

2013 IARU Presidents' Meeting

National University of Singapore, 8 & 9 April



Attendees

National University of Singapore

Professor TAN Chorh Chuan *President*

Professor Barry HALLIWELL *Deputy President (Research and Technology)*

Professor Peter PANG *Assistant Vice President (University and Global Relations)*

Professor Anne PAKIR *Director, International Relations Office*

Australian National University

Professor Ian YOUNG AO *Vice Chancellor*

Dr Erik LITHANDER *Pro Vice Chancellor (International and Outreach)*

ETH Zurich

Professor Dr Ralph EICHLER *President & IARU Chairperson*

Professor Gerhard SCHMITT *Senior Vice-President, ETH Global*

Dr Jürg BRUNNSCHWEILER *Director, Global Institutional Affairs, ETH Global*

Peking University

Professor ZHOU Qifeng *Former President*

Dr CHEN Dongmin *Director, Office of Science & Technology*

Dr XIA Hongwei *Director, Office of International Relations*

Dr WANG Tianbing *Deputy Director, President's Office*

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

The University of Tokyo

Professor Yoichiro MATSUMOTO *Executive Vice President*

Dr Masako EGAWA *Executive Vice President*

Professor Kiichi FUJIWARA *Professor, Graduate Schools for Law and Politics*

Mr Junichi HIRATA *Manager, International Affairs Department*

University of California, Berkeley

Professor Nicholas B. DIRKS *Chancellor Designate*

Professor Scott BIDDY *Vice Chancellor – University Relations*

University of Cambridge

Professor Sir Leszek BORYSIEWICZ *Vice Chancellor*

Dr Jennifer BARNES *Pro Vice Chancellor for International Strategy*

University of Copenhagen

Professor Thomas BJØRNHOLM *Pro Rector*

Mr Steen ULRICH *Director, Rector's Office*

Ms Astrid GULFER *Senior Consultant, Rector's Office*

University of Oxford

Professor Andrew HAMILTON *Vice Chancellor*

Yale University

Professor Peter SALOVEY *President Elect*

IARU Secretariat

Mr Bernard TOH *IARU Secretariat*

Mr Anders HAGSTROEM *In-coming IARU Secretariat*

Ms YEAP Su Phing *IARU Secretariat*

Ms Romana RUTZ *In-coming IARU Secretariat*

In Attendance

Ms Denise CHUA *Associate Director, International Relations Office, NUS*

Ms Rafidah MASOD *Assistant Manager, International Relations Office, NUS*



SESSION 1: DIALOGUE WITH THE NATIONAL RESEARCH FOUNDATION, SINGAPORE

Panelists

- 1) Ms Yong Ying-I, Permanent Secretary (National Research & Development)
- 2) Mr Philip Ong, Deputy CEO (National Research Foundation)



Session 1: Dialogue with the National Research Foundation, Singapore

Ms Yong Ying-I
Permanent Secretary, National Research Foundation
Permanent Secretary, Public Service Division
Prime Minister's Office

Ms Yong assumed the position of Permanent Secretary of the Public Service Division of the Prime Minister's Office in April 2012. She is concurrently Permanent Secretary of the National Research Foundation, also a department under the Prime Minister's Office. She has held this portfolio since Oct 2011.

The Public Service Division of the Prime Minister's Office leads agencies across the Government in personnel matters. As the Singapore Government's chief human resource officer, her role focuses on building a first class Public Service for a successful and vibrant Singapore. In addition to overseeing recruitment, performance, training and career development policies and systems for the Government, she also guides the Public Service to be more future-ready, to be better prepared for longer term challenges, emerging issues and risks. Concurrent with her role as Permanent Secretary (Public Service), Ms Yong is Chairman of the Civil Service College, the corporate college for training and developing officers across the public service.

The National Research Foundation is the national program office for the Government in guiding the nation's research innovation and enterprise strategies. As the administrator of the National Research Fund, it allocates research funding to programs nation-wide, working closely with universities, research institutes and agencies to meet our national research objectives and catalyses new capability development. It staffs the Research Innovation and Enterprise Council chaired by the Singapore Prime Minister.

Ms Yong is also Chairman of the Infocomm Development Authority of Singapore (IDA). IDA is the nation's IT development agency and telecommunications industry regulator, responsible for developing Singapore as a globally competitive infocommunications hub and leading e-community. Concurrently, she serves on the Board of the Singapore Symphony Orchestra.

In her civil service career, Ms Yong has served in the Ministries of Finance, Trade & Industry, Home Affairs, Communications & IT, Manpower (as it's Permanent Secretary and Founding Chairman of the Workforce Development Agency), and was Principal Private Secretary to then-Deputy Prime Minister Lee Hsien Loong. In her immediate previous assignment as Permanent Secretary (Health), she guided the development of Singapore's health services to provide quality affordable healthcare to Singaporeans and build new peaks of excellence in medical treatments, education and biomedical research. Ms Yong graduated with first class honors in Economics from University of Cambridge and holds a Masters in Business Administration from Harvard University's Graduate School of Business Administration.

Mr Philip Ong
Deputy Chief Executive Officer
National Research Foundation

Mr. Philip Ong graduated from Oxford University with a Bachelor of Arts and First Class Honors in 1995. In 2005, he received a Masters in Public Administration from Harvard University. Mr. Ong has served in the Public Service Division in the Prime Minister's Office, the Ministry of Manpower, the Ministry of Education, the Ministry of Defence, and the Ministry of the Environment and Water Resources. He is currently Deputy CEO of the National Research Foundation.



NATIONAL RESEARCH FOUNDATION

The National Research Foundation (NRF), a department within the Prime Minister's Office, is responsible for developing strategies, policies and plans for research, innovation and enterprise in Singapore. It funds strategic initiatives to build up Singapore's R&D capability and capacity, develop research talent and nurture a culture for innovation and entrepreneurship. The NRF aims to transform Singapore into a vibrant R&D hub that contributes towards a knowledge-intensive, innovative and entrepreneurial economy.



PM Lee Hsien Loong



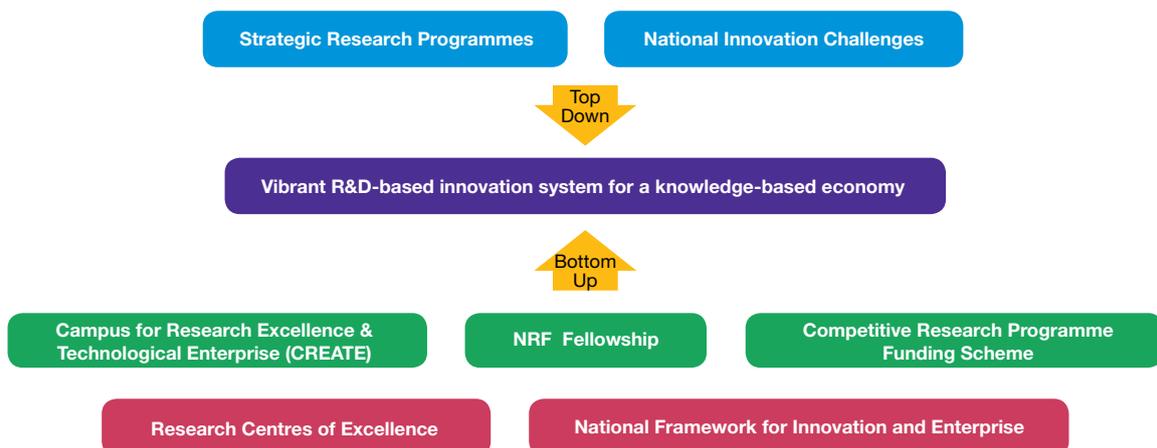
Deputy PM Teo Chee Hean

"To transform Singapore into a knowledge-intensive economy, we have to build up our capabilities, enhance our competencies in existing technologies, and seek out promising new areas ... and raise Singapore's profile as a vibrant centre for R&D and technological applications." - PM Lee Hsien Loong

The NRF is the secretariat for the Research, Innovation and Enterprise Council (RIEC), chaired by the Prime Minister. Deputy Prime Minister Teo Chee Hean serves as the Chairman of the NRF Board.

Overview of NRF's Initiatives

Catalyse new industries and develop innovative solutions to national challenges



Expand Singapore's research capacity and nurture innovation and entrepreneurship

NRF has adopted both a top-down and bottom up approach in carrying out its mission.



The RIEC leads the national drive to transform Singapore into a knowledge-based economy by encouraging new initiatives to promote research, innovation and enterprise. Photo: NRF

(a) Top-down Programmes

Strategic Research Programmes

NRF has identified and supported R&D in several key industry sectors where investments in R&D would improve Singapore's competitive advantage and catalyse economic growth.

The three Strategic Research Programmes supported since 2006 are:

- **Biomedical Sciences** – Translational and Clinical Research (BMS-TCR)
- **Environment and Water Technologies (EWT)** – Clean Water & Clean Energy
- **Interactive & Digital Media (IDM)**

A more recently supported strategic research programme is in **Marine and Offshore**.

National Innovation Challenge

The National Innovation Challenge (NIC) is an R&D thrust to develop solutions to complex national challenges facing Singapore by harnessing multi-disciplinary research capabilities built up over the years. This is intended to solve Singapore's problems and improve living conditions in the country, and also to develop the industry and spawn new business opportunities.

The first National Innovation Challenge, "Energy Resilience for Sustainable Growth", aims to develop cost-competitive energy solutions for deployment within 20 years to help Singapore improve energy efficiency, reduce carbon emissions and increase energy options.

(b) Bottom-up Programmes

NRF also implements various programmes to create a sustainable critical mass of research activity via a broad-based bottom-up approach. These programmes allow the best ideas to surface from the ground and provide a mechanism for Singapore to identify new strategic areas of research.

Competitive Research Programme (CRP) Funding Scheme

The CRP Funding Scheme provides substantial research grants to support one large project or multiple smaller projects with a unifying theme. Open to public and private organisations, it seeks to support cutting-edge, high-impact research. Proposals are evaluated on scientific merit, potential impact to the economy and society. Interdisciplinary research is encouraged.

Campus for Research Excellence And Technological Enterprise (CREATE)

Situated in the tropical garden setting of the National University of Singapore's University Town, CREATE is an international research campus and innovation hub, housing research centres set up by top global universities, together with corporate labs, technology incubators and start-up companies. Scientists from diverse disciplines and cultures at these centres carry out research in areas of high scientific and societal impact in close collaboration with Singapore's research community from the universities and research institutes.

Research Centres of Excellence (RCEs)

Five RCEs were set up at the campuses of Singapore universities. These RCEs represent peaks of excellence in research in their respective areas of specialisation. Led by world-renowned scientists, the RCEs are expected to build up a global reputation within a decade of their establishment. The five RCEs are:

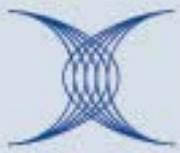
- Centre for Quantum Technologies (CQT)
- Cancer Science Institute Singapore (CSI Singapore)
- Earth Observatory of Singapore (EOS)
- Mechanobiology Institute (MBI, Singapore)
- Singapore Centre on Environmental Life Sciences Engineering (SCElse)

Singapore NRF Fellowship

The Singapore NRF Fellowship provides an opportunity for brilliant young researchers from all over the world to carry out independent research in Singapore. NRF Fellows receive a five-year research grant, with free choice of research topic and host organisation. Fellows will also be appointed to tenure-track faculty positions in the Singapore host institutions.

National Framework for Innovation and Enterprise

The NFIE comprises a suite of programmes and support schemes to facilitate the flow of knowledge created through R&D in the labs to the marketplace. These programmes promote academic entrepreneurship in the universities and research institutes, enhances the technology transfer process to industry and encourages the formation of start-up companies. The NFIE seeks to build up a vibrant innovation and entrepreneurship ecosystem in Singapore.



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SESSION 2 : TECHNOLOGY ENHANCED LEARNING

A sharing by Prof Tan Eng Chye, NUS Provost, followed by
discussions



Session 2: Technology-Enhanced Education

1. The Issue of Technology-Enhanced Education

1.1 ENVIRONMENTAL CHANGES

The world we live in is increasingly driven by mobile gadgets such as smartphones and *IPads*, and social networking platforms like *Facebook* and *Twitter*. These gadgets and networking platforms are also our students' primary/preferred mode of information access and interaction.

The educational landscape is also increasingly feeling the impact of technology. From primary to post-secondary schools to “future schools” in Singapore, students are now socialized into forms of online learning. Learning has also been further augmented by open access to a range of online videos or lecture snippets, provided first by the Khan Academy and Udacity; and lately, the introduction of MOOCs (i.e., massive open online courseware) by consortia like the 62-member strong Coursera (of which NUS is a partner since February 2013), and EdX (an MIT-Harvard-Berkeley consortium). Foundations like Gates and Hewlett no longer just give funding to support educational causes, but are actively attempting to *influence the direction of educational policy* by placing their money where they think the future is.

In addition, the world of Higher Education is increasingly engaged in debates about the following:

- How can we best engage today's students and assure that learning occurs in the physical classroom?
- Can much of the learning of standard/basic course materials be learnt outside the classroom, i.e. online, in the virtual classroom?
- How can we personalize our students' learning experience such that students learn in the ways they wish to learn – i.e. modes of information access and interaction, and self-defined pace of learning?
- What if universities as we know them no longer command the monopoly for granting degrees?
- With the development and proliferation of MOOCs by elite universities, what if employers begin to recognize students' expertise beyond what we certify through the degrees we traditionally grant?
- Have we been delivering courses efficiently? Can we deliver them *more* efficiently? How can we scale up successful, but small program experiences?

More important than the above environmental changes and debates is *the change in our students' preference for and facility with online engagement*. Our students' world is predominantly defined by mobile devices and tablets, Google, Wikipedia and all kinds of online platforms and resources. In short, the preferred mode of information access and social interaction among many young people today appear to be online, 24/7, free, open and massively public.

If education is primarily about active student engagement and tapping into learners' preferred learning style, then it makes sense that we take our students' preferred mode of engagement into serious consideration when we teach.

The question for us is: what should our response be to these environmental changes?

1.2 INSTITUTIONAL CHALLENGES

Like many universities, NUS faces a number of challenges:

- We need to devise creative ways of engaging our large student population;
- We need to scale up and increase the reach of our programs; our resources are limited.

In short, we need to 'do more with less'. Technology may help us to alleviate (some of) these challenges and in specific cases, to achieve the learning outcomes and engagement level we aim for. In some other cases, we believe technology may even enable us to enhance what we are already doing well.

In addition to our commitment to providing high quality education that is engaging and in sync with the times, the above developments in both our external and internal environment are the reasons why we need to think about technology- enhanced education.

We will need to think about how technology may be able to ease some of our challenges (like scaling), and even for things we are doing well, perhaps technology can enable us to do things *better* (e.g. flipped classroom to enhance teaching and learning on and off-line). We wish to cultivate a campus culture where technology is thoughtfully integrated in domains where it is most needed or useful.

2. The NUS Response Plan

NUS President Professor Tan Chorh Chuan puts it this way: "Whether a campus tsunami comes or not, we will place ourselves strategically for the future". In his State of the University Address (SOUA 2012), Prof Tan called on colleagues to "redesign key classes to promote more active learning by integrating online programs with changes to face-to-face learning in the classroom" (Knowledge Enterprise, Nov/Dec 2012).

The use of technology is not new to NUS—we have already established a strong base:

- Mid-1990s-present: We have an established and well-used course management system – IVLE. We continue to develop this system to a higher level of sophistication.

- We started e-learning week in 2009. We have by now accumulated much experience through this initiative. Since 2009, we have seen colleagues starting to make use of Breeze, Chatrooms, Screen Recordings and WebEx to deliver their courses during e-learning week. This first phase was to get faculty and students accustomed to online learning for operational readiness in times of emergencies. We are now ready to scale up to a week-long campus wide e-learning exercise that involves all lectures and tutorials for all faculties (except for the professional schools). We will continue to maintain and develop this initiative, and perhaps one day evolve this from e- to i-learning week, where colleagues and students can innovate their own teaching and learning activities that best suit their purposes.
- From 2010 to the present, various colleagues across different disciplines have experimented with innovative ways of teaching, including the use of gamification in a Computing course; the use of simulation in the School of Medicine; flipped classroom pedagogy in the Faculty of Science and Faculty of Engineering; use of iBook, Wikipedia and Google sites in the Faculty of Arts and Social Sciences; and the use of iPad and apps-enabled teaching of writing in our University Scholars Programme; as well as the creation of NUS-internal MOOCs.
- In his SOUA in October 2012, Prof Tan Chorh Chuan announced the S\$5m LIFT initiative, to be managed by the Tech Taskforce chaired by Prof Tan Eng Chye. We have since supported 3 faculty-based and university level projects using this fund to develop an NUS-internal MOOC for a General Education course, active learning for a special program in Science, and flipped classroom pedagogy for courses within the Faculty of Engineering.
- In February 2013, NUS became a Coursera partner, and committed two NUS courses (in Quantum Mechanics and Music Composition) on the Coursera platform.

All the above constitute the activities we have undertaken so far in addressing the issue of technology-enhanced education. We recognize that technology is not the (only) answer to all our challenges; and that technology-enhanced education may not be suitable for all teachers, students, and courses. Our approach is to encourage and support innovation where technology can yield good outcomes, and to introduce this new way of delivering education into our education landscape.

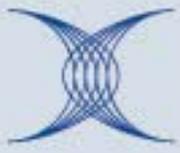
3. New Challenges

- Change management – change, no matter how desirable, is hard for most people.
- Shifting our mindsets from an established way of teaching and learning to a new style of delivering education will take time. Mindset shift will require patience and hard work.
- Managing expectations – when one module (or one faculty) integrates technology into its delivery, that may eventually raise the expectations in other pockets.
- Cost – technology can be costly—we must be confident about getting the right outcomes and any investment in this direction will have to be sustainable.

Professor TAN Eng Chye
Deputy President (Academic Affairs) and Provost

Professor Tan Eng Chye is Deputy President (Academic Affairs) and Provost at the National University of Singapore (NUS). As Deputy President and Provost, he oversees NUS' Faculties and Schools, providing strategic directions and setting academic policies. His responsibilities include admission policies and processes, educational quality assurance, budget and resource allocation for the Faculties and Schools, and the development and implementation of new educational initiatives. Professor Tan is responsible for the appointment, promotion and tenure process, as well as the reward and incentive systems for academic staff.

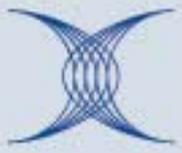
Professor Tan obtained his Bachelor in Mathematics (First Class Honours, 1985) at NUS and his PhD (1989) at Yale University. He joined NUS as a faculty member of the Department of Mathematics in 1985 (as a Senior Tutor) and has visiting positions at various universities overseas such as the Rutgers University, University of Washington at Seattle, University of California at Berkeley and University of Maryland, USA; Universities of Tokyo and Kyoto, Japan; as well as the Hong Kong University of Science and Technology.



SESSION 3 : PRESIDENTS' REGIONAL UPDATES

Discussion on global trends in higher education, including developments in the respective partners' countries and any other matters of interest to IARU. Presidents are invited to share key initiatives / developments / challenges in their university.

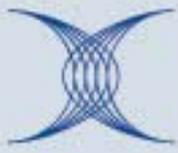
Note: No Paper



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SESSION 4 : STRATEGIC DIRECTIONS FOR IARU

A continuation of the IARU initiatives review from the 2012 Senior Officers' Meeting in Cambridge.



Session 4: Strategic Directions for IARU

Review of IARU Initiatives

The Senior Officers' Meeting in October 2012 reviewed the activities and initiatives of IARU and discussed strategies for the next three to five years. The discussion focused on the following three categories:

1. Grand Challenges and Research Initiatives

The discussion within IARU on the **Value of Research-intensive Universities** brings focus on a core aspect of all ten IARU member universities. IARU can serve as a platform for articulating what the IARU universities individually and collectively stand for. The project leads have been asked to draft a joint statement for approval at the President's meeting 2013. Deciding on the next steps will be of key importance to achieve broader impact.

The **Sustainable Campus** initiative early established as one the IARU flagship activities. To continue to provide thought leadership in this important and rapidly developing field, the initiative should broaden its scope. It also offers a good base for broader impact beyond the campuses of the IARU universities.

The **"Ageing, Longevity and Health"** research initiative has managed to establish a critical mass of research collaboration, largely due to the institutional commitment and leadership at the University of Copenhagen. The challenge will be to take the initiative to the next level, involving further IARU members and extending its reach beyond research. New funding opportunities, such as the next generation of the European Union funding framework Horizon 2020, may support such expansion.

All of the above activities touch upon the core of research-intensive universities' mission: the **link between research and education**. Within this area IARU could do more, for example through activities addressing undergraduate and graduate students, such as IARU graduate schools.

2. Institutional Joint Working

The IARU partner universities have established a deep level of trust, enabling them to share best practice and exchange experiences on a broad range of issues. This **Institutional Joint Working** is a highly valuable, even though less visible, aspect of the Alliance. The focus on this institutional sharing varies from institutional projects (e.g. gender monitoring, human resources benchmarking, technology transfer), the articulation of principles (e.g. Value of Research Intensive Universities) to networking (research administrators, librarians, alumni directors).

Many of these sharing activities have emerged "bottom-up", based on the initiative of one or two enthusiastic persons. After the first meeting(s), however, these networks have often questioned their objective and felt that they lack a clear mandate. Ambitious projects that would require substantial input from all institutions turn out to be difficult to sustain. Activities between meetings tend to suffer under the pressures of the group members' demanding day-to-day obligations.

There is no lack of **further topics** of potential broad institutional interest. These range from IT and data protection, technology-enhanced learning, integration of international students, use of social media, and campus fundraising activities.

From a strategic perspective, when **launching new initiatives**, their mid- to long-term sustainability must be kept in mind. One or two initial meetings should be used to gauge the broad interest in a topic and define the common ground within IARU. With the necessary guidance from Presidents and Senior Officers, the initiator(s) will then be asked to develop a proposal with a longer-term perspective.

Not all learning and sharing needs a broad institutional framework. Dedicated sessions for open-ended discussion (e.g. Presidents' regional round-ups) at IARU meetings have become meaningful outlets for shared learning. Other activities to consider include **staff exchange**, and the **sharing of available resources**.

By its very nature, this institutional sharing is "inward looking". However, showing its benefits more broadly within the IARU universities and beyond brings can bring the Alliance more **visibility and raise awareness** of the opportunities it offers.

3. Global Education Initiatives

The Global Education Initiatives are the IARU activities with the broadest reach across the ten member universities. The success of these Initiatives is largely due to having sufficient focus and a dedicated team of individuals advancing the programs.

The **Global Summer Program** (GSP) has established itself as the flagship initiative of the Alliance. The program is working well and offers a good basis for further and closer collaboration, e.g. in the form of joint courses or cross-faculty teaching.

The **Global Internship Program** offers a less-structured – but more flexible – parallel track to the GSP, giving students an opportunity to spend some time on another IARU campus. The **Sustainability Fellowships** are a valuable model of providing such internships with a thematic focus.

A less developed area of collaboration are programs for **graduate students**, be it as a distinct strand of the GSP or as separate programs. Offerings for graduate students should be targeted, discipline-specific and academically focused – initiated bottom-up and developed specifically for a IARU-wide audience, or based on the opening up of seminars and courses at individual institutions to graduate students could at IARU partner universities.

Conclusion

Thought leadership, through collective action in fields such as climate change or as a common platform to lead discussions on issues like the value of research-intensive universities or ageing societies, is an important external dimension to IARU. The IARU members share many values of research-intensive universities. When ten of the world's leading universities express an opinion, they can expect that their peers in the international academic community take note.

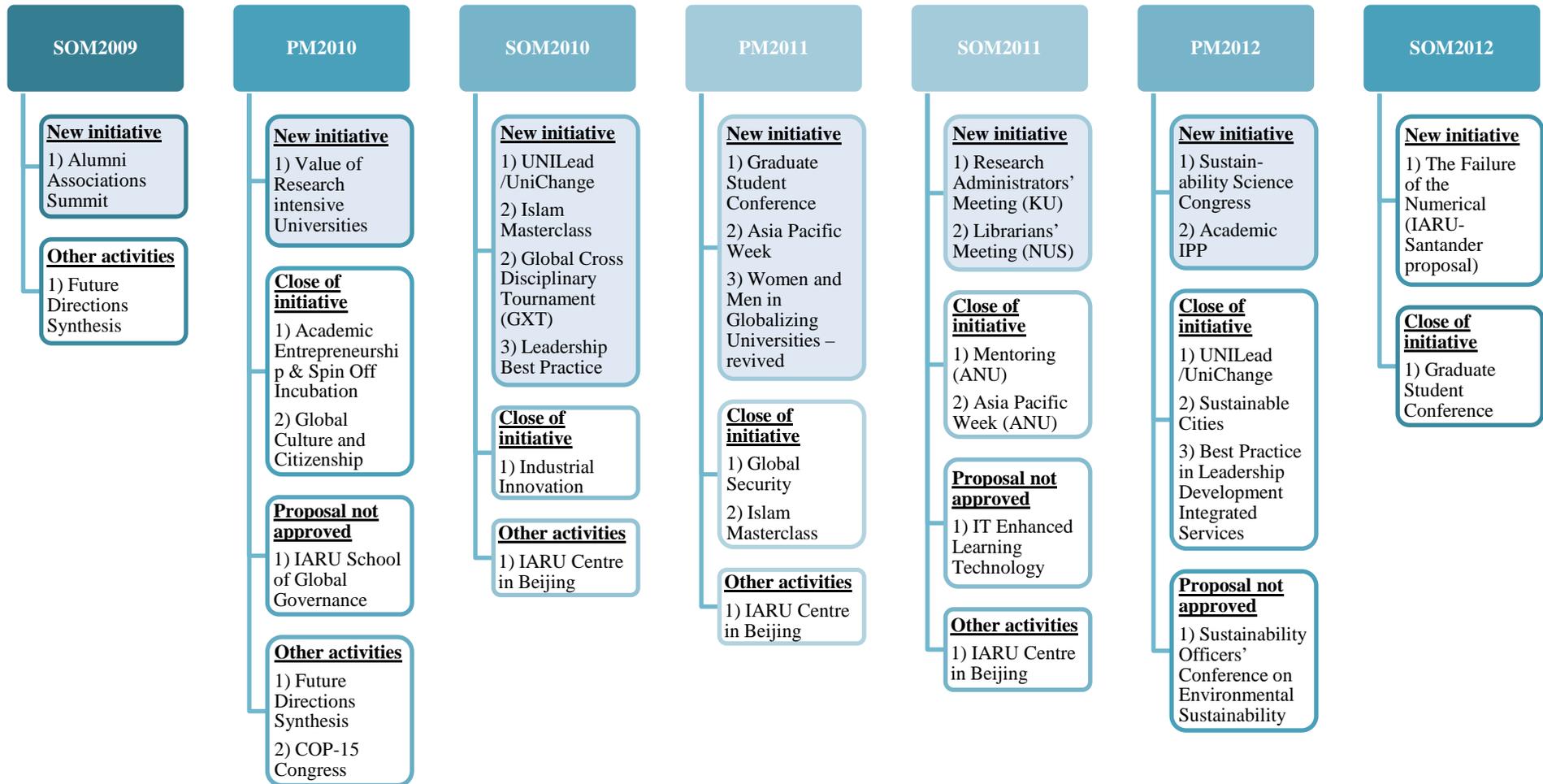
In reality, however, the reach of IARU is limited. IARU is not a funding body and has thus little or no leverage to initiate research collaborations. As a global alliance, IARU has few or no natural counterparts. National governments or regional institutions are more effectively reached through national or regional groupings that can address issues more specifically.

The biggest potential for success, therefore, lies with activities that bring immediate benefit to stakeholders within the IARU member universities: students, staff and faculty.

ANNEX: IARU Initiatives Audit

- I. Timeline of Initiatives (SOM2009 – SOM2012)
- II. IARU participation.....
- III. Global Education Initiatives.....
 - Global Summer Program (GSP).....
 - Global Internship Program
 - Sustainability Fellowship
 - Global Cross Disciplinary Tournament (GXT).....
- IV. Institutional Joint Working
- Academic IP Pooling and Collaborative Technology Transfer.....
- Women and Men in Globalizing Universities
- Research Administrators’ Meeting.....
- Alumni Associations Summit.....
- Librarians’ Meeting.....
- Value of Research Intensive Universities.....
- V. Research.....
 - Aging, Longevity and Health
- VI. Grand Challenge.....
 - Sustainable Campus Initiative
 - Sustainability Science Congress.....
- VII. Finances

I. Timeline of Initiatives (SOM2009 – SOM2012)



II. IARU participation

	IARU Initiatives	ANU	ETH	NUS	PKU	UCB	CAM	KU	OXF	TOK	YALE
Global Education Initiatives											
1	Global Summer Program (GSP)	√	√	√	√	√	√	√	√	√	√
2	Global Internship Program (GIP) 2013		√	√					√		√
3	Sustainability Fellowships <i>Note: part of Sustainability Campus Initiative</i>	L	√	√	√	√	√	√	√	√	L
4	Cross Disciplinary Tournament (GXT) 2013	L (2011)		L (2012)	L (2013)				√	√	√
Institutional Joint Working											
5	Academic IP Pooling	√	√	√	L	√		√			
6	Women and Men in Globalizing Universities	√	√	√	√	L	√	√		L	√
7	Research Administrators' Meeting	-	-	-	L	-	-	L	-	-	-
8	Alumni Associations Summit	√	√	√			√	√	√	√	√
9	Librarians' Meeting	√	√	√	√	√	√	√	√	√	√
10	Value of Research Intensive Universities	√	√	L	√	√	√	L	√	√	√
Research											
11	Ageing, Longevity and Health	√	√	√	√	√		L	√	√	√
12	The Failure of the Numerical	√	√	√	√	L	L	√	L	√	√
Grand Challenge											
13	Sustainability Campus Initiative	L	√	√	√	√	√	√	√	√	L
14	Sustainability Science Congress	√	√	√	√	√	√	L	√	√	

Note: "L" refers to initiative lead

III. Global Education Initiatives

Initiative title	Global Summer Program (GSP)	
Year Initiated	2008	
Status	Active with full IARU participation	
Funding to date	GSP Meetings (2009 – 2012)	US\$40,686
	Santander grants (2012 – 2014)	US\$600,000
	Centrally disbursed grants (2011)	US\$75,000
	Centrally distributed grants (2010)	US\$100,000
	Total	US\$815,686
Aims	<ul style="list-style-type: none"> • Enable students to develop a global perspective • Provide students with an intensive summer learning experience • Strengthen the ties between the member institutions of IARU 	
Achieved outcomes	<ul style="list-style-type: none"> • A set of aims, descriptions and principles have been jointly drafted in 2009 and continue to serve GSP well • 1,303 students have been on the GSP from 2008 - 2012 • Partners have adapted the structures and coordination for running GSP courses • Exit surveys and the three year survey for 2008 – 2010 that was conducted this year, consistently showed that participants had a meaningful time on the program (above 95% positive responses) 	
Future plans	<p>GSP coordinators will explore the following areas at the next meeting in October 2013:</p> <ul style="list-style-type: none"> • Faculty team teaching • Regional GSP Hubs / Institutes • GSP Conference • Tie-ups with IARU Global Education Initiatives • Post-GSP component (e.g. research week, internships, service learning) 	
Challenges	<ul style="list-style-type: none"> • Coordination (in particular, for scheduling, logistics and publicity) between partners is time-intensive, which is why annual meetings for GSP coordinators remain critical. However, faculty participation at these meetings is somewhat lacking. • Maximizing course capacity, to enable peer learning from as many IARU institutions and to justify the resources for setting up a GSP course • Effective marketing for GSP, as there are increasing offers of quality exchange programs available. In 2012, participant surveys recorded a sharp dip for GSP differentiation from other summer programs, so coordinators will need to step up efforts to publicize how GSP is unique • While GSP has secured funding from external sources, funding will always remain an issue for students • While maintaining high standards of the GSP is an ongoing mission, the group may not have very concrete future plans 	
Workshops organized / upcoming	GSP Annual Meetings: Antwerp (2008), Cambridge (2008), Oxford (2009), Cambridge (2010), Copenhagen (2011), Beijing (2012), ETH Zurich (2013)	

Initiative title	Global Internship Program
Year Initiated	2009
Status	NUS, Oxford, Yale, Todai and ETH have offered internship opportunities The internship is opened to students from all IARU institutions
Funding to date	N/A (the party offering the internship may extend funding support for accommodation)
Aims	To provide IARU students with the opportunity to gain a valuable international work experience, by tackling a project at another IARU university. Such internships will provide students with real insight into our respective universities, and may assist in graduate student recruitment.
Achieved outcomes	As of February 2013: <ul style="list-style-type: none"> • 34 internships opportunities have been made available to IARU students from 2009 – 2013 • 7 internship opportunities were arranged bilaterally
Future plans	While participation may be low, this is a worthwhile program to develop further. GIP continues to be ad-hoc and voluntary, with greater participation from IARU institutions as there is interest and demand from students. Internships also do not have to be exclusively created or reserved for IARU students, and may be from an existing program
Challenges	<ul style="list-style-type: none"> • Insufficient internship opportunities / interest from partner institutions • While the program works well ad-hoc, perhaps it may also benefit from having a lead to organize more structured internships, e.g. coordinated exchanges between departments (similar to the sustainability officers) or an online marketplace for internships
Workshops organized	N/A

Initiative title	Sustainability Fellowship <i>Note: part of Sustainability Campus Initiative</i>
Year Initiated	2008
Status	Active with full IARU participation
Funding to date	N/A
Aims	To provide selected students with the opportunity to work on targeted campus sustainability projects at IARU institutions. Projects are institution specific, however, developed with the intention that lessons learned can be applied at both the home and host institution.
Achieved outcomes	51 students have participated from 2009 – 2012
Future plans	An online library of IARU Fellows Reports
Challenges	There is no central funding for this project. In 2011, PKU and Berkeley were unable to participate due to funding and logistics issues.
Workshops organized	A session is dedicated to discuss fellowships at every IARU Sustainability Officers Meeting (since 2010)

Initiative title	Global Cross Disciplinary Tournament (GXT)
Year Initiated	2010
Status	Active
Funding to date	US\$15,000 - unspent (GXT 2013)
Aims	To foster a culture of cross-disciplinary global inquiry by connecting intellectually curious undergraduates from across IARU
Achieved outcomes	<ul style="list-style-type: none"> • Cross-cultural and cross-disciplinary interaction amongst delegates and organizing committee • Rigorous academic objectives, more than regular academic conferences • Uniquely a student led and fully student organized event
Future plans	To make GXT an annual event on rotation at IARU institutions, and to gradually increase the number of universities participating every year.
Challenges	<ul style="list-style-type: none"> • Continuity – an issue where member institutions have to identify which student organization takes on the project (and can properly handover GXT to the next student organization)? • Heavy tech and IT requirement, as the tournament involves a five weeks of virtual discussions before meeting physically. • Coordination challenges for students to work across time zones and with different international institutions
Workshops organized / upcoming	<ul style="list-style-type: none"> • Future of Education, 2011 (ANU) • Future of Cities, 2012 (NUS) • Future of Media, 2013 (Beida)

IV. Institutional Joint Working

Initiative title	Academic IP Pooling and Collaborative Technology Transfer
Year Initiated	2012
Status	New initiative
Funding to date	US\$15,000 - unspent
Aims	<p>To provide a forum for the community of academic scholars and senior university officials among the IARU member universities to exchange insights on the opportunities and challenges of academic IP pooling and collaborative technology transfer.</p> <p>Three areas of focus:</p> <ol style="list-style-type: none"> 1. University – Industry – Government Partnership 2. Creative IP licensing models such as IP pooling 3. Collaborative Spin-off Involving Multi University IPs, incubators and entrepreneur teams
Achieved outcomes	-
Future plans	-
Challenges	-
Workshops organized / upcoming	Inaugural workshop, 7 – 8 March 2013 (Beida)

Initiative title	Women and Men in Globalizing Universities
Year Initiated	2006 - 2009 The initiative was revived in 2011
Status	A benchmarking exercise is ongoing
Funding to date	USD\$8,500 for project development (2006) USD\$6,511.88 for 2012 workshop USD\$15,000 for 2013 workshop – unspent
Aims	The main objective of the initiative is to understand the similarities and differences regarding gender issues in higher education among IARU members, and to share on-going agendas for projects relating to gender equality in globalizing universities. The data and information gathered will strengthen IARU as an organization, and further its work on creating fully equitable institutions.
Achieved outcomes	<p>From the workshop in Todai, this network was able to meet and engage each other on what appears to be little advancement in the area of gender equity in universities. Participating members have agreed on the following broad areas to benchmark:</p> <ul style="list-style-type: none"> • Mechanisms for faculty recruitment • Mechanisms for academic advancement • Full and part time positions • Age distribution and retirement age • Distribution across different disciplines

Future plans	Members will engage in gathering data, refining the data collection and subsequent use of data
Challenges	As with all benchmarking initiatives, there are challenges in defining the parameters and definitions. Participants are keenly aware of this and are proceeding cautiously. As IARU is a small group of only ten, participants also expressed their hope that Oxford and Cambridge will participate in the exercise.
Workshops organized / upcoming	<ul style="list-style-type: none"> • Inaugural Workshop, Cambridge (2006) • Second Workshop, Yale (2008) • Third Workshop, Todai (2012) • Fourth Workshop, ETH Zurich (28 – 29 October 2013)

Initiative title	Research Administrators' Meeting
Year Initiated	2011
Status	New initiative – workshop to be held in September 2013
Funding to date	USD\$10,000 – unspent
Aims	<ul style="list-style-type: none"> • To function as entry points for international collaboration and share information and know-how on new and emerging funding schemes and programs • Share information and know-how on approaches to establishing and managing collaborative ventures and research performed overseas • Identify partners across IARU universities and beyond • Ease in access to national programs
Achieved outcomes	-
Future plans	The Research Administrators are organizing themselves into four working groups to explore 1) workshop planning, 2) designing a common platform for collaborations, 3) benchmarking and 4) a framework for staff exchange
Challenges	-
Workshops organized / upcoming	<ul style="list-style-type: none"> • Exploratory workshop, 2011 (Copenhagen) • Inaugural workshop, 2013 (Beida)

Initiative title	Alumni Associations Summit
Year Initiated	2009
Status	Active. With the exception of the second summit in Cambridge, all events have been sponsored by hosting universities, including IARU alumni receptions in conjunction with Presidents' Meetings
Funding to date	US12,704.50 for 2010 Summit
Aims	<ul style="list-style-type: none"> • To connect diverse practitioners in the field of alumni relations, exposing them to new ideas and uncovering shared opportunities; to enhance mutual cultural understanding • To showcase best practice at each institution and discuss applications within each institution • To explore issues that present challenges at each institution: staff

	<p>retention and development; exciting and engaging global alumni networks and leveraging broad reaching institutional support to enhance alumni relations activities without increasing expenditure</p> <ul style="list-style-type: none"> • To connect likeminded alumni worldwide, through a networking event hosted at the end of the Summit and to discover ways of building meaningful relationships between alumni communities
Achieved outcomes	The network between alumni directors have strengthened, allowing for candid sharing of ideas, best practices and ad-hoc events.
Future plans	The alumni network is considering establishing a formal lineup of joint events, global alumni relations conference (spearheaded by Yale), alumni summer program (Cambridge), alumni travel program (ETH Zurich) and reciprocal arrangements such as staff exchange
Challenges	There appears to be no issues, other than the want of full participation. This network is self-initiated, well organized and self-funded.
Workshops organized / upcoming	<ul style="list-style-type: none"> • Inaugural Alumni Summit, 2009 (Yale) • Second Alumni Summit, 2010 (Cambridge) • Third Alumni Summit, 2011 (NUS) • 4th Alumni Summit, 2012 (ETH Zurich) • 5th Alumni Summit, 2013 (Todai) • 6th Alumni Summit, 2014 (KU) • 7th Alumni Summit, 2015 (ANU) • 8th Alumni Summit, 2016 (OXF) • 9th Alumni Summit, 2017 (Yale)

Initiative title	Librarians' Meeting
Year Initiated	2010
Status	Active
Funding to date	N/A – sponsored by hosts
Aims	A forum for university librarians to share experiences, challenges, solutions and explore ways libraries could further collaborate to support IARU initiatives.
Achieved outcomes	Prior to meeting, librarians compiled and circulated reports on the state of IARU libraries, including strategic directions, development, their challenges, and much more. With good understanding learning about each others' institutions, librarians dove right into discussion on interesting developments and current issues.
Future plans	<ul style="list-style-type: none"> • <u>Collaborative Initiatives</u> to support IARU initiatives (in particular, campus sustainability), library / resource access for IARU faculty, staff and students , and other areas for cooperation and information sharing • <u>Open Access and other scholarly communications</u> updates to IARU Presidents • <u>Patron Driven Acquisition and copyright issues</u> – best practice sharing
Workshops organized	<ul style="list-style-type: none"> • First workshop, 2012 (NUS) • Second workshop, June 2013 (KU)

Initiative title	Value of Research Intensive Universities
Year Initiated	2010
Status	Active – IARU dedicated two workshops, and a portion of its time to discuss the initiative at Senior Officers’ and Presidents’ meetings
Funding to date	US\$12,151 (the second workshop was sponsored by KU)
Aims	For interested IARU members to join together to explore methodology in quantifying economic and social benefits of research-intensive universities, to evolve optimal approaches and to articulate as a group the value of research-intensive universities to our individual countries and to the world.
Achieved outcomes	An article has been published by Times Higher Education .
Future plans	<ul style="list-style-type: none"> • To identify usable metrics to measure contributions from universities, compile case studies from IARU partners, and search related reports and policy papers • To update the website with a compilation of the group’s findings
Challenges	This initiative does not generate any activity or follow up beyond the workshop.
Workshops organized	<ul style="list-style-type: none"> • Inaugural workshop, 2010 (ETH Zurich) • Second workshop, 2012 (Copenhagen)

V. Research

Initiative title	Aging, Longevity and Health
Year Initiated	2006
Status	Active, and self-sustaining Run by KU's Center for Healthy Ageing faculty, with active IARU participation
Funding to date	\$38,000 for Oxford project management salary
Aims	Aging, Longevity and health began under the IARU Global Change Program, to give both researchers and students the opportunity to participate in globally oriented research programs, as well as the platform for lobbying for research.
Achieved outcomes	<ul style="list-style-type: none"> Established and refined priority research areas – evolutionary medicine, health policy challenges and neurodegeneration Strong external funding including from the PM Moller foundation for a new research center Offers a two-week summer school for the GSP since 2011, to impart knowledge about the different ageing research fields Published the “ageing societies” portion in the 8th EU Framework Program papers, presenting effective guidelines on how to ensure a healthy ageing population in Europe Organized an IARU Congress on 5 – 7 October 2010. It was a successful event with about 150 participants, and there were journal papers as a result of the meeting The iHan Network continues to be a meaningful network for researchers from the IARU network and beyond
Future plans	Plans to “Empower the Network”: <ul style="list-style-type: none"> A steering committee of IARU scientists More workshops and conferences Greater engagement with other IARU faculty through the GSP course it offers Establish exchange programs for students and staff 5. Explore possible funding activities under Horizon 2020
Challenges	-
Workshops organized	The initiative runs its events independently.

VI. Grand Challenge

Initiative title	Sustainable Campus Initiative	
Year Initiated	2007	
Status	Active with full IARU participation	
Funding to date	Sustainability Meetings (2008, 2010, 2011, 2012)	US\$34,408
	COP-15 Conference	US\$16,500
	Consultancy Fees	US\$10,000
	Total	US\$60,908
	Sustainability Meetings (2013 – 2015)	US\$15,000 X 3
	Website development	US\$15,000
	Benchmarking initiative	US\$10,000
	Total (unspent)	US\$70,000
Aims	<ul style="list-style-type: none"> • That Alliance members are committed to being world leaders in campus sustainability and to that end, will establish programs that promote best practice in institutional environmental performance, as well as developing synergies between education, research and the commitment to sustainability. While each University's program will be designed to meet its operational priorities, as well as its regional priorities and legal obligations, in general there will be an emphasis on the key issues of resource consumption, greenhouse gas emissions and biodiversity conservation. • That Alliance members are committed to developing environmental literacy among staff and students. • That programs will be developed that integrate, wherever practical, academic and operational activities to enhance campus environmental performance; as well as promoting practical research and teaching opportunities that improve the learning experience and foster environmental literacy. • That Alliance members will exchange relevant information and expertise on issues of campus sustainability and Education for Sustainability. • That Alliance members will establish appropriate indices for sustainability performance. 	
Achieved outcomes	<ul style="list-style-type: none"> • All partners created Environmental Management Offices • Created strong relationships that facilitate the honest exchange of ideas and solutions. Members of the group have exchanged information on options for greening research technologies, campus infrastructures and buildings • Web content development – the sustainability Toolkit, How-To-Guide and case studies 	
Future plans	<ul style="list-style-type: none"> • Beyond CO2 levels, the group intends to look into water consumption, ICT emissions and how implementation affects people and mindsets 	

	<ul style="list-style-type: none"> • Sustainability benchmarking initiative (proposal to be submitted at SOM2012) • Development of iPhone applications, online modules and an education package • Sustainability Science Congress 2014 (led by Copenhagen) • Sustainability Conference 2015, hosted by NUS (pending confirmation) • Sustainability Officers are requested to examine the possibility of collaboration with ISCN
Challenges	<ul style="list-style-type: none"> • Minimal / no content updates for the Toolkit, How-To-Guide and case studies • New project leadership on board, but it is just a matter of giving the new lead time • Getting commitment and participation from Beida counterparts
Workshops organized	<ul style="list-style-type: none"> • Inaugural Sustainability Officers' Meeting, 2008 • Second Sustainability Officers' Meeting, 2010 (NUS) • Third Sustainability Officers' Meeting, 2011 (Yale) • Fourth Sustainability Officers' Meeting, 2012 (ANU) • Fifth Sustainability Officers' Meeting, 2013 (Cambridge)

Initiative title	Sustainability Science Congress
Year Initiated	2012
Status	New initiative – conference to be held in 2014
Funding to date	US\$15,000 - unspent Currently, estimated budget is USD920,000 and external funding opportunities are being explored
Aims	<ul style="list-style-type: none"> • To increase awareness for climate change issues • Follow up after the IARU Congress in 2009, and outreach relating to IARU sustainability initiative • Issue of timely interest due to UN Rio + 20 in June 2012. The lead believes there will be a political audience for this in 2014
Achieved outcomes	Initial stages – a Scientific Steering Committee has been formed
Future plans	Other than the congress, there are plans to compile and publish a book to be shared with a wider audience and media
Challenges	-
Workshops organized	Conference in conjunction with COP-15, 2009 (Copenhagen)

VII. Finances

2005 - 2012 IARU Income and Expenditure Statement

	2012	2011	2010	2009	2005 - 2008	Total 2005 - 2012
Members contribution	200,000.00	200,000.00	200,000.00	200,000.00	700,000.00	1,500,000.00
Bank exchange gains / interest	509.34		49,302.57			49,811.91
Sponsorship (Santander)	200,000.00					200,000.00
Income	400,509.34	200,000.00	249,302.57	200,000.00	700,000.00	1,749,811.91
Meetings	37,155.60	37,893.83	38,500.82	43,099.43	152,230.81	293,692.32
Initiative Workshops	16,626.09	7,206.53	55,500.46	35,463.80	14,063.01	119,714.17
Grants (GSP)	200,000.00	75,000.00	100,000.00			375,000.00
Projects	15,154.79	22,925.23		39,918.22	18,377.47	81,220.92
Administrative Costs	758.39	957.83	5,377.17	2,854.72	40,733.28	49,864.76
Secretariat Costs	80,000.00	80,000.00	80,000.00	80,000.00	230,000.00	550,000.00
Expenditure	349,694.87	223,983.42	279,378.45	201,336.17	455,404.57	1,469,492.17
Balance	50,814.47	-23,983.42	-30,075.88	-1,336.17	244,595.43	280,319.74



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

SESSION 5 : VALUE OF RESEARCH INTENSIVE UNIVERSITIES

By Prof Thomas Bjørnholm (KU) and Prof Barry Halliwell (NUS)



Session 5: Value of Research Intensive Universities

Reporting:	University of Copenhagen, National University of Singapore
Leads:	Thomas Bjornholm, Rebekka Knudsen (University of Copenhagen) Barry Halliwell, Wang Hui (National University of Singapore)

Document type:		Progress update
	√	Discussion paper
		Project proposal
Action required:		For information only
	√	Endorsement / Approval requested

Funding provided to date (USD):	USD12,151 (Oct 2010 Workshop)
Funding requested (USD):	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	<p>The initiative leads from NUS and KU presented two draft documents – a report on measuring, and articulating the value of research intensive universities, and a website write-up. A task force was formed, comprising Prof Thomas Bjornholm (KU co-lead), Prof Halliwell (NUS co-lead), Prof Robert Price (Berkeley) and Dr Jennifer Barnes (Cambridge) to refine the two draft documents, incorporating feedback from the wider group of Senior Officers as well as more examples from other IARU institutions. Senior Officers requested for a compilation of anecdotes, storylines and comparative situational arguments (e.g. if research were only done at industries and not universities) to supplement various institutions' speeches and individual reports on this topic. These examples could be categorized into – 1) Importance of research, 2) Research-led education, 3) Exchange of knowledge and 4) Economic contributions. The taskforce will also draft a brief position paper intended for the public, for consideration at the 2013 IARU Presidents' Meeting.</p> <p>Senior Officers also acknowledged the importance of assessing the impact of humanities and social sciences research and to keep the focus of this exercise on supporting basic research. The taskforce may also wish to consider formulating a communications strategy (i.e. similar to the interview conducted with Times Higher</p>
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	<p>Education). As part of the internal outreach, the Chair agreed with Dr Barnes' suggestion for a workshop to be conducted in parallel with the next Senior Officers' Meeting and to invite relevant faculty members to the meeting to discuss how such a paper might be more compelling or helpful to them.</p>
<p>Presidents' Meeting (April 2012)</p>	<p>Prof Barry Halliwell (NUS) and Prof Thomas Bjørnholm (KU) jointly delivered a presentation on the second workshop that was hosted by the University of Copenhagen on 25 April 2012, attended by nine IARU institutions, as well as guest speakers from industry. Discussions were fruitful with vigorous debate.</p> <p>The focus of the workshop was to hear best practices of how IARU members – in particular, from Berkeley, Oxford and Copenhagen – create and measure value. Members also discussed the pros and cons of quantitative measures of research value, and flaws in common approaches (rankings, citations, licensing income, etc). Prof Halliwell added that it is also important to address the value of education and dissemination of knowledge in research-intensive universities as part of the on-going discussions. Ultimately, how can universities help decision makers convince voters that investing in research-intensive universities is good value for money.</p> <p>There are four main interconnected themes or value flows, namely: research, education, knowledge exchange and the direct economic contribution to the region. The meeting believes that the crux of the specific value of research-intensive universities is the way the four main value flows interrelate and interact in a way that creates value far more than the simple sum.</p> <p>Presidents approved the working group approach, which is a combination of common evaluation matrix and anecdotes with detailed descriptions to measure the value of research-intensive universities. A timeline was provided with the aim of presenting a report at the October 2012 Senior Officers' Meeting and the 2013 Presidents' Meeting. The Chair suggested that the working group present its findings first through a "scoping and scanning" method, rather than derive a position paper at this stage.</p> <p>Presidents supported the recommendation to approach Nature or other key journals such as Science, THES and the Chronicle of Higher Education, to inform the academic community that IARU is jointly looking into the subject matter. As a start, Prof Halliwell will send an invitation to Nature.</p> <p>Beyond the traditional "pillars" of education, knowledge and research within the universities, Prof Bjørnholm emphasized exploring metrics or measurements of universities collaborating with the greater ecosystem, which includes venture capitalists, national laboratories, and science parks. The Chair supported the notion, adding that Cambridge, Oxford and Berkeley are classic examples of such ecosystems where arguably, the town or surrounding areas would not</p>

	<p>do as well without the existence of the university. These universities value-add, in terms of providing better outcomes for research, education, service and thought leadership. The Chair suggested that another argument might be formed about how students benefit from being in the center of activities in such an ecosystem.</p> <p>Other suggestions from Presidents included:</p> <ul style="list-style-type: none"> • Examine the time dimension of the value created by research-universities, i.e. examples of the long-term benefits as seen in established university ecosystems • Provide examples of large, successful companies that begun from or grew within existing university ecosystems • Examine immediate versus unknown future economic impact • Strategic importance of aligning with existing industry – along with the danger of the effects of a declining industry, e.g. pharmaceuticals, or how the nature of the industry may change, e.g. manufacturing and electronics • Intangible benefits from a university, such as educating a society, lending to public debate and public policy <p>Strategic analysis of graduates from research-intensive universities and those who are not (and what is an appropriate threshold, e.g. arguably even liberal arts colleges do research). It will be useful to have indicators of student quality – namely, hiring, salary benchmarks, achievement and international “stature”.</p>
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Session 5: Value of Research Intensive Universities

A position paper on the value of research-intensive universities

For quite some time the IARU universities have been discussing how to adequately document the great and special value of research intensive universities.

At the Presidents' Meeting 2012 in Copenhagen, the IARU Presidents agreed to draft a common position paper on the IARU members' position on the matter.

The IARU Senior Officers have discussed the content of the paper and a workgroup consisting of UCPH, Berkeley, Cambridge and NUS has written a final draft of the position paper to be presented to and discussed by the Presidents at the 2013 meeting.

Purpose of the position paper

The position paper serves to show a common understanding between the IARU members on how to document and measure the value of research intensive universities.

The paper can thus be used as the starting point for public discussions and for discussions with politicians etc. in order to create a more nuanced understanding on how universities contribute to society.

A website on the value of research-intensive universities

In order to present the common IARU position on the value of research-intensive universities, it has been suggested to put up a sub-website on iaruni.org.

The website serves three purposes:

1. The Position Paper will be published on the site
2. The site will be used as a knowledge bank, gathering all available reports from the IARU universities as well as other institutions on the value of research-intensive universities
3. The site will display good examples and case stories on how universities create value.

Main structure of the website:

The site has a front page and 3 levels and 4 sub-levels:

- Position Paper
- Knowledge-bank (reports from the IARU members and other institutions)
- Examples of university value
 - Research
 - Education
 - Technology transfer
 - The knowledge ecosystem
 - Direct economic contribution

An online-version of the website will be shown at the Presidents' Meeting.

The exact content of the website depends on the Presidents' decision on the Position Paper. If the Position Paper is accepted in its current form, the website should be adapted according to the structure of the Position Paper.

Maintenance of the website

In order for it to become a relevant tool in the process of documenting the value of research-intensive universities the website/knowledge bank needs to be updated on a regular basis.

Collecting the best examples of research- and education-value has also proved to be somewhat challenging. To meet this challenge IARU might consider allocating secretariat resources specifically for the development and maintenance of the website.

Suggested next steps

If the IARU Presidents' agree on the position paper at the Presidents' Meeting in April:

- The paper will be published on the IARU website.
- Member universities can consider to publish on their own websites
- Member universities can use the paper in order to generate discussion on alternative ways to document university value. This could be done in dialogue with national politicians, at national conferences etc.
- Member universities could consider sending a IARU delegation to present the paper at international forums such as OECD conferences on higher education, World Economic Forum meetings, at the European Parliament etc.

We suggest that at each Presidents' Meeting, member universities presents a status of how they are working on the issue of documenting value: How is the debate in their respective countries developing, whether or not members have succeeded in presenting the paper to decision-makers etc. This will keep a focus on the issue and might help advance the discussions on this important issue.

Discussion of the paper at the Presidents' Meeting April 2013

- Presentation of vision and scenarios for the position paper by prorector Thomas Bjørnholm/Professor Barry Halliwell
- Status on the website
- Suggested next steps
- Discussion of the position paper and conclusion

Position Paper

IARU believes...

The purpose of research-intensive universities is to make ground-breaking discoveries and to seek and transmit knowledge and new understanding.

In its own right and to the benefit of society.

This applies to all areas of human endeavour from the medical and natural sciences to the arts and humanities.

It will never be possible to quantify every aspect of the entire value produced by research-intensive universities by simple metrics.

It is however necessary for the universities to be able to document their value to society, including taxpayers and politicians.

Today, this is done by applying a wide range of metrics in order to measure the three elements which constitute the core of research-intensive universities: Research, education and technology transfer. It is mainly done by measuring *input flows* such as money and the number of students and *output flows* such as citations, number of publications and graduates.

These methods do not adequately measure what IARU considers to be the *special value* of research-intensive universities: The fact that the three elements,(research, education and technology transfer), are concentrated in the same physical space and constitute a critical mass of excellent researchers and students, state-of-the-art infrastructure and innovative spirit is only indirectly encompassed in simple in- and out-put metrics.

The key to understanding how research-intensive universities create value lies in what happens when the elements co-exist and form what could be described as an “ecosystem of knowledge”.

IARU suggests that a new and comprehensive way to describe the overall value creation of research-intensive universities should include the universities’ “**knowledge ecosystem**”.

As such, we must develop appropriate parameters that- in addition to metrics for isolated research, education and technology transfer flows - measure the effects of the *synergy* created by the **co-existence** of research, education and technology transfer.

As presented in this position paper, examples of this could be income and impact of technology and processes developed at the university, the number of science parks and industry research collaborations that are associated with the university, direct industry investment in university research or the number of consultancy jobs in all areas from humanities to the health sciences.

Introduction

1. IARU's members share the experience that expectations from society and stakeholders towards universities and their ability to document their value are increasing and are likely to increase for the foreseeable future.
2. These increased – and legitimate - expectations are often translated into societal and/or political demands.
3. Historically universities have maintained a commitment to excellence in spite of resistance to measuring it. But this resistance is changing, as stakeholders demand more evidence. IARU recognizes a need for a dual response to this development.
4. Firstly, to meet the constant challenge to improve the understanding among decision-makers and the general public of the fundamental societal role played by research universities.
5. Secondly, to improve and refine the ways in which universities can demonstrate the direct and indirect value they bring to companies and society as a whole. This should be done in a balanced way that takes into account that a good part of the value of research intensive universities can and should not be measured by a simple metric.
6. For quite some time, IARU has constituted a forum for debating the issue of measuring the value of research intensive universities. The discussions were initiated at the IARU Presidents' Meeting in April 2010 and further developed at subsequent workshops at ETH Zürich in October 2010 and in Copenhagen in April 2012.
7. The following position paper is the result of these discussions and constitutes IARU's position on measuring the value of research intensive universities.

The value of research intensive universities can and must be established – but it is an act of balance to do so

8. Research and higher education are a high priority on the political agenda these years. Taxpayers and politicians alike are asking for value for money. Universities are increasingly being held accountable. Not only through qualitative indicators such as peer review and illustrative cases but also through “hard” facts such as bibliometrics, rankings, ability to attract funding, number of students and bottom line numbers that show the value of universities for companies and society.
9. At the same time, universities have vastly extended their reach and ways of achieving economic and social impact:
 - Technology Transfer Offices have proliferated in order to manage and license a growing IP from research.
 - Universities have created incubators and science parks to nurture new enterprises.

- Many universities have instituted courses to help undergraduates and graduate students acquire the skills for successful entrepreneurship
 - Some universities have taken equity positions in spin-off firms
 - Some universities are engaging their students in “science-dating”, internships or other activities through which they help companies solving specific research tasks during their education.
 - And many universities participate in solving societal challenges in partnership with governments.
10. The link between universities and wealth creation has been used to justify the increase in government funding of research in Europe and elsewhere. However, rarely have the universities’ impacts been measured in a quantitative way and never, it can be argued, comprehensively.
11. IARU believes that research intensive universities play an important role in their respective countries and beyond by contributing to society by reaching for the highest level of education and research.
12. IARU also believes that it is important for both universities and society to be able to sensibly measure the impact of universities in order to attempt to prove to “investors”, the public and to ourselves how – and how much – our research and education contribute to society.
13. The ability to demonstrate specific kinds of impact has greatly improved, especially with the development of powerful tools for collecting, interpreting, and displaying massive amounts of data.
14. It should however also be taken into account, that universities and the political system still face a real challenge when measuring the value of universities. The breadth of the universities’ contribution poses a particular problem for the analyst, and there are several pitfalls to be taken into consideration:
- It is relatively easy to measure the impact of new inventions sold to the industry or to measure the value of spinoffs, i.e applied sciences. Measuring the impact of fundamental research is much more difficult because of the long term timelines over which the value of fundamental research becomes evident.
 - There is a longitudinal problem: How long past investments in research take to bear fruit, but also how long developments going forward need to (and sensibly can) be monitored.
 - It also poses a challenge to find ways to measure the value of humanities and arts, educating good historians, language teachers, psychologists etc.
 - Many analytics are devoted to measuring outputs mainly important to science – e.g. bibliometrics – rather than outcomes important to society.

- There is a high risk of perverse incentives encouraging “bad” behaviour. “What you measure is what you get”, a fact which can also, potentially challenge the academic freedom, which is crucial to research intensive universities.
 - There is a lamppost problem: Ignoring the immeasurable or the tendency to measure in favour of what *can* be measured.
 - And finally: There is a risk, that a too intensive focus on measuring and documenting will overburden administrators and researchers, taking up time from core activities.
15. The act of measuring is thus an act of balance, showing only a very limited part of the comprehensive value of a university. Still IARU believes that it is necessary to try to measure the value of research intensive universities in order to document their value towards stakeholders and taxpayers/the general public.

The value streams of research intensive universities – from Latin speaking ivory towers to the triple helix model

16. The fundamental contribution to society by universities lies in creating and passing on knowledge for its own sake *and* engaging with society in its application.
17. Many universities have developed from Latin-speaking ivory towers with no or little connection with the outside world to being an integral part of society, actively participating in fulfilling “a third mission” for universities, namely involvement in socio-economic development, thus becoming the third element of what has been described as the “triple helix” – the collaboration between Government, Industry and Universities in order to create innovation and economic growth.
18. Today there is a clear tendency that universities contribute more and more to solving the grand challenges of society. This also leads to an increasing demand (for instance from foundations) for more holistic solutions, involving interdisciplinary research in order to solve these challenges, which continues to grow in complexity. Thus there is not only a greater focus on the triple helix model, mixing Government, University and Industry, but also a demand for universities to mix disciplines in order to come out with *sustainable solutions* to the challenges societies are facing.
19. This means that the way of measuring the value of a university has changed.
20. IARU argues that the output of research intensive universities today can be divided into three main **value streams**:
- a. **Research** (production and distribution of new knowledge through articles, publication and access to research)
 - b. **Education** (the knowledge and “soft skills” of candidates)
 - c. **Technology transfer** (collaboration with the outside world, hiring of graduates by industry, consultancy, patent/licensing/spinoff companies)

21. Even though the full value of these value streams cannot be measured, it is still possible to quantify important parts of their value:

Possible **research** indicators:

- Bibliometric indicators:
 - Publications
 - Patents
 - Citations
 - International co-authorship etc.
- Prizes
- Historical, game changing research results
- Competitive research grant income (peer reviewed)

Possible **education** indicators:

- Employer survey
- Alumni salary and position tracking 10-20 years after graduation
- Survey of jobs taken by graduates
- Positions of MSc/PhD holders in key industries
- Production of graduates
- Education accreditation

Possible **technology transfer** indicators:

- Active patents and licenses
- Co-authorship with industry
- Number of active collaborations with industry partners
- Income and impact of technology developed at university (technology transfer, spin off company, joint venture)
- Joint student projects
- Consultancy
- Direct industry investment in university research

22. Besides the quantifiable indicators, it is also both useful and necessary to show the value of these streams by using **cases, showing the concrete examples of how education, research and technology transfer constitute value for the universities, companies and for society as a whole.**

A fourth, and new, way of describing the special value of research intensive universities: The knowledge ecosystem

23. While it makes sense to measure the value streams separately, IARU argues that the crux of the specific value of research intensive universities is that the three main value flows of universities are interrelated and interact in a way that creates value far beyond the simple sum.

24. The fact that the three flows are gathered in one university, in the same organisational and physical space, is a key to understanding the special value of research intensive universities. Research, education and exchange of knowledge with the outside world fertilize each other: Challenges met by industry and society may inspire new basic and applied research, contact with students inspires the researcher, researchers include students in their work on research projects, companies exchange knowledge with graduates when they employ them or through internships, student projects etc.
25. This means that research intensive universities are able to simultaneously perform fundamental research with a sufficiently broad scope and adequate cost-effectiveness, be the pacemaker for the creation of new products and technologies, a think-tank for governmental strategies and regulations, a provider of skilled manpower to industry and society and provide valuable input to society and the way we think about life, culture, history – i.e. research that expands intellectual breadth and develops ideas and discourses about human experiences which will prepare us more effectively for an increasingly global and cosmopolitan world: Things which are not only giving us something to live from, but also to live for.
26. A way to describe, prove and measure this special value of research intensive universities caused by intertwined value streams – and thus painting a fuller picture of the value of universities - could be to measure the vitality of the universities’ “ecosystem”.
27. In the “ecosystem” we include the interaction between the three value streams, taking place at a research intensive university and in relation to the outside world: The special value produced in the space between research and education. Between knowledge exchange with the surrounding world and research. And between education and knowledge exchange.
28. Measuring this ecosystem will be a new approach to measuring the value of universities and specific indicators are yet to be developed. It will also be important to use specific cases from real life to show how the ecosystem creates value. It is essential to choose indicators which are both precise and at the same time does not drown administrators and researchers in additional documentation work.
29. Quantifiable indicators of the vitality of the ecosystem can partly be based on the already existing indicators of education, research and knowledge exchange. But *supplementary* indicators will be needed that address and serves to document the openness, diversity and dynamics of the ecosystem.
30. Suggestions of supplementary “**ecosystem indicators**” can be:
- Problem solving capacity and policy impact
 - Citations to university research in patents filed by industry
 - References/citations in policy documents and regulations
 - Co-authorship from industry and government
 - Number of joint projects between students and companies
 - Number of engagements with significant challenges through academics working with governments and NGO’s, publications of policy relevance etc,
 - Ability to advance interdisciplinary/cross-disciplinary research

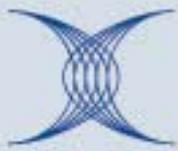
- Ability to create public debate and advance significant new ideas and discourses
- Level of entrepreneurial spirit
 - Number of students and researchers involved in entrepreneurial activities
 - Number of start-ups
 - Number of Science Parks
 - Volatility of Venture Capital
- Level of outreach
 - Number of visitors to university events, museums, downloads etc,
 - Level of communication to the public etc.
- Quality and level of research based education
 - Student success in research competitions
 - Soft skills of graduates - do they reach high positions in society?
 - Quality assessments
 - Ability to attract international talent

Conclusions

31. However difficult, IARU recognizes that measuring is demanded and that it is in the interest of universities to contribute to the political debate on the value of universities by suggesting measuring methods which are meaningful to the universities themselves. These methods should ideally be a mixture of metrics and qualitative data, supported by specific examples.
32. This is why IARU suggests a new way of describing and documenting university-value.
33. IARU believes that a good part of the value of research intensive universities lies in the fact that their three value flows (research, education, knowledge exchange) coexist in the same physical space and that they are thereby closely interrelated, constituting a **knowledge ecosystem**.
34. It is only possible to understand or describe the full complexity of the research intensive universities, when being able to describe, what happens when the three value streams interacts in this knowledge ecosystem.
35. In order to paint a fuller picture of the special value of research intensive universities, IARU suggest developing indicators to measure the ecosystem. The indicators mentioned in this position paper are possible, but not exhaustive, indicators, to be discussed in relevant university- and policy- forums.
36. Naturally it is also essential to keep in mind the complexity and time span of research and education. Discoveries and research results that might seem without any immediate benefit can turn out to be extremely valuable to future generations of researchers – and to society.
37. Finally the position paper also states that the overall value of universities as cultural and societal institutions is next to impossible to measure by simple metrics. First of all, the value of good high school teachers, people with language skills, economists, doctors, lawyers, musicians, historians etc. etc. cannot be measured in exact numbers. Secondly, the value of investing in university

research and education is more often than not visible only in a long-term perspective.

38. This is also why we believe that this new way of describing and measuring universities as ecosystems is a more fruitful way instead of seeing universities in a simple input/output perspective.



SESSION 6 : IARU INITIATIVES

6.1 Global Education Initiatives

- 6.1.1 Global Summer Program / GSP (Secretariat)
- 6.1.2 Global Internship Program / GIP (Secretariat)
- 6.1.3 Global Cross Disciplinary Program / GXT (Beida)

6.2 Grand Challenge

- 6.2.1 Sustainable Campus Initiative (ANU / Yale)
- 6.2.2 Sustainability Science Congress (Copenhagen)

6.3 Institutional Joint Working & Research

- 6.3.1 Academic IP Pooling and Collaborative Technology Transfer (Beida)
- 6.3.2 Women and Men in Globalizing Universities (Todai)
- 6.3.3 Alumni Association Summit (Todai)
- 6.3.4 Librarians' Meeting (KU / ANU)
- 6.3.5 Research Administrators' Meeting (Copenhagen / Beida)
- 6.3.6 Aging, Longevity and Health (Copenhagen)



6.1.1 Global Summer Program

Reporting:	Secretariat
Leads:	Secretariat and GSP Coordinators

Document type:	√	Progress update
		Workshop
		Discussion paper
		Project proposal
Action required:	√	For information only – no further action required
		Presidents' endorsement requested

Funding provided to date:	<p>USD 7,188 GSP Meeting, Beijing, Sept '12 USD 10,280 GSP Meeting, Copenhagen, Sept '11 USD7,018 GSP Meeting, Oxford, Sept '10 USD10,200 GSP Meeting, Oxford, Sept '09 USD3,500 GSP Meeting, Antwerp Sept'08 USD2,500 GSP Workshop, Cambridge Feb'08 Up to USD10,000 GSP Meeting, ETH Zurich, Sept '13</p> <p>USD200,000 Santander scholarship, 2014 USD200,000 Santander scholarship, 2013 USD200,000 Santander scholarship, 2012 USD75,000 IARU grant, 2011 USD100,000 IARU grant, 2010</p>
Funding requested:	N/A

Previous recommendations:

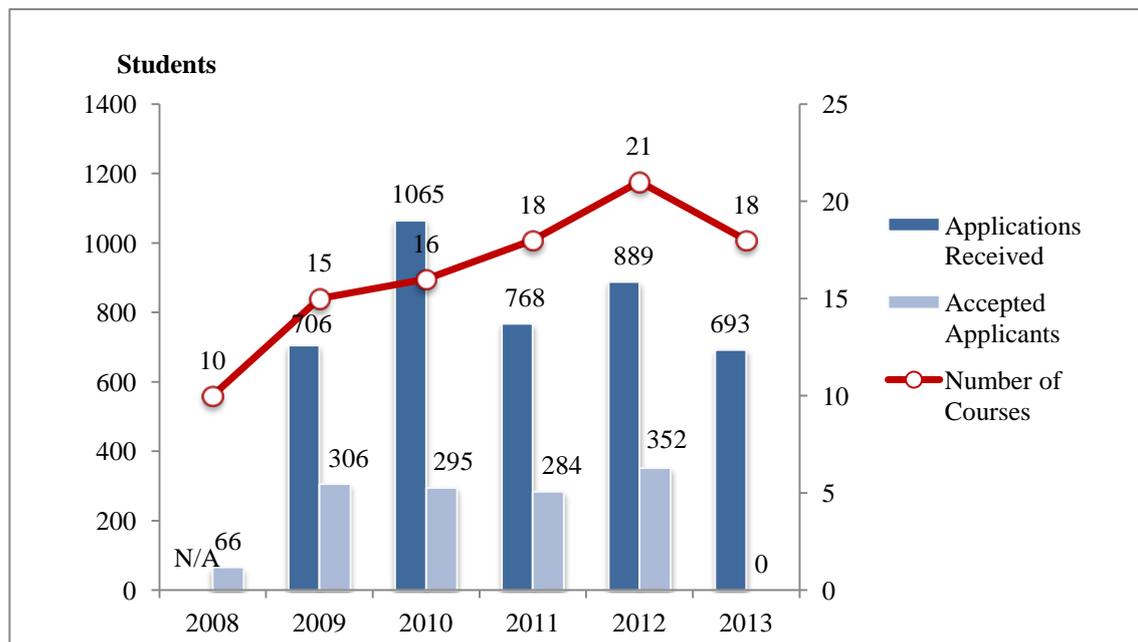
Senior Officers' Meeting (October 2012)	At the annual GSP meeting on 24-25 September 2012 at Beida, coordinators discussed the future of GSP. Ideas included extending the notion of diversity to faculty, i.e. faculty exchange or team teaching, the creation of GSP hubs (where two or three institutions form a GSP course hosted at one institution on
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	<p>rotation), a post-GSP component such as a conference, research week, internships or service learning, or to tie up with existing IARU initiatives. Senior Officers were interested in faculty exchange and GSP hubs, although for the latter, some were concerned that GSP may lose momentum if it were to replace the current model where all institutions conducted at least one course on their campuses.</p> <p>Senior Officers urged GSP to consider utilizing videoconference facilities for cross-institutional teaching. Mr Hagström shared that the GSP coordinators will develop these future direction ideas, and draft a proposal for funding if required, at the GSP meeting next year.</p> <p>Ms Sarah Ormrod (Cambridge), who is one of the pioneer GSP coordinators, commented that GSP has grown from strength to strength. Ms Ormrod emphasized the importance for institutions to send students for all courses to maximize participation, and to ensure that students have a valid reason for withdrawals from a course as it has implications on resource planning as well as denies another student a place on the GSP.</p>
<p>Presidents' Meeting (April 2012)</p>	<p>Members noted the progress of the Global Summer Program.</p>

6.1.1 Global Summer Program (GSP)

GSP 2013 – updates and next steps

1. This is the sixth year IARU is offering the Global Summer Program (GSP). A total of 18 courses are offered (please refer to Annex A for full details). Four courses from ANU, NUS, Todai and Yale are related to Sustainability, two courses from PKU and KU are on Ageing, and two courses from ETH (@Future Cities laboratory in Singapore) and from Berkeley (@United Nations Peacekeeping in Costa Rica) will be conducted off campus.
2. The graph below illustrates the level of interest in the GSP since 2008:



Generally, there was an increase of applications from Cambridge, Oxford, Copenhagen and Berkeley, but a decline for the other six institutions. Cambridge attributed the increase to the availability of Santander funding, and Oxford shared that their publicity efforts (fortnightly newsletters, recommendation through faculty and flyers for the international fairs) have resulted in a higher yield this year. Overall, the number of applications received this year has dropped compared to the last three years (refer to Annex B for application breakdown details).

Initial feedback from GSP Coordinators indicates that the decline in applications may be attributed to:

- **Policy changes.** Student funding at ANU has been reduced (previously provided full funding for airfare, tuition fees and accommodation), and students Beida are now permitted to apply for one summer program at any one time, to reduce the level of withdrawals. Todai also applied stricter standards to their English proficiency requirements, allowing only TOEFL and IELTS for applications.

- **Erosion of GSP's distinctiveness.** NUS, Beida and Yale shared that there are now more summer programs for students to choose from. The GSP participant survey revealed a sharp drop in the perceived distinctiveness of the GSP program, from 84% in 2011 to 53% in 2012.

Nonetheless, not all institutions have a summer abroad culture or requirement for its own students. These include Oxford, Cambridge, Copenhagen and ETH Zurich where there are few summer school offerings.

- **GSP costs.** Even after university subsidies (but not including Santander sponsorships), the most costly GSP course is USD\$5,800 and a third of GSP courses are above USD3,000, for tuition and accommodation, not inclusive of airfare and general costs of living. Only one course was below USD1,000. GSP costs have generally increased from last year, and GSP costs have always been an issue for our students.
- **Application requirements.** It is observed that some institutions require additional essays and recommendation letters, which generally discourages greater applications.

Despite the drop in application numbers, it is still likely that GSP will be able to maintain its participation rate at about 300 – 360 students (about 16 - 20 students for each course).

3. At the GSP2013 Working Committee Meeting that will be held in ETH Zurich, coordinators will discuss how GSP might be further developed:
 - I. **Faculty team teaching.** To bring together GSP faculty to discuss where collaboration is possible especially when content is overlapping (e.g. web based teaching) as well as the sharing of resources. Faculty can also discuss course design, GSP principles and teaching international students, which can further improve GSP course quality.
 - II. **Regional GSP hubs/institutes.** In addition to the additional GSP course offerings at all IARU institutions, one consideration is to set up regional or rotating GSP hubs or institutes, featuring thematic courses, team teaching and comparative studies.
 - III. **GSP conference.** Proposal to establish a conference as a finale after the GSP has concluded, hosted in turns by each partner. Participants would be able to join either in person or virtually, to share their experience, and discuss topics related to research such as ethics, methodology as well as post-graduate considerations.
 - IV. **Post-GSP component (e.g. research week, internships, service learning).** Individually, GSP coordinators might consider extending learning opportunities for strong candidates beyond the course duration by offering internships or an extended “research week”, where students work on producing a substantial GSP paper with the library and faculty resources at their disposal.

GSP2012 – updates from the coordinators’ meeting

4. Same as previous years, GSP2012 received strong experience ratings – almost all (95.5%) of students had a positive overall experience, and the majority said that GSP was academically rigorous (80.22%), and lived up to the stated principles of the program (86.4%). Also interesting to note, is the richness of diversity of students in IARU classes (86.81%), and this feedback has been consistently received over the past few years.
5. The survey feedback indicated two areas that will need further improvements; pre-course logistics (63.74%), and the awareness of IARU (63.74%). GSP coordinators will continue to implement the necessary changes in their own operations.

Summary

6. The GSP has come a long way since 2008. A major factor of its success is the dedicated focus and attention given to this program by the committed group of GSP coordinators. The next GSP Working Committee Meeting will be held at ETH Zurich, on 9 – 10 September 2013. It is perhaps timely to revisit the strategic directions and application rates for the GSP, and report back to the Senior Officers’ Meeting in October 2013.

Annexes:

- A: GSP 2013 Overview and Finances / Financial Aid
- B: GSP 2013 Applications to Courses
- C: GSP2013 poster (new)

ANNEX A: GSP 2013 Overview and Finances / Financial Aid

Note: There are nine US\$2,000 and two US\$1,000 scholarships. Students on financial aid can use Yale's International Summer Award for certain courses if they don't receive a Santander award.

	UNI	COURSE	DATES	CREDIT EQUIVALENT BY HOST UNI	TUITION FEE	ACCOMMODATION FEE	FIELD TRIP	TOTAL (EXCLUDE MISC & OTHER FEES)	FINANCIAL SUPPORT (IN COMING)	FINANCIAL SUPPORT (OUT GOING)
1	ANU	Long-term Biodiversity & Climate Change in Asia-Pacific	24 Jun (Mon) – 12 Jul (Fri) [19 days]	6 credits	Waived	AUD795	AUD500 (subsidized rate)	AUD1,259 / USD1,309	AUD3,090 tuition fee waiver, field trip subsidy.	Variable financial support depending on course attended.
2	ANU	Indigenous Peoples and Development	8 Jul (Mon) – 27 Jul (Sat) [20 days]	6 credits	Waived	AUD950	AUD500 (subsidized rate)	AUD1,450 / USD1,508		
3	ETH	Future Cities: networks and grammars	24 Jun (Mon) – 12 Jul (Fri) [19 days]	5 ECTS	CHF 1,000	Included in the tuition	N/A	CHF1,000 / USD1,080	N/A	N/A
4	NUS	Southeast Asia in Context	17 Jun (Mon) – 19 Jul (Fri) [33 days]	8 credits	SGD5,180	SGD800	SGD 1,000 (subsidized rate)	SGD6,980/ USD5,631	Field trip subsidy.	NUS travel grant of \$750 (for those going to Australia and Asia) or \$1,000 (for those going to US and Europe)
5	NUS	Asia Now - Southeast Asian Cosmopolitan Urbanism	1 Jul (Mon) – 19 Jul (Fri) [19 days]	4 credits	Waived	SGD240 (subsidized rate)	Waived	SGD240 / USD197	Tuition fee waived, accommodation subsidy.	
6	PKU	Population Ageing and Health	8 Jul (Mon) – 2 Aug (Fri) [26 days]	2 credits	RMB 9,000 (subsidized rate)	RMB2,600	N/A	RMB11,600/ USD1,860	RMB1,000 tuition fee subsidy.	N/A
7	PKU	Communication, Culture, and Society: The Chinese Way	8 Jul (Mon) – 2 Aug (Fri) [26 days]	2 credits	RMB 9,000 (subsidized rate) [Package cost for both no. 6 & 7]	RMB2,600	N/A	RMB11,600/ USD1,860		

	UNI	COURSE	DATES	CREDIT EQUIVALENT BY HOST UNI	TUITION FEE	ACCOMMODATION FEE	FIELD TRIP	TOTAL (EXCLUDE MISC & OTHER FEES)	FINANCIAL SUPPORT (IN COMING)	FINANCIAL SUPPORT (OUT GOING)
8	UCB	Summer Peace Institute	3 Jun (Mon) - 13 Jul (Sat) [41 days]	7 units	USD3,010	USD1,765	Incl.	USD4,775	N/A	UCB will match funds from Santander and distribute to outbound UCB students based on the cost of the program they attend.
9	UCB	Media and Global Protest Movements	8 July (Mon) – 16 Aug (Fri) [40 days]	5 units	USD2,150	USD2,255	Incl.	USD4,405	N/A	Aim to cover about half of the costs for the program, but it will depend on the total number of students accepted and the cost of their programs.
10	CAM	Shaping the World: Understanding the Past, Predicting the Future	7 Jul (Sun) – 3 Aug (Sat) [28 Days]	Home institution to set credit level	GBP1,785	GBP1,570	GBP65*	GBP3,420/ USD5,530	N/A	N/A
11	UCPH	Kierkegaard: The Individual in the Global Society	3 Jul (Wed) – 26 Jul (Fri) [24 days]	15 ECTS	i.DKK3,000 (EU) ii.DKK9,000 (non EU) iii. Waived if with agreement	DKK4,500	Waived	i.DKK7,500/ USD1,325 (EU) ii.DKK13,500 /USD2,385 (non-EU) iii.DKK4,500/ USD795 (agreement)	N/A	DKK 5,000 for each outgoing student
12	UCPH	Security: Theories, Practices and Dilemmas of Widening the Concept	5 Aug (Mon) – 22 Aug (Thu) [18 days]	10 ECTS	i.DKK2,300 (EU) ii.DKK 12,750 (non EU) iii. Waived if with agreement	DKK4,500	Waived	i. DKK6,800/ USD1,201 (EU) ii.DKK17,250 /USD3,048 (non-EU) iii.DKK4,500/ USD795 (agreement)	N/A	

	UNI	COURSE	DATES	CREDIT EQUIVALENT BY HOST UNI	TUITION FEE	ACCOMMODATION FEE	FIELD TRIP	TOTAL (EXCLUDE MISC & OTHER FEES)	FINANCIAL SUPPORT (IN COMING)	FINANCIAL SUPPORT (OUT GOING)
13	UCPH	Interdisciplinary Aspects of Healthy Aging	3 Jul (Wed) – 22 Jul (Mon) [20 days]	5 ECTS	i.DKK4,000 (EU) ii.DKK8,000 (non EU) iii. Waived if with agreement	DKK4,500	Waived	i.DKK8,500/ USD1,502 (EU) ii.DKK12,500/ USD2,209 (non EU) iii. DKK4,500/ USD795 (agreement)	Fellowships are available.	DKK 5,000 for each outgoing student
14	OXF	Global Challenges of the 21 st Century	24 Jun (Mon) – 20 Jul (Sat) [27 days]	10 ECTS	GBP 1,055	GBP2,520	N/A	GBP3,575/ USD5,781	Oxford-Santander scholarships [10 @ GBP10,000]	Li and Fung Scholarships [2 @ GBP2,500] University of Oxford Alumni Association Bursaries [GBP10,000]
15	TOK	Introduction to the Japanese Language	1 Jul (Mon) – 12 Jul (Fri) [12 days]	2 credits	JPY 29,600	JPY 109,200	N/A	JPY138,800/ USD1,648	Scholarships (JPY80,000) from Japan Student Services Organization (upon separate application). Berkeley and Yale students are eligible to apply for US\$3,000 scholarships from Friends of Todai Inc.	Scholarships (JPY80,000/JPY 60,000 - 100,000 per month) from Japan Student Services Organization (to be confirmed). Student going to Berkeley and Yale are eligible to apply for US\$3,000 scholarships from Friends of Todai Inc.
16	TOK	Sustainable Urban Management	1 Jul (Mon) – 12 Jul (Fri) [12 days]	1.5 credits	JPY 22,200	JPY 109,200	Incl.	JPY131,400/ USD1,560		
17	TOK	Japan in Today's World	11 Jul (Thu) – 26 Jul (Fri) [16 days]	2 credits	JPY29,600	JPY 142,800	N/A	JPY172,400/ USD2,047		
18	TOK	Nanoscience	11 Jul (Thu) – 25 Jul (Thu) [15 days]	1.5 credits	JPY22,200	JPY 134,400	Incl.	JPY156,600/ USD1,859		
19	YALE	Sustainability and Institutions: Enabling Innovation and Transformation	30 Jun (Sun) – 9 Aug (Fri) [41 days]	1 credit	USD1,650 (subsidized rate)	USD1,576 (subsidized rate)	Incl.	USD3,226	50% tuition fee subsidy from Yale, and 50% accommodation subsidy from Santander.	There are nine US\$2,000 and two US\$1,000 scholarships. Students on financial aid can use Yale's International Summer Award for certain courses if they don't receive a Santander award.

ANNEX B: GSP 2013 Applications to Courses

GSP2013 Courses		ANU	ETH	NUS	PKU	UCB	CAM	KU	OXF	TOK	YAL	TOTAL	CAPACITY*
ANU1	Long-term Biodiversity & Climate Change in Asia-Pacific	4	-	10	-	2	3	4	1	4	-	28	16
ANU2	Indigenous Peoples and Development	5	-	5	1	2	2	6	-	1	1	23	15
ETH1	Future Cities: networks and grammars	14	-	4	1	2	4	4	2	2	-	33	10
NUS1	Southeast Asia in Context	5	-	-	-	-	1	14	1	1	4	26	30
NUS2	Asia Now - Southeast Asian Cosmopolitan Urbanism	1	-	3	4	1	2	1	-	3	-	15	20
PKU1	Population Ageing and Health	8	2	4	-	6	1	5	3	4	2	35	20
PKU2	Communication, Culture, and Society: The Chinese Way	5	-	4	-	5	5	1	6	3	3	32	20
UCB1	Summer Peace Institute	10	-	8	1	22	-	6	-	5	1	53	30
UCB2	Media and Global Protest Movements	8	1	5	4	1	3	5	5	11	2	45	30
CAM1	Shaping the World: Understanding the Past, Predicting the Future	29	-	9	1	3	-	9	1	1	6	59	20
COP1	Kierkegaard: The Individual in the Global Society	9	-	11	2	1	2	-	6	5	5	41	40
COP2	Security: Theories, Practices and Dilemmas	12	-	6	-	1	2	-	7	13	1	42	40
COP3	Interdisciplinary Aspects of Healthy Aging	5	2	4	3	-	-	-	1	2	-	17	40
OXF1	Global Challenges of the 21 st Century	40	1	10	1	11	-	7	1	1	3	75	15
TOK1	Introduction to the Japanese Language*	(25)	-	(4)	-	(3)	(2)	(4)	(6)	-	(3)	47	-
TOK2	Sustainable Urban Management	9	1	4	1	6	5	1	2	-	-	30	45
TOK3	Japan in Today's World	18	1	5	-	7	3	11	4	-	1	49	
TOK4	Nanoscience	8	3	1	-	3	6	8	6	-	3	38	
YALE1	Sustainability and Institutions	14	2	11	3	3	4	3	3	9	n/a	52	20
Total :		204	13	104	22	76	43	85	49	65	32	693	
2012 applications		354	20	163	48	61	4	66	27	105	41	889	
Increase / decrease in applications compared to 2012		-42%	-35%	-36%	-54%	+25%	+975%	+29%	+81%	-38%	-22%	-22%	

Note: Capacity refers to the available places for each course, as indicated by each institution.
TOK1 is not included in the overall total, as it is not a standalone course



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6.1.2 Global Internship Program (GIP)

Reporting:	Secretariat
Participants:	NUS, Todai, ETH Zurich and Yale

Document type:	√	Progress update
		Discussion paper
		Project proposal
Action required:	√	For information only – no further action required
		Presidents' endorsement requested

Funding provided to date:	N/A
Funding requested:	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	Senior officers noted the reports on the Global Internship Program.
Presidents' Meeting (April 2012)	Members noted the progress of the Global Internship Program.

6.1.2 Global Internship Program (GIP)

1. **GIP 2013:** Four IARU partners have offered a total of 11 internships for IARU students. Details are as follows:

University	Internship	Remarks
NUS	1. Research internship with the Department of Chemistry on Green Catalysis	Research internships created for GIP
	2. Research internship with the Department of Chemistry on Understanding Outer Membrane Assembly in Gram-negative Bacteria	
	3. Research internship with the Department of Computer Science on Computer Vision and Machine Learning	
	4. Research internship with the Department of Electrical and Computer Engineering on Tele-rehabilitation System for Stroke Rehabilitation	
	5. Internship with the NUS Museum on the Portraits Exhibition	Administrative internships created for GIP
	6. Internship with the Office of the Vice President (Campus Infrastructure) on Planning Assistance	
	7. Internship with the Office of the Vice President (Campus Infrastructure) on Web Development	
Today	8. Internship with the International Core Research Center for NanoBio (C2CNB)	Existing internship opportunity extended to IARU
ETH Zurich	9. Internship with ETH Global on International Research Mobility - Career Path Evaluation	Administrative internships created for GIP. New partner offering internship.
	10. Internship with ETH Global on Evaluating Future Bilateral S&T Partner Countries	
Yale	11. Yale Summer Internship in Biomedical Research	Existing internship opportunity extended to IARU

Note: Acceptance results are not available, as the applications close at various periods in March 2013.

2. **GIP 2012:** Last year, NUS, Today and Yale extended 12 internship opportunities for IARU students. Altogether, about 170 applications from IARU students were received. All except one position at NUS was filled (the faculty found that the applicants did not meet the criteria).
3. NUS conducted a student satisfaction survey with the five interns it hosted last year, and all responded that they have benefited and were satisfied with their internship experience at NUS.

These interns from Copenhagen, Yale, Berkeley and Peking (two students) also received ratings, and all faculty supervisors graded them as “exceeds expectations”, and some said they will consider hiring the students upon their graduation or for graduate studies.

4. **Challenges:** Funding appears to be a pressing issue for offering internships. Some partners have shared that their faculty lacks the resources for hosting interns. This year, only NUS and ETH Zurich will be offering a stipend, and Yale will be charging a fee for its internship.

Other issues include: timing of the internship which does not coincide with some of our partners’ term times, and visa requirements. Students will also have to consider whether going on the internship can strongly add value to the students’ future career paths.

5. **GIP coordination:** The current process of GIP submission and application is currently ad-hoc, and flexible to accommodate what the hosting institution can offer. Partners such as NUS and Yale are supportive of this model. However, there is room for improvement terms for the information available on the [website](#) (e.g. layout to be more user friendly and important fields such as target audience, program expenses).
6. **Next steps:** The Secretariat will work with relevant partners to prepare a new template based on the feedback regarding the website.

Most importantly, IARU partners are encouraged to consider offering internships under GIP, as well as to support the internship opportunities as and when they become available through publicity efforts to their students.



6.1.3 Global Cross Disciplinary Program (GXT)

Reporting:	Peking University
Participants:	Students from Students' International Communications Association (Peking University)

Document type:	√	Progress update
		Discussion paper
		Project proposal
Action required:	√	For information only – no further action required
		Presidents' endorsement requested

Funding provided to date:	Up to USD15,000 (SOM2012) - unspent
Funding requested:	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	<p>NUS hosted the second GXT themed “the Future of Cities” on 26 July – 4 August 2012. There were altogether 20 participants from NUS, ANU, Beida, Copenhagen and Oxford. Each group had a mix of participants from all institutions, and they worked virtually, before meeting in Singapore. The strength of this program is the ample opportunities for IARU students lead and drive an international learning event which provides rich cross disciplinary and cross institutional learning.</p> <p>Supplementing the post-event report by NUS, Dr Xia Hongwei (Beida) shared that the participants from Beida found the experience enriching, and have agreed to NUS students' invitation take up leadership of the third GXT. Beida proposed to keep the size to no more than 30 students (about four to five students each from six institutions). For</p>
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	<p>the 2013 GXT, Dr Xia requested for up to US\$15,000 central funding, which the meeting agreed to. Senior Officers requested Beida to confirm the theme of the 2013 GXT as soon as possible so that early promotion of the event can be made to students.</p> <p>Dr John E. Andersen (Copenhagen) offered to host the fourth GXT in 2014, with the theme of ageing or public health.</p>
<p>Presidents' Meeting (April 2012)</p>	<p>Members noted the ongoing progress of the Cross Disciplinary Tournament.</p>

6.1.3 Global Cross Disciplinary Program (GXT)

Progress Report

Theme : What the media will be like in the future?

Date : July 10th – 19th, 2013

Venue : Peking University

Interested universities:

- Yale University
- University of Oxford
- The University of Tokyo
- The Australia National University
- National University of Singapore
- Peking University

Each university will select up to five students. Both undergraduate and graduate students are welcome. GXT2013 is also open to previous participants and GSP students. For those whose home universities are not coming to join as a group, they can submit their resumes to the organizing committee directly and they will be selected by the organizing committee.

In mid-April, participants, after being put in different groups with mixed majors and cultural backgrounds, will receive invitation letters to attend the first tele-conference so that they can know each other. Academic requirements will be released then and the preparation will be guided by group leaders. Participants will be given one and a half month to collect information and communicate freely by themselves.

From early June, participants will meet online regularly to communicate known as the development phase. It will be closed one week before the residential phase begins in early July. Each team is required to submit a report of their discussions as the framework of their final presentation.

From July 10-19, it is the residential phase of GXT2013 during which all participants come to Beijing to attend speeches and face-to-face discussions. Visits to companies and places of interests will also be organized. On July 19, GXT2013 will be closed by the final symposium.

Timetable

Early-January	Application (indication of interest) open
End-February	Application close, selection process at each participating university begins
Mid-March	Participating universities to have finalized 5 students each with names and contact sent to GXT2013 organizing committee
Mid-April	First team meeting across universities through tele-conference
Mid-June	Development phase starts, team meetings every week till Residential Phase starts on 10 th July
July 9	Teams arrive at PKU
July 18 (tentative)	GXT final symposium — final solutions presented
July 19	End of GXT2013



6.2.1 Sustainable Campus Initiative

Reporting:	Australian National University
Lead:	Wayne Ford (Australian National University) Julie Newman (Yale University) IARU Sustainability Officers

Document type:	√	Progress update
	√	Discussion paper
	√	Project proposal
Action required:		For information only
	√	Endorsement / Approval requested

Funding provided to date (USD):	<p>USD9,145.72 Sustainability Meeting (March 2012) USD10,000 Consultancy Fees (2011-2012) USD 7,207 Sustainability Meeting (March 2011) USD 4,055 Sustainability Meeting (February 2010) USD16,500 Copenhagen related activities (March 2009) USD14,000 Sustainability Meeting (October 2008)</p> <p>Up to USD15,000 for website write-up, etc (PM '11) - unspent Up to USD10,000 for a benchmarking study (PM '12) - unspent Up to USD15,000 a year for annual meetings in 2013 – 2015 (PM '12) - unspent</p>
Funding requested (USD):	<p>1. USD\$25,000 for IARU Sustainability Conference/Workshop UCPH (2014) 2. USD\$50,000 for Green Paper Marketing & Communications Resources</p>

Previous recommendations:

<p>Senior Officers' Meeting (October 2012)</p>	<p>While the Sustainable Campus Initiative is a flagship for IARU, which had delivered strong outcomes with a good body of work and full IARU participation, some of the Senior Officers remarked that they were uncertain about the current level of energy and progress on the Sustainability Campus Initiative. The Chair requested ANU and ETH to discuss the leadership of this initiative, and make its recommendations at the 2013 IARU Presidents' Meeting. The Chair also requested for a brief report on each institution's sustainability targets, as well as an update on the benchmarking initiative and when an outcome could be expected based on the template that has been developed by KU.</p>
<p>Presidents' Meeting (April 2012)</p>	<p>The Sustainability Officers Group had just concluded its third annual meeting from 2 - 4 April 2012 at ANU. The new initiative lead, Mr Wayne Ford (ANU) was introduced to the group. Presidents approved the group's request for funding to meet for another three years (USD\$15,000 for each meeting) from 2013-2015.</p> <p>Mr Watt reported that the carbon emissions targets that were set in 2009 were unattainable as they were set without sufficient knowledge or discussion. It was also difficult to conduct any meaningful comparison between institutions. Presidents approved the request for an additional US\$10,000 for the purpose of benchmarking carbon emissions and other related parameters. The meeting discussed whether benchmarking will be possible at all, but the consensus was that it would be worth an attempt. Being able to set updated targets and conduct benchmarking would also strengthen IARU's demonstration of leadership in the area of campus sustainability. The meeting agreed that the benefits of such an initiative could benefit other universities who might be developing sustainability programs, as well as become a useful educational resource and for awareness building among IARU's students and community.</p> <p>Sustainability Officers were requested to provide more details about the benchmarking initiative and the possibility of collaboration in complementary areas with the International Sustainable Campus Network to the Senior Officers' Meeting in October 2012.</p> <p><u>IARU Conference on Environmental Sustainability 2013</u>: Mr Watt presented the proposal for a Conference to be co-led by ANU and NUS. The Conference will focus on the operational aspects of campus sustainability. After some discussion the Presidents agreed to defer this Conference by a couple of years, perhaps until the Sustainability Officers' Group has more information to showcase</p>

	from the benchmarking initiative, and a clear differentiation from other Sustainability Conferences such as the one that would be hosted by ISCN in 2013.
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6.2.1 Sustainable Campus Initiative

Content:

1. IARU Sustainability Officers Presidents Report 2013
2. Project Proposal - IARU Sustainability Conference/Workshop UCPH (October 2014)
3. Project Proposal - Green Paper Marketing & Communications Resources

1. IARU Sustainability Officers Presidents Report 2013

INTRODUCTION

The IARU Campus Sustainability Officers (CSO) Working Group was established in 2009, following the Climate Congress held in Copenhagen, and was subsequently funded by IARU Presidents to meet annually from 2010-2012.

Since that time, Workshops/meetings have been held at:

- NUS (2010);
- Yale (2011); and
- ANU (2012).

Earlier meetings, with part participation by the group, were held at UC Berkeley and University of Copenhagen to coincide with IARU Senior Officers Meeting and IARU Presidents Meeting respectively.

The current co-leads are ANU and Yale, though all members have been actively involved in the development of the project.

Key successes include:

- All members have established campus sustainability targets and created Sustainability/Environmental Management Offices;
- IARU Sustainability Fellowship program has been established and 51 students have participated over the past 4 years (Details of the 2012 program are covered later in this report);
- Campus Sustainability toolkit has been developed and published online. The tool kit has been further refined to create training guidelines. (There is currently a project being undertaken by student interns using part of the \$15,000 funding approved at the 2011 IARU Presidents' Meeting, to develop this further as a web based/interactive training program.);
- Online database of good practice initiatives being undertaken by IARU members has been developed and published on the IARU website, with public access; and
- On line library of IARU Fellows Reports has been published on the IARU website. (All the reports are subject to editorial review and approval by Project co leads before publication.)

Presidents approved in 2012 the group's request for funding to meet for another three years (USD\$15,000 for each meeting) from 2013-2015.

CSO ANNUAL WORKSHOP 18th – 20th March 2013 Cambridge University

The Campus Sustainability Officers Group has just concluded its fourth annual meeting/workshop from 18th – 20th March 2013 at Cambridge University. The initiative lead, Mr Wayne Ford (ANU) worked with a Steering group (Cambridge, CPH and ETH) to develop and run this workshop.

2013 CSO Workshop met with the following participants:

- Cambridge 3 members
- Oxford 2 members
- ANU 2 members
- ETH 1 member
- CPH 3 members
- NUS 1 member
- Berkeley 1 member
- Tokyo 1 member
- Peking 1 member
- Yale did not send a representative.

The Workshop members, discussed and workshopped the following key topics:

- Benchmarking initiative:
 - CO2 Benchmark Paper
 - Green Paper – Document detailing and demonstrating leadership in best practices for Universities to Campus Sustainability
- IARU Internship Fellowship Program
- CSO Workshop 2014 - Workshop date, venue, steering group
- General items:
 - IARU Sustainability Website update;
 - Workshop's new focus on structured and collaborative sharing of responsibilities, projects and actions; and
 - International Sustainability Campus Network (ISCN)
- Proposed IARU Sustainability Conference/Workshop 2014 - Re Submitting Proposal to Presidents for this conference/ workshop in 2014

CSO KEY OBJECTIVES for 2013-15 and ACTION PLANS

1. **Continued support of the IARU Sustainability Fellowship Program;** **Action Plan**

51 Interns had completed the program up till 2013. Following the CSO Workshop 2013 representatives have identified another 15 interns to complete the program. With only Berkeley not participating in 2013.

2. **Development of a benchmark methodology allowing realistic comparisons of institutional CO2 performance and the identification of best practice.** **Action Plan**

Following the CSO Workshop in Cambridge, the group has continued the development of these two pieces of work, specifically including the following:

- CO2 Benchmark Report - This report will provide, CO2 consumption per year per Campus for 2012, Total IARU CO2 consumption, Targets that have been set for CO2 reduction, CO2 against Student, staff and m2, Inclusions and Exclusions, Explanations and commentary. This report will provide benchmarking against targets and against institutions and year on year and will provide opportunities for comparisons. The Benchmark Report will be completed by start of fourth quarter 2013; and
- Green Paper – this paper represents the final product of the IARU recommendations/ best practices for developing sustainable campuses. It is an identification and summary of the sustainable campus activities carried out by each individual IARU University that they have employed and are considered best practice. It is a document detailing and demonstrating leadership in best practices for Universities to Campus Sustainability. The CSO will develop a draft Green Paper by end of 2013. The CSO is also submitting two proposals for funding of the marketing and communications plan for this document. Fundamental to the dissemination of this document and engagement with the wider community relating to this work is the requirement of additional resources. The two proposals are for:
 - Conference/Workshop in association with the IARU Science Sustainability Congress in CPH in October 2014, where the document is officially released and workshops and presentations of case studies by IARU in best practice examples – see attached project proposal #1; and
 - Funding for Marketing and Communications resources to appropriately present and release this document into the wider community/tertiary sector – see attached project proposal #2.

3. **Development of strategies for the design and operations of environmentally friendly infrastructure, in particular research facilities (e.g. green laboratories, green teaching space, data centers);**

4. **Development of living laboratory (or campus as a classroom) models;** and
5. **Development of community engagement strategies, particularly involving students.** An emphasis on enhancing the informal curriculum through the establishment of environmental programs that encourage volunteerism (e.g. eco system audits, Citizen Scientist, sustainable food systems including organic gardens, etc.)

Action Plan

As part of the CSO Workshop in Cambridge the representatives continued to develop the Green Paper. For the key objectives #3 through to 5, each of these objectives are covered as primary key themes within the Green Paper. The key themes (not prioritized) within the paper include:

- Laboratories
- Certification schemes for buildings (national/regional certifications)
- Green purchasing
- Energy saving/CO₂-reduction - including a particular focus on transport and district heating/cooling system
- Environment/energy management system
- Sustainable campus organization involving the organization and top management, setting targets and action plans, reporting on sustainability performance
- Staff and student involvement
- Campus/university as a living lab
- Communication – internally and externally
- Demonstrating leadership

Regional/local themes:

- Water
- Waste

CSO WORKSHOP 2014 - Workshop date, venue, steering group

The Campus Sustainability Officers Group concluded at the Workshop that the 2014 Workshop will be in March 2014 and that the short lists of venues were: Zurich; Peking and Tokyo. Each representative was to check their availability over the next two weeks and report back to the Steering Group. The Steering Group will make a recommendation following these responses.

A Steering Group of Cambridge, ANU and the final 2014 host team has been set up and will be in charge of the development of the workshop. The themes for the workshop have been decided and they will be Green Paper, the associated Communications Plan and CO₂ Benchmark Report.

INTERNATIONAL CONFERENCE/WORKSHOP ON SUSTAINABILITY – Resubmit Project Proposal for Conference/Workshop in 2014

In 2011 the IARU Presidents tasked the Sustainability Officers to coordinate a conference/workshop on environmental sustainability. The proposal was issued to the Presidents for NUS to host the conference in March 2013. The proposal was postponed and the Sustainability Officers were asked to resubmit in 2 years time.

The IARU Campus Sustainable Officers group is resubmitting its proposal, with some minor changes. The proposal suggests that IARU Universities host a 1-2 day international conference/workshop on University Sustainability in association with the IARU Scientific Sustainability Congress, in CPH and planned for October 2014.

In association with or as an alternative to the proposed Conference/ Workshop the Sustainability Officers are also proposing a project for the request for Marketing and Communications resource with the objective to format, present and promote the “Green Paper”.

INDIVIDUAL UNIVERSITY SUSTAINABILITY ANNUAL REPORTS

The Sustainability Officers are currently compiling each IARU Universities individual Sustainability Annual Reports. These reports will be compiled and summarized and issued to the IARU Secretariat for uploading onto the website in April 2013.

2. Project Proposal - IARU Sustainability Conference/Workshop UCPH (October 2014)

In 2011 the IARU Presidents tasked the Sustainability Officers to coordinate a conference/workshop on environmental sustainability, with particular focus on the experience of tertiary institutions in developing models for operational and behavioral change that could be applied in wider corporate and social contexts. The proposal was issued to the Presidents for NUS to host the conference in March 2013. The proposal was postponed and the Sustainability Officers were asked to resubmit in 2 years time.

The proposal for the IARU Sustainability Science Congress 2014 included – “In association with the Congress, the following events are planned:

1. PhD course
2. Mock negotiation in which students negotiate an issue relating to sustainability
3. **A green campus workshop focusing on best practice in developing sustainable campuses”**

The IARU Campus Sustainable Officers group is resubmitting its proposal, with some minor changes. The proposal suggests that IARU Universities host a 1-2 day international conference/workshop on University Sustainability in association with the IARU Scientific Sustainability Congress planned in October 2014 at CPH. To show leadership in sustainability – past and current achievements in this field by IARU universities should be made visible to a broader audience. At the IARU Campus Sustainable Officers group meeting in Cambridge (March 2013) the outline of a “Green Paper” including Top 10 Best Practice Guidelines for planning, building, maintaining and transforming sustainable campuses has been developed. The “green paper” consists of the main principles for a sustainable Campus (Top 10 at IARU universities). This includes lessons learnt, Do’s and Don’t’s for all principles, complemented with good practice examples from IARU campuses. The Top 10 addresses important key topics to be used when improving existing campuses. The Top 10 will provide 2 – 3 best cases within each of the 10 Main themes. The guidelines will be in the form of a green paper.

The Conference/Workshop should serve as:

- a platform for presentation of the IARU “Green Paper” Top 10 on University Sustainability, currently under development by IARU universities. The Top 10 expresses the experience and best practice of the 10 experienced research universities within IARU.
- a demonstration of global leadership by IARU on university sustainability.
- dissemination and discussion of best practises on university sustainability among participants. Furthermore we invite the participants to challenge the IARU Green Paper and Top 10.

Synergies

Organizing the conference in relation to the Scientific Sustainable Congress will support synergies between sustainability research and sustainable campus development, not only in within IARU universities, but for all participating universities.

The conference will link scientific research on sustainability with real life application of sustainability actions on universities.

Content

The Conference will be organized around the IARU Top 10 Campus Sustainability themes developed and presented in the Green Paper on IARU University Sustainability – Top 10. The conference should include case presentations on best practise from IARU universities.

IARU Making a Campus Sustainable - Top 10 themes (not prioritized):

- 1. Laboratories**
- 2. Certification schemes for buildings** (national/regional certifications)
- 3. Green purchasing**
- 4. Energy saving/CO2-reduction** - including a particular focus on transport and district heating/cooling system
- 5. Environment/energy management system**
- 6. Sustainable campus organization** involving the organization and top management, setting targets and action plans, reporting on sustainability performance
- 7. Staff and student involvement**
- 8. Campus/university as a living lab**
- 9. Communication** – internally and externally
- 10. Demonstrating leadership**

Regional/local themes:

- 1. Water**
- 2. Waste**

Dates

Monday 20th – Tuesday 21th, October, 2014, prior to the IARU Sustainability Scientific Congress which will take place October 22.-24 .

Participants

The Sustainable Campus Conference Participants: up to 80-100 sustainability professionals from Universities worldwide and other institutions, researchers, etc.

Participants can have the option to participate in both IARU events at a reduced prize.

Organization

University of Copenhagen will take the lead organizing the conference, securing coordination with the Congress.

An organizing committee with participation of NUS, ANU, ETH and UCPH will develop the program.

IARU sustainability officers will participate with presentations, workshop chairing and facilitation.

Proposed Budget for a 2 day conference

Registration income from 100 delegates:
US\$ 20.000 (US\$ 200 per delegate*)

IARU contribution: US\$ 25,000

Income: US\$ 45,000

Estimated expenditure: USD \$ 45.000

3. Project Proposal - Green Paper Marketing & Communications Resources;

IARU Sustainability Officers are currently developing the IARU Green Paper /University Sustainability – Top 10 recommendations. The outcome of this work is a Green paper presenting IARU universities recommendations on the top 10 activities to address when making universities more sustainable.

The content of the Green paper aims to be a significant contribution to approaches to sustainability at universities internationally and will demonstrate IARU leadership on this issue. The Green Paper will be developed in 2013 involving Sustainability Officers, relevant staff and researchers at IARU universities. IARU Sustainability Officers want to demonstrate leadership, generosity and make the results known internationally.

Communication and Marketing

The IARU Sustainability Officers find that to benefit the most of the considerable work to be carried out, there is a need for involvement of a Marketing/ Communications provider with experience in international and cross-cultural communication for support the marketing of the Green Paper on University Sustainability Top 10. The provider should be involved at an early stage to be able to address communication aspects also in the development of the Green Paper on University Sustainability Top 10.

One significant platform for international dissemination of the recommendations will be the suggested IARU Sustainable Universities Conference in relation to the IARU Scientific Congress 2014.

The communication and marketing support should particularly cover advice and support on:

- Development of a the Green Paper format for communication of the key recommendations in IARU Sustainable University Top 10 (text and illustrations)
- Choice of media and methods for international marketing of the IARU Sustainable University Top 10 (web, articles, films, social media, press, etc)
- Development of visual layout of the IARU Sustainable University Top 10
- Presentation of the IARU Sustainable University Top 10 at the suggested IARU Sustainable Universities Conference in relation to the IARU Scientific Congress 2014
- Further development of activities by IARU universities to support other universities that wants to become more sustainable
- Output monitoring of the results in terms of visits, benchmarking, use etc.

The IARU Sustainable Officers Group requests for 50.000 USD for marketing and communications resources. This could be worked into the budget for the IARU Sustainability Conference/Workshop proposal.



6.2.2 Sustainability Science Congress

Reporting:	University of Copenhagen
Lead(s):	Katherine Richardson (Copenhagen)

Document type:	√	Progress update
		Discussion paper
		Project proposal
Action required:	√	For information only
		Endorsement / Approval requested

Funding provided to date (USD):	Up to USD15,000 (PM '12) - unspent
Funding requested (USD):	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	Prof Bjornholm reported that the scientific steering committee has been established with full representation. The group is now seeking session chairs and keynote speakers, and confirmed the dates for the Congress, which will be held on 8 – 10 October 2014.
Presidents' Meeting (April 2012)	Rektor Hemmingsen presented the proposal as follow up from the first Sustainability Congress hosted in 2009 in conjunction with COP-15. This Congress will focus on research related to global sustainability and climate change issues. Presidents were supportive of the Congress and approved funding request of up to USD\$15,000. The Congress organized by the University of Copenhagen will likely be a recurring event every five years. Yale and Berkeley expressed their support for the Congress, adding that the first event achieved a strong turnout of participants, strongly appealed to the scientific community, as well as sparked broader conversations about climate change.

6.2.2 Sustainability Science Congress

Progress update, IARU Sustainability Science Congress 2014

The IARU Sustainability Science Congress, *Global Challenges: Achieving Sustainability*, will take place in Copenhagen, Denmark from 22-24 October 2014. The dates are chosen so that the Congress can take place “back-to-back” with the Global Green Growth Forum – GGGF (sponsored by the Danish Government) and the week before the release of the IPCC 5th Assessment Report (Summary for Policy Makers), also in Copenhagen. It is agreed with the Secretariat for GGGF (Danish Foreign Ministry) that they will help the IARU Congress in attracting VIP speakers. The University of Copenhagen has established a Local Organizing Committee (LOC) and appointed a project coordinator to oversee logistical arrangements. In addition, UCPH has established a local Congress Coordination Committee consisting of the Rector (chairman), the Prorector, chairpersons of the Scientific Steering Committee (SSC) and the LOC as well as the project leader and 2 deans.

Eight hundred (with an option of up to 1200) participants are expected. A Professional Congress Organizer (PCO) has been hired and a call for venue is about to be released. The congress website is open (<http://sustainability.ku.dk/iarucongress2014/>) and will be announced widely later this spring. Announcement will also be made by direct mail to all participants at the 2009 Climate Congress. Registration will open January 2014, and there will be a 3 month window for abstract submission.

The SSC (at present with representatives from all IARU Universities with the exception of Yale) has been carrying out its activities via Email. All members of the SSC have contributed actively to the process. Currently 14 parallel sessions (max. 4 per day) are planned and 5 plenary speakers. The planned sessions integrate different disciplines and focus on problems or issues related to sustainability (e.g. biomass as a global resource; transitioning current economic models, the water-energy nexus, etc.). Invitations to plenary speakers and session chairs are expected to go out in March 2013.

The estimated congress budget: 700.000 Euro / 920.000 USD. External funding possibilities are being explored and/or are under negotiation.

The following events are planned in association with the Congress:

- 1) PhD course (possibly focusing on the interface between ecology and economy)
- 2) “mock negotiation” in which students from different disciplines negotiate an issue relating to sustainability, i.e. Sustainable Energy Trade Agreement (SETA)
- 3) A green campus workshop focusing on best practice in developing sustainable campuses.

For further information contact SSC Chair, Prof. Katherine Richardson kari@science.ku.dk



6.3.1 Academic IP Pooling & Collaborative Technology Transfer

Reporting:	Peking University
Lead(s):	Chen Dongmin (Beida)
Document type:	√ Progress update
	Discussion paper
	Project proposal
Action required:	For information only
	√ Endorsement / Approval requested
Funding provided to date:	Up to USD15,000 (PM '12) - unspent
Funding requested:	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	<p>Prof Chen Dongmin (Beida) presented, via teleconference, an updated agenda for the workshop on 7 to 8 March 2013, which will focus on: 1) University-Industry-Government Partnerships, 2) Creative IP Licensing Models, and 3) Collaborative Spin-Off.</p> <p>Prof Tony Raven (Cambridge) expressed his concern that there was too much on IP Pooling, which may be problematic for several IARU members. Prof Chen noted this and agreed to Prof Raven's request to include an unstructured session – similar to the format of "IARU regional round-ups" at this workshop for open sharing of issues related to IP pooling and technology transfer. The meeting discussed the target audience for the workshop, which will be primarily senior participants from technology transfer offices, and academics in this field. As it will be the first meeting between the technology transfer specialists, the meeting agreed that it should be an IARU-only workshop, and not to include other institutions.</p>
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<p>Presidents' Meeting (April 2012)</p>	<p>Prof Chen Dongmin (Beida) proposed a workshop for senior officers involved in managing university IP, spin-off incubators and related academic faculty to discuss the possibility of pooling their university IPs to appeal to a greater client base. The proposal was developed in consultation with the leads of the Academic Entrepreneurship and Spin-Off Incubation (2011 IARU workshop at NUS). Presidents approved the funding request of USD\$15,000 to convene the workshop and agreed that there is value for IP officers to deliberate this possibility. The Chair suggested that the workshop also discuss cross-incubation.</p> <p>There were some concerns raised whether IP pooling may work, as there were likely to be issues with the different legal systems as well as issues regarding IP ownership. It was highlighted that the European Union had attempted this before but were unsuccessful. Prof Chen acknowledged these challenges, and said that it would still be beneficial for IP officers to meet to discuss these issues. A report will be submitted to either the Senior Officers' Meeting or the Presidents' Meeting after the workshop.</p>
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6.3.1 Academic IP Pooling & Collaborative Technology Transfer

1. Workshop Summary

The IARU “Workshop on Collaborative Technology Transfer” was successfully held from March 7-8, 2013 on campus by School of Innovation and Entrepreneurship of Peking University in Beijing, China. The meeting was approved during the 2012 IARU Presidents’ Meeting with the goal of bringing together academic scholars and technology licensing/transfer officers to share their best practices and explore multilateral technology licensing/transfer collaborations between IARU member institutions. The Workshop attracted experts from Australian National University, UC Berkeley, Copenhagen University, ETH Zurich, National University of Singapore and Peking University, as well as invited guests from University of New South Wales and Ministry of Science and Technology of China.

The Workshop featured presentations followed by lively discussions in three sessions focused on University – Industry – Government partnership, creative IP licensing models, and University spin-offs. The experts addressed recent progress and challenges in technology transfer such as the source of technology, entrepreneur talents and funding for proof-of-concept research, and the effectiveness of traditional IP licensing model. A proposal on Collaborative IP licensing and spin-offs has been put forward by Peking University and extensively debated among the participants. The delegates also visited China International Technology Transfer Center in Beijing.

2. Proposal for IP Licensing Collaboration

The Workshop raised a proposal for IP licensing collaboration: IARU comprises world-class institutions, each generating IPs in related and overlapping fields of research, and is thus an ideal platform to launch an IP Collaboration Program.

“IP Collaboration” could leverage the diverse strengths of IARU member universities and a large pool of patents and technologies for potential licensing partnerships. The pool of patents could be curated into technology or application families by scientific and licensing experts, and each family of patents could represent an area of excellent research across IARU members and contain IP from multiple member universities. This virtual pooling model could be strategically advantageous to advertise the research of the IARU members and give more weight to IP both defensively and offensively: families of related inventions/IP have greater effectiveness in patent protection and attracting industrial licensing and/or collaboration partners or even in identifying start-up/spin-off projects across multiple IARU members. IP Collaboration between IARU member universities could enhance the value of otherwise uncorrelated individual patents and increase the speed and efficiency with which industry licensing partners are identified.

Member universities may choose the patents they wish to include in the IARU IP Collaboration program, and because IP assignees would remain unchanged, universities may also choose to continue their own licensing efforts if a potential buyer is not identified through the IP Collaboration. The IP Collaboration would give each IARU member university and technology access to a much larger

potential client base, such that a technology with a local market in its home country may be well-received and readily licensed in the country of another IARU member university. Alternatively, the IP collaboration may lead to a spin-off involving multi university IPs, incubators and entrepreneur teams.

3. Feedback

The participants are in general agreement that establishing a mechanism for the IP Licensing and Technology Transfer Collaboration amongst the IARU member institutions could generate practical benefit to the member institutions. The most important value proposition is perhaps the leverage on the collective value of IARU brand, in addition to the sharing of the experiences and resources possessed by the individual members. It is also recognized that creating a sustainable collaborative model is of considerable challenges including setting up the ground rules that promote collaboration while respect the independence of each institution, as well as finding the financial support for the operation. The successful implementation of a collaborative IP program will need to take the following considerations into account:

3.1 Leveraging on the IARU Brand – The collective IPs from the IARU member institutions will automatically assume the unparalleled brand value of the IARU group which shall attract considerable interest in today’s worldwide IP market. Inline with this consideration, it is recommended that IARU’s IP collaboration should focus on promoting high value IPs (top ~20%?) rather than the lesser valuable IPs owned by individual members. Likewise, IARU should carefully brand this new endeavor with a proper name so to differentiate from the conventional “IP pooling” commonly known in the market place;

3.2 Launch of a pilot program - It is recommended that a pilot program be launched initially, using only certain categories of technologies. It may not require all member universities to join in the program at its initial launch. In such a pilot program, a select few patent families could be carefully curated using fewer resources. The program can be expanded as the program is becoming mature and proven to be effective;

3.3 Web portal - A mechanism for efficient access of technologies in the IP Collaboration is to have the technology transfer websites of each member university link to a IARU-hosted web portal with unified data format that can accurately regrouped into families of patents with a build-in search engine or online tool. A member university that is first approached regarding the licensing interest for a patent family will assume the lead role for contacting other member universities and for the negotiation of the licensing agreement.

3.4 Oversight – An oversight committee consisted of representatives of member university should be formed to establish the ground rules governing the collaboration and to oversee the operation.

3.5 Spin-off and other roles - Besides licensing, IARU group should consider spin-off as another important mechanism of collaboration. It is recognized that the funding for “proof-of-concept”(POC) research is quite limited and it is of great value that IARU’s IP collaboration can leverage on its

collective brand value to actively generate industrial or other sponsorship for the POC stage research funding.

4. Recommendations

The following action items are proposed to the 2013 IARU president meeting for approval:

4.1 We recommend that Peking University and National University of Singapore to lead the effort to build the pilot program with the input of IARU members; NUS generously offers its resource to create a web portal and search engine for the test;

4.2 **We recommend reconvening in one year (Spring 2014) to review the progress of the pilot program.** In addition, the goal of the next meeting is to expand the discussions on how to collectively generate funding for proof-of-concept research and to link the POC research and the hands on entrepreneurship education programs to the spin-off and other technology transfer collaborations amongst the IARU members. **We recommend that the next meeting be hosted at ETH.**

5. Attendees

Attendees (only includes the one who comes from the member university):

1. Prof. Enge WANG, Provost and Executive Vice President, Peking University
2. Dr. Hongwei XIA, Director of the Office of International Relations, Peking University
3. Prof. Changqi WU, Guanghua School of Management, Peking University
4. Prof. WONG Poh Kam, Director of NUS Entrepreneurship Centre, National University of Singapore
5. Prof. Dongmin CHEN, Dean of School of Innovation and Entrepreneurship, Peking University
6. Dr. Lily CHAN, CEO of NUS Enterprise, National University of Singapore Enterprise
7. Dr. Mitchell ALTSCHULER, Intellectual Property Manager, University of California, Berkeley CA
8. Ms. Karen LAIGAARD, Head of Technology Transfer, Research & Innovation, University of Copenhagen
9. Dr. Matthias HOELLING, Senior Technology Manager - Spin-Offs, ETH Zurich
10. Mr. Christopher Alex PUGMIRE, Senior Business Development Manager, Office of Commercialization Department, the Australian National University

List of Invited Speakers

1. Dr. Kevin Edward CULLEN, Director of Research & Enterprise, University of New South Wales
2. Prof. ZHAO Gang, Ministry of Science and Technology, P.R. China
3. Mr. ZHANG Han, Project Manager, Jusirui Management Consulting (Beijing), Co., Ltd.



6.3.2 Women and Men in Globalizing Universities

Reporting:	The University of Tokyo
Lead(s):	Prof Sawako Shirahase (Todai) Prof Angelica M Stacy (Berkeley)

Document type:	√	Progress update
		Discussion paper
		Project proposal
Action required:	√	For information only
		Endorsement / Approval requested

Funding provided to date:	USD6,511.88 workshop (March 2012) USD8,500 for project development (PM'06) Up to USD15,000 for 2013 workshop (PM '12) - unspent
Funding requested:	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	<p>Prof Kiichi Fujiwara (Todai) reported on behalf of the group that the data collection led by Prof Angelika Stacey (Berkeley) and Prof Sawako Shirahase (Todai) is progressing well, and preparations are underway for the next workshop which will be held on 28 - 29 October 2013 at ETH Zurich. Prof Fujiwara noted that IARU institutions are either beginning to take stock of the issue, or have reached a plateau; thus there is critical work to be done. The intended outcome of the benchmarking exercise is to compile existing sources of information, to be incorporated into a comprehensive report for cross-national data. ETH Zurich extended appreciation to Todai for taking the lead to revive this initiative.</p> <p>Mr Indi Seehra (Cambridge) shared a brief presentation on gender monitoring in Cambridge, and offered his assistance to the initiative. To be able to do more at the respective individual institutions, Mr</p>
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	<p>Seehra said the first step was to do the required research to understand this issue, particularly on promotion, tenure and percentage of women on decision-making bodies. He expressed hope that IARU will pool resources and run shared activities for mutual learning.</p>
<p>Presidents' Meeting (April 2012)</p>	<p>Prof Kiichi Fujiwara (Todai) acknowledged the earlier efforts by Cambridge University on the subject, and that the project has been revived in a very fruitful workshop that was conducted on 16 - 17 March at The University of Tokyo with participation from eight universities. Yale, ETH Zurich and KU conveyed that they have received very positive feedback from their colleagues who have participated, and offered their support for the initiative. Presidents supported the funding request of USD\$15,000 for the next meeting in 2013 to discuss benchmarked data from 2006 - 2011. ETH Zurich will host the next meeting in the fall of 2013.</p>

Session 6.3.2 Women and Men in Globalizing Universities

Introduction

Following the Workshop on “Searching for Gender Equality in Higher Education” held at the University of Tokyo in March 2012, where the main objective of the conference was to understand the similarities and differences regarding gender issues in higher education among the IARU members and to share on-going agendas for projects relating to gender equality in globalizing universities, a follow-on meeting is scheduled to be held on the 28 and 29 October, 2013 hosted by ETH Zurich. In addition to the member institutions present at the March 2012 workshop, Cambridge University will be joining the discussions.

Focus and aim

The focus of the meeting will be discussions on the data which will be shortly collected by UC Berkeley from all the participating universities and how the data can be collated into a unified structure so that the data may be used as a reference by all member universities.

Draft program

Women and Men in Globalizing Universities: Searching for Gender Equality in Higher Education - IARU meeting 2013

Day 1: 28 October 2013 - Data Collection and Data Exchange

12.00-13.00 Buffet Lunch

13.00-13.10 Opening remarks, Prof Ralph Eichler, President of ETH Zurich

13.10-15.00 Data Basis – Part 1: What data do we have?

Each Institution should very briefly report on the availability of gender specific data in their institution (Presentation of circa. 5 min per institution followed by a discussion).

15.00-15.15 Coffee Break

15.15-17.00 Data Basis – Part 2: How should the data be structured?

- a) Exchange on how the academic staff is structured in each university
- b) Identification of “marker” disciplines
Each Institution will have 5 to 7 minutes for a presentation
(presentation = 1 hour, discussion = 30 min)

17.00-17.30 Break/Transfer to ETH Zurich Main Building

17.30-18.30 Panel Discussion on “Gender Stereotypes in Globalizing Universities” on occasion of the 20th anniversary of the Office of Equal Opportunities at ETH Zurich

18.30- Reception

Day 2: 29 October 2013 – Follow-up Survey and Strategic Goals

09.00-10.30 IARU-wide survey on understanding the leaky pipeline

Input from individual institutions on research that has been conducted so far (length of presentations will depend on number of inputs (e.g. ETH Zurich: Exit Survey) (Presentations will be followed by a discussion)

10.30-11.00 Coffee Break

11.00-12.20 Defining strategic goals of the IARU Group on Women and Men in Globalizing Universities

Discussion

12.20-12.30 Closing remarks

13.00 Closing lunch



6.3.3 Alumni Associations Summit

Reporting:	The University of Tokyo Masako Egawa (Director, Alumni Relations)
Lead(s):	IARU Alumni Directors

Document type:	√	Progress update
		Discussion paper
		Project proposal
Action required:	√	For information only
		Endorsement / Approval requested

Funding provided to date (USD):	USD\$12,704.50 (Oct 2010 Summit)
Funding requested (USD):	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	Senior officers noted the report on the Alumni Associations Summit.
Presidents' Meeting (April 2012)	Prof Peter Pang (NUS) reported that the Alumni Directors found the sharing of best practice very useful and were looking forward to more activities in the future (e.g. the Alumni Global Summer Program). The Chair concurred, adding that the Alumni group has developed strong and close ties, and he expressed confidence that the Network will achieve much because of the positive momentum generated. ETH Zurich will host the next summit on 16 – 19 September 2012.

6.3.3 Alumni Associations Summit

Key Outcomes for 2013 & Beyond

Annual Meeting:

Underlining the importance of the Alumni Associations Summit and the consensus regarding the value of participating in such meetings, the representatives of the IARU universities that were present agreed to host the Summit in subsequent years as follows:

- 2013 – The University of Tokyo
- 2014 – University of Copenhagen
- 2015 – The Australian National University
- 2016 – University of Oxford
- 2017 – Yale University

Next IARU Alumni Associations Summit (Draft):

Date : 30 September - 3 October 2013

Host : The University of Tokyo

Topics (tentative):

- The international strategy of the IARU Universities and the impact alumni associations have on it.
- The role of alumni in the university's global strategy.
- Which roles do alumni play in the international strategy of the university?
- Reaching alumni globally (media strategy)
- Recruiting best students globally
- International collaborations amongst IARU universities

Monday September 30, 2013

1730 Opening Dinner, introductory welcome and ice-breaking!

Hosted by Dr. Masako Egawa

Executive Vice President and Director of Alumni Office

Tuesday October 1, 2013

- 0930 **Flagship Activities:**
1. The University of Tokyo
 2. The Australian National University
 3. University of Cambridge
 4. University of Copenhagen
 5. University of Oxford
 6. National University of Singapore
 7. ETH Zurich

1200 Lunch, Campus tour

- 1500 **Flagship Activities:** 8. Yale University
9. Peking University
10. University of California, Berkeley

1800 Dinner

Wednesday October 2, 2013

0930 **Presentation “The University of Tokyo’s international strategy”**

1200 Lunch

1330 **Best practices: Supporting universities’ international strategy**

1800 Dinner

Thursday October 3, 2013

0930 **Best practices: Role of alumni in universities’ international strategy**

1200 Lunch

1300 **Next steps**

1600 Close of Summit

1730 Reception & Dinner for all IARU Alumni Staff and IARU member universities’ Alumni living in the Tokyo area, “Goten” in the Sanjyo Conference Hall.

2012 IARU Alumni Associations Summit:

The 4th “IARU Alumni Associations Summit” was held on 16 - 19 September 2012 at ETH Zurich, organized by the ETH Alumni Association. The event was attended by alumni association representatives from ANU, Cambridge, Copenhagen, ETH Zurich, Oxford, Todai and Yale. In addition to an extensive exchange of experiences and best practices, the delegates discussed several new ideas for joint programs and activities. One such activity will be joint events in cities with a large IARU alumni population. The first Joint IARU Alumni Event is planned for San Francisco in 2013.

Participants

The Australian National University	: Lea Sublett
ETH, Zurich (host)	: Peter Brunner, Yvonne Müller, Peter Fischer
University of Cambridge	: Nathalie Walker
University of Copenhagen	: Tania Schwartz
University of Oxford	: Christine Fairchild
The University of Tokyo	: Shuko Yoshida, Makoto Nakamura
Yale University	: Mark Dollhopf, Kathy Edersheim

Focus:

During the three days the range of topics discussed among the participants was huge and would be too much to try to summarize them all here. Therefore we'll focus on specific topics/aspects of the discussions.

Flagship Events:

Each University presented its flagship events as well as any specific programs that were offered during the last year. e.g. Cambridge made a huge effort to integrate the Olympic Games into their 2011/2012-program.

Joint IARU Events:

The group agreed on organizing several joint events in cities where a lot of IARU alumni live. The first such event will be in San Francisco, and is planned to take place in 2013.

Joint Travel-Programs:

Experiences made with Travel programs offered by the universities were exchanged. IARU Alumni officers agreed on trying to set up a few joint journeys throughout the year.

Summer-Schools:

After the failed attempt by Cambridge, the group agrees on trying a different sort of joint summer schools as the group members are convinced that the idea would be well received.

Conclusion:

There have been lots of experiences and responsibilities shared throughout these few days. Several ideas continued to pop up regarding joint programs. These ideas will certainly to be followed up, specifically the experiences on certain topics that are of great value for those group members, who have not yet had the opportunity or the resources to try out everything on their own. All in all, everyone agrees that this meeting is a useful vehicle for providing a hook for several institutions.



6.3.4 Librarians' Meeting

Reporting:	University of Copenhagen Australian National University
Leads:	IARU Librarians

Document type:	√	Progress update
	√	Discussion paper
		Project proposal
Action required:		For information only
	√	Endorsement / Approval requested

Funding provided to date:	N/A
Funding requested:	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	Ms Sue Meher (Cambridge) attended the meeting in Singapore and shared that it was a good meeting with very positive professional exchanges. The group of librarians will follow up with a second meeting in Copenhagen on 24 – 25 June 2013, to discuss the “Sustainable University Library” and outcomes including how to spread awareness of IARU initiatives and support staff, students and faculty of IARU institutions on exchange. The group’s sharing and their self-starting efforts were very encouraging to the Chair and Senior Officers. The Secretariat was tasked to follow up with the Librarians regarding the possibility of setting up internships, similar to the Sustainability Officers’ working model.
Presidents' Meeting (April 2012)	Prof Pang reported that the upcoming meeting of librarians is another example of a successful network arising informally from IARU. All ten partners will be participating in this meeting, which will be hosted by NUS on 11 – 12 June 2012. Outcomes from the meeting will be presented at the 2012 Senior Officers’ Meeting.

6.3.4 Librarians' Meeting

I. Progress update concerning the 2nd Meeting of the IARU University Librarians' Contact Group

The meeting will be hosted by the University of Copenhagen and takes place on 24 - 25 June 2013.

All IARU university libraries are expected to be represented (8 of them by the university librarian him/herself).

After the meeting in Copenhagen the group will go on a two-day study tour to the university libraries in Oslo and Stockholm.

The meeting itself will comprise five sessions:

- Most important developments at the various IARU libraries in 2012/2013
- E-books
- Discovery tools and library systems: moving towards the cloud?
- The Green University Library
- New services to researchers (bibliometric services, research data management, repositories etc.)

In connection with The Green University Library, the meeting will explore possible avenues for future collaboration between the university libraries.

A report on the main issues discussed at the meeting will be sent to the IARU Secretariat.

II. Open Access and Scholarly Communications

Proposal from the IARU Librarians Group to the 2013 Presidents' Meeting

Open access has emerged as a major policy issue in the twenty-first century. It aims to provide full access via the Internet to peer-reviewed scholarly outputs. Universities and research organizations are making a wide range of material open access, including theses, scholarly monographs, journal articles, conference papers and book chapters.

Open access seeks to reduce the barriers to research outputs which have been created by significant increases in the costs of journals. The increase in journal prices between 1986 and 2008 was 400%.. Concern about the lack of availability to publically funded research has been expressed by researchers and librarians.

What are the benefits of open access? Studies show that an open access article has greater impact, both through citations and downloads. Studies also suggest open access articles have up to a seven times increase in impact.

One study suggests that in Australia, open access increases the rate of return on public funding of research by at least 25% per annum.

Open access gives broad benefits including greater use of scholarly outputs in education, industry, government and society.

Policy environment. An increasing number of research funders mandate open access publication of research outputs projects they fund. The 2012 UK Working Group on Expanding Access to Published Research Findings encouraged the government to adopt open access to deliver “what is most valuable in the research communications ecosystem”.

International Alliance of Research Universities. IARU members are ten of the world's leading research-intensive universities, sharing similar visions for higher education. IARU has indicated interest in this arena through the January 2010 workshop on Open Access / Open Cast Publishing and a request to the Librarians Group for advice.

IARU is a very influential organization. A public commitment to open access to research would recognize the public value of the research conducted by universities that are members of IARU. The importance of scholarly communication is recognized by each university through open access as well as scholarly presses that work with a range of business models.

Many individual members of IARU have policies that support open access.

The IARU Librarians Group recommends that:

- a) IARU publically endorse the benefits to the community of open access to research outputs through a statement on the IARU web site
- b) IARU members encourage further discussion of issues relating to open access through the Librarians Group
- c) Access to open access resources, including courseware, be promoted through the development of a page for the IARU website by the Librarians Group which links to member's open access repositories and courseware.

The following statement of commitment is supported by all partner Librarians:

The Australian National University	: Roxanne Missingham,
ETH Zurich	: Wolfram Neubauer
National University of Singapore	: Sylvia Yap
Peking University	: Zhu Qiang
University of California, Berkeley	: Thomas C. Leonard
University of Cambridge	: Sue Mehrer
University of Copenhagen	: Michael Cotta-Schönberg
University of Oxford	: Richard Ovenden
University of Tokyo	: Haneda Masashi, Hidetaka Ishida
Yale University	: Susan Gibbons

Draft statement:

“The International Alliance of Research Universities (IARU), representing ten of the world's leading research-intensive universities, is committed to utilising the complementary research capability of members to address issues of central importance. Open access to research supports the creation and dissemination of new ideas and knowledge for the public benefit. We recognize that publication of research is essential for the sharing of research results, ideas and discoveries freely with the scientific community and the public.

IARU supports the principles of the open access.”

Notes:

Open Access

Open-access resources are digital, online, free of charge, and free of most copyright and licensing restrictions. Making material available open access requires permission from the author or copyright-holder and publisher.

Possible approaches. Two models for open access are available:

- Green OA Self Archiving. The author publishes in any journal or other publication and then self-archives the article (the Accepted Version) for free public use through their institutional repository or other repository.
- Gold OA Publishing. The author publishes in an open access journal that provides immediate access to all of its articles on the publisher's website.

Footnotes:

¹ <http://www.scholasticahq.com>

¹ http://www.eap-journal.com/archive/v39_i1_10_houghton.pdf



6.3.5 Research Administrators' Meeting

Reporting:	Peking University University of Copenhagen
Lead(s):	Zhou Hui (Peking University) Anna Haldrup (University of Copenhagen)

Document type:	√	Progress update
		Discussion paper
		Project proposal
Action required:		For information only
	√	Endorsement / Approval requested

Funding provided to date:	Up to USD10,000 (SOM '11) - unspent
Funding requested:	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	Senior officers noted the report on the Research Administrators' Meeting.
Presidents' Meeting (April 2012)	Dr John E. Andersen (Copenhagen) updated the Presidents that the Research Administrators' first meeting hosted by Beida will be postponed to 2013. A number of participants will still meet informally this year at an industry conference (International Network of Research Management Societies) in May 2012, at Copenhagen.

6.3.5 Research Administrators' Meeting

1. As a follow-up to the pilot workshop on “Administrative challenges in international collaboration” at University of Copenhagen in June 2011, Peking University wishes to propose a IARU Symposium on “**Recruit young talents and incubate them into Masters**” to be held in Peking University on 15 September, 2013.
2. While the last symposium held at Copenhagen focused on different aspects of scientific research administration and services, partner’s collaboration and other common concerns, this symposium will focus on the topic of “Recruit young talents and incubate them into Masters”, regarding the national and international program for Brain Gain and Incubation, Institutional Policies for Talents grow up, and related services and administrations for strengthening the process. IARU member universities will share experiences and ideas through the symposium.
3. The aim of the symposium is to provide a platform for the senior university officials among the IARU member universities to exchange insights on the experiences, opportunities and challenges of brain gain and incubation, to share the ideas, insights and experiences regarding the management policies and regulations for the talents flow and recruitment, to get more knowledge about the Chinese scientific research management system and the world’s, and to share best institutional practices on these works. Participants will also have the opportunity to establish direct links and valuable partnerships for potential future collaborations. In addition, it is hoped that the symposium will provide a platform to explore potential staff exchange program for better scientific collaboration in future.
4. The workshop will take one day. The tentative program for the workshop is as follows:

Welcome reception (14 September)	
Symposium (15 September)	
9:00 – 10:30	1. Welcoming Remarks 2. Invited Addresses (20min each) by representatives of IARU member institutions
Refreshment Break	
11:00 - 12.30	Invited Addresses (20min each) by representatives of IARU member institutions
Lunch	
14:00 - 15:30	Invited Addresses (20min each) by representatives of IARU member institutions
Refreshment Break	
16:00 – 17:3	Group Discussion
Banquet	Guest Speaker

5. Participants from the member IARU universities are expected to attend the symposium, primarily senior administrators who are heavily involved in scientific administration and services. By now, KU, Berkeley, NUS and Yale have nominated participants.

All member universities are expected to fund the cost of travel of the participants from their own. Peking University will cover the accommodation of the participants during the symposium. It is proposed that the IARU organizing host covers the workshop organizing costs, conference materials, tea-break/lunch refreshments welcome/closing dinner.

6. Budget (approved at SOM2011)

Item	Cost (USD)	Note
Conference rooms	2,000	incl. Audio/video
Coffee/tea breaks	1,000	
lunch/reception/banquet	6,000	
Printing/misc	1,000	
Total	10,000	

7. Presidents' endorsement is sought for the topic of the symposium.



6.3.6 Aging, Longevity and Health

Reporting:	University of Copenhagen
Lead(s):	Ulla Wewer (University of Copenhagen)

Document type:	√	Progress update
		Discussion paper
		Project proposal
Action required:	√	For information only
		Endorsement / Approval requested

Funding provided to date:	USD 38,000 for Oxford project management salary (2009)
Funding requested:	N/A

Previous recommendations:

Senior Officers' Meeting (October 2012)	Prof Bjornholm and Dr Andersen reported that the initiative has been progressing well with a constant stream of research activities, publicity and other events. The ALH group will also continue to proactively seek out ways to contribute to the larger IARU umbrella of activities. They see a potential in growing the Aging initiative (Aging 2.0) to seek joint funding from Horizon 2020 with interested partners. If appropriate, Professor Halliwell suggested drafting a joint IARU statement for Aging, focusing on its cross-cultural, multidisciplinary scope.
Presidents' Meeting (April 2012)	Meeting participants had a chance to tour Copenhagen's facilities in the morning, including the Center for Healthy Aging where Dean Ulla Wewer (Copenhagen) and others presented an overview of its inception, funding support, ongoing initiatives, new collaborations and future plans. The presidents thanked the group for the good work and achievements to date.

6.3.6 Aging, Longevity and Health

Great Importance - Before, Now and in the Future

Start of the Network: It all started at a summit in Copenhagen in 2006

In 2006, scientists from IARU universities met in Copenhagen to establish the common research network *Aging, Longevity and Health*, a component of the IARU program *Global Change*.

In Copenhagen we were inspired by the networking with IARU universities and by the importance of the global challenge of aging. The Faculty of Health and Medical Sciences, University of Copenhagen, established in 2008 through external funding a new cross-disciplinary aging research center, the Center for Healthy Aging (CEHA).

What did the IARU network accomplish: From the beginning a valuable international platform for Aging research

Events: Workshops, conferences and Summer Schools

- The University Copenhagen/CEHA arranged most successful IARU workshops and conferences in 2008 and 2010 in Copenhagen under title *Aging, Longevity and Health*.

Both conferences resulted in publications:

“Mechanisms of Aging and Development” (2008 Oct;129(10):614-23).

“Mechanisms of Aging and Development” (2011, Oct;132(10):522-32). Epub
2011 Jul 23.

The next conference is scheduled for 2014.

- CEHA offers the successful IARU Summer School *Interdisciplinary Aspects of Healthy Aging* in 2011, 2012 and now for the third time in 2013 in Copenhagen. The Summer School links IARU students in general as well as creates interest for the aging research among potential future young aging researchers.
- CEHA participated with 4 PhD students and CEHA Management representatives in the IARU Graduate Student Conference (GSC), June 2012, in Singapore
- Dissemination: Several News Letters, home-page, etc.

Research collaborations

- Along the years, researchers from CEHA's different aging research areas has collaborated on-and-off with especially the University of Oxford, Australian National University , Peking University, University of Tokyo and Yale. The results are valuable and strong international relations between CEHA and IARU aging researchers.
- iHan network: Inspired by the work of the IARU Aging, Longevity and Health project, IARU partners, led by Professor Albert Gjedde from CEHA, initiated an International Healthy Aging

Network (iHAN) in 2009. iHAN is a network for researchers both within and outside the established IARU network who collaborate and share knowledge of the characteristics of molecular and cognitive markers of healthy brain aging.

Publications:

- Gejl M, Søndergaard HM, Stecher C, Bibby BM, Møller N, Bøtker HE, Hansen SB, Gjedde A, Rungby J, Brock B. Exenatide alters myocardial glucose transport and uptake depending on insulin resistance and increases myocardial blood flow in patients with type 2 diabetes. *J Clin Endocrinol Metab.* 2012 Jul;97(7):E1165-9. doi: 10.1210/jc.2011-3456.
- Egefjord L, Gejl M, Møller A, Brændgaard H, Gottrup H, Antropova O, Møller N, Poulsen HE, Gjedde A, Brock B, Rungby J. Effects of liraglutide on neurodegeneration, blood flow and cognition in Alzheimer's disease – protocol for a controlled, randomized double-blinded trial. *Dan Med J.* 2012 Oct;59(10):A4519.
- Rodell AB, Aanerud J, Braendgaard H, Gjedde A. Low Residual CBF Variability in Alzheimer's Disease after Correction for CO(2) Effect. *Front Neuroenergetics.* 2012;4:8. doi: 10.3389/fnene.2012.00008. Epub 2012 Jul 5.
- Aanerud J, Borghammer P, Chakravarty MM, Vang K, Rodell AB, Jónsdóttir KY, Møller A, Ashkanian M, Vafae MS, Iversen P, Johannsen P, Gjedde A. Brain energy metabolism and blood flow differences in healthy aging. *J Cereb Blood Flow Metab.* 2012 Jul;32(7):1177-87. doi: 10.1038/jcbfm.2012.18. Epub 2012 Feb 29. PubMed PMID: 22373642; PubMed Central PMCID: PMC3390816.

Future plans: Empower the network

- Establish an IARU steering group of scientists to facilitate and strengthen the IARU network excellence in *Aging, Longevity and Health*.
- Continue with IARU workshops and conferences; CEHA will invite to Copenhagen summer 2014 in connection with European Science Open Festival 2014 and the international conference series "Genome Dynamics in Neurodegeneration" (GDN5) (UCPH + Berkley).
- Continue with IARU Summer Schools – Engage IARU guest lecturer and possibly also from partner universities at summer schools in other countries; arrange aging summer school on shift with IARU partners (UCPH + Singapore + Peking, more??).
- Establish IARU exchange programs for PhD students, post-docs, and junior/senior research staff and sabbatical arrangements.
- Explore possible common funding activities fx under the Horizon 2020. An example include the *ABRAHAM-Exchange* and circulation of biobank materials, animal models, data etc and establish core-technology centers-lobbying in progress for Horizon 2020 (UCPH + ETH).

IARU Updates to the Presidents

Since 2006, when the partners of this project first met in Copenhagen, the Center for Healthy Aging (CEHA), University of Copenhagen, has arranged and hosted two IARU workshops/conferences (2008 and 2010) and two IARU Summer Schools (GPS; 2010 and 2011) under the theme of *Aging, Longevity and Health*.

The next summer school is scheduled for 2013 and the next conference for 2014.

Below we summarize recent activities.

Aging Longevity and Health Project *Neurodegeneration and Life Course Issues*

In the subproject of the *Aging Longevity and Health Project* – the project *Neurodegeneration and Life Course Issues* - several specific interdisciplinary research projects on life course issues in relation to neurodegeneration have been established in the CEHA.

Within this sub area, IARU partners, led by Professor Albert Gjedde from CEHA, initiated an International Healthy Aging Network (iHAN) in 2009. iHAN is a network for researchers both within and outside the established IARU network who collaborate and share knowledge of the characteristics of molecular and cognitive markers of healthy brain aging, currently focusing on the use of markers of amyloid-beta accumulation in the human brain. The collaboration is currently focusing on the interpretation of brain imaging results obtained with positron emission tomography.

Events included the visit to and talk given at the Panum Institute by Professor Dean F. Wong of the Johns Hopkins Medical Institutions' Division of Nuclear Medicine, Department of Radiology and Radiological Science on 27 November 2012 where he spoke on the topic of "In vivo PET imaging of amyloid in aging and dementia: Update on research and US clinical practice."

The topic is important because of the dramatic rise in the interest in developing radiopharmaceuticals for this potential pathological target. This has been motivated by increasing interest in understanding the natural history of the common dementias, including those of the Alzheimer's type as well as providing tools to help document the possible effects of treatment for dementias. While certainty about the underlying mechanism of Alzheimer's still remains elusive, amyloid deposition, especially that determined post mortem, is still a major component of its diagnosis and therapy. This seminar reviewed some of the advances made in longitudinal studies of aging with collaborations with Johns Hopkins University (JHU) and the NIH with 11C PIB, the most commonly used research amyloid radiotracer, then a review of the most commonly used 18F amyloid imaging agents was discussed and compared, including novel studies in Alzheimer's and NPH at JHU carried out with my lab. Finally, the practical use of 18F amyloid imaging and its potential impact on clinical diagnosis in the US experience for dementia work up was all given from the view of an academic medical center. Since it is anticipated that many of these studies and clinical research, as well as clinical approaches, will undoubtedly be considered in Europe, this will help inform not only those involved in the neuropathological and imaging research of dementia, but how this may impact clinical practice.

In collaboration between Copenhagen, Aarhus, Baltimore and Brisbane nodes of the network, we aim to identify the most accurate assessment of the amyloid load, and a meeting on this topic is being planned at the University of Queensland in Brisbane, Australia.

Health Policy Challenges of Aging Populations

Also within the subproject ***Health Policy Challenges of Aging Populations***, important activities took place in 2012. Two core members of the Oxford Institute of Aging (OIA), University of Oxford, George Leeson and Kenneth Howse, visited CEHA from 17-19 December 2012. George Leeson, who is co-director of OIA, was formerly responsible for the Longitudinal Danish Future Study and served as an advisor to the Danish Government Program on Aging Workers, and Older People and Technology. He is the author of *New Horizons*, *New Elderly* and Editor of the *Journal of Population Aging*. His colleague Kenneth Howse researches healthcare and intergenerational justice in aging societies. He is the founding Editor of *Aging Horizons* and serves as Oxford coordinator of the IARU Aging, Longevity and Health project. The overall aim with the visit in December 2012 was to contribute to the interdisciplinary debate on the role played by medicines and health services in relation to aging, increased longevity and death. During their stay, they held an informal publication workshop and a master class for PhD students with the presentation and discussion of three CEHA projects. A well-attended seminar was also organized by CEHA at which Kenneth Howse spoke on the topic of healthy aging as an objective for healthcare services and George Leeson spoke about the demography of death. Researchers also had individual sessions with Kenneth Howse and George Leeson to discuss their work in progress. Finally, meetings were held with senior researchers to discuss how to establish further collaboration between CEHA and the Oxford Institute of Ageing.

Evolutionary Medicine

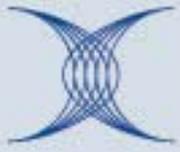
The ***Evolutionary Medicine*** program is an established program of the Centre for Social Evolution (CSE) in the Department of Biology, University of Copenhagen, coordinated by Professor Jacobus J. Boomsma and Dr. Sean G. Byars. CSE researchers in the Evolutionary Medicine Program just published a study on pregnancy-induced hypertension and preeclampsia, which applied an evolutionary biology perspective to data from the Danish National Hospital Register and the Danish Civil Registration System. CSE scientists also report that the MSc course in Evolutionary Medicine is being held for the fifth time. Thirty one students signed up for the course and are scheduled to take the exam in April 2013. Jacobus Boomsma and Sean Byars are making good progress in their evolutionary analyses of mental diseases, testing the Badcock & Crespi hypothesis that autistic and schizophrenic diseases may have a deep evolutionary background related to imbalances in genomic imprinting, a study that was initiated when Steve Stearns (Yale) was on sabbatical in Copenhagen in 2008.

IARU Summer Schools in Healthy Aging

The 2012 Summer School on *Interdisciplinary aspects of healthy aging* took place from 5 - 23 July. CEHA investigators representing all CEHA programs lectured at the summer school, which was coordinated by CEHA Assistant Professor Ying Liu. Nineteen students from the IARU universities of Peking University, University of Tokyo, Australian National University, National University of

Singapore and University of Copenhagen attended the course, which once again received excellent evaluations from the students as well as from teaching staff.

The CEHA Summer School is aimed at students who are interested in all aspects of aging research. It reflects the various CEHA research projects as well as the interdisciplinary nature of CEHA. The course combines lectures and project works. The lectures provide students with basic research concepts and principles in the field of aging research in diverse disciplines, including humanities, social sciences, epidemiology, neurology, physiology, and molecular biology. Students also gain experience in project work and participating in supervised groups on several interdisciplinary research projects. At the end of the course, students present their project work in groups in addition to writing an individual essay about their findings. Further information on CEHA summer schools is available at <http://healthyaging.ku.dk/education/iaru-summer-school/>



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

**SESSION 7: THE CHANGING POSITION AND ROLE
OF ASIA IN THE WORLD
- KEY IMPLICATIONS FOR HIGHER
EDUCATION**

by Prof Kishore Mahbubani, Dean, NUS Lee Kuan Yew School of Public Policy



Session 7: The Changing Position and Role of Asia in the World – Key Implications for Higher Education

Professor Kishore Mahbubani

Dean

Professor in the Practice of Public Policy

Lee Kuan Yew School of Public Policy

National University of Singapore

Kishore Mahbubani is the Dean and Professor in the Practice of Public Policy at the Lee Kuan Yew School of Public Policy (LKYSPP) of the National University of Singapore. Concurrently, Professor Mahbubani continues to serve in Boards and Councils of several institutions in Singapore, Europe and North America, including the Yale President's Council on International Activities (PCIA), Association of Professional Schools of International Affairs, Indian Prime Minister's Global Advisory Council, University of Bocconi International Advisory Committee, World Economic Forum - Global Agenda Council on China, and is Chairman of the Lee Kuan Yew World City Prize Nominating Committee.

Professor Mahbubani has published and spoken in all corners of the world and is the author of *Can Asians Think?*, *Beyond the Age of Innocence: Rebuilding Trust Between America and the World*, and *The New Asian Hemisphere: the Irresistible Shift of Global Power to the East*. His new is *The Great Convergence: Asia, the West and the Logic of One World*.

Professor Mahbubani was awarded the President's Scholarship in 1967. He was conferred The Public Administration Medal (Gold) by the Singapore Government in 1998. The Foreign Policy Association Medal was awarded to him in New York in June 2004 with the following opening words in the citation: "A gifted diplomat, a student of history and philosophy, a provocative writer and an intuitive thinker". Professor Mahbubani was also listed as one of the top 100 public intellectuals in the world by *Foreign Policy* and *Prospect* magazines in September 2005, and included in the March 2009 *Financial Times* list of Top 50 individuals (including Obama, Wen Jiabao and Sarkozy) who would shape the debate on the future of capitalism. Most recently, Professor Mahbubani was selected as one of *Foreign Policy's* Top Global Thinkers in 2010 and 2011. In 2011, he was described as "the muse of the Asian century."



SESSION 8 : YALE-NUS COLLEGE

by Prof Pericles Lewis, President, Yale-NUS

SESSION 9: EVALUATING THE GLOBAL RELEVANCE OF LIBERAL ARTS EDUCATION

Note: No Paper



Session 8: Yale-NUS College

Professor Pericles Lewis

President of Yale-NUS College

McGill University, BA; Stanford University, AM, PhD

Pericles Lewis, Founding President and Professor of Humanities at Yale-NUS College, formerly served as Professor of English and Comparative Literature at Yale University. As President, he has advocated for liberal arts and sciences education that encourages critical thinking in the context of a residential community of learning. He has responsibility for all aspects of the College's operations, including the articulation of the College's mission, development of an innovative curriculum and co-curricular activities, maintaining the financial well-being and physical infrastructure of the College, oversight of teaching and research programs, and recruitment, development, and well-being of an outstanding student body, faculty, and staff.

An expert on literary modernism, President Lewis has published *Modernism, Nationalism, and the Novel* (2000; winner of the Heyman Prize at Yale), *The Cambridge Introduction to Modernism* (2007), and *Religious Experience and the Modernist Novel* (2010). His research shows how developments in literary form emerge out of background of social, political, and existential ferment. Rather than understand the modernists as elitists, hermetically sealed off from the broader culture, he explores their engagements with that culture and the distinctively literary solutions that they found for the central problems of their time.

President Lewis, a graduate of McGill and Stanford Universities, held a Social Science and Humanities Research Council Fellowship at the University of California, Berkeley, before joining Yale in 1998. At Yale, he taught undergraduate surveys of English poetry, the European epic tradition, and literary theory, and courses on modernism in literature and the arts ranging from freshman to graduate seminars. At Yale-NUS, he will be participating in the Sophomore Seminar program.

President Lewis previously served as Director of Undergraduate Studies of the Literature Major and Director of Graduate Studies in Comparative Literature at Yale. In addition to chairing many departmental and university committees and serving as a mentor to various junior faculty members at Yale, he served on the advisory board and as chair of the finance committee of the American Comparative Literature Association. He sits on the editorial boards of several journals. President Lewis has received a variety of academic honors, including Whiting and Morse fellowships, and awards for his contribution to extra-curricular and intellectual life, including the Graduates' Society Award for Student Service at McGill and the Graduate Mentor Award at Yale.

President Lewis is a citizen of both Canada and the United States. He and his wife, Sheila Hayre, a Yale Law School graduate, are the parents of two children, Siddhartha and Maya. During 2012-2013, they divide their time between New Haven and Singapore. Beginning in 2013, they will be living in the Yale-NUS residential college in University Town, Singapore.



SESSION 10: SANTANDER PROPOSALS / NEW PROPOSALS

- 10.1 Failure of the Numerical (Cambridge)
- 10.2 International Student Teaching & Support (Oxford)
- 10.3 EdTech Horizons Workshop (NUS)
- 10.4 Sports Event 2014 (ETH)



10.1 Santander Sponsorship Proposal

Reporting:	University of Cambridge
Lead(s):	Professor Simon Goldhill (Cambridge), Dr Stephen Tuck (Oxford), Professor Tony Cascardi (Berkeley), Professor Alan Tasman (Berkeley)

Document type:		Progress update
		Discussion paper
	√	Project proposal
Action required:		For information only
	√	Endorsement / Approval requested

Funding provided to date (USD):	N/A
Funding requested (USD):	\$2.5 million (from Santander)

Previous recommendations:

Senior Officers' Meeting (October 2012)	<p>Prof Simon Goldhill (Cambridge) presented two proposals on behalf of the team comprising Oxford, Berkeley and Cambridge for Senior Officers' consideration:</p> <ul style="list-style-type: none"> • <u>The Failure of the Numerical</u> is an examination of the role of the numerical in systems of evaluation, and the extent it has informed or distorted social policies. This initiative focus on three strands, which are related to IARU: 1) climate change, 2) health care and 3) education. • <u>Urban Design and the Democratic City</u> explores the relation between the ideas and practices of contemporary democracy and the crisis facing urban design in the modern city. The three strands are: 1) the architecture of mobility, 2) active citizenship and 3) the divided city. <p>Senior Officers supported the proposal on the Failure of the Numerical, as it is an original and provocative topic, with the potential value of making more persuasive arguments to policy-</p>
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	<p>makers and governments. Prof Barry Halliwell (NUS) commented that there may be other examples more compelling than climate change. Each proposal request was for USD\$2 million over three years, not including overhead costs, which will be borne by the project leads. These proposals will also have leading academics to direct the research efforts, and establish post-doctoral positions for students from other IARU institutions.</p> <p>Mr Loren Griffith (Oxford) suggested that a separate proposal should be customized for Santander, taking into consideration sponsor acknowledgement and identifying merits in the proposal, which will appeal most to Santander. Prof Goldhill may also wish to consider how other IARU institutions can play a more significant role in this research project, or how it can be linked to other existing IARU initiatives such as with the IARU Global Summer Program, the Sustainability Officers and the Sustainability Congress by KU to be held in 2014. Prof Goldhill replied that the wider involvement could be incremental, when additional funding became available, for workshops, and when areas of growth were identified.</p> <p>The Chair said he will explore with Santander, its willingness to make a gift to fund the project. Managing expectations, the Chair said that the size of the sponsorship request was larger than what was initially proposed by Santander, and therefore there was no certainty that this proposal would be accepted. As it is a strong proposal, Senior Officers' urged Prof Goldhill to consider seeking funding from alternative sources if the funding from Santander were unsuccessful.</p> <p>If Santander were not keen to support the Failure of the Numerical, the Chair would discuss faculty and post-doctorate student mobility opportunities with Santander Chairman, Mr Emilio Botin for their consideration.</p>
<p>Presidents' Meeting (April 2012)</p>	<p><u>Banco Santander's Offer of More Support:</u> Mr Salvador Medina (Santander) conveyed Santander Chairman Mr Emilio Botin's desire to work more closely with IARU, through its corporate social responsibility arm, Santander Universities.</p> <p>A working committee formed by faculty members from Cambridge, Oxford and Berkeley will draft a call for proposals and circulate this to Senior Officers for their comments, and then to faculty members for proposals. The meeting agreed that the alliance should seek funding support in the region of USD\$500,000 - 2 million. The aim is to table short-listed proposals for consideration at the Senior Officers' Meeting in October 2012.</p>

	<p>Vice-Chancellor Borysiewicz said that it would be meaningful to develop a proposal that cannot be achieved by one university alone, for example, an initiative that leverages on comparative data or knowledge from different geographies. Experience from interactions with Santander reveals that they are keen to support projects which will bring mileage in terms of publicity (e.g. related to the subject of ethics, student mobility). Santander is also keen to support faculty and PhD candidates in their research. Possible projects include:</p> <ul style="list-style-type: none"> • Humanities research: <ul style="list-style-type: none"> - Understanding how social science can influence or impact the sciences - Geographical approaches to philosophy - Global ethical perspectives • For young faculty and PhD students: <ul style="list-style-type: none"> - Funding for researchers and PhD students to attend conferences - PhD exchange for one year to spend time in a partner university - Buy-off teaching time from faculty, so they can focus on research • IARU projects, such as the Sustainability Conference, Sustainability Science Congress and Global Governance <ul style="list-style-type: none"> - in particular, the implementation of “frugal innovation technology” in developing universities by the Campus Sustainability Officers, perhaps through student exchange <p>Assuming the proposal is successful, an initiative lead will have to be identified to administer the funds from Santander. As IARU is not a legal entity, the lead will also be required to undertake the agreement with Santander Bank.</p> <p>Mr Edi Fung (NUS) and the Secretariat will help establish the line of communication with Santander. If IARU is considering further collaborations with Santander, it will be critical to understand more about their CSR mission and motivations.</p>
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10.1 Santander Sponsorship Proposal

EXECUTIVE SUMMARY

The International Alliance of Research Universities (IARU) brings together 10 of the world's leading research-intensive universities who wish to further research and higher education and to address the grand challenges facing humanity.

Through its Global Summer Program for students, IARU has developed a mutually beneficial relationship with Santander, recognizing their shared ambitions to develop the next generation of global leaders and informed citizens.

At Santander's invitation, IARU now proposes a unique and ground-breaking collaborative research project to address one of the most pressing central questions facing modern society: the place of the numerical in systems of evaluation. To what degree has social policy at all levels been informed and *distorted* by systems of numerical value? What dangers and benefits exist in the commitment to numerical evaluation in climate change, health care and education?

Focusing on three key areas of worldwide concern – climate change, health care and education – this project will examine and challenge the value of the numerical as a central link in the most pressing contemporary anxieties about the relation between governmental policy and society. The high-profile project aims to engage with and influence governmental and non-governmental agencies in IARU member countries and across the world.

The project will be led by a core group of senior academics, nine Santander Fellows, and will involve a new generation of scholars by contributing to IARU's Global Summer Program and creating research opportunities for IARU's Global Internship Program.

Santander is invited to consider funding this innovative and important international research project, which promises to have a global impact.

I. THE IARU VISION

The International Alliance of Research Universities (IARU) brings together ten of the world's leading research-intensive universities who share similar visions for research and higher education and who wish to jointly address grand challenges which face humanity. IARU comprises the Australian National University (ANU), ETH Zurich, National University of Singapore (NUS), Peking University, University of California, Berkeley (UCB), University of Cambridge, University of Copenhagen, University of Oxford, University of Tokyo and Yale University.

Since its establishment in 2005, IARU has cooperated on major research projects including ageing, longevity and health, global security and sustainable cities. IARU's objective in relation to this research proposal is to bring together the combined expertise and research excellence available within these world-renowned universities to tackle a topic of far-reaching implications for a number of questions of global importance.

This project will involve a core group of academics from across the IARU universities bringing in other scholars from within and outside IARU at pertinent stages of the research program. To ensure a coordinated, collaborative approach with strong leadership, the project will be co-located at three

established and active cross-disciplinary research centers which will serve as project hubs.

It is essential to this project not just that critical academic work of the highest level should emerge but also that it should be capable of engaging with and influencing the relevant governmental agencies. It is thus important to the working of this project that the IARU team already has close links in such areas and will be able further to utilize the growing connections between the relevant IARU universities with policy makers.

II. THE PROPOSAL

The *Failure of the Numerical?* is a polemical title for one of the most pressing central questions facing modern society: the place of the numerical in systems of evaluation. To what degree has social policy at all levels been informed and *distorted* by systems of numerical value? What dangers and benefits exist in the commitment to numerical evaluation in climate change, health care and education?

We cannot do without numbers, both as a tool and as a value. The use of numbers as tools is obvious across all social and intellectual areas. But numbers also are significant because they are invested with value that goes beyond a tool. "One cannot argue with the numbers"... numbers are presented as factual, hard-edged items in the universe, real and empirically grounded. This value of numbers is partly at least historical: since the Enlightenment numerical value has been opposed to superstition, religion, ideology, opinion. The West is historically and intellectually committed to the value of the numerical. The failure of the numerical must relate to the failure of the values of the numerical.

This project poses the question: when does the use of numbers work against the very values that they are introduced to support?

Let us take an illustrative example. The attempt to raise standards in school is an aim that is unimpeachable. Across a national system of education, it is desirable to have a method of evaluation that is transferable, comparable, and consistent, in order to see how and where standards are rising or falling. Therefore, in Britain a "benchmark of five GCSEs at a-c" was introduced as a criterion of evaluation, as a matter of national policy. Yet the introduction of this numerical criterion of evaluation has had two damagingly negative consequences. First at a systemic level, the introduction of the criterion changes the framework of education, introducing new teaching methods, new relations to exams, new internal dynamics in the classroom and in the school; second, the criterion turns out to help produce an exam and a technique of sitting the exam that work against the very values of educational achievement they are designed to evaluate. The distrust of GCSEs as signs of educational achievement is integrally related to the numerical evaluation system designed to produce a trustworthy guide to achievement. The utilitarian aim of introducing numerical evaluation has had an unforeseen and destructive effect on the very system it was intended to help.

We are interested in exploring the potentially dire consequences for social policy first when number is applied overweeningly to areas that are resistant to it (grief, pleasure), or without due consideration to topics that are made up in part of such areas (climate change, health care); and, second, when the introduction of number into a system has an unforeseen systematic effect contrary to the aims of introducing numerical evaluation into the system. This will be explored in three central interrelated strands, for each of which three post-doctoral researchers will be appointed: climate change, health care, education. These three areas are mutually reinforcing.

1. Climate Change: In the case of climate change, inaction is not considered an option by any who produce the numbers that describe it. Why, then, does the world continue to fail to act? The numbers need interpretation. But how can we find a common language that does not rely on the capabilities of middle-men to communicate the ‘facts’ that underpin the climate change debate? How can the barriers between ‘scientist’ and public be broken-down to create a more democratic knowledge-base while retaining the commitment to scientific rigor that delivers such knowledge in the first place?

2. Health Care: how can the allocation of scarce resources be based on a ‘rational’ quantitative economic model? What are the effects of introducing a score relying on QALYs (expected quality-adjusted life years) into policy decisions on research or treatment? How are the values of life related to the values of a health care system?

3. Education: The current education system is greatly threatened by an increasing and increasingly naive instrumentalization, which depends repeatedly on an increasingly simplified and aggressive use of numbers. How are the values of instrumentalization dependent on the values of the numerical?

Each of the three strands evidently takes on a major element of current social policy making. But together they allow the issue of the value of the numerical to emerge as a central link in the most pressing contemporary anxieties about the relation between governmental policy and society.

III. METHODOLOGY

One of the most exciting aspects of the project is not just its novel structure (see *Delivery Plan, page 4* and *Work Plan, page 5*) but also its insistent requirement of a new methodological approach to the problems. Social science relies on the success of the numerical and we will need to turn the tools of social science towards their own processes and bring to bear on them both a rigorous philosophical and critical theoretical method.

The initial research will require the collection of the relevant data: for example, in the case of the education stream this will involve the historical account of the introduction of numerical evaluation in schools and universities, the collection of the full range of types of numerical evaluations conducted within the education system, a description of the uses of metrics and the theoretical understanding of such metrics within the system. But this must be conjoined with (a) a critical understanding of how such metrics affect the education system: here modern history of science with its interest in network theory, system theory (Latour, Schaffer, Shapin, Siskin, Castells) provide an initial approach to understanding the impact on a system of an introduction of numerical metrics; (b) an anthropologically-infllected analysis of *how* numerical metrics change schools and universities as places of work; (c) a philosophical understanding of the interplay between the normative work of an education system and the role of evaluation (feedback systems) within ethics. The combination of anthropology, history of science, critical theory and social science is an interdisciplinary goal rarely achieved: we believe that the structure of the project and the methodology proposed here make this goal achievable.

IV. ALIGNMENT WITH SANTANDER PRIORITIES

- This project aligns with Santander's commitment to education, the environment, sustainability and social responsibility
- This project is expected to have a major impact on public policy worldwide
- This project will involve and connect a new generation of international scholars by contributing to IARU's Global Summer Program activities and creating research opportunities for IARU's Global Internship Program

V. THE IARU DIFFERENCE

Through its strong alliance and global reach, IARU will enable this project to:

- leverage the outstanding intellectual capital of 10 of the world's leading universities
- bring different national perspectives together to address a common societal challenge
- train early career researchers with an international perspective
- build strong cross-disciplinary links and networks transnationally
- create public policy impact from the fruits of academic research

VI. DELIVERY PLAN *(see Work Plan, page 9)*

It is proposed that IARU universities establish a collaborative framework, within which all IARU members can contribute. A simple but elegant scheme will maintain the general focus of the overall project and link the three strands together; integrate the strands of research in the different universities to collaborate profitably together; integrate a new research project into the greater community of the university, and draw on the strengths of the host universities. This is a particularly flexible and strong model for multi-university, multi-national collaboration.

The approach will be to bring together 9 post-doctoral fellows committed to the research project for 3 years and supported by the formidable expertise available at IARU universities. To ensure a dedicated cross-disciplinary approach, the post-doctoral fellows will be based at the three project hubs at University of California, Berkeley (Doreen B. Townsend Centre for the Humanities), the University of Cambridge (CRASSH: Centre for Research in the Arts, Social Sciences and Humanities) and the University of Oxford (TORCH: The Oxford Research Centre for the Humanities).

- Each host university will appoint three high-caliber post-doctoral **Santander Fellows** (to three-year positions), one for each strand of the research project.
- To further promote this multi-university collaboration, a group of senior academics drawn from all IARU partner universities will oversee and guide the work of the postdoctoral fellows.
- Each year the three post-doctoral fellows working on each strand (one from each host university) will come together for a month at one of the three host universities, to collaborate in a full sense.
- Each host university will construct a regular series of workshops and seminars around the collective project and the individual fellows' work, drawing on the immense research resources of their respective universities.

- Each year all nine fellows will come together for a month to collaborate on the overall theme.
- The group of Senior Academics will be invited for short term stays at the host universities. In addition, a further short-term fellowships scheme for **Santander Visiting Fellows** will be established to allow researchers from across the IARU partner universities to participate in this research program.
- Each year there will be a meeting at the conclusion of the collaboration of the nine fellows where scholars from all IARU partner universities will be invited.
- The research undertaken will be disseminated to the wider academic community through academic papers, conference proceedings, seminars and workshops. Emphasis will also be placed on engaging with the public and policymakers through popular think pieces, online podcasts and more direct engagement with policy makers by involving them in the project conferences and workshops.
- This project will also aim to involve a new generation of scholars by contributing to IARU's Global Summer Program activities and creating research opportunities for IARU's Global Internship Program.

VII. WORK PLAN

Host 1	Host 2	Host 3
October 2013-May 2014 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	October 2013-May 2014 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	October 2013-May 2014 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar
June 2014 Strand 1, Strand 1, Strand 1 <i>Collaboration</i>	June 2014 Strand 2, Strand 2, Strand 2 <i>Collaboration</i>	June 2014 Strand 3 Strand 3 Strand 3 <i>Collaboration</i>
July 2014 Strand 1, 2, 3 Strand 1, 2, 3 Strand 1, 2, 3 + <i>Project Meeting/Conference</i>		
September 2014-May 2015 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	September 2014-May 2015 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	September 2014-May 2015 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar
June 2015 Strand 2, Strand 2, Strand 2 <i>Collaboration</i>	June 2015 Strand 3, Strand 3, Strand 3 <i>Collaboration</i>	June 2015 Strand 1, Strand 1, Strand 1 <i>Collaboration</i>
	July 2015 Strand 1, 2, 3 Strand 1, 2, 3 Strand 1, 2, 3 + <i>Project Meeting/Conference</i>	
September 2015-April 2016 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	September 2015-April 2016 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	September 2015-April 2016 Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar
May 2016 Strand 3, Strand 3, Strand 3 <i>Collaboration</i>	May 2016 Strand 1, Strand 1, Strand 1 <i>Collaboration</i>	May 2016 Strand 2, Strand 2, Strand 2 <i>Collaboration</i>
June-September 2016 Write up	June-September 2016 Write up	June-September 2016 Write up
		September 2015 Strand 1, 2, 3 Strand 1, 2, 3 Strand 1, 2, 3 + <i>Final conference</i>

VIII. ANNUAL BUDGET

Each University	Annual Total	Project Total
(1) 3 Santander Postdoctoral Fellows =\$ 165, 000	\$ 495,000.00	\$ 1,485,000.00
(2) Santander Postdoctoral Fellows: travel/research visits =\$ 8,000	\$ 24,000.00	\$ 72,000.00
(3) Seminars/Conferences =\$ 20,000	\$ 60,000.00	\$ 180,000.00
(4) Santander Visiting Fellowships = \$ 8,000	\$ 24,000.00	\$ 72,000.00
(5) Santander Senior Academics: travel and accommodation = \$ 30,000	\$ 90,000.00	\$ 270,000.00
(6) Overheads= \$ 10, 000	\$ 30,000.00	\$ 90,000.00
(7) Administrative support= \$ 25, 000	\$ 75,000.00	\$ 225,000.00
(8) Global Summer Program & Global Internship Program = \$ 10,000	\$ 30,000.00	\$ 90,000.00
Total	\$ 828,000.00	\$ 2,484,000.00

Notes:

- (1) Salary calculated at \$55,000 is the absolute minimum with tax etc., for a post-doctoral fellow.
- (2) Covers the administration of the programme including all secretarial costs
- (3) This is for office supplies including computers
- (4) Travel/seminars: each year 6 fellows will need to travel and stay in another institution for up to 2 months for collaboration.

IX. PROJECT LEADERSHIP

Professor Antony J. Cascardi, Dean of Arts and Humanities, Berkeley

Professor Alan Tansman, Head of The Doreen B. Townsend Centre for the Humanities, Berkeley

Professor Simon Goldhill, Director, The Centre for Research in the Arts, Social Sciences and Humanities (CRASSH), Cambridge

Dr Stephen Tuck, Director, The Oxford Research Centre for the Humanities (TORCH), Oxford

X. PROJECT HUBS

University of California, Berkeley

- *The Doreen B. Townsend Centre for the Humanities*
- *Berkeley Center for the Study of Value*
- *Berkeley Energy and Climate Institute (BECI)* –a coordinating hub for all UCB’s energy and climate efforts to ensure the integration of science, engineering, social science, market, and policy research.
- *The Centre for Health and Public Policy Studies*
- *UC Berkeley Population Centre*

University of Cambridge

- *The Centre for Research in the Arts, Social Sciences and Humanities (CRASSH)*
- *Cambridge Conservation Initiative (CCI)*
- *Centre for Science and Policy (CSaP)*
- *The CRASSH Humanitas Chair in Environmental Studies – works closely with CCI and the Cambridge Global Food Security Initiative.*

- *Cambridge Public Health Strategic Network*– works closely with the well-established Public Health Institute, and the recently appointed lecturer in the philosophy of public health.

University of Oxford

- *The Oxford Research Centre for the Humanities (TORCH)*
- *The Oxford Martin School – an interdisciplinary research community working to address global challenges and opportunities of the 21st century and their research is organised via four core themes: health and medicine; energy and environment; technology and society; and ethics and governance.*
- *The Smith School of Enterprise and the Environment*
- *The Oxford Health Economics Research Centre*

PARTICIPATING UNIVERSITIES

Australian National University

- *Humanities Research Centre*
- *Centre for Research on Ageing, Health & Wellbeing*
- *Fenner School of Environment & Society*

ETH Zurich

- *Centre for Climate Systems Modelling*
- *Centre for Coping with Crises in Complex Socio-Economic Systems*
- *Centre for Environment and Sustainability*

National University of Singapore

- *NUS Environmental Research Institute (NERI)*
- *NUS Global Asia Institute*
- *The Institute of Policy Studies*
- *The NUS Faculty of Arts and Social Sciences (FASS) multidisciplinary Research Clusters in: Environment; Cities; Family, Children and Youth; Health; Migration; Religion; Science, Technology and Society*

Peking University

- *Academy for Advanced Interdisciplinary Study – which includes the Centre for Environment and Health*

University of Copenhagen

- *Centre for Health Ageing*
- *Earth System Science Center (EAST)*
- *Faculty of Humanities cross-disciplinary research group: The Human Factor in Climate Change Processes*

The University of Tokyo

- *Centre for Climate System Research*
- *The Institute for Advanced Studies on Asia*
- *Todai Policy Alternatives Research Institute*
- *Future Centre Initiative*

Yale University

- *Whitney Humanities Center*
- *Center for Outcomes Research & Evaluation*
- *The Institution for Social and Policy Studies*
- *The Yale Institute for Biospheric Studies*



10.2 International Student Teaching & Support

Reporting:	University of Oxford
Lead(s):	Loren Griffith (Oxford)

Document type:		Progress update
	√	Discussion paper
	√	Project proposal
Action required:		For information only
	√	Endorsement / Approval requested

Funding provided to date:	N/A
Funding requested:	N/A

10.2 International Student Teaching & Support

IARU joint working group on international student teaching & support

Summary of approach, prepared for IARU Presidents Meeting in April 2013

1. Summary

Oxford is interested in creating a joint institutional working group focused on the teaching & support of international students at IARU universities. This includes the ways we help our international students transition to the university, develop needed academic and language skills, integrate socially, and prepare for a career. Cambridge is supportive of creating a group for this purpose, and has agreed to help to organise and drive it.

The purpose of raising this topic at the IARU Presidents' Meeting is a) to garner feedback on the idea, including level of interest and suggested areas of focus, and b) to begin to build a list of individuals at each interested institution who might participate in the project.

If there is interest from other IARU universities, we would expect to spend the next six months discussing the idea with and gathering data from IARU partners. We would decide whether to propose a conference in 2014 and, if it seems sensible, bring a conference proposal to the IARU Senior Officers meeting in autumn 2013.

2. Context

As the globalisation of higher education advances, the number of students studying abroad increases, and this trend is in evidence at many of our campuses. Many international students face acute challenges in making a successful transition to their new institution, including adjusting to a new society, a new academic culture, and (often) a new language of instruction. Most of us presumably offer services to the entire student body germane to international students, including induction programmes, language instruction, academic resources such as mentoring programmes or a writing centre, and welfare services. And international students often form vibrant student groups.

These services and groups can be very effective (and we hope to gather examples of good practice from partners), but they may not be enough to help international students to thrive and reach their academic potential. It is our belief, and that of many other universities to which we have spoken, that a) international students are substantially more likely to struggle in particular ways, and b) targeted support could make a meaningful difference in raising international student performance and creating more positive overall experiences, because international students at world-leading universities typically bring outstanding talent and drive.

3. Ideas for a IARU joint working group

IARU partners have shared good practice and developed useful networks in a number of areas, and we see potential to do the same here. We propose to spend the next six months understanding what specific areas under the broad heading of international student teaching & support are of greatest concern to IARU colleagues and benchmarking practice across IARU members in these areas. Oxford and Cambridge are willing to take the lead in facilitating these discussions, gathering the data, and producing an initial paper setting out for interested IARU partners the areas of greatest concern and an initial benchmarking. We could add a day's workshop to the Senior Officers meeting this autumn if it were felt useful.

Colleagues at Cambridge have suggested the following overarching questions for investigation:

- What transitions do international students at IARU universities experience between different teaching/learning styles in different countries/cultures?
- How have IARU universities with a large number of international students (e.g. ANU) tackled teaching and support issues – specific examples of programmes that have worked well, or have not worked. We are particularly interested in high-impact low-cost measures!
- If universities have provided additional support for international students, what was the driver? How was the need identified? Is such provision extended to domestic as well as international students?
- Have universities identified different needs for different national groups, and is this reflected in provision?

The group would also explore specific topics in some depth, with a view toward identifying the main challenges perceived by each university and initiatives undertaken to address those challenges. These topics are set forth in the attached paper, which summarises the results of an Oxford project undertaken in 2012 to understand our provision for international students and recommend improvements. Three topics seem to us the most promising:

- Student induction, including setting expectations for what it takes to succeed
- Academic skill building (e.g., critical thinking, essay writing)
- Social integration

Because student recruitment may raise issue of competition for some partners, we suggest omitting it from discussion, and focusing instead on how we teach & support students once they send in their acceptance letter.

The biggest challenge may be to identify the right participant(s) at each university, because international student teaching & support is a broad topic, generally managed by a number of independent bodies. To enable useful dialogue, we will need to identify and involve people with a bird's eye view of the issues, or to narrow the focus substantially in order that specialists—for instance on supporting academic skill development—can work together in an area of shared interest.

Annex: Oxford international student teaching & support report

1. Context and scope

- Oxford has a highly international student body—15% of undergraduates and 57% of postgraduates come from outside the UK. They face specific challenges. This report is a first attempt to see life at Oxford for these 7,000 students in the round. How well do we admit, induct, educate, socially integrate, and prepare for employment our international students?
- The expansive scope of this project enables us to see issues affecting international students in their broader context and to prioritize action. It also inevitably means more work will be needed in some areas before detailed solutions can be identified.
- This report is the joint effort of several dozen academics, administrators, and student representatives from across the collegiate University, and its main thrust (if not every specific observation and recommendation) represents a consensus view of the group.

2. **Areas of success.** Oxford can take pride in much about its engagement with international students. International students apply to Oxford in greater numbers than ever before, many departments find that they are among their finest applicants, and on the whole they appear to perform as well at Oxford as their UK peers. Our international students report that they are among the most satisfied of those at any UK university, and there is consensus that their presence enriches the academic and social environment for all students. Most colleges and many departments take a keen interest in the welfare of their students, including international students, and have put in place aspects of an effective academic development and support system. Flourishing alumni groups operated by our 60,000 international alumni are testament to the enduring loyalty inspired by an Oxford education.

3. **Underlying principles.** Students and staff interviewed for this project, along with best practices observed at other institutions, suggest that good strategies for international student teaching and support are:

- systematically embedded within routine practice, including quality assurance processes such as undergraduate and postgraduate college and departmental academic provision reports;
- holistic and ‘joined up’ across the University;
- provided as close as possible to the student’s discipline.

4. **Areas to address.** The project has identified a number of areas in which practice could improve—usually with potential benefits for both international and UK students. While the full report provides supporting evidence and further detail, our most important findings (in rough order of priority) are around:

a. Academic skill development

- i. *Issues.* Both international students and staff report that international students may not already have some of the academic skills crucial to success at Oxford, including critical thinking, essay writing, effective tutorial or seminar participation, use of sources, and managing a supervisor.

- ii. *Recommendation for consideration.* Offer or require academic skill-building sessions (through the department, college, the Language Centre, or an English for Academic Purposes course); post more podcasts and videos of lectures and tutorials (these could also have substantial student recruitment benefits); encourage more joint working among students; and add professional development courses for academic staff on effective strategies to teach international students. Master's students may require specific attention, such as skill-building modules between terms.

b. Induction

- i. *Issues.* Induction and initial social activities can be a confusing whirlwind (especially for international students), and could be more inclusive and focused on laying a foundation for academic success.
- ii. *Recommendation for consideration.* Provide online induction information so that students can refer to it as needed; mix international and UK students from day 1; ensure that Freshers Week is socially inclusive; and re-focus induction on setting expectations for successful academic work.

c. Life outside the classroom

- i. *Issues.* Many international students rely heavily on strong national student associations and appear more likely to become socially isolated.
- ii. *Recommendation for consideration.* Provide more structure around college and departmental mentoring schemes; organize more departmental social events appealing to both UK and international students, especially for postgraduates; incorporate presentations by the Language Centre, and Counseling and Careers Services into early subject lectures; and appoint more college international student advisors.

d. Career development.

- i. *Issues.* Despite important recent successes, the university could do more to support career development for international students, especially PGTs.
- ii. *Recommendation for consideration.* Build professional skill development into courses and provide enhanced and tailored careers services for PGTs and PGRs.

Loren Griffith, Director of International Strategy



10.3 EdTech Horizons Workshop

Reporting:	National University of Singapore
Lead(s):	Ravi Chandran (NUS) Lakshminarayanan Samavedham (NUS)

Document type:		Progress update
		Discussion paper
	√	Project proposal
Action required:		For information only
	√	Endorsement / Approval requested

Funding provided to date:	N/A
Funding requested:	USD\$15,000

10.3 IARU EdTech Horizons Workshop

1. Background

The IARU Pedagogy/Education Technology (EdTech) Directors and Managers wish to propose a workshop called 'EdTech Horizons' to be held in Singapore in 2014. This workshop will discuss the trends, opportunities and challenges IARU members are experiencing in identifying, selecting and using technology for effective pedagogy.

This will be the first time the EdTech Directors and Managers will be meeting face-to-face to network, share best practices and experiences, and explore ways in which they can further collaborate to support IARU and their own educational technology initiatives. This is also an opportunity for the EdTech Directors and Managers to strengthen ties and get to know more about the pedagogy and educational technology initiatives at each IARU campus.

2. Proposed Deliverables

Deliverables we hope to achieve are:

- a. Development of a standardized benchmark matrix to allow IARU universities to compare and contrast (on a regular basis) educational technologies implemented across all IARU universities.
- b. Identify successful collaborative projects in education technology between IARU universities that can be a showcase for other university consortiums.
- c. To setup an IARU EdTech Wiki site to monitor action items of IARU EdTech projects.

3. Proposed Program

Day 1	
0900 – 1030	<p>Welcome</p> <p><u>Presentations:</u> Sharing of IARU EdTech /mobile services, the pedagogical practices they support, forays into social media, internet and cloud (e.g. MOOCs), innovative services and challenges faced at their respective universities.</p> <p>To adopt a <u>flipped format model</u>, i.e. presentation materials, hand-outs to be prepared in advance by the speakers and uploaded to IARU workshop website to be reviewed by all IARU universities. This will leave more time for discussion and engagements during the workshop.</p>

1030 – 1100	Tea Break
1100 – 1230	<p><u>Presentations:</u> Sharing of IARU EdTech /mobile services, the pedagogical practices they support, forays into social media, internet and cloud (e.g. MOOCs), innovative services and challenges faced at IARU Universities.</p> <p>To adopt a <u>flipped format model</u>, i.e. presentation materials, hand-outs to be prepared in advance by the speakers and uploaded to IARU workshop website to be reviewed by all IARU Universities. This will leave more time for discussion and engagements during the workshop.</p>
1230 – 1330	Lunch
1330 – 1430	<p><u>Keynote 1:</u> Mobile Learning: Anything Beyond Logistical Convenience? Guest Speaker</p>
1430 – 1500	Tea Break
1500 – 1630	<p><u>Discussion:</u> How can EdTech best support a heterogeneous and distributed educational environment?</p>
1630 – 1700	<p><u>Discussion:</u> EdTech Faculty Development</p>
1900 - 2100	Welcome Reception and Dinner

Day 2	
0900 – 1000	<p><u>Keynote 2:</u> Trends in Educational Technology: Case Studies and Future Outlook Guest Speaker</p>
1000 - 1100	<p><u>Keynote 3:</u> The Holy Grail: Technology Supported Personalized Learning (Learning Analytics, Adaptive Learning) Guest Speaker</p>
1100 – 1130	Tea Break
1130 – 1230	<p><u>Discussion:</u> Identification of collaborative initiatives that IARU EdTech Directors and Managers could adopt to support IARU</p>

1230 – 1330	Lunch
1330 – 1430	<u>Discussion:</u> Identification of collaborative initiatives that IARU EdTech Directors and Managers could adopt to support IARU.
1430 – 1530	<u>Wrap Up:</u> Consolidation of Day 1 and Day 2 discussions and debrief
1530 – 1600	Tea Break
1600 – 1800	Possible Visit to Apple/Microsoft Technology Centre

4. Funding

The total projected expenses for the workshop is estimated at US\$ 19,000. Breakdown is as follows:

ITEM		COST PER PAX (S\$)	TOTAL (S\$)
1.	Airfare on economy class (return) for three guest speakers	5,000.00	15,000.00
2.	Hotel stay @ \$300 per night x 3 nights, for three guest speakers	1,050.00	3,150.00
3.	Hospitality – 2 dinners, 2 lunches and 2 tea-breaks, for 30 delegates (approximate)	170.00	5,100.00
4.	Ground transfers for all delegates	-	500.00
		(Rounded off)	23,800.00

(S\$1 = US\$1.25) **US\$ 19,000.00**

IARU participants are required to pay for their own airfare and accommodation.

US\$15,000 is requested from IARU, while NUS funds the remaining cost of US\$4,000, to run the workshop.

5. Action Required

Presidents and Senior Officers of IARU are requested to endorse the proposal.

6. Next Steps

Once the proposal is endorsed, NUS CIT and CDTL, and EdTech Directors and Managers will firm up the dates for the meeting and work out the detailed program.

7. Prepared By

Ravi Chandran (Director, CIT) and
Lakshminarayanan Samavedham (Director, CDTL),
National University of Singapore



10.4 IARU Sports Event 2014

Reporting:	ETH Zurich
Lead(s):	ETH Zurich

Document type:		Progress update
		Discussion paper
	√	Project proposal
Action required:		For information only
	√	Endorsement / Approval requested

Funding provided to date:	N/A
Funding requested:	N/A

10.4 IARU Sports Event 2014

Background

Sports keeps people physically and mentally fit. More than that, sports is a driving force to connect people around the world as the language of sports is spoken everywhere. It overcomes cultural differences, fosters dialogues between communities and thus establishes mutual understanding.

The Academic Sports Association Zurich (ASVZ) provides a sports program comprised of an extremely varied range of over 80 kinds of sports to all students, employees and alumni of the ETH Zurich, the University of Zurich and the Zürcher Fachhochschule (ZFH).

As in 2014 ASVZ celebrates its 75th anniversary and the Presidents Meeting will take place at ETH Zurich (24-25 April 2014), ASVZ and ETH Zurich seize the chance to organize IARU's first sports event.

Proposal

ETH Zurich invites 10 students from each partner university to take part in the IARU "Ultimate Frisbee" tournament. Ultimate Frisbee is an exciting, non-contact team sport, played all around the world. It mixes the best features of sports such as Soccer, Basketball, American Football and Netball into an elegantly simple yet fascinating and demanding game.



Each university selects a mixed team of 10 students who acquire the first Ultimate Frisbee skills in the home country. All teams meet in Zurich for a friendly IARU competition. The tournament will take place on 22 and 23 April 2014 (Tuesday afternoon and Wednesday). Depending on the weather, the games might be indoors or outdoors.

The tournament will be concluded with an awards ceremony on 23 April. All presidents who will presumably arrive on this day for the upcoming Presidents Meeting are invited to join-in the trophy hand-over celebration before going to the welcome dinner.

To make the IARU sports event even more exciting and to deliver a feeling of "IARUness", on the third day (Thursday), the participants will also get to know other kinds of team sports that are practised in IARU countries but rather unknown in other places. The students will then be mingled into new teams.

Social side events will be part of the experience. An optional side program will be organized on Friday and Saturday of the same week in which the students are given the opportunity to get to know the studies at ETH and to travel to a touristic site in Switzerland.

Accommodation

ETH Zurich seeks to provide the participants with homestays at the homes of ETH students. Homestay is one of the best ways to learn more about the culture, be part of the host's daily life and to make international friends. A further free of charge option might be a remodeled former air-raid shelter in the basement of the Computer Science building (no windows). This is right next door to the main building, and will feature dormitory style rooms with shared bathrooms. At one's own expense, hotel-style accommodation can also be provided.

Costs

The sports program, meals and accommodation are offered by ETH Zurich. The student or his or her home university covers the travel cost. An estimate of additional CHF 300.- for five days in Zurich as spending money are recommended according to each student's personal spending habits.

Proposed Date

22 – 26 April 2014

(Presidents' Meeting: 24 – 25 April 2014)



SESSION 11 : BUSINESS MATTERS

- 11.1 Financial report
- 11.2 Presidents' Meeting 2014
- 11.3 IARU Membership – *no paper*
- 11.4 IARU Chairperson 2014 – *no paper*
- 11.5 Any other business



11.1 Financial Report

2012 IARU Income and Expenditure Statement 1 January - 31 December

	USD(Jan – Dec)	USD (Total)
Carry forward from 31 December 2011		189,199.98
INCOME		
Members' Contribution		200,000.00
IARU-Santander Sponsorship for 2012 GSP		200,000.00
Interest Income		509.34
Total available funds		<u>589,709.32</u>
EXPENDITURE		
Meetings		37,155.60
2012 Presidents' Meeting	21,967.43	
2012 Senior Officers' Meeting	8,000.37	
2012 Global Summer Program	7,187.80	
Workshops / Projects		16,626.09
Best Practices in Leadership Development Workshop	968.49	
Women and Men in Globalizing Universities Workshop	6,511.88	
2012 Campus Sustainability Workshop	9,145.72	
Projects		15,154.79
Sustainable Cities outcomes development	15,154.79	
Disbursements		200,000.00
IARU-Santander Sponsorship for 2012 GSP	200,000.00	
Administrative Costs		758.39
Bank Charges	236.69	
Spot Exchange	698.43	
Others	-176.73	
Secretariat Costs		80,000.00
Contribution to NUS for Secretariat Costs	80,000.00	
Total Expenditure		<u>349,694.87</u>
BALANCE (as at 31 December 2012)		<u>240,014.45</u>
	589,709.32	
	-349,694.87	

2013 IARU Income and Expenditure Statement
1 January - 28 February

	USD(Jan – Feb)	USD (Total)
Carry forward from 31 December 2012		240,014.45
INCOME		
Members' Contribution (Beida, Todai & Cambridge)		60,000.00
Total available funds		<u>300,014.45</u>
EXPENDITURE		
Secretariat Costs		40,000.00
Contribution to NUS for Secretariat costs	40,000.00	
Administrative Costs		-17.62
Goods and services tax recovery	-17.62	
Total Expenditure		<u>39,982.38</u>
BALANCE (as at 28 February 2013)		<u>260,032.07</u>
	300,014.45	
	-39,982.38	

IARU Projected Income & Expenditure

Until 31 December 2013

	USD (Mar – Dec)	USD (Total)
Carry forward from 28 February 2013		<u>260,032.07</u>
INCOME		340,000.00
Members' Contribution	140,000.00	
IARU-Santander Sponsorship for 2013 GSP	200,000.00	
Total available funds		<u>600,032.07</u>
EXPENDITURE		
Secretariat Costs		40,000.00
Contribution to ETH for Secretariat costs	40,000.00	
Disbursements		200,000.00
IARU-Santander Sponsorship for 2013 GSP	200,000.00	
Projects (approved commitments)		127,074.77
Campus Sustainability website ¹	up to 15,000.00	
Campus Sustainability workshop (2013, 2014, 2015) ⁶	up to 15,000.00 x 3	
Campus Sustainability benchmarking study ⁶	up to 10,000.00	
Scientific Sustainability Congress (2014) ⁶	up to 15,000.00	
Women and Men in Globalizing Universities (2013) ⁴	up to 15,000.00	
Research Administrators' Meeting (2013) ⁵	up to 10,000.00	
Academic IP Pooling workshop (2013) ⁶	up to 15,000.00	
IARU Website Revamp (for maintenance) ³	up to 2,074.77	
Activities submitted for approval		90,000.00
EdTech Horizons Workshop	up to 15,000.00	
IARU Sustainability Conference (UCPH 2014)	up to 25,000.00	
Green Paper Marketing & Communications Resources	up to 50,000.00	
Total anticipated expenditure		457,074.77
ANTICIPATED BALANCE		<u>142,957.30</u>
	600,032.07	
	-457,074.77	

¹ Funding approved at 2008 Presidents' Meeting

² Funding approved at 2009 Presidents' Meeting

³ Funding approved at 2010 Presidents' Meeting

⁴ Funding approved at 2011 Presidents' Meeting

⁵ Funding approved at 2011 Senior Officers' Meeting

⁶ Funding approved at 2012 Presidents' Meeting



11.2 Presidents' Meeting 2014 – dates and venue

Confirmed Dates:

24 & 25 April 2014 (Thursday – Friday)
Hosted by ETH Zurich

Previous IARU Meetings:

Presidents' Meeting

2006 @ National University of Singapore (13-14 January 2006)
2007 @ the Australian National University (28-29 March 2007)
2008 @ Yale University (22-23 April 2008)
2009 @ University of Cambridge (28-29 April 2009)
2010 @ Peking University (13-14 April 2010)
2011 @ Yale Club, New York City (6-7 April 2011)
2012 @ University of Copenhagen (26 – 27 April 2012)
2013 @ National University of Singapore (8 – 9 April 2013)

Future Meeting Dates

2014 @ ETH Zurich (24 – 25 April 2014)
2015 @ The University of Tokyo (dates tbc)

Senior Officers' Meeting

2005 @ Yale University
2006 @ ETH Zurich (20 September 2006)
2007 @ The University of Tokyo (19-21 September 2007)
2008 @ University of California, Berkeley, (20-21 October 2008)
2009 @ University of Oxford (22-23 October 2009)
2010 @ ETH Zurich (18-19 October 2010)
2011 @ Australian National University (24 – 25 October 2011)
2012 @ University of Cambridge (29 – 30 October 2012)

Future Meeting Dates

2013 @ University of California, Berkeley (5 – 6 November 2013)

GSP Working Committee Meeting

2009 @ Oxford University (14-15 September 2009)

2010 @ University of Cambridge (13-14 September 2010)

2011 @ University of Copenhagen (19-20 September 2011)

2012 @ Peking University (24 – 25 September 2012)

Future Meeting Dates

2013 @ ETH Zurich (9 – 10 September 2013)



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

PARTICIPANTS' BIOGRAPHIES

2013 IARU PRESIDENTS' MEETING



National University of Singapore

Professor TAN Chorh Chuan

President

Professor Tan Chorh Chuan was appointed President of the National University of Singapore in December 2008. He concurrently serves as the Chairman of the Board of the National University Health System. Prof Tan's additional appointments include Deputy Chairman of Singapore's Agency for Science, Technology and Research (A*STAR); Senior Advisor to the Governing Board of Duke-NUS Graduate Medical School; and Member, Board of Directors of the Monetary Authority of Singapore.

A renal physician, he obtained his medical training at NUS, and research training at the Institute of Molecular Medicine, Oxford. He was Dean of the NUS Faculty of Medicine from 1997 to 2000. He served as the Director of Medical Services, Ministry of Health, from 2000 to 2004, in which capacity he was responsible for leading the public health response to the 2003 SARS epidemic. He held the positions of NUS Provost, then Senior Deputy President from 2004 to 2008. He also played a key role in setting up the Duke-NUS Graduate Medical School, in his capacity as Deputy Chairman of the Governing Board from 2004 to 2007. As the inaugural Chief Executive of the National University Health System in 2008, he brought the NUS Medical and Dental Schools and the National University Hospital under single governance.

Prof Tan is a key leader in Singapore's Biomedical Sciences Initiative since its inception in 2000, for which he was awarded the National Science and Technology Medal in 2008. He also received the Public Service Star in 2003 for outstanding contributions to overcoming SARS in Singapore, and the Public Administration Gold Medal in 2004 for his work as Director of Medical Services in the Ministry of Health. Other awards include the Dr John Yu Medal from the George Institute for Global Health, Australia; the Albert Schweitzer Gold Medal from the Polish Academy of Medicine; Honorary Doctor of Medicine from King's College; Honorary Doctor of Science from Duke University; Honorary Doctor of Science from Loughborough University; Achievement Medal from the Singapore Society of Nephrology and the 1996 Singapore Youth Award.

Prof Tan has been a member of the World Economic Forum's Global University Leaders Forum since 2008 and sits on the World Economic Forum's Science Advisory Committee. He was the Chairperson of the International Alliance of Research Universities, a consortium of 10 leading research-intensive universities from 2008 - 2012.

Prof Tan was previously a Commonwealth Medical Fellow, Wellcome Fellow, University of Oxford, and a Visiting Scholar to Wolfson College, Oxford. He is a Fellow of the Royal College of Physicians of Edinburgh, Royal College of Physicians of London, the Royal Australasian College of Physicians, the American College of Physicians, elected Fellow of the Polish Academy of Medicine and Fellow of the Royal Geographical Society, UK.

Professor Barry HALLIWELL
Deputy President (Research & Technology)

Professor Barry Halliwell is Deputy President (Research and Technology) at the National University of Singapore and is responsible for driving the University's research agenda. He is involved in planning and establishing research institutes, centers and programs as well as in helping to formulate policies and agreements relating to intellectual property rights. He oversees the NUS research institutes and centers, the NUS Institutional Review Board (IRB) and NUS Institutional Animal Care & Use Committee (IACUC) and enforcement of the NUS Research Integrity Code. His responsibilities also include overseeing the expansion and allocation of research funding and liaison with granting bodies.

Professor Halliwell graduated from the University of Oxford with BA (1st class) and D. Phil degrees. He holds a D. Sc degree from the University of London. He was a faculty member with the University of London, King's College from 1974 to 2000 and held a prestigious Lister Institute Research fellowship. From 1995 to 1999, he was a Visiting Research Professor of Internal Medicine and Biochemistry with the University of California, School of Medicine, Divisions of Cardiology and Pulmonary/Critical Care Medicine. Professor Halliwell was a Visiting Professor of Biochemistry to NUS from 1998 to 2000. He was Head of the University's Department of Biochemistry from 2003 to 2007 and was Deputy Director, Office of Life Sciences from 2001 to 2005. From 2003 to September 2008, he was Executive Director of the NUS Graduate School of Integrative Sciences and Engineering.

An internationally-acclaimed biochemist, Professor Halliwell is known especially for his seminal work on the role of free radicals and antioxidants in biological systems. The Thomson Reuters lists Professor Halliwell as one of the world's most highly-cited researchers in Neurobiology & Behavior, Pharmacology & Toxicology, Biology and Biochemistry and his Hirsch Index is 136.

His book *Free Radicals in Biology and Medicine* published by Oxford University Press, and now in its fourth edition, is regarded worldwide as an authoritative text in the field. He was awarded the "Lifetime Achievement Award" by the Society for Free Radical Biology and Medicine in the USA for overall sustained excellence in the field. He was recently awarded Ken Bowman Research Award for outstanding achievements in the field of cardiovascular research from the Institute of Cardiovascular Sciences (Canada) and NUS University Award – Outstanding Researcher Award. His laboratory is also ranked number one worldwide by highest citation score in Free Radical Research.

His research focuses on the role of free radicals and antioxidants in human disease, particularly Alzheimer's disease and other brain disorders, such as strokes, and in the ageing process. His interest in identifying the most important antioxidants in the human diet and in developing novel antioxidants has critical bearing on treating human diseases and understanding how diet might cause or prevent them.

Professor Halliwell is a member of several editorial boards including *FEBS Letters*, *Biochemical Journal* and *Antioxidants and Redox Signaling*. He has been a lead speaker at Gordon Conferences and other prestigious events worldwide and is a member of several expert advisory panels to leading universities, companies and government agencies.

Associate Professor Peter PANG Yu Hin
Assistant Vice-President (University and Global Relations)

Associate Professor Peter Pang is Assistant Vice President (University and Global Relations) and Associate Professor of Mathematics at NUS. He has served in various administrative capacities at the University, including as director of graduate studies in mathematics, and as director of the University Scholars Programme. He was a former president of the Singapore Mathematical Society, and former member of the Developing Countries Strategy Group of the International Mathematical Union. Assoc Prof Pang has published more than 50 research articles in international refereed journals, and served on organizing/steering committees of various international conferences. In 2006, he received the Public Administration Medal (Bronze) from the President of the Republic of Singapore.

A / Prof Anne PAKIR
Director, International Relations Office

A/Professor Anne Pakir (Department of English Language and Literature, National University of Singapore) is the Director of International Relations (IRO) at NUS. She obtained her PhD in Linguistics from the University of Hawaii, Manoa on an NUS scholarship and focused on a linguistic investigation of Baba Malay for her thesis. A Fulbright scholar at U.C. Berkeley (MA in English) and later at Cornell (post-doc), Anne Pakir also won a Japan Society for the Promotion of Science (JSPS) award to Tokyo and was an ASEAN University Network (AUN) Distinguished Visiting Professor in Manila. She received the Chevalier dans l'Ordre des Palmes academiques in 2010 from France. She serves on several editorial boards in the fields of Applied Linguistics, Language Planning, Language Policy, World Englishes and Asian Englishes. She also serves in the Editorial Advisory Board in the Journal of Studies in International Education. Her most recent publication, co-edited with Lisa Lim (University of Hong Kong) and Lionel Wee (NUS), is *English in Singapore: Modernity and Management*, 2010 (Hong Kong University Press). She was President of the Singapore Association for Applied Linguistics (1997-2004) and served as Chair of the AILA 2002 World Congress of Applied Linguistics hosted in Singapore. She was also President of the International Association for World Englishes (1998-2000) and a member of the TOEFL Board, Princeton NJ (2004-2009).

Australian National University

Professor Ian YOUNG AO
Vice Chancellor

Professor Ian Young AO was appointed Vice-Chancellor of The Australian National University in March 2011, having previously been Vice-Chancellor of Swinburne University of Technology for seven years (2003 to 2011). He was Executive Dean of the Faculty of Engineering, Computer and Mathematical Sciences at the University of Adelaide from 1999 to 2003. For part of this time he simultaneously held the position of Pro Vice-Chancellor (International).

Professor Young has held the positions of Chair of Education Australia Ltd and Director of IDP Education Pty Ltd. From 2009 to 2011, he was a Member of the Australian Qualifications Framework Council.

Following a PhD at James Cook University of North Queensland, Professor Young began his academic career at the Max Planck Institut fur Meteorologie, Hamburg Germany, ultimately becoming Professor of Civil Engineering at the University of New South Wales. Professor Young's research interests are in Coastal and Ocean Engineering and Physical Oceanography. He has a distinguished academic career, having published three books and more than 100 refereed papers. He has had sustained research support from the Australian Research Council and has been a consultant to the US Navy and the offshore oil and gas industry in Australia, Asia and North America.

He has won numerous awards including: The C.N Barton Medal and Lorenz G. Straub Medal. In 2003 he was awarded the Centenary Medal for services to Australian Society. He is an Honorary Fellow of the Institution of Engineers, Australia and a Fellow of the Academy of Technological Sciences and Engineering. In 2012 he was named an Officer in the General Division of the Order of Australia for distinguished service to tertiary education.

Dr Erik LITHANDER

Pro Vice-Chancellor, International & Outreach

Dr Erik Lithander joined the Australian National University in the newly-created role of Pro Vice-Chancellor (International and Outreach) in June 2012. Prior to joining ANU, Erik spent six years as Director of International Affairs at University College Dublin, Ireland's largest university, and was previously the Associate Director (International Relations) at the University of Auckland in New Zealand.

Originally from Sweden, Erik holds a Candidature in Political Science from Université Libre de Bruxelles in Belgium, a BSc Hons (Econ) from the London School of Economics, and an MPhil and PhD from the University of Cambridge, where his research focus was on contemporary Latin American literature. He is an alumnus of the executive education program at the Wharton School of the University of Pennsylvania.

The Pro Vice-Chancellor (International & Outreach) provides leadership on international partnerships and international government relations, international students at ANU, national and international student recruitment and admissions, brand and reputation management and domestic institutional alliances.

The key ANU units which form part of this portfolio are the Division of International Operations and Student Recruitment (DIOSR), the ANU Marketing Office, the ANU Office of Strategic Communications and Public Affairs and the ANU North American Liaison Office in Washington DC.

ETH Zurich

Professor Ralph EICHLER

President & IARU Chairperson

Professor Ralph Eichler obtained his doctorate in Physics from ETH Zurich. After being active as a researcher in the USA (Stanford University and Los Alamos Meson Physics Facility) and Germany (DESY/German Electron Synchrotron), as well as at the Institute for Medium Energy Physics at ETH Zurich and as a project manager at Paul Scherrer Institute (PSI), he became a Professor of Physics at ETH Zurich in 1989. His scientific career then took him once again to DESY, this time as spokesman of the international collaboration H1, before he took on leading roles at PSI, firstly as Deputy Director from 1998 to 2002 and then as Director from 2002 to 2007. Professor Eichler has been President of ETH Zurich since September 2007.

Professor Eichler is a member of the ETH Board and Vice President of ETH Zurich Foundation. His other affiliations include memberships of the Swiss Academy of Engineering Sciences (SATW), the AXPO Advisory Board on Sustainability, the Swiss Economic Forum and the SLAC/Stanford Linear Accelerator Center's Scientific Policy Committee. He is currently Vice President of the Rectors' Conference of the Swiss Universities (CRUS).

Professor Gerhard SCHMITT

Senior Vice-President, ETH Global

Professor Gerhard Schmitt is with the Information Architecture at ETH Zurich, Director of the Singapore-ETH Centre in Singapore, and Senior Vice-President ETH Global. He develops information architecture as the next level of computer-aided design at the city and at the territorial scale. In 2000, he initiated the virtual campus ETH World. In 2003, he devised the concept of ETH Science City, in 2005 an international competition for its integrated urban scale sustainability concept, and in 2007 the energy concept to cut ETH CO₂ output in half within 10 years. He was visiting Professor at Harvard Graduate School of Design, at the Katholieke Universiteit Leuven, the Technical University of Denmark and at the Delft University of Technology (TU Delft). From 1994–1996 he was dean of the faculty and Department of Architecture at ETH Zurich.

Dr Jürg BRUNNSCHWEILER

Director, Global Institutional Affairs ETH Global

Dr Jürg Brunnschweiler obtained his doctorate in Biology from the University of Zurich. He joined ETH Zurich in 2002, working first in the President's Staff and the Lecturers' Office, then in the office dealing with the European Union Framework Programmes. In 2009 he returned to the Office for Faculty Affairs, where he was responsible for faculty recruiting procedures at various Departments. In addition, he was contact person for academic career advancement and Secretary of the Tenure Committee. Since 1 October 2012, Dr Brunnschweiler is the Director of Global Institutional Affairs.

Peking University

Professor ZHOU Qifeng

Former President

Professor Zhou Qifeng graduated with a Bachelor degree from Chemistry in 1970 from Peking University and started to work as a faculty member of Peking University in the same year. From 1978 to 1980, he studied at the Department of Chemistry of Peking University as a Master candidate. He then went to study in Department of Polymer Science & Engineering of University of Massachusetts Amherst in Massachusetts of the United States, where he received a Master degree of Science in September 1981 and a Ph.D. degree in February 1983.

Upon graduating from the University of Massachusetts Amherst, Professor Zhou returned to Peking University, teaching in the Chemistry Department. In 1986, he was promoted to Associate Professor and in the same year won an award from the University for excellence in teaching. In 1990, Prof Zhou was promoted a Full Professor and served as the Chair of the Department of Polymer Science and Engineering, a position he held until November 2008. In 1995 he was appointed the Executive Vice Dean of the Graduate School of Peking University and Vice Provost of Peking University, until 2001 when he served joint appointments as the Director of the followings: the Ministry of Education's Graduate Students Affairs Office (then Director-General of the Division for Academic Degrees and Graduate Education), the Office of the Academic Degrees Committee of the State Council, the China Academic Degrees & Graduate Education Development Center, the General Affairs Office of the 985 Project (Ministries of Finance and Education), as well as the Office of the Inter-Ministerial Coordination Group of the 211 Project (between National Development and Reform Commission, Ministry of Finance and Ministry of Education).

In 2003 he was made a member of the Academic Degrees Committee of the State Council (a position he continues to hold), of which he was the Deputy Secretary-General from June 2003 to July 2004. In 2004 he also became a Standing Committee Member and Vice Chair of the Chemistry Division of the Chinese Academy of Sciences. From 2004 to 2008, Professor Zhou was the President of Jilin University, and in November 2008, was appointed the President of Peking University.

Professor Zhou has received many honors, for both teaching and research. He is an Academician of the Chinese Academy of Sciences, a recipient of the "National Outstanding Talent Returning from Overseas" from the State Education Commission and the Ministry of Personnel (1997), and holds the title of "National Middle-aged and Young Experts with Outstanding Contributions". In addition to other awards for noteworthy professorship, in 2001 he was given the 1st Prize for Teaching Excellence by both Peking University and the Beijing Municipal Government.

Professor Zhou's research interests include polymer synthesis, liquid crystalline and specialty polymers. He has published many internationally-received books and over 200 papers on these subjects.

Professor CHEN Dongmin
Director, Office of Science and Technology

Prof Chen is a Professor in School for Advanced Interdisciplinary Studies of Peking University and he spearheads IARU's Academic IP Pooling and Collaborative Technology Transfer initiative.

Prior to joining Peking University, he was an adjunct Professor of the Institute of Physics, Chinese Academy of Sciences where he served as the co-director of the Beijing National Laboratory for Condensed Matter Physics from 2004 to 2009. Before that he was a Sr. Rowland Fellow and the Head of the Nanoscale Quantum Physics Lab. of Rowland Institute at Harvard University where he worked from 1989 to 2004. His academic expertise includes nonvolatile material and device physics, MEMS device and process, MEMS-CMOS integration; spin and quantum device physics.

Prof Chen is an Associate Editor of Applied Physics letter; a Sr. Associate Editor of Chinese Science Bulletin and an Associate Editor of Chinese Physics Letter. Dr. Chen co-founded Miradia Inc. in Silicon Valley in 2003 where he led the development of a platform technology for MEMS-CMOS 3D integration for applications in digital micro-mirror array and motion sensors, and successfully licensed the technology to TSMC. Dr. Chen is a Board of Director and served as its 2010-2011 President of the Chinese American Semiconductor Professional Association (CASPA).

Dr XIA Hongwei
Director, Office of International Relations

Dr Xia Hongwei is Director of the Office of International Relations of Peking University and the Deputy Director of the Peking University Center for International Higher Education. He received his Bachelor degree in Political Science from the University of International Relations in 1989, and went on to further his postgraduate studies at Peking University and was awarded the Master and Ph.D in International & Intercultural Studies in 1994 and 2009 respectively.

From 1995 to 1997, Dr Xia was invited as an exchange scholar in the Department of Communication Studies, University of Nebraska-Lincoln, United States, engaging in the study of cross-cultural communication. In June 2005, he was again invited as a visiting scholar sponsored by DAAD to conduct research on the China-Germany Educational Exchange in the late 19th century at Free University Berlin. In the summer of 2007, Dr Xia visited the Fairbank Center for Chinese Studies at Harvard University as a visiting fellow focusing on the research of cultural interactions between China and US in early 20th century.

Dr Xia has published several theses in academic journals about Sino-Foreign Higher Education Exchange, and edited books on the Internationalization of Universities, and conducted some research projects on Student Mobility of China's National Association of Research on Study Abroad. His main research areas include: Sino-Western Cultural Exchange in late Qing Dynasty, Cross-cultural Conflict and Communication, Internationalization of Higher Education and International Communication and Management between Universities.

Dr WANG Tianbing

Deputy Chief, Office of the President

Dr Wang Tianbing is Deputy Chief of Office of the President of Peking University. He received his Bachelor degree in Philosophy from Jilin University in 1997 and furthered his postgraduate studies at the same university and was awarded the Master and Ph.D. in Modern and Contemporary Chinese Literature in 2004 and 2008 respectively.

From 1997 to 2004, he worked at the Party Committee Office of Jilin University, then he worked at the Office of the President in 2004 and became Deputy Chief in 2006. In 2008 he transferred to Peking University and was appointed as Deputy Chief of the Office of the President.

Ms LU Jiao

Program Officer, Office of International Relations

Ms Lu Jiao is the Program Officer of Office of International Relations of Peking University. She received her Bachelor Degree from East China Normal University in 2004 and her master Degree at Peking University in 2007. She has worked at the Office of International Relations of Peking University since 2007. Her job responsibility includes exchange affairs with Asian universities, and the Peking University Summer School International. She also works on research projects related to internationalization on campus.

The University of Tokyo

Professor Yoichiro MATSUMOTO

Executive Vice President

Executive Vice President Matsumoto is Professor of Mechanical Engineering. He was a Special Adviser to the President and Vice President from 2008 to 2009, and became Executive Vice President in April 2009. Professor Matsumoto received his Bachelor's, Master's and Doctoral degrees all from the University of Tokyo in Mechanical Engineering respectively in 1972, 1974 and 1977. He became a Lecturer in 1977, an Associate Professor in 1978 and full professor in 1992. He served as Vice Dean of the School of Engineering from 2004 to 2006 and Dean of the School from 2006 to 2008.

Professor Matsumoto's most recent scientific interest is fluids engineering, molecular dynamics, rarefied gas dynamics, multiphase flows and medical application of fluid and bio mechanics. His research work and papers have received awards numerous times. He recently received the following awards; Calvin W. Rice Lecture Award in 2005 from ASME, the JSME Medal for Outstanding Paper, Fluids Engineering Award from JSME, the JACM Award for Computational Mechanics in 2007, APACM Award for Computational Mechanics in 2010, Ted Belytschko Applied Mechanics Award in 2010 from ASME and the JSME Medal for Outstanding Paper in 2011. He served as President of the Japan Society of Fluid Mechanics in 2004, President of the Visualization Society of Japan in 2007, President of the Japan Society of Mechanical Engineers in 2010. Currently he is President of Japanese Society for Engineering Education. He is a fellow of JSFM, JSME and ASME and a Member of the Engineering Academy of Japan and Science Council of Japan.

Dr Masako EGAWA

Executive Vice President

Prior to joining the University of Tokyo in April 2009, Dr. Egawa served as the Executive Director of the Japan Research Center of the Harvard Graduate School of Business Administration (Harvard Business School). Before joining the Harvard Business School in 2001, Dr. Egawa worked in the investment banking industry for 15 years in New York and Tokyo, advising corporations and governments on M&A and capital raising transactions for Salomon Brothers and S.G. Warburg (now UBS).

She received a B.A. in international relations from the University of Tokyo, an M.B.A. from Harvard Business School, and a Ph.D. in management from Hitotsubashi University.

Dr. Egawa has served on the Tax Council (advisory body for the Prime Minister), the Financial System Council (advisory body for the Ministry of Finance), Council on Economic and Fiscal Policy (expert member) and Self-Regulatory Board of the Japan Securities Dealers Association. Her major publications include “Management with Weak Shareholder Orientation” (Nikkei, 2008). and “Case Studies of Japanese Companies” (Diamond, 2010).

Professor Kiichi FUJIWARA

Professor, Graduate Schools for Law and Politics

Professor Kiichi Fujiwara is Professor of International Politics at the University of Tokyo, teaching courses on international relations and international conflict at the Faculty of Law, Graduate Schools of Law and Politics, and the Graduate School of Public Policy, the University of Tokyo.

A graduate of the University of Tokyo (B.A. and M.A.), Professor Fujiwara studied as a Fulbright student at Yale University, before he returned to Japan at the Institute of Social Science (ISS). He first joined the faculty at Chiba University, and then returned to ISS for seven years before moving into his present position. He has held positions at the University of the Philippines, Johns Hopkins University, and was selected as a fellow of the Woodrow Wilson International Center at Washington D.C.

Professor Fujiwara is known for his writings on international affairs, including *Remembering the War*, 2001; *A Democratic Empire*, 2002; *Is There Really a Just War?* 2003; *Peace for Realists*, 2004 (winner of the Ishibashi Tanzan award, 2005), *International Politics*, 2007; and *War Unleashed*, 2007. Professor Fujiwara is a regular commentator on international affairs and Japanese foreign policy on Japanese TV networks such as NHK and TBS, along with the BBC World Service, CNN, and NPR. He is also a film critic, with two published works, *America in Film* 2006 and *That's a Movie!* 2012.

Mr Junichi HIRATA

Manager, International Planning Group

Mr. Junichi Hirata is Manager, International Planning Group of the University of Tokyo since July 2012. He is in charge of planning and coordination for international affairs.

Prior to his current position, he worked as the Head of International Exchange Division of Tohoku University from 2009 to 2012, and as an Official for Japanese Ministry of Education, Culture, Sports, Science and Technology until 2009.

University of California, Berkeley

Professor Nicholas B. DIRKS

Chancellor Designate

Professor Nicholas B. Dirks will begin his tenure as the 10th Chancellor of the University of California at Berkeley on June 1, 2013; he is currently the Franz Boas Professor of History and Anthropology at Columbia University, where from September 2004 until December 2012 he was also Executive Vice President for the Arts and Sciences and Dean of the Faculty. Dirks came to Columbia in 1997 to chair the department of Anthropology, having previously been Professor of History and Anthropology at the University of Michigan.

His major works include *The Hollow Crown: Ethnohistory of an Indian Kingdom* (Cambridge University Press, 1987); *Castes of Mind: Colonialism and the Making of Modern India* (Princeton University Press, 2001); and *The Scandal of Empire: India and the Creation of Imperial Britain* (Harvard University Press, 2006). He has edited several books, including *Colonialism and Culture*, (University of Michigan Press, 1992), *Culture/Power/History: A Reader in Contemporary Social Theory* (Princeton University Press, 1994), *In Near Ruins: Cultural Theory at the end of the Century* (University of Minnesota Press, 1999), and *Autobiography of an Archive: History, Anthropology, India* (forthcoming).

Dirks has held numerous fellowships and scholarships and received several scholarly honors, including a MacArthur Foundation residential fellowship at the Institute for Advanced Study in Princeton, a Guggenheim Fellowship, and the Lionel Trilling Award for his book *Castes of Mind*. He serves on numerous national and international bodies, as advisor or member of the board, and is a Fellow at the Council on Foreign Relations.

Professor Scott BIDDY

Vice Chancellor – University Relations

Professor Scott Bidy was appointed UC Berkeley's Vice Chancellor – University Relations in December 2006, and leads both fundraising and public affairs for the campus. He came to Berkeley in 2002 as Associate Vice Chancellor for University Relations from Georgetown University in

Washington, D.C. Scott's career in fundraising and alumni relations followed several years in banking and began at his alma mater, Rice University in Houston, where he earned his bachelor of arts in English and Managerial Studies. Scott served as Rice's Associate Vice-President Development/Alumni and as Interim Vice President of University Advancement before becoming Georgetown's Associate Vice President for University Development.

University of Cambridge

Professor Sir Leszek BORYSIEWICZ

Vice Chancellor

Professor Sir Leszek Borysiewicz was installed as the 345th Vice-Chancellor of the University of Cambridge on 1 October 2010.

Sir Leszek was previously Chief Executive of the UK's Medical Research Council (2007-10). From 2001 to 2007 he was at Imperial College London, as Principal of the Faculty of Medicine and later as Deputy Rector, responsible for the overall academic and scientific direction of the institution. He led the development of inter-disciplinary research between engineering, physical sciences and biomedicine.

In 1988 he was a Lecturer in Medicine at Cambridge. He went on to be Professor of Medicine at the University of Wales in Cardiff, where he led a research team that carried out pioneering work on vaccines. In particular, his unit in Cardiff conducted clinical trials for a therapeutic vaccine for human papillomavirus (a cause of cervical cancer) – the first in Europe. He was knighted in 2001 for services to medical research and education.

He was a founding Fellow of the Academy of Medical Sciences in 1996 and a member of its Council from 1997 until 2002; and he became a Fellow of the Royal Society in 2008.

Dr Jennifer BARNES

Pro Vice Chancellor for International Strategy

Dr Barnes has extensive experience in the public and private sectors, negotiating and establishing international collaborations in the sciences, humanities, technology and the arts.

In the 1990s she developed a neuroscience program between the Royal College of Music, Imperial College and Manchester University to address the effects of performance pressure on musicians.

In 2005, she was appointed as the first Director of Global Education for BP, where she advised colleagues in over 25 countries on how to establish partnerships between business, governments and the university sector. She continues to advise organizations on governance, organizational culture, policy and strategy.

Dr Barnes is the author of several publications, including *The Fall of Opera* Commissioned for Television. Her writings have been translated into several languages. She is a contributor to radio and television and a Fellow of the Royal Society of Arts.

She originally studied English Literature at Smith College (founded in Massachusetts in the nineteenth century to educate women) followed by postgraduate training at the Benjamin Britten International Opera Centre, Royal College of Music. She gained her doctorate from the University of London before becoming Associate Professor at the Royal Academy of Music and the Royal College of Music, then Associate Principal and Dean of Trinity College of Music. She was President of Murray Edwards College, founded as New Hall, University of Cambridge from 2008-12. In January 2010 she was also appointed Pro-Vice-Chancellor for International Strategy at the University of Cambridge

University of Copenhagen

Professor Thomas BJØRNHOLM

Pro-Rector

Professor Thomas Bjørnholm is Pro-rector since September 1, 2010 and Director of Nano-Science Center at the University of Copenhagen since 2001, Professor Bjørnholm obtained his Ph.D. in materials chemistry in 1990. In 1992 he became affiliated with the Chemistry Department at the University of Copenhagen as Associate Professor, in 2000 as Research Professor and in 2005 as full Professor. In 1997 he was a visiting professor at the University of Texas at Austin and since 2003 he has been the chairman of the Copenhagen Graduate School for Nanoscience and Nanotechnology.

Professor Bjørnholm's main research interest lie within the area of organic electronics, single molecule science, nanochemistry and bionanotechnology and he has published more than 140 papers in scientific journals and books including several contributions to high impact journals as *Science* and *Nature*, and given more than 150 invited talks at conferences and research institutions.

Professor Bjørnholm is elected member of the Danish Natural Science Academy, the Danish Academy of Technical Sciences, the Royal Danish Academy of Science and Letters, the Danish Natural Science Research Council, the Danish Technology Board, and he has received several research awards including the Ole Rømer Fond Prize, the Ellen & Niels Bjerrum Prize and gold medal, and the Direktør Ib Henriksen Prize.

Mr Steen ULRICH

Director, Rector's Office

Mr Steen Ulrich is currently the Head of the Rector's Office (Chief of Staff) at the University of Copenhagen. He has held previous positions as a political advisor in the European Parliament and as a European Affairs consultant with the Confederation of Danish Industry. Mr Ulrich has also undertaken an internship with the Prime Minister's Office in Denmark. He has a MSc in Political Science and MA in European Affairs.

Ms Astrid GUFLE*Senior Consultant, Rector's Office*

Ms. Astrid Gufler is Senior Consultant at the Rector's Office at the University of Copenhagen, where she works with strategic development and public and international relations. She has held previous positions as communication advisor and process consultant in the Merger Secretariat - a temporary unit established to manage the merger of 3 Danish universities – and at the University's International Office. Ms. Gufler's academic background includes a Master of Arts in English/American Studies (major) and Danish and Sociology (minors).

University of Oxford

Professor Andrew HAMILTON*Vice-Chancellor*

Professor Andrew Hamilton is the Vice-Chancellor of the University of Oxford. He is a distinguished organic chemist and continues to run an active research laboratory alongside his administrative duties. He is a Fellow of the Royal Society, a Fellow of the American Association for the Advancement of Science and a Member of the American Academy of Arts and Sciences. In 1999 he received the Arthur C. Cope Scholar Award from the American Chemical Society and in 2011 he received the International Izatt Christiansen Award in Macrocyclic Chemistry. He arrived in Oxford in 2009 from an academic career in the US, at Princeton, Pittsburgh, and Yale. Most recently he was Provost at Yale.

Mr Loren GRIFFITH*Director, International Strategy*

Mr Loren Griffith is the Director of International Strategy at Oxford University and part of the University's administrative leadership team. He and the International Strategy team are responsible for developing a coherent corporate strategy to promote Oxford's international relations, global profile and international competitiveness. The team's portfolio is broad and includes such issues as Oxford's approach to:

- international student recruitment and funding
- integration of international academic staff and students
- international educational experiences for all students
- international collaborations (research and education)
- promoting deeper engagement with key countries/regions

Prior to joining Oxford, Loren was a management consultant at McKinsey & Company for seven years. As a member of the London, Boston, Delhi, New York, and Los Angeles offices, he served clients in health care, including health systems and pharmaceutical companies, and in secondary and higher education. He also worked for United States President Barack Obama's transition team and for the California State Senate. He holds a law degree (J.D.) with distinction from Stanford University, a

Master's in Public Affairs (MPA) from Princeton University's Woodrow Wilson School, and a B.A. in Ethics, Politics & Economics, *magna cum laude*, from Yale University.

Yale University

Prof Peter SALOVEY

President Elect

Prof Peter Salovey is the Chris Argyris Professor of Psychology. Since 2008, he has served as Yale University provost; in November 2012 he was announced as the University's next president. He will take office on July 1, 2013, succeeding current President Richard C. Levin, who has announced his intention to step down on June 30, 2013.

Salovey joined the Yale faculty in 1986 after receiving an A.B. and A.M. from Stanford University in 1980, with departmental honors and university distinction, and a Ph.D. from Yale. He holds secondary faculty appointments in the Schools of Management and Public Health and the Institution for Social and Policy Studies. He was appointed chair of the Department of Psychology in 2000, dean of the Graduate School of Arts and Sciences in 2003, and dean of Yale College in 2004. As provost, he facilitates strategic planning, long-term decision making, and the allocation of resources in order to promote academic excellence in all parts of the University. In addition, he oversees design and implementation of policies affecting faculty and students throughout the University.

Salovey has authored or edited thirteen books translated into eleven languages and published more than 350 journal articles and essays, focused primarily on human emotion and health behavior. With John D. Mayer, he developed a broad framework called "Emotional Intelligence," the theory that just as people have a wide range of intellectual abilities, they also have a wide range of measurable emotional skills that profoundly affect their thinking and action.

In addition to teaching and mentoring scores of graduate students, Salovey has won both the William Clyde DeVane Medal for Distinguished Scholarship and Teaching in Yale College and the Lex Hixon '63 Prize for Teaching Excellence in the Social Sciences. In 2009 he received an honorary doctorate from the University of Pretoria in South Africa.



OUTCOMES FROM PAST MEETINGS

- 2012 Presidents' Meeting
- 2012 Senior Officers' Meeting
- 2012 Global Summer Program Coordinators' Meeting



Outcomes of the Seventh IARU Presidents' Meeting University of Copenhagen, 26 & 27 April 2012

President Tan Chorh Chuan (NUS / IARU Chair) and Rektor Ralf Hemmingsen (KU) welcomed all participants to the meeting. Rektor Hemmingsen commented while IARU is a small and diverse alliance, it is growing well in terms of joint activities and is full of collaborative and intellectual energies.

1. Future of Careers and the Impact on Higher Education

- 1.1 Prof Jozef Ritzen, an invited speaker from Maastricht University who is concurrently the Chair of Empower European Universities gave a lecture on universities' roles in driving sustainable growth and providing an innovative and skilled labor force. He argued that there should be constant evaluation of degree programs to meet the changes in the labor market, innovative teaching which includes a focus on ICT and humanities, and for universities to work with local community to create new enterprises. Prof Ritzen opined that a strong organization like IARU should take a role in public debates on major issues and global developments.

Prof Ritzen pioneered Problem Based Learning when he was President at Maastricht University. He advocated the importance of international comparisons such as through OECD's Program for International Student Assessment (PISA). In response to a question, he said that international exposure for a student meant having them communicate in a different language with another person from a different culture on a daily basis. Finally, he commented that dual education – one that combines work with study as exemplified by some universities in Germany e.g. locating engineering faculties near industrial sites to do this – may be the way forward.

- 1.2 Vice Chancellor Sir Leszek Borysiewicz (Cambridge), in responding, shared how education must be viewed from an evolutionary point of view, equipped with sufficient flexibility so graduates will still be high functioning in 30 years' time. Universities cannot predict the future but it must observe and adapt with changes. Of the global companies that existed in 1910, only two are still in existence today. Universities on the other hand can withstand the test of time, especially if they continue to strive towards producing the very top talents and innovators, who although few in numbers will be the future change makers. In Cambridge town, job creation remains strong, with constant serial innovation. Separate from politicians and industrialists, it is crucial for universities to maintain a high level of autonomy, which Prof Ritzen agreed with.

Vice Chancellor Borysiewicz also shared about the strong impact that IT will have on education, and the importance of managing data/metadata. He commented that universities

need to do more than, for example, making lectures available online, to make a real difference.

- 1.3 Executive Vice President Prof Yoichiro Matsumoto (Todai) spoke next about Japan's government funding cuts to universities and employment challenges for university graduates. As a result, Japanese students pursuing doctoral and post-doctoral are gradually decreasing. To counter this situation, the Japanese government started a joint industry, academia and government scheme to nurture leadership. The RU11 (Research Universities 11), comprising of nine Japanese national universities and two private universities will also prioritize the development of highly skilled human resource through research.

Another challenge for Todai, is that students are generally unwilling to go for study abroad opportunities as they do not deem these to offer the kind of important skills that are required by Japanese employers. Todai said that this will have negative effects on the internationalization of its campus and misses out on exposing its students to cultural diversity. Related to this, Todai is considering moving its academic year to autumn to have a similar starting period with European and American institutions. The implementation will align semester schedules for outgoing and incoming exchange program students.

- 1.4 The meeting thanked Prof Ritzen, Vice Chancellor Borysiewicz and Prof Matsumoto for their insightful sharing. Vice Chancellor Andrew Hamilton (Oxford) added that there were two more trends to observe. The first was related to an increase in human longevity, and how universities will have to begin training mindsets for longer working spans perhaps well into the mid 70s and possibly 80s. Secondly, the trend of liberal arts education is on the rise, as seen by UCL and the partnership between Yale and NUS. Yet, the rise of liberal arts education takes universities further away from the call to produce more trained graduates in specialized fields. To the latter point, President Ralph Eichler (ETH Zurich) added that governments and society needs to respect the balance of having both of these – to not view traditional education as being elitist, nor vocational training as less important. There is still a high, unfilled demand for engineers and scientists in Switzerland.

2. Presidents' Regional Roundup & Institutional Sharing

Presidents discussed a range of higher education issues:

- 2.1 Vice Chancellor Ian Young shared that the focus of higher education in Australia is on improving the quality of research and students outcomes. The Tertiary Education Quality and Standards Agency (TEQSA) has been set up and will audit universities starting this year. The high Australian dollar, together with previous changes to visa requirements, mean that ANU will likely see only small increases in international student number in the next few years. For research, funding awards are closely monitored, and overall, research has grown at ANU.
- 2.2 The Chinese government continues to channel funds into education and research. President Zhou Qifeng (Beida) said that 4% of China's GDP is set aside for education at all levels,

including the development of primary and nursery education in the lesser developed parts of China. The government has also launched “Plan 2011” (Higher Education Innovation Capability Program) organized jointly by the Ministry of Education and Ministry of Finance.

- 2.3 It is a four-year program, which will begin in 2012 with a top-down approach to develop national long-term education, science and technology capabilities of universities. It will also establish a number of 2011 Collaborative Innovation Centers through partnerships with other Chinese universities or with local industries and enterprises. Areas of interest are those of immediate benefits to China, such as environmental technology, preservation of culture and health care research.

Separate from Plan 2011, President Zhou explained that the Chinese government and public are keen on satellite campuses, such as NYU in Shanghai and Duke University in Kunshan, as these enable Chinese students to obtain world-class, international higher education locally, and at more affordable costs.

- 2.4 President Eichler explained that in Switzerland universities are less vulnerable to government changes, as it is a system ran on rotation by ministers, without a prime minister figure. The society does have a high expectation of universities, for example, to take a stance on whether the feasibility of its nuclear phase-out. As for funding, President Eichler responded that the federal budget is required by law to make a surplus in good times to be able to invest during economic downturns, which has the opposite effect on the university budget.
- 2.5 The latest strategic move by KU was to create new “super faculties” – a merger between the Faculties of Science and Life Sciences, and a Faculty of Medicine from merging the Faculties of Health Sciences and Pharmaceutical Sciences. The motivation is to create better synergy between research and education. Rektor Hemmingsen also shared that KU is making progress in terms of funding from private organizations and foundations.
- 2.6 Vice Chancellor Andrew Hamilton (Oxford) shared that UK’s higher education landscape is undergoing tumultuous changes. He cited the 200% increase in tuition fees, which will begin with the autumn intake this year, constantly changing regulations such as taxation on philanthropic gifts and taxation on listed/old buildings, as well as greater demands on the Freedom of Information act.

3. Funding For Universities

Berkeley, Oxford, ETH Zurich and Copenhagen spoke on various topics related to funding issues faced by universities:

- 3.1 Prof Pradeep Chhibber (Berkeley) shared an update on California State funding for public universities, which is currently in the state of budget cuts, and tuition fees have become the primary source of income. Tuition fees were raised by 32%, creating unhappiness with students, but Berkeley had to “grow its way out” through income generation. He

emphasized the criticality of preserving talented faculty and research quality, by focusing cost cutting measures on measures such as Operational Excellence, request for federal research grants, generate income through intake of more foreign students, and through philanthropic efforts.

- 3.2 Mr Loren Griffith (Oxford) shared insights on Endowment Models and its Relevance in a Volatile Global Financial System. Oxford has a fairly substantial endowment, and is quite successful in its fundraising campaigns. However, like most universities, it is seeking ways to increase the percentage of its income from endowment to cope with the vulnerability of economic cycles rather than endowments that may be restricted in its use. Vice Chancellor Hamilton also observed that the impact of a financial crisis for universities is usually delayed, as governments act as a filter before the full effects are felt.

Presidents shared that other issues related to endowment include liquidity index, downside protection, diversification of investment portfolio, student activism arising from the investment of endowments and management of endowment controlled by colleges/faculties. Vice Chancellor Borysiewicz added that the Wellcome trust model could be adopted, where the investment office should be set up purely for the role of gaining returns, and de-linked from the university's administration and academics especially for short-term use of funds.

- 3.3 President Eichler shared information about the German Excellence Initiative. Germany's intention was to strengthen universities, and increase international visibility on its research front. The Excellence Initiative coordinated by the German Research Foundation and the German Council of Science and Humanities, was launched in 2005 and was renewed in 2009 (1.9 billion Euros) and 2012 (2.7 billion Euros, until 2017). Graduate schools, research clusters of excellence, and strategies to promote top-level university research including gender strategies and talent attraction/retention were funded. Prof Thomas Bjornholm observed that the German Excellence Initiative was actually a standard model of research-intensive universities. Prof Barry Halliwell (NUS) added that Singapore has a similar program known as the Research Centers of Excellence (RCE), which is a SGD150 million investment over 5 to 10 years. Its aim is to create world-class research centers in Singapore's universities with a focus on talent attraction, and NUS has three out of the five approved RCEs (not including one joint RCE).

Vice Chancellor Borysiewicz shared more about developments in France under Mr Nicolas Sarkozy, where its authorities are making changes to bring together universities and research institutions, which were previously kept separated and enabling resources for research. It is also a realization that not every institution can be involved in these agendas, such as the Grandes Écoles are likely to remain focused on teaching.

- 3.4 A case study on the European "New Horizon" framework was presented by Prof Bjornholm. Horizon 2020 (from 2014 – 2020) is a recognition that Europe has to face major challenges such as ageing population and the depletion of natural resources. Despite the public debt crisis, low growth and high unemployment, smart investments in research and innovation are vital to create jobs and put Europe back on the path of growth. \$80 billion Euros have been set aside for research of this nature, focusing on three key areas: Excellent Science,

Industrial Leadership and Societal Challenges. Horizon 2020 is open to researchers and innovators outside of Europe who share in the purpose of strengthening Europe.

4. Grand Challenge

- 4.1 Mr Iain Watt (ANU) presented the updates on behalf of the Sustainability Officers. He recapped their achievements, which included the establishment of environmental management offices in all IARU institutions, a successful student fellowship program (4 years running), website write-ups – i.e. the campus sustainability toolkit, case studies and a How-To guide, as well as new projects in the pipeline such as iPhone applications, web modules and more.
- 4.2 The Sustainability Officers Group had just concluded its third annual meeting from 2 - 4 April 2012 at ANU. The new initiative lead, Mr Wayne Ford (ANU) was introduced to the group. Presidents approved the group's request for funding to meet for another three years (USD\$15,000 for each meeting) from 2013-2015.
- 4.3 Mr Watt reported that the carbon emissions targets that were set in 2009 were unattainable as they were set without sufficient knowledge or discussion. It was also difficult to conduct any meaningful comparison between institutions. Presidents approved the request for an additional US\$10,000 for the purpose of benchmarking carbon emissions and other related parameters. The meeting discussed whether benchmarking will be possible at all, but the consensus was that it would be worth an attempt. Being able to set updated targets and conduct benchmarking would also strengthen IARU's demonstration of leadership in the area of campus sustainability. The meeting agreed that the benefits of such an initiative could benefit other universities who might be developing sustainability programs, as well as become a useful educational resource and for awareness building among IARU's students and community.
- 4.4 Sustainability Officers were requested to provide more details about the benchmarking initiative and the possibility of collaboration in complementary areas with the International Sustainable Campus Network to the Senior Officers' Meeting in October 2012.

5. New Proposals

- 5.1 [IARU Conference on Environmental Sustainability 2013](#): Mr Watt presented the proposal for a Conference to be co-led by ANU and NUS. The Conference will focus on the operational aspects of campus sustainability. After some discussion the Presidents agreed to defer this Conference by a couple of years, perhaps until the Sustainability Officers' Group has more information to showcase from the benchmarking initiative, and a clear differentiation from other Sustainability Conferences such as the one that would be hosted by ISCN in 2013.

- 5.2 [Sustainability Science Congress 2014](#): Rektor Hemmingsen presented the proposal as follow up from the first Sustainability Congress hosted in 2009 in conjunction with COP-15. This Congress will focus on research related to global sustainability and climate change issues. Presidents were supportive of the Congress and approved funding request of up to USD\$15,000. The Congress organized by the University of Copenhagen will likely be a recurring event every five years. Yale and Berkeley expressed their support for the Congress, adding that the first event achieved a strong turnout of participants, strongly appealed to the scientific community, as well as sparked broader conversations about climate change.
- 5.3 [Graduate Student Conference \(GSC\)](#): Prof Peter Pang (NUS) updated the meeting that the GSC will have participation from Copenhagen, Oxford, Beida, Yale and ANU. The theme selected for this student conference is Ageing. To encourage participation from more IARU institutions, Prof Pang informed the meeting that the deadline for applications has been extended and encouraged interested universities to contact NUS for more details.
- 5.4 [Academic IP Pooling and Collaborative Technology Transfer](#): Prof Chen Dongming (Beida) proposed a workshop for senior officers involved in managing university IP, spin-off incubators and related academic faculty to discuss the possibility of pooling their university IPs to appeal to a greater client base. The proposal was developed in consultation with the leads of the Academic Entrepreneurship and Spin-Off Incubation (2011 IARU workshop at NUS). Presidents approved the funding request of USD\$15,000 to convene the workshop and agreed that there is value for IP officers to deliberate this possibility. The Chair suggested that the workshop also discuss cross-incubation.

There were some concerns raised whether IP pooling may work, as there were likely to be issues with the different legal systems as well as issues regarding IP ownership. It was highlighted that the European Union had attempted this before but were unsuccessful. Prof Chen acknowledged these challenges, and said that it would still be beneficial for IP officers to meet to discuss these issues. A report will be submitted to either the Senior Officers' Meeting or the Presidents' Meeting after the workshop.

- 5.5 [Global Public Policy Executive Training Program](#): Ms Liyun (Beida) shared with the meeting that Peking University collaborates with Columbia University, Sciences Po and the London School of Economics to provide executive training on public policy to their municipal and government officials. IARU partners were invited to collaborate with Beida in this program and interested universities may get in touch with Beida directly.

6. Global Education Initiatives

- 6.1 Members noted the progress of the [Global Summer Program](#), [Cross Disciplinary Tournament](#) and the [Global Internship Program](#).

7. A legal agreement has been signed between NUS and Banco Santander for a gift of USD\$200,000 per year for three years (2012-2014), which will be distributed equally to all partners. It is hoped

that the Santander funding will enable greater mobility of students for GSP courses, with the aim to send about three students per university, for each IARU course.

The presidents expressed their gratitude to the IARU Chair and Secretariat for their efforts in making this generous donation possible.

8. Value of Research Intensive Universities

- 8.1 Prof Barry Halliwell (NUS) and Prof Thomas Bjørnholm (KU) jointly delivered a presentation on the second workshop that was hosted by the University of Copenhagen on 25 April 2012, attended by nine IARU institutions, as well as guest speakers from industry. Discussions were fruitful with vigorous debate.
- 8.2 The focus of the workshop was to hear best practices of how IARU members – in particular, from Berkeley, Oxford and Copenhagen – create and measure value. Members also discussed the pros and cons of quantitative measures of research value, and flaws in common approaches (rankings, citations, licensing income, etc). Prof Halliwell added that it is also important to address the value of education and dissemination of knowledge in research-intensive universities as part of the on-going discussions. Ultimately, how can universities help decision makers convince voters that investing in research-intensive universities is good value for money.
- 8.3 There are four main interconnected themes or value flows, namely: research, education, knowledge exchange and the direct economic contribution to the region. The meeting believes that the crux of the specific value of research-intensive universities is the way the four main value flows interrelate and interact in a way that creates value far more than the simple sum.
- 8.4 Presidents approved the working group approach, which is a combination of common evaluation matrix and anecdotes with detailed descriptions to measure the value of research-intensive universities. A timeline was provided with the aim of presenting a report at the October 2012 Senior Officers' Meeting and the 2013 Presidents' Meeting. The Chair suggested that the working group present its findings first through a “scoping and scanning” method, rather than derive a position paper at this stage.
- 8.5 Presidents supported the recommendation to approach Nature or other key journals such as Science, THES and the Chronicle of Higher Education, to inform the academic community that IARU is jointly looking into the subject matter. As a start, Prof Halliwell will send an invitation to Nature.
- 8.6 Beyond the traditional “pillars” of education, knowledge and research within the universities, Prof Bjørnholm emphasized exploring metrics or measurements of universities collaborating with the greater ecosystem, which includes venture capitalists, national laboratories, and science parks. The Chair supported the notion, adding that Cambridge, Oxford and Berkeley are classic examples of such ecosystems where arguably, the town or surrounding areas would not do as well without the existence of the university. These universities value-add, in

terms of providing better outcomes for research, education, service and thought leadership. The Chair suggested that another argument might be formed about how students benefit from being in the center of activities in such an ecosystem.

8.7 Other suggestions from Presidents included:

- Examine the time dimension of the value created by research-universities, i.e. examples of the long-term benefits as seen in established university ecosystems
- Provide examples of large, successful companies that begun from or grew within existing university ecosystems
- Examine immediate versus unknown future economic impact
- Strategic importance of aligning with existing industry – along with the danger of the effects of a declining industry, e.g. pharmaceuticals, or how the nature of the industry may change, e.g. manufacturing and electronics
- Intangible benefits from a university, such as educating a society, lending to public debate and public policy
- Strategic analysis of graduates from research-intensive universities and those who are not (and what is an appropriate threshold, e.g. arguably even liberal arts colleges do research). It will be useful to have indicators of student quality – namely, hiring, salary benchmarks, achievement and international “stature”.

9. Institutional Joint Working

9.1 [Women and Men in Globalizing Universities](#): Prof Kiichi Fujiwara (Todai) acknowledged the earlier efforts by Cambridge University on the subject, and that the project has been revived in a very fruitful workshop that was conducted on 16 - 17 March at The University of Tokyo with participation from eight universities. Yale, ETH Zurich and KU conveyed that they have received very positive feedback from their colleagues who have participated, and offered their support for the initiative. Presidents supported the funding request of USD\$15,000 for the next meeting in 2013 to discuss benchmarked data from 2006 - 2011. ETH Zurich will host the next meeting in the fall of 2013.

9.2 [Integrated Services- Benchmarking Performance](#): Mr Indi Sehra (Cambridge) presented the findings from the initial benchmarking study and emphasized that the true value of such longitudinal studies would only be realized over time. He recommended that the study be extended to cover Information Technology (IT) and Performance Management (PM), and requested for a funding of US\$32,000. The presidents acknowledged the difficulties encountered in accurately defining the various parameters and thereafter in compiling the required information. Given these challenges, it was agreed that the benchmarking provided limited value as only five partners participated in the exercise. After some deliberation, the presidents agreed to put this exercise on hold until some future point when more partners are ready to support and participate in this exercise.

Mr Seehra thanked the universities for their participation. He offered to share the findings, on an anonymous basis, with interested parties citing the information on gender, for example, which would be useful to the working group on Women and Men in Globalizing Universities.

- 9.3 [Best Practice in Leadership Development](#): Ms Karen Poder Pedersen (Copenhagen) presented updates and the proposal for a jointly-run IARU leadership program for faculty and department heads, led by a credible external training agency. The cost of participation will be spread equally between participating institutions. After the training session, participants will continue to network and continue discussions, building upon the value of such an experience.

Oxford, Copenhagen, ANU and NUS expressed their interest in participating in this program. Yale, ETH Zurich, Beida and Todai indicated that they would not be participating. Berkeley and Cambridge said that they could only confirm their participation after consulting with the relevant office. At Rektor Hemmingsen's suggestion, the meeting agreed that this initiative would only proceed if at least five partners agreed to participate, to ensure sufficient international and institutional mix to make program meaningful.

- 9.4 [Research Administrators' Meeting](#): Dr John E. Andersen (Copenhagen) updated the Presidents that the Research Administrators' first meeting hosted by Beida will be postponed to 2013. A number of participants will still meet informally this year at an industry conference (International Network of Research Management Societies) in May 2012, at Copenhagen.

- 9.5 [Alumni Associations Summit](#): Prof Peter Pang (NUS) reported that the Alumni Directors found the sharing of best practice very useful and were looking forward to more activities in the future (e.g. the Alumni Global Summer Program). The Chair concurred, adding that the Alumni group has developed strong and close ties, and he expressed confidence that the Network will achieve much because of the positive momentum generated. ETH Zurich will host the next summit on 16 – 19 September 2012.

- 9.6 [Librarians Network](#): Prof Pang reported that the upcoming meeting of librarians is another example of a successful network arising informally from IARU. All ten partners will be participating in this meeting, which will be hosted by NUS on 11 – 12 June 2012. Outcomes from the meeting will be presented at the 2012 Senior Officers' Meeting.

10. Research Initiatives

- 10.1 [Ageing, Longevity and Health](#): Meeting participants had a chance to tour Copenhagen's facilities in the morning, including the Center for Healthy Ageing where Dean Ulla Wewer (Copenhagen) and others presented an overview of its inception, funding support, ongoing initiatives, new collaborations and future plans. The presidents thanked the group for the good work and achievements to date.

10.2 [Sustainable Cities](#): Updates were noted, and this item will be withdrawn from future IARU meeting agendas, although any updates from the group as and when updates arises are welcomed.

11. Business Matters

11.1 [Financial report](#): Mr Toh reported that the financial year (ending 31 December 2011) closed with a net surplus of USD\$189,199.98.

At this meeting, funding has been awarded to the following initiatives:

Campus Sustainability Officers' Meeting (3 years)	USD 45,000
Campus Sustainability Benchmarking Study	USD 10,000
Academic IP Pooling	USD 15,000
Women & Men in Globalizing Universities	USD 15,000
2014 Scientific Sustainability Congress	USD 15,000
Total	USD 100,000

Mr Toh highlighted that expenditure exceeded revenues over the past two years, albeit for good reasons, and this was not sustainable. He explained that after deducting contributions to the Secretariat (USD\$80,000), and funds set aside for the Presidents' (USD\$30,000), Senior Officers' (USD\$15,000) and the GSP meeting (USD\$10,000), only USD\$65,000 remains to support new initiatives from the USD\$200,000 annual membership.

11.2 [Presidents' Meeting 2013](#): The eighth IARU Presidents' Meeting will be hosted at NUS on 8 – 9 April, 2013. Nine presidents have tentatively confirmed their availability.

The Chair sought suggestions for the meeting agenda. Topics of interest include:

- Details about the Yale-NUS College collaborations, in particular the challenges faced
- Prominent keynote speakers such as Dean Kishore Mahbubani (NUS Lee Kuan Yew School of Public Policy), considered to be an astute observer of the West from the East
- To invite a Singapore minister with a portfolio in education for an informal dialogue session
- Best practices on technology enhanced learning
- To maintain a brief, but substantial enough portion to hear IARU updates as it is the mainstay of what the Alliance does
- To have an audit of the initiatives run by IARU and consider what the Alliance should be doing five years from now

11.3 [New IARU Chair](#): The current IARU Chair, President Tan announced that all presidents have given their consent and support to appoint President Ralph Eichler (ETH Zurich) as the next IARU Chairperson. President Eichler will assume this position from 1 January 2013 until 31 December 2014.

The current Secretariat based in Singapore will work out the details with the incoming Secretariat from ETH Zurich, for the handover.

Presidents and meeting representatives offered their congratulations to President Eichler, as well as words of appreciation to President Tan for his leadership as Chairperson since 2009.

- 11.4 [IARU membership](#): Mr Toh informed the presidents that three universities (Seoul National University, University of Toronto and Tehran University of Medical Science) enquired about membership in IARU over the past year. Presidents reiterated that it is the small size of this alliance that has brought about the strong level of trust and rapport. Nonetheless, the presidents agreed that it might be helpful to expand the alliance by adding a member each from India, Latin America (Brazil or Mexico) and Africa to inject new perspectives and energies to the grouping. New members must be research intensive, dynamic, and bring an interesting mix in terms of institutional character to IARU. The presidents agreed that no university from these regions were quite ready to be invited to join the alliance.

Membership will be by invitation only and not by application. Current members may make a recommendation for the presidents' consideration as and when they deem a suitable candidate has been identified.

11.5 [Any other business](#)

- 11.5.1 [Banco Santander's Offer of More Support](#): Mr Salvador Medina (Santander) conveyed Santander Chairman Mr Emilio Botin's desire to work more closely with IARU, through its corporate social responsibility arm, Santander Universities.

A working committee formed by faculty members from Cambridge, Oxford and Berkeley will draft a call for proposals and circulate this to Senior Officers for their comments, and then to faculty members for proposals. The meeting agreed that the alliance should seek funding support in the region of USD\$500,000 - 2 million. The aim is to table short-listed proposals for consideration at the Senior Officers' Meeting in October 2012.

Vice-Chancellor Borysiewicz said that it would be meaningful to develop a proposal that cannot be achieved by one university alone, for example, an initiative that leverages on comparative data or knowledge from different geographies. Experience from interactions with Santander reveals that they are keen to support projects which will bring mileage in terms of publicity (e.g. related to the subject of ethics, student mobility). Santander is also keen to support faculty and PhD candidates in their research. Possible projects include:

- Humanities research:
 - Understanding how social science can influence or impact the sciences
 - Geographical approaches to philosophy
 - Global ethical perspectives

- For young faculty and PhD students:
 - Funding for researchers and PhD students to attend conferences
 - PhD exchange for one year to spend time in a partner university

- Buy-off teaching time from faculty, so they can focus on research
- IARU projects, such as the Sustainability Conference, Sustainability Science Congress and Global Governance
 - in particular, the implementation of “frugal innovation technology” in developing universities by the Campus Sustainability Officers, perhaps through student exchange

Assuming the proposal is successful, an initiative lead will have to be identified to administer the funds from Santander. As IARU is not a legal entity, the lead will also be required to undertake the agreement with Santander Bank.

Mr Edi Fung (NUS) and the Secretariat will help determine and establish the line of communication with Santander. If IARU is considering further collaborations with Santander, it will be critical to understand more about their CSR mission and motivations.

- 11.5.2 The meeting tasked the Secretariat, in collaboration with the working group for the Value of Research-Intensive Universities to produce a video (similar to the one made by the Alumni Associations Network). The video should be engaging, with “visual and musical simulation” but carrying a serious message – made for politicians, stake holders and the general public.

12. Summary

In closing, the Chair and members of the meeting expressed their appreciation to Rektor Hemmingsen, Dr Andersen and his staff from the University of Copenhagen for their gracious hospitality and hosting this meeting.



Outcomes of the Eighth IARU Senior Officers' Meeting University of Cambridge, 29 & 30 October 2012

Introduction & Welcome

IARU Chair President Tan Chorh Chuan welcomed everyone to the meeting and extended a warm welcome to those who were attending the meeting for the first time. He thanked Cambridge University for hosting this meeting. Cambridge Vice-Chancellor Sir Leszek Borysiewicz welcomed the IARU Senior Officers to Clare College and to the meeting. Sir Leszek said that it was meaningful how IARU institutions can come together and openly discuss pressing issues related to the future of universities, in particular, the role of technology in education, and how to sustain research efforts in universities, not forgetting the arts and humanities research in this equation.

1. A Guide to European Research (Presentation from the Russell Group)

Mr Daniel Shah, Senior Policy Advisor from The Russell Group of Universities gave a presentation on "What could EU Research and Innovation Funding mean for IARU". The presentation provided an overview on the Russell Group, Horizon 2020 funding, and internationalization considerations for EU's research and innovation.

Horizon 2020's three pillars are: Excellent Science, Industrial Leadership and Societal Challenges. This funding scheme differs from its predecessor, Framework Program 7 (FP7), in the way that it aims to lessen administrative burden, further integrate research and innovation. Mr Shah highlighted that there were Horizon 2020 funding opportunities for IARU partners to collaborate with EU institutions. The EU recognizes that international collaborations can achieve higher impact. However, the potential challenges for an IARU submitted proposal is that it will have to take into consideration that only certain funding instruments will be available to partners outside the countries participating in the program so that projects under the main Horizon 2020 instruments would require matching funding for non-European partners. In addition, the research topic will have to fit with EU's agenda.

Dr John E. Andersen (KU) shared that while the IARU Ageing, Longevity and Health initiative did not seek funding from FP7 as it was a joint initiative with Beida, thus disqualifying the team's application, KU applied and successfully received funding from its National Institute of Health and other EU agencies. Prof Tan noted that "cross-border funding" such as Horizon 2020, or for interested institutions to co-fund research with their local sources of funding, may be the way forward for IARU's research initiatives.

2. Best Practices on Technology Enhanced Learning

Berkeley, ETH Zurich and NUS shared case studies on IT enhanced learning programs at their campuses.

Prof Robert Price and Prof Pradeep Chhibber from Berkeley, shared that there were four online education models:

- Professional Masters Degree is a combination of multi-media learning, which can be taken at students' convenience, with real-time online group discussions with peers or with the lecturer.
- Online Professional Certificates as part of working professionals' continuing education requirements.
- Individual Credit Courses for full-time Berkeley students, English as a Second Language for students, and for Summer Sessions. Prof Chhibber shared that he taught an online course, and found the experience worthwhile as students have responded enthusiastically. He said that designing and developing an online course was quite demanding, in terms of time and resources, at the beginning.
- Webcasts and Massive Open Online Course (MOOC). For the latter, Berkeley is part of edX with Harvard and MIT. EdX had set up a software platform, which Berkeley faculty could use. While edX courses are free of charge for users now, edX may look into charging for certificates and credits in the future.

Responding to queries, Prof Price and Prof Chhibber replied that the motivations for MOOC were the current and potential revenue streams, keenness of a group of faculty members, and that MOOC fulfilled a public service to provide a very wide audience with access to education. Challenges included large dropout rates, resource requirements, high reports of plagiarism, and that the format is mostly suitable for introductory level courses only. Prof Ralph Eicher (ETH Zurich & In-coming Chair) recognizes that MOOC could be an effective platform to impart knowledge to many people, and could change the way students learn (e.g. data compiled can indicate learning curve). However, he was skeptical about how grading could be effectively done. A handful of IARU institutions shared that they were unlikely to jump on the MOOC bandwagon as they were uncertain about the benefits for the university and did not see it as a sustainable model.

Mr Anders Hagström (ETH Zurich & In-coming Secretariat) said that his institution was approaching online learning cautiously. He pointed out that consortia offering online learning were not a new phenomenon – Universitas 21 had attempted this and did not succeed, and many institutions have invested or developed their own software to supplement learning. With the "MOOC" initiatives online learning has become even more of a buzzword, but institutions are unsure if this is just hype or becoming a reality for higher education.

Reflecting on social media such as Facebook and Twitter, the wealth of knowledge online, and the spread of Wi-Fi and mobile applications, Senior Officers considered the possibility that the youths and some faculty members will incorporate technology naturally and organically as learning facilities by their own efforts.

Prof Tan shared that NUS was unlikely to participate in a MOOC, and will concentrate on how online technologies can better serve and enhance teaching. Prof Lily Kong (NUS) gave the presentation, highlighting key examples:

- Integrated Virtual Learning Environment (IVLE) is a NUS developed software for students to access academic resources, as well as interact with their classmates and faculty for each subject. Students and faculty have found this to be a very useful resource, and it is unique to NUS.
- Recent classroom innovations include Question SMS (students send feedback via mobile messaging to their faculty members) and Flipped Classrooms (here, students watch the lecture prior to attending lecture, and discuss their learning in the classroom).
- Another interesting project at NUS utilizes game mechanics, where programming students are kept engaged using an online comic plot which “unlocks” over the semester, and awards “experience points” for completing assignments and participating in discussion forums.
- Webcasts and podcasts are also available at NUS, which is widely used in the e-learning week occurring once in every semester.

Noting that Senior Officers were keen to discuss this issue further, Prof Tan said that this subject would be tabled as an agenda item at the 2013 IARU Presidents’ Meeting, and welcomed the opportunity to consider how IARU can perhaps share resources for students, for example, introductory level videos.

3. Brainstorming the Agenda for PM2013

Prof Tan warmly welcomed all IARU partners to the next Presidents’ Meeting, which will be held on 8 & 9 April 2013 and hosted by NUS. The draft meeting agenda will be revised to allocate more discussion time for the Value of Research Intensive Universities, strategic directions for IARU initiatives, and the Presidents’ Regional Round-up. There was a suggestion for the allocated time for Technology Enhanced Learning to be reduced. Senior Officers’ also requested a session with the National Research Foundation (Singapore) to speak about NUS’ Campus for Research Excellence and Technological Enterprise (CREATE) where ETH Zurich, Berkeley, Beida and Cambridge have joint research collaborations.

Prof Tan will be handing over the chair of IARU to Prof Eichler on 2 January 2013.

4. Santander Sponsorship Proposals

Prof Simon Goldhill (Cambridge) presented two proposals on behalf of the team comprising Oxford, Berkeley and Cambridge for Senior Officers’ consideration:

- The Failure of the Numerical is an examination of the role of the numerical in systems of evaluation, and the extent it has informed or distorted social policies. This initiative focus on three strands, which are related to IARU: 1) climate change, 2) health care and 3) education.

- Urban Design and the Democratic City explores the relation between the ideas and practices of contemporary democracy and the crisis facing urban design in the modern city. The three strands are: 1) the architecture of mobility, 2) active citizenship and 3) the divided city.

Senior Officers supported the proposal on the Failure of the Numerical, as it is an original and provocative topic, with the potential value of making more persuasive arguments to policy-makers and governments. Prof Barry Halliwell (NUS) commented that there may be other examples more compelling than climate change. Each proposal request was for USD\$2 million over three years, not including overhead costs, which will be borne by the project leads. These proposals will also have leading academics to direct the research efforts, and establish post-doctoral positions for students from other IARU institutions.

Mr Loren Griffith (Oxford) suggested that a separate proposal should be customized for Santander, taking into consideration sponsor acknowledgement and identifying merits in the proposal, which will appeal most to Santander. Prof Goldhill may also wish to consider how other IARU institutions can play a more significant role in this research project, or how it can be linked to other existing IARU initiatives such as with the IARU Global Summer Program, the Sustainability Officers and the Sustainability Congress by KU to be held in 2014. Prof Goldhill replied that the wider involvement could be incremental, when additional funding became available, for workshops, and when areas of growth were identified.

The Chair said he will explore with Santander, its willingness to make a gift to fund the project. Managing expectations, the Chair said that the size of the sponsorship request was larger than what was initially proposed by Santander, and therefore there was no certainty that this proposal would be accepted. As it is a strong proposal, Senior Officers' urged Prof Goldhill to consider seeking funding from alternative sources if the funding from Santander were unsuccessful.

If Santander were not keen to support the Failure of the Numerical, the Chair would discuss faculty and post-doctorate student mobility opportunities with Santander Chairman, Mr Emilio Botin for their consideration.

5. IARU Initiatives – Looking Back and Looking Ahead

In breakout groups, Senior Officers discussed the activities and initiatives of IARU in the three categories with a view to identify strategies for these categories in the next three to five years:

On Grand Challenges and Research, Prof Eichler's group offered a summary on the following key initiatives:

- The Value of Research Intensive Universities (VRIU) can be an effective way to bring focus and conversation to an issue affecting many universities. The project leads were urged to continue their efforts in drafting a joint statement for publication.
- Ageing, Longevity and Health's success was attributed to KU's institutional commitment and Prof Ulla Wewer's leadership. KU shared their interest to take the initiative to the next level - "Ageing 2.0" – leveraging on the funding opportunities available from Horizon 2020.

- While the Sustainable Campus Initiative had achieved much and continue to serve institutions well, some felt that some of the initial momentum had been lost. ANU and ETH Zurich will discuss the leadership of the group, and whether co-leads may be considered.
- The group was also interested to link research and education, so that it can more deeply benefit its undergraduate and graduate students, for example - an IARU graduate school on ageing.

On Institutional Joint Working (IJW), Prof Tan's group acknowledged that various institutions have benefitted greatly from the best practice learning and cultural exchange, in particular by the alumni, librarians, and gender professional networks. Nonetheless, IJW networks did not seem to have very compelling objectives, and ambitious projects such as the HR benchmarking initiative were difficult to sustain. Examining growth opportunities for IJW, Prof Tan recommended that IARU identify topics of institutional interest. Ideas surfaced included networking meetings to discuss IT and data protection, assimilation of international students, inappropriate student usage of social media, and funding/naming opportunities on campus.

One of the challenges IARU faces is related to its publicity and awareness, which maybe limiting the opportunities for bottom-up initiatives, especially from faculty members. IARU may also wish to consider a greater reach to others in the higher education network through the Campus Sustainability Initiative.

For Global Education Initiatives (GEI), Dr Jennifer Barnes' (Cambridge) group distilled that success of any GEI initiatives is dependent on having sufficient focus by way of academic depth, specialized fields and/or a dedicated team such as the Global Summer Program (GSP) Coordinators or the Sustainability Officers to advance the initiatives. The group also expressed support for the Global Cross Disciplinary Tournament, which is a student-led initiative enabling rich learning experiences for them; and like the GSP, exposes students to different points of view. The group also acknowledged that GSP is thriving well under the GSP coordinators and agreed to let well be. There is slow up-take of the Global Internship Program and the Graduate Student Conference, and the group gave the recommendation that these initiatives should be driven by specific academic groups and given greater research focus. Prof Pradeep Chhibber suggested that GEI should consider incorporating "topics that concern the world" such as ethics into its programs.

The meeting identified that there should a conscious effort to continue expanding successful ongoing IARU initiatives, such as the GSP, but to do so without imposing on the momentum existing at the working level. On this note, Prof Tan conveyed IARU's keenness to fund new ideas and projects from initiatives that would like to do more.

Thought leadership, through collective action on issues such as climate change, or a platform to petition the government on issues such as the value of research and the debate on ageing at a national level, would be meaningful for IARU. However, the challenge of reaching out to national governments may be not as effective as a regional grouping that can address issues more specifically. Another area to consider is to seek sources for research funding (perhaps, through the Research Administrators Network) such as through Horizon 2020 and develop joint-research areas. In the meantime, Todai and Yale shared that it may not be worthwhile for IARU to develop research initiatives, as IARU is not a funding body.

Senior Officers were also requested to share with the meeting how IARU could continue to benefit their various institutions. Most cited the value of association with a league of top universities and how the benefits of networking (within IARU as well as externally, out of meeting cycles), sharing best practices and to be able to openly discuss critical issues related to Higher Education. Many also saw value in participating in projects from GEI and IJW.

A synthesis report based on the group's discussion will be prepared for the Presidents' Meeting in April 2013 for further discussion and endorsement.

6. Senior Officers' Regional Roundup

In Australia, all universities are facing increasing pressure attracting students from abroad due to its geographical location and the appreciation of its currency against the dollar. Interestingly, the government has also uncapped the total number of students universities can admit although ANU will not be increasing its student intake. Australia may soon be facing an economic slowdown, and universities foresee cuts in research funding, and increases in indirect costs, some of which have already been implemented. The immigration ministry is also due to review its streamlined visa processes, which started in March, taking into consideration universities' feedback on the impact it has on attracting international students.

Dr Erik Lithander (ANU) also shared that a white paper will be released emphasizing the greater role of Asia in the growth of Australia. If the paper were adopted, it will have a significant role for education and language studies, and provide greater funds for student exchange collaborations with Asian universities.

In the USA, Prof Price shared that Berkeley is currently reformulating its finance model, shared services as well as new revenue streams such as from online education and tuition fees to manage further decreases in state funding. Berkeley is also setting targets to enable 40% of its students to go abroad for student exchange.

In the UK, Dr Toby Wilkinson (Cambridge) shared a recent development where the London Metropolitan University's (LMU) "highly-trusted status" as sponsor for visas to international students was revoked by the UK Border Agency. As it was a retrospective decision, more than 2,000 students who were already enrolled at LMU were given 60 days to be accepted by a new institution or leave the country, sending a damaging message to international students contemplating the UK for their higher studies and uncertainty for other institutions of higher learning. Dr Wilkinson also shared the news of the development of Northwest Cambridge, which is an expansion of Cambridge city over 120 hectares of land for new housing and laboratory space.

Ms Nina Tomlin (Oxford) spoke about the Research Excellence Framework (formerly the Research Assessment Exercise) taking place in 2013, a requirement for UK universities to submit a portfolio of research undertaken every five years, which will determine their score and ranking. She highlighted that these efforts have been very resource intensive.

Both ETH and KU reported that they are doing generally well and continue to receive government recognition and funding support. For example, there is increased investment in researching alternative energy sources at ETH as the Swiss government has decided to withdraw from the use of nuclear energy when the current nuclear reactors come to the end of their lifetimes. In Denmark, there is an increased national interest in ageing resulting in the opening at KU of the world's first and largest Genome Sequencing Centre, a large-scale collaboration between the Danish and Chinese governments.

7. Value of Research Intensive Universities

The initiative leads from NUS and KU presented two draft documents – a report on measuring, and articulating the value of research intensive universities, and a website write-up. A task force was formed, comprising Prof Thomas Bjornholm (KU co-lead), Prof Halliwell (NUS co-lead), Prof Price and Dr Barnes to refine the two draft documents, incorporating feedback from the wider group of Senior Officers as well as more examples from other IARU institutions. Senior Officers requested for a compilation of anecdotes, storylines and comparative situational arguments (e.g. if research were only done at industries and not universities) to supplement various institutions' speeches and individual reports on this topic. These examples could be categorized into – 1) Importance of research, 2) Research-led education, 3) Exchange of knowledge and 4) Economic contributions. The taskforce will also draft a brief position paper intended for the public, for consideration at the 2013 IARU Presidents' Meeting.

Senior Officers also acknowledged the importance of assessing the impact of humanities and social sciences research and to keep the focus of this exercise on supporting basic research. The taskforce may also wish to consider formulating a communications strategy (i.e. similar to the interview conducted with Times Higher Education). As part of the internal outreach, the Chair agreed with Dr Barnes' suggestion for a workshop to be conducted in parallel with the next Senior Officers' Meeting and to invite relevant faculty members to the meeting to discuss how such a paper might be more compelling or helpful to them.

8. Global Education Initiatives

8.1 Global Summer Program (GSP)

GSP continues to develop well under with the strong support of GSP coordinators from each institution. This year, there were 889 applicants for 21 courses, attended by 352 participants from all institutions. Two surveys were conducted – the end-of-course-survey, and for the first time an “alumni” survey (2008 – 2010 participants). For both surveys, the overall experience on the GSP earned high scores (95.5% and 99.2% respectively). These surveys findings also support GSP's claims that the program offered a meaningful learning experience that came from peer diversity.

Mr Bernard Toh (Secretariat) reported that the funding from Santander for the purpose of student mobility provided a welcomed boost to the program. A total of 127 students benefitted from the USD\$200,000 funding distributed this year.

At the annual GSP meeting on 24-25 September 2012 at Beida, coordinators discussed the future of GSP. Ideas included extending the notion of diversity to faculty, i.e. faculty exchange or team teaching, the creation of GSP hubs (where two or three institutions form a GSP course hosted at one institution on rotation), a post-GSP component such as a conference, research week, internships or service learning, or to tie up with existing IARU initiatives. Senior Officers were interested in faculty exchange and GSP hubs, although for the latter, some were concerned that GSP may lose momentum if it were to replace the current model where all institutions conducted at least one course on their campuses.

Senior Officers urged GSP to consider utilizing videoconference facilities for cross-institutional teaching. Mr Hagström shared that the GSP coordinators will develop these future direction ideas, and draft a proposal for funding if required, at the GSP meeting next year.

Ms Sarah Ormrod (Cambridge), who is one of the pioneer GSP coordinators, commented that GSP has grown from strength to strength. Ms Ormrod emphasized the importance for institutions to send students for all courses to maximize participation, and to ensure that students have a valid reason for withdrawals from a course as it has implications on resource planning as well as denies another student a place on the GSP.

Senior officers noted the reports on **8.2 Global Internship Program (GIP)**.

8.3 Global Cross Disciplinary Tournament (GXT)

NUS hosted the second GXT themed “the Future of Cities” on 26 July – 4 August 2012. There were altogether 20 participants from NUS, ANU, Beida, Copenhagen and Oxford. Each group had a mix of participants from all institutions, and they worked virtually, before meeting in Singapore. The strength of this program is the ample opportunities for IARU students lead and drive an international learning event which provides rich cross disciplinary and cross institutional learning.

Supplementing the post-event report by NUS, Dr Xia Hongwei (Beida) shared that the participants from Beida found the experience enriching, and have agreed to NUS students’ invitation take up leadership of the third GXT. Beida proposed to keep the size to no more than 30 students (about four to five students each from six institutions). For the 2013 GXT, Dr Xia requested for up to US\$15,000 central funding, which the meeting agreed to. Senior Officers requested Beida to confirm the theme of the 2013 GXT as soon as possible so that early promotion of the event can be made to students.

Dr John E. Andersen (Copenhagen) offered to host the fourth GXT in 2014, with the theme of ageing or public health.

8.4 Graduate Student Conference (GSC)

NUS ran the pilot event with 19 participants from ANU, NUS, PKU, KU, Oxford and Yale. However, there was currently no interest from any IARU partner to host the second GSC. If partners are keen to organize a graduate level conference in the future, they can do so under the GSC.

9. Institutional Joint Working

9.1 Academic IP Pooling and Collaborative Technology Transfer

Prof Chen Dongmin (Beida) presented, via teleconference, an updated agenda for the workshop on 7 to 8 March 2013, which will focus on: 1) University-Industry-Government Partnerships, 2) Creative IP Licensing Models, and 3) Collaborative Spin-Off.

Prof Tony Raven (Cambridge) expressed his concern that there was too much on IP Pooling, which may be problematic for several IARU members. Prof Chen noted this and agreed to Prof Raven's request to include an unstructured session – similar to the format of “IARU regional round-ups” at this workshop for open sharing of issues related to IP pooling and technology transfer. The meeting discussed the target audience for the workshop, which will be primarily senior participants from technology transfer offices, and academics in this field. As it will be the first meeting between the technology transfer specialists, the meeting agreed that it should be an IARU-only workshop, and not to include other institutions.

9.2 Women and Men in Globalizing Universities

Prof Kiichi Fujiwara (Todai) reported on behalf of the group that the data collection led by Prof Angelika Stacey (Berkeley) and Prof Sawako Shirahase (Todai) is progressing well, and preparations are underway for the next workshop which will be held on 28 - 29 October 2013 at ETH Zurich. Prof Fujiwara noted that IARU institutions are either beginning to take stock of the issue, or have reached a plateau; thus there is critical work to be done. The intended outcome of the benchmarking exercise is to compile existing sources of information, to be incorporated into a comprehensive report for cross-national data. ETH Zurich extended appreciation to Todai for taking the lead to revive this initiative.

Mr Indi Seehra (Cambridge) shared a brief presentation on gender monitoring in Cambridge, and offered his assistance to the initiative. To be able to do more at the respective individual institutions, Mr Seehra said the first step was to do the required research to understand this issue, particularly on promotion, tenure and percentage of women on decision-making bodies. He expressed hope that IARU will pool resources and run shared activities for mutual learning.

Senior officers noted the reports on **9.3 Research Administrators' Meeting**, and **9.4 Alumni Associations Summit**.

9.5 Librarians' Meeting

Ms Sue Meher (Cambridge) attended the meeting in Singapore and shared that it was a good meeting with very positive professional exchanges. The group of librarians will follow up with a second meeting in Copenhagen on 24 – 25 June 2013, to discuss the “Sustainable University Library” and outcomes including how to spread awareness of IARU initiatives and support staff, students and faculty of IARU institutions on exchange.

The group's sharing and their self-starting efforts were very encouraging to the Chair and Senior Officers. The Secretariat was tasked to follow up with the Librarians regarding the possibility of setting up internships, similar to the Sustainability Officers' working model.

9.6 Aging, Longevity & Health

Prof Bjornholm and Dr Andersen reported that the initiative has been progressing well with a constant stream of research activities, publicity and other events. The Ageing group will also continue to proactively seek out ways to contribute to the larger IARU umbrella of activities. They see a potential in growing the Ageing initiative (Ageing 2.0) to seek joint funding from Horizon 2020 with interested partners. If appropriate, Professor Halliwell suggested drafting a joint IARU statement for Ageing, focusing on its cross-cultural, multidisciplinary scope.

10. [Grand Challenge](#)

10.1 Sustainable Campus Initiative

While the Sustainable Campus Initiative is a flagship for IARU, which had delivered strong outcomes with a good body of work and full IARU participation, some of the Senior Officers remarked that they were uncertain about the current level of energy and progress on the Sustainability Campus Initiative. The Chair requested ANU and ETH to discuss the leadership of this initiative, and make its recommendations at the 2013 IARU Presidents' Meeting. The Chair also requested for a brief report on each institution's sustainability targets, as well as an update on the benchmarking initiative and when an outcome could be expected based on the template that has been developed by KU.

Senior Officers noted the report update for **10.2 Sustainability Fellowships**. This initiative will continue under the leadership of ANU and Yale, with the guidance of the Sustainability Officers.

10.3 Sustainability Science Congress

Prof Bjornholm reported that the scientific steering committee has been established with full representation. The group is now seeking session chairs and keynote speakers, and confirmed the dates for the Congress, which will be held on 8 – 10 October 2014.

11. Business Matters

11.1 Financial Report

Mr Toh reported that IARU funds, as of 30 September 2012, was at a healthy surplus of USD\$280,319.76. Commitments for meetings and initiatives for the remainder of 2012 and 2013 would amount to USD\$68,244.99, including US\$15,000 funds set aside for the Global Cross Disciplinary Tournament.

As IARU members will be receiving US\$20,000 funding from Santander for student mobility in 2013 and 2014, the Secretariat requested that members offset the transfer with the annual fees for IARU membership, which is the same amount. This will also result in cost avoidance from bank transaction charges and currency exchanges. However, for the three institutions that are unable to adopt this offset arrangement, the Secretariat will continue with the current practice of collecting the annual membership fees from them in January and transferring the IARU-Santander GSP Scholarship monies to them when these are received in April/May.

11.2 Senior Officers' Meeting 2013

Berkeley will host the next Senior Officers' Meeting on 5 – 6 November 2013 (Tuesday – Wednesday).

11.3 Secretariat Hand-over

Mr Toh and Mr Hagström announced that the official IARU Secretariat hand-over date from NUS to ETH Zurich would be on 1 July 2013.

Concluding Remarks

Prof Tan thanked meeting participants for their time and valuable inputs at this meeting. He also expressed thanks to the meeting's hosts from Cambridge – Dr Jennifer Barnes and Dr Toby Wilkinson for their hospitality. The Senior Officers' recorded their appreciation and bid farewell to Dr John E. Andersen who has taken on a Chair position at KU's department of Scandinavian Studies and Linguistics. Dr Andersen has been a very supportive pioneer member and active driver for KU initiatives since IARU's inception.



Outcomes of the sixth IARU GSP Working Committee Meeting Peking University, 24 & 25 September 2012

Meeting Outcomes	Action by
<p>Mr Bernard Toh (Secretariat) welcomed everyone to the 2012 GSP Working Committee Meeting and thanked Peking University for hosting the meeting this year.</p> <p>Dr Xia Hongwei (Beida) added warm words of welcome, saying that it was an invaluable opportunity for members to meet face to face, in addition to the on-going email interactions prior to this meeting.</p> <p>Mr Toh informed the meeting that the chair of IARU will be taken up by ETH Zurich's Rector, President Ralph Eichler with effect from 2 January 2013. The IARU Secretariat will be officially taken over by ETH Zurich on 1 July 2013 and Mr Anders Hagstroem (ETH Zurich) will head the new secretariat.</p>	
Session 1: GSP 2012	
<p><u>Course reports</u></p> <p>GSP Coordinators presented an overview of courses offered at their institutions. Overall, GSP had another very successful season. Highlights and/or concerns included:</p> <ul style="list-style-type: none">• ANU: The differentiating factor for ANU's course was its field trips to Kiola and Cannes. Sending universities commented that students found the field trips to be the highlight of their experience, closely complementing what they have learnt in the classrooms.• ETH: Eating Tomorrow offered an opportunity to work with actual case studies. It also provided training of soft skills and the opportunity to draft scientific reports.• NUS: For SEAiC, students commented it was too intensive, yet not rigorous enough. The faculty will work on managing student expectations.• Beida: Six students withdrew from PKU1 and PKU2 courses due to other commitments at their home institutions. Beida commented they had two groups of students enrolled in PKU2 (GSP in addition to an ongoing summer school), and the comments were on each extreme end from the different groups, based on their expectations. Moving forward, PKU will study how to adjust the course syllabus to cater to the participants' background and requirements.• Berkeley: Its Media course had a very attractive web design component. Many participants found this to be a useful skill, adding that this would be helpful in their job applications, eventually.	

- **Copenhagen:** This year, Copenhagen welcomed more local students to COP1, 2 and 3, and found that they were highly effective as local guides and mentors.
- **Yale:** Following its successful economics course, Yale set up a second course in Sustainability. To do so without stretching its budget, Yale offered half, rather than full subsidy to in-coming students. Yale also introduced a research component this year, where students have a week to work on their papers while utilizing library resources from Yale, as well as guidance from the course instructor. The research week ended with a poster session – a first-time experience for many of the students.

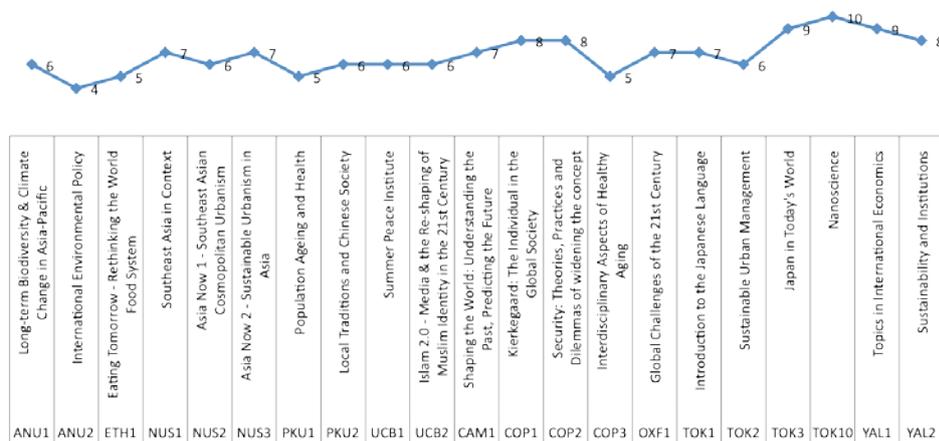
As the GSP coordinators from Cambridge, Oxford and Todai were not present at the meeting, their reports were taken as read.

GSP Snapshot

A total of 21 courses (including Introduction to the Japanese Language) were conducted this year. 889 applications were received compared to 768 last year. The level of participation was also at its highest, with 352 students.

Diversity of Student representation and participation

The following is an overview of the representation rate:



Todai's 'Nanoscience' course was the only program that attracted full participation from all ten institutions. GSP coordinators observed that Nanoscience filled a gap not available at most home institution, and is a strong, repeat course since 2008. Hence students found this course attractive.

Coordinators acknowledged that even though most courses did not have participation from all ten, students still benefitted from the diversity available, which averaged between six to seven institutions per course. Participants on courses that had a poorer level of representation expressed disappointment. The meeting agreed that student expectations have to be managed at the pre-departure and arrival stages.

ANU, NUS and Berkeley appealed for more students for their courses, highlighting that it will not be viable to continue running these courses if

All to note

<p>numbers continue to be around 10 – 15 students from sending universities.</p> <p>The meeting noted that Oxford would keep its course size to 15 students. Except for ETH Zurich and Todai who would like to keep its course size small, all other coordinators are encouraged to send and receive the maximum number of students to achieve about 30 participants per course.</p>	<p>All to note</p>
<p>Post Course Survey Analysis (2012)</p>	
<p>Dr Xia and his team prepared an analysis for this year’s post-course survey. The following observations were made:</p> <ul style="list-style-type: none"> • Response rate was 49.9% compared to last year’s rate of 88.1%. CAM1 (92.9%), YALE2 (87.5%) and COP3 (84.2%) scored the highest. Courses with a high response rate also received high scores – i.e. above 4.00 – for Q3) depth and breadth of topic, Q5) student diversity, and Q8) instructor quality. Dr Xia suggested that these may have the strongest positive influences on participants, compelling students to respond to the survey. <i>Note:</i> scores are based on a maximum of 5.00 • In terms of Q1) academic rigor, YALE1 (4.67), UCB2 (4.50) and ANU2 (4.50) scored the highest • Areas for improvement are Q2) pre-departure information (3.69) and Q7) differentiating factor from other summer courses (3.66). Pre-departure information quality continues to be an area of weakness every year. The differentiating factor for GSP dropped significantly from 84.0% last year to 52.94% this year. 	
<ul style="list-style-type: none"> • Ranked in descending order, Q11) the motivational reasons for students to select GSP courses are: Content (4.54), Reputation (4.09), Geographical location (4.05) and Cost (3.77) • All students either strongly agree or agree that the content of a GSP course is a key consideration. • Students from Cambridge (4.50), NUS (4.19) and Todai (4.11) were most cost sensitive. Students from ANU (2.75), ETH Zurich (3.25) and Yale (3.27) were least cost sensitive. • All courses fared well in terms of Q10) fulfillment of GSP principles. Ranked in descending order, they are: Work with outstanding peers (4.48), Live and learn intensively (4.43), Learn about research (4.18) and Tackle major 21st century issues (4.11). • Students highly rated Q12) their overall experience on GSP (4.71) and how Q14) GSP has a positive impact on their future career/academic goals (4.29). • However, students continue to have a low Q13) affiliation to the broader IARU network (3.80). Dr Xia suggested that coordinators should individually look into strengthening areas that show a correlation with low affiliation, such as through Q5) classroom discussion opportunities and Q2) pre-departure information. 	
<p><u>Further suggestions</u></p> <p>Suggestions for further improvement of the GSP include positioning courses which have been long established and have performed well as “star courses”.</p> <p>Participants have requested for a GSP alumni network. In addition to the current measures of establishing a Facebook page and the 2008 – 2010 alumni survey, coordinators may wish to consider enlisting past participants as</p>	<p>All to note</p>

<p>ambassadors if they have not yet done so, and arranging a networking session between local alumni and the host university at GSP Working Committee Meetings.</p>	
<p><u>Survey response rate</u> To increase participation response, Dr Xia suggested that GSP coordinators may wish to consider mandating responses as a condition for completion of course or to receive the GSP certificate.</p> <p>Berkeley, ETH and Todai did not include local students when sending out the survey, as it was not clear from the survey questions asked if it were only for GSP course participants from IARU institutions, or for all participants. The meeting discussed and agreed that all participants will be required to complete the post-course survey. The secretariat will review and reorganize the survey questions, and add a qualifier that non-IARU students need not respond to questions that do not apply.</p> <p>The coordinators acknowledged that there was probably survey fatigue (typically, students complete three surveys; one each from the Secretariat, home and hosting institutions), and agreed to keep the surveys short, and avoid duplicating questions.</p> <p>Dr Angelika Wittek (ETH) and Mrs Kathy Truptec (Yale) shared that they required their students to write reports and these have provided more insightful comments than the survey findings.</p>	<p>All to note; Secretariat</p> <p>All to note</p> <p>Secretariat</p>
<p>Participant Survey Analysis (2008 – 2010)</p>	
<p>The Secretariat and GSP coordinators conducted a survey for past participants from 2008, 2009 and 2010 to get an indication of how much impact a short course like GSP had on participants, and how the GSP fared overall.</p> <p>From a pool of 667 participants, the response rate was 18.3%, or 122 respondents. Although the response rate was quite low, it gave some useful feedback on how GSP had fared overall.</p>	
<p>The meeting agreed for the next GSP Alumni Survey to be conducted in 2014 for the 2011, 2012 and 2013 batches. GSP coordinators agreed to maintain better records of students' emails including secondary emails in the hope of achieving a better response rate.</p>	
<p>Although the results were not too disparate from other GSP surveys conducted, highlights include:</p> <ul style="list-style-type: none"> • All but one (99.2%) responded positively that GSP was a good experience. The only other response was “neutral” • Some GSP principles fared better than others. ‘Tackle major 21st century challenges’ and ‘Learn about research from top professors’ scored between 70 – 79% • Impact of a short term program like GSP can be seen in the following ways: <ul style="list-style-type: none"> - Two thirds responded positively that GSP has given them direction towards their future study, and or career goals; - Half responded positively that they were inspired, or continue to be inspired, to promote or develop ideas related to 21st century • 9 in 10 respondents kept in touch with each other through Facebook, email, 	

<p>regular Skype sessions, etc. In their written responses, there were many examples cited about visiting each other, and leveraging on each other's network for more information about graduate studies. One student managed to secure an internship opportunity abroad with the help of a GSP contact.</p>	
<p>Although surveys are just one indication, the GSP coordinators acknowledged that these are strong results, and have asked for copies of both the 2012 and 2008 - 2010 survey reports to share with their faculty colleagues.</p>	Secretariat
Session 2: Course Administration and Logistics – Troubleshooting	
<p><u>Pre-departure information</u> This is an ongoing issue for the GSP. The challenge is to provide relevant and adequate information in a timely manner. In many situations, failed visa applications were because students applied too late or did not read instructions carefully. GSP coordinators agreed not to wait until the final week to send out course materials. Coordinators recognize the enthusiasm of students wanting information, such as reading lists and other requirements, as early as possible when accepted but shared the challenges of furnishing such information earlier as many faculty members are on summer vacations during this time of the year.</p> <p>The meeting agreed that pre-departure information is the responsibility of hosting institutions. Yale and ANU fared well in this aspect. Mrs Kathy Trputec shared Yale's approach; setting clear expectations for when information will be released, emails are to the point and specific (e.g. one email for visa application), on a regular basis, and with short but manageable deadlines so students do not put off the task and eventually miss the deadline.</p>	
<p>Yale, NUS and Berkeley commented that Facebook was a very useful way to communicate with students at the pre-departure stage as well as when the course was in progress. By setting up a Facebook page, coordinators and Faculty were able to post their responses to the group, and they found that students were also assisting each other. However, for students not active on Facebook it is necessary to continue to send out critical information via email. Through Facebook interactions, students also developed rapport and bonding even before arriving for their GSP course.</p> <p>Coordinators discussed and cautioned against too much pre-reading materials, as some universities are in the midst of examinations and it would be unfair to expect these students to do so much preparations before attending the GSP. The meeting agreed that pre-course reading and preparations will be kept to the necessary minimum.</p>	
<p><u>Language skills / requirements</u> The meeting agreed that course pre-requisites, expectations and specific requirements, especially for specialized courses, will be clearly stated in the course application literature.</p> <p>The subject of English language proficiency was again discussed. It was acknowledged that a good score in a written test (such as TOEFL) does not necessarily mean that the person will have equivalent verbal communication skills. After some deliberation, it was agreed that whilst a high level of English proficiency (both spoken and written) was desirable, there was value in exposing our students to others with varying levels of English proficiency as they would encounter this in the real world. Coordinators noted that the</p>	<p>All to note</p> <p>All to note</p>

language concern came more from course participants rather than faculty. Students should be briefed about language diversities at the point of acceptance by sending universities and upon arrival by hosting universities, to set student expectations at the right level from the onset.	All to note
<u>Additional application material</u> The meeting agreed to include a list of additional application material, contact hours and credit equivalent (to be compiled only at the point of nomination) on the IARU website.	The Secretariat
<u>Course Withdrawals</u> Coordinators observed that there was an increasing number of withdrawals with no valid reasons. The meeting agreed to act to eliminate such behaviors as it consumes resources of hosting universities, as well as denies other students of a place on the GSP. ANU shared that they are looking into applying monetary sanctions for withdrawals, requiring out-going ANU students' to pay full refund of any monies that have already been paid out. ANU is currently in discussion with its legal office. Beida shared that it has a "blacklist" for students who withdraw without a valid reason. Other institutions do not have any measures in place to deal with such withdrawals and agreed to look into this.	All to note
<u>Course Credits</u> The meeting discussed and agreed that the awarding of credits is something for the sending university to decide based on credit equivalent recommendations by the hosting university. There were different models for the award of credit – Yale requires a minimum of four weeks before credits can be awarded, others award based on equivalent credits, and yet others award the same number of credits for any GSP course.	
Session 3: Course Quality and Academic Rigor	
Prof Khatharya Um (Berkeley) and Prof William Whobrey (Yale) led two discussion groups via email discussions on the topic of academic rigor. The groups acknowledged that academic rigor scored well in the survey (80.22% of students responded positively). However, the definition of academic rigor is unclear. Setting out to define possible components: <ul style="list-style-type: none"> • Coordinators recognized that GSP needed to be more than heavy readings and multiple assignments. • High quality of discussions and interactions lend to academic rigor. There should be sufficient time and facilitation to enable interactions with peers and with faculty, strengthening the GSP principle of living and learning intensively at a foreign university. • Student selection is crucial for diversity of backgrounds and disciplines. The challenge is in constituting a group of course participants from a diverse range of disciplines and at the same time ensure sufficient level of academic depth. Prof Um recommended recruiting faculty members 15 months before the start of GSP to ensure sufficient preparations. Coordinators also emphasized that it would be helpful to familiarize conducting faculty with the GSP principles. Although faculty members have not been able to attend GSP meetings due to	All to note

<p>schedule constraints, coordinators agreed to convey to them the relevant outcomes from each meeting. The invitation to Faculty to attend future GSP meetings remains a standing invitation.</p>	
<p>The issue of how to make GSP more distinctive than the “usual” semester courses was discussed. It was suggested that to increase its appeal to faculty, perhaps IARU can position GSP as an opportunity to explore teaching highly interdisciplinary, in-depth, research-slanted curriculum with students from different learning cultures in just a few weeks in the Summer.</p> <p>Faculty members teaching GSP courses ought to be able to get in touch with each other the same way GSP coordinators are able to consult one another on GSP matters. The Secretariat will look into compiling contacts, or setting up a faculty forum area. GSP could also look into setting up a group of “senate faculty members” to oversee course quality and examine the issue of academic rigor more closely.</p>	<p>Secretariat</p>
<p>Although previously discussed at GSP meetings, learning outcomes and pre-requisites for most courses were still not clearly stated on the website. For example, courses should state if the teaching methods are guided or independent, research-based or not, introductory, advanced or multi-level, multidisciplinary or specialized. The exercise will strengthen faculty members’ conceptualization of GSP requirements – and perhaps academic rigor – for courses.</p> <p>For the 2013 GSP post-course survey, there should be more questions to examine the quality, and standards of academic rigor. A possibility is to ask students to write a short response on how their GSP summer compares with their normal classroom experience.</p>	<p>All to note</p>
<p>Session 4: A Case for Collaboration?</p>	
<p>As there were a number of courses with similar themes this year, it sparked thinking on whether collaborations might be possible. Ms Janelle Entwistle and Ms Margaret Carlin from ANU proposed three variations to consider:</p> <p><u>Variation 1</u> Joint delivery of courses at one university – i.e. a lecturer travels to another partner university and jointly teaches the course.</p> <p>ANU, Yale, Beida and Berkeley have expressed interest in exploring this model. As central funds are limited, interested universities will have to earmark internal resources to enable this exchange. Copenhagen and NUS are currently doing this, and a faculty member from Oxford is teaching at Copenhagen’s GSP course. Ms Anne Bruun and Ms Chua added that it has run very smoothly so far. The faculty member from Copenhagen teaching at NUS couples it with his field trips in the region. Here, Copenhagen supports the travel grants while NUS pays for accommodation, in addition to accepting Copenhagen’s students to the course with tuition fee waiver.</p> <p><u>Variation 2</u> Students travel between two universities where separate components of the same course are presented. The relevant academics may or may not also travel. The logistical and cost requirements of this variation would be quite significant.</p>	

<p><u>Variation 3</u> A GSP course is jointly developed and “badged” by two partners. The course could then be offered at each university on alternate years.</p> <p>There are considerations including costs of travel, administrative implications, and allowances for faculty, including finding the right faculty member. Nonetheless, most institutions find the opportunity to exchange faculty appealing.</p> <p>Skype or virtual classroom arrangements can provide a suitable alternative for travel by either international students or academics teaching into courses. Careful curriculum design is necessary – coordinators shared that a course depending too heavily on technology may suffer from lack of interaction with the faculty, which is an essential element of the GSP.</p>	
<p>Session 5: Nuts and Bolts</p>	
<p><u>Timeline</u> Coordinators approved the timeline for GSP2013, without further changes. As Copenhagen’s Easter vacation falls on 25 March – 4 April, coordinators were requested to forward their nominations by 15 March instead of 22 March, where possible.</p>	<p>All to note</p>
<p><u>Santander Scholarship Agreement Fulfillment</u> 127 students (36.4%) have benefitted from the IARU-Santander GSP Scholarships. Due to the late publicity and arrival of funds, not all universities were able to fully consume their allocated funds. Santander has approved carrying over the remaining sums from 2012 to 2013. Mr Toh advised all coordinators to fully consume their yearly allocation to benefit as many students as possible. The carryover of any unconsumed funds would require the approval of Santander.</p> <p>Mr Toh announced that Santander has agreed to release the full amount of USD\$200,000 by 15 April in the next two years, rather than in two trenches on 15 January and 15 June each year. Coordinators should receive their allocation of US\$20,000 sometime in May 2013 and 2014.</p> <p>On behalf of the GSP Coordinators, Mr Hagstroem would like to put on record the meeting’s appreciation to the Secretariat for helping to secure this sponsorship from Santander.</p>	<p>All to note</p> <p>All to note</p>
<p><u>Student Exchange Agreement (Copenhagen)</u> With Denmark’s new regulation concerning exchange students, the University of Copenhagen is no longer able to waive tuition fees for incoming IARU GSP students without a Student Exchange Agreement to mutually waive tuition fees. Ms Anne Bruun will get in touch with each partner to discuss the establishment of any bilateral agreement, where necessary. Otherwise, tuition fees will apply.</p> <p>ANU and NUS shared that their legal offices may also require an exchange agreement for IARU, and will keep partners informed subsequently. As GSP is not a traditional exchange program with varying tuition fees and requirements, all other partners would rather not explore having an overarching agreement for the GSP.</p>	<p>University of Copenhagen</p>

<p><u>Insurance Coverage for Students</u></p> <p>The various universities have different requirements; mostly recommending but not requiring insurance. The Secretariat will compile responses for circulation, so coordinators can better ensure that students are appropriately and adequately covered. The meeting agreed that insurance coverage should primarily be the responsibility of the sending institution.</p>	<p>The Secretariat</p> <p>All to note</p>
<p><u>New Courses for GSP2013</u></p> <p>Continuing their support for the GSP, all IARU institutions said that they will offer courses in 2013. ANU, Beida and Todai indicated that they may offer new courses in 2013.</p>	
<p>Session 6: IARU Global Education Initiative (GEI) Updates by NUS</p>	
<p>Ms Denise Chua (NUS) gave a presentation on IARU GEI activities conducted at NUS in 2012. Other than GSP, these include:</p> <ul style="list-style-type: none"> • Sustainability Fellowship • Global Internship Program (GIP) • Global Cross Disciplinary Tournament (GXT) • Graduate Students Conference (GSC) <p>Internships in particular have been very successful, and NUS has hosted 16 IARU students on its campus since 2009, in research laboratories and administrative offices. NUS sent four interns to Yale and Oxford.</p> <p>On building a sense of IARUness, Mr Hagstroem and Mr Toh observed that it should be a collective effort of the wider IARU community and initiatives. Coordinators are encouraged to consider stepping up to volunteer to host events on rotation, and to show support by sending students to these IARU events.</p>	<p>All to note</p>
<p>Session 7: Future Directions for GSP</p>	
<p>Coordinators formed two breakout groups to discuss innovations for GSP in three or five years. At the GSP2013 meeting, time will be set aside to discuss how GSP can advance new ideas, identify leads, work out the mechanics and seek the necessary funding from either Santander or centrally from IARU. Coordinators will be requested to come prepared with what they would like to offer:</p> <ul style="list-style-type: none"> • <u>Faculty Team teaching</u> Building on the strong existing network, universities are invited to discuss areas of overlap, course design, teaching methods, collaborative activities (e.g. web-based teaching) and sharing of resources. Based on 2012 courses, there are two possible groups: <ul style="list-style-type: none"> - Aging – Copenhagen and Beida - Sustainability – ANU, ETH, NUS, Todai and Yale <i>Note:</i> Also see session 4 outcomes 	<p>All to note</p>
<ul style="list-style-type: none"> • <u>Regional GSP Hubs / Institutes</u> Prof Um proposed setting up regional GSP hubs or institutes, featuring thematic courses, team teaching and comparative studies. These hubs should aim for a larger pool of students (about 100 each) to make an impact, with courses for graduate students. 	

<p>Not to lose existing momentum and the faculty commitment invested in the ongoing GSP programs, the hub initiative will be an addition, and not a replacement of what GSP currently offers.</p> <ul style="list-style-type: none"> <p><u>GSP Conference</u> Prof Um and Mrs Trputec suggested organizing a conference, as a finale event after GSP has concluded. Participants can join the conference either in person or virtually, to consider important but often overlooked topics such as research skills, ethics, research process and methodology. Students can present posters of what they have done on GSP, to be shared with fellow GSP members as well as the broader IARU student community.</p> <p>As an extension of alumni building, former GSP participants can be invited to the conference.</p> <p><u>GSP to tie-in with Global Education Initiatives (GEI)</u> As IARU's flagship program, GSP can be more closely linked to GEI activities. For example, choosing GSP course themes and results generated from the course to feed into the Graduate Student Conference (GSC).</p> <p><u>Post-GSP Component: Research week, Internships, Service Learning</u> As GSP is targeted at top students from IARU institutions, coordinators may wish to extend learning opportunities for a handful of students. Yale piloted its research week – no classes were held on the final week and students had access to libraries and the GSP teaching coordinator to work on their final paper. Prof Whobrey noted that research is not limited to laboratory work and field study. It includes literature review and independent study. He commented that the research extension is a meaningful way of recognizing the exceptional abilities of IARU students, and to stretch them by offering the research component.</p> <p>Internships at research labs or service learning programs may be a natural extension immediately after their GSP stint. Perhaps hosting institutions can offer these opportunities either by publicizing online or directly to students based on their submitted applications.</p> <p>The group recognizes that implementing research week, internships and service learning opportunities do come with challenges such as visa applications, co-authorship rights (for research internships) and will further stretch available resources including faculty and time.</p> 	
<p>Closing</p>	
<p>The immediate next steps are to share with Senior Officers the continued success GSP has enjoyed, and that GSP coordinators will begin preparations for the sixth season. The Secretariat will initiate the discussion on growing GSP hubs, and increasing the diversity of the program in terms of faculty collaboration.</p> <p>Mr Toh called the meeting to a close, expressing his thanks to Beida colleagues for their warmth and hospitality in hosting the 2012 IARU GSP Working Committee Meeting.</p>	<p>The Secretariat</p>

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