



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

**IARU Global Summer Program
Working Committee Meeting 2013**

ETH Zurich, 9 – 10 September 2013

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IARU GSP Working Committee Meeting Agenda

ETH Zurich, 9 – 10 September 2013
Pallmann Zimmer, HG E 42

Sunday, 8 September

- 18:00 *Welcome Dinner*
Gather at the Hotel Lobby
Leisurely walk to the Restaurant
- 18:30 *Welcome Dinner at Restaurant zum Grünen Glas*

Monday, 9 September

- 08:30 *Pick up from hotel, funicular ride to ETH Main Building*
Coffee and tea will be available on arrival
- 09:00 **Session 1: GSP 2013**
1.1 Welcome (Jürg Brunnschweiler, Director Global Institutional Affairs, ETH Zurich)
1.2 GSP 2013 course review (each institution, 5 minutes each)
1.3 GSP 2013 review (IARU Secretariat)
1.4 2013 post-course survey analysis (Romana Rutz, IARU Secretariat)
- 10:30 *Refreshment break*
- 10:50 **Session 2: Course Administration and Logistics**
2.1 Discussion of key issues
Each partner is invited to identify key issues in advance.
 - Nomination process / cancellation policy
 - Cost
 - Publicity
 - GSP Facebook page
 - Certificates
 - Student logistics (pre-departure information, insurance, handling of GSP courses held in a 3rd party country)**2.2 Administrative Matters**
 - GSP T-Shirts
 - Timeline for GSP 2014
 - Outlook of GSP 2014 courses
 - Student survey
- 12:30 *Lunch*

- 14:00 **Session 2 continued**
2.3 Santander funding and scholarship arrangements
2.4 GSP Alumni
- Network update
 - GSP Alumni Survey 2014 (batches 2011 – 2013)
- 15:30 *Refreshment break*
- 15:45 **Session 3: GSP Further Directions**
3.1 GSP collaborative courses and a GSP hub?
- Discussion of the hub idea to increase joint courses and other forms of collaborations and links with other IARU activities (Sustainability, Aging, Longevity and Health etc.)
 - Cross teaching, shared resources, virtual classrooms etc.
- 3.2 Synergies with other IARU Global Education Initiatives activities**
- Global Internship Program
 - Graduate Student Conference
 - Global Cross-Disciplinary Tournament
 - IARU Sports Event
- 17:00 *End of meeting day 1*
17:30 *Meet in hotel lobby of “Hotel du Théâtre” for a guided city walking tour*
19:00 *Dinner at Restaurant La Salle (Schiffbaustrasse 4, 8005 Zurich, Tram #4, Stop “Schiffbau”)*

Tuesday, 10 September

- 08:30 *Pick up from hotel, funicular ride to ETH Main Building*
Coffee and tea will be available on arrival
- 08:45 **Session 4: Course Quality & Academic Rigor**
4.1 Review/revisit discussion on course design and quality
GSP best practices sharing
- Course design vs. GSP Principles: diversity of approaches
 - GSP course topics, coherence of GSP course portfolio
 - GSP quality standards
- 10:00 *Refreshment break*
- 10:30 **Session 5: Wrap-up**
by Secretariat
5.1 Wrap-up, summary of reporting to Senior Officers, any other outstanding matters
5.2 Next meeting?
- 12:00 *End of meeting, lunch (Dozentenfoyer)*

Participants

Australian National University

Ms. Janelle ENTWISTLE – *Associate Director, International Strategy, Alliances and Partnerships*
Ms. Margaret CARLIN – *Manager, International Strategy, Alliances and Partnerships*

ETH Zurich

Dr. Angelika WITTEK – *Head of Student Exchange Office*
Ms. Myriam KELLER – *GSP Coordinator / Student Exchange Coordinator, Student Exchange Office*
Ms. Catherine LIPPUNER – *Summer School organizer, ETH Sustainability*

National University of Singapore

Prof. Anne PAKIR – *Director, International Relations Office*
Prof. Paulin STRAUGHAN – *Vice-Dean, Faculty of Arts & Social Sciences*
Ms. Rafidah MASOD – *Assistant Manager, International Relations Office*

Peking University

Dr. XIA Hongwei – *Director, Office of International Relations*

University of California, Berkeley

Prof. Khatharya UM – *Professor and Faculty Academic Director, Berkeley Study Abroad*
Mr. Richard Russo – *Dean, Summer Sessions, Study Abroad, & Lifelong Learning*

University of Cambridge

Ms. Sarah ORMROD – *Director of International Programmes, Institute of Continuing Education*

University of Copenhagen

Ms. Anne BRUUN – *GSP Coordinator, The International Office*

University of Oxford

Ms. Liza DENNY – *Assistant Director, International Programmes, Continuing Education*

The University of Tokyo

Mr. Takeshi SEKIGUCHI – *Assistant Manager, Int. Exchange Group, Int. Affairs Department*
Ms. Tomoko TANAKA – *Administrative Staff, Int. Exchange Group, Int. Affairs Department*

Yale University

Dr. William WHOBREY – *Dean, Yale Summer Session, Yale College*
Dr. Jane EDWARDS – *Dean of International and Professional Experience, Yale College*

IARU Secretariat

Mr. Anders HAGSTRÖM – *IARU Secretariat*
Ms. Romana RUTZ – *IARU Secretariat*

Host

Dr. Jürg Brunnschweiler – *Director Global Institutional Affairs, ETH Global, ETH Zurich*
Ms. Lucia Arpagaus – *Administration, ETH Global, ETH Zurich*

Australian National University

ANU 1: Long-Term Biodiversity and Climate Change in Asia-Pacific

Course-Related Findings

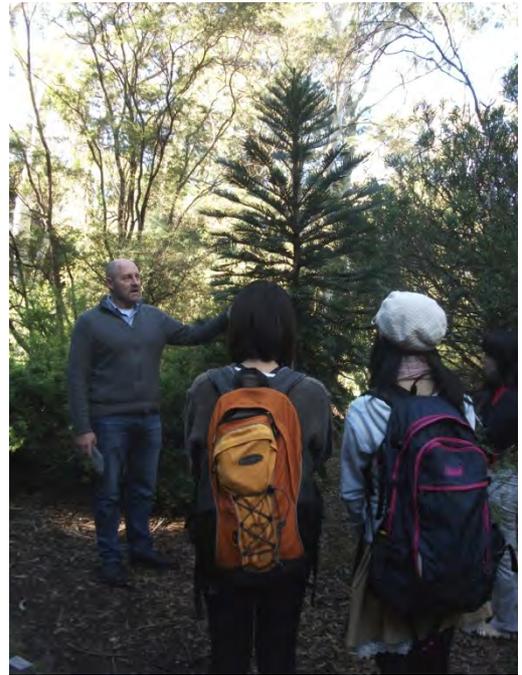
Brief description	The key aim of this course is to provide participants with an understanding of how to reconstruct past environments, and the implications this information might have for the conservation and survival of life on earth.												
Dates	24 June 2013 – 12 July 2013												
Academic coordinator(s)	Professor Simon Haberle												
Tuition fee (<i>in USD</i>)	ANU home domestic costs; international students tuition waived												
Accommodation (<i>short description and participants' costs in USD</i>)	<ul style="list-style-type: none"> ▪ Bruce Hall, an on-campus residence ▪ A communal lodge in the Rainforest ▪ Youth Hostel in Cairns 												
Field trip (<i>short description and participants' costs in USD</i>)	<p>29 June: Fly from Canberra to Cairns and drive by minibus to Lake Eacham Rainforest Lodge.</p> <p>30 June – 2 July: Explore the diverse environments of the Atherton Tablelands along a transect from humid rainforest through to dry savannas, visiting iconic paleo-environmental sites along the way.</p> <p>3 July: Conduct field work in a swampland adjacent to rainforest reserve as part of an ongoing restoration ecology project in collaboration with CSIRO.</p> <p>4 – 5 July: Visit the Canopy Crane research facility in the heart of the Daintree Rainforest and see mangrove swamps near Cairns.</p> <p>6 July: Visit to the Great Barrier Reef environments near Cairns with local marine scientists.</p> <p>7 July: Return to Canberra.</p> <p>USD 1,233 for international students; covers accommodation and field trip costs</p> <p>USD 500 for ANU students. Field trip costs were subsidized by ANU.</p>												
Number of student participants	<table> <tr> <td>ANU: 4</td> <td>COP: 2</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 2</td> </tr> <tr> <td>NUS: 2</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 0</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 13</td> </tr> </table>	ANU: 4	COP: 2	ETH: 0	OXF: 2	NUS: 2	TOK: 2	PKU: 0	YAL: 0	UCB: 0	Others: 0	CAM: 1	Total: 13
ANU: 4	COP: 2												
ETH: 0	OXF: 2												
NUS: 2	TOK: 2												
PKU: 0	YAL: 0												
UCB: 0	Others: 0												
CAM: 1	Total: 13												
Faculty involvement from other institutions	University of Oxford – Dr Alastair Seddon												
Initiation year	2012												

Key Success Factors of the Course

Outstanding coordination by the department – they have run the course before and the logistical elements came together quite easily. The conveners aim to “perfect” the course building on successes and learning from challenges in the years prior. The field trip is a defining moment for the students and they felt they had access well beyond what is possible as a tourist to Australia.

Faced Difficulties / Challenges

We would like to have more applications from international institutions giving us more option for selection of students. The calibre was quite good/high but if there were more promotion of GSP at home universities we feel that more students would consider this once in a lifetime opportunity.



ANU 2: Indigenous Peoples and Development

Course-Related Findings

Brief description	<p>This course engages with three big ideas or questions:</p> <ul style="list-style-type: none"> ▪ Who are Indigenous people or peoples? ▪ What does and can development mean in relation to them? ▪ What sorts of policies do, or could, governments pursue in relation to Indigenous people or peoples? 												
Dates	8 July 2013 – 27 July 2013												
Academic coordinator(s)	Professor Matthew Gray												
Tuition fee (<i>in USD</i>)	ANU home domestic costs; international students tuition waived												
Accommodation (<i>short description and participants' costs in USD</i>)	<ul style="list-style-type: none"> ▪ Bruce Hall, an on-campus residence ▪ Bunkhouse style cottages with shared bathrooms at the Kioloa Field Campus ▪ University House – hotel-style accommodation, Canberra ▪ Camp School dormitory with shared bathrooms in Broome, Western Australia 												
Field trip (<i>short description and participants' costs in USD</i>)	<p>21 – 26 July hosted by the Yawuru Native Title holders of Broome in the north-west of Western Australia.</p> <p>Cable Beach:</p> <ul style="list-style-type: none"> ▪ Barbeque with Indigenous community leader family and with HDR students doing research in the Community ▪ Welcome to Country at Yawuru Nyama Burra (community center) ▪ Visit Yawuru Sacred sites along coast/in Broome ▪ Visit to Beagle Bay – Native Title, mission history (stolen generation), visit to Clinic and Rangers, pearl church ▪ Visit to Lombadine – Dampier Community – NGOs changes to government structuring of services ▪ Gubinge Farm visit ▪ Gularri Radio ▪ Aboriginal Publishing and Bookshop ▪ Community Cultural and Land Management Presentation <p>USD 1,342 tuition waived for international students; covers accommodation and field trip costs – USD 500 for ANU students. Field trip costs were subsidized by ANU.</p>												
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td>ANU: 4</td> <td>COP: 3</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 0</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 1</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 11</td> </tr> </table>	ANU: 4	COP: 3	ETH: 0	OXF: 0	NUS: 1	TOK: 0	PKU: 1	YAL: 1	UCB: 1	Others: 0	CAM: 0	Total: 11
ANU: 4	COP: 3												
ETH: 0	OXF: 0												
NUS: 1	TOK: 0												
PKU: 1	YAL: 1												
UCB: 1	Others: 0												
CAM: 0	Total: 11												
Faculty involvement from other institutions	Not from IARU. However, Professor Patrick Dodson who serves on the expert panel to the Prime Minister on Indigenous affairs welcomed the students to country.												
Initiation year	2013												

Key Success Factors of the Course

Exemplary first run of a course. Luminary academics, community leaders were eager participants; anthropological research guided field work was a highlight for students wishing to get a glimpse into the world of research.

Faced Difficulties / Challenges

We would like to have more applications from international institutions giving us more option for selection of students. The calibre was quite good/high but if there were more promotion of GSP at home universities we feel that more students would consider this once in a lifetime opportunity.



General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

- **Website:** GSP information was listed on the International Strategy, Alliances and Partnerships website.
- **Information Sessions:** Information sessions were held in November 2012 and February 2013 (noting that students are on summer holidays during December and January) to provide information about the GSP and answer specific queries. These were advertised on the Student Administration website, on flyers put up around the campus and on the ANU Billboard (Events page).
- **Information Packages:** Information regarding the GSP was distributed within the seven academic Colleges by the Marketing Managers.
- **Word of Mouth:** Many students, particularly those who live on campus, had heard of the GSP from students who had attended in previous years. They were then able to attend an information session or contact the GSP Coordinator directly to obtain detailed information.

The information sessions proved very popular with students and were invaluable as a means of providing a lot of information to many students in a short period of time.

All publicity measures included the International Strategy, Alliances and Partnerships web address which was invaluable in providing information typically asked by ANU students, as well as the e-mail address of the GSP Coordinator, who was able to answer all specific questions. This ensured a full coverage of all student enquiries and concerns.

Were you satisfied with the quality and quantity of incoming applications?

We certainly welcome having more applicants enabling us greater choice. One student did nearly fail the Long Term Biodiversity and Climate Change course, as she did not appear to take it seriously, which was a real disappointment. This has occurred previously where students have considered the GSP “just another summer program”.

What do you think were the reasons for student withdrawals (if you had any)?

We had two incoming students withdraw following offer – one due to cost of getting to Australia and one who had received a paid internship for the summer so income was the priority.

No outgoing students withdrew after nomination or acceptance of their offer.

Did you face any students' logistics issues?

Incoming

No. Students received ample information and were provided responsive communication which enabled students to manage themselves quite nicely. They also created their own Facebook page well in advance of the course allowing students to answer one another's questions.

Outgoing

Late notice of offers from host universities caused some concern for students as this delayed the payment of their ANU financial contribution and their ability to book flights. Fees which had not been previously advised caused confusion for some students as well as being an additional cost that students had not budgeted for.

What were your experiences with the centrally coordinated student survey?

From an ANU perspective the centrally coordinated survey was well facilitated and easy to use.

In your opinion, what are the weaknesses of GSP in general?

From the limited number of international students attending the ANU GSP courses, it appeared that some institutions were not as forward in the promotion of the program as others, and this may have impacted on the number of students who heard about, and applied for, the ANU courses.

It was mentioned that not all courses were attended by students from a wide variety of IARU institutions. Some ANU students mentioned that they did not experience the global experience they had been expecting, as there were not students from a variety of cultures to provide their perspective on issues raised in the courses.

Several ANU students have expressed a view that the GSP courses offered by various institutions vary in quality, leading some students to have an academically disappointing experience while on their course. This then impacts on a student's perspective of the institution as a whole.

ETH Zurich

ETH1: Future Cities – Networks and Grammars

Course-Related Findings

<p>Brief description</p>	<p>The Global South will be the locus of urban growth in the 21st century. It has to navigate a new path to build new economically productive, energetically efficient and environmentally healthy cities and urban agglomerations for their growing populations. A new path is needed as the existing models, grammars and visions of the Global North were developed and tested over long time periods for other population densities, other growth speeds and other climates.</p> <p>What is currently missing are not insights into the design of individual buildings, but grammars to build and design cities and urban areas incrementally. These urban grammars for both the urban structure as well as the networks are at the center of this summer school. The students will develop and experiment with their newly developed rules for the master planning of a new town of 100,000 residents, including the physical design, its impact on the daily life of the inhabitants, its energy balance and economy.</p> <p>Singapore is the ideal backdrop for such a design studio, as it has been built with a very strong urban grammar of its own and as it has extensive experience of providing housing to its fast growing population. Still, it is not clear, if its example can simply be exported, if it does not need rethinking for other places and different socio-economic conditions in the Global South.</p> <p>The students' task is to develop a design grammar for the new town, i.e. a system of buildings, ratios of uses, rules for network design (junction types, grid dimensions, type of network, etc.). Further, they will be asked to assess the city qualitatively in all three dimensions of sustainability using the available evidence in the literature. Tools will be introduced to generate the new town virtually to obtain a large-scale impression of the impact of the rules.</p> <p>The participants will receive inputs via lectures and workshops in all relevant fields by both local and international experts and also work individually in smaller groups on specific case studies (urban design and network design). The program will be accompanied by excursions and site visits.</p>
<p>Dates</p>	<p>24 June 2013 – 12 July 2013</p>
<p>Academic coordinator(s)</p>	<p>Professor Kay Axhausen / Professor Stephen Cairns</p>
<p>Tuition fee (<i>in USD</i>)</p>	<p>USD 540</p>
<p>Accommodation (<i>short description and participants' costs in USD</i>)</p>	<p>USD 540 Students could choose between staying in a single room at Tembusu College on the NUS Campus (next to the CREATE Tower where the</p>

	courses took place) or in a shared room in a hostel in downtown Singapore. Or find their own accommodation.												
Field trip <i>(short description and participants' costs in USD)</i>	The field trips were part of the tuition fee: <ul style="list-style-type: none"> ▪ Urbanistic City Tour ▪ Transportation Tour ▪ Visit to Ground up Initiative ▪ Reception at the Swiss Club ▪ Bukit Brown Tour 												
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td>ANU: 2</td> <td>COP: 1</td> </tr> <tr> <td>ETH: 14</td> <td>OXF: 1</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 0</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 2</td> <td>Others: 8</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 29</td> </tr> </table>	ANU: 2	COP: 1	ETH: 14	OXF: 1	NUS: 1	TOK: 0	PKU: 0	YAL: 0	UCB: 2	Others: 8	CAM: 0	Total: 29
ANU: 2	COP: 1												
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NUS: 1	TOK: 0												
PKU: 0	YAL: 0												
UCB: 2	Others: 8												
CAM: 0	Total: 29												
Faculty involvement from other institutions	<ul style="list-style-type: none"> ▪ Stephen Marshall, <i>Bartlett School of Planning, London, United Kingdom</i> ▪ Vincent Chua, <i>Affiliated Faculty NUS, Singapore</i> ▪ David M. Levinson, <i>Director of the NEXUS Research Group, University of Minnesota, United States</i> ▪ Waikeen Ng, <i>Professor of Architecture, School of Design and Environment, NUS, Singapore</i> ▪ Gopinath Menon, <i>Adjunct Professor at the School of Civil and Environmental Engineering, NTU, Singapore</i> ▪ Andres Sevstuk, <i>Professor in Architecture and Sustainable Design at SUTD, Singapore</i> 												
Initiation year	ETH Sustainability Summer Schools are carried out since 2010												

Key Success Factors of the Course

- Interdisciplinary and international students
- Mix of Bachelor, Masters and PhD students
- Format: 1 week of lectures, 2 weeks of case studies
- Interdisciplinary and international faculty / experts
- Outcome oriented case studies

Faced Difficulties / Challenges

- 3 weeks are short to produce outcome
- Integration of all the different skills and expertise from students into the case studies

General GSP Findings at Your University

Were you satisfied with the quality and quantity of incoming applications?

Yes.

What do you think were the reasons for student withdrawals (if you had any)?

- Exams
- Other options

Did you face any students' logistics issues?

No.

In your opinion, what are the weaknesses of GSP in general?

We also allow students from non-IARU universities and find the international mix of students from all different corners of the world enriching.



National University of Singapore

NUS 1: Southeast Asia in Context

Course-Related Findings

Brief description	Southeast Asia in Context is a five-week thematically based exploration of Southeast Asia's geographical and cultural diversity, which takes advantage of Singapore's position and character as a microcosm of this diversity. Blending classroom instruction in NUS' new University Town (UTown) campus with hands-on fieldwork in Singapore, Cambodia and Thailand, SEA in Context offers modules on Southeast Asia with anthropological, historical and archaeological concentrations.												
Dates	17 June 2013 – 20 July 2013												
Academic coordinator(s)	Dr. Julius Bautista												
Tuition fee (in USD)	USD 4,080 (SGD 5,180) for 2 compulsory modules												
Accommodation (short description and participants' costs in USD)	Students were assigned to 6-bedroom apartments in the residential colleges located at NUS University Town which are also within walking distance to classes. Each apartment has toilets and common living areas shared by apartment residents. Accommodations cost about USD 570 (SGD720) for 5 weeks of stay, and include weekly house-keeping services for the common areas. Meal plans were not inclusive for the stay, but a wide range of food and beverage options were available within the UTown campus.												
Field trip (short description and participants' costs in USD)	The highlight of this course is the 10-day fieldtrip to Cambodia and Thailand where students were exposed to local cultures and engaged in on-site lectures by both the course instructors and local experts. Students visited historical sites, such as the Angkor Wat temples, museums, and attended lectures at partner universities in Thailand. The field trip costs about USD 1,575 (SGD 2,000) per person. Students from IARU universities were subsidized 50% by NUS.												
Number of student participants	<table> <tr> <td>ANU: 0</td> <td>COP: 9</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 2</td> <td>TOK: 0</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 4</td> </tr> <tr> <td>UCB: 0</td> <td>Others: 7</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 22</td> </tr> </table>	ANU: 0	COP: 9	ETH: 0	OXF: 0	NUS: 2	TOK: 0	PKU: 0	YAL: 4	UCB: 0	Others: 7	CAM: 0	Total: 22
ANU: 0	COP: 9												
ETH: 0	OXF: 0												
NUS: 2	TOK: 0												
PKU: 0	YAL: 4												
UCB: 0	Others: 7												
CAM: 0	Total: 22												
Faculty involvement from other institutions	Prof. Cynthia Chou from University of Copenhagen who taught <i>SE2280A: Southeast Asia's Cultural Mosaic</i>												
Initiation year	NUS started the summer program in 2006, and it evolved into the current IARU GSP model in 2009.												

Key Success Factors of the Course

- Southeast Asia in Context has been running since 2006, and became one of IARU GSP pioneer programs.
- The Southeast Asia Studies department offering the GSP is highly regarded in terms of faculty research and expertise in the region.
- The course has maintained strong collaborative links with established local scholars in Southeast Asian universities and research centers, including the Centre for Khmer Studies (Cambodia), Khon Khaen University (Thailand), Chulalongkorn University (Thailand) and Gadjah Mada University (Indonesia).

Faced Difficulties / Challenges

Drop in application/participation from IARU partners for the 2013 program.



NUS 2: Asia Now – Southeast Asian Cosmopolitan Urbanism: Architectural Heritage and Cultural Tourism in Singapore

Course-Related Findings

Brief description	<p>The module is designed as an introduction to Southeast Asian cosmopolitan urbanism. It is targeted at students with an interest in the region wishing to get hands-on, in-depth and on-site direct learning experience, especially in cultural heritage conservation and management.</p> <p>The course challenges students to investigate the complexity, nuances and contradictions of cosmopolitan urban heritage, both in its tangible and intangible dimensions, through lectures, field work, synchronic/diachronic mapping, critical analysis, interactive presentation, and collection of found objects. An intensive 9-day lecture/workshop and fieldwork program is followed by a week of presentation and discussions of findings, as preparations for a public exhibition at NUS Museum.</p>												
Dates	1 July 2013 – 19 July 2013												
Academic coordinator(s)	Assistant Professor Imran Bin Tajuddin												
Tuition fee (<i>in USD</i>)	Tuition fee is subsidized by NUS.												
Accommodation (<i>short description and participants' costs in USD</i>)	<p>Students were accommodated at the NUS Prince George's Park (PGP) Residences located in NUS Kent Ridge Campus.</p> <p>Each PGP Residences block is designed to optimize natural airflow with most rooms offering breathtaking sea view of Singapore's south-western coastline or the hilly Kent Ridge greenery. Comprising more than 2,800 rooms in 30 high-rise blocks, PGP Residences fosters small community living with just 15 single rooms on each floor.</p> <p>Each of the six Residences is served by common facilities such as air-conditioned lounges, TV rooms, music rooms, meeting rooms, reading rooms, seminar rooms, and project rooms providing ample study and meeting areas for group interaction. A laundry room with coin-operated washing machines and spin-dryers is located in each Residence.</p> <p>USD 16 per night</p>												
Field trip (<i>short description and participants' costs in USD</i>)	The fieldtrips are conducted in Singapore. Walking tours to various parts of the city are conducted to give a comprehensive in-depth understanding through hands-on and on-site direct learning experience, in the area of cultural heritage conservation and management of Southeast Asian cosmopolitan urbanism.												
Number of student participants	<table> <tr> <td>ANU: 1</td> <td>COP: 1</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 3</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 2</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 12</td> </tr> </table>	ANU: 1	COP: 1	ETH: 0	OXF: 0	NUS: 1	TOK: 2	PKU: 3	YAL: 0	UCB: 1	Others: 2	CAM: 1	Total: 12
ANU: 1	COP: 1												
ETH: 0	OXF: 0												
NUS: 1	TOK: 2												
PKU: 3	YAL: 0												
UCB: 1	Others: 2												
CAM: 1	Total: 12												

Faculty involvement from other institutions	No.
Initiation year	2011

Key Success Factors of the Course

- 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 location (Singapore) is also quite effective for the respective topics with enough issues for high level of critical thinking and debates.

Faced Difficulties / Challenges

There were no significant difficulties. The students were enthusiastic and diligent, and rose to the occasion.

Further Comments

IARU provides an excellent opportunity for cross-disciplinary and international interactions, which happens as much in the classroom as outside of it. In the case of this course these experiences ‘outside the classroom setting’ includes fieldwork. Students reported that their most memorable experiences were those that occurred during our fieldwork sessions.

General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

- Information session and talks by NUS International Relations Office
- Events, such as IRO roadshows and NUS International Exchange Day
- Electronic Direct Marketing via e-mails
- Social media sites, such as Facebook & Twitter
- Printed information booklet

Were you satisfied with the quality and quantity of incoming applications?

- Application numbers dropped significantly, as compared to 2012, which was rather disappointing.
- In terms of quality, students for both NUS1 and NUS2 were satisfactory. Students participating in NUS1 were very enthusiastic about the learning process and participated in the program with great attitude.

What do you think were the reasons for student withdrawals (if you had any)?

Program costs

Did you face any students' logistics issues?

No.

What were your experiences with the centrally coordinated student survey?

Students on NUS1 were not enthusiastic about completing the survey despite encouragement and reminders to do so. There was no real incentive for them to complete the survey, which typically resulted in low sample sizes.

In your opinion, what are the weaknesses of GSP in general?

The GSP is good in principle but unfortunately the differing vacation and exam time between the different participating universities prevented many students from attending.

Peking University

PKU 1: Population Ageing and Health

Course-Related Findings

Brief description	The demographic transition, which is characterized by declined fertility and mortality, leading to population aging, has changed the age structure of the population all over the world as well as the world itself. It seems that the world is changing and has to be changed correspondingly by the dramatic change of age structure of its population, especially from the perspective of health. The course will highlight the main characteristics of population aging and its impact on population health as well as methods of research.												
Dates	8 July 2013 – 2 August 2013												
Academic coordinator(s)	Professor Zheng Xiaoying												
Tuition fee (<i>in USD</i>)	1,470 (2 academic courses plus Chinese language in total)												
Accommodation (<i>short description and participants' costs in USD</i>)	16 per person per night, around 425 in total Two students in one room, with separate bedrooms and sharing the living room and bathroom.												
Field trip (<i>short description and participants' costs in USD</i>)	General visits to cultural attractions and companies, not related to the course itself. The cost is covered partly by the tuition fee and partly by the university.												
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>COP: 2</td> </tr> <tr> <td>ETH: 1</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 4</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 1</td> </tr> <tr> <td>UCB: 3</td> <td>Others: 26</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 40</td> </tr> </table>	ANU: 2	COP: 2	ETH: 1	OXF: 0	NUS: 1	TOK: 4	PKU: 0	YAL: 1	UCB: 3	Others: 26	CAM: 0	Total: 40
ANU: 2	COP: 2												
ETH: 1	OXF: 0												
NUS: 1	TOK: 4												
PKU: 0	YAL: 1												
UCB: 3	Others: 26												
CAM: 0	Total: 40												
Faculty involvement from other institutions	<p>Dr. Prashant Loyalka, Center Research Fellow, Freeman Spogli Institute for International Studies, Stanford University</p> <p>Professor Ji Jianjun, Department of Sociology, University of Wisconsin–Eau Claire</p> <p>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</p>												
Initiation year	2012												

Key Success Factors of the Course

- The lectures of the course are coming from different disciplines, such as economics, public health, sociology, geography, and medical science etc. The multidisciplinary teaching team provided the students a wide view of population and ageing. 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.
- The lectures encouraged students to raise questions in class and to give comments on the lecture.

Based on the experiences of the 2012 summer course, we added the presentation section in our course, which divided students into 6 groups and to give presentations on different topics of interest to them. It helped them to learn how to communicate with peers, how to figure out academic questions, and to present well in the class.

Faced Difficulties / Challenges

- It is a little difficult to integrate the content of lectures by different instructors.
- The course is rather academic. Some of the students lacked the prerequisite knowledge for the topic.
- Limited time for students to learn some insight topics
- Some non-demography major students lacked the opportunity for further studying

Further Comments

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. Due to the diversity of the students, the lecturers needed to make extra efforts to satisfy the students with different background and interests.



PKU 2: Communication, Culture, and Society: The Chinese Way

Course-Related Findings

Brief description	This course examines how heavily our communication habits are influenced by the culture that has shaped us as members of the Chinese society, and how our communication acts, both interpersonal and mediated, help us to maintain and transform the society in which we live. It will not, however, be a course focused exclusively on China, and our classroom discussions about communication, culture, and society will range much wider internationally, and take into account more comprehensive implications. We will use concrete examples, such as daily events, rather than only abstract theoretical propositions to illustrate our thoughts on how people communicate, and on the social and cultural consequences.
Dates	8 July 2013 – 2 August 2013
Academic coordinator(s)	Professor Gong Wenxiang
Tuition fee (<i>in USD</i>)	1,470 (2 academic courses plus Chinese language in total)
Accommodation (<i>short description and participants' costs in USD</i>)	16 per person per night, around 425 in total Two students in one room, with separate bedrooms and sharing the living room and bathroom.
Field trip (<i>short description and participants' costs in USD</i>)	General visits to cultural attractions and companies, not related to the course itself. The cost is covered partly by the tuition fee and partly by the university.
Number of student participants	ANU: 1 COP: 1 ETH: 0 OXF: 2 NUS: 1 TOK: 3 PKU: 0 YAL: 1 UCB: 2 Others: 16 CAM: 2 Total: 29
Faculty involvement from other institutions	No.
Initiation year	2012 (but selected as GSP course in 2013)

Key Success Factors of the Course

1. A good opportunity to exchange and test academic ideas, findings and theories in the field of cross-cultural communication. For instance, the Cultural Dimension Theory of Hofstede and its application in practice
2. Facilitating chances for discussions on topics relating to comparisons of not just academic perspectives in different educational systems, but also universally held values and those held by specific cultures

3. Updating information of new development in the field of studies, and learn from the responses of students from foreign countries
4. Encouraging students to guard against misleading information caused by cultural and political stereotypes, and providing them with opportunities “to see with their own eyes”, so as to promote deeper understanding between cultures, especially that between Chinese and other cultures.

Faced Difficulties / Challenges

1. A well-designed curriculum system would better represent the academic strengths of Peking University to suit the needs of the students from foreign countries.
2. To sponsor the publication of more books and teaching materials in English for international students.
3. A few students felt it difficult to understand English lectures and write English papers. An effective process is needed for selecting students with a command of English good enough for communicating in the multi-cultural environment.

Further Comments

Generally speaking, students from University of California campuses, Yale University, Oxford, Cambridge, and University of North Carolina are better informed, more active and better prepared for overseas studies.

The class is an interesting mixture of bright students from many cultures and social systems, and the instructor often felt amazed at the new perspectives of their arguments in the discussions.



General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

Website promotion and leaflet distribution during the Education Abroad Program exhibition hosted by Peking University each year. We think it is good to expand the influence of the program.

Were you satisfied with the quality and quantity of incoming applications?

Yes, the instructors speak highly of the students from IARU universities.

What do you think were the reasons for student withdrawals (if you had any)?

1. Each year there are different summer programs for the students. Some students applied for several programs at the same time and chose one to go after receiving the offers. Some programs had more attraction for some students than GSP.
2. Some students do not receive the quick response from the host university. They withdrew the original application due to the uncertainty and changed to a new program.
3. Some withdrew due to unexpected health or family reasons.

Did you face any students' logistics issues?

Not too much. Mainly on visa application and late on-site registration.

What were your experiences with the centrally coordinated student survey?

The students' complain are mainly on not getting enough academic references in advance. We think that the instructors were busy in the teaching and exams affairs during the term. We will try to ask the instructors to provide adequate information as early as possible next year.

Another focus is on the academic depth of the course while satisfying the diversity of the classmates. On one hand, we admit the quality of GSP students is generally better than other students in the class and maybe for them the course should be more profound; on the other hand, we need to consider the other students' demands. So, it is a little difficult to make the balance.

In your opinion, what are the weaknesses of GSP in general?

The most attraction of GSP is to meet peer students from top universities, but in general we feel that there is not much difference between GSP and other summer programs.

Further comments

There were over 10 courses at PKU international summer school, among which two were selected as GSP courses. Some students wanted to switch to other ones upon arrival. To meet the diverse demands, is it possible to change the way of the course selection?

For example, we choose 2 GSP courses and the GSP student is required to choose at least one course from them. In addition, she/he can switch the other one to other courses at PKU. But in the GSP Certificate, only GSP courses will be listed. On one hand, we can keep most students focusing on GSP courses, on the other hand we have some flexibility. In addition, we can learn what the most attractive topic is to make the adjustment for the course design in the following years.

University of California, Berkeley

UCB 1: Summer Peace Institute (Costa Rica)

Course-Related Findings

Brief description	The program brings together the question of human security and peace building across multiple domains – academic and experiential, theoretical and applied. Together with students from the Global South, GSP students will have an opportunity to extend their classroom learning to field observation and service learning, and to make direct connection between theory, policy and lived experiences.												
Dates	3 June 2013 – 13 July 2013 in Costa Rica												
Academic coordinator(s)	Jerry Sanders												
Tuition fee (<i>in USD</i>)	USD 3,010, for 7 units (315 credit hours)												
Accommodation (<i>short description and participants' costs in USD</i>)	USD 1,765, covers home stay accommodations, meals, cultural activities, and other program fees												
Field trip (<i>short description and participants' costs in USD</i>)	Hike to local volcano and site visits to various service organizations												
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>COP: 5</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 2</td> <td>TOK: 3</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 25</td> <td>Others: 1</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 38</td> </tr> </table>	ANU: 2	COP: 5	ETH: 0	OXF: 0	NUS: 2	TOK: 3	PKU: 0	YAL: 0	UCB: 25	Others: 1	CAM: 0	Total: 38
ANU: 2	COP: 5												
ETH: 0	OXF: 0												
NUS: 2	TOK: 3												
PKU: 0	YAL: 0												
UCB: 25	Others: 1												
CAM: 0	Total: 38												
Faculty involvement from other institutions	University for Peace Instructors												
Initiation year	Course first offered as GSP option in 2011												

Key Success Factors of the Course

Human Security (PACS 119) – Diverse groups of students from five different IARU campuses, in addition to three others enrolled through UPEACE, worked well together on a variety of human security research projects chosen by each group and then presented to the class. Students were deeply engaged, learning much about their chosen subject areas, while gaining skills in communication and group interaction. Of the seven groups three received A's for their work, with four earning the grade of A-. These are the highest overall grades yet earned.

Peacebuilding Practice (PACS 135) – Based upon individual preference and community need, students participated in seven different community-based organizations across a spectrum of human security concerns including children and youth education, environmental protection and sustainable tourism, economic development, and cultural preservation of indigenous traditions. This experiential component of the program complemented the first three weeks of classroom seminar work. Upon return from field assignments, students completed written and oral analyses of their experiences. Both

group presentations and individual reflections attested to how much this phase of the program had deepened their knowledge of human security and peacebuilding, as well as to their own personal and career goals.

Faced Difficulties / Challenges

1. The different language competency levels of students given the concentrated and intensive schedule, and the division-of-labor within group projects
2. Field placement sites for 42 students
3. Problems of excessive alcohol consumption on free weekends

UCB 2: Media and Global Protest Movements

Course-Related Findings

Brief description	This course is concerned with the interplay of popular protest movements and contemporary (mainstream/social) media in an international and comparative perspective.												
Dates	8 July 2013 – 16 August 2013												
Academic coordinator(s)	Tara Graham												
Tuition fee (<i>in USD</i>)	USD 2,150, for 5 units (225 credit hours)												
Accommodation (<i>short description and participants' costs in USD</i>)	Accommodation was at the International House on the UC Berkeley campus. The cost of a double room with board was USD 2,255 per student.												
Field trip (<i>short description and participants' costs in USD</i>)	One cultural activity or event each week in which a staff member lead. Some of those actives included: San Francisco Walking Tour, SF Ferry Building, Oakland Museum of California: Summer Nights, Golden Gate Bridge, and Exploratorium: After Dark. No out of pocket costs were assessed to the students with any trips.												
Number of student participants	<table> <tr> <td>ANU: 1</td> <td>COP: 3</td> </tr> <tr> <td>ETH: 1</td> <td>OXF: 2</td> </tr> <tr> <td>NUS: 3</td> <td>TOK: 3</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 1</td> </tr> <tr> <td>CAM: 2</td> <td>Total: 18</td> </tr> </table>	ANU: 1	COP: 3	ETH: 1	OXF: 2	NUS: 3	TOK: 3	PKU: 1	YAL: 0	UCB: 1	Others: 1	CAM: 2	Total: 18
ANU: 1	COP: 3												
ETH: 1	OXF: 2												
NUS: 3	TOK: 3												
PKU: 1	YAL: 0												
UCB: 1	Others: 1												
CAM: 2	Total: 18												
Faculty involvement from other institutions	No.												
Initiation year	Course first offered as GSP option in 2010												

Key Success Factors of the Course

1. This year, we were able to integrate more outside involvement from a series of guest lecturers, visitors, and final presentation jury participants. We also organized a class excursion to SF that included a meeting with a relevant activist organization involved in the recent Occupy Oakland protests and a guided walking tour of activist murals in the Mission District's Balmy Alley.
2. Students had the opportunity to participate in scholarly lectures covering social movement protest theories, as well as hands-on media workshops covering media production. This varied exposure enabled each student to produce an individual research website and a group research website – all websites cited and advanced the content covered in the lectures.
3. Students had the unusual opportunity (at the undergraduate level) to present their final project research/findings and websites in front of a jury of scholars and community organizers/activists who followed up with questions and considerations. This allowed students to demonstrate their knowledge and receive outside feedback on their work.
4. The timing and location of the course was successful, as it overlapped with the various protests breaking out across the U.S. in response to the George Zimmerman verdict. This provided a timely, local case study for the students to observe, cover and analyze. Similarly, uprisings were also underway all over the world, and these provided timely international case studies.

Faced Difficulties / Challenges

1. Certain students were not as fluent in the English language as their applications suggested. This hindered their participation in class and created frustration during the group work period. We also think these students had a more difficult time tackling the homework and reading assignments.
2. This class had students at different stages of their education – from lower division undergraduate students to graduate level students – and we think the latter group intimidated the former, in terms of in-class participation. Some students were arguably more advanced than others in terms of their capacity to engage in critical theory, so this made lesson planning difficult.
3. It was evident that reading assignments were not totally accomplished due to the accelerated pace of the class and the students' competing desire to spend as much time as possible exploring the Bay Area. We are not sure how to resolve this dilemma without compromising the quality of the course.

General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

We did the following publicity measures for GSP: informational sessions, student e-mails/listservs, and attending fairs. The informational sessions did not work as well as the other measures.

Were you satisfied with the quality and quantity of incoming applications?

Yes, the quality and quantity of students was great, but getting students from a wider range of IARU institutions would be better.

What do you think were the reasons for student withdrawals (if you had any)?

The two reasons students gave for withdrawing from GSP were program costs and having other summer plans.

Did you face any students' logistics issues?

No.

What were your experiences with the centrally coordinated student survey?

The survey ran smoothly and we got a good feedback rate. The format in which it is delivered is hard to summarize and distribute to stakeholders.

In your opinion, what are the weaknesses of GSP in general?

Not having a constant amount of students from all IARU members.

University of Cambridge

CAM 1: Shaping the World: Understanding the Past, Predicting the Future

Course-Related Findings

Brief description	The leaders of tomorrow will need to be skilled investigators, with ability to place any investigation in context. The ability to take a global perspective on matters which shape our world requires those same future leaders to foster their ability to think beyond an immediate and narrow field of interest. This program offers a unique opportunity for participants to draw upon a rich reserve of knowledge, to attend lectures across a broad range of subjects, and to draw together ideas in a series of focused discussions. Intensive 'supervisions' offer the chance to experience Cambridge teaching at its best: Participants will benefit immensely from the exchange of ideas both with lecturers and with their student peers from around the globe.												
Dates	7 July 2013 – 3 August 2013												
Academic coordinator(s)	<ul style="list-style-type: none"> ▪ Sarah Ormrod, Director, University of Cambridge Summer Schools ▪ Dr. Rob Wallach, GSP Programme Director 												
Tuition fee (<i>in USD</i>)	2,780 (GBP 1,785)												
Accommodation (<i>short description and participants' costs in USD</i>)	2,440 (GBP 1,570) Gonville and Caius College												
Field trip (<i>short description and participants' costs in USD</i>)	Optional weekend visits (The group members organized their own visit to Ely.)												
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td>ANU: 2</td> <td>COP: 1</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 0</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 1</td> </tr> <tr> <td>UCB: 0</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 6</td> </tr> </table>	ANU: 2	COP: 1	ETH: 0	OXF: 0	NUS: 1	TOK: 0	PKU: 1	YAL: 1	UCB: 0	Others: 0	CAM: 0	Total: 6
ANU: 2	COP: 1												
ETH: 0	OXF: 0												
NUS: 1	TOK: 0												
PKU: 1	YAL: 1												
UCB: 0	Others: 0												
CAM: 0	Total: 6												
Faculty involvement from other institutions	No.												
Initiation year	2008 (first year of program)												

Key Success Factors of the Course

Participants enjoyed the diversity of lecture options (typically two or three per day), which took them outside their own field of study and gave them access to some of our most senior academics. Eight afternoon discussions were based on selected and compulsory plenary lectures, and this allowed the students direct access to question the expert. Discussions proved very enjoyable, developed the

students' understanding of the topics and – importantly – promoted a strong sense of community amongst the GSP students. Weekly feedback sessions allowed the GSP group to meet with the academic coordinators and to discuss their progress, and ideas for ways to get even more out of their course and free time in Cambridge. But the most challenging, and most valuable parts of the program, for all students, were the supervisions: In pairs, the students had rigorous weekly supervisions, following essay submission, to discuss their papers and the subject area with a senior academic supervisor.

Faced Difficulties / Challenges

The number of dropouts (outgoing and especially incoming) was substantial this year. Although a good number of students applied for CAM1, the pattern of nominations and later withdrawals meant that only 5 institutions were represented. From 12 accepted students, 5 withdrew. As a result, the program was not financially viable (although we ran it), nor fully representative of the IARU group. The one positive outcome of this was that participants in the smaller group formed a very close bond, which contributed to a particularly good experience, but the participants also commented that the program itself benefits if there are more students from a wider range of institutions.

Further Comments

Comments from the questionnaires we gave out at Cambridge:

What appealed to you most?

- Depth of content and variety of viewpoints discussed in discussion groups, extent of engagement in supervisions, and degree of care/concern demonstrated in Sarah and Rob's leadership.
- The diversity of the plenary lectures (which also meant some occasional disappointments, but in general, every day brought fresh excitements!)
- I also really enjoyed the essay-writing and supervision process. I think it challenged me and pushed me out of my comfort zone greatly to my benefit.

On supervisions

- The supervisions were one of the most rewarding aspects of the course in Cambridge, the opportunity to be challenged in such a supportive academic setting caused me to really think, and improve my analysis and argumentation – a pleasing cause and effect.
- Getting to experience Cambridge supervisions was one of the highlights of the program, as well as the opportunity to live and work in the beautiful environment of Cambridge.
- Absolutely brilliant, because the supervisors were incredibly knowledgeable, friendly and willing to talk to us for as long as we wanted because they liked sharing. And it's inspiring when I meet professors who are genuinely interested in teaching, even though it's only for a few short weeks. I really liked having the same supervisor for four weeks because we could chart our progress over the four weeks. Also, some concepts or areas are things I checked out in my free time and required more than a week for me to understand, so it's really cool that I got to build up my own body of knowledge in a new area under the tutelage of the supervisor over four weeks. I have such a huge respect for the Cambridge experience mainly because of my positive supervision experience.

On academic rigor

- I really, really wanted the rigor involved and the essays were a very good way of maintaining this intellectual rigor and constantly keeping me on my toes. So yes, the time was pretty tight, to do readings into an area I was not familiar with and write an essay on it in a few days, on top of

attending plenary lectures, preparing for discussions and enjoying Cambridge, but I liked it and thrived under this pressure. Please don't change the requirements for an essay each week!

How was the group dynamic?

- The group dynamic was good – a pleasing balance between growing friendships, international dialogue and healthy disagreeing and debate of opinions.
- It was wonderful! Our group got along really well and learnt a lot from one another. I think we built some lasting friendships.

On the social program

- I appreciated the garden parties a lot – fantastic way of meeting new people and appreciating Cambridge's scenery at the same time. There was also a lot of information given on things to do, which was extremely helpful.
- Strangely, looking back, I realize that although we were constantly busy, I did manage to do things like go to Ely, London and Paris on weekends, watch the latest Wolverine movie, go punting, order books off Amazon and wander around in Cambridge hunting for crepes and ice-cream. So yes, there was enough time, as packed as it felt.

On the program as a whole

- Thank you again for working so hard to put together the course for us, it was an amazing experience of which the fond memories will be cherished for a long time.
- Thank you again for running such a fantastic program for us over the past month.
- I felt that the supervisions worked really well in tandem with the discussions and plenary lectures. The plenary lectures kept us constantly stimulated and enthralled (yes, really, some were fascinating!!), so we had the breadth. The discussion sessions let us explore more into a certain area and the back-and-forth nature made learning come alive because it was more interactive. So we get to explore these new ideas more in a different manner. And finally, the depth came in the form of the supervisions and essays, which let me work on a specific general area constantly for four weeks. These multiple learning modes resulted in a learning experience that is always challenging and made me very, very engaged and invested with the whole thing.

Pictures

(With thanks to: Daniel McKay and Nancy Jiang)

The group takes a break from exploring the Cambridge countryside:



A rare privilege: On the roof of King's College Chapel:



In front of King's College Chapel, with Dr. Rob Wallach:



General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

Barbara Stevens in our International Student Team Office did a great job this year in advertising the program via Senior Tutors in the 31 Cambridge Colleges. As a result, we had 36 outgoing applications for 41 program, a massive increase on previous years.

Were you satisfied with the quality and quantity of incoming applications?

Not with the quantity: We had hoped for more nominations, from a wider spread of partners. The students who finally came to the program were very good indeed and impressed the people teaching them.

What do you think were the reasons for student withdrawals (if you had any)?

- Multiple applications (to more than one IARU program, and to other unrelated options, so that choices were made during the acceptance process to go elsewhere.
- Apparent lack of understanding of the full cost of program – even though these are clear on the website – and therefore several said that they could not raise the funds, after they had been accepted.
- Apparent lack of understanding that the Santander funding would be a maximum of \$2000, and would not therefore cover the full cost of travel and the program. (We can all make this clearer in future publicity.)
- In one case, health issues
- Lack of commitment: Despite the selection procedure, and interviews which address this matter, students seem unaware of the need to commit to the program. Given that the programs are necessarily small by comparison with other programs we run, and are administratively very time-consuming (see GSP weaknesses below), any cancellation is a disappointment.

Did you face any students' logistics issues?

For some, getting the required proof of language proficiency came very late in the process. From our side, we need to flag up the need for all students to meet our requirements and have proof, before application.

What were your experiences with the centrally coordinated student survey?

Fine. Students completed it, and the results came back quickly, though not very easy to read in the current format. Can this be pivoted, so that the responses read down rather than across the screen?

In your opinion, what are the weaknesses of GSP in general?

- The program is administratively very time-consuming. Perhaps there is more we can do to streamline processes. There is no financial support for attendance at planning meetings.
- The current processes and timelines make it difficult to offer places to others if there are cancellations. Perhaps we can instigate a better 'reserve' process.
- Given how small each program is, they are very susceptible to cancellations which then make them financially unviable. Although funding is available for individual students, there is no financial support for the administration of the programs, which leaves organizers vulnerable.

- There is a (necessary) disparity in the cost of programs. Those which cost more are inevitably less attractive.
- The distribution of Santander funding needs to be reviewed in the context of other funding made available to students. There were occasions when wanted give USD 2,000 to a student, but found that he/she was to be given other monies by the host institution which were less than this. A grid could be devised for use by all, to ensure we are not under- or over-funding the same people.

Further comments

With all of the caveats regarding administration and student withdrawal, the concept of the program is terrific, and the students really enjoy the experience.

University of Copenhagen

COP 1: Kierkegaard: The Individual in the Global Society

Course-Related Findings

Brief description	The course treats Kierkegaard's scathing critique of religious culture and politics, his view that religious demands can conflict with seemingly universal ethical duties, and his assertion that the look of the Other is a defining factor in self-identity.
Dates	3 July 2013 – 26 July 2013
Academic coordinator(s)	Mia Geisler and Mette Juhl Vedel
Tuition fee (<i>in USD</i>)	Danish students, not enrolled at Copenhagen University: USD 500 Students/non-students from EU/EEA countries: USD 500 Students/non-students from non-EU/EEA countries: USD 1,500
Accommodation (<i>short description and participants' costs in USD</i>)	The faculty of theology arranged joint accommodation in one of Copenhagen University's dormitories. Cost per person: USD 750
Field trip (<i>short description and participants' costs in USD</i>)	Trip to places of importance to Kierkegaard
Number of student participants	ANU: 2 COP: 11 ETH: 0 OXF: 1 NUS: 3 TOK: 3 PKU: 0 YAL: 3 UCB: 0 Others: 7 CAM: 0 Total: 30
Faculty involvement from other institutions	No
Initiation year	2013

Key Success Factors of the Course

The atmosphere amongst the students both in and outside the classroom was very good which meant that the students felt comfortable asking questions and debating. Even if there were participants from fewer partners than previous years, the course maintains a nice mix of students with the local students acting as good hosts.

The field trips outside Copenhagen to places of importance to Kierkegaard and his authorship worked well as in previous years. Both from an academic point of view and as a means to integrate the group socially.

Faced Difficulties / Challenges

No concerns with the course or the participants as such. But a slight concern with the drop in the number of IARU partner universities represented in the course.

COP 2: Security: Theories, Practices and Dilemmas of Widening the Concept

Course-Related Findings

Brief description	The course introduces the theory of securitization and other theories about the widened concept of security and practical dynamics of managing “new security threats” in different fields including climate change, religion, financial crisis, intelligence and migration. The course is strongly interdisciplinary and features experts in the relevant fields where the threats are currently designated. With the theory of securitization at the center (but covering other “security schools” and risk studies as well), this course provides participants with the theoretical tools for examining the political stakes and dynamics involved when new issues are addressed as “security issues”.
Dates	5 August 2013 – 21 August 2013
Academic coordinator(s)	Ole Wæver, Ulrik Pram Gad
Tuition fee (<i>in USD</i>)	IARU students from EU/EEA countries: USD 410 IARU students from non-EU/EEA countries: USD 2,290 IARU students whose home university has a GSP exchange agreement with the University of Copenhagen: No tuition fee
Accommodation (<i>short description and participants’ costs in USD</i>)	Students were offered a room in a hall of residence at USD 650.
Field trip (<i>short description and participants’ costs in USD</i>)	Visit to the Parliament, ministries, research organizations – cost covered by CAST
Number of student participants	ANU: 2 COP: 8 ETH: 0 OXF: 5 NUS: 2 TOK: 6 PKU: 0 YAL: 6 UCB: 1 Others: 2 CAM: 1 Total: 33
Faculty involvement from other institutions	Department of Political Science, department of cross-cultural studies
Initiation year	2011

Key Success Factors of the Course

Variety in subjects, debates etc. – the interdisciplinary nature of the course. Wide range of lectures: both academics and practitioners

Faced Difficulties / Challenges

Difficult to cater for all when audience, on the one hand, is really interdisciplinary – but, on the other hand, include a substantial number of students from 'core' discipline of the course.

Some students’ fluency in English was close to insufficient.

COP 3: Interdisciplinary Aspects of Healthy Aging

Course-Related Findings

Brief description	<p>The course is designed for students who would like to gain diverse experience in the Aging research field. It is rooted in the Center for Healthy Aging (CEHA, healthyageing.ku.dk) and reflects CEHA's various research projects and interdisciplinary nature.</p> <p>The course combines lectures and project work. Students learn the basic research concepts and principles in diverse disciplines including humanities, social science, epidemiology, neurology, physiology, and molecular biology from the lectures. Students form groups and carry out a research project under the supervision of CEHA tutors.</p> <p>This course is aimed at students who have gained a first bachelor level degree and are interested in all aspects of aging research. Students from all fields are welcome.</p>												
Dates	3 July 2013 – 22 July 2013												
Academic coordinator(s)	Ying Liu, Associate Prof. University of Copenhagen												
Tuition fee (<i>in USD</i>)	<p>No tuition fee for students whose home university has an exchange agreement with the University of Copenhagen.</p> <p>If no exchange agreement exists between the universities:</p> <ul style="list-style-type: none"> ▪ Non-EU citizens: USD 1,440 ▪ EU-citizens: USD 720 												
Accommodation (<i>short description and participants' costs in USD</i>)	<p>Accommodation was available in student halls of residences.</p> <p>Costs ranged from USD 540-810/month and one month's rent refundable deposit.</p>												
Field trip (<i>short description and participants' costs in USD</i>)	<ul style="list-style-type: none"> ▪ Trip to Louisiana Museum of Modern Art. CEHA paid entrance and train ticket. (self-payment 0.-) www.louisiana.dk/dk/Service+Menu+Right/English ▪ BBQ. CEHA paid for the food. Self-payment: beverages, on average USD 5/person ▪ Farewell Party and Tivoli, amusement park. Food and drinks paid by CEHA. Entrance to Tivoli also paid by CEHA. Self-payment necessary if they wanted to try the rides ▪ One team of students worked in an epidemiology lab and had a trip to a Danish workman's museum (covered by CEHA) ▪ Two teams of students worked for one week in two different CEHA labs (covered by CEHA) 												
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>COP: 1</td> </tr> <tr> <td>ETH: 1</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 1</td> </tr> <tr> <td>PKU: 2</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 0</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 8</td> </tr> </table>	ANU: 2	COP: 1	ETH: 1	OXF: 0	NUS: 1	TOK: 1	PKU: 2	YAL: 0	UCB: 0	Others: 0	CAM: 0	Total: 8
ANU: 2	COP: 1												
ETH: 1	OXF: 0												
NUS: 1	TOK: 1												
PKU: 2	YAL: 0												
UCB: 0	Others: 0												
CAM: 0	Total: 8												

Faculty involvement from other institutions	<ul style="list-style-type: none"> ▪ Professor Kaare Christensen, University of Southern Denmark, DK ▪ Dr. George Leeson, University of Oxford, UK
Initiation year	2011

Key Success Factors of the Course

This is the third time we have run the course. We have made some small changes compared to last year's course following students' feedback: a reduction in the lectures and giving more time for the practical course and report writing. It has worked very well and we certainly have found a well-functioning model for this truly interdisciplinary course.

In detail, the successful aspects of the course is reflected in the following aspects:

1. A well-functioning interdisciplinary concept, where the students' individual preferences can be met.
2. A highly dynamic and well integrated combination of lectures conducted in classrooms, different practical scientific projects carried out by different teams at different locations, and presentation of the project and report writing by the students. The students have all thoroughly engaged and enjoyed all aspects of academia and social interaction.
3. Because of the small group of students, this year, it was possible to embrace all students and their personal interests.

Examples of comments from the students

"I will begin by saying that I have been very satisfied by this course that you have put together. I had very high expectations from the time I read about the course, and have looked forward to it ever since, and it fully met my expectations and more even. I really enjoyed the high level and commitment from every one of the lecturers. [...] It was really exciting for me to do the project, and I must say that I am amazed that we were able to do and learn so many things on such short time [...]. Thank you very much for the opportunities that this course have given me, in the people that I have met, and the new and exciting turns my education can take from this point on." Julie Aamann, University of Copenhagen

"I really enjoyed the course. I thought there was a good balance of learning both in and out of the classroom. I really enjoyed the wide range of topics covered in the first week, and I also appreciated that we had a choice of different research projects to choose from." Law Hsei Di, Australian National University

"Thank you for such a nice programme. Before coming here, I was very worry about my English, but you and other students were all kind and I could spent unforgettable time. When it comes to project, I was really happy as I could do my favourite. This experience courage me to become a global and great scientist." Daiki Steve Miyachi, The University of Tokyo

Faced Difficulties / Challenges

Unfortunately, we had a small group of students. This was due to various reasons, but one of the main points is the lack of mutual exchange agreements between the IARU partners, which we are highly concerned about. The tuition fee is regretfully very high for non-EU students. This means that we miss

out on participation from talented students from certain IARU partners, who usually would have applied, and be accepted. As it looks at the moment, they can't afford it. E.g. Peking, has additional expenditures of USD 1,440, compared to other IARU universities.

We received an e-mail from one student: *"Thank you for your information. I am sorry that my family could not support my summer course to Copenhagen without scholarships. I understand that slots for scholarships are limited, but I do hope there would be slight chances that the committee changes mind and provide me scholarships. I would make the summer course worthwhile. Thank you. Best regards, Tianqi Leng"*

In addition, we have had no applications from any of the US IARU partners. Can we increase the quota of the number of students from European and Asian countries? For example, we could easily accept 4 students from ANU, or PKU.

Further Comments

The t-shirts are too big for the students. We need more of size XS and S.



All rights reserved to photojournalist Mikal Schlosser

General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

The course was advertised online, through orientation meetings with local students and with posters at the faculty. Worked well.

Were you satisfied with the quality and quantity of incoming applications?

The Kierkegaard course is in particular of high interest for students from very different countries. We were satisfied with the quality but not with the quantity: We would have liked more applications and from all universities (missed a couple this year).

What do you think were the reasons for student withdrawals (if you had any)?

1. That they had to pay tuition fee (most IARU students now have to pay tuition fees)
2. Had other important business to attend
3. Had applied other summer schools and chose another one instead

Did you face any students' logistics issues?

Some logistic problems with regards to accommodation and picking up keys. Issue will be addressed by the University of Copenhagen for next year.

What were your experiences with the centrally coordinated student survey?

It works well and provides useful feedback.

COP3: It would be better, if we got the link for the survey earlier. We received it after the course had started, and at that point, the students are occupied with a lot of other things, which means they might not see the email. It would be good, if the information could be forwarded a bit earlier.

In your opinion, what are the weaknesses of GSP in general?

- With the topic of the course COP2 ("Security: Theories, Practices and Dilemmas of Widening the Concept"), lack of participants from the global South is conspicuous.
- Lack of mutual exchange agreements

University of Oxford

OXF1: Global Challenges of the 21st Century

Course-Related Findings

Brief description	<p>The 2013 Oxford Global Summer Program offered a general introduction to a range of global challenges of the 21st century. The course was designed for undergraduates, with topics ranging across social, technological and environmental issues. The group was kept small to promote group cohesion.</p> <p>Students attended three tutorial meetings, writing a short essay for each, and worked on a group project. They took a six-session course on <i>International Development: Challenges in a Changing World</i>, preparing one essay for this class.</p> <p>Participants selected five background lectures to attend and heard five special presentations on current projects given by researchers working at Oxford University.</p>												
Dates	24 June 2013 – 20 July 2013												
Academic coordinator(s)	Professor Angus Hawkins												
Tuition fee (in USD)	USD 1,600 (GBP 1,055)												
Accommodation (short description and participants' costs in USD)	<p>Accommodation was provided in Exeter College in central Oxford. (The college is one of the University's oldest.) Participants had a single study-bedroom, with shared bathroom and toilet facilities.</p> <p>Meals were provided in the college dining Hall, starting with dinner on Monday 24 June and ending with breakfast on Saturday 20 July. No lunches were provided at weekends.</p> <p>Accommodation fee: USD 3,821 (GBP 2,520)</p>												
Field trip (short description and participants' costs in USD)	n/a												
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>COP: 3</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 1</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 4</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 12</td> </tr> </table>	ANU: 2	COP: 3	ETH: 0	OXF: 0	NUS: 1	TOK: 1	PKU: 1	YAL: 0	UCB: 4	Others: 0	CAM: 0	Total: 12
ANU: 2	COP: 3												
ETH: 0	OXF: 0												
NUS: 1	TOK: 1												
PKU: 1	YAL: 0												
UCB: 4	Others: 0												
CAM: 0	Total: 12												
Faculty involvement from other institutions	n/a												
Initiation year	2009												

Key Success Factors of the Course

The Academic Staff

The three tutors were greatly appreciated. Students commented that the tutorial teaching methods of Oxford was very educational and enlightening. They found the tutors “Very approachable, friendly and helpful in their teaching” and liked the fact that they had different styles of teaching.

Comments from the students included: “The tutorials were the best part of the summer school.” And they found the International Development seminar “very interesting” and the tutor “great”.

Martin School Presentations and Discussions

The seminars were very well received. Students described them as “interesting and diverse”, and “stimulating and thought-provoking”. They said they provided “insights from experts in different disciplines” and “an overview of different topics which I did not know much about beforehand”.

The seminar discussions were greatly appreciated. The students’ comments included that they were “excellent”, that they provided an opportunity “to express our opinions and to have solid discussions”, and that they were a “fantastic experience”.

Exeter College

The College provided an excellent historic setting, central to libraries and teaching rooms.

Benefits of Having a Small Group

The fact that the group was small enabled a strong sense of camaraderie to develop and facilitated close and easy academic exchange with the tutors. For example, one student commented in their evaluation: “I’ve learned so much from the brilliant people here at Oxford. The conversations, dinners, travels and laughs with my fellow IARU students made the experience that much more valuable. I’m so sad to leave in just a couple of days and wish the program was longer!”

General

When asked whether they would recommend the programme to others, participants responded with “Yes, absolutely”, “Without a doubt”, “Yes, Yes, Yes”, and “Absolutely”.

Faced Difficulties / Challenges

Having enhanced the cohesion of the course this year, drawing on the suggestions of students from 2012, we think the alignment of seminar presentations and tutorials can be improved further.

Following this summer’s program, we have decided to provide “Reading Packs” for the students next year to support their research.

General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

The program was advertised on the University's Fees and Funding and Student Gateway websites, the dedicated IARU GSP webpage, Student Information Twitter page and included in fortnightly Student News e-mails. All of the above generated interest in the programs, with e-mail alerts having the most significant impact.

Were you satisfied with the quality and quantity of incoming applications?

We were satisfied with the quality of the applications.

Did you face any students' logistics issues?

There were timing problems associated with students applying for and gaining Visitors Visas to the UK.

There was an accommodation issue relating to one outgoing GSP student who had received confirmation of his accommodation from his host institution in May 2013, but whose information was overridden due to a system error. The student was obliged to spend the first 3 nights of his stay in a hotel but alternative accommodation was subsequently arranged by the host institution and a refund is currently being arranged. This issue was highlighted to the IARU Secretariat at the time it arose in early August 2013.

What were your experiences with the centrally coordinated student survey?

It went smoothly.

In your opinion, what are the weaknesses of GSP in general?

A major challenge with the GSP in general is aligning the planning and application deadlines with the widely varying different academic calendars of the IARU member institutions.

We would welcome the standardizing of course tuition fees by institution for their GSP so that students from EU/EEA countries and those from non EU/EEA countries attending the same GSP are charged the same participation fee.



University of Tokyo

TOK 1: Introduction to the Japanese Language

Course-Related Findings

Brief description	An introductory course for those new to Japan which will both facilitate participation in Japanese society and introduce characteristics of the Japanese language, such as the Japanese writing system, elementary grammar, and communication patterns.												
Dates	1 July 2013 – 12 July 2013												
Academic coordinator(s)	Professor Yasuto KIKUCHI, Associate Professor Mariko MASUDA												
Tuition fee (<i>in USD</i>)	300												
Accommodation (<i>short description and participants' costs in USD</i>)	1,100 Hotel Kizankan (kizankan.co.jp/english), 5 minutes on foot from Campus												
Field trip (<i>short description and participants' costs in USD</i>)	A one-day trip around Tokyo and a “study visit” to the old historic town of Kamakura with students of other GSP courses. Cost exempt.												
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>COP: 1</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 3</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 0</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 2</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 11</td> </tr> </table>	ANU: 2	COP: 1	ETH: 0	OXF: 3	NUS: 1	TOK: 0	PKU: 0	YAL: 2	UCB: 1	Others: 0	CAM: 1	Total: 11
ANU: 2	COP: 1												
ETH: 0	OXF: 3												
NUS: 1	TOK: 0												
PKU: 0	YAL: 2												
UCB: 1	Others: 0												
CAM: 1	Total: 11												
Faculty involvement from other institutions	None												
Initiation year	2008												

Key Success Factors 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 would like to be able to learn conversational Japanese to provide a foundation for advanced Japanese in the future.”* (Philippine, Female, answering *“What do you hope to get out of this course?”* in the pre-course questionnaire.)

This short course provided not only survival communication skills in Japanese for a short stay in Japan, but also varied activities to show 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.

Quotes:

- *"The course was extremely interesting, interactive and fun!"* (Singapore, Male)
- *"This is a great course. Besides simple daily conversation in Japanese, this course also introduces students to basic grammar, reading, and writing which is crucial for future study of the language."* (Cambodia, Male.)
- *"The course has helped me greatly during my time in Japan. The course also assisted me much in integrating into the local life and enhanced my understanding of the culture."* (Vietnam, Male)

Faced Difficulties / Challenges

Regarding some students, pre-learning of hiragana (one of the characters of Japanese) was insufficient, and they looked a bit hard to keep up with the class. In order not to let them fall behind, we supported them, for example, by providing additional materials.

In response to the students' feedback from last year, we made the following changes this year:

- Addition of new homework: Last year some students felt "the volume of the homework was low", so we added new one. Furthermore, we gave some optional homework to enable each student to do the adequate quantity of study at home.
- Introduction to "Web dictionary": We think that students would use web dictionaries more than paper dictionaries, so, this year, we presented how to use dictionaries including web dictionaries. Using web dictionaries made the class activity lively.

Further Comments

Regarding the speed of the class, some students answered *"The speed of the class was fast."* in the course feedback sheet. Indeed, we have designed a content-rich course for young learners, so some students might have felt that the speed was fast. Though, no one has dropped out of the course and the results of the final examination were satisfactory. There were the comments like the following in the course feedback sheet: *"It is a very fast paced course, but the end will be satisfying and incredibly rewarding."* (USA, Female)

Pictures

Class using web dictionaries





Calligraphy experience



Last day of the course



TOK 2: Sustainable Urban Management

Course-Related Findings

Brief description	The course provides basic knowledge of civil engineering, architecture and urban engineering in the context of sustainable urban management. Planning and management are taught on the building, urban and national scale.												
Dates	1 July 2013 – 12 July 2013												
Academic coordinator(s)	Professor Keisuke HANAOKI												
Tuition fee (<i>in USD</i>)	230												
Accommodation (<i>short description and participants' costs in USD</i>)	1,000 Hotel Kizankan (kizankan.co.jp/english), 5 minutes on foot from Campus												
Field trip (<i>short description and participants' costs in USD</i>)	A one-day field trip related to the lectures. Cost exempt. A one-day trip around Tokyo and a “study visit” to the old historic town of Kamakura with students of other GSP courses. Cost exempt.												
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>COP: 1</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 2</td> </tr> <tr> <td>NUS: 2</td> <td>TOK: 16</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 3</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 2</td> <td>Total: 29</td> </tr> </table>	ANU: 2	COP: 1	ETH: 0	OXF: 2	NUS: 2	TOK: 16	PKU: 1	YAL: 0	UCB: 3	Others: 0	CAM: 2	Total: 29
ANU: 2	COP: 1												
ETH: 0	OXF: 2												
NUS: 2	TOK: 16												
PKU: 1	YAL: 0												
UCB: 3	Others: 0												
CAM: 2	Total: 29												
Faculty involvement from other institutions	None												
Initiation year	2008												

Key Success Factors of the Course

The course was jointly offered by the Departments of Urban Engineering, Civil Engineering and Architecture of the School of Engineering. The course was designed for undergraduate students in these three departments. This overarching faculty participation and contents provided an opportunity of learning holistic view of built environment in urban area. The balance between the University of Tokyo students and IARU students was good. The IARU students were in general satisfied with the contents.

Faced Difficulties / Challenges

One difficulty was to adjust the level of course contents for both the University of Tokyo students and IARU students. Because the number of undergraduate courses taught in English is very limited at the University of Tokyo, there was language handicap for them. On the other hand, the academic background was very diverse among the IARU students.

Pictures

A field trip was organized for IARU students.



TOK 3: Japan in Today's World

Course-Related Findings

Brief description	This course gives an overview of modern Japan with emphasis on the works of the political system, including political parties, civil service, elections, and foreign relations with China, US, Korea, as well as Japan's role in international political economy.	
Dates	11 July 2013 – 26 July 2013	
Academic coordinator(s)	Professor Kiichi FUJIWARA	
Tuition fee (<i>in USD</i>)	300	
Accommodation (<i>short description and participants' costs in USD</i>)	1,300 Hotel Kizankan (kizankan.co.jp/english), 5 minutes on foot from Campus	
Field trip (<i>short description and participants' costs in USD</i>)	A one-day trip around Tokyo and a "study visit" to the old historic town of Kamakura with students of other GSP courses. Cost exempt.	
Number of student participants	ANU: 2 ETH: 1 NUS: 2 PKU: 0 UCB: 3 CAM: 0	COP: 4 OXF: 2 TOK: 28 YAL: 1 Others: 0 Total: 43
Faculty involvement from other institutions	None	
Initiation year	2013	

Key Success Factors of the Course

This year, we tried to make as much interaction between instructors and students as possible. We consider this attempt to have been successful, as most students had studied the background materials carefully, and were well prepared for discussion.

Faced Difficulties / Challenges

There was a substantial difference in English proficiency among the instructors, which may have made it difficult for some students to follow. We also should consider including a class on Japanese economy.

Further Comments

All in all, the course was successful, because all students, whether IARU or TODAI, were extremely articulate and focused. The final two workshops on disaster relief and territorial conflict were especially successful.



TOK 4: Nanoscience

Course-Related Findings

Brief description	This lecture series provides a general overview of nanoscience. It consists of three sub-courses of lectures, “nano-biology”, “nano-medicine”, and “nano-technology”, based roughly on biology, bioengineering, and physics disciplines, respectively. Each sub-course includes visits to active laboratories in the University of Tokyo.	
Dates	11 July 2013 – 24 July 2013	
Academic coordinator(s)	Professor Hiroyuki KUSUHARA	
Tuition fee (<i>in USD</i>)	230	
Accommodation (<i>short description and participants' costs in USD</i>)	1,000 Hotel Kizankan (kizankan.co.jp/english), 5 minutes on foot from Campus	
Field trip (<i>short description and participants' costs in USD</i>)	A one-day field trip related to the lectures. Cost exempt. A one-day trip around Tokyo and a “study visit” to the old historic town of Kamakura with students of other GSP courses. Cost exempt.	
Number of student participants	ANU: 2 ETH: 3 NUS: 0 PKU: 0 UCB: 2 CAM: 2	COP: 3 OXF: 3 TOK: 1 YAL: 2 Others: 0 Total: 18
Faculty involvement from other institutions	None	
Initiation year	2008	

Key Success Factors of the Course

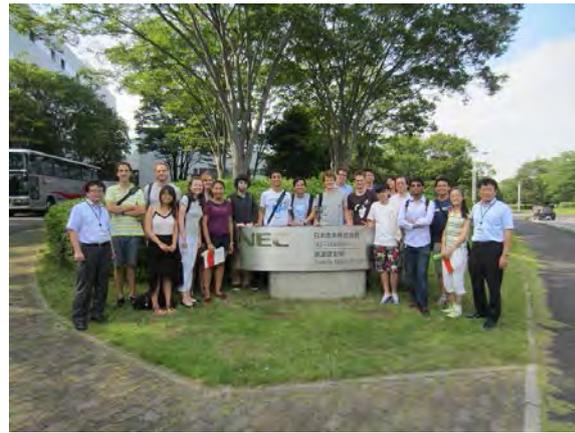
- Providing information on some preparatory reading prior to the lectures which can be downloaded from website
This was proposed by the students in 2012.
- New technologies and cutting edge research in the classes, and also in study visits (to Advanced Industrial Science and Technology (AIST) Tsukuba Center and NEC Corporation Tsukuba Research Laboratories)

Faced Difficulties / Challenges

Most of the Japanese students who registered for this course did not attend the classes, and the IARU students did not interact with the Todai students so much in this course. We need to encourage Todai students to interact with the IARU students through the course.

Some students proposed improvement of the course:

1. Introductory part for students that are not familiar to the research topics (some were too specific)
2. Group discussion for further understanding
3. Not too tight schedule, and
4. Demonstration of some experiments beside the explanation of research and machines in lab tours



General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

- We made **posters** to publicize GSP on campus and distributed and asked all the faculties and graduate schools to post them many places on campus. We also distributed **flyers** in English lesson classes.
- We held a **GSP information session** on two campuses in December. Information sessions included explanation of what GSP is and how to apply, presentation from the participants in GSP 2012, and Q&A time. 310 students attended in total.
- We posted the information of GSP application on the top page of Todai **website** promoting study abroad, **Facebook** and **Twitter**. 1,145 people saw our post on Facebook. We also encouraged Todai students through SNS to join GSP courses at Todai and interact with incoming GSP students.
- We created a **study abroad guidebook** to distribute to students and held a big **study abroad fair** to promote studying abroad to new students in Todai where we introduced a variety of study abroad programs including the GSP. Approximately 750 students attended the fair in total.

Were you satisfied with the quality and quantity of incoming applications?

Yes. We received almost as many applications as the maximum number we could accept. We did not find any issues in their application through the screening by faculty members and we decided to accept all the application though some of them withdrew afterwards.

What do you think were the reasons for student withdrawals (if you had any)?

- Financial reasons
- Academic reasons (to take a term examination)
- Conflict with another option (to attend another summer program)

Did you face any students' logistics issues?

Outgoing

We found it difficult to fairly distribute the scholarships to outgoing students: to be eligible for the scholarship from JASSO (Japan Student Services Organization), students could not receive scholarships totaling more than the amount received from JASSO (about USD 600 to 1,000) to participate in the GSP from other sources. The minimum amount to provide Santander Scholarship is USD 1,000. Therefore we ended up giving up the JASSO scholarship in order to award the Santander Scholarship to the students who had greater financial burden.

Incoming

In spite that we have agreed that we should collect all the required documents at the point of nomination, we received only a few supplementary questionnaires for the 'Introduction to the Japanese Language' course at that time and had to ask each student through their home universities to submit it.

As most people in Japan are not aware of food requirement such as vegetarian, halal or gluten intolerance, incoming students with such requirements had difficulty in finding these food during their stay. We did not have many options when we provide them with meals during the events as well.

What were your experiences with the centrally coordinated student survey?

The level of satisfaction of the incoming students with GSP was quite high and they especially enjoyed interacting with other wonderful participants in both in-class activities such as discussions and group work and out-of-class activities such as Study Visits and Student Exchange Program. They appreciated the diversity of students in the class.

In reaction to students' requests in previous years, we provided some preparatory reading prior to their arrival so they can obtain basic knowledge about the course contents. The students this year found it very detailed and helpful to expect what to study.

The students were generally satisfied with the course in which knowledgeable lecturers showed them interesting and cutting-edge research from a wide range of area. On the other hand, as we take a multidisciplinary approach to the subject of study in our courses, some students found it difficult to deal with the study which had nothing with their major.

Some students wished that the duration of the course was longer, so they could have enough time to cover a larger area of study and have more interaction with other students.

Many students wanted to have internet and printer access on campus.

In your opinion, what are the weaknesses of GSP in general?

Tuition fees at the universities in USA and England are comparatively expensive. It may prevent students from applying for courses in those universities even if they are attractive.

Further comments

Information of the courses

It would be very helpful for students who consider applying for GSP to compare the courses if the 'Compiled Details' (the list of courses with dates, credits, target, fees etc.) can be seen on IARU Website.

Nomination

We would like to remind the partner universities that students should be nominated or reserved for only one course.

This year, the same student had been nominated by University of Copenhagen both for ETH1 and TOK2. We confirmed with the Secretariat that in general, we should not nominate a student for more than one course as it causes confusion for both, the organizers and the students, as well as a high chance of withdrawal at least for one university. We asked Copenhagen to nominate that student for either ETH or Tokai and he was eventually nominated and accepted to TOK2.

Eligibility

We would like to ask the partner universities whether they consider graduating seniors eligible to participate in GSP. According to IARU GSP website, the eligibility is such that students must be currently enrolled at one of IARU universities. This year, one incoming student from University of California, Berkeley wondered if she is still eligible even after she had the graduation ceremony in May. We eventually accepted her as we confirmed with the coordinator at Berkeley that those students are still considered current UC Berkeley students over the summer. According to UC Berkeley, while they hold the graduation ceremony in May, students are not conferred their degrees until August. As such, they still qualify for their health insurance and still are receiving scholarships for their participation in GSP.

Yale University

YAL 1: Sustainability and Institutions: Enabling Innovation and Transformation

Course-Related Findings

Brief description	Sustainable development as it relates to institutional change, decision-making processes, and systems thinking. Throughout the course we will explore the question of how organizations have the capacity to advance principles of sustainable development in their operational functions, mission, and growth. The students will engage with Yale as a Living Laboratory throughout the course as well as visit one to two peer institutions in the region. Course lectures and discussions will draw from Yale's sustainability commitments to: reduce greenhouse gas emissions, implement a transportation demand management system, serve sustainable and local food in the residential colleges, build sustainable buildings, integrate sustainability into the master plan framework, reduce waste and manage the urban campus via an ecosystem services framework.												
Dates	1 July 2013 – 9 August 2013												
Academic coordinator(s)	Dr Julie Newman												
Tuition fee (<i>in USD</i>)	With Yale Summer Session half tuition scholarship, the students paid USD 1,650.												
Accommodation (<i>short description and participants' costs in USD</i>)	With the Banco Santander half room and board scholarship, the students paid USD 1,557.												
Field trip (<i>short description and participants' costs in USD</i>)	Students had several extracurricular activities including a campus tour, welcome lunch, a sustainability field trip to the University of Connecticut, a trip to the United Nations in New York City, and a farewell dinner. Students were charged a subsidized cost of USD 20 for the bus and briefing at the United Nations. The Summer Session office covered the cost of the remaining events.												
Number of student participants	<table> <tr> <td>ANU: 1</td> <td>COP: 3</td> </tr> <tr> <td>ETH: 1</td> <td>OXF: 2</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 3</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 1</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 15</td> </tr> </table>	ANU: 1	COP: 3	ETH: 1	OXF: 2	NUS: 1	TOK: 3	PKU: 1	YAL: 1	UCB: 1	Others: 0	CAM: 1	Total: 15
ANU: 1	COP: 3												
ETH: 1	OXF: 2												
NUS: 1	TOK: 3												
PKU: 1	YAL: 1												
UCB: 1	Others: 0												
CAM: 1	Total: 15												
Faculty involvement from other institutions	No.												
Initiation year	2012												

Key Success Factors of the Course

From Julie Newman, course instructor: The course went very well this year. The international mix of students lead to a very dynamic and engaging class room this year. The students seemed to respond very well to the combination of theoretical grounding and hands-on exposure.

Faced Difficulties / Challenges

From Julie Newman, course instructor: The primary challenge is holding English as a second language speakers to the same standard as the others. Overall the students comprehension was quite high however their spoken English was stronger than their written.

Further Comments

From Julie Newman, course instructor: I required too much reading of the ESL students. They would have learned just as much if I required less and had them take the time to understand what they were reading rather than take on volume. Worth reviewing the policy for that.



General GSP Findings at Your University

Which GSP publicity measures did your university take? How would you rate them?

We worked again with the study abroad office staff to increase awareness and promotion of the Global Summer Program. The Center for International and Professional Experience (CIPE) website includes 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 electronic 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 also attend a number of on-campus fairs to promote study abroad programs. Overall we think we did as good of a job promoting the GSP given the staffing issue we had. We believe now that with a full study abroad staff, we’ll be able to do more with promotion of the summer programs.

Were you satisfied with the quality and quantity of incoming applications?

We received 22 applications for 20 spots. By the time all was sorted out, we had 15 students participate in the program with all 10 universities represented. The quality of the applicants was overall fine since they are sent to us at the recommendation of their home university. We would continue to emphasize the TOEFL requirement for students whose native language is not English.

What do you think were the reasons for student withdrawals (if you had any)?

The application deadline/period needs to be carefully looked at for 2014 because many of our outgoing students dropped out because it took too long to hear back if they were accepted to a program or not. The application period is just too long. By the time they heard, they had accepted a spot in another study abroad program.

Of the 17 outgoing Yale students who withdrew their application, 6 said they applied to multiple study abroad programs and it took too long for them to hear back from the GSP partner university regarding their acceptance, so they withdrew when other programs accepted them. 6 students did not give a reason for withdrawing, but upon looking them up in our study abroad database, I could see they were attending other programs. I don’t have data about the other 5 students who withdrew. Regarding the incoming students, it seems like the most common reasons for withdraw were change of plans, searching for a job, unable to secure funding, and could not attend the dates of the entire program.

Did you face any students’ logistics issues?

We had one student depart one day early from the program and therefore missed the presentation of certificates and final dinner. All students arrived on time.

What were your experiences with the centrally coordinated student survey?

We had to supply the student’s e-mail addresses and the survey was sent out by the IARU Secretariat. It was an easy process for us. We did find though that students were not using the same e-mail address as they used in their application. It might be useful to note in the application that “this e-mail will be used for communication before, during and after the program, so make sure it is an e-mail address you will use.”

In your opinion, what are the weaknesses of GSP in general?

- The application deadline of March 1 is too late. Most of our other study abroad deadlines are February 1 or February 15, so students hear back and accept spots in other programs long before they hear back from the university they applied to. The overall application period is too long.
- The paper application creates a lot of data entry. Some universities are using an online application – can we all move towards that?

Further comments

Overall, the 2013 Yale GSP course was a success. As in years past, the most popular comment from students was that the diverse mix of students in the course proved to be an interesting learning environment. By living and learning with students from around the world, they have made some amazing bonds with each other. Also, the theme of this course gave students exposure and a possible platform by which to engage in a new way of thinking in terms of sustainability and the environment. One student comment that might be worth further discussion is to create a GSP newsletter so the IARU summer students could see what was going on in other GSP programs on other campuses (this might be a helpful promotional tool as well).

GSP 2013 Overview

GSP 2013 Course Duration and Finances

University	Abbr.	Course	Dates	Length (days)	Tuition fee (USD)	Accommodation fee (USD)	Field trip (USD)	Total (excludes any other add. fees, USD)
Australian National University	ANU1	Long-term Biodiversity & Climate Change in Asia-Pacific	24 Jun - 12 Jul	19		700	500	1,200
	ANU2	Indigenous Peoples and Development	8 Jul - 27 Jul	20		800	500	1,300
ETH Zurich	ETH1	Future Cities: Networks and Grammars	24 Jun - 12 Jul	19	1,000			1,000
National University of Singapore	NUS1	Southeast Asia in Context	17 Jun - 20 Jul	34	4,100	600	800	5,500
	NUS2	Asia Now - Southeast Asian Cosmopolitan Urbanism	1 Jul - 19 Jul	19		300		300
Peking University	PKU1	Population Ageing and Health	8 Jul - 2 Aug	26	1,500 (PKU1 & 2)	400		1,900
	PKU2	Communication, Culture, and Society: The Chinese Way	8 Jul - 2 Aug	26	1,500 (PKU1 & 2)	400		1,900
University of California, Berkeley	UCB1	Summer Peace Institute	3 Jun - 13 Jul	41	3,000	1,800		4,800
	UCB2	Media and Global Protest Movements	8 Jul - 16 Aug	40	2,200	2,300		4,500

University of Cambridge	CAM1	Shaping the World: Understanding the Past, Predicting the Future	7 Jul - 3 Aug	28	2,800	2,400	5,200
University of Copenhagen	COP1	Kierkegaard: The Individual in the Global Society	3 Jul - 26 Jul	24	EU: 500 non EU: 1,500 with agr.: 500	800	EU: 1,300 non EU: 2,300 with agr.: 1,300
	COP2	Security: Theories, Practices and Dilemmas of Widening the Concept	5 Aug - 22 Aug	18	EU: 400 non EU: 2,300 with agr.: 0	700	EU: 1,100 non EU: 3,000 with agr.: 700
	COP3	Interdisciplinary Aspects of Healthy Aging	3 Jul - 22 Jul	20	EU: 700 non EU: 1,400 with agr.: 0	800	EU: 1,500 non EU: 2,200 with agr.: 800
University of Oxford	OXF1	Global Challenges of the 21st Century	24 Jun - 20 Jul	27	1,600	3,800	5,400
University of Tokyo	TOK1	Introduction to the Japanese Language	1 Jul - 12 Jul	12	300	1,000	1,300
	TOK2	Sustainable Urban Management	1 Jul - 12 Jul	12	200	1,000	1,200
	TOK3	Japan in Today's World	11 Jul - 26 Jul	16	300	1,300	1,600
	TOK4	Nanoscience	11 Jul - 24 Jul	14	200	1,100	1,300
Yale University	YAL1	Sustainability and Institutions: Enabling Innovation and Transformation	30 Jun - 4 Aug	41	1,700	1,600	3,300

Note: Currency is rounded to the nearest hundred.

GSP 2013 Participants Breakdown

University	Abbr.	Course	ANU	ETH	NUS	PKU	UCB	CAM	COP	OXF	TOK	YAL	Σ IARU	Non-IARU	Total
Australian National University	ANU1	Long-term Biodiversity & Climate Change in Asia-Pacific	4		2			1	2	2	2		13		13
	ANU2	Indigenous Peoples and Development	4		1	1	1		3			1	11		11
ETH Zurich	ETH1	Future Cities: Networks and Grammars	2	14	1		2		1	1			21	8	29
National University of Singapore	NUS1	Southeast Asia in Context			2				9			4	15	7	22
	NUS2	Asia Now - Southeast Asian Cosmopolitan Urbanism	1		1	3	1	1	1		2		10	2	12
Peking University	PKU1	Population Ageing and Health	2	1	1		3		2		4	1	14	26	40
	PKU2	Communication, Culture, and Society: The Chinese Way	1		1		2	2	1	2	3	1	13	16	29
University of California, Berkeley	UCB1	Summer Peace Institute	2		2		25		5		3		37	1	38
	UCB2	Media and Global Protest Movements	1	1	3	1	1	2	3	2	3		17	1	18
University of Cambridge	CAM1	Shaping the World: Understanding the Past, Predicting the Future	2		1	1			1			1	6		6
University of Copenhagen	COP1	Kierkegaard: The Individual in the Global Society	2		3				11	1	3	3	23	7	30
	COP2	Security: Theories, Practices and Dilemmas of Widening the Concept	2	0	2	0	1	1	8	5	6	6	31	2	33
	COP3	Interdisciplinary Aspects of Healthy Aging	2	1	1	2			1		1		8		8
University of Oxford	OXF1	Global Challenges of the 21st Century	2		1	1	4		3		1		12		12
University of Tokyo	TOK1	Introduction to the Japanese Language	2		1		1	1	1	3		2	11		11
	TOK2	Sustainable Urban Management	2		2	1	3	2	1	2	16		29		29
	TOK3	Japan in Today's World	2	1	2		3		4	2	28	1	43		43
	TOK4	Nanoscience	2	3			2	2	3	3	1	2	18		18
Yale University	YAL1	Sustainability and Institutions: Enabling Innovation and Transformation	1	1	1	1	1	1	3	2	3	1	15		15
Total participants			36	22	28	11	50	13	63	25	76	23	347	70	417*
Thereof outgoing participants			28	8	25	11	24	13	43	25	31	22	230	n/a	
Applications outgoing students (for reference)			204	8	108	14	53	36	63	55	38	30	609	n/a	

Students taking multiple courses:

Combination of courses	Number of multiple places
PKU1 + PKU2	6
TOK1 + TOK2	3
TOK1 + TOK3	4
TOK1 + TOK4	4
TOK2 + TOK3	1
TOK2 + TOK4	2
Total	20

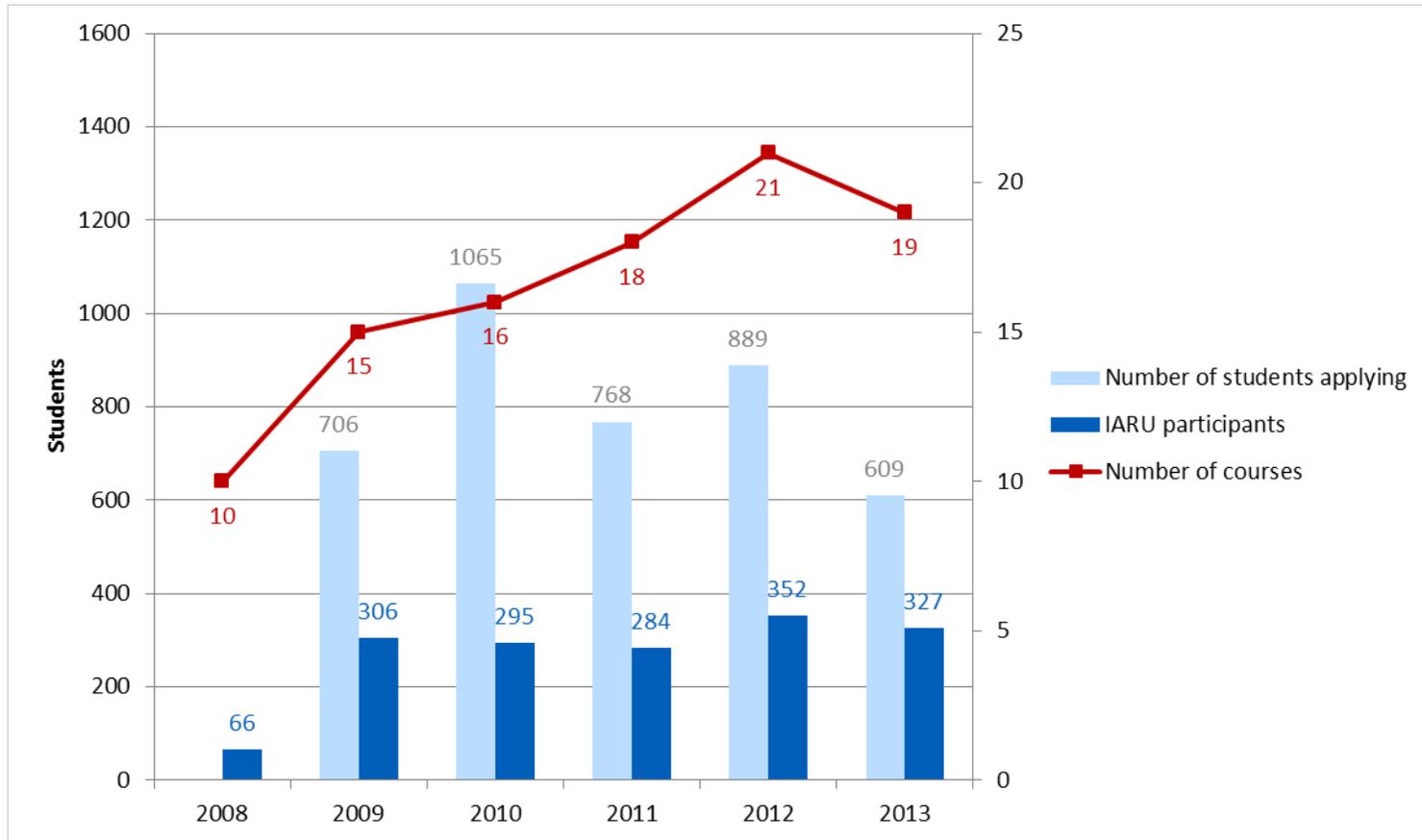
Total number of IARU students attending GSP 2013: 327 (headcount)
corresponds to 417 participants – 70 non-IARU students – 20 multiple places

Student Mobility (2008 – 2013)

	2008			2009*			2010			2011			2012			2013		
	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	Out-going	In-coming	Local
ANU	20	7	10	28	13	2	27	9	6	30	12	3	38	11	2	28	16	8
ETH	1	n/a	n/a	10	13	0	15	6	5	8	2	1	10	6	11	8	7	14
NUS	8	6	0	42	66	0	28	50	30	28	33	18	32	42	22	25	22	3
PKU	4	n/a	n/a	30	13	0	15	14	8	21	14	3	30	28	0	11	27	0
UCB	7	n/a	n/a	41	36	1	20	16	8	22	12	33	14	19	22	24	28	26
CAM	5	8	0	14	18	0	13	13	0	8	14	0	2	14	0	13	6	0
COP	6	n/a	n/a	32	29	0	25	31	13	22	43	24	37	45	22	43	42	20
OXF	3	5	0	5	17	0	18	14	0	11	14	1	16	15	0	25	12	0
TOK	5	20	0	17	35	0	15	31	26	27	23	0	41	33	42	31	56	45
YAL	4	17	5	39	19	2	20	12	3	8	18	2	22	29	2	22	14	1
Total participants	63	63	15	258	259	5	196	196	99	185	185	85	242	242	123	230	230	117

*Note: For 2009, the detailed numbers of incoming and outgoing students are not available. Numbers presented are based on nominations received at universities. Total participation in 2009 was 306. "Local" refers to host institution's students attending its course. Non-IARU students are excluded from this table.

GSP Total Number of Courses, Students Applying and IARU Participants (2008 – 2013)



Course Survey Analysis

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

Most survey questions consisted of statements where students had five options to choose from. In this analysis these options have been converted to numerical values as follows.

- Strongly Agree / Very Important 5 points
- Agree / Important 4 points
- Neutral 3 points
- Disagree / Unimportant 2 points
- Strongly Disagree / Very Unimportant 1 point

Higher scores refer to better performance, or greater significance is given to the topic.

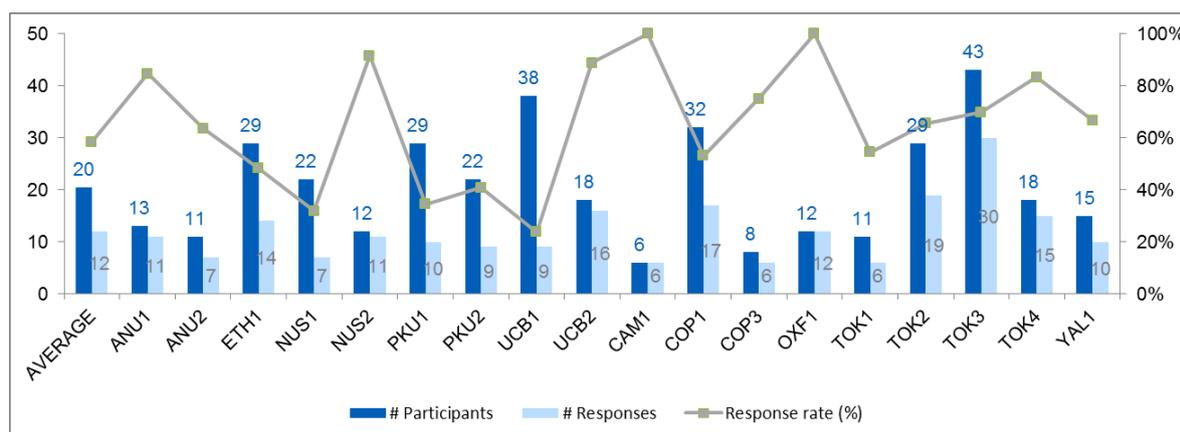
After each question, there was space for optional comments.

The survey as presented to the students is in the Appendix.

Response Rate

In the last week of each course (mostly on Wednesdays), the IARU Secretariat sent out the survey invitation link directly to the students. One week later, the students who had not responded received a friendly reminder. One week after sending out the reminders, the survey was closed.

The overall response rate is 58.4 % (2012: 49.9%, 2011: 88.1%).

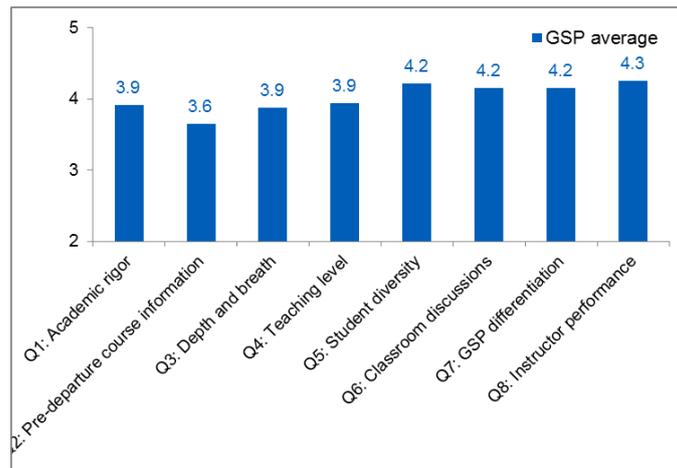


GSP Course Content

Overview

In general, the strengths of GSP 2013 were the performance of the instructors, student diversity, classroom discussions and the differentiation of GSP from other summer programs.

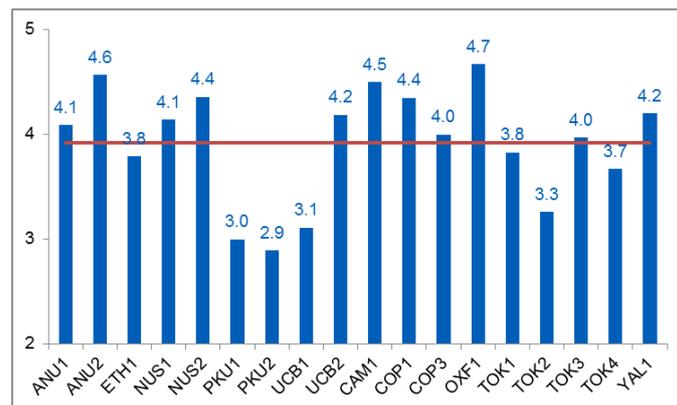
An area for improvement is the pre-departure course information – a weakness that has also been recognized in previous years.



The GSP 2013 courses differed significantly with regards to the above aspects. It seems that the courses are quite heterogeneous; this also applies to courses offered in the same university.

Academic Rigor

Q1. This GSP course was academically rigorous.



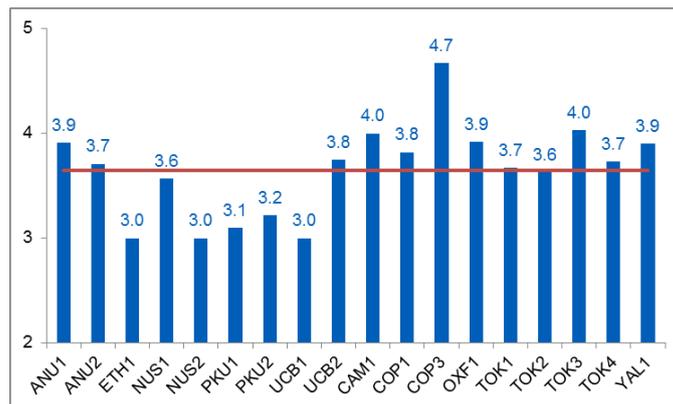
Selected student comments

- I'm not quite sure what rigorous means, but the academic level was good.
- Fine balance between ... academic rigorousness and pitching at the right level for students from a range of disciplines.
- A test at the end would have made the course more rigorous.
- I don't think undergraduate programs can be very rigorous.

- Depends on your own attitude. If you read all the optional materials, it would be.
- I have never learned so much in 4 weeks. It was great!
- A bit superficial, but that cannot be avoided with little time and a large area to cover.
- The lecture material was too specific and detailed.

Pre-Departure Course Information

Q2. The information you had received before the GSP course started, clearly explained what to expect in terms of class content, including prerequisites (if any).

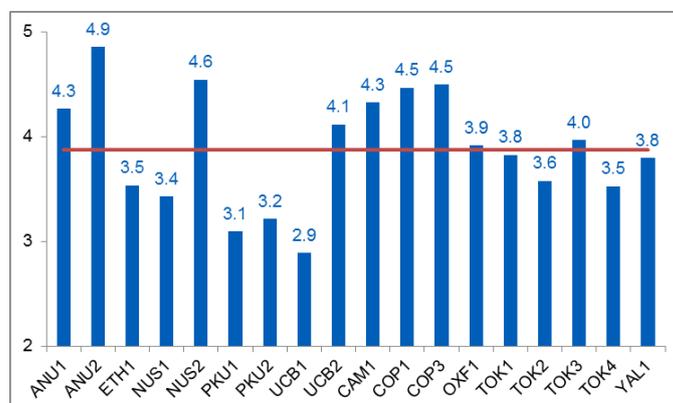


Selected student comments

- The syllabus came a bit too late for my liking.
- It would have been nice to know more about the course, and the instructors.
- The information was very helpful and gave me an adequate insight into what to expect. Perhaps if some of this information was available earlier it would have been helpful, but not necessarily essential.
- We received a detailed schedule with titles of every lecture.
- The name of the course is too vague and the course info on the website does not provide a detailed explanation.
- Course acceptance notifications need to be earlier (around March) because summer plans and arrangements were extremely difficult to organize.

Depth and Breath

Q3. The GSP course sufficiently addressed the depth and breadth of the topic, given the amount of time we had.

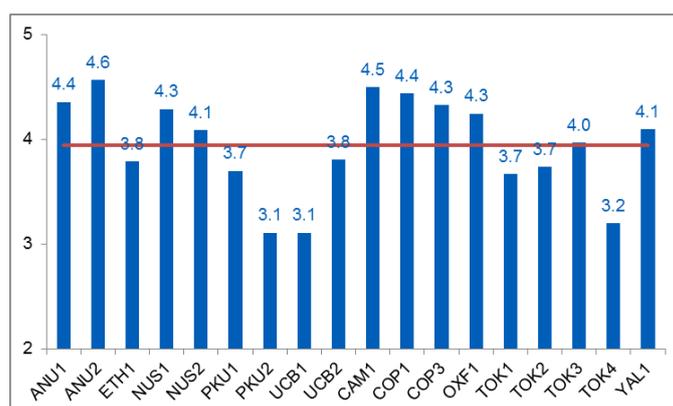


Selected student comments

- I wish the course was longer so we could have covered some topics in more depth.
- Given the amount of time we had, it is impossible to address both depth and breadth.
- A good range of topics were covered in this course.
- It's hard to teach a group of people from a broad range of fields.
- It was too short to cover everything in depth. I feel that we covered each topic only briefly.

Teaching Level

Q4. The GSP course was taught at the right level (e.g. introductory or advanced, as indicated in the course profile).

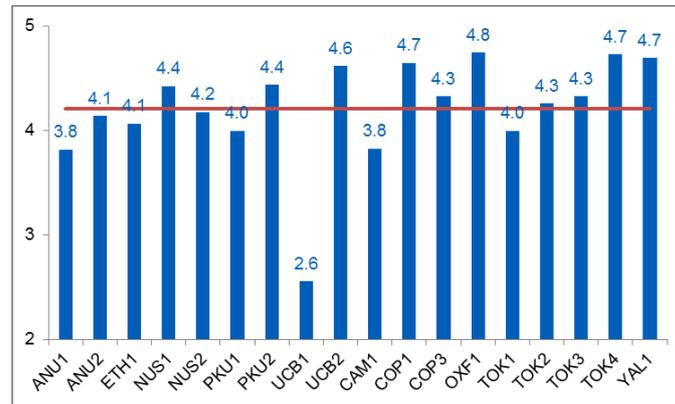


Selected student comments

- It is good that the GSP course was taught at the introductory level, but I feel that we still could have been challenged a little bit more.
- The course was taught at a more advanced level than what I was expecting, as I believed that prior knowledge of the topic was not mandatory, and yet they believed you had some.

Student Diversity

Q5. The GSP course had a good diversity of students.

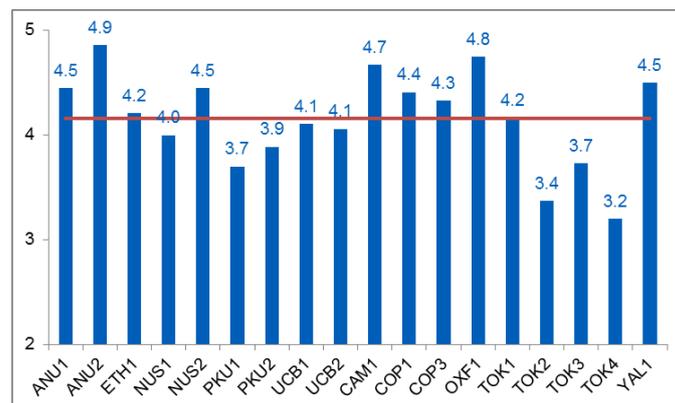


Selected student comments

- There were no students from some universities such as Peking, Yale and Berkeley, it would have been nice to meet students from these universities.
- This is something that made this program most worthy. Had an awesome time with people from around the world.
- This was one of the best parts of the course, the fact there were so many different backgrounds and disciplines all bringing their understanding of the course.
- I would have preferred to have more domestic students in the class so that I could learn more about local culture.
- This was the key strength of the program.
- All 10 IARU institutions sent students to the course.

Classroom Discussions

Q6. The GSP course offered sufficient opportunities to engage with classmates in academic discussion.



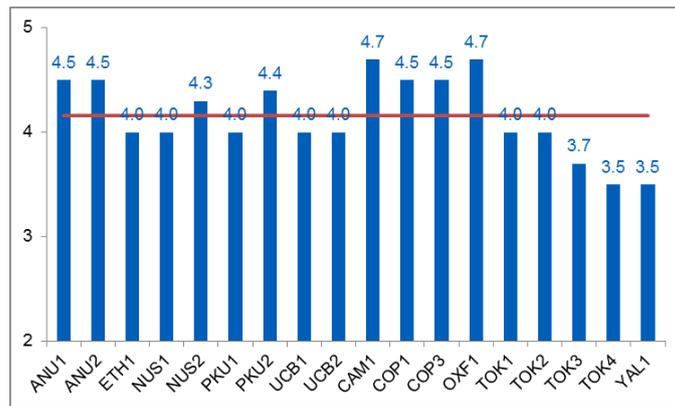
Selected student comments

- The group work was very interesting – the best part of the course. It gives a great insight in other people/cultures ideas and approaches.

- The topic dealt in class was quite open to discussion and we had an active discussion with students from each country bringing points about the system in their country. This was very informative and nice to know.

GSP Differentiation

Q7. The GSP course I attended was different from other summer programs.



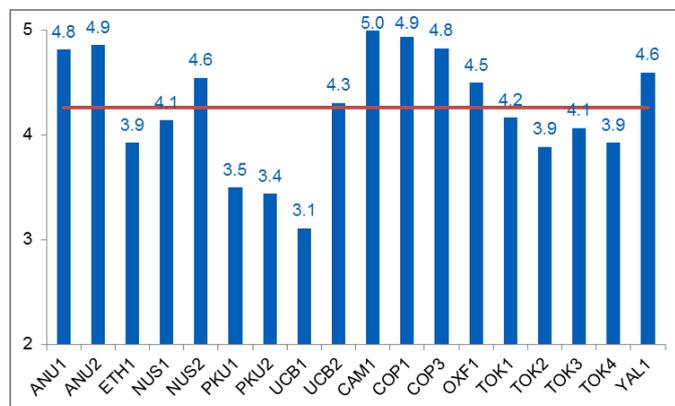
For 65% of students, GSP 2013 was their first summer program. As they have no basis for comparison, their answers are not included in the table above.

Selected student comments

- This was the best academic course I have been on – lots of in depth learning but also not too serious and we were given time to have fun.
- This is one of the best university courses I have taken.
- I have never done an classroom based summer program before.
- It was surely at a higher level, with better professors and a perfect organization.

Performance of Instructors

Q8. How do you rate the overall performance of your course instructor/s on a scale from 1-5?



Selected student comments

- Instructors were engaged and enthusiastic about the course material and were experts in their field.
- Some of the lecturers need to improve their English.

GSP Mission

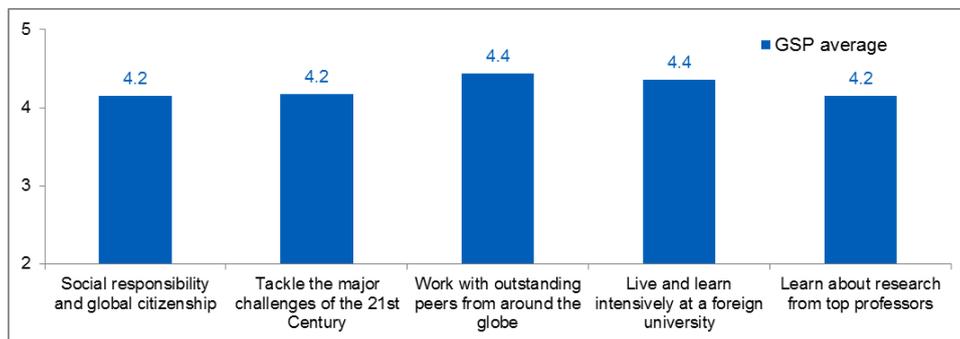
Overview

Q9. My GSP experience has inspired in me a greater sense of social responsibility and global citizenship.

*Q10. I believe the course lived up to the GSP principles of providing me an opportunity to:
a) Tackle some of the major challenges of the 21st century, b) Work with outstanding peers from around the globe, c) Live and learn intensively at a foreign university, d) Learn about research from top professors*

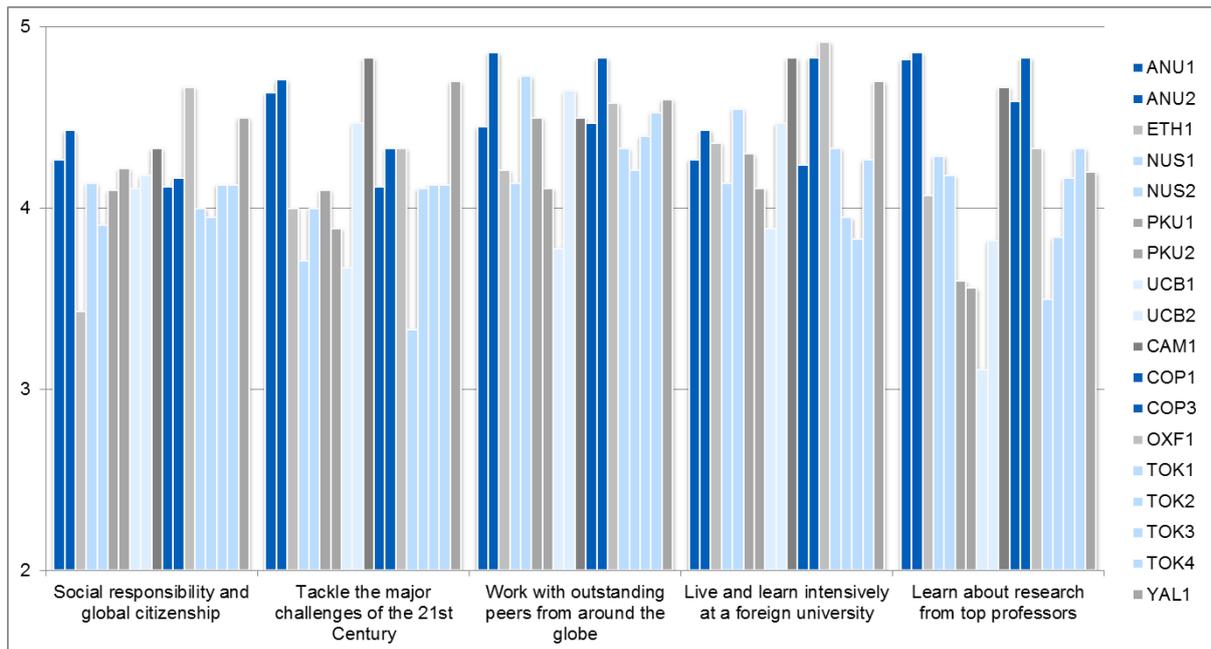
This section analyzes whether the GSP 2013 courses lived up to the stated expectations described in the GSP Aims & Principles.

The results for question “Q10. b: Work with outstanding peers from around the globe” is comparable with the results for question “Q5: Student diversity”. The same applies to the question “Q10. d: Learn about research from top professors” when compared with question “Q8: Instructor performance”.



On all principles, the average score is above 4 points, i.e. between “Agree” and “Strongly Agree”. All the principles are satisfactorily fulfilled.

Most individual courses also score 4 points and higher. All courses score above 3 points (“Neutral”) on all principles.



Selected student comments

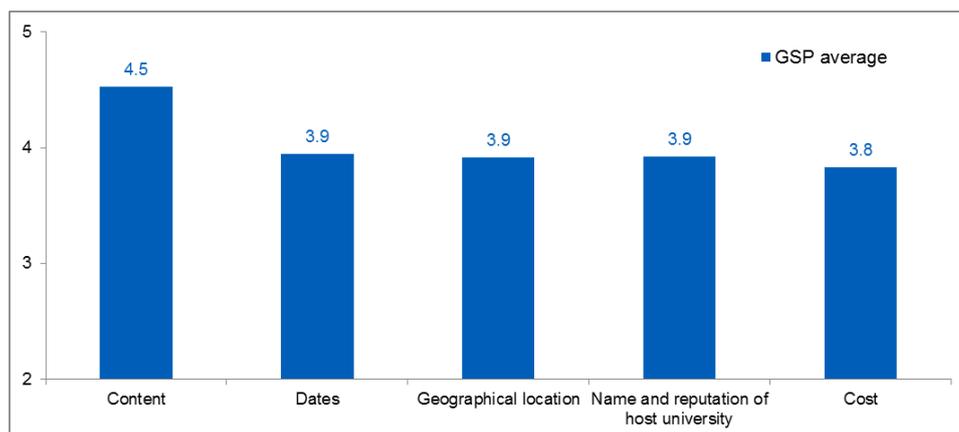
- The scope of my perspectives on many important global challenges has undoubtedly been broadened as a result of my GSP experience.
- I leave with the same sense of social responsibility that I arrived with.
- The service portion of the program has strongly impacted my sense of social responsibility and has altered my academic trajectory.
- Now I have friends from around the world. This has given me a greater idea about their own and their countries' views on a variety of global challenges.
- I think studying with a group of people from around the world makes you think more about global issues and gives you a greater sense of social responsibility.
- I've never been with so many elite (but at the same time so sociable and friendly) people from all over the world together. I've made long-lasting friendships and learned in my free time a lot about personal backgrounds of people from other countries.

Motivation for Participating

Overview

Q11. Please rate the importance of the following factors for choosing the GSP course:

a) Course content, b) Course date, c) Geographical location of the course, d) Name and reputation of the hosting institution, e) Cost of the course



The course content is the most significant factor for students when choosing a GSP course. Many students look for course content that is related to their studies and interests.

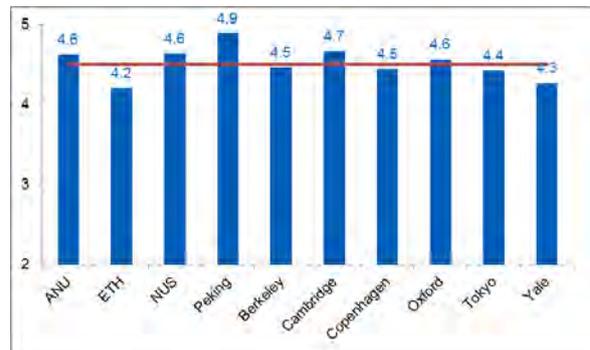
With regards to the cost of the course, the available funding/scholarships are another deciding factor. A few participants confirmed that they could only participate in the GDP thanks to a scholarships – either by the universities, by Santander or both. It needs to be assumed that the high cost prevented many students from applying.

Several respondents noted that meeting students from all around the world was also a key motivation for participating in the GSP.

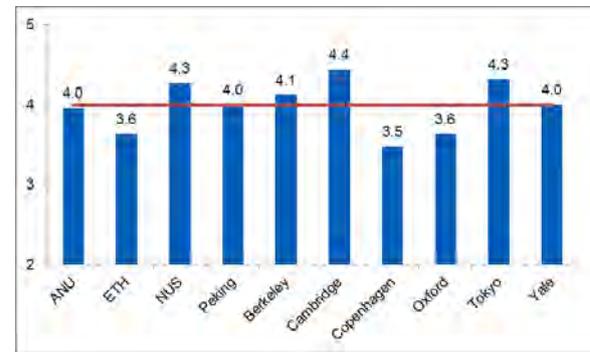
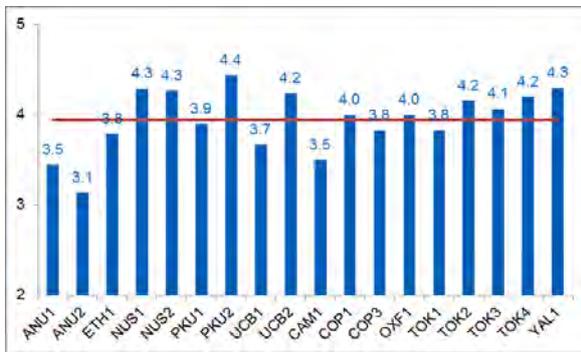
Selected student comments

- The diversity of the students and interdisciplinary approach distinguish IARU GSP from other summer programs. This was the main reason why I chose to participate.
- Number/type of credits that can be transferred back to the home university.
- How well it fit with my own degree and future interests.
- The cost of accommodation at the hotel indicated was quite expensive and cheaper options would be appreciated.
- The course content area was the principal factor in choosing which course to attend, as I was looking for something related to my degree and interests. Cost likewise was an important aspect, but this was diluted by the knowledge that there would be support regardless of the course applied for.
- Very very expensive and not possible without the assistance of the university. Although the accommodation was exquisite, sometimes it was unnecessarily over the top.
- I think one other key reason why I chose this GSP program is that it offers many opportunities to interact with students from around the globe.

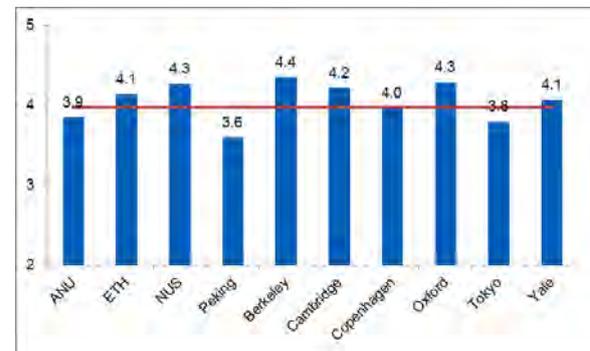
Course Content



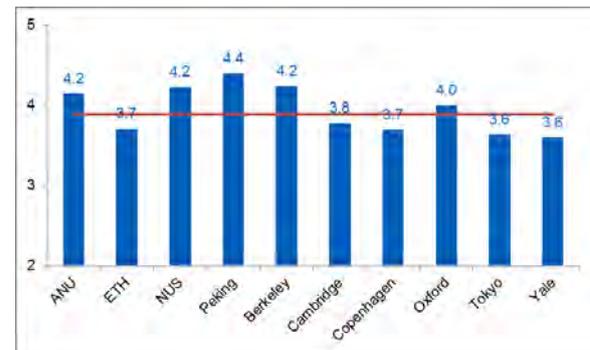
Course Dates



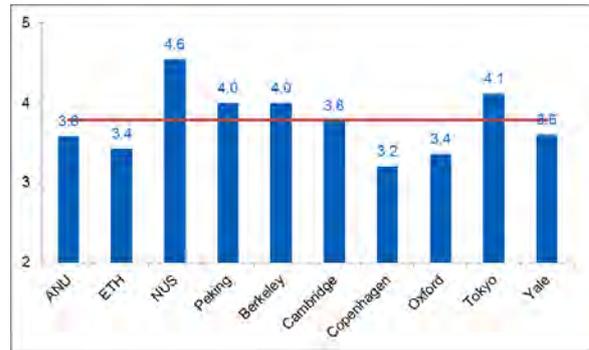
Geographical Location of the Course



Name and Reputation of the Hosting Institution



Cost of the Course

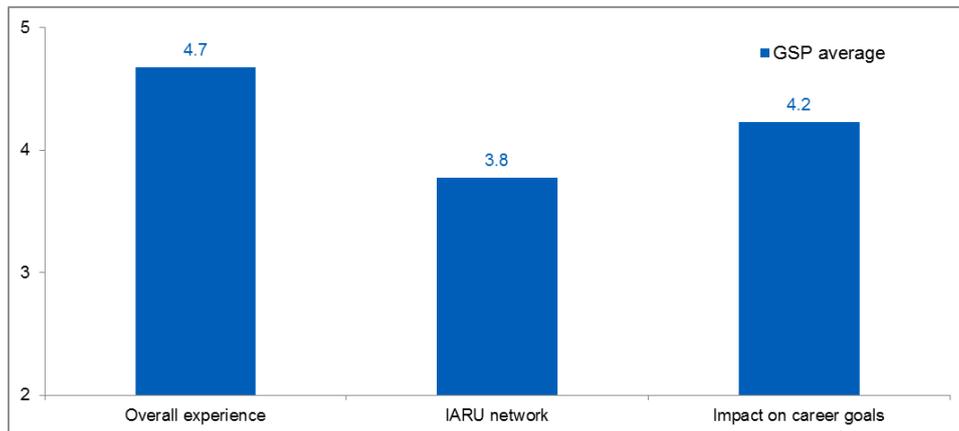


Satisfaction Aspects of GSP Courses

Q12. The GSP course was a good experience for me.

Q13. The GSP course gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course).

Q14. Participation in the GSP course has positively impacted my academic and/or career goals.

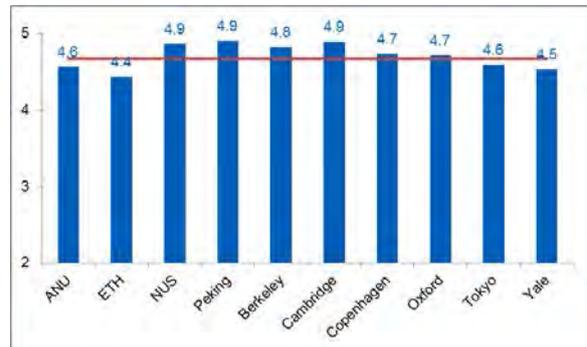


For most students, GSP 2013 was a good experience overall. They also agreed that participation has positively impacted their academic and/or career goals. However, the feeling of being part of a broader IARU network is less significant.

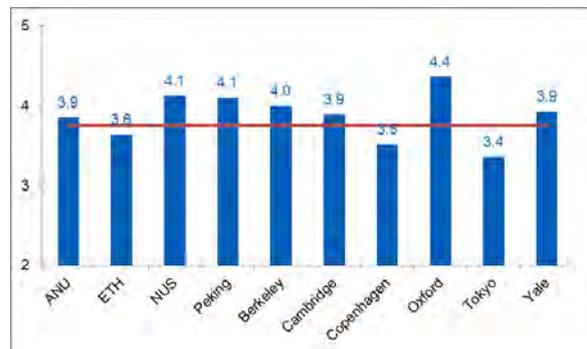
Selected student comments

- One of the best parts of the GSP was to meet people from other universities, to hear about their views and opinions, what they do, and to keep them as lifelong contacts.
- This course is really great. I do hope I can take it once more.
- Through this course, I tried to think what I really want to do and how I can contribute more to people's benefits.

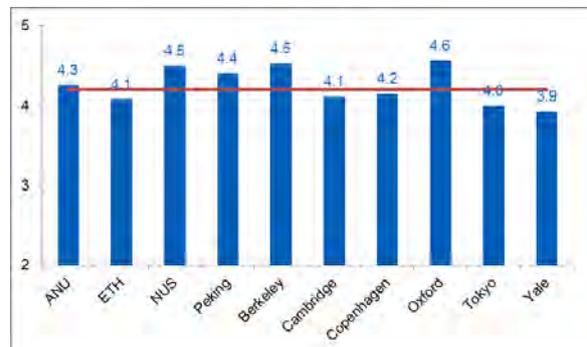
Overall Experience



Feeling of Being Part of a Broader IARU Network



Positive Impact on Academic and/or Career Goals



Q15. As I reflect upon this experience, something I wish I had known:

Selected student comments

- I wish I had known about summer school before coming in to my fifth year, I would have loved to go on more than one course.
- That GSP would be great not only academically but also socially.
- About the course readings at least a week before the course commenced.
- How much work it would be.
- Exactly what the course entailed and the amount of background knowledge needed.
- The course price before I applied – very expensive!
- The importance of visa application.

- That a paper was required for submission after the course. This heavily affected my experience as I already made travel plans for travelling after the GSP course and therefore I had to rush the paper during the course itself.
- The precise content of the course.

Q16. As I reflect upon this experience, something that I found particularly challenging:

Selected student comments

- Working with new people, especially with people from different professional and academic backgrounds. It was the most challenging and the most interesting part.
- The difference in the level of academic knowledge.
- Was adjusting to the culture of a foreign place.
- Working on group papers.
- Balancing work and travel/exploring the city.
- The living expenses of the city was quite high so we had to be really careful with money.
- My poor English speaking and listening skills.
- Understanding lecturers whose English was really poor.
- Frequent opportunities to present my ideas in front of class. It is rarely required at my home university.

Q17. As I reflect upon this experience, something I am most proud of:

Selected student comments

- The fact that I was accepted into the program.
- That I was able to produce work on topics I had no prior knowledge about, and still get high marks for the result.
- Getting to know many great people with different background and interests from all around the world.
- I am proud to be a part of this great international collaboration.
- To be able to be involved in meaningful discussion with outstanding peers from around the world.
- Working in a presentation with people from 3 other countries and languages.
- I am proud of having met and become friends with great students from all over the world. I learned a lot from them and had a great time.

Q18. If I could improve one thing about GSP, it would be:

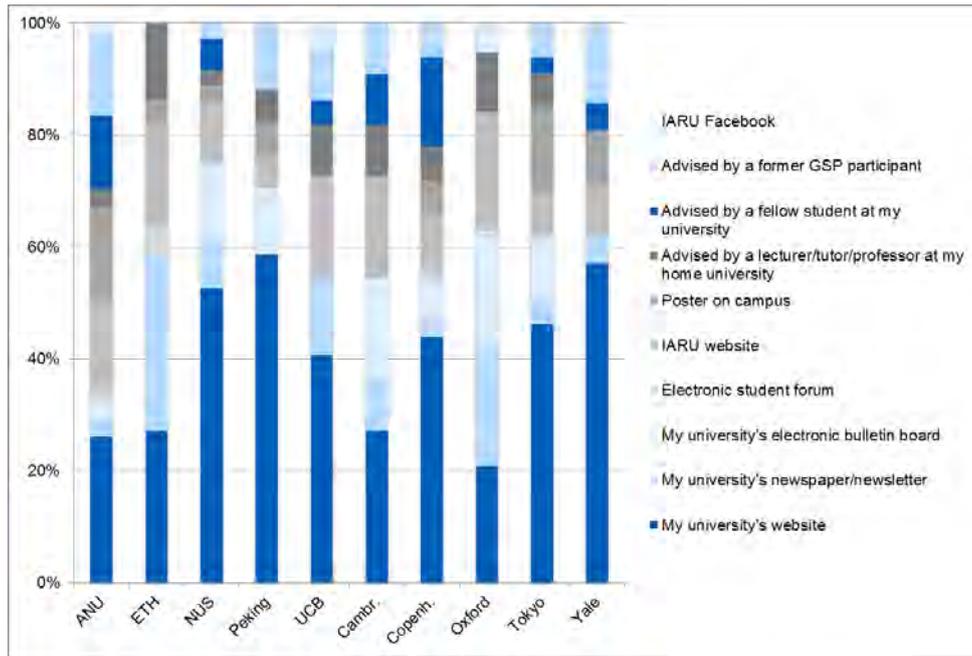
Selected student comments

- More science orientated courses.
- Application period should be earlier.
- The course description should be more specific and clear.
- More information about classes, campus, daily life etc.
- Improve the diversity of universities.
- I wish it was longer so we would have had time to work on bigger more challenging projects.
- I would suggest that the fee be very nominal for other GSP courses. I would have wanted to go to other summer programs but chose not to due to the high fee.
- Definitely need to make the acceptance notification earlier.

- I wish the course was longer!
- Equal amounts of students from each university.
- Choose academics with strong English skills.

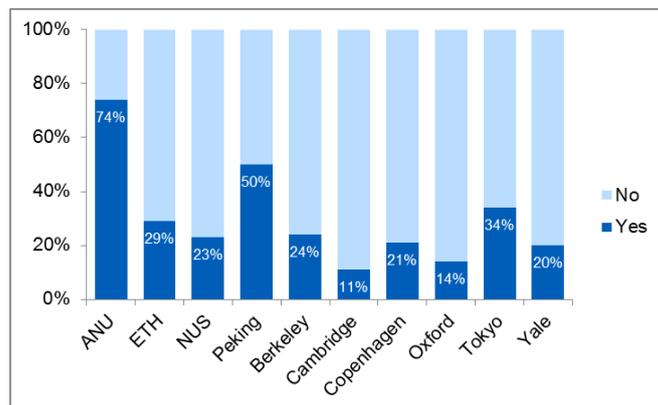
Communication

Q19. How did you find out about the IARU Global Summer Program?

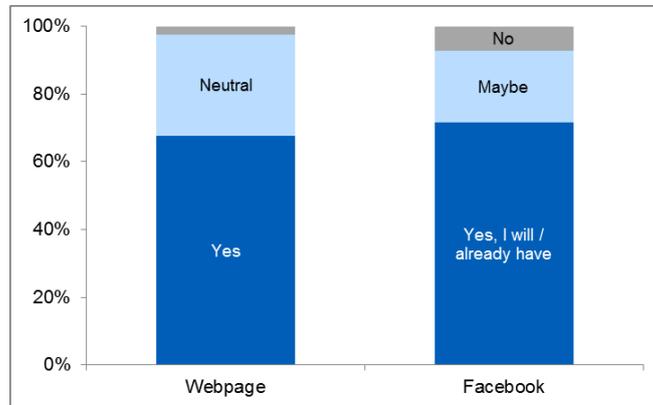


(Note: Multiple responses were possible.)

Q20. Were you aware of IARU (International Alliance of Research Universities) before your participation in the IARU GSP?



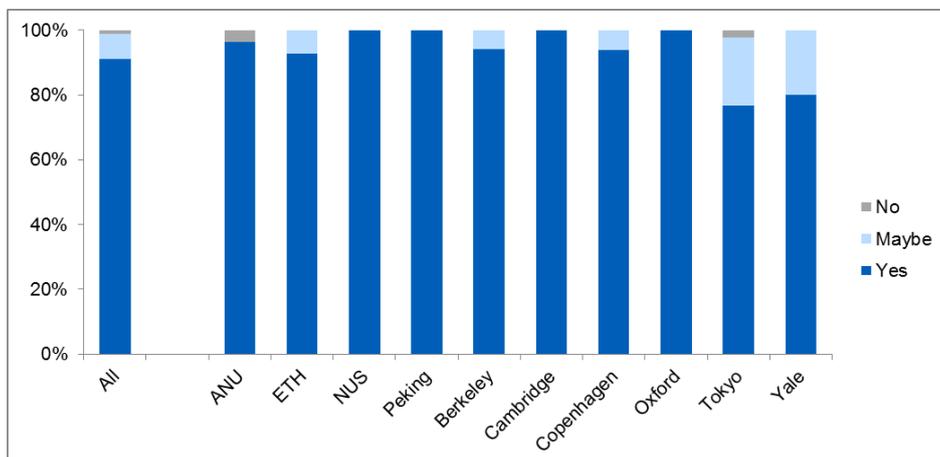
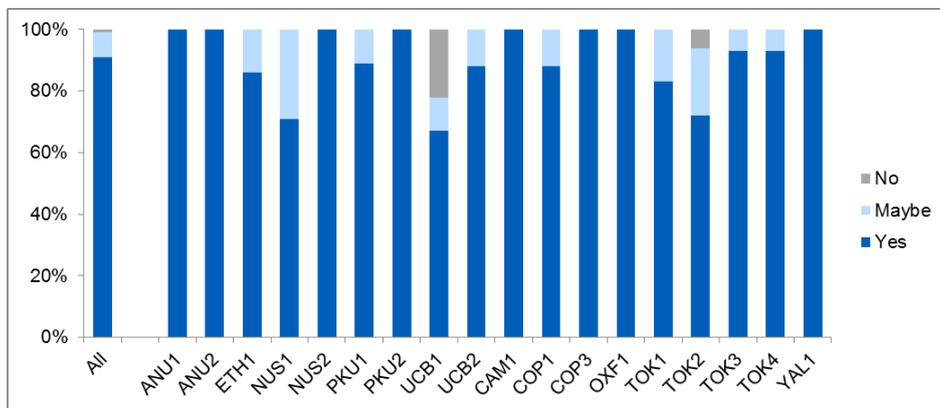
Q21. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?
 Q22. Will you join the GSP Facebook Group and network with fellow GSP participants?



Selected student comments

- Could be more informative.
- Yes, however it might be good to increase the information regarding which students (from a disciplinary perspective) would find what course most valuable i.e. science, humanities, politics.
- I find the cost estimates in particular useful.
- Adequate information could be more detailed though!

Q23. Would you recommend the GSP as a program to your peers?



Selected student comments

- It has been the best experience of all of my five years of study, and I would recommend it to everyone.
- Definitely. It will inspire and change you.
- It has been a great experience from the beginning. And definitely worthwhile if you want to meet people from all over the world and maybe study something out of the box.
- Undoubtedly the highlight of my degree so far.
- Without any doubt! This has been a life changing experience both academically and otherwise, one which I will treasure for the rest of my life. Both the fellow students that I have met who have stretched my cultural academic perceptions, and my grounding in a whole new academic field, have inspired me entirely! Thank you!

Appendix

IARU GSP Survey 2013



IARU GSP Survey 2013

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IARU Global Summer Program Survey 2013

Thank you for taking this survey to help us improve the Global Summer Program (GSP).

1. The survey should take approximately 10-20 minutes to complete depending on whether or not you choose to write more detailed answers (we analyze such comments very carefully).
2. Due to technical restrictions you will need to complete the survey in one sitting, so please pick an appropriate time/place to begin.

Page 2 of 6

Section 1: GSP Course Content and Rigor

Q1. This GSP course was academically rigorous.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q2. The information you had received before the GSP course started, clearly explained what to expect in terms of class content, including prerequisites (if any).

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q3. The GSP course sufficiently addressed the depth and breadth of the topic, given the amount of time we had.

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q4. The GSP course was taught at the right level (e.g. introductory or advanced, as indicated in the course profile).

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q5. The GSP course had a good diversity of students.

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q6. The GSP course offered sufficient opportunities to engage with classmates in academic discussion.

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Please share how you may have benefited from peer learning, or any other related thoughts you may have (optional).

Q7. The GSP course I attended was different from other summer programs.

Strongly Agree Agree Neutral Disagree Strongly Disagree No answer (This is the first summer program course that I have attended.)

Comment (optional)

Q8. How do you rate the overall performance of your course instructor/s on a scale from 1-5?

5 Excellent 4 Good 3 Neutral 2 Fair 1 Poor

Please share what made your course instructor/s good, very good or excellent, or if there are areas for improvement (optional).

Page 3 of 6

Section 2: GSP Mission

Q9. My GSP experience has inspired in me a greater sense of social responsibility and global citizenship.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q10. I believe the course lived up to the GSP principles of providing me an opportunity to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) Tackle some of the major challenges of the 21st century	<input type="radio"/>				
b) Work with outstanding peers from around the globe	<input type="radio"/>				
c) Live and learn intensively at a foreign university	<input type="radio"/>				
d) Learn about research from top professors	<input type="radio"/>				

Comment (optional)

Back
Next

Page 4 of 6

Section 3: Motivation for Participating in the GSP

Q11. Please rate the importance of the following factors for choosing the GSP course:

	Very Important	Important	Neutral	Unimportant	Very Unimportant
a) Course content	<input type="radio"/>				
b) Course date	<input type="radio"/>				
c) Geographical location of the course	<input type="radio"/>				
d) Name and reputation of the hosting institution	<input type="radio"/>				
e) Cost of the course	<input type="radio"/>				

Other deciding factors (if applicable)

Comment (optional)

Section 4: Impression & Critical Reflection

Q12-14.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q12. The GSP course was a good experience for me.	<input type="radio"/>				
Q13. The GSP course gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course).	<input type="radio"/>				
Q14. Participation in the GSP course has positively impacted my academic and/or career goals.	<input type="radio"/>				

Comment (optional)

Q15. As I reflect upon this experience, something I wish I had known:

Q16. As I reflect upon this experience, something that I found particularly challenging:

Q17. As I reflect upon this experience, something I am most proud of:

Q18. If I could improve one thing about GSP, it would be:
(Please also provide ideas for how to make this improvement.)

Section 5: Communication**Q19.** How did you find out about the IARU Global Summer Program?

Please check all that apply.

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

Q20. Were you aware of IARU (International Alliance of Research Universities) before your participation in the IARU GSP?

- Yes No

Q21. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?

- Yes Neutral No

Comment (optional)

Q22. Will you join the [GSP Facebook Group](#) and network with fellow GSP participants?

- Yes, I will / already have Maybe No

Comment (optional)

Q23. Would you recommend the GSP as a program to your peers?

- Yes Maybe No

Comment (optional)

Q24. Please indicate your home university (the university in which you are enrolled as a degree-seeking student):*

-- Please Select --

Back

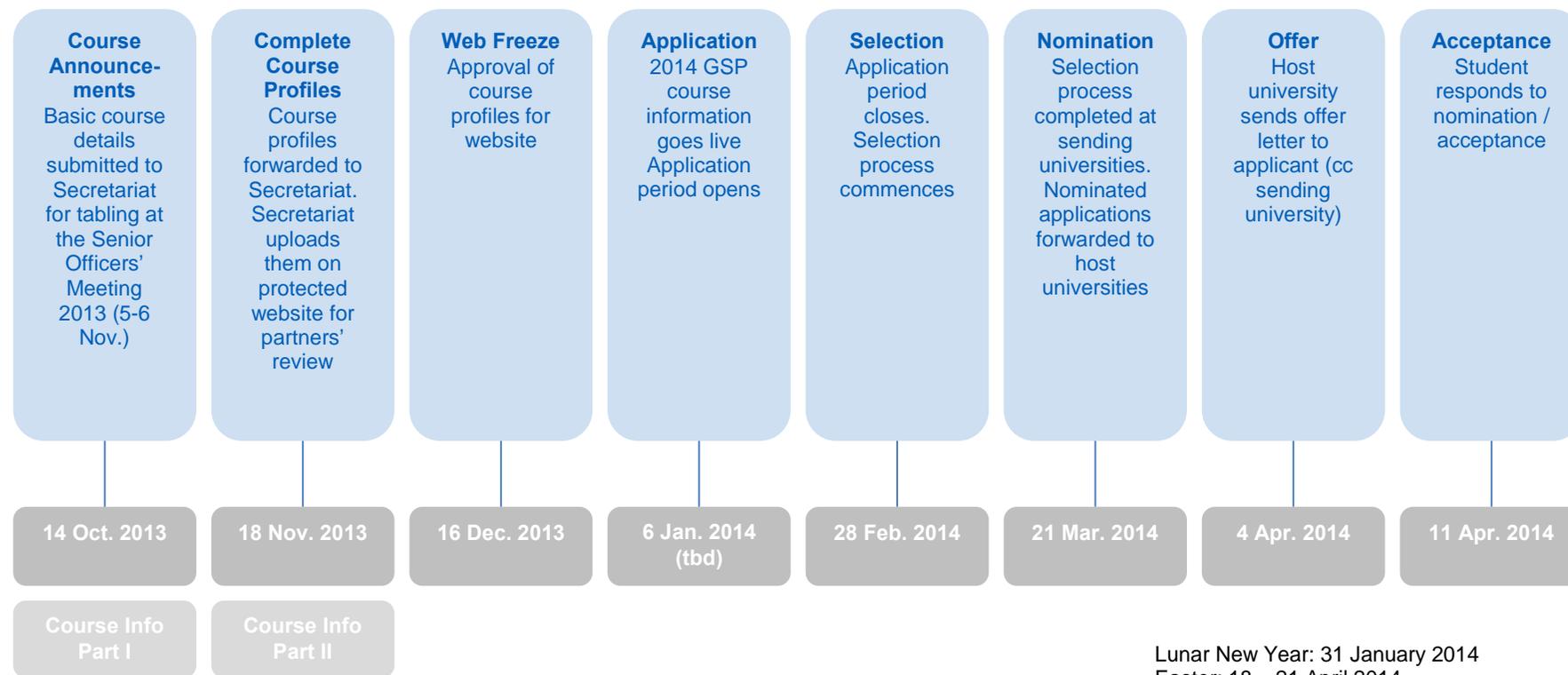
Done

Survey Completed

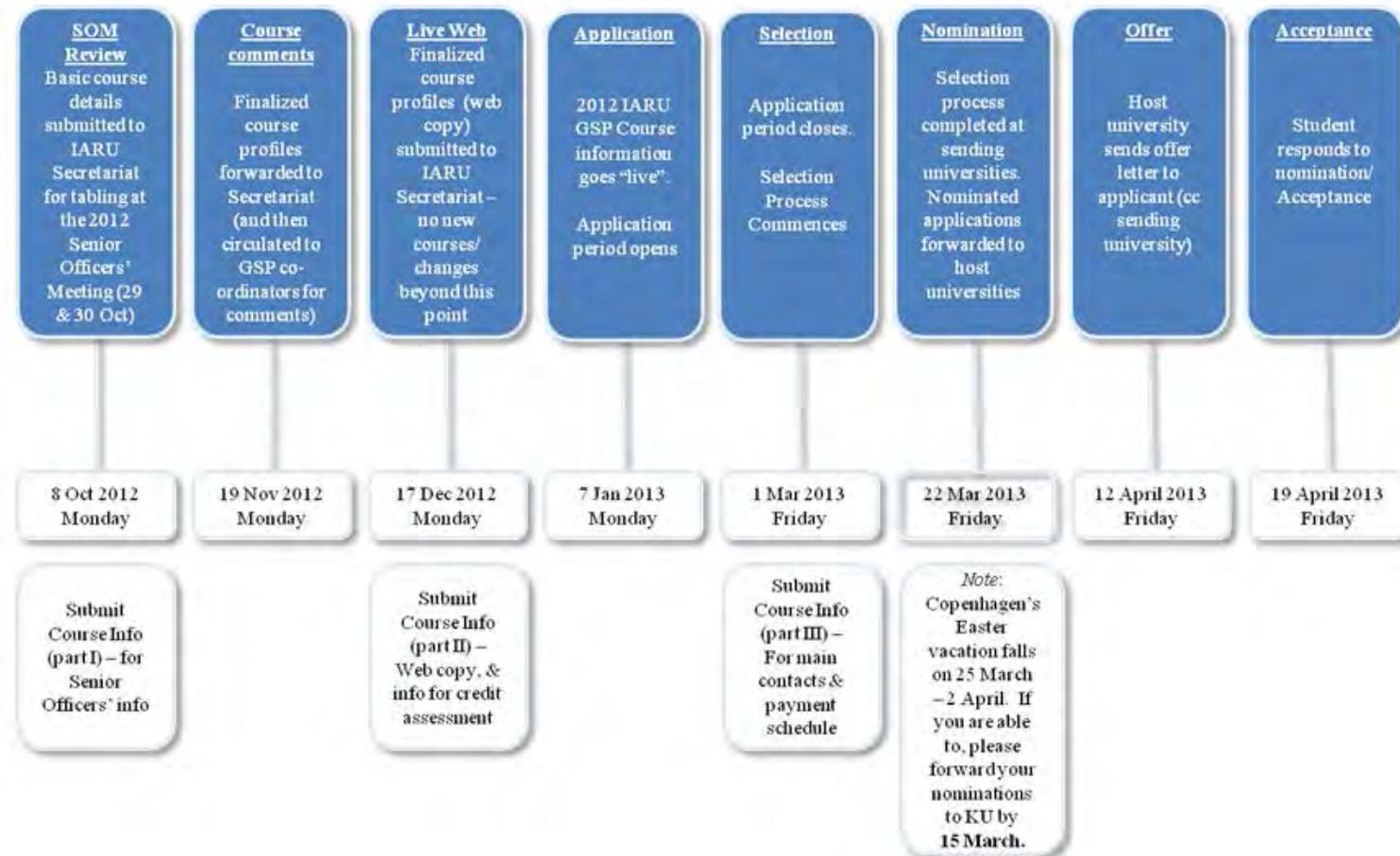
Thank you for taking the survey.

IARU Secretariat (iaru.secretariat@sl.ethz.ch)

Proposed Timeline GSP 2014



GSP Timeline 2013 (for reference)



Templates

Projected GSP 2014 Courses – Part I (to be presented at the Senior Officers' Meeting)

Title course 1	
Duration (date)	
Short description (max. 100 words)	

Title course 2	
Duration (date)	
Short description (max. 100 words)	

Title course 3	
Duration (date)	
Short description (max. 100 words)	

Scholarship for incoming students	
Scholarship for outgoing students	

GSP 2014 Courses – Part II

Please use a different form for each course.

Course code	
Course title	

Website upload (for public viewing)

Dates	DD/MM/YY – DD/MM/YY Students must arrive by _____. Students will be able to check in from _____. Check-out date _____. (please indicate if students have the option to stay longer)
Image & caption	
Course description (optional: include abstract)	
Field trip (if any)	
Target audience & prerequisites	
Delivery method & learning outcomes	
Assessment	
Credits equivalent at host university & contact hours	___ ECTS ___ total contact hours + ___ field trip hours (excluding self-study hours)
Name of lecturer(s) / tutors	
Accommodation	
Estimated costs in local currency (Please indicate if funding will be provided for <i>incoming</i> students, e.g. scholarships.)	Tuition fees: Accommodation including any deposits: Other deposits: Field trip: Textbook fees: Miscellaneous fees: Living expenses: Scholarships for incoming students:
Further information & website	

Contact information

Primary GSP Coordinator	Name: E-mail: GSP e-mail: Contact to be published on website (yes/no): If yes, address:
GSP Coordinator for incoming students	Name: E-mail: GSP e-mail: Contact to be published on website (yes/no): If yes, address:
GSP Coordinator for outgoing students	Name: E-mail: GSP e-mail: Contact to be published on website (yes/no): If yes, address:
Further GSP contacts	Name: E-mail: GSP e-mail: Contact to be published on website (yes/no): If yes, address:

Course capacity (for internal use – Secretariat will share it with the partners)

Aiming to receive (number of students per partner)	
Comments (optional)	

GSP Course Info Part I – old version (for your reference)

Course title 1	
Duration	DD/MM/YY – DD/MM/YY
Short Description (100 words max)	

Course title 2	
Duration	DD/MM/YY – DD/MM/YY
Short Description (100 words max)	

Course title 3	
Duration	DD/MM/YY – DD/MM/YY
Short Description (100 words max)	

Scholarship for incoming students	
Scholarship for outgoing students	

GSP Course Info Part II – old version (for your reference)

Dates (Ideally courses should be held in July, concluding by early August 2012)	DD/MM/YY – DD/MM/YY Students must arrive by _____. Students will be able to check in from _____. Check-out date _____. (please indicate if students have the option to stay longer)
Image & Caption	
Short Description (100 words max)	
More Course Details (You may include student testimonials)	
Field Trip (if any)	
Target Audience & Pre-Requisites	
Delivery Method, Exams & Learning Outcomes	
Accommodation	
Estimated costs in local currency (Please indicate if funding will be provided for incoming students, e.g. scholarships. Please also indicate if any deposits and when it is required.)	Tuition fees: Accommodation including any deposits: Other deposits: Field Trip: Textbook Fees: Miscellaneous Fees: Living Expenses: Scholarships for incoming students:
Further information & website	

2) Additional application requirements (internal reference)

Please indicate if you require 1) additional application materials e.g. photos, references, additional forms, as well as 2) when they are needed (e.g. when shortlisted students are forwarded to the host university, upon acceptance, etc)

--

3) Information for credit application (internal reference)

Short Description (100 words max)	
Delivery Method/ Style of course delivery	
Credit equivalent at host university (if known, please also indicate the equivalent in ECTS)	
Contact hours (excludes self-study hours)	_____ total contact hours + _____ field trip hours
Assessment breakdown	

GSP Course Info Part III – old version (for your reference)

1) Contacts (Internal reference)

To ensure that the GSP runs smoothly and that institutions interface well when dealing with multiple partners and a large number of students, ideally partners should observe having the GSP Coordinator as the central contact point or “GSP mailbox” for their university.

To avoid confusion with multiple contacts from different areas of a university, such as Housing, Admissions, Enrolments and Finance offices, the Coordinator should liaise with those areas internally and then be the only contact point for students and fellow Coordinators.

Furthermore, we kindly request that every partner institution have a generic GSP email address from which they correspond with students and fellow GSP Coordinators. For example iaru.gsp@nus.edu.sg.

<p>GSP Primary Coordinator: As the central point of contact, she or he is responsible for all enquiries from partner institution GSP Coordinator and students. Tasks may include:</p> <ul style="list-style-type: none"> - Consulting with partners regarding timelines & issues relating to the GSP and students from their university - Student acceptance - Providing information and managing queries on pre-departure matters, accommodation, visa and matters during the course - Compile all charges, including tuition, field trip & accommodation 	<p>Name: Work email: GSP email: Phone: Additional remarks on tasks:</p>
<p>Lecturer(s)/Tutors</p>	<p>Name: Email: Phone:</p>

Although strongly encouraged, we can imagine scenarios where a single point of contact is not possible. For example, a different person managing incoming or outgoing students, separate people managing different courses. Please limit the contact points, and for all cases, ensure that the main GSP coordinator is copied into correspondences.

In our experience, having a GSP email helps ease the confusion faced by students, and you may wish to explore this especially for multiple coordinators, e.g. iarugsp.seaic@nus.edu.sg or iarugsp.nus1@nus.edu.sg

<p>GSP Coordinator: As the secondary or alternative of contact, she or he is responsible for all enquiries from students related to the course.</p>	<p>Name: Work email: GSP email: Phone: Responsibilities:</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------

2) Payment Schedule (Internal reference)

We kindly request that any changes to the initial payment schedule (as well as any substantial changes to the course) are made known to the key contacts and IARU Secretariat.

Payment for:	Amount in local currency (please specify if a deposit or additional application fees is needed)	Date required by / Remarks
Tuition fees		
Accommodation fees including any refundable deposits required as a 'bond' or non-refundable deposits required in order to complete an online housing application process :		
Other deposits		
Field trip (if any)		
Textbook fees		
Miscellaneous fees		
Living Expenses		
Other		
Scholarship for incoming students		

3) Course capacity (Internal reference)

AIMING TO RECEIVE (Number of students per partner)	RESERVES	NOTES ABOUT COURSE CAPACITY

Santander Scholarship Agreement Fulfillment

IARU-Santander GSP Scholarship Fulfillment in 2013

During the 2013 IARU Global Summer Program a total of 138 students, or 42% of all GSP students, benefitted from the centrally sourced Santander scholarships. Due to late student withdrawals or the smaller than expected number of outgoing students, some partner universities did not award the maximum amount of available scholarships. There is a total of USD 23,300 of scholarship carried forward from 2012 and 2013 as the table below illustrates:

University	Carried over from 2012 (USD)	Awarded Scholarships 2013 (USD)	Request to carry over to 2014 (USD)
Australian National University		20,000	
ETH Zurich	2,000	16,500	5,500
National University of Singapore		20,000	
Peking University	3,000	11,000	12,000
UC Berkeley		20,000	
University of Cambridge	6,000	21,200	4,800
University of Copenhagen		19,000	1,000
University of Oxford	2,000	22,000	
The University of Tokyo		20,000	
Yale University		20,000	
Total	13,000	189,700	23,300

The Secretariat will request permission from Santander to carry over USD 23,300 to GSP 2014.

According to the Legal Agreement with Santander, limits scholarships to a maximum of USD 2,000 per student. In addition, Santander has asked that scholarships should be at least USD 1,000 per student to be “significant”.

However, the agreement also states that all IARU universities will seek to provide further aid for students. The Secretariat is in the process of clarifying with Santander if “top-up funding” (in addition to financial support from the student’s home university) from the Santander monies can be less than USD 1,000 per student. The Secretariat will keep GSP Coordinators informed about the outcomes of the discussion.

In any case, all partner universities should not exceed the maximum IARU-Santander GSP Scholarships of **USD 2,000** per student.

As to the yearly total scholarship amounts, the goal for each university should be to award the full USD 20,000. A partner university that cannot award the total amount to its own outgoing students can explore the possibility to support also incoming students. However, this requires careful coordination to ensure that the total amount any student receives does not exceed the maximum amount of USD 2,000. The Secretariat proposes that a university wishing to use Santander monies to support incoming students first asks the students’ sending university for a confirmation of their outgoing scholarship and takes the amount into account when fixing their support. The Secretariat should be informed about these “deals”.

The existing Legal Agreement with Santander is valid for the GSP seasons 2012, 2013 and 2014. The IARU Secretariat will approach Santander to request the extension of the Agreement from 2015 onwards.

Extracted Key Clauses/Terms of the Legal Agreement with Santander (for reference)

A. Terms of Agreement

- i) Santander supports the Global Summer Program (GSP) by providing US\$ 20,000 to each IARU member university in 2012, 2013 and 2014. 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 USD 2,000 to each student. In addition, Santander has asked that scholarships should be at least USD 1,000 per student to be "significant". Partners should aim to distribute all of the monies allocated each year.

Partners who wish to allocate funding to incoming students or who are unable to consume all of the scholarship monies in one year and wish to roll over to the next year, should contact the Secretariat. The Secretariat will forward the details to Santander by 31 May of each year.

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

B. Completion of Confirmation Form and Acknowledgement of Publicity Efforts

- i) Each partner needs to sign the Completion Form annually. The Secretariat submits these forms by 15 June each year.
- ii) A list of student beneficiaries of the IARU-Santander GSP Scholarships must be provided to Santander by the end of each GSP cycle. The Secretariat will circulate a form for compilation in August each year. The sponsored students might be requested by Santander to join Santander's Scholarships Portal once it has been launched (www.agora-santander.com).
- iii) The Secretariat must inform Santander about the publicity efforts and website acknowledgement made by the partners. Each partner is required to mention the IARU-Santander Global Summer Program Scholarships on its GSP webpages. The "Santander Universities" logo must also be included. The Scholarship and/or the "Santander Universities" logo should be linked to www.santander.com/csgs/Satellite/CFWCSancomQP01/en_GB/Corporate/Sustainability/Santander-Universities-/Santander-committed-to-Higher-Education.html.

C. Management of Scholarship Funds

- i) GSP coordinators should obtain written authorization from their student beneficiaries to share their basic data (i.e. name, GSP course attended, e-mail address) with Santander. The authorization records are for each university's safekeeping and do not need to be sent to the Secretariat and/or Santander.
- ii) Universities wishing to use Santander funding for incoming students should coordinate with the students' home university to prevent a situation where a student receives two shares of the IARU-Santander GSP Scholarship. In any case, any individual student's scholarship should not exceed the maximum amount of USD 2,000.

IARU GSP Alumni Survey

In 2012, a survey was conducted of past GSP participants from 2008, 2009 and 2010 to get an indication of how much impact a short course like GSP had on participants, and how the GSP fared overall. The survey results were discussed at the 2012 GSP Working Committee Meeting. The response rate of the survey was relatively low (18.3%), but the results gave some useful feedback on how GSP had fared overall.

It was agreed that the next GSP Alumni Survey should be conducted in 2014 for the 2011, 2012 and 2013 batches. The 2012 survey is given below for reference.

IARU GSP Alumni Survey 2012

Introduction

Thank you for taking this survey to help us improve the IARU Global Summer Program (GSP). This survey is designed to gain a better sense of the impact of the GSP. Participants from GSP 2008, 2009 and 2010 are surveyed, and the survey participants' identities will be kept confidential.

The survey should take approximately 20 minutes to complete and must be done in one sitting. We urge you to write detailed answers as the information obtained from this questionnaire will be used to evaluate the program and to make recommendations for future improvement.

Thank you!
IARU GSP Coordinators

Online Survey

1. Critical Reflection

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

Strongly Agree Agree Neutral Disagree Strongly disagree

Comments:

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

Comments:

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

Strongly Agree Agree Neutral Disagree Strongly disagree

Comments:

2. Quality and Strengths

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

Comments:

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

Comments:

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

Comments:

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
(a) Tackle the major challenges of the 21st Century					
(b) Work with outstanding peers from around the world					
(c) Live and learn intensively, at a foreign university					
(d) Learn about research from top professors					

Comments:

3. GSP Network

Q8. I have kept in touch with IARU GSP faculty:

Yes No

If yes, how? :-

Q9. I have kept in touch with IARU GSP classmates:

Yes No

If yes, how? :-

4. Improving IARU GSP

Q10. I would like to suggest the following ways to improve the IARU GSP:

Comments:

5. Keeping in Touch

Please provide your contact details if you are interested in staying connected with IARU (optional)

Name: _____

Email Address: _____

6. Respondent Profile

University of origin: (drop-down list)

IARU GSP Course Taken: (drop-down list)

Year of graduation from university: _____

What was/is your study major?: _____

Occupation/Industry/Further study (if you have graduated):

Are you currently working in a foreign country? (please state where):

Global Internship Program (GIP)

Overview 2013

For the 2013 IARU Global Internship Program four universities proposed a total of eleven internships – ETH Zurich, NUS, Tokyo and Yale. Six of these were carried out. Details are as follows:

University	Internship	Applications	Sending University	Funding / tuition fee	Duration	Remarks
ETH Zurich	Internship with ETH Global on International Research Mobility - Career Path Evaluation	43	Berkeley	USD 2,200 / m	14 June - 22 August (10 weeks)	Administrative internships created for GIP
	Internship with ETH Global on Evaluating Future Bilateral S&T Partner Countries	17	Tokyo	USD 2,200 / m	8 July - 27 September (12 weeks)	
NUS	Research internship with the Department of Chemistry on Green Catalysis	7	Cambridge	USD 900 / m	27 May - 19 July (8 weeks)	Research internships created for GIP
	<i>Research internship with the Department of Chemistry on Understanding Outer Membrane Assembly in Gram-negative Bacteria</i>	9	none	USD 900 / m	27 May - 19 July (8 weeks)	
	Research internship with the Department of Computer Science on Computer Vision and Machine Learning	4	Peking	USD 900 / m	13 May - 2 August (12 weeks)	
	<i>Research internship with the Department of Electrical and Computer Engineering on Tele-rehabilitation System for Stroke Rehabilitation</i>	9	none	USD 900 / m	27 May - 19 July (8 weeks)	Administrative internships created for GIP
	<i>Internship with the NUS Museum on the Portraits Exhibition</i>	16	none	USD 900 / m	27 May - 19 July (8 weeks)	
	<i>Internship with the Office of the Vice President (Campus Infrastructure) on Planning Assistance</i>	4	none	USD 900 / m	27 May - 19 July (8 weeks)	
	<i>Internship with the Office of the Vice President (Campus Infrastructure) on Web Development</i>	4	none	USD 900 / m	27 May - 19 July (8 weeks)	
Tokyo	Internship with the International Core Research Center for NanoBio (C2CNB)	1	Oxford	---	July - August (8 weeks)	Existing internship opportunity extended to IARU
Yale	Yale Summer Internship in Biomedical Research	3	Peking	Tuition fee of USD 5,000 / m	1 June - 28 July (8 weeks)	Existing internship opportunity extended to IARU

Note: Five of the seven internship positions offered by NUS were eventually withdrawn for different reasons, mainly due to the unsuitability of candidates as well as withdrawals by the candidates after being offered the positions. Some of the withdrawals were due to financial reasons, despite NUS providing a stipend of SGD 300 per week. The internship position for “Portraits Exhibition” was unfortunately withdrawn due to several changes in the project.

The two interns at NUS were satisfied with the internships (both rated 4 and 5 on a scale of 1 to 5, with 4 being “satisfied”, and 5 being “very satisfied”).

ETH Zurich (ETH Global) offered its first internships this year. The application process has been positive. ETH received a healthy number of responses from IARU students, and high-quality applicants. The two interns were highly appreciated by the colleagues at ETH. A key challenge was to

secure the right work permits. Overall, the two internships have been a positive experience. ETH considers to offer new internship positions in 2014.

Yale charged a tuition fee of total USD 10,000 for the two-month research internship. The cost is comparable to a typical Yale summer course that is not subsidized.

Outlook 2014

At the Presidents' Meeting 2013, the value of internship opportunities was confirmed as there is a high level of interest from students.

ETH Zurich, NUS, Copenhagen, Peking and Yale have already indicated their intent to offer GIP positions in 2014.

General Information / Best Practices

Internship opportunities for IARU students are highly sought after. In general, the IARU Internships are not standardized. The partner universities are quite flexible in setting up internships as they are likely to have their own set of requirements. The Secretariat makes following recommendations:

- Internships can be held anytime of the year, but for ease of scheduling and convenience (as student accommodation will be available), it is best held during summer.
- Where possible, the hosting partner should be able to offer a stipend to offset living expenses (accommodation, food, transport etc.). It is preferable that on-campus housing can be arranged, otherwise assistance with off-campus housing should be provided.
- Typically, interns themselves (if available, with support from their home universities) will cover the air travel costs.
- The hosting universities are asked to provide logistics support and advice to the interns – such as providing visa letters, health facilities, workplace orientation, and including general safety. Interns should be advised to purchase adequate insurance coverage. Experience shows that obtaining a work permit is often a challenge.
- Selection of interns is directly done by the hosting faculty or department. Interviews are usually conducted over Skype.

The Secretariat regularly asks the partners for internship opportunities. Offered internships positions are published online (www.iaruni.org/gei/internships). Please also refer to this page for examples of past internships. IARU Key Contacts are informed about new internship opportunities and responsible to make them known among their students.

Graduate Student Conference

Background Information

The Graduate Student Conference was initiated by NUS to develop greater connections amongst graduate students within the Alliance after IARU witnessed the growth and success of the Global Summer Program for undergraduates. NUS invited two graduate students from each IARU university to the first Graduate Student Conference in Singapore 28 – 30 June 2012. The topic of the conference was “The Challenge of Ageing”. It was held alongside the NUS Global Asia Institute (GAI) Signature Conference and incorporated seminars and discussion sessions. Participants spent the first half day together, joined the GAI Signature Conference for 1.5 days, and came back together for a final half day to conclude the conference. A total of 19 graduate students from ANU, NUS, Peking, Copenhagen, Oxford and Yale participated in the conference. Two faculty staff members from Copenhagen also joined the conference.

The 2012 Senior Officers’ Meeting recommended that the initiative should be driven by specific academic groups and have a specific research focus.

Current Status

The Global Education Initiatives - and in particular the GSP - are the IARU activities with the broadest reach across the ten member universities. Presidents at their meeting 2013 expressed the wish to institutionalize a program for graduate students – be it as a distinct strand of the GSP or as a separate program. Offerings for graduate students should be targeted, discipline-specific and academically focused, initiated bottom-up and developed specifically for a IARU-wide audience, or based on the opening up of seminars and courses at individual institutions to graduate students from IARU universities.

Global Cross-Disciplinary Tournament (GXT)

Background Information

The Global Cross-Disciplinary Tournament is a student driven initiative to foster cross-disciplinary research among students. GXT is a competition where small cross-disciplinary teams of undergraduates are paired across universities. Through virtual communication before the meeting at a hosting university and then at the meeting itself, the teams develop responses to global challenges that synthesize diverse academic and cultural perspectives. This initiative is student-led; a minimal supervision of a faculty mentor is advisable.

GXT was founded in 2011 by an ANU-NUS joint degree program student who had attended the Global Summer Program (GSP) and wanted to deepen the GSP learning experience. The topic of the first tournament was “The Future of Education” with ANU and NUS as the two only participants. In the second year, GXT with the topic “The Future Cities” was hosted by NUS and counted four participants (ANU, NUS, Peking and Oxford).

GXT 2013

In 2013, the third GXT was hosted by Peking University with the participation of total 16 students from ANU, NUS, Peking and Tokyo. The topic was “The Future of Media”.

At the Senior Officers’ Meeting 2012, funding of up to USD 15,000 was granted to host the event. The main cost items were student accommodation for the ten days “residential component” in July, conferencing facilities as well as meals. The hosting university absorbed the rest of the costs.

Outlook

As GXT is an entirely student-led initiative, the quality varies. IARU Senior Officers are concerned about the impact this might have on the attractiveness to students and will decide at the Senior Officers’ Meeting 2013 whether GXT should be continued.

IARU Sports Event

Background

At the 2013 IARU Presidents' Meeting, the presidents accepted ETH Zurich's invitation to send students to participate in the first "IARU Sports Event" from 21 – 26 April 2014, in conjunction with the Presidents' Meeting at ETH Zurich.

Key Facts

- Each partner university is invited to select a mixed team of 10 students (minimum 2 females, 2 males) to represent the university at the IARU Ultimate Frisbee Tournament.
- Ultimate Frisbee is an exciting, non-contact team sport, played all around the world. It mixes the best features of sports such as Soccer, Basketball, American Football and Netball into an elegantly simple yet fascinating and demanding game. www.youtube.com/watch?v=HhUays2ehyI provides an impression about the Ultimate Frisbee game.
- Each student team must be familiar with the rules of Ultimate Frisbee and will ideally have practiced together as a team before playing at the IARU Sports Event.
- The tournament will be concluded with an awards ceremony on 23 April. All IARU presidents arriving on this day for the Presidents' Meeting are invited to join-in the trophy hand-over celebration.
- Social side events will be part of the experience. The students will be given the opportunity to get to know ETH Zurich and to travel to a touristic site in Switzerland.
- The program, meals and accommodation are sponsored by ETH Zurich. Students will be accommodated in a remodelled former air-raid shelter with up to 60 persons per room without windows. Showers are available at the nearby ETH sports facilities. If desired by individual students, ETH seeks to provide the participants with homestays at the homes of ETH students.
- The students, ideally supported by their university, are responsible for their own travel costs. An additional CHF 300 as spending money for the five days in Switzerland is recommended (estimate, the actual amount will depend on the students' personal spending habits).
- IARU Key Contacts are asked to inform the IARU Secretariat by 21 October 2013 whether the university will be sending a team.

Announcement

A poster will be created for this purpose. The detailed program will be announced on the webpage.

Detailed Program (for web upload)

Introduction

ETH Zurich invites 10 students from each IARU partner university to take part in the IARU “Ultimate Frisbee” tournament. Each university sends a mixed team of 10 students (minimum 2 females, 2 males) that practices Ultimate Frisbee in the home country to then participate in the IARU competition. Social side events are part of the experience.

Program

- | | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monday, 21 April | <p>Arrival</p> <ul style="list-style-type: none"> ▪ During the day – arrival to Zurich ▪ Check-in, visit the city on your own ▪ Welcome dinner |
| Tuesday, 22 April | <p>Tournament Day</p> <ul style="list-style-type: none"> ▪ Breakfast at cafeteria ETH Zurich ▪ Transfer to sport center Fluntern ▪ Warm-up, start of the Ultimate Frisbee tournament, round robin in two groups of 5 teams ▪ Semi-finals / finals ▪ Dinner |
| Wednesday, 23 April | <p>Activity Day</p> <ul style="list-style-type: none"> ▪ Breakfast at cafeteria ETH Zurich ▪ Transfer to sport center Fluntern PLAY – play Lacrosse / Cricket CLIMB – boulder training at Höggerberg FIT & RELAX – shoot the bow and get to know CrossFit ▪ Award ceremony and reception with the IARU Presidents ▪ Dinner and party organized by ETH Zurich’s Student Union VSETH |
| Thursday, 24 April | <p>ETH Day</p> <ul style="list-style-type: none"> ▪ Breakfast at cafeteria ETH Zurich ▪ ETH tour ▪ Afternoon: Make use of ASVZ’s range of over 120 kinds of sports or visit the city on your own |
| Friday, 25 April | <p>Swiss Day</p> <ul style="list-style-type: none"> ▪ Visit of a touristic site organized by ETH Zurich’s Student Union VSETH ▪ Goodbye dinner |
| Saturday, 26 April | <p>Departure Day</p> <ul style="list-style-type: none"> ▪ Departures during the day |

Information

- Arrival** Monday is arrival day (Easter Monday). Your delegation will be met at the airport and brought to your accommodation. After that you will have time to visit the city on your own.
- How to get around** You will be provided a multi-day public transport ticket. With that you can use the public transport system within the city limits.
- Bring along**
- Sleeping bag
 - Nice clothes for dinner & award ceremony
 - Team dress for Ultimate Frisbee tournament
 - Rain equipment for rainy weather
 - Personal sports equipment
 - Football (soccer) shoes to play on the grass pitch
- We will provide**
- Sports equipment for the activity day
 - Lock for your small personal locker
- Accommodation** Student teams choose:
- Remodelled former air-raid shelter with up to 60 persons per room, windowless, showers in the nearby sports facilities
 - Individual homestays with ETH students (if available)
- Cost** Program, meals and accommodation are sponsored by ETH Zurich.
- SC Fluntern** Zürichbergstrasse 196, 8044 Zürich
Phone +41 44 634 79 30
At the sport center you will have the possibility to shower and also use the facilities during the tournament and activities. Drinks and snacks will be available throughout the day.
- Contacts**
- Event Manager**
Tbd
- Tournament & Sport Manager**
ASVZ
Renato Maggi, +41 76 349 06 10
E-mail maggi@asvz.ethz.ch

The next information update will be at the welcome dinner in Zurich. If there is anything you need to know before your arrival, please send us an e-mail and we will get back to you.

Tournament

- Team**
- 10 teams, 10 team members
 - The games will be played 7 vs. 7 mixed (minimum 2 female and 2 male team members on the field)
- Round Robin**
- 2 pools of 5 Teams
 - The groups will be drawn at the welcome dinner
 - Games will be played to 10 goals (time cap 30min.)
 - Draws are possible
 - Two points for a win, one point each for a draw
 - 1. Points, 2. Goals scored, 3. Goals against, 4. Draw
- Semi-final / Final**
- First place group A plays second place group B
 - First place group B plays second place group A
 - Winners of semi-final play for 1st/2nd
 - Losers of semi-final play for 3rd/4th
 - Third place A vs. third place B play for 5th/6th
 - Fourth place A vs. fourth place B play for 7th/8th
 - Fifth place A vs. fifth place B play for 9th/10th
- Rules**
- The general rules of the World Flying Disc Federation WFDF (www.wfdf.org) apply.
- Court Monitors**
- The matches will be played without referees (as all the Ultimate Frisbee competitions). A court monitor will keep score.

The competition schedules are subject to change until all teams have arrived to Zurich.

Confirmation of 2014 Meeting Date and Venue

IARU GSP Working Committee Meeting 2014

To be discussed and defined at the GSP Meeting 2013

(For information: The 2014 EAIE conference will take place in Prague, Czech Republic, 16–19 September 2014.)

Pervious 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)

2012 @ Peking University (24 – 25 September)

2012 GSP Working Committee Meeting Outcomes

Host

Peking University, 24 – 25 September 2012

Introduction

Mr. Bernard Toh (Secretariat) welcomed everyone to the 2012 GSP Working Committee Meeting and thanked Peking University for hosting the meeting this year.

Dr. Xia Hongwei (Beida) added warm words of welcome, saying that it was an invaluable opportunity for members to meet face to face, in addition to the on-going e-mail interactions prior to this meeting.

Mr. Toh informed the meeting that the chair of IARU will be taken up by ETH Zurich's Rector, President Ralph Eichler with effect from 2 January 2013. The IARU Secretariat will be officially taken over by ETH Zurich on 1 July 2013 and Mr. Anders Hagström (ETH Zurich) will head the new Secretariat.

Session 1: GSP 2012

Course Reports

GSP Coordinators presented an overview of courses offered at their institutions. Overall, GSP had another very successful season. Highlights and/or concerns included:

- ANU: The differentiating factor for ANU's course was its field trips to Kiola and Cannes. Sending universities commented that students found the field trips to be the highlight of their experience, closely complementing what they have learnt in the classrooms.
- ETH: Eating Tomorrow offered an opportunity to work with actual case studies. It also provided training of soft skills and the opportunity to draft scientific reports.
- NUS: For SEAiC, students commented it was too intensive, yet not rigorous enough. The faculty will work on managing student expectations.
- Beida: Six students withdrew from PKU1 and PKU2 courses due to other commitments at their home institutions. Beida commented they had two groups of students enrolled in PKU2 (GSP in addition to an ongoing summer school), and the comments were on each extreme end from the different groups, based on their expectations. Moving forward, PKU will study how to adjust the course syllabus to cater to the participants' background and requirements.
- Berkeley: Its media course had a very attractive web design component. Many participants found this to be a useful skill, adding that this would be helpful in their job applications, eventually.
- Copenhagen: This year, Copenhagen welcomed more local students to COP1, 2 and 3, and found that they were highly effective as local guides and mentors.
- Yale: Following its successful economics course, Yale set up a second course in sustainability. To do so without stretching its budget, Yale offered half, rather than full subsidy to in-coming students. Yale also introduced a research component this year, where students have a week to

work on their papers while utilizing library resources from Yale, as well as guidance from the course instructor. The research week ended with a poster session – a first-time experience for many of the students.

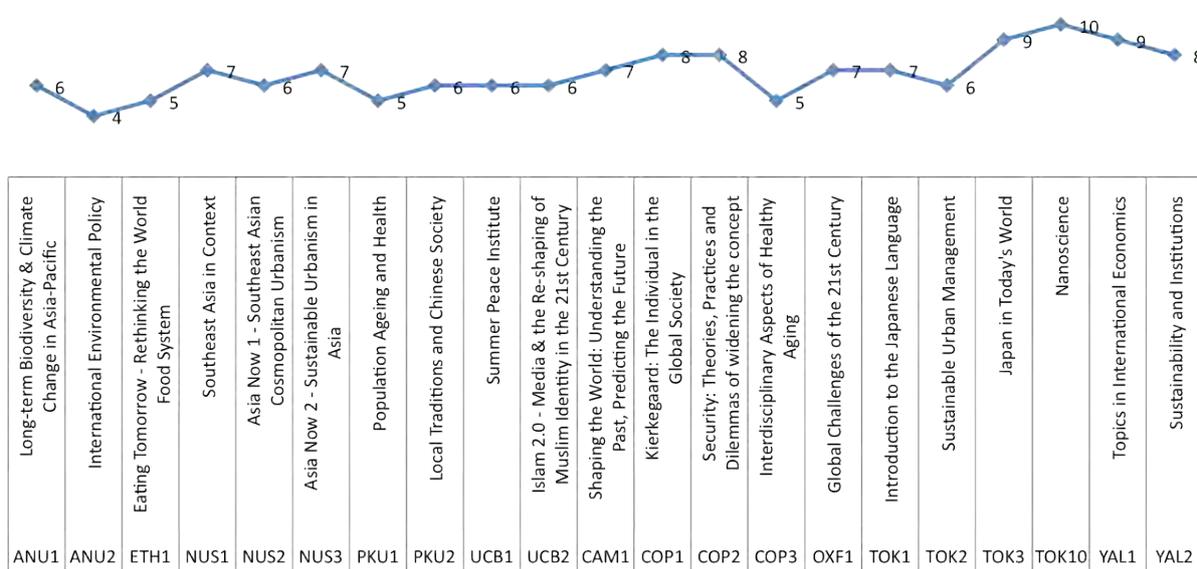
As the GSP Coordinators from Cambridge, Oxford and Todai were not present at the meeting, their reports were taken as read.

GSP Snapshot

A total of 21 courses (including ‘Introduction to the Japanese Language’) were conducted this year. 889 applications were received compared to 768 last year. The level of participation was also at its highest, with 352 students.

Diversity of Student Representation and Participation

The following is an overview of the representation rate:



Todai's ‘Nanoscience’ course was the only program that attracted full participation from all ten institutions. GSP Coordinators observed that Nanoscience filled a gap not available at most home institution, and is a strong, repeat course since 2008. Hence, students found this course attractive.

Coordinators acknowledged that even though most courses did not have participation from all ten, students still benefitted from the diversity available, which averaged between six to seven institutions per course. Participants on courses that had a poorer level of representation expressed disappointment. The meeting agreed that student expectations have to be managed at the pre-departure and arrival stages.

ANU, NUS and Berkeley appealed for more students for their courses, highlighting that it will not be viable to continue running these courses if numbers continue to be around 10 – 15 students from sending universities.

The meeting noted that Oxford would keep its course size to 15 students. Except for ETH Zurich and Todai who would like to keep its course size small, all other coordinators are encouraged to send and receive the maximum number of students to achieve about 30 participants per course.

Post Course Survey Analysis (2012)

Dr. Xia and his team prepared an analysis for this year's post-course survey. The following observations were made:

- Response rate was 49.9% compared to last year's rate of 88.1%. CAM1 (92.9%), YALE2 (87.5%) and COP3 (84.2%) scored the highest. Courses with a high response rate also received high scores – i.e. above 4.00 – for Q3) depth and breadth of topic, Q5) student diversity, and Q8) instructor quality. Dr. Xia suggested that these may have the strongest positive influences on participants, compelling students to respond to the survey.
- Note: Scores are based on a maximum of 5.00.
- In terms of Q1) academic rigor, YALE1 (4.67), UCB2 (4.50) and ANU2 (4.50) scored the highest.
- Areas for improvement are Q2) pre-departure information (3.69) and Q7) differentiating factor from other summer courses (3.66). Pre-departure information quality continues to be an area of weakness every year. The differentiating factor for GSP dropped significantly from 84.0% last year to 52.94% this year.
- Ranked in descending order, Q11) the motivational reasons for students to select GSP courses are: content (4.54), reputation (4.09), geographical location (4.05) and cost (3.77).
- All students either strongly agree or disagree that the content of a GSP course is a key consideration.
- Students from Cambridge (4.50), NUS (4.19) and Todai (4.11) were most cost sensitive. Students from ANU (2.75), ETH Zurich (3.25) and Yale (3.27) were least cost sensitive.
- All courses fared well in terms of Q10) fulfillment of GSP principles. Ranked in descending order, they are: Work with outstanding peers (4.48), live and learn intensively (4.43), learn about research (4.18) and tackle major 21st century issues (4.11).
- Students highly rated Q12) their overall experience on GSP (4.71) and how Q14) GSP has a positive impact on their future career/academic goals (4.29).
- However, students continue to have a low Q13) affiliation to the broader IARU network (3.80). Dr. Xia suggested that coordinators should individually look into strengthening areas that show a correlation with low affiliation, such as through Q5) classroom discussion opportunities and Q2) pre-departure information.

Further Suggestions

Suggestions for further improvement of the GSP include positioning courses which have been long established and have performed well as “star courses”.

Participants have requested for a GSP alumni network. In addition to the current measures of establishing a Facebook page and the 2008 – 2010 alumni survey, coordinators may wish to consider enlisting past participants as ambassadors if they have not yet done so, and arranging a networking session between local alumni and the host university at GSP Working Committee Meetings.

Survey Response Rate

To increase participation response, Dr. Xia suggested that GSP coordinators may wish to consider mandating responses as a condition for completion of course or to receive the GSP certificate.

Berkeley, ETH and Todai did not include local students when sending out the survey, as it was not clear from the survey questions asked if it were only for GSP course participants from IARU

institutions, or for all participants. The meeting discussed and agreed that all participants will be required to complete the post-course survey. The Secretariat will review and reorganize the survey questions, and add a qualifier that non-IARU students need not respond to questions that do not apply.

The coordinators acknowledged that there was probably survey fatigue (typically, students complete three surveys; one each from the Secretariat, home and hosting institutions), and agreed to keep the surveys short, and avoid duplicating questions.

Dr. Angelika Wittek (ETH) and Ms. Kathy Truptec (Yale) shared that they required their students to write reports and these have provided more insightful comments than the survey findings.

Participant Survey Analysis (2008 – 2010)

The Secretariat and GSP Coordinators conducted a survey for past participants from 2008, 2009 and 2010 to get an indication of how much impact a short course like GSP had on participants, and how the GSP fared overall.

From a pool of 667 participants, the response rate was 18.3%, or 122 respondents. Although the response rate was quite low, it gave some useful feedback on how GSP had fared overall.

The meeting agreed for the next GSP Alumni Survey to be conducted in 2014 for the 2011, 2012 and 2013 batches. GSP Coordinators agreed to maintain better records of students' e-mails including secondary e-mails in the hope of achieving a better response rate.

Although the results were not too disparate from other GSP surveys conducted, highlights include:

- All but one (99.2%) responded positively that GSP was a good experience. The only other response was “neutral”.
- Some GSP principles fared better than others. ‘Tackle major 21st century challenges’ and ‘Learn about research from top Professors’ scored between 70 – 79%.
- Impact of a short term program like GSP can be seen in the following ways:
 - Two thirds responded positively that GSP has given them direction towards their future study, and or career goals.
 - Half responded positively that they were inspired, or continue to be inspired, to promote or develop ideas related to 21st century.
- 9 in 10 respondents kept in touch with each other through Facebook, e-mail, regular Skype sessions etc. In their written responses, there were many examples cited about visiting each other, and leveraging on each other's network for more information about graduate studies. One student managed to secure an internship opportunity abroad with the help of a GSP contact.

Although surveys are just one indication, the GSP Coordinators acknowledged that these are strong results, and have asked for copies of both the 2012 and 2008 – 2010 survey reports to share with their faculty colleagues.

Session 2: Course Administration and Logistics – Troubleshooting

Pre-Departure Information

This is an ongoing issue for the GSP. The challenge is to provide relevant and adequate information in a timely manner. In many situations, visa applications failed because students applied too late or did not read the instructions carefully. GSP coordinators agreed not to wait until the final week to send out course materials. Coordinators recognize the enthusiasm of students wanting information, such as reading lists and other requirements, as early as possible when accepted but shared the challenges of furnishing such information earlier as many faculty members are on summer vacations during this time of the year.

The meeting agreed that pre-departure information is the responsibility of the hosting institutions. Yale and ANU fared well in this aspect. Ms. Kathy Trputec shared Yale's approach: setting clear expectations for when information will be released, e-mails are to be to the point and specific (e.g. one e-mail for visa application), on a regular basis, and with short but manageable deadlines so students do not put off the task and eventually miss the deadline.

Yale, NUS and Berkeley commented that Facebook was a very useful way to communicate with students at the pre-departure stage as well as when the course was in progress. By setting up a Facebook page, coordinators and faculty were able to post their responses to the group, and they found that students were also assisting each other. However, for students not active on Facebook it is necessary to continue to send out critical information via e-mail. Through Facebook interactions, students also developed rapport and bonding even before arriving to their GSP course.

Coordinators discussed and cautioned against too much pre-reading materials, as some universities are in the midst of examinations and it would be unfair to expect these students to do so much preparations before attending the GSP. The meeting agreed that pre-course reading and preparations will be kept to the necessary minimum.

Language Skills / Requirements

The meeting agreed that course pre-requisites, expectations and specific requirements, especially for specialized courses, will be clearly stated in the course application literature.

The subject of English language proficiency was again discussed. It was acknowledged that a good score in a written test (such as TOEFL) does not necessarily mean that the person will have equivalent verbal communication skills. After some deliberation, it was agreed that whilst a high level of English proficiency (both spoken and written) was desirable, there was value in exposing our students to others with varying levels of English proficiency as they would encounter this in the real world. Coordinators noted that the language concern came more from course participants rather than faculty. Students should be briefed about language diversities at the point of acceptance by sending universities and upon arrival by hosting universities, to set student expectations at the right level from the onset.

Additional Application Material

The meeting agreed to include a list of additional application material, contact hours and credit equivalent (to be compiled only at the point of nomination) on the IARU website.

Course Withdrawals

Coordinators observed that there was an increasing number of withdrawals with no valid reasons. The meeting agreed to act to eliminate such behaviors as it consumes resources of hosting universities, as well as denies other students of a place on the GSP.

ANU shared that they are looking into applying monetary sanctions for withdrawals, requiring outgoing ANU students' to pay full refund of any monies that have already been paid out. ANU is currently in discussion with its legal office. Beida shared that it has a "blacklist" for students who withdraw without a valid reason. Other institutions do not have any measures in place to deal with such withdrawals and agreed to look into this.

Course Credits

The meeting discussed and agreed that the awarding of credits is something for the sending university to decide based on credit equivalent recommendations by the hosting university. There were different models for the award of credit – Yale requires a minimum of four weeks before credits can be awarded, others award based on equivalent credits, and yet others award the same number of credits for any GSP course.

Session 3: Course Quality and Academic Rigor

Prof. Khatharya Um (Berkeley) and Prof. William Whobrey (Yale) led two discussion groups via e-mail discussions on the topic of academic rigor.

The groups acknowledged that academic rigor scored well in the survey (80.22% of students responded positively). However, the definition of academic rigor is unclear. Setting out to define possible components:

- Coordinators recognized that GSP needs to be more than heavy readings and multiple assignments.
- High quality of discussions and interactions lend to academic rigor. There should be sufficient time and facilitation to enable interactions with peers and with faculty, strengthening the GSP principle of living and learning intensively at a foreign university.
- Student selection is crucial for diversity of backgrounds and disciplines. The challenge is in constituting a group of course participants from a diverse range of disciplines and at the same time ensure sufficient level of academic depth.

Prof. Um recommended recruiting faculty members 15 months before the start of GSP to ensure sufficient preparations. Coordinators also emphasized that it would be helpful to familiarize conducting faculty with the GSP principles. Although faculty members have not been able to attend GSP meetings due to schedule constraints, coordinators agreed to convey to them the relevant outcomes from each meeting. The invitation to faculty to attend future GSP meetings remains a standing invitation.

The issue of how to make GSP more distinctive than the "usual" semester courses was discussed. It was suggested that to increase its appeal to faculty, perhaps IARU can position GSP as an opportunity to explore teaching highly interdisciplinary, in-depth, research-slanted curriculum with students from different learning cultures in just a few weeks in the summer.

Faculty members teaching GSP courses ought to be able to get in touch with each other the same way GSP coordinators are able to consult one another on GSP matters. The Secretariat will look into

compiling contacts, or setting up a faculty forum area. GSP could also look into setting up a group of “senate faculty members” to oversee course quality and examine the issue of academic rigor more closely.

Although previously discussed at GSP meetings, learning outcomes and pre-requisites for most courses were still not clearly stated on the website. For example, courses should state if the teaching methods are guided or independent, research-based or not, introductory, advanced or multi-level, multidisciplinary or specialized. The exercise will strengthen faculty members’ conceptualization of GSP requirements – and perhaps academic rigor – for courses.

For the 2013 GSP post-course survey, there should be more questions to examine the quality, and standards of academic rigor. A possibility is to ask students to write a short response on how their GSP summer compares with their normal classroom experience.

Session 4: A Case for Collaboration?

As there were a number of courses with similar themes this year, it sparked thinking on whether collaborations might be possible. Ms. Janelle Entwistle and Ms. Margaret Carlin from ANU proposed three variations to consider:

Variation 1

Joint delivery of courses at one university – i.e. a lecturer travels to another partner university and jointly teaches the course.

ANU, Yale, Beida and Berkeley have expressed interest in exploring this model. As central funds are limited, interested universities will have to earmark internal resources to enable this exchange. Copenhagen and NUS are currently doing this, and a faculty member from Oxford is teaching at Copenhagen’s GSP course. Ms. Anne Bruun and Ms. Chua added that it has run very smoothly so far. The faculty member from Copenhagen teaching at NUS couples it with his field trips in the region. Here, Copenhagen supports the travel grants while NUS pays for accommodation, in addition to accepting Copenhagen’s students to the course with tuition fee waiver.

Variation 2

Students travel between two universities where separate components of the same course are presented. The relevant academics may or may not travel. The logistical and cost requirements of this variation would be quite significant.

Variation 3

A GSP course is jointly developed and “badged” by two partners. The course could then be offered at each university on alternate years.

There are considerations including costs of travel, administrative implications, and allowances for faculty, including finding the right faculty member. Nonetheless, most institutions find the opportunity to exchange faculty appealing.

Skype or virtual classroom arrangements can provide a suitable alternative for travel by either international students or academics teaching into courses. Careful curriculum design is necessary – coordinators shared that a course depending too heavily on technology may suffer from lack of interaction with the faculty, which is an essential element of the GSP.

Session 5: Nuts and Bolts

Timeline

Coordinators approved the timeline for GSP2013 without further changes. As Copenhagen's Easter vacation falls on 25 March – 4 April, coordinators were requested to forward their nominations by 15 March instead of 22 March, where possible.

Santander Scholarship Agreement Fulfillment

127 students (36.4%) have benefitted from the IARU-Santander GSP Scholarships. Due to the late publicity and arrival of funds, not all universities were able to fully consume their allocated funds. Santander has approved carrying over the remaining sums from 2012 to 2013. Mr. Toh advised all coordinators to fully consume their yearly allocation to benefit as many students as possible. The carryover of any unconsumed funds would require the approval of Santander.

Mr. Toh announced that Santander has agreed to release the full amount of US\$ 200,000 by 15 April in the next two years, rather than in two trenches on 15 January and 15 June each year. Coordinators should receive their allocation of US\$ 20,000 sometime in May 2013 and 2014.

On behalf of the GSP Coordinators, Mr. Hagström would like to put on record the meeting's appreciation to the Secretariat for helping to secure this sponsorship from Santander.

Student Exchange Agreement (Copenhagen)

With Denmark's new regulation concerning exchange students, the University of Copenhagen is no longer able to waive tuition fees for incoming IARU GSP students without a Student Exchange Agreement to mutually waive tuition fees. Ms. Anne Bruun will get in touch with each partner to discuss the establishment of any bilateral agreement, where necessary. Otherwise, tuition fees will apply.

ANU and NUS shared that their legal offices may also require an exchange agreement for IARU, and will keep partners informed subsequently. As GSP is not a traditional exchange program with varying tuition fees and requirements, all other partners would rather not explore having an overarching agreement for the GSP.

Insurance Coverage for Students

The various universities have different requirements; mostly recommending but not requiring insurance. The Secretariat will compile responses for circulation, so coordinators can better ensure that students are appropriately and adequately covered. The meeting agreed that insurance coverage should primarily be the responsibility of the sending institution.

New Courses for GSP2013

Continuing their support for the GSP, all IARU institutions said that they will offer courses in 2013. ANU, Beida and Todai indicated that they may offer new courses in 2013.

Session 6: IARU Global Education Initiative (GEI) Updates by NUS

Ms. Denise Chua (NUS) gave a presentation on IARU GEI activities conducted at NUS in 2012. Other than GSP, these include:

- Sustainability Fellowship
- Global Internship Program (GIP)
- Global Cross Disciplinary Tournament (GXT)
- Graduate Students Conference (GSC)

Internships in particular have been very successful, and NUS has hosted 16 IARU students on its campus since 2009, in research laboratories and administrative offices. NUS sent four interns to Yale and Oxford.

On building a sense of IARUness, Mr. Hagström and Mr. Toh observed that it should be a collective effort of the wider IARU community and initiatives. Coordinators are encouraged to consider stepping up to volunteer to host events on rotation, and to show support by sending students to these IARU events.

Session 7: Future Directions for GSP

Coordinators formed two breakout groups to discuss innovations for GSP in three or five years. At the GSP2013 Meeting, time will be set aside to discuss how GSP can advance new ideas, identify leads, work out the mechanics and seek the necessary funding from either Santander or centrally from IARU. Coordinators will be requested to come prepared with what they would like to offer:

- **Faculty Team Teaching**

Building on the strong existing network, universities are invited to discuss areas of overlap, course design, teaching methods, collaborative activities (e.g. web-based teaching) and sharing of resources. Based on 2012 courses, there are two possible groups:

- Aging – Copenhagen and Beida
- Sustainability – ANU, ETH, NUS, Todai and Yale

Note: Also see session 4 outcomes

- **Regional GSP Hubs / Institutes**

Prof. Um proposed setting up regional GSP hubs or institutes, featuring thematic courses, team teaching and comparative studies. These hubs should aim for a larger pool of students (about 100 each) to make an impact, with courses for graduate students.

Not to lose existing momentum and the faculty commitment invested in the ongoing GSP programs, the hub initiative will be an addition, and not a replacement of what GSP currently offers.

- **GSP Conference**

Prof. Um and Ms. Trputec suggested organizing a conference, as a finale event after GSP has concluded. Participants can join the conference either in person or virtually, to consider important but often overlooked topics such as research skills, ethics, research process and methodology. Students can present posters of what they have done on GSP, to be shared with fellow GSP members as well as the broader IARU student community.

As an extension of alumni building, former GSP participants can be invited to the conference.

- **GSP to Tie-in with Global Education Initiatives (GEI)**

As IARU's flagship program, GSP can be more closely linked to GEI activities. For example, GSP course themes and results generated from the course could be fed into the Graduate Student Conference (GSC).

- **Post-GSP Component: Research Week, Internships, Service Learning**

As GSP is targeted at top students from IARU institutions, coordinators may wish to extend learning opportunities for a handful of students. Yale piloted its research week – no classes were held on the final week and students had access to libraries and the GSP teaching coordinator to work on their final paper. Prof. Whobrey noted that research is not limited to laboratory work and field study. It includes literature review and independent study. He commented that the research extension is a meaningful way of recognizing the exceptional abilities of IARU students, and to stretch them by offering the research component.

Internships at research labs or service learning programs may be a natural extension immediately after their GSP stint. Perhaps hosting institutions can offer these opportunities either by publicizing online or directly to students based on their submitted applications.

The group recognizes that implementing research week, internships and service learning opportunities do come with challenges such as visa applications, co-authorship rights (for research internships) and will further stretch available resources including faculty and time.

Closing

The immediate next steps are to share with Senior Officers the continued success GSP has enjoyed, and that GSP Coordinators will begin preparations for the sixth season. The Secretariat will initiate the discussion on growing GSP hubs, and increasing the diversity of the program in terms of faculty collaboration.

Mr. Toh called the meeting to a close, expressing his thanks to the Beida colleagues for their warmth and hospitality in hosting the 2012 IARU GSP Working Committee Meeting.

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: ANU, ETH Zurich, NUS, Peking, Berkeley, Cambridge, Copenhagen, Oxford, Tokyo and Yale.

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.

GSP Frequently Asked Questions

For GSP Coordinators – to be continuously updated

Nomination

Can a student be nominated for more than one course?

In general, a student should not be nominated for more than one course as it would cause a withdrawal for at least one university and is likely to cause confusion for both the organizers and the student. If a student has applied for several courses, the sending university should select the student for one of the courses.

Eligibility

Are graduate / PhD students eligible to participate in GSP?

Any student that is inscribed at a partner university is eligible to participate in GSP. The course description should make it clear if a course is suitable for graduate students (under “Target audience & prerequisites”).

IARU-Santander GSP Scholarships

If the full amount of the IARU-Santander GSP Scholarships cannot be awarded in the current GSP cycle, is it allowed to use a part of the unconsumed amount to cover GSP course cost?

No, the Santander agreement does not allow to use the funds for any other purpose than student scholarships to cover participating student’s airfare, tuition and living costs.

Can the unconsumed amount of the Santander funds be carried over to the next GSP year?

Carry-over of unconsumed scholarship must be authorized by Santander. The request is centrally submitted by the Secretariat.

However, it is strongly advisable to consume USD 20,000 each year if possible as carrying over a large amount of unconsumed funds every year would weaken IARU’s case to ask for follow-up funding for 2015 onwards.

What is the minimum and maximum amount of the scholarship?

The Santander agreement limits scholarships to a maximum of USD 2,000 per student. In addition, Santander has asked that scholarships should be at least USD 1,000 per student to be “significant”.

However, the agreement also states that all IARU universities will seek to provide further aid for students. The Secretariat is in the process of clarifying with Santander if “top-up funding” (in addition to financial support from the student’s home university) from the Santander monies can be less than USD 1,000 per student.

