



2010 IARU Global Summer Program Working Committee 13-14 September, University of Cambridge

Meeting Outcomes

1. GSP Review and Course Updates

1.1 The Working Committee shared their 2010 course experiences and reported positive feedback overall. The following points were strongly emphasized for consideration in next year's courses:

- **State course requirements early and clearly:** There were cases of students turned down or discovered that they were not eligible for credits after being nominated to attend GSP. Host universities need to state requirements clearly and from the beginning of the application stage. Sending university should verify that students have met all stipulated requirements.
- **Ensuring students' commitment to the GSP course.** Courses are rigorous, challenging and multidisciplinary in nature. The Working Committee agreed to be mindful in its communications to students during selection and/or interviews to set the right expectations and get the desired quality of students.

1.2 The Working Committee referred to the GSP principles on numerous occasions to ensure that GSP courses were designed and conducted according to these principles. Highlights of issues discussed include:

- **Size of Courses:** It was agreed that GSP courses should remain at 10 – 25 students. The Working Committee discussed NUS' Southeast Asia in context (51 students) and agreed to exercise exception to the course size as it had strong appeal and its quality was ensured through appropriate faculty-to-student ratios.
- **Faculty co-teaching GSP:** The working committee encouraged IARU partners to nominate faculty members to co-teach GSP modules. Cynthia Chou (Copenhagen) co-taught NUS' Southeast Asia in Context. Co-teaching strengthens IARU partnerships and faculty members view these opportunities as meaningful experiences.
- **Student website as a course outcome:** Berkeley's 'Media & Society: The Middle East in Context' produced a website (<http://mediaeast.weebly.com/>) as an outcome of the course. This innovative media course will be adapted as a UNESCO module.
- **Integration with regular summer sessions:** Berkeley, Cambridge and Beida integrated their GSP courses with regular summer sessions, creating opportunities for interaction between GSP and non-GSP students.
- **Greater interaction and dedicated orientation sessions:** Cambridge allocated a common room for GSP participants and they are considering a full-day orientation in 2011. Yale organized a campus tour for students upon arrival. Berkeley suggested that home universities should conduct a pre-departure orientation to set expectations, highlight different pedagogical styles and share what IARU is about.

- **Multi-disciplinary Tournament:** ANU is looking at a student proposal to run an online tournament where faculty pose challenges and multi-disciplinary teams at partner institutions compete to produce the most considered responses to the challenges. It was suggested the proposal might be trialed with one other partner to then feedback the experience to the wider IARU group for further consideration.
 - Student-alumni buddy system: Berkeley involved their GSP alumni, and paired them (buddy system) with the current students.
 - Field trips, the rigor and intensity of the GSP, and peer learning continue to be highlights of the GSP.
 - New GSP T-shirts printed by Yale, Beida and ANU were well received. There were suggestions for the Secretariat to produce these T-shirts centrally to enjoy economies of scale. Secretariat agreed to study the feasibility and cost-effectiveness of producing GSP T-shirts centrally.
 - Publicizing IARU: Copenhagen coordinators worked closely with academics in planning their modules, and encouraged them to incorporate information about IARU.
- 1.3 Visas and funding continued to be a pressing issue for the GSP as immigration policies are getting more stringent in places like the UK and US. Coordinators emphasized the need to clearly communicate visa requirements and applications early in the acceptance period. Cambridge is preparing a visa advisory note and offered to share this with all GSP coordinators.
- 1.4 From 2009, GSP applications increased (706 to 1,065 applicants), but remained fairly constant in terms of courses (from 16 to 15 courses) and participants (295 and 304 participants in 2010 and 2009 respectively).
- 1.5 The Working Committee discussed expanding GSP intakes and courses. Referring to GSP's principles on class size and rigor, the Working Committee agreed to the following:
- All partners will provide 1-2 courses, with intakes of 10-25 students, unless resources and circumstances permit these institutions to do more;
 - Each partner will send 2 – 3 students per course to maximize available opportunities while keeping class sizes small;
 - To continue with a rigorous selection process, ideally with faculty oversight, as these students become the university's ambassadors; and
 - Acknowledged that representation from all partners for peer learning is desired and a distinctive feature of the GSP.

2. Presidents' Recommendations & Group Discussions

- 2.1 Presidents and Senior Officers have noted the GSP Working Committee's contributions and success, and proposed expanding the offerings of the Global Education Initiatives that were outlined in the IARU Future Directions Document. Groups convened virtually before the meeting to consider and discuss the Presidents' propositions before the meeting in Cambridge.

2.2 The Working Committee concluded that GSP is focused on consolidating its efforts, improving its courses and branding, and refining operational and logistics issues. Expanding GSP's offerings prematurely would dilute what is already established as the GSP. Outcomes from the discussions are captured below:

a. **Graduate level offerings.** The aim is to provide greater opportunities for students to participate in global education opportunities at an IARU institution. IARU can continue to develop educational initiatives, but not under the GSP. The working committee had the following examples/suggestions:

- Workshops and conferences, e.g. UniLead (ANU and Copenhagen) and Muslims in the Modern World (Copenhagen).
- Mentorship under an IARU faculty's laboratory on a bilateral arrangement.
- Longer term courses or internships dealing with specific issues such as forestry, public health; enabling graduate students to go to where the case studies can be obtained.
- Teaching assistant and travel study programs with funding for air travel and salary.

The Working Committee highlighted that graduates were unlikely to pursue opportunities like a 3-week GSP course as it takes time away from their research. In any case, most graduate student cohorts are already largely international.

Copenhagen is keen to offer graduate level courses. However, they will continue to encourage more undergraduate level courses from their faculty.

b. **Incorporate more research component into GSP.** Research at the undergraduate or graduate level is fundamentally different from a summer program. The ideal length is about 4–10 weeks and could be in the form of UROP (Undergraduate Research Opportunities Program). IARU may also consider sending students abroad for one semester, with a significant research component built into the exchange. Many research mentorships also come about through the students' own networks and initiative. The IARU network and Secretariat will facilitate, when the opportunity arises.

While GSP courses will not be “specialized” research-based courses, the Working Committee recognizes that IARU is an Alliance of research-intensive universities. It was agreed that course designs should feature this to the extent possible – for example, research-led teaching, and discuss research-related issues in academia such as ethics and animal testing. From student feedback, GSP courses have demonstrated that it can inspire students to pursue their PhD and do research work.

c. **GSP Collaborations with IARU initiatives.** The Working Committee agreed that it was important to remain updated about IARU initiatives to be able to identify and create opportunities for GSP e.g. guest lectures, research findings, and possibly internships. IARU colleagues working on any Alliance initiatives – especially colleagues from the same university – are encouraged to meet up occasionally to discuss where the Alliance is moving and recent projects. Beida also suggested that IARU initiative leads can be formally/officially informed that the GSP is open for collaborative work and leads should contact a coordinator at their home university if opportunities exist.

The Secretariat will circulate the email contact information of the IARU leads to the GSP coordinators for a direct link and possible collaborations where there are common interests.

3. Global Internship Program

- 3.1 The proposal to create a Global Internship Program, which will provide opportunities for students to intern under one of IARU's partner institutions, is supported in principle by the Working Committee. To formalize the Global Internship Program at this point, and to have the Working Committee centrally run this did not reach consensus for the following reasons:
- a. Need to establish Internship goals and principles. Clear goals and principles, like the ones developed for GSP, need to be established first. These will provide focus and define educational values and outcomes, and provide accountability for the host university's internship plans. Clear and compelling principles will also help to convince and persuade faculties to provide internship opportunities.
 - b. GSP was seen as a higher priority for consolidation and funding at this stage. The setting up of a dedicated global internship office or program at most IARU universities is a fairly new and recent development, and only a handful considers internships a major priority at this point in time. Students who go on global internships are few compared to summer programs and exchange. Housing, living expenses, allowances and air travel costs have to be considered by the internship provider, based on available resources. At NUS, departments co-fund the IARU interns, but airfare is taken care of by the interns themselves. Another suggestion is to seek external sponsorship for global internships.
- 3.2 Visa requirements, timing and duration of internships, publicity and commitment from faculty are other challenges to work through. The Working Committee also concluded that where GSP and Internships are competing for resources, priority should go to GSP as it is still at a stage where it is developing and has demonstrated success.
- 3.3 The proposed steps forward are:
- a. To compile key internship information from each partner, establishing types of internships, funding availability, coordinating offices and major challenges. At a glance – Yale, NUS, ANU, ETH Zurich and Oxford have dedicated offices, programs and/or career centers to assist with the line-up of internships.
 - b. Senior Officers to form a group of interested individuals, or an Internship Committee, to draft principles for the Global Internships Program. These principles are based on the understanding that it is flexible and serves as a guideline.
 - c. ETH Zurich to explore if its student-run online internship platform can be opened up to all IARU students. This platform is a “marketplace” where faculty can publicize internship openings. Salary, accommodation, living costs and airfare are left to the faculty and negotiations with the students.
 - d. Internships under IARU should be continued the way they have been managed since 2009. Partners can send their 2011 summer internship positions to the Secretariat for publicity on the IARU website and to be circulated to partners. A template will be made available.
- 3.4 When IARU partners are ready to formalize Internships, the Working Committee had the following advice:
- a. Explore and define the scope and target group for internships: Currently, internships are with research and administration at IARU universities; and may eventually include corporate, NGO and government internships. Are they targeted at undergraduate and graduates?
 - b. The Sustainability internships are exchanges of students between IARU's sustainability offices, and perform research as well as administration activities. Students are also exposed to the sustainability efforts that occur at the various campuses. However, the Sustainability internship model is quite unique and may not be easy to replicate.

- e. Possible of internships:
- University faculties and corporate offices
 - through alumni networks,
 - career services department,
 - AEISEC chapters and
 - the ERASMUS program
- f. Timing for internships: Currently, the pilot internships and Sustainability Fellowships are run during the summer. A possible model is to run internships throughout the year (rolling model) and not limit the duration of the internship.

A strong publicity effort: The lack of publicity (to IARU students and short application period) meant that not all internships are taken up. Partners are encouraged to disseminate available IARU internship opportunities to their students.

4. Nuts and Bolts

- 4.1 E-application form: This year, IARU received 1,065 applications and it may increase in the coming years. ANU and NUS received the largest number of applications. The Secretariat recommended centralized GSP application system for the following reasons:
- Decreases manual work on the part of GSP coordinators to compile all applications
 - Student application data can be centrally obtained by the Secretariat for analysis and reporting
 - The Secretariat will be able to build a database of student information for record and future analysis
- 4.2 The Working Committee raised concerns about adding 3 more days to the already tight timeframe for processing GSP applications and requested for periodic updates before applications close. They also expressed the desire to access the application system at their convenience. As there is no funding for a “sophisticated” application system, the Secretariat will review these requirements and propose options for 2011 or 2012 applications.
- 4.3 A designated GSP coordinator (one point of contact) for students: ANU proposed having a single point of contact for GSP students, preferably a designated GSP coordinator. All matters related to housing, payments, additional course requirements and documentation, etc should only come from one contact point from the host university. For sponsorship offered by the hosting institutions, the general rule of thumb is to let the sending universities decide who should receive the award. Hosting universities should also alert the sending universities where there are cases of student withdrawals.
- 4.4 Selection process: The Working Committee discussed the selection criteria. Coordinators emphasized the need for English language proficiency, good interaction skills, academic fit, and a range of interest and qualities (such as civic service and contributions to society).
- 4.5 Students need to demonstrate their commitment prior to attending GSP. The GSP is no ordinary course because of the rigor and time the students get to spend directly with faculty members. If expectations are communicated clearly and in advance, students are likely to live up to GSP’s expectations e.g. actively contribute in discussions, complete their course readings and plan for their assessments.

- 4.6 NUS shared that they conduct group interviews of about 4 to 6 students. Only students who make the cut-off grade and fulfill module requirements are shortlisted for interviews. ANU does not conduct interviews, but their selections involved faculty and shortlist included inputs from senior administrators. Other universities are considering interview sessions or, to meet up with students at the application stage or before they embark for the GSP.
- 4.7 Acceptance packages: The Working Committee acknowledged students' feedback requesting for timetables and syllabus in advance. This is not always possible because of faculty's schedules. Looking at other universities' best practices – useful information can be sent to students pre-departure in a timely manner to the students. With the rich amount of information, it is important to highlight the most critical, for example, visa applications.

5. GSP Questionnaire Review

- 5.1 The Working Committee recommended revising the questionnaire to strengthen the section on academic rigor and improve the feedback mechanism in general. For future analysis, similar fields from past years will be compared (e.g. overall student satisfaction, from 2009 – 2011).
- 5.2 A concern is that the response rate is low (only 42% of the total GSP participants, or 120 students). This may be “survey fatigue”, as students have to complete up to three questionnaires – from the Secretariat, host and sending university. Coordinators agreed to remove duplicate questions from their survey. The GSP questionnaire and GSP course (from host university) will be sent jointly, a few days before the end of the course. The Secretariat will also provide a cover note for the centralized questionnaire.
- 5.3 It was also agreed that Sections 9 and 10 on ‘IARU GSP Alumni Activities’ and ‘Staying in touch’ should be removed from the survey as it served little purpose.
- 5.4 A post-GSP survey conducted at 6 months will be developed by Yale. The purpose of this survey is to find out if the GSP had indeed made an impact or a difference to the students, and if they are able to apply their knowledge.

6. GSP Course Survey Review

- 6.1 For GSP 2010, the Secretariat produced t-shirts, posters, brochures and set up a GSP Facebook page. The Secretariat is reviewing if it is possible to centrally print the t-shirts and send them to the partners. The GSP T-shirt design will be maintained for consistency, and but there will be no mention of the year so it can be reused (except for the brochure, which has course details).
- 6.2 As of September 2010, the GSP Facebook group has 173 members. The Working Committee agreed that a social networking site like this should be driven by students (past, current and future GSP participants). Interested coordinators are encouraged to contribute to the site to get discussions going. Coordinators can also publicize the Facebook group to their students.

7. 2011 GSP Working Committee Meeting

- 7.1 The 2011 GSP Working Committee meeting will be hosted by the University of Copenhagen on 19 & 20 September 2011.