

Outcomes of the 2018 IARU GSP Working Committee Meeting

ETH Zürich, 16-17 September 2018

Session 1: GSP 2018 Review

The 2018 IARU Global Summer Program (GSP) concluded in August 2018. A total of 23 courses were offered by 10 partner institutions, attended by 299 IARU students and 147 non-IARU students. 507 applications were received for GSP 2018. There were no notable changes in the application and participant numbers compared to GSP 2017.

Session 2: GSP 2018 Survey

The GSP 2018 survey was opened by 225 students and fully completed by 182 students (40% of all participants). Survey results for GSP 2018 were very similar to results from GSP 2017. There was great satisfaction with the academic rigor of the courses, teaching level, student diversity, and classroom discussions. There was general satisfaction with pre-departure information, although some students would have appreciated receiving the course readings prior to course commencement. 91% of respondents rated the course instructor(s) as “good” or “excellent.”

Course content was the most important factor in choosing the GSP course, followed by the cost of the course and geographical location. The least important factor was transferability of course credits; for 65% of respondents at least some credits acquired with GSP were transferred.

Two new questions were added to the GSP 2018 survey regarding participants’ future plans:

- Has participation in the GSP course affected your future aspirations or goals?
- For students graduating during academic year 2018-2019, please specify your plans after graduation.

74% of respondents said yes, participation in the GSP course affected their future aspirations or goals. The most common examples cited were discovering new research/career interests and wishing to return to the host country for future study or work. The most common post-graduation plans were graduate school and entering the work force.

Session 3: Banco Santander

Banco Santander funded the 2018 Global Summer Program for one last year in the amount of USD 200,000. Each institution received USD 18,181 for student scholarships in 2018. 135 students enrolled in GSP 2018 received Banco Santander scholarships.

At the conclusion of GSP 2018, a carryover of unconsumed Banco Santander funds in the amount of USD 14,857—mainly due to late student withdrawals—remains. The IARU Secretariat is waiting to hear from Banco Santander regarding whether these funds must be returned, or if they can be used for

future support of IARU students. The Secretariat will communicate a decision to the GSP Coordinators once confirmed.

Session 4: Presentation on Global Transformation-GSP Collaborative Course

Professor Khatharya Um (UC Berkeley) opened her presentation by showing a 10-minute video of the course experience featuring interviews from participating students and Chayan Vaddhanaphuti, Professor and Founding Director of the Regional Center for Social Science and Sustainable Development at Chiang Mai University: <https://www.youtube.com/watch?v=XHCssIat8Tg>.

Professor Um reported that *Borderland: Critical Approaches to Field Research in the Global South* aimed to:

- Provide a research focus to IARU students not sufficiently emphasized in GSP.
- Hone in on one key element of student global citizenship development, specifically how to incorporate IARU principles and best practices in global engagement.
- Optimize the collective strengths and added value of the Alliance in this pedagogical innovation and paradigm shift.
- Foster multi-level and multi-faceted collaboration between IARU students and faculty within five IARU partner institutions, as well as between IARU initiatives (namely, GSP, Global Transformation, and Campus Sustainability). This course also featured collaboration with non-IARU partners and local NGOs, exhibiting a triangulation of academia and civil society.

This course was an ambitious undertaking. It was a challenge for course organizers to pre-determine the level of rigor and workload given the multidisciplinary spread of students. Course organizers wrapped their arms around big pieces: applied research, field placement, multi-disciplinarity, and integration of principles and critical approaches into research, teaching, learning, and field engagement processes.

Course evaluations show that students reviewed the experience positively and it exceeded expectations. Students were *transformed*, exhibiting a 180-degree change in the way they looked at the world and their places in it. Both students and faculty within IARU and Chiang Mai found this experience exhausting, yet transformative. Chiang Mai also indicated it had forged deeper working relationships with local NGOs in Thailand. A second run of this course at Chiang Mai University is currently in the planning stage.

Session 5: Presentation on IARU Joint-Online Course

Rexille Uy (IARU Secretariat) recalled the development of the IARU Joint Online Course, a collaborative effort between Cambridge, National University of Singapore, UC Berkeley, and The University of Tokyo, that is currently in its third year of operation. The classical way of joint teaching has been to send students from home institutions to host institutions or to send teachers from their home institution to a host institution. With the use of current video technology and online material, JOC instructors saw an opportunity to create a hybrid course, one that made use of online materials as well as cross-campus collaboration.

Course instructors initially met in 2015 at UC Berkeley and chose the topic of *State Fragility and Peacemaking*. Course instructors discussed the meaning of state fragility which was video recorded and made available online for students to view.

For Years 1 and 2 of the JOC, common course materials were made available online for students enrolled at each university. Each course instructor recorded video materials that students were expected to review before class began. Students enrolled at all four universities did the same readings, answered the same questions, and participated in cross-campus group projects.

In Year 1, common classes were held in which a professor from each university traveled to a different campus to give a lecture. These lectures were live-streamed at the other three campuses. There were many technical issues with the common classes in Year 1. The professors held open office hours online that were not widely attended by students.

For Year 2, the common classes were dropped. Instead, instructors focused on increasing group interaction between students during the six-week collaboration period in which all four academic calendars overlapped. At the beginning of the course, students were divided into groups consisting of two students per campus. The open office hours were replaced with online study groups held for each group, facilitated by a course instructor. This allowed for students to ask each other questions and have online discussions cross-nationally while using a teacher as a resource. Bluejeans, licensed by NUS, was utilized.

While Year 2 saw a streamlining of the course, the six-week collaboration period had some issues. NUS and UC Berkeley's academic calendars began much earlier than the other universities. For Cambridge, the first day of class was the first day of the collaboration period. Different academic schedules result in students not reviewing course material at the same time.

For future cycles of the next JOC to be successful, course instructors must be committed to the course, prepare materials in advance, and be ready for quite a few online teaching sessions with student groups. Once this format was established for the first two cycles, the course became an inexpensive way to have students exposed to different peers, campuses, instructors and learning methods at outside universities.

The reason for starting the JOC was simple: most professors are narrow and specialized in their areas. This course leveraged the expertise from multiple faculty to maximize the student experience. For this course, each professor's expertise lay in a different area of the world. Therefore, students learned more broadly than taking a class with just one instructor, which enhanced the student experience.

The JOC course instructors urge other IARU partners to consider starting their own Joint-Online Courses at other IARU universities. Since Part One has proven to work and be successful, it is time for "Part Two".

The slides for Session 5 can be found in **Appendix 1 (pg. 6)**.

Session 6: Future of the Global Summer Program

[Reported to Senior Officers by the IARU Secretariat on 18 October at the 2018 SOM at UTokyo](#)

GSP in 2019

The majority of GSP Coordinators remain enthusiastic and determined to offer summer courses to allow for IARU student mobility and exchange.

For 2019, summer courses will no longer be classified under the "Global Summer Program", but rather, will be listed on the IARU website under "**IARU Courses**". Enrolled students will be called IARU Scholars. The following operational changes will also take effect:

- IARU universities may offer up to four courses under this umbrella. Some universities have already stated they will offer no courses for 2019.
- Each course name and description will be accompanied by a link to the host institution's application platform. The application process will therefore be entirely decentralized in 2019.
- Host institutions will be responsible for reviewing applications and selecting incoming IARU students for their summer courses. Host institutions will set their own application deadlines and acceptance notification dates.
- Students will be responsible for paying tuition to the host institution. Eligibility for financial aid and credit will be determined by the home university. Some universities have stated they can offer tuition discounts for incoming IARU Scholars as an incentive to apply for their courses.

Beyond 2019

Coordinators agree that possibilities for seeking outside funding ought to be explored. Since this topic was last discussed at the GSP meeting in 2017, little progress has been made in finding other sources of funding.

Coordinators are requesting funding from the Senior Officers in the amount of \$10,000 USD for 2019 to host one or more meetings, possibly in conjunction with conferences already attended by a vast majority of GSP Coordinators. Meetings are an integral part of the development, planning, assessment, and improvement of IARU Courses, especially during the first year of the program.

Coordinators see value in meeting face-to-face to best carry forward projects already in the planning stages, such as collaborating on future Joint-Online courses, seeking outside sources of funding, expanding IARU Courses to include semester- and year-long curriculum, and developing an IARU Global Leadership Program that combines online courses and internship opportunities.

There is consensus that the administrative mechanism created by the Coordinators has been successful and there is value in this established network, which has cultivated many positives for IARU, such as the dual degree program between UC Berkeley and NUS, the Global Transformation Field Course led by UCPH and UC Berkeley, the Global Internship Program between Berkeley & Tokyo and Berkeley & NUS, in which several hundred students per year participate, faculty teaching exchanges between UCPH, with Oxford, NUS and Yale, and the UC Berkeley summer program at Oxford. Students who have previously participated in GSP have also gone on to enroll in graduate programs at the IARU university at which they studied.

There is consensus that GSP has run its course and should evolve into a general student mobility program with opportunities for faculty exchange.

Takeaways (Not reported to Senior Officers)

The Secretariat suggests that electing a lead or creating a steering committee comprised of 3-4 individuals would be greatly beneficial for IARU Courses. The lead and/or steering committee can take charge in

- Setting the agenda for future Coordinator meetings
- Writing reports for the Senior Officers and Presidents to review. Typically, reports to the Senior Officers include any updates since the last report was submitted and requests for funding
- Exploring methods of seeking outside funding

Topic for future discussion between Coordinators

- Criteria for why a course is selected to be included in the IARU Courses list.
- Criteria for student selection at each partner university.

Lastly, it is important to consider the students and what they are interested in when determining which course(s) every partner includes on the IARU Courses list for 2019.

Course Info templates will be distributed by the IARU Secretariat in early October. The deadline to submit Course Info will be mid-November to mid-December.

Session 7: Topical Session – ETH Sustainability and Videoconferencing

The slides for Session 7 can be found in **Appendix 2 (pg. 11)**.

GSP Outcomes from the 2018 Senior Officers' Meeting

The Senior Officers deliberated the outcomes from the 2018 GSP Working Committee Meeting for some time. The Senior Officers unanimously agreed with the plan submitted by the GSP coordinators to formally end GSP and replace it with "IARU Courses", offering student mobility opportunities on the IARU website, decentralizing the application process, and including programs that run outside of the summer term.

The IARU Senior Officers unanimously acknowledged the contributions made by the GSP coordinators in administering the GSP program over all these years and thank them for their efforts. With the conclusion of the Global Summer Program, Senior Officers did not approve the request of USD 10,000 to hold a meeting in 2019, but suggest that the group convene virtually to coordinate course offerings or arrange logistics as needed.

In addition, the Senior Officers discussed other ways to increase student opportunities between IARU universities and concluded that a new committee--or committees--should be formed to further develop these ideas. The new committee(s) may include some members of the GSP, although institutions may nominate a different individual. A decision on when to constitute this new committee(s) will be made after further discussion among the Senior Officers.



STATE FRAGILITY & PEACE-MAKING

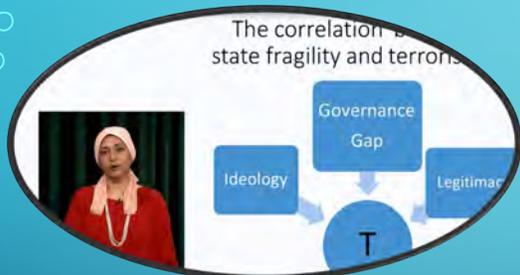
THE 1ST IARU ONLINE COLLABORATIVE COURSE

CAMBRIDGE UNIVERSITY, NATIONAL UNIVERSITY OF SINGAPORE, UNIVERSITY OF CALIFORNIA-BERKELEY, AND UNIVERSITY OF TOKYO

THE IARU PROJECT – FIRST STEPS/DISCUSSIONS

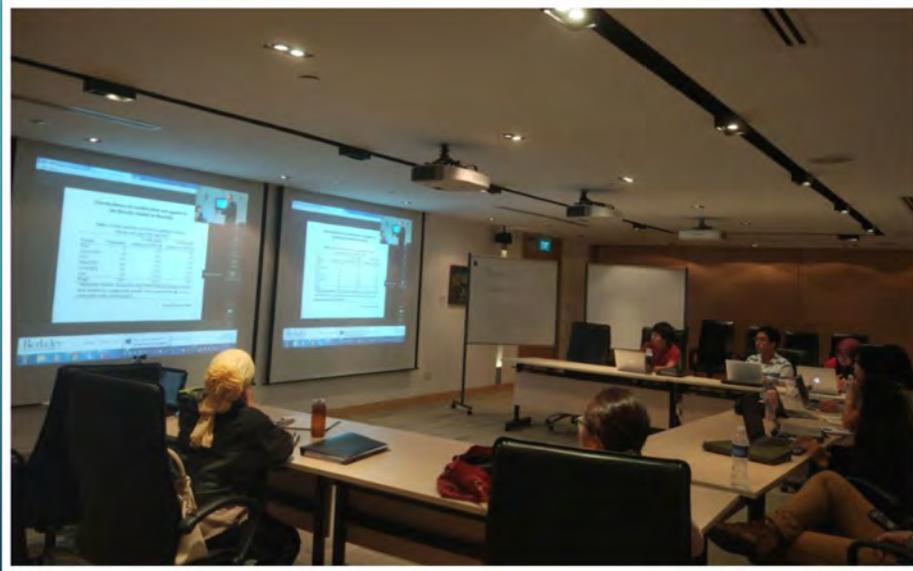


THE COMMON RESOURCES: VIDEOS



COMMON CLASSES





REFLECTION ON 2ND RUN OF THE COURSE

- Core objectives:
 - Building a global community of learners
 - Peer-to-peer learning
- Dedicated “collaboration period”
 - 6 weeks
 - Introductions guided by professors
 - Group work that build up to final submission

SUGGESTED STRATEGIES

- Institutional Support
 - High-level University and IARU support and commitment was critical
 - University and Faculty level support/recognition
- Equal partnership and Course Leadership
 - Commitment to equal and fair collaboration among the faculty
 - Faculty lead to coordinate and oversee the course
- Role of the Educational Technologist
 - Critical for a project manager/educational technologist to coordinate and oversee the operations
- Disciplinary complementarity
 - Different perspectives/methodological approaches from within the same discipline as opposed to multi- or inter-disciplinary

BEST PRACTICES

- Pre-course coordination and preparations
 - at least 6 months - 1 year in advance
- Resource allocation, production, curation
 - Common readings; video production; online tools
- Course coordination and mechanics
 - Student groups, learning management systems, operationalizing online tools
- Post-course reflection, readjustments
 - Student feedback; minor readjustments
- Educational research
 - Importance collecting data and analysis of the collaboration for future

THANK YOU

Questions?





ETH Sustainability and Videoconferencing

GSP Working Committee Meeting: ETH Zurich 2018





Sustainability at ETH Zurich

Omar Kassab, Project manager, ETH Sustainability

IARU GSP Meeting at ETH Zurich

Monday, 17 September 2018, Morning Session

Content

Sustainability at ETH Zurich

Our approach

Sustainability governance

Virtual conference on university air miles reduction

Program and setup

Lessons learned

Sustainability at ETH Zurich

Our approach

Sustainability is one of five **strategic** themes of ETH Zurich (Strategy- and development plan 2017-2020)

Four areas of activity for sustainability:

Research



Education



Campus



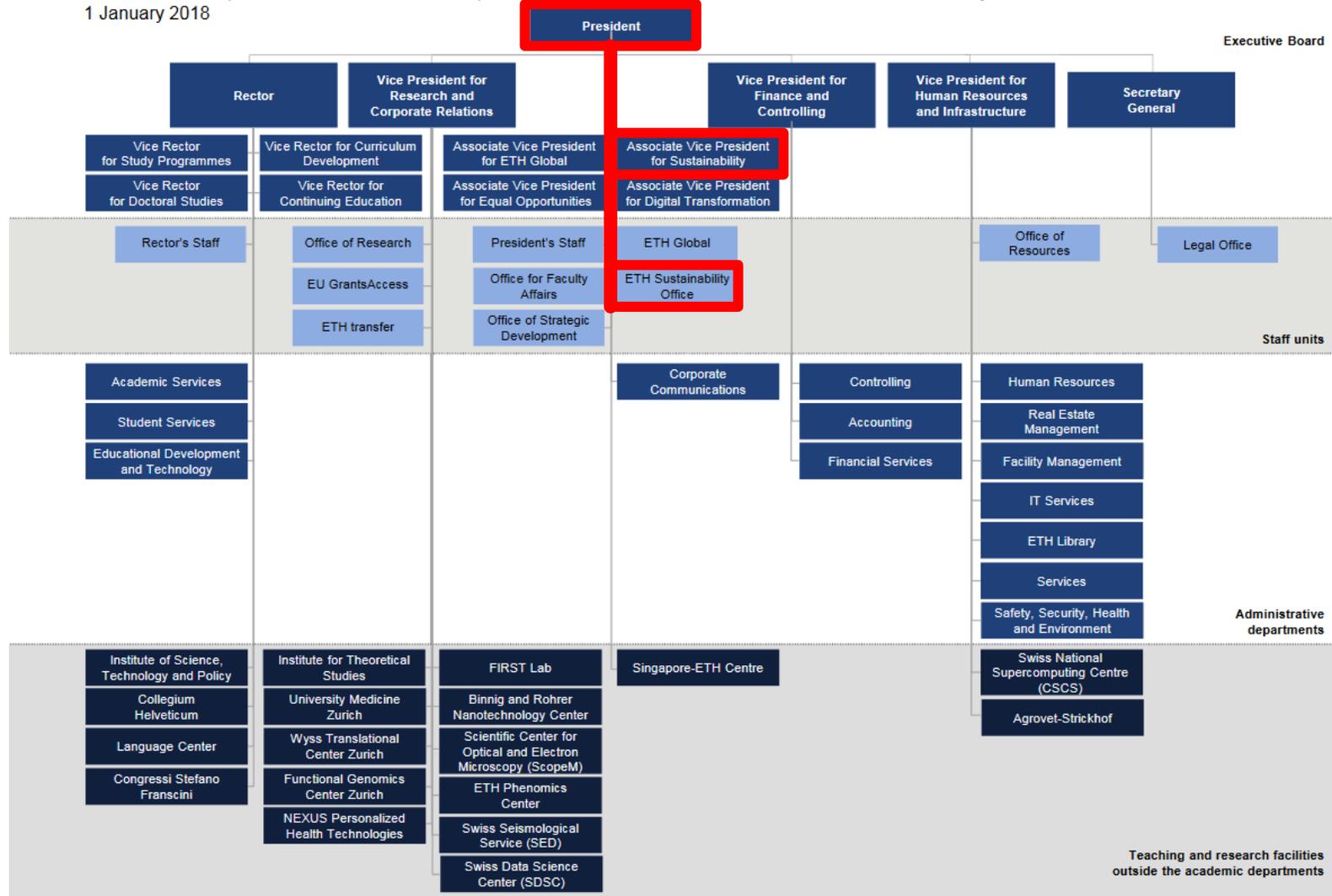
Dialog



ETH Zurich Organisation Chart

Executive Board, central administrative units, teaching and research facilities outside the academic departments

1 January 2018



Sustainability at ETH Zurich

Sustainability governance

Offices and units

- **Associate Vice President** for Sustainability, Prof. Dr. Reto Knutti
Appointed by the President, chair of the Steering Committee
- **Steering Committee** for Sustainability
Consists of 7 professors from the area, in charge of the university's sustainability strategy
- **ETH Sustainability (since 2008)**
Staff unit of the President, consists of 7 staff members, in charge of the strategy implementation

Networks, initiatives, and partners

- **Student** initiative and representation (Student Sustainability Commission, Sustainability Week, etc.)
- Other relevant players for sustainability at ETH Zurich:
SGU, mobility platform, Environmental Commission, Public Real Estate Division (sustainable building concepts)
- National and international **networks** and alliances for sustainability (e.g. ISCN, öbu, etc.)

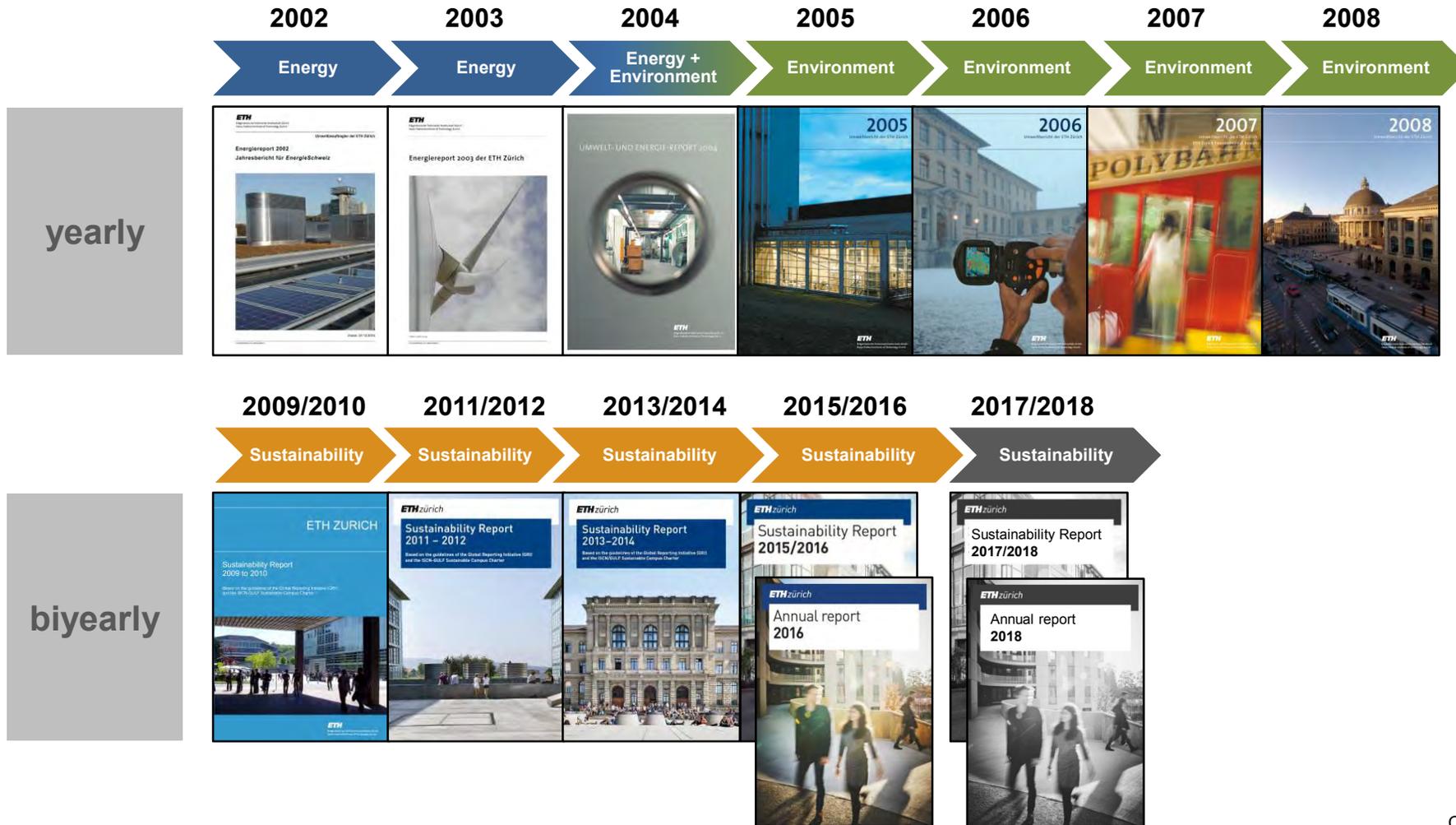
Green Guide for Universities

IARU pathways towards sustainability

Universities have the opportunity to create cultures of sustainability for today's students and tomorrow's leaders, and to set their expectations for how the world should be. In providing real-world examples of environmental, financial, and social successes, IARU hopes to inspire innovation and creative action in universities around the globe.

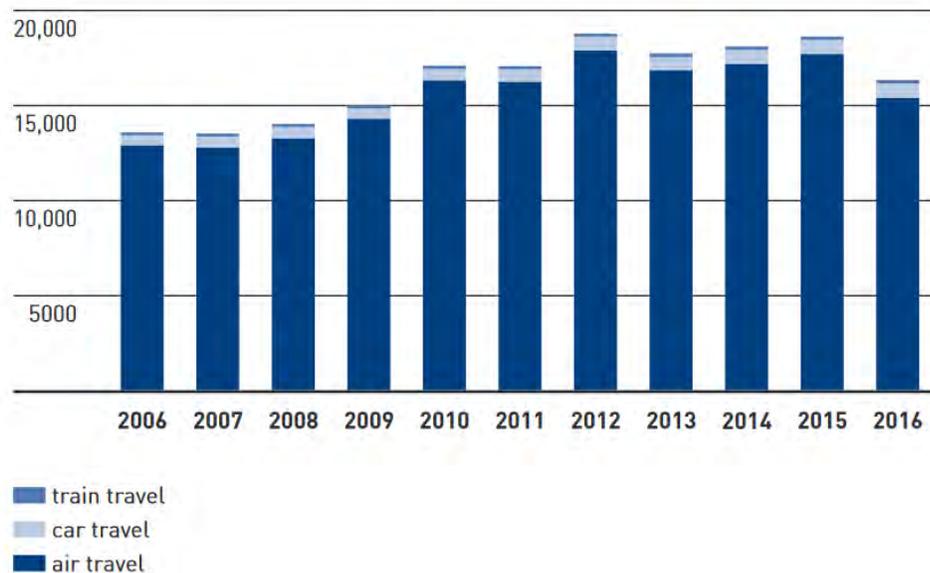


For the full picture and “evolution”, please refer to: ETH Zurich Sustainability Report

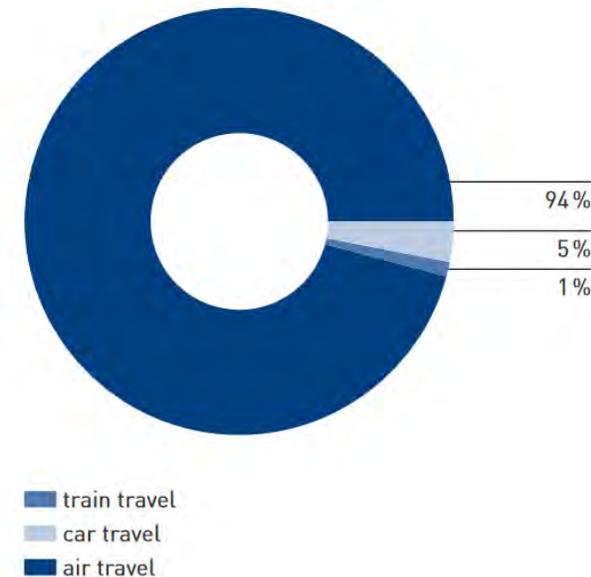


One of our biggest sustainability challenges: CO₂ emissions from business travel

CO₂ emissions caused by business travel → G4-EN17
in metric tonnes of CO₂ equivalent per year



CO₂ emissions caused by business travel in 2016 (by category)



Mandate, societal responsibility, and a reputation problem



Jährlich 5000-mal um die Welt fliegen ist der ETH zu viel

Die ETH Zürich steckt in einem Dilemma. Für die Mitarbeiter sind Konferenzen im Ausland wichtig, Fliegen schadet aber dem Klima.



Du sollst nicht fliegen

Es ist fast egal, wie man lebt: Ob man Abfall trennt, Bäume st...
-Niem der Verzicht auf ein Transportmittel: Das Flugzeug.

Heute Paris, morgen Boston: Wie viel Fliegen für die Forschung darf es sein?

Die Hochschulen tun sich schwer mit einer Reduktion ihrer CO₂-Emissionen



Thomas Stocker und Bertrand Piccard sorgen für mehr CO₂ in der Luft



Virtual conference on university air miles reduction



In brief:

- **One week** in October/November 2017
- Worldwide, mostly **IARU partners**:
80 participants, 8 institutions, individuals/small rooms/big rooms
- Mix of **remote** and **local** sessions

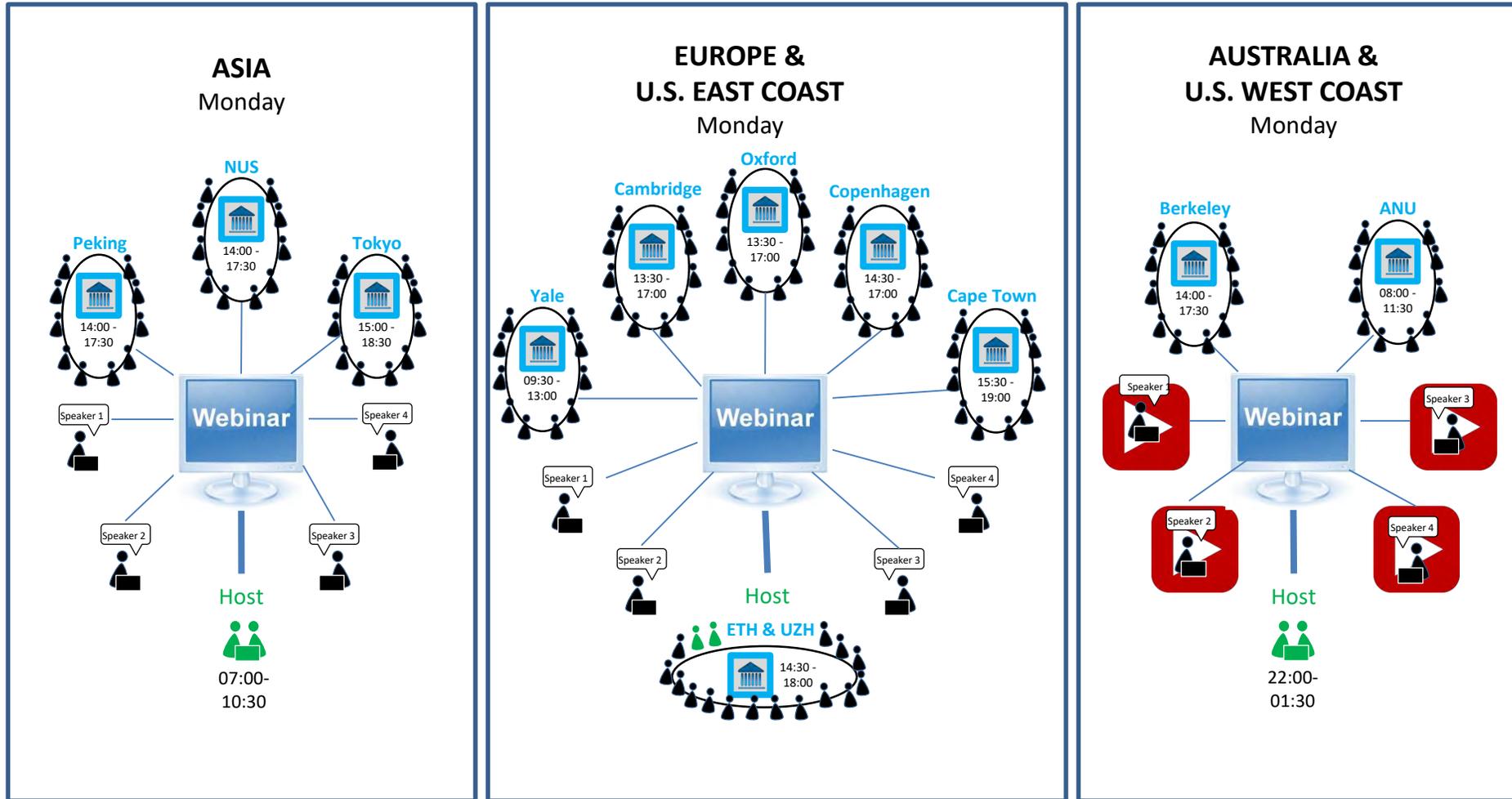


INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Program

Mon, Oct 30 th	1. START WEBINAR	1.5h	LOCAL & GLOBAL	Welcome & Input	
	2. LOCAL WORKSHOPS	2h	LOCAL	«Current status at university»	
Tues, Oct 31 st	3. VIRTUAL WORKSHOPS	2h	GLOBAL	4 topics	
Wed, Nov 1 st	4. LOCAL WORKSHOPS	3.5h	LOCAL	«What can individual university do?»	Output/ university: Policy Brief
Mon, Nov 6 th	5. PANEL DISCUSSION	1.5h	LOCAL & GLOBAL	«What can scientific community do?»	
Post-conference: publish 1 common policy brief and 1 lessons learnt paper					1 common Policy Brief

Some of the logistics...



Lessons learned (I)

- **Technical solutions** and **support** matter (!)
- **Solutions cost**, but time in an airplane also costs.
- Different forms require **different solutions** (Skype, webinars, multi-hub conferences, etc.).
- People have to **learn** using the different collaborative tools and solutions



Lessons learned (II)

Why do we travel?

Science, networking opportunity, career enhancement, visit nice places.

→ Some are easier to replace than others...

Actions on four levels:

1. Cultural change (awareness, support, awards)
2. Institutional change (monitoring, strategy, regulations)
3. Addressing technical challenges
4. International cooperation (cultural changes, subsidies, road-maps, rankings)



Thank you for your attention

ETH Zürich

ETH Sustainability

Omar Kassab, Project manager

omar.kassab@sl.ethz.ch



Reducing CO₂ eq emissions from air travel

IARU, 17 September 2018

Susann Görlinger, Co-Lead Mobility Platform ETH Zurich

Why is the reduction of air travel relevant?

- GHG reduction goal according to the Paris Agreement:
 - Minus 20% until 2020 and minus 50% until 2030 (in comparison to 1990)
- Swiss development of air travel from 2010 bis 2015 (Mikrozensus Mobilität und Verkehr, 2015, Swiss Federal Office for Spatial Development):
 - Increase of the number of flights by 43%
 - Increase of the total flight distance per person by 57%
 - Affluence: persons living in a household with a monthly income of > 12'000 CHF travel **5x** more by plane than those with a monthly income < 4000 CHF

Why is the reduction of air travel relevant for universities?

- Discrepancy between climate impact of flights and the goal of internationalisation of universities
- Universities do not include flight emissions in their sustainability strategy and targets
- Role model/credibility: **do as I say, not as I do...**
- Study of Australian universities (Glover et al. 2016):

„These findings foreground the **paradoxical relationship** between many **university-sustainability policies** and the sector’s broader strategic aims of **internationalization** and **mobility** of staff and students, suggesting the limits to **piecemeal approaches** to organizational policy and practices pertaining to sustainability”

What actions do other universities take?

- [Cambridge](#) will reduce its flight emissions per FTE by 25% until 2024
- Tyndall Center for Climate Change Research (UK): voluntary reduction targets (<http://www.tyndall.ac.uk/travel-strategy>)
- Initiative «Flying less, reducing academics footprint» (<https://academicflyingblog.wordpress.com>)
- Editorials and articles on flight reduction (see www.ethz.ch/airtravel, «Links and further information»)

Media interest: societal responsibility and a reputation problem

TagesAnzeiger

Front Zürich Schweiz International Wirtschaft Börse Sport Kultur Reisen Wissen Auto Blogs Panorama Mehr
Stadt Zürich Region Bellevue Stadtblog Blaulicht & Justiz Bildstrecken Marktplatz

Jährlich 5000-mal um die Welt fliegen ist der ETH zu viel

Die ETH Zürich steckt in einem Dilemma. Für die Mitarbeiter sind Konferenzen im Ausland wichtig, Fliegen schadet aber dem Klima.



„Your Next Conference: Combat Greenhouse Gas Emissions and Stay at Home“, [Editorials December 2017](#)

„Eine Flugreise ist das grösste ökologische Verbrechen“
Süddeutsche Zeitung, 31. Mai 2018, 16.26h

Interview Vicepresident Human Resources and Infrastructure ETZ Zurich (ETH Life und Polykum)



TagesAnzeiger
Front Zürich Schweiz International Wirtschaft Börse Sport Kultur Reisen W
Leben // Gesellschaft Style Essen & Trinken Wohnen Bildstrecken

Du sollst nicht fliegen

Es ist fast egal, wie man lebt: Ob man Abfall trennt, Bäume allem der Verzicht auf ein Transportmittel: Das Flugzeug.

Sternstunde Philosophie: „Dürfen wir noch fliegen“?
22. Oktober 2017



Heute Paris, morgen Boston: Wie viel Fliegen für die Forschung darf es sein?

Die Hochschulen tun sich schwer mit einer Reduktion ihrer CO₂-Emissionen

NZZ 19 Okt 2009

Anfrage NZZ vom 12. Juli 2017

Why is air travel the #1 leverage to reduce CO₂ emissions at ETH?



- 60% of the CO₂ emissions are from business travel
- Of these, 96% are from flights, and >80% from long-distance flights
- Total emissions increased by 37% since 2006; emissions per FTE nearly constant
- Emissions from student flights have doubled from 2006-2015

What are ETH's initiatives to reduce flight emissions?

- Demand of ETH **students** to reduce flight emissions
- Vice President for Human Resources and Infrastructure initiated the **mobility platform** with a thematic focus on flight reduction (www.ethz.ch/mobility)
- Mobility platform commissioned a **concept** on how to reduce air travel at ETH → basis for the governing board's decision in spring 2017 (www.ethz.ch/airtravel)

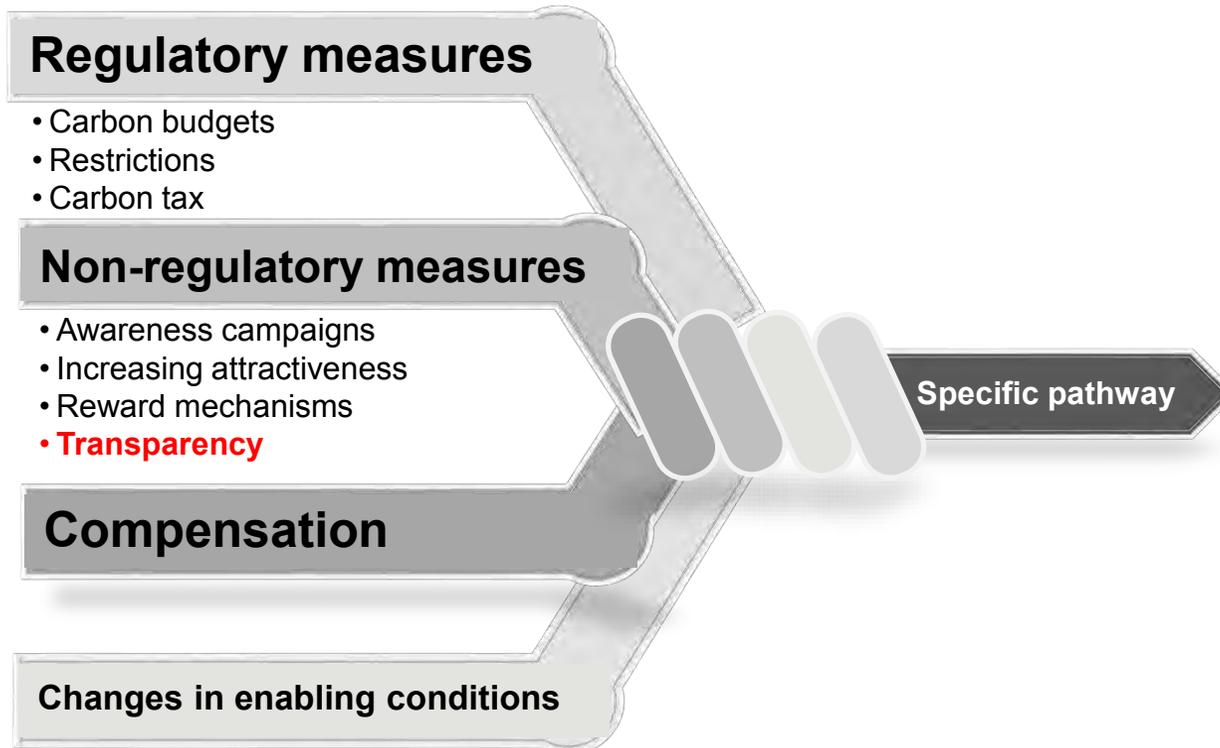
ETH Governing Board Decision (April 2017)

- Each department should
 - decide on 3 reduction scenarios (low, medium, high) with respective measures
 - exchange reduction scenarios with other departments (January 2018)
 - choose a departmental reduction target with respective measures (April 2018)
- Test phase (from summer 2018)
- Implementation and monitoring 2019-2025
- Evaluation after 3 and 6 years, i.e., in 2022 und 2025

Important points

- Bottom-up initiative: the departments differ, they know best where they have reduction potential
- Quality of research and teaching should not suffer, career chances of (young) scientists should not be impeded
- Technical measures have been very successful in reducing direct CO₂ emissions from infrastructure, but technology will not cause a reduction in flight emissions in the near future
- It needs a cultural change to reduce CO₂ emissions from flights

Potential measures



Principle

Unit of decision making is the professorship

Measures need to correspond to reasons for travel

Consequences

→ *Discussion needs to take place within each group*

→ *Each department/group needs to gather information about reasons for travel*

from C. Robledo, adapted by M. Mazzotti und N. Gruber

Status quo

- Set up of a **new monitoring system**
- **Departemental reduction measures**
 - **Internal Carbon Pricing:** funding can be used for research, infrastructure such as VC technology, start up support for climate relevant projects, compensation, first class train tickets, etc.
 - **Recommendations:** 1 intercontinental conference per PhD, recommend train travel within certain distance, more video conferences (e.g. for job interviews, PhD defences, project meetings, etc.), combine different activities (conference, meetings)
 - Transparency, re-evaluating ETH internal regulations
- **ETH-wide promotion of VC**
- **PhD project** to study transformation process related to ETH flight reduction initiative (since July 2018)

„Typical“ arguments

- “Developing technology helps more...”: Great, but it’s not either or.
- “It harms our excellence...”: How do we define excellence? Are the ways to be excellent while flying less? No prescriptions (yet), bottom up commitment.
- “My contribution is small”: Everyone’s is of course.
- “I already do a lot...”: Shared resource, zero emissions required. Every ton I emit means one ton less for someone elsewhere, or the next generation.
- “Compensate elsewhere...”: Soon there will be no ‘elsewhere’ left. If we can’t do it, who else can?
- “It’s too costly, too difficult, it cannot be done...”: There are opportunities. The end goal should not prevent us from making a step. Every ton helps. And we haven’t even started.

→ **If we can’t do it, who can?**

from R. Knutti

Lessons Learned

- **Top down** support and **bottom up** implementation
- **Transparency**
- Reducing travel appears to **conflict** with freedom and excellence in science (?)
- Important role of **champions** and **influencers**
- **Cultural change needs endurance**
- **Common** approach of many universities needed to be successful





Videoconferencing Service @ ETH

Armin Brunner, Head Multimedia Services

Videoconferencing @ ETH

- Centralized Service since 2003
- Successor of Research Project for teleteaching, «Telepoly» (1998-2002)
- Based on professional H.323 videoconferencing technology
- Initially focused on teleteaching, then moved to classical videoconferencing
- 2010 Introduction of desktop/laptop videoconferencing based on H.323

- VCs in official VC rooms are tested and operated by a technician
- VC service is free of costs for all ETH members

VC Services 2018

- Professional Videoconferencing (H.323) with technician support
 - 3 Seminar rooms for groups and doctoral defenses (10 – 20 persons)
 - 1 Cabin (2 persons)
 - 3 Lecture halls with audience-microphons (80 – 420 persons)
 - 16 Lecture halls without audience-microphons (60 – 600 persons)
 - 1 multifunction room (100 persons)
- Desktop/Laptop Videoconferencing System (Scopia/Equinox)
- About 20 meeting rooms with H.323 VC infrastructure in institutes for self service



DIY Videoconferencing

- Professional Videoconferencing with H.323 is not THE solution for everything
- Skype, etc. is common in research and business world
- Many local meeting rooms shall be equipped for DIY Videoconferencing (Scopia/Equinox, Skype, Vidyo, Google Meet, WebX, Zoom, Adobe Connect, ..)
- Standard for equipment in meeting rooms in different sizes
 - Huddle Room, small meeting room (2-5 persons, 2-5k\$)
 - Normal meeting rooms (5-10 persons, ~10k\$)
 - Big meeting room, small seminar room (10-20 persons, ~20k\$)
- Pilot installations in 2018
- «orderable» from 2019, decentrally financed by institute/department

Telepresence Robots

- Bring one single person to any place at ETH
 - Kubi für meetings, lectures, panel discussions
 - Double for workshops, aperos



Contacts

- www.vc.ethz.ch
- Tom Rechsteiner, thomas.rechsteiner@id.ethz.ch (head of VC group)
- Christopher Sauder, christopher.sauder@id.ethz.ch (chief technician)
- Armin Brunner, armin.brunner@id.ethz.ch (head of Multimedia Services)