

2009 Meeting of IARU Presidents



Meeting of IARU Presidents

University of Cambridge

28 – 29 April 2009

Monday 27 April

- by 1855 Guests to meet in the foyer, Doubletree by Hilton Cambridge
- 1900 *Pre-dinner drinks and dinner, Hotel du Vin, Trumpington Street*
- 2100 Guests return to the Doubletree by Hilton Cambridge

Tuesday 28 April

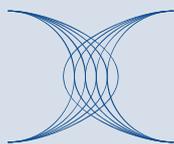
**The President or representative of the university listed in the italics will be invited to lead discussion of that topic*

- by 0910 Guests to meet in the foyer, Doubletree by Hilton Cambridge
- 0915 Depart for Council Room, Old Schools
- 0930– 0935 Welcome – University of Cambridge Vice Chancellor, Professor Alison Richard
- 0935 – 1045 Meeting session 1 (Council Room, Old Schools)
1. Welcome – IARU Chair, Professor Ian Chubb AC
(Approx. 10 minutes)
 2. International Scientific Congress ‘Climate Change: Global Risks, Challenges and Decisions’ (Approx. 20 minutes) *(University of Copenhagen)*
 3. Sustainable Campus Initiatives (Approx. 20 minutes)
 - 3.1. IARU Campus Sustainability Project
 - 3.2. Sustainability Fellowships Program
 4. IARU Global Summer Program 2009 and beyond (Approx. 20 minutes)
(The National University of Singapore)

- 1045 – 1110 *Morning tea served in the Council Room, Old Schools*
- 1110– 1220 Meeting session 1 continued
5. Industrial Innovation (and the Role of the Modern Research University) workshop outcomes. (Approx. 20 minutes) *(University of Cambridge)*
 6. Education in a research – intensive university: How can we enhance our students’ learning? workshop outcomes (Approx. 15 minutes) *(University of Oxford)*
 7. General discussions of other IARU projects (Approx. 20 minutes)
Papers for all ongoing IARU Projects have been tabled however please note items will only be discussed where requested
- 1220 – 1230 Group photo – Council Room (or Senate House Yard, weather permitting)
- 1245 – 1400 *Lunch hosted by Mr Stuart Laing, Master of Corpus Christi (New Combination Room)*
- 1400 Optional recreational program or guests returned to Doubletree by Hilton Cambridge
- by 1550 Guests to meet in the foyer, Doubletree by Hilton Cambridge (walking to Old Schools)
- 1600 – 1710 Meeting session 2 – Council Room, Old Schools
8. IARU future directions (Approx. 70 mins)
- 1730 – 1830 Evensong at King’s College Chapel (optional)
- 1900 Presidents to meet in hotel foyer and then depart for dinner at Vice-Chancellor’s Lodge (cars provided)
- 1915 - 2200 *Presidents’ dinner at Vice-Chancellor’s Lodge, Trumpington*
- by 1900 Remaining IARU delegates and guests to meet in foyer (walking to dinner venue)
- 1915 - 2200 *IARU delegates and guests dinner at Brasserie Gerard, Bridge Street*
- by 2200 IARU delegates and guests to Doubletree by Hilton Cambridge

Wednesday 29 April

- by 0910 Guests to meet in the hotel foyer (to walk to meeting venue)
- 0920 – 1145 Meeting session 3
**Morning tea will be available in session.*
9. IARU New initiatives (Approx. 60 mins)
- 9.1. Proposal for research collaboration seed fund (*University of Oxford*)
- 9.2. Internship program pilot (*University of Oxford*)
- 9.3. Proposal for a workshop on Open Access Publishing (*ETH Zurich*)
- 9.4. Proposal for a workshop on “Academic Entrepreneurship and Spin-off Incubation” (*The National University of Singapore*)
- 9.5. Proposal for a workshop on “The Transforming Power of Global Education” (2011) (*The National University of Singapore*)
- 9.6. Proposal for HR benchmarking (*University of Cambridge*)
10. Business Matters (Approx. 60 mins)
- 10.1. Finances
- 10.2. IARU Chair 2009 - 2011
- 10.3. 2010 Presidents’ meeting (proposed dates)
- 10.4. 2011 Presidents’ meeting location
- 1145 - 1200 Closing summary and remarks
- 1230 – 1330 *Lunch at Riverside Restaurant, University Centre*
- 1900 Remaining guests to meet in the foyer, Doubletree by Hilton Cambridge
- 1915 – 2130 *Informal dinner for guests remaining in Cambridge*
- 2130 Guests returned to the Doubletree by Hilton Cambridge



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Attendees

University of Cambridge

Professor Alison Richard, Vice-Chancellor

Dr Kate Pretty, Pro Vice-Chancellor for
International Strategy

Ms Tao-Tao Chang, Head, International Office

The Australian National University

Professor Ian Chubb, Vice-Chancellor

Professor Lawrence Cram, Deputy
Vice-Chancellor

Mr Darren Brown, Director, International
Development

ETH Zurich

Professor Dr Ralph Eichler, President

Mr Anders Hagström, Director, International
Education Affairs

National University of Singapore

Professor Tan Chorh Chuan, President

Professor Barry Halliwell, Deputy President
(Research and Technology)

Professor Lily Kong, Vice President
(University and Global Relations)

Dr Lily Chan, Chief Executive Officer,
NUS Enterprise

Ms Denise Chua, Associate Director, International
Relations Office

Peking University

Professor Zhou Qifeng, President

Mr Li Yansong, Assistant President and Director,
Office of International Relations

University of California, Berkeley

Chancellor Robert J. Birgeneau, Chancellor

Dr John Lie, Dean, International and
Area Studies

University of Copenhagen

Professor Dr Ralf Hemmingsen, Rector

Dr Lykke Friis, Vice-Rector

Dr John E. Andersen, Director, International Affairs

University of Oxford

Professor Ewan McKendrick, Pro-Vice Chancellor
(Education, Academic Services,
and University Collections)

Dr Heather Bell, Director, International Strategy

The University of Tokyo

Professor Junichi Hamada, President

Professor Akihiko Tanaka, Managing Director and
Executive Vice President

Professor Kiichi Fujiwara, Graduate Schools for
Law and Politics

Mr Tatsuo Kishi, General Manager, International
Affairs Department

Mr So Kawanobe, Head, International Planning
Group

Mr Hirotaka Morita, Student Exchange Planning
Group

Yale

Mr Donald Filer, Associate Secretary of the
University and Director, Office of International
Affairs

IARU Secretariat

Ms Amelia Whitelaw, Director

Mr Tim Mansfield, Coordinator

Cambridge Meeting Coordinator

Ms Barbara Stevens, International Office



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Biographies

The Australian National University

Professor Ian Chubb AC

Vice-Chancellor

Professor Ian Chubb is the Vice-Chancellor and President of The Australian National University. His career includes six years as Vice-Chancellor of Flinders University and senior executive appointments at Monash University and the University of Wollongong.

Professor Chubb has served in various capacities on a number of peak bodies — Higher Education Council and the National Board of Employment, Education and Training, the National Committee for Quality in Higher Education, the NHMRC and ARC, as well as a Ministerial Task Force and the Prime Minister's Science, Engineering and Innovation Council. He was Chair of the Australian Vice-Chancellor's Committee in 2000, and from 2004 – 2005, was Chair of the Group of Eight Universities. In 2006, Professor Chubb was elected the President of the International Alliance of Research Universities (IARU) for a two year term. In 2007, he agreed to remain President for an additional two years.

In June 1999, Professor Chubb was made an Officer of the Order of Australia for his services to higher education. Flinders University awarded him an honorary D.Sc. in 2000, and in April 2003, he was awarded the Centenary Medal for service to Australian society through tertiary education and university administration. In June 2006, Professor Chubb was appointed a Companion of the Order of Australia for “service to higher education including research and development policy in the pursuit of advancing the national interest socially, economically, culturally and environmentally and to the facilitation of a knowledge-based global economy.”

Long a believer in the value of public education and in the importance of a robust higher education system for the economic, social and cultural prosperity of a nation, Professor Chubb has been influential in the sphere of higher education for two decades. He has been a powerful commentator on higher education policy and planning, quality, distance education and resource allocation. Most recently, as Chair of the Group of Eight, he played a significant part in moderating some of the impact of the 2003 Higher Education Reform Bill. He is widely quoted as an authority on higher education in the media and is in much demand nationally and internationally as a speaker in higher education meetings and conferences.

Professor Lawrence Cram

Deputy Vice-Chancellor

Professor Lawrence Cram's career spans more than 30 years of research in engineering, mathematics, astronomy, physics and computing. Prior to taking up his position at The Australian National University, Professor Cram was Professor of Physics (Astrophysics) at the University of Sydney. He was appointed to this Chair in 1987 from the position of assistant Chief of the CSIRO Division of Applied Physics. Prior to joining CSIRO, he worked as an astronomer in several institutions in the USA, Germany and France.

His current research activities include the analysis and interpretation of observations of star formation in galaxies, and the development of computer programs to create and investigate radio astronomical images. He has published well over 100 scientific papers, and has co-authored a number of books on astronomy and popular science. He is a Fellow of the Australian Institute of Physics, and the Royal Astronomical Society, as well as a member of the American Astronomical Society, the International Astronomical Union and the Astronomical Society of Australia.

Professor Cram has extensive involvement in the successful commercialisation of research, through experience at CSIRO and the University of Sydney as well as the ANU. Professor Cram also has extensive experience in research management and public sector research funding, having worked for three years as Executive Director in the Australian Research Council. He is currently a non-executive Director on four companies involved in the commercialisation of research.

Mr Darren Brown

Director of International Development

Darren Brown was appointed Director of International Development at The Australian National University in January 2008.

He graduated with a B.Ec in Economics from the University of Adelaide in 1988. In 1989, he accepted a graduate position at the Australian Bureau of Statistics before moving to the Australian Department of Finance, where he worked for four years.

In 1994, Darren Brown joined the Australian Department of Foreign Affairs and Trade, working in the Europe Branch until 1999. In November 1999, he was appointed Assistant Director in the Trade Negotiations Division, where he managed the Trade Policy and New Trade Issues and Regional Trade Agreement Sections.

In 2000, he accepted the position of First Secretary, which involved extended periods as Chargé d'affaires a.i., at the Australian Embassy in Stockholm (with accreditation to the Nordic and Baltic countries). In this position, Darren Brown advocated Australian candidacies and positions including work on multilateral trade negotiations, human rights and legal issues, immigration and asylum matters.

On his return to Australia in 2003, Darren Brown worked as Assistant Director of the Russian and Caucuses Section, before being appointed to the position of Adviser to Prime Minister Howard (on secondment from the Department of Foreign Affairs and Trade) in 2004. From 2005, he worked as Special Adviser to the former Prime Minister, advising across a number of portfolios including on higher education policy.

In October 2006, Darren Brown was appointed Senior Adviser to the Minister for Education, Science and Training. Over his two years in this position, Darren Brown advised the Minister on issues pertaining to higher education and international education, including higher education research issues.

University of Cambridge

Professor Alison Richard

Vice-Chancellor

Professor Alison Richard was installed as the 344th of the University of Cambridge in October 2003 and is the first woman to hold this position full-time.

An anthropologist with a first degree from the University of Cambridge and a doctorate from the University of London, Professor Richard joined the faculty of Yale University in 1972. She was appointed as a full professor in 1986, chairing the Department of Anthropology from 1986 to 1990, and later serving as Director of the Yale Peabody Museum of Natural History. She was appointed Provost of Yale in April 1994, and oversaw a major strengthening of Yale's financial position and significant growth in academic programmes.

At Cambridge, Professor Richard has launched an ambitious fundraising campaign for £1 billion to underpin and augment core expenditure, introduced new measures for the stewardship of the University's investments, and developed a bursary fund to ensure that undergraduate students and applicants are not disadvantaged by the national introduction of higher university tuition fees. She has also sponsored internal policy initiatives, including a review of Cambridge's international relationships and its international student policy.

Professor Richard holds Honorary Degrees from Peking University, China (2004) the University of Antananarivo, Madagascar (2005), York University, Canada (2006), the University of Edinburgh, UK (2006), Queen's University Belfast, UK (2008) and Anglia Ruskin University, UK (2008). In 2005 she was appointed Officier de l'Ordre National (Madagascar) and in 2008 she received the prestigious Addison Emery Verrill Medal from the Yale Peabody Museum of Natural History.

Dr Kate Pretty

Pro-Vice-Chancellor for International Strategy

Dr Kate Pretty has been Pro-Vice-Chancellor for International Strategy at the University of Cambridge since 2006. In addition she has been Principal of Homerton College, Cambridge since 1991 and was Chair of the Council of the School of Humanities and Social Sciences. She is an archaeologist by training and continues to teach archaeology for the College and Faculty. She is President of the Council for British Archaeology.

Alongside her main portfolio of International Strategy, Dr Pretty also has major responsibilities for lifelong learning, outreach, including the University's museums and collections, and for work within the community.

ETH Zurich

Professor Ralph Eichler

President

Professor Ralph Eichler was appointed as the president of ETH Zurich in May 2007 by the Federal Council of Switzerland (Bundesrat) and assumed his position in September 2007. He is Professor of Experimental Physics at the Institute of Particle Physics at ETH Zurich and has been the Director of the Paul Scherrer Institute, a multi-disciplinary research center for natural sciences and technology, since 2002.

Professor Eichler studied physics at ETH in Zürich and completed his Ph.D. thesis at the Swiss Institute for Nuclear Research before holding research positions in Germany and at Stanford University in the United States. He returned to the ETH in 1982 and became a professor in 1989. Professor Eichler was born in Guildford, England and is a Swiss national.

Mr Anders Hagström

Director of International Educational Affairs

Anders Hagström has been Director of International Educational Affairs at ETH Zurich since 2008. Before taking up his present position he was project manager of “ETH World”, an ICT development program for education, research and services. His other positions before joining ETH Zurich in 1999 included various positions in the field of continuing professional development and lifelong learning for engineers at Helsinki University of Technology, the University of Cambridge and the European Federation of National Engineering Associations (FEANI).

Anders Hagström has been active in a number of international networks in the area of engineering education and continuing professional development, including the International Association for Continuing Engineering Education (IACEE), and the European Society for Engineering Education (SEFI).

National University of Singapore

Professor Tan Chorh Chuan

President

Professor Tan Chorh Chuan was appointed President of the National University of Singapore in December 2008. He is also the Deputy Chairman of Singapore’s Agency for Science, Technology and Research (A*STAR). A renal physician, Professor Tan obtained his medical training at NUS, and research training at the Institute of Molecular Medicine, Oxford. His previous positions have included acting as the Dean of the NUS Faculty of Medicine from 1997 to 2000 and the Director of Medical Services, Ministry of Health, from 2000 to 2004, in which capacity he was responsible for leading the public health response to the 2003 SARS epidemic. After leaving the Ministry of Health he held the positions of NUS Provost, then Senior Deputy President from 2004-2008. As Deputy Chairman of the Duke-NUS Graduate Medical School Governing Board from 2004-2007, he played a key role in setting up the partnership. In his role as the inaugural Chief Executive of the National University Health System in 2008, he brought the NUS Medical and Dental Schools and the National University Hospital under a single governance.

Professor Tan received the Public Service Star in 2003 for outstanding contributions to overcoming SARS in Singapore, and the Public Administration Gold Medal in 2004 for his work in the Ministry of Health. He

is a key leader in Singapore's Biomedical Sciences Initiative since its inception in 2000, for which he was awarded the National Science and Technology Medal in 2008. Other awards include the Albert Schweitzer Gold Medal from the Polish Academy of Medicine and the 1996 Singapore Youth Award.

Professor Tan was previously a Commonwealth Medical Fellow, Wellcome Fellow, University of Oxford, and a Visiting Scholar to Wolfson College, Oxford. He is a Fellow of the Royal College of Physicians of Edinburgh, Royal College of Physicians of London, the Royal Australasian College of Physicians, the American College of Physicians, elected Fellow of the Polish Academy of Medicine and Fellow of the Royal Geographical Society, UK.

Professor Barry Halliwell

Deputy President (Research and Technology)

Professor Barry Halliwell is Deputy President (Research and Technology) at the National University of Singapore. He works closely with the Deputy President (Academic Affairs) and Provost to promote research excellence and is responsible for driving the University's research agenda. He is involved in planning and establishing research institutes, centres and programmes that are of strategic importance as well as in formulating policies and agreements relating to intellectual property rights. He oversees the NUS research institutes and centres, the NUS Institutional Review Board (IRB) and NUS Institutional Animal Care & Use Committee (IACUC) and enforcement of the NUS Research Integrity Code. His responsibilities also include overseeing the expansion and allocation of research funding.

Professor Halliwell graduated from the University of Oxford with a B.A. (1st class) and a D.Phil. degree. He holds a D.Sc degree from the University of London. He was a faculty member at the University of London, King's College from 1974 to 2000 and held a prestigious Lister Institute Research fellowship. From 1995 to 1999, he was a Visiting Research Professor of Internal Medicine and Biochemistry with the University of California, School of Medicine, Divisions of Cardiology and Pulmonary/Critical Care Medicine. Professor Halliwell was a Visiting Professor of Biochemistry at NUS from 1998 to 2000. He was Head of the University's Department of Biochemistry from 2003 to 2007 and was Deputy Director, Office of Life Sciences from 2001 to 2005. From 2003 to Sep 2008, he was Executive Director of the NUS Graduate School of Integrative Sciences and Engineering.

An internationally-acclaimed biochemist, Professor Halliwell is known especially for his seminal work on the role of free radicals and antioxidants in biological systems. The Institute for Scientific Information (ISI) lists Professor Halliwell as one of the world's most highly-cited researchers in Biology and Biochemistry and his Hirsch Index is 116. His book *Free Radicals in Biology and Medicine* published by Oxford University Press, and now in its fourth edition, is regarded worldwide as an authoritative text in the field.

His research focuses on the role of free radicals and antioxidants in human disease, particularly Alzheimer's disease and other brain disorders. His interest in identifying the most important antioxidants in the human diet and in developing novel antioxidants to treat diseases has critical bearing on treating human diseases and understanding how diet might cause or prevent them.

Professor Halliwell is a member of several editorial boards including *FEBS Letters*, *Biochemical Journal*, *Biochemical and Biophysical Research Communications* and *Antioxidants and Redox Signalling*. He has been a lead speaker at Gordon Conferences and other prestigious events worldwide and is a member of several expert advisory panels to leading universities, companies and government agencies.

Professor Lily Kong

Vice President (University and Global Relations)

Professor Lily Kong is Vice President (University and Global Relations) at the National University of Singapore. She leads the University in its strategic development to become a leading global university through strengthening of relations with diverse stakeholders. Her responsibilities include developing the university's internationalisation strategy and providing guidance in its implementation. She is also Director of the Asia Research Institute (ARI), established as a university-level institute in July 2001 as one of the University's strategic initiatives to be a world-class hub for research on Asia.

A graduate of the National University of Singapore and University College London, Professor Kong is a geographer and has been a faculty member in the NUS Department of Geography since 1991. She was Sub-Dean in the NUS Faculty of Arts and Social Sciences from 1995 to 1996; Vice-Dean from 1997 to 2000, and Dean from 2000 to 2003. She also concurrently held the position of Dean of the University Scholars Programme from 2002-3 and from 1998 to 1999, she acted as the Assistant Director, Office of Research. She was Vice Provost (Education) from 2004 to 2007.

Between 1997 and 2003, Professor Kong received five fellowship awards including the Commonwealth Fellowship Award and the Fulbright Fellowship Award. Between 1993 and 1997, she was twice a recipient of the NUS Faculty of Arts and Social Sciences Teaching Excellence Award as well as the National Book Development Council of Singapore Book Award. She was also awarded the NUS Outstanding University Researcher Award in 1997. She has an Honorary DSc from Loughborough University, UK and was the recipient of the 2006 National Day Award, the Public Administration Medal (Silver). In 2009, Professor Kong was awarded the Robert Stoddard Award for Distinguished Service to the Geography of Religion and Belief Systems Specialty Group of the Association of American Geographers.

Professor Kong's main research foci are religion, cultural policy and creative economy, and national identity. She has written about globalization and migration, and the social construction of nature and the environment. She has 13 books and monographs to her name, as well as about 70 papers in international refereed journals, and 30 chapters in books.

Dr Lily Chan

Chief Executive Officer, NUS Enterprise

Dr Lily Chan is Chief Executive Officer of NUS Enterprise at the National University of Singapore. She leads NUS Enterprise with a vision to inject an enterprise dimension into NUS teaching and research involving the whole university community. Dr Chan spearheads strategies and initiatives to promote industry collaboration and business ventures for the university.

Prior to joining NUS in 2006, Dr Chan held the position of Managing Director, Investments, of Bio*One Capital Pte Ltd, an investment arm of the Singapore Economic Development Board with a focus on expanding the growth of the biomedical science industry in Singapore. Dr Chan brings with her more than 20 years of biomedical industry experience, from initiating start-up companies, venture investments and active board involvements in many biotech companies.

Dr Chan obtained her B.Sc. degree in Biology, at the Agnes Scott College, Atlanta, USA. She completed her Ph.D. (Microbiology and Immunology) in 1981, at the University of Illinois Medical Center. Dr Chan then started her career as a research scientist with the NUS Department of Medicine in focusing on hepatitis and liver cancer, epidemiology, tumour markers and diabetes. She went on to become the QC/ Technical Manager for Singapore Biotech Pte Ltd, Singapore and was a postdoctoral research associate

with the Department of Pathology, Tufts University, Boston.. From 1987 to 1995, she assumed positions of increasing responsibility, from a Manager in Product development to subsequently becoming the General Manager (Singapore) and Director of Product Development (USA) for Genelabs Diagnostics Pte Ltd Singapore. Between 1995 and 1998, she was the Deputy Director, Bioprocessing Technology Centre, NUS.

Dr Chan holds two US patents in viral detections and these are now commercial products. One product has become the confirmatory gold standard for retroviral testings in Europe.

Ms Denise Chua

Associate Director of the International Relations Office

Denise Chua is the Associate Director, International Relations Office at the National University of Singapore. She manages relations and facilitates collaborations with institutions in Europe, Middle East and Africa. Other responsibilities include liaising with ministries and government agencies for government level programmes and requests, and facilitating NUS' participation in activities under the International Alliance of Research Universities (IARU).

From 2001 to 2007, Denise Chua was in charge of relations with institutions in Asia and Australasia. During that period, she also handled several important projects, such as the Asia Pacific Association for International Education (APAIE) Conference in March 2007 and a series of Nobel Laureates Public Lectures as part of the NUS Centennial Celebrations from July 2005 to April 2006.

Prior to joining the University, Denise Chua worked in public relations in the hospitality industry. She graduated from the National University of Singapore in Economics and European Studies and obtained a Diploma in Public Relations Management from the Institute of Public Relations of Singapore.

Peking University

Professor Zhou Qifeng

President

Professor Zhou was appointed the President of Peking University in November 2008. Professor Zhou obtained his B.S. in Polymer Chemistry in 1970 from Peking University and started to work as a faculty member in the same year. He studied an M.Sc. degree at the Department of Chemistry from 1978 to 1980, and then an M.Sc. and Ph.D. at the Department of Polymer Science and Engineering, University of Massachusetts, from 1981 to 1983.

After graduating from the University of Massachusetts, Zhou Qifeng returned to teaching in the Chemistry department at Peking University. In 1986, he became Associate Professor, and won an award from the University for excellence in teaching. In 1990, he was offered a professorship and served as the Chair of the Department of Polymer Science and Engineering, a position he held until November 2008.

Professor Zhou was appointed the Executive Vice Dean of the Graduate School of Peking University and Vice Provost of Peking University in 1995. He has served joint appointments as the Director of the Ministry of Education's Graduate Students Affairs Office, Director-General of the Division for Academic Degrees and Graduate Education, Director of the Office of the Academic Degrees Committee of the State Council, Director of the China Academic Degrees & Graduate Education Development Center and Director of the General Affairs Office of the 985 Project (Ministries of Finance and Education). He also acted as the

Director of the Office of the Inter-Ministerial Coordination Group of the 211 Project (working between the National Development and Reform Commission, the Ministry of Finance and the Ministry of Education).

In 2003 he was made a member of the Academic Degrees Committee of the State Council, of which he was the Deputy Secretary-General from June 2003 to July 2004. He became a Standing Committee Member and Vice Chair of the Chemistry Division of the Chinese Academy of Sciences in 2004. Following this he became President of Jilin University from 2004 to 2008.

President Zhou has received numerous honors, for both teaching and research and is an Academic member of the Chinese Academy of Sciences. Professor Zhou's research interests include polymer synthesis, liquid crystalline and specialty polymers. He has published many internationally recognised books and over 200 papers on these research areas.

Mr Li Yansong

Assistant President and Director, Office of International Relations

Li Yansong graduated with a B.A. degree in Political Science in 1987 and an M.A. in International Relations in 1993 from Peking University. From 1995 to 1997, he was a visiting scholar at the University of California, Berkeley.

Li Yansong worked as a Programme Officer in the Office of International Relations at Peking University from 1987 to 1992. Following that, he was promoted to the position of Division Head. After returning from UC Berkeley, he was appointed as the Deputy Director of the International Office. He has been the Director of the Office of International Relations since 2001, and from 2005 he has also acted as the Assistant President of Peking University.

Li Yansong is responsible for overseeing all exchange programmes at the University level and promoting the University's international development.

Li Yansong has published several works, including Interviews with University Presidents (editor), Harvard University, and Innovation and Challenges.

University of California, Berkeley

Professor Robert J. Birgeneau

Chancellor

Professor Robert J. Birgeneau became the ninth chancellor of the University of California, Berkeley, in September 2004. An internationally distinguished physicist, he is a leader in higher education and is well known for his commitment to diversity and equity in the academic community.

Before coming to Berkeley, Professor Birgeneau served for four years as President of the University of Toronto. He was previously Dean of the School of Science at the Massachusetts Institute of Technology, where he spent 25 years on the faculty. He is a fellow of the U.S. National Academy of Sciences, the Royal Society of London, the American Philosophical Society and other scholarly societies. He has received many awards for teaching and research and is one of the most cited physicists in the world for his work on the fundamental properties of materials.

In 2006, Professor Birgeneau received a special Founders Award from the American Academy of Arts and Sciences along with President John Hennessy of Stanford University and filmmaker George Lucas.

Established in the 225th anniversary year of the Academy, this award honours men, women and institutions that have advanced the ideals and embody the spirit of the Academy founders which are a commitment to intellectual inquiry, leadership and active engagement. In 2008, Professor Birgeneau and President Nancy Kantor of Syracuse University received the 2008 Carnegie Corporation Academic Leadership Award as Champions of Excellence and Equity in Education.

A Toronto native, Professor Birgeneau received his B.Sc. in mathematics from the University of Toronto in 1963 and his Ph.D. in physics from Yale University in 1966. He served on the faculty of Yale for one year, spent one year at Oxford University, and was a member of the technical staff at Bell Laboratories from 1968 to 1975. He joined the physics faculty at MIT in 1975 and was named Chair of the Physics Department in 1988 and Dean of Science in 1991. He became the 14th president of the University of Toronto in July 2000.

At Berkeley, Professor Birgeneau holds faculty appointments in the Department of Physics and Materials Science and Engineering in addition to serving as Chancellor.

Dr John Lie

Dean, International and Area Studies

Dr Lie (pronounced Lee) was born in South Korea, grew up in Japan and Hawaii, and attended Harvard University where he received an A.B., A.M., and a Ph.D. He is currently Class of 1959 Professor and Dean of International and Area Studies at the University of California, Berkeley.

Dr Lie's academic interests are political economy and social theory. His dissertation probed the political origins of market society. He then embarked on the "sociological imagination trilogy" that analyzed contemporary East Asia and the United States through the thread of his biography: *Han Unbound: The Political Economy of South Korea* (Stanford University Press, 1998), *Multiethnic Japan* (Harvard University Press, 2001), and *Blue Dreams: Korean Americans and the Los Angeles Riots* (co-authored, Harvard University Press, 1995). *Modern Peoplehood* (Harvard University Press, 2004) is a comparative, historical, and theoretical analysis of race, ethnicity, nation, racism, and identity. He has also published an introductory sociology textbook, *Sociology* (2001, Wadsworth, co-authored), which is also available in Brazilian, Australian, Canadian, and several other "national" editions. His forthcoming books include *Violence and The Consolation of Social Theory*.

Before joining the Berkeley faculty, he held permanent appointments at the University of Illinois at Urbana-Champaign and the University of Michigan. He has also held visiting professorships at Yonsei University (South Korea), Keio University (Japan), National Taiwan University, University of Waikato (New Zealand), and Harvard University.

University of Copenhagen

Professor Dr Ralf Hemmingsen

Rector

In November 2005, Professor Ralf Hemmingsen became the 258th Rector of the University of Copenhagen, and the first ever to be employed by the University. He was previously Dean of the Faculty of Health Sciences and Medical Director at the Psychiatric Department at Bispebjerg Hospital in Copenhagen. He has also been Professor of Psychiatry at the University of Copenhagen since 1995.

From 1986-2002, Professor Hemmingsen was the Medical Director of a major ward at Bispebjerg Hospital, with responsibility for professional development, human resources, finance and construction projects together with inter-institutional/sector collaborations. At the same time as overseeing professional specialisation, he spearheaded extensive rebuilding and decentralisation projects.

He then acted as Dean of the Faculty of Health Sciences from 2002-2005 until his current appointment as Rector. His aim has been to close the gap between staff and management and between ideas, analysis, decisions and results. Professor Hemmingsen has been at the forefront of strategic activities within the fields of research prioritisation, establishing inter-faculty/institutional educational programmes and scientific endeavours, human resources, and payroll policy and financial control. He gained managerial experience early in his career as joint convenor of the Danish Medical Practitioners Union and from his three years as Deputy Chairman of the Association of Junior Doctors.

During the period from 1975 to 2006, Professor Hemmingsen published 161 papers in scientific journals, of which 139 are indexed in Medline. In 1976, he was awarded the University of Copenhagen Gold Medal.

His field of research is neurobiology and psychiatry, with special reference to schizophrenia and psychiatric law. His research includes clinical work with patients and experimental studies using animal modelling. He has supervised nine Ph.D. students and is co-tutoring a further five. He has extensive experience in undergraduate teaching from his time as a clinical lecturer in psychiatry between 1978 to 80 and 1984 to 95 and since 1995 as professor. He has also gained experience in teaching, both as a teacher and course director in biological psychiatry, acute psychiatry, and psychiatric law since 1984. He has taught courses for researchers and consultant specialists, and has and been a member of, and chaired, national and international scientific bodies.

Dr Lykke Friis

Vice-Rector

Dr Lykke Friis has been Vice-Rector at the University of Copenhagen since 2006. Prior to this position, she was the Director of European Affairs at the Confederation of Danish Industries and a Research Director at the Danish Institute of International Affairs. She has extensive teaching experience, and her posts have included being an adjunct professor at Copenhagen Business School (2005), associate professor of European studies at the University of Copenhagen (2003 to 2005), and a lecturer at the Danish School for Public Administration and the Royal Danish Defense College. Dr Friis is also: a Member of the Danish Defence Commission 2008-2009, appointed by the Danish Defence Minister and a Member of the EU "Reflection Group" as one of 12 people appointed by the European Council (the heads of state and government) to deliver a report by June 2010 on the future of Europe: challenges and how to deal with them. Chairman of the group is former Spanish Prime Minister Felipe Gonzales.

Dr Friis obtained her M.A. and Ph.D. from the University of Copenhagen and her M.Sc. in European Studies from the London School of Economics and Political Science. She is currently a member of the Danish Government's Council on Climate Change and sustainability, a board member of Sport Event Denmark, and a member of The Danish Growth Council. She is also a regular columnist on EU affairs in the Danish Daily Berlingske Tidende and a television commentator for Denmark's Radio and TV2.

Dr John E. Andersen

Director, International Affairs

Dr John Andersen is Director of International Affairs at the University of Copenhagen and Head of the International Office. From 1976 to 2002, he was Associate Professor at the Department of Nordic Philology at the University of Copenhagen. From 1980 to 1985, he was on leave as a visiting professor at the University of Basel and Zürich, Switzerland.

Dr Andersen has an active role in developing new programmes offered in English, renewing the International Strategy of the University, and accomplishing international goals in the performance contract with the Danish Ministry of Science, Technology and Innovation.

Dr Andersen is the central contact person for the International Association for Research Universities (IARU) at the University of Copenhagen and holds a number of honorary offices and assignments in Denmark and abroad such as Chairman of the Danish Rectors' Conference permanent Committee for International Relations.

University of Oxford

Professor Ewan McKendrick

Pro-Vice Chancellor (Education, Academic Services, and University Collections)

Professor Ewan McKendrick, Fellow of Lady Margaret Hall and Herbert Smith Professor of English Private Law, became Oxford's Pro-Vice-Chancellor for Research, Academic Services and University Collections in June 2006. In September 2008 the Research portfolio was replaced by that of Education.

As Pro-Vice-Chancellor for Education, Academic and University Collections, Professor McKendrick is responsible for the University's strategy and policies for teaching, learning, student support and admissions. This includes the oversight of the standards of the degrees awarded across the University, procedures for approving new courses, enhancing educational provision for students, and the University's policy and procedures for admissions, financial support, and widening participation. He has general responsibility for the oversight of university libraries, museums and collections, as well as Oxford's computing and language teaching services.

In his former role as Pro-Vice-Chancellor for Research, Professor McKendrick was responsible for seeking out new funding opportunities and co-coordinating the University's relationships with its major research funders. He led the University's submission in the recent Research Assessment Exercise which resulted in Oxford gaining the highest amount of quality research funding of any UK university.

Dr Heather Bell

Director, International Strategy

Dr Heather Bell is Oxford University's first Director of International Strategy and has a wide remit to support Oxford's international activities. Since taking up her post in March 2007, she has worked on the university's overall international strategy and its approach to international research; developed a strategy for radically improving graduate student funding; supported the university's engagement with key regions;

and started new initiatives to support the university's international character, including an international internship programme and the use of videoconferencing and Skype in Oxford's interview-intensive undergraduate admissions process.

Dr Bell's background is both academic and commercial: she studied history of medicine at Harvard and Oxford before becoming a partner at McKinsey & Company in London.

The University of Tokyo

Professor Junichi Hamada

President

Professor Junichi Hamada became the 29th President of the University of Tokyo on April 1, 2009.

Professor Hamada specializes in information law and policy. He received his Bachelor's degree in 1972, his Master's degree in 1974, and his Doctoral degree in 1980, all from the University of Tokyo in the field of law. Professor Hamada's original specialty was constitutional law, with emphasis on the research of the freedom of expression. Consequently, he actively pursued various issues of in the areas of press and information law, including freedom of news gathering, law of privacy and defamation, and the convergence of broadcasting and telecommunications.

Professor Hamada joined the University of Tokyo as a research associate at the University of Tokyo's Institute of Journalism and Communication Studies in 1978 and was appointed a full professor in 1992. After serving as Director of the Institute from 1995 to 1999, he was named Dean of the Interfaculty Initiative in Information Studies and Dean of the Graduate School of Interdisciplinary Information Studies from 2000 to 2002. He was appointed as Managing Director, Executive Vice President of the University of Tokyo in 2005.

In addition to his position as President of the University of Tokyo, Professor Hamada serves as the President of the Japan Association of National Universities and as the Chairman of the Radio Regulatory Council in the Ministry of Internal Affairs and Communications.

Professor Akihiko Tanaka

Managing Director and Executive Vice President

Akihiko Tanaka is Professor of International Politics at the Interfaculty Initiative in Information Studies and at the Institute of Oriental Culture, the University of Tokyo. He is currently Managing Director and Executive Vice President of the University. He obtained his B.A. in International Relations at the University of Tokyo's College of Arts and Sciences in 1977 and his Ph.D. in Political Science at Massachusetts Institute of Technology in 1981. Professor Tanaka's specialties include theories of international politics, contemporary international relations in East Asia, and Japan's foreign policy. He has numerous books and articles in Japanese and English including *The New Middle Ages: The World System in the 21st Century* (Tokyo: The International House of Japan, 2002).

Professor Kiichi Fujiwara

Professor, Graduate Schools for Law and Politics

Professor Fujiwara is Professor of International Politics at the University of Tokyo, teaching courses on international relations and international conflict at the Faculty of Law, Graduate Schools of Law and Politics, and the Graduate School of Public Policy, the University of Tokyo.

A graduate of the University of Tokyo (B.A. and M.A.), Professor Fujiwara studied as a Fulbright student at Yale University, before he returned to Japan at the Institute of Social Science (ISS). He first joined the faculty at Chiba University, and then returned to ISS for seven years before moving into his present position. He has held positions at the University of the Philippines, Johns Hopkins University, and was selected as a fellow of the Woodrow Wilson International Center at Washington D.C.

Professor Fujiwara is better known for his writings on international affairs, including *Remembering the War*, 2001; *A Democratic Empire*, 2002; *Is There Really a Just War?* 2003; *Peace for Realists*, 2004 (winner of the Ishibashi Tanzan award, 2005), *International Politics*, 2007; and *War Unleashed*, 2007.

Professor Fujiwara is a regular commentator on international affairs and Japanese foreign policy on Japanese TV networks such as NHK and TBS, along with the BBC World Service, CNN, and NPR.

Mr Tatsuo Kishi

General Manager, International Affairs Department

Tatsuo Kishi has been the General Manager of International Affairs Department of the University of Tokyo since April 2008. From 2006 to 2008, he was based in Singapore as Director for Community Relations in Singapore at the Ministry of Education, Culture, Sports, Science and Technology (MEXT). He also worked as a Managing Professor of Tohoku University from 2002 to 2004 before he served as the Director of the International Affairs Department of the university in 2005 and in 2007.

Tatsuo Kishi worked for the Japan Society for the Promotion of Science as the Head of the Research Cooperation Division in charge of the exchange programs with NSF of US, the Royal Society of UK, CNRS of France from 1999 to 2002. From 1997 to 1999, he worked for the Agency for Cultural Affairs, an extra-ministerial bureau of MEXT, as the Coordinator for International Affairs dealing with the coordination of overseas exhibitions of Japanese traditional arts.

Mr So Kawanobe

Head, International Planning Group

So Kawanobe was appointed to the position of Head of International Planning Group at The University of Tokyo in October 2008. He obtained his B.A. from Sophia University, Japan, and M.A. from University of Reading, U.K. So Kawanobe has been engaging in administrative matters relating to international affairs for most of his career. He has held positions in the Japan Society for the Promotion of Science, and the Ministry of Education, Science, Sports and Culture. In 2001-2003, he worked in the External Relations and Cooperation area of UNESCO Paris. He was subsequently appointed to a position at the University of Hokkaido from 2003-2008.

Mr Hirotaka Morita

Staff Member, Student Exchange Planning Group

Hirotaka Morita is a staff member of the Student Exchange Planning Group at The University of Tokyo. Before being appointed to this position, he was a Program Coordinator in the San Francisco Office of the Japan Society for the Promotion of Science.

Yale University

Mr Donald L. Filer

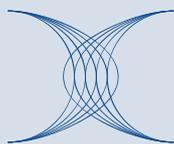
Associate Secretary of the University

Director, Office of International Affairs

Donald Filer is Associate Secretary of Yale University and Director of the Office of International Affairs. He was appointed to his present position in December 2004 as the first director of Yale's newly created Office of International Affairs to help advance President Richard C. Levin's internationalization goals. The Office of International Affairs supports the international activities of all schools, departments, offices, centers, and organizations at Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale's international activities around the globe.

Donald Filer joined Yale University in September 2000 as Associate Secretary with responsibility for managing support for the Yale Corporation (the University's governing board) and directing the Office of Licensing Programs. He also supervised the campus Visitor Center and oversaw the renovation of the Visitor Center's historic building and the creation of new exhibits highlighting Yale's history and contributions Yale graduates and faculty have made in various areas.

From 1991 to 2000, he served in a number of capacities at Connecticut College in New London, Connecticut, including Vice President for Community and Public Affairs, Secretary of the College, and Acting Vice President for Development. He worked for former U.S. Representative Bruce A. Morrison of New Haven from 1985 to 1991, including managing Congressman Morrison's 1998 re-election campaign. Donald Filer earned a B.A. in Political Science from Colgate University. He is an active member of the local community and serves on the board of the New Haven Symphony Orchestra.



2. International Scientific Congress “Climate Change: Global Risks, Challenges and Decisions”

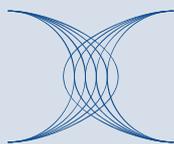
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| | | Workshop |
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| Action required: | ✓ | For discussion |
| | | Presidents’ endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/recommendations:

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| 2008 Presidents’ Meeting (April 2008) | Yale and Tokyo offered to assist Copenhagen with getting IPCC buy-in. Post meeting Yale secured RK Pachauri’s commitment to attend the Copenhagen Conference. |
| 2008 Senior Officers Meeting (October 2008) | Copenhagen asked all members to promote the Congress through prominent links on their websites and by encouraging media awareness of the event. |



2. International Scientific Congress “Climate Change: Global Risks, Challenges and Decisions”

The successful International Scientific Congress on Climate Change: Global Risks, Challenges & Decisions was attended by more than 2,500 delegates from nearly 80 countries.

The IARU International Scientific Congress on Climate Change: Global Risks, Challenges & Decisions held in Copenhagen 10-12 March 2009 delivered the following Preliminary Messages to the Danish Prime Minister, host of the COP15, on 12 March 2009.

For further information about the Congress please refer to: www.climatecongress.ku.dk

Two Products from the Congress

Two products are being produced based on the presentations and discussions at the Congress.

The first product will be a synthesis report of the main conclusions from the Congress. The synthesis report will be ready in June 2009. The synthesis has the purpose of explaining the current state of understanding man-made climate change and what we can do about it to the non-scientist, i.e. politicians, media and interested citizens. The synthesis will build on the messages presented to the Danish Prime Minister, Mr. Anders Fogh Rasmussen, host of the COP15, at the closing session of the Congress. These six messages were drafted by the Writing Team (see below) based on input from the session chairs and a reading of the 1600 + abstracts submitted to the Congress. The second product is a book aiming at an academic audience. The book will include more detailed scientific results from all of the sessions and will be published by Cambridge University Press in 2010. It will be an extension and elaboration of the synthesis report.

Who's writing the Synthesis Report and the Book?

A Writing Team consisting of 12 internationally respected scientists from all continents is responsible for developing both products. When the synthesis report has been drafted by the Writing Team, it will be discussed in the Scientific Steering Committee of the Congress and reviewed by the Earth System Science Partnership (ESSP) and a group of experts identified by the IARU universities. In keeping with normal scientific practice, a procedure for producing the synthesis report that has been adopted optimises the chances of arriving at a product that will receive a broad backing from the scientific community as being a message that can be sent to the non-scientific community and that explains current understanding in climate change science.

The Writing Team will also be responsible for writing the book.

Members of the Writing Team (in alphabetical order)

- Professor Joe Alcamo, University of Stellenbosch
- Dr. Terry Barker, Cambridge University
- Professor Daniel Kammen, University of California - Berkeley
- Professor Rik Leemans, Environmental Systems Analysis Group, Wageningen University
- Professor Diana Liverman, Oxford University
- Professor Mohan Munasinghe, Chairman, Munasinghe Institute for Development (MIND),
- Dr. Balgis Osman-Elasha, Higher Council for Environment & Natural Resources (HCENR), Sudan
- Professor Katherine Richardson, University of Copenhagen
- Professor John Schellnhuber, Potsdam Institute for Climate Impact Research & visiting professor at the University of Oxford
- Professor Will Steffen, Australian National University
- Professor Lord Nicholas Stern, London School of Economics and Political Science (LSE)
- Professor Ole Wæver, University of Copenhagen

Key Messages from the Congress

Key Message 1: Climatic Trends

Recent observations confirm that, given high rates of observed emissions, the worst-case IPCC scenario trajectories (or even worse) are being realised. For many key parameters, the climate system is already moving beyond the patterns of natural variability within which our society and economy have developed and thrived. These parameters include global mean surface temperature, sea-level rise, ocean and ice sheet dynamics, ocean acidification, and extreme climatic events. There is a significant risk that many of the trends will accelerate, leading to an increasing risk of abrupt or irreversible climatic shifts.

Key Message 2: Social disruption

The research community is providing much more information to support discussions on “dangerous climate change”. Recent observations show that societies are highly vulnerable to even modest levels of climate change, with poor nations and communities particularly at risk. Temperature rises above 2oC will be very difficult for contemporary societies to cope with, and will increase the level of climate disruption through the rest of the century.

Key Message 3: Long-Term Strategy

Rapid, sustained, and effective mitigation based on coordinated global and regional action is required to avoid “dangerous climate change” regardless of how it is defined. Weaker targets for 2020 increase the risk of crossing tipping points and make the task of meeting 2050 targets more difficult. Delay in initiating effective mitigation actions increases significantly the long-term social and economic costs of both adaptation and mitigation.

Key Message 4: Equity Dimensions

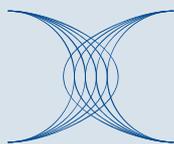
Climate change is having, and will have, strongly differential effects on people within and between countries and regions, on this generation and future generations, and on human societies and the natural world. An effective, well-funded adaptation safety net is required for those people least capable of coping with climate change impacts, and a common but differentiated mitigation strategy is needed to protect the poor and most vulnerable.

Key Message 5: Inaction is Inexcusable

There is no excuse for inaction. We already have many tools and approaches – economic, technological, behavioural, management – to deal effectively with the climate change challenge. But they must be vigorously and widely implemented to achieve the societal transformation required to decarbonise economies. A wide range of benefits will flow from a concerted effort to alter our energy economy now, including sustainable energy job growth, reductions in the health and economic costs of climate change, and the restoration of ecosystems and revitalisation of ecosystem services.

Key Message 6: Meeting the Challenge

To achieve the societal transformation required to meet the climate change challenge, we must overcome a number of significant constraints and seize critical opportunities. These include reducing inertia in social and economic systems; building on a growing public desire for governments to act on climate change; removing implicit and explicit subsidies; reducing the influence of vested interests that increase emissions and reduce resilience; enabling the shifts from ineffective governance and weak institutions to innovative leadership in government, the private sector and civil society; and engaging society in the transition to norms and practices that foster sustainability.



2.1 Additional Paper related to Climate Congress

22 April 2009

IARU Presidents
Attn: President Ian Chubb
Australian National University

Dear IARU Presidents,

The Climate Congress, “Climate Change: Global Risks, Challenges & Decisions”, in March 2009 was an exceptional conference with a clear global signature. It was presented by the University of Copenhagen with the Danish government and was hosted by the IARU universities.

The Congress presented scientific updates in 58 sessions and culminated in the public delivery of the six Key Messages to the Danish Prime Minister, and indirectly to the UN-IPCC, the coming COP-15 and citizens of the Earth. These key messages indicate current-climate trends point to abrupt or irreversible climate shifts; the potential for major social disruption; and the need for immediate and definitive action to meet these challenges associated with climate change.

The indicated members of the Scientific Steering Committee (SSC) encourage definitive action by IARU and its Presidents. Global leadership is critical in the current decade and in the coming decades. Universities must be substantially involved and university-actions within globally-significant networks must be elevated well above current levels.

IARU represents over 250,000 enrolled students who will experience these climate disruptions in their coming lives. They must be educated to lead their countries, governments, industries and neighborhoods. They are the ones who must learn to curtail greenhouse-gas emissions and energy usage to 10-30% of current levels and forge paths to renewable energy sources and interconnected global-governance systems. IARU is clearly focused on expanding contributions in these areas with, for example, its Campus Sustainability initiative, an Energy, Resources & Environment project and published GHG emissions targets. The indicated members of the SSC urge the Presidents of IARU in their April meeting to consider taking the following additional actions in areas of the Congress, Education and Research:

- Provide full public support and endorsement by IARU and the 10 Universities of the six Key Messages through their global, university and country publicity networks and urge definitive actions by UN-COP15 in December 2009 in Copenhagen;
- Establish a comprehensive IARU Educational Action Plan to assure its collective educational systems provide current understanding and insights into the fundamental principles necessary for its current students to address the risks and challenges of climate change. This is urged in all aspects of science, engineering, medicine, policy, business, and humanities, and should be addressed in a way that assures that these programs reach beyond campus and national boundaries;

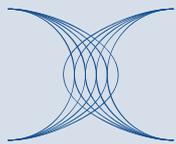
- Establish an IARU Climate Change Research program and network that links its researchers and students in IARU countries, states and continents through an IARU-facilitated network of climate-change research programs that build and enhance scientific research needed to address climate change into the future.

With its strong educational positions in southern and northern hemispheres, IARU is in a position to provide global leadership. In that Africa and South America are potentially at the center of many major impacts from climate changes, leadership is also needed by IARU in this arena to assure that resource systems are integrated into its plans and programs.

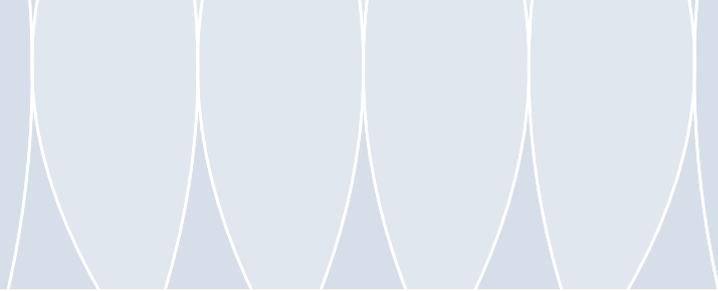
Regards,

Dr. Terry Barker, Cambridge University
Prof. Daniel M. Kammen, University of California, Berkeley
Prof. Katherine Richardson, University of Copenhagen
Prof. F. Michael Saunders, National University of Singapore
Prof. Will Steffen, Australian National University

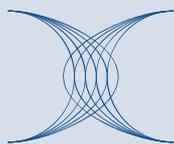
Members, Scientific Steering Committee
Climate Change: Global Risks, Challenges & Decisions



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES



3. Sustainable Campus Initiatives



3.1. IARU Campus Sustainability Project

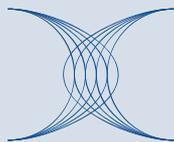
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| Action required: | ✓ | For discussion |
| | | Presidents' endorsement requested |
| | ✓ | Central IARU funding requested |

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| Funding provided to date (\$US): | \$16 500 Copenhagen related activities (March 2009) \$14 000 Campus Sustainability Officers ' Meeting (October 2008) |
| Funding requested (\$US): | Annual Meeting costs |

Previous discussions/recommendations:

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| 2008 Presidents' Meeting (April 2008) | <p>It was agreed that setting targets on greenhouse gas emissions was desirable. Therefore each university should - by 31 January 2009 – have a declared greenhouse gas emission target in time for announcement at the Copenhagen International Scientific Congress on Climate Change in March 2009. Presidents' were asked to note that the Congress will be held before the next Presidents' meeting in Cambridge (28-30 April 2009).</p> <p>It was also suggested that in addition to the announcement that a press kit/ tool kit be developed and information posted to the IARU website. The common sentiment was that a single target would not be appropriate, local differences would need to be explained in some detail. It was agreed that the purpose of the metrics was not to create a league table. There was a view that campus energy use was easier to capture than air and fleet usage.</p> <p>Presidents agreed on a workshop to be held concurrent with senior officers meeting, involving relevant senior staff from Universities to finalise the metrics and targets. Presidents were asked to commit to sending 1-2 senior staff to this meeting.</p> |
| 2008 Senior Officers Meeting (October 2008) | <p>The following recommendations by Sustainable Campus officers were endorsed:</p> <ul style="list-style-type: none"> • The IARU focus on the goals of the individual members, rather than trying to align base years and establish a single target to be applied across all Universities. • Finalise development of the IARU Campus Sustainability Toolkit, based on design and content agreed at the workshop, for publication on the IARU website and launch at the Climate Congress, University of Copenhagen, March 2009. |



3.1. IARU Campus Sustainability Project

1. Campus Sustainability Project

The IARU Campus Sustainability Project was established in late 2007, with the intention of demonstrating international leadership in campus operations.

The Presidents agreed to make a joint statement on sustainability, with a particular focus on reducing greenhouse gas emissions, as well as, developing an on line tool kit for use by the tertiary sector and the broader community.

Representatives from nine IARU members met formally in October 2008, at UC- Berkeley, to begin the development of both the Presidents' statement and a campus sustainability website/tool kit. This process continued through late 2008/early 2009 and the statement and website were released at the IARU Climate Congress held in Copenhagen in March 2009.

(Website: <http://www.iaruni.org/sustainability>)

Given that a number of campus sustainability representatives were attending the Climate Congress, the opportunity was taken to have a follow up meeting. There were representatives from all IARU member institutions.

The main agenda items of the March meeting were:

- Identifying similarities between University programs and opportunities to exchange information.
- Further development of metrics, with particular emphasis on standardizing greenhouse emissions calculators
- Identifying key emissions sources in addition to energy.

A separate report detailing the discussions at the meeting is available. This report focuses on the key issues discussed and the follow up actions agreed.

Each representative briefly outlined their University's current campus sustainability program, with particular emphasis on the main issues they are addressing. Despite the institutional and regional differences, this process identified a number of common issues. These include:

- Best practice in environmentally sustainable design for new buildings and major refurbishments.
- Progressive upgrading of equipment and fitting to improve the energy efficiency of building systems
- Identifying the impact of information and communications technology (ICT) on the energy and emissions profiles of the campus
- Developing campus community awareness programs, with particular emphasis on promoting the value of behavioural change in improving the environmental footprint

The group then discussed the refinement of metrics to be used in annual reporting to the Presidents and issues associated with identifying the emissions profile of travel (particularly commuter and air travel). In regard to the latter, it was accepted that research universities will by necessity, generate travel and there are limited options for neutralising the impact of air travel. While various airline companies are looking at more environmentally efficient aircraft and fuel, it will be some years before any major technology changes occur. Consequently, most commercial airlines offer the option to “offset” travel through carbon credit schemes (usually based on sequestration programs). Several Universities are looking at the viability of establishing internal offset schemes - effectively, allowing the offset amount paid to the airline to go into an internal account which is then used to fund engineered solutions that will reduce the University’s overall carbon footprint eg. installation of alternative energy technology such as photo voltaic; installation of energy efficient equipment; purchase of low carbon vehicles for the campus fleet etc.

The group agreed that each University would assess its capacity to measure air and commuter travel as the first step towards expanding the campus sustainability project from 2010/2011.

Dr Linda Neuhauser, UC- Berkeley, also briefed the group on a research project that would focus on measuring the effectiveness of the IARU collective approach to campus sustainability in establishing programs and achieving targets. It was agreed that this project would have value and Dr Neuhauser intends to pursue external funding.

Follow up actions:

- Further refinement of the metrics to be used in the annual reporting. As part of this process, it was agreed that an IARU intern in the 2009 program would build on earlier research into greenhouse emissions calculators and provide data to allow standardisation across regions.
- Develop greenhouse emissions calculators for air travel to allow the accurate measurement of the environmental impact. An IARU intern in 2009 program to do the initial research.
- Exchange information on various campus sustainability initiatives, including internal carbon offset schemes, community awareness/education initiatives and environmentally sustainable building projects.
- Explore opportunities for benchmarking between similar projects/activities.
- All representatives to review the website/toolkit and provide further information for publication

Recommendation

Recommended that the campus sustainability representatives meet at least annually for the next 3 years. The main focus of these meetings will be the exchange of information of campus sustainability initiatives and the development of the annual report to be presented to the Presidents’ meeting. These campus sustainability meetings could be timed to coordinate with the Senior Officers’ meeting, allowing the group to brief senior officers and receive feedback before finalising the annual report.

IARU funding would be required for meeting services (venue, AV, etc.) as well as any related social activities, such as a formal dinner. In approving the recommendation, IARU members would commit to sending a representative to each meeting.

2. IARU Climate Congress, Copenhagen – Creating Green Universities Workshop

As stated above, the Presidents' Statement and the IARU Campus Sustainability website/toolkit were released at the Climate Congress, as part of a Creating Green Universities workshop.

This workshop also included a discussion panel, with representatives from University of Copenhagen, Yale University, ANU and Earth University (Costa Rica). Approximately 140 people attended the session and the panel interacted with the audience on a range of issues related to establishing effective campus sustainability programs. There was also out of session discussions between participants and the panel.

Since the workshop, references to the IARU website have appeared (or will appear) in the on line newsletters of various associations (such as AASHE – American Association for Sustainability in Higher Education) and a request has been received to present a paper on the IARU approach at the National Conference of the Australasian Campuses towards Sustainability, to be held in Sydney, Australia in September 2009.

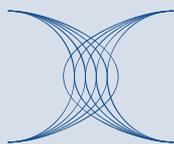
Additionally, a representative of the Federal University of Technology, Nigeria (<http://www.futminna.edu.ng/>) contacted ANU and Yale, through the IARU network, to request assistance in establishing a campus sustainability program at their University - possibly by having IARU campus sustainability specialists participate in a week long forum on their campus. The request is supported by the Vice Chancellor and Executive.

However, the current political instability in Nigeria and various governments' advice to limit travel to the country suggest it would be difficult for individual IARU members to commit to any in-country support at this time.

Bart Meehan

The Australian National University

2 April 2009



3.2. Sustainability Fellowships Program

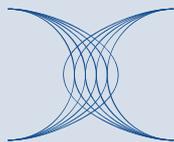
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| Action required: | ✓ | For discussion |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/recommendations:

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| 2008 Presidents' Meeting (April 2008) | The Fellowship/Internship was proceeding with ANU, Yale and Oxford having selected its candidates. Others were encouraged to join in 2009. |
| 2008 Senior Officers Meeting (October 2008) | <p>All members have confirmed an interest in participating in the program. ANU, NUS, Yale, Copenhagen, Oxford, Tokyo and Cambridge have indicated an interest in participating in 2009. Beida has indicated an interest in participating in 2010.</p> <p>Given the increase in numbers the program will require significant coordination from 2009.</p> <p>It was agreed that Universities would determine the number of interns that they can take per annum (up to a maximum of four). The meeting was advised given the limits, fellowship/internships may not be a direct swap (eg. ANU fellows/interns may go to Yale; Yale fellows/interns may go to Copenhagen; Copenhagen fellows/interns to NUS; NUS to ANU etc)</p> <p>ANU and Yale undertook to develop a Program structure, detailing financial and accommodation arrangements for fellows/interns; coordination arrangements between Universities; and the process for identifying projects to be undertaken by fellows/interns.</p> |



3.2. Sustainability Fellowships Program

This program began in 2007 as a trial between ANU and Yale. It subsequently expanded in 2008, to include Oxford and Copenhagen. In 2009, interns from eight IARU members will participate. The exceptions are Cambridge and UC Berkeley who are reviewing their capacity to support interns and provide accommodation for 2010.

The program is currently being administered by Yale and ANU. All participating Universities have recently submitted their intern projects. These will be reviewed shortly and then matched to the nominated interns.

Given the expansion of the program, it is likely that interns will not be direct swaps in 2009. For example, interns from Todai may go to Copenhagen, while Oxford interns may go to Todai.

The bulk of interns will travel in mid-2009 and a full review of the program will be conducted in late 2009, to determine what changes/improvements may be necessary for 2010. (The program's expansion has made administration more resource intensive.)

Where appropriate, the research/reports provided by the interns will be published on the IARU Campus Sustainability website, either as part of the tool kit or as a case study.

Note that the feedback from the early exchanges has been very positive and a number of interns have continued to participate in campus sustainability projects.

Attached is a copy of the projects provided by a number of the participating Universities.

The original number of interns has been revised based on further advice from Universities, with 15 or 16 students participating in 2009.

Bart Meehan

The Australian National University

2 April 2009

IARU Sustainability Fellow Projects

The Australian National University

1. Change for the Climate before the Climate Changes: Building Comfort Guide- survey different building types on campus and sort into categories based on heating/cooling methods; Staff inductions: educate staff who occupy buildings w passive or hybrid heating/colling; Marketing Campaign: ensure that Change for the Climate links in w existing programs such as the 10% by 2010 emissions reduction prog.
2. Carbon Sequestration in the ANU Landscape: The aim of this project is to estimate the carbon stored on ANU campus landscapes. The intern would have access to the Acton Campus tree database, which includes information on tree species, diameter at breast height, age and health. The project would look to define a methodology to determine the carbon stored/sequestered by existing and new plantings and would include a decay model to account for short-lived species and species removed but retained on site as mulch.
3. ANUgreen Marketing Plan: This project will assist in creating a framework for the overall marketing plan of the green office. This will include creating materials that can be displayed on library screens and can be distributed to students and staff. For a student with language skills, our posters could be translated into Mandarin, Indonesian or other languages.

Yale

1. Climate Change and metrics: develop text and charts for the annual ghg report; develop content for website
2. Visibility and New Haven: conduct foundational research on New Haven sustainability and options for collaboration; plan for fall New Haven/Yale activity; research into funding opportunities; develop learning center materials
3. Visibility and Outreach: research, create and draft a sustainability tour of the Yale campus [written/podcast]; develop website content; templates for powerpoint
4. IARU support

ETH Zurich

1. Ultra pure water: survey where UPW is used; data interpretation; outreach; design of flyers
2. Update ETH GHG inventory with commuter travel
3. Update ETH GHG inventory with food mileage

University of Copenhagen

1. Study on the ways to change behavior into more sustainable behavior, including how to involve students
2. develop guidelines and recommendations for sustainability planning in new buildings.

University of Oxford

1. Improve provision of energy consumption and target data to departments; work with waste officer on outreach; work with transport office to develop carbon offset scheme
2. Information Mngt Team/Estates Strategy: Support Planon operation; look at EMS demands on functional suitability; assist space audit; capture IMT processes

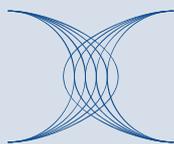
National University of Singapore

1. Sustainable Building Guidebook: look at hard and soft components of building design and utilization. Research and compile information on sustainable ideologues
2. Sustainable Building Practices: review current building operations, identify areas for energy savings. Set up an online system where users can request extension for building hours. Other projects include conducting temp checks for buildings, suitable areas for sensors.

Tokyo

1. Building operation practice using smart real time data analysis system on building energy use and indoor/outdoor environment. Japanese-speaking student can work with Todai Sustainable Campus Project Office about analysis and improvements of energy use in many buildings in the campus.

Note: Following on from the meeting held in Copenhagen, projects to review greenhouse emissions calculators both in general energy use and in air travel will be established. Interns will be asked to build on earlier work and review regional differences, as well as, methodologies used to calculate travel emissions. This information will be used in the refinement of metrics for annual reporting.



4. IARU Global Summer Program (GSP)

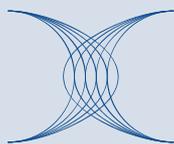
| | | |
|-----------------------|---|--------------------|
| Document type: | ✓ | Progress update |
| | | Workshop |
| | | Project proposal |
| | | No document tabled |

| | | |
|-------------------------|---|-----------------------------------|
| Action required: | ✓ | For discussion |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

| | |
|---|---|
| Funding provided to date (\$US): | \$2500 GSP Workshop (Cambridge February 2008) \$3500 GSP Working Committee workshop (Antwerp September 2008) |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | Presidents' commended the GSP efforts to date. The GSP working group was asked to prepare a report to the Presidents upon the completion of the 2008 GSP. It was suggested that the GSP working group meet in September before the senior officers' meeting. |
| 2008 Senior Officers Meeting (October 2008) | Recommendations tabled in the following discussion paper |



4. Global Summer Program (GSP)

GSP Working Committee Report

A meeting of the IARU GSP Working Committee was convened in Antwerp on 8-9 September 2008. A summary of discussions, endorsed at the 2008 Senior Officers Meeting, is included as an attachment to this report.

Snapshot of participation and mobility in 2008 IARU GSP

TABLE 1. Student Participation in 2008 IARU GSP courses

| Host University | Course | Sending University | | | | | | | | | | Total Students |
|-----------------|---|--------------------|------------|-----|--------|----------|-----------|-----|--------|-------|------|----------------|
| | | ANU | ETH Zurich | NUS | Peking | Berkeley | Cambridge | KPU | Oxford | Today | Yale | |
| ANU | Great Power Politics in Asia | 4 | | | | 1 | | | | | | 5 |
| | International Environmental Policy | 2 | | | | | | 1 | | 2 | 2 | 7 |
| | Southeast Asian Frontiers | 4 | | | | | 1 | | | | | 5 |
| NUS | Field Studies in Biodiversity | 3 | | | | | | | | | | 3 |
| | South East Asia in Context | 1 | | | 1 | | 1 | | | | | 3 |
| Today | Sustainable Urban Management | 2 | | 4 | | 3 | 1 | 1 | 1 | | 1 | 13 |
| | Nanoscience | 3 | | 1 | | 1 | 1 | 1 | | | | 7 |
| | Japanese Language | 3 | | 1 | | 2 | 2 | 1 | | | 1 | 10 |
| Cambridge | Cambridge Connections | 4 | | 1 | 1 | | | | | 2 | | 8 |
| Oxford | History, Politics and Global Leadership | 4 | | | | | | | | | 1 | 5 |
| Yale | Moral Foundations in Politics | 3 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 5 | 22 |

TABLE 2 – Total Student Mobility between IARU universities in 2008 IARU GSP

| Host University | Sending University | | | | | | | | | | Total Students |
|-----------------|--------------------|------------|-----|--------|----------|-----------|-----|--------|-------|------|----------------|
| | ANU | ETH Zurich | NUS | Peking | Berkeley | Cambridge | KPU | Oxford | Today | Yale | |
| ANU | 10 | | | | 1 | 1 | 1 | | 2 | 2 | 17 |
| NUS | 4 | | | 1 | | 1 | | | | | 6 |
| Today | 4 | | 5 | | 3 | 2 | 2 | 1 | | 1 | 18 |
| Cambridge | 4 | | 1 | 1 | | | | | 2 | | 8 |
| Oxford | 4 | | | | | | | | | 1 | 5 |
| Yale | 4 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | | 5 | 21 |
| Total | 29 | 1 | 8 | 4 | 6 | 5 | 5 | 3 | 5 | 9 | 76 |

GSP Working Committee Recommendations

The following recommendations regarding the future of the GSP were developed by the Working Committee in Antwerp, and were endorsed by at the 2008 Senior Officers Meeting:

1. The GSP continue in 2009, based on the model of the 2008 program;
2. Each university makes available financial support for their own students (a minimal number) participating in the program;
3. All host universities explore means to minimize tuition fees for GSP courses (where possible, zero tuition to be charged); and
4. IARU universities will undertake the work necessary to provide credit to students participating in GSP courses, by ensuring that:
 - i. Sending universities with measurable qualifiers for credit advise host universities of these so that they may be taken into consideration when designing courses; and
 - ii. All partners proposing to host a course provide full course details to ensure the sending university is able to make a judgement on what credit the course is worth.
5. Current or proposed GSP courses should refer to the GSP Principles as guidelines (outlined below).

Global Summer Program (GSP) Principles

The following principles are ideals. Variance may be necessary or even desirable, but should be justified as such on a case-by-case basis, with the goal to achieve most of the principles in practice.

1. GSP courses should be intensive and taught to rigorous standards. A course should be equivalent, as much as possible, to a standard, academic-year, semester-long course. All students should receive a grade. Students may not audit GSP courses.

2. GSP course curricula should be based on research-led learning and taught by regular faculty of an IARU university. Faculty exchanges should be encouraged.
3. GSP courses should allow students to address major challenges of the 21st century, with the aim of building global leadership capability.
4. GSP courses should be assessed by students and faculty and reviewed by an IARU group on an annual basis.
5. GSP courses should be taught in English, unless specifically designed to serve as a foreign-language course.
6. GSP courses should be enhanced by extra-curricular events and activities, such as field trips, discussion panels, group projects, and community interaction.
7. GSP courses should have between 10 and 25 students enrolled.
8. GSP students should be from IARU universities. Ideally 80% of seats should be reserved for IARU students. Additional seats can be allocated to partners from other leading universities at the hosts' discretion.
9. GSP students should have full access to all university resources during their study, especially libraries, computer labs, and facilities available to other students.
10. GSP students, including those from the host university, should live on campus whenever possible and be integrated into campus life. Access to and learning about local cultures should be encouraged.
11. GSP costs should be minimized for students as much as possible, both by sending institutions providing aid as well as hosting institutions minimizing tuition and other costs.
12. GSP applications should be standardized and relatively un-bureaucratic.

IARU GSP Mission Statement

The Working Committee agreed to revisit the mission statement of the IARU GSP. Representatives from Oxford, Copenhagen, Yale and ANU developed the following revised mission statement, which was endorsed at the 2008 Senior Officers Meeting:

What is the IARU Global Summer Program?

The Global Summer Program is an initiative undertaken as part of the collaboration among a group of leading research universities committed to the internationalization of their campuses and the preparation of their students to be global leaders. Faculty on each campus teach intensive summer courses designed for students drawn from member institutions who, learning together in the classroom, form an international community of young scholars who also learn from and about each other.

The unique experience for students

Students participating on the GSP will:

- **Tackle the major challenges of the 21st century.** GSP students have the opportunity to explore the most urgent challenges and opportunities for humanity in the 21st century. Issues explored

range from international environmental policy, contemporary Asian development to global leadership.

- **Work with outstanding peers from around the globe.** GSP students are the best of the best. Come and study with the most talented, motivated people at some of the world's top universities - the International Alliance of Research Universities: Yale, Oxford, Cambridge, ANU, Berkeley, NUS, Copenhagen, Tokyo, Peking, and ETH. By bringing together students and faculty from different countries and cultures, the courses offer a truly global perspective on key contemporary issues.
- **Live and learn intensively, at a foreign university.** GSP is a residential summer programme, experienced over 3-5 weeks at a IARU member university. Students will be immersed in learning. Days are full and they learn in a variety of settings, formal and informal: from lectures and classes to tutorials and field visits, from student panels and debates to intense discussions over breakfast. They also participate in social activities.
- **Learn about research from top professors.** All IARU universities are research-intensive. GSP is specifically designed to give students exposure to research-led learning. Professors on GSP are both leading researchers and teachers. Students will enhance their research skills by: conducting independent library-based research and writing papers; conducting field-based observation; participating in team research projects and by becoming part of an unique global alumni network of the best students from the world's top research universities.

2009 GSP Status Report (IARU Secretariat overview)

In summer 2009, all 10 universities will host a program, defined as one or more courses available to students from member institutions. These programs vary in size and scope, but they all represent a unique aspect of the hosting institution's academic focus. A total of 15 courses will be offered in 2009 (Course profiles are included as an attachment to this report).

A standardised application form and an increased effort from member institutions to provide detailed course information on the central IARU GSP website has streamlined the application process for students and administrators, and has enabled IARU to present a more united and clearly IARU-branded program to students.

Promotion of the GSP in 2009 has been aided through:

- Word of mouth from 2008 participants;
- A longer lead time in which to promote the program to students; and
- Increased efforts by member institutions to reduce the financial burden of participation through scholarships and tuition waivers.

Snapshot of 2009 applications and likely student mobility

TABLE 1 - Number of applications received at sending universities

| COURSE | SENDING UNIVERSITY | | | | | | | | | | TOTAL | |
|--------|--------------------|------------|-----|--------|-------------|-----------|------------|--------|------|-------|-------|-----|
| | ANU | ETH Zurich | NUS | Peking | UC Berkeley | Cambridge | Copenhagen | Oxford | Yale | TOTAL | | |
| ANU1 | 6 | 2 | 17 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 35 |
| ETH1 | 7 | - | 10 | 1 | 2 | - | - | - | 0 | 4 | 24 | 24 |
| NUS1 | 18 | 1 | - | 9 | 9 | 7 | 3 | 2 | 1 | 2 | 52 | 52 |
| NUS2 | 3 | - | - | 1 | - | - | 17 | - | - | 18 | 39 | 39 |
| PKU | 25 | - | 21 | - | 4 | - | 2 | 1 | - | 1 | 54 | 54 |
| UCB1 | 3 | - | 4 | 2 | - | - | - | - | - | - | 9 | 9 |
| UCB2 | 17 | 1 | 12 | 1 | - | 3 | 9 | - | 4 | - | 47 | 47 |
| UCB3 | 13 | 1 | 6 | 2 | 1 | - | 6 | - | 4 | 1 | 34 | 34 |
| CAM1 | 41 | - | 12 | 3 | 3 | - | 1 | - | 1 | 4 | 65 | 65 |
| COP1 | 10 | 1 | 3 | - | 3 | - | - | - | 1 | 1 | 19 | 19 |
| COP2 | 9 | 1 | 17 | 3 | 3 | - | - | - | 6 | 3 | 42 | 42 |
| OXF1 | 48 | 2 | 11 | 3 | 4 | - | 3 | - | - | 8 | 79 | 79 |
| TOK1 | 11 | 1 | 37 | 1 | 4 | 1 | - | - | - | 5 | 60 | 60 |
| TOK2 | 17 | 3 | 20 | 4 | 3 | - | 2 | - | - | 5 | 54 | 54 |
| YAL1 | 44 | - | 20 | 2 | 3 | 2 | 12 | 1 | 2 | 7 | 93 | 93 |
| TOTAL | 272 | 13 | 190 | 33 | 42 | 14 | 56 | 5 | 20 | 61 | 706 | 706 |

TABLE 2 - Nominated Applications (Number of applications deemed successful by sending university and forwarded to host university)

| COURSE | SENDING UNIVERSITY | | | | | | | | | | TOTAL |
|--------|--------------------|------------|-----|--------|-------------|-----------|------------|--------|------|-------|-------|
| | ANU | ETH Zurich | NUS | Peking | UC Berkeley | Cambridge | Copenhagen | Oxford | Yale | Totai | |
| ANU1 | 2 | 1 | 2 | - | 3 | 1 | 1 | 1 | 2 | 2 | 15 |
| ETH1 | 2 | - | 5 | 1 | 2 | - | - | - | - | 3 | 13 |
| NUS1 | 2 | 1 | - | 9 | 9 | 7 | 3 | 2 | 1 | 2 | 36 |
| NUS2 | 2 | - | - | 1 | - | - | 14 | - | - | 13 | 30 |
| PKU | 2 | - | 4 | - | 4 | - | 1 | 1 | - | 1 | 13 |
| UCB1 | 2 | - | 3 | 2 | - | - | - | - | - | - | 7 |
| UCB2 | 2 | 1 | 3 | 1 | - | 2 | 3 | - | 2 | - | 14 |
| UCB3 | 2 | 1 | 2 | 2 | 1 | 1 | 3 | - | 3 | 1 | 16 |
| CAM1 | 2 | - | 4 | 3 | 3 | - | 1 | - | 1 | 4 | 18 |
| COP1 | 2 | 1 | - | - | 3 | - | - | - | 1 | 1 | 8 |
| COP2 | 2 | 1 | 4 | 3 | 3 | - | - | - | 6 | 2 | 21 |
| OXF1 | 2 | 1 | 2 | 2 | 4 | - | 2 | - | - | 4 | 17 |
| TOK1 | 2 | 1 | 6 | 1 | 4 | 1 | - | - | - | 4 | 19 |
| TOK2 | 2 | 2 | 2 | 3 | 3 | - | 1 | - | - | 3 | 16 |
| YAL1 | 2 | - | 5 | 2 | 3 | 2 | 3 | 1 | 1 | 2 | 21 |
| TOTAL | 30 | 10 | 42 | 30 | 42 | 14 | 32 | 5 | 17 | 42 | 264 |

TABLE 3 – IARU partner financial support to be provided to GSP participants in 2009

| University | Incoming students | Outgoing students |
|-------------|---|---|
| ANU | Tuition waiver for all students from IARU partner universities | <p>ANU GSP participants are eligible to receive a tuition scholarship and travel bursary to cover:</p> <ul style="list-style-type: none"> • tuition fees (where they apply); • accommodation costs (at the rate advertised by the host university); • field study costs (at the rate advertised by the host university); and • reimbursement of return economy airfare (ex Canberra) to the international airport closest to the host university they will be attending (up to a maximum amount). For students travelling to Europe/US this maximum amount will be \$3000, for students travelling to Asia, the maximum contribution will be \$2000. |
| ETH Zurich | Tuition fee is waived for all students from IARU partner universities | Eligible students, who have not been offered a scholarship by the receiving university, receive a scholarship towards their travel and accommodation costs. (Maximum: CHF 2000) |
| NUS | Waiver of tuition fees for all students Two scholarships per IARU partner for airfare and accommodation (total of 18 scholarships) | <ul style="list-style-type: none"> • Travel grants of S\$750 to students going to Australia, China and Japan. • Travel grants of S\$1,200 to students going to Europe and US. |
| Peking | Application fee waived for all students from IARU partner universities | No financial support available to outgoing students |
| UC Berkeley | No financial support available to incoming students | <p>No GSP tuition grants or special scholarships for outgoing GSP students are available from Berkeley.</p> <p>U.S. Federal financial aid is available for outgoing Berkeley students if:</p> <ol style="list-style-type: none"> the students can enroll in at least six semester units (U.S. credits) while they are abroad on GSP the students have remaining eligibility for grants or loans from the 2008-2009 academic year the students are able to sign a consortium agreement with the host institution to transfer the financial aid. It will be very, very difficult for students to meet all of these requirements, especially since the courses are short-term and do not carry enough academic credit to qualify. |

| University | Incoming students | Outgoing students |
|------------|--|---|
| Cambridge | No financial support available to incoming students | No financial support available to outgoing students |
| Copenhagen | Tuition fee is waived for all students from IARU partner universities | Scholarship to be provided – amount not yet decided, but will be dependant on where students are sent |
| Oxford | 10 Tuition scholarships (distributed in 2009 as follows: ANU:1, Berkeley:2, Copenhagen:1, Peking:2, NUS:1, Yale:2, ETH:1) | No financial support available to outgoing students |
| Today | 50% accommodation subsidy to all incoming participants | Scholarship provided to outgoing students (Amount dependant on course – average of 238,125 JPY) - 16 outgoing students. |
| Yale | Yale will award 21 tuition scholarships to incoming students (distributed in 2009 as follows: ANU:2, ETH Zurich:1, NUS:3, Peking:2, UC Berkeley:3, Cambridge:2, Copenhagen:3, Oxford:1, Todai:2, Yale:2) | Yale students on financial aid who wish to go abroad are eligible for the International Summer Award (ISA). Unfortunately students wishing to go to UC, Berkeley are not eligible to use the ISA for the Global Summer Program. |

2009 IARU GSP Working Committee Meeting

The 2009 IARU GSP Working Committee Meeting is scheduled to be held at Oxford on 14-15 September.

2009 IARU GSP Course Profiles

ANU1 - International Environmental Policy

30 June – 17 July 2009

Australian National University

http://info.anu.edu.au/ovc/Executive/020PP_Strategies,_Initiatives_and_Alliances/IARU/anugsp/

Course Description

International Environmental Policy focuses on the dynamic and rapidly expanding field of international environmental policy. International environmental policy has grown dramatically over the last three decades, driven by concern over unprecedented and large-scale global environmental change, including climate change, biodiversity loss, deforestation, marine degradation, and expanding trade and consumption. International environmental policy now directly and indirectly affects the behaviour and decisions of governments, corporations, NGOs, local communities and individuals.

The emphasis of this course is on understanding the real-world dynamics of policy formation and debate. The course takes an interdisciplinary approach, drawing insights from areas including ecology, law, economics, international relations and politics.

We begin by exploring the foundations of the course, including:

- Global dimensions of environmental degradation;
- International cooperation: why do we need it, and why is it difficult?
- What is IEP? who are the main actors, and how does it work?
- Where did it come from? its growth and development over recent decades;
- The policy-making process: how does an issue move from a local concern to international agreement?

We go on to engage more deeply, both in the classroom and through individual/group work, with major aspects, issues, direction, and debates within IEP. We examine:

- Dynamics between “North” and “South” – developed and developing countries
- Trade, globalisation and the environment
- The role of corporations
- The rise of new governance approaches: “governance without governments”.

Our field trip to the ANU Kioloa Coastal Campus is an opportunity to carry out interactive activities in a relaxed environment, as well as explore local indigenous culture and environmental management and the beautiful beaches and wildlife of the New South Wales south coast.

Major themes will include:

- What do we protect? Tensions between conservation and human/economic development;
- Who decides? Equity and power in international decision-making;
- When do we act? Conflicts around knowledge, science, and uncertainty;
- What strategies will work? “Command and control” vs market-based approaches.

These debates and issues will be explored through analysis of specific international environmental policy regimes, such as those on ozone, climate change, and biodiversity; and of topical case studies, such as biofuels and deforestation; bio-piracy and indigenous knowledge; and genetically modified organisms and international trade. The course also draws on contributions from leading ANU researchers in policy and international relations, and leading public sector practitioners.

Delivery Method

This course will incorporate lectures, including external speakers from contexts such as NGOs, corporations and government, and a range of learning approaches such as peer learning, small group seminars, panel discussions, workshops, and a simulated “Conference of the Parties”.

This course runs over 18 days, six days of which are a field trip to the ANU Kioloa Coastal Campus. Weekdays at ANU involve 4-5 contact hours, with an additional 3-4 hours work required per day. Three days (including a weekend) involve no teaching, but students will carry out a research assignment during this period, involving about 25 hours work. Field trip days involve approx 3 contact hours and 3 hours study per day.

Assessment Details

Assessment will include a wide range of activities including peer learning, student-facilitated tutorials, small group work, individual research and a mini “Conference of the Parties”. Planned assessment includes a class poster and presentations (10%), written case study (30%), peer-assessed tutorial facilitation (5%), participation (10%), and a learning portfolio (45% - including mini Conference of the Parties (10%) and tutorial facilitation (10%)).

Accommodation

Bruce Hall (30 June – 11 July) – check-in available from 28 June

Bruce Hall is the Senior Hall of Residence within ANU. Central to ANU lecture halls, libraries and other amenities, Bruce Hall accommodates students in single rooms with a bed, wardrobe, desk, chair and washbasin. Toilet and shower facilities are shared, and are located on each floor. Three meals are provided each day in the main dining hall (included in the cost of accommodation). The Hall has a computer lab for residents, as well as internet connections in each room (data surcharge applies).

Kioloa Coastal Campus (11–15 July)

Kioloa Coastal Campus is located on the New South Wales south coast, approximately 2.5 hours drive from Canberra. The 348 hectare (860 acre) property includes Eucalypt forest and rainforest, as well as unspoiled beach frontage. Students will stay in shared cabin-style accommodation. All meals at Kioloa Coastal Campus will be catered and are inclusive of the field-trip cost.

University House (15–18 July checkout)

Students will stay in hotel-style accommodation at University House for the last three nights of the course. Students will stay in a single-use room which include private bathroom facilities. A buffet breakfast is included in the cost of accommodation, however students will need to source their own lunch and dinner. A wide range of eating establishments are available on-campus and around the university.

Costs (Australian dollars)

Tuition fee: 2,800 AUD

A tuition waiver will apply for all IARU partner students

Accommodation: 1,057 AUD (Bruce Hall and University House)

Includes all meals, except for lunch and dinner on the three final days (15, 16, 17 July) at University House. A number of cafes and restaurants are available both on-campus and close by that students may wish to utilise during this period, including a cafeteria style bistro cafe at University House.

Field-trip costs: 450 AUD

Includes all transport, meals and accommodation at Kioloa Coastal Campus

Estimated visa cost:

Estimated text book costs: N/A

Estimated living expenses: 400 AUD

An estimate of 100 AUD per week as spending money plus 100 AUD for meals (lunch & dinner) on 15, 16, 17 July.

Further Information

For further information about this course, contact iaru.gsp@anu.edu.au.

ETH1 - Information Architecture – Reconstruct the Future

15–27 June 2009

ETH Zurich

Course Description

You will design a future city – after learning new Urban Design Simulation instruments at the ETH Zürich Chair for Information Architecture.

The Chair for Information Architecture investigates innovative design and visualization methods in order to develop seamlessly interconnected computer-assisted design and simulation processes. Research goals of the Chair are the fundamentals of knowledge visualization and the integration of simulations. The Chair's educational and practice goal is the design and simulation of sustainable future cities. Students are given the opportunity to augment, extend and realize designs during the Summer School.

The summer school provides step-by-step introductions to basic knowledge for visualizing city schemes through computer-based methods and field trips inside Switzerland.

The goal of the course is to familiarize the students with a novel, computer-assisted design process and test its application within the field of architecture. The two weeks will be divided into blocks with the following subjects:

Module 1

- Analyzing, describing and visualizing city schemes through comprehensive examples of city utopias
- Definition and reconstruction of specific city patterns
- Introduction to the architectural programming language CGA

Module 2

- Overview of state-of-the-art urban modeling techniques
- Insight into today's digital possibilities in urban design
- Adapting and expressing existing design intentions with new methods

Module 3

- Introduction to the programming language Processing
- Highlighting urban characteristics by revealing patterns and simultaneously showing features that exist across multiple dimensions
- Visualization and simulation of GIS data

Module 4

- Introduction of fundamental concepts in computer-assisted urban simulation
- Exemplifying the theory with concrete research results, experimental examples and case studies
- Presentation of the theoretical framework based on the model of stocks and flows

Module 5

- Using the ETH Value Lab to visualize mapping techniques
- Comparing banking and creative industries in Zurich and Singapore
- Visiting creative spaces in Zurich

Delivery method

The course will incorporate lectures and a range of other learning approaches, such as peer learning, small group seminars, panel discussions, field trips and workshops.

Assessment Details

Assessment will include oral presentations, written case studies, and class attendance. A confirmation of the course will be issued on demand.

Accommodation and Meals

Accommodation has been reserved for the participants in the Youth Hostel Zurich, located near lake Zurich. Breakfast is included in the price of the accommodation.

The cafes and restaurants on ETH Zurich's Science City campus are available to all participants.

Costs

Tuition fee: Waived for students from IARU member universities.

Text book costs: none

Field trips: CHF 350

Accommodation: CHF 624 in four-bed room, CHF 845 in two-bed room (13 nights, including breakfast)

Local transportation: CHF 100 (city bus pass)

Meals and spending money: CHF 550

Visa cost: Please contact the nearest Swiss embassy or consulate in your region.

Further Information

For further information about enrollment, please contact Dr. Angelika Wittek, e-mail angelika.wittek@rektorat.ethz.ch.

For further information about the course, please contact Ms. Martina Sehmi, (e-mail sehmi@arch.ethz.ch).

NUS1 - Asia Now!

29 June – 31 July 2009

National University of Singapore

<http://www.fas.nus.edu.sg/asianow/>

Course Description

“Asia Now” is a residential summer program taking place at NUS from 29 June to 31 July 2009. It focuses for five intensive weeks on the themes of Asia’s transformation and the growing importance of the region in world affairs. To do this, it draws on the intellectual capacity and unique geographical situation of Singapore and NUS.

Students will participate in **one** of the following three modules. Applicants are able to indicate their module preferences in the IARU GSP Application Form.

Module 1 - Remaking the Global Economy: The Rise of Asia - Prof Henry Yeung

The knowledge of global firms such as HP, Nike and Sony, and their cross-border operations is indispensable to any attempt to understand the global space-economy. In the Asia-Pacific rim, these global firms and their Asian partners are major economic agents spearheading economic development and social change at both national and regional levels.

Module 2 - Asia.com – Media and Emerging Technologies in the Asian Landscape - Dr Lim Sun Sun

Media and technology are deeply embedded in Asian society and culture. The Internet and mobile communications have made a huge impact on governance and political participation, business, education, social and family relations and leisure.

Module 3 - Technology And Culture In The Asia-Pacific - A/P Gregory Clancey

Micro-electronics, computers and IT, biotechnology have made a great impact on Asian culture, society and politics. This history course focuses on the interaction between technologies and societies around the Pacific Rim from roughly 1870 to now, particularly Japan, China, Singapore/Malaysia, and the U.S.

Delivery Method & Assessment

Each module will have its own delivery method and approach to assessment:

Module 1 - Remaking the global economy: the rise of Asia - Prof Henry Yeung

Delivery Method

The module comprises 13 three-hour seminars. With the exception of the first and last two classes, each session will comprise a one-hour introductory lecture, a one-hour seminar presentation on a pre-arranged topic by selected members of the class, and a one-hour group discussion.

Assessment

The final mark will be derived from module work (50%) and an end-of-semester examination (50%). The module work will comprise:

1. Participation in seminar discussions (10%)
2. One seminar presentation (10%) and
3. One research paper to be presented during and handed in after Lecture 10 (30%). You are required to complete a 3,000-word case study on “How the global production/business networks of any major transnational corporation has contributed to regional integration in Asia”.

Please note that the paper should consist of a *descriptive profile* of the global operations by any major TNC of your own choice. The TNC *must have significant operations in Asia*, apart from its home-based operations in Europe or North America. It should show how the investment strategies of the TNC have evolved over time and how the TNC’s global operations are organized.

You are required to explain and to assess the *geographical organization* of the global production/business network of your chosen TNC by applying concepts and theories from this module.

The paper should *not* be merely a “company history” written as an isolated case study, but should rather be set firmly within the *broader context* of regional economic integration in Asia

Module 2 - Asia.com – Media and Emerging Technologies in the Asian Landscape - Dr Lim Sun Sun

Delivery Method

This module will be taught using lectures and Problem Based Learning (PBL). Each week will deal with one theme and comprise one 3-hour lecture and two 2-hour tutorials. Each lecture will comprise a lecture by me; followed by a short lecture from a guest speaker who is an expert on the theme, after which there will be a Q and A session.

At the end of each lecture, students will be assigned problems relating to the themes which they will attempt to solve during the tutorials. The problems they are posed will mimic real-life scenarios in a variety of contexts. Students will be broken up into groups and each group will be assigned one problem. The problems will involve role-playing between and/or within groups. In the first tutorial of the week, students will conduct independent small-group discussions and undertake independent research to solve the problem. In the second tutorial, groups have to present their “solutions” to the assigned problem in twenty-minute presentations. This presentation is meant to be informative and instructive, where they will learn from one another’s research. Students will also be expected to critique one another’s solutions.

Students will also be required to submit a term paper which addresses the issue: “*The greatest challenge facing Asia in its adoption of new media is...*”. This term paper will give students the opportunity to reflect on the different themes to which they have been exposed, yet give them the flexibility to research on particular aspects which most interest them, taking into account the multi-national makeup of the students. The top papers will be presented at the conference concluding the Asia NOW Course.

Assessment Details

Group assessment

Class presentations 20 X 2 best presentations

Individual assessment

Peer review (based on group work) 20

Term paper (2000 words) 40

Total 100%

Module 3 - Technology And Culture In The Asia-Pacific – Associate Professor Gregory Clancey

Delivery Method

Ten topics will be covered over five weeks, which means classes will be conducted twice a week for three hours each. The first hour will be a power-point lecture for the first hour and the rest of each session will be given to discussion of the theme and readings. There will be occasional film clips, and one special workshop by a notable outside guest-speaker.

Assessment Details

Assessment will be based on three components. One is participation in class discussion (20%). The second is a 1000-word response paper based on one of the lectures/readings (30%). This is due half-way through the module. The third is a longer research paper (2000 words) on any theme related to the course, and requires reading/research beyond the syllabus (50%). This will be due at the end of the module.

Those students who receive the best grades for this second assignment will be invited to present their papers at the capstone conference in week five. A larger set of papers will be eligible for posting in on-line archive on Technology and Culture in the Asia-Pacific, allowing student research to be accessed globally. There will be no exams.

NUS has an excellent library, to which students in this and the other summer-school modules will have full access. On-line sources will also be made available. Singapore itself can approach as a laboratory for creative case-studies by students who want to research contemporary and/or local themes.

Accommodation

Prince George's Park Residences

In this residence, 11 to 15 single rooms are grouped as a cluster with its own kitchen and bathroom facilities. Meal plans are not available in this residence. The kitchen and dining areas are equipped with basic cooking appliances. Residents wishing to cater for themselves will need to provide their own cooking utensils, crockery and cutlery. Alternatively, students may choose to purchase meals from eating establishments around the campus (including the area around Prince George's Park Residence). Typically, a full meal, including a drink, costs between 4-7 SGD.

The cluster concept allows students to experience independent living while offering excellent opportunities for close interaction among cluster residents. Each residence has a team of Resident Assistants (senior students) and Resident Advisors (either an academic or non-academic staff) to assist with any concerns that students may have.

Costs (Singapore dollars)

Tuition fee: waived

Accommodation: 140 to 160 SGD per week, 5 weeks' stay = 700 to 800 SGD

Field-trip costs: N/A

Estimated visa cost: 40 SGD

Estimated text book costs: 100 to 150 SGD

Estimated living expenses: 550 to 750 SGD

Meals (weekly rates)

On campus 90 to 120 SGD

(Off campus, will be higher)

Transportation (5 weeks)

Travel expenses on public buses / trains (does not include cabs): 100 to 150 SGD

* does not include personal expenses such as toiletries, clothing, groceries, entertainment, etc

Further Information

For more information,
please contact irochuad@nus.edu.sg.

NUS2 - Southeast Asia in Context

22 June – 24 July 2009

National University of Singapore

http://www.fas.nus.edu.sg/sea/programmes/undergraduate/ug_sum_prog.htm

Course Description

This program is a 5 week ground-breaking thematically based exploration of Southeast Asia's geographical and cultural diversity; by taking advantage of Singapore's position and character as a microcosm of this diversity. It also blends classroom at the campus of NUS with hands-on fieldwork to sites in Singapore, Cambodia, Thailand, and Indonesia.

This course is available at two levels, Introductory and Advanced. Students must indicate which level they wish to participate in on the GSP Application Form.

Introductory Level:

E2222 Southeast Asia in Context, SE2880 Topics in Southeast Asian Studies, and SE2880A Southeast Asia's Cultural Mosaic are offered. Students will be given an overview of the region's archaeology in terms of its seafaring and maritime trade and the meanings of the sophisticated ancient monuments. They will also examine the major religions of Southeast Asia; Buddhism, Islam, Christianity and "Animism" and how they figured in movements for change from the 19th century to the present. There will also be discussions of the modern management of Southeast Asian cultural resources and the impact of tourism on cultural heritage.

Southeast Asia is characterized by great ethno-linguistic and cultural variation. Students will study its diversity from an anthropological perspective with the analytical tools for the comparative study of society and culture. Ethnographic materials will be used to discuss themes that include ethnicity, identity, family and kinship systems, gender, economy, and social change. The challenge is for students to explore, conceptualise, and understand differences and similarities between social systems and human relationships, and to ask, Why?

Advanced level (Prerequisites apply*):

SE3214 Marketing Southeast Asia's Heritage and SE3221 Traditional Music in a Southeast Asian Country are offered with a 10-day fieldtrip to Java, Indonesia.

The systematic study of cultural resources management is a new but highly strategic field; building sociological and anthropological frameworks for recording and analysing stability and change in traditional societies, and their potential to contribute to the development of tourism. Case studies of change in traditional societies consequent upon tourism will be studied and strategies for alleviating the negative effects explored. Students will also look at research techniques useful in planning tourism activities which are educational, sympathetic to cultural resources, and which contribute to the welfare of Southeast Asians.

Students will learn to play traditional music from one Southeast Asian country, to understand how the music works, and how music functions in society and reflects cultural values, specifically in the one country. While the first-hand experience of playing ensemble music is an important part of this module, no musical background is required – all you need is a positive attitude. Discussions (with audiovisual illustrations) and readings will help you to understand the workings of the music and the historical, cultural and social setting, with an emphasis on understanding music in and as culture.

*Prerequisites for the advanced level course are either:

- Completion of the foundation “Southeast Asia in Context” course in an earlier year; or
- Being a Southeast Asian Studies (or equivalent) Major in second year or above.

Delivery Method

There will be classes every day both in the morning and afternoon throughout the course, except during the 10-day fieldtrip. Each class session will last 1.5 hours. There will also be classroom lectures and on-site discussion throughout the intensive fieldtrips in the various Southeast Asian countries. There will also be mandatory essays and fieldtrip reports required at the end of course.

Assessment Details

In each course, students are required to participate in the daily classroom discussion as well as to submit written reflection essays and there is a compulsory a fieldtrip reflection report at the end of the course. A final/exit written examination may be administered in the final week.

Students will be graded based on an overall performance of class participation, assessment of the various essays and fieldtrip report as well as the final written exam if administered.

Accommodation

Prince George’s Park Residences

In this residence, 11 to 15 single rooms are grouped as a cluster with its own kitchen and bathroom facilities. Meal plans are not available in this residence. The kitchen and dining areas are equipped with basic cooking appliances. Residents wishing to cater for themselves will need to provide their own cooking utensils, crockery and cutlery. Alternatively, students may choose to purchase meals from eating establishments on campus (including at the Prince George’s Park Residence). Typically, a full meal, including a drink, costs between 4-7 SGD.

The cluster concept allows students to experience independent living while offering excellent opportunities for close interaction among cluster residents. Each residence has a team of Resident Assistants (senior students) and Resident Advisors (either an academic or non-academic staff) to assist with any concerns that students may have.

Costs (Singapore dollars)

Tuition fee: 1,500 SGD

Accommodation: 140 to 160 SGD per week, 5 weeks' stay = 700 to 800 SGD

Field-trip costs: 2,500 SGD

Estimated visa cost: 40 SGD

Estimated text book costs: 100 to 150 SGD

Estimated living expenses: 550 to 750 SGD

Meals (weekly rates)

On campus 90 to 120 SGD

(Off campus, will be higher)

Transportation (5 weeks)

Travel expenses on public buses / trains (does not include cabs): 100 to 150 SGD

* does not include personal expenses such as toiletries, clothing, groceries, entertainment, etc

Further Information

For further information about this course, please contact irochuad@nus.edu.sg.

PKU (Part 1) - Chinese Economy: Reforms and Challenges

29 June – 10 July 2009

Peking University

Course Description

This course is intended to provide an overview of the major aspects of Chinese economy as well as the challenges that it faces. The topics to be covered include the historical background of Chinese economy, China's transition to market economy, and the various issues associated with the transition process. Special attention will be paid to the cultural, political and institutional environment of Chinese economy from a historical perspective. Economic theories, combined with empirical analysis, will be applied to explain various economic phenomena in China, which will allow the students to form a balanced view of the economic prospects of China, as well as to obtain a solid understanding of some fundamental economic principles.

The contents of this course will be conveyed through a mix of lectures, student presentations, and discussions. Students' participation is strongly encouraged. Specifically, students are expected to discuss the assigned articles and current events in class. All the required and recommended readings are compiled into a course package. Students should read the materials before attending the lectures.

Assessment Details

Participation: 15%

Class presentation: 20%

Quizzes: 15%

Final essay: 50%

1. Participation

A basic requirement of this course is to attend the weekly lectures on time. Students will also be expected to actively participate in class discussions.

2. Class Presentation

Every student is required to give a presentation in class during the quarter. You have two options for choosing the topics.

Option 1: Presentation of a piece of required reading materials.

Option 2: Presentation of your own research work.

Each presentation should be about 20 minutes. The format of the presentation can be flexible. Generally, if you present an article from our required readings, the presentation should include a summary of the main points of the article and your understanding of it. You may refer to other materials to supplement the arguments. If you present your own work, you may freely choose the format.

3. Quizzes

There will be three short quizzes during the semester, each worth 5% of your final grade. Generally they will involve short-answer questions that are related to the economic concepts that we introduce in the class as well as to the required reading materials. The quizzes will be of a closed-book, closed-note type.

4. Final essay

For the final essay, you are expected to write an original piece of work on topics that are related to Chinese economy of about 10 pages long (double spaced with Time New Roman font of size 12).

Minimum restriction is imposed on the choice of your essay topics. You may address any Chinese economic or social issues of your interest from an economic perspective. Examples include the long-run implications of China's aging population, the impact of FDI on Chinese economy, an economic analysis of China's one-child policy, and so on.

Accommodation

Student will be responsible for his or her own accommodation. The Peking University Office of International Relations will provide assistance in finding local housing.

Costs (Chinese Yuan Renminbi)

Tuition fee: TBA

Accommodation: TBA

Field-trip costs: N/A

Estimated visa cost: Approx. 1,000 CNY

Estimated text book costs: N/A

Estimated living expenses: Approx 2,000 CNY

Further Information

For further information about this course, visit www.oir.pku.edu.cn or contact summerschool

PKU (Part 2) - Local Traditions and Chinese Society

29 June – 20 July 2009

Peking University

Course Description

Goals

China is diversified in local tradition and culture. If you don't understand local traditions and cultures, you don't understand Chinese society and China. The goals of this course is trying to introduce localized traditions as a examples to show how a society can be united and solidified with one language and different religions, traditions, and culture.

Main Points

The course integrates knowledge of historical geography, culture geography, and social economic development. Divide the whole China into 12 regions in terms of social economic life, religion, ethnicity, food, culture, and more, the course will discuss, for each region, its historical evolution, formation of its tradition, and its socially and economically relation to the whole China.

Delivery Method

Lectures

Lecture 1 - Introduction: Diversified Chinese Society

Lecture 2 - Territory change and formation of local tradition

Lecture 3 - The Confucian and commerces: 4 regions in east China and two local traditions (I)

Lecture 4 - The Confucian and commerces: 4 regions in east China and two local traditions (II)

Lecture 5 - Religions, agriculture, and animal husbandry: How people live in west China (I)

Lecture 6 - Religions, agriculture, and animal husbandry: How people live in west China (II)

Lecture 7 - China orthodoxy and agriculture in central China

Lecture 8 - To be a part – Han and minorities in north and south China

Lecture 9 - Tradition and reality: United with diversified tradition and various ethnicities

Assessment Details

Term paper examining the interactions between diversified local traditions and the united nation.

Accommodation

Student will be responsible for his or her own accommodation. Office of International Relations will provide assistance in finding local housing.

Costs (Chinese Yuan Renminbi)

Tuition fee: 10,000 CNY

Tuition covers a package of two academic courses and one Chinese language course, as well as visits within Beijing city.

Accommodation: TBA

Field-trip costs: Included in Tuition fee

Estimated visa cost: **Approx.** 1,000 CNY

Estimated text book costs: N/A

Further Information

For further information about this course, visit www.oir.pku.edu.cn or contact summerschool@pku.edu.cn.

UCB1 - Global Narratives by and about Asian Americans

6 July – 14 August 2009

University of California, Berkeley

studyabroad.berkeley.edu/globalsummerprogram/

Course Description

This course examines the place of Asian Americans in a globalized world through recent works of literature by and about Asian Americans, and the implications of related issues for the twenty-first century. Basic concepts in globalization discourse and Asian American discourse will be introduced at the beginning of the course; these concepts will be applied to the analysis of the narrative readings.

The reading list consists of texts published during the last two decades, with two of them appearing after the Millennium. There are four novels (Mukherjee, Ozeki, Kunzru), one autobiographical account (Pham), and one short story collection (Le). The authors are from a variety of backgrounds. Of those who can be considered Asian American, Mukherjee was born in India; Pham, in Vietnam; Ozeki, in the U.S.; Le was born in Vietnam and raised in Australia before coming to the U.S. Kunzru is Indian British. All are widely traveled. Because of the brevity of the summer term, the course does not aim to provide comprehensive coverage of various Asian American subgroups. The readings are chosen less by ethnicity than by their potential for being put in conversation with each other.

The “global” themes covered by the authors include colonialism and postcoloniality; technology; “First World”-“Third World” disparities and interconnections; different forms of mobility; refugees vs immigrants; American exceptionalism; national boundaries; multiculturalism; gender and sexuality, racial/ethnic “impersonation”; and environmentalism. The readings will be supplemented by films and videos.

The “global” themes covered by the authors include colonialism and postcoloniality; technology; “First World”-“Third World” disparities; different forms of mobility; refugees vs immigrants; American exceptionalism; national boundaries; gender and sexuality, racial/ethnic “impersonation”; and environmentalism. The readings will be supplemented by films and videos.

Bharati Mukherjee, *Jasmine* (1989)

Andrew X. Pham, *Catfish and Mandala* (1999)

Ruth Ozeki, *My Year of Meats* (1998)

Hari Kunzru, *Transmission* (2005)

Nam Le, *The Boat* (2008)

Assignments include short quizzes, an oral presentation (group or individual), a term paper, and a creative/personal piece.

In addition to the lectures and discussions, GSP students will also participate in a specially designed GSP Independent Study (AAS 199) that will provide them with a unique opportunity to be introduced to the rich and diverse cultures and histories of Asian diasporic communities in the US, and to explore in greater depth the themes and issues covered in lectures and discussions through non-classroom activities such as film viewings, field trips and cultural performances.

Delivery Method

Seminar format; some lectures; emphasis on discussion. Some films/videos.

Assessment Details

Attendance and participation (Attendance will be taken - 20% of grade)

One oral presentation (group or individual) - 20 %

One term paper - 20 %

One creative/personal piece - 20 %

One creative/personal piece - 20%

Accommodation

See summer.berkeley.edu/mainsite/housing.htm.

Costs (US Dollars)

Tuition fee: 1,450 USD

Enrollment fee: 385 USD

International Student Fee: 300 USD*

Accommodation: 1,820 USD

Includes room and board in twin-share accommodation. For single, add 940 USD.

Estimated visa cost: 300 USD*

Estimated books and incidental expenses: 800 USD

** Not required for Yale students*

Further Information

For further information about this course, please contact slwong@berkeley.edu. For further information about the GSP at UC Berkeley, visit studyabroad.berkeley.edu/globalsummerprogram.

UCB2 - The Looming Crisis: Food Scarcity, Environmental Degradation and Poverty in the Century of Human Security

27 July – 14 August 2009

University of California, Berkeley

studyabroad.berkeley.edu/globalsummerprogram/

Course Description

This intensive 3-week course will be run under the umbrella of the Berkeley Institute for the Global Generation (IG2), Berkeley's innovative and integrated approach to global studies and leadership development. Each year the IG2 Summer Session tackles a different theme that amplifies key issues in global studies. Through the IARU Global Summer Program, IG2 invites IARU partner students to participate in its 2009 offering, The Looming Crisis: Food Scarcity, Environmental Degradation and Poverty in the Century of Human Security.

This course is designed to provide a comprehensive and multi-disciplinary analysis of the structural and direct causes of food and environmental crisis that developing countries are currently confronting and battling. It seeks to examine the main issues around hunger and famine in the context of poverty and human rights and critically assess the impact of key policy solutions adopted thus far in an attempt to manage (without solving) the ongoing global food crisis. In particular, it will engage students in the analysis of how the intricate and complex interdependence among countries has compromised and very often permanently altered the ability of developing economies to prevent and respond to food crisis, with famine and hunger emerging as the major challenges to peace and stability in the 21st century.

The course offers a comprehensive, multi-disciplinary analysis of the topic. Three perspectives will be examined:

1. **Academic analysis:** by exploring the main academic literature on the root causes of food scarcity and environmental degradation in the world today;
2. **Policy analysis:** by analyzing the main tools and strategies developed thus far by decision and policy makers within key international organizations and multilateral institutions to confront and manage the current global food crisis;
3. **Grass-root perspective:** by examining the role (and approach) of major advocacy groups such as civil society, social movements and grass root organizations in raising awareness about individual and collective responsibility of developed countries consumers in the perpetuation of dependency and food scarcity in developing countries.

This intensive course provides a unique opportunity for students from all over the world and scholars to explore a specific issue and/or a region in greater depth. It is also intended as a “practical training” for students to develop skills such as effective cross-cultural communication, leadership and team building, that are pivotal both in the academic and policy setting.

Delivery Method

The course also employs different pedagogical methods in order to maximize students' learning. Together with the more "traditional" frontal lessons, the summer institute encourages students' creativity, critical thinking and leadership by including several group projects, role plays and field trips that enrich the student's understanding of the subject. Students are also expected to give presentations on a subject of their choice so to develop and strengthen communication skills, pivotal in a future professional career in international diplomacy and development. Furthermore, the course will feature an impressive pool of outstanding guest lecturers from various disciplines thus highlighting the nuances and the overall complexity of the topic.

Assessment Details

Four major assignments will be given to the students over the three weeks. These assignments aim at assessing overall the student's knowledge of the subject. Each assignment is related to one of the three perspectives (academic analysis, policy and grass-root) constituting the key methodological framework of the IG2.

In particular:

1. **Academic analysis:** One response paper where the student is asked to analyze two major academic pieces that offer opposing arguments on the same topic. In the response paper the student is also asked to highlight strengths and shortcomings of each argument and to offer his/her own academic argument
2. **Policy analysis:** Two concept papers, usually based on a comparative analysis of real case scenarios as reviewed in class. In the policy analysis, the student is expected to provide a comprehensive nuanced analysis of the root-causes of the "issue" but also to offer few policy solutions to address both the causes and the "issue".
3. **Grass-root/activism analysis:** In Group work and student presentation, students are assigned a group at the beginning of the course. They work with the same work for the remaining three weeks and they are expected to produce a group final project and to deliver an individual presentation about their contribution to the group project

Accommodation

See summer.berkeley.edu/mainsite/housing.htm.

Costs (US Dollars)

Tuition fee: 1,160 USD

Enrollment fee: 385 USD

International Student fee: 300 USD*

Accommodation: 1,385 USD

Includes twin-share accommodation and board (for single, add 320 USD)

Estimated visa cost: 300 USD*

Estimated books and incidental expenses: 500 USD

**Not required for Yale students*

Further Information

For further information about this course, visit iastp.berkeley.edu/summerinstitute. For further information about the GSP at UC Berkeley, visit studyabroad.berkeley.edu/globalsummerprogram.

UCB3 - Building Global Peace: Critical Analysis and Constructive Practice

27 July – 14 August 2009

University of California, Berkeley

studyabroad.berkeley.edu/globalsummerprogram/

Course Description

In this intensive three-week course, students will learn to critically analyze different forms of violence, and to engage constructively in the building of peace. We will explore a variety of conflict and issue areas, seeking out root causes, investigating local and global manifestations, as well as considering approaches and efforts to address these problems and construct viable solutions. Classroom and service-based settings will provide an integrative learning experience, enhancing both theory and practice, and reinforcing the importance of each in relation to the other. By means of this process, the course guides students through a series of analytical and reflective steps toward realizing institutional and personal capacities for building peace.

Classroom exercises and field research activities will be organized into cross-national teams as a simulation of the global collaboration and partnership that the GSP philosophy seeks to impart. The culminating objective of the course is for each student to design a service-learning project, incorporating the critical and practical skills learned, and the knowledge gained, through their course work. In addition to their project designs in class, students will develop strategies for carrying out their projects during the next academic year once returning to their home communities and universities. These strategies will include building communication networks and continuing to collaborate through the cross-national project teams established during the course, thereby modeling cosmopolitan citizenship in action

Delivery Method

Four hours/day lecture and discussion 10:00-12:00 am; 1:00-3:00 pm

Assessment Details

Letter grades based on series of analysis papers that culminate in a final project proposal and presentation.

Accommodation

See summer.berkeley.edu/mainsite/housing.htm.

Costs (US Dollars)

Tuition fee: 1,160 USD

Enrollment fee: 385 USD

International Student fee: 300 USD*

Accommodation: 1,385 USD

Includes twin-share accommodation and board. For single, add 320 USD

Estimated visa cost: 300 USD*

Estimated books and incidental expenses: 500 USD

**Not required for Yale students*

Further Information

For further information about this course, visit iastp.berkeley.edu/summerinstitute. For further information about the GSP at UC Berkeley, visit studyabroad.berkeley.edu/globalsummerprogram/

CAM1 - Cambridge Connections

5 July –1 August 2009
University of Cambridge

Course Description

Research calls for detailed and accurate investigation but this often is not sufficient. Developing the complementary ability to place any investigation in context and also to realise the power of connections and links, are additional invaluable skills, both for scholars and also for anyone intending to be an effective leader. The Cambridge Connections programme is designed to foster this ability to think beyond an immediate and narrow field of interest. It resonates, too, with the plenary theme of ‘Understanding’ for the four-week International Summer School running concurrently with this programme in 2009. Participants will benefit immensely from the exchange of ideas both with lecturers and with their student peers from around the globe.

The morning and evening plenary lecture programmes offer a range of over one hundred talks, covering a vast number of topics. Applicants will be sent final details of speakers (and can access the programme lists as they develop on the web), and precise timings so that options can be selected in advance; applicants will be asked to indicate their preferred subject area(s). Selected candidates will be required to submit detailed proposals for the supervision field of study, so that supervisors can be selected and allocated before the start of the programme. Supervisions will normally be conducted by experienced University/College lecturers who are also course directors on the International Summer Schools.

Tapping in to the full range of subjects on offer will allow GSP students with widely differing fields of interest to benefit fully from the experience. Each student can construct an individual programme to match their own personal areas of interest, while also focusing on *understanding* (the 2009 theme) and making connections between writings, events, discoveries and disciplines.

Weekly submitted papers and the associated supervisions ensure academic rigour. This programme format - a combination of self-directed research, lectures, discussions and supervisions - also largely mirrors the experience of regular Cambridge undergraduates who, in many subjects, are not required to attend set ‘classes’ and can elect to hear lectures on topics within and beyond their immediate field of study. The four weeks of study will be very intensive.

This four-week programme for up to 20 GSP students is comprised of the following elements:

- two seminar meetings of the GSP group each week (a total of eight across the GSP), focusing on interdisciplinarity;
- four papers to be written on subjects informed by plenary lecture attendance (primarily, but not exclusively, Literature or History);
- weekly Cambridge-style supervision sessions (one hour) for individuals or pairs of students, during which each of the four papers are reviewed and discussed;
- weekly review sessions;

- two or three daily plenary lectures from the International Summer School programme which have the following sub-themes:
 - Interdisciplinary Understanding
 - Literature: Imagined worlds: the creative imagination
 - Science: Atoms to galaxies
 - History: History and memory
 - Art history: Paint and passion
- research time in the University Library (a Copyright Library) and access to other faculty libraries;
- reading and preparation time.

Plenary lectures are given by eminent scholars from a wide spectrum of specialist fields, and include question and answer sessions after each talk. The lecture topics range from the latest interpretation of historical events and works of literature to cutting-edge scientific discoveries. For these plenary lectures, the GSP students will be in the company of participants in the International Summer Schools, affording the group a truly global experience.

Delivery Method

Mornings: Two lectures per day.

Afternoons: Weekly submission of a paper and the associated supervision + two x two-hour discussion sessions+ one review session. Private study and research.

Evenings: One lecture most weekday evenings.

Contact hours:

About 50 contact hours of lectures, 8 hours of supervision and 12 hours of discussion and 5 hours of review sessions, total of approximately 75 hrs.

Additional research and self-directed study time: reading before the course about 20 hours.

Research plus preparation during the course about 20 hours per week, total of 80 hrs

Overall total: 175 hours

Assessment Details

Assessment will be based on contributions to supervisions and on written papers. Oral feedback on papers will form part of the supervision, but students will also receive written reports on submitted papers. Please note: the Cambridge system does not include 'credit'. IARU participants who wish to receive credit from their home institution will need to arrange this themselves, typically by submitting to their home institution, after completion of the programme, the percentage marks for their written papers as well as their study timetable.

Accommodation

IARU GSP students will be housed alongside other members of the International Summer School, most probably in Harvey Court, part of Gonville & Caius College. Harvey Court is a comfortable modern building on West Road, close to teaching rooms and lecture theatres on the Sidgwick site of the campus, and a 10-15 minute walk across the river from the main college site in the centre of town. Breakfasts will be in Harvey Court, but evening meals will be served in the nineteenth-century Hall in the main college buildings.

Costs (UK pounds)

Tuition fee: 1,570 GBP

Accommodation: 1,540 GBP

Bed, breakfast and evening meal

Field-trip costs: 100 GBP

This is based on 3 optional weekend trips at approx 35 GBP each

Estimated visa cost: TBA

Estimated text book costs: TBA

Estimated living expenses: Approx 250 GBD

Daily lunches and sundries.

Further Information

Sarah Ormrod, E-mail sjo1001@cam.ac.uk

COP1 - Evolutionary Ecology of Invasive Organisms under Climate Change

17–21 August 2009

University of Copenhagen

Course Description

This course explores the theoretical background and methodological approaches to study evolution of invasive organisms under the influence of climate change. Climate change is a major threat to sustainable use of natural resources, and biological invasions represent a significant component of global change. The way these organisms (together with existing pests and beneficials) respond to a changing climate is of fundamental importance to conservation of biodiversity, land use and plant production.

The course will introduce key scientific theories, methods and problems associated with understanding, predicting and managing invasive species, including evolutionary biology, global change ecology, macroecology, invasion ecology, weed and pest science, and agroecology. The course will consist of a series of lectures and seminars by international professors (primarily from IARU partners) and project work of the students. The students will work with specific cases where they apply the theoretical concepts and learn new analytical methods (individual-based modelling, ecological niche modelling). The course will also include theoretical discussions and field excursions.

The target group is graduate and senior undergraduate IARU students with a broad disciplinary background in evolution, systematics, ecology, agriculture, forestry and conservation management.

The course is offered back-to-back and at the same location as “Sustainability in rural-urban regions: The rural landscape in a globalized world”. Students may want to consider applying to both courses.

Delivery Method

Monday and Tuesday (9 am to 5 pm; evenings for individual studies): Individual-based modelling (2 hours lectures, 4 hours computer exercises, 1 hour discussions per day)

Wednesday (9 am to 5 pm; evening individual studies): Evolutionary ecology of invasive organisms (2 hours lectures, 4 hours journal clubs, 1 hour discussion)

Thursday (9 am to pm; evening individual studies): Ecological niche modelling (2 hours lectures, 4 hours computer exercises, 1 hour discussions)

Friday (9 am to 12 noon): Ecological niche modelling (1 hour lecture, 1 hour computer exercises, 1 hour final discussion)

Friday (1 pm to 5 pm): Written exam

Assessment Details

Assessment will be based on student performance during the modeling exercises, their contribution to the journal clubs and a final written exam (4 hours).

Accommodation

The field course will be based at a field station (Forest School) close to Copenhagen in a very attractive natural environment. Lodging in single rooms with shared bathroom facilities.

Costs (Danish Krone)

Tuition fee: No tuition fee charged

Accommodation: 1,500 DKK

Field-trip costs: No costs

Estimated visa cost: A small fee may apply

Estimated text book costs: No costs

Estimated living expenses: Included in accommodation cost

Further Information

For further information about this course, please visit cis.danbif.dk or contact Associate Professor Johannes Kollman, Department of Agriculture and Ecology jok@life.ku.dk.

COP2 - Sustainability in Rural-Urban Regions: The Rural Landscape in a Globalized World

3–16 August 2009

University of Copenhagen

Course Description

This course explores issues related to sustainability and local landscapes in the context of accelerated global changes. The course will be located in a venue north of Copenhagen well suited to explore the influence of the national capital of Denmark. On the one hand, this region is influenced by its proximity to a large urban agglomeration, on the other hand it is appreciated for its natural and cultural values and currently a new national park is being designated within the region.

Hence, the locality provides an excellent opportunity of explore how contemporary landscapes and land-use change are results of complex interactions among multiple drivers, ranging from local cultural traditions and policies to global flows of information, capital and people.

The thematic focus of the course is on landscape patterns and functions as they are affected partly by local agents and processes (including natural processes); partly by external decisions, events and processes. The specific balance of local and global drivers is considered a key to understanding the dynamic process of landscape change.

The course will present and employ complementary analytical approaches to provide theoretical and practical policy insight into the potential of the local landscape to adapt to global influences in a sustainable way.

The target group is IARU students from a number of disciplines within human-environmental sciences (landscape ecology, planning, natural resource management, sustainability science, geography, sociology, political science, landscape architecture, agricultural economy, etc).

The course will consist of a series of lectures and seminars by presented by a number of international professors, primary from IARU partners, supplemented by an assigned project work (a ‘landscape strategy’ for a specific area North of Copenhagen). Reading material will be organized around a forthcoming book publication on ‘Globalisation and the local landscape’. The students will be actively exposed to analytical challenges through field excursions, workshop sessions as well as to theoretical discussions.

The course is offered back-to-back and at the same location as “Evolutionary ecology of invasive organisms under climate change”. Students may want to consider applying to both courses.

Delivery Method

The course will be intensive, requiring full time presence during the course of the two weeks. Contact hours (lectures and seminars) will be about 30 hours. The remaining time will used for excursions, project work and readings. We expects part of the readings to be done before the summer school starts.

Students are expected to prepare a report based on course literature, lectures and project work.

The course equals 5 ETCS credits, equivalent to 1/12 of a full years work.

Assessment Details

The final course report must be finalized in the course of the second week and will be assessed in an oral exam on the last course day.

Students prepare the report in small groups but are examined individually.

Accommodation

The field course will be based at a field station (Forest School) close to Copenhagen in a very attractive natural environment.

Lodging will be in single rooms with shared bathroom facilities.

Costs (Danish Krone)

Tuition fee: No tuition fee charged

Accommodation: 2,500 DKK

Field-trip costs: No costs

Estimated visa cost: A small fee may apply

Estimated text book costs: 200 DKK

Estimated living expenses: N/A

Only relevant for students that stay beyond the course period

Further Information

A detailed program (including reading list) will be made available online in April 2009. For further information, please contact ohc@life.ku.dk.

OXF1 - Oxford University Global Leadership Programme 2009

6–30 July 2009

University of Oxford

Course Description

The *Oxford 2009 Global Leadership Programme* will offer GSP students the opportunity to explore the most urgent challenges and opportunities for humanity in the 21st century. Students will have tutorials and research seminars with faculty from the Oxford University James Martin 21st Century School, in which various research institutes are investigating the many facets of the future of humanity. In addition, students will study political and social aspects of the contemporary world as part of the context for understanding the challenges facing humanity today.

Global Leadership Programme Tutorials and Project

Students will attend three weekly tutorial meetings, usually in pairs. For each meeting they will each have prepared an essay for submission and will present their findings to the tutor and the other student for discussion. The subjects for the tutorials will include:

- Which three infectious diseases of humans may have the greatest impact in the 21st century?
- Which source(s) of energy should we pursue in the next hundred years?

Students will work on their project in small groups and present this on the final day for assessment. They will choose one or other of these topics:

- Globalisation and economic growth vs environmentalism: are they really incompatible?
- Information Technology and the Web: forces for social cohesion, or social exclusion?

Global Leadership Programme Research Seminars

Five seminar discussions will be led by members of the James Martin 21st Century School. Topics are expected to include:

- Environmental issues (Environmental Change Institute)
- The future of the internet and its impact on society (e-Horizons Institute)
- Human enhancement (Future of Humanity Institute)

The Contemporary Political and Social Context

To provide an informed background for their investigations of the current challenges and opportunities for humanity, students will select one of the following seminar topics:

- Post-Cold War Conflicts
- Global Political Economy
- Empire in the Twentieth Century
- The European Union in Perspective

These seminars meet twice a week over a three-week period. They will enable GSP students to study alongside students coming from around the world to undertake summer study at Oxford. Students will prepare one 2,000-word essay for submission in the third week.

GSP students will also attend the Oxford History, Politics and Society lecture series which is designed to broaden and enhance students' understanding of issues and events that have shaped the contemporary world. The lectures are given by leading scholars and distinguished guest speakers.

Delivery Method

Paired tutorials; seminar group meetings and lecture attendance. Contact and study hours are as follows:

Tutorials: 3 x 1 hour

Project Presentation: 1 x 3 hours

Research Seminars: 5 x 1.5 hours

Contemporary Context Seminars: 6 x 2 hours

Contemporary Context Lectures: 15 x 1.5 hours

Total = 48 hours

+ **Study and Preparation Hours:** 4 weeks x 36 hours

Assessment Details

The assessed work for the programme will be:

3 tutorial essays

1 research essay of 2000 words

1 joint project presentation

Accommodation

Accommodation will be offered in Exeter College, which is one of the University's oldest colleges and is situated in the centre of Oxford. Participants will have a single study-bedroom. The bedrooms are located up the four to nine floors of a staircase; bath and/or shower and toilet facilities on each staircase are shared.

Participants will take meals in the college dining hall. The first meal provided will be dinner on Sunday 5 July and the last will be breakfast on Friday 31 July. Lunch will not be provided on Saturdays and Sundays.

Costs (UK pounds)

Tuition fee: 915 GBP (10 full tuition fee scholarships will be available)

Accommodation: 2,225 GBP

Includes all meals except lunches on Saturday and Sundays

Field-trip costs: N/A

Estimated visa cost: 65 GBP

Student Visitor Visa

Estimated text book costs: 100 GBP

Estimated living expenses: 400 GBP

Calculated as 100 GBP per week

Further Information

For further information about this course, visit www.conted.ox.ac.uk/courses/details.php?id=O08I010JDR or contact ipiaru@conted.ox.ac.uk.

TOK1 - Sustainable Urban Management

14–30 June 2009

The University of Tokyo

Course Description

In the process of 20th century urban development, characterized by urban expansion and redevelopment, industrialized countries witnessed a surge in the number, scale and complexity of urban structures. However, with conventional technologies focused on the construction of structures, it has become difficult to keep urban space adaptable to environmental constraints and economic, social and cultural changes. Conventional technologies can no longer meet the social demands of upgrading social capital in a sustainable manner, and the regeneration of attractive urban space that is not only safe and highly efficient, but also conscious of historical, cultural and local identities, guaranteeing a high quality of life for all.

A new approach is needed to reorganize the existing social capital and the technologies to implement it. This approach is neither a mere planning approach, nor a mere engineering approach, but a comprehensive approach.

This course is offered by Department of Civil Engineering, Department of Architecture and Department of Urban Engineering as an activity of the G-COE (Global Center of Excellence) project (csur.t.u-tokyo.ac.jp). Although these three departments belong to The University of Tokyo's School of Engineering, students from non-engineering field are welcome.

The course provides basic knowledge of civil engineering, architecture and urban engineering in the context of sustainable urban management. The course will also examine planning in national, regional and urban scale; infrastructure design; management of urban stock; historical and cultural aspects of urban areas; and management of urban environments.

Delivery Method

The course is composed of 13 lecture classes, each 1.5 hours in length. A study tour has also been organized for course participants (approx. 8 hours).

Assessment Details

Grading will be given based on class attendance and four written assignments.

Accommodation

Students will be accommodated in Hotel Kizankan, located close to The University of Tokyo's Hongo Campus (Approximately 5 minutes walk). Free broadband LAN is available in each room.

For further information about the Hotel Kizankan, visit: www4.ocn.ne.jp/~kizanweb.

Costs (Japanese Yen)

Tuition fee: 22,000 JPY

Accommodation: 73,100 JPY

Cost will vary depending on actual nights of stay (4,300 JPY per night). Meals not included.

Note that this rate includes a 50% subsidy by The University of Tokyo.

Field-trip costs: The University of Tokyo will be supporting the costs of activities including excursions.

Estimated visa cost: Please contact your local Japanese embassy or consulate.

Estimated text book costs: N/A

Estimated living expenses: TBA

Further Information

For further information, please contact iaru.gsp@adm.u-tokyo.ac.jp.

TOK2 - Nanoscience

28 June – 10 July 2009
The University of Tokyo

Course Description

This course is divided into three compulsory modules:

Biotechnology

This series of lectures, run by the Graduate School of Pharmaceutical Sciences, focuses on advanced biomedical science and technologies related to drug discovery. Lectures will include discussion of drug transporter function in the delivery of drugs to target organs; advanced bioimaging technology that is able to reveal where and when genes and their products function in the body during development and pathological processes; Novel NMR-assisted technology, which enables observation of protein-protein interactions at the atomic level; and unique molecules involved in carbohydrate recognition and their important role in pathological processes. Students will also be invited to participate in laboratory tours.

Biomedicine and Nanobiotechnology

The series of lectures focuses on the structure and functions of living systems at the nano level, as a basis for the development of bio-inspired structures and functions, as well as the establishment of methodologies to integrate living components, such as biomolecules and cells, into nanodevices while regulating their functions. The course will have three subthemes: (1) bio-inspired nanomachines; (2) nanobio sensing systems and (3) nanotechnology and materials science for nanoscale cell therapy. Students will also be invited to participate in laboratory tours.

Nanotechnology

This lecture series covers fundamentals and applications of nanotechnology, particularly in the field of semiconductors. The following four topics will be discussed: (1) Fundamentals of semiconductor materials and devices; (2) Future challenges and opportunities of silicon-based integrated nanoelectronics; (3) Physics and technology of semiconductor nanostructures; and (4) Nano-quantum electronics for future optoelectronics and quantum information processes. Students will also be invited to participate in laboratory tours.

Delivery Method

Each module - Biotechnology, Biomedicine and Nanobiotechnology, and Nanotechnology - is composed of four lectures, each 1.5 hours in length. A laboratory tour of one hour will be offered after the second lecture of each day.

Assessment Details

Assessment will be made in consideration of attendance frequency and several short essays on material covered in lectures.

Accommodation

Students will be accommodated in Hotel Kizankan, located close to The University of Tokyo's Hongo Campus (Approximately 5 minutes walk). Free broadband LAN is available in each room.

For further information about the Hotel Kizankan, visit: www4.ocn.ne.jp/~kizanweb

Costs (Japanese Yen)

Tuition fee: 22,000 JPY

Accommodation: 51,600 JPY

Cost will vary depending on actual nights of stay (4,300 JPY per night). Meals not included.

Note that this rate includes a 50% subsidy by The University of Tokyo.

Field-trip costs: The University of Tokyo will be supporting the costs of activities including excursions.

Estimated visa cost: Please contact your local Japanese embassy or consulate.

Estimated text book costs: N/A

Estimated living expenses: TBA

Further Information

For further information, please contact iaru.gsp@adm.u-tokyo.ac.jp.

YAL1 - Foreign Policy and Decision Making

29 June – 31 July 2009

Yale University

www.yale.edu/summer/gsp

Course Description

Examines the study of decision making and its effects on foreign policy formation. The course will focus on the literature on political psychology. Readings include the study of personality, group dynamics, perception and misperception, and how belief systems establish a framework for how we make decisions. Each session will examine a specific theory of decision making and consider how it applies to current events and foreign policy formation.

Delivery Method

Class discussion is paramount to understanding the complexities of the theories and readings, so attendance and participation will be mandatory. There will be small group work in class and game simulations that demonstrate decisional patterns. Students are expected to keep up on the readings so that class discussion is dynamic and thought-provoking.

Assessment Details

There will be a midterm essay exam on the readings and class discussion covered in the first part of the session. A final paper of 10-12 pages is due at the end of the term and will focus on applying one or more of the theories examined in the course to an actual foreign policy decision. Proper citation is required.

Accommodation

Students will live on the Yale campus in the heart of downtown New Haven. Students can check into housing on Sunday, 28 June. The check out date is Friday, 31 July. Yale dormitories, called residential colleges, are the foundation of Yale's social and intellectual structure. Only students in residence have access to these summer facilities and activities.

Student rooms are furnished with a twin bed, mattress, pillow, blanket, dresser, desk, desk lamp, and chair. Students should bring their own sheets (twin, extra-long) and towels. Household items are available for purchase at the Yale Bookstore and other local stores. Meals, featuring a wide variety of foods, are served during three meal periods per day in the college dining halls. If a student has special dietary needs, these should be specified on the application form; arrangements can then be made by the student directly with Dining Services. Meal service begins with dinner on the evening of housing check-in (Sunday 28 June) and concludes with lunch on the afternoon of the last day of classes (Friday 31 July). Each suite is equipped with jacks for telephone and Ethernet service. Students must provide their own telephones and will need a calling card to make long distance calls. Computer clusters with printers are available in the residential colleges and libraries; students may also bring their own computers and Ethernet cable.

The Summer Master, Assistant Masters and Yale students who serve as residential counselors will be available to make sure that your stay in New Haven is productive and pleasant. The counselors help summer students adjust to life at Yale and in the New Haven area, and they coordinate a wide range of cultural and recreational activities, including supervised outings and field trips. Some activities have a small additional fee.

Costs (US dollars)

Tuition fee: 2,650 USD

Two tuition scholarships will be awarded to each IARU institution

Accommodation: 2,055 USD

Costs include room and meals

Field-trip costs: TBA

Estimated visa cost: Check with your local US Embassy or US Consulate

SEVIS Fee 200 USD. Other fees: Visa application fee, Visa Issuance fee (if applicable) depends on country of citizenship

Estimated text book costs: TBA

Estimated living expenses: 500 USD

An estimate of 100 USD per week as spending money. Cost varies by each student's personal spending habits.

Further Information

For further information about this course, visit www.yale.edu/summer/gsp or contact jean.krasno@yale.edu (for course information) or kathy.yurko@yale.edu (for administrative matters).



5. Industrial Innovation (and the Role of the Modern Research University) workshop outcomes

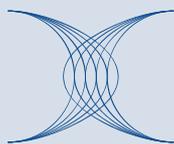
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|-----------------------|---|--------------------|
| Document type: | ✓ | Progress update |
| | ✓ | Workshop |
| | | Project proposal |
| | | No document tabled |

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| Action required: | ✓ | For information/discussion |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | \$6000 (tbc)workshop related activity (Cambridge 2009) |
| Funding requested (\$US): | |

Previous discussions/recommendations:

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|--|---|
| 2008 Presidents' Meeting (April 2008) | Discussion, led by NUS, suggested broadening the topic to "innovation" and dropping the "industrial". It was agreed to retain the current title but that a broadening might occur as the topic was further explored. |
| 2008 Senior Officers Meeting (October 2008) | Members agreed that this workshop should proceed as per the paper under Chatham House rules. It was recommended the organisers anchor the round-table session in real life experiences/ focus on real examples rather than let the discussion become theoretical. |



5. Industrial Innovation (and the Role of the Modern Research University)

Theme & Objectives

- The workshop will explore trends and drivers associated with the evolving nature of industrial R&D; and how these factors influence practices and structures for university-industry engagement
- It is anticipated that the impact of the current economic climate on industrial-university engagement will now feature on the agenda
- The workshop will focus, in particular, on opportunities and challenges associated with hosting formal industry-university collaborative initiatives on campus.
- The IARU group of universities is particularly well positioned to consider and gain new insights into these activities. Some of the most interesting and high profile examples of such initiatives are based at IARU institutions, for example: Berkeley's Intel "Lablet", the Oxford-Man Institute (of Quantitative Finance), Microsoft Research Cambridge, etc
- It is hoped that this workshop will offer an opportunity for IARU institutions to share lessons learned and effective practices related to industry-university engagement.

Approach & Format

- The meeting will be relatively small (10 speakers and 25-30 attendees) with opportunities for relatively informal discussion of experiences and practice, and opportunities for networking.
- It is hoped that participants will feel free to engage in open and frank exchange regarding experiments in university-industry collaboration that have taken place on their campus.
- In particular, it is hoped that colleagues will be willing to discuss both what has worked and, importantly, not worked at their institutions.

Participants & Speakers

Participants include senior university officials and academics interested in university strategy for industry collaboration; and leaders of major industry collaborations based on IARU campuses. Workshop speakers include:

- Prof Robert Birgeneau, Chancellor of University of California, Berkeley
- Prof Ian Leslie, Pro-VC for Research, University of Cambridge
- Prof Alan Hughes, Director of Centre for Business Research, Cambridge
- Prof Barry Halliwell, Deputy President for Research & Technology, NUS
- Professor Christopher Hierold, Director ETH-IBM initiative, ETH Zurich
- Dr Lily Chan, CEO of NUS Enterprise, NUS
- Dr Beth Burnside, VC for Research (Emeritus), UC Berkeley
- Dr Ken Wood, Deputy Managing Director, Microsoft Research Cambridge
- Professor Neil Shephard, Director of Oxford-Man Institute, University of Oxford
- Prof Anthony Joseph, Director of Intel Research Berkeley

Agenda

09:45 Arrival and Coffee: Host - Professor Mike Gregory, Head Institute for Manufacturing

10:15 Welcome: Professor Alison Richard, Vice Chancellor of the University of Cambridge

10:25 Introduction: Dr Eoin O'Sullivan, R&D Interfaces Programme, Cambridge

10:30 Keynote: Professor Robert Birgeneau, Chancellor of UC Berkeley

11:00 SESSION 1: The evolution of industry R&D - opportunities & challenges for research universities

- **Chair:** Professor Ian Chubb, IARU Chair and Vice Chancellor, ANU
- Professor Ian Leslie: *The role of universities in innovation - critical mass, critical diversity;*
- Professor Alan Hughes: *Understanding university-industry knowledge exchange - R&D in context;*
- Professor Barry Halliwell: *Evolution of industry R&D - opportunities & challenges for research universities*

12:30 Lunch

14:00 SESSION 2: Establishing & developing industry partnership activities on campus

- **Chair:** Professor Mike Gregory, Head of the Institute for Manufacturing, University of Cambridge
- Professor Christopher Hierold, Director of the ETH-IBM initiative, ETH Zurich
- Dr Lily Chan, CEO of NUS Enterprise, NUS
- Dr Beth Burnside: *Berekeley, Bay Area, and national efforts to foster university-industry collaborations - strategies and challenges*

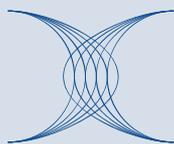
15:30 Tea

16:00 SESSION 3: Directing and managing major industry-university campus initiatives

- Dr Ken Wood: *What we do and how we work with our academic partners*
- Professor Neil Shephard: *Oxford-Man Institute - co-locating a university research institute with a research lab from a financial company*
- Professor Anthony Joseph, Director of Intel Research, UC Berkeley

17:30 End of Main Session

18:30 Drinks & Dinner in Queens' College



6. Education in a research-intensive university: How can we enhance our students' learning? workshop outcomes

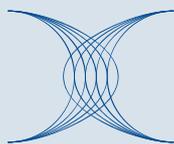
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|-----------------------|---|--------------------|
| Document type: | ✓ | Progress update |
| | ✓ | Workshop |
| | | Project proposal |
| | | No document tabled |

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| Action required: | | For information only – no further action required |
| | ✓ | Presidents' endorsement requested |
| | ✓ | Central IARU funding requested |

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| Funding provided to date (\$US): | \$7000 Cambridge workshop funding (February 2009) |
| Funding requested (\$US): | \$40 000 proposed research assistant |

Previous discussions/recommendations:

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|--|---|
| 2008 Presidents' Meeting (April 2008) | The proposers Richard Baker (ANU) and Elizabeth Fallaize (Oxford) were encouraged to refine the proposal, arrange a workshop and extend invitations to relevant people at IARU institutions. |
| 2008 Senior Officers Meeting (October 2008) | An alternative title "Education in a research-intensive university: How can we enhance our students' learning?" was approved as an alternative term for the project. It was agreed the proposed workshop, February 19-20, should proceed. |



6. Education in a research-intensive university: How can we enhance our students' learning? workshop outcomes

Outcomes from IARU workshop held at Cambridge February on 19-20th 2009.

Background

The 2008 IARU President's meeting accepted the recommendation of an IARU workshop be held of key players from all IARU institutions to explore how the IARU can most effectively maximise student learning by effectively linking teaching and research (original proposal is attached). The notes below summarise the outcomes of this meeting.

Summary of meeting – there was strong consensus that

1. we need to focus on networking best practice re evaluation methods, practices of our education development/support units, and ideas on how to effectively prepare new academics, key to successful interdisciplinary research and teaching;
2. the educational benefits for our students in studying in research intense institutions don't just happen but are something we have to work at. We therefore need to consciously build upon existing effective synergies and actively address institutional barriers working against these potential synergies.
3. a key strategy should be focusing as far as possible in our teaching on "process of mind" instead of a focus on content. For example researchers need to convey to students what it means to think like a biologist/historian etc. In turn such a focus has profound effects on how we teach and how we assess.

Recommendations

The IARU should establish a program to:

1. Benchmark and share directions/working papers on student evaluation, other quality assurance/enhancement measures and directions of "research-led education". A first step in this process will be an online process run by Hans Heinimann Pro-Rector for Education from ETH that further develops the survey results about education in the 10 partners (see attachment 1).
2. Establish online electronic networks to encourage interaction of the following groups of IARU staff
1) PVC(E)/ Pro-Rector/Vice Provosts, 2) Heads of teaching support/academic development units 3) Deans of related areas at the 10 partners. In turn use the above 3 networks to identify opportunities for

student on-line interactions that enhance student learning opportunities – for example a student online learning community around the issue of sustainability could be established to build on the work IARU has already done in this area. Likewise an online learning community of alumni of all IARU global summer schools might be established.

3. Establish formal program review committees of IARU partners to evaluate academic programs and staff development programs – start perhaps where existing collaborations already exist eg – Physics ANU-Copenhagen or Geography ANU-NUS.
4. Assist each other in staff development programs by sending staff from each partner to experience courses on student/staff development/evaluation
5. Make sure partners have a category in their teaching awards for advancing and disseminating research-teaching connections. Share these innovations across the IARU and create a combined distinguished teacher institute for teaching award winners from all institutions and involve members of this distinguished teacher institute in running annual workshops for young faculty on connecting teaching and research.
6. Commit US\$40k to employ a research assistant to carry out a study of what is different about the experience of coursework students at the IARU partners and how we maximise the deep learning opportunities for the student of our research intensity.

General Points

1. Those present all agreed that research-intensive universities such as the IARU have something special to offer students in terms of the depth and type of learning possible in our institutions. In short there is a “buzz” that we can capitalize on but a key in this is focussing on the process of research and not solely content. So rather than getting undergraduates to know all the facts of biology the inspiring teachers' jobs is to get them to know what it means to think like a biologist.
2. Those present all agreed also that there is room for improvement in our institutions in terms of better linking teaching and research and opportunities for us to collaboratively address this situation.
3. In addressing this situation it was strongly felt that we need flexible approaches that acknowledge cultural and disciplinary differences across our 10 institutions.
4. Sharing approaches to assessing educational quality and developing quality enhancement processes are also clearly a priority.
5. In attempting to maximize the student learning opportunities associated with the distinctive nature of research-intensive universities whole of program approach instead of just individual academics doing things are required – ie we need to coordinate things across programs/universities.
6. We also need to think about the entirety of student degrees, as it is possible to achieve different things in different years of study.

7. We can do more to construct programs that progressively link research and teaching. To make it work we need to design it – while some things “just happen” it is much more effective to work on structural issues to let students take maximum benefit of the research intensity of our institutions.
8. Given the IARU’s key role in educating future world leaders there is an imperative that we act on the IARU charter’s statement of trust in each other and to do more to share within the IARU what we are doing in terms of teaching and quality assurance processes.
9. In the light of the above two points a strong focus of the workshop was developing ideas for IARU educational collaborations - see list below.

Summaries of each session

Session 1

Session one on “Exploiting the buzz” ie what aspects of research intensive universities can assist student learning and how do we maximise these benefits

1. Need to discuss incentives for researchers to get them interested in the research-teaching nexus
2. Need to talk also about the benefits of teaching to research
3. Translational teaching – to be able to translate for students what thinking in that discipline means, how does one apply this in different settings – “translational” may be a better term as problems in using term ‘research’
4. Need to see teaching as knowledge dissemination - important as our students are the future policy makers
5. What is the “buzz” – is about exciting people about the process of research, ie it is about process not content. To make it of value to students and academics need to be clear on what we are doing – learning skills that are important for their learning and research
6. Academics need to know where students are coming from – danger of them being cut off from student perspectives
7. We need to be clear on what is all this discussion about research-teaching nexus is about. Is it just marketing or about benefits for students? If it is the later too imperative that we develop ways to measure its benefits
8. All undergrad programs should have a thesis component. Move away from essays – to projects that are more broadly assessed eg use posters, web pages etc to get wider audience
9. The buzz is about understanding the process not content – allows cultural/disciplinary differences

10. Need to avoid giving everything on a plate for students – does not taste so good to them – need to empower them by allowing processes to be student driven – one eg is MIT model of students bidding for research projects that get paid for or competitions where students want to compete to show off their research outcomes
11. Value added can often be outside the class rooms
12. How we assess and evaluate courses is important – we currently often stress content not process in this – meaning that the current systems of assessment and evaluation often give the wrong signals to students (and faculty)

Suggested future actions on exploiting the ‘buzz’

1. Get philosophy of science academics to work with educationists on what research is in particular disciplines and opportunities this perspective provides for student learning. Explore what we mean by “research”.

Session 2

General points

1. The big problem and curiosity driven gaps cannot be solved in a strict disciplinary context. Our students want to understand the world and make a difference but find discipline boundaries to be confining in this endeavour
2. We need to make it clear to our students that research is a process of problem solving
3. The requirement to develop cross-disciplinary skills has been widely accepted but how to make it operational
4. Idea that you can outsource cross-disciplinarity to humanities needs to be challenged
5. We need to be clear that there are some different processes at work – ie a) some new disciplines forming eg perhaps “life sciences” emerging out of chemistry, biology – b) emerging issues based approaches eg global poverty – where does sustainability sit here?
6. cross-disciplinarity approaches require different structures eg Oxford doctoral training centre for life sciences not allocated to a supervisor for first 9 months but rotate around
7. cross-disciplinary approaches have problems of sustainability – can be the result of the enthusiasm/initiative of individuals and programs die when they move on. Or individual disciplines within cross-disciplinary approaches can change eg Politics, philosophy and economics undergraduate degree at Cambridge very popular but economists now saying their discipline has changed and need to have students who are more numerical than traditionally was the case studying economics so whole program now questioned

We ran a quick workshop on what we felt are the key cross-disciplinary skills that we would like our students to develop and came up with:

- ability to understand other disciplines and neighbouring concepts as part of ways of exploring phenomena vs contents/facts
- patience
- risk taking – for example in their career development
- humility
- being able to explain their particular discipline strengths to others not from that area
- ability to excel in one area at least as we felt it was essential they have depth somewhere
- need for a “T model” ie roots somewhere and develop skills to neighbouring disciplines – understanding conceptual knowledge of other areas
- capacity to work in teams as means to always have the capacity to learn from others who are more expert in other areas.

Key challenges that we identified

- discipline rigidity
- agreement on valued outcomes
- individual vs collaborative work
- maintaining disciplines but at same time supporting interdisciplinary work
- maintaining conceptual depth
- regional differences in institutional structures

Suggested actions

- thesis capstone experience as a key way to encourage interdisciplinarity
- assisting students to use the free time from their formal studies - their “white spaces” to do the value added things that make a difference to their time at universities
- joint projects/problems
- create list/overview of current interdisciplinary programs at IARU universities (or alternative list one that works well and ones that does not)
- share other best practices
- ditto for research – as part of process to set up opportunities for our students to travel to other IARU institutions - but this will only be for rich kids unless we have a big pot of money to fund it

Philosophy of implementation

- flexibility in programs
- problem/context-based learning
- bring in several disciplines
- project aiming at integrating different “conceptual views”
- blend/problem/context driven
- how do we examine “cross disciplinary skills”?
- need joint projects eg bring together engineering and design students

Session 3

What do our current new academics need to learn in terms of academic work?

- non academic work opportunities
- reflect on purpose as academics without losing motivation
- balance between attitude/value around contribution and learning to say ‘no’
- differential institutional and cultural contexts
- career paths in and out of the academy

1) Research management

- project management
- time management
- funding mechanisms
- proposal writing
- political skills/ managing up/entrepreneurship

2) Teaching/facilitating learning in others

- coaching/supervision/mentoring
- communication/writing
- in future will be more of a coach/mentoring (this is not the traditional sense of teaching)

3) Quality management

- able to constantly improve (so evaluation and commitment to take action in response is essential)

“Easy sells”

- training PhD/Post Docs to teach – PhDs want it and Uni wants better learning outcomes

Session 4

Evaluating education programs

Co-chairs of our discussion Liz Deane ANU and Hanne Harmsen Copenhagen

- Copenhagen system of reviews of each Faculty – reviews every 2 years 2 vice-Deans review education in a 3rd faculty but very different cultures of reviews in each
- Berkeley every course evaluated every time and goes on Faculties personnel file
- ETH formal forms have 3 parts – first part completed for all courses, 2nd part tailored by Program director and 3rd part tailored by teacher in question
- Lowest quarter of performers get a letter asking what are they going to do to improve
- Hans recruits a small group to help him improve the course – asks for written feedback after each lecture
- NUS to go for a teaching award one needs a current peer review, university provides the resources for this to be possible
- NUS and Oxford involved in the international student barometer survey an independent external body
- We collectively need to focus on processes to improve what we do
- Involve students in course design
- LERU Halo Project trying to ascertain are students from research-intensive universities any better?

Final attendee list

| | | |
|---|------------|--|
| Richard Baker, Deputy Dean Science | ANU | Richard.Baker@anu.edu.au |
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| Chng Huang Hoon, Director, Centre for the Development of Teaching and Learning | NUS | cdthead@nus.edu.sg |
| Tan Thiam Soon, Vice Provost | NUS | pvoedu@nus.edu.sg |
| Claire Stokes, Oxford Learning Institute | Oxford | Claire.Stocks@manchester.ac.uk |
| Ewan McKendrick, PVC(E) | Oxford | alison.bell@admin.ox.ac.uk |
| Lynn McAlpine - Director Centre for Excellence in Preparing for Academic Practice | Oxford | lynn.mcalpine@learning.ox.ac.uk |
| Akihiko Tanaka Professor of International Politics | Todai | tanaka@ioc.u-tokyo.ac.jp |

On Thursday evening we were joined for dinner by

| | | |
|--------------|---|---|
| Alice Benton | Senior Assistant Registry and Head of Education Section | http://www.admin.cam.ac.uk/offices/education/ |
| Sarah Ormrod | Director, International Programmes | http://www.cont-ed.cam.ac.uk/intsummer/overview/ |

The following survey was devised to provide participants at the February workshop with a working knowledge of educational programs and approaches at each of the other IARU partners.

| | Question 1 - Total number undergraduate students | Question 2 -Total number of graduate coursework students | Question 3 -Total number of graduate research students | Question 4 - Total number of full-time faculty (academics) |
|--------------------|---|--|---|---|
| ANU | 7998.3 (2008) | 2099.0 (2008) | 1686.1 (2008) | 1476.73 (Full time equivalent) |
| ETH Zurich | 7,135 | 3,835 | 3,205 | 368 professors, 3673 other academic (research and teaching) staff |
| NUS | 24,000 | 5,200 | 4,800 | 2000 [tenured, tenurable and non- tenured full time teaching staff] |
| UC Berkeley | 25,151 | 10,258 total graduate students (unclear what the distinction is between coursework and research, all graduate students do both). | | 2,028 |
| Cambridge | 11.608 | 1,447 | 4,769 | 1638 (tenured); 2773 (contract) |
| Copenhagen | 21,152 | 16,470 (Master of Science and Art students) | 2168 (Ph.D.-students on a 3-year programme) | 3481 |
| Oxford | 11,337 f/t; 580 p/t | 2,505 f/t; 568 p/t | 4,439 f/t; 68 p/t Annual student statistics are available at: http://www.ox.ac.uk/gazette/2007-8/supps/3_4851.pdf | (University staff only) 1,544 academic staff (teaching and research) |
| Today | 14,274 | 13,732 | 561 | 5,347 |
| Yale | 5,247 | 6168 (we do not have students who do only courses or research) | | 3619 |

| Question 5 | Do you have teaching only or research only faculty? If so what % of total faculty do they respectively represent? |
|-------------------|--|
| ANU | ANU has two types of academic faculty: teaching and research (618.02; 41.85%) and research only (852.21; 57.7%) |
| ETH Zurich | Professors: 0% Senior researchers: % unknown – in principle all research staff can participate in teaching. To what extent they do or don't is not captured. Research assistants: in principle 0%, but the individual mileage varies |

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| NUS | Yes, we offer a teaching track, a research track, and a practice track which are non-tenurable but on renewable term contract. As this is new, the % is small. |
| UC Berkeley | Of our ladder-rank or “Academic Senate” faculty (e.g., assistant, associate, and full professor) all are both teaching and research. However, we have a cadre of 600 lecturers, some full-time, some part-time, who are responsible only for teaching. |
| Cambridge | No – staff are expected to do both, though some senior staff have a lighter teaching load, and it is usually expected that 50% of time is engaged in research. |
| Copenhagen | All faculties are both research and teaching. Some faculties use external faculty extensively for teaching (eg Faculty of Law) |
| Oxford | 2,609 research staff (primarily research) Detailed university figures are available at http://www.admin.ox.ac.uk/ps/staff/figures . |
| Todai | All faculties take part in both research and teaching. |
| Yale | Tenure and tenure track faculty teach and conduct research. The faculty in the Graduate School are the faculty who teach in undergraduates. There are 922 positions that are not tenure track but do entail teaching and 692 are research focused. |

| Question 6 | What is your standard degree structure? |
|--------------------|---|
| ANU | 3+2+3 (Bachelor + Masters +PhD) or 4 +1+3 (Bachelor Honours + Masters +PhD). Note Direct entry to PhD after a four year undergraduate degree is possible: 4 + 3 |
| ETH Zurich | Bachelor 3 years, Master 1.5 or 2 years, PhD 3-4 years Bachelor -> Master 95% Master -> PhD 5-40%, depending on the field of study |
| NUS | Our undergraduate degree is typically a 4-year honours programme. However, for a number of faculties, we offer the flexibility to allow our students to graduate in 3-years if they opt to do so. Professional degree programmes, namely, Engineering, Architecture and Design, Law and Dentistry programmes are 4-year programmes. Only Medicine is a 5-year programme. Masters by coursework is typically 1-2 years while PhD will typically take about 4 years. Admission to a PhD programme is often direct but students are generally required to take some amount of course works as part of the PhD requirements. Generally, an average of 6.5% of our undergraduates would progress to a Masters and/or PhD degree programme. |
| UC Berkeley | Average time to degree for full time freshman is 4.02 years. Average time to degree for full time transfer students is 2.01 years. Most students who go on to pursue MA/ PhD degrees go to a different university. This is the typical pattern for the United States. |
| Cambridge | 3-4:1:3-4. Last year, 40.3% of first degree graduands progressed to further study (but not sure what percentage remained at Cambridge. |
| Copenhagen | 3,2,3. More than 85% continue directly on Master. Number of PhD positions are limited (PhD students enrol in the PhD-program but are also considered junior faculty and remunerated with approx 3500 EURO pr month pre tax) |

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| Oxford | Degree patterns vary according to subject programme; approximately 20+ take the form of four-year integrated master's courses; approximately 30 are three year BA programmes; transitional patterns may therefore vary and include 4 + 4 [integrated master's plus doctoral study]; 3 + 1 + 4 [BA plus one-year master's plus doctoral study]; 3 + 2 + 3 [BA plus two-year master's plus doctoral study]; of our undergraduate population 35% proceed to further study and 12 % to work and study – perhaps 20% return for master's and doctoral study in Oxford. |
| Todai | 4 years (Bachelor) , 2 years (Master), 3 years (Doctor). However, undergraduate students who study at the Division of Medicine at the Faculty of Medicine, Veterinary Science at the Faculty of Agriculture and the Faculty of Pharmacy need 6 years to graduate. Most of the undergraduate students who study in science tend to go to the graduate school. |
| Yale | Yale University comprises three major academic components: Yale College (the 4 year undergraduate program leading to the B.A.), the Graduate School of Arts and Sciences (Ph.D. programs and some Masters), and the professional schools (mostly 2-3 year programs). All have separate admissions processes although there are a small number of students who have been admitted to more than one program and are pursuing two degrees. |

| Question 7 | What is the usual entry selection process for undergraduate students? |
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| ANU | Entry is based on academic achievement in final year or two years of secondary school. Academic achievement is measured by the Universities Admissions Index (UAI) which is a ranking of students based on scores achieved in school subjects. Students completing the final year of secondary school can apply for entry to up to 9 institutions, in order of preference. Entry is competitive. |
| ETH Zurich | The entry qualification is a recognized Swiss matriculation exam (high-school-leaving certificate) or the equivalent qualification, i.e. anyone finishing a Swiss high school is entitled to enter any Bachelor program.) The selection takes place at the comprehensive end-of year exam after the first year. |
| NUS | Admission to NUS is merit-based and to a large extent is based on academic performance, though a significant number of students with significant non-academic related achievements are also admitted. For some of the most competitive courses such as Medicine, Dentistry and Law, students are required to sit for an aptitude test and attend interviews. We also admit students who offer a wide variety of academic qualifications. |
| UC Berkeley | The University of California System, comprising nine undergraduate campuses, has a uniform application that contains a number of different assessments from grades, to letters of recommendation to standardized tests. http://students.berkeley.edu/admissions/ . |
| Cambridge | Paper application; interview; offer; admission |
| Copenhagen | The system of admission to Danish universities is tightly regulated by the government in the form of a law defining the main rules and criteria of admission. The main criterion is a Danish entrance examination or a foreign equivalent. 90 % of the first year students are admitted on basis of grades received from their secondary education. No particular selection on the part of the university is required by this form of admission. The last 10 % of admission take into account several other parameters besides secondary education grading. Those parameters are (among others) prior learning experiences, qualifications achieved through prior work experience, voluntary work for NGOs and the applicant's autobiography. |

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| Oxford | Undergraduate applicants are assessed on the basis of academic ability and potential, and the selection process involves pre-entry interviews – see: http://www.ox.ac.uk/admissions/undergraduate_courses/index.html |
| Todai | There are 2 types of enrolments - general entrance examination (same as Japanese students) and special screening for graduates from overseas schools. Those who wish to enrol in the University can choose one of the above methods. Regular courses start in April every year. |
| Yale | Admission to Yale College is highly selective with only 9% of applicants being accepted this year. There is no test threshold for admission. Many factors are at play in the selection process including academic performance in secondary school, application essays, and recommendations. |

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| Question 8 | Do you have any schemes to introduce undergraduate students to the research-intensive nature of your institution? Are these available for all students or just some? If the latter how is entry into these schemes decided and what % of students get access to such schemes? |
| ANU | PhB: a four year program for high achieving students, must maintain an HD average; for details of Science version see http://studyat.anu.edu.au/programs/4660HPHB%20%20overview.html Arts version see http://arts.anu.edu.au/programs/ug/PhB/index.asp Honours year: a fourth year predominantly a research project; Summer Scholars Program: an intense 6-10 week vacation research project |
| ETH Zurich | <ul style="list-style-type: none"> • Semester projects in all undergraduate curricula (number of projects/credits varies from program to program). In addition, many bachelor programs have a Bachelor thesis as part of the curriculum. • All Master's are closely linked to research. The nature of the embedding in a research environment varies. Students may be integrated into a research team from the beginning of a program or make the link through an assigned mentor/tutor. • Master's thesis of typically 6 month's duration • SiROP (Student Research Opportunities Program), www.sirop.ETH Zurich.ch Available to all students on a voluntary basis |
| NUS | Our undergraduates are exposed to the research-intensive nature during their candidature through the Undergraduate Research Opportunities Programme (UROP). NUS is also introducing Freshmen Seminars in which faculty members can elaborate on a particular area in some depth to interest students in their area of work. In addition, most honours students are required to conduct some research for their thesis during their final year. |

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| UC Berkeley | Berkeley has as number of programs: The Undergraduate Research Apprentice Program (http://research.berkeley.edu/urap/) places undergraduates in the research programs and labs of faculty from across the campus. Various courses in departments offer introduction to research in a given field, and often work in conjunction with the Library Instructional Resources division. For example, History 7B (http://history.berkeley.edu/faculty/Einhorn/H7B/) works very closely with the library (http://www.lib.berkeley.edu/instruct/courses/7b.html). The Mellon Library Faculty Fellowship for Undergraduate Research (http://www.lib.berkeley.edu/mellon/) has been an extremely successful effort involving over 60 faculty in a five year period who developed research components in their classes. The second half of the freshman Reading and Composition requirement includes instruction in both research and developing a research paper. For a description of one course, see College Writing R4B at: http://writing.berkeley.edu/newsite/classes.htm#CWR4B . |
| Cambridge | All UG students are expected to carry out original research. All students submit original research that is assessed in their penultimate and/or final year. |
| Copenhagen | The research-intensive nature of the university is to a large extent implicit in the daily academic life. However, courses in research METH Zurichodology and/ or philosophy of science are mandatory for all programmes. All students will perform an independent (but supervised) research project of 10-20 ECTS (1/3 to 2/3semester work load) in the final year of their bachelor. |
| Oxford | The University offers a wide range of opportunities for undergraduate students to share in and benefit from the research-intensive nature of the University. These are summarised in a recent internal report – see 9 below |
| Todai | The University of Tokyo is a research-oriented university. Therefore, the research-intensive nature is to a large extent implicit in the daily academic life. At faculties in science in particular, all students need to conduct research activities with graduate students and experience to design their experiment, conduct research, do analysis in the process of writing their graduation thesis. |
| Yale | Independent scientific research and engineering research and design projects are an integral part of undergraduate education at Yale, where students enjoy a remarkable variety of research opportunities. Some are available through the departments and many undergraduate programs at Yale have a research component as a major requirement. Others are available through interdepartmental programs such as STARS and Perspectives on Science. More than 90% of Yale’s science majors perform research for credit during the academic year, often in association with completion of the senior requirement in their majors. Those students who wish to have the experience of full time commitment to research will find that the summer is the best time to do this: several hundred undergraduates perform research at Yale each summer. |

| Question 9 | |
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| Can you give one or two examples of how such schemes work (and give web links if possible)? | |
| ANU | <p>The PhB is an undergraduate research degree, entry limited to very high achieving students (http://studyat.anu.edu.au/programs/4660HPHB%20%20;overview.html http://studyat.anu.edu.au/programs/4140HBPHIL;overview.html</p> <p>Summer Research Scholarships provide promising students with experience of research work. Scholarships are intended for currently enrolled undergraduate students in universities in Australia and New Zealand completing the third or fourth year of a full-time program leading to an honours degree.</p> <p>(http://info.anu.edu.au/StudyAt/040PP_Graduate_Research/Summer_Research_Scholarships/general.asp)</p> |
| ETH Zurich | www.sirop.ETH Zurich.ch |
| NUS | <p>Students who are interested in UROP have to formally register with the Faculty/School. They will spend 1 to 2 semesters conducting research under the supervision of a faculty member. At the end of the project, they are required to write a report which will be assessed for credit.</p> <p>General Information on UROP at Registrar's Office: http://www.nus.edu.sg/registrar/edu/UG/spugp_urop.html</p> <p>UROP at Faculty of Engineering: http://www.eng.nus.edu.sg/urop/</p> |
| UC Berkeley | For 9 and 10, see links in Question 8. |
| Cambridge | NA |
| Copenhagen | NA |
| Oxford | see annexe |
| Todai | NA |
| Yale | <p>Perspectives in Science http://www.yale.edu/yser/perspectives/index.html</p> <p>STARS http://www.yale.edu/yser/stars/index.html</p> |

| Question 10 | |
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| Can you briefly describe one or two undergraduate courses (and if possible give web links with details) that focus on preparing undergraduates to becoming effective researchers? | |
| ANU | <p>Sociology: Self and society SOCY1002</p> <p>This unit deals with the social construction of the self. It addresses the paradox that, although we are shaped by powerful social forces, we have a sense of ourselves as autonomous individuals. Students are introduced to key components of sociological research, such as information gathering, critical reading and essay writing. Speakers discuss the practical challenges involved in generating research and knowledge.</p> <p>http://arts.anu.edu.au/sss/greig/selfandsociety/</p> <p>Continued over page.</p> |

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| ANU (Cont'd.) | <p>Viet Nam Field School. ENVS2017</p> <p>Introduces 25 undergraduate ANU students each year to doing field research on environment and development issues. Students from all ANU colleges and from their 1st, 2nd, 3rd and 4th years of study work together in small teams to carry out research in urban and rural settings in Viet Nam. Seminars before the field trip and in-country focus on developing critical research skills. A strong focus is on effective interdisciplinary team research http://fennerschool-people.anu.edu.au/richard_baker/ENVS2017/index.htm</p> |
| ETH Zurich | <p>Environmental Sciences - www.env.ETH Zurich.ch/education/bachelor/index_EN</p> <p>Mechanical and Process Engineering - www.mavt.ETH Zurich.ch/education/bachelor/</p> <p>Physics - www.phys.ETH Zurich.ch/phys/students/bachelor</p> |
| NUS | <p>The Faculty of Science offers Special Programmes in Science and Mathematics to allow students who are passionate about Science and Mathematics topics to be given the opportunities to explore in greater depth through this intensive programme, under the guidance of their faculty member(s).</p> <p>More details on these Special Programmes are available here: http://www.science.nus.edu.sg/undergraduates/curriculum/specialprog/sps/intro.html</p> |
| UC Berkeley | For 9 and 10, see links in Question 8. |
| Cambridge | <p>Examples of 4th year Engineering Projects: http://www.eng.cam.ac.uk/admissions/course/fourtheng.html</p> <p>Information on final year Materials Sciences degree: http://www.msm.cam.ac.uk/Teaching/course-outlines/partIII.html</p> <p>Studying Classics: http://www.classics.cam.ac.uk/admissions/undergraduate/studying_classics_at_cambridge/</p> <p>Biological Anthropology Part II Handbook: http://www.bioanth.cam.ac.uk/part2handbook08-09.pdf</p> |
| Copenhagen | All undergraduate students finish their education with a research based assignment. Besides, theory of science and mETH Zurichod are compulsory subjects in all undergraduate educations. |
| Oxford | <p>Chemistry: The fourth year is spent exclusively on research, providing you with the opportunity to immerse yourself in a significant project. A wide choice of research projects is available in both pure and applied Chemistry and also in related sciences. You will be supervised by a senior member of the academic staff and have full access to the research facilities of your host laboratory. The year's work results in a thesis, the assessment of which is normally weighted about one quarter in the final determination of the class of M.Chem. honours degree (Undergraduate Handbook)</p> |
| Todai | <p>The University offers research-oriented activities to graduate students rather than undergraduates. We have 16 Global Centers of Excellence Programs (GCOE) where we conduct research-intensive education for students.</p> <p>http://www.u-tokyo.ac.jp/coe/english/index.html</p> <p>We have some programs which open two-month summer course for graduate students. The Center for Medical System Innovation launched a plan of accepting students from IARU member university.</p> <p>http://park.itc.u-tokyo.ac.jp/CMSI/e/exchange/IARU.html</p> |

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| Yale | We focus on having students learn research by doing research, generally not through courses. Some departments offer a course in research methods specific to that discipline. |
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| Question 11 | What processes to you have in place to prepare graduate students and postdocs to be effective tutors/demonstrators/lecturers? |
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| ANU | The University runs a number of induction programs for young academics about to begin teaching. These are outlined at http://tutors.anu.edu.au/ There are also on-going discussion/ support groups, a Learning Community called Side-Cars. Formal qualifications, graduate programs in Higher Education, are also available. |
| ETH Zurich | In principle, all PhD students are required to contribute to the teaching at their Department. The Centre for Teaching and Learning (DIZ) has a range of support offers for research assistant involved in teaching: 3-day “Newcomers’ Workshop” (Content: Rhetorical and presentation skills; Feedback basics; Tutoring in small groups; Tools for teaching: informative introduction, classroom assessment, teaching portfolio) Tailor-made courses for a Department or Institute “Didactica” course program, offered jointly with the University of Zurich |
| NUS | We have a Centre for Development of Teaching and Learning (CDTL) which offers training to equip our graduate students with teaching skills and to prepare them sufficiently to become qualified good tutors and teaching assistants. |
| UC Berkeley | Berkeley has an office, the Graduate Student Instructor Teaching and Resource Center (http://gsi.berkeley.edu/), devoted to developing graduate students into teachers. |
| Cambridge | A wide range of programmes is offered by the Centre for Personal and Professional Development. Specifically for teaching, see: http://www.admin.cam.ac.uk/offices/hr/cppd/information/postgraduate.html |
| Copenhagen | PhD students enrolled at University of Copenhagen are offered a course in knowledge dissemination as well as a course in teaching. These courses are highly popular and will normally cover the following topics: Theory about learning and understanding, planning, structuring, realisation and evaluation of teaching, types of teaching and pedagogical principles, realisation of a lecture, reflection on own and others teaching. All PhD students enrolled at a Danish University must as part of their education gain experience with teaching or other forms of knowledge dissemination. This is set down by the ministerial PhD Order. It is one of University of Copenhagen objectives to enhance the focus on pedagogy and didactics in 2009 – for members of faculty at all levels including PhD students. |
| Oxford | The University offers a four-level framework for teaching development that encompasses new and more experienced academic staff, postgraduate research students and contract research staff. Level two is accredited for Higher Education Academy (HEA) Associate Fellow status, while levels three and four convey eligibility for HEA Fellow status. ¹ This was enhanced by a five-year grant, awarded by HEFCE in 2005, to establish a Centre for Excellence in Teaching and Learning (CETL) in the Preparation for Academic Practice. ² |
| Todai | Each graduate school/department conducts the process. |

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| Yale | The Graduate Teaching Center is the nexus of these efforts at Yale http://www.yale.edu/graduateschool/teaching/index.html |
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| Question 12 | What processes to you have in place to prepare new faculty to be effective university tutors/demonstrators/lecturers? |
|--------------------|--|
| ANU | From 2009 all new academic staff will be required to undertake an induction program of 2.5 days covering <ul style="list-style-type: none"> • Curriculum Design for Enhancing Learning; • Encouraging Student Engagement and Inclusivity; • Flexibility in Learning and Teaching; • Linking Research and Teaching to Benefit Student Learning; and • Learning-Oriented Assessment and Evaluation. Further information is available at http://cedam.anu.edu.au/foundations |
| ETH Zurich | Newly appointed assistant professors are strongly encouraged to take part in courses of the Centre for Teaching and Learning (DIZ). <ul style="list-style-type: none"> • “Didactica” course program, offered jointly with the University of Zurich • Tailor-made courses for a Department or Institute |
| NUS | Our CDTL oversees this process to orientate and prepare new faculty to become effective lecturers. They conduct a Professional Development Programme (Teaching) which is compulsory for all new staff to attend. They also offer training for existing faculty who are interested to be equipped with new skills and knowledge. |
| UC Berkeley | The Office of Educational Development (http://teaching.berkeley.edu) provides a extensive range of services from consultation to workshops. The campus also provides an orientation for new faculty, along with follow-up meetings and newsletters on teaching produced by the Office of Educational Development (http://teaching.berkeley.edu/teachingnewsletters.html). |
| Cambridge | As above: http://www.admin.cam.ac.uk/offices/hr/cppd/information/teaching.html |
| Copenhagen | The faculties have different models of higher education teaching and teaching practice programmes for assisting professors and post docs. In 2009the university will implement common programme guidelines that include both a practical and a theoretical part. The practical part consists of supervision and elaboration of a teaching portfolio. The theoretical part sets emphasis on university pedagogy and didactics. |
| Oxford | See 11 above |
| Todai | Each graduate school has their own training program for their new faculty for 1-2 days. Faculty development is conducted through lecture presentation or lecture classes and it is not only for new faculty. |
| Yale | New faculty are provided an orientation and may work with those in their departments, the Graduate Teaching Center, the Writing Center and other offices of the University to receive personalized support. |

| Question 13 | How do you see that your University makes the most of its research strengths with respect to its education role? |
|-------------|--|
| ANU | <p>Experienced, active researchers teach into undergraduate programs.</p> <p>PhD students work with researchers and research teams from the start of their undergraduate program</p> <p>Summer projects and research assistants' jobs are available to undergraduate students.</p> <p>Many undergraduate degrees have project components</p> |
| ETH Zurich | <p>The fact that all faculty do research and teaching, embeds the research-education culture within the institution.</p> |
| NUS | <p>Our faculty continually seeks to ignite the passion of our students through the offer of cutting edge research programmes using UROP. In a few instances, we have also launched new undergraduate programmes as a result of significant advancement in research, for example, the offering of a Bioengineering programme, the Environmental Engineering and Science programme and Minors in Religious and Cultural Studies. NUS is planning to introduce Freshmen Seminar in a bigger way and this will then showcase some of the most exciting research to the students at an early stage of their education.</p> |
| UC Berkeley | <p>Training in scholarly research and various types of research projects are embedded throughout the undergraduate curriculum. There are many opportunities for undergraduates to work as research assistants, as well as small grants and awards for independent research projects [see research.berkeley.edu]. Both the faculty and graduate students teach the undergraduate programs.</p> |
| Cambridge | <p>Introducing undergraduates to the 'latest thinking' in their chosen area of study in their penultimate and/or final is standard practice.</p> |
| Copenhagen | <p>All university degrees in Denmark are research based and quite strict rules apply to what that means. Compared to other Danish universities, the university of Copenhagen has a particular emphasis on research and has a large number of very strong research groups. One could argue, that we sometimes rely too much on our research strengths with respect to education. We discuss internally, that the clear research focus can have the drawback that programmes are very 'production oriented', are designed with too little attention on the needs and wants of the potential students and employers. Some bachelor programmes are almost designed as 'first step towards your phd'... Our internal discussion focus on how we can balance our good research tradition with more flexible and 'student oriented' programmes.</p> |
| Oxford | <p>see Annexe below</p> |
| Todai | <p>Education program at the University of Tokyo is based on liberal art education for the first 2 years and on late specialization for the next 2 years at the undergraduate course. Students look overview of academic disciplines in the first 2 years and they decide their specialization. Improvement of liberal art education is the most current and important issues of the university and we opened the Global Focus on Knowledge Lecture Series (Gakujutsu-Fukan-Kougi) for freshmen and sophomores to make them understand the knowledge structure.</p> |
| Yale | <p>see question 8</p> |

| Question 14 | How do you assess the excellence of your graduates? |
|--------------------|--|
| ANU | <p>At the moment we rely on the quality of the assessments undertaken in a particular program</p> <p>External accreditation of professional programs such as Engineering</p> <p>The national delivered Graduate Destination Survey which considers the employment of graduates</p> |
| ETH Zurich | Exams, thesis ??? |
| NUS | <p>NUS monitors annually the turnaround time of our graduates embarking on their career upon graduation. We also conduct regular surveys of our alumni 5 years and 10 years after their graduation.</p> |
| UC Berkeley | <p>Each undergraduate program has an articulated set of learning goals for its undergraduate majors (see below for more information on USLI). All professional schools have external accreditation. There is a proposal for a new alumni survey, throughout the University of California system.</p> <p>The Undergraduate Student Learning Initiative (USLI) is a campus wide initiative to support departments in establishing educational goals and evaluation procedures for all undergraduate programs. As a result of the initiative, faculty and students will have a shared understanding of the purpose of the major and what graduating seniors are expected to know or to be able to do at the end of their course of study. The initiative is in keeping with the fundamental principle at Berkeley that the evaluation of student achievement should be locally defined, discipline specific, and faculty driven. Oversight is provided by a joint Academic Senate-administration faculty advisory board, co-chaired by Academic Senate Committee on Educational Policy Chair and Professor of Economics Clair Brown and Vice Provost for Teaching and Learning and Professor of Psychology Christina Maslach.</p> |
| Cambridge | <p>Employment after graduation</p> <p>Publications and other research activity (e.g. setting up a spin-off company, development of intellectual property)</p> |
| Copenhagen | <p>Apart from the assessment conducted in the grading and evaluation of study element and the final thesis, University of Copenhagen values that its graduates contribute to the development of a sustainable, democratic and prosperous world. More specifically we measure success on employment rates after graduation. The university regularly conducts specific analyses on employment patterns, work areas and competences in use in work life. The work is normally conducted in cooperation with professional organizations and industry. In 2008 the university reported the attached employment rate to Times Higher: Percentage of graduates in permanent employment within 6 months of graduation: 92,4 %.</p> |
| Oxford | <p>The Education Committee, divisional boards and faculties/departments all review the outcomes of undergraduate programmes annually – see http://www.ox.ac.uk/gazette/univstats/ ; in addition detailed reports are provided by examiners (both internal and external) and widely considered.</p> |
| Todai | <p>Most of our students, regardless of their major, are able to find employment at prestigious companies and government organizations. Many graduate students in particular are able to find a position at leading universities and research institutes in and outside of Japan.</p> |
| Yale | <p>The primary indicators of success of Yale graduates are what programs or positions they go to upon graduation, the progression of their careers, the quality of publications for those in academic or research fields, and so on. Yale conducts regular surveys of alumni as well as evaluations of academic programs that include assessment of how well prepared graduates have been.</p> |

| Question 15 | What schemes/processes have you in place to encourage/reward teaching excellence and is there any focus in these on “research-led” education? |
|--------------------|--|
| ANU | Externally the National Teaching awards by the ALTC. Internally each College of the ANU has teaching awards. There are Vice-Chancellor’s Teaching Awards. The ANU Students Association has also established teaching awards. A Teaching and Learning Festival to celebrate Teaching excellence and innovation across the university |
| ETH ZURICH | “Filep” – Fund for Innovation in Teaching and Learning Annual “Golden Owl“ award for the best teachers (awarded by students) |
| NUS | The university has in place the Annual Teaching Excellence Award where outstanding faculty members are acknowledged for their value-added contributions to teaching. These outstanding academics are assessed based on students’ feedback on the module(s) that they teach, as well as their peers’ review. NUS also use an annual performance bonus to reward all staffs who have excelled in teaching. |
| UC Berkeley | The campus Distinguished Teaching Award (http://teaching.berkeley.edu/dta.html) is the major teaching award on campus, although many departments also sponsor their own teaching awards. In addition, the committee that reviews all cases for promotion and tenure takes teaching very seriously (http://teaching.berkeley.edu/evaluationpolicies.html). Teaching excellence is encouraged at all levels—from the moment new faculty arrive on campus. |
| Cambridge | The Pilkington Prizes for Teaching Excellence are awarded annually by the Vice-Chancellor in recognition for teaching excellence. See news story here: http://www.admin.cam.ac.uk/news/dp/2007062002 |
| Copenhagen | The University has several Excellences in Teaching Prizes. One is given at University level at the Annual Celebration – faculties have various other prizes in place. The research extent and research orientation of specific programmes is a key criterion in a current national scheme for Elite Programme Funds. University of Copenhagen has 5 out of 12 programmes in Denmark. |
| Oxford | A teaching awards scheme has been introduced to reward excellence and commitment to teaching or the support of teaching in University departments and the colleges. The scheme also awards grants for projects in teaching and learning development. In 2007-08, the scheme’s third year and the first that emphasized contributions of strategic significance in the context of the collegiate University’s priorities, 70 awards, including seven team awards were made. In addition, eleven project grants were given. |
| Todai | The University has an award for students from the President. Also, some faculties and graduate schools have it for encouraging students to improve their expertise. |
| Yale | Numerous awards are presented to faculty at the conclusion of each academic year. The tenure and promotion system includes a rigorous assessment of the individual’s performance and only faculty who are outstanding at both teaching and research receive promotions and tenure. |

| Question 16 | Do you have any other comments on what is special about your university? |
|--------------------|--|
| ANU | NA |
| ETH ZURICH | NA |
| NUS | Singapore sits at the crossroads of Asia and NUS as its flagship university reflects that cultural setting. Like all top universities, NUS strives for excellence in all the academic endeavours. But NUS is focusing on this excellence by leveraging on the University's location and understanding of Asia, to distinguish it as a leading global university centred in Asia. Thus NUS has put in significant effort to educate students with a strong appreciation of global issues, alongside Asian perspectives; build a world-class faculty in strategic academic areas, with special expertise in relation to China, India, and other parts of Asia; and the ability to be a magnet for talent from within and outside Asia, as well as a preferred academic partner for those seeking collaborations in Asia. |
| UCB | NA |
| Cambridge | NA |
| Copenhagen | NA |
| Oxford | The University's Strategic Plan - http://www.ox.ac.uk/gazette/2007-8/supps/1_4832.pdf emphasises the characteristics valued by the University. The University is expressly committed to providing 'an exceptional education for both undergraduates and graduates, characterised by the close contact of students with distinguished scholars in supportive collegiate and departmental communities' ³ . 'The Collegiate University is distinctive in the high level of engagement of senior research-active academics both in the tutorial teaching of undergraduates and in the teaching and supervision of graduates. We will sustain this feature of the education offered by the Collegiate University.' ⁴ |
| Todai | NA |
| Yale | One of the current priorities for Yale is to make the extensive collections (Yale Art Gallery, Yale Center for British Art, Peabody Museum of Natural History, Yale Libraries) more accessible for research by those at Yale and, through the digitization of assets, to those around the world. |

Oxford - ANNEXE (Questions 9 & 13 refer)

Within this framework, the report on the research-teaching nexus identifies:

- existing ways in which the structure and design of courses and assessment provide opportunities for students to:
 - (a) benefit from the individual research strengths of academic staff (special papers, special options, research groups, tutorial flexibility) and see how the disciplines and skills of research (including research methodology) contribute to the conception of their discipline
 - (b) explore ways in which disciplinary knowledge is constructed and developed via research and scholarship in their discipline (informally through contact with the work being undertaken by individual researchers, formally through research training components of the courses)
 - (c) have opportunities to engage in different forms of research (dissertation, fieldwork, research projects, learning in a research mode) and to have closer contact with a research environment and/or research methodology

- existing means by which the links between research and teaching are made clear to students through faculty/department and college literature, especially:
 - (a) highlighting parts of courses which are intended to promote or develop skills relevant to a later dissertation or project
 - (b) making explicit elements of courses which are intended to develop an understanding of how disciplinary knowledge is developed and articulated
 - (c) encouraging students to take full advantage of research seminars, visiting speakers, and other aspects of the life of the scholarly community/network of which they are temporary members.

Footnotes

- 1 Teaching Development Programme: <http://www.learning.ox.ac.uk/oli.php?page=6>
- 2 CETL: <http://www.learning.ox.ac.uk/cetl.php?page=54>
- 3 Strategic Plan, 2008-9 to 2012-13, objective 2, paragraph 7
- 4 *ibid*, paragraph 28

IARU and Research-led¹ teaching and learning (Report to 2008 Presidents' meeting)

A recent report to the UK Higher Education Academy highlights the importance of the link between teaching and research:

“While Wilhelm von Humboldt is credited with the founding principle of the university as a collaboration between learning and research, the underlying goal of education as developing the enquiring mind is very much older: “the mind is not a vessel to be filled, but a fire to be kindled” (Plutarch, c46–127 AD). Never has the educational philosophy behind this belief been more important: the changing world to be faced by today’s students will demand unprecedented skills of intellectual flexibility, analysis and enquiry. Teaching students to be enquiring or research based in their approach is not just a throwback to quaint notions of enlightenment or liberal education but central to the hard-nosed skills required of the future graduate workforce.” (Jenkins et al 2007:3)²

In the case of the IARU universities, the link between teaching and research forms the very *raison d'être* of our alliance. The world’s best research intensive universities have something special to offer in terms of the creation and sharing of knowledge. The IARU alliance is uniquely positioned to offer our students a radically enhanced learning experience by clarifying and articulating our approach to the research-teaching nexus and sharing teaching resources on the issue. This paper proposes that IARU partners explore together our concepts of research-based learning and create a IARU-wide community of learning for students and academics, based on our shared ideas.

Boyer’s ideas on “scholarship” as a way to conceptualise the links (rather than the distance) between

- 1 We use this term as a short hand to cover a wide range of concepts describing how the research-teaching nexus can be used to enhance student learning eg ‘research-based’, ‘inquiry-based’, ‘research-enhanced learning and teaching’, ‘research-aligned teaching’, ‘research-driven’ and ‘research-informed’. We would argue it is most important to focus on the enhancement of student learning via this range of approaches rather than debate what ‘research-led’ education is or is not.
- 2 <http://www.heacademy.ac.uk/ourwork/research/teaching> Linking Teaching and Research in Disciplines and Departments - April 2007 Alan Jenkins, Mick Healey and Roger Zetter

teaching and research are pertinent to our task. Seeing the creation and sharing of knowledge as linked enterprises is an important first step in kindling “Plutach’s fire” in both students and academics. Scott sums up the imperatives to link research and teaching as follows (2002, 13)³:

“In a “knowledge society” all students - certainly all graduates - have to be researchers. Not only are they engaged in the production of knowledge; they must also be educated to cope with the risks and uncertainties generated by the advance of science. In other words, education and research co-mingle in ways that make their artificial separation destructive of the highest standards in both.”

Research skills, and an understanding of the nature of research, are fundamental not only to those students who will go on to become the next generation of researchers and academics, but also to those who will become society’s leaders and who will need to understand how to commission and how to use research.

4 key dimensions

We suggest that IARU explores four key dimensions to the research-teaching nexus:

1. having active researchers teaching who are able to convey to students the excitement of the research they are carrying out, and engage students in deep and active learning.⁴
2. having learning and assessment modes that develop research skills in our students (eg projects, dissertations)
3. teaching in research mode - inquiry-based teaching
4. carrying out research into our teaching and our students’ learning and applying this in action research cycles to constantly enhance our teaching and our students learning.

Proposal for consideration at the Presidents’ meeting

We propose to hold a two day meeting of Provosts, Vice-Presidents DVC/PVCs for Education together with the heads of our teaching and learning centres. This meeting would explore each of the four approaches listed above and also involve sharing our existing approaches and student learning outcomes. Themes to explore might include:

- what a student-centred approach to research-led education might be. For example what do students want in relation to research? What do students who experience research-led teaching say about the experience? What is displaced by a research-led approach and what do students think about this?
- research project/benchmarking on best practice amongst IARU partners in terms of the research-teaching nexus;
- initiating a project to build up shared resources for our students to explore key issues around the nature of research. A shared web resource of video or audio broadcasts from outstanding IARU researchers might be created. Courses that our respective universities offer on research methods would be greatly enhanced by having access to such resources.

3 Scott, P. (2002) A lot to learn: we are all researchers now, *Education Guardian*, January 8th, p13. Available at: <http://www.guardian.co.uk/education/2002/jan/08/highereducation.uk1>

4 See for example Ramsden, P. and Moses, I. 1992 “Associations between research and teaching in Australian higher education”, *Higher Education* 23: 273-295 who argue note “the continuing study of and intellectual curiosity about a subject is necessary for effective teaching”.

- embedding a strong research-led focus in the IARU global summer programs⁵;
- Collaborative teaching of research methods courses using the web or as a global summer school? The rapidly emerging social networking capabilities of the Web 2.0 could be used to encourage dialogue/ group assignments between students at our respective universities on topics such as research ethics and contrasting perspectives between disciplines and cultures on research.
- a clear recognition and explanation of the ways in which different forms of teaching by active researchers can contribute to the research-teaching nexus.
- a strategy for the integration of teaching and research at the institutional and organisational levels of our universities.

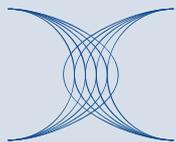
Proposal prepared by:

Richard Baker, Deputy Dean, College of Science, ANU

Elizabeth Fallaize, Pro-Vice Chancellor (Education) Oxford

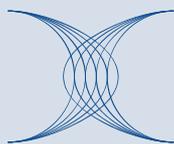
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5 See http://info.anu.edu.au/OVC/Executive/020PP_Strategies,_Initiatives_and_Alliances/IARU/_gspforanu.asp



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

7. General discussions of other IARU projects



7.1. Ageing, Longevity and Health

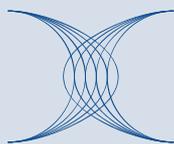
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| Document type: | ✓ | Progress update |
| | | Workshop |
| | | Project proposal |
| | | No document tabled |

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|-------------------------|---|---|
| Action required: | ✓ | For information only – no further action required |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

| | |
|---|--|
| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | Existing research projects (Security and Ageing, Longevity and Health) should continue with limited funding from the IARU for one year and should identify external funding for activities beyond that time. |
| 2008 Senior Officers Meeting (October 2008) | |



7.1. Ageing, Longevity and Health

Ageing, Longevity and Health



In December 2008, the Faculty of Health Sciences, University of Copenhagen, issued the second number of its newsletter - IARU News. It focused on the progress of activities in the research project “Ageing, Longevity and Health” during the last year, as well as on the establishment of a new Center for Research on Healthy Aging, The Copenhagen Center for Healthy Aging.

The new Center for Healthy Aging started its activities in January 2009 and is still in a start up phase. It is expected that this Center will contribute significantly to activities within the “Ageing, Longevity and Health” project. A detailed strategy for establishing synergies between the Center and the “Ageing, Longevity and Health” project is to be developed during 2009.

The present document is an update addendum to the second issue of IARU News (December 2008) on the mayor activities and plans for the near future within the “Ageing, Longevity and Health” project.

1) The Health Policy Challenges project

Senior Research Fellow Kenneth Howse from the Oxford Institute of Ageing, University of Oxford, has drafted a document on Health Policy Challenges of Ageing Populations to Associate Professor Karsten Vrangbæk, Dept. of Political Science, University of Copenhagen. They plan to collaborate further on developing this paper as an overview of the situation in the participating IARU countries. The research group expects that the recent establishment of a Center for Healthy Aging will provide a stronger platform for the continuing participation in this IARU theme. Policies regarding preventive drugs is one of the key areas for the new Center with a focus on decision making processes on international, national and local levels; comparative studies regarding tools for coordination between sectors and issues of social and ethnic equity regarding prescriptions and use of preventive drugs in an ageing perspective.

2) *The Neurogeneration and Life Course Issues project*

At the workshop “Neurodegeneration and Life Course Issues” held in Denmark in 2008, a task force was established to pursue areas of collaboration and sharing of materials and cohorts. Another goal for the taskforce in the future is to develop concrete plans for the upcoming grant application. Each member of the taskforce has discussed these matters with their IARU institution, and the research group plans to coordinate activities by visiting each other at the involved institution, and by including additional IARU universities in this effort. Next, the plan is to arrange another workshop with the more focused goal of planning details of the proposal. At the University of Copenhagen, Dr. Albert Gjedde has joined the task force and will actively be engaged with these activities. Furthermore, a visit to the Faculty of Health Sciences, University of Copenhagen from ANU by the Director of the School of Health and Psychological Sciences Professor Don Byrne is planned for September 2009 in order to expand the interaction between researchers at ANU and the University of Copenhagen.

3) *Evolutionary Medicine project*

The Evolutionary Medicine initiative brought Yale Professor Stephen Stearns to Copenhagen for a three months sabbatical at the Centre for Social Evolution, Department of Biology. Apart from teaching the first very well received course in Evolutionary Medicine in Copenhagen, with students attending from Biology, Biochemistry and Molecular Biomedicine, Professor Stephen Stearns and Professor Jacobus Boomsma also hosted a grant-writing workshop with participants from other IARU universities. This resulted in a 25-page framework proposal for a research training network in “The Evolution and Ecology of Disease”, which encompasses an array of collaborative initiatives involving always 2-3 IARU partners from Cambridge, Copenhagen, Oxford, Yale, and ETH-Zürich. Stephen Stearns and the Yale Development Office are now looking into possibilities to interest large Foundations for this initiative.

With best regards,



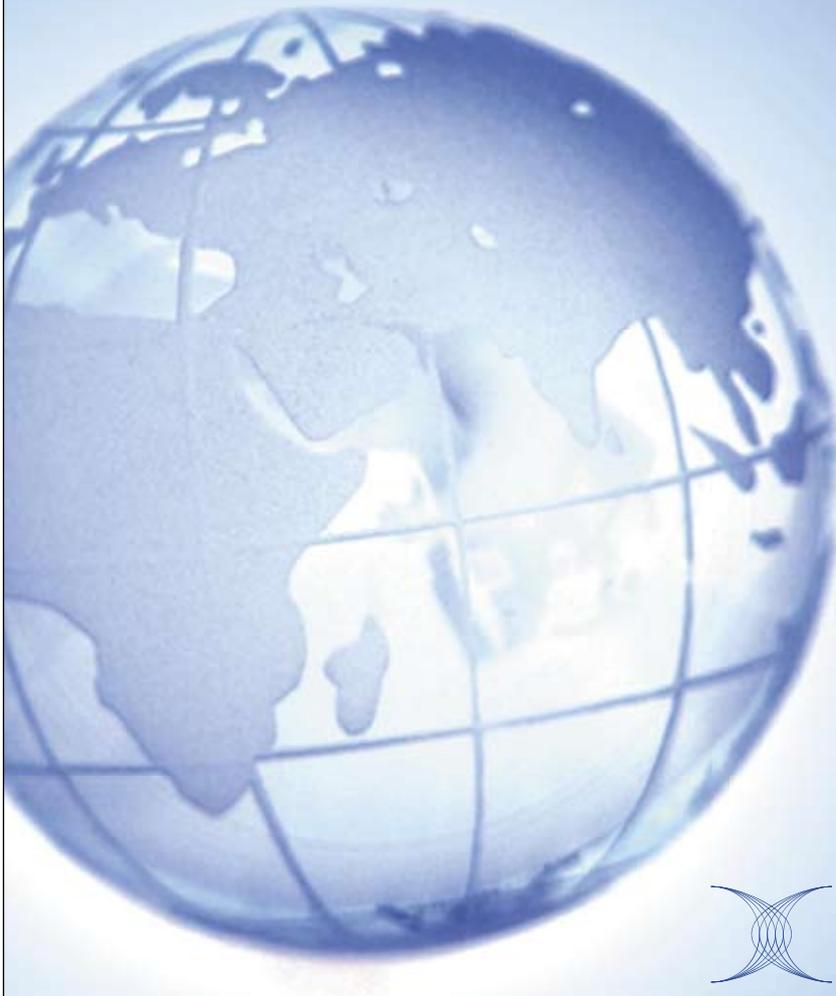
Ulla Wewer, Professor, DM.Sci
Dean of the Faculty of Health Sciences
University of Copenhagen, Denmark

FACULTY OF HEALTH SCIENCES
UNIVERSITY OF COPENHAGEN

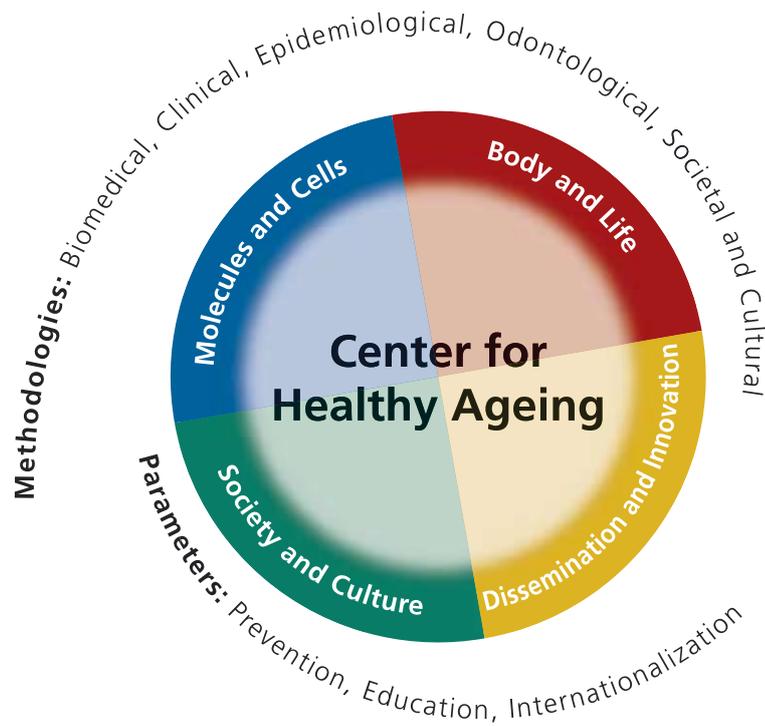


IARU News

2 / December 2008



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES



New Research Center: The Copenhagen Center for Healthy Ageing

This second issue of IARU News focuses on the activities in 2008 related to the research project "Ageing, Longevity and Health", which is part of the joint IARU research programme "Global Change". Two workshops were held in Copenhagen within this project, and in November 2008, the University of Copenhagen launched a new Center for Research on Healthy Ageing. The Copenhagen Center for Healthy Ageing is financed through a generous donation by the Danish Nordea Foundation, which is a non-profit charity organisation.

On 25 November 2008, the Nordea Foundation donated 26 million US\$ to establishing a multi-disciplinary center for healthy ageing during the next five years and with the possibility for an additional 26 million US\$ for the following five years. It is expected that this new Copenhagen Center for Healthy Ageing at the Faculty of Health Science, University of Copenhagen will contribute significantly to the research efforts within the IARU "Ageing, Longevity and Health" project. The Center will open primo January 2009.

The Faculty of Health Sciences, University of Copenhagen together with Peking University, coordinates the IARU research programme "Ageing, Longevity and Health", which embraces three sub-programmes:

- Health Policy Challenges of Ageing Populations,
- Neurodegeneration and Life Course Issues and
- Evolutionary Medicine.

The vision for the new center is to promote healthy ageing and general health in the ageing population. The center will be in a unique position to conduct research of a high international standard and will also provide educational programmes for postgraduate students and scientists involved in research on ageing. Thus the new center also presents strong outreach to IARU researchers and students.

The five research programmes

The research in Center for Healthy Ageing is focused on five specific research programmes, each of which will contribute new knowledge on how more people can live healthy lives and enjoy a better life in old age. The research programmes span a broad spectrum, from the molecular and cellular level to the levels of individuals and society.

The research programmes include:

Molecular and Cellular: Neurobiology

The primary goal within the neurobiology programme is to investigate how the brain is affected by ageing processes. The activity of the brain and the response of the brains to environmental demands require energy, and minor errors in the energy metabolism of the brain, working either alone or in combination with unstable genetic factors, may cause nerve damage and disrupt oxygen delivery to the cells (oxidative stress). Researchers will identify the biomarkers that affect the ageing processes and changes in the nerve cells (neurodegeneration), illuminating how reduced oxygen and sugar cause early onset of ageing and impaired brain function. Additionally, changes in the brains of people showing signs and symptoms of mild senile dementia will be investigated with modern brain imaging methods. Finally, the research will show how these changes to the brain affect sleep patterns and salivary gland function.

Molecular and Cellular: Skeletal muscle metabolism

The goal with this programme is to investigate the causes of age-related loss of muscle function, together with the consequences of inactivity and the ability to rebuild tissue afterwards. The main focus of this research is on the significance of reduced oxygen delivery in combination with the function of the cells' own energy centres, the mitochondria. Researchers will also strive to understand how both socio-economic factors and cognitive characteristics affect muscle function throughout the ageing process.

Body and Life: Individual ageing through the life course

This programme focuses on identifying the biological, physiological, and mental factors (markers) of early ageing, and on studying the ageing process over the life course. The approach is to investigate how biological, physiological, and social factors in childhood and early adulthood affect early ageing in the middle-aged as well as loss of abilities and function in the elderly. The studies will be carried out using the Copenhagen Ageing and Midlife Biobank (CAMB), which will be established from 2009-2011.

Society and Culture: Healthcare policy and prevention for the elderly

The analyses of the significance of health policies, the organisation of the health care system, and the medical technologies available for use in preventive medication form the basis of this programme. Additionally, this programme will focus on the role played by social and ethnic factors in forming attitudes about, reactions to, and use of preventive medicines.

Health users and innovation: Health promotion, communication and user-driven innovation

The goal of the programme is to illuminate how the users of the health care system handle their health over the course of a lifetime and to develop methods to promote health as a user-driven process. Innovation is an essential element of creating user-centred health promotion. The programme will translate ideas arising from basic and field work based research into the development of new innovative approaches to the promotion of health, addressing the needs of an ageing population.

Cross-disciplinary research within and among the programmes: The effects of synergy

Cross-disciplinary collaborations are central to the work of the Center for Healthy Ageing. A series of common themes have been established. For example:

Consequences of changes in the oxygenation processes

Age-related changes in the oxygenation processes seen have significant impact on both brain and muscle function. The goal here is to investigate how different life-long patterns as well as mental and motor dysfunction affect the different signs of early ageing (markers), cellular metabolism, and the oxygenation processes.

Mental dysfunction and reduction of muscle function

The goal is to investigate whether or not there is a connection between mental dysfunction, reduced muscle function, and a general impairment of abilities. In addition, researchers will investigate how biological, sociological, and psychological factors in early life affect later weakening of muscle and mental functions.

Course of life, medication, medical intervention, and survival analyses

These studies investigate how biological, mental, and psychological factors throughout the life course affect the use of medicine and attitudes towards medication. Another aspect will be focus on how medication and medical interventions affect both the ability to function and quality of life among the ageing population. Analyses of the many factors related to both ageing and survival throughout the entire life course will form the third facet of this research.

Researchers and location

The five research programmes are lead by Professor Martin Lauritzen, Professor Michael Kjær, Professor Kirsten Avlund, Professor Allan Krasnik and Associate Professor Lene Otto from the University of Copenhagen respectively. In addition, Professor Vilhelm Bohr from the National Institutes of Health (USA) will be closely involved with the research activities and scientific progress of the Center.

A website for the Center in English will also be set up at the address <http://healthyageing.ku.dk> during early 2009.



HEALTH POLICY
CHALLENGES



NEURODEGENERATION



EVOLUYIONARY MEDICINE

The IARU Ageing, Longevity and Health project embraces three subprojects

Ageing, Longevity and Health: Two Workshops held in Copenhagen in 2008

On 12-14 May 2008, the IARU research group for the sub-project “Neurodegeneration and Life Course Issues” at the University of Copenhagen hosted a successful workshop on the topic “Ageing – From Molecules to Population”. The workshop was attended by 40 participants representing a number of IARU universities (ANU, NUS, Yale, University of Tokyo, University of Copenhagen) as well as other universities and institutions such as the University of Washington, the Buck Institute, University of Jyväskylä, University College London, MRC Unit for Lifelong Health and Ageing, London, and a number of Nordic universities. A report covering the topics of the more than 20 presentations from the workshop delegates was published in the American journal “Mechanisms of Ageing and Development” (2008 Oct;129(10):614-23).

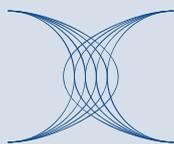
The workshop also covered a breakout session for IARU representatives with focus on future funding strategies. In order to strengthen the development of new funding proposals, a taskforce was formed by Hiroko Akiyama (Tokyo) Kaarin Anstey (ANU), Barry Halliwell (NUS), Martin Lauritzen, Kirsten

Avlund and Vilhelm Bohr (Copenhagen). The plan is to expand the taskforce further. As a starting point, the taskforce agreed to explore the availability and content of existing cohorts in the IARU member countries as well as to propose biomarkers for oxidation and neurodegeneration. The idea is to base the first joint grant proposal on these questions.

Connected to the sub-project Evolutionary Medicine, the Copenhagen Centre for Social Evolution (CSE) hosted professor Stephen C. Stearns from Yale for a 3 months sabbatical (mid August – mid November 2008). Stephen Stearns taught the first MSc course in Evolutionary Medicine in Copenhagen, and he also gave a Biology Departmental seminar on “Evolutionary Medicine” on 24 October 2008. Furthermore, on 10-13 November 2008 in Copenhagen, professor Stearns and CSE Director Professor Jacobus J. Boomsma hosted an IARU workshop of 13 participants from Cambridge, Copenhagen, ETH, Oxford, Berkeley and Yale. During this workshop, the first draft of a grant proposal on “The Evolution and Ecology of Disease” was produced.

With best regards,

Ulla Wewer, Professor, DM.Sci
Dean of the Faculty of Health Sciences
University of Copenhagen, Denmark



7.1.1. Health policy data collection/analysis

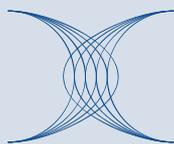
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| Document type: | ✓ | Progress update |
| | | Workshop |
| | | Project proposal |
| | | No document tabled |

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| Action required: | ✓ | For information only – no further action required |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

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|---|--|
| Funding provided to date (\$US): | \$38, 000 (Oxford project management salary) |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | |



7.1.1. Health policy data collection/analysis

Introduction

The piece of work part-funded by IARU is a scoping study of existing materials and sources with a view to producing three outputs:

- (i) a report
- (ii) set of papers to be submitted to scientific journals
- (iii) a proposal for further study which would require the collection and/or the production of new data.

After the initial 3 months collating and analysing existing materials and sources, the original project evolved to become a three-part study comprising:

1. Indicators and trends: dimensions of difference
2. Framework for analysis of policy challenges of population ageing
3. Policy initiatives and issues: how different countries are responding to the challenges

Indicators and trends: dimensions of difference

For this part of the study I have collated and analysed a wide range of data from different sources with a view to identifying 'significant dimensions of difference' between the study countries. These dimensions of difference are significant either for shaping or responding to the health policy challenges of population ageing; they are not presented as independent variables to correlate with selected outcome measures. This is essentially an exploratory and descriptive exercise, which involves no statistical modelling and no projections (except those incorporated into existing sources).

The data has been arranged under four main headings: demographic trends; epidemiological trends; social trends; and 'institutional' trends (a rather artificial categories which includes only healthcare spending). The question asked with each set of statistics is 'what stands out?'. For example,

- The level of life expectancy at birth in Singapore makes it one the best-performing countries in the world, but it also has (for the time being) a relatively low proportion of older people in the population and, after China, the most 'favourable' dependency ratios of all the study countries (with about 75% of the dependent population under 15 years).
- Singapore also stands out for its an astonishingly high rate of inward migration, and as having the highest rate of population growth in the group.
- Although China has highest level of cardiovascular mortality in the group (see figure 1), it has a

relatively low level of CHD mortality – the lowest after Japan (like Japan but unlike Singapore, stroke mortality is higher than CHD mortality), but as the prevalence of cardiovascular risk factors is rising, the likely trend for CHD mortality is up.

As these examples make clear, many of these dimensions of difference lend themselves to *ranking* the study countries in terms of the magnitude or severity of the challenges they face. The intention in writing up is to be explicit and appropriately critical about the interpretation of the rankings.

The WHO information system has useful for many of these topics, but it is quite limited in its coverage, and it has been necessary to find other data sources, e.g. for disability prevalence or living arrangements of older population (and these are often not strictly comparable).

Framework for analysis of policy challenges of population ageing

How much convergence should we expect from policy-makers in their efforts to articulate and assess the policy challenges of population ageing for their own health and social care systems? Not too much perhaps – despite the convergence in demographic trends. It would be surprising if local (rather than global) views on the implications of population ageing for health systems did not show some variation between countries that differ in ways that are likely to affect the identification and assessment of priorities for health policy. There are, after all, others factors besides demographic change to be taken into account in policy making for health care.

Hence it is necessary for properly grounded account of the health policy challenges of population ageing to find its bearings in relation to a broader analysis and assessment of the challenges faced by different health systems. We have to be able to say how the policy challenges associated with population ageing compare with or contribute to these other challenges. There are essentially two ways of doing this:

- (i) look at public discourse and argument in different countries round the world to see whether and in what ways population ageing appears on the health policy agenda;
- (ii) develop a framework for analysis based a normative account of the basic objectives of health systems (i.e. this is what health systems should be doing). Such an account can be found, for example, in the set of objectives outlined by WHO in its 2000 World Health Report or in various OECD reports on policy initiatives in its member countries.

In order to relate these objectives to economic conditions /level of economic development in the country under consideration, I use standard categories (high income; upper & lower middle income; low income; transition economies) taken from IMF analyses of the economic implications of health policy.

So far I have concentrated largely on (ii) above. The framework is elaborated by means of some simple distinctions to help with the identification and assessment of health policy problems related to population ageing. The basic distinction here is between

- (iii) a set of claims about the causal role of population ageing in driving change in the demand/need for health care, and
- (iv) a range of policy problems that deal with the health of the older population and the care it receives, and can be identified and formulated quite independently of any estimate of the magnitude of the contribution of demographic change to the burden of disease and disability in society.

If population ageing is likely to bring about a substantial change in the demand/need for health care, this will undoubtedly constitute a challenge for health systems; it will require adjustment to new circumstances. It is a mistake, however, to suppose that an assessment of the health policy challenges faced by ageing societies depends entirely on an evaluation of claims about the causal role of population ageing in driving change in the demand/need for health care, and especially the contested claim that it will increase the amount of ill-health and disability in the population (thereby adding to existing pressures on health care expenditure). So, for example, it is not necessary to determine the contribution of population ageing to trends in health care expenditure in order to evaluate policy proposals that are intended to alleviate general cost pressures on health systems *and* bear on decisions about the allocation of resources to age-related health problems. Nor is it necessary to disentangle the respective roles of population ageing and social-cultural change in increasing the prevalence of chronic disease in developing countries in order to acknowledge the importance – for the older population - of reconfiguring care delivery systems so as to improve the prevention and management of chronic disease.

This part of the study develops a typology of age-related health policy problems (e.g. allocational issues, equity issues, public health issues, quality issues etc.), and considers how to map these onto different kinds of health system at different levels of economic development. It is essentially a synthesis of the health policy research literature on the challenges of population ageing.

Policy initiatives and issues: how different countries are responding to the challenges

The purpose of this final part of the study is to look at what government is doing (or failing to do) across a limited number of areas as way of assessing the extent to which they are *gearing up for change*. This part of the study merges (i) and (ii) above. It complements the ‘normative’ policy analysis of the previous section with ‘empirical’ policy analysis. The selected topics are:

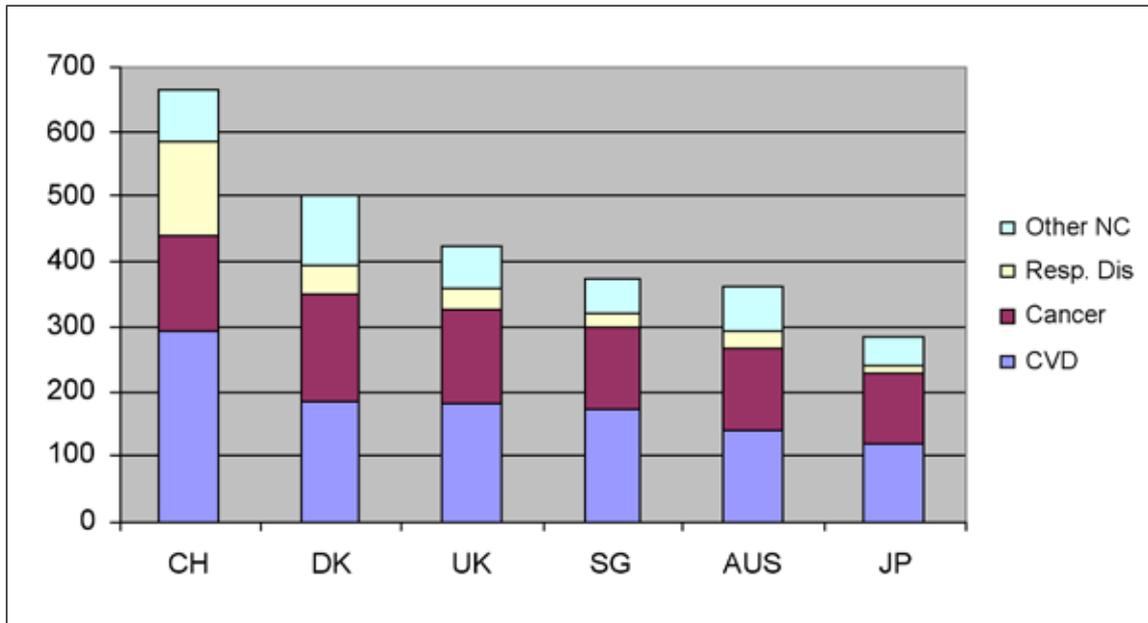
- Policies for healthy ageing
- Health targets specific to older population
- Age-friendly healthcare systems
- Long-term care proposals
- Service integration & coordination.
- Dealing with dementia.

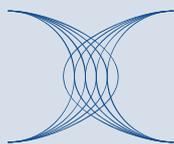
Future

The work to date will be discussed at the Ageing Policy meeting to be held in Canberra in late March, and on the basis of this a final report will be produced. We are in the process of designing Stage 2 (collaborative papers) and (3) a proposal for further study. which would require the collection and/or the production of new data.

Kenneth Howse
Senior Research Fellow
Oxford Institute of Ageing
March 2009

Figure 1 Age-standardised mortality from chronic disease per 100,000 population





7.1.2. Workshop report hosted by NUS entitled “Social and Health Challenges of Population Ageing”, 12-13 June 2008

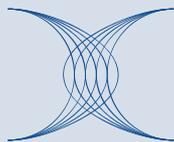
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| | | Presidents’ endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents’ Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | |



7.1.2. Workshop report hosted by NUS entitled “Social and Health Challenges of Population Ageing”, 12-13 June 2008

Objectives

1. This workshop brought together researchers from the International Association of Research Universities (IARU) network for one and a half days to present and discuss the social and health challenges of population aging. The focus was on the changing needs for health and long term care in countries differing in their levels of economic development, roles of the family and social policies. The papers presented were guided by four analytical themes: (i) explaining the impact of differences and inequalities, e.g., on patterns of long term care, utilization and outcomes of health care services, (ii) understanding ideology and culture as drivers/ mediators of adjustment, (iii) exploring the adjustment of formal and informal health care systems to changing demands and needs, and (iv) exploring and understanding individual engagement. The key emphasis of the workshop was to elaborate on the changing demographic and epidemiological context in which the social and health challenges of aging are arising in different countries, and the methodological issues arising in the conduct of research into this changing context. Researchers presented their work on health and aging from their respective countries, namely China, Indonesia, Japan, Singapore, the United Kingdom, and the United States.

Participation

2. A total of nine papers were presented from Singapore, the United Kingdom, the United States, Japan, Australia, Sri Lanka, China and Indonesia. There were ample discussions after each paper was presented and the participants displayed keen interests in the research findings that were presented by the guest speakers.
3. A substantial number of attendees from various public service organisations such as Ministry of Community, Youth and Sports, Health Promotion Board, Centre for the Third Age, Center for Seniors, SingHealth, and academic institutions such as Temasek Polytechnic, the Institute of Policy Studies and the Institute of Southeast Asia Studies attended the first day of the workshop. There was ample media coverage from The Straits Times, Lianhe Zaobao, Lianhe Wanbao, Shin Min Daily, and My Paper, which was facilitated by the Office of Corporate Relations, NUS. All the newspaper coverage focused on A/P Angelique Chan’s research on elderly issues in Singapore.

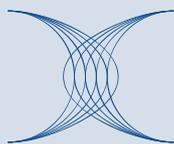
4. On the second day of the workshop, two Ministers—Minister Lim Boon Heng and Minister of State Heng Chee How chaired a meeting with the overseas delegates. Both ministers were interested to learn about how other countries deal with aging issues. There were fruitful exchanges of ideas between the ministers and the delegates during the meeting.
5. The latter half of the second day’s workshop was a closed door business meeting for the delegates. The discussion centred mainly on a current IARU project on aging, and possible new projects stemming from the Ministers’ meeting earlier that day.

Publications

6. Four local newspapers published news articles on A/P Angelique Chan’s research findings on the aging population. The papers are—The Straits Times, Lianhe Zaobao, Lianhe Wanbao, Shin Min Daily and My Paper.

Next Step

7. A follow up workshop was held at the ANU in March 2009 with participation from ANU, Peking, Tokyo and Copenhagen.



7.1.3. Workshop report at ANU entitled “Responding to Social/Health Challenges In Ageing Populations: Can Countries Learn from Each others’ Experiences?”

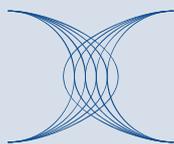
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| Action required: | ✓ | For information only – no further action required |
| | | Presidents’ endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents’ Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | |



7.1.3. Workshop report at ANU entitled “Responding to Social/Health Challenges In Ageing Populations: Can Countries Learn from Each others’ Experiences?”

IARU WORKSHOP - PROGRAM, Canberra, 26-27 March 2009

Venue: Video Conference Room, John Curtin School of Medical Research,
Australian National University

Thursday 26 March 2009

- 9.00-9.20** **Prof James Butler: *Welcome Address***
Director, Australian Centre for Economic Research on Health, ANU
- 9.20-10.20** **A/Prof Kaarin Anstey: *Value of cross-national comparisons -
example of self-rated health differences, Australia and the US***
Ageing Research Unit, Centre for Mental Health Research, ANU
- 10.20-10.40** **TEA BREAK**
- 10.40-11.40** **Dr Agnes Walker: *Extension of Intranet Research and Proposed Project(s)***
Australian Centre for Economic Research on Health, ANU
- 11.40-12.00** **Discussion**
- 12.00-13.00** **LUNCH**
- 13.00-14.00** **Prof Hiroko Akiyama: *Key issues in Japan and Proposed Project(s)***
University of Tokyo
- 14.00-15.00** **Prof Gong or Lihua: *Key issues in China and Proposed Project(s)***
Institute of Population Research, Peking University
- 15.00-15.30** **TEA BREAK**
- 15.30-16.30** ***Wrap Up, List proposals, Possible teams/Journals***
- 18.00 for 18.30** **DINNER**
Stanner room, University House (ANU)

Friday 27 March 2009

- 9.00-10.30:** **Communication from Oxford/Copenhagen: *Progress with developing a plan for the main ‘What are the social and health challenges arising in different countries?’ project and Pilot project proposal(s)***
- 10.30-11.00** **TEA BREAK**
- 11.00-12.30** **Selecting from the Proposed Projects; listing Target Journals**
- 12.30-13.30** **LUNCH**
- 13.30-15.00** **Methods to be used, Expertise required, Team formation**
Schedule of work to be carried, by whom and by when

Delegates

ANU

Prof Jim Butler, Director, Australian Centre for Economic Research on Health
A/Prof Kaarin Anstey, Ageing Research Unit in Centre for Mental Health Research
A/Prof Heather Booth, Australian Demographic & Social Research Institute
Dr Agnes Walker, Australian Centre for Economic Research on Health
Dr Kerry Sargent-Cox, Ageing Research Unit in Centre for Mental Health Research
Dr Francesco Paolucci, Australian Centre for Economic Research on Health
Prof Zhongwei Zhao, Australian Demographic and Social Research Institute

Japan

Prof Hiroko Akiyama, University of Tokyo

China

A/Prof Pang Lihua, Institute of Population Research, Peking University

Apologies

UK

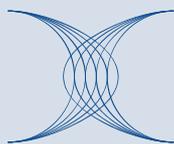
Mr Kenneth Howse, Oxford University (provided a summary of his Progress Report to IARU Presidents on the scoping study of the main IARU health/ageing project Agenda 7.1.1).

Denmark

A/Prof Karsten Vranbaek, University of Copenhagen (interested in co-operating on a Pilot project(s), but unable to attend on the proposed March dates).

Singapore

Prof Angelique Chan, University of Singapore (unable to attend as is on sabbatical this year, but expressed interest in a joint project(s) at a future date. The NUS replacement she nominated for the Workshop was not able to obtain travel funds from that University)



7.2. Synopsis of Regional Perspectives on Global Security project

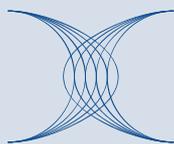
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| Action required: | ✓ | For information only – no further action required |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | \$15 000 Proposal development (ANU 2008) \$1925.25 Workshop related activity (Cambridge 2006) |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | Existing research projects (Security and Ageing, Longevity and Health) should continue with limited funding from the IARU for one year and should identify external funding for activities beyond that time. |
| 2008 Senior Officers Meeting (October 2008) | Members noted the progress report. Both Todai and ANU advised they had recently secured external funding for this research project. |



7.2. Synopsis of Regional Perspectives on Global Security project

REGIONAL PERSPECTIVES ON GLOBAL SECURITY - Projects for 2009 – 2012

Project Leader: Professor William T. Tow, Australian National University

| ACTIVITY | HOST INSTITUTION | LOCATION | SCHEDULE | FUNDING | | EXTERNAL FUNDER |
|--|---------------------|---------------------|-----------------------------------|-----------|-----------|-----------------|
| | | | | CEPS | ANU-IDO | |
| The Australia-Japan Security Relationship and New Regional Security Architecture: Opportunities and Challenges (Australia-Japan Foundation) | | | | | | |
| Workshop 1 | U/Tokyo | Canberra, Australia | 10-12 March 2009 | A\$47,813 | A\$10,000 | A\$88,000 |
| Workshop 2 | U/Tokyo | Tokyo, Japan | 21-22 September 2009 | | | |
| Concepts of Security Workshop (IARU Workshop) | | | | | | |
| Workshop | U/Tokyo | Tokyo, Japan | 28-30 September 2009 | A\$5,000 | A\$5,000 | - |
| Policy Alternatives for Integrating Bilateral and Multilateral Regional Security Approaches in the Asia Pacific (MacArthur Foundation) | | | | | | |
| Planning Meeting | NUS | Singapore | 27-29 May 2009 | A\$7,188 | - | A\$2,500 |
| Organisational Workshop | University of Tokyo | Tokyo, Japan | 25 September 2009 | A\$58,395 | A\$20,000 | US\$200,000 |
| Simulation Session | ANU | Canberra, Australia | Projected in May 2010 | A\$58,395 | - | US\$200,000 |
| Workshop 2 | NUS | Singapore | Projected in Jul – Aug 2010 | | | |
| Workshop 3 | Peking/U | Beijing, China | Projected in Mar-Apr 2011 | A\$56,395 | - | US\$200,000 |
| International Security Theory Conference (IARU Workshop) | | | | | | |
| Workshop | U/Copenhagen | Copenhagen, Denmark | 30-31 October 2009 | A\$5,000 | A\$5,000 | - |
| Asymmetrical Security Workshop (IARU Workshop) | | | | | | |
| Workshop | NUS | Singapore | Projected in October 2010 | A\$5,000 | - | - |
| New Approaches to Human Security in Asia (Japan Foundation: PENDING results in late April 2009 for Year 1, * Applied for on a yearly basis) | | | | | | |
| Workshop 1 | Osaka/U | Osaka, Japan | Projected in Week 3, October 2009 | A\$30,877 | A\$10,000 | A\$30,000 |
| Workshop 2 | ANU | Canberra, Australia | Projected in July 2010 | A\$30,628 | - | A\$47,175 |
| Workshop 3 | Peking/U | Beijing, China | Projected in July 2011 | A\$34,557 | - | A\$67,290 |
| The Australia-Japan Security Relationship and New Regional Security Architecture: Bilateral and Domestic Momentum (Australia-Japan Foundation: PENDING results in May/June 2009, * Final year of 3-year project) | | | | | | |
| Planning Meeting | ANU | Canberra, Australia | Projected in November 2009 | A\$72,931 | - | A\$94,836 |
| Workshop/Pilot | U/Tokyo | Tokyo, Japan | Projected in June 2010 | | | |

Since the last IARU Presidents' meeting convened at Yale (22-23 April 2008), the Security Project has achieved several significant benchmarks. It has, for example, attracted substantial research funding from the John T. and Catherine D. MacArthur Foundation for pursuing its 'order-building and rising powers' research emphasis in a specific Asia-Pacific context with the ANU, Beida, the National University of Singapore, the University of California, Berkeley and Todai all securing funding under this initiative. ANU and Todai have attracted additional funding from the Australian Department of Foreign Affairs and Trade (DFAT) to undertake research on bilateral security and diplomatic relations in areas of alliance politics, good governance and development/human security relations. The DFAT sponsored work relates directly to the Project's broader research components on power balancing and human security.

The European component of the project is also consolidating. A major IARU/CAST workshop on international security theory is scheduled to convene in Copenhagen on 30-31 October 2009. We intend to pursue an initiative (in collaboration with the ANU's Centre of Excellence in Policing and Security and several well regarded European research institutes) to secure funding support for undertaking a project on 'Europe and Global Challenges' which will eventually involve IARU universities in our asymmetrical security Project module. We hope to hold a second IARU workshop on 'Order-Building and Rising Powers' at either Oxford or Cambridge in late 2011. A coherent program of IARU Project workshops at Asian and European sites (UC Berkeley will 'co-host' a workshop at Beijing in 2011) is now operative and published findings from the events already held are beginning to appear. These include a major policy paper containing six papers on regional security and minilateralism (in the context of the Trilateral Strategic Dialogue between the United States, Japan and Australia published by the National Bureau of Asian Research's Washington, D.C. office in December 2008 (linked on the Security Project website: www.iaruni.org/activities/researchprojects/security))

The wider policy community is also becoming more involved in selected aspects of the Project. Australia's Defence Minister addressed a recent IARU workshop dinner in Canberra, various foreign affairs and security-related analysts are now regularly attending Project workshops while scholars/analysts affiliated with the Security Project being asked to brief various government agencies in Australia and elsewhere. Tangible progress is also being made on inter-relating broader, cutting-edge international relations theories to the body of empirical analysis generated by Security Project dialogues.

Attracting support from the MacArthur Foundation's new Asia Security initiative is particularly noteworthy. As noted on the Foundation's website, this program has been initiated 'to help increase the effectiveness of international cooperation in preventing conflict and promoting peace and security in Asia. The Foundation will support a network of policy research institutions and emerging leaders in pursuit of this goal.' IARU institutions in Asia will constitute an integral part of this network. The inaugural conference of designated institutional participants will convene in Singapore in late May 2009 but ANU, Todai and other IARU institutions have already engaged in systematic communications on how to implement appropriate areas of MacArthur-related research collaboration linked with the Security Project agenda. Additional sources for Security Project research support (financial and/or infrastructural) have thus far included the ARC Centre of Excellence in Policing and Security hosted by ANU, the Political Science Department at the NUS, Todai's Graduate School of Law and Politics and the University of Copenhagen's Centre for Advanced Security Theory (CAST). We intend to broaden the network of IARU-affiliated centres and programs over the next twelve to twenty-four months by inviting their involvement in the Security Project research agendas.

Workshop Initiatives

Please refer to the accompanying table for an outline of workshop activities convening between October 2008 and March-April 2011. What follows is a selected précis of recent IARU sessions and those projected for 2009.

- 1 October 2008 – *Exploring New Dimensions of Asymmetrical Security* (convened by the Political Science Department, National University of Singapore and the Australian National University). Key aspects of asymmetrical security and threats were explored, including terrorism, weapons of mass destruction procured or developed by ‘rogue states’ or sub-state actors; challenges to civil society and good governance and problems of criminal justice in the Asia-Pacific region and internationally. A number of Singaporean, Australian, South Asian and U.S. experts attended this function and a paper assessing its major findings is nearing completion for submission to a major academic journal.
- 10-12 March 2009 - *The Australia-Japan Security Relationship and New Regional Security Architecture: Opportunities and Challenges* (Funded by the Australia-Japan Foundation, DFAT)

Sponsored by Todai and the Australian National University, this workshop focused on bilateral and multilateral regional order-building in the Asia-Pacific. A second session will convene in Tokyo in late September 2009. This project will produce several published policy papers and a refereed journal article co-authored by Todai and ANU scholars.

- 28-29 May 2009 – *MacArthur Foundation Asian Security Initiative Inaugural Conference (in Singapore)*.

Representatives from the ANU, Beida, NUS, UC Berkeley and Todai will attend this major organizational session dealing with order-building and security architectures in the Asia-Pacific. The ANU project envisions four focus groups with participants from all these institutions interacting with one another throughout 2010 and 2011 on this seminal regional security issue. A number of major publications (edited volumes, articles in leading journals, etc. are expected to flow from this project).

- 28-30 September 2009 – *IARU Workshop on New Concepts of Security (in Tokyo)* that will bridge all four Project components (advanced international security theory, asymmetrical security and human security and new ways of looking at state-centric power relations). Professor Ole Wæver will join Kiichi Fujiwara, Rikki Kersten and Bill Tow in convening this session. Given that a meeting of the MacArthur Foundation’s ANU project will have convened three days previously, it is anticipated that Beida, possibly NUS and UC Berkeley scholars will also attend.
- 30-31 October 2009 – *IARU Workshop on Advanced International Security Theory* will convene at the University of Copenhagen. This event will be co-sponsored by the University of Copenhagen’s Centre for Advanced Security Theory and will focus on multi-disciplinary and eclectic approaches to conceptualising security politics (bridging such fields as law, anthropology, psychology, and various social sciences). As was the case with the October 2008 workshop on asymmetrical security in Singapore, it is anticipated a major academic paper will emanate from these proceedings addressing cutting-edge approaches for integrating security studies with broader approaches to understanding human conflict and peace-building.
- Mid-October 2009 - *New Approaches to Human Security in Asia* (Japan Foundation: pending grant competition results in late April 2009)

Covering the fourth major Security Project component, this workshop will convene at the University of Osaka but is co-sponsored by Todai and the Australian National University. It is anticipated that

IARU scholars from both Asia (particularly Beida) and Europe (IARU institutions will be given preference for European participation, depending on funding capabilities) will be key players in this conference. We also intend to dovetail this project with a 'second leg' of a Sino-Australian relations project involving the ANU, Beida and the China Institutes of Contemporary International Relations (CICIR) as principal investigators, pending funding from the Ford Foundation.

Visiting Fellow Initiatives

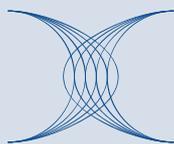
The ANU will host two scholars during 2009 linked with the IARU Security Project. In June, Associate Professor Bilveer Singh from the National University of Singapore will spend a month in ANU's Department of International Relations delivering seminars on Southeast Asian security politics and completing an article with William Tow on asymmetrical security for submission to a refereed journal. In July-August, Professor T.J. Pempel from the University of California, Berkeley will also spend a month at the ANU and Griffith University working with Professors Tow and Ravenhill on the 'economic/security nexus' of East Asian power relations. It is anticipated that Professor Ole Wæver from the University of Copenhagen will spend a short period of time in late September at Todai, interacting with IARU scholars at the workshop on 'New Concepts of Security' and possibly teaching a short course to Todai students at the postgraduate level. Tow is scheduled to visit Beida University in early July to coordinate IARU and projected Ford Foundation-sponsored work.

When in Singapore during July-October 2008, Tow liaised with Professor Neil MacFarlane, Head of the Department of Politics and International Relations, Oxford University to discuss potential IARU academic exchanges. It is anticipated that such discussions will intensify over the next few months and lead to a greater Oxford involvement in IARU Security Project activities by the end of 2009.

Conclusion

The Security Project has realised visible achievements during 2008 and early 2009. It now has a relatively solid funding base (with MacArthur Foundation funds directed toward the ANU's Department of International Relations that will be applied substantially to correlate with Security Project agendas) and an established network of scholarly linkages. We are hopeful that our foundation of participating institutions will be expanded over the coming year with particular effort directed toward strengthening the European dimension of the program. The North American component is well established via UC Berkeley participation; we would appreciate suggestions on how Yale University might be drawn into playing a more visible role in the Project (although a strengthened European security dimension may enhance that prospect). We anticipate some substantial publications to be produced under Project auspices over the next 2-3 years.

A major concern is that thus far only four academics – Fujiwara, Singh, Tow and Wæver – have essentially spearheaded many of the Program's initiatives and have sustained its agendas over the past 2-3 years of its operations. A wider base of professorial level academics will need to become more involved and committed to the project if it is to survive beyond 2010-2011 and become a more enduring fixture in the overall IARU networking infrastructure. One way of facilitating such an outcome is to seek ways of linking the Security Project more closely with other IARU research initiatives such as climate change (which is clearly viewed a security problem by those who undertake security studies research in its broader context). This is an approach that could be productively discussed at both the Tokyo and Copenhagen IARU workshops convening toward the end of this year.



7.3. Demonstrative Project on Sustainable Cities

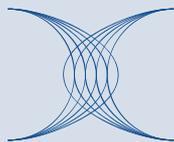
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| Action required: | ✓ | For information only – no further action required |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | Funding up to USD 15 000 committed at 2008 Presidents' meeting for workshop activity (unspent to date). |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | The project is still in its preliminary stages but endorsement was given to continue the project and to report to the President's meeting next year. Cambridge noted there was other work going on in this field and it was agreed that each university would advise Tokyo of work that they were aware was taking place in this area. |
| 2008 Senior Officers Meeting (October 2008) | The meeting noted the progress report from Today. It was also noted that the participating institutions (ANU, Copenhagen and Today) are supporting the project with separate funding from each of those institutions. |



7.3. Demonstrative Project on Sustainable Cities

Energy, Resources and Environment Global Change Project: Towards Sustainable Cities Demonstration Project

The Towards Sustainable Cities is an Australian National University (ANU), University of Tokyo (Todai) and Copenhagen University (KU) initiative to stimulate activity in the IARU Energy, Resources and Environment (ERE) Global Change Project through a collaborative interdisciplinary partnership.

Aims

The overarching aim of this project is to:

- Demonstrate the value of international collaboration between IARU partners on ERE themes
- To develop a model for how future collaborations within the ERE theme on other topics, including other projects on Sustainable Cities, might proceed
- To generate important research findings on the international linkages and interdependencies of cities and the energy and materials upon which they depend

Guiding Principles

Guiding principles for suitable projects are that they

- Are globally significant
- Deal with universal processes
- Recognize local and regional contextual differences
- Deal with integrative, “cross cutting questions” in relation to sustainability in cities, such as;
 - What is the relationship between food production and land use in city regions?
 - How will the flux of GHGs change depending on the land use change of cities?
 - What is the relative food security in food export and import dependent cities?

Approach

The demonstration project approach has

- Created a new research community by collaborating on three interlinked sub- projects, each led by one “enthusiastic” IARU partner.

- Where possible, has drawn on existing research activity and readily available data.
- Drawn on local areas for funding, with the overall idea that the further project activity will grow “organically” to greater partner involvement.

A crucial component has been to ensure inter-relationships between projects are built in from beginning. The three sub projects are:

- Food Flows and Ecosystem Services (FFES), lead by ANU
- Low Carbon Cities (LCC), lead by TODAI
- Land Use and Ecosystem Function (LUEF), lead by KU.

Achievements

The progress and outcomes of each of these three projects is reported on separately in the attachments. Achievements for the demonstration project overall include;

- Creation of a new IARU cooperative inter-university research team
- Establishing protocols for doing this integrative research
- Produced important research findings in the IARU Energy, Resource and Environment project theme
- Identified data gaps and incompatibilities between national and international data sets that require urgent remediation
- Delivered key research findings at the IARU International Scientific Congress on Climate Change in Copenhagen, March, ANU presented “Global food flows and urban food security: case studies from three IARU cities”

Three Workshops and a meeting have been held since April 2007 to co-ordinate this research:

- 1-5, Sep. 2008 Roskilde, Denmark
- 19-22 Jan. 2009, Tokyo, Japan
- 7-8 Mar. 2009 Gentofte, Denmark
- 6, Feb 2010. Tokyo, (meeting)

In addition, a researcher of TODAI visited UOC and National University of Singapore (NUS) for a research on LCC.

Future Activity

For the demonstration project as a whole the next step is to develop the model or conceptual framework that a synthesis of the three sub- projects is designed to produce. This will form the basis of the report to the March 2010 Presidents meeting with recommendations for future activity in the ERE theme and for the involvement of other IARU partners.

As documented in the following agenda items, work on this synthesis report is to commence in the ANU hosted workshop in Australia in June, with an interim report to Senior Officers made at that time. Finalization of the demonstration phase and associated reports will be made at NUS, which attended

the Tokyo workshop in January and will join the demonstration project, in a November/December workshop. This workshop is intended to invite non-demonstration phase IARU partners to initiate further project activity in this theme. The timeline does not preclude other IARU members joining or expanding demonstration projects (DP) at any time.

Project leads

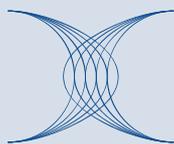
Dr. Rob Dyball and Mr. David Dumaresq (Fenner School of Environment and Society, ANU)

Prof. Kazuhiko Takeuchi and Prof. Keisuke Hanaki (Integrated Research System for Sustainable Science, TODAI)

Prof. John Porter and Prof. Anette Reenberg (KU)

Budgets and Resources

Each project leader has assembled and funded its own research team - including academic, PhD students, research assistants and other contributors. They are also expected to fund workshops and report publication costs but not travel costs for partners to attend. Currently the following numbers of members are (partly) involved: ANU: 4, TODAI: 6, KU: 6



7.3.1 Low Carbon City

IARU/Energy, Resources and Environment/Sustainable Cities Outline of IARU Demonstration Project Sub-project: Low Carbon City

1. Introduction

Shifting from the energy-demanding society to a low carbon society in urban areas is a long-term target to achieve sustainable development. This study, lead by TODAI, will analyze the characteristics of carbon dioxide emission of Tokyo, Canberra(ANU) and Copenhagen (KU) regions and elucidate possible reduction policies such as demand control, utilization of energy with low carbon intensity and/or renewable energy, and changing the structure of urban area. Singapore (NUS) will take part in the project and other IARU universities are welcome to join.

In cooperation with other Demonstration Research Projects, the purposes of this demonstration project include:

- To facilitate elaboration of research plan and implementation of the ERE/SC
- To provide bases for comprehensive research on urban sustainability by conducting preliminary study on sustainable indicators of a group of energy and global warming

After confirming the situation of each city including availability of data, three participating universities had a Workshop in Tokyo in January 2009, in order to consider priority setting of detailed data and how they can analyze them. It was agreed that the results of analysis would be summarized by Todai and discussed at the workshop to be held in June in Canberra.

NUS also participated in the Workshop and will host a workshop to compile the final report of the Demonstration Research Projects in December, which will be submitted to the President's Meeting in 2010 for its endorsement. In March, issues were discussed at the Copenhagen Workshop for elaborating research methodologies.

2. Methodology

By utilizing the basic data of carbon dioxide emissions from various sectors as well as information on the features and activity of the city (e.g. population, industrial activity, climate, human habitat and transportation systems), TODAI will first calculate indicators such as per capita and per city GDP CO₂ emission and its breakdown in terms of sectors for each target city. The results will be compared in consideration of characteristics of each city with a view to presenting possible reduction policies to be considered by other cities.

In conducting the analysis, the following aspects are agreed upon to be taken into account:

(1) Collecting net CO2 emissions by source categories from each city and its hinterland

The detailed categories of emissions sources depend on the data availability and co-ordination with other sub-project groups.

(2) Both Sources and sinks are considered

Carbon uptake volume per each land use category will be considered.

(3) Analyzing two or three areas with agreed boundaries by three demonstration projects

One is densely inhabited district (smallest unit) and the others are the larger area based on human activities such as the capital regions. Capital regions include not only urban districts but also industrial districts which supply products there. Medium unit area will be examined for LCC and LUEF (see Table).

(4) Based on human activities and area population as drivers of emissions

By considering emissions and populations not only in city areas and industrialized areas but in their hinterland, evaluation of CO2 emissions caused by city activities can be conducted without calculating complicated embodied CO2 emissions.

(5) Collection and analysis of data of each city examined

Basic data include; area (geographical, administrative), population (1990, 2000, etc.), climate, land use. Existing data for analysis include; energy consumption, urban transportation, and CO2 emissions. In order to collect data such as population, GDP in areas and climate in an aligned format, Todai will send a request for data submission.

The followings are decided in terms of data subject to collection and analysis:

- Include airports' share of CO2 emissions (emissions from aviation)
- Power generation by remote stations
- Embodied energy is noted importance, but do not have resources at this time
- Methane from waste is not included at this time

Table Regions subject to analysis by sub-projects

| Data Collection | Size of Regions | | |
|-----------------|---|--|--|
| | Smallest unit | Medium unit | Large unit |
| Canberra | City Center LCC | ACT LUEF | ACR CCC,LUEF,FOOD |
| Copenhagen | Copenhagen Municipality LCC | (Greater Copenhagen (HUR)) LUEF | Zeeland region LCC,LUEF,FOOD |
| Tokyo | 23 wards in the center of Tokyo LCC | Tokyo Metropolitan Government (Metropolis) LCC, LUEF | Tokyo Capital Region (TMG and 6 prefectures) LCC,LUEF,FOOD |
| (Singapore) | National Territory (LCC) | - | National Territory (LCC) |

Note: LCC: Low Carbon City sub-project, LUEF: Land Use and Ecological Function sub-project, FOOD: Food Flows and Ecosystem Services sub-project, ACT; Australian Capital Territory, ACR: Australian Capital Region

3. Issues

The issues below were mentioned in the Tokyo WS but remained to be addressed in the future.

- Future projection and measures against CO2 emissions
- Responsibility and/or authority of city governments
- Scientific uncertainty
- Common/specific indicators to identify the features of each city.

4. Time line

- January 2009: Tokyo Workshop: Agreeing framework and data for analysis
- March 2009: Copenhagen Workshop: Elaboration of Methodologies
- March-June 2009: Data collection and analysis, drawing up a draft report by TODAI
- June 2009: Canberra Workshop, discussion and synthesis of reports of each sub-theme
- December 2009: Singapore Workshop, compilation of the final synthesis report
- May 2010: Report to the Presidents Meeting

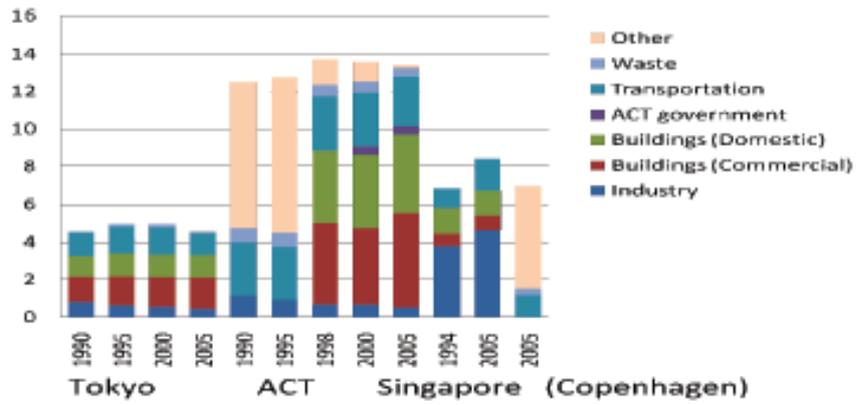
5. Preliminary Results (example)

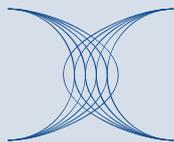
Per Capita CO2 Emissions by Sectors

Austraria
(18.8)

Denmark
(12.9)

Japan
(9.8)





7.3.2 Material Flow Focus on Food

Food Flows Project

The Australian National University

Overview

The food flows project has analysed the production, consumption and trade of the major food commodities for the Australian Capital Region, the Tokyo Capital Region and the Danish Capital Region (containing respectively the cities Canberra, Tokyo and Copenhagen and their hinterlands). The actual land areas, their productivity and location, that provide each region's food flows have been calculated. This allows the associated ecosystem services required for the production and trade of this food to be estimated. Further, the carbon flux for each city can be determined, including that associated with food consumption, wherever those food producing landscapes are located.

The research shows the three regions as being distinct. The Australian Capital Region is a net food exporter. The Danish Capital Region is a major food processor, transforming a wide range of basic agricultural commodities into higher value foods for local consumption and trade. The Tokyo Capital region is a major food importer. The three cities show great variation in their capacity to meet their food demand and in the extent of their dependence on land areas outside their regions and nations.

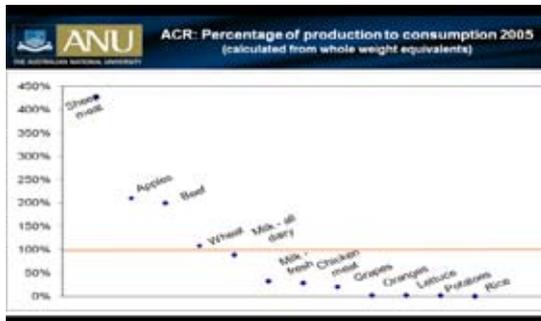
Findings from this study can make a significant contribution to debates about national food security and the global interdependence of food systems and urban vulnerability to disruptions to food distribution networks. The study also allows estimates of the net carbon uptake and emissions of different food production and distribution systems as part of calculations of the carbon emissions profile of a city.

Methodology

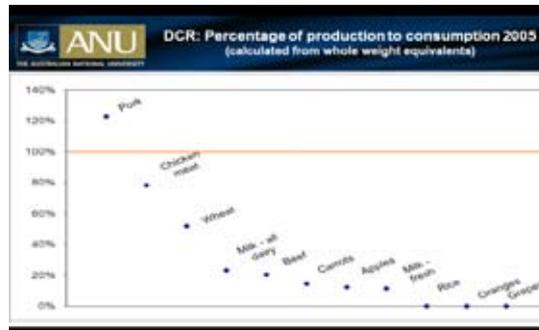
- A number of food commodities were chosen for each region and country, encompassing a range of food types and land uses
- Appropriate years for analysis were selected for each country
- 'Crude consumption' (production + imports – exports) was calculated for the selected commodities for the chosen years
- Production to consumption demands were compared for each region for the chosen years
- Land areas associated with production, imports and exports were calculated
- Three methods of characterising trade policy were developed and applied to the food flows data to illustrate the various implications of future national and international global political priorities

Key findings

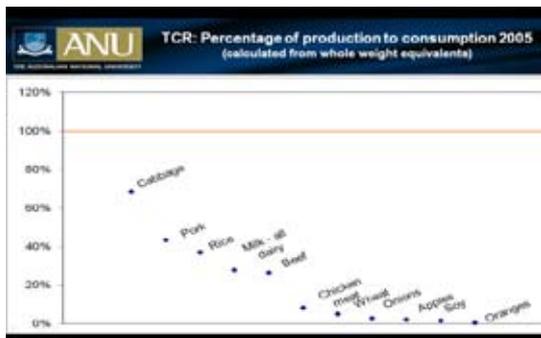
The figures below give a snapshot for 2005 of the relative food availability for the three regions. The results indicate that the Australian Capital Region produces a net food surplus. However, all regions exhibit a complex set of interdependencies in their food supply systems.



Australian Capital Region



Copenhagen Capital Region



Tokyo Capital Region

The 100% line indicates where a region's production of each product would equal that region's consumption of that product.

In summary, the project

- Demonstrates regional, national and global movements of food needed to feed the capital cities of the three chosen countries, Japan, Denmark and Australia
- Demonstrates actual land areas and their locations required to supply these food flows
- Indicates food availability, security and sovereignty for the regions
- Enables linkage of these land areas and the ecosystems services required for this production
- Enables creation of linkages between land use changes in Capital Regions, necessary global ecosystem services and low carbon urban living

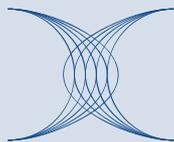
Outcomes

The initial phase of this project has been largely completed. A Food Flows project paper was presented by David Dumaresq (ANU) at the Copenhagen Climate Change Conference in March 2009. The paper presented major findings of the project and some of the policy implications for dealing with climate change and its effect on agricultural production and global food flows.

Dr Dyball presented key findings of this project to an Australia-Japan workshop on Material Flow and Resource Productivity hosted by CSIRO in Canberra in February 2009.

The focus now is on the integration of the three projects for the June Canberra workshop, and for final synthesis in Singapore in November 2009.

Over the next 12 months there are goals to investigate opportunities for publication, further collaboration and future funding sources.



7.3.3. Land Use and Ecosystem Functions

IARU/Energy, Resources and Environment/Sustainable Cities

Outline of IARU Demonstration Project

Land use/ Ecosystem functions sub-project

Aim of the sub-project

The sub-project focuses on the interaction between the city and the surrounding landscape and hence relates to the food flow and carbon balance issues addressed in the two other sub-projects. This part will investigate how the dynamic changes of peri-urban landscapes impact a range of functions, spanning from agricultural production to residential and recreational areas. It investigates the responsiveness of structural components of agricultural areas (land use and landscape elements) in the face of change in the socio-economic system (declining number of full-time farmers and increasing number of owners with other gainful activities).

It will specifically address the human-environment interactions and the ecological function in urban and agricultural landscapes and the ecological services that cities draw from those landscapes. It is particularly concerned with ways in which changes in ecosystem values are reflected in changing land use.

Specific focus

- It is taking point of departure of the demonstrated relationship that a city has with the local landscape
- It assumes that the connectivity which a city has with its local landscape has profound implications for the landscape's provision of ecosystem services
- How can the city maintain its ecological services in the near surroundings?

Methodologies

A: Landscape characterization: The workshop in March in Copenhagen decided that the following Land use/cover categories be recorded – when relevant or needed categories may be subdivided, but the main categories must not be transgressed

- Forest – (for Canberra and Tokyo, differentiated in 2, i.e. artificial plantation and natural forest)
- Pastures/grassland (for Canberra, differentiated)
- Cropland (in rotation) – (for Tokyo, differentiated paddy field from other cropland)

- Build-up area/infrastructure
- Wetlands
- Other

B: A common template for the characterization of land use transition was developed and agreed upon.

C: A format for characterization of the interplay between ecological services, land use decisions and societal conditions in agricultural landscapes has been developed, including indicators for measuring land use management, socio-economic conditions and ecosystem services

D: The nested hierarchy of study region has been specified.

Issues

Indicators for ecosystem services

(Identifying indicators will take point of departure in Millennium Ecosystem Assessment (MEA))

Provisioning

- Food production (table from the food flow project – chose 3 major land uses selected from each region and make indicators for total yield – on spatial differentiation)
- Wood – production/harvest (unit of measurement: cubic meters of wet round wood equivalent)

Regulating

- Carbon fluxes – Prof. Henrik Sorgard, KU and Mr. David Dumaresq, ANU will provide a look up table of source/sink for land cover categories

Supporting

- Landscape diversity – forest fragmentation index as presented by TODAI* will be developed (ANU and KU deliver land cover - land use data for their region to TODAI who makes the calculation/maps). Forest to be perceived as an all-inclusive definition.

Note: * :Harashina, K., Tsunekawa, A., Takeuchi, K. and Takatsuki, S. (1999): Relationships between connectivity of forests and distributions of terrestrial mammals in Honshu, Japan. *Journal of the Japanese Institute of Landscape Architecture*, 62, 569-572. (In Japanese with English abstract)

Cultural

- 'Analysis' will be done in terms of a narrative, case based presentation of landscape related Ecosystem services that would fall within the MEA group of 'cultural services'. The ambition of this description will be to illustrate 1) the importance of such values, 2) the diversity of possible values, 3) the challenges related to a systematic, quantitative measurement/spatial specific mapping of this service.

- A form of the most important types of landscape destinations for recreational use will be selected.
- Examples and reflections will be established from each region for discussion at Workshop in Canberra (June) – ambition: to aim at framing the challenges and ideas for mapping these types of services rather than providing a final product for the pilot-project.

Characterizing the 'socio-economic-cultural land use decision environment'

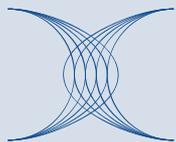
- A number of feasible parameters are selected and will be tested for their availability.

A framework for the description of temporal context of land use systems is suggested

- The final report will have short introduction to the general land use trends in the region – including the main features (and driving forces) of the changes in the coupled human-environmental system. One option is to use of coupled human environmental timelines – alternatively a common format for a short text that present the environmental history (solution to be agreed in June).

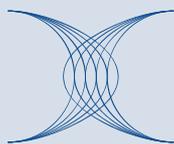
Timeline

- January 2009: Tokyo Workshop: Initiation of sub-project
- March 2009: workshop for concept development and method discussions
- March-June 2009: Data collection and analysis
- June 2009: Canberra Workshop, presentation of preliminary results
- December 2009: Writing up final results.



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

7.4. Career Development Professionals Network



7.4. Career Development Professionals Network

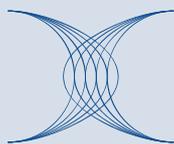
| | | |
|-----------------------|---|--------------------|
| Document type: | ✓ | Progress update |
| | | Workshop |
| | ✓ | Project proposal |
| | | No document tabled |

| | | |
|-------------------------|---|---|
| Action required: | | For information only – no further action required |
| | ✓ | Presidents' endorsement requested |
| | ✓ | Central IARU funding requested |

| | |
|---|---|
| Funding provided to date (\$US): | \$ 3000 (NUS hosted workshop – Agenda 7.4.1) |
| Funding requested (\$US): | \$ 7500 (publication development – Agenda item 7.4.2) |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | <p>Concern was raised about future workshops and the proposed activities outlined in the tabled report. The meeting agreed to continue supporting the initiative, but requested the focus return to enabling students from partner institutions access each others' career services, as well as benchmarking.</p> <p>The IARU Chair proposed that workshop leads prepare a paper addressing reciprocal access and possible benchmarking practises, for consideration by the Senior Officers in Oxford, September 2009.</p> |



7.4.1. Career Development Professionals workshop report, National University of Singapore, 23-24 July 2008

Meeting Summary and Recommendations

Workshop organizers: Ms Wong Sing Chee, Career Centre (NUS) and Ms Kate Gemmell, Director, Career Centre (ANU)

The IARU Inaugural meeting for Career Development Professionals was attended by ten delegates representing seven universities.

| | Name | Designation | University |
|-----|----------------------|--|----------------------------------|
| 1. | Dr Lykke Friis | Pro Rector | University of Copenhagen |
| 2. | Mrs Kate Gammell | Director, ANU Career Centre | Australian National University |
| 3. | Dr Gordon Chesterman | Director Careers Services | Cambridge University |
| 4. | Ms Tracey Wells | Assistant Director Career Services | Oxford University |
| 5. | Ms Li Jun Kai | Deputy Director Career Centre | Peking University |
| 6. | Prof Hong Jung-Kook | Professor Division for International Relations | University of Tokyo |
| 7. | Ms Wong Sing Chee | Head NUS Career Centre | National University of Singapore |
| 8. | Ms Tio Phaik Hoon | Manager NUS Career Centre | National University of Singapore |
| 9. | Ms Cammie Tan | Senior Career Advisor NUS Career Centre | National University of Singapore |
| 10. | Ms Venetia Ng | Employer Relations Officer NUS Career Centre | National University of Singapore |

Objectives

The delegates unanimously agreed that the three objectives of the meeting were met. These objectives were:

1. To establish among the IARU Universities, a network of Career Development Professionals
2. To share knowledge and best practices among the Career Development Professionals, including information on international employment trends and cultural differences
3. To discuss areas of collaboration to enhance the efficacy of this network of Career Development Professionals

The delegates believed that the meeting had enabled them to meet and relate with the career development professionals of other universities, and facilitated the formation of the network of IARU Career Development Professionals. This network will be beneficial for mutual support and assistance. However, one delegate expressed regret that if there had been representation from American universities as well, the network would have been more complete.

The delegates agreed that they have benefited from the generous sharing of knowledge and best practices among the Career Development Professionals who represented the various institutions at the meeting. They have also gained insight on Japanese and Chinese work cultures; employment trends; and hiring practices in the Asia Pacific region as presented by the invited speakers.

The delegates also appreciated the opportunity to discuss areas of collaboration among the universities representatives. Through the discussion, several projects were identified and proposed for follow-up among the delegates, if approved by IARU.

Duration of Meeting

Several delegates commented that the two-day workshop was inadequate for in-depth discussion of the topics. A possibility of extending it to three days for future meetings was suggested.

Contents

The delegates believed that the contents of the meeting were useful and relevant, and had enriched them professionally.

The session on “Global Career Services Delivery – An International Snapshot” stimulated a lot of interest and lively discussion among the delegates. Information on services and best practices were shared and discussed. Several delegates indicated that they would consider adapting and introducing some of these services and best practices at their respective universities.

Professor Hong Jung Kook from University of Tokyo and Ms Li Jun Kai from Peking University shared insights on workplace culture in their countries during the session on “Understanding Cultural Differences in Workplace”. The delegates found the information meaningful and helpful, especially for those who have students from Asia, or students who hope to work in these countries. They also found the session

“Global Recruitment Trends – Employers’ Perspectives” facilitated by Ms Carolyn Philips, Regional Head, Campus Recruiting, Credit Suisse and Mr Phua King Song, Director of Human Resource, Glaxosmithkline, engaging and stimulating. However, the session on “International Internships” by representatives from “Contact Singapore” was not as well-received.

The delegates acknowledged that the meeting had provided them with the opportunity to discuss common goals and objectives for this network of career development professionals, and possible areas for future collaboration.

Common IARU Career Centre Goals Meeting Outcomes

- Given the increasingly global nature of graduate recruitment, particularly among large corporations, it was decided to hold the next meeting in the UK, in 2010. While this will involve some on-campus activity at the IARU UK institutions, a part of the meeting will be held in London, to facilitate major graduate employer participation.

Action *Gordon and Tracey to do initial scoping for this i.e. costs, dates, etc. Kate to seek remainder of IARU funds for 2008 meeting as seeding fund for 2009 meeting*

- Similarly, to further facilitate global IARU employer involvement and to increase global opportunities for IARU students, an IARU Green Careers Website will be created. This will feature career information on emerging sustainable careers and alumni stories with an environmental focus, to be contributed by each delegate. The focus of the website will be green careers information, in keeping with the increasing importance of environmental sustainability as an issue with IARU. Links will be provided to actual green jobs that students can access. Each delegate will contribute alumni and green careers information, and the sponsors of the 2009 Sustainability Conference will be asked if they would like to contribute to the website.

Action *Each delegate to contribute country specific careers information and alumni. Lykke to investigate involvement with 2009 sponsors.*

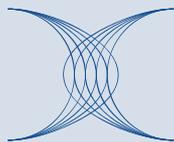
Kate to investigate logistics of establishing the website .

- In keeping with our broad theme of enhancing global employability, delegates present have been asked to produce a two page handout on “Finding a job in my Country.” This will incorporate resume styles and job-seeking and interview tips, with a particular emphasis on the local cultural differences that may impact on job search. References, for example, are still largely character-based in Japan; whereas in Australia, they focus almost exclusively on a candidate’s suitability for a position. This document is also intended to assist students who may be seeking internships or part-time work as part of their cross-institutional study experience with other IARU universities.

Action *Gordon and Kate have agreed to coordinate this project.*

- In order to continue to build our relationships as IARU Careers colleagues, the ideas of an IARU Careers list server and IARU job swaps between services was also discussed,

Action *Tracey to explore idea of list server. Job swaps to be arranged on request, using the current Cambridge reciprocal agreement as the model.*



7.4.2 IARU Career Development Professionals Network: Global Students, Global Careers

Strategic Focus

The IARU Career Development Professionals Network was established in 2008 at the inaugural IARU Global Students Global Careers Symposium in Singapore, with representatives from Oxford, Cambridge, ANU, NUS and Copenhagen participating. Delegates to the symposium determined that the strategic focus of the IARU Careers Network should be:

- 1) Promoting reciprocal access to IARU Careers Services for IARU students
- 2) Promoting and sharing best practice among the IARU Careers network, with benchmarking as appropriate.

Strategic objectives

On the basis of this founding strategic focus, the IARU Careers Network proposes a project which would:

- 1) Deliver a practical product to facilitate reciprocal access between IARU member Careers Centres
- 2) Borrow from best practice in the important function of preparing students for academic positions, by utilizing best practice within IARU and customizing it to a local context.

Proposed Project: Overview

The IARU Career Development Professionals Network proposes to explore the possibility among IARU members of contributing to a guide to academic careers at IARU universities, with an emphasis on how to prepare an effective application for an academic teaching or research position, how to undertake interviews and presentations, and how to respond to the different assessment and selection protocols in each country. These protocols vary widely and there would be great benefit in setting these out for applicants and maintaining an up-to-date manual to guide IARU-trained students in their jobs search.

Presently no such publication exists and accordingly the demand for such a useful guide is urgent.

The guide would:

- support the IARU objective of facilitating scholarship and establishing academic linkages between members
- satisfy a market niche of high demand among IARU students, particularly postgraduates, who are often seeking entry positions in teaching and research internationally, for which no guide currently exists
- recognize that informal networks in academic recruitment but also provide a formal map to give IARU students and staff a competitive edge in the process
- capture the resource of knowledge, skills and experience available within the Network
- respond to the well-documented need to address the looming shortage of academics across IARU countries
- provide competitive advantage to IARU-trained graduates
- provide training and support in an area of recognized need.

Proposal prepared by:

Ms Kate Gemmell, Director, ANU Careers Centre

Ms Cecily Stewart, Careers Consultant, ANU Careers Centre

Proposed Project: Detailed

Working title: 'A guide to academic careers in IARU'

1) Scope of publication

- The guide will provide a niche product available *exclusively* to IARU students. The guide will be available in printed and electronic formats, to be accessed and distributed via IARU Careers Centres.
- The manual will be specifically designed for IARU-trained students aspiring to a career in teaching and research at the tertiary level in IARU partner institutions.
- The manual will showcase the global expertise of careers consultants located throughout the IARU network. This will prepare IARU students for work across the globe in IARU partner institutions in Europe, Asia-Pacific, Australia and the US.
- The manual will provide guidance on protocols and procedures and accompany this with hints and advice, personal profiles, and lists of dos and don'ts.
- The first edition would be produced by 2010 and maintained regularly.
- The first edition will be in English only; however IARU members may seek permission to translate.

2) Content

- Job application techniques covered in the guide will equip IARU-trained students with a competitive edge in what is a tough but global labour market. This will empower students to make more informed choices about their careers, and may also encourage high calibre research students from the IARU network to consider careers at IARU institutions, at a time when "competition has increased on the academic labour market."¹
- The publication will include advice on how to apply for jobs in IARU partner institutions in a country-specific context, including writing effective CVs and applications and understanding selection processes.
- The guide will carry the IARU branding and embody IARU's co-operative education goals, and deliver a product more specialized than existing general country guides.

1 Bradley Review, page 24

3) Production

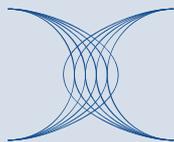
- The ANU Careers Centre will coordinate the writing, editing, approvals, production and distribution of 'A guide to academic careers in IARU'.
- IARU Careers Centres will participate in the collaboration. It is intended to seek to have a coordination or project officer designated in each IARU Centre to assist in preparing and submitting materials.
- IARU Human Resources areas will also be encouraged to contribute specific knowledge and experience in academic recruitment.

4) Budget

An indicative production figure of USD 7500 is required to support the compiling, editing, design and production costs.

5) Request for IARU assistance

To engage with this project, we now seek endorsement and grant of requested funds by the IARU Presidents.



7.5 Culture and Citizenship: Towards A New Civic Pluralism workshop progress report

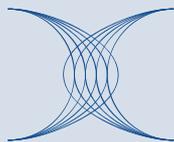
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| Document type: | ✓ | Progress update |
| | ✓ | Workshop |
| | | Project proposal |
| | | No document tabled |

| | | |
|-------------------------|---|-----------------------------------|
| Action required: | ✓ | For discussion |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

| | |
|---|--|
| Funding provided to date (\$US): | Funding up to USD 15 000 committed at 2008 Presidents' meeting for workshop activity (unspent to date) |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|---|
| 2008 Presidents' Meeting (April 2008) | The IARU could add value by bringing a multi-disciplinary view to this issue. It was agreed to badge the proposed workshop as an IARU activity. |
| 2008 Senior Officers Meeting (October 2008) | It was agreed that the workshop could proceed, but only in the terms agreed to by Presidents at the Yale meeting in April. |



7.5 Culture and Citizenship: Towards A New Civic Pluralism workshop progress report

Report prepared by:

Amin Saikal and James Piscatori, Australian National University

Jørgen Nielsen, University of Copenhagen

The workshop we proposed on 'Culture and Citizenship', and which was approved by the IARU Presidents in principle, is intended to examine the ways in which concepts of citizenship are affected by cultural differences, multiculturalism and globalisation. We envision the meeting as an opportunity for scholars from the consortium to come together to discuss issues which are of growing scholarly and public importance. The workshop's focus is detailed in the appended document.

The meeting was originally planned for 23-24 April 2009 in Copenhagen. While we would have had eight presentations, we consider it advantageous to postpone the meeting for two reasons: (1) A number of invitees, who have made important scholarly contributions in the research area of this workshop, indicated they would like to participate but the April schedule was not possible for them. (2) A greater lead-in time would make travel and local arrangements easier to arrange.

While information on the workshop and an open invitation was sent to all consortium universities, we extended an invitation to a number of specific individuals at IARU universities.

Scholars who were invited but unable to attend the April meeting are:

University of California at Berkeley

Professor Irene Bloemraad

Professor Peter Evans

Professor Sarah Song

Professor Leti Volpp

University of Cambridge

Professor John Dunn

University of Oxford

Professor Michael Freeden

Dr Matthew Gibney

University of Tokyo

Professor Shinichi Kitaoka

Yale University

Professor Bruce Ackerman

Professor Seyla Benhabib

Professor Andrew March

Those who accepted to participate (with topic areas) are:

Australian National University

Professor James Piscatori, 'Citizenship: Universality and Difference'

Professor Amin Saikal, 'Conceiving Citizenship Beyond the West'

University of Cambridge

Dr David Lehman, 'Multiculturalism in Latin America'

University of Copenhagen

Professor Jørgen Nielsen, 'Gastarbeiter to Citizens'

Professor Hanne Petersen, 'Minorities as World Citizens'

Professor Margit Warburg, 'Migration and Diasporas'

University of Oxford

Professor Andrew Hurrell, 'Cosmopolitanism and Citizenship'

University of Singapore

Dr Lai Ah Eng, 'Multiculturalism Examined: The Case of Singapore'

University of Tokyo

Professor Sangjung Kang, 'Multiculturalism in Asia'

The mutually agreeable dates between the co-sponsoring institutions for the postponed workshop are: **2-3 November 2009**. As before, this would be held at the University of Copenhagen. We would be very grateful for the continuing support of the Presidents of the Alliance.

Proposal Culture and Citizenship: Towards a New Civic Pluralism

Convenors

Amin Saikal and James Piscatori, Australian National University

Jørgen Nielsen, University of Copenhagen

Focus

As the movement of peoples and the evolution of identities gather pace in the twenty-first century, basic political and constitutional precepts such as citizenship face new challenges. Minorities seek to affirm ethnic, religious, and cultural norms, many states are contending with how simultaneously to be pluralist and nationalist, and greater senses of cosmopolitan affiliation are emerging that may herald new transnational, if not global, notions of rights and duties.

A notable feature of the modern experience is the increasing and permanent presence of various minorities in the West. Whether in the United Kingdom, France, Germany, America, or Australia, they are adapting to life in these societies and challenging some of their social and political assumptions. In the process, they are shaping their own concepts of pluralism and helping to reformulate the nature of citizenship in democracies where communal – and religious – rights have not traditionally been central to civic order.

The challenge for all liberal governments is how to advance the liberty of the individual while securing the prosperity of the general community. But, in seeking to accomplish this, multiculturalism has come under attack since at least the Madrid bombings in 2004 and especially the London bombings of 2005. The spectre of not just terrorism, but home-grown terrorism, has fired urgent public concern over how societies should accommodate difference and frame citizenship in a rapidly shifting security milieu. The debate is particularly acute at a time when Western societies are, through migration, facing the most momentous population shift since Asian tribes pushed westward in the first Christian millennium.

Great advances have been made, and most Western societies are both more cosmopolitan and, some would say, generally fairer today. The vibrant notions of egalitarianism and multiculturalism that have prevailed in Canada or Australia, for example, have helped to promote co-operative relations, but there and elsewhere, racist and discriminatory reactions have also been defining. As the Runnymede Trust has argued, “Islamophobia” has blighted British society, as it certainly has others. Immigrants may come to seem “hooded hordes”, in T S Eliot’s haunting phrase, and nationalism may become nativised and exclusionary – as with the National Front in France or similar movements in the United States, Britain, and Germany. Moreover, at a time when the security of society and state has become a paramount consideration and anti-terrorism legislation has grown extensive, minorities may come to feel targeted and their loyalty suspect, even if this is not the intention. The consequence of an unwelcoming society, for whatever the reason, may be an understandable defensiveness among some minorities, a confrontational posture among others.

Minority members, especially youth, may thus pose a double challenge: to the leadership of their own community to demonstrate their relevance and understanding of the changing society in which they live; and, at times indirectly and at other times directly, to the guardians of the liberal state to demonstrate their conviction.

In the process, the concept of citizenship, as traditionally understood, is being altered. The Western political order has conventionally been predicated on several assumptions: secularism, individual freedom, equality of rights, and the rule of law. To take one example, Muslims in the West are by and large not rejecting these norms; in fact, they have steadily come to demand that they be applied to themselves. Proponents

of the *hijab* or headscarf in France, for instance, have routinely invoked the notion of individual liberty and freedom of speech, and British Muslims, upset by the Rushdie Affair and urging that the law against blasphemy should apply to Islam and other religions, have built their case on equality of rights.

A double extension of the traditional notion of citizenship may be underway. The first relates to what citizenship means basically within the existing state structure. Why, some ask, cannot the principle of secularism really mean that in eschewing a state religion there is a tolerance of all religions as public phenomena? Why must religion necessarily be circumscribed to the private domain? Moreover, it is wondered, does the recognition of communal rights, particularly those based on such primordial affiliations as race, ethnicity, and religion, negate individual freedom?

The second extension concerns the possibility of an emergent global citizenship. As new identities may be forming – global, cosmopolitan, or autonomous of the state – it may be wondered whether a corresponding development of citizenship rights and obligations is also occurring. Do new forms of political membership arise? Does the basic bargain – loyalty for protection, rights for duties – pertain to something as amorphous as ‘global order’?

However citizenship is redrawn in this process, the relevance of one of the great issues of the day – immigration – often remains understated. If human capital is an asset and globalisation can provide both freedoms and opportunities, how open should our borders be, and, to put it crudely, how much liberty is to be extended to migrants? Despite the goal of inclusiveness that is often assumed to be broadly shared, exclusion remains a fact of life, and how it is managed has direct implications for the domestic harmony and international position of nations.

Workshop

In order to facilitate cross-fertilisation of ideas on this subject, a workshop is proposed to be held in Copenhagen on 2-3 November 2009. Four themes will be highlighted:

1. Lessons from the multicultural experience
2. Balancing individual and communal rights
3. Citizens in a world of minorities and migrants
4. Cultural and religious influences on citizenship.

As this suggests, the discussions will be inter-disciplinary and draw on the knowledge of experts in the social sciences and humanities. The different country experiences that IARU members represent will be an added advantage.

Outcome

We intend to edit the workshop papers for publication. The project will also, more generally, provide opportunities to develop new research directions in this area of inquiry.

Workshop Sessions

Session 1: **The Cultural Construction of Citizenship**

- Citizenship: Universality and Difference (James Piscatori)
 - This paper will examine how the universal claims of a fundamental political principle interact with culturally-defined difference.
- Conceiving of Citizenship Beyond the West
 - An examination of how citizenship is defined in a non-Western cultural context, such as Muslim societies. (Amin Saikal)

Session 2: **Citizenship and the State: Multiculturalism and its Discontents**

- Rights and Responsibilities in a Liberal Society: Individual or Communal?
 - This session will examine whether a liberal society seeks to celebrate or transcend cultural differences and consider the extent to which citizenship should incorporate minority rights.
- Multiculturalism under Attack
 - This session will examine the debates that have ensued on the future of multiculturalism and the challenges of devising alternative policy.

Session 3: **Multiculturalism Examined**

- Case Study: Singapore?
- Case Studies: Latin America?
 - Specific case studies will be examined which provide evidence of the ways in which diverse liberal societies have balanced the rights of ethnic, religious or cultural minorities with the hope for a common national identity.

Session 4: **Global Citizenship**

- Can Citizenship Be Global?
 - This paper will examine whether the concept of citizenship can be translated from a national state to a global context.
- Cosmopolitanism and Citizenship
 - This session will consider the extent to which various forms of cosmopolitanism are compatible, or not, with the rights and obligations of citizens in a globalising world.

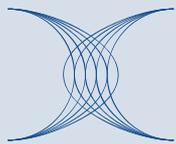
Session 5: **Cultural or ‘Civilisational’ Approaches**

- Case Study: Europe
- Case Study: China or Japan?
 - This session will consider whether there are distinct religious, ethnic/racial, and broadly cultural approaches to conceiving of world order and, if so, how these might affect the building up of global citizenship.

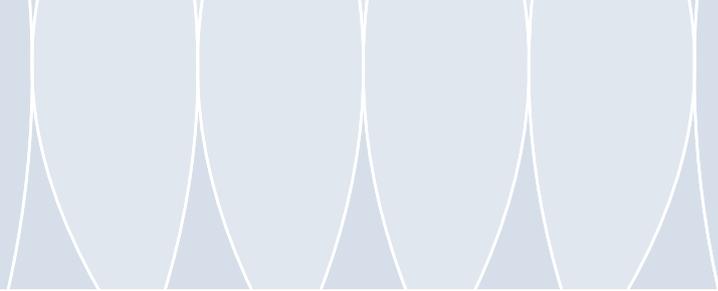
Session 6: **Migration**

- **The Rights of Migrants**
 - An examination of the extent to which the rights of migrants and diaspora communities should be tantamount to citizenship rights and whether ‘transnational’ citizenship may be said to exist.
- **Gastarbeiter to Citizens** (Jørgen Nielsen)
 - This session will consider the process by which migrant workers in Europe gradually became citizens.

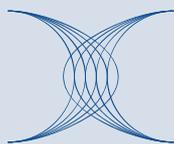
Session 7: **General Discussion and Conclusions**



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8. IARU Future Directions



8. Current IARU Initiatives

Current IARU initiatives

| IARU Initiative/activity | Partners engaged | Status | Most recent activity | Central funds to date (\$US) | Individual partner funding |
|--|--|---------|---|--|----------------------------|
| IARU Campus Sustainability Project | All | Ongoing | Release of Presidents' Statement and Launch of Campus Sustainability website and toolkit at IARU Climate Change Congress Sustainability Officers meeting (side event IARU Climate Change Congress) | \$30 500 | |
| Sustainability Fellowships Program | In 2009: ANU, ETH Zurich, NUS, Copenhagen, Peking, Oxford, Today | Ongoing | Selection of students has been completed at sending universities (mid-April) | \$0 | Varying by institution |
| Global Summer Program | All | Ongoing | Selection of students has been completed (mid-April) | \$6 000 | Varying by institution |
| Understanding Men and Women in a Globalising University research program | All | Ongoing | Workshop in Yale (21 April 2008) | Up to \$15 000 committed at 2008 Presidents' meeting (to date unspent) \$8 508 Cambridge 2006 | |
| Understanding Men and Women in a Globalising University: Journal of case studies of IARU members | Berkeley/Yale | tba | Discussed at 2008 Presidents Meeting and SOM. | Up to \$10 000 committed (Secretariat advised funds not required at this stage) | |

| IARU Initiative/activity | Partners engaged | Status | Most recent activity | Central funds to date (\$US) | Individual partner funding |
|---|--|---|---|--|---|
| Industrial Innovation (and the Role of the Modern Research University) | Cambridge, Oxford, ANU, UCB, NUS, ETH Zurich, Todai | Ongoing | Workshop in Cambridge (27 April 2009) | \$6 000 (tbc) | |
| Education in a research-intensive university: How can we enhance our students' learning? | All | Further activity proposed for endorsement at 2009 Presidents' Meeting | Workshop in Cambridge (19-20 February 2009) | \$7 000 | |
| Ageing, Longevity and Health research program | Copenhagen (lead), ANU, NUS, Oxford, Todai, Yale, PKU | Ongoing | Workshop at ANU (26 March 2009) Funds paid to Oxford for part-time project officer | \$38 000 | Varying by institution + external funding secured |
| Regional Perspectives on Global Security research program | ANU, NUS, Todai, Copenhagen | Ongoing | Workshop at ANU (10-12 March) | \$16 925.25 | Varying by institution + external funding secured |
| Energy, Resources and Environment: Demonstrative Project on Sustainable Cities research program | ANU, Copenhagen, Todai | Ongoing (end date 2010) | Workshop in Gentofte, Denmark (7-8 March) | Up to \$15 000 committed (to date unspent) | |
| Career Development Professionals Network | ANU, NUS, Copenhagen, Cambridge, Oxford, Peking, Tokyo | Further activity proposed for endorsement at 2009 Presidents' Meeting | Workshop at NUS (23-24 July 2008) | \$3000 NUS workshop \$7000 being sought | |
| Culture and Citizenship: Towards A New Civic Pluralism | Cambridge, Copenhagen, ANU, Oxford, NUS, Todai | Activity proposed for endorsement at 2009 Presidents' Meeting | Workshop (originally proposed for 23-24 April 2009) rescheduled for 2-3 November 2009 at Copenhagen | Up to \$15 000 committed (to date unspent) | |

Proposed IARU initiatives

Proposals are tabled in Agenda 9

| IARU Initiative/activity | Partners engaged | Status | Most recent activity | Central funds to date (\$US) | Individual partner funding |
|---|-------------------|--|---|------------------------------|----------------------------|
| IARU Summer Internships proposal | Oxford, NUS | Pilot project to be run by Oxford & NUS in 2009 | Application period commenced in early May | \$0 | Not advised |
| Open-Access Publishing proposal | ETH Zurich (lead) | Issues related to Open-Access discussed at 2008 Presidents Meeting and SOM. Workshop proposed for 21-22 January 2010 | Workshop proposal submitted to 2009 Presidents' meeting for endorsement | \$0 | |
| Academic Entrepreneurship and Spin-off Incubation: International Benchmarking and Collaborations proposal | NUS (lead) | Proposed | Project/workshop proposal submitted to 2009 Presidents' Meeting for endorsement | \$0 | |
| The Transforming Power of Global Education proposal | NUS (lead) | Proposed | Project/workshop proposal submitted to 2009 Presidents' Meeting for endorsement | Up to \$20 000 being sought | |
| HR Benchmarking | Cambridge | Proposed | Project proposal to be presented to 2009 Presidents' Meeting | \$0 | |

2009 IARU workshop/meeting/activity schedule

| | Activities and Events | Research Workshops | |
|----------------------|---|--|---|
| January 19 – March 6 | IARU Global Summer Program Application period | | All |
| February 19-20 | | Education in a research-intensive university: How can we enhance our students' learning?" Workshop | Cambridge |
| March 10-12 | IARU International Scientific Congress "Climate Change: Global Risks, Challenges and Decisions | " | Copenhagen |
| March 10 | Release of IARU Presidents' Statement on Campus Sustainability & launch of IARU Campus Sustainability Toolkit | | Copenhagen |
| March 11 | Sustainable Campus Officers meeting | | Copenhagen |
| March 10-12 | | The Australia-Japan Security Relationship and New Regional Security Architecture: Opportunities and Challenges Workshop | ANU |
| March 26-27 | | Responding to Social/Health Challenges in Ageing Populations: Can Countries Learn from Each Others' Experiences? Demography and Epidemiology focused Workshop in the Health Policy stream | ANU |
| April 27 | | Industrial Innovation (and the Role of the Modern Research University) | Cambridge |
| April 28 – 29 | Presidents Meeting | | Cambridge |
| May 25 – July 18 | IARU Summer Internships@NUS | | NUS |
| June 1 – August 1 | IARU Sustainability Fellowships Program | | ANU, Yale, TH Zurich, Copenhagen, Oxford, NUS, Tsinghua |
| June 14 – August 21 | IARU Global Summer Program | | All |

| | Activities and Events | Research Workshops |
|-----------------------|--|--------------------|
| July 6 – 30 September | IARU Summer Internships@University of Oxford | Oxford |
| September 14-15 | GSP Working Committee | Oxford |
| September 15-16 | Senior Officer Meeting | Oxford |
| September 21-23 | | Today |
| Oct 30-31 | | Copenhagen |
| November | | Copenhagen |
| TBC | | ETH Zurich |
| TBC | | Cambridge |
| TBC | | TBC |

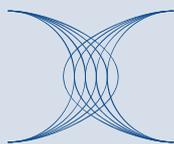
2008 IARU workshop/meeting/activity schedule (Post 2008 Presidents' meeting)

| | Activities and Events | Research Workshops |
|--------------------|--|---|
| May 12 - 14 | | Copenhagen |
| June 11 – August 8 | IARU Global Summer Program | ANU, NUS, Cambridge, Oxford, Tsinghua, Yale |
| June 12-13 | | NUS |
| July 23-24 | Careers Professionals workshop | NUS |
| July | | Copenhagen |
| September 8-9 | IARU Global Summer Program Working Committee | Antwerp |
| October 1 | | NUS |
| October 20-21 | Senior Officer meeting | Berkeley |
| October 20-22 | Sustainable Campus Officers meeting | Berkeley |
| November 10-13 | | Copenhagen |



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9. IARU New Initiatives



9.1. Proposal to Seed Fund IARU Research Collaborations

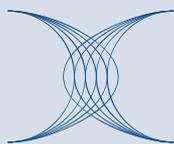
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| | | Workshop |
| | ✓ | Project proposal |
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|-------------------------|---|---|
| Action required: | | For information only – no further action required |
| | ✓ | Presidents' endorsement requested |
| | | Central IARU funding requested |

| | |
|---|--|
| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | |



9.1. Proposal to Seed Fund IARU Research Collaborations

Proposal prepared by Dr Heather Bell, University of Oxford, March 2009

Background

One of the strong thrusts of IARU's initial activity was to fund collaborative research on important twenty-first century topics (such as security, migration, ageing). At the 2008 Presidents' meeting, we decided to shift our research efforts towards institutional research, on topics such as sustainability, gender and universities, and industrial innovation. At the 2008 Senior Officers' meeting, we discussed the broad purpose of IARU. In the course of that discussion, some voiced the opinion that we had prematurely foreclosed on our research activity. We also observed that at the moment, the alliance has very little to offer the average academic at any of our institutions who is interested in collaborating with colleagues at other IARU universities. (This was brought home to me when a professor of social policy at Oxford approached me about a research collaboration and graduate student exchange that he wanted to initiate with a colleague at Berkeley. He asked if IARU could help and I said: alas, no.)

Are there ways to support bottom-up collaboration between IARU institutions and thereby make IARU more meaningful to a broader range of our academics? Clearly, such collaboration already happens: the table below shows where IARU partners rank among Oxford collaborators, as measured by the number of co-authored papers in the Web of Science, 2004-2008. How do we reinforce and expand that activity?

Table 1

Number of co-authored papers between Oxford and IARU members, 2004-2008

| Rank | Institution | Number of papers | % of total |
|------|----------------------|------------------|------------|
| 1 | UNIV CAMBRIDGE | 914 | 3.1% |
| 17 | YALE UNIV | 323 | 1.1% |
| 37 | UNIV CALIF BERKELEY | 240 | 0.8% |
| 96 | AUSTRALIAN NATL UNIV | 153 | 0.5% |
| 101 | ETH | 143 | 0.5% |
| 113 | UNIV TOKYO | 129 | 0.4% |
| 127 | UNIV COPENHAGEN | 116 | 0.4% |
| 242 | NATL UNIV SINGAPORE | 61 | 0.2% |

Source: Web of Science

Note: Peking does not appear in top 500 (has fewer than 24 co-authored papers in the period)

Some IARU members (e.g., ANU) already provide funds to support IARU collaboration on a response-mode basis. Is there an opportunity to do something that is bottom-up, and yet somewhat coordinated, across the alliance?

One possibility: collaboration seed funds

At least two IARU members (Oxford and Berkeley) have experience of running seed funds designed to encourage collaborative research.

Example A: Oxford-Princeton

Oxford and Princeton have a wide-ranging collaboration that includes a research seed fund. The fund aims to promote research collaboration between the two institutions; there are no subject restrictions. Every year, the two partners run a call for proposals. Each set of prospective collaborators submits a short proposal to Oxford and a short proposal to Princeton. Each university evaluates whether or not it is prepared to support the initiative. Only proposals supported by both institutions receive funding. Successful proposals receive two years of funding: £3,000 per year from Oxford and \$5,000 per year from Princeton (so historically, a total of around \$10,000 per year, for two years).

The grants usually fund visits to one another's institutions, and academic workshops. The majority involve graduate students or post-docs – precisely the kind of early career researchers who lack the resources and the networks to support international work. You might think that these comparatively small amounts of money would not make much of a difference. In practice, a number of the grant holders are very senior academics, who already have much larger grants. But they value the flexibility and low admin burden of these funds, often using them to obtain an initial result that will lead to a much larger external grant application.

Example B: The France-Berkeley Fund

Established in 1993, the France-Berkeley Fund (FBF) promotes scholarly exchange in all disciplines between UC Berkeley and all research centers and public institutions of higher education in France. Through its annual grant competition, the Fund provides seed-money for innovative, bi-national collaborative research. Successful projects bring together senior and junior researchers in a variety of ways, from workshops and conferences to exchanges of researchers in laboratories.

As in the Oxford-Princeton collaboration, all projects are funded to a maximum limit of \$10,000 per year. The FBF does not pay for release time for faculty, and grants cannot be used to pay salaries or purchase equipment, though there may be rare exceptions. All projects must be initiated within one year of the date of award, and completed within one year of the date of initiation. Previous recipients of FBF awards can reapply three years after completion of their collaboration, with a new partner and for a new project however. A joint committee (Franco-Berkeley) decides who receives the awards.

Since its inception, the FBF has awarded close to \$2.5 million to fund nearly 250 projects in a wide range of fields -- from viticulture and bioengineering to health care policy and Asian history — involving a total of three UC campuses, the Lawrence Berkeley Laboratory and more than fifty French institutions. Many past FBF grant recipients have gone on to secure additional funding from private and governmental sources on both sides of the Atlantic to further their collaboration.

How IARU collaboration seed funds might work

We propose establishing seed funds at each IARU university to support collaboration.

Objectives of funds

The objective of these seeds funds would be simple: to promote research collaboration between academics at IARU institutions. Applications would be particularly welcome from proposals that involve graduate students, post-docs, and other early career researchers.

Level of funding

Each IARU member would create a seed fund of \$50,000, for a IARU-wide total of \$500,000. (IARU members could contribute more if they wished.)

Awards

Each award would provide a maximum of \$5,000 per year per participating IARU university. Awards would be for two years: given the distances between our institutions, a couple of years may be needed to help relationships to grow.

Each proposal needs to involve at least two IARU universities. So a successful NUS-ETH proposal would receive \$5,000 from the NUS seed fund and \$5,000 from the ETH seed fund for a total of \$10,000. A successful Tokyo-Cambridge-Berkeley proposal would receive \$15,000 total.

Administration

The challenge is to prevent the administration of the fund from becoming an administrative nightmare! We do not propose the creation of a central, IARU-wide committee. Nor do we propose the creation of a central pot of money: each IARU university would manage its own \$50,000 fund, and pay it out directly to its academics.

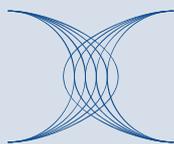
Here is one way the seed funds could work:

| Timing | Action |
|-------------|---|
| October | Call for proposals; this would happen every two years. We provide a standard application form. |
| December 10 | Deadline for academics to submit applications to the seed fund committee at their home institution. (The committee need not be a new body: it could be the IARU coordinators at the university or a group in research services/office of sponsored programmes: it's up to the institution.) Before the next deadline, the seed fund committee at each university considers the proposals submitted to it by its academics. Ideally, the committee would do two things: 1) Rank the proposals in descending order of priority from 1 to N 2) Identify any projects that the committee is clear that it does not wish to support. (If ranking is too challenging and committees are indifferent between projects, we can always band: Band A high priority; Band B reserve priority; Band C do not fund.) |

| Timing | Action |
|-------------|--|
| January 31 | <p>Seed fund committees submit their rankings to the IARU secretariat.</p> <p>The IARU secretariat runs a matching algorithm using the submitted rankings. (How fancy we get depends in part on the number of applications. If there are 10 per institution, we can fund everything. If there are more, ranking will be important.) The aim of the algorithm is to focus funding on the highest-ranking projects across the network.</p> <p>Proposals that are either highly ranked or poorly ranked by all proposed participating institutions are straightforward to handle. Where there is mixed support, we will follow the principle that some element of collaboration is essential for a project to secure funding. If the proposal is between two institutions and one institution does not want to support it, then the project would not receive any funding. If the proposal is between three or more institutions, and one institution does not want to fund it, that's fine: as long as there are at least two institutions who prioritise the project, they can, and the other potential partners just drop out.</p> |
| February 15 | <p>The IARU secretariat sends the list of projects to be funded back to all seed fund committees, who notify their academics of the outcome.</p> <p>Committees pay awards to their academics via their usual processes. Disbursal of second year funds contingent on completion of first year report.</p> |
| April | Presidents' meeting reviews funded projects. |
| Sept/Oct | Senior officers' meeting reviews operation of the scheme before next call. |

Participation

Although it would be good if all IARU universities participated, it isn't required. As with GSP and sustainability internships, we could start with a subset of interested institutions.



9.2 IARU Summer Internships: A Trial Run

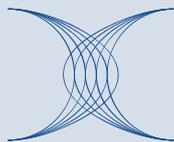
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| Document type: | | Progress update |
| | | Workshop |
| | ✓ | Project proposal |
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| Action required: | ✓ | For information/ discussion |
| | | Presidents' endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | <p>The meeting agreed internship opportunities for students - commercial, administrative and research –should be explored and supported.</p> <p>Yale, ETH Zurich, Copenhagen, Oxford, NUS and ANU indicated an in-principle interest in providing internship opportunities for each others' students in administrative and research areas. Dr Heather Bell (Oxford) invited interested members to contact her about participating in a pilot program (hosting and/or sending students).</p> <p>If the internship activity develops, Dr Heather Bell (Oxford) undertook to prepare a paper for discussion at the 2009 Presidents Meeting.</p> |



9.2 IARU Summer Internships: A Trial Run

Prepared by Dr Heather Bell, University of Oxford, March 2009

Participating institutions

Four internships hosted by NUS (3) and Oxford (1); students at all IARU institutions eligible to apply for these positions.

Goal

IARU summer internships provide IARU students with the opportunity to gain a valuable international work experience by tackling a project at another IARU university. The internships build on the highly successful model of the IARU student sustainability fellowships, which have run for two years now and involved Yale, ANU, Oxford, and Copenhagen in 2008. We want to expand the possible areas of participation to other parts of university administration (e.g., international affairs, alumni relations, student administration) and also to research placements within academic departments (e.g., research placement in a lab, research assistant to humanities or social sciences professor). Such internships will give students real insight into our respective universities, and may assist in graduate student recruitment.

Internships on offer

Internship 1: Fabrication of Nanofluidic channels for DNA analysis, NUS Department of Physics

Lithographic techniques will be used to create a master in resist polymers. This master will be tested on its functionality to replicate nano fluidic channels through nano imprinting and PDMS soft lithography. These channels will be used to study fundamental characteristics of DNA.

Internship 2: Fabrication of controlled nano gaps for enhanced Raman signals, NUS Department of Physics

Proton beam writing will be used to fabricate a template for Au electroplating. The goal is to fabricate several Au pillars in very close proximity (less than 100 nm) and functionalize them. In this way we plan to create surface topography that can enhance Raman signals in a controlled way.

Internship 3: Solo exhibition on Indonesian artist Pupuk Daru Purnomo, NUS Museum

Assist in the preparation of exhibition and exhibition collaterals which includes: research, installation of artworks, publicity collaterals and others.

Internship 4: Mathematical Modelling, Oxford Mathematical Institute

The precise project can vary depending on the interests and background of the student, but we anticipate a project in network science (applied graph theory). This would entail data analysis, numerical simulations, and possibly analytical work. Recent students have studied things like the structure of Facebook networks, opinion dynamics on social networks, and political networks, and the intern would build on one of these projects or try something new. This would be discussed in more detail with the intern after he/she has been selected, and would depend on his/her interests. Other possibilities besides networks could be various projects in nonlinear dynamics.

Timing

The NUS internships will run for 8 weeks, from 25 May until the 18 July 2009. The Oxford internship will run for 10 weeks between 6 July and 30 September 2009.

As we know from the GSP, it is difficult to coordinate our institutional calendars: mid-June to mid-August is the period of maximum overlap of holidays (Cambridge and Oxford do not stop until mid-June, but do not resume session until the beginning of October; American universities stop earlier and start earlier; ANU has its summer vacation in December-January).

Stipends

We left this entirely open to host institutions. NUS interns will be provided with accommodation at one of NUS' student residences for a period of 8 weeks and receive a stipend of S\$150 per week. Oxford interns will be provided with accommodation and a stipend of £2,000.

Applicants

We do not know, as yet, what level of interest there will be in the internships. The opportunities have been posted on the IARU website; all senior officers have been asked to advertise the opportunities to their students. Clearly they are very specialised. We have also been running to an extremely tight timeline, due to organisational delays in Oxford.

Future years?

We need to see how this first year goes before making a judgement. One obvious challenge will be the financial sustainability of the programme.



9.3 Proposal for a workshop on Open Access Publishing

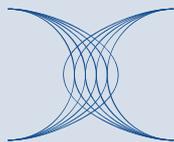
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| Document type: | | Progress update |
| | ✓ | Workshop |
| | ✓ | Project proposal |
| | | No document tabled |

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|-------------------------|---|---|
| Action required: | | For information only – no further action required |
| | ✓ | Presidents' endorsement requested |
| | | Central IARU funding requested |

| | |
|---|--|
| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | <p>ETH Zurich consulted the group regarding Open Access Publishing with particular interest in the balance between protecting IP and making material available to students at a reasonable cost.</p> <p>The senior officers were asked to discuss open access at the October meeting, to identify the position of each institution on digital technology and report back to Presidents' at the 2009 meeting.</p> |
| 2008 Senior Officers Meeting (October 2008) | <p>ETH Zurich and Berkeley briefly described their commitment to Open Access and recognised the problem this causes for university presses.</p> <p>ETH Zurich offered to host a workshop and invited others to send representatives interested in learning about their experience with Open Access. The workshop is scheduled for Fall 2009, around the Frankfurt book fair. Berkeley has offered to provide names of experts. The workshop should be attractive for staff members from university libraries and university press.</p> |



9.3 IARU Workshop on Open Access Publishing

ETH Zurich

21. /22. January 2010

Motivation and Scope

The main objective of scientific journals has always been the diffusion of research results; in addition, journals provide a way of public documentation of copyright on research results. However, subscription fees for classical journals are constantly rising, putting libraries under considerable financial strain. A discussion about alternative ways of publishing has therefore arisen during the past years, concomitant with new possibilities enabled by the internet as a medium for content distribution. This discussion led to the idea of Open Access Publishing, which should grant free and facilitated admission to high quality scientific information on the internet, and also provide the means for long term storage of this information.

The workshop will examine opportunities and challenges posed by the Open Access movement with a strong focus on needs and developments in research with respect to communication and publication. Issues such as quality assurance and impact factors will be addressed. Further, technical aspects and strategic aspects linked to the implementation of Open Access policies will be discussed.

The workshop will provide an overview on current practices and support available and is organized as a platform for dialogue between researchers, librarians and publishing representatives.

Concept

The one and a half day event will be structured in a plenary introduction session followed by parallel workshops on the first day. Workshop results will then be presented on the second morning with a podium discussion in the plenary. To complement the scientific part, several informal spaces (e.g. a dinner) will be organized to allow for extensive networking.

Plenary Sessions: The plenary sessions on the first day will provide some examples of open access policies at IARU universities. Technical aspects and challenges will be addressed by library specialists and complemented with the perspective of the research community. Representatives from publishers and open access journals will present their views of the topic and issues related to funding raised by the respective agencies. The plenary on the second day will bring together the concepts and strategies developed in the individual workshops in a moderated podium discussion by the workshop chairs. Conclusions for further practices and implementations will then be drawn.

Workshops: Three parallel workshops aim at the discussion of viewpoints and needs of the different stakeholders: researchers, publishers and institutions. The workshops will be chaired by experienced moderators from the respective fields. Workshop participants are expected to contribute with short presentations to raise issues most important to them. During the workshops recommendations and strategies will be developed on how to further deal with and profit from open access movement. The results from the different workshops will be presented by the respective chairs in the plenary session on the second day.

Who should attend?

We are seeking the participation of max. 50 people with a strong interest in Open Access Publication. The workshop should provide an opportunity for IARU institutions and their researchers, who are editors or members of the editorial board of scientific journals, to share experiences and concerns related to the topic. We thus encourage the participation of librarians, scientists and officials involved in implementing Open Access strategies equally.

Meeting Site

The meeting will be held in the ETH Main Building at Rämistrasse 101 in the heart of Zurich, Switzerland. The meeting site can be reached directly from Zurich airport and the main train station by tram and is close to hotels, restaurants and shops in the city of Zurich.

Accommodation

The meeting site is within walking distance to several hotels in Zurich.

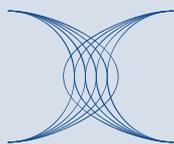
Preliminary Program

First day:

- 8:30 *Registration and Coffee*
- 9:00 Welcome address by the President of ETH Zurich, Prof. Ralph Eichler
- 9:10 Plenary Session with 3 input talks 1 (Speakers see below)
- 10:40 *Coffee Break*
- 11:00 Plenary Session with 3 input talks 2
- Speakers (names to be determined):
- Library representative: A practical view on Open Access
 - Institutional representative: An example of Open access implementation
 - Member of research community: Needs and concerns
 - Representative of classical publishing company
 - Representative of an Open Access Journal
 - Representative of Funding Agency: Open Access and project funding
- 12:30 *Buffet Lunch*
- 13:30 Parallel Workshops
- Workshop A: Researchers Perspective; needs and concerns (Chair: tbd)
- Workshop B: University and Library Perspective; practical implementations and strategies (Chair: tbd)
- Workshop C: Publishers Perspective; support and opportunities for journals and scientists (Chair: tbd) (only hold if more than 20 participants)
- 15:00 *Coffee Break*
- 15:30 Workshops Second Part until 17:00
- 19:00 Apéro and Dinner Reception

Second day:

- 9:00 Podium discussion on workshop results (Workshop Chairs)
- 10:30 *Coffee Break*
- 11:00 Conclusions
- 11:30 Farewell Note
- 11:45 *End of Meeting and Farewell Apéro*



9.4 Proposal for a workshop: “Academic Entrepreneurship and Spin-off Incubation: International Benchmarking and Collaborations”

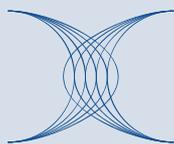
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| Document type: | | Progress update |
| | ✓ | Workshop |
| | ✓ | Project proposal |
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|-------------------------|---|---|
| Action required: | | For information only – no further action required |
| | ✓ | Presidents’ endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

Previous discussions/ recommendations:

| | |
|--|--|
| 2008 Presidents’ Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | |



9.4 Proposal for a workshop: “Academic Entrepreneurship and Spin-off Incubation: International Benchmarking and Collaborations”

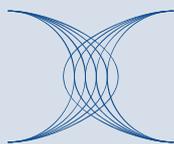
Venue: National University of Singapore

Tentative date: 2010

1. As a follow-up to the workshop on “Industrial Innovation & the Role of the Modern Research University” at Cambridge University in April 2009, NUS Enterprise proposes that a workshop on “Academic Entrepreneurship and Spin-off Incubation” be organized at NUS in 2010.
2. Besides expanding engagement in university-industry collaboration, many research-intensive universities worldwide are witnessing an increase in interest among academic faculty and students in spinning off companies to commercialize their research and invention. In particular, a growing number of universities have started to take a pro-active role in facilitating such spin-off through the establishment of various institutional support programs such as physical incubators, seed funding, mentorship by resident entrepreneurs, start-up internship and other educational programs targeting at faculty and students with entrepreneurial interests. At the same time, universities are learning to put in place appropriate governance and policies to manage potential conflicts arising from this phenomenon.
3. The aim of the workshop is to provide a forum for the community of academic scholars and senior university officials among the IARU member universities to exchange insights on the opportunities and challenges of academic entrepreneurship, and to share best institutional practices on spin-off incubation. In addition, it is hoped that the workshop will provide a forum to explore concrete multilateral collaborative/exchange programs among IARU member universities that leverage on the diverse strengths and resources of the member universities, e.g. the development of benchmarking metrics for monitoring spin-off incubator performance; exchange program providing opportunities for young professors/post-docs/PhD students from one participating member university to attach themselves with an accomplished entrepreneurial professor at another participating university to learn about the entrepreneurial process; and institutional partnership among the incubators at participating universities to open up their incubator facility to spin-offs from other participating member universities interested in expanding internationally. Collaboration project proposals will be solicited from

interested member universities prior to the workshop to maximize the chance of concrete collaborative initiatives being implemented at the end of the workshop.

4. The workshop is envisaged to cover one and a half day. The first day of the workshop will be devoted to sharing of insights and practices, while the morning of the second day will be used to discuss the various concrete collaboration project proposals among interested participants.



9.5 Proposal for a workshop: “The Transforming Power of Global Education”

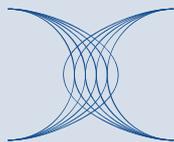
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| Document type: | | Progress update |
| | ✓ | Workshop |
| | ✓ | Project proposal |
| | | No document tabled |

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|-------------------------|---|---|
| Action required: | | For information only – no further action required |
| | ✓ | Presidents’ endorsement requested |
| | ✓ | Central IARU funding requested |

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|---|--|
| Funding provided to date (\$US): | |
| Funding requested (\$US): | \$20 000 workshop development (NUS 2011) |

Previous discussions/recommendations:

| | |
|--|--|
| 2008 Presidents’ Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | |



9.5 Proposal for a workshop: “The Transforming Power of Global Education”

Venue: University Town @ National University of Singapore

Tentative date: June/July 2011

Key issue

1. Globalization is an oft-used word in the contemporary world though its meaning is not always consistent or clear. In much of the publicity put out by universities, globalization is portrayed as an inevitable development that educators should respond to. In particular, many universities see the need to help their students become “global citizens”. Just what does this mean, and how are IARU universities addressing the myriad issues associated with educating our students to be “global citizens”?

Proposal

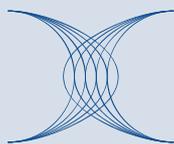
1. NUS proposes a workshop to bring together educators and academic administrators from IARU member universities to share their experiences and challenges in educating students to be “global citizens”.
2. The proposed workshop could cover a number of themes, for example:
 - a. What does global citizenry entail?
 - b. What kind of university curriculum contribute to the making of global citizens?
 - c. How are critical global conditions such as the economic crisis and environmental sustainability being taught and the lessons thereof being incorporated into curriculum, and how is university education changing behavior?
 - d. What pedagogical innovations have been used to address this dimension of global education?
 - e. What kinds of international experiences are we providing for students and how effective are they?
 - f. How important is the international profile of faculty and students in facilitating the delivery of “global education”?
 - g. What innovative programmes might universities in a consortium such as IARU develop that a single university or bilateral collaborations cannot deliver?

Proposed participants and format

1. Participants: 2-3 faculty and/or academic administrators from each university in the consortium (more from NUS as the host) – total participants about 20-40.

Workshop facilitators: Key educationists from partner universities who will lead the discussions in each of four sessions.

2. Costs:
 - a. Each participating university will fund the travel and accommodation costs of their own participants.
 - b. IARU funds are sought for costs of hosting the workshop and the workshop facilitators - up to US\$20,000
6. Venue proposed: new University Town at NUS
7. Possible dates: June/July 2011, to coincide with the Global Summer Programme hosted by NUS called “Asia Now!”. Student participants from the GSP may be invited to this workshop to observe and to share their perspectives of “global education”.



9.6 Proposal for HR benchmarking

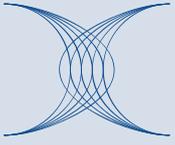
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| Document type: | | Progress update |
| | | Workshop |
| | ✓ | Project proposal |
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| Action required: | | For information only – no further action required |
| | ✓ | Presidents' endorsement requested |
| | | Central IARU funding requested |

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| Funding provided to date (\$US): | |
| Funding requested (\$US): | |

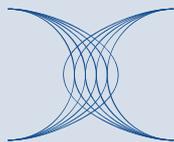
Previous discussions/ recommendations:

| | |
|--|--|
| 2008 Presidents' Meeting (April 2008) | |
| 2008 Senior Officers Meeting (October 2008) | |



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

10. Business Matters



10.1. Finances

IARU Financial Statement as at 31 March 2009

USD

Income

| | |
|----------------------------|--------------|
| Members Contributions 2005 | \$100,000.00 |
| Members Contributions 2006 | \$200,000.00 |
| Members Contributions 2007 | \$200,000.00 |
| Members Contributions 2008 | \$200,000.00 |

| | |
|---------------------|---------------------|
| Total Income | \$700,000.00 |
|---------------------|---------------------|

Expenditure

| | |
|--|-------------|
| Reimbursement to ETH Zurich for IARU Website | \$18,377.47 |
| Printing and Publishing Costs | \$25,000.00 |
| Stationery | \$16,213.65 |
| Trademark registration | \$5,500.00 |
| Bank Charges | \$60.18 |
| Other | \$5,161.79 |

Secretariat costs

| | |
|---|--------------|
| | \$310,000.00 |
| 2005 Secretariat contribution (USD 30, 000) | |
| 2006 Secretariat contribution (USD 60, 000) | |
| 2007 Secretariat contribution (USD 60, 000) | |
| 2008 Secretariat contribution (USD 80, 000) | |
| 2009 Secretariat contribution (USD 80, 000) | |

Meetings

| | |
|--|--------------|
| | \$148,739.49 |
| Yale for Senior Officials meeting (July 2005) | \$5,943.00 |
| NUS for IARU Presidents' meeting (January 2006) | \$23,750.74 |
| ETH Zurich for Senior Officials meeting (September 2006) | \$8,760.03 |
| ANU for IARU Presidents' meeting (March 2007) | \$32,579.05 |
| Tokyo University for Senior Officials meeting (September 2007) | \$15,666.72 |
| Yale University for IARU Presidents' meeting (April 2008) | \$44,977.96 |
| Berkeley for Senior Officials meeting (October 2008) | \$17,062.00 |

Workshops

| | |
|---|-------------|
| | \$20,520.00 |
| NUS for Careers Professionals workshop (July 2008) | \$3,000.00 |
| ANU for Antwerp GSP meeting (September 2008) | \$3,500.00 |
| Berkeley for Sustainable Campus workshop (October 2008) | \$14,020.00 |

Projects

| | |
|---|-------------|
| | \$67,063.01 |
| Cambridge for IARU Understanding women project development (2006) | \$8,508.35 |
| Cambridge for Security research proposal development (2006) | \$1,925.25 |
| UT for ERE research proposal development (2007) | \$3,629.41 |
| ANU for Security research proposal development (2008) | \$15,000.00 |
| Oxford for the Health Policy data collection/analysis (project management salary) | \$38,000.00 |

| | |
|-------------------|--------------|
| Total Expenditure | \$616,635.59 |
|-------------------|--------------|

| | |
|------------------------------------|--------------------|
| Balance as at 31 March 2009 | \$83,364.41 |
|------------------------------------|--------------------|

| | |
|---|--------------------------------|
| <u>Outstanding reimbursement commitments</u> | \$34,000.00 |
| Copenhagen for ALH project lead attendance Snr Officer meeting (September 2007) | \$4,000.00 |
| Cambridge for GSP Workshop (February 2008) | \$2,500.00 |
| Cambridge for Education in a Research - intensive university workshop (February 2009) | \$7,000.00 |
| Copenhagen for Sustainable Campus Initiatives (March 2009) | \$16,500.00 |
| Cambridge for Industrial Innovation workshop (April 2009) | \$4,000 |
| | |
| <u>Additional funding committed by the Presidents' for 2008/2009 workshops</u> | \$30,000.00 |
| Todai Sustainable Cities workshop (TBA) | up to \$15000 |
| Copenhagen Global Citizenship workshop (TBA) | up to \$15000 |
| | |
| Total commitments | \$64,000.00 |
| <hr/> Available funds (without members 2009 contribution) <hr/> | <hr/> \$19,364.41 <hr/> |



10.2. IARU Chair 2009-2010

From: Ian Chubb

Sent: Wednesday, 18 March 2009

To: IARU Presidents' group

Subject: IARU Chair

Colleagues,

Thank you for your responses to my question about the next Chair of IARU.

As a group, we certainly have a turnover!

I took the opportunity to talk to several of our colleagues at the IARU supported meeting in Copenhagen last week. Their view (and mine) is that we should invite Professor Tan Chorh Chuan to take over the Chair. I have spoken to him, and he is willing to take on the (not very onerous) task. I am particularly pleased with that outcome because, you will recall, it was his predecessor who, with me, made the visits that began IARU.

If you have any comments to make prior to the meeting in Cambridge, can you please send them to me as soon as possible. If there are none, I will assume that you agree, and that we will confirm the outcome at our meeting next month.

Best wishes

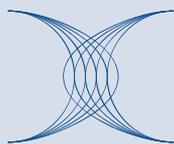
Ian

Vice-Chancellor
Chancelry Building 10
The Australian National University
Canberra ACT 0200



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU Memorandum of Understanding



IARU Memorandum of Understanding

Among

National University of Singapore (NUS)

and

Peking University (PKU)

and

Swiss Federal Institute of Technology Zurich (ETH Zurich)

and

University of California, Berkeley (Berkeley)

and

University of Cambridge (Cambridge)

and

University of Copenhagen (Copenhagen)

and

University of Oxford (Oxford)

and

The Australian National University (ANU)

and

The University of Tokyo (Todai)

and

Yale University (Yale)

International Alliance of Research Universities

This Memorandum of Understanding sets out the Member Universities' conception of the Alliance.

1. Alliance

The Members agree to form an Alliance that will bring a new dimension to international cooperation by universities wherein Members engage one another in multiple ways in research and educational endeavours. In order to promote the work of the Alliance, each Member will develop mechanisms to inform and support their own staff and students to engage in Alliance activities, as well as to support those visiting from partner institutions. The nature of the Alliance is elucidated in the statement of Principles that underpin the Alliance at Attachment A.

2. Membership

Membership of the Alliance does not preclude Membership of other international networks, but this Alliance will be specifically characterised by a deep level of cooperation among Members that is intended to establish a benchmark for international alliances in the new millennia. Members will participate in the various activities of the Alliance where such participation fits with their particular objectives – it is not expected that any Member will participate in all activities. Membership will be reviewed from time to time but no new member will be added before 1 January 2010.

3. Framework and Issues

Members are to develop a framework that creates and defines the substantive structure of the Alliance and the operational protocols to guide its activities.

Issues which are to be addressed by the Members include, inter-alia:

Membership and Governance; Supporting Infrastructure; Research Collaboration; Intellectual Property; Dual and Joint Degree Programs; Student and Faculty Exchanges; Finance and Sponsorship; Public Policy; Summer Leadership Programs; and Benchmarking.

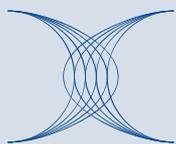
4. Independence of Members

The independence of Members is acknowledged and respected and neither the Alliance nor any Member shall have the power or right to bind, commit or pledge the credit of the other Members without their consent.

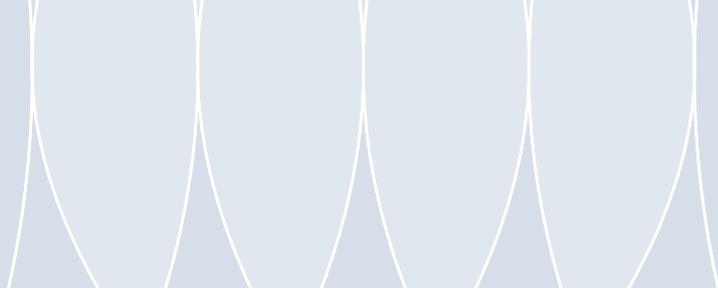
Attachment A

Principles that underpin the Alliance

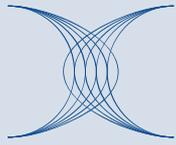
- (i) The Alliance will be strategic, drawing together a select group of research-intensive universities that share similar values, a global vision and a commitment to educating future world leaders. Central to these values is the importance of academic diversity and international collaboration.
- (ii) The Alliance should add value by providing opportunities to students and staff that would not arise otherwise, allowing Members to achieve things they would be unable to achieve on their own.
- (iii) The Alliance will offer the opportunity for substantially deeper and more wide-ranging associations than usual international university consortia or groupings.
- (iv) The Alliance will bring a new dimension to Members' international activities, including new opportunities for international research, teaching and learning.
- (v) The Alliance will not be representative in nature (i.e. it is not meant to include "representatives" from every region of the world).
- (vi) The Alliance initially invited participants to utilise the complementary research capability of Members to address issues of central importance; these include global security, movement of people, ageing and health, and development and environmental sustainability. IARU will not centrally fund such research activities but rather call on individual institutions to support their researchers' participation in projects across IARU partners and encourage funding applications through traditional funding sources and processes such as foundations with peer-reviewed applications.
- (vii) The Alliance will provide a framework within which a range of protocols and templates can be developed to promote collaboration and allow cooperative activities to be undertaken more easily.
- (viii) Each Member will determine the extent of its involvement in each of the activities of the Alliance to suit its particular objectives and constraints – it is not expected that any Member will participate in all activities.
- (ix) Alliance activities will build on and strengthen existing relationships.
- (x) Members will give prominence to the Alliance in order to allow and encourage multilateral and bilateral cooperation between Members.
- (xi) Membership of the Alliance will in no way preclude or limit activities with partners outside the Alliance.
- (xii) Decisions will be made through collaborative approaches – there will be no formal requirement for unanimity.
- (xiii) Structures and processes will be as uncomplicated and non-prescriptive as possible.
- (xiv) Those cooperative activities that can be undertaken immediately should be given effect as soon as possible. Difficulties in resolving more complicated issues should not be allowed to delay activity in more straightforward areas.



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES



IARU Partner Collaboration Mapping



IARU Partner Collaboration Mapping for Australian National University

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "Continuing" | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|---|---|
| ANU College of Medicine, Biology & Environment / Ageing Research Unit, Centre for Mental Health Research | COP, Yale, Todai | Nov, 2008 | | One -off meeting at the Gerontological Society of America to discuss future of IARU work |
| Facilities and Services | All | April 2008 | ongoing - though first outcomes required by March 2009 | Development of a campus sustainability strategy for IARU that promotes collaboration between members and demonstrates international leadership. The project includes development and maintenance of IARU Web base campus sustainability toolkit; annual report on campus sustainability program including progress against GHG reduction targets to IARU Presidents; exchange of information on relevant sustainability project; and where appropriate benchmarking of campus projects. |
| International Development Office | All | 2008 | Ongoing | Global Summer Program. |
| International Development Office | All | 2006 | Ongoing | ANU IARU travel grants |
| Climate Change Institute | All | Mar-09 | Mar-09 | Climate Change Congress (Copenhagen) |
| Student Equity | All partners | Nov-08 | Continuing | The issue of societal participation by disadvantaged sections of the population in elite universities is one that most are grappling with. Partners were invited at the IARU SOM in Berkeley to provide contacts/case studies. |

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|---|---|--|---|---|
| Careers Centre, DRSS | NUS PKU CAM COP OX Today | Jul-08 | Jul-08 | This was a meeting of IARU Careers Professionals aimed at providing a forum to promote best practice and share ideas and resources. CAM and OX are interested in hosting a similar event in 2010. |
| Regulatory Institutions Network, Research School of Pacific and Asian Studies | CAM | Jan 2008 | Continuing | Collaborative multi-site randomised controlled trials of restorative justice |
| Department of International Relations and Graduate Studies in Strategy and Defence, Strategic and Defence Studies Centre | CAM, COP, NUS, OX, PKU, UCB, Today | Mar 2008 | April 2008 | Trilateral Strategic Dialogue / Asia-Pacific Regional Security Architectures Workshop |
| Ageing Research Unit, Centre for Mental Health Research | COP | May 2000 | July 2009 | Organised by supervisor Professor Kaarin Anstey, Natalie Chan (ANU PhD candidate) will undertake a two month academic exchange at the University of Copenhagen under the supervision of Professor Kirsten Avlund. During this exchange, Natalie will be working in conjunction with Prof. Avlund and her research team to investigate the relationship between disability and psychological health in later life. It is envisaged that this work will be published, and that the exchange will further future collaborations between the ARU, ANU and the University of Copenhagen. |
| Department of International Relations (CAP) | ANU, COP, NUS, Today | Projected in October 2010 | Continuing | Asymmetrical Security Workshop 2 |
| Department of International Relations (CAP) | COP, Today | May 2009 | Continuing | Policy Alternatives for Integrating Bilateral and Multilateral Regional Security Approaches in the Asia-Pacific - Organisational Meeting |
| Department of International Relations (CAP) | COP, Today | July 2009 | Continuing | Human Security Workshop |

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|---|---------------------------------|---|---|---|
| Ageing Research Unit, Centre for Mental Health Research | COP, Yale, Todai | November, 2008 | November, 2008 | Meeting at the Gerontological Society of America to discuss future of IARU work |
| Department of International Relations (CAP) | NUS Todai | October 2008 | October 2008 | Exploring New Dimensions of Asymmetrical Security Workshop |
| Department of International Relations (CAP) | NUS, OX, PKU, UCB, Todai | Projected in October 2009, up to March April 2010 | Continuing | Policy Alternatives for Integrating Bilateral and Multilateral Regional Security Approaches in the Asia-Pacific - 4 Workshops & 1 Simulation |
| Department of International Relations (CAP) | NUS, Todai | March 2009 & September 2009 | Continuing | The Australia-Japan Security Relationship and New Regional Security Architecture: Opportunities and Challenges 2 Workshops |
| Department of International Relations (CAP) | NUS, COP, OX, PKU, UCB, Todai | Projected in October or November 2009 | Continuing | International Security Theory Conference |
| Regulatory Institutions Network, Research School of Pacific and Asian Studies | PKU | 26-Sep-08 | 22-Dec-08 | Peking University Exchange |
| International Development Office | PKU | Nov-08 | Nov-08 | ANU Day at PKU |
| Regulatory Institutions Network, Research School of Pacific and Asian Studies | UCB | 1-Oct-06 | Continuing | Joint Workshops on Innovations in Policing |
| Ageing Research Unit, Centre for Mental Health Research | Todai | October, 2007 | October, 2007 | At the suggestion of Professors Kaarin Anstey and Hiroko Akiyama after the 2006 Workshop in Copenhagen, Dr Tim Windsor, a postdoctoral researcher in the CMHR Ageing Research Unit visited with Professor Hiroko Akiyama at the University of Tokyo's Program for Gerontological Research. The visit involved exchange of information regarding research and intervention projects in both countries, and fostered networks between postdoctoral researchers at ANU and Todai |

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|---|--------------------------|-----------------------------|--|---|
| Regulatory Institutions Network, Research School of Pacific and Asian Studies | CAM | Jun-09 | Jun-09 | Valerie Braithwaite will travel to Cambridge to give a lecture in an executive training course in June 09. |
| Ageing Research Unit, Centre for Mental Health Research | CAM, Todai, COP | July, 2008 | December, 2008 | Scoping study to evaluate compatibility of cohort studies between IARU members for potential collaboration. |
| Regulatory Institutions Network, Research School of Pacific and Asian Studies | OX | May-07 | May-07 | John Braithwaite presented the annual Hood lecture at Oxford and some other lectures as a visitor to All Souls College |
| Regulatory Institutions Network, Research School of Pacific and Asian Studies | UCB | | Continuing | Collaboration, ongoing, on project Environmental Performance in the Trucking Industry: The Limits of Social License Pressures, funded by US Environment Protection Agency. two recent articles: "Environmental Performance in the Trucking Industry: The Limits of Social License Pressures" (Kagan, Thornton, Gunningham) Law & Society Review. Forthcoming "Compliance Costs, Regulation and Environmental Performance: Controlling Truck Emissions in the US" (D Thornton, R Kagan and N Gunningham), Regulation and Governance, Vol 3 no 2, Sept 2008, pp275-292. |
| Regulatory Institutions Network, Research School of Pacific and Asian Studies | Todai | 2005 | Continuing | John Braithwaite then Peter Grabosky visited University of Tokyo, then a large group working on regulation visited ANU |
| Regulatory Institutions Network, Research School of Pacific and Asian Studies | YALE | 1990 | Continuing | Ayres/Braithwaite co-authored Responsive Regulation in 1992. Implemented by exchange visits to ANU and Yale. Independent work now continuing. |

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|--|---|--|---|--|
| Ageing Research Unit, Centre for Mental Health Research | CAM | April, 2008 | April, 2008 | Prof Felicia Huppert (CAM) was a keynote speaker at the Ageing Research Forum Day where topics of discussion related to aspects of Positive Health and Ageing and has led to increased research activity in this area within the ANU. Prof Huppert also consulted individually with members of the Ageing Research unit over several health and ageing projects currently administered by the ARU at the ANU |
| Ageing Research Unit, Centre for Mental Health Research | CAM | July 2008 | Continuing | Grant application to NIA for cross-national study involving several external partners including IARU partners (Prof. Felicia Huppert - CAM). This grant will enable the development of an Australian study that will enable cross-national comparisons with countries in which IARU member university exists. |
| School of Archaeology and Anthropology (Faculty of Arts) | CAM | Jan-06 | Continuing | Research collaboration on the history of archaeology; PhD thesis examination; contributing to edited volume; invited conference speaker; referee on external funding applications; visits regularly for library research and to maintain links with colleagues |
| School of Humanities (Faculty of Arts) | CAM | Oct-07 | Nov-07 | Held a visiting fellowship at CAM, maintain contact with other researchers there |
| Research School of Social Sciences (History) | CAM | Feb-09 | Continuing | Roll member of Lucy Cavendish College, Cambridge and on-going research links with colleagues there; contracted to write monograph on history of Canberra by Cambridge University Press |
| Research School of Humanities | CAM | | Continuing | Collaborates with director of Cambridge Museum of Archaeology and Anthropology and in discussion regarding a number of projects; close collaboration with scholars in archaeology and anthropology departments |

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|---|---|--|---|---|
| ANU College of Physical Sciences / Department of Theoretical Physics / Research School of Physics & Engineering | CAM | Jan-05 | Continuing | Research collaboration with Prof Ian Grojnowski |
| ANU College of Physical Sciences / Research School of Chemistry | CAM | July 2008 | September 2008 | Physical Chemistry and synthesis of Lithium Graphite & TiO ₂ nanofilms |
| ANU College of Physical Sciences / Research School of Astronomy & Astrophysics | CAM | 2003 | Continuing | The RAVE experiment |
| ANU College of Physical Sciences / Research School of Astronomy & Astrophysics | CAM | May-06 | Continuing | 1. Studies of the transition from the Milky Way Galaxy's thick disk to its halo from analysis of the kinematics & metal abundances of spectra of 10000 stars obtained with the Anglo-Australian Observatory's AAOmega spectrograph; 2. The abundance spread in the Bootes dwarf spheroidal galaxy (published in Astrophysical Journal, 689, L113 (2008)) |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | CAM | 2004 | Continuing | Evolution of cuckoo-host coevolution (Joint ARC grant) |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | CAM | Jan-08 | Continuing | The evolution of cryptic cuckoo eggs |
| ANU College of Medicine, Biology & Environment / Ageing Research Unit, Centre for Mental Health Research | CAM, Today, COP | July, 2008 | December, 2008 | Scoping study to evaluate compatibility of cohort studies between IARU members for potential collaboration. |

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|--|---|--|---|---|
| School of Archaeology and Anthropology (Faculty of Arts) | COP | May-07 | Jun-07 | Taught master class (at Aarhus, but jointly with COP); gave research seminars for PhD students; gave research seminars for staff; gave plenary talk at international conference |
| School of Social Sciences (Faculty of Arts) | COP | Jan-09 | Continuing | Student exchange for a semester |
| Research School of Social Sciences (Economics) | COP | Jun-05 | Jul-07 | Several visits to Centre for Applied Microeconomics |
| Research School of Social Sciences (Political Science) | COP | Nov-08 | Continuing | On the advisory board of COP’s Centre for Voting and Parties, and giving keynote address at launch in Aug 09 |
| Research School of Social Sciences (History) | COP | Mar-08 | Continuing | Presented papers at seminars, taught several postgraduate workshops at COP, participated in COP study tour |
| ANU College of Physical Sciences / Centre for the Teaching and Learning of Physics, Research School of Physics and Engineering | COP | 23 January 2009 | 31 January 2009 | To investigate the possibilities of Educational collaboration between the two Universities; public lectures and collaboration with the National Youth Science Forum |
| ANU College of Physical Sciences / Department of Quantum Science, Research School of Physics and Engineering | COP | Jan-09 | Jan-09 | Explore possibility of collaboration in physics education |
| ANU College of Physical Sciences / Department of Theoretical Physics / Research School of Physics & Engineering | COP | Jan-09 | Continuing | Collaboration in undergraduate physics teaching. Benchmarking of undergraduate physics teaching. Undergraduate student exchange. Dr Bearden visited ANU in jan 09. |
| ANU College of Physical Sciences / Mathematical Sciences Institute | COP | Dec-08 | Continuing | research collaboration, student and staff exchange |

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|--|---|--|---|--|
| ANU College of Physical Sciences / Research School of Astronomy & Astrophysics | COP | 2007 | 2007 | Supernova, GRBs and Cosmology |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | COP | Jan-04 | Continuing | Variety of projects in the Centre for Ancient DNA studies and nominated as Key Collaborator on Centre Proposal. |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | COP | Apr-08 | Continuing | 454 sequencing of the extinct pig-footed bandicoot mitochondrial genome. |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | COP | Apr-08 | Continuing | Energetic extremes in reef fish occupying harsh habitats. A co-energetic model to help explain the distribution of coral reefs among and within habitats of the Great Barrier Reef. |
| Centre for Arab and Islamic Studies (Faculty of Arts) | COP, CAM, OX, NUS | Apr-09 | Continuing | Co-sponsoring and co-convening workshop Culture and Citizenship: towards a new civic pluralism to be held in Copenhagen with participants from ANU and four other IARU universities |
| Centre for Arab and Islamic Studies (Faculty of Arts) | COP, NUS | Feb-09 | Continuing | Five ANU students to attend Master Class course in Islam and Muslims in the Modern World, which will be equivalent to one CAIS postgraduate course |
| Ageing Research Unit, Centre for Mental Health Research | COP, Todai, YALE | May, 2008 | May, 2008 | Workshop on Aging - from Molecules to Population” for International Alliance of Research Universities - Denmark. This activity brought together leading researchers from medical to psychological fields and has promoted working partnerships. Professor Anstey also met with the Rector of COP, Professor Akiyama from Todai, and other key IARU researchers in Ageing after the workshop. |

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| ANU College of Medicine, Biology & Environment / Ageing Research Unit, Centre for Mental Health Research | COP, ETH, NUS, PKU, OX, Todai | October, 2006 | Oct-06 | Workshop on Aging, Longevity and Health. This initial workshop established relationships among IARU members working in ageing research. |
| Ageing Research Unit, Centre for Mental Health Research | COP, ETH, NUS, PKU, OX, Todai | October, 2006 | October, 2006 | Workshop on Aging, Longevity and Health. This initial workshop established relationships among IARU members working in ageing research. |
| Research School of Social Sciences (Philosophy) | ETH | Sep-08 | Sep-08 | Invited speaker at Conceptual Analysis for Representationalists conference in Zurich |
| ANU College of Physical Sciences / Department of Theoretical Physics / Research School of Physics & Engineering | ETH | Oct-07 | February 2008 | Supervised an exchange student, Mr Yves Barmaz MSc (Diplom) Thesis: Global Aspects of T-duality (Co- supervisor at ETH: Prof Matthias Gaberdiel) |
| ANU College of Physical Sciences / Mathematical Sciences Institute | ETH | Mar-08 | Jul-08 | Student exchange |
| ANU College of Physical Sciences / Mathematical Sciences Institute | ETH | Oct-07 | Feb-08 | Student exchange |
| ANU College of Physical Sciences / Mathematical Sciences Institute | ETH | Jan-01 | Continuing | Research collaboration |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | ETH | 2004 | Continuing | Collaboration on research into fungal population dynamics and co-supervision of student (Dr. Pascal Zaffarano) with Prof Bruce McDonald. Dr Zaffarano graduated in 2007. |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | ETH | Jan-04 | Continuing | The chemical ecology of sexually deceptive orchids |

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|--|--|-----------------------------|--|---|
| ANU College of Medicine, Biology & Environment / Biochemistry and Molecular Biology, Department of Physiology, School of Biology | ETH | 2001 | Continuing | Glutamine Transport |
| ANU College fo Physical Sciences / Research School of Earth Sciences | ETH and COP | 1 January 2006 | Continuing | Collaborative research |
| Facilities and Services | In 2009, Yale, NUS, COP, OX - possibly Todai Remaining members expected to participate in 2010 | Jan-08 | on going | IARU Sustainability Internships/ Fellowships for students. Participating Universities agreed to host interns/ fellows - who will work on operational campus sustainability projects as part of the respective University Sustainability Office. |
| Ageing Research Unit, Centre for Mental Health Research | NUS | November, 2008 | November, 2008 | Dr. Agus Salim (NUS) presented a workshop to members of the Ageing Research Unit (ARU), and other external interested members, including members of the Research Network in Ageing Well. The workshop covered topics relating to multiple imputation of longitudinal data using the STATA statistical package which is of particular relevance to ARU members. CMHR has co-authored papers with Dr Salim. |
| ANU College of Physical Sciences/ Centre for the Public Awareness of Science | NUS | January 2009 | Continuing | Shared graduate program: Master of Science |
| ANU College of Physical Sciences / Department of Quantum Science, Research School of Physics and Engineering | NUS | Aug-06 | Continuing | Joint PhD program between ANU and NUS |

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|--|---|--|---|--|
| ANU College of Physical Sciences / Research School of Physics and Engineering, Applied Maths | NUS | Jan 2004 | Dec 2007 | Imaging of tissue engineered growth |
| ANU College of Physical Sciences / Nonlinear Physics Centre / Research School of Physics and Engineering | NUS | August 2007 | June 2008 | Joint PhD student |
| ANU College of Physical Sciences / Research School of Chemistry | NUS | Jun-06 | Continuing | Syntheses and nonlinear optical studies of heterometallic complexes |
| ANU College of Physical Sciences / Research School of Chemistry | NUS | June, 2008 | Continuing | Collaborative research on theory of reactions in water |
| ANU College of Medicine, Biology & Environment / Fenner School for Environment & Society | NUS | January 2008 | Continuing | Teaching collaboration between ENV51001 at ANU and GE3239. ANU tutor and web-designer assisted NUS staff develop course webpage to link closely with ANU course webpage. Students in two universities discuss the same tutorial topics related to issues of environmental sustainability and use electronic forums to compare responses. ANU lectures videoed - see http://fennerschool-lectures.anu.edu.au/lectures/SRES1001 to allow NUS access to them. |
| ANU College of Medicine, Biology & Environment / Fenner School for Environment & Society | NUS | January 2008 | Continuing | Fenner undergraduate and graduate students attending Intensive Program on Sustainability - see http://www.ipos.k.u-tokyo.ac.jp/ field schools funded by Nissan in Japan and Thailand |
| College of Engineering and Computer Science | NUS | Jun-05 | Continuing | Collaboration in nanoscience and nantechnology regarding solar energy conversion and storage |
| CAP | NUS | 4-7 Dec 2008 | | Centre for Language Studies Conference (CLaSIC) |

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|---|---|--|---|---|
| Student Mobility Team | NUS, COP, PKU, ETH, UCB | | Ongoing | Undergraduate Exchange Agreement |
| Research School of Humanities (National Europe Centre) | NUS, OX, COP | Dec-08 | Dec-08 | Summer School on European Studies. Supported by grants from ANU’s IARU funding for 3 scholarships. Students from OX, NUS (2), COP attended. |
| ANU College of Medicine, Biology & Environment / School of Health and Psychological Sciences, Australian Centre for Economic Research on Health (ACERH) | NUS, PKU, COP, OX, Todai | Oct-06 | Continuing | Initiated at the 5-6 Oct 2006 IARU workshop in Copenhagen, the Health Policy Challenges proposal was accepted for further development (IARU Presidents’ Sept 2007 meeting in Tokyo). OX is currently leading the further development of the main project. At its Singapore workshop in June2008 there was agreement that a sub-project titled ‘What are the social and health challenges arising in different countries?’ be led by ANU/ PKU. Currently ACERH is seeking within-ANU IARU funds for a Feb 2009 workshop (at ANU) so as to crystallise the collaborations for the peer reviewed Journal articles planned fast output of this sub-project. These articles can then be quoted as evidence of the effectiveness of this IARU team when applying for funds for the main OX-led project. |
| ADSRI | OX | Aug-07 | Continuing | Collaboration with the Oxford Internet Institute, including visiting fellowship, research collaboration on funded projects, teaching at postgraduate workshops. |
| CEDAM | OX | Jan 2006 | Continuing | Research collaboration with Educational Studies Department (OX) on developing ways to assist UNESCO priority of universal education |
| CEDAM | OX | Jan-08 | Dec-08 | Licensed the framework, content etc of the web site designed for ANU research supervisors, to the OX’s Learning Institute |
| CEDAM | OX | Jan-06 | Continuing | Honorary research associate with OX’s Learning Institute, seconded twice to work there, co-editing special issue of a journal |

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|---|---|--|---|--|
| School of Archaeology and Anthropology (Faculty of Arts) | OX | | Continuing | Research collaboration on luminescence dating of pottery in Vanuatu (ARC funded project); student exchange of an ANU PhD student (Edwin Birks); maintains contacts with colleagues in Archaeology and Anthropology area; visits regularly for library research |
| School of Humanities (Faculty of Arts) | OX | Nov-07 | Continuing | Co-ordinating project on Families in the Greek and Roman Worlds, including co-authoring a monograph |
| School of Social Sciences (Faculty of Arts) | OX | May-09 | Jun-09 | Visiting scholar Oxford Centre for Late Antiquity (will be applying both to the ANU’s IARU Liaison and the College for assistance) |
| Research School of Social Sciences (Philosophy) | OX | May-09 | May-09 | Serving on review of Faculty of Philosophy at Oxford |
| Research School of Social Sciences (Philosophy) | OX | Jan-07 | Continuing | Collaborative research project on global justice, including co-authored articles; Goodin served as external member for Research Assessment Exercise in Department of Politics and International Relations; Social and Political Theory group hosted visitors from OX at all levels |
| Research School of Humanities | OX | | Continuing | Honorary curator of the Pitt Rivers Museum providing advice for the development of their Australian collections and exhibitions; collaborates closely with scholars in archaeology and anthropology departments; close relationship at the level of graduate students |
| Research School of Humanities | OX | Jan-09 | Continuing | Collaboration on joint-funded ARC Linkage Project on Spencer and Gillen collections |
| ANU College of Physical Sciences / Department of Theoretical Physics / Research School of Physics & Engineering | OX | Dec-03 | Continuing | Research collaboration with Dr Keith Hannabuss |

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|---|---|--|---|--|
| ANU College of Physical Sciences / Department of Quantum Science, Research School of Physics and Engineering | OX | Jan-08 | Continuing | Writing of an undergraduate text book on guided wave photonics |
| ANU College of Physical Sciences / Research School of Physics & Engineering | OX | 2004 | 11/1/2007 | Collaboration on stochastic wave physics – lead to publication in PRL. 99, 205004 (2007) |
| ANU College of Physical Sciences / Atomic and Molecular Physics Laboratories / Research School of Physics and Engineering | OX | Jan-04 | Continuing | European Space Agency Venus Express science team |
| ANU College of Physical Sciences / Mathematical Sciences Institute | OX | Jan-02 | Continuing | Research collaboration |
| ANU College of Physical Sciences / Mathematical Sciences Institute | OX | | Continuing | Research collaboration |
| ANU College of Physical Sciences / Mathematical Sciences Institute | OX | Nov-08 | Continuing | Membership of Committee |
| ANU College of Physical Sciences / Research School of Astronomy & Astrophysics | OX | 1995 | Continuing | Bulges of galaxies |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | OX | Jan-06 | 2008 (collaboration continues but Dr Endicott has moved institutions) | Molecular date estimates for human evolution, |

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|--|-----------------------------------|--|---|--|
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | OX | Jan-08 | Continuing | Variety of studies on rates of evolution in mammals |
| Student Mobility Team | OX | | Ongoing | PhD Exchange Program |
| International Development Office | OX | Jan-09 | Ongoing | Staff exchange |
| ANU College of Physical Sciences / Research School of Astronomy & Astrophysics | OX, Todai | 1999 | Continuing | Understanding the Physics of Supernovae Explosions |
| ANU College of Physical Sciences / Mathematical Sciences Institute | OX, CAM, YALE | Jan-06 | Continuing | Research collaboration |
| ANU College of Physical Sciences / Research School of Chemistry | PKU | October, 2008 | ongoing | 1-3 October, RSC hosted the 5th Sino-Australian Conference on Organic Chemistry which included staff from PKU (indeed head of Chinese delegation was from PKU) |
| ANU College of Medicine, Biology & Environment/School of Biology (RSBS) | PKU | Jun-08 | Aug-08 | Invited lecturer for the Summer School of 'Morningside-CAS Kunming Biology Summer Course - 2008, Genes, Behaviour and Evolution' organised by Prof Wen Wang (Dean of Peking University School of Life Sciences) and Prof Yi Rao. |
| International Development Office | PKU, COP, OXF, CAM, ETH, NUS, UCB | Feb-09 | Feb-09 | Education in a Research Intensive University - Workshop Cambridge |
| CAP | PKU, Todai | 2007 | continuing | PhD fieldwork hosting (eg Shiro Armstrong) |
| School of Archaeology and Anthropology (Faculty of Arts) | UCB | | Continuing | Research collaboration through reanalysis of Southeast Solomons material |
| School of Humanities (Faculty of Arts) | UCB | Nov-08 | Continuing | Conducted graduate seminar on Turkish-German cinema, plans to teach course on European cinemas, European societies, if IARU makes it possible |

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|---|---|--|---|---|
| School of Humanities (Faculty of Arts) | UCB | Jan-08 | Continuing | Working on website Précis du plurilinguisme et du pluriculturalisme (http://precis.berkeley.edu) |
| Research School of Social Sciences (Economics) | UCB | Jul-07 | Continuing | Co-authorship of two papers |
| Research School of Social Sciences (Research Evaluation and Policy Project) | UCB | Apr-07 | Continuing | Collaborating on project Social Science in and as Government, including an international conference paper and co-authoring a monograph |
| Research School of Humanities | UCB | | Continuing | Collaborates with scholars in the anthropology departments, particularly in the area of digital media (Office of Digital Humanities); visit to ANU by Professor Tringham in 2007 sponsored by the Vice Chancellor’s fund. |
| Research School of Humanities | UCB | Jan-08 | Continuing | Research on collections at the Pheobe A. Hearst Museum (particularly Lloyd Warner’s material and Lois Allen’s collection), funded by an ARC Discovery project |
| Research School of Humanities | UCB | Oct-06 | Continuing | Convened conference on Indian Democracy in the 20th Century (at Berkeley) in tandem with exhibition on contemporary Indian art (Edge of Desire), curated by ANU art historian; on-going plans to establish this conference as a biennial event on South and South East Asian Humanities and Cultural Studies, perhaps with ANU’s Asian and Pacific Cultural Studies Network (APCSN) |
| Research School of Humanities | UCB | Jan-08 | Continuing | Bamboo Project - a digital humanities project funded by the Mellon Foundation to oversee the development of a global cyberinfrastructure of shared services in humanities; ANU staff have participated in workshops held in US and contributed to development of draft implementation proposal for services roadmap; consultation with Bamboo directors on ANU’s involvement as key player; visit to ANU by one director (Chad Kainz) for workshop. |

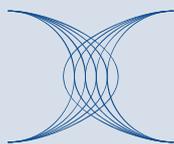
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|--|---|--|---|--|
| ANU College of Physical Sciences / Mathematical Sciences Institute | UCB | Jun-07 | Continuing | Staff exchange |
| ANU College of Physical Sciences / Research School of Astronomy & Astrophysics | UCB | 1995 | Continuing | Measuring the Universe with Supernovae |
| ANU College of Medicine, Biology & Environment / Botany and Zoology, School of Biology | UCB | Jan06 | Continuing | Long term collaboration on molecular phylogenetics and an IARU-funded student exchanges Exchange of students working on molecular phylogenetics and evolution of arid zone reptiles. |
| ANU College of Medicine, Biology & Environment / Biochemistry and Molecular Biology, School of Biology | UCB | 2000 | Continuing | Photosynthesis research |
| School of Archaeology and Anthropology (Faculty of Arts) | UCB, CAM | Dec-06 | Oct-08 | Gave research seminars at Archaeological Research Facility (UCB) and McDonald Institute for Archaeological Research (CAM) |
| ADSRI | UCB, OX, Todai | Sep-08 | Continuing, but not active lately | Khoo led ANU delegation to research planning meeting on Migration theme (Oxford); worked closely with colleagues at Oxford and Tokyo on research proposal |
| School of Music (Faculty of Arts) | Todai | Jan-09 | Dec-09 | Arranged for PhD student to access library and other services at Todai during fieldwork |
| ANU College of Physical Sciences / Department of Quantum Science, Research School of Physics and Engineering | Todai | Jan-09 | May-09 | Visiting scholar to ANU |
| ANU College of Physical Sciences / Department of Quantum Science, Research School of Physics and Engineering | Todai | Jan-09 | Continuing | Joint PhD program between ANU and Todai |

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|---|---|--|---|---|
| ANU College of Physical Sciences / Department of Theoretical Physics / Research School of Physics & Engineering | Today | Mar-08 | Continuing | Research on aspects of theoretical plasma physics: March '08 RL Dewar (ANU) and Z Yoshida (T) collaborated on writing an ARC proposal. Sep-Nov '08 RL Dewar visited Today as a Visiting Professor. Currently collaborating on writing a paper and a new grant application. While at Today RL Dewar made enquiries about utilizing IARU to publicize the 22nd Canberra International Physics Summer School Dec '08, http://www.rspphysse.anu.edu.au/ccs/schools.php but was not able to find out anything in time to be useful. However it is hoped to explore this in 2009. |
| ANU College of Physical Sciences / Mathematical Sciences Institute and Research School of Physics and Engineering | Today | Feb-05 | Continuing | Research collaboration, student and staff exchange |
| ANU College of Physical Sciences / Research School of Astronomy & Astrophysics | Today | 2001 | Continuing | Intracluster stars |
| ANU College of Physical Sciences / Research School of Earth Sciences | Today | 3 January 2006 | Continuing | Student, faculty exchange |
| ANU College of Physical Sciences / Research School of Earth Sciences | Today | 4 January 2006 | Continuing | Collaborative research |
| ANU College of Physical Sciences / Research School of Earth Sciences | Today | 3 January 2006 | Continuing | Student, faculty exchange |
| ANU College of Physical Sciences / Research School of Earth Sciences | Today | 4 January 2006 | Continuing | Collaborative research |

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "continuing" | Activity Description (Include short description of the activity) |
|--|---------------------------------|--|---|---|
| ANU College of Medicine, Biology & Environment / Ageing Research Unit, Centre for Mental Health Research | Today | October, 2007 | October, 2007 | At the suggestion of Professors Kaarin Anstey and Hiroko Akiyama after the 2006 Workshop in Copenhagen, Dr Tim Windsor, a postdoctoral researcher in the CMHR Ageing Research Unit visited with Professor Hiroko Akiyama at the University of Tokyo's Program for Gerontological Research. The visit involved exchange of information regarding research and intervention projects in both countries, and fostered networks between postdoctoral researchers at ANU and Today |
| ANU College of Medicine, Biology & Environment / Fenner School for Environment & Society | Today | Sep-07 | Continuing | Teaching collaboration between ENVS1001 at ANU and GE3239. Students in two universities discuss the same tutorial topics related to issues of environmental sustainability and use electronic forums to compare responses. ANU lectures videoed -see http://fennerschool-lectures.anu.edu.au/lectures/SRES1001 to allow NUS access to them. |
| CAP | Today | Sep-08 | continuing | Faculty Visits/exchange (eg Shun Ikeda at Today; Today Visiting Prof KANG at ANU, etc) |
| International Development Office | Today | Mar-08 | Oct-08 | Seiji Armstrong Internship |
| ANU College of Medicine, Biology & Environment / Fenner School for Environment & Society | Today, COP, NUS | Jan-07 | Continuing | Sustainable Cities Demonstration Project. Subprojects are Food Flows and Ecosystem Services, Land Use Change and Low Carbon Cities. |
| School of Archaeology and Anthropology (Faculty of Arts) | Today, OX, CAM | Jan-06 | 2007 | Contributed to volume edited by colleagues at Oxford and Tokyo which was published by Cambridge University Press; co-editor of volume with a number of papers by Oxford colleagues; Ulijaszek will be visiting ANU |
| CAP | Today, Yale, UCB, NUS, OX, PKU | 1-4 July 2007 | | Japanese Studies Association of Australia (JSAA) Biennial Conference |

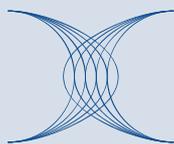
| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "continuing" | Activity Description (Include short description of the activity) |
|---|---------------------------------|--|---|--|
| Research School of Humanities (National Europe Centre) | various | Jan-08 | Aug-09 | CIPL workshops linking public and international law (Sanctions in 2007, Health 2008, Environment in August 2009) utilised IARU connections with participants from IARU institutions being funded by the IARU secretariat and the ANU. |
| Legal Office | YALE | 20-Jun-08 | Jun-08 | General Counsel's office: issues discussed included the current legal issues facing universities and managing an in house legal office in a university. |
| ADSRI | YALE | Apr-08 | Apr-08 | Visit to Yale to discuss opportunities for staff and student exchanges and collaborative research with senior colleagues in population studies, anthropology, forestry and environmental studies |
| School of Humanities (Faculty of Arts) | YALE | Jan-09 | Continuing | Research collaboration on an ARC Linkage Project and an ARC Discovery Project |
| School of Language Studies (Faculty of Arts) | YALE | Sep-08 | Continuing | Involved in US National Science Foundation-funded project Dynamics of Hunter-gatherer language change, sub-contract between Yale and ANU recently signed for Patrick McConnell as ANU project director (salary and travel funds part of NSF grant) |
| School of Language Studies (Faculty of Arts) | YALE | Jul-08 | Continuing | Bowern at YALE is an external collaborator on ARC-funded Discovery Project Austkin project, discussions to co-convene a master class or workshop at ANU as part of Austkin |
| Research School of Social Sciences (History) | YALE | Mar-06 | Apr-06 | Research visits by students, including presenting papers and attending workshops |
| Research School of Humanities | YALE | 2011 | future | Discussion regarding future projects linking the Asian textiles collection at Yale with collections at the National Gallery of Australia |
| ANU College of Physical Sciences / Department of Theoretical Physics / Research School of Physics & Engineering | YALE | Sep-06 | Continuing | Research collaboration with Dr Hisham Sati |

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|--|---|--|---|---|
| ANU College of Physical Sciences / Research School of Astronomy & Astrophysics | YALE | 2008 | Continuing | The Stromlo missing satellites program |
| ANU College of Medicine, Biology & Environment / Fenner School for Environment & Society | YALE | 01/2009 | 12/2009 | Research Fellowship at Yale - forest policy & environmental history |
| ANU College of Medicine, Biology & Environment / Fenner School for Environment & Society | YALE | Jul-09 | Jul-09 | Joint delivery, IARU GSP course “International Environmental Policy” |
| ANU College of Medicine, Biology & Environment / Fenner School for Environment & Society | YALE | Jan-07 | ongoing | Research collaboration, forest policy |
| CAP | YALE | Jan-09 | Jan-09 | ANU Asia Pacific Week invited speaker Yale’s Jun Saito |
| International Development Office | YALE | Sept/Oct 08 | Sept/ Oct 08 | Yale Alumni visit to ANU |
| ANU College of Physical Sciences / Mathematical Sciences Institute and the statistical consulting unit | YALE, UCB | | Continuing | Benchmarking |



IARU Partner Collaboration Mapping for ETH Zurich

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|---|
| Department Safety, Health, Environment | All | 2007 | continuing | Sustainable Campus Initiative |
| IARU Global Summer Program | All | | | |
| Campus Sustainability Internship | All | 2009 | continuing | Internships for Sustainability Activities |
| Open Access Publishing | All | Apr-08 | | Workshop January 2010 |
| IARU Student Exchange | ANU, NUS, COP | 2006 | continuing | Student exchange between four IARU partners |
| Admin Staff Exchange | OX | June 2009 | July 2009 | Head of ETH Lecturers Office to spend a period at Oxford (planned) |



IARU Partner Collaboration Mapping for National University of Singapore

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|---|
| Faculty of Arts and Social Sciences, Department of Geography | ANU | Jan-08 | Continuing | Sustainability Teaching Initiative. Collaboration on module GE3239: Environmental Sustainability) with sister module at ANU. Students work with Australian counterparts on tutorial exercises. |
| Faculty of Arts and Social Sciences, Department of Sociology | ANU | Sep-07 | Continuing | This is a research project entitled “Indonesian young adults facing the future”, funded by the Australian Research Council for A\$360,000, and in collaboration with ANU and Australian Demographic and Social Research Institute (ADSRI). The Chief Investigator is Professor Terry Hull of the ANU. Professor Gavin Jones of NUS serves as a partner investigator for this project. The research team also includes Dr. Iwu Utomo and Professor Peter McDonald. The study is being conducted in collaboration with the Center for Health Research, University of Indonesia. The study is the first specific study of the factors shaping young adults’ social roles in modern Indonesia. Young adults are defined as persons aged 20-34 years. |
| Faculty of Arts and Social Sciences, University Scholar Programme | ANU | Jan-07 | Continuing | Joint Degree Programme, - Bachelor of Philosophy (Honours) (ANU) / Bachelor of Arts (Honours) NUS in the fields of Drama (Theatre Studies), English (English Literature) , History or Philosophy |

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|---|--|---------------------------------------|--|---|
| Faculty of Engineering, Graduate Studies | ANU | Jul-06 | Continuing | Joint PhD programme. Maximum annual intake into the JDP = 8 students. Students have to spend at least two semesters in residence at the host institution. |
| Faculty of Law | ANU | 15-Dec-08 | 19-Dec-08 | Human Rights Summer School at ANU |
| Faculty of Law | ANU | 13-Sep-08 | 13-Oct-08 | Asian Law Institute Fellowship Programme |
| Faculty of Science | ANU | Nov-08 | Continuing | Joint MSc in Science Communication - joint degree between NUS and ANU, 1st intake in Jan 2009 (5 students) |
| Faculty of Science, Department of Chemistry | ANU | 7-Aug | Continuing | Accurate first principles computer simulations of water |
| School of Computing, Information Systems | ANU | Jul-06 | Aug-06 | Discussions with researchers from Prof Shirley Gregor’s group on topics related to ICT in the public sector of developing countries/ e-government. Visit from members of the group and project discussions. |
| Yong Loo Lin School of Medicine, Department of Anatomy | ANU | Continuing | Continuing | Research with Dr Danny Rangasamy, Group Leader of the Genome Stability and Epigenetics Laboratory at John Curtin School of Medical Research (JCSMR) |
| Yong Loo Lin School of Medicine, Department of Physiology | ANU | Continuing | Continuing | Research on membrane architecture: shaping sub-cellular organelle spaces with giant liquid crystals with Prof. Stephen HYDE, Applied Mathematics Dept, Research School of Physical Sciences |
| Faculty of Arts and Social Sciences, Department of Geography | ANU, Todai and COP | Sep-07 | Continuing | Demonstration Project on Sustainable Cities. There are three components to examine low carbon cities (characteristics of urban carbon emissions and potential to shift to low carbon society); Flood flows (evaluation of carbon footprint of food supply systems); Land Use and Ecosystem Function (dynamic changes of peri-urban land use and its impact of ecological services). |
| School of Computing, Computer Science | CAM | Dec-07 | Continuing | Scientific work on Argumentative Zoning, joint workshop organization |

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|--|
| Faculty of Arts and Social Sciences, Department of Psychology | CAM | 2006 | 2008 | Research on neural mechanisms of visual attention |
| Faculty of Science, Department of Mathematics | CAM | Jan-08 | Continuing | Numerical and asymptotic studies of Gross-Pitaevskii equations |
| Faculty of Science, Department of Physics | CAM | 1-Dec-08 | Continuing | Research on interactions between bacteria and micro/nanodevices. |
| Yong Loo Lin School of Medicine, Department of Medicine | CAM | Continuing | Continuing | Clinical research on genetics of Asian and Caucasian SLE patients with Professor Kenneth George Smith, University of Cambridge |
| Yong Loo Lin School of Medicine, Department of Medicine | CAM | Continuing | Continuing | Research on experimental gene and cell therapy of diabetes with Professor Roy Calne |
| Yong Loo Lin School of Medicine, Department of Medicine | CAM | Continuing | Continuing | A large GeoSentinel study on returning travellers with ID department |
| Yong Loo Lin School of Medicine, Department of Physiology | CAM | Continuing | Continuing | Research collaboration with Dr. R. Andres Floto (MD, PhD), University of Cambridge UK. |
| Faculty of Arts and Social Sciences, Department of Geography | COP | Nov- 08 | Continuing | Collaborative co-ordinators of a Call for Papers for the Royal Geographical Society (RGS) and with the Institute of British Geographers (IBG) Annual Conference August 2009 - submission of a full day session with 20 research papers being delivered as part of the session. Co-sponsored by the Urban Geography Research Group and Children, Young People and Families Research Group of the RGS-IBG. Session is entitled: Young People’s Im/ Mobile Geographies: Negotiating Urban Spaces |
| Faculty of Dentistry | COP | Feb-06 | Mar-07 | Staff exchange and sharing of expertise in 3D image processing and visualisation of dento-facial structures with 3D-Lab, School of Dentistry, Department of Paediatric Dentistry. |

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|--|--|--|--|---|
| Faculty of Science, Department of Biological Sciences | COP | 2006 | Continuing | Tree-of-Life for Diptera |
| School of Computing, Computing | COP | 2006 | Continuing | Emeritus Professor Neil Jones spent one month in SoC in 2008 to visit the Programming Lab, and collaborate with Siau Cheng and Wei-Ngan on program analysis and transformation. He also co-taught a graduate course on Principles of Program Analysis. Student exchange: non-graduating student at undergraduate level |
| School of Computing, Information Systems | ETH | Jul-08 (Juliana Sutanto graduated with a PhD degree from NUS in June 2008 under the supervision of Atreyi Kankanhalli and Bernard Tan) | Continuing | Research collaboration on global virtual teams and global collaboration among organizations. Most recent joint publication: Sutanto, J., Kankanhalli, A., Tay, J.Y., Raman, K.S. and Tan, B.C.Y. “Change Management in Inter-Organizational Systems for the Public,” Journal of Management Information Systems, 2009, Volume 25, Forthcoming. |
| Yong Loo Lin School of Medicine, Department of Biochemistry | ETH | Continuing | Continuing | Role of Rheb in TORC signalling in Drosophila melanogaster and Lipidomics of Drosophila melanogaster mutants with Ernst Hafen |
| Yong Loo Lin School of Medicine, Department of Biochemistry | ETH | Continuing | Continuing | Research on Lipidomics of FAK knockouts with Pelkmans Lucas |
| Yong Loo Lin School of Medicine, Department of Biochemistry | ETH | Continuing | Continuing | Research on Lipidomics of adipocytes under insulin hypersensitive condition with Wolfrum Christian |
| Faculty of Arts and Social Sciences, Department of Psychology | OX | 2007 | 2008 | Research on neural mechanisms of visual attention |
| Faculty of Arts and Social Sciences, Department of Psychology | OX | Jan-07 | Continuing | Funded research study of the neurobiology of gambling addictions |

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|---|--|---------------------------------------|--|--|
| Faculty of Engineering, Department of Civil Engineering | OX | Jan-08 | Continuing | Research project on improved guidelines for the prediction of geotechnical performance of spudcan foundations during installation and removal of jack-up units (unsafe JIP) with Oxford University Civil Engineering, Dept of Engineering Science |
| Faculty of Science, Department of Biological Sciences | OX | Oct-07 | Continuing | Dr Peter Todd is a Senior Research Associate at the Oxford University Centre for the Environment, University of Oxford |
| Faculty of Science, Department of Mathematics | OX | Jun-06 | Continuing | Research collaboration with Dr Karin Erdmann on the Lie module of symmetric groups |
| Faculty of Science, Department of Mathematics | OX | Jan-06 | Continuing | Theoretical study of ultracold atoms and fermions |
| School of Computing, Computer Science | OX | 2008 | Continuing | A/P Chin Wei Ngan has started discussion with Prof Luke Ong at Oxford on approaches to handle exceptions during program verification. |
| Yong Loo Lin School of Medicine, Department of Anatomy | OX | Continuing | Continuing | Global issues on clinical toxinology with Prof David Warrell, Radcliff Infirmary, University of Oxford |
| Yong Loo Lin School of Medicine, Department of Pharmacology | OX | Continuing | Continuing | Research on Neurochemistry of Dementia with Prof MM Esiri |
| Faculty of Arts and Social Sciences, Department of Chinese Studies | PKU | Sep-06 | Continuing | Double Degree Programme- Chinese Language 2 year Masters of Arts Programme |
| Faculty of Arts and Social Sciences, Department of Sociology | PKU | 2007 | Continuing | Working with Prof Yaohui Zhao and Prof Yao Yang from Center for China Economic Research on a research project examining the impact of industrialization on children’s health and education |

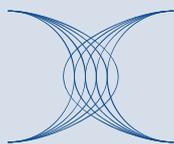
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|--|--|---------------------------------------|--|---|
| Faculty of Dentistry | PKU | Mar-07 | Continuing | Memorandum of Understanding with School of Stomatology, Peking University [SSPKU]: 1) Exchange of scientific, academic and technical information and academic materials and other information of mutual interest that each University holds copyright to, 2) Academic exchanges, 3) Exchanges and cooperation and joint research and development in disciplines of mutual interest, not limited to areas of oral and maxillofacial surgery, stem cells and tissue engineering/ regeneration and orthodontics, 4) Identify opportunities for commercialization of technology, 5) Organization and participation of joint academic and scientific activities |
| Faculty of Dentistry | PKU | Feb-09 | Continuing | Research Collaboration Project between NUS and School of Stomatology, Peking University [SSPKU]: “Development of hESCs models for toxicity evaluation”. Scope of Work: The proposed project is to establish hESC lines as toxicity model and investigate the efficiency and accuracy of using hESC model for embryotoxicity and genotoxicity evaluation: 1) Establishment of hESC lines as toxicity model; 2) Investigation on the efficiency and accuracy of using hESC model for embryotoxicity and genotoxicity evaluation; 3) Development of hESC derived tissue/ organ cell models for tissue/organ specific toxicity evaluation |
| Faculty of Law | PKU | 3-Feb-09 | 3-Mar-09 | Asian Law Institute Fellowship Programme |
| Faculty of Science, Department of Mathematics | PKU | Jan-06 | Continuing | Theoretical and experiments of Bose-Einstein condensation |
| Faculty of Science, Statistics and Applied Probability | PKU | 22-Apr-06 | Continuing | Activities covering scientific research, training of students and nurturing of talent, staff exchanges |

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|---|--|---------------------------------------|--|---|
| School of Business | PKU | 28-Oct-06 | 27-Oct-10 | Research Project with Guanghua School of Management |
| School of Computing, Information Systems | PKU | 2006 | Ongoing | Guanghua School of Management, Peking University. Activity description: designing for presence in online stores, avatar and aesthetic design. |
| Faculty of Arts and Social Sciences, Department of Geography | UCB | Nov-08 | Continuing | Conference on ‘Wind over Water: An Anthropology of Migration from an East Asian Setting’, followed by a book project comprising papers from the conference with UCB’s Institute of East Asian Studies. |
| Faculty of Arts and Social Sciences, Department of Philosophy | UCB | Oct-08 | Oct-10 | MOU for Staff exchange and research collaboration; NUS staff taught summer course in Chinese Philosophy at Berkeley in 2008 and will do so again in 2009. |
| Faculty of Engineering, Department of Electrical and Computer Engineering | UCB | Nov-07 | Continuing | Research Collaboration with UCB, Computer Science Department, University of Southern California: Collaborator in NRF-IDM Project on “Live Spaces”. Working with collaborator to investigate techniques on Urban Sensing, where we study location based services for participatory networks. Objects and users are geo-tagged to facilitate new applications that enable a community of users to interact in specific scenarios. |
| Faculty of Engineering, Department of Electrical and Computer Engineering | UCB | Jan-09 | Continuing | Research Collaboration: The research entails developing new materials & interfaces for magnetic data storage at 10 Terabits/In ² |
| Faculty of Science, Department of Biological Sciences | UCB | 2006 | Continuing | Research Project: Evolution of transcription factors |
| Faculty of Science, Department of Mathematics | UCB | Mar-08 | Continuing | Fast algorithms for PDEs |
| Faculty of Science, Department of Physics | UCB | 1-Apr-07 | Continuing | Research of chromatin assembled in Xenopus egg extracts; collaborating on research project: Biophysical Approaches to Studying IN-V |
| School of Business | UCB | 1-Aug-07 | 31-Dec-07 | Exchange programme for PhD student |

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|---|--|---------------------------------------|--|---|
| School of Business | UCB | 11-Oct-06 | 30-May-08 | Research Project with Anderson Graduate School of Management |
| Faculty of Arts and Social Sciences | Today | Apr-08 | Apr-11 | Student exchange agreement with College of Arts and Science |
| Faculty of Engineering, Department of Mechanical Engineering | Today | Jun-08 | Continuing | Research collaboration on a project to characterize liver tumor using MR elastography. It involves investigation of new actuation methods, imaging sequences and reconstruction algorithms. The joint project is funded by JSPS-Singapore Research Project scheme. |
| Faculty of Law | Today | 3-Aug-08 | 13-Aug-08 | Summer Programme |
| Faculty of Law | Today | Sept-08 | Continuing | Asian Society of International Law - 2nd Biennial Conference |
| Faculty of Science, Department of Biological Sciences | Today | Continuing | Continuing | Research collaboration : The analysis of cell signaling related to cancer, ER stress, and apoptosis. Prof. Hidenori ICHIJO Laboratory of Cell Signaling Graduate School of Pharmaceutical Sciences The University of Tokyo email: ichijo@mol.f.u-tokyo.ac.jp |
| Lee Kuan Yew School of Public Policy | Today | Jan-06 | Continuing | Exchange agreement with Graduate School of Public Policy (GraSPP) |
| School of Computing, Computer Science | Today | 2008 | Continuing | Jointly organised the 1st NUS-University of Tokyo Joint Workshop on Computational Systems Biology 29-30 September 2008. A large group of systems biology researchers from Univ of Tokyo came for the workshop and research discussions. Student exchange/ attachment. Limsoon sent one of his PhD students to visit the systems biology lab of Prof Miyano and the proteomics lab of Prof Taguchi at Univ of Tokyo in 2008. An agreement has been reached with Prof Miyano to attach the student to his lab for a year. Paperwork for funding support will be prepared. |
| School of Design and Environment, Department of Architecture | Today | May-07 | Mar-08 | Dr Davisi Boontharm was invited to the Department of Urban Engineering, University of Tokyo as a Visiting Researcher. |

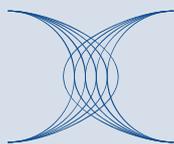
| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|---|--|---------------------------------------|--|--|
| School of Design and Environment, Department of Architecture | Today | 5-Dec-08 | 7-Dec-08 | Prof Hidetoshi Ohno from the Department of Socio-Cultural Environmental Studies, University of Tokyo was a Guest Speaker to the NUS Department of Architecture GASS 2008 Conference. |
| School of Design and Environment, Department of Architecture | Today | Jan -08 | Continuing | A/P Johannes Widodo is invited as a research core member of a research project “Urban Circularity and Diversity: Future Possibilities for a Great Complex System to Bridge the Human Race and Global Environment”, funded by the Research Institute for Humanity and Nature, PI: Prof Shin Muramatsu, Muramatsu Laboratory, Institute of Industrial Sciences, University of Tokyo. |
| School of Design and Environment, Department of Architecture | Today | 3-Sep-07 | 5-Sep-07 | A/P Johannes Widodo was involved as resource person for the International Workshop “The Next Step to Sustainable Urban Regeneration: Overview of the Issues and Strategies for an Integrated Approach”, organized by the Center for Sustainable Urban Regeneration (cSUR), University of Tokyo. |
| Yong Loo Lin School of Medicine, Department of Biochemistry | Today | Continuing | Continuing | Discovery of antimicrobials and anti- infectives under a research contract with Prof Hiroaki Suga. Otsuka Chemical Co Ltd |
| School of Computing, Computer Science | YALE | 2008 | Continuing | A/P Chin Wei Ngan spent part of his recent sabbatical at Yale with Prof Zhong Shao. They are collaborating on extension of Wei Ngan’s SLEEK/HIP system with proof objects and Coq. |
| University Scholars Programme | YALE | 14-Jan-06 | Continuing | Summer Programme - Yale Summer Session |
| University Scholars Programme | YALE | 6-Nov-08 | One off | Video conference - Seminar with Yale Center for Faith and Culture |
| Yong Loo Lin School of Medicine, Department of Biochemistry | YALE | Continuing | Continuing | Research on Lipidomics with Pietro De Camilli |
| Yong Loo Lin School of Medicine, Department of Biochemistry | YALE | Continuing | Continuing | Research on plasma membrane lipid analysis upon bacterial toxin treatment with Norma Andrews |

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|--|
| Yong Loo Lin School of Medicine, Department of Biochemistry | YALE | Continuing | Continuing | Research on Lipidomics with Walther Mothes |
| Yong Loo Lin School of Medicine, Department of Biochemistry | YALE | Continuing | Continuing | Research on Inflammation mechanisms with Prof Richard Flavell, Chair, Immunology of Yale University |
| Yong Loo Lin School of Medicine, Department of Biochemistry | YALE | Continuing | Continuing | Research on cardiovascular inflammation and heart failure with A/P Kerry Russell, Department of Medicine, Yale University |



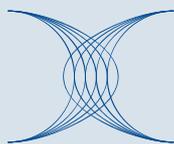
IARU Partner Collaboration Mapping for Peking University

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "Continuing" | Activity Description (Include short description of the activity) |
|--|---|---------------------------------------|---|---|
| Longevity Studies | ANU, COP | | continuing | |
| Security Studies | ANU | | continuing | |
| Joint Undergraduate Program | Yale | Sept. 2006 | continuing | |
| Undergraduate Student Exchange | ANU | 2008 | continuing | |
| Summer School | Berkeley | Sept. 2008 | continuing | |
| GSP | All partners | 2008 | continuing | |
| Water Treatment | NUS/OX | | continuing | |
| population research | COP | | continuing | |
| climate change | COP | | continuing | |
| student exchange | COP | 2000 | continuing | |
| Chinese studies | COP | | continuing | |
| life sciences | ETH | | continuing | |
| student exchange | UT | October, 1995 | continuing | |
| research collaboration | UT | February, 2005 | continuing | |
| joint program for master degree | UT | August, 2007 | continuing | |
| Faculty exchanges | ANU | | continuing | |
| student exchange | NUS | June, 2005 | continuing | |



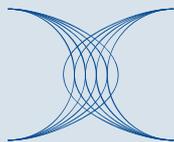
IARU Partner Collaboration Mapping for University of California, Berkeley

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "Continuing" | Activity Description (Include short description of the activity) |
|--|---|---------------------------------------|---|---|
| Graduate Division, Office for Faculty Equity | All | Jan-06 | continuing | Understanding Women in Universities around the Globe |
| Sustainability Office | All | 2007 | continuing | Sustainable Campus Initiative |
| Berkeley Programs for Study Abroad, Summer Sessions | All | 2008 | continuing | IARU Global Summer Program |
| Vice Provost for Teaching and Learning | All | Feb-09 | Feb-09 | Workshop: "Education in a Research-Intensive University: How can we Enhance our Students Learning?" (Cambridge) |
| Energy and Resources Group | All | Mar-09 | Mar-09 | Climate Congress (Copenhagen) |
| Berkeley Programs for Study Abroad | All | 2009 | | IARU Student Summer Internships at NUS and OX |
| Office of Vice- Chancellor for Research | CAM | Sept-07 | continuing | Industrial Innovation Project |
| Institute for East Asian Studies | NUS | Nov-08 | continuing | Conference on 'Wind over Water: An Anthropology of Migration from an East Asian Setting', followed by a book project. |



IARU Partner Collaboration Mapping for University of Cambridge

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "Continuing" | Activity Description (Include short description of the activity) |
|--|---|---------------------------------------|--|---|
| Women in Science, Engineering and Technology Initiative (WiSETI)/Pro Vice- Chancellor's Office | ANU, ETH, NUS, PKU, UCB, COP, OXF, Todai, Yale | January 2006 | continuing | Understanding Women in Universities around the Globe |
| Estates Management and Building Services Division | ANU, ETH, NUS, PKU, UCB, COP, OXF, Todai, Yale | September 2007 | continuing | Campus Sustainability Strategy |
| Institute for Manufacturing (Dept of Engineering) | UCB | September 2007 | continuing | Industrial Innovation Project |
| International Office (co-ordinating) | ANU, ETH, NUS, PKU, UCB, COP, OXF, Todai, Yale | September 2007 | continuing | Research-led teaching |
| Cambridge Programme for Sustainability Leadership | ANU, ETH, NUS, PKU, UCB, CAM, COP, OX, Todai, Yale | September 2007 | continuing | IARU Congress on Climate Change |
| International Division, Institute of Continuing Education | ANU, NUS, PKU, UCB, Todai, Yale | September 2007 | continuing | Global Summer Programme |
| Careers Service | ANU, ETH, NUS, UCB, Yale | September 2007 | continuing | Careers Professional Development Network Project |
| | | | | |



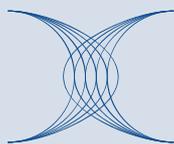
IARU Partner Collaboration Mapping for University of Copenhagen

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|---|
| International Office | All | 2008 | Ongoing | Global Summer Program |
| Climate Office and International Office | Yale | July 2008 | Aug-08 | Kate Gasner internship with the University of Copenhagen Climate Office |
| International Office | ANU, ETH, NUS, PKU, UCB, Todai | 2009 | Ongoing | University of Copenhagen students going on exchange through bilateral exchange agreements to IARU partners will be appointed “IARU Ambassadors” and equipped to promote IARU. |
| University Education Services | YALE | Spring 2008 | Summer 2008 | Staff visits to IARU office at YALE |
| University Director’s Office | YALE | Spring 2009 | Summer 2009 | Staff visits to IARU office at YALE |
| Faculty of Humanity/ Department of Scandinavian Studies and Linguistics | Yale | May - August | | Understanding Women Workshop |
| ? | All | March 2009 | June 2009 | Climate Congress |
| Climate Office and International Office | ALL | March 2009 | March 2009 | IARU Reception/ Clima Congress |
| Faculty of NAT/ Department of Computer Science | UT | October 2007 | | DIKU workshop |
| Education Services | Yale | February 2008 | ? | Research Visit |
| International Office | CAM | February 2008 | ? | IARU Seminar Summer school |
| Cwbl/Education Services | Yale | June 2008 | ? | ? |
| Faculty of Law | ANU/NUS | June 2008 | ? | Project on Security |
| Central Ph.D. Committee | Yale,ANU | Apr-08 | ? | Leadership program for PH.D.s |
| SUND | PKU | Apr-08 | ? | IARU Newsletter/Ageing, Longevity and Health |
| Education Services | YALE | 2008 | ? | Alumi Relations |

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|--|
| Faculty of Social Sciences/ Department of Anthropology | NUS | June 2008 | ? | Singapore IARU workshop |
| Faculty of Humanity/ Department of Cross-Cultural and Regional Studies | NUS | June-July 2008 | ? | Summerschool |
| ? | NUS/ANU | Sep-07 | Continuing | Project on Sustainable Cities |
| Department of Geography | NUS | Nov-08 | Continuing | Collaborative co-ordinators of a Call for Papers for the Royal Geographical Society (RGS) and with the Institute of British Geographers (IBG) Annual Conference August 2009 - submission of a full day session with 20 research papers being delivered as part of the session. Co-sponsored by the Urban Geography Research Group and Children, Young People and Families Research Group of the RGS-IBG. Session is entitled: Young People’s Im/Mobile Geographies: Negotiating Urban Spaces |
| Department of Dentistry | NUS | February 2006 | March 2007 | Staff exchange and sharing of expertise |
| Faculty of Science, Department of Biological Sciences | NUS | 2006 | Continuing | Tree-of-Life for Diptera |
| Faculty of Health | ANU/ YALE | May 2008 | May 2008 | Workshop on Ageing - from “Molecules to Population” |
| Faculty of Humanities, Deptartment of Cross-Cultural and Regional Studies. | ANU/ CAM/OX/ NUS | Apr-09 | Continuing | Workshop Culture and Citizenship: Towards a new civic pluralism to be held in Copenhagen with participants from five other IARU universities |
| Faculty of Science | ANU | Apr-08 | Continuing | Energetic extremes in reef fish occupying harsh habitats. A co-energetic model to help explain the distribution of coral reefs among and within habitats of the Great Barrier Reef |
| Department of Cross-Cultural and Regional Studies | NUS | June 2007 | Aug-07 | Summerschool in Singapore |
| Faculty of Health | Yale, NUS, ANU, ETH, OX, PKU, UCB, | October 3th 2007 | October 5 th 2007 | Ageing, Longevity and Health Workshop held in Copenhagen - organised jointly by Peking University. More than 70 researchers from seven IARU Institutions participated. |

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "Continuing" | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|--|
| Department of Cross-cultural and Regional Stu | All | Jun-09 | Ongoing | Southeast Asia in Context (introductory level) Summer School. Held in Singapore |
| Department of Cross-cultural and Regional Studies | NUS, Yale | Jun-06 | Aug-06 | Southeast Asia in Context Summerschool in Singapore |
| International Officer and Department of Cross-cultural and Regional Studies | All | Jun-09 | | Asia Now! Summer School held at NUS |
| Department of Cross-cultural and Regional Studies | ANU, NUS, PKU | Feb-09 | Ongoing | Islam and Muslims in the Modern World Master Class. A multi-disciplinary master class held in Copenhagen and co-taught by lecturers from COP and NUS for advanced students on Ph.D. or M.A. level. This class also includes an international symposium jointly co-organised with Leiden University, the Netherlands |
| Faculty of Health Sciences | PKU, | October, 2006 | October, 2006 | IARU workshop on Ageing, Longevity and Health. This initial workshop established relationships among IARU members working in ageing research and formulated subprojects within the Ageing, Longevity and Health Project. |
| Faculty of Health Sciences | | January, 2008 | January, 2008 | IARU News/1. Publication of an IARU newsletter, which provides basic information on the Alliance, its purpose, goals and activities, as well as information on the Ageing, Longevity and Health project. Distributed to all IARU key contacts and to the Ageing IARU network. Primary target group: IARU university researchers/staff. |
| Faculty of Health Sciences | ANU, NUS, Yale, Todai, | May, 2008 | May, 2008 | IARU workshop held in Denmark: "Ageing - from Molecules to Population". This activity brought together leading researchers from medical to psychological fields and has promoted working partnerships. A task force was formed and a report covering the presentations at the workshop was published in the journal "Mechanisms of Ageing and Development" (2008 Oct; 129(10):614-23) |

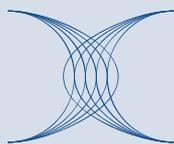
| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "Continuing" | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|--|
| Faculty of Health Sciences | | January, 2008 | January, 2008 | IARU News/2. The 2nd issue provides information on two IARU workshops held in Denmark within the Ageing, Longevity and Health project, as well as information on the newly established Copenhagen Center for Healthy Aging. Primary target group: IARU university researchers/staff. |
| Faculty of Health Sciences, Medical Museion | | October, 2007 | December, 2008 | The "Oldetopia" Exhibition in the Medical Museion, Faculty of Health Sciences, addresses the need for greater awareness in the area of Ageing, Longevity and Health research. |
| Faculty of Social Sciences | PKU | March, 2008 | March, 2008 | Professor Susan Whyte, Faculty of Social Sciences, visits Inst. of Population Research, PKU, to discuss commun research activities |
| Faculty of Science, Center for Social Evolution (CSE) | Yale | August, 2008 | November, 2008 | CSE hosts Professor Stephen Stearns for a 3 months sabbatical |
| Faculty of Science, Centre for Social Evolution (CSE) | Yale | Fall, 2008 | Fall, 2008 | Professor Stephen Spears teaches the first MSc course in Evolutionary Medicine in Copenhagen |
| Faculty of Science, Dept. of Biology | Yale | October 2009 | October, 2009 | Professor Stephen Stearns gives a Lecture on "Mayor Themes in Evolutionary Medicine" (IARU Lecture) |
| Faculty of Science, Centre for Social Evolution (CSE) | CAM, ETH, OX, UCB, Yale | November, 2008 | November, 2008 | IARU workshop within the Evolutionary Medicine Theme hosted by Professor Stephen Spears (Yale) and Professor Jacobus J. Boomsma. First draft of a grant proposal on "The Evolution and Ecology of Disease is produced |
| Faculty of Health Sciences | PKU, | October, 2006 | October, 2006 | IARU workshop on Ageing, Longevity and Health. This initial workshop established relationships among IARU members working in ageing research and formulated subprojects within the Ageing, Longevity and Health Project. |
| Faculty of Health Sciences | | January, 2008 | January, 2008 | IARU News/1. Publication of an IARU newsletter, which provides basic information on the Alliance, its purpose, goals and activities, as well as information on the Ageing, Longevity and Health project. Distributed to all IARU key contacts and to the Ageing IARU network. Primary target group: IARU university researchers/staff. |



IARU Partner Collaboration Mapping for University of Oxford

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|--|--|---------------------------------------|--|---|
| Global Summer Programme: Continuing Education | All | 2008 | Continuing | Started Global Leadership programme |
| Sustainability internship exchange | ANU, YALE | 2008 | Continuing | Sent one intern each to ANU and Yale; hosted two here |
| Joint research: ageing | COP, Todai, PKU, NUS, ANU [it would appear] | 2008 | Continuing | Workshop and ongoing research on health policy development: scoping study on policy challenges for ageing populations |
| Joint research: migration | A number of institutions | 2007 | 2008 | Investigated doing joint research; proposal shelved |
| Graduate student exchange in social policy | UCB | 2008 | Continuing | Initiating collaboration between social policy depts in our respective institutions (unmediated by IARU) |
| Institutional research: gender in universities | All | 2007? | Continuing | Workshops on men and women in universities |
| Institutional research: research- teaching nexus | All | 2008 | Continuing | Joint paper and workshop |
| Institutional research: industrial innovation | All | 2009 | Continuing | Workshop |
| Careers services | ANU, COP, PKU, Todai, NUS, CAM | 2008 | Continuing | Summer workshop and ongoing discussions |

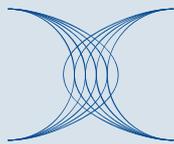
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|--|--|---------------------------------------|--|---|
| Staff exchange | ANU, discussing with ETH | 2009 | Continuing | Exchanged one staff member between international offices |
| Summer internships | NUS as fellow destination; others as source of students | 2009 | | Trying to set up a summer research placement programme at one another’s institutions |



IARU Partner Collaboration Mapping for University of Tokyo

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved (Use codes as listed above) | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “Continuing” | Activity Description (Include short description of the activity) |
|---|--|---------------------------------------|--|--|
| IR3S | ANU, NUS, COP | January 2008 | continuing | IARU Sustainable Cities Demonstration Project as Energy, Resources and Environment/ Sustainable City project |
| University level | All partners | June 2008 | continuing | IARU Global Summer Program (short-term student exchange in the undergraduate level) |
| University level | ANU | Mar-09 | continuing | Academic exchange |
| Graduate School of Information Science and Technology | ETH | Aug-07 | continuing | Student exchange with tuition waiver (up to 5 students) |
| University level | NUS | Jan-06 | continuing | Academic Exchange and Cooperation |
| Graduate School of Public Policy | NUS | Sep-06 | continuing | Student exchange with tuition waiver (up to 2 students) |
| Institute of Oriental Culture | NUS | Jan-00 | continuing | Academic Exchange |
| The College of Arts and Sciences | NUS | Nov-02 | continuing | Student exchange program |
| The Institute of Medical Science | NUS | Dec-01 | Dec-08 | Academic Exchange |
| University level | PKU | Mar-85 | Dec-08 | Academic Exchange |
| Graduate School of Information Science and Technology | PKU | Dec-05 | continuing | Student exchange with tuition waiver (up to 2 students) |
| Graduate Schools for Law and Politics | PKU | Mar-05 | continuing | Academic and student exchange |
| Graduate School of Arts and Sciences, Graduate School of Humanities and Sociology | PKU | Aug-06 | continuing | Student exchange with tuition waiver (up to one student) |

| | | | | |
|---|------|--------|------------|--|
| Graduate School of Arts and Sciences, Graduate School of Public Policy | PKU | Aug-07 | continuing | Student exchange with tuition waiver (up to five students) |
| College of Arts and Sciences | PKU | Oct-95 | continuing | Short-term student exchange |
| University level | OX | Jun-80 | continuing | Graduate Student exchange (up to two students) |
| University level | OX | Jan-94 | continuing | Academic exchange |
| University level | YALE | Nov-07 | continuing | Academic exchange |
| Fox International Fellows Program (Graduate School of Arts and Sciences, Graduate Schools for Law and Politics, Graduate School of Economics, Graduate School of Frontier Sciences) | YALE | Mar-07 | continuing | Student exchange |
| The Todai-Yale Initiative | YALE | Sep-07 | continuing | International promotion of Japanese Studies and Japan-related research in the humanities and social sciences |



IARU Partner Collaboration Mapping for Yale University

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write "Continuing" | Activity Description (Include short description of the activity) |
|--|---|---------------------------------------|---|--|
| Sustainability Fellows | all | 2008 | continuing | Students apply for internship positions during summers at other universities with work projects that focus on environmental sustainability projects. |
| A Stephen Morse/Electrical Engineering Department | ANU | ? | continuing | Faculty Research: Information Technology Research Collaboration - Ongoing collaborative research |
| Ben Kiernan/History Department | ANU | July 2003 | continuing | Faculty Research: History of Australia's Aboriginal/Indigenous Population - Research and Publication on Aboriginal History |
| George Veronis/ Geology and Geophysics Department | ANU | ? | completed | Faculty Research: Arctic Ice Thinning - Study of the physics involved in thinning of Arctic ice. |
| Paul Stuehrenberg/ Divinity School, Library | ANU | ? | continuing | Faculty Research: Manuscripts Bureau, Pacific - Microfilming of archival resources throughout the Islands of the Pacific |
| Philip Smith/ Sociology Department | ANU | ? | continuing | Faculty Research: Social Interactions - RudeStranger and Everyday Incivility - An exploration of encounters with rude strangers in public places making use of a unique survey undertaken in Australia |
| Susan Clark/ Forestry & Environmental Studies | ANU | ? | completed | Faculty Research: Endangered Species Policy - Developing an endangered species policy |
| Offices at Yale | ANU, COP, Todai | 2006 | continuing | Staff or faculty use office space at Yale as base for meeting the particular goals of each separate institution. |
| Claude Rawson/ English Department | ANU, OX | ? | continuing | Faculty Research: Literature and Works of Jonathan Swift - General Editor of the Cambridge Edition of the Works of Jonathan Swift |

| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “continuing” | Activity Description (Include short description of the activity) |
|--|---|--|---|---|
| Alumni Leadership Program | ANU, Todai | 2008 | continuing | Yale alumni visit and conduct workshops for alumni of host institution as well as learn about the host institution. |
| Christina Kraus/ Classics Department | CAM | ? | continuing | Faculty Research: Classics Trends - A new series designed to integrate traditional classical philology with theoretical approaches and modern |
| Eckart Frahm/Near Eastern Languages & Civilization Department | CAM | ? | continuing | Faculty Research: Geography of Knowledge in Assyria and Babylonia - Professor Frahm serves as an advisor on the editorial panel for the project: Geography of Knowledge in Assyria and Babylonia: A diachronic analysis of four scholarly libraries |
| J.S. Wettlaufer/ Geology & Geophysics Department | CAM | ? | continuing | Faculty Research: Geophysics and Applied Math - Ongoing collaborative research with faculty from the Department of Applied Mathematics |
| Jeffrey Bende; Alfred Bothwell; Frank Giordano; Marc Lorber; Joseph Madri; Jordan Pober; William Sessa/ School of Medicine | CAM | ? | continuing | Faculty Research: Cardiovascular Research - Research focusing on arteriosclerosis, angiogenesis, vascular injury, and transplantation |
| John Langbein/Law School | CAM | ? | continuing | Faculty Research: Legal History of England - Civil and criminal procedure and judicial administration |
| Laura Niklason/ Engineering Department and School of Medicine | CAM | ? | continuing | Faculty Research: Stem Cell Research - Collaborations with two Cambridge researchers |
| Martha Smalley/ Divinity School | CAM | ? | continuing | Faculty Research: Missionary Periodical Database - Web-based database of information related to missionary |
| Paul Hudak/ Computer Science Department | CAM | ? | continuing | Faculty Research: Haskell Collaboration - Collaboration on design of computer language Haskell |
| Richard Easterh/ Physics Department | CAM | ? | continuing | Faculty Research: Astrophysical Constraints on Models of the Very Early Universe - Studying constraints of the models of the early universe |

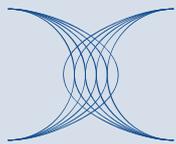
| Area of University (Eg. Faculty/ Department etc.) | IARU Partner(s) Involved | Commencement (Month & Year) | Ended (Month & Year) If activity is current, please write “continuing” | Activity Description (Include short description of the activity) |
|--|---|--|---|---|
| Seyla Benhabib/ Political Science Department | CAM | ? | continuing | Faculty Research: Multiculturalism, Citizenship, and Deliberative Democracy - Numerous collaborative contacts across Europe and the Middle East |
| Durland Fish; Alsion Galvani; Stephen Stearns; Paul Turner/ Ecology & Evolutionary Biology Department; Forestry & Environmental Studies;Public Health (EPH) | | ? | continuing | "Faculty Research:Evolutionary Medicine - This program supports research in which evolutionary thought provides new approaches to medical problems by funding workshops and postdoctoral fellowships among international research groups with complementary expertise " |
| Christina Kraus/ Classics Department | CAM,OX | ? | continuing | Faculty Research: History of Historical Writing, ed. Daniel Woolf - The Oxford History of Historical Writing will be a five-volume multi-authored history of historical writing |
| Priyamvada Natarajan/ Astronomy and Physics Departments | COP | ? | continuing | Faculty Research: Cosmology Centre Associate - Professor Natarajan is an Associate of the Dark Cosmology Centre at the Niels Bohr Institute, University of Copenhagen, Denmark |
| D. Eugene Redmond, Jr./School of Medicine | ETH | ? | continuing | Faculty Research: Gene Therapy Collaboration - Yale School of Medicine collaboration in Gene therapy |
| James Duncan/ Engineering Department, School of Medicine | ETH | ? | continuing | Faculty Research: Image Analysis and Image-Guided Surgery - Collaboration between Professor Duncan and Professor Gabor Szekeley of ETH Zurich focusing on image analysis |
| Mark Brandon; Jeffrey Park; Peter Reiners/ Geology and Geophysics Department | ETH | ? | continuing | Faculty Research: Tectonic Processes in the Northern Apennines - Research includes seismic and geodetic experiments |
| Henry Hansmann/ Law School, School of Management | ETH, OX, Todai | 2004 | continuing | Faculty Research: Corporate Law: A Comparative and Functional Approach - Research and writing of a second, expanded edition of The Anatomy of Corporate Law: A Comparative and Functional Approach (Oxford University Press, 2004). |

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|---|---|--|---|---|
| Abbas Amanat; Roger Howe/History and Mathematics Department | NUS | ? | continuing | Faculty Research: Mathematics Collaborations - Mathematical research projects with National University of Singapore |
| Faith and Globalization | NUS | 2008 | one time | Joint video based course meeting with Tony Blair |
| Marian Chertow/ Forestry & Environmental Studies Department | NUS | ? | continuing | Faculty Research: Environmental Management - Teaching at the National Univ of Singapore |
| Menachem Elimelech / Chemical Engineering Department | NUS | ? | continuing | Faculty Research: Recycling of Wastewater - Collaborative research on advanced membrane technology for wastewater recycling |
| T P Ma/Engineering Department | NUS | ? | continuing | Faculty Research: Engineering Program Review Committee - Chair a committee to review university Programs |
| Yale Summer Session at NUS | NUS, COP | 2005 | continuing | Students from each university take courses on Southeast Asia during the summer months. |
| Summer Session at Yale | NUS, Todai, PKU | 2004 | continuing | Summer Session Courses: Students study at Yale University during the summer. |
| "Alia Bazyz-asaad; Kathleen Belanger; Michael Bracken; Theodore Holford; Brian Leaderer; Elizabeth Triche/ Public Health (EPH) " | OX | ? | continuing | Faculty Research: Asthma Causing Genes - Study of the genes that may increase susceptibility to asthma development and severity in children |
| Amit Singer/ Mathematics Department | OX | ? | continuing | Faculty Research: Singular Perturbation Analysis of Poisson-Nernst-Planck System - Professor Singer collaborates with John Norbury of Oxford University on singular perturbation of electrodiffusion in ion channels |
| Bryan Spinks/ Divinity School | OX | ? | continuing | Faculty Research: Theology in England 1662-1800 - Sacramental theology and liturgy in England and Scotland |
| Fred Volkmar/Child Study Center | OX | ? | continuing | Faculty Research: Autism - Consortium on genetics of autism |
| Gustav Ranis/ Economics Department | OX | ? | continuing | Faculty Research: Economic Growth and Human Development - Study of the two-way relationships between Growth and Human Development |

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|--|---|--|---|---|
| James Bundy/School of Drama | OX | ? | continuing | Faculty Research: Actor Training Program - An association with the British American Dramatic Academy in London (BADA) and the University of California at Los Angeles to host a summer actor training program at Oxford's Balliol College |
| James Duncan/ Engineering Department, School of Medicine | OX | ? | continuing | Faculty Research: Biomedical Image Analysis - Ongoing collaboration between Professor Duncan and Michael Brady of Oxford |
| Kelly Brownell/ Psychology Department | OX | ? | continuing | Faculty Research: Eating Disorders and Obesity - collaboration resulting in two volumes of book |
| Kirk Freudenburg/ Department of Classics | OX | ? | continuing | Faculty Research: Horace - Readings - Editor of Oxford Readings in Horace (Oxford UP, 2008) |
| Margaret Grey/ School of Nursing | OX | ? | continuing | Faculty Research: Diabetic Youth Behavioral Research - Research involving youth with diabetes |
| Pasquale Patrizio/ School of Medicine | OX | ? | continuing | Faculty Research: Genetic Markers for Eggs' Developmental Capacity - Collaborative research on eggs harvested during in vitro fertilization |
| J. Pottenger, Jr./ Law School | PKU | ? | continuing | Faculty Research: Clinical Education - Development of clinical law programs in China |
| John Hare/ Divinity School, Philosophy and Religious Studies Departments | PKU | ? | continuing | Faculty Research: Ethics and Evolution - Professor Hare is teaching a course on Ethics and Evolution at Peking University |
| Lisa Curran/Forestry and Environmental Studies | PKU | ? | completed | Faculty Research: Conservation Biology - Collaboration with Peking University |
| Peter Phillips/ Economics Department | PKU | ? | continuing | Econometric Theory and Practice - Collaborative work with researchers in the U.K., New Zealand, Canada, Israel, Singapore, China, and Cyprus |
| Pierre Landry/ Political Science Department | PKU | ? | continuing | Faculty Research: Social Surveying - Partnership exploring new methodologies that rely on Geographical Positioning Systems |
| PKU-Yale History Graduate Exchange | PKU | 2004 | continuing | Exchange: 1-3 Ph.D. students in history are selected by their faculty based on the topics of their dissertations to spend time working on their research at the host institution. |

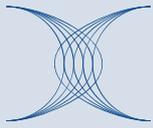
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|---|---------------------------------|--|---|--|
| T. P. Ma/Engineering Department | PKU | ? | continuing | Faculty Research: Microelectronics and Nanotechnology - T.P. Ma is the co-director of the Peking-Yale Joint Center for Microelectronics and Nanotechnology, a multidisciplinary collaborative research program between Yale and Peking |
| Valerie Hansen/ History Department | PKU | ? | completed | Faculty Research: Silk Road - history and catalog of Silk Road artifacts and documents |
| Xing Wang Deng/ Molecular, Cellular and Developmental Biology Department | PKU | ? | continuing | Faculty Research: Peking-Yale Joint Center for Plant Molecular Genetics and Agrobiotechnology - Collaborative research center working on plant genomics and plant biology |
| Yale-PKU Joint Undergraduate Program | PKU | 2006 | continuing | Yale and PKU students live and study together on the Peking University campus. |
| Yung-chi Cheng/ School of Medicine | PKU | ? | continuing | Faculty Research: Globalization of Chinese Medicine - Consortium for the Globalization of Chinese Medicine to advance the fields of traditional and modern Chinese |
| Zhiwu Chen/ School of Management | PKU | ? | continuing | Faculty Research: Criminal Sentencing - Research on sentencing by Chinese judges |
| Zhiwu Chen/ School of Management | PKU | ? | continuing | Faculty Research: Freedom of Press and Libel Law in China - Research on media problems in Chinese courtrooms |
| Aaron Gerow/ East Asian Languages & Literature and Film Studies Departments | Today | ? | continuing | Faculty Research: Film Studies in Japan - Professor Gerow is a regular contributor to several Japanese media outlets regarding Film Studies |
| Edward Kamens/East Asian Languages & Literature Department | Today | ? | continuing | Faculty Research: Historical Literature of Japan - Regent Fujiwara Tadahira: The Year 939 in his Journal |
| J. Collins/School of Medicine | Today | ? | completed | Faculty Research: Anesthesiology Training - Partnership with Tokyo University to train anesthesiologists in the application of the scientific method to research questions of relevance to Anesthesiology |
| Koichi Shinohara/ Religious Studies Department | Today | ? | continuing | Faculty Research: Buddhism in Japan - Research pertaining to Buddhism and Eastern thought in Japan |

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|--|---|--|---|---|
| Todai-Yale Initiative | Todai | 2007 | ongoing | "The Todai-Yale Initiative seeks to strengthen promotion of Japanese Studies and Japan-related research in the humanities and social sciences through cooperation with researchers at both Yale University and Todai and seeks to equip researchers, and particularly young researchers, with the skills to promote the results of their research to international society." " |
| Fox Fellowship/ MacMillan Center | Todai, CAM | 1989 | continuing | Exchange: 1-2 graduate students exchanged each year between institutions. Students primarily conduct independent research at host institution and continue to be enrolled at home institution. |



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Outcomes of previous IARU Presidents' meetings



Outcomes of the Third IARU Presidents' meeting, New Haven, 22-23 April 2008

Agenda item 2: Sustainable campus initiatives

2.1 IARU Campus Sustainability Plan

It was agreed that setting targets on greenhouse gas emissions was desirable. Therefore each university should - by 31 January 2009 - have a declared greenhouse gas emission target in time for announcement at the Copenhagen International Scientific Congress on Climate Change in March 2009. Presidents' were asked to note that the Congress will be held before the next Presidents' meeting in Cambridge (28-30 April 2009).

It was also suggested that in addition to the announcement that a press kit/tool kit be developed and information posted to the IARU website.

The common sentiment was that a single target would not be appropriate, local differences would need to be explained in some detail. It was agreed that the purpose of the metrics was not to create a league table.

There was a view that campus energy use was easier to capture than air and fleet usage.

Presidents agreed on a workshop to be held concurrent with senior officers meeting, involving relevant senior staff from Universities to finalise the metrics and targets. Presidents were asked to commit to sending 1-2 senior staff to this meeting.

2.2 Sustainability Fellowship/Internship

The Fellowship/Internship was proceeding with ANU, Yale and Oxford having selected its candidates. Others were encouraged to join in 2009.

2.3 IARU International Scientific Congress on Climate Change in Copenhagen March 2009

Yale and Tokyo offered to assist Copenhagen with getting IPCC buy-in. Post meeting Yale secured RK Pachauri's commitment to attend the Copenhagen Conference.

IARU members will disseminate information about the Copenhagen congress to relevant parties (a flyer was provided by Copenhagen) to encourage participation and student engagement.

2.3.1 Discussions around branding and association

It was agreed that where a conference or activity related to a core IARU project, IARU badging was appropriate (as in the case of the Copenhagen climate change congress). Where it was ambiguous, the Chair would circulate the proposal to members seeking agreement/endorsement for the branding to be used.

Agenda item 3: Report on conference 'Women and Men in the Globalizing University'

The conference focused on data collection and the report back confirmed the lack of good research in this area.

It was agreed each institution will appoint a key contact (names to be provided to the IARU Secretariat) to act as the liaison point for the project. It was also proposed that a 'virtual' meeting be scheduled as soon as possible.

Members were also asked to identify their internal and external funding sources for gender study issues.

Berkeley expressed interest in publishing a journal of case studies of IARU members' experience in this area (on-line and hard-copy). The case studies would focus on the interventions taking place at their member schools attempting to improve the representation and advancement of women. Before any final commitment on a publication is made, a budget and work plan is required. A tentative commitment of \$10,000 was made to this project.

It was suggested (by Cambridge) that this item could be considered for the research agenda in a year's time (at the Cambridge Presidents' meeting).

Agenda item 4: Research Directions

Funding strategies and protocols related to approaching external stakeholders

As noted under Agenda Item 6, the Presidents agreed to focus support for research projects on topics related to the institutions themselves such as “Sustainability” and “Women and Men in the Globalizing University.”

Therefore, the draft assessment template for reviewing proposed research topics is not necessary at this juncture.

4.2 Global Change Projects

4.2.1 Ageing, Longevity and Health

After 18 months’ work researchers have developed a more defined proposal from last year. It was agreed the Chair will write a letter providing in-principle support from IARU for the project. A developed cross-institutional proposal from the participating universities (rather than IARU) will be submitted to relevant funding agencies. Relevant due-diligence processes would be applied at each institution.

Significant progress will be expected by the next Presidents’ meeting.

4.2.2 Energy, Resources and Environment

4.2.2.1 Proposal for a Demonstrative Project on Sustainable Cities

The project is still in its preliminary stages but endorsement was given to continue the project and to report to the President’s meeting next year. Cambridge noted there was other work going on in this field and it was agreed that each university would advise Tokyo of work that they were aware was taking place in this area.

4.2.2.2 International Symposium on Sustainable Science

ETH Zurich reported there had been no change from the letter sent to the group advising difficulties in attracting funding so it was agreed to remove the proposal from IARU’s work agenda.

4.2.3 Security

The concept was agreed. It was proposed that the 2009 funding commitment be deferred until next year.

4.2.4 Mobility of People

This project will be left postponed and it was agreed it could come back if it developed its own momentum.

4.3 Building new projects

4.3.1 Global culture and citizenship

The IARU could add value by bringing a multi-disciplinary view to this issue. It was agreed to badge the proposed workshop as an IARU activity. IARU members were requested to provide contacts of people working in this area and suggestions of possible invitees. It was also agreed that the Secretariat should advise IARU key contacts who was being approached from participating universities.

ANU will set a date for the workshop and distribute a information about the workshop (workshop flyer).

4.3.2 Engaging younger staff in IARU Research Collaboration

Senior officers were asked to work up a proposal. It was suggested that sending more junior people to workshops was perhaps a better approach given that researchers would go where they were best suited.

4.4 New initiatives and directions

4.4.1 Industrial innovation proposal

Discussion, led by NUS, suggested broadening the topic to 'innovation' and dropping the 'industrial'. It was agreed to retain the current title but that a broadening might occur as the topic was further explored.

Each institution was asked to send a contact from their institution to Kate Pretty (Cambridge) so Mike Gregory, who will take responsibility for driving this item forward, can select others with whom to work.

Optional session - Emerging digital technologies

Google Presentation

Google is developing programmes in on-line content focusing on education and on-line courses and translation of content into 40 key languages.

IARU member universities were asked to provide contact details for those people responsible for digital content in their institutions.

IP issues were discussed but there was value in translating content and particular interest in expanding the coverage of Google's work to research and not just course content.

Agenda 5: Education initiatives

5.1 Global Summer Program

Presidents' commended the GSP efforts to date. The GSP working group was asked to prepare a report to the Presidents upon the completion of the 2008 GSP. It was suggested that the GSP working group meet in September before the senior officers' meeting.

The Presidents agreed:

- GSP courses should be promoted to both home students and partner students.
- Course offerings may need to be negotiated to avoid competing topics. Institutions could consider inviting faculty across institutions to teach into a program.
- The GSP should try to develop to a stage where each institution offers 2 courses.

The Chair asked institutions to consider (locally) how they will support GSP activity in 2009.

5.2 Research-led Teaching

Participants agreed the points raised in the paper should be further explored. There was discussion about whether Research-led Teaching was the correct term for the project. 'Education in a research intensive institution' or 'How to make better use of research assets when teaching' was floated as more appropriate alternatives.

The proposers Richard Baker (ANU) and Elizabeth Fallaize (Oxford) were encouraged to refine the proposal, arrange a workshop and extend invitations to relevant people at IARU institutions.

Agenda 6: Evaluation of success of IARU and next steps

Institutional research was identified as a priority. The IARU Chair will circulate a revised MOU (reflecting IARU's modified focus).

It was recognized that IARU's successes had been rooted in projects where the institutions themselves would benefit from the initiative and the work aligns with the institutions' missions. The two prime examples are the Women and Men in the Globalizing University and Campus Sustainability. It was agreed that it is difficult to use IARU to advance research on topics of that ordinarily would be pursued by compliments of scholars whose work aligns with other experts you may or may not be resident at IARU institutions. Funding for these projects is best pursued through traditional funding sources and processes such as foundations with peer-reviewed applications.

The Presidents discussed the funding arrangements for future workshops. It was agreed the following guidelines would apply:

- Participants continue to pay their own costs of travel and accommodation.
- Host universities will receive funding up to USD 15 000 for hospitality, venue, additional staffing resources, post conference costs etc

Funding was agreed to for the following workshops:

1. Careers Professionals workshop
2. Industrial Innovation workshop
3. Global Citizenship workshop
4. Research - led Teaching workshop
5. ERE - Sustainable Cities workshop
6. Sustainable Campus Officers meeting
7. Global Summer Program working group meeting
8. Women and Men in the Globalizing University (targeting Fall 2009)

It was also agreed that existing research projects (Security and Ageing, Longevity and Health) should continue with limited funding from the IARU for one year and should identify external funding for activities beyond that time.

Funding was agreed to for the following:

1. Health Policy data collection/analysis
2. Security proposal development 2008

Agenda 7: IARU membership

Agreed to keep the membership as it is for the next two years with the issue under review and included on the annual Presidents' agenda.

Presidents' agreed, in the future, a process would need to be developed to choose new partners if the IARU wished to change its position. Universities from Africa, Latin America and India could be considered.

Agenda 8: Business Matters

8.1 Student Exchange

PKU invited those interested in its China Scholarship Council scholarship program to contact Ms Manli Zhou (PKU IARU key contact).

8.2 Location of Presidents' Meeting 2010

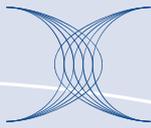
It was agreed that Peking University would host the 2010 meeting (dates to be confirmed).

The 2008 senior officer meeting will be held October 20 - 22, 2008 in Berkeley with the IARU Chair in attendance. It was also recommended that the following groups consider concurrently holding their own meetings around the senior officer meeting: Sustainability Officers (IARU Campus Sustainability Plan), the undergraduate deans and their equivalent (Research-led Teaching workshop) and possibly the Global Summer Program working committee.

8.3 Other items raised:

- The IARU Chair acknowledged that this was President Shih and President Komiyama's last meeting and thanked them both for their contribution to the development of IARU
- Yale circulated a Center for Business and Environment flyer for interest (and circulation where appropriate).
- Copenhagen drew attention to their IARU Newsletter published by the Faculty of Health Science
- Cambridge sought feedback about extending an invitation to other leading institutions (outside the IARU group) at the next Presidents' meeting. It was proposed this Cambridge event could be an optional one day discussion around Capacity Building.
- ETH Zurich consulted the group regarding Open Access Publishing with particular interest in the balance between protecting IP and making material available to students at a reasonable cost.

The senior officers were asked to discuss open access at the October meeting, to identify the position of each institution on digital technology and report back to Presidents' at the 2009 meeting.



Outcomes of Second IARU Presidents' Meeting in Canberra on 28-29 March 2007

Agenda item 2.1 Discussion of IARU Global Change projects

Agenda item 2.2 General discussion of IARU research directions in context of Global Change

It was agreed to proceed with the following three topics:

- **Longevity and Health** – Copenhagen and Peking (with support from ANU, Yale and Oxford)
- **Security** – Cambridge and ANU (with support from NUS, Tokyo and Copenhagen (and maybe Oxford and Yale))
- **Energy, Resources and Environment** – ETH Zurich, NUS and Tokyo

By end July, with a view to consideration by senior officers at their meeting in September, the institutions leading the three topics will be responsible for producing a more elaborate and more focussed document (perhaps 5-10 pages in length) that includes:

- a coherent and focused research proposal – which should contain three elements:
 - a longer term framework that identifies the big issues and how they should be addressed
 - a short term project where progress can be quickly (within the context of the longer term framework) – perhaps focused on the comparative elements of each project;
 - a timetable with specific milestones
- identification of researchers or research groups at other IARU universities prepared to commit to involvement in the research
- a realistic budget with defensible costings, covering approximately 3-5 years
- a funding plan that details sources of funding (but does not go as far as contacting external funding bodies)

Senior officers will discuss the papers at their meeting in September having discussed with their respective presidents prior to the meeting. They will make recommendations to the IARU Chair, who, based on these recommendations will write to the leaders of each project seeking any necessary revisions. The papers will be returned to the IARU Chair by end October.

These documents would then be tailored for submission to national and international funding agencies early in 2008. This would be done in the context of a coherent IARU approach to each funding body, to ensure that bodies are not approached multiple times. The IARU Chair will be responsible for this process and may consult with his colleagues out of session.

For **Movement of People**, Stephen Castles (Oxford) will be asked to be responsible for producing a similar paper, but for consideration at the next meeting of Presidents in 2008.

Up to US\$20,000 per topic would be made available from IARU funds to support the writing of the papers (and further small workshops if necessary).

The ISSS element of the Energy, Resources and Environment topic would be treated separately. ETH Zurich, NUS and Tokyo will be responsible for raising the initial external funds. Other IARU members commit to supporting involvement by their staff in the workshop/symposium element of the proposal.

Agenda item 3.1 Discussion of IARU projects

Understanding women in universities around the globe

The meeting agreed to support the project on benchmarking and best practices for advancing women in the academy. Yale and Cambridge will be responsible for taking this project forward. ANU, Tokyo and Oxford expressed strong interest in being involved. Yale will host a conference in Spring 2008.

It was agreed that the time is not yet ripe for an IARU project on citizenship, equality and opportunity. Yale will host a conference on the topic and other IARU members will advise Yale of their interest in participating.

Graduate Education

This project is principally about finding ways to bring research students together. It was agreed that one mechanism to do this was through annual conferences hosted in turn by IARU members (maybe loosely modeled on the recent water workshop at ANU).

ANU will prepare and circulate (within three months) a brief paper proposing an IARU “chat room” to allow students (and staff) to communicate with each other. These will initially be linked to the research programs and the people directly connected with them. They could be extended to include students in advanced years of undergraduate degrees in related disciplines. We should try to make sure that when these are set up (as happened at the recent water workshop) they are done under IARU auspices.

IARU needs to make sure that staff and students are aware of and understand existing joint programs to allow more rapid development of new initiatives. This will be done individually within each university.

Undergraduate Education

This project involves two streams of activity:

- looking to involve students in IARU research projects and build networks among students at IARU universities; and
- looking at how individual institutions can do better, learn from each other.

The meeting discussed developing a subject/course for mid-program undergraduates on leadership in the global environment. The content would need to be inspiring for students (perhaps with a learn by doing element?). It was agreed that this would be discussed when undergraduate deans and equivalents meet in Tokyo in September.

Agenda item 3.2 New initiatives and directions

Campus sustainability

ANU undertook to prepare a revised version on the principles (removing principle 3 and the reference to gaps in objective 7, perhaps re-ordering the document).

ETH Zurich and Yale will convene a workshop (not an academic conference) to bring together the people with operational responsibility for sustainability, facilities, utilities etc to share:

- information on how IARU members measure and implement in this area and agree on how we as a group will measure/report – ie develop a common set of metrics
- best practices

It was agreed that IARU should use campus sustainability to present IARU as providing ‘moral leadership’ and so pressure others to follow our example. It is an opportunity to show we are determined to do something about these issues in our local contexts. However, we must get the measuring/quantification issues resolved first.

Global Summer College

It was agreed that Yale and ANU will lead on this (with NUS). A teleconference will be held within the next six weeks with a view to convening a one-day workshop in Tokyo in September (attended by UG Deans or equivalents and senior officers). The objective is to offer programs in the summer of 2008.

Global Poverty Alleviation and International Health Scorecard

Berkeley invited those interested in its Global Poverty Alleviation Project to contact John Lie. Berkeley also mentioned that its International Health System Scorecard, which provides a methodology for evaluating health systems, was also available through John Lie. It was noted that the International Health System Scorecard may have relevance to the Longevity and Health research topic. No IARU funding was sought for either of these projects.

Open Access

ANU undertook to prepare an elaborated paper on possibilities in this field and circulate for expressions of interest in taking it further.

Interdisciplinary Integration

Participants did not fully understand what was being proposed. Most were not aware that their academics were involved. It was agreed that this project not be supported in its present form.

IARU Badging

IARU should agree on how to encourage “bottom-up” proposals, add research themes, and determine what criteria should apply. It was agreed that proposals would need to be developed via a process similar to that for the existing four Global Change projects, and a scoped project with focused outcomes brought forward for consideration. Any new project would need at least two “champions”. Projects must demonstrate success in obtaining internal funding before qualifying for IARU “badging”

Agenda item 4.1 General discussion on the focus of IARU

Participants discussed the need for IARU to gain a better understanding of how funding agencies, foundations, companies across the world make decisions on funding. Information to guide IARU on how to approach agencies and who within each agency would improve the prospects of obtaining funding. It was agreed that it was not feasible to develop a consolidated database of this information – rather the Chair will seek advice from colleagues through circulating research proposals. The secretariat will be responsible for maintaining a log of contacts with agencies to ensure we avoid reinventing things.

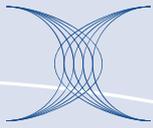
Participants also discussed the funding arrangements for future IARU workshops/symposiums. It was agreed that the following guidelines would apply:

- Participants continue to pay their own costs of travel and accommodation;
- Host universities and IARU to share costs of hospitality, venue etc 50:50;
- IARU will make available a small amount to contribute to post conference costs – report writing etc.

Agenda item 4.2 Election of IARU Chair and location of meetings in 2008 & 2009

It was agreed that Professor Chubb would continue as Chair until end 2009. The 2008 meeting of presidents will be at Yale in late April (dates to be confirmed asap). Cambridge will host the 2009 meeting as part of their 800th anniversary celebrations.

The 2007 senior officers meeting will be held at Tokyo in late September – the Chair will attend the meeting. We will take the opportunity to get undergraduate deans and their equivalents together at the same time to discuss the Global Summer College and collaborative undergraduate education projects.



Outcomes of the Inaugural IARU Presidents' Meeting in Singapore on 13-14 January 2006

Agenda Item (i) Election of Chair 2006 - 2007 Election of Chair-elect 2008 - 2009

Professor Chubb was elected Chair for 2006-07.

Election of the chair-elect for 2008-09 will take place at the 2007 IARU Presidents meeting.

Agenda Item (ii) Key Initiatives in Member Universities

Members were advised that Tokyo would celebrate its 130th anniversary in 2007 and Cambridge its 800th in 2009.

- It was agreed that Tokyo would host activities related to the research theme, which it would be leading (Energy, environment, food and water (including urban/rural issues)) during 2007.
- It was agreed that Cambridge would host the 2009 IARU Presidents meeting (subject to the agreement of IARU Chair for 2008-09).

The meeting agreed that there was danger in focussing too much on research – universities need to prepare undergraduates to be able to do research. It was agreed that this could be taken up as a proposal for action under agenda item (vi).

Discussion of possible models for summer vacation (May-August) programs resulted in the identification of two models:

- a) Students from member universities travel to a host member university and undertake a summer school program with students from the host university – could last for between six and twelve weeks. This could involve anywhere between two and ten member universities; and
- b) A corporation or government agency provides internship opportunities for a cohort of students from all member universities – perhaps two from each for a total of twenty;

It was agreed that each university interested in running summer schools along the lines of a) above would provide a half-one page proposal to the IARU secretariat by end March 2006. These proposals should cover issues such as visas, insurance etc. These would be collated and sent to member universities who would indicate which programs might be of interest, with a view to participation in 2007.

Out of session, Berkeley undertook to approach companies such as Intel and Cisco to gauge interest in possible internship opportunities along the lines of b) above.

Agenda Item (iii) IARU Research Proposals

The IARU group agreed to pursue four separate research themes and identified member universities, which would take each forward.

- Movement of people
Oxford and Berkeley
- Ageing (longevity) and health
Copenhagen and Peking
- Energy, environment, food and water (Including urban/rural issues)
ETH Zurich, Tokyo and NUS
- Security
ANU and Cambridge

It was agreed that each of these themes would involve some combination of substantive research and “studies of studies” if that was more appropriate.

It was agreed that some proposals would be IARU initiatives that involve only IARU member universities and others would be projects that IARU might facilitate, involving both IARU member and other universities.

The following process for taking forward the research proposals was agreed – it was noted that it was crucial that the IARU add value through its activities:

1. Lead universities would work together to define the areas of research
2. Workshops would be convened – scheduled to be around August-September 2006. These would be attended by both senior and junior researchers
3. The purpose of workshops would be to define research (identify maybe three most important areas) and encourage:
 - Strategic advice to the Presidents
 - Identifying opportunities for substantive research (or studies of studies)
 - Identifying opportunities for graduate students
 - How to use the outcomes of the research to influence policy makers
4. Workshops would not be exclusive to IARU members – where experts from non-IARU universities are identified and interested, they can be invited to participate.
5. The separation of the science from the politics would be important.

It was anticipated that outcomes of these workshops would be formally documented for discussion at the 2007 IARU Presidents’ Meeting.

It was agreed that these workshops would be funded from internal resources.

It was agreed that sourcing external funding to support the activities of the IARU would be very important – Professor Shih noted the opportunities that the substantial increase in Singapore’s National Research Foundation’s (NRF) funding represented.

Agenda items (iv) Strategies to Gain Research Funding Support

Agenda item (v) Intellectual Property Issues That Could Arise Through Joint Research Projects

Agenda Item (vi) Societal Benefit for Higher Education and Value of Funding Research Universities

Discussion of these three agenda items was conflated. Three more themes for IARU activity were identified along with member universities, which would take the lead in their development.

- Understanding women in universities Around the globe
Yale and Cambridge
- Transforming power of undergraduate Education
ANU, NUS and Cambridge
- Graduate education
NUS, ANU and Yale (if champion available)

All members expressed support for these three proposals. The meeting noted that there was an opportunity presented by the change in Singapore's Y12 approach to look longitudinally at Singapore Y12 graduates' experiences at member universities. The possibility of taking the PISA measures and adapting them for undergraduate education was also raised.

Each proposal will process along similar lines, first identifying what the IARU should be doing and what it wants to achieve and then sharing approaches and experiences with a view to learning from each other.

Agenda item (vii) Benchmarking

It was agreed that each member university would (based on the agenda paper) identify (in priority order) the five issues concerning which they would be most interested in exchanging information/ benchmarking. Response should be provided to the IARU secretariat by end February, which will collate responses and prepare a short paper proposing a mechanism to get things going.

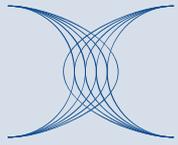
Agenda Item (viii) Any other business

There were no items raised.

Agenda item (ix) Date of next meeting

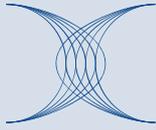
The next IARU Presidents' meeting will be at the Australian National University in Canberra on Wednesday March 28th and Thursday March 29th, 2007.

A one-day workshop on undergraduate education, at which IARU Presidents could participate, will be scheduled for Tuesday March 27th. Other workshops may also be scheduled around these dates.



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Outcomes of previous IARU Senior Officers' meetings



Confirmed Outcomes

2008 Meeting of Senior Officers

2. Global Summer Program

2.1 GSP Working Committee recommendations

The meeting endorsed the following recommendations regarding the future of the GSP:

1. The GSP continue in 2009, based on the model of the 2008 program;
2. Each university makes available financial support for their own students (a minimal number) participating in the program;
3. All host universities explore means to minimize tuition fees for GSP courses (where possible, zero tuition to be charged);
4. IARU universities will undertake the work necessary to provide credit to students participating in GSP courses, by ensuring that:
 - i. Sending universities with measurable qualifiers for credit advise host universities of these so that they may be taken into consideration when designing courses; and
 - ii. All partners proposing to host a course provide full course details to ensure the sending university is able to make a judgement on what credit the course is worth.
5. Current or proposed GSP courses should refer to the GSP Principles as guidelines (outlined below).

Global Summer Program (GSP) Principles

The following principles are ideals. Variance may be necessary or even desirable, but should be justified as such on a case-by-case basis, with the goal to achieve most of the principles in practice.

1. GSP courses should be intensive and taught to rigorous standards. A course should be equivalent, as much as possible, to a standard, academic-year, semester-long course. All students

should receive a grade. Students may not audit GSP courses.

2. GSP course curricula should be based on research-led learning and taught by regular faculty of an IARU university. Faculty exchanges should be encouraged.
3. GSP courses should allow students to address major challenges of the 21st century, with the aim of building global leadership capability.
4. GSP courses should be assessed by students and faculty and reviewed by an IARU group on an annual basis.
5. GSP courses should be taught in English, unless specifically designed to serve as a foreign-language course.
6. GSP courses should be enhanced by extra-curricular events and activities, such as field trips, discussion panels, group projects, and community interaction.
7. GSP courses should have between 10 and 25 students enrolled.
8. GSP students should be from IARU universities. Ideally 80% of seats should be reserved for IARU students. Additional seats can be allocated to partners from other leading universities at the hosts' discretion.
9. GSP students should have full access to all university resources during their study, especially libraries, computer labs, and facilities available to other students.
10. GSP students, including those from the host university, should live on campus whenever possible and be integrated into campus life. Access to and learning about local cultures should be encouraged.
11. GSP costs should be minimized for students as much as possible, both by sending institutions providing aid as well as hosting institutions minimizing tuition and other costs.
12. GSP applications should be standardized and relatively un-bureaucratic.

Both the recommendations and the GSP Principles will be included in the 2008 GSP report prepared for the Presidents (as requested by the IARU Chair at the Presidents Meeting).

2.2 2009 GSP Course Offerings

It was agreed the GSP Principles allayed concerns about the NUS' 'Asia Now', which proposed to include students from two partners outside IARU. 'Asia Now' accords with the GSP Principles, and will be one of the offerings.

Beida and ETH Zurich confirmed they would also be offering one course. Course information would be circulated as soon as possible.

2.3 Possible new directions for the GSP

The meeting agreed internship opportunities for students - commercial, administrative and research - should be explored and supported.

Yale, ETH Zurich, Copenhagen, Oxford, NUS and ANU indicated an in-principle interest in providing internship opportunities for each others' students in administrative and research areas. Dr Heather Bell (Oxford) invited interested members to contact her about participating in a pilot program (hosting and/or sending students).

If the internship activity develops, Dr Heather Bell (Oxford) undertook to prepare a paper for discussion at the 2009 Presidents Meeting.

3. 2009 IARU International Scientific Congress on Climate Change

Copenhagen asked all members to promote the Congress through prominent links on their websites and by encouraging media awareness of the event.

4. Research and institutional review

4.1.1. Open access publishing

ETH Zurich and Berkeley briefly described their commitment to Open Access and recognised the problem this causes for university presses.

ETH Zurich offered to host a workshop and invited others to send representatives interested in learning about their experience with Open Access. The workshop is scheduled for Fall 2009, around the Frankfurt book fair. Berkeley has offered to provide names of experts. The workshop should be attractive for staff members from university libraries and university press.

4.1.2 Research-led Teaching

An alternative title "Education in a research-intensive university: How can we enhance our students' learning?" was approved as an alternative term for the project. It was agreed the proposed workshop, February 19-20, should proceed.

Dr Richard Baker (ANU) advised that after consultation with most IARU partners, the following topics had been identified as possible discussion themes at the workshop:

- introducing undergraduates into the research intense culture of our institutions, both for the benefit of all our students, and also to better prepare those undergraduates who go on to graduate research degrees
- handling the transition that many of us are facing of reducing numbers of undergraduates and increasing graduate coursework numbers in a way that enhances the learning experiences of both cohorts
- student feedback – quality development cycle – moving from punitive to constructive philosophy behind using student feedback.
- assisting PhD students and Post link their research with teaching in their departments
- effective rewarding of teaching excellence in a way that encourages effective linkages between research and teaching

The meeting agreed the workshop leads would need to refine the proposed discussion topics.

Interested IARU members were asked to provide contact information/or possible invitees directly to one of the workshop leads Dr Richard Baker (Richard.Baker@anu.edu.au).

4.1.3 Industrial Innovation (and the Role of the Modern Research University)

Members agreed that this workshop should proceed as per the paper, on April 27 -28 , under Chatham House rules. It was recommended the organisers anchor the round-table session in real life experiences/focus on real examples rather than let the discussion become theoretical.

Members were asked to send their comments on the agenda and nominations for suggested presenters and possible participants directly to the workshop leads Dr Eoin Sullivan (eo252@cam.ac.uk) and Ms Jackie Ouchikh (j.ouchikh@cmi.cam.ac.uk) by November 26.

4.1.4 Women and Men in a Globalising University

Mr Don Filer (Yale) provided an update on this project. Members were advised that the nominated liaison officers would be contacted directly by the lead(s) of the Women's Initiative by the end of 2008. Members seeking further information about the research program were encouraged to email wff@yale.edu (cc Donald.filer@yale.edu) .

4.1.5 Career Development Professionals

Concern was raised about future workshops and the proposed activities outlined in the tabled report. The meeting agreed to continue supporting the initiative, but requested the focus return to enabling students from partner institutions access each others' career services, as well as benchmarking.

The IARU Chair proposed that workshop leads prepare a paper addressing reciprocal access and possible benchmarking practises, for consideration by the Senior Officers in Oxford, September 2009.

4.1.6 Global Citizenship

It was agreed that the workshop could proceed, but only in the terms agreed to by Presidents at the Yale meeting in April. The organisers are to provide names of proposed invitees to the Secretariat to circulate to senior officers before invitations are issued.

4.1.7 Ageing, Longevity and Health

Members noted the progress report from Copenhagen with a view a further update would be tabled at the meeting of Presidents in 2009.

4.1.7.1 Health Policy data collection/analysis

Members noted the progress report from University of Oxford. A detailed progress report should be prepared for the meeting of Presidents in 2009.

4.1.8 Sustainable Cities

The meeting noted the progress report from Todai. It was also noted that the participating institutions (ANU, Copenhagen and Todai) are supporting the project with separate funding from each of those institutions. A project report will be tabled at the meeting of Presidents in 2009.

4.1.9 Regional Security

Members noted the progress report. Both Todai and ANU noted they had recently secured external funding for this research project. A project report will be tabled at the 2009 Presidents meeting.

4.2 IARU Financial status

Members recommended that a decision on the allocation of unspent funds (USD 90,000) be deferred to the 2009 Presidents Meeting.

The Secretariat has agreed to provide an annual breakdown of expenditure in future tabled financial reports.

4.3.1 Student Equity

ANU proposed benchmarking student equity (particularly access to university by socially disadvantaged groups). Cambridge and Oxford indicated an interest in sharing information. It was agreed that interested members should forward the contact information of appropriate staff to the Secretariat.

4.3.2 Alumni Exchanges

ANU invited those interested in bilateral Alumni activities to contact Darren Brown (ANU IARU key contact).

4.3.3 Capacity building case studies

Meeting noted the capacity building case-study provided by NUS. Members were invited to send any other case studies to the secretariat for circulation.

5. Informal discussions about IARU and new directions

Dr Heather Bell(Oxford) prepared the following summary of discussions. At the conclusion of the discussions the Chair proposed the discussions/brainstorming should form the basis of a discussion paper to be tabled at the meeting of Presidents in 2009.

What's IARU for?

The idea for this brainstorming session surfaced during the pre-meeting conference call. We wanted to take the opportunity to reflect on how IARU is doing and ask if there are other activities we should be considering.

We divided into three groups to address the following questions:

1. How is IARU doing against its stated objectives?

Across the three groups, the consensus seems to be that IARU is doing well given how new it is. The different institutions are starting to know one another: as one group put it “the foundation has been laid”. It's clear that we are approaching a transition for the alliance: a change in leadership (as ANU steps down from the presidency) and a shift away from ‘21st century’ research initiatives towards institutional research. It's also clear, as one group highlighted, that IARU has had a varying impact on its members. (There may be a spectrum of visibility/engagement here, with Oxford at one end, comparatively low, and ANU at the other, comparatively high.)

All groups identified institutional learning as valuable to their home universities. Research and meetings in areas as varied as women and men in universities, industrial innovation, and career services enable us to benchmark ourselves, share best/good practice, and to learn. All groups singled out sustainability as the flagship institutional learning initiative.

All groups were enthusiastic about the ‘promising’ and ‘exciting’ Global Summer Programme and the opportunities it presents to students, though there are some doubts about its sustainability. Four universities also benefit from term-time student exchange.

On research, we are moving away from the funding of large, multi-institution 21st century research projects such as migration and security. A number of groups commented on the ‘awkwardness’ of such top-down funding, though one believed that these added value, by sponsoring activity that would not otherwise have occurred. One group felt that we had ‘prematurely foreclosed’ on our research activity, and that – given that we are an alliance of research-intensive universities -- we should consider more bottom-up ways to foster collaborative research.

2. How can we improve?

Even as this part of the discussion generated new ideas, all groups emphasised the importance of focus: “less is more: it's important to do a few things well”; “focus, focus, focus”; “do we have too many projects?”

Another consistent theme was the desire to raise awareness of IARU on our respective campuses, giving prominence to IARU stories and thereby “moving the project/interest out into campuses”. The ultimate aim, as one group put it, is to demonstrate the value-added of the alliance and to make more connections between students, faculty, and staff. This is likely to involve a more bottom-up approach. As one group queried: “realised that presidents’ directives [are] not the most important method? ‘Grassroots’ better?”

In terms of concrete proposals: one is to create a research collaboration seed fund. Academics from our respective universities could apply for funds to do research with one another. The Oxford-Princeton fund (two year grants, given jointly to a team of principal investigators, one at each institution; \$6,000 per year from each institution) and the Berkeley-French government fund (\$10 million fund; 25-30 grants per year, awarded for 3 years, \$15,000 each; French government estimates 20-30x return [John Lie, correct me if I am remembering this wrong!]) offer potentially useful models to draw on. The challenge here is to run a streamlined administrative process. One approach could be: PIs apply to their own institution, which ranks the different proposals. We then match our respective rankings across institutions. If a project is approved by both (all) participating institutions, it gets funded. If not, it doesn’t. We could require that proposals involve three or more institutions, or we could leave it open. [John and I will work up a proposal.]

We identified other areas into which institutional learning could expand, such as the challenges of IT, HR, and integration of international scholars. Other ideas include: expansion of internships into new areas and postdoctoral exchange, which would help to connect research groups.

6. Campus Sustainability

6.1 Campus Sustainability Strategy

The following recommendations by Sustainable Campus officers were endorsed:

- The IARU focus on the goals of the individual members, rather than trying to align base years and establish a single target to be applied across all Universities.
- Finalise development of the IARU Campus Sustainability Toolkit, based on design and content agreed at the workshop, for publication on the IARU website and launch at the Climate Congress, University of Copenhagen, March 2009.

The Secretariat will circulate Campus Sustainability workshop confirmed outcomes when available.

6.2 Sustainable Fellowships

All members have confirmed an interest in participating in the program. ANU, NUS, Yale, Copenhagen, Oxford, Tokyo and Cambridge have indicated an interest in participating in 2009. Beida has indicated an interest in participating in 2010.

Given the increase in numbers the program will require significant coordination from 2009.

It was agreed that Universities would determine the number of interns that they can take per annum (up to a maximum of four). The meeting was advised given the limits, fellowship/ internships may not be a direct swap (eg. ANU fellows/interns may go to Yale; Yale fellows/ interns may go to Copenhagen; Copenhagen fellows/interns to NUS; NUS to ANU etc)

ANU and Yale undertook to develop a Program structure, detailing financial and accommodation arrangements for fellows/interns; coordination arrangements between Universities; and the process for identifying projects to be undertaken by fellows/interns.

7. Discussions about IARU Chair (and IARU Secretariat) post 2009 Presidents Meeting.

Professor Ian Chubb will continue as Chair until end 2009 Presidents Meeting in Cambridge. The Chair advised he will seek confidential nominations from the Presidents asking for the following information:

1. If they would like to nominate themselves
2. If they would like to nominate another individual

The Presidents may also wish to consider an automatic rotating (schedule for each university) of the IARU Chair ensuring each university has a President serving two-year terms.

There is not yet a consensus on preference for a permanent secretariat (along the lines of APRU) or an arrangement whereby secretariat services are provided by the University of the IARU Chair (for two years at a time).

The Secretariat will prepare a paper exploring possible secretariat models for post 2009 Presidents Meeting.

8. 2009 IARU Meetings

8.1 Presidents Meeting at Cambridge in April 28 – 29, 2009

The meeting noted Cambridge's proposal to host an informal dinner Monday evening (April 27) before the program formally commenced on Tuesday. The program will conclude after lunch on Wednesday.

The secretariat will circulate a draft agenda for comment by end - January, 2009 with the aim to circulate discussion papers for delegates by end – March, 2009.

8.2 Senior Officer Meeting location

Oxford agreed to host the meeting of IARU senior officers in 2009.

Post meeting Dr Heather Bell proposed a possible meeting date for 16-17 September, 2009. Senior Officers' are asked to advise the Secretariat, as soon as possible, if this date is agreeable.

9. Other Business

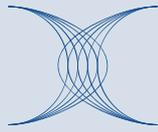
9.1 Modified IARU Memorandum of Understanding and Principles

In preparation for the 2009 Presidents' Meeting, the Secretariat revised the original MOU and Principles (signed in 2006). These documents were modified reflecting the Presidents' decision to review IARU membership and the agreed focus on institutional research.

The meeting adopted the tabled IARU MOU document with a recommendation regarding principle vi – 'In future' has been removed (MOU and Principles document attached).

9.2 Joint PhD programs

ANU invited those interested in pursuing bilateral joint PhD's to contact Darren Brown (ANU IARU key contact).



Outcomes of the 2007 Meeting of IARU Senior Officers

Campus Sustainability

2 Identifying appropriate sustainability measures (metrics)

The meeting agreed that IARU should develop a sustainability index based around models developed by Yale and Cambridge. This will recognise that member universities are at different stages in the development of campus sustainability measures and that it is not to be seen as a commitment to doing everything right now. We will be looking for an approach that incorporates flexibility and allows universities to do things differently. ANU and Yale will circulate a survey for completion by 31 January 2008.

3 Comparing Ecologically Sustainable Design (ESD) building standards in IARU member countries to identify common elements

The meeting agreed that IARU members should use national best practice ESD standards, where they exist, in the construction of all University buildings or major refurbishments. Where standards do not exist, for example in the construction of laboratory buildings, IARU should establish a process for exchanging information that would lead to best practice design.

4 Developing a (global) standard – integrating metrics, building guidelines, and sustainability principles, for IARU

It was agreed that IARU should develop environmental targets particularly in the areas of greenhouse emissions reduction, water conservation and waste management. These targets, while having a genuine impact on reducing our environmental footprint, would also take into account the various stages of development of each University, what environmental initiatives have already been undertaken and any projected growth.

The issue of baselines was discussed, particularly in the context of several universities not having historical data to construct 1990 or even 2005 baselines. It was agreed that IARU targets might best be based on a 2008 baseline, while member universities could, at the same time, have their own targets based on earlier baselines.

The mix of priorities at each university will be different – eg water conservation is not an issue at some universities. It was agreed that each member would establish a hierarchy of environmental impacts and focus on those most important to it.

It was agreed that while considerable research had been completed on the current environmental management arrangements in place at our respective universities, it was clear that further work would be needed to finalise a set of meaningful targets for consideration. A draft paper will be prepared by ANU and Yale and circulated by 31 January 2008.

5 Integrating education and campus management in the context of campus sustainability

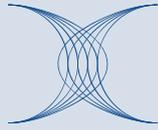
The meeting noted the paper prepared by ANU and agreed that linking campus sustainability initiatives to members' education curricula would add an extra dimension to the campus sustainability agenda.

6 Interns for sustainable campuses – proposed exchange program

The meeting agreed that an exchange program between sustainability offices at IARU institutions should be established. This would be for both staff and students. A paper detailing the proposal which would include information on the financial implications will be distributed before the April 2008 meeting.

7 General discussion on the process leading up to the meeting of IARU Presidents at Yale in April 2008

The meeting placed great emphasis on the importance of each member having a clearly identified person, with the weight and authority to make things happen, to act as the liaison point for the development of these proposals. The issue of the need to shift some resources to make these initiatives work was noted as being very important. IARU Presidents will consider the papers at their meeting in April. A statement on the IARU's initiatives around campus sustainability should be prepared as an outcome of the April meeting.



Outcomes of the 2007 Meeting of IARU Senior Officers

Education Collaboration

2 Global Summer Program

The meeting noted the paper and that it was substantially based on the US, undergraduate for-credit model. It was agreed that more flexibility should be built in to allow members liberate themselves from existing constraints, expand opportunities for students, allow staff to work together and simplify management processes. The GSP could be seen as an umbrella structure under which a varied range of courses could be made available to students.

The GSP would be badged/branded as distinctively IARU and therefore needs to be unique and of top quality.

Some issues that need to be addressed:

- Some members are not permitted to charge tuition fees, others are required to – perhaps need to look to some form of bartering or in-kind transfers
- For-credit – agreed that this requirement be relaxed, with the understanding that GSP courses be at least as academically rigorous as regular courses
- English language test requirements – it was agreed that members would rely on IARU partners to select students with appropriate English language skills.
- A central website will be needed – the IARU secretariat will be responsible for this.

The meeting agreed that Bill Whobrey should convene a meeting at Mattingley Hall, Cambridge in early 2008, primarily to discuss the longer term future of the GSP, but also progress with the 2008 offering. The preferred date is in the period February 11-13 or January 23-25 with further options of 7-11 January or 17-20 March. Members will advise Bill of their nominee and preferred date by end-October.

3.1 IARU educational initiatives around sustainability

The meeting agreed that the best way to demonstrate the possibilities in this area would be to undertake a pilot project (ANU, NUS and maybe Tokyo). Each member will also identify people who might be interested and put them in contact with Richard Baker.

3.2 Educational opportunities arising from IARU projects

The meeting agreed that the link between teaching and research and the benefits and consequences of “research led teaching” should be a focus of activity for IARU.

Richard Baker and Elizabeth Fallaize will develop a paper for consideration by Presidents in April that is based on the existing paper and includes proposals for action. Actions might include a workshop at Berkeley around the time of the 2008 senior officers meeting. NUS and Copenhagen also expressed interest in being involved.

3.3 Open Yale

The meeting noted Don Filer's presentation and his invitation to IARU members to make use of the material.

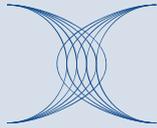
4 Regional perspectives on leadership roles

The meeting agreed that, at this stage, IARU should not be developing a course on leadership. It was agreed that leadership, particularly the negotiation of cultural differences, should be included as an implicit objective in GSP courses.

A watching brief will be maintained and the issue revisited if necessary.

5 Student Exchange

The meeting agreed that the document should be reworked as a set of guiding principles for student exchanges (by the secretariat).



Outcomes of the 2007 Meeting of IARU Senior Officers

Senior Officers

2.1 Security

The meeting agreed that work on this project should proceed as per the paper, with a view to preparing a revised, more refined proposal to be prepared immediately following the workshops planned for March/April 2008. A letter would be sent to the IARU Chair advising the outcomes of the workshop and seeking a small amount of funding to maintain momentum. This would be considered by Presidents at Yale in late April and contributions sought from interested members.

The meeting agreed that Tokyo should apply for JSPS funding in the upcoming round and that a second workshop should be scheduled for Tokyo in 2009.

2.2 Ageing, Longevity and Health

The meeting congratulated the authors on a very well prepared proposal and agreed that work should proceed. Copenhagen will now take the lead on preparing tailored bids for funding which will be sent to the IARU chair, who will circulate to colleagues for advice and then authorise where appropriate. These tailored bids should be provided with a covering note detailing recommendations on how funding agencies should be approached and by whom.

2.3 Energy, Resources and Environment

The meeting agreed that this project should proceed. Once more work had been done on refining the financial details, the same process as for the Ageing, Longevity and Health project should be followed.

2.4 Approaches to funding agencies

It was agreed that while there may arise conflicts between IARU bids for funding and bids prepared by individual members in other contexts, these could be managed in the same way similar conflicts are managed on a regular basis.

It was agreed that Presidents would need advice from their senior research deputies on quality of research proposals before they would be prepared to put their names to bids for external funding. Lawrence Cram undertook to prepare a template and circulate to DVC (Research) colleagues for comment. This might include:

- The extent to which the IARU adds value to the research proposed
- The quality of the research program
- The education agenda (if any)
- Management and leadership of the program
- Finances

3 ISSS

The meeting noted the progress report from ETH Zurich and the planned first event in Singapore in 2009.

4 2009 United Nations Climate Summit, Copenhagen

The meeting noted the update provided on the day by University of Copenhagen and planned date of 10-12 March 2009. Copenhagen's note sought names of candidates for the Scientific Congress Committee by 1 October with a view to convening a meeting on 12 November. Steering Committee nominations were also sought by 1 October.

5 Movement of People

It was agreed that the sub-project on Human Security fitted well with Cluster five of the Security proposal and could be taken forward in that context.

Professor Sato and Dr Lie will discuss how a narrower and more focussed proposal might be prepared.

6 Women in Universities Project

The meeting noted Yale's report on progress on this project.

Part 1 – Engendering Self Knowledge

Members are asked to identify a coordinator from their Office of Institutional Research, or equivalent, to participate in two meetings: one (perhaps a “virtual” meeting) to exchange information and determine actions and a timetable, followed by a second to exchange experiences, address problems and identify solutions

Part 2 – Interventions to improve the advancement of women faculty

Part 3 – Equality and the Gender of the Globalizing University

Don Filer will check what has happened to the “Gender Gap” issue and advise Oxford.

Judy Resnak and colleagues will be in contact with all IARU members to invite participation.

Tokyo informed participants that the Tokyo Office for Gender Equality would hold a symposium in February 2008 and invited participation from IARU members.

7 Possible Capacity Building Role for IARU

The meeting noted the paper and supported the idea in principle. It was agreed that this sort of capacity building might best be done by individual universities and it was not clear what value might be added by IARU involvement. The difficulty of doing this at a level other than at a single university in a particular discipline was noted. It was agreed that interested members would prepare case studies for the 2008 **Senior Officers Meeting as a way of sharing information and learning from each other.**

8 IARU and Careers

The meeting agreed that this activity should be encouraged and supported, including the symposium planned for July/August 2008 at NUS. ANU, NUS, Oxford and Copenhagen were positive about the opportunities this might bring, especially in terms of assisting students returning from IARU members to their own countries where other IARU members might be able to provide assistance.

9 IARU Membership

The general consensus was that in this early stage of the development of the IARU it would be best to keep it small and manageable. The benefits of working with “like” institutions are considerable. Yale and Berkeley were more inclined to the view that adding members to give a more “global” dimension to the IARU was desirable.

It was noted that Presidents had agreed that no new members should be added before 2009. Given that the only meeting of Presidents before then would be at Yale in 2008, this matter should be discussed at that meeting.

It was agreed that Don Filer would convene a small group to prepare a paper on the issues around increasing IARU membership for consideration by Presidents at Yale in April 2008. Other members of this group will be Kiichi Fujiwara, Barry Halliwell, Heather Bell and Iain Watt. Issues to be addressed will include:

- The threshold issue of whether IARU should have more members;
- How would such members be selected and invited?
- What factors should be considered (starting with the five outlined in the agenda paper)?
- What regions should be considered?
- Would some sort of mentoring approach or incorporating universities from developing countries into IARU projects be a more suitable solution?

There will be political sensitivities that must be taken into account.

10 Agenda for meeting of Presidents at Yale in April 2008

The following items were flagged for discussion at the meeting in April 2008:

- Sustainable Campuses
- IARU Research Projects
- Women in Universities Project
- Global Summer Program
- Research-led Teaching
- IARU Membership
- IARU Going Forward – an analysis of the success or otherwise of IARU's first 28 months.
- IARU Program on Industrial Innovation
- Engaging Younger Staff in IARU Research Collaboration.

The secretariat will circulate a draft agenda for comment by end-2007. Members are invited to suggest items for inclusion.

11 Senior Officers meeting in 2008

It was agreed that University of California, Berkeley would host the meeting of IARU senior officers in 2008. The secretariat will liaise with Dr Lie to settle on some possible dates in late September or early October and circulate to participants to determine the most suitable date by end-October.

12.1 Making the Most of Ideas! Outline proposal for an IARU Program on Industrial Innovation.

The meeting approved the development of a more detailed proposal for consideration by Presidents at Yale in April 2008. ANU, NUS and Copenhagen expressed strong interest in working with Cambridge on this proposal. Mike Gregory will develop a more “fleshed-out” proposal in consultation with colleagues at ANU, NUS and Copenhagen, which will be circulated to members by end-December inviting comments and nomination of participants.

12.2 Meeting of Presidents at Cambridge in April 2009

Cambridge has advised that there are two possible windows – April 22-24 or April 28-30. Participants agreed to check the diaries of their presidents and get back to the secretariat. Secretariat will follow up with a view to settling on dates by end-October.



Meeting of Senior Officials ETH Zurich, 20 September 2006

Research projects/Other projects

Challenges currently:

- Difficult to engage academics who already have research agendas
- Academics are reluctant to commit to broad research projects, participation may occur once the research themes are defined.
- Academics within some communities are not aware of the IARU
- At this stage few institutions have allocated funding for the initial collaboration stage

Participants suggested that direction be provided to organisers about expectations of outcomes from the workshops. These should include:

- Preparation of an intellectual case
- A session dedicated within the remaining workshop to the preparation of a costings model and the identity of suitable funding bodies.
- Opportunities to involve research students, and early career researchers should be explored.
- Shortly after the workshops lead universities should prepare written reports to the secretariat (there may be some additional liaison between the secretariat and the lead universities ensuring comparable reports).
- Secretariat will circulate to the IARU members with significant lead time to the Presidents meeting.

It was proposed that the secretariat with the assistance of representatives of IARU members (from US, UK, Japan/China) seek external seed funding from US funding bodies such as Ford and Rockefeller Foundations to support the IARU's international collaboration agenda (expressly for international collaboration in terms of travel and workshop/conference funding – say \$50,000 per workshop). The approach would seek to use the US\$100,000 of secretariat funding to leverage additional funding. This would be arranged to take advantage of the presence of appropriate IARU representatives in the US. John Lie to assist in this.

It was agreed that workshops (including the one on the role of women and the education meetings) would be able to bid for up to US\$10,000 to take their workshop outcomes to a document ready for consideration by Presidents in March. The secretariat will prepare some simple guidelines. Bids would be assessed by the secretariat with two senior officers co-opted to assist. Material for the Presidents meeting should include some scoping of costs and possible sources of funding (including local sources).

Finance and sponsorship

It was agreed that members would provide their research protocols (with particular reference to acceptable sources of funding) to the secretariat (or, where preferred, simply identify sensitive areas via a set of dot points). The secretariat would then compile a IARU protocol that takes account of each member's sensitivities.



Website

Participants were positive about the website and opportunities to both utilise it as an information sharing mechanism within the IARU and as a place where non-members can learn about the IARU.

Membership

The extension of IARU membership will be revisited at the meeting of the senior officers in 2007.

Chair for 2008 and 2009

Senior officers to send any expressions of interest to the secretariat by the end of October. It was agreed that one outcome that would be well supported would be for the current Chair to extend his term by another one or two years. Participants agreed that the Chair be approached about this, should there be no expressions of interest from other Presidents. There was some agreement that a two-year term might be too short to have an effective impact.

Secretariat in 2008 and 2009

Two options were explored, one in which the secretariat moves with the presidency, and the other in which the secretariat stays with ANU for a longer period. There are benefits and problems with either option and the matter was unresolved. After discussions with the Chair the secretariat will circulate options about the location of the secretariat for 2008-2009 and the long-term alternatives of the location of the secretariat.

Presidents' meeting at ANU in March 2007

It was agreed that the program should include at least one quarter of a day for informal discussions. The secretariat will send an email with a draft program (including the proposed agenda and possible related events) to the Presidents seeking feedback.

Presidents' meetings in 2008 and 2009

Agreed Cambridge will host 2008 meeting. Anticipated if the Chair changes the meeting in 2009 will be held on the campus of the Chair elected. If no change to chair then at a location to be advised.

Senior Officers meeting in 2007

Agreed Tokyo will host 2007 meeting. Tokyo will provide the secretariat with possible dates in mid to late September, which will be circulated to determine the most suitable date(s).

Financial Report /Annual contributions

Annual contributions from members will remain at US\$20,000 for 2007.



INTERNATIONAL ALLIANCE OF RESEARCH UNIVERSITIES

USD100,000 will be used for leveraging in the seed funding proposal. It is proposed that the remaining amount is used for assisting the lead universities developing their research proposals for the Presidents meeting.

Agreed expectations:

- The research projects would bid for USD10,000 where it was required.
- A small group (three people including the secretariat) would vet the expenditure
- The secretariat will draft guidelines about the appropriate use of the USD10,000 funding

Registration of name /logo

Agreed the secretariat will register the trademark in the eight countries where IARU member universities are located.

Publications

No action required

Staff Exchanges

It was agreed that this represented a good opportunity to learn from each other's experiences. Yale has already developed a useful list for assisting visiting staff to Yale which could be circulated to members interested. This type of activity will take place under the umbrella of IARU staff mobility. Members will support/encourage staff to become involved.

Student Exchanges

NUS tabled the NGS-IARU Scholarship proposal seeking feedback from the IARU. Members will respond directly to Professor Halliwell.

It was proposed the IARU umbrella existing exchange activity (particularly at PhD level) which would allow recognition of existing mobility and deepen the alliance (may be useful when seeking external funding for international collaboration). Opinion was divided on the merits of this approach.

It was agreed that each member would produce a map of their activity interaction with other IARU members. When these are combined each will learn about things of which they were unaware. At the end of the process, we should have a good snapshot of where we are now. Members to get a first effort to the secretariat by end-December.

Joint/dual degrees

Opportunities for Post Doc or graduate students could be tied into the proposed IARU research activities.

Benchmarking

Agreed the current benchmarking activities should be linked to the agreed legal data collection agreed at the senior research deputies meeting. No need to initiate more at this stage.

*2006 IARU Meeting of Senior Officials – 20 September 2006
Hosted by ETH Zurich*

3



Responding to crises

Yale is willing to share their extensive crisis management materials with IARU members. Any additional activity in this area could be developed bilaterally between interested partners. It was suggested that this might be best taken up among those with responsibility for these issues – perhaps registrars or their equivalents.

Public policy statements

Presidents to discuss in March, 2007.

Summer Schools and Internship Programs

John Lie will follow up and approach Intel and Cisco in the first instance.

Presentation by Professor Kuebler on proposal for annual sustainability prizes

Professor Kuebler presented his proposal for the IARU to establish prizes for sustainability similar to Nobel Prizes. There was doubt expressed about the advisability of the IARU adopting such a politically sensitive agenda at this time. The point was also made that this was a bit premature given that IARU had not yet developed a research agenda around sustainability. Participants agreed to wait on reactions from expert academic representatives at the meeting on energy, resources and environment scheduled to take place over the next two days.



Action required:

- i. Leads of the remaining workshops to be advised to ensure that a costings model and the identity of suitable funding bodies and other agreed requirements are included in material prepared for Presidents in March.
- ii. Secretariat will circulate all research proposals to the IARU members with significant lead time to the Presidents meeting.
- iii. Secretariat with the assistance of a select group seek external seed funding using the USD100,000 (from annual contributions) as leverage.
- iv. Members asked to send their research protocols to the secretariat (or identify sensitive areas).
- v. Chair IARU - members to send expressions of interest to the secretariat by the end of October.
- vi. Secretariat to approach current Chair on his views about extending his term.
- vii. Secretariat will circulate options about the location of the secretariat for 2008-2009 and the long-term alternatives of the location of the secretariat.
- viii. Secretariat will send an email to the Presidents seeking feedback for the 2007 Presidents meeting agenda and associated activities.
- ix. Tokyo to provide to the secretariat for circulation possible dates for the 2007 Senior Officers meeting to be hosted in mid - late September.
- x. Annual contributions to remain at \$20,000.
- xi. Secretariat manage the process of vetting requests for seed money to assist in the research proposals being developed for the Presidents meeting in March and co-opt assistance as required.
- xii. Secretariat to draft guidelines about the appropriate use of the USD10,000 funding
- xiii. The secretariat will register the IARU trademark in the eight countries.
- xiv. All IARU members will map their existing relationships, with the aim of increasing awareness of existing activities among partners and send these to the secretariat by the end of the year.
- xv. Members to provide comment to NUS about the proposed NGS – IARU Scholarship
- xvi. Agreed the current benchmarking activities should be linked to the agreed legal data collection
- xvii. John Lie (Berkeley) to follow through with the Internship Programs proposal.