



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU Global Summer Program Working Committee Meeting 2015

Yale University

21–22 September 2015

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IARU GSP Working Committee Meeting – Agenda

Yale University, 21 - 22 September 2015

*The Jackson Institute for Global Affairs,
Horchow Hall, 55 Hillhouse Avenue,
New Haven, CT*

Sunday, 20 September

17:30 *Meet in the lobby of the Study Hotel. Leisurely walk to restaurant (20 minutes).*

18:00 **Welcome Dinner**
*Skappo Italian Wine Bar,
59 Crown Street, New Haven*
<http://www.skappo.com/>

Monday, 21 September

09:00 **Opening & Welcome**
President Peter Salovey, Yale University

09:10 **Session 1: GSP 2015**
1.1 GSP 2015 Course Review (each institution, 5 minutes each)
1.2 GSP 2015 Snapshots (IARU Secretariat)
1.3 GSP 2015 Survey Analysis (IARU Secretariat)

10:30 *Refreshment break*

10:50 **Session 2: Course Administration and Logistics**
Discussion of Administrative Matters and Key Issues.

- Application Form and Process
- Selection Criteria & Nomination Process
- Students' acceptance at host university & University Capacity
- Publicity, branding & GSP Facebook page
- Students logistics

12:30 *Lunch buffet in the Swiss Room at Berkeley College*

14:00 **Session 3: GSP 2016**
3.1 Timeline for GSP 2016 (IARU Secretariat)
3.2 Outlook of GSP 2016 Courses (announcements by each university)
3.3 Information about IARU Membership and new IARU website
(IARU Secretariat)

14:30 **Session 4: Santander**
4.1 Santander Agreement Fulfillment 2015 (IARU Secretariat)
4.2 Santander Agreement 2015-2017 Amendments – (IARU Secretariat)

- 15:00 **Session 5: 10th GSP Anniversary (2017)**
5.1 Discussion on ideas and ways forward.
- 15:30 *Refreshment break/Group Photo*
- 15:50 **Session 6: Updates on Ongoing Proposals and Further Directions**
6.1 The Novo Nordisk International Talent Program (Information from UCPH)
6.2 Update about the realization of Global Classrooms (Update by UTokyo)
- 17:00 *End of meeting day 1*
- 17:15 *Optional guided walking tour of Yale (2 hours)*
- 19:30 **Dinner**
The Union League Café
1032 Chapel Street, New Haven
<http://unionleaguecafe.com/>

Tuesday, 22 September

- 09:00 **Session 7: Yale Partnerships for Global Health: A Multi-Lateral Model for Biomedical Research Training**
Prof. Michael Cappello, MD, Yale University
- 10:00 **Session 8: Selected Institutional Joint Working activities**
8.1 Outcomes of the 1st International Student Support Group
(Input by Oxford)
8.2 Synergies with the Global Transformation initiative (Input by UCB)
- 11:00 *Refreshment break*
- 11:30 **Session 9: Information about other Global Education Initiatives** (IARU Secretariat)
9.1 Global Internship Program
9.2 Global Cross-Disciplinary Tournament
9.3 Sustainability Fellowships
9.4 Graduate Student Conference 2016
- 11:45 **Session 10: Closing Matters**
10.1 Reporting to Senior Officers
10.2 Any Other Outstanding Matters
10.3 Wrap-up
10.4 GSP Working Committee Meeting 2016
- 12:00 *End of meeting, lunch outside the meeting room*

Participants

Australian National University

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

Mr. Rohan McCARTHY-GILL – *Manager Global Programs, Office of Global Programs & Exchange*

ETH Zurich

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

National University of Singapore

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

Prof. ONG Chang Woei – *Assistant Dean, Faculty of Arts and Social Sciences*

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 – *Faculty Academic Director, Berkeley Study Abroad*

Ms. Tracy WEBER – *Assistant Director, Berkeley Study Abroad*

University of Cambridge

Ms. Sarah ORMROD – *Director, International Programmes*

University of Copenhagen

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

University of Oxford

Prof. Angus HAWKINS – *Director of International Programmes, Continuing Education*

The University of Tokyo

Prof. Naoto SEKIMURA – *Deputy Director General, Division of International Affairs*

Prof. Takeo FUJIWARA – *Deputy Director, International Center*

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

Yale University (host)

Dr. Jane EDWARDS – *Senior Associate Dean, Dean of International and Professional Experience*

Dr. Jeanne FOLLANSBEE – *Dean of Yale Summer Sessions, Center for Int. and Prof. Experience*

Ms. Kathy TRPUTEC – *Assistant Director, International Summer Programs*

IARU Secretariat

Ms. Michela GAIFAMI – *IARU Secretariat*

Mr. Steen ULRICH – *IARU Secretariat*



The Australian National University

1. The Nomination / Selection Process

Inbound: The nomination process was very successful this year.

Outbound: We appreciated a partner accepting and facilitating a late nomination to a GSP course and making it possible for that student to be considered for a place.

For the first year in 2015 we utilised Terradotta for internal applications processing. This contributed to significant reduction in duplication for students who were able to apply for multiple courses with one application, transfer application responses from earlier applications to be customised in subsequent ones, and provided semi-automated functionality for ANU staff when assessing and processing applications for shortlisting and nomination.

2. The Difficulties and Challenges Faced and Ways for Improvement

Outbound: Courses with strict limitations on the number of places available can cause complications when a student has applied, been shortlisted and nominated for a course, only to be unsuccessful due to numbers. Since ANU only nominates students for one course, it is then too late to nominate a strong candidate for any course other than ours.

3. Further Comments

Inbound: We were very pleased with the quality of our inbound students. We hope that next year more partner institutions might be represented in the cohort.

Outbound: Students were very pleased with the opportunities provided, and felt it was a privilege to be learning with Nobel Prize winning scientists and key influential academics in their fields.

The highlight for most was gaining first-hand experience of other cultures and connecting with highly intelligent individuals who shared the students' passions for similar topics. Connecting with students from all the top universities and expanding their friendships/network circles via the IARU network was a key point.

Some feedback mentioned that courses overlapped with ANU exams or the first weeks of term, which made it slightly more difficult for some students to participate. Some students also found that payment systems at partner universities were not ideal, and could be improved upon.

Overall, GSP participants felt it was an amazing and valuable experience.



ANU 1: Mobilising Research

<p>Brief Description</p>	<p><i>Mobilising Research</i> challenges and supports students to explore the role of research for the good of society. The course will examine the linked themes of 'creation', 'implementation', and 'influence' of research. These themes will be explored by viewing research as a foundation for creating and building knowledge, the importance of evidence in approaching complex problems, and the influence that research organisations have to shape society's priorities.</p> <p>Mobilising Research examines the role of research for the advancement of society. Students were exposed to how scholarly inquiry is conducted in a range of disciplines outside their own course of study through interactive panels and site visits to leading research facilities on campus. Students learnt to see the world through the eyes of others, appreciate the strengths of different perspectives and understand how positions are reached and opinions formed. Through individual, group and peer-learning, students had the opportunity to analyze, synthesise, evaluate, apply and communicate knowledge about the current research environment.</p>												
<p>Dates</p>	<p>22 June 2015 – 17 July 2015</p>												
<p>Academic coordinator(s)</p>	<p>Chris Browne, Research School of Engineering Guest lectures were presented by a variety of ANU academics.</p>												
<p>Tuition fee (<i>in USD</i>)</p>	<p>USD 3,190 – waived for incoming students</p>												
<p>Accommodation (<i>Short description and participants' costs in USD</i>)</p>	<p>Bruce Hall, Student Residential College: Students stayed in single rooms that included a single bed, wardrobe, desk, chair and washbasin, with toilet and shower facilities located on each floor. All meals were included. Cost: USD 1,211</p>												
<p>Field trip (<i>Short description and participants' costs in USD</i>)</p>	<p>5 day, 4 night trip to ANU Kioloa Campus: The trip was an opportunity to engage in interactive activities in a relaxed environment, as well as to explore local indigenous culture and environmental management and the beautiful beaches and wildlife of the NSW south coast. Cost: USD 492</p>												
<p>Number of student participants</p>	<table border="0"> <tr> <td>ANU: 6</td> <td>COP: 2</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 2</td> <td>TOK: 0</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 3</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 7</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 22</td> </tr> </table>	ANU: 6	COP: 2	ETH: 0	OXF: 0	NUS: 2	TOK: 0	PKU: 0	YAL: 3	UCB: 1	Others: 7	CAM: 1	Total: 22
ANU: 6	COP: 2												
ETH: 0	OXF: 0												
NUS: 2	TOK: 0												
PKU: 0	YAL: 3												
UCB: 1	Others: 7												
CAM: 1	Total: 22												
<p>Faculty involvement from other institutions</p>	<p>None</p>												



Initiation year	2015
Will this course be offered in 2016?	Likely, but not yet confirmed.

Successful aspects of the course:

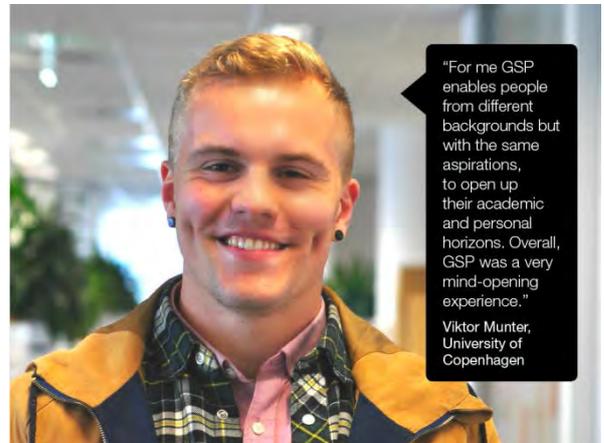
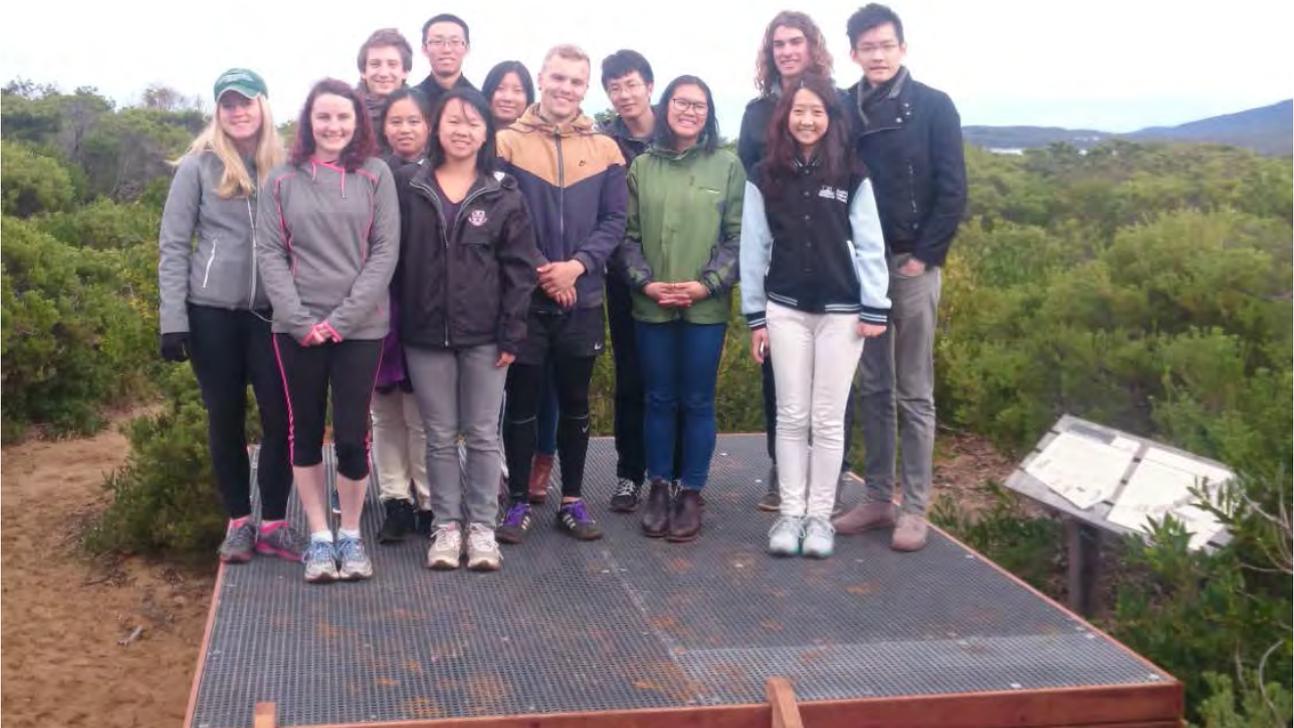
- As in the past, the field trip to Kioloa proved a student highlight, providing students with the opportunity to study away from the main ANU Campus and experience a different landscape from that surrounding Canberra.
- To effectively prepare students for further study at the graduate level, we ran a Presentation Night, during which several members of the cohort were chosen by their class mates to present their visions of future research in the format of a “3 minute thesis”, and in front of distinguished ANU academics. Prizes were awarded to the presentation judged by the academic panel as the “best”, while another was given for the most popular presentation.

Difficulties / Challenges faced:

- ANU experienced 2 students dropping out after accepting their offer, one for a family emergency and another for visa related problems. This resulted in both ANU and one of the students being financially disadvantaged by the late notice we received.
- *Mobilising Research* is a new course for the ANU GSP suite of courses, and as a non-discipline based course, we were unsure how students would receive the course. In their feedback students commented that they would have liked a little more structure for the course. In future this can be addressed by more clearly advertising the intended structure of the course so that students have a better idea of what to expect.

Further comments:

- There was discrepancy in how students viewed the academic rigour of the course: some felt the course asked too much of them and their time; some felt the course was well balanced; and others found it relatively easy. We feel that this balances out to show an appropriate level of academic rigour.
- The prominence of guest lectures regarding different aspects of the course themes would make this course an ideal model on which to base a GSP Hub course.
- This was also the first time ANU has opened the course to non-IARU students from selected strategic partners. As this year we only had students from 5 IARU partners, these additional students made a significant contribution to international mix of students, as well as to the financial viability of the course. The diversity of the class composition was often cited by students as one of the course’s strengths.





ETH Zurich

1.The Nomination / Selection Process

The document 'GSP2015_Snapshot_Coordinators' was extremely helpful in terms of providing a handy overview of all the courses offered and indicating who was to be informed for each course regarding nominations, questions or cancellations.

2.The Difficulties and Challenges Faced and Ways for Improvement

- Applicants often still do not realize that they need to hand in additional documents for some of the GSP courses, even though we have already made this more clear in our internal guidelines for applicants and it has also been made more explicit on the course website at <http://www.iaruni.org/gsp/courses-2015> . It would be interesting to share with others whether they experience the same problem and if not, what they do in order to ensure students provide the correct documents from the beginning without having to remind them?
- Interest of students is unevenly distributed on the courses offered – just as in past years. Some courses are extremely popular while others receive no applications at all. However, this is just an observation and there is probably little room for change given the fact that ETH Zurich's students mainly study natural sciences, mathematics or engineering and that in most cases, their interest lies accordingly in courses in related fields.
- Two thirds of students handed in their application in the last two days before the application deadline, resulting in little time to complete applications which were often formally not complete (documents missing or wrong). This is something we observe also in other programmes we administer so there is probably not much we could do about the issue. We have also received some requests to apply after the deadline which we had to turn down.
- We have received more applications than ever before (18 complete applications) and interest seems to have been even stronger as we have counted 6 additional persons who have started but never completed their application and did not react to our reminders, so eventually we could not consider them. We wonder whether others face similar situations and whether anyone has a suggestion on how we might learn what made those persons apply but not complete their application?

3.Further Comments

From an organizational and logistic point of view, we experienced this year's IARU GSP selection and nomination process as very smooth. Many thanks to everyone involved!

ETH1: World Food System Summer School – Organic Agriculture and Food Systems

Brief Description	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. This is the primary aim of this summer school.	
Dates	August 1, 2015 – August 15, 2015	
Academic coordinator(s)	Michelle Grant (ETHZ WFSC) and Bastian Flury (ETHZ WFSC)	
Tuition fee (<i>in USD</i>)	USD 770	
Accommodation (<i>Short description and participants' costs in USD</i>)	None, included in the course fee.	
Field trip (<i>Short description and participants' costs in USD</i>)	None, included in the course fee.	
Number of student participants	ANU: 0 ETH: 5 NUS: 0 PKU: 1 UCB: 1 CAM: 1	COP: 1 OXF: 1 TOK: 0 YAL: 0 Others: 14 Total: 24
Faculty involvement from other institutions	n/a	
Initiation year	2013	
Will this course be offered in 2016?	Maybe.	

Successful aspects of the course:

- The Summer School was a multi-dimensional and directional journey that struck bridges between different subsystems, levels and scales, considering ecological, economic, social, political, and cultural dynamics.
- The setting of the Summer School provided plenty opportunities to learn first-hand about organic agricultural production, and its challenges within a complex food system.
- 18 nationalities from various cultural and professional backgrounds were represented among 24 students, ensuring the exchange of diverse perspectives and ideas.
- The students were newly informed and inspired through the Summer School!

Difficulties / Challenges faced:

- Because much academic and practical material was to be covered within the time frame of 2 weeks, the program was quite dense.

Further comments:

- Some visual impressions of the WFS Summer School 2015



National University of Singapore (NUS)

1.The Nomination / Selection Process

Sixty-seven applications were received from NUS students to participate in the IARU GSP courses hosted outside of Singapore. Following a series of selection interviews, 30 students were nominated to the GSP hosts.

Due to limited availability of places for a few popular GSP courses (specifically those at the University of Copenhagen, ETH Zurich and University of Tokyo), 5 students chose to withdraw as they were not offered their first-choice of GSP courses. The sole NUS student nominated for ETH1 was rejected due to capacity constraints (only 5 IARU students are accepted into this course). A total of 24 NUS students participated in GSP 2014 after withdrawals and final selection by the host universities.

Summary			
Course Code	NUS Participants	Course Code	NUS Participants
ANU1	2	PKU3	0
CAM1	2	PKU4	1
COP1	5	TOK1	0
COP2	3	TOK2	1
COP3	0	TOK3	1
ETH1	0	TOK4	3
OXF1	1	UCB1	0
PKU1	1	UCB2	1
PKU2	1	YAL1	2
TOTAL		24	

2.The Difficulties and Challenges Faced and Ways for Improvement

Challenge #1:

COP3 was catered specifically for graduate-level students, but generated a reasonable amount of interest from NUS undergraduates (4 applications were received). None of the undergraduates were nominated for this programme. It would be ideal if all GSP courses would accept the participation of capable undergraduates as well.

Challenge #2:

Competition for ETH1 was intense as the course only accepted 5 IARU students in total. It would be beneficial to the spirit of GSP if each course will accept one or two students from each IARU partner.

Challenge #3:

The PKU courses could benefit from being marketed as one package instead of four separate courses, since students participating in one course or two courses will pay the same programme fee.

TOK1, as a language course, could also benefit if it was combined with another course offered by the University of Tokyo.

3.Further Comments

n/a



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 Myanmar 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	22 June – 25 July 2015												
Academic coordinator(s)	Professor John Miksic and Dr Mohamed Effendy Department of Southeast Asian Studies												
Tuition fee (<i>in USD</i>)	Approx. USD 1,900 (SGD 2,590)												
Accommodation (<i>Short description and participants' costs in USD</i>)	Students stayed in single rooms on-campus at Residential College 4, University Town. Each bedroom comes furnished, and equipped with air-conditioning and internet access. Each level has a common dining area and toilets/showers. In addition, Residential College 4 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. Residential College 4 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. Approximately USD 735 for five weeks (SGD1,025)												
Field trip (<i>Short description and participants' costs in USD</i>)	A 10-day fieldtrip to Myanmar or Indonesia where students were exposed to local cultures and participated in on-site lectures by both the course instructors and local experts.												
Number of student participants	<table> <tr> <td>ANU: 3</td> <td>COP: 5</td> </tr> <tr> <td>ETH: 1</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 17</td> <td>TOK: 0</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 4</td> </tr> <tr> <td>UCB: 0</td> <td>Others: 4</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 34</td> </tr> </table>	ANU: 3	COP: 5	ETH: 1	OXF: 0	NUS: 17	TOK: 0	PKU: 0	YAL: 4	UCB: 0	Others: 4	CAM: 0	Total: 34
ANU: 3	COP: 5												
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NUS: 17	TOK: 0												
PKU: 0	YAL: 4												
UCB: 0	Others: 4												
CAM: 0	Total: 34												
Faculty involvement from other institutions	Associate Professor Cynthia Chou (University of Copenhagen) co-taught one of the modules <i>SE2222 Southeast Asia in Context</i> .												
Initiation year	2006												
Will this course be offered in	Yes												



2016?	
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Successful aspects of the course:

- Students performed very well academically, all completed the assignments and participated in the extracurricular activities. Several students have expressed their praise for the experience, both orally and in writing.
- Students have also enhanced their understanding and interest in research on Southeast Asia. NUS students who participated in the Summer School enrolled in other modules in Southeast Asian Studies in the new semester to learn more about the region.
- Students create long lasting friendships which is sustained by Facebook and Whatsapp interactions. This sets the tone for future collaborations in terms of research and enhanced employment opportunities for all.

Difficulties / Challenges faced:

This was the first time a field trip to Myanmar was organised, and we are pleased that all of the logistical arrangements met the expectations of the participants. The students expressed pleasure at the quality of the accommodations provided.

Further comments:

The moderating of grades according to the normal distribution does not seem appropriate for the summer school. The level of student performance is normally very high, since they receive special experiences in the form of field trips. Also the students come from highly-respected institutions such as Yale. It would be fair to give the lecturers the right to award more high grades.



NUS2: Asia Now! The Archaeology of the Future City

<p>Brief Description</p>	<p>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.</p>
<p>Dates</p>	<p>29 June – 24 July, 2015</p>
<p>Academic coordinator(s)</p>	<p>Dr Margaret Tan (Lecturer & Coordinator) and Dr Rita Padawangi (Lecturer) Tembusu College & Asia Research Institute</p>
<p>Tuition fee (<i>in USD</i>)</p>	<p>Approx. USD 950 (SGD 1,295)</p>
<p>Accommodation (<i>Short description and participants' costs in USD</i>)</p>	<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, 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 613 (SGD 835) for the duration of the programme.</p>
<p>Field trip (<i>Short description and participants' costs in USD</i>)</p>	<p>Three all-day field trips were planned in conjunction with the topics covered in the modules:</p> <p>Field Trip 1: Planning for and Housing the Urban Population</p> <ul style="list-style-type: none"> • URA City Gallery • HDB Gallery • Toa Payoh Town • Bishan-Ang Mo Kio Park (ABC Waters Programme) <p>Field Trip 2: Urban Heritage</p> <ul style="list-style-type: none"> • Singapore River Walk



	<ul style="list-style-type: none"> • Tiger Balm Garden • Bukit Brown Cemetery <p>Field Trip 3: Food Production in Urban Asia</p> <ul style="list-style-type: none"> • Hay Diary Goat Farm • Jurong Frog Farm • Bollywood Veggies • Edible Gardens – Growell Project <p>In addition, we visited the Future Cities Laboratory and attended the Asia Research Institute’s <i>Asia Trends: Finding Singapore</i> film screening and panel discussion.</p> <p>All trips above are at no extra cost to the students.</p>												
<p>Number of student participants</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ANU: 1</td> <td style="width: 50%;">COP: 0</td> </tr> <tr> <td>ETH: 1</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 9</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 2</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 2</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 18</td> </tr> </table>	ANU: 1	COP: 0	ETH: 1	OXF: 0	NUS: 9	TOK: 2	PKU: 0	YAL: 2	UCB: 1	Others: 2	CAM: 0	Total: 18
ANU: 1	COP: 0												
ETH: 1	OXF: 0												
NUS: 9	TOK: 2												
PKU: 0	YAL: 2												
UCB: 1	Others: 2												
CAM: 0	Total: 18												
<p>Faculty involvement from other institutions</p>	<p>Lecturers:</p> <p>Dr Margaret Tan (Tembusu College & Asia Research Institute, NUS) Dr Rita Padawangi (Asia Research Institute, NUS)</p> <p>Plenary speakers:</p> <ul style="list-style-type: none"> • Mr Seow Kah Ping, Senior Director of Urban Planning Excellence Group, Urban Redevelopment Authority (URA) • Dr Sharon Siddique, Visiting Professorial Fellow, Lee Kuan Yew Centre for Innovative Cities, Singapore University of Technology and Design (SUTD) <p>Asia Trends: Finding Singapore Panellists:</p> <ul style="list-style-type: none"> • Assoc Prof Ho Kong Chong, Department of Sociology, National University of Singapore • Ms Braema Mathi, MARUAH • Dr Imran bin Tajudeen, Department of Architecture, National University of Singapore <p>Guided tour of Future Cities Laboratory:</p> <ul style="list-style-type: none"> • Prof Stephen Cairns, Scientific Director, Future Cities Laboratory (FCL) <p>Guided tour of Singapore River:</p> <ul style="list-style-type: none"> • Dr Gregory Bracken, Assistant Professor of Architecture at the Technical University of Delft in the Netherlands, and author, illustrator of the popular ‘Walking Tour’ series of 												



	architecturalcity guides, including London, Paris, Shanghai and Singapore.
Initiation year	2014
Will this course be offered in 2016?	No, there will be a change in course

Successful aspects of the course:

- There was again a nice mix of both local and international students in the programme. Having our local students stay in campus definitely aided in the bonding process among all 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 module), they definitely made up for it with their interest and enthusiasm. Due to the interest of students last year in the Future Cities Laboratory and the PUB Active, Beautiful, Clean Waters (ABC Waters) Programme, we worked these sites into the programme. They proved popular with students this year.
- The preliminary feedback from the students indicates that the programme was manageable (since it is four weeks now) and very enriching. They definitely enjoyed the field trips and found them very informative, especially the tour of farms in Singapore. Many, even our local students, did not realise we have farms in Singapore. The students also appreciated the exposure to both official and alternative voices on the various topics covered in the module.
- For some of our local students, they found the module harder in comparison to the ones they have during term time, mainly because they are “competing” with students from overseas, some of whom are students in their third or fourth year of study and very bright and eloquent. I think this exposure is good for our students to sharpen their intellectual development.

Difficulties / Challenges faced:

- A recurring issue with student visas (due to Singapore’s unique system) meant that the earliest date students could independently visit the relevant government agency to collect their visa document was on the last day of the programme. Fortunately, this issue was mitigated through assistance rendered by the NUS Registrar’s Office.
- We had one student from University of Copenhagen who pulled out of the programme because he had to take care of his sick relative. Eventually, he found help and wanted to join back the programme. But it was too late in the day to process his student registration. We had to reject him, as he will not have a student visa and the necessary insurance coverage.

Further comments:

- We were expecting at least one student, if not two, from each IARU partner university. We were again disappointed with the final number of applicants for our programme. Nine students were from NUS due



to our active publicity efforts. We would like to explore how we can increase the number of students from IARU partners in the next installment.





Peking University

1.The Nomination / Selection Process

For some students, the courses they selected during the application process and the courses they selected during the online application process are not the same. As such, prior to the students admission, it is necessary to verify the students course selection. One student was admitted to and paid for the program, but due to the personal reason, he withdrew from the program.

2.The Difficulties and Challenges Faced and Ways for Improvement

Problem: Peking University 2015 opened 4 courses, but there was a total of 26 IARU member school students enrolled in the courses. Furthermore, the PKU4 class only had 3 students enrolled. IARU students enrollment only accounted for 30% of total enrollment.

Solution: Control the number of IARU courses: Peking University can provide a total of 3 courses in 2016 (instead of 4 courses). Improve the academic quality of each course offered. In the course introduction materials, students who have previously taken the course can provide feedback about the class. Also, the introduction materials can guide students to choose courses with a good balance.

3.Further Comments

PKU will continue in 2016 to provide a 10% discount on tuition and provide 3 free housing arrangements per school. In 2015, PKU introduced the Yenching Academy to IARU students, and the program was warmly received. In the future, the Yenching Academy can be included as part of the GSP program so that students can apply for degree programs—master's and doctorates.



PKU 1: Major Issues Concerning the Rise of China

Brief Description	This seminar course is intended for advanced undergraduate students to examine major issues and topics concerning the rise of China from a broad theoretical perspective, and to engage in the academic discourse and policy debate about implications of China's rise for world politics. The seminar is organized around the central question – will China's rise bring about a fundamental change to the international system? – and roughly divided into three sections: (1) China's rise and the “paradigm change” in world politics; (2) China's quest for identity and order; and (3) implications of China rising for Asia and the world.	
Dates	July 6 to July 31, 2015	
Academic coordinator(s)	Prof. Xu Xin, Cornell University	
Tuition fee (<i>in USD</i>)	Approximate 1500 USD	
Accommodation (<i>Short description and participants' costs in USD</i>)	PKU's Global Village: http://www.pkugv.com/english/index.asp Approximate 580 USD Two single rooms in one suite sharing one living room and bath room. PKU offers up to 3 IARU students from each member school the funding of accommodation in the program from 04/07/15 to 02/08/15.	
Field trip (<i>Short description and participants' costs in USD</i>)	Place: the National Museum of China Date: July 17, 2015 Cost: Free (PKU provided transportation) The field trip to national museum, visiting the exhibition <i>The Road To Rejuvenation</i> . Aimed at showcasing the Chinese official narrative of China's modern history (from the “century of humiliation” to China's rise) to students.	
Number of student participants	ANU: 2 ETH: 0 NUS: 1 PKU: 0 UCB: 0 CAM: 0	COP: 1 OXF: 3 TOK: 0 YAL: 1 Others: 16 Total: 24
Faculty involvement from other institutions	None.	
Initiation year	2013	
Will this course be offered in 2016?	Planned	



Successful aspects of the course:

- Examining different/contending perspectives on some major issues concerning the rise of China;
- Students' active participation in class through presentations, group discussions, and debates;
- Students' diverse backgrounds enriched the learning process; using visual material (video clips, documentaries, etc.) to assist with teaching.

Difficulties / Challenges faced:

- Students' levels and disciplines vary greatly, from undergraduate to graduate, from political science to sciences and engineering. This made a selection of readings and keeping a proper pace of teaching challenging.
- International students would have benefitted more if there were Chinese students enrolled in this course.

Further comments:

n/a







PKU2: Comparative Philosophy - China and the West

Brief Description	<p>In the introduction of Chinese philosophy and culture into the Western academy, we have tended to theorize and conceptualize this antique tradition by appeal to familiar categories. We begin from trying to establish an interpretive context by understanding Plato and metaphysical realism as a persistent Western common sense. We will then explore Confucian role ethics as an attempt to articulate a <i>sui generis</i> moral philosophy that allows this tradition to have its own voice. This holistic philosophy is grounded in the primacy of relationality, and is a challenge to a foundational liberal individualism that has defined persons as discrete, autonomous, rational, free, and often self-interested agents. Confucian role ethics begins from a relationally constituted conception of person, takes family roles and relations as the entry point for developing moral competence, invokes moral imagination and the growth in relations that it can inspire as the substance of human morality, and entails a human-centered, a-theistic religiousness that stands in sharp contrast to the Abrahamic religions. We will also read some Daoist philosophy to register the breadth of the classical Chinese tradition.</p>	
Dates	July 6 to July 31, 2015	
Academic coordinator(s)	Prof. Roger T. Ames	
Tuition fee (in USD)	Approximate 1500 USD	
Accommodation (Short description and participants' costs in USD)	<p>PKU's Global Village: http://www.pkugv.com/english/index.asp Approximate 580 USD Two single rooms in one suite sharing one living room and bath room. PKU offers up to 3 IARU students from each member school the funding of accommodation in the program from 04/07/15 to 02/08/15.</p>	
Field trip (Short description and participants' costs in USD)	0	
Number of student participants	ANU: 3 ETH: 0 NUS: 0 PKU: 0 UCB: 0 CAM: 0	COP: 0 OXF: 4 TOK: 0 YAL: 0 Others: 15 Total: 22
Faculty involvement from other institutions	The University of Hawaii	
Initiation year	2014-2015	



Will this course be offered in 2016?	
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Successful aspects of the course:

- Successes: Many of the students who came to class regularly did very well in understanding the contrast between classical Greek realism and a Confucian empiricism. They wrote exceptional papers, and participated in our class discussions.

Difficulties / Challenges faced:

- The biggest challenge is getting the students to attend class. Poor attendance usually results in a default stereotypical understanding of both philosophical narratives.

Further comments:

No further comments.



PKU3: Special Topics in Chinese Economy

Brief Description	<p>Over three decades, the Chinese economy has undergone a rapid economic transformation at an unprecedented pace and scale. Transforming from a centrally planned economy to a market-oriented system – institutional change ushered an era of industrialization and globalization. After experiencing decades of sustained growth, Chinese economy is at a crossroad – with emerging issues of economic imbalance, environmental degradation, inequity, to aging population – compels scholars to rethink China’s development path. This intense course focuses on the special topics that are key to China’s past, present and future economic development. Throughout the course, case studies and special topic research will serve as core teaching material.</p>	
Dates	July 6 to July 31, 2015	
Academic coordinator(s)	Dr. Chongwei Wong	
Tuition fee (<i>in USD</i>)	Approximate 1500 USD	
Accommodation (<i>Short description and participants’ costs in USD</i>)	<p>PKU’s Global Village: http://www.pkugv.com/english/index.asp Approximate 580 USD Two single rooms in one suite sharing one living room and bath room. PKU offers up to 3 IARU students from each member school the funding of accommodation in the program from 04/07/15 to 02/08/15.</p>	
Field trip (<i>Short description and participants’ costs in USD</i>)	None	
Number of student participants	<p>ANU:1 ETH: NUS:3 PKU: UCB:3 CAM:1</p>	<p>COP: OXF:4 TOK: YAL:1 Others:11 Total:24</p>
Faculty involvement from other institutions		
Initiation year	2013	
Will this course be offered in 2016?	Yes	



Successful aspects of the course:

- This year students reinforced their strong interest in class discussion – with students actively participating in in-class discussion, contributing their thoughts and questions in a highly interactive discussion that was intensive, rigorous, unravelling key insights while being critical with their citation of statistics in Chinese economy.
- Final Symposium followed past years' success of allowing students to share their special topic of interest in Chinese economy – a diverse group of topics had been covered this year – students are able to share their insights and findings to fellow classmates. Final Symposium invited students to submit special topics of specific issues in specific sectors that is of special interest to the student and ask them to articulate the issues' significance to Chinese economy –and the quality of their independent research in their Final essay requirement reflected their strong interest and learning outcome.
- 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. The HungLung Decision in Chengdu, a real estate development case, remain the most highly popular case study, and was a particularly successful case study this year – two student teams were able to nail down quantitatively a valuation of the land parcel involved, and conducted realistic 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 a course that accommodates the diverse academic interest and economic training of students. Whilst the course is designed to comprehensively cover the most important topical issues of Chinese Economy, students with prior academic background in Economic background may find the course material lack theoretical rigor.
- This year an experimental course design of integrating lecture, case study presentation and seminar discussion session resulted in extending the course sessions – may have resulted in session that required more break time intermission.
- Due to student's feedback of high workload -Weekly Essay and Presentation requirement was 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
- Larger class size resulted in significant increased workload on grading assignment that resulted in lower quality and quantity of direct student feedback.
- 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:

- Next year, course improvement will increase seminar discussion and presentation to 50% of course content, and also, increasing the theoretical strength of course content.
- Course meeting time up to 12 hours per week (3 hours per session for 4 days per week) for more lecture and final symposium, student presentation, and in-class discussion.

English competency requirement and standards can be raised for this course



PKU4: 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 2nd and the 15th 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 crosscultural 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	July 6 to July 31, 2015	
Academic coordinator(s)	Prof. Lu Yang	
Tuition fee (<i>in USD</i>)	Approximate 1500 USD	
Accommodation (<i>Short description and participants' costs in USD</i>)	PKU's Global Village: http://www.pkugv.com/english/index.asp Approximate 580 USD Two single rooms in one suite sharing one living room and bath room. PKU offers up to 3 IARU students from each member school the funding of accommodation in the program from 04/07/15 to 02/08/15.	
Field trip (<i>Short description and participants' costs in USD</i>)	None.	
Number of student participants	ANU:0 ETH:0 NUS:1 PKU:0 UCB:0 CAM:0	COP:0 OXF:1 TOK:0 YAL:1 Others:14 Total:17
Faculty involvement from other institutions	None.	
Initiation year	2014-2015	
Will this course be offered in 2016?	No.	



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 multi-dimensional 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.

Further comments:

n/a



University of California Berkeley

1.The Nomination / Selection Process

Overall the nomination and selection process was a smooth process. It is helpful to hear from all institutions, regardless of whether there are students nominated for the program.

2.The Difficulties and Challenges Faced and Ways for Improvement

Navigating the visa process is always a challenge, for both outbound and inbound students, especially when working with such a diverse group of scholars. Also, clarity and consistency in detailing course requirements is important for students and coordinators to understand eligibility.

3.Further Comments

UC Berkeley matched the Santander Scholarship to provide further financial assistance to outbound students.

UCB1 and UCB2 took place on different dates, and as such, planned activities such as the co-curricular activities were not available to all students.



UCB1: Environmental Leadership Program

Brief Description	3-week summer certificate course on Sustainable Environmental Management.
Dates	June 27, 2015 - July 18, 2015
Academic coordinator(s)	Anita Ponce
Tuition fee (in USD)	4,000.00
Accommodation (Short description and participants' costs in USD)	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 (Short description and participants' costs in USD)	At no additional cost to participants, field trips included: San Francisco 3 Bridges Tour, Point Reyes/Muir Woods, Silicon Valley and South Bay Salt Ponds, Salinas/Santa Cruz, Berkeley urban garden sites.
Number of student participants	ANU: 1 ETH: 1 NUS: PKU: 1 UCB: CAM: COP: 2 OXF: 1 TOK: YAL: Others: Total: 6
Faculty involvement from other institutions	None.
Initiation year	2014
Will this course be offered in 2016?	Yes.

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:

1. 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.)



- 2. Some extra work in creating new procedures for IARU-GSP participants, in particular for the visa process.
- 3. 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	Course focuses on the interplay between popular protest movements and contemporary (mainstream/social) media in international and comparative perspective.												
Dates	July 7 – August 13, 2015												
Academic coordinator(s)	Dr. Tamirace Fakhoury (Academic Coordinator and Course Instructor)												
Tuition fee (<i>in USD</i>)	2300 USD												
Accommodation (<i>Short description and participants' costs in USD</i>)	2419 USD + 500 USD deposit for 41 nights												
Field trip (<i>Short description and participants' costs in USD</i>)	Weekly excursions exploring the Bay Area are organized by Berkeley Study Abroad at no cost to participants.												
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td>ANU: 1</td> <td>COP: 3</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 1</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 2</td> <td>YAL: 1</td> </tr> <tr> <td>UCB: -</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 11</td> </tr> </table>	ANU: 1	COP: 3	ETH: 0	OXF: 1	NUS: 1	TOK: 2	PKU: 2	YAL: 1	UCB: -	Others: 0	CAM: 0	Total: 11
ANU: 1	COP: 3												
ETH: 0	OXF: 1												
NUS: 1	TOK: 2												
PKU: 2	YAL: 1												
UCB: -	Others: 0												
CAM: 0	Total: 11												
Faculty involvement from other institutions	The instructor invited this time faculty from UC Santa Cruz Sonoma University and San Francisco State University to hold discussions with students and serve as jury scholars (final session). One PhD candidate from the department of Sociology at UC Berkeley was also invited to guest lecture												
Initiation year	2013												
Will this course be offered in 2016?	Yes												

Successful aspects of the course:

- The course introduces students in a six-week period to seminal works in social movement theories and to major case studies in protest movements since 2011 while building on historical waves of contention.
- The course is highly interdisciplinary
- The course familiarizes students with political contexts in Latin America, the Arab world, Europe, and the USA
- The course draws on student-centered and digital learning techniques (academic blogging).
- By the end of the course, the students build individual and collective websites in which they problematize several case studies. Thus, outputs are concrete.



- The course offers through guest lectures and field trips opportunities for exchange with activists, social movements, and faculty who have published on social change
- The course curriculum is flexible and adapts itself to contemporary developments as the subject matter is dynamic and rooted in real world challenges. Thus content can be highly motivating and adaptable to various circumstances.
- The course offers opportunities for group work, interactive discussions, debates, and peer evaluation

Difficulties / Challenges faced:

- Students have different disciplinary backgrounds. Some are familiar with sociological and political science frameworks, while others have no notions of the latter.
- Students have different writing and critical thinking skills
- Some students are drawn to the academic part while others relate more to the media component
- The course requires rigorous coordination, with two instructors needing to work harmoniously to synchronize learning objectives, outcomes and grading.

Further comments:

Despite the above mentioned difficulties, the course is able to synchronize different learning paces through collaborative work, peer work, and adapted lectures.





University of Cambridge

1.The Nomination / Selection Process

The system works fairly well, however there is a very broad range of student backgrounds in some cases, which inevitably means some have expectations of the programmes that we cannot meet. We would always like to have more nominations, to counteract the number of students who withdraw during the process. The timetables are tight, but workable.

2.The Difficulties and Challenges Faced and Ways for Improvement

Our concerns centre on how to attract more students and – particularly – how to retain students once they have applied. Very many pull out during or after the selection process, which then makes programmes very vulnerable, and in some cases, these are no longer financially viable. With a collegiate University, we are unable to negotiate lower accommodation of teaching room costs, and therefore our programme costs are higher than some other partners. We should re-open debate about whether we offer programmes every year or not in each place. If all other partners have no problems filling spaces on their programmes, then the need, clearly, is for our institution to select a topic for the programme which is more attractive. But there is an abiding impression that the students we attract to all of these programmes are the ones who also consider many options, and therefore are more likely to withdraw. We need to find ways which ensure we are not all competing for the same students, so perhaps need to be more strict about only nominating a student for one GSP programme, and therefore only offering one GSP place to any one student. That would need a spreadsheet that we could all consult before offering places.



CAM1: Our Changing World

Brief Description	The leaders of tomorrow will need to be aware of the events that change the world, and the key issues facing world leaders today. Using specific examples from both past and present, the core course, plenary lectures and discussion sessions will address issues such as climate change, scientific discovery, international development, international relations, financial crises, disease, diplomatic incidents, war and natural catastrophe, to identify a number of what the teaching team consider to be world-changing events. Sessions will explain the key causes, impact and repercussions of these events. Participants will write on related subjects, from a literary, historical or international relations perspective.												
Dates	05/07/14 – 01/08/14												
Academic coordinator(s)	Sarah Ormrod, Director, University of Cambridge Summer Schools Sir Tony Brenton, GSP Programme Director												
Tuition fee (<i>in USD</i>)	c\$2740												
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\$2550												
Field trip (<i>Short description and participants' costs in USD</i>)	Short visit to Madingley Hall, our 16th-century headquarters. In addition, some participants joined optional weekend visits to places such as The Royal Greenwich Observatory, Canterbury, Hampton Court and Stratford-upon-Avon to see Othello.												
Number of student participants	<table> <tr> <td>ANU: 3</td> <td>COP: 1</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: 0</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 11</td> </tr> </table>	ANU: 3	COP: 1	ETH: 0	OXF: 0	NUS: 2	TOK: 0	PKU: 1	YAL: 3	UCB: 0	Others: 0	CAM: 1	Total: 11
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ETH: 0	OXF: 0												
NUS: 2	TOK: 0												
PKU: 1	YAL: 3												
UCB: 0	Others: 0												
CAM: 1	Total: 11												
Faculty involvement from other institutions	-												
Initiation year	2015												
Will this course be offered in 2016?	Possibly: to be discussed at the September meeting.												



Successful aspects of the course:

Participants enjoyed the new core course, as well as the diversity of plenary 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. Post-plenary discussions allowed the students to question expert speakers more closely. Discussions during the core course, and in weekly feedback sessions developed the students' understanding of the complex issues surrounding the course topic and - importantly - promoted a strong sense of community amongst the GSP students. Weekly feedback sessions allowed an opportunity to discuss progress, and ideas for ways to get even more out of the 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. We were able to support 8 out of 11 incoming students with Santander funding.

Difficulties / Challenges faced:

The students found writing to a very tight deadline on subjects which were unfamiliar to them very challenging. (Library access is limited to reading rights only, and opening hours are limited.)The breadth of the topic the course addressed meant that there were inevitably a number of subjects that the students would have liked us to include, or to cover in more depth. There were logistical challenges in maintaining an optimum order for the delivery of lectures, due to speakers' commitments, and some difficulties in matching expectations of how closely supervision topics would relate to lecture topics. There were challenges in matching student backgrounds to supervisor and supervision groups, which would perhaps have diminished had the group been a little larger.

Further comments:

The following are comments from the questionnaires we gave out at Cambridge:

What appealed to you most?

- *The breadth of topics covered.*
- *The topic of international relations was widely discussed, but it is something outside my major: I have opened my eyes to many events around the world.*
- *The lecturers were very passionate and knowledgeable.*
- *I really enjoyed being able to learn about a range of issues from world experts.*
- *The discussion sessions.*
- *Having a mix of nationalities/unis was great.*

On academic rigour, challenges and supervisions:

The chance to discuss and get more detailed feedback on my work. Normally feedback is limited to a mark, maybe a sentence or two at the end of a paper. It was also very interesting to explore some of the broader ideas that came out of our sessions.

The supervision essays gave us the opportunity to really stretch our knowledge and our skills. The feedback from the supervisor was always fair.

It is confronting to be critiqued in front of your colleagues, particularly when you have only had a week to write an essay and it is very imperfect. The supervisor handled that dynamic well, which was much appreciated.

... difficult to find certain books.

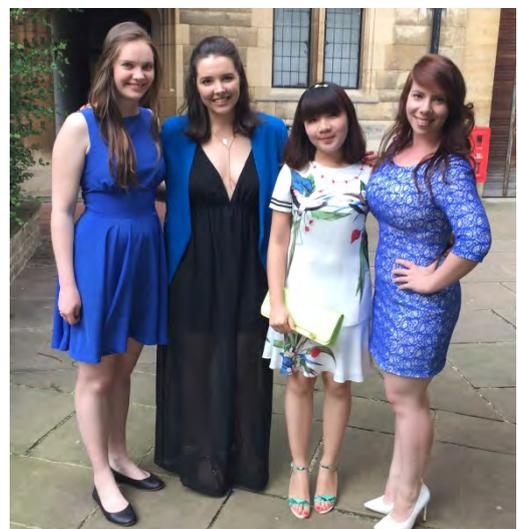
Reading [for] and writing an essay on a topic within a week on which I had little or no background knowledge. I think completing the essays was also the more rewarding aspect.

Recommendations:

- *Allowing us to go to more lectures on science or history.*
- *[Providing] a more detailed description of lecture topics.*
- *I hope we can have more access to required readings.*
- *It would be great if our supervisors course recommend articles that we can download instead of (or as well as) books.*
- *It would promote continuity and ensure connections are made if the essay topics draw more closely in the lecture topic[s]*
- *A greater focus on research – I found the best lectures to be the ones in which lecturers discussed their own findings.*

General comments:

All respondents (10 out of 11 students) agreed that the academic content and speakers' delivery and preparation met or exceeded their expectations, and that the content of lectures was relevant to the theme. All felt that their questions were dealt with promptly and supportively by the speakers. All respondents felt that they had been introduced to new fields of study, and had gained a great deal from the programme. All would recommend the programme to others.





The University of Copenhagen

1.The Nomination / Selection Process

Unfortunately, the number of applicants for the GSP at UCPH dropped this year, which resulted in us only having a limited number of qualified students to choose from.

There are a limited number of IELTS tests available in Denmark. Language tests are fairly expensive and students hesitate to take tests in advance if they are not sure that they will be accepted for a course/exchange programme.

2.The Difficulties and Challenges Faced and Ways for Improvement

Difficulties:

For advisors and for applicants looking at more GSP courses, keeping an overview of the required application material for the various courses can be a challenge

Suggestions for improvements:

To provide an easy overview of the required application material for the various courses, a “snapshot” format document could be useful. It could be made available to both administrators and students.

3.Further Comments

n/a

	former course participant).
Initiation year	2007
Will this course be offered in 2016?	Yes

Successful aspects of the course:

This course brings together students from all over the world and from all sorts of academic disciplines. Despite this diversity, the students are exceptionally open to each other. Dialogue was strong and the social atmosphere was welcoming. Prof K. Brian Söderquist was especially happy with the engagement of the students. It is clear that these are some very talented, hard-working students.

Difficulties / Challenges faced:

With so much diversity it is often a challenge to find the right form of instruction and dialogue. Some students had read many of Kierkegaard's texts before coming to Copenhagen, while many had not read anything by Kierkegaard prior to the course.

Further comments:

Quote from Prof K. Brian Söderquist: "This is my favorite course to teach. Smart, passionate students enroll in the course and they have turned in some excellent papers."





	NUS: 3 PKU: 1 UCB: 1 CAM: 0	TOK: 3 YAL: 1 Others:2 Total: 20
Faculty involvement from other institutions	Dr. George Leeson, University of Oxford, UK, Senior Research Associate, Louise Lafortune, University of Cambridge, UK, Director R&D Academic Relations, Palle Høy Jakobsen, Novo Nordisk, and Assistant Professor, Till Winkler, Copenhagen Business School.	
Initiation year	2011	
Will this course be offered in 2016?	Yes	

Successful aspects of the course:

This is the fifth time Center for Healthy Aging is running the course. This year we have made a change by including a new lecture and a project on health innovation. Both have been a big success according to student feedback.

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

1. A well-functioning interdisciplinary concept, where the students' individual preferences can be met.
2. Well prepared lecturers. Most provided the students with a truly interdisciplinary perspective with great empirical support. The lecturer's research studies are sophisticatedly designed and well established.
3. A highly dynamic and well integrated combination of lectures conducted in classrooms, different practical scientific projects carried out by different teams at different locations, and presentation of the project work and report writing by the students. The students have all thoroughly engaged and enjoyed all aspects of academia and social interaction.

Examples from the students:

"It was a fantastic, worthwhile experience and I really enjoyed my time in Copenhagen." Navreen Kaur Kular, ANU

"I really liked the course and the change to interact with students from so many places in the world". Marie Skøtt Rasmussen, COP

"Thank you so much for organizing such an amazing program. Most lectures and activities are great. The thing I love most is the people in the program!! I have learned and enjoyed a lot just by talking to people." Alisa Zhao, UCB

Difficulties / Challenges faced:

This year we had the opportunity to grant students with Novo Talent Program Scholarships, which was very good. Thus, we were able to invite more students to join the course. Unfortunately, the opportunity occurred after the IARU application deadline (March 6), which was a challenge, as the chance to get the information to flow quickly through the right channels in order to get engaged students to apply fast was different due to the tight deadlines. Next year, we will prepare a smooth process for these scholarships if they will be available again.

Further comments:

n/a





COP3: Urban Culture in Theory and Action

Brief Description	The course combines academic theory on urban issues with hands-on practice in cultural entrepreneurship and social innovation through lectures, seminars, tutorials, group work, workshops and field trips across the city of Copenhagen.
Dates	10/08/15 – 22/08/15
Academic coordinator(s)	Assistant Professor Rasmus Christian Elling, ToRS, Uni of Copenhagen
Tuition fee (<i>in USD</i>)	Danish applicants without enrolment at a university, EU/EEA/Switzerland applicants and non-EU/EEA/Switzerland applicants with a permanent Danish residence permit: USD 227 Non-EU/EEA/Switzerland applicants: USD 1,040 Students enrolled at the University of Copenhagen or other Danish universities and students nominated as exchange students through the home university's exchange agreement with the University of Copenhagen: No tuition fee.
Accommodation (<i>Short description and participants' costs in USD</i>)	Accommodation was available in student halls of residences. Costs ranged from USD 540-810/month and one month's rent refundable deposit.
Field trip (<i>Short description and participants' costs in USD</i>)	The programme included nine field trips and off-campus workshops, some optional. The field trips included ethnographic fieldwork at a music festival, training in urban source urbanism in public space, performances, visits to social innovation projects, do-it-yourself workshops and more In general, most students had rented, bought or borrowed bikes, but a few had expenses (approx. 6 USD pr. trip) for public transportation.
Number of student participants	ANU: 0 ETH: 0 NUS: 0 PKU: 0 UCB: 1 CAM: 0 COP: 10 OXF: 1 TOK: 0 YAL: 0 Others: 24 Total: 36
Faculty involvement from other institutions	There were several guest lecturers from various departments at the University of Copenhagen, from other Danish universities as well as from universities around the world, including NYU /Shanghai, Plymouth University and Helsinki University.
Initiation year	2015
Will this course be offered in 2016?	Yes



Successful aspects of the course:

- It was an exceptionally rewarding experience for all involved teaching staff and external partners to plan and execute this course. Preliminary feedback from both during and after the summer school clearly shows an overwhelmingly positive response from students, several of whom have described the course as one of the best educational experiences in their academic life. We are currently gathering feedback from online evaluation surveys as well as from in-depth interviews with students for a report due mid-September.
- Thanks to diligent planning with our external partners (the music festival Strøm and the co-creative community PB43), as well as magnificent assistance from administrative staff and input from the inter-departmental *Urban Culture Lab* initiative at our Faculty, practically all aspects of the summer school were successfully managed: from the innovative system for pairing students in groups to the on-campus and off-campus activities and group work and to the examination.
- The student body was very diverse, consisting of 14 nationalities from 15 different universities and 28 different disciplines; yet the tutorials and group assignments created surprisingly strong interdisciplinary and cross-cultural synergies. The end result – 5-page synopses and oral presentations of the eight groups’ different project ideas – was generally much stronger than expected, and several of the groups expressed their intention to carry out the projects as real-life entrepreneurship.
- The innovative nature of the summer school has already been studied for a project on didactic innovation at the University of Copenhagen; and a research team at another Danish university is planning to use the summer school as a case study in successful combinations of traditional and experimental learning processes. Our experiences will feed into the planning of next year’s summer school as well as the planning of yet another summer school premiering next year.

Difficulties / Challenges faced:

- We had a strong interest in the course (45 eligible applicants) but it was difficult to attract students specifically from the IARU network. We surmise that this may be due to the fact that the summer school is new, and that it will be easier next year – particularly since we have such good evaluations and feedback to present. However, we also have a strategy for attracting more IARU students: we are currently editing a short video that introduces the summer school together with a booklet presenting the summer school’s philosophy, content and structure. We plan to target this publicity material to relevant departments in IARU partner universities over the fall semester. Our aim is that out of 40-50 accepted applicants in 2016, at least one-third should be from IARU universities. This will further consolidate the summer school internationally as a respected institution for innovative higher learning.

Further comments:

- From Rasmus Christian Elling: *I can only add that this has been the most rewarding and exciting experience in my own history as a university teacher. I am proud of our students who managed, in two weeks, to grow intellectually and creatively at a fast pace – and, in the process, to establish an international network of young entrepreneurs working to better their respective urban environments around the world. I am grateful for IARU giving us this opportunity.*



University of Oxford

1.The Nomination / Selection Process

The GSP was advertised via the University website, at our International Careers fair and through student newsletter emails. An Oxford selection panel considered all applications before making nominations to host universities. This panel also allocated any available scholarships and bursaries. Students were advised of whether they had been nominated and any funding they would receive if they were accepted by the host institution.

We received 59 course applications from 36 students, an increase from last year's 43 course applications from 26 students. Oxford nominated 24 students and 20 participated in this year's GSP.

2.The Difficulties and Challenges Faced and Ways for Improvement

The change in the format of the application form meant fewer students had problems completing the form than in 2014. However, a number of students reported they were unable to complete some sections and tick the boxes to indicate the course(s) they were applying to attend.

We were not copied into all emails informing Oxford students of the outcome of their application. This meant we were unsure of who had been accepted; this also meant we were unsure of whether we would need to reallocate any funding and so restricted us from offering it to other students. It would be helpful if host institutions could send a spreadsheet to the sending university to summarise the students accepted onto their courses and any funding they have awarded to them. This would especially ease the process of reallocating Santander funding where students drop out.

3.Further Comments

There was confusion over the number of students we could nominate to PKU courses. The snapshot said they were aiming to receive three students from each partner university for each course. This was the institution for which we received the highest number of applications and so the Oxford selection panel took a long time discussing who was most suitable for each course and how we should nominate students to maximise the number of students who could attend whilst ensuring they could attend the most relevant courses for them. Through later correspondence with PKU it became apparent that this was the number of students they could offer accommodation funding to rather than the maximum number of students they could accept from each partner; this was disappointing as we could have nominated more students to PKU and/or nominated students could have attended more PKU courses.



OXF1: Global Challenges of the 21st Century – Environmental, Technological and Urban Sustainability

Brief Description	<p>The Oxford Global Summer Programme offered a general introduction to a range of scientific and development challenges of the 21st century and addressed, in particular, issues of climate change, conservation and urbanisation.</p> <p>The course was designed for undergraduates. Each student was expected to work outside their usual area of expertise and was required to adopt methods (scientific/non-scientific) appropriate to the questions posed. <i>No prior</i> scientific knowledge was required.</p> <p>The course was delivered through tutorials, class meetings, seminars/ presentations, project work and discussions.</p>										
Dates	29 June 2015 – 25 July 2015										
Academic coordinator(s)	Professor Angus Hawkins										
Tuition fee (<i>in USD</i>)	Tuition fees: GBP 1,087 @ 1.6 USD 1,739.20										
Accommodation (<i>Short description and participants' costs in USD</i>)	<p>Accommodation and meals were provided in Exeter College in central Oxford. The college is one of the University's oldest, see http://www.exeter.ox.ac.uk/.</p> <ul style="list-style-type: none"> • Participants had a single study-bedroom, with shared bathroom and toilet facilities. The college buildings are mainly four storeys high and access to bedrooms is by stairs only. • Meals were provided in the college dining Hall. The first meal was lunch on Monday 29 June and the last was breakfast on Saturday 25 July. No lunches were provided at weekends. <p>Accommodation charges: GBP 2,688 @ 1.6 USD 4,200.80</p>										
Field trip (<i>Short description and participants' costs in USD</i>)	None										
Number of student participants	<table> <tr> <td>ANU: 2</td> <td>COP: 3</td> </tr> <tr> <td>ETH: 2</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 0</td> <td>YAL: 4</td> </tr> <tr> <td>UCB: 2</td> <td>Others: 0</td> </tr> </table>	ANU: 2	COP: 3	ETH: 2	OXF: 0	NUS: 1	TOK: 2	PKU: 0	YAL: 4	UCB: 2	Others: 0
ANU: 2	COP: 3										
ETH: 2	OXF: 0										
NUS: 1	TOK: 2										
PKU: 0	YAL: 4										
UCB: 2	Others: 0										

	CAM: 0	Total: 16
Faculty involvement from other institutions	n/a	
Initiation year	2008	
Will this course be offered in 2016?	Yes	

Successful aspects of the course:

- Academic level of student output
- Improved coherence of academic course offered

Difficulties / Challenges faced:

- At an administrative level the rushed timescale for receiving and processing applications, confirming places on the course and issuing visa-support documentation remains a problem. Should the full details of the courses be advertised from 1 November and nominations made from 1 December?
- Several of the students faced difficulties arising from conflicts of timing between their home university calendar and the time of the Oxford programme. Either they had not been able to complete the required preparatory reading or they had to set aside time during the Oxford programme to work on essays or revision for their home university.
- If the schedule of advertising and recruiting to the course was altered as in paragraph 1, this would at least allow time for preparatory reading to be completed by the students.

Further comments:

n/a





The University of Tokyo

1.The Nomination / Selection Process

- The nomination and selection process went well according to the timeline for GSP 2015. However, the number of applications from UTokyo dropped almost to half of last year probably due to the change in the academic calendar at UTokyo that might have caused confusion and some cautiousness towards study abroad among the students.
- Although the nominee met participation requirements for the course, the student was not selected due to shortage in the quota for GSP students.

2.The Difficulties and Challenges Faced and Ways for Improvement

- Cancellation: two students cancelled their participations after the acceptance of offer. Although there are any cancellation fees charged to students under the current application system, we needed to go through extra internal procedures. To avoid such situation, setting a deadline for cancellation would be one option even for us.
- Accommodation: there are no university dormitories provided for short-term program participants and very few hotels locating within a walking distance to the campus. We offer a single room in a hotel which we believe the best with a special discount rate, but some students still complain it is pricy even though a cost comparison is available on the GSP site.
- Lack of interaction with local students: regularly very few UTokyo students register TOK courses. It is a chronic pain in the neck for us to offer opportunities for GSP and UTokyo students to mingle in and outside of the classrooms. Volunteer UTokyo student conducted a campus tour and joined the day trip to Nikko for the purpose of interaction with GSP students, but this is still a far cry from what they expect.

3.Further Comments

- Students should follow a course schedule announced in advance except for unavoidable situations and not change or cancel course activities at their discretion.
- Some kind of information share sheet would be useful to confirm financial aids and selection results on participants between coordinators.



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	29/06/15 – 10/07/15	
Academic coordinator(s)	Professor Yasuto KIKUCHI and Associate Professor Mariko MASUDA	
Tuition fee (<i>in USD</i>)	USD 250 /JPY 29,600	
Accommodation (<i>Short description and participants' costs in USD</i>)	Hotel Kizankan: 5 minutes from Hongo Campus on foot Participants had a single room with facilities of a shower, toilet, free wifi, air conditioner, study desk and TV. Breakfast is available for an extra JPY 800 per day. Accommodation charge excepting breakfast: USD 850 / JPY 101,400	
Field trip (<i>Short description and participants' costs in USD</i>)	One day excursion to Nikko, a world heritage site, by a chartered bus with all participants of TOK courses for a study of Japanese culture and history. Participants had a unique cultural experience of Soba Making in a group and had it for lunch. This was a joint excursion with the UTokyo Amgen Scholars Program. Field trip charge: Exempted	
Number of student participants	ANU:0 ETH:0 NUS:0 PKU:0 UCB:1 CAM:0	COP:1 OXF:2 TOK:0 YAL:1 Others:0 Total:5
Faculty involvement from other institutions	None	
Initiation year	2008	
Will this course be offered in 2016?	Yes	



Successful aspects of the course:

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

“Learn basic Japanese Language.”(Chinese, Female, answering to “What do you hope to get out of this course?” in the pre-course questionnaire.)

“I hope to be able to converse in Japanese in a basic level with Japanese here in Japan.”(Singaporean, Female, same as above.)

In this course, 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. 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.

“This course is a great introduction to Japanese, that is intense enough to get a thorough understanding of the basics and be able to communicate in general day-to-day interactions.” (Dutch, Female)

“Excellent program! The classes were fun. The teachings were practical.” (American, Male)

“This course is so fun & interesting! It’s definitely worth going!” (Chinese, Female)

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 we provided various materials, including our e-learning system as pre-course material, for the students to learn hiragana (one of the character sets of Japanese) throughout the course, some students had difficulty reading the words/sentences written in hiragana even towards the end of the course.

Increase in interest in Japanese culture : The students’ interest in Japanese culture, especially in the pop culture, increases every year and further cultural things in the course seem to be appreciated.

Further comments:

The students’ attitude of helping each other facilitated the smooth running of the course, and a smaller number of students than usual allowed us to pay ample attention to each student.



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	29/06/15– 10/07/15	
Academic coordinator(s)	Professor Hideki KOIZUMI	
Tuition fee (in USD)	USD 190 / JPY 22,200	
Accommodation (Short description and participants' costs in USD)	Hotel Kizankan: 5 minutes from Hongo Campus on foot Participants had a single room with facilities of a shower, toilet, free wifi, air conditioner, study desk and TV. Breakfast is available for an extra JPY 800 per day. Accommodation charge excluding breakfast: USD 850 / JPY 101,400	
Field trip (Short description and participants' costs in USD)	A half day study visit by a chartered bus to private construction and management companies: Mitsubishi Estate Co., Ltd. and Mori Building Co., Ltd. to learn about urban planning and development. One day excursion to Nikko, a world heritage site, by a chartered bus with all participants of TOK courses for a study of Japanese culture and history. Participants had a unique cultural experience of Soba Making in a group and had it for lunch. This was a joint excursion with the UTokyo Amgen Scholars Program. Field trip charge: Exempted	
Number of student participants	ANU:1 ETH:3 NUS:1 PKU:3 UCB:0 CAM:0	COP:0 OXF:2 TOK:16 YAL:0 Others:0 Total:26
Faculty involvement from other institutions	None	
Initiation year	2008	
Will this course be offered in 2016?	Yes	

Successful aspects of the course:

Fascinating lectures of a variety of fields on sustainable urban management.



Voices of Students:

- *learnt a lot from the course and all lecturers were very engaging and tried their best to make us understand complex idea in a very limited time slot.*
- *some teachers are really fun and others are academic both great.*
- *very interesting seminars, Enjoyed the variety and broad subject matter.*
- *some of the lectures are really interesting, especially the one of professor Yusuke Obuchi, and the one of the only female professor, and the last lecture of this course I quite enjoy the presentation part.*

Great Fun Group Work

Voices of Students:

- *what I especially liked was the group work in the flood protection class.*
- *Really liked the set work.*

Attractive Field Work

Voices of Students:

- *learnt a lot from these private companies. Good effort*
- *the introduced projects were very interesting. It was great to have the opportunity of an interesting discussion and thank you for the possibility to enjoy the view from the Mori Tower.*
- *a trip that showed some beautiful projects in Tokyo and some of the ideas and development behind them. Enjoyed it a lot. Some of the matter was a little too much an 'advertisement', but understandable that they want to display their projects with pride.*
- *great field trip.*

Difficulties / Challenges faced:

- Setting the standard for the class is difficult because of different backgrounds of the students. For example, a student who learnt planning in their bachelor course stated: *“It would have been nice to have a little more detailed courses. Much of the topics that were covered had already been part of my Bachelor's programme...”*
- Then it may be necessary to consider background of students and adjust level of class, for instance giving further study themes to students whose background is planning or similar disciplines.
- Regarding the study visit, because of the weather, the time allocated for a walking around the sites were reduced. There was an opinion requesting to have a walk around the site; *“It would have been nice to walk around in the areas a bit more, to actually see some improvements.”*

Further comments:

n/a



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. Along with those introductory classes, we will hold two workshops, one on Risk Management and Post Disaster Relief after the March 2011 Earthquakes and another on Territorial Disputes and Nationalism, where participants are encouraged to make contributions in the discussion with invited specialists.	
Dates	09/07/15– 21/07/15	
Academic coordinator(s)	Professor Kiichi FUJIWARA	
Tuition fee (<i>in USD</i>)	USD 250 / JPY 29,600	
Accommodation (<i>Short description and participants' costs in USD</i>)	Hotel Kizankan: 5 minutes from Hongo Campus on foot Participants had a single room with facilities of a shower, toilet, free wifi, air conditioner, study desk and TV. Breakfast is available for an extra JPY 800 per day. Accommodation charge excluding breakfast: USD 920 / JPY 109,200	
Field trip (<i>Short description and participants' costs in USD</i>)	One day excursion to Nikko, a world heritage site, by a chartered bus with all participants of TOK courses for a study of Japanese culture and history. Participants had a unique cultural experience of Soba Making in a group and had it for lunch. This was a joint excursion with the UTokyo Amgen Scholars Program. Field trip charge: Exempted	
Number of student participants	ANU:2 ETH:2 NUS:1 PKU:2 UCB:2 CAM:1	COP:3 OXF:2 TOK:20 YAL:1 Others:0 Total:36
Faculty involvement from other institutions	None	
Initiation year	2010	
Will this course be offered in 2016?	Yes	



Successful aspects of the course:

- The students showed strong interest on sub-culture and counter-culture in Japan, a segment that has been added last 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 crosscutted 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.
- The class time of 105 minutes in a new academic calendar is challenging for students; causing them to lose concentration towards the latter part of the lectures when two or three classes take place on after the other.



TOK 4: 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 will include visits to active laboratories in the University of Tokyo.
Dates	09/07/15 – 22/07/15
Academic coordinator(s)	Professor Takuji TAKAHASHI
Tuition fee (<i>in USD</i>)	USD 190/ JPY 22,200
Accommodation (<i>Short description and participants' costs in USD</i>)	Hotel Kizankan: 5 minutes from Hongo Campus on foot Participants had a single room with facilities of a shower, toilet, free wifi, air conditioner, study desk and TV. Breakfast is available for an extra JPY 800 per day. Accommodation charge except for breakfast: USD 850 / JPY 101,400
Field trip (<i>Short description and participants' costs in USD</i>)	-One day study visit to AIST (National Institute of Advanced Industrial Science and Technology) and RIKEN (Japan's largest comprehensive research institution) relating to course themes by a chartered bus. -One day excursion to Nikko, a world heritage site, by a chartered bus with all participants of TOK courses for a study of Japanese culture and history. Participants had a unique cultural experience of Soba Making in a group and had it for lunch. This was a joint excursion with the UTokyo Amgen Scholars Program. Field trip charge: Exempted
Number of student participants	ANU:3 ETH:3 NUS:3 PKU:0 UCB:1 CAM:0 COP:2 OXF:1 TOK:1 YAL:2 Others:0 Total:17
Faculty involvement from other institutions	None
Initiation year	2008
Will this course be offered in 2016?	Yes

Successful aspects of the course:

- Most students were satisfied with this course which provided a wide range of topics in the nanoscience field.
- The lab-tours after the daily lectures as well as the study visit to AIST and RIKEN gave good opportunities for experiencing the actual research environments.

Difficulties / Challenges faced:

- Some lectures were hard to understand for certain students whose major was different from the lecture topics. For instance, the nanotechnology section which mainly treated the semiconductor technology was difficult for the student with biology background.
- The lecture period (1 hour and 45 minutes) was a little bit long with no break.
- Since very few students from UTokyo attended this course, we could not provide sufficient opportunity for IARU students to communicate with UTokyo students. We will need to encourage more UTokyo students to participate in this course.

Further comments:

- If some practical work like a little experiment in the clean room can be included, the students will gain more valuable experience.





Yale University

1.The Nomination / Selection Process

Some universities required additional application materials and this caused some confusion for the students and those processing the outgoing applications. The students don't ever seem to submit the additional materials with their application without us going back to them and asking for it. A possible solution would be to either make the requirements the same for all courses or to clearly list in the application what needs to be submitted by students. Can we list the additional requirements right next to or underneath to the course title and/or could student possible upload those documents somewhere? The process for our incoming students seemed to go smoothly. One thing that Yale needs to do is make sure we explicitly say that we have a TOEFL requirement of 100 for the incoming students taking the Yale course.

2.The Difficulties and Challenges Faced and Ways for Improvement

We had one Yale student very interested in the ETH Zurich World Food Summer School and she was rejected because there were not enough seats in the course. It was disappointing that they couldn't take the 1 Yale student who applied to the course. One other continued challenge is communication concerning nominations and accepted students. We should make it a priority to make sure all GSP coordinators know if their students are attending a course that they were nominated for.

3.Further Comments

We created an online GSP application for Yale students wishing to study at another university and it has helped cut down on manually typing everything from a paper application. This is the same application template that our students wishing to study abroad use. Happy to report that I feel communication about scholarships was excellent this year. I knew exactly how much funding my students were getting at the host universities so I could coordinate with people here about funding that outgoing Yale students receive.



YAL1: Moral Foundations of Politics

Brief Description	Open to Yale students and students from the International Alliance of Research Universities (IARU) Global Summer Program. Two students from each partner university, including Yale, will be admitted to this course. Partial funding is provided for 2 students from each partner university. An introduction to contemporary perspectives on foundational normative issues of political life. Provides an introduction to the core first-order normative questions of political morality as we might argue about them today. Students are expected to have read "Justice as Fairness: A Restatement" by John Rawls prior to the first day of class. 1 Credit.												
Dates	Session B: Arrival, Sunday July 5. Class dates: July 6 - August 7.												
Academic coordinator(s)	Andrew March												
Tuition fee (<i>in USD</i>)	With Yale Summer Session half tuition scholarship, the students paid \$1800.												
Accommodation (<i>Short description and participants' costs in USD</i>)	Yale Summer Session students residing on campus will be housed in Morse and Stiles, two of Yale's twelve undergraduate residential colleges. Each has its own courtyard, dining hall, common room, library, laundry facility, and computer cluster. Students will be housed in double room and share a common living area. With the Banco Santander half room and board scholarship, the students paid \$1,487.50 USD.												
Field trip (<i>Short description and participants' costs in USD</i>)	Students had several extracurricular activities including a campus tour, welcome lunch, a reception with the Dean of CIPE, a trip to the United Nations with lunch in New York City, and a farewell dinner. This year the students had a special ice cream reception to welcome our new Dean of Summer Session. The Summer Session office covered the cost of the events.												
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ANU: 2</td> <td style="width: 50%;">COP: 3</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 2</td> </tr> <tr> <td>NUS: 2</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 3</td> <td>YAL: 3</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 3</td> <td>Total: 21</td> </tr> </table>	ANU: 2	COP: 3	ETH: 0	OXF: 2	NUS: 2	TOK: 2	PKU: 3	YAL: 3	UCB: 1	Others: 0	CAM: 3	Total: 21
ANU: 2	COP: 3												
ETH: 0	OXF: 2												
NUS: 2	TOK: 2												
PKU: 3	YAL: 3												
UCB: 1	Others: 0												
CAM: 3	Total: 21												
Faculty involvement from other institutions	N/A												
Initiation year	2015												
Will this course be offered in 2016?	At the moment we are not sure what the program will be for 2016.												

Successful aspects of the course:

The students were very engaged in class discussions, worked very hard and seemed to get a lot out of the readings. (Andrew March)

Difficulties / Challenges faced:

Unsurprisingly, the main difficulty was the language barrier of the Peking students and to a lesser extent the Tokyo students. As with any class setting, there was a small group of more confident and eager students, but the concerns about the Chinese students compounded this. For this reason I switched half way through the class to a group discussion and presentation model, which ensured that the Chinese and Japanese students had a fair chance to prepare and participate. (Andrew March)

Further comments:

n/a



Snapshot of GSP 2015

GSP 2015 – Courses Duration and Finances

Numbers as communicated during the application period or in the courses reports.

University	Abbr.	Course	Dates	Length (weeks)	Tuition fee (USD, including additional mandatory fees, textbooks and any subsidies - excluding visa)	Accommodation fee (USD, including any subsidies)	Field Trip (USD)	Total (USD)
Australian National University	ANU1	Mobilising Research	22 June - 17 July	4	3,190 waived for incoming students	1,211	492	1,703
ETH Zurich	ETH1	World Food System Summer School 2015	1-15 August	2	770	--	--	770
National University of Singapore	NUS1	Southeast Asia in Context	22 June - 25 July	5	1,900 waived for IARU students	1,250	1,800	3,050
	NUS2	Asia Now! The Archaeology of the Future City	29 June - 24 July	4	950	613	--	1,563
Peking University	PKU1	Major Issues Concerning the Rise of China	6-31 July	4	1,500	580	--	2,080
	PKU2	Comparative Philosophy - China and the West	6-31 July	4	1,500	580	--	2,080
	PKU3	Special Topics in Chinese Economy	6-31 July	4	1,500	580	--	2,080
	PKU4	Silk Road: A History of Cultural and Material Exchanges	6-31 July	4	1,500	580	--	2,080
University of California, Berkeley	UCB1	Environmental Leadership Program	27 June - 18 July	3	4,000	--	--	4,000
	UCB2	Media and Global Protest Movements	7 July - 14 August	6	2,300	2,419 (+ 500 deposit)	--	4,719
University of Cambridge	CAM1	Our Changing World	5 July - 1 August	4	2,740	2,550	--	5,290



University	Abbr.	Course	Dates	Length (weeks)	Tuition fee (USD, including additional mandatory fees, textbooks and any subsidies - excluding visa)	Accommodation fee (USD, including any subsidies)	Field Trip (USD)	Total (USD)
University of Copenhagen	COP1	Kierkegaard – The Individual in Global Society	8-24 July	3	With Agr: -- Non- EU: 1,085 EU: 445	540-810/month + one month's rent refundable deposit	30 Transportation	With Agr: 540 - 810 Non-EU: 1,625 - 1,895 EU: 985 - 1,255
	COP2	Interdisciplinary Aspects of Healthy Aging	7-26 July	3	With Agr: -- Non- EU: 930 EU: 595	540-810/month + one month's rent refundable deposit	--	With Agr: 540 - 810 Non-EU: 1,470 - 1,740 EU: 1,135 - 1,405
	COP3	Urban Culture in Theory and Action	10-22 August	2	With Agr: -- Non- EU: 1,040 EU: 227	540-810/month + one month's rent refundable deposit	--	With Agr: 540 - 810 Non-EU: 1,580 - 1,850 EU: 767 - 1,037
University of Oxford	OXF1	Global Challenges of the 21st Century – Environmental, Technological and Urban Sustainability	29 June - 25 July	4	1,793	4,200 including meals	--	5,993
The University of Tokyo	TOK1	Introduction to the Japanese Language	29 June - 10 July	2	250	850	--	1,100
	TOK2	Sustainable Urban Management	29 June - 10 July	2	190	850	--	1,040
	TOK3	Japan in Today's World	9-21 July	2	250	920	--	1,170
	TOK4	Nanoscience	9-22 July	2	190	850	--	1,040
Yale University	YAL1	Moral Foundations of Politics	5 July - 7 August	5	1,800	1,487	--	3,287

GSP 2015 Application Numbers

Application to courses			University of origin									Total	
			ANU	ETH	NUS	PKU	UCB	CAM	COP	OXF	TOK		YAL
Australian National University	ANU 1	Mobilising Research	8		4		2	1	1	1		4	21
ETH Zurich	ETH 1	World Food System Summer School 2015	10		5	2	1	2	4	2	1	1	28
National University of Singapore	NUS 1	Southeast Asia in Context	6	1								5	12
	NUS 2	Asia Now! The Archaeology of the Future City	5	1					2		1	2	11
Peking University	PKU 1	Major Issues Concerning the Rise of China	15		2			3	2	12		1	35
	PKU 2	Comparative Philosophy - China and the West	9		0			1		6		1	17
	PKU 3	Special Topics in Chinese Economy	9		2		4	3		8		4	30
	PKU 4	Silk Road: A History of Cultural and Material Exchanges	7		2		1			2		1	13
UC Berkeley	UCB 1	Environmental Leadership Program	17	3	*	1		1	7	1			30
	UCB 2	Media and Global Protest Movements	12		7	6			6	3	2	1	37
University of Cambridge	CAM 1	Our Changing World	26		3	3	1	2	1			4	40
University of Copenhagen	COP 1	Kierkegaard: The Individual in Global Society	12	2	8	2	2				1	1	28
	COP 2	Interdisciplinary Aspects of Healthy Aging	12	1	9	1	1			1	1	2	28
	COP 3	Urban Culture in Theory and Action	1		4	1	1	1				1	9
University of Oxford	OXF 1	Global Challenges of the 21st Century	23	2	3		2		2		4	7	43
The University of Tokyo	TOK 1	Introduction to the Japanese Language	4		1				2	3		1	11
	TOK 2	Sustainable Urban Management	12	3	3	2			1	2		4	27
	TOK 3	Japan in Today's World	8	2	2	4	3	1	2	5		2	29
	TOK 4	Nanoscience	16	3	8		1	2	4	1		5	40
Yale University	YAL 1	Moral Foundations of Politics	28		4	4	1	5	7	4	2	3	58
Applications to courses (Outgoing students, first choice)			240	18**	67	26	20	22	41	51***	12	50	547

Notes:

* N/A Applications received directly by UCB.

** ETH Zurich in total have had 18 applicants (headcount).

- 6 students indicated 2 preferences.
- 2 students in total had to be rejected (one had one preference, one had two preferences).
- 3 students were nominated to their second priority only, this concerns the following courses:
 - 1st preference: UCB1 allocated to 2nd preference: OXF1
 - 1st preference: OXF1 allocated to 2nd preference: NUS2
 - 1st preference: TOK2 allocated to 2nd preference: NUS1

*** Please note: this does not include the language course at PKU for which we received 8 applications. 51 applications were received from 36 students in total

GSP 2015 Participation Breakdown *Figures in (-), as showing in the individual Course Reports. Otherwise as communicated in the-Applications and Participation Database.*

Participation to courses			University of origin											Total	
			ANU	ETH	NUS	PKU	UCB	CAM	COP	OXF	TOK	YAL	IARU		Non IARU
Australian National University	ANU 1	Mobilising Research	6		2		1	1	2			3	15	7	22
ETH Zurich	ETH 1	World Food System Summer School		5		1	1	1	1	1			10	14	24
National University of Singapore	NUS 1	Southeast Asia in Context	2	1	17				(5)			4	24	4	28
	NUS 2	Asia Now! The Archaeology of the...	1	1	9		1		5(0)		2	2	21	2	23
Peking University	PKU 1	Major Issues Concerning the Rise of...	2		1			1	1	3		(1)	8	16	24
	PKU 2	Comparative Philosophy - China and...	2(3)		1(0)					3(4)		1(0)	7	15	22
	PKU 3	Special Topics in Chinese Economy	1		(3)		3	1		3(4)		1	9	11	20
	PKU 4	Silk Road: A History of Cultural...	1(0)		1					2(1)		1	5	14	19
UC Berkeley	UCB 1	Environmental Leadership Program	1	1		1			2	1			6	29	35
	UCB 2	Media and Global Protest Movements	1		1	2			3	1	2	1	11	0	11
University of Cambridge	CAM 1	Our Changing World	3		2	1		1	1			3	11	0	11
University of Copenhagen	COP 1	Kierkegaard: The Individual in Global...	2	2	5	2	1		9		1	1	23	14	37
	COP 2	Interdisciplinary Aspects of Healthy A.	2(3)	1	3	(1)	1		4	1	1(3)	1	14	2	16
	COP 3	Urban Culture in Theory and Action					1		10	(1)			11	24	35
University of Oxford	OXF 1	Global Challenges of the 21st Century	2	2	1		2		3		2	4	16	0	16
The University of Tokyo	TOK 1	Introduction to the Japanese Language					1		(1)	2		1	4	0	4
	TOK 2	Sustainable Urban Management	1	3	1	2(3)			1(0)	2	16		26	0	26
	TOK 3	Japan in Today's World	2	2	1	2	1	1(2)	3	2	20	1	35	0	35
	TOK 4	Nanoscience	3	3	3		1		2	1	1	2	16	0	16
Yale University	YAL 1	Moral Foundations of Politics	2		2	3	1	3	3	2	2	3	21	0	21
Total participants			34	21	50	14	15	9	50	24	47	29	293	152	445
Thereof outgoing participants			28	16	24	14	15	8	27	24	10	26	192		
Applications outgoing students (for reference)			240	18	67	26	20	22	41	51	12	50	547		

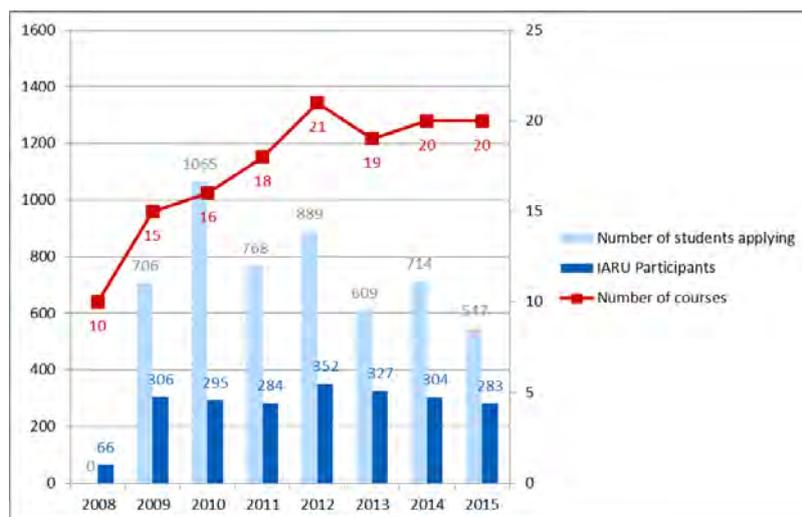
*Students taking multiple courses:

Combination of Courses	Number of students taking multiple courses
TOK1 & TOK2	2
TOK1 & TOK3	3
PKU3 & PKU4	1
PKU2 & PKU3	1
PKU1 & PKU3	3
Total	10

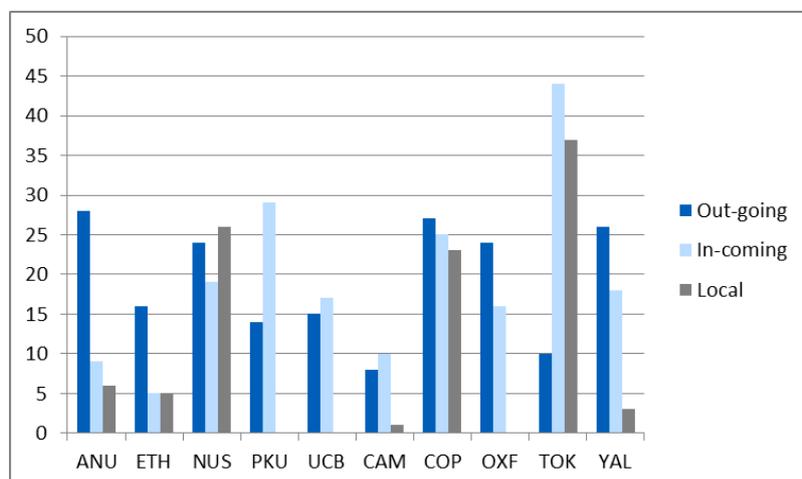
*Total number of IARU students attending GSP 2015 (headcount): 283

Corresponds to 445 participants – 152 non-IARU students – 10 students taking multiple course

Total number of Courses, Applications and IARU Participation (2008-2015)



IARU Student Mobility GSP 2015



IARU Students Mobility (2008-2015)

	2008			2009			2010			2011			2012			2013			2014			2015		
	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	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	28	9	6
ETH	1			10	13	0	15	6	5	8	2	1	10	6	11	8	7	14	12	17	9	16	5	5
NUS	8	6	0	42	66	0	28	50	30	28	33	18	32	42	22	25	22	3	29	33	27	24	19	26
PKU	4			30	13	0	15	14	8	21	14	3	30	28	0	11	27	0	22	47	2	14	29	0
UCB	7			41	36	1	20	16	8	22	12	33	14	19	22	24	28	26	19	20	1	15	17	0
CAM	5	8	0	14	18	0	13	13	0	8	14	0	2	14	0	13	6	0	18	14	0	8	10	1
COP	6			32	29	0	25	31	13	22	43	24	37	45	22	43	42	20	47	25	7	27	25	23
OXF	3	5	0	5	17	0	18	14	0	11	14	1	16	15	0	25	12	0	20	14	0	24	16	0
TOK	5	20	0	17	35	0	15	31	26	27	23	0	41	33	42	31	56	45	21	51	18	10	44	37
YAL	4	17	5	39	19	2	20	12	3	8	18	2	22	29	2	22	14	1	32	17	0	26	18	3
Total	63	63	15	258	259	5	196	196	99	185	185	85	242	242	123	230	230	117	252	252	70	192	192	101

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

Course Survey Analysis – General Overview

General Information

The survey questions were the same as the previous year, with the addition of a new one to capture the credit transfer between universities and to measure the extent to which acquiring credits through the GSP course is considered important by the students.

Most survey questions consisted of statements where students had 5 options to choose from. In this analysis these options have been converted to numerical values as follows:

- Strongly Agree/Agree/Excellent/Very Important 5 Units
- Agree/Important/Good 4 Units
- Neutral 3 Units
- Disagree/Unimportant/Fair 2 Units
- Strongly Disagree/ Very Unimportant 1 Unit

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

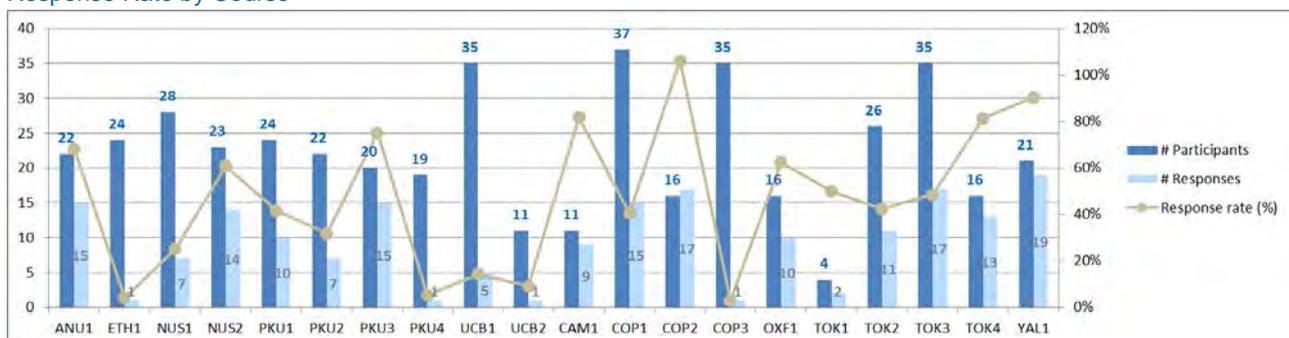
The survey link was generated by the Secretariat and sent out by the course organizers to the course participants. They had been asked to invite all course participants to fill out the survey – also non-IARU students. The answers of the non-IARU students are included in the analysis. Blank answers are not reflected in the percentage values.

Response Rate

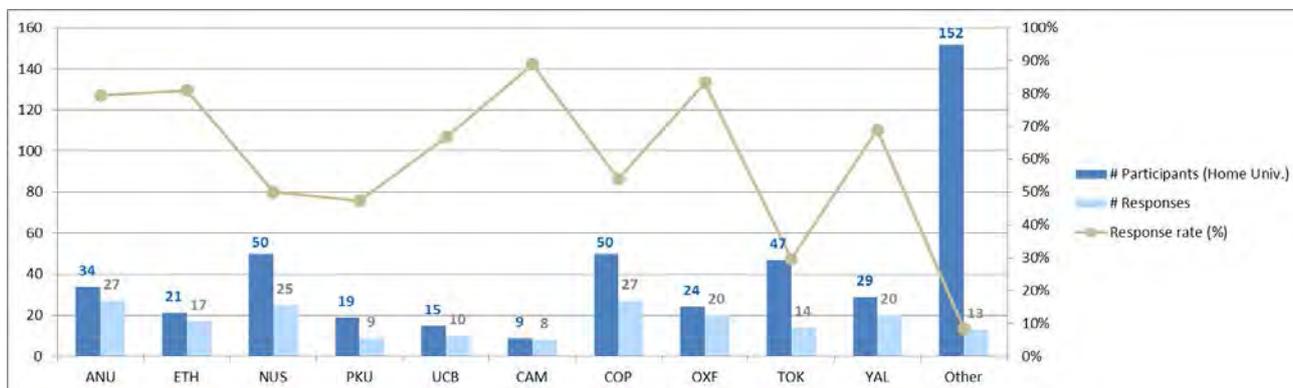
The survey was accessed 377 times in total, but only 171 students completed the questionnaire. That is approximately 60% of all GSP students (2013: 58%, 2014: 48%).

Several courses (ETH1, PKU4, UCB2, COP3, TOK1) received less than the minimal required number of five answers. Nonetheless they are included in this general overview. The GSP Coordinators received the individual courses survey answers from the Secretariat.

Response Rate by Course



Response Rate by Home University

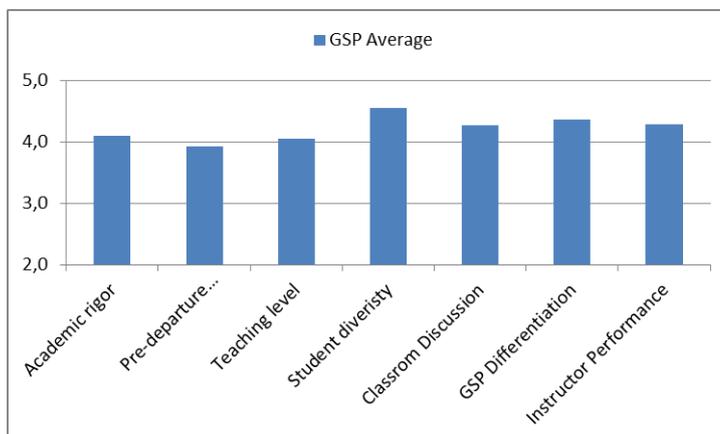


The overall answers to the survey are available as Appendix I to this chapter, a general summary is provided below per each survey section.

Section 1- GSP Course and Rigor

Overall there is great satisfaction with the academic rigor of the courses (78% of the respondents answered Strongly Agree and Agree).

Students were satisfied with the information they received from the course organizer before the GSP started, and only 9% (16 students) were of the opposite opinion. Their main reasons being that they judged the prerequisites of the course, background knowledge or reading materials were unclearly stated and/or the focus of the course diverged in itinere from the initial plan.



Looking at the GSP average, the program performed well with almost all questions scoring above 4.

The GSP courses were found to be taught at the right level (42% agree), only in a few cases students expressed difficulty in following parts which were more advanced and only 5 students considered the course below the suggested level.

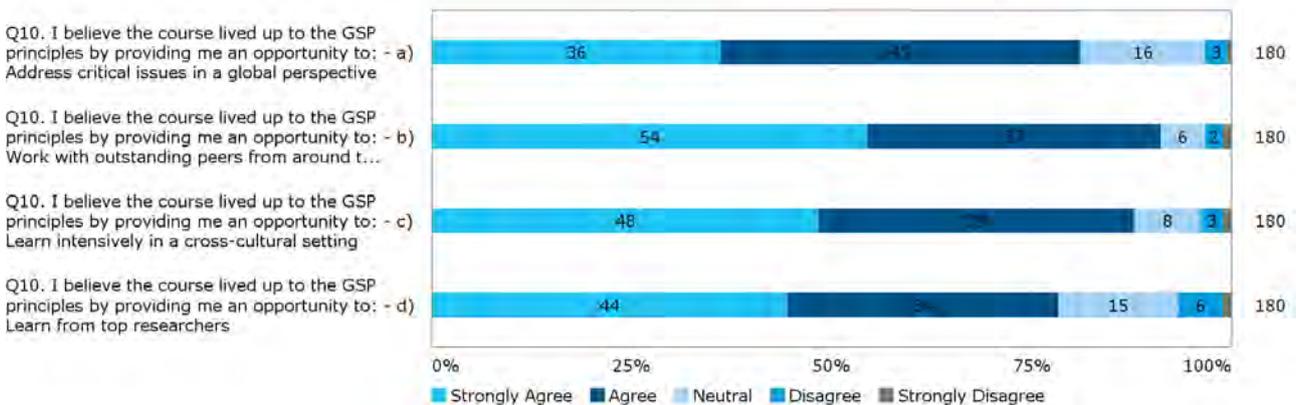
Students diversity is a constant key success factor of the GSP (64% Strongly Agree). The students' different geographical and academic backgrounds also brought opportunities to engage with classmates in academic discussions. The lecture format is the least appreciated by students because it limits their possibilities of interaction, yet strongly motivated groups reported they found time to exchange outside the teaching hours.

Overall 52% agree that the GSP course was different from their regular degree courses. The specific comments to this question however point to very different experiences.

Teaching was very positively judged: 85% of the respondents rated the overall performance of their course instructor Good or Excellent.

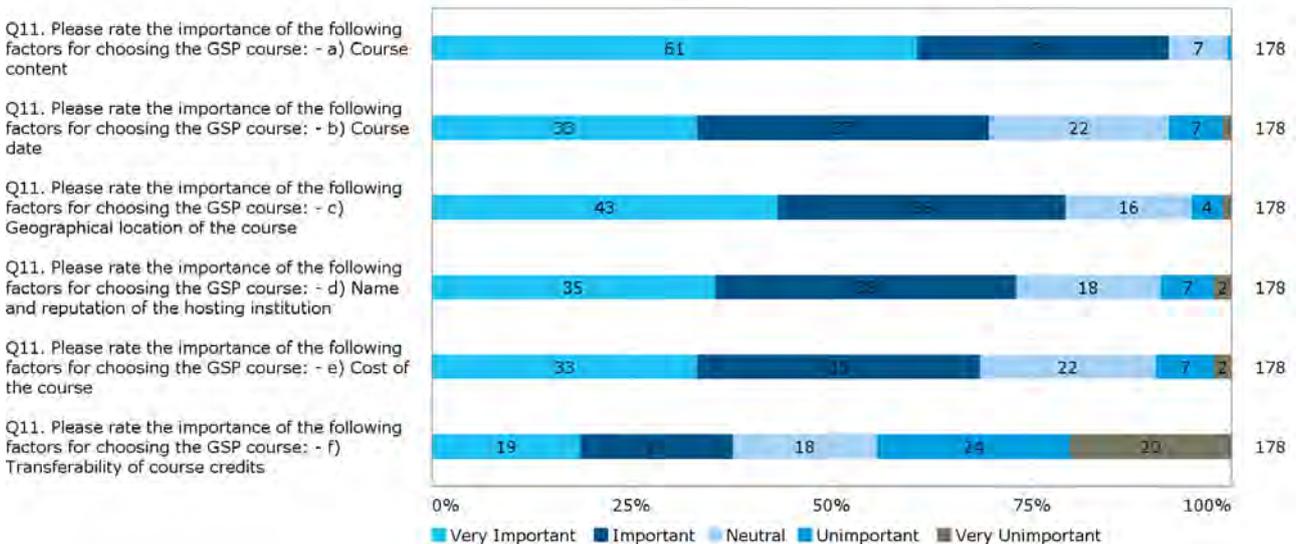
Section 2- GSP Aims, Description & Principles

The GSP 2015 program lived up to its aims and principles, with over 80% of the students judging the course they attended met the distinguishing features, and goals, of the IARU Global Summer Program.



Section 3- Participation Criteria

As for the factors that influenced the choice of the GSP course, the majority of the students considered that the course content is a “very important” factor (61%), along with the geographical location of the course (43%) and the name and reputation of the hosting institution (35%). Practical aspects such as the costs and course dates are considered “very important” by only 33% the students. The transferability of credits plays a less important role in the decision: 19% of the students judge it “very important”. On this matter, it should be noted that some courses were attended by newly graduated students, therefore not seeking credits.



The majority of the credits acquired with the GSP were not transferred (43%), whilst 37% of the students will have all credits transferred and only 20% will acquire only some credits. An overview of the credit transfer per university of origin of the students is given in Appendix II.

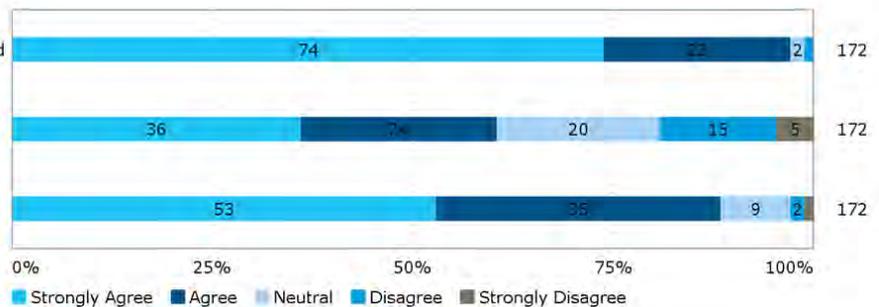
Section 4- Overall GSP Experience

74% of the respondents strongly agree that the GSP course was a good experience for them and 53% believes it will positively impact on their career/career goals. The overall positive experience is reflected in the number of students who would recommend or have already recommended the GSP course to a peer (87%, corresponding to 148 respondents).

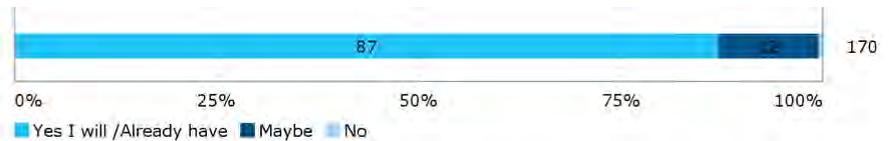
Q13. Please state your agreement with the following statements - The GSP course was a good experience for me

Q13. Please state your agreement with the following statements - The GSP course gave me a feeling of being part of a broader IARU network...

Q13. Please state your agreement with the following statements - I believe that the participation in the GSP course has/will ha...

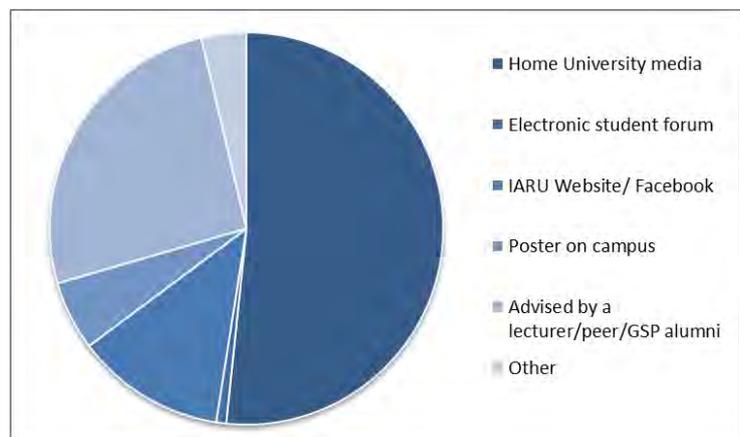


Q21. Would you recommend the GSP as a program to your peers?



The Official Facebook GSP group is now enlarged with 107 new members, a large part of whom we can assume were new to IARU since only 57 students were aware of the alliance before participating in the IARU GSP. Not all courses gave the feeling of being part of a broader IARU network, only 36% “strongly agreed” and 40% felt neutral or disagreed.

The home universities’ websites are the most frequently used source of information to learn about IARU GSP, followed by other university publications. The IARU website, the advice of a fellow or of a former GSP participants were mentioned each by approximately 10% of the respondents. While universities are and shall continue to be the primary sources of information, the IARU can improve its own outreach capacity building on both a more attractive website and a more active social media presence.





Selected comments from IARU students

Demonstrating the development of a global perspective

- I have most enjoyed interacting with and learning alongside so many people from different countries and cultural backgrounds - it has really opened my mind to the different challenges we face in tackling environmental issues around the world.
- The major gain from the program is developing skills and building relationships
- This course is as much about experiencing a new culture as it is about making friends with students across the globe, whether they're from a new culture or not.
- The friendships I would make will be so strong as to warrant me staying in the host country for an extra week to go travelling with my new companions.
- I loved being given an introduction to Japan in the different aspects.
- Surviving in China without the language skills, but then trying my best to learn!
- Working in very diverse teams, which I think went very well.
- To work and chat to loads of different people from around the world. Trying to gauge as much as possible the cultural differences between us
- Being able to experience and successfully work with students from a variety of multi-cultural backgrounds and academic specializations. I felt that I managed to gain insights into many multi-disciplinary areas due to contact with extremely bright and talented international students
- The diversity of opinion and first hand research that is not found online

Demonstrating the intensity of their summer learning experience

- Be calm and do research
- I had never written so much in such a condensed period of time.
- I really enjoyed the task at the end of TOK2, giving the opportunity for everyone to be creative, inventive, insightful and at the same time learn to communicate and co-operate closely. I think this intense contact was really inspiring for all those that got involved.
- That my academic level surpassed my own expectations.
- I experienced a lot of knowledge sharing from the other students
- This course has helped me shape what I want to do with my life. I would highly recommend it.
- The course is really intense, with 5 essays due in 3 weeks, but I learned how to collect evidences in a really short time in an totally unfamiliar field, which is a useful skill to have for my further pursuit in the academics.
- I'm proud of our GSP course that we managed to find solutions in group work under time pressure, even though we had to first deal with our cultural differences and explain how our ideas work.
- Something I found particularly daunting and challenging was the supervisions. On reflection I found them handwork but very rewarding. The completion of the four essays in four weeks and the chance to discuss them and the ideas arising from them was invaluable. While we get feedback for assessment, it isn't often that we get to discuss it in such detail.

Suggestions for improvement



Students mentioned the following factors with regards to the program:

- Interaction amongst students: a large number of students wished to have more opportunities/time to interact with peers and local students.
- Reduce workload, or structure the course more clearly.
- Improve pre-departure information, in particular about the mandatory reading materials.

Only 5 students mentioned costs and funding have been a problem.

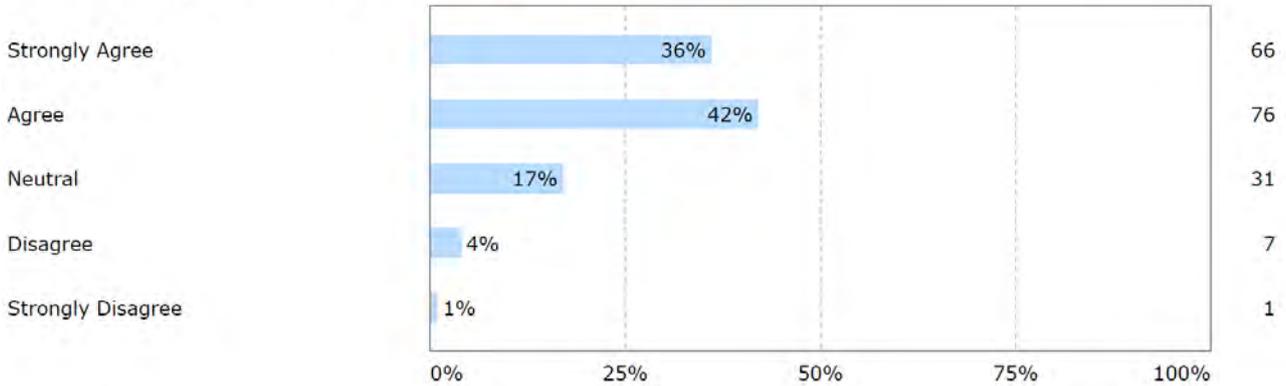


Appendix I – Survey Answers

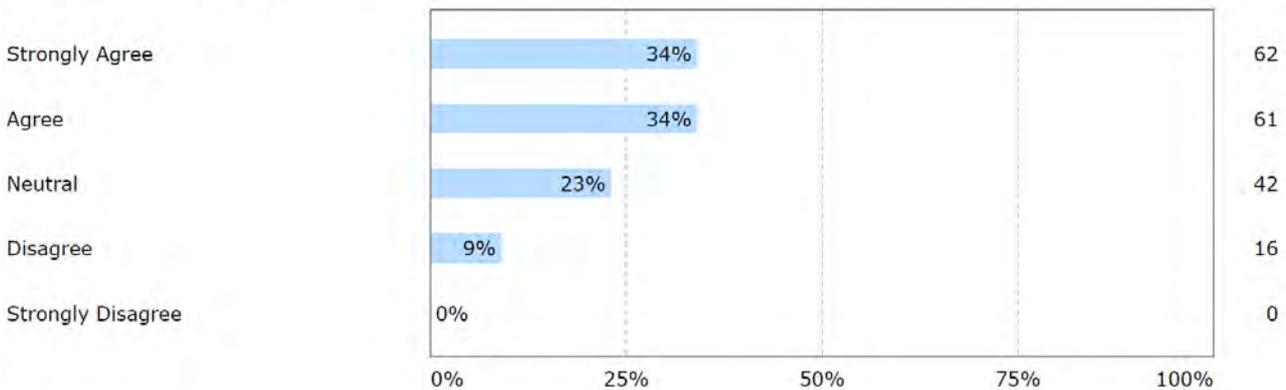
Q1. Please indicate your home university.

Q2. Please indicate the GSP course you attended.

Q3. Overall, this GSP course was academically rigorous (e.g. research-led, intense learning, high academic standards).

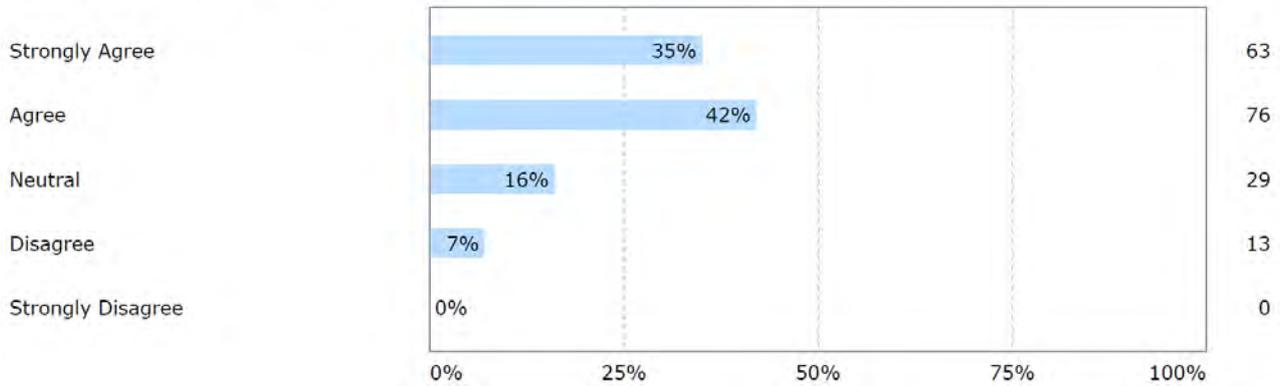


Q4. The information you had received from the course organizer before the GSP course started clearly explained what to expect in terms of class content, including prerequisites (if any).

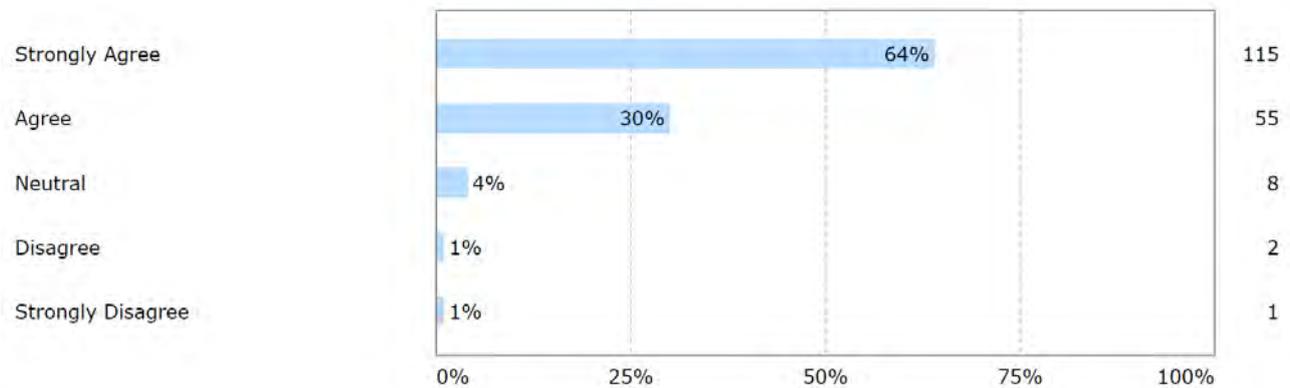




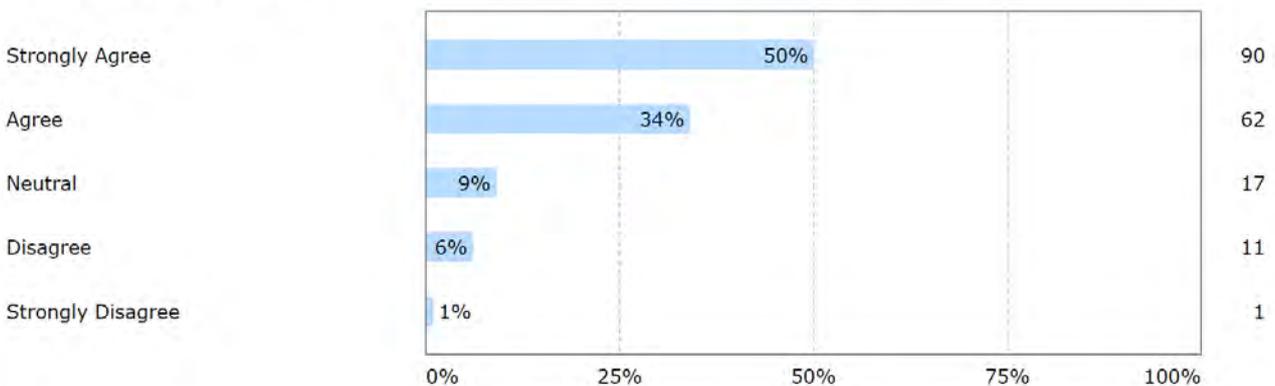
Q5. The GSP course was taught at the right level (e.g. introductory or advanced, as indicated in the course profile).



Q6. The GSP course had a good diversity of students in terms of geographical representation and academic background.

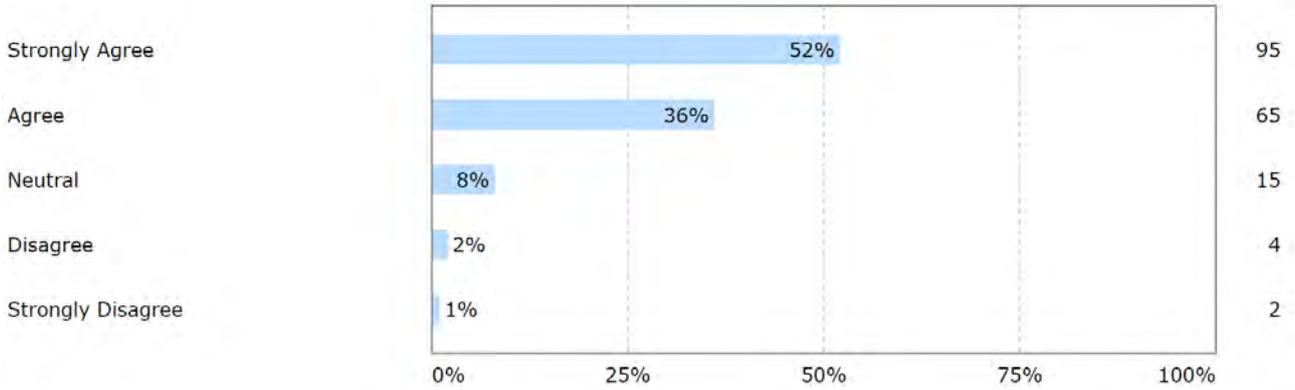


Q7. The GSP course offered sufficient opportunities to engage with classmates in academic discussion.

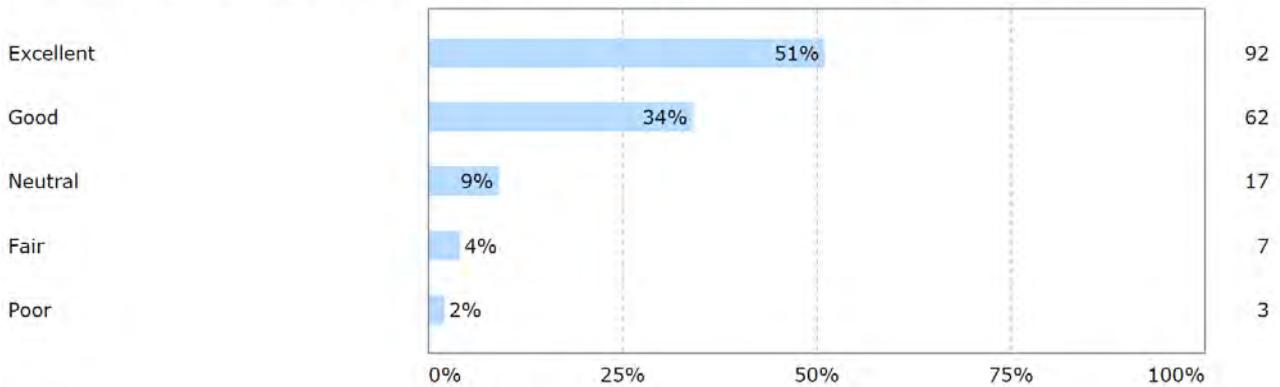




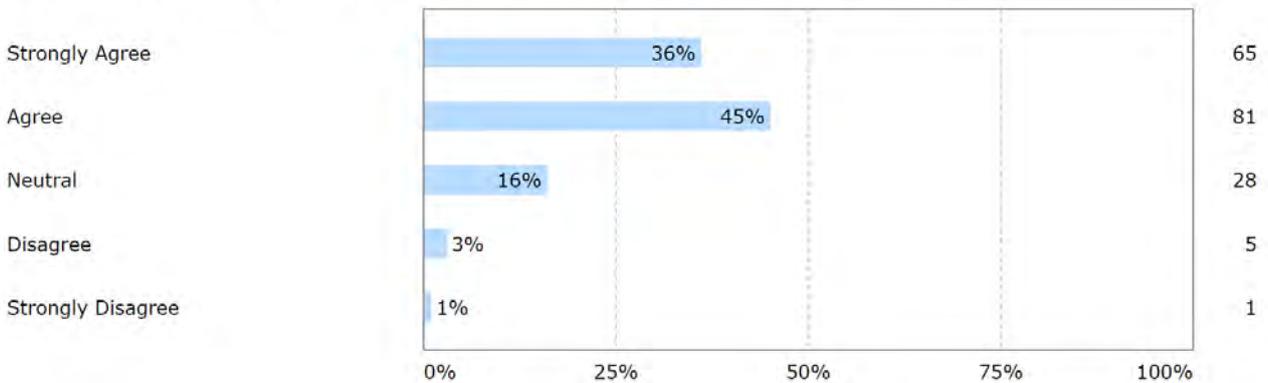
Q8. The GSP course I attended was different from regular courses in my degree program.



Q9. How do you rate the overall performance of your course instructor/s?

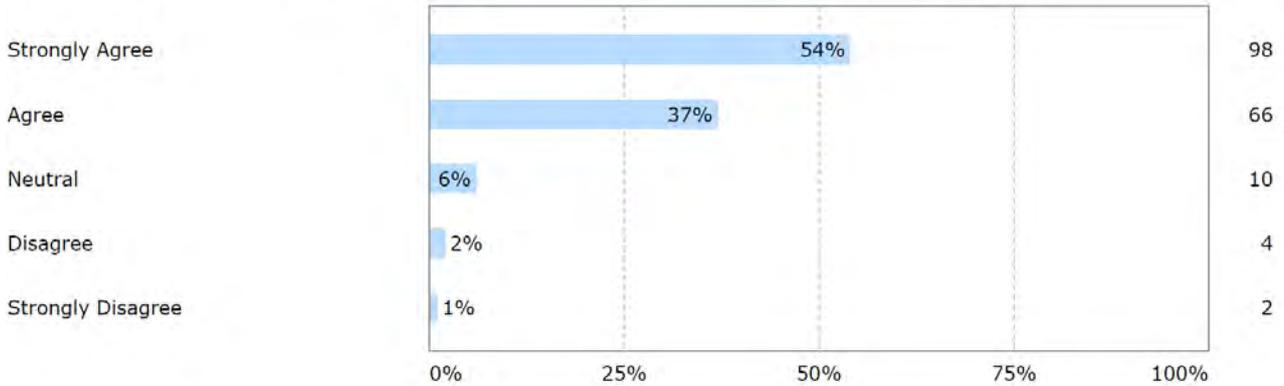


Q10. I believe the course lived up to the GSP principles by providing me an opportunity to: - a) Address critical issues in a global perspective

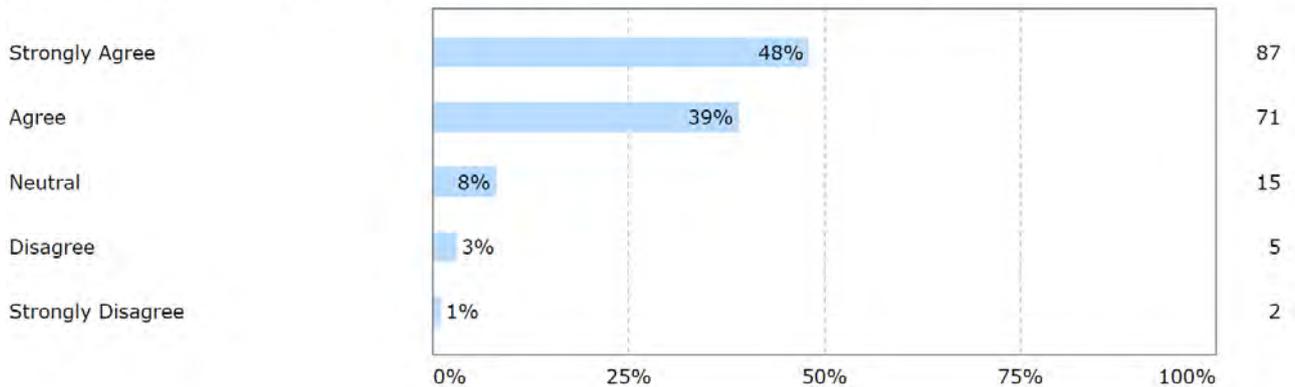




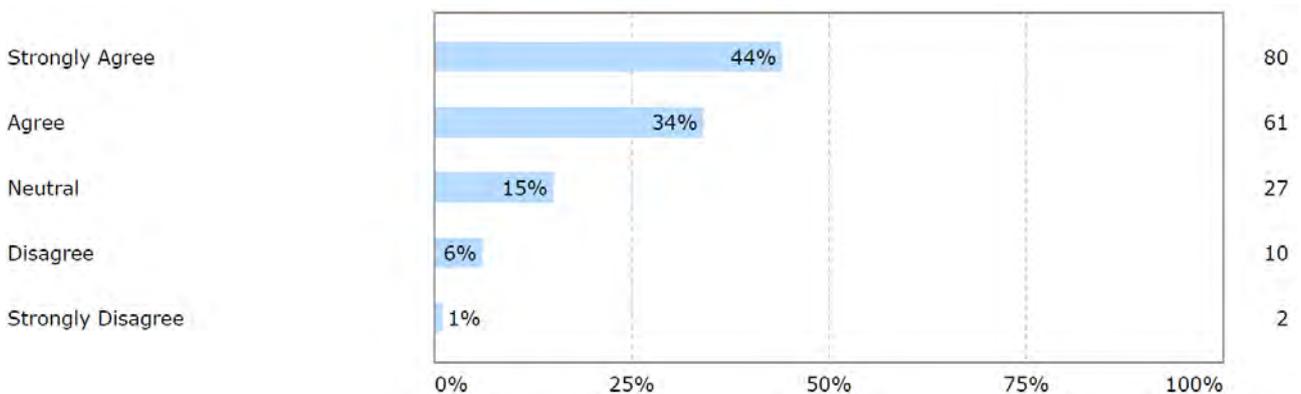
Q10. I believe the course lived up to the GSP principles by providing me an opportunity to: - b) Work with outstanding peers from around the globe



Q10. I believe the course lived up to the GSP principles by providing me an opportunity to: - c) Learn intensively in a cross-cultural setting



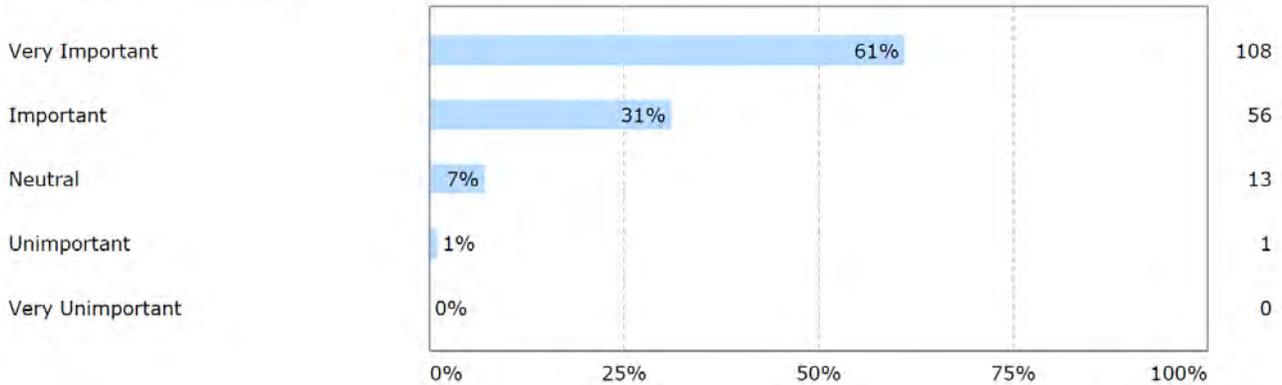
Q10. I believe the course lived up to the GSP principles by providing me an opportunity to: - d) Learn from top researchers





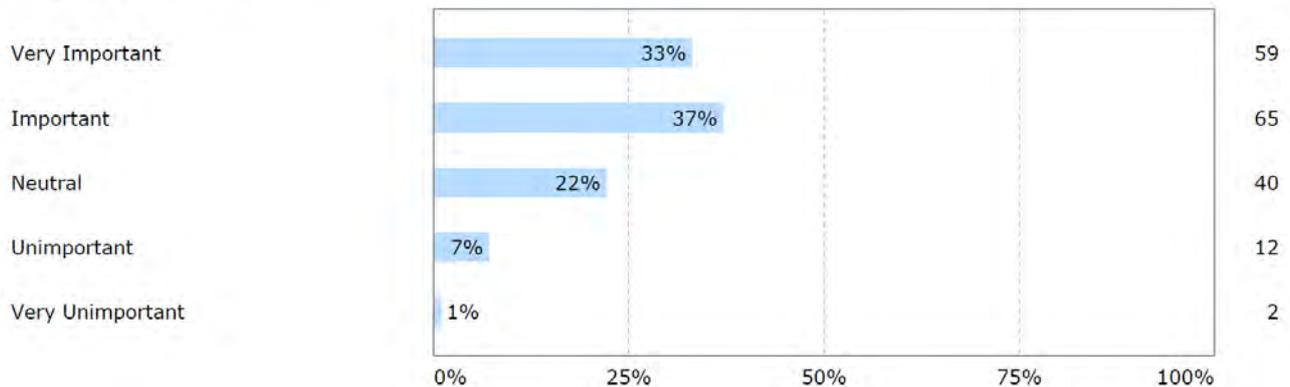
Q11. Please rate the importance of the following factors for choosing the GSP course:

- a) Course content



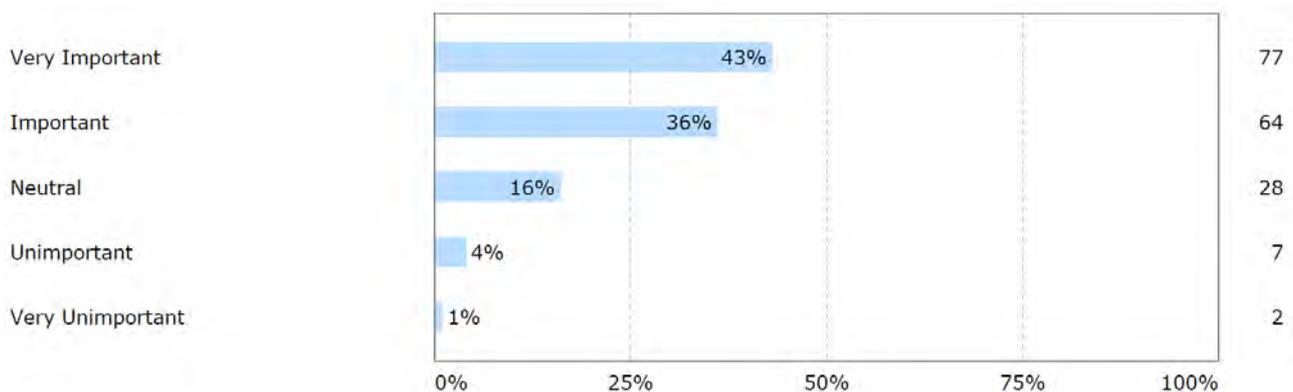
Q11. Please rate the importance of the following factors for choosing the GSP course:

- b) Course date



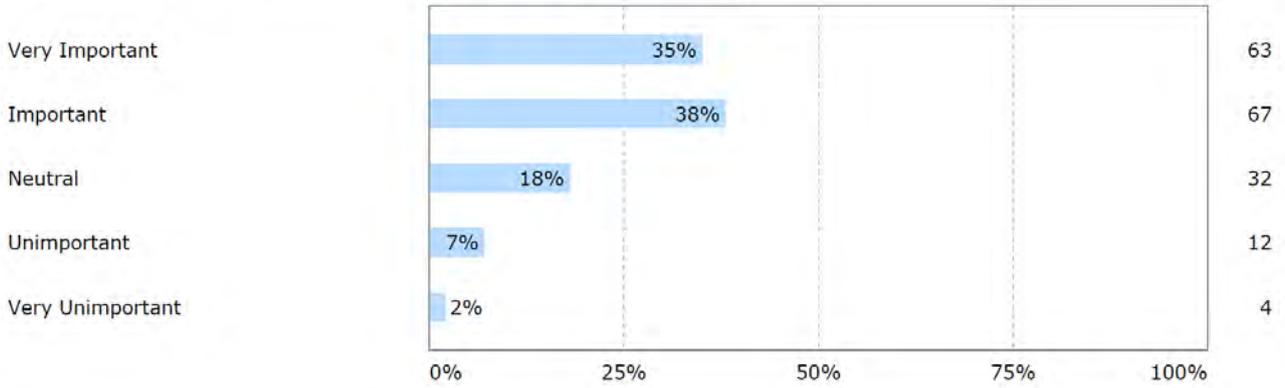
Q11. Please rate the importance of the following factors for choosing the GSP course:

- c) Geographical location of the course

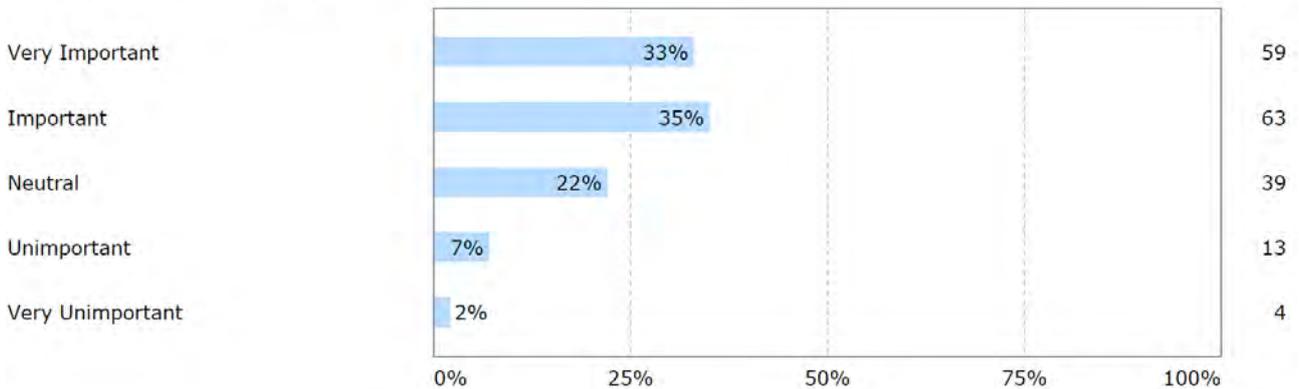




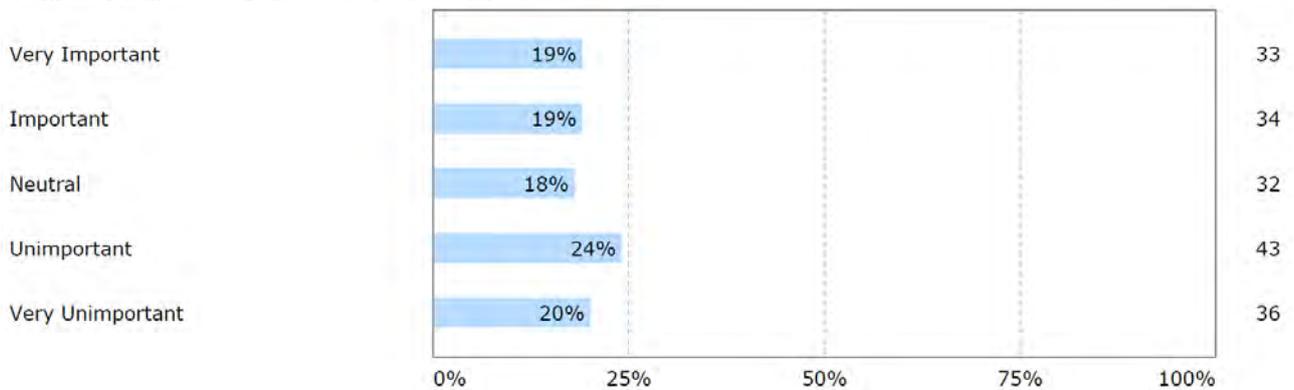
Q11. Please rate the importance of the following factors for choosing the GSP course:
- d) Name and reputation of the hosting institution



Q11. Please rate the importance of the following factors for choosing the GSP course:
- e) Cost of the course

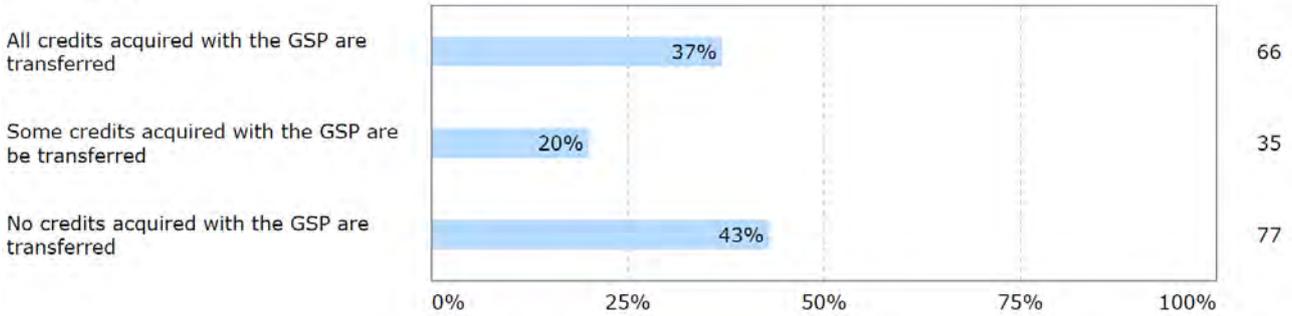


Q11. Please rate the importance of the following factors for choosing the GSP course:
- f) Transferability of course credits

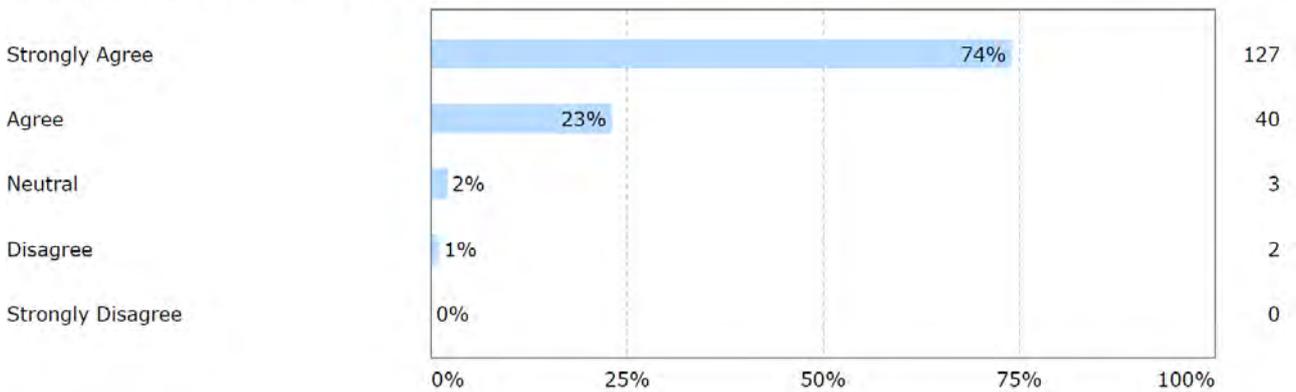




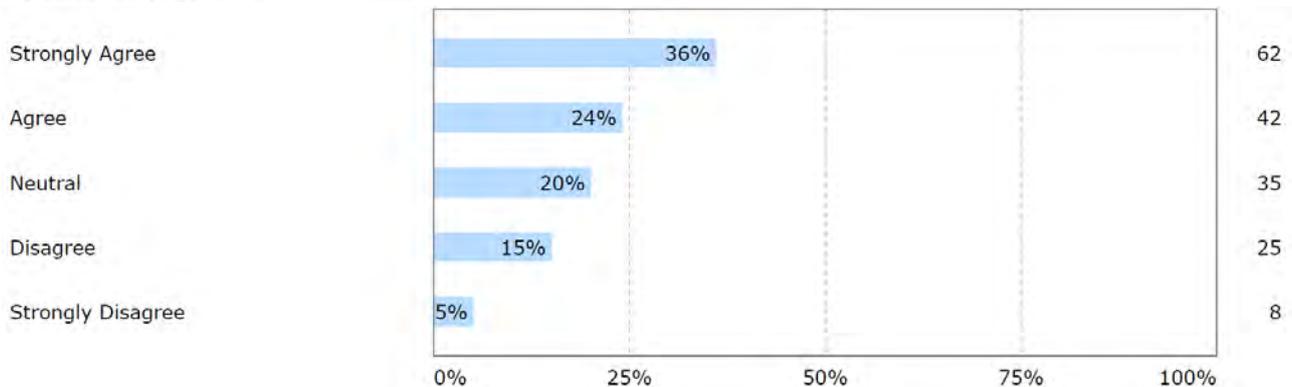
Q12. Are the credit(s) of the GSP course(s) you attended transferred to your home university?



Q13. Please state your agreement with the following statements - The GSP course was a good experience for me

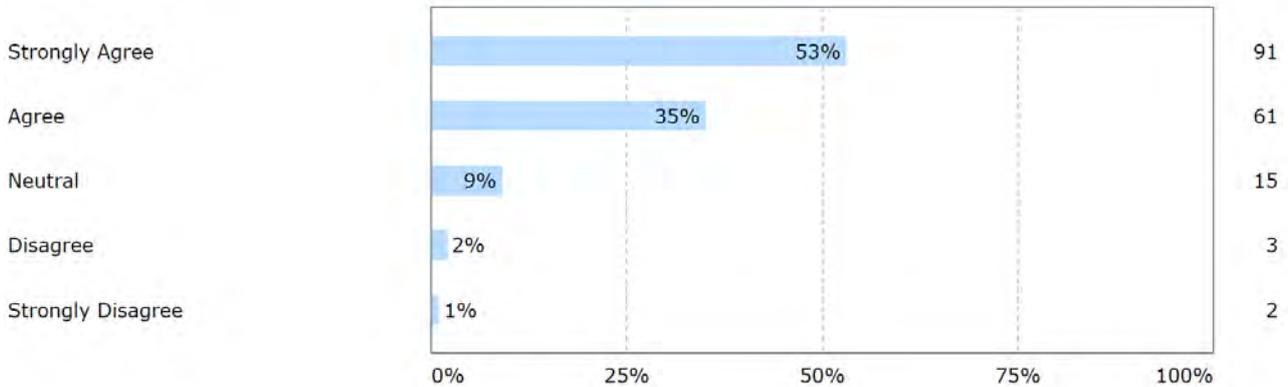


Q13. Please state your agreement with the following statements - The GSP course gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course).





Q13. Please state your agreement with the following statements - I believe that the participation in the GSP course has/will have positive impact on my academic and /or career goals.



Q14 to Q16 are open questions. The complete comments have been sent to the GSP Coordinators and Course organizers.

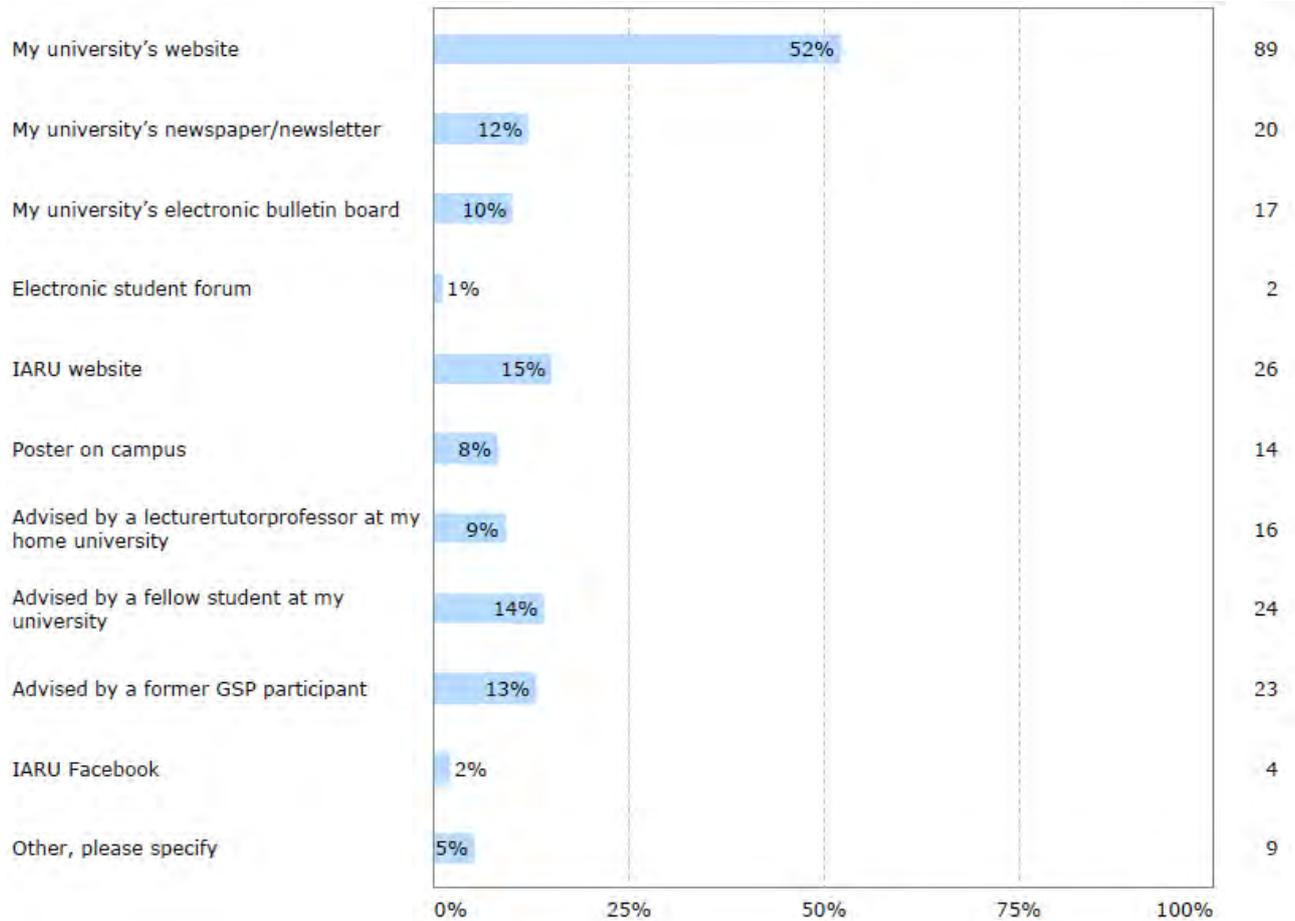
Q14 – As I reflect upon this experience, something I wish I had known.

Q15 – As I reflect upon this experience, something that I found particularly challenging and/or that I am most proud of.

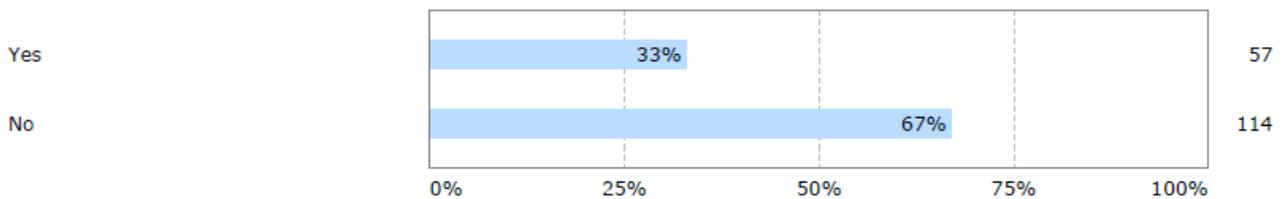
Q16 – If I could improve one thing about GSP, it would be...



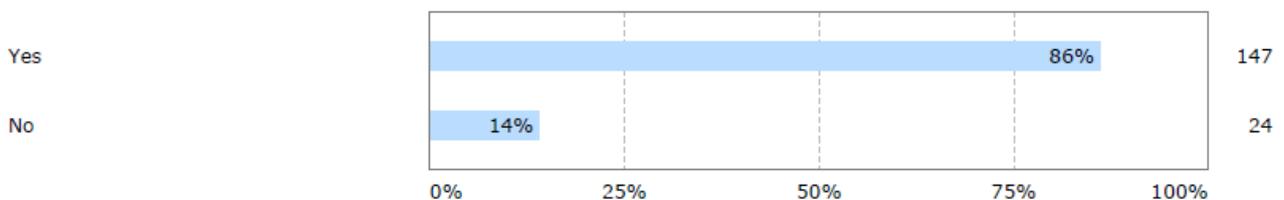
Q17. How did you find out about the IARU Global Summer Program?



Q18. Were you aware of IARU (International Alliance of Research Universities) before your participation in the IARU GSP?

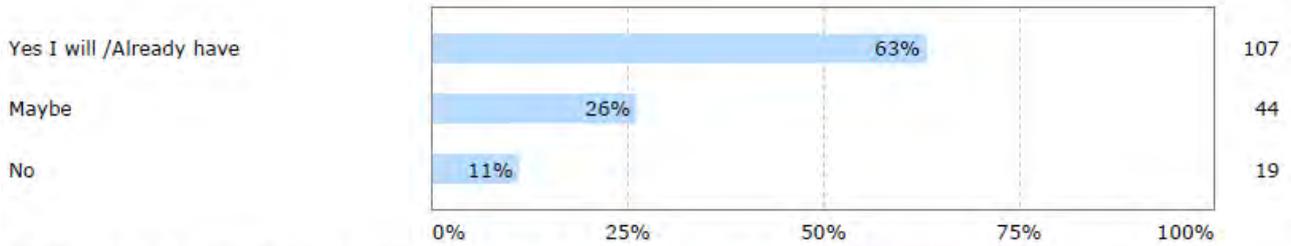


Q19. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?

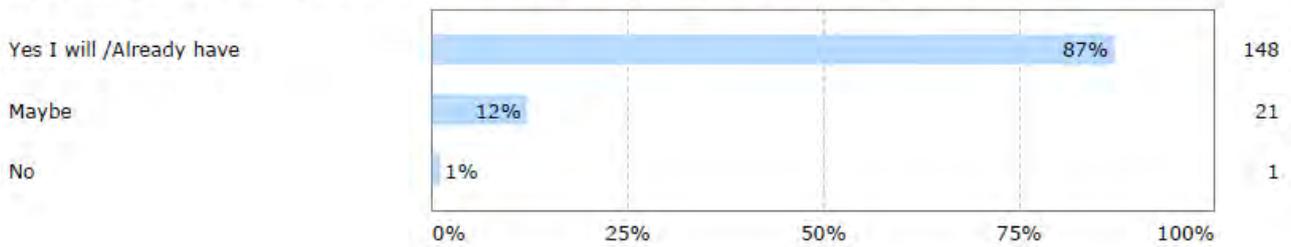




Q20. Will you join the GSP Facebook group and network with fellow GSP participants?



Q21. Would you recommend the GSP as a program to your peers?



Appendix II - Overview of the Credit Transferred (per University of origin and course attended)

Home University: Australian National University

Course attended	# Students	Credits
ANU1 Mobilising Research	3	All credits acquired with the GSP are transferred
CAM1: Our Changing World	1	No credits acquired with the GSP are transferred
CAM1: Our Changing World	1	All credits acquired with the GSP are transferred
COP1 Kierkegaard – The Individual in Global Society	2	Some credits acquired with the GSP are be transferred
COP2 Interdisciplinary Aspects of Healthy Aging	1	No credits acquired with the GSP are transferred
COP2 Interdisciplinary Aspects of Healthy Aging	1	Some credits acquired with the GSP are be transferred
NUS1 Southeast Asia in Context	1	No credits acquired with the GSP are transferred
NUS2 Asia Now! The Archaeology of the Future City	1	Some credits acquired with the GSP are be transferred
OXF1 Global Challenges of the 21st Century	1	Some credits acquired with the GSP are be transferred
PKU1 Major Issues Concerning the Rise of China	1	All credits acquired with the GSP are transferred
PKU1 Major Issues Concerning the Rise of China	1	No credits acquired with the GSP are transferred
PKU2 Comparative Philosophy - China and the West	3	No credits acquired with the GSP are transferred
PKU3 Special Topics in Chinese Economy	1	No credits acquired with the GSP are transferred
TOK2 Sustainable Urban Management	1	No credits acquired with the GSP are transferred
TOK3 Japan in Today's World	2	No credits acquired with the GSP are transferred
TOK4 Nanoscience	1	Some credits acquired with the GSP are be transferred
TOK4 Nanoscience	2	All credits acquired with the GSP are transferred
YAL1 Moral Foundations of Politics	1	No credits acquired with the GSP are transferred
YAL1 Moral Foundations of Politics	1	All credits acquired with the GSP are transferred

Home University: ETH Zurich

Course attended	# Students	Credits
COP1 Kierkegaard – The Individual in Global Society	1	All credits acquired with the GSP are transferred
COP1 Kierkegaard – The Individual in Global Society	1	No credits acquired with the GSP are transferred
COP2 Interdisciplinary Aspects of Healthy Aging	1	All credits acquired with the GSP are transferred
NUS2 Asia Now! The Archaeology of the Future City	1	Some credits acquired with the GSP are be transferred
OXF1 Global Challenges of the 21st Century	2	Some credits acquired with the GSP are be transferred
TOK2 Sustainable Urban Management	2	Some credits acquired with the GSP are be transferred
TOK2 Sustainable Urban Management	1	No credits acquired with the GSP are transferred
TOK3 Japan in Today's World	1	No credits acquired with the GSP are transferred
TOK3 Japan in Today's World	1	Some credits acquired with the GSP are be transferred
TOK4 Nanoscience	3	No credits acquired with the GSP are transferred
UCB1 Environmental Leadership Program	1	Some credits acquired with the GSP are be transferred



Home University: National University of Singapore

Course attended	# Students	Credits
ANU1 Mobilising Research	1	All credits acquired with the GSP are transferred
ANU1 Mobilising Research	1	No credits acquired with the GSP are transferred
CAM1 Our Changing World	2	All credits acquired with the GSP are transferred
COP1 Kierkegaard – The Individual in Global Society	1	No credits acquired with the GSP are transferred
COP2 Interdisciplinary Aspects of Healthy Aging	1	No credits acquired with the GSP are transferred
COP2 Interdisciplinary Aspects of Healthy Aging	2	All credits acquired with the GSP are transferred
NUS2 Asia Now! The Archaeology of the Future City	6	All credits acquired with the GSP are transferred
PKU1 Major Issues Concerning the Rise of China	2	All credits acquired with the GSP are transferred
PKU3 Special Topics in Chinese Economy	1	All credits acquired with the GSP are transferred
PKU3 Special Topics in Chinese Economy	1	Some credits acquired with the GSP are be transferred
PKU3 Special Topics in Chinese Economy	1	No credits acquired with the GSP are transferred
TOK2 Sustainable Urban Management	1	All credits acquired with the GSP are transferred
TOK3 Japan in Today's World	1	No credits acquired with the GSP are transferred
TOK4 Nanoscience	1	No credits acquired with the GSP are transferred
TOK4 Nanoscience	1	Some credits acquired with the GSP are be transferred

Home University: Peking University

Course attended	# Students	Credits
CAM1 Our Changing World	1	Some credits acquired with the GSP are be transferred
COP1 Kierkegaard – The Individual in Global Society	1	No credits acquired with the GSP are transferred
COP3 Urban Culture in Theory and Action	1	Some credits acquired with the GSP are be transferred
PKU3 Special Topics in Chinese Economy	1	No credits acquired with the GSP are transferred
TOK2 Sustainable Urban Management	1	All credits acquired with the GSP are transferred
TOK2 Sustainable Urban Management	1	No credits acquired with the GSP are transferred
UCB1 Environmental Leadership Program	1	All credits acquired with the GSP are transferred
YAL1 Moral Foundations of Politics	1	Some credits acquired with the GSP are be transferred
YAL1 Moral Foundations of Politics	1	All credits acquired with the GSP are transferred

Home University: The University of Tokyo

Course attended	# Students	Credits
COP2 Interdisciplinary Aspects of Healthy Aging	1	No credits acquired with the GSP are transferred
COP2 Interdisciplinary Aspects of Healthy Aging	1	Some credits acquired with the GSP are be transferred
NUS2 Asia Now! The Archaeology of the Future City	2	No credits acquired with the GSP are transferred
OXF1 Global Challenges of the 21st Century	2	Some credits acquired with the GSP are be transferred
TOK2 Sustainable Urban Management	1	All credits acquired with the GSP are transferred
TOK2 Sustainable Urban Management	1	Some credits acquired with the GSP are be transferred
TOK3 Japan in Today's World	3	All credits acquired with the GSP are transferred
YAL1 Moral Foundations of Politics	2	No credits acquired with the GSP are transferred



Home University: University of California, Berkeley

Course attended	# Students	Credits
ANU1 Mobilising Research	1	No credits acquired with the GSP are transferred
COP2 Interdisciplinary Aspects of Healthy Aging	1	No credits acquired with the GSP are transferred
NUS2 Asia Now! The Archaeology of the Future City	1	No credits acquired with the GSP are transferred
OXF1 Global Challenges of the 21st Century	1	Some credits acquired with the GSP are be transferred
OXF1 Global Challenges of the 21st Century	1	No credits acquired with the GSP are transferred
PKU3 Special Topics in Chinese Economy	1	Some credits acquired with the GSP are be transferred
PKU3 Special Topics in Chinese Economy	1	No credits acquired with the GSP are transferred
TOK3 Japan in Today's World	1	No credits acquired with the GSP are transferred
TOK4 Nanoscience	1	No credits acquired with the GSP are transferred
YAL1 Moral Foundations of Politics	1	Some credits acquired with the GSP are be transferred

Home University: University of Cambridge

No credits acquired with the GSP are transferred.

Home University: University of Copenhagen

Course attended	# Students	Credits
ANU1 Mobilising Research	1	All credits acquired with the GSP are transferred
CAM1 Our Changing World	1	All credits acquired with the GSP are transferred
COP1 Kierkegaard – The Individual in Global Society	3	All credits acquired with the GSP are transferred
COP2 Interdisciplinary Aspects of Healthy Aging	1	No credits acquired with the GSP are transferred
COP2 Interdisciplinary Aspects of Healthy Aging	4	All credits acquired with the GSP are transferred
NUS1 Southeast Asia in Context	1	Some credits acquired with the GSP are be transferred
NUS1 Southeast Asia in Context	2	All credits acquired with the GSP are transferred
PKU1 Major Issues Concerning the Rise of China	1	All credits acquired with the GSP are transferred
TOK3 Japan in Today's World	2	All credits acquired with the GSP are transferred
TOK3 Japan in Today's World	1	Some credits acquired with the GSP are be transferred
TOK4 Nanoscience	1	All credits acquired with the GSP are transferred
UCB1 Environmental Leadership Program	1	All credits acquired with the GSP are transferred
UCB1 Environmental Leadership Program	1	No credits acquired with the GSP are transferred
YAL1 Moral Foundations of Politics	3	All credits acquired with the GSP are transferred

Home University: University of Oxford

No credits acquired with the GSP are transferred.



Home University: Yale University

Course attended	# Students	Credits
ANU1 Mobilising Research	1	No credits acquired with the GSP are transferred
CAM1 Our Changing World	1	All credits acquired with the GSP are transferred
CAM1 Our Changing World	1	Some credits acquired with the GSP are be transferred
COP2 Interdisciplinary Aspects of Healthy Aging	1	No credits acquired with the GSP are transferred
NUS1 Southeast Asia in Context	2	Some credits acquired with the GSP are be transferred
NUS1 Southeast Asia in Context	1	All credits acquired with the GSP are transferred
NUS2 Asia Now! The Archaeology of the Future City	2	All credits acquired with the GSP are transferred
OXF1 Global Challenges of the 21st Century	1	All credits acquired with the GSP are transferred
PKU1 Major Issues Concerning the Rise of China	1	All credits acquired with the GSP are transferred
PKU3 Special Topics in Chinese Economy	1	All credits acquired with the GSP are transferred
PKU4 Silk Road: A History of Cultural and Material	1	All credits acquired with the GSP are transferred
TOK1 Introduction to the Japanese Language	1	No credits acquired with the GSP are transferred
TOK3 Japan in Today's World	1	No credits acquired with the GSP are transferred
TOK4 Nanoscience	2	No credits acquired with the GSP are transferred
YAL1 Moral Foundations of Politics	3	All credits acquired with the GSP are transferred

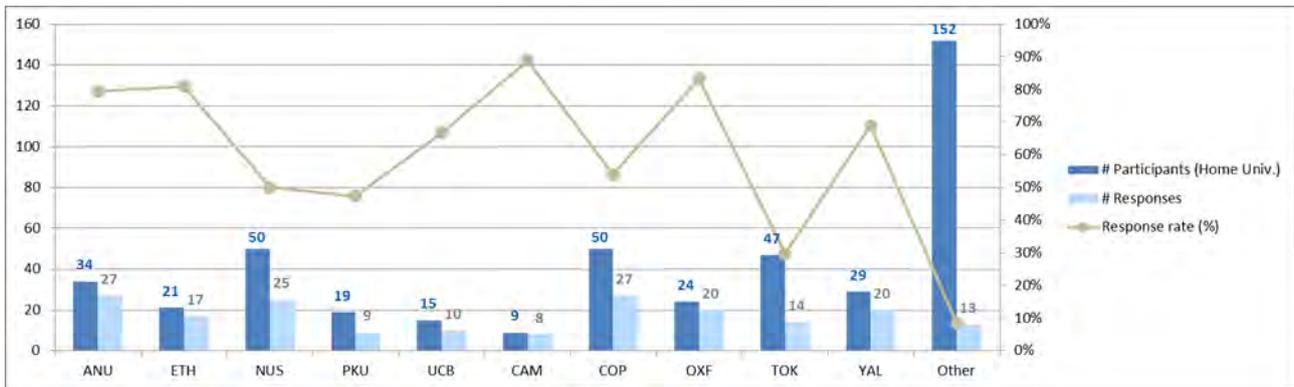
Appendix III - GSP Course Survey Analysis – Courses Breakdown

This paper complements the GSP Course Survey overall analysis with details on the individual performances of the courses. The survey consisted of statements where students had five options to choose from. In this analysis these options have been converted to numerical values from 1 to 5. Higher scores refer to better performance, or greater significance is given to the topic.

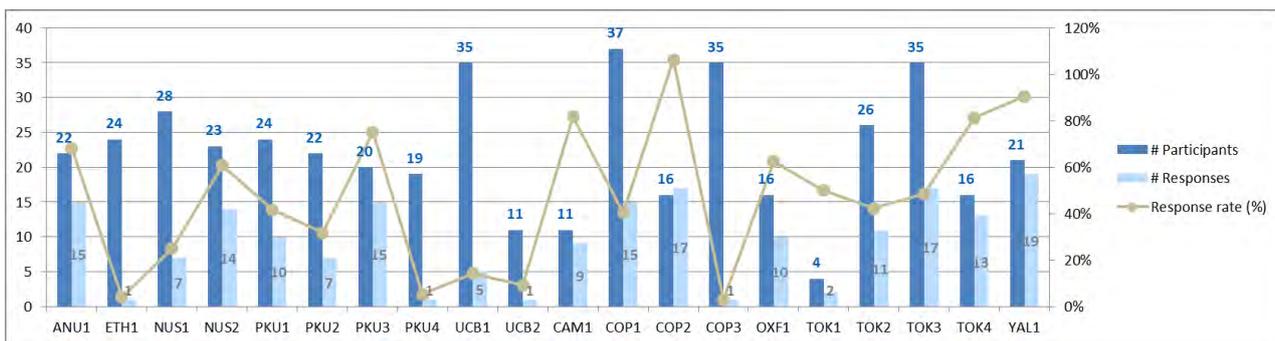
Response Rate

The equivalent of 60% of the participants to the 2015 GSP responded to the survey. The number of participant includes outgoing and local students as well as students from other universities.

Q.1 Please indicate your home university.



Q2. Please indicate the GSP course you attended.



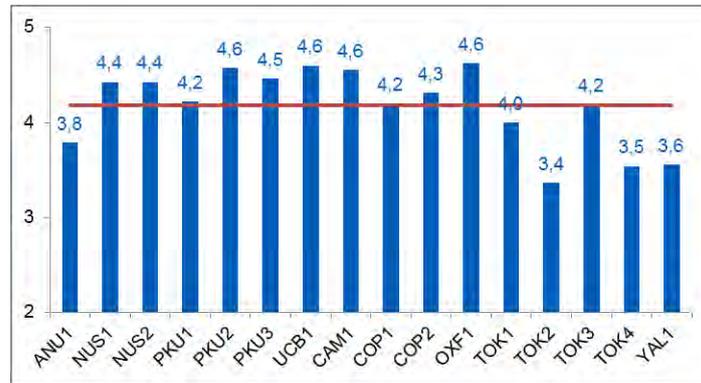
The following courses received less than the minimal required number of 5 answers: ETH1, PKU4, UCB2, COP3, therefore the answers are not included in the Survey Analysis – Courses Breakdown. Course TOK1 also received less than 5 answers, however, since the total number of participants to course TOK1 was 4, and 2 (ie. 50%) responded, these answers are included in the analysis.



Section 1: GSP Course Content and Rigor

Academic Rigor

Q3. Overall, this GSP course was academically rigorous (eg. research-led, intense learning, high academic standards).



Selected Students Comments

- The content of the lecturers was not particularly rigorous, as it had to satisfy many different academic backgrounds. The assessment component (4 x 3000 word essays) was rigorous and a welcomed challenge.
- Little was learned, as the seminars were early in the morning and the content was far above most people's level of understanding.

Pre-Departure Course Information

Q4. 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 Students Comments

- I am not very content that the class organizer didn't make the prerequisites clear. After taking class for two weeks, I found that you should have a background learning of classics philosophy to understand this class. The professor assumed that you had learned about Aristotle, Kant and other classic philosophers.



But for me, as an Asian student, I didn't learn it at school before. So it is difficult to understand the content when it connects to these philosophical theories.

- Strong anthropological focus of the course was not emphasised, so I found myself (being from a different discipline background) struggling particularly at the start of the course as I tried to understand the focus of the course

Teaching Level

Q5. The GSP course was taught at the right level (e.g. introductory or advanced, as indicated in the course profile).

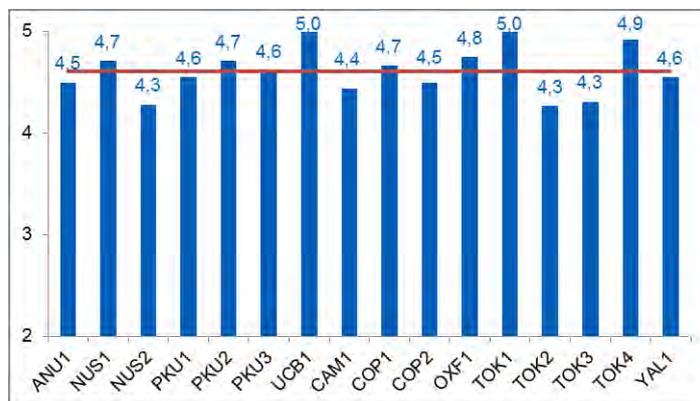


Selected Students Comments

- The course was supposed to be more advanced than it was.
- Course was perhaps slightly more basic than had been suggested. This was not a problem though.
- The course teaching was at times too technical for non-economist students to easily follow, something which could be modified to cater to students from a variety of backgrounds.

Student Diversity

Q6. The GSP course had a good diversity of students in terms of geographical representation and academic background.



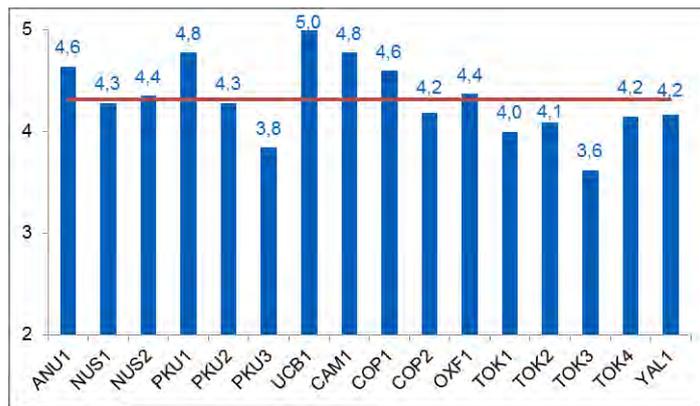


Selected Students Comments

- Women were underrepresented.
- I think most participants in the course were from Denmark.
- There were no students from Oxford, Cambridge, Copenhagen and Peking. Meeting people all over the world is the best part of IARU, so I would like to diversity to be ensured.

Classroom Discussion

Q7. The GSP course offered sufficient opportunities to engage with classmates in academic discussion.



Selected Students Comments

- There was too much content to cover historically and not enough familiarity with the subject on our part as students which prevented any meaningful discussion
- I really liked the group work from the flood protection class. But apart from that, there was nearly no possibility for actual discussions within the framework of the classes, except for the questions towards the professors.
- Since there are three summer schools happening at the same time it would be great to get into touch with the other summer school students as well

GSP Differentiation

Q8. The GSP course I attended was different from regular courses in my degree program.



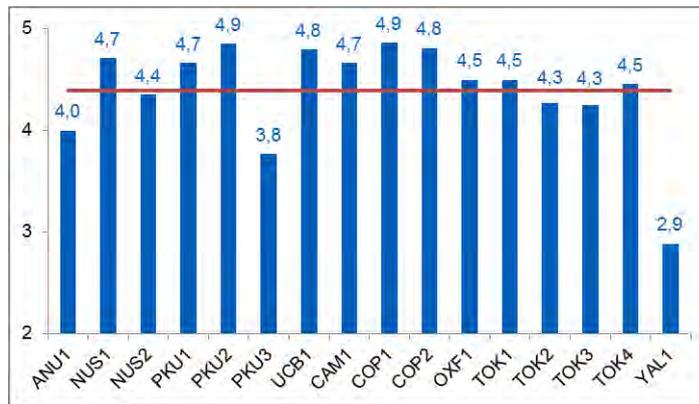


Selected Students Comments

- An interesting multidisciplinary approach, and really interesting field trips
- Coming from science, the reflective discussion and the amount of presentations pushed me out of my comfort zone.
- First of all, the form is totally different from in my home university. Seminar gives students more burden but make students to think more. And by sharing opinions with others, I started to look at a problem from different issues.

Instructor performance

Q9. How do you rate the overall performance of your course instructor/s?



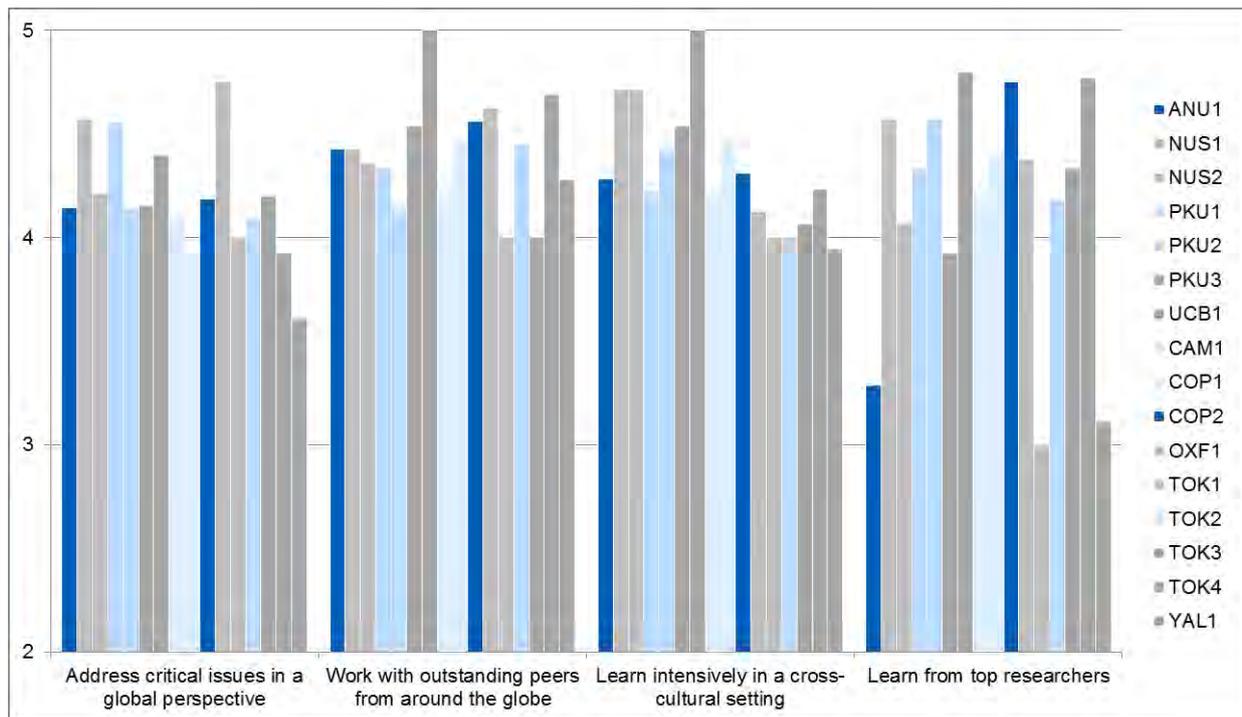
Selected Students Comments

- The instructor threw too much information too fast, which actually made the core ideas less clear.
- The course instructors are very motivating and also spend time with us outside the class to strengthen the friendships amongst the students
- The Professor was definitely knowledgeable and had the advantages of practical experience in the field

Section 2: GSP Mission

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

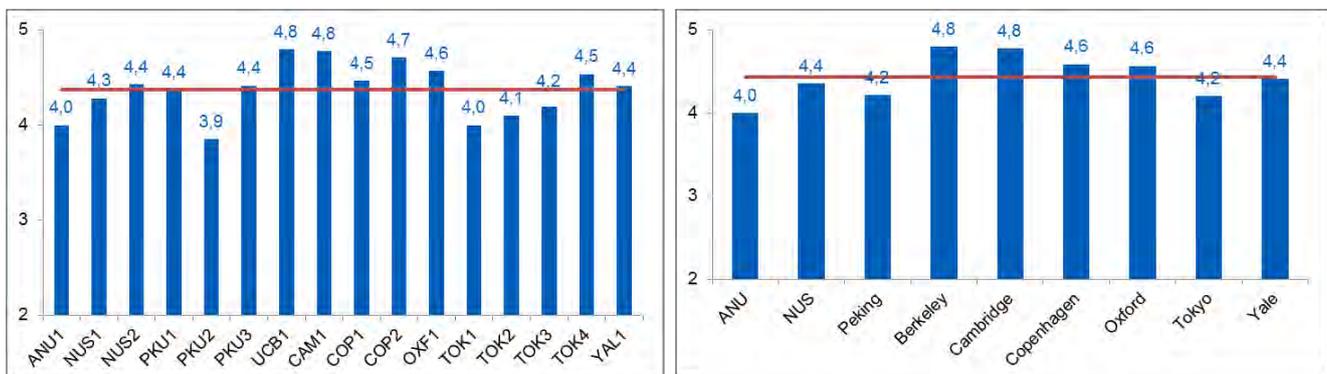
- a) Address critical issues in a global perspective
- b) Work with outstanding peers from around the globe
- c) Learn intensively in a cross-cultural setting
- d) Learn from top researchers



Section 3: Motivation for Participating in the GSP

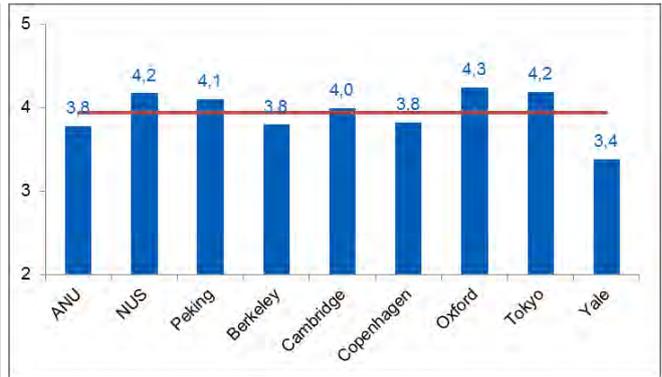
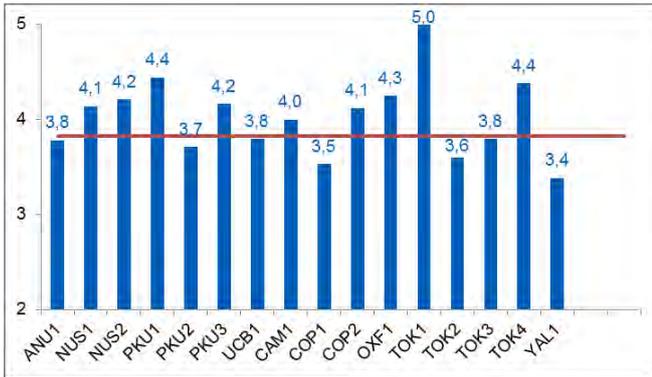
Q11. Please rate the importance of the following factors for choosing the GSP course:

Course Content

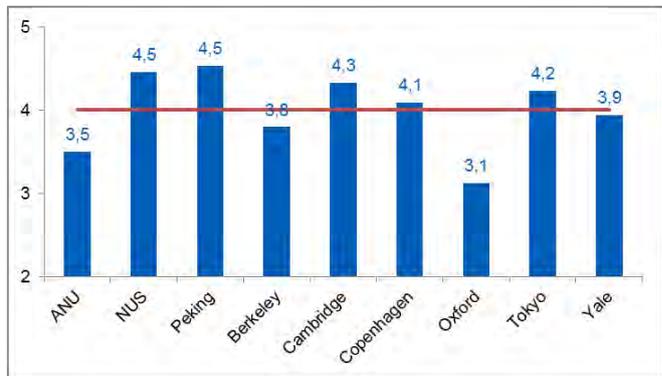




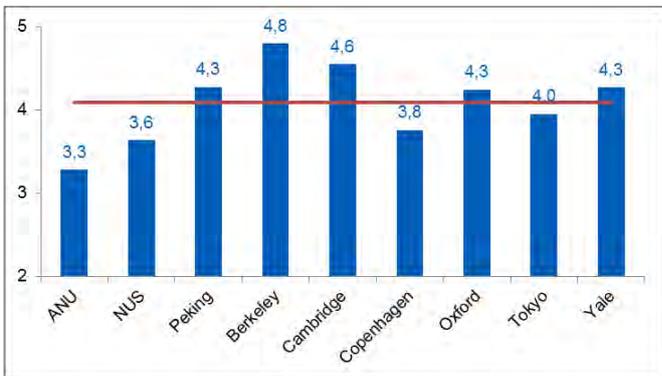
Course Date



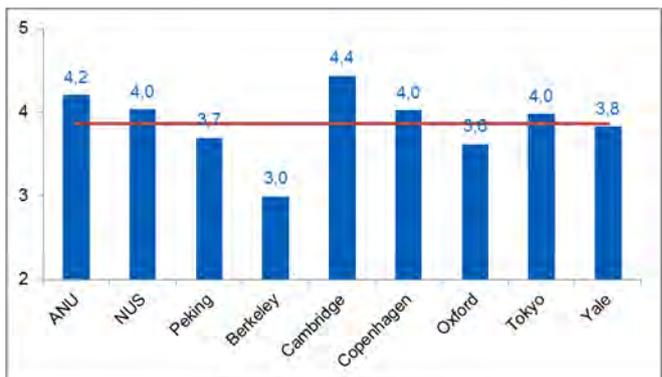
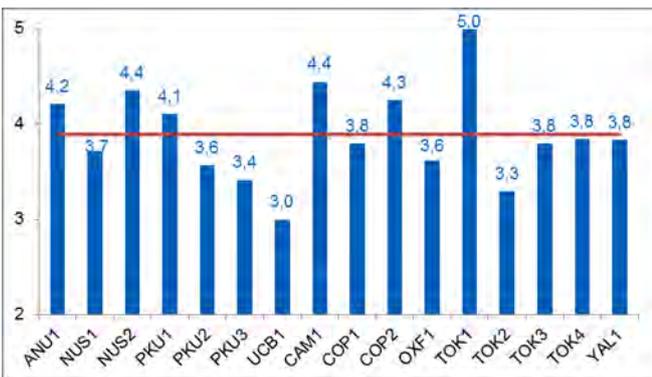
Geographical Location of the Course



Name and reputation of the Hosting Institution

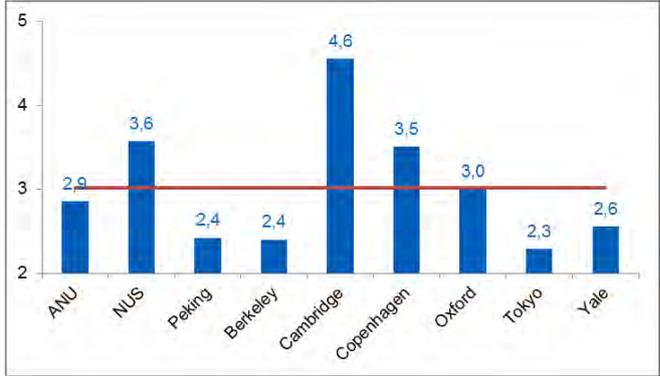
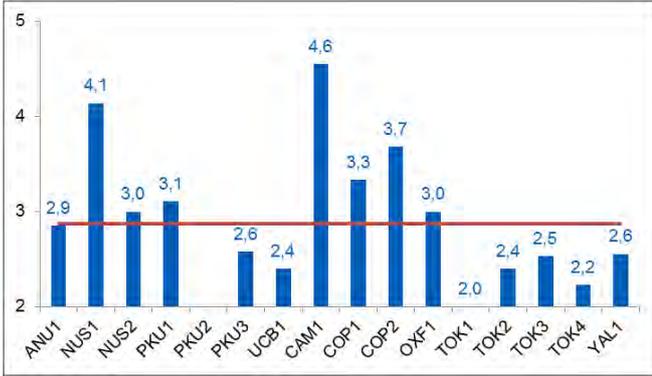


Cost of the course

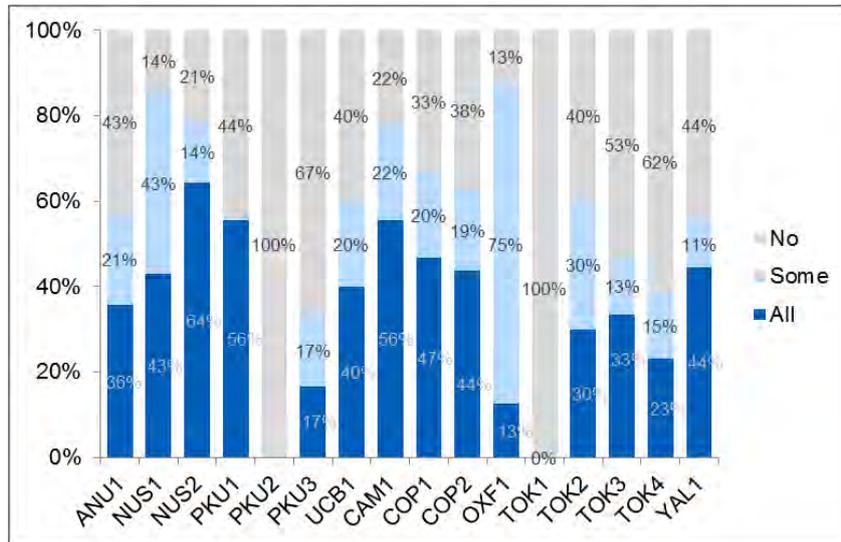




Credit Transfer



Q12. Are the credit(s) of the GSP course(s) you attended transferred to your home university?



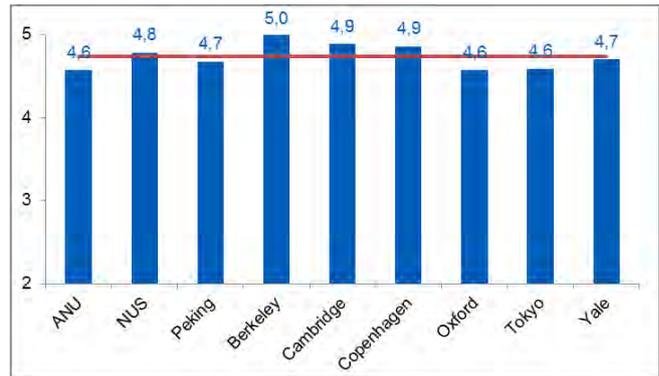


Section 4: Impressions and Critical Reflection

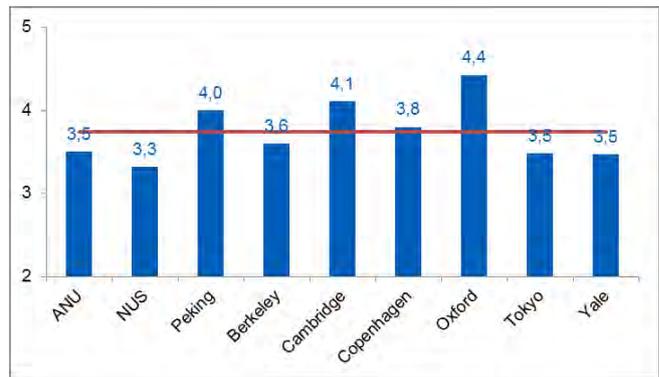
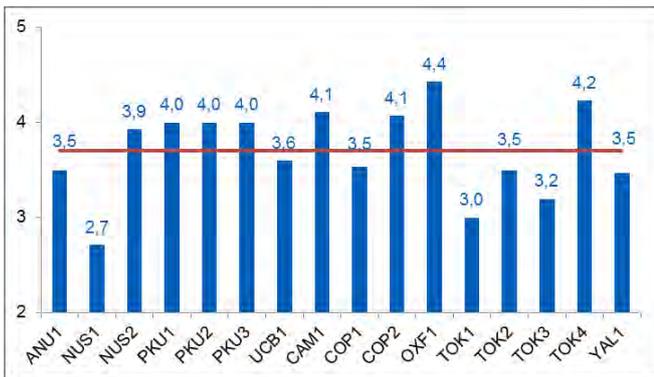
Q13. Please state your agreement with the following statements

- The GSP course was a good experience for me
- The GSP course gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course).
- I believe that the participation in the GSP course has/will have positive impact on my academic and/or career goals.

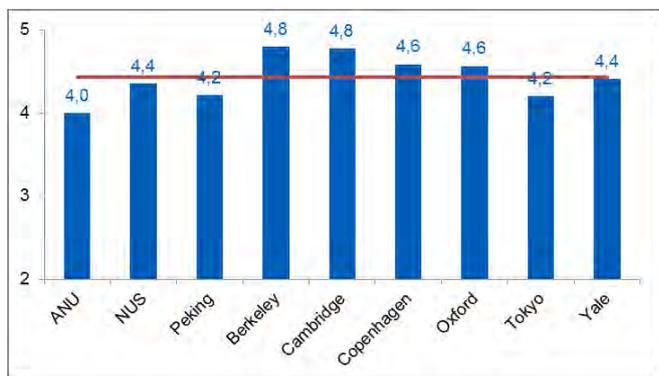
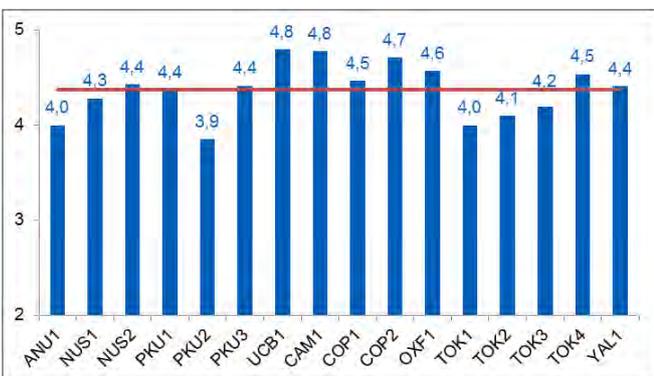
Good Experience



Feeling of Being Part of a Broader IARU Network



Positive Impact on Academic and/or Career Goals



Q14. As I reflect upon this experience, something I wish I had known:

Selected Students Comments

Workload

- About the intensity of the workload. It felt that it was very demanding.
- The amount of time we would need to devote to reading each week for our essays.
- I wish I was better informed about what kind of work the course would require.
- Was how academically intense the course would be right after graduating, and how tired I would be!
- That I had taking the word "intense" more seriously. The last week has been too crazy with two papers and one presentation. That's too much!
- The art of writing essays

Background Knowledge

- More about the related figures in this field and the different ways of education in different countries
- I wish I'd known a bit more about physics, because several of the lectures were about advanced physics concepts and I simply couldn't follow them.
- The prerequisites of the class. More political issues about China.(to talk with classmates on dinner table.)
- The current global environmental situation.

Pre-course Information

- That the essays would not necessarily correspond with the topics being lectured.
- I wish I had known more about the content of the course prior to its commencement such that I could have prepared and familiarized myself with the content more adequately.
- I wish the required readings and schedule would have been available with more time in advance
- How the work was actually to be structured.
- I wish I had known more about the contents of classes.

Costs

- There were some travel expenses associated with the research project I was doing. I think students would like to know about any additional expenses associated with the course before the start date.
- How much accommodation costed! Way too overpriced. Didn't get the college experience either.
- How intense the assignments would be because a semester worth of work was compressed into 4 weeks.
- How expensive living in Singapore was
- I wish I had known that staying at the recommended hotel was optional. Although it would have been great for one or two nights to stay there, it was really too expensive to stay for two plus weeks.

Social and free-time

- It also would have been great to know the other participants of the course before the trip so that we could have emailed each other about arrival dates and coordinate travel and luggage etc
- 2 weeks is really not enough time to learn much or apply anything to the cultural setting I am in.
- The friendships I would make will be so strong as to warrant me staying in the host country for an extra week to go travelling with my new companions.



Q15. As I reflect upon this experience, something that I found particularly challenging and/ or that I am most proud of:

Intellectual Challenges

- Something I found particularly daunting and challenging was the supervisions. On reflection I found them handwork but very rewarding. The completion of the four essays in four weeks and the chance to discuss them and the ideas arising from them was invaluable. While we get feedback for assessment, it isn't often that we get to discuss it in such detail.
- It was challenging to participate in discussions with people from the particular background of the course, but it was actively motivated by everybody and thus not a problem but rather something to be proud of.
- Motivation and confidence to also jump into different field of studies.

Time Management Challenges

- I am really proud of managing my time while on the course , so that I was able to complete all the coursework as well as get an opportunity to get to experience the local culture and sites
- I found it challenging to process the taught content and reflect on it during the course. Having more time between the sessions would have enriched my experience.
- Managing to finish all the work and successfully navigating a part-time job at the same time (so I can pay for the IARU course).

Intercultural Challenges

- Being able to communicate effectively with all the other students and the teacher was at first challenging, but after the presentations (speeches) it came naturally.
- Building connections with my peers, particularly through climbing Mt. Fuji together.
- The good team work between people with different backgrounds was very nice.
- Being exposed to other cultures and languages and learning how to interact with that type of environment in an academically challenging way.

Personal Challenges

- Surviving the amount of frustration I faced when working with people who know little about Asia.
- Doing something out of my major/comfort zone
- Being able to make so many friends that became so close
- I at times found it challenging to be in a class of students who were all extremely assertive and at times combative in their opinions and views. I am proud that as the course developed I was more frequently able to state my case strongly and with the same latitude as my classmates.

Language & Communication Skills

- I found the language barrier in China one of the most challenging aspects of my experience here. Having a basic understanding of Mandarin prior to undertaking the course helped me a great deal. Being immersed in China was extremely useful for practicing my everyday mandarin language skills.
- Practicing and improving communication and negotiation skills
- Improving quickly in Japanese
- Participating in class and writing essays in English
- I found it really difficult to participate in the discussion during class. I had some confidence in my English skills but when it came to academic discussion, I didn't stand a chance. GSP made me realize that I have to work on my English even more and gave me the motivation to do it.



Q16. If I could improve one thing about GSP, it would be: (Please also provide ideas for how to make this improvement.)

Interaction & Integration

- Encourage more interaction with local students at hosting university. Force more academic interaction with peers.
- Greater contact with peers before the courses actually begin.
- More first-hand information about Japan might be interesting to me, for example, a visit to a Japanese company or research institution.
- It would have great to have more open spaces where the participants could have discussed the topics they are interested about it and learn from each other's experience
- Incorporation of actual hands-on research experience
- For the classes to incorporate more discussion with classmates.

Reducing the Workload/ Extend the Duration

- I found the whole course a really enriching experience. If there was one change I would decrease the amount of assessment and coursework, or increase the amount of class hours as completing the requisite work was quite challenging in such a short period of time
- Amount of workload in short time, reduce workload or increase time
- I hope in the future, the GSP will be longer (1 month)

Pre-Departure Information

- I would provide greater and more extensive information for students about the exact content of the courses, the expectations, and the marking schemes.
- Better outlines of exactly what is expected. The grading felt disconnected and random, even if the assignment seemed to be completed as asked.

Costs

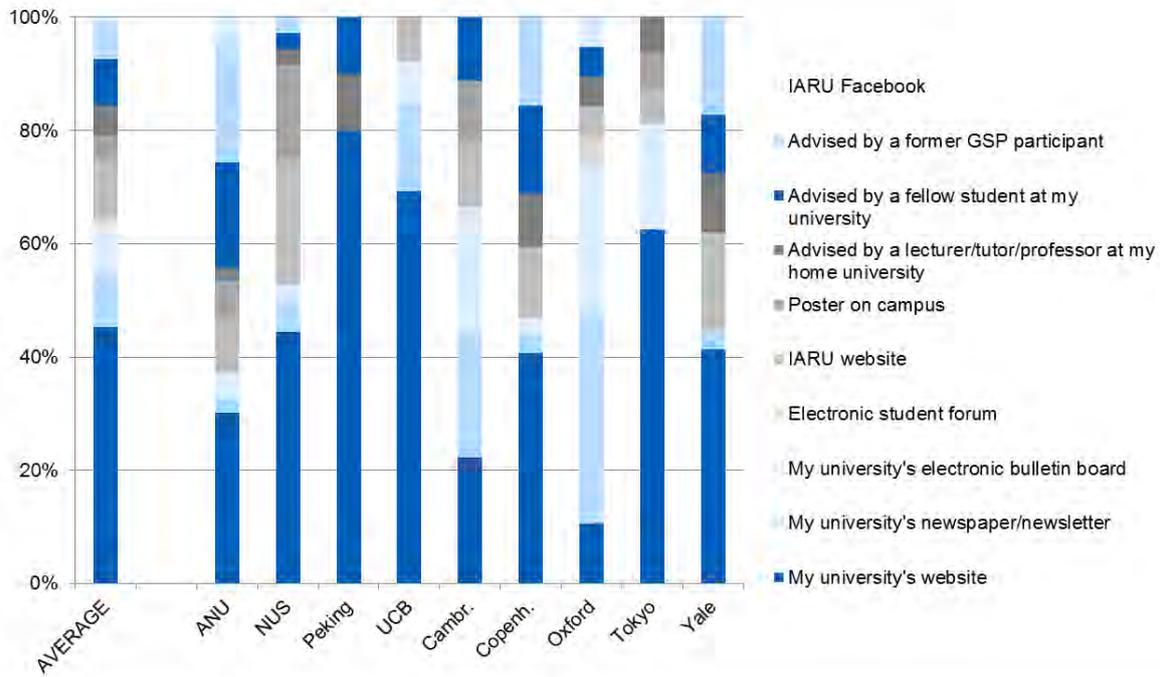
- Make it more affordable.
- Maybe some donations.
- Getting help for finding funding, eg by providing ideas for scholarships to apply to or other ways to receive funding.
- Lower cost for most programs- made many of them inaccessible.

GSP Restrictions

- Students ought to be allowed to do another GSP course in the future (I understand that since I have done a GSP course this year, I am not able to apply again next year through my university).
- Less restriction e.g. provide more opportunities for Master students

Section 5: Communication

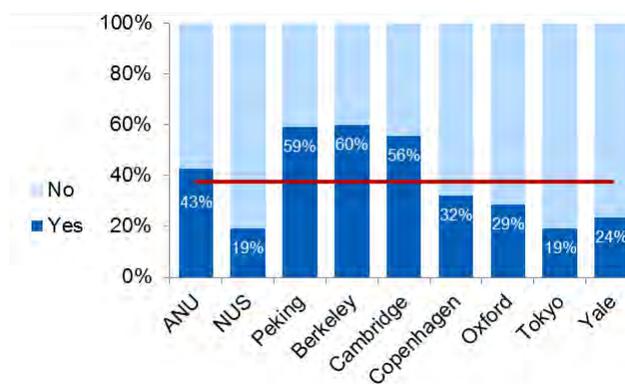
Q17. How did you find out about the IARU Global Summer Program? (Multiple choice)



Other:

- Offered a place by my home institution
- Google search in my institution
- At National University of Singapore
- Just searched the web for philosophy summer courses at University of Copenhagen
- The website of the faculty
- I think my home university could do a lot more to advertise this prestigious program! Talking to other students they also feel that the program could have been better advertised
- Oxford department of zoology mailing list

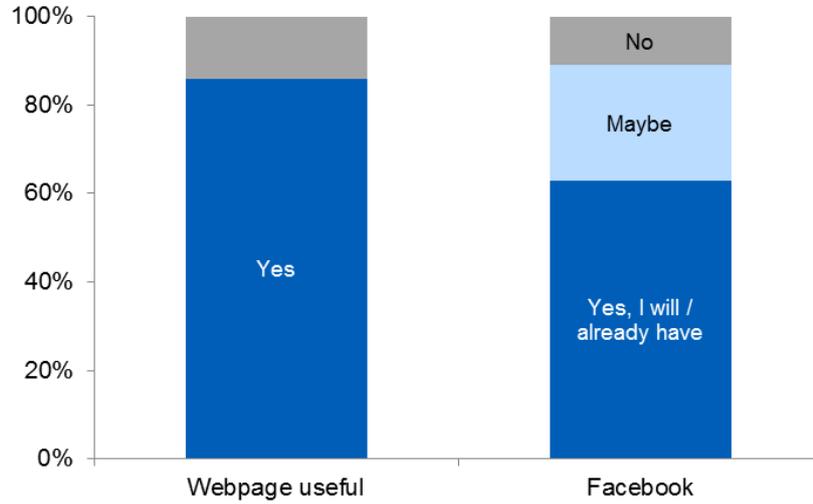
Q.18 Were you aware of IARU?



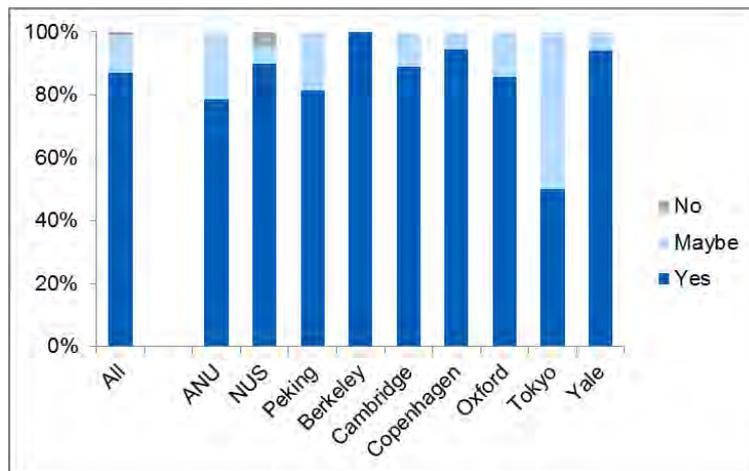
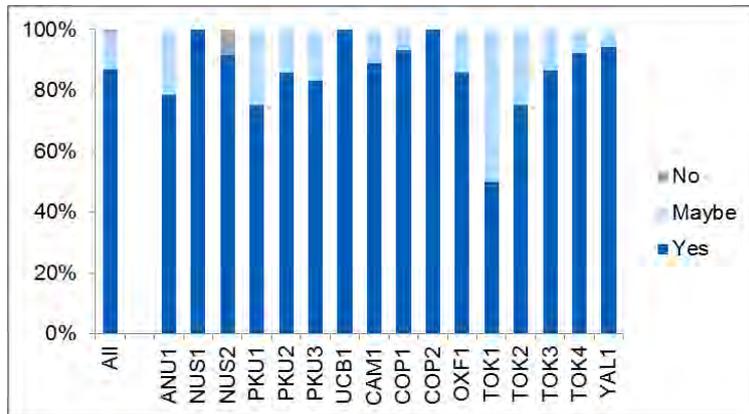


Q19. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?

Q20. Will you join the GSP Facebook group and network with fellow GSP participants?



Q21. Would you recommend the GSP as a program to your peers?



Timeline GSP 2016 – Proposal

Course Announcements	Complete Course Profiles / Start of Application Period	Selection	Nomination	Offer	Acceptance
Basic course details submitted to Secretariat for information at the Senior Officers' Meeting 2015 (22-23 Oct.)	Completed course profiles forwarded to the Secretariat for upload on the website. (End November)	Application period closes. Selection process commences.	Selection process completed at sending universities. Nominated applications forwarded to host universities.	Host university sends offer letter to applicant	Student responds to nomination / acceptance. University sets deadline but no later than 20 April 2016.
	Course Info Part II				<i>Cancellations until 15 June 2016.</i>
	30 November 2015				
	<i>GSP 2016 course information go live. Application period opens</i>		<i>Please include all financial aids offered to the applicant if available.</i>	<i>Please cc sending university.</i>	<i>Please notify sending university.</i>
Course Info Part I	Application Materials Overview	Coordinators Overview	Nominations Snapshot		Enrolled students Snapshot
30 September 2015	11 December 2015	7 March 2016	23 March 2016	11 April 2016	20 April 2016

Lunar New Year: 8 February 2016
Easter: 24–28 March 2016

Notes

Announcements	Please note that in order to include this information in the Senior Officers' meeting materials, it is indispensable to respect this deadline.
Course Info Part II	If the information can be available earlier, please advise an earlier submission date for Part II.
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") and if there are additional selection criteria, eg. language proficiency level.
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. Please also advise a partner if there are no nominations.
Cancellation deadline (Proposal)	<i>Date by which students can cancel their participation to a course without incurring in the payment of a cancellation fee.</i>

New Documents - Proposal

Application Materials Overview	Overview of the application materials required by each university.
Nominations Snapshot	Overview of the nominated students per university of origin and course.
Enrolled Students Snapshot	Overview of the accepted students per university of origin and course, including the Santander scholarship received.



Outlook of GSP 2016 Courses

University	Code	Title	Will this course be offered in 2016?
Australian National University	ANU1	Mobilising Research	Likely, but not yet confirmed.
ETH Zurich	ETH1	World Food System Summer School 2015	Maybe
National University of Singapore	NUS1	Southeast Asia in Context	Yes
	NUS2	Asia Now! The Archaeology of the Future City	No
Peking University	PKU1	Major Issues Concerning the Rise of China	Planned
	PKU2	Comparative Philosophy - China and the West	-
	PKU3	Special Topics in Chinese Economy	Yes
	PKU4	Silk Road: A History of Cultural and Material Exchanges	No
University of California, Berkeley	UCB1	Environmental Leadership Program	Yes
	UCB2	Media and Global Protest Movements	Yes
University of Cambridge	CAM1	CAM1: Our Changing World	Possibly
University of Copenhagen	COP1	Kierkegaard – The Individual in Global Society	Yes
	COP2	Interdisciplinary Aspects of Healthy Aging	Yes
	COP3	Urban Culture in Theory and Action	Yes
University of Oxford	OXF1	Global Challenges of the 21st Century – Environmental, Technological and Urban Sustainability	Yes
The University of Tokyo	TOK1	Introduction to the Japanese Language	Yes
	TOK2	Sustainable Urban Management	Yes
	TOK3	Japan in Today's World	Yes
	TOK4	Nanoscience	Yes
Yale University	YAL1	Moral Foundations of Politics	At the moment we are not sure what the program will be for 2016.
Total			Yes: 12 Possible: 4



Course Info Part I – Projected GSP 2016 Courses

To be presented at the Senior Officers' Meeting 2015

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 2016 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 (e.g. for questions of incoming students)	

Course Capacity

For internal use – Secretariat will share it with the partners.

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

Contact Information

A) For the IARU Secretariat

For the mailing list of the IARU Secretariat (e.g. for general information on GSP, invitations to GSP Meetings etc.)

Senior GSP Coordinator(s)	Name: E-mail:
Primary Coordinator	Name: E-mail:
Further GSP Coordinators (e.g. for incoming students, for outgoing students, course organizers)	Name: E-mail:
General GSP e-mail (if any)	E-mail:
Contact to be published on IARU's webpage (http://www.iaruni.org/about-us/gsp-coordinators)	Name: E-mail:

B) For the GSP Coordinators (internal use)

To be used in particular during the nomination, offer and acceptance phases.

Contact for incoming students (nominations are sent to this contact)	Name: E-mail: CC:
Contact for outgoing students (this contact receives the nominations)	Name: E-mail: CC:

C) Application Contact on IARU's Webpage

See <http://www.iaruni.org/gsp/how-to-apply>. Students send their applications to this contact.

Submission contact at home university	<i>E.g.:</i> Send application form to <i>or</i> Submission via e-application: ...
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IARU Global Summer Program 2015

Application Form

Before completing your application, please ensure you have read the application requirements of the course(s) you are applying for.

All fields are mandatory unless stated otherwise.

1. Personal Details

Home university	Select your home university.		
Family name			
Given name			
Student ID			
Date of birth (dd/mm/yyyy)			
Nationality on passport	Sex	Male <input type="checkbox"/>	Female <input type="checkbox"/>
Term address (Address while at home university)			
Permanent address			
Telephone number (including country code)	Mobile/cell number (including country code)		
Email address Please note that email will be used as the primary method of contacting applicants.			

2. Special Requirements (optional)

<p>Please let us know if you have special requirements so that we may make appropriate arrangements.</p>	
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3. Emergency Contact

Name		Relationship to you	
Telephone number (including country code)		Mobile/cell number (including country code)	
Contact address			
Email address			

4. Academic Details

What is your degree program?	
What is your current year of study?	
What is your major?	
What is your current GPA? (or equivalent)	
If English is not your native language, please provide evidence of English language proficiency. (such as TOEFL, IELTS or 'O' level English scores)	

5. Course Selection

Please select the course(s) to which you apply by marking a cross in the relevant course code box.

If you apply for more than one course at different universities, please use a separate application form for each course and notify the IARU GSP contact at your home university that you apply for more than one course.

<p>AUSTRALIAN NATIONAL UNIVERSITY</p> <p><input type="checkbox"/> ANU1: Mobilising Research</p>
<p>ETH ZURICH</p> <p><input type="checkbox"/> ETH1: World Food System Summer School 2015</p>
<p>NATIONAL UNIVERSITY OF SINGAPORE</p> <p><input type="checkbox"/> NUS1: Southeast Asia in Context</p> <p><input type="checkbox"/> NUS2: Asia Now! The Archaeology of the Future City</p>
<p>PEKING UNIVERSITY</p> <p><i>Peking University has designed PKU1-3 to be taken as stand-alone or concurrent courses. You may also take an optional Chinese language course.</i></p> <p><input type="checkbox"/> PKU1: Major Issues Concerning the Rise of China</p> <p><input type="checkbox"/> PKU2: Comparative Philosophy – China and the West</p> <p><input type="checkbox"/> PKU3: Special Topics in Chinese Economy</p> <p><input type="checkbox"/> PKU4: Silk Road: A History of Cultural and Material Exchanges</p> <p><input type="checkbox"/> Chinese Language Course (<i>cannot be taken as stand-alone course</i>)</p>
<p>UNIVERSITY OF CALIFORNIA, BERKELEY</p> <p><input type="checkbox"/> UCB1: Environmental Leadership Program</p>

- UCB2: Media and Global Protest Movements

UNIVERSITY OF CAMBRIDGE

- CAM1: Our Changing World

UNIVERSITY OF COPENHAGEN

- COP1: Kierkegaard: The Individual in Global Society

- COP2: Interdisciplinary Aspects of Healthy Aging

- COP3: Urban Culture in Theory and Action

UNIVERSITY OF OXFORD

- OXF1: Global Challenges of the 21st Century – Environmental, Technological and Urban Sustainability

THE UNIVERSITY OF TOKYO

The University of Tokyo has designed these courses to be taken as stand-alone (TOK2-4) or concurrent courses.

- TOK1: Introduction to the Japanese Language
(Must be combined with another TOK course. For beginners with no knowledge of the language)
- TOK2: Sustainable Urban Management
- TOK3: Japan in Today's World
- TOK4: Nanoscience

YALE UNIVERSITY

- YAL1: Moral Foundations of Politics

6. Statement of Purpose

Please write a brief statement of purpose (maximum 500 words) detailing your reason for applying to this course.

Your statement of purpose should include what you hope to get out of the course, and what you are likely to contribute to the intellectual life of the program. You may like to include details of related courses you have previously taken, and / or the relevance of the program to your present course of study or professional development.

7. Other Information

Please include any extra-curricular involvement or experiences that may be relevant to your application, e.g. work experience, volunteer activities, community involvement, sporting / cultural achievements (maximum 500 words).

8. Declaration

-
- I wish to apply to participate in the IARU Global Summer Program 2015, and declare that the information submitted in this application is correct and complete. I have read the “How to apply” information on <http://www.iaruni.org/gsp/how-to-apply>.
-
- I agree to notify the GSP contact at my home university if there is any change to the information I have provided in this application.
-
- I authorize my home university to obtain official records from any institution I have attended, and acknowledge that my university reserves the right to vary or reserve any decision regarding nomination made on the basis of incorrect or incomplete information.
-
- I authorize my institution to access my academic transcript; and if nominated, forward it to the relevant GSP host institution. **I will send copies of my academic transcripts along with the application form.**
-
- I agree that upon successful completion of the IARU Global Summer Program 2015, the IARU Secretariat can contact me if there are any centrally coordinated IARU GSP activities, and send me updates as a former GSP participant (you may choose to unsubscribe from the GSP mailing list at a later date).
-

9. Application Information

If you are shortlisted / nominated by your university to attend a GSP course, you may be requested to provide additional information.

Please submit your completed application form via email to the IARU GSP contact at your **home institution** (listed below). ANU, ETH Zurich, NUS and Yale submissions are to be submitted via e-application. Please ensure that you have a copy of your application for your own records. NUS and UTokyo students must apply by 22 February 2015. Application deadline for students from the other universities is 6 March 2015.

University	Contact Address	University	Contact Address
Australian National University	Submission via e-application: http://www.anu.edu.au/study/student-experience/iaru-global-summer-program	University of Cambridge	Laura.Bentham@admin.cam.ac.uk (Cc: Sarah.Ormrod@ice.cam.ac.uk)
ETH Zurich	Submission via e-application: https://www.ethz.ch/students/de/studium/auswaerts-studieren/austauschstudium/sommerschulen.html	University of Copenhagen	iaru.gsp@adm.ku.dk
National University of Singapore	Submission via e-application: https://myaces.nus.edu.sg/VOPSUM	University of Oxford	studyabroad@admin.ox.ac.uk
Peking University	mwangshuo1984@pku.edu.cn	The University of Tokyo	Send application form to the relevant office of your faculty or graduate school by the deadline determined by them.
UC Berkeley	gsp@berkeley.edu	Yale University	Submission via e-application: http://cie.yale.edu/?go=gsp



Santander Scholarship Agreement Fulfillment 2015

During the 2015 IARU Global Summer Program 137 students benefitted from the IARU-Santander GSP Scholarships. A total of USD 190,693 has been awarded, averaging USD 1,392 per student.

Carry over funds from 2013/2014 could be disbursed by some universities. Unconsumed sponsorships are due to the limitations imposed by Santander, and other sponsors, to combine multiple source of funding only up to a maximum amount. Additionally, late cancellations from students prevented the universities to award the monies to another student.

The table below summarizes the amount of Santander monies that each partner university will be able to disburse for GSP 2016 (numbers in USD).

University	Carried over from 2013/2014	Awarded Scholarships 2015	Carry over to 2016	Scholarship funds 2016	Expected Available Scholarships 2016
ANU	--	20,000	--	20,000	20,000
ETH	1,326	21,325	--	20,000	20,000
NUS	2,500	22,500	--	20,000	20,000
PKU	1,200	21,000	200	20,000	20,200
UCB	--	17,164	2,836	20,000	22,836
Cambridge	4,100	24,150	--	20,000	20,000
UCPH	100	19,992	108	20,000	20,108
Oxford	--	16,162	3,838	20,000	23,838
UTokyo	1,343	8,400	12,943	20,000	*32,943
Yale	2,000	20,000	2,000	20,000	22,000
Total	12,569	190,693	21,925	200,000	221,925

*Subject to Banco Santander Approval

A total of 7 students benefitted from Santander Scholarships as incoming students. These scholarships were awarded by the University of Cambridge to students from the universities listed below.

Home University	Outgoing students	As Incoming students	Total # of students
ANU	16	3	19
ETH	13		13
NUS	20	2	22
PKU	14	1	14
UCB	15		15
Cambridge	8		8
UCPH	12		12
Oxford	10		10
UTokyo	9		9
Yale	13	1	14
Total	130	7	137

Details of IARU-Santander Scholarship Beneficiaries by Institution

Australian National University

#	Course	Scholarship (USD)
1	CAM 1 Our Changing World	1.530,10
2	COP 1 Kierkegaard: The Individual in Global Society	1.109,40
3	COP 2 Interdisciplinary Aspects of Healthy Aging	1.109,40
4	NUS 1 Southeast Asia in Context	1.530,10
5	NUS 2 Asia Now! The Archaeology of the Future City	1.109,40
6	OXF 1 Global Challenges of the 21st Century	1.530,10
7	PKU 1 Major Issues Concerning the Rise of China	1.109,40
8	PKU 2 Comparative Philosophy - China and the West	1.109,40
9	PKU 3 Special Topics in Chinese Economy	1.109,40
10	PKU 4 Silk Road: A History of Cultural and Material	1.109,40
11	TOK 2 Sustainable Urban Management	1.109,40
12	TOK 3 Japan in Today's World	1.109,40
13	TOK 4 Nanoscience	1.109,40
14	UCB 1 Environmental Leadership Program	1.530,10
15	UCB 2 Media and Global Protest Movements	1.530,10
16	YAL 1 Moral Foundations of Politics	1.255,10
Total		20,000

ETH Zurich

#	Course	Scholarship (USD)
1	UCB1: Environmental Leadership Program	1.675
2	TOK4: Nanoscience	1.675
3	TOK4: Nanoscience	1.675
4	TOK4: Nanoscience	1.675
5	TOK3: Japan in Today's World	1.675
6	TOK2: Sustainable Urban Management	1.675
7	TOK2: Sustainable Urban Management	1.675
8	TOK2: Sustainable Urban Management	1.675
9	OXF1: Global Challenges of the 21st Century	1.675
10	OXF1: Global Challenges of the 21st Century	1.675
11	NUS2: Asia Now! The Archaeology of the Future City	1.675
12	NUS1: Southeast Asia in Context	1.675
13	TOK3: Japan in Today's World	1.230
Total		21,325

Note: ETH Zurich have topped up the IARU-Santander scholarship of S. C. (USD 1'230) with money from our own funds so he eventually also received 1'675 USD. Three additional students nominated to Copenhagen also received money from our own funds.



National University of Singapore

#	Course	Scholarship (USD)
1	ANU 1 Mobilising Research	1.125
2	ANU 1 Mobilising Research	1.125
3	CAM 1 Our Changing World	1.125
4	CAM 1 Our Changing World	1.125
5	COP 1 Kierkegaard: The Individual in Global Society	1.125
6	COP 1 Kierkegaard: The Individual in Global Society	1.125
7	COP 1 Kierkegaard: The Individual in Global Society	1.125
8	COP 1 Kierkegaard: The Individual in Global Society	1.125
9	COP 2 Interdisciplinary Aspects of Healthy Aging	1.125
10	COP 2 Interdisciplinary Aspects of Healthy Aging	1.125
11	COP 2 Interdisciplinary Aspects of Healthy Aging	1.125
12	OXF 1 Global Challenges of the 21st Century	1.125
13	PKU 1 Major Issues Concerning the Rise of China	1.125
14	PKU 4 Silk Road: A History of Cultural and Material	1.125
15	TOK 3 Japan in Today's World	1.125
16	TOK 4 Nanoscience	1.125
17	TOK 4 Nanoscience	1.125
18	TOK 4 Nanoscience	1.125
19	UCB 2 Media and Global Protest Movements	1.125
20	YAL 1 Moral Foundations of Politics	1.125
Total		22,500

Peking University

#	Course	Scholarship (USD)
1	YAL 1 Moral Foundations of Politics	1.500
2	YAL 1 Moral Foundations of Politics	1.500
3	YAL 1 Moral Foundations of Politics	1.500
4	CAM 1 Our Changing World	1.500
5	ETH 1 World Food System Summer School 2015	1.500
6	UCB 1 Environmental Leadership Program	1.500
7	UCB 2 Media and Global Protest Movements	1.500
8	UCB 2 Media and Global Protest Movements	1.500
9	TOK 2 Sustainable Urban Management	1.500
10	TOK 2 Sustainable Urban Management	1.500
11	TOK 3 Japan in Today's World	1.500
12	TOK 3 Japan in Today's World	1.500
13	COP 1 Kierkegaard: The Individual in Global Society	1.500
14	COP 1 Kierkegaard: The Individual in Global Society	1.500
Total		21,000



University of California, Berkeley

#	Course	Scholarship (USD)
1	ANU 1 Mobilising Research	993,64
2	COP 1 Kierkegaard: The Individual in Global Society	1.203,99
3	COP 2 Interdisciplinary Aspects of Healthy Aging	757,95
4	COP 3 Urban Culture in Theory and Action	1.085,48
5	ETH 1 World Food System Summer School 2015	818,85
6	OXF 1 Global Challenges of the 21st Century	2.000,00
7	OXF 1 Global Challenges of the 21st Century	2.000,00
8	PKU 3 Special Topics in Chinese Economy	1.044,01
9	PKU 3 Special Topics in Chinese Economy	898,84
10	PKU 3 Special Topics in Chinese Economy	1.044,01
11	TOK 1 Introduction to the Japanese Language	1.233,62
	TOK 3 Japan in Today's World	
12	TOK 3 Japan in Today's World	907,73
13	TOK 4 Nanoscience	907,73
14	YAL 1 Moral Foundations of Politics	1.379,83
15	NUS 2 Asia Now! The Archaeology of the Future City	888,66
Total		17,164

Note: 2835.68 USD of IARU-Santander Scholarship left unused due to three late cancellations from outbound students

University of Cambridge (Outgoing students)

#	Course	Scholarship (USD)
1	YAL 1 Moral Foundations of Politics	2.000
2	YAL 1 Moral Foundations of Politics	2.000
3	YAL 1 Moral Foundations of Politics	2.000
4	PKU 1 Major Issues Concerning the Rise of China + PKU3	2.000
5	TOK 3 Japan in Today's World	2.000
6	ETH 1 World Food System Summer School 2015	2.000
7	CAM 1 Our Changing World	2.000
8	ANU 1 Mobilising Research	2.000
Total		16,000

University of Cambridge (Incoming students)

#	University of origin	Scholarship (USD)
1	Yale	2.000
2	ANU	2.000
3	ANU	2.000
4	ANU	500
5	NUS	850
6	NUS	850
7	PKU	550
Total		8,750

Note: 24,750 USD were awarded in total to both incoming and outgoing students. 650 USD were assigned in excess and will be honored by Cambridge.



University of Copenhagen

#	Course	Scholarship (USD)
1	CAM 1 Our Changing World	1,666
2	OXF 1 Global Challenges of the 21st Century	1,666
3	OXF 1 Global Challenges of the 21st Century	1,666
4	OXF 1 Global Challenges of the 21st Century	1,666
5	UCB 1 Environmental Leadership Program	1,666
6	UCB 1 Environmental Leadership Program	1,666
7	UCB 2 Media and Global Protest Movements	1,666
8	UCB 2 Media and Global Protest Movements	1,666
9	UCB 2 Media and Global Protest Movements	1,666
10	YAL 1 Moral Foundations of Politics	1,666
11	YAL 1 Moral Foundations of Politics	1,666
12	YAL 1 Moral Foundations of Politics	1,666
Total		19,992

University of Oxford

#	Course	Scholarship (USD)
1	PKU 2 Comparative Philosophy - China and the West	1.208
2	PKU 1 Major Issues Concerning the Rise of China	1.208
3	PKU 2 Comparative Philosophy - China and the West	1.813
4	PKU 2 Comparative Philosophy - China and the West	1.208
5	UCB 1 Environmental Leadership Program	1.964
6	UCB 2 Media and Global Protest Movements	1.964
7	TOK 1 Introduction to the Japanese Language	1.813
8	TOK 1 Introduction to the Japanese Language	1.208
9	TOK 3 Japan in Today's World	1.813
10	YAL 1 Moral Foundations of Politics	1.964
Total		16,162

Note: Some students attended more than one course being offered by an institution but only one has been entered into the table above. \$3,838 to be carried over due to two students not taking up their places in the program. This was not reallocated due to Santander award limits and students already having been made awards from other funds.



The University of Tokyo

#	Course	Scholarship (USD)
1	NUS2: Asia Now! The Archaeology of the Future City	800
2	NUS2: Asia Now! The Archaeology of the Future City	800
3	UCB2: Media and Global Protest Movements	1.280
4	UCB2: Media and Global Protest Movements	1.280
5	COP1: Kierkegaard: The Individual in the Global Society	640
6	COP2: Interdisciplinary Aspects of Healthy Aging	640
7	OXF1: Global Challenges of the 21st Century	400
8	YAL1: Moral Foundations of Politics	1.280
9	YAL1: Moral Foundations of Politics	1.280
Total		8,400

Note: UTokyo students were to receive JASSO scholarship besides Santander. JASSO has strict rules in allocation of the stipend that students are not allowed to receive any kind of scholarship more than the amount of JASSO scholarship.



Yale University

#	Course	Scholarship (USD)
1	ANU 1 Mobilising Research	2.000
2	ANU 1 Mobilising Research	1.000
3	NUS 1 Southeast Asia in Context	2.000
4	NUS 1 Southeast Asia in Context	2.000
5	NUS 2 Asia Now! The Archaeology of the Future City	2.000
6	PKU 2 Comparative Philosophy - China and the West	2.000
7	TOK 3 Japan in Today's World	2.000
8	TOK 4 Nanoscience	1.000
9	UCB 2 Media and Global Protest Movements	2.000
10	CAM 1 Our Changing World	2.000
11	OXF 1 Global Challenges of the 21st Century	750
12	OXF 1 Global Challenges of the 21st Century	625
13	OXF 1 Global Challenges of the 21st Century	625
Total		20,000

Note: One student dropped out at the last minute in 2014, therefore Yale had \$22,000 to award in 2015. The entire amount had been awarded this summer, and then at the last minute, one student dropped out.

Santander Agreement 2015-2017

(Extract from the GSP2014 Meeting Tome)

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. 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.

**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 Botín-Sanz de Sautuola y García de los Ríos**, 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 cessation 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 JURISIDICION

This Specific Cooperation Agreement shall be governed by Spanish legislation.

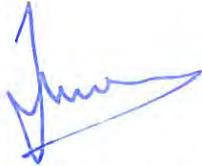
This Specific Cooperation Agreement has been signed in good faith, and therefore any conflict that may arise to its interpretation, formalization and fulfillment shall be resolved through negotiations by the Parties.

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).

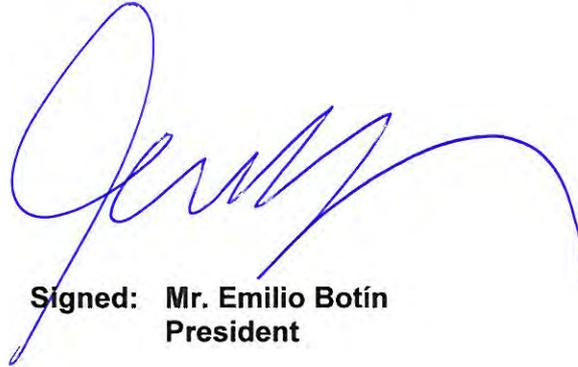
The Parties, having read this document and finding it to be in agreement and proof of what they have discussed, sign it in two identical copies in English language, at the places and on the dates specified above.

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

BANCO SANTANDER, S.A.



**Signed: Prof Tan Chorh Chuan
President**



**Signed: Mr. Emilio Botín
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:		Fax:
Other national supervisory organisation it belongs to (if applicable):				
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.				

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:	
Signature:	BANCO SANTANDER, S.A.
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:	



10th GSP Anniversary in 2017

Continuation of the discussion about ideas for celebrating the 10th GSP anniversary.

In 2017, the IARU Global Summer Program will celebrate its 10th anniversary. In 2014 partners and GSP alumni have been asked for ideas on how to celebrate that anniversary. Ideas ranged from activities for alumni such as local or virtual alumni reunions and GSP alumni conference to extended or new formats of GSP.

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

Additional Information

2016 marks the 10th anniversary of the establishment of the IARU. Key Contacts and Senior Officers have been asked, similarly to the GSP colleagues and alumni, to put forward their ideas on how to celebrate.

The Secretariat gathered 15 proposals of activities or events to carry out jointly. The complete catalogue of ideas is available [here](#)¹. The Senior Officers will decide which one will be realized at their meeting on 22-23 October 2015.

¹ http://www.iaruni.org/images/stories/restricted-files/SOM-Meetings/SOM-2015/IARU-10-years_Ideas-Catalogue.pdf



The Novo Nordisk International Talent Program Information by the University of Copenhagen

The new *Novo Nordisk International Talent Program* has been established between the University of Copenhagen (UCPH) and the Danish healthcare company Novo Nordisk (Novo).

UCPH has a longstanding collaborative relationship with Novo Nordisk and other members of the Novo Group in the areas of health and natural sciences.

Novo has kindly offered to fund a scholarship program for students from IARU universities taking a study abroad experience at the University of Copenhagen in a number of academic fields relating to the areas Novo represents.

Official communication has been sent from UCPH Pro-Rector for Education to all IARU Partners. The communication is appended to this document.





UNIVERSITY OF COPENHAGEN

Novo Nordisk International Talent Program



Dear fellow IARU Senior Officers,

15.JULI 2015

I write to inform you about the new *Novo Nordisk International Talent Program* which has been established between the University of Copenhagen (UCPH) and the Danish healthcare company Novo Nordisk (Novo).

RECTOR'S OFFICE

UCPH has a longstanding collaborative relationship with Novo Nordisk and other members of the Novo Group in the areas of health and natural sciences.

NØRREGADE 10
1017 KØBENHAVN K

Novo has kindly offered to fund a scholarship programme for students in a number of academic fields relating to the areas Novo represents. *The Novo Nordisk International Talent Program* is a scholarship programme for studying abroad within fields pertaining to metabolism, insulin, hemoglobin and obesity with the aim of ensuring international study experiences for students taking part in the programme.

DIR +45 35324784
MOB +45 28754784

asg@adm.ku.dk
www.ku.dk

REF: ASG

Recognizing the immense talent within the IARU group and the high quality of education, *The Novo Nordisk International Talent Program* has decided to set aside stipends to a select group of degree seeking students at IARU universities studying abroad at UCPH and vice versa.

Please see the attached document for criteria of *The Novo Nordisk International Talent Program* for degree seeking students studying abroad. UCPH has already been in contact with some of our IARU partners regarding utilizing the programme this summer.

We look forward to familiarizing our IARU partners further with *The Novo Nordisk International Talent Program* at the up-coming GSP meeting in September.

Also, UCPH *International Education and Grants* will be present in Glasgow for the EAIE conference, and will be happy to touch base with our IARU partners in this context as well.



Until then, if you have any questions about the programme, please do not hesitate to contact Ms. Trine Sand, Director, International Education and Grants, tsm@adm.ku, Phone +45 35 32 39 27.

PAGE 2 OF 2

I look forward to seeing you at the Senior Officers' Meeting in Copenhagen in October.

Yours sincerely,

Lykke Friis
Prorector for Education



UNIVERSITY OF COPENHAGEN

The Novo Nordisk International Talent Program



Eligibility and field of study for IARU students studying abroad at the University of Copenhagen

The student must be a degree-seeking student at a IARU university admitted as an exchange -or guest student at the University of Copenhagen.

The student must enroll in studies at the master's level while studying at the University of Copenhagen. Relevant activities include, but are not limited to, summer courses, master classes, research attachments, lab work or for-credit study activities.

The master's level studies must be within fields pertaining to metabolism, insulin, hemoglobin and obesity.

The following degree programmes at the University of Copenhagen offer relevant courses, or other academic activities, within these fields:

Bioinformatics, Biochemistry, Biology, Biology-Biotechnology, Public Health, Food Innovation and Health, Global Health, Human Nutrition, Human Biology, Human Physiology, Immunology, Health Informatics, Chemistry, Medicine, Medicine and Technology, Molecular Biomedicine, Nanoscience and Pharmaceutical Sciences.

Coverage

The scholarship may be spent towards the cost of tuition fees, travel costs, insurance and other reasonable and fair expenses incurred in connection with studying abroad at the University of Copenhagen.

The scholarship may typically amount to approximately EURO € 1200 a month. Depending of the costs and length of the study abroad at the University of Copenhagen, it may increase up to EURO € 26000 in total.



Scholarships are awarded up to one full semester.

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Selection criteria

Priority is given to full-semester (4-6 months) study-abroad stays, but shorter stays are also considered.

Application process

Contact *International Education and Grants* at the University of Copenhagen for further information:

Ms. Trine Sand, Director International

Email: tsm@adm.ku.dk, Phone: + 45 35 32 39 27

Ms. Sara Lunde Dinesen, Project Co-ordinator

Email: sadi@adm.ku.dk, Phone: + 45 35 32 37 92



Realization of Global Classrooms

Updates by the University of Tokyo

U-TOP is an international collaboration system developed by The Center for Research and Development of Higher Education, the University of Tokyo (“Center”). U-TOP enables users in different places to hold courses, lectures and meetings (“Courses, etc.”) through an online connection. The particular points of U-TOP are as followings:

(1) Standard web browser and no installation of software

Individuals wishing to use U-TOP will be given a User ID and password. They can use U-TOP using standard Web browsers without any special software.

(2) Rooms, Room Administrator and Participants

Room: A unit for using U-TOP. One Room is made available for each Course, etc.

Room Administrator: A user with administrative rights over the Room.

Participants: Participants are course-takers in the Room and can join in discussions.

Observer: Observers are course-takers in the Room and can only observe the lecture.

(3) U-TOP usage environment

Following are the recommended client PC environments for Users invited to a Room as a Member. The U-TOP Manual describes the recommended environment for use by Observers.

a. OS: Windows 7 or higher/Mac OS X 10.7 or higher

- Chrome (or Opera) browser: Required
- Flash Player: Optional (required for RTMP distribution)
- CPU: Intel Core i5 or higher, or equivalent
- Memory: 8 GB or more recommended
- Camera: Required
- Microphone: Required
- Communication speed: 100 Mbps or higher recommended

b. Ports 3478 (UDP), 9000 (TCP), 1935 (TCP) must be left open by the network firewall on the client PC side.

(4) Functions

1. Showing files in the lecture
2. Changing view (main, middle and small windows)
3. Chat and file-exchange facility
4. Quiz delivery and collection
5. Scheduling
6. Formation and reformation of several discussion groups (future plan)

Yale Partnerships for Global Health: A Multi-Lateral Model for Biomedical Research Training

Prof. Michael Cappello, MD



Michael Cappello MD is Professor of Pediatrics, Microbial Pathogenesis, and Public Health at the Yale School of Medicine. In addition to his medical school appointments, Dr. Cappello also chairs the Council on African Studies at the Whitney and Betty MacMillan Center for International and Area Studies at Yale and co-directs the Yale Africa Initiative.

He graduated from Brown University with a degree in Biomedical Ethics and received his MD from Georgetown University in Washington, DC. After training in adult and Pediatric infectious diseases at Yale, he joined the faculty in 1995. Dr. Cappello oversees a laboratory and field based research program focused on the global health impact of infectious diseases. He is a 2007 recipient of the Bailey K Ashford medal, awarded by the American Society of Tropical Medicine and Hygiene “for distinguished work in tropical medicine.”

In addition to research, Dr. Cappello provides clinical care as an Infectious Diseases specialist at Yale-New Haven Children’s Hospital. He is also co-founder of the Yale Partnerships for Global Health, an initiative that advances scientific knowledge, promotes international understanding, and builds human capacity through collaborative research and training.

From 2007-15, Dr. Cappello directed the Yale World Fellows Program, a multi-disciplinary, campus-wide initiative whose mission is to cultivate and inspire a global network of leaders committed to positive change. He is a member of the Council on Foreign Relations.

Contacts at the Yale School of Public Health: https://publichealth.yale.edu/people/michael_cappello.profile



Synergies with the Global Transformation Initiative

Information by the University of California, Berkeley

The Global Transformation Initiative (GT), in essence, builds on other IARU initiatives, and aligns rather nicely with the Global Summer Program, which is aimed at fostering leadership and global engagement among the younger generations by creating opportunities through our summer programs for students from this group of leading research universities to come together, and to live and learn together. While GSP courses vary in content and approaches, they are guided by common principles, among them the importance of student engagement with critical issues of the 21st century. Many also extend the learning opportunities beyond the classroom to include service and other forms of experiential learning. More recently, some GSP partners have also provided internship and research-centered initiatives as part of the program.

While GSP has been extremely successful in realizing its stated objectives, it is also constrained by the nature of the IARU alliance. Despite the fact that many of the critical issues of the 21st century involve the global south, the latter is not represented within the alliance. Essential voices and perspectives, thus, are missing from the discourse.

The Global Transformation initiative aims to fill this intellectual gap. Though details remain to be fully flushed out, GT's most significant contribution is the centrality that it places on the global south, not only as the subject of, but also a partner in, our global engagement. Expanding this circle of partnership will allow GSP to evolve to the next level of engagement.

The GT working group has also anticipated the funding challenge, particularly as it pertains to the affordability of program for students from the global south, and noted that collective fundraising (through joint proposals to corporations etc.) may be necessary.

Other Global Education Initiatives

Updates by the IARU Secretariat

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

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

9.1 Global Internship Program & 9.3 Sustainability fellowships

IARU internships and fellowships offer unique work and research opportunities for students, ranging across a variety of skills and research fields. While the internship opportunities are publicly announced on the IARU website (amongst other platforms) and open for applications to any IARU student with a matching profile, the Sustainability fellowships are managed by the IARU Sustainability Campus coordinator directly and undergo a separate selection process.

Overall, 24 IARU students could benefit from a IARU working abroad experience, equally distributed between GIP and Sustainability Fellowship.

In 2015, 4 universities offered a total of 20 internships: NUS, UTokyo, ETH Zurich and PKU. NUS and UTokyo offered the majority of the internship positions and confirmed will continue offer these programs in 2016.

University	N. of positions	Total IARU Applicants	Total IARU interns
National University of Singapore	14	6	2
University of Tokyo	4 (programs)	76	10
ETH Zurich	1	12	0
Peking University	1	-	-
Total	n/a	94	12

Based on the available information, the 2015 GIP performed extremely well compared to previous years. The total number of applications received from IARU students is 4,5 times higher than in 2014 - when 18 applications were received and 13 internships offered. In total, 12 IARU interns were accepted and carried out the internship.

Please refer to the Appendix in this chapter for further information on the GIP.

In the same year, 12 IARU Sustainability Fellowships were hosted across eight institutions. The work of the Fellows focused on practical contribution to the universities green campus goals, eg. staff and students

engagement in sustainability activities, waste management, laboratory energy efficiency, etc. The best reports will be published on IARU's website.

Hosting University	Sending University
Australian National University	NUS, UTokyo
University of Cambridge	Yale
University of Copenhagen	Oxford, NUS
National University of Singapore	Cambridge, UCPH
University of Oxford	ANU, UCPH
Peking University	Yale
The University of Tokyo	ANU
Yale	Oxford
Total	12

9.2 Global Cross-Disciplinary Tournament

The IARU Global Cross-Disciplinary Tournament (GXT) is a student-run initiative designed to connect 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 again at ANU. There has been no GXT in 2015, it is not known yet whether students from a partner university will be offering to host the 5th GXT in 2016.

Themes of the past editions of the GXT:

2011 – The Future of Education @ANU

2012 – The Future of Cities @NUS

2013 – The Future of Media @PKU

2014 – The Future of the Body @ANU

9.4 Global Student Conferences

The GSC was initiated by NUS to develop greater connections amongst graduate students within the alliance after IARU witnessed the success of the GSP program for undergraduates. So far, two GSC took place all focusing on the theme of Ageing. The 3rd GSC will take place in Tokyo in 2016, in the framework of the IARU Ageing, Longevity and Health research collaboration initiative.

Appendix

Global Internship Program @ NUS

NUS offered 14 positions and received 4 applications from IARU students. 3 were accepted: 2 accepted the job and one withdrew.

Internship title	Applications from IARU PP	Sending University	Stipend (per month)
Programs/Research Intern at the International Relations Office	PKU: 2 ANU: 2	ANU: 1	Sponsorship of housing for duration of internship
Summer Research projects:			
Family and Population Studies in Asia	No applicants		
Integrating Safety Considerations into Construction Process Simulations	No applicants		
Evaluation of an Individualised Mobility Analysis and Rehabilitation System (iMARS)	No applicants		
Migrating out of Poverty Research Programme Consortium: Intra-household Industry and Policy Processes Dynamics, Migration	No applicants		
The Application of Data Mining to Support Performance Analysis in Urban Design/Planning: A Case Study	No applicants		
Contributing to the Development of a Shape Grammar Interpreter	UC Berkeley: 1	UC Berkeley: 1	Sponsorship of housing for duration of internship
Cooperative Brains: EEG Hyper-Connectivity Between Operator Pairs whilst Actively Performing Demanding Interdependent Goal-oriented Tasks	No applicants		
Characterisation of Brain States in Multi-task, Multi-workload Experiments: Machine Learning Techniques for EEG Signal Analysis	No applicants		
Neural Bases of Creativity	No applicants		
Social Brains: EEG Hyper-connectivity between Operator Pairs whilst Actively Performing Demanding Interdependent Goal-Oriented Tasks	No applicants		
Concurrent EEG/fMRI: Neuroimaging Of Brain Activity and Connectivity with High Spatial And Temporal Resolution	No applicants		
Dynamic Connectomics of Lower Limb Motor Cortex for Exoskeleton Robots	No applicants		
The Controlled Activation of Carbon-Boron Bond	Yale: 1	N/A *	

*Withdrew after being accepted

There was a stronger interest in the semester-long internship with the NUS International Relations Office, NUS may continue offering this opportunity for the foreseeable future.

NUS is considering reducing the number of research projects, and is likely to only accept up to two research interns for the summer. The summer research projects were also offered to NUS' other research exchange partners. This made it easier and more attractive for NUS faculty members to be part of the programme, and was helpful in filling the positions as applications from IARU students remained low (as per previous years).

NUS intends to continue offering positions in 2016 and beyond.

Global Internship Program @ ETH Zurich

ETH Zurich offered 1 position and received 12 applications from IARU students. Unfortunately none were selected and the place remained vacant. The turn-out of the call was below expectations, with fewer applications and of a limited quality. One reason for this might be in connection with the concept of "dual career" which is not rooted in all universities practices, nor an experience that a student may have already encountered.

Internship title	Duration	Applications from IARU PP	Sending University	Stipend (per month)
Evaluating dual career solutions co-financed by ear-marked money	Summer 2015	12 (+2 from non-IARU) PKU:9 ANU: 1 UC Berkeley: 1 UCPH: 1	N/A	2000.- CHF/month

Global Internship Program @ The University of Tokyo

The University of Tokyo offered multiple positions under 4 internship programs. 76 IARU students applied in total and 10 were selected to carry out the internships. All four programs will be offered again in 2016.

Internship title	Duration	Applications from IARU PP	Sending University	Stipend (per month)
Internship with the International Core Research Center for NanoBio (C2CNB)	June - August	-	N/A	-
University of Tokyo Research Internship Program (UTRIP)	July - August	29 PKU:10 Cambridge:6 NUS: 5 Oxford:4 UC Berkeley:2 ANU:1 Yale:1	9 PKU:2 Cambridge:2 NUS:1 Oxford:1 UC Berkeley:2 ANU:1	The students could receive a GSS-UTRIP Scholarship or the FUTU awards
Summer Internship Program in	June - August	21 NUS:12	-	USD 930/40 days Up to 430 USD as a



Kashiwa (UTSIP Kashiwa) (This program runs for the third year)		PKU:2 UC Berkeley:3 UCPH:1 Oxford:3		subsidy of air fee Accommodation provided
UTokyo Amgen Scholars Program 2015 (This program runs for the first year)	June- July	26 NUS:14 Yale:7 UCPH: 1 ANU:1 UC Berkeley: 2 Cambridge: 1	ANU:1	USD 2,000/8 weeks Flight & Accommodation covered
Total		76	10	n/a

Global Internship Program @ Peking University

One position was offered at PKU as Program Assistant at the Peking University School of Innovation and Entrepreneurship. No additional information is available at this stage on the number and origin of the applications, and on the accepted intern.



General Information about the GIP

Available internship opportunities can be communicated to the IARU Secretariat that forwards the information to all IARU Key Contacts and advertises them on IARU's webpage – ideally in December/January when the GSP application period opens in order to reach most students.

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.

IARU GSP Working Committee Meeting 2015

Meetings and Activities 2016

To be discussed and defined at the GSP Meeting 2015. Offer by National University of Singapore to host the Meeting 2016.

Note: The 2016 EAIE Conference will take place in Liverpool from 13 to 16 September 2016.

GSP Working Committee Meetings

- 2015 @ Yale University (21–22 September)
- 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)

Confirmed Outcomes of the GSP Working Committee Meeting 2014

University of Oxford, 22–23 September 2014

Opening

Prof. Sally Mapstone, Pro-Vice Chancellor for Education at University of Oxford, opened the meeting, extending a warm welcome to all delegates. She stressed the importance of the Global Summer Program as providing students a unique international experience and exposing them to different teaching and learning environments. Prof. Mapstone thanked everyone behind the scene for their commitment and energy to make GSP happen.

Anders Hagström welcomed the meeting participants and thanked Nina Tomlin and her team at University of Oxford for hosting the meeting.

Session 1: GSP 2014

1.1 GSP 2014 Course Review

Australian National University

ANU received a high number of applications but in total fewer than in previous years, mostly due to changed funding arrangements for outgoing students. Some GSP courses run into the semester of ANU, causing outgoing students to miss the first weeks of the semester. As the intensity of the offered GSP courses among all universities was not consistent, it was difficult to manage the student expectations.

ANU offered two courses which run successfully.

ETH Zurich

ETH offered two courses that were also open to local and non-IARU students. As not all the Santander funds were used for outgoing students, ETH also awarded Santander scholarships to incoming students after having double-checked with the home university to ensure that the total amount of received Santander monies did not exceed the maximum of USD 2,000 per student.

National University of Singapore

NUS offered the same two courses that have been running successfully for a few years. The five-week “Southeast Asia in Context” course included a travel component to Indonesia or Cambodia; the three-week “Asia Now!” course was held within Singapore. The faculty of the courses changes every three years. The latter course counted 17 students although the capacity would have allowed enrolment of two or more students from each partner university.

Peking University

Three courses have been offered within GSP 2014, one of them in collaboration with Yale that attracted many students also from Yale. The overall quality of the three courses has improved, which

has contributed to the increase in the number of incoming students. In the course surveys, students asked for more specific pre-course information and more free time to explore the city.

PKU received a significant higher number of applications of outgoing students. The Santander scholarships were essential for enabling more students to participate.

University of California, Berkeley

Overall, compared with last year UC Berkeley had fewer students, both outgoing and incoming. The reason for the smaller number of outgoing applications is unclear. Reducing the numbers of incomings was deliberate. UC Berkeley tried a new course with a student cap on it. The course proved to be successful. There was a good representation of 8 partner institutions.

One course ended in mid-August making it a challenge to meet the reporting deadlines.

University of Cambridge

The University of Cambridge interviewed all outgoing students to guarantee a good selection. Incoming students particularly enjoyed the intensive supervisions within the program. One struggled with language skills. Overall this years' GSP at Cambridge was good, but a few of the students wanted more cohesion between the individual elements of the program, which ties in with the plan to change the format for 2015. As usual, the program caused a lot of administrative work for a relatively small cohort of students.

University of Copenhagen

UCPH offered two courses that have run for a number of years. There was faculty involvement from Yale and Oxford. In terms of incoming students, UCPH would have liked to have full IARU representation. With regards to outgoing students, interest has increased compared to previous years.

University of Oxford

14 students attended the course offered by Oxford. The size of the cohort was kept small to enable small-group teaching. There were no students from UTokyo, ETH, Cambridge and Oxford. The course was open also to Oxford students but none applied. Finding the right balance of academic rigor and intensity versus free time is a continuous challenge.

The University of Tokyo

Prof. Takeo Fujiwara thanked the partners for having signed the memorandum of understanding for receiving students from overseas. New regulations at UTokyo required the Memorandum on Student Exchange for GSP.

As in the past years, UTokyo offered 4 courses – one of them being an introductory language course – attracting close to 200 applications. About 20 UTokyo students were sent abroad on GSP while about 40 GSP students from overseas attended the UTokyo courses.

Yale University

Yale offered a course that had been held before. A trip to the United Nations with lunch at the Yale Cub in New York City was part of the course. Unfortunately no Yale students participated in the course. The results of the post-course survey were disappointing. The reasons will be analysed.

Feedback of the outgoing students was positive. In particular the PKU course with faculty involvement from Yale and 9 Yale students is worth mentioning.

Yale requires a minimum course duration of 4 weeks for courses to be credit bearing. GSP course durations of 3 weeks and less are therefore less attractive to Yale students.

1.2 GSP 2014 Snapshot

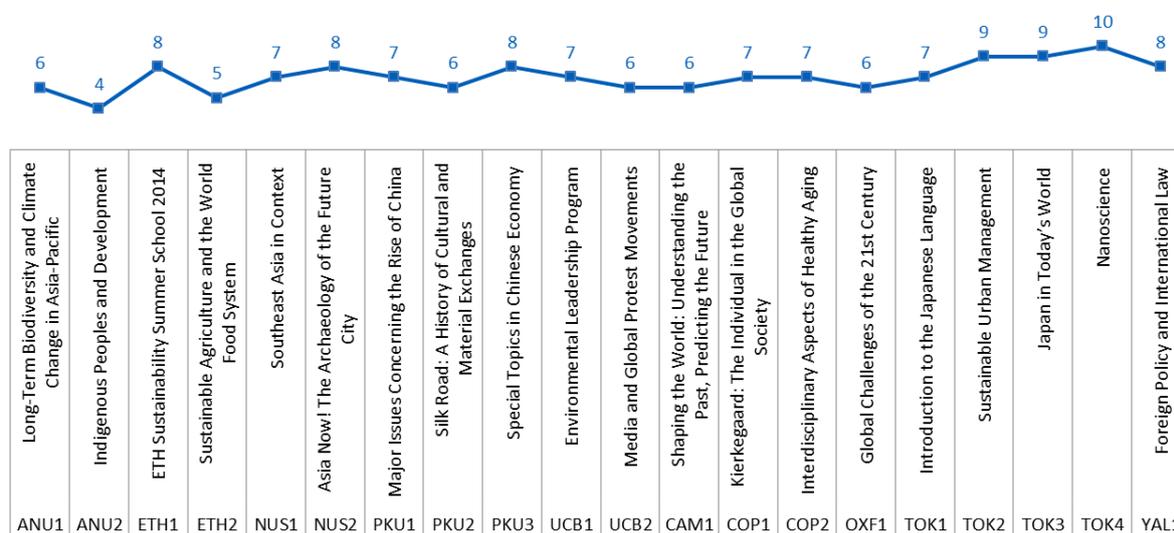
2014 marked the 7th year of the IARU Global Summer Program. A total of 20 courses were offered, with durations between 2 and 6 weeks, attracting over 700 applications. A total of 304 IARU students participated in GSP 2014. As there are more and more opportunities for students to go abroad in the summer, students tend to apply for multiple options, so the number of applications should be viewed in this context. Nonetheless, the overall picture confirms the continued interest of students in the GSP.

On average, each course had 15 student participants – less than in previous years. More students could thus benefit from GSP within the current course offer and organizational workload.

Keeping cost low continues to be a major challenge. Five courses had a total cost of USD 5,000 or more, with on-campus accommodation and board representing the bulk of the total cost (not including travel and living expenses).

ANU handled the most applications of outgoing students, followed by UCPH and NUS. UTokyo attracted most incoming applications and hosted the largest number of IARU students, closely followed by PKU. UCPH sent out most students on GSP.

The table below gives an overview of the GSP 2014 courses with the number of partner institutions represented in each course:



1.3 GSP 2014 Course Survey Analysis

Course organizers sent out the survey links provided by the IARU Secretariat to course participants (including non-IARU students). The response rate was 48% (2013: 58%). Courses receiving less than 5 responses were excluded from the analyses for privacy considerations.

Overall, GSP 2014 performed well, even slightly better than last year. The key findings are the following:

- 97% of the students “agreed” or “strongly agreed” that GSP 2014 was a good experience. All courses scored at least 4 of maximum 5 points. 92% of the students would recommend GSP to their peers.
- The feeling of being part of a broader IARU network is less pronounced. 70% of the students were not aware of IARU before they participated in the GSP.
- The diversity of the participants is a key success factor of GSP. Having students from most, if not all, IARU institution as well as a sufficient number of local students is appreciated by GSP participants. They enjoy receiving different perspectives, ideas and approaches of peers from other cultures. Being exposed to different teaching styles and learning environments than at home is found to be challenging but also enriching.
- Pre-departure course information continues to be a weakness, even though the value has improved considerably in the last years. Based on the student feedback, the IARU Secretariat will modify the template of Course Info Part II to include a rough estimate of the course intensity and the living expenses. Course organizers need to be aware of the different information channels used by incoming IARU students, local students and non-IARU students.
- Deciding factors for choosing a GSP course are cost and the availability of scholarships, date, content, geographical location, reputation of the host university, faculty, feedback from past GSP students, course duration, anticipated work load vs. free time and field trips.
- The respondents found that the GSP Aims & Principles as described on the webpage (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) were fulfilled in a satisfactory manner.
- When asked for improvement of GSP, students mentioned the following:
 - Improved pre-departure information (see above)
 - Longer courses (4 weeks and more)
 - Reduced cost, more financial support
 - Less less rigorous/intense courses, allowing for more free time to explore the city/country

Session 2: Course Administration and Logistics – Discussion of Key Issues

Application Form

The PDF application form caused some cross-platform issues between Windows and Mac. In forms that had been filled in using Apple’s “Preview” software, the field content was not visible on other operating systems. The meeting agreed to switch to a MS Word format.

Cost

Universities will continue to try hard to minimize the cost to students. The IARU Secretariat will state on the webpage that travel expenses, visa and living cost is not included in the cost overview.

Student Cancellations

When applying for GSP, students receive a rough overview of the total cost but they receive the decision on the financial only later. This is a frequent reasons for student cancellations. The IARU Secretariat will describe the process as clearly as possible on the webpage, but delegates agreed that it will never be possible to provide the students beforehand with exact numbers.

Universities are free to apply cancellation charges if seen fit, but these must be declared up-front.

Pre-Departure Course Information

Many students wished that the course were less intense, allowing for more free time to explore the city/country. Lot of the research, essay writing, preparation of group presentations etc. was done in the evenings and during weekends. To manage student expectations, the IARU Secretariat will clarify on the webpage that students should anticipate a full time commitment to the course while on the program and plan traveling time before or after the course.

Facebook Page

The IARU Secretariat reported that the Facebook Page (www.facebook.com/groups/iaru.gsp/) is widely used (except by PKU students as Facebook cannot be accessed within China). Students get to know each other before the courses start; GSP alumni share their experiences. GSP Coordinators are encouraged to visit the page and contribute actively and/or send pictures and news to the IARU Secretariat to be posted on the page.

Branding

ANU, NUS and PKU distributed IARU/GSP t-shirts to build up the identity of “IARU-ness”. In addition, PKU organized special IARU events for GSP students.

Student Surveys

Partners running their own surveys with the returning students are invited to forward these reports to the host universities.

Session 3: GSP 2015

3.1 Timeline for GSP 2015

GSP Coordinators agreed on the following timeline:

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.)	Completed course profiles forwarded to the Secretariat for upload on the website. GSP 2015 course information go 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 all financial aids offered to the applicant if available.</i>	Host university sends offer letter to applicant. <i>Please cc sending university.</i>	Student responds to nomination / acceptance. University sets deadline but no later than 10 April 2015. <i>Please notify sending university.</i>
Course Info Part I	Course Info Part II				
24 October 2014	12 December 2014	6 March 2015 (NUS/TOK: 22 Feb.)	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:** If the complete course information is already available, GSP coordinators can send both Course Info Parts (I and II) by 24 October.
- **Application:** All IARU students must go through the application process of their 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 their GSP Coordinator.
- **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 I:** 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.
- **Nomination II:** Coordinators should notify a partner university if there are no nominations for this particular university.

3.2 Outlook of GSP 2015 Courses

University	Courses (tbc)	Comments
ANU	1	1 instead of 2 courses
ETH	2	One course on a sustainability and one on a food systems topic.
NUS	2	Repeat of the 2014 courses, "Asia Now!" with 4 weeks instead of 3
PKU	3	Repeat of 2014 PKU1; PKU2 as offered two years ago, PKU3 on Chinese economics
Berkeley	2	Repeat of 2014 courses
Cambridge	1	New course, 4 weeks
UCPH	2-3	Repeat of 2014 courses, looking into the possibility of offering a 3 rd course
Oxford	1	Course on sustainability and development, 4 weeks
UTokyo	4	Repeat of the 4 courses from 2014, maybe different schedule due to a slight change in the academic calendar of UTokyo next year
Yale	2	Plan to offer two courses. 2014 course will not be repeated.

Session 4: Santander

4.1 Santander Agreement Fulfillment 2014

During the 2014 GSP, 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 were awarded, averaging USD 1,368 per student. Most of the carried-over funds from GSP 2013 have been disbursed 2014.

4.2 Santander Agreement 2015–2017

The first agreement with Santander was valid for three years and terminated with GSP 2014. The IARU Secretariat approached Santander to explore the extension of the agreement from 2015 onwards. The draft for the agreement 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. Prof. Tan Chorh Chuan, President of the National University of Singapore, kindly agreed to sign the contract on behalf of IARU.

In character, the new agreement is a continuation of the existing agreement without major changes. Articles that had caused uncertainty in the past have been formulated more clearly. Each partner university will receive USD 20,000 per year to be disbursed to at least 10 students to cover airfare, tuition and living cost. 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 student's home university, "topping up" with Santander funds is possible, in which case the Santander funds can be less than USD 1,000 per student. All partners should try to use the full amount of USD 20,000 per year by awarding scholarships to outgoing students. If the full amount cannot be used for outgoing students, the remaining funds can be offered to incoming students who have not yet received the maximum of USD 2,000 of the IARU Santander GSP Scholarship. If the yearly quota cannot be fully spent in the current GSP cycle, the university can carry over the unconsumed scholarships to the next GSP year.

The agreement with Santander requires partners to complete and sign the Confirmation Form, send information for the annual report to Santander, including the names and e-mail addresses of the

scholarship beneficiaries, and to acknowledge Santander as the sponsor of the Global Summer Program on their respective webpages. The IARU Secretariat will prompt GSP Coordinators to comply with these regulations in due time.

In the past, Santander had expressed interest to expand its support to IARU. The GSP Coordinators had suggested to seek additional funds to make the GSP experience available to more students. IARU Presidents acknowledged the importance of the Santander scholarships which contribute significantly to the student mobility and therefore to the success of GSP. However, they decided to give preference to expanding IARU initiatives to graduate students or other forms of student exchange programs.

Expansion of IARU Membership to other Universities

Presidents have discussed expanding IARU with one or more further members from South America or Africa. At the Presidents' Meeting in April 2014 they decided to invite Universidade de São Paulo (USP) to join the Alliance. The IARU Chair has formally invited USP but has not received a clear answer so far. If USP became a new member, they would become part of GSP in two years at the earliest (GSP 2016). A clause of the new Santander contract foresees the option to negotiate an addendum to the agreement to accommodate such an expansion.

Emilio Botín, Executive Chairman of Santander

Emilio Botín passed away on 10 September 2014. Mr. Botín had been the entry point to set up the GSP agreement with Santander. Jane Edwards offered to write a letter of condolence on behalf of the IARU GSP group to Santander.

Session 5: GSP Alumni

5.1 Results of Alumni Survey 2011–2013

In summer 2014, the IARU Secretariat conducted a survey with the past GSP participants from 2011, 2012 and 2013. 85% of the students contacted, the e-mail address on record was still valid. A total of 298 students responded to the survey, which corresponds to a response rate of 37% (2008–2010: 18%).

99% of all respondents agreed or strongly agreed that GSP had been a rewarding experience. A major strength of GSP lies in the diversity of the participating students. The students highly appreciated studying with peers from different academic backgrounds and with diverse nationalities and cultures. Many stated that they would like to have had students from all ten IARU universities represented in their course. On the personal level, GSP has helped to establish many international friendships.

In general, the respondents thought that the GSP principles had been satisfactorily met. However, they did not view their GSP experience to have been research-intensive. 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.

5.2 GSP 10th Anniversary 2017

In 2017, the IARU Global Summer Program will celebrate its 10th anniversary. Partners and GSP alumni have been asked for ideas on how to celebrate that anniversary. Ideas ranged from activities for

alumni such as local or virtual alumni reunions and GSP alumni conference to extended or new formats of GSP.

The IARU Secretariat took up the idea to use the IARU World Alumni Forum taking place back-to-back with the IARU Presidents' Meeting 2015 in Tokyo as a platform and invite GSP alumni living in the Tokyo area. A slot in the Forum could be reserved to organize a GSP specific event.

Jane Edwards and her team at Yale might look into the possibility of organizing a GSP media course for students researching on the outcomes of the past Global Summer Programs.

Session 6: GSP Further Directions

6.1 IARU Student Research Hub (GSP Hub)

Despite the success of the current GSP model, one recurring challenge is the significant organizational and financial effort required to provide courses for a relatively small number of students. A few years ago, the idea evolved to create a hub to gather a larger pool of students in one location. Under this approach, participating partners would host the GSP every few years on a rotating basis with the aim of reducing the overall financial and administration burden.

ANU and Berkeley committed to explore the idea in more detail and presented the proposal of the "IARU Student Research Hub". The suggested model would bring together undergraduate students and faculty from partner universities to look in detail at a topic of significance to the Alliance and the world. The proposed inaugural topic is *Human Security*. The hub would run for at least 4 weeks and incorporate a strong research component. ANU is investigating the possibility of offering its 2015 GSP course in a format reflective of this model. It is aimed to launch the first IARU Student Research Hub in 2016 with a maximum of 45 students. Some lectures would be delivered in a plenary, but the students would also be divided in groups to conduct research on different strands.

GSP Coordinators thanked ANU and Berkeley for taking the lead and welcomed the pilot course to gain first experiences and then discuss the further development. They also reminded that a distinct benefit of the current GSP model are the small groups that allow to forge a strong bond among the students and faculty.

6.2 Realization of Global Classrooms – Proposal by UTokyo

The University of Tokyo is developing an interactive ICT system that creates a "global classroom" by connecting several universities. The project aims at offering students the possibility to experience a global environment. The system will allow to connect to the global classroom with commonly used technologies. The only draw-back of such live streams would be the time differences of different locations.

The system is still under development. As soon as it will have been finalized and tested with different universities in Japan, UTokyo will advise the IARU partners step by step about how to access the system.

The GSP course "Sustainable Urban Management" might be offered as an open course.

6.3 Multi-Lateral One- or Two-Semester Exchange Program

GSP has become a firmly established program that is running smoothly. Expanding the scope of the discussions beyond the summer program has been brought up several times at IARU Presidents' Meetings. Presidents tasked the Senior officers to look into other forms of IARU-wide exchanges. IARU should reach out to more students by creating more international student opportunities. The GSP Coordinators were asked to feed into this discussion.

GSP Coordinators drew the attention to the already existing broad student mobility under the IARU umbrella. The exchanges however are based on bilateral agreements. Multi-lateral agreements would cause more administration burden and therefore not be worth the effort.

To make Presidents aware of the presumably astonishing number of the already existing exchanges of students and faculty among the IARU universities, the IARU Secretariat will collect the numbers and aggregate them into a matrix.

6.4 Other Global Education Initiatives

Global Internship Program (GIP)

In 2014 three IARU universities offered a total of 13 internships. 3 of them were carried out with an IARU intern. NUS offers diverse internships every year to international students although it has proved to be a challenge to find suitable projects. ANU offers semester-long research internships to students who must be enrolled in some classes to avoid visa issues.

Partners acknowledged that the institutions are too diverse to set up an IARU-wide internship program. Available internship opportunities however can be communicated to the IARU Secretariat that forwards the information to all IARU Key Contacts and advertises them on IARU's webpage – ideally in December/January when the GSP application period opens in order to reach most students.

Sustainability Fellowships

In 2014 a total of 17 students from all 10 IARU institutions participated in the Sustainability Fellowships reciprocal exchange program, working on sustainability topics at a partner university during 4–6 weeks. The program is well established, much appreciated by the participating students and sustainability offices and runs smoothly. The IARU Secretariat will include these student exchanges in the above mentioned matrix and circulate it among the GSP Coordinators for their information.

Global Cross-Disciplinary Tournament (GXT)

The student association at ANU hosted GXT in July 2014. 25 students from 6 partner universities participated in this year's student-led initiative under the topic "The Future of the Body". Erik Lithander (ANU) and Takeo Fujiwara (UTokyo) were among the review panellists. The event received financial support from ANU.

The initiative depends on enthusiastic students who volunteer to run it. The organizing team is always new and can therefore not draw on the past experiences. If this initiative is to be continued, the hosting university should look into ways to connect the students with the GSP courses held on site and the IARU Research Hub.

Graduate Student Conference (GSC)

UCPH hosted the second IARU Graduate Student Conference in June 2014. 21 PhD students from 6 partner universities participated in the conference. UCPH reported funding issues for participants coming from far away. Overall, the conference was a great success.

Partners were encouraged to use this model. Such conferences proved to be a useful networking platform. NUS, initiator of this initiative, is looking into offering a graduate student conference in 2016.

Session 7: Presentation of the University of Oxford International Summer Schools

Prof. Angus Hawkins, Director of International Programmes at the Department of Continuing Education presented the University of Oxford International Summer Schools. These intensive programs are taught either by Oxford faculty or by external experts. Students attend small group seminars and daily lectures. Participants in these programs usually have a university degree, or have spent a minimum of two years at university. Oxford does not award credit for the summer programs, but participants receive a “Detailed Certificate” which information on contact hours (for plenary sessions and workshops), grades achieved and private study hours enabling them to seek credit at their home institution.

In 2013/2014 some 17,000 students took part in one or more of the 872 courses offered. The courses range from open access to part-time undergraduate qualifications, part-time Master’s degrees and part-time Doctorates and are conducted face-to-face, residential and online (approximately 70 online courses, each targeted at approximately 20 persons). Programs are offered in History, English Literature, International Politics, International Human Rights Law, Creative Writing, Theology, Oxford University Summer Schools for Adults, and Oxford Teachers’ Academy, the latter in partnership with Oxford University Press. The financially self-sustaining program generates an annual financial turnover of GBP 10.6 million and counts 400–450 academics from all across the university plus external experts and 140 administrative staff.

Session 8: Closing

The IARU Secretariat will prepare a report of the GSP Working Committee Meeting 2014 to be presented to the Senior Officers’ Meeting in November. The draft report will be circulated to the GSP Coordinators for comments. GSP Coordinators are encouraged to contact their Senior Officers to brief them on the ongoing activities.

At the Presidents’ Meeting 2014, Rector Ralf Hemmingsen (UCPH) was elected as the next IARU Chairperson. Rector Hemmingsen will assume this position from 1 January 2015 until 31 December 2016. With the Chair, the IARU Secretariat will also move to UCPH. The hand-over will take place in April/May after the selection/nomination process of GSP 2015 has been concluded and before the GSP 2015 courses start. The GSP Coordinators thanked the current IARU Secretariat, Anders Hagström and Romana Rutz, for their commitment and support over the last two years.

University of Yale has offered to host the next GSP Working Committee Meeting 2015 on 21–22 September 2015. The meeting will start with a Welcome Dinner on Sunday, 20 September, and end with lunch on Tuesday, 22 September.

Anders Hagström thanked all participants for the constructive discussions, and University of Oxford for their kind hospitality.



IARU 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:

I. 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.

II. **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.

III. **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.

IV. **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.

