surrounding communities of the Golden Horseshoe Area.

The Confucius Institute Can Encourage the Application of Chinese/Canadian Thought to:

- Religious studies and the understanding of diversity
- Language, history and cultural interchanges
- The examination of culture using a Western/Eastern non-traditional approach
- Growth, application and commercialization of innovative science and technology through better understanding of East-West business practices
- Support SMEs in the understanding of business and social development in a rapidly changing and global environment.
- Commerce, M.B.A. programs and understanding Business ethics, leadership and innovation.

The Confucius Institute (Beijing), our partner (Beijing Language and Culture University), and McMaster combined, have considerable expertise in the areas listed above, and are all well-known for their contributions to innovative learning techniques. Given the current level of expertise and interest among the partners, we propose to focus our commitment to trans-disciplinary approaches on a better understanding of Chinese-Canadian culture, language and business development. Our group of researchers are convinced that a “Confucius Institute for Culture, Language and Business” at McMaster will provide the necessary environment for the development of new thought and new approaches to various issues, and, ideally, will
lead the way to greater collaboration and understanding between Canada and China in a number of fields.

Level of Activities, Output and Impact Based on the Above Thematic Areas:

Activities

- Regular workshops culminating in an annual conference
- Transfer of knowledge from China to Canada and Canada to China, sharing of culture, language and business practices
- Facilitation and promotion of the exchange of faculty and students between China and Canada, including the creation of a study abroad program or student internship program
- Development of training programs, which will be trans-disciplinary in nature (to include both short-term and credit-based programming). These training programs would include specialized training of SMEs
- Applied trans-disciplinary research on issues based in the Chinese/Canadian context
- Provision of a support group and think-tank for policy makers, business and community leaders including future users of research and knowledge
- Publication of regular study findings in peer reviewed and other mainstream journals.

Output

- Sharing of research, educational models and learning techniques with bi-lateral partners and other participants as the workshops and annual conferences expand
- New research carried out using trans-disciplinary approaches and new understanding of issues through the Confucius Institute
- Development of new and innovative learning tools to better understand global issues and Chinese/Canadian issues in a global and national context
- Sharing of Confucius' teachings and applications with educators and sector experts such as business leaders, government officials, educators, etc., within the Greater Golden Horseshoe Area
- New graduates with skills which are trans-disciplinary in approaches to resolving and understanding issues using Confucius learning tools
- Better understanding of Chinese and Canadian issues by new graduates who will be entering the workforce.

Impact

- Overall better understanding of knowledge of culture, language, business between Canada and China
- Cross-cultural understanding of international, national and global issues
- Improved development of educational material including scientific findings in Canada and China
- Implementation of shared policies in a renewed geopolitical and economic environment of understanding and appreciation.
Examples of Trans-disciplinary Interactions at the Confucius Institute

- Cultural, history and language development (comparative understanding based on ancient and modern civilizations and progress in the future as nations become more integrated)
- Understanding of business development (take trans-disciplinary approaches to changing business environments related to rapid development of regions)
- Political and population development (planning and governmental approaches to regional and global growth)
- Scientific and technological development (fostering partnerships for the education and business sector).
- Faculty and Research development through Faculty exchanges, opportunities for collaborative work and grant proposals and cross-cultural data exchange.

Some Specific Examples of Proposed Activities

Chinese Language Teaching

1) Offer Mandarin Chinese courses as credit course for full time students at McMaster University as one of their foreign language choices

2) Offer Mandarin Chinese courses as elective course for students at McMaster University

3) Offer short-term training program in Chinese Language for SMEs (Mandarin training with a emphasis on sector based SMEs).
   The program will be mainly targeted to SMEs and business professionals in the Greater Municipalities in the Golden Horseshoe area. The proposed “Confucius Institute for Culture, Language and Business” will offer Chinese Language courses on business terms and phrases in common use, as well as provide consultation on China’s overall national conditions and China’s financial market.

4) The Confucius Institute will recommend and provide appropriate Chinese teaching materials and will apply the “teaching-the-teachers” model to train educators in the various school systems in the region. Teaching material via the Confucius Institute (Beijing) will be made available.

5) Special workshops/lectures will be given on topics that university students and people in the community are most concerned about or interested in, such as China’s economy, Chinese literature and poetry, Chinese calligraphy, Chinese art and performing arts, Chinese cinema and/or folk and ethnic minority dance in the PRC.
Develop a Teacher Training Program at the Confucius Institute
Given the growth of the Chinese community in Canada and the Greater Golden Horseshoe area, including the increasing popularity of learning Chinese, the Confucius institute will offer "teacher training programs". This program will lead to a Certificate in Teaching Chinese as a Foreign Language (TCFL) to meet the national demand for trained and qualified teachers of Chinese.

1) The Confucius Institute (Beijing) will provide Chinese professors. BLCU will also provide BLCU students majoring in Teaching Chinese as a Foreign Language, internship opportunities by letting them assist in the program.

2) Organize public school Chinese teachers in Canada to visit BLCU during summer vacation periods to gain first hand knowledge and training. BLCU will apply for government funds to pay for their trip.

Preparation of students for the Chinese Proficiency Test
The McMaster Confucius Institute for Culture, Language and Business will also act as a Chinese Proficiency Testing Center. It will offer three kinds of tests: YCT (Young Learners Chinese Test) which is free, BCT (Business Chinese Test) and HSK. The HSK preparatory courses are offered at Beginners', Elementary, Intermediate and Advanced Levels in order to assist Undergraduates and others who have studied Chinese to a certain level to gain the HSK – the official standard Chinese language proficiency test recognized throughout the PRC. Such certification is helpful for higher education or employment purposes, and allows students participating in part time Chinese language courses to gain an objective assessment of their skills level and provide feedback and advice to Chinese learners on how to further improve their language skills.

Facilitate Research and Academic Collaboration

Annual Workshops (Academic)
1) Facilitate international forums/workshops each year exploring issues related to language, culture, economy, society. Partners in China and Canada shall take turns to be the host country of this annual workshop. Invite eminent persons in the above fields to attend.

   Additional topics could be the exploration of language education, teaching methodology, certification, developing teaching materials, promoting lifelong learning, ICT, promoting economic cooperation with SMEs, and sharing current developments in Chinese.

2) Compile the results from the workshops as well as research reports carried out during the year, in both English and Chinese, and issue an official annual publication.
Cultural Activities (Community Outreach)
Organize cultural activities on campus and in the surrounding communities of the Golden Horseshoe Area. The activities could be in the following areas.

1) Hold events that explore Chinese Language, Chinese Calligraphy, Cooking, Chinese traditional music.

2) Hold events that celebrate various Chinese cultural festivals.

A Trans-disciplinary Confucius Institute at McMaster University

McMaster has the opportunity to strengthen its expertise in Asian Studies. This ultimate goal will become substantially achievable by establishing a “Confucius Institute for Culture, Language and Business at McMaster” and creating links with Confucius Institutes in Beijing and around the world, and especially by working closely with our partner, the Beijing Language and Culture University (BLCU). The trans-disciplinary Confucius Institute at McMaster is expected to draw its strengths from Business and Humanities. Complementing strengths exist and would be drawn from the BLCU.

From a geographic perspective, its proximity to both a large Chinese and Canadian population as well as the U.S. border makes McMaster an ideal spot for a Confucius Institute. Such an Institute certainly has the potential to make a great impact. More importantly, McMaster’s model of learning and teaching provides a positive environment to foster collaboration and exchange of Chinese and Canadian knowledge, culture and language.

Consideration of Budgetary Support

The National Cabinet for the Teaching of Chinese will provide program and operational funding conditional upon project needs and subject to annual agreement on operational plans, including actual development and program size of the Confucius Institute, for each year including the first year.

For the first year The National Cabinet for the Teaching of Chinese will provide up to US$100,000 as start up funding for the Institute in the Faculty of Humanities. In the following years, Hanban will provide project/activity based funding up to a maximum amount of US$200,000. But the real funding number will depend on the institute’s performance in the first year.

For specific projects requiring external funding, the National Cabinet for the Teaching of Chinese will provide funding to match that raised by McMaster University.

Qualified language instructors will be provided (to be hired in consultation with the Dean of Humanities), and resources, in the form of electronic and printed materials, will also be supplied to McMaster by the Confucius Institute (Beijing).
Space requirements provided by McMaster University for the Confucius Institute

An estimated 3 offices would be required. This would be for the Director of the Confucius Institute including a coordinator. One of these offices will be used as a resource centre and general office area to greet visitors.

Other In-kind Support Provided by McMaster University

McMaster would provide access to meeting rooms, classrooms, cafeterias, resource centres, libraries, auditoriums, all recreational and physical activity gyms, pools, and courts. Some of these facilities require user fees.

- The use of McMaster's software licences for the Confucius Institute Computers.
- Use of local area network; full access to Internet services; provision of support for PC hardware and software, and provision of telecommunications infrastructure.
- The following provision for the Confucius Institute's offices at McMaster University will be given the same level of importance and service as is provided to other departments and institutions at the McMaster University campus.
  - Utilities (heat, light, electricity, water, sewerage, drainage, gas),
  - telephone equipment,
  - shipping/receiving/warehousing services,
  - reception and distribution of mail,
  - refuse collection services,
  - cleaning services, maintenance and repair,
  - fire and security protection services,

- In the event of any interruption or threatened interruption of any such services, McMaster shall consider the needs of the Confucius Institute unit as being of equal importance with those of McMaster to ensure that the work of Confucius Institute is not prejudiced.
- Meeting, training and seminar rooms, and conference halls (all subject to advance reservation).
- Lecture and seminar rooms and auditoriums for training and convocation purposes (all subject to advance reservation)
- Vehicle parking for Confucius Institute staff and visitors (user pay)
- Full access and use of McMaster Libraries.
- Full access to McMaster Cafeterias, lounges, bars and games rooms for Confucius Institute staff and visitors.
- Access to assistance from Research Contracts and Intellectual Property concerning government contracts and services.
- Access to assistance from Office of Research Services for Research Grants.
- Access to campus full service Audio/Visual Services (user pay).
- Access to campus Printing Services (user pay).
• Access to McMaster’s Office of Public Information.
• Access to assistance from the office of Accounts Receivable and Payroll Department.
• Access to strategic advice from the University Advancement Office regarding fund raising for the Confucius Institute endowment fund.
• Access to Supply, Processing & Distribution Offices (user pay).
• Access to the McMaster Hospitality Services (user pay).
• Access to the McMaster Faculty Club (user pay).
• Access to McMaster Museum of Art.
• Access to Mc Mast ers Student Health Services (user pay).
• Access to McMaster’s Convocation Hall (with appropriate booking).

The estimated value of the office space and making available various utilities, services and support units amounts to approximately $150,000 per year.

Legal Ownership

McMaster University shall establish the “Confucius Institute for Culture, Language and Business” at its main campus in Hamilton, Ontario. Preliminary discussions envision the Confucius Institute to be part of the Faculty of Humanities’ new Liberal Arts Building. McMaster University will be the legal owner and operator of the Institute.

Director and Staff of the Confucius Institute

The Director of the Institute will be an employee of McMaster University and will be selected under the guidance of the Dean of Humanities at McMaster University. A selection committee may be appointed and will also be guided by the Dean of Humanities. All staff of the institute will be employees of McMaster except for the Deputy Director and any other staff seconded from BLCU or other partner institutions.

The Deputy Director will be a visiting faculty member from the Beijing Language and Culture University. The Deputy Director and any other staff of the partner institutions seconded to the Confucius Institute at McMaster will contribute to the education, cultural and research activities of the Institute to pursue objectives as laid down by the Advisory Board and the Institute’s Director.

The Deputy Director may become a visiting professor of McMaster University’s Faculty of Humanities and will report to the Director of the Confucius Institute on any matters relating to the institute and its activities.

The Advisory Board

The Confucius Institute will have an Advisory Board consisting of the Dean of Humanities and 4 other members. Both BLCU and the National Cabinet for Teaching of Chinese will be consulted. It is envisioned that the Advisory Board will be responsible for providing strategic direction, review annual plans and annual budget of the Institute. The Board will report
annually to the National Cabinet for the Teaching of Chinese on its progress including submitting the annual budget.

Partnership with the Beijing Language and Culture University (BLCU)

As an international University, BLCU has pursued its stated aim of “popularizing Chinese language and promoting Chinese culture” for more than 40 years. Generations of faculty members have worked hard to achieve international excellence at BLCU. Since the 1990s, the educational scope of BLCU has widened and now covers a wide range of fields including literature, economics, law, education, history and engineering. At present, BLCU has 3 doctoral programs, 14 masters and 15 undergraduate programs. The University comprises of 11 teaching units, namely the College of the Chinese Language, the College of Advanced Chinese Language Training, the College of Intensive Chinese Language Training, the College of Foreign Languages, the College of Humanities and Social Sciences (the College of Chinese Teachers’ Training), the Continuing (Network) Education College, the College of Information Sciences, the Pre-departure Training Department, the Finance Department. It also has 6 research institutes, namely the Centre for Studies of Chinese as Second Language, the Chinese Proficiency Test (HSK) Centre, the Language Research Institute, the Language Data Processing Institute, the Institute of Comparative Literature, and the Applied Linguistics Research Institute. Additional auxiliary units include the Library, the University Press, the Audio and Visual Education Centre and the Network Centre.

BLCU is distinguished by its unique cultural atmosphere of diversity, which attracts a large number of students from both China and abroad. Since the founding of the University, more than 60,000 students from over 160 countries and regions have completed their studies at BLCU. Distinguished diplomats, sinologists and journalists number among the alumni; 14 have worked as foreign ambassadors to China and more than 30 are diplomats working in embassies to China. Moreover, BLCU has produced more than 3,000 qualified Chinese graduates, who are now playing an active role in the fields of education, diplomacy and the management of foreign affairs. More than 30,000 people have received intensive language training at BLCU before going abroad, some of whom now occupy leading positions in various fields and sectors in China.

Teaching and research lie at the heart of BLCU. As an international language-oriented University covering a wide scope of fields ranging from humanities, social sciences to information science, equal stress is put on teaching and scientific research. Due to advances in the planning and management of scientific research, the academic level of BLCU has seen significant improvements. In the “Ninth 5-year Plan”, BLCU was awarded 11 State Social Science Fund programs, 2 State Natural Science Fund programs, 27 research programs from the Ministry of Education, and 18 programs from the National Chinese Language Office. The HSK test administered and developed by BLCU is a certified testing system at the national level and taken by all the international students who want to study in Chinese universities and colleges. There are currently 118 HSK test centres in China and abroad. The Centre for Studies of Chinese as Second Language established in 2002 is a key national research base in the field of humanities and social sciences, aimed at laying a theoretical foundation for the further development of Teaching Chinese as a Foreign Language (TCFL).

BLCU is increasing its level of cooperation and exchange with foreign countries, and has
established partnerships with 130 universities from 32 countries around the world. Overseas branch campuses have been set up in the Republic of Korea, Singapore and Thailand.

With the improvement of China’s international status and the development of its exchanges and cooperation agreements with other countries, the role of Chinese language in international communications is becoming increasingly important, as is the role of Chinese culture. As a centre for the dissemination of Chinese language and culture, BLCU has undertaken a leading but challenging international role to achieve this mission.

The College of the Chinese Language Studies

The College of Chinese Language Studies was the first teaching institution in China to provide university education to international students. The College specializes in teaching Chinese language and culture to foreign students including language training for students majoring in Chinese as well as those with non-language majors. In addition, the College will be introducing graduate programs at the Masters and Ph.D. level.

The College has four departments: the Department of the Chinese Language, the Department of Business Chinese, the Department of Chinese Culture, and the Department of Bilingual Education and Translation. It offers majors in Chinese Language, Teaching Chinese as a Second Language, Business Chinese, Chinese Culture, Chinese and English (a bilingual program) and Translation. These degrees are aimed at equipping the students with proficient Chinese language skills and a comprehensive understanding of Chinese culture. The College also has a research institute for teaching Chinese to international students, which primarily conducts research on teaching mythologies for Chinese as a Second Language. There are presently nearly 1,500 international students from over 60 countries studying at the College.

The College has 95 teaching staff including 34 Professors and Associate Professors and 43 lecturers. Most of them have lectured abroad and have had significant academic achievements in the fields of Chinese teaching, linguistics, language methodology, comparative linguistics, literature, cultural comparison, philosophy, history, folklore, national conditions and economics.

To meet the requirements of trans-disciplinary approaches and influenced by the changing needs of the international markets, the College is implementing reforms in its educational modes, teaching content and course management systems. In the spirit of development and innovation, the College is determined to establish itself as one of the top international institutes for international students in China and to become the preferred choice for those who want to study Chinese language and culture. BLCU is also working to be the key research centre for the teaching of Chinese to international students. With the College’s traditional strengths and high international standards, BLCU is confident of achieving these goals.
The College of Foreign Languages

The College of Foreign Languages (CFL) is an academic unit of BLCU, specializing in foreign languages, teaching and research. It boasts a teaching staff with high academic standards, advanced teaching facilities and innovative approaches to teaching and research.

CFL is comprised of the English Department and the Department of Asian and European Languages, offering undergraduate courses in seven languages, including English, Japanese, French, Arabic, German, Spanish, and Korean. In addition, CFL has three Master's degree programs in Applied Linguistics, Foreign Languages and Literature. It has a full-time enrolment of over 1,000 students, and teaching faculty of about 72 members, 35 of whom are professors or associate professors. Each year about 15 foreign experts are invited to hold teaching positions at CFL.

CFL places a high value on providing its students with a fulfilling education in their chosen discipline. But, in addition to giving all graduates and undergraduates a solid academic foundation, it also offers practical career advice and support so that graduates can use the knowledge and skills they acquire at CFL to make the most of opportunities that life presents.

The College of Intensive Chinese Study

With a 20-year history, the College of Intensive Chinese Study (CICS) is the oldest, largest and most comprehensive language institution in China providing intensive short-term Chinese instruction to international students.

As of June 2002, CICS has had a cumulative enrollment of more than 40,000 foreign students coming from 110 countries. American scientist Eric A. Cornell, Nobel Prize winner in Physics of 2001, is an alumnus of CICS (1983). Presently, there are over 5,000 students studying in the college annually.

CICS has 97 faculty members, including 35 professors and associate professors. Over 40 faculty have taught Chinese or participated in collaborative research and academic exchanges abroad. In addition to teaching, faculty members are actively engaged in the study of Chinese language, Chinese teaching methodology and the comparison between Chinese and foreign languages. Textbooks compiled by the faculty members are widely used by students of Chinese language around the world.

The College of Humanities and Social Sciences

The College of Humanities and Social Sciences is comprised of the Department of Teaching Chinese as a Foreign Language, the Department of Chinese Language and Literature, the Department of Art, the Editorial Department of Chinese Culture Research, the Chinese Culture Institute, Institute of Sinology, the Institute of Chinese Characters, the Research Centre on the United Nations, and Qu Yuan Society of China.

The College has established an inter-disciplinary system of Chinese Language and Literature with the relevant specialties of History, Law and Art. It has assembled an experienced faculty
professors and associate professors make up 67% of the teaching staff. Currently, the college accepts both Chinese and overseas students for B.A. programs in the following majors: Teaching Chinese as a Foreign Language, Chinese Language and Literature and Traditional Chinese Painting.

The program of Teaching Chinese as a Foreign Language is a four-year B.A. program. Its purpose is to qualify international teachers of Chinese as a Foreign Language, to conduct research in language learning and to participate in cultural exchanges between China and foreign countries. The program has been a feature at BLCU for many years. In 2002 the Ministry of Education agreed that any BLCU student who completes their undergraduate programs with honours may be recommended for admission to the College’s M.A. programs without taking any entrance exams. The three M.A. programs offered by the Department of Teaching Chinese as a Foreign Language are: Linguistics and Applied Linguistics, Chinese Language and Philosophy, Curriculum Study and Language Teaching Theory. BLCU enrolls both Chinese and international students.

The program of Chinese Language and Literature is a four-year B.A. program subdivided to three branches: Chinese Language, Journalism and Secretarial Duties. It aims at fostering able professionals with systematic qualities of Chinese language and literature, who are qualified for work in Chinese, interviews, secretarial duties, and cultural exchanges between China and foreign countries. It emphasizes the coordination and development of both professional foundation and practical abilities, keeps the unity and coherence of the subjects in the curriculum setting, highlights the importance of English teaching, and strengthens students’ practical skills of writing and computer skills. The college also offers M.A. programs to Chinese and international students in Classical Chinese Literature, Modern and Contemporary Chinese Literature, World Literature and Comparative Literature, Specific History, and International Politics.

The Department of Art offers a four-year B.A. program in Traditional Chinese Painting. It aims to develop experienced professionals acquainted with the skills of Chinese painting, the history of Chinese culture, the essence of Western art, and art appreciation. The college gives full scope to the creativity of the students.

The College of Information Science

The College of Information Science of Beijing Language and Culture University was founded in March 2003. It consists of the Department of Computer Science and Technology, the Department of Information Management and Information Systems and the Centre for Language Formation Processing. The main objective of the college is to develop information technology professionals capable of research and development in the area of information processing.

The Department of Computer Science and Technology aims to foster undergraduate students in the area of science and technology. Four years of study provide students with sound knowledge in the major with a systematic mastery of appropriate principles, methods and skill.

The Information Management and Information Systems Department aims to foster
undergraduate students in the area of information management and information systems. Four years of study enable students to master both computer science and management science, providing them with skills in the analysis, design, implementation and maintenance of information systems.

The Centre for Language Information Processing was founded in 1987. It is the first institute in China which has Chinese language processing as its main research focus. Over the years, it has researched the theory of computational linguistics and theories of information processing oriented to Chinese linguistics, expanded key technologies of natural language processing and knowledge bases, and developed relative tool and utility software in order to support learning of Chinese as a Second Language. The centre accepts graduate students pursuing master degree and doctoral degree who have a background in computer application and applied linguistics and encourages applications from candidates who want to pursue advanced studies from all over the world. The Centre fosters advanced professionals who will be masters in theory and technology of natural language processing.

The college has attracted excellent teaching talent from both domestic and international sources and has established a first-class faculty. It has been making great efforts to encourage creativity, team spirit, and competitive awareness amongst students. This has been accomplished by providing a strong English-language environment, enriched by an abundance of foreign scholars and students. In some core subject, the courses are completely taught in English.

So far, faculty members at BLCU have been awarded 14 scientific research projects from the National Natural Science Foundation of China, the Hi-Tech Research and Development Program of China, and the Ministry of Education. More than 60 papers and 4 textbooks have been published. Much of the research results are on the leading edge domestically and internationally, and some technologies have already been successfully commercialized.

School of International Business

The School of International Business was established in April 2001 and recruits finance-oriented undergraduates and international economy oriented graduates.

The Finance Department is characterized by its unique language learning environment. Many finance-related courses are taught, in English, to mixed classes of Chinese and foreign students. The program’s goals are to produce highly-qualified personnel with professional training, who, after graduation, will be able to participate competitively around the world.

Since the establishment of the Finance Department, the teaching staff has published 6 English textbooks on finance, 3 books on specialized subjects and a number of essays, 2 of which have won prizes.
An Exciting Opportunity

The Chinese Ministry of Education originally intended to establish 100 Institutes around the world by 2010. Starting in Seoul (Republic of Korea) where the first Confucius Institute outside of China was opened in 2004, the Ministry’s goals have already been exceeded. 210 Confucius Institutes have now been established in 64 countries, 36 of which are situated in the United States (the first opened at the University of Maryland at College Park in 2005). Europe’s first Confucius Institute was established at Stockholm University, Sweden, in February 2005. Given the demand and popularity - an estimated 30 million people worldwide now study Chinese as a Foreign Language - this is an opportune time to establish a Confucius Institute at McMaster.

The “Confucius Institute for Culture, Language and Business at McMaster,” created in partnership with the Beijing Language and Culture University, will be one among many international initiatives that support McMaster University’s internationalization plans. It will provide an invaluable resource and opportunity to engage with the Chinese language and culture for the University, the community at large, and for businesses. Given McMaster’s size, the makeup of its faculty and student body, and the nature of its partnerships, it is essential that the University possess some resources to provide training in Chinese language and culture. A partnership with the BLCU and the Confucius Institute would allow McMaster to provide this in an exemplary way.

McMaster’s Confucius Institute will help students and entrepreneurs be successful around the world and will also increase McMaster’s appeal as a destination for international students and entrepreneurs. Providing an invaluable forum for research and discussion, it would be tangible evidence of the University’s commitment to the importance of the global knowledge society.
Appendix 1-1:

Application Report for Initial Operation Funds

Submitted by the Confucius Institute at McMaster University

Persons in Charge of the Confucius Institute:

Representative from Beijing Language and Culture University

Signature: ___________________________ Date

Signature: ___________________________ Date

Representative from McMaster University:

Signature: ___________________________ Date

Dr. Suzanne Crosta
Dean, Faculty of Humanities

Signature: ___________________________ Date

Dr. Luke Chan
Associate Vice-President, International Affairs

Signature: ___________________________ Date

Dr. Peter George
President and Vice Chancellor
Contact information at McMaster University

Office of International Affairs
McMaster University
Alumni Memorial Hall, Room 203
1280 Main Street West
Hamilton, Ontario, CANADA L8S 4K1

Tel: (905) 525-9140, extension 24700
Fax: (905) 546-5212
Email: oia@mcmaster.ca

Contact information at Beijing Language and Culture University
Regulations for Administering the Chinese Funds for the Confucius Institutes

Appendix 1-2:

Application Form for Initial Operation Funds

Submitted by the Confucius Institute at McMaster University

<table>
<thead>
<tr>
<th>Person in Charge of the Institute</th>
<th>Dr. Suzanne Crosta Dean, Faculty of Humanities</th>
<th>Person in Charge of Financial Affairs Faculty of Humanities</th>
<th>McMaster University, Faculty of Humanities</th>
</tr>
</thead>
</table>
| Address of the Institute         | Chester New Hall 112  
McMaster University  
1280 Main Street West  
Hamilton, Ontario  
Canada, L8S 4L9  
Telephone: 905-525-9140 x 27423  
Fax: 905-528-6733  
Email: humanities@mcmaster.ca |
| Name of the Institute's Bank     | CIBC                                           | Account Number                                                | McMaster University's Confucius Institute's account to be opened |
| Detailed description of Institute's proposed initial operation | (This description should contain comprehensive details on all expenditures and any other essential items required during the proposed initial operation period of the Institute.) |
| See proposal                     | Set-up costs described on next page.           |                                                               |                                                           |
| Proposed budget amount for Initial Operation Funds (US Dollars) | **US$100,000** |                                                               |                                                           |
Regulations for Administering the Chinese Funds for the Confucius Institutes

Appendix 1-3:

Table of Proposed Budgetary Items to be Financed by Initial Operation Funds

Submitted by the Confucius Institute at McMaster University

<table>
<thead>
<tr>
<th>No:</th>
<th>Type of Expenditure</th>
<th>Amount</th>
<th>Description of Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Registration Fees</td>
<td></td>
<td>McMaster does not charge a registration fees</td>
</tr>
<tr>
<td>2</td>
<td>Administration Expenses</td>
<td>15,000</td>
<td>Set-up and coordination time by McMaster staff and faculty</td>
</tr>
<tr>
<td>3</td>
<td>Publicity and Advertising Expenses</td>
<td>5,000</td>
<td>Create publication and printing charges</td>
</tr>
<tr>
<td>4</td>
<td>Labour Service Expenses</td>
<td>12,500</td>
<td>Time of faculty and staff for coordination, evaluation of courses and set-up of offices</td>
</tr>
<tr>
<td>5</td>
<td>Building Repair/Renovation Expenses</td>
<td>10,000</td>
<td>Moving expenses, clean-up, painting, furniture, internet, phone and fax connection for 3 offices</td>
</tr>
<tr>
<td>6</td>
<td>Office Supplies and Equipment Expenses</td>
<td>10,000</td>
<td>Initial office supplies, reference material, computer equipment, software</td>
</tr>
<tr>
<td>7</td>
<td>Special Equipment Expenses</td>
<td>10,000</td>
<td>Special equipment such as multi-media equipment for presentations and photocopier, printers, bookshelves, display units</td>
</tr>
<tr>
<td>8</td>
<td>Book and Reference Material Expenses</td>
<td>10,000</td>
<td>Materials to support learning of language, culture and business in the Chinese context</td>
</tr>
<tr>
<td>9</td>
<td>Tax-Related Payments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Allowances for Business Trips</td>
<td>15,000</td>
<td>2 trips to and from China</td>
</tr>
<tr>
<td>11</td>
<td>Conference Expenses</td>
<td>10,000</td>
<td>Establish the first inaugural conference on Chinese/Canadian culture, language and culture</td>
</tr>
<tr>
<td>12</td>
<td>Other</td>
<td>2,500</td>
<td>Incidental</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100,000</td>
<td>Initial 1 year funding</td>
</tr>
</tbody>
</table>
1 http://www12.statcan.ca/english/census06/reference/index.cfm
2006 Census: Data Products: Ethnic Origin (247), Single and Multiple Ethnic Origin Responses (3) and Sex (3) for the Population of Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 2006 Census

2 http://www12.statcan.ca/english/census06/reference/index.cfm
2006 Census: Data Products: Detailed Mother Tongue (148), Single and Multiple Language Responses (3) and Sex (3) for the Population of Canada, Provinces, Territories, Census Metropolitan Areas and Census Agglomerations, 2006 Census