



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Session 2: GSP 2017 & GSP 2014-2016 Alumni Survey

- 2.1 GSP 2017 Survey Analysis**
- 2.2 Review of the Survey Questionnaire**
- 2.3 GSP 2014-2016 Alumni Survey Analysis**

2.1 GSP 2017 Survey Analysis – General Overview

General Information

The survey questions were the same as the previous year.

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 |

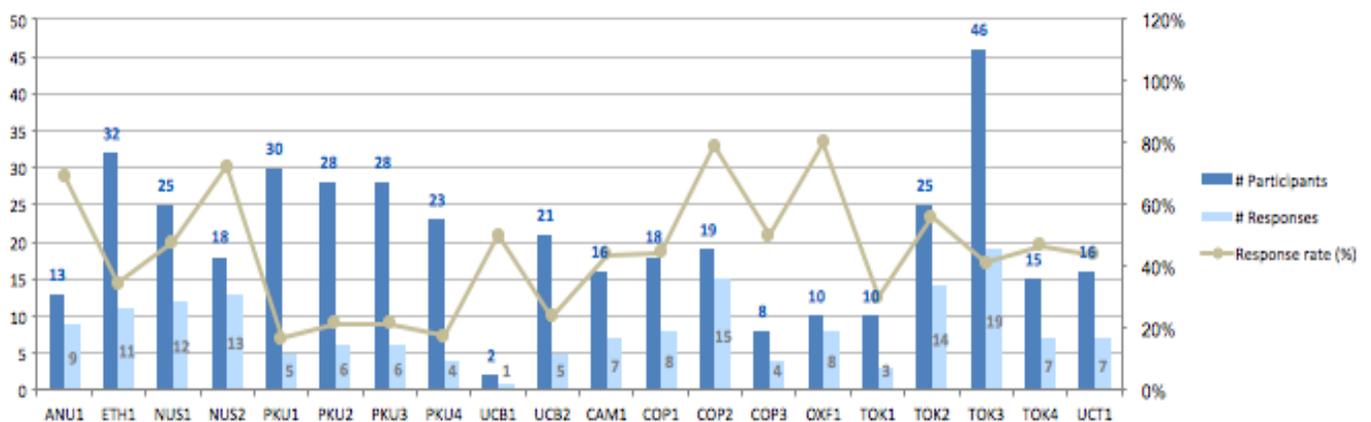
Higher scores refer to better performance.

The survey link was generated by the IARU Secretariat and sent out to the course participants by the Secretariat. The answers of the non-IARU students are included in the analysis.

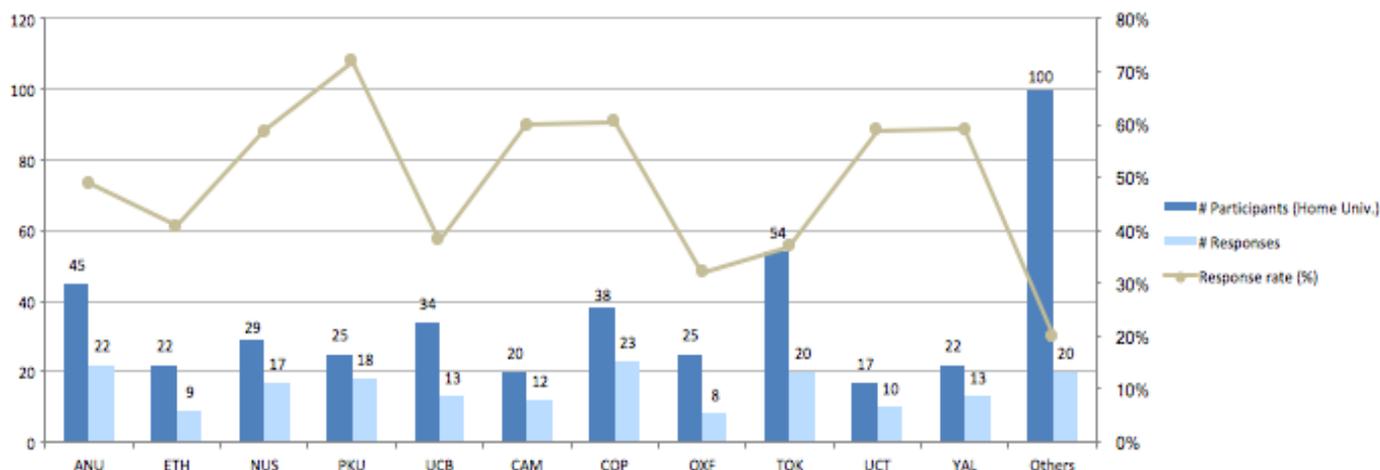
Response Rate

The survey was opened by 198 students and fully completed by 162 students. That is approximately 47% of all GSP students (2016: 43%, 2015: 40%).

Response Rate by Course



Response Rate by Home University



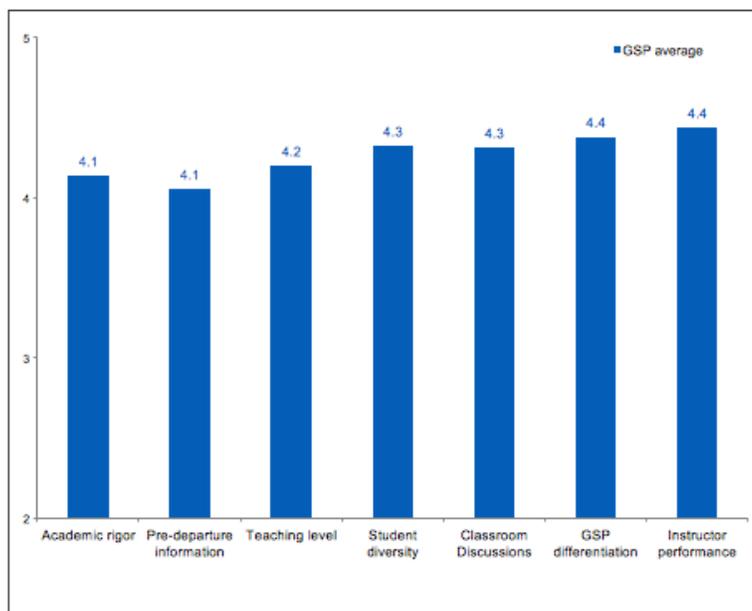
The overall answers to the survey are available as Annex I to this paper, and all student comments can be found in Appendix A. Provided below is a general summary of each survey section.

Section 1- GSP Course and Rigor

Overall there is great satisfaction with the academic rigor of the courses (84% of the respondents answered Strongly Agree and Agree).

Students were satisfied with the information they received before the GSP started, and only 9% (16 students) were of the opposite opinion. Their main reasons being that they did not receive the reading list nor course outline prior to the start of courses.

The GSP courses were found to be taught at the right level (89% strongly agree and agree). The open comments reflect diverging experiences, with very ambitious students wishing for more challenging classes and some students writing their frustration for hard work concentrated in a short time. The feedback of GSP 2016 yielded similar results.



Student diversity is a constant key success factor of the GSP, with 92% of respondents strongly agreeing-agreeing that the course had a good diversity of students. The international mix makes the courses especially interesting and adds excitement to the GSP experience; several students wished there even more countries and

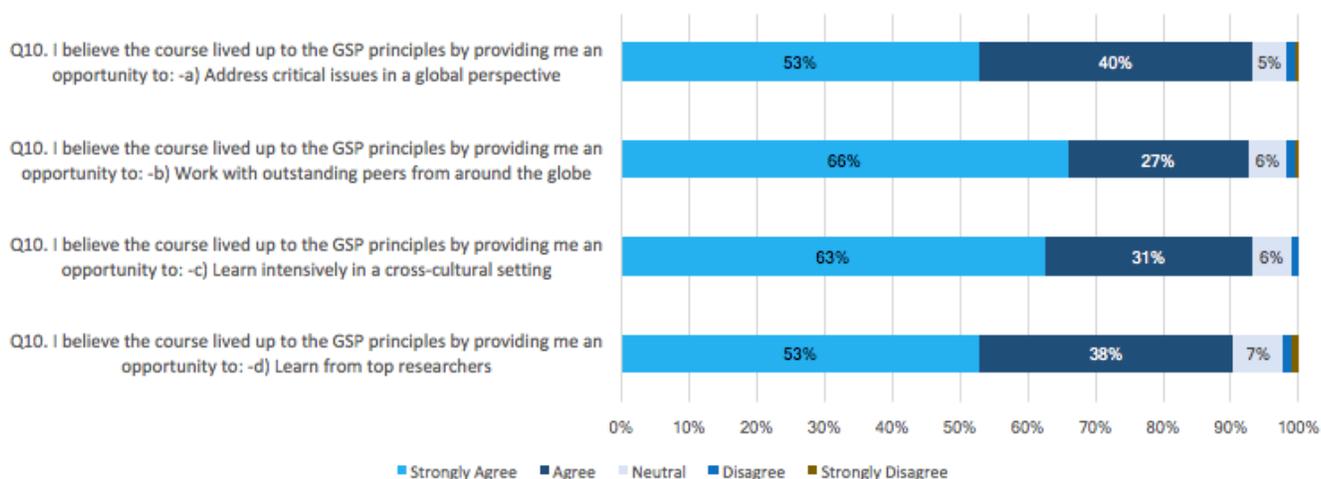
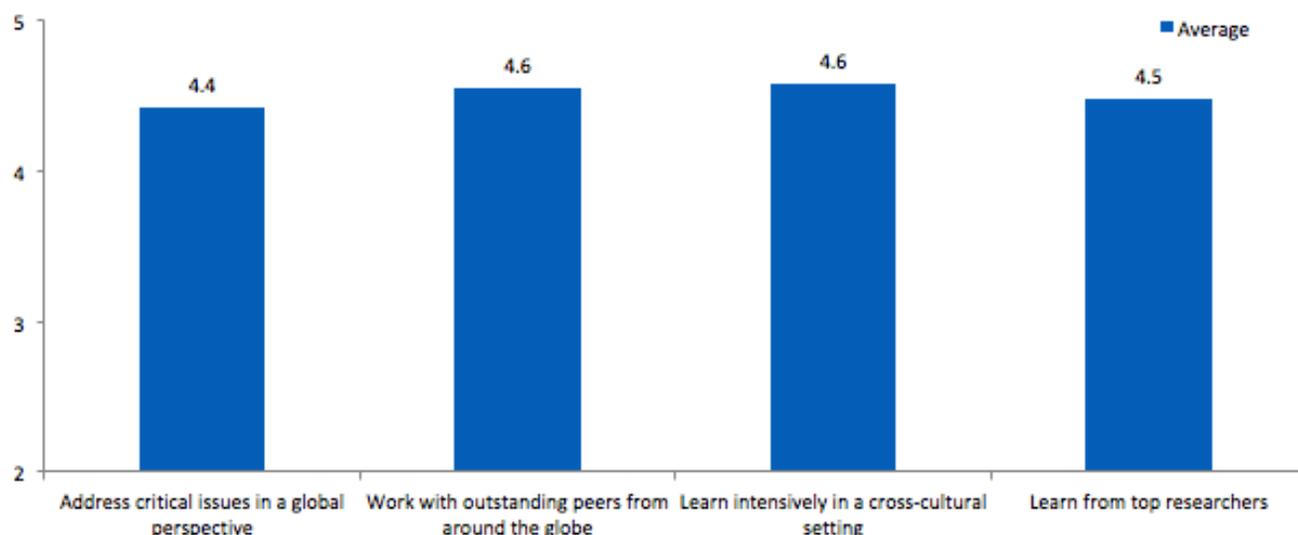
ethnicities represented. Classroom discussions are another successful factor of the courses. 86% strongly agree-agree that the GSP offered sufficient opportunities to engage with classmates in academic discussions, and the comments indicate an appreciation for the opportunity to discuss with both students and lecturers.

Overall 91% strongly agrees-agrees that the GSP course was different from their regular degree courses. The GSP courses differ mostly in the level of engagement with faculty and students, in the multidisciplinary content, as well as in the practical aspects/field trips.

Teaching was very positively judged: 91% of the respondents rated the overall performance of their course instructor Good or Excellent.

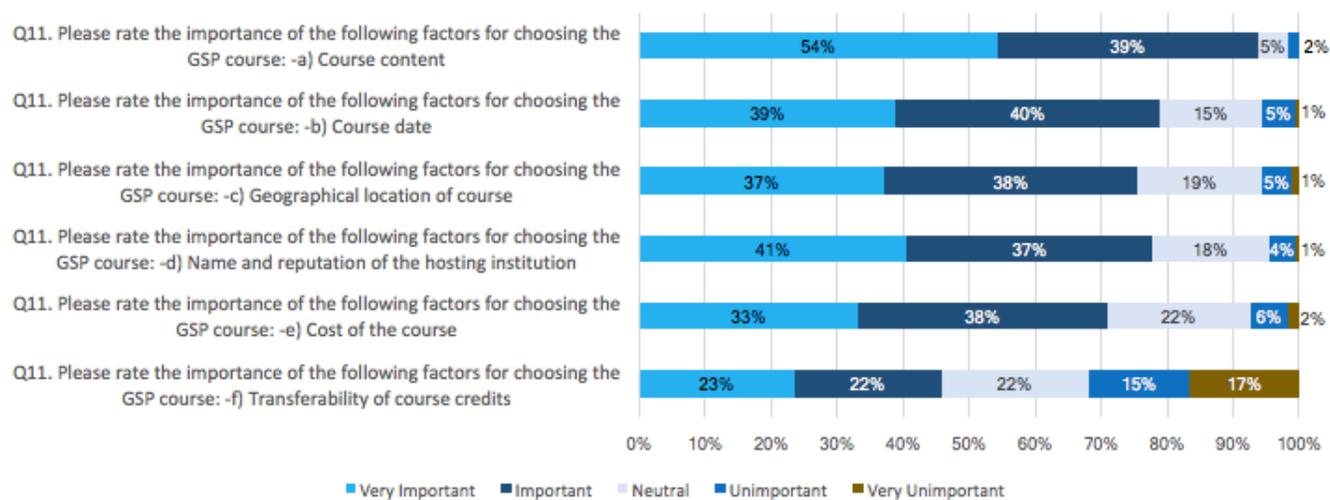
Section 2- GSP Aims, Description & Principles

The GSP 2017 program lived up to its aims and principles, with over 90% of the students judging the course they attended met the distinguishing features, and goals, of the IARU Global Summer Program.

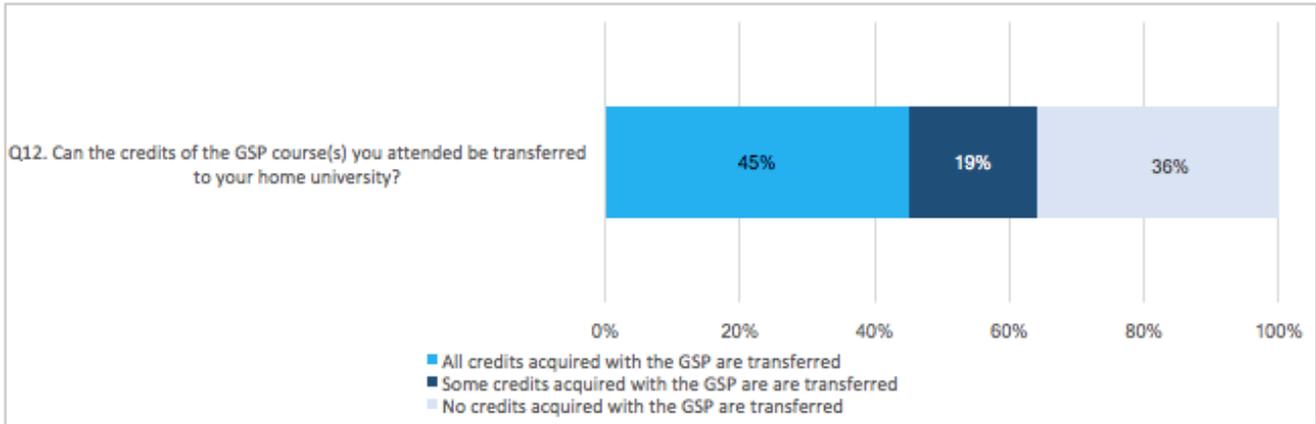


Section 3- Participation Criteria

As for the factors that influenced the choice of the GSP course, more than half of the students considered the course content to be a “very important” factor (54%). Many also considered “very important” factors to be the name and reputation of the hosting institution (41%), course date (39%), and geographical location of course (37%). The practical aspect of the costs was considered “very important” by 33% the students. The transferability of credits plays a less important role in the decision: 23% of the students judge it “very important”.

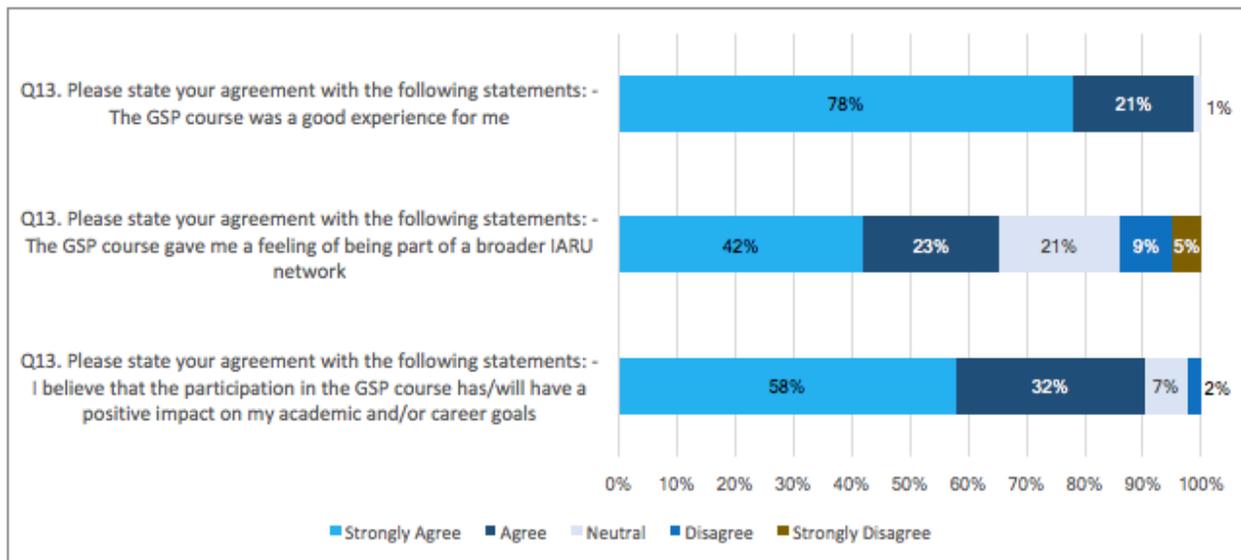


Many of the credits acquired with the GSP were transferred (*all* credits for 45%, *some* credits for 19%), but 36% of the students will have no credits transferred. It should be noted that some courses were attended by master students or PhD not seeking credits, as well as students from universities where there is no credit system in place. For many, the course was too short to count for credit.



Section 4- Overall GSP Experience

78% of the respondents strongly agree that the GSP course was a good experience for them and 58% believe it will positively impact on their career/career goals. 42% felt part of a larger IARU network.



At this point in the questionnaire open questions are asked. Those who take the time to expand on their IARU GSP experience show great enthusiasm and passion.

When asked about something they wish they had known (question 14) many respondents reply they wish they were better prepared on some of the subject fields (eg. Japanese, Physics, local politics), and that they had a list of readings and/or course syllabus prior to arrival. Many would have liked to have the names and contact information of their classmates prior to the course start date. Several students mentioned that having more information about different housing options would have been helpful (e.g. that living off campus, renting an Airbnb, etc. were options).

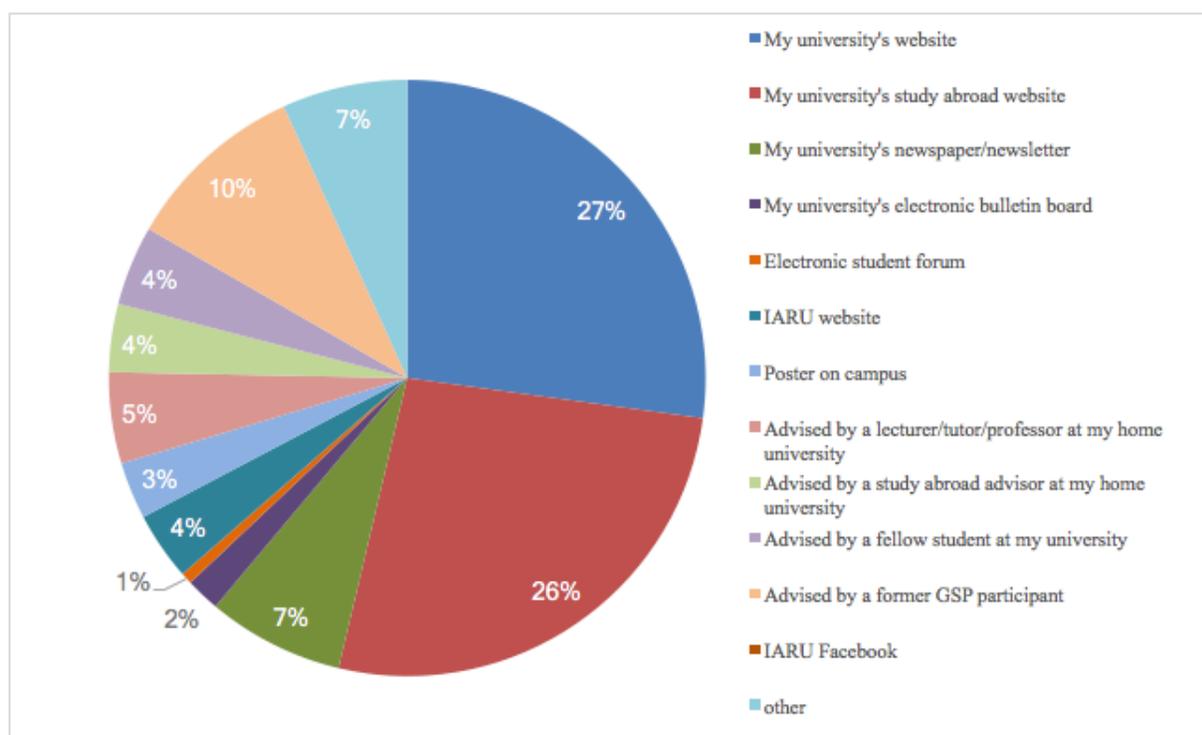
On question 15 students are invited to share what they found particularly challenging and/or what they are most proud of. Again, the international dimension of the GSP is a very frequent answer for what was initially challenging, and later turned into a reason of pride once across the cultural differences. Further, respondents are proud of their achievements in meeting the assignments and complete all the required work despite the short time, intensive program and wish to enjoy their time.

When asked about improvements (question 16) several recurring suggestions were put forward:

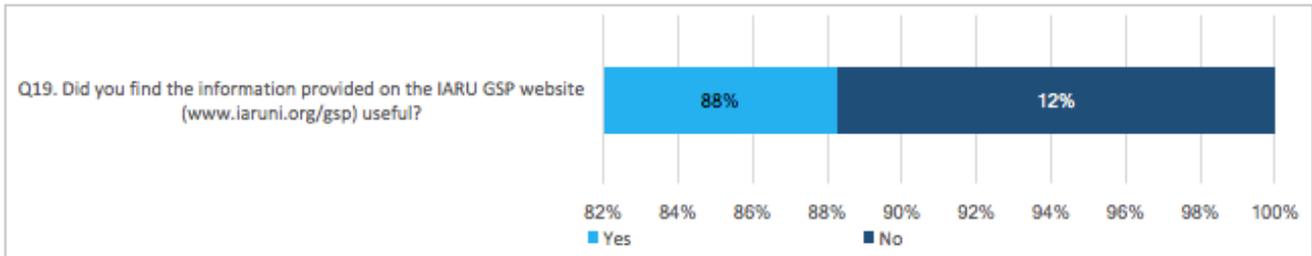
- More field trips and social activities outside of class
- Reduce the cost of the program and/or provide more scholarship options
- More interaction with local students from the host university
- Extend the duration of the courses
- Receive contact information about classmates prior to the course commencement

Section 5 –Communication & Outreach

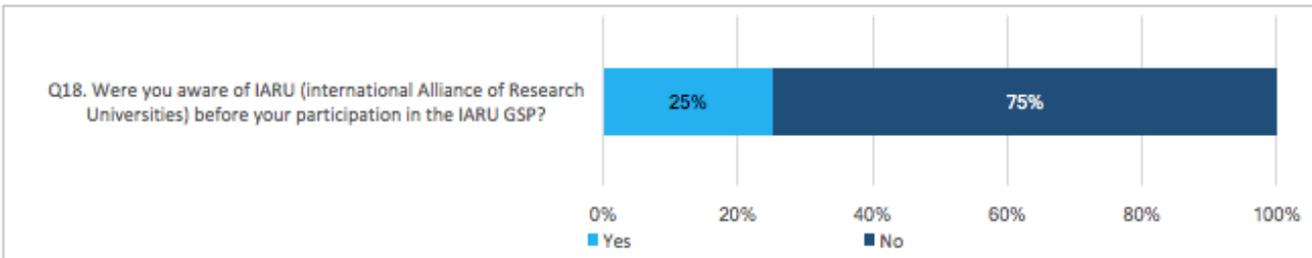
More than half of respondents found out about IARU GSP through their university's website or university's study abroad website (54% combined).



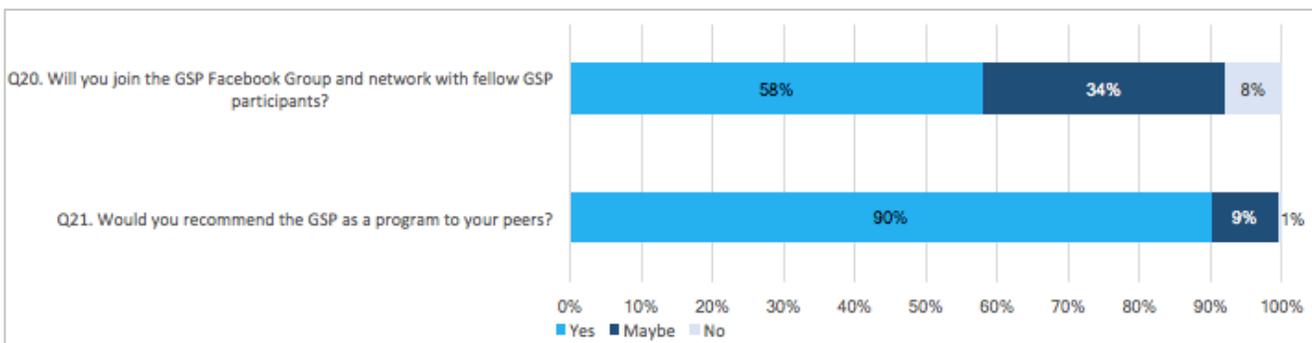
Only 4% of respondents found out about the program through the IARU website, but 88% of the respondents found the information there useful.



75% of respondents were not aware of IARU before participating the IARU GSP, indicating that the GSP remains a vital component of IARU.



92% of respondents have some interest in joining the GSP Facebook group, and only 1 student said that s/he would not recommend the GSP as a program to peers.



See Appendix A for all student comments.

GSP Course Survey Analysis – Courses Breakdown

This paper complements the GSP Course Survey overall analysis with details on the individual performances of the courses.

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:

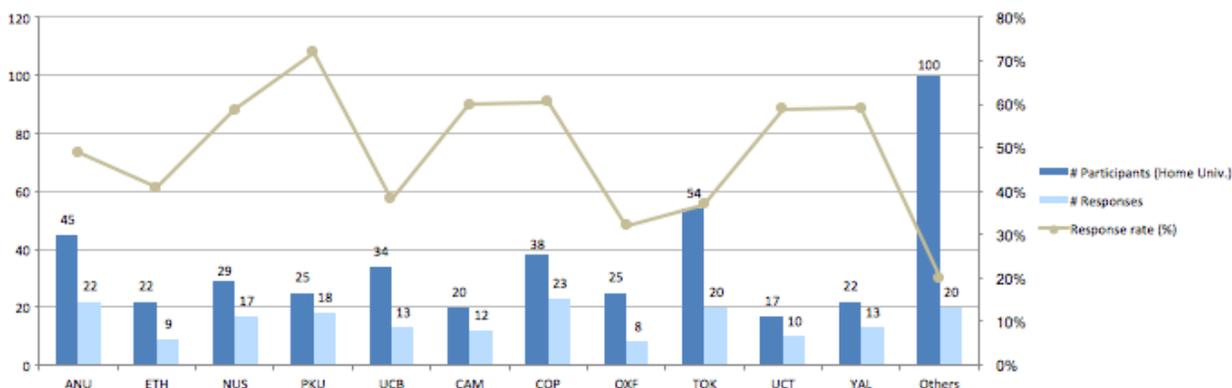
| | |
|---|---------|
| Strongly Agree/Agree/Excellent/Very Important | 5 Units |
| Agree/Important/Good | 4 Units |
| Neutral | 3 Units |
| Disagree/Unimportant/Fair | 2 Units |
| Strongly Disagree/ Very Unimportant | 1 Unit |

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

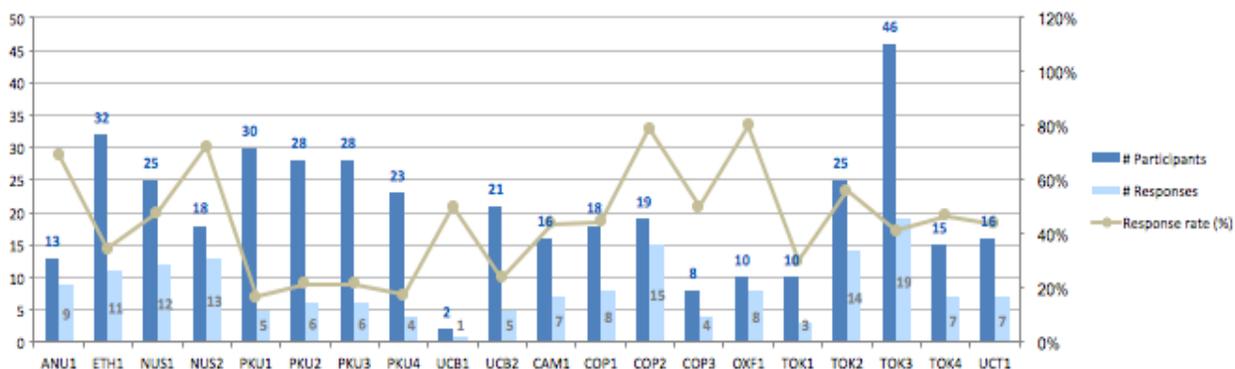
Response Rate

The equivalent of 47% of the participants to the 2017 GSP responded to the survey. The number of participant includes outgoing and local students as well as few students from other universities.

Q1. Please indicate your home university.



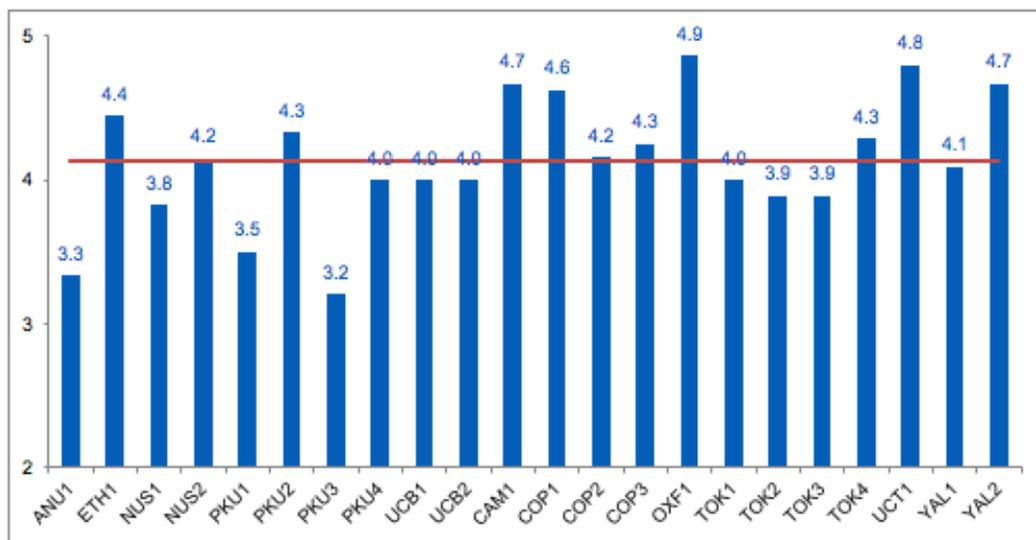
Q2. Please indicate the GSP course you attended.



Section 1: GSP Course Content and Rigor

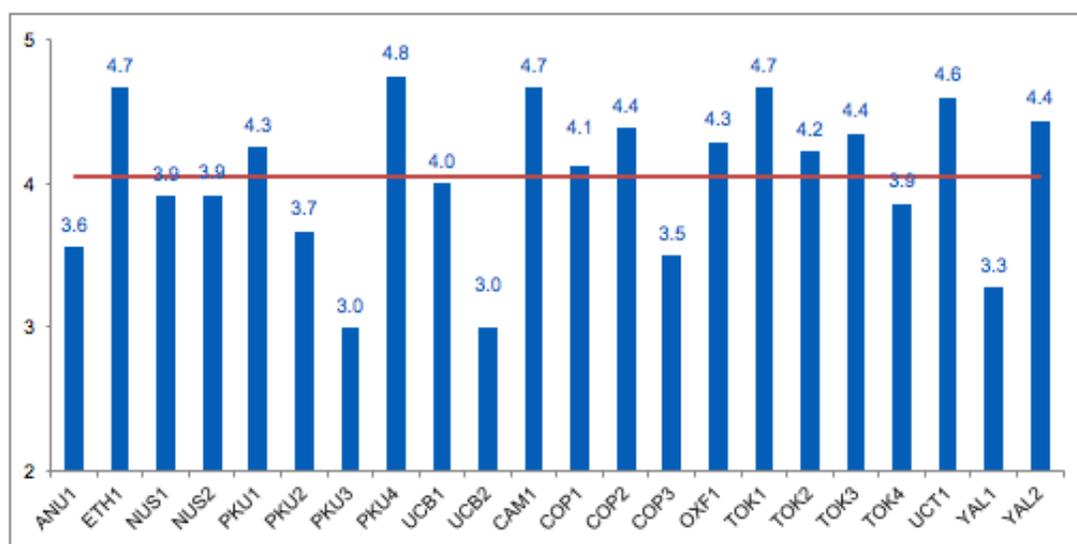
Academic Rigor

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



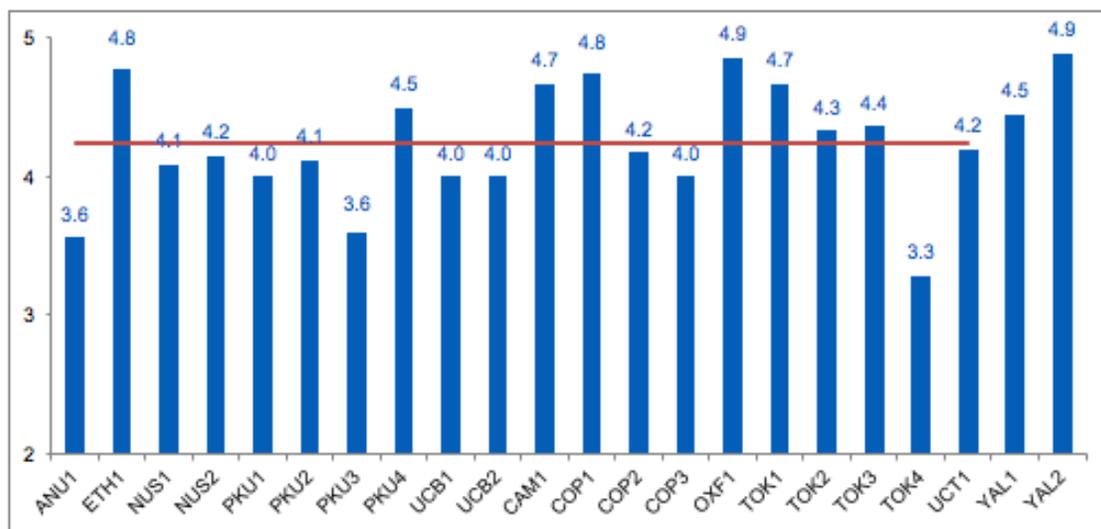
Pre-Departure Course Information

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).



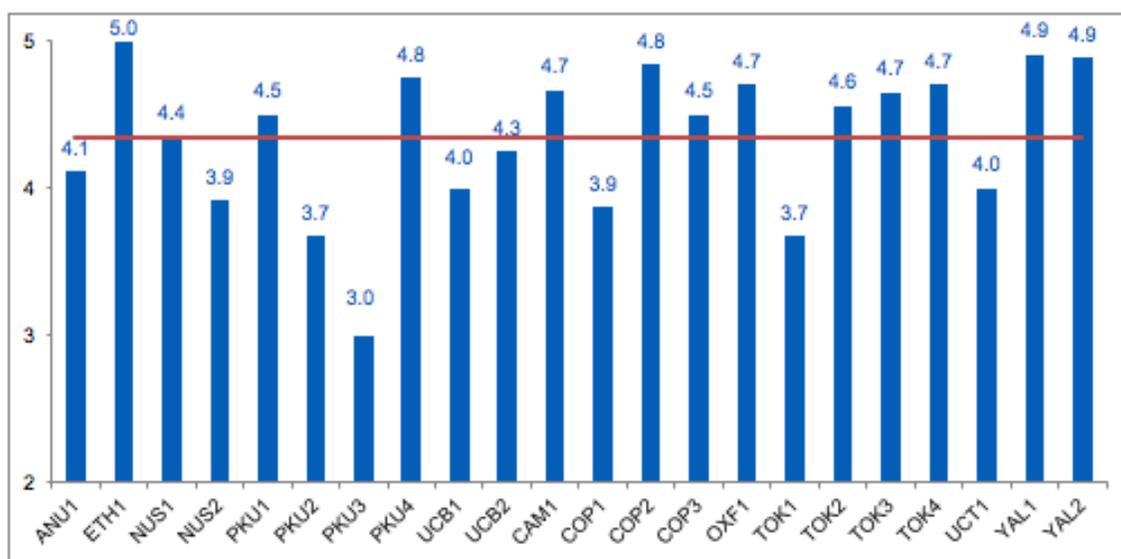
Teaching Level

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



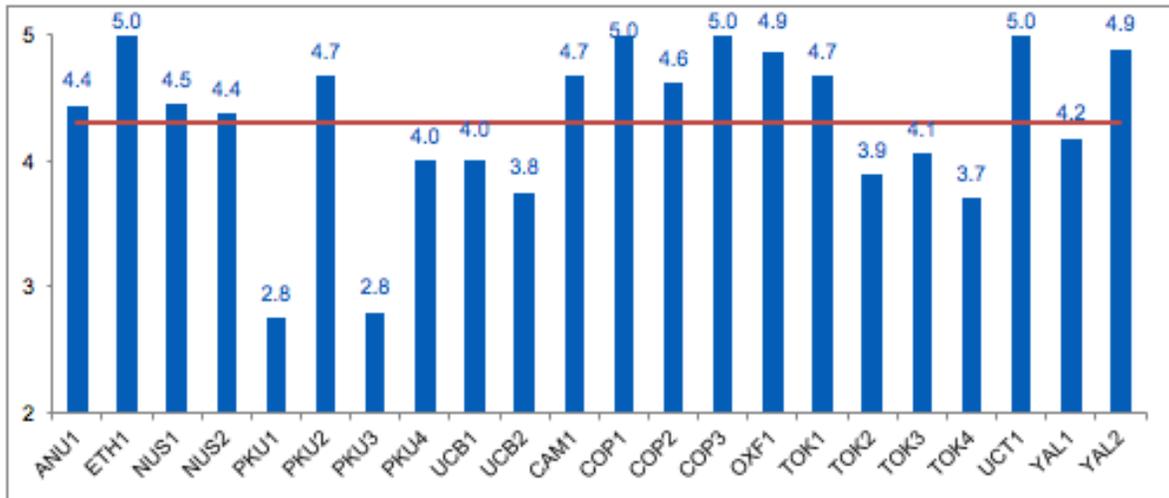
Student Diversity

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



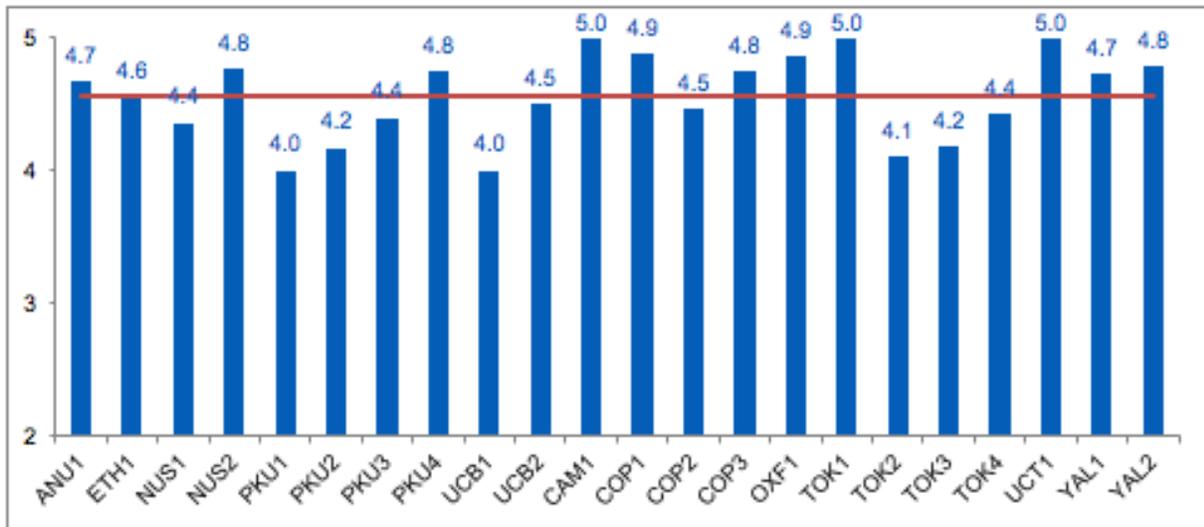
Classroom Discussion

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



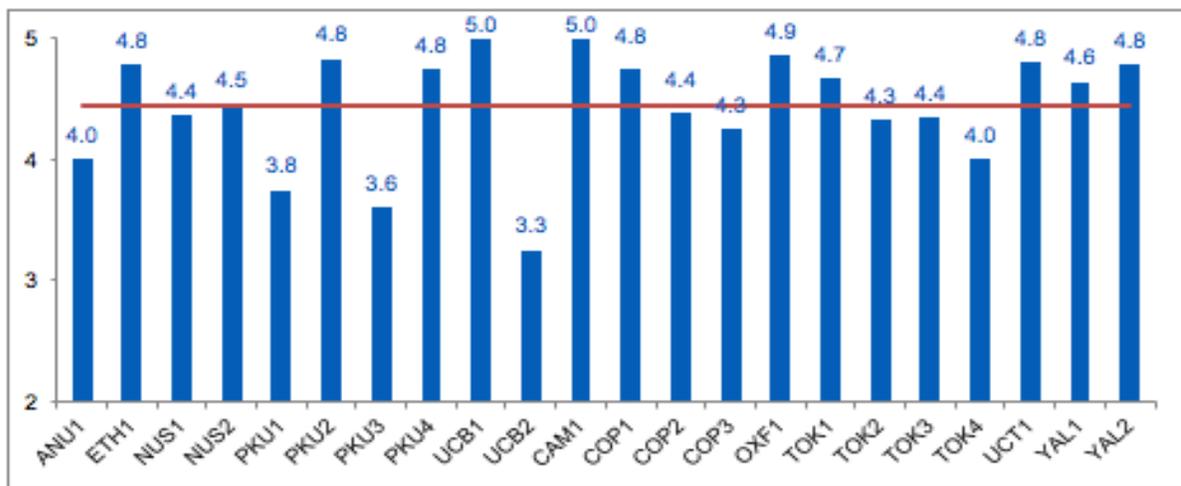
GSP Differentiation

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



Instructor performance

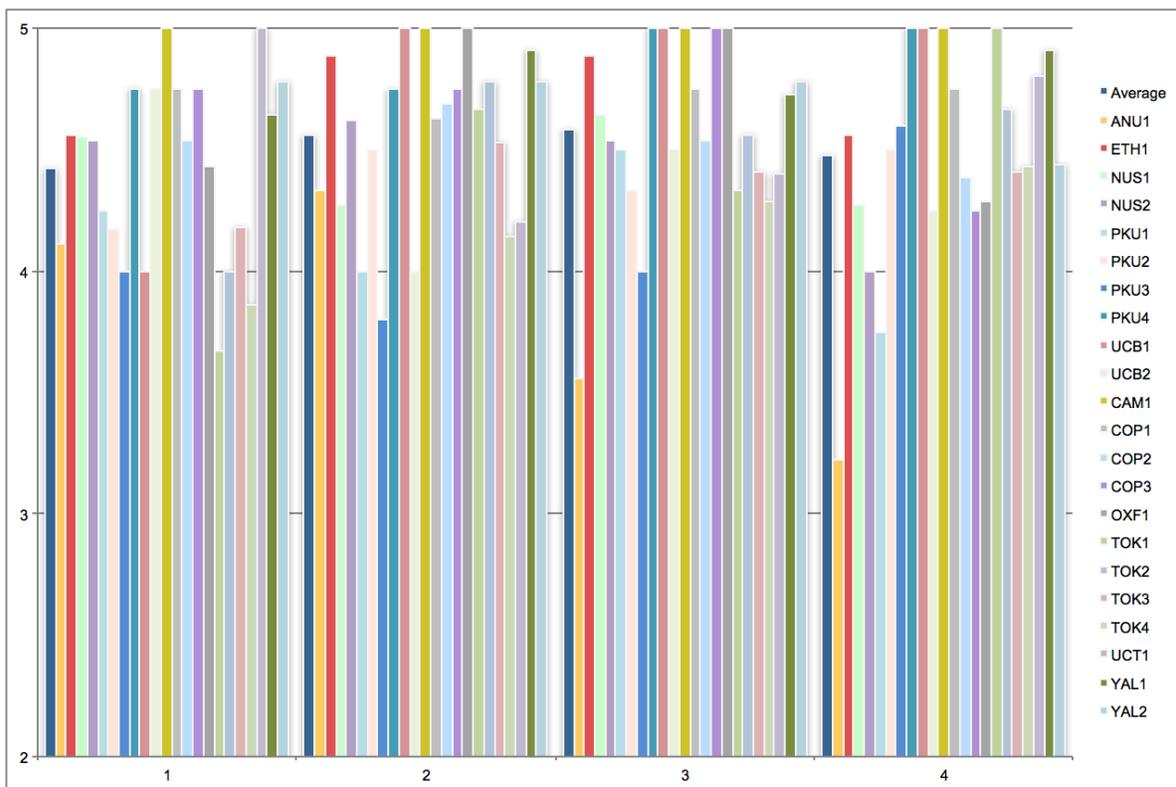
Q9. How do you rate the overall performance of your course instructor/s?



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

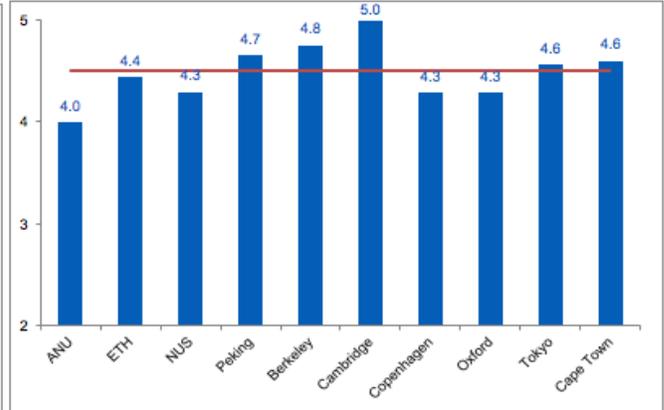
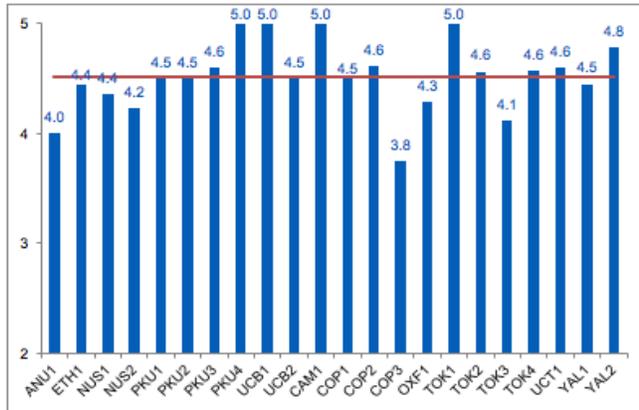


Section 3: Motivation for Participating in the GSP

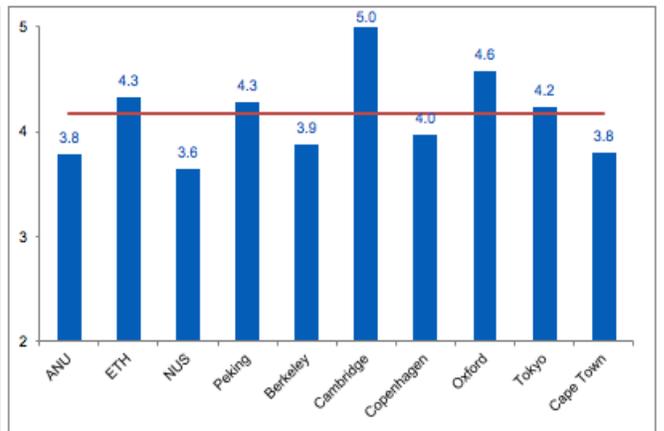
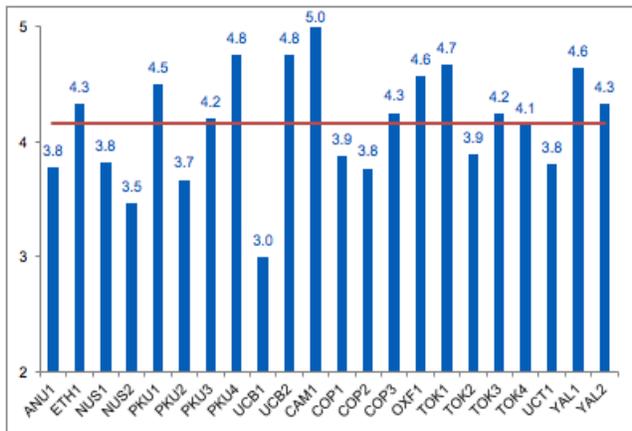
(Presented below are numbers by university of DESTINATION)

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

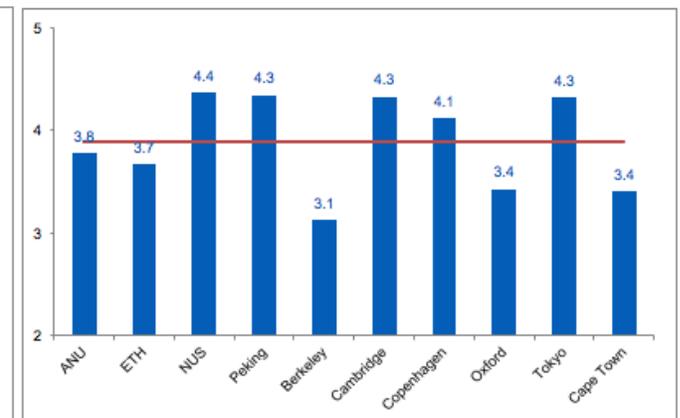
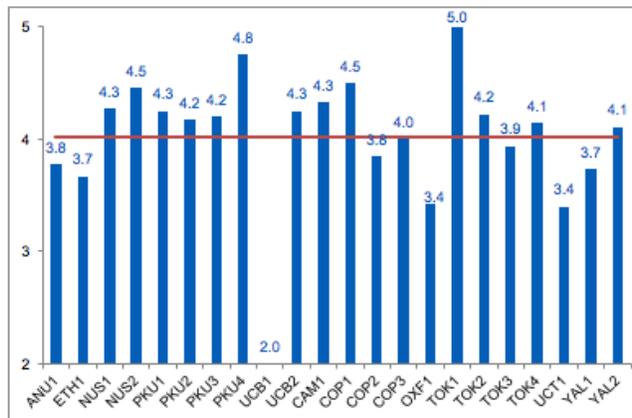
Course Content



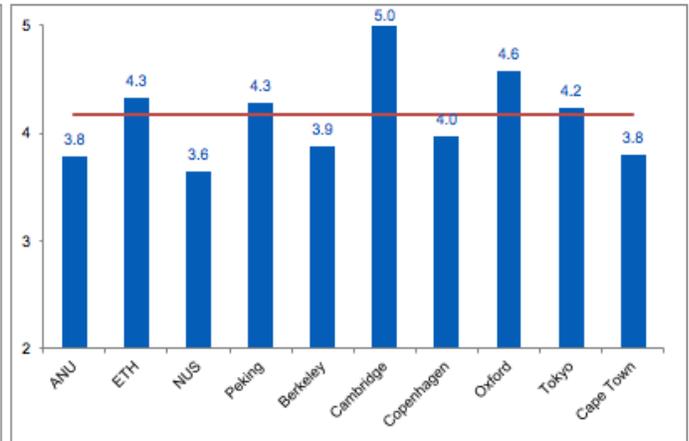
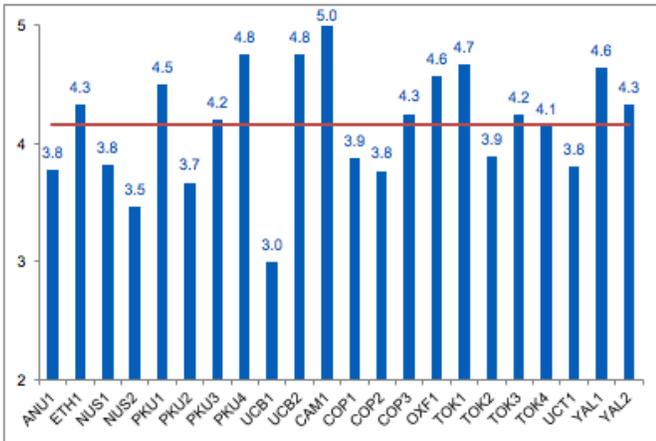
Course Date



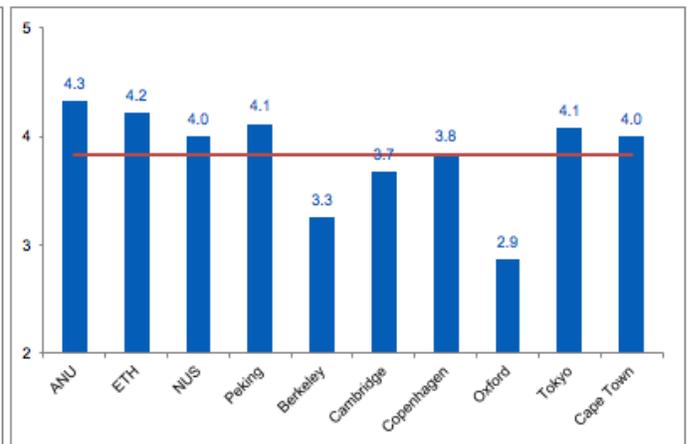
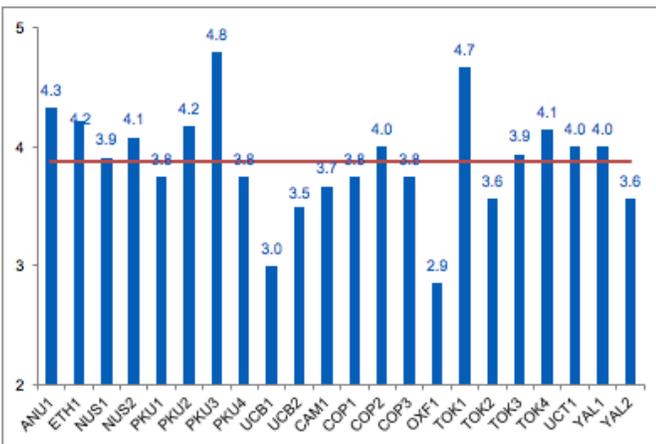
Geographical Location of the Course



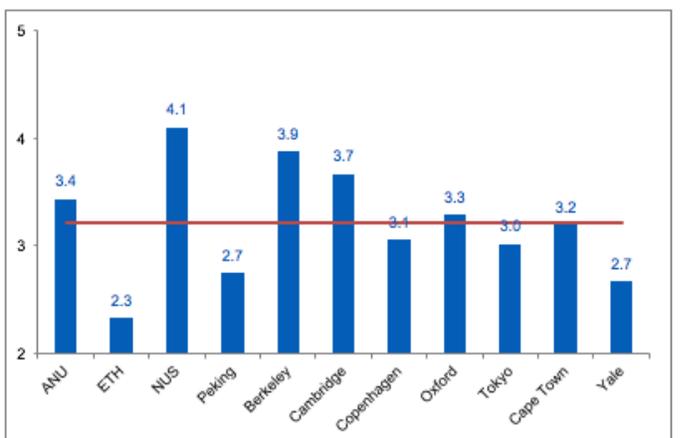
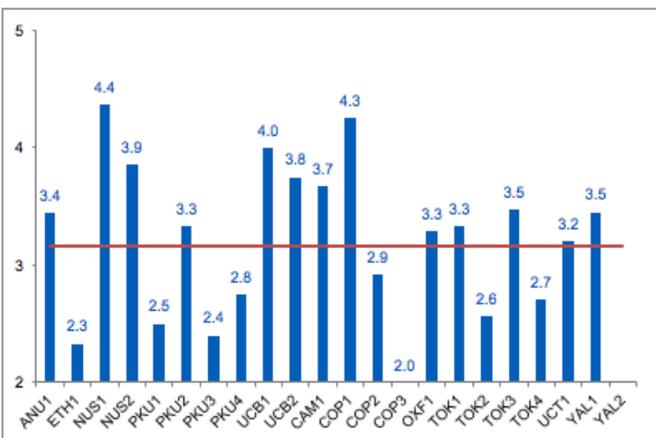
Name and reputation of the Hosting Institution



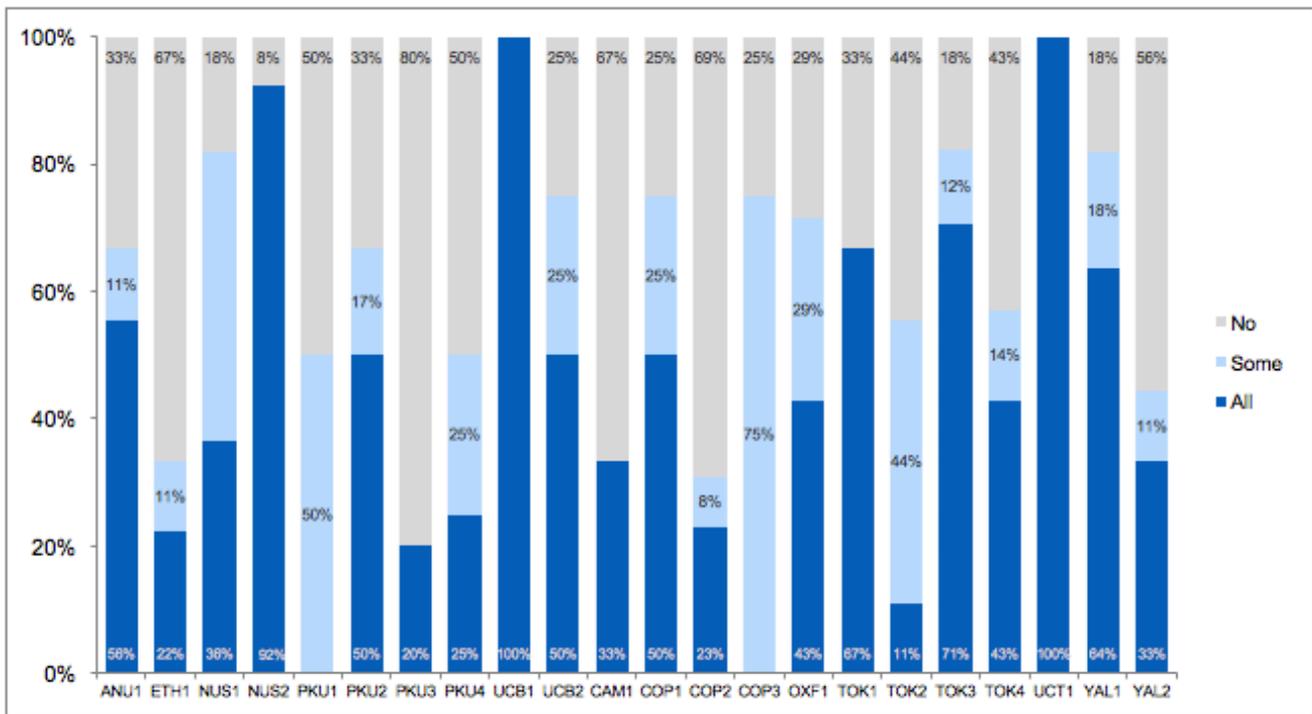
Cost of the course



Credit Transfer



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

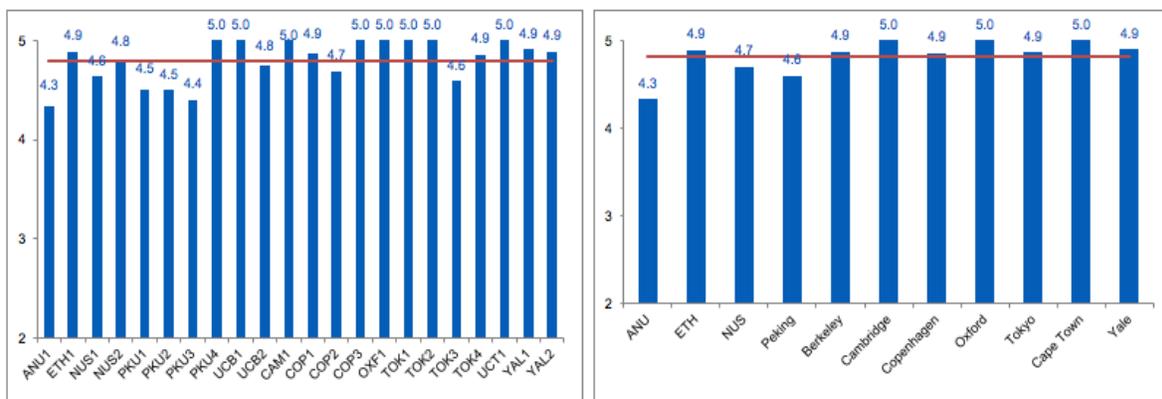


Section 4: Impressions and Critical Reflection

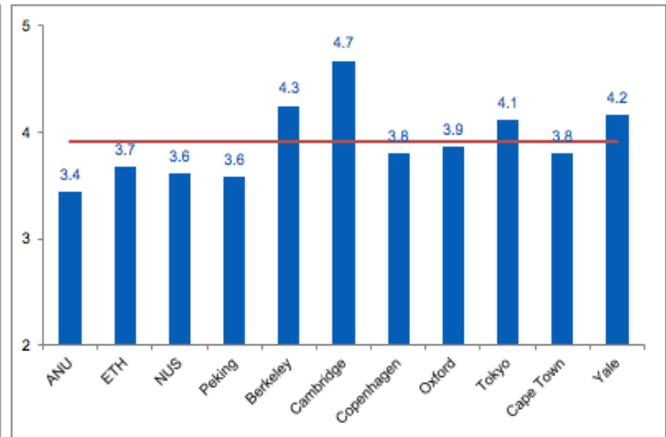
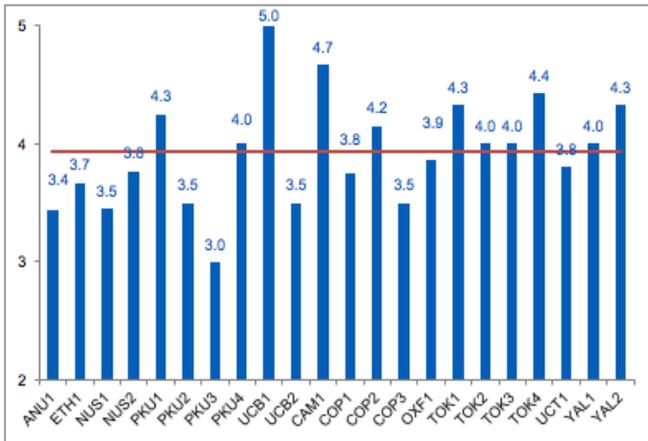
Q13. Please state your agreement with the following statements

- 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

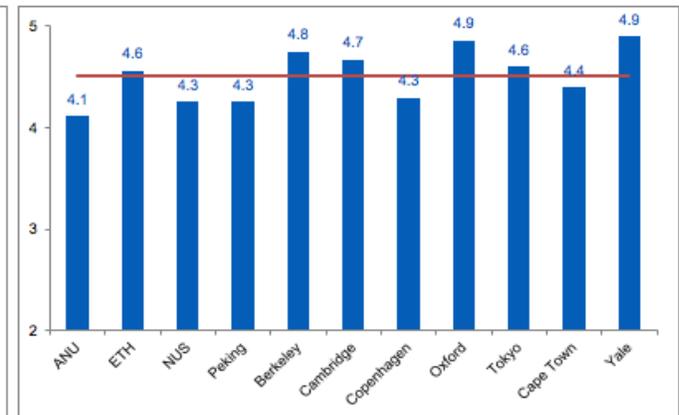
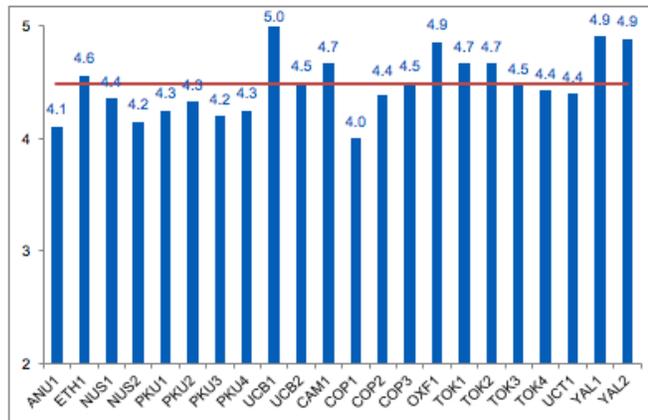
Good Experience



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:

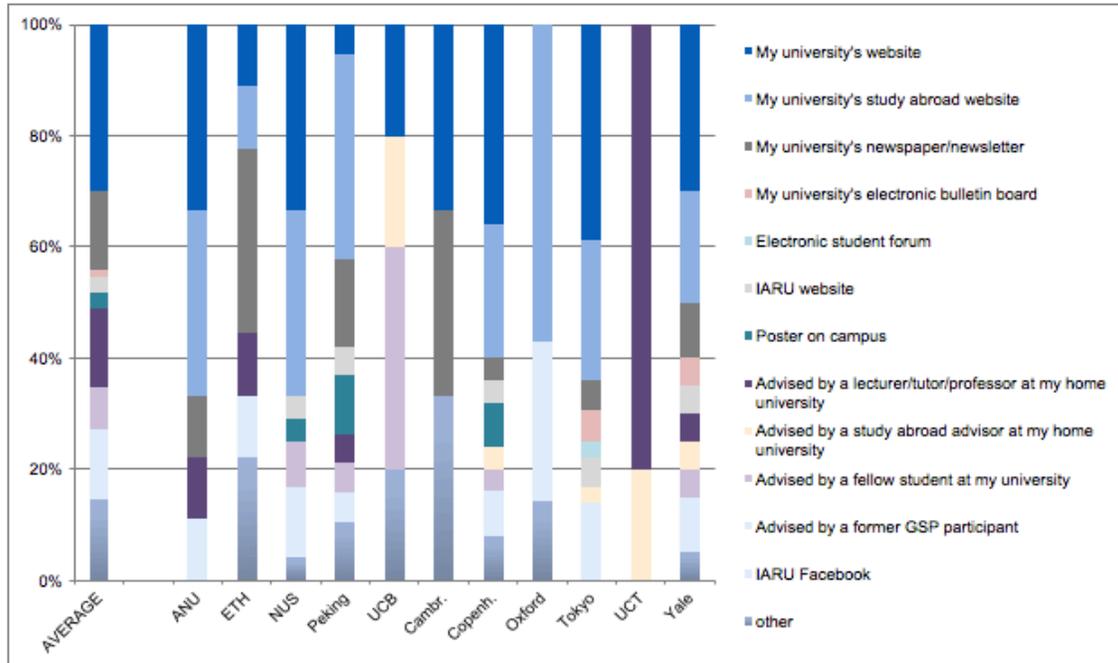
Q15. As I reflect upon this experience, something that I found particularly challenging and/ or that I am most proud of:

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

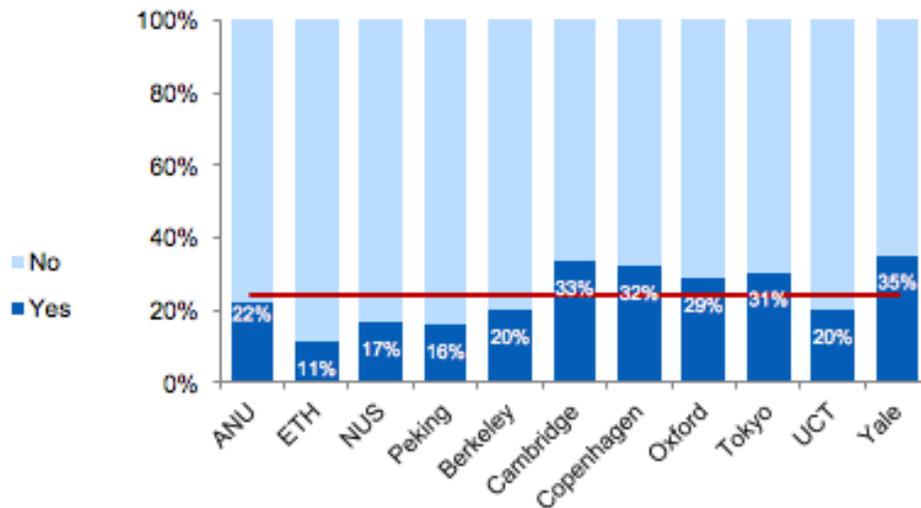
Questions 14 to 16 are open questions. A summary can be read in the overall analysis. All responses can be read in Appendix A.

Section 5: Communication

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

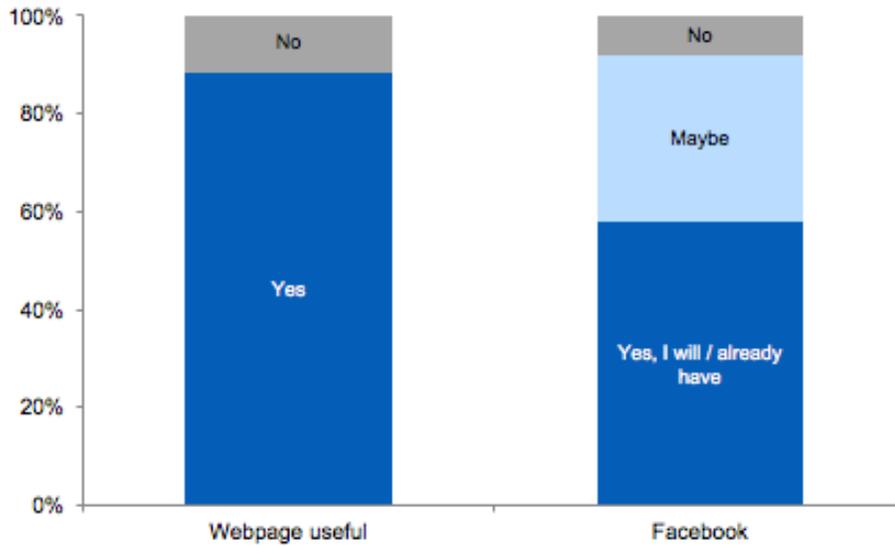


Q18. Were you aware of IARU?

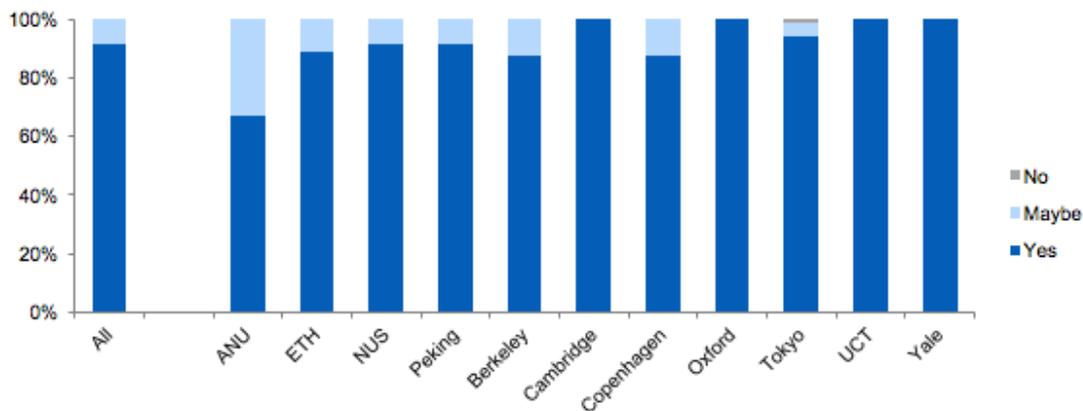
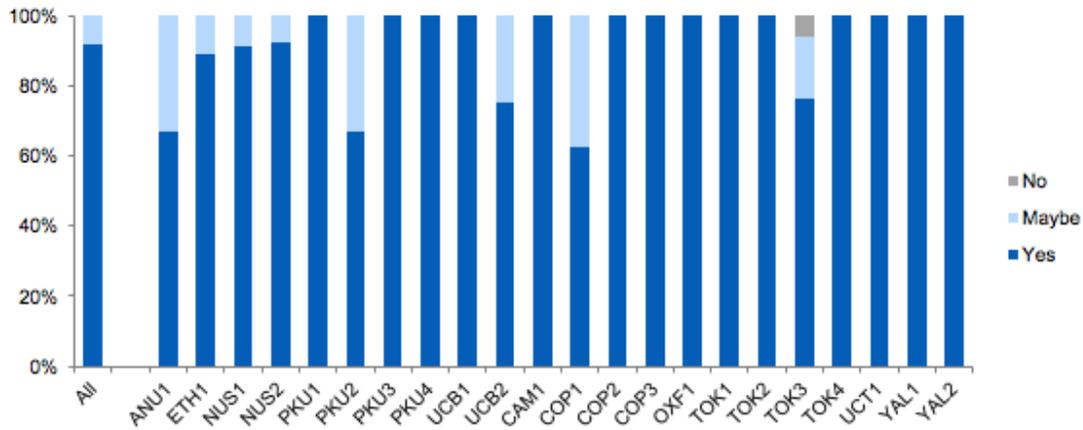


Q19. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?

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



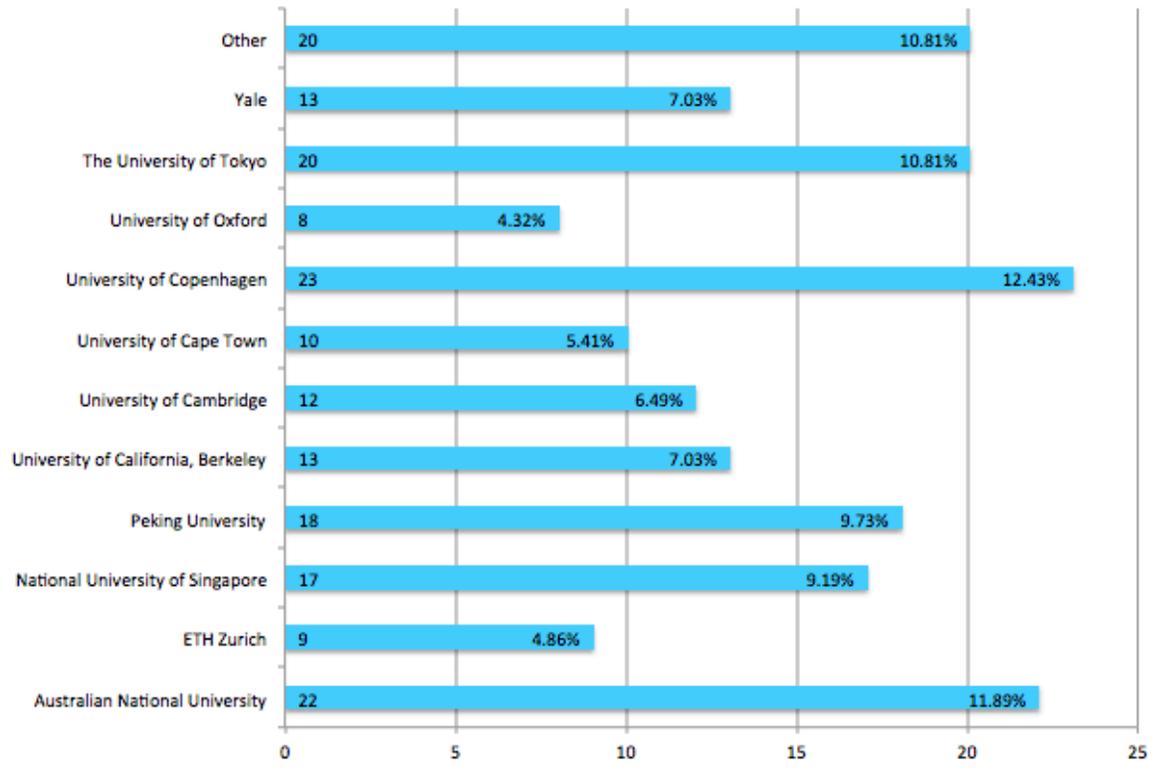
Q21. Would you recommend the GSP as a program to your peers?



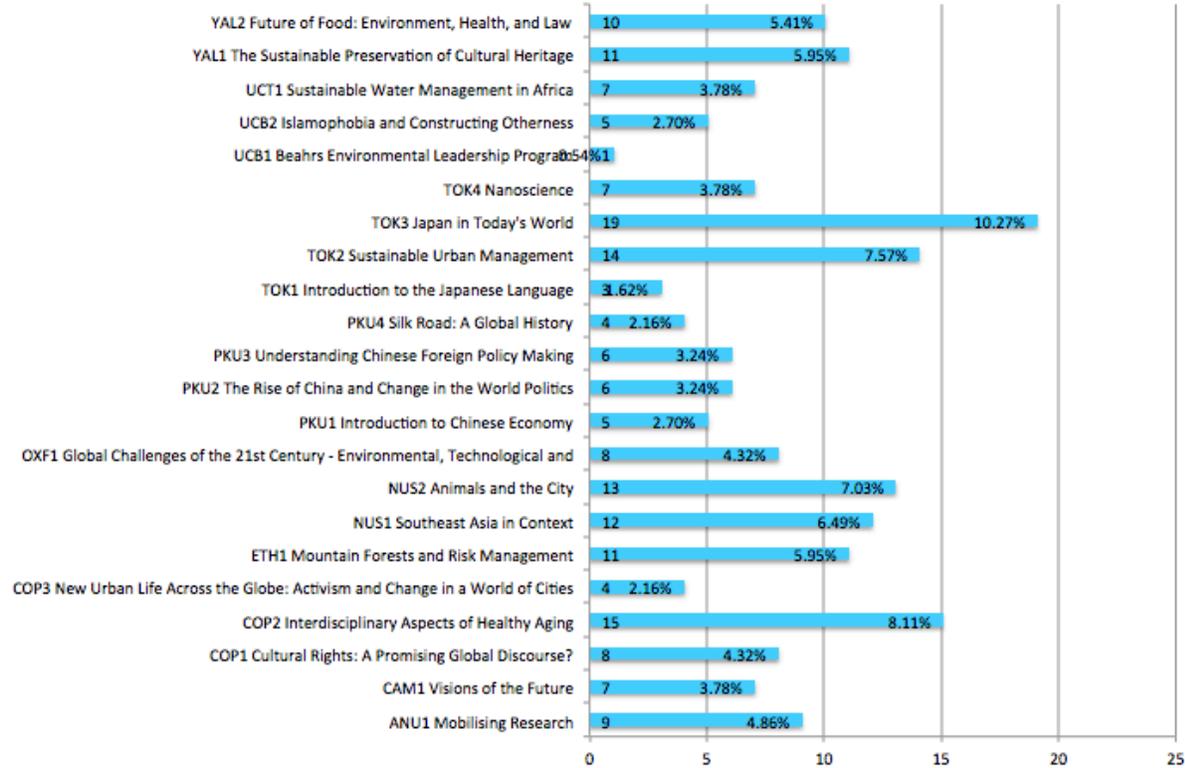


2.1 Annex I – GSP 2017 – Survey Answers

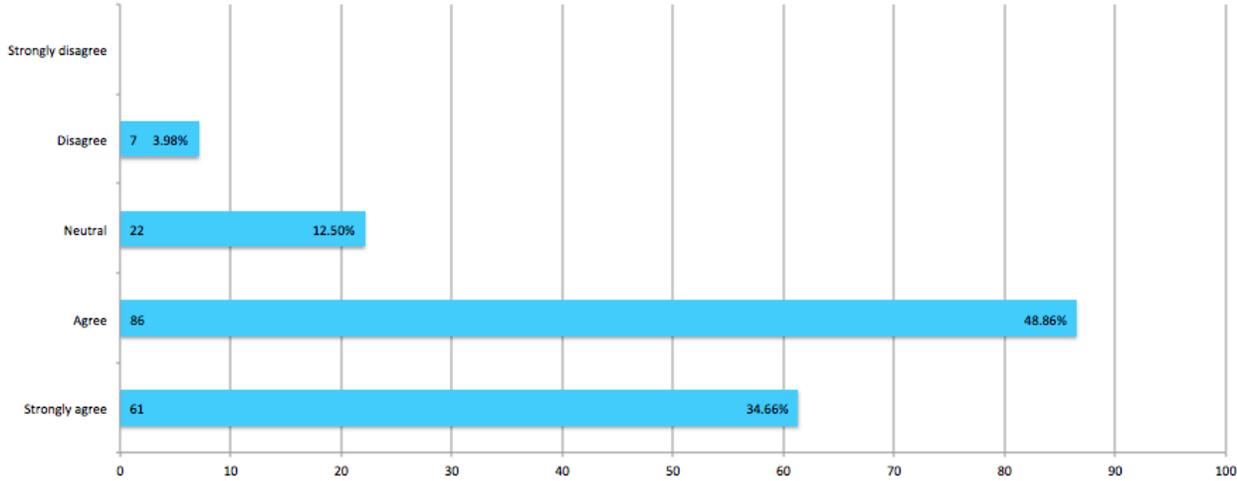
Q1. Please indicate your home university (the university in which you are enrolled as a degree-seeking student):



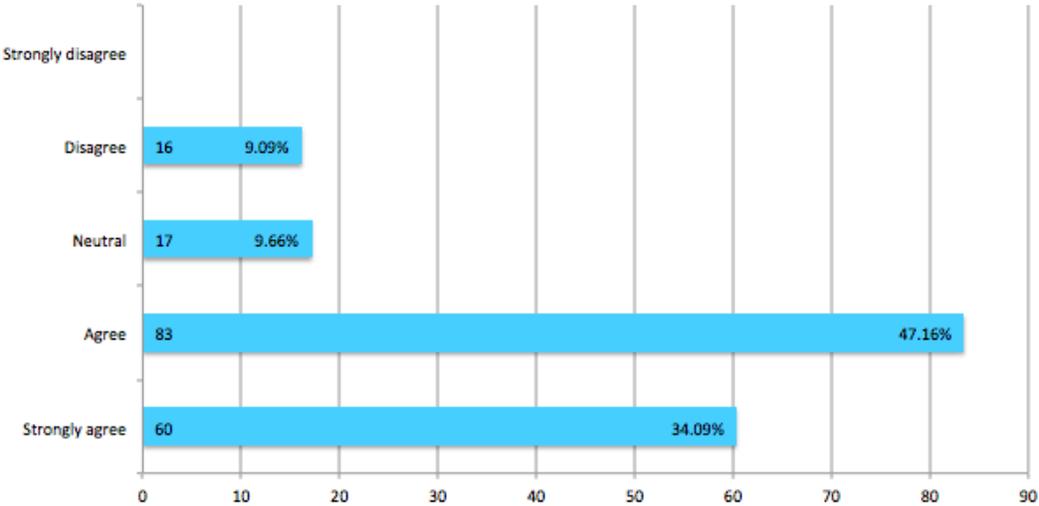
Q2. Please indicate the GSP course you attended:



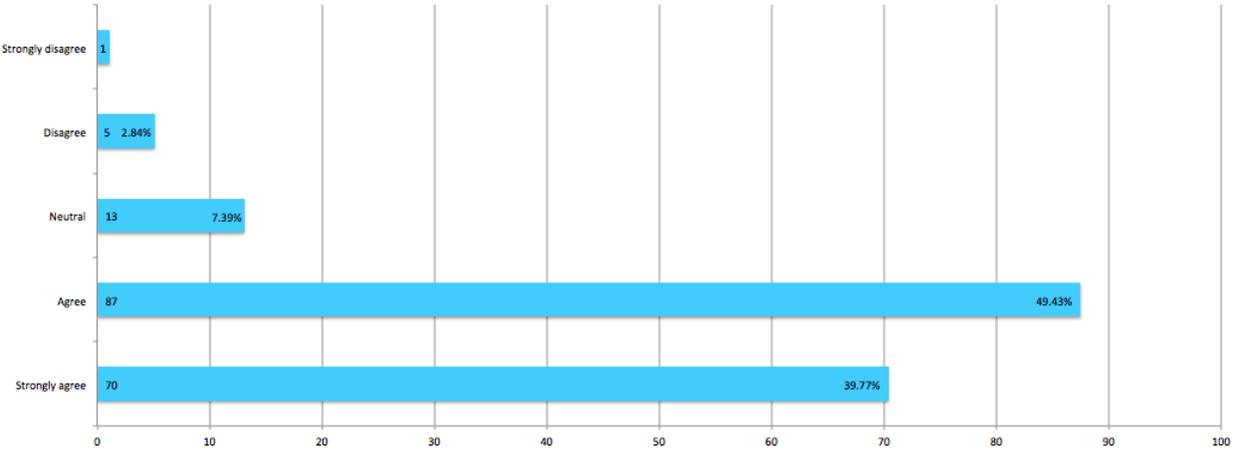
Q3. Overall, this GSP course was academically rigorous (e.g. research-led, intense learning, high academic standards).



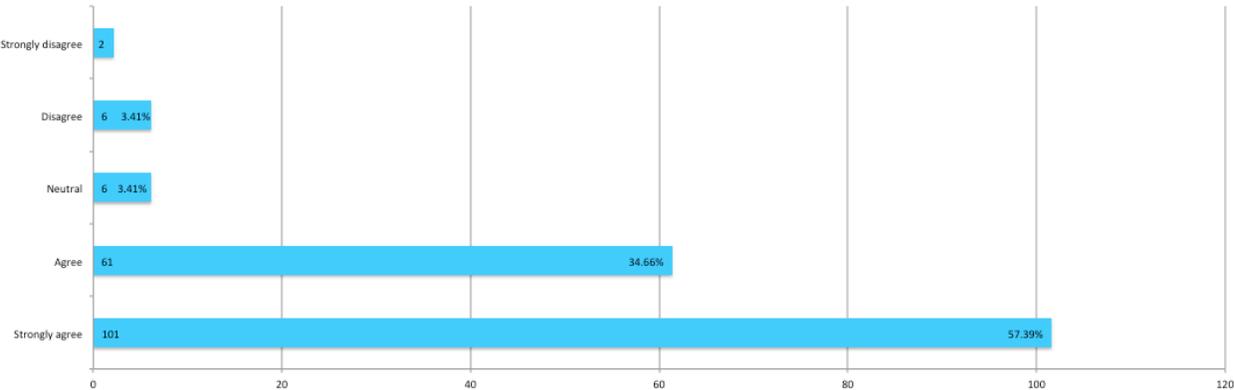
Q4. The information you had received from the course organizer before the GSP course started clearly explained what to expect in terms of class content, including prerequisites (if any).



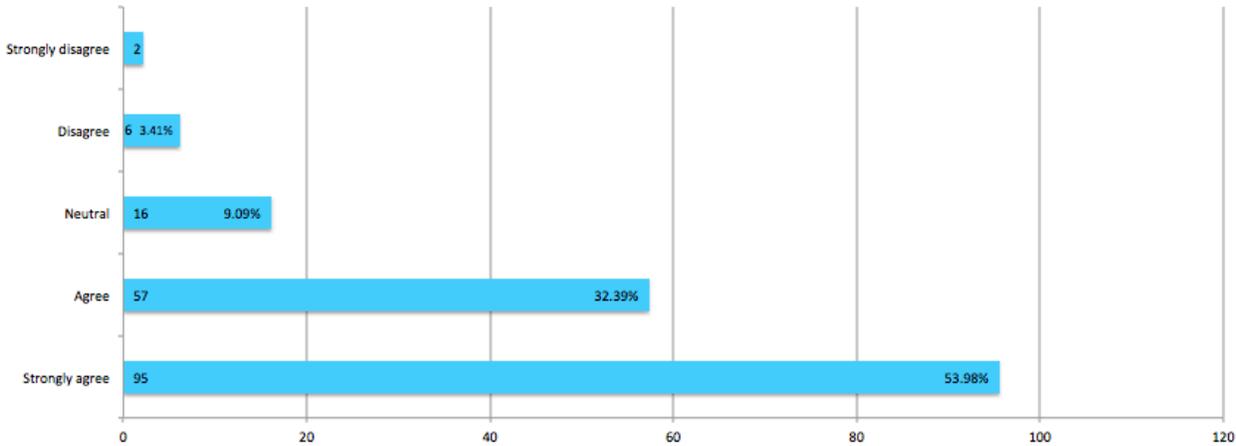
Q5. The GSP course was taught at the right level (e.g. introductory or advanced, as indicated in the course profile).



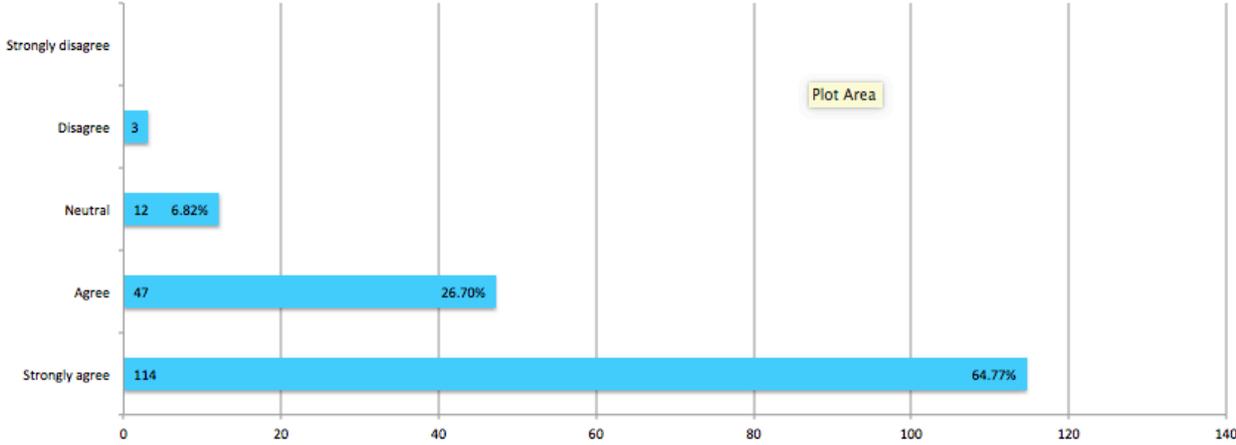
Q6. The GSP course had a good diversity of students in terms of geographical representation and academic background.



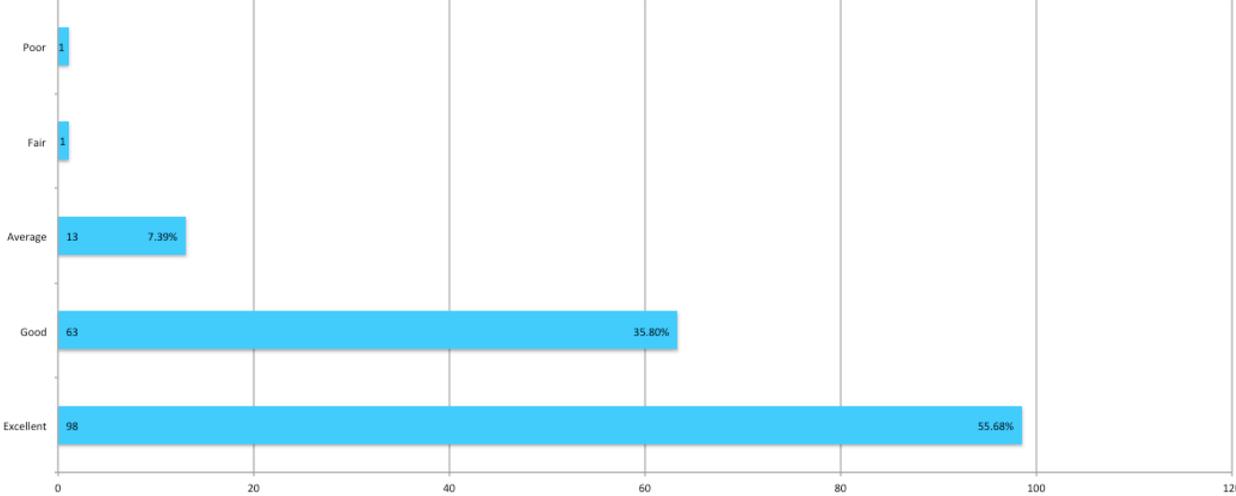
Q7. The GSP course offered sufficient opportunities to engage with classmates in academic discussion.



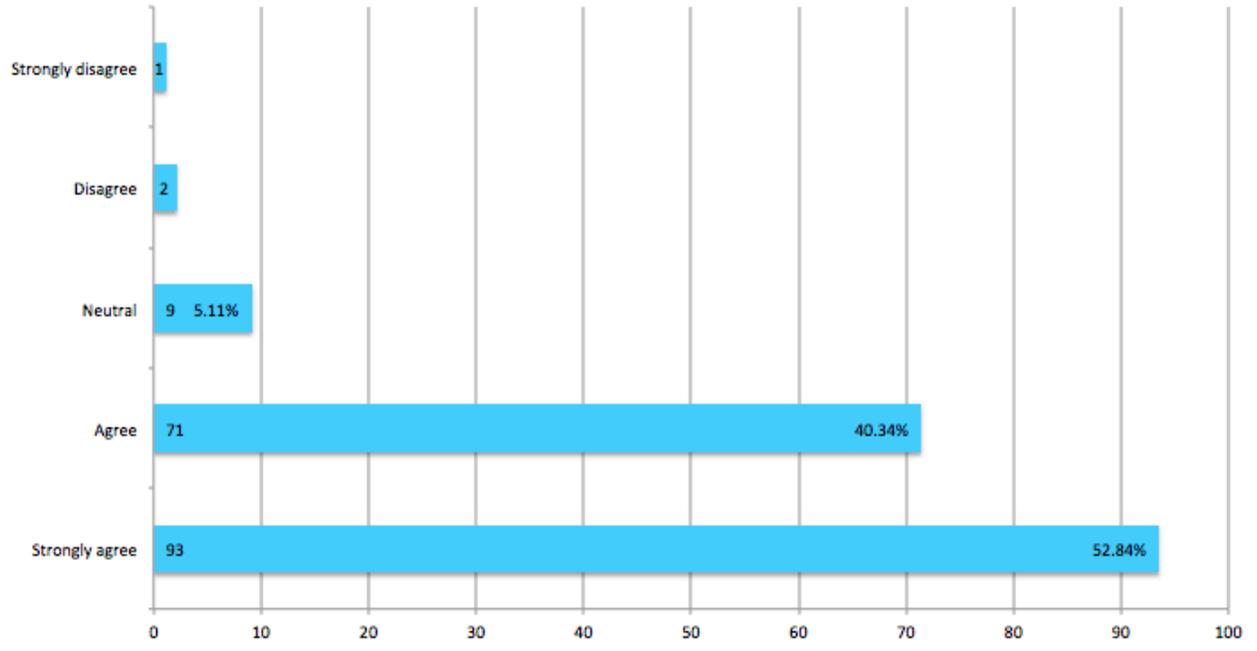
Q8. The GSP course I attended was different from regular courses in my degree program.



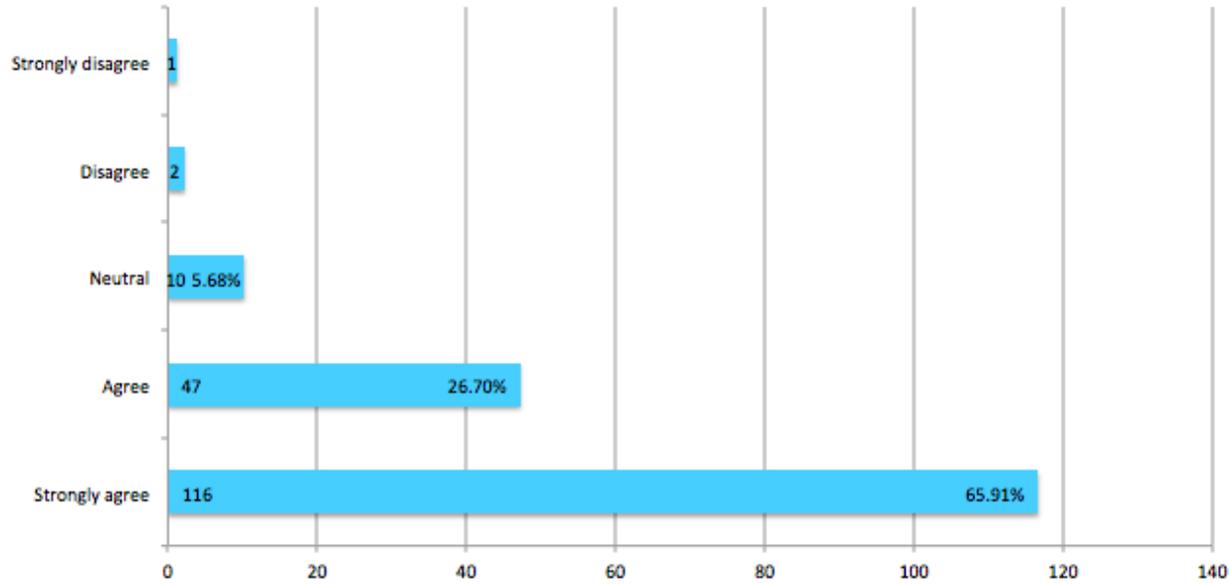
Q9. How do you rate the overall performance of your course instructor/s?



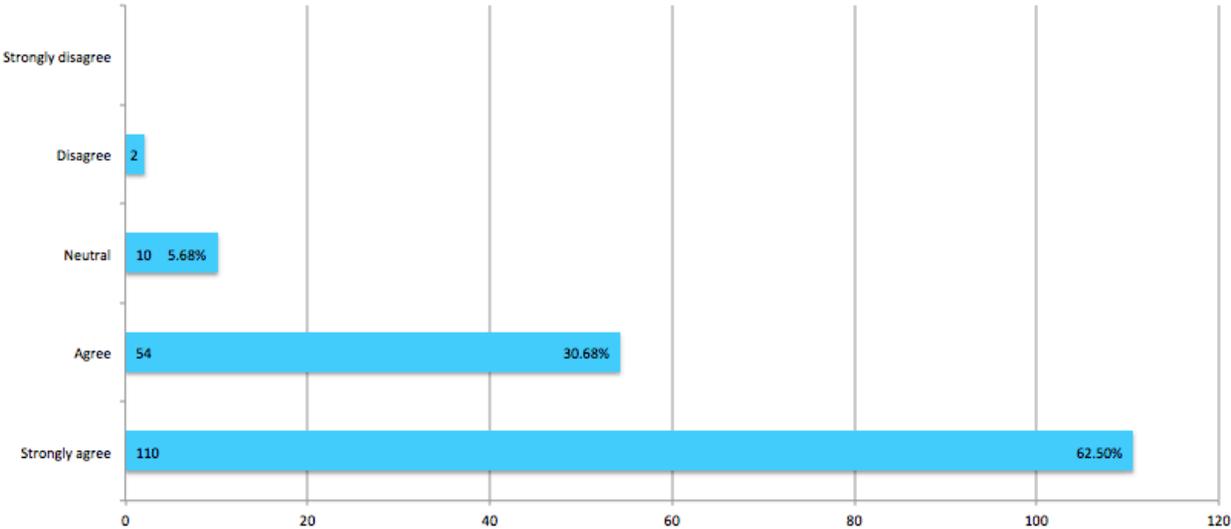
Q10. I believe the course lived up to the GSP principles by providing me an opportunity to: - a) Address critical issues in a global perspective



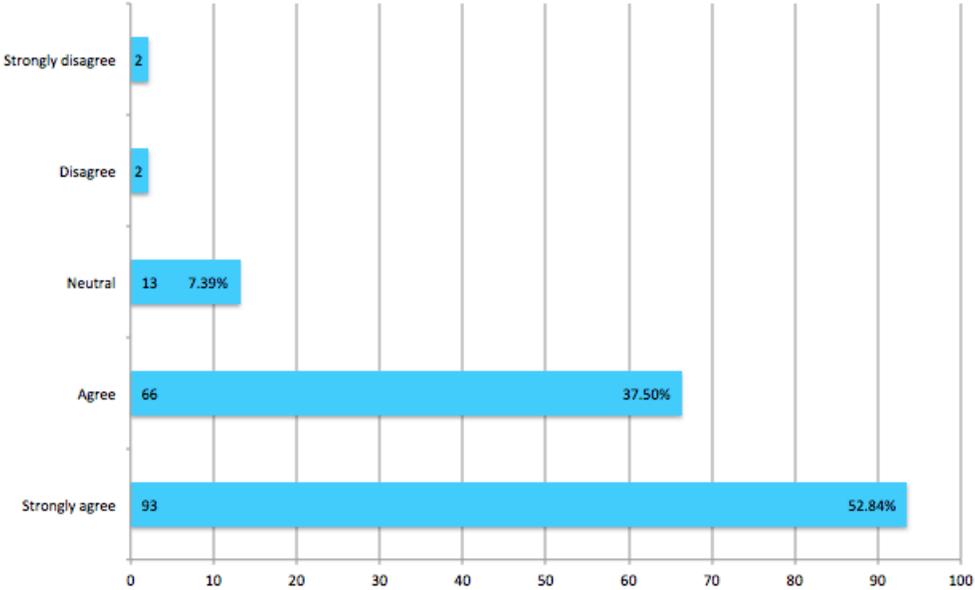
Q10. I believe the course lived up to the GSP principles by providing me an opportunity to: - b) Work with outstanding peers from around the globe



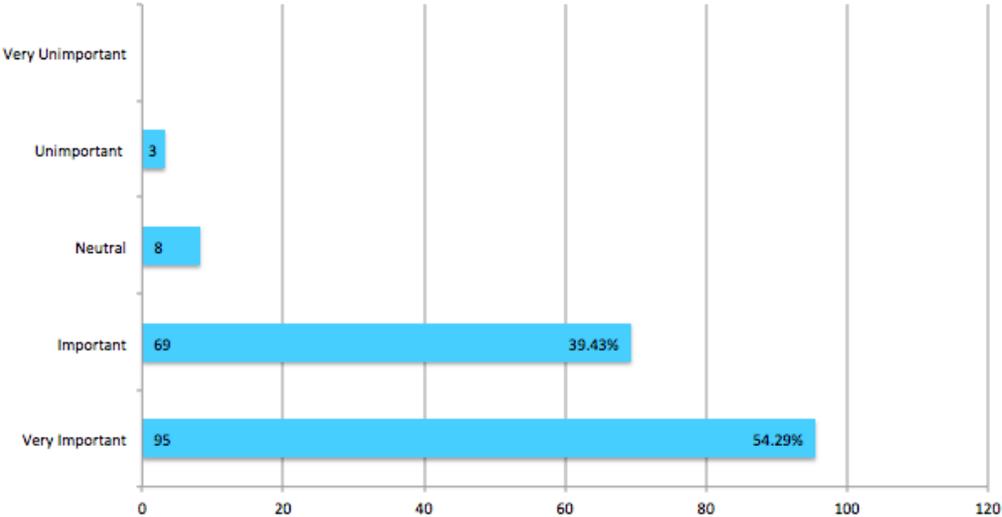
Q10. I believe the course lived up to the GSP principles by providing me an opportunity to: - c) Learn intensively in a cross-cultural setting



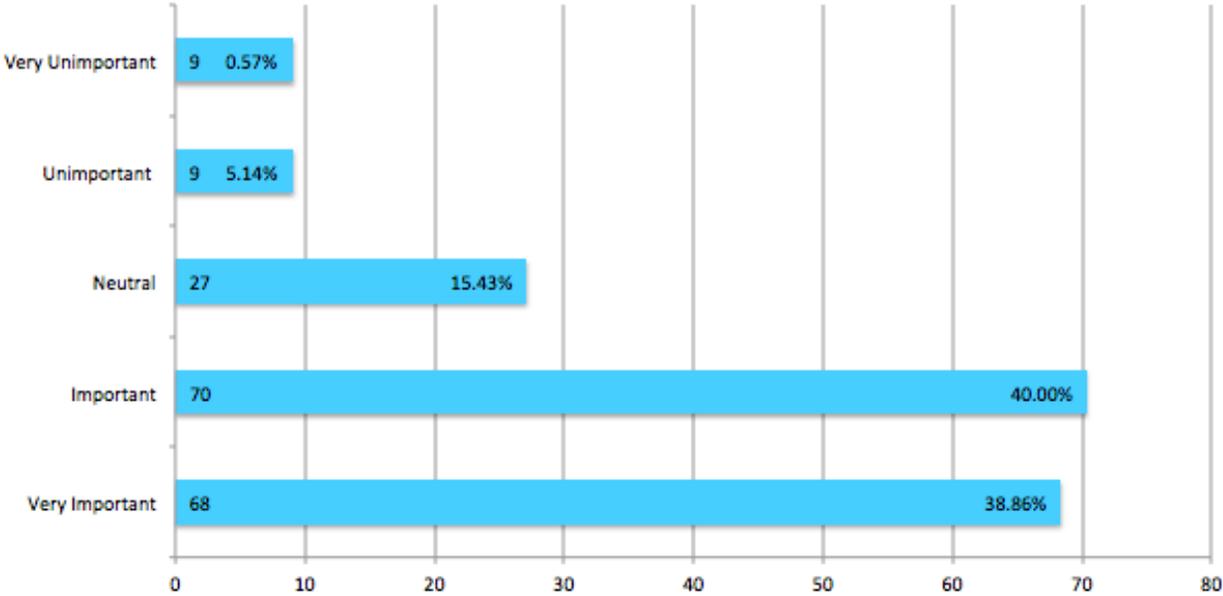
Q10. I believe the course lived up to the GSP principles by providing me an opportunity to: - d) Learn from top researchers



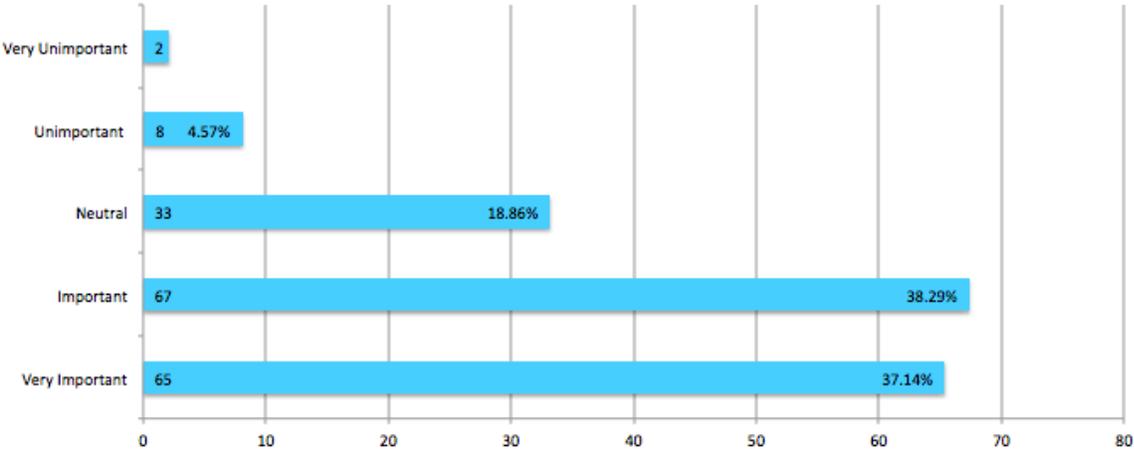
Q11. Please rate the importance of the following factors for choosing the GSP course: - a) Course content



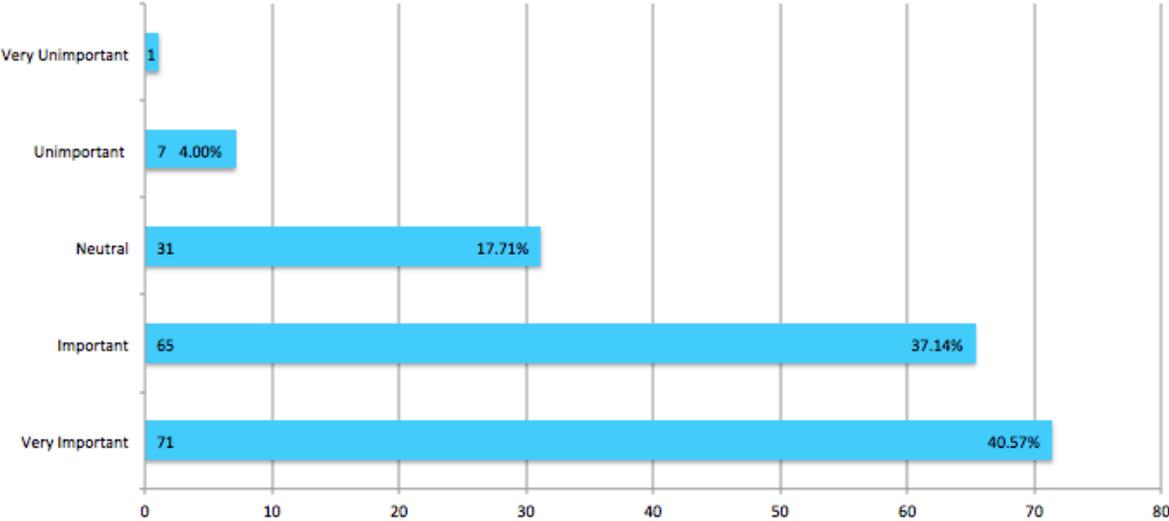
Q11. Please rate the importance of the following factors for choosing the GSP course: - b) Course date



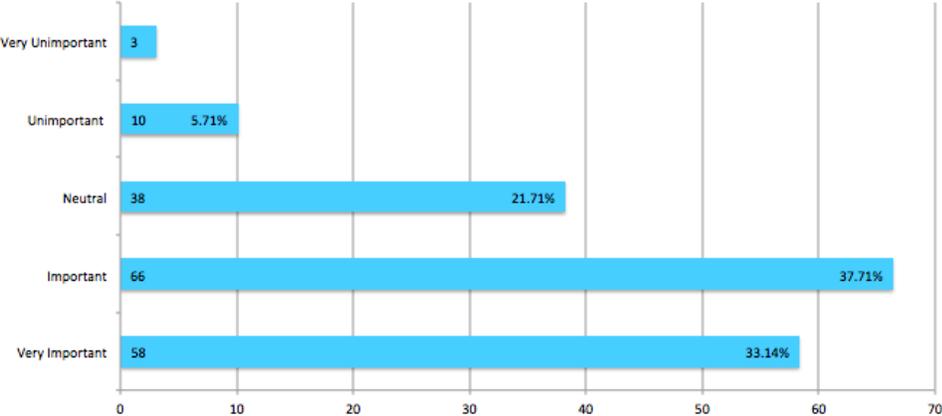
Q11. Please rate the importance of the following factors for choosing the GSP course: - c) Geographical location of the course



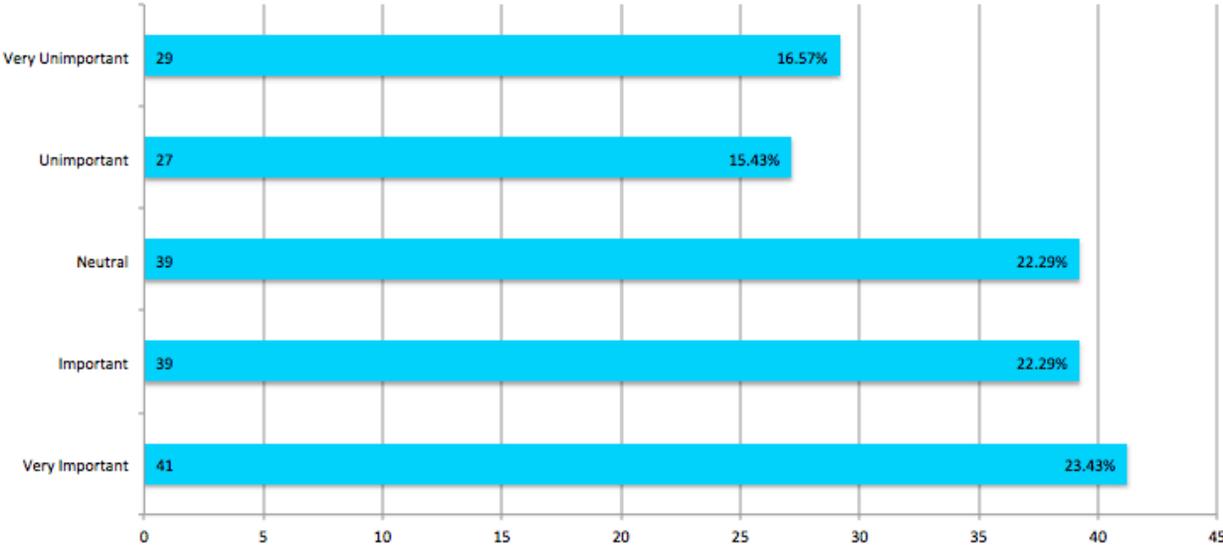
Q11. Please rate the importance of the following factors for choosing the GSP course: - d) Name and reputation of the hosting institution



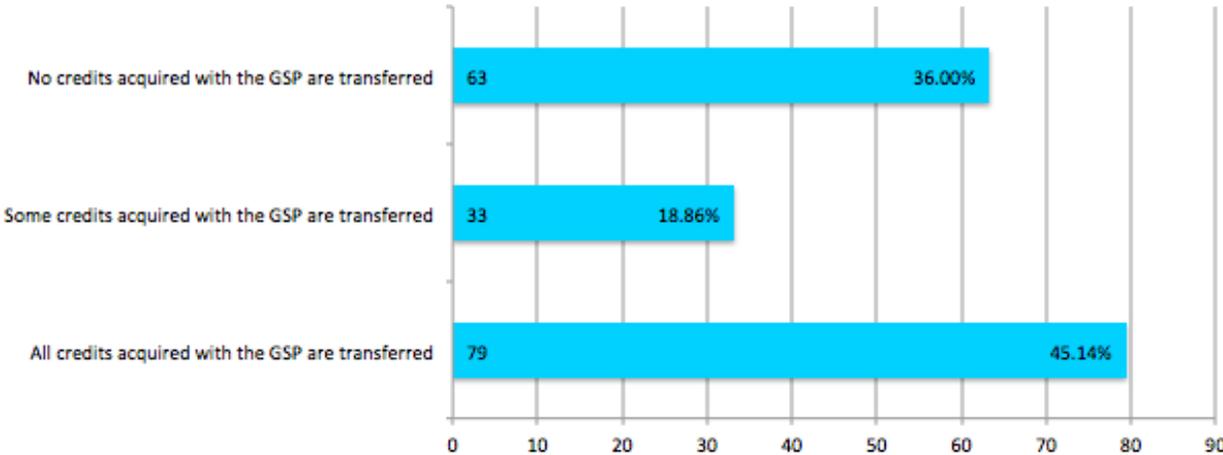
Q11. Please rate the importance of the following factors for choosing the GSP course: - e) Cost of the course



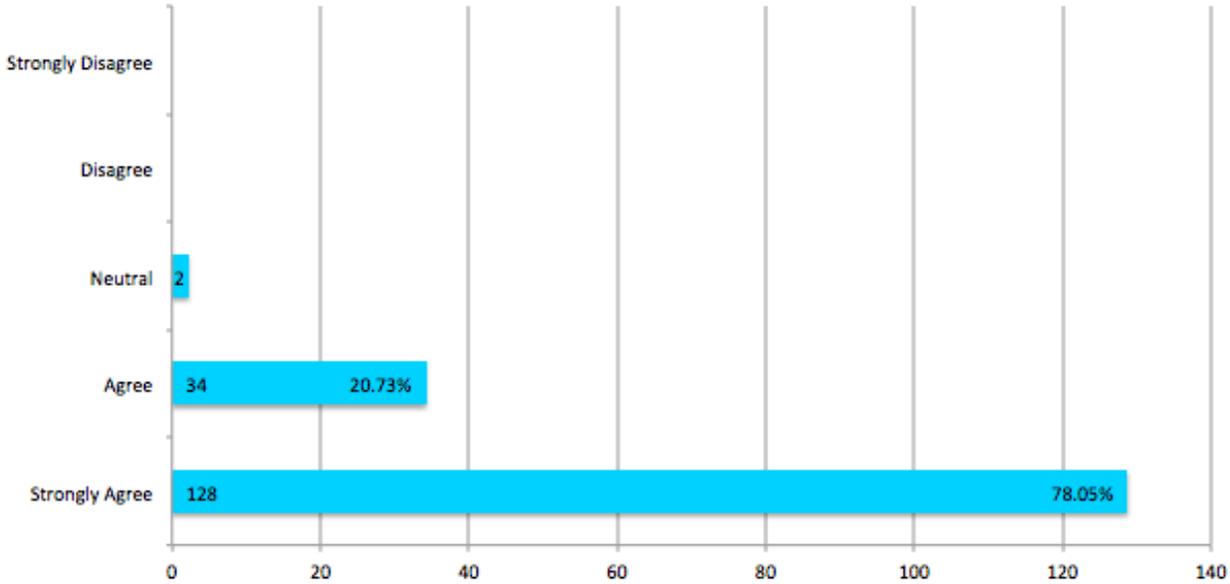
Q11. Please rate the importance of the following factors for choosing the GSP course: - f) Transferability of course credits



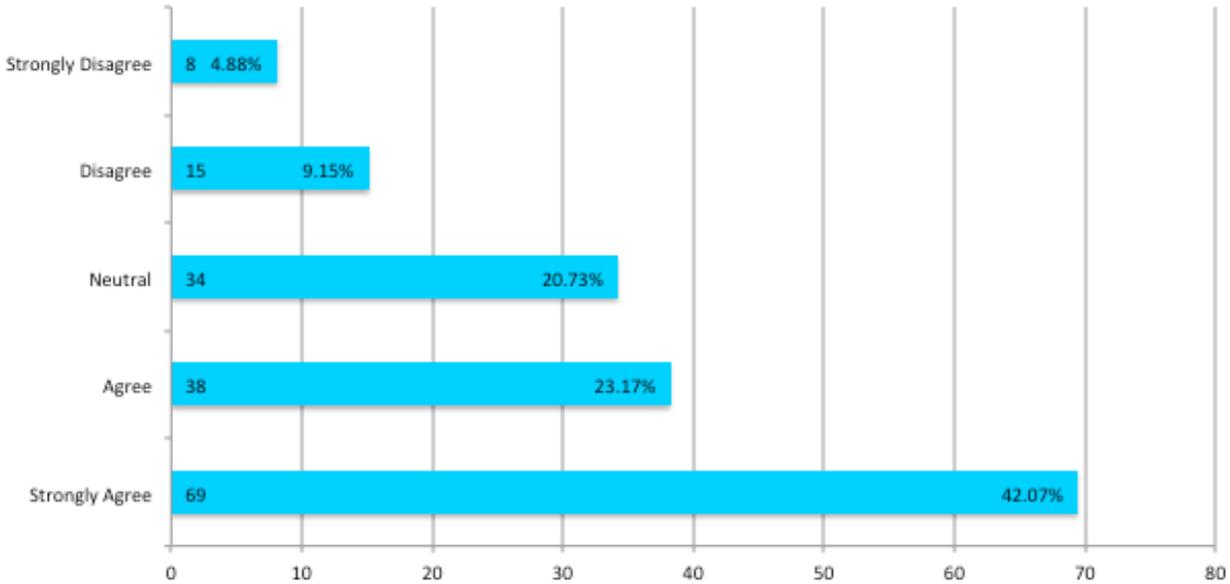
Q12. Can the credits of the GSP courses you attended be transferred to your home university?



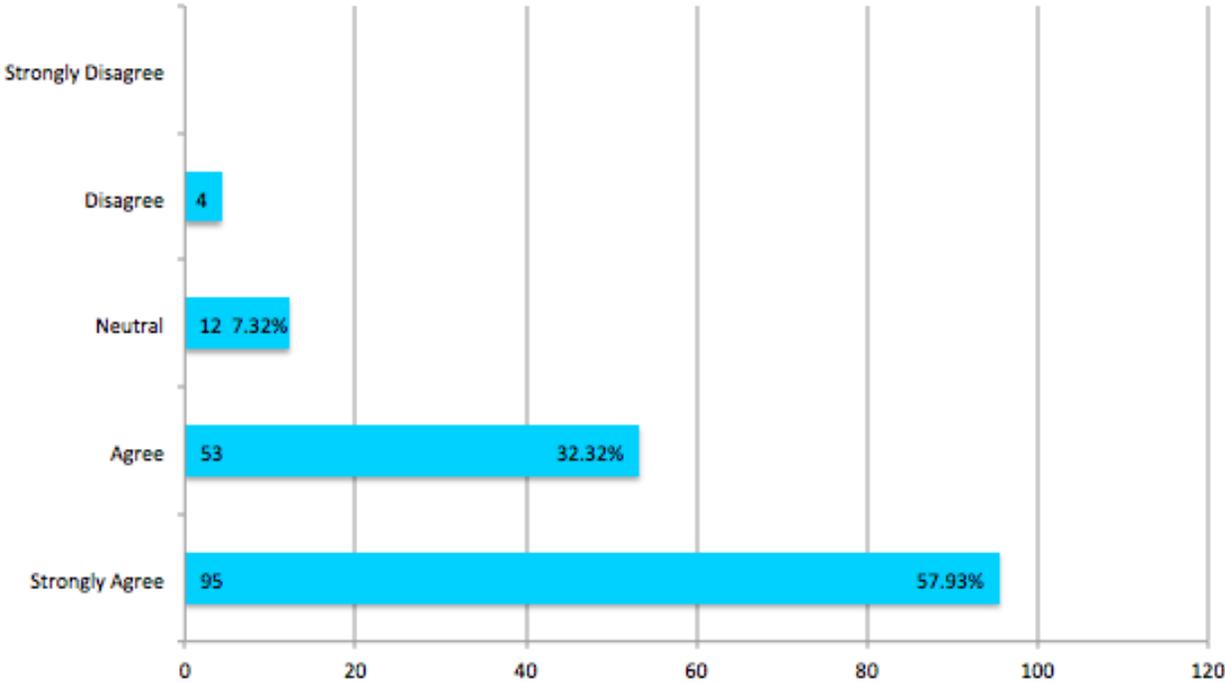
Q13. Please state your agreement with the following statements - The GSP course was a good experience for me



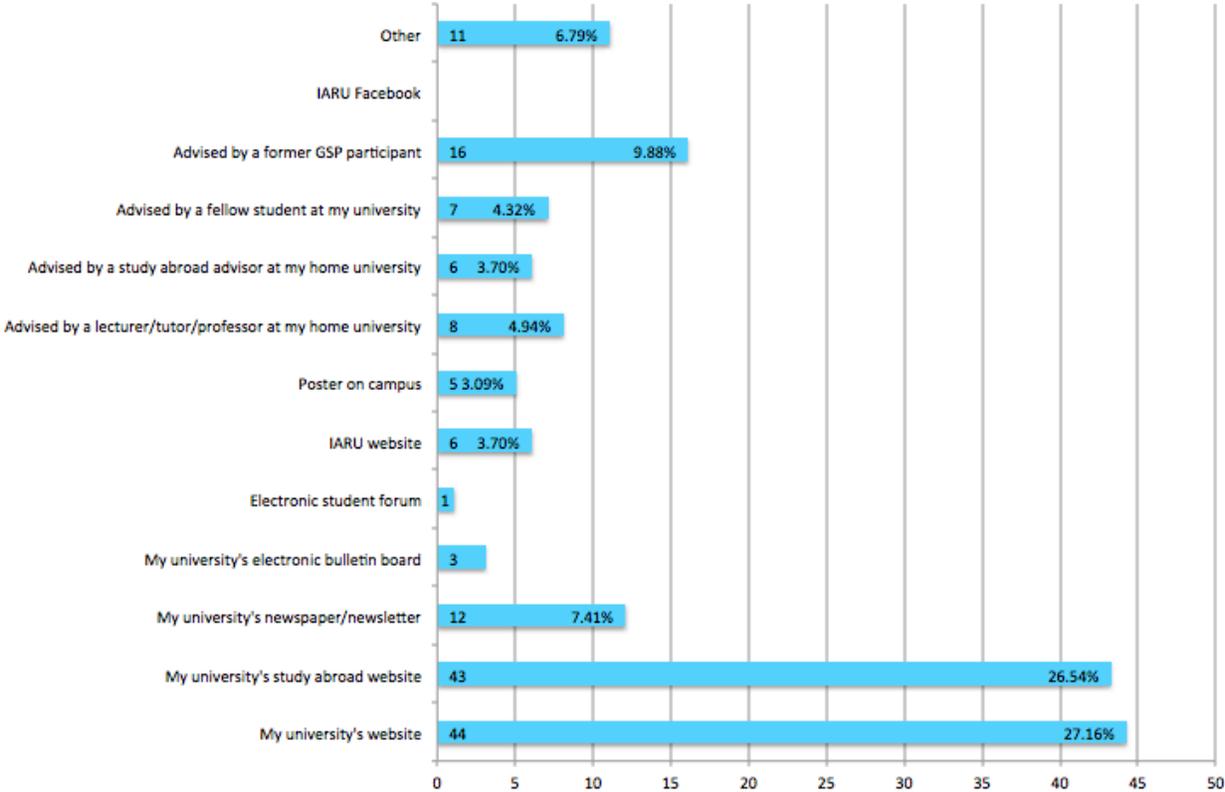
Q13. Please state your agreement with the following statements - The GSP course gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course)



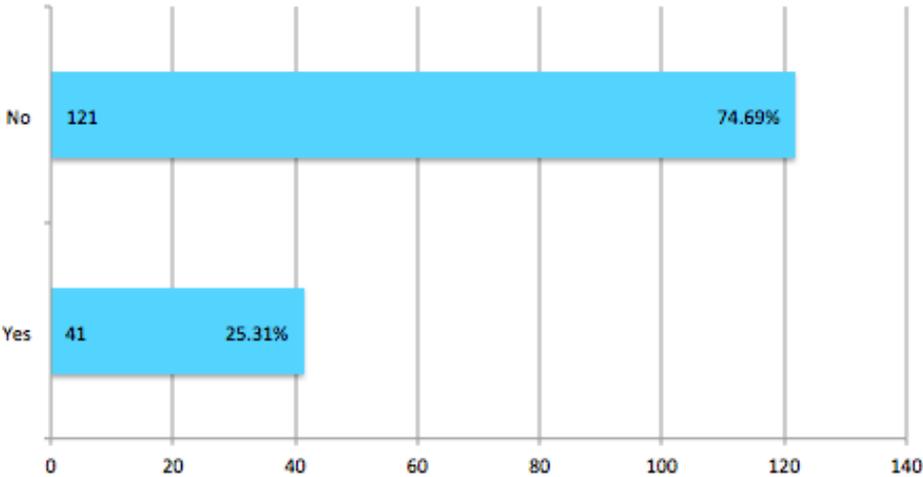
Q13. Please state your agreement with the following statements - I believe that the participation in the GSP course has/will have positive impact on my academic and /or career goals



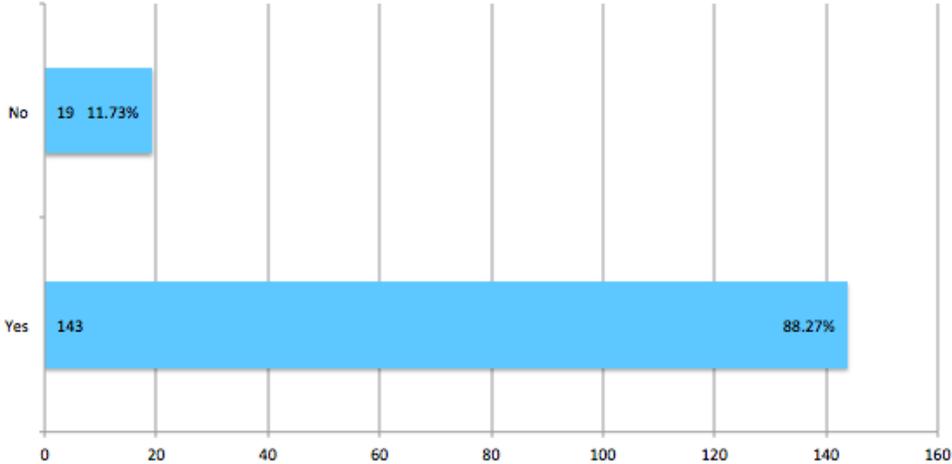
Q17. How did you find out about the IARU Global Summer Program?



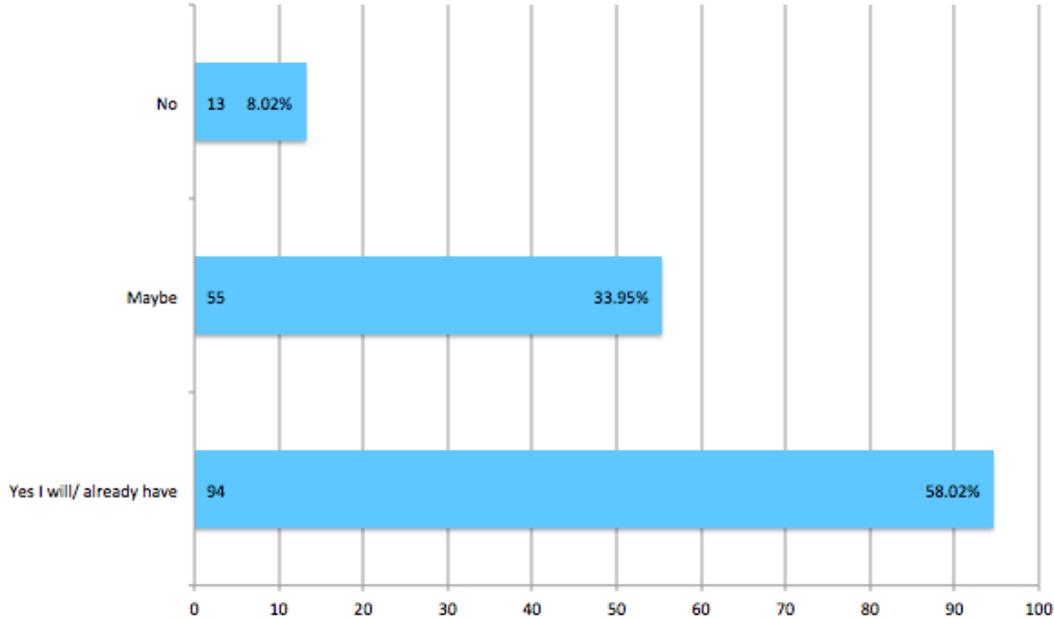
Q18. Were you aware of IARU (International Alliance of Research Universities) before your participation in the IARU GSP?



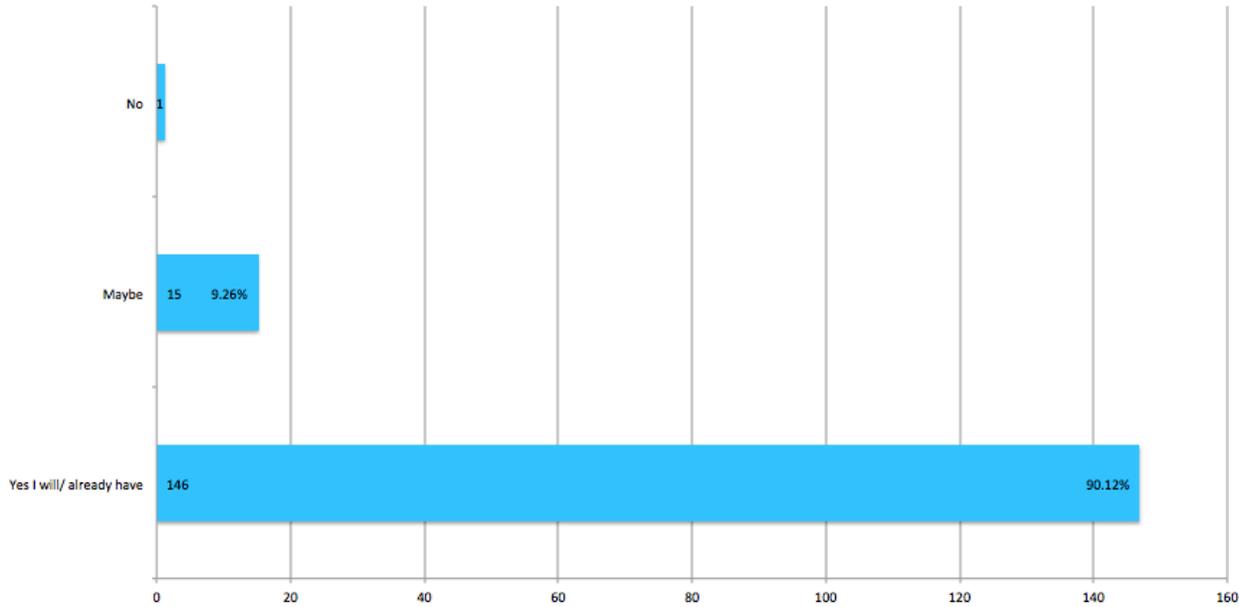
Q19. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?



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?





2.2 Review of the Survey Questionnaire

| # | Question | Answers | Comment field |
|---|--|---|------------------------|
| 1 | Please indicate your home university (the university in which you are enrolled as a degree-seeking student): | Drop down menu | |
| 2 | Please indicate the GSP course you attended: | Drop down menu | |
| Section1: GSP Course Content and Rigor | | | |
| 3 | Overall, this GSP course was academically rigorous (e.g. research-led, intense learning, high academic standards). | Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1) | Comment (optional) |
| 4 | 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). | Same scale as above | Comment (optional) |
| 5 | The GSP course was taught at the right level (e.g. introductory or advanced, as indicated in the course profile). | Same scale as above | Comment (optional) |
| 6 | The GSP course had a good diversity of students in terms of geographical representation and academic background. | Same scale as above | Comment (optional) |
| 7 | The GSP course offered sufficient opportunities to engage with classmates in academic discussion. | Same scale as above | Comment (optional) |
| 8 | The GSP course I attended was different from regular courses in my degree program. | Same scale as above | Comment (optional) |
| 9 | How do you rate the overall performance of | Excellent (5) | Please share what made |

| | | |
|---------------------------|-------------|---|
| your course instructor/s? | Good (4) | your course instructor/s good, very good or excellent, or if there are areas for improvement. |
| | Average (3) | |
| | Fair (2) | |
| | Poor (1) | |

Section 2: GSP Goals

| | | | |
|-----------|--|-----------------------|--------------------|
| 10 | I believe the course lived up to the GSP principles by providing me an opportunity to: | Strongly agree (5) | Comment (optional) |
| | | Agree (4) | |
| | a) Address critical issues in a global perspective | Neutral (3) | |
| | b) Work with outstanding peers from around the globe | Disagree (2) | |
| | c) Learn intensively in a cross-cultural setting | Strongly disagree (1) | |
| | d) Learn from top researchers | | |

Section 3: Motivation for Participating in the GSP

| | | | |
|-----------|--|----------------------|--------------------|
| 11 | Please rate the importance of the following factors for choosing the GSP course: | Very important (5) | Comment (optional) |
| | | Important (4) | |
| | a) Course content | Neutral (3) | |
| | b) Course date | Unimportant (2) | |
| | c) Geographical location of the course | Very unimportant (1) | |
| | d) Name and reputation of the hosting institution | | |
| | e) Cost of the course | | |
| | f) Transferability of course credits | | |

| | | | |
|-----------|---|--|--|
| 12 | Can the credits of the GSP courses you attended be transferred to your home university? | All credits acquired with the GSP are transferred | If no credits could be transferred, please let us know the reason why this was not possible. |
| | | Some credits acquired with the GSP are transferred | |
| | | No credits acquired with the GSP are transferred | |

Section 4: Impression & Critical Reflection

| | | |
|---|--|------------------------------|
| <p>13 Please state your agreement with the following statements:</p> <p>a) The GSP course was a good experience for me.</p> <p>b) The GSP course gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course).</p> <p>c) I believe that the participation in the GSP course has/will have a positive impact on my academic and/or career goals</p> | <p>Strongly agree (5)</p> <p>Agree (4)</p> <p>Neutral (3)</p> <p>Disagree (2)</p> <p>Strongly disagree (1)</p> | <p>Comment (optional)</p> |
| <p>14 As I reflect upon this experience, something I wish I had known:</p> | <p>-</p> | <p>Comment field</p> |
| <p>15 As I reflect upon this experience, something that I found particularly challenging and/or that I am most proud of:</p> | <p>-</p> | <p>Comment field</p> |
| <p>16 If I could improve one thing about GSP, it would be: (Please also provide ideas for how to make this improvement.)</p> | <p>-</p> | <p>Comment field</p> |
| <p>Section 5: Communication</p> | | |
| <p>17 How did you find out about the IARU Global Summer Program?</p> <ul style="list-style-type: none"> - My university's website - My university's study abroad website - My university's newspaper/newsletter - My university's electronic bulletin board - Electronic student forum - IARU website - Poster on campus - Advised by a lecturer/tutor/professor at my home university - Advised by a study abroad advisor at my home university - Advised by a fellow student at my university - Advised by a former GSP participant - IARU Facebook - Other, please specify | <p>Drop down menu</p> | <p>Other, please specify</p> |
| <p>18 Were you aware of IARU (International Alliance of Research Universities) before</p> | <p>Yes/No</p> | <p>-</p> |

| your participation in the IARU GSP? | | | |
|-------------------------------------|--|--|---|
| 19 | Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful? | Yes/No | Give suggestions for improvement below. |
| 20 | Will you join the GSP Facebook group and network with fellow GSP participants? | Yes I will/already have Maybe No | - |
| 21 | Would you recommend the GSP as a program to your peers? | Yes I will/already have Maybe No | - |



2.3 GSP Alumni Survey Analysis (2014–2016)

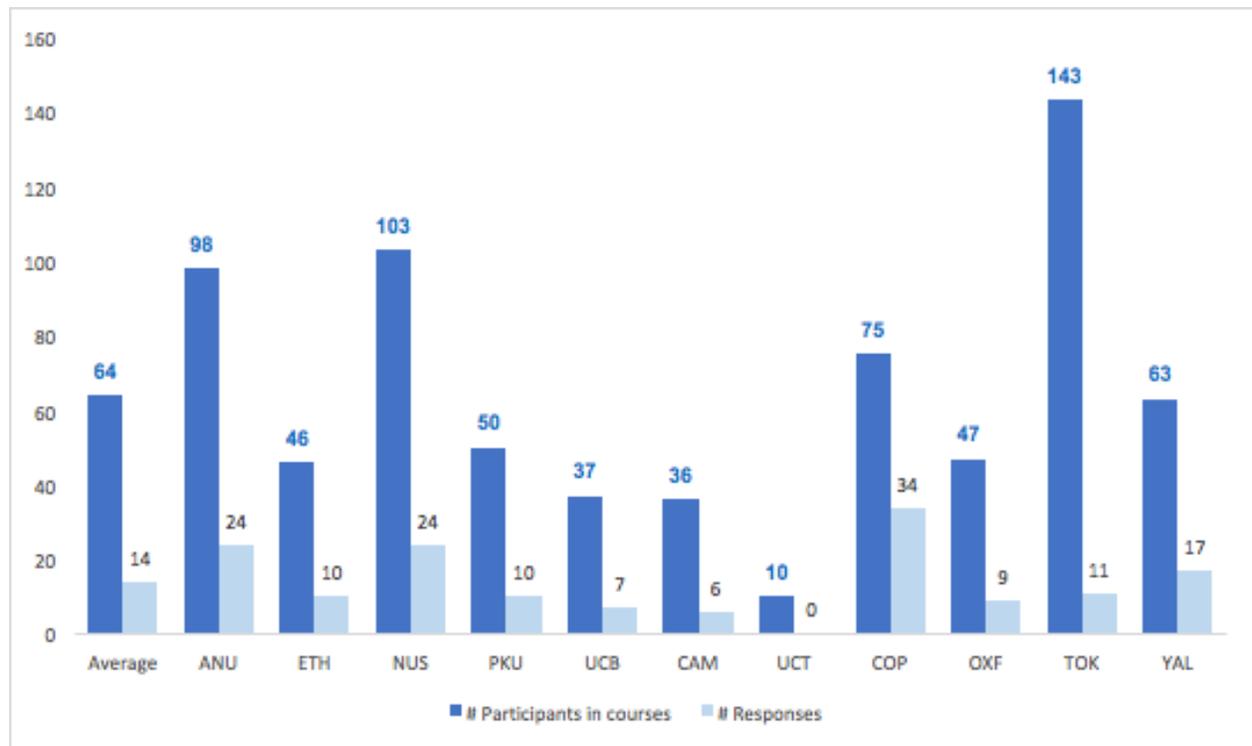
In summer 2017, a survey was conducted of past GSP participants from 2014, 2015, and 2016.

The IARU Secretariat sent out the survey invitation link directly to the past GSP participants. Two weeks after having send out the survey link, the participants received a friendly reminder. One week after sending out the reminders, the survey was closed.

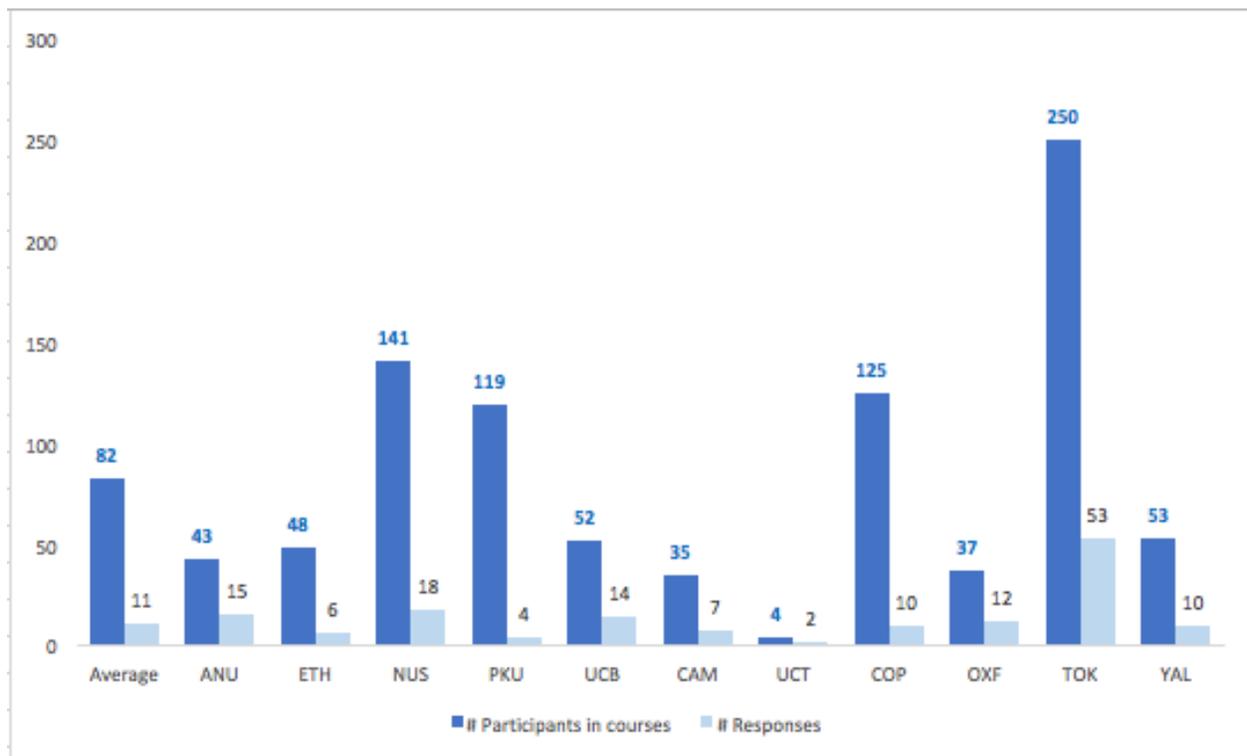
Response Rate

The GSP seasons 2014, 2015, and 2016 counted a total of 747 participants. Although many universities do not have an established mechanism for tracking GSP alumni after graduation, 590 students (79%) still had working email addresses to which the survey link was sent. Out of these, 166 students responded which corresponds to a response rate of 28%. In comparison, the response rate of the 2011-2013 batches was 37%.

Response Rate by Sending University



Student Responses by Courses Taken



Summary of Key Findings

98% of all respondents agreed or strongly agreed that GSP was a rewarding experience. A major strength of GSP lies in the diversity of the participating students. The students highly appreciated studying with peers from different academic backgrounds, nationalities, and cultures. Most students (88%) agreed that the GSP course has broadened their horizons by seeing global issues from a more holistic and multidisciplinary perspective. 77% of students indicated that having attended a GSP course has even affected their thinking about their future study or career in one way or another.

In general, respondents thought that GSP principles (learn about the major challenges of the 21st century, work with outstanding peers from around the globe, learn intensively in a cross-cultural setting, learn from top researchers) had been met satisfactorily. However, only 60% agree that their course included a strong research component.

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

In view of improving the program, many alumni stated that the courses should be longer. This remains a long-standing issue, along with the cost of attending/scholarships offered. Many students would like a stronger alumni network, with local gatherings and updates on what other alumni are doing now.

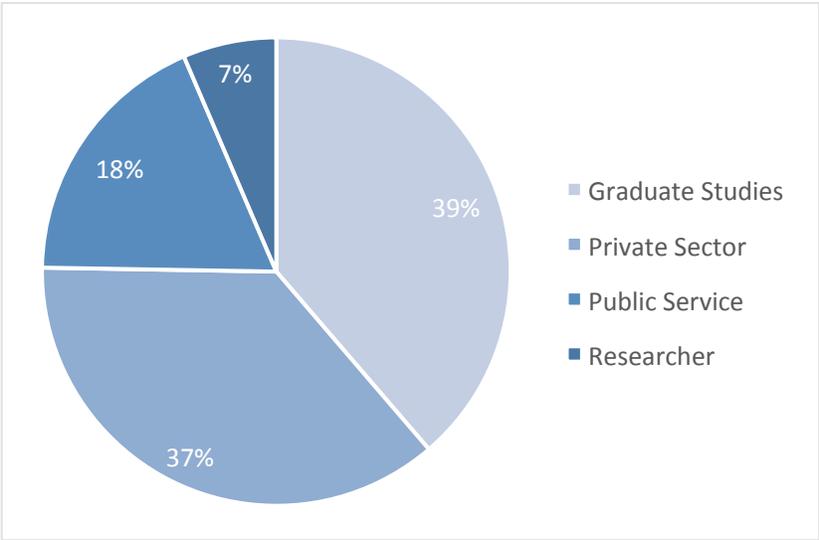
Detailed Survey Analysis

Participants' Profiles

Q4. What was/is your study major?

| Study Major (values >= 4%) | % |
|----------------------------|----|
| Engineering | 13 |
| Biology | 9 |
| Economics | 8 |
| Law | 7 |
| Political Science | 6 |
| Chemistry | 5 |
| Environmental Science | 4 |
| English/Literature | 4 |

Q6. What is your current occupation (if you have graduated)?



(Graduate Studies includes medical school, law school, PhD studies, and Masters programs)

Q7. Are you currently working/studying in a different country than the one of your home university? (If yes, please state where.)

18% of the students who have answered this question work or study in a different country than the one of the home university. The following countries were mentioned:

| Country | # Participants |
|---------|----------------|
| China | 4 |
| Japan | 3 |
| USA | 3 |

| | |
|----------------------|---|
| England | 2 |
| Germany | 2 |
| Switzerland | 2 |
| Australia | 1 |
| Bangladesh | 1 |
| Colombia | 1 |
| Indonesia | 1 |
| Israel | 1 |
| Jordan | 1 |
| Malaysia | 1 |
| Nepal | 1 |
| The Netherlands | 1 |
| Poland | 1 |
| Singapore | 1 |
| United Arab Emirates | 1 |

Overall Experience

Q8. *The IARU GSP was a rewarding experience for me.*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------|----------------|-------|-----------|----------|-------------------|
| # | 115 | 31 | 2 | 1 | 0 |
| % | 77% | 21% | 1% | 1% | 0% |
| % | 98% | | 2% | | |
| 2011-2013 | 99% | | 1% | | |

Selected student comments

- “It was an important milestone in my intellectual development to be able to mingle and exchange ideas with fellow participants from elite universities around the world. As a result of that, I have gained renewed confidence in my abilities and have gained close friends with whom I have maintained close communication.”
- “My current study program is very science oriented so I really appreciated the interdisciplinary program that Cambridge offered.”
- “I had a great time in Cambridge, but it was a rather scattershot program that had little to do with the putative theme.”

Q9. *The IARU GSP has exposed me to interdisciplinary study which has helped me gain a better understanding of my core discipline.*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------|----------------|-------|------------|----------|-------------------|
| # | 67 | 54 | 24 | 5 | 0 |
| % | 45% | 36% | 16% | 3% | 0% |
| % | 81% | | 19% | | |
| 2011-2013 | 84% | | 16% | | |

Selected student comments

- “Working in an international environment with students and teachers from many different countries and cultures and schools of thought broadened my perspective on academia.”
- “There were lessons from other disciplines, but no attempt to ‘link’ them all together in a holistic manner.”
- “I agree with the first part of the statement, however, I intentionally applied for a program which is very different from my major, therefore it didn’t help me much for this.”

Q10. Has the GSP experience helped you to see global issues from a more multidisciplinary and holistic perspective? If so, how?

Yes: 89%

No: 11%

Selected student comments

- “Yes. It was an excellent reminder of how much scholarship exists beyond the Anglosphere.”
- “Yes. I attended the program with clear stands on some issues. Yet, I felt that my stands were challenged in a positive way when I interacted with the other students, and it definitely widened my horizons on many things.”
- “Yes. From discussions and interactions with students from different cultures and education backgrounds allowed me to see things from different perspectives.”
- “Yes, indeed. The course was way more interdisciplinary, than my own courses at home. It shows how complicated issues need to be addressed from several different points of view to be solved.”

GSP Principles

Q11. GSP has helped me to develop skills that are useful in working with people from diverse backgrounds. Please explain how in the comments.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|------------------|----------------|-------|------------|----------|-------------------|
| # | 62 | 63 | 19 | 1 | 0 |
| % | 43% | 43% | 13% | 1% | 0% |
| % | 86% | | 14% | | |
| <i>2011-2013</i> | <i>83%</i> | | <i>17%</i> | | |

Selected student comments

- “Through practicing it. Especially useful was the communication course where we learned how to lead a conversation in a way that everyone can speak and share their opinions.”
- “By working with people from different nationalities, I encountered how diversity can be productive in the solving of issues. Today, I work in a quite diverse and international environment where I think my GSP experience is valuable.”
- “When working with people from multiple cultural and religious backgrounds, you gain a lot of knowledge about differences and similarities between people. How to socialize with people respectfully etc. A great experience of the differences and yet similarities between us all.”

Q12. My GSP experience has influenced to some extent my thinking about the future. Please explain how in the comments.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------|----------------|-------|------------|----------|-------------------|
| # | 50 | 62 | 30 | 2 | 1 |
| % | 34% | 43% | 21% | 1% | 1% |
| % | 77% | | 23% | | |
| 2011-2013 | 82% | | 18% | | |

Many students said that after taking the course, they want to pursue a career or further studies abroad or in the country they visited for the course.

Selected student comments

- “I found my subject for my thesis during the summer school I attended.”
- “I would like to work with or be around people with different backgrounds from me, because interacting with a wider range of people can expose me to new ideas that I would not have thought of. I met people during the GSP program that I would not have otherwise been able to meet, and I enjoyed talking to them and trying to understand their views of events, and I think continued interactions like this will help me to become a more tolerant and well-rounded individual.”
- “I actually changed my intended career field to one of the fields I was exposed to in this class.”
- “Before GSP, I restricted myself with Actuarial Studies a lot. During the program, I was empowered a lot that I realised there are many other possibilities with my life. I decided to pursue my passion in humanities. I am becoming courageous and motivated - this is a big step for me.”

Q13. In my opinion, IARU GSP upholds the following core principles:

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

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------|----------------|-------|-----------|----------|-------------------|
| # | 76 | 60 | 7 | 1 | 0 |
| % | 53% | 42% | 5% | 1% | 0% |
| % | 94% | | 6% | | |
| 2011-2013 | 95% | | 5% | | |

b) Students work with outstanding peers from around the globe

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------|----------------|-------|-----------|----------|-------------------|
| # | 96 | 42 | 5 | 0 | 0 |
| % | 67% | 29% | 3% | 0% | 0% |
| % | 97% | | 3% | | |
| 2011-2013 | 92% | | 8% | | |

c) Students learn intensively in a cross-cultural setting

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------|----------------|-------|------------|----------|-------------------|
| # | 81 | 49 | 11 | 2 | 0 |
| % | 79% | 9% | 11% | 2% | 0% |
| % | 87% | | 13% | | |
| 2011-2013 | 93% | | 7% | | |

d) *Students learn from top researchers*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------|----------------|-------|------------|----------|-------------------|
| # | 81 | 46 | 12 | 4 | 0 |
| % | 57% | 32% | 8% | 3% | 0% |
| % | 89% | | 11% | | |
| 2011-2013 | 84% | | 16% | | |

Selected student comments

- “I have actually completed two GSP courses - one at ANU in 2016 and one at the University of Singapore way back in 2008. So I will comment on both. In my opinion, both of these courses exemplified these core principles but in very different ways. Mobilising research (my more recent course at ANU) was probably more intense and offered an alternative learning mode to standard university courses, whereas the subject itself was much more new to me in Singapore - and going on a field trip to various developing countries was in some way more confronting to my pre-existing ideas of global problems.”
- “Our tutor in the project was not good. Bad English speaker and quite disorganized.”
- “In my opinion, the participants of GSP were not very open towards discussions about the GSP topics, but also about other social issues. I was surprised to see that. I would have liked more to get more room to interaction and discussion with the participants.”

Q14. *There was a strong research component in my course(s).*

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------|----------------|-------|------------|----------|-------------------|
| # | 38 | 51 | 43 | 13 | 3 |
| % | 26% | 34% | 29% | 9% | 2% |
| % | 60% | | 40% | | |
| 2011-2013 | 57% | | 43% | | |

Selected student comments

- “We had to produce an essay every week which involved research. It prepared me really well to undertake honours.”
- “The research component was fine, but we really just took the research handed to us and wrote a paper once we found our own sources.”

- “Due to the length of the course and the wide range of topics that it introduced, I would say that it was an introductory course rather than a research component.”

Networking

Q15. I have kept in touch with classmates and/or faculty from my IARU GSP course(s). If yes, how?

Yes: 83%

No: 17%

If yes, how?

More than half of respondents use social media to stay in touch. Facebook, including messaging and group pages, is by far the most used communication tool. Students also use email, Skype, and texting.

Many peers stated that they have become very good (lifelong) friends. Two students started a blog together, two others wrote an article together, and many have visited each other in their respective countries.

Selected student comments

- “We message each other on Facebook every day, for nearly 3 years now”
- “I have visited my friend’s project in Costa Rica and had visitors in Denmark too. We also made a blog and most of them I have on Facebook to stay in touch with. Looking at visiting another friend from the summer school in India soon to learn about organic farming.”
- “I have written an article with a friend from Cambridge whom I stay in touch with and meet with regularly in Europe. We come from different fields and attended different courses in GSP in Tokyo, but had mutual interests for a cross-disciplinary approach that we are still pursuing. I will meet with him once again in Berlin in a couple of weeks!”
- “One of the classmates lived with me for a few weeks before they began their PhD. We also made a Facebook group and post whenever we can to meet up with others around the world.”
- “I actually just skyped with my 2 best friends whom I met on the GSP course two summers ago.”
- “I have been lucky enough to catch-up with 7 of the 11 members of my GSP course during my travels.”

Areas for Improvement

Q16. Do you have suggestions on how to improve the IARU GSP?

- Stronger alumni network: local gatherings, updates about other alumni, alumni portal, etc.
- Longer courses. GSP courses of 2-3 weeks are considered being too short.
- Make more scholarships available / reduce fees
- More social activities outside of the course, and/or field trips

- Better promotion / publicity of the program within the university
- More organized, focused content. More connections between the different themes presented.
- Stronger research component
- Accept more students
- Transparency in selection criteria
- More interaction between researchers and students, and interactive activities in class
- More help communicating in English
- More courses with practical, hands-on research content (noted ANU1 Biodiversity and Climate Change)
- Have students from all IARU universities in each course
- Cater to different levels of familiarity with the material
- Incorporate cultural exchanges with the local students

Topics for Further Discussion

- Creation of an extended alumni network
- Longer courses or the possibility of a standardized course length
- Increase in student scholarship
- Stronger research component

[See Appendix B for all student comments.](#)



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Session 3: GSP Committee Proposal

(Yale University)



3.1 Recommendation for a New GSP Working Group Organizational Structure

The GSP Working Group needs a more robust organizational structure in order to create a strategic plan for the Global Summer Program and to develop policies and/or programs out of the ideas we discuss in our annual meetings. This need became especially clear in January 2017, when the IARU Presidents requested a “Vision Document” for their March meeting. The Working Group had established an *ad hoc* committee to develop a proposal for renewed funding from Santander Bank, but this committee did not have the authority to speak on behalf of the entire Working Group (nor did they have time to seek detailed input from the membership.)

The request for a “Vision Document” highlighted the need for more sustained attention from the Working Group on the direction of the GSP as we enter our second decade. The program has been highly successful, almost in spite of its skeletal organizational structure. A more robust organizational structure would allow us to plan and assess more effectively. It would also provide the infrastructure necessary to support some of the ideas we’ve discussed in our annual meetings: cross-institution collaborations, research opportunities, and enhanced marketing and communications among them.

We recommend creating a committee structure to support the GSP Working Group. Each committee will have a specific mandate and membership. We recommend that all committees have 4 or 5 members. This will allow each partner institution to have representatives on at least two committees. All committees should expect to “meet” by video conference at least once between annual meetings. Committees may meet more frequently depending on specific business/tasks.

Proposed Committees, Responsibilities, and Membership:

1. Executive
2. Strategic Planning and Assessment
3. Partner Collaborations
4. Marketing and Outreach (includes website)
5. Operations and Partner Communications

Executive Committee:

1. Set the agenda for the annual meeting in consultation with other committees and members.
2. Empowered to act on behalf of the Working Group between meetings.
3. Membership should include a representative from the current and immediate-past Secretariat schools and 3 additional representatives selected from the membership.

Strategic Planning and Assessment (“Vision Document”):

1. Craft a 3 to 5-year strategic plan for the GSP based on member input. Provide regular updates to the plan.
2. Develop a robust assessment protocol for all aspects of the program.
3. Membership will include representatives from 4 to 5 partner schools.

Interdisciplinary Innovation and Collaboration

1. Develop collaborative courses and research opportunities for two or more partners.
2. Investigate and support pedagogical innovation in GSP courses, both individual and collaborative

3. Membership will include representatives from 4 to 5 partner schools

Marketing and Outreach

1. Develop marketing and outreach plans in collaboration with partner institutions and the IARU
2. Update and maintain the GSP website (with professional support)
3. Membership will include representatives from 4 to 5 partner schools.

Operations and Partner Communications

1. Oversee annual application process, including consultation with Secretariat on timeline and calendar
2. Oversee strategic communications to all partner institutions
3. Membership will include representatives from 4 to 5 partner schools



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Session 4: Banco Santander

- 4.1 Santander Scholarship Fulfillment and Beneficiaries**
- 4.2 Banco Santander Report: Comments and Review**



4.1 Santander Scholarship Agreement Fulfillment 2017

During the 2017 IARU Global Summer Program 185 students benefitted from the IARU-Santander GSP Scholarships. A total of 204,983 USD has been awarded, averaging 1,108 USD per student. An excess of 4,983 USD is supposedly due to the scholarships being disbursed in currencies different from USD and currency fluctuations.

A total of 73 students benefitted from Santander Scholarships as incoming students. These scholarships were awarded by ETH Zurich, University of Tokyo, and University of Cape Town. 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 could be disbursed by some universities. Unconsumed sponsorships are mainly due to cancellations from students, which prevented the universities to award the IARU-Santander monies to another student.

The table below summarizes the amount of Santander monies that each partner university consumed in 2017 and will be able to disburse for GSP 2018 (numbers in USD).

| University | Carry over from 2016 | Awarded in 2017 | Carry over to 2018 | Scholarship Funds 2018 | Expected Available Scholarships 2018 |
|----------------------------------|----------------------|-----------------|--------------------|------------------------|--------------------------------------|
| Australian National University | 0 | 18,000 | 181 | | |
| ETH Zurich | 0 | 18,178 | 3 | | |
| National University of Singapore | 0 | 12,100 | 6,081 | | |
| Peking University | 4,200 | 22,380 | 0 | | |
| UC Berkeley | 2,970 | 19,664 | 1,487 | | |
| University of Cambridge | 0* | 18,110 | 71 | | |
| University of Copenhagen | 288 | 18,180 | 289 | | |
| University of Oxford | 6 | 18,165 | 22 | | |
| The University of Tokyo | 6,978 | 22,025 | 3,134 | | |
| University of Cape Town | 0 | 18,000 | 181 | | |
| Yale University | 2,000 | 20,181 | 0 | | |
| Total | 16,442 | 204,983 | 11,449 | | |

* Note: Corrected from -840, since Cambridge footed the final 'overspend' caused by a host's reversal of a decision on acceptance of a previously rejected student.

Overview of Santander Scholarships Beneficiaries – Numbers

| Scholarships awarded to Outgoing students | | | |
|--|----------------------------------|-------------------------------|--------------------------|
| # | Home Institution | N. of awarded students | Scholarship (USD) |
| 1 | Australian National University | 9 | 18,000 |
| 2 | ETH Zurich | 9 | 14,868 |
| 3 | National University of Singapore | 7 | 12,100 |
| 4 | Peking University | 20 | 22,380 |
| 5 | UC Berkeley | 13 | 19,664 |
| 6 | University of Cambridge | 16 | 18,110 |
| 7 | University of Copenhagen | 15 | 18,180 |
| 8 | University of Oxford | 13 | 18,165 |
| 9 | The University of Tokyo | 12 | 12,035 |
| 10 | University of Cape Town | 8 | 16,000 |
| 11 | Yale University | 11 | 10,181 |
| | Total awarded | 133 | 179,683 |

| Scholarships awarded to Incoming students (Awarded by ETH, UTokyo, and UCT) | | | |
|--|----------------------------------|-------------------------------|--------------------------|
| # | Home Institution | N. of awarded students | Scholarship (USD) |
| 1 | Australian National University | 5 | 1,530 |
| 2 | ETH Zurich | 2 | 540 |
| 3 | National University of Singapore | 5 | 1,710 |
| 4 | Peking University | 6 | 1,800 |
| 5 | UC Berkeley | 5 | 1,922 |
| 6 | University of Cambridge | 6 | 2,404 |
| 7 | University of Copenhagen | 7 | 2,282 |
| 8 | University of Oxford | 2 | 1,112 |
| 9 | The University of Tokyo | 33 | 9,990 |
| 10 | University of Cape Town | 2 | 2,000 |
| | Total awarded | 73 | 25,290 |

Details of IARU-Santander Scholarship Beneficiaries by Institution

Australian National University

| # | Course | Scholarship (USD) |
|---|---|-------------------|
| 1 | CAM1 Visions of the Future | 2,000 |
| 2 | COP1 Cultural Rights: A Promising Global Discourse? | 2,000 |
| 3 | ETH1 Mountain Forests and Risk Management | 2,000 |
| 4 | NUS2 Animals and the City | 2,000 |
| 5 | OXF1 Global Challenges of the 21 st Century | 2,000 |
| 6 | PKU2 The Rise of China and Change in the World Politics | 2,000 |
| 7 | TOK4 Nanoscience | 2,000 |
| 8 | UCB2 Islamophobia and Constructing Otherness | 2,000 |
| 9 | YAL1 The Sustainable Preservation of Cultural Heritage | 2,000 |
| | Total | 18,000 |

ETH Zurich

| # | Course | Scholarship (USD) |
|---|---|-------------------|
| 1 | CAM1 Visions of the Future | 1,652 |
| 2 | CAM1 Visions of the Future | 1,652 |
| 3 | TOK2 Sustainable Urban Management | 1,652 |
| 4 | TOK2 Sustainable Urban Management | 1,652 |
| 5 | TOK3 Japan in Today's World | 1,652 |
| 6 | TOK3 Japan in Today's World | 1,652 |
| 7 | TOK4 Nanoscience | 1,652 |
| 8 | YAL2 Future of Food: Environment, Health, and Law | 1,652 |
| 9 | YAL2 Future of Food: Environment, Health, and Law | 1,652 |
| | Total | 14,868 |

Scholarships offered to incoming students

| # | Course | Scholarship (USD) |
|---|---|-------------------|
| 1 | ETH1 Mountain Forests and Risk Management | 662 |
| 2 | ETH1 Mountain Forests and Risk Management | 662 |
| 3 | ETH1 Mountain Forests and Risk Management | 662 |
| 4 | ETH1 Mountain Forests and Risk Management | 662 |
| 5 | ETH1 Mountain Forests and Risk Management | 662 |
| | Total | 3,310 |

National University of Singapore

| # | Course | Scholarship (USD) |
|---|--|-------------------|
| 1 | ANU1 Mobilising Research | 2,000 |
| 2 | CAM1 Visions of the Future | 2,000 |
| 3 | TOK1 Introduction to the Japanese Language | 1,700 |
| 4 | TOK1 Introduction to the Japanese Language | 1,700 |
| 5 | TOK2 Sustainable Urban Management | 1,700 |
| 6 | TOK3 Japan in Today's World | 1,500 |
| 7 | TOK3 Japan in Today's World | 1,500 |
| | Total | 2,100 |

Note: Three students who were due to receive the scholarships withdrew from GSP or were discovered to be ineligible at a very late stage. Due to insufficient time, NUS was not able to re-award the scholarships to other participants.

Peking University

| # | Course | Scholarship (USD) |
|----|--|-------------------|
| 1 | ANU1 Mobilising Research | 1,119 |
| 2 | ANU1 Mobilising Research | 1,119 |
| 3 | CAM1 Visions of the Future | 1,119 |
| 4 | CAM1 Visions of the Future | 1,119 |
| 5 | COP1 Cultural Rights: A Promising Global Discourse? | 1,119 |
| 6 | COP2 Interdisciplinary Aspects of Healthy Aging | 1,119 |
| 7 | COP3 New Urban Life Across the Global | 1,119 |
| 8 | COP3 New Urban Life Across the Global | 1,119 |
| 9 | ETH1 Mountain Forests and Risk Management | 1,119 |
| 10 | OXF1 Global Challenges of the 21 st Century | 1,119 |
| 11 | OXF1 Global Challenges of the 21 st Century | 1,119 |
| 12 | TOK1 + TOK2 | 1,119 |
| 13 | TOK2 Sustainable Urban Management | 1,119 |
| 14 | TOK2 Sustainable Urban Management | 1,119 |
| 15 | TOK3 Japan in Today's World | 1,119 |
| 16 | TOK4 Nanoscience | 1,119 |
| 17 | TOK4 Nanoscience | 1,119 |
| 18 | YAL1 The Sustainable Preservation of Cultural Heritage | 1,119 |
| 19 | YAL1 The Sustainable Preservation of Cultural Heritage | 1,119 |
| 20 | YAL2 Future of Food: Environment, Health, and Law | 1,119 |
| | Total | 22,380 |

University of California, Berkeley

| # | Course | Scholarship (USD) |
|----|--|-------------------|
| 1 | ANU1 Mobilising Research | 1,350 |
| 2 | CAM1 Visions of the Future | 2,000 |
| 3 | COP1 Cultural Rights: A Promising Global Discourse? | 1,940 |
| 4 | COP2 Interdisciplinary Aspects of Healthy Aging | 1,531 |
| 5 | COP2 Interdisciplinary Aspects of Healthy Aging | 1,531 |
| 6 | COP2 Interdisciplinary Aspects of Healthy Aging | 1,531 |
| 7 | COP2 Interdisciplinary Aspects of Healthy Aging | 1,531 |
| 8 | COP3 New Urban Life Across the Global | 1,430 |
| 9 | TOK2 Sustainable Urban Management | 1,130 |
| 10 | TOK2 Sustainable Urban Management | 1,130 |
| 11 | TOK3 Japan in Today's World | 1,385 |
| 12 | TOK4 Nanoscience | 1,175 |
| 13 | YAL1 The Sustainable Preservation of Cultural Heritage | 2,000 |
| | Total | 19,664 |

University of Cambridge

| # | Course | Scholarship (USD) |
|----|--|-------------------|
| 1 | ANU1 Mobilising Research | 1,000 |
| 2 | ANU1 Mobilising Research | 1,000 |
| 3 | COP2 Interdisciplinary Aspects of Healthy Aging | 1,000 |
| 4 | COP2 Interdisciplinary Aspects of Healthy Aging | 1,000 |
| 5 | NUS2 Animals and the City | 1,500 |
| 6 | PKU1 Introduction to Chinese Economy | 1,000 |
| 7 | PKU3 Understanding Chinese Foreign Policy Making | 1,000 |
| 8 | PKU4 Silk Road: A Global History | 1,000 |
| 9 | TOK2 Sustainable Urban Management | 1,610 |
| 10 | TOK3 Japan in Today's World | 1,000 |
| 11 | TOK4 Nanoscience | 1,000 |
| 12 | TOK4 Nanoscience | 1,000 |
| 13 | UCT1 Sustainable Water Management in Africa | 1,500 |
| 14 | YAL1 The Sustainable Preservation of Cultural Heritage | 1,000 |
| 15 | YAL2 Future of Food: Environment, Health, and Law | 1,500 |
| 16 | YAL2 Future of Food: Environment, Health, and Law | 1,000 |
| | Total | 18,110 |

University of Copenhagen

| # | Course | Scholarship (USD) |
|----|---|-------------------|
| 1 | CAM1 Visions of the Future | 1,212 |
| 2 | CAM1 Visions of the Future | 1,212 |
| 3 | OXF1 Global Challenges of the 21 st Century | 1,212 |
| 4 | OXF1 Global Challenges of the 21 st Century | 1,212 |
| 5 | PKU1 Introduction to Chinese Economy | 1,212 |
| 6 | PKU2 The Rise of China and Change in the World Politics | 1,212 |
| 7 | PKU2 The Rise of China and Change in the World Politics | 1,212 |
| 8 | PKU3 Understanding Chinese Foreign Policy Making | 1,212 |
| 9 | UCB2 Islamophobia and Constructing Otherness | 1,212 |
| 10 | UCT1 Sustainable Water Management in Africa | 1,212 |
| 11 | UCT1 Sustainable Water Management in Africa | 1,212 |
| 12 | YAL1 The Sustainable Preservation of Cultural Heritage | 1,212 |
| 13 | YAL1 The Sustainable Preservation of Cultural Heritage | 1,212 |
| 14 | YAL2 Future of Food: Environment, Health, and Law | 1,212 |
| 15 | YAL2 Future of Food: Environment, Health, and Law | 1,212 |
| | Total | 18,180 |

University of Oxford

| # | Course | Scholarship (USD) |
|----|---|-------------------|
| 1 | ANU1 Mobilising Research | 1,030 |
| 2 | COP1 Cultural Rights: A Promising Global Discourse? | 2,000 |
| 3 | COP1 Cultural Rights: A Promising Global Discourse? | 545 |
| 4 | ETH1 Mountain Forests and Risk Management | 240 |
| 5 | NUS1 Southeast Asia in Context | 2,000 |
| 6 | PKU1 Introduction to Chinese Economy | 1,210 |
| 7 | PKU2 The Rise of China and Change in the World Politics | 1,210 |
| 8 | TOK3 Japan in Today's World | 480 |
| 9 | TOK3 Japan in Today's World | 1,450 |
| 10 | TOK4 Nanoscience | 2,000 |
| 11 | TOK4 Nanoscience | 2,000 |
| 12 | YAL1 The Sustainable Preservation of Cultural Heritage | 2,000 |
| 13 | YAL1 The Sustainable Preservation of Cultural Heritage | 2,000 |
| | Total | 18,165 |

University of Tokyo

| # | Course | Scholarship (USD) |
|----|--|-------------------|
| 1 | COP2 Interdisciplinary Aspects of Healthy Aging | 707.96 |
| 2 | COP2 Interdisciplinary Aspects of Healthy Aging | 707.96 |
| 3 | ETH1 Mountain Forests and Risk Management | 707.96 |
| 4 | ETH1 Mountain Forests and Risk Management | 707.96 |
| 5 | NUS1 Southeast Asia in Context | 1,769.91 |
| 6 | NUS2 Animals and the City | 884.96 |
| 7 | OXF1 Global Challenges of the 21 st Century | 707.96 |
| 8 | PKU3 Understanding Chinese Foreign Policy Making | 530.97 |
| 9 | PKU3 Understanding Chinese Foreign Policy Making | 1,061.94 |
| 10 | UCB2 Islamophobia and Constructing Otherness | 1,415.93 |
| 11 | UCB2 Islamophobia and Constructing Otherness | 1,415.93 |
| 12 | YAL1 The Sustainable Preservation of Cultural Heritage | 1,415.93 |
| | Total | 12,035.37 |

Note: UTokyo receives the Santander Scholarship amount in Japanese yen, as did the incoming and outgoing students. The fluctuation of the exchange rate recently has been large, at least JPY 10 per USD1 since last year. Furthermore, 12 out of 13 outgoing students were also receiving financial aid from other sources for the GSP participation, restricting the maximum amount they were able to receive from the Santander funds.

Scholarships offered to incoming students

| # | Course | Scholarship (USD) |
|----|-----------------------------------|-------------------|
| 1 | TOK2 Sustainable Urban Management | 450 |
| 2 | TOK2 Sustainable Urban Management | 450 |
| 3 | TOK2 Sustainable Urban Management | 270 |
| 4 | TOK2 Sustainable Urban Management | 270 |
| 5 | TOK2 Sustainable Urban Management | 270 |
| 6 | TOK2 Sustainable Urban Management | 270 |
| 7 | TOK2 Sustainable Urban Management | 270 |
| 8 | TOK2 Sustainable Urban Management | 270 |
| 9 | TOK2 Sustainable Urban Management | 270 |
| 10 | TOK2 Sustainable Urban Management | 270 |
| 11 | TOK2 Sustainable Urban Management | 270 |
| 12 | TOK3 Japan in Today's World | 450 |
| 13 | TOK3 Japan in Today's World | 450 |
| 14 | TOK3 Japan in Today's World | 450 |
| 15 | TOK3 Japan in Today's World | 270 |
| 16 | TOK3 Japan in Today's World | 270 |

| | | |
|----|-----------------------------|--------------|
| 17 | TOK3 Japan in Today's World | 270 |
| 18 | TOK3 Japan in Today's World | 270 |
| 19 | TOK3 Japan in Today's World | 270 |
| 20 | TOK3 Japan in Today's World | 270 |
| 21 | TOK3 Japan in Today's World | 270 |
| 22 | TOK3 Japan in Today's World | 270 |
| 23 | TOK3 Japan in Today's World | 270 |
| 24 | TOK4 Nanoscience | 450 |
| 25 | TOK4 Nanoscience | 270 |
| 26 | TOK4 Nanoscience | 270 |
| 27 | TOK4 Nanoscience | 270 |
| 28 | TOK4 Nanoscience | 270 |
| 29 | TOK4 Nanoscience | 270 |
| 30 | TOK4 Nanoscience | 270 |
| 31 | TOK4 Nanoscience | 270 |
| 32 | TOK4 Nanoscience | 270 |
| 33 | TOK4 Nanoscience | 270 |
| | Total | 9,990 |

Note: 9 out of 33 incoming students receiving Santander scholarship from UTokyo were taking more than one course.

University of Cape Town

| # | Course | Scholarship (USD) |
|---|---|-------------------|
| 1 | CAM1 Visions of the Future | 2,000 |
| 2 | COP2 Interdisciplinary Aspects of Healthy Aging | 2,000 |
| 3 | COP3 New Urban Life Across the Global | 2,000 |
| 4 | COP3 New Urban Life Across the Global | 2,000 |
| 5 | COP3 New Urban Life Across the Global | 2,000 |
| 6 | PKU1 Introduction to Chinese Economy | 2,000 |
| 7 | TOK2 Sustainable Urban Management | 2,000 |
| 8 | TOK4 Nanoscience | 2,000 |
| | Total | 16,000 |

Scholarships offered to incoming students

| # | Course | Scholarship (USD) |
|---|---|-------------------|
| 1 | UCT1 Sustainable Water Management in Africa | 1,000 |
| 2 | UCT1 Sustainable Water Management in Africa | 1,000 |
| | Total | 2,000 |

Yale University

| # | Course | Scholarship (USD) |
|----|--|-------------------|
| 1 | CAM1 Visions of the Future | 2,000 |
| 2 | COP2 Interdisciplinary Aspects of Healthy Aging | 2,000 |
| 3 | NUS1 Southeast Asia in Context | 181 |
| 4 | NUS1 Southeast Asia in Context | 2,000 |
| 5 | NUS1 Southeast Asia in Context | 2,000 |
| 6 | NUS1 Southeast Asia in Context | 2,000 |
| 7 | NUS1 Southeast Asia in Context | 2,000 |
| 8 | NUS1 Southeast Asia in Context | 2,000 |
| 9 | NUS2 Animals and the City | 2,000 |
| 10 | OXF1 Global Challenges of the 21 st Century | 2,000 |
| 11 | OXF1 Global Challenges of the 21 st Century | 2,000 |
| | Total | 20,181 |

4.2 Banco Santander Report (Working Draft)

Banco Santander has requested the IARU Secretariat to submit a report on the impact of its support for the GSP:

- How the GSP improves IARU
- What has been the feedback from participants specifically on how this program changed or impacted their lives
- To what extent, based on quantitative metrics, has GSP participation made alumni more employable and relevant in their field
- The international profile of alumni and their lives after the GSP
- Other sources of funding for the GSP and overall cost of the program and plans for the future

Alumni Surveys from 2008-2016

In 2012, a survey was conducted of past GSP participants from 2008, 2009 and 2010. 122 students from the ten partner universities responded.

In 2014, a survey was conducted of past GSP participants from 2011, 2012 and 2013. 298 students from the ten partner universities responded.

In summer 2017, a survey was conducted of past GSP participants from 2014, 2015, and 2016. 166 students from eleven partner universities, including the newly added University of Cape Town, responded.

The IARU Secretariat uses these student responses in the following report to provide Banco Santander with its requested information.

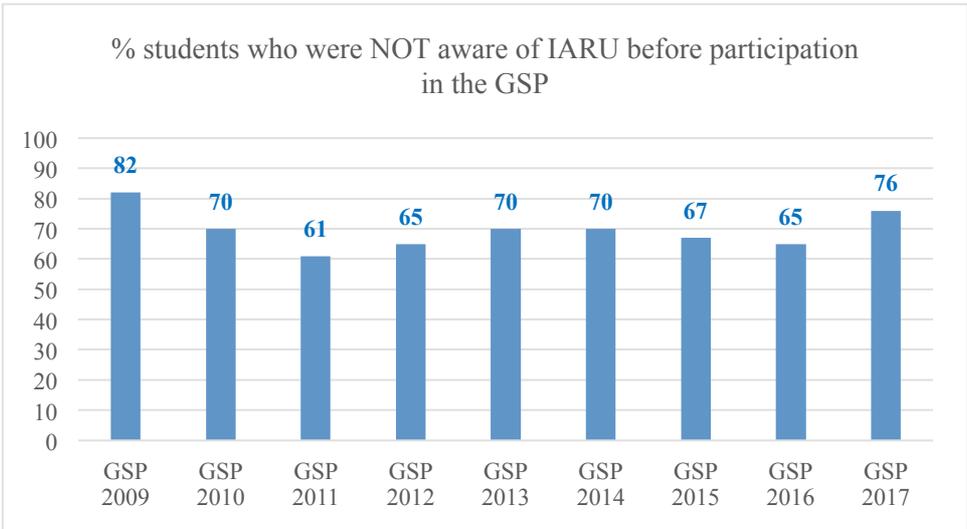
How does the GSP improve IARU?

From 2008-2017, a total of 2,808 students participated in the IARU Global Summer Program in ten cycles supported by Banco Santander. The Global Summer Program is the primary method in which the International Alliance of Research Universities engages and outreaches with students. As seen in the graph below, a vast majority of IARU students are not aware of the existence of the Alliance prior to enrolling in a GSP course.

Established in 2006, IARU university presidents created a network of international research-intensive universities across the globe committed to educating future world leaders. The Alliance’s central goal remains to provide academic diversity and international collaboration amongst its students. The Global Summer Program is IARU’s flagship program to carry out this very goal.

By participating in GSP, students are given the unique opportunity to travel to other areas of the world to meet and work with peers from different cultures and backgrounds, exploring and discussing critical global issues while learning from leading IARU faculty.

GSP is the most impactful student outreach program carried out by IARU, affecting the lives of 2,808 students to date.



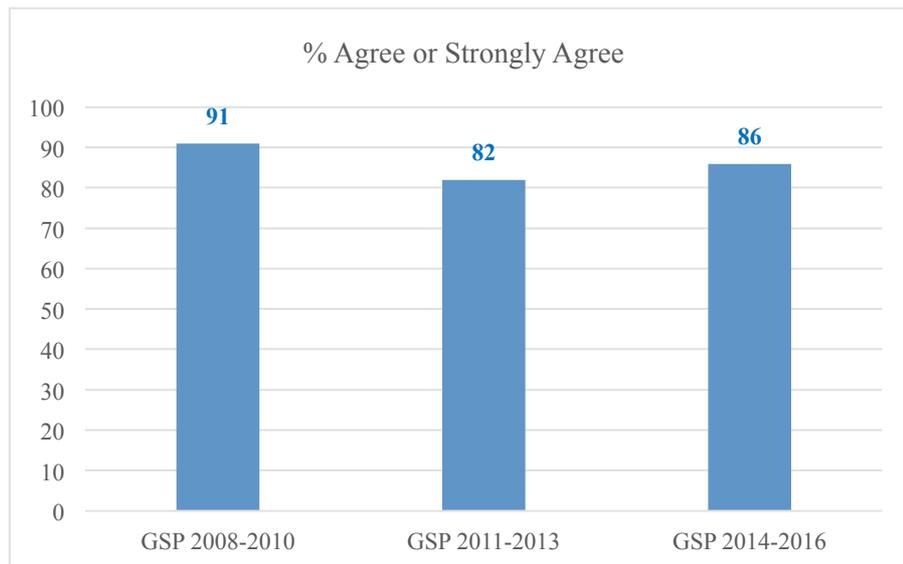
*2008 data unavailable.

What has been the feedback from participants specifically on how this program changed or impacted their lives?

From 2008-2016, GSP alumni consistently respond positively when surveyed regarding their GSP experience. A major strength of GSP lies in the diversity of the participating students. The students highly appreciate studying with peers from different academic backgrounds, nationalities, and cultures. Most students agree that the GSP course has broadened their horizons by seeing global issues from a more holistic and multidisciplinary perspective. A majority of students indicate in their responses that having attended a GSP course has even affected their thinking about their future study or career.

GSP 2008-2010 survey question: *GSP helps young people like me to develop skills that will be useful in an international and/or intercultural context.*

GSP 2011-2016 survey question: *GSP has helped me to develop skills that are useful in working with people from diverse backgrounds.*



Student comments:

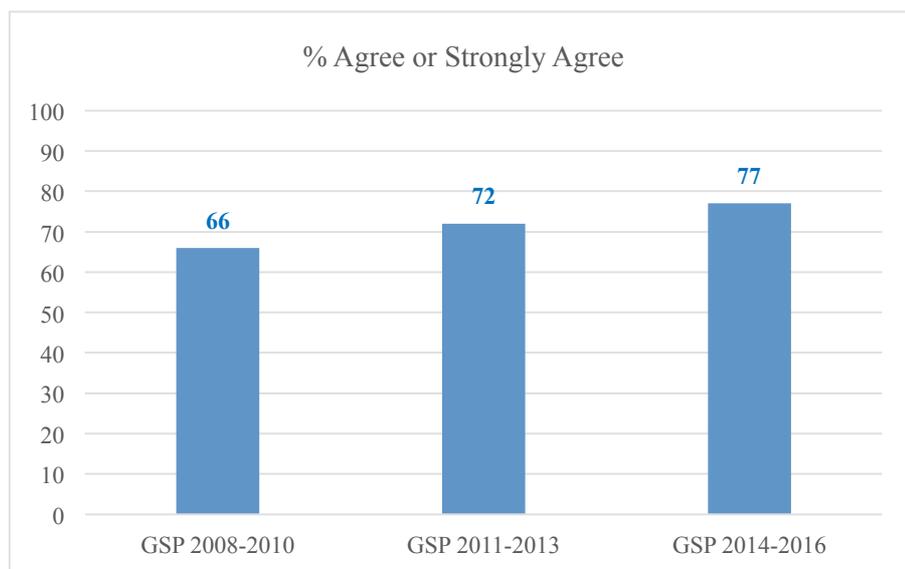
- “The global dimension of the program, with participants from across the world and a variety of backgrounds is one of its most impressive aspects.” (2011-2013)
- “Studying with students from many different countries helped to develop skills – everyone had different perspectives and ideas, many of which I had not considered before.” (2011-2013)
- “By working with people from different nationalities, I encountered how diversity can be productive in the solving of issues. Today, I work in a quite diverse and international environment where I think my GSP experience is valuable.” (2014-2016)
- “Participating in the GSP allowed me to improve my confidence and communication skills when working with people from diverse backgrounds.” (2014-2016)

- “I strongly agree with that because I believe that being exposed to another country and another culture helps to understand the mind of people with different backgrounds as well as it opens a new point of view to understand my own personality.” (2014-2016)
- “The most important impact IARU has had on me is to inculcate a confidence in expressing my own opinions.” (2014-2016)

Many students enrolled in GSP begin to consider pursuing more opportunities for travel, or returning to the country in which they studied, as a direct result of GSP participation. Some students credit GSP for exposing them to a new and interesting field of study that they continue to pursue in future coursework, and even future careers.

GSP 2008-2010 survey question: *To a certain extent, GSP has given me direction towards my future study and/or career goals.*

GSP 2011-2016 survey question: *My GSP experience has influenced to some extent my thinking about the future.*



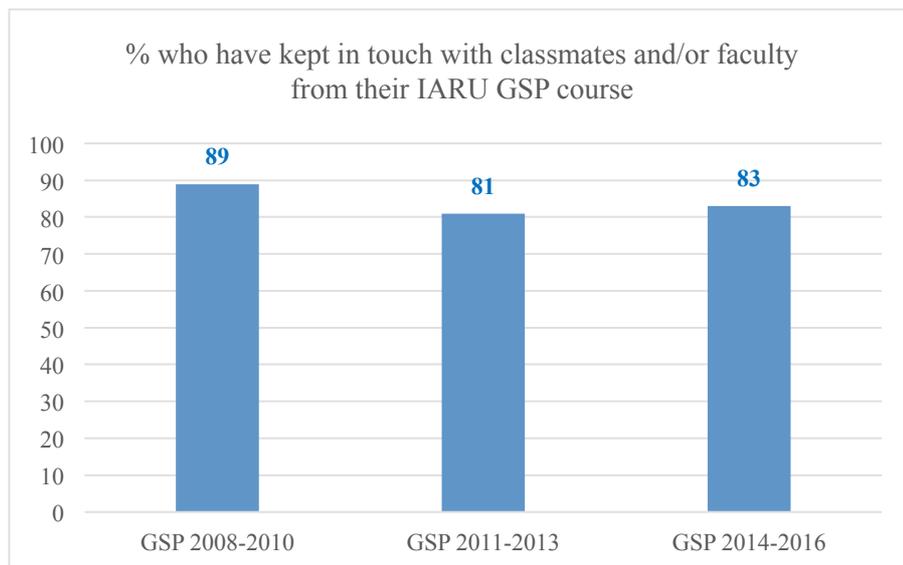
Student comments:

- “I found my subject for my thesis during the summer school I attended.” (2014-2016)
- “I would like to work with or be around people with different backgrounds from me, because interacting with a wider range of people can expose me to new ideas that I would not have thought of. I met people during the GSP program that I would not have otherwise been able to meet, and I enjoyed talking to them and trying to understand their views of events, and I think continued interactions like this will help me to become a more tolerant and well-rounded individual.” (2014-2016)

- “I actually changed my intended career field to one of the fields I was exposed to in this class.” (2014-2016)
- “Before GSP, I restricted myself with Actuarial Studies a lot. During the program, I was empowered a lot that I realised there are many other possibilities with my life. I decided to pursue my passion in humanities. I am becoming courageous and motivated - this is a big step for me.” (2014-2016)

GSP students also report on finding lifelong friends within their respective programs and speak fondly of reuniting with their GSP friends when the opportunity arises. A majority of GSP alumni still stay in touch with their IARU peers.

GSP 2008-2016 survey question: *I have kept in touch with classmates and/or faculty from my IARU GSP course(s).*



Student comments:

- “We message each other on Facebook every day, for nearly 3 years now” (2014-2016)
- “I have visited my friend’s project in Costa Rice and had visitors in Denmark too. We also made a blog and most of them I have on Facebook to stay in touch with. Looking at visiting another friend from the summer school in India soon to learn about organic farming.” (2014-2016)
- “I have written an article with a friend from Cambridge whom I stay in touch with and meet with regularly in Europe. We come from different fields and attended different courses in GSP in Tokyo, but had mutual interests for a cross-disciplinary approach that we are still pursuing. I will meet with him once again in Berlin in a couple of weeks!” (2014-2016)

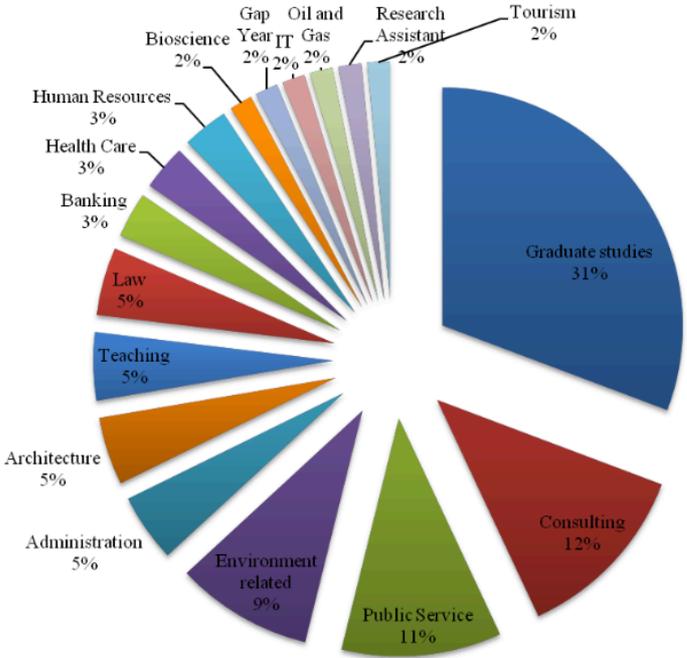
- “One of the classmates lived with me for a few weeks before they began their PhD. We also made a Facebook group and post whenever we can to meet up with others around the world.” (2014-2016)
- “I actually just skyped with my 2 best friends whom I met on the GSP course two summers ago.” (2014-2016)
- “I have been lucky enough to catch-up with 7 of the 11 members of my GSP course during my travels.” (2014-2016)

Additional student comments about IARU GSP:

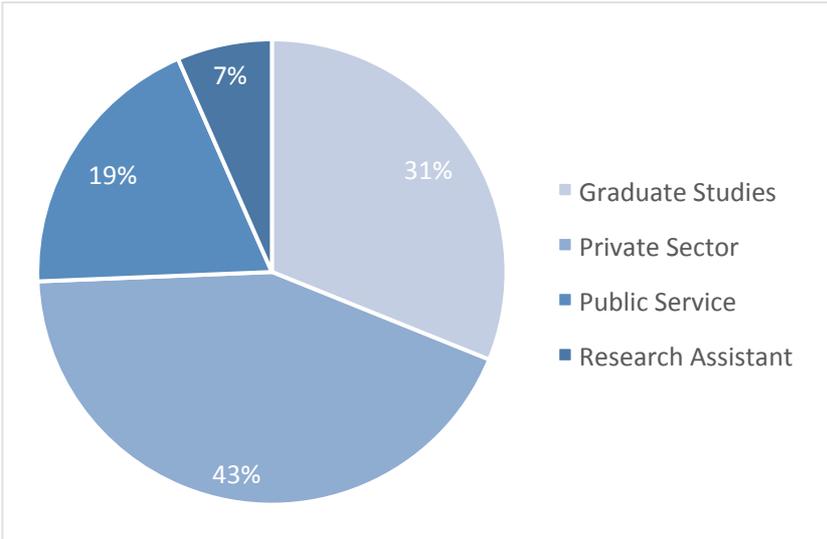
- “It was great to have the opportunity to meet other students from all over the world, and have high quality lecturers.” (2011-2013)
- “Being a part of IARU GSP is one of the most important reasons for why I am doing a MSc at Oxford today. It made me see that it was possible to get in and that I had what it takes to contribute.” (2011-2013)
- “One of the peak experiences of my undergraduate studies.” (2011-2013)
- “It was an important milestone in my intellectual development to be able to mingle and exchange ideas with fellow participants from elite universities around the world. As a result of that, I have gained renewed confidence in my abilities and have gained close friends with whom I have maintained close communication.” (2014-2016)
- “Very rewarding social and academic environment, with lots of interesting and challenging discussions arising in the group of students that participated.” (2014-2016)
- “I attended the program with clear stands on some issues. Yet, I felt that my stands were challenged in a positive way when I interacted with the other students, and it definitely widened my horizons on many things.” (2014-2016)

To what extent, based on quantitative metrics, has GSP participation made alumni more employable and relevant in their fields?

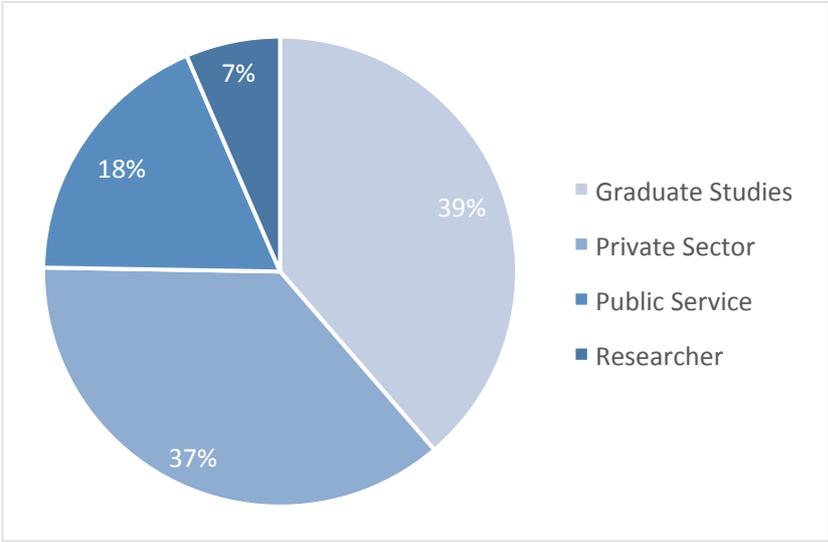
GSP Alumni from 2008-2010 (69% employed):



GSP Alumni from 2011-2013 (62% employed):



GSP Alumni from 2014-2016 (61% employed):



For the 2011-2013 and 2014-2016 graphs, “Graduate Studies” responses include medical school, law school, PhD studies, and Masters programs.

“Private Sector” responses include systems engineers, copywriters, consultants, financial analysts, media advertising, etc.

“Public Sector” responses include United Nations, Ministry of Defence, social work, public office, etc.

The international profile of alumni and their lives after the GSP:

32% of alumni from 2011-2013 now work or study in a different country than that of their home university.

| Country | # Participants |
|-----------------|----------------|
| USA | 19 |
| United Kingdom | 10 |
| China | 4 |
| France | 4 |
| Germany | 3 |
| Hong Kong | 2 |
| Singapore | 2 |
| Sweden | 2 |
| Switzerland | 2 |
| The Netherlands | 2 |
| Australia | 1 |
| Austria | 1 |
| Belgium | 1 |
| Canada | 1 |
| Czech Republic | 1 |
| Denmark | 1 |
| Indonesia | 1 |
| Iran | 1 |
| Italy | 1 |
| Malaysia | 1 |
| New Zealand | 1 |
| South Korea | 1 |

18% of alumni from 2014-2016 now work or study in a different country than that of their home university. This percentage may be lower due to the fact that students who participated in the 2016 GSP may still be enrolled at university.

| Country | # Participants |
|----------------------|----------------|
| China | 4 |
| Japan | 3 |
| USA | 3 |
| England | 2 |
| Germany | 2 |
| Switzerland | 2 |
| Australia | 1 |
| Bangladesh | 1 |
| Colombia | 1 |
| Indonesia | 1 |
| Israel | 1 |
| Jordan | 1 |
| Malaysia | 1 |
| Nepal | 1 |
| The Netherlands | 1 |
| Poland | 1 |
| Singapore | 1 |
| United Arab Emirates | 1 |

Other sources of funding for the GSP and overall cost of the program and plans for the future

Will be discussed at the 2017 GSP Working Committee Meeting, 25-26 September 2017 at UC Berkeley.



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Session 5: Presentations from GSP Faculty & UC Berkeley GSP Alumni

- 5.1 GSP-Global Transformation Collaboration**
- 5.2 Discussion with UC Berkeley GSP Alumni**

(no paper)



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Session 6: Future of the Global Summer Program

- 6.1 Summary, Comments, and Takeaways from Day 1**
- 6.2 Timeline for GSP 2018**
- 6.3 Outlook for GSP 2018 Courses**

6.2 Timeline Proposal for GSP 2018

| 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. | 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 10 May 2018. |
| | | | | <i>Universities can set different application deadlines but no later than 16 March.</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> |
| 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 | 6 April 2018 | 27 April 2018 | 10 May 2018 |

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



6.3 Outlook for GSP 2018 Courses

| Institution | Course title | Will this course be offered in 2018? |
|---|--|--------------------------------------|
| Australian National University | Mobilising Research | Under discussion |
| ETH Zurich | Mountain Forests and Risk Management | Under discussion |
| National University of Singapore | Southeast Asia in Context | Yes |
| | Animals and the City | No |
| 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 |
| UC Berkeley | Environmental Leadership Program | Yes |
| | Islamophobia and Constructing Otherness | Under discussion |
| University of Cambridge | Visions of the Future | Under discussion |
| University of Copenhagen | 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 |
| University of Oxford | Global Challenges of the 21st Century – Environmental, Technological, and Urban Sustainability | Yes |
| The University of Tokyo | Introduction to the Japanese Language | Yes |
| | Sustainable Urban Management | Yes |
| | Japan in Today's World | Yes |
| | Nanoscience | Yes |
| University of Cape Town | Sustainable Water Management in Africa | Yes |
| Yale University | The Sustainable Preservation of Cultural Heritage | Under discussion |
| | Future of Food: Environment, Health, and Law | Under discussion |



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Session 7: Closing Matters

- 7.1 Reporting to Senior Officers**
- 7.2 GSP Working Committee Meeting 2018 Date and Venue**



7.2 GSP Working Committee Meeting 2018

Meetings and Activities 2018

The IARU Secretariat has not yet received a bid to host the 2018 GSP Working Committee Meeting.

GSP Working Committee Meetings

2017 @ University of California, Berkeley (25-26 September)

2016 @ National University of Singapore (26-27 September)

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)