

Global Summer Program Working Committee Meeting 2012 Meeting Papers

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Meeting Agenda

Tan Siu Lin Center for International Studies, Peking University
24 & 25 September 2012

Day 1: Monday, 24 September

- 0830 **Welcome remarks and Session 1: GSP 2012**
1.1 **2012 GSP Course Overview** - *by each institution (5 minutes each)*
1.2 **GSP overview/snapshot** – *by Bernard Toh (Secretariat)*
1.3 **2012 post-course survey analysis** – *by Xia Hongwei (Beida)*
1.4 **GSP 2008 – 2010 participant survey analysis** – *by Yeap Su Phing (Secretariat)*

0945 *Morning tea*

- 1000 **Session 2: Course Administration & Logistics - Troubleshooting**
by Anders Hagström (in-coming Secretariat)

In addition to their course summaries, each institution has been asked to share their top challenges at their home institutions regarding issues such as funding, publicity, out-going students' logistics and any other matters.

Note: For the purpose of our discussion, please get feedback from course administrators regarding pre-arrival information (i.e. content and timelines). Students' feedback revealed that information provided is insufficient and not timely.

1215 *Lunch*

- 1330 **Session 3: Course Quality & Academic Rigor**
Group 1 led by Khatharya Um (Berkeley)
Group 2 led by William Whobrey (Yale) and Angus Hawkins (Oxford)

Guiding questions:

- Does your course design follow GSP principles? If not, why?
- Is my GSP course addressing issues of global perspective?
- How do I internally review the standards of my GSP course?
- What are the desired qualities or feature of a GSP course that has been around for more than two cycles?
- What makes a good GSP course topic? Why did you choose to design a course around this topic?

- 1500 **Session 4: A Case for Collaboration?**
by Janelle Entwistle (ANU) and Margaret Carlin (ANU)
- Guiding questions:
- How can GSP achieve better distinction in the suite of summer exchange offerings available at your university?
 - Can the group explore ways similar themed GSP courses can work together, e.g. through virtual classrooms, cross teaching or shared resources?
- 1545 *Afternoon tea*
- 1600 **Session 5: Nuts and Bolts**
by Bernard Toh (Secretariat)
- 5.1 **Confirmed timeline for GSP 2013**
 - 5.2 **Santander scholarship agreement fulfillment**
 - 5.3 **Any other administrative matters**
 - 5.4 **New GSP courses for 2013**
- 1630 *End of meeting day 1, followed by a walking campus tour*

Day 2: Tuesday, 25 September

- 0900 **Session 6: Presentations on Best Practices**
by Anne Pakir (NUS)
- The Secretariat would like to invite partners who have best practices to share with fellow IARU colleagues to deliver a presentation related to GSP or IARU Global Education Initiatives in general.
- Topics:
- Best practices on publicity and student outreach. Comparative case studies from Berkeley and Today
 - IARU Global Education Initiatives update by NUS
- 1000 **Session 7: Breakout group – Future Directions for GSP**
Group 1 led by Bernard Toh (Secretariat)
Group 2 led by Anders Hagstrom (in-coming Secretariat)
- Morning tea will be at 10.45am.*
- 1200 Confirmation of dates and venue for GSP2013 meeting
End of meeting wrap up and lunch

Attendees List

Peking University (Host University)

Dr XIA Hongwei *Director, Office of International Relations*
Mr SHI Zhongming *Officer, Office of International Relations*
Mrs MA Lan *Officer, Office of International Relations*
Mrs LU Jiao *Officer, Office of International Relations*

Australian National University

Mrs Janelle ENTWISTLE *Associate Director, International Strategy, Alliances*
Ms Margaret CARLIN *Manager, International Strategy, Alliances*

ETH Zurich

Dr Angelika WITTEK *Director, Global Education Affairs*
Mr Anders HAGSTRÖM *Director, International Education Affairs (and in-coming IARU Secretariat)*
Ms Catherine LIPPUNER *Course Co-ordinator, ETH Sustainability*
Ms Adeline DONNHOF *Student Exchange Co-ordinator*

National University of Singapore

Prof Anne PAKIR *Director, International Relations Office*
Ms Denise CHUA *Associate Director, International Relations Office*

The University of Tokyo

Prof Yurina OTAKI *Associate Professor, Center for Research and Development of Higher Education*
Ms Tomoko TANAKA *Administrative Staff, International Affairs Department*

University of California, Berkeley

Prof Khatharya UM *Faculty Academic, Berkeley Study Abroad*
Ms Erin BRIGHTON *Program Operations, Summer Sessions, Study Abroad & Lifelong Learning*

University of Copenhagen

Ms Anne BRUUN *Academic Advisor, International Office*

Yale University

Dr William WHOBREY *Dean, Yale Summer Sessions*
Mrs Kathy TRPUTEC *Assistant Director (Study Abroad & Global Summer Program Coordinator)*

International Alliance of Research Universities

Mr Bernard TOH *Director, Secretariat*
Ms YEAP Su Phing *Associate Director, Secretariat*

COURSE REPORTS & OVERVIEW

Australian National University

ANU1: Long-term Biodiversity & Climate Change in Asia-Pacific

ANU2: International Environmental Policy

Part I : Home University updates (matters related to managing out-going students and between GSP coordinators)

Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012.

- Resource implications of running two ANU courses
- As in previous years managing a large number of applications in the short time available
- Designing and implementing an on-line application form for the first time
- Lack of clear communication to ANU students from different areas of host universities, especially concerning accommodation
- Insufficient advice on any additional information that will be required by sending universities at the time of nomination

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- Information sessions held for interested ANU students, attendance 3 times that of previous years. Although the number of applications from ANU students (354) remained fairly consistent with previous two years, the number of applicants increased by nearly 18%, which would indicate an increased level of awareness of the GSP and interest from ANU students.
- Posters distributed across campus
- Advertised across ANU intranet and College webpages
- Overall number of nominations from partner universities to ANU similar as previous years but split between two courses leading to smaller class sizes.

3. Please share the experience of managing pre-departure logistics for your out-going students.

- Not having clear instructions of additional information required by host universities at nomination time adds to the processing time in what is already a very tight timeframe
- ANU amended the processing of funding for airfares which reduced time and simplified processing of travel grants
- Some students encountered difficulties in registering for accommodation or enrolling in their course

4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- The GSP has the highest profile and funding support of international student programs at ANU. ANU aims to develop its study abroad program to offer a greater number of opportunities for ANU students to study overseas. It is likely however that the GSP will remain a flagship international program for students.

Part II : Course & hosting updates

GSP Course Title (and course code):	ANU1: Long-term Biodiversity and Climate Change
Academic coordinator(s):	Dr Simon Haberle
Funding for incoming students (if any):	[AUD\$3,252 tuition fee for international students waived]
Total student participants:	ANU 1
	ETH -
	NUS 2
	PKU 1
	UCB 1
	CAM -
	KU 1
	OXF 1
	TOK -
	YAL -
	Others -
	Total 7 students
Faculty involvement from another institution:	-
Year course was initiated:	2012
Is this course likely to be repeated next year?	Not known at this stage
<u>Comments by academic coordinators:</u>	
<ol style="list-style-type: none"> 1. Please share successful aspects of the course. <ul style="list-style-type: none"> • Students enjoyed the field trip and the chance to explore the tropical locale in Cairns 2. Please comment about student selection by partner universities. <ul style="list-style-type: none"> • All students achieved good results so reflects positively on student selection 3. In what ways did the course reflect the mission of the IARU GSP? <ul style="list-style-type: none"> • Course theme is a core concern for Asia/Pacific region • Student representation from 6 of the IARU partners provided a good mix • Course designed to provide students with mix of settings, ranging from on campus to intensive field work • Will be looking into inviting lecturers from IARU partners to teach into the course if offered in 2013 4. What were the key findings from the centrally coordinated student survey? <ul style="list-style-type: none"> • Very small number of responses but overall positive. 5. Please share challenges and concerns for the future. <ul style="list-style-type: none"> • Small number of students a concern • Looking at possible collaborative teaching with IARU partners 	

GSP Course Title (and course code):	ANU2: International Environmental Policy																								
Academic coordinator(s):	Mr Ian Fry																								
Funding for incoming students (if any):	[AUD\$3,252 tuition fee for international students waived]																								
Total student participants:	<table border="1"> <tr><td>ANU</td><td>1</td></tr> <tr><td>ETH</td><td>-</td></tr> <tr><td>NUS</td><td>1</td></tr> <tr><td>PKU</td><td>2</td></tr> <tr><td>UCB</td><td>-</td></tr> <tr><td>CAM</td><td>-</td></tr> <tr><td>KU</td><td>-</td></tr> <tr><td>OXF</td><td>-</td></tr> <tr><td>TOK</td><td>2</td></tr> <tr><td>YAL</td><td>-</td></tr> <tr><td>Others</td><td>-</td></tr> <tr><td>Total</td><td>6 students</td></tr> </table>	ANU	1	ETH	-	NUS	1	PKU	2	UCB	-	CAM	-	KU	-	OXF	-	TOK	2	YAL	-	Others	-	Total	6 students
ANU	1																								
ETH	-																								
NUS	1																								
PKU	2																								
UCB	-																								
CAM	-																								
KU	-																								
OXF	-																								
TOK	2																								
YAL	-																								
Others	-																								
Total	6 students																								
Faculty involvement from another institution :	-																								
Year course was initiated:	2008																								
Is this course likely to be repeated next year?	Not known at this stage																								
<u>Comments by academic coordinators:</u>																									
<ol style="list-style-type: none"> 1. Please share successful aspects of the course. <ul style="list-style-type: none"> • The student quickly established a good group dynamic 2. Please comment about student selection by partner universities. <ul style="list-style-type: none"> • Lack of English proficiency a problem (as has been in previous years) 3. In what ways did the course reflect the mission of the IARU GSP? <ul style="list-style-type: none"> • IEP is acknowledged as a major challenge of the 21st century • Small class size limits the participation from all partner universities but quality of students attending course good • The field trip component is a vital aspect of the course although as the course is run during the semester break contact with ANU students is limited. • IEP is designed to be an intensive and challenging course and doesn't shy away from the demands placed on participants 4. What were the key findings from the centrally coordinated student survey? <ul style="list-style-type: none"> • Students found the course academically rigorous and demanding • Students' expectations were generally met 5. Please share challenges and concerns for the future. <ul style="list-style-type: none"> • The small class size may have implications on viability of continuing to offer course. 6. Any other comments. <ul style="list-style-type: none"> • Students being position of having to complete assignments from their home university at the same time as undertaking the GSP course and therefore not able to concentrate on GSP course. 																									

ETH Zurich

ETH1: Eating Tomorrow – Rethinking the World Food System

Part I : Home University updates (matters related to managing out-going students and between GSP coordinators)

Comments by GSP administrators:

- 1. Please share challenges you may have faced for GSP2012.**
 - No major challenges.
- 2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.**
 - Publication of information about the program and deadlines on ETH Website and in student newsletter, dissemination of print material (posters) within ETH Zurich
- 3. Please share the experience of managing pre-departure logistics for your out-going students.**
 - We don't have anything substantial to contribute here, as we only had few (i.e. 10) outgoing students.
- 4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?**
 - Summer schools are not (yet) an inherent part of ETH Zurich international programs, thus, the GSP is still quite unique. Due to the setup of the academic year with lectures until the end of May, and an examination session in August, participation in summer programs is a logistic problem for ETH students. Therefore, summer schools cannot be promoted more prominently in the near future.
- 5. Any other comments.**
 - We were very grateful for the scholarships provided by Banco Santander, thanks to the great efforts of the IARU Secretariat. However, the distribution of the financial means turned out to be a challenge (distribution has to be co-ordinated with the other IARU partners; dealing with late withdrawals).

Part II : Course & hosting updates

GSP Course Title (and course code):	ETH1: Eating Tomorrow – Rethinking the World Food System		
Academic coordinator(s):	Catherine Lippuner		
Funding for incoming students (if any):	[Tuition fee is reduced, and students pay only CHF500, including a few dinners]		
Total student participants:	ANU	2	
	ETH	11	
	NUS	-	
	PKU	-	
	UCB	-	
	CAM	-	
	KU	1	
	OXF	2	
	TOK	1	
	YAL	-	
	Others	3 University of Zurich, Switzerland 1 Leuphana University, Germany 1 Zurich University of the Arts, Switzerland 2 University of Geneva, Switzerland 3 Imperial College, UK 1 University of St. Gallen, Switzerland 2 Stanford University, USA 2 Delft University of Technology, Netherlands 1 University College London, UK 1 ANU (not under GSP) 1 Yale (not under GSP)	
	Total	35 students	
	Faculty involvement from another institution:	Biovision Chocolat Halba Club of Rome Eawag Exploration Architecture FAO Swiss Federal Office of Agriculture Fibl Foodwaste.ch Helvetas Institute for Limbic Communication MEEZAN MICARNA Öpfelchaschper Quantis Syngenta Tischlein deck dich	

	Urban Farmers Zurich University of the Arts
Year course was initiated:	2012
Is this course likely to be repeated next year?	Yes. The structure will stay the same but the focus/topic will differ
<u>Comments by academic coordinators:</u>	
<p>1. Please share successful aspects of the course.</p> <ul style="list-style-type: none"> • Interdisciplinary and intercultural approach • Structure (one week introduction via lectures/workshops/discussions followed by two weeks hands on case studies) • Collaboration with industry/government/NGO partners • Hands on case studies • Selection of speakers <p>2. Please comment about student selection by partner universities</p> <ul style="list-style-type: none"> • We got excellent applications but also some which did not match our standards. <p>3. In what ways did the course reflect the mission of the IARU GSP?</p> <ul style="list-style-type: none"> • We provided the students with a broad range of lectures and workshops addressing one of the most pressing issues of our time: food security. • Due to a very competitive selection process, we could again ensure a learning environment where students not only met outstanding professionals from academia, government, NGOs and business, but also peers from various cultural and academic backgrounds. • The students were taken first to a country house in Emmental where they had the chance to learn about the Swiss countryside but also had the chance to interact intensively with peers and faculty. During the case study, students worked partly at ETH Zurich, partly at the case study partners' site. They gained insight into university life, but also had the chance to get to know other institutions through excursions and site visits. <p>4. What were the key findings from the centrally coordinated student survey?</p> <ul style="list-style-type: none"> • We have to ensure that participants demonstrate a certain level of English. <p>5. Please share challenges and concerns for the future.</p> <ul style="list-style-type: none"> • Financing the course (from our side but also from the student side > different degrees of funding) 	

National University of Singapore

NUS1: Southeast Asia in Context

NUS2: Southeast Asian Urbanism (Asia Now 1)

NUS3: Sustainable Urbanism in Asia (Asia Now 2)

Part I : Home University updates (matters related to managing out-going students and between GSP coordinators)

Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012.

- NUS students have abundant opportunities offered by IRO, NUS Faculties & Schools, as well as external organizations to go on short term mobility programs in the summer. It is a constant challenge to attract the very best students to participate in the IARU GSP.
- Given the high number of applications and the tight deadlines every year, the workload is very intense in the 3 weeks between the time application closed and for the nominations to reach partner institutions.

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- Detailed program information on the IRO website
- Email announcements to students (through NUS Faculties and Schools)
- Message of the Day
- Information session

3. Please share the experience of managing pre-departure logistics for your out-going students.

- A pre-departure briefing (get-together session) was organized to bring the outgoing students together, and for them to learn from the GSP returnees.
- The challenge this year was the Santander funding. As the funding was finalized rather late, we had to work out the criteria for awarding the Santander scholarships and prepare the necessary paperwork (Student Acceptance Form) in a very short time.

4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- Judging from the number of applications received versus the number of places available, the IARU GSP is one of the most popular programs among NUS students. However, some destinations/ courses appear to be more popular than others.

Part II : Course & hosting updates

GSP Course Title (and course code):	NUS1: Southeast Asia in Context	
Academic coordinator(s):	Dr Julius BAUTISTA (Overall coordinator) Prof John N MIKSIC Prof Martin PLATT	
Funding for incoming students (if any):	50% subsidy of field trip costs at SGD750 (USD\$600)	
Total student participants:	ANU	2
	ETH	-
	NUS	16
	PKU	1
	UCB	1
	CAM	-
	KU	10
	OXF	1
	TOK	-
	YAL	9
	Others	Kings College London (5), University of New South Wales (1), University of Loughborough (1), University of Amsterdam (2), University of Birmingham (1)
Total	50 students	
Faculty involvement from another institution:	Dr. Martin PLATT from University of Copenhagen offered the course SE2211	
Year course was initiated:	2006	
Is this course likely to be repeated next year?	Yes	
Comments by academic coordinators:		
<p>1. Please share successful aspects of the course.</p> <ul style="list-style-type: none"> The course enabled students to acquire knowledge about Southeast Asia that was contextualized by actual experience and participation of the region. Students were thus able to comment on the nuances and visceral contours of what they read from textbooks and media reports. Overall, the combination of classroom activities and fieldtrip offered an enriching experience that students considered unique and valuable. The students also acquired a better understanding of the importance of language learning both for academic purposes and also for its relevance to prospective future employment. Most of the participants had conveyed to me, the course coordinator, that they considered this experience to be a unique and valuable part of their overall intellectual growth. We had an increase in applications from NUS. We may attribute this to two factors: (1) a more aggressive and direct advertising strategy in which we deployed departmental staff to large FASS modules to disseminate information on the nature of the course and the relevant application procedures. This was in addition to posters and email advertising that we normally do. (2) an enhanced publicity campaign through social media, such as Facebook, which generated the ‘buzz’ about the trip before students arrived. This also enabled us to share readings, insightful bits of knowledge and online links about the course content which helped students with their intellectual preparations. The latter point had also contributed to the overall spirit of enjoyment and camaraderie that was one of the successful aspects of this year’s summer program. 		

2. Please comment about student selection by partner universities.

- It would be a tremendous help if partner universities could provide all the information required to facilitate the fieldtrip component of the summer program. In particular, I would suggest having student's passport number and expiry date as additional fields to be added to the standard application form. This would enable us to establish bookings and travel itineraries much quicker.

3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- Students were able to confront global challenges of the 21st century, in particular cross cultural understanding of the often misunderstood region of Southeast Asia. For example, students were able to get a more nuanced and contextualized picture of Global Islam through their visit to Indonesia, and Buddhism from Thailand. It had provided a unique platform for learning – whether in class or in less formal interactions with peers -- that helped students look past the myths and misrepresentations of this part of the world.
- The students were also able to learn from professors who not only focused on regional topics but were themselves engaged physically with course content. This year, all the professors ensured that students had an opportunity to actually experience firsthand what they were reading and discussing in class. For example, Dr. Bautista had asked students to physically participate in “Pencat Silat” martial arts and Javanese Gamelan orchestra as part of the syllabi. This was designed so that students could think about – in a unique and involved way -- Malay Muslim cultural politics in Singapore, and Indonesian performance art respectively. Similarly, A/P Miksic brought students to the Maritime Experiential Museum for them to experience firsthand Singapore's archaeological heritage.

4. What were the key findings from the centrally coordinated student survey?

- The main concern from student feedback was the intensity of (1) course content (too much reading, too much involvement and tight deadlines etc) and (2) the fieldtrips (too little time for relaxation/free time to process information, itinerary too cluttered). Students have different capacities in adjusting to a very intensive learning and fieldwork regime, not to mention different tolerance levels in acclimatizing to a new time and climatic zone (as well as food). These all affected their perceptions of the course content and of the fieldwork program. This highlights the need to further refine the syllabi and corresponding fieldwork itinerary, and of the need to manage student expectation of the course content.

5. Please share challenges and concerns for the future.

- The facilitation of student visas and other administrative requirements contributed to some negative impressions of the program in general. The procedures for ICA and Student Registration were often arduous and logistically difficult. Although I realize that this is not within the control of IARU per se, I would wish for continued administrative support in this area at the Faculty level – for example, the designation of specific admin staff from Dean's office to facilitate Student Pass procedures during the orientation was crucial and must be continued.

GSP Course Title (and course code):	NUS2: Southeast Asian Cosmopolitan Urbanism (Asia Now!1)	
Academic coordinator(s):	Prof Johannes Widodo, Dr Imran bin Tajudeen	
Funding for incoming students (if any):	Tuition awards, sponsorship for field trip and 50% subsidy for accommodation	
Total student participants:	ANU	2
	ETH	-
	NUS	1
	PKU	3
	UCB	-
	CAM	-
	KU	1
	OXF	-
	TOK	2
	YAL	1
	Others	1 - Lady Shri Ram College, Delhi
	Total	11 students
Faculty involvement from another institution:	-	
Y Year course was initiated:	2011	
Is this course likely to be repeated next year?	Yes	
<u>Comments by academic coordinators:</u>		
<p>1. Please share successful aspects of the course.</p> <ul style="list-style-type: none"> • Similar to last year, the experience to teach multi-disciplinary students coming from various nationalities and universities is very enriching. • The choice of topics (Cosmopolitan Urbanism) is suitable enough to accommodate such diversity of disciplines and cultures of all participants. The choice of study locations (Melaka and Singapore) is also quite effective for the respective topics with enough issues for high level of critical thinking and debates. • The use of social media platform for organizing, engaging, and assessing the students has been proven very effective for this “generation Z”. A few weeks before the beginning of the program a Facebook page was set up (Asia Now! 1: https://www.facebook.com/#!/groups/AsiaNow1/) and linked to the official IARU Facebook page (https://www.facebook.com/#!/groups/iaru.gsp/). The main function of these Facebook pages is for bonding, communication, dissemination of information, etc. A Blog page was created for Asia Now! 1 (http://asianow2012.blogspot.sg/) for students to put their reflections and daily reports. Dropbox is utilized to send and to receive large files (materials related to the courses, student’s submission, etc.). <p>2. Please comment about student selection by partner universities.</p> <ul style="list-style-type: none"> • This year students were coming from 6 out of 10 IARU member universities, plus 1 non-IARU partner university. Last year’s representation was better. But in total (together with the other Asia Now! 2 module), only Oxford and Cambridge didn’t sent their students this year. • It seemed that the students chose the module on their own based on recommendations from their friends, or from the information found in their respective universities’ websites. • Non-IARU partner (Lady Shri Ram College, Delhi) has been participating actively since last year, and the students’ quality is consistently high. Perhaps LSR College can be considered as full member of IARU in the future. 		

3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- Some of major challenges of the current century are environmental disaster, climate change, social justice, rapid urbanization, depletion of resources, ideological and political conflicts, etc. The module (Asian Cosmopolitan Urbanism) addressed these issues critically on both ideological and ground levels.
- GSP students who took these modules were sensitized to these issues and intellectually charged, to motivate them in tackling these issues in their respective disciplines and future careers. After the program they are well connected to each other as personal friends and intellectual peers through various ways, including social media platforms, that may enhance their effectiveness in dealing the contemporary global, regional, and local issues.
- De-familiarization has been proven as an effective method in critical thinking. These 3 weeks intensive programs have given the students the opportunity to fully immerse themselves as learning individuals and in solid study teams in the classroom, urban sites, local communities, libraries, dormitories and lodgings, and other places beyond their familiar contexts.
- The topics and methodologies applied in the module is directly related to the research interests of the lecturers who are involved in running both courses. Therefore students could learn and get inspiration from them through direct and hands-on pedagogical approach.

4. What were the key findings from the centrally coordinated student survey?

- The response to the survey is too little to be conclusive (only 3 students responded). In general students are satisfied with the modules and programs, and gained a lot of benefits academically and personally.
- Some students might find the hands-on on-site innovative teaching method to be rather difficult to follow, especially those who are used to the classical method of learning (in class, reading books, strictly following prescribed schedule and deliverables).

5. Please share challenges and concerns for the future.

- Last year the participation in the module was almost fully sponsored by NUS. But this year the level of sponsorship was reduced, and students had to bear some parts of the costs. This has probably reduced the number of interested students to register for the modules. To make Asia Now! module fully self-sustaining (with full-paid participant without sponsorship) is probably one of the big challenges.
- So far the level of support from IARU Secretariat (which is in NUS) has been very strong, fast, effective, and direct, making the organization of the modules very easy. We are hoping to get similar level of support for the future, even if the secretariat is moved to another location.

6. Any other comments.

- Compared to last year the total number of participants this year is almost the same (last year 26, this year 27), but last year everyone was in one module. We offered two modules this year.
- Teaching and managing a smaller group of students is easier and more effective, but on the other hand the quality of deliverables (e.g. production of booklet and exhibition) is a little bit lower compared to last year.

GSP Course Title (and course code):	NUS 3: Sustainable Urbanism in Asia (Asia Now!2)	
Academic coordinator(s):	Dr Chan Kok Hui Jeffrey, Dr Chan Jiat Hwee	
Funding for incoming students (if any):	Tuition awards, sponsorship for field trip and 50% subsidy for accommodation	
Total student participants:	ANU	2
	ETH	1
	NUS	5
	PKU	3
	UCB	1
	CAM	-
	KU	1
	OXF	-
	TOK	1
	YAL	-
	Others	2 - Lady Shri Ram College (University of Delhi)
	Total	16 students
Faculty involvement from another institution :	-	
Year course was initiated:	2012	
Is this course likely to be repeated next year?	Yes	
<u>Comments by academic coordinators:</u>		
<p>1. Please share successful aspects of the course.</p> <ul style="list-style-type: none"> Based on the limited students' evaluations, the overall consensus is that students are satisfied with the course. As one of the instructors of this course, everything from logistics to instruction was carried out smoothly across a three weeks period, which I attribute as a sign of success, 		
<p>2. Please comment about student selection by partner universities</p> <ul style="list-style-type: none"> Students have yet to be able to draw from their disciplinary perspectives, which limit the projected benefits of interdisciplinary mutual learning during class discussions. 		
<p>3. In what ways did the course reflect the mission of the IARU GSP?</p> <ul style="list-style-type: none"> One of the major challenges of the 21st century is sustainable urbanism: how to accommodate a growing urban population under flourishing conditions. I think our course addresses this key challenge. 		
<p>4. What were the key findings from the centrally coordinated student survey?</p> <ul style="list-style-type: none"> The student survey is too limited to draw out any conclusive findings. 		
<p>5. Please share challenges and concerns for the future.</p> <ul style="list-style-type: none"> Students to be selected should ideally be drawn from the junior year and not from the sophomore years. This will allow them at least one more year to be more familiarized with their respective disciplinary perspectives, tools and methods so that interdisciplinary learning and research are maximized. 		

Peking University

PKU1: Population Ageing and Health

PKU2: Regional Traditions and the Chinese Society

Part I : Home University updates (matters related to managing out-going students and between GSP coordinators)

Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012.

- Not enough applications in spite of an increase of numbers compared with that of last year;
- Uncontrollable to the progress of some programs after the nomination since the invitation letters are directly to students themselves

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- Thanks to publicity methods like [OIR website](#) and PKU's Bulletin Board System, college promotion and student recognition, there is an increase of applications, and almost each position we have PKU nominees.

3. Please share the experience of managing pre-departure logistics for your out-going students.

- For notification, some of the host universities directly contact students, and students then handle their visas, tickets, insurances, payments and etc by themselves according to related regulations by host universities. After they finished all, they should complete the required procedures by Peking University, for example, signing an agreement of safety, filling in the going-abroad forms.
- For other host universities, they contact the home coordinators and send us the invitation letters. Home coordinators then pass the documents to students and students were informed to handle the same procedures as above mentioned.
- For years of operation, so far, we have not yet met big problems, some problems we encountered are quite personal. Such as, students cannot go for their first-choice university due to limited quota; students withdraw the program before the program starts due to personal reasons.

4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- The number of outgoing IARU GSP students takes around 10% of the total PKU university level outgoing student numbers. Since IARU includes 10 member universities, which helps to enlarge the outgoing choices and program diversity. With more recognition of the programs, it is foreseeable in the near future the program will attract more students, if possible, by increasing more quota to each program so that more students would like to have a try since the currently quota is only 2 or 3, which maybe a reason why students dare not to apply.

5. Any other comments.

- Appreciations for Bank of Santander to provide the scholarships and IARU secretary to have helped well organized and coordinated.

Part II : Course & hosting updates

GSP Course Title (and course code):	PKU1: Population Ageing and Health	
Academic coordinator(s):	PANG Lihua	
Funding for incoming students (if any):	N/A	
Total student participants:	ANU	2
	ETH	-
	NUS	3
	PKU	-
	UCB	-
	CAM	-
	KU	1
	OXF	2
	TOK	3
	YAL	-
	Others	-
		Total
Faculty involvement from another institution:	<p>We invited professors and scholars from other institutes and departments, including:</p> <ul style="list-style-type: none"> • Professor Zhang Tiemei Principal Deputy Director, Beijing Institute of Geriatrics Vice-Director of Elderly Health Center of Chinese CDC Head of Expert Group of Elderly Health, Ministry of Health • Professor Pinchas Cohen Dean and Executive Director, Davis school of Gerontology, University of Southern California • Assoc Prof. Ji Jianjun Department of Sociology, University of Wisconsin <p>Besides the professors who taught the courses, we also invited the officers from UNFPA head quarter (Dr. Jose Miguel Guzman, Director of Population and Development Branch, UNFPA) and Beijing office (Dr. Jia Guoping, Program officer) to communicate with students in class.</p>	
Year course was initiated:	In 2012	
Is this course likely to be repeated next year?	To be decided	
Comments by academic coordinators:		
<p>1. Please share successful aspects of the course.</p> <ul style="list-style-type: none"> • <u>The lectures of course are coming from different disciplines, such as economics, public health, sociology, geography, and medical science, etc.</u> <p>Besides faculties from Institute of Population Research, we also invited faculties from other Institutes as listed in question 1. The multi-disciplinary teaching team provided the students a wide view of population and ageing.</p>		

We also made efforts to invite international scholars to give lectures, such as Prof. Cohen from USC, Prof. Ji from University of Wisconsin, and Dr. Guzman from UNFPA, to the students. The professors from both domestic and overseas give the students in this summer course a competitive point views on ageing and health, between developed and developing countries from development perspective and between a dramatic decline fertility and long-term low fertility from population perspective, etc.

The lectures discussed the topics related with ageing and health, not only at academic research level but also at policy making level to let students know the international society's emphasis on ageing and health issue.

- Besides the lectures in class, the course also arranged activities outside class to help the students to understand the ageing and health practices in China.

We organized students to visit Sijiqing nursing home. This nursing home is the one of the best in Beijing and top-class nursing home in China. This field trip help the students understand the situation of population aging and efforts on elderly care from both government and family. We also invited the national champion to teach Tai Chi, guide the students to practice this physical fitness sport, the practice is good to the balance in later age of life.

- The lectures encouraged students rise questions in class and encouraged the students to give comments to lecture.

2. Please comment about student selection by partner universities.

- Many students chose this course because of their interests, and the students were from different disciplines, most of which had very little background on population ageing. The diversity of students needed the lecturers to make extra efforts to satisfy the students with different background and interests

3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- Ageing and Health is one of the major challenges of the 21st century, the course invited outstanding peers from international academic society, such as USC and University of Wisconsin, and also invited officers from international organization such UNFPA to communicate with students. Based on the summer course, we not only teach the students the theory and practice on aging and health, but also introduce the IARU project “ageing and health” to the scholars we invited from other institute.

4. What were the key findings from the centrally coordinated student survey?

- The students are satisfied with the academic analysis of the topic instead of only showing the facts.
- Due to the different background knowledge for the topic, there is a little difficulty for the preparation work before they join in the course.
- Some students prefer to spend more time on interaction with instructors and classmates.

5. Please share challenges and concerns for the future.

- The name list of the students provide to us is not in detail, such as the courses the students has selected, so before we met the students in July 2, we do not have enough information about the students and have to adjust our teaching according the background of students after July 2.
- If the course “aging and health” will be taught next year, we suggest that department of

international cooperation provide us the email list of the students before the class, we can contact with the students to get their background related the course in more detail and provide them the reading materials in advance.

GSP Course Title (and course code):	PKU2: Local Traditions and Chinese Society	
Academic coordinator(s):	QIU Zeqi	
Funding for incoming students (if any):	N/A	
Total student participants:	ANU	4
	ETH	-
	NUS	3
	PKU	-
	UCB	-
	CAM	-
	KU	3
	OXF	3
	TOK	3
	YAL	1
	Others	-
	Total	17 students
Faculty involvement from another institution:	N/A	
Year course was initiated:	In 2009 and 2012	
Is this course likely to be repeated next year?	To be decided	
Comments by academic coordinators:		
<ol style="list-style-type: none"> 1. Please share successful aspects of the course. <ul style="list-style-type: none"> • The course shared various aspects of different characters and traditions in different locations of China, which helps the students have an overview on Chinese society. 2. Please comment about student selection by partner universities. <ul style="list-style-type: none"> • The students studied very hard and were keen on the advanced knowledge of the topic. 3. In what ways did the course reflect the mission of the IARU GSP? <ul style="list-style-type: none"> • The course attracted 17 students from 6 IARU member universities. The students had the great opportunity to exchange with their peers as well as the students from Peking University. The knowledge from the course helps adjust their views on Chinese people and Chinese society, which promote the mutual understanding among the global students. 4. What were the key findings from the centrally coordinated student survey? <ul style="list-style-type: none"> • The students prefer to focus on the academic aspects of the topic instead of a brief overview of the facts. For the ways of teaching, the students are willing to spend more time on group discussion and communication. PKU will improve the course teaching according to the feedback from the students. 5. Please share challenges and concerns for the future. <ul style="list-style-type: none"> • The course syllabus should be adjusted to meet various levels of demands of the students. The course will be pay more attention on the academic analysis and will try to organize more group discussion to inspire the students' thinking on the topic. 		

University of California, Berkeley

UCB1: Summer Peace Institute

UCB2: Islam 2.0 – Media & the Re-shaping of Muslim Identity in the 21st Century

Part I: Home University updates (matters related to managing out-going students and between GSP coordinators)

Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012.

- We did not have any unusual difficulties. We did not have any problems with GSP coordinators at other institutions. The only confusion we had was that NUS was asking for our students to confirm participation before the published deadline, which made it difficult for our students, as they had not yet heard about their financial aid. Some declined due to financial reasons, which they may not have had they known they would be receiving a scholarship from UCB. ANU chooses to send payment by wire transfer, which is complicated with our student systems, but we have made it work for their students.

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- We have experienced slightly lower interest this year, likely due to a new office handling recruitment and becoming more familiar with the process.
- We created a program poster and flyer, the program was included in the university's study abroad brochure, talked to students at the study abroad fair on campus, held an information session for interested students, included information about GSP in our student abroad email newsletter, and had office hours where students could come talk to us about specific questions, and provided it as an option for students with general questions about studying abroad.

3. Please share the experience of managing pre-departure logistics for your out-going students.

- We held a pre-departure orientation for all outgoing students to prepare them for going abroad and to set proper program expectations. We provided scholarships to all outgoing students, which involved some work with our financial aid office.

4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- GSP is one of four UCB study abroad programs offered during the summer (GSP, UC Education Abroad, Summer Abroad, and Global Internships). Our study abroad office and summer sessions office became part of the same campus unit last year, which we hope will continue to raise the awareness of GSP and help us to better coordinate the recruitment, application, and pre-departure activities for a more streamlined process. The Dean has shown a commitment to the program by matching all funds that come from the secretariat in order to create a large scholarship fund for students.

5. Any other comments.

- We changed the housing for UCB2 this year based on previous feedback that the dormitories were too loud and full of high school students. The new housing option was in International House, which has older students and nicer atmosphere. Students had a more positive experience overall and it was slightly less expensive than the dormitory. We also updated the co-curricular events scheduled for the UCB2 students to learn more about the Bay Area. On the website we noted that a partial housing stipend would be available to one student from each institution, but at the last minute the Dean agreed to extend stipends to all of the students. While this was a great opportunity for the participants, they mentioned that it would have been good for marketing the program and that more students may have applied if the stipend was publicized.

Part II: Course & hosting updates

GSP Course Title (and course code):	UCB 1: Summer Peace Institute	
Academic coordinator(s):	Dr. Jerry Sanders	
Funding for incoming students (if any):	N/A	
Total student participants:	ANU	2
	ETH	1
	NUS	-
	PKU	-
	UCB	21
	CAM	-
	KU	3
	OXF	-
	TOK	3
	YAL	1
	Kenyon College	1
	UPEACE	8
	Total	31 students
Faculty involvement from another institution:	Dr. Amr Abdalla, Professor and Vice Rector, UPEACE Dr. Claudio Ansorena, Professor, UPEACE Dr. Juan Carlos Sainz-Bordo, Professor, UPEACE Dr. Victoria Fontan, Professor, UPEACE	
Year course was initiated:	2011	
Is this course likely to be repeated next year?	Yes	
Comments by academic coordinators:		
1. Please share successful aspects of the course.		
<ul style="list-style-type: none"> • Dialogue and exchange of ideas among an international diverse group of faculty (one each from France, Egypt, Uruguay, Venezuela, and the United States) and students (IARU/GSP universities and UPEACE). • Peacebuilding field experience (three weeks) with Costa Rican community and non-governmental organizations. • Experience of home stays with Costa Rican families. 		

2. Please comment about student selection by partner universities.

- Students from Tokyo University did not have adequate language skills and therefore experienced great difficulties in fully participating. Having said this, they nevertheless struggled mightily to overcome this handicap, which they were in part able to make up for through extraordinary displays of perseverance.
- Some students seemed to have little knowledge of the rigorous academic expectations of the program, claiming they had not received adequate information. They were expecting a more relaxed schedule with more time for sightseeing and leisure activities.

3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- Human security and its sub-categories covered in the Summer Peace Institute--global poverty and inequality; international migration and refugees; and terrorism to transformation in the Middle East and North Africa--are among the most critical challenges at the beginning of the 21st century.
- The IARU/GSP goal of "grooming world leaders" is enhanced by including UPEACE graduate students in the Summer Peace Institute program. It is imperative that our students engage in dialogue and build friendships with future leaders from the Global South. The UPEACE graduate students in the 2012 program come from Tanzania, Nigeria, Kenya, Uganda, Colombia, and Fiji.

4. What were the key findings from the centrally coordinated student survey?

- Students indicated that they would have liked more information in advance of the program, especially about the field work portion. While they received the syllabus and the same detailed preparatory materials as the UC Berkeley students for studying in Costa Rica, they did miss the pre-departure orientation, which took place on campus. Next year we will have to find a way to summarize this information for them so that they are better prepared for the academic and field work portion of the program. They all gave the program high marks for academic content and meeting the GSP principles. All students felt that the program would positively impact their academic and career goals.

5. Please share challenges and concerns for the future.

- A major structural problem within the program arises from the three different streams of students: UC-Berkeley, IARU/GSP, and UPEACE. As stated in #1 above, this diversity in the classroom is an invaluable learning experience for students (and faculty). The problem lies in the different levels of commitment by the three constituencies. Berkeley students are taking the two courses for a letter grade, in many cases to meet their major requirements in peace and conflict studies, and therefore have a considerable stake in the outcome of group research projects. This is not the case for IARU/GSP and UPEACE students. As a result, tensions arise in the division-of-labor workload and the quality of work produced in the group projects. Berkeley students complain that the others are not pulling their weight. The GSP students so accused complain of Berkeley domination, and that they were not informed of such a large Berkeley contingent relative to their own numbers.

It is important to note that some of the GSP students (as well as UPEACE), without the grade incentive, do make the same commitment to the group effort as Berkeley students. But with others, this is a point of tension, one that is likely to remain all other things being equal.

What then can be done for next year and beyond: a) Raise the stakes for IARU/GSP and UPEACE students by including their graded performance as part of the academic record within their home universities; b) Improve the ratio of students in the three recruitment streams; c) Rethink the internationally-integrated group research and presentation projects.

As Director of the program, I am reviewing the latter option. I do so reluctantly given the benefits noted in #1 above, but necessarily due to the drawbacks described here. I will be

discussing options a) and b) with UPEACE, and would hope that these issues will be taken under consideration as well by IARU/GSP in its deliberations for the upcoming year.

GSP Course Title (and course code):	UCB 2: Islam 2.0	
Academic coordinator(s):	Tara Graham and Tamirace Fakhoury	
Funding for incoming students (if any):	\$1,000 housing stipend	
Total student participants:	ANU	2
	ETH	-
	NUS	1
	PKU	2
	UCB	1
	CAM	-
	KU	3
	OXF	-
	TOK	1
	YAL	-
	Total	10 students
Faculty involvement from another institution:	N/A	
Year course was initiated:	2010	
Is this course likely to be repeated next year?	Yes	
Comments by academic coordinators:		
<p>1. Please share successful aspects of the course.</p> <ul style="list-style-type: none"> • Having two instructors (an academic lecturer and a media specialist) and dividing class time between more traditional lectures and web-based workshops seemed to enrich the course by diversifying the content and in-class activity. Thus, the course allowed the students to concomitantly acquire/improve/deepen both their academic and online skills, which is a rare and valuable offering! The two instructors also gave the students alternative perspectives on various topics, which is always a plus. • Furthermore, in-class activities and assignments allowed for collaborative work in partners, which enabled the students to better know each other and develop a sense of team spirit. Also, in the final session, the students were required to formally present their final project websites and findings before a jury of outside scholars and specialists; this kind of opportunity is unusual at the undergraduate level. It provided a tremendous end to an intensive six-week course by allowing the students to receive praise and feedback for their work from an outside audience. • In addition, the websites (and blogs) produced in this course feature all of the work published by the students during the six weeks of the Global Summer Program. Moving forward, these websites can be used as an online portfolio, of sorts, demonstrating to future employers or graduate school programs both the students' engagement with the topics of the course, as well as their capacity for online production. (Many students in my previous classes have received job and internship opportunities based on the websites built in class, so this is definitely a perk of this particular GSP course.) <p>2. Please comment about student selection by partner universities.</p> <ul style="list-style-type: none"> • The choice of the students was excellent. They were interested, inquisitive, and cooperative. We can say that all of them --- albeit in different capacities --- worked hard. One important aspect worth mentioning is that a particular (from Japan) had a drastically different level of fluency with the English language, as compared with the other students. She had to keep a computerized 		

translator on her desk at all times (even during final presentations) in order to fully understand the discussions underway. Thus, she did not participate in class as often as the others, and this barrier probably hindered her work a bit, as well. Ultimately, however, she was very determined and maintained a good standing in the class.

3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- As previously mentioned, the course offered an unprecedented format by delivering more traditional academic lectures on the history and spread of Islam, while simultaneously offering students media workshops exploring web-based tools, as well as new media theory and scholarship on the presence and practice of Islam on the Internet; thus, the course was cutting-edge in its approach. The spread of content and culture onto the web and the Internet's influence over content creation, group formation/sharing, and (ultimately) real-world practice are very much 21st century phenomena worth exploring. Furthermore, the students were encouraged to dialogue with each other in class and partner on web-building activities outside of class, thereby fostering a collegial spirit within the group. The final project web presentations also provided an opportunity for the students to exercise and refine their oral presentation skills, as well as their ability to defend their work and respond to inquiries concerning their methodologies, ideas, etc.

4. What were the key findings from the centrally coordinated student survey?

- Students were very pleased with the instructors and course content. Several students noted that the course was more rigorous than expected and they would have like to have more information about what to expect from the course. They also hoped for more details about what to expect from living here. One great suggestion was to connect them to the students from previous years. We will be sure to add them to the Facebook group earlier so they have a chance to connect with each other and alumni before their arrival. We received positive marks in every category.

5. Please share challenges and concerns for the future.

- It would be great if we could work on further diversifying the student body. Our students seemed to notice that their peers from Cambridge, Oxford, Zurich and Yale were missing; it seems they expected all of the member schools to be represented. In retrospect, the course could have been an even more fruitful endeavor if we had some presence from these member schools in the Berkeley classroom.

6. Any other comments.

- This is my third year co-teaching a summer session course through the Global Summer Program and, from my perspective, it is always a very demanding yet very rewarding six-week, whirlwind experience. The opportunity to teach and learn in a multinational classroom is rare, but extremely necessary in an increasingly globalized work environment. The opportunity to make connections and share new experiences with individuals from all over the world is simply invaluable; many students expressed learning a great deal from each other outside of the classroom. Many of the students also expressed a desire to continue their studies here at Berkeley at some point in the future, which speaks volumes about the impact this program is having on the lives and academic trajectories of its participants.

Part I : Home University updates (matters related to managing out-going students and between GSP coordinators)

Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012

- The administrative challenges related to the establishment of scholarship support were greater than anticipated, but it was ultimately very rewarding to be able to support incoming students who were not already receiving aid from their own universities, and to support our own outgoing student.
- It is always disappointing to accept students who then withdraw before the summer, but this may be a problem for all institutions.

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- This year, we were particularly disappointed by the low level of interest from potential participants at Cambridge for other GSP programs worldwide, and intend to address the manner in which these are advertised. Notification was supposed to have gone to all Colleges, but we shall revise the timing and the list of recipients for 2013. The timing of the availability of scholarships (and the lengthy exchanges involved in establishing criteria) did not help in this first year, but hopefully these issues will not be problematic in 2013. It is always very disappointing when students who have been offered places subsequently drop out in the lead up to the program.

3. Please share the experience of managing pre-departure logistics for your out-going students.

- We met with applicants face-to-face, then shared information via email in the period leading up to departure.

4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- If it continues to attract around 14 students, this program remains very labor-intensive by comparison with other programs. (All other programs are 35-50+.) However, we fully recognize that the specialist nature of the program means that it would not work as well for the students with more than 20/21, and around 16-18 would be ideal. We would hope achieve that number by next year. An alternative for the future would be to have two cohorts of 15, each following a similar program pattern, but perhaps at staggered timings and with a different emphasis, so that we could retain a sense of intimacy within each cohort, and take advantage of a swathe of excellent Medieval and Shakespeare plenaries. (We could have a couple of overlap meetings between each 'term' as well.)

5. Any other comments.

- We continue to be able to involve faculty members in a number of different ways in the GSP: as plenary lecturers, discussion leaders and as supervision (tutorial) leaders. Members of the University regularly have contact with overseas students (some 12% of our undergraduates are non-UK and this percentage increases to 60% for graduate programs here) and on the University’s main Summer Schools, some 95% of participants are from overseas. However, it is the level of integration of the GSP students, coupled with their sense of focus and commitment, which is particularly appreciated. Without exception, the discussion leaders (all of whom were plenary lectures) commented on how much they had enjoyed their sessions with this group: ‘delightful’, ‘absolutely engaged’, ‘I wish all of my students were this good’. The supervisors, though they express themselves individually in very different ways, have all let us know that their experience has been rewarding, and Rob and I have enjoyed meeting the students (at least weekly, often more frequently) during their time here.

Part II : Course & hosting updates

GSP Course Title (and course code):	CAM1: Shaping the World: Understanding the Past, Predicting the Future	
Academic coordinator(s):	Rob Wallach, Sarah Ormrod	
Funding for incoming students (if any):	[US\$16,000 Santander scholarships were used to fund in-coming students]	
Total student participants:	ANU	2
	ETH	-
	NUS	2
	PKU	1
	UCB	3
	CAM	-
	KU	3
	OXF	-
	TOK	2
	YAL	1
	Others	[Please state university]
	Total	14 Students
Faculty involvement from another institution:	N/A	
Year course was initiated:	2008, content revised each year	
Is this course likely to be repeated next year?	In a revised format, yes	
<u>Comments by academic coordinators:</u>		
1. Please share successful aspects of the course.		
<p>The students told us they particularly enjoyed the diversity of lecture options, typically two- three per day, which took them outside their own field of study and gave them access to some of our most senior speakers. As last year, the eight afternoon discussions were based on selected lectures that were compulsory, and this allowed the students to build on the topics introduced. These discussions proved very enjoyable, developed the students’ understanding of the discussion topics and - importantly - promoted a strong sense of community amongst the GSP students.</p> <p>As always, participants found the most challenging – but also the most rewarding - part of the program to be the small group supervision sessions, held weekly and at which submitted written work was</p>		

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 Program Director (who also led two discussion groups) and the Director of the Summer Schools helped to give the program 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 private tour of King's College Chapel, supper watching the Olympics, access to a private firework display, and multiple 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 occasional visits to departments or museums (part of the University's Science Summer School) enabled them to spend time with participants on other programs 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; this will allow fine-tuning of the program and further improvements for following years. It is clear already, from the responses received to date, that the GSP students thoroughly enjoyed, benefitted from and appreciated their Cambridge experience. Their comments include:

- I just generally thought that the system of plenary lectures was fantastic.
- Supervisions were the most intensive and effective educational opportunities that I've ever had.
- This programme was excellent. I obtained new knowledge and insights in various academic fields and enjoyed my life joining many cultural events such as classic concerts in Cambridge.
- The GSP group was easy to hang around and talk to. They were all of high calibre and were very willing to speak up in discussions.
- It would be much better if each university sends the same number of the students.
- There was a great group dynamic as a result of peoples' willingness to engage in the activities.
- Academically rigorous and challenging – I felt we had adequate time and resources.
- Thank you very much for a great course.
- Being able to offer scholarships was a tremendous improvement.
- The students themselves were a delightful group this year, and tremendous ambassadors for their home institutions.

2. Please comment about student selection by partner universities.

On the whole, the student group sent was an exceptionally pleasant one to work with, and included enormously talented individuals. Language issues proved a slight challenge for two of our students in their papers, and a considerable challenge for one student in both paper-writing and supervisions.



3. In what ways did the course reflect the [mission of the IARU GSP](#)?

Several of the many plenaries the students attended addressed major challenges of the twenty-first century: genome-sequencing; the workings of government; building intelligence: learning for better architecture; creativity and the autism spectrum; the evolution of influenza viruses – a survival guide; materials science to save the world; military intelligence, etc.

Our plenary speakers represent some of Cambridge's most outstanding academics, and the discussion sessions, particularly, gave students a chance to question speakers in more detail.

Discussions (which involved the whole group of 14) and supervisions (2-3) offered a chance for the GSP students to work very closely with their peers from around the globe. Papers and supervisions fostered research skills, stretching students to meet the challenge of writing and discussing work in areas which were usually completely new to them. Living altogether in one College, eating meals together, and attending a number of social events helped the group to form a close bond.

4. What were the key findings from the centrally coordinated student survey?

We had nine responses out of 14 for this central survey. From the returns, agreement was clear on a number of key issues: our program was academically rigorous, our pre-departure information was clear, the program addressed the depth and breadth of the topic, was taught at the right level, had a good diversity of students (though we would have liked a complete range from all partner institutions). It is pleasing to read that our students felt the program afforded enough time to engage with one another in academic discussion, and that all agreed (or strongly agreed) that the instructors were good. It was very pleasing to read that for all participants completing the questionnaire the GSP experience has inspired a greater sense of social responsibility and global citizenship. (Our students were part of a larger student body with whom they interacted daily at plenaries and in College, and were part of a 40-nationality 'global community' as a result.

That all agreed our GSP program had lived up to its principles and had proved a good experience for everyone (with a positive impact on everyone's academic and career goals) was very rewarding to

read. It was interesting to read that the cost of the program had played little part in people choosing to apply: the course content, location and reputation of this University have clearly outweighed this factor.

5. Please share challenges and concerns for the future.

From the small number of program returns here it is not clear that our students felt that our program was different from others (but I am not sure that these need to cause us huge concern). Answers to Q 13 about feeling part of the broader IARU network were mixed: colleagues may have suggestions or comments about this. I think the students inevitably feel part of the 'GSP' network, and would suspect that these programs ultimately encourage the sense of link these students will feel when they meet students from IARU partner institutions in future.

We are already addressing the comment about one student made about some supervisors giving grades, whilst others had not. There were clear instructions, but I think there may have been some misinterpretations. ALL students will have grades for their papers/supervisions, and grade reports will be sent to home institutions for each.

The intensity of the program is something we intend to re-visit for 2013: on some days participants had three lectures and a discussion or supervision, as well as needing to find time to read, prepare and write, and we may wish to alter the shape of the program slightly to minimize any inefficiency in timetabling or unnecessary loading. Participants have made helpful suggestions as to how we might make slight alterations – timing, focus for discussions, etc - to reap significant improvements. Additionally, we may want to schedule one or two more group activities.

6. Any other comments.

As in previous years, running lectures on two teaching sites approximately 10 minutes' walk apart meant that the students had to be efficient in transferring between lectures in order for them to enjoy a fully interdisciplinary program of talks. However, the students managed this well and it did not cause any real difficulties.

Language fluency was an issue in some cases, as was attention to detail in citations in papers and submission times. Students do, however, need to be aware of the overall intensity and challenges of the program, and to be clear that they will be very busy over the period of four weeks.





University of Copenhagen

COP1: Kierkegaard – the Individual and the Society

COP2: Security – Theories, Practices and Dilemmas of Widening the Concept (report not yet in)

COP3: Interdisciplinary Aspects of Healthy Ageing

Part I : Home University updates

Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012.

- When I was advising the students, I often found myself looking to information regarding credit load (in connection with this it is important to know what the partner university considers a full semester's load which did not appear on the spreadsheet) and language requirements. Maybe the two elements could be part of the course description?

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- We advertise the courses on our website and send out information to our faculties for them to advertise the courses on their local sites as well. So far, this has given us a good number of qualified applicants. Word of mouth is also stating to be a significant factor.

3. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- The University of Copenhagen is only involved in the managing of a few summer programs, and in that respect IARU is quite unique. The partner universities and the selection of courses are outstanding and will, no doubt, continue to have a very strong appeal to our students.

Part II : Course and Hosting Updates

GSP Course Title (and course code):	COP1: Kierkegaard – The Individual in the Global Society		
Academic coordinator(s):	Brian Söderquist		
Funding for incoming students:	[Tuition fee is waived]		
Total student participants:	ANU	2	
	ETH	-	
	NUS	1	
	PKU	1	
	UCB	1	
	CAM	-	
	KU	10	
	OXF	2	
	TOK	6	
	YAL	3	
	Others	University of Buffalo; Aarhus University; Kyoto University; Copenhagen Business School; Barcelona Business School; MF Norwegian School of Theology	
	Total	32 students	
Faculty involvement from another institution:	Joel Rasmussen Oxford University; David Possen Yale University; Ettore Rocca University of Reggio Calabria, Italy		
Year course was initiated:	2010		
Is this course likely to be repeated next year?	Yes		
<u>Comments by academic coordinators:</u>			
<p>1. Please share successful aspects of the course.</p> <ul style="list-style-type: none"> The atmosphere and learning environment that arose naturally between the students was the most successful aspect of the course. A third of the students were from Denmark, while the other two-thirds were from other 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 got together informally 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 Kierkegaard'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. <p>2. Please comment about student selection by partner universities.</p> <ul style="list-style-type: none"> The students were from diverse backgrounds, and have different styles in the classroom: some were eager to join in discussion, while others were more hesitant. All of them, however, were attentive and engaged. Based on their classroom activities as well as the good final exams, I think selection was just right. 			



3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- The focus of this class was the relationship of individual to society in Søren Kierkegaard's authorship. In particular, we investigated Kierkegaard's claim that each individual human being is responsible for taking ownership of his or her particular place in his or her social environment. More importantly, however, this course brought together bright humanities students from around the world and brought them into dialogue with each other. This is an exceptionally rare opportunity for the students, as well as me as an instructor.

4. What were the key findings from the centrally coordinated student survey?

- The students were generally happy with the course. They pointed to a stimulating class environment and the relaxed Danish attitude in particular. The diversity of the group was also praised by the students. Most students gave strong evaluations of the academic level, though a handful of students indicated that it was too high for students without a background in theology or philosophy. More than 90% (13 out of 14) of the IARU students indicated that they would recommend the course to those with similar interests, and almost the same number (12 of 14) "strongly agreed" that the course had been a "good experience" (while the other two "agreed"). Many expressed an interest in making the course even longer (perhaps expanding the course to two months).

5. Please share challenges and concerns for the future.

- This course was a success for both those from the University of Copenhagen as well as the visiting students and thus any changes to the program should be made with great care. I think the formula we have right now is a very good one. Like last summer, there were very few problems or challenges with this class. Again, the students recommended continuing the same pattern for next semester. Administratively, the course functioned very smoothly thanks to the efforts of the coordinators at the Copenhagen University Theology Department, especially Maj-Britt Johansson and Mia Geisler.

GSP Course Title (and course code):	COP2: Security - Theories, Practices and Dilemmas f Widening the Concept	
Academic coordinator(s):	Ulrik Pram Gad, Ole Wæver, Helene Hagel	
Funding for incoming students (if any):	Please provide total amount and amount per-student.	
Total student participants:	ANU	2
	ETH	2
	NUS	3
	PKU	1
	UCB	
	CAM	
	KU	6
	OXF	1
	TOK	5
	YAL	2
	Others	Copenhagen Business School: 1
	Total	23
Faculty involvement from another institution:	N/A	
Year course was initiated:	2011	
Is this course likely to be repeated next year?	Yes	
<u>Comments by academic coordinators:</u>		
<ol style="list-style-type: none"> 1. Please share successful aspects of the course. <ul style="list-style-type: none"> • Dedicated students helping each other to overcome disciplinary boundaries. 2. Please comment about student selection by partner universities. <ul style="list-style-type: none"> • A few of the students most 'far from home', discipline-wise (i.e. non-social science), had difficulties in participating (others with similar backgrounds had no problems!). Partner universities should make sure that non-social-science participants realize the nature of the topic they go to study - and that they have a genuine interest in doing so, whether the interest takes its point of departure in their 'home-discipline' or it is extra-curricular (which is also fine). 3. In what ways did the course reflect the mission of the IARU GSP? <ul style="list-style-type: none"> • N/A 4. What were the key findings from the centrally coordinated student survey? <ul style="list-style-type: none"> • That too few students answered the survey. • Making course literature available in a economically feasible + legal way. • Finding affordable short term accommodation for students. 5. Please share challenges and concerns for the future. <ul style="list-style-type: none"> • N/A 6. Any other comments. <ul style="list-style-type: none"> • N/A 		

GSP Course Title:	COP3: Interdisciplinary Aspects of Healthy Ageing	
Academic coordinator(s):	Ying Liu	
Funding for incoming students (if any):	Total: DKK49,000 (est. USD\$8,130) DKK7,000 X 7 by CEHA [Tuition fee is waived]	
Total student participants: 15	ANU	2
	ETH	-
	NUS	1
	PKU	5
	UCB	-
	CAM	-
	KU	6
	OXF	-
	TOK	5
	YAL	-
	Others	-
	Total	19 students
Faculty involvement from another institution:	-	
Year course was initiated:	2011	
Is this course likely to be repeated next year?	Yes	
<u>Comments by academic coordinators:</u>		
1. Please share successful aspects of the course.		
<p>Since this was the second time we organized this course, we have gained substantial experience from last year. On the whole, we have improved the course schedule by adding an introduction ‘section’ at the very beginning of the course. In this way, the students got to know the structure of the course and get to know each other better than last years’ students. As a result, the atmosphere was very relaxed and the students were not afraid to ask questions after each lecture, and to each other in the breaks of the classes or lunch breaks. In detail, the successful aspects of this course is reflected in the following aspects:</p> <ul style="list-style-type: none"> • This course has been truly interdisciplinary as it has intensive lectures covered by the teachers from 6 research programs in the following areas: molecular biology, genetics, neuroscience, muscle biology, epidemiology, social science, and public health. In total, 20 teachers have been involved in the teaching, which has been quite challenging, as the course is in the middle of the summer holiday season in Denmark. • We have provided the students with 4 different practical projects to chose from and the students were happily grouped into 5 teams (one project had 2 teams of students). The students have received supervision from their tutors, they have learned a lot from their teammates, have made good friends, and have had fun together. • We have organized three major social activities, including a BBQ dinner party, a trip to Louisiana that is a modern art museum located far away from the city, and a farewell drink/snacks gathering. The students have fully enjoyed all of those activities, and all felt a bit sad at the end of the course, which we see as a very good sign. • The teachers have enjoyed their experience of teaching intelligent and motivated students with different background, especially the teachers who are relatively young and at their early career development stage. <p>They have gained a lot of precious teaching experience during the preparation and the teaching process. Some examples of the comments from students:</p>		

“I learned a lot of things through this summer school, not only knowledge but also practice ability. First of all, I learned a lot of knowledge from different disciplines. It broadened my research horizons. On the second, it gave me a different perspective to consider the issue of the social sciences. By the group's research project, I exercised my spoken English. It improved my communication and presentation skills. Last but not the least, I met a lot of friends. They are particularly good. Shy smile guy - Maya. Pretty interesting girl - Chika. Smart and lively boy – Alden. Lovely and drink boy – Tato. Excellent and nice girl – Charmaine. Etc. I like them very much. I hope we all have a bright future.”

Xiangguo Liu, Institute of Population Research, Peking University

“I had a great time in the course. One of the reasons I joined in Healthy Aging course was I am interested in group work, and actually it was a fulfilling experience, more than I had expected!”

Chika Miwada, The University of Tokyo

“Overall, my feedback on the course is that it was rigorous and multifaceted, meeting the aims of the IARU summer program well. The lectures were diverse yet sufficiently linked so we truly got an interdisciplinary sense of healthy aging. The course allowed us both coursework (lectures) and research experience. It is amazing that in such a short time we were exposed to such breadth and depth!”

Eva Pillai, Australian National University

Some examples of the feedback from the teachers:

“Again this year it has been a great pleasure and an interesting experience to supervise the Summer school practical project for program 4.”

Project supervisor: Ivan Lind Christensen

“I think the summer school went very well, at least the project perspective, as I did not attend any lectures. I thought the students were receptive to a new way of looking at research, data analysis, presenting and reporting. They went in with open minds and took the task seriously. They appeared highly motivated and everyone contributed more or less equally (of course language differences can create some unevenness, but it was very minor) and worked well in groups. There was lots of group discussion and the students worked well independently as well.”

Project supervisor: Adrian Joseph Bertoli

“I just wanted to say that I went through the tests that everybody filled in yesterday and was very pleased to see how many correct answers were given - apart from question no. 4 - I think that I didn't make it clear enough, what I actually meant. A lot of students had also written down things that I had only said and not written on the slides, so it was impressive to see, how much they remembered from the lectures - especially since this is an area that I know is new to everybody. I was also glad that the students were so active during the lectures and asked a lot of relevant questions.”

Lecture teacher: Laura Graves Ponsaing

2. Please comment about student selection by partner universities.

- We are happy with the choice of the selection of the students by partner universities. The only concern is that we did not get any students from UK and USA. If the GSP aim is to improve the network of all of the IARU universities, IARU may consider enhancing advertising in the IARU universities in these countries.

3. In what ways did the course reflect the **mission of the IARU GSP**?

This course has reflected the mission of IARU GSP very well in the following points:

- “Tackle the major challenges of the 21st century”:-
The main topic of the COP3 course is about the global Ageing issue, which is a challenge in the 21st century in many countries.
- “Work with outstanding peers from around the globe”:-
The students were all with high capacity to learn and carry out projects. They clearly have enjoyed learning from each other judging by their feedback.
- “Live and learn intensively, at a foreign university”:-
13 out of 19 students were not from Copenhagen. Most of them have stayed more than 20 days in Copenhagen and have traveled around the city and beyond. They have learned a lot the social, culture and education system of Denmark from the class or social activities.
- “Learn about research from top professors”:-
The academic levels of the teachers were very high, as we have invited quite a few professors and associate professors to give lectures this year. They are all internationally known for their research.

4. What were the key findings from the centrally coordinated student survey?

Positive aspects:

The students could fully appreciate the high teaching standard in this course. Examples quoted from the ‘e-survey’ are:

- The teachers were very good at starting from the basics in their field so that everyone, no matter what professional background they had, could comprehend the course.
- It is difficult to teach at the right level for every student because of our different background. But it was done very well.
- They started from the basics and progressed to higher levels of understanding which lead to that everyone could comprehend no matter what field the students were from. It was good that there was time after each class for questions or elaborations. And it was also very good that the teachers had their slides printed out as hand out which made it very easy to write notes and comments. In that way, it was easier to listen to the lecturer instead of focusing on taking notes.
- The teacher spoke good English and they picked out relevant and interesting new research to share in class.
- Lecturers were passionate about what they do, and were open to discussion. They also tried to make the content of their lectures more understandable especially for those who are not working in their field of study.
- My instructor is Adrian. I like his creative methodology to the research. Also, he is very nice and helpful and provide a lot of materials on Facebook to help us during the project.
- Mina is very nice. She gave us a lot of good advice to develop our project, which is not beyond our abilities as well
- The instructors were very punctual, organized and knowledgeable. They were all happy to answer questions.
- Pedagogy was brilliant & they encouraged us to ask a lot of questions. They started from the basics and progressed to higher levels of understanding which lead to that everyone could comprehend no matter what field the students were from. It was good that there was time after each class for questions or elaborations.

The students have enjoyed the group work very much. Examples quoted from the ‘esurvey’ are:

- The other classmates can help me to explain a different background of knowledge in the class like

"what is ATP".

- It was enjoyable to be able to work in a small team to make a presentation for the class. I had the opportunity to work closely with students from other universities, which I really enjoyed.
- After each class, a discussion forum was created where everyone could contribute their thoughts or ask the teacher questions. From these discussion forums many different cultural differences and point of views were shared which were very interesting.

The challenging things for the students were:

- terminology of the nature science lessons
- to fully understand English when it is not some students' native language
- in the group work presentation, to combine different ambition levels into the same presentation

5. Please share challenges and concerns for the future.

- Information prior to the course should be clearly explained what to expect in terms of class content, including prerequisites and active participation.
- The time demand of the course was higher than that expected from the students. Some student suggested giving 7.5 ECTs to the course.
- More social events can be organized.
- More days should be given to the course, especially the group projects
- Fewer lectures on the same day and a shorter lunch break

University of Oxford

OXF1: Global Challenges of the 21st Century

Part I : Home University updates

Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012.

- We thought the GSP process went very smoothly for outgoing students and didn't face any particular challenges. As we have different GSP administrators for incoming and outgoing students, we would be grateful if IARU could continue to ensure that information is sent to the correct person:

Incoming GSP students/GSP at Oxford University

Ms Liza Denny, Assistant Director and Manager, International Programs, Department for Continuing Education

liza.denny@conted.ox.ac.uk +44 (0)1865 270378

Outgoing GSP students

Ms Victoria Wilson, Financial Support Administrator, Student Financial Support

studyabroad@admin.ox.ac.uk +44 (0)1865 616670

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- GSP was advertised using several methods including:
 - University's IARU GSP website
 - Newsletter sent to all students
 - Newsletter sent to all colleges
 - Article on student website
 - Careers Service promotion
 - Twitter

We are hopeful that the funding from Santander will encourage more Oxford students to apply in 2013.

3. Please share the experience of managing pre-departure logistics for your out-going students.

- There were no problems with pre-departure logistics apart from one student being unable to attend due to illness.

4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- GSP is currently the only annual summer school for which selection takes place in a formal way at the University level. There are a range of other summer programs offered ad hoc or by colleges and a range of other summer activities, including the Oxford University International Internship Program. In terms of international programs more broadly, there are several degrees for which students spend a year abroad, and a wide selection of degrees for which students undertake international fieldwork, placements or visits.

5. Any other comments.

- GSP will likely continue to be central to our suite of summer/international programs over the years to come. It is an excellent and popular program which offers students the opportunity to gain international experience over the summer months, which is the most popular time for Oxford students to undertake such activities. While we hope to expand summer/international experiences more broadly, this will not detract from the importance of GSP in our offerings.

Part II : Course & hosting updates

GSP Course Title:	OXF1: Global Challenges of the 21st Century	
Academic coordinator(s):	Angus Hawkins	
Funding for incoming students (if any):	Total: £18,000 (est. USD\$28,000) £1,000 to students from ANU (2), ETH (1), NUS (3), UCB (3), KU (2) [from Santander, Oxford Branch] £4,000 to students from PKU [Li & Fund Scholarship]	
Total student participants:	ANU	2
	ETH	1
	NUS	3
	PKU	2
	UCB	3
	CAM	-
	KU	2
	OXF	-
	TOK	2
	YAL	-
	Others	-
	Total	15 students
Faculty involvement from another institution:	-	
Year course was initiated:	2008	
Is this course likely to be repeated next year?	Yes	
<u>Comments by academic coordinators:</u>		
1. Please share successful aspects of the course.		
<ul style="list-style-type: none"> <u>The Academic Staff</u> The tutors were greatly appreciated by the students, comments included, 'I love the tutors' and notes were made that the academic team was 'very knowledgeable and considerate' and 'very experienced, knowledgeable, approachable'. <u>Martin School Presentations</u> The seminars were very well received, being described as 'insightful' and 'fascinating and well-presented'. The discussions of the seminars went very well, with students noting the discussions were 'very active' and 'dynamic and probing' and that the general atmosphere was welcoming. <u>Tutorials</u> These were highly appreciated, with students finding them particularly helpful and effective 'extremely wonderful', 'love the personalized attention', 'really enjoyed the tutorials as I felt I was able to get personal feedback on my essay'. <u>International Development Classes</u> This series was particularly successful with the students making such comments as 'Best part of the course! Fantastic!' and 'Fantastic class. [The tutor] had great balance between presenting information, sharing her experiences and encouraging discussion'. 		

- Exeter College
Once again this provided an excellent base for the program. One student commented ‘It was a fantastic experience to study and reside in Exeter College for a month’.
- Administrative Team
The work of this group was appreciated with students noting that they were ‘very kind and helpful’, ‘extremely friendly and helpful’ and extremely helpful and efficient’.
- Overall
The comments indicate that many of the students found this an excellent opportunity, commenting that they would ‘strongly recommend this program’, ‘the program is very insightful’, ‘it was a great learning experience, and ‘intellectually the program was definitely of great value’.

2. Please comment about student selection by partner universities.

- Extremely helpful. The students were well suited to overseas study and the non-native speakers had a sufficient command of English to take part fully in the academic program.

3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- The program met the mission of the GSP by introducing the students, within a multi-disciplinary context, to some of the global challenges of the 21st century. It was successful in bringing together students from different institutions and cultural backgrounds to collaborate in small groups in preparing and presenting an academic project.

4. What were the key findings from the centrally coordinated student survey?

- In contrast to the experience of the other students, one student was dissatisfied with many aspects of the course. She had expected more focus and, despite the fact that the students came from different disciplinary backgrounds, she wanted more specialized discussion of particular issues. This concern became apparent during the program and is reflected in her individual evaluation.

5. Please share challenges and concerns for the future.

Arising from our experience of the 2012 program and from the discussions with the students and tutors, we are refining the program for 2013 in the following regards.

- We shall do more to ensure that the topics to be addressed in the program are fully and accurately outlined in the course description.
- We shall indicate that the course is designed primarily for senior undergraduate students.
- Following comments from tutors and students, we shall make attendance at lectures optional, instead of mandatory.
- We shall revise the timetable for the first week of the program to allow the students extra time to prepare the assignment for the first tutorial session.

6. Any other comments.

- Overall it was a successful program. The students strongly endorsed our decision to limit the group size to fifteen and we shall set that maximum for 2013.

The University of Tokyo

TOK2: Sustainable Urban Management

TOK3: Japan in Today's World

TOK4: Nanoscience

Part I : Home University updates (matters related to managing out-going students and between GSP coordinators)

Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012.

- Some institutions requested reference letters after the deadline for the acceptance letter (13 April). We would appreciate it if institutions that need reference letters could include it as part of standard application documents as we have national holidays in Japan from the end of April to mid-May. This makes difficult for us to obtain reference letters in a timely manner during this period.
- Since the summer semester starts in April and ends in July for many faculties at Todai, students do not know which courses they will be taking in the summer semester when they apply for the GSP in February. This means that some students have had to cancel their application after they had been accepted to the GSP due to their class scheduling at Todai for the summer.
- The ETH course only accepts one student out of three nominated students, so two good students who passed our internal selection couldn't participate in the GSP this year.

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- Posters were made in Japanese to publicize the GSP on campus and distributed to all the faculties and graduate schools. The GSP coordinator also posted them throughout the university.
- Distributed Japanese GSP flyers in English lesson classes and some other classes.
- Redesigned the Todai GSP website. Uploaded the reports from all the participants of 2011 GSP. Picked up some impressive and encouraging sentences from the reports and posted on the website.
- Held a GSP application orientation for next year on two campuses. About 200 students attended in total. Prof. Fujiwara and the GSP coordinator explained about what the GSP is and how to apply. Also, three GSP alumni made a presentation about their experience at GSP and encouraged students to participate in the GSP. Uploaded the presentation documents on the Todai GSP website.
- Posted the information of the GSP application orientation on the top page of Todai official HP, Facebook and Twitter.
- Made short descriptions about the GSP and the GSP orientation for e-mail forwarding and website and SNS posting. Asked faculties involved in the GSP, GSP alumni and student organizations via e-mail to publicize GSP to students around them via e-mail, website, and/or SNS, by copying and pasting the short descriptions.

What we kept in mind when publicizing was to always emphasize “summer program at World's Top Universities” and not “IARU GSP”. This is because most students do not know “IARU” and what it stands for, and they are not attracted so much by the words “IARU GSP” but more by the phrase “summer program at World's Top Universities”.

Besides these publicity efforts, the following situation around Todai students may have attributed for the increase of applications:

- Year by year, IARU GSP is getting a good name-recognition from students' word-of-mouth communication.
- There is an increase in public opinion in Japan that university students should have significant international experience in this age of globalization. Japanese government, companies and universities are encouraging students to study abroad.

3. Please share the experience of managing pre-departure logistics for your out-going students.

- We held an orientation session for all students participating in summer program in foreign countries. (Most participants were the GSP students) In the orientation, university staff explained the required procedures for summer programs and risk management while overseas and GSP alumni talked about their experiences of GSP. GSP participants were also able to get to know each other before GSP starts and ask questions to GSP alumni.

4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- The number of Summer/international programs at Todai has been increasing in recent a few years, but GSP is still the most important summer program for the University of Tokyo in terms of the number of participants and the opportunity to study with students and professors of the world's top universities.

Part II : Course and Hosting Updates

GSP Course Title (and course code):	TOK1: Introduction to the Japanese Language	
Academic coordinator(s):	Professor Yasuto KIKUCHI	
Funding for incoming students (if any):	Total: JPY880,000 + US\$3,000 (est. USD\$14,300) JPY 80,000 X 11 [from Japan Student Services Organization] USD\$3,000 to one student from UCB [Friends of Todai]	
Total student participants:	ANU	4
	ETH	1
	NUS	1
	PKU	1
	UCB	2
	CAM	-
	KU	1
	OXF	1
	TOK	-
	YAL	-
	Others	-
	Total	11 participants
Faculty involvement from another institution:	N/A	
Year GSP was initiated:	2008	
Is this course likely to be repeated next year?	Yes	

Comments by academic coordinators:

1. Please share successful aspects of the course.

- We strove to enable students to grasp an overview of Japanese language learning, in a short period, to respond to expectations like the following.
 - “I hope to learn some basic Japanese, or build the foundation for further learning on my own, when the course ends.”(Denmark, Female, answering”What do you hope to get out of this course?” in the pre-course questionnaire.)
- This short course not only provides survival communication skills in Japanese for a short stay in Japan, but also balances 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 students to continue their studies after they returned to their home countries. The students’ feedback on the course design was mostly positive.
 - “This course is an excellent crash course in beginner’s Japanese. The material covered was broad in scope yet easy to understand.” (New Zealand, Male.)
 - “Great course. Extremely helpful for staying in Japan.” (Swiss, Female.)
 - “The class is very good and better than expectation. It is really helpful and interesting; making me can’t help wanting to learn more about Japanese Language.” (China, Female.)



2. Please comment about student selection by partner universities.

- We didn’t feel any anxiety. They were talented, motivated students. They had enthusiastic attitude, kept working hard, and achieved excellent results.

2. In what ways did the course reflect the [mission of the IARU GSP](#)?

- Through studying the basis of Japanese language and culture, discussing about how they are different from their own, they could promote a deeper cross-cultural understanding.
- Also, they could get a tool for daily communication with Japanese people, not only the students at University of Tokyo, but also people outside the University. During their stay in Japan, they seemed to try using the Japanese they learned in class, and gained deeper experiences.
 - “The course was great fun and very useful. Japan makes a lot more sense after you’ve taken this course.”(Australia, Female.)

3. Please share challenges and concerns for the future.

- We are aware of the necessity of improving or adding to the course materials (or pre-course materials), especially on studying Japanese characters. We provided an e-learning system, which the students can access from their country before the beginning of the course. Students seemed to enjoy the system but felt that it was inadequate.
- Also, we set a good amount of homework and tasks during the course, but it didn’t seem to be enough and some students answered “the volume of the homework was low” in the course feedback sheet.
 - “E-learning support materials were excellent, and some more materials on Katakana would have been useful.”(England, Male.)

4. Any other comments.

- In this course, we invited the IARU-GSP students to our regular course lunch party and they seemed to enjoy communicating with our international students on degree programs or Japanese students at the University of Tokyo. We will consider offering more cross-cultural opportunities to the IARU students.

GSP Course Title (and course code):	TOK2: Sustainable Urban Management	
Academic coordinator(s):	Prof. Keisuke Hanaki	
Funding for incoming students (if any):	Total: JPY640,000 (est. USD\$8,200) JPY80,000 X 8 [from Japan Student Services Organization]	
Total student participants:	ANU	2
	ETH	-
	NUS	3
	PKU	1
	UCB	1
	CAM	-
	KU	-
	OXF	-
	TOK	22
	YAL	1
	Others	-
	Total	30 students
Faculty involvement from another institution:	-	
Year course was initiated:	2008	
Is this course likely to be repeated next year?	Yes	

Comments by academic coordinators:

1. Please share successful aspects of the course.

- The course was offered by three departments, namely the Departments of Urban Engineering, Civil Engineering and Architecture in the School of Engineering. This course is also a regular undergraduate course of the University of Tokyo, and although the intensified schedule shorter than two weeks is not usual, evaluation criteria and total number of teaching hours were identical. Courses taught in English are common in the graduate program, but limited in the undergraduate program of the School of Engineering. The number of students attending from the home university was much more than last year.
- Based on feedback from the students in IARU GSP in 2010, the teaching method had been modified since 2011. Group work sessions among students were introduced. At least three class units out of 12 were devoted to this purpose.
- A field visit was organized for IARU student during a weekend to a suburban area of Tokyo. The visit was entitled “Water area, farm land and urban development in lowland, upland and hilly area - How can we manage urban district whose development is gentle to river? How can we manage river whose condition is gentle to the urban?” The students learned about the suburban river, traditional settling and change of urban development style.



Study Visit to suburban area of Tokyo

2. Please comment about student selection by partner universities.

- Qualification of the selected students was satisfactory.

3. In what ways did the course reflect the mission of the IARU GSP?

- The lecture topic, sustainability, is a very relevant topic for challenge. To learn and discuss among different universities provided students good opportunity for these issues.

4. What were the key findings from the centrally coordinated student survey?

- Students were satisfied with the various lectures and interaction with the students from The University of Tokyo. Mostly they found the lectures understandable and enjoyable on an introductory level, some wished each lecture had more depth and longer term.

5. Please share challenges and concerns for the future.

- More interactive discussion or communication between IARU students and students from the University of Tokyo is to be promoted.

GSP Course Title (and course code):	TOK3: Japan in Today's World	
Academic coordinator(s):	Prof. Hideo KIMURA	
Funding for incoming students (if any):	Total: JPY880,000 + US\$3,000 (est. USD\$14,300) JPY 80,000 X 11 [from Japan Student Services Organization] USD\$3,000 to one student from UCB [Friends of Today]	
Total student participants:	ANU	2
	ETH	1
	NUS	2
	PKU	1
	UCB	1
	CAM	-
	KU	1
	OXF	2
	TOK	18
	YAL	1
	Others	-
	Total	29 students
Faculty involvement from another institution:	Naoko SAIKI: Ministry of Foreign Affairs Kazushige TANIGUCHI: The World Bank Takashi KIHARA: Ministry of Finance	
Year of GSP course:	2010	
Is this course likely to be repeated next year?	Yes	

Comments by academic coordinators:

1. Please share successful aspects of the course.

- The structure of the course is as follows:
 - 1st Cluster: Japan and the World – 4 Lectures and 1 Discussion
 - 2nd Cluster: Japan and Asia – 3 Lectures and 1 Discussion
 - 3rd Cluster: Japan and the United States – 2 Lectures
 - 4th Cluster: The Views of Japan from Outside – 2 Lectures
 - 5th Cluster: Study Visit – 2 Lectures
 - Additional Lecture: Internal Displaced Person in Tsunami Area – 1 Lecture
 - General Introduction, and Closing Ceremony
- With the additional lecture, the students can get a better understanding of the social conditions of Japan.

2. Please comment about student selection by part

- The selected foreign students of IARU Universities and the Japanese students of the University of Tokyo participated very actively in the discussion after each class. The exchange of the ideas among them was highly evaluated by all of them.



Study Visit to a house of Japanese middle class family

3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- Most of the lectures are new to the students, so their knowledge of Japan in Today's World improved. This year we had many more Japanese students in the course, so the mutual understanding among the students improved during the course.

4. What were the key findings from the centrally coordinated student survey?

- Many students are satisfied with their experience of attending this course, but many of them want more time for discussions and want to present the situations of their countries, so as to have deeper understandings among themselves. We need to modify our style of teaching and classes to spend less time on lectures and more time on discussions to globalize our education.

5. Please share challenges and concerns for the future.

- In the previous two years, we had a small number of Japanese students, but this year sufficient number of them was present in the course. But the number of the students on the course, which was between 25 and 30, will be the maximum for our course. If we have more than 30 students, our methods of giving classes must be modified, or we must limit the number of Japanese students prior to the start of the course.
- The diversity of the interests of the students continued to be the major problem for the course. Some lectures were too specific to some students, and some were too introductory to others. We have a difficulty in giving them introductory and concluding lecture which cover all fields of lectures given in this course. To solve this problem we must provide a list of books and articles which must be read prior to the course, and a list for further reading.

GSP Course Title (and course code):	TOK4: Nanoscience	
Academic coordinator(s):	Prof. Takuji TAKAHASHI	
Funding for incoming students (if any):	Total: JPY 1,040,000 + USD\$3,000 (est. USD\$16,300) JPY 80,000 X 13 [from Japan Student Services Organization] USD\$3,000 to one student from UCB [Friends of Todai]	
Total student participants:	ANU	2
	ETH	1
	NUS	2
	PKU	2
	UCB	1
	CAM	1
	KU	2
	OXF	1
	TOK	2
	YAL	2
	Others	-
	Total	16 students
Faculty involvement from another institution:	-	
Year course was initiated:	2008	
Is this course likely to be repeated next year?	Yes	
Comments by academic coordinators:		
<p>1. Please share successful aspects of the course. Most students gave positive comments on the lectures themselves and on discussion among students. Some comments are as follows.</p> <ul style="list-style-type: none"> • "I really enjoyed this course and learnt a lot about frontier research." • "The professors are all very nice and dedicated. Some courses are not related to my major, so I felt a little bit of difficulty understanding it. But it was really a good experience to get to know other areas." • "All professors were very good and friendly." • "Very inspiring and wonderful to meet so many talented students." • "As we were all from different subject backgrounds we could discuss the course topics from different perspectives and help each other." • "It was a very unique opportunity to meet students from leading universities across the world!" • "Good experience to learn knowledge and to communicate with global students." 		
<p>2. Please comment about student selection by partner universities.</p> <ul style="list-style-type: none"> • We feel that all the students are very excellent. Many professors who gave lectures told that the students were very interactive and aggressive to acquire new knowledge in wide areas, not only in the science fields but also about Japanese culture. So, we think the selection by partner universities has been done in a very appropriate way. 		
<p>3. In what ways did the course reflect the mission of the IARU GSP?</p> <ul style="list-style-type: none"> • Our course consists of three parts, which are nano-biology, nano-medicine, and nano-technology, based roughly on biology, bioengineering, and physics disciplines, respectively, in order to provide overall aspect of nanoscience, which is growing very rapidly in recent years. The 		

professors giving the lectures are very outstanding in those fields, and their lectures included very advanced research topics. We also provided the students with opportunities to look at experimental facilities in our university as well as to visit some industries or laboratories outside the university. We believe that the style of our course satisfies the mission of the IARU GSP very well.



Study Visit to Railway Technical Research Institute

4. What were the key findings from the centrally coordinated student survey?

- Although most students are satisfied with the contents of the lectures, only one student complained that many of the lecturers spoke poor English and it was difficult to understand some of the harder topics and difficult to ask questions. Some students would have been more satisfied if we had provided information on some preparatory reading prior to the lectures and also had provided more introductory lectures.

5. Please share challenges and concerns for the future.

- We will plan to give information on the preparatory reading in advance because it will be effective for better understanding of the lectures by the students. We want to encourage the Japanese students from the University of Tokyo in their participation in our course because exchange with very excellent foreign students will stimulate the Japanese students very much.

Yale University

Yale1: Topics in International Economics

Yale2: Sustainability and Institutions

Part I : Home University updates

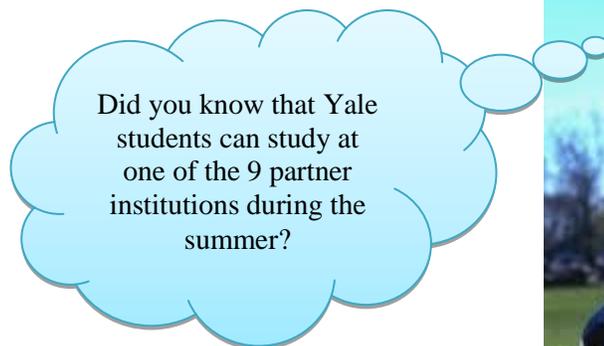
Comments by GSP administrators:

1. Please share challenges you may have faced for GSP2012.

- Enrollment. The continued challenge for the GSP is enrollment for the outgoing programs. Each year it is difficult to predict how many applicants will commit to a program since Yale students tend to apply for multiple summer opportunities and then chose the one they will participate in at the last minute. We had 20 outgoing study abroad students this year participate on a GSP which was a strong number for us. Since the central Banco funds were secured late in the process, we couldn't advertise it to students, but it was a nice incentive to offer to those students who were going to participate anyway. The central funding provided by Banco Santander was very helpful, and 11 of the 20 outgoing students were able to receive some part of it.
- Advising. It is difficult to advise students about programs that may not be for credit (if they are less than 4 weeks in length). It would also be helpful to know what kind of funding would be available to our outgoing students, in the promotion process, so we can advertise that as well.
- Incoming students. The incoming students are great. We had one student arrive late to the program (missed one class) because he had problems securing his visa. In this case, he did not delay in applying, but the embassy took longer than expected to process his visa. The only other issue was that some students' level of English was not as strong, so they had a harder time in the class.
- Research. One challenge is to create an effective way for students to present their research. This year was their first year where a week was dedicated solely for research for the final paper and presentation of their work at a poster session. The semester's length course is compressed into 5 short weeks, therefore courses are intensive and the work load is heavy. From the evaluations, students found it challenging to complete such an intensive course in 5 weeks, and in the last week only work on their research papers and presentations for the poster session. Most students were proud of the fact that they could manage it all and that the summer course was not "dumbed down". The poster session was a new component this year and was a great first attempt to showcase the GSP and its outstanding students. Summer brings challenges because many people are not on campus to come to the event. We will continue to emphasize the resources available to students here and continue to brainstorm about the possible ways to give visibility to the GSP and showcase the student work that is created out of this program.
- Speaker Series. This is a struggle every summer. A global leader speaker series would be ideal for this type of program, but again, the challenge is the summer, and not many people are around on campus. The Sustainability students attended an event regarding sustainability at Colombia University in New York City, and the Economics students had a lecture again this year with Eva Paus, professor and Director of the McCulloch Center for Global Initiatives and Professor of Economics at Mount Holyoke College.

2. What strategy was deployed for GSP publicity / student outreach this year? Please share what may have attributed for your increase / decrease of applications.

- I worked more closely with the general study abroad staff this year. We held joint information sessions where certain programs were highlighted, one of those being the GSP. The general study abroad website for the Center for International and Professional Experience (CIPE) was also updated to include a specific mention of the Global Summer Program with the other “Yale” programs, which gives it just as much visibility as other featured “Yale” study abroad programs. We continued to run ads in the Yale Daily newspaper and updated the database where all study abroad opportunities for Yale students are listed, so if a student, for example, searches for “Cambridge, England”, the Global Summer Program in Cambridge comes up as an option. Students are also beginning to hear about this by word of mouth. We will also attend a number of on-campus fairs to promote our programs.



3. Please share the experience of managing pre-departure logistics for your out-going students.

- Our office runs the pre-departure orientations for the faculty led study abroad programs, so the content for pre-departure orientation was already developed and modified for this specific group. The students who went abroad with the various global summer programs all came to one orientation. We discussed goals for the experience and logistics, etc. We attempted to include past participants in our pre-departure orientation, but they were not available for the date and time of the event.

4. How does GSP currently stand in your suite of summer/international programs for your out-going students? Looking ahead, how will GSP stand in your suite of summer/international programs in three years' time?

- There are numerous summer opportunities for Yale students, which include but is not limited to, 16 internship programs, about 100 approved non-Yale study abroad programs, 32 faculty led study abroad programs (for Yale Credit), 1 Yale-in-London program, and fully funded language study programs in East Asian countries. The Global Summer Program is becoming more known, but it will still just be one of many summer study abroad opportunities for students to take part in. Students are most drawn towards the fully funded experiences, and those for Yale credit.

5. Any other comments.

- We expanded our GSP this summer and doubled the number of students we welcome on campus, without increasing the already significant amount we spend on tuition scholarships. The addition of the 6th week aims to promote IARU's focus on research. If 5 weeks is very intense, then at

least a separate week to write a paper is some benefit to students and their ability to handle the rigorous workload. Overall, with the addition of a second course and the addition of a 6th week, the Yale Global Summer Program was a success. Our courses look at global challenges facing the world and help students think critically while learning from their peers from various locations in the world. Getting to study with students from 10 different universities continues to be commented on by participants as a highlight of the program. Our students also form very close bonds through extracurricular and social activities. I am particularly proud that this year some of the (econometric) term papers written by the students are so good that with some minor revisions they can be published in respectable undergraduate economics journals such as *Issues in Political Economy* (<http://www.elon.edu/e-web/students/ipe/volumes/2012.xhtml>).

- Here is the summary of the student's research that was given out to people as they attended the poster session.

The Global Summer Program at Yale

This is a summary of the research that the Global Summer Program students have been working on for the past 6 weeks at Yale. Students participated in either Topics in International Economics (ECON 476) or Sustainability and Institutions (EVST 170). There were also three interns, hosted by various departments.

Compiled by Kathy Trputec, Yale Summer Session, Global Summer Program Coordinator

1. Xiaoxiong Tan

Financial Derivatives: Tools or Weapons

Are derivatives demons or angels? Their original purpose is to promote market efficiency. However, just like many other markets, imperfections can lead to market failures and substantially heightened risks. The appropriate response is not to ban them, but to demand more intensive regulations from relevant authorities to correct market failures.

2. Han Li

Analysis on Suggestion about Infrastructure Investment against Recession in China

During the 2008 financial crisis, the Chinese government implied expansionary fiscal policy against recession. Besides this, increasing infrastructure investments can be the appropriate strategy for a developing country during recession. This analysis reveals some possible problems, including (1)the potential effect on output, investment and net export (2)policy lags (3)government inefficiency (4)Inflation (5)Ricardian equivalence trap and (6)potential risks for government budget.

3. Ngo Hoang Ha Linh

Vietnam: Hero to Zero

In the early years of the 21st century, Vietnam was lauded as one of the developing world's miracles with an annual growth rate of more than 8%, a rapidly expanding export sector and a massive influx of FDIs. However, after less than a decade, it is now lagging badly with one of the highest inflation rates in Asia. This paper examines the various reasons for this sudden reversal and provides recommendations for Vietnam to overcome its current obstacles.

4. Ren Yan Yoong

What's wrong with poor standards?: The Economic Case for Labor Standards remaining in Domestic Control

Despite evidence that most labor standards have no discernible impact on comparative advantage, governments of export-oriented developing countries remain unwilling to offer significant protections to workers. I argue that these decisions are not just led by political considerations: there is a national-interest economic case for laxer labor standards based on trade and efficiency. If international labor standards are

to be established and enforced, they must have a non-economic justification and a non-WTO policing mechanism.

5. Sarah Kildahl Nico Nielsen

Was the Ecuadorian Dollarization a Success?

Ecuador changed its national currency to the US Dollar in 2000. The paper tries to evaluate the Ecuadorian dollarization, based on the background of the dollarization (the "predollarization crisis"), the immediate effects, and the more long-term effects of the dollarization on the Ecuadorian economy.

6. Kuljeet Singh Manjit Singh

Synthesizing the Asian Financial Crisis: Roots, Lessons and the Path Forward

This term paper aims to provide a theoretical insight of how the Asian Financial Crisis was brought upon. It also looks at the lessons that can be learned and how these transpired events can be used as a barometer in avoiding such tumultuous crises in the future.

7. Edmund Chua

Education, Export and Wealth: Impact of Government Intervention on Education

This paper views intervention in the education sector as a form of industrial policy. By considering human capita as a factor endowment this paper seeks to examine the impact of education on the composition of a country's export basket. Putting this into the context of an imperfect economy, where industries with increasing return to scale exist and agglomeration effect is present, this paper seeks to first consider the theoretical impact of education policies on a country's wealth and its subsequent impact on wages.

8. Sari Yamashita

Long Road to Growth

The period of prosperity in Japanese economy was hailed as a great post-war economic miracle, but that has gone downhill since the economic bubble burst in 1991. This paper will address the question of whether Japan will be able to get out of this recession, and consider lessons for developed countries being involved in the debt crisis today. It will end by comparing Japan with other East Asian countries and evaluating if these countries are on the same trajectory as Japan.

9. Mia Johansen

The Pension Crisis in Europe and the United States

Currently, the public retirement systems in Europe and the United States are facing some difficulties in paying for the pensions. The difference between pension obligations and the resources set aside to fund them is primarily caused by the shifting demographics which lead to a lower ratio of workers per retiree. Due to this, we consider what the governments can do to reduce the gap including the shift from defined benefit plan to defined contribution plan. Furthermore, the crisis has struck Europe more heavily than the United States, which we also take into consideration.

10. Kaveh Rashidi Ghadi

The Indian Economy: Rising Star or Underperformer?

This research analyzes the factors that have played a major role over the economic growth in India and describes them in detail. It mentions to some other factors that are needed to be considered if India wants to keep its growth in an upward trend.

11. Linyan Zhu

How Does the Interaction of Financial Integration and Exchange Rate Regimes Affect Welfare?

I study the impact of financial integration on within-country inequality under different exchange rate arrangements using data covering 1970-2007.

12. Ida Meldgaard Christensen

The Economic Crisis, with a European Focus

The paper will look at theories of crisis, relate it to Europe as a whole, to Greece and to Denmark. In the last part it will look at creation of jobs.

13. Jo Ong Zu Er

Defying the Bipolar View: The Success of Singapore's Managed Float Exchange Rate Regime

Singapore's managed float exchange rate regime has successfully maneuvered the economy through international financial crises. This defies the bipolar view that only hard pegs or floating currencies are sustainable for countries with increasing integration with international capital markets. Examining how the Basket, Band and Crawl framework of Singapore's managed float promote price stability as a basis for sustained economy growth, we will ultimately explore the feasibility of other countries adopting this regime.

14. Di Ma

The Controversy of Chinese Exchange Rate Regime

Chinese exchange rate regime has been alleged to shift from fixed exchange rate regime (a regime used in 1997-2005) to a managed float (in 2005-2008) and to a soft peg after 2008. This presentation aims to evaluate what exchange rate regime China has actually been following and explain the internal and external reasons for the increasing flexibility of Chinese exchange rate regime. It also aims to evaluate the implications of the changes of exchange rate regimes on Chinese economy, especially the trade relationship with U.S.

15. Rachel Cao

U.S. Free Trade Agreements with Latin American Countries: Cross-Country Evidence from a Gravity Model

16. Xiao Ma

Intern: Yale and China: History and Present Cooperation

One of the most interesting things when reading the history of Yale and China is the realization of how far it goes back to and how dramatic the people educated by Yale has influenced the modern history of China. Yale's relationship with China did not stop there and continues to thrive through various cooperation.

17. Qingcheng Huang

Web Strategy Intern at the Office of International Students and Scholars

I'm from Peking University in Beijing, China and I'm currently a summer intern in the OISS. My main job here is to blog about my experiences around Yale and New Haven on the OISS website.

18. Arifin ARIFIN

Intern: The Chandra Wide Field X-Ray Survey in Stripe82: Optical and Infrared Sources Identification by Means of Likelihood Ratio Technique

We present the role and importance of a reliable source identification method for the Stripe82 (and Stripe82X) $\sim 100\text{deg}^2$ wide field X-ray survey collaboration project which objectives include the measurement of black hole growth and its co-evolution with the surrounding galaxy. This project focuses mainly on the application of the improved "Likelihood ratio technique" to associate 1536 X-ray sources

detected by Chandra space telescope with their optical counterparts in SDSS catalog and infrared counterparts in WISE and UKIDSS catalogs.

19. Elizabeth Proctor & Nathalie Wandel

A Business Approach to Dining and the Role of Sustainable Food: Developing a Balanced Scorecard

A 'balanced scorecard' decision framework can help Yale Dining integrate sustainability concerns into their decision making process. Linking the benefits of sustainable food to Yale Dining's core aims can make sustainability a core part of business success instead of a philanthropic luxury.

20. Julie Leth

Rethinking Paper - A Case Study of Paper Use at Yale University

The manufacturing of paper includes a high consumption of natural resources and toxic pollution, which are major components of the environmental degradation we experience today. Using Yale University as a case, the purpose of this paper is to show that commodities have far-reaching impacts beyond the borders of the institution. I look at why Yale should concentrate on reductions in paper use and how a transition from a paper-based to a "paperless" system can help Yale diminish the environmental impact while also saving time and money.

21. Chua Xin Rong & Mengyu Lu

Sustainability Opportunities in High Performance Computing Systems of Yale University

Research demand for the massive computational and storage abilities provided by high performance computing (HPC) is growing rapidly, both worldwide and at Yale. However, the energy-intensive computing and cooling processes of a HPC system pose a challenge to Yale's sustainability goals. Through a systems analysis grounded in case studies, we suggest how Yale can partially reconcile the two by using heat recapture technology to augment its strengths, as well as increase the effectiveness of its organizational system through an improvement in metric quality, alignment of values, and the possibility of a collaborative model with other institutions.

22. Noris Gallandat

Sustainable Electricity Generation

What is a sustainable electricity generation system? When being asked this question, most people would claim that green power sources such as solar and wind are the most adequate technologies. However, sustainability is a multidimensional concept where social and economic aspects play an important role. In this project, criteria for a sustainable electricity generation system are defined and applied to the concrete case of the Yale Campus. The performance of the current infrastructure is analyzed and recommendations are made in order to improve the system.

23. Pil Krogh Tygesen & Ipshita Mondal

Sustainability in the Built Environment at Yale

What is the role of staff training in achieving sustainability within the built environment at Yale? Our project dissects this issue via engagement with, and analysis of two different staff groups within the built environment at Yale. Both groups are important to the sustainability of the built environment, yet levels of training, understanding, and engagement between them in sustainability is very different.

24. Yoshika Kaneko & Vinithra Raveendran

Sustainable Transportation at Yale

We explore how we may discourage faculty and staff at Yale from driving alone to commute to and from work, and how to encourage them to carpool or use mass transit. We will view this problem from both the management and individual points of view. For those who drive to campus, our presentation might be a turning point to change your behavior!

25. Ayako Sakamoto & Ma Yueyuan

Lighting System in Buildings at Yale University

We analyzed current lighting system in buildings at Yale University and found out some problems. We set up some goals and made recommendations to those problems in terms of technological change and behavioral change.

26. Thomas Wong

The Yale Parking Business: Using Brand Management to Transcend Parking Traditions

The financial and environmental costs of parking spaces are significant. However, when looked at through a business lens innovative solutions can be found. With the incorporation of 'branding', one can realize the full value of a parking space while promoting sustainability and meeting economic needs.

27. Kerr Taubler

Sustainable Energy at Yale

To take the next step towards sustainable energy, Yale needs to work together with businesses and organizations.

28. Yuya Takeuchi

Waste Management at Yale

A case study of the current situation of waste management at Yale. Focuses on how goal setting and responsibility serves as a means to change human behavior and seeks to find out how theory can be applied to make a more sustainable waste management system.

29. Hiroki Oshikawa

How a University-Business Collaboration can Help Lead to a Better Sustainable Energy Future

Among many strategies about sustainability development, sustainable energy use and generation is one of the main topics in all over the world, and in Yale as well. This report tackles to analyze the current situations of Yale energy generation and establish the main issues in current Yale. Finally, we make suggestions about how to get the goal accomplished and how to get the economic efficiency of new ways of energy generation at Yale.

Part II : Course & hosting updates

GSP Course Title (and course code):	YALE1: Topics in International Economics	
Academic coordinator(s):	Miguel Ramirez	
Funding for incoming students (if any):	Total: USD\$44,457 USD3,063 X 14 to students from ANU(2), ETH(1), NUS(3), PKU(2), CAM(1), KU(3), OXF(1), TOK(1) USD1,575 X 1 to local student (USD\$22,050 Yale scholarship, USD\$22,407 Yale's Banco Santander Scholarship)	
Total student participants:	ANU	2
	ETH	1
	NUS	3
	PKU	2
	UCB	-
	CAM	1
	KU	3
	OXF	1
	TOK	1
	YAL	1
	Others	-
	Total	15 students
Faculty involvement from another institution:	Miguel Ramirez, Professor of Topics in International Economics, Trinity College, CT	
Year course was initiated:	2008	
Is this course likely to be repeated next year?	Yes	
<u>Comments by academic coordinators:</u>		
<p>1. Please share successful aspects of the course.</p> <ul style="list-style-type: none"> The most successful aspect of the course for me was the chance to meet bright and highly motivated students from Australia, Europe, Southeast Asia, and China. 		
<p>2. Please comment about student selection by partner universities.</p> <ul style="list-style-type: none"> In general, I believe the selection is appropriate, but I would like to see relatively more students from the Western hemisphere, particularly Argentina, Brazil, Canada, Chile and Mexico--there are excellent universities and research institutions in these countries which the IARU GSP program should try to tap into (e.g., ITAM in Mexico, McGill University, Pontificia Universidad Catolica de Chile, Universidade de Sao Paulo, etc.). 		
<p>3. In what ways did the course reflect the <u>mission of the IARU GSP?</u></p> <ul style="list-style-type: none"> The course met the goals of the IARU GSP program by exploring economic problems and issues confronting the international economy in a rigorous and systematic manner. It dealt with topics ranging from the relative benefits and costs of offshoring (outsourcing) to the future prospects for the euro (EMU) in the wake of the current economic and financial crisis in Greece, Italy, and Spain. In fact, some of the (econometric) term papers written by the students are so good that with some minor revisions they can be published in respectable undergraduate economics journals such as Issues in Political Economy (http://www.elon.edu/e-web/students/ipe/volumes/2012.xhtml). 		

- 4. What were the key findings from the centrally coordinated student survey?**
- My reading of the comments suggests that, in general, most students found the course to be a rewarding experience, but some of them considered it to be rather challenging, particularly those without a strong economics (and statistical) background.
- 5. Please share challenges and concerns for the future.**
- I believe that teaching only twice a week for an extended period of time (rather than three times for a shorter time period as I did in the previous two summer sessions) turned out to be pedagogically suboptimal; however, in my case, it is exhausting to travel back and forth from Hartford to New Haven three times a week. I also believe that students should receive information beforehand about the requirements for the course, namely, intermediate micro and macro theory courses, international economics, and statistical analysis (including multiple regression analysis).
- 6. Any other comments.**
- I am very appreciative of the opportunity to teach in the IARU GSP program these past three years and want to thank the friendly and highly supportive administrative and academic staff, particularly Kathy, Michael, Vicki and, of course, Dean Whobrey.

GSP Course Title (and course code):	YALE2: Sustainability and Institutions	
Academic coordinator(s):	Julie Newman	
Funding for incoming students (if any):	Total: USD\$47,520 USD3,063 X 15 to students from ANU(2), ETH(2), NUS(2), PKU(2), UCB(1), KU(2), TOK(3) USD1,575 X 1 to local student (\$23,625 Yale scholarship, \$23,895 Yale's Banco Santander Scholarship)	
Total student participants:	ANU	2
	ETH	2
	NUS	2
	PKU	2
	UCB	1
	CAM	-
	KU	2
	OXF	-
	TOK	4
	YAL	1
	Others	-
	Total	16
Faculty involvement from another institution:	-	
Year course was initiated:	2012	
Is this course likely to be repeated next year?	Yes	
Comments by academic coordinator:		
1. Please share successful aspects of the course.	<ul style="list-style-type: none"> • Overall the course went very well. The diversity of students, both in terms of discipline and nationality, enhanced the depth of class discussion. Equally, despite having fourteen different disciplines represented in a sixteen-student course, the students immediately found common 	

ground in what they were seeking to explore and gain from the experience. I had provided the students with a pre-arrival at Yale assignment, which challenged them to look at issues of sustainability on their own campus before starting the course. This also enabled the students to introduce their home institution and unique aspects of their culture in the context of sustainability on day one of the class.

- The intensive nature of a five-week course and bi-weekly meetings combined with the GSP structure enabled the students to come together as a supportive network of peers more quickly than I have ever experienced at Yale before.
- The first half of the course was theory based and taught in a traditional classroom style format. The second half of the course wove together the traditional style classroom format supplemented by hands-on local field trips using the campus as a living lab. We also supplemented the classroom experience with a one-day field trip to Columbia University which exposed the students to how a peer institution is approaching the same sustainability challenges.

2. Please comment about student selection by partner universities.

- The students represented a very diverse and unique set of backgrounds. Overall student selection was well done and they were clearly a highly intelligent group of students overall. There continued to be a language challenge for some of the students particularly those from Japan. The course requirements and assignments seemed to be at the level of most of the students [though not all]. The Yale student seemed to struggle the most with the material.

3. In what ways did the course reflect the [mission of the IARU GSP](#)?

- This course undoubtedly advanced the IARU GSP mission. The focus upon sustainability and institutions exposes the students to the ‘major challenges of the 21st century’ and begins to prepare them on how to think about problem identification and solution development framed by sustainability.
- I am familiar with the sustainability challenges and initiatives at each of their home institutions which enabled me to weave questions or comments relating back to their university into the dialogue of each class. Throughout the course I challenged the students to compare and contrast the topic areas from reading and discussion to the context of their home institution and country and relay that back to the class. Half of the assignments and all of the in-class discussions placed the students in cross-cultural working groups.

4. What were the key findings from the centrally coordinated student survey (see attachment for survey results)?

- The class was well received. There is a consensus that we could have used more class time [I agree] in order to sufficiently cover the material and provide sufficient time for class lecture and discussion. Some of the ESL students could have used some extra support given the cultural adjustment and quick transition into the learning experience.

5. Please share challenges and concerns for the future.

- I particularly enjoyed teaching such a diverse group of students. One of the key challenges I found was that I could have used some support on how best to handle the ESL students who struggled with the language. Most of the students seemed to have a high ESL literacy rate however a few of the students clearly struggled with writing and at times listening/discussion comprehension. It would have been useful to be briefed on how to better support such students and how best to evaluate their work.

6. Any other comments.

- The field trip and the final class reception that we hosted were both very positive components of the course experience.
- We maxed out the time of each class and could have used more class time. The other model for such a class would be to schedule a “lab” period in which the local field trips could take place. For example we could have the two 3 + hour class for lecture and discussion combined with a two hour ‘sustainability’ lab each week which consists of a field trip to explore sustainability on campus or in the community.

GSP Overview/Snapshot

I. GSP 2012 course duration and finances

Host University	GSP Course	Dates	Length (days)	Tuition Fee USD	Lodging (Field trip)	Financial Support USD (in-coming)	Financial Support USD (out-going)
ANU	Long-term Biodiversity & Climate Change in Asia-Pacific	2 Jul – 20 Jul	19	Waived for IARU	\$800 (\$900)	Tuition fees waived	Travel grants provided to fully cover remaining tuition fees, accommodation and field trips.
	International Environmental Policy	3 Jul – 20 Jul	18		\$1,100 (\$600)		
ETH Zurich	Eating Tomorrow - Rethinking the World Food System	1 Jul – 20 Jul	20	\$500 *After subsidy		Subsidy for students tuition and accommodation	\$3,900 (total)
NUS	Southeast Asia in Context	18 Jun – 20 Jul	33	\$4,200	\$600 (\$1,200)	50% subsidy of field trip costs	Travel grants of \$800 (to US/Europe) and \$600 (to Asia/Australia)
	Asia Now 1 - Southeast Asian Cosmopolitan Urbanism	25 Jun – 13 Jul	21	Waived for IARU	\$500 (\$100)	Full subsidy of field trip costs and 50% of accommodation	
	Asia Now 2 - Sustainable Urbanism in Asia	25 Jun – 13 Jul	21				
Beida	Population Ageing and Health	2 Jul – 27 Jul	26	\$1,600	\$400	N/A	\$3,200 (total)
	Local Traditions and Chinese Society	2 Jul – 27 Jul	26				
Berkeley	Summer Peace Institute	4 Jun - 13 Jul	40	\$5,000		N/A	Travel grants available
	Islam 2.0: Media & the Re-shaping of Muslim Identity in the 21st Century	2 July – 10 Aug	40	\$2,800	\$2,200	\$9,000 (total)	
Cambridge	Shaping the World: Understanding the Past, Predicting the Future	8 Jul – 4 Aug	28	\$2,800	\$2,500	N/A	N/A
Copenhagen	Kierkegaard: The Individual in the Global Society	4 Jul – 27 Jul	24	Waived for IARU	\$600 to \$800	Tuition fees waived	\$900 travel grant per student
	Security: Theories, Practices and Dilemmas of Widening the Concept	13 Aug – 24 Aug	12				
	Interdisciplinary Aspects of Healthy Aging	5 Jul – 23 Jul	19			+ scholarships \$8,100 (total)	
Oxford	Global Challenges of the 21 st Century	25 Jun – 20 Jul	26	\$1,600	\$2,200	\$28,000 (total)	\$24,000 (total)
Todai	Introduction to the Japanese Language	2 Jul – 13 Jul	12	\$400	\$1,400	-	Travel grants of \$1,000 (<1 month) and \$2,000 (>1 month)
	Sustainable Urban Management	2 Jul – 13 Jul	12	\$300	\$1,400	\$8,200 (total)	
	Japan in Today's World	12 Jul – 27 Jul	16	\$400	\$2,300	\$14,300 (total)	
	Nanoscience	12 Jul – 26 Jul	15	\$300	\$1,800	\$16,300 (total)	
Yale	Topics in International Economics	2 Jul – 10 Aug	40	\$1,575*	\$1,488*	\$44,500 (total)	\$20,000 (total)
	Sustainability and Institutions	2 Jul – 10 Aug	40	*after Yale Scholarship for 50 % of the tuition fee & Santander scholarship for 50% of the room and board fee		\$47,500 (total)	Santander-Yale scholarships and travel grants available

Notes:

- Currency is rounded to the nearest hundred and in USD value
- All universities have distributed the IARU-Santander scholarships to their own students, as advised. With the exception of Cambridge, who does not have sufficient out-going students this year

II. GSP 2012 participant breakdown

Host University	GSP Course	ANU	ETH Zurich	NUS	Beida	Berkeley	Cambridge	Copenhagen	Oxford	Today	Yale	Total participants	Total participants (not inc host)	Other institutions
ANU	Long-term Biodiversity & Climate Change in Asia-Pacific	1	-	2	1	1	-	1	1	-	-	7	6	-
	International Environmental Policy	1	-	1	2	-	-	-	-	2	-	6	5	-
ETH Zurich	Eating Tomorrow - Rethinking the World Food System	2	11	-	-	-	-	1	2	1	-	17	6	18
NUS	Southeast Asia in Context	2	-	16	1	1	-	10	1	-	9	40	24	10
	Asia Now 1 - Southeast Asian Cosmopolitan Urbanism	2	-	1	3	-	-	1	-	2	1	10	9	1
	Asia Now 2 - Sustainable Urbanism in Asia	2	1	5	3	1	-	1	-	1	-	14	9	2
Beida	Population Ageing and Health	2	-	3	-	-	-	1	2	3	-	11	11	-
	Local Traditions and Chinese Society	4	-	3	-	-	-	3	3	3	1	17	17	-
Berkeley	Summer Peace Institute	2	1	-	-	21	-	3	-	3	1	31	10	9
	Islam 2.0: Media & the Re-shaping of Muslim Identity in the 21st Century	2	-	1	2	1	-	3	-	1	-	10	9	-
Cambridge	Shaping the World: Understanding the Past, Predicting the Future	2	-	2	1	3	-	3	-	2	1	14	14	-
Copenhagen	Kierkegaard: The Individual in the Global Society	2	-	1	1	1	-	10	2	6	3	26	16	6
	Security: Theories, Practices and Dilemmas of Widening the Concept	2	2	3	1	-	-	6	1	5	2	22	16	1
	Interdisciplinary Aspects of Healthy Aging	2	-	1	5	-	-	6	-	5	-	19	13	-
Oxford	Global Challenges of the 21 st Century	2	1	3	2	3	-	2	-	2	-	15	15	-
Today	Introduction to the Japanese Language	4#	1#	1#	1#	2#	-	1#	1#	-	-	11#	11#	-
	Sustainable Urban Management	2	-	3	1	1	-	-	-	22	1	30	8	-
	Japan in Today's World	2	1	2	1	1	-	1	2	18	1	29	11	-
	Nanoscience	2	1	2	2	1	1	2	1	2	2	16	14	-
Yale	Topics in International Economics	2	1	3	2	-	1	3	1	1	1	15	14	-
	Sustainability and Institutions	2	2	2	2	1	-	2	-	4	1	16	15	-
Total participants		40	21	54	30	36	2	59	16	83	24	365*	242	47
Total GSP participation abroad (excluding host university GSP course)		38	10	32	30	14	2	37	16	41	22	242		

Notes for table II:

Introduction to the Japanese Language participants not added into final tally (“total”) as it is a supplementary course. Students would have already been registered under another Todai GSP course.

Students taking multiple courses:

University	Combination of courses	Number of multiple places
ANU (2), KU (1), NUS (3) OXF (2) and TOK (3)	PKU1 + PKU2	11
Yale (1)	TOK2 + TOK3 + TOK4	1 x 2
Total		13

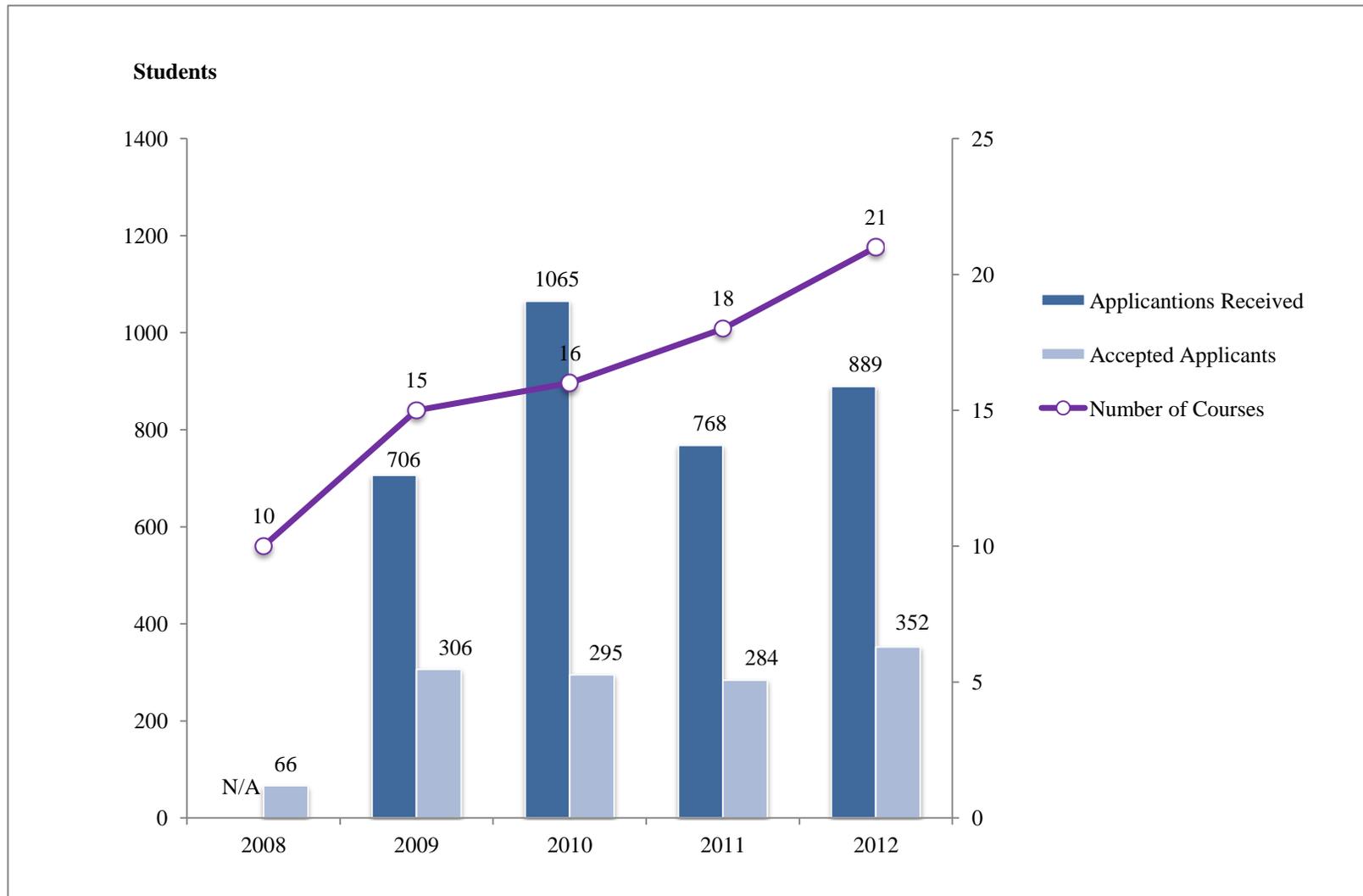
***Total number of students attending GSP: 365 – 13 = 352**

III. Student mobility (2008 – 2012)

	2008			2009*			2010			2011			2012		
	Out-going	In-coming	Local	Out-going	In-coming	Local	Out-going	In-coming	Local	Out-going	In-coming	Local	Out-going	In-coming	Local
ANU	20	7	10	28	13	2	27	9	6	30	12	3	38	11	2
ETH Zurich	1	N/A	N/A	10	13	0	15	6	5	8	2	1	10	6	11
NUS	8	6	0	42	66	0	28	50	30	28	33	18	32	42	22
Beida	4	N/A	N/A	30	13	0	15	14	8	21	14	3	30	28	0
Berkeley	7	N/A	N/A	41	36	1	20	16	8	22	12	33	14	19	22
Cambridge	5	8	0	14	18	0	13	13	0	8	14	0	2	14	0
Copenhagen	6	N/A	N/A	32	29	0	25	31	13	22	43	24	37	45	22
Oxford	3	5	0	5	17	0	18	14	0	11	14	1	16	15	0
Todai	5	20	0	17	35	0	15	31	26	27	23	0	41	33	42
Yale	4	17	5	39	19	2	20	12	3	8	18	2	22	29	2
Total Participants	63	63	15	258	259	5	196	196	99	185	185	85	242	242	123

*Note: In 2009 we did not have detailed numbers of incoming and outgoing students. This is based on nominations received at Universities. Total participation in 2009 was 306. ‘Local’ refers to host institutions’ students attending its course. All figures based on reports provided as Presidents’ Meetings and Senior Officers’ Meetings.

IV. GSP total number of courses, applications received and accepted applicants (2008 – 2012)



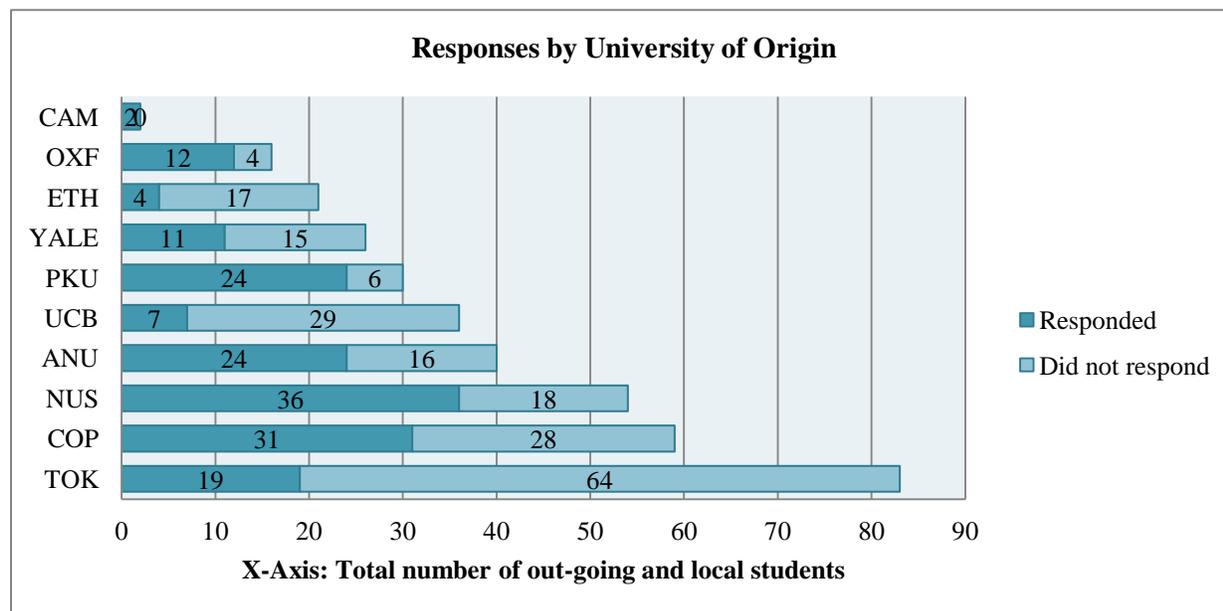
POST COURSE SURVEY ANALYSIS
2012

Post-course Survey Analysis (2012)

Note: COP2 survey information was not available at the point of analysis.

University of origin

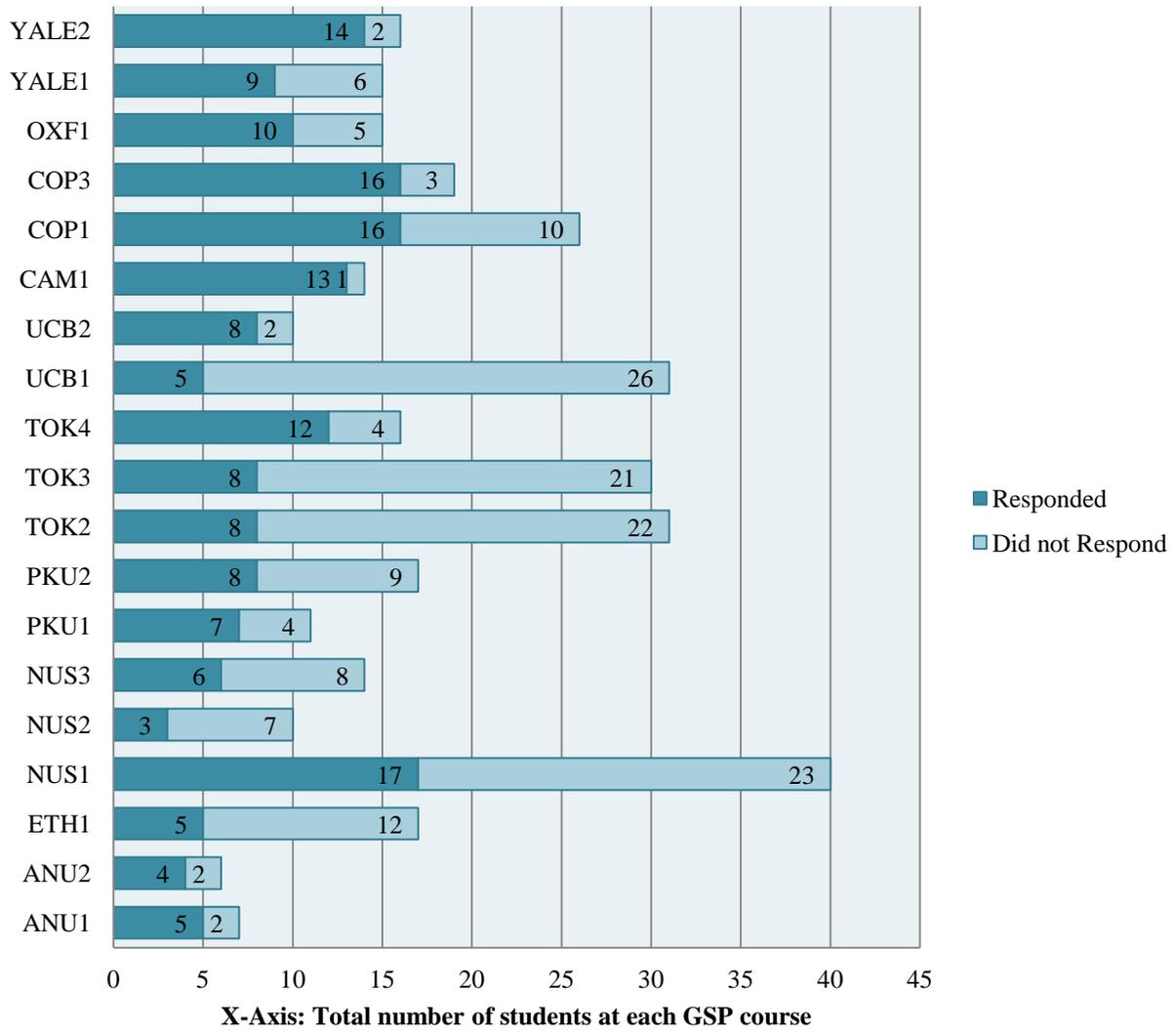
University	Response	Total Participants	% Response
ANU	24	40	60.0%
ETH	4	21	19.0%
NUS	36	54	66.7%
PKU	24	30	80.0%
UCB	7	36	19.4%
CAM	2	2	100.0%
COP	31	59	52.5%
OXF	12	16	75.0%
TOK	19	83	22.9%
YALE	11	24	42.3%
Did not indicate	12	-	-
TOTAL	182	365	-



Respondents per course

University	Response	Total Participants	% Response
ANU1: Long-term Biodiversity & Climate Change in Asia-Pacific	5	7	71.4%
ANU2: International Environmental Policy	4	6	66.7%
ETH1: Eating Tomorrow	5	17	29.4%
NUS1: Southeast Asia in Context	17	40	42.5%
NUS2: Asia Now 1 - Southeast Asian Cosmopolitan Urbanism	3	10	30.0%
NUS3: Asia Now 2 - Sustainable Urbanism in Asia	6	14	42.9%
PKU1: Population Ageing and Health	7	11	63.6%
PKU2: Regional Traditions and the Chinese Society	8	17	47.1%
TOK2: Sustainable Urban Management	8	30	27.6%
TOK3: Japan in Today's World	8	29	26.7%
TOK4: Nanoscience	12	16	75.0%
UCB1: Summer Peace Institute	5	31	16.1%
UCB2: Islam 2.0	8	10	80.0%
CAM1: Shaping the World	13	14	92.9%
COP1: Kierkegaard	16	26	61.5%
COP2: Security: Theories, Practices and Dilemmas	-	-	-
COP3: Interdisciplinary Aspects of Healthy Aging	16	19	84.2%
OXF1: Global Challenges of the 21st Century	10	15	66.7%
YALE1: Topics in International Economics	9	15	60.0%
YALE2: Sustainability and Institutions	14	16	87.5%
Did not indicate	8	-	-
Total	182	365	-

Responses by GSP Courses



Response analysis:

Overall impression of GSP

a) The IARU GSP course was a good experience for me.

	2012 (Q12.)		2011 (Q11.)		2010 (Q18.)	
Strongly agree	70.89%	129	82.2%	120	59.4%	70
Agree	23.08%	42	13.0%	19	35.6%	42
	95.53%		95.0%		95.0%	
Neutral	0.00%	0	2.0%	3	3.4%	4
Disagree	0.55%	1	0.7%	1	0.8%	1
Strongly disagree	0.00%	0	0.7%	1	0.8%	1
Did not indicate	5.48%	10	1.4%	2	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

b) The GSP course I attended was different than other Summer Programs (please answer only if you have attended other summer or exchange programs).

Note: For 2012 and 2011 analysis, those who did not go on other summer or exchange programs / did not indicate an answer, were removed from the percentage tally

	2012 (Q7.)		2011 (Q6.)		2010 (Q14.)	
Strongly agree	19.12%	13	48.6%	70	28.8%	34
Agree	33.82%	23	35.4%	51	25.4%	30
	52.94%		84.0%		54.2%	
Neutral	44.12%	30	14.6%	21	43.2%	51
Disagree	0.00%	0	1.4%	2	1.7%	2
Strongly disagree	2.94%	2	0.00%	0	0.8%	1
TOTAL	100.00%	68	100.0%	144	100.0	118

c) Participation in the GSP course has positively impacted my academic and/or career goals.

	2012 (Q14.)		2011 (Q13.)	
Strongly agree	41.76%	76	43.2%	63
Agree	43.41%	79	43.8%	64
	85.16%		87.0%	
Neutral	10.44%	19	8.9%	13
Disagree	1.65%	3	0.7%	1
Strongly disagree	0.00%	0	-	-
Did not indicate	2.75%	5	3.4%	5
TOTAL	100.00%	182	100.0%	146

d) Will you recommend the GSP as a program to your peers?

	2012 (Q23.)		2011 (Q22.)		2010 (Q19.)	
Yes	86.8%	158	81.5%	119	94.1%	111
No	1.10%	2	1.3%	2	1.7%	2
Maybe	7.69%	14	4.8%	7	4.2%	5
Did not indicate	4.39%	8	12.3%	18	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

GSP Principles

I believe my GSP course has lived up to its principles:

e) Tackle the major challenges of the 21st Century

	2012 (Q10.)		2011 (Q9.)		2010 (Q13.)	
Strongly agree	34.62%	63	35.0%	51	33.9%	40
Agree	48.35%	88	54.1%	79	45.7%	54
	82.97%		82.9%		79.6%	
Neutral	11.54%	21	7.5%	11	13.6%	16
Disagree	2.75%	5	2.0%	3	5.1%	6
Strongly disagree	2.20%	4	0.7%	1	1.7%	2
Did not indicate	0.55%	1	0.7%	1	-	-
TOTAL	100.00%	182	100.0%	146	110.0%	118

f) Work with outstanding peers from around the globe

	2012 (Q10.)		2011 (Q9.)		2010 (Q13.)	
Strongly agree	54.40%	99	57.6%	84	54.2%	64
Agree	39.01%	71	34.8%	53	34.8%	41
	93.41%		93.9%		89.0%	
Neutral	4.95%	9	2.73%	4	7.6%	9
Disagree	1.10%	2	2.7%	4	1.7%	2
Strongly disagree	-	-	-	-	1.7%	2
Did not indicate	0.55%	1	0.7%	1	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

g) Live and learn intensively, at a foreign university.

	2012 (Q10.)		2011 (Q9.)	
Strongly agree	53.85%	98	52.7%	77
Agree	34.62%	63	39.0%	57
	88.46%		91.7%	
Neutral	7.69%	14	5.5%	8
Disagree	0.55%	1	1.4%	2
Strongly disagree	1.10%	2	0.7%	1
Did not indicate	2.20%	4	0.7%	1
TOTAL	100.00%	182	100.0%	146

h) Learn about research from top professors.

	2012 (Q10.)		2011 (Q9.)		2010 (Q13.)	
Strongly agree	42.31%	77	40.5%	59	29.7%	35
Agree	38.46%	70	40.1%	58	43.2%	51
	80.77%		80.60%		72.9%	
Neutral	14.29%	26	14.5%	21	17.9%	21
Disagree	2.75%	5	2.8%	4	5.9%	7
Strongly disagree	1.65%	3	1.4%	2	3.3%	4
Did not indicate	0.55%	1	0.7%	1	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

Academic Rigor & Course Instructor

Also see "GSP Principles"

i) This GSP course was academically rigorous:

	2012 (Q1.)		2011 (Q1.)		2010 (Q13.)	
Strongly agree	27.47%	50	34.9%	51	34.7%	41
Agree	52.75%	96	53.4%	78	39.9%	47
	80.22%		88.3%		74.6%	
Neutral	13.74%	25	8.9%	13	14.4%	17
Disagree	4.40%	8	2.1%	3	7.6%	9
Strongly disagree	1.65%	3	-	-	3.4%	4
Did not indicate	-	-	0.7%	1	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

j) The GSP course sufficiently addressed the depth and breadth of the topic, given the amount of time we had (*new question*)

2012 (Q3.)		
Strongly agree	32.42%	59
Agree	47.25%	86
79.67%		
Neutral	13.74%	25
Disagree	5.49%	10
Strongly disagree	1.10%	2
Did not indicate	-	-
TOTAL	100.00%	182

k) The instructor(s) of the course was very good.

	2012 (Q8.)		2011 (Q3.)	
Strongly agree	48.35%	88	49.3%	72
Agree	39.56%	72	41.1%	60
87.91%			90.4%	
Neutral	6.59%	12	6.8%	10
Disagree	4.40%	8	0.7%	1
Strongly disagree	0.55%	1	0.7%	1
Did not indicate	0.55%	1	1.4%	2
TOTAL	100.00%	182	100.0%	146

Global and Social Responsibility

Also see "GSP Principles"

l) My GSP experience has inspired a greater sense of social responsibility and global citizenship.

	2012 (Q9.)		2011 (Q8.)	
Strongly agree	31.87%	58	39.0%	57
Agree	53.85%	98	43.9%	64
85.71%			82.9%	
Neutral	10.99%	20	13.6%	20
Disagree	1.65%	3	1.4%	2
Strongly disagree	0.55%	1	0.7%	1
Did not indicate	1.10%	2	1.4%	2
TOTAL	100.00%	182	100.0%	146

Student Interaction & Selection

Also see "GSP Principles"

m) The GSP course offered sufficient opportunities to engage with classmates in academic discussion.

	2012 (Q6.)		2011 (Q4.)	
Strongly agree	41.21%	75	50.1%	74
Agree	41.76%	76	41.2%	60
	82.97%		91.3%	
Neutral	10.99%	20	5.0%	7
Disagree	4.95%	9	3.0%	4
Strongly disagree	1.10%	2	-	-
Did not indicate	0.00%	0	0.7%	1
TOTAL	100.00%	182	100%	146

n) My GSP course had a good diversity of students (*new question*)

	2012 (Q5.)	
Strongly agree	52.20%	95
Agree	34.62%	63
	86.81%	
Neutral	7.69%	14
Disagree	4.40%	8
Strongly disagree	1.10%	2
Did not indicate	-	-
TOTAL	100.00%	182

o) Will you join the GSP Facebook Group and network with fellow GSP participants?

	2012 (Q22.)		2011 (Q21.)		2010 (Q33.)	
Yes	68.13%	124	50.0%	73	38.1%	45
No	8.79%	16	36.3%	53	33.1%	39
Maybe	18.13%	33	1.4%	2	5.9%	7
Did not indicate	4.95%	9	12.3%	18	22.9%	27
TOTAL	100.00%	182	100.0%	146	100.0%	118

Logistics and Practical Matters

p) The GSP course information prior to my departure clearly explained what to expect in terms of class content, including prerequisites (if any).

	2012 (Q2.)		2011 (Q2.)		2010 (Q9.)	
Strongly agree	23.63%	43	11.7%	17	15.0%	18
Agree	40.11%	73	52.7%	77	46.7%	56
	63.74%		64.4%		61.7%	
Neutral	19.78%	36	19.9%	29	24.1%	29
Disagree	13.19%	24	11.6%	17	11.7%	14
Strongly disagree	2.75%	5	3.4%	5	2.5%	3
Did not indicate	0.55%	1	0.7%	1	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

Course Communications

q) How did you find out about the IARU Global Summer Program (multiple answers allowed):

	2012 (Q19.)		2011 (Q18.)		2010 (Q3.)	
My university electronic bulletin board	20.56%	44	17.07%	42	9.77%	17
My university's website	25.23%	54	27.24%	67	31.03%	54
My university's newspaper / newsletter	11.68%	25	8.54%	21	10.34%	18
Electronic student forum	9.35%	2	0.00%	0	1.15%	2
Poster on campus	9.34%	20	6.91%	17	8.05%	14
IARU Website (not asked in 2012)	-	-	15.04%	37	12.64%	22
Advised by a lecturer/tutor	8.41%	18	8.13%	20	6.32%	11
Advised by a fellow student	10.75%	23	8.54%	21	10.34%	18
Advised by a former GSP participant	13.08%	28	8.54%	21	10.43%	18
	100.00%	214	100.00%	246	100.00%	174

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

	2012 (Q21.)		2011 (Q20.)		2010 (Q5.)	
Yes	70.88%	129	74.8%	98	72.0%	85
No	2.20%	4	2.3%	3	5.1%	6
Neutral	23.08%	42	20.6%	27	22.9%	27
Did not indicate	3.84%	7	2.3%	3	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

s) My GSP course was taught at the right level e.g. introductory or advanced, as indicated in the course profile (*new question*)

	2012 (Q4.)	
Strongly agree	34.62%	63
Agree	47.80%	87
	82.42%	
Neutral	9.89%	18
Disagree	7.14%	13
Strongly disagree	0.55%	1
Did not indicate	-	-
TOTAL	100.00%	182

Student Motivations for Participating in GSP

The following criteria were important in deciding to participate in the GSP:

t) The cost of the GSP course was a key consideration in my decision to participate.

	2012 (Q11.)		2011 (Q10.)		2010 (Q12.)	
Strongly agree	29.12%	53	24.7%	36	28.0%	33
Agree	35.16%	64	30.8%	45	33.0%	40
	64.29%		55.5%		61.9%	
Neutral	20.33%	37	19.2%	28	18.7%	22
Disagree	10.99%	20	17.8%	26	10.1%	12
Strongly disagree	3.30%	6	4.1%	6	9.3%	11
Did not indicate	1.10%	2	3.4%	5	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

u) The geographical location of the host university was a key consideration in my decision to participate in the GSP course.

	2012 (Q11.)		2011 (Q10.)		2010 (Q12.)	
Strongly agree	37.36%	68	33.0%	48	3.8%	31
Agree	40.11%	73	34.9%	51	36.4%	43
	77.47%		68.0%		40.2%	
Neutral	14.29%	26	17.8%	26	19.5%	23
Disagree	4.95%	9	6.8%	10	9.3%	11
Strongly disagree	2.75%	5	3.4%	5	8.5%	10
Did not indicate	0.55%	1	4.1%	6	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

v) The course content was a key consideration in my decision to participate in the GSP course.

	2012 (Q11.)		2011 (Q10.)		2010 (Q12.)	
Strongly agree	60.99%	111	51.4%	75	48.3%	57
Agree	31.87%	58	37.7%	55	42.4%	50
	92.86%		89.1%		90.6%	
Neutral	5.49%	10	4.1%	6	5.9%	7
Disagree	1.10%	2	2.7%	4	1.7%	2
Strongly disagree	0.00%	0	-	-	1.7%	2
Did not indicate	0.55%	1	4.1%	6	22.8%	27
TOTAL	100.00%	182	100.0%	146	100.0%	118

w) The name and reputation of the hosting institution (*this question was not asked in 2011 and 2010*)

	2012 (Q11.)	
Strongly agree	29.12%	53
Agree	35.16%	64
	64.29%	
Neutral	20.33%	37
Disagree	10.99%	20
Strongly disagree	3.30%	6
Did not indicate	1.10%	2
TOTAL	100.00%	182

IARUness

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

	2012 (Q20.)		2011 (Q19.)		2010 (Q4.)	
Yes	33.52%	61	37.6%	55	30.5%	36
No	61.54%	112	61.0%	89	69.5%	82
Did not indicate	4.94%	9	1.4%	2	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

y) The GSP course I attended gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course).

	2012 (Q13.)		2011 (Q12.)		2010 (Q14.)	
Strongly agree	30.22%	55	30.1%	44	26.2%	31
Agree	33.52%	61	36.3%	53	40.7%	48
	63.74%		66.4%		66.9%	
Neutral	19.78%	36	22.6%	33	17.8%	21
Disagree	10.99%	20	8.2%	12	11.9%	14
Strongly disagree	2.75%	5	1.4%	2	3.4%	4
Did not indicate	2.75%	5	1.4%	2	-	-
TOTAL	100.00%	182	100.0%	146	100.0%	118

PARTICIPANT SURVEY ANALYSIS
2008 - 2010

Participant Survey Analysis (2008 – 2010)

Introduction

The suggestion to conduct a participant survey, at least a year after their GSP experience, was first mooted at the GSP Coordinators Meeting in 2010 and further discussed in 2011 with the majority's decision to proceed. The GSP coordinators mentioned they were interested in finding out how much impact a short course like GSP would have on participants.

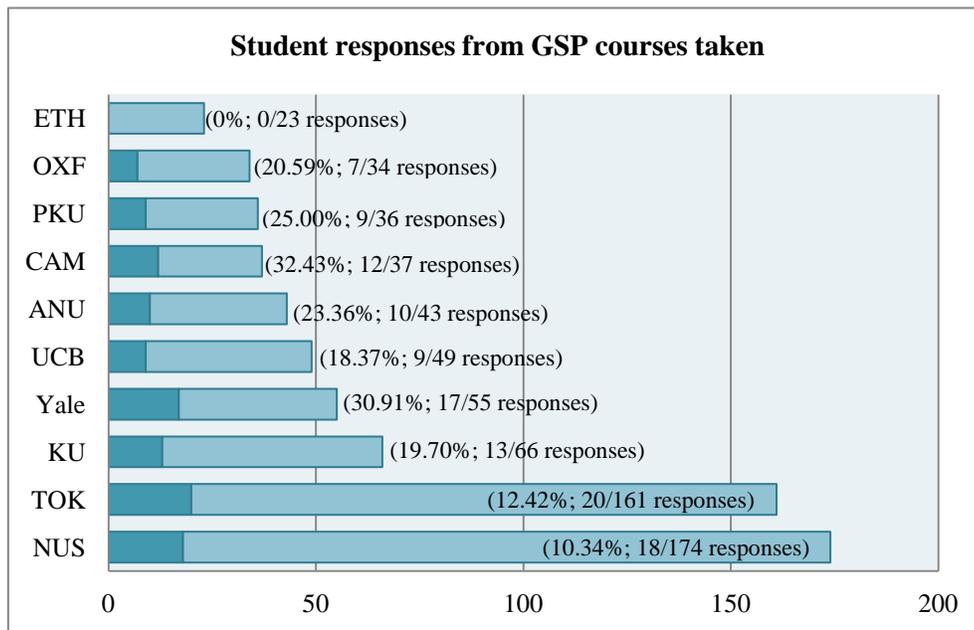
Approach and Methodology Adopted

Questions were developed by the Yale University Center for International Experience and the IARU Secretariat. Ten questions were asked in the E-Survey – a mix of Likert Scale queries (“strongly agree” to “strongly disagree”) and a few open-ended, critical reflection-style questions. Each partner disseminated the survey to students from their own institutions, who participated in the 2008 – 2010 batches of GSP. The Secretariat also posted the link to the survey on various Facebook sites with a call to participate.

Responses Received

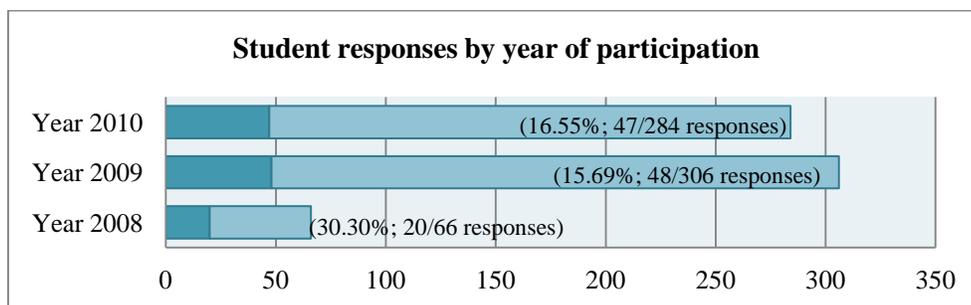
The main concern which indeed manifested itself was the ability to contact sufficient past participants. The response rate was 18.3% overall, or 122 participants, out of a sample size of 667 participants [66 (2008), 306 (2009) and 284 (2011)].

The level of response, though low, was not unexpected. Given the low level of response, it would be difficult to draw any firm conclusions from the survey without running the risk of over-generalization. Nonetheless, the survey results and comments from participants do provide some insights and information about the program's benefits and success.

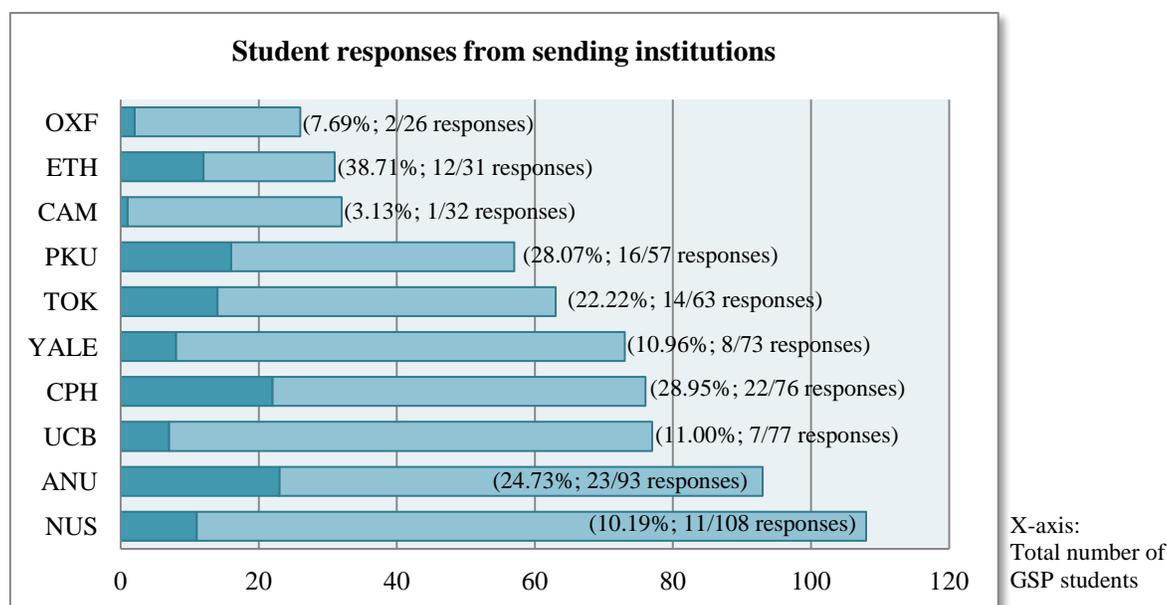


To note: Total is 678, as the breakdown of students for each course in 2009 was not available. Reported acceptance figures were used instead.

X-axis:
Total number of students in courses offered by the university



X-axis:
Total number of GSP students



Summary of Key Findings:

A breakdown of the figures can be found in the annex, and the raw data which includes students' comments can be found in the restricted access GSP 2012 meeting webpage.

1. The survey scored highest, or above 90.0% in the following:

- 99.2% strongly agree / agree that the IARU GSP course was a good experience (Q1).

In the comments, most students cited that GSP was “intellectually and socially rewarding”, “inspiring” and was a “highlight of [their] university experience”. Learning alongside peers also featured strongly in the comments. There was no negative feedback, except for one neutral evaluation.

While all students scored the experience highly, it was students from ANU, Berkeley, ETH Zurich and NUS in particular, who recorded the most strongly agree replies that GSP was a good experience.

- 92.6% strongly agree/ agree that the IARU GSP upheld the principle to “live and learn intensively, at a foreign university” (Q7b) [see student comments on “GSP principles” below]
- 91.0% strongly agree / agree that the GSP helps young people to develop skills that will be useful in an international, or cross-cultural context (Q4)

Students cited the various opportunities to discuss, learn, work in teams and explore the cities with other international participants as ways they enriched their cultural experience. One student noted that it a valuable experience to learn how to work well with others, as it was not easy managing the different cultures and background. The immersion in Japan, in particular, was often cited as a very enriching cultural experience.

2. GSP Principles (Q7 a-d)

- 92.6% strongly agree / agree that the IARU GSP courses upheld the principle to “Live and learn intensively, at a foreign university”
- 88.95% strongly agree / agree that the IARU GSP courses upheld the principle to “Work with outstanding peers from around the globe”
- 77.0% strongly agree / agree that the IARU GSP courses upheld the principle to “tackle the major challenges of the 21 Century”
- 74.5% strongly agree / agree that the IARU GSP courses upheld the principle to “Learn about research from top professors”

Overall, GSP courses have fulfilled, to varying degrees the principles of GSP.

Referring to “living and learning intensely at a foreign university”, students described the experience as being an “excellent” and “enjoyable” one, despite the workload being very heavy. For some, students noted the different teaching methods at another university. A handful of students brought up issues with logistics and course administration. These include not timely, or no information at all about the course.

The overall comments for “work with outstanding peers” were good. Two students hoped there will be future alumni activities, perhaps at the local level. However, one student commented that more attention has to be paid to the selection of students, as it was a mixed level of capabilities, motivations and preparedness.

On “tackle the major challenges of the 21st century”, two students have mentioned that they were uncertain what it meant.

There were a handful of comments on the quality of professors, ranging from one comment that said it did not meet “the standards of their home institution”, to their teaching styles which may have been “preaching” or perhaps too strongly localized for an international classroom setting.

3. GSP Course content

- 86.1% strongly agree / agree that the GSP experience has helped students look at the world and at global issues differently. (Q3)
- 82.0% strongly agree / agree that the IARU GSP course has exposed students to fields of study outside their core discipline, which has proven to be helpful for gaining better understanding of their area of study. (Q2)

Students shared that they benefitted from learning outside their major, which sparked an interest in exploring new topic areas. Some said their research, interview and conversational skills vastly improved. For those who did courses within their majors, the opportunity to learn from international students was enriching.

Students found courses to be multidisciplinary in nature, contributing to their overall learning and breadth. A handful also observed that it lacks sufficient depth of topics.

4. Immediate impact of GSP

- 66.4% strongly agree / agree that to a certain extent, GSP has given students direction towards their future study and/or career goals. (Q6)
- 54.9% strongly agree / agree that as a result of my participation in the IARU GSP, I have been involved in promoting or developing at least one idea for how to tackle some of the major challenges of the 21st Century. (Q5)

The comments were largely positive, as students mentioned being interested in region specific topics, or learning about a new topic that greatly inspired them. Post GSP involvements cited include taking a larger interest in issues such as poverty, human rights, education in war-torn countries the nuclear debate. A handful of students said this experience played a part in his/her existing interest in climate change and policy-making.

As many as 31% of the respondents who have graduated are pursuing their graduate studies. One mentioned meeting his/her academic advisor while on the GSP. There were also some who are exploring research areas on topics from the GSP (i.e. Confucianism, and Japanese International Studies). One student also shared that it was his/her opportunity to “test if I had a taste for field trips, and I [now] hope to delve much more into it”. Two students have gone on to do their masters in Oxford where they have done their GSP courses.

5. Networking/keeping in touch

- 88.5% (108 respondents) – or almost 9 in 10 GSP participants – replied that they have kept in touch with their GSP classmates. (Q9)
- 24.6% (30 respondents) replied that they have kept in touch with faculty and academic staff. (Q8)

Most of the students have kept in touch actively via Facebook, and spoke face-to-face via Skype and MSN frequently. While some conscientiously develop a professional network for exploring academic issues, asking for help with internships, or to learn more about graduate studies, most are strengthening their friendships. Many cited examples of visiting GSP peers again after the course.

Three students have asked for a formal PhD exchange or some form of participant network. Students do not actively keep in touch with faculty, although, one student who tried did not hear back from the professor!

6. Areas for improvement

Here are representative suggestions cited by students, which GSP coordinators may wish to explore further.

Course design:

- Strengthen the aim of the courses
- Improve the "tackle the major problems of the 21st century" engagement.
- The more prestigious universities should also use their own faculty instead of relying on external teachers

- Diversify the activities: Instead of just a seminar with presentations of papers introduce various activities. Offer more social activities in the group of GSP students.
- It would be useful to broaden the topics of courses offered. I would personally want to see more classes/seminars offered related to arts.

Course duration:

- A 14-day course was too short for me.
- More time would be great. 4 to 5 weeks is barely enough for coping with specific huge academic challenges. If the IARU GSP could last 6 to 8 weeks, more in-depth analysis would be possible

Publicity and administration:

- Ensuring that there is appropriate communication and promotion of the importance of the IARU GSP
- Providing more details for program agenda and what to expect when we arrive to our host university.
- Clearer sense of what each class involves.
- Costs of living/accommodation was not fully covered - the trip would have been much more enjoyable if these costs have been mostly subsidized.

Student selection:

- Thinking back to the first cohort in 2008, I would have suggested it try to involve an even wider representation of students from the different IARU universities, but I am sure this has been a main aim since then.
- Keep offering full funding to ensure high caliber students attend.
- Greater consistency in the applications process across the member universities - ensure a high bar set for all applicants, to ensure top quality students from all universities. Probably needs to be supported by better on-campus marketing as well.
- Better preparation by the students in their home countries, better structure at away campus, all students should earn the same amount of credit for the courses

Beyond the GSP experience:

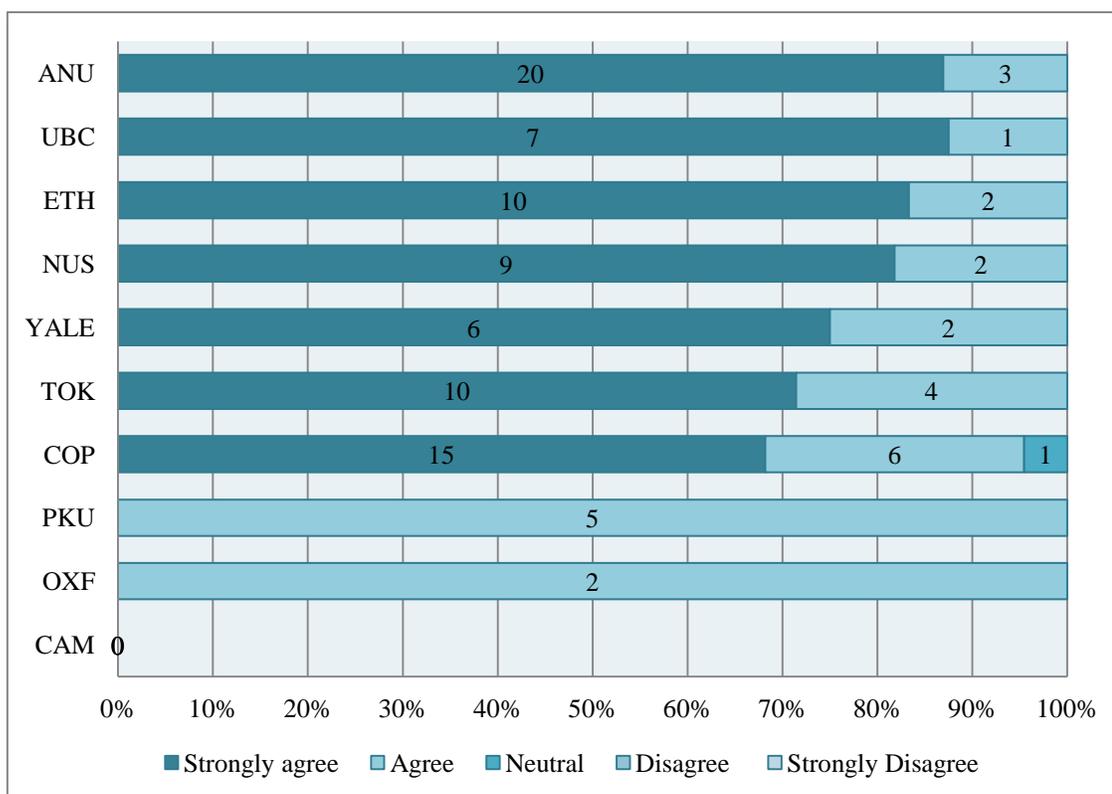
- Internship opportunities at various universities.
- It would be nice if there could be some follow-up opportunities and activities after the end of the program.
- On the topic of keeping in contact, just some basic means to share contact details about the participants and faculty would go a long way in facilitating everyone keeping in contact.

Annex:

Q1. The IARU GSP course was a good experience for me.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2008	18	2	-	-	-
2009	34	13	1	-	-
2010	33	15	-	-	-
Did not indicate year	5	-	-	-	-
Overall	91 (74.6%)	30 (24.6%)	1 (0.8%)	-	-
	99.2%			0.8%	

The data was further sorted by home or sending university, for an indication of student satisfaction:



Q2. The IARU GSP course has exposed me to fields of study outside my core discipline, which has proven to be helpful for gaining better understanding of my area of study.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2008	12	7	1	-	-
2009	21	20	5	1	1
2010	15	21	10	1	-
Did not indicate year	2	2	3	-	-
Overall	50 (41.0%)	50 (41.0%)	19 (15.6%)	2 (1.6%)	1 (0.8%)
	82.0%			18.0%	

Q3. The GSP experience has helped me look at the world and at global issues differently.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2008	13	6	1	-	-
2009	20	20	6	2	-
2010	24	17	6	-	-
Did not indicate year	2	3	2	-	-
Overall	59 (48.4%)	46 (37.7%)	15 (12.3%)	2 (1.6%)	-
	86.1%		13.9%		

Q4. GSP helps young people like me to develop skills that will be useful in an international and/or intercultural context.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2008	14	6	-	-	-
2009	23	21	3	1	-
2010	19	23	4	1	-
Did not indicate year	3	2	1	1	-
Overall	59 (48.4%)	52 (42.6%)	8 (6.6%)	3 (2.4%)	-
	91.0%		9.0%		

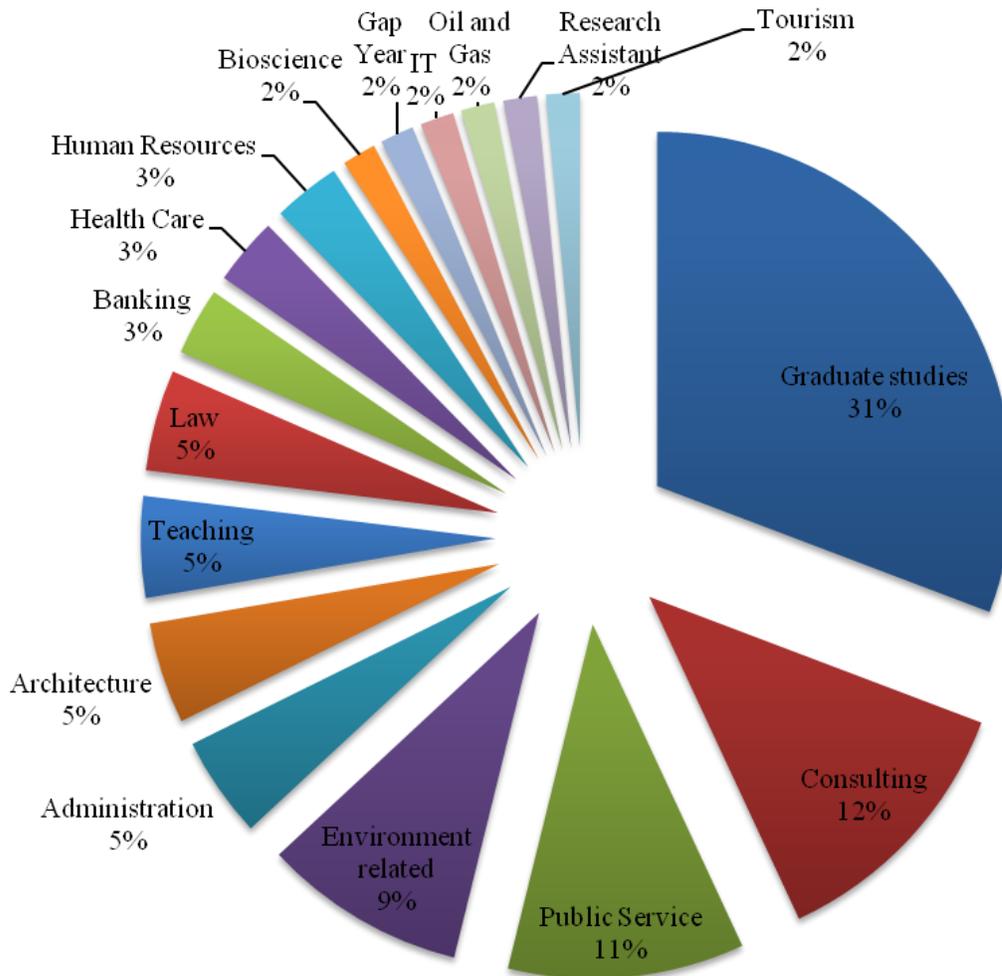
Q5. As a result of my participation in the IARU GSP, I have been involved in promoting or developing at least one idea for how to tackle some of the major challenges of the 21st Century.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2008	-	8	6	1	5
2009	11	15	13	6	3
2010	15	16	10	6	-
Did not indicate year	1	1	2	2	1
Overall	27 (22.1%)	40 (32.8%)	31 (25.4%)	15 (12.3%)	9 (7.4%)
	54.9%		45.1%		

Q6. To a certain extent, GSP has given me direction towards my future study and/or career goals.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2008	8	9	3	-	-
2009	10	20	13	4	1
2010	15	15	12	5	-
Did not indicate year	1	3	1	2	-
Overall	34 (27.9%)	47 (38.5%)	29 (23.8%)	11 (9.0%)	1 (0.8%)
	66.4%		33.6%		

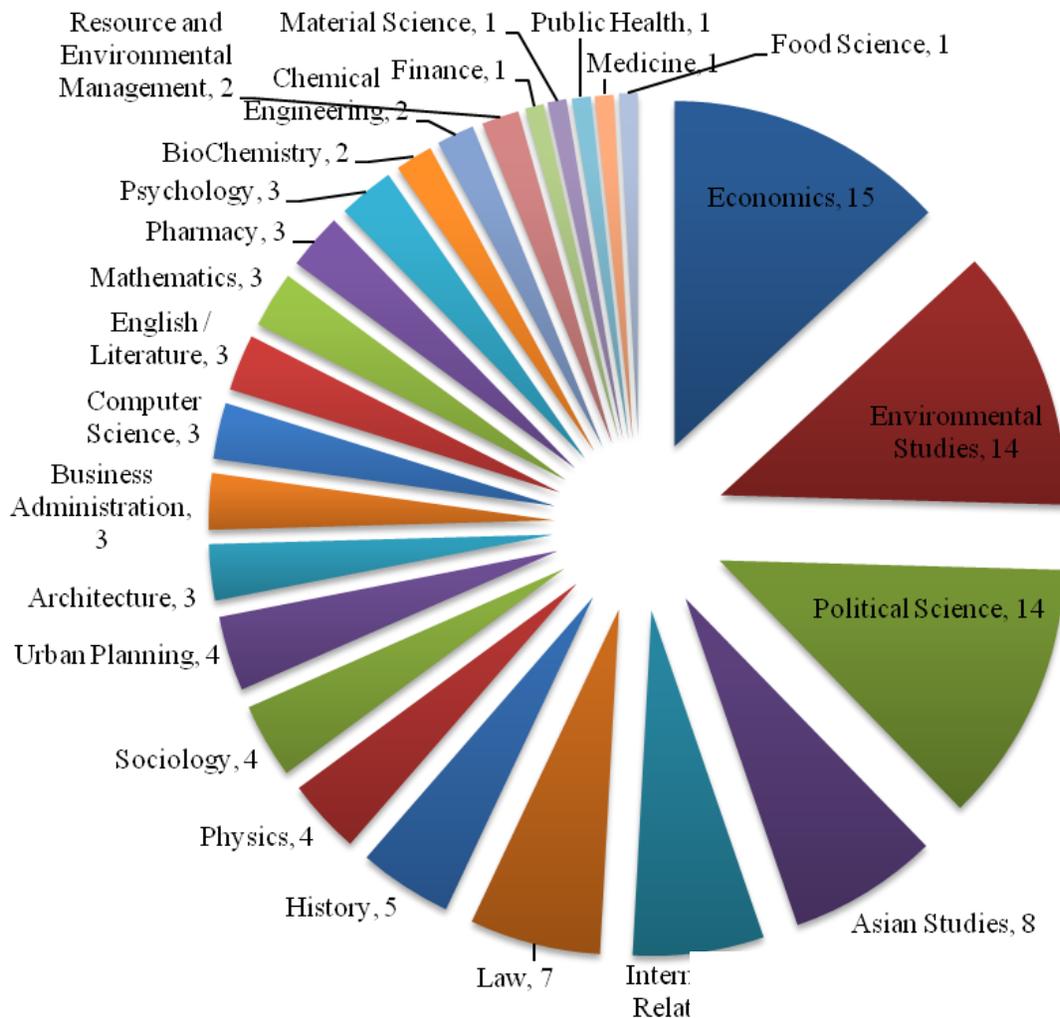
Occupation / industry you are now working in (if you have graduated):



Q7. In my opinion, the IARU GSP courses upheld the following core principles:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Tackle the major challenges of the 21 Century	33 (27.0%)	61 (50.0%)	20 (16.4%)	7 (5.7%)	1 (0.8%)
	77.0%		22.9%		
Work with outstanding peers from around the globe	75 (61.5%)	33 (27.0%)	8 (6.6%)	4 (3.3%)	2 (1.6%)
	88.5%		11.5%		
Live and learn intensively, at a foreign university	78 (63.9%)	35 (28.7%)	4 (3.3%)	4 (3.3%)	1 (0.8%)
	92.6%		7.4%		
Work with outstanding peers from around the globe	52 (42.6%)	39 (32.0%)	20 (16.4%)	9 (7.4%)	2 (1.6%)
	74.6%		25.4%		

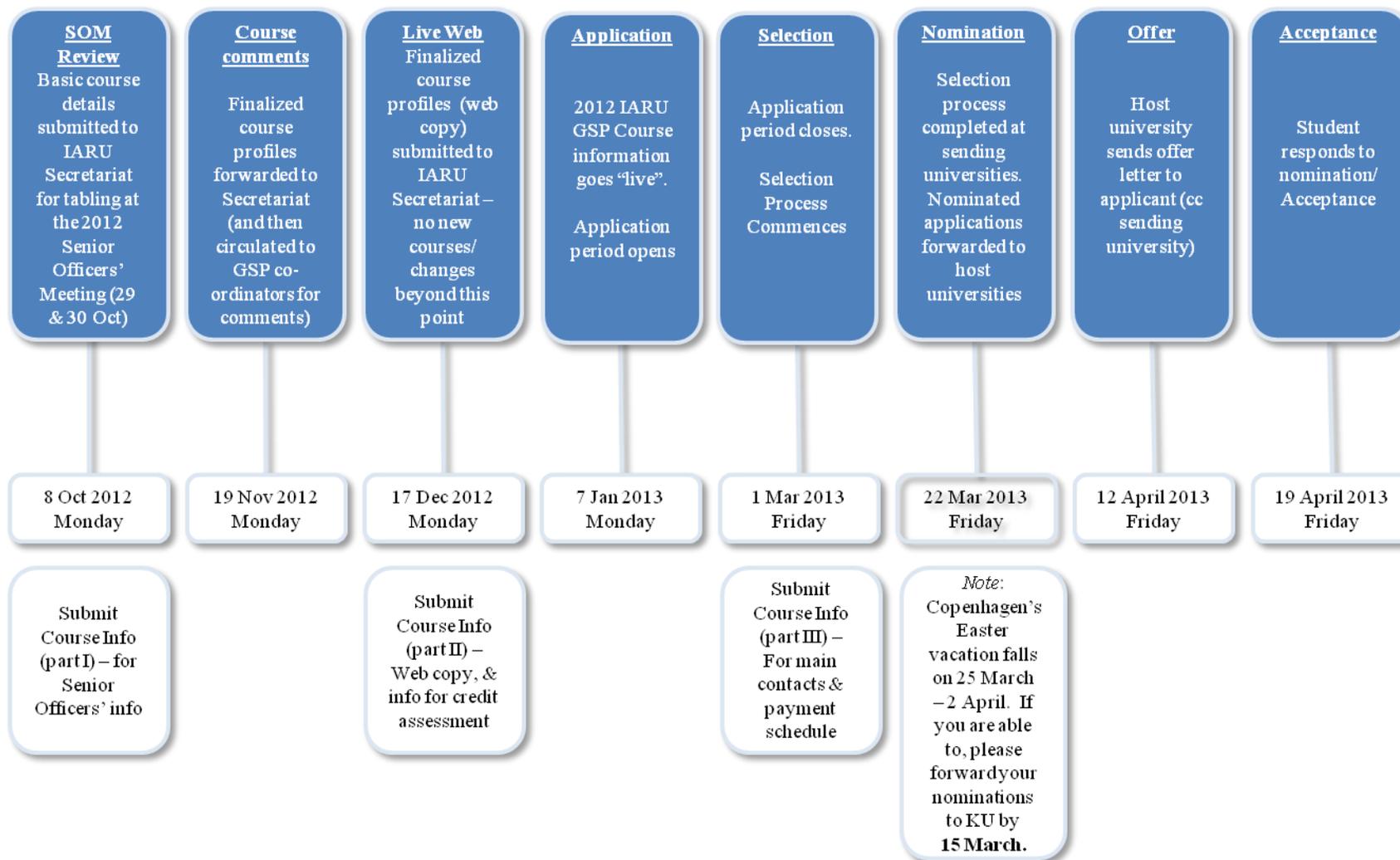
What was/is your study major?



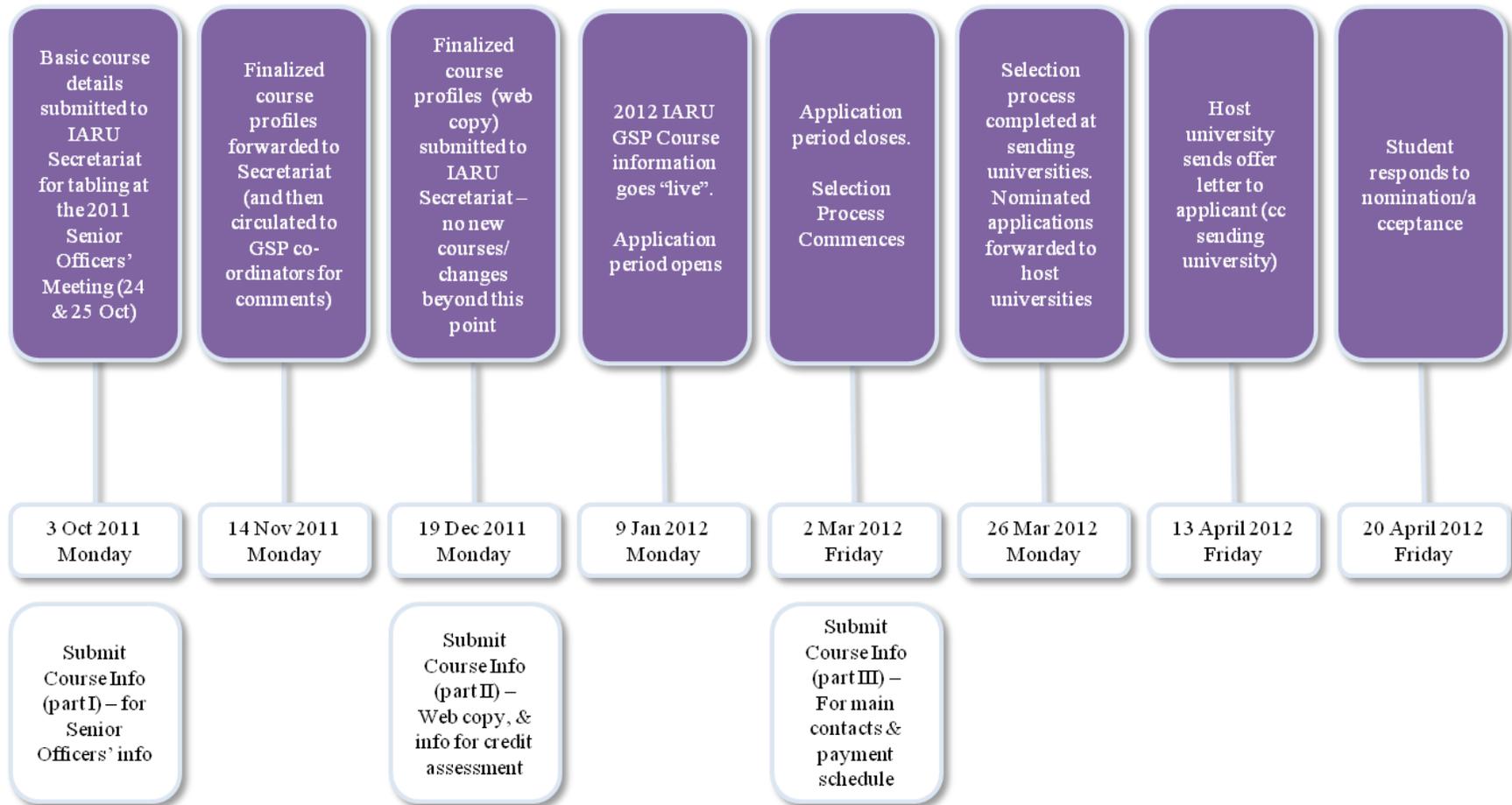
NUTS & BOLTS

CONFIRMED TIMELINE FOR GSP2013
SANTANDER SCHOLARSHIP AGREEMENT FULFILLMENT

Confirmed Timeline for GSP 2013



(For reference: 2012 Timeline)



Santander Scholarship Agreement Fulfillment

127 students, or 36.4% of GSP students have benefitted from the centrally sourced Santander scholarships. Beida, Cambridge, ETH Zurich and Oxford will be carrying forward a portion of their funds to 2013, due to late student withdrawal, and in Cambridge's case, they were unable to fully distribute their portion of the scholarship.

The key clauses/terms from the finalized legal agreement with Santander (undertaken by the National University of Singapore on behalf of the alliance) are listed below:

A. Terms of agreement

- i) Santander will support the GSP program by providing US\$20,000 to each IARU partner every year for the next three years (2012, 2013 and 2014). The allocation for 2012 will be distributed in full after the signing ceremony. The remainder of the gift will be distributed on 15 January and 15 June in 2013 and 2014 (i.e. US\$10,000 at each tranche). Each scholarship shall be used solely to cover a participating student's airfare, tuition and living costs.
- ii) Each partner shall award scholarships to at least 10 students preferably from their own institution (outgoing students). Maximum award is US\$2,000 to each student, however, the Secretariat recommends providing at least US\$1,000 so it is a fairly significant quantum. Partners should aim to distribute all of the monies allocated each year.

In the event that partners wish to allocate funding to in-coming students, or if they are unable to consume all of the scholarship monies this year and wish to roll over to the next year, kindly write to the Secretariat, who will forward the details to Santander by 31 May of each year.

- iii) Santander will be able to state that it is sponsoring your university for the IARU GSP, and may display your university's name/logo in its website and any related publicity materials.

B. Completion of Confirmation Form

- i) We recommend the equivalent of a GSP administrator, and a GSP senior administrator signing the completion forms. We will need to submit these forms annually, again on 15 June of 2013 and 2014.
- ii) A list of student beneficiaries to be provided to Santander by the end of GSP 2012. The Secretariat will circulate a form for compilation in August 2012. Please note that these students will be requested to join Santander's Scholarships Portal once it is launched (<http://www.agora-santander.com/>)
- iii) The following are linked to publicity and website acknowledgement. Kindly provide weblinks for Secretariat to compile to forward to Santander.
 - In pages mentioning scholarships for GSP students, please make reference to the IARU-Santander Global Summer Program Scholarship as one of the scholarships on offer
 - Please also include the Santander Universities logo.

- The mention of the scholarship should be linked to http://www.santander.com/csgs/Satellite/CFWCSancomQP01/en_GB/Corporate/Sustainability/Santander-Universities-/Santander-committed-to-Higher-Education.html

For example (partners may customize the text accordingly):

As part of their social responsibility program, [Banco Santander](#) is partnering IARU to award scholarships to outstanding students attending the IARU Global Summer Program. There are six US\$2,000 (US/Europe) and eight US\$1,000 (Asia/Australia) scholarships available for successful NUS students. These scholarships will also be made available in 2013 and 2014. You may apply for these scholarships through www.iaruni.org/gsp/apply when the next cycle of GSP applications begin.

C. Management of scholarship funds (between GSP coordinators / Secretariat)

- i) Please obtain student beneficiary's authorization to share their basic data (i.e. name, course attended, email addresses) with Santander. These records are for each university's safekeeping, and do not need to be sent to the Secretariat/Santander.
- ii) Please coordinate (especially if awarding in-coming students) to prevent the situation where a student receives two shares of the IARU-Santander GSP Scholarship.

Confirmation of 2013 Meeting Date and Venue

7th IARU GSP Working Committee Meeting

9 – 10 September 2013 (Monday – Tuesday)

Hosted by ETH Zurich

Previous GSP Working Committee Meetings

2008 @ University of Cambridge (11 – 13 February)

2008 @ Antwerp, Belgium (19 – 21 September)

2009 @ University of Oxford (14 – 15 September)

2010 @ University of Cambridge (19 – 21 September)

2011 @ University of Copenhagen (17 – 18 September)

Upcoming EAIE Meetings

2013 @ Istanbul (10 – 13 September)

REFERENCES

GSP 2011 Working Committee Meeting Outcomes

Hosted by University of Copenhagen 17 - 18 September, 2011

GSP Course Reports

1. The GSP Working Committee agreed that the 2011 courses were a continuation and refinement of the program. Response from students was positive overall. Other highlights from course coordinators included:
 - The field trips and extracurricular activities, enabling good interaction between participants and faculty
 - NUS' Southeast Asia in Context had 32 students this year, and noted that it was a good class size to work with. It previously had 52 students in 2010 and 41 students in 2009. Berkeley also observed that of its two courses, Media & Society with nine students interacted better than its Peacekeeping course with 35 students.
 - It is important to encourage interaction between students – for example, students attending Copenhagen's Security course shared that they overcame their initial shyness and language barriers to offer their ideas.
 - Through the development and refinement of their GSP courses, Cambridge shared that students were coping well with subject areas beyond their comfort zones, despite being at different levels of academic abilities. It also welcomed its first mature student from Berkeley.
 - Copenhagen reported that its three courses – Security, Ageing and Kierkegaard will continue for the next two to three years. The Security and Ageing courses were chosen to complement existing IARU initiatives, and Kierkegaard was a region-specific or specialist offering from Denmark.
 - Yale and Copenhagen (Security) invited guest speakers, and students enjoyed the opportunity to interact with a variety of presenters.
2. GSP coordinators highlighted the following challenges/observations:
 - Students' proficiency in the English language continued to be a concern in some cases. These students were unable to participate confidently and effectively in discussions.
 - Lower level of grading may harm the reputation of a course, especially if significantly different from the home institutions. This did not go unnoticed by students.
 - Partners agreed that it was important to have a few local students participating in GSP courses to provide the local context and interactions.
 - Berkeley acknowledged that they had an over-representation of local students in their Peacekeeping course and this did not augur well, as there was an expectation of a good mix of students from IARU institutions.
 - Need to manage students' expectations well, especially if the courses on offer differed from what was publicized to students, e.g. state upfront if the course is not fully represented by students from all IARU institutions, or send out a participant list in advance.
 - ETH Zurich shared that while the two-week long courses it offered on Robotics was a success in Zurich, it was not successful as a GSP program as it was too technical. Faculty feedback that it created too much paperwork for just three students.
 - Copenhagen's Security course was one of the last to run (August 2011). A major consideration was to coincide the course with their parliamentary session. This provided students an opportunity to meet with the ministry for a discussion surrounding the drafting of the IPCC report.
3. This year, ETH Zurich offered a third summer course in Sustainability – Up Cycling. Although it did not meet the “go-live” deadline to qualify as a GSP course, it was opened to all IARU partners.

4. In response to student concerns about the tsunami and earthquake of March 2011, Todai adopted the following steps:
 - A guidebook and other preparedness measures were provided to all students.
 - Tuition and accommodation fees were only collected upon arrival, a deviation from the norm of collecting these upon acceptance. Eventually, only 2 out of 27 students declined their offers because of concerns regarding earthquake.

GSP2011 Overview/Snapshot

5. A total of 19 courses were conducted this year. In terms of applications, 768 were received this year compared to 1065 last year. Some agreed that this was not necessarily a cause for concern but others commented that the drop in applicants needed to be looked into, as it would affect the competitive nature of the selection process. Application rates might improve if GSP conducted more effective publicity for this program.
6. On student mobility and participation, partners were committed to maintain or enable greater student mobility in the coming years. Several partners voiced that relevance of course content and diminishing financial support, despite receiving grants, may have caused the slight drop in student mobility figures/participation this year.

Copenhagen asked whether each partner should try to set a benchmark or goal for student mobility, e.g. should each try to achieve a balance of incoming and outgoing students. The committee agreed to the following:

- To explore offering up to three places to each institution, including its own students, per course
- To explore sending two to three students to each course
- Nominate up to two backup students, to take up places that may not have been taken up by other institutions

The committee agreed that if the course capacity was raised to about 30 students (from the suggested 10 - 25), it would still be a manageable course size and course quality would not be compromised.

Questionnaire Analysis

7. Prof Khatharya UM (Berkeley) and Dr XIA Hongwei (Beida) took the committee through a longitudinal analysis on the feedback received from GSP course participants from 2009 to 2011. The following key observations were made.

Course Quality and Experience

- Positive experience about GSP: 94.5% to 95%
- Rigor of courses: 81.3% to 88.3%
- Work with outstanding peers: 91.2% to 93.9%
- Work with outstanding professors: 79.1% to 80.6%
- Tackle major challenges of the 21st century: 80.2% to 82.9%

Unique Character of the GSP

A significant improvement in its ability to distinguish itself as a unique summer program that is different from other summer program offerings: 60.5% to 82.8%.

Improvements Needed

The feedback indicated three areas that need further improvement (under 75%)

- Pre-departure course information: 59.3% to 64.4%
- Usefulness of information on IARU website: 65.9%-74.8%
- Awareness about IARU before the GSP: 17.6% to 37.6%

Analysis of the 2011 feedback (using SPSS) provided the following insights:

- Course content on global issues or culture scored better overall
- Students from ANU, NUS and Cambridge indicated the strongest awareness for IARU
- Students from courses with high interaction and participatory-styled teaching have higher numbers of students signing up in the GSP Facebook page
- While it remains a critical factor, cost is becoming less of a consideration for students, as some partners have been actively sourcing sponsorship and providing support for incoming/outgoing students.

The meeting commented that this information would be useful for their internal analysis.

8. The meeting proposed surveying or inviting feedback from other channels, including:
 - Students who did not choose to apply for GSP to seek areas of improvement and if there were any curriculum gaps
 - Administrators, on how to improve logistics

It was also suggested that we should further review the survey portion on course content and rigor as it is currently rather vague.

Analyzing GSP2011 & Future Directions of GSP

9. Prof William Whobrey (Yale) shared with the committee that the GSP started out as an endeavor that few thought would take off and yet this year marked the completion of its fourth successful season. GSP remains an effective combination of top down vision from Presidents and bottom up individual efforts by all ten partners determined to develop a slew of summer programs along broadly uniformed outlines on course design and conditions.

The committee agreed that it was important to not lose sight of what was working well for the program and to keep working at it, and at the same time, there was a need to start thinking about the future of GSP to ensure that it continues to grow while remaining relevant and of high quality.

10. Defining the GSP brand /what GSP stands for:

The Working Committee acknowledged that the strong interaction that students get from their peers across the ten member universities is a key characteristic of the program and continues to be a draw factor.

The term “boutique program” conveys exclusivity and elitism, and should be avoided. Rather, the GSP is “unique, special and distinctive” and these were the qualities to be conveyed.

The key principles – academically rigorous; highly interdisciplinary courses; addressing global challenges; commitment to excellence and raising awareness about the complexity of the world, remain relevant and should be retained, and built upon.

GSP has succeeded as a program because every member was engaged and committed to creating a unique learning experience. The rigor of the selection process by each partner institution should not be underestimated as many students value being selected/nominated.

11. IARUness:

GSP, as a distinct summer program, run by ten leading research-intensive universities is a natural attraction and can generate good level of applications if the program was well publicised.

The committee debated the need for students to have greater awareness of IARU. After some discussion, it was agreed that it was desirable but not necessary. The post-course survey confirmed that most students did not know about IARU before attending the GSP and it did not prevent them from benefitting from the course. It was agreed that it was more important for faculty and staff to get to know IARU and how to leverage on the Alliance.

12. Improving Publicity for GSP:

All partners agreed that there was a need to strengthen the publicity of GSP courses. The following were some suggestions to improve publicity:

- Word-of-mouth is a very effective form of publicity (e.g. leverage on past participants, inviting them to future recruitment sessions)
- Consider post-documentation of students' experiences. It can be by way of blog posts (Berkeley does this well), electronic journals, or interview videos (Yale has done this).
- To consider creating an e-newsletter for recruitment and creating awareness about the GSP
- Target publicity at students' "interest groups" or the corresponding faculty/departments in addition to general publicity

Partners said that the posters and t-shirts were well received and they would continue to use them. The Secretariat agreed to prepare an updated poster for GSP2012. The brochure will no longer be produced, as many did not find it useful.

13. Improving course administration

The committee acknowledged the feedback received and agreed that more work needs to be done in this area to bring about the required improvements. All partners agreed to work on a FAQ and this will be made available on the GSP website.

The committee agreed that it was the responsibility of the receiving university to ensure that all course participants are properly briefed prior to their departure for the course.

On visa application, it was emphasized that students have to read all the requirements clearly. Pre-course interactions may help clarify administrative related queries and issues, as well as serve as an icebreaker even before the course begins. Participants can interact via Facebook pages created by Secretariat or course conveners or Skype.

14. Course duration:

Students requested a longer duration for GSP courses. However, in places such as Copenhagen, Berkeley, Beida and Todai, it does not correspond with their vacation timetable. Partners will encourage their faculty to extend the duration of the GSP courses where possible.

Yale has a requirement for the courses to run for a minimum of four weeks to be able to grant credits and receive financial aid. Yale would discuss this with institutions with short duration courses to see if two or three of its courses can be presented in one transcript to qualify as a single course.

Yale is proposing building in research duration as an add-on/ enhancement to the GSP as students are already there – it is one way to break beyond classroom style teaching and discussions, and in-line with a research-intensive university. Berkeley is doing the same with its field engagement, i.e. Peacekeeping field study in Costa Rica.

15. Course design and themes:

Beida and Berkeley proposed that members should carefully review the list of offerings, in particular courses that have overlapping themes. Yale suggested internally examining trends of students going abroad, and sharing them with GSP coordinators for future course development.

In the development of new courses, partners suggested inviting faculty members from a partner university to give inputs on newly developed courses. GSP coordinators may be approached for introductions to a specific faculty member or department.

When approaching faculty to design/conduct GSP courses, ETH Zurich shared that it was helpful to share with them the GSP principles to give them a sense of GSP's aims and requirements. Partners establishing new courses were encouraged to do the same.

16. GSP Funding/Sponsorship

The Secretariat informed the meeting that grants from the central funds to support the GSP, approved by IARU presidents over the last two years, were not sustainable, and alternative funding should be sought. Oxford and Yale shared that Banco Santander was providing US\$10,000 and US\$55,000 respectively for in-coming GSP participants. NUS and PKU shared that they were receiving Santander funds for other education related initiatives.

The meeting agreed to a two-prong approach to secure external funding: 1) Centrally by the Secretariat and 2) locally by partner institutions. Partners who would be making a local approach may consult Oxford, Yale, NUS or PKU for advice on what has worked in securing local funding.

Other possible sources of funding suggested were with the Rockefeller Foundation and respective National Institutes for Research or Education.

Post meeting note: Students from Todai, Yale and Berkeley are also supported by Friends of Todai, a New York based institution. Eight grants worth US\$3,000 were provided in 2011. 2012 sponsorship details are yet to be confirmed.

Berkeley suggested securing funding of at least US\$2,000 per student, providing for both incoming and outgoing students. It was suggested that such funds should be channeled to less popular or newer courses to encourage greater participation.

17. Tuition Fees

The committee revisited the principle which stipulates that “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”. Cambridge and Oxford have offered to look into the possibility

of providing incoming aid, as they are unable to waive tuition fees. Other partners charging full or partial tuition fees were encouraged to look into this possibility as well.

18. Future of GSP

In addition to the four key areas discussed, i.e. awareness, logistics, content and funding, partners shared the following suggestions to strengthen the GSP brand and its offerings:

- More faculty exchange to conduct GSP courses. For example, Cynthia Chou (KU) co-taught for NUS' 'Southeast Asia in Context' course.
- Yale extended an invitation for partners to send faculty applications to co-teach summer courses.
- NUS added that a GSP course, or collaboration may happen with the movement of faculty members from PKU, Yale and Berkeley on its CREATE Campus (Campus for Research Excellence and Technological Enterprise)
- Berkeley might be able to offer a Visiting Professor scholarship to partners who were sending a large number of students to its summer program
- ETH Zurich will be conducting a course on food security, including building an iPhone app that can inform the user about its origins and other interesting details. Interested partner faculties are invited to co-teach this program.
- Copenhagen and Beida were embarking on the possibility of running a collaborative GSP course on ageing, involving either faculty exchange with the possibility of hosting this on alternative years.
- Organizing a large scale, thematic course for GSP done on rotation in our campuses
- Online component or module, similar to the program run between Yale, Harvard and NUS
- In the longer term – explore the possibility of a “collaboration of summer activities” ranging from GSP, internships, research, summer lab fellows, etc.

An area IARU wishes to progress is the Global Internship Program. Although the GSP Working Committee had decided (in 2010) that it was not able to manage internships, they were prepared to consider offering opportunities under the IARU banner for the 2012 summer. Beida supported the idea, adding that if students combine their GSP experience with internships, it would be much more meaningful.

Yale suggested creating greater synergies with the Sustainability Student Fellows or Sustainability Officers. While the groups were different, there might be value in creating linkages to see how they might work together.

Beida highlighted that its Sustainability Intern volunteered to assist with students attending its GSP courses. This enabled better interaction, and indirectly spreading IARUness to other participants.

Post GSP Course Alumni Survey

19. The majority of the meeting supported the proposal to run a post-course survey with alumni participants from the 2008, 2009 and 2010 GSP. The purpose of this survey is to obtain a better sense of the impact of GSP especially after participants have graduated from university. The survey results may also be used for approaching potential sponsors, and for reporting to Presidents and Senior Officers.
20. In constructing the survey questions, it should be recognized that a three or four-week program was unlikely to be a life changing experience. Possible questions may include:
 - Where are they working now? (i.e. in graduate studies, global careers)

- Are they making use of the GSP/IARU network?
- If they have done more than one GSP course / IARU internship

It was acknowledged that contacting past participants would be a challenge. The Secretariat does not have a complete record of all past GSP course participants (several partner universities' policies do not allow for the release of such information) and most emails were institutional emails and most of these were likely to be inactive accounts. Home institutions offered to contact past participants with the Secretariat providing the survey link. It was also suggested that Facebook be used as a channel to reach out to past GSP participants.

The Secretariat will work with Dr Jane Edwards (Yale) to refine the survey questions, and work out the logistics for the survey including the timeframe for conducting the survey.

New Courses / Initiatives

21. Global Flows

Berkeley (lead), NUS and Oxford shared their initial ideas on a proposal entitled "Global flows"- a multi-level collaboration on topics related to migration bringing together many related centers as well as rich sources of data from these three partner institutions. There was strong potential for this initiative to be developed into a sophisticated GSP module, as well as a platform for graduate and undergraduate mentorship or research.

The meeting gave their support for this proposal. Prof Khatharya Um (Berkeley) invited others to join this collaboration if there was interest. Berkeley, NUS and Oxford would work together to further develop this proposal and obtain the support of IARU Senior Officers at the October 2011 meeting in Canberra.

22. New courses for GSP 2012

The meeting discussed ideas for new courses and confirmed the courses that would be offered for the 2012 GSP. All partners were requested to submit basic course details to the Secretariat by 3 October 2011. These would be compiled and tabled to the 2011 Senior Officers' Meeting for information. It would also be circulated to all GSP coordinators for internal review.

Coordination Matters

23. The single point of contact adopted by ANU, Todai, Yale and Beida has worked well for students participating in the GSP as well as fellow GSP Coordinators. Confusion is minimized when there is one person who acts as the liaison point between internal areas of the university, such as housing, enrolments, finance offices, etc, and the students/counterparts from partner institutions. Although desirable, this arrangement is not possible with the decentralized organizational structures of several partners.

The meeting agreed that partners without a single point of contact should 1) minimize the contact points as far as possible, and 2) indicate the contact points clearly and early to all incoming students and other GSP coordinators. ANU requested that, where possible, the multiple contacts share a single

email address (e.g. iarugsp@anu.edu.au) and have the main point of contact in the copy of all key emails to students.

The meeting also discussed the usefulness of including a flowchart on each partner's course website, providing information on 1) step-by-step processes for pre-departure and upon arrival, and 2) contact persons. These could also be included as part of the welcome handbook. All coordinators also agreed to simplify housing and visa matters.

The Secretariat would distribute three forms to all GSP Co-ordinators for their follow up after the meeting.

Part I (by 3 October) – a listing of courses offered for the 2012 GSP;

Part II (by 19 December) – all course information for uploading on the IARU website and contact information; and

Part III (by 2 March) – payment details and schedules.

Partners requested including minimum attendance requirement, cancellation policy and style of teaching as part of the course information. The meeting agreed that only pre-application information will be published on the IARU website. Acceptance and pre-departure information would be published on the respective course website, course handbook or through direct email communications.

Proposed Timeline for GSP

24. The meeting discussed and agreed to the timeline to prepare for the 2012 GSP.

Review of GSP Working Committee Meeting

25. The committee discussed the requirement to meet annually in September and re-affirmed that it was important to do so. On the policy of holding the GSP Meeting back to back with EAIE, it was decided that an alternating year approach would be adopted, i.e. the meeting will alternate between European/EAIE venues, and non-European venues. This would give non-European partners the opportunity to host the GSP Meeting on their home campus.
26. The meeting agreed that the 2012 GSP Working Committee Meeting would be held at Peking University on 24 – 25 September.

Central e-Application System

27. As a follow up to the proposal at the 2010 GSP Working Committee Meeting to set up an e-application system, the Secretariat updated the committee that it would cost about US\$40,000 and six months to develop such a system. The system had to be fairly sophisticated to meet the various unique requirements of all partners including direct access, and flexibility to choose different formats (e.g. Excel, Word) when churning out application information.

In view of the significant resources required to develop such a system, the committee agreed to stay with the current manual application system, as the application numbers were not large. It was agreed that if the GSP grew and application numbers increased significantly, the need for such a system would have to be revisited. In the meantime, ANU and NUS shared that they would be using their

own e-application systems, and would be re-directing interested students from IARU's "How to Apply" webpage via weblink to their respective e-application sites.

IARU Website Revamp

28. The Secretariat updated the meeting that the revamped website was launched on 4 April 2011. The revamp had two key objectives; 1) to make the website more user-friendly and 2) to reorganize the content into the four agreed categories (Global Education Initiatives, Joint Working, Grand Challenge and Research).

The revamped website has been designed to allow GSP coordinators to self-edit their own course pages, after the Secretariat has uploaded the initial writeup. An automatic email would be sent to the Secretariat whenever an edit was made and the Secretariat would inform all partners if there were important changes made to a course profile.

To familiarize coordinators, a virtual demonstration on how to edit GSP pages would be conducted before information "goes live" on 9 January 2012. Coordinators may also refer to the manual or approach the Secretariat for assistance.

Any Other Business

29. Cambridge shared that the IARU Alumni Directors have collaborated to produce the first "Alumni GSP". Madingley Hall, Cambridge will organize "Treasure Houses and Power Houses: the University's Museums and their Role in the Future" on 12 – 18 August 2012. The alumni GSP will be hosted on rotation on various IARU campuses.

More information will be circulated to GSP coordinators. 45 – 50 places will be made available for this Alumni GSP.

Conclusion

30. The Chair thanked all GSP Coordinators and their colleagues for another successful GSP season. As a wrap up to the meeting, he summarized the key decisions made:
- The GSP program was developing well, and the Working Committee agreed, after much discussion, that the best approach, for now, was to let it grow and evolve incrementally
 - In the area of funding, it was agreed that a two-prong approach would be taken to seek external funding
 - The Secretariat would approach Banco Santander to seek funding for the IARU GSP; and
 - Individual partners will approach the local branch of Santander for support
 - The GSP Working Committee will continue to meet annually with the timing and venue for this meeting tied to EAIE on an alternating year basis. The 2012 GSP Working Committee Meeting will be held at and hosted by Peking University on 24- 25 September.
31. In closing, the Chair thanked the University of Copenhagen for hosting the 2011 IARU GSP Working Committee Meeting, specifically Dr John E Andersen and his team for the warm hospitality and the excellent meeting arrangements and support. He also thanked all GSP Coordinators and their colleagues for their participation and contributions at this meeting, and wished everyone a safe journey home.

GSP Aims, Description & Principles

IARU Global Summer Program Aims

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

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.

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, 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

Drafted 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 program.
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.