



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU Global Summer Program Working Committee Meeting 2018

ETH Zurich

16 – 17 September 2018

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IARU GSP Working Committee Meeting – Draft Agenda ETH Zurich, 16-17 September 2018

HG F33.1, ETH Zurich

Saturday, 15 September

- 17:00 *Walk to dinner venue*
Meeting point: Zähringerplatz 12 (Central Library).
The meeting point is a 2-minute walk from Hotel Marta, Hotel Alexander and Hotel Sorrel Rütli. Angelica Wittek will pick up the participants staying in Designhotel Plattenhof.
- 17:30 **Apéro and Welcome Dinner**
Location *Wirtschaft Neumarkt*
- 20:30 *Walk to hotels*

Sunday, 16 September

- 08:40 *Walk to HG F33.1*
Hotel Marta, Hotel Alexander and Hotel Sorrel Rütli meeting point: Hotel Marta. Designhotel Plattenhof: Angelika will pick up.
- 09:00 **Opening & Welcome**
Welcome Address
Dr. Angelika Wittek, Head of Student Exchange Office, ETH Zurich
- 09:10 **Session 1: GSP 2018 Review**
1.1 Course Reviews and Reflections (5 minutes per university)
1.2 GSP 2018 Snapshots
- 10:30 *Refreshment break*
- 10:45 **Session 2: GSP 2018 Survey** (IARU Secretariat)
2.1 GSP 2018 Survey Analysis
- 11:00 **Session 3: Banco Santander** (IARU Secretariat)
3.1 Santander Scholarship Fulfillment and Beneficiaries
- 11:15 **Session 4: Presentation on Global Transformation-GSP Collaborative Course** (Prof. Khatharya Um)
- 11:45 *Group photograph*

- 12:00 *Lunch in ETH Main Building*
- 13:30 **Session 5: Presentation on IARU Joint-Online Course** (IARU Secretariat)
- 14:00 **Session 6: Future of the Global Summer Program**
 6.1 Feedback from GSP Coordinators
 6.2 UCPH Proposal GSP
 6.3 UC Berkeley IARU Global Leadership Program Proposal
 6.4 Write-up for 2018 Senior Officers' Meeting (to be drafted by GSP Coordinators)
- 16:00 *End of meeting day 1 – walk to hotels*
- 17:00 **Meeting point for side activity: Zähringerplatz 12 (Central library)**
Side Activity (Zurich “Innenstadt” – Guided Tour)
Tour will finish at dinner venue
- 19:00 **Dinner**
 Location *ZunftHaus zur Zimmerleuten*
- 21:00 *Dinner concludes, walk to hotels*

Monday, 17 September

- 8:40 *Walk to HG D16.2*
Hotel Marta, Hotel Alexander and Hotel Sorrel Rütli meeting point: Hotel Marta.
Designhotel Plattenhof: Angelika will pick up.
- 09:00 **Session 7: Topical Session – ETH Sustainability and Videoconferencing**
 ETH Sustainability (Omar Kassab)
 ETH Mobility Platform (Susann Görlinger)
 Technical Side (Armin Brunner)
 Visit of the Videoconferencing Facilities
- 10:15 *Walk to HG F33.1 Refreshment break*
- 10:30 **Session 8: Closing Matters** (Facilitated by IARU Secretariat)
 8.1 Summary, Comments and Takeaways from Day 1
 8.2 Reporting to Senior Officers
 8.3 Wrap-up
- 12:00 *End of meeting day 2*
- 12:15 *Lunch in ETH Main Building: Dozentenfoyer*
- 13:45 *Walk to optional side activity or hotels*

- 14:00 **Optional Activities**
 Fine weather: Short Roundtrip on the lake of Zurich
 Bad weather: Guided visit to the Landesmuseum
- 15:30 *Walk to hotels*



Participants

Australian National University

Ms. Alice GRAINGER – *Int'l Projects Coordinator, Int'l Strategy and Partnerships*

ETH Zurich

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

Ms. Myriam KELLER – *Student Exchange Coordinator, Student Exchange Office*

National University of Singapore

Prof. Victor SHIM – *Associate Vice President, Global Relations Office*

Mr. Orion KEW – *Senior Manager, Global Relations Office*

Peking University

Mr. WANG Yong – *Deputy Director, Office of International Relations*

Ms. LU Jiao – *Program Officer, Office of International Relations*

Ms. ZHANG Yuanyuan – *Program Officer, Office of International Relations*

University of California, Berkeley

Prof. Khatharya UM – *Faculty Academic Director, Berkeley Study Abroad*

Mr. Richard RUSSO – *Associate Vice Chancellor and Dean, Summer Sessions & Study Abroad*

Mr. Darin MENLOVE – *Director, Summer Sessions & Study Abroad*

University of Cambridge

Mrs. Sarah ORMROD – *Director, Int'l Summer Programmes & Lifelong Learning, Institute of Continuing Education*

University of Cape Town

Mrs. Nicola LATCHIAH – *Manager, Global Short Academic Programmes, Int'l Office*

University of Copenhagen

Ms. Anne BRUUN – *Associate Director, Int'l Education and Grants*

University of Oxford

Prof. Angus HAWKINS – *Director of Public and Int'l Programmes, Continuing Education*

The University of Tokyo

Prof. Yuto KITAMURA – *Associate Professor, Graduate School of Education*

Ms. Mayu OHDO – *Program Coordinator, International Exchange Group*

Yale University

Dr. Jane EDWARDS – *Dean of International and Professional Experience, Yale College*

Dr. Jeanne FOLLANSBEE – *Dean, Yale Summer Sessions*

Ms. Asia NEUPANE – *Program Director, Iberian Studies*

IARU Secretariat

Ms. Rexille UY – *IARU Secretariat*

Ms. Savannah PORTILLO HEAP – *IARU Secretariat*



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Opening & Welcome

(no paper)



INTERNATIONAL ALLIANCE OF
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Session 1: GSP 2018 Review

- 1.1 Course Reviews and Reflections**
- 1.2 GSP 2018 Snapshots**



1.1 Course Reviews and Reflections

Summary of Logistics Reports

Nomination / Selection process of this year

The majority of partners found that the nomination and selection process ran smoothly.

Difficulties / challenges faced

Despite efforts to streamline, many partners still find this to be a very labor-intensive process with high administrative costs. The majority of partners struggle with students withdrawing from the program even after being awarded Santander scholarships, causing spots and scholarship funds to be wasted.

Many partners mentioned that some universities did not automatically accept nominated students, causing confusion. Several students were not accepted by the host institution despite being nominated by the home institution.

Several partners had communication issues between universities. Low student numbers continue to be a problem for some.

Suggestions on how to improve the IARU GSP

Promotional phase:

- Clear information at the advertisement stage regarding next administrative steps to manage participant expectations and allow for logistical planning.

Application phase:

- Ask students in the application how they intend to pay for the GSP, to avoid late withdrawals.

Selection phase:

- Home universities to copy the sending university administrators in their emails to students confirming their application status.
- Transparency and clear explanations when institutions choose to differ from the standard structures.

Other suggestions:

- Good communication between all eleven universities
- Find alternate funding sources / lower course fees

Summary of the Individual Course Reports

Successful aspects of the courses

The most successful aspect of the courses highlighted in the majority of the reports was having a good balance of in-class teaching and supplemental field trips/activities. Most course reports mentioned the students being high-quality and enthusiastic participants.

Other successful elements were the diversity of group members, including diversity of background and disciplines. Many members reported that the students worked well together. Several members noted very positive feedback from students at the end of the course.

Challenges

While the diversity of students is a positive, many partners found that some course aspects were made difficult by the wide variety of students' levels and disciplines.

Several felt that the courses were too short for students to fully grasp/internalize the teachings.

Several also mentioned the high administrative costs of running these courses.

Faculty involvement from other institutions

Course	From IARU Partner	From a non-IARU university
COP1 – Cultural Rights: A Promising Global Discourse?	Prof Stefan Simon, Yale	Prof Karima Bennoune, UC Davis
COP2 – Interdisciplinary Aspects of Healthy Aging	Prof George Leeson, Oxford	Prof Kaare Christiansen, University of Southern Denmark
COP4 – Field Course – Borderland: Critical Approaches to Field Research in the Global South	<ul style="list-style-type: none"> • ETH Zurich • NUS • UC Berkeley • UCPH • UTokyo 	<ul style="list-style-type: none"> • Chiang Mai University • University of Sydney
NUS1 – Southeast Asia in Context	-	Dr. Norshahril, a Fellow (Regional Strategic and Political Studies) from ISEAS-Yusof Ishak Institute.
NUS2 – Asia Now! The Archaeology of the Future City	-	Dr. Ren Chao, Chinese University of Hong Kong Prof. Nigel Tapper, Monash University, Melbourne, Australia
UCT1 – Sustainable Water Management in Africa	-	Dr. Jo Barnes, University of Stellenbosch
Total n. of course with guest lecturers: 5	From IARU partners: 3	From other institutions: 6



Australian National University

Logistics

Nomination / selection process of this year

Outbound: Selection and nomination of students was straightforward and simple across institutions. The only issue was regarding UCB1, which unlike every other program running does not automatically accept nominated students. While we were aware that this was the case throughout the process and the communication was very clear, we would appreciate more transparency around how they select students so that we can take this into consideration in our own selection and nomination process.

Inbound: Selection and nomination of students was straightforward across institutions

Difficulties / challenges faced

Outbound: See above. Otherwise, no major challenges were faced. Institutions and secretariat were responsive and helpful. Following on from last year's feedback, it was great to see all course start dates falling after the end of our exam period.

Inbound: Low student numbers and high administration costs continue to be ANU1's greatest challenge.

Suggestions on how to improve the IARU GSP

Transparency and clear explanations when institutions choose to differ from the standard structures. Ideally these should be listed somewhere in the documentation sent out at the start of each round, so that new staff running a program are aware (rather than relying on historical knowledge).

Further Comments

A big thank you to the Secretariat and all the other coordinators for another successful year. Everyone worked really hard to make this program a success, and we're already receiving great feedback from happy students.

ANU1: From Australia to the World: Landscapes of Politics and Power

Brief Description	<p>Australia is a dynamic, multicultural society that plays an active role in our globalised and increasingly multipolar world order. In this course, future leaders from across the globe will be exposed to pressing issues of politics, culture and society, with a view to mediating between different viewpoints.</p> <p>We will explore landscapes of politics and power from an Australian vantage, drawing on the unique opportunities presented by Canberra, our national capital. As the seat of the federal government and the home to national institutions, including the Australian National University, Canberra offers inspiring opportunities to consider global affairs in a splendid Australian environment.</p> <p>In this course, students will be encouraged to actively engage with the Australian policy-making community in hands-on sessions that will grapple with the long-term challenges facing every human society.</p> <p><i>Week 1 – The Politics of Place</i> will provide a comprehensive understanding of the influences – historical, political, geographic, and cultural – that have shaped how Australia relates to its region and the world. In this introductory module, students will be encouraged to develop specialist knowledge about aspects of Australian institutional development to provide a foundation for face-to-face interaction in the second week.</p> <p><i>Week 2 – Looking Out, Looking In.</i> In the second module, students will benefit from a series of briefings and site visits, including to the Australian Parliament, Australian government agencies, and the Embassies and High Commissions of other governments, to gain official perspectives on the management of Australia’s place in the world. These interactions will require students to consider the special requirements of foreign policy making under Australian conditions.</p> <p><i>Week 3 – Policy and practice.</i> To conclude the course, students will work through a policy issue facing the Australian government and develop a comprehensive policy proposal to be presented to the Department of the Prime Minister and Cabinet and the Department of Foreign Affairs and Trade. Students will be expected to offer oral and written briefing on their preferred recommendations.</p>
Dates	18 June – 7 July
Academic coordinator(s)	Timothea Horn
Tuition fee (<i>in USD</i>)	waived
Accommodation (<i>Short description and participants’ costs in USD</i>)	989 USD
Field trip	Students will have opportunities to undertake a number of site visits to important locations in Canberra – such as Parliament House, Australian government agencies, and Embassies and High Commissions. The course

<i>(Short description and participants' costs in USD)</i>	will expose students to the wealth of national treasures that Canberra has to offer, while also opening doors that are not available to most visitors. The final program will include speakers from across a range of political, managerial and analytical specialties, and it will seek to offer a rich introduction to the world from an Australian perspective.	
Number of student participants	ANU: 4 ETH: 0 NUS: 0 PKU: 0 UCB: 1 CAM: 1 UCT: 0	COP: 0 OXF: 1 TOK: 3 YAL: 1 Others: 0 Total: 11
Faculty involvement from other institutions	N/A	
Initiation year	2018	

Successful aspects of the course:

- Very high student quality from a diverse range of disciplines
- Enthusiastic feedback from participating students
- Innovative format with most time spent speaking with policy makers and influencers and very little classroom time

Difficulties / Challenges faced:

- Low student numbers
- Resource intensive with high administration costs for low student numbers
- Interpersonal conflict between students impacted teaching time and required significant management. This created an additional strain on resources



ETH Zurich

Nomination / selection process of this year

We saw a slight decrease of applications this year when compared to previous years, whereas the interest of students seemed to be more broadly distributed over several courses. The selection process went smoothly. As in previous years, the nomination process was somewhat time-consuming but worked out well, overall.

Difficulties / challenges faced

Late dropouts have been one of the greatest challenges at our end: We struggle with outgoing students who confront us very late with their withdrawal, i.e. after they have been nominated and awarded the scholarship, in some cases even after having been accepted by the partner university. This is not only labor-intensive, but also frustrating, as we may have rejected other students earlier on or end up having leftover funds that can hardly be re-distributed. In addition, we assume it is a challenge for the host universities as well as they are faced at a very late stage with having fewer participants than planned for. We also see a trend that despite all our information efforts, some students do not seem to think things through early on, but just apply and only after acceptance figure out the details, e.g. of the total costs, and weigh those against other options that may have come up for the summer, and then decide.

Another issue we were confronted with, similarly as in previous years, was that students did not seem to pay close attention to the individual course requirements in terms of further application documents. We therefore put in the extra effort to monitor this from early on, reminding students that they needed a language certificate, CV, etc., which led to some early withdrawals or change of courses/host universities.

Furthermore, there was some uncertainty about the target audience, i.e. whether this requirement was non-negotiable or whether exceptions were possible. Consequently, we had to monitor this as well and check ad hoc with the course organizers whether a student enrolled at ETH Zurich in a Master's degree programme could apply for a course that stated 'Bachelor students' as the target audience. In the cases concerned, this was eventually possible, yet we would like to suggest to make this clearer on the website, or to discuss whether there are any other ideas to address this.

National University of Singapore

Logistics

Nomination / selection process of this year

This year, the number of applications received from NUS are higher than the previous year. After students have been selected for the GSP courses, a number of them withdrew and the most common reasons were commitment to other global programmes and financial constraints.

Difficulties / challenges faced

Although it was stated that host university sends offer letter to applicants with copy to the sending university, it does not appear to be so. Hence, home universities would either need to email the students to check on their application status or contact the host universities individually to find out.

Suggestions on how to improve the IARU GSP

Home universities to copy the sending university administrators in their emails to students confirming their application status.

NUS1: Southeast Asia in Context

Brief Description	Southeast Asia in Context is a five-week exploration of Southeast Asia's geographical, historical and cultural diversity. This course takes advantage of Singapore's strategic position in offering a unique blend of classroom instruction at NUS campus with hands-on fieldwork other SE Asian countries. The lecturers are experienced teachers and researchers of Southeast Asia, who will explore themes such as Southeast Asian religion, archaeology, rural development, politics and regional integration. The fieldtrip includes visits to magnificent ancient temples, rural agricultural communities, war memorials and a fair sampling of local village life that is well off the usual tourist track.	
Dates	25 June – 27 July 2018	
Academic coordinator(s)	A/P Teofilo C. Daquila (SE2218) Dr Andrew M. Carruthers (SE2222) Dr Norshahril Saat (MS2210)	
Tuition fee (<i>in USD</i>)	2,201 USD	
Accommodation (<i>Short description and participants' costs in USD</i>)	5 weeks on-campus accommodation at UTown 965 USD	
Field trip (<i>Short description and participants' costs in USD</i>)	The highlight of this course is the week-long fieldtrip to Indonesia (Makassar & Pantai Bira) where students will be exposed to local cultures and will be engaged in on-site lectures by the course instructor and local experts. 1,336 USD	
Number of student participants	ANU: 2 ETH: 0 NUS: 4 PKU: 0 UCB: 1 CAM: 0 UCT: 0	COP: 0 OXF: 0 TOK: 3 YAL: 4 Others: 4 Total: 18
Faculty involvement from other institutions	Dr Norshahril is a Fellow (Regional Strategic and Political Studies) from ISEAS-Yusof Ishak Institute.	
Initiation year	2006	

Successful aspects of the course:

- The course had a good balance of serious academic discussions with fieldtrips where lecturers contextualized their teachings, hence providing a holistic learning experience for the students.
- Students enjoyed both local and overseas fieldtrips as they enhanced students' understandings on the topics covered. Lecturers also appreciated the student diversity.

Difficulties / Challenges faced:

- Given the short duration of the program, students might not have grasped some of the critical issues raised in class including theories of ethnicity and culture.

Further comments:

NUS1 faces challenges in ensuring availability of lecturers, hence the course topic/title may vary year on year.

Local fieldtrip to Malay Heritage Centre



Visit to Kajang Tribe, an ethnic tribe of Makassar



NUS2: Asia Now! The Archaeology of the Future City

<p>Brief Description</p>	<p>According to the UN 2014 Revision on World Urbanisation Prospects, over half of the world's population today live in urban areas, of which 53 percent are concentrated in Asia. The global urban population is expected to increase to 66 percent by 2050, with nearly 90 percent of the growth taking place in Africa and Asia. What are the cultural, economic, political, and social forces shaping urban development in Asia? How are cities in this region managing the challenges associated with rapid urbanisation and working towards innovative, sustainable and liveable solutions?</p> <p>This module draws from the Singapore setting and comparative studies to uncover the dynamics and meanings of interrelationships between society and the built environment of cities in Asia. The theme on the archaeology of the future invites us to examine the many layers of the city to not only find elements of its past, but to also identify possible urban futures that are already emerging. Discussions and readings that provide in-depth, analytical, critical, and alternative perspectives on urbanisation and urbanism in Asia will be interspersed with field trips in Singapore, one of the world's most urbanised cities. These sessions will be supplemented with talks by prominent policy-makers, scholars and activists, as well as a workshop on Futures Thinking for a Sustainable Future. Students will come away from the module with a deeper understanding of challenges facing a rapidly-urbanising Asia, and will gain tools to evaluate solutions being worked out in Singapore and elsewhere in the region.</p>
<p>Dates</p>	<p>25 June – 20 July 2018</p>
<p>Academic coordinator(s)</p>	<p>Dr Margaret Tan (Lecturer & Coordinator) Dr Tatjana Todorovic (Lecturer)</p>
<p>Tuition fee (<i>in USD</i>)</p>	<p>1,100 USD</p>
<p>Accommodation (<i>Short description and participants' costs in USD</i>)</p>	<p>Students will stay on campus in 6-bedroom suites at Tembusu College, NUS University Town. 624 USD</p>
<p>Field trip (<i>Short description and participants' costs in USD</i>)</p>	<p>There will be three field trips to examine the challenges and innovative solutions unfolding in Singapore with regards to sustainable public housing, water management, food production and the Smart Nation initiative.</p> <p><u>Field Trip 1: Smart Public Housing and Making the City Liveable</u></p> <ul style="list-style-type: none"> • HDB Hub • Toa Payoh Central • Tour of Dakota Crescent and Cassia Crescent <p><u>Field Trip 2: Sustainable Water Management</u></p> <ul style="list-style-type: none"> • PUB Newater Plant

	<ul style="list-style-type: none"> • Marina Barrage • Ang Mo Kio-Bishan Park (ABC Water Programme) <p><u>Field Trip 3: Food Production in Urban Singapore</u></p> <ul style="list-style-type: none"> • Bollywood Veggies • Fish Farm • Frog Farm <p>In addition, there will be a workshop on Futures Thinking for a Sustainable Future conducted by the Sustainable Living Lab.</p> <p>All trips and the workshop above are at no extra cost to the students.</p>														
Number of student participants	<table border="0"> <tr> <td>ANU: 1</td> <td>COP: 0</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 1</td> </tr> <tr> <td>NUS: 7</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 1</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 3</td> </tr> <tr> <td>CAM: 1</td> <td>Total: 18</td> </tr> <tr> <td>UCT: 0</td> <td></td> </tr> </table>	ANU: 1	COP: 0	ETH: 0	OXF: 1	NUS: 7	TOK: 2	PKU: 1	YAL: 1	UCB: 1	Others: 3	CAM: 1	Total: 18	UCT: 0	
ANU: 1	COP: 0														
ETH: 0	OXF: 1														
NUS: 7	TOK: 2														
PKU: 1	YAL: 1														
UCB: 1	Others: 3														
CAM: 1	Total: 18														
UCT: 0															
Faculty involvement from other institutions	<p><u>Plenary1: Sustainable Development in Singapore</u></p> <ul style="list-style-type: none"> • Mr Donald Low, Advisor to Executive Education, Lee Kuan Yew School of Public Policy • Dr Ho Hua Chew, Past Chairman of the Conservation Committee, Nature Society Singapore • Ms Teresa Guttensohn, Artist, Environmentalist and Co-founder of Cicada Tree Eco-Place <p><u>Plenary 2: World Cities Summit</u></p> <p>Transformative Research for Future Cities Panel</p> <ul style="list-style-type: none"> • Ms Chan Hui Min, Director of DP Architects • Mr Chiu Wen Tung, Group Director of Urban Redevelopment Authority (URA) • Ridwan Kamil, Mayor of Bandung City • Bambang Susantono, Vice-President for Knowledge Management and Sustainable Development of Asian Development Bank (ADB) • Johnny Wong, Group Director of Housing and Development Board (HDB) <p>Cooling Singapore Symposium</p> <ul style="list-style-type: none"> • Mr Peter Ho, Chairman of Urban Redevelopment Authority and Senior Advisor to the Centre for Strategic Futures 														

	<ul style="list-style-type: none"> • Ms Diana Chin, Director of Planning Policies Department, Strategic Planning Group, Urban Redevelopment Authority • Dr Jason Lee, Programme Director of Combat Performance at DSO National Laboratories • Prof. Dr Ren Chao, Chinese University of Hong Kong • Prof. Nigel Tapper, Monash University, Melbourne, Australia • Prof. Wong Nyuk Hien, National University of Singapore <p><u>Plenary 3: Civil Society and Advocacy in Singapore</u></p> <ul style="list-style-type: none"> • Ms Margaret Thomas, President of the Association of Women for Action and Research (Aware); Co-editor of <i>The Art of Advocacy in Singapore</i> • Dr Natalie Pang, Senior Research Fellow at IPS Social Lab, Institute of Policy Studies
Initiation year	2018

Successful aspects of the course:

- We had a very successful in- and out-of-classroom learning experience this year. The course was held concurrently with two events at the World Cities Summit, where students could participate in plenaries by prominent speakers. Complementing these sessions were in-classroom plenaries and seminars, as well as field trips that surfaced alternative and critical voices, exposing students to a greater variety of perspectives, not just on the successes and challenges of urban planning, infrastructural and policy matters, but also the societal, cultural and political concerns on the ground.
- The course brought together a great group of students who were determined to make friends and learn from each other. The local students were extremely hospitable to the international students. The mature students, particularly from Cambridge, brought well-developed critical thoughts and arguments, raising the quality of seminar discussions overall for the cohort, which were beneficial for the junior students.
- This year, the course incorporated a workshop on “Futures Thinking for a Sustainable Future” conducted by the Sustainable Living Lab. Students were taught Futures Thinking tools to help them think critically about present trends and the multiplicity of future scenarios, after which they had to construct a prototype to embody their analyses and ideas. Through teamwork, students successfully bridged theory and practice, and produced several creative works, in a limited amount of time.

Difficulties / Challenges faced:

- Although students managed to produce some innovative works from the workshop conducted by the Sustainable Living Lab, the content of the workshop can be further streamlined in order to give students more time to sharpen their analyses and build their prototypes, without over-stressing them.

Further comments:

It is very obvious there are many benefits for students in attending the summer programme:

1. Students really learnt (intellectually, socially, culturally) from being exposed to peers from other universities. Firm friendships were also formed.
2. The concentrated nature of the summer programme, where students give their full attention and time to the module, also means that a lot can be achieved pedagogically that would not be possible under a normal semester setting, where students have other classes to attend. The field trips and plenary session out of the classroom really enriched students' learning.

Ensuring that IARU GSP continues to run every year will help students to continue to benefit from this programme.









Peking University

Logistics

Nomination / selection process of this year

Outgoing: The nomination started with the publication of the notice on December 2017, which got nearly four thousand hits on the home page of OIR, PKU. We got 29 applications and held the interview on April, 25 of them have got admitted and recommended by PKU. After the review of receiving schools, 15 students finally attended. Overall, the nomination and selection process went smoothly with two rounds in campus and receiving universities.

Incoming: The nomination arrived in April and emails were sent to nominated students. Online application and admission procedures spanned through the months of April and May till early June, till all the nominated students are given admission.

Difficulties / challenges faced

Outgoing: We hope to receive the feedback and selection results in time, because some students are selected by PKU but were not admitted by the receiving school, after the final result he will not be able to apply for other programs. Also, we may have lost the opportunity for one student. So we wonder if there can be a better selection method.

Incoming: Students were requested to complete the online application and complete the tuition payment within 3 days upon receiving the online notice. Some students failed to make the payment, and were thus late in admission.

Suggestions on how to improve the IARU GSP

The nomination-receiving process could be optimized.

PKU1: Introduction to Chinese Economy

Brief Description	China's fast economic growth has generated great interest among media, scholars and ordinary people around the world. The aim of this course is to provide the students with an overview of China's economic development and its role in the world economy. Theoretical knowledge and empirical analyses will be used to help the students understand China's economic transition process. The topics covered include the history of a modern Chinese economy, the principles that guided China's institutional reforms, the transitional paths in its agricultural, industrial, financial and foreign sectors, and the multi-dimensional challenges confronting China's future economic growth. Upon completion of the course, students are expected to be familiar with China's economic system, its current economic reforms, and the challenges that the country faces in the twenty-first century.	
Dates	2-27 July 2018	
Academic coordinator(s)	Prof. QIN Xuezheng, Peking University	
Tuition fee (<i>in USD</i>)	Varying from 2137 USD to 2439 USD according to course credits	
Accommodation (<i>Short description and participants' costs in USD</i>)	Students are provided accommodation at PKU Global Village Room rate is 20USD per student per night Total of around 560 USD for program period of 4 weeks	
Field trip (<i>Short description and participants' costs in USD</i>)	—	
Number of student participants	ANU: 2 ETH: 0 NUS: 2 PKU: 0 UCB: 2 CAM: 0 UCT: 2	COP: 2 OXF: 2 TOK: 0 YAL: 0 Others: 16 Total: 25
Faculty involvement from other institutions	—	
Initiation year	2016	

Successful aspects of the course:

- Providing students with a balanced overview of the Chinese economy, with special attention paid to the historical, political and institutional context of the economic transition.
- Students' active participation in class through presentations, group discussions, and debates;
- Students' diverse backgrounds enriched the learning process; using visual material (video clips, documentaries, etc.) to assist with teaching.

- The class atmosphere is very lively, and the students are very active in the discussions and questions.
- Providing students with private guidance for their term papers, achieving more targeted and effective teaching.

Difficulties / Challenges faced:

- Students' levels and disciplines vary greatly, which made a selection of readings and keeping a proper pace of teaching challenging.
- The classes scheduled in the morning challenge the attendance rate.
- Students who can't understand Chinese have some difficulties in collecting or searching data about China when they work on their term papers.

PKU2: The Rise of China and Change in the World Politics

Brief Description	<p>This seminar course is intended for advanced undergraduate students and graduate students to examine major issues and topics concerning the rise of China from a broad theoretical perspective, and to engage in the academic discourse and policy debate about implications of China's rise for world politics.</p> <p>The seminar is organized around the central question – will China's rise bring about a fundamental change to the international system?</p> <p>The course is roughly divided into three sections:</p> <ol style="list-style-type: none"> I. China's rise and the paradigm change in world politics; II. China's quest for identity and order; and III. challenges and implications of China rising for Asia and the world. <p>Under each of these sections, a few specific topics are identified for class discussion.</p>														
Dates	2-27 July 2018														
Academic coordinator(s)	Prof. XU Xin, Cornell University														
Tuition fee (<i>in USD</i>)	Varying from 2137 USD to 2439 USD according to course credits														
Accommodation (<i>Short description and participants' costs in USD</i>)	<p>Students are provided accommodation at PKU Global Village</p> <p>Room rate is 20USD per student per night</p> <p>Total of around 560 USD for program period of 4 weeks</p>														
Field trip (<i>Short description and participants' costs in USD</i>)	<p>Two required field trips: (1) Tianjin (0 USD) (2) Visit to The Marco Polo Bridge and the Museum of the Second Sino-Japanese War (0 USD)</p> <p>Two optional tours: (3) The old summer palace (Yuanmingyuan Garden) (4) The National Museum of History, the exhibition "The Road of Rejuvenation"</p>														
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ANU:3</td> <td style="width: 50%;">COP:3</td> </tr> <tr> <td>ETH:0</td> <td>OXF:2</td> </tr> <tr> <td>NUS:1</td> <td>TOK:1</td> </tr> <tr> <td>PKU:0</td> <td>YAL:0</td> </tr> <tr> <td>UCB:3</td> <td>Others:15</td> </tr> <tr> <td>CAM:1</td> <td>Total: 29</td> </tr> <tr> <td>UCT:0</td> <td></td> </tr> </table>	ANU:3	COP:3	ETH:0	OXF:2	NUS:1	TOK:1	PKU:0	YAL:0	UCB:3	Others:15	CAM:1	Total: 29	UCT:0	
ANU:3	COP:3														
ETH:0	OXF:2														
NUS:1	TOK:1														
PKU:0	YAL:0														
UCB:3	Others:15														
CAM:1	Total: 29														
UCT:0															
Faculty involvement from other institutions	None														
Initiation year	2013														

Successful aspects of the course:

- The course is consisted of lecture, discussions, and fieldtrips. Trips to the Museums and Taijin city were organized to give the students an opportunity to interact with real China, and to link what them learn from the course content with the history and every-day life of the Chinese people.

Difficulties / Challenges faced:

- The air-conditioning in the classroom is not very good.



PKU3: Culture, Behavior and Brain

Brief Description	Human beings have created the most colourful cultures in the world that not only contextualize our behaviour but shape our mind and brain as well. Do people's behaviour vary across cultures? Whether and how cultures influence human cognitive processes and underlying brain activity? Do individuals engaged in Western and East Asian cultures have distinct cognitive styles during perception and attention? Can we understand cultural differences in social behaviour by examining cultural effects on brain functional organization? Can we modify individuals' brain activity in laboratory by short-term exposure of new cultural values? How does culture interact with genes to modulate brain functions and behaviour? Can we predict future changes of human behaviour by examining current cultural differences in multiple neurocognitive processes? There has been a long history of human thoughts of these interesting issues. However, only recently have these questions been examined by empirical studies that combine psychology, neuroscience, brain imaging, genetics, etc. This 4-weeks course aims to illustrate the important issues regarding the interactive relationships between culture, behaviour and brain, to explain psychological paradigms and brain imaging methods that have been integrated to study cultural influences on cognitive and neural processes, to introduce our current knowledge/theory about the sociocultural brain, and to discuss future questions regarding the interactive relationships between culture, behaviour, and brain. The course will consist of class teaching and discussion and, in the last class, students in small groups will have chance to present their research proposals related to cultural effects on behaviour, mind, and brain.	
Dates	2-27 July 2018	
Academic coordinator(s)	Prof. HAN Shihui, Peking University	
Tuition fee (<i>in USD</i>)	Varying from 2137 USD to 2439 USD according to course credits	
Accommodation (<i>Short description and participants' costs in USD</i>)	Students are provided accommodation at PKU Global Village Room rate is 20USD per student per night Total of around 560 USD for program period of 4 weeks	
Field trip (<i>Short description and participants' costs in USD</i>)	(1) Visit to China Academy of Sciences (0 USD) (2) Visit to McGovern Institute of Brain Science, PKU (0 USD)	
Number of student participants	ANU: 1 ETH:0 NUS:1 PKU:0 UCB:1 CAM:0 UCT:0	COP: 2 OXF:2 TOK:0 YAL:1 Others:21 Total: 29

Faculty involvement from other institutions	None
Initiation year	2016

Successful aspects of the course:

1. Students' interests in understanding culture and cultural influences on behavior and related brain activity have been inspired through this course. There were a lot of active discussions throughout the teaching.
2. Students learned basic knowledge of brain imaging (functional MRI and EEG/ERP) and got chances to visit brain imaging labs at Peking University.
3. Some students have been inspired by the course to prepare research proposals for their future research. Some of them also participated in EEG studies at Peking University as research participants.
4. Finally, international students learned Chinese culture through both the course and social interactions with others.
5. For me, a Chinese professor, this was a wonderful chance to observe and compare how students from different cultures are involved in teaching and discussion, and such experiences will help my future teaching.

Difficulties / Challenges faced:

- I did not have any specific difficulty for teaching this course. Language is not a problem.

Further comments:



PKU4: China's Original International Strategy: the Belt and Road Initiatives

Brief Description	BRI is China's long-term, original, and international strategy to promote China Dream and Human destiny community created by President Xi Jin-ping with great impact on the world order after five years practice. It will be the most important strategy of China to provide the public goods and new type of leadership for the world. This course will help students to understand BRI's strategic nature, strategic decision making, strategic implementation, and strategic management. The students can also have the opportunities to participate in the real construction of BRI with the guidance of Professor Zhai Kun.
Dates	2-27 July 2018
Academic coordinator(s)	Prof. ZHAI Kun, Peking University
Tuition fee (<i>in USD</i>)	Varying from 2137 USD to 2439 USD according to course credits
Accommodation (<i>Short description and participants' costs in USD</i>)	Students are provided accommodation at PKU Global Village Room rate is 20USD per student per night Total of around 560 USD for program period of 4 weeks
Field trip (<i>Short description and participants' costs in USD</i>)	Asian Infrastructure Investment Bank (0 USD); Xiongan New Area (0 USD); Shougang Group (0 USD); Silk Road Fund (0 USD); Asian Development Bank (0 USD); Center for China and Globalization (0 USD)
Number of student participants	ANU: 2 ETH: 0 NUS: 0 PKU: 0 UCB: 2 CAM: 0 UCT: 0 COP: 1 OXF: 2 TOK: 1 YAL: 1 Others: 29 Total: 38
Faculty involvement from other institutions	None
Initiation year	2018

Successful aspects of the course:

- The first ever course systematically demonstrates on the Belt and Road Initiative.
- The combination between lectures, seminars and field trips (6 times in total).
- Significant class participation

Difficulties / Challenges faced:

- Too many class hours so that students don't have enough time to internalize knowledge after class

Further comments:



University of California, Berkeley

Logistics

Nomination / selection process of this year

Nomination and selection process was relatively smooth. We received 77 applications from 51 outgoing students; 18 were multiple applications. Though some courses were more popular than others, we had a strong number of applications for almost all the courses offered by GSP.

It took bit of time compiling all applications and checking general eligibility and we think an online application might make the review process smoother. There was a lot of back and forth with students as well with questions from students about satisfying general requirements and credit transfers.

In total, 25 Berkeley students participated in GSP courses and we hosted 11 incoming students from partner institutions; 3 for UCB1 and 8 for UCB2.

Difficulties / challenges faced

Sending team - The timeline is spread out quite a bit from the application deadline to the confirmation of attendees. Since most students apply to more than one study abroad opportunity, they typically end up committing to other programs before they hear from GSP. This resulted in many cancellations. One of the top concerns as well is funding, since most of the UCB students rely heavily on federal and state financial aid, thus they tend to sway away from GSP courses as they are not financial aid eligible programs. This creates an imbalance in our target population.

Receiving teams (UCB1 and UCB2) - Neither of our two courses reported any difficulties with incoming students.

Suggestions on how to improve the IARU GSP.

Sending team - Online application would help smooth the application process. This will allow GSP coordinators to have access to applications (incoming and outgoing) immediately and will be able to filter or avoid errors in the applications, allowing faster processing time.

It will be helpful to have a standardized nomination process and strict guidelines and deadlines that all partners follow.

Further Comments

Receiving team UCB1 - Successful aspects of the course:

- Had 3 incredible student participants with their own unique insight and experience contribute to our program.

- All 3 students came from different geographical regions and different academic specialties, adding diversity to the program
- Easy for students to acquire visas through ESTA
- Students were able to successfully secure funds

Receiving team UCB2 - Successful aspects of the course:

- 97% of participants responded in the program evaluation that they would recommend the course to other students.
- Faculty and guest panel reviewers invited to the final review of student work were very impressed with the quality and depth of the research.

UCB1: Environmental Leadership Program

Brief Description	<p>The Beahrs Environmental Leadership Program (ELP) of the College of Natural Resources at the University of California, Berkeley provides state-of-the-art training in environmental and natural resource science, policy, and leadership to strengthen the capacities of global environmental practitioners. Participants will benefit from a unique opportunity to interact with Berkeley faculty as well as their global peers to access new information and tools, share practical experiences, and develop collaborative leadership skills. As of 2018, the Beahrs ELP has graduated 669 environmental leaders from over 110 countries.</p> <p>The 3-week certificate course on <i>Sustainable Environmental Management</i> offers a series of interdisciplinary workshops, facilitated by UC Berkeley faculty and non-academic experts from the greater San Francisco Bay Area.</p> <p>Program curriculum includes:</p> <ul style="list-style-type: none"> • Mitigation of and Adaptation to Climate Change • Leadership for Collaborative Change • Impact Assessment • Corporate Social Responsibility • Policies for Sustainable Development • Population and Health • Food, Agroecology, and Biotechnology
Dates	6-27 July 2018
Academic coordinator(s)	A full list of contributing faculty and their expertise can be found online at http://beahrselp.berkeley.edu/faculty-and-staff/contributing-faculty/ .
Tuition fee (<i>in USD</i>)	8,000 USD
Accommodation (<i>Short description and participants' costs in USD</i>)	<p>The Foothill Residence Hall, at the northeast corner of the UC Berkeley campus, offers simple, modern, clean dormitory rooms surrounded by trees and overlooking spectacular views of the Bay Area. Bath and common living areas are shared with participants of the same gender. A self-service computer center, dining facilities, laundry, and other amenities are on site. Classrooms, shops, restaurants and public transportation are nearby.</p> <p>Cost is included in tuition fees.</p>
Field trip (<i>Short description and participants' costs in USD</i>)	<p>The curriculum is enhanced by field trips that showcase California's groundbreaking responses to diverse agricultural, natural resource, and urban environmental challenges. Tentative field trips include:</p> <ul style="list-style-type: none"> • Tour of San Francisco; • Berkeley and San Francisco Bay Area (“green urban planning/economy, renewable energy, sustainable water and waste management, environmental and food justice); • Muir Woods and Point Reyes (coastal conservation); • Central Coast (intensive horticulture and coastal conservation);

	Cost is included in tuition fees.	
Number of student participants	ANU: 1 ETH: NUS: PKU: UCB: CAM: UCT:	COP: 1 OXF: TOK: 1 YAL: Others: Total: 3
Faculty involvement from other institutions		
Initiation year	2014	

Successful aspects of the course:

- Had 3 incredible student participants with their own unique insight and experience contribute to our program
- All 3 students came from different geographical regions and different academic specialties, adding diversity to the program



UCB2: Disc*: Design & Innovation for Sustainable Cities

Brief Description	<p>Disc* is an intensive program that takes an interdisciplinary and multi-scalar approach to analysis of the urban environment, and explores the potential of design and innovation as catalysts for change. Students attend lectures from top practitioners in the field, engage in interactive demos and workshops, experiment with fabrication technology in the Digital Lab, conduct field work and site visits, participate in seminars and discussion, and immerse themselves in design studio culture. Disc* participants acquire the tools and expertise necessary to craft design-based solutions that meet the urgent challenges of global urbanization.</p> <p>The program is comprised of four components. The <i>Urban Innovation & Global Cities/Global Challenges</i> Seminars will establish a theoretical framework for the program. The invited lecturers and guest speakers will expose students to the work of some of the most renowned & forward-thinking researcher and practitioners in the Bay Area. Fieldwork and site visits will give students an opportunity to engage directly with the dynamic built and natural environments of the Bay Area. The studio sessions and digital workshops will build core hand-on skills, empowering students to craft their own design solutions. Working in teams, students will develop a project from design conception to prototyping and present the final result of their work to instructors and guest critics.</p> <p>Disc* students graduate with the necessary knowledge and skills to develop and represent their design ideas, preparing themselves to become the next thought leaders and game changers in the shaping of our built environment.</p>												
Dates	2 July – 3 August 2018												
Academic coordinator(s)	Gabriel Kaprielian, UC Berkeley College of Environmental Design Agostino DiTommaso, UC Berkeley College of Environmental Design												
Tuition fee (<i>in USD</i>)	4,191 USD domestic / 6,691 USD international												
Accommodation (<i>Short description and participants' costs in USD</i>)	Participants are responsible for arranging their own accommodation. Disc* students are eligible for on-campus housing.												
Field trip (<i>Short description and participants' costs in USD</i>)	Various site visits within the Bay Area to conduct fieldwork, no cost to students.												
Number of student participants	<table border="0"> <tr> <td>ANU: 1</td> <td>COP: 1</td> </tr> <tr> <td>ETH:</td> <td>OXF: 1</td> </tr> <tr> <td>NUS:</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 1</td> <td>YAL: 1 (not GSP)</td> </tr> <tr> <td>UCB: 2 (not GSP)</td> <td>Others: 29</td> </tr> <tr> <td>CAM: 2</td> <td>Total: 40</td> </tr> </table>	ANU: 1	COP: 1	ETH:	OXF: 1	NUS:	TOK: 2	PKU: 1	YAL: 1 (not GSP)	UCB: 2 (not GSP)	Others: 29	CAM: 2	Total: 40
ANU: 1	COP: 1												
ETH:	OXF: 1												
NUS:	TOK: 2												
PKU: 1	YAL: 1 (not GSP)												
UCB: 2 (not GSP)	Others: 29												
CAM: 2	Total: 40												

	UCT:
Faculty involvement from other institutions	Guest speakers and workshop leaders from UCB Department of Civil and Environmental Engineering, California College of the Arts, Sherwood Design Engineers, Resilient by Design, Bay Conservation and Development Commission, Exploratorium, AECOM, San Francisco Estuary Institute, SPUR
Initiation year	2018

Successful aspects of the course:

- 97% of participants responded in the program evaluation that they would recommend the course to other students.
- Faculty and guest panel reviewers invited to the final review of student work were very impressed with the quality and depth of the research.

Difficulties / Challenges faced:

- Effectively balancing workload in group projects among participants with widely varying experience in design and fabrication.
- Teaching sophisticated software on an accelerated timeline to participants with widely varying experience in design and fabrication.
- Allowing time for experimentation while keeping up with course deadlines.
- Taking the pressure off the aesthetic aspects of course deliverables and focusing instead on the research and learning process.

The program maintains a course blog: <https://disc2018.weebly.com/>



University of Cambridge

Logistics

Nomination / selection process of this year

As much as we have tried to streamline this, it's still a very labour-intensive process. The biggest headache for us (and our partners) is the number of students who withdraw during the process, even after they have been accepted by a partner and awarded a Santander grant. Whilst some withdrawals are as a result of students being offered longer internships or work and therefore understandable, it seems that many just do not compute the difference between the maximum grant award and the full cost of the programme and travel. Despite reminders at interview, they don't seem to calculate what it will actually cost until late on, and other than Santander, there are only small amounts they can apply for elsewhere.

Difficulties / challenges faced

Amount of administration required, too many withdrawals, too small a cohort.

Suggestions on how to improve the IARU GSP

Large subsidy for students from alternative funding source, to encourage higher numbers of applicants and deter withdrawals. Sadly, I suspect there is little chance of this.

CAM1: Visions of the Future

Brief Description	Predicting the future has been, and still is, a part of every society. Visionaries, philosophers, rulers, astronomers, economists, engineers, politicians and scientists all try to anticipate the future. Using specific examples from both past and present , our ‘visions of the future’ draw on beliefs, medicine, climate change, scientific discovery, international relations and development, financial crises, disease, war and evolution. Which predictions came true? Which have proved, or are likely to prove, false? Debate - naturally – includes predictions about our own future. Additional plenary talks set discussions in context. Students write – and have supervisions - on related historical, philosophical or literary topics.	
Dates	8-28 July	
Academic coordinator(s)	Sarah Ormrod, Dr Tom Monie	
Tuition fee (<i>in USD</i>)	2,278 USD	
Accommodation (<i>Short description and participants’ costs in USD</i>)	1,909 USD	
Field trip (<i>Short description and participants’ costs in USD</i>)	Short visit to Madingley Hall, our 16th-century headquarters. In addition, optional weekend visits are available at an additional cost. (Details will be available in February.) London is easily accessible by coach or train. Cambridge itself has lots of sites to visit and enjoy. 40-108 USD each (optional)	
Number of student participants	ANU: 4 ETH: NUS: 1 PKU: UCB: 2 CAM: UCT: 2	COP: 2 OXF: TOK: YAL: Others: Total: 11
Faculty involvement from other institutions	-	
Initiation year	2017	

Successful aspects of the course:

- Students were bright, engaged, and hard-working, for this very intensive course. They gelled really well as group, and spent a lot of their free time together. They were open to new ideas, and pro-active in building their own programmes of student to augment to compulsory aspects of the course. The overall impression they gave on the final day was that they had gained a lot from the programme.

Difficulties / Challenges faced:

- As always, students came from a wide range of backgrounds and academic fields, and were at different stages in their studies. The unprecedented heat added to their tiredness after a couple of weeks. Some were more willing to listen, others were very keen to make their opinions heard.

Further comments:

The programme was very rewarding in terms of opportunities for the students to engage directly with a wide range of academics, but has once again proved very burdensome in terms of administration, when balanced with the small number of participants and subsequent lack of financial viability.





The University of Copenhagen

Logistics

Nomination / selection process of this year

It has been complicated to manage the irregularities in the nomination/selection process as it varies from each university. It would be preferable, if students nominated by their home university were accepted by the receiving institutions, as intended when we adjusted the process a few years ago. Some students did not receive their acceptance letters until 1-2 month after they were nominated. Consequently, many of the students applied and accepted admission to other non-IARU universities in the meantime. A number of students were not accepted even though they had been nominated. All in all, these factors made the administrative process more complicated than previous years and affected the number of students participating in the GSP.

Further Comments

A comment to the IARU GSP application form: It should be mentioned that the student email address noted should be their university email and not their private Hotmail or similar. It is useful to ensure secure email correspondence.

The University of Copenhagen

COP1: Cultural Rights: A Promising Global Discourse?

Brief Description	Migration and advances in technology have increased the level of cultural exchange and intermingling, but they have also fostered cultural clashes and incompatibilities that were previously masked by distance. Can cultural rights become a global discourse for supporting inclusive social and political development, and for fostering intercultural dialogue for the mutual understanding of cultures? And can cultural rights become a prime mover – an enabler and driver for development by providing a much-needed cultural legitimacy for human rights? Among the topics focused on in the course are the right to science and culture; ownership of cultural heritage; and the relationship between global, national, and regional law.
Dates	25 July – 10 August 2018
Academic coordinator(s)	Helle Porsdam
Tuition fee (<i>in USD</i>)	With agr. (ANU, ETH, UTokyo): none EU: 1,192 USD non-EU: 2,066 USD
Accommodation (<i>Short description and participants' costs in USD</i>)	Accommodation is available through: Airbnb.com Hostels Hotels, e.g. Arthur Hotels or Cabin Housing Foundation 715 - 1,192 USD per month (+1 month deposit)
Field trip (<i>Short description and participants' costs in USD</i>)	The program includes various field trips and workshops throughout Copenhagen, i.e. to the UN Live – Museum for Humanity and to the Danish Institute for Human Rights. The program will also include a welcome dinner, a farewell dinner and other possibilities for socializing.
Number of student participants	ANU: 2 ETH: NUS: PKU: UCB: 1 CAM: 2 UCT: COP: 6 OXF: 1 TOK: 1 YAL: Others: 3 Total: 16
Faculty involvement from other institutions	Professor Stefan Simon, Yale University (who came to give a talk during the course in Copenhagen) Professor Karima Bennoune, University of California–Davis School of Law and current UN Special Rapporteur in the field of cultural rights (via skype)

	Elsebeth Krogh, Department Director, Human Rights Systems, Danish Institute for Human Rights (whom we visited at the Danish Institute for Human Rights)
Initiation year	2017

Successful aspects of the course:

- Very interdisciplinary with students from many different disciplines
- Good and active student involvement in discussions and oral reports
- Good interaction with guest speakers

Difficulties / Challenges faced:

- The very interdisciplinarity that was universally felt to be a successful aspect of the course also led to challenges. The law students did not think that there was enough law in the course – whereas the students from other fields thought that there was too much law to learn for the exam. At the exam, everyone did very well, though, so everything worked out.

Further comments:

When we skyped with Karima Bennoune, current UN Special Rapporteur in the field of cultural rights, she told the students that COP1 is the only course (that she knows of) in the world that focuses on this particular part of human rights.

Professor Simon, Yale University, and I worked together on our two IARU courses (his was YAL1: The Sustainable Preservation of Cultural Heritage). His students listened in via skype from New Haven, CT when my students did their oral presentations, and my students did the same from Copenhagen when his IARU students presented their work. Likewise, I did a talk to his students on cultural rights via skype (as our courses were taking place at the same time), and Prof. Simon came to Copenhagen toward the end of COP1 (when his course had ended) to give a talk in person.

We very much hope that it will be possible to do a IARU course together next year – along the lines of COP4 with its cooperation between Copenhagen and Berkeley.

The University of Copenhagen

COP2: Interdisciplinary Aspects of Healthy Aging

Brief Description	<p>Recent years have seen increasing interest in understanding <i>healthy aging</i>, the ability of the individual to maintain sufficient physical, mental and social energy to live active and meaningful lives. The course, offered by the Center for Healthy Aging, University of Copenhagen, will focus on exploring the aging phenomena through an interdisciplinary lens with a special focus on the concept of energy, a key component of healthy aging. Energy relates to processes at the cellular as well as the individual level and has not only physical but also important psychological and social dimensions which affect every facet of life.</p> <p>The objective of this course is to gain interdisciplinary knowledge and research experience in the field of aging to better understand how people can live energetic lives and enjoy a robust older age. The following sub objectives will be achieved over three weeks from 2-20 July 2018:</p> <p>Week one: The main objective in week one is to provide knowledge on the interdisciplinary nature of the aging phenotype and how to evaluate the strengths and limitations of such research.</p> <p>Week two: The objectives of week two are to bring the students closer to the scientific research process and to give the students the opportunity to design an interdisciplinary research project.</p> <p>Week three: The objective in week three is to assist the students in exploring how interdisciplinary research projects are defined and evaluated.</p> <p>The objectives will be achieved through a combination of lectures, interactive discussions and project work in which students will conduct aging research projects under the supervision of experienced researchers from the Center for Healthy Aging.</p>
Dates	2-20 July 2018
Academic coordinator(s)	<p>Jolene Lee Masters Pedersen, Postdoc Section of Social Medicine, Department of Public Health</p> <p>Maarten Rozing, Assistant professor Section of Social Medicine, Department of Public Health</p>
Tuition fee (<i>in USD</i>)	<p>With agr. (ANU, ETH, UTokyo): none EU: 636 USD non EU: 993 USD</p>
Accommodation	In Copenhagen, there are different housing offers for international students such as:

<i>(Short description and participants' costs in USD)</i>	Airbnb Housing Anywhere Danhostel Studenterguiden UCPH Housing Foundation 715 - 1,192 USD per month (+1 month deposit)
<i>(Short description and participants' costs in USD)</i>	Different social activities and field trips have been arranged: The field trips included: Visit to Center for Healthy Aging's facilities at the Faculty of Health and Medical Sciences during the practical projects, and a visit to Medical Museion, a combined museum and research unit at the University of Copenhagen. The social program included: A welcome dinner and a trip to Tivoli including farewell dinner. Costs: none (field trips and social activities was covered by a grant from the UCPH "IARU fund")
Number of student participants	ANU: 3 ETH: 2 NUS: 2 PKU: 2 UCB: 2 CAM: 1 UCT: 0 COP: 1 OXF: 1 TOK: 2 YAL: 0 Others: 3 Total: 19
Faculty involvement from other institutions	Guest lecturers: Prof. George Leeson, Oxford University Prof. Kaare Christiansen, University of Southern Denmark Coordinator Manfred Huber, WHO Regional Office for Europe
Initiation year	2011

Successful aspects of the course:

- **INTERNATIONAL DIMENSION:** The huge diversity of nationalities and a broad range of IARU universities. Students have highlighted this distinct international dimension as an aspect of the course that worked especially well.
- **CROSS-DISCIPLINARY DIMENSION:** The cross-disciplinary nature of the course is clearly an important spectrum and is valued very highly by the students. This applies to lectures, students and group work.
- **ACADEMIC DIMENSION:** Generally, the students have expressed a high degree of satisfaction with their learning outcome of the course, the academic level of the course, the pedagogical and academic skills of the lecturers, and the students own efforts during the course.
- **SOCIAL DIMENSION:** Free meals, dinners and admission to Tivoli (amusement park) was a big success.

Difficulties / Challenges faced:

- Some of the students have expressed that they would prefer an earlier application deadline, hence also an earlier acceptance. Compared to other summer schools, the IARU deadline in mid-March is said to be late.
- Finding accommodation in Copenhagen during three weeks in July is both difficult and expensive. We address this challenge by informing the students about different housing options as early as possible.



Course participants and organizers 2018

The University of Copenhagen

COP3: New Urban Life Across the Globe: Activism and Change in a World of Cities

Brief Description	<p>For the first time in human history, more people now live in cities than outside them, and many of the major political contestations of the 21st Century occur in urban settings. Recent years have thus seen a surge in new urban-based political and social movements, experiments in local governance, innovative forms of protest, activism and grassroots initiatives in cities and smaller towns spanning from Barcelona to Istanbul, Hong Kong to Detroit, and Bogotá to Cape Town. Uniting these trends is the belief that the state and traditional political and social institutions cannot meet all the needs arising from urbanization, that real societal change must begin from below or that the city offers unique opportunities for presenting claims and demands. To take into account this diverse field of politics emerging in cities, new understandings of both “the political” and “the urban” are needed.</p> <p>During this summer school, the students will be immersed in critical urban theory and practical approaches to urban ethnography, drawing from a broad range of excellent research within the fields of sociology, development studies and cross-cultural studies at three faculties of the University of Copenhagen.</p> <p>The aim of the course is to cultivate knowledge of the relation between <i>the urban</i> and social and political change today. Students will develop a general skill in applying urban theory from the humanities and the social sciences on cases from urban societies across the world. Special emphasis will be placed on combining theory and knowledge from the global north <i>and</i> south. Methodologically, the students will be trained to conduct urban ethnography and to gather qualitative data on selected processes of social and political change that could include activist communities, issues of contested authority, planning controversies and everyday city-making. Finally, they will be trained to work analytically with this kind of data, and to discuss urban theory in relation to the ethnography.</p>
Dates	23 July – 3 August 2018
Academic coordinator(s)	Rasmus Christian Elling (Associate Professor), Amanda Hammar (Professor), Anders Blok (Associate Professor) as well as invited guest speakers.
Tuition fee (<i>in USD</i>)	With agr. (ANU, ETH, UTokyo): none EU/non EU with permanent Danish residence: 298 USD non EU without permanent Danish residence: 1,490 USD
Accommodation (<i>Short description and participants’ costs in USD</i>)	Housing will be made available through the UCPH Housing Foundation. Students are typically provided a single room in a student dormitory with access to kitchen / cooking equipment. 715 - 1,192 USD per month (+1 month deposit)
Field trip	A number of field trips will introduce students to urban political life in Copenhagen.

<i>(Short description and participants' costs in USD)</i>	64-79 USD	
Number of student participants	ANU: 2 ETH: 1 NUS: PKU: 1 UCB: CAM: UCT: 1	COP: 8 OXF: 1 TOK: 1 YAL: Others: 11 Total: 26
Faculty involvement from other institutions		
Initiation year	2016	

Successful aspects of the course:

- The different approaches to urban studies worked well and the students has expressed that the best part of the summer school was:

“being exposed to unfamiliar theories and different points of view, from the literature, lectures, but also through the contributions of the participants.

“The atmosphere. The diversity of projects, approaches and theories presented. The combination of theory and (theorizing about) activism. Also, I feel like I now actually now what's going on in Urban Theory”

“The in-depth case studies from around the world were fascinating and I learnt a lot”

“The ratio between lectures and group work has been nice”

“Plurality of fields and students leading to very interesting and eyeopening discussions”

Difficulties / Challenges faced:

- The intensity of the summer school / workload during and up to the summer school was surprising for some of the participants, and could be clearer stated in the information material.
- Some students found it difficult to do a mini fieldwork on their own up to the summer school, some for time reasons others as they had not done this type of academic exercises before. The online lectures on the fieldwork was helpful but some examples from a prior summer school could have been beneficial to some
- Administratively it caused confusion that some partners communicated directly with the summer school team (the administrative coordinator for the summer school at the Department level), while others communicated with the IARU GSP Secretariat of UCPH. If possible it would benefit the admission process that the same communication channels were used by all.

The University of Copenhagen

COP4: Field Course – Borderland: Critical Approaches to Field Research in the Global Sounds

Brief Description	<p>Jointly developed and offered by University of Copenhagen and UC Berkeley as a collaborative initiative of the IARU GSP and the Global Transformation Initiative.</p> <p>This course is designed to provide students with an opportunity to think critically about the research process, epistemologies, and ethics in the conduct of research. It combines classroom learning with field engagement and immersion in local environment that include meaningful interactions and placement with local NGOs or ongoing research projects in and around Chiang Mai, in northern Thailand. Emphasizing the research process rather than the mastery of a specific topic or method, the aim is to provide students with the tools to raise and address critical questions in their own research and a foundation from which they can apply the knowledge and practices from the course to future projects.</p> <p>We envision that, by the end of the course, each student will have produced a polished draft of a research project proposal (7-10 pages) that could be used for future engagement with the Global South, be it through research, policy, advocacy, or other pursuits. In addition, students are expected to develop and complete a group project and to make meaningful contributions to the organizations or research projects to which they are assigned.</p> <p>Themes that will be addressed in the course in the context of globalization processes and borderland issues include:</p> <ul style="list-style-type: none"> • Borders and boundaries • Mobilities and immobilities • Environment and natural resource management • Human in/security and social justice
Dates	20 June – 18 July 2018
Academic coordinator(s)	<p>Lead Instructors:</p> <p>Prof. Khatharya Um (UC Berkeley)</p> <p>Dr. Andreas Egelund Christensen (University of Copenhagen)</p>
Tuition fee (<i>in USD</i>)	<ul style="list-style-type: none"> • UCPH students: no tuition fee • Students from IARU universities with a GSP exchange agreement with UCPH (ANU, ETH, UTokyo): no tuition fee • EU/EEA citizens: tuition fee app. 925 • Non-EU/EEA citizens: tuition fee app. 1,850

Accommodation <i>(Short description and participants' costs in USD)</i>	The students will be staying in twin rooms at UNISERV CMU: http://www.uniserv.cmu.ac.th/engweb/ .
Field trip <i>(Short description and participants' costs in USD)</i>	The field course will be based in Chiang Mai (in partnership with Chiang Mai University) and in surrounding areas. In addition, at least one group excursion is planned, and depending on the organizations or research projects to which they are assigned, students may have an opportunity to visit projects within and outside of Chiang Mai as part of their research.
Number of student participants	ANU: 2 ETH: 0 NUS: 0 PKU: 1 UCB: 6 CAM: 0 UCT: 2 COP: 10 OXF: 0 TOK: 0 YAL: 0 Others: 10 Total: 31
Faculty involvement from other institutions	ETH (IARU) NUS (IARU) UCB (IARU) COP (IARU) TOK (IARU) Chiang Mai University University of Sydney ----- Nam Theun II Power Company NGOs – in total 12
Initiation year	2018

Successful aspects of the course:

- Bringing together students from around the world: 12 nationalities, 8 universities and 16 academic disciplines
- Involving faculty from 5 IARU partner institutions - contributing to one single GSP
- Involving 15 guest lecturers from 8 different institutions
- Establishing partnership with a Global South University
- Capacity building in terms of providing free admission for 8 students from Chiang Mai University
- Bridging three IARU initiatives in to one single program: Global Summer Program, Global Transformation Initiative, Sustainability Initiative
- Cross disciplinary and multi-cultural in all aspects
- Nurturing and fostering future young Global Citizens, and providing them tools to critically address 21st Century global challenges
- Bridging research with NGOs and civil society in real life contexts (field based and outside of classroom)

- Successfully achieve an innovative and entrepreneurial approach to education and teaching
- Ensuring a sustainable budget based on tuition fees that has been kept as low as possible
- Creating a format for a new type of GSP and field course that can be adopted and replicated other places in the world

Difficulties / Challenges faced:

- Time limitations for NGO placements – normally NGOs will only allow internship for more than three months
- The ambition may have been too high in terms of loading the program too heavily, preventing the students to absorb everything
- Very time consuming course that demands very high work input by course convenors over summer
- High administrative costs working cross institutional
- The success of this course is highly dependent on close collaboration between many different partners and stakeholders (Universities, NGOs etc.) – and could turn out fragile in case of withdrawal of one or more partners

Further comments:

To illustrate the GSP experience and the launch of this new initiative, following outputs have been made for dissemination:

- a) Video (long and short version): will be finished by end of August and circulated thereafter
- b) Blog - student experiences – see link: <https://eyeonglobalhealth.com/2018/08/10/borderland-experiences-in-northern-thailand/>
- c) Blog – guest lecturers – see link: <https://blogs.ethz.ch/ETHambassadors/2018/08/09/board-games-for-borderlands/>



University of Oxford

Logistics

Nomination / selection process of this year

Outgoing students:

The number of Oxford applicants to attend IARU summer schools was lower this year than in previous years. As a result, we were able to offer all applicants a nomination to attend a course, although some students were selected to attend their 2nd choice of course.

Incoming students:

Oxford received a total of 15 nominations, of which all 15 were offered places. Only 10 accepted their place on the program. Of the students that turned down their place, at least three did so due to lack of funds, and one did so due to a clash of schedules. It is a shame that these students had not considered these circumstances before applying to the program, as the places were consequently wasted.

Difficulties / challenges faced

Outgoing students:

As IARU Secretariat is aware, several of our students had significant problems with PKU this year. There was a general lack of clarity in many of the emails sent to students, which caused them a lot of stress (which then reflected poorly on our team). In the most severe case one of our students had to pay an increased fee to obtain a visa on an expedited basis in order to travel in time for the start of the course. This was as a direct result of slow communication from PKU, and a delay issuing the confirmation of acceptance letter. We also had several complaints regarding the PKU payment system, with the system either being entirely non-operational or rejecting payments. It seems that if payment was not received through their online system within three days the link had to be refreshed by the PKU office, causing further delays.

We have also for the 2nd year in a row had complaints from students regarding the accommodation at the University of Copenhagen. We understand that the University of Copenhagen Housing Foundation is run as a separate business from the University itself. Last year students complained of baffling contracts which required them to vacate their rooms several days before the end of the GSP course. This year a student discovered building works were taking place where she was staying, and when she raised this with UCHF as a concern she received a hostile response which made her feel very uncomfortable and insecure while she was staying there.

Obviously we are aware that the future of the GSP is currently under consideration. In the event that it does continue, we will need to take further steps in advance of the next round of applications to ensure that these problems do not reoccur with another cohort.

Incoming students:

There were no major challenges or difficulties with regard to incoming students. My only comment would be that one or two of the students did not respond to query emails in a timely manner, and one student in particular had to be chased several times, despite including the outgoing coordinator in communications. That said, all the other students were very quick to respond.

Suggestions on how to improve the IARU GSP

Outgoing students:

We are aware that the future of the IARU GSP is being discussed at meetings in September in the light of Santander funding ending in the current cycle. We look forward to hearing the outcome of these discussions. As per the comments already submitted by Nina Tomlin, Director of International Strategy, we contend that it would be difficult to continue to advertise the GSP to our students without institutional funding. We would not want this opportunity to only be available to students with independent sources of funding.

If the GSP does continue we would suggest that there should be clearer information from all partners at the advertisement stage regarding the next administrative steps to manage participant expectations and allow them to plan logistics such as the payment of fees, obtaining visas and booking of flights and accommodation.

Incoming students:

It would be helpful if students could be asked to make clear at the point of application how they intend to pay for the GSP. This would assist the outgoing admissions panels in nominating students who are able to pay for and therefore accept their places on the GSP. This would ensure a complete and varied cohort.

Further Comments

Other than the difficulties and challenges raised above, the majority of our outgoing students had a very positive experience. Many provided feedback that the GSP had enabled them to broaden their horizons, and found it to be an enriching experience. They also report that they valued the opportunity to build networks with other students.

We are aware the GSP coordinators meeting takes place next month and the Senior Officers meeting will be shortly after, and we look forward to hearing whether the GSP will continue or not. We would like to flag up that we normally start advertising the GSP to our students from the start of September, and so if a decision is made to continue with the GSP in its current form, we would not be able to start advertising it until later than normal. This might have a further impact on applicant numbers, which have been decreasing in recent years anyway.

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

Brief Description	<p>The 2018 Oxford Global Summer Programme offers a general introduction to a range of scientific and development challenges of the 21st century. The course is designed for undergraduates, and it addresses issues of climate change, conservation and urbanisation.</p> <p>It is assumed that the majority of students will have had a minimum of two years' study in the humanities and social sciences. Each student will be expected to work outside their usual area of expertise and be required to adopt methods (scientific/non-scientific) appropriate to the questions posed. However, no prior scientific knowledge is required.</p> <p>The course will be delivered through tutorials, class meetings, seminars/presentations, project work and discussions as indicated below.</p>														
Dates	25 June – 21 July 2018														
Academic coordinator(s)	<p>Programme Chairman: Professor Angus Hawkins</p> <p>Co-Directors & Tutors: Dr Stephen Barlow & Dr Justin Bishop</p> <p>Tutor, Urban Challenges for the 21st Century: Professor Michele Acuto</p>														
Tuition fee (<i>in USD</i>)	1,573 USD														
Accommodation (<i>Short description and participants' costs in USD</i>)	<p>Accommodation and meals are provided in Exeter College in central Oxford. Participants will have a single study-bedroom, with shared bathroom and toilet facilities.</p> <p>3,919 USD</p>														
Field trip (<i>Short description and participants' costs in USD</i>)															
Number of student participants	<table> <tr> <td>ANU:2</td> <td>COP: 0</td> </tr> <tr> <td>ETH: 0</td> <td>OXF: 0</td> </tr> <tr> <td>NUS: 1</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 1</td> <td>YAL:2</td> </tr> <tr> <td>UCB: 1</td> <td>Others: 0</td> </tr> <tr> <td>CAM: 0</td> <td>Total: 10</td> </tr> <tr> <td>UCT: 1</td> <td></td> </tr> </table>	ANU:2	COP: 0	ETH: 0	OXF: 0	NUS: 1	TOK: 2	PKU: 1	YAL:2	UCB: 1	Others: 0	CAM: 0	Total: 10	UCT: 1	
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PKU: 1	YAL:2														
UCB: 1	Others: 0														
CAM: 0	Total: 10														
UCT: 1															
Faculty involvement from other institutions															
Initiation year	2008														

Successful aspects of the course:

- The students worked very hard and responded well to being required to prepare a tutorial essay immediately upon arrival.
- All the students did genuinely inter-disciplinary research.
- The students bonded together well as a group.
- As well as excellent tutorial essays, all the students produced excellent Group Presentations at the end of the course.

Difficulties / Challenges faced:

- The communication with some students prior to the course was difficult.
- It was disappointing that a few students offered a place were unable to attend because they could not get financial support.



The University of Tokyo

Logistics

Nomination / selection process of this year

For UTokyo, the selection and nomination process worked well overall increasing the number of outgoing students **from 13 in 2017 to 24 in 2018** as a result. Applicants are able to know whether or not they are able to join most of the courses once they pass the internal screening held in February at UTokyo. It would be great if all hosting universities could shorten the screening processes based on the alliance agreement.

Difficulties / challenges faced

For inbound: we had six withdrawals from the incoming nominees after we had sent the official acceptance. As three of these nominees withdrew at the last minute, we had already prepared all necessary documents for the program they had applied to as well as complete the internal process necessary for student registration.

For outbound: the GSP at ETH has been very popular with our students who have applied for GSP in the past, and it was very unfortunate that there was no GSP course at ETH this year.

Suggestions on how to improve the IARU GSP

For inbound: if possible, all necessary application schedule to be brought forward by at least one month so that the hosting university can have enough time available to welcome incoming students.

For outbound: the program fee is high for some GSP. Consideration should be made to provide a reasonable program fee to sustain the student exchange.

We would also appreciate it if some of the programs could be offered sometime between August and September as our academic calendar differs from most of partner universities.

Further Comments

Thank you to all the GSP coordinators, teachers and universities, as well as the IARU Secretariat for their hard work.

TOK1: Introduction to the Japanese Language

Brief Description	<p>The Center of Japanese Language Education provides an introductory course for beginners of the Japanese language. The course will both facilitate participation in Japanese society and introduce characteristics of the Japanese language such as writing system, elementary grammar, and communication patterns. At the time of application, any previous knowledge of the Japanese language is not required. Students are expected to be able to read the Hiragana (a Japanese phonetic character system consisting of 46 characters) before the course commencement through an e-learning website.</p> <p>Lesson plan:</p> <p>1) Grammar</p> <ul style="list-style-type: none"> · Noun sentences (non-past) · Adjective sentences (non-past) · Verb sentences (non-past & past) with particles · Various question sentences (what, who, when, where, which, how, how much, how many, what time) <p>2) Conversation</p> <ul style="list-style-type: none"> · Greetings, Self-introduction, · Talking about weekend · Inviting, asking, offering, requesting · Giving short comments on various things · Mini-interview and making a short talk show <p>3) Reading & Writing</p> <ul style="list-style-type: none"> · Japanese characters: Hiragana Katakana and Kanji · Mini-composition using Japanese word processor · Experiences of Kanji calligraphy · Using Japanese dictionary (Japanese-English dictionary and Kanji dictionary) <p>With the Japanese language learnt in these classes we hope our students will be able to experience a wider range of Japanese culture by themselves.</p>
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Dates	25 June – 6 July 2018	
Academic coordinator(s)	Professor Yasuto KIKUCHI	
Tuition fee (<i>in USD</i>)	USD 400	
Accommodation (<i>Short description and participants' costs in USD</i>)	Hotel Wing International Kourakuen https://www.hotelwing.co.jp/kourakuen/en/ or self-arranged USD 65 per night	
Field trip (<i>Short description and participants' costs in USD</i>)	A Japanese cultural experience opportunity was scheduled for all GSP students to learn about Japanese culture through sightseeing at Nikko. The students were introduced to the beautiful traditional architecture as well as the nature beauty of rural Japan. The tuition fees include the cost of the field trips	
Number of student participants	ANU:2 ETH:1 NUS: PKU: UCB:1 CAM: UCT:	COP: OXF: TOK: YAL:1 Others: Total:5
Faculty involvement from other institutions	N/A	
Initiation year	2008	

Successful aspects of the course:

- In each class, we provided not only practical lessons using various situations which students could encounter in their daily life, but also knowledge on the Japanese language (elementary grammar, writing system etc.) and Japanese culture.
- We also adopted interactive activity into practical lessons, which led students learn the Japanese language in relaxed and stress-free atmosphere.
- The students' feedback on the course was positive. Students could recognize their achievement and scored 4.6 out of 5 points in their self-assessment.
- The course motivated some of the students to continue their Japanese language learning even after the course ended. We could propose their suitable self-learning materials at the end of the course.

Excerpts from students' comments

“This was an amazing course that gave a great and thorough overview of all aspects of the Japanese language. They taught us the foundations of the language including how to recognize and learn kanji, type in Japanese,

conjugate verbs and gave a brief history of the language while allowing us time to practice and learn basic conversation and writing.” (ANU, female)

“I had a lot of fun in this course and was very surprised I knew basic Japanese by the end of just two weeks. The course was well organized, taught very well by enthusiastic teachers, and I would highly recommend it !” (Yale University, male)

“A very fun course to take for those who have little to no experience with the Japanese language. The workload is manageable and the instructors are very knowledgeable and very kind. “ (UCB, female)

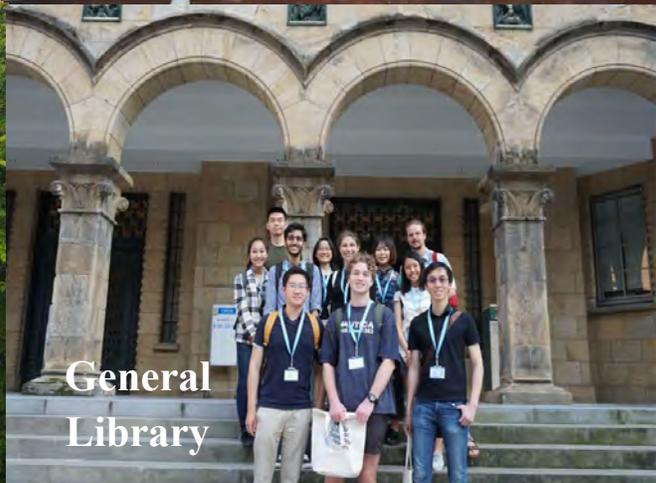
Difficulties / Challenges faced:

- Some students who have taken other course (TOK2) concurrently found the schedule was tight and felt the class speed was fast.
- As written in the above, the course is aimed at beginners of the Japanese language so applicants are not expected to have any previous knowledge of the Japanese language. However, some 2018 participants had higher Japanese language skills than our program expected. Fortunately, these students participated class activity accordingly, but we needed to prepare different leaning materials and opportunities for them. These students explained that one took the course to obtain the credit or one was guided by a tutor at their home university that applicants needed to take more than one course with us. Since the course is designed for beginners and grants a credit, we now realize that we should have required all applicants to submit an application form to screen for the level of their Japanese language proficiency.

Scenes from lectures



Japanese Cultural Experience @Nikko



General Library

TOK2: Sustainable Urban Management

Brief Description	<p>The course provides basic knowledge of civil engineering, architecture and urban engineering in the context of sustainable urban management. Planning and management are taught on the building, urban and national scale. A half day excursion related to the lectures will be organized for GSP students as part of the course.</p> <p>In the process of urban development in the 20th century characterized by urban expansion and redevelopment, a huge and advanced complex of urban structures was formed in the industrialized countries. However, with the conventional technologies focused on the construction of structures, it has become difficult to keep urban space adaptable to environmental constraints and economic, social and cultural changes; that is, those conventional technologies can no longer meet the social demands for upgrading social capital in a sustainable manner and regenerating attractive urban space not only safe and highly efficient but also conscious of historical, cultural and local identities to guarantee a high quality of life for all. Therefore, what is needed is to find a new approach that is able to reorganize the existing social capital and the technologies to implement it. In other words, one that is neither a mere planning approach nor a mere engineering approach, but a comprehensive approach.</p>
Dates	25 June – 6 July 2018
Academic coordinator(s)	Associate Professor Kiyo KURISU
Tuition fee (<i>in USD</i>)	USD 400
Accommodation (<i>Short description and participants' costs in USD</i>)	<p>Hotel Wing International Kourakuen (https://www.hotelwing.co.jp/kourakuen/en/) or self-arranged USD 65 per night</p>
Field trip (<i>Short description and participants' costs in USD</i>)	<p>1 A half-day study visit to private construction and management companies: Mitsubishi Estate Co., Ltd. and Mori Building Co., Ltd. was planned by the course coordinator to learn more about urban planning and development in Tokyo.</p> <p>Mitsubishi Estate Leads the Japanese market as a comprehensive estate developer and operates a spectrum of businesses related to real estates. During the visit, the company held a presentation for the GSP students where they presented how they have been developing the city and their plans on development for the coming 2020 Olympics and Paralympics in Tokyo. They also introduced recycling project that they have been tackling in the Marunouchi Business area. The students then had an actual walkabout in the Marunouchi area and had the opportunity of exploring large commercial complex in the city.</p>

Further comments:

- The site-visit events are attractive for students, but to arrange it, it is sometimes difficult to get good people who can show good cases and explain them in English. In the site-visit this year, the company asked us to prepare a simultaneous translator by ourselves, adding to the difficulty in continuing this activity every year.





TOK3: Japan in Today's World

Brief Description	This course will give an overview of modern Japan with emphasis on the works of the political system, including political parties, civil service, elections, and foreign relations with China, US, Korea, as well as Japan's role in international political economy. Along with those introductory classes, we will hold workshops on topics such as Territorial Disputes and Nationalism, where participants are encouraged to make contributions in the discussion with invited specialists.	
Dates	5-13 July 2018	
Academic coordinator(s)	Professor Kiichi FUJIWARA	
Tuition fee (<i>in USD</i>)	USD 420	
Accommodation (<i>Short description and participants' costs in USD</i>)	Hotel Wing International Kourakuen (https://www.hotelwing.co.jp/kourakuen/en/) or self-arranged USD 65 per night	
Field trip (<i>Short description and participants' costs in USD</i>)	A Japanese cultural experience opportunity was scheduled for all GSP students to learn about Japanese culture through sightseeing at Nikko. The students were introduced to the beautiful traditional architecture as well as the nature beauty of rural Japan. The tuition fees include the cost of the field trips	
Number of student participants	ANU:1 ETH:1 NUS:3 PKU:2 UCB:3 CAM:2 UCT:	COP:1 OXF:1 TOK: YAL:3 Others: UTokyo Regular Students:36 Total:53
Faculty involvement from other institutions	N/A	
Initiation year	2010	

Successful aspects of the course:

- The lineup of speakers was by far the most successful of the past few years, who were all willing to actively engage with the students. The number of UTokyo participants was also the largest, leading to more interaction between IARU students.

Difficulties / Challenges faced:

- In order to have as many UTokyo students as possible, each class had to start from late afternoon. It would be much better if the classes were held in the morning.

Scenes from lectures and group presentation



TOK4: Nanoscience

Brief Description	“Nanoscience” lecture series provides a general overview of nanoscience, which has grown very rapidly in the last few years. It consists of lectures on three sub-courses, Biotechnology; Biomedicine and Nano biotechnology; and Nanotechnology. Each sub-course will include visits to active laboratories in the University of Tokyo.
Dates	5-18 July 2018
Academic coordinator(s)	Professor Satoshi Iwamoto
Tuition fee (<i>in USD</i>)	490 USD
Accommodation (<i>Short description and participants' costs in USD</i>)	Hotel Kizankan (http://kizankan.co.jp/english/index.html) or self-arranged USD 65 per night
Field trip (<i>Short description and participants' costs in USD</i>)	<p>1 One-day study visit to the National Institute of Radiological Sciences (NIRS) and Institute of Physical and Chemical Research (RIKEN) was planned by the course coordinator to learn more about research in Japan.</p> <p>NIRS is a world-leading radiological research institute with outstanding research levels and facilities that offer a better quality of life with radiological science.</p> <p>The members of NIRS gave a presentation to students about neuroimaging to detect central nerve system (CNS) diseases such as schizophrenia, Alzheimer’s disease, and others. Neuroimaging with positron emission tomography and magnetic resonance imaging enables deep understanding of the pathology and contributes to the development of early diagnosis and therapeutic methods of CNS diseases.</p> <p>RIKEN is Japan's largest comprehensive research institution renowned for high-quality research in a diverse range of scientific disciplines. One of the discoveries by the institute contributes to the understanding of the mechanisms of immune check point inhibitors such as opdivo, which has recently attracted a lot of attention as a cancer drug. The lecture, offered by Dr. Saito, focused on the interaction of immune cells by adhesion. The adhesive surface is called “immune synapse”. Dr. Saito explained this clearly by using unique device.</p> <p>2. A Japanese cultural experience opportunity was scheduled for all GSP students to learn about Japanese culture through sightseeing at Nikko. The</p>

	students were introduced to the beautiful traditional architecture as well as the nature beauty of rural Japan. The tuition fees include the cost of the field trips
Number of student participants	ANU:2 ETH:2 NUS:3 PKU: UCB:1 CAM:2 UCT: COP:3 OXF:3 TOK: YAL: Others: UTokyo Regular Students:4 Total:20
Faculty involvement from other institutions	N/A
Initiation year	2008

Successful aspects of the course:

Most of the GSP students were very proactive and seemed to have spent a meaningful time throughout the program including laboratory tour. Some lectures offered simple experimental demonstrations which enabled students, whose speciality is outside that of Nanoscience, to understand the lectures.

Difficulties / Challenges faced:

As the students' major at their home universities varied substantially, the level of basic background knowledge for the topic differed greatly. This meant that some students found the topic to be too easy while others found it difficult.

Both the faculties and students need to be conscious of what they will learn through the course. Providing details of the lectures and required basic knowledge for the lectures would help to solve these difficulties.

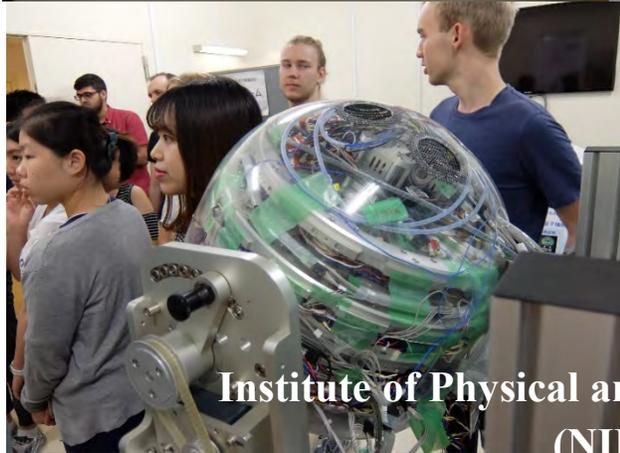
Keeping the specialization to the fundamentals and limiting the latest information would allow the meaning of the program to become clearer. By ensuring that the lectures follow this process, the level of satisfaction of the students should increase (though the burden on the faculties will increase).

Further comments:

The GSP coordinator needs to improve the programming so that more UTokyo students can participate in this course. The internal process necessary for the registration by GSP students from IARU member universities are handled by the GSP coordinator, while regular UTokyo students participating in the GSP lectures are handled by the academic affairs section of the university. To minimize the burden to the faculties, all administrative work should be done by one department.



The National Institute of Radiological Sciences (RIKEN)



Institute of Physical and Chemical Research (NIRS)

Laboratory



Course Orientation

UTokyo



University of Cape Town

Logistics

Nomination / selection process of this year

Nomination/selection process for outgoing students was implemented within the stipulated deadlines set by the IARU secretariat. A selection committee comprising of 2 academic and 3 support staff was formed to select and nominate 9 students out of 26 applicants. Unfortunately, 1 nominee had to withdraw his nomination due to unforeseen financial circumstance. Hence UCT only sent out 8 students to participate in the GSP 2018.

Difficulties / challenges faced

The challenge that we faced as last year, is the short timeline given by some host institutions for our outgoing students to pay the course fee. Most of our students relied heavily on Banco Santander scholarship to pay for their GSP courses, hence they had to wait until they received the funds in their account before they could pay the host institutions. Movement of funds at UCT is not a quick task due the strict process that needs to be followed by various offices within the university hence, the delay in transferring the funds from our office to our students account. Fortunately, the respective host institutions were very understanding of our situation that kindly extended the payment deadline for our students.

Suggestions on how to improve the IARU GSP

GSP Information and application date for 2019 preferably to start in the first week of November.

UCT1: Sustainable Water Management in Africa

Brief Description	<p>The ‘Sustainable Water Management in Africa’ course at UCT is aimed at the next generation of critical thinkers. It uses an interdisciplinary approach to critically engage with the environmental, technical, socio-cultural, economic and political challenges of water demand, supply and treatment to create an understanding of the role of water in society and in sustaining livelihoods. The course provides the necessary contextual information to allow people from any background to participate meaningfully, and students from the African continent as well as South Africa will also be encouraged to apply.</p> <p>Objectives of the course include: providing key theoretical themes and concepts; exposure to the African context; and facilitating critical thinking and analysis to foster paradigm shifts through engagement with both practical applications and intractable problems. Interactive time is focused on discussion, debate, and tactile engagement through workshops and serious games / activities.</p> <p>The desired outcome of this course is to challenge participants to consider water in a new way, and to enable them to be able to apply learnings in their own context.</p>
Dates	23 July – 3 August 2018
Academic coordinator(s)	<p>Prof Sue Harrison Dr Kirsty Carden</p> <p>Dr Amber Abrams Prof Kobus van Zyl</p> <p>Prof Neil Armitage Prof Jennifer Broadhurst</p> <p>Dr Cheri Young Prof Horman Chitonge</p> <p>Dr David Ikumi Dr Kevin Winter</p> <p>Dr Gareth Haysom Dr Tom Sanya</p> <p>Dr Dyllon Randall Ms Nikiwe Solomon</p>
Tuition fee (<i>in USD</i>)	1,000 USD
Accommodation (<i>Short description and participants’ costs in USD</i>)	825 USD (including deposit)
Field trip (<i>Short description and</i>	425 USD including excursions (transport & entry fees) to local attraction

<i>participants' costs in USD)</i>	sites i.e. Cape Point, Robben Island and field trip to Langrug informal settlement, Theewaterskloof Dam and the Water Hub in Franschhoek	
Number of student participants	ANU: 2 ETH: NUS: PKU: UCB: CAM: UCT: 5	COP: 3 OXF: TOK: 2 YAL: Others: Total: 12
Faculty involvement from other institutions	Dr Jo Barnes (University of Stellenbosch)	
Initiation year	2016	

Successful aspects of the course:

- The course provided a diverse and wide-ranging overview of issues related to Sustainable Water Management in Africa – with excellent interdisciplinary discussion and reflection.
- Hands-on learning through field site visits, trips and related assignments including water quality monitoring exercises.
- Participatory learning through games (e.g. Aqualibrium), projects (integrated), case studies (law, governance, management), conceptual mapping and discussions.
- Fun, engaged lectures from a diversity of people in different disciplines; professionals in various sectors, government representatives, private organizations, UCT and other university lecturers.
- Great sense of camaraderie within the student group; they coped particularly well with the teamwork and group assignments as part of the course. The cohort of UCT students provided stability and were able to extend the conversations with their South African contextual knowledge.
- For three days during the second week, the course overlapped with a portion of the CIV5107Z masters-level course on Integrated Urban Water Management (7 students) – this provided further opportunity for interdisciplinary learning and diverse viewpoints.

Difficulties / Challenges faced:

- Some difficulties in attracting students – needs further consideration of the marketing campaign
- Long days with large amounts of information

Further comments:

Overall the course went really well and informal feedback from students has been excellent, whilst also providing wonderful reviews.

UCT2: Afropolitanism, Social Justice and Social Entrepreneurship

Brief Description	Designed to inspire students to be global citizens, this course presents comprehensive insights into South African history, politics, culture, social justice and social entrepreneurship. The course connects the past to the present, discussing opportunities and challenges of transformation facing the country, the African continent and the world today. Through engagement and immersion in the local Cape Town context, students will reflect on values of social justice and responsibility, gaining insights into the interconnectivity between their own societies and the rest of the world. Visits to historical, heritage and entrepreneurial community sites will allow students to experience the vibrant and diverse cultures that influence and shape the character of Cape Town and South Africa, as well as expose students to innovative initiatives communities are undertaking to seek solutions to social issues.	
Dates	18 June – 13 July 2018	
Academic coordinator(s)	Dr Zwelethu Jolobe	
Tuition fee (<i>in USD</i>)	1,500 USD	
Accommodation (<i>Short description and participants' costs in USD</i>)	1,550 USD (including deposit)	
Field trip (<i>Short description and participants' costs in USD</i>)	520 USD including excursions (transport & entry fees) to local attraction sites. Robben Island; The Slave Lodge; District Six Museum; Community Social Entrepreneurship site visits	
Number of student participants	ANU: 2 ETH: NUS: PKU: UCB: CAM: UCT:	COP: OXF: TOK: YAL: 2 Others: 3 Total: 7
Faculty involvement from other institutions		
Initiation year	2018	

Successful aspects of the course:

- The course was well attended and the seminar format created conditions for very in-depth and constructive debate. The combination of excursions/field trips with class seminars worked very well and complimented the seminars. Overall the combination of the seminars and excursions worked well

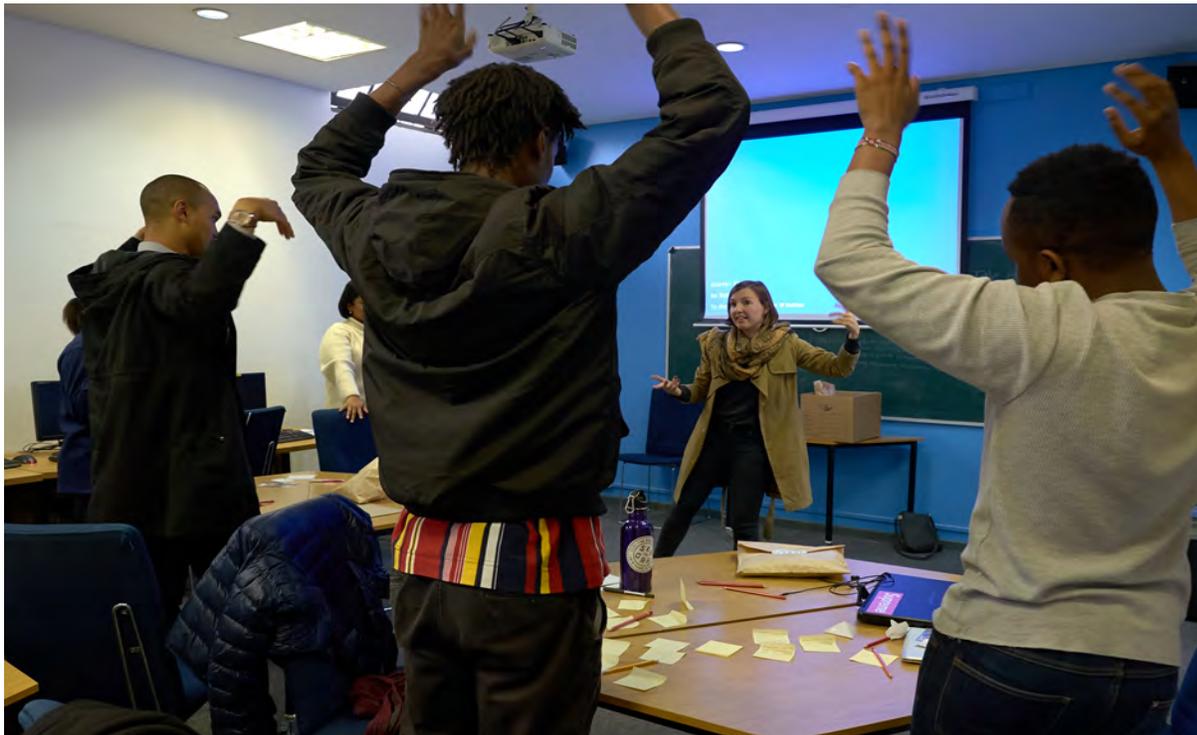
for a short summer school and should provide the foundation for the pedagogy of the short term international programme.

Difficulties / Challenges faced:

- The main difficulty was organization. The course happened at a time when the person who was logistically responsible for the planning suddenly resigned from IAPO. This had massive implications as it was not only a sudden loss of institutional memory but also she had been the person that I had worked with extensively in the academic planning of the program. Consequently, there were numerous academic logistical hurdles that were unnecessary and disrupted the flow of the program. Venues were also a major problem; the seminar rooms were inadequate and not conducive for a short course of this nature. Often they were held in different venues that were frequently locked before a seminar which was a major disruption.

Further comments:

Despite the challenges, this was a very successful course and should be repeated.



Yale University

Logistics

Nomination / selection process of this year

The process seemed to go well overall. There was just a small bit of confusion when working with UCT. Upon sending our student list to them, UCT informed us that their applications would be *considered*, causing confusion about the nomination process. We had already told our students they were accepted which we thought was the process. It was all easily cleared up by prompt email exchanges.

Difficulties / challenges faced

This was the first time we sent students (2) to the University of Cape Town. We had some challenges. Specifically:

- We were given incorrect advice about a US citizen needing a visa for the 4-week program. One of our students, who was a nervous first-time traveller, started the process to obtain a visa upon being told by UCT that she needed a visa. This process included fingerprints from the police station, and she had scheduled a chest x-ray. Then, she received her acceptance letter from UCT with the link to the visa exempt countries, and the USA was on the list. She didn't end up needing a visa.
- We had to make 2 adjustments at two different time to our 2 students' financial aid packages because the program budget didn't include all the program costs when listed on the IARU website.

Suggestions on how to improve the IARU GSP

Good communication and accurate information is essential to make this process work between 11 universities. Also, programs longer than 4 weeks would be more attractive to Yale students to be able to apply for funding and earn transfer credit.

Further Comments

A continued challenge year after year is the number of students who withdraw during the process (during all stages of the process) and some are even awarded a Banco Santander scholarship. While we understand that some withdrawals are a result of students being offered an internship, fellowship, or attend another study abroad program, it seems that many just do not understand the full cost of the program and travel when they apply.

YAL1: The Sustainable Preservation of Cultural Heritage

Brief Description	<p>This course offers an interdisciplinary approach to understanding the complex factors that challenge the preservation of cultural heritage.</p> <p>Because the challenges associated with protecting the tangible and intangible, cultural and natural heritage of the world are global in character, students will explore the following:</p> <ol style="list-style-type: none"> 1. The evolution of ideas about what needs to be preserved. 2. Threats to cultural heritage from natural decay, as well as social, political, and economic threats. 3. The international protocols that have been developed for addressing these problems. <p>Students will be introduced to techniques for preservation, including chemical and materials analysis in the preservation lab and in the field; will learn about museum preservation and the science used to detect forgeries and fakes; and will consider the international legal and professional frameworks that enable cross-cultural efforts to combat trafficking in antiquities and to facilitate preservation.</p> <p>Faculty from Yale Law School, the Yale School of Management, the Yale School of Architecture, and the Faculty of Arts and Sciences will participate in many of the class sessions. In addition, the course will draw on the collections of the Yale University Museums for discussion and as the basis of student assignments.</p>												
Dates	2 July – 3 August 2018												
Academic coordinator(s)	Stefan Simon, Director Global Cultural Heritage Initiatives, Yale University												
Tuition fee (<i>in USD</i>)	2,025 USD with the Yale Summer Session 50% Tuition Scholarship (two per partner university, including Yale students)												
Accommodation <i>(Short description and participants' costs in USD)</i>	<p>Students live in one of Yale's residential colleges.</p> <p>Including any deposits: USD 1,717.50 with the IARU Scholar 50% Room and Board Scholarship (two per university, including Yale students who are living on campus)</p>												
Field trip <i>(Short description and participants' costs in USD)</i>	The program includes a welcome lunch and campus tour and a farewell dinner. The course also includes a day trip to the United Nations in New York City. No cost to the students.												
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ANU: 2</td> <td style="width: 50%;">COP:</td> </tr> <tr> <td>ETH: 1</td> <td>OXF: 1</td> </tr> <tr> <td>NUS:</td> <td>TOK: 2</td> </tr> <tr> <td>PKU: 2</td> <td>YAL:</td> </tr> <tr> <td>UCB:</td> <td>Others:</td> </tr> <tr> <td>CAM:</td> <td>Total: 8</td> </tr> </table>	ANU: 2	COP:	ETH: 1	OXF: 1	NUS:	TOK: 2	PKU: 2	YAL:	UCB:	Others:	CAM:	Total: 8
ANU: 2	COP:												
ETH: 1	OXF: 1												
NUS:	TOK: 2												
PKU: 2	YAL:												
UCB:	Others:												
CAM:	Total: 8												

	UCT:
Faculty involvement from other institutions	-
Initiation year	2016

Successful aspects of the course:

The notes below are from Stefan Simon, course instructor.

- Great support from guest speakers from across Yale and the world
- Working on this class with my TA and co-instructors Pete Coutros, Goze Akoglu and Lukasz Bratasz was an essential element for the success of this class
- Enthusiastic international students, committed and eager to learn. After teaching this course for three years now, I can give a great shout-out to ANU Canberra which **always** sends excellent students, but also to Beijing, Tokyo, Oxford and ETH Zurich!
- For the first time, this class saw a partial merger with another IARU Global Summer Program class, namely at University of Copenhagen – by Helle Porsdam - *Cultural rights: A promising global discourse?* The respective student presentations were shared between both classes via zoom video conferencing, Helle was teaching in my class, and I will speak in her class Monday 6th in Copenhagen (paid for by Copenhagen). This combination significantly enlarged our course experience and I believe it could become a model for further IARU courses
- Some integration of Science and Humanities could be achieved, this trans-disciplinary approach was further expanded towards Law (with University of Copenhagen see above) and Business.
- Video-conferencing technology facilitated exposure to guest speakers from around the globe, this year from INTERPOL, Lyon, from India, Italy, Jordan, Mexico Peru and USA.
- Again, we profited from the generous support of the UNESCO Liaison Office to the UN in New York, and the Sanctions Committee of the UN SC, a unique and outstanding opportunity for our students.
- As always, the class profited from excellent logistical support by the Yale Summer Session staff.
- Teaching this class, working with these amazing students has been, now for the third time in a row, the most rewarding professional experience for me at Yale

Difficulties / Challenges faced:

- Integration of Science and Humanities (see above under success) is always a challenging endeavor, eventually, the science part is not getting all the attention it deserves, it is also difficult to strengthen this aspect given the background of most students.
- Funding for external speakers was reduced to \$1000, an increase of funds would allow for a good public program which is also attractive to the wider public. We saw this summer, with the lecture of NYC DA Matthew Bogdanos, that the issue of cultural heritage preservation can attract a large public.
- Still low interest on part of a Yale students in the course, which is a pity, since this class takes place here in New Haven and takes advantage of many cultural heritage resources which are offered here
- Course should be opened and made accessible for the members of Global Consortium for the Preservation of Cultural Heritage
- If merging and closer collaboration between classes is the consensual aim to go, this needs some funding, can't be always done entirely for free.

Further comments:

- Together with Helle Porsdam from University of Copenhagen, we would like to explore a common course, maybe to take place in Africa for 2019. We believe this could be very attractive to applicants from IARU institutions.
- Five weeks which passed by in a whirlwind, what an amazing opportunity for me to have a part in this.



YAL2: Future of Food: Environment, Health, and Law

Brief Description	<p>This seminar will explore significant environmental, health, and energy challenges posed by global food production. These challenges all have complex histories of corporate innovation, law & regulation, scientific inquiry, confidential information, highly profitable markets, international trade, broad public acceptance, global environmental contamination, human exposure to hazardous substances, and abuse of labor, immigrants, and animals. They all offer insight into what might be: a future of “responsible food.”</p> <p>More specifically, the course will examine these challenges:</p> <ol style="list-style-type: none"> 1. Radionuclides and the Global Ecology of Food 2. Agricultural Chemicals: Pesticides & International Trade 3. Palm Oil: Biodiversity, Air Pollution, & Human Health 4. Plastics: Energy Conservation, Waste, & Recovery 5. Livestock: Pharmaceuticals Dietary Convergence <p>In exploring and analyzing these challenges, students will consider the following dimensions.</p> <ol style="list-style-type: none"> 1. Environmental & Health Risks 2. Law & Regulation: US and International 3. Economic Evaluation: Supply Chains; Cost & Benefit Types, Magnitudes and Distributions 4. Scientific Evaluation: Risk Magnitude & Distribution, Perception, & Acceptability 5. Religious & Ideological Influences 6. Private Sector Innovation 7. Ethical Dimensions Consumer Choices 				
Dates	2 July – 3 August 2018				
Academic coordinator(s)	John Wargo, Tweed-Ordway Professor of Environmental Health and Political Science, School of Forestry & Environmental Studies & Department of Political Science, Yale University, and Chair, Yale College Environmental Studies Major & Program				
Tuition fee (<i>in USD</i>)	2,025 USD with the Yale Summer Session 50% Tuition Scholarship (two per partner university, including Yale students)				
Accommodation (<i>Short description and participants' costs in USD</i>)	<p>Students live in one of Yale’s residential colleges.</p> <p>Including any deposits: USD 1,717.5 with the IARU Scholar 50% Room and Board Scholarship (two per partner university, including Yale students who are living on campus)</p>				
Field trip (<i>Short description and participants' costs in USD</i>)	The program includes a welcome lunch, campus tour, and farewell dinner. The course also includes a day trip to the United Nations in New York City. No cost to the students.				
Number of student participants	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ANU: 2</td> <td style="width: 50%;">COP: 1</td> </tr> <tr> <td>ETH: 1</td> <td>OXF: 1</td> </tr> </table>	ANU: 2	COP: 1	ETH: 1	OXF: 1
ANU: 2	COP: 1				
ETH: 1	OXF: 1				

	NUS: PKU: 2 UCB: 1 CAM: 1 UCT:	TOK: 2 YAL: Others: Total: 10
Faculty involvement from other institutions	none	
Initiation year	2017	

Successful aspects of the course:

Filled out by John Wargo, course instructor.

- a. The course covered a variety of topics associated with global food production and consumption that threaten environmental quality, human health, and the future of our planet's climate. We covered radioactive particles in food from nuclear plant failures, pesticides, pharmaceuticals, livestock, and food oils. I think the students appreciated the diversity of topics, and the alternation between my lectures and group discussions of how to manage each challenge.
- b. Students seemed deeply engaged in discussion, presentations, and their own research projects. We met for 3.5 hours in class twice a week for 5 weeks. I then met with students individually or in teams outside of class for about 7-8 hours per week. I have used these meetings to focus in-class discussions by assigning teams to dive more deeply into reading and case materials.
- c. Giving students the freedom to choose their own research topics for the final paper.
- d. Social activities surrounding the academic class time: the UN visit, multiple individual and group lunches (Thanks to Yale Summer Session for the dining pass) and our own class final dinner.
- e. The quality of student in the course was exceptional. This created a level of engagement and discussion similar to what I have experienced in my graduate student seminars.
- f. The seminar size, 10 students was ideal to facilitate interactive learning in discussions and small group conferences.

Difficulties / Challenges faced:

- a. The following comments that I made in my report from last year also posed a challenge this year. All students have the capacity to write with reasonable clarity, those with less training in English had some difficulty expressing complex ideas.
- b. However, several students not proficient in spoken English are well trained technically in math and natural science. They did tend to fall behind in their ability to integrate scientific and technical expertise with legal, economic, cultural, and ethical concerns. Students from the UK, Australia, and Copenhagen seemed more comfortable doing so. I am not suggesting that the less capable students be rejected from the program, as they may be the ones who learn most from the experience.
- c. I chose not to penalize any student for these deficiencies, if I sensed they were fully engaged in the class discussions despite a reticence to join the discussion.

Further comments:

- a. Once again the class was delightful for me. I was deeply engaged with the students and the materials and they sensed this. I feel they were highly challenged and motivated.
- b. The class bonded socially early in the course and as their comfort with each other grew, the class became more and more fun.
- c. The cultural and experiential diversity of the students created a wonderful opportunity to learn about diets, environment, and health in many parts of the world—Japan, China, Singapore, Great Britain, Denmark, & Australia. Great fun!

1.2 GSP 2018 Snapshots

GSP 2018 – Courses Duration and Finances

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

University	Code	Title	2018 Dates	Length (weeks)	Tuition fee (USD, including additional mandatory fees, textbooks and any subsidies)	Accommodation fee (USD, including any subsidies)	Field trip (USD, including any subsidies)	Total course fees in USD (estimates only, include tuition fee, field trips and accommodation, exclude living expenses, travel, and visa expenses)
Australian National University	ANU1	From Australia to the World	18 June – 7 July	3	waived	989	--	989
National University of Singapore	NUS1	Southeast Asia in Context	25 June – 27 July	5	2,201	965	1,336	4,502
	NUS2	Asia Now!	25 June – 20 July	4	1,100	624	---	1,724
Peking University	PKU1	Introduction to Chinese Economy	2-27 July	4	Varying from 2,137 to 2,439 according to course credits	560	---	2,679-2,999
	PKU2	Rise of China and Change in World Politics	2-27 July	4		560	---	
	PKU3	Culture, Behavior and Brain	2-27 July	4		560	---	
	PKU4	China's Original International Strategy	2-27 July	4		560	---	
University of California, Berkeley	UCB1	Environmental Leadership Program	6-27 July	3	8,000			8,000
	UCB2	Design & Innovation for Sustainable Cities	2 July – 3 August	5	4,191 domestic; 6,691 international	Students responsible for seeking own accommodation	---	domestic: 4,191 international: 6,691 (not including accommodation)
University of Cambridge	CAM1	Visions of the Future	8-28 July	3	2,278	1,909	40-108 each (optional)	4,187 (not including field trips)

University	Code	Title	2018 Dates	Length (weeks)	Tuition fee (USD, including additional mandatory fees, textbooks and any subsidies)	Accommodation fee (USD, including any subsidies)	Field trip (USD, including any subsidies)	Total course fees in USD (estimates only, include tuition fee, field trips and accommodation, exclude travel and visa expenses)
University of Copenhagen	COP1	Cultural Rights: A Promising Global Discourse?	25 July – 10 August	2.5	With agr*: none EU: 1,192 non-EU: 2,066	715 - 1,192 per month (+1 month deposit)	--	With agr*: 1,526 - 2,384 EU: 2,718 - 3,576 non EU: 3,592 - 4,451
	COP2	Interdisciplinary Aspects of Healthy Aging	2-20 July	3	With agr*: none EU: 636 non EU: 993	715 - 1,192 per month (+1 month deposit)	---	With agr*: 1,454 - 2,408 EU: 2,090 - 3,044 non EU: 2,448 - 3,402
	COP3	New Urban Life Across the Globe: Activism and Change in a World of Cities	23 July – 3 August	2	With agr*: none EU/non EU with permanent Danish residence: 298 non EU without permanent Danish residence: 1,490	715 - 1,192 per month (+1 month deposit)	64 - 79	With agr*: 1,494 - 2,464 EU/non EU with residence: 1,792 - 2,762 non EU without residence: 2,984 - 3,954
	COP4	Field Course – Borderland: Critical Approaches to Field Research in the Global South	20 June – 18 July	4	With agr*: none EU: 925 Non-EU: 1,850	205	--	With agr*.: 205 EU: 1,130 Non-EU: 2,055
University of Oxford	OXF1	Global Challenges of the 21st Century	25 June – 21 July	4	1,573	3,919	---	5,492
The University of Tokyo	TOK1	Introduction to the Japanese Language	25 June – 6 July	2	400	780	---	1,180
	TOK2	Sustainable Urban Management	25 June – 6 July	2	400	780	---	1,180
	TOK3	Japan in Today's World	5-13 July	1.5	420	585	---	1,005
	TOK4	Nanoscience	5-18 July	2	490	910	---	1,400
University of Cape Town	UCT1	Sustainable Water Management in Africa	23 July – 3 August	2	1,000	825	425	2,250
	UCT2	Afropolitanism, Social Justice and Entrepreneurship	18 June – 13 July	4	1,500	1,550	520	3,570
Yale University	YAL1	The Sustainable Preservation of Cultural Heritage	4 July - 5 August	5	2,025	1,717.50	---	3,742.50
	YAL2	Future of Food: Environment, Health, and Law	3 July - 4 August	5	2,025	1,717.50	---	3,742.50

* ANU, ETH, UTokyo

GSP 2018 – Application Numbers

Application to courses		N. of applications											2nd preference	3rd preference	
		AN U	ET H	NU S	PK U	UC B	CA M	CO P	OX F	TO K	UC T	YA L			Tot al
Australian National University	ANU1 – From Australia to the World	22	0	0	0	1	2	1	1	3	1	1	32	3	0
National University of Singapore	NUS1 - Southeast Asia in Context	1	0	0	0	2	1	0	0	3	0	6	13	2	1
	NUS2 – Asia Now!	1	0	0	0	1	1	0	1	2	2	2	10	6	3
Peking University	PKU1 - Introduction to Chinese Economy	10	0	1	0	6	1	6	2	0	2	0	28	4	6
	PKU2 - The Rise of China and Change in the World Politics	8	0	3	0	3	2	6	3	0	0	0	25	18	4
	PKU3 – Culture, Behavior and Brain	4	0	1	0	0	1	1	1	0	1	2	11	7	6
	PKU4 – China’s Original International Strategy	4	0	3	0	2	1	1	2	0	1	1	15	11	4
UC Berkeley	UCB1 - Environmental Leadership Program	3	0	1	2	0	0	1	0	1	0	0	8	4	0
	UCB2 – Design & Innovation for Sustainable Cities	3	1	1	1	0	3	1	1	2	0	0	13	7	3
University of Cambridge	CAM1 – Visions of the Future	12	0	3	1	2	0	3	0	0	2	0	23	15	2
University of Copenhagen	COP1 - Cultural Rights: A Promising Discourse?	9	0	3	1	1	2	9	1	1	1	0	28	10	0
	COP2 - Interdisciplinary Aspects of	10	2	1	8	3	2	1	1	2	0	1	31	12	0
	COP3 - New Urban Life Across the Globe	3	1	1	1	0	0	13	1	1	4	0	25	6	2
	COP4 – Field Course: Borderland	3	0	1	1	13	0	24	0	0	2	1	45	4	5
University of Oxford	OXF1 - Global Challenges of the 21 st Century	6	0	3	1	3	0	1	0	3	2	2	21	1	2
The University of Tokyo	TOK1 - Introduction to the Japanese	12	0	0	2	4	2	1	0	0	2	2	25	16	0
	TOK2 - Sustainable Urban Management	5	3	4	0	3	4	2	0	0	2	2	25	10	1
	TOK3 - Japan in Today’s World	9	1	4	2	3	7	4	1	0	1	3	35	16	1
	TOK4 - Nanoscience	7	2	4	0	2	4	4	3	0	0	2	28	10	1
University of Cape Town	UCT1 - Sustainable Water Management	1	1	0	0	0	0	4	0	1	1	0	8	4	0
	UCT2 – Afropolitanism, Social Justice and Entrepreneurship	1	0	0	0	1	0	0	0	0	2	3	7	4	1
Yale University	YAL1 - The Sustainable	3	1	2	5	1	2	0	1	2	1	0	18	6	2

	Preservation of Cultural Heritage															
	YAL2 - Future of Food: Environment, Health, and Law	15	0	1	4	1	3	1	1	6	1	0	33	19	1	
Total		152	12	37	29	52	38	84	20	27	28	28	507			

Notes:

(1) Students could apply to multiple courses at ANU therefore the numbers above only reflect the applications received per course and not the headcount of students applying.

(2) The option of a 2nd preference is available to students at: NUS, ETH, PKU, UCB, OXF, TOK, UCT and YAL. Only UCB and TOK offer to choose a 3rd option as well.

GSP 2018 – Participation Breakdown

Participation in courses		N. of participants											Total IARU	Other Univ	Total
		AN U	ET H	NU S	PK U	UC B	CA M	CO P	OX F	TO K	UC T	YA L			
Australian National University	ANU1 – From Australia to the World	4	0	0	0	1	1	0	1	3	0	1	11	0	11
National University of Singapore	NUS1 - Southeast Asia in Context	2	0	4	0	1	0	0	0	3	0	4	14	4	18
	NUS2 – Asia Now!	1	0	7	1	1	1	0	1	2	0	1	15	3	18
Peking University	PKU1 - Introduction to Chinese Economy	2	0	2	0	2	0	2	2	0	2	0	12	16	28
	PKU2 - The Rise of China and Change in the World Politics	3	0	1	0	3	1	3	2	1	0	0	14	15	29
	PKU3 – Culture, Behavior and Brain	1	0	1	0	1	0	2	2	0	0	1	8	21	29
	PKU4 – China’s Original International Strategy	2	0	0	0	2	0	1	2	1	0	1	9	29	38
UC Berkeley	UCB1 - Environmental Leadership Program	1	0	0	0	0	0	1	0	1	0	0	3	0	3
	UCB2 – Design & Innovation for Sustainable Cities	1	0	0	1	2	2	1	1	2	0	1	11	29	40
University of Cambridge	CAM1 – Visions of the Future	4	0	1	0	2	0	2	0	0	2	0	11	0	11
University of Copenhagen	COP1 - Cultural Rights: A Promising Discourse?	2	0	0	0	1	2	6	1	1	0	0	13	3	16
	COP2 - Interdisciplinary Aspects of	3	2	2	2	2	1	1	1	2	0	0	16	3	19
	COP3 - New Urban Life Across the Globe	2	1	0	1	0	0	8	1	1	1	0	15	11	26
	COP4 – Field Course: Borderland	2	0	0	1	6	0	10	0	0	2	0	21	10	31
University of Oxford	OXF1 - Global Challenges of the 21 st Century	2	0	1	1	1	0	0	0	2	1	2	10	0	10

The University of Tokyo	TOK1 - Introduction to the Japanese	2	1	0	0	1	0	0	0	0	0	1	5	0	5
	TOK2 - Sustainable Urban Management	2	2	2	0	1	0	2	0	9	0	1	19	0	19
	TOK3 - Japan in Today's World	1	1	3	2	3	2	1	1	36	0	3	53	0	53
	TOK4 - Nanoscience	2	2	3	0	1	2	3	3	4	0	0	20	0	20
University of Cape Town	UCT1 - Sustainable Water Management	2	0	0	0	0	0	3	0	2	5	0	12	0	12
	UCT2 – Afropolitanism, Social Justice and Entrepreneurship	2	0	0	0	0	0	0	0	0	0	2	4	3	7
Yale University	YAL1 - The Sustainable Preservation of Cultural Heritage	2	1	0	2	0	0	0	1	2	0	0	8	0	8
	YAL2 – Future of Food: Environment, Health, and Law	2	0	0	2	1	1	1	1	2	0	0	10	0	10
Total		47	10	27	13	32	13	47	20	74	13	18	314	147	461

Headcount of participating students (IARU) 314

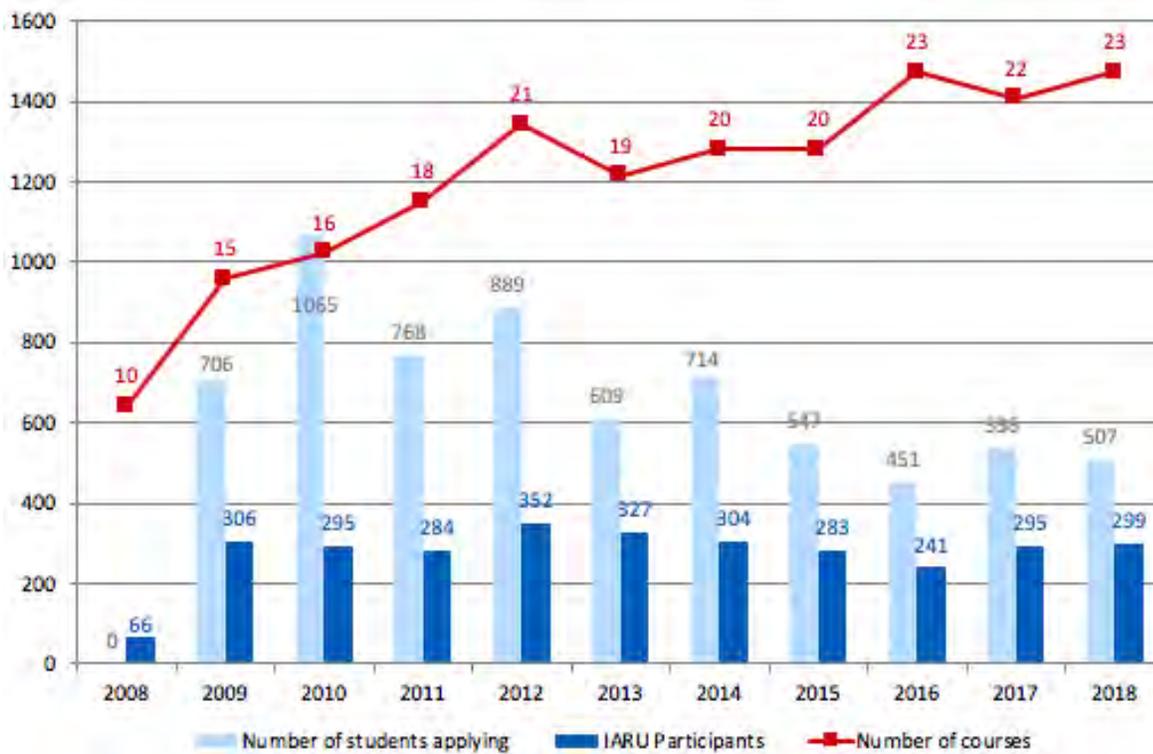
Headcount of participating students (Total) 461

GSP 2018 – Students participating in multiple courses

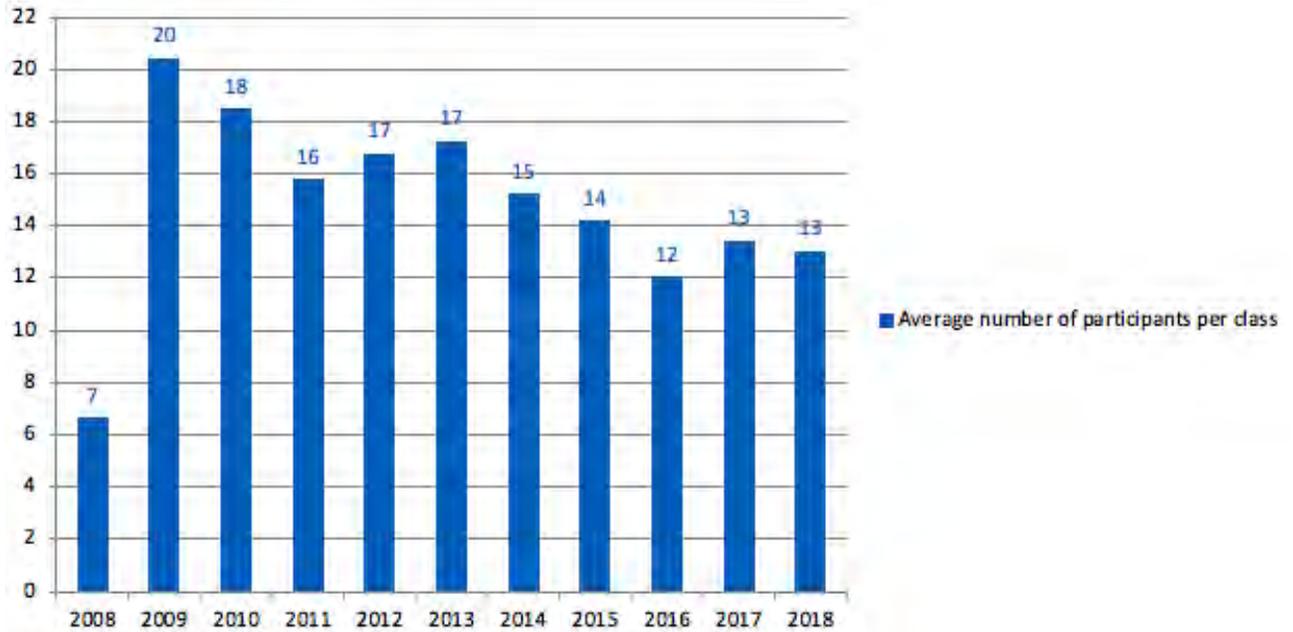
Institution	Combination of Courses	Number of students taking multiple courses
Peking University	PKU1 + PKU2	4
	PKU1 + PKU3	1
	PKU2 + PKU4	4
	PKU3 + PKU4	1
Total		10
The University of Tokyo	TOK1 + TOK2	3
	TOK1 + TOK3	2
Total		5
Overall Total		15

Total number of IARU students attending GSP 2018 (headcount): 299 Corresponds to 461 participants – 147 non-IARU students – 15 IARU students taking multiple courses

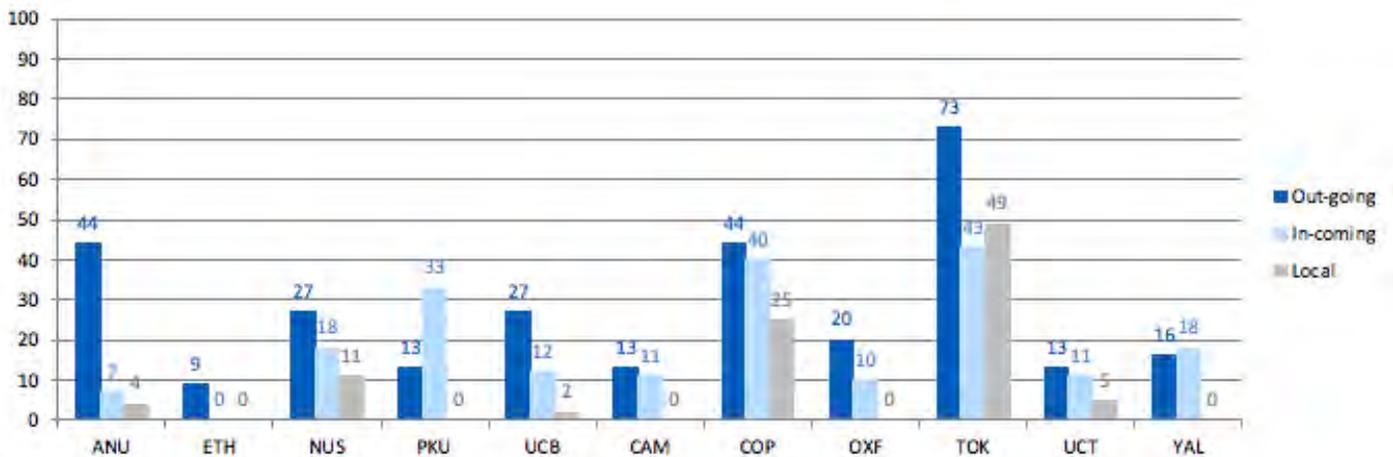
Total number of Courses, Applications and IARU Participation (2008-2018)



Average number of IARU participants per class (2008-2018)



GSP 2018 – IARU Student Mobility



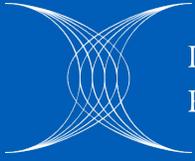
IARU Students Mobility (2008-2018)

	2008			2009			2010			2011			2012		
	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local
ANU	20	7	10	28	13	2	27	9	6	30	12	3	38	11	2
ETH	1			10	13	0	15	6	5	8	2	1	10	6	11
NUS	8	6	0	42	66	0	28	50	30	28	33	18	32	42	22
PKU	4			30	13	0	15	14	8	21	14	3	30	28	0
UCB	7			41	36	1	20	16	8	22	12	33	14	19	22
CAM	5	8	0	14	18	0	13	13	0	8	14	0	2	14	0
COP	6			32	29	0	25	31	13	22	43	24	37	45	22
OXF	3	5	0	5	17	0	18	14	0	11	14	1	16	15	0
TOK	5	20	0	17	35	0	15	31	26	27	23	0	41	33	42
UCT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
YAL	4	17	5	39	19	2	20	12	3	8	18	2	22	29	2
Total	63	63	15	258	259	5	196	196	99	185	185	85	242	242	123

	2013			2014			2015			2016			2017		
	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local	Out -going	In -coming	Local
ANU	28	16	8	32	14	6	28	9	6	43	8	4	38	11	2
ETH	8	7	14	12	17	9	16	5	5	17	12	5	9	11	11
NUS	25	22	3	29	33	27	24	19	26	35	35	15	13	21	13
PKU	11	27	0	22	47	2	14	29	0	21	40	3	23	35	1
UCB	24	28	26	19	20	1	15	17	0	20	14	1	16	8	15
CAM	13	6	0	18	14	0	8	10	1	19	10	0	23	13	0
COP	43	42	20	47	25	7	27	25	23	28	41	9	29	31	16
OXF	25	12	0	20	14	0	24	16	0	31	7	0	18	10	0
TOK	31	56	45	21	51	18	10	44	37	45	97	38	13	41	32
UCT	-	-	-	-	-	-	-	-	-	10	13	9	9	6	9
YAL	22	14	1	32	17	0	26	18	3	23	15	3	18	24	4
Total	230	230	117	252	252	70	192	192	101	292	292	87	209	211	103

	2018		
	Out -going	In -coming	Local
ANU	44	7	4
ETH	9	0	0
NUS	27	18	11
PKU	13	33	0
UCB	28	12	2
CAM	13	11	0
COP	44	40	25
OXF	20	10	0
TOK	73	43	49
UCT	13	11	5
YAL	16	18	1
Total	299	203	96

Note: 2018 numbers presented are based on course rosters and account for students who took multiple courses. “Local” refers to host institution’s students attending its course. Non-IARU students are excluded from this table.



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Session 2: GSP 2018 Survey

2.1 GSP 2018 Survey Analysis

2.1 GSP 2018 Survey Analysis – General Overview

General Information

The survey questions were the same as the previous year with the addition of Questions 17 and 18. These two questions were added at the request of the GSP Coordinators at the GSP 2017 Meeting.

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.

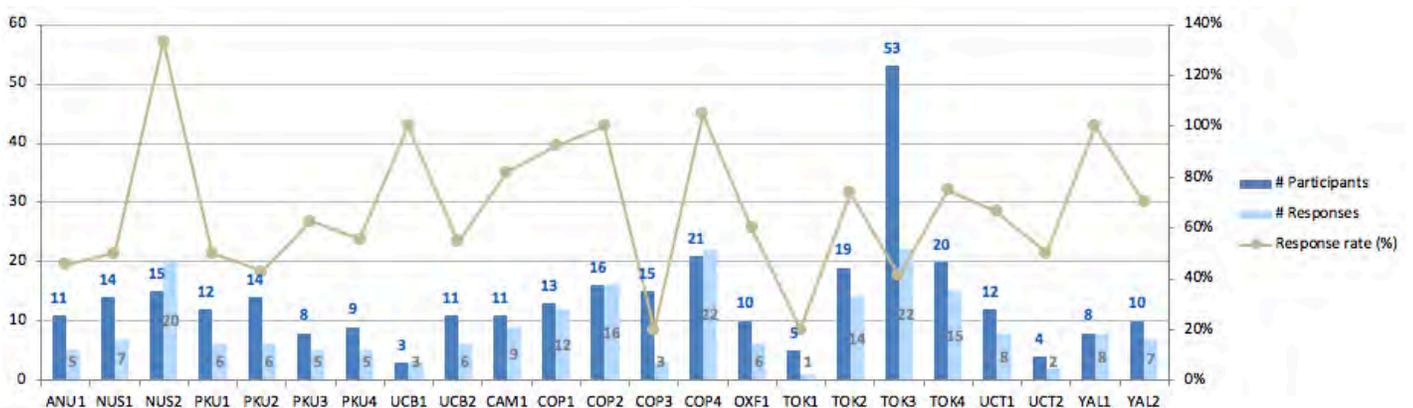
The survey link was generated by the IARU Secretariat and universities had the option of sending the link to course participants directly or having the Secretariat send the link. The answers of the non-IARU students are included in the analysis.

The overall answers to the survey and all student comments can be found in Appendix A. Raw survey data has also been distributed to GSP Coordinators. Provided below is a general summary of each survey section.

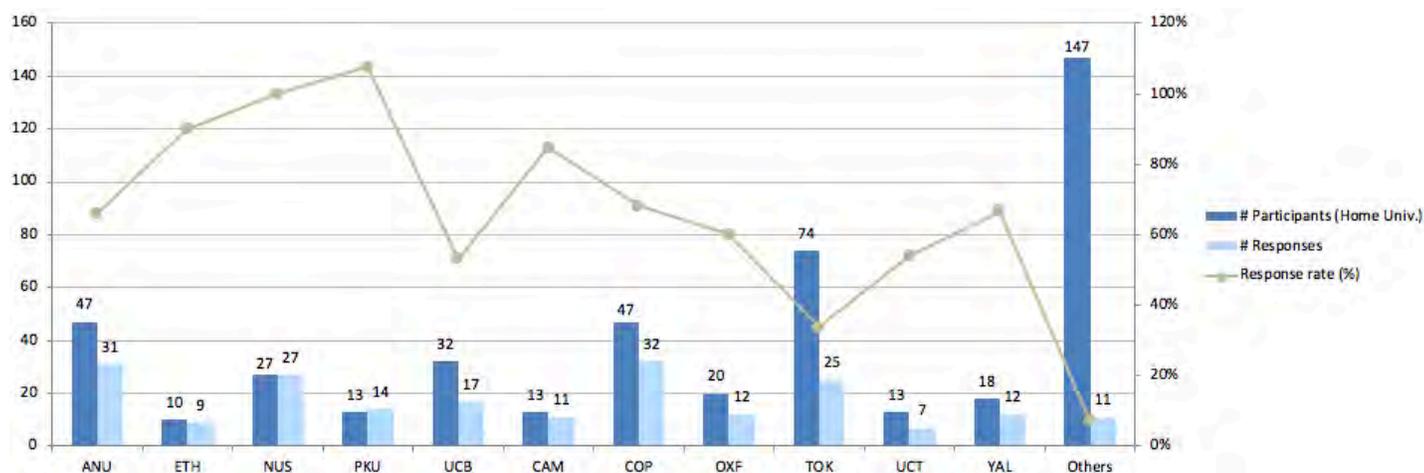
Response Rate

The survey was opened by 225 students and fully completed by 182 students. That is approximately 40% of all GSP students.

Response Rate by Course



Response Rate by Home University

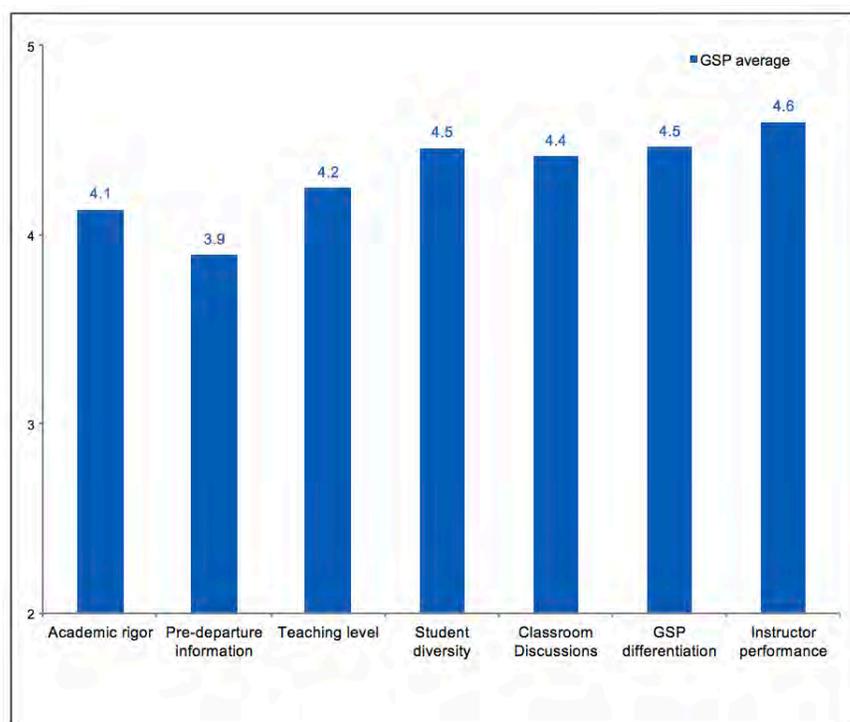


Section 1- GSP Course and Rigor

Overall there is great satisfaction with the academic rigor of the courses (85% of the respondents answered Strongly Agree and Agree).

Students were generally satisfied with the information they received before the GSP started, and only 12% (23 students) were unsatisfied. Some reported not receiving the readings, syllabus, nor schedule prior to the course commencement.

The GSP courses were found to be taught at the right level (85% strongly agree and agree; 11% were neutral). The open comments reflect diverging experiences depending on academic background. Most students who disagreed said courses were too introductory, but several found them to be too complex.



Student diversity is a constant key success factor of the GSP, with 90% of respondents agreeing/strongly agreeing that the course had a good diversity of students. Disagreeing comments indicate that there was diversity in terms of academic background, but could have been more geographic diversity and more of the IARU universities represented.

Classroom discussions are another successful factor of the courses. 86% agree/strongly agree that the GSP offered sufficient opportunities to engage with classmates in academic discussions, and the comments indicate

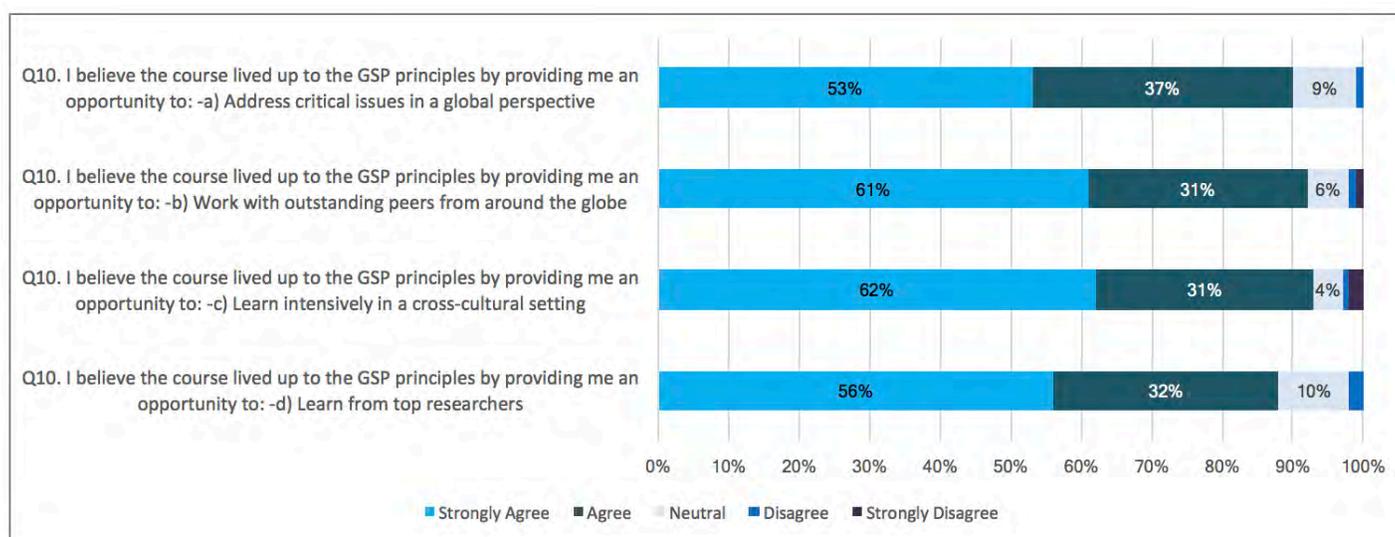
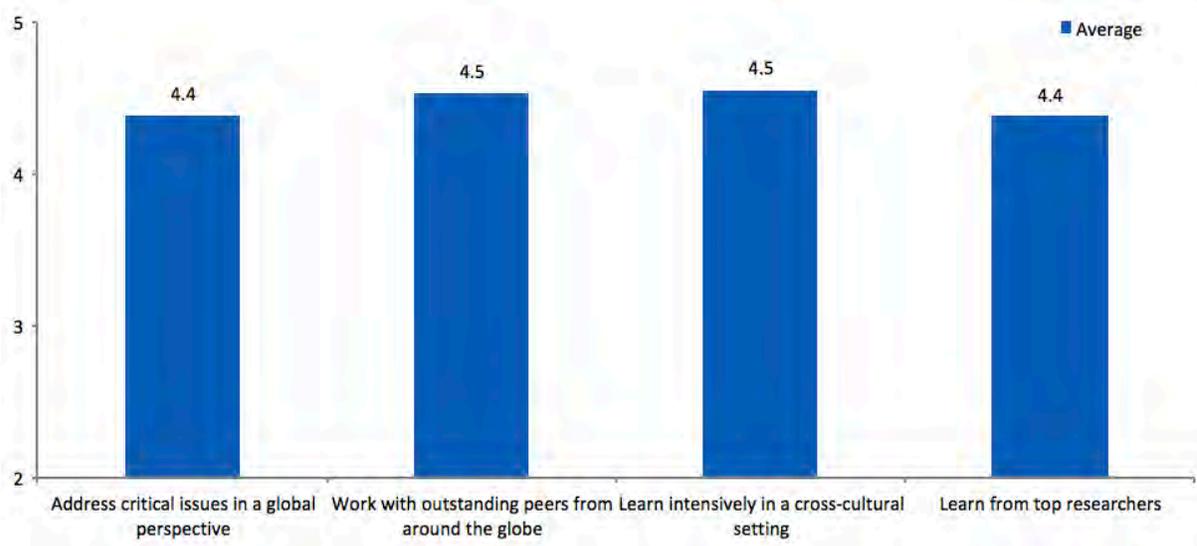
an appreciation for the opportunity to discuss with both students and lecturers. Most comments in this section are from students who wanted even more time for discussion in the courses.

Overall 90% agree/strongly agree that the GSP course was different from their regular degree courses. Students appreciated learning about new or familiar topics from a different country’s perspective. Many found the GSP courses to be more interdisciplinary and diverse than their usual courses.

Teaching was very positively judged: 91% of the respondents rated the overall performance of their course instructor Good or Excellent (only 3 students answered Fair or Poor).

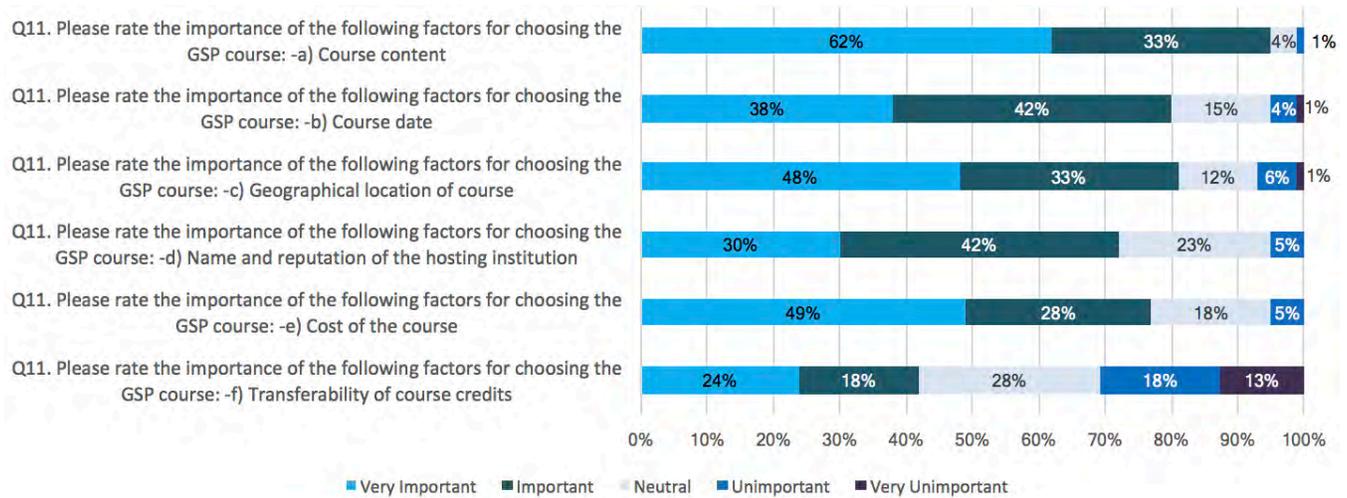
Section 2- GSP Aims, Description & Principles

The GSP 2018 program lived up to its aims and principles, with over 88% of students judging the course they attended to have met each distinguishing feature and goal of the IARU Global Summer Program.

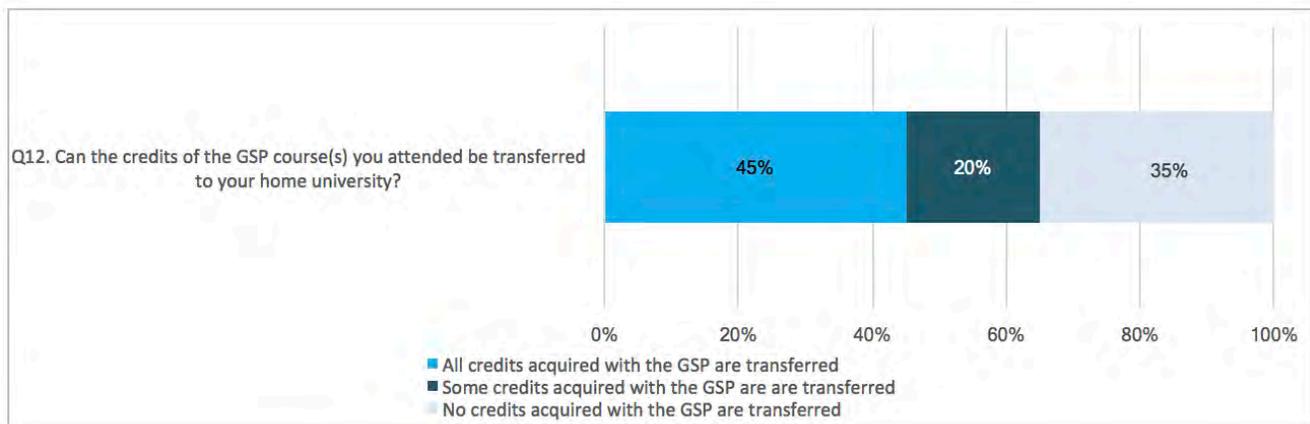


Section 3- Participation Criteria

Course content was the most important factor that influenced the choice of the GSP course (62% considered it “very important”). Many also considered “very important” factors to be cost of the course (49%), geographical location of the course (48%), and course date (38%). Fewer students (30% this year) considered name a reputation of the hosting institution to be a very important factor compared to previous years. The transferability of credits plays the least important role in the decision: 24% of the students judge it “very important”.

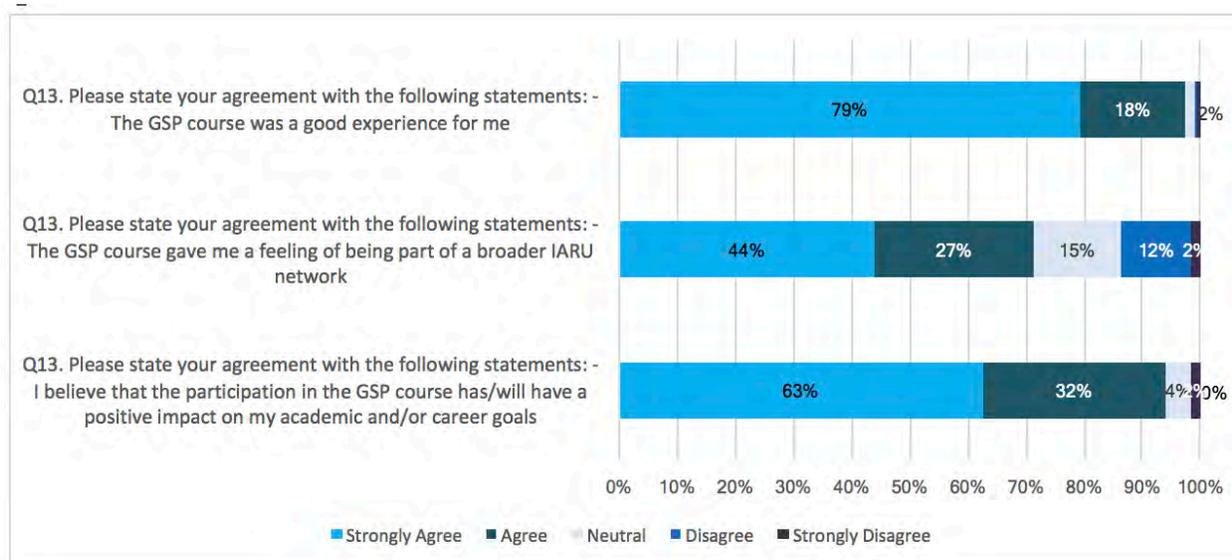


Many of the credits acquired with the GSP were transferred (*all* credits for 45%, *some* credits for 20%), but 35% of the students will have no credits transferred. It should be noted that some courses were attended by master students or PhD not seeking credits, as well as students from universities where there is no credit system in place. Some student participants had just graduated prior to attending the course and for some, the GSP course differed from their major requirements. For many, the course was too short to count for credit.



Section 4- Overall GSP Experience

79% of the respondents strongly agree that the GSP course was a good experience for them and 63% strongly agree that it will positively impact on their career/career goals. 71% 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. Full comments can be found in Appendix A.

When asked about something they wish they had known (question 14) many respondents wished that they had the readings and a more detailed syllabus prior to the course commencement. Many students would have wanted more information about the area, e.g. cultural norms, how to say basic phrases in the local language, how to navigate the public transportation system, etc. Several found the courses to be more intense than anticipated, and would have wanted a more realistic estimate of the workload.

When invited to share what they found particularly challenging and/or what they are most proud of (question 15), many students noted the following:

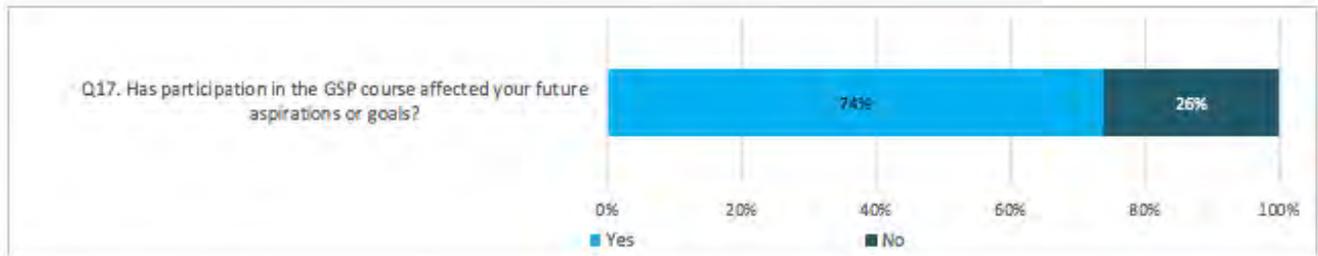
- Teamworking, working well with students from very different backgrounds and gaining a greater appreciation for these differences
- Succeeding in an intensive, fast-paced timeline
- Learning about new topics and gaining new perspectives
- Producing research, fieldwork, final papers or presentations
- Overcoming language barriers

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

- More opportunities to meet and engage with other IARU students, both local and from abroad; more organized activities and events
- Extend the duration of the courses
- Provide the readings prior to course commencement

- Receive contact information about classmates prior to the course commencement
- Share ways to stay involved with IARU

74% of respondents agree that participation in the GSP course affected their future aspirations or goals.



The most common examples of ways participation in the GSP course affected future aspirations or goals were:

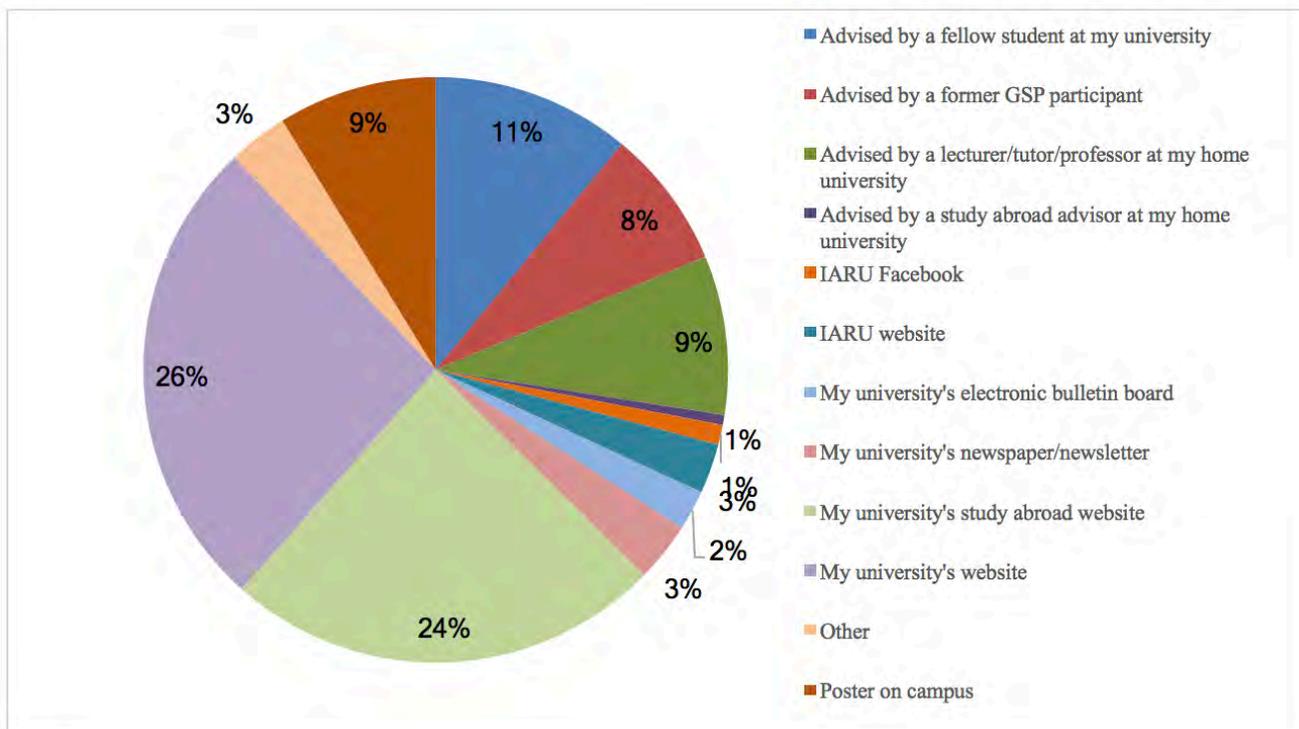
- Work or study abroad (especially host country) in the future
- New research and/or career interests based on course topic/location
- Career in international organizations or multicultural setting
- Learn or continue learning an additional language
- Reinforced goals

Question 18 asked for graduating students to specify their plans after graduation. The most common plans were:

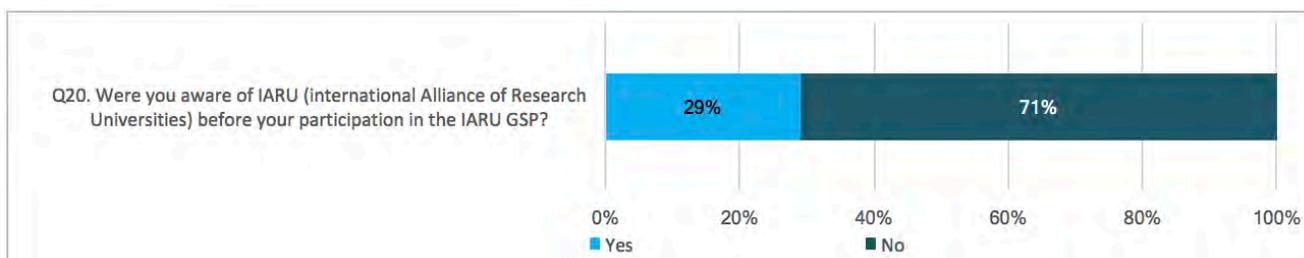
- Graduate school
- Gap year then graduate school
- Work in a law firm
- Still looking for a job

Section 5 –Communication & Outreach

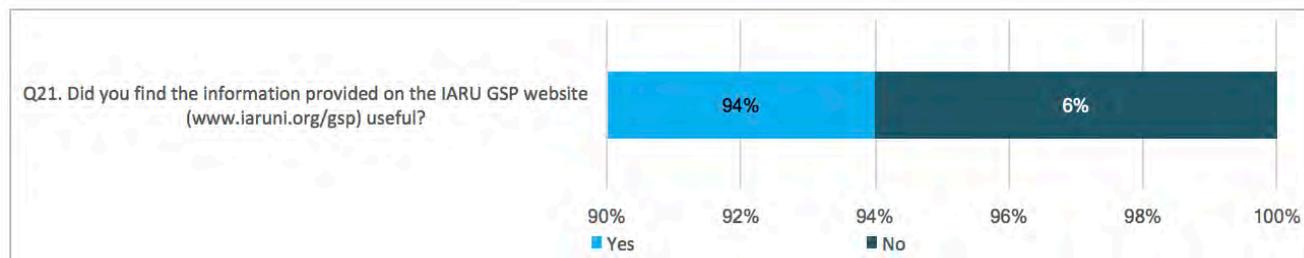
Half of respondents found out about IARU GSP through their university’s website or university’s study abroad website (50% combined). 11% of respondents were advised about the GSP by a fellow student at their university.



71% of respondents were not aware of IARU before participating the IARU GSP, fewer than previous years.

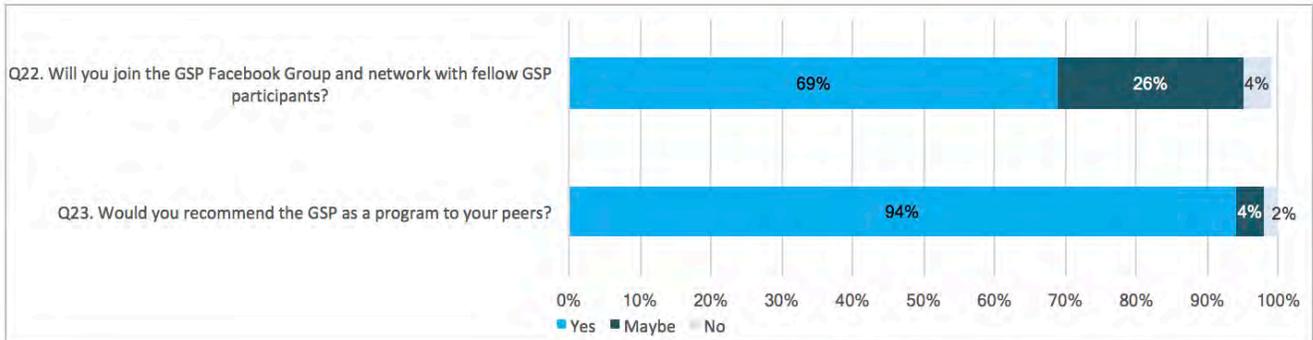


Only 3% of respondents found out about the program through the IARU website, but 94% of the respondents found the information there useful.



Note: Graph not to scale.

95% of respondents have some interest in joining the GSP Facebook group, and only 3 students said that s/he would not recommend the GSP as a program to peers.



See Appendix A for overall survey responses and 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:

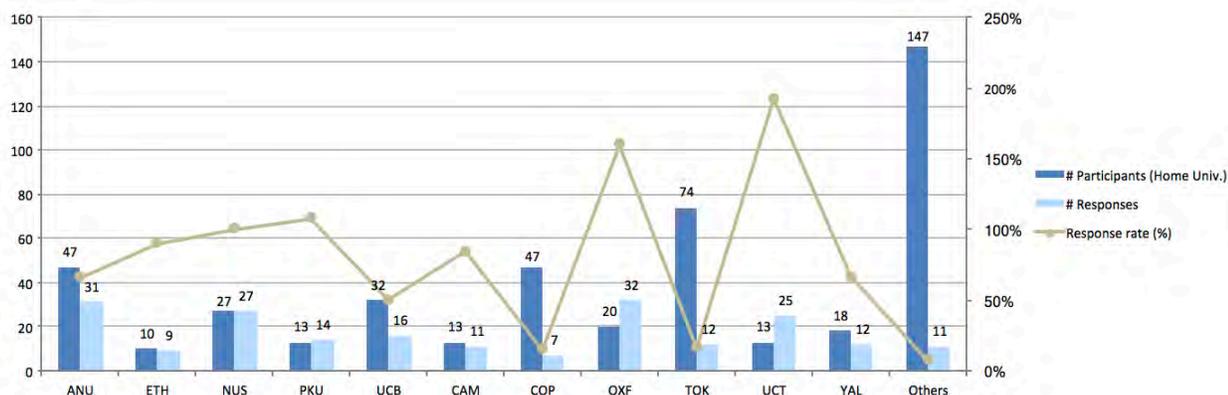
Strongly Agree/Agree/Excellent/Very Important	5 Units
Agree/Important/Good	4 Units
Neutral	3 Units
Disagree/Unimportant/Fair	2 Units
Strongly Disagree/ Very Unimportant	1 Unit

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

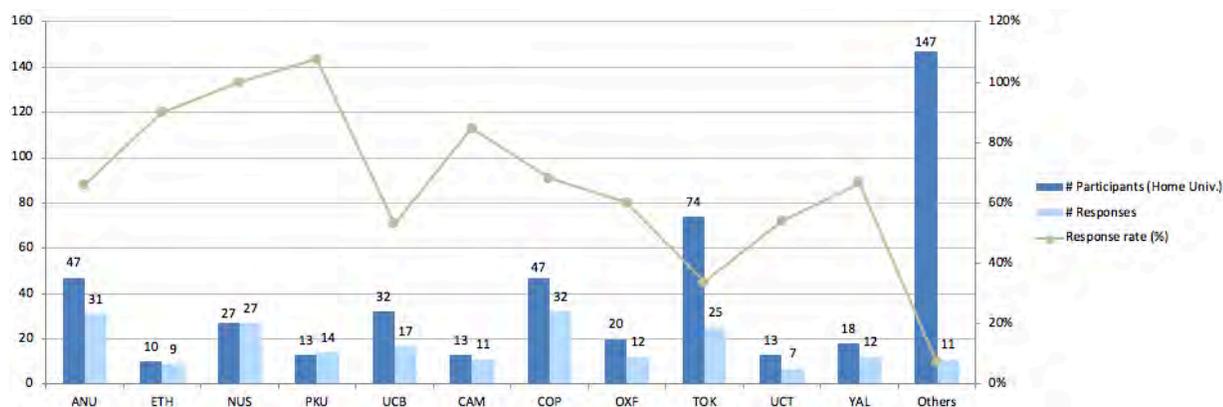
Response Rate

The equivalent of 40% of the participants to the 2018 GSP completed the survey. The number of participant includes outgoing and local students as well as students from outside universities.

Q1. Please indicate your home university.



Q2. Please indicate the GSP course you attended.



Section 1: GSP Course Content and Rigor

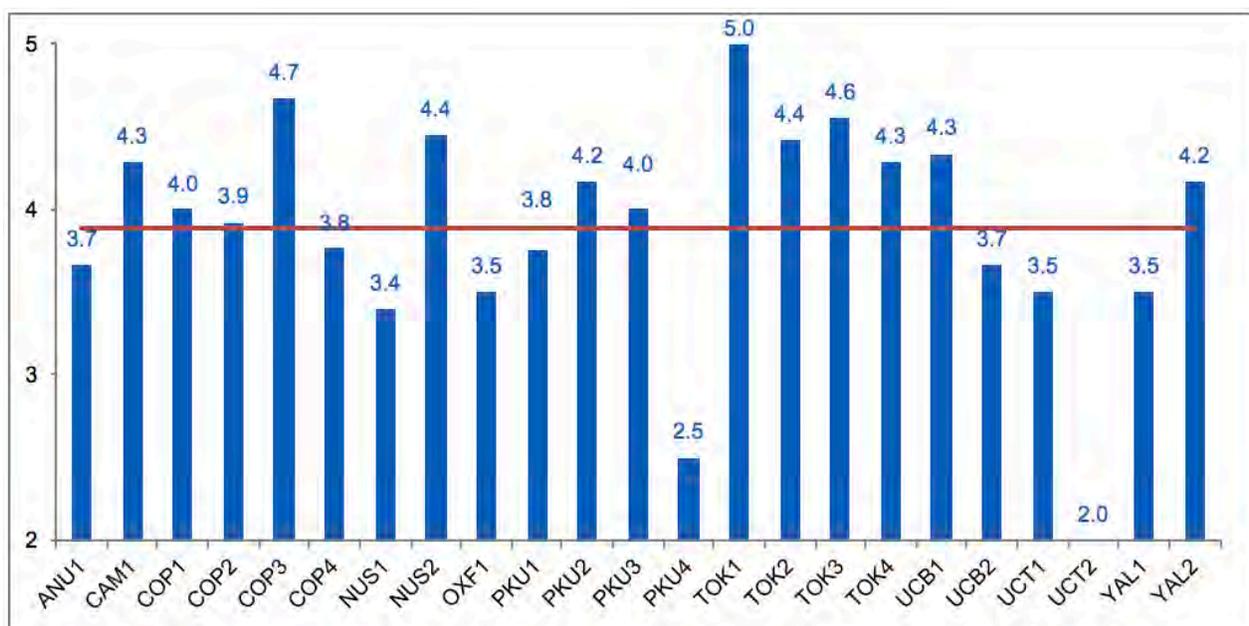
Academic Rigor

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



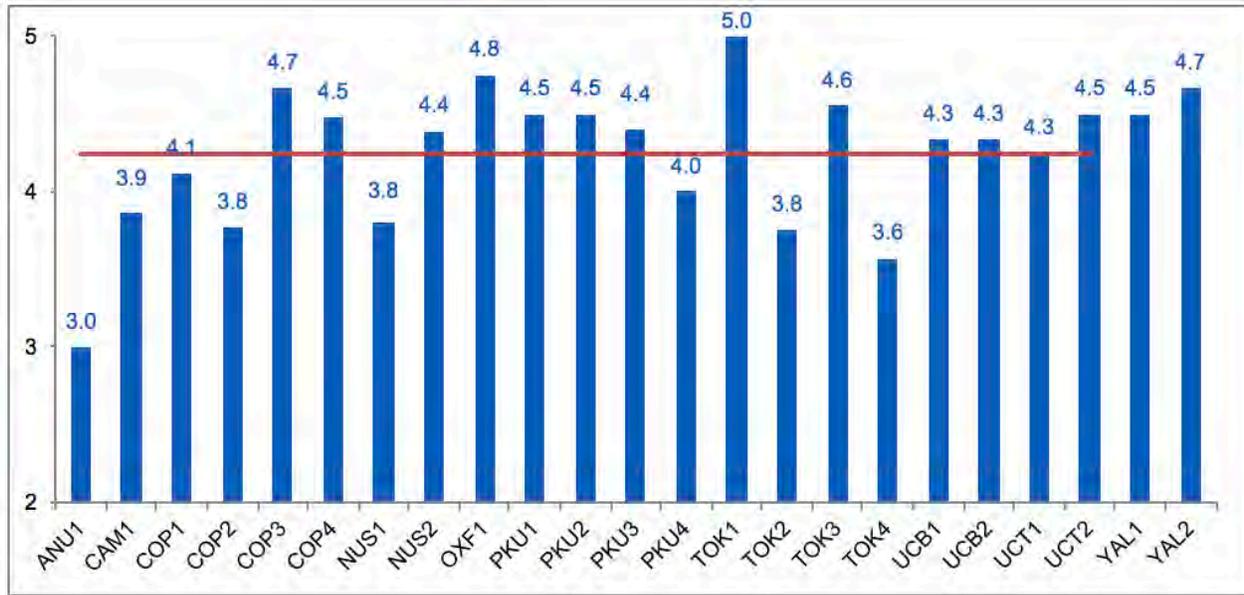
Pre-Departure Course Information

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).



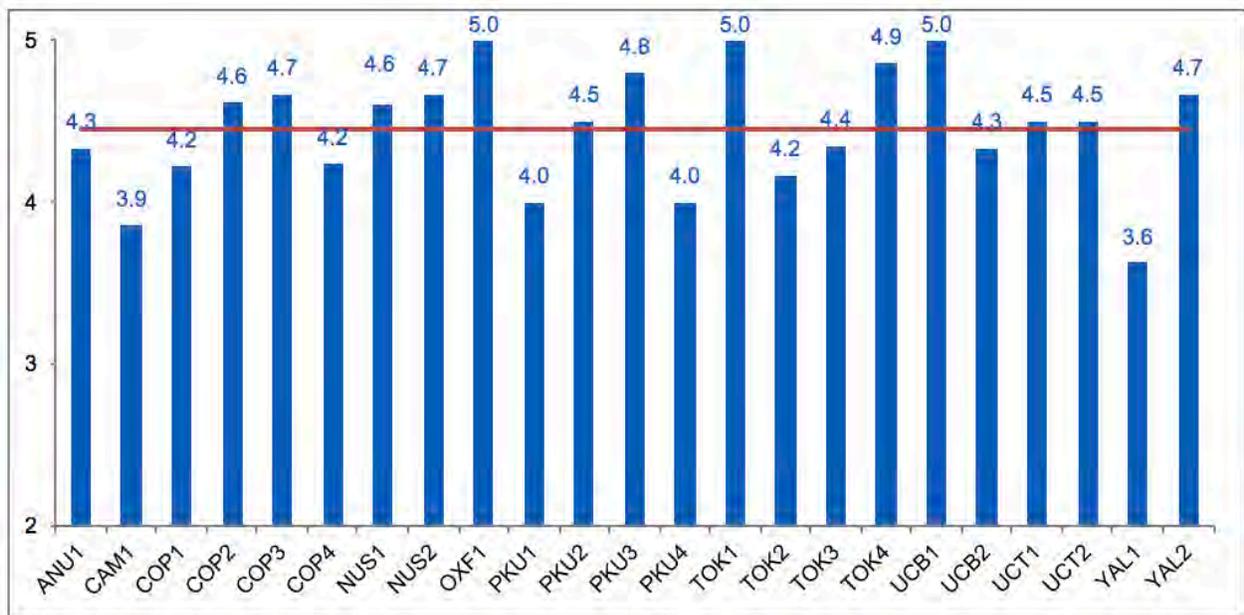
Teaching Level

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



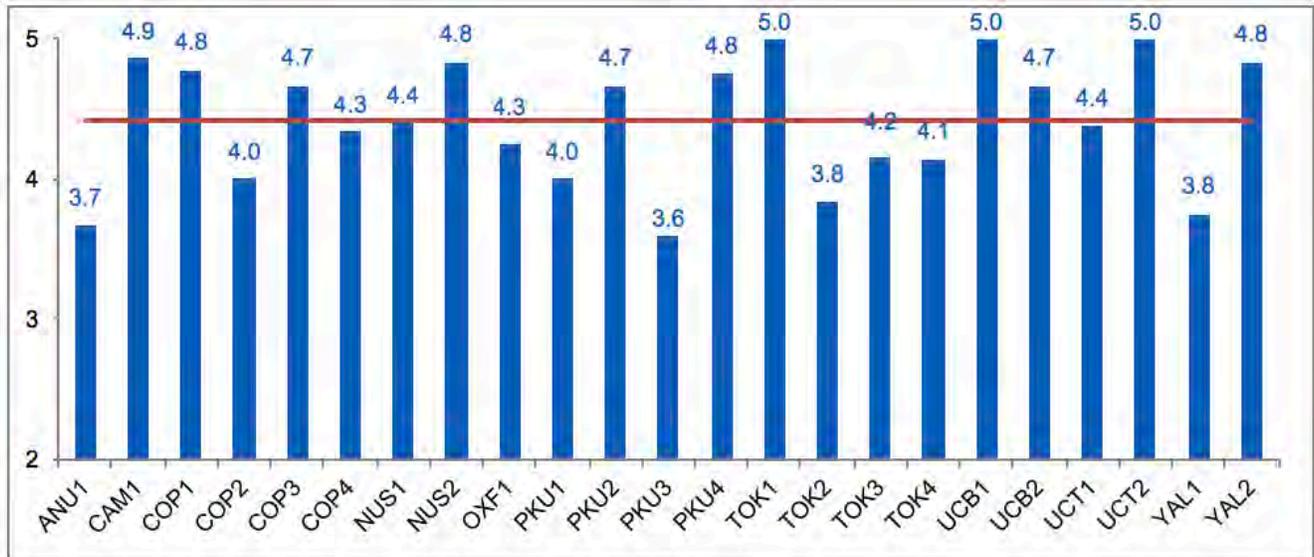
Student Diversity

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



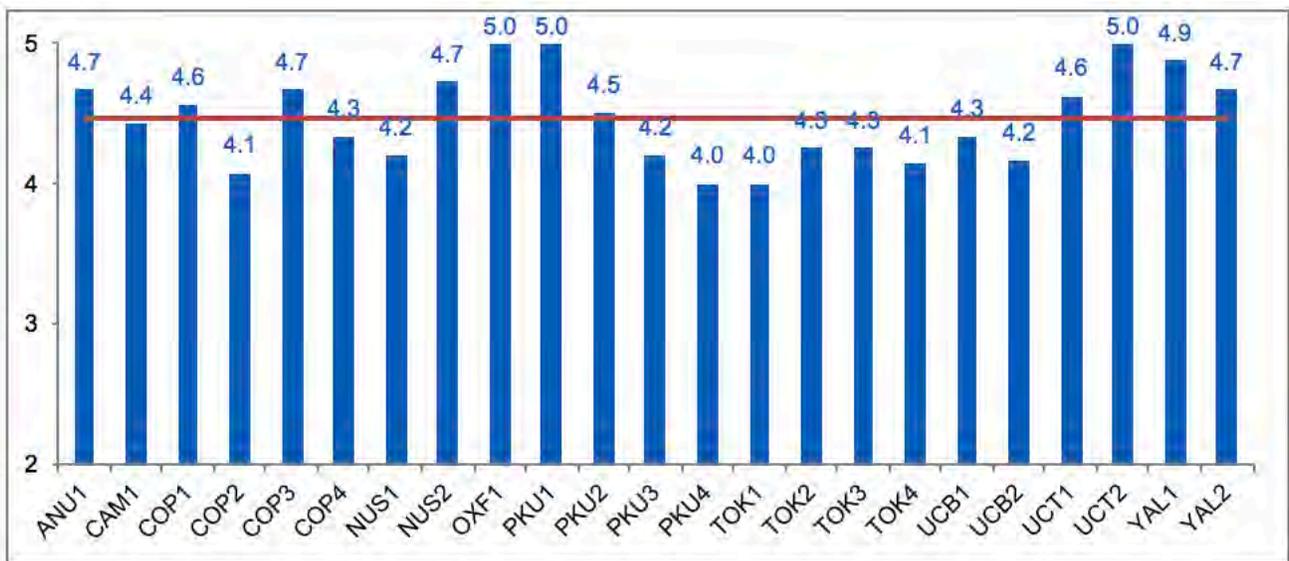
Classroom Discussion

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.



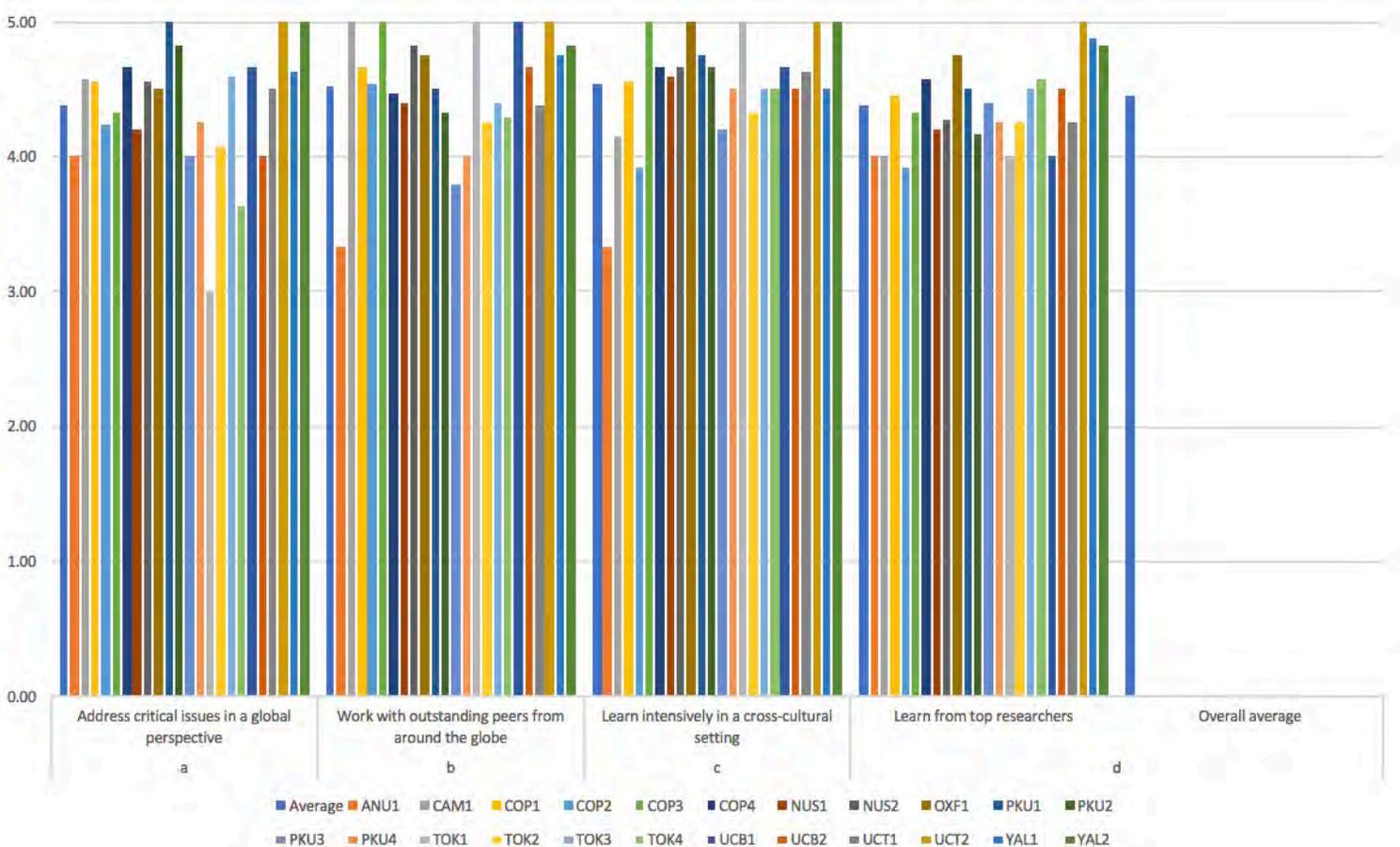
Instructor performance

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:

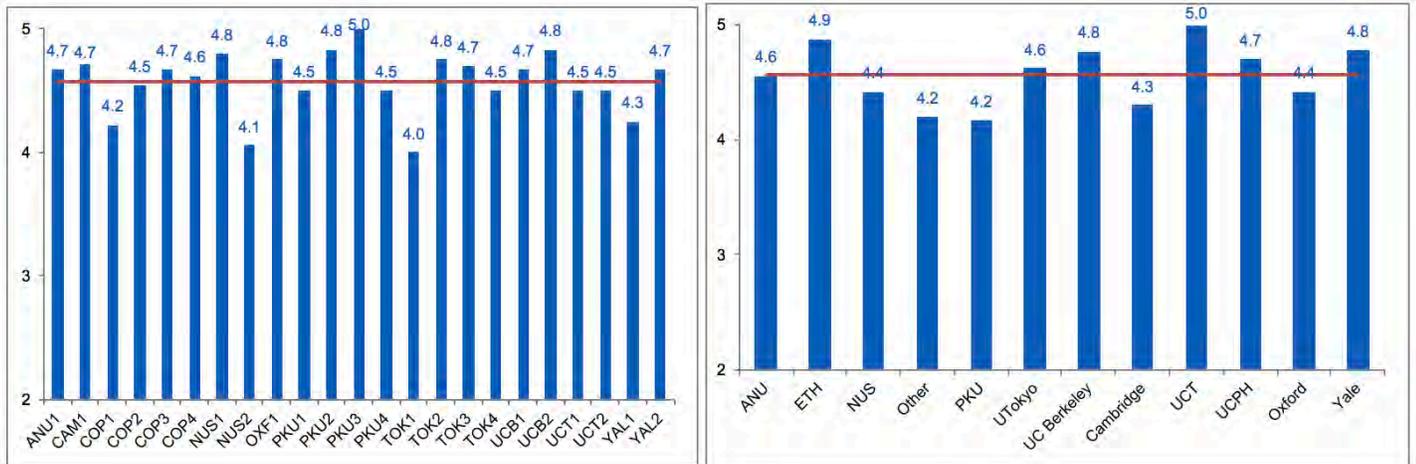


Section 3: Motivation for Participating in the GSP

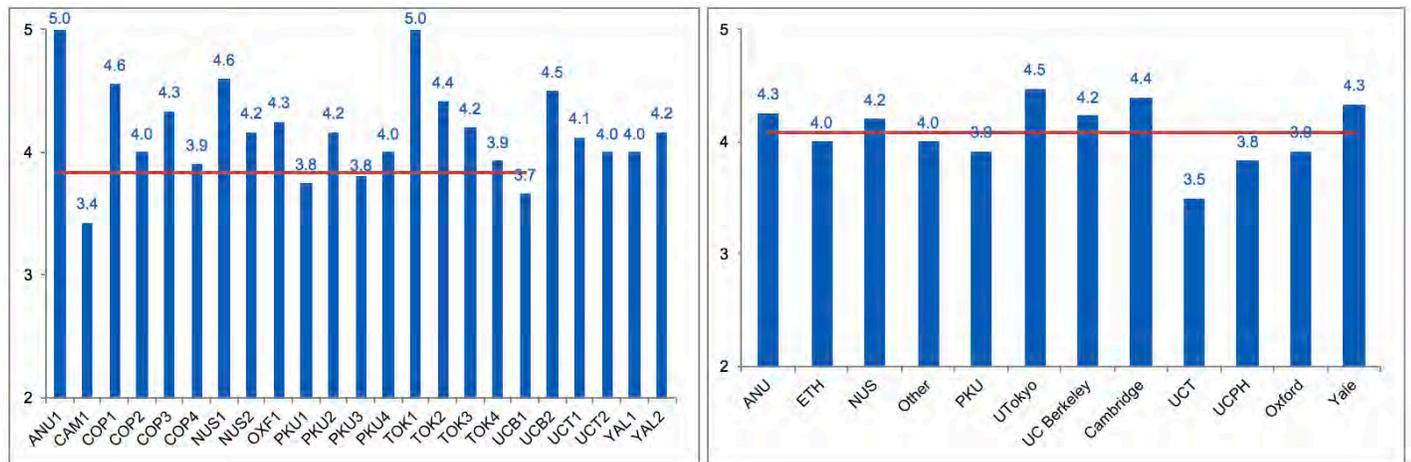
(Presented below are numbers by course attended and home university)

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

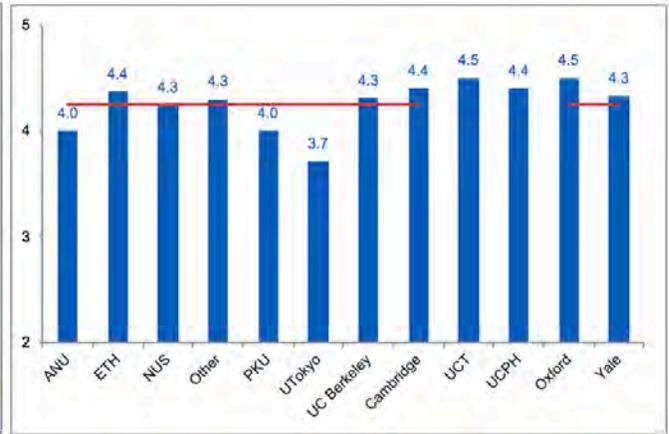
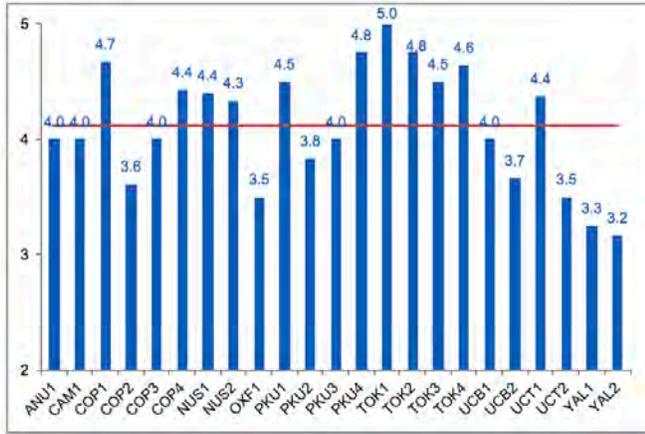
Course Content



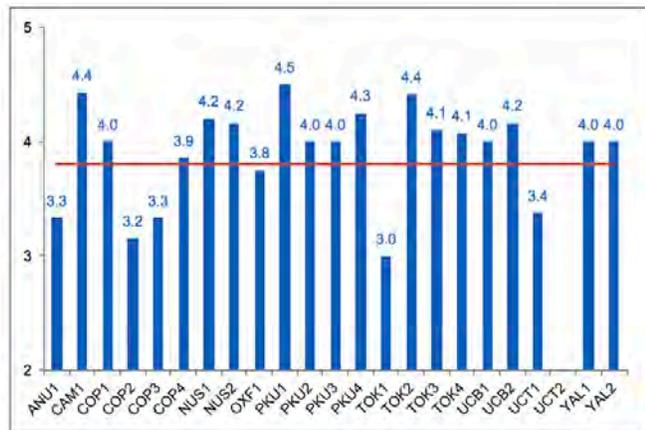
Course Date



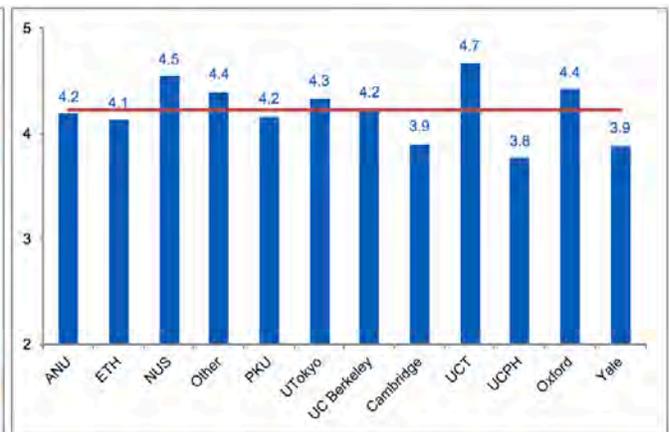
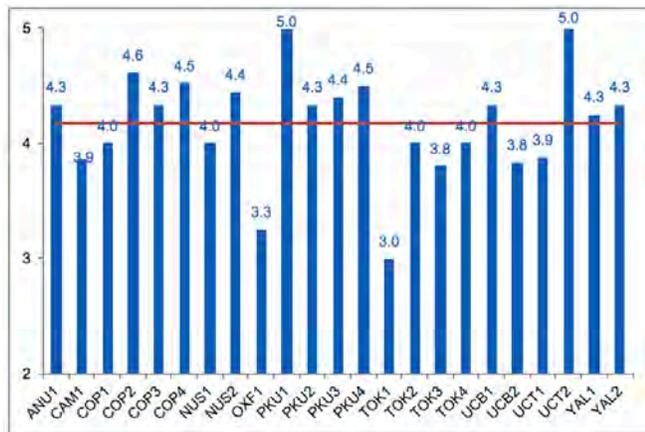
Geographical Location of the Course



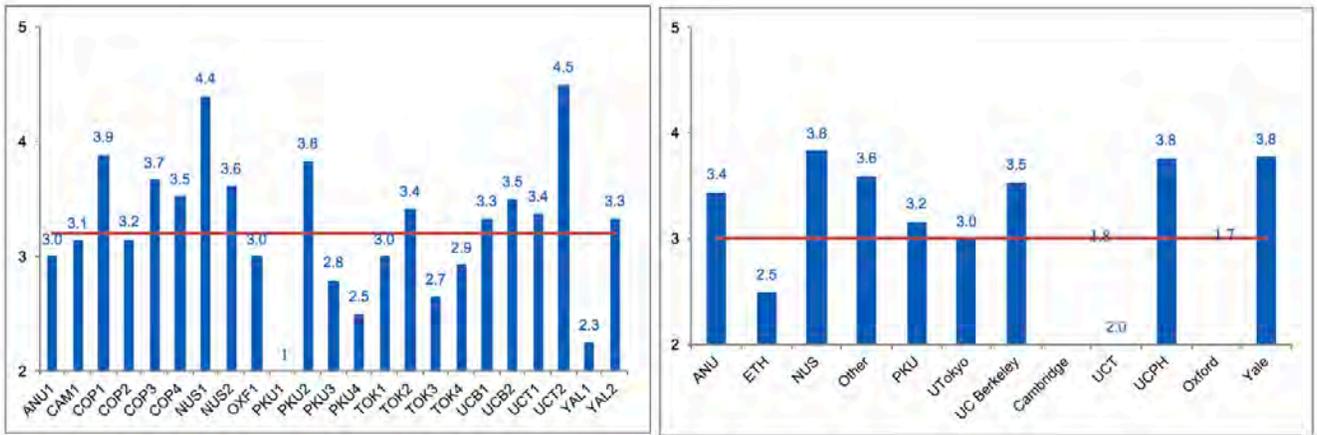
Name and reputation of the Hosting Institution



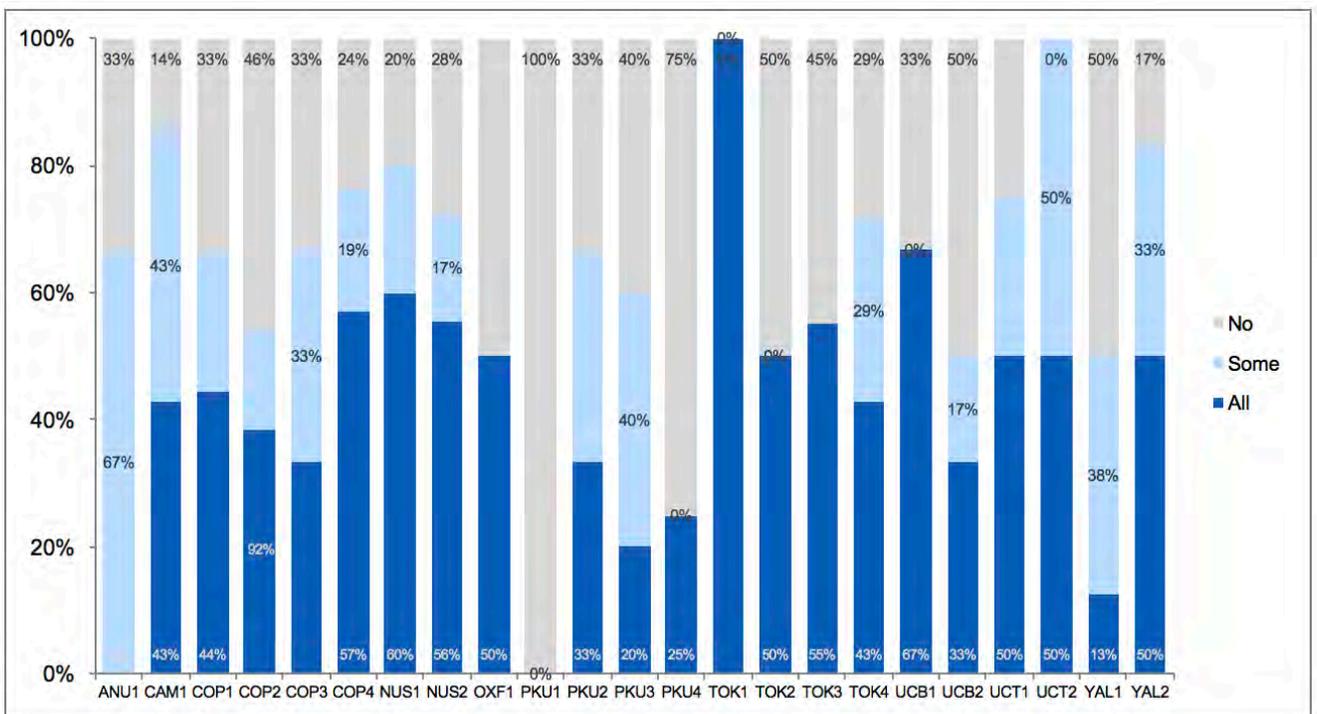
Cost of the course



Credit Transfer



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

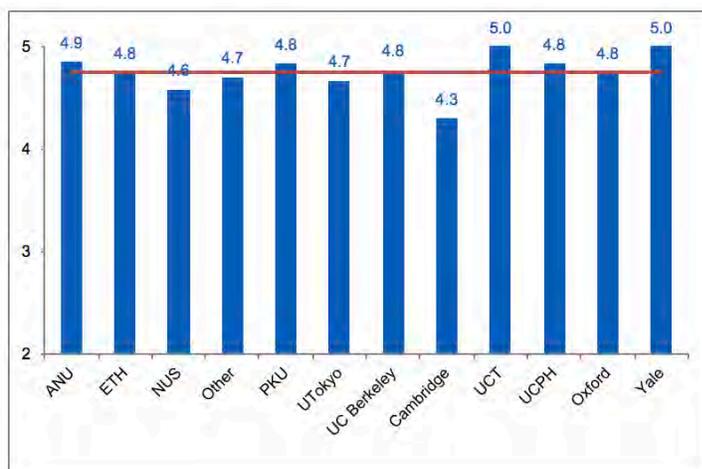


Section 4: Impressions and Critical Reflection

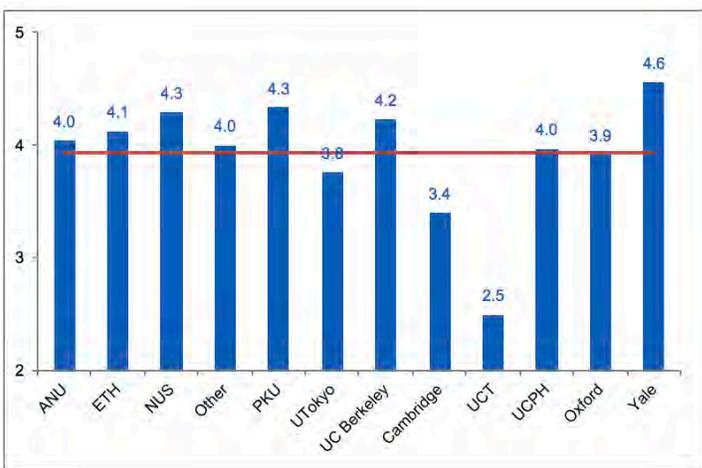
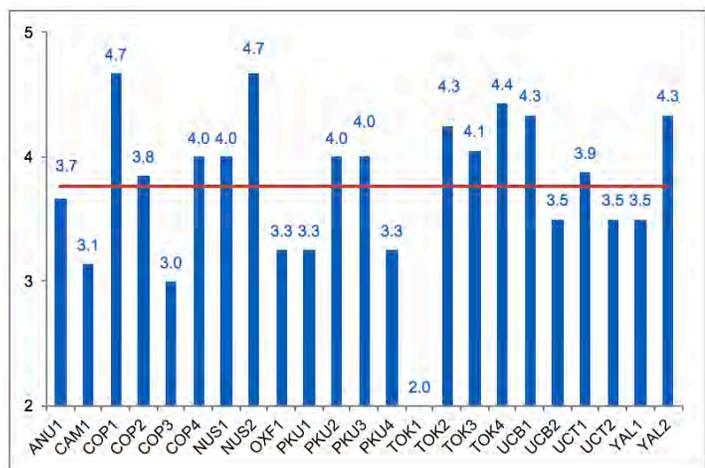
Q13. Please state your agreement with the following statements

- 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

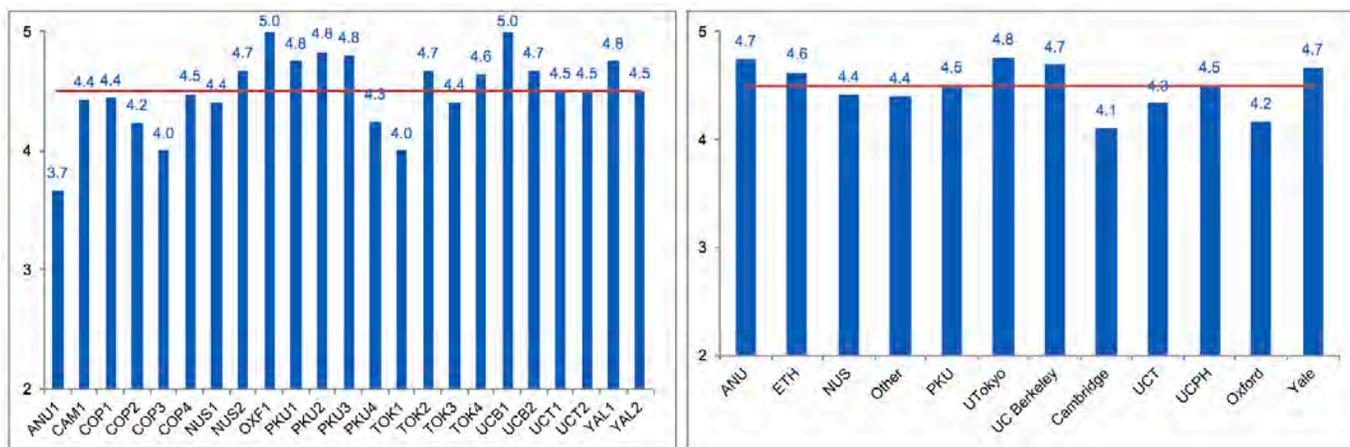
Good Experience



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:

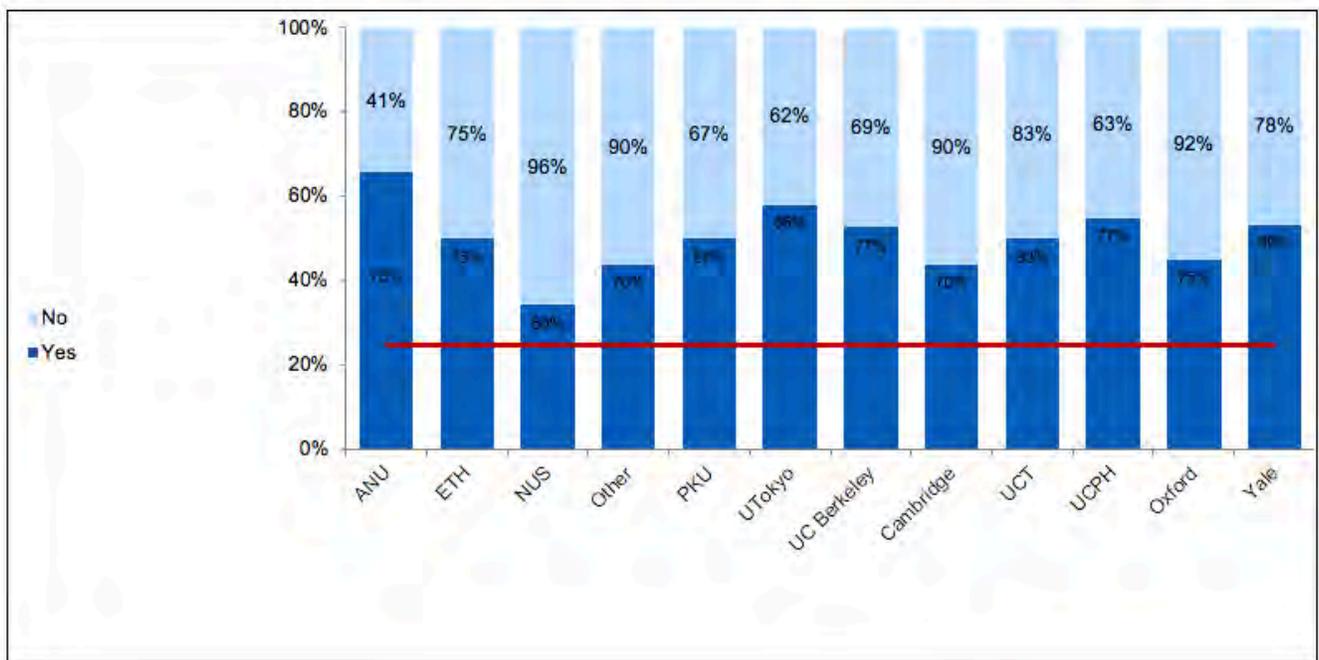
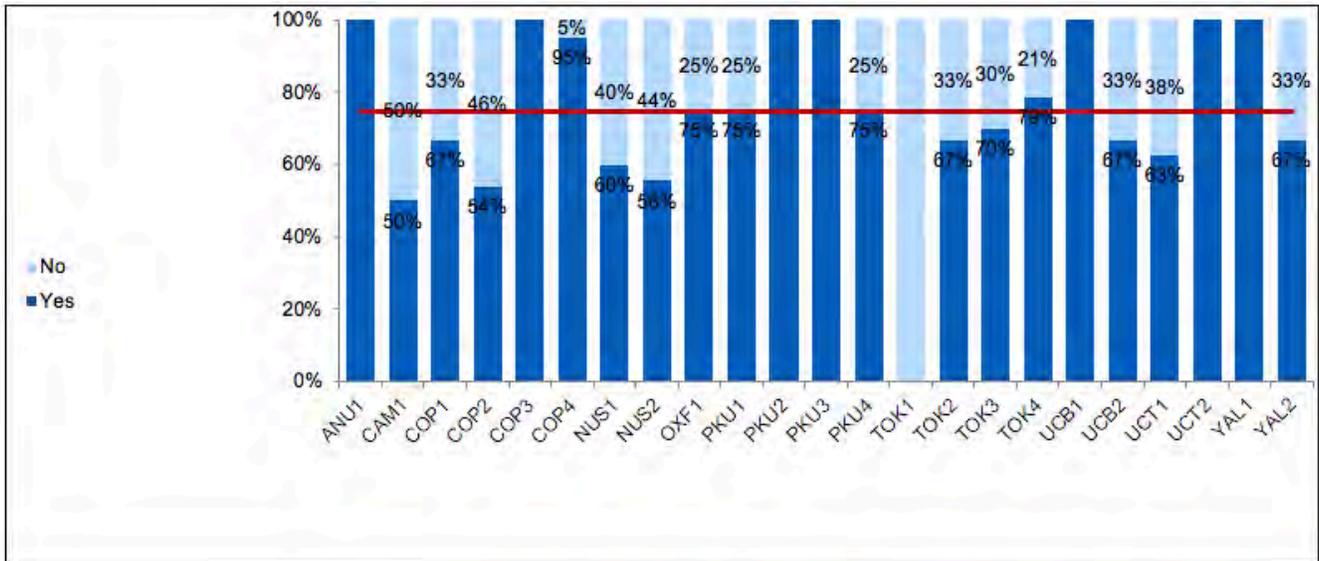
Q15. As I reflect upon this experience, something that I found particularly challenging and/ or that I am most proud of:

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

Q18. For students graduating during academic year 2018-2019, please specify your plans after graduation:

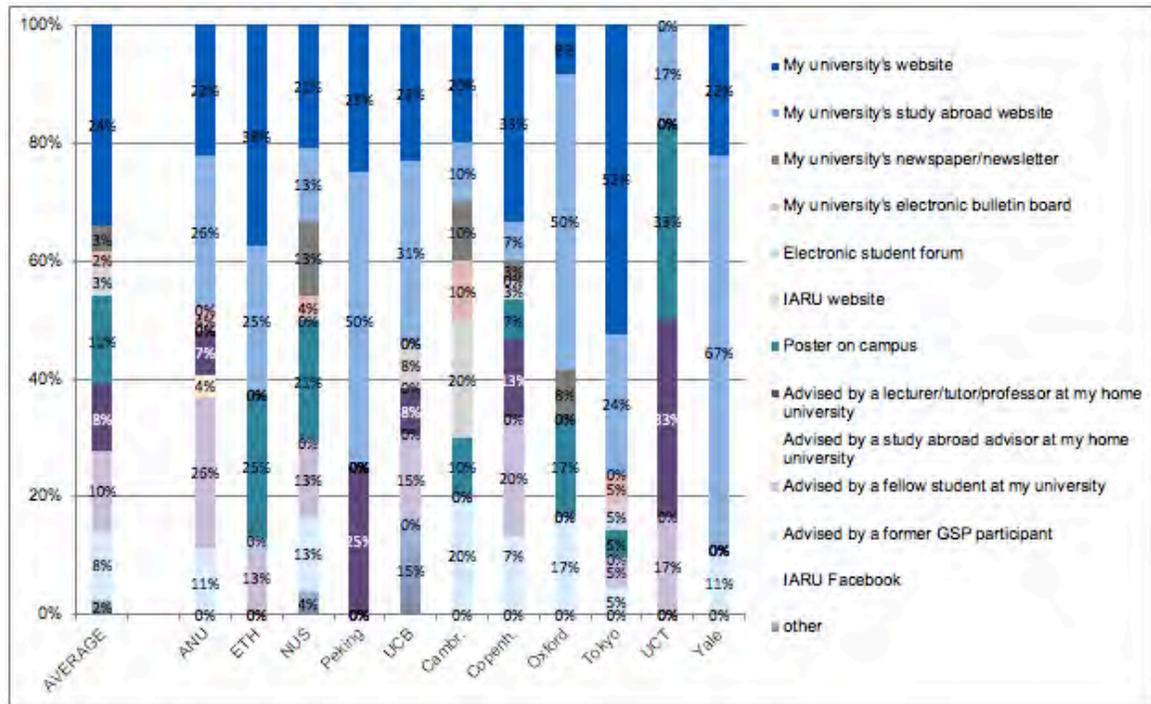
Questions 14-16 and 18 are open questions. A summary can be read in the overall analysis. All responses can be read in Appendix A.

Q17. Has participation in the GSP course affected your future aspirations or goals?

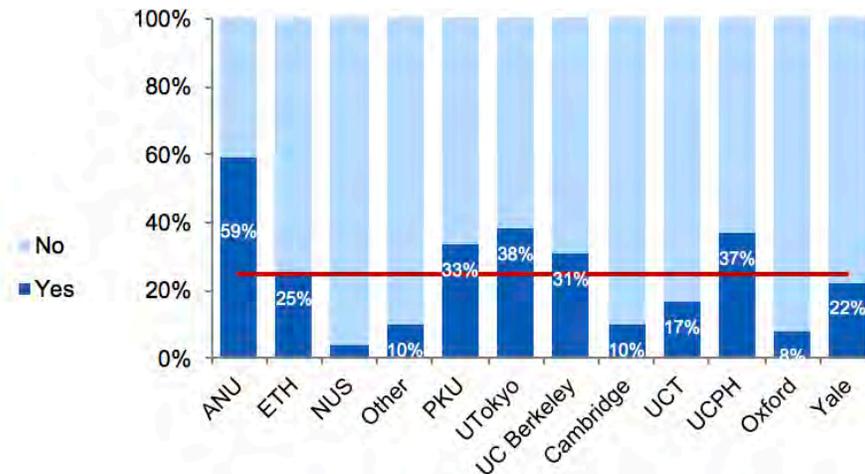


Section 5: Communication

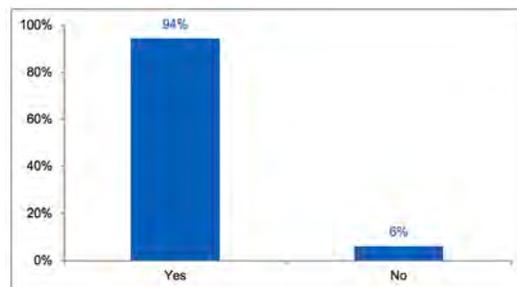
Q19. How did you find out about the IARU Global Summer Program?



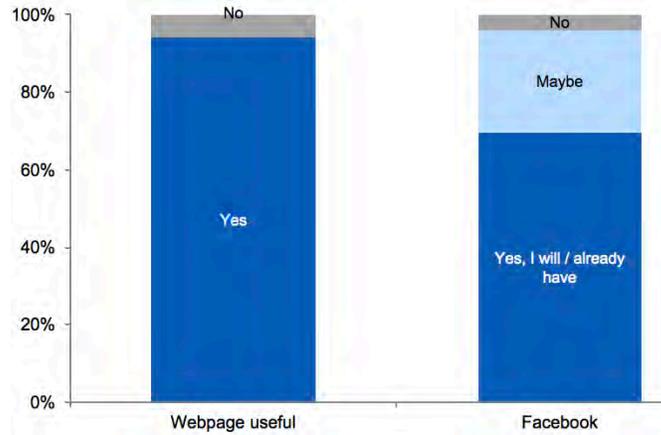
Q20. Were you aware of IARU?



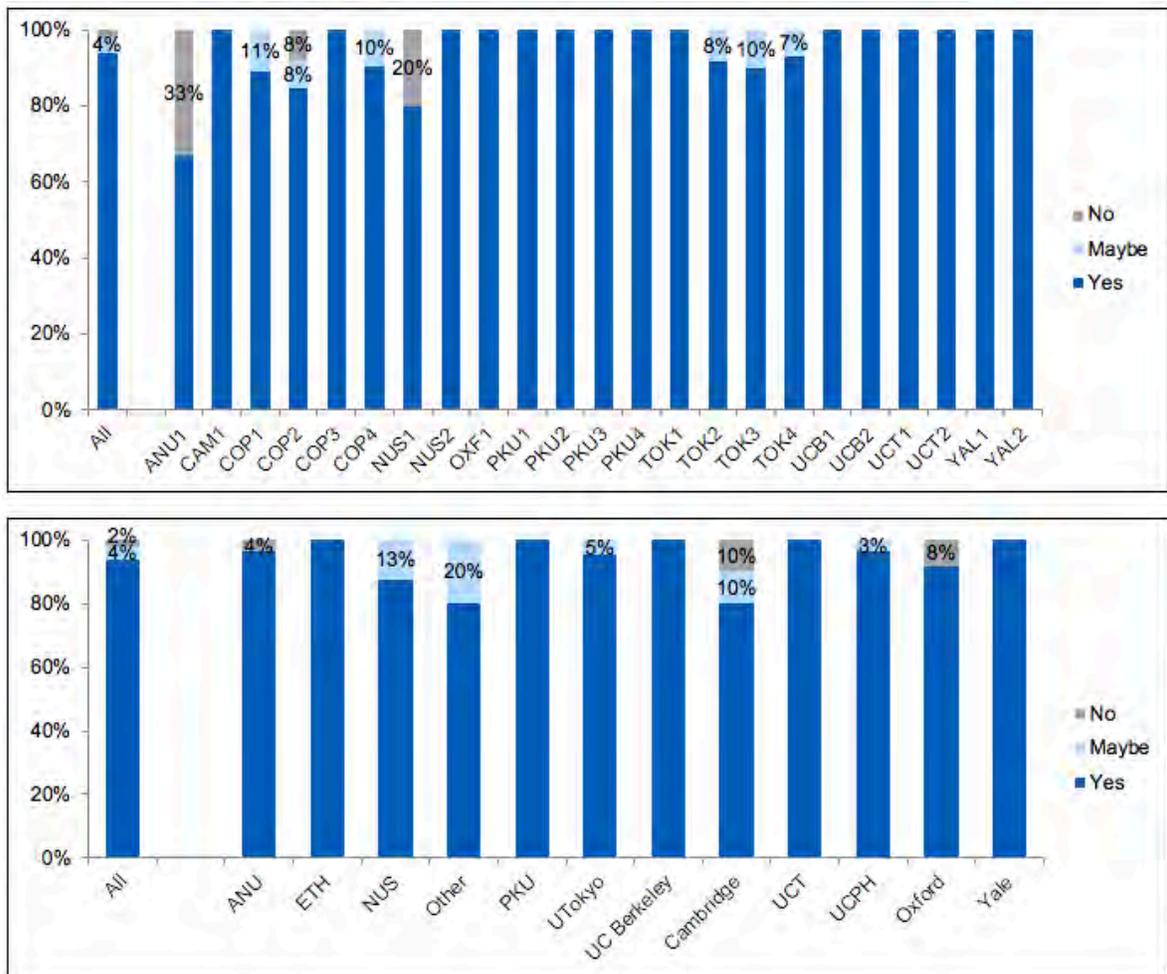
Q21. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?



Q22. Will you join the GSP Facebook group and network with fellow GSP participants?



Q23. Would you recommend the GSP as a program to your peers?





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Session 3: Banco Santander

3.1 Santander Scholarship Fulfillment and Beneficiaries



3.1 Santander Scholarship Agreement Fulfillment 2018

During the 2018 IARU Global Summer Program 135 students benefitted from the IARU-Santander GSP Scholarships. A total of 196,583 USD has been awarded, averaging 1,456 USD per student. A carryover of 14,857 USD is mainly due to late cancellations from students, which prevented the universities from awarding the IARU-Santander monies to another student.

No students were awarded Santander Scholarships as incoming students.

The table below summarizes the amount of Santander monies that each partner university consumed in 2018 and unconsumed carryover.

University	Carry over from 2017	Awarded in 2018	Carry over to 2019
Australian National University	181	18,000	362
ETH Zurich	3	16,362	1,822
National University of Singapore	6,081	19,200	5,062
Peking University	0	18,180	1
UC Berkeley	1,487	19,668	0
University of Cambridge	71	18,000	252
University of Copenhagen	289	16,056	2,414
University of Oxford	22	17,920	283
The University of Tokyo	3,134	19,016	2,299
University of Cape Town	181	16,000	2,362
Yale University	0	18,181	0
Total	11,449	196,583	14,857

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	16,362
3	National University of Singapore	12	19,200
4	Peking University	12	18,180
5	UC Berkeley	25	19,668
6	University of Cambridge	12	18,000
7	University of Copenhagen	12	16,056
8	University of Oxford	9	17,920
9	The University of Tokyo	17	19,016
10	University of Cape Town	8	16,000
11	Yale University	10	18,181
	Total awarded	135	196,583

Details of IARU-Santander Scholarship Beneficiaries by Institution

Australian National 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	2,000
4	OXF1 Global Challenges of the 21 st Century	2,000
5	PKU1 Introduction to Chinese Economy	2,000
6	TOK4 Nanoscience	2,000
7	UCB1 Environmental Leadership Program	2,000
8	UCT1 Sustainable Water Management	2,000
9	YAL2 Future of Food: Environment, Health, and Law	2,000
	Total	18,000

ETH Zurich

#	Course	Scholarship (USD)
1	COP2 Interdisciplinary Aspects of Healthy Aging	1,818
2	COP2 Interdisciplinary Aspects of Healthy Aging	1,818
3	COP3 New Urban Life Across the Globe	1,818
4	TOK1 Introduction to the Japanese Language	1,818
5	TOK2 Sustainable Urban Management	1,818
6	TOK3 Japan in Today's World	1,818
7	TOK4 Nanoscience	1,818
8	TOK4 Nanoscience	1,818
9	YAL1 The Sustainable Preservation of Cultural Heritage	1,818
	Total	16,362

National University of Singapore

#	Course	Scholarship (USD)
1	CAM1 Visions of the Future	1,600
2	COP2 Interdisciplinary Aspects of Healthy Aging	1,600
3	OXF1 Global Challenges of the 21 st Century	1,600
4	PKU3 Culture, Behavior and Brain	1,600
5	TOK2 Sustainable Urban Management	1,600
6	TOK3 Japan in Today's World	1,600
7	TOK3 Japan in Today's World	1,600
8	TOK3 Japan in Today's World	1,600
9	TOK4 Nanoscience	1,600
10	TOK4 Nanoscience	1,600

11	TOK4 Nanoscience	1,600
12	UCB2 Disc: Design & Innovation for Sustainable Cities	1,600
	Total	19,200

Peking University

#	Course	Scholarship (USD)
1	COP2 Interdisciplinary Aspects of Healthy Aging	1,515
2	COP3 New Urban Life Across the Globe	1,515
3	COP4 Field Course - Borderlands: Critical Approaches to Field Research	1,515
4	NUS2 Asia Now! The Archaeology of the Future City	1,515
5	OXF1 Global Challenges of the 21 st Century	1,515
6	TOK3 Japan in Today's World	1,515
7	TOK3 Japan in Today's World	1,515
8	UCB2 Design and Innovation for Sustainable Cities	1,515
9	YAL1 The Sustainable Preservation of Cultural Heritage	1,515
10	YAL1 The Sustainable Preservation of Cultural Heritage	1,515
11	YAL2 Future of Food: Environment, Health, and Law	1,515
12	YAL2 Future of Food: Environment, Health, and Law	1,515
	Total	18,180

University of California, Berkeley

#	Course	Scholarship (USD)
1	ANU1 From Australia to the World: Landscapes of Politics and Power	786.72
2	CAM1 Visions of the Future	786.72
3	CAM1 Visions of the Future	786.72
4	COP1 Cultural Rights: A Promising Discourse?	786.72
5	COP2 Interdisciplinary Aspects of Healthy Aging	786.72
6	COP2 Interdisciplinary Aspects of Healthy Aging	786.72
7	COP4 Field Course - Borderlands: Critical Approaches to Field Research	786.72
8	COP4 Field Course - Borderlands: Critical Approaches to Field Research	786.72
9	COP4 Field Course - Borderlands: Critical Approaches to Field Research	786.72
10	COP4 Field Course - Borderlands: Critical Approaches to Field Research	786.72
11	COP4 Field Course - Borderlands: Critical Approaches to Field Research	786.72
12	NUS1 Southeast Asia in Context	786.72
13	NUS2 Asia Now! The Archaeology of the Future City	786.72
14	OXF1 Global Challenges of the 21 st Century	786.72
15	PKU1 Introduction to Chinese Economy	786.72
16	PKU1 Introduction to Chinese Economy	786.72
17	PKU4 China's Original International Strategy: the Belt and Road Initiative	786.72
18	PKU4 China's Original International Strategy: the Belt and Road Initiative	786.72
19	TOK1 Introduction to the Japanese Language	786.72

20	TOK2 Sustainability Urban Management	786.72
21	TOK3 Japan in Today's World	786.72
22	TOK3 Japan in Today's World	786.72
23	TOK3 Japan in Today's World	786.72
24	TOK4 Nanoscience	786.72
25	YAL2 Future of Food: Environment, Health, and Law	786.72
	Total	19,668

University of Cambridge

#	Course	Scholarship (USD)
1	COP1 Cultural Rights: A Promising Global Discourse?	2,000
2	COP1 Cultural Rights: A Promising Global Discourse?	2,000
3	COP2: Interdisciplinary Aspects of Healthy Aging	1,000
4	NUS2 Asia Now! The Archaeology of the Future City	1,000
5	PKU2 The Rise of China and Change in the World Politics	1,500
6	TOK3 Japan in Today's World	1,000
7	TOK3 Japan in Today's World	1,000
8	TOK4 Nanoscience	2,000
9	TOK4 Nanoscience	1,000
10	UCB2 Design and Innovation for Sustainable Cities	2,000
11	UCB2 Design and Innovation for Sustainable Cities	2,000
12	YAL2 Future of Food: Environment, Health, and Law	1,500
	Total	18,000

University of Copenhagen

#	Course	Scholarship (USD)
1	CAM1 Visions of the Future	1,338
2	CAM1 Visions of the Future	1,338
3	PKU1 Introduction to Chinese Economy	1,338
4	PKU1 Introduction to Chinese Economy	1,338
5	PKU2 The Rise of China and Change in the World Politics	1,338
6	PKU3 Culture, Behavior and Brain	1,338
7	UCB1 Environmental Leadership Program	1,338
8	UCB2 Disc: Design & Innovation for Sustainable Cities	1,338
9	UCT1 Sustainable Water Management in Africa	1,338
10	UCT1 Sustainable Water Management in Africa	1,338
11	UCT1 Sustainable Water Management in Africa	1,338
12	YAL2 Future of Food: Environment, Health, and Law	1,338
	Total	16,056

Note: Some students cancelled their IARU GSP very late in the process.

University of Oxford

#	Course	Scholarship (USD)
1	ANU1 From Australia to the World: Landscapes of Politics and Power	1,960
2	COP1 Cultural Rights: A Promising Global Discourse?	1,960
3	NUS2 Asia Now! The Archaeology of the Future City	1,960
4	TOK3 Japan in Today's World	1,960
5	TOK4 Nanoscience	1,960
6	TOK4 Nanoscience	1,960
7	UCB2 Disc: Design & Innovation for Sustainable Cities	2,240
8	YAL1 The Sustainable Preservation of Cultural Heritage	1,960
9	YAL2 Future of Food: Environment, Health, and Law	1,960
	Total	17,920

Note: Due to fluctuating exchange rates we are always careful not to accidentally overspend, hence the slight underspend.

University of Tokyo

#	Course	Scholarship (USD)
1	ANU1 From Australia to the World: Landscapes of Politics and Power	639.97
2	ANU1 From Australia to the World: Landscapes of Politics and Power	639.97
3	NUS1 Southeast Asia in Context	1,828.49
4	NUS1 Southeast Asia in Context	1,828.49
5	NUS2 Asia Now! The Archaeology of the Future City	914.24
6	NUS2 Asia Now! The Archaeology of the Future City	914.24
7	UCB1 Environmental Leadership Program	731.40
8	UCB2 Disc: Design & Innovation for Sustainable Cities	1,462.79
9	UCB2 Disc: Design & Innovation for Sustainable Cities	1,462.79
10	COP2 Interdisciplinary Aspects of Healthy Aging	731.40
11	UCT1 Sustainable Water Management	548.55
12	YAL1 The Sustainable Preservation of Cultural Heritage	1,462.79
13	YAL1 The Sustainable Preservation of Cultural Heritage	1,462.79
14	UCT1 Sustainable Water Management	1,097.09
15	COP1 Cultural Rights: A Promising Global Discourse?	1,462.79
16	OXF1 Global Challenges of the 21 st Century	731.40
17	PKU4 China's Original International Strategy: the Belt and Road Initiative	1,097.09
	Total	19,016

University of Cape Town

#	Course	Scholarship (USD)
1	CAM1 Visions of the Future	2,000
2	CAM1 Visions of the Future	2,000
3	PKU1 Introduction to Chinese Economy	2,000
4	PKU1 Introduction to Chinese Economy	2,000
5	COP3 New Urban Life Across the Global	2,000
6	COP4 Field Course – Borderland: Critical Approaches to Field Research	2,000
7	COP4 Field Course – Borderland: Critical Approaches to Field Research	2,000
8	OXF1 Global Challenges of the 21 st Century	2,000
	Total	16,000

Yale University

#	Course	Scholarship (USD)
1	NUS1 Southeast Asia in Context	1,818.10
2	NUS1 Southeast Asia in Context	1,818.10
3	NUS2 Asia Now! The Archaeology of the Future City	1,818.10
4	OXF1 Global Challenges of the 21 st Century	1,818.10
5	OXF1 Global Challenges of the 21 st Century	1,818.10
6	PKU3 Culture, Behavior and Brain	1,818.10
7	TOK1 Introduction to the Japanese Language	1,818.10
8	TOK1 Introduction to the Japanese Language	1,818.10
9	TOK3 Japan in Today's World	1,818.10
10	UCT2 Afropolitanism, Social Justice and Social Entrepreneurship	1,818.10
	Total	18,181



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**Session 4:
Presentation on Global
Transformation-GSP Collaborative
Course**



5 Presentation on Global Transformation-GSP Collaborative Course

See Page 53 of the Tome for the COP4 course report.



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Session 5: Presentation on IARU Joint-Online Course



5 Presentation on IARU Joint-Online Course

Lead	National University of Singapore
Reporting	<i>Prof. Suzaina Kadir</i>
Executive summary	<p>The second run of the IARU joint online course included several changes aimed at enhancing the student’s learning. There was a greater focus on (a) building a learning community among students and between students and instructors across the various campuses, and (b) peer-to-peer learning among the students. There was a strong focus on identifying and guiding the students through a “collaboration period” that would stretch for 6 weeks. During this time, students would get to know each other, interact more extensively with an instructor from another institution, and began to work together on the group assignment.</p> <p>Overall, the changes made in the 2nd run of the course worked towards enhancing student’s learning. This was reflected in the online survey among students at NUS and the University of Tokyo, as well as from the final project submissions from the students. All instructors agreed that the collaboration and peer-to-peer learning eventually produced a mastery of content that was quite impressive. This mastery of content was a product of a highly globalized learning environment where students from different institutions met, interacted and shared their knowledge and experiences.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. 2018 Post-Course Workshop (UC Berkeley) 2. Next Steps 3. Framework for Collaboration
Funding to date	<p><i>1,600 USD</i> <i>Part-time project manager (2018)</i></p> <p>---</p> <p>894.87 USD Post-course workshop (2018)</p> <p>4,895.82 USD Joint video production costs (Fall 2016)</p> <p>6,358 USD Organization of two workshops in 2016</p> <p>8,870 USD DOOC Workshop (July 2015, Yale)</p>
Outcomes of previous meetings	<p>Senior Officers’ Meeting, October 2017</p> <p>Andrew Wee (NUS) reported that NUS hosted a workshop in August 2017 with the four universities involved in the joint online course – UC Berkeley, Cambridge, NUS, and UTokyo. The second cycle of the IARU Joint Course – State fragility and Peace-Making – is ongoing and currently in the “designated collaboration period” of the course, when all four university schedules overlap and allow for student interaction and group work.</p> <p>Kiichi Fujiwara (UTokyo) reported that in many ways, the second cycle of this course has been more successful than the first. In addition to the</p>

increased enrollment numbers of the second cycle, instructors have successfully worked out the technological difficulties of the first cycle. They have also incorporated student video introductions and ice-breaker sessions.

Part of the course success lies in students being enrolled in their home university, receiving credits consistent with their home university, and faculty teaching a regular course at their home university. Enrolled students engage in online collaboration and projects with peers from different countries and universities. Student groups are extremely diverse and committed to their shared course work.

Over time, Senior Officers propose the creation of a sequence of three different courses, which students can take to receive an IARU certificate. If the sequence has coherent courses, it can even be incorporated into a minor program. Senior Officers acknowledge the biggest challenge to growing the Joint-Course is coordination across different time zones. The Joint-Course instructors will introduce a template at the 2018 Presidents' Meeting to advise other universities in strategies and best practices for launching their own joint courses.

The funding request of USD \$4,300 in 2018 is approved for a part-time project manager and a post-course workshop in 2018.

Presidents' Meeting, March 2017

Kiichi Fujiwara (UTokyo) explained that while this course is called an "online" course, it is not a MOOC. Faculty from UC Berkeley, Cambridge, NUS and UTokyo teach the class on the four respective campuses. The Joint Online Course is credit-bearing, and faculty work together to compose the syllabus. Student groups across the four university campuses are expected to work together on two different projects throughout the semester. He reported that the course was highly successful in its first year.

Andrew Wee (NUS) added that student feedback on the course was generally positive from UC Berkeley, NUS, and UTokyo students. There was an issue with Cambridge students, who did not submit feedback and were not graded on group projects, thereby decreasing their participation in the course. Prof. Fujiwara explained other issues the course faced, including low attendance during online office hours, time zone differences, issues with academic calendar alignment, and technology, particularly with audio problems. He said that the Joint Online Course was a two-year agreement and is not seeking funding for its second year. The second year of the course will provide the ability to improve on the issues outlined.

Brian Schmidt (ANU) said that in the future, it may be easier to offer two courses to alleviate the time zone issue: one course with ANU, UC Berkeley, NUS, PKU and UTokyo and a second course with Cambridge, ETH Zurich, Oxford, UCPH, UCT and Yale.

	<p>Pradeep Chhibber (UC Berkeley) expressed his hope that the faculty can iron out the difficulties in this second year and expand it in its third year. This course provides a wonderful opportunity for students to talk about the same issues from the perspectives of different people and different parts of the world.</p>
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IARU Joint Online Course

1. 2018 Post-Course Workshop

The four instructors met at the University of California-Berkeley on 2 April 2018 for a post-course workshop. This workshop was arranged on the sidelines of the ISA annual meeting to minimize cost and travel time. The agenda for this workshop was two-fold:

1. To discuss and reflect on the 2nd run of the IARU Joint Online Course on “State Fragility and Peace-making.”
2. To decide on next steps, notably whether to proceed with a 3rd run of the module.
3. To outline several best practices and strategies for presentation at the Presidents Meeting in Beijing scheduled for May 2018

Post-Course reflection:

The second run of the IARU joint online course included several changes aimed at enhancing the student’s learning. There was a greater focus on (a) building a learning community among students and between students and instructors across the various campuses, and (b) peer-to-peer learning among the students. With this in mind, the four instructors opted to tighten the structure of the syllabus as well as the group assignments so that all four campuses would be aligned. There was a strong focus on identifying and guiding the students through a “collaboration period” that would stretch for 6 weeks. During this time, students would get to know each other, interact more extensively with an instructor from another institution, and began to work together on the group assignment. It was also decided that the number of students in each class would be kept small (no more than 20 students) per class per institution, and restricted to only senior-level undergraduates and/or graduate students.

The collaboration period enabled students to meet and get-to-know their fellow “classmates” better as compared to the first run of the course. Students were divided into groups based on their country projects and were assigned to a “country expert” (one of the instructors). At the start of the collaboration period, each instructor led an introductory session, after which students were left on their own to develop questions for their projects. They met as a group with their instructors two more times before the submission of the final project – a website analyzing a fragile state.

Throughout the collaboration period, students and instructors met online using the NUS *BlueJeans* account. These meetings were set-up and coordinated by a teaching assistant on the NUS side. The role of the teaching assistant/educational technologist was critical to ensuring the smooth management of the student groups as well as the online platform for use throughout the module. These meetings were recorded for internal use, and each instructor would have access to the recordings of the “meetings” should he/she want to.

Overall, the changes made in the 2nd run of the course worked towards enhancing student’s learning. This was reflected in the online survey among students at NUS and the University of Tokyo. Questions 1 – 3 of the survey asked students about their understanding of key concepts taught in the class. An overwhelming number of students “agreed” or “strongly agreed” that the course enhanced their awareness and understanding of state fragility (the survey results can be shared with IARU if requested). Instructors from Berkeley and Cambridge also pointed out that the final projects submitted reflected a marked improvement to the student projects submitted in the first run. All instructors agreed that the collaboration and peer-to-peer learning eventually produced a mastery of content that was quite impressive. This mastery of content

was a product of a highly globalized learning environment where students from different institutions met, interacted and shared their knowledge and experiences. For example, the students working on the issue of state fragility in Myanmar could benefit from fellow students from Myanmar, including two who had worked with the Myanmar government. In one instance the students requested to join in the discussions outside of their own group projects so that they could contribute their professional knowledge about the case/country.

It was also clear that the students benefitted from the different methodological strengths of the respective institutions. For example, public policy students from NUS brought their knowledge of policy analysis and programme evaluation, while students from Cambridge were much stronger in historical analysis. The final collaborative projects reflected these strengths.

Nevertheless, known challenges remained. Students continued to struggle with different time-zones and the persistent free-rider issues during the collaboration period. Students indicated that they wanted more online learning time with the professors and were not fully satisfied with the length of the collaboration period (reflected clearly in the survey). This response from the survey reflected the need for a longer time to build the learning community across all four institutions. Several students questioned the effectiveness of the multimedia assignment in enhancing their learning. There was also some confusion over the assignment requirements across the four institutions, and students pointed out the need for greater standardization of assignment requirements. Students from NUS and University of Tokyo indicated their frustration at the lack of common instructions, and preferred that this be made clear and standardized at the start.

2. Next Steps:

There was strong agreement among us that the IARU joint online collaborative course was an excellent initiative. All four instructors believed that it enhanced students' learning and was a first step towards enhancing a truly global learning environment. Hence, there was keen interest to continue with a 3rd run of the course for AY2018/2019. Berkeley, NUS and Tokyo are confirmed to teach the course in the new academic year. However, Professor Devon Curtis from Cambridge University informed us that she would be on sabbatical for the next year. As such, she would not be teaching the course. After some discussion it was decided that for the 3rd run of the course, the collaboration would be restricted to Berkeley, NUS and Tokyo.

Moving forward, the instructors agreed to extend the collaboration period to emphasize the learning community across the campuses, although we would still need to work through the different start times of the semesters. The respective classes would be restricted to a maximum of 20 students from each institution, and would be a combination of senior undergraduates and graduate students. To be better aligned with Berkeley and Tokyo, NUS would reach out to include more undergraduates, from the Faculty of Arts and Social Sciences, in the course.

During the post-course workshop, the instructors worked out a framework for the assignments so that all instructions would be standardized across the three institutions. Students across all institutions would be given the same framework and common instructions on requirements for the collaboration period.

It was also decided that we would combine two online tools to better enhance the learning across campuses. Online "meet-ups" would continue via the *BlueJeans* platform. However, we would also harness *SLACK*, an online editing software that would enable students to create, develop and edit documents. This would help manage the difficulties that students encountered with time zones as they can edit the document at their own time.

The instructors agreed that there was no need for another workshop prior to the roll-out of the 3rd run of the course. Any available funding from IARU will be directed at the hiring of a teaching assistant/educational technologist who will work managing and running the collaboration period in the new academic year. NUS agreed to continue to serve as the “faculty lead” for the 3rd run of the course. NUS will confirm the hiring of the TA for this purpose in July 2018.

3. Framework for Collaboration:

Institutional Support (“political will”)

- IARU support and funding – IARU provided strong support for the pilot run of the course, and continued with some additional funding towards the second and third run. This funding has allowed for the instructors to meet at important intervals and to help manage/coordinate the collaboration (via the secretariat as well as a teaching assistant)
- University/Faculty level support – This support includes University funding for such innovations in teaching, as well as flexibility and recognition from the home departments; this course and its success is heavily contingent on the commitment of the 4-5 instructors across the institutions to work closely together and in experimenting with innovative teaching methods.

Equal Partnership and Course Leadership

- The success of the IARU joint online collaborative course is contingent on the openness to, and equal collaboration, among all partners. The instructors were always open and accommodating to each other, and would try their best to take into account the specific pressures/constraints faced by a partner institution.
- It is, however, also important to note that the collaboration includes an institution taking the lead in the joint teaching. For the pilot run, the University of California-Berkeley, led by Professor Pradeep Chhibber, served as the “Faculty Lead” for the course. In the second run of the course, Dr. Suzaina Kadir from NUS served as the “Faculty Lead.” The presence of a “Faculty Lead” is important to ensure the overall organization and smooth progress of the joint course from start to finish.

Role of Educational Technologist/Course Manager

- During the 1st and 2nd of the course, the role of an educational technologist/course manager was extremely important to the success of the course. In the pilot run, the respective educational technologists across the institutions played an important role in the video productions as well as the online collaborative teaching. At NUS for example, the educational technologist from the Center for Instructional Technology, coordinated and set up the joint teaching sessions to mark the start of the course for both runs. The educational technologist/course manager was the key point of contact for all students and instructors, organized and coordinated the student groups, set up the meeting rooms, ensured common instructions were sent out at the appropriate time, and oversaw/managed the collaboration period. Any collaboration of this kind must include funding for and the hiring of one course manager.

Ensuring discipline similarities/synergies across campuses

- For the course on “state fragility,” Political science/IR served as the overarching disciplinary framework. This made sharing knowledge and alignment on theoretical approaches/debates easier

Pre-course coordination and preparations

- At the very start of the collaboration, it is extremely important for the instructors to meet face-to-face, and over a few times to gain better understanding of their research interests and teaching approaches. This helps build rapport, and a sit-down workshop is crucial to help build the framework for the course and begin the process of coordinating the syllabus

Resource collation, production and ownership

- The collation of the resource materials – whether readings or videos – can be distributed between the different instructors. However, it is crucial for one faculty/technologist to coordinate the collation, and build the resource library to be shared. At the end, everyone remained dependent on the institution’s own learning management system. Ideally, a single repository should be built and shared among the collaborators.

Post-course reflections and adjustments

- Each completed run of the module was followed up with a post-course workshop. These workshops have been very useful spaces for the instructors to reflect on their experiences, identify the problem areas and figure out ways to improve. For example, for the pilot run, the focus was on collaboration between the instructors and building shared resources to teach. In the second run, the instructors shifted their attention to student learning through peer-to-peer collaboration. For the third run, the focus will be on building a stronger learners community across the institutions.
- These workshops have been extremely helpful for deep reflection on the course. Ideally, the data collated through each run should be harnessed towards some form of educational research.



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Session 6: Future of the Global Summer Program

- 6.1 Feedback from GSP Coordinators**
- 6.2 UCPH Proposal GSP**
- 6.3 UC Berkeley IARU Global Leadership Program Proposal**
- 6.4 Proposal for 2018 Senior Officers' Meeting – to be drafted by GSP Coordinators (*no paper*)**



6.1 Feedback from GSP Coordinators

During Summer 2018, the IARU Secretariat solicited input from each university regarding the future of the Global Summer Program. In its correspondence with each university, the IARU Secretariat agreed to keep specific comments confidential.

The main feedback received is as follows:

- There is virtually no interest in continuing the GSP in its current form without institutional funding.
- The high cost of the GSP in terms of administrative costs and cost for students to participate is disproportionate to the number of students who benefit from the program.
- GSP Coordinators deeply value the relationships built between IARU partners and would like to continue student exchange opportunities.

Ideas for future student exchange:

- Developing programs possibly through bilateral agreements in areas of common interest (i.e. fewer, co-developed courses).
- Several see potential in this year's GT-GSP Collaborative Course and expanding upon it, possibly through further collaboration with existing IARU initiatives.



6.2 UCPH Proposal GSP

Lead	<i>UCPH</i>
Reporting	<i>Anne Bruun & IARU Secretariat</i>
Executive summary	The following points for discussion were submitted by UCPH for both the 2018 GSP Working Committee Meeting and the 2018 Senior Officers' Meeting. At SOM2018, the Secretariat will report verbally on feedback from the GSP Coordinators regarding the UCPH discussion points.

UCPH suggests the following points to be discussed at the IARU Senior Officer's meeting:

1. New sponsor for the IARU Global Summer Program

With the termination of the Santander sponsorship by the end of 2018, UCPH would like to encourage the GSP working group to explore the potential of finding a new sponsor for the GSP. UCPH suggests for the IARU Senior Officers to discuss whether this would be feasible, and to share whether they see a potential (national or international) future sponsor, e.g. a global company, and possible ways to approach potential sponsors.

In coordination with the GSP working group, UCPH also encourages IARU Senior Officers to explore the potential of developing the GSP to have fewer courses which are then co-developed and co-taught by two or more IARU partners.

2. Bilateral IARU exchange program

UCPH sees potential in exploring the possibilities of establishing IARU bilateral exchange programs building on existing concepts and standards. As many IARU universities already have these kinds of bilateral exchange programs, building on these to form more IARU bilateral exchanges would preferably build on prior experience. A prerequisite for such bilateral agreements would in most cases, be a cost neutral agreement between the two IARU partners.

3. IARU digital learning

UCPH suggests that the IARU Senior Officers discuss the potential of exploring the possibilities for IARU to focus on digital learning, and develop courses open to IARU students. An initiative as the IARU joint online course has proven successful, and there might be further potential in the digital learning spaces and programs developed by many IARU partners. Senior officers could discuss possible academic disciplines suited for developing courses for IARU students and how these could be integrated in existing academic programs.

6.3 UC Berkeley IARU Global Leadership Program – Draft Concept Proposal

Lead	<i>UC Berkeley</i>
Reporting	<i>Khatharya Um & IARU Secretariat</i>
Executive summary	<p>Vision: The establishment of an IARU Global Leadership Program (IGLP) that will be jointly developed by IARU faculty as a coherent and cohesive program. Ideally all 11 member institutions will participate in the development and implementation of the program.</p> <p>IGLP will build on and take the guiding visions behind GSP and other IARU initiatives to the next level of collaboration. It will provide an opportunity for the Alliance to tap into critical advances and successes heretofore made through different IARU initiatives such as GSP, Global Transformation, Sustainability, Global Internship, and the online joint course to build a well- articulated, integrated, and cohesive program that reflects the Alliance’s ultimate vision of seeding engaged students, citizens, and leaders.</p>

Program Content

IGLP will be comprised of a well-articulated set of online courses (numbers to be determined) and an internship requirement of substantive length (at least 6 weeks and at locations available through the Global Internship program). Upon completion of the program, students will receive an IARU certificate and relevant transferrable units. If possible, prior agreement within IARU should be secured to ensure that units from these courses could also be directly applied to specific programs or majors at the home campuses.

As a long term vision, this program could culminate in the development of a joint online 1-year MA program.

The program will be organized around 3 key components, with one optional facet, namely

- a) Issues
- b) Research
- c) Experience
- d) Capstone project that incorporates research, field/community engagement, reflection (Optional)

It will have, in the initial phases, at least 2 of the following 3 strands:

- a) Environment
- b) Mobility
- c) Governance, conflict and social justice/peacebuilding

Each course in the program will be developed jointly by faculty from more than 1 IARU institution, and will have curriculum that is based on intellectual contributions (e.g. lectures, faculty led discussion session, experiential learning sessions) from at least 3 IARU institutions. Where relevant, they should also involve non-IARU partner institutions (could be local university in the Global South, NGOs).



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Session 7: Topical Session

**ETH Sustainability (Omar Kassab)
ETH Mobility Platform (Susann Görlinger)
Technical Side (Armin Brunner)
Visit of the Videoconferencing Facilities**

Session 7 Topical Session – ETH Sustainability and Videoconferencing

1) ETH Sustainability



Omar Kassab

Project Manager, ETH Sustainability, ETH Zurich

Omar Kassab is project manager at ETH Sustainability, the sustainability office of the Swiss Federal Institute of Technology (ETH Zurich). He is leading author of the university's Sustainability Report, which was awarded with the "Swiss Ethics Prize" in 2018. His former professional stations include the German Foreign Office in Nepal and the Friedrich Ebert Foundation in East Jerusalem. Besides his position at ETH Sustainability, he is pursuing a doctoral degree in the area of program evaluation. Omar studied political science in Germany, Syria, Turkey, and Switzerland.

2) ETH Mobility Platform



Susann Görlinger

Co-lead, Mobility Platform, ETH Zurich

- Since 2010 at ETH: various functions
- Since 2016 co-lead Mobility platform (www.ethz.ch/mobilitaet)
- Project manager: "CO2-Reduction and air travel at ETH Zurich"

3) Technical Side



Armin Brunner

Manager, ITS Multimedia Services, ETH Zurich

- Since 1989 at ETH: IT Services ETH
- 1999 to 2006: Head KOM (Daten- und Voice-Netzwerke, Network Security)
- Since 2007: ITS Multimedia Services – Manager (Lecture rooms support, video production, videoconferencing)

Session will conclude with a visit of the ETH videoconferencing facilities.



Session 8: Closing Matters

- 8.1 Summary, Comments and Takeaways from Day 1**
- 8.2 Reporting to Senior Officers**
- 8.3 Wrap-up**

(no paper)



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Appendices

- Appendix A** **GSP 2018 Survey – Complete Responses & Student Comments**
- Appendix B** **IARU GSP Working Committee Meeting 2017 Confirmed Outcomes**



Appendix A

GSP 2018 Survey – Complete Responses and Student Comments

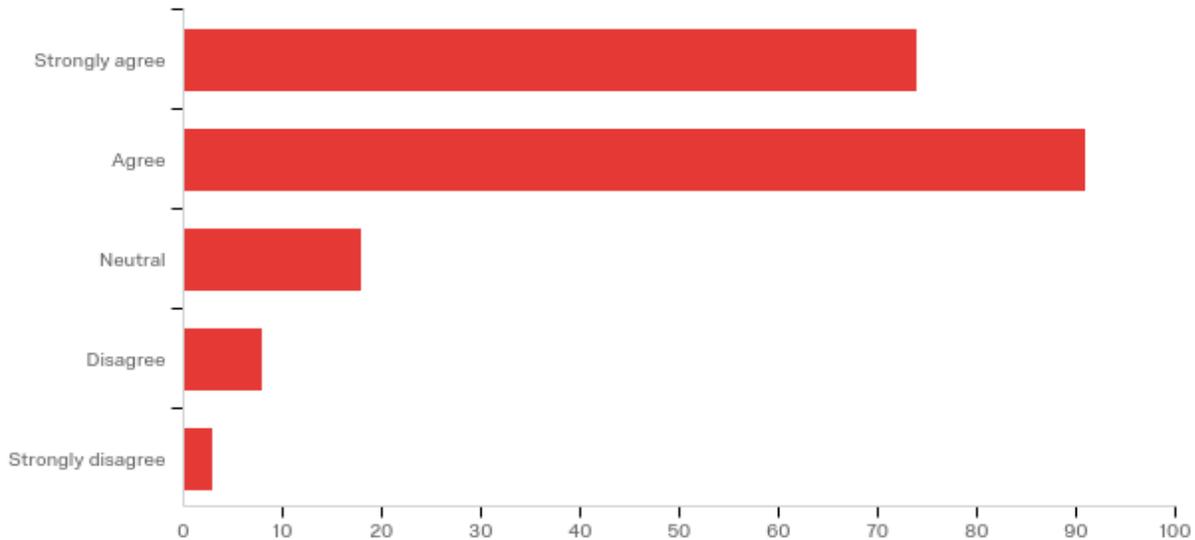
Q1. Please indicate your home university (the university in which you are enrolled as a degree-seeking student):

#	Answer	%	Count
1	Australian National University	14.90%	31
2	ETH Zurich	4.33%	9
3	National University of Singapore	12.98%	27
4	Peking University	6.73%	14
5	University of California, Berkeley	8.17%	17
6	University of Cambridge	5.29%	11
7	University of Cape Town	3.37%	7
8	University of Copenhagen	15.38%	32
9	University of Oxford	5.77%	12
10	The University of Tokyo	12.02%	25
11	Yale	5.77%	12
12	Other	5.29%	11
	Total	100%	208

Q1. Please indicate the GSP course you attended:

#	Answer	%	Count
1	ANU1 From Australia to the World: Landscapes of Politics and Power	2.40%	5
2	CAM1 Visions of the Future	4.33%	9
3	COP1 Cultural Rights: A Promising Global Discourse?	5.77%	12
4	COP2 Interdisciplinary Aspects of Healthy Aging	7.69%	16
5	COP3 New Urban Life Across the Globe: Activism and Change in a World of Cities	1.44%	3
23	COP4 Field Course - Borderland: Critical Approaches to Field Research in the Global South	10.58%	22
7	NUS1 Southeast Asia in Context	3.37%	7
8	NUS2 Asia Now! The Archaeology of the Future City	9.62%	20
9	OXF1 Global Challenges of the 21st Century - Environmental, Technological and Urban Sustainability	2.88%	6
10	PKU1 Introduction to Chinese Economy	2.88%	6
11	PKU2 The Rise of China and Change in the World Politics	2.88%	6
12	PKU3 Culture, Behavior and Brain	2.40%	5
13	PKU4 China's Original International Strategy: the Belt and Road Initiatives	2.40%	5
14	TOK1 Introduction to the Japanese Language	0.48%	1
15	TOK2 Sustainable Urban Management	6.73%	14
16	TOK3 Japan in Today's World	10.58%	22
17	TOK4 Nanoscience	7.21%	15
18	UCB1 Beahrs Environmental Leadership Program	1.44%	3
19	UCB2 Disc*: Design & Innovation for Sustainable Cities	2.88%	6
20	UCT1 Sustainable Water Management in Africa	3.85%	8
6	UCT2 Afropolitanism, Social Justice and Social Entrepreneurship	0.96%	2
21	YAL1 The Sustainable Preservation of Cultural Heritage	3.85%	8
22	YAL2 Future of Food: Environment, Health, and Law	3.37%	7
	Total	100%	208

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



#	Answer	%	Count
1	Strongly agree	38.14%	74
2	Agree	46.91%	91
3	Neutral	9.28%	18
4	Disagree	4.12%	8
5	Strongly disagree	1.55%	3
	Total	100%	194

Comments:

1. The professor was good and the learning outcome from the lectures was of high academic standards, but the work with the local project did not give many opportunities to practice my academic skills.

2. Having appropriate expectations for a summer course. The program was a healthy amount of academic rigor

3. Lecture delivery was not interesting, information just read off PowerPoint slides

4. I'd say it was definitely intellectually engaging while leaving ample time for cultural exploration out of the class.

5. A lot of the plenary lectures weren't very good.

6. it was a very interesting course but mostly thanks to group discussions. Academically speaking (in a traditional way) it was very light

7. High standards but the amount of reading and the time at which it was distributed made it unrealistic to fully do.

8. The field work component was the largest part of it

9. Brought Students from different academic backgrounds and levels to participate in such an intense and all level encompassing course. Both classes and NGO placements were very intense and full of learning.

10. I was extremely impressed with the overall quality of the course. Compared with other 7 ECTS points I got so so much more out of the GSP summer course on many different levels.

11. Academically, very enriching

12. The course content was very basic, and very stretched out. There was nowhere near 3 weeks' worth of content, and I hardly felt challenged by it at all.

13. I quite liked the fact that we were also lectured by a senior member of the School of Economics, also adds credibility to the content learnt. Senior meaning he's a Professor, not a Master graduate for example.

14. This course allowed me to pursue a field beyond that is offered in my university and for that I am really grateful

15. There were a lot of contact hours, but the lectures felt somewhat disconnected.

16. This should not have been aimed at graduates/masters students - the content (especially for those with a science background) was far too simple

17. it was something i could handle

18. The course is very writing intensive which I like but there wasn't a lot of a chance to improve on the writing. Perhaps, instead of four different prompts, we can perhaps do two, each with two drafts.

19. The content was academically diverse and to this extent, challenging. The assessment however was very simple and did not require time outside of class hours to complete.

20. It was but i would kindly suggest that it would be more in depth and less general.

21. The lectures were of a normal university standard. However, completing four 2000-3000 word essays in four weeks was an invigorating challenge which demanded academic rigour.

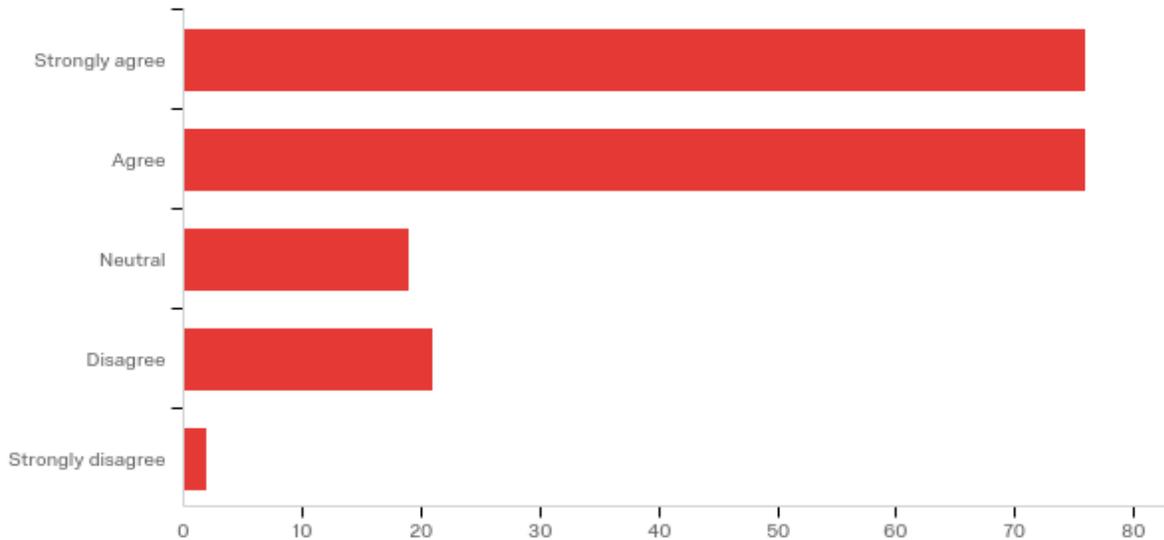
22. The academic level was high. The course was very broad though, meaning that the lectures did not develop on top of one another. It was sort of "crash course" in a lot of different fields of study. Therefore the academic outcome could have been greater, had there been some sort of communication between the lecturers. This is only applicable to the "Core lectures" only for the IARU group. The other lectures with the different summer programmes can for obvious reasons not do so.

23. It was a lot of fun. I learned a lot and the teaching style was very easy to understand.

24. In my opinion, the lectures would have been better if they had held their focus on their respective fundamental concepts, instead of diving so meticulously into the details of certain applications. Since almost none of the attendees are experts in Nanoscience, it makes more sense to focus on fundamental concepts, if the goal is to maximise learning.

-
25. For TOK2, it was less intensive than I expected but more research-led.
-
26. Though we had readings to complete for each lecture and discussion, I would not say that the content was academically rigorous, especially as we tended to resort to discussing personal opinions about our own experience during the sessions. Despite this, there was sufficient content to cover and the field trips made the content particularly engaging and interesting.

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).



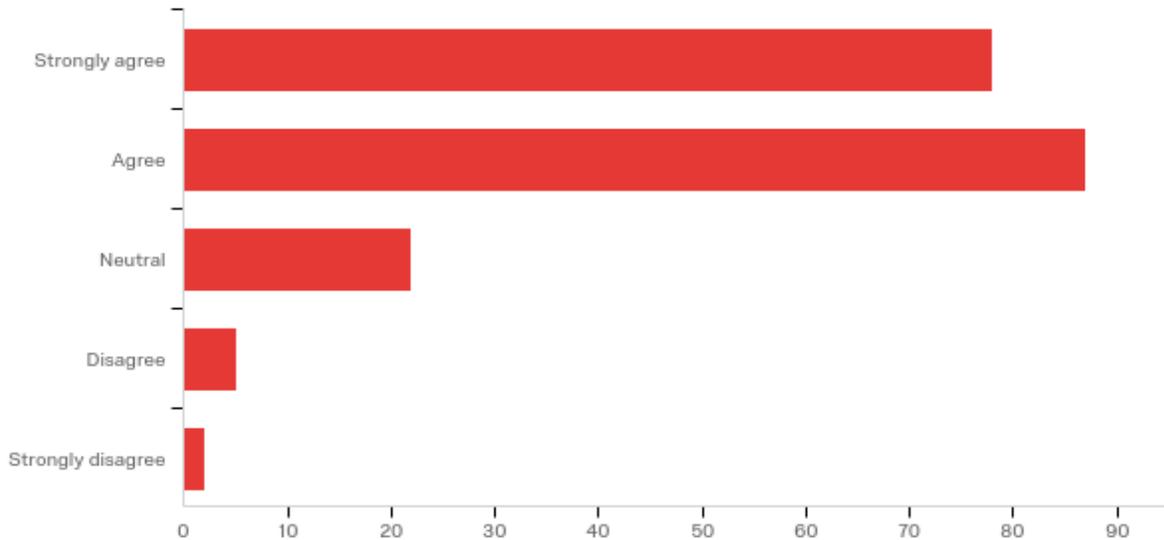
#	Answer	%	Count
1	Strongly agree	39.18%	76
2	Agree	39.18%	76
3	Neutral	9.79%	19
4	Disagree	10.82%	21
5	Strongly disagree	1.03%	2
	Total	100%	194

Comments:

1. We only knew the readings for the course in a very short time before the course start. Also the last information about the course only came in last minute and I had already left my country.
2. The syllabus provide was not very detailed, but I didn't mind and the course turned out really great!
3. Although this was not an issue once the course began, we had not received any information prior to arriving at Yale in terms of the course itself. We did not have any work set before coming, but I think a brief outline or even an email saying no prior work is necessary may be useful, as I remember a few of us were anxious that we may have missed an email.
4. Very little information received before the GSP course commenced.
5. It was not communicated to me, that I would be handing in a written assignment during the course. This came as a surprise to me, during the first days of the course. Would have been nice to know from the start.

6. We had no idea of the schedule, course content, pre-reading or the like before the course started.
7. Readings for the lectures were sent our very late, and what to expect from the internship and every day lectures were not very well defined. However, it still worked out.
8. Distributed quite late but was understood by the fact it was the first cohort.
9. We got the readings and program very late but that was understandable seeing that it's a new course and admin heavy.
10. It spelt out exactly what i should expect if i enrolled on the course
11. The amount of information received beforehand was thorough and clear, however we received the readings too late and it was not possible to be prepared for when the course started.
12. Information regarding the readings and the structure of the course was not known until only a few days before course start. With an intense reading plan and lectures it was not possible to complete all the readings. We should have been given a better opportunity to prepare.
13. Except for changes in program, that we were not informed about
14. I think a welcome event should be organised for PKU students though. Just so everyone actually gets to know their IARU family before delving deep into the Eastern Culture, which is just very different from what we're all used to.
15. The assessment was unclear and the information was given very late (two days before commencing the course). It would have been better to have access to the content at least a week prior to the course and clear expectations of assessment.
16. The required hours should have been set out better through a rough timetable for a better picture
17. We got most of the information in time, however it would have been nice to get reading materials way earlier on
18. I received a course schedule and booklet on the first day of the course.
19. We may need more specific information about class content and the way they are delivered
20. The preparation material as well as the course organizer were top notch, i'm really satisfied of both aspects.
21. As part of Southeast Asia in Context I undertook two modules: Changing Economic Landscapes and The Region at a Glance. There were no prerequisites for any of them, but I think it would be useful in terms of the Economics one, to advice students that study any business-related degree not to take it. Although the part related to Southeast Asia is very interesting, the economics are very basic (high school level, talking about price floors and basic supply and demand models), and I did not learn much from the course at all. In terms of The Region at a Glance, I signed up for a trip to Yogyakarta, the temples and rural visits which is what says in the IARU course page. The trip however, was to South Sulawesi, were we visited a couple of villages and mostly went to the beach. I paid 1800 Singapore dollars for a trip to Yogyakarta, and instead got this. Although the trip was interesting, I do not think the price was justified at all and I could not see at all where the money was going. I am very unhappy about that.
22. Before the programme we were sent a list of readings to help us prepare for the course. We were also sent a schedule a week before outlining the programme for the duration of the month. There was also plenty of descriptions of the course on the IARU website when we were applying.

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



#	Answer	%	Count
1	Strongly agree	40.21%	78
2	Agree	44.85%	87
3	Neutral	11.34%	22
4	Disagree	2.58%	5
5	Strongly disagree	1.03%	2
	Total	100%	194

Comments:

1. Sometimes, too much time spent on basic Economic background theory being taught
2. It was always engaging and interesting.
3. Because the class consisted of students from 1st year undergrad to grad students, the contents were easy for some but difficult for others. In my case, because I was still a 1st year undergrad, some of the contents were challenging to follow as I did not have much background knowledge on the topics.
4. we would have benefit from an introduction to the international law context. Only reviewing the Special rapporteur's reports was a bit sterile

5. Provided the foundations at an introductory level but allowed students to progress quickly to a more advanced level.

6. Not applicable

7. Although the course had no prerequisites for application, it clearly required prior knowledge of Australian politics.

8. Even the complex topics which I had no background in were accessible and extremely interesting. Strong focus on interdisciplinary work which really helped create an accessible environment.

9. This is supposed to be a Masters level course, but I found it very basic (more basic even than my undergraduate degree).

10. The course was engaging for students with diverse academic backgrounds - from those who had never studied International Relations, to International Relations Masters students

11. Not too hard to begin with, but definitely provided the opportunity to go in-depths

12. I think the course should be pitched at undergraduate students. The course was classed as masters level, but I felt a 2nd year undergraduate could have easily completed it. There were people I felt were older and more qualified who wouldn't have gotten as much out of it necessarily.

13. Since this was a multi-disciplinary course, I think that the appropriate level of detail was achieved across all of the lectures. I think if there were opportunities for students who wished to further their knowledge in certain areas through additional reading/online resources, this could have improved the course.

14. It could be much more in depth. It was too general/surficial for me.

15. Content was too introductory. Although this is important to some extent (as it is a multi-disciplinary course), none of the lectures built on previous ones. The result was a series of introductory lectures on a variety of issues that didn't advance my knowledge particularly far.

16. As I explained before, the Economics course was introductory, while I would have expected that less time would be dedicated to basic economic concepts, and more time to understand the Economics of Southeast Asia.

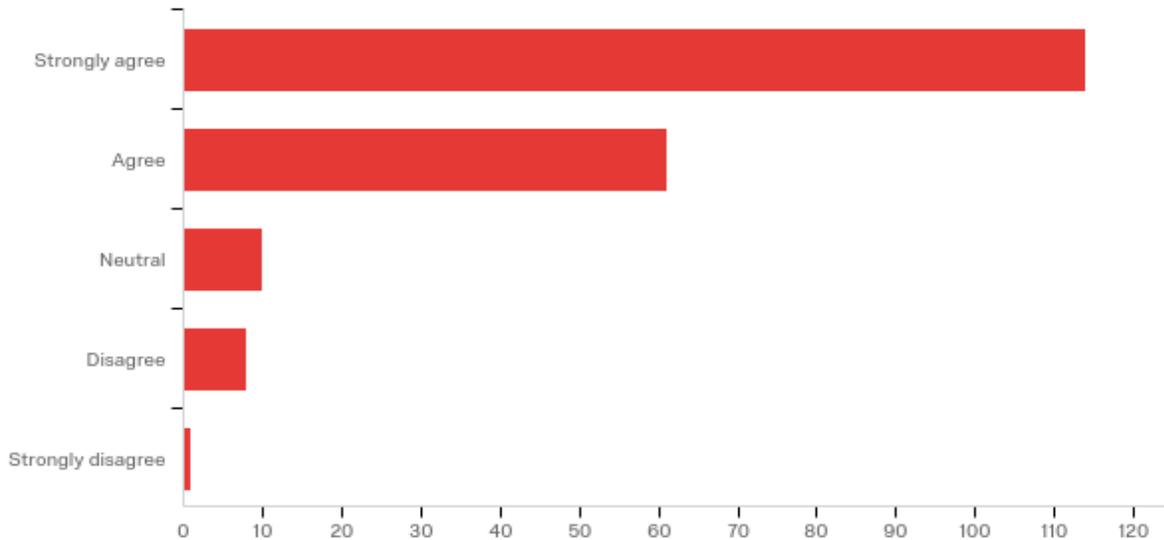
17. They did very well with this, as well as with being available for questions before arriving.

18. Complexity was too high. It doesn't mean students can't necessarily follow a lot of the material, but it is non-sensical to teach advanced material to students who do not have the prerequisite knowledge, as such information will be quickly forgotten again without a solid foundational knowledge of basic concepts within the field.

19. Not sure there was an indication, but it was primarily an introductory one (this could be understood from the syllabus). Despite that it was very interesting for those advanced in Japanese Studies as well

20. I think the course was at a good level considering we all had different academic backgrounds and are all at different stages of our education. I don't think it was the level that could be improved but how focused the discussion was.

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



#	Answer	%	Count
1	Strongly agree	58.76%	114
2	Agree	31.44%	61
3	Neutral	5.15%	10
4	Disagree	4.12%	8
5	Strongly disagree	0.52%	1
	Total	100%	194

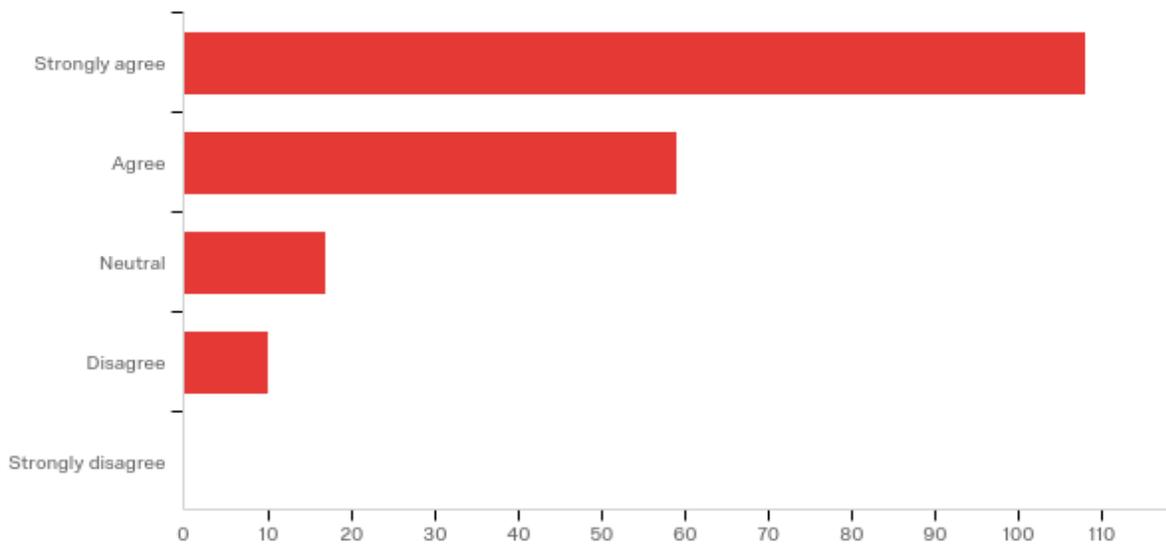
Comments:

1. Most the students were from China, not that many international students
2. Several IARU institutions were not represented (Yale, ETH, Peking, Oxford, Tokyo), which was a little disappointing. However, every student came from a different academic background, allowing a variety of viewpoints to be represented.
3. The diversity of participating people was my favorite part of the program!
4. There was not diversity when it came to lecturers. We didn't have a single female lecturer for any of our core lectures.
5. Most students came from only two universities, Berkeley and University of Copenhagen.
6. Certainly could have been a greater degree of geographical representation.
7. A large portion of the students were either from Copenhagen or Berkeley, but their ethnicities, life

stories, and academic backgrounds were quite diverse.

8. Was quite law-heavy in terms of students, but it was marketed to law students in the description so I don't think that was a problem.
9. Most of the students were Chinese speakers (either Chinese living abroad or of Chinese descent). It was not diverse at all. Many had a relatively poor command of English (especially speaking. This made discussion groups difficult to handle, because they either would not participate because they cannot understand or catch up, or they would speak only Chinese with other Chinese people).
10. Stronger geographical representation will benefit the program, but as it was in the inaugural year, I imagine that will happen over time.
11. No students from ivy leagues.
12. The diversity of both students and lecturers was such a strong and valuable aspect of the course. It made the course as a whole become a very meaningful experience, both academically and personally.
13. I particularly enjoyed having students studying at UCT from around Africa, they gave varying perspectives and I greatly enjoyed the diversity of academic background, which aided our discussions.
14. There was a great mix of students from different areas of study and countries represented, however there was no one from Africa or Latin America in the class.
15. There was a high diversity of students. However, there was only one student from South America and none from Africa.
16. No students from NUS or South Africa. Which was slightly disappointing because we didn't get a more broad range of perspectives
17. There was a diverse group of people yes
18. needs more graduate students from NUS.
19. The course definitely lacked geographical representation, but has a very diverse academic background.
20. There was quite a broad geographical spread of students however most of us came from an Engineering background.
21. There were so many Chinese students.
22. However, there is something I do not understand. It states clearly on the IARU page and on the NUS page that these courses were specific for IARU students. This was not the case at all, there were students from many more universities, and in many cases they did not have sufficient English skills, which set the whole class behind. When I sign for a course with students from top universities, that is what I expect to get, I am paying for it, not to do a normal summer school with everybody else. Why am I doing this particular program if there is no value added?
23. Regarding academic background, i agree. Regarding representation, 4 out of 11 was from ANU.
24. I was actually the only English person there - there was plenty of opportunity to meet people from different backgrounds. Having students there from NUS as well made the experience more enjoyable as they were familiar with the university and the area and could assist us. Hearing from them about the university was also interesting.

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



#	Answer	%	Count
1	Strongly agree	55.67%	108
2	Agree	30.41%	59
3	Neutral	8.76%	17
4	Disagree	5.15%	10
5	Strongly disagree	0.00%	0
	Total	100%	194

Comments:

1. The research clusters could have worked better.

2. No formal discussion was part of the class timetable

3. not all lectures engaged us...

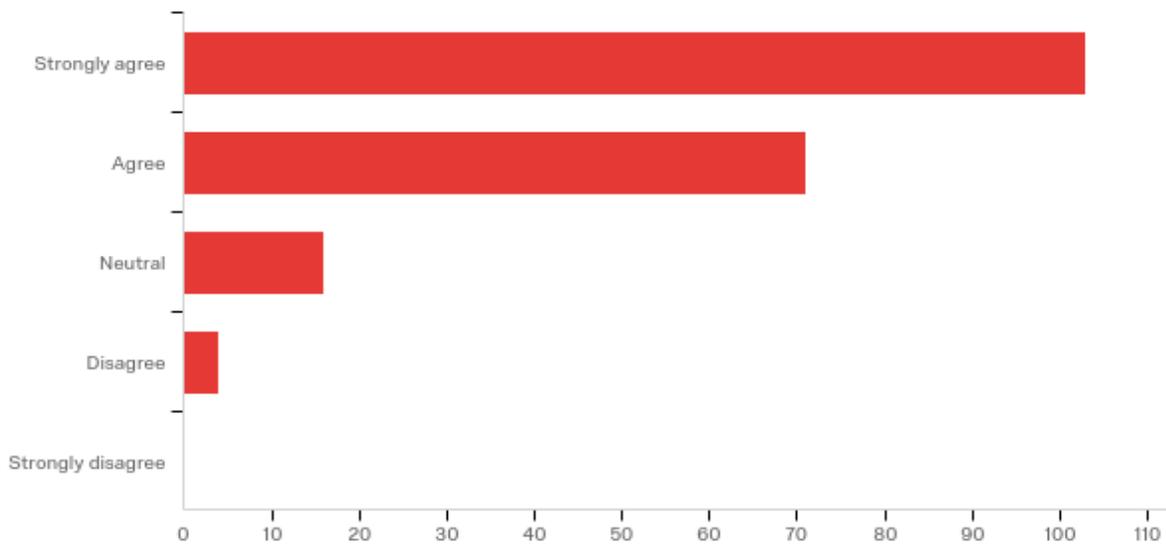
4. Less than I expected, but that might be due to differences in academic cultures

5. ALL THE TIME

6. As we were always pushed for time, class discussions tended to be fairly minimal throughout this course. I think this was due to the nature of the course itself-we spent the majority of our time receiving valuable insight and information from lecturers all over the world, and also being taught a lot of material. I do think, if possible given the time limit, if more room was made for discussions, students could engage more directly with each class and have a chance to voice their opinions more.

7. Most of the course time was used for lecture and some Q/A, but little actual class discussion. However, most of us were able to engage in this outside of the course itself.
8. This was an intentional and valuable focus of the course.
9. It would have been nice with more student discussion than the time and the many lectures allowed us to.
10. Sometimes, classroom discussion was too dominated by ANU students who have deeper understanding of Australian politics.
11. The grant proposal exercise was a disaster; partly because it was a very artificial exercise, and partly because my fellow students did not care enough to put much effort in, and so it felt like a waste of time.
12. I think a field trip or two could be incorporated to facilitate more engagement with fellow classmates
13. Fantastic class discussions where I gained diverse insights into topical issues
14. Seminar format for the WIN!!
15. Many lectures, not all that much discussion and debate. Could have benefitted from more interactivity.
16. Would love there to have been more debates/discussions
17. it would be nicer to have more time for the research clusters with fellow students
18. insufficient japanese student in tok4
19. We often engage in discussion after class (during meals or while walking to class). Within the class itself, there wasn't a lot of debate and discussion. It was more of students asking a question to the instructor and he answered.
20. One group assignment towards the end of the course gave me a great opportunity to interact more with my classmates but outside of that, the course followed a very standard lecture program.
21. there could have been more discussion time built in, especially time for group projects within class
22. Especially the Core lectures. They were very engaging and extremely rewarding.
23. I believe there could have been more interactive activities during the field trip in order to get to know everyone, even those in the other programs.
24. At TOK-3 we only had 1 week of classes and needed to make s group presentation for the last day. It was a great opportunity to learn something new, but very strained at the same time. People in our group, for instance were not just GSP students, but regular students of UTokyo who were busy with classes, so we just divided the presentation into a couple of bits and people responsible just put what they felt was appropriate.
25. Only one discussion session in class.
26. At least twice a week we had a lecture and an hour and a half discussion following this. The days that we didn't was when we had a field trip or consulaltation for our essays.

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



#	Answer	%	Count
1	Strongly agree	53.09%	103
2	Agree	36.60%	71
3	Neutral	8.25%	16
4	Disagree	2.06%	4
5	Strongly disagree	0.00%	0
	Total	100%	194

Comments:

1. Course focused specifically on China's economy

2. The essay supervisions were amazing, as they allowed me to improve my writing and delve into some new topics.

3. Completely different class style, different teaching style, different goals, different layout, etc.

4. For more informative and lots more opportunities provided to meet professionals working in the industry.

5. It was much more fast paced, with better lecture focuses, and a great selection of professors from different universities.

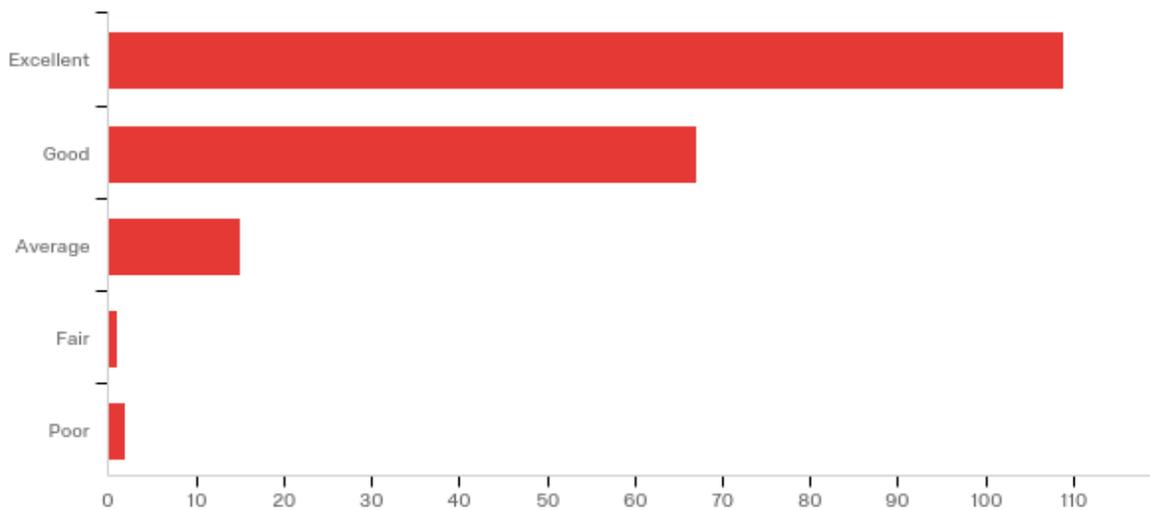
6. In the best possible way...

7. interdisciplinary focus; also students from varied academic backgrounds, bringing diverse perspectives and discussion

8. I think the fact that it was run as part of the Yale Summer Session made it significantly different from any course I had taken.

-
9. It highlighted China in a way that I've never seen before- very refreshing and insightful.
-
10. In Australia we do not learn the Chinese perspective on international relations issues, and an understanding of China is essential as they are a rising superpower and Australia's largest trading partner
-
11. This course was great because it very different to my degree (Sociology) at Cambridge. Not just in subject matter, but the method of learning was different. Working in groups, frequent presentations, iterative design thinking were all very new to me.
-
12. 100% agree. I would not have this opportunity at my home institution
-
13. I got fully understand South east Asia , the mobility and the concept of borderland
-
14. the supervision session was very special.
-
15. The quality was clearly inferior.
-
16. The teaching style of Cambridge with supervisions and close contact to supervisors is very different from Copenhagen.
-
17. Perhaps this is especially the case with the English university system, but I only study one subject (history) so doing an interdisciplinary course was interesting.

Q9a. How do you rate the overall performance of your course instructor/s?



#	Answer	%	Count
1	Excellent	56.19%	109
2	Good	34.54%	67
3	Average	7.73%	15
4	Fair	0.52%	1
5	Poor	1.03%	2
	Total	100%	194

Q9b. Please share what made your course instructor/s good, very good or excellent, or if there are areas for improvement:

1. They listen and respected all students and understood that an being a professor on such a course also requires personal investment and guidance for the students. They acted professional and of high academic standards.

2. Our instructors provided healthy direction and support with course material while showing quality engagement with students in question and answer. Instructors from each field showed great expertise in their prospective fields of study.

3. Good level of detail involved in presentations, however delivery could have been more engaging and more time for class discussions.

4. The course instructors were very approachable and helpful. They answered questions patiently and provided useful feedback for the assignments.

5. Professor Xu was excellent. The TAs (PKU PhD students) were very passive and not engaging however.

- 6.

7. Instructors from diverse backgrounds were invited to give lectures, and they were all very patient to answer questions.

8. They came from various disciplines and were very engaging

9. Both teachers were highly motivated academically in students' different thoughts, explanations, answers, etc. Especially, the two teachers were very helpful, interested and assisting in sharing contributing thoughts about my final assignment (Research Project Proposal).

10. A high diversity of the course

11. Well prepared, experts in their fields, very cross-disciplinary.

12. Their willingness to engage with us in addition to supervising our research proposals.

13. I would have preferred the class to be a bit more engaging (maybe add group activities/discussions instead of lectures only)

14. They were knowledgeable in their subject and knew how to make the lessons interesting and engaging. Also, the instructors were approachable and friendly, making it less daunting for me to raise questions and clarify things with them.

15. Very attentive and lots of opportunities to engage in serious conversation

16. Be good at organizing

17. Prof. Zhai single-handedly exposed us to a world of International Affairs first hand. He was extremely knowledgeable and guided use through the kinds of questions IR specialists ask. He gave us invaluable first-hand experiences through his connections and our field trips.

18. The lecturer was very knowledgeable and passionate about teaching.

19. Professor Stefan Simon, Goze Akoglu, Lukasz Bratasz and Pete Coutros were all excellent instructors for this course. Professor Simon was so dedicated to each class; his insight and passion were really inspiring and I especially loved how he would always tell us stories of his own experience and create an interesting and compelling narrative for us to follow. He had organised lectures with experts in this field from UNESCO to INTERPOL, and we were able to speak to some incredible researchers from all across the globe. I found this method of learning very fruitful as we were speaking to individuals with first-hand knowledge in the preservation of cultural heritage. My personal instructor for our group assignment was Goze, and she was also a really inspiring mentor to have. She would organise times outside of class in order to take us to West Campus where most of the laboratory work was done, and was very willing to meet up whenever we needed help. Pete and Lukasz were also excellent instructors - they gave lectures in archaeology and agents of deterioration in museums, which I found very insightful. They also challenged us by asking questions after our presentations and playing devil's advocate, which I thought was very good for our development, and it challenged us to think on our feet.

20. A great diversity of instructors who were very knowledgeable about their areas of study. It was very interesting learning from their perspectives.

21. High level of interaction

-
22. The instructors were all intellectual and influential professors, however, sometimes their English were difficult to follow in class.
-
23. The course instructors were extremely approachable, patient and helpful. However, the atmosphere created in class was slightly intimidating and not as conducive for learning.
-
24. The arrangement of the course is excellent. Not only the arrangement of courses and NGO field work is very good, but also the non-academic arrangement such as accommodation, meals, transportation is really thoughtful.
-
25. professor Porsdam was very good at initiating and sustaining discussions; however, i felt like she was not providing enough legal background
-
26. The instructor encouraged discussion whilst ensuring we covered all vital parts of the topic, showing her own excellent knowledge and expertise. There was a variety of academic disciplines involved in learning, and individual research and thought was encouraged.
-
27. Course instructors were very involved in all aspects of the program and always made themselves available to answer questions/ give feedback
-
28. I believe these instructors they all are familiar with the topics that they share with us, and these instructors they have a very good academic research about their topics. But in the meantime, I hope instructors can be more neutral when they explain the topic in the future.
-
29. My course instructor had a lot of knowledge and expertise in the area and was more than willing to share this with all the students. He was extremely passionate about the course and all subject matter which inspired us students and made us eager to learn. Furthermore, he was very inclusive and valued every individuals opinion.
-
30. I found the course instructors to be good, because most of them are highly involved with the subject (sustainable water management) in their daily work. They seemed to be the people who have the largest and newest knowledge on the subject, and therefore made the course very relevant and up to date.
-
31. content is quite intellectually challenging but also interesting
-
32. In my course, the course instructors had long contact hours with students. There are also assistant instructors who helped with studio work throughout the course.
-
33. Their consideration for my poor command of English
-
34. The incredible opportunities to engage in the course given by the professor and the passion for the subject matter.
-
35. Good in terms of presenting information and clear instructions
-
36. Each teacher was very good. Unfortunately I don't think there was communication between the different elements of the course, so sometimes there was a lot of overlap in content. But otherwise it was great
-
37. The coordinators were very engaged with us and did a great job scheduling and programming everything. Most of the lecturers were excellent, but there were a few who most of the classmates could not follow or feel engaged with.
-
38. Engendered very productive discussion, structured the classes well.

39. The interactive nature of the class
Smart and inspiring fellow students
The outline of the course, especially how to work on the individual paper was vague before the class started
-
40. Allowing for the two professors to talk more about their own research and work.
-
41. approachable
-
42. Good opportunity for discussion, but lectures were long
-
43. He was fluent in English and had valuable insights in China's current political situation and history. Also he was great in his area of international relations.
-
44. Professor Zhai was very well-organised. His lecture slides were neat, clear and always forwarded to us for revision. TAs were very assisting and accommodating. They were punctual.
-
45. Both professors committed themselves to supporting students. They were subject matter experts in topics that fascinated all of us, but they were also lucid and capable teachers, provided advice and feedback that was constructive, and were generally warm and approachable.
-
46. They were both amazing but they didn't share their own knowledge enough !
-
47. Professor Han is a very patient gentleman who is willing to spend time answering every question we have.
-
48. The instructor was really great. He was friendly, funny and clearly very knowledgeable. Course content could sometimes be a bit superficial, or at the level of an early undergraduate (the vast majority of students were first or second year undergraduates) which could make it less interesting for a postgraduate student like myself.
-
49. Our instructors offer lots of opportunities to learn from them, and care for everyone.
-
50. They were down to earth and responded to most of our research questions per our abilities or academic levels, given relevant examples where necessary. They were not authoritarian. They valued our inputs so much.
-
51. They were well prepared and were explaining every detail so we can understand easier
-
52. There are many different things that made our instructors excellent. From the beginning towards the whole programme, their personal engagement in the course and in the students, contributed greatly to the programme. They were extremely good in balancing high academic quality and teaching combined with very helpful mentoring - and in addition they were always a great source of inspiration.
-
53. They were extremely engaged, and accommodating to our various backgrounds and disciplines. Furthermore, they made themselves very accessible and open to questions and one-on-one meetings. Their openness and enthusiasm were highly valued.
-
54. excellent engagement with students, giving them lots of opportunities to discuss in class and work interactively.
-
55. Some just read their lecture as if it was from a paper - others really engaged and involved us and that was really good. You can only become good at something if you work with it.

-
56. The course content was extremely accessible for all students. The instructors were interested in what the students had to say, and were generous with their time including staying behind after lectures to answer further questions. The course conveners and organisers (Sue and Amber) were also almost always also in the class which was great as they gave a lot of information on the larger South African context and how esoteric topics fit into the larger course.
-
57. Prof. Porsdam was very aware of the diverse fields of the participating students and she adjusted the course so as to accommodate non-law students as well
-
58. Far too basic level - need much more challenge!
-
59. Our Professor organised a range of excursions with high quality organisations.
-
60. Expert in his field, engaged with students well and made time for them outside of class hours.
-
61. Very knowledgeable and great at promoting discussion. Very thoughtful and helping to flesh out the ideas of students
-
62. The class is really organized
-
63. Highly approachable, super humble and willing to go the extra mile. The kind of academic I would like to be one day
-
64. They were understanding and responsive.
-
65. The course was well structured. Some of the class maybe overlap each other a little too much.
-
66. Professor Xu is phenomenal. His classes were very engaging and he provided fantastic insights into the various topics, bringing a wealth of knowledge in history and international relations.
-
67. The lecturer is very familiar about their field of study and the presentation given was clear,
-
68. The instructors have experience in their fields and they provided knowledge-filled lectures. They helped with our projects, frequently meeting with us to check our progress and give us feedback. Their personal communications also made us feel comfortable while learning in an academic setting.
-
69. Diverse range of fields covered by different specialists. The course instructors are very knowledgeable in their fields.
-
70. I loved their enthusiasm, time commitment and organisation of the course. I did feel that the program director was lacking in teaching proficiency, compared to other guest lectures and the studio lead. Apart from this detail however, the general performance in teaching was inspiring.
-
71. Great dedication, always open for advice, great organization of the course
-
72. The main area for improvement is the trip to UN. It should be a more personalised trip like the other Yale Course group. The course may also introduce guest lecturers as well that would be cool!
-
73. humorous and encouraging, always encourage students to express our opinions and be creative
-
74. greater racial, ethnic, and gender diversity would be appreciated
-
75. Clear explanations in fluent english
-
76. Professor Wargo is very intelligent, learned and thoughtful. He gives us abundant chances to

challenging ourselves. Also, he offers us important instructions when we were doing our projects. Every conversation with him gave me inspirations.

-
77. Program directors are very responsible. The weekly review meetings facilitated by them were helpful in consolidate the learning. The tutor in my supervisions is excellent in terms of the depth of the class discussions.
-
78. They were genuinely interested in us as students and our academic performance. It was truly refreshing.
-
79. Have a thorough understanding of this area
-
80. they were good, however there were some lectures that instructors with very strong accent which made it hard to follow up. This was like two of the lectures. The rest were good.
-
81. friendly, responsible
-
82. Very knowledgeable, engaging and helpful. Great lecturer!
-
83. needs to deliver lectures in a concise manner
-
84. The instructors introduce us a lot of new ideas and theories. However, a lot of them are independent topics. If there is a way to tie the topics together, it would be more coherent
-
85. The professor was good at facilitating discussion. The best part was the dynamics of the class as there were students from a diverse array of backgrounds and universities. While other courses may have been more intense, I preferred that I had more free time to bond with friends in a new country. This is also what expands my world view. If I only had time to study, I don't think I would have made as many friends. The benefit of IARU is the mix of universities.
-
86. Good: very knowledgeable about subjects, well-prepared for lectures, informative, helpful and approachable;
-
87. The course instructors were clearly experts in their respective fields and this made for engaging lectures. A couple of the instructors, however, were not as strong speaking English so some of the lectures were difficult to follow.
-
88. They were very kind and replied my email quickly.
-
89. Our course organizers and instructors were very responsive, helpful and gave many useful comments.
-
90. They were very kind and friendly to all the students.
-
91. Raise questions and points for students to think while listening to the lectures, which enhanced productive discussions later.
-
92. They told us everything about safety, foods and university life.
-
93. It was really good.
-
94. Very close communication with us, meticulous feedback
-
95. It felt rushed overall. Professors went beyond the scheduled time. I felt that this course would be more beneficial to all if it was spread out in two weeks. That way, going over time wouldn't affect the class schedule as much. This would also give students more time to engage with readings,

explore the area, and stay focused in class. Long hours of lecture crammed in 5 days was manageable, but I doubt it's helpful for students to really learn and engage with the material. However, I really enjoyed the content.

-
96. The instructor takes the diversity of the class into consideration, accommodating non-law students in the interdisciplinary discussion of the subject at hand.
-
97. I would like the course instructors-professors to engage the students more in conversations on the course subject.
-
98. Student assistants supported us very well, but they were not familiar with organizing programs.
-
99. My course instructors asked the students about the situation of their own countries, which attracted our interest.
-
100. Facilitated discussion was interesting. However, the assigned supervisor was quite disorganised and on a few occasions was insufficiently prepared for lessons.
-
101. not only explaining the basics, but also sharing his own view, metaphor and reference to movies made it quite easier to understand the concept of the situation.
-
102. The course instructors deliver the content with clear and well defined explanation which allow the students to absorb the content without much difficulty.
-
103. The instructors were a great influence as they were prestigious researchers currently working on a great advancement to the age.
-
104. Most of the instructors provided us with lecture notes. Thus it is easier to follow the scientific terms or theory. However, some of the concept is complicated and it is difficult to cover those topics or theory within the short duration.
-
105. Good Listener, Good Speaker. Enough balancing between discussion and lecture.
-
106. The multifarious representation of Japan on the world stage fascinates me with many details that I have never encountered before.
-
107. The content of the classes are non-related each other.
-
108. Professor Teofilo C. Daquila: good - he was a fantastic instructor, very caring about the students and gave really good advice in terms of our careers. The only but is the stress put in basic economics, although I must recognise he explained the basic economic concepts very well. Professor Andrew M. Carruthers: poor - he did not care about the students and was doing the course to get some extra money, in his own words.
-
109. some instructors were more interesting than others. because each course is 2 hours long, if an instructor lectures the whole time, it can be very dull for the student. But inclusion of pictures and videos make students sit up and pay more attention
-
110. I think they did very well in ensuring that we felt comfortable when in Cambridge.
-
111. Some lecturers were really engaging as they understood the diverse background of us IARU students, but had not been informed correctly about this program hence it seemed like they found it difficult to figure out who their target audience would be. I really enjoyed those lecturers who also incorporated their own research into their presentations which opened up a whole new insight into the research that was being conducted at UTokyo.
-
112. They were very knowledgeable, answered all of our questions, and kept us interacting together.

113. They were very friendly and enthusiastic about their work

114. Lecturers were engaging.

115. They really made us all feel comfortable in the group and due to the diversity of all our courses there was points in which some people didn't understand what was going on so the instructors made sure to help us understand.

116. The course instructors were well prepared and they discussed very interesting topics with us.

A few of the instructors had difficulties with teaching in English.

117. Most of the courses covered the current situation concerning Japanese urban management and involved lots of interaction between instructors and students. However, some courses were not so well prepared and seldom gave students the chance to take part into the courses.

118. The back to back classes were a bit tough, especially since our course was mainly held in the evening, where everyone would feel tired after a long day. Some of the other students also voiced out how there was too much content in a short period of time, so we couldn't really take in everything

119. They are able to break down complicated ideas into simple concepts for us to understand. They also teach us to apply the concepts we learnt in theory into real life situations.

120. Some of them made excellent efforts to introduce their fields and research, keeping in mind the diverse backgrounds of the students

121. Areas for improvement could be simpler slides for an easier understanding

122. I think all of the lectures were conducted in an engaging and professional manner. I was introduced a variety of intriguing and cutting edge fields directly relevant to my course, and even one lecture relevant to a research project I am currently engaging in.

The one issue that seemed to crop up amongst our group was linked to the fact that we all came from a diverse range of academic backgrounds. As such, the group from biology/medicine sometimes felt we didn't have the prerequisites to follow the physics lectures and vice versa. On the whole though it was a very worthwhile course.

123. I enjoy how the professors were all from different departments and have different areas of expertise. This enabled us to learn about sustainability from a diversity of perspectives, and even if we might not wholly understand their research topics due to their technicalities, and attain a greater exposure out of our domain.

124. They were all quite good, the only thing was the language barrier sometimes

125. The quality of the lectures varied quite a lot. I have no doubt that each individual teacher is highly skilled at lecturing in Japanese, but moving forward, The University of Tokyo should consider prioritising English language skills over academic qualifications when selecting lecturers. A possible alternative setup is to have someone adept at English present the general concepts, and then have the professor with the most expertise present his teams' research at the end of the lecture.

126. I would have said excellent, for all the instructors were great, except for one, who made too many jokes through the lecture, which affected the amount of useful information he could have provided

127. English speaking skills could be improved. Engagement with class could be better. Use of more videos or group discussions

-
128. The course instructors from University of Tokyo are experts in their fields. They offered us the cutting-edge knowledge of their researching areas. However, I felt a bit of shame that the presentation of some course is limited by the instructors' English level.
-
129. Prof Kiichi Fujiwara is a very engaging lecturer who provided opportunities for critical thinking and sharing of opinions. i have gained much in-depth knowledge on Japan's culture, politics and history throughout the course duration.
-
130. The level of English of the instructors was good, the instructors were engaging, they did not shy away from controversial topics and were not averse to self-criticism, criticising their own or reviewing their views. They were openminded, curious and encouraging.
-
131. They were all extremely dedicated to their research and gave very detailed lectures. They sometimes had some difficulty communicating in English and in keeping their talk less technical(as we all came from different backgrounds this might have been difficult for some with less chemistry/physics background).
-
132. High level of organisation, attentiveness, encouraging stance.
-
133. The small course size, attentiveness and engagement of the course instructors, and overall course content created an academic atmosphere that was engaging and thought provoking. 10/10
-
134. The course instructors provided many opportunities throughout the month we were here, such as numerous field trips and guest speakers. They went above and beyond making this course go beyond the classroom.
-
135. The course instructors were interesting and engaging, and it was also nice to hear their experiences of Singapore, seen as this type of discussion was a central component of our course content. Perhaps our discussion could have been more specific, however - I did not always feel challenged, though I realise there are language and cultural differences.
-
136. There is sufficient discussion during the course. the reading materials is sufficient enough to make sure students can learn a lot if they are interested in some topics. Lectures are so kind and always consider about the students.
-
137. Very engaging and there are ample opportunities for us to interact with those who are experienced in the field at the plenaries and conferences.
-
138. I liked that the course brought in an international dimension in an intimate classroom setting. The course is structured nicely to promote international exchange of ideas and worldviews. I find that my course instructors have put in great effort in facilitating this exchange of worldviews, and it has enriched me beyond expectations.
-
139. they have good knowledge of the information taught in this course, and tapped on their expertise well. also, both professors were very engaging and interactive. They allowed the class to be diverse in opinions and values perspectives across countries and cultures.
-
140. The instructors brought a great breadth of knowledge on all the subjects that we had covered in the course. They were also good in promoting discussion for the topics that we had covered as well.
-
141. What I studied in this GSP course was completely different from my major, but it would be very useful for my future study.
-
142. Always were willing to explore different viewpoints, encouraged student engagement
-
143. My course instructors were patient, meticulous, caring. The slides, discussion and trips were all

well executed and facilitated in boosting my understanding.

144. We managed to visit many different places and got to hear many different viewpoints from different stakeholders.

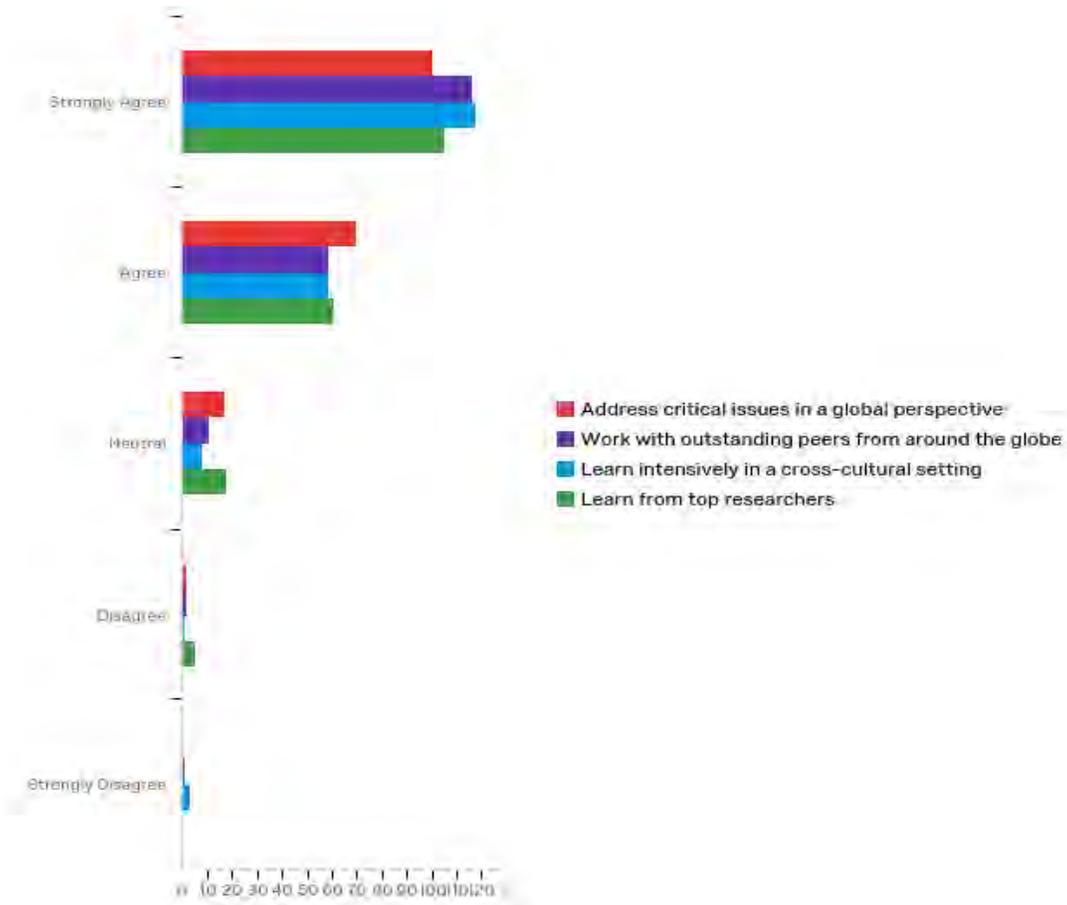
145. The field trips were great opportunities to learn outside the classroom and this made the course enjoyable. The instructors also facilitated the group discussions excellently.

146. They are able to break down complicated ideas into simple concepts for us to understand. They also teach us to apply the concepts we learnt in theory into real life situations.

147. caring feedback

148. They are very patient and are open to any kinds of discussion which makes me think more critically.

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



#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	Address critical issues in a global perspective	52.91% 100	37.04% 70	8.99% 17	1.06% 2	0.00% 0	189
2	Work with outstanding peers from around the globe	61.38% 116	31.22% 59	5.82% 11	1.06% 2	0.53% 1	189
3	Learn intensively in a cross-cultural setting	62.43% 118	31.22% 59	4.23% 8	0.53% 1	1.59% 3	189
4	Learn from top researchers	55.56% 105	32.28% 61	9.52% 18	2.65% 5	0.00% 0	189

Comments:

1. Unfortunately the teamwork (between the other student and I) on the local project we was assigned did not function very well. It was hard to find common ground (as I see it) because I was not met with an interest in learning from my academic background. I find it important that all peers are not just interested in learning from the program but also from each other. This could have been emphasised more. It seemed like other students learned a lot from each other, so maybe better research clusters could have given me the same experience. I did learn a lot from talking with and engaging with others peers from other academic backgrounds in our "free-time".

2. Course was perfectly pitched at contemporary affairs in and about China.

3. 100%

4. The moments I particularly enjoyed were when we gave class presentations as I think this was an excellent way to bring our ideas to the classroom, and really feel that we were a part of the research process behind global issues. I feel in general, class discussions could be improved and maybe more time given for the students to give presentations themselves/discuss ideas. Having said that, I can see why there was not always time for this as we were visiting museums, laboratories, and much of the course involved learning through lectures/presentations from experts within the field.

5. Strongly agree with all of the above. My GSP course was one of the more rewarding and enriching courses I have ever taken.

6. Excellent teaching and teaching staff is very approachable

7. There was a student from UC Berkeley, [REDACTED], who overreacted at my comments, exaggerated the problem as well as entangling with it. In particular, she called me, a mathematician from the University of Cambridge, an idiot in public area. Growing up in California, studying at the UC Berkeley, she did not even know how to respect the difference between people. I know many graduates UC Berkeley, they are lawyers, field medalists etc. UC Berkeley and its alumni will feel shame for [REDACTED] behaviours.

8. These people come from top universities, but according to their performance (especially undergraduate students)it did not feel this way. I was told that basically there is no competition for the programme, and anyone who wanted to go to China could apply and go. That means that even less outstanding student could also go. I think competition should be implemented and some sort of strict selection criteria (the programme should be competitive and if it claims to be world class, then it should have a world class selection criteria).

9. I absolutely could not fault the course in any of these regards.

10. A brilliant programme! I've experienced a great paradigm shift in terms of China, and my general worldview of the opportunities that are out there.

11. This was one of the most invaluable experiences of my degree and I really hope the IARU program continues so future students can have an equally eye-opening study abroad experience with classmates and teachers from the best universities in the world. I am so grateful for the opportunity to learn in the IARU program and have met so many inspiring people and learnt so much knowledge that I could not have gained had I not been a part of the IARU program in Peking University.

12. The course was very good and i really appreciate the chance participate in it.

13. A great experience!

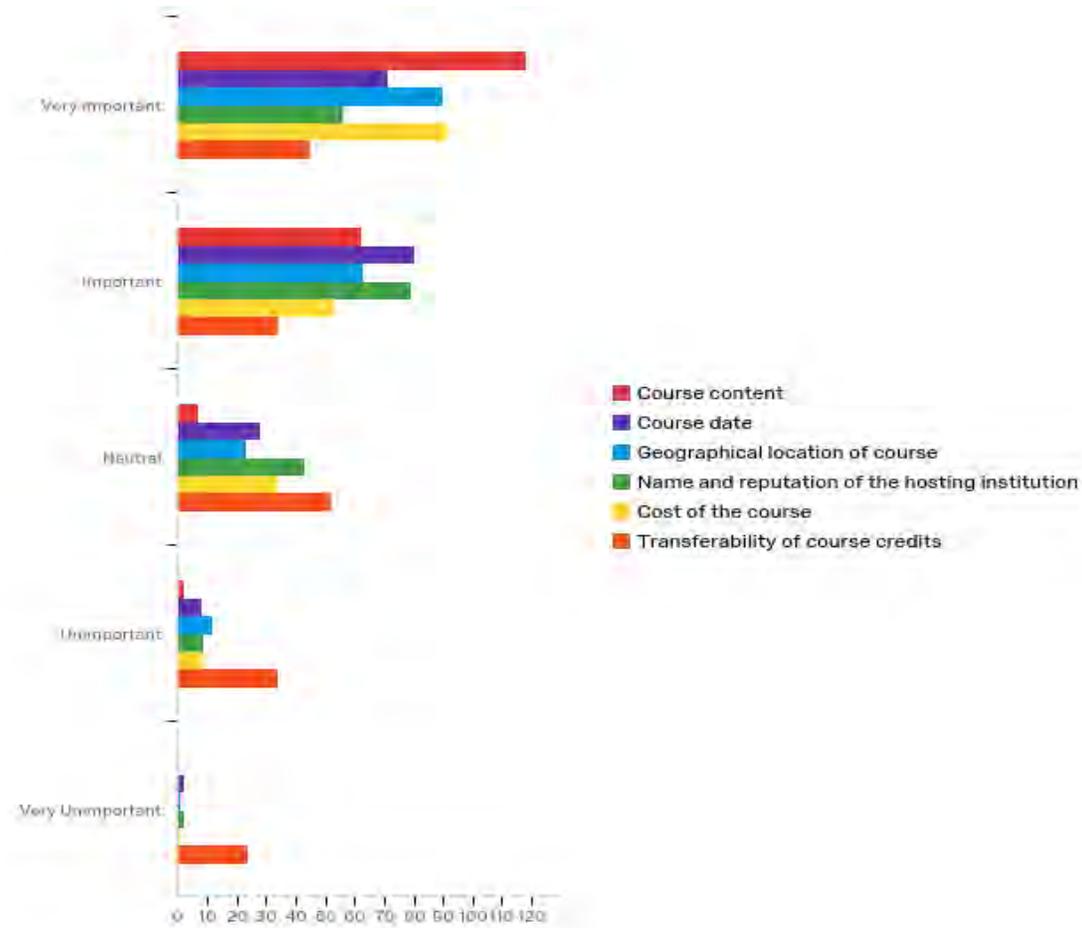
14. I'm not too sure there was much of a 'global perspective', at least not on the part of the chosen lecturers and chosen subject matter. Especially compared to my experience at my home institution (which has a leading Asia-Pacific Studies Department), lectures seemed to be largely Eurocentric. Although in some instances lectures were given by top researchers in the field, in general, the quality of lectures was quite average.

15. I think we could have discussed more the role of nanoscience in global issues. The discussions were more related to new innovative technologies enabled by nanoscience.

16. The primary issue was the language barrier. It was obvious that the lecturers wanted to engage in discussions about the material, but in some cases were unable to due to a lack of familiarity with English.

17. Lack of research lectures.

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



#	Question	Very Important	Important	Neutral	Unimportant	Very Unimportant	Total
1	Course content	62.43%	32.80%	3.70%	1.06%	0.00%	189
2	Course date	37.57%	42.33%	14.81%	4.23%	1.06%	189
3	Geographical location of course	47.62%	33.33%	12.17%	6.35%	0.53%	189
4	Name and reputation of the hosting institution	29.63%	41.80%	22.75%	4.76%	1.06%	189
5	Cost of the course	48.68%	28.04%	17.99%	4.76%	0.53%	189
6	Transferability of course credits	23.81%	17.99%	27.51%	17.99%	12.70%	189

Comments:

1. I actually wish the course was longer throughout the summer to allow for students to better work and acclimate, and that the course also included a more structured and integrated intro to thai language and culture, i felt that a lot of us weren't able to use thai well, for both practicality and expressing respect to local thai residents and those who we worked with.

2. It is unclear why as a graduate student at Oxford I am unable to get any credit from PKU (or any note on my transcript). How is it a world class if my institution does not recognise it? I was told PKU does count Oxford credits. Why is it not reciprocal??

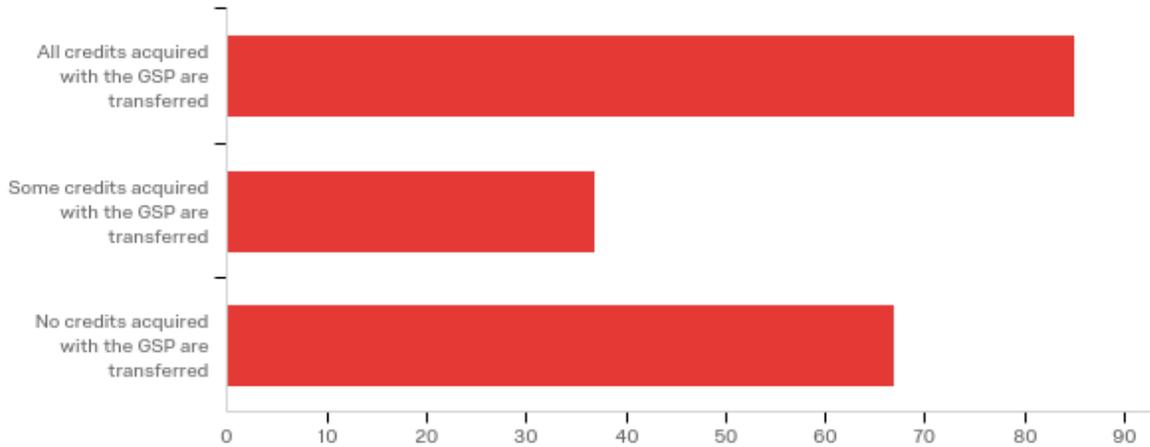
3. I choose Peking University as I wanted to study at a leading global university and learn Mandarin, and China is very important to Australia.

4. Although the cost of the course was not important when I chose, that was because I expected excellent quality from it. Now having completed the course, I would not have paid for it, I do not think it is what it was advertised and the price is not justified. Most of the students there had a scholarship and will not care about it but I did not and I feel fooled and I am very disappointed.

5. Cost of tuition fees should be waived. Scholarship amount should be higher.

6. My home university has a working relation with NUS and Tembusu, so I did not choose the course I took. I applied to participate in this specific program.

Q12a. Can the credits of the GSP course(s) you attended be transferred to your home university?



#	Answer	%	Count
1	All credits acquired with the GSP are transferred	44.97%	85
2	Some credits acquired with the GSP are transferred	19.58%	37
3	No credits acquired with the GSP are transferred	35.45%	67
	Total	100%	189

Q12b. If no credits could be transferred, please let us know the reason why this was not possible.

1. My degree was completed prior to attending the GSP courses.

2. Home university does not accept credits from GSP university

3. Not finalised yet as have not yet received grades back.

4. My home university(Peking university) cannot transfer

5. I am doing a full thesis and do not require course credits.

6. Cambridge doesn't have a credit system

7. The course (mostly covering aspects of philosophy, international relations, history, literature) had very little science content so I was not able to transfer it towards me degree. I also do not have any electives within my degree, so this excludes the possibility to counting the IARU course as an elective. However, this did not bother me, I was still able to gain new perspectives though this

course that I would not have the opportunity to, within the low flexibility of my degree at my home university.

-
8. I just graduated from an undergraduate degree.
-
9. Oxford don't have a study credit system
-
10. As Oxford does not work on a credit system, no credits were transferred. However, this was not a problem for me, as I wanted to participate irrelevant of receiving credits.
-
11. not needed
-
12. I don't think it fits into my degree structure
-
13. Because my school only recognize graduate level law courses.
-
14. Because the law school at my home university is not very accommodating to students and does not encourage cross-disciplinary study. This course was not considered to have enough law to warrant credit transfer, despite there being a significant legal component within the course.
-
15. I haven't received transcript from PKU at the time I am filling out this survey
-
16. No need for extra credits in my case
-
17. My home university does not work on a credit-based system. To complete my current degree course, only exams taken at my home university are credited.
-
18. I am not sure whether the credits can be transferred yet.
-
19. I have not checked about the transferability of the credits
-
20. Cambridge doesn't take credits from other universities' summer programmes.
-
21. I am not sure whether it's transferrable or not
-
22. American university credits aren't fully compatible with the Danish system.
-
23. It is not compatible with the Cambridge system
-
24. I would like to know why this was not possible. Thank you.
-
25. Perhaps because I am a recent graduate of my home institution. I hope there is some way to transfer the course credit.
-
26. It's very frustrating but it does not happen automatically for us. I had to go and find out how to get it on mu transcript. There's a lot of paper work to be done and i have to administer it or it won't get added.
-
27. maybe the credit system in Peking University does not connect to the global system.
-
28. British universities do not, or rarely, operate on a system of "credits".
-
29. I am a student at the university in which the course was taught
-
30. I don't think it's possible at my home institution (and I don't need the credits anyway)

31. I do not have space in my degree.
32. Oxford doesn't allow it
33. Cambridge does not allow credits to be transferred into its degree programs.
34. I don't really know..
35. I did not apply for a credit transfer.
36. The credit system isn't used at my home university
37. I am doing a degree in Finance now. It is not required of my degree to do Chinese Economy.
38. I am studying a double degree at my home university (Engineering/Arts) and I have no space in my degree to fit in extra course credit. Likewise, since the course was only 2 weeks in length, it does not constitute as an additional course at my home university.
39. The content is not related to my major.
40. The course was not related to my faculty.
41. I had already earned enough credits in my home university
42. I may have missed this information, but I don't remember if the credits will be transferred.
43. I have no idea.
44. I don't know the reason.
45. I'm actually not sure at this point in time how much of the credit can be transferred.
46. Despite the similarity of the expected outcome of the module, home university dismissed my first application due to the difference in course title. Also, home university has only informed me about this after the course was over.
47. The content of Sustainable Urban Economics was considered not close enough to the curriculum of my economics degree.
48. It's too short to be considered for Yale credit
49. Too short course time for Yale to transfer it. Needs to be around 3 weeks minimum.
50. Program too short.
51. Credit system is not used within the UK
52. ETH Z^urich sadly does not transfer credits for the GSP, even not as an elective course.
53. Graduating student.
54. they don't accept it at ETH, don't know the reason, as it is my major
55. Cambridge has a different marking system

56. Graduate courses

57. the course hours for TOK2 is considered insufficient for ANU.

58. My course (PhD) does not use credits

59. Oxford plays by its own rules, similar to everything else about the institution...

60. My university does not have the credit system.

61. Credits are transferred, but I believe the grade itself is not.

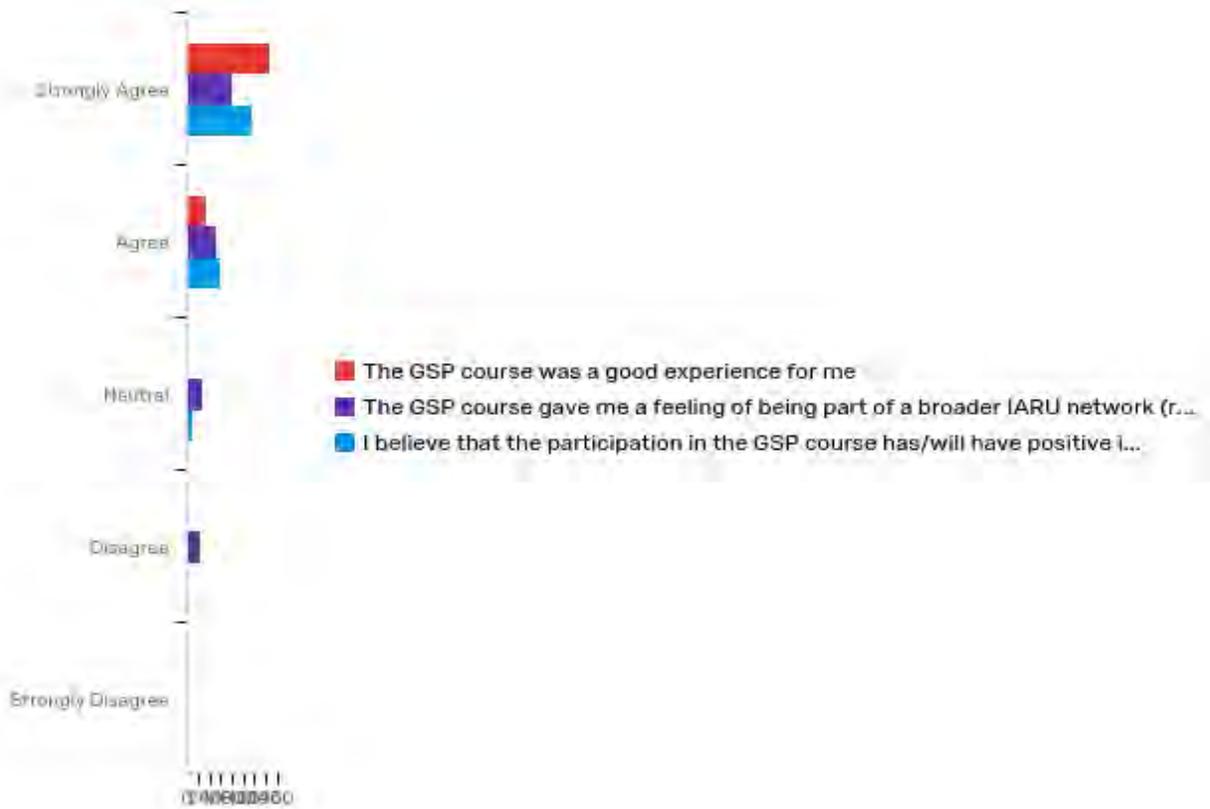
62. I believe my degree is strictly based on the modules I complete at home, perhaps because it isn't a major/minor system, like other countries.

63. 20 NUS modular credits = 24 ANU units I only have 4 NUS credits and one ANU course is 6 ANU units needing 5 NUS credits

64. Because my university doesn't allow any transfer in GSP courses regardless of the content, unfortunately.

65. My university told me that they couldn't do so.

Q13. Please state your agreement with the following statements:



#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The GSP course was a good experience for me	79.35% 146	17.93% 33	1.63% 3	0.54% 1	0.54% 1	184
2	The GSP course gave me a feeling of being part of a broader IARU network (rather than a stand-alone GSP course).	44.02% 81	27.17% 50	15.22% 28	11.96% 22	1.63% 3	184
3	I believe that the participation in the GSP course has/will have positive impact on my academic and/or career goals	62.50% 115	31.52% 58	4.35% 8	0.00% 0	1.63% 3	184

Comments:

1. I didn't know before about IARU network

2. I gained a lot of knowledge in a short time and feel more prepared for future jobs

3. Skyping with the Yale students near the beginning gave a sense of connection to the wider organisation.

4. I was bullied by [REDACTED] (UC Berkeley).

5. I assume we were mixed with other summer study programmes, because I often met people from other British universities, but they were from a less reputable places. I did not get a particular IARU feeling of jointness and I was not happy about it. I thought we would be more connected but in the end I connected from some random people from other places who do not even know what IARU is.

6. This GSP course has in many ways had a big and positive impact on my career goals. I have learned so incredibly much and in addition, I have been inspired and opened up to new themes, methods, issues etc etc that I am sure will play a big part in my future career. I feel like this course was a really amazing tool to get to know myself better in terms of where I position myself in the academic world and in my discipline, which is something I rarely find in regular courses.

7. Has given me many new ideas of where I would like to take my studies and career in the future

8. I LOVED MY EXPERIENCE! I'm forever indebted to IARU!

9. I was able to meet IARU students taking other courses in Peking, and my fellow ANU classmates studying for IARU in other countries. I feel this course will better prepare me for my career ambitions in diplomacy and international commercial law.

10. Not for the content (I do a different area), more for meeting the ambitious students

11. I do not feel part of an IARU community as we were never addressed as one. The only moment it was acknowledged that we were IARU scholars was to give us some t-shirts. At no other point I felt like this was something special for top students as it was advertised.

12. It felt very special being a part of GSP at Cambridge. I had the feeling that we were the "chosen ones" and got a little extra of everything. That being supervision meetings, stronger expectations, more intensive course, special lectures and so on.

13. Not only did the course expose me to various fields of cutting edge research, but it has also allowed me to develop a network of both Japanese and international students.

14. I have really enjoyed engaging in the academic culture of such a prestigious university, and feel privileged to have had this opportunity.

15. For me, I feel that this is an interesting way to broaden my network and hear new perspectives on issues. This course is different from what I am learning, therefore i am not sure if it will be totally applicable.

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

1. I would like to have known more about the trip pre-departure.
2. Maybe some prep about research topics. Such as curriculum examples to help give students ideas of what they will be thinking about as research topics.
3. More about China's political history
4. that we should make a written assignment.
5. About the VPN situation needed in Beijing.
6. The level of intensity of the course. While the CAM1 program has a reputation for being academically rigorous, I wish I was aware of how beneficial pre-departure preparation and research could be to the engage effectively with the first week of the program.
7. Information on cheap apartments near the school.
8. The course structure beforehand
9. The literature that we were supposed to read before showing up in Chiang Mai was uploaded a bit too late in order to read all of it sufficiently before lectures.
10. On a practical note, I would have liked the course description to have mentioned, that we had to hand in an essay prior to the course.
11. When reading the course description for this course, as a science/engineering student, it looks scary, as I would need to write essays on topics that I have no background knowledge. While I did find the academic content of the course to be difficult, I still managed to exceed my expectations in what I achieved, and I should have backed myself more in my abilities to branch out in new areas.
12. Avoid Uniserv coffee.
13. More realistic estimate of the workload, I did not sign up for a Chinese class because I expected the course to be more time-consuming than it turned out to be
14. how to do a great teamwork
15. Just how quickly the course went by. An intensive 5 day course went by very quickly and so to just be aware of how precious the experience is
16. How to order a second menu at a Chinese restaurant.
17. My overall experience was invaluable, academically inspiring and thoroughly enjoyable. Perhaps receiving the course syllabus/schedule prior to arriving at Yale would have been helpful in order to envision what the five weeks would entail. I was surprised to find we had more free time than I expected to engage in trips/activities - and knowing this before may help students manage/plan their weeks better.
18. The specific syllabus before application.
19. Nothing specific about the GSP course itself because situations that did not meet my expectations trained me to keep an open mind and be more flexible.
20. I wish I had known that working in a multi-cultural environment is a little difficult than I thought, so

that I can be more prepared for difference when it comes to approach things in field work in the beginning.

-
21. I did not know that there would have been so many students from outside UCPH.
-
22. I wish I had a better understanding of international law
-
23. How intensive the readings would be
-
24. Be more neutral to think about issue, open heart to listen to thoughts coming from different angles.
-
25. N/A I think everything has been well informed
-
26. It would be helpful if the scheduled working hours of the course could be roughly provided beforehand. As I believe many of us are travelling to a foreign country, this will help us to plan some tourist activities alongside the course.
-
27. Profound knowledge of the topic was required.
-
28. i would have known more about Southeast Asia beyond class
-
29. wish I had some more knowledge/ academic/ practical background in the things that my NGO worked on. Perhaps more time to research on good practices in the main theme of the NGO
-
30. The level of academic rigour and work required.
-
31. Knowledge about global food issues as a whole
-
32. I would be surrounded by peers with vastly different backgrounds and experiences (and desires and objectives) from my own.
-
33. People would bully you simply because they are of the same race as you and therefore, know you better.
-
34. There was less contact time than expected
-
35. The workload. And the fact that I couldn't prepare anything before I arrived, which would have been nice.
-
36. I wish I learnt more about the city. I thought we would be given a briefing about Beijing, how to get around (it is very remote from the city centre). But I had to figure things out alone and as I go. I could have saved all that stress and revised at home, if I knew nobody would give any sort of presentation on that.
-
37. I wish I had known how enriching this course would be, because I would have gone into it with more of a commitment to really reflecting on everything I learned. This was still possible, but the timeline was short for a course which was so packed to the brim with interesting content and engagement.
-
38. How awesome it would be ! Also that I would not get automatically credited
-
39. I wish I would know more information about the accommodation environment in the university.
-
40. more specific things about the public transport system here, how to go in a cheaper way.
-
41. It would have been nice to have been put in touch with people from my home university who were

also going to the university I did the GSP at. We received no such information though and just met haphazardly throughout the programme.

-
42. I wish I could start reading related literatures earlier to get better prepared.
-
43. I wish we could prepare more for each individual course.
-
44. That the course did not end on the presented dates but ended on July 30 where the exam was submitted. This was not described before course start.
-
45. The method of researching
-
46. Required prior knowledge and recommended sources to acquire it.
-
47. That the people I have met had such a big impression on me - but that is only a good thing and I appreciate it!
-
48. A little more about the assignments at the start of the course, and a little more broad background reading for before we arrived at the course.
-
49. More information about what would be provided in the Yale bedrooms
-
50. There are not any GSP specific classes, but rather same as other Summer School class
-
51. Chinese is a lot more valuable than you think
-
52. The lack of spare time in the course. With such a packed schedule, I would have arranged to travel before or after as I would not have free time during the course.
-
53. I wish to have a deeper knowledge on how aging could be address from different fields.
-
54. That not all the IARU universities sent two students for every IARU course - I expected there to be more IARU students. That I had received a scholarship for accommodation. That the internet connection would not be reliable in many parts of campus and the dormitory rooms.
-
55. is careers based on the subject-matter.
-
56. I wished I had prepare more for the classes and do the readings according to the updated schedule.
-
57. The cost of the accommodation at Berkeley is very high, as well as the general cost of living.
-
58. I wish I had known that women need to cover up shoulders and knees in Thai culture (I did not bring too many appropriate clothes for the NGO internship)
-
59. Start working harder earlier so you can get more work out of it!!
-
60. That there would be people a lot older than me doing the course (up to 17 years older). I felt it impacted the social part of the program to a degree.
-
61. I wish I could raise critical questions instead of quietly listening
-
62. I wish I had read up more about current issues
-
63. I wish I had known more background knowledge about the topic of the course
-
64. More preparation readings could be sent out prior to the program so as to facilitate more in-depth class discussions.

65. How intense the coursework would be.
66. I wish I had received a bit more information regarding the NGO I would be working with.
67. the real field work did by ourselves.
68. The workload of the course
69. more information about coding silence
70. cultural about the hosting university
71. I wish I had done a Chinese Language course before coming.
72. need more elaboration on research findings and applications. information obtained from standard lectures can be googled easily.
73. the specific core courses in the programme
74. That each subject is taught by a different instructor/no assignment for the course besides the last team project
75. It is worth arriving in Tokyo a couple of days prior to the course commencing to acclimatize to the heat and humidity!
76. nothing special
77. I didn't know that the Disc* program was not only open for IARU students but also for other universities' students. I expected that all IARU program were exclusive courses.
78. More information on campus life
79. Some information which it is applicable to take the course. I should have studied more about the field.
80. I didn't need to bring my own textbooks
81. I wish I knew that I shouldn't be stressed out so much on studying and also learn to enjoy exploring the area. I feel that I spent my time studying too much for majority of the time during my stay.
82. (nothing, as pretty much all the necessary information and preparation have been provided in the booklet in advance)
83. I wish there would be more material to prepare for each course in advance so the course is more easy to understand and can be very deep and specified on the subject.
84. Few students would participate in the program.
85. The other countries culture and economy, for participants talked a lot about them.
86. a way to contact my peers more easily (for final group presentation)
87. The course materials before commencement as it allows me to do more preparation work
88. The more specific syllabus of each lectures beforehand.

89. I wish I had known more about the Japanese language
90. That the course was not for IARU students (as advertised) but for anyone that applied to FASStrack Asia at NUS. That the professors were not adequately selected to match the quality of the students.
91. I wish I had done the readings before the course instead of during the course!
92. I came very well prepared due to the content send by Cambridge prior to arrival.
93. That two weeks is a very short time and that I should have spent more time getting to know the other GSP scholars from all around the world.
94. About the various types of delicious food Japan has to offer!
95. More specifically, what format the class was going to be in.
96. I was nervous beforehand so I wish I had known there was nothing to be nervous about.
97. I wish I was better prepared within some of my weaker areas academically before attending this course (e.g. nanotechnology (I have a biology background)).
98. I wish I had known how the weather at Tokyo was like, it was hot
99. I was on the whole satisfied with all aspects of the course and my stay in Japan.
100. I did wish I knew more about my country's efforts in sustainability, be it in terms of architecture design, urban planning or structure building, such that I could compare Japan's efforts with our own.
101. That not all lecturers would be fluent in English.
102. Japanese culture!
103. I should have known that I should do some studies about engineering and urban planning before the start of the course.
104. Not being too ambitious with squeezing too many social/touristic/learning activities in one day
105. It would have been really useful knowing some of my peers, especially those from the same country, before the course began.
106. a greater background information on Singaporean culture and history; to better understand my peers and the context of the academic curriculum
107. Nope, i think it is as expected for me.
108. More about sociology and the techniques of urban design.
109. I wish I had known more about what the course would cover more in depth since I feel like we covered a lot of political questions and I didn't know too much about American politics before I came here.
110. the address of the dorm, how to check in, and what the room looks like
111. Honestly, I think I was as prepared as I could have been. We are in a good position because our school consistently sends students to this program every year, and we were all able to meet and talk

to past students, which was very helpful.

112. I wish i had known more about the culture of other countries in the academic curriculum of my country before interacting with my foreign counterparts from the partner universities.

113. the students are from different levels of education, some are students with master's degree. Knowing these could have helped me be prepared to interact with students who are more experienced than me.

114. Was that Singapore was this fun!

115. Other perspectives on Singapore (not just environmental and social), probably more perspectives from the people from business industry and politicians

116. about politics of my country to explain it to other students

117. More about other countries' context and situation.

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

1. The teamwork with my co-peer in the local project was the most challenging and it affected my learning outcome. I am proud that I faced the challenges and tried to work with my co-peer, but I do not think it changed anything.

2. Was how our groups work so well together despite having such different backgrounds.

3. I am proud of being able to meet and work alongside intelligent students from other institutions and debating pertinent issues outside class

4. using gained knowledge from the course in a written assignment.

5. That I made a big effort on learning from others in the course and ensuring I mixed with other students well and included everyone. It was so good to meet other like-minded students, yet who had totally different experiences from around the world. The course was well-paced to ensure we had time to pursue such friendships and learning outside of the classroom and experience China firsthand.

6. To produce high quality academic writing every week was a challenge on top of our already substantial timetable of lectures, plenaries and weekly review meetings. I was proud to hear my supervisor comment on the noticeable improvement to my research methodology over the course of the three weeks.

7. The final presentation on behalf of Korea, as I knew very little about Korea-Japan relations.

8. To be to enjoy an overnight stay with my peers

9. Applying a different perspective than a legal one, when looking at various issues.

10. The most challenging part is the heavy work load of the course. There are many papers we need to read but the time is limit

11. It was a bit challenging to study cultural rights as law is outside of my field but it all turned out well in the end and I am proud and grateful to be given the opportunity to expand my horizon.

12. Being able to learn deeply about so many new topics within a short period of time.

13. Finishing my proposal.

14. Through the programme, I learnt that working with people coming from vastly different backgrounds was rather challenging (yet enlightening) as the ideas we bounced of each other were so varied, which made it harder to narrow down to a final conclusion.

15. Conducting the research proposal and working with the NGO for such a short time

16. making presentation

17. Considering a completely different geo-political context when discussing familiar global issues

18. Learning how to order a second menu at a Chinese restaurant. Also, getting to know such amazing scholars from all over the world while exploring a foreign country in its native tongue and experiencing in full a different culture.

-
19. To conduct an ethnographic mini field work without having presential classes about it in advance
-
20. As an English literature student, I was excited but also somewhat anxious to participate in the scientific/more technical aspects of the course. I was put into a group that was most heavily involved with the scientific side of the research, which was challenging at times, but I think that is also what makes IARU GSP courses so special. You are pushed beyond your comfort zone in courses that take a multidisciplinary approach, but that is why it's so rewarding. You finish feeling you have really gained something out of it that you don't otherwise have the opportunity/resources to complete. I am most proud of my final group assignment project, as I felt I was creating an impact on tackling a global issue using methods and approaches that were new to me.
-
21. meeting professors and students from diverse backgrounds and learning through their lenses
-
22. Broadening my horizons and perspectives.
-
23. What I found challenging was not being able to understand some topics because I haven't taken any class for yet. However, I am proud of the fact that I was able to take some new info out and influenced me to want to work harder for next semester.
-
24. Reading scientific research papers and citing lots of quantitative evidence in my essays as it differs from my field of study
-
25. The thing that I am most proud of is that besides completing my project and working with my NGO, I become really good friends with my co-workers and the founder of my NGO. This experience is not just about a working and learning experience, it is more of experience that gather people with the same interest together and let them exchange ideas and thoughts with each other. I learnt a lot, I made friends with a group of people with patience in environmental protection, I completed my project and actually did something for this organization, that's what I am proud of.
-
26. I was able to sustain discussions with very knowledgeable and well-spoken anglophone people.
-
27. Adapting to a new method of learning and examination
-
28. The work placement
-
29. It's not easy to finish all the readings assigned by the professors, but I have tried my best to do the reading during the course period.
-
30. Completing a really interesting group project in an area i previously knew nothing about.
-
31. I found that I was on a lower academic level than most of the other participants, since I am studying for my bachelor, while most were studying for their masters, or working on their PhD. I felt that I could not contribute much to the academic discussions, but I am proud that I was able to complete the course, and get a high marking for my efforts.
-
32. I have real chance to know and work with people from different cultural background, different disciplines, given the intensity and short duration of the program
-
33. I am proud of the fact I learnt the basic to four new design software over the course of five weeks.
-
34. Just having spoken English all days
-
35. Greater appreciation of other races and nationalities

-
36. I am proud of being flexible with and able to retain all of the knowledge and experiences thrown all at once
-
37. Engaging with international law, a subject I had not studied before.
-
38. Unfamiliarity with the language was inhibiting with many students of English speaking background
-
39. Engaging in fieldwork, an experience I've never truly done before, and the complexities of conducting such work as a visible outsider and my own relative positionality. Working with local people to establish trust and speaking Thai.
-
40. Doing politics assignment as a mathematician
-
41. Presentation work
-
42. There was not a lot of effort made to do things and experience China with the whole IARU-group. There were some people, that I didn't see after the very first day, because they had different courses. Which was a shame.
-
43. Challenge: overcoming jetlag and being focused in class
-
44. The most challenging thing is to learn how to interact with friends with different background.
-
45. the language barrier is the most challenging things when I first came here, but when time goes by and all the students and teachers are nice and patience here, I get used to it soon.
-
46. I camped a night on an ancient, abandoned section of the Great Wall with fellow students. Once in a lifetime experience.
-
47. I got the overall idea of the research area which totally strange to me and had some down-to-earth experience with the local NGO.
-
48. I am proud of the fact that students from all walks of academic discipline could come together to inspire Each other on global issues and show interest and commitment to solving issues of global concern.
-
49. Groupwork worked great.
-
50. The programme was so intense and packed. This is only a good thing. But it was also a bit hard to keep up on a personal level, and there are things that I know I could have done better and in a more meaningful way if I had had the time to also take a tiny step back just once in a while.
-
51. The challenges were to blend in with the group of the students that came in a large group together from the same institutions. Second, the time scheduled for the lectures. Too timely intense on the first week . Sometimes even at late evening.
-
52. Working together with the students of diverse backgrounds is a challenge, we need to work together for pretty a long time to get a common sense.
-
53. As a Japanese student, I was asked many questions about Japanese diplomatic issues with a particular focus on the use of nuclear weapon. I found it very challenging to answer those questions based on sophisticated reasoning instead of mere imagination.
-
54. I am proud of my performance and the way I engaged in the course

-
55. Staying engaged with complex content. A lot of the content was new to me, but it was presented in such an interesting way and framed appropriately that it was easy to stay engaged.
-
56. The opportunity to propose solutions to global challenges is something I had never been afforded previously. I felt like my opinion was valued and it was empowering.
-
57. Working with people from completely different backgrounds to me.
-
58. The class content
-
59. I am most proud of how much confidence I was able to develop during my IARU experience. I think being surrounded by like-minded individuals definitely challenges one, and the aspirations that one has for themselves. I am dreaming bigger now; but not only that, I believe in myself a lot more.
-
60. integrating into Beijing life
-
61. Wrapping my head around wicked problems from an African perspective
-
62. Practicing Mandarin, because English is not widely spoken in Beijing.
-
63. is being able to complete all assignments, including the essays and the group project. In fact, the whole course was a challenge, but what I have found most challenging is the research and organization of knowledge. I am proud I was able to read and research all the necessary literature.
-
64. Preparing for the group presentation in the few days when we had classes too.
-
65. Challenging myself to study a completely different subject matter, embracing the new experience, making such incredible friends from around the world.
-
66. I found the work load a little challenging, however I am very happy of having managed to complete all tasks in time and having learned so much in such a short time
-
67. I did something outside my comfort zone
-
68. Writing 15 pages per person is surely challenging, but the hardest part for me is to raise questions critically and be creative.
-
69. Concentrating for back to back lessons throughout the day
-
70. the 12 minutes presentation and the 4000 words final paper are very challenging to me
-
71. Gaining a new global perspective in looking at various issues.
-
72. The amount of writing I completed in a short period of time.
-
73. Delivering a presentation about my work at the end of the course, where both peers and professors were present. It is an important skill to be able to communicate one's work.
-
74. our group achievement and what I learned from the research.
-
75. The understanding of a few lectures given by researchers who have accent
-
76. Proud of my new network and the new friends made
-
77. learn lots of things in a new field

78. I am proud of the connections and friendships I made. I found the language barrier challenging.
79. the cultural experience!
80. writing 3000 words essay every week.
81. learning about subjects that I was not familiar with in a multi-culture settings
82. Actively engaging in the course material and trying to learn as much as I could from fellow participants.
83. different accents were very difficult for me.
84. working with students from various academic and cultural background
85. studying academic subjects using English
86. Completing assigned tasks especially reading and research, which was relatively intense, but it enabled me to learn a lot both inside and outside the classroom.
87. discussion with other students was challenging for me
88. Its quality of the final project.
89. We gave 20-30 minute presentation at the end of the course
90. I feel very proud that I was able to overcome my shyness and open up to other GSP students. I was able to make new connections that will be valuable to me in the future.
91. I am proud to have taken a step outside of my usual field of study, which have enriched my understanding of relevant issues facing various parts of the world.
92. The group work project was very constricting in terms of acknowledging the given information.
93. Expressing my opinion was challenging among other participants who work and have knowledge. I gradually adopted to that and am proud of having been a leader of the group in the final week.
94. I am not good at communicating in English, so it was challenging for me to communicate with the native English speakers and catch up with the class in English.
95. Overcoming education and cultural differences
96. All the classes were generally challenging for me as I am still a first year undergrad who has only started taking technical courses. However, they gave all gave a general idea on what to expect and what I may want to focus on for my profession.
97. perform my leadership to organize our group for the final presentation
98. I challenged myself to socialize with students of diverse backgrounds and I made it!
99. I'm most proud of staying on top of readings and traveling Tokyo alone.
100. The course was very intense, and it was definitely challenging writing all four essays while being part of the social activities as well. Looking back on the experience this is also what made it very special and great.

101. Nanoscience is a very broad field and a slight challenge I was faced is was the actual course content; it took me out of my comfort zone and I was able to get an insight into different fields I never thought I'd look into. I was also able to follow along course content even if they were very foreign to me and to me that made me quite proud.
-
102. Navigating the public transport system, interacting with locals, and making new friends.
-
103. The kanji
-
104. Most proud of the variety of content that I learned.
-
105. Understand certain aspects and theories beyond my field, i.e. I am a medical student who learnt about engineering and quantum physics on the course.
-
106. Travelling alone in a very different culture for such a long time.
-
107. What I found challenging about the course was answering questions about global issues. Since the content really differs from my major and what I am studying, it was a bit hard for me to pitch in, especially when everybody else seemed to know more. But it was a good experienced, I learned a lot from others and shared my opinions wherever I could.
-
108. Being in a new country by myself, I found it a bit challenging to find my way about, I was initially lost. But subsequently, I learnt the culture, and managed to get by quite comfortably.
-
109. What I am most proud of during this course was to make a group of friends, not only of international peers, but also of Japanese students. While I think the former was very straightforward, the latter proved to be a bit more challenging, however in the end was very worthwhile and indeed a highlight of my trip.
-
110. I'm happy that I applied my knowledge (from a social sciences discipline) onto a traditionally engineering/sciences course! Once again it only proves that we shouldn't learn these courses wholly in separation even as we specialise in university... I'm also happy that the professor appreciated my input during our presentation.
-
111. I met a lot of really nice people
-
112. Some of the course material was very complex, and required very attentive listening to follow.
-
113. The integration of science and tech into making bio inspired devices
-
114. I felt both very challenging and proud of the group presentation on the
-
115. Real life topics which have impact on countries' relations that were investigated and studied upon
-
116. Mingling with everyone in my course despite their being anywhere from 3 to 15 years older than I am
-
117. The rigorous academic schedule and my ability to try new things
-
118. I am proud that my first international experience is coming to this program for a month.
-
119. Coming to Singapore straight from my first year university exams, I found being away for another whole month difficult, but feel like this length of time did enable me to engage well and become part of the university. I would not have wanted to go away for any longer though.

120. I wrote my first English essay.

121. Writing about something which I have no prior knowledge and able to understand more about how cities work and its problem.

122. That I was able to consider the viewpoints of fellow students of different backgrounds

123. I found the level of participation in the classroom discussions to be particularly challenging for me since I do not regularly participate in discussions like this at my home university.

124. the good opportunities to have group work with students from various universities around the world.

125. The rigor of a course completely outside my discipline, and in another country. The learning curve was short and steep for someone who spends all of their time studying mathematics at home.

126. I found the essay really challenging to write given that most of the valuable findings which i was researching upon could be found more easily from the research materials from my field trip rather than the secondary research i conduct online. I am most proud of having been a good host to my friends from overseas and introducing them to the Singaporean culture and Singapore way of life.

127. I enjoyed having my views about Singapore being challenged. To challenge the narrative I believed in was an interesting moment. I am proud of being aware of these different views that help me think more critically of what I believe in.

128. the friendships and connections I have made and the experiences going out with friends.

129. Working with peers from different academic backgrounds is an unique experience. The schedule of this course at the end was a bit tight as most of the assignments are to be completed during the last week of the module.

130. English skill

131. I get to know that engineered greenery cannot replace our natural greenery.

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

1. Give information and readings in good time before the course since it is in the summer holiday and people may have plans they need to coordinate with.
2. Prepare students for research model concepts. Readings for the course can include how research and especially grant proposals are created. Educating students who have differing levels of research background.
3. Develop closer IARU network with more events for IARU students, being able to meet IARU students who are also at the same institution but on other courses.
4. Maybe a less crowded schedule with more small brakes instead of 1,5 hours lectures.
5. Perhaps a bit more guidance in the month leading up from PKU about accommodation and other such administrative things. I would have liked marks back during the course of all completed assessments so could improve for the next assessment item.
6. It would have valued a more diverse collection of lecturers, both ethnically and in relation to ethnicity.
7. Extend the time of my program.
8. Less presentation-focused and more group work
9. The course used different academic disciplines, when looking at cultural rights issues. I would have liked to have spent a couple of minutes on the different methodologies of these academic disciplines, as I am a law student and hence only used to applying legal methods.
10. Extend the period of the course
11. Provide more free summer courses through inter-institutional agreements. There were many interesting GSP courses but some of the costs were too high.
12. Providing more opportunities for students to communicate with each other or do more group work.
13. I would want the course to be longer. I loved the socials so even more of those, although TOK3 did a great job of putting one on.
14. GSP itself was incredible! Nothing big and bad comes to mind.
15. More discussion time amongst peers during classes. I also really enjoyed the welcome lunch/ farewell dinner, as that was a point of contact with students taking the other course! Whilst there is plenty of time during the five weeks to meet students on the other course, there could be a more regular point of contact between the two different groups to create more of an IARU community.
16. Make this politics program into a 2 week program, one week is way too short to get to know students, professors, and Japan. More organized group activities.
17. More diverse content. The course focused too much on history and sustainability. To improve the course, lecturers from varying fields in artificial intelligence, astrophysics, gender, big data, etc. should be outsourced.
18. Allowing students to access the host university's electronic library resources to facilitate research

-
19. Please send out the reading material earlier before the course starts, which can really make sure that every participant have the enough time to go through the reading. I believe this will help all the participant increase their engagement in the lecture and have better understanding about the topic.
-
20. More and clearer information about the exam from the start
-
21. More GSP courses, and a way to stay involved with IARU once it finished. It was an amazing experience and I would love to stay involved.
-
22. Ensure representation from greater diversity of unis in courses
-
23. Before the starting of the COURSE, let students in this course introduce themselves.
-
24. Less intensive classes which were packed with content and information. Perhaps add a couple more classes to the timetable so student learning is more spread out.
-
25. Local community engagement. I assumed most of GSP courses are mainly campus-based with one to two field trips. Apart from traditional coursework, we can could have been given a real project which can work with local community to solve certain problems. This not only motivates us to have first-hand experience to address those issues in real-life context or in specific culture context, but also the community could benefit from the great work from a group of diversified young scholars
-
26. I have one very minor suggestion. Although I was the only person attending the DISC* course from my home university, I think it would be helpful if GSP could provide me with the contact of other people attending the same university from my home university.
-
27. The explanation of connections of each classes
-
28. Perhaps this is because it was the first time for this particular program, but having the readings be sent out sooner and a few less lectures with more discussion time so that students can rest and process the information.
-
29. Set a brief pre-reading to introduce the course material.
-
30. Elaborates the content of course beforehand so that students can do some preliminary study
-
31. This course must be longer and include more expansive lectures and engagement about positionality and privilege when conducting fieldwork, especially as a visible outsider.
-
32. Tell the students to respect other people's culture and ways of doing things.
-
33. Attending final presentations of the other course
-
34. There was not a lot of effort made to do things and experience China with the whole IARU-group. There were some people, that I didn't see after the very first day, because they had different courses. Which was a shame.
-
35. What does GSP participation give me? Except fun experience? I wish I could have some extra benefits from it, for example, get some priority during admissions if I choose to apply to any of the IARU universities. Any sort of alumni network would be great. I barely know IARU people. I was eager to meet people from ETH Zurich and Cambridge to chat, but I did not meet any.
-
36. Connecting digitally to other courses to see what they are up to

-
37. More depth of the course
-
38. find one place students can take the courses and live together so the foreign students can have more time to rest. like the GSP course in Singapore.
-
39. Two things really: (a) what I wrote in Q14, about getting in touch with people from one's home university before going; and (b) Peking University was not great with communication and administration, causing unnecessary confusion. But these are minor points, it was all great.
-
40. More chance to talk with different classmates
-
41. More in-depth knowledge to being taught.
-
42. I done have many suggestions for improvement and the ones I have will come naturally, as this was the first time the course was held.
- For me it would have been nice to have actually finished the course on the 18th as it was written in the description. I was not prepared that I had to take time aside afterwards to write the exam/research project proposal. I really liked the work with the research project proposal and learned a lot from it, but in a small way it ended up being something to just get done and out of the way instead of a meaningful learning experience.
-
43. Pitch courses at different levels in academic study, e.g. some courses could be more advanced (for final year Master and PhD students)
-
44. The schedule of the lectures, not too much within a day or too late in the evening after having a whole day placement in the NGOs.
-
45. More team work time
-
46. The schedule of the course. Most GSP courses are held within the University of Tokyo's academic schedule, so there was few options of the course to choose from.
-
47. Clarification about the program. It is ok to make changes in the program, but just let us know
-
48. The days were long and could be fairly intense, from 8am to 5pm everyday. While the course themselves were great I and the other students struggled with fatigue at times, especially as the course is fairly short and you wanted to experience the most of the city as possible. In saying that there isn't anything I would want taken out of the course, maybe spreading the information over a slightly longer period would be great.
-
49. The course content was narrow in its focus and so multiple classes covered the same material in the early stages of the course. This made the classes less engaging at times. Perhaps it would be helpful to consider China's foreign policy more broadly and historically and explain why the Belt and Road Initiatives are so significant and perhaps consider comparing the BRI to other models for international investment.
-
50. Contact with other students from the course prior to undertaking the course.
-
51. To help us work in interdisciplinary teams more. I think this was one of the most rewarding aspects of the program but was actively addressed, was more a biproduct of the discussion and assessment. It is hard working with people from completely different backgrounds and some assistance and strategies to work in diverse teams would be appreciated.
-
52. If there can be a distinguish between GSP and normal summer school that host school has, that will

be great

-
53. I would definitely organise more IARU group outings at PKU. I feel like I didn't get to meet the rest of the students who were on the programme, other than those who were taking the same course as I was.
-
54. better publicity
-
55. Increase the number of available courses
-
56. Better to do the lectures more flexible in a way that the different participants get more out of it. Most lecture was on beginner level, and if you did not know about the theme it was well given, but if you are a professor in the field, it was boring and not much new. so the course should be arrange in a way so that people who where in the field also get something out of it.
-
57. More social events with the other IARU students.
-
58. giving ideas on excursions or activities based on the host country (the course could not be better, but I wish I had advice on how to enjoy the UK while I was there)...Details about activities in the general packet would help students get a hold of that type of information.
-
59. For my particular course, I think the schedule and classes are really too tight and there wasn't enough time to prepare for the class and absorb the content.
-
60. There was not much feeling of this course being tied to the larger IARU GSP program. I would therefore suggest particular IARU facebook group or events to get to know other IARU students at the university, and to get the chance to still 'feel part' of the program even when it is over. I also did not meet any official representatives of IARU (by this I mean staff, not students) so it did not feel much of a personal connection with the institution.
-
61. More interactions between Thai and other students
-
62. Making sure there's at least one student from every IARU institution
-
63. For UCPH, provide a greater social aspect to the programs, ideally pitch the program at younger students to help cohesion of the students.
-
64. try to prompt communication between different GSP students. For example, you can host communication dinners and trips
-
65. Stretch out the dates of the course so the lessons wouldn't be as back to back like from 2pm to 8pm
-
66. more courses covering more subjects
-
67. More publicity prior to the program (which requires the global learning offices in various universities to work together with the previous student and make the value of this program known to a larger audience.)
-
68. I would improve the communication between the expectations of course responsables and students before starting the course.
-
69. the methodology should be improved
-
70. Provide materials related to the course before starting, in order to have an instruction

-
71. In cooperating the idea of border land with social media
-
72. more team discussion
-
73. Ice-breakers for the IARU scholars and maybe some games to get to know one another upon arrival.
-
74. reduce cost of education/increase scholarship quantum.
-
75. For Cambridge, more core courses and less plenary. For sustainability lectures specifically, choose a niche topic rather than just sustainability overall. I wish if GSP has an earlier application deadline, because I almost ran out of time to apply for a visa, as well as having difficulty with planning a backup plan for the summer.
-
76. Include more physics courses
-
77. Perhaps make the course more rigorous by assigning homework and extending class time ?
-
78. Shared student accommodation for course participants. Since we were not able to all stay together in student dorm style accommodation, it was initially difficult getting to know my classmates and organizing social activities outside of the class hours.
-
79. More site visit such as long term care facility or activity center for older adults
-
80. Make the tuition fee much less (it costed too much!)
-
81. More activities for IARU students to get to know each other better, not only the ones in the same course.
-
82. Some contents of classes were the same, so they could be different
-
83. the interaction with other program participants.
-
84. One possible improvement is having more diverse students. Although I met students from different countries, I felt that the students were not necessarily culturally diverse. Although some schools are expected, I was expecting some schools to possibly select candidates with all varying cultural backgrounds. If possible, I think it would be even better to have universities select and bring together a more culturally diverse classroom.
-
85. to provide a wider range of options for graduate student--e.g. more diverse fields, some interesting courses to not be for undergrads only, etc.
-
86. More in-depth lectures, as well as more teamwork
-
87. Less lectures, more workshops
-
88. In my courses, IARU students and non-IARU students were compounded and I didn't know who IARU students were. Therefore maybe it's good for IARU students to have opportunities to meet up
-
89. It would have been nice to have had greater institutional representation. There were three other students from my institution because there were no students from Yale, Peking, Tokyo, Oxford or Cambridge itself.
-
90. Earlier registration

-
91. specific two week courses for each topic of interest within nanoscience
-
92. I think a longer break can be scheduled inbetween the two lectures (around 20-30min), so we can grab some food as we are only released for lunch at 1.30pm or later.
-
93. advertise for UTokyo students more. Using Facebook post or Tokyo Daigaku Shimbun
-
94. Add more class discussion during the lecture time or have discussion session specifically dedicated to debates and exchange of opinions among the GSP peers.
-
95. There should be more discussions between students.
-
96. It is good.
-
97. more cultural activities!
-
98. Perhaps establish contact between the participants prior to arrival. I think that would be great.
-
99. This improvement is specifically to the course I attended. I am a huge advocate for equity; especially gender equity in STEM and I believe all prestigious universities within IARU should recognise that this is an issue and have programs setup in order to move forward to mitigate this huge problem. However, at UTokyo, every single lecturer was male, and pretty much all of the lab demonstrators were also male, which to me as a female scientist was quite disappointing. It would be great to see at least some involvement by the female academics.
-
100. I would make it longer!
-
101. More breaks between courses, as it would get harder to concentrate as the day went on.
-
102. Unsure, maybe have an activity on the first night of people getting into the hotel in the lobby. Just a typical get together where people can introduce themselves quickly before they sleep.
-
103. I think overall that GSP works very well and I can not think of any major improvement.
-
104. I hope the course could focus more on the current situation in Japan, and consist of more forms, for example, presentation, class discussion etc.
-
105. I would make the course span over a longer period so that those attending would have more time to take in all the content shared in class.
-
106. Try to attract teachers from different backgrounds. Now, the lectures were all taught by academic professors. While they did a great job teaching, it would have also been interesting to see the viewpoint on nanoscience from a representative from industry, social sciences (philosophy) or a representative from the government.
-
107. That GSP could also be conducted during the winter break (december period), as more students would be able to participate and offers students more options during their vacations
-
108. As previously mentioned, some lectures seemed to delve a bit too deeply into the subject-specific mechanics (e.g. equations and so on) of what was being discussed for a group from such a broad range of backgrounds, as many of us approached new topics in fields different from our own as laymen.
-
109. I think it was hard to know the students from TOK3/4 during the combined Farewell/Welcome ceremony and Nikko trip. TOK1/2 students were trying to maximise the last few days together, and

the time was just too short to balance the goals of making new friends and building existing friendships made previously. Maybe it would be better if the courses could be separate? But of course it's an issue of cost, it really isn't a big problem either.

-
110. the one day trip was ok, but I would prefer being at one place and walk more around than drive by car from place to place
-
111. All lecturers should be able to speak and understand English fluently.
-
112. Lowering costs
-
113. Please extend the course hours for the courses offered by University of Tokyo. Two weeks are too short for students to set up deep insight about the course content, 2 weeks are also relatively too short to know each other as well as the university.
-
114. Perhaps the course timing for TOK 3, Japan's in Today's World could be shifted to an earlier timing as the timing was from abt 5pm to 8.30pm which is a little late in the night.
-
115. More access schemes for students such that cost of attendance is more reasonable: more mingling of students cross-course at the same institution
-
116. Absolutely nothing - from the start to finish, my experience with GSP was nothing short of excellent.
-
117. to keep this program!
-
118. I think our readings were very interesting and our discussions were interesting, but we rarely referenced the readings in our discussion. At times I was unmotivated to do the reading because I felt like we would not end up discussing it.
-
119. if all host universities can give tuition fees farewell for IARU students there is less economic burden for participants
-
120. Maybe for us to have some time to walk around at the exhibition at Marina Bay. There are many interesting projects and for us to reflect.
-
121. That it be made accessible to more students. I believe that the key problem lies in the recognition that belie the course; factors that tend to tilt student participation in favour of one or another are usually cost, transferability of credits, timing, and the likelihood of meeting dynamic students from other parts of the world. On the last point, I find my expectations having been exceed beyond my imagination, and I believe this to be a positive marketing point for GSP going forward.
-
122. I would maybe make the program even more global since there were a few people from a handful of schools at this module, but there were some other schools that weren't represented which may have been a nice experience.
-
123. the number of readings. I wanted to know what we were going to read earlier.
-
124. Take the first class (or few classes) to give the international students a crash course on the political climate and structure of the host institution and country. Diving right into the issues of globalization are difficult when local students are significantly more informed on the subtleties of the matter. It doesn't have to be boring for the locals, they can be encouraged to contribute to the sessions, giving their insight and opinions as well.
-
125. I would organise even more talks from esteemed speakers from diverse backgrounds. Those were the sessions in which we have learnt the most given their interdisciplinary background, and it aided

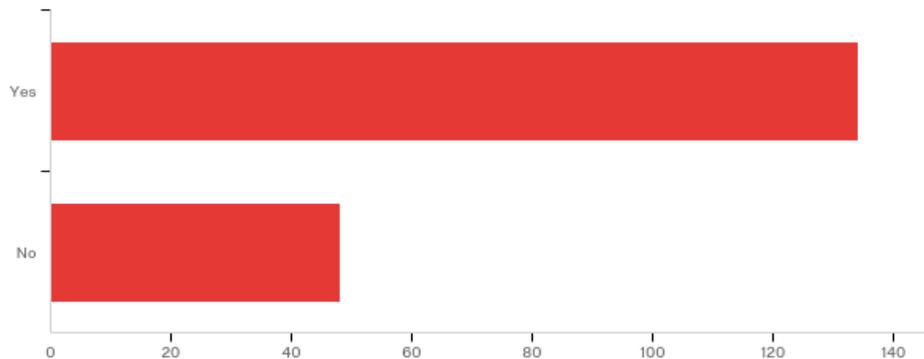
us in forming more nuanced viewpoints about issues.

126. The size of the program, I believe it would have been great if more students participated in order to get even more diverse perspectives.

127. Longer course period. It would be better if the students can spend more time with one another to interact and learn from one another.

128. Actually, I'm completely satisfied with this program.

129. More fieldtrips!

Q17a. Has participation in the GSP course affected your future aspirations or goals?

#	Answer	%	Count
1	Yes	73.63%	134
4	No	26.37%	48
	Total	100%	182

Q17b. If so, how?

1. I think time will show me how much I will be affected in the future by this experience, but I am sure that I have been affected! It was very interesting to be placed in the area of the study!

2. More likely to focus on work that is related to China's economy.

3. My interest for global water issues has grown even bigger!

4. It has made me realise how much more I need to understand economically.

5. It deepened my understanding of the inter-disciplinary nature of global challenges facing the community of the 21st century. I aspire to work in international law, and this program made me aware of the necessity of consulting professionals of all disciplines/ fields when constructing a legal framework which will be durable to govern the international community.

6. I hope I could pursue future academic goals in UTokyo.

7. I feel more engaged into field research and rights of ethnic minority groups. Southeast Asia also appeared more interested to me after participation.

8. I found my major is very diverse and help me to form a whole structure of my major

9. It had given me a different and holistic view of water management and the inherent challenges and opened up avenues for further research and exploration, which will likely shape my future career.

10. As I continue to study literature and culture, I will be able to keep cultural rights (and human rights) in mind and adapt a more global perspective

11. It helped realize I have little place in a university research setting where the preponderance of knowledge is still created by the global North and subsequently applied around the world.

-
12. It was interesting to get a more detailed insight into how neuro scientific research works, this made me think about potentially working as a researcher in the future
-
13. It gave me a glimpse of what it would be like to pursue a career in aging research, which was a path that I considered taking prior to the course.
-
14. It has made me eager to go ahead with my studies to engage in actual field research and learn more about the world.
-
15. I want to go back to Japan and learn some Japanese. I would also love to work there one day.
-
16. I'd like to work more with China or at least with China in mind.
-
17. I got more in touch about African studies in Denmark and I am considering study more it. Also, the connection with professors from other departments opened my aspirations to go to more lectures in their field in the future
-
18. The trip to the UN was really inspiring for me and it has made me consider a potential career path in international co-operation organisations.
-
19. I am now interested in working as a researcher more than becoming a physician.
-
20. Through my interaction with peers and past GSP participants from different parts of the world with diverse experiences and aspirations, I got to know about the many opportunities and possibilities that are available to me in the future. This helped me gain a clearer view of what I would like to do in the future.
-
21. I was really confused about what I should write and which topic I should choose for my graduation thesis before this summer. And also, as a student who is studying Global Development, coming from a bachelor background of economics, I knew basically nothing about environmental protection and its associated activities and organization. In this course, I got the chance to work with an NGO which has been engaging in environmental protection work for a long time and I also attended several lectures that has content about environmental issues and how it relates to development. This opens a new door to me in a way that it triggers my huge interest in environmental issues and its related development problems. Now I am considering doing research and my thesis in environmental related topic, but of course I still need a lot of work to do until I can really do research on it.
-
22. It solidified my desire to go into academia, as well as giving me a new idea as to the specialization I would like to have.
-
23. Seriously considering research/ academic career
-
24. I believe after participating in this course, I will want to learn more about Japan and try to master the Japanese language.
-
25. Really inspired to study and pursue a career in the field.
-
26. The PKU3 really inspired me to have a deep look on how cultural differences shape brain and people's behaviour. And now, I start to use culture-brain-behaviour perspective to think about my incoming honour year
-
27. It makes me want to work more in a multicultural vibe.
-
28. The course I attended is DISC* at Berkeley. Although after the course I am convinced that I will

not pursue a career around design, the severity of global warming and its consequences that I learnt during the design process had a profound impact on me. I was stunned by how difficult it is to come up with strategies to accommodate global warming and sea-level rise with present human activities and how much easier and more effective to change the lifestyle we have had for years. Also, the course made me realise how many cities in developing countries are still following the same modal for city planning as cities built in the last century when they could be more sustainable and innovative in their design and play a leading role in modern city planning. In the future, I want to participate in more volunteering work in educating people how to change their lifestyle to be more sustainable.

-
29. Studying or Working overseas got more realistic.
-
30. Before attending this course, I aim to attend a master program on finance. Now I eager to find myself a PHD program on economy. I believe this experience greatly affected my future goals.
-
31. It has provided me with some more connections and guiding mentors who have helped me discuss and understand my future aspirations a little better.
-
32. As mentioned, I feel much more prepared to apply at NGOs and other places that deal with international development and relations
-
33. I now wish to move away from law and into the sciences to better help people achieve their human rights.
-
34. I strongly hope to get into master's course at a prestigious university outside of my home country
-
35. I've always been interested in blogging and the use of video as well as community environmentalism, but have never gotten the chance to see how they can interact with one another, nor that they can be combined into something useful; such work is something I engaged with in my course for the first time.
-
36. Never arguing with antisocial people
-
37. I'm sure I want to study abroad at some point. Also, I would like to do an internship on the Danish embassy in China. Both as a result of my month in China and by studying with international students abroad.
-
38. It hasn't changed my goals, but it has helped me organize my thinking about how to approach those goals.
-
39. I would consider going to work in South East Asia and development
-
40. The course enhances my goal of being a psychologist in the future
before participating in this course, I am some worried about the study in abroad, after it, I think I am really like the study life here and plan to apply for an exchange program in the future.
-
41. I took beginner Mandarin there, just because it was on offer, not because I really wanted to. But it was a good experience and I'd actually love to continue Mandarin classes back home.
-
42. It has always been a goal to become a population health expert but until the course i did not usually think of health of people who are not legally recognised in the countries they live in. The course opened my thinking to include health of Migrants or people without legal representation in any country and living around borderland areas.
-
43. I have gotten a much clearer sense of how I could position myself within the world of research

after this course. I have been opened up to new topics I did not know much of, that might become very central to me. And most importantly, I think I have learned to do some methodological and ethical consideration that I will continue to use and build upon for the rest of my career.

-
44. Broadened perspective for my future research, given me new "leads"
-
45. My decision of my master degree.
-
46. I have stronger motivation to study abroad for an year than I had before.
-
47. It has changed my perspective on a range of things that are included in my work. e.g. the way of living in all corners of the world, and what challenges you face on a daily basis.
-
48. It has really inspired me to learn more about environmental health and research how the environment will influence people's health into the future. Environmental health and the role water plays in it is such a big issue across Africa and increasingly across the world and is a topic i had never really thought about.
-
49. It has increased my awareness of opportunities to work on development in the private sector.
-
50. I am more inclined to enter academia and do research so that I can advise on these global challenges, rather than working in the public service. I have also gained a more holistic perspective of the intersection between science and law, as well as how this plays out in international decision-making,
-
51. I am now looking to shift more into aging or population dynamics rather than mechanical engineering.
-
52. I will pay more attention to International relations in the future
-
53. As a future world leader- I absolutely have to learn the Chinese Language!
-
54. Not completely at this stage, but they have reinforced my goals.
-
55. It focused my ambition to work in diplomacy and to hopefully return to China for work experience, as I found China a fascinating place and I relished the opportunity to discuss global issues with people from all around the world and to represent Australia's perspective in class discussions.
-
56. My future aspirations were affected when I learned about the course's four main ideas: conservation of wildlife, climate change with the corresponding evidence, technology to mitigate climate change, and global solutions to problems by means of cities and city networks. The last of these was presented in our "Urban Challenges" course. I must also admit that I joined this GSP with a particular goal in mind, and that the program ended up providing me a career/research path as part of that goal.

My goal for the GSP program was that I wanted to develop a focus on materials that may sustain technologies involved in infrastructure, transport, and renewable energies. My reason was anything that is organic can be replaced by the life cycle, but „Äúhard,Äù materials are never grown or replaced, only recycled or thrown away. I hoped to achieve this with the Urban Challenges course, since I chose metal waste as a problem that could be solved by cities with increased recycling, better management of waste streams, and reduced landfills. But this did not provide a specific metal or kind of material. Over dinner on the last day of the program, I sat across from Dr. Justin Bishop as he told me one very valuable metal: lithium. He explained that it is the most electropositive metal being used for batteries and rechargeable tech. I realize now that lithium and electropositive materials are worthy investments of future research.

From this, I realize the importance of cities in the solution of metal waste, but now I also know more about the impact of conservation as well as climate change in sustaining our resources. I hope to incorporate all of this as much as I can in my future goals to better support widely accepted sustainability goals like the United Nations SDGs.

-
57. I am considering writing my honours thesis inspired by a topic mentioned in class.
-
58. I would love to continue with design and it has altered my consideration on what to do a masters in.
-
59. I now know more about what it might mean to be a researcher in the Global South and what are the opportunities and challenges one faces
-
60. I have a greater interest in pursuing the solutions for problems relating to sustainability discussed in our class
-
61. It makes me really want to go to Yale for further studies
-
62. Greater focus on environmental issues
-
63. I have become much more interested in environmental issues, which I before had not been exposed to.
-
64. I would like to study aboard since the study environment attracts me a lot.
-
65. increasing my network positively
-
66. experienced diverse campus culture
-
67. I am thinking more „Äglobally,Äù. I might study overseas because I learned about the scholarships out there.
-
68. I am specifically more interested in international relations after the GSP course, after working multicultural classmates and dealing with global issues.
-
69. Ambitious students make you dream bigger
-
70. The experience of taking a GSP course at UTokyo has motivated me to consider doing an exchange program at UTokyo and possibly work in Japan in the future
-
71. I am much more interested in exploring how engineering and architecture combine. Exploring how the appearance of buildings and structures can influence the mood of their users is something I am now much more interested in.
-
72. I can get the image to work abroad.
-
73. They are very open-minded and active. I wish I could develop myself to be like them.
-
74. I decided to study more about my major.
-
75. Gave inspirations and opportunities to reflect on personal values and perspectives on politics, international relations, governance, and also life.
-
76. I feel that I want to engage in African development more.
-
77. My interest in the global issues was strengthened and I was made motivated more to work for international organization

78. I felt motivated to continue studying politics, even if I do not decide to specialize in it.
79. Having gained a perspective on issues outside of my major, I have learned to become more aware and sensitive of my potential impact as an academic. This I will take in mind in my future studies/endeavours as well.
80. It's all about Japan-Asia and the completely different culture from Europe.
81. The program has changed my awareness of environmental problems. I would like to keep connection with other participants and think twice about my options in my near future.
82. I had never thought of studying abroad for a long time before this program. However, through this program, I have come to think of it. And some students in the program think they will get master degree or Ph.D, so now I'm considering to take master degree.
83. While the course do introduce new perspective, it is not quite similar to my specialization. Thus, it does not affect my immediate goal. However, the new perspective is intriguing, I will take them into consideration when weighing my future options.
84. Envision myself working as a diplomat.
85. I wish to learn more about the Japanese economy and culture.
86. Some of the classes were from out of my major and gave me new perspectives.
87. For knowledge
88. I'd like to come back to Tokyo to study one day.
89. GSP has definitely concreted my future goal plans and my career; as a researcher in the interdisciplinary field of biophysics. I was introduced to many different research groups I never thought even existed.
90. It has made me more committed to studying Japanese at Yale University, and rekindled an interest in sustainable building design
91. More interested in international affairs.
92. I am still hoping to become a doctor but I may do a little research in nanotechnology before I do become a qualified one.
93. TOK4 have helped me with deciding the right master's degree for me. I would now like to study engineering when I am finished with my BSc. in Molecular Biology.
94. I was pleasantly surprised by how different research goals and ideas are in Japan compared to Europe, even though the field is the same (nanoscience). It has broadened my perspective on research opportunities and the creativity of people. I would love to collaborate with Japanese researchers in the future.
95. GSP gave me a good insight about the current issues, and issues that are to come. But my future aspirations have not changed, GSP only boosted them and continued in the right direction. I would say, it gave me more confidence and assurance about the path I am pursuing.
96. During my course we have to spend half a year conducting a research project overseas, and my experience here has made me want to come back to Japan.

-
97. I am more inspired to pursue postgraduate studies up to a PhD! There were so many students who continued with their studies immediately after completing their undergraduate studies. They were really inspiring, and only prove that it is not too rushed a decision to continue studying as much as I can. After interacting with them I'm also more inclined to do a PhD, and if possible, right after finishing my Masters, in another country, preferably Asia!
-
98. I want to apply for a master thesis in Tokyo because I liked the university and the city
-
99. Attending the GSP course at TokyoU has made me want to go to TokyoU for Graduate Exchange. Staying in Japan has been a wonderful experience, and I want to have an excuse to go here again soon! :)
-
100. I reaffirmed my interest in International relations and politics, as well as modern and contemporary political history of Japan and am hoping to continue working in one of these spheres
-
101. To bring better medical technology into the wards
-
102. I started to consider to start my future studies in Tokyo.
-
103. This GSP course has allowed me to immerse myself in a learning experience in Japan which would enable me to value add myself. Notwithstanding that, there are fieldtrips to cultural places in Japan which I am not able to experience in Singapore. Furthermore, I get to interact with Japanese and international students from different countries. This would greatly widen my horizons and perspectives. In addition, I believe an education in University of Tokyo will be crucial to my future career as an overseas experience would provide an edge over others in the competitive world and add value to my organization.
-
104. I would like to further research and write on a certain topic that involves my family history, with the aim of publishing.
-
105. It gave me more of an insight regarding the types of research I want to do in my last year of undergrad. It also gave me a lot more exposure and insight to the options available to me in and out of science.
-
106. It has helped open my eyes to a myriad of issues which I may choose to engage in over the course of my academic career
-
107. I think it has made me more ambitious - I hope by having this experience and also being able to write about it on my CV will boost my chances for future career opportunities, especially considering it was at NUS.
-
108. I have more interesting in development.
-
109. After attending the course, I have given deeper thought on the political economy of the city-state. This has fundamentally changed the way I view my future career path. I now have a better grasp of the dynamics between the various stakeholders in my city, and I am beginning to develop an inclination for a more active role in influencing the affairs of my city.
-
110. I don't think it affected my aspirations in future, but this module has definitely allowed me to appreciate the motivations, reasonings and consequences of urban planning on my country, Singapore. Although this module does not have a direct impact on my career interest in future, I appreciate it very much as it allowed me to critically reflect global issues like urban planning, globalisation and urbanisation.
-
111. I got very interested in urban planning and decided to major in a course related to it.

112. As a systems engineer, I now have an interest in urban planning. It is no easy feat to plan on such a scale and to balance the problems. I may consider a career in the housing development in Singapore or in an overseas country.

113. I am considering engineering strongly, but it has stirred an interest in urban planning.

114. It makes me think more about how an individual can have an impact on the society on a greater level. After the course, I think I need to take some time to think and reflect on how I can contribute to the society, instead of focusing too much on personal growth.

115. I realized that my knowledge and skills are not enough to work with foreign people who are from prestigious universities like IARU universities.

Q18. For students graduating during academic year 2018-2019, please specify your plans after graduation:

1. Finance job
2. I already work for the government and will continue doing so but will try to move towards a role that more closely aligns with my interests.
3. Apply for a graduate program in UTokyo.
4. I'm starting an associate position at a law firm in copenhagen i september 2018.
5. Work in the water management field.
6. A masters
7. Most likely I will work as an engineering graduate for a medical devices company. However, I am considering studying a masters overseas, but I may do this after a couple of years in industry first.
8. Find a job.
9. I will be training to be a lawyer at firm Mills and Reeve.
10. I am not very sure, but I would like to become a consultant in urban policies in the future, also I would like to become a professor. But both are for a long time future
11. Work for a data analytics firm in London.
12. Pursue a master's degree related to environmental sustainability or social policy
13. I am planning to look for jobs in the organizations in the development field both government organizations and non-government organizations.
14. my goal is to have a professional career in Bioethics
15. Apply for a masters either in the University of Copenhagen or Humbolt.
16. Further study, starting a postgrad course
17. I may become a lawyer be an in-house counsel or be a civil servant.
18. Continue my postgraduate study, honour year and PhD
19. Travel and then get my graduate diploma for legal practice.
20. I intend to apply to jobs at an NGO, the UN, the government, or other such positions that deal with international development, relations, human rights, peacebuilding, and etc.
21. Internship and/or employment
22. Take a master in political science in University of Copenhagen with both a semester and an internship abroad.
23. PhD

24. Working in policy and global governance for a year or two until I apply to graduate or law school programs.
25. Work and applying for masters programs,
26. first I will continue my second-year PhD program, now I'm studying the healthy life expectancy and I will also continue to it and write some papers in the following years.
27. Hopefully get hired to work in UN humanitarian field operations
28. It is my plan to continue to my academic career. I would like to continue from my MSc to do a PhD.
29. I am an undergraduate and will finish my bachelors in 2019, after which I plan to take one or two years off to work on personal projects before starting my masters.
30. Getting a job within Development and research
31. PhD enrolment continues until 2021
32. I currently work as an epidemiologist and plan to continue to do so.
33. Practice commercial law
34. Become a better programmer
35. MEDICINE!!
36. Trying to pursue a career in the country I took my GSP course
37. Postgraduate study in the USA
38. Either working in the private sector as a consultant engineer or a PhD
39. I hope to work for a help organisation with interdisciplinary focus.
40. I will begin my graduate position at global law firm Ashurst in Sydney, and I also plan to undertake an internship at one of the UN Tribunals in the Hague.
41. Work and volunteer in environmentally-based or energy-based organizations. Study for the GRE and apply to graduate program (in physics, engineering, materials, or energy).
42. Foreign Policy advisor
43. I am applying for graduate school.
44. Not sure yet :-)
45. I will be applying for PhDs
46. To have further education.
47. looking for a job afterwards
48. take a job

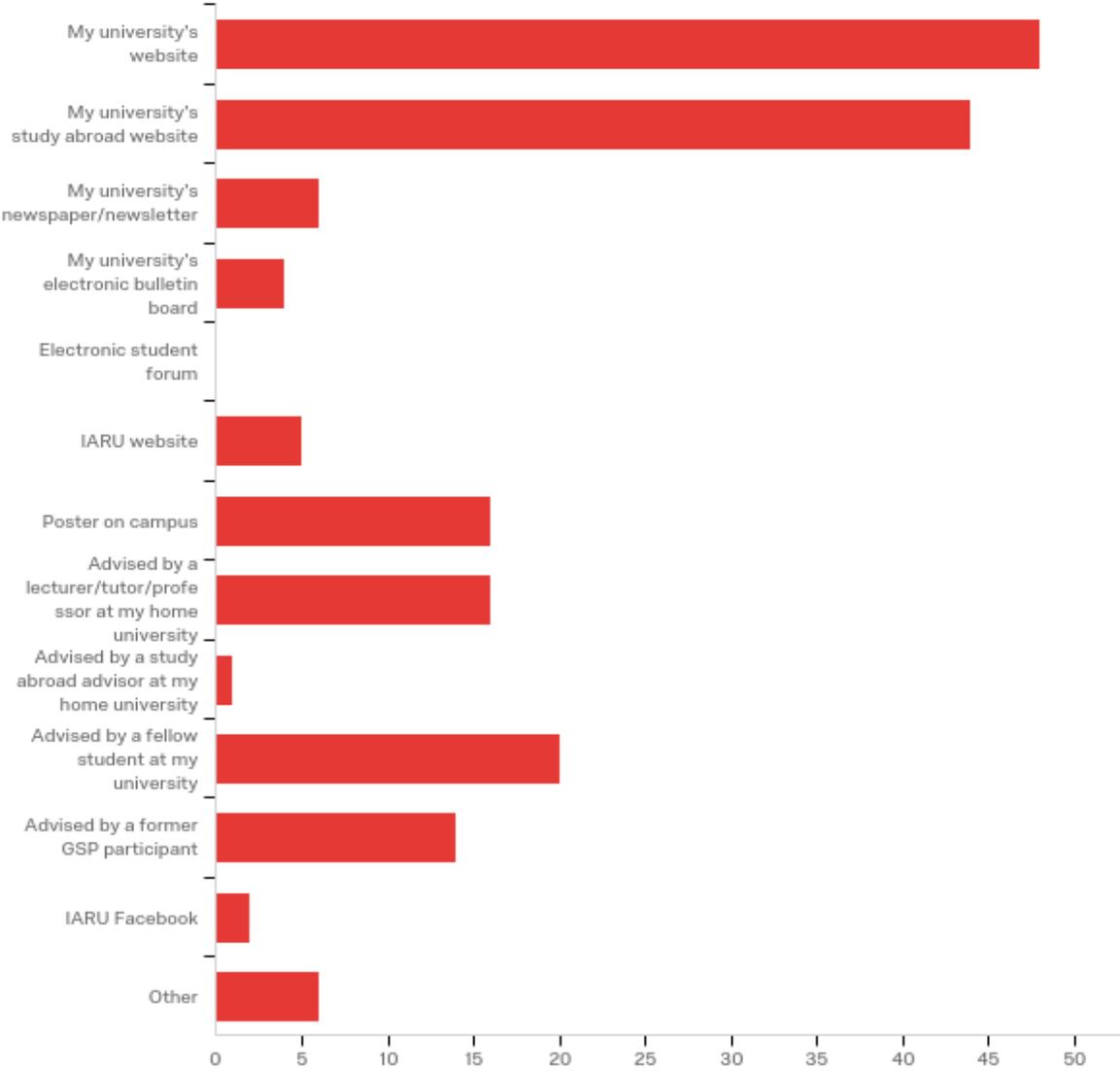
-
49. I am going to do my Masters in Economics and Management either at Peking University or another University abroad.
-
50. Not sure, we'll see how honours goes first
-
51. Delay starting a grad job to pursue self-directed learning projects and explore small-business opportunities with friends.
-
52. I will go to graduate school.
-
53. I will graduate 2021
-
54. I plan to apply for graduate school or find opportunities to gain more experience if I don't get accepted on my first try.
-
55. Work in a well-known architectural office.
-
56. Starting to work
-
57. working as a consultant
-
58. Will be working in an information technology company for several years as part of my scholarship bond requirement.
-
59. I will continue in a PhD position in Denmark.
-
60. work in public sector of my country
-
61. Do a master, I am not sure of the specific field.
-
62. I graduate from my bachelor programme in Political Science in the summer of 2019. I intend to either join the military as a language officers or begin my masters programme.
-
63. My plan after graduation is to go straight into a PhD.
-
64. Gap year, then law school.
-
65. I would now like to study engineering when I am finished with my BSc. in Molecular Biology. Presumably a masters degree in either Biotechnology or Systems Biology.
-
66. I think on a phd at ETH Zurich. However, the summerschool has broadened my perspective on the opportunities that are out there.
-
67. I'm not graduating then
-
68. Studying a Masters.
-
69. Looking for a job in switzerland, with the possibility to work abroad
-
70. Currently looking for jobs
-
71. Pursuing a career in the sustainable environment in the field of sustainability Advisory
-
72. Work with international organisation in Geneva
-
73. Gap year, followed by post-graduate education

74. I am working as a software engineer at Amazon

75. Master's Degree

76. Finance job

Q19. How did you find out about the IARU Global Summer Program?

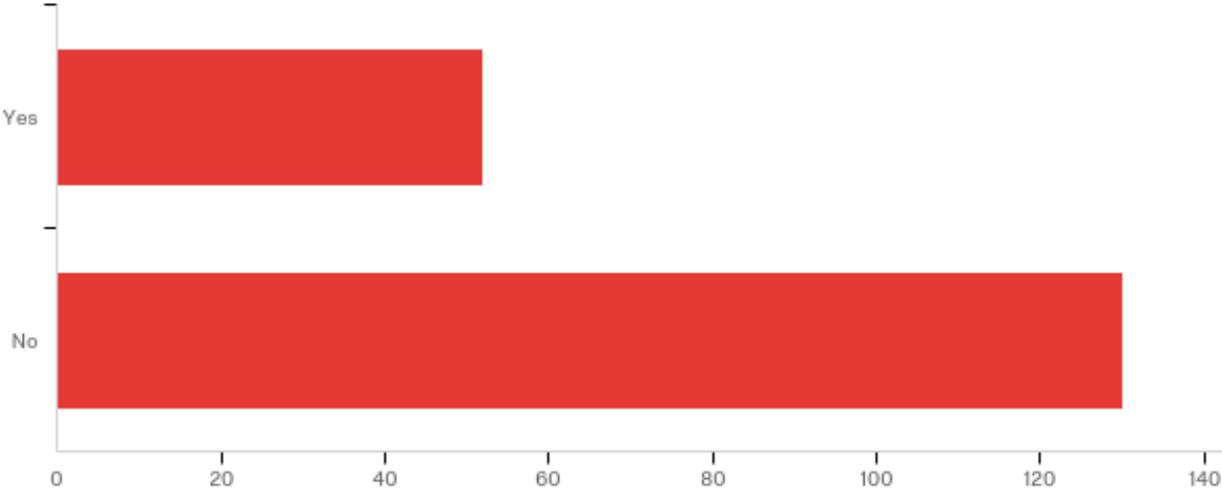


#	Answer	%	Count
1	My university's website	26.37%	48
2	My university's study abroad website	24.18%	44
3	My university's newspaper/newsletter	3.30%	6
4	My university's electronic bulletin board	2.20%	4
5	Electronic student forum	0.00%	0
6	IARU website	2.75%	5
7	Poster on campus	8.79%	16
8	Advised by a lecturer/tutor/professor at my home university	8.79%	16
9	Advised by a study abroad advisor at my home university	0.55%	1
10	Advised by a fellow student at my university	10.99%	20
11	Advised by a former GSP participant	7.69%	14
12	IARU Facebook	1.10%	2
13	Other	3.30%	6
	Total	100%	182

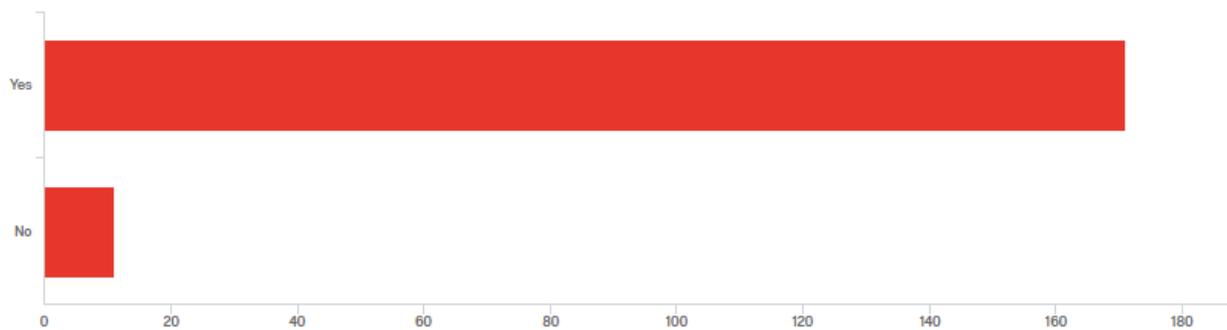
Other, please specify:

1. I also had a colleague who had gone to Berkeley and recommended it.
2. Email from Major Advisor
3. The COP 4 course was posted through a student environmental group facebook page.
4. I was advised by a lecturer before i looked it up on the website of both IARU and my university
5. My professor informed me about it during class.
6. The poster from our university.
7. Student attended last year program gave presentation at my university.
8. it was included in the list of courses I was eligible for.
9. University email
10. My mother
11. My Honors College provided the information in our weekly newsletter.

Q20. Were you aware of IARU (International Alliance of Research Universities) before your participation in the IARU GSP?



#	Answer	%	Count
1	Yes	28.57%	52
2	No	71.43%	130
	Total	100%	182

Q21a. Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) helpful?

#	Answer	%	Count
1	Yes	93.96%	171
2	No	6.04%	11
	Total	100%	182

Q21b. Give suggestions for improvement [of the IARU GSP website] below.

12. Target more students from the host university

13. Nothing comes to mind.

14. I didn't need to use it

15. My home university do not advertise the program well enough - this is something I hope to improve when I go back, as I found out about IARU through independent research. The website could be made more user friendly with pictures, as it is very content heavy, which may be intimidating for prospective students.

16. Having spoken to other students from different IARU universities, it appears that there is a significant discrepancy between the advertisement of the GSP courses at different universities. For example, the programs are heavily advertised at ANU and known by all the students and as such, the full quota of ANU students was met in each course. However, other students said the program is not heavily advertised at their university and as such, there are far less participants from their universities.

17. More scholarship opportunities, please. I had to give up my plans of participating in the South Africa program, because I could not afford it.

18. The entirety of the costs and other avenues for financial aid were unclear, and deterred a lot of my fellow students who had both academic and personal interests in the course

19. More detailed information regarding courses should be included.

20. Could be good to be clearer as to whether accommodation is included or not.

21. At my university we only had posters advertising this specific course, but I now seen that there are so many GSP courses that would be very interesting and relevant for my fellow students, however

nobody really knows about IARU and the GSP courses.

-
22. I think the information in IARU website should distinguish the program and lecture more specifically.
-
23. release the paperwork earlier
-
24. Do more advertisement. I was explicit looking for summer course, and if i haven't look by myself, i wouldn't have run into the GSP courses.
-
25. I think the publicity is already pretty well done, at least for the publicity targeted for NUS students who might be interested in the programme. Maybe inclusion of participants' reports or a short excerpts or comments on recommendations.
-
26. I would suggest increasing visibility by posters around the university and in specific faculties.
-
27. Continue to make as it diverse as possible and increase the topic of borderland
-
28. duration can be longer
-
29. It's better to have some links to professor's profile (e.g. SNS account)
-
30. I didn't need to see it because the university official website was enough for me.
-
31. The course was taught by over 10 different professors but not all of their profile were listed
-
32. in most cases students in UTokyo don't visit this website.
-
33. Update the website information more frequently.
-
34. That the information given matches what it is delivered in the courses.
-
35. Information, courses and application varies for each university; it could be standardized
-
36. Information was already clear
-
37. GSP website could be updated with more accurate costs of the programme, such as tuition fees and accommodation fees.
-
38. The website could try to add some videos to make the course description more vivid.
-
39. I think that participating universities should certainly work harder on promotion. Most of my peers and myself agreed that very few people we spoke to at our institutions have heard of GSP.
-
40. I did not need to use this website.
-
41. I found the IARU website invaluable when applying. If anything, though, the process of applying could be made slightly clearer - I found it a little complicated to liaison between all the different institutions, particularly as the application processes are different for each course so there isn't a standard procedure.
-
42. i do not have much understanding of IARU network...



Appendix B

Outcomes of the GSP Working Committee Meeting 2017

University of California, Berkeley, 25-26 September 2017

Opening and Welcome

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

Session 1: GSP 2017 Review

1.1 Course Reviews and Reflections

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

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

Cambridge: Like ANU, Cambridge also reduced its courses from four weeks to three weeks. Cambridge had 16 students participating in its course, including students from outside universities. Cambridge was pleased with the student diversity and survey results for *Visions of the Future*.

Students attended 12-14 class lectures and four elective lectures. Students wrote four papers total and were allowed to drop their lowest paper grade. The course instructor met with students five times and group work was an important aspect of the course. Cambridge will offer this same course for GSP2018. Cambridge received a large number of outgoing applications—59—and sent 23 students to other IARU universities in GSP2017.

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

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

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

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

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

NUS: For 2018, *Animals in the City* will no longer be offered. Instead, Tembusu College NUS will be offering *Asia Now! The Archaeology of the Future City*, with an emphasis on using Singapore as a starting point to unpack the challenges and innovative solutions unfolding with regards to urbanisation and urbanism in Asia. The College would like to see an increase in the number of students taking *Asia Now!* and will be keen to have more than 2 students per IARU partner university. In recent years, there has been a dip in outgoing NUS students participating in GSP. This year, only 12 NUS students enrolled in outgoing IARU courses. However, 44 NUS students studied at an IARU partner university outside GSP. NUS would like to see its outgoing numbers increase again *within* GSP. Incoming student numbers remain very good, between 20-22 each year. The US-Singapore Summer Exchange Scholarship Programme was first announced in August 2016 to commemorate the 50th anniversary of diplomatic relations between Singapore and the US. The inaugural recipients of the US-Singapore Summer Exchange Scholarship embarked on their summer exchange programmes from May 2017, including three from NUS who went on an IARU program in the US. For the first time, the US was not the number one study abroad destination for NUS students; Canada received this honor.

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

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

KEY TAKEAWAYS:

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

1.2 GSP 2017 Snapshots

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

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

1.3 Review of the New Selection Process

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

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

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

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

2.1 GSP 2017 Survey Analysis

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

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

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

2.2 Review of the Survey Questionnaire

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

2.3 GSP 2014-2016 Alumni Survey Analysis

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

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

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

network.

Session 3: GSP Committee Proposal

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

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

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

GSP Coordinators stated that the GSP does not exist in a vacuum. It is necessary for the Senior Officers to communicate their vision of the GSP to the Coordinators. While part of the GSP Tome is presented at every Senior Officers' Meeting, a GSP representative can better explain the vision of the GSP to the Senior Officers than just words on paper. For the Senior Officers and Presidents, what is seen is the survey summary and declining enrollment numbers the past three years. The Senior Officers may not be receiving a full picture of the GSP. A GSP representative at the Senior Officers' Meeting can better communicate to Senior Officers the ways in which GSP has been successful for ten cycles and why it continues to be worthy of support.

Session 4: Banco Santander

4.1 Santander Scholarship Fulfillment and Beneficiaries

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

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

Carry over funds from 2016 were disbursed by some universities. Unconsumed sponsorships were

mainly due to late cancellations from students, which prevented partners from awarding their full allotment of IARU-Santander monies to students.

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

4.2 Banco Santander Report: Comments and Review

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

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

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

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

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

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

GSP coordinators will look towards continuing the program.

Session 5: Presentations from GSP Faculty and GSP Alumni

5.1 GSP-Global Transformation Collaboration Engaging Challenges of the 21st Century: A Critical Field Research Course

CONCEPT PAPER

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

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

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

COURSE CONTENT AND STRUCTURE

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

The course combines classroom learning with field engagement and immersion in local environment that include interactions with local villages and placement with local NGOs, public, or private institutions (e.g. government, schools, temples, art collectives). Located in northern Thailand, it provides an opportunity for students interested in researching issues pertaining to the Global South to reflect on those issues in the “field,” hence to immerse themselves not only in critical theories but also

in critical engagement with the developing world, which is a core principle of *Global Transformation*. We will set aside a number of seats for Thai students as part of our collaboration with Thammasat, and will make the course accessible to students from other developing countries, so that IARU students are not only learning about but also *learning with and from* their peers from the Global South. Thai students will have full participation in the program but will not receive a grade or a transcript because of institutional and policy constraints.

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

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

STRENGTHS OF THIS INITIATIVE

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

- Strengthening the research component of the IARU teaching initiatives.
- Moving the alliance concretely towards its goal of promoting critical thinking, critical learning, and critical research.
- Promoting interdisciplinarity, which is one of the stated goals of the IARU Global Summer Program, by involving faculty members not only come from different IARU institutions but also from different disciplines. This will enrich student learning not only with multidisciplinary but also diversity of pedagogy and perspectives.
- Adding new dimensions to prior initiatives, namely research, a field engagement component, a location in the Global South, and critical discourse.
- Promoting intercultural learning through the diversity of students and faculty, and immersion in the local context.
- Deepening collaboration among IARU members through co-development and co-teaching of the research curriculum.
- Creating new opportunities for involvement of other IARU member institutions in this research-intensive course by focusing on the Global South and on topics that are of shared interests among many alliance members.

- Extending the reach of the alliance and enhancing its overall effectiveness in its engagement with 21st century challenges through new partnerships with countries, institutions, faculty, students and other stakeholders in the Global South.

LONG-TERM VISION

The long-term goals of this initiative are:

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

IMPLEMENTATION

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

Funding

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

5.2 Slideshow featuring GSP2017 Alumni Feedback

See **Appendix A**.

Session 6: Future of the Global Summer Program

6.1 Summary, Comments and Takeaways from Day 1

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

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

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

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

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

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

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

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

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

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

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

6.2 Timeline for 2018 GSP

GSP Coordinators agreed to lengthen the selection process by one week, to end on 13 April 2018. This



allows more time for home universities to select outgoing students. The updated timeline is as follows:

6.3 Outlook for 2018 GSP Courses

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

	Silk Road: A Global History	No
	<i>New courses will be PKU3: Culture, Behavior and Brain and PKU4: One Belt One Road (tentative title)</i>	
UC Berkeley	Environmental Leadership Program	Yes
	Islamophobia and Constructing Otherness	No
	<i>New courses will be UCB2: Design and Innovation for Sustainable Cities and the GT-GSP joint course as UCB3: Engaging Challenges of the 21st Century: A Critical Field Research Course.</i>	
University of Cambridge	Visions of the Future	Yes
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
	<i>Plus GT-GSP joint course as COP4: Engaging Challenges of the 21st Century: A Critical Field Research Course.</i>	
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
	<i>New course will be UCT2: Afropolitanism, Social Justice and Entrepreneurship.</i>	
Yale University	The Sustainable Preservation of Cultural Heritage	Yes
	Future of Food: Environment, Health, and Law	Yes

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

Session 7: Closing Matters

7.1 Reporting to Senior Officers

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

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

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

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

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

7.2 GSP Working Committee Meeting 2018 Date and Venue

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