

Draft Outcomes of the 12th IARU Presidents' Meeting

Australian National University, 26 – 28 March 2017

Session 1: Presidents' Regional Round-up

UC Berkeley

UC Berkeley continues to address its financial challenges. In 2004, one third of UC Berkeley's budget came from direct state funding. By June 2013, UC Berkeley received only 12 percent of its funding from the state. The structural deficit faced by Berkeley has been exacerbated by a complete tuition freeze in the past 6 years while salaries have been going up, the complexity of the operation has gone up, and research funding from the government has been flat. This produced an existential crisis for Berkeley raising questions such as how do you deal with a problem this large and structural? Do you cut salaries or academic programs? It is very easy to add centers and institutes, and very difficult to take them away. What is happening at Berkeley reflects the larger problem of public higher education across the U.S. and across the world.

Berkeley has taken active steps to increase revenues. The university is now engaging in public-private partnerships (P3), which is the easiest way to recruit outside capital, and monetizing certain campus activities. There is some faculty opposition to this especially among those who see the University's public mission being threatened by privatizing, corporatizing, and commodifying the public institution.

An additional threat at Berkeley is the political environment on campus. On February 1, 2017, UC Berkeley attempted to honor an invitation from the Berkeley College Republicans to a provocative speaker, Milo Yiannopoulos. 80 plus police officers were brought in and every effort was made to allow the event to occur, but an outside group with projectiles attacked the student union where the event was to be held. The event was cancelled and the next morning, Trump tweeted a threat of no more federal funds to the UC, sending a panic throughout the public university system.

Yiannopoulos has disappeared but there will be others like him, bringing the question of how to maintain both a commitment to an open campus with free speech and a commitment to a safe, inclusive campus. This is at the same time as an increase in the U.S. of attacks on every minority group: Jewish students, Muslim students, Mexican students, transgender students, and most directly undocumented students. Berkeley has more than 540 undocumented students who now worry about their parents being deported or Immigration and Customs Enforcement (ICE) appearing on campus. There is a general state of anxiety and genuine fear that pervades Berkeley, an institution particularly at the crosshairs of the new administration.

University of Cape Town

The higher education sector in South Africa had another very challenging year in 2017. Almost all universities experienced protests on and off throughout the year, mainly around the demand from students for "free" education. Protests intensified after government announced fee increases and, as a result, classes were suspended and exams postponed at many universities, including UCT which suspended classes for several weeks. Our management team embarked on a series of lengthy negotiations with student activists which eventually led to an agreement that allowed exams to be written without incident.

There were also a range of other issues – some specific to particular campuses, others national. Similar to universities in some other parts of the world, issues of identity politics (race, gender, sexual orientation, mental

health, disability) have dominated. Activists have been challenging the dominant Eurocentric, or colonial culture of the universities and we are working to reflect better the diversity of heritages that ought to be represented within the university institutional culture. In particular, we have established a number of task teams that are looking at specific issues, such as the renaming of buildings and curriculum change. A key initiative will be the establishment of the “Institutional Reconciliation and Transformation Commission”, which will comprise external, respected commissioners who will receive submissions from staff and students related to the institutional culture and what it is that members of the community find alienating. This is a process of creating a safe space for people to talk about their experiences and to create greater awareness and understanding of issues such as “institutional racism”.

In other respects 2017 was a solid year for UCT: research funding, output and impact continued to grow. The number of student applications grew. International partnerships expanded. A number of new cross disciplinary institutes were launched. We developed a new 5-year strategic plan. However, we also had to implement an austerity programme to cut about 4% from our budget following chronic underfunding from the government over several years.

University of Tokyo

As President, I have increasingly come to feel that universities have a duty to play a major role in creating a more sustainable world for all. The key to realizing a sustainable future is to enhance the creation of new knowledge through active collaboration of diverse individuals with diverse ideas.

While the government’s financial squeeze continues in Japan, they have introduced a new national university category: “Designated National University”, which aims to further improve international competitiveness of several selected universities by increasing their autonomy. UTokyo will apply to become a Designated National University at the end of March. I am grateful to the IARU members for providing us with useful information in relation to benchmarking, which was one of the requirements of the application. The selection process will take place around May and the results will be announced in the summer.

One of our major actions described in the application is the enhancement of industry-academia collaboration. UTokyo believes industry and academia can become partners that can truly contribute to creating a more sustainable society. We are now creating a new system where a strong partnership with industry does not infringe upon academic freedom, but allows academic freedom to become a driving force of good collaboration.

In the course of preparing the application, we increasingly felt the need to work more on globalization. UTokyo hopes to continue enhancing student, faculty and staff mobility, and the relationships it has with universities all over the world.

Yale

President Salovey noted that many of the issues mentioned by others apply to Yale as well, and that he appreciated Nick’s comments on the similarities between public and private institutions in US and how both rely on government funded research and both are critical avenues for upward social and economic mobility.

The last year has largely been a good year at Yale. The undergraduate population is expanding by 15% with the completion of construction on two new colleges that will open next fall and make Yale slightly more accessible. Over the last three years, the number of lowest income undergraduates has grown by 36% and the number of students who are the first in their families to attend college has grown by 27%. We reached agreement on new labor contracts and John Kerry is coming to teach at Yale’s Jackson Institute for Global Affairs. The biggest controversy has been around the decision to change the name of Calhoun College. A faculty committee articulated a set of guidelines (we would be happy to share with others), then those criteria were used as the basis of the decision to rename the college. Ultimately, the process worked well but did take longer than what would have been ideal and produced passionate debate on both sides.

Future academic priorities include, among an array of projects, building on strengths in life sciences, focusing on possible public policy implications in social science teaching and research, and bringing humanities departments together by renovating the Hall of Graduate Studies. We remain worried about possible cuts in federal research

funding and support for students, the impact of immigration regulations and rhetoric on free exchange of scholars and hiring, and new attempts to tax endowments or force higher levels of endowment spending.

Oxford

Brexit—what is the threat, what is our response

- 18% of Oxford's staff and 16% of Oxford students are from elsewhere in the European Union. In 2015/16, we received £74m (14% of its research funding) from the EU.
- Our priorities are about allowing us to continue to attract and work with the best from Europe:
 - participate in future EU Framework programmes, influence future research agendas and conduct world-class collaborative research with EU colleagues
 - host European Research Council grants—both this and the previous are under threat given government's stand against free movement of people. We have some anecdotal evidence that some European academics are not applying, or are leaving. If access to ERC goes, then replacement by domestic government research funding sources will be crucial
 - recruit and retain the best staff regardless of nationality—depends on immigration policy, particularly for more junior members of staff. Government has given assurances re existing migrants, but flow may slow
 - recruit the best students regardless of nationality—fees are likely to rise to overseas levels, which makes fundraising to support scholarships crucial. Also—the possible removal of international students from net migration figures
 - Have appointed head of Brexit strategy to coordinate. Currently convening groups of academics to understand priorities and formulate plans

A new direction for research funding: Global Challenges Research Fund

- General: The Global Challenges Research Fund (GCRF) is a £1.5 billion fund (almost 10% of total research funding) announced by the UK Government to support cutting-edge research that addresses the challenges faced by developing countries

Continuing questions about the openness of the international student visa system

- Government has generally tightened controls on international students in recent years—more reporting to prove that students are actually enrolled and in residence, imposition of health care fees, reduction in post-study work visas, and tough anti-immigrant rhetoric
- Many universities have seen drops in international students particularly from certain countries (e.g. India) but Oxford has seen some continued growth
- Big question now is whether international students will continue to be included in the net migration target, which has maintained pressure to reduce numbers.

Regulation: government has brought forward proposals to increase universities' 'accountability' and create greater competition across the sector, but have since backed off on some aspects

- Teaching Excellence Framework
 - Will rate universities gold, silver, bronze based on 3 (imperfect) metrics: student satisfaction, retention rates, and graduates' employment destinations. Submitted in January, results in May
 - Concern about reputation of sector because some universities—including many in the Russell Group—will not be rated gold, potentially creating impression with international students that UK HE is not as strong as it is
- Higher Education Bill
 - Our major concerns are about the potential erosion of autonomy for the sector, e.g. greater government control over Research Councils that award research funding. Our Chancellor worried in the Guardian newspaper about the government potentially muscling its way into “vital decisions about the focus and direction of academic research.”
 - The most important open issues are related to EU student/staff migration protections and the exclusion of international students from net migration targets

Oxford continues to work hard to widen access to UG courses for underrepresented UK groups

- Since the increase in tuition fees in 2012 every university that charges higher fees in England has to invest 35% of its additional high fee income into outreach and reports to government on the expenditure and results
- Oxford's outreach priorities include:
 - access to Oxford for under-represented groups and in particular those from socio-economically and education disadvantaged backgrounds. Within this category fall certain BME students, and 'white working class students'
 - ensuring finance is not a barrier to access
 - supporting widening participation and progression to the wider HE sector.
- Oxford's challenge is the relatively lower prior attainment of the under-represented groups we are targeting and the fact we have only 3,200 UG places annually. Our admissions process is merit based and we use contextual information to help inform admission decisions but outreach is a vital part of diversifying the gathered pool every year.
- We run a number of programmes to meet these goals including the UNIQ summer school, which has produced outstanding results in terms of getting students to apply and be admitted to the university for undergraduate study

Financial challenges

- Oxford has seen costs rise a bit faster than income in recent years, and is looking for ways to control cost growth and to generate new income.
- An administrative services benchmarking exercise with Cubane Consulting has provided data to inform our thinking

Peking University

1. At the national level, the Chinese government promises that the state's fiscal expenditure on education accounts for 4% of its GDP, and research funding accounts for about 2% of its GDP. Over the past 20 years, the research funding of Peking University has increased tenfold, from 200 million RMB in 1998 to 3 billion RMB in 2016.
2. Peking University has actively promoted the building of science and research facilities during the "Thirteenth Five-Year Plan" Period. Peking University, in cooperation with the Chinese Academy of Sciences and the China Institute of Atomic Energy, has been preparing to build two large research facilities: One of the facilities will be a multi-mode spanning-scale biomedical imaging center and the other will be the Beijing Isotope-Separation-On-Line Neutron-Rich Beam Facility, which will support specialized research at the international level and be open at various levels to universities, colleges, research institutes, and industrial organizations. PKU welcomes IARU members to cooperate on these projects.
3. Currently, Peking University is pressing ahead with ongoing projects as follows:
 - (1) Reform of undergraduate education: One of the major changes is to give more freedom to students, such as allowing them to change their majors within colleges/schools.
 - (2) Area studies: Peking University attaches great importance to area studies, and it hopes to re-examine the discipline from the perspective of the East. The university also promotes academic development and talent cultivation in this field through joint doctoral training, postdoctoral projects, and other projects at different levels.
 - (3) Development of the PKU Shenzhen Campus: Shenzhen is a rapidly growing high-tech city, but it lacks high-quality higher education. Built on the current Shenzhen Graduate School, Peking University intends to build a small-scale yet high-quality undergraduate education college and a new-model medicine school/hospital. IARU members are welcome to work with us in this new campus in variety models.

University of Copenhagen

These are historic times (Brexit, Trump, fake news, etc.), so it is important to focus on not only UCPH specific points, but the global and European context, in which we – as universities – can and must play an important role as the defenders of scientific strongholds and facts, real facts.

Phenomena such as refugees, climate change, Brexit and Trump are dominating the global, European, and national media. But in Denmark the debate is two-sided, and we are witness to strong support for not going in the “wrong” direction (e.g. we don’t see any signs of a “Dexit” on its way).

In times like these we – as universities – have an extremely important role as defenders of “the truth,” and communicating these truths loud and clear. Denmark has the privilege of having the politicians’ detailed attention. Currently, the Ministry of Education and Science is very busy with preparing a bill regarding **changing the university governance structure** in relation to implementing state-appointed members of the university boards, diminishing the autonomy of the universities.

UCPH does not support this micro management and insists on the fact that universities need many degrees of freedom in order to perform the best. There is political attention to the **quality of education** and work in progress as to how to measure the quality of education, discussions about which parameters to use in the measuring. The ministry has also taken first steps into preparing the work for new political research priorities, something we keep a close watch on.

A new system of the financing of education is under way. This system will likely include elements of employability of candidates. We also experience political pressure for impact and metrics. Often these metrics are produced by others than ourselves, which unfortunately often leads to metrics we cannot recognize as truths (eg. Uddannelseszoo).

For the past two years the university sector in Denmark has experienced quite a few reforms (research funding down, cap on student recruitment), but also experienced that planned reforms has been put on hold (Student’s grants reform) or maybe even discarded. This is due to a relative weak Danish government, relying on several coalitions parties. Therefore often unpredictable if and when proposed reforms will come into effect.

It is important to mention that we still do have a political system based on consensus. We do not have chaos.

UCPH specific points:

- New Rector 1 March
- New Chair of the Board 1 April, Mads Krosgaard from Novo Nordisk
- We have just begun the work of formulation a new 2018 – 2023 strategy.
- Regarding grants we are proud to be among the best in Europe in the H2020 programme
- Internationalisation as a constant focus – we would like to offer more bachelor’s degrees in English (not only candidate degree’s in English as we do know)
- 1 January 2017 Member of LERU – League of Research Universities, which we are very proud of. Important to stand together in Europe in times like these.

National University of Singapore

NUS President Tan Chorh Chuan updated that 2016 has been a good year with an increase in external research funding, with exciting research programmes to match. Singapore is also in a process of economic restructuring, due to a slowdown in the global economy and restraint in the rate of immigration. Singapore is moving towards a digital economy and a smart nation. The implications for NUS are as follows:

Preparing future-ready graduates: NUS is looking into its undergraduate education, to prepare students for a lifetime of careers. To do so, effort has been put into the development of personal skills and industry exposure, so that students will have a mindset that is entrepreneurial and well-aware of opportunities available. NUS’ undergraduate general education is preparing students in quantitative literacy, reasoning and computational skills.

Growing revenue sources in line with strategic goals: As updated in 2016, NUS opened a School of Continuing and Lifelong Education (SCALE). This reflects the changing role of universities to re-skill people over the course of their careers. The school is looking at offering courses in areas of data science and data analytics. This also opens up a new revenue stream for the university.

Managing costs: NUS has implemented an all funds budgeting process to optimize revenue streams and match the flow of funds to expenditure. There has also been a move to invest in energy consumption monitoring tools for buildings to manage the expenditure on utilities. The university is also looking at managing administrative manpower growth to ensure optimal efficiency and cost control.

NUS creating more value for society: NUS has been working closely with corporate partners to create practical value for industry. Two significant corporate labs have been set up. First, NUS and Singtel (Singapore's largest telco operator) launched the NUS-Singtel Cyber Security Lab to conduct research and develop capabilities and solutions that defend Singapore's public entities and businesses from cyber threats. Second, the Technology Centre for Offshore and Marine, Singapore (TCOMS) was set up to develop and validate innovative concepts and solutions for marine and offshore engineering. In the area of Social Sciences, the Ministry of Education has increased available research funds to S\$350 million (approx. US\$250 million) – this presents an opportunity to engage in research aligned with NUS' strengths, especially in the confluence of social sciences policy and data science.

ETH Zurich

Switzerland ratified the protocol extending the free movement of persons to Croatia in December 2016. As an immediate consequence, Swiss scientists were able to participate in the EU research programme Horizon 2020 once more. In particular, the full participation of Swiss researchers in calls from the European Research Council is of the utmost importance to ETH Zurich. For example, ETH Zurich researchers received eight Advanced Grants from the ERC in the last round, bringing the total to 66 such grants since the ERC was created in 2007.

ETH Zurich will be offering 100 places on its Bachelor's degree course in medicine over a five-year pilot phase, beginning in autumn 2017. We have developed an innovative course in collaboration with our partners at the Universities of Zürich, Basel and Svizzera Italiana that combines clinical subjects with natural sciences and technology. ETH Zurich has been expanding its continuing education programme with a CAS in International Policy and Advocacy offered to Swiss public sector leaders to manage complex governance projects effectively within a competitive international context; a CAS in Public Governance and Administration offered to Swiss and international public sector leaders for excellence in the sphere of public administration and governance, which will enable them to lead complex, high-impact projects; and a Peace Mediation Course offered by the Center for Security Studies. We will also start an MAS in Science Technology and Policy this year.

ETH Zurich and EPFL created a National Center for Data Science to foster innovation in data science, multidisciplinary research and open science. Its mission is to accelerate the adoption of data science and machine learning techniques within academic disciplines of the ETH Domain, the Swiss academic community at large, and the industrial sector. In particular, it addresses the gap between those who create data, those who develop data analytics and systems, and those who could potentially extract value from it. The center is composed of a large multi-disciplinary team of data and computer scientists, and experts in select domains. ETH Zurich will offer a Master in Data Science from autumn 2017.

ETH Zurich organised the very first Cybathlon in October 2016. This novel competition provides a platform to engage in conversations between academia and industry, to facilitate paradigm-changing discussions between technology developers and people with disabilities and to promote the use of robotic assistive aids to the public. The next Cybathlon is planned for May 2020 in Zurich.

Australian National University

In a world of alternative facts and post truth there is a risk that universities will lose their relevance – the role of evidence and academic analysis is being challenged politically and socially by populist trends. It is important that universities remain connected and relevant to the fabric of society and this requires fresh thinking about how we

engage. We cannot rely on traditional communication media. ANU is utilising its position as a national university in a national capital to integrate itself with policymaking more fully than most universities. Examples of this integration are:

- ANU public policy hub – the hub will frame research-led engagement of ANU with all levels of government and the public policy community
- ANU National Security College – a joint venture between the Commonwealth Government, the NSC is a specialist graduate studies school offering academic professional courses aimed at enhancing the functioning of the national security community.
- ANU Energy Change Institute
- ANU also frequently hosts policy makers on campus

ANU faces ongoing financial challenges common to many universities. This is exacerbated in Australia by a politically gridlocked higher education system, where reform is required but not forthcoming. All Australian universities are funded at the same rate per student but the research-intensive universities have a long history of cross-subsidising research from student funding. Research funding is currently flat except for translational research.

While undergraduate student fees are regulated by government, postgraduate coursework and international student fees are deregulated. This has led to significant growth in international students across Australia, supported by favourable visa and immigration rules.

Government investment in higher education has been flat or declining as a proportion of GDP in recent years. Furthermore, there is an ongoing risk of research, and research impact, being disconnected from education in practice – something that is already the case as far as funding is concerned.

The Australian government is making policy decisions that risk leading to education becoming more transactional, which will impact the operating model of high quality institutions of learning. This is highly problematic in Australia's transition from a resources-based economy to a diversified, services and innovation-based nation. ANU will continue to make the case that a well-funded, effectively managed university sector will help Australia navigate these turbulent global times, and ensure skills and expertise are at the heart of Australia's new economy, rather than peripheral to it.

The new **ANU strategic plan** launched earlier this year emphasises these themes. A copy of the plan can be provided to interested IARU members.

Session 2: Discussion of Key Issues from Regional Round-up

There was not sufficient time to examine all key issues mentioned by the Presidents, but topics of interest for further conversation and examination included:

- The role of government in universities
- Data analytics and data science within university curriculums
- Concept of “future-ready graduates”: the designing of core curriculum that provides students at the undergraduate and/or graduate level with certain competences
- Fossil fuel divestment and how each university is approaching this issue

Session 3: Report from IARU Joint Working Initiative

3.1 Women and Men in Globalizing Universities

Presenters:

Fiona Jenkins, Associate Professor, School of Philosophy, Centre for Moral, Social and Political Theory, ANU
 Margaret Jolly, ARC Laureate Fellow School of Culture, History and Language, ANU
 Rebecca Surrender, Pro Vice Chancellor for Equality and Diversity, Oxford

Margaret Jolly began the presentation with a report for IARU by Angelica Stacey (Appendix 1). According to the report, 31% of professors at UC Berkeley are women, the highest percent amongst the IARU institutions, but there are similar patterns of senior women academics across most IARU institutions.

Rebecca Surender reported that the numbers are crucial, but so are the questions of gender equity in the context of higher education in universities beyond any particular department. She stressed the need to “fix the institutions” to factor in work-life balance and systemic issues to address structural constraints on achieving gender equity.

Fiona Jenkins presented the “Gender in the Global Research Landscape” report (Appendix 1). She reported that the proportion and number of female researchers are increasing globally. Scholarly output by men is still much greater than by women and may be increasing – except in Japan where scholarly output by women is greater, but women must work twice as hard to compete with men. She reported that the ‘citation impact’ of research by men and women is about the same.

Questions from the Presidents:

Max Price (UCT) asked how financial incentives work to promote gender equality. Lykke Friis (UCPH) explained an example of this at UCPH in 2008: departments who appointed female professors received a monetary incentive. She said that this practice proved successful in increasing female faculty numbers, but was controversial and viewed by critics as a “quota setting” practice.

Sarah Springman (ETH Zurich) asked what can be done to help women feel safer and better show their abilities in a university setting. Rebecca Surender reported that the biggest gender gaps in academics occur in Chemistry and surprisingly, English and the Humanities. She said that perhaps universities could address this by making women feel more comfortable in these settings while posing the question of whether universities exacerbate gender inequality by creating programs that cater only to women.

Max Price (UCT) asked if the Gender Group will conduct research regarding heteronormative issues and whether the research makes room for third genders and non-binary people. Presidents suggest this topic as a future goal for the Gender Group.

Session 4: IARU Sustainability

4.1 Activities of the Sustainable Campus Initiative

Presenters:

Dr. Melissa Goodall, Associate Director, Yale Office of Sustainability
Mr. John Sullivan, Manager, ANU Sustainability Office

John Sullivan opened the presentation with a review of the Statement of the Presidents regarding sustainability: *“IARU as an alliance is committed to leadership academically and operationally. We will ensure that our universities prosper and thrive in a way that is not just sustainable, but also promises to enhance the resilience of our communities and the world.”* He said that this statement and the initiative are woven into activities happening throughout campuses. He mentioned that in 2016, the United Nations passed the Paris Climate Accord and 17 Sustainable Development Goals.

Melissa Goodall reviewed the Sustainable Campus Initiative’s successes to date, emphasizing that it is a very functional and active group. The group co-authored the *Green Guide for Universities* with over 4,000 downloads to date. A *Global Challenges: Achieving Sustainability* conference held at UCPH in 2014 brought together more than 700 researchers from over 50 countries, bringing visibility to IARU. Twenty-seven teams and over 130 students from more than 30 countries participated in the Global University Climate Forum in 2015. Students were invited to submit ideas for local-scale projects that would have measurable a impact over the course of one year. A report is in progress and will be published on the IARU website.

John then reviewed the group's current activities (Appendix 2), including the Energy Management Comparisons led by ETH, Dashboard Comparisons led by Oxford, Smarter Meetings led by ETH, the Fellowship Program led by Cambridge, and Case Studies and "Campus as a Living Lab" both led by Yale.

After this review of the group's current and past activities, Melissa outlined the next steps for the Sustainable Campus Initiative. She introduced the idea of a possible conference on *Global Priorities, Educated Solutions: the role of academia in advancing the Sustainable Development Goals*. The SCI will form a committee with representation from all or most IARU universities to come up with possible events and deliverables for this conference. Some potential deliverables include a toolkit for universities on how universities can engage in the Sustainable Development Goals, publication of papers, online distribution of event discussions, goal-specific action plans, student activities and awards, and opportunities for collaboration. Benefits of such a conference to IARU include building relationships between members, showcasing cutting-edge research and operations, creating opportunities for students to connect, and visibility for the IARU brand.

Comments from the Presidents:

- There were concerns that a conference addressing all 17 SDGs may be unrealistic. A suggested solution was to break up the conference into several smaller events to address five goals at a time. The SCI will prepare a report for the Senior Officers at the 2017 Senior Officers Meeting with a conference proposal.
- The Presidents suggested that the SCI consider short-term staff exchanges between partner universities.
- The Presidents suggested the examination of divestment of fossil fuels. The SCI might think of producing a document outlining case studies from each university in how each institution is managing divestment.

Session 5: Topical Session – Global Cohesion and the Rise of Populism

Panelists:

Dr. Ken Henry, Chairman of the National Australia Bank and former Special Advisor to the Prime Minister
 Mr. Dennis Richardson, Secretary of the Department of Defence
 Her Excellency Mrs. Menna Rawlings CMG, British High Commissioner
 Ms. Geraldine Doogue, Journalist, Australian Broadcasting Company (ABC)

Moderator:

Professor Michael Wesley, Professor of International Affairs and Dean of the College of Asia and the Pacific at Australian National University

Moderator Michael Wesley opened the panel by raising the question of security today – the increased uncertainty related to security and increased need for security in a post-Brexit and post-Trump world. He stated that the role of "experts" has come under great scrutiny and invites the panelists to share their views.

Her Excellency Mrs. Menna Rawlings began by addressing the notion of a "post-truth" world, where objective facts are less influential in shaping public opinion over personal emotions and beliefs. She referred to Prime Minister of the United Kingdom, Theresa May, who maintains that governments must play a role in building trust between citizens and institutions. Positions in leadership must work to engage with citizens on a personal level. She views populism as a challenge to so-called "elites" and calls for academic and diplomatic leaders to be more open, engaged, and visible.

Mr. Dennis Richardson does not believe we are in a "post-truth" world. Facts—minus ideology—remain important. He advises universities not to chase a "post-truth" world. Institutions come into disrepute when they attach to an ideology and change facts to fit within that ideology.

According to Dr. Ken Henry, the role of government is to provide citizens with a set of fair and reasonable opportunities and outcomes. He stated that present-day government has failed. In the provision of public goods—and what public good is more important than national security—September 11 demonstrated that government cannot be relied upon for national security. Governments also cannot correct for market failures, with the biggest example being climate change. In his view the macroeconomic mismanagement is reflected in global financial crisis, and in

the fact that millions of people are out of work in the underdeveloped and the developed world. If the government had done its job, Trump never would have stood a chance.

These development are a challenge for universities, especially when asked the question, what should we be researching, and how should we be engaging in research? And how should we be engaging in education? Universities should be asking, who are we trying to educate? How are we going to engage with those who naturally, would never engage with universities?

Ms. Geraldine Doogue maintained that media is in a “blue funk.” There is turmoil in the industry. The media must collaborate with universities to help drive debate on important issues. There is an emerging gulf between nationalists and globalists, and this is the new divide, the new class struggle.

Topics for Presidents to examine in future:

Moderator Michael Wesley asked the two remaining panelists to post a question for the Presidents to examine further in the future.

Geraldine Doogue said that universities should consider “the commons” – what is the modern 21st century of maintaining the commons? What is shared, where are we going?

Ken Henry asked, given what science has achieved, how can politicians still get away with saying climate change is false and kids should not be vaccinated? What do we accept to be the truth?

Session 6: Topical Session – Presidents’ Discussion on Innovation

Facilitator:

Professor Timothy Senden, Director, Research School of Physics & Engineering, ANU

Nicholas Dirks (UC Berkeley) began the discussion on innovation by explaining what UC Berkeley does to promote innovation on campus. UC Berkeley encourages faculty, students, alumni and staff to take advantage of its proximity to Silicon Valley and having venture capital close at hand. UC Berkeley now has the second highest number of VC-backed startups of any university and is second in women-led startups. Berkeley SkyDeck provides a space where faculty, students, and staff can be given advice on how to prepare to market and pitch their research to VC backers. SkyDeck is a collaboration between the Vice Chancellor for Research Office, the Haas School of Business, and the College of Engineering. UC Berkeley provides financial support for faculty to take time off and pursue VC backing. Boalt Law School gives free legal advice and provides pro bono information to faculty and students about patent law.

Chorh Chuan Tan (NUS) explained that NUS started a series of programs overseas 15 years ago that has resulted in eight overseas colleges across entrepreneurial hubs all over the world. Students spend a year interning at start-up companies abroad. NUS has campuses in Silicon Valley, Beijing, Shanghai, amongst others, and the newest campus in Munich. After the first few years, NUS realized that the students return to Singapore charged up, but there was limited infrastructure to support entrepreneurship in Singapore. NUS has since dedicated start-up facilities for students to pursue their entrepreneurial aspirations. He said that the main limitation of this program is that it only caters to undergraduates, who have not done much research. The program has since expanded to also include graduate students. NUS is trying to move this program towards the deep tech sector with support from the Singapore government.

Sarah Springman (ETH Zurich) shared that at ETH, a competitive program exists where graduates are given the opportunity to participate in the Innovation & Entrepreneurship Lab and receive \$150,000 francs over 18 months for project development. This program takes about 15 students per year. The ieLab brings together young entrepreneurs from ETH Zurich, experienced figures from the business world, and alliance partners from industry and has both a dry and wet lab.

Facilitator Timothy Senden shared that in Australia, academics secure in their careers are more likely than junior faculty or students to take the risks associated with entrepreneurship. Researchers who are pre-tenure feel they are

throwing away their research careers by pursuing entrepreneurship. He asked the Presidents how other universities incentivize students and young faculty to pursue entrepreneurship.

Henrik Wegener (UCPH) explained that at UCPH, much of research funding is contingent on cooperation with industry which entails writing grants based on corporate collaboration. These activities in large part are driven by PhDs and post-docs. There is also a European Union program that provides Industrial Doctorates. Students spend half the time at the university and half the time with a partner enterprise and choose between a more academic career or an industry career.

Max Price (UCT) shared that at there is very little angel capital at UCT, so venture capital and private equity only enter projects at a much later stage. He asked if other partner universities invest their own funds in entrepreneurship, and what kind of government structure is being used to decide how to do that. UCT's investment committee allows for 5% of normal investments (from working capital, not endowment) into private equity but difficulty arises in deciding how to allocate these funds. Dongmin Chen (PKU) responded that at PKU, the School of Life Sciences used the network of its alumni organization members doing investments in the biotech industry to contact the regional government and build an incubator in Beijing.

Timothy Senden asked what other ways universities utilize their alumni. Henrik Wegener (UCPH) shared that at UCPH alumni assist young entrepreneurs and review old patent portfolios that can be let go.

Timothy Senden asked how other campuses get co-investment with large companies on joint research projects. He said that in Australia, there are tax incentives to do this. Loren Griffith (Oxford) shared that at Oxford research is co-located to big companies like Novo Nordisk and the Man Institute of Quantitative Finance. These companies locate scientists to research centers at Oxford and Oxford relocates people to these company buildings. Companies can recoup their investment by collecting IP royalties from discoveries made in their buildings. Dongmin Chen (PKU) shared that at PKU the School of Life Sciences is particularly attractive to pharmaceutical companies and has led to industrial partnerships.

Nicholas Dirks (UC Berkeley) mentioned the cautionary tale of a deal between UC Berkeley and British Petroleum (BP) to create and house a new Energy Biosciences Institute on campus. This deal received political blowback in Berkeley. Once these issues were resolved, the Deepwater Horizon oil spill occurred and the price of petrol decreased. Now BP is walking away from this deal, leaving UC Berkeley to deal with a new building on campus and its accompanied expenses. He advised Presidents to think about operational costs and long-term implications when making corporate deals.

Session 7: Global Education Initiative

7.1 Global Summer Program

Rexille Uy (IARU Secretariat) reported that the 2016 Global Summer Program offered 23 courses with 269 students from all IARU campuses participating. While GSP continues to receive positive reviews from its students based on survey data collected at the end of every summer, participant numbers have declined in recent years. She explains that the GSP Coordinators attribute this decline to competition from a growing number of other summer programs and that students accepted into GSP programs are informed too late of their acceptance, sometimes only 3 weeks prior to a course beginning. Due to this late notice, students every year withdraw their acceptance into GSP because they have already found placement in alternative summer programs. Following feedback from students regarding late acceptance notice, GSP Coordinators at the September 2016 meeting held at NUS decided to alter the application selection process to allow for earlier notification of students. Two courses, ETH1 and UCB1 still following the old selection and nomination process due to course restraints.

She reported that 22 courses will be offered for the 2017 GSP and applications are under review. Applications were due on March 17 and GSP Coordinators have until April 7 to notify students of their acceptance into a GSP course, per the new selection process. Amount of funding available for the GSP per institution for 2017 is approximately \$18,181.81 USD (\$200,000 contribution from Banco Santander divided by 11 partners). The GSP Coordinators will meet at UC Berkeley on 25-26 September 2017.

7.2 GSP-Santander Agreement Renewal

Rexille Uy (IARU Secretariat) reported that the IARU-Santander agreement will expire in 2017 and that this is the last year of funding guaranteed from Santander. Ana Wang, a representative from Banco Santander who attended the 2016 GSP Meeting at NUS, informed the Secretariat that for future, Santander is focusing on funding programs that have an *innovation and entrepreneurship dimension*.

A small working group of GSP Coordinators from Berkeley, NUS, UCPH and Yale, was tasked in drafting a funding proposal for the GSP to be used in the Secretariat's negotiations with Santander for future GSP funding. The Secretariat invited the Presidents and Senior Officers to give comments on this document and asked for partner input on the following three questions:

1. Will Chorh Chuan and NUS speak to Santander to continue funding?
2. Given what Santander has told us they want with regard to innovation and entrepreneurship, does the current funding proposal from the GSP coordinators fill their needs?
3. If Santander funding drops out, are the Presidents and Senior Officers prepared to continue funding the GSP?

Presidents and Senior Officers expressed dissatisfaction in lack of focus on innovation and entrepreneurship in the Santander document, which also does not address a 5-year plan for the GSP.

Presidents and Senior Officers feel that the Santander gift has helped make the GSP possible and without it, enrollment would fall back to small numbers. Therefore, IARU must ask for continuation of funding. But, it may not be fair to Santander for the GSP to receive increased funding and not change its curriculum. Presidents suggest the GSP coordinators regroup and work on programs within GSP that speak more directly to innovation and entrepreneurship.

Former IARU Secretariat, Steen Ulrich (UCPH), states that when Ana Wang visited the 2016 GSP meeting, she was not clear on the meaning of the new "innovation and entrepreneurship" focus. Completely changing the GSP requires a huge amount of work. Since many of the GSP courses run successfully, it would be a substantial blow to tell successful courses they can no longer run. As there is a lack of clarity on what Santander is after, he suggests contacting its representative to see how much emphasis they are putting on this shift towards innovation and entrepreneurship. Chorh Chuan Tan (NUS) suggested asking Santander for clarification regarding the "innovation and entrepreneurship" dimension moving forward from there.

Some partners suggested adding courses that incorporate the new focus instead of completely changing the GSP. Others saw the new innovation and entrepreneurship theme as an opportunity to rethink the GSP entirely. The current document is proposing a continuation of the same program.

All partners agreed on renegotiating with Santander, but some raised the issue of whether GSP coordinators should critically review the program and courses, or if this must be done by the Senior Officers. However, if Senior Officers asked the GSP coordinators to review the program, and the document in question is what has been drafted the GSP coordinators alone may not be able to come up with another strategic proposal; Senior Officers must be involved as well.

There was a sense that that with the submitted proposal, the GSP coordinators were asking the Senior Officers to accept and continue supporting the program as is, which may not be the correct approach. A program should always be critically reviewed.

Rexille Uy (IARU Secretariat) points out that GSP students submit course reviews every year, and feedback is consistently positive. The GSP Coordinators—and GSP students—like the program as it is, which is why changing the program may be difficult. The number of applicants and attendees have, however, consistently decreased in recent years, even while GSP courses are being reviewed positively by students. This must be addressed by the GSP Coordinators, as well as how to increase student demand. Perhaps more courses on innovation and entrepreneurship will actually attract more interest from students.

There was agreement that neither the Senior Officers nor the Presidents can impose a vision on GSP —it must come from GSP Coordinators.

Session 8: Updates from IARU Initiatives

8.1 Alumni Associations Network (Oxford)

Loren Griffith (Oxford) reported that the Alumni Associations Network met at Oxford in 2016 and is planning its next meeting to align with the 2018 Presidents' Meeting at PKU. Brian Schmidt (ANU) suggested trying to find four or five places in the world where IARU alumni can accumulate a critical mass. Most campuses host alumni activities around the world. The suggestion was for the Network to combine these gatherings under the IARU umbrella. Max Price (UCT) proposed hosting the first event in this proposed series.

8.2 Global Transformation (ETH Zurich)

Jürg Brunnschweiler (ETH Zurich) reported that the next Global Transformation meeting will be held at PKU in May 2017, and that the most important agenda item is the transfer from ETH to the next lead of this initiative.

Global Transformation is in its third year of operation. Presidents stressed that Global Transformation must develop a clear vision, core activity, and attainable objectives in order for funding from IARU to continue. This is a task for the new initiative lead. PKU reported that Professor Yu Miaojie (PKU) is eager to lead this initiative.

8.3 Librarians' Contact Group (Yale)

Don Filer (Yale) reported that Yale will host the next Librarians' Group meeting in July 2017 with a focus on humanities and preservation. He then asked the Presidents if the group should address any other issues. Brian Schmidt (ANU) responded, suggesting the possibility of staff exchange within the Librarians' Group, an idea to be discussed at the upcoming meeting. Another suggested agenda item from the Presidents was: "What is the Library of the Future?"

8.4 Technology Transfer (PKU)

Dongmin Chen (PKU) reported that the Technology Transfer Network has held four workshops, with the latest meeting at UC Berkeley in October 2016. In the past, the group's main focus has been on IT and IP portal discussion. However, this topic may not be as valuable as the group initially thought. The Network is no longer recommending launching an IP pooling website and has become more focused on innovation and entrepreneurship. A workshop will be planned to coincide with the 2018 Presidents' Meeting at PKU with a proposed topic of the intersection between technology and social innovation. He reported that attendance at the last meeting was low, with only four partner universities represented. The next meeting has been scheduled to coincide with the 2018 Presidents' Meeting with hopes of increasing attendance.

8.5 Joint Online Course (UC Berkeley and UTokyo)

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

Andrew Wee (NUS) added that student feedback on the course was generally positive from UC Berkeley, NUS, and UTokyo students. There was an issue with Cambridge students, who did not submit feedback and were not graded on group projects, thereby decreasing their participation in the course. Prof. Fujiwara explained other issues the course faced, including low attendance during online office hours, time zone differences, issues with academic

calendar alignment, and technology, particularly with audio problems. He said that the Joint Online Course was a two-year agreement and is not seeking funding for its second year. The second year of the course will provide the ability to improve on the issues outlined.

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

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

8.6 Real Estate Working Group (ETH Zurich)

Jürg Brunnschweiler (ETH Zurich) reported that this group will have its first meeting at ETH Zurich in September 2017 and all partner universities except Yale have expressed interest.

Session 9: Update from IARU Research Collaboration

9.1 Aging, Longevity and Health (ALH) & Graduate Student Conference (UTokyo and UCPH)

Kiichi Fujiwara (UTokyo) reported that ALH is the only remaining research-based collaboration within IARU and continues to be successful. A Graduate Student Conference at UTokyo was held in November 2016 along with the ALH Steering Committee meeting. There are two ALH summer courses: (1) *Alive and KICKing –innovative solutions to aging-related challenges* is not affiliated with GSP but is open to all IARU students and (2) *Interdisciplinary Aspects of Healthy Aging* is a GSP course offered at UCPH. Another GSC and steering committee meeting will be held at Oxford in 2017, with a 2018 meeting planned either at UC Berkeley or Cambridge. He introduced a new project titled *Walkability*, focused on mobility and social relations among the elderly, for which funding options are being pursued.

Session 10: Business Matters (IARU Secretariat)

10.1 Financial Report

Rexille Uy (IARU Secretariat) reported that at the end of 2016, a budget remained of USD 249,898. Senior Officers have approved initiative funding in 2017 totaling USD 88,500. The remaining balance in 2017 after all expenses have been subtracted is USD 226,398.

The 2017 membership fee per partner will be USD 18,181. If a new agreement with Banco Santander is negotiated, the annual membership fee may be adjusted accordingly.

Chorh Chuan (NUS) suggested using IARU reserves to fund the 2018 GSP if negotiations with Banco Santander take longer than anticipated. All Presidents agreed with this plan.

10.2 Presidents' Meeting 2018 and 2019

Rexille Uy (IARU Secretariat) stated that since there have been no objections from any partners, the 2018 Presidents' Meeting will take place at PKU on 4-6 May 2018.

UC Berkeley initially volunteered to host the 2019 Presidents' Meeting. Brian Schmidt (ANU) raised concern about Presidents' attendance to the IARU meetings, and said that full attendance from all Presidents might be guaranteed if the 2019 Presidents' Meeting were to take place at ETH Zurich either before or after the World Economic Forum in Davos scheduled for January 2019. Several Presidents vocalized their support of this proposal. Jürg Brunnschweiler (ETH Zurich) said he would check with Dr. Lino Guzzella, President of ETH Zurich.

The Presidents agreed it would be a good idea to try this method one time and see if it resulted in all 11 presidents attending. Moving forward, it may be a good idea to host the Presidents' Meeting every year, or every other year, at ETH Zurich back-to-back with the World Economic Forum, which all university presidents attend.

ETH Zurich will inform the Secretariat if hosting the Presidents' Meeting back-to-back with the World Economic Forum in January 2019 is possible.

10.3 2017 IARU Calendar

Events 2017

IARU internal meetings are open to IARU members only.

Date	Event	Host
26 - 28 March	Presidents' Meeting	ANU
27 - 28 March	Women and Men in Globalizing Universities (Workshop VII)	ANU
7 - 9 May	Global Transformation Workshop	PKU
May - August	Global Internship Program (GIP)	all
June - August	Sustainability Fellowship Exchange Program	all
June - August	Global Summer Program (GSP)	all
20 - 22 June	Campus Sustainability Officers' Workshop	UC Berkeley
10 - 11 July	Librarians' Meeting	Yale
September - January	Beginning of the Joint Online Course (Cycle 2)	UC Berkeley/ UTokyo/Cambridge/NUS
September	Real Estate Working Group Meeting	tbd
25 - 26 September	GSP Working Committee Meeting	UC Berkeley
October	ALH Graduate Student Conference	Oxford
26 - 27 October	Senior Officers' Meeting	Yale

IARU

Report to Presidents' Meeting from

Women and Men in Globalizing Universities

by Fiona Jenkins (ANU), Margaret Jolly (ANU)
and Rebecca Surender (Oxford)

Australian National University

March 26, 2017, 1.30 pm

Springbank and Canberra Rooms, Crawford School

Gender Equity – Comparative Data at IARU Institutions

- Report for IARU by Angelica Stacey et al (2013) – Berkeley highest at 31% *women professors* but *similar* patterns of women's seniority in academic positions across *all* IARU institutions (except Tokyo) once differences in presence of PTEM allowed for, suggestion re 5 year cycle of review of data
- *But* longitudinal comparisons difficult due to diverse titles/levels so decision in Beijing in July 2016 to focus on intra-institutional data collection and review
- *Targets* set by Oxford 35% women professors, 50% in Humanities by 2020, Cambridge 30%, Tokyo 30% across all levels

Gender Equity and Gendered Excellence

- Targets and numbers are crucial but we need to look *behind the numbers* at what universities *do* in *creating and disseminating knowledge*
- Qualitative questions of value, *what counts as academic excellence and success*
- Gendered models of academic careers (divergent effects of parenting/caring, investment in teaching, research & administration) are important; but we must also look at how knowledge is formed and valued
- Information needed on disciplines and sub-disciplines – not just a gross STEM/HASS contrast e.g. Philosophy gendered by sub-fields; men concentrated in high value fields/journals/citations

How gender inequity affects knowledge

- **If women typically work in specific subfields** or on a particular range of problems, and
 - **if women's work gets less support and recognition** than that of their male peers, given standard gender biases in citation and funding, then
 - **the evidence and insights women generate will have less impact on their field as a whole** than the work done by men in areas where they dominate.
 - (Alison Wylie 2011, 176)
- Conclusions:**
- **Institutional inequity has an impact on the *content* of fields** that many equity initiatives fail to consider
 - Gender inequity translates into **biases in the research agenda**, that to varying degrees and in diverse ways, shape the trajectory of a discipline as a whole
 - Biases in disciplinary content **impact society as a whole** by overlooking feminist research, gender analysis and women's perspectives

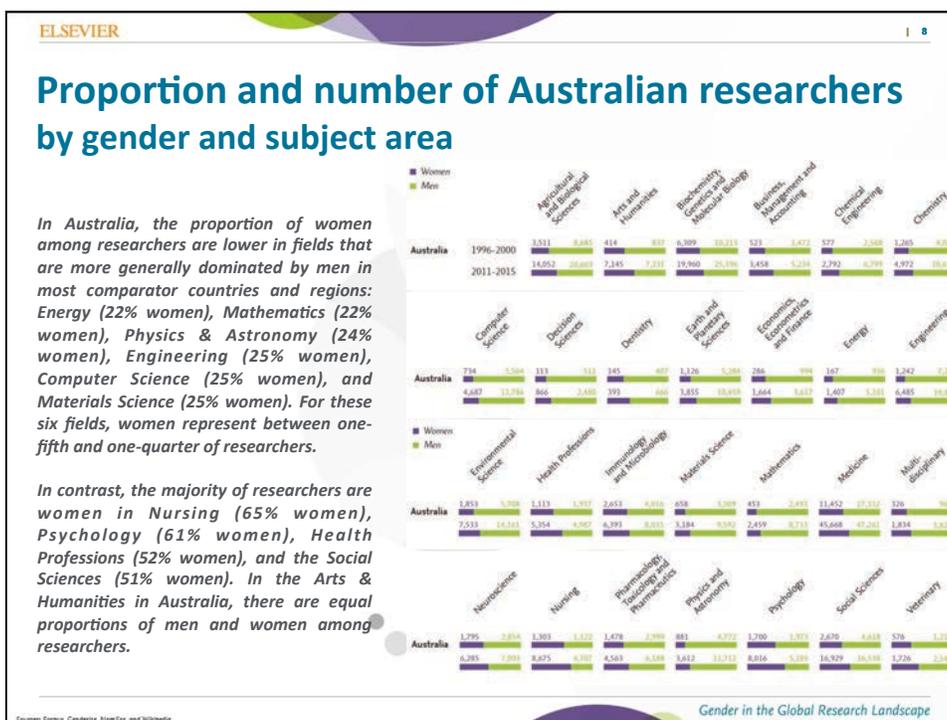
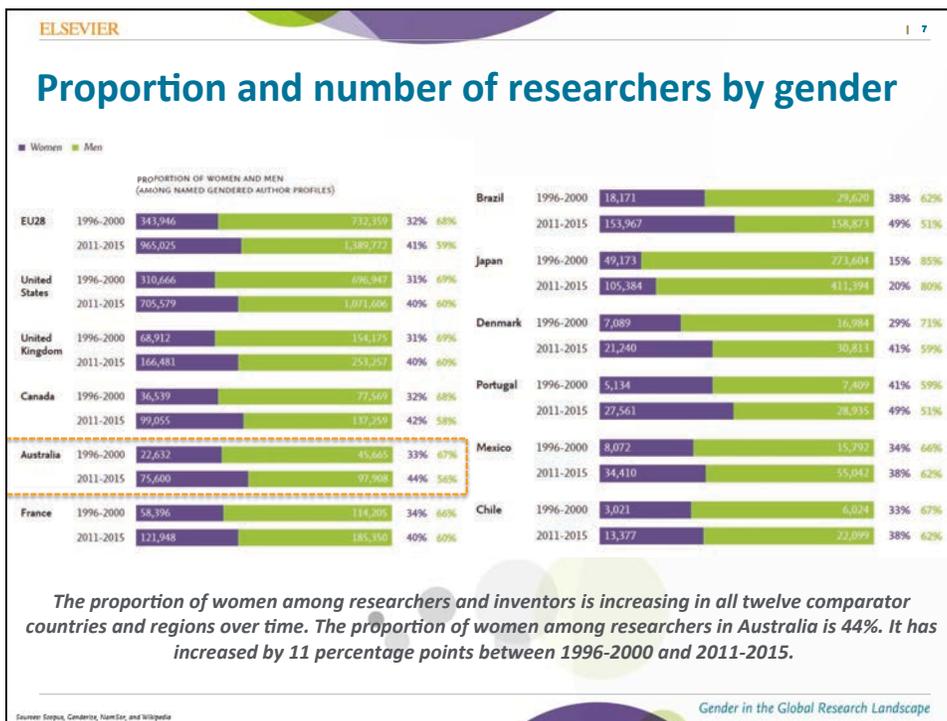


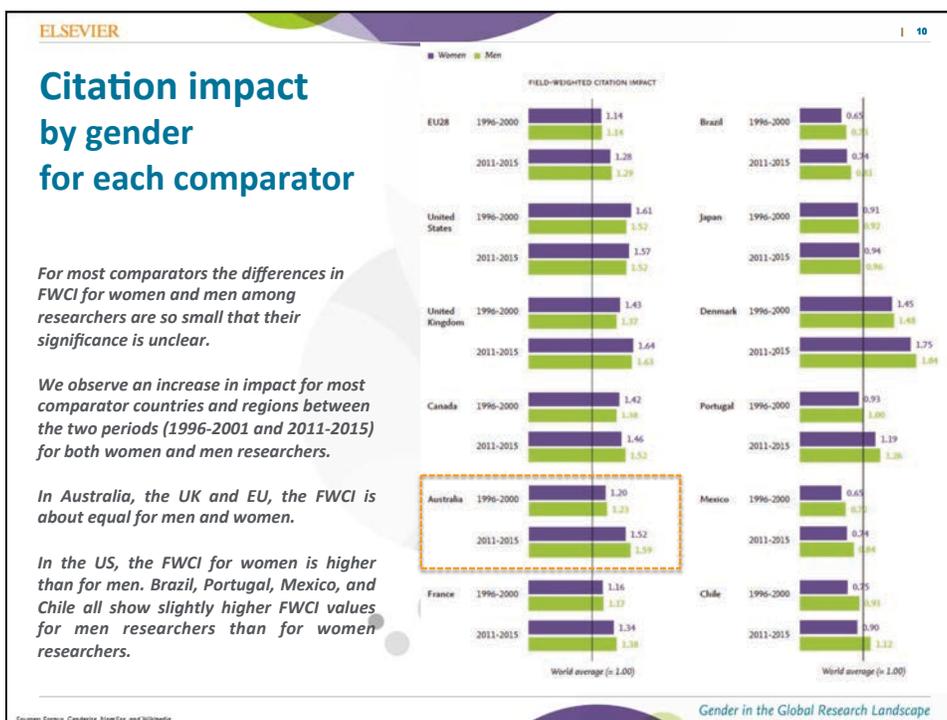
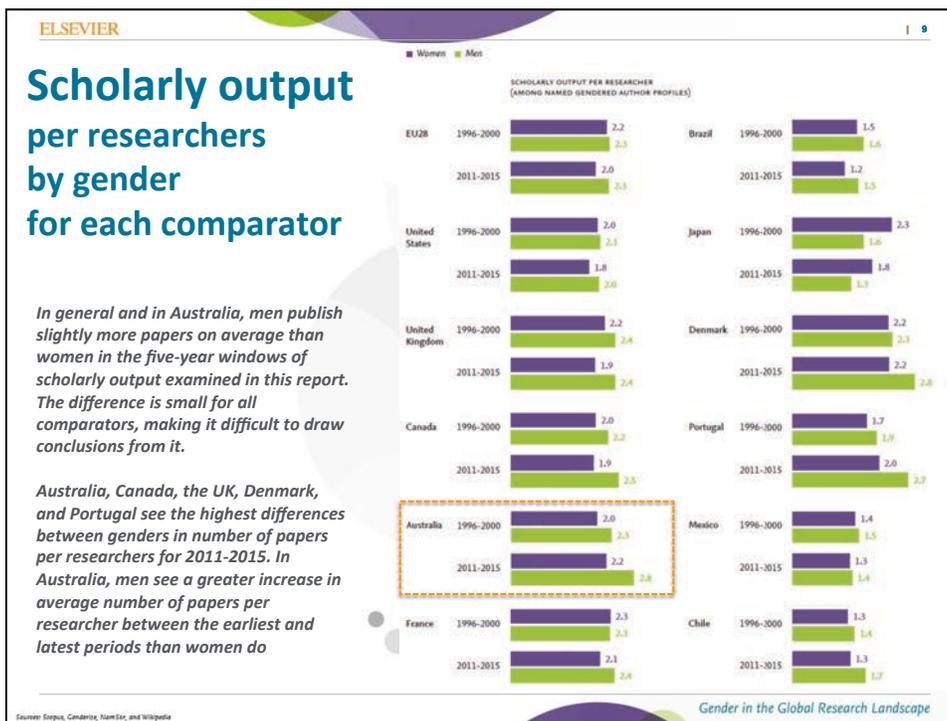
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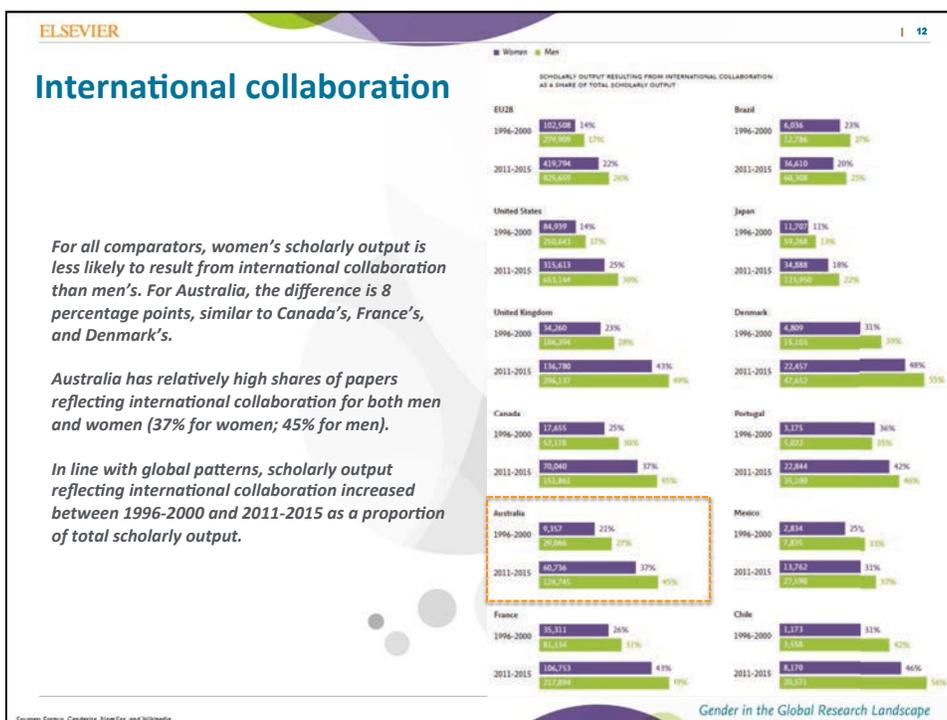
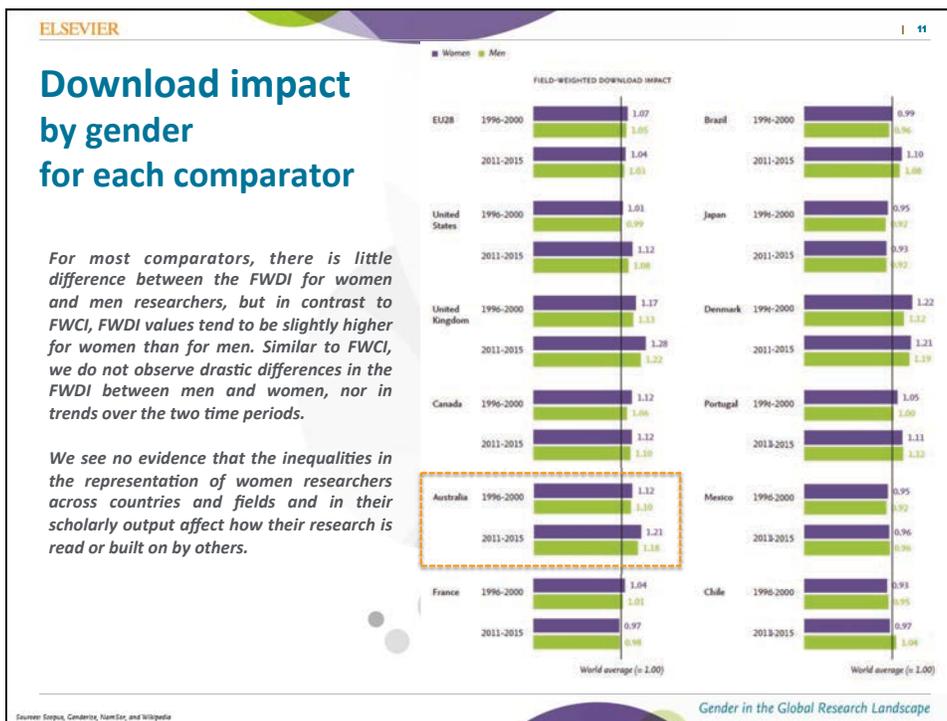
Unique global data sources and analytical expertise

- **12 comparators**
 - Australia
 - Brazil
 - Canada
 - Chile
 - Denmark
 - EU28
 - France
 - Japan
 - Mexico
 - Portugal
 - UK
 - US
- **12 analyses**
 - Researchers
 - Scholarly output
 - FWDI (download impact)
 - FWCI (citation impact)
 - Inventors (WIPO)
 - Patent applications (WIPO)
 - Leadership
 - International collaboration
 - Cross-sector collaboration
 - Mobility
 - Interdisciplinarity
 - Gender Research
- **2 time periods**
 - 1996-2000
 - 2011-2015
- **27 subject areas**
 - Overall
 - ACSJ 27

Gender in the Global Research Landscape







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Download the free report here

<https://www.elsevier.com/research-intelligence/resource-library/gender-report>

Elsevier > Research Intelligence > Resource library > Gender in the Global ...

Gender in the Global Research Landscape Report

"As a steward of world research, Elsevier has a responsibility to promote gender equality in Science, Technology, Engineering, and Mathematics and advance understanding of the impact of gender, sex, and diversity in research. In this regard, Elsevier fully supports the United Nations' Sustainable Development Goal 5, "to achieve gender equality and empower all women and girls," and the Global Research Council's Statement of Principles and Actions Promoting the Equality and Status of Women in Research." – Ron Moberg, Elsevier CEO

Critical issues related to gender disparity and bias must be examined by sound studies. Drawing upon our high-quality global data sources, analytical expertise and unique gender disambiguation methodology, Elsevier has produced this comprehensive new report, *Gender in the Global Research Landscape*, as an evidence-based examination of research performance worldwide through a gender lens and as a vehicle for understanding the role of gender within the structure of the global research enterprise.



[Download PDF](#)

Gender in the Global Research Landscape

Reflections on Findings of Elsevier Report *Gender in the Global Research Landscape* (March 2017)

- Proportion of women among researchers in all twelve comparator countries is increasing over time
- Women publish fewer research papers on average but no evidence that this affects citations/downloads
- Women are less likely to collaborate internationally on research papers
- Women are slightly less likely than men to collaborate across the academic and corporate sectors on research papers

Contd Reflections on Findings of Elsevier Report *Gender in the Global Research Landscape (March 2017)*

- In general, women's scholarly output includes a slightly larger proportion of highly interdisciplinary research than men's
- Among researchers women are generally less internationally mobile than men
- Gender research is growing in terms of size and complexity, with new topics emerging over time
- The former dominance of the United States in gender research has declined as research in the European Union has risen

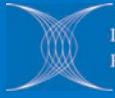
Relevance of Elsevier Report to IARU project

- Understanding and valuing differences: eg If women tend to engage in more interdisciplinary research how does this advantage/disadvantage them in IARU group?
- If women are generally less internationally mobile than men, how do we foster capacities for mobility among IARU group? Also – how do we further promote women's collaboration with corporate partners?
- Gender research is a growing field: where is it taking place in our universities? How can this research support the pursuit of gender equity in IARU group? Gender research is well-established in some nations in our group (US, UK, AU, EU) but less so in others – can we promote exchange?

Present and Future Plans for Project

Interns working on three projects

- Financial incentives for gender equity at Copenhagen and Zurich (ETH) – successes and failures
- Unconscious/implicit bias – focus of meeting at Yale in 2018
- Gender attainment gaps for students – e.g. Honours students at Oxford and Cambridge



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Sustainable Campus Initiative

John Sullivan, Australian National University

Melissa Goodall, Yale University



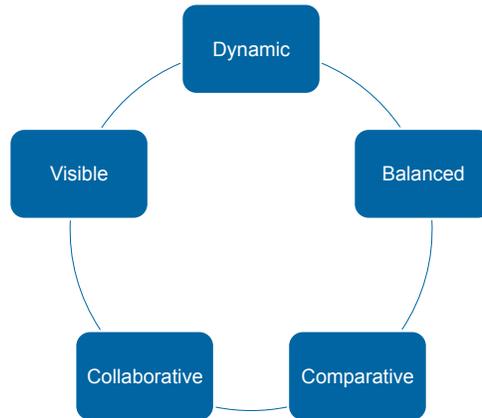
INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Statement of the Presidents

“IARU as an alliance is committed to leadership academically and operationally. We will ensure that our universities prosper and thrive in a way that is not just sustainable, but also promises to enhance the resilience of our communities and the world.”

“Our aim for the next ten years is to move beyond best practices to transformative change. This will be a rich and iterative journey that will engage students, faculty, staff, community members, alumni, peer institutions, and partners.”

Sustainable Campus Initiative



Successes to-date



- + 4,000 downloads
- 695,000 tweets including #IARU2014

700+ researchers from 50+ countries

140+ professionals from 20+ countries

Global University Climate Forum



27 teams, 130+ students, 30+ countries



CLIMATE OF
HOPE

Student leaders are taking local climate issues into their own hands

December 9, 2015
By [Marissa Miley](#)
[@marissamiley](#)

SÈVRES, France – About 15 miles southwest of the international conference halls of Le Bourget, a small group of global climate activists debated climate solutions they'd put forth for their hometown. Goodluck Tesha stood proudly before a small blue poster where he's a tourism major at St. Augustine University. "Nobody cuts a fruit tree," he said. Between 1990 and 2015, the Bank, much of it to provide household energy. The amount of carbon dioxide in the air. ... maroon sweatshirt at ... the govern



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Current activities



SUSTAINABLE
CAMPUS
ORGANISATION



LABORATORIES



COMMUNICATION



CAMPUS-WIDE
OPERATIONS



GREEN
PURCHASING



EMPLOYEE AND
STUDENT
ENGAGEMENT



BUILDINGS



TRANSPORT



UNIVERSITIES AS
THE CATALYST FOR
A SUSTAINABLE
SOCIETY

Energy Management Comparisons

ETH (lead), Oxford, ANU



Energy Management : Dashboard Comparisons:

Oxford (lead), Copenhagen, Cambridge



Smarter Meetings

ETH (lead), ANU, (Oxford, Yale)



Fellowship Program

Cambridge (lead), with participation from all IARU members



Forum Final Report



Case Studies and Communications

Yale (lead), NUS, Berkeley



“Campus” as a “Living Lab”

Yale (lead) with input from all IARU institutions



UNIVERSITIES AS
THE CATALYST FOR
A SUSTAINABLE
SOCIETY

Next Steps

Shared event proposal

Global Priorities, Educated Solutions:

the role of academia in advancing the Sustainable Development Goals

Possible Conference

Global Priorities, Educated Solutions: the role of academia in advancing the Sustainable Development Goals



Purpose: to identify pathways for universities to engage on advancing solutions for all 17 goals.

Tracks

Scholarship for solutions

- Innovation and multidisciplinary scholarship in the context of the SDGs.

Walking the talk

- Leading by example with operational excellence and using the campus as a test bed for solutions.
- Engaging in partnerships with society, governments, and businesses.

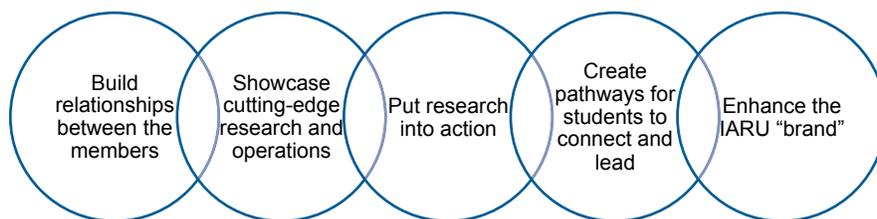
Next generation innovation

- An opportunity for students to share their ideas on how we can change the world.

Possible Outcomes



Benefits to IARU



Q&A

Sustainable Campus Initiative

John Sullivan, Australian National University

Melissa Goodall, Yale University