

# Appendix A: Slideshow featuring GSP 2017 Alumni Feedback



INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

## IARU GSP Working Committee Meeting 2017

### 5.2 Feedback from GSP 2017 Students



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### Florin Langer, UC Berkeley Student

#### ETH1

- I applied to the ETH Sustainability Summer School in Mountain Forests and Risk Management with the naive idea that I would bring technical knowledge in computer science, geospatial information science, and forest silviculture to come up with a radically new plan for managing a place I'd never studied. As I would quickly learn, I was actually there to learn about all the methodologies already being applied to the region from the people who actually thought them up and all the factors they had to take into consideration. The School was so refreshing in that way—we were not pressured to produce, but rather encouraged to observe and synthesize and discuss the opposing viewpoints, drawing from our various disciplines.
- The program was planned so well to where when I felt representation of a certain aspect of mountain forests and communities to be lacking, we were introduced to someone researching or managing that very topic to try to condense everything he or she thought we should know into a 90-minute presentation. The interdisciplinary group facilitated my learning so much more than I thought would be the case. Instead of obfuscating technicalities behind disciplinary jargon, each person was conscious to explain ideas in basic but complete terms for everyone, a skill that is so useful in any kind of work.
- I learned from someone in the program about Switzerland's strong constitutional laws ensuring support for all Swiss citizens; however, it seems so much more costly to support citizens in remote mountain areas. This is the predicament I focused on. After fieldwork with the nonprofit Bergwaldprojekt constructing tripods and fences and paths to reforest barren spots of mountainsides above villages in the Tamina Valley to protect them, reading case studies on what these communities contribute, and of course discussing with the other students and some stakeholders, I was able to contribute to an informed project on the subject that did not exactly match my ambitious original goal of creating a full-fledged solution but was so much more valuable in that it took into account the history of mountain regions, what is currently being done there, and especially the interests of the various people involved.
- Although the title of the program implies a focus on environmental sustainability, I found the program to give me such a valuable look into the society of rural and urban Switzerland—and how they are all interconnected. Getting to meet students, foreign and domestic, of ETH and other European and international universities gave me a valuable look into their dynamic: the struggles foreigners have fully integrating with a language barrier and the countering welcoming nature of the Swiss despite that. I made great friends whom I was repeatedly humbled by, and I gained a new appreciation for the international and interdisciplinary collaboration being undertaken at ETH in the field of sustainability and beyond.

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## ETH1



## Janine Balistreri, UC Berkeley Student COP2

- “I do not have any negative comments. I thought the program was well organized, it provided a mix of outings, both cultural, educational, and social. The course itself was very informative, and I feel that I gained more confidence in the area of research. On the other hand, having to come up with a research proposal in such a short time was a little daunting, but we had plenty of assistance from instructors, and it all worked out nicely in the end. I also enjoyed the diversity of the students, who came from all over the world.”

## COP2: Interdisciplinary Aspects of Healthy Aging



## COP1: Cultural Rights: A Promising Global Discourse?



## ANU1: Mobilising Research

- “I learned academic skills in how to present and how to convey research.” – UCPH student

## CAM1: Visions of the Future

- “Regarding the topic of vision of the future, it was not that clear what I could expect from the lectures but it was perfect enough since the topic is quite broad and I loved the diversity of lectures we had. It was a very nice to not be restricted by the topic of the course but having the possibility to debate in a wide range. All the prerequisites and the course structure were perfectly clear before the course started.
- Besides the very well organized course and schedule, the instructors were often present throughout the course and we also had weekly meetings with them. So if there would have been any problem or open question, we could have addressed that in one of the meetings or just ask our instructors at any time for help.” – ETH Zurich student

## TOK1: Introduction to the Japanese Language

- “I feel that the course instructors were very knowledgeable, professional and patient in their teaching which made the course very enjoyable and effective.”  
- NUS student

## TOK2: Sustainable Urban Management

- “In my opinion, the course was paced suitably as an introductory course to civil engineering and urban planning in the context of a sustainable Japan. The assessment was fairly laid back, and there were a wide range of instructors every lecture, which was a particular strength.” – ANU student
- “I was both challenged by and am proud of travelling for the first time off of my continent alone and facing an unfamiliar place and culture; I am especially proud because of the interactions I managed to have, helping me settle and establish even in that short space of time.
- The global perspective was a powerful aspect that I had never had in my learning before. It was great to understand how other places in the world are dealing with their own and global issues.” – UCT student

## TOK3: Japan in Today's World

- “It was a great time that I could learn from very knowledgeable professors and study with excellent peers.” –UCB student
- “All the lecturers/ instructors for this course were very open to taking any questions without hesitation, and they answered them in a very kind and succinct manner. Everyone was near to excellent in explaining the core areas in their respective lectures.” – UTokyo student

## TOK4: Nanoscience

- “It was a fantastic opportunity to meet people from such different scientific backgrounds, I am normally quite shy but I managed to make quite a few friends on the course and I hope to keep in touch with them.” – Oxford student

## UCB1: Beahrs Environmental Leadership Program



## PKU



## OXF1: Global Challenges of the 21<sup>st</sup> Century



## NUS1: Southeast Asia in Context



## NUS2: Animals and the City



## UCT: Sustainable Water Management in Africa

- “Even though I am in humanities I still made the report and presentation on a subject completely new to me” – UCPH student
- “Excellent – informative and practical.” – UCT student

## YAL1: The Sustainable Preservation of Cultural Heritage

- “My course instructor is very knowledgeable in the field of cultural heritage. He provided much opportunities for us to engage with top personnel and professors working in the field as well.” – UTokyo student
- “I study art history, a theoretical subject. The course allowed me to explore practical issues related to heritage preservation.” – Cambridge student
- “The course provided me with the opportunity to truly be my own person. I felt very comfortable around my classmates and could be who I really was, and be accepted for that. The community was overall very supportive of my learning which made my engagement very positive.” – ANU student

## Appendix B: IARU GSP Aims, Mission & 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 Mission Statement

#### 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

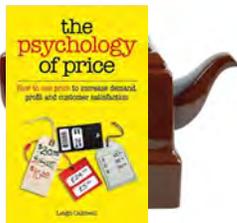
10. GSP students have full access to all university resources during their study, especially libraries, computer labs, and facilities available to other students.
11. GSP students, including those from the host university, live on campus, are housed together, and integrate into campus life. GSP encourages 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.

## Appendix C

# From Good to Excel

and The IARU GSP Principles Revisited

## The Story of A Chocolate Teapot



How much would you pay for a chocolate teapot?

- In a supermarket, with Teabags and Instant Coffee 45 pence
- On a goods shelf, with organic yogurt and fruit juice 1.59 pounds
- In a coffee house, with Italian Coffee 2.89 pounds

Depends on

- the **values** to the customers
- **Anchoring** – signal your product with a previous price or competitor

## How do we anchor the IARU GSP?

Compare with other **summer schools**?

Compare with other **university alliance programs**?

Compare with renowned international scholarship programs?

- Rhodes Scholar
- Yenching Scholar
- Schwartzman Scholar
- > **Santander Scholar**



## What are the values the GSP brings to its customer?

### The GSP Principles “IARUness “

- Address critical issues in a global perspective
- Work with outstanding peers from around the world
- Learn intensively in a cross-cultural setting
- Learn from top researchers



# What are the values the students think of the IARU GSP?



## Benefits to Students

- Employment Competitiveness
- Stepping Stone for Graduate Studies
- Generous Sponsorship
- Credits Transferrable
- Networking with High Caliber Peers
- Fun Experience

# Steps we may take to be more visible to our students

## Customer Communication

- More exposure on the international arena
- Send short, clear messages on GSP features
  - i.e. a powerful slogan
    - a unified poster or pamphlet
- Use the new media as advertising tools
  - i.e. Facebook, Linked-in, etc.



## What are the values the GSP brings to its sponsor(s)?

### The 4 Techniques of Power Pricing

- Change the comparison e.g. How much is it compared to buying a Ferrari, in stead of to buying a Toyota
- Capture the high-end customer
- Move from benefits to desires
- Increase psychological distance – price becomes less of an issue



## Changes we may take to respond to our sponsor(s)



- The adoption of a new name, i.e. Santander Scholar
- The openness to accept Latin American/African students
- The display of our achievements associated with our sponsor, i.e. A session on GSP at APAIE/EAIE/NAFSA, with sponsor invited to attend or speak; Or A booth for Santander Bank to display all its educational initiatives including GSP
- Stress the difference with other programs such as Innovation-X

**Stay true to our core values**

**守正创新，引领未来**

**Stick to our Values and Make Innovations  
to Lead the Future**

**Thank you!**



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# Become an IARU GLOBAL SCHOLAR

University of California, Berkeley

National University of Singapore

Australian National University

University of Copenhagen

University of Cambridge

University of Cape Town

The University of Tokyo

University of Oxford

Peking University

Yale University

ETH Zurich

[www.iaruni.org/gsp](http://www.iaruni.org/gsp)

IARU  
GLOBAL  
SUMMER  
PROGRAM

2018

An exciting learning experience that connects you with outstanding peers from around the globe. Choose from a series of intensive short courses hosted by eleven of the world's leading research universities.

Courses run between June and September. Scholarships are available.

Apply between  
11 December 2017 and 16 March 2018.

