

## Outcomes of the GSP Working Committee Meeting 2017

University of California, Berkeley, 25-26 September 2017

### Opening and Welcome

Rick Russo, Associate Vice Chancellor of Undergraduate Education at UC Berkeley and Dean of Summer Sessions, Study Abroad, and Lifelong Learning, welcomed GSP coordinators from all eleven IARU partner universities and opened the meeting by discussing the recent Free Speech Week activities at UC Berkeley and stressing the importance of free speech and freedom of education in today's world.

### Session 1: GSP 2017 Review

#### 1.1 Course Reviews and Reflections

**UTokyo:** For GSP2017, UTokyo repeated the same four courses as in previous years. There were a total of 45 incoming participants from other IARU universities, the same number as in previous cycles. 45 participants is the maximum number of students UTokyo can accommodate. Because the UTokyo courses are very popular, the GSP office is discussing the possibility of increasing enrollment for future cycles. The GSP went well in 2017 and students studied hard. However, for the first time, four students could not complete the program. One student became ill (Cambridge), one student was injured (ETH Zurich); the other students, one from UC Berkeley and another from University of Cape Town, attended most sessions of their respective courses but did not submit their final reports, therefore UTokyo could not give a grade to these students.

**ANU:** Mobilizing Research, which ANU has offered since 2015, will no longer be offered for GSP2018. ANU may add one or two new courses, possibly one on governance. GSP2017 went well with 13 students enrolled, slightly less than recent years. Funding is an issue with the ANU program as travel costs use up most of the student scholarship. The new application process for GSP went well at ANU with 100 applications received from outgoing students, although incoming student applications dropped slightly. ANU provided 75,000 AUD for its outgoing students. In GSP2016, Andreas Christensen (UCPH) and Khatharya Um (UC Berkeley) came to ANU to teach part of the ANU course. ANU is aiming to do this type of collaborative teaching again in GSP2018. In GSP2017, ANU reduced the length of its course from four weeks to three weeks, which lowered student cost and made it easier for the course instructor's schedule, as GSP courses typically occur during ANU's Winter Break.

**Cambridge:** Like ANU, Cambridge also reduced its courses from four weeks to three weeks. Cambridge had 16 students participating in its course, including students from outside universities. Cambridge was pleased with the student diversity and survey results for *Visions of the Future*. Students attended 12-14 class lectures and four elective lectures. Students wrote four papers total and were allowed to drop their lowest paper grade. The course instructor met with students five times and group work was an important aspect of the course. Cambridge will offer this same course for GSP2018. Cambridge received a large number of outgoing applications—59—and sent 23 students to other IARU universities in GSP2017.

**ETH Zurich:** ETH offered a new course, *Mountain Forests and Risk Management*. During the selection process, a student's *motivation* behind his or her application is heavily weighed. ETH's biggest concern is student dropouts, particularly after selection process and acceptance is complete. ETH would like to hear how other universities deal with student dropouts.

**PKU:** At PKU, 37 applications were received from outgoing students. A total of 20 students were sent to seven IARU universities. No students were sent to UCT, UC Berkeley, or NUS. One reason for this is PKU students participate in many exchange opportunities with NUS and UC Berkeley. At PKU, the Center for African Studies is mostly comprised of PhD and masters students, contributing to low applications for the UCT program. When GSP started, PKU only offered 3-5 summer programs. In 2017, PKU offered 1,818 programs and sent 200 students abroad, so declining GSP numbers can be attributed to an increase in student options. Regarding student dropouts after the selection process, is it an option to nominate more students per university to make up for the dropout rate? Coordinators agree this is not a good idea as it may result in over-enrollment. In GSP2017, PKU offered four courses, two of which will be repeated for GSP2018. Students responded favorably to field trips and increased class participation.

**UCPH:** UCPH offered three courses in GSP2017 that ran for two or three weeks. Two of the courses, Cultural Rights and New Urban Life Across the Globe, were new while the course on Interdisciplinary Aspects of Healthy Aging has been running for a number of years. Enrolled students in all three courses were very engaged and made positive academic contributions to the courses. Two of the UCPH courses included non-IARU students, while the course on Healthy Aging was the only IARU-exclusive course. There was faculty participation for this course from Oxford; UCPH would like to increase this type of faculty participation from IARU partners. Regarding the new selection process, the administration ran smoothly and the UCPH students liked hearing back more quickly regarding their GSP enrollment status. UCPH nominated 30 students and only had few cancellations

**UC Berkeley:** UC Berkeley offered two courses for GSP2017. One course, *Beahrs Environmental Leadership Program* has been offered for many years. However, cost of this course has increased, which may have affected the application numbers for GSP2017. UC Berkeley received plenty of applications for this course, but only two IARU students ended up participating. UC Berkeley also offered a new course, *Islamophobia and Constructing Otherness*. However, the timing of this session was not conducive to outside students, ANU in particular. Both of these factors contributed to lower incoming student numbers. UC Berkeley also saw a drop in outgoing students for GSP2017. This may be attributed to recent staff changes at the GSP office and students' stress regarding traveling abroad. The cost of the GSP is always an issue for UC Berkeley students, as well as the fact that many UC Berkeley students do not receive credit for GSP courses abroad. The new selection process worked well for UC Berkeley, but UC Berkeley also experienced the issue of nominated students dropping out of GSP.

**Oxford:** Oxford was happy to send a faculty member to participate in the UCPH program for GSP2017. Feedback received from Oxford students stated that the GSP application process is quite complex. Oxford offered one course for GSP2017 for four weeks that examined climate change, taken by either senior undergraduates or master students. Prof. Angus Hawkins stated this was the best group of students he has taught for this course. Next year, the same four-week course will be offered with some adjustments.

**NUS:** For 2018, Animals in the City will no longer be offered. Instead, Tembusu College NUS will be

offering Asia Now! The Archaeology of the Future City, with an emphasis on using Singapore as a starting point to unpack the challenges and innovative solutions unfolding with regards to urbanisation and urbanism in Asia. The College would like to see an increase in the number of students taking Asia Now! and will be keen to have more than 2 students per IARU partner university. In recent years, there has been a dip in outgoing NUS students participating in GSP. This year, only 12 NUS students enrolled in outgoing IARU courses. However, 44 NUS students studied at an IARU partner university outside GSP. NUS would like to see its outgoing numbers increase again *within* GSP. Incoming student numbers remain very good, between 20-22 each year. The US-Singapore Summer Exchange Scholarship Programme was first announced in August 2016 to commemorate the 50th anniversary of diplomatic relations between Singapore and the US. The inaugural recipients of the US-Singapore Summer Exchange Scholarship embarked on their summer exchange programmes from May 2017, including three from NUS who went on an IARU program in the US. For the first time, the US was not the number one study abroad destination for NUS students; Canada received this honor.

**Yale:** For GSP2017, Yale repeated one course from the previous year, *Cultural Heritage*, and offered a new course on *Future of Food*, which examined food with respect to public policy and health policy. Incoming students came from all partner universities except UCT. Both Yale courses were well-reviewed by students and Yale plans to offer both courses again for GSP2018. Yale's outgoing students totaled 18—however, 13 of these students went to NUS because NUS courses carry Yale college credit. Yale students cannot receive financial aid or course credit unless a summer course is four weeks or longer. Therefore, Yale students are less likely to enroll in courses that are less than four weeks in length. Yale students may also be facing stress regarding travel abroad. Yale outgoing enrollment is flat or may be dipping slightly. GSP must reshape its message to stress why *this* program is important for a student's summer experience compared to other options.

**UCT:** *Sustainable Water Management in Africa* saw 16 students, two from UCPH, one from Cambridge, four other students from London, and the rest from UCT. This course was well-reviewed, particularly for its interdisciplinary component and student camaraderie. UCT will examine the possibility of a second course for GSP2018. UCT saw eight outgoing students for GSP2017. Challenges for UCT include the time frame of the application process, which may result in low outgoing numbers. UCT is closed during December and January, so UCT students are at a disadvantage during the period the GSP application is open. UCT also suggested it be made clear Santander Scholarships are not full scholarships, but partial scholarships students can receive for up to \$2000 USD.

### **KEY TAKEAWAYS:**

- In the future, GSP Coordinators from home universities must make sure that students attending GSP courses at host schools complete their work. GSP Coordinators suggest including in the Santander scholarship language that scholarship funds must be returned by the student if a scholarship recipient does not fulfill his/her course obligations.
- In the new selection process, home universities must make clear the number of students that can be received from sending universities.
- As soon as a home university receives information from sending universities regarding selected students, communicate with these students their enrolment status immediately. Also, inform partners if there are remaining slots in your course(s) that can be filled with incoming students.
- PKU asks that UC Berkeley students be reminded they must go through the internal PKU application process as well as submit the GSP application.
- Make sure to advertise that Santander Scholarships for GSP2018, if any, are partial

scholarships and not full scholarships.

## 1.2 GSP 2017 Snapshots

A total of 536 students applied for GSP2017 courses. This number includes students who applied to more than two courses. For GSP2017, 295 unique IARU students were enrolled in one or more courses and 431 students total were enrolled, including non-IARU students. GSP2017 enrollment saw an increase compared to the two previous years.

GSP coordinators suggest that future surveys gather more information from GSP alumni regarding their plans after graduating.

## 1.3 Review of the New Selection Process

Generally, most partners found the new selection process to be favorable. Students enjoyed hearing about their GSP enrollment at an earlier date. For 2018, since Easter falls in the last week of March, it was suggested to lengthen the selection process by one week, to end 13 April 2018 instead of 6 April 2018. This allows more time for home universities to select outgoing students.

The open application period will remain the same for GSP2018. This works well for all partners except UCT since UCT campus is closed in December and January. GSP Coordinators suggest UCT start publicizing the application deadline well before December and utilize GSP alumni in information sessions to prospective students.

One issue specific to UTokyo is the need for students to apply using UTokyo's online application system. Students must upload documents to UTokyo's server as UTokyo cannot accept file attachments via email. This adds more steps to the student application process but cannot be circumvented.

## Session 2: GSP 2017 Survey and GSP 2014-2016 Alumni Survey

### 2.1 GSP 2017 Survey Analysis

198 students opened the GSP2017 survey and 162 students completed the survey. Completion rate was 47%, an increase from the two previous years. Students appreciated the course diversity offered by GSP. Reviews regarding course load were mixed: some students felt courses were not as "intense" as they were accustomed and others felt too much work was expected of them in such a short amount of time. However, most students felt courses were taught at the right level. About half of enrolled students reported receiving partial or full course credit from GSP2017. 91% of students rated their course instructor(s) as "good" or "excellent". Students would like the course syllabus and classmate contact information circulated before the start of their courses.

The two most common critiques of the GSP continue to be the cost of programs and the duration of programs. Many students expressed benefitting from a longer course, but this is a competing goal w.r.t. cost.

For GSP2018, the Secretariat will contact each university and ask if the university prefer to send the IARU survey or if they would like the Secretariat to send the survey.

## 2.2 Review of the Survey Questionnaire

The Secretariat included more room for student comments when creating the survey questionnaire for GSP2017, but made no changes to existing questions. Full comments from the students were included in the meeting documents. GSP Coordinators requested a new survey section be added asking graduating students to specify their plans after graduation and how the GSP has affected their future aspirations and goals.

## 2.3 GSP 2014-2016 Alumni Survey Analysis

166 students completed the 2014-2016 alumni survey. Students from all 11 partner universities completed the survey. 98% of respondents agreed that the GSP was a rewarding experience. Students appreciated studying with peers from different backgrounds, nationalities, and cultures. 88% of respondents agreed that the GSP course broadened their horizons and allowed them to see global issues from a more holistic perspective. Many students indicated in their comments that they view contemporary issues in new ways after taking a GSP course.

77% of respondents indicated that having attended a GSP course affected their thinking about the future. 18% of respondents now work or study in a different country than their home university. Some students commented about changing major study or career path based on their GSP course and expressed a desire to return to the country they visited through GSP. Many students made lifelong friendships through the GSP.

Alumni feedback mirrored that of the GSP2017 survey, requesting longer courses and greater scholarship amounts for future cycles. GSP alumni also expressed desire for a stronger alumni network.

## Session 3: GSP Committee Proposal

This recommendation came from Yale University. The idea of forming committees within GSP stemmed from the experience of Michael Klemm (NUS), Tracy Weber (UC Berkeley), Anne Bruun (UCPH) and Jeanne Follansbee (Yale) to produce a Vision Paper for the Senior Officers and Presidents in Spring 2017.

Yale proposed the creation of five committees: executive, strategic planning and assessment, partner collaborations, marketing and outreach, and operations and partner communications.

GSP Coordinators felt the creation of committees might make the GSP structure too bureaucratic. Instead, it was agreed that a GSP representative be present at the upcoming Senior Officers' Meeting at Yale on 26-27 October to give direct feedback to the Senior Officers. Both Jane Edwards and Jeanne Follansbee from Yale will attend the GSP session of the upcoming Senior Officers' Meeting.

GSP Coordinators stated that the GSP does not exist in a vacuum. It is necessary for the Senior Officers to communicate their vision of the GSP to the Coordinators. While part of the GSP Tome is presented at every Senior Officers' Meeting, a GSP representative can better explain the vision of the GSP to the Senior Officers than just words on paper. For the Senior Officers and Presidents, what is

seen is the survey summary and declining enrollment numbers the past three years. The Senior Officers may not be receiving a full picture of the GSP. A GSP representative at the Senior Officers' Meeting can better communicate to Senior Officers the ways in which GSP has been successful for ten cycles and why it continues to be worthy of support.

## **Session 4: Banco Santander**

### **4.1 Santander Scholarship Fulfillment and Beneficiaries**

Out of the 295 IARU students who participated in GSP2017, 185 received an IARU-Santander GSP Scholarship. A total of 204,983 USD was awarded, averaging 1,108 USD per student. An excess of 4,983 USD is due to some universities awarding carryover funds from GSP2016.

A total of 73 students benefitted from Santander Scholarships as incoming students. 21 of these students also received outgoing scholarships from their home universities, though no student exceeded the \$2,000 scholarship limit.

Carry over funds from 2016 were disbursed by some universities. Unconsumed sponsorships were mainly due to late cancellations from students, which prevented partners from awarding their full allotment of IARU-Santander monies to students.

We do not yet know the status of Banco Santander's contribution for GSP2018 and future cycles, if any. If Santander does not provide \$200,000 USD for GSP2018, the IARU Presidents have agreed to fund the GSP for one additional year, if necessary.

### **4.2 Banco Santander Report: Comments and Review**

GSP Coordinators received information for the first time on Santander X, a digital meeting space that Banco Santander will launch in October 2017 committed to promoting technology projects on economic and social development framed within Santander's objective of corporate social responsibility. Santander looks to its university partners to help in this new entrepreneurial culture formation. Within this online community, Santander will connect its partner universities and help these institutions launch entrepreneurship amongst students. This network will offer opportunities for the development of startups emerging from Santander X, the training of entrepreneurs themselves or those responsible for the universities' entrepreneurship units, and other issues that help to develop an entrepreneurial culture in academia.

The GSP Coordinators as a unit agreed that the entire program cannot be changed to fit Santander X. GSP Coordinators remain resolute in the founding pillars of the GSP vision. The GSP was created ten years ago as *a research-intensive, interdisciplinary program focused on issues of the 21<sup>st</sup> century that better prepares students for graduate coursework and entering the workforce, particularly in international markets.*

In moving forward with funding negotiations with Banco Santander, GSP Coordinators state they would like to adhere to the GSP values but write the funding report in a way that addresses some of

Santander's entrepreneurship goals. The GSP focus on entrepreneurship refers to honing personal and professional skills in its students. GSP cannot be recreated as an entrepreneurial hub if it is not one. This is not the direction the GSP Coordinators would like to take the program. The Banco Santander report will be written in a way to highlight the current program as is and will request a total of \$220K annually for three years, \$20K for each partner institution.

GSP Coordinators would like to stress to the Senior Officers that their program is *already* innovative. Each university plays to its strengths and offers courses in fields in which the home university excels. At the time GSP was created, it was new and innovative.

One new way GSP is focusing on innovation is by offering a crossover course with the IARU Global Transformation initiative.

GSP coordinators will do their best to explore the possibility of obtaining external funding including the one by Banco Santander; however, even in the case where there is no external funding available, GSP coordinators shall make their best efforts to continue the programs. GSP coordinators have understood that the Presidents have agreed to fund at least GSP 2018. If no future funding is guaranteed, after GSP2018, GSP Coordinators may scale back the program and move forward with reduced enrollment. As the few years of GSP took place without the Banco Santander funding, the GSP coordinators will look towards continuing the program.

## Session 5: Presentations from GSP Faculty and GSP Alumni

### 5.1 GSP-Global Transformation Collaboration

#### Engaging Challenges of the 21<sup>st</sup> Century: A Critical Field Research Course

##### CONCEPT PAPER

*The Global Transformation Critical Field Research Course* is a curricular response to the long-standing urging of IARU leadership for the Global Summer Program (GSP) to offer more research-intensive courses. It is also a response to the interest of many IARU institutions in minimizing duplicative efforts and promoting more collaboration among alliance members.

In 2016, the University of California, Berkeley (Berkeley), Australian National University (ANU), and University of Copenhagen (UCPH) collaborated on a team-taught research course, hosted at ANU, which was very well received. For 2018, we propose to offer a summer field research course with a focus on the Global South, both in terms of content and of location, which Berkeley and UCPH will co-develop and co-lead, with opportunities for involvement from other IARU faculty. The course will be based in Chiang Mai, in northern Thailand, though students will also spend the initial 3 days in Bangkok where they receive their in-country orientation and are provided with the opportunity to interface with officials and NGOs.

Thailand is an ideal place for student engagement of critical issues of the 21<sup>st</sup> century that are core to the UN Sustainable Development Goals (SDGs) that inform the work of our *Global Transformation* initiative, and to GSP. We will also be partnering with Thammasat University, one of the two leading universities in Thailand, that has a Border Health program in northern Thailand and extensive NGO networks.

##### COURSE CONTENT AND STRUCTURE

This course, co-developed and co-taught by a team of IARU faculty with local faculty involvement from Thammasat University, is envisioned as a 4-weeks research-focused course, designed for advanced undergraduate or postgraduate students interested in embarking on or continuing with research projects on topics centered on 21<sup>st</sup> century challenges in the Global South. Students will spend 3 of the 4 weeks in Thailand, and one week engaging readings and other pre-departure academic preparation through a virtual platform. Students interested in participating in this course must have taken a) a university level course on research methods and ideally b) a field studies course prior to applying. Once accepted into the course, students are asked to come with a research topic that they are interested in investigating and that will be the topic of their inquiry during the course.

The course combines classroom learning with field engagement and immersion in local environment that include interactions with local villages and placement with local NGOs, public, or private institutions (e.g. government, schools, temples, art collectives). Located in northern Thailand, it provides an opportunity for students interested in researching issues pertaining to the Global South to reflect on those issues in the “field,” hence to immerse themselves not only in critical theories but also in critical engagement with the developing world, which is a core principle of *Global Transformation*. We will set aside a number of seats for Thai students as part of our collaboration with Thammasat, and will make the course accessible to students from other developing countries, so that IARU students are not only learning about but also *learning with and from* their peers from the Global South. Thai students will have full participation in the program but will not receive a grade or a transcript because of institutional and policy constraints.

The course is not a traditional methods course in which students learn different research approaches (qualitative, mixed methods etc.); rather, it is designed to provide students with an opportunity to think critically about the research process, epistemologies, and ethics in the conduct of research. Through the readings and discussion, students will have an opportunity to interrogate the strengths and limitations of qualitative and quantitative approaches, and reflect on critical issues, such as positionality in knowledge production, that emerge in the research process. In addition to critical reflection, students will have an opportunity to go through the different steps of the research design, and to re/familiarize themselves with key components of a research project (problem statement, literature review, methodology, citation, and project timeline etc.).

The emphasis of the course, as such, is on the research process rather than the mastery of a specific topic or method. The aim is to provide a foundation from which students can apply the knowledge and practices from the course to future research projects, hence not only to enhance knowledge and understanding of certain issues, subject matter(s), or discipline(s), but to also provide students with the tools to raise (and hopefully address) critical questions in their own research. It is envisioned that by the end of the course, each students will have produced a polished draft of a project outline (10 pages) that could be used for their MA thesis or for future engagement with the Global South, be it through research, policy, advocacy, or other pursuits.

### **STRENGTHS OF THIS INITIATIVE**

By bringing together two IARU initiatives, namely the *Global Transformation* and the *Global Summer Program*, this ambitious project exemplifies the synergy and cross-fertilization of IARU initiatives. It advances the IARU mission and vision by:

- Strengthening the research component of the IARU teaching initiatives.
- Moving the alliance concretely towards its goal of promoting critical thinking, critical learning, and critical research.
- Promoting interdisciplinarity, which is one of the stated goals of the IARU Global Summer

Program, by involving faculty members not only come from different IARU institutions but also from different disciplines. This will enrich student learning not only with multidisciplinary but also diversity of pedagogy and perspectives.

- Adding new dimensions to prior initiatives, namely research, a field engagement component, a location in the Global South, and critical discourse.
- Promoting intercultural learning through the diversity of students and faculty, and immersion in the local context.
- Deepening collaboration among IARU members through co-development and co-teaching of the research curriculum.
- Creating new opportunities for involvement of other IARU member institutions in this research-intensive course by focusing on the Global South and on topics that are of shared interests among many alliance members.
- Extending the reach of the alliance and enhancing its overall effectiveness in its engagement with 21<sup>st</sup> century challenges through new partnerships with countries, institutions, faculty, students and other stakeholders in the Global South.

### **LONG-TERM VISION**

The long-term goals of this initiative are:

- To replicate this pilot course in multiple locations, ideally one in Asia, Africa and ultimately, Latin America, and to conduct these research courses (or variants thereof) concurrently to maximize student access. As the idea proliferates, there could be a mixed offering of courses not only in terms of locations but also of topics and levels; some convening may be specifically geared to graduate students up to pre-dissertation (or doctoral) level.
- To co-develop a curriculum specifically on global transformation that could take the form of a course and, ambitiously, of a virtual classroom.
- To create a platform for post-return, long-distance mentoring and virtual community building for students in the field course as a way of providing them with sustained research support during the implementation phase of their research projects.
- To build a community of emerging scholars with critical tools for, interest in, and commitment to working with the Global South.
- To envision this Global Transformation course as a form of “intellectual entrepreneurship” through the process of “seeding” and germinating future researchers and scholars who will produce critical work around global transformation issues.
- To publish student abstracts and project findings (could be virtual posting)
- To co-author and publish an academic publication on critical research and engagement with the Global South.

### **IMPLEMENTATION**

We anticipate the course to be hosted by an IARU institution on a rotational basis. While both Berkeley and UCPH have experience conducting similar courses in the Global South, for the inaugural year 2018, we are leaning towards UCPH as institutional host because it has established infrastructure that could effectively support this pilot program, namely an existing group of 6 faculty/departments and corollary administrative office working on the Global South.

### **Funding**

This initiative requires intensive faculty collaboration both in the co-development of the curriculum and in the co-teaching of the course. Resources are needed to compensate faculty for their involvement in these processes. The course will be funded through student enrollment though the lead faculty may seek funding support, as needed, from their respective campuses to help program

development.

## 5.2 Slideshow featuring GSP2017 Alumni Feedback

See **Appendix A**.

## Session 6: Future of the Global Summer Program

### 6.1 Summary, Comments and Takeaways from Day 1

Day 1 of the 2017 GSP Working Committee Meeting resulted in a productive day of conversation. There was consensus between the GSP Coordinators on the direction of the program and a clear message for the Senior Officers. GSP Coordinators agreed on the benefit of GSP representation at the upcoming Senior Officers' Meeting.

A new GSP product is the collaborative course between the IARU Global Transformation initiative and the GSP, led by UCPH and UC Berkeley. One aim of this pilot collaboration will be to pave the way for future collaboration with other IARU initiatives, such as the Sustainable Campus Initiative.

The values of the GSP were heavily discussed in Day 1, values that have stayed true for the past eleven years. Several topics raised were the interdisciplinary nature of the GSP and the fact that in many ways, GSP has offered innovative courses since its conception.

The Secretariat asks: to a room full of Senior Officers and Presidents, many of whom have not been part of GSP since the beginning, how would you describe the GSP values?

GSP Coordinators ask the Senior Officers to refer to the GSP Principles, a list of aims that have stayed true for GSP since its conception. The GSP Aims, Mission and Principles can be found in **Appendix B**. These principles ought to be revisited at the next meeting and re-written to stress the interdisciplinary nature of the GSP and its focus on research-led teaching.

Two major themes of the GSP include a focus on major challenges of the 21<sup>st</sup> century and the idea of a "Global Classroom" which brings together students from different areas and backgrounds across the world. The GSP aims to develop cross-cultural competencies in its students. By participating in GSP, students are educated on topics such as sustainable development, human rights, inequality, peace-building, and appreciation of cultural diversity.

With its focus on research, GSP students are potentially geared to become successful graduate students at partner IARU universities. A goal for the future is to measure how many GSP alumni have gone on to graduate degrees and careers in academia.

GSP Coordinators discussed how best to frame its program successes to the Senior Officers. It is important to contextualize and historicize the GSP. At the beginning, it was a large feat for the ten founding institutions to offer courses in the same summer timeline. Over the years, every founding institution has received students from each partner university. Now, the GSP focus is geared towards creating new and innovative courses that adhere to founding GSP principles. A goal for GSP Coordinators is to increase the faculty collaboration in new and existing courses (i.e. professors who travel from their home university to a host university to give a lecture or teach a course). The new GT-GSP collaborative course moves the GSP in this direction.

GSP Coordinators discussed new and inventive market strategies for GSP. Jiao Lu (PKU) presented on *From Good to Excel and the IARU GSP Principles Revisited*. One idea from this presentation is to use LinkedIn to track GSP alumni after graduation. See **Appendix C** for presentation slides.

GSP Coordinators discussed the revamping of the GSP publicity flyer. The updated flyer for GSP2018 is attached and can be viewed in **Appendix D**.

In order to highlight the importance of IARU, GSP Coordinators suggest that acceptance letters to students be signed by the home university president.

## 6.2 Timeline for 2018 GSP

GSP Coordinators agreed to lengthen the selection process by one week, to end on 13 April 2018. This allows more time for home universities to select outgoing students. The updated timeline is as follows:

Phase	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	Completed course profiles forwarded to the Secretariat for upload on the website.(End November)	GSP 2018 course information go live on IARU's website and partners' websites. Application period opens.	Application period closes. Selection process commences.  Universities can set different application deadlines but no later than 16 March.	Selection process completed at sending universities. Nominated applications forwarded to host universities.  Please include all financial aids offered to the applicant if available.	Host university sends offer letter to applicant.  Please cc sending university.	Student responds to nomination / acceptance. University sets deadline but no later than 10 May 2018.  Please notify sending university.
Templates, Documents	Course Info Part I	Course Info Part II	Application Materials Overview	Coordinators Overview			
Deadline	13 October 2017	30 November 2017	11 December 2017	16 March 2018	13 April 2018	27 April 2018	10 May 2018

Lunar New Year: 16 February 2018  
Easter: 29 March-2 April 2018

## 6.3 Outlook for 2018 GSP Courses

Institution	Course title	Will this course be offered in 2018?
Australian National University	Mobilising Research	No
	<i>New course(s) will replace previous ANU1, possibly on governance.</i>	
ETH Zurich	Mountain Forests and Risk Management	TBD
National University of Singapore	Southeast Asia in Context	TBD
	Animals and the City	No
	<i>New course to replace NUS2 on Asia Now: Archeology of the City with focus on urban planning, Asian comparative studies, and how challenges in Singapore force innovation in urban planning.</i>	
Peking University	Introduction to Chinese Economy	Yes
	The Rise of China and Change in the World Politics	Yes
	Understanding Chinese Foreign Policy Making	No
	Silk Road: A Global History	No
	<i>New courses will be PKU3: Culture, Behavior and Brain and PKU4: One Belt One Road</i>	

	<i>(tentative title)</i>	
<b>UC Berkeley</b>	Environmental Leadership Program	Yes
	Islamophobia and Constructing Otherness	No
	<i>New courses will be UCB2: Design and Innovation for Sustainable Cities and the GT-GSP joint course as UCB3: Engaging Challenges of the 21<sup>st</sup> Century: A Critical Field Research Course.</i>	
<b>University of Cambridge</b>	Visions of the Future	Yes
<b>University of Copenhagen</b>	Cultural Rights: A Promising Global Discourse?	Yes
	Interdisciplinary Aspects of Healthy Aging	Yes
	New Urban Life Across the Globe: Activism and Change in a World of Cities	Yes
	<i>Plus GT-GSP joint course as COP4: Engaging Challenges of the 21<sup>st</sup> Century: A Critical Field Research Course.</i>	
<b>University of Oxford</b>	Global Challenges of the 21st Century – Environmental, Technological, and Urban Sustainability	Yes
<b>The University of Tokyo</b>	Introduction to the Japanese Language	Yes
	Sustainable Urban Management	Yes
	Japan in Today's World	Yes
	Nanoscience	Yes
<b>University of Cape Town</b>	Sustainable Water Management in Africa	Yes
	<i>New course will be UCT2: Afropolitanism, Social Justice and Entrepreneurship.</i>	
<b>Yale University</b>	The Sustainable Preservation of Cultural Heritage	Yes
	Future of Food: Environment, Health, and Law	Yes

UTokyo discussed the possibility of accommodating UC Berkeley and Yale requirements in order for their students to receive course credit. For UC Berkeley students, 45 hours of class time results in 3 course credits. For Yale students, a course must be four weeks in length in order for students to receive financial aid and course credit.

## Session 7: Closing Matters

### 7.1 Reporting to Senior Officers

The Secretariat will report that GSP Coordinators would like the Secretariat to move forward in seeking future funding from Banco Santander while keeping in mind the inherent values of the GSP. The Secretariat will draft the report to Banco Santander in a way that highlights the historically innovative qualities of GSP and methods that GSP will employ to continue its aim of interdisciplinary, research-intensive courses with a focus on 21<sup>st</sup> century challenges.

The Secretariat will inform Senior Officers of the GSP goal to expand its collaborative curriculum and faculty exchange. One new way of doing this for GSP2018 is seen in the GSP-Global Transformation Collaborative Course. A second way of doing this will be to increase faculty crossover in future cycles.

GSP will approach its marketing strategy in a new way, by calling GSP students “IARU Global Scholars.”

GSP Coordinators will begin to examine new avenues for funding the GSP.

Lastly, GSP Coordinators ask the Senior Officers to come up with a “tag” that can be used in future publicity. What is a three to ten word vision Senior Officers would like for the GSP?

## **7.2 GSP Working Committee Meeting 2018 Date and Venue**

The 2018 GSP Working Committee Meeting will be held at **ETH Zurich** on **16-17 September 2018** after EAIE in Geneva.