



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU Global Summer Program Working Committee Meeting 2014

**University of Oxford
22–23 September 2014**

Contents

Meeting Agenda	3
Participants	5
Opening & Welcome (<i>no paper</i>)	7
Session 1: GSP 2014	9
1.1 GSP 2014 Course Review	11
Australian National University	13
ETH Zurich	21
National University of Singapore	29
Peking University	37
University of California, Berkeley	43
University of Cambridge	51
University of Copenhagen	55
University of Oxford	61
The University of Tokyo	65
Yale University	75
1.2 GSP 2014 Snapshots	79
1.3 GSP 2014 Course Review Analysis	87
Session 2: Course Administration and Logistics (<i>no paper</i>)	111
Session 3: GSP 2015	113
3.1 Timeline for GSP 2015	115
3.2 Outlook of GSP 2015 Courses (<i>no paper</i>)	113
Session 4: Santander	121
4.1 Santander Agreement Fulfillment 2014	123
4.2 Santander Agreement 2015–2017	133
Session 5: GSP Alumni	145
5.1 Results of Alumni Survey 2011–2013	147
5.2 GSP 10th Anniversary 2017	161
Session 6: GSP Further Directions	163
6.1 GSP Hub	165

6.2 Realization of Global Classrooms	169
6.3 Multi-Lateral One- or Two-Semester Exchange Program (<i>no paper</i>)	163
6.4 Other Global Education Initiatives	171
Session 7: Presentation of the University of Oxford International Summer Schools (<i>no paper</i>) ...	175
Session 8: Closing	177
8.1 Reporting to the Senior Officers (<i>no paper</i>)	177
8.2 New IARU Secretariat (<i>no paper</i>)	177
8.3 Any Other Outstanding Matters (no paper)	177
8.4 GSP Meeting 2015	179
Appendices	181
GSP Working Committee Meeting 2013 Confirmed Outcomes	183
GSP Aims, Description & Principles	195

IARU GSP Working Committee Meeting – Agenda

University of Oxford, 22–23 September 2014
Flora Anderson Hall, Somerville College

Sunday, 21 September

18:15 *Meet in the Porters' Lodge of Somerville College*
Leisurely walk to restaurant (20 minutes)
Pre-dinner drinks

19:00 **Welcome Dinner**
Cherwell Boat House
Bardwell Rd, Oxford OX2 6ST
www.cherwellboathouse.co.uk

Monday, 22 September

09:00 **Opening & Welcome**
Prof. Sally Mapstone, Pro-Vice-Chancellor for Education, University of Oxford

09:10 **Session 1: GSP 2014**
1.1 GSP 2014 Course Review (each institution, 5 minutes each)
1.2 GSP 2014 Snapshots (IARU Secretariat)
1.3 GSP 2014 Course Survey Analysis (IARU Secretariat)

10:30 *Refreshment break*

10:50 **Session 2: Course Administration and Logistics**
Discussion of Administrative Matters and Key Issues
Each partner is invited to identify key issues in advance.

- Nomination process, handling of diverse contact persons
- Cost
- Publicity
- GSP Facebook page
- Certificates
- Student logistics
- GSP branding material
- Student survey

12:00 **Session 3: GSP 2015**
3.1 Timeline for GSP 2015 (IARU Secretariat)
3.2 Outlook of GSP 2015 Courses (announcements by each university)

12:30 *Lunch (Brittain-Williams Room, Somerville College)*

- 14:00 **Session 4: Santander**
4.1 Santander Agreement Fulfillment 2014 (IARU Secretariat)
4.2 Santander Agreement 2015–2017 (IARU Secretariat)
- 14:45 **Session 5: GSP Alumni**
5.1 Results of Alumni Survey 2011–2013 (IARU Secretariat)
5.2 GSP 10th Anniversary 2017
- 15:15 *Refreshment break / photo session*
- 15:45 **Session 6: GSP Further Directions**
6.1 GSP Hub (discussion paper prepared by ANU and Berkeley)
6.2 Realization of Global Classrooms (proposal by UTokyo)
6.3 Multi-Lateral One- or Two-Semester Exchange Program (proposal by Berkeley)
- 17:00 *End of meeting day 1*
- 17:15 *Guided walking tour of Oxford (2 hours)*
- 19:30 **Dinner**
Reading Room, Somerville College

Tuesday, 23 September

- 09:00 **Session 7: Presentation of the University of Oxford International Summer Schools**
 Prof. Angus Hawkins, Director of International Programmes, Department of Continuing Education, University of Oxford
- 10:00 *Refreshment break*
- 10:30 **Session 6 continued: GSP Further Directions**
6.4 Other Global Education Initiatives (IARU Secretariat)
 - Global Internship Program
 - Sustainability Fellowships
 - Global Cross-Disciplinary Tournament
 - Graduate Student Conference
 - Further possible formats
- 11:30 **Session 8: Closing**
8.1 Reporting to Senior Officers
8.2 New IARU Secretariat
8.3 Any Other Outstanding Matters
8.4 GSP Meeting 2015
- 12:00 *End of meeting, buffet lunch (Brittain-Williams Room, Somerville College)*

Participants

Australian National University

Dr. Erik LITHANDER – *Pro Vice-Chancellor, Office of the Vice-Chancellor*

Dr. Davina POTTS – *Director of Global Engagement, Office of Global Programs and Engagement*

Ms. Margaret CARLIN – *Manager, Office of Global Programs and Engagement*

ETH Zurich

Dr. Angelika WITTEK – *Head of Student Exchange Office, Student Exchange Office*

Ms. Myriam KELLER – *Student Exchange / IARU GSP Coordinator, Student Exchange Office*

National University of Singapore

Prof. Gregory CLANCEY – *Master, Tembusu College*

Prof. Anne PAKIR – *Director, International Relations Office*

Mr. Michael KLEMM – *Associate Director, 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*

University of Cambridge

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

University of Copenhagen

Ms. Anne BRUUN – *Associate Director, International Education and Grants*

Ms. Julie TALLERUPHUUS – *Academic Advisor*

University of Oxford

Prof. Angus HAWKINS – *Director, Public and Int. Programmes, Dep. for Continuing Education*

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

Ms. Nina TOMLIN – *Senior Strategy Officer, International Strategy*

Ms. Jenni SMITH – *Financial Support Manager, Student Financial Support*

The University of Tokyo

Prof. Takeo FUJIWARA – *Project Professor, Center for Research and Development of Higher Education*

Ms. Yoshiko TAKAHIRA – *Project Specialist, Int. Exchange Group, International Affairs Dep.*

Yale University

Dr. Jane EDWARDS – *Dean of International and Professional Experience, Yale College*

Dr. William WHOBREY – *Dean, Yale Summer Session, Center for Int. and Professional Experience*

IARU Secretariat

Mr. Anders HAGSTRÖM – *IARU Secretariat*

Ms. Romana RUTZ – *IARU Secretariat*

Australian National University

Nomination / Selection Process

ANU received 208 applications from 124 applicants. The lower number of applications from ANU students this year is possibly due, in part, to the changes in financial support ANU offered to outbound students.

After the selection process we nominated 31 students with financial support, these were students who had been ranked as either 1st or 2nd by the selection committee. We nominated a further 3 students (in total) who were next ranked but would not receive any financial support from ANU.

Difficulties / Challenges Faced

One major issue that caused concern for both ANU and students was that in course descriptions the financial support/scholarship being offered by the host university wasn't clearly identified as being for only one student per partner. This resulted in some students being offered a place at a higher cost than had been advertised. As ANU students had applied on the basis of the information in the course outline, ANU was required to provide additional financial support to make up the difference.

A continuing problem is that it is still unclear what additional information is required by host universities at the time of nomination and given the short deadline, as always it is difficult to provide this when nominating students. This information does seem to change from year to year so it is difficult to be prepared and advise students.

The length of time some courses ran into ANU Semester 2 did cause some issues this year. One ANU academic College was very concerned that the number of weeks lost by its students participating in the GSP jeopardized the students' capacity to enroll in Semester 2. That said we also try to instill in the students that it is their responsibility to discuss any such conflicts with their academic advisers.

Suggestions on How to Improve the IARU GSP

Where possible, make sure all information is correct at the time the course description is put on the website, especially financial formation, as costs are one of the major considerations for students when applying.

From a course convenor: Perhaps a better approach would be for all IARU universities to adopt a uniform number of contact hours expected in IARU courses. This would help lecturers manage students' expectations of courses they enroll in.

Further Comments

Reports we have received from outbound ANU students is that the GSP generally met or exceeded all expectations. The opportunity to engage with their peers from across a range of partner universities is frequently cited as one of the best aspects of the GSP experience.

Successful Aspects of the Course

- The process for accepting students into the course and arranging accommodation/meet and greet at beginning of the course was well organized this year.
- The advanced warning given to lecturers on course acceptance, student admissions was invaluable in helping to plan the course each year and was an improvement on previous years.
- Students were genuinely interested in the course with the majority studying similar courses for their undergraduate at their home universities.
- The students produced a much higher quality of assessment outcomes in this year's course, reflecting the quality of the students, their interests and the ongoing improvements in our course content.

Difficulties / Challenges Faced

- The balance between student expectations for amount of work required vs time spent at ANU seems difficult to clearly achieve. This year students thought they did not have enough time to do the work prescribed whereas in previous years this was not an issue. Perhaps some greater information on the nature of intensive courses at ANU may be given to students. Perhaps a better approach would be for all IARU universities to adopt a uniform number of contact hours expected in IARU courses. This would help lecturers and students manage expectations of courses they enroll in.
- The need for students to receive their university id's only after they arrive created significant delays in their accessing online resources. Next year it would be very helpful if students had access to Wattle (the ANU online learning environment) prior to their arrival at ANU, allowing them access to a range of important resources prior to their arrival.

ANU comment: We attempted to make this access available but internal system processes did not allow this. We will review this again for the 2015 cohort to see if there is a way around the system's limitations.

Further Comments

I certainly hope this course can be run again in 2015 as it has not only attracted high quality students, but also generated real collaborative links between ANU and Oxford University (visiting lecturer for this course is Dr Alistair Seddon of Oxford University). We will be publishing joint papers over the next year, co-convening a symposium at next year's International Quaternary Association meeting in Japan and developing a research proposal that will be submitted as a DECRA (ARC postdoc) application for Dr Seddon to work at ANU in my lab. This is a very positive outcome of this visiting lecturer initiative of IARU.

ANU comment: This increased collaboration and engagement between IARU academics is one of the desired outcomes of the implementation of the GSP Student Research Hub proposal. It is encouraging to see this already happening.

ANU2: Indigenous Peoples and Development

Brief description	This course engages with three big ideas or questions. Who are Indigenous people or peoples? What does and can development mean in relation to them? And what sorts of policies do, or could, governments pursue in relation to Indigenous people(s)? The primary focus is on the Australian experience but the situation in the other settler-majority English speaking nation states of New Zealand, Canada and the USA will also be examined. The course will note that in remote sparsely settled areas the Indigenous demographic presence is far greater than the national average and asks what consequences this has for development and policy. Our location in the nations' capital provides access to key Indigenous leaders and bureaucrats responsible for Indigenous policy and these will be drawn into discussion. Lectures will cover Australian colonialism and Indigenous responses, population history and demography, Indigenous social indicators and contemporary policy especially around issues of welfare conditionality, land rights, natural resource management and minerals development, and community governance and models for community development.
Dates	29 June – 19 July (3 weeks)
Academic coordinator(s)	Prof Matthew Gray with co-convenor Dr Katie Curchin
Tuition fee (<i>in USD</i>)	\$ 3,246 – waived by ANU for IARU partner undergraduate students \$ 3,942 – waived by ANU for IARU partner graduate students
Accommodation <i>(short description and participants' costs in USD)</i>	\$3,246 – waived by ANU for IARU partner undergraduate students Bruce Hall is the Oldest undergraduate residence within the Australian National University, situated on the beautiful Acton campus in Canberra. The Hall provides an academic, cultural and social environment – and, of course, accommodation. Residents come to the Hall from all over Australia and from over 30 countries around the globe. There is a healthy mix of undergraduate and postgraduate students, all of which adds to the dynamic community environment that exists at the Hall. AUD \$1,000 waived for IARU Partner students. (USD 936) \$3,942 – waived by ANU for IARU partner graduate students.
Field trip <i>(short description and participants' costs in USD)</i>	The second week of the course will include a four day field trip to the ANU's bush campus at Kioloa on the New South Wales south coast. Here, students will visit a coastal Aboriginal community to witness their approaches to community development before returning to Canberra for lectures on Indigenous development issues in Australia with contributions from some of Australia's leading scholars in the area. In the third week students will be hosted by the Yawuru Native Title holders of Broome in the northwest of Western Australia. They will be introduced to Yawuru culture and land and sea management practices. They will learn how Yawuru land rights were fought for and won and what steps the Yawuru have in place to benefit from them. They will see first-hand some of the pressures on Yawuru country and society that arise from urban growth, tourism and oil and gas projects and will obtain a unique Indigenous perspective on the meaning of

	development. A special feature will be the opportunity to mix socially with Yawuru contemporaries. AUD \$2,600 for IARU Partner students (USD 2,432). AUD \$1,000 subsidized for ANU student selected for participation on the course.												
Number of student participants	<table> <tr> <td>ANU: 4</td> <td>COP: 2</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 0</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: 9</td> </tr> </table>	ANU: 4	COP: 2	ETH: 0	OXF: 0	NUS: 0	TOK: 1	PKU: 2	YAL: 0	UCB: 0	Others: 0	CAM: 0	Total: 9
ANU: 4	COP: 2												
ETH: 0	OXF: 0												
NUS: 0	TOK: 1												
PKU: 2	YAL: 0												
UCB: 0	Others: 0												
CAM: 0	Total: 9												
Faculty involvement from other institutions	Faculty from across the Centre for Aboriginal Economic Policy and Research and indigenous communities and community leaders are highly involved in the execution of this course however, there are no other IARU institutions involved.												
Initiation year	2013												

Successful Aspects of the Course

- One of the strengths of the course was the many guest lectures from recognized academic experts in their field who work at ANU.
- The fieldtrips to the NSW South Coast and the Kimberley region of WA were highlights of the course and they were very successful. Students got the chance to meet passionate and inspiring Indigenous Australians and learn directly from them. The small size of the cohort (only 9 students) made a lot of interaction possible.
- The students were all very high caliber and willing to learn and challenge themselves and approach new topics with an open mind – this was one of the greatest strengths of the course.
- We had a few local (Australian) students in the mix and I think this worked well – the international students learnt about Australian culture and lifestyle from their peers and the Australian students learnt a lot from interacting with the international students.

Difficulties / Challenges Faced

We need to continually address communication between the GSP administrators and incoming students, as well as between convenors and students. While the field trips were well-received, feedback from students was that more pre-departure information on the field trips could have been provided.

Further Comments

It is surprising that the number of applications for this course is lower than anticipated and that four students withdrew from consideration during the nomination phase.

Feedback provided by Course Convenor



ETH Zurich

Nomination / Selection Process

Nomination process was slightly confusing at times – unclear who is in charge of what, some emails not working, some change of staff or duties. → If each university had a generic email address, this process might be improved, as emails could be sent from there to the correct person in charge.

Difficulties / Challenges Faced

- Slight confusion regarding points of contact, see also above. (Incoming) nominations were sent to different people instead of to the course organizers and/or our generic email address. Regarding (outgoing) nominations: staff changes, absences or confusion as to who would be in charge.
- A problem we faced was the limitation with regard to email attachments that some partners had. Whereas some servers sent at least an automated delivery failure notice, others did not, so we did not know for quite a while that the nominations were not delivered. Some files could hardly be comprised further as we sent them already as ZIP files. → Suggestion: Have a shared folder, database or dropbox-like program (check about data privacy!) that each partner could access and where large files could be shared.
- (Outgoing) applicants were often not aware that they should include a transcript in their application, despite this being mentioned in the application form. Also, many did not check whether further application documents were required by the GSP course they were applying to. → Could we make this more clear in the application form and/or on the website?
- There were some delays from some courses with regard to the communication of the application outcome. This led to quite some confusion and email correspondence. → I suggest that course organizers inform partner universities early on should there be any delays (which hopefully will not be the case).

Suggestions on How to Improve the IARU GSP

If possible (cost, technical and data privacy concerns?), set up some kind of shared folder or drop-box like shared application which all partner universities could access and where large files such as the application documents of students (for those not using an online application) may be uploaded. It would also be nice to have some sort of overview here who was nominated, who was accepted, who is on the waiting list etc.

Seeing which students receive what scholarship (amount and source) would also be nice, for cases as at ETH Zurich this year, we had leftover Santander funding which we could distribute to incoming GSP students who did not yet receive a full Santander scholarship.

Further Comments

Despite the room for improvement mentioned above, I would like to express my gratitude for the good guidance the IARU Secretariat gave us during this years' GSP process which was extremely helpful. Also cooperation between the partner universities in general is good (despite the confusion regarding who is in charge) and everyone is very eager to help as best as they can in case any questions or issues come up.

That ETH Zurich did not have many outgoing applicants this year (as in previous years) is probably linked to the examination session making it difficult for ETH students to participate. However, I am under the impression that those students that apply are quite passionate about IARU GPS, and we had in fact quite a few 'repeat customers' who applied a second time for IARU GSP.

Report by Myriam Keller

ETH1: ETH Sustainability Summer School

Future Health: Technology and Innovation

Brief description	<p>The ETH Summer School is an annual event with a focus on sustainable issues. It is run by ETH Sustainability, the central hub for coordinating sustainable activities, in collaborating with the Department of Health Sciences and Technology. This year, the focus was on Future Health, Technology and Innovation. The students spent the first week in rural Emmental, in a seminar hotel, receiving lectures from leading experts in this field. One of these days was spent in Geneva at the World Health Organization, receiving a tour of the facilities, an overview of their role and lectures from some of their researchers on topics relating to the case studies of the summer school. In the second and third weeks, the students applied the knowledge that they learnt in Emmental to their two case studies. Two teams were working on a case study which was based around the Cybathlon, a competitive event for parathletes who are using advanced assistive devices including robotic technologies. One team worked on the logistics of the event, from the race courses layout and obstacles to the safety precautions, making a scaled model to represent their ideas. The other team focused on the marketing and advertisement, although having very little filming or photography experience between them, they managed to create a sponsorship film and 6 technical films to promote and explain the Cybathlon. The third team critically analyzed personal health monitoring gadgets by collecting data from themselves and the other students over the course of the summer school. They then used the data and their own initiative to create a website that portrays their work and also allows people to analyze themselves.</p>	
Dates	19 July – 8 August (3 weeks)	
Academic coordinator(s)	Catherine Lippuner	
Tuition fee (<i>in USD</i>)	USD 552	
Accommodation <i>(short description and participants' costs in USD)</i>	<p>The course fee for the three weeks is CHF 500, including board and accommodation during the first week (July 19 to July 26). All participants are responsible for organizing their own domestic or international travel to Zurich as well as accommodation in week 2 and 3 (July 26 to August 9, the organizers can assist in finding suitable accommodation).</p>	
Field trip <i>(short description and participants' costs in USD)</i>	<ul style="list-style-type: none"> - World Health Organization, Geneva - Hiltl, Zurich - Paraplegic Centre, Nottwil <p>No additional costs</p>	
Number of student participants	ANU: 1 ETH: 3 NUS: 1 PKU: 1 UCB: 1 CAM: 0	COP: 4 OXF: 0 TOK: 3 YAL: 1 Others: 16 Total: 31

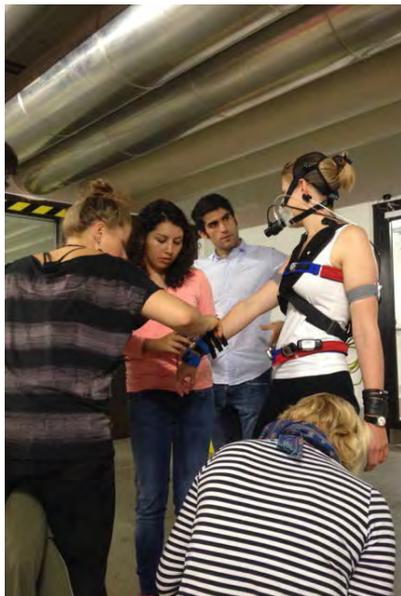
Faculty involvement from other institutions	<ul style="list-style-type: none"> - University of Basel - University Hospital Geneva - World Health Organization - Independent film maker - University of Zurich
Initiation year	2010

Successful Aspects of the Course

- Production of 7 movies, a 1:20 model and redefined rules for the Cybathlon (will be published on the website soon) which will be used by the organizers of the Cybathlon
- Evaluation of health gadgets for the Sports Physiology Lab at ETH Zurich

Difficulties / Challenges Faced

- Workload & time pressure (outcomes of the summer school will be used by the organizers of the Cybathlon and the Sports and Physiology Lab)
- English skills of participants





ETH2: Sustainable Agriculture and the World Food System

Organic Production Systems

Brief description	<p>The question of how to feed the world, while considering human health, the environment and social wellbeing is one of the defining challenges of our time. In order to address these challenges we need to understand the world food system and find ways to deal with its complexity which is a key aim of this summer school.</p> <p>The World Food System Center at ETH Zurich organizes this 2-week program that wants to help students to navigate this complexity and to empower participants for action. The program follows the food value chain and allows to interact with key stakeholders and experts at every step of the way. However, the program does not embark on a one-dimensional and unidirectional journey but will always strike bridges between different subsystems, level and scales, considering ecological, economic, social, political, and cultural dynamics.</p> <p>During the first week the focus of the course lies on sustainable agricultural production with a special focus on organic production systems and agroecological approaches and principles. During the second week the program addresses processing, distribution, retail and marketing, nutrition and health, and consumer dynamics. Through a variety of different teaching formats we want to help you to develop both new knowledge and skills. Innovative learning models, hands-on work, creative approaches, and first-hand exchanges with stakeholders and practitioners support you in this process.</p> <p>During the summer school participants are working in interdisciplinary and intercultural teams to jointly structure and consolidate the inputs received. They learn to apply frameworks, methodologies and tools that support their (future) work on food system challenges by mapping food value chains, looking at material flows, actors, and institutions, and carrying out an analysis of a particular food value chain. Based on this preparatory work they will then qualitatively evaluate the impact of a particular policy intervention on the food value chain that was analyzed in groups. In the process students get a chance to reflect critically on policies, shape action plans, and drive research needs with regard to achieving and improving food system outcomes. Through all of this participants are accompanied by the World Food System Center team as well as by experts and scientists from ETH Zurich and other selected resource people.</p>
Dates	10 August – 24 August (2 weeks)
Academic coordinator(s)	Prof. Dr. Nina Buchmann, Michelle Grant, Bastian Flury
Tuition fee (<i>in USD</i>)	USD 825 (750 CHF)
Accommodation <i>(short description and participants' costs in USD)</i>	<p>The summer school was hosted by the organic farm “Gut Rheinau”, member of an association of sustainable agricultural production enterprises under the umbrella of the “FINTAN” Foundation“, located in Rheinau, Switzerland. Participants were accommodated at the “Gasthaus zum Löwen”, a 5-minute walk from the lecture hall at the Gut Rheinau. in double- or triple-occupancy rooms with shared showers and sanitary facilities on the floor.</p>

	Accommodation (board and lodging): ~1'350 per person												
Field trip <i>(short description and participants' costs in USD)</i>	In comparison with common summer school models, this entire course can be considered a field trip as it takes place away from campus but the program also includes several excursions.												
Number of student participants	<table> <tr> <td>ANU: 1</td> <td>COP: 0</td> </tr> <tr> <td>ETH: 6</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 1</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 2</td> <td>Others: 12</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 23</td> </tr> </table>	ANU: 1	COP: 0	ETH: 6	OXF: 0	NUS: 1	TOK: 1	PKU: 0	YAL: 0	UCB: 2	Others: 12	CAM: 0	Total: 23
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NUS: 1	TOK: 1												
PKU: 0	YAL: 0												
UCB: 2	Others: 12												
CAM: 0	Total: 23												
Faculty involvement from other institutions	<p>Teaching is done by professors and senior scientists from the ETH Zurich, Department of Environmental Sciences (D-USYS), Department of Health Sciences and Technology (D-HEST) and Department of Humanities, Social and Political Sciences (D-GESS), members of the World Food System Center, senior scientists of the Swiss Research Institute of Organic Agriculture (FiBL), and the University of Berne, Switzerland. Experts from one of the largest retailers and food processing companies in Switzerland, industry partners, innovative start-ups, non-profit organizations, the Swiss federal government, and international organizations contribute to this course. The World Food System Center team accompanies participants throughout this journey and a dedicated interdisciplinary team guides you through the group work process.</p> <p>Please consult the course reader for details of contributors (can be requested from the Secretariat).</p>												
Initiation year	2014												

Successful Aspects of the Course

The model of this course is grounded in developing a cross disciplinary knowledge of society and the environment, core skills, and a value base that empowers and orients students towards creating appropriate solutions to global challenges. Each of the experiences builds toward meeting the learning objectives and empowering the participants to influence meaningful change through a process that builds their understanding and skills. Various didactic methods is used in this process, including lectures, workshops, facilitated discussions, field trips, case studies, group project work and volunteering. Participants are hosted on an organic farm for the entire duration of the course. This setting provides a valuable resource as it provides the opportunity to learn first-hand about a wide range of agricultural production and processing systems and exchange with pioneers in organic production about ecological, economic and social dynamics in agriculture. This setting also fosters an experiential and integrative learning experience: To combine science with hands-on farm work, eat organic meals that are prepared with products from the farm in an attempt to make tangible concepts of food security, nutrition, sustainability, innovation, and value chains.

Difficulties / Challenges Faced

None so far. (*Note by the Secretariat: The course was still ongoing when this report was due.*)

National University of Singapore

Nomination / Selection Process

We conducted 3 group thematic interviews for 55 students shortlisted from 107 applications. IARU courses were grouped together under an overarching theme and one group interview was conducted for 4–6 courses under the same theme. No interview was conducted for language courses and UCB1: Environmental Leadership Program. UC Berkeley had asked us to send them all applications we received.

Some students were shortlisted for more than one group interview because they had applied for more than one program. We managed to send students to all courses on offer with exception of ANU2: Indigenous Peoples and Development. Both candidates chosen for ANU2 declined the offer.

27 students participated in the programs in the end.

1 student was rejected by ETH for ETH2 course because of the classroom capacity constraints.

6 students withdrew from the program after having been nominated by NUS. Financial difficulty was among the most cited reason for withdrawals.

Difficulties / Challenges Faced

1. We had only 3 weeks between the closing deadline 28 Feb and the nomination deadline 21 March to conduct student interviews, make offer, wait for students to accept/reject offer and communicate the names of nominated student to IARU partners. It was a very tight turn-around time and caused stress for the team who were involved in the process.
2. Student interest was unevenly distributed with some courses attracting twice or four times the number of applications compared to other courses. For example, CAM1: Shaping the World: Understanding the Past, Predicting the Future and COP1: Kierkegaard: the Individual in the Global Society both received 11 applications each while COP2: Interdisciplinary Aspects of Healthy Aging received only 2 applications.
3. Students withdrew from the program after being accepted by overseas universities. Since the withdrawal happened late it was challenging to find replacement. Many IARU applicants applied for multiple IARU courses or one of 60 other summer program/internship options to 20 countries around the world offered through NUS International Relations Office. The choices for summer options were abundant for NUS students creating fierce competition between IARU summer program and other programs.

Suggestions on How to Improve the IARU GSP

1. It would be helpful if IARU partners keep to their commitment of taking minimum 2 students per course. ETH Zurich only accepted 1 NUS student for ETH2 when we'd already spent time and effort selecting 2 students for this course.

2. More time allowed for NUS to select its students will ease the pressure and stress caused by tight turn-around time. One of the solutions will be to have a closing deadline 1 week earlier (21 Feb instead of 28 Feb). Alternatively, NUS and other IARU members might be given permission to set their own closing deadlines. The deadline for all IARU members to submit nomination remains unchanged (21 March).

NUS1: Southeast Asia in Context

Brief description	Southeast Asia in Context is a five-week exploration of Southeast Asia's geographical, historical and cultural diversity. This course takes advantage of Singapore's strategic position in offering a unique blend of classroom instruction at NUS campus with hands-on fieldwork in Cambodia or Indonesia. The lecturers are experienced teachers and researchers of Southeast Asia, who will explore themes such as Southeast Asian religion, archaeology, rural development, politics and regional integration. The fieldtrip includes visits to magnificent ancient temples, rural agricultural communities, war memorials and a fair sampling of local village life that is well off the usual tourist track.												
Dates	23 June – 26 July (5 weeks)												
Academic coordinator(s)	Dr Julius Bautista												
Tuition fee (in USD)	Approximately USD 2,086 for 2 compulsory modules (SGD 2,590)												
Accommodation (short description and participants' costs in USD)	Students stayed in single rooms or 4 or 6-bedroom apartments on-campus. Each bedroom comes furnished, and equipped with air-conditioning and internet access. Apartments have a common dining area and toilets/showers. In addition, each residential college has shared facilities within the building such as kitchenettes, laundry rooms and student lounges to create a living environment that encourages social, educational and cultural interaction. The residential colleges are also located within walking proximity to classrooms, study clusters and sports facilities, as well as a wide array of dining and retail options on-campus. Approximately USD 825 for five weeks (SGD 1,025)												
Field trip (short description and participants' costs in USD)	9-day field trip to Indonesia or Cambodia												
Number of student participants	<table> <tr> <td>ANU: 3</td> <td>COP: 10</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 21</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 7</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 4</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 49</td> </tr> </table>	ANU: 3	COP: 10	ETH: 0	OXF: 0	NUS: 21	TOK: 2	PKU: 1	YAL: 7	UCB: 1	Others: 4	CAM: 0	Total: 49
ANU: 3	COP: 10												
ETH: 0	OXF: 0												
NUS: 21	TOK: 2												
PKU: 1	YAL: 7												
UCB: 1	Others: 4												
CAM: 0	Total: 49												
Faculty involvement from other institutions	A/Prof Alexander Horstmann from University of Copenhagen co-taught one of the elective modules – <i>SE2880A Southeast Asia's Cultural Mosaic: Religious Spaces, Village Faces</i> .												
Initiation year	2006												

Successful Aspects of the Course

Enrollments for 2014 has more than doubled from last year. This can be attributed to an earlier and more aggressive advertising campaign in Singapore (which began in October 2013), using both face-to-face and online platforms to popularize the program among NUS undergraduates.

The program continues to do well in cultivating camaraderie and friendships between students in partner institutions. This was done by assigning students from different institutions into small groups

to work together on a project throughout the entire duration of the program. This was also done by harnessing the involvement of former participants of the GSP through online social media platforms to generate a sense of ‘alumni’ spirit for the program.

Finally, the field trips, both local and regional, were successful in supplementing lecture sessions in deepening and expanding cultural and historical awareness of Southeast Asian societies. In 2014 we have had to make very late modifications to the fieldtrip itinerary in light of the political turmoil in Thailand. But we managed to get through that without much issues.

Difficulties / Challenges Faced

The program demanded a lot of time-intensive preparatory work in the semester leading to the program delivery. Advertising campaigns, curriculum design, itinerary planning, and contract procurement required significant time and effort on the part of staff involved over and above the regular teaching load. The GSP also requires a staff member to forgo the mid-year break, which is normally allocated for research productivity.

The intensive nature of the program reduces opportunities for providing written feedback on student assessments. As such, NUS staff evaluation needs to be differentiated and modified to reflect the specific nature of the intensive course.

NUS2: Asia Now! The Archaeology of the Future City

Brief description	This module draws from the Singapore setting and comparative studies to uncover the dynamics and meanings of interrelationships between society and the built environment of cities in Asia. The theme on the archaeology of the future invites us to examine the many layers of the city to not only find elements of its past, but to also identify possible urban futures that are already emerging. Field trips in Singapore will be interspersed with discussions and readings that provide in-depth, analytical, critical, and alternative perspectives on urbanization and urbanism in Asia. Regular sessions will be complemented by evening plenaries engaging prominent policy-makers and scholars. An evening of short documentary films will contribute to multi-faceted understandings of contemporary cities in Asia. Students will come away with a deeper understanding of challenges facing a rapidly-urbanizing Asia, and will gain tools to evaluate solutions being worked out in Singapore and elsewhere in the region.
Dates	23 June – 11 July (3 weeks)
Academic coordinator(s)	Dr Margaret Tan (Tembusu College)
Tuition fee (<i>in USD</i>)	USD 1,039.52 (after 50% subsidy)
Accommodation (<i>short description and participants' costs in USD</i>)	<p>Students stayed on-campus in 6-bedroom suites at Tembusu College, University Town, the latest campus of NUS. Each bedroom comes furnished, and is equipped with air-conditioning and internet access, while the suite has a common living area with a dining table and sofas and shower facilities. In addition, there are shared facilities within the building such as kitchenettes, laundry rooms and student lounges to create a living environment that encourages social, educational and cultural interaction. Tembusu College is also located within walking proximity to classrooms, study clusters and sports facilities, as well as a wide array of dining and retail options on-campus.</p> <p>The cost of accommodation is USD 444.72 for the duration of the program.</p>
Field trip (<i>short description and participants' costs in USD</i>)	<p>The course included three all-day field trips within Singapore at no extra cost to students. The field trips were conducted under the following themes:</p> <p>Housing the Urban Population</p> <p>This trip compared and contrasted the official narratives of housing and development plans in Singapore with actual conditions. The trip included a tour of the Urban Redevelopment Authority (URA) City Gallery, the Housing & Development Board (HDB) Gallery, a walk in Toa Payoh Town Centre, and the Tiong Bahru Neighborhood (SIT and HDB housing).</p> <p>Urban Heritage</p> <p>Students were exposed to the tension between historical preservation, conserving community heritage, and urban development. This trip covered two places:</p>

	<p>1) Kampong Glam – a Malay heritage center undergoing gentrification that also has a high concentration of poor and aged Singaporeans, and Thai foreign workers on weekends.</p> <p>2) Bukit Brown Cemetery – a cemetery that belonged to the Hokkien Ong clan (1918) and made into a Chinese municipal cemetery in 1922. Estimated to house 100,000 tombs in a vast land size of about 0.86 square kilometers, it is the resting place of many famous Singapore pioneers and an area rich in biodiversity. The cemetery is currently a hotly contested place due to plans by the authorities to build a road that cuts through parts of it.</p> <p>Sustaining Cities: Food Production in Urban Asia</p> <p>Students visited farms in the Kranji and Lim Chu Kang areas, which are among the few remaining agriculture centers in Singapore. The farms covered include the goat farm, the frog farm, an organic vegetable farm, and a myco-farm.</p>												
Number of student participants	<table> <tr> <td>ANU: 1</td> <td>COP: 1</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 1</td> </tr> <tr> <td>NUS: 6</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 2</td> <td>YAL: 1</td> </tr> <tr> <td>UCB: 0</td> <td>Others: 2</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 17</td> </tr> </table>	ANU: 1	COP: 1	ETH: 0	OXF: 1	NUS: 6	TOK: 2	PKU: 2	YAL: 1	UCB: 0	Others: 2	CAM: 1	Total: 17
ANU: 1	COP: 1												
ETH: 0	OXF: 1												
NUS: 6	TOK: 2												
PKU: 2	YAL: 1												
UCB: 0	Others: 2												
CAM: 1	Total: 17												
Faculty involvement from other institutions	<p>Lecturers:</p> <ul style="list-style-type: none"> - Prof Michael Douglass (Asia Research Institute, NUS) - Dr Rita Padawangi (Asia Research Institute, NUS) <p>Plenary speakers:</p> <ul style="list-style-type: none"> - Mr Tay Kheng Soon (Architect, Akitek Tenggara) - A/Prof Daniel Goh (Sociologist, NUS) - Mr Tan Tarn How (Senior Research Fellow, Institute of Policy Studies, Lee Kuan Yew School of Public Policy) 												
Initiation year	2014												

Successful Aspects of the Course

There was a nice mix of both local and international students in the program. Having our local students stay in campus definitely aided in the bonding process among the students and there were certainly lasting friendships formed.

Although most of the students did not have an urban studies background (not a requirement of the program), they definitely made up for it with their interest and enthusiasm. Many were also able to connect what was covered in the module with their area of research or interest, which speaks well for both the students and the broad nature of the topic of the city. For example, a student studying veterinary medicine felt the field trip on urban farming had enriched her own discipline. Another student found her Master's thesis topic here while attending the program. She decided to research on Singapore and the community outreach programs related to the Active, Beautiful, Clean Waters (ABC Waters) Program. The student extended her stay in Singapore after the IARU program, while her lecturer put her in touch with the people at the Public Utilities Board (PUB) in charge of the program.

The preliminary feedback from the students indicates that the program was intense (since it is a compact three weeks) but very enjoyable. The reading load was heavy, but the field trips were fun and informative, even for the local students who had not visited some of these spaces before (e.g. farms and Bukit Brown cemetery). The students also appreciated the exposure to both official and alternative voices on the various topics covered in the module.

Difficulties / Challenges Faced

The registration process for the overseas students. We had one student whose student pass application was rejected by the Immigration & Checkpoints Authority (ICA) of Singapore (a decision beyond the control of NUS) but she had already booked her flight to Singapore. She was eventually admitted into the program on her social visit pass.

For the rest of the overseas students, they had to make an e-appointment with the ICA to collect their pass only after they had arrived in Singapore and completed the second half of their NUS registration. The earliest date these students could book on the ICA system was the last day of the IARU program (11 July). Eventually, these students went down to ICA earlier, disregarding their e-appointment, which meant that many of them had to wait in the queue for walk-ins. Some of the students were made to go back to ICA on another occasion, while two students spent close to seven hours to complete their transactions, missing class in the process.

Going forward, we need to streamline this registration process by perhaps getting the students to complete the NUS registration part 2 while they are still overseas so that they can make their e-appointment with ICA as soon as possible. Alternatively, we can explore if we can have students, especially those who do not require a visa, enrolled in the program on the social visit pass instead.

Further Comments

We were expecting at least one student, if not two, from each IARU partner university. We were thus disappointed with the final number of applicants for our program. Eight of the students in the program joined the program due to our active publicity. We wonder how much of the low take-up rate is a result of the program being new, the level of publicity for the program among IARU partners, and/or the cost the program vis-à-vis that of other programs and the level of subsidies given to them. We would like to explore how we can increase the number of students for the program in the next two installments.



Field trip to Kranji Farm

Peking University

Nomination / Selection Process

There were 47 applicants for IARU GSP. After application materials screening and campus interview, 32 students were selected by the university. Due to the quota limitation and competitive applicants of the host universities, 22 students were finally selected and finally completed the summer school.

Further Comments

Many appreciations for the successful coordination of the IARU Secretariat and the considerate arrangements of each partner university during the summer session.

access to an electronic platform, such as Blackboard, for posting the course material, submitting class work, engaging in discussion, and so on; and (3) if an open public space was reserved for post-class interactions between the instructor/TA and students, as well as among students.

Further Comments

It would be nice to create some opportunities for all the instructors at the summer school to socialize.



PKU2: Silk Road: A History of Cultural and Material Exchanges

Brief description	This course provides a comprehensive introduction to the cultural and material exchanges among the major civilizations along the Silk Road. It covers the period between the 2 nd and the 15 th centuries CE, during which the forces wielded by the Persians, the Chinese, The Greeks, the Indians, the Arabs and the Mongols shaped the geopolitical landscape of the vast region that spreads from the Caspian Sea to the Gobi Desert. Students will explore the role of the Silk Road in the formation of the religious and ethnic identities of these civilizations, as well as their perceptions towards one other. Through the study of refreshing and up-to-date visual and course readings, the students will explore cross cultural phenomenon such as Sogdian burial practice, Arab accounts of Tang China, Nestorian Christianity at the Mongol court, and influence of Marco Polo in the Latin West. The course will begin and conclude with discussion of the contemporary significance of the Silk Road as a historical category.												
Dates	30 June – 24 July (4 weeks)												
Academic coordinator(s)	Lin Weipeng												
Tuition fee (<i>in USD</i>)	About USD 1,500												
Accommodation (<i>short description and participants' costs in USD</i>)	Student apartment suite in PKU's Global Village. 2 or 3 single rooms in one suite. 5 minutes' walking to classroom. About USD 530												
Field trip (<i>short description and participants' costs in USD</i>)	None												
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>COP: 2</td> </tr> <tr> <td>ETH: 2</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 2</td> <td>TOK: 0</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 2</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 8</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 19</td> </tr> </table>	ANU: 2	COP: 2	ETH: 2	OXF: 0	NUS: 2	TOK: 0	PKU: 0	YAL: 2	UCB: 1	Others: 8	CAM: 0	Total: 19
ANU: 2	COP: 2												
ETH: 2	OXF: 0												
NUS: 2	TOK: 0												
PKU: 0	YAL: 2												
UCB: 1	Others: 8												
CAM: 0	Total: 19												
Faculty involvement from other institutions	n/a												
Initiation year	2013												

Successful Aspects of the Course

This course provides an in-depth knowledge of globalization and international trade routes that allow exchanges of people, materials, and cultures for over one thousand five hundred years. It integrates visual and textual materials to create a multidimensional picture of acculturation.

Difficulties / Challenges Faced

The course is relatively intensive giving the range of information it covers. The reading should prove to be interesting but required students to develop the skills to synthesize.

well as share their insights and findings to fellow classmates. Students find final symposium to allow interactive discussion that was intensive, rigorous, unravelling key insights while being critical with their citation of statistics in Chinese economy.

- Case study course material that integrated multiple topics in Chinese economy into a real business within a specific industry was given positive feedback by students. In particular, the HungLung Decision in Chengdu, a real estate development case, which asked students to perform a comparative economic analysis across various 2nd tier cities also highlighted the important economic interaction between developer and local government in the context of driving economic activity and strategic growth.

Difficulties / Challenges Faced

- Main challenge for the course is to design course requirement from a 7 weeks summer course to a 4 week course and to integrate weekly thematic Harvard case study, presentation and symposium sessions into course requirement without overwhelming students taking multiple courses in one session.
- Larger class size of 28 students compare to previous course taught at 15-20 students range resulted in significant increased workload on grading assignment that resulted in lower quality and quantity of direct student feedback
- Weekly essay and presentation requirement is replaced by weekly symposium discussion sessions after mid-term student feedback suggest challenges of managing course workload and also specific comments that learning from lecture is preferred to learning from student presentations
- English competency of students varied that resulted in some student feedback, specifically, ability to follow class discussion
- Email system of different universities and non-education email resulted in administrative difficulties of dealing with problems of rebounded email due to email size limitation

Further Comments

- Recommend assigning IARU emails to all students for the summer, or PKU emails
- Recommend allow the course meeting time up to 12 hours per week (3 hours per session for 4 days per week) to allow more lecture and final symposium, student presentation, and in-class discussion
- Recommend allowing 3 field trips outing that includes lecture on site of field trip location, allow guest lectures for a maximum of 3 private sector professionals in the real estate, banking and venture capital industry
- English competency requirement and standards can be raised for this course

University of California, Berkeley

Nomination / Selection Process

UCB1

As this was the first year IARU participants joined us, there were many small questions through the nomination process but nothing too severe. We received a large number of excellent applications. The nomination process was internal to the Environmental Leadership Program (ELP)* and overall smooth. Of all those selected, only one participant was unable to attend due to financial constraints.

* This was our 14th annual summer certificate course in Sustainable Environmental Management. Traditionally each year the ELP is composed of 40 professional mid-career environmental practitioners from around the world. This was the first year, through a partnership with IARU-GSP, that we officially opened up the course to a few IARU participants.

UCB2

Overall, the nomination/selection process went smoothly. It was good to hear from all institutions, even if they were not nominating any students.

Difficulties / Challenges Faced

UCB1

It was challenging to have a later selection process for IARU participants than non-IARU participants but manageable. This affected communication on visas, payments, and logistics.

UCB2

The PDF application has some cross platform issues between Mac and Windows. When an application is filled out in preview on a MAC and sent to a PC, the fields were blank.

Suggestions on How to Improve the IARU GSP

UCB1

It would be appreciated to have a contact list with a name and email address for each institution and that of the course coordinator so questions could more quickly be responded to by the appropriate individuals.

It would also be good to have someone representing IARU-GSP greet the students at least once during the course and give more of a background of the mission and purpose and future relationship as an alum of IARU-GSP.

UCB2

Testing the application to ensure it works on both Mac and Windows would help coordinators avoid duplicative efforts.

Further Comments

UCB1

As IARU-GSP participants paid in one lump sum their course fees, I do not have a record of who received Santander scholarships.

UCB2

Outgoing Comments

A pre-departure orientation, held on campus, for outgoing Berkeley students prepared participants to fully take advantage of their study abroad experience. Additionally, UC Berkeley provided matching funds of \$20,000 to supplement the Banco Santander Scholarship, doubling the amount of financial assistance available to participants and signaling the university's strong, continued commitment to the program.

Incoming Comments

Addressing some additional notes which do not properly belong in the individual course reports or the outgoing umbrella (but are, nevertheless, important to include):

- The two courses at Berkeley, UCB1 and UCB2, were held on different dates and schedules, which meant that all programing, field trips, and co-curricular activities for students were, unfortunately, separate.
- The UCB1 course did not offer credit, which meant that students enrolled in that course were not considered Berkeley Summer Sessions Student and, consequently, did not have access to the full range of Berkeley campus services. By contrast, students enrolled in UCB2 had complete access to all the services campus had to offer.

UCB1: Report by Anita Ponce

UCB2: Report by Tracy Weber

UCB1: Environmental Leadership Program

Brief description	3-week summer certificate course on Sustainable Environmental Management												
Dates	6 July – 26 July 2014 (3 weeks)												
Academic coordinator(s)	Anita Ponce												
Tuition fee (<i>in USD</i>)	US\$ 4,500												
Accommodation <i>(short description and participants' costs in USD)</i>	At no additional cost to participants, students stayed at the Foothill Residence Hall, an campus dorm at UC Berkeley. Each student had a private room inside of a shared suite with a shared bathroom.												
Field trip <i>(short description and participants' costs in USD)</i>	At no additional cost to participants, field trips included: San Francisco 3 Bridges Tour, Point Reyes/Muir Woods, Full Belly Farm/Capay Valley Vineyards, Salinas/Santa Cruz, UC Berkeley Botanical Garden and Oakland urban garden sites.												
Number of student participants	<table> <tr> <td>ANU: 1</td> <td>COP: 1</td> </tr> <tr> <td>ETH: 2</td> <td>OXF: 1</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: 0</td> <td>Others: 37</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 45</td> </tr> </table>	ANU: 1	COP: 1	ETH: 2	OXF: 1	NUS: 1	TOK: 1	PKU: 1	YAL: 0	UCB: 0	Others: 37	CAM: 0	Total: 45
ANU: 1	COP: 1												
ETH: 2	OXF: 1												
NUS: 1	TOK: 1												
PKU: 1	YAL: 0												
UCB: 0	Others: 37												
CAM: 0	Total: 45												
Faculty involvement from other institutions	None.												
Initiation year	2014												

Successful Aspects of the Course

The addition of the IARU-GSP participants added more age and geographic diversity to the overall cohort creating a richer environment. Additionally, IARU-GSP students more easily responded to the academic environment and bridged well between the majority of the ELP participants who are practitioners and whom have not been in an academic setting for some time. It was very enriching for the non-IARU participants to be able to mentor IARU students and to pass on their own professional experiences. A great success of the course was to allow IARU students to participate in professional activities such as networking receptions for the first time and effectively prepare them for their professional lives.

Difficulties / Challenges Faced

- Two different sets of course evaluations from ELP and from IARU-GSP
- The ELP had to create different participant evaluation criteria for IARU-GSP participants so they could request course credit from their home institutions. (This course was only a certificate course.)
- Some extra work in creating new procedures for IARU-GSP participants, in particular for the visa process
- Later IARU-GSP admission process created the need for different communications for two sets of participants: IARU-GSP and non-IARU.

Further Comments

It was a fantastic opportunity to have IARU-GSP students and believe IARU-GSP participants enriched the course. We look forward to continuing this partnership.



UCB2: Media and Global Protest Movements

Brief description	<p>This course is concerned with the interplay between political activism and contemporary (mainstream/social) media from an international perspective.</p> <p>It places focus on the chain of uprisings in the Arab world, Turkey, Europe, and the United States, and the use of social media as a tool for contention. It takes stock of the background factors characterizing the global protest wave, and examines the role that the mainstream media and digital sphere have played in shaping 'the politics of revolt', and globalizing its repertoires. It further assesses the economic and political implications of such protests for an emerging global order.</p>												
Dates	8 July – 15 August (6 weeks)												
Academic coordinator(s)	Dr. Tamirace Fakhoury												
Tuition fee (<i>in USD</i>)	US\$ 2,225												
Accommodation (<i>short description and participants' costs in USD</i>)	International House: double rooms, 60 meals: US\$ 2,337												
Field trip (<i>short description and participants' costs in USD</i>)	<p>The course organizers compiled a field trip to two East Bay activism organizations that relate closely to the course goal and content to merge the theoretical background with real life experience. The first organization was Middle East Children's Alliance, a non-profit organization providing humanitarian and relief aid to Palestinian refugee camps. The second was the Earth Island Institute: David Brower Center, a think tank and an incubator for activism projects. The field trip costs were limited to those associated with transportation within the city of Berkeley.</p>												
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: 1</td> <td>TOK: 1</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 3</td> <td>Total: 13</td> </tr> </table>	ANU: 2	COP: 5	ETH: 0	OXF: 0	NUS: 1	TOK: 1	PKU: 0	YAL: 0	UCB: 1	Others: 0	CAM: 3	Total: 13
ANU: 2	COP: 5												
ETH: 0	OXF: 0												
NUS: 1	TOK: 1												
PKU: 0	YAL: 0												
UCB: 1	Others: 0												
CAM: 3	Total: 13												
Faculty involvement from other institutions	Dr. Hesham Issa												
Initiation year	2010												

Successful Aspects of the Course

1. Fostered a highly constructive, multicultural, and multidisciplinary environment
2. Encouraged interdisciplinary academic discourse that succeeded in combining political and media sciences in a unified narrative
3. Offered a fertile terrain for drawing on various academic frameworks relating to International Relations, social movement theories, and area studies
4. Presented engaging Global Case Studies with potential to focus on regional, contextual and local specificities

5. Produced tangible outputs (academic blogging, websites and research findings articulated in blogging and created websites)
6. The structure of the course encourages discussions, debates and reflections on challenging topics at the nexus of social sciences and digital media
7. In its final stage, the course foresees a jury of scholars to assess students' research findings and websites. Students have thus the possibility to consolidate a palette of skills ranging from critical thinking to presentation skills.

Difficulties / Challenges Faced

1. Students would benefit from an orientation session to UC system academic culture with special emphasis on the Berkeley campus.
2. Interdisciplinary and diverse backgrounds (e.g. media studies, law, sociology, computer science etc.) require instructors to harmonize contents and academic styles to suit the general audience. This hampers at times in-depth analysis.
3. The course and the students would benefit from more interactivity with UC Berkeley students and faculty. How to draw in more UC Berkeley students to the course? Cross-listing?
4. English language proficiency assessment should be part of the admission for international students.
5. Students should be encouraged to use UC Berkeley bCourses and bSpace.
6. Program must have a legitimate access to web building CMS with access to all students to create their accounts.

Further Comments

Supplementing their Berkeley coursework, participants were provided a calendar of co-curricular, non-academic events intended to introduce them to the city of Berkeley and the wider Bay area. Participants enjoyed various excursions into San Francisco and Oakland where they had the opportunity to sample the local culture and, hopefully, develop lasting memories of their summer with UC Berkeley. Some of the events students enjoyed included:

- A tour of UC Berkeley's iconic, Campanile. Standing at 307 feet tall, it is the third tallest bell and clock-tower in the world. From its zenith, visitors are afforded a spectacular view of the Bay Area and of the entire UC Berkeley campus.
- A walking tour of San Francisco provided by local volunteers. Tours include a combination of well-known San Francisco landmarks and hidden gems, known mainly to locals. The guides are formally trained in local history and share that knowledge in a fun, engaging way.
- A Ferry trip from Jack London Square to the San Francisco Ferry Building. Jack London Square is a popular entertainment and business destination located in the heart of Oakland, on the East Bay. From there, participants travel by ferry across San Francisco Bay to the San Francisco Ferry Building, home to a thriving promenade full of unique dining options and local food vendors.
- Oakland Museum of California: Summer Nights. The Oakland Museum of California hosts a monthly event combining live DJs, panel discussions on interesting topics, movie screenings in an outdoor setting, and half priced museum admission.

- Exploratorium: After Dark. Hosted by the Exploratorium, this monthly event combines aspects of theatre, cabaret and a traditional gallery experience to showcase a different topic. It includes film screenings, an opportunity to interact with and engage hundreds of unique, hands-on exhibits, live performances, and the opportunity to mingle with scientists, visual artists, musicians and the intellectually curious.



University of Cambridge

Nomination / Selection Process

A good field of applicants, but again, quite a few who pulled out during the selection process. 28 applicants were interviewed in Cambridge, and a further applicant had a telephone interview. Eleven were not interviewed, one withdrew before shortlisting was complete, another withdrew after nomination. Five interviewees were not nominated.

Difficulties / Challenges Faced

Some students seemed not to have taken on board the need to raise a substantial amount of funds – in addition to any Santander grant – to meet the full cost of the programme. Student applications were ‘bunched’, with many applying for the same places, and with no nominations for a number of courses, so that we were unable to maximize representation across the full range of programmes.

Suggestions on How to Improve the IARU GSP

Some streamlining of the amount of materials required by the Secretariat, if possible. Additional subsidy so that more students take up places, and more can be encouraged to apply.

CAM1: Shaping the World: Understanding the Past, Predicting the Future

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	6 July – 2 August (4 weeks)												
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>)	c\$ 3,075												
Accommodation (<i>short description and participants' costs in USD</i>)	Single study bedroom accommodation in Gonville and Caius College, in the centre of Cambridge. c\$ 2,620												
Field trip (<i>short description and participants' costs in USD</i>)	Brief visit to Madingley Hall for tea and tour. Otherwise, some GSP students participated in organized optional weekend visits to places such as Windsor and Stratford-upon-Avon, and others made their own excursions to eg Bath, Stonehenge, Paris												
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td>ANU: 3</td> <td>COP: 4</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: 1</td> <td>YAL: 3</td> </tr> <tr> <td>UCB: 1</td> <td>Others:</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 14</td> </tr> </table>	ANU: 3	COP: 4	ETH: 0	OXF: 0	NUS: 2	TOK: 0	PKU: 1	YAL: 3	UCB: 1	Others:	CAM: 0	Total: 14
ANU: 3	COP: 4												
ETH: 0	OXF: 0												
NUS: 2	TOK: 0												
PKU: 1	YAL: 3												
UCB: 1	Others:												
CAM: 0	Total: 14												
Faculty involvement from other institutions	n/a												
Initiation year	2008												

Successful Aspects 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 developed the students' understanding of the topics and – importantly – promoted a 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 programme, for all students, were the supervisions: in pairs/threes, the students had rigorous weekly supervisions, following essay submission, to discuss their papers and the subject area with a senior academic supervisor.

Difficulties / Challenges Faced

One of the academic coordinators was not available for some of the pre-course planning or some of the meetings with the group. A split teaching site meant that there were some tight transitions from one lecture to the next. There was a last-minute dropout from a student who had applied for the wrong type of visa. Although a good number of students applied for CAM1, the pattern of nominations meant that only 6 institutions were represented. Although they appreciated the opportunity to attend a wide range of talks, the group would have benefitted from more frequent meetings of the full group of IARU GSP students, and the programme will reflect a need for greater cohesion in 2015.

Further Comments

Comments from the questionnaires we gave out at Cambridge:

What appealed to you most?

- *The discussion sessions. Having the chance to engage friends from so many different backgrounds on some of the most pressing issues of our day was absolutely rewarding.*
- *Diversity of students*
- *How interdisciplinary GSP was!*
- *Meeting and discussing with people in positions of global significance – important professors, ex-ambassadors, magistrates. These people provided valuable, intelligent and rare insight into how the world works.*

On academic rigour

- *This program was really academically rigorous, and I learned a lot from it, especially in the process of supervision prep. I love the supervision part best. Because it gave me precious opportunities to communicate with the researcher in relevant field and it helps broaden my vision.*

Recommendations

- *Having more discussion sessions. More platforms for us to tie together everything we learn in lectures and discussions – especially for such an open, interdisciplinary program, greater opportunities for synthesis would be very meaningful.*
- *If there was a short break between GSP morning lectures, that could have made things much better.*



University of Copenhagen

Nomination / Selection Process

It is important that we maintain the high level of relevant and comprehensive information available on the website with regards to all aspects of the program (tuition, accommodation, course descriptions, credits (also in ECTS), scholarships), so that the students know in detail what is offered and what they are applying for. The information is also very useful and essential for students in their applications for credit transfer.

Difficulties / Challenges Faced

- Certain internet browsers do not support the current application form format. A more flexible template could possibly solve this.
- Some students have expressed frustration with a lack of detailed credit and course descriptions.
- Some students feel that the registration and admission processing time at the partner university has been fairly long.
- Some students have commented on lectures' inadequate English skills.

Suggestions on How to Improve the IARU GSP

- Establishing more formal forums (i.e. online) for meeting the other participants and lecturers before the courses commence and keeping in touch afterwards
- Ensuring more in-depth and detailed information on application, admission, course contents, credits, accommodation, prerequisites, scholarships and curricula in the online descriptions and snapshots
- Standardizing the application procedures
- Focus more on career awareness/employability as part of the program – i.e. through presentations from local businesses, visits at workplaces, networking events

Further Comments

Overall, UCPH students are very satisfied with their IARU GSP experience.

COP1: Kierkegaard: The Individual in the Global Society

Brief description	The course takes a Danish perspective on common existential themes by reading the work of the world famous local philosopher, Søren Kierkegaard, in his home town and at his own university.												
Dates	2 July – 25 July (4 weeks)												
Academic coordinator(s)	Professor K. Brian Söderquist, Department of Theology, University of Copenhagen												
Tuition fee (<i>in USD</i>)	<ul style="list-style-type: none"> – Students enrolled at University of Copenhagen, and other non-tuition paying students enrolled at a Danish university: No tuition fee – Tuition fee paying students enrolled at a Danish university: USD 1,217 (15 ECTS) – Students and non-students from EU/EEA countries, and non-students from Denmark: USD 500 (15 ECTS) – Students from EU/EEA and non EU/EEA countries with a permanent Danish residence permit: USD 500 (15 ECTS) – Students from non-EU/EEA countries without a permanent Danish residence permit: USD 1,217 (15 ECTS) 												
Accommodation <i>(short description and participants' costs in USD)</i>	The IARU students stayed at a University of Copenhagen dormitory.												
Field trip <i>(short description and participants' costs in USD)</i>	<p>At the beginning of the course, the students participated in a partly sponsored weekend bike trip to Gilleleje, Gribskov, Søborgsø, and Helsingør to see some of the sites that Kierkegaard incorporates into his authorship. The students read relevant passages from Kierkegaard at the various locations.</p> <p>One aim of the weekend tour was to help the students get to know each other better. Their familiarity with each other beyond the classroom encouraged them to ask questions in class and created an atmosphere in which they felt safe debating and discussing Kierkegaard's thoughts.</p>												
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ANU: 2</td> <td style="width: 50%;">COP: 6</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 3</td> </tr> <tr> <td>NUS: 3</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 2</td> <td>YAL: 0</td> </tr> <tr> <td>UCB: 0</td> <td>Others: 12</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 31</td> </tr> </table>	ANU: 2	COP: 6	ETH: 0	OXF: 3	NUS: 3	TOK: 2	PKU: 2	YAL: 0	UCB: 0	Others: 12	CAM: 1	Total: 31
ANU: 2	COP: 6												
ETH: 0	OXF: 3												
NUS: 3	TOK: 2												
PKU: 2	YAL: 0												
UCB: 0	Others: 12												
CAM: 1	Total: 31												
Faculty involvement from other institutions	<ul style="list-style-type: none"> – Thomas Miles, Boston College – Ulrika Carlsson, Yale University – Anna Strelis, New School of Social Research (New York, US) 												
Initiation year	2007												

Successful Aspects of the Course

As in previous years, the course attracts dedicated and interested students from a range of different countries, creating a dynamic and highly educational learning environment.

COP2: Interdisciplinary Aspects of Healthy Aging

Brief description	<p>The course is designed for students who would like to gain insights into the research field of aging, as it focuses on interdisciplinary research projects that reflect the diverse research projects and interdisciplinary nature of the Center of Healthy Aging (CEHA, healthyageing.ku.dk).</p> <p>During the course, participants obtain well-founded knowledge and practical experience in the field of research into aging. The aim is to give students an exciting opportunity to learn and use research methods from various disciplines and develop projects themselves.</p> <p>The course combines lectures and project-oriented work and the students learn the basic research concepts and principles within diverse disciplines. The lectures cover basic knowledge in different aging research fields including: humanities, social science, epidemiology, neurology, physiology, and molecular biology.</p> <p>Students form groups and carry out a research project under the supervision of CEHA researchers. These projects are examples of research that contains shared interests across different areas of aging research.</p> <p>At the end of the course, the students write an essay about their findings/conclusions and present their reports. The students are closely supervised by the CEHA researchers during the course.</p>
Dates	2 July – 21 July (3 weeks)
Academic coordinator(s)	Associate professor Ying Liu
Tuition fee (<i>in USD</i>)	<ul style="list-style-type: none"> – IARU students whose home university has a GSP exchange agreement with the University of Copenhagen: No tuition fee – Students from EU/EEA countries: USD 580 – Students from non-EU/EEA countries with a permanent Danish residence permit: No tuition fee – Other students: USD 1,083
Accommodation <i>(short description and participants' costs in USD)</i>	<p>The students were provided with a single room in a student dormitory with access to kitchen /cooking equipment.</p> <p>Monthly rent: Approximately USD 641 – 824.</p> <p>Deposit: One month's rent</p>
Field trip <i>(short description and participants' costs in USD)</i>	<ul style="list-style-type: none"> – Visit to elderly care home in Copenhagen: Free of charge – Trip to Louisiana Museum of Modern Art: CEHA paid entry and train ticket (http://en.louisiana.dk/) – BBQ: CEHA paid for the food. Student costs: Beverages, on average USD 5 / person – Farewell Party and Tivoli, amusement park: Food and drinks paid by CEHA. Entry ticket to Tivoli also paid by CEHA – One team of students worked in an epidemiology lab and had a trip to a Danish workman's museum: Entry covered by CEHA – Three teams of students worked for one week in three different

	CEHA labs: Covered by CEHA	
Number of student participants	ANU: 2 ETH: 0 NUS: 2 PKU: 2 UCB: 0 CAM: 0	COP: 1 OXF: 1 TOK: 3 YAL: 2 Others: 2 Total: 15
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	

Successful Aspects of the Course

This is our 4th time organizing the course and we have therefore had time to adjust the parts of the format, which were not working as intended previous years.

The students have expressed contentment with all aspects of this course: lectures, practical projects with close supervision, and the social activities.

The teachers have enjoyed working with this group of dedicated, enthusiastic and bright students.



Danish care home “Søndervang”, showing the summer school students and some of the residents. The visit illustrated the Danish/Nordic way of taking care of our elderly citizens. (Credits: Photographer Lizette Kabré and Center for Healthy Aging, University of Copenhagen)



*Group photo of the summer school participants and project teachers at the UCPH campus
(Credits: Yunxi Shen, student at National University of Singapore)*

University of Oxford

Nomination / Selection Process

The programme was advertised to students on the University website, at the University's International Careers fair and in various news emails. All students that applied were then considered by an Oxford selection panel, which made nominations for each course and then allocated any funding available through scholarships and bursaries. Students were contacted regarding the outcome and nominations made to the relevant Universities.

Difficulties / Challenges Faced

The IARU application form didn't seem to be compatible with Mac computers, and therefore the submitted forms appeared blank and would not print correctly. A handful of students had problems with this and it proved quite time consuming to resolve, and was also distressing from a student perspective.

At times the selection process felt quite time consuming and over complicated for the number of students involved. This was particularly the case for the small number of nominated students who were not accepted by the host institution or choose to take up other opportunities due to funding issues which meant that the bursaries/scholarships awarded to them then had to be reallocated.

Suggestions on How to Improve the IARU GSP

A simple checklist that contained key dates and contacts would be helpful, as although this information is available in different places it is often not easy to find. This may also help to clarify the processes involved as each institution seemed to have slightly different approaches, for example when confirming nominations some informed the University and others the students directly which at times caused confusion.

Martin School Presentations and Discussions

The seminars were very well received. Students described them as "inspiring and interesting".

The discussions following each seminar were greatly appreciated. The students' comments included that they were "all great", that they were "very good, good tutors, relevant discussions".

Exeter College

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

General

When asked whether the programme met their expectations, participants responded with "Absolutely, yes!"; "Yes, actually it's even more amazing!"; "Yes, it did. It was indeed intensive, stretching and enriching."

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 and social exchange with the tutors. One student commented "I especially appreciate the effort by the academic team to interact with us beyond the academic setting."

Difficulties / Challenges Faced

Access to reading materials remains a challenge. Following this summer's programme we may purchase extra copies of key texts for the students next year to support their research.





The University of Tokyo

Nomination / Selection Process

We had the internal process to decide our nominees with the following timeline:

- December: Started to recruit the participants. We held several recruiting seminars for students and provided them with the information on our website (http://www.u-tokyo.ac.jp/ja/administration/go-global/program/iaru_gsp.html)
- February: Deadline for students to submit their application documents
- March: Finalized our nominees while considering the choices of the courses, the statement of purpose, the English proficiency and the grades

Difficulties / Challenges Faced

Overall, the logistical procedures went well for outgoing students thanks to the cooperation among member universities. As agreed in the GSP Working Committee Meeting in 2013, it would be helpful for students and universities for the next year as well that each member university will try to send the notification of acceptance as soon as possible along with the Timeline for GSP 2015 to avoid students' cancellations.

Suggestions on How to Improve the IARU GSP

Same as 2014, it would be beneficial for us to complete the detailed course profiles and release the information on GSP website in December for 2015. As we would have the completed course information early, we would have a longer period for recruiting our students and enable us to reach out to as many students as possible. Also, we believe it is important to share and follow the timeline for the following years as well since it will make easier for each university to decide the recruiting schedule and conduct internal screening and acceptance processes.

Further Comments

We have received very positive feedbacks from our students overall and we believe IARU GSP definitely gets them to reconsider their ideas and ways of thinking by encountering different people and cultures. We hope to see each member university continue to exchange their students actively through the program.

TOK1: Introduction to the Japanese Language

Brief description	The University of Tokyo provides 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. With the Japanese language learnt in these classes we hope our students will be able to experience a wider range of Japanese culture. To improve students' Japanese literacy, "practical" lessons, such as the use of dictionaries, will also be included in this course to enable students to continue their study of the language when they return to their home country.
Dates	30 June – 11 July (2 weeks)
Academic coordinator(s)	Professor Yasuto KIKUCHI, Associate Professor Mariko MASUDA
Tuition fee (<i>in USD</i>)	USD 290
Accommodation (<i>short description and participants' costs in USD</i>)	Hotel Kizankan (5 minutes on foot from Hongo Campus) USD 990
Field trip (<i>short description and participants' costs in USD</i>)	A half-day trip to the Edo-Tokyo Museum with students from other GSP courses to learn about history and people's life in Edo (old name of Tokyo) era. Cost exempt
Number of student participants	ANU: 0 COP: 1 ETH: 1 OXF: 1 NUS: 1 TOK: 0 PKU: 0 YAL: 2 UCB: 1 Others: 0 CAM: 2 Total: 9
Faculty involvement from other institutions	n/a
Initiation year	2008

Successful Aspects of the Course

We strove to enable students to grasp an overview of Japanese language learning and for them the ability to carry out small talk in Japanese after a short period, and to respond to expectations like the following.

- *"I hope to get a good basic structure on the language, which I can build upon, for the future."* (Danish/German, male, answering to "What do you hope to get out of this course?" in the pre-course questionnaire.)
- *"The ability to travel around Japan independently and communicate with people."* (British, male, same as above.)

We 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 in this course. Study of 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.

- *"I feel that the classes overall had a very good structure that allowed me to learn a lot in a short period of the time using 'situational' dialogue. I am very glad that I chose to take this course as a starting block in my future plans to study Japanese further."* (Chinese, male)
- *"I think it was a very good course with good teachers and teaching material. Although the speed is quite fast, one gets a very good first introduction to the language."* (Swiss, female)
- *"Intro to Japanese was a highly practical course. Things learnt in class could be readily practiced after classes."* (Malaysian, male)

Difficulties / Challenges Faced

We are aware of the necessity of improving or adding to the course materials (or pre-course materials) regarding the following points.

- Difficulty in reading Japanese: Though the students had successfully studied hiragana (one of the character sets of Japanese) using our e-learning system before the beginning of the course, some students had difficulty reading the words/sentences written in hiragana till the end of the course.
- Difference of the level of proficiency, interest etc.: The level of proficiency and the interest in Japanese learning differed among the students. We felt it necessary to prepare additional tasks or homework to respond to each demand.

Further Comments

The calligraphy experience was not included in the course this year as the opportunity was provided in another part of GSP. Instead, we offered an opportunity to make some kanji (Chinese character) art work using PC and to make his/her own name stickers using tape printing device.

The students were a little quiet, and seemed to have difficulty speaking Japanese spontaneously than ever before, but everyone participated in the classes in earnest and their results of the final examination were satisfactory.

Writing Activity



Speaking Activity (interview with a classmate)



Last day of the course



TOK2: Sustainable Urban Management

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. A one-day excursion related to the lectures organized for GSP students as part of the course.	
Dates	30 June – 11 July (2 weeks)	
Academic coordinator(s)	Professor Hideki KOIZUMI	
Tuition fee (<i>in USD</i>)	USD 215	
Accommodation (<i>short description and participants' costs in USD</i>)	Hotel Kizankan (5 minutes on foot from Hongo Campus) USD 990	
Field trip (<i>short description and participants' costs in USD</i>)	<ul style="list-style-type: none"> - A one-day field trip related to the lectures (“study visit”) organized for GSP students as part of the course. Cost exempt - A half-day trip to the Edo-Tokyo Museum with students from other GSP courses to learn about history and people’s life in Edo (old name of Tokyo) era. Cost exempt 	
Number of student participants	ANU: 2 ETH: 2 NUS: 2 PKU: 1 UCB: 1 CAM: 2	COP: 2 OXF: 2 TOK: 9 YAL: 0 Others: 0 Total: 23
Faculty involvement from other institutions	n/a	
Initiation year	2008	

Successful Aspects of the Course

- Successfully providing a verity of lectures on Sustainable Urban Management by professors of Architecture, Civil Engineering and Urban Engineering
- Students could understand the actual condition of urban development and management through the site visit.

Difficulties / Challenges Faced

There may be some ways for better mutual discussion among students; for instance, to increase opportunity of mutual discussion, or to have a discussion on site visit.



Site visit to see a fully renovated Tokyo station as a part of the area development.



Visit to a private construction company, listen to concepts of a large scale of redevelopment in central Tokyo

TOK3: Japan in Today's World

Brief description	This course will give 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	10 July – 24 July (2 weeks)	
Academic coordinator(s)	Professor Kiichi FUJIWARA	
Tuition fee (<i>in USD</i>)	USD 290	
Accommodation <i>(short description and participants' costs in USD)</i>	Hotel Kizankan (5 minutes on foot from Hongo Campus) USD 760	
Field trip <i>(short description and participants' costs in USD)</i>	A half-day trip to the Edo-Tokyo Museum with students from other GSP courses to learn about history and people's life in Edo (old name of Tokyo) era. Cost exempt	
Number of student participants	ANU: 2 ETH: 1 NUS: 2 PKU: 2 UCB: 1 CAM: 1	COP: 2 OXF: 1 TOK: 7 YAL: 0 Others: 0 Total: 19
Faculty involvement from other institutions	None	
Initiation year	2010	

Successful Aspects of the Course

The students showed strong interest on sub-culture and counter-culture in Japan, a segment that has been added this year. Furthermore, the discussion on territorial conflict between China and Japan, which asked non-Japanese students to present the Chinese and Japanese students to present the Japanese view, led to an engagement of opinions that cross cut national or ethnic borders.

Difficulties / Challenges Faced

The class had to be scheduled late in the evening each day, as the period overlapped with that of the last week of the school calendar, right before the final examination. This unfortunately made it difficult for the enrolment of Japanese students, leading to less interaction between international students and Japanese.

Further Comments

As the instructors this year had more experience in addressing international students, the language barrier was less of a challenge than last year.

Class scenes: GSP and UTokyo students with Professor Fujiwara



TOK4: Nanoscience

Brief description	This lecture series provides a general overview of nanoscience, which has grown very rapidly in the last few years. It consists of three sub-courses of lectures (Biotechnology, Biomedicine and Nanobiotechnology and Nanotechnology). Each sub-course includes visits to active laboratories in the University of Tokyo.	
Dates	10 July – 23 July (2 weeks)	
Academic coordinator(s)	Professor Teruyuki NAGAMUNE	
Tuition fee (<i>in USD</i>)	USD 215	
Accommodation <i>(short description and participants' costs in USD)</i>	Hotel Kizankan (5 minutes on foot from Hongo Campus) USD 1,130	
Field trip <i>(short description and participants' costs in USD)</i>	<ul style="list-style-type: none"> - A one-day field trip related to the lectures (“study visit”) organized for GSP students as part of the course. Cost exempt - A half-day trip to the Edo-Tokyo Museum with students from other GSP courses to learn about history and people’s life in Edo (old name of Tokyo) era. Cost exempt 	
Number of student participants	ANU: 2 ETH: 2 NUS: 2 PKU: 1 UCB: 1 CAM: 2	COP: 1 OXF: 2 TOK: 2 YAL: 3 Others: 0 Total: 18
Faculty involvement from other institutions	n/a	
Initiation year	2008	

Successful Aspects of the Course

- Extremely interesting and wide-ranging topics covered in the class and in the study visits (to Terumo Medical Pranex, Terumo Co. and Odawara Pharmaceuticals Manufacturing Plant, Meiji Seika Pharma Co. Ltd.).
- All the courses took place in the morning and early afternoon, allowing students to maximize their time in Tokyo.

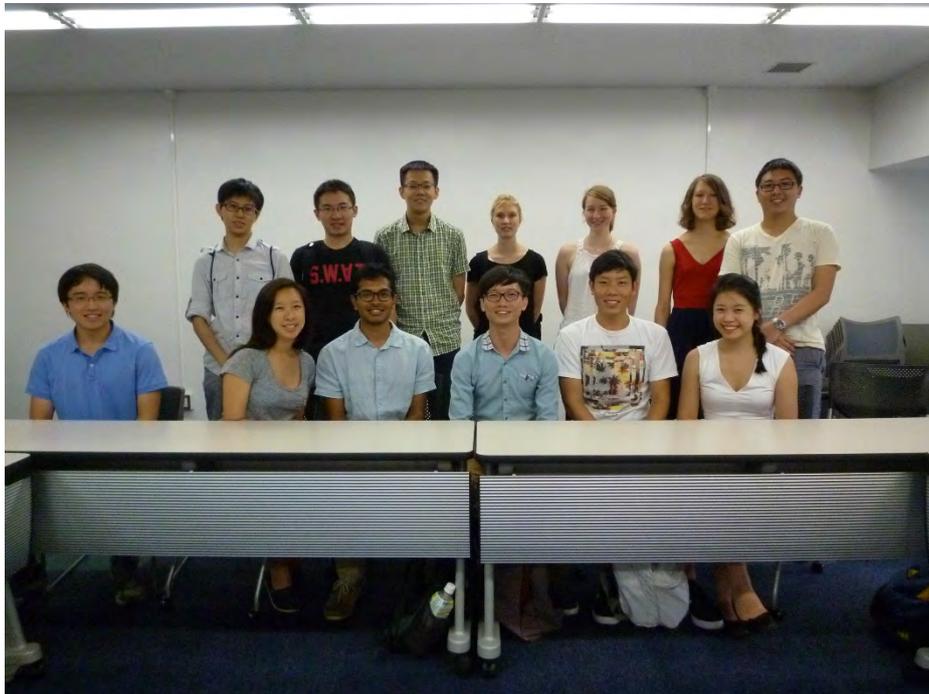
Difficulties / Challenges Faced

The number of the Japanese students who registered for this course was limited, and the IARU students did not interact with UTokyo students so much in this course. We need to encourage UTokyo students to interact with the IARU students through the course.

Some students proposed improvement of the course; 1) The assignment for the course should be more clear. 2) Provide more chances to communicate with UTokyo students. 3) The improvement of lab tours by cutting the length of tours to one hour and giving students more basic concept of experiment rather than detailed.



Site visit to a facility to develop medical-care equipment



Yale University

Nomination / Selection Process

The GSP coordinator was on maternity leave and the process was handled by other colleagues in the office. The two things that stood out for them were the many e-mails that needed to be sent to communicate information regarding the outgoing and incoming students, and the overwhelming scanning and saving of paper documents. They also commented that some universities required additional application materials and this caused some confusion for the students and those processing the outgoing applications. They suggested that everyone should have the same requirements, or to clearly list in the application what needs to be submitted by students (put the additional requirements right next to the course title). The process for our incoming students seemed to go smoothly.

Difficulties / Challenges Faced

- Paper application is old fashioned. Can we move towards a common online application?
- Lots of e-mails during the application process
- Too much data entry using a paper application
- Outgoing students: Some communication issues regarding who was accepted/nominated. We were not notified if the students were accepted.
- Confusing to students that there are so many levels of application (i.e. applying 2–3 times – first the GSP application, then a study abroad application, then another application to register at the host university).
- Students should get preapproval for credit before they take the course, so they know they will get transfer credit before the course begins.

Suggestions on How to Improve the IARU GSP

- Common on-line application
- Streamline application process: clear instructions in the application to students if the program they wish to attend requires additional materials. Documents that can be uploaded directly to an online application at the time of application.
- Communicate GSP process/timeline to those who process the applications and send out the nomination/acceptance e-mails.

Further Comments

Overall the 2014 GSP was a success. It would be fun to create a GSP community among the 10 universities during the summer for students. Based on student comments, they wished they had a better understanding of what's going on at other GSP programs. An active blog / Facebook page to communicate with each other during the summer might accomplish this.

Snapshots of GSP 2014

GSP 2014 Course Duration and Finances

Numbers as communicated during the application period

University	Abbr.	Course	Dates	Length (weeks)	Tuition fee (USD, including additional mandatory fees, textbooks and any subsidies)	Accommodation fee (USD, including any subsidies)	Field trip (USD)	Total (USD)
Australian National University	ANU1	Long-Term Biodiversity and Climate Change in Asia-Pacific	19 Jun – 12 Jul	3 1/2	80	---	Non ANU: 1,560 ANU: 655	Non ANU: 1,640 ANU: 735
	ANU2	Indigenous Peoples and Development	29 Jun – 20 Jul	3	---	---	Non ANU: 2,380 ANU: 1,460	Non ANU: 2,380 ANU: 1,460
ETH Zurich	ETH1	ETH Sustainability Summer School 2014	19 Jul - 9 Aug	3	500 (accommodation of weeks 2 and 3 need to be covered individually by the participants)	---	---	500 + accommodation
	ETH2	Sustainable Agriculture and the World Food System	10 Aug - 23 Aug	2	845	incl. in tuition fee	---	845
National University of Singapore	NUS1	Southeast Asia in Context	23 Jun – 26 Jul	5	2,190	700	1,360	4,250
	NUS2	Asia Now! The Archaeology of the Future City	23 Jun – 11 Jul	3	1,110	420	---	1,530
Peking University	PKU1	Major Issues Concerning the Rise of China	30 Jun – 25 Jul	4	1,545	incl. in tuition fee	---	1,545
	PKU2	Silk Road: A History of Cultural and Material Exchanges	30 Jun – 25 Jul	4	1,545	incl. in tuition fee	---	1,545
	PKU3	Special Topics in Chinese Economy	30 Jun – 25 Jul	4	1,545	incl. in tuition fee	---	1,545
University of California, Berkeley	UCB1	Environmental Leadership Program	6 Jul – 26 Jul	3	4,500	incl. in tuition fee	---	4,500
	UCB2	Media and Global Protest Movements	8 Jul – 15 Aug	6	2,970	2,255	---	5,225

University	Abbr.	Course	Dates	Length (weeks)	Tuition fee (USD, including additional mandatory fees, textbooks and any subsidies)	Accommodation fee (USD, including any subsidies)	Field trip (USD)	Total (USD)
University of Cambridge	CAM1	Shaping the World: Understanding the Past, Predicting the Future	6 Jul – 2 Aug	4	3,150	2,550	---	5,700
University of Copenhagen	COP1	Kierkegaard: The Individual in the Global Society	2 Jul – 25 Jul	4	With agr.*: 70 EU: 620 non EU: 1,710 *ANU, NUS, UToyko	730	---	With agr. (ANU, NUS, UTokyo): 810 EU: 1,350 non EU: 2,440
	COP2	Interdisciplinary Aspects of Healthy Aging	2 Jul – 21 Jul	3	With agr.*: 0 EU: 580 non EU: 1,080 *ANU, NUS, UToyko	730	---	With agr. (ANU, NUS, UTokyo): 730 EU: 1,310 non EU: 1,810
University of Oxford	OXF1	Global Challenges of the 21st Century	30 Jun – 25 Jul	4	1,900	4,270	---	6,170
University of Tokyo	TOK1	Introduction to the Japanese Language	30 Jun – 11 Jul	2	290	990	---	1,280
	TOK2	Sustainable Urban Management	30 Jun – 11 Jul	2	215	990	---	1,205
	TOK3	Japan in Today's World	10 Jul – 18 Jul	1	290	760	---	1,050
	TOK4	Nanoscience	10 Jul – 23 Jul	2	215	1,130	---	1,345
Yale University	YAL1	Foreign Policy and International Law	29 Jun – 8 Aug	6	1,830	1,630	---	3,630

GSP 2014 Application Numbers

University	Abbr.	Course	ANU	ETH	NUS	PKU	UCB	CAM	COP	OXF	TOK	YAL	Total
Australian National University	ANU1	Long-Term Biodiversity and Climate Change in Asia-Pacific			7	2	2	2	2	1		1	17
	ANU2	Indigenous Peoples and Development		1	4	3		1	4		1	1	15
ETH Zurich	ETH1	ETH Sustainability Summer School 2014	7		5	1	1	1	6		2	1	24
	ETH2	Sustainable Agriculture and the World Food System	1		4	4	3		3		5	1	21
National University of Singapore	NUS1	Southeast Asia in Context	8			2	1		10	1	3	8	33
	NUS2	Asia Now! The Archaeology of the Future City	3			2		2	1	2	2	3	15
Peking University	PKU1	Major Issues Concerning the Rise of China	11	3	3		4	2	6	4	2		35
	PKU2	Silk Road: A History of Cultural and Material Exchanges	7	2	5		1		2	2		1	20
	PKU3	Special Topics in Chinese Economy	10	1	5		3	1	1	4	1	9	35
University of California, Berkeley	UCB1	Environmental Leadership Program	21	2	7	1		3	3	2	1		40
	UCB2	Media and Global Protest Movement	9		7	0		5	12	1	3	1	38
University of Cambridge	CAM1	Shaping the World: Understanding the Past, Predicting the Future	18		11	2	5		5			3	44
University of Copenhagen	COP1	Kierkegaard: The Individual in the Global Society	11		11	2		1		3	2		30
	COP2	Interdisciplinary Aspects of Healthy Aging	10		2	3				1	5	2	23
University of Oxford	OXF1	Global Challenges of the 21st Century	26		8	4	7		8				53
University of Tokyo	TOK1	Introduction to the Japanese Language	18	1	n/a	2		6	8	4		2	41
	TOK2	Sustainable Urban Management	8	2	9	3	5	4	6	2		2	41
	TOK3	Japan in Today's World	16		9	7	3	8	12	4		2	61
	TOK4	Nanoscience	12	3	9	2	4	6	11	4		4	55
Yale University	YAL1	Foreign Policy and International Law	24		8	10	1	6	16	3	5		73
Applications to courses (outgoing students, first choice, one student can take part in up to 3 courses)			220	15	114	50	40	48	116	38	32	41	714

GSP 2014 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 and Climate Change in Asia-Pacific	2		1	2	2	2	2				11		11
	ANU2	Indigenous Peoples and Development	4			2			2		1		9		9
ETH Zurich	ETH1	ETH Sustainability Summer School 2014	1	3	1	1	1		4		3	1	15	16	31
	ETH2	Sustainable Agriculture and the World Food System	1	6	1		2				1		11	12	23
National University of Singapore	NUS1	Southeast Asia in Context	3		21	1	1		10		2	7	45	4	49
	NUS2	Asia Now! The Archaeology of the Future City	1		6	2		1	1	1	2	1	15	2	17
Peking University	PKU1	Major Issues Concerning the Rise of China	3	2	1		2		4	4	3		19	10	29
	PKU2	Silk Road: A History of Cultural and Material Exchanges	2	1	2		1		2			2	10	8	18
	PKU3	Special Topics in Chinese Economy	1	1	2	2	1		1	2	1	9	20	7	27
University of California, Berkeley	UCB1	Environmental Leadership Program	1	2	1	1			1	1	1		8	37	45
	UCB2	Media and Global Protest Movements	2		1		1	3	5		1		13		13
University of Cambridge	CAM1	Shaping the World: Understanding the Past, Predicting the Future	3		2	1	1		4			3	14		14
University of Copenhagen	COP1	Kierkegaard: The Individual in the Global Society	2		3	2		1	6	3	2		19	12	31
	COP2	Interdisciplinary Aspects of Healthy Aging	2		2	2			1	1	3	2	13	2	15
University of Oxford	OXF1	Global Challenges of the 21st Century	2		2	2	3		3			2	14		14
University of Tokyo	TOK1	Introduction to the Japanese Language		1	1		1	2	1	1		2	9		9
	TOK2	Sustainable Urban Management	2	2	2	1	1	2	2	2	9		23		23
	TOK3	Japan in Today's World	2	1	2	2	1	1	2	1	7		19		19
	TOK4	Nanoscience	2	2	2	1	1	2	1	2	2	3	18		18
Yale University	YAL1	Foreign Policy and International Law	2		3	2	1	4	2	2	1		17		17
Total participants			38	21	56	24	20	18	54	20	39	32	322	110	432*
Thereof outgoing participations			32	12	29	22	19	18	47	20	21	32	252	n/a	
<i>Applications outgoing students (for reference)</i>			220	15	114	50	40	48	116	38	32	41	714	n/a	

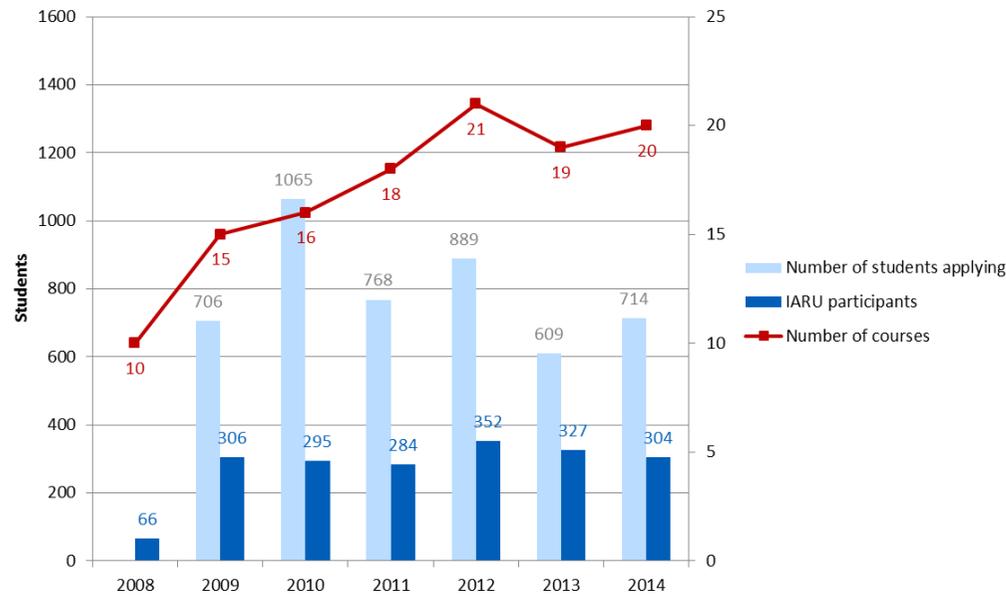
* Students taking multiple courses:

Combination of courses	Number of students taking multiple courses
PKU1 & PKU2	5
PKU1 & PKU3	3
PKU2 & PKU3	1
TOK1 & TOK2	4
TOK1 & TOK3	3
TOK1 & TOK4	2
Total	18

Total number of IARU students attending GSP 2014 (headcount): 304

corresponds to 432 participants – 110 non-IARU students – 18 students taking multiple courses

Total Number of Courses, Applications and IARU Participants (2008 – 2014)

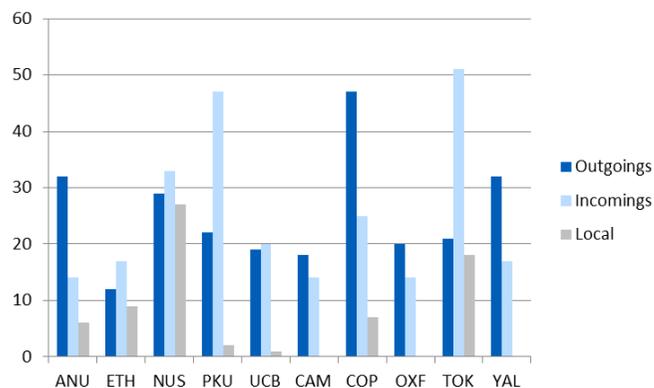


Student Mobility (2008 – 2014)

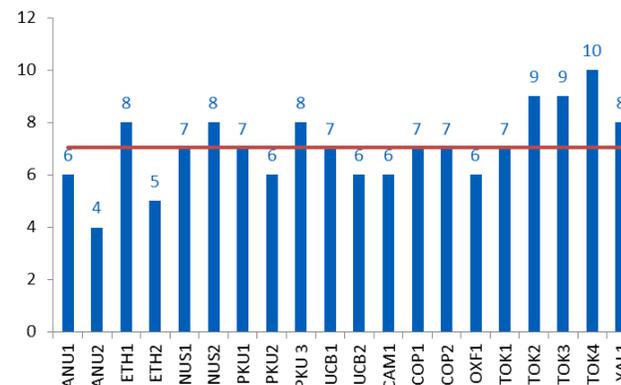
	2008			2009*			2010			2011			2012			2013			2014		
	Out-going	In-coming	Local	Out-going	In-coming	Local	Out-going	In-coming	Local	Out-going	In-coming	Local	Out-going	In-coming	Local	Out-going	In-coming	Local	Out-going	In-coming	Local
ANU	20	7	10	28	13	2	27	9	6	30	12	3	38	11	2	28	16	8	32	14	6
ETH	1	n/a	n/a	10	13	0	15	6	5	8	2	1	10	6	11	8	7	14	12	17	9
NUS	8	6	0	42	66	0	28	50	30	28	33	18	32	42	22	25	22	3	29	33	27
PKU	4	n/a	n/a	30	13	0	15	14	8	21	14	3	30	28	0	11	27	0	22	47	2
UCB	7	n/a	n/a	41	36	1	20	16	8	22	12	33	14	19	22	24	28	26	19	20	1
CAM	5	8	0	14	18	0	13	13	0	8	14	0	2	14	0	13	6	0	18	14	0
COP	6	n/a	n/a	32	29	0	25	31	13	22	43	24	37	45	22	43	42	20	47	25	7
OXF	3	5	0	5	17	0	18	14	0	11	14	1	16	15	0	25	12	0	20	14	0
TOK	5	20	0	17	35	0	15	31	26	27	23	0	41	33	42	31	56	45	21	51	18
YAL	4	17	5	39	19	2	20	12	3	8	18	2	22	29	2	22	14	1	32	17	0
Total participants	63	63	15	258	259	5	196	196	99	185	185	85	242	242	123	230	230	117	252	252	70

*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.

Student Mobility GSP 2014



GSP 2014 Student Diversity



Course Survey Analysis

General Information

Note: ANU2 and PKU2 received less than the minimal required number of five answers and are therefore not included in the analysis.

Most survey questions consisted of statements were 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.

Based on the experiences of last year's survey, the survey questions were slightly modified compared to the ones of the previous year. The survey as presented to the students is in the Appendix.

The answers of non-IARU students are included in the analysis below if course specific data is evaluated. They are not counted when university specific data (outgoings) is shown. Blank answers are not reflected in the percentage values.

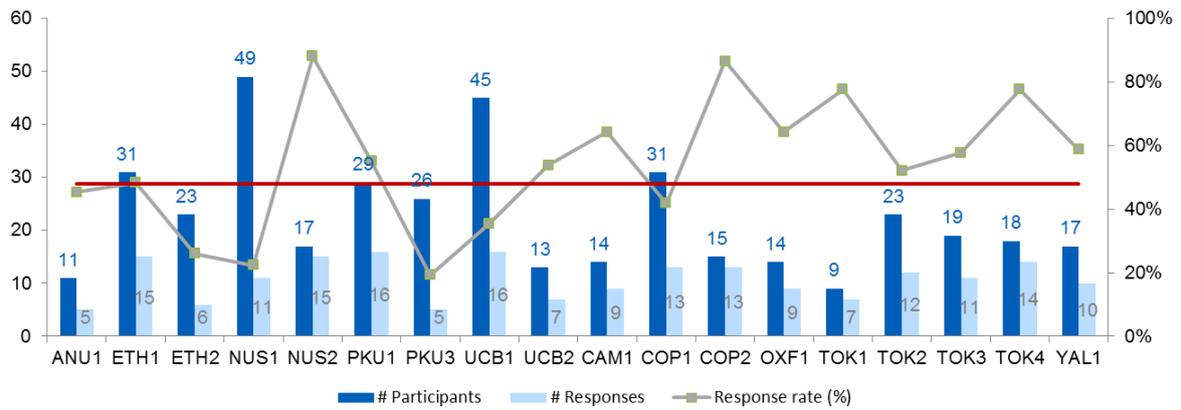
As the absolute number of responses is rather low, a single positive or negative response may alter the overall picture.

Response Rate

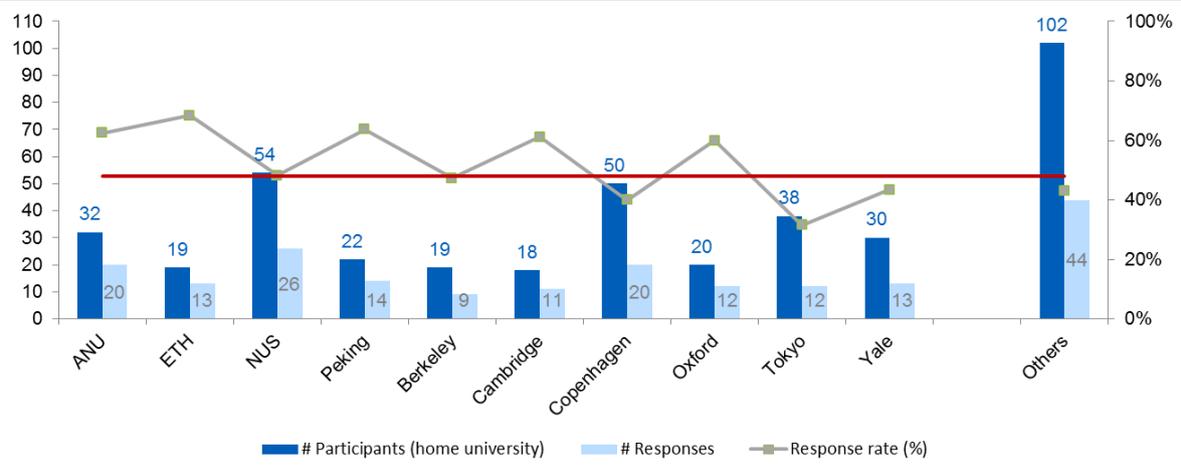
The survey link was generated by the IARU Secretariat and sent out by the course organizers to the course participants. They had been asked to invite all course participants to fill out the survey – also non-IARU students if there were any.

The overall response rate is 48% (2013: 58%, 2012: 50%) representing a total of 199 students who filled out the survey. Last year, the IARU Secretariat sent out the survey links directly to the course participants. This might explain the higher response rate of last year. Some course organizers sent out the survey invitations only a few days after the course had already ended. Some students were travelling and could not be reached.

Response Rate by Courses



Response Rate by Home University



Note:

The number of participants includes the outgoings and the locals.

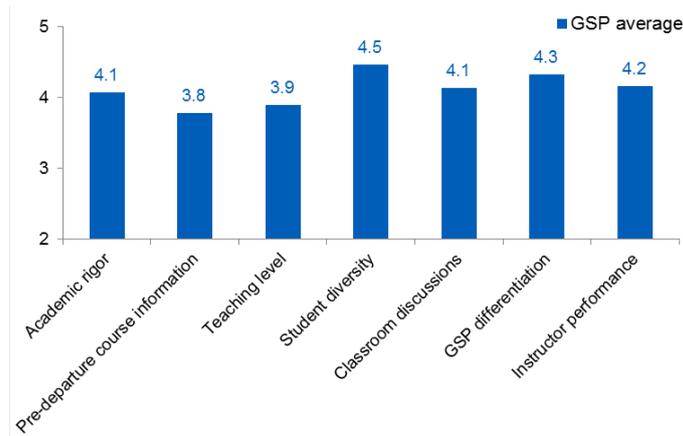
Participants of the courses ANU2 and PKU2 are not included in these numbers.

Responses without indication of home university are included in the "Others" category.

GSP Course Content

Overview

Seven survey questions specifically addressed the individual courses. Looking at the GSP average, the program performed well. The student diversity in terms of geographical representation and academic background is the key success factor of GSP. Pre-departure course information continues to be a weakness even though the value has improved considerably compared to the last years.

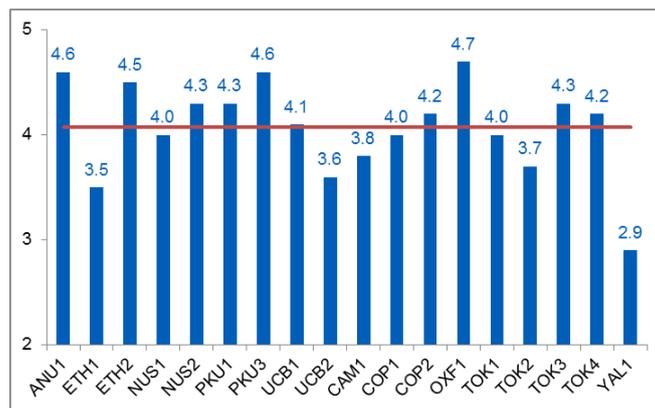


	2011	2012	2013	2014
Academic rigor	4.2	4.0	3.9	4.1
Pre-departure course information	3.6	3.7	3.6	3.8
Teaching level	-	4.1	3.9	3.9
Student diversity	-	4.3	4.2	4.5
Classroom discussions	4.4	4.2	4.2	4.1
GSP differentiation	4.3	3.7	4.2	4.3
Instructor performance	4.4	4.3	4.3	4.2

Although the Global Summer Program as a whole performed very well, there are large differences between the individual courses. The chapters below show the individual performances of the courses in more detail.

Academic Rigor

Q1. Overall, this GSP course was academically rigorous (e.g. research-led, intense learning, high academic standards).



Selected student comments

- The course was taught at a high level but still accessible to non-Philosophy students.
- Sufficiently rigorous to progress and sufficiently flexible to allow a personal and creative understanding.
- Given that all participants come from top colleges around the world, the weekly assignments should be more demanding, or at least intellectually more rigorous.
- Not as intense as I thought.

Pre-Departure Course Information

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

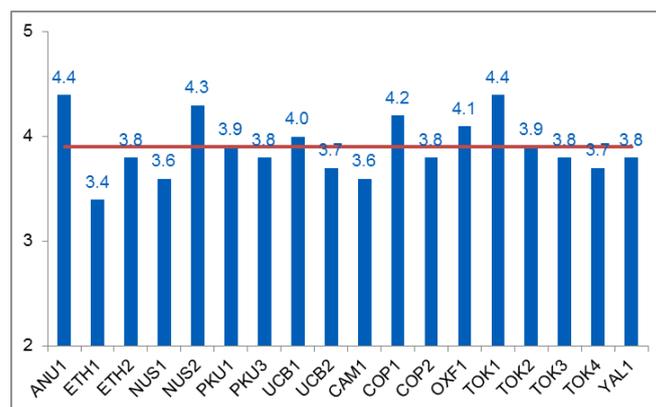


Selected student comments

- Sending the course syllabus and program set expectations for what we were supposed to do.
- Until I arrived I only knew the course title, as was the case with many others. I did not know that the information was online and did not understand how to use the college intranet well enough to find it myself. I would have liked to know the timetable, organizers and time commitment.
- Information came very late.

Teaching Level

Q3. The GSP course was taught at the right level (e.g. introductory or advanced, as indicated in the course profile).

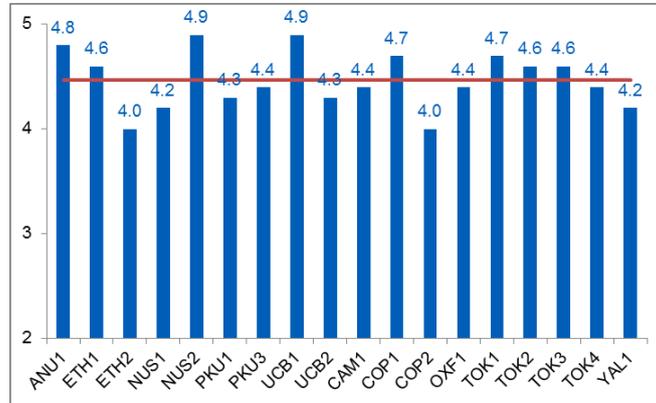


Selected student comments

- The level at which the course was taught was what I expected.
- It was both challenging and understandable at the same time.
- It also allowed for people coming from a range of disciplines and levels.
- The course was taught at a very accessible yet still academic level.

Student Diversity

Q4. The GSP course had a good diversity of students in terms of geographical representation and academic background.

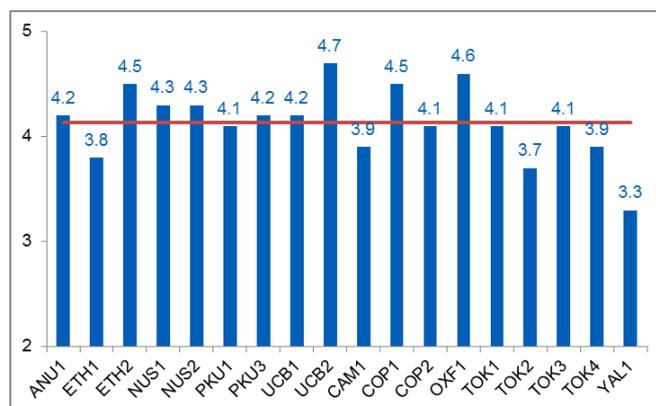


Selected student comments

- Under-representation of South America and Africa
- People from all over the world participated, and that certainly had a good effect on the class discussions.
- This was the best aspect of the course.
- There was a bit too much representation from Oxbridge.
- I feel that certain universities are disproportionately represented, and this has led to the formation of cliques – which can produce unhealthy social dynamics within the group. Universities should be limited to a maximum of 2–3 candidates, even if other colleges did not send any participants.

Classroom Discussions

Q5. The GSP course offered sufficient opportunities to engage with classmates in academic discussion.

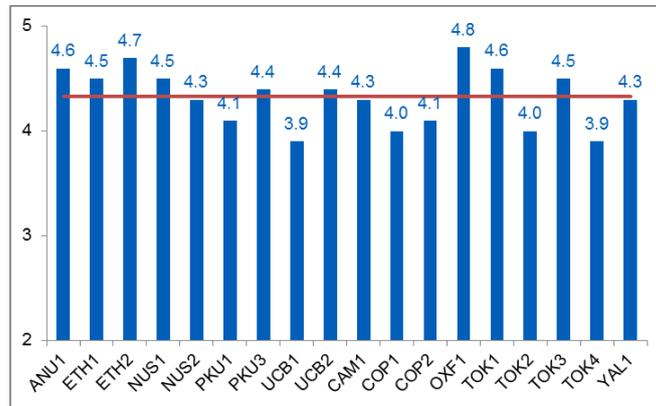


Selected student comments

- I really enjoyed the interactive element of the course.
- I missed more intense class discussions.

GSP Differentiation

Q6. The GSP course I attended was different from regular courses in my degree program.

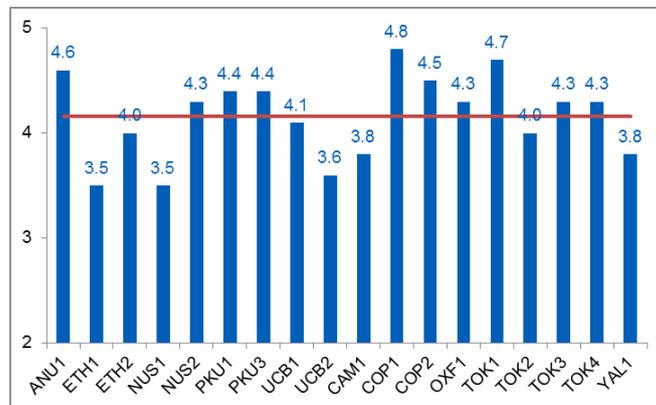


Selected student comments

- It was highly professional and intense, and the lecturers were well-prepared which I value highly.
- The field-trip we were on was one of the most academically enriching experiences I have had.
- My degree is based much more heavily on self-study of which there was none in the course.
- It was more interactive. The different backgrounds and experiences made the course much more interesting.

Instructor Performance

Q7. How do you rate the overall performance of your course instructor/s on a scale from 1–5?



Selected student comments

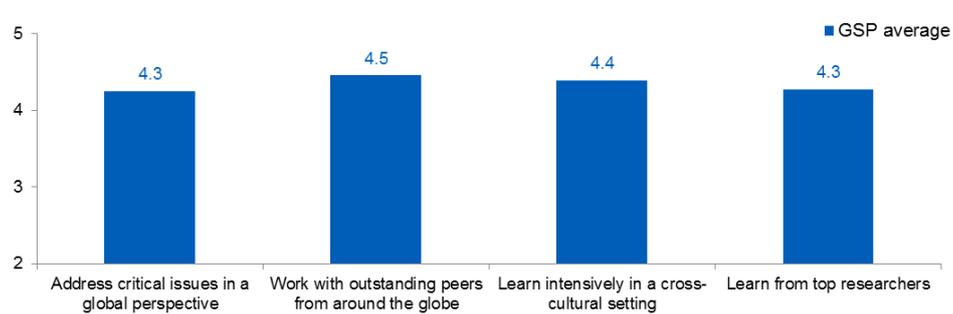
- The instructors were knowledgeable in their field and we're able to satisfy our curiosity. Some instructors, however, could do with better presentation skills.
- It varied somewhat in terms of the teaching quality between different lecturers but overall all the staff were leaders in their field and had a lot of expertise.
- The instructors were very helpful and were eager to assist us at all times.

GSP Aims, Description & Principles

Overview

Q8. I believe the course lived up to the GSP principles by providing me an opportunity to: (a) Address critical issues in a global perspective, (b) Work with outstanding peers from around the globe, (c) Learn intensively in a cross-cultural setting, (d) Learn from top researchers.

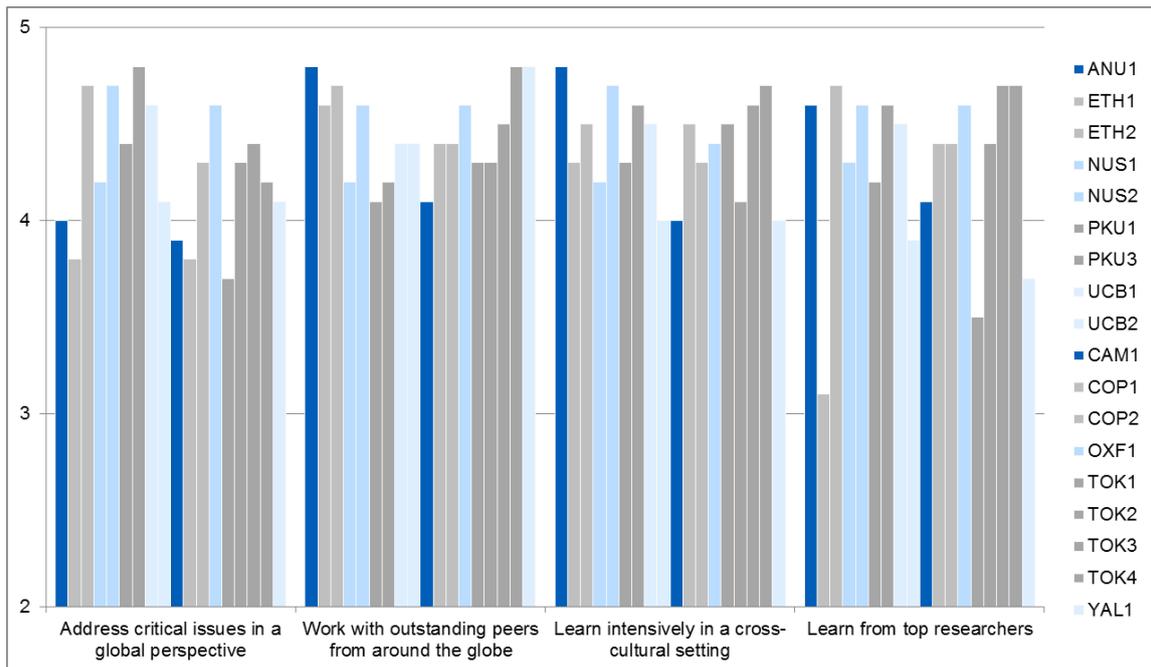
These questions analyze whether the GSP 2014 courses lived up to the stated expectations described in the GSP Aims & Principles (refer to webpage: <http://www.iaruni.org/gsp/about>).



	2011	2012	2013	2014
Address critical issues in a global perspective	4.2	4.2	4.2	4.3
Work with outstanding peers from around the globe	4.5	4.5	4.4	4.5
Learn intensively in a cross-cultural setting	4.4	4.4	4.4	4.4
Learn from top researchers	4.1	4.1	4.2	4.3

On all principles, the average score is above 4 points, i.e. between “Agree” and “Strongly Agree”. The principles are satisfactorily fulfilled. The slight improvement of the scores compared to the last years confirms the success of GSP 2014.

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

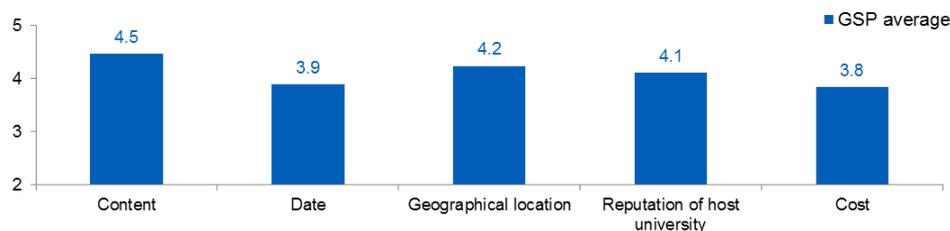


Selected student comments

- The GSP offered an exciting opportunity to learn and discuss in a group with cultural and background diversity formed by people from different countries.
- This GSP experience was more than I could have expected!
- We didn't really address critical issues because a lot of it was just basic facts and reading about structures and processes rather than analyzing their application and issues.

Participation Criteria

Q9. 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.



	2011	2012	2013	2014
Content	4.4	4.5	4.5	4.5
Date	-	-	3.9	3.9
Geographical location	3.9	4.0	3.9	4.2
Reputation of host university	-	3.8	3.9	4.1
Cost	3.6	3.8	3.8	3.8

As in the last years, 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.

Interestingly, at first sight cost does not seem to be a decisive factor. Just as the factor course date, it must be kept in mind that students with cost and date restrictions might not have had the chance to participate in GSP and therefore are not represented in this survey. Many survey participants confirmed that without scholarships they would not have been able to participate in the program. The IARU Secretariat suggests to also ask for the factor “scholarship/funding” in next year’s survey.

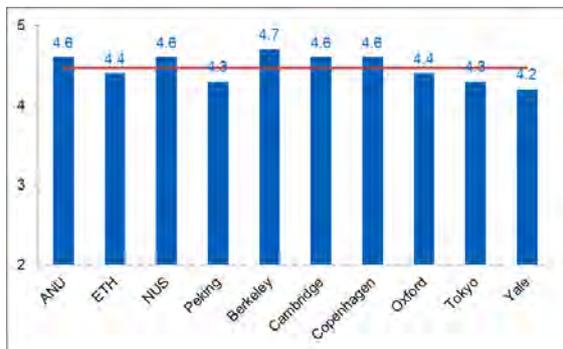
Faculty, feedback from past GSP students, course duration, anticipated work load and field trips were mentioned to having been other deciding factors.

The sections below summarize the individual deciding participation criteria from an outgoing and incoming perspective.

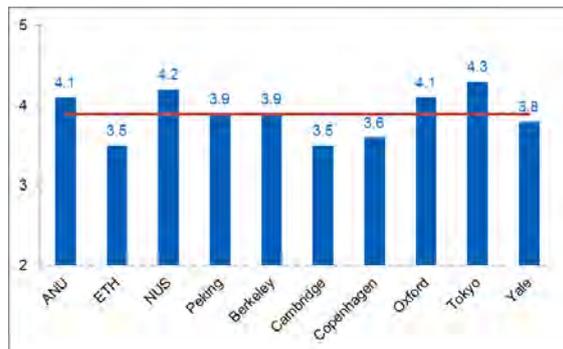
Selected student comments

- I wanted to meet other people from around the world, but without having to pay lots of money to fly anywhere.
- To study in/experience China at PKU was attractive. The scholarships offered were also vital to applying.
- I was lucky enough to receive a Santander scholarship from my university to participate, so the cost of the course was not a big problem in my case.
- The Santander scholarship was enough to cover most of the cost fees for me.

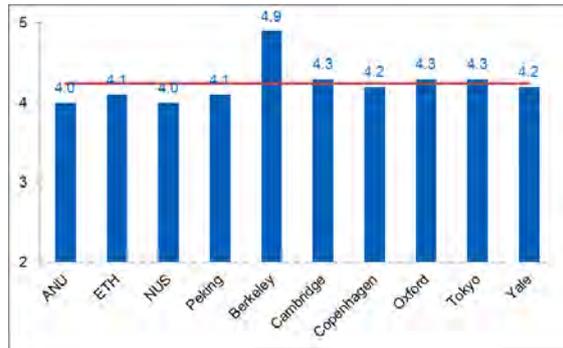
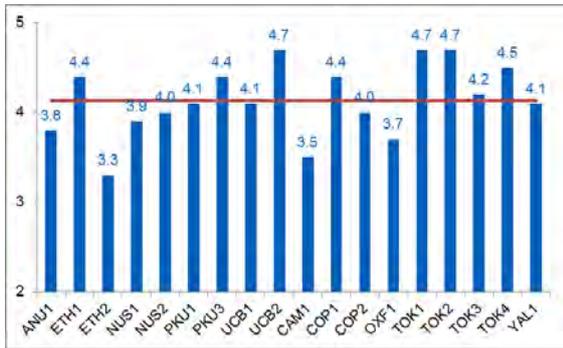
Course Content



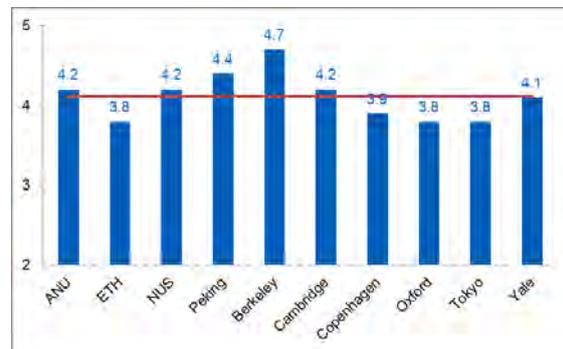
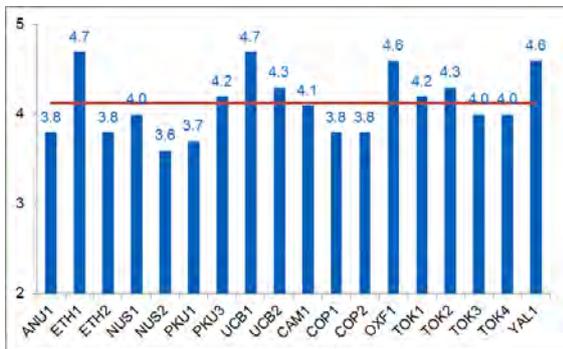
Course Date



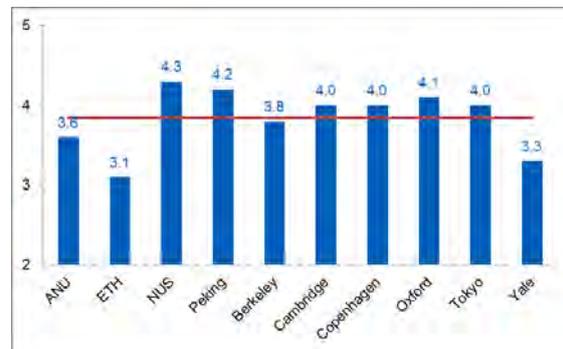
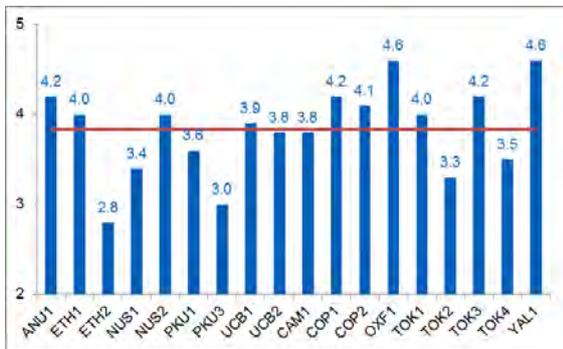
Geographical Location of the Course



Name and Reputation of the Hosting Institution



Cost of the Course

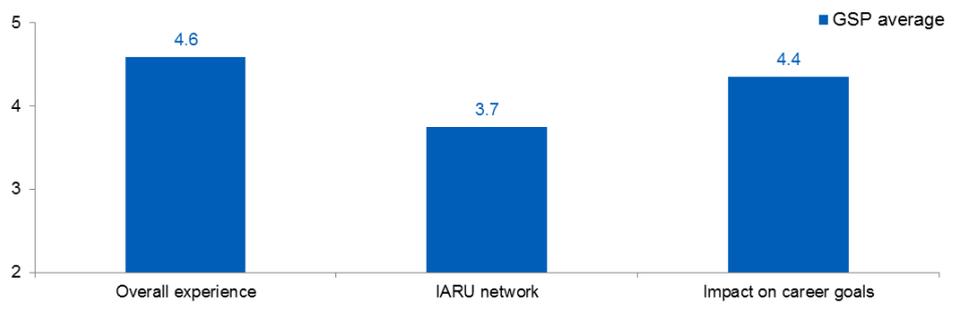


Overall GSP Experience

Q10. The GSP course was a good experience for me.

Q11. The GSP course gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course).

Q12. I believe that the participation in the GSP course has/will have positive impact on my academic and/or career goals.



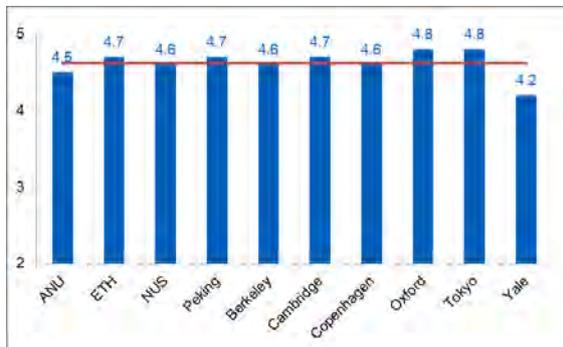
	2011	2012	2013	2014
Overall experience	4.8	4.7	4.7	4.6
IARU network	3.7	3.8	3.8	3.7
Impact on career goals	4.3	4.3	4.2	4.4

97% of the students “agreed” or “strongly agreed” that GSP 2014 was a good experience. 88% of the students believe that the participation in the GSP course has positively impacted their academic and/or career goals. As question Q20, further below show, 92% of the students would recommend the Global Summer Program to their peers (7% answered “neutral”).

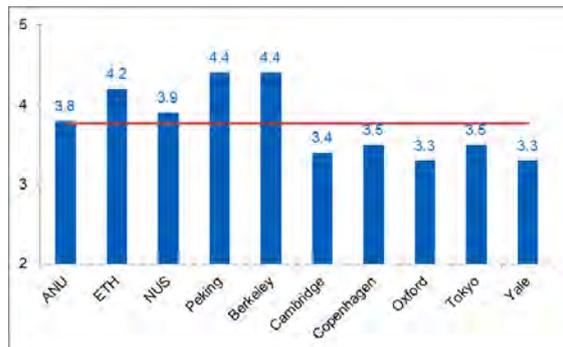
Selected student comments

- It was definitely an amazing experience, I would add that maybe having greater interaction with other GSP courses would add to the feeling of being part of the IARU network.
- Hopefully, the grades do not lower my GPA. If so, then I don't think it will have been as worth it, especially since this didn't count for some students, and does for others.
- This course has truly changed my life. The instructors and class inspired me and challenged me to be both a better student and professional. It renewed my passion for my field of Environmental Science and instilled in me a new sense of passion.
- Undertaking the GSP course has been a highlight of my time at university so far.
- I am so grateful for this once in a lifetime experience.

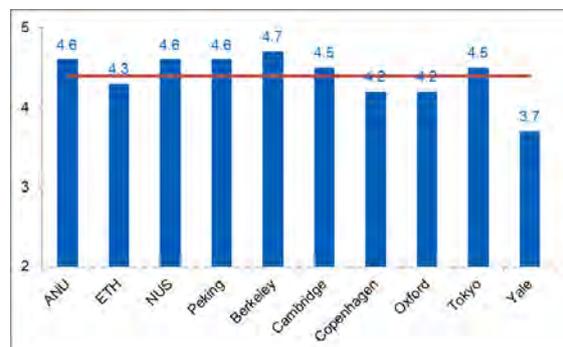
Overall Experience



Feeling of Being Part of a Broader IARU Network



Positive Impact on Academic and/or Career Goals



Q13. As I reflect upon this experience, something I wish I had known:

Most students referred to the pre-departure information. Specifically, students would like to be better informed about the intensity of the course to be able to plan their free time and about the cost of living in the host country.

Selected student comments

- That I would have to pay a lot more of my own money than I'd first thought.
- The outside of the classroom time commitment of the course.
- That it would be advisable to extend my stay by a week or two to engage into more recreational and travel activities with the other students I met during the program.
- The intensity of the course. I entered believing there was going to be a bit more time to sight-see.
- That the entire experience would have been this amazing.
- That we had so little spare time.
- I wish I had more detailed course information before I came here.
- I think the course gave me enough information to be well prepared for it.

Q14. As I reflect upon this experience, something that I found particularly challenging and/or that I am most proud of:

Students mentioned that living in a foreign country and work in a mixed team (intercultural, different academic backgrounds and levels) was a challenging but enriching experience.

Selected student comments

- Most proud of gaining a new cultural perspective on the world. Talking to students from around the world allowed me to get a better understanding of how people live in other places.
- Acknowledging the different working styles of classmates coming from different cultural backgrounds.
- I had a difficult time because of my poor English ability, but I am proud of raising my hand to make the first presentation with other two students in my class.
- I am proud of becoming good friends with so many students from renowned institutions from around the world.
- The reflection of the courses by a written report, as I am not used to this kind of evaluation type.
- Something that I found particularly challenging was living in a country that did not have English as a main language.
- I was able to work on the same level as peers from Cambridge and Oxford.
- Communicating with students from different cultures and being considerate to not offend anyone.
- Overcoming cultural differences.
- Adapting to a new learning environment.
- I found it challenging to academically address a research question in a very short paper. However, I found this a rewarding experience as it forced me to concentrate on the essentials.
- Going to Europe on my own for the first time and living in such an unfamiliar location – proof that the GSP is truly a learning experience both inside and outside the classroom.
- The interdisciplinary/international groups were a challenge but also a strength.

Q15. If I could improve one thing about GSP, it would be:

Other than giving suggestions on how to improve the individual courses, students mentioned the following factors with regards to the program:

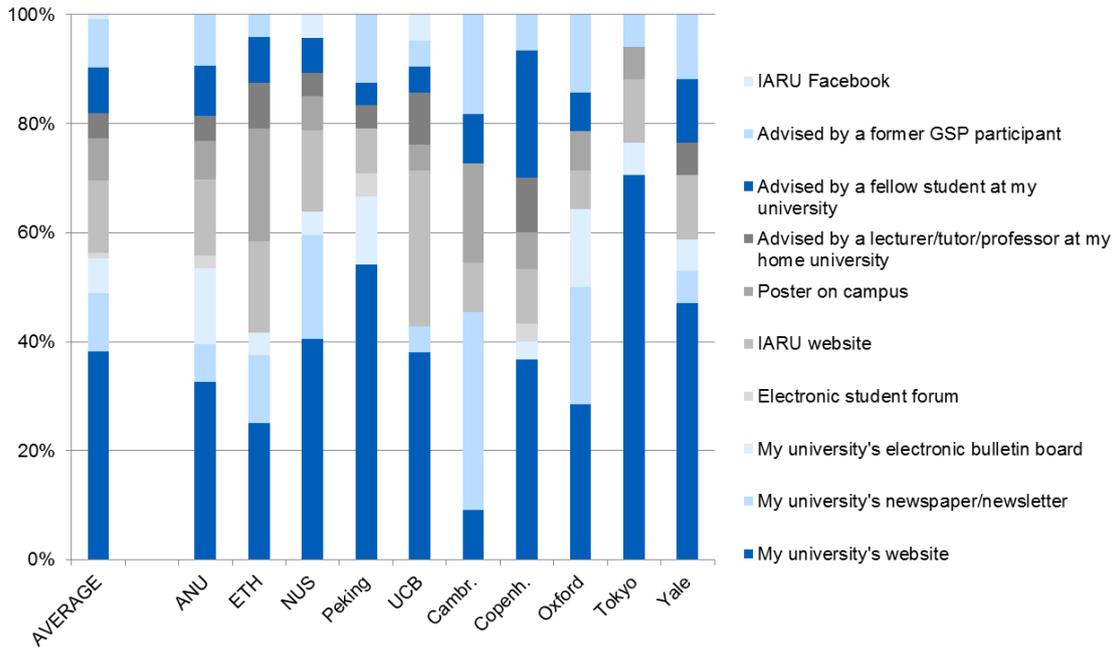
- Duration: A large number of students wished to have courses of at least 4 weeks or longer.
- Reduce cost, increase funding
- Improve pre-departure information
- Reduce workload respectively make it less rigorous/intense to allow more free time to explore the city/country

Selected student comments

- Make it longer.
- Lowering costs for students by providing more financial support from my university and through scholarships. The cost of the GSP creates a situation in which almost all of the participating students come from a strong economic background.
- More information about the courses regarding the content and workload.
- Increase interaction between the other GSP courses happening across the world.
- More cultural diversity would be nice.
- More science courses

Publicity

Q16. How did you find out about the IARU Global Summer Program?



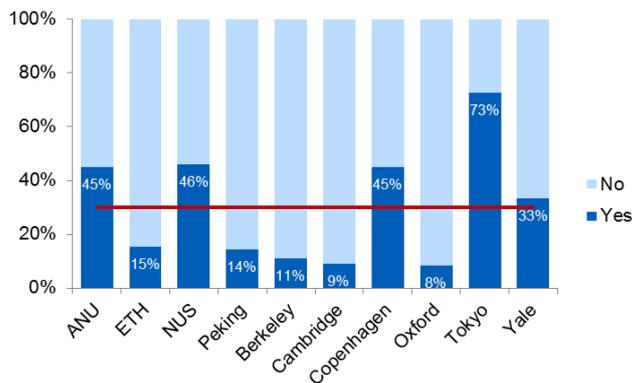
Note: Multiple responses were possible.

The most important promotion channels across all universities are the universities' websites and newsletters, the IARU website, the GSP posters on the campuses and the referral from fellow/past GSP students at the home university. The GSP Facebook page seems to be a great tool to strengthen the existing network but not to promote the program.

Mentioned university-specific channels included the following:

- ETH: Flyer
- NUS: University e-mail
- Copenhagen: University Facebook page
- Oxford: International Internship/Opportunity Fair

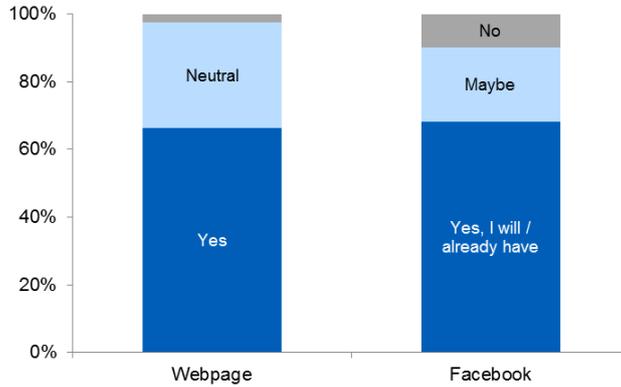
Q17. Were you aware of IARU (International Alliance of Research Universities) before your participation in the IARU GSP?



	2011	2012	2013	2014
Awareness of IARU	38%	35%	30%	30%

Q18. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?

Q19. Will you join the GSP Facebook Group and network with fellow GSP participants?



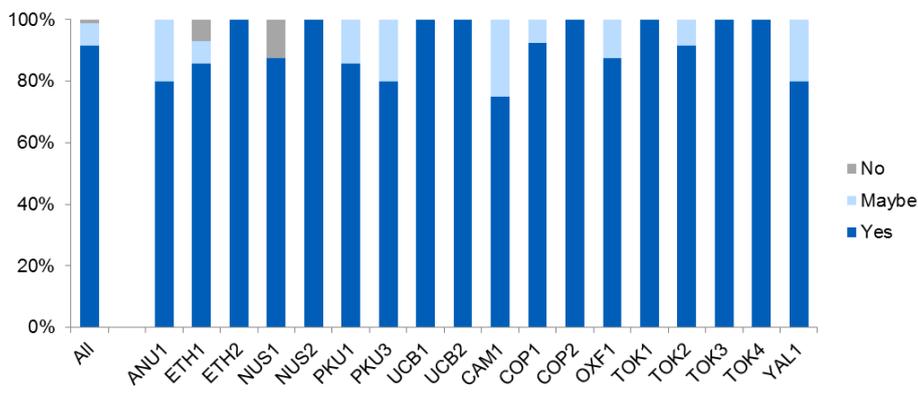
Webpage	2011	2012	2013	2014
Yes	77%	74%	68%	66%
Neutral	21%	24%	30%	31%
No	2%	2%	2%	2%

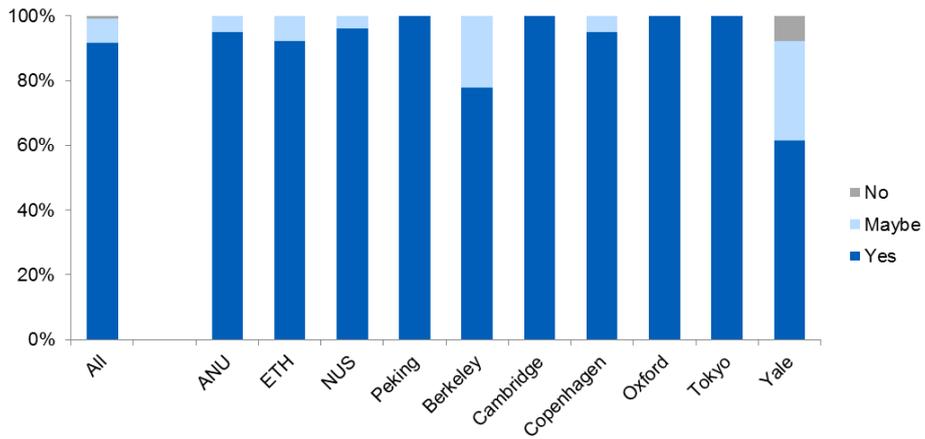
Facebook	2011	2012	2013	2014
Yes	57%	72%	72%	68%
Maybe	2%	9%	21%	22%
No	41%	19%	7%	10%

Students appreciate to receive as much information as possible. Most non-IARU students and students applying at their home university did not know about the webpage and therefore never looked at it.

Chinese students reported that they would like to use Facebook but that the page is blocked in China. A few students do not have a Facebook account.

Q20. Would you recommend the GSP as a program to your peers?





All	2011	2012	2013	2014
Yes	93%	91%	91%	92%
Maybe	5%	8%	8%	7%
No	2%	1%	1%	1%

Selected student comments

- I feel the GSP is an eye-opening program not only academically, but it helps to bridge cross-cultural understanding and enables one to understand the views of fellow students from different parts of the world.
- A once in a life time opportunity in a great learning environment.
- It's a life-changing experience.
- It is a very rewarding experience and is something I would recommend to anyone wishing to expand on their knowledge, not only of particular course content, but of the world.
- It is a great opportunity to get out of our comfort zone / university.
- I would highly recommend the program to my peers, as it is a fantastic opportunity to travel overseas, study and meet students from a diverse range of backgrounds.
- GSP is definitely one of the best experiences I've had in my undergraduate year.

Appendix

IARU GSP Survey 2014



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU GSP Survey 2014

Page 1 of 6

IARU Global Summer Program Survey 2014

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

1. Completing the survey will take approximately 10 minutes, depending on whether or not you choose to write detailed answers (such comments are very much appreciated).
2. Due to technical restrictions, you will need to complete the survey in one sitting, so please pick an appropriate time/place to begin.

Next

Page 2 of 6

Section 1: GSP Course Content and Rigor

Q1. Overall, this GSP course was academically rigorous (e.g. research-led, intense learning, high academic standards).

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q2. The information you had received from the course organizer 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 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)

Q4. The GSP course had a good diversity of students in terms of geographical representation and academic background.

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q5. The GSP course offered sufficient opportunities to engage with classmates in academic discussion.

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q6. The GSP course I attended was different from regular courses in my degree program.

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q7. 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

Q8. I believe the course lived up to the GSP principles by providing me an opportunity to:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) Address critical issues in a global perspective	<input type="radio"/>				
b) Work with outstanding peers from around the globe	<input type="radio"/>				
c) Learn intensively in a cross-cultural setting	<input type="radio"/>				
d) Learn from top researchers	<input type="radio"/>				

Comment (optional)

Section 3: Motivation for Participating in the GSP

Q9. 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

Q10-12.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q10. The GSP course was a good experience for me.	<input type="radio"/>				
Q11. 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"/>				
Q12. I believe that the participation in the GSP course has/will have positive impact on my academic and/or career goals.	<input type="radio"/>				

Comment (optional)

Q13. As I reflect upon this experience, something I wish I had known:

Q14. As I reflect upon this experience, something that I found particularly challenging and/or that I am most proud of:

Q15. If I could improve one thing about GSP, it would be:

(Please also provide ideas for how to make this improvement.)

Page 6 of 6

Section 5: Communication

Q16. 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:

Q17. Were you aware of IARU (International Alliance of Research Universities) before your participation in the IARU GSP?

- Yes No

Q18. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?

- Yes Neutral No

Comment (optional)

Q19. Will you join the [GSP Facebook Group](#) and network with fellow GSP participants?

Yes, I will / already have Maybe No

Comment (optional)

Q20. Would you recommend the GSP as a program to your peers?

Yes Maybe No

Please explain your answer.

Q21. Please indicate your home university (the university in which you are enrolled as a degree-seeking student):*

-- Please Select --

Survey Completed

Thank you for taking the survey.

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

Proposed Timeline GSP 2015

Course Announcements	Complete Course Profiles	Start of Application Period	Selection	Nomination	Offer	Acceptance
Basic course details submitted to Secretariat for tabling at the Senior Officers' Meeting 2014 (14–15 Nov.)	Course profiles forwarded to the Secretariat. Upload to hidden website for partners' review.	Course profiles on website approved, GSP 2015 course information goes live. Application period opens.	Application period closes. Selection process commences.	Selection process completed at sending universities. Nominated applications forwarded to host universities. <i>Please include students' received financial aids.</i>	Host university sends offer letter to applicant (cc sending university).	Student responds to nomination / acceptance
Course Info Part I	Course Info Part II					
24 October 2014	5 December 2014	5 January 2015	22 February 2015	20 March 2015	2 April 2015	10 April 2015

Lunar New Year: 19 February 2015
Easter: 3–6 April 2015

Notes

Course Info Part II	Deadline has been moved to December. If the information is already available, please feel free to send both Course Info Parts (I and II) by 24 October.
Closing Date for Applications	1 week earlier than last year
Start of Application Period	Possibility to go live in December if all information is ready.
Application	All IARU students must go through the application process of the home university and cannot be accepted by the host university. Students who apply directly without having been nominated by their home university should be referred to the GSP Coordinator of their home university.
Eligibility	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").
Nomination	A student should be nominated only for one course as multiple nominations are bound 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. If a course has vacancies, the GSP coordinator of the organizing university should advise the other partner universities so that they can give students a second chance who had been turned down by the original course they had been nominated for.

Course Info Part I – Projected GSP 2014 Courses
To be presented at the Senior Officers’ Meeting 2014

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)	

Title course 4	
Duration (date)	
Short description (max. 100 words)	

Course Info Part II – GSP 2014 Courses

Please use a different form for each course.

Course Code	
Course Title	

Website Upload (for public viewing)

Dates	DD/MM/YY – DD/MM/YY
Abstract	
Image & Caption	
Field Trip (if any)	
Target Audience	<input type="checkbox"/> Bachelor students, <input type="checkbox"/> Master students, <input type="checkbox"/> PhD students Further specifications:
Prerequisites (include required academic background)	
Delivery Method & Learning Outcomes	
Assessment	
Credits equivalent at host university & contact hours (Please also include information about the intensity and workload of the course and how much free time can be expected in the evenings and on the weekends.)	___ credits (please add a measure defining the credit) ___ total contact hours (classroom) + ___ field trip hours (excluding self-study hours)
Name of Lecturer(s) / Tutor(s)	

Accommodation	<p><i>Additional information:</i> 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)</p>
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: Field trip: Textbook fees: Miscellaneous fees: Living expenses: Estimate of visa fee: Scholarships/funding for incoming students:
Required and/or Recommended Insurance(s)	
Further Required Application Material (if applicable)	
Further Information & Website	

Contact Information

Senior GSP Coordinator	Name: E-mail: Contact to be published on website (yes/no):
Contact for incoming students	Name: E-mail: Contact to be published on website (yes/no):
Contact for outgoing students	Name: E-mail: Contact to be published on website (yes/no):
General GSP e-mail (if any)	

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

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

Santander Scholarship Agreement Fulfillment 2014

During the 2014 IARU Global Summer Program, a total of 154 students, or 51% of all IARU GSP students benefitted from the IARU-Santander GSP Scholarships. A total of USD 210,731 has been awarded, averaging USD 1,368 per student. Most of the carried-over monies from GSP 2013 has been disbursed this year.

The table below summarizes the amount of Santander monies that each partner university will be able to disburse for GSP 2015 (numbers in USD):

University	Carried over from 2012/2013	Awarded Scholarships 2014	Carry over to 2015	Scholarships funds 2015	Available Scholarships 2015
ANU	---	20,000	---	20,000	20,000
ETH	5,500	24,174	1,326	20,000	21,326
NUS	---	17,500	2,500	20,000	22,500
PKU	12,000	30,800	1,200	20,000	21,200
UCB	---	20,000	---	20,000	20,000
Cambridge	4,800	20,700	4,100	20,000	24,100
UCPH	1,000	20,900	100	20,000	20,100
Oxford	---	20,000	---	20,000	20,000
UTokyo	---	18,657	1,343	20,000	21,343
Yale	---	18,000	2,000	20,000	22,000
Total	23'300	210,731	12,569	200,000	212,569

For all further details, please refer to the 2014 report presented to Santander (Appendix).

Appendix – IARU-Santander Scholarships Report 2014

Note:

- *For reasons of data protection, the names and e-mail addresses of the IARU-Santander Scholarships beneficiaries have been removed.*
- *As additional information, the compiled course reports has been sent to Santander (not including the logistics report of the universities).*

IARU Global Summer Program (GSP) 2014: Report on the IARU-Santander GSP Scholarships

Overview

2014 marked the 7th year of the firmly established IARU Summer Program (GSP). A total of 20 courses were offered by all 10 partner institutions of the Alliance. The constant high number of applications (714) by IARU students confirmed the strong student interest in the program. The general feedback of the 2014 program was also very positive. In the post-course survey, 92% of the survey participants stated that they would recommend GSP as a program to their peers (7% answered “maybe”, 1% would not recommend it). In another alumni survey of the GSP cohorts 2011, 2012 and 2013, 99% of all respondents agreed or strongly agreed that their GSP course had been a rewarding experience.

Keeping the course costs affordable continues to be a challenge of the program. The IARU-Santander GSP Scholarships contribute significantly to making this international student opportunity available to as many students as possible as the following student feedbacks emphasize:

- *I would like to thank the Santander Bank for the scholarship it provided me. Indeed, my stay in Japan wouldn't have been possible without its contribution.*
- *To study in/experience China at PKU was attractive. The scholarships offered were also vital to applying.*

During the 2014 IARU Global Summer Program, a total of 154 students, or 51% of all IARU GSP students benefitted from the IARU-Santander GSP Scholarships. A total of USD 210,731 has been awarded, averaging USD 1,368 per student. Most of the carried-over monies from GSP 2013 was disbursed this year.

Disbursement of IARU-Santander GSP Scholarships 2014

According to the Specific Cooperation Agreement between NUS (on behalf of IARU) and Banco Santander valid for the years 2012–2014, Santander supported the Global Summer Program 2014 with USD 200,000, allowing each partner university to grant USD 20,000 to its GSP students. According to the agreement, the scholarships are a maximum of USD 2,000 each, to be awarded to at least 100 students from the ten IARU member universities.

The following table shows the number of awarded IARU-Santander GSP Scholarships 2014. The scholarship beneficiaries are specified in the Annex.

University	Scholarships 2014 (USD)	# Supported Students
Australian National University	20,000	17
ETH Zurich	24,174	14
National University of Singapore	17,500	14
Peking University	30,800	22
UC Berkeley	20,000	16
University of Cambridge	20,700	16
University of Copenhagen	20,900	15
University of Oxford	20,000	11
The University of Tokyo	18,657	19
Yale University	18,000	10
Total	210,731	154

Notification of Carry-over of Funds to GSP 2015

The table below shows an overview of unconsumed IARU-Santander GSP Scholarships in 2014 and the amount to be carried over to 2015.

University	Carried over from 2012/2013 (USD)	Awarded Scholarships 2014 (USD)	Carry over to 2015 (USD)
Australian National University	---	20,000	---
ETH Zurich	5,500	24,174	1,326
National University of Singapore	---	17,500	2,500
Peking University	12,000	30,800	1,200
UC Berkeley	---	20,000	---
University of Cambridge	4,800	20,700	4,100
University of Copenhagen	1,000	20,900	100
University of Oxford	---	20,000	---
The University of Tokyo	---	18,657	1,343
Yale University	---	18,000	2,000
Total	23'300	210,731	12,569

Annex

List of GSP 2014 Courses

No.	Code	Course Title	Conducted by
1	ANU1	Long-Term Biodiversity and Climate Change in Asia-Pacific	ANU
2	ANU2	Indigenous Peoples and Development	ANU
3	ETH1	ETH Sustainability Summer School 2014	ETH Zurich
4	ETH2	Sustainable Agriculture and the World Food System	ETH Zurich
5	NUS1	Southeast Asia in Context	NUS
6	NUS2	Asia Now! The Archaeology of the Future City	NUS
7	PKU1	Major Issues Concerning the Rise of China	Peking
8	PKU2	Silk Road: A History of Cultural and Material Exchanges	Peking
9	PKU3	Special Topics in Chinese Economy	Peking
10	UCB1	Environmental Leadership Program	Berkeley
11	UCB2	Media and Global Protest Movements	Berkeley
12	CAM1	Shaping the World: Understanding the Past, Predicting the Future	Cambridge
13	COP1	Kierkegaard: The Individual in the Global Society	Copenhagen
14	COP2	Interdisciplinary Aspects of Healthy Aging	Copenhagen
15	OXF1	Global Challenges of the 21st Century	Oxford
16	TOK1	Introduction to the Japanese Language	UTokyo
17	TOK2	Sustainable Urban Management	UTokyo
18	TOK3	Japan in Today's World	UTokyo
19	TOK4	Nanoscience	UTokyo
20	YAL1	Foreign Policy and International Law	Yale

Details of IARU-Santander Scholarship Beneficiaries by Institution

Australian National University

#	Name	Course Attended	Scholarship (AUD)	E-Mail Address
1		COP2	1,000	
2		OXF1	1,800	
3		PKU1	1,000	
4		UCB2	1,800	
5		NUS2	1,000	
6		ETH1	1,000	
7		YAL1	1,800	
8		PKU3	1,000	
9		COP1	1,200	
10		TOK4	1,000	
11		PKU2	1,000	
12		TOK2	1,000	
13		UCB1	1,800	
14		CAM1	1,800	
15		TOK3	1,000	
16		ETH2	1,000	

17		NUS1	1,600	
Total			AUD 21,800	at the time of payment equivalent to USD 20,000

ETH Zurich

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		PKU1/3	1,936	
2		TOK4	1,936	
3		TOK2	1,936	
4		UCB1	1,936	
5		TOK3	1,936	
6		TOK4	1,936	
7		PKU1, TOK1/2	1,936	
8		TOK1/2	1,936	
9		UCB1	1,936	
10		ETH2	470	
11		ETH1	1,570	
12		ETH1	1,570	
13		ETH1	1,570	
14		ETH1	1,570	
Total			24,174	

Note: ETH Zurich's academic calendar with the main examination session in August is an obstacle for the development of an institutional summer-school culture. In 2014, ETH Zurich awarded IARU-Santander GSP Scholarships also to incoming students, enabling them to travel to Zurich and take part in one of the two summer school courses offered by ETH Zurich. The scholarships were coordinated with the students' home universities to ensure that no student received a double grant.

The scholarships were granted in Swiss Francs. The numbers above are rounded to the nearest full dollar.

National University of Singapore

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		PKU1	1,250	
2		PKU3	1,250	
3		TOK2	1,250	
4		TOK3	1,250	
5		TOK4	1,250	
6		ETH2	1,250	
7		CAM1	1,250	
8		CAM1	1,250	
9		COPI	1,250	
10		COPI	1,250	

11		COP2	1,250	
12		OXF1	1,250	
13		OXF1	1,250	
14		YAL1	1,250	
Total			17,500	

Reason for unconsumed sponsorship (USD 2,500): NUS allocated Santander scholarships for European IARU courses. However, in the end there was only one student for each ETH course instead of two as originally planned.

Peking University

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		ANU1	1,400	
2		ANU1	1,400	
3		ANU2	1,400	
4		ANU2	1,400	
5		CAM1	1,400	
6		COP1	1,400	
7		COP1	1,400	
8		COP2	1,400	
9		COP2	1,400	
10		NUS1	1,400	
11		NUS2	1,400	
12		NUS2	1,400	
13		OXF1	1,400	
14		OXF1	1,400	
15		TOK2	1,400	
16		TOK3	1,400	
17		TOK3	1,400	
18		TOK4	1,400	
19		UCB1	1,400	
20		YAL1	1,400	
21		YAL1	1,400	
22		ETH1	1,400	
Total			30,800	

Reason for unconsumed sponsorship (USD 1,200): Student withdrawal

University of California, Berkeley

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		ANU1	1,250	
2		ANU1	1,250	
3		CAM1	1,250	
4		ETH1	1,250	
5		ETH2	1,250	
6		ETH2	1,250	
7		NUS1	1,250	

8		OXF1	1,250	
9		OXF1	1,250	
10		OXF1	1,250	
11		PKU2	1,250	
12		PKU3	1,250	
13		TOK2	1,250	
14		TOK3	1,250	
15		TOK4	1,250	
16		YAL1	1,250	
Total			20,000	

University of Cambridge

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		ANU1	1,000	
2		ANU1	1,000	
3		UCB2	2,000	
4		UCB2	2,000	
5		UCB2	2,000	
6		COP1	1,000	
7		NUS2	1,000	
8		TOK1/3	780	
9		TOK2	780	
10		TOK2	780	
11		TOK4	780	
12		TOK4	780	
13		YAL1	2,000	
14		YAL1	1,600	
15		YAL1	1,600	
16		YAL1	1,600	
Total			20,700	

University of Copenhagen

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		UCB2	1,650	
2		UCB2	1,650	
3		UCB1	1,650	
4		UCB2	1,650	
5		UCB2	1,650	
6		UCB2	1,650	
7		CAM1	1,200	
8		CAM1	1,200	
9		CAM1	1,200	
10		CAM1	1,200	
11		OXF1	1,400	
12		OXF1	1,400	

13		OXF1	1,400	
14		YAL1	1,000	
15		YAL1	1,000	
Total			20,900	

University of Oxford

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		NUS2	2,000	
2		PKU1	2,000	
3		PKU1	2,000	
4		PKU2	2,000	
5		COP1	1,000	
6		COP1	1,000	
7		TOK2	2,000	
8		TOK2	2,000	
9		TOK4	2,000	
10		YAL1	2,000	
11		YAL1	2,000	
Total			20,000	

The University of Tokyo

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		ANU2	691	
2		ETH1	790	
3		ETH1	790	
4		ETH1	790	
5		ETH2	1,579	
6		NUS1	1,974	
7		NUS1	1,974	
8		NUS2	987	
9		NUS2	987	
10		PKU1	592	
11		PKU1	592	
12		PKU1/3	592	
13		UCB2	790	
14		COP1	790	
15		COP1	790	
16		COP2	790	
17		COP2	790	
18		COP2	790	
19		YAL1	1,579	
Total			18,657	

Reason for unconsumed sponsorship (USD 1,343): Outgoing UTokyo students also received scholarships from the Japanese government (JASSO Scholarship). The guidelines of JASSO do not

allow students to receive scholarships from another source totaling more than the amount received from JASSO.

Yale University

#	Name	Course Attended	Scholarship (USD)	E-Mail Address
1		CAM1	1,000	
2		CAM1	1,000	
3		CAM1	2,000	
4		COP2	2,000	
5		COP2	2,000	
6		NUS2	2,000	
7		PKU3/4	2,000	
8		PKU3	2,000	
9		PKU3	2,000	
10		ETH1	2,000	
Total			18,000	

Reason for unconsumed sponsorship (USD 2,000): The student informed the host program that she was not attending, but failed to notify the Yale office that she was not participating. It was then too late to award it to another student.

Santander Agreement 2015–2017

Background

Since its inception in 2008, a major challenge for the Global Summer Program's (GSP) has been securing financial support for participating students. In 2011, the then IARU Chair, NUS President Prof. Tan Chorh Chuan, approached Santander's Chairman Emilio Botín with a request for support for GSP. Santander agreed to provide an annual sponsorship of USD 200,000 for the three-year period 2012–2014 to be equally distributed to all ten partner universities.

In spring 2014, the IARU Secretariat had approached Santander to explore the possibility of extending the agreement from 2015 onwards. Santander prepared a draft for a new agreement which was reviewed by the Secretariat and circulated to all partners for comments.

Not being a legal person, IARU could not be the contractual partner of Banco Santander, i.e. the agreement needed to be signed by one of the partner institutions on behalf of the Alliance. In view of the current transitioning of the IARU Secretariat, President Tan (NUS) offered to sign the agreement on behalf of IARU. A signing ceremony for the new agreement was held during the *3rd Universia International Rectors Meeting*, 28–29 July 2014 in Rio de Janeiro with the attendance of Santander's Chairman, Emilio Botín, Prof. Tan Chorh Chuan (President, NUS), Prof. Peter Salovey (President, Yale), Prof. Andrew Hamilton (Vice-Chancellor, University of Oxford) and Prof. Mr. Zhang Yan (Executive Vice-President, PKU).

Rights and Obligations of the Santander Agreement 2015–2017

In character, the new agreement is a continuation of the existing agreement without major changes but articles that had caused uncertainty are now more clearly defined. For your reference, the rights and obligations of the new agreement are listed below.

Distribution of Scholarships

- Santander supports the Global Summer Program (GSP) by providing annually USD 20,000 to each IARU member university in 2015, 2016 and 2017. The IARU Secretariat distributes the annual shares to the universities in spring each year (approximately March/April). Some universities have the agreement with the IARU Secretariat, that the sponsorship money of USD 20,000 is to be offset against the annual membership fee of USD 20,000. In the latter case, the money needs to be transferred within the university without the involvement by the IARU Secretariat.
- The scholarships are to be named "IARU-Santander Global Summer Program Scholarships" resp. "IARU-Santander GSP Scholarships".
- Each partner shall award these IARU-Santander GSP Scholarships to at least 10 students – preferably to its outgoing students. The 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". If there is additional financial support from the students' home

university, “top-up funding” with Santander monies is possible allowing the Santander monies to be less than USD 1,000 per student.

- The universities should try to use the full amount of USD 20,000 per year to award outgoing students. If the full amount cannot be used for outgoing students, the remaining monies shall be offered to incoming students who have not yet received the maximum of USD 2,000 of the IARU-Santander GSP Scholarship (not to be mixed with other scholarships or other Santander monies) by the sending university. Please coordinate with the student’s home university to prevent a situation where a student receives two shares of the IARU-Santander GSP Scholarships totaling over the maximum amount of USD 2,000.
- If the yearly quota cannot be awarded in the current GSP cycle, the university can carry over the unconsumed scholarships to the next GSP year. In this event, the IARU Secretariat needs to notify Santander beforehand.
- Each scholarship shall be used solely to cover a participating student’s airfare, tuition and living cost. Any other purposes (such as the covering of GSP course cost) are not allowed.

Acknowledgements / Reports

When	What	Comment
Fall 2014	Confirmation Form	Each partner needs to complete and sign the Confirmation Form (see Appendix) once for the duration of the agreement. The IARU Secretariat will prompt the partners in September to sign the forms, and collect and forward them to Santander.
August each year	IARU-Santander GSP Scholarships Report	The IARU Secretariat reports about the past GSP courses, the unconsumed funds to be carried over to the next GSP cycle and provides Santander with a list of scholarship beneficiaries (given name, last name, e-mail addresses. GSP course attended, home university and scholarship amount received). Partners need to obtain written authorization from each beneficiary to pass on his/her data to Santander. The original authorization document should be kept. Authorization example: <i>By accepting the IARU-Santander GSP Scholarship, you agree that the following personal data will be passed on to Banco Santander: your first and last name, course attended, scholarship amount and e-mail address. There is the possibility that you will be contacted by Banco Santander or receive advertisement.</i> <i>For receiving this scholarship, please confirm that you understand and accept these conditions.</i>
January each year	Acknowledgement Report	Each partner needs to acknowledge Santander as the sponsor of the IARU-Santander GSP Scholarships by mentioning it on the respective webpages on which GSP is promoted. The IARU Secretariat collects the respective URL links of each partner and informs Santander about the publicity efforts and website acknowledgements made by the partners.

Note: Santander is allowed to publish its sponsoring of the IARU GSP and may display the universities names and logos on its websites and in any related publicity materials but must adhere to the corporate identity guidelines of the universities.

Appendix – Santander Agreement 2015–2017



**SPECIFIC COOPERATION AGREEMENT BETWEEN
NATIONAL UNIVERSITY OF SINGAPORE
AND
BANCO SANTANDER, S.A.**

Rio de Janeiro, Brazil,
28 July 2014

BY AND BETWEEN

On the one hand, **Professor TAN Chorh Chuan**, President of the **National University of Singapore**, having its registered address at 21 Lower Kent Ridge Road, Singapore (hereinafter the "**University**"), on behalf of said **University** and on behalf of the other member universities of the **International Alliance of Research Universities (IARU)**, and, likewise, pursuant to the authority that comes with his position as President of the **University** and as a representative of **IARU** under the authorization by the other member universities.

And on the other, **Mr. Emilio Botin-Sanz de Sautuola y Garcia de los Rios**, President of **Banco Santander, S.A.** (hereinafter "**Santander**"), having its registered address at Paseo de Pereda 9-12, Santander, Spain, acting in the name and in representation of the aforesaid company, pursuant to the authority that comes with his position.

The signatories are acting on behalf of those they represent by virtue of their respective positions and recognize in each other the capacity to sign this document.

DO DECLARE

I.- That the **University** is a member and acts on behalf of the International Alliance of Research Universities (**IARU**), an alliance formed in 2005 of ten leading institutions comprising the Australian National University, National University of Singapore, ETH Zurich, Peking University, University of California, Berkeley, University of Cambridge, University of Copenhagen, University of Oxford, The University of Tokyo and Yale University. **IARU** has developed a unique and distinct international educational experience called the **IARU Global Summer Program (IARU GSP)** which aims to provide students with access to expertise and learning opportunities at various **IARU** universities.

II.- That **Santander** has made support for higher education the focus of its corporate social responsibility policy in all countries where it operates, as its institutional commitment to the **University** is characteristic of it. **Santander** wishes to cooperate in carrying out projects and in the improvements achieved by higher education and research institutions in expanding, renewing, and modernizing higher education systems, as well as in introducing greater entrepreneurial spirit into them for the benefit of the students, and hence for the benefit of society, which is the final recipient of such advantages as university graduates integrate into its structures.



III. That, on the **University's** proposal acting on behalf of **IARU**, the parties have concluded that **Santander** shall collaborate through the **University** with the activities of the **IARU** for three years (2015, 2016 and 2017), and specifically in the IARU Global Summer Program which is based on a multilateral arrangement, and has become a unique and distinct international educational experience, aiming to provide students access to the expertise and learning opportunities at various IARU universities.

IV. That, upon this **University's** request and **Santander's initiative** to support student mobility at the IARU GSP in the manner set forth below, both parties have agreed to execute the above referred project and for this purpose the parties hereto sign this Specific Cooperation Agreement which shall be governed by the following..

CLAUSES

FIRST.- PURPOSE OF THE AGREEMENT

- (i) The subject of this Specific Cooperation Agreement is the establishment of a framework for cooperation between the **University** and **Santander** to carry out their collaboration in the IARU GSP. Upon each edition of the IARU GSP from 2015 to 2017 (inclusive), students from IARU member universities (namely Australian National University, National University of Singapore, ETH Zurich, Peking University, University of California, Berkeley, University of Cambridge, University of Copenhagen, University of Oxford, The University of Tokyo and Yale University) (each such university is an "**IARU member**") will travel to a host member university and undertake the IARU GSP with students from the host university. The courses forming part of the IARU GSP could last anywhere between two to sixteen weeks. The IARU members intend that each host university will offer at least one, or up to four courses every year, and that the IARU GSP costs will be minimized for participating students as much as possible, for example, both the sending university by providing aid as well as the hosting university by minimizing tuition and providing campus accommodation. The IARU members anticipate that costs will vary depending on location and institutions, and it is likely that participating students will have to spend up to USD 2,500 for economy class airfare, up to USD 5,000 for tuition fees and up to USD 3,000 for accommodation. Additional costs may be incurred in the form of visa applications, field trips for research purposes, living expenses and text books.
- (ii) Upon this Specific Cooperation Agreement, scholarships amounting to a maximum of USD 2,000 each shall be awarded to at least 100 students from the ten (10) IARU members (at least 10 from each IARU member). The scholarships will be named "**IARU-Santander Global Summer Program Scholarships**" ("**IARU-Santander GSP Scholarships**"). Each scholarship shall be used solely to cover a participating student's airfare, tuition and living costs.
- (iii) The **University** together with the IARU Secretariat shall distribute to each IARU member their equal (pro-rata) share of each **Santander** annual contribution upon receipt of the full amount of the annual instalment from **Santander**. Each IARU member shall be responsible to select candidates and award IARU-Santander GSP Scholarships at their discretion to at least 10 of its students, using for this purpose its yearly quota of the contribution.
- (iv) In the event that any IARU member, for any reason, is unable to award its yearly quota of the IARU-Santander GSP Scholarships, then, upon prior notification



from the **University** or the IARU Secretariat to **Santander**, such IARU member will be permitted to award such unconsumed scholarships for the following year's IARU GSP.

- (v) For the Term of this Agreement, the **University** in cooperation with the IARU Secretariat will request from each participating IARU member.
 - a). A completed and signed Confirmation Form (Appendix i, hereto), to be handed to **Santander**.
 - b). Upon the completion of each year's IARU GSP, a list of students to whom the member has awarded the IARU-Santander GSP Scholarships for that year, and will provide such list to **Santander**.
- (vi) Moreover, **Santander** shall give the **University** and the IARU members access to the Scholarships Portal being developed by Santander Universities, so as to facilitate the management of the scholarships granted. The Scholarships Portal will offer the students benefiting from the grants or scholarships access to information that they may need for their studies, as well as other interesting services. In order to be able to provide access to the beneficiaries, and incorporate them into the Scholarships Portal from the earliest possible point, the **University** will use reasonable commercial endeavours to obtain, when each beneficiary of the scholarships receives the grant, authorization from each beneficiary to pass on his/her data to Banco Santander, S.A., Spain, and to include such data in the Scholarships Portal file.

Such authorization shall be executed in any way seen fit by the **University**, in accordance with the Spanish Law. The original authorization document must be kept by the University and could be remitted to **Santander** if it's necessary.

SECOND.- CONTRIBUTION

- (i) By virtue of this Specific Cooperation Agreement and in accordance with the above clause, during each year of the **Term** of this Agreement, **Santander** shall make a total annual contribution amounting to **USD 200,000 (TWO HUNDRED THOUSAND US DOLLARS)** that the **University** shall apply in support of the 2015, 2016 and 2017 editions of the IARU GSP distributing to each IARU member an equal (pro-rata) share, that shall be applied to grant the IARU-Santander GSP Scholarships as established hereto.
- (ii) During every year of the Term of this Agreement, the contribution to the **University** will be paid by **Santander** in one yearly instalment of **TWO HUNDRED THOUSAND UNITED STATES DOLLARS (USD 200,000)**. The instalment shall be payable before 15 March of each calendar year from 2015 to 2017.
- (iii) Notwithstanding the foregoing, if on the date of payment completion of an installment, **Santander** has not received the Confirmation Forms of all IARU member universities, the amount that **Santander** should pay for that installment will be reduced by **TWENTY THOUSAND UNITED STATES DOLLARS (USD 20,000)** for each member whose Confirmation Form has not been received. Any duties in relation to that payment shall be considered suspended and no claims in that respect will be accepted, even in case that the Confirmation Form is received later.



THIRD.- USE OF NAME

The parties hereto agree to the following for the purpose of covering and promoting their cooperation.

- (i) The **University** and each IARU member will acknowledge **Santander** as a sponsor of the IARU-Santander GSP Scholarships and agrees to mention it in any publicity, advertising campaign, broadcast or publication regarding the cooperation project object of this Specific Cooperation Agreement, and on their respective websites or webpages on which the IARU GSP is promoted, and will provide a link directing students to the IARU-Santander GSP Scholarships while they consider their applications from those websites.
- (ii) The **University** and each IARU member shall observe and comply with the guidelines or conditions that **Santander** may stipulate and provide to the University and each IARU member, in respect to the use of Santander's name and logo, whether in publications or on the **University** and each IARU member's website.
- (iii) **Santander** shall be allowed to mention its function as the **University's** sponsor and co-operator in its own publications in relation to publicity of the programs sponsored by **Santander** which are referred to in this Specific Cooperation Agreement. **Santander** is authorised to display the logos of the **University**, **IARU** and of each IARU member and a link to their respective websites on those webpages of the Santander Group on which the IARU GSP is promoted. Any use of the University's name and logos, shall comply with the corporate identity guidelines of the **University** (<http://www.nus.edu.sg/identity>) and each IARU member. **Santander** shall also observe and comply with any guidelines or conditions that an IARU member may stipulate in respect to the use of such member's name and logo.

FOURTH.- INTELLECTUAL AND INDUSTRIAL PROPERTY

- (i) The **University** and **Santander** each declare and guarantee that it is the holder or has sufficient powers to grant the right to use their respective names, logos, brand names and any other property, protected by the laws in force in matters of industrial property, as contemplated under this Specific Cooperation Agreement.
- (ii) Nothing in this Specific Cooperation Agreement implies the cassation or transfer or waiver of any intellectual property rights that each of the parties may hold, and except for the right to use as permitted under the Third Clause above, each of the parties preserve their rights in respect of their names, logos, brand names, databases and any other property that are protected under the applicable laws relating to intellectual and industrial property. Each IARU member shall have the benefit of this clause.



FIFTH – CONFIDENTIALITY AND DATA PROTECTION

- (i) During the Term of this Agreement and for three years after its termination or expiry, the **University** and **Santander** may each disclose to the other certain information concerning their business, finances, activities and other necessary information in relation to this Specific Cooperation Agreement. The **University** and the IARU members may also disclose to **Santander** confidential information about their respective staff, alumni, and students, and **Santander** agrees to use such confidential information relating to staff, alumni and students of the IARU members solely for the purpose of monitoring the distribution of the contribution to the IARU members, and in no event shall such information be used for or in connection with marketing, publicity or promotional purposes. The **University** and **Santander** each agree that any such information disclosed by an IARU member (including the **University**) or **Santander** to the other shall be considered confidential information, and agree to keep such information absolutely confidential, except if such information is publicly known, or known to the recipient by legitimate means without any obligation of confidentiality, or unless the disclosing party has given its prior written consent to disclosure of such information, or unless the recipient is required by law to disclose such information to the proper judicial or administrative authorities. The confidentiality obligations pursuant to this clause shall continue notwithstanding the expiration or termination of this Agreement.
- (ii) **Santander** agrees to be compliant, as far as necessary, with the provisions of Organic Law 15/1999 on Personal Data Protection, of 13 December 1999, and any amendments thereto, and any further legislation consonant with and applicable to the protection of personal data.
- (iii) **Santander** shall use its best efforts to comply with all laws in Singapore applicable to the protection of personal data with regard to all personal data that it receives from the **University**. In particular, **Santander** agrees that when dealing with personal data received from the **University**, it shall:
- (a) only use personal data in accordance with the purposes for which the **University** disclosed the personal data, in accordance with the instructions of the **University**;
 - (b) use its best efforts to protect personal data against accidental or unlawful destruction or accidental loss, alteration, unauthorised disclosure or access and against all other unlawful forms of processing;
 - (c) give the **University** notice in writing as soon as reasonably practicable should it be aware of, or reasonably suspect, that any of the events referred to in sub-clause (b) above has occurred and shall use its best efforts and render its full cooperation to the **University** in remedying the event and preventing its re-occurrence;
 - (d) not retain personal data for any longer than is necessary for the purposes for which the **University** disclosed the personal data;
 - (e) limit disclosure of such personal data to its employees on a need-to-know basis and only for the purposes of processing for which such personal data was disclosed by the **University**; and
 - (f) not to disclose or transfer any personal data received from the **University** to any third party (whether situated in the country where **Santander** is located or otherwise) without the prior written approval of



the **University**, which may contain additional terms and conditions to govern such a disclosure or transfer.

SIXTH – TERM AND AMENDMENT

- (i) This Specific Cooperation Agreement is effective on the date first written above, and shall remain valid and in force until the end of the GSP 2017 (30 September 2017) ("**Term**").
- (ii) Either party may terminate this Specific Cooperation Agreement at any time without cause by giving one (1) year's prior written notice of termination to the other party.
- (iii) In case of early termination or breach of this Specific Cooperation Agreement before the end of the **Term**, the **University** shall accomplish its duties in relation to the program established hereto for the academic period following the previous receipt of payment which must be finished within the term established thereto, and except as established hereto any other duties shall be considered suspended, including **Santander's** duty of payment. If at the end of the **Term**, there are unconsumed funds, the **University** and **Santander** shall negotiate the use of such unconsumed funds.
- (iv) Should the membership of IARU be expanded to one or more further universities during the term of this Specific Cooperation Agreement, the **University** and **Santander** will review the terms of the Agreement to negotiate an addendum to accommodate such an expansion.

SEVEN.- QUALITY ASSURANCE

To ensure the proper execution of this Specific Cooperation Agreement, to define specific projects, to analyze the execution process, and to propose new actions, issuing reports evaluating the actions performed and proposing an action plan for the following year, the University shall remit to Santander the annual report prepared by the IARU Secretariat, which they shall submit to the Parties.

The University and Santander also will establish the appropriate mechanisms for the proper monitoring of this Convention, including the conversations between both Institutions from time to time.

EIGHT.- APPLICABLE LAW AND JURISDICTION

This Specific Cooperation Agreement shall be governed by Spanish legislation.

This Specific Cooperation Agreement has been signed in good faith, and therefore any conflict that may arise to its interpretation, formalization and fulfillment shall be resolved through negotiations by the Parties.

In cases where this is not possible, the Parties, waiving the right to recourse to any other authority with jurisdiction and expressly renouncing all other rights, hereby submit to the Courts and Tribunals of Madrid (Spain).

The Parties, having read this document and finding it to be in agreement and proof of what they have discussed, sign it in two identical copies in English language, at the places and on the dates specified above.



**NATIONAL UNIVERSITY OF
SINGAPORE
(ON BEHALF OF THE IARU
UNIVERSITIES)**

BANCO SANTANDER, S.A.

A blue ink signature of Prof Tan Chorh Chuan, consisting of stylized, overlapping loops and lines.

A blue ink signature of Mr. Emilio Botin, featuring a large, prominent loop at the beginning followed by several smaller, connected strokes.

**Signed: Prof Tan Chorh Chuan
President**

**Signed: Mr. Emilio Botin
President**



APPENDIX I

**CONFIRMATION FORM FOR THE
"IARU-Santander Global Summer Program Scholarships"
UPON SPECIFIC COOPERATION AGREEMENT
DATED.....**

A. Contact details of the university to participate in the "IARU-Santander Global Summer Program Scholarships"			
University			
Legal Name:	<i>Enter the name in national characters</i>		
Acronym:			
Type of institution	Private <input type="checkbox"/>		
	Public <input type="checkbox"/>		
Legal Domicile:			
Postcode:		City:	
Region/District/Other:		Country:	
Web site:	http://		
Phone number 1:		Phone number 2:	
Other national supervisory organisation it belongs to (if applicable):		Fax:	
DECLARATION:			
It is hereby certified through this confirmation form that the person signing it, in representation of the indicated University,			
DECLARES TO KNOW AND ACCEPT , without reservation and in their entirety, the conditions and requisites in force for the "IARU-Santander Global Summer Program Scholarships", its content, according to the Specific Cooperation Agreement between Banco Santander, S.A. and National University of Singapore, acting on behalf of the International Alliance of Research Universities (IARU) , as well as the rights and obligation for the IARU member universities included in the document that comes before this one, which he/she has also read.			
Starting from the inscription date for the present document, the indicated University / Education Institution, will be considered to be part of the "IARU-Santander Global Summer Program Scholarships", in its condition of participating university, and as such, it assumes the right and obligations that derive from its implementation and it accepts those held upon the Specific Cooperation Agreement by Banco Santander, S.A. and the rest of the participating universities .			
The present Confirmation Form will have binding effects and will enter into force from the date it is submitted to Banco Santander, S.A., which is shown at the end of the document.			

8



B. Person authorised to represent the participating university with respect to the "IARU-Santander Global Summer Program Scholarships" (representative)	
Name and surname:	
University:	
Position:	
Signature:	
Place and date:	
RECEIVED BY:	
Name and surname:	
Position:	
	BANCO SANTANDER, S.A.
Signature:	
Place and date:	

C. Person from Participating University nominated to coordinate and accompany the participation in "IARU-Santander Global Summer Program Scholarships"				
Name:		Surname(s):		
Job/Position:				
E-mail:				
Address: <i>(only fill out if it is different from the address for the institution)</i>				
Phone number 1:		Phone number 2:		Fax:

GSP Alumni Survey Analysis (2011–2013)

In 2012, a survey was conducted of past GSP participants from 2008, 2009 and 2010 to find out whether GSP was more than only a few-weeks experience, and how the GSP fared overall with a retrospect view.

In summer 2014, the survey was repeated for the 2011, 2012 and 2013 student cohorts. The IARU Secretariat slightly modified the survey questions with the input received from Jane Edwards and her team (Yale). The alumni were asked for ideas on how to celebrate the 10th GSP anniversary 2017.

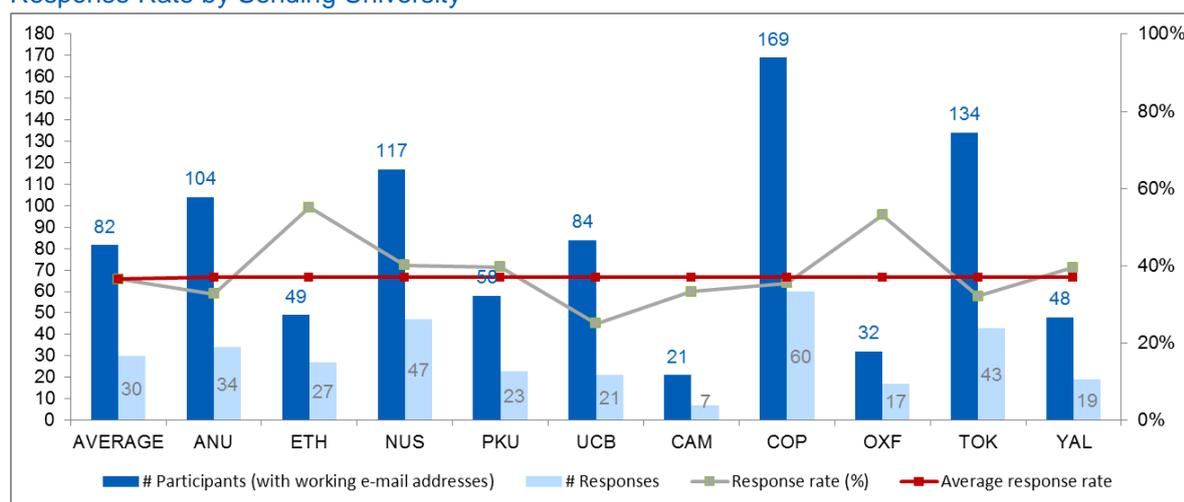
The IARU Secretariat sent out the survey invitation link directly to the past GSP participants. Each partner cleared the alumni database beforehand. Two weeks after having sent out the survey link, the participants who had not responded received a friendly reminder. One week after sending out the reminders, the survey was closed.

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

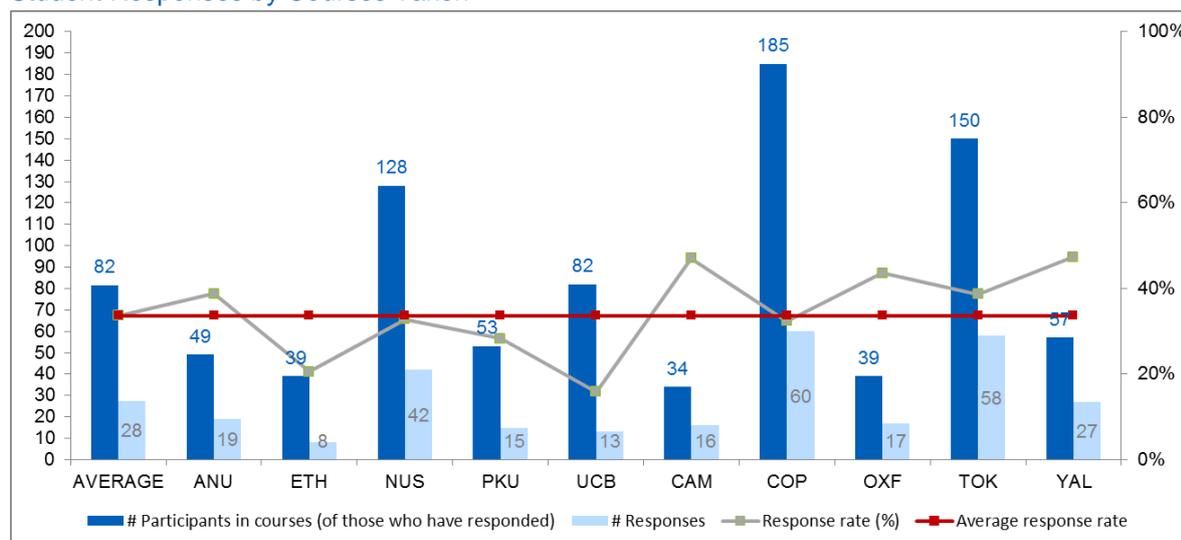
Response Rate

The GSP seasons 2011, 2012 and 2013 counted a total of 963 participants. Although many universities do not have an established mechanism for tracking GSP alumni after graduation, 816 students (85%) still had working e-mail addresses to which the survey link was sent (79% of GSP 2011, 77% of GSP 2012 and 99% of GSP 2013). Out of these, 298 students responded which corresponds to a response rate of **37%**. In comparison, the response rate of the 2008–2010 batches was 18%.

Response Rate by Sending University



Student Responses by Courses Taken



Summary of Key Findings

99% of all respondents agreed or strongly agreed that GSP was a rewarding experience. A major strength of GSP lies in the diversity of the participating students. The students highly appreciated studying with peers with different academic backgrounds, nationalities and cultures. Most students (over 80%) agreed that the GSP course has broadened their horizons by seeing global issues from a more holistic and multidisciplinary perspective. Over 70% of the students indicated that having attended a GSP course has even affected their thinking about their future study or career in one way or the other.

In general, the respondents thought that the GSP principles (learn about the major challenges of the 21st century, work with outstanding peers from around the globe, learn intensively in a cross-cultural setting, learn from top researchers) had been met satisfactorily. However, they did not view their GSP experience to have been research-intensive. Only 57% agree that their course included a strong research component.

On the personal level, GSP created many international friendships. Over 80% of the respondents are still in touch with at least one peer or faculty of their course. Many mentioned that they have visited each other in the respective countries.

In view of improving the program, many alumni stated that the courses should have a minimum duration of 4 weeks and last up to two months. Many believe that students from all IARU universities should be represented in the courses. Student diversity is a key success factor of the program and should therefore be granted. Cost/scholarships, course descriptions and pre-departure information remain long-standing issues. Students wished that there were more science courses offered and that the courses had a stronger focus on research. More opportunities for graduate students would also be welcomed.

Detailed Survey Analysis

Overall Experience

Q1. The IARU GSP was a rewarding experience for me.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	190	103	4	0	0
%	64%	35%	1%	0%	0%
%	99%		1%		
2008-2011	99%		1%		

Selected student comments

- It was great to have the opportunity to meet other students from all over the world, and have high quality lecturers.
- Being a part of IARU GSP is one of the most important reasons for why I am doing a MSc at Oxford today. It made me see that it was possible to get in and that I had what it takes to contribute.
- One of the peak experiences of my undergraduate studies.

Q2. The IARU GSP has exposed me to interdisciplinary study which has helped me to gain a better understanding of my core discipline.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	86	164	38	9	0
%	29%	55%	13%	3%	0%
%	84%		16%		
2008-2011	82%		18%		

Selected student comments

- It was especially interesting to see how students from a variety of fields would differ in their approach to issues.
- Study in environmental leadership has broadened my perspective of what I can do with a biology degree.
- My program wasn't very interdisciplinary, but it was very much about my core discipline which helped me tremendously.

Q3. The GSP experience has helped me to see global issues from a more multidisciplinary and holistic perspective.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	141	125	25	6	1
%	47%	42%	8%	2%	0%
%	89%		11%		
2008-2011	86%		14%		

Selected student comments

- Again, the diversity of students was key to achieving this outcome.
- It has offered one new perspective for me, but that was because the programme was profound in its own discipline, not because it was aiming to be interdisciplinary itself.

GSP Principles

Q4. GSP has helped me to develop skills that are useful in working with people from diverse backgrounds.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	105	137	44	4	0
%	36%	47%	15%	1%	0%
%	83%		17%		
2008-2011	91%		9%		

Selected student comments

- The global dimension of the program, with participants from across the world and a variety of backgrounds is one of its most impressive aspects.
- Studying with students from many different countries helped to develop skills – everyone had different perspectives and ideas, many of which I had not considered before.
- My classmates are from various disciplines and countries! It was awesome!

Q5. There was a strong research component in my GSP course(s).

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	65	99	75	48	2
%	22%	34%	26%	17%	1%
%	57%		43%		
2008-2011	n/a		n/a		

Selected student comments

- The course challenged me to approach research in different ways, which has been immensely useful since back at my home institution.
- Not really, more about presentation skill and group work.
- The time period is too short for detailed research.

Q6. My GSP experience has influenced to some extent my thinking about my future career.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	73	134	62	19	0
%	25%	47%	22%	7%	0%
%	72%		28%		
2008-2011	66%		34%		

Selected student comments

- Just after, yes, but not necessarily in the long run. But it has changed my view on political issues around indigenous peoples etc. and has made me politically interested and engaged in the issue.
- It encouraged me to apply to the institution (where I spent my summer during the IARU GSP) for their PhD program.
- It has directly influenced my path of study.
- It did influence the range of positions I looked at.

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

a) Students learn something about the major challenges of the 21st century

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	144	131	13	3	0
%	49%	45%	4%	1%	0%
%	95%		5%		
2008-2011	55%		45%		

b) Students work with outstanding peers from around the globe

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	161	104	17	6	0
%	56%	36%	6%	2%	0%
%	92%		8%		
2008-2011	n/a		n/a		

c) Students learn intensively in a cross-cultural setting

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	157	113	14	6	0
%	54%	39%	5%	2%	0%
%	93%		7%		
2008-2011	n/a		n/a		

d) Students learn from top researchers

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
#	130	115	40	5	1
%	45%	40%	14%	2%	0%
%	84%		16%		
2008-2011	n/a		n/a		

Selected student comments

- I attended four summer schools during my academic career. Two were organized by IARU – they both were great experiences – even better than the other normal university summer schools.
- We didn't learn all that intensively.

Networking

Q8. I have kept in touch with classmates and/or faculty from my IARU GSP course(s).

Yes: 81%

No: 19%

If yes, how?

Facebook (including Facebook groups) is by far the most used communication tool to stay in touch. Also other social media networks are widely used such as LinkedIn, WhatsApp and Skype. Furthermore, the students stay in touch by writing e-mails and visit each other in their countries.

Many peers stated that they have become very good (lifelong) friends. One even attended the peer's wedding and two students who met in the course now share the apartment.

Some GSP students are still in contact with the faculty. A teacher has become the supervisor of the Master's thesis of former GSP student; another professor has written a recommendation for one of his GSP students applying for a job.

Areas for Improvement

Q9. Do you have suggestions on how to improve the IARU GSP?

- Extend duration. GSP courses of 2-3 weeks are considered being too short.
- The class should have representatives from all IARU institutions, not just from some. (Some students expected a full representation and were disappointed when they found out that this was not the case.) In general, a good mix of students is appreciated.
- Expand the countries/institutions that are part of IARU
- Reduce fees / make more scholarships available
- Improve course descriptions (content, expected background knowledge)
- Improve pre-departure information and give out reading materials at least two weeks before the course starts
- Better promotion / publicity of the program within the university (e.g. involve GSP alumni)
- More science courses
- More research oriented
- More opportunities for graduate students
- Create webpages / blogs to showcase the projects elaborated in the courses
- Organize a GSP event at the home university to share experiences after all outgoings GSP students have returned

Ideas for 10th Anniversary

Q10. In 2017, GSP will celebrate its 10th anniversary. Do you have any suggestions on how to celebrate it?

Most students would be eager to be invited to a big reunion / party. Others acknowledge that this could be too costly and propose to have local GSP alumni reunions at each university (possibly at the same time allowing to connect via VC technologies). A few argued that the money should rather be invested in making the program available to more students and less privileged ones. Further suggestions include:

- Organize a global online challenge for GSP alumni who have to solve a given problem
- GSP conference
- Create an electronic newsletter / journal / yearbook with news from the alumni (e.g. current study, work, travel etc.)
- Open a shared platform where GSP alumni can post their pictures and comments
- Organize a cross-university panel discussion that is aired simultaneously in all universities

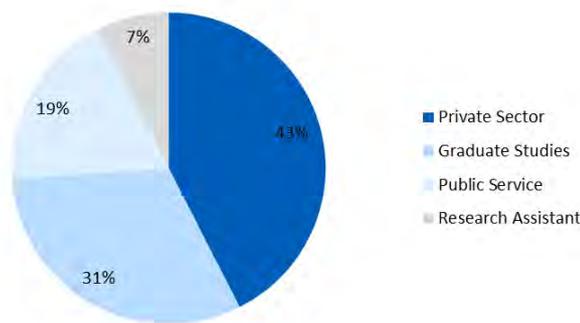
- GSP MOOCs

Participants' Profiles

Q14. What was/is your study major?

Study Major (values >= 4%)	%
Political Science	17
Law	8
Biology	6
Environmental Science	6
Engineering	6
Economics	5
Anthropology	4
History	4
Philosophy	4

Q16. What is your current occupation (if you have graduated)?



Q17. Are you currently working/studying in a different country than the one of your home university? (If yes, please state where.)

32% of the students who have answered this question work or study in a different country than the one of the home university. The following countries were mentioned:

Country	# Participants
USA	19
United Kingdom	10
China	4
France	4
Germany	3
Hong Kong	2
Singapore	2
Sweden	2
Switzerland	2
The Netherlands	2
Australia	1

Country	# Participants
Austria	1
Belgium	1
Canada	1
Czech Republic	1
Denmark	1
Indonesia	1
Iran	1
Italy	1
Malaysia	1
New Zealand	1
South Korea	1

Appendix

IARU GSP Alumni Survey (2011–2013)

Page 1 of 6

IARU Global Summer Program Alumni Survey (2011–2013)

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

1. Completing the survey will take approximately 10 minutes, depending on whether you choose to write detailed answers (such comments are very much appreciated).
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: Critical Reflection

Q1. The IARU GSP was a rewarding experience for me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q2. The IARU GSP has exposed me to interdisciplinary study which has helped me to gain a better understanding of my core discipline.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q3. The GSP experience has helped me to see global issues from a more multidisciplinary and holistic perspective.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Section 2: Quality and Strengths

Q4. GSP has helped me to develop skills that are useful in working with people from diverse backgrounds.

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q5. There was a strong research component in my GSP course(s).

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

Q6. My GSP experience has influenced to some extent my thinking about my future career.

- Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment (optional)

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) Students learn something about the major challenges of the 21st century	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Students work with outstanding peers from around the globe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Students learn intensively in a cross-cultural setting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Students learn from top researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment (optional)

Page 4 of 6

Section 3: GSP Network

Q8. I have kept in touch with classmates and/or faculty from my IARU GSP course(s).

Yes No

If yes, how?

Page 5 of 6

Section 4: Improving IARU GSP

Q9. Do you have suggestions on how to improve the IARU GSP?

Q10. In 2017, GSP will celebrate its 10th anniversary. Do you have any suggestions on how to celebrate it?

Section 5: Respondent Profile

Q11. Please indicate your home university (the university in which you were enrolled when you applied for GSP):

-- None --

Q12. In which year did you participate in GSP? (If you participated more than once, please indicate the last year.)

-- None --

Q13. Please indicate your GSP host university (the university in which you took your last GSP course):

-- None --

Q14. What was/is your study major?

Q15. In which year did/will you graduate from university?

Q16. What is your current occupation (if you have graduated)?

Q17. Are you currently working/studying in a different country than the one of your home university? (If yes, please state where.)

Back

Done

Survey Completed

Thank you for taking the survey.

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

10th GSP Anniversary in 2017

In 2017, GSP celebrates its 10th anniversary. Partners and GSP alumni have been asked for ideas on how to celebrate that anniversary. The ideas are summarized below:

Activities for alumni

- Local GSP alumni reunions at each university
- GSP alumni reunion in a central location
- Virtual GSP alumni reunion (on social media)
- Global online challenge for GSP alumni who have to solve a given problem
- Cross-university panel discussion that is aired simultaneously in all universities
- GSP alumni conference
- Electronic newsletter / journal / yearbook with news from the alumni (e.g. current study, work, travel etc.)

Extended or new formats of GSP

- GSP MOOCs
- Fully funded programs for all students in 2017
- More funds for less privileged students
- Large conference/course hosted by one partner with representatives from all partner institutions
- Hold a course on the same topic on each site, but run in different ways

Promotion

- Media coverage for GSP's 10th anniversary
- Collect reports/stories from GSP alumni (e.g. through a video/essay contest) about the impact of GSP in their further career/life
- Video with portraits, photos and quotes of GSP alumni

The IARU Student Research Hub

Discussion Paper by ANU and Berkeley

Background

Since 2012, staff associated with the running of the GSP at ANU and UC Berkeley have brainstormed the idea of an alternative approach to the GSP, based on (possibly regional) “hubs”. This idea has arisen from the desire to see the GSP develop to a new level of cooperation, that is not only consistent with the spirit of the alliance and the GSP, but also goes some way to addressing the vision of the IARU Presidents for a greater level of collaboration and a different type of student mobility between partner universities.

With this being the only research focused course, it moves GSP closer to who we are as a group of leading research institutions. This has always been an important concern for GSP but one that we have not felt ready (until now) to tackle. Again, this would align this new initiative with the vision of many of our campus leadership. This hub approach will also build on our collective strengths in the co-development and co-implementation of the program.

Despite the great success of IARU’s Global Summer Programme (GSP), one recurring challenge with the current GSP model is the significant annual expense and effort required to establish and run programmes that generally attract reasonably small numbers of students. Under this approach, an IARU university that subscribes to the hub model could, if desired, only host the GSP every few years (depending on how many institutions participate in the model) on a rotating basis. Because the institution would be hosting the GSP on behalf of a number of IARU partners, there would be significant critical mass for each programme. More recently, the University of Copenhagen has also expressed an interest in this initiative and there is the possibility of involvement from ETH Zurich.

In order to initiate discussion amongst the group, this paper outlines a suggested model, which aims to better align the GSP with the IARU network’s broader objectives relating to the provision of shared research opportunities for students and staff. The IARU Student Research Hub will bring together highly motivated undergraduate students to explore and discuss one or more of the world’s great challenges of the 21st century, with a specific research intervention adding value to the experience.

At the 2013 GSP Meeting the idea was discussed again, with the decision to put forward a proposal to the 2013 Senior Officers Meeting to seek approval to pilot the program in 2015. With slippage since then it might now be more appropriate to aim for a 2016 launch.

ANU is investigating the possibility of offering its 2015 GSP course in a format reflective of the model set out in this paper.

This initiative will not only support the research missions of each partner, but also:

- move the GSP beyond the siloed approach of individual universities offering independent courses on related subjects, but with limited cross-institutional partnerships;
- thread many of the principles that the Alliance is promoting into a cohesive approach;

- bring the GSP and IARU closer to the Alliance's original vision of multi-partite collaboration in ways that would promote undergraduate education by building on the collective strengths of member universities.

Purpose

The purpose of the "IARU Student Research Hub" is to bring together students and staff from IARU partner institutions to look in detail at a topic of significance to the Alliance and the world. The proposed inaugural topic is *Human Security*, which will provide an opportunity to cover a broad range of topics and issues in a detailed fashion with the benefit of expertise from students and staff from across the Alliance.

Objectives

1. To further enhance the successful IARU GSP program by introducing a new approach that combines the research expertise of a number of partner institutions into an elite and selective program;
2. Introduce high achieving students to a research based curriculum and expose them to a range of academics and academic/research approaches from across the Alliance;
3. To create an elite, flagship offering within the IARU GSP suite of programs that focuses on different issues of international significance each year;
4. To enhance collaboration between academic staff from partner institutions, capitalising on the internal strengths and resources of the Alliance; and
5. To make the business model of the GSP more viable, by providing a critical mass of students to the host institution.

Desired Outcomes

It is envisioned that the IARU Research Institute will expose undergraduate or early-year graduate students to the process of conducting research, from conceptualization to the full development of a research proposal or prospectus. At the end of the program students will have developed a well-crafted proposal of such quality that it could be submitted to a funder or be ready for implementation. It would be expected that students will receive credit towards their degree for the satisfactory completion of the course.

Each year expressions of interest will be sought from academics working under the umbrella of Human Security to teach into the course, and spend time at the host university. Students will indicate their preferences for research projects at the time of application, and will be placed into research groups accordingly.

Subject to the academic disciplines available, students will then select from a range of predetermined topics associated with Human Security and will be assigned a supervisor to support their research endeavours throughout the program. Senior research students (PhD) or Early Career Researchers drawn from the host university will also act as mentors to students on the program.

As a framework for the initiative, it is proposed that research groups will be required to present a research poster to the Institute at the conclusion of the program, and students will also be required to prepare a research prospectus or proposal related to their research topic but in a specific area of their choice. Though academic convenors would be best placed to determine the final methods for assessment and weighting; student results could be derived from both projects, with an indicative 65% of their grade from the group research poster and 35% from their independent research proposal.

Students will leave the course with a sound understanding of research methodology, together with an enhanced desire to undertake research on the completion of their undergraduate/coursework studies.

Format

The IARU Student Research Hub will run for at least 4 weeks and will provide lecture, group work and independent research opportunities for students. Students may be required to submit final papers after their return to their home universities.

Topics will focus on the broader theme of Human Security, but will provide opportunities for more detailed analysis through the provision of a range of interdisciplinary lecture topics (suggestions only, subject to group discussion):

- Sustainable Urban Management
- Climate Change
- Biosecurity
- Public Health Policy
- Healthy Aging
- Environmental Health
- Food Security
- Indigenous Health

Students will attend group lectures/seminars each morning, be provided independent research time during the day, and brought together again in the afternoon.

The pilot program will take place at ANU where students will spend 2 weeks at the ANU Campus, followed by 2 weeks at the ANU Coastal Campus at Kioloa. A maximum of 45 students can be accommodated under this program (pending development of research topics).

Costing

Students will be responsible for their own travel and accommodation costs. Each partner university will be invited to participate in the Institute, which will involve sending a member or members of academic staff to ANU with a view to delivering a series of lectures and with the intent of supervising a research group. Partner institutions will be responsible for any course development, academic travel and accommodation costs. ANU and UC Berkeley will provide joint administrative support for the pilot program (in conjunction with the IARU Secretariat) and ANU will provide all venues.

Tuition

It is suggested that tuition fees be waived for students by all participating partners (however this is open for discussion).

or

The host university will not charge inbound students a tuition fee where the partner university has entered into a specific IARU Research Institute student exchange agreement. The concept behind this is that students will pay a tuition fee to their home university. Each university will determine its own level of financial support for its students.

Other Costs to be Covered by Students

Airfares, poster development, day-today expenses, some meals

Other Costs to be Covered by Host University

Payment of PhD / Early Career Researcher mentors, venues, hospitality

Realization of Global Classrooms Proposal by the University of Tokyo

The University of Tokyo is developing an ICT system to realize an advanced environment of globalized education, specifically a global classroom which connects several universities. The realization of a global classroom will provide chances for students to experience a global environment which may stimulate them to consider studying abroad.

- We are now developing, together with Japanese IT companies, a web based system linking 5 or more points (university classrooms or even off-campus sites for fieldwork, if the appropriate conditions can be satisfied). The system will be available by the end of 2014.
- The University of Tokyo will provide the central system and several universities can connect to it using their own standard PC with a home-video camera and a video screen (or a projector).
- Documents may be shared among the points.
- The lecture can be interactive and discussions between students at the different points could be managed.

As a trial run for this program, we would now like to suggest the following plan for a global classroom in IARU-GSP 2015:

- UTokyo and ANU have discussed a possibility of running a trial for the ICT system in one of the 2015 GSP courses.
- The trial of the global classroom would be a one-day class with presentations by students and discussions between students from the different points.
- The “Lecture on Sustainability” course in IARU-GSP 2015 is a possible course for the trial run. (We will be designating one of the days of the “Lecture on Sustainability” course for the Global Classroom, rather than conducting the trial for the entire course.)

After the trial run, we will consider using this ICT system for other courses in the future, as well as in cooperation with other schools (other universities in the Asia-Pacific region).

Other Global Education Initiatives

Within the alliance, several Global Education Initiatives are offered to the students:

- Global Summer Program (GSP)
- Global Internship Program (GIP)
- Sustainability Fellowships
- Global Cross-Disciplinary Tournament (GXT)
- Graduate Student Conference

Please refer to the Appendix in this chapter for further information on the other Global Education Initiatives.

GSP has been particularly successful among the Global Education Initiatives of IARU. GSP has become a firmly established program. Also the Sustainability Fellowship exchange program is well established and runs smoothly. The other initiatives however are experiencing difficulties in becoming strong programs.

Expanding the scope of the discussions beyond the summer program was again discussed by the IARU Presidents' Meeting in April 2014. Graduate student mobility was identified as one possibility for a further line of collaboration with Banco Santander. Presidents tasked the Senior Officers to look into other forms of IARU-wide exchanges.

The GSP Coordinators have the opportunity to feed into this discussion. Current initiatives that could be developed further are the Global Internship Program and the Graduate Student Conference. A further idea is to establish a Global Summer Research Attachment Program.

Appendix

Global Internship Program (GIP)

IARU internships offer highly sought after international work opportunities for students. In 2014, three universities offered a total of 13 internships. 3 of them were carried out with an IARU intern. The table below shows the details.

University	Internship Title	Applications	Sending University	Funding (USD)
NUS	Documentation and quantification of butterfly wing patterns	Yale: 1	none	940/m
	The impact of Pleistocene climate change on South-east Asian bird diversification	PKU: 1 Yale: 1	none	
	A bioeconomic modelling of 'oil palm pests' infestation in Southeast Asia	none	none	
	Using an equation to speed up cache simulations	none	none	
	Concurrency control for social network data	PKU: 1	PKU	
	Equation-based flash allocation to virtual machines	PKU: 1	PKU	
	On modeling 2-dimensional and 2-level caches	none	none	
	Query optimization for social network data	none	none	
	Wireless Sensor and Actuator Node Realization	none	none	
	Lee Kong Chian Collection Curatorial Research Intern	PKU: 5	none	
T.K. Sabapathy Collection Curatorial Research Intern	PKU: 2	none		
PKU	Senior Program Assistant, Peking University International Summer School Program	Cambridge: 1	none	320/m
UTokyo	Internship with the International Core Research Center for NanoBio	PKU: 1 non-IARU: 4	PKU	---
Total	13 internships offered by 3 IARU universities	18	3	n/a

Best Practices

There are no standard requirements for IARU Internships. The partner universities are free to set up internships according to their own 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 the summer break.
- 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, the interns themselves (if available, with support from their home universities) will cover the air travel costs.
- The hosting universities should provide logistics support and advice to the interns – such as providing visa letters, support in finding accommodation, workplace orientation, etc. Interns should be advised to purchase adequate insurance coverage. Experience shows that obtaining a work permit is often a challenge.
- The selection of interns is directly done by the hosting faculty or department. Interviews are usually conducted over Skype.

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

Sustainability Fellowships

Student Sustainability Fellowships provide selected students with the opportunity to work on targeted campus sustainability projects at IARU member institutions. Projects are institutional specific, but developed with the intention that lessons learned can be applied at both the home and the host institution. Sustainability Fellowships are intended to target students from a broad range of disciplines ranging from the arts to engineering.

All ten universities participated in the 2014 program and the following table provides details of the exchanges.

Host institution	Sending (parent) institution(s)
ANU	Cambridge, NUS
ETH	UCPH, Oxford
NUS	ANU, Yale
PKU	UTokyo
Berkeley	Oxford
Cambridge	ANU, UCPH
UCPH	Cambridge, Yale
Oxford	Berkeley, ETH
UTokyo	PKU
Yale	ETH, NUS

Students completed high-quality projects on a range of topics. The Sustainability Fellows are required to complete reports and the best projects are published on the IARU website (www.iaruni.org/sustainability/fellowships/reports).

Global Cross-Disciplinary Tournament (GXT)

The IARU Global Cross-Disciplinary Tournament (GXT) is a student-run initiative designed to connect undergraduate students from different disciplines, universities and cultures, to promote collaboration and research in tackling a global problem and create a 'catalyst for change'. Since its inception in 2011 at ANU, the GXT has been successfully hosted at NUS, PKU and this year for a second time at ANU again.

After an intensive selection process, final participants are placed into small cross-disciplinary and cross-university teams. During a four-week online phase, each team is being challenged to produce a

draft proposal of their ‘catalyst for change’. This is followed by a ten-day residential phase designed to be both rigorous and inspiring through workshops, guest lectures and peer-review sessions. The tournament usually concludes with each team presenting their final ‘catalyst for change’ to a panel of judges, key stakeholders, academics and an audience of their peers at the Final Symposium.

In 2014, the GXT explored the topic “The Future of the Body”. Students from 8 partner universities had applied to take part in the GXT competition. It is not known yet whether students from a partner universities will be offering to host the 5th GXT in 2015.

Graduate Student Conference

The Graduate Student Conference was initiated by NUS to develop greater connections amongst graduate students within the Alliance after IARU witnessed the success of the Global Summer Program for undergraduates. The topic of the first Graduate Student Conference in June 2012 in Singapore was “The Challenge of Ageing”. It was held alongside the NUS Global Asia Institute (GAI) signature Conference and incorporated seminars and discussion sessions. 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 University of Copenhagen hosted the second IARU Graduate Student Conference from 21–22 June 2014. As a part of the GSC, participants took part in the career track for young scientist at Euroscience Open Forum (ESOF) 2014 “Science Building Bridges”. The conference was targeted at PhD students from various research fields with interests in health and aging research. The second GSC was planned in the context of the IARU conferences in Copenhagen related to the IARU Aging, Longevity and Health (ALH) project and network.

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.

IARU GSP Working Committee Meeting 2015

2015 Meeting Date and Venue

To be discussed and defined at the GSP Meeting 2014. Offer by Yale University to host the Meeting 2015.

Note: The 2015 EAIE Conference will take place in Glasgow from 15 to 18 September.

Previous GSP Working Committee Meetings

- 2014 @ University of Oxford (22 – 23 September)
- 2013 @ ETH Zurich (9 – 10 September)
- 2012 @ Peking University (24 – 25 September)
- 2011 @ University of Copenhagen (17 – 18 September)
- 2010 @ University of Cambridge (19 – 21 September)
- 2009 @ University of Oxford (14 – 15 September)
- 2008 @ Antwerp, Belgium (19 – 21 September)
- 2008 @ University of Cambridge (11 – 13 February)

GSP Working Committee Meeting 2013 Confirmed Outcomes

Host

ETH Zurich, 9 – 10 September 2013

1.1 Introduction

Jürg Brunnschweiler, Director Global Institutional Affairs of ETH Zurich, welcomed all participants to the meeting. He stressed the importance of the GSP as one of the flagships of IARU.

Anders Hagström welcomed the participants on behalf of the IARU Secretariat.

Session 1: GSP 2013

1.2 GSP 2013 Course Review

Australian National University

ANU offered two courses, of which the course “Indigenous Peoples and Development” was run for the first time. As the feedback was excellent for both courses, they will be offered again next year. The field trips of both courses (13 and 11 students respectively) was subsidized and will also be subsidized next year.

With regards to the outgoing students, ANU had changed its practice from last year. The amount of financial support for each students depended on the course costs. Due to this change, the number of applications dropped from approximately 300 to 200. Overall, ANU experienced a successful GSP year.

ETH Zurich

“ETH Sustainability” develops a new course every year. This year, the course was conducted at ETH’s Future Cities Laboratory on the CREATE campus in Singapore. The course also involved faculty from NUS and other Singapore institutions. Due to the tight course schedule, the planned interaction with the students of the GSP courses at NUS was not possible. The course counted a total of 29 students, 14 of them from ETH.

ETH received only a total of 10 applications of outgoing students. 8 of them were accepted. More promotional activities are planned next year.

National University of Singapore

Out of the two offered courses, “Southeast Asia in Context” proved to be more popular. NUS received a total of 108 applications of which 27 outgoing students were selected. Three students withdrew. NUS organized a get-together session for the outgoing students with the attendance of former GSP participants.

Peking University

PKU offered two courses. Inputs from student feedbacks from last year were analyzed to improve modules of the course on “Population Ageing and Health”: More pre-course reading material was provided, the number of faculty members from other institutions was increased and the students were involved more actively through group work and peer learning. The course on Chinese culture was offered for the first time and comprised many lively classroom discussions and video presentations. The course was well received and will be offered again.

There was a drop in student applications (18 compared to 32 last year). Next year, the promotion of GSP will be improved by particularly addressing the faculty members of the institutions.

Some student withdrawals were due to late confirmations by the partners. Students chose other options out of the many available summer programs.

University of California, Berkeley

The same two courses as in the last years were offered – the “Summer Peace Institute” in Costa Rica and the “Media and Global Protest Movements” course on campus. Feedbacks were positive. Challenges included students’ language proficiency, the mix of graduates and non-graduates and student behavior. For 2014, Berkeley will explore a more open enrolment to explicitly include graduate students.

University of Cambridge

The incoming students were excellent. However, out of the 12 students accepted, 6 were lost along the way before the course started. Cambridge plans to offer a very similar course in 2014.

Cambridge ran a more active publicity campaign than in previous years and managed to get more outgoing students interested. Some 23 applicants were interviewed, and those selected (and accepting) places were invited to an orientation session, attended by a previous Cambridge GSP participant. In total, 12 students attended 13 courses.

University of Copenhagen

KU offered three courses. GSP courses at KU have been based on a 3-year commitment of faculty. As this 3-year cycle has come to an end, different courses might be offered next year. Due to the change in government regulations, for the first time, KU had to charge tuition fees, except for students whose home university has signed a fee-waiving agreement with KU (currently ANU, ETH, NUS and UTokyo). This made the courses very expensive for non-EU students. The students had a good time – academically and socially. The Danish students acted well as hosts.

The number of applications of outgoing students increased from last year. Out of over 60 applications, 33 students participated in GSP. The students received funding from KU and Santander that was allocated according to course cost.

University of Oxford

The course “Global Challenges of the 21st Century” received positive feedback. The course will be offered next year again. The course description had been improved compared to last year; there is still a need for a clearer description with regards to the expected pre-course knowledge. The number of only 12 incoming students was disappointing. The students would have welcomed a higher diversity.

For outgoing students, the publicity was increased, which resulted in a higher level of applications compared to the previous year. There was also an increase in the number of students who attended. However, the level is still low compared to some other institutions. Oxford hopes to increase the numbers next year.

In addition to the IARU-Santander GSP Scholarships, Oxford had separate funding from the local Santander Bank branch which was used to support incoming students.

University of Tokyo

UTokyo offered 4 courses, one of them a language course. Feedback was mostly positive. The essential success factors included classroom discussions, the general interaction of the participants, the provided pre-reading material and the newly introduced web-dictionary. The multidisciplinary approach presented a challenge as the students' pre-course knowledge was on different levels.

UTokyo received fewer applications from outgoing students than last year because the required English level was set higher. The English language skills issue is still not entirely resolved.

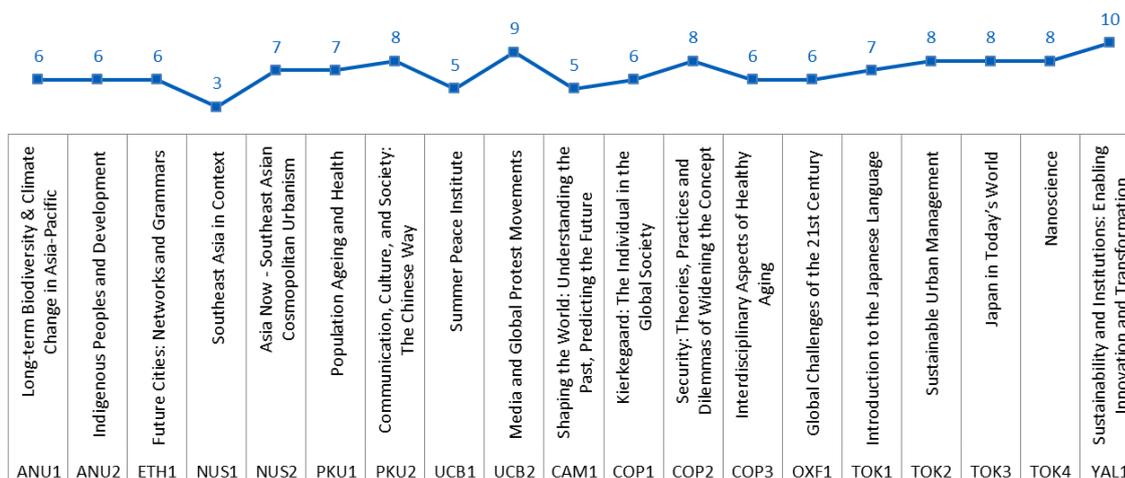
Yale University

Yale offered one course this year. It was extended from 5 to 6 weeks, allowing for a research week for students to write a paper. As the GSP instructor, Julie Newman has left Yale, the course cannot be offered again next year. Yale is exploring offering the UN course next year that was in the program before and will contact the member institutions to determine appropriate faculty members to teach in the Yale GSP course 2014. Two professors from Peking University taught at Yale Summer Session in non-GSP courses.

1.3 GSP 2013 Review

A total of 19 GSP courses were offered 2013. The courses were diverse in terms of length, cost and timing. Applications dropped significantly compared to the last years (2013: 609, 2012: 889, 2011: 768). A total of 328 IARU students attended GSP 2013 (2012: 352).

The following table shows an overview of the courses and includes an indication of the diversity of student representation from the ten institutions:



Yale hosted the only course with full participation from all member institutions. Most applications were received at ANU; Copenhagen had most outgoing students; and UTokyo welcomed most incoming students.

In the discussion, the following concerns were addressed:

- NUS, Cambridge and Oxford conducted courses with a total cost to students of more than USD 5,000. NUS announced that in 2014, there will be a 50% tuition award for all incoming students for all courses.
- The meeting agreed to declare the classroom contact hours. The Secretariat will include this information in the template of “Course Info Part II”.
- The sense of “IARUness” is more difficult to create among students when many non-IARU students participate. Students appreciate the interaction with a diverse community of peers, hence full representation of all IARU institutions would be appreciated.
- Views differ with regard to the differentiation of GSP to other summer programs. ANU is considering having an IARU exclusive course.

1.4 2013 Post-Course Survey Analysis

Romana Rutz presented the key findings of the student survey:

- A total of 233 students responded, which represents 58% of all participants (local and non-IARU students included). Two courses had a response rate of 100%. The lowest response rate was 24%. The survey procedure was the same for all courses.
- For most students, GSP 2013 was a very good experience overall. 91% would recommend GSP to peers (8% answered neutral, 1% said no).
- The strengths of GSP 2013 were the performance of the instructors, student diversity and classroom discussions.
- An area for improvement is the pre-departure course information – a weakness that has also been recognized in previous years.
- The survey results of the individual courses differed significantly, which means that the courses were offered at heterogeneous levels.
- Some survey questions need to be made more specific to make the results more meaningful, for example: If a course is perceived as rigorous or taught at the right level depends on the academic background of a student. Regarding pre-departure course information, some students refer to the information provided on the webpage while others refer to the information given by the host university or by the course instructors a few days or weeks before the commencement of the course.
- Some questions address the same topic and/or correlate. To make the survey shorter, these questions can be deleted.
- Students said that the given pre-departure course information was helpful. The more information the better as they want to know what to expect. However, they would have appreciated if the information were available earlier, especially the required reading material. Students should be provided with more detailed information about the expected background knowledge.
- Students who participated in a course of 2–3 weeks length wished that the course had lasted longer.
- Student diversity is a key success factor of GSP. Speaking of diversity, students refer to different nationalities and cultural backgrounds, but also to different academic disciplines and the mix of

undergraduate and graduate students. According to the students, the student diversity is what makes the program most worthwhile. Students would welcome an even greater student diversity.

- When choosing a GSP course, course content is the most deciding factor. Students look for course content that is related to their studies and interests. Scholarship availability and course cost are other important deciding factors.

Session 2: Course Administration and Logistics

2.1 Discussion of Key Issues

Nomination Process

Coordinators had cases where students from IARU universities applied directly to the host university, circumventing the application process of the home university. The meeting agreed that such students must go through the application process of the home university and cannot be accepted directly by the host university. Students who apply directly without having been nominated by their home university should be referred to the GSP coordinator of their home university.

Cancellation Policy / Cost

GSP 2013 was marked by numerous student cancellations. Identified reasons and the agreed measures to be taken are:

Cancellation reason	Measure
Student nominated for more than one course	In general, a student should be nominated only for one course as multiple nominations are bound 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. If a course has vacancies, the GSP coordinator of the organizing university should advise the other universities so that they can give students a second chance who had been turned down by the original course they had been nominated for.
Acceptance uncertainty	Students who have to wait a long time for the notification of acceptance to a course might go for another program. The meeting agreed to try to send out acceptance notes to nominated students as early as possible.
Financial reasons	Students know what the total cost of a course is from the course descriptions, but not what financial aid they can count on. The meeting recognized that each organizing university bears the financial responsibility of their course(s). It is thus not possible to set a general cap for the course costs. However, efforts should be made to keep the tuition fees low and to make the financial support more transparent. If a course is very expensive, the costs should be explained in the pre-course description. Estimates about additional costs, such as visa fees should also be included. The prospective student should get a clear picture of the expected costs and funding.

The meeting generally agreed that GSP should be something special and that students should feel honored having been nominated and accepted. This feeling could be emphasized by the Secretariat

sending out a welcome letter to the accepted students. Furthermore, student comments could be publicized on the GSP website to stress the uniqueness of the program.

Best Practices

ANU needs to book flights and accommodation of the field trips ahead. As this causes significant expenditures, ANU gives the students a deadline for withdrawals without a financial penalty. The charge penalty is AUD 250 (approx. USD 250).

For other study abroad programs, ETH sanctions students withdrawing without a valid reason by excluding them from applying to further exchange programs.

Publicity

- The meeting agreed that the Secretariat should upload an overview of all courses on the GSP website. The overview will include information about the course durations and total costs allowing the students to compare the courses more easily.
- The Secretariat invites the partners to use the IARU logo on their webpages and link the Global Summer Program with IARU.

GSP Facebook Page

The GSP coordinators confirmed that all GSP pictures sent to the Secretariat can be used to be uploaded on Facebook and/or IARU's webpage. It is advised to include a picture release agreement already in the GSP course offer letter.

The Secretariat invites partners to actively share GSP news to be put on the GSP Facebook page or webpage. PKU reminds the partners that Facebook cannot be accessed within China.

Certificates

The decentralized process of the certificates is working well. The Secretariat reminds the GSP coordinators that each *host* university should hand-out the GSP Certificates to the participating students on the last day of the course. In cases such as the ANU course where the certificates cannot be handed out on the last day of the course because it is not clear at that time if the students have passed the course, it remains the responsibility of the host university to send the Certificates to the students.

Pre-Selection Information

Pre-selection information and course descriptions should be more specific about expected background knowledge and prerequisites. It should also be clearly stated whether a course is intended for undergraduate and/or graduate students. The Secretariat will adjust the template of "Course Info Part II" accordingly.

Insurance

Information about additional insurance requirements that students should expect is to be included in the course information.

Courses Held in Another Country

ETH shared that the administrative burden is considerably heavier when conducting a course in another country. It is advisable to have a supporting partner institution in that country.

Handling of Incoming Exchange Students Interested in GSP

ETH and KU shared that they exclude incoming exchange and visiting students from participating in the GSP.

Online Application System

ANU and NUS use their own online application system for outgoing students. It is agreed that partner universities are free to have their own systems/processes. As each application system must suit the individual needs of the operating university, it was agreed that a centralized IARU online application system would not be worth the effort.

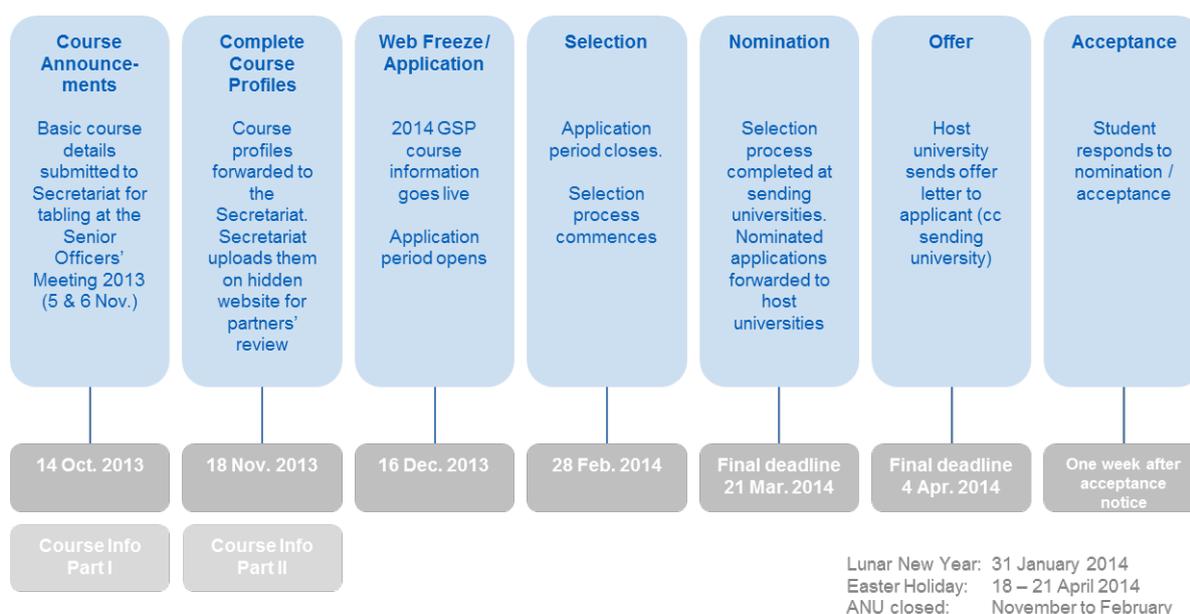
2.2 Administrative Matters

GSP T-Shirts / GSP Logo

Participants of 11 out of 19 courses 2013 received GSP t-shirts (out of the production batch 2012). It was agreed that GSP t-shirts will no longer be centrally produced by the Secretariat. The Secretariat provides the partners with the logo/design. Partners are free to decide whether they want to equip their students with IARU branding material (e.g. t-shirts, bags, caps etc.). To promote the IARU brand, it was decided not to use the separate GSP logo but to use the IARU logo, the listing of the 10 universities and the name “Global Summer Program” instead.

Timeline for GSP 2014

Coordinators agreed on the following timeline:



Internal processes of the partner universities differ significantly. For this reason, the meeting agreed that it would not be possible to move the general timeline forward even further. Partners will try hard

to speed up the processing of applications after the close of the application period on 28 February 2014. The selection/forwarding and the approval processes should to be done as quickly as possible.

Further Deadlines to Keep in Mind

- First week after the course has started: Send student data (given name, family name, e-mail address, home university) to the Secretariat. Also include the data of non-IARU and local students. This data is needed to conduct the centrally coordinated survey.
- Last day of the course (or when course completion results are available): Hand-out GSP Certificates to students
- Approx. end of August (Secretariat will inform in advance about exact due date):
 - Course reports
 - Santander report

The Secretariat will send out reminders and all necessary templates (Course Info Part I/II, GSP Certificate, course report, Santander report) in due time.

Outlook of GSP 2014 Courses

University	Courses (tbc)	Comments
ANU	2	Call made to the faculty in July/August. Approximately 3 proposals are expected.
ETH	1	Overriding theme will be sustainability, course to be held in Switzerland
NUS	2	Southeast Asia in Context: Will stay the same New program for “Asia Now” NUS usually informs the faculty about the possibility to offer GSP courses. A 3-year commitment per course is required.
PKU	2	PKU will choose suitable courses out of the pool of international courses and looks for experienced faculty with good English skills.
Berkeley	2	New courses (always on the lookout for potential courses and professors with good teaching skills). Considering to offer a graduate/postgraduate course within GSP
Cambridge	1	Similar course as this year, to be developed based on past student feedbacks
Copenhagen	3	Looking for a new set of courses (new 3-year cycle of faculty commitment)
Oxford	1	Repeat of 2013 course
UTokyo	4	Repeat of the 4 courses from 2013, revised credit scheme
Yale	1-2	Looking out for new courses by asking departments directly Preferably a joint proposal: co-teaching with other institutions

Student Survey

Coordinators agreed that the survey results are partly predictable. Some of the questions overlap. In particular, questions Q1 (academic rigor) and Q13 (broader IARU network) need to be rethought. The Secretariat will use the input to revise the survey and will circulate a draft to GSP coordinators.

Some partner universities require the outgoing students to write a report. With the student's consent, the forwarding of these reports to the host universities would be appreciated.

2.3 Santander Funding and Scholarship Arrangements

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 shall seek to provide further aid for students. The Secretariat is in the process of clarifying with Santander if the scholarship can be less than USD 1,000 per student when the Santander monies are used as "top-up funding" (in addition to the financial support from the student's home university).

The universities should try to use the full amount of USD 20,000 per year, as carrying over a large amount of unconsumed funds every year will weaken IARU's case when asking for follow-up funding. If the full amount cannot be used for outgoing students, the remaining funds should be offered to incoming students who have not yet received the maximum of USD 2,000 of the IARU-Santander GSP Scholarship by the sending university.

The coordinators welcomed the idea to share the amount of funding each student has received, including other funds than the IARU-Santander GSP Scholarships.

The current Santander agreement is valid for three years and terminates with GSP 2014. The Secretariat will approach Santander for a follow-up funding in spring 2014.

If Santander is willing to continue and increase their sponsorship, the GSP coordinators suggest to use the additional funds as follows:

- Make the GSP experience possible to more students
- Program for graduate students (e.g. graduate student conference)
- Funding of the Global Internship Program
- GSP faculty conference

2.4 GSP Alumni

In many partner universities, GSP alumni are involved in information sessions for outgoing GSP students or serve as campus ambassadors for incoming GSP students.

With regards to the GSP alumni survey 2014 (batches 2011–2013), Jane Edwards (Yale) volunteered to draft a proposal taking into consideration the inputs of the meeting. In general, the survey should aim to ask quality-oriented and reflective questions. We want to find out whether GSP was more than only a three-weeks experience. The alumni should also be asked for ideas on how to celebrate the 10th GSP anniversary 2017. It was recognized that it might be difficult to achieve a satisfactory response rate as many universities do not have established mechanisms for tracking GSP alumni after graduation.

Session 3: GSP Further Directions

3.1 GSP Collaborative Courses and a GSP Hub?

At the GSP Working Committee Meeting 2012, the idea of regional GSP “hubs” was discussed. With several thematically related courses, such hubs would gather a larger pool of students in one location, making it easier to organize team teaching, comparative studies and interaction between different groups of students. ANU and Berkeley committed to explore the idea to start the exploration of the “hub” idea – aiming to be implemented in 2015 or 2016. Other IARU educational initiatives are to be kept in mind when thinking about the hubs. A draft proposal will be circulated among the GSP coordinators and then presented at the Senior Officers’ Meeting in November.

For the Yale Summer Sessions, Yale invited two professors from PKU to teach non-GSP courses. As this proved to be successful, Yale supports the idea of future co-teaching for GSP and will send out select invitations to IARU partners to seek faculty members to teach in a joint program. The coordinators concluded that faculty team teaching is a simple and effective area for collaboration. The universities are asked to make existing opportunities transparent.

3.2 Synergies with Other IARU Global Education Initiatives Activities

In 2010, Presidents asked the GSP group to take responsibility of all educational programs. At the time, the group felt that it was premature to take on this broader responsibility as the GSP was still in a development phase. As Presidents in April 2013 reconfirmed their wish to strengthen the IARU educational activities, the Secretariat felt it was important that the group be aware of the ongoing IARU educational initiatives to be able to use potential synergies.

- The **Global Internship Program** is a platform for partners to offer internships to students who thus get an opportunity to gain international (work) experience. ETH reported about the excellent experience made in summer 2013 with IARU interns. Several partners offer internship opportunities through existing programs that are not IARU-specific. A first step in broadening internship opportunities for IARU students would be to promote these programs within the Alliance. Coordinators agreed to make existing internship programs available through the IARU website.
- **Campus Sustainability Fellowships** are offered by the sustainability offices. It is a self-run program and based on reciprocal arrangements. GSP coordinators are encouraged to contact the person within their university who is responsible for the fellowships to explore possible synergies with the GSP. Contacts are available from the Secretariat on request.
- **Graduate Student Conference:** Presidents have confirmed their support for activities for graduate students. KU will host the second Graduate Student Conference in 2014. Some GSP courses are already available to graduate students. Partners are asked to look out for further existing opportunities on the graduate student level that can be extended to IARU graduate students.
- **Global Cross-Disciplinary Tournament (GXT):** The GXT was initiated as a GSP “spin-off” by an ANU student 2011. It has been run three times. ANU students are thinking of assuming the responsibility for organizing the GXT 2014.
- **IARU Sports Event:** ETH Zurich has proposed to host a IARU Sports Event in conjunction with the Presidents’ Meeting in April 2013. The GSP coordinators expressed their concern with regards to the academic gain, timing (exam period) and cost of participation.

Session 4: Course Quality & Academic Rigor

4.1 Course Design and Quality

An ongoing discussion among GSP coordinators is about what makes (or should make) the GSP unique. While defining the differentiation factor is difficult, the coordinators believe that the GSP package as a whole must make GSP an outstanding experience for the students. To make/keep the program distinctive, partners reconfirmed their commitment a) to adhere to the GSP Aims & Principles, b) to make efforts to achieve broad student participation in each course and c) to include research components in the courses.

Coordinators agreed that providing a meeting opportunity for faculty who are teaching GSP courses might be a good way to develop a common approach to courses. This could take the form of a “GSP teaching conference” or “GSP faculty conference” in parallel to the GSP coordinators meeting. Involving faculty in the GSP Working Committee itself have been only partly successful in the past. However, the participation of Prof. Paulin Straughan, Vice-Dean of the NUS Faculty of Arts and Social Sciences, in the current meeting demonstrated the value of such a direct exchange and coordinators thanked her for her valuable input.

Session 5: Wrap-Up

5.1 Summary, Reporting to Senior Officers

- The Secretariat will prepare a report of the GSP Working Committee Meeting 2013 to be presented at the Senior Officers’ Meeting in November. The draft report will be circulated to the GSP coordinators for comments.
- ANU and Berkeley will draft a “hub” proposal to be presented to the Senior Officers for further considerations.
- Yale will draft a proposal of the GSP alumni survey 2014.

5.2 Next Meeting

Considering the many proposals in the pipeline, the coordinators agreed on the necessity to meet again next year. As delegates from 5 IARU universities plan to attend the 2014 EAIE conference in Prague, the group decided to meet in Europe. Liza Denny offered to explore the possibility of hosting the meeting at University of Oxford on 22–23 September 2014.



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 a 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.

