



**2010 IARU Global Summer Program  
Working Committee Meeting**

University of Cambridge, 13 - 14 September 2010



## 1.0 Agenda & Attendees



## 1.0 Agenda & Attendees

---

### Agenda

Sunday, 12 September 2010

by 1900 Delegates to meet in the Madingley Hall foyer  
*Welcome reception and dinner hosted by Cambridge*

Monday, 13 September

by 0830 Delegates to assemble at the meeting room

0845 Welcome, introductions & outline of meeting

0900 **Session I: GSP Review**

**1.1 2010 Course Reports and Highlights**

- Each host university to highlight key points from 2010 GSP (3-5 minutes each)
- Overview of 2010 courses and 3-year analysis of the GSP

1030 *Morning Tea*

1045 **1.2 Translating Visions to Practice**

*(Session Chair: Anders Hagström, ETH Zurich)*

- Implementing IARU's Future Directions
- GSP Aims & Principles
- IARU Presidents' recommendations to deliver quality student programs

**1.3 Future Directions for GSP**

*5 - 10 minute presentations on these topics, followed by Q&A*

**Group A: Expanding GSP's offerings:**

Exploring GSP at a graduate student level, "research-type" GSPs and building synergies with other IARU groups  
*Discussion group members – ANU, Todai, Beida & NUS*

**Group B: Academic rigor & out-of-classroom activities:**

- Reaching higher standards of GSP education
- Incorporating research components into the GSP
- Discuss the recommendations from the Transforming Power of Global Education Workshop

- Examine effectiveness of internships, undergraduate research, field trips and community work
- Recommendations for the GSP questionnaire (specifically, on academic rigor)

*Discussion group members – Yale, Berkeley & Oxford*

**Group C: Internal assessment:**

- Where does IARU stand when benchmarked against other Summer / exchange programs offered by various university alliances? (i.e. Universitas 21, MIT-Cambridge, IDEA League, Global Tech, Climate-KIC Summer School)
- What else in the GSP suite of courses? Do we expand or consolidate?

*Discussion group members: ETH Zurich, Copenhagen & Cambridge*

1300 *Lunch*

**1.4 Considerations for Global Internship Program**

*(Session Chair: Anne Pakir, National University of Singapore)*

- Feedback from Oxford and NUS from the 2009 and 2010 Internship program
- Aims for Global Internship Program
- Themes/topics (Research and non-research internships)
- Can GSP coordinators support the Global Internship Program?
- Mechanism/systems and structures for Global Internship Program (and if it can be linked with the GSP)

1530 *Afternoon Tea*

**Session II: Nuts and Bolts**

**2.1 GSP Application Process Review**

*(Session Chair: Darren Brown, Australian National University)*

- Providing course requirements in a clear and timely manner (for credit application)
- Proposed centralizing of application of GSP courses

**2.2 Best Practices for Student Selection & Acceptance**

*(Session Chair: Sarah Ormrod, University of Cambridge)*

- Brainstorming: Identifying GREAT students through their applications & interviews
- Sharing best practices in acceptance packages

1730 Day 1 closing summary and meeting to adjourn

by 1900 *Delegates to meet at Madingley Hall foyer for dinner*

Tuesday, 14 September

by 0830 Delegates to assemble at the meeting room

0845 **Session III: GSP 2011**

**3.1 Proposed timeline for 2011 GSP preparation**

*(Session Chair: Kanno Katsuyoshi, The University of Tokyo)*

0945 **3.2 2011 GSP Courses & Internships**

*(Session Chair: Jane Edwards, Yale University)*

- Updates by respective universities on 2011 course offerings

1030 *Morning Tea*

1045 **3.3 Post-GSP Course Survey Review**

*(Session Chair: Khatharya Um, University of California, Berkeley)*

- Analysis of 2010
- Questions for 2011 survey

**3.4 GSP Promotion**

*(Session Chair: Zhang Ying, Peking University)*

- GSP Facebook group: Activities and maximizing our reach to GSP alumni
- Promotion and GSP/IARU brand building at various universities (including effectiveness of t-shirts, brochures and posters)

1200 **Wrap-Up Session**

- Summing up & delivery of report to Senior Officers' Meeting
- Confirmation of 2011 GSP Working Committee dates and venue
- Any Other Matters

1300 *Lunch at Madingley Hall & end of meeting*



## 1.0 Agenda & Attendees

---

### Attendees

#### **University of Cambridge**

Ms Sarah Ormrod, Director of International Programs  
Ms Barbara Stevens, International Office  
Ms Caroline Yates, Student Exchange and Scholarships Coordinator, International Office  
Dr Rob Wallach, Program Director, Cambridge GSP

#### **Australian National University**

Mr Darren Brown, Director of International Development  
Ms Yumi Skrzypczak, Coordinator Strategic Partnerships

#### **ETH Zurich**

Mr Anders Hagström, Director, International Education Affairs  
Dr Angelika Wittek, Head of Student Exchange Office

#### **National University of Singapore**

Prof Anne Pakir, Director, International Relations Office  
Ms Denise Chua, Associate Director, International Relations Office

#### **Peking University**

Ms Zhang Ying, Program Officer, Office of International Relations

#### **The University of Tokyo**

Mr Katsuyoshi Kanno, Manager, International Exchange Group, International Affairs Department  
Ms Yui Takeuchi, Administrative Staff, International Exchange Group, International Affairs Department

#### **University of California, Berkeley**

Mr Rick Russo, Director, Berkeley Summer Sessions  
Prof Khatharya Um, Professor & Director, Berkeley Programs for Study Abroad  
Ms Tracy Weber, Manager of Programs, Berkeley Summer Sessions

#### **University of Copenhagen**

Ms Hedvig Thomsen, Senior Consultant International Office

#### **University of Oxford**

Professor Angus Hawkins, Director, International Programs

#### **Yale University**

Dr Jane Edwards, Associate Dean, Yale College  
Mrs Kathy Trputec, Study Abroad Coordinator

#### **IARU Secretariat**

Mr Bernard Toh, IARU Secretariat, Director  
Ms Yeap Su Phing, IARU Secretariat, Associate Director



## 1.1 Course Reports and Highlights

---

### 1.1.1 Global Summer Program Report

- i International Environmental Policy
- ii Visualizing and Simulating Future Cities
- iii Asia Now!
- iv Southeast Asia in Context
- v Comparative Philosophy: China and the West
- vi Economic System Reform in China
- vii Sustainable Urban Management
- viii Nanoscience
- ix Japan in Today's World
- x Introduction to the Japanese Language
- xi Media, Culture and Society
- xii Shaping the World: Understanding the Past, Predicting the Future
- xiii Development of Sustainable Periurban Landscapes
- xiv Kierkegaard: The Individual in the Global Society
- xv Mental Health in Low Income Settings
- xvi Oxford Seminar in Global Leadership
- xvii Topics in International Economics

### 1.1.2 2010 Snapshot

### 1.1.3 Three year overview and analysis



## i. International Environmental Policy 2010 Global Summer Program Report

---

<b>Australian National University</b>	
<b>Brief description</b>	<p>International environmental policy has grown dramatically over the last three decades, and now directly and indirectly affects the behaviour and decisions of governments, corporations, NGOs, local communities and individuals.</p> <p>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. Most the course takes place on the ANU campus (winner of the Impact Award from the International Sustainable Campus Network, ISCN); four-five days towards the end of the course will be spent at the ANU Kioloa Coastal Campus.</p>
<b>Course duration:</b>	29 June – 16 July (18 days)
<b>Tuition fees:</b>	Exempted for incoming students ONLY
<b>Accommodation:</b>	USD \$950 [AUD \$1093 (inclusive of meals)]
<b>Field trip:</b>	USD \$434 (AUD \$500)
<b>Course facilitator(s):</b>	Dr Rosie COONEY, Mr Ian FRY

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	6	2
	ETH Zurich	2	
	National University of Singapore	3	
	Peking University		
	University of California, Berkeley	1	
	University of Cambridge		
	University of Copenhagen		
	University of Oxford	2	
	The University of Tokyo	1	
	Yale University		
	<b>Total IARU partner involvement</b>	15	2
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		
	<b>TOTAL</b>	<b>15</b>	<b>2</b>

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

Preliminary feedback on the ANU GSP course International Environmental Policy is that the course was a great success.

All students were highly impressed with the course content and presentation by the course convenors. Feedback from the convenors is that all students were informed and enthusiastic, participating fully in the program.

Positive responses from the students included:

- Overall the accommodation provided was very good. Staying at Bruce Hall, one of ANU's more established residential colleges, provided an opportunity for the international students to meet and interact with a range of ANU students, including the ANU students participating in the GSP with them. ANU provided meal vouchers to those students so that they too could share in the collegiate experience of the College.
- As last year, the field trip to Kioloa was a highlight of the course for all students. Based at the coastal research station of ANU, this visit provides students with an opportunity to experience Australian flora and fauna first hand.
- The half day tour of Canberra was well received and is recommended by students to be offered each year. The Fenner School arranged for an afternoon bus tour to Tidbinbilla which was enjoyed by all students.
- Rosie and Ian are well regarded lecturers who displayed great knowledge and energy. The two lecturers worked very well together providing two perspectives – one more theoretical while the other was grounded in practical, real life experiences; Ian had previously worked as National Park Ranger.
- Many of the international students were re-inspired and re-energised by the course in their choice of studies at their home universities.
- All students also enjoyed the welcome dinner and farewell receptions held for them.
- Everyone loved the GSP T-shirts!



## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

In terms of administration of the course by the ANU, difficulties encountered included:

- Dealing with the large number of applications in a short period of time. On one hand proves success of program but does involve very high administrative load in very short timeframe to meet external deadlines.
- As ANU students must be able to accommodate credit for the course within their study program, it is resource intensive establishing the ranked students have “space” in their degrees for the course. Approval must be sought from their respective Colleges before nominating students to host universities. ANU is reviewing this process for 2011.
- Some outgoing students experienced problems at their host universities with regards to processes related to accommodation, enrollment and other administrative issues. The payment of fees (ANU meets the tuition of their outgoing students) proved to be the most problematic issue. From a pastoral care point of view it was concerning to learn that some outgoing students experienced problems at their host universities with regards to processes related to accommodation, enrollment and other administrative issues. The students in one instance were advised that they would be expelled from the course and accommodation. If these circumstances arose again it is our preference – given ANU is providing the funding for tuition – the GSP Coordinator be the first point of contact not the students.
- Some course outlines did not include adequate information concerning target audience or prerequisites. This makes it difficult to short-list candidates and in one case this meant a nominated student was rejected by the host university for not having the necessary academic background. This was very disappointing for both the student and ANU, as this pre-requisite was not articulated in the course profiles.
- ANU’s GSP Coordinator should be copied into all email correspondence with our students. This is imperative in the early stages just after students’ nominations have been accepted. ANU aims to provide as much assistance as possible to their outgoing students. This proved difficult as we were unaware of requests for additional information from host universities. A possible solution would be partners advise each other all the information required of students at the offer stage. This information should also include any subsidies or grants being offered, and where such grants are available that they are offered through the home university and not directly to the students.

- At the ANU the GSP coordinator is responsible for the administration for the course, including arranging accommodation and enrolment. This means that the incoming students have only the one point of contact for all administrative arrangements. Would it be possible for all GSP Coordinators to have a centralised role in coordinating the different areas of their university (eg housing, enrolment etc) so the incoming student is liaising with as few people as possible.
- Cost of T-shirts quite high for such limited numbers. Centralised printing may reduce cost? Deleting the reference to a specific year may mean more shirts can be printed at one time to reduce unit cost.

With regards to the course itself, from the student’s perspectives the following comments were made:

- There was a mixed response on guest lecturers – some guests were too dry in their presentation however the students appreciated the contrast between the corporate guests and the speakers from not-for-profit organisations.
- Those students who arrived early for the course would have liked an orientation tour of the local area on their arrival.
- International students were unable to access the online course resources (Wattle) before the first day of the course. This is linked to their enrolment on the ANU Student system which cannot take place until they arrive at the ANU. ANU will look into whether there is a way to overcome this restriction for next year’s course.
- Publicity on the GSP at home universities was reported not to be widespread or easily accessible. Several incoming students found information almost by accident rather than part of an informed process.
- The extremely competitive nature of the GSP application process at the ANU was raised as a concern for ANU students. The possibility of extending the number of courses, or spreading the subsidies paid by ANU to ANU outgoing students so that more students could participate, was also suggested.



## ii. Visualizing and Simulating Future Cities 2010 Global Summer Program Report

---

<b>ETH Zurich</b>	
<b>Brief description</b>	<p>After learning new Urban Design Simulation instruments at the ETH Zürich Chair for Information Architecture, you will design a future city.</p> <p>The Chair for Information Architecture investigates visualization and simulation methods 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 and to manage complexity.</p> <p>This course provides step-by-step introductions to basic knowledge for visualizing city schemes through computer-based methods and field trips inside Switzerland.</p> <p>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.</p> <p>This course will incorporate lectures and a range of other learning approaches such as peer learning, small group seminars, panel discussions, field trips and workshops.</p>
<b>Course duration:</b>	14 – 26 June
<b>Tuition fees:</b>	Waived
<b>Accommodation:</b>	USD\$ 833 [CHF 867 (three-bed room)]
<b>Field trip:</b>	USD\$ 205 (CHF 214)
<b>Course facilitator(s):</b>	Prof Gerhard SCHMITT, Post docs, PhD students of the ETH Chair for Information Architecture

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	5	6
	National University of Singapore	3	
	Peking University		
	University of California, Berkeley		
	University of Cambridge		
	University of Copenhagen		
	University of Oxford		
	The University of Tokyo		
	Yale University	1	
	<b>Total IARU partner involvement</b>	11	
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		
	<b>TOTAL</b>	<b>11</b>	

## 3. Successful aspects of the course

Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)

### Module 1: From human perception of urban qualities to interactive Multi-Touch-Table Applications

The module took place on the first day of the course and was set up around a guided city walk through Zurich. Participants enjoyed this hands-on introduction into relevant fields of the course.

### Module 2: From Script to Design

In only five days of intensive guided and individual work the students were able to create and present an urban design project using leading edge parametric design methods. With one exception the students didn't have any prior knowledge concerning the tools used. Contemporary parametric design tools usually require the students to completely change their ways of thinking. It usually requires some time for the students to take this step. The course structure and the high motivation of the students enabled us to complete this step within only a few days. It was a real pleasure to work with an intercultural group of highly motivated, interested and intelligent students.

### Module 3: From reconstructing the future to simulating sustainable future cities

The module took place within the last two days of the course, and a certain amount of exhaustion was noticeable. Nevertheless, the students were highly motivated and able to learn the basic aspects of a procedural urban modeling tool (CityEngine) on the first day. During the second day, they successfully realized a small project on their own, which was presented at the end of the day at ETH Zurich's ValueLab.

### Excursions:

The excursions were well appreciated offering a good mix of history, art and architecture. All of the Information Architecture team members took part, which gave a good exchange with students from abroad, ETH students, tutors and Information Architecture staff.

## 4. Challenges and concerns for the future

Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)

Even though we managed to deliver quite a bit of information and skills in a short time, for a future GSP we should consider reducing the number of modules and creating the excursions in such a way, that the different parts of the course correlate better.

Given the short time frame we will need to improve our learning materials in order to allow for a faster learning curve. Also, an option would be to provide the students with some material in advance, so they can obtain basic knowledge before the module starts.

Module 1 could be taken as an interesting excursion day with a focus on architectural aspect, which would give extra day for lecture with max 2 modules in total.



### iii. Asia Now!

## 2010 Global Summer Program Report

---

<b>National University of Singapore</b>	
<b>Brief description</b>	<p>Students will participate in one of two streams: Urban Asia or Cyber Asia</p> <p>Urban Asia is a critical survey of Asian urbanism, combining insights from history, sociology, anthropology, architectural theory &amp; criticism, cultural studies, and other urban-related disciplines. Asia's cities are among the largest and most vibrant in the world. They also face problems and challenges which, in the process of resolution, will likely create new urban forms with global consequences. The class will consider the Asian City as a local, regional, and global phenomenon, and discuss such sites as Mumbai, Shanghai, Tokyo, Bangkok, and Jakarta, while paying attention to smaller cities and the process of urbanization itself. Core theories will be introduced and applied, while at the same time considering Asian cities "on their own ground".</p> <p>Cyber Asia specialization takes a close look at social media in Asia. Media such as blogs, social networking, audio-visual sharing, podcasts, gaming, etc. mark a major transformation in the way everyday life is organized. Multiple platforms, technologies and user group dynamics have helped shape such media into a complex domain of human interaction. This phenomenon is true around the world, and certainly nowhere more so than in Asia. Asian societies such as South Korea, Japan, Singapore, and increasingly China and India are among the most "wired" (or wireless) in the world. Moreover, the politics of social media have intersected with the politics of daily life more dramatically in Asia than in most other parts of the world. Theorists, critics, and intelligent users of media must come to terms with 'cyber-Asia' in order to engage in any contemporary discussion of global trends or processes.</p>
<b>Course duration:</b>	28 June – 16 July
<b>Tuition fees:</b>	Exempted (except USD50.20 or SGD\$69.13 for administrative fee)
<b>Accommodation:</b>	USD \$363 (SGD\$500)
<b>Field trip:</b>	N/A

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	2	
	National University of Singapore	7	
	Peking University	3	
	University of California, Berkeley	3	
	University of Cambridge	6	
	University of Copenhagen	1	
	University of Oxford	1	
	The University of Tokyo	2	
	Yale University	2	
	<b>Total IARU partner involvement</b>	<b>29</b>	
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>	<b>2</b>	
	<b>TOTAL</b>	<b>31</b>	

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

- We are happy to report that we managed to attract students from all the IARU partners to this year's edition of Asia Now.
- This year, we adopted a more focused approach to attracting students, highlighting focused themes and targeting students with specific interests. This proved to be successful. The general feeling is that the students this year were more interested and engaged, and the lecturers noted the high quality of written work and in-class discussions. Additionally, we note that the students integrated better and more easily as a group, possibly being drawn together organically by genuine, shared academic interests.
- We also moved from (last year's) "lecture and discussion" format to a "reading and discussion" one. This modification was very successful: The lecturers noted a higher level of inter-class interaction, with little evidence of "passive listening".

- The field trips and Asian Conversations (in which we invite eminent individuals to have fireside chats with the students) were also successful, as they created shared experiences and generated many additional talking points which were further discussed in the classroom. Some students even chose to further address these points in their written assignments.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

- Both the students and the lecturers feel that the course may benefit from an increased duration. We will consider the implications of extending this course, by a week, to a 4-week one.
- The diversity of the students continues to present a challenge in the classroom, though not an overwhelming one. A couple of students had backgrounds in technical subjects and appeared not to have encountered social science or humanities courses prior to this, and, as such, had some difficulty following the flow of discussion. We will work together with IARU partners to better highlight expectations to applicants.
- This year, we chose to house the students in, possibly, the most comfortable student rooms we currently have. One downside, though, is that this dorm lacked convenient common areas, which may have influenced outside-class bonding somewhat. A possible solution would be for accommodation in future editions of Asia Now to be in the newly-developed University Town Residential Colleges or in the existing undergraduate halls. This would allow the students more opportunities to mix, not only with Asia Now course mates, but also with a wider body of NUS students.

5. Gallery



This is more like the Singapore I have heard about



Food glorious food



Beautiful Henna tattoo

Malay for a day



Yes there are farms in modern Singapore



In conversation with the Permanent Secretary of the Ministry of Education



Time to say goodbye



#### iv. South East Asia in Context 2010 Global Summer Program Report

---

<b>National University of Singapore</b>	
<b>Brief description</b>	<p>This was the fifth consecutive version of the Summer School: Southeast Asia in Context and it was considered a successful learning experience. NUS through Southeast Asian Studies Programme, FASS admitted a total of 52 students for its advanced-level (10) and introductory-level (42) courses. Courses offered included Preserving Indonesia's Cultural Heritage and Music of Indonesia for advanced-level students and Southeast Asia in Context and Introduction to Southeast Asian History for the introductory-level students. Classroom lectures were designed to encourage students to learn from the first-hand fieldtrips to major archaeological, historical and cultural sites in Singapore, Cambodia, Thailand, and Indonesia.</p> <p>Highlights of the Summer School were the 11-day fieldtrips to Indonesia (for advanced-level class) and to Cambodia and Thailand (for introductory-level class). Students immensely enjoyed and treasured their exposure to local cultures and on-spot lectures, given by local and NUS-based professors. Towards the end of this five-week Summer School, each student wrote 5,000-word, theme-based fieldtrip report to think through Southeast Asian historical past, politics, socioeconomic and cultural modernization, which they had learned during the fieldtrips.</p>
<b>Course duration:</b>	21 June – 23 July
<b>Tuition fees:</b>	USD \$2,230 (SGD\$3069.13)
<b>Accommodation:</b>	USD \$327 (SGD\$450)
<b>Field trip:</b>	USD \$1,090 (SGD\$1,500)

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich		
	National University of Singapore	23	3
	Peking University		
	University of California, Berkeley		
	University of Cambridge		1
	University of Copenhagen	13	
	University of Oxford		
	The University of Tokyo		
	Yale University	13	
	<b>Total IARU partner involvement</b>	<b>51</b>	<b>4</b>
Non-IARU Partner Universities	University of California, Santa Cruz	1	
	<b>TOTAL Non-IARU partner involvement</b>	<b>1</b>	
	<b>TOTAL</b>	<b>52</b>	<b>4</b>

## 3. Successful aspects of the course

1. The course involved 51 undergraduate students from 4 IARU schools (ANU, Copenhagen, NUS, and Yale), plus one student from the University of California at Santa Cruz. It is one of the largest courses administered under GSP and has been consistent in the past 5 years.
2. The course offered a wide range of modules pertinent to Southeast Asian studies. Under the five-week duration, the course offered two levels (advanced and introductory) modules, namely, Preserving Indonesia's Cultural Heritage and Music of Indonesia for advanced level and Southeast Asia in Context and Introduction to Southeast Asian History for introductory level.
3. The course brought together teaching staff from different IARU schools. Professors running this course are from NUS and Copenhagen.
4. Students were exposed to the real life of Southeast Asian societies. The course took students to two separate fieldtrips: Indonesia (for advanced level class) and Cambodia and Thailand (for introductory level class).
5. Students' feedbacks were extremely positive.

All in all, this NUS-IARU Summer School Southeast Asia in Context is one of successful models showing how IARU schools could work together in order to share and promote academic cooperation for the benefits of students, professors, and everybody involved, based on a partner school's strengths and expertise.

Below are some student's feedbacks and pictures of activities during the 2010 Summer School fieldtrips to Cambodia and Thailand.

**Brian Toh (NUS):** NUS IARU has allowed me to broaden my horizons, going to countries many times the size of Singapore. It was great fun, travelling around and seeing a cross section of Thailand and Cambodia. The trip allowed me to put a face and image to mainland Southeast Asia. I was truly amazed at the great potential of Southeast Asia, and the dynamism of the peoples. I felt that the constant immersion of Southeast Asia in the programme allowed for greater appreciation of Southeast Asia.

**Elizabeth Andrekovich (Yale):** While the class offered an introduction into a region and history I previously had no knowledge of, the field trips to Cambodia and Thailand capitalized on those lessons. We were able to participate in fascinating cultural experiences that went beyond the tourist guidebook. I was able to do and see things that I never would have realized otherwise. The fieldtrips provided a more comprehensive and rewarding lesson of Southeast Asian history. The summer program surpassed all my expectations.

**Simon Storm (Copenhagen):** The course itself has been very intense and rather fast-paced, but still leaving room for critical reflection, mainly through the written assignments. The international environment with students from very different academic and cultural backgrounds which provide a valuable contribution to any student of any age, culture and field of academic interest... I know a lot of my fellow students have changed their major or chosen courses for the next semester based on parts of what they learned during the programme.

## 4. Challenges and concerns for the future

SEASP do not have enough resources, especially teaching staff and financial support to run the course on sustainable terms. Since 2006, SEASP have depended on financial subsidization for NUS to take part in the course, while we have no financial aid offering to students from other IARU schools who wish to take part in the course. In order to help ease financial burden for students, each IARU school should set up some financial aid and encourage their students to apply for it. In addition, the course needs more public relations so that students from all or most IARU schools and non-IARU schools could participate in this summer school. At the present, we have 6 major schools sending students to this course (ANU, Cambridge, Copenhagen, NUS, Peking, and Yale). However, the majority of students are from from Copenhagen, NUS and Yale under special MOU among these three schools. The course could definitely accommodate students from more IARU schools in the future.

## 5. Gallery



Interviewing Mr. Chum Mei, one of remaining three survivors of the Khmer Rouge's Tuol Sleng, at the Genocide Museum in Phnom Penh, 8 July 2010 (Photo by Pattana Kitiarsa)



Crossing borders from Cambodia to Thailand at Chong Sa-ngum border pass, 11 July 2010 (Photo by Pattana Kitiarsa)



Visiting a floating village school in Tonle Sap, Siem Reap, Cambodia, 9 July 2010 (Photo by Pattana Kitiarsa)



Learning rice transplanting with rice farmers in Khon Kaen, NE Thailand, 14 July 2010 (Photo by Pattana Kitiarsa)



## v. Comparative Philosophy: China & the West 2010 Global Summer Program Report

---

<b>Peking University</b>	
<b>Brief description</b>	<p>The focus of the course will be a careful reading of representative texts of the Confucian and Daoist lineages: the Analects of Confucius, the Zhong Yong, the Xiao Jing, the Daodejing, selections from Zhuangzi and the Huainanzi. The objective will be to struggle with imagination to take the Chinese philosophical tradition on its own terms.</p> <p>To this end, we will use several sources—the Book of Changes, Traditional Chinese Medicine, Tang Junyi on Chinese natural cosmology—to establish a lens through which to read these canonical texts. This lens provide us with an interpretive context, and will enable us to be sensitive to the presuppositions we are likely to bring to the texts. Over the tenure of the course, we will attempt to develop a nuanced and sophisticated appreciation of the basic vocabulary of Chinese philosophy.</p>
<b>Course duration:</b>	5 – 30 July (26 days)
<b>Tuition fees:</b>	USD\$1,476 (RMB10,000)
<b>Accommodation:</b>	USD \$400 - 589 (RMB2,700 - 4,050)
<b>Field trip:</b>	N/A
<b>Course facilitator(s):</b>	Prof AMES

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	2	
	Peking University	5	
	University of California, Berkeley	4	
	University of Cambridge	0	
	University of Copenhagen	1	
	University of Oxford	1	
	The University of Tokyo	1	
	Yale University	1	
		18	
Non-IARU Partner Universities	University of Hawaii		1
	<b>TOTAL Non-IARU partner involvement</b>		1
	<b>TOTAL</b>	<b>18</b>	<b>1</b>

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

Feedback for this course was overwhelmingly positive. Some students said this course has been the highlight of their university degrees. There was positive feedback related to the goals of the course, readings, assessment, structure of class, group work, relationship with “real life” China, the lecturer and the broader IARU program.

Students found the course wide enough to be interesting yet narrow enough to be covered in the scope of a four week summer course. Furthermore, the course accomplished what it set out to do - to provide students with the fundamental vocabulary to gain a deeper understanding of Chinese philosophy. Nevertheless, students who did have a background in philosophy thought the course was still thought-provoking and inspiring for them.

The reading were pertinent and interesting. The assessment and grading was fair, with 3 five-page essays due over the course of the program.

The lecturer was held in very high regard by his students because of his engaging, passionate style of lecturing. One student described it as “gripping (as in, more than interesting!)”.

Students found he was open to student feedback and questions during lectures which allowed for stimulating class discussions. This was further enhanced by the time given to discuss and analyze texts in smaller groups. Students found this was particularly useful and enjoyable.

Students loved that the course was taught in Beijing because the Chinese philosophical concepts brought out in class were particularly interesting in the context of being in China. Some students said that they even saw some of the concepts in action!

Professor Ames indicated that the group of students was particularly bright and interested. He noted the large percentage of overseas Chinese who were taking the course “so they are very interested in who they are”. Professor Ames said that in reading the classics with these students, he observes “they find something which is not only intellectually satisfying but something which also strengthens their identity. This program sends these students back to their home universities with a stronger understanding of their tradition and of who they are.”

Perhaps the most successful aspect of the GSP were the friendships that developed between the people involved. The IARU students who came for the Peking University Summer Program developed an intense bond over the four week course. The students studied together and participated in the broad range of activities organized through the program including visiting the Great Wall and Tiananmen Square, going to Chinese Opera, taking Gongfu lessons and participating in a Cultural Night. The students also organized many of their own activities, discovering Beijing almost every day after class, eating at all sorts of Chinese restaurants; going on excursions to the outer suburbs of Beijing; going to famous markets and art districts; making friends with local students.

One of the great strengths of the program is bringing together 16 curious, engaged students from all over the world to share their own experiences and learn from each other. The connections made here will undoubtedly last a lifetime.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

Students expressed that their biggest concern for this course is that it might not be run in future years. They said it is a great class and a great opportunity to engage with texts that are often not taught in the philosophy departments of universities around the world. This course had philosophy majors from top universities around the world. After taking this course, many of these students expressed interest in writing their theses on Eastern philosophy however this might be impossible because many Philosophy Departments don’t teach Eastern Philosophy. As such, this course has been invaluable to everyone, including philosophy majors who haven’t had such an opportunity to study Chinese Philosophy before. Undoubtedly, Professor Ames is what made the course so special.



Some students indicated that it would be better if the course was longer and more spread out. Some students said that they found it hard to concentrate for 3 hour blocks, no matter how interesting the course material was. There was information overload which meant students forgot what they were learning. However extending the length of the course is obviously a problem for universities which are not on holidays such as the Australian National University. Perhaps a good compromise would be to have more 1 or 2 hours classes more frequently.

The option to hand in the last paper on the last day of class as opposed to the Monday would be nice because it would grant a better feeling of closure. Also the voluntary option of writing a longer paper would be nice. There's only so much you can say in 5 pages, and having the opportunity to tackle a larger issue might be appreciated by some students. One suggestion was to write one short paper for feedback and then spend the remaining time writing a longer paper.

Another piece of feedback received was that there was insufficient background information provided to answer the essay questions. One example was the class had an essay on Confucian politics due on Monday and after this was submitted, Professor Ames gave the class a thorough outline of Confucius. Students indicated they understood that he was encouraging students to learn themselves but arguably, students though more learning would have occurred if more background knowledge was provided.

## vi. Economic System Reform in China

### 2010 Global Summer Program Report

---

Peking University	
<b>Brief description</b>	Since 1949, the new China has undertaken quite a transformation from the original central-planning system to the current socialism market economy. Now, China has become a major topic of discussion among ordinary people in daily life.  This course is designed to give students an overview of various aspects of the transformation process beginning in 1978, including the cultural and political background. The personal role of Deng Xiaoping is emphasized in the early stage of the process. The course tells a vivid story about how the country has moved to the current stage, and what kind of daunting challenges the country is facing in the 21 century.
<b>Course duration:</b>	5 – 30 July (26 days)
<b>Tuition fees:</b>	USD \$1,476 (RMB10,000)
<b>Accommodation:</b>	USD \$400 - 589 (RMB2,700 - 4,050)
<b>Field trip:</b>	N/A

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	2	
	Peking University	3	1
	University of California, Berkeley	4	
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	1	
	The University of Tokyo	1	
	Yale University	0	
		13	
Non-IARU Partner Universities	University of California System	46	
	<b>TOTAL Non-IARU partner involvement</b>	46	
	<b>TOTAL</b>	<b>60</b>	<b>1</b>

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

**Richness of the content.** The reading for the course is mostly technical, but Dr Li supplements the reading very well by telling students interesting facts and real life examples. The lecturer always shows both sides of the story, such as the debate on potential revaluation of the Chinese currency.

**A new way of thinking.** The most significant part of the course is to teach students the Chinese way of thinking about economics. Their knowledge and intuition as a student of western economics will be constantly challenged in this course and the learning experience is just absolutely amazing. Some students said, “this is a good time to rethink all the assumptions behind pretty much everything starting from econ101.”

**Class participation.** You will always have a chance to express your opinions on anything from the course reading to what you've seen down the street. In fact the lecturer encourages the students to go out to a Chinese local factory or a market for electronics to see and feel how the Chinese economy works in real life.

The overall quality of teaching is superb. Some students described it as “successfully and elegantly conducted by one of the world's best institutions to study Chinese economy”.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

Tightening the standards for student intake. This course is challenging and the reading is technically-driven, even if one does not have to know all the mathematics. Although one does not have to be a candidate for PhD programs in economics, a good understanding of intermediate microeconomics and macroeconomics (and preferably econometrics) is essential, unless one is willing to put in a lot of extra effort. A broad knowledge of economics is an asset in this course. The lecturer will be really impressed if you raise questions from for example Depression Economics by Krugman and/or Making Globalisation Work by Stiglitz. One of the very best aspects of the course is its challenging nature. The course should uphold its prerequisite - junior or senior in economics or business major – to resolve the problems of difficulty in comprehension, large student drop-out ratio or lack of attendance.



## vii. Sustainable Urban Management 2010 Global Summer Program Report

---

<b>The University of Tokyo</b>	
<b>Brief description</b>	<p>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.</p> <p>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.</p>
<b>Course duration:</b>	21 June – 6 July (16 days)
<b>Tuition fees:</b>	USD \$254 (JPY 22,200)
<b>Accommodation:</b>	USD \$844 (JPY 73,100)
<b>Field trip:</b>	Exempted
<b>Course facilitator(s):</b>	Prof Keisuke HANAKI

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	1	
	ETH Zurich	3	
	National University of Singapore	2	
	Peking University	0	
	University of California, Berkeley	1	
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	2	
	The University of Tokyo	14	13
	Yale University	0	
	<b>Total IARU partner involvement</b>	<b>23</b>	<b>13</b>
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		
	<b>TOTAL</b>	<b>23</b>	<b>13</b>

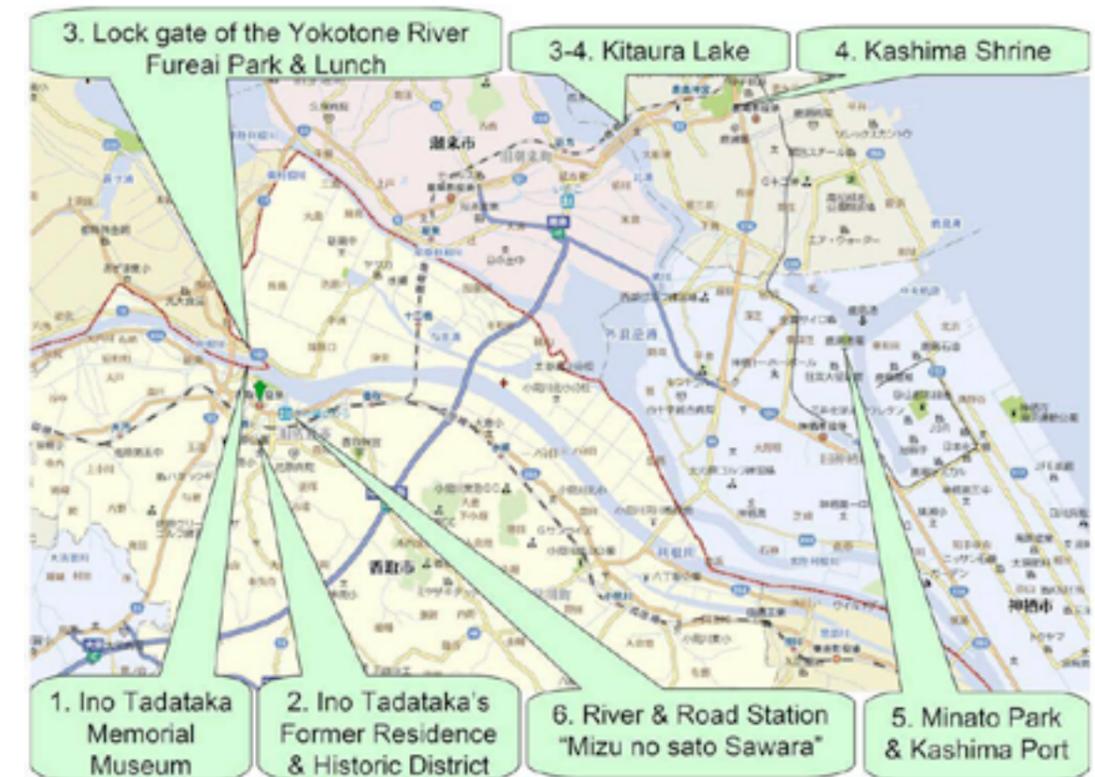
## 3. Successful aspects of the course

The course was offered by three departments, namely Departments of Urban Engineering, Civil Engineering and Architecture in School of Engineering. This course is also a regular undergraduate course of The University of Tokyo. Although the intensified schedule within two weeks is not usual, evaluation criteria and total number of teaching hour is usual. Courses taught in English are common in the graduate program, but very limited in undergraduate program in School of Engineering. The school is promoting undergraduate courses taught in English. This IARU course helps this policy.

The number of students who completed the course was 14 from UT and 9 from IARU partner universities. This mixing ratio is well balanced.



A one-day field trip was organized for IARU students. The students visited local cities and their surrounding area to see infrastructure and traditional town landscape in the context of harmonization with water.



## 4. Challenges and concerns for the future

All classes were taught in the time slot of 16:30-18:00 and 18:15-19:45 to avoid conflicts with regular classes. This is inevitable, but not very good for IARU students.



## viii. Nanoscience

### 2010 Global Summer Program Report

---

<b>The University of Tokyo</b>	
<b>Brief description</b>	This course provides students with an overview of the rapidly growing field of nanoscience and includes the following three modules: Biotechnology, Biomedicine & Nanobiotechnology, and Nanotechnology. Each module will provide students with an opportunity to visit active laboratories in the University of Tokyo.
<b>Course duration:</b>	5 – 16 July (12 days)
<b>Tuition fees:</b>	USD \$254 (JPY 22,200)
<b>Accommodation:</b>	USD \$640 (JPY55,900)
<b>Field trip:</b>	Exempted
<b>Course facilitator(s):</b>	Prof. Tatsuro IRIMURA

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	1	
	ETH Zurich	3	
	National University of Singapore	2	
	Peking University	0	
	University of California, Berkeley	1	
	University of Cambridge	2	
	University of Copenhagen	2	
	University of Oxford	2	
	The University of Tokyo	6	12
	Yale University	0	
	<b>Total IARU partner involvement</b>	<b>19</b>	
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		
<b>TOTAL</b>		<b>19</b>	<b>12</b>

## 3. Successful aspects of the course

This “nano-science” course consisted of three portions, nano-biology, nano-medicine and nano-technology, which were based roughly on biology, chemistry, and physics disciplines, respectively. The backgrounds of the participating students were very heterogeneous spreading from cell biology to computer science. The students maintain such broad spectrum for the last three years. We originally thought that it was a challenge to give lectures to such a heterogeneous population of students, it turned out to work well as the outcomes reveal.

For example, a student with cell biology background from ETH Zurich states about one of nano-technology lecture that “although the lecture focused on topics I rarely study in my major cell biology, I felt that the Prof. Arakawa made an effort to break down the complexity of the addressed subjects to help non-professionals like me to follow. This gave me the opportunity to recognize the growing importance of photonics also in the field of molecular biology. I was especially impressed by the concept of quantum dots.” A student with physics major in University of Copenhagen states that “As a last comment I want to thank the IARU alliance and Prof. Miura, who was an excellent speaker, for introducing me this interesting subject of apoptosis. I will in the future follow the results of this research with excitement.” A student with genetics and development background from University of California at Berkeley states that

“I have a very strong background in the fields of biology and chemistry, but have a very limited understanding of physics and engineering. I was somewhat worried about the third part of the nanoscience course, but professor Hiramoto's introductory lecture was extremely helpful and crucial to my subsequent understanding of the lectures that followed.”

These positive comments might be resulted from our adjustments after a few years of experience. From the lecturers’ side, positive comments are also given. As an example a professor in the Graduate school of Engineering reports that “Simply by answering to many questions asked by the students during the lecture, entire lecture became interactive and fun to me. I would like Japanese students, who are really passive in the class, to learn such a style by participating in this lecture series.” Positive comments are also given to the laboratory tours from the lecturers and students stating that “informative” and “enjoyable”.

All the students provide well-written essays, which were required to receive credits, which was also a good sign of the positive outcome. It appears that the load was appropriate, not too heavy and not too light.

## 4. Challenges and concerns for the future

From the students’ side, there was no negative comment given. From the lecturers’ side, many said that more Japanese students than currently in the class should participate. Another aspect is the fact that lectures given for a few weeks are not enough to provide students really good opportunity to acquire not only knowledge but also research skills. Currently, summer internship programs for graduate students are successfully run by other projects such as the Global Center of Excellence program. Because the term of this program is limited to 5 fiscal years, continuous financial support should be provided by the University or by the government.



## ix. Japan in Today's World 2010 Global Summer Program Report

---

<b>The University of Tokyo</b>	
<b>Brief description</b>	<p>This course is designed to introduce students to Japan's role in the world in terms of its diplomatic activities and contributions to overseas development and to international organizations.</p> <p>The principles behind Japan's international diplomatic engagement, and the extent of Japan's involvement in such activities, remain relatively little known outside of Japan. This course aims to enhance the students' understanding of these matters, and will include discussion of Japan's politics and economy, which are bound up within the global system and yet are not so well understood by those outside Japan.</p>
<b>Course duration:</b>	20 – 30 July (11 days)
<b>Tuition fees:</b>	USD\$342 (JPY 29,600)
<b>Accommodation:</b>	USD \$596 (JPY 51,600)
<b>Field trip:</b>	Exempted
<b>Course facilitator(s):</b>	Prof Hideo KIMURA Prof Hideaki ASAHI (Graduate School of Arts and Sciences)

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	1	
	ETH Zurich	1	
	National University of Singapore	1	
	Peking University	1	
	University of California, Berkeley	1	
	University of Cambridge	2	
	University of Copenhagen	1	
	University of Oxford	3	
	The University of Tokyo	6	3
	Yale University	0	
	<b>Total IARU partner involvement</b>		
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		11
	<b>TOTAL</b>	<b>18</b>	<b>14</b>

## 3. Successful aspects of the course

Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)

According to the assessments of the IARU students, we can mention four successful aspects of the course:

- **A Wide Perspective on Japan**

As the theme “Japan in Today’s World” is quite broad, we divided 16 lectures into 5 clusters to specify the theme of each lecture:

1st Cluster: Fundamentals and Variables

2nd Cluster: The Japan – U.S. Relations

3rd Cluster: Japan and Asia

4th Cluster: Japan in the World

5th Cluster: Japan in the World: What’s Unique and What’s Common?

Almost all the GSP students said that the lectures were well organized and were delivered from different angles which exposed them to broad viewpoints on Japan.

- **Question and Answer**

Each lecture was composed of two parts, presentation and Q&A. The lecturer made use of the first 45 to 60 minutes for his/her presentation, and after this, opened the floor for Q&A. The students were encouraged to raise questions or express their views on the lecture. In each lecture, many questions were raised, and this mixture of presentation and Q&A allowed students to participate more actively in the lectures. We often lacked time for further questions. Raising questions and writing short essays for each lecture allowed each student’s passive knowledge obtained thorough the presentations to become an active knowledge which will be worthwhile for their advanced study on the theme.

- **Discussion**

To wrap up the lectures, there were discussions on specific themes and assessments. Regarding discussions, a debate by four students was held on each theme. For example, for the theme on Japan’s relationships with Asia, two students took the position of “Apologist”, and another two for “Non-Apologist”. After the presentation from both sides, all the students joined in the discussion expressing their own opinions. Many GSP students said that it was very instructive listening to the different opinions of the students who had different origins, through which they could amplify their idea about Japan and the World. We were glad to see that Japanese and international students at the University of Tokyo also actively participated in the discussion and expressed their opinions openly.

- **Lunch Meeting**

Lunch meetings were sometimes offered where the lectures of those days were present, and enabled both students and lecturers to talk in a less formal way, allowing students to relax and raise questions more freely. Lunch meetings also enabled international and Japanese students to get to know each other better and talk about their societies, cultures, and economy more freely and deeply. Moreover, the Japanese students invited the GSP students to private dinner parties and students enjoyed their time together. Through these activities, students got to know each other and had a better time in Japan. With the help of good relations among all students, the lectures were conducted in a sincere and open atmosphere which produced successful course results.



#### 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

More time will be needed to analyze problems thoroughly, both educational and organizational, but one thing we can point out at the moment is the problem of when to set the GSP courses. This course was held just after the completion of normal faculty classes, in the hope of that it would allow the professors and the students to more easily participate in the course. Fourteen students of The University of Tokyo have registered in the course, but unfortunately, only six students completed the class. We had less Japanese students than expected. It is very important for us to ensure a better presence of Japanese students in the course.

The lack of this course's publicity to the students and the workload of the assignments may be part of the reason for low attendance. But these may not be the only reasons, considering the fact that not so many Japanese students participate in other intensive lectures like this course, even when conducted in Japanese for the under graduate level. We must think about how to revise GSP courses and when they should be held through conducting interviews with our students, especially in the Faculty of Arts and Sciences.

#### x. Introduction to the Japanese Language 2010 Global Summer Program Report

The University of Tokyo	
<b>Brief description</b>	Students enrolled in either Sustainable Urban Management, Nanoscience and/or Japan in Today's world will have the opportunity to participate in an introductory Japanese language course. Designed for those new to Japan, the course aims to facilitate participation in life in Japan, and introduce characteristics of the Japanese language, such as the Japanese writing system, elementary grammar, and communication patterns. Using the Japanese learnt in these classes, we hope our students will be able to come away with a deeper experience of Japanese culture during their time in Japan. To improve students' Japanese literacy, certain topics that would usually be taught in the second half of an elementary course, such as the use of dictionaries, will also be included in this course. This will also enable students to continue their study on return to their home country.
<b>Course duration:</b>	21 June – 6 July (16 days)
<b>Tuition fees:</b>	additional USD\$254 (JPY 22,000)
<b>Accommodation:</b>	USD \$844 (JPY 73,100)
<b>Field trip:</b>	Exempted
<b>Course facilitator(s):</b>	Prof. Yasuto KIKUCHI

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	0	
	ETH Zurich	1	
	National University of Singapore	2	
	Peking University	0	
	University of California, Berkeley	0	
	University of Cambridge	2	
	University of Copenhagen	0	
	University of Oxford	0	
	The University of Tokyo	0	11
	Yale University	0	
	<b>Total IARU partner involvement</b>	6	11
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		
	<b>TOTAL</b>	<b>6</b>	<b>11</b>

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

This short course not only provided survival communication skills in Japanese for a short stay in Japan, but also balanced this by providing knowledge of certain characteristics of the Japanese language. Studying the Japanese writing system (including the use of dictionaries and study of Kanji), and elementary grammar were included in order to make a firm basis from which to enable the students to continue their studies after they returned to their home countries. The students' feedback on the course design was mostly positive.

"I enjoyed the course 'Introduction to the Japanese Language' a lot and am surprised at how much we learned and are able to understand. All teachers were extraordinarily nice and helped us a lot!"

"Excellent teachers, well-structured course."

"This is an excellent starter course for people who want to learn basic Japanese or have a good grounding for further study. Any work you do prior to coming or during the course will be rewarded when it comes to the end so my your best.

"A highly interactive and intensive language course."

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

We are aware of the necessity of improving the pre-course materials based on the opinions of students.



## xi. Media, Culture and Society

### 2010 Global Summer Program Report

---

<b>University of California, Berkeley</b>	
<b>Brief description</b>	<p>The course examines the political, cultural and social impact of the media in the Middle East and seeks to investigate how Western and Arab Media have both contributed to the formation of multiple and conflicting images of what the region is. Thus, our goal is to help students developing a critical understanding of the role that the media (both western and local) play in influencing and shaping policies and identities in the Arab Region.</p> <p>Through the analysis of media politics, identity discourse and communication biases, we also hope to broaden and deepen students' understanding of the Middle Eastern complexity and move beyond the narrow discussion of regional intractable conflicts and structural failures. Hence, students in this course will explore the most recent social, cultural and media phenomena that are slowly changing the collective imagination of the Arab region. They will analyze divergent political and media discourses over "the Middle East" reality and they will assess critically the intellectual and policy consequences produced by conflicting and over-simplified paradigms of the Region.</p>
<b>Course duration:</b>	26 July – 13 August (19 days)
<b>Tuition fees:</b>	USD \$1,965
<b>Accommodation:</b>	USD \$1,573//1,181//985 (single//double//triple)
<b>Field trip:</b>	N/A
<b>Course facilitator(s):</b>	Francesca GIOVANNINI

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	2	
	Peking University	2	
	University of California, Berkeley	0*	1
	University of Cambridge	2	
	University of Copenhagen	2	
	University of Oxford	3	
	The University of Tokyo	3	
	Yale University	0	
	<b>Total IARU partner involvement</b>	<b>16</b>	
Non-IARU Partner Universities		3	0
	<b>TOTAL Non-IARU partner involvement</b>	<b>3</b>	<b>0</b>
<b>TOTAL</b>		<b>19</b>	<b>1</b>

\* No Berkeley students enrolled through GSP; however, there were 8 UC Berkeley students enrolled in the course through our Summer Sessions for a total of 27 students (16 IARU, 8 UC Berkeley, 3 Other Institutions)

## 3. Successful aspects of the course

Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)

### Highlights of this year (not in any particular order) :

#### i) Process and logistics:

- Improved selection process of non-GSP participants that enhances the overall quality of learning for all students
- GSP students were housed in the same residential unit- important for community building
- Involvement of GSP alumni in the “buddy” system and in organizing extra curricular activities
- More activities for GSP students- important for community building
- Relationship built among GSP and non-GSP students

#### ii) Course content and quality of learning:

- The rich experience that comes from the highly diverse GSP students collaborating on research and projects (e.g. students with different language access being able to draw from and share valuable information from non-English speaking, non-American sources)
- Delivery of concrete learning outcomes: 5 unique websites of outstanding quality that bring together theory, research and collaborative learning
- Berkeley GSP as a model for UNESCO sponsored programs

## 4. Challenges and concerns for the future

Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)

#### i) Academic:

- How to keep rigor of collaborative learning without the cutthroat competitiveness especially when some students have more invested in the grade and others less, if at all.
- How to balance length of course and intensity of course demand
- How to expand beyond the American and Euro-centricity of curriculum (reading materials, theoretical foundation etc...) not just for Berkeley GSP course but also for GSP courses in general
- How sustainable is this level of hands – on faculty director involvement in building academic content of GSP program on campus given uncertainty of campus climate and need to coordinate among so many different entities and expectations (at least four on our campus). May just be a Berkeley challenge but may also speak to the question of sustainability of GSP at other institutions as well.

### Suggestions for 2011:

#### At Berkeley

- Longer or less ambitious course (reducing workload if length of course remains the same)
- Possibly offering same course at 2 different levels – intro/theory and advances/applied
- Introduce a separate research course
- Possible new offerings for 2011 under consideration:
  - Migration, Forced Migration and Mobility: (possible collaboration with Oxford?)
  - Regional, Trans-national and Global Institutions: the rise, emergence and consolidation of new forms of Global Governance
  - Escalating Crisis In Time of Global Security (special focus on new troubled regions e.g. Central Asia, The Andean Region, the Great Lake Region, the Arctic and the Eastern Europe)
  - Peace Building (in Argentina)
  - Post conflict nation-building (in Cambodia)



Regarding Partner Institutions

- Credit weight of course(s)
- Getting course content information early so that assessment can be made and units determined and posted before application deadline

ii) **Administrative, Financial, Political etc....**

- Continuation of earmarked funding for our office to do GSP. This year, it made it possible for us to provide funding support to GSP incoming and outgoing students, and to put together extracurricular activities for GSP. Would not be possible if this is not renewed and institutionalized (for purpose of planning)
- Getting additional resources to be specifically devoted to GSP so that we can build more programs (internship, undergraduate research etc...)
- Getting senior leadership to see the importance of and to push for building synergy between GSP and other IARU initiatives
- Need to keep administration interested in supporting GSP by expanding number of participants and scope of GSP program

## xii. Shaping the World: Understanding the Past, Predicting the Future

### 2010 Global Summer Program Report

University of Cambridge	
<b>Brief description</b>	<p>The leaders of tomorrow will need to be skilled investigators, with ability to place any investigation in context. The ability to take a global perspective on matters which shape our world requires those same future leaders to foster their ability to think beyond an immediate and narrow field of interest.</p> <p>This course offers a unique opportunity for participants to draw upon a rich reserve of knowledge, to attend lectures across a broad range of subjects, and to draw together ideas in a series of focused discussions. Intensive “supervisions” offer the chance to experience Cambridge teaching at its best: Participants will benefit immensely from the exchange of ideas both with lecturers and with their student peers from around the globe.</p>
<b>Course duration:</b>	5 – 30 July (26 days)
<b>Tuition fees:</b>	USD \$2,494 (GBP 1,630)
<b>Accommodation:</b>	USD \$2,448 [GBP 1,600 (breakfast & dinner included)]
<b>Field trip:</b>	USD \$23 - 84 (GBP 15 – 55)
<b>Course facilitator(s):</b>	Ms Sarah ORMROD Dr Rob WALLACH, Program Director

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich		
	National University of Singapore	3	
	Peking University	1	
	University of California, Berkeley	2	
	University of Cambridge		
	University of Copenhagen	1	
	University of Oxford	1	
	The University of Tokyo	2	
	Yale University	1	
	<b>Total IARU partner involvement</b>	13	7+40+
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		
	<b>TOTAL</b>	<b>13</b>	<b>47+</b>

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

The students particularly enjoyed the diversity of lecture options, typically three per day, which took them outside their own field of study and gave them access to some of our most senior speakers, often world-leading researchers. They found that the revised structure from last year, which allowed afternoon discussion groups to build upon lectures they had heard earlier that day (or a couple of days beforehand) was enjoyable, helped give more perspective to and insights on the discussion topics and so promoted a stronger sense of community amongst the participants.

As in previous years, participants found an especially challenging and rewarding part of the program to be the small group supervision sessions, held weekly and at which their previously submitted written work was discussed, and topics set for future assignments. These small supervision groups (two or three students per group) allowed each student to benefit from individual attention as well as giving insights into the typical Cambridge undergraduate experience. As well as the supervisions, weekly feedback sessions with the Programme Director (who also led two of discussion groups) helped to give the programme a sense of coherence and progression, and ensure that any potential difficulties could be addressed without any delay. The students also really enjoyed the additional extra-curricular offerings with which Rob Wallach augmented their experience: a chance to hear the famous choir at King's College Chapel, a private tour of the Chapel, trips out to get fish and chips (an unmissable "English" experience), and an endless stream of suggestions for places the students could visit and so explore many of the hidden treasures of Cambridge.

In addition to the time spent on their supervisions (and the necessary study time needed to prepare their weekly essays), the GSP cohort's attendance at the lectures and other events (concert, ceilidhs, jazz events) enabled them to spend time with participants on other programmes running concurrently at Cambridge. This allowed the GSP students to meet and converse with an even wider range of nationalities and so benefit from discussions with those with quite different experiences and life styles.

Further information is currently being sought from a detailed questionnaire that the students are completing. However, overall, the small but important fine-tuning of the programme this year enriched the students' overall enjoyment and appreciation of the Cambridge experience.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

A localised challenge for this summer only was the fact that we had to operate on a split teaching site, and this meant that transfer between lectures often had to be extremely swift if the GSP students were to be able to access a fully interdisciplinary programme of talks. However, the students managed this well and it did not cause any real difficulties.

A number of the students encountered problems in obtaining visas (something which affected outgoing students even more than oncoming ones), and we realised we need to allow much longer for this, and to badger the students to start the process as quickly as possible. Even so, the increased bureaucracy associated with obtaining visas in many countries, including our own, is a concern.

We lost one student from Copenhagen late in the day who discovered, only after acceptance to the program, that her home institution would not award her graduate credit. This was unfortunate.

Two incoming and two outgoing students withdrew after acceptance, because of other offers, work commitments, etc., and this skewed the logistics (and potentially the dynamics as well as the finances) for the programme. As an example, supervision groups can be decided relatively close to the start of the program, once everyone has accepted their place, and given us additional information about their study interests. If people subsequently withdraw from the programme (as occurred this year), we have to reconfigure groups and possibly find different supervisors. In terms of our own out-going students, this has led us to decide to interview face-to-face all students next year, and to do more to instill in them a commitment to take up a place once it has been offered.

## 5. Gallery





### xiii. Development of Sustainable Periurban Landscapes: New Visions & Strategies 2010 Global Summer Program Report

---

<b>University of Copenhagen</b>	
<b>Brief description</b>	The course is a planning course with emphasis upon actions, solutions, and future prospects for sustainable peri-urban development. Peri-urban landscapes are characterized by great heterogeneity and rapid changes of land use, mainly because they are attractive to many functions and permanently under pressure from urban expansion and demands imposed by nearby population concentrations. Thus, peri-urban areas are located in an in-between situation: neither city nor countryside, hosting a range of functions, spanning from agricultural production, forestry and non-rural enterprises to residential and recreational functions. The current search for sustainable urban development as well as adaptations to climate change, have additionally increased the interests in peri-urban functions and land use patterns. The overall subject of the course is sustainable planning for peri-urban landscapes.
<b>Course duration:</b>	9 – 20 August (12 days)
<b>Tuition fees:</b>	Exempted
<b>Accommodation:</b>	USD \$434 (DKK2,500) per week
<b>Field trip:</b>	N/A
<b>Course facilitator(s):</b>	Associate Professor Lone S. KRISTENSEN, Faculty of Life Sciences, University of Copenhagen and Professor Simon Swaffield, Lincoln University

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	3	
	Peking University	2	
	University of California, Berkeley	2	
	University of Cambridge		
	University of Copenhagen	2	5
	University of Oxford		
	The University of Tokyo	2	1
	Yale University		
	<b>Total IARU partner involvement</b>	7/14	2/6
Non-IARU Partner Universities	Kassel University	4	4
	Wageningen/Utrecht University	1	1
	Piza Agricultural University	2	
	Lincoln University, New Zealand	0	1
	SLU, Sweden	2	
	BOKU, Vienna, Austria	0	1
	Warsaw University of Life Sciences SGGW	2	
	<b>TOTAL Non-IARU partner involvement</b>	5/10	4/6
<b>TOTAL</b>	<b>14/24</b>	<b>6/12</b>	

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

- Students (and teachers) coming from all over the world looking at planning/ environmental problems in another context than they are used and the possibility of bringing many different professional skills together in the searching for proper solutions formed a good point of departure for the learning ‘environment’ and discussions
- The boarding school form was excellent – forcing people to live and work together for 2 weeks. The good physical facilities at Nødebo Forest College as well as the excellent cooking contributed to the creation of a very good atmosphere

- Engaged, attentive and supportive teachers; Respectful relationship between teachers and between teacher and students
- Engaged and ambitious students
- The mixture of teaching activities: lectures, discussion, excursions and group and individual work

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

It is a problem that some IARU Universities select students that do not fulfill the course requirements – and I have knowledge about that it is not always because they do not have students with the recommended skills. It implies that we had to refuse some of the applications and that some of the students have attended the course with out the environmental planning skills which were required. The general implications are that we have less IARU students on the course than we could have had and that it can be difficult to secure the intended level of the learning out come – in relation to some aspect.



## xiv. Kierkegaard: The Individual in the Global Society 2010 Global Summer Program Report

---

<b>University of Copenhagen</b>	
<b>Brief description</b>	<p>A study of the works of Copenhagen's most radical author, the 'father of existentialism,' Søren Kierkegaard (1813-1855). Kierkegaard's entire authorship is centred around the existential project that every human being is confronted with: to become oneself and none other than oneself. And as he sees it, becoming oneself does not happen passively and is never achieved once and for all, but rather requires constant effort. He thus often describes this project as one of taking responsibility for "choosing," "gaining," or "finding oneself."</p> <p>This course examines his witty, humorous, but also deeply earnest exploration of the psychology of self identity. And Kierkegaard's thoughts about the struggle for personhood take us through perhaps unexpected territories: beginning with the breakdown of culture-specific ethnic and religious that have traditionally defined the self, he explores the culturally destructive power of Socrates' irony, the art of seduction, theories of beauty and boredom, a scathing critique of religious culture and politics, religious demands that conflict with ethical duty, the chronic sicknesses of the soul, the look of the Other as a defining factor in self-identity, the struggle to see with the eye of faith, the joy of being embodied here and now, and finally, love.</p>
<b>Course duration:</b>	5 – 30 July (26 days)
<b>Tuition fees:</b>	Exempted
<b>Accommodation:</b>	USD \$486 - 520 (DKK2,800 – 3,000)
<b>Field trip:</b>	USD \$35 (DKK200)
<b>Course facilitator(s):</b>	Brian SÖDERQUIST

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich		
	National University of Singapore		
	Peking University		
	University of California, Berkeley	2	
	University of Cambridge		
	University of Copenhagen	7	
	University of Oxford	2	
	The University of Tokyo	1	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>15</b>	
Non-IARU Partner Universities	University of Amsterdam, Ghent University, Oslo University, Aristotle University, University of British Columbia, Århus University, Copenhagen Business School	11	
	<b>TOTAL Non-IARU partner involvement</b>	<b>11</b>	
	<b>TOTAL</b>	<b>26</b>	

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

The most successful part of the GSP course was the atmosphere and learning environment that arose naturally between the students. Roughly half the students were from Denmark, half from other GSP member universities, which was a very fortuitous combination of those who were familiar with the city and those who weren't. A large group of students went out for coffee every day after the conclusion of class.

In addition, toward the beginning of the course, we took a weekend bike trip to Northern Zealand to see some of the sites Kierkegaard incorporates into his authorship. We read passages from K's authorship while we were at the various sites, but the primary aim of this weekend tour was to let the students get to know each other. Their familiarity with each other from outside class meant that they were comfortable asking questions, and discussing and debating Kierkegaard's thought. The students were also especially talented, well-prepared, and committed to class. First off, the students are well-educated from their home universities. Secondly, because they travelled to

Copenhagen to take the class – and because many of the Danes simply wanted to take the class – the academic level of discussion was especially high. In fact, it might be the best single class I have ever dealt with.

The students had very different backgrounds, but they were able to bring what they already knew to class discussion and their research papers. The student evaluations were very high. They pointed to a stimulating class environment and the relaxed Danish summer attitude in particular.

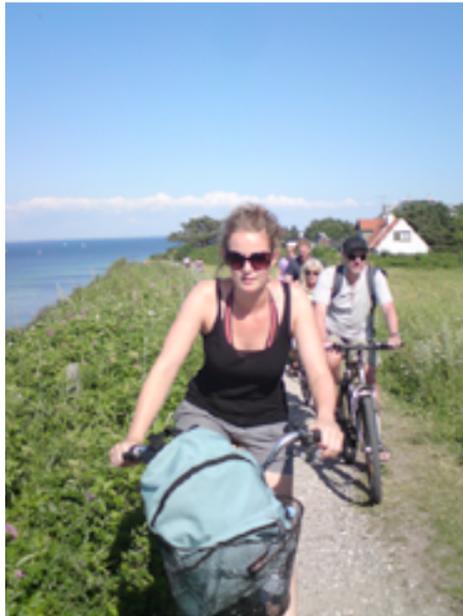
## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

There were very few academic problems or challenges in this class. The students recommended continuing the same pattern for next semester. Administratively, the course functioned smoothly, and we hope to be able to repeat this success in the future. Inviting and housing our guest lecturer, George Pattison, presented some challenges initially, but there were no problems that present a challenge next summer. In general, this course was a rare example of what can go right when everything falls fortuitously into place.



5. Gallery



xv. Mental Health in Low Income Settings  
2010 Global Summer Program Report

**University of Copenhagen**

<b>Brief description</b>	In this intensive three week course, students will explore the epidemiology and social origins of mental health disease in low income settings. Additionally, students will learn to think critically about designing interventions and scaling up services to affected populations within the confines of a low-income health setting.  Mental disorders are an important cause of long-term disability worldwide and the WHO attributes 31.7% of all years lived with disability due to neuropsychiatric. These disorders are estimated to cause 1.4 million deaths each year and are quickly becoming a dominant cause of ill health worldwide. Partly inspired by the 2007 Lancet Series entitled Global Mental Health; this course explores the topic of mental health disease in low-income countries from a multi-disciplinary perspective.
<b>Course duration:</b>	12 - 30 July (19 days)
<b>Tuition fees:</b>	Free for IARU Students. 12,000DKK for non-IARU Students
<b>Accommodation:</b>	USD \$486 - 520 (DKK2,800 – 3,000)
<b>Field trip:</b>	USD \$35 (DKK200)
<b>Course facilitator(s):</b>	Michael CALOPIETRO

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich		
	National University of Singapore	3	
	Peking University	2	
	University of California, Berkeley	1	
	University of Cambridge		
	University of Copenhagen	11	2
	University of Oxford	1	
	The University of Tokyo	1	
	Yale University		
	<b>Total IARU partner involvement</b>		21
Non-IARU Partner Universities			1
			1
		1	1
			1
	<b>TOTAL Non-IARU partner involvement</b>	1	5
<b>TOTAL</b>		<b>22</b>	<b>7</b>

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

2010 represents the first time the Summer School on Mental Health in Low Income Settings has been conducted. In order to evaluate strengths and weaknesses, the Department undertook three main evaluative processes:

- The course coordinator attended every lecture and evaluated them in terms of objective, content, teaching method and teaching style
- The students had the opportunity to complete an online evaluation form at the end of each lecture
- A final verbal evaluation with the students was held at the end of the course. The following information represents the findings

The IARU Course was designed around three one week themes:

- Week 1 - The Epidemiology of Mental Health Disease
- Week 2 - The Social Determinants of Mental Health Disease in Low Income Settings
- Week 3 - Barriers to and Approaches for Delivery of Mental Health Services in Low Income Settings

Thematically, both students and lecturers thought this structure was effective in framing the issue and in its progression in conveying knowledge of the topic. Based on the student and observer evaluation output, Weeks 1 and Weeks 3 were widely considered a success. The teaching quality was considered very high and the students responded well to the lecturers. The expertise of Professor Martin Prince in Week 1 and Professor Vikram Patel in Week 3 were significant contributors to the effectiveness of these two weeks. As the co-authors of the Lancet series on Mental Health in Low Income Countries, they represent the leading figures on this topic globally and the students seem to have benefitted.

The students responded well to a number of the group work activities designed by the Lecturers, particularly those of Vikram Patel and Jean Maracek, who lectured on the social determinants of mental health disease. The students seem to enjoy being activated in this way and had a significant amount to contribute.

The course included two participants (one medical doctor and one psychiatrist) from low income countries – Nigeria and Ethiopia respectively. Their presence in the class added an extra dimension of practical, lived experience - which was beneficial to the other students and many of them commented that they enjoyed the more applied discussions involving these students.

The students were asked in the verbal exam if they believed the content delivered had met the learning objectives established in the course description, namely:

- To communicate the global burden of disease caused by mental health disorders;
- To describe the social influencers of mental health disease in a low income context;
- To teach students to think critically about innovations in service delivery in resource poor settings

The students seem to universally agree that the course content had met the objectives defined and the high quality of the examinations submitted confirm this assessment.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

The course evaluation process revealed some challenges in course delivery. Some are simply a consequence of running a course for the first time and are easily remedied. Others are more fundamental and require a deeper evaluation of both the intended audience and delivery approach. The challenges are organized accordingly and addressed as follows:

### Challenges as a Consequence of First Delivery

Because the course lecturers were spread across the globe, it was a challenge to fully develop the material as a unified group. Each lecturer was operating in isolation on the pre-determined topics and submitted lecture outline forms to the course administrator for review and input. The process, however, wasn't always capable of revealing all lecture delivery issues. For example, there were a number of topic repetitions across lecturers that were revealed only on lecture



delivery and not in the outline review process. The topics of disease classification in a cross-culturally sensitive manner and the challenges conducting cross-cultural mental health research were both overly represented throughout the course and will be addressed in future course delivery.

Week 2 as a whole was received with some criticism by the students. The lectures were judged to be insufficiently challenging and the lecturers themselves somewhat poorly received by the students. A critical look at how to better deliver this material will be undertaken for future courses and we will work to identify lecturers better capable of activating the students from a social sciences perspective.

Lastly, the students expressed an interest in a different delivery method for the examination. Currently the students are given six questions and asked to write a comprehensive 3000 word essay on one of the six topics. Some students thought the examination was too hard, but our post- course review of the questions revealed that they are in consistent with the level of complexity found in other global mental health short courses. From a pedagogical standpoint, the primary problem is that the students focused too much on reading literature in support of the exam essay and thus weren't able to do all the reading expected of them for the daily lectures. In the future, we will work to better align the course literature with the literature needed to complete the exam questions.

Some of the international students would have liked accommodations closer to the campus and there was some concern about the limited accessibility of a housing representative at the dorm during the July holiday. Some students in the same dormitory were deemed to have better rooms and furnishings than others, so care to ensure equal quality for the same lodging fee should be assured in the future. There was a campus wide switch to a new protocol for accessing wireless internet services during the month of July. This caused problems for the continuity of wireless access for all students and was not sufficiently planned for by the administration team.

### Fundamental Challenges

We approached the development of the Mental Health Summer School from a multi-disciplinary perspective and as such invited students from a variety of study programs to attend. Participants included students of Psychology, Public Health Sciences, Pharmacy Sciences and Neuroscience. Presenting mental health materials to a broad range of student disciplines is a challenge. The material has to be accessible enough for those with a non-specialized interested, yet challenging enough for those with a specialization in mental health.

The post-course evaluations revealed a mixed review in the extent to which the course was able to achieve the proper balance and level of complexity to meet the needs of a diverse student population. Some students (mostly the psychology students) thought it was too basic, while others found it too challenging. A few other students thought the course successfully found the right balance. A more thorough review of the intended audience will likely help to create further alignment between content, level of complexity, and acceptability of materials to the students.

## xvi. Oxford Seminar in Global Leadership 2010 Global Summer Program Report

Oxford University	
<b>Brief description</b>	<p>The Oxford Seminar in Global Leadership offered GSP students the opportunity to explore the most urgent challenges and opportunities for humanity in the 21st century.</p> <p>Students had tutorials and seminars with research faculty and staff from the Oxford University James Martin 21st Century School. This is a unique collaborative research institution which seeks to develop strategies for responding to the most serious problems and most promising opportunities for the world in the twenty-first century. The School currently comprises over fifteen research institutes, focusing on such topics as bioethics, nanotechnology, pandemics, ageing, climate change, and stem cell science, among others.</p> <p>Contributions were made by the following Institutes:</p> <ul style="list-style-type: none"> <li>• Ageing</li> <li>• Environmental Change &amp; Forests</li> <li>• Ethics of New BioSciences</li> <li>• Stem Cells</li> </ul>
<b>Course duration:</b>	5 - 29 July (25 days)
<b>Tuition fees:</b>	USD \$1,439 (GBP 940)
<b>Accommodation:</b>	USD \$3,490 (GBP 2,280)
<b>Field trip:</b>	None
<b>Financial support for incoming students:</b>	10 scholarships of GBP 1,000 (US \$1,531) were offered
<b>Financial support for outgoing students:</b>	A total of US \$10,000
<b>Course facilitator(s):</b>	<p>Outgoing: Director, Heather BELL (Director of Intl Strategy) Facilitator: Sam PEGG</p> <p>Incoming: Director: Dr Angus HAWKINS (Director of International Programmes, OUDCE) Facilitators: Liza DENNY &amp; Jacqueline DARVILLI</p>
<b>Student selection process</b> (e.g. Interviews with faculty/administrators, tests, application forms)	Heather Bell and Sam Pegg reviewed 60 applications and chose 30 candidates, of whom 18 took up places.

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	3	
	Peking University	1	
	University of California, Berkeley	2	
	University of Cambridge	0	
	University of Copenhagen	2	
	University of Oxford	0	5
	The University of Tokyo	2	
	Yale University	1	
	<b>Total IARU partner involvement</b>	14	5
Non-IARU Partner Universities	King's College, London		2
	<b>TOTAL Non-IARU partner involvement</b>		2
	<b>TOTAL</b>	<b>22</b>	<b>7</b>

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

In terms of outgoing students, we had greatly increased interest in the programme this summer due to the availability of a small number of scholarships to cover tuition costs, coupled with substantially improved communication and information available on the web.

The feedback from the incoming students was very positive, with the students stating that the GSP had been a highly rewarding and exciting academic experience. Three aspects were identified by the students as particularly beneficial:

- The Oxford-style tutorials provided an intense learning experience, being both intellectually challenging and academically rewarding.

- The research seminars brought the students into direct contact and discussion with major researchers carrying out leading edge research. The opportunity to discuss with these individuals the major challenges confronting humanity in the 21st century was seen as particularly valuable.
- The students commented positively on their involvement with the Oxford University International Summer School in History, Politics and Society, as it provided a wider context for the GLP tutorials and research seminars. They also appreciated the social benefit the attachment gave by enabling them to mix with participants from around the world.

Students filled in evaluation reports and contributed to the program evaluation discussion. Overall their comments, both oral and written, were very positive.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

A major concern for the future is that Oxford does not have funding available for 2011, and will not be able to offer any scholarships for Oxford students to give to other IARU GSP programmes. We need to give thought to how to advertise the programme in light of this.

In terms of the incoming students, concerns include:

- The application schedule. From Oxford's point of view, a very late application date was followed by very tight turnaround required of the 'offering' university, then several students could not confirm promptly whether or not they wanted to take up the place offered.
- The lack of academic detail about the students requested by the IARU application forms.
- It is essential that all students are fully able to operate academically in English. We would like IELTS grades from all non-native speakers.

It would also be desirable/preferable if the students were drawn from a wide range of academic interests.



## xviii. 2010 Global Summer Program Report Topics in International Economics

---

<b>Yale University</b>	
<b>Brief description</b>	This course will look at recent developments in international economics, and will include topics such as: trade policy and market structure; the economics of trading blocs such as the EEC & NAFTA; the economic consequences of continued U.S. external deficits; globalization and inequality; exchange rates, interest rates, and volatility; speculative capital flows and exchange rate policies; and financial crises and the prospects for the European Monetary Union.
<b>Course duration:</b>	5 July – 6 August (33 days)
<b>Tuition fees:</b>	USD \$2,750
<b>Accommodation:</b>	USD \$2,053
<b>Field trip cost:</b>	N/A
<b>Financial support for incoming students:</b>	Two students from each member university will receive a tuition scholarship of \$2,750. If there are unused seats, the remaining scholarships will be granted to other students for a maximum of 20 scholarships.
<b>Financial support for outgoing students:</b>	Students on financial aid are eligible to receive an International Summer Award (ISA) for programs over 4 weeks in length.
<b>Course facilitator(s):</b>	Miguel RAMIREZ

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	3	
	National University of Singapore	1	
	Peking University	1	
	University of California, Berkeley	0	
	University of Cambridge	1	
	University of Copenhagen	2	
	University of Oxford	1	
	The University of Tokyo	1	
	Yale University	3	1
	<b>Total IARU partner involvement</b>	<b>15</b>	
Non-IARU Partner Universities	ESCP Europe Business School	1	
	<b>TOTAL Non-IARU partner involvement</b>	<b>1</b>	
<b>TOTAL</b>	<b>16</b>	<b>1</b>	

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

2010 was another successful year for the Global Summer Program at Yale. A total of 16 students from nine of the ten IARU partner universities (including one non-IARU university) were represented. The course, Topics in International Economics, captured the attention of mostly economics majors, yet also attracted a variety of other majors from physical chemistry to political science.

Yale hosted a series of extracurricular activities as a complement to the course. During the first 2 weeks, students received a guided campus tour to highlight the rich history of Yale's campus and a social one evening for the students to get acquainted.

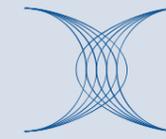
The other program highlight, like in previous years, was the trip to the United Nations in New York City. There the students learned about the many functions of the United Nations and dined at the Delegates Dining Room.

Students again commented that the highlight of this program was making friends from around the world and gaining a new perspective from the many different perspectives and opinions presented in class.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

- Obtaining a student visa was a problem for some students this year. We had two students not make it to the program because they did not begin the process of obtaining a visa soon enough. Another student just barely made it to the program because he had problems obtaining a visa. In the introductory e-mail to admitted students, Kathy Trputec stresses the importance of completing two steps immediately--the on-line Yale Summer Session application and scanning and e-mailing our office financial documentation which we then use to obtain the SEVIS receipt for students. We can't request the SEVIS receipt until the students fill out our on-line application and send us their financial documentation. In the future, students coming to Yale need to know that the application process does not end with the IARU general application.
- Continued funding at current levels, given budget constraints. Yale's expenditure for one GSP course was over \$70,000, with tuition waivers taking up the bulk of the expense.
- Strengthening the research component of GSP. We would want to consider adding an extra (sixth) week to allow time for more in-depth, course-related research.
- Advising students on outgoing programs, especially those shorter than 4 weeks. Yale will not be able to support students travelling to GSPs of less than 4 weeks.
- Continued progress toward some academic uniformity, especially in program length, while maintaining university-specific flexibility in programming.
- Strength in a single course for 15-20 students may be preferable to breadth over several courses and subjects.
- What is the mission of the GSP? What do we want students to get out of it other than a study abroad experience? I'm not sure students understand what the "IARU" is.



5. Gallery



Tour of the United Nations, New York City



The 2010 GSP group with professor, Miguel Ramirez



Lunch at the Delegates Dining Room, New York City

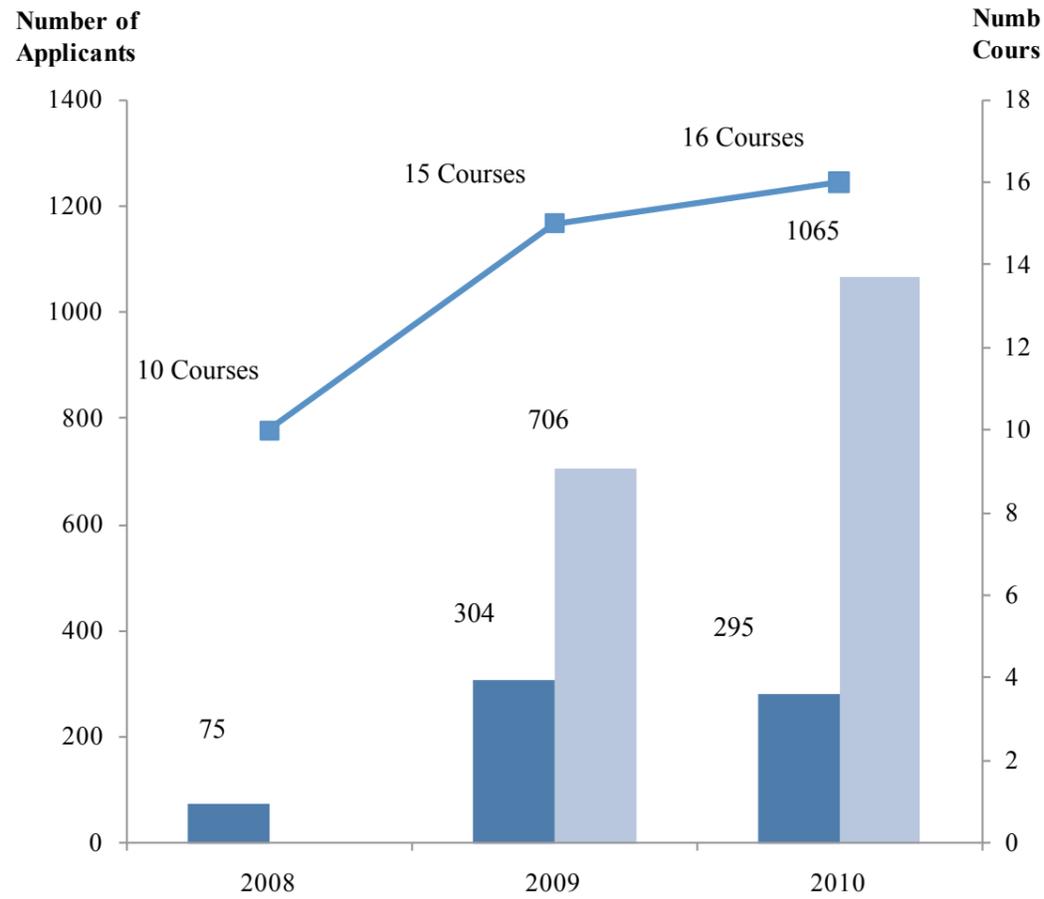
### 1.1.3 IARU Global Summer Program: 3-Year Overview & Analysis

#### 1. GSP Courses Offered by IARU Universities (2008 – 2010)

■ Indicates GSP courses that have run for 2 or 3 cycles

	2008	2009	2010
ANU	3 – International Environmental Policy; Great Power Politics in Asia; Southeast Asian Frontiers	1 – International Environmental Policy	1 – International Environmental Policy
ETH Zurich	n/a	1 – Information Architecture: Reconstruct the Future	1 – Visualizing and Simulating Future Cities
NUS	2 – Southeast Asia in Context; Field Studies in Biodiversity	2 – Asia Now!; Southeast Asia in Context	2 – Asia Now!; Southeast Asia in Context
Beida	n/a	2 – Local Traditions and Chinese Society; Chinese Economy, Reforms and Challenges	2 – Comparative Philosophy; Economic Systems Reform in China
Berkeley	n/a	3 – Global Narratives by and about Asian Americans; Building Global Peace; The Looming Crisis: Food Scarcity, Environmental Degradation and Poverty in the Century of Human Security	1 – Media, Culture & Society: the Middle East in Context
Cambridge	1 – Cambridge Connections	1 – Cambridge Connections	1 – Shaping the World
Copenhagen	n/a	2 – Sustainability in Rural-Urban Regions	3 – Kierkegaard; Sustainable Periurban Landscapes; Mental Health in Low Income Settings
Oxford	1 – History, Politics & Global Leadership	1 – Oxford Seminar in Global Leadership	1 – Oxford Seminar in Global Leadership
Today	2 – Sustainable Urban Management; Nanoscience (and Introduction to Japanese Language)	2 – Sustainable Urban Management; Nanoscience (and Introduction to Japanese Language)	3 – Sustainable Urban Management; Nanoscience; Japan in Today's World (and Introduction to Japanese Language)
Yale	1 – Moral Foundation in Politics	1 – Foreign Policy and Decision Making	1 – Topics in International Economics
<b>Total</b>	<b>10</b>	<b>15</b>	<b>16</b>

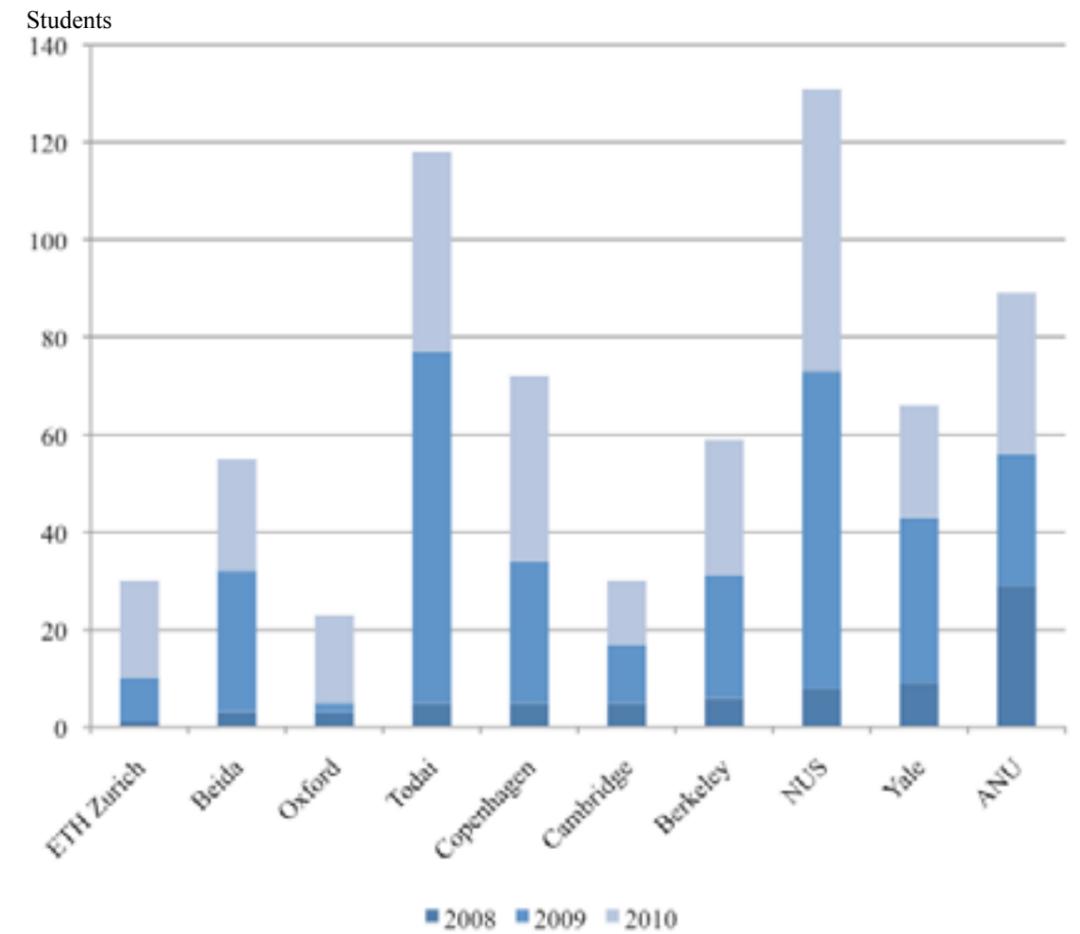
## 2. Increasing Interest and Growth of GSP



**Note:** Data for 2008's applications received is unavailable

## 3. Number of Students Who Have Benefitted from Participation at a GSP Course (2008 – 2010)

### Student Participation in GSP Courses



	2008	2009	2010
ETH Zurich	1	9	20
Beida	3	29	23
Oxford	3	2	18
Todai	5	72	41
Copenhagen	5	29	38
Cambridge	5	12	13
Berkeley	6	25	28
NUS	8	65	58
Yale	9	34	23
ANU	29	27	33
<b>Total</b>	<b>74</b>	<b>304</b>	<b>295</b>



## 1.2 Translating Vision to Practice (Outcomes, papers & reports)

---

1.2.1 IARU Future Directions Document

1.2.2 GSP Aims, Description & Principles

1.2.3 GSP Extracts from 2010 Presidents' Meeting and  
2009 Senior Officers' Meeting Outcomes

1.2.4 2009 GSP Outcomes



## 1.2.1 IARU Future Directions Document

---

Extracted from the Confirmed Outcomes

Fifth IARU Presidents' Meeting

### Agenda item 2 – Future IARU Directions: Assessments from Presidents and Senior Officers

Dr Heather Bell (Oxford) and Prof Lily Kong (NUS) were acknowledged for their contributions on the earlier iterations of this paper. The finalized document is a synthesis of contributions from the Presidents and Senior Officers, drawing together the various institutional priorities and interests.

The document (please see Annex 1) proposed to cluster the activities of IARU into three broad areas: 1) Global Education Initiatives, 2) Institutional Joint Working and 3) Grand Challenges. Sub-categories include Networks, Articulation of Principles, Major Research Projects and Major Events. The meeting adopted this framework, as it provides clear direction and focus for current and future activities of the Alliance. Though comprehensive, the framework must also allow exceptions, and bottom-up initiatives are encouraged.

#### Global Education Initiatives

The Presidents noted that the Global Summer Program has been very successful and suggested extending it to more graduate students. Research opportunities and internships can be developed as an extension to what was currently being offered.

The meeting also suggested more networking initiatives and virtual meetings for students to enable them to benefit from the Alliance partnership.

#### Institutional Joint Working

Presidents acknowledged the value of the projects in this cluster, citing that it was beneficial for staff from member institutions to network and learn best practices from one another. It was agreed that such initiatives could take the form of one-off physical meetings with subsequent follow-ups, whether bi-lateral or multi-lateral, being done through virtual meetings.

#### Grand Challenges

Grand Challenges typically address issues of a global scale, for example Sustainability – the only IARU initiative to have developed nicely into a Grand Challenge. The initiative had grown organically, as should future IARU Grand Challenges. Yale suggested that IARU should take a more opportunistic approach by constantly scanning the horizon for upcoming big events and/or where IARU could possibly value-add. Todai shared that it was crucial for the next Grand Challenge to be distinctive to achieve differentiation from the key initiatives by other alliances.

## Research Initiatives

The subject of whether IARU, as an Alliance of 10 leading research-intensive universities, should be doing more by way of research initiatives resurfaced. Collectively, it can achieve much – as demonstrated by the few research initiatives that are currently ongoing. ANU added that it is critical for universities – individually and collectively – to communicate the value of our research and the contributions it makes to society. The meeting agreed that IARU should support research, not through direct seeding, but through exploring/developing research opportunities through students, innovation and growing research organically.

Future participation in initiatives will differ with each university's resources and priorities. Copenhagen shared that the current research initiatives, for example the Ageing, Longevity and Health project, are flourishing through its ability to obtain external funding. It is also demonstrative that the research is valuable. There is no need for IARU central funding.

The meeting also observed that research initiatives sometimes start off too ambitious – it may be useful to address a more specific issue within an overarching topic. Universities can also encourage graduate student exchanges or internships to stimulate possible areas of research collaboration.

Going forward, all proposals should:

- Identify which cluster (of the adopted framework) the proposal fits into before submission;
- Request the support of at least one other IARU institution prepared to work together on the proposed project, before the endorsement of the IARU Presidents and/or Senior Officers is sought;
- State the intended outcomes of the initiative;
- Have the outcomes and deliverables of all initiatives made available online for sharing with IARU institutions (and where appropriate the general public).

Possible future activities:

- Yale suggested organizing a networking initiative for student leaders, as they are “cauldrons for leadership”. Cambridge, Copenhagen, and Berkeley supported this although all agreed that the areas for collaboration and networking should be clearly defined beforehand.
- Yale also suggested possible areas of “one-off” joint working interests such as: offshore projects (setting up institutes abroad and managing compliance issues), intellectual property issues in various countries, and the meeting of Deans of Students (new students' orientation).
- Oxford suggested that IARU examine research related issues that affect research-intensive universities such as animal testing, peer review and grant applications.
- Beida proposed the set-up of an IARU laboratory to support sustainability research collaborations. It would be the centre for IARU faculty and students to discuss and work on research related to Sustainability. Beida mentioned that IARU may be able to apply for funding from the PRC government, which is highly supportive of educational initiatives.

- Beida proposed having virtual classes with all IARU partners. Currently, Beida runs a successful I-Podium course with 12 students each from its University and the University of Southern California.
- ETH Zurich suggested holding a major conference on Engineering, to be held in conjunction with the World Engineering Council in 2011. This was in response to the discussion whether IARU should have a major event every 2 or 3 years (for example, the IARU International Scientific Congress on Climate Change which was held alongside the COP-15 discussions)

### 2. Future Directions for IARU

*Prepared by Dr Heather Bell (University of Oxford), March 2010 based on inputs from IARU Presidents and discussions at the 2009 Senior Officers' Meeting*

The IARU alliance is now several years old. We recognise that this alliance seems to be more successful than others in which our institutions participate because it is a small group of like-minded universities. This fact of small, exclusive membership has enabled a sense of mutual trust to develop.

We now know a lot more about the different ways that our respective institutions can work together, and about what makes for successful collaboration. In the past 18 months, at two senior officers' meetings and the presidents' meeting, we have reflected on IARU's achievements to date, and on the future directions we might wish to pursue. In Cambridge in April 2009, we developed a classification of IARU's existing activities, as a step toward better managing the portfolio of activities IARU has underway. Through a survey of IARU presidents over the summer and at the Oxford senior officers' meeting in October 2009, we discussed which of these activities should be priorities for the future.

This document is a synthesis of the 2009 discussions. It describes the different types of activities in which the alliance engages, and identifies the main priorities for the near term future among those activities. It is not intended to be a rigid framework. It is intended to help the presidents and senior officers better understand and manage the portfolio of IARU activity. It is also intended as a guide to people currently leading IARU initiatives and to people proposing to start a new IARU initiative. We want them to be clear on the kinds of activities the alliance supports, and outputs expected from these different activities. Indeed, future proposals should specify which category they think they belong to, which will in turn influence the scale of the effort, the budget we allocate, and the output we expect.

#### A. Context

---

Our discussions have emphasised the importance of:

- Constantly asking what value IARU brings to an activity or discussion
- Focus, and following through on existing activities
- Tangible outputs
- Remaining flexible and open to ongoing experimentation.

## B. IARU Priorities

---

The survey of IARU presidents over the summer of 2009 and the discussion at the subsequent senior officers' meeting confirmed that there are currently three priorities for the alliance.

### I. Global Education Initiatives

#### Description

These are programmes aimed at enhancing the international experiences and learning of our students, adding value to their university education. Current examples include:

- Global Summer Programme
- Global internships (e.g., sustainability fellowships)
- Bilateral student exchanges
- Joint programmes (e.g., degrees)
- Reciprocal access to student services (e.g., careers)

Associated institutional joint working initiatives (e.g., research-led learning; transforming power of global education).

Global Education Initiatives should be primarily student-facing. We have included associated institutional joint working initiatives here for the sake of thematic coherence only. The standards to which those (non-student-facing) initiatives should be held are described fully in the next section on institutional joint working initiatives.

#### Future Developments

Within Global Education Initiatives, IARU's focus so far has been primarily on the Global Summer Programme (GSP), which has developed from nothing three years ago into a major success in which all IARU members now participate. Though challenges around funding and credit recognition remain, GSP will continue to be a priority. The alliance will ensure that sufficient resources are allocated to the important GSP coordinating function now played by the IARU secretariat and by the GSP Working Committee, which meets annually. We may wish to consider expansion into summer programmes specifically aimed at graduate students.

But there are other educational initiatives to consider. In addition to the highly successful sustainability fellowships, some IARU members have started offering, at a small scale, summer internships to students from other IARU universities. Such internships seem a promising way of providing students with international experiences and of assisting with graduate recruitment. The alliance needs to decide (and will discuss separately during this meeting) whether it wants to continue in the current mode of experimentation or to make a more concerted, GSP-like effort to expand internship offerings.

IARU should continue to support bilateral student exchanges and joint programmes, and to share information about what helps these initiatives to succeed.

## II. Institutional Joint Working

### Description

IARU universities share a commitment to research intensity but also bring considerable diversity in terms of size, cultural context, and stage of development in tackling certain institutional issues. This provides a tremendous opportunity for IARU universities to learn from one another.

Institutional joint working has so far focused mainly on groups convening for meetings, which may or may not lead to immediate output or future activity. We think it is important to be clear on the different types of institutional joint working and what the alliance expects from each.

#### 1) Networks, e.g.,

- Presidents
- Senior officers
- PVC/VP Education
- Heads of alumni relations
- Careers advisors
- Directors of summer programmes
- Sustainability officers.

These are specific groups of officers who meet to get to know one another, discuss a wide range of topics, share best practice, and identify possible areas on which they can work together. Networks are typically not narrowly thematically-driven, in contrast to the institutional projects below. When a group proposes establishing a new network, it would be helpful to understand what they are trying to achieve and whether they envision undertaking a joint programme of work. IARU presidents may wish to direct a network to look at a particular set of issues. Where IARU funds a meeting/workshop, a written summary must be produced.

The four most active networks currently are those that meet at least annually to run either the alliance overall or one of its main programmes: presidents, senior officers, directors of summer programmes, and sustainability officers. This reinforces the view that networks are most powerful for IARU when they have real work to do. (We should also note that these examples were not necessarily created as networks, though in practice this is what they are.)

#### 2) Articulation of principles, e.g.,

- Academic freedom
- Value of research-led teaching.

These are topics of importance to each research-intensive university, particularly in justifying our existence (and cost) to government. It may be valuable for the IARU presidents to commission the writing of a joint position on issues that are central to our identity as research-intensive institutions, where the backing of the alliance would be powerful in our discussion with our domestic stakeholders. A minority view at the Cambridge meeting proposed that such principles address political issues. We envisage these as short pieces of work: a 2-5 page paper that could be drafted by the IARU secretariat or a nominated IARU institution, and then discussed during a conference call. A small sum (\$3,000) could be paid to the institution doing the drafting. If a larger scale effort is envisaged – involving people meeting – then we are looking at an institutional project.

IARU has not had a successful initiative in this category so far. Although the alliance funded a workshop on the value of research-led teaching, it did not lead to an articulation of principles.

#### 3) Institutional projects, e.g.,

- Women and men in globalising universities
- Industrial innovation
- Benchmarking HR and corporate services
- Open access publishing.

These projects enable comparison of benchmark data and our respective approaches to these issues at different IARU universities. To start such projects, IARU typically funds day-long workshops that convene representatives of IARU universities and other relevant stakeholders (e.g., corporate sponsors in the case of industrial innovation). Success so far has depended on picking a topic of joint interest, assembling the right people, and ensuring sharp focus. These do not need to become major academic research projects; indeed, experience suggests that they will fail if they do. Given that some of these projects have had a hard time sustaining momentum after an initial meeting, we should be open to the possibility that the project is very short. It may be that one meeting -- in which senior people make contact and exchange views, and which documents its discussion -- is all that is needed.

IARU presidents may in future wish to commission work on a particular topic (e.g., assessment of internationalisation strategies). It is important to be clear on the outputs IARU seeks from the project, from a network of interested people, through a report comparing institutional benchmark data, to a repository of data accessible through the IARU website. At a minimum, any meeting should assemble and circulate all presentations, case studies, and a summary of the discussion. We should consider the possibility that funding beyond meetings may be required to produce the outputs we seek on some topics.

#### 4) Staff development and exchange

Spending time at another university can be an important form of personal and professional development for administrative staff (historically an under-developed population). It exposes them to new ways of doing things and helps them to build a network of international peers. Such interchange also strengthens the alliance, by increasing our knowledge of one another's universities. On a small scale, we have tried a number of forms of staff placement:

- Co-location, where one IARU university hosts staff from another university, who continue to work for their home university
- Exchange, where a staff member from one IARU university takes a role at another IARU university for a year, and vice versa
- Sabbatical, where a staff member from one IARU university visits another IARU university while on leave from their home job; in all likelihood they would take a role in the host institution, while continuing to be paid by their home institution.
- Like bilateral student exchanges, staff exchange does not need to be mediated formally by the IARU secretariat.

#### Future Developments

The 2009 Senior Officers' Meeting identified a number of possible topics to consider as future institutional joint working initiatives:

- Value of research-intensive universities to society/national economy
- International strategy
- International students (recruitment, admissions, performance, support)
- Industrial innovation, academic entrepreneurship, and spin-off incubation (already underway).

We suggest that IARU assemble a portfolio of topics that are identified both top-down by presidents and senior officers and bottom-up by staff in our respective institutions. Amid the portfolio of initiatives, IARU presidents may also wish to select 1-2 areas for development in greater depth. From a sustainability perspective, we should be encouraging people to pursue these initiatives through virtual meetings wherever possible.

### III. Grand Challenges

#### Description

These are large undertakings that tackle a grand challenge for universities and for humanity. They should be topics where universities are taking action and where IARU institutions are attempting to lead. So far we have only taken on one grand challenge: sustainability. As a grand challenge, it encompasses a number of the different activities above: a student summer fellowship programme that is one model for global internships (and which this year expands from four to all IARU universities participating); an institutional project on sustainable campuses; and a network of sustainability officers.

#### Future Developments

We are pleased with the progress made by the sustainability initiative. There are a number of ways in which IARU could consider further strengthening this initiative, including:

- Adding an educational dimension, e.g., jointly developing a web-based educational module for use by all IARU members
- Extending our efforts beyond greenhouse gases, e.g., to water use reduction and trash wastage
- Further engaging with the public policy arena, e.g., making policy statements, hosting another major conference, bringing together experts to engage governments and world organisations.

In terms of other grand challenges: we didn't know that sustainability was a grand challenge when we started activity in this area. The label has emerged after the fact, as activities gained momentum and as Copenhagen in particular spearheaded new initiatives. This organic evolution is a good way to proceed with other possible future grand challenges. Rather than consciously identifying a new grand challenge top down, we should see if another one emerges from existing activities. In the medium term, we would expect IARU's portfolio of activity to include a very small number of grand challenges that are well-executed.

It is important to recognise that there may be movement between the different categories outlined above. A network may decide to articulate a set of principles, which then becomes an institutional project that is so compelling that it flowers into a grand challenge.

### C. Other IARU activities

---

IARU does engage in other activities, but discussions in the past six months have not identified them as standalone priorities.

### IV. Major Research Projects

#### Description

When IARU was created, fostering collaborative academic research on important 21st century topics was its main priority. IARU research projects included:

- Ageing, longevity, and health
- Global security
- Sustainable cities
- Global culture and citizenship.

Support for these projects has typically taken the form of funding for one or more workshops, though in some cases it has included funding for a research officer.



## Future Developments

IARU's funding support for these projects is now winding down. It is not our current intention to provide further seed funding for such projects. We are delighted that some of the collaborations are now self-sustaining.

IARU meetings of senior officers and presidents have debated IARU's research activity extensively over the years. At the 2010 senior officers' meeting, we again discussed the absence of academic research from IARU's collective agenda. A minority of participants thought that it is excellent to have initiatives for IARU students and administrators, but strange for an alliance of research-intensive universities to have no proposition to its research-active academics. In a group of universities that are committed to excellence in teaching and research, it seems odd that a group of administrators can receive funding to hold a workshop on service or administrative topics, but a group of academics cannot receive funding for a research meeting.

## V. Major events

### Description

IARU has held only one of these events so far -- the International Scientific Congress on Climate Change -- and it related directly to our grand challenge. It is unclear if a link to a grand challenge should always be required. This is the most outward-looking of IARU activities.

### Future Developments

At the 2009 Cambridge presidents' meeting, we proposed that every 2-3 years, IARU contributes a small amount of money, its brand, and the energies of its people to a major event. This event should address an important topic for humanity, where IARU universities are doing important research, and which would attract considerable media interest. (Perhaps energy production should be next.) This was not identified as a priority area by itself in the discussions that ensued during the summer and autumn of 2009. We should decide if it should stay on the list as a separate category or if it should be folded into Grand Challenges.

## VI. Other Joint Activity

One other type of activity worth noting is joint alumni programmes between two IARU universities. ANU and Yale have undertaken initiatives in this area, with (for example) Yale alumni joining ANU alumni in Australia for a programme of cultural and educational activity. This is not yet a priority activity for the whole alliance, but it is another kind of activity in which we are engaging.

## 1.2.2 GSP Aims, Description and Principles

The Committee redrafted the suite of strategic documents that underpin the Global Summer Program

1. IARU GSP Aims
2. IARU GSP Description (Formerly titled IARU GSP Mission Statement)
3. IARU GSP Principles

These documents now read as follows:

### IARU Global Summer Program Aims

*Prepared by the GSP Working Committee at its meeting in Oxford, 14-15 September 2009*

#### The IARU Global Summer Program aims to:

1. Enable students to develop a global perspective
2. Provide students with an intensive summer learning experience
3. Strengthen the ties between the member institutions of the International Alliance of Research Universities.

### IARU Global Summer Program Description

*Prepared by the GSP Working Committee at its meeting in Oxford, 14-15 September 2009*

#### What is the IARU Global Summer Program?

The Global Summer Program is an educational initiative undertaken as part of the collaboration among a group of leading research universities (IARU). IARU members are 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. Learning together in the classroom, these students form an international community of young scholars who also learn from and about each other.

### The unique experience for students

Students participating in the GSP will:

**Address critical issues in global perspective.** GSP courses enable students to do this in a variety of ways:

- Taking a multidisciplinary approach to the subject of study
- Focusing on major challenges of the 21st century
- Exposing students to fields outside their core disciplines of study and/or
- Explicitly using the multinational, multicultural nature of the student group to help students move beyond a national perspective
- All GSP courses highlight the particular strengths of the host university

**Work with outstanding peers from around the globe.** GSP students are talented, motivated people at some of the world's top universities, the members of the International Alliance of Research Universities: Yale, Oxford, Cambridge, ANU, Berkeley, NUS, Copenhagen, Tokyo, Peking, and ETH.

**Learn intensively at a foreign university.** GSP consists of residential, multi-week summer courses at IARU member universities. Days are full. Students will be immersed in learning, in a variety of settings settings, formal and informal: from lectures and classes to tutorials and field visits, from student panels and debates to intense discussions over breakfast. Students also participate in social activities.

**Learn from top researchers.** All IARU universities are research-intensive. GSP is specifically designed to give students exposure to research-led learning. GSP professors 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; and participating in team research projects.

## IARU Global Summer Program Principles

*Prepared by the GSP Working Committee at its meeting in Oxford, 14-15 September 2009*

*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 are intensive and taught to rigorous standards. All students receive a grade. Students may not audit GSP courses.
2. GSP course curricula are based on research-led learning and overseen by regular faculty of an IARU university, drawing on relevant experts as appropriate. Involving faculty from multiple IARU universities in the design and delivery of GSP courses is encouraged.

3. GSP courses enable students to address critical issues in global perspective. This happens in a variety of ways:
  - Taking a multidisciplinary approach to the subject of study
  - Focusing on major challenges of the 21st century
  - Exposing students to fields outside their core disciplines of study and/or
  - Explicitly using the multinational, multicultural nature of the student group to help students move beyond a national perspective.
4. GSP courses highlight the particular strengths of the host institution.
5. GSP courses are assessed by students and faculty at host institutions and reviewed by the GSP Working Committee on an annual basis. This includes an assessment of academic rigor and achievement of desired learning outcomes.
6. GSP courses are taught in English ordinarily, unless teaching in another language serves an important academic purpose.
7. Students on GSP have a distinct, IARU-specific experience. This comes either from:
  - An entire course created specifically for GSP or
  - Significant GSP-specific academic and social programming added to a more general summer programme.
8. GSP courses have between 10 and 25 students enrolled.
9. GSP students are from IARU universities. Ideally 80% of seats are reserved for IARU students. Additional seats are allocated to partners from other leading universities at the hosts' discretion.
10. GSP students have full access to all university resources during their study, especially libraries, computer labs, and facilities available to other students.
11. GSP students, including those from the host university, live on campus, are housed together, and integrate into campus life. GSP encourages access to and learning about local cultures.
12. GSP costs are minimized for students as much as possible, both by sending institutions providing aid as well as hosting institutions minimizing tuition and other costs.
13. GSP applications are standardized, relatively un-bureaucratic, and easily accessible.

(Note: both 3 and 4 are mentioned in the Global Summer Program description. They are reiterated here because of their importance to course design.)



## 1.2.3 GSP Extracts from the 2010 Presidents' Meeting and 2009 Senior Officers' Meeting Outcomes

---

### A. GSP Extracts from 2010 Presidents' Meeting

#### Global Education Initiatives

##### Agenda item 4.1 – Global Summer Program

The Presidents acknowledged that the GSP has been a great success and commended the GSP Working Group and all involved for their good work. The meeting endorsed the revised GSP Aims, Descriptions and Principles. IARU Chair highlighted that USD100,000 GSP grant that the Presidents approved for 2010 was likely a one-off grant and not repeatable given the limited funding available.

The meeting suggested:

- Offering GSP to more graduate students, as GSP courses were currently targeted mostly at the undergraduate level
- Reviewing the offer of credits and scheduling by the respective institutions
- Charging the GSP officers at their meeting in September to discuss internships. (It was not proposed that the GSP officers become responsible for the development of the internship program. Rather they were asked, in preparation for discussions at the GSP to identify the appropriate people on their campus who run the internship programs and canvass their opinion)

##### Agenda item 4.2 – Global Internship Program

The Global Internship Program has been successfully piloted by Oxford and NUS, and is now into its second year. There has been an increase in interest and applications, from students from Oxford, NUS, ANU, Berkeley, ETH Zurich and Cambridge. The meeting agreed that this is potential area of growth and suggested incorporating undergraduate research opportunities under this program.

The Presidents recommended that Internships come under the purview of the GSP Working Group for greater structure. In the first instance, inputs from the respective internship/ exchange offices should be canvassed for discussion at the next GSP Working Group meeting.

### Agenda item 4.3 – Transforming Power of Global Education

NUS highlighted that this workshop will discuss the notion of global education and the types of educational programs that will help cultivate global citizenship in our students. It would also explore whether the GSP has been successful in cultivating global citizenship. Besides academics, this workshop is also targeted at senior academic administrators. The meeting noted the proposal.

## B. GSP Extracts from 2009 Senior Officers' Meeting

### Agenda 3. Global Summer Program (GSP)

Oxford briefly outlined the strategic documents redrafted by the GSP Working Committee (GSP Aims, GSP Description and GSP Principles).

Senior Officers endorsed these documents, noting the importance for future courses to align as closely as possible with the GSP principles. Senior officers wished to highlight especially the following Principles to make the GSP more distinctive and coherent:

- Principle 3. GSP courses enable students to address critical issues in global perspective
- Principle 4. GSP courses highlight the particular strengths of the host institution
- Principle 7. Students on GSP have a distinct, IARU –specific experience. This comes either from:
  - An entire course created specifically for GSP or
  - Significant GSP-specific academic and social programming added to a more general summer program
- Principle 8. GSP courses have between 10 and 25 students enrolled•
- Principle 9. GSP students are from IARU universities. Ideally 80% of seats are reserved for IARU students
- Principle 11. GSP Students, including those from the host university, live on campus, are housed together, and integrate into campus life.

Oxford noted the issue of credit continues to be a challenge, as it affects student interest and in some cases, the level of funding universities will commit to the program.

The Working Committee's efforts to develop a rigorous and regular evaluation process, including at some stage in the future a pedagogical review of the program, were noted.

Angus Hawkins, who manages the GSP at Oxford, remarked on the success of the GSP, and suggested closer adherence to the GSP principles would bring greater coherence to the program.

University of Copenhagen advised subsequent to tabled papers that it would be running a course in 2010.

Senior Officers endorsed the following recommendations from the GSP Working Committee:

1. *Senior Officers put forward a recommendation to Presidents, seeking each President to demonstrate their commitment to the GSP by providing some financial support to courses run by their own university; and supporting, where possible, students participating in partner GSP Courses.*

The Chair also requested the Secretariat to identify what level of central funding could be made available for GSP scholarship funds (with a view to these funds being available for the 2010 GSP).

2. *IARU central funding be allocated to redesign the GSP website with a focus on improving aesthetic appearance and functionality.*

It was recommended IARU central funding be made available to redesign the GSP website, as part of a broader renewal of the IARU website.

3. *Senior Officers develop guidelines for the approval process for use of the IARU logo.*

Senior Officers agreed to the following approach for the use of the IARU logo for IARU related programs, including the GSP: If the initiative is part of IARU's suite of activities (eg. Campus Sustainability, GSP etc.), partners could use the logo at their own discretion. If an initiative proposed was outside these main activities, the Secretariat would be consulted. The Secretariat may provide advice or defer to the Chair who would consult as appropriate.

4. *Senior Officers explore the conceptual 'location' of the GSP as one element of a suite of IARU global education initiatives, including Sustainability Fellowships and Internships.*

It was agreed to conceptually locate the Global Summer Program as the centre piece of a suite of programs that would continue to be developed under the category of Global Education Initiatives (including internships).



## 1.2.4 GSP 2009 Outcome

---

### Session 1 – 2009 Course Review

Each university provided an overview of their 2009 course offerings. All partners indicated an interest in offering at least one GSP course in 2010.

Common issues arising from these overviews were:

- Length of the GSP course
- Intensity of the GSP course
- Skill level of students both at an academic level and English proficiency
- Student expectations/seriousness of academic engagement
- IARU and GSP unique qualities of the program
- Participation from non-IARU universities
- Identified there was a need to give some information and context about IARU
- Course content
- Number of GSP courses offered at a host institution

### Session 2 – Big Picture

The committee discussed in small groups, the following key focus questions:

- 1a. What aspects of our GSP mission statement and principles are being fulfilled well/easily?*
  - 1b. What aspects of our GSP mission statement and principles are not being fulfilled well/easily? Are these aspects things we should fix or should they be disregarded?*
- 2. Where would you like to see the GSP in 5 years?*

Following small group discussions, the Committee agreed to a number of amendments to the GSP Mission Statement and GSP Principles. In day two of discussions, it was further noted that the GSP Mission Statement was more a description of the GSP, rather than an outline of its aims.

Incorporating the amendments to the GSP Mission Statement and principles, and in follow-up to discussions around developing a more concise 'mission statement' that reflected the aims of the GSP, Heather Bell (Oxford) agreed to draft/redraft/relabel the following documents (attached):

1. *IARU GSP Aims*

2. *IARU GSP Description (Formerly titled IARU GSP Mission Statement)*

3. *IARU GSP Principles*

Heather has also agreed to prepare a document to reflect the discussions around Vision for the GSP in 2014 (The Secretariat will forward this document to IARU Partners at a later stage).

### Session 3 - Nuts and Bolts

The committee agreed to a number of changes for the 2010 Application Form. A draft 2010 application form, incorporating these changes, will be circulated for comment in late November.

As a means of streamlining information flow, it was agreed that host institutions, once they have accepted nominations from a sending university, should notify applicants directly, including as cc., the sending university.

The Committee agreed that the current selection mechanism for the GSP seems to work (ie. Students are nominated by their sending university and this nomination is either accepted or not-accepted by the host university).

The issue of testing English proficiency was raised by some in the group. It was agreed that the current process of sending universities vetting/testing their applicants' English language proficiency was sufficient at this point in time.

Universities sending students whose first language is not English provided details to the group of how English proficiency is confirmed in the selection process:

- Peking has a native English speaker interview their students during selection
- Copenhagen either refer to the student's previous experience in courses delivered in English, or if this is not available, requires the student to undertake an English test
- Todai requires that all outgoing Japanese students have performed well in a standard English test

Regular and rigorous review of the GSP is seen by the Committee as critical. A sub-committee will be established to review the centralised questionnaire trialled in 2009, with a view to developing a revised questionnaire for the 2010 program. Members of the sub-committee will be Jane Edwards (Yale), John Andersen (Copenhagen), Tim Mansfield (ANU/IARU Secretariat) and Bernard Toh (Shadow IARU Secretariat).

The Committee agreed on the following naming architecture for the GSP:

- Overall program is referred to as the Global Summer Program (GSP)
- A course offered at a host institution is referred to as a (GSP) course
- Any sub-component of a GSP course is referred to as a module

### Session 4 – 2010 GSP Timeline

The Committee agreed to a new timeline for the 2010 program (attached).

The timeline was determined, with efforts to accommodate the following:

For some universities, such as Yale and Berkeley, students need to be able to have their participation in the GSP confirmed as early as possible.

ANU and NUS, who received particularly high numbers of applicants in 2009, expressed a need for a longer period for the selection of students.

ANU expressed a need to have the application period open long enough to be able to market the program to students who do not return from summer holidays until the end of February.

The selection period needs to be timed so that it does not completely overlap with Berkeley's spring break.

### Session 5 – GSP and Emerging Technologies

NUS discussed its use of the virtual-world technology, Second Life. It was noted that the take-up rate of this technology was not as high as originally hoped. Students lacked interest in and, in some cases, skills to use this technology.

Copenhagen confirmed that they had experienced similar experiences with Second Life technology.

### Session 6 - Integrating the GSP with other IARU global education initiatives

Berkeley faculty indicated an interest in working collaboratively with partner universities for curriculum development with a focus on undergraduate research opportunities. NUS agreed, and mentioned that they are hosting an IARU Global Education workshop to explore the challenges in educating students to be "global citizens".

Committee discussed the idea of IARU developing an umbrella of education offerings - with an element of "IARU'ness" - that include the GSP, Internships, Sustainability Fellowships, summer programs for PhD candidates etc.

ETH suggested the group look at other alliances (eg. IDEA League) for examples of best practice and suggested tabling this item next year. NUS highlighted other alliances such as GlobalTech, Universtas 21 and APRU.

## Session 7 – How can the GSP be better promoted?

Based on the returned student questionnaires the Secretariat advised students found out about the GSP mainly through the website and through “word of mouth“.

The committee discussed the need for the IARU GSP website to be redesigned with a focus on improving the aesthetic appearance and functionality. It was agreed additional resources would be required for its “face-lift”.

Todai requested guidelines for use of the IARU logo for their internal promotions. It was recommended the Senior Officers develop the guidelines for appropriate use of the logo.

There were discussions around a need for photos for promotional materials. The Secretariat agreed to develop a bank of photos for members’ use.

The committee requested the Secretariat develop a set of publications, e.g flyer, poster and on-line brochure.

The group also discussed developing a IARU GSP t-shirt.

The Secretariat encouraged the committee to be mindful of the international undergraduate audience when creating course titles.

Examples of successful promotion initiatives from the 2009 GSP were shared:

- Copenhagen students submitting a daily blog.
- NUS developing a NUS GSP t-shirt
- Todai and ANU involving previous GSP participants

Possible future initiatives were also discussed including:

- Student video competition.
- IARU GSP Zo-cards

## Session 8 – GSP Alumni

This year students have demonstrated a desire to establish alumni groups. There were discussions about how to formalise an alumni initiative and the level of involvement the GSP administrators should have. The group also discussed whether the suite of GSP courses had enough similarity to develop a universal alumni group.

Oxford, Yale and ANU expressed an interest in maintaining contact with those who engage in the GSP courses. Continued contact would allow for students to contribute to future programs and it would also prove a useful tool for tracking their later movements between IARU partners (eg. Do they come to the partner uni to do graduate studies?).

The committee agreed as a first step a way forward would be the development of a Facebook Fan page.

Consideration could be given to an annual newsletter and placing other content on the Facebook Fan page.

ANU and Yale suggested that it might be important at an early stage to develop a database or to at least track our GSP alumni, so that there was some central registry that did not rely solely on the individual alumni efforts of partners. ANU noted that this would likely require dedicated resources and others noted that such databases could be difficult to maintain. ETH Zurich said it would have privacy issues with recording and passing on such alumni information about students. This could potentially be addressed by ensuring that a question was included on the application form and/or questionnaire seeking students’ agreement that the IARU organisation or any of its constituent members could contact them at a future time regarding alumni activities.

## Other business

The Committee agreed to meet in 2010 prior to the EAIE conference on 13-14 September (location ETH Zurich/Cambridge TBC). It was recommended, where appropriate, partners consider nominating both academic and administrative representatives to attend. The committee also expressed a desire to keep the participant numbers small.



## 1.3 Future Directions for GSP (Group discussions)

---



## 1.3 Future Directions for GSP (Group discussions)

---

### Group Presentation (5-10 minutes) followed by Q&A

**Group A:** **Expanding GSP's offerings:**  
Exploring GSP at a graduate student level, "research-type" GSPs and building synergies with other IARU groups  
*Discussion group members – ANU, Todai, Beida & NUS*

**Group B:** **Academic rigor & out-of-classroom activities:**

- Reaching higher standards of GSP education.
- Incorporating research components into the GSP
- Discuss the recommendations from the Transforming Power of Global Education Workshop
- Examine effectiveness of internships, undergraduate research, field trips and community work
- Recommendations for the GSP questionnaire (specifically, on academic rigor)

*Discussion group members – Oxford, Yale & Berkeley*

**Group C:** **Internal assessment:**

- Where does IARU stand when benchmarked against other Summer / exchange programs offered by various university alliances? (i.e. Universitas 21, MIT-Cambridge, IDEA League, Global Tech, Climate-KIC Summer School)
- What else in the GSP suite of courses? Do we expand or consolidate?

*Discussion group members: ETH Zurich, Copenhagen & Cambridge*

## Group A: Expanding GSP's Offerings

### 1.3 Future Directions for GSP

*Expanding GSP's offerings: Exploring GSP at a graduate student level, "research-type" GSPs and building synergies with other IARU groups*

ANU, Today, Beida & NUS

The Presidents at their last meeting (April 2010, Beida) asked that the GSP Working Committee look at ways to involve more graduate students in IARU educational and research offerings. This sub-group of four agrees in principle, as research-intensive universities, we should be expanding our offerings to graduate students and focusing on our research-intensity strengths in our educational offerings. The GSP already plays to our strengths as research-intensive universities that can provide a distinctive multi-disciplinary, academically-challenging and culturally diverse experience for our students.

The GSP has been one of IARU's two or three flagship programs over the last three years and has grown in quality and recognition over that time. Efforts are continuing to harmonise and strengthen the brand of the GSP and this group took the view that the success of this brand should not be diluted or diminished.

The focus within the GSP has been on senior undergraduate students but not exclusively. Graduate students (particularly from Oxford and Cambridge where exclusively graduate students participate) already participate in the GSP and Copenhagen offers courses that are open for both final year undergraduate and Masters students.

#### **Points of discussion:**

- There are several types of graduate students - Coursework and Research (Masters, PhD). These can be split up even further, for example, first year vs second year Masters, early vs late PhD students. This is without focusing on post-doctoral students. Who should be the focus?
- Can the GSP as it stands now be broadened to involve more graduate students?
  - o If we increase the offerings of GSP courses to graduates, should they be for graduates only, or to both senior undergraduate and Masters students as is currently the case?
  - o How many courses should be offered in total if we increase the offerings? We could either keep current course offerings as is plus introduce more courses that target graduates, or decrease the number of current courses and add more graduate-specific courses. Should all universities offer a course for graduates, or perhaps aim for just one or two a year?
  - o What would be the implications in terms of timing, credit, funding and staff resources?
  - o If courses too short and do not garner sufficient credit, financial aid may not be accessible.
  - o Graduate students tend to have their own area of interest/study. It would be difficult to offer courses that are generic enough and also to incorporate graduate research-only courses.

- An alternative approach is to keep the GSP as is, and focus on workshops/courses/conferences targeted at graduate students, such as
  - o Graduate/masters coursework: Copenhagen's master class *Islam and Muslims in the Modern World* (next one to be held in Copenhagen from February - May 2011)
  - o Research student engagement examples that could include more partners:
    - IARU Young Scholars Workshop (20-29 March 2007), Energy, Resources and Environment Research Stream – Sustainable Water Management
    - Global Culture and Citizenship – PhD workshop in Copenhagen later this year
    - Copenhagen/ANU intensive PhD leadership course, including workshops (one week stay between 22 November and 17 December at ANU) – possibility of expanding this across IARU partners and perhaps having an annual flagship course that could be hosted by different partners each year
    - NUS, Imperial College and Nanyang Technological University Summer School and Research Placement for first-year PhD students: 4-week program consisting of a 4-day transferable skills course and a three-week research placement.
  - o Synergies with other groups
    - Potential to share experiences across groups such as sustainability officers (to learn from student mobility experience to ensure cross-institutional consultation where appropriate)
    - Can look also to other models such as APRU's annual international graduate conference
    - Research groups – to see where there may be scope to build on research to translate into educational offerings (such as Aging, Longevity and Health or Sustainable Cities research programs). Are there opportunities for graduate placements with key researchers at partner institutions in these fields?

#### **This group's findings/recommendations:**

- Don't dilute the GSP brand
- No strong support for expanding the current GSP offerings to graduate-specific courses at this stage
- Nature of graduate coursework can make timing difficult and credit impossible which may have implications for funding support
- Strongly support expanding opportunities to our graduate students but not through the GSP – rather through workshops, conferences, seminars, etc, such as those examples described above (should these selections then perhaps be on a more competitive basis than perhaps they are now?)
- Could develop a special annual "IARU"-branded graduate/PhD workshop/program that might be hosted by different partners each year and that would involve a highly competitive selection process.

## Group B: Academic Rigor & Out of classroom activities

*Virtual Meeting 1, September 1 2010*

Khatharya Um, Angus Hawkins, Tracey Weber, Bill Whobrey, Jane Edwards, Bernard Toh, Su Ping Yeap

- 1) Structural issues on different campuses prevent standardization. This is particularly problematic in respect to duration, which would suggest that we should seek to assure rigor either by

Components: We should try to insure all programs have, and that we assess the value of,

- (1) An an-classroom component
- (2) Out of classroom component (trips, fieldwork)
- (3) Out of classroom research component which will vary depending on the nature or duration of the course.

or

Learning outcomes. However, the discussion was more about process than outcomes – that is, the ways in which people would be learning and what they would be doing, rather than what they would have learned at the end of the course. We should perhaps try to think about learning outcomes for courses, with an understanding that the outcomes will in fact be different for different kinds of courses. Duration and content determine possible learning outcomes, and that they will differ greatly from course to course. Factors impacting the experience and worth thinking further about include:

- a. Duration (intensity and hours of activity as well as length)
- b. The nature of the experience in terms of interaction, engagement, assignments
- c. Appropriate preparation of the expectations of participants
- d. The nature of the research component
- e. Mechanisms to ensure development of a global perspective

- 2) Angus stressed the importance of the relationship of the program to cutting edge research, but that may not be a criterion manageable for all campuses especially during the summer. There was general agreement that GSP courses should now explore incorporating a research component, which surely means independence and guidance, but that will differ depending on the length and nature of the course.
- 3) It is not clear that there is a benchmark for rigor, which may be defined differently in different systems and cultures (and after all we must surely have some trust in partner institutions). We probably need to agree on shared desired elements of good educational experience in some fashion or another. What constitutes rigor in a 2-week field experience may be different than a 4 week classroom course.
- 4) We returned to the aims and principles, and the list of principles seems still to be a good one. The first three apply to academic content, while the others are related to institutional management of courses and processes. We might wish to add something about features and characteristics in the first section, but it's not yet clear to me what that would be.

Possible additional questions for September 7 (and of course all those you wish to raise):

1. We are asked to consider, how do we assess the aspects of the experience outside the classroom?
2. What process should we use for re-calibrating the questionnaire?
3. Do we have recommendations on how to proceed in respect to building further on the success demonstrated by the questionnaire responses?

*Virtual Meeting 2, September 7 2010*

Angus Hawkins, Khatharya Um, Jane Edwards

In respect to the questions posed above, we developed some ideas in today's discussion.

1. It would be very beneficial indeed to create a strategy of determining with the faculty of GSP courses what external activities are associated with courses at the time the syllabus is developed. Then we could share that information, assess against it, and use it to prepare students more effectively for the specific experience in which they will participate.
2. The questionnaire could benefit from changes that seek
  - a. to assess the effectiveness of components of courses with specific purpose-designed questions (some Yale experience may be useful for this)
  - b. to tie the goals and principles of the GSP to the outcomes we are trying to tackle consciously and explicitly
  - c. to measure the impact of what is unique to GSP courses (the international cohort and the explicit goals of some courses) on the development of a global perspective.
  - d. To ask some more specific questions about changes in behavior or goals as a result of participation, and try to determine if they are transformative in any way. Continued engagement with classmates may be one indicator here.  
We also agreed that we should discuss ways to raise survey response rates and to refine the survey so that there is less sense of comparing very different experiences as if they were the same.
3. For new initiatives and building on success:
  - a. If we are to be engaged in new initiatives, for example expanding internship programming, we need to establish as a group priorities, goals and principles, just as we did for the original GSP courses. We recommend this strategy.
  - b. It will be important to look at other IARU initiatives and try to develop synergy among them before we launch new initiatives so that we can maximize resources and ensure sustainability of programs, and avoid duplication of initiatives. For example, it makes little sense, for instance, for Berkeley GSP to create internship opportunities when IARU Sustainability already has an internship component, or to do so without some deliberate efforts to link the two initiatives.
  - c. Research: There are 2 ways that research can be folded into GSP:  
Integrate a research component into existing courses. This is already being done at some but not all institutions (e.g Berkeley's course, for instance, had a research component attached to it). We should establish ground-rules for this on all campuses.  
  
Introduce stand alone research opportunities for GSP students- e.g. 6 week intensive directed research with faculty mentorship, or in a research lab. So far, it seems none of the IARU campuses has this research offering, although it was suggested for graduate students in the past.
  - d. We should pursue actively the topic addressed last year of continued engagement of GSP participants after return and after graduation, through social networking and other means, to further the goal of increased visibility for the IARU.

## Group A: Internal Assessment

---

### U21 Summer Schools

Since 2004, there has been an annual U21 Summer School. Each Summer School has had a global theme and attracted some of the best students from around the U21 network to engage in an exchange of culture, experiences and intellect.

### **2010, University of Nottingham, Ningbo Campus**

The 2010 Summer School was hosted by the University of Nottingham's Ningbo Campus in China from 4 to 15 July 2010.

### **2009, University of Queensland**

The Universitas 21 Summer School 2009 was hosted by The University of Queensland in Brisbane, Australia. The two week event was held from July 13 to July 24, 2009 and covered one of the most important global issues of our times: Climate Change Adaptation.

This event offered the opportunity for like-minded peers to address difficult climate change issues and possible adaptation strategies and solutions through lectures, workshops, field trips, debates and discussions.

### **2008, University of Birmingham**

The University of Birmingham was pleased to host the U21 Summer School 2008 which took place between 30 June and 11 July 2008.

The theme of the school was 'Embracing diversity through creativity, culture and innovation' and 47 students and four faculty members from twelve U21 institutions came to discuss and investigate this topic.

### **2007, University of Virginia**

The 2007 Student Summer Conference took place from 1 to 13 July at the University of Virginia with the theme of Leadership in a Global Society. The programme was designed to help participants understand and develop their own personal leadership skills by exploring the lives of leaders from different disciplines and different areas of the world.

The curriculum had a strong experiential learning component and makes extensive use of cross-cultural groups. Inspiring lectures from knowledgeable professors were integrated with structured opportunities for thoughtful discussion, field trips, films, active learning activities and service learning opportunities.

### **2006, University of Hong Kong**

The 2006 Summer School was hosted by the University of Hong Kong from 3 to 23 July 2006 with the theme of Asia as the Global Future. It offered a programme on Asian Studies organised by the University of Hong Kong's Centre of Asian Studies and Faculty of Social Sciences. The goal of the Summer School was to expose students to carefully designed lectures, seminars and experiential learning with site visits in Hong Kong, Beijing and Macau so as to enhance their awareness of the importance of Asian and world affairs.

### **2005, Lund University**

The U21 Summer School in Lund from 4 to 15 July 2005 was the second of the kind organised within the Universitas 21 network. In all, 74 students from the universities of Glasgow, British Columbia, Auckland, Melbourne, Nottingham, Birmingham, Virginia, Singapore, Queensland, Edinburgh, Korea, Hong Kong, McGill (Canada) and Fudan (China) participated alongside students from Lund University. Fifteen visiting lecturers from a range of academic disciplines joined academic staff from Lund to lead this two-week activity.

### **2004, National University of Singapore**

The inaugural U21 Summer School & Symposium - a new initiative by the U21 network - was hosted by the National University of Singapore from 5 to 12 July 2004. With a theme of Global Technology Entrepreneurship, the aim of the initiative was to inculcate a global and entrepreneurial mindset among the students through interactive learning and exposure to opportunities outside their own countries.

## **APRU UNDERGRADUATE SUMMER PROGRAM**

### **1. 1st APRU Undergraduate Summer Program, Fudan University, China, 24 July– 4 August 2006**

Fudan University hosted the first APRU Undergraduate Summer Program on “Introduction to Modern China” from July 24 to August 4, 2006. Participants were introduced to socio-economic, political and cultural aspects of China through lectures and field trips to cultural venues in and near Shanghai.

The program was open to all member universities and each university could send up to two undergraduate students to participate. No registration fee was required for the pilot.

58 undergraduates from 27 member universities participated in the first run of APRU Undergraduate Summer Program.

### **2. 2nd APRU Undergraduate Summer Program, Fudan University, China, 16–27 July 2007**

Fudan University hosted the 2nd Undergraduate Summer Program on “A Changing China: Economic and Political Reforms in Recent Years” from 16-27 July 2007 in Shanghai.

The two-week program targeted undergraduates from APRU member universities interested in a better understanding of recent Chinese political and economic reforms. Each APRU member university could send up to two undergraduates for the program.

39 undergraduates from 19 member universities participated. In addition to examining and discussing issues related to China’s economic and political scene, the participants also went on field trips and visits to cultural venues in and near Shanghai.

### **3. 3rd APRU Undergraduate Summer Program 2008 on “Economics and Culture of a Changing China,” Fudan University, China, 7 – 18 July 2008**

Fudan University hosted the 3rd APRU Undergraduate Summer Program 2008 for a period of two weeks, from July 7 to 18, 2008. Centered on the theme “Economy and Culture of a Modern China”, the program targeted undergraduates who are economics major and interested in China’s economic landscape and culture.

Lessons were conducted in English together with a daily half-hour basic Chinese language lesson - an initiative to provide more exposure for participants to the Chinese language and culture. This program also featured a variety of activities conducted outside the classroom such as martial arts lesson, Beijing opera appreciation and field trips to places of interest such as the Shanghai Museum and Hangzhou (co-organized by Fudan and Zhejiang University).

### **4. 4th APRU Undergraduate Summer Program 2009, National University of Singapore, Singapore, 13 – 24 July 2009:**

NUS hosted the 4th APRU Undergraduate Summer Program, “Rising to the Challenge – Global Leadership in the 21st Century”, targeted at student leaders from member universities.

The major seminar components of the program gave students the opportunity to meet with NUS lecturers and notable Singaporeans to discuss real world challenges faced by leaders, such as climate change and sustainable development, effective governance, global health, information technology and leadership, social entrepreneurship, faith and globalization, ethics of leadership, and the global financial crisis.

49 undergraduate students from 24 member universities in 10 different countries participated in the program.

### **5. 5th APRU Undergraduate Summer Program 2010, National University of Singapore, Singapore, 5 – 16 July 2010:**

NUS hosted the 5th APRU Undergraduate Summer Program for the second year running in July, targeting student leaders from member universities.

Entitled “Rising to New Challenges – Impactful Leadership in the 21st Century”, the program further elaborated on the idea of impactful leadership through specific examples in Singapore and the region.

The major seminar components of the program gave students the opportunity to meet with NUS lecturers and notable Singaporeans to discuss real world challenges faced by leaders, such as climate change and sustainable development, effective governance, inter-religious harmony, leadership and the arts, social entrepreneurship, information technology, research and development, ethical, business, and student leadership.

49 undergraduate students from 26 member universities took part in the program.

### **6. 6th APRU Undergraduate Summer Program 2010 Host: Zhejiang University Theme: TBC Dates: TBC**

## IDEA League

**Partner Institutions:** Imperial College, TU Delft, ETH Zurich, RWTH Aachen and ParisTech

### IDEA League in Education

#### In General:

- Trademark of the IDEA League: A high degree of mobility for the students within the network
- IDEA League Networks (“Excellence Clusters”): Energy, Environment, Health, ICT, and Mobility

#### IDEA League Summer Schools:

- Target group: doctoral students
- Duration: one week
- Organised by the IDEA League partner universities on a rotating schedule
- Covering a wide range of different topics, mostly relating to the Excellence Clusters or in the area of soft skills training
- Summer Schools 2010:
  - o IDEAL Climate at TU Delft (21-26 June)
  - o Nuclear Energy at Paris Tech (26-30 July)
  - o IDEAL Research at Imperial College London (13-17 September)
  - o Mobility at RWTH Aachen (20-24 September)
  - o (ETH Zurich: no summer school)

#### IDEA League Student Grant:

- General aim: involve IDEA League students in research collaborations at the earliest possible stage
- Target group: Bachelor, master and doctorates
- The grant is intended for student research projects in the IDEA League Networks
- The grant: 1,000 per month. The grant is awarded by the sending university. Each IDEA League university can currently offer 36 months of grants
- Duration: for periods from two weeks to six months, preference is given to short-term periods
- ETH participants: 2008: 4 (to ICL), 2009: (6 to ICL, 1 to TU Delft), 2010: 9 (8 to ICL, 1 to RWTH Aachen)

## GlobalTech

**Partner Institutions:** Nanyang Technological University (Singapore), Shanghai Jiao Tong University (China), Indian Institute of Technology Bombay (India), ETH Zurich (Switzerland), Imperial College London (UK), California Institute of Technology and Georgia Institute of Technology (USA)

### Plans for Student Exchange Program:

Students to spend one semester in the other two continents (Asia/Europe/North America)

+/-:

- + innovative approach drawing on “global” dimension of the consortium
- ambitious, complicated logistics, small scale
- uncertain if all partners will sign up

### EIT Climate-KIC Summer School

EIT Climate-KIC is a “Knowledge and Innovation Community” within the European Institute of Innovation and Technology (EIT), established 2010 Consortia in Switzerland, UK, Netherlands, France, Germany

- Summer School as first educational activity
- Total 6 weeks: 2 weeks at Imperial College, 2 weeks at ParisTech and 2 weeks at ETH Zurich
- Faculty involvement at all three locations
- Some 50 students, 100% funded by the Climate-KIC consortium
- Goal: integration into regular education programs

+/-:

- + Fully funded
- + Multi-university faculty involvement
- + Extensive, large group
- Expensive, difficult to repeat
- Difficulty of integrating curriculum, partly disjointed inputs by faculty involved (but + offers faculty an opportunity to interact with their peers from the other institutions involved)



### CME - Cambridge MIT Exchange

CME was started as a pilot scheme in the academic year 2000-01 (the first year of the Cambridge-MIT Institute) and a total of 9 MIT students studied just in Cambridge. Since then about 30 students from each of the two universities have participated annually for an entire academic year which was considered academically essential after the experience of the first year pilot (when some students came for just one semester). Nine academic subjects in Cambridge have regularly participated in CME, and Computer Sciences will do so in 2011.

Engineering	Chemical Engineering*	Mathematics*
Nat. Sci. – Chemistry	Nat. Sci. - Materials Sci.	Nat. Sci. - Physics
Nat. Sci. – Biological	Nat. Sci. - Earth Sci.	Economics*
Computer Science		

A mandatory condition of participation in CME is that students have to return to their host university for a final year. All the MIT students come to Cambridge for their third (Junior) year but there is a variation in the year spent at MIT for Cambridge students. The majority of Cambridge students go to MIT for their third year although three subjects (starred above) send students after just one year in Cambridge which is not as ideal in terms of selection.

The students undertake a full academic programme (including assessment) at the university they visit but remain fully accountable academically to their own university who decide the amount of credit to be given for the year spent abroad.

From conversations both while the students from the two universities are participating in their year abroad and also subsequently, it is evident that they benefit enormously in terms of both their academic as well as their general overall development. The majority of students (approximately 80%) demonstrate an improved or equally strong academic outcome after their final year back at their own university.

The students participating in CME:

- do not find the duration of their courses increases (which had been a potential concern especially for the participating MIT students);
- are able to resume their studies without difficulty on returning to their host institution;
- learn different ways of studying and are stretched in new ways and the students find these skills and awareness help them on their return in their final year studies;
- value the opportunity to broaden both their educational and cultural awareness.

Overall, CME benefits the individual students participating, academics who become involved and the two universities themselves. The variety of institutional interactions also has been beneficial, formally and informally, as well as promoting educational change.

## 1.4 Global Internship Program

---



## 1.4 Global Internship Program

---

### Background and objectives

A key motivation for the formation of the IARU Global Internship Program is to create unique opportunities for students to intern globally, and to provide them with actual research and work experiences. At the IARU Presidents' Meeting (in Beijing, April 2010), Presidents recommended that internships can possibly come under the purview of the GSP Working Group for greater structure, broadening IARU's educational offerings.

The internships offered by Oxford and NUS, which is now into its second year is successful. Participants – from Oxford, NUS, Berkeley, ETH Zurich and Cambridge – have benefitted greatly from the program. Internships usually occur in a country foreign to the interns, adding to rich life experiences, new skill sets and the opportunity for self-development.

It is hoped that the Global Internship Program will develop to a stage where all partners reciprocally provide internships and receive interns.

### Internship opportunities for 2011

GSP officers were requested to discuss the matter of internships with the appropriate internship-related staff on their campus and canvass their views. ANU, NUS, Berkeley, Oxford (on a bilateral basis) and Yale have responded positively to offering internships for 2011. As of 31 August, there are nine internship opportunities offered by these universities. ETH Zurich and Beida are consulting their faculties and considering their offer of internships. Cambridge, Copenhagen and Todai will not be offering internships in 2011.

### Possible models and variations for internships

All universities run internships differently. Here are a few models and options to start us thinking about how we can effectively run global internships as an Alliance:

**Research and administrative/non-research models:** The IARU pilot internship program began with this model, and internships were offered within the university. Upon conclusion of the research internships, some eventually take on post-doc positions at the host institution. These run on a fixed period of time, between July – August.

**Internships from existing IARU initiatives/groups:** Research and benchmarking initiatives sometimes require interns, or have the capacity to create internship opportunities for IARU students.



**Demand triggered:** Students requiring internship for the completion of their Faculty courses may be identified and sent on internships at another IARU institution, with the Secretariat assisting with the linkages. These are likely to be in the form of research type internships.

**“Internship e-Marketplace”:** Another possibility is to take a “marketplace approach”, i.e. create a space on the IARU website where those who have internship opportunities can publicize their available positions. Those seeking internship opportunities will come to this space. It is also envisioned that students can indicate their interest online, as well as post their CVs for researchers to review the candidate.

## Coordination for Global Internships

In any of these models, the student should play an active role. They should contact their home institution (ideally, a pre-identified internship contact person) to establish the endorsement to go on internship as well as to sort out administrative matters for each university (payment, accommodation, visas, and possibly credits).

The Secretariat can compile records of the internships conducted under IARU, tracking student movement in IARU universities. To organize the internships effectively, there are still finer and essential details to consider, such as the review of the internships, nuts and bolts, to suggest ongoing improvements, and most importantly – to actively canvass for opportunities from all IARU partners. For the latter, we need to explore if this can be done by the GSP Working Committee, or do we need to set up a separate committee?

Another possibility is to have a partner to champion IARU Global Internship Program, with the support from the Secretariat. For example, the Sustainability Group run student fellowships, and it is championed by Julie Newman from Yale.

## Considerations and next steps

1. Can partners commit to providing financial support for the interns they will host in their universities? Although we should not be too rigid with structures (and this includes duration of internships), there should be a common agreement amongst partners.
2. Although the numbers are very small, the students are of outstanding quality. Then again, we question the possibility of attracting the best students, as industry internships with the likelihood of employment are the most attractive internships. If we wish to explore industry attachments, will IARU institutions be willing to source for opportunities with their local networks and alumni groups?
3. Timing, visas, accommodation, faculty buy-in will constantly be a top concern as with all student programs and we will have to monitor these closely.
4. For internships to succeed, it will also require the support of IARU institutions to actively publicize and seek internship openings from their faculties.

## 2.0 Nuts and Bolts

---

### 2.1 GSP Application Process Review

#### 2.1.1 Credits models by universities

#### 2.1.2 E-Form

#### 2.1.3 Student selection process

### 2.2 Best Practices for Student Selection & Acceptance

#### 2.2.1 Acceptance package (a guideline)

#### 2.2.2 Acceptance packages offered by universities



## 2.1.1 Credit Models by Universities

University	Credit Model
ANU	ANU students participate in the GSP for credit. When ANU publicizes the GSP courses we advise applicants the credit weighting for each course. To establish this we need course information (course content, contact hours and assessment information) by the end of November 2010
ETH Zurich	ETH Zurich requires students to discuss and agree credit recognition before embarking on a GSP course.
NUS	Each GSP module has to be approved by relevant Faculty/ School. All modules are then submitted to NUS' Board of Undergraduate Studies for endorsement. All information about GSP courses should reach NUS by January 2010.
Beida	Usually, GPS courses will be recognized as elective courses at PKU. There's no obstacle to transfer the credit as long as the given courses meet our academic requirement (duration, content, etc). Once the transcript is issued by the host university and received by us, the result will be forwarded to the Office for Education Administration of PKU for accreditation.
Today	Students are responsible to check with their belonging faculty/department office for credit transfer procedures as the conditions will vary depending on the faculty/department.
Berkeley	GSP coursework must be reviewed by Berkeley's Office of Undergraduate Admissions for eligibility as transfer credit. Once approved by Admissions, the student may request that their course be counted towards major department requirements or college requirements. All information about GSP courses should reach Berkeley by February 2010.
Cambridge	Credits are not given but four submitted supervision assignments from each student are graded and commented on by faculty members.
Copenhagen	Faculties decide if the students are allowed credits for a summer course. The students can apply once a month year around (except July) and they will get the answer within 6 weeks approximately. In order to apply credits from faculty, the students need in depths knowledge about the course and an indication of how many credits the host university gives their students for the course.
Oxford	Credits are not given
Yale	Students must petition for credit on their own to the department they wish to get credit from. Programs must be over 4 weeks in length for Yale students to get credit. When students return from GSP they usually have to bring the official transcript to the department to get credit. All information about GSP courses should reach Yale no later than April 2010.



## 2.1.2 E-form (Draft)

### 2011 IARU Global Summer Program Application Form

*Before completing your application, please ensure you have read "Information for Applicants" at [www.iaruni.org/gsp/application](http://www.iaruni.org/gsp/application)*

#### 1. Personal Details

Home University

Student ID

Family Name

Given Names

Date of Birth   
(dd/mm/yyyy)

Nationality on Passport  Gender  Male  Female

Term Address   
(Address while at Home University)

Permanent Address

Telephone Number  Mobile/Cell Number   
(Including country and city codes) (Including country code)

Primary email Address\*

Alternate email Address

*\*Please note that email will be used as the primary method of contacting applicants*

#### 2. Special Requirements

Dietary and/or other special requirements

#### 3. Emergency Contact

Name  Relationship to you

Telephone Number  Mobile/Cell Number   
(including country and city codes) (Including country code)

Contact address

Email address

#### 4. Course Selection

Please select the course to which you are applying by marking a cross in the relevant course code box.

You may apply for more than 1 course (up to 3 courses).

#### AUSTRALIAN NATIONAL UNIVERSITY (example)

ANU1

International Environmental Policy (29 June – 16 July)

#### 5. Academic Details

What is your degree program?

What is your current year of study?

What is your major?

#### 6. Statement of Purpose

Please write a brief statement of purpose (maximum 800 words) detailing your reasons for applying to the course(s) you have selected. This should include what you hope to get out of the course, and what you are likely to contribute to the intellectual life of the program. You may like to include details of related courses you have previously taken, and/or the relevance of the program to your present course of study or professional development.

#### 7. Other Information

Please include any other leadership experience and/or extra-curricular involvement that may be relevant to your application (eg. Work experience, volunteer activities, community involvement, sporting/cultural achievements)

#### 8. Academic Transcript

Please indicate your agreement to the following statement. If your University does not issue interim academic transcripts, please skip this question.

I authorize my institution to access my academic transcript; and if nominated, forward it to the relevant GSP host institution. (Please do not send your academic transcript (original or copies) to the GSP Coordinator).

#### 9. Declaration

I wish to apply to participate in the 2011 IARU Global Summer Program, and declare that all the information submitted in this application is correct and complete.

I agree to notify the GSP Coordinator at my home university if there is any change to the information I have provided in this application.

Upon successful completion of the 2011 IARU Global Summer Program, I would like the IARU Secretariat to contact me if there are any centrally coordinated alumni activities, and send me IARU GSP participant updates.

I authorize my home university to obtain official records from any institution I have attended, and acknowledge that my university reserves the right to vary or reserve any decision regarding nomination made on the basis of incorrect or incomplete information.

#### 10. Submit

[\[Submit application button\]](#)

Please ensure you have saved or printed a copy of your application for your own records.

**All applications must be received by <insert date>**



### 2.1.3 Student Selection Process

University	Student Selection
ANU	<ul style="list-style-type: none"> <li>Application period 22 January - 8 March 2010. All applications acknowledged and recorded.</li> <li>10 – 12 March – Applications evaluated and shortlisted</li> <li>12 – 16 March – Panel reviews shortlisted applicants</li> <li>17 – 19 March - Panel ranks all shortlisted applicants. Selection based on application form and transcript/academic record (credit average and above).</li> <li>19 - 22 March – GSP Coordinator contacts Colleges to establish eligibility of ranked students</li> <li>23 – 24 March – students contacted to advise of nomination, including request for additional information required for host university</li> <li>26 March – ANU advises partners of nominated students</li> <li>1 – 7 April – Unsuccessful applicants advised</li> </ul>
NUS	Students are required to complete and submit the IARU application form which includes a section on statement of purpose. Students must also meet the minimum academic requirements. NUS then holds an interview chaired by administrators and academics. Successful candidates are informed by March every year.
Beida	GSP information was listed on the PKU webpage of Education Abroad Program. PKU applications were sent to the EAP committee of PKU for review. An interview was also held to verify the overall competence of the applicants before final nomination was sent out.
Today	<p>Incoming: Nominated applicants forwarded by IARU coordinators will be screened by relevant academic staff members.</p> <p>Outgoing: Students are required to submit application forms with other additional documents. They are screened by the relevant committee by their grades, statement of purpose, English levels, etc.</p>
Berkeley	Students are required to complete and submit the IARU application form. Students may apply to more than one program option but must rank their preferences. Applications are reviewed by the GSP faculty director in consultation with the GSP coordinator. A limited number of reserve candidates may be accepted pending availability of spaces at host IARU university. Successful candidates are informed in March.



Cambridge	For incoming students to Cambridge – IARU Application form, requesting statement about why the program particularly appeals, academic transcript, two reference letters from academic supervisors, language fluency evidence, where relevant.
Copenhagen	<p>Non-Danish IARU students were selected via the IARU process at their home university and submitted both the IARU application form and transcripts to University of Copenhagen for review.</p> <p>Danish students completed an application form which was similar to the IARU form which asked students to describe past course work relevant to this summer school and to write a statement of interest describing why they wish to enroll in for example the Mental Health in Low Income Settings Summer School. This application form, in addition to a review of their transcripts, was the application process.</p> <p>Danish students who wish to go abroad for GSP completes an IARU Global Summer Program application form and hand it in at The International Office. This application form, in addition to a review of their transcripts, was the application process.</p>
Yale	Incoming students fill out the general IARU application, then once nominated they are required to fill out a Yale Summer Session on-line application. The Dean of Summer Session reviews and officially admits all applications. Outgoing students submit the completed IARU application to the Yale GSP coordinator. On the closing date of the application, the completed applications are given to the Dean of Summer Session to review for nomination to the receiving university.

## 2.2.1 Acceptance Package (a Guideline)

Welcome letter and key information:

- Key dates (welcome reception, course dates, field trip)
- Costs (tuition fee, accommodation) and payment instructions
- Travel insurance
- Visa requirements (letter of invitation, and visa application form)
- Response dates for acceptance
- Scholarship information (if the host university is offering)
- GSP coordinator – both host, and sending university – contact information

Important additional information:

- Arrival day arrangements (where are students expected to meet and do on day 1)
- Accommodation details, and how to get there (do you offer airport pickup?)
- Schedules (for classes and social programs) and course readings
- Field trip information (if any)
- Student ID card application
- Withdrawal policy
- Contact sheet of peers to facilitate peer learning/discussions amongst peers
- About the host university
- Short write-up about IARU, and GSP vision, mission & aims

Partners are encouraged to prepare a student handbook or to brief students about the following items:

- Campus maps
- How to get to your classrooms
- Advice on weather appropriate attire
- Transportation
- Places to eat
- Recreation/places of interest
- Library, healthcare and emergencies (include the average cost of visiting a clinic)
- Relevant course preparation information
- Assessments & Credits
- For complicated class schedules, please include a flow-chart of the order/selection of classes
- University policies related to code of conduct and plagiarism
- Complaints and appeals



## 2.2.2 Acceptance Packages Offered by Universities

University	Acceptance Package Provided to Incoming GSP Students
ANU	<p>Welcome and offer letter highlighting:</p> <ul style="list-style-type: none"><li>• Key dates (welcome reception, course dates, field trip)</li><li>• Costs (tuition fee, accommodation) and payment instructions</li><li>• Travel insurance</li><li>• Visa requirements</li><li>• University policies</li><li>• GSP coordinator contact information</li></ul> <p>The offer letter is accompanied by an acceptance declaration.</p> <p>Travel information document:</p> <ul style="list-style-type: none"><li>• Australian customs warning</li><li>• Airport transfer (offered by ANU for students' arrival)</li><li>• Advice on weather appropriate attire</li><li>• Visa requirements</li><li>• Accommodation info</li><li>• Field trip info</li><li>• Refund policy</li></ul>
ETH Zurich	<p>Welcome &amp; offer letter to students, includes several attachments regarding:</p> <ul style="list-style-type: none"><li>• Accommodation (checking in and out details &amp; payment details)</li><li>• Insurance</li><li>• Transportation (getting to the hostel by bus and tram, getting to your class)</li><li>• Timetable for course</li><li>• Visa (invitation letter for application)</li><li>• Map of campus</li></ul>
NUS	<p>Welcome and offer email with attachments:</p> <ul style="list-style-type: none"><li>• Request for personal details (contact info, dietary requirements &amp; emergency contact)</li><li>• Request for academic details, statement of academic purpose, academic transcript</li></ul> <p>FAQ Document:</p> <ul style="list-style-type: none"><li>• Basic info about course</li><li>• Costs (accommodation, meals, books, etc)</li><li>• Visa and immigration matters</li><li>• Withdrawal policy</li></ul> <p>Students are also required to fill in a 7 page application form for NUS' records and to facilitate application for student visa, waiver of tuition fees, issue of official transcripts, etc.</p>

University	Acceptance Package Provided to Incoming GSP Students
Beida	<p>Welcome email with attachments:</p> <ul style="list-style-type: none"> <li>• PKU Summer School Application Form</li> <li>• Copy of passport</li> <li>• Passport size photo</li> <li>• Transcript</li> </ul> <p>Information Document</p> <ul style="list-style-type: none"> <li>• Application process, Course information, Costs, Refund policy, Visa application,</li> <li>• Insurance and accommodation, PKU contacts</li> </ul>
Todai	<p>Acceptance email includes:</p> <ul style="list-style-type: none"> <li>• Acceptance deadline</li> <li>• Digital photograph for student ID</li> <li>• Accommodation\hotel booking info</li> </ul> <p>Flight information</p> <ul style="list-style-type: none"> <li>• Campus &amp; Hotel Maps</li> <li>• Course schedule</li> <li>• “Guidebook” with info about IARU GSP, credit certification sent to home\ university, field trips, transportation, places to eat, library system, health centre, emergencies, general guidelines about living in Tokyo and GSP coordinator’s contact</li> </ul>
Berkeley	<p>Welcome and Acceptance Letter, highlighting:</p> <ul style="list-style-type: none"> <li>• A brief info about Berkeley</li> <li>• Course registration via website</li> <li>• Housing registration</li> <li>• Course and accommodation fees</li> <li>• Health insurance</li> <li>• US Visa information</li> <li>• Transport advice</li> <li>• Important dates</li> <li>• GSP coordinator contact</li> </ul>
Cambridge	<p>Welcome and acceptance letter, detailing:</p> <ul style="list-style-type: none"> <li>• Arrival and meals</li> <li>• Payment</li> <li>• Course details, including assessment and choice of plenary sessions</li> <li>• A short statement (100 words) for student-supervisor pairing</li> </ul> <p>Students’ Handbook, which contains detailed information on:</p> <ul style="list-style-type: none"> <li>• Travel (arrivals &amp; departures, medical care – including medical costs, insurance and visa matters)</li> <li>• Course preparation, books, timetables</li> <li>• Assessment</li> <li>• Code of conduct and university policies</li> <li>• Complaints and appeals</li> <li>• Excursions</li> <li>• FAQ (including libraries, computer access, events, tourist info)</li> <li>• Maps</li> <li>• Contact info</li> </ul>

University	Acceptance Package Provided to Incoming GSP Students
Copenhagen	<p>Students receive a fairly short letter of admission and subsequently a housing offer, if they have applied for accommodation. Practical information about the course is sent by the individual course administrators.</p>
Oxford	<p>Customised Oxford Global Leadership Program (GLP) info series:</p> <p>GLP General Booklet:</p> <ul style="list-style-type: none"> <li>• Arrival day arrangements</li> <li>• Administrative matters</li> <li>• Essential information (health, emergencies, etc)</li> <li>• Academic information (books, library, photocopying, etc)</li> <li>• Meals &amp; Accommodation</li> <li>• Recreation</li> <li>• Closing events</li> </ul> <p>GLP Joining Notes:</p> <ul style="list-style-type: none"> <li>• About Oxford</li> <li>• Preparations for travel (insurance, currency, weather, etc)</li> <li>• Getting to Oxford</li> <li>• Facilities and meals at Exeter College</li> <li>• Non-resident student options</li> <li>• Contact info</li> <li>• FAQ</li> <li>• Map of Oxford</li> </ul> <p>GLP Academic Booklet</p> <ul style="list-style-type: none"> <li>• Academic staff, director, Co-ordinator and program administrator contact</li> <li>• List of students</li> <li>• Tutorial, project and seminar groups</li> <li>• Schedule</li> <li>• Seminar information</li> <li>• Reading list</li> <li>• Course assessment weightings</li> </ul>
Yale	<p>Welcome and acceptance letter, requesting and explaining:</p> <ul style="list-style-type: none"> <li>• Confirmation for participation in GSP course</li> <li>• Application via university website</li> </ul> <p>Student handbook/guide contains:</p> <ul style="list-style-type: none"> <li>• Visa application form</li> <li>• Scholarship information/award</li> <li>• Registration calendar for courses</li> <li>• Classroom locations</li> <li>• Housing forms</li> <li>• Summer ID card</li> <li>• Payment details</li> <li>• Important contact info</li> <li>• Computers &amp; facilities</li> <li>• Dining hours</li> <li>• Emergency and health numbers</li> <li>• Recreational programs</li> <li>• Transportation</li> <li>• Accommodation &amp; laundry services</li> <li>• Waiver and consent form for field trips</li> </ul>



## 3.0 GSP 2011 Preparations (Timeline, Courses & Internships)

---

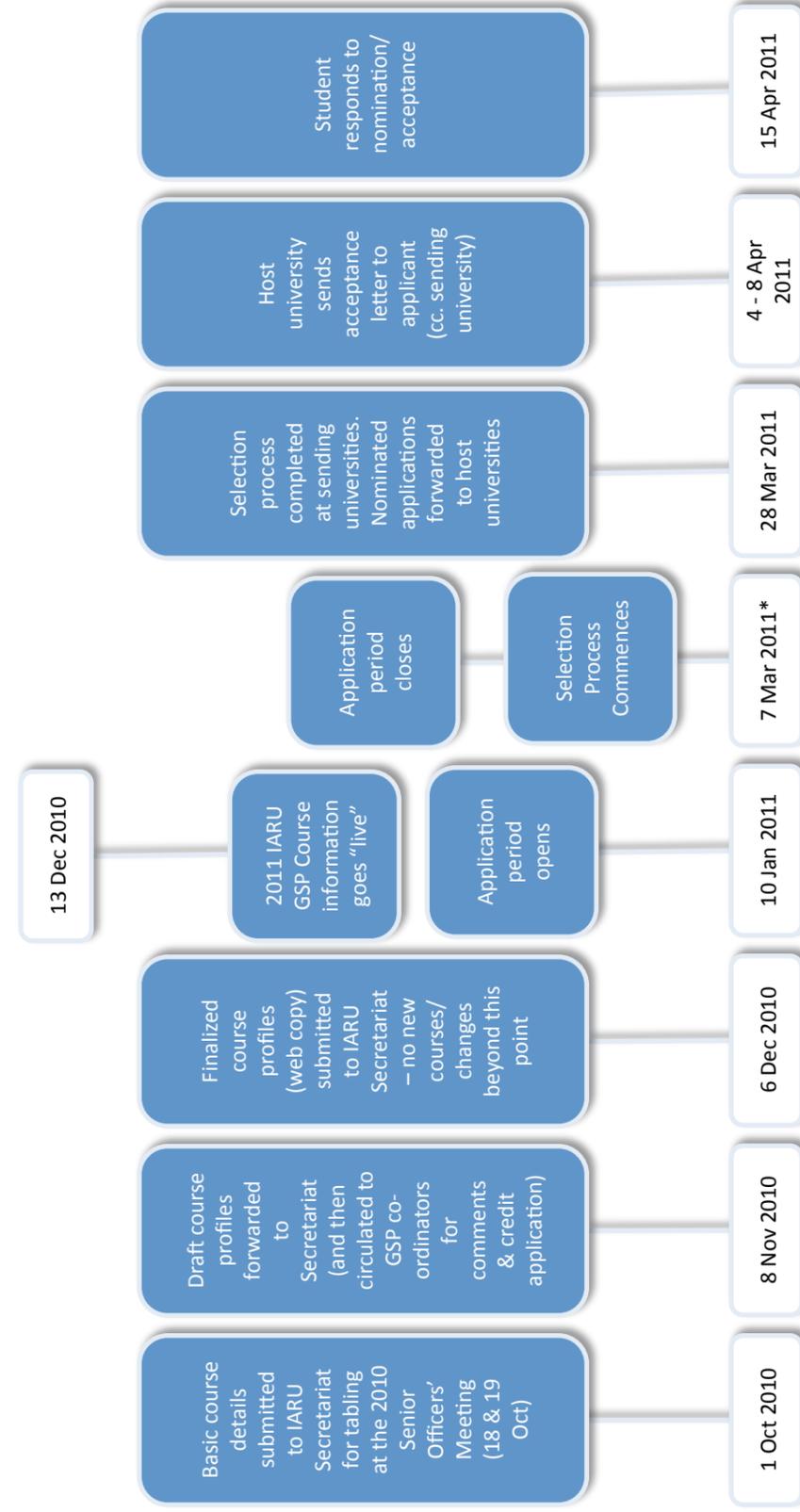
3.1 Proposed timeline for 2011 GSP preparation

3.2 2011 GSP Courses and Internships

3.2.1 GSP Courses

3.2.2 Internships

### 3.1 2011 Timeline for IARU Global Summer Program (Course details and application)



\*Due to a national holiday, Beida students have a 1 week extension, which will be managed and communicated by Beida's coordinator. The website will reflect 7 March for close of applications.



2011 Student "Summer" Break Calendar



### 3.2.1 2011 GSP Courses

#### University of Cambridge

<b>Host University</b>	University of Cambridge
<b>Course Title</b>	Shaping the world: understanding the past, predicting the future
<b>Teaching Staff</b>	Lecturers from the University and Colleges
<b>Students must arrive by:</b>	Sunday 10 July 2011
<b>First day of classes</b>	Monday 11 July 2011
<b>Last day of classes</b>	Friday 5 August, departure Saturday 6 August
<b>(website URL)</b>	To follow
<b>Course Description</b>	<p>The leaders of tomorrow will need to be skilled investigators, with ability to place any investigation in context. The ability to take a global perspective on matters which shape our world requires those same future leaders to foster their ability to think beyond an immediate and narrow field of interest. This programme offers a unique opportunity for participants to draw upon a rich reserve of knowledge, to attend lectures across a broad range of subjects, and to draw together ideas in a series of focused discussions. Intensive 'supervisions' offer the chance to experience Cambridge teaching at its best: Participants will benefit immensely from the exchange of ideas both with lecturers and with their student peers from around the globe.</p> <p>This four-week programme for up to 20 GSP students is comprised of the following elements:</p> <ul style="list-style-type: none"> <li>• eight seminar meetings of the GSP group, focusing on major challenges for the twenty-first century. Proposed topics will be drawn from the following range: government, global economy, nationalism, climate change, healthcare, sustainability, transport, universities for the twenty-first century, medical advances.</li> <li>• four papers to be written on subjects informed by plenary lecture attendance (primarily, but not exclusively, History, Literature or International Relations)</li> <li>• weekly Cambridge-style supervision sessions (one hour) for individuals or pairs of students, during which their papers are reviewed and discussed</li> <li>• two or three daily plenary lectures from the International Summer School programme:             <ul style="list-style-type: none"> <li>o Interdisciplinary: (theme to be set)</li> <li>o Literature: Relationships and rivalries</li> <li>o Science: Impact and responsibility</li> <li>o History: War and peace</li> <li>o Art History: Art, light and colour</li> </ul> </li> </ul>

<b>Course Description (Continued)</b>	<ul style="list-style-type: none"> <li>• research time in the University Library (a Copyright Library) and access to other faculty libraries.</li> <li>• weekly feedback sessions with the Course Director</li> </ul> <p>Plenary lectures are given by eminent scholars from a wide spectrum of specialist fields, and include question and answer sessions after each talk. 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.</p> <p>Tapping in to the full range of subjects on offer will allow GSP students with widely differing fields of interest to benefit from the experience, tailoring - as far as possible - a programme to their own personal areas of interest. Participants will be encouraged to make connections between writings, events, discoveries and disciplines in order to understand how each has influenced the shaping of our world until now, and to establish a base on which predictions for our future world can be made.</p> <p>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.</p> <p>GSP students will be welcome to join the evening lecture and social programme, and to participate in the optional weekend excursions, giving them a chance to meet with representatives of some 50 other nationalities. Other activities will be arranged just for the GSP group.</p>
<b>Delivery method/ course structure and contact hours</b>	<p>Weekly 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 particular lectures on topics within and beyond their immediate field of study. The four weeks of study will be very intensive. 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 narrative 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 (some 50 contact hours of lectures, 8 hours of supervision and 12 hours of discussion, and therefore a total of some 70 contact hours over the four weeks, excluding additional research and self-directed study time).</p>

<b>Assessment details</b>	Four papers (normally 2,000-3,000 words each) will be graded on a percentage scale and awarded a Cambridge class mark. Students and institutions will be provided with a suggested letter-grade translation scale. Precise grades are not given out during the supervisions. Grades can be adjusted marginally on the basis of performance in supervisions. The final grade awarded is an average of the three highest-scoring papers.	
<b>Pre-requisites / Target audience</b>	Students should be open to learning in disciplines beyond their immediate field of study, and be extremely fluent in English: discussion of topics and clear expression of ideas will be essential parts of the programme. Students in their third or final year of study are likely to benefit most, but exceptionally second year undergraduates will be considered.	
<b>Accommodation description</b>	IARU GSP students will be housed alongside other members of the International Summer Schools, most probably in St Michael's Court, part of Gonville and Caius College, and centrally located in Cambridge. Gonville Hall was founded in 1348 by a Norfolk priest, Edmund Gonville. It was enlarged by John Caius, an eminent physician, and the new College of Gonville and Caius received its charter from Mary I in 1557.	
<b>Tuition cost</b>	UK £ tbc	
<b>Accommodation costs</b>	UK £ tbc	(bed, breakfast and evening meal)
<b>Field-trip costs (if applicable)</b>	From UK £20 to UK £65	A number of field trips will be open to the GSP students
<b>Estimated visa cost</b>		Not known
<b>Estimated text book costs</b>		Possibly UK £120
<b>Estimated living expenses (total for course)</b>		Lunches, sundries, possibly UK£70 x4 = UK £280



### 3.2.1 2011 GSP Courses

#### National University of Singapore

<b>Draft course title</b>	Asia Now! - Southeast Asian Cosmopolitan Urbanism
<b>Brief Description</b>	<p>As an introduction to Southeast Asian cosmopolitan urbanism, the module is particularly designed for students with an interest in Southeast Asian region and wish to get a comprehensive in-depth understanding through hands-on and on-site direct learning experience, especially in the area of cultural heritage conservation and management.</p> <p>This course sets a framework for comprehensive and coherent understanding of cosmopolitan urban heritage – both tangible and intangible - through lectures, field work, synchronic &amp; diachronic mapping, critical analysis, and interactive presentation, conducted in intensive daily activities for two weeks. Participants will be challenged and encouraged to collect first-hand information from all stake-holders, to listen to voices from the streets, to see beyond façade, to explore unfamiliar territories, to discover fundamental problems, to recognize new potentials, and to deliver innovative ideas. Participants will work together as teams in smaller groups covering different aspects of urban mapping, but will also have to focus on specific individual issues. The output of the course is an integrated visual presentation, consisting of textual &amp; graphic reports, website, video clips, and exhibition panels, for public exposure and exhibition.</p> <p>The course will mostly be conducted in the cosmopolitan city of Malacca (Malaysia). On 8th July 2008, two historic cities of the Straits of Malacca: George Town and Malacca were inscribed as UNESCO World Heritage Sites, because of their outstanding universal values: (1) representing exceptional examples of multi-cultural trading towns in East and Southeast Asia through blending of various cultures and imprinted to the architecture and urban form, (2) living testimonies of the multi-cultural tangible and intangible heritage and tradition of Asia, and of the European colonial influences, as expressed in their religious buildings of different faiths, ethnic enclaves, spoken dialects, festivities, dances, attires, art forms, cuisines and lifestyles, (3) reflecting the blend of influences that result in a unique form of architecture, culture and cityscape incomparable elsewhere in East and South Asia, especially through an exceptional range of shophouses and townhouses from differing eras.</p>



### 3.2.1 2011 GSP Courses

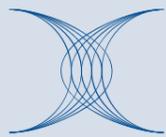
#### National University of Singapore

<b>Draft course title</b>	South East Asia in Context
<b>Proposed timing/ length</b>	5 weeks, dates to be confirmed
<b>Brief Description</b>	<p>“Southeast Asia in Context” 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 on-campus classroom activities with hands-on fieldwork to sites in Singapore, Malaysia, Cambodia, Thailand and Indonesia.</p> <p>This course will comprise specifically crafted modules related to the theme and topic of the summer school. Each student is expected to read 2 modules.</p> <p>There are 2 levels to this course; introductory and advanced level for students of differing depth of training and knowledge in Southeast Asian studies.</p> <p>There is also a fieldtrip component of 10 days’ duration to neighbouring countries for the students which is an integral part of this summer school for all students. Its itinerary is designed to relate and bring together all topics and subjects being taught in all the modules and giving students more in-depth and hands-on experience to what they will learn in the classroom.</p>
<b>Anticipated external IARU faculty involvement</b>	There will be a teaching faculty member from University of Copenhagen involved in the course.

### 3.2.2 2011 Internships

#### National University of Singapore

<b>Internship 1</b>	
<b>Host Faculty/ Department</b>	Department of Biological Sciences Faculty of Science
<b>Period</b>	23 May – 15 July 2011
<b>Project Title</b>	Genetic variations associated with asthma and atopic diseases
<b>Project Description</b>	Asthma is a complex airway inflammatory disease. Although more than 200 genes have been associated with asthma in various populations, none have been found to be associated in all populations. There are evidences showing that the association of a gene to asthma is specific to a particular population or environmental conditions. We have performed a genome-wide association study for asthma. This study will analyze potential gene-gene and gene-environment interaction(s) associated with the development of asthma and allergic diseases in Singaporean Chinese.
<b>Skills Required</b> (e.g. languages, subject-specific skills)	Basic competency in molecular biology techniques - PCR, sequencing, genotyping, and basic computing biostatistical and bioinformatic skills.
<b>Any Other Information/ Requirements</b>	Nil
<b>Supervisor/ Mentor</b> (to oversee the student’s work during the internship)	Associate Professor Dr CHEW Fook Tim ( <a href="mailto:dbscft@nus.edu.sg">dbscft@nus.edu.sg</a> ) Dr ONG Tan Ching ( <a href="mailto:dbstoc@nus.edu.sg">dbstoc@nus.edu.sg</a> )
<b>Person to contact for more information</b>	Associate Professor Dr CHEW Fook Tim ( <a href="mailto:dbscft@nus.edu.sg">dbscft@nus.edu.sg</a> )



### 3.2.2 2011 Internships

#### National University of Singapore

Internship 2	
<b>Host Faculty/ Department</b>	Department of Biological Sciences Faculty of Science
<b>Period</b>	23 May – 15 July 2011
<b>Project Title</b>	Development of Genome-wide Microsatellite-based Linkage Map of the Oil Palm Genome for Quantitative Trait Loci (QTL) Identification.
<b>Project Description</b>	The project aims to develop a microsatellite (short simple repeats or SSR)-based marker system for oil palm research. It is envisaged that SSR markers will saturate existing genetic maps and help improve genome coverage. Their co-dominant nature will also allow integration of the different genetic maps and identification of genomic loci associated with important agricultural traits in oil palm.
<b>Skills Required</b> (e.g. languages, subject-specific skills)	Basic competency in molecular biology techniques - PCR, sequencing, genotyping, and basic computing biostatistical and bioinformatic skills.
<b>Any Other Information/ Requirements</b>	Nil
<b>Supervisor/ Mentor</b> (to oversee the student's work during the internship)	Associate Professor Dr CHEW Fook Tim ( <a href="mailto:dbscft@nus.edu.sg">dbscft@nus.edu.sg</a> ) Mr Wong Kang Ning ( <a href="mailto:dbswkn@nus.edu.sg">dbswkn@nus.edu.sg</a> )
<b>Person to contact for more information</b>	Associate Professor Dr CHEW Fook Tim ( <a href="mailto:dbscft@nus.edu.sg">dbscft@nus.edu.sg</a> )

### 3.2.2 2011 Internships

#### National University of Singapore

Internship 3	
<b>Host Faculty/ Department</b>	Department of Mechanical Engineering Faculty of Engineering
<b>Period</b>	23 May – 15 July 2011
<b>Project Title</b>	Development of brain-machine interface using an EEG based neuronal source localization imaging system
<b>Project Description</b>	A novel scalp EEG based neuronal source localization imaging system has been developed in the Neurosensors Lab, Department of Mechanical Engineering, National University of Singapore. One of the important applications of the system is to use it for Brain-Machine Interface, in which the system extract a person's attentions and intentions directly from the person's brain in a form of the neuronal source localization patterns for controlling a machine directly by the brain. In the current proposed project, the student will be working on developing the interface between the EEG based neuronal source localization system and a machine or robot, especially on digitizing a person's intentions or attentions presented by the sensed neuronal source localization patterns, for the direct control of a machine or robot.
<b>Skills Required</b> (e.g. languages, subject-specific skills)	Computer Programming
<b>Any Other Information/ Requirements</b>	Nil
<b>Supervisor/ Mentor</b> (to oversee the student's work during the internship)	Prof Li Xiaoping (in collaboration with Prof Han Pingchou, Peking University)
<b>Person to contact for more information</b>	Prof Li Xiaoping ( <a href="mailto:mpelixp@nus.edu.sg">mpelixp@nus.edu.sg</a> )



### 3.2.2 2011 Internships

#### National University of Singapore

Internship 4	
<b>Host Faculty/ Department</b>	Department of Electrical and Computer Engineering Faculty of Engineering
<b>Period</b>	23 May – 15 July 2011
<b>Project Title</b>	To be advised
<b>Project Description</b>	To be advised
<b>Skills Required</b> (e.g. languages, subject-specific skills)	To be advised
<b>Any Other Information/ Requirements</b>	To be advised
<b>Supervisor/ Mentor</b> (to oversee the student's work during the internship)	To be advised
<b>Person to contact for more information</b>	To be advised



### 3.2.2 2011 Internships

#### National University of Singapore

Internship 5	
<b>Host Faculty/ Department</b>	International Relations Office
<b>Period</b>	23 May – 15 July 2011
<b>Project Title</b>	Design of Publications and Collaterals To be advised
<b>Project Description</b>	Department of Electrical and Computer Engineering As the promotional arm of International Relations Office, the Marketing Communications Section provides marketing support to the office through managing and executing events & visits; creating and producing collaterals; and raising the visibility of the department when communicating with internal and external parties.  You will be attached to a team of dynamic and fun-loving staff to assist with the design of publications or/and collaterals. You may also be required to undertake certain copywriting tasks (e.g. newsletter). Faculty of Engineering.
<b>Skills Required</b> (e.g. languages, subject-specific skills)	Knowledge of the following software is an asset: <ul style="list-style-type: none"> <li>• Adobe InDesign</li> <li>• Adobe Photoshop</li> <li>• Adobe Dreamweaver</li> <li>• Adobe Illustrator</li> <li>• CorelDraw Suite</li> </ul> Fluent in written and spoken English
<b>Any Other Information/ Requirements</b>	Major in Mass Communication, Journalism, Marketing or Design will be an advantage.
<b>Supervisor/ Mentor</b> (to oversee the student's work during the internship)	Section Head, Marketing Communications
<b>Person to contact for more information</b>	Mr Eugene Goh ( <a href="mailto:iroeg@nus.edu.sg">iroeg@nus.edu.sg</a> )
<b>Person to contact for more information</b>	To be advised



### 3.2.2 2011 Internships

#### National University of Singapore

<b>Internship 6</b>	
<b>Host Faculty/ Department</b>	NUS Museum
<b>Period</b>	23 May – 15 July 2011
<b>Project Title</b>	Camping and Tramping through the Colonial Archive: Empire, Museum, Malaya
<b>Project Description</b>	Considering the processes which accompany the production of knowledge, this project investigates the rise of museology in British Malaya. Approached as two-fold: first, as the modern sciences were deployed in making sense of Malaya and its bewildering diversity in the late 19th and early 20th centuries, the Museum became a fascinating staging ground for a project of accumulation and the ordering of knowledge. Second, in the post-colonial attempt at interrogating the rise of the Museum and the practice of exhibition-making in the region, one is led to examine lesser appropriate “texts” which emerged at about the same time, documenting what was perceived as the practice of “magic” and “superstition” amongst the local populous. Lodged between such predicaments, the project will seek to mobilizes and reflect upon the staging of science and exposing performances which may enable us to reflect more seriously on what constitutes the colonial archive, how contemporary art practitioners would lay claim to it and most significantly what sort of histories one can tell of such encounters in a museological setting.
<b>Skills Required</b> (e.g. languages, subject-specific skills)	Interest in Archival and Bibliographical Work with specific reference to Southeast Asian Art and Museology
<b>Any Other Information/ Requirements</b>	This internship will specifically require the applicant to gather materials from the archives relating to Museums on the Malaysian Peninsula, the Federated States of Sabah and Sarawak and any other research work related to the project.
<b>Supervisor/ Mentor</b> (to oversee the student’s work during the internship)	Shabbir Hussain Mustafa Asst. Curator, NUS Museum
<b>Person to contact for more information</b>	Shabbir Hussain Mustafa ( <a href="mailto:cfashm@nus.edu.sg">cfashm@nus.edu.sg</a> )

### 3.3 Post GSP Course Survey Review

- A. GSP 2010 Questionnaire
- B. Students who have responded to the questionnaire
- C. Application process
- D. Receiving course information and practical matters
- E. Quality of rigor of Teaching
- F. Interaction outside classroom and field trips
- G. Motivations about participating in GSP and best aspects
- H. GSP’s Distinctiveness (IARUness and GSP’s influence on participants)
- I. Publicity and alumni matters



## A. GSP 2010 Questionnaire

---

### Section 1: Basic Information

Q1. Please indicate your home university  
(The university at which you are an enrolled degree-seeking student):

Q2. Please indicate the IARU GSP course you attended:

- Australian National University: International Environmental Policy
- ETH Zurich: Visualizing and Simulating Future Cities
- National University of Singapore: Asia Now!
- National University of Singapore: Southeast Asia in Context
- Peking University: Comparative Philosophy: China and the West
- Peking University: Economic System Reform in China
- The University of Tokyo: Introduction to the Japanese Language
- The University of Tokyo: Japan in Today's World
- The University of Tokyo: Nanoscience
- The University of Tokyo: Sustainable Urban Management
- UC Berkeley: Media, Culture and Society: The Middle East in the Global Context
- University of Cambridge: Shaping the World: Understanding the Past, Predicting the Future
- University of Copenhagen: Development of Sustainable Periurban Landscapes New Visions and Strategies
- University of Copenhagen: Kierkegaard: The Individual in the Global Society
- University of Copenhagen: Mental Health in Low Income Settings
- University of Oxford: Oxford Seminar in Global Leadership: The World in the 21st Century
- Yale University: Topics in International Economics

### Section 2: Communication

Q3. How did you find out about the IARU Global Summer Program? (Check all that apply)

- My university's electronic bulletin board
- My university's website
- My university's newspaper/newsletter
- Electronic student forum
- IARU Website
- Poster on campus
- Advised by a lecturer/tutor/professor at my home university
- Advised by a fellow student at my university
- Advised by a former GSP participant
- Other (Please specify)

Q4. Were you aware of the IARU (International Alliance of Research Universities) before your participation in the IARU GSP?

- Yes  No

Q5. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?

Yes  Neutral  No

Q6. Can you suggest further improvements to the IARU GSP website? (optional)

**Section 3: Application Process**

Q7. How did the application and admission process (ie. the IARU GSP application form and supplementary application requirements from your host institution) match your expectations?

Easier than expected  Matched expectations  More difficult than expected

Comments (if any):

**Section 4: Course**

How satisfied were you with the following aspects of your course?

Q8. Quality of teaching:

Very satisfied  Satisfied  Neutral  Dissatisfied  Very Dissatisfied

Comments (if any):

Q9. Course information provided to you prior to your departure:

Very satisfied  Satisfied  Neutral  Dissatisfied  Very Dissatisfied

Comments (if any):

Q10. Program events and activities conducted outside of class time:

Very satisfied  Satisfied  Neutral  Dissatisfied  Very Dissatisfied

Comments (if any):

Q11. Opportunities to interact with your lecturer(s) and tutors:

Very satisfied  Satisfied  Neutral  Dissatisfied  Very Dissatisfied

Comments (if any):

**Section 5: Motivations**

Q12. Please indicate whether you agree or disagree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) The cost of the GSP was a key consideration in my decision to participate	<input type="checkbox"/>				
(b) The geographical location of the host university was a key consideration in my decision to participate in the GSP	<input type="checkbox"/>				
(c) The course content was a key consideration in my decision to participate in the GSP	<input type="checkbox"/>				
(d) Do you have any further comments about your motivations for participating in the IARU Global Summer Program? (optional)					

**Section 6: Experience**

Q13. Please indicate whether you agree or disagree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) The GSP gave me an opportunity to tackle one or more of the major challenges of the 21st century	<input type="checkbox"/>				
(b) The GSP allowed me to work with outstanding peers from around the globe	<input type="checkbox"/>				
(c) The GSP allowed me to learn about research from top professors	<input type="checkbox"/>				
(d) My GSP course was intensive, and taught to rigorous standards	<input type="checkbox"/>				

(e) Additional Comments (if any):

**Section 7: Thoughts about the GSP and IARU**

Q14. Please indicate whether you agree or disagree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) The GSP is different from other Summer Programs	<input type="checkbox"/>				
(b) The GSP gave me a feeling of being part of a broader IARU community	<input type="checkbox"/>				
(c) I have learnt more about the activities of IARU by being a participant of the IARU GSP	<input type="checkbox"/>				

(d) Additional Comments (if any):

**Section 8: Final evaluation and comments**

Q15. What were the best aspects of your IARU GSP experience? (optional)

Q16. What parts of the program could be improved? (optional)

Q17. How has your IARU GSP experience influenced your academic and/or career path? (eg. choice of major, decisions regarding postgraduate study etc.) (optional)

Q18. Overall, how satisfied were you with your IARU GSP experience?

- Very satisfied    Satisfied    Neutral    Dissatisfied    Very Dissatisfied

Q19. I would recommend my friends consider applying to the GSP next year:

- Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

**Section 9: IARU GSP Alumni Activities**

Q20. How interested would you be in the following GSP Alumni activities?

	Would definitely be of interest	Could be interesting	Would not be interested
(a) Being able to access an IARU Global Summer Program Alumni website that only registered GSP Alumni can access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Receiving a twice-yearly electronic newsletter sent to registered GSP Alumni about IARU activities, research and events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Receiving invitations to IARU related events and activities at my home university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Becoming a GSP student volunteer to assist incoming GSP students to my home university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(e) If you have any suggestions in regards to IARU GSP Alumni activities, please outline them below:

**Section 10: Staying in touch (optional)**

Please complete the following section if you are interested in staying associated with the IARU Global Summer Program.

Q21. I would like to be notified of developments regarding centrally coordinated IARU GSP Alumni activities:

- Yes    No

Q22. I would like to help recruit GSP students at my home university:

- Yes    No

## B. Students who have responded to the survey

### University of Origin:

Australian National University	9.2%	11
ETH Zurich	7.5%	9
National University of Singapore	31.7%	38
Peking University	4.6%	5
The University of Tokyo	10%	12
University of California, Berkeley	10%	12
University of Cambridge	1.7%	2
University of Copenhagen	5.9%	7
University of Oxford	8.3%	10
Yale University	7.5%	9
Others – Lady Shri Ram, Kaseel, Warsaw University	1.7%	5
<b>Total</b>		<b>120</b>

### No. of Respondents per course:

Australian National University: International Environmental Policy	7.9%	9
ETH Zurich: Visualizing and Simulating Future Cities	6.1%	7
National University of Singapore: Asia Now!	17.5%	20
National University of Singapore: Southeast Asia in Context	12.3%	14
Peking University: Comparative Philosophy: China and the West	8.8%	10
Peking University: Economic System Reform in China	7.0%	8
The University of Tokyo: Introduction to the Japanese Language	1.8%	2
The University of Tokyo: Japan in Today's World	4.4%	5
The University of Tokyo: Nanoscience	3.5%	4
The University of Tokyo: Sustainable Urban Management	1.8%	2
UC Berkeley: Media, Culture and Society: The Middle East in the Global Context	4.4%	5
University of Cambridge: Shaping the World: Understanding the Past, Predicting the Future	3.5%	4
University of Copenhagen: Development of Sustainable Periurban Landscapes – New Visions and Strategies	6.1%	14
University of Copenhagen: Kierkegaard: The Individual in the Global Society	0.9%	1
University of Copenhagen: Mental Health in Low Income Settings	6.1%	7
University of Oxford: Oxford Seminar in Global Leadership: The World in the 21st Century	7.9%	9
Yale University: Topics in International Economics	11.4%	13
<b>Total:</b>		<b>134</b>

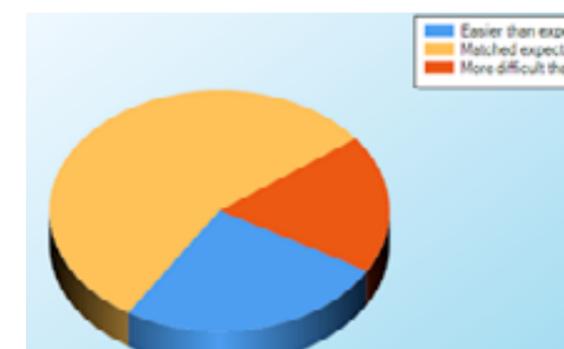
## C. Application process

### (IARU application form and home university selection)

Note: Codes are used to preserve the anonymity of the universities. The university codes in brackets refer to the host university (not the sending university)

#### How did the application and admission process (i.e. the IARU GSP application form and supplementary application requirements from your host institution) match your expectations?

Easier than expected	25.7%	31
Matched expectations	<b>55.8%</b>	<b>67</b>
More difficult than expected	18.6%	22
<b>Total Responses</b>		<b>120</b>



#### Comments:

##### 1. Comments on application:

It is important that students have the right motivations for the program for maximum benefit for both the institutions and for themselves (VIII)

Have more stringent selection procedure (VI)

The "outstanding" peers from across the globe would have been truly "outstanding" if some other IARU partners had more rigorous English requirements. It is fair to say there were some students that even the lecturers had trouble understanding! (II)

Too competitive among students of my home university (VII)

There were a huge number of forms to fill, and documents to be sent off at quite short notice. (IV)

Much easier than any application I've ever filled out for any extracurricular activities. (I)

Should be able to apply online. (VI)

##### 2. On interviews (conducted at home university):

The interview process was good! I like the way that they look at other aspects (e.g. personality, independence) and not solely on CAP/grades for selection. (IX)

It is hard to prove your worth for such an important course in just a 500 word statement - no interviews, requests for references etc (II)

I expected an interview process, but I felt the application process in itself was comprehensive enough. (V)

I did not expect us to have to go through a group interview. (VI)

Why was there a need for an interview? I was given the impression that the program was a lot more competitive. But the standard at the interview and the questions asked proved otherwise. (I)

Was a bit surprised there was no interview process before being selected (IX)

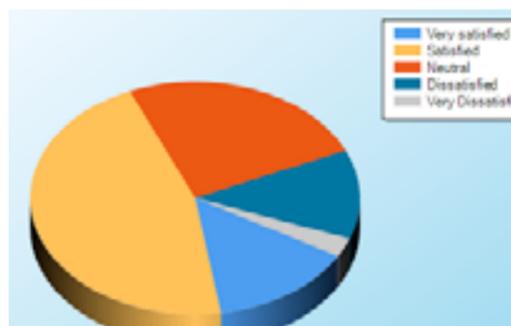
I thought something like this would normally require an interview, but I am glad it didn't! (IX)

I did not expect the interview, given the timeline. (III)

## D. Receiving course information and practical matters

### Course information provided prior to your departure

Very satisfied	14.2%	18
Satisfied	<b>46.0%</b>	<b>56</b>
Neutral	24.8%	29
Dissatisfied	12.4%	14
Very dissatisfied	2.7%	3
<b>Total Responses</b>		<b>120</b>



### 1. Organization of academic-related information, reading list and reparations for classes

The information given was not very well structured. A flowchart or some similar kind of structure aid would be helpful. (III)
The more technical aspects of the course information (workload, assessment methods, readings) was only available the day before class started, though the general outline was already given on the program website. (IV)
Please have clearer goal of the course -one experimental and artsy week with case studies, observing people going to different parts of the city might be nice, media clips, art galleries, art history -one theoretical week, building a strong knowledge base about the city, looking at city structures and maps, the development and policy making -one week discussion on technology and sustainability and final essay may be extend the program again to 4 weeks or so... otherwise it's hard to write a final essay with so little time on a meaningful topic and enough background knowledge. (IV)
We barely knew anything about the course at the reception (apart from what was online) (II)
Workload (structure of the course) needs improvement (VI)
I hope we could access to the online course portal before the start of the course, so we could better prepare for the class. (II)
Syllabus and reading list could be mailed 2 weeks in advance for students to prepare earlier. (IV)
I would like to have the syllabus at least 2-3 weeks in advanced. (IV)
Syllabus available a bit late (VI)
The one thing to improve is to send out the material (articles, papers) to read out in advance. In this way it would have been possible to prepare more easily for the intense course. (IX)
The course syllabus was provided only on the first day and not before (but that's okay) (IV)
I would have liked to have received the curriculum before arriving, and I would have liked to be told that we were required to write a 4000 word essay. (IV)
Information about needed reading material was given in advance; one was able to prepare. (IX)
Course preparation would have been assisted if there was prior knowledge of the readings. (VIII)
Providing readings in advance would be useful. (IV)
Too many pre-readings, but it helped overview the course beforehand. (VI)
Didn't know there would be students who had taken a prep course. (IV)
We were given a tentative syllabus. I would however recommend that IARU finds a way of providing prospective students with feedback from past students. I had little idea about what to expect. (IX)
The communication between the different parts of teaching and tutoring. Information previous to the program (especially concerning readings required and the structure of the program) needs to take place earlier on. (VIII)
More details about classes would have been good. i.e. syllabus etc. for us to decide if this course is worth our time in the summer holidays. Opportunity course for me was high, hence it would have been good to know just what kind of quality of learning i would be expecting. (I)
Although the amount of information was actually satisfying, the way it was announced could have been a bit different since it was not easy to imagine what it is without any knowledge about University X beforehand. (III)
Perhaps course content and structure could be released earlier. Planning an early tutorial was difficult due to required reading being released late. There could be a great focus on how to effectively facilitate a tutorial. (II)

### 1. Logistics and practical matters (pre-arrival information)

Very detailed and considerate (VII)
I got a lot of information needed but upon arriving it took a while to finally get settled in as the maps weren't very helpful in telling how to get to my accommodation location. (I)
Information provided on arrival could be streamlined and collated and presented in a better format. (III)
We were told blankets would be provided. However those provided were too filmy that half of us felt ill. Also, no one conveyed to us that we need to carry our own LAN cable. (IV)
[Areas for improvement] Pre-trip information (VII)
More of the course information could be provided by my home university instead of my host institution. (VI)
In my opinion, it would be better if we stayed in one of the colleges when we were back from the field trip. Otherwise, having an option to share a room in University House is also a good choice. (II)
The program ended on the same day as our move-out day...very hectic! Perhaps the international office at the IARU universities could take that into consideration. (VI)
Accommodation was not up to the standards of what I would expect. There were no fans, my windows did not open, and the rest rooms were not cleaned well. Given that it was the hottest summer in decades, it was extremely uncomfortable. (IX)
Great accommodation and living environment. (III)

### 1.Finances

I think there needs to be a greater emphasis on scholarships or other forms of financial aid. I know it was only two weeks but even for my budget the tuition and daily expenses were way too much for someone who relies on financial aid to get around. I luckily received aid from my department but without it I would not have went at all. I think that really needs to change. (I)
I would not even apply for the program if University Y did not waive my tuition and my host institution did not cover my airfare and accommodation expenses. I think other IARU universities should follow University X's footsteps and provide more funding in order to attract a better pool of applicants. (VI)
Cost was awesome. (IV)
The financial help from each university seem to vary among countries. Air fare was pretty expensive. (VI)
Some of other international students were paid all their expenses including air-fare and accommodation, I only got part of my expenses. it would be very helpful if my university had paid me more, but I really appreciate that they paid me some. (VI)
It's hard to choose a university due to rigidity on courses. Honestly out of all courses offered, only about 3 appealed to me and of course the costs involved for those mattered heavily as well. (VI)
[Areas for improvement] The cost of the program. (I)
Costs can be lower? (V)

### 1. Schedule

Time slot matched vacation time (IV)
I could not choose most of the courses, mainly because their schedules conflicted with the schedule of my university. (IV)

### 2. GSP coordinators

Ms. Zhang Ying is very helpful, and I was amazed by her dedication and rapid responses to emails. She responded to everything that I and my parents had to ask. She is a wonderful staff member that was very friendly and professional.
Great people, especially the organisers Suzanne (ETH) and Margaret (ANU).
It was a relatively painless process, and I did not encounter any difficulty whatsoever. Ms Shirley Koh, the program manager, was also very efficient in processing the documents.
Very slow. My host university is terrible - didn't get my ID card until the last day of classes and really had to struggle to get around because of very strict enforcement without card. Terrible experience with bureaucracy here. (IV)
Look into speeding things up - terrible bureaucracy at University X. (IV)
Too many emails that was very convoluted and confusing. Never got my student ID. (IV)

## E. Quality of Teaching:

### Students' perception on quality of teaching

Very satisfied	41.6%	50
Satisfied	<b>42.6%</b>	<b>51</b>
Neutral	9.7%	11
Dissatisfied	6.2%	7
Very dissatisfied	0.9%	1
<b>Total Responses</b>		<b>113</b>



#### 1. Intensity, depth and sustaining interest levels:

I have never experienced such a demanding course. Although the classes were only 2 hours a day, the assignments and preparation for classes were really tough for me. However, the amount was quite possible to deal with, and I have gotten the flavor of the true attitude toward studying. (IV)

There were a combination of both interesting lectures and otherwise. (VI)

Perhaps too rigorous if taking 3 classes. I think that maybe only one class should be taken so that you could really absorb the subject and being in a foreign city. It's only for one month so there's not a lot of free time if you're taking so many classes. (V)

Crammed a LOT in a very short amount of time (VI)

Better guidance for finding a problem for the group. Clearer information about available data and detailness of the group work. Not so much literature to read in advance.... Or separate the literature into 'must read' and 'possible reading'. (VI)

[Areas for improvement] Less intensive on readings (IV)

[Areas for improvement] The workload. I would feel that for a 3 week course, the workload is too heavy - especially the 5000-word paper. This potentially affected the activities that we could have carried out in the final week of the course, instead of being preoccupied with churning out the research paper. (IV)

The learning goal should be more specific or clear from the beginning the course covers a breadth of topics, which is of course very good for an overview, but it might be more valuable for the students, to go in more depth and conduct specific case studies and intensive research only on one issue. (IV)

Time is limited for students to finish the essay. This is because relevant topic that I chose to work on was only delivered on the last week. Students were expected to submit the assignment on the last week too. Insufficient time to reflect what we had learnt in class because everyday there were 5-6 readings to be read. In fact, if the assignment were to be submitted one week after the program, at least students have time to reflect what they had learnt, thus, will appreciate the content better. (VI)

Could be better at places; the understanding of the topic was very skewed which was definitely not good. (VI)

Some of the lectures were SO boring, overloaded with information and took far too long for an average human's concentration. (VI)

There was a variation in the quality of instruction, owing to the diverse backgrounds of the presenters.

Some lectures were also interesting. (VIII)

Unfortunately the high level teachings in the lectures and seminars have not been matched with the tutoring. Also there is no connection established between the different topics addressed in the lectures, seminars and tutorials. (VIII)

The lectures were 'arranged' in a disorganized manner with one lecture given by one professor being very different from the next lecture taught by another professor - there was no link between one topic and the next. A topic relating to another could be taught a week apart! (VI)

Course should be re-evaluated (IV)

Although it was good, parts of me felt that some of the lectures were not interesting enough to pertain to the topic at hand. (I)

#### 1. Intensity, depth and sustaining interest levels:

Informative lectures though some of them may be a little hard to grasp and understand. Lab tours could be better if they were more hands-on. Overall this is a good course. (I)

It felt like our class was a focus group. The readings seem outdated. I would have liked it if readings were a bit more thought-provoking or at least appropriate for our generation. (IV)

Classes could have been better- was actually expecting to LEARN something during this course, which left me rather disappointed actually. (I)

We were asked to write on topics that were not related to the 3 essays that we had to submit. (VIII)

Didn't get much out of it. (IV)

Some overlapped content in lectures (VI)

I think it was the first year my course was offered - a lot more improvements could be made before it felt like a stimulating, challenging course. (I)

Teaching materials to be covered in a more systematic manner (VII)

There were discrepancies in the expectations of the professors and the expectations of the students. For example, the students thought that only 3 homework assignments were required whereas the professors assumed that each lecture required an assignment. (I)

I want more intense, better thought out syllabus. Would not mind more classes actually, because even though this is a summer program which I think not many people actually expect to so REAL work, there is still an opportunity for greater learning that I felt was lost this time. (I)

Discussion with many intelligent students made me realize that I need to think more in depth and stimulated me substantially. (VIII)

Some of the lectures were SO boring, overloaded with information and took far too long for an average human's concentration. (VI)

There was a variation in the quality of instruction, owing to the diverse backgrounds of the presenters.

Some lectures were also interesting. (VIII)

Unfortunately the high level teachings in the lectures and seminars have not been matched with the tutoring. Also there is no connection established between the different topics addressed in the lectures, seminars and tutorials. (VIII)

The lectures were 'arranged' in a disorganized manner with one lecture given by one professor being very different from the next lecture taught by another professor - there was no link between one topic and the next. A topic relating to another could be taught a week apart! (VI)

Course should be re-evaluated (IV)

Although it was good, parts of me felt that some of the lectures were not interesting enough to pertain to the topic at hand. (I)

#### 2. Style of teaching/interaction in class

The small group size was definitely an advantage! (II)

Being able to tailor the program to one's areas of interest. (II)

Good group sizes in Seminars (10-15 people). Improvement can be made with the tutorials: Those took place in groups of two students and one tutor and where to a large extent a lecture, which could have taken place in a larger group. On the other hand there should have been more space for discussion of the positions (e.g. in groups of 3 students and one tutor). And an introduction to the topics would have been favorable previous to writing the essays. (VIII)

Having debates and reading groups were excellent. (VIII)

Could be more challenging. More intense. Better if it had been more seminar style, with more interaction between tutors and students and not the lecture format as it is now. Would have liked more in-depth lectures than those that skim the surface. (I)

A short lecture would have been more appropriate in guiding the lesson, instead of purely having discussions throughout the course. (IV)

It would have been nice to have more teaching- maybe an hour's lecture before beginning discussion. (IV)

I wish the lecturer had spent more time on the theory. He was excellent in encouraging students to participate in class discussion and provided lots of feedback which helped me improve my writing. (IX)

Better course material, less experience-based discussions, more learning from other materials (i.e. academic reading, theories behind certain topics, etc) (IV)

More lectures and a little less discussion, as I wasn't familiar enough with the reading material to discuss it for two hours. (IV)

I expected more discussion in the class. The classroom was not fit for the discussion. (VI)

The way the courses are carried out. I would think that more variety of lectures in the course would be good for the students. That means less lectures and perhaps more discussions or lunch meetings. (I)

The lectures are a bit too long, and could be made much more interactive. It seems a shame we had people from all areas of science but we had no chance to have a group discussion. (I)

More time could have been more allocated for discussions on the various topics chaired by a moderator. (VIII)

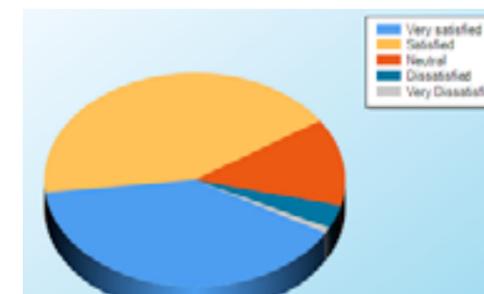
3. Comments about educators:
ETH tutors are very helpful
Teachers are all knowledgeable and helpful. (VI)
The teacher definitely qualified and more so, for the class. Very involved in making good discussions in class. Relevant syllabus. (IX)
Professor Ames is amazing, definitely well researched and truly cares about his students. Li Lianfa was also a teacher that cared greatly about the class and the reader he composed looked like he put a lot of time, care, and effort into make into teaching the class Chinese Economic Reform.
Rosie and Ian were FANTASTIC!
Ian Fry's experience and stories!!
Rosie and Ian were great--good combination of different backgrounds and knowledge brought to the course. Also really glad there was student involvement and a sort of open approach even in lectures.
I felt that Ian and Rosie complimented each other very well, so that we were given a strong grasp on both theory and practice. I also felt their ability to bring essential and useful elements from different disciplines very useful.
Lectures that delivered by Professor Vikram Patel. He is inspiring.
I attended a session by Geoff Mortimer on this for another course recently and it changed the way I think about tutorials.
The lecturers have good knowledge of the topics. (II)
The teacher definitely qualified and more so, for the class. Very involved in making good discussions in class. Relevant syllabus. (IX)
Superb Professor, very hard working on our feedback and extremely passionate and well prepared for class. A delight to be taught by him. (IX)
The Professors were very patient in trying to understand everyone although it was hard to do so due to the different accent we all had. They were also clear in thoughts and helped a lot in directing us during our project. (VI)
Very dedicated teacher; I learned quite a lot! (IX)
High quality teaching over at University X!
There were variations in standards between the different instructors. (VIII)
The course was bad but the peers were great. Don't want to be negative but the only thing the Prof taught me is that some people are so concentrated on research that they don't care about their classes. (IV)
Quality of teaching/effectiveness of courses is not up to par. (IV)
My lecturer was only concerned with her research and was inflexible in her requirements. (IV)
Honestly, the post-grad gaming teacher who subbed was better than my lecturer. We don't need a department head to teach the class. She was obviously far too busy, intense, and close-minded to teach this seminar. Get a different teacher, more relaxed, and more willing to let us grow and explore our own ideas. (IV)
4. Course duration
It's really a good program, but I think it would be better if the course were longer. (II)
I felt that the course could have been extended - there were only three short lessons a week, and I enjoyed what we were studying. There are of course many other issues we could also have discussed. (IV)
I believe that the course was in fact TOO intensive. Given the short time that is spent on the course, the workload is a little too heavy in my opinion. (IV)
The 4/5000-word research essay made the workload a little heavy, especially considering we were all trying to make the most of our time here by travelling the island on most afternoons. I think a 4-5 week course would have been ideal. (IV)
The course could have been longer! (VII)
Longer program. I feel a lot of people thought it was a little short, and I definitely did! (V)
A few more rest days- often I found doing so much reading too exhaustive and I barely had time to do any exercise during the 3 weeks (it is fair to say people put on some weight as a result of just eating and studying) (II)
A longer field trip would be really good, and perhaps a slightly longer program in general, even that means slightly more break days in between (II)
Program could be longer. A couple weeks is too little for the work we do. (IV)
Duration of the course is too short. It will be sufficient if the course is 4 week (VI)
It would be better if we have more time to work on our project in the remaining days. (VI)
Too busy and tiring. (VI)
Why was this program so short? (VI)
Possibly need to extend the time for the course (VI)

5. Assessment
Focus and cohesion of curriculum and assessment (X)
Grading harsh. Not cool. (IV)

## F. Interaction outside classroom/field trips:

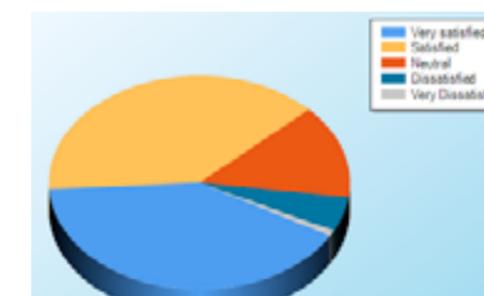
### Program, events and activities conducted outside of class time

Very satisfied	40%	48
Satisfied	42.5%	51
Neutral	13.3%	15
Dissatisfied	3.5%	4
Very dissatisfied	0.9%	1
<b>Total Responses</b>		<b>113</b>



### Opportunities to interact with lecturers and tutors:

Very satisfied	42.5%	51
Satisfied	38.3%	46
Neutral	14.2%	16
Dissatisfied	5.3%	6
Very dissatisfied	0.9%	1
<b>Total Responses</b>		<b>120</b>



**Comments:**

<b>1. Interaction with educators outside classroom hours</b>
Anytime and everywhere (VII)
The lecturers and tutors were very approachable and organized. (I)
They were very approachable and helpful. (IV)
The faculty were all extremely friendly and approachable. (IV)
They were very welcoming and friendly, always open to talk and discuss, answer emails or to make changes to the curriculum (IV)
Very approachable and often available when needed (VI)
Individual tutoring sessions and feedbacks made me feel that I have an easy accessibility to my teachers and can ask questions every time I want to. (VIII)
Expected lecturers to be more engaging with field trips outside class (IV)
I would like to have more class discussion time with the tutors and classmates. (I)
Can't really know where to find them after class. (VIII)
Interactions with the lecturers could have been expanded. (VIII)
Contact between lecturers is needed since some of the contents were overlapped. (VI)
It was difficult to interact with science lecturers if we had to run off for more lectures. (III)
We had luncheons to talk with some of the lecturers but other than that there wasn't too much time to talk with professors about what exactly we were supposed to do with our assignments. (I)
I felt there was sufficient interaction with our tutor. But the main lecturer held office hours so that was rather kind of him. (V)
The only thing that would make it better would be for the lecturer to live on campus. But it was very good. (IX)
I wish we had more contact time with the professor. I also wish it did not cut into semester time for me. (IX)
<b>2. Interaction with peers and local students</b>
Maybe some icebreaking activities could have been arranged for the informal dinner on the first day; I'm sure the local students wouldn't have minded meeting up earlier to plan something. (we were actually discussing this that night, since everything was pretty awkward) (IV)
Although the quality of the accommodation was very good, it does not allow for much mingling. The accommodation has crazy house rules (from a Western point of view), so it's even scary to go visit an opposite gender student fearing that one will get fined \$300 for it. Everything is locked with the funny clicky key system and there is a lack of information about other events on campus or common spaces. I still had a really good time exploring the city and I had done some "tourist research" and had two guidebooks. But a more social accommodation and some more leisure activities might still be nice next year. (IV)
The accommodations were disappointing. I understand that the university would have been trying to impress by offering the best accommodations on campus (and these rooms really were great), but it is really not ideal for mingling and just hanging out. The room doors can't be left open and we can't even access each other's floors (which is ridiculous, and many did complain); and the girls housed on different levels felt very left out. Rooms in our halls might not be so comfortable - but the best part of this program is the people, and we'd have more opportunity to interact. (IV)
Welcome dinner should be conducted 1-2 days after arrival. The field trip should be arranged as more than a tourist tour, including more thorough introduction. (IX)
No ice breaking games at the beginning of the course and lack of interaction between classmates outside of class time. This could be due to the short duration of GSP. Apparently 3 weeks doesn't seem to be enough to cover every things in the lectures (VI)
It would have been better if we planned some icebreaking sessions and international dinner. (VI)
Get more free time and have chance to communicate with more local students (IV)
[Areas for improvement] The activities conducted outside class. (IX)

<b>3. Value of field trips &amp; appreciation for local culture and sites</b>
The field trips and Asian conversation sessions were awesome and very relevant to the course that we are studying.
The different tours were very interesting and also helped us learn about the different cultures and also learn about the country itself. (IV)
I really enjoyed the Asian Conversations. They were really thought-provoking.
The field trip to various countries we are learning about was also a strong motivation for me to join the GSP. (IV)
Fieldtrip was amazing. (IV)
[Best aspects] The field trip and oral history project (field research) (IV)
Lots of enrichment, active interaction, colorful days (VII)
The field study trip was the best part of it. (IV)
[Best aspects] The visits to historical sites during the field trips and engaging in discussion with natives of other countries. (IV)
[Best aspects] The field trip to Cambodia and Thailand.
[Best aspects] Fieldtrip (IV)
[Best aspects] Experiencing the country and the fieldtrip to other countries; meeting people from other IARU universities. (IV)
UN trip was wonderful fun!
Trip to the UN was nice. Trips organized by our residential colleges were even better! Highly subsidized trips to New York and Broadway among other things were highlights of my trip.
I enjoyed the guided tours and gained a deeper understanding about the new place. (VII)
Very engaging and field trip was extremely beneficial (IV)
The Japanese culture excursion on the first day was really awesome and impressive.
[Best aspects] The fieldtrips for the course and the trips/events with everyone in the program. (IV)
It helped that the lecturers were engaging and willing to get to know the students. This was very much aided by the field trips that we had - it gave us plenty of informal interaction time outside the classroom. (IV)
Guest speakers (at the field trips) were amazing and eye-opening. (IV)
The place we visited and the guest speakers invited are all very remarkable. (IV)
The field trip was really a good way to interact the conveners at the personal level. (II)
Activities outside class such as the trip to Kiola gave a great chance to interact with lecturers in a more friendly way, which makes class and discussion outside class much more comfortable.
Kiola in particular was great, I felt like I (and everyone else) got a lot out of our walk with Graeme, the representative from the local Aboriginal tribe.
[From "best aspects"] The field trip to Kiola and the negotiations exercise stand out, partly cos of the different environment and the entire experience, and partly because it really let us put into practice everything we'd learnt in words in the course.
Maybe a day at Perisher (a Ski Resort) would be nice in the future....
It would have been better if we possibly went to ANU's research station in the NT- this would have added a better IARU community vibe- for international and domestic students alike.
The "Socializing Event" could have been a bit earlier than week 2. We all knew each other already at that point. The field trip was quite dissatisfying; it was kind of a tourist tour. It would have been much more interesting to talk to some delegates. (IX)
Well coordinated trips, but I felt like maybe with more time we could have seen more local sites. Maybe we could have been given a list of places to go if we didn't go on the program's time. (V)
The 1-day Singapore history tour was too sterile and forced. Perhaps lecturers could bring the students around and provide insights.
I wish there was more time to do field study. (IV)

4. Logistics and coordination for field trips and outside classroom activities
A lot of effort on the host universities part to organize the field trips and such. Very much appreciated. (I)
Most enjoyable events were not organized but spontaneous, springing from the IARU students themselves gathering together and exploring the city (V)
We only had one planned field trip but I think the university students there helped us fit in our spare time after class with fun activities. (I)
There wasn't a great deal of events organized outside of class time- but this was fine, as I wanted to explore the city in my free time and at my own pace. (IV)
The organizers of the course could make more effort in organizing social events. There were virtually none of these, students just went home after classes which is not right. (VI)
Much of the lectures were conducted within the classrooms. in fact, there was only 1 session in which we had our 'lecture' outside. (VI)
I was very disappointed that our field trip was cancelled.
The field trips were very educational, and the students and staff at VII were very helpful.
Besides the trip of the city the talks, all extracurricular activities were the responsibilities of the student. The talks were very good and engaging. (IV)
We should have been given more opportunity and time to reflect and think about the places we visited. we felt that the pace of the field trip at some instances, were too fast, and didn't allow us enough time to do so. (IV)
The course itself could be better. There could be more social activities. (VI)
5. Misc suggestions
It's better to assign the field trip after all the lectures have been finished. (II)

## G. Motivations about participating in GSP and best aspects:

### Overall, how satisfied were you with your IARU GSP experience?

Very satisfied	59.2%	71
<b>Satisfied</b>	35.8%	43
Neutral	3.5%	4
Dissatisfied	0.9%	1
Very dissatisfied	0.9%	1
<b>Total Responses</b>		<b>120</b>



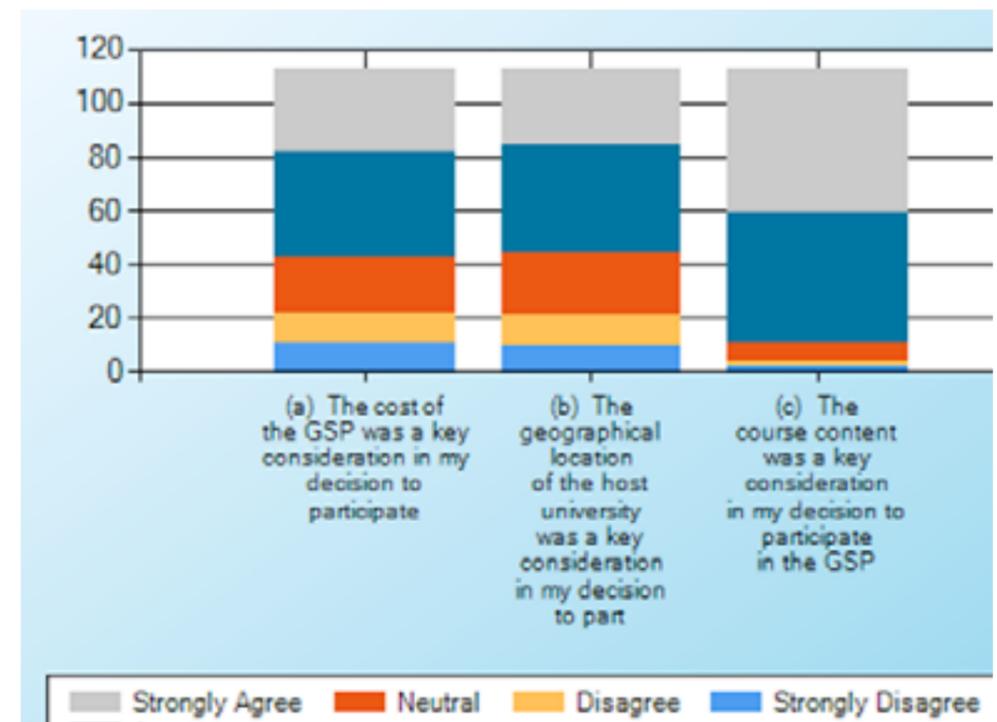
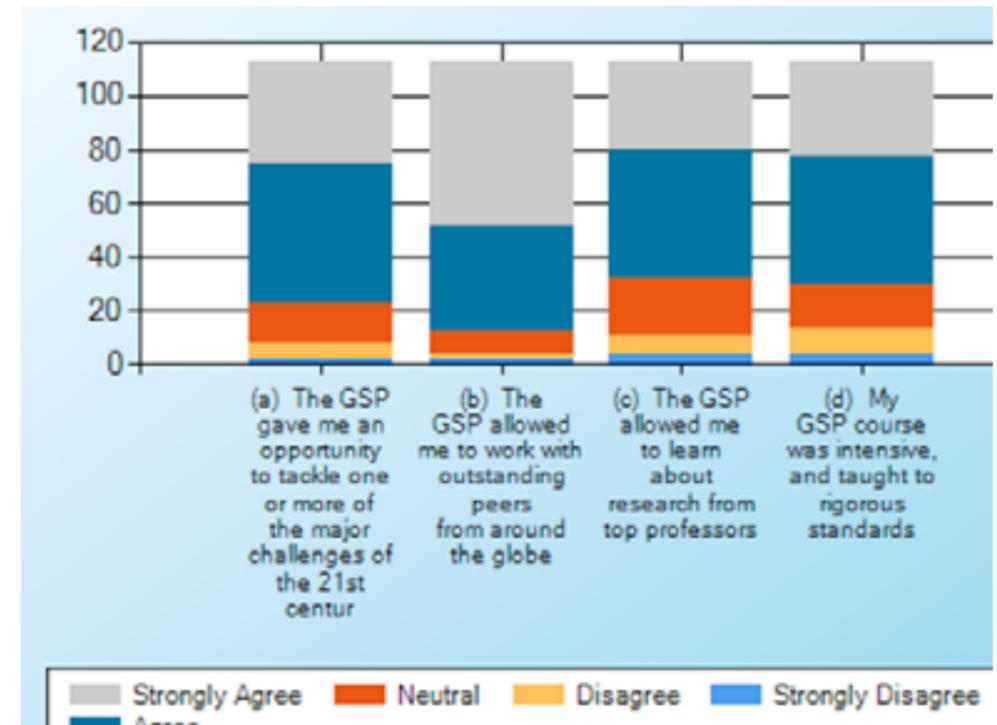
### Comments:

1. Work with outstanding peers from around the globe
Being able to meet, live with, and participate in class with top students from top universities around the world. I honestly think that we learned more from each other than we did from our professors. The synergism between students was great, I am glad to have been a part of it. (IX)
Opportunity to learn and interact from/with others students in what I see as a condensed exchange program. (I)
Meeting others from top universities around the world (V)
The opportunity to meet people from different universities (II)
I wanted to learn as much as possible about a specialized topic, and the chance to learn about this alongside people from a range of countries, backgrounds and disciplines (II)
The opportunity to study with students from such a variety of cultures is indeed a priceless experience. (IV)
I was interested in taking a course with international students from top schools - I was sure I could learn something from them. (And I did!) (IV)
A great opportunity to meet people from all around the world! (IV)
A chance to meet great students from the world over. (VI)
I thoroughly enjoyed making friends with students from other universities and I definitely learned a lot from everyone within the IARU community. (I)
Interacting with my peers made this an outstanding experience. (IV)
It was a great experience and a great honor for me to be able to learn together with all those outstanding people. It motivated me a lot for my future and probably was the greatest summer in my life. I can't thank you enough for enabling me the participation! (IX)
The opportunity to mingle with students from other countries, the great help rendered by the locals, the opportunity to visit great architectural designs and exhibitions. (VII)
The friends I made along the way. We were all so different, yet so opinionated and strong-minded. (I)
Meeting people from all over the world and understanding the culture of the host university. It also encourages greater communication with peers from all over the world. (I)
Meeting other peers from around the globe and creating lasting friendships in just two weeks. (I)
The people. I cannot stress how wonderful the program is because of the people. (V)
Socializing with other IARU students exploring the city (and my professor was really good) (V)
I had the chances to study with the outstanding and friendly peers from different part of the world. The course conveners were also very rich with experiences, and teaching skills. (II)
The interaction and exchange of ideas, concepts and thoughts between a) students from different study backgrounds, and b) students from different societies. The broad range of topics that have been brought up. (VIII)
Undoubtedly having the opportunity to meet some fantastic people from around the world. It just makes you realize how much we all have in common! (I)
We should welcome students from various backgrounds in order to make it even more stimulating. (VIII)
Participating institutes should try to send at least one student to the IARU for a better experience. (VIII)
Having a very diverse group of students to study with - all of whom were from the top universities in the world. This indeed is a priceless experience. (IV)
The peers were the best. (IV)
The people, definitely. (IV)
Getting to know students from the top universities around the globe. (IV)
Meeting different people from all around the world. (IV)
Meeting other people from the world (IV)
Best aspects: having the chance of meeting many extraordinary peers from all over the world and exploring the host country! (VI)
Group project with people from around the world (X)
Meeting a lot of wonderful people, discussing and having fun with them. (VI)
The social community with other IARU students. (IX)
We are able to interact with people with totally different experiences from us, who are from different parts of the world, from those participants in the GSP program. (VIII)
The diversity of students. (VIII)

Seeing friends from all over the world who are all intelligent, thoughtful, and exciting (VIII)
I enjoyed interacting with people from other universities and learnt a lot from them. (VI)
To spend lots of time with very diverse students. (VI)
It was interesting to see people from other parts of the planet (VI)
Bright students in the world. Experience in the unique and good university. (VI)
Internationally, students and teachers coming from all over the world. (VI)
The interdisciplinary course structure and the meeting with top students around the world. (III)
The people, everyone got along and interacted well with each other. The course was taught very well, it was interactive, interesting, informative and well presented (II-)
<b>2. Live and learn intensively at a foreign university</b>
I got to study at one of the universities that I had dreamed of studying at ever since I was a child. (I)
My main motivation was the opportunity to experience another culture, as well as meeting other people from all over the world. (I)
An open window to experience another academic and social culture (VII)
To learn about host university and experience learning culture there (VII)
I wanted to explore another top institution, compare different teaching styles and offerings. Also thought it would be a great way to spend part of the summer. (III)
The prestige of this program is definitely a motivational factor as well. (VI)
The brand of having studied at a recognized university. (IX)
I went to high school in the States, but after I came back to my own country, Japan, for my university, I have not been having enough opportunities to interact with people using English. It was mainly the biggest motivation to improve my English skills as well as discussion skills besides the actual content of the program. (VIII)
Free, fresh and active learning atmosphere (VII)
Getting to travel around the country and seeing so many wondrous things. (VII)
Interaction at a top university. I was able to meet with other students from a similar subject/field from other countries and being able to visit various famous sites was an invaluable experience in itself. Grateful for the opportunity. (I)
Meeting brilliant scholars from other parts of the world and having the rare opportunity to learn how people from other countries view the world. (V)
Two things: First, the critical approach, we had during lessons. Second, the community. I've never before been to a university with on-campus housing. Coming together and exchange so much with other students was a great and worthwhile experience. (In fact, I've never felt to be linked so close to university like to Yale in this five weeks.)
<b>3. Tackle the major challenges of the 21st century</b>
Did it for the experience of the region. Wanted to learn more about culture and issues. (IV)
My motivation is to advocate the policies in school, hall and residences. (VI)
I have got to know how policies are made and how the negotiation between countries works. (II)
Being in the region and having the chance to learn about specific aspects through a research paper in class with special guest speakers and field trips (IV)
<b>4. Learn from top professors</b>
I like the personal experience we had with the conveners, especially through the field trip. (II)
Networking - meeting new friends and learning under new professors (V)
Meeting a bunch of great, intelligent people from diverse academic and cultural backgrounds. Teachers were comprehensive in their knowledge and flexible in teaching style. I really valued the negotiations, as this gave practical experience in a fascinating field and led me to consider how I act in those situations. The experience and knowledge of the teachers and fellow students was extremely valuable (II)
Supervisions and the social activities. (III)
I am able to see the world differently after this summer program. In fact learning from experienced lecturers are really beneficial (VI)
Interacting with those who work in the academic field. (VI)
The interactions with other international students without a doubt; and the renowned professors we got to meet during the course. (VI)
Interesting lectures (VI)
Get to learn from foreign professors and to communicate with excellent peers in different backgrounds (VI)

<b>5. Misc comments</b>
hope more activities by IARU coming up to benefit more students (VII)
The course was superbly organized and wonderful fun. (IX)
[Areas for improvement] Actually nothing. (VII)

**Polling:**



## H. GSP's Distinctiveness

### (IARUness and GSP's influence on participants)

Were you aware of the IARU (International Alliance of Research Universities) before your participation in the IARU GSP?

Yes, I am aware	31.0%	38
No, I have not heard about IARU	69.0%	82
<b>Total responses</b>		<b>121</b>

In 2009:

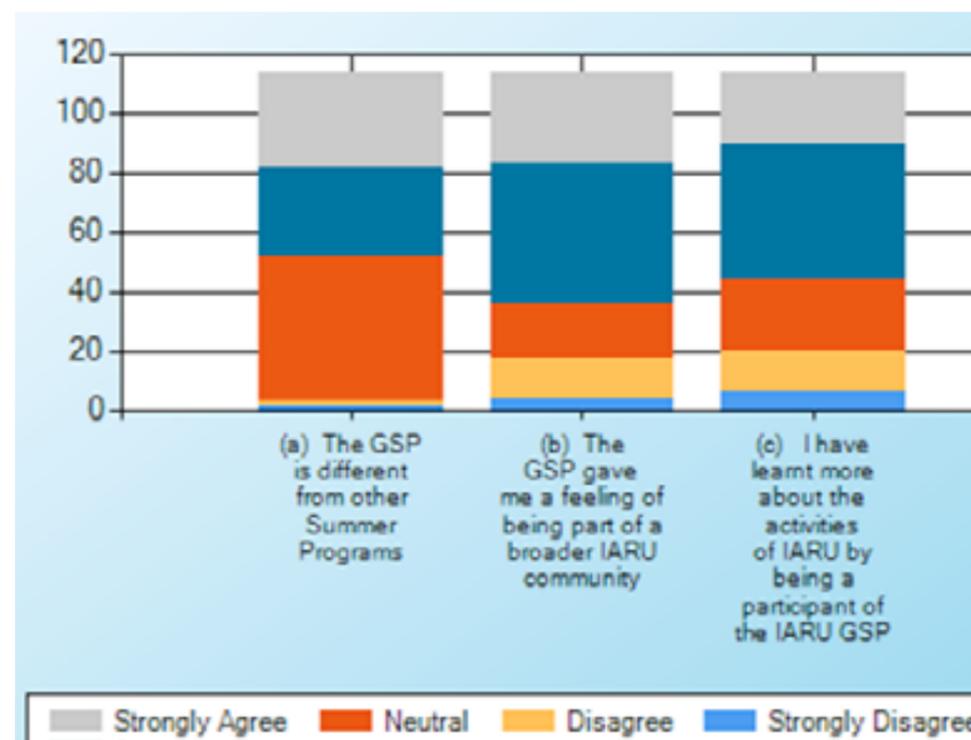
Yes, I am aware	22.0%	29
No, I have not heard about IARU	78.0%	103

I would recommend GSP 2011 to my friends

Very satisfied	<b>63.3%</b>	<b>76</b>
<b>Satisfied</b>	30.9%	37
Neutral	4.4%	5
Dissatisfied	0.9%	1
Very dissatisfied	0.9%	1
<b>Total Responses</b>		<b>120</b>



Polling



Comments:

<b>1. Branding and IARUness</b>
I learnt about what my host university does, but not so much IARU in general. (VII)
I felt a very, very close bond to other IARU students, but still don't know much about the organization that makes it all happen. When other students ask me what program I am part of, I try to explain what IARU is, but cannot get past just the basic definition of who comprises of the alliance. (V)
I learned a lot from the IARU intern. (V)
IARU didn't seem to feature heavily in any of our classes and discussions. (IV)
I honestly don't see how the IARU comes in all of this, besides our universities being members of this association. (IV)
I felt like I was in University X not IARU. (VI)
I still don't know much about what else the IARU does. (IX)
I don't really remember anybody speaking about IARU. The GSP gave me more the feeling of being part of the University X community. (IX)
<b>2. Is GSP is different than other Summer Programs?</b>
I especially like that GSP is not just a holiday, we actually learn something from it! (compared to other summer schools catered more for holidaying) (IX)
GSP is very different from other Summer Programs. The standards of our course were set much higher than other summer courses. There was also a greater sense of unity between the GSP participants. (IX)
<b>3. Gaining broader perspectives from GSP</b>
It broaden my view of different learning and career opportunities (VII)
(Reflecting on historical conflicts between 2 countries) It opened my eyes to a broader perspective. I would like to increase the partnership between our countries so that nothing like the past ever happens again for future generations. (I)
I think the class I am taking has changed my research interests to look more into my own country's philosophical tradition. (V)
I have now considered taking some time off after graduation by joining an NGO to help with development. My field trip made me more aware of the realities of poverty and education. (IV)
The discussions with fellow students have broadened my perspective on certain issues - particularly in relation to different cultures. It was also interesting to share my own experiences with someone with the same major from a different university. (IV)
It was a very interesting program, engaging and thought provoking, in terms of factors that are and will affect the world in the 21st Century. (III)
This answer is too early yet to be answered, but there certainly will be an impact on my path. Especially the widening of horizon. (VIII)
It gave me a broader perspective and would prefer to have a job related to urban planning. (VI)
<b>4. Greater certainty in future careers and in their own academic choices</b>
It has affirmed some of my interests, giving me more confidence in what I want to do in the future. (IV)
I now have a really strong academic interest in my chosen field, as well as the need to strongly engage with the corporate and non-government sector. After this course I feel stronger about the prospect of working in academia or the non-government sector (II)
I am still unsure about whether or not I want to do research, but my GSP experience did show me that there are so many options out there to pursue a career in. (I)
Yes – I have developed future research interests (V)
The start-to-art research topics open up my choice for future development. (III)
The wealth of knowledge gained during the course is definitely relevant to my major. (VI)
Am now more seriously considering taking a Masters in my chosen field; and more certain that I'd like to work in a related field. (II)
I was already doing a degree, so this topic was a perfect match(II)
I can appreciate the government policies in different countries. (VI)
It has provided invaluable experience that will be useful in applying for related jobs and the credits has helped me get my major done by the end of the year (II)
GSP was more than I expected. Definitely has me re-evaluating my chosen course of study and what I want to be doing when I get back home. (VII)

<b>I have just finished my first year, but felt this gave me a generally good background to understand certain areas of this course. (I)</b>
It's rather too late to change my major, but I did enjoy what we studied and wish I'd gone into social sciences instead, as it really does help with understanding current issues. (IV)
It would not effect on my choice in major. However, the basic skill or concept I have learnt there - writing journals, presentations, how the mobile media impact on people's lives - will surely help me in the fields which are apparently not related to this course, directly or indirectly. (IV)
Definitely more prepared to tackle my senior course next year! (IX)
Having spent a summer on GSP, and having had the chance to visit a few top universities, I am giving more thoughts to doing postgraduate degrees in country X than I would have otherwise given. However, it did not influence my choice of major too much. (IX)
It greatly helped me narrow down my target field for post-graduate work. (X)
It makes me more certain of my postgraduate study/career path. (VI)
Definitely decisions regarding postgraduate study. (III)
I will continue to study Master Degree of this Major. (IV)
I'm interested in post grad study or finding a job in a different country other than my home now.
I'd certainly like to spend some time living/working overseas after this experience. (VII)
I am starting to think about to go on study overseas for my graduate education, because it was really a wonderful experience in IARU GSP. (VI)
Makes me want to study abroad again, and I'm seriously consider it! I am Asian American so my parents loved me studying in an Asian university. I think this even opened up the opportunity to study in another country, hopefully so! (V)
I have given much more thought to my postgraduate study now that I have completed the IARU GSP and I would like to think that I have been given more insight into the academic world. (I)
I have given much more thought to my postgraduate study now that I have completed the IARU GSP and I would like to think that I have been given more insight into the academic world. (I)
The host university as a possible graduate school option. Kind of like a primer to how the lifestyle in the host city could be like. (I)
Moved me more into considering Ph.D. an academic studying (IX)
As I was able to have a chat with lecturers of University X, I got more insights about their programs and will now consider applying there for grad studies. (IX)
My GSP experience has influenced my postgraduate destination in favor of the institute that I participated in. (VIII)
I'm a science major so not very interested in my course. (IV)
No influence on me at all. (IV)
That I still don't think I can work well with engineers and planners. Aside from that, not much difference. (VI)
I don't think it's really influenced much. I took this course as an enrichment opportunity for my interests in environmental design/landscape architecture (VI)
I don't know yet (VI)

## I. Publicity and alumni matters

### How did you find out about the IARU Global Summer Program?

<b>My university's website</b>	<b>47.4%</b>	<b>54</b>
IARU website	18.4%	21
My university's electronic bulletin board	15.8%	18
My university's newspaper/newsletter	14.9%	17
Advised by a fellow student at my university	13.2%	15
Poster on campus	13.2%	15
Advised by a lecturer/tutor/professor at my home university	9.6%	11
Advised by a former GSP participant	9.6%	11
Electronic student forum	1.75%	2
Other	10.5%	12
<b>Total Responses</b>		<b>114</b>

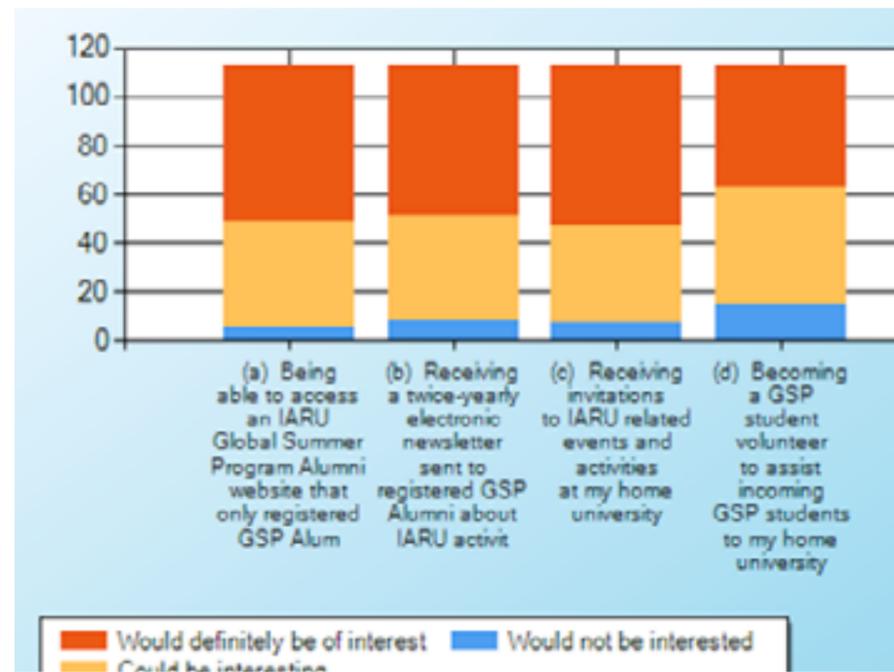
### Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?

Yes	<b>71.7%</b>	<b>85</b>
Neutral	23.0%	29
No	5.3%	6
<b>Total Responses</b>		<b>121</b>

### Would you like to be notified of developments regarding centrally coordinated IARU GSP alumni activities?

Yes	85%	102
No	10%	12
<b>Total Responses</b>		<b>114</b>

**Poll: How interested would you be in the following GSP alumni activities?**



**Comments:**

<b>1. Students would like to hear more from previous experiences</b>
To include testimonials of previous exchange students (VII)
Maybe having a section in which former IARU describe their experiences. It would have been useful to be told how much prior knowledge of the subject was required. (IV)
Comments from previous IARU students may be useful. (VI)
Include more photos taken by students who attended the GSP will make the website more attractive and appealing to potential candidates (VI)
Maybe upload experience reports from former students, but this is all provided by home university counselors, and otherwise it's a good homepage. (IX)
More awareness-raising is needed, apart from that great program! (IX)
Yes! Please provide links to students' testimonials and photos! It would greatly encourage students like me to apply! (I)
<b>2. Details and information on the website</b>
More specific description of target audience (VII)
Perhaps the website could provide more detailed information about the courses. (I)
It'll be useful if you let us know every time you update the details of the summer program. (I)
More information about the actual lectures before we arrive, so we have a chance to do some research on those areas if we want. (I)
The information (after I was accepted) is helpful, but I would have liked to have it when I was applying. (V)
The detailed information about the classes were put on a little late in my opinion, but otherwise very helpful. (V)
More details about programs (same sorts of things like housing, daily schedule, photos of past participants, stats about who has gone) – just to give a better sense of what to expect from each program. (IV)
It is better to enable direct downloads of course details/application form from the IARU GSP site than displaying the links to each university. (IV)
More detail to the required readings and expectations for the courses. (VIII)
The decision can only be based on the scarce information. The information can only come from the IARU-website. So much attention needs to be paid on how the program is presented on the website. (VIII)

**3. Participants support for GSP Alumni**

I have benefited greatly from the summer program, and thus have no qualms at all in helping to promote the program - it is only appropriate that other students would have the chance to benefit from the program as I have. Do feel free to contact me and I will be more than happy to assist in whatever way that I can! (IV)
Please, please hold a re-union for us!!! (VIII)
A close online network among us who have attended the same GSP program (VII)
A portal to maintain candidates who attended the same summer program. (VI)
Starting unions, helping others out, I would be happy to do anything to keep such a wonderful program running! (V)
Holding an IARU jamboree every 5 years? Logistics?
A collective visit to the various university towns around the world. (VI)
<b>4. General comments about the website</b>
My university definitely needs to advertise IARU GSP more and make it a common interest for majority of students because it must be even surprisingly productive and beneficial to them. (VIII)
More different languages can be used in website (IV)
The website is well structured. (III)
It's pretty good! (II)



## 3.4 GSP Promotion

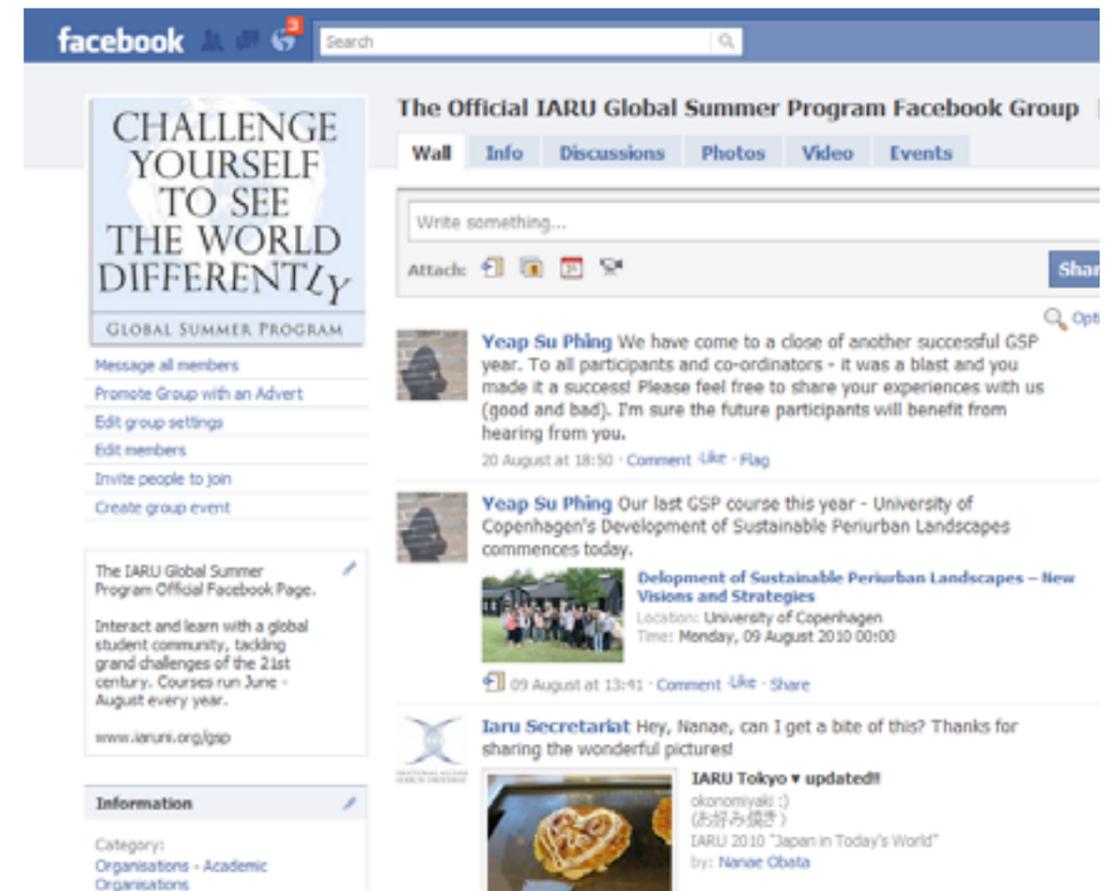
---

3.4.1 Facebook screenshots

3.4.2 Sample of t-shirts, brochures and posters

### 3.4.1 Facebook Screenshots

(examples of interaction with GSP participants and alumni)



### Facebook Photo Gallery



## Facebook Events' Page

Displaying 1 - 10 of The Official IARU Global Summer Program Facebook Group's past events.

1 2

**09 August**



**Development of Sustainable Periurban Landscapes – New Visions and Strategies**

Where: University of Copenhagen  
When: 09 August at 00:00 until 20 August at 03:00

[View guest list](#)  
[Cancel this Event](#)

---

**26 July**



**Media, Culture and Society: The Middle East in the Global Context**

Where: University of California, Berkeley  
When: 26 July at 00:00 until 13 August at 03:00

[View guest list](#)  
[Cancel this Event](#)

---

**05 July**



**Topics in International Economics**

Where: Yale University  
When: 05 July at 00:00 until 06 August at 03:00

[View guest list](#)  
[Cancel this Event](#)

---



**Economic System Reform in China**

Where: Peking University  
When: 05 July at 23:30 until 30 July at 02:30

[View guest list](#)  
[Cancel this Event](#)

---



**Shaping the world: understanding the past, predicting the future**

Where: University of Cambridge  
When: 05 July at 23:30 until 30 July at 02:30

[View guest list](#)  
[Cancel this Event](#)

---



**Kierkegaard: The Individual in the Global Society**

[View guest list](#)  
[Cancel this Event](#)



**Topics in International Economics** I'm attending Maybe

Share · Public event

[Edit event](#) [Send guests a message](#)

---

Time: 05 July at 00:00 - 06 August at 03:00

---

Location: Yale University

---

Created by: The Official IARU Global Summer Program Facebook Group

---

More info: <http://www.iarun.org/gsp/courses/yale/01/>

---

Write something...

---

Attach:   

---



**Fritzie Dy** I ♥ GSP@Yale 2010!!!! :)

06 August at 12:54 · [Comment](#) · [Like](#) · [Flag](#)

## Comments from GSP Participants



**Emily Kerr** ha ha ha today JP Fonteyne tried to pinch one of my pe I brought home from Tokyo University through the GSP... that pen still going strong after 2 years!! :)

15 June at 20:10 · [Comment](#) · [Like](#) · [Flag](#)

---



**Kelly Nguyen** That's called the Japanese quality Emily :D. How are things going?

16 June at 10:51 · [Like](#) · [Delete](#)

---



**Emily Kerr** pretty good pretty good - funnily enough I'm catching up with Clemens hopefully early next week in Cambridge :)

30 July at 15:40 · [Like](#) · [Delete](#)

---



**Kelly Nguyen** Cool :). That's so exciting. I visited Cambridge in Jan-F and really enjoyed it.

31 July at 07:33 · [Like](#) · [Delete](#)

---



**Emily Kerr** wicked!!

01 August at 20:46 · [Like](#) · [Delete](#)

---

Write a comment...

 **Eeshan Kulkarni** I'm very happy to meet everyone in this group... hello to all of you!!



**Lucy Gloriana** 03 June at 01:13 Reply

Hi guys

I note that some of you have already joined up, but just a heads up for those who aren't aware - the new Official Iaru GSP group has now been set up (<http://www.facebook.com/group.php?gid=123975020956144>) by Su Phing, the IARU Secretariat. Please check it out :o)

Hoping all of you enjoy your IARU adventures!

Lucy, a student from Cambridge helped spread the news about the GSP group to the GSP 2010 participant network, which she created.

### 3.4.2 Samples of the GSP t-shirts, brochures & posters



GSP T-Shirt (in black)



GSP T-Shirt (in white)



GSP Brochure (front)



GSP Brochure (back)



GSP Posters



INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

## 4.0 2011 GSP Dates and Location

---



## 4.0 GSP 2011 Dates and Location

---

### Possible dates for the 2011 GSP

- a. 8-9 September 2011 (Thursday-Friday); or
- b. 19-20 September 2011 (Monday-Tuesday)

The University of Copenhagen has graciously agreed to host the 2011 GSP Meeting, in conjunction with the 2011 EAIE which will be held in the same city.

2012 EAIE will be held in Dublin.

### Previous GSP Meetings

IARU GSP Meetings have been previously hosted at the following cities:

Oxford, September 2009  
Antwerp, September 2008  
Cambridge, February 2008