

Draft Outcomes of the IARU Presidents' Meeting 2018

Peking University, 4-6 May 2018

Opening and Welcome

Chancellor Carol Christ from the University of California, Berkeley opened the 13th annual IARU Presidents' Meeting by welcoming all attendees and congratulating Peking University on its 120th anniversary. Chancellor Christ acknowledged the two presidents participating for the first time, President TAN Eng Chye from the National University of Singapore and Vice-Chancellor Stephen Toope from the University of Cambridge.

Vice-Chancellor Max Price from the University of Cape Town extended his regrets at not being able to attend the meeting. He announced that the next Vice-Chancellor for UCT, Professor Mamokgethi Phakeng, will represent UCT at the next IARU Presidents' Meeting.

Chancellor Christ also welcomed other IARU colleagues participating in the Presidents' Meeting for the first time: Dr. Anthony Nelligan from ANU, Ms. CHOOI Foong Sin from NUS, Mr. Jonas Espe Bak from UCPH, and Ms. Joy McGrath from Yale.

Session 1: Regional Roundup

UC Berkeley

UC Berkeley is now in the public comment period of a new strategic plan for the campus. The plan is structured to answer four strategic questions:

1. Signature Initiatives — What are the critical issues and challenges facing our state, our nation, and our world that Berkeley is particularly well suited to address?
2. Student Experience — What investments and changes in our instructional and co-curricular programs would have the most significant impact on the quality of our students' experience?
3. Enrollment — Accepting that enrollment growth is not entirely within the campus's control, what do we see as the preferred enrollment level for Berkeley and how should this enrollment be distributed?
4. Financial Strategies — How can Berkeley foster a sustainable financial model with an evolving diversity of revenue sources? Berkeley faces the challenge of how to create a mixed financial model of public and private revenue sources without compromising its identity as a public institution.

UC Berkeley is developing a Data Science major and a new model of data science instruction at the undergraduate level. Berkeley has a partnership with community colleges where students can take the lower division data science course online then transfer to UC Berkeley for the upper division course. There are ongoing conversations regarding the organizational shape for this new data science concentration, e.g., whether it should be a division in the College of Engineering, an independent division/school, etc.

The debate on Free speech continues to be an issue at Berkeley. Over a year ago, the riots that erupted when Milo Yiannopoulos tried to speak on campus led to reputational damage for the university and an opportunity for the right-wing to say that UC Berkeley does not support free speech. To demonstrate its commitment to Free Speech UC Berkeley has spent over \$4 million to provide security for speakers of all political persuasions, including conservative and right wing, to present their perspectives at Berkeley. The campus also appointed a Free Speech Commission. The Commission has issued a report with recommendations on how to uphold the obligations under the First Amendment while still protecting UC Berkeley's core values of inclusivity and equity.

University of Copenhagen

Free speech and dilemmas regarding visiting speakers (follow up to Berkeley roundup):

UCPH was one of the first places to host a Carlos Puidgemont event after his move to exile following the Catalanian election for independence. The visit was covered heavily by European media and did cause some minor unrest at the campus but all in all, it went well.

First year as rector:

Focus on being present at all institutes and faculties.

A new strategy was adopted by the university board. The strategy is titled: "Talent and collaboration" and have an outspoken focus on attracting, developing and retaining academic talent, binding closer ties between research, education and practice and pulling the university together (internal cross collaboration).

Danish and European higher education policies:

At the national political agenda, UCPH is facing multiple agendas. First and foremost there has been a focus on measuring the quality of our education. This is entirely in contrast to last decades focus on quantity. In fact, we now face the question whether we are educating too many candidates. We have also experienced a push from the government for better job readiness and closer proximity to praxis.

Oxford

Oxford asks that Cambridge's regional roundup submission represent the situation for England.

University of Tokyo

Since 2015, there has been increased pressure from government and industry for Japanese universities to further their contribution to innovation and economic growth. In response, UTokyo has implemented multiple strategies, including increasing the number of tenured positions for young researchers and creating opportunities for industry-academic collaboration.

UTokyo successfully received the status of "Designated National University" last June. The increased autonomy that comes with this status will be used to diversify UTokyo's funding sources, thus ensuring the finances necessary to achieve its goal of "serving the global public." Diversification strategies include utilizing the university's assets, increasing industry-academic collaboration, and encouraging investment from global industries.

The 'Digital Revolution' will create a huge impact on global society, and it has both upsides and downsides. Potential benefits of the '4th Industrial Revolution' include increased opportunity for economic participation for people of all generations and decreasing the disparity between the city and the country. On the other hand, an example of a downside is 'data absolutism' which threatens to create

a critical disparity between the 'haves and have-nots.' Universities should play an essential role in maximizing potential benefits of the Digital Revolution and contribute to creating a better future society for all. This requires sharing a future vision with many people and getting them to get involved in collaborative activities to realize it.

The UN's "Sustainable Development Goals" (SDGs) are incredibly valuable for sharing such future vision. They are also valuable for promoting interdisciplinary research in academia. Increased interest in "Environmental, Social and Corporate Governance" motivates industries to work towards contributing to realizing SDGs and universities are good partners to pursue this. UTokyo established the UTokyo "Future Society Initiative" in 2017. Consisting of approximately 170 projects addressing all 17 SDGs, this initiative exemplifies how the SDGs can help guide interdisciplinary research and industry-academia collaboration that serves global society.

To ensure a brighter future for humanity, it is vital that universities across the globe work together towards common goals.

Australian National University

Australian universities continue to operate in a national higher education policy vacuum, presenting challenges for the operations, planning, health and financing of our higher education sector.

The effects of this policy vacuum have played out in recent government actions. These actions demonstrate the apparent disconnect between higher education and other policy considerations, as well as a lack of long term thinking and coherent planning.

For example: a revised visa framework was introduced in 2017 by the Department of Home Affairs. This has held up the recruitment of academic staff as well as PhD students to Australian universities, endangering our international engagement and access to global talent; In January 2018, at short notice and just as offers for 2018 were being finalised for domestic undergraduate students, the Australian Government froze the level of funding available to universities for the enrolment and teaching of all domestic undergraduate students. In effect, the costs for ~5% of the cohort will no longer be covered by the Australian Government.

As a consequence of the latter, universities were forced to revise their thinking about enrolment planning, with a further pivot towards international students as a source of revenue. For ANU, it's likely we'll be able to maintain an international enrolment of about 1/3 of the student cohort, and continue with current plans to moderate the size of our student body.

The above highlights the ongoing need in Australia for improved public policy discourse, and an important role for universities – to enable effective policy responses to an increasingly complex and challenging environment (local, national, regional, global). To that end, ANU has now established the Public Policy and Societal Impact Hub. We'll be looking for opportunities to engage our international partners in a series of dialogues with policy decision makers and the public. A forum on the Belt and Road Initiative is one example we are currently working on.

Public scrutiny of Australian universities and their conduct also continues. From August 2017, the sector was called to account for its responses to sexual assault and sexual harassment at universities following release of the Australian Human Rights Commission's *National Report on Sexual Assault and Sexual Harassment at Australian Universities (2017)*. Universities were requested to provide information for

publication about the actions their university had taken in response to the report. ANU thanks Yale in particular for sharing their experience with ANU, and for the generous advice and insights provided.

ETH Zurich

ETH Zurich continues to be very successful in obtaining prestigious ERC grants. Since the last PM, several Starting, Consolidator, and most notably 10 Advanced Grants were awarded to researchers from ETH. Despite this and many other successes, Swiss participation in European Research Framework Programmes and more generally Switzerland's relationship with the EU remain an issue.

Overall, ETH continues to grow. For example, 4.6% more freshmen started last year. In 2017, a new Master's programme in data science, as well as the Bachelor's course in human medicine, were milestones in the continuing development of ETH's curriculum. For the first time, 20'600 students - 4,100 of them doctoral candidates - are studying at ETH, and 25 new spin-off companies were created last year.

As a primarily publicly funded university, ETH faces challenges such as preserving its autonomy and increasing political control and audits. Further challenges include high-profile cases of misconduct including bullying allegations. Also of growing concern is the loss of faculty to the tech industry such as Microsoft. On the other hand, ETH is the nucleus of a very enriching ecosystem in the greater Zurich area with large tech companies such as Google, Disney Research, etc.

To address some of the challenges above, ETH has proactively taken some countermeasures. Namely, it launched a campaign based around the slogan "Respect. Full stop" that includes a Respect Code of Conduct. As a response to the increasingly challenging economic and political conditions facing the higher education sector, ETH launched the "ETH plus" project. Through a bottom-up approach, strategic projects and topics in the areas of education, research, and knowledge/technology transfer are identified.

ETH will host Times Higher Education's World Academic Summit on 10th-12th September 2019. All IARU members are invited to participate in the summit; on 9th and 10th September 2019, the IARU Senior Officers' meeting will take place at ETH too.

National University of Singapore

President Tan shared that last year as President-designate, he conducted 30 town halls with the various NUS sub-units. He shared his four strategies there, two of which are elaborated below.

1. Singapore is seeing a significant disruption in industry and economy. Job retrenchment and displacement were at 17,000 in 2017 where more than 2/3 are graduates between 40-55 years old. The critical challenge is on how to help these individuals move on to another career path. NUS, as a state university, enrolling 20% of the birth cohort, sees the need to change the undergraduate curriculum which will allow students to build a stronger foundation, meeting the needs of future economies. NUS will integrate lifelong education and mindset change into its undergraduate curriculum where students can choose to stack up courses into qualifications over a period of 20 years from the point of undergraduate admission. This goes hand-in-hand with Singapore government's SkillFuture initiative where funding is provided aiming to build competency and capability by offering Continuing Education and Training (CET) courses to enhance the

employability of individuals. NUS works towards integrating lifelong learning into the Higher Education Framework.

2. In the area of Research, NUS aims to recruit more faculty members over the next three years and to create platforms to enable faculty members of different backgrounds to collaborate on multi-disciplinary types of research. Seven platforms have been built and will be strengthened, e.g., Smart Nation, Materials Science and Engineering, Maritime and Deep Sea Engineering, Sustainability, Ageing, and Healthcare Transformation. Prof Tan illustrated Ageing and Healthcare Transformation which is a problem-driven research area. Singapore currently spends 5% of GDP on healthcare, and with rapidly aging population and increased healthcare cost, the spending will increase significantly. The aim is to transform the entire healthcare framework in Singapore. NUS is given a new campus to develop a new healthcare framework which if it is successful, the framework will be implemented nationwide.

Yale University

To be added.

Cambridge

Breaking the Silence on sexual misconduct: this campaign aims to embed a culture of zero tolerance to sexual misconduct among staff and students. A 2010 survey by the UK-wide National Union of Students found 68% of student respondents had experienced some form of sexual misconduct, yet at Cambridge, fewer than three formal reports were made by them each academic year, a ratio reflected in staff numbers. This campaign aimed to change that, by empowering members of our community to see sexual misconduct in all its forms as unacceptable; to report it and see the university act on it. We were the first University to have a full time, permanent member of staff whose only role is to provide practical and emotional support to students who have experienced any sexual violence; we are in Universities UK's best practice Directory of Case Studies on handling sexual misconduct. Our improved reporting processes have enabled a 600% rise in the numbers of students coming forward and raising complaints.

Commitment to students: We are planning to launch a comprehensive student support initiative. This new initiative will focus on building an endowment with Ph.D. Studentships and bursary schemes to invest in the future flexibility of our budget model. We are also concerned about the health and well-being of our students and will also be looking to raise resources to support BME recruitment and foundation programmes and student mental health support. Additionally, we hope to raise money to support the student experience and their opportunities to engage in sports clubs and societies.

Brexit. Still a lot of uncertainty, but we are proactively engaging with both UK and EU Government, as well as exploring new forms of relationships with research partners in Germany, France and elsewhere.

New regulatory/ funding environment. The creation of the Office for Students as a sector regulator, with the need to register to keep university title and degree-awarding powers. The focus on the student as consumer is proving controversial politically, including among student unions, but has also emerged from the fact that the vast majority of universities' teaching income is now from students' fees. The OfS has powers to impose significant monetary penalties on providers and, unlike HEFCE, will not be expected to step in to support struggling institutions.

Review of post 18 education and funding. The Review's remit is to examine value for money in post-18 education, as well as how the UK's tertiary education system helps to meet the UK's skills needs. It could lead to significant changes to the English fee system – for example, fees relating more closely to actual subject cost or graduate outcomes. Both could usher in a more variable fee regime. However, the Government is also keen to reverse the decline in part-time and mature enrolments. Our response to the review will discuss how to consider the concept of 'value' in education; our full-time undergraduate offer; and the part-time provision delivered by our Institute for Continuing Education.

Peking University

Now is a good time for Peking University's development. However, there are both positive and negative ramifications during this period of development and reform that the university leaders must face.

To further deepen the reform of higher education and improve the quality of education, China has introduced a series of new plans and measures, and universities are also contributing their internal proposals for addressing future challenges.

One of the significant measures is a national initiative/plan for "building world-class universities and disciplines." Funding for implementing the plan will be significantly increased, with about 100 billion RMB to be provided over the next five years. Peking University has been selected as a first-tier academic institution in this plan, with 41 of its disciplines to be covered in the plan. This large number of disciplines is the highest among Chinese universities, which is something we are very proud of.

According to the 13th Five-Year Plan, government and private funding for science and technology will be further increased to develop major significant science projects and infrastructure, strengthen support for scientific research, and build national laboratories to enhance academic and research capacities that can better serve national strategies in priority fields. Furthermore, expenditure on education of 4% of GDP will be maintained to further enhance the quality and level of primary and higher education.

Meanwhile, Peking University is also developing its plan. There will be three priorities: Clinic + X, Area Studies, and Big Data. Reform of its education program is also being undertaken by combining liberal arts education with professional training.

However, any reform undertaken at Peking University is always scrutinized by the media and social commentators. Furthermore, public consensus is easily misguided, and, under such conditions, some minor issues can be blown out of proportion, resulting in the overall achievement of the whole university being ignored. This is not necessarily caused by the media but can arise spontaneously out of differences in public opinion. How should the university meet this challenge and guide public opinion?

Session 2: IARU Cybersecurity Forum & Discussion (NUS)

Professor Andrew Wee (NUS) shared that the idea for an IARU Cybersecurity Forum stemmed from a severe cybersecurity issue faced by NUS in 2016. Creation of this Forum allowed for the lessons learned by NUS to be shared and absorbed by others. The Cybersecurity Forum held its first meeting in April 2018 at NUS and was attended by representatives from six other IARU universities: ANU, ETH Zurich, PKU, UCPH, UCT, and UTokyo.

NUS reported that the Forum's objectives are threefold: provide a platform for cybersecurity leaders and university professionals to share ideas and experiences that advance knowledge; develop a community of strategies, governance and management practices in cybersecurity for higher education; and enable dialogue among members and explore next-generation technology to respond to evolving threats.

President Tan (NUS) opened the Forum's first meeting and reflected that cybersecurity needs exist at both the national and university level. The Forum was chaired by the NUS Chief IT Officer and a speaker from Singapore's Cyber Security Agency was invited to share Singapore's perspectives and approaches to cybersecurity at the national level.

The Forum determined four initial areas of collaboration for future focus. First, develop a standard set of KPIs that all members can use for engaging the Board/Senior Management. Second, form sub-groups and virtual teams/conferences to discuss specific areas and consider mini-projects within the forum. Third, establish a shared online platform. Fourth, share contact points for particular issues.

The Forum requested approval of the four areas of collaboration and support for an annual meeting of IT Security personnel from IARU universities; both requests were approved by IARU Presidents. UCT has volunteered to host the next Cybersecurity Forum in 2019, and a budget request will be submitted at SOM2018.

After a confidential discussion on cybersecurity issues IARU Chair, Carol Christ, noted that there is intense interest on this subject from each IARU university and recommended that in the future, the Forum publish a digest of best practices in cybersecurity for universities.

The slides for Session 2 can be found in **Appendix 1 (pg. 13)**.

Session 3: Brief Updates from Select IARU Initiatives

3.1 Sustainable Campus Initiative (Yale)

Mr. Don Filer (Yale) reported that the Sustainable Campus Initiative is very active. Staff exchanges took place in 2017 when Copenhagen sent a staff member to Yale to share ideas on improving the efficiency of space use and Yale sent a staff member to Cambridge and Oxford to discuss best practices for energy management. SCI is producing a set of publications to build on the success of the *Green Guide*. The next SCI meeting will take place in June 2018 hosted jointly by Cambridge and Oxford, preceded by the International Sustainable Campus Network Conference in Stockholm on 11-13 June, where IARU representatives will present in front of many other sustainability officers from outside universities.

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

Professor Kiichi Fujiwara (UTokyo) reported that ALH is one of the oldest initiatives of IARU and has remained active over the years, hosting a variety of programs ranging from GSP courses on aging to graduate student conferences. In recent years, ALH has focused on supporting young researchers. A successful Graduate Student Conference was held at UTokyo in 2016, followed the next year by a Graduate Student Conference at Oxford. ALH would like to continue hosting graduate student conferences jointly with its steering committee meetings and requests funding in the amount of USD 15,000 to host its next assembly at NUS in October 2018. This meeting will occur as part of a larger symposium focused on aging with greater research exchange between students and scholars.

The funding request of USD 15,000 to host a Steering Committee Meeting and Graduate Student Conference on 17-19 October 2018 at NUS was approved by IARU Presidents.

UCT has volunteered to host a 2019 meeting, and UC Berkeley is exploring the possibility of hosting a 2020 meeting.

3.3 Women and Men in Globalizing Universities (ETH Zurich and Oxford)

Dr. Jürg Brunnschweiler (ETH Zurich) reported that the three interns approved on March 2017 at PM2017 had been hired. These interns conducted work on the gender attainment gap (ETH Zurich), implicit bias training (Yale), and financial incentives to progress the hiring of women (ANU). The Gender Group is currently finalizing reports on these three topics. A draft of the Gender Attainment Gap Report from ETH Zurich was included in the Tome. The other two reports will be reviewed at SOM2018.

The funding request for USD 6,575 to host a Gender Group meeting at Yale on 12-14 September 2018 was approved by the IARU Presidents.

Session 4: 2019 Presidents' Meeting Host & Dates

PM2019 will take place at ETH Zurich before the World Economic Forum in Davos. The Welcome Dinner will take place on Sunday, 20 January with a one-day meeting scheduled for Monday, 21 January. The meeting will conclude by 5 pm on Monday, 21 January.

Depending on attendance at PM2019, IARU Presidents may begin meeting every other year in Zurich either before or after the World Economic Forum.

UC Berkeley will host PM2020 and will circulate potential dates in advance.

Session 5: Topical Session – “China’s Rejuvenation and Its Implication for Developing Countries and Economics”

Professor Justin Yifu Lin, Dean of the Institute of New Structural Economics at Peking University, provided this abstract for his lecture. *Please contact the IARU Secretariat directly if you wish to receive the audio file from this topical session.*

China had one of the most splendid civilizations in the world before the modern times. The rejuvenation of China was an unthinkable dream until the rapid growth unleashed by the transition from a planned to a market economy in 1978. This speech addresses six related questions: Why was it possible for China to achieve an extraordinary development performance during its transition? Why was China unable to attain a similar development success before its transition started? Why did most other transition economies fail to achieve a similar performance? What costs does China pay for its extraordinary success? Can China maintain dynamic growth in the coming decades? And what are the implications of China's experience for other developing countries and economics?

Session 6: Presentation from Joint-Online Course (UTokyo)

Professor Kiichi Fujiwara (UTokyo) reported that 2018 would be the third year of the Joint-Online Course. The current participating universities (Cambridge, NUS, UC Berkeley, and UTokyo) see Year 3 as the end of “Part One” of the JOC.

The classical way of joint teaching has been to send students from their home institution to another institution or to send teachers from their home institution to another institution. With the use of current video technology and online material, JOC instructors saw an opportunity to create a hybrid course, one that made use of online materials as well as cross-campus collaboration.

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

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

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

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

The six-week collaboration period also had some issues. NUS and UC Berkeley's academic calendars began much earlier than the other universities. For Cambridge, the first day of class was the first day of the collaboration period. Students were not reviewing course material at the same time.

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

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

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

The slides for Session 6 can be found in **Appendix 2 (pg. 22)**.

Session 7: Global Education Initiative (IARU Secretariat)

7.1 Global Summer Program (GSP)

Rexille Uy (IARU Secretariat) reported that GSP2017 offered 22 courses with 295 IARU students participating from all partner universities. GSP2017 enrollment saw an increase in numbers compared to the three previous years.

GSP2018 will offer 23 courses from all universities except ETH Zurich. Participation from students from all eleven IARU campuses is anticipated.

At the 2017 meeting held in Berkeley in September, GSP Coordinators set a goal for future cycles to expand collaborative curriculum and faculty exchange. One new way of doing this for GSP2018 can be seen in the Global Transformation-GSP Collaborative Course. The second way of broadening collaboration will be to increase faculty exchange in future cycles.

GSP Coordinators plan to discuss new avenues for funding for the GSP at the 2018 meeting, which will be held at ETH Zurich on 16-17 September 2018 after the EAIE in Geneva.

7.2 Banco Santander Renewal

Rexille Uy (IARU Secretariat) reported that Banco Santander has renewed funding for the 2018 Global Summer Program for one more year in the amount of USD 200,000. This is the last year of funding from Banco Santander for the GSP. Each IARU university will receive USD 18,181.81 for student scholarship funding in 2018. The IARU Presidents will not fund GSP either partially or fully for 2019.

Senior Officers will devote an entire session at SOM2018 to reviewing proposals from IARU partners on new ways of promoting student exchange education experiences at IARU campuses. GSP Coordinators are welcome to submit a proposal for review.

7.3 GT-GSP Collaborative Course

Rexille Uy (IARU Secretariat) reported that the GT-GSP Collaborative Course would be led by the new Global Transformation chair, Prof. Khatharya Um at UC Berkeley, and Prof. Andreas Egelund Christensen at UCPH. Titled *Borderland: Critical Approaches to Field Research in the Global South*, this course is a response to the urging from IARU leadership to offer more research-intensive courses and merge multiple IARU programs. This course is unique in that it combines classroom learning at Chiang Mai University in northern Thailand with student internships at local NGOs. At the end of the summer, students are expected to produce a 7-10 page research project proposal. This course is only open to graduate students and upper-division undergraduates who have proven they can research at the level expected for this course.

7.4 Global Internship Program (GIP)

Rexille Uy (IARU Secretariat) reported that in 2017, NUS offered three internships to IARU students. The Women and Men in Globalizing Universities initiative provided three internships at ANU, ETH Zurich, and Yale. The Sustainable Campus Initiative also employed four interns in 2017, three at Yale and one at Oxford.

At SOM2017, Senior Officers decided to promote GIP by offering monetary incentives to campuses that provide internship opportunities in 2018. Each IARU university had the option of submitting an internship proposal for the 2018 calendar year to be approved by Senior Officers.

For 2018, five universities (NUS, Oxford, UCPH, UTokyo, and Yale) will offer a total of six internships. Each of the five universities will receive USD 2,000 for a total of USD 10,000. This incentive program is expected to continue in 2019.

Session 8: Closing Matters (IARU Chair & Secretariat)

8.1 2017 Financial Report and 2018 Outlook

Rexille Uy (IARU Secretariat) reported that Banco Santander has renewed funding for the Global Summer Program in 2018 for USD 200,000. As a result, membership dues for 2018 will also equal USD 200,000. Each university's membership contribution will be USD 18,181.81 (USD 200,000 divided by eleven partners).

The IARU balance at the end of 2017 was USD 258,503. Incoming funds for 2018 equals USD 400,000 (Banco Santander sponsorship for GSP plus membership dues). The estimated balance for 2018 after all projected expenses have been subtracted is USD 206,628.

8.2 IARU Calendar

Date	Event	Host
15 January	Global Internship Program (GIP) Proposals Due	all
4-5 April	Cybersecurity Forum	NUS
9 April	Joint Online Course Meeting	UC Berkeley
4-6 May	Presidents' Meeting	PKU
3-5 June	Global Transformation Workshop	Cambridge
18-21 June	Campus Sustainability Officers' Workshop, to coincide with EAUC meeting	Oxford
3-7 July	Librarians' Meeting	Oxford & Cambridge
June - August	Global Summer Program (GSP)	all
12-14 September	Gender Group Meeting	Yale
16-17 September	GSP Working Committee Meeting	ETH Zurich
20-21 September	Senior Officers' Meeting	UTokyo
30 September - 2 October	Real Estate Working Group Meeting	Oxford
17-19 October	ALH Meeting and Graduate Student Conference	NUS

8.3 Next IARU Chair

IARU Chair, Carol Christ, announced that President Makoto GONOKAMI from The University of Tokyo has agreed to become the next IARU Chair. The handover will occur at PM2019 in Zurich on 21 January 2019. The current IARU Secretariat at UC Berkeley will work with UTokyo in Fall 2018 for a smooth Secretariat transition in 2019.

Any Other Matters

IARU Presidents asked the Secretariat to solicit topics or themes for discussion from each partner university before the next Presidents' Meeting. Discussion time on the issues of most interest to IARU Presidents will be built into the future meeting agenda.

IARU Presidents and Senior Officers discussed the longevity and continuation of IARU Joint-Working Groups. It was determined that there had been a thriving culture in the past of Senior Officers putting projects or initiatives to bed when little or no output is seen for one or more years. Moving forward, reports from Joint-Working Groups must include the groups *aims* for the next 2-3 years. This will allow Senior Officers to determine project continuation and future funding for IARU initiatives better.

At SOM2018, Senior Officers will devote an entire session to reviewing proposals from IARU partners on new ways of promoting student exchange education experiences at IARU campuses. GSP Coordinators are welcome to submit a proposal for review which will be weighed equally with other suggestions.



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IARU CYBERSECURITY FORUM 2018

4-5 April 2018, National University of Singapore

CYBERSECURITY FORUM 2018

4th - 5th April 2018 • National University of Singapore

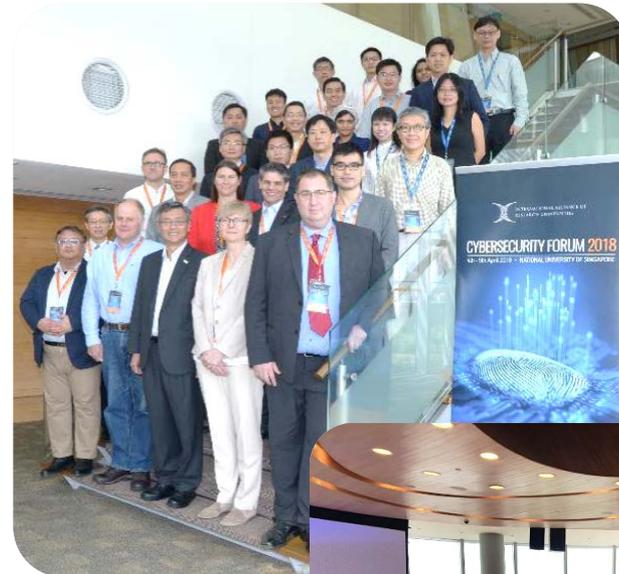


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AT A GLANCE

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CYBERSECURITY FORUM 2018

4th - 5th April 2018 • National University of Singapore

BACKGROUND

The forum's objectives were to:

Provide a shared context for cybersecurity leaders and professionals in member universities to **share ideas and experiences that advances knowledge**;

Develop a **community of strategies, governance and management practices** in cybersecurity *for higher education*;

Enable dialogue among members and **explore next-generation cybersecurity technologies** to respond to evolving threats.



FORUM HIGHLIGHTS

Charting the first steps...

Invited speaker from Singapore's Cyber Security Agency

*sharing Singapore's perspectives and
approaches at the national level*

Sharing of experiences and issues by participating universities

*Australian National University, University of
Cape Town, University of Copenhagen, ETH
Zurich, Peking University and University of
Tokyo*

Sessions facilitated by NUS

Opening address by NUS President

*Keynote address by NUS Chief IT Officer on NUS'
Information and Cybersecurity Governance
Framework*

*Sharing by NUS IT on the campus' cybersecurity
landscape*

*Sharing by NUS School of Computing on
National Cybersecurity R&D Laboratory*

*Facilitation and discussion by NUS IT on
Cybersecurity KPIs and Behavioral Analytics*

MOVING FORWARD

4 initial areas of collaborations to strengthen our approaches to cybersecurity

1. KPIs and Benchmarking

Action by: All IARU members

- **Develop a standard set of KPIs that all members can use for engaging the Board/Senior Management**
- Establish a methodology/indices to assess maturity of cybersecurity developments on our campus. This can either be developed by IARU members or a consulting company
- Develop benchmarks that can serve as proxies/measures to identify potential gaps in processes and resource optimisation. E.g. % of investment in cybersecurity

2. Virtual Teams

Action by: Domain-relevant IARU members

- **Form sub-groups and virtual teams/conferences** to discuss specific areas and consider mini-projects that are relevant to some universities, with an end goal of sharing the findings with the group.



MOVING FORWARD

4 initial areas of collaborations to strengthen our approaches to cybersecurity

3. Shared Online Platform

Action by: NUS IT

- **Establish a shared online platform** where IARU members can post best practices, challenges, solutions, research information, people matters, outreach models and policies, for knowledge sharing and exchange of views

4. Contact Points for specific issues

Action by: All IARU members

- **Share contact points** to help each other achieve greater clarity on specific issues (e.g. in areas of risk classification and technical controls arising from the General Data Protection Regulation in the EU, as raised by University of Copenhagen)



RECOMMENDATIONS FROM THE FORUM FOR APPROVAL

The organising and coordinating team at NUS IT (on behalf of all participants) recommends the following for approval:

1) Four areas of collaboration

Participants agree that the 4 identified areas of collaboration are a good baseline/starting point before embarking on more in-depth projects in the future.

2) An annual meeting of IT Security personnel from IARU universities

Given the fast moving and evolving nature of cybersecurity threats, an annual platform to share ideas/experience and outcomes of areas of collaborations will be useful.



DISCUSSION

1. A perspective on cybersecurity measures and academic freedom - a balance of policy, controls, ease-of-use and convenience in system and data access, and information sharing.
2. Cybersecurity professionals are in high demand. What then constitutes effective cybersecurity education - as organisations are looking for graduates who are armed with excellent technical knowledge, critical thinking skills but yet, keeping pace with the fast-changing industry landscape.

THANK YOU



STATE FRAGILITY & PEACE-MAKING

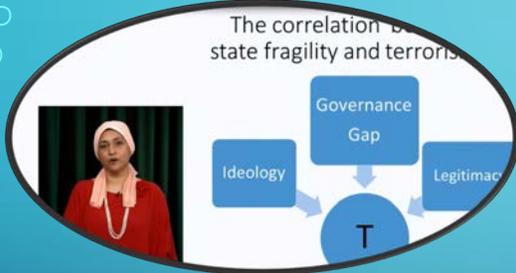
THE 1ST IARU ONLINE COLLABORATIVE COURSE

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

THE IARU PROJECT – FIRST STEPS/DISCUSSIONS



THE COMMON RESOURCES: VIDEOS



COMMON CLASSES





REFLECTION ON 2ND RUN OF THE COURSE

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

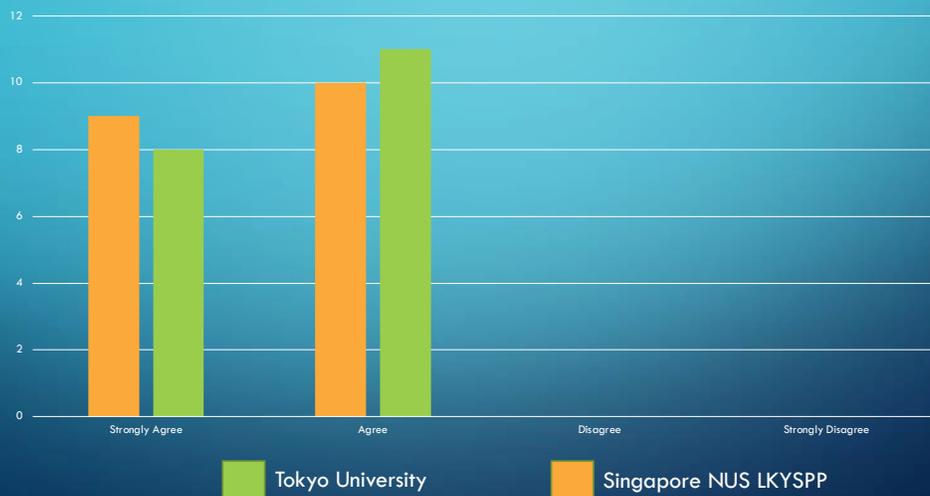
OVERALL IMPRESSIONS

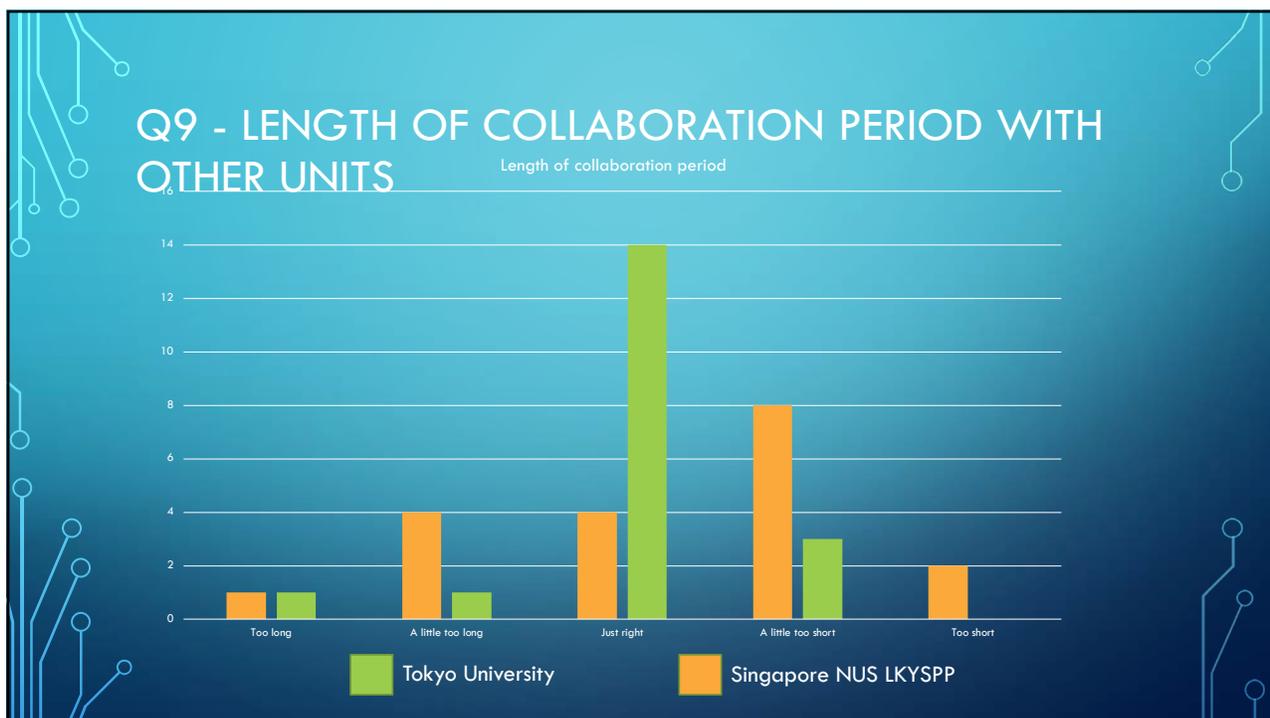
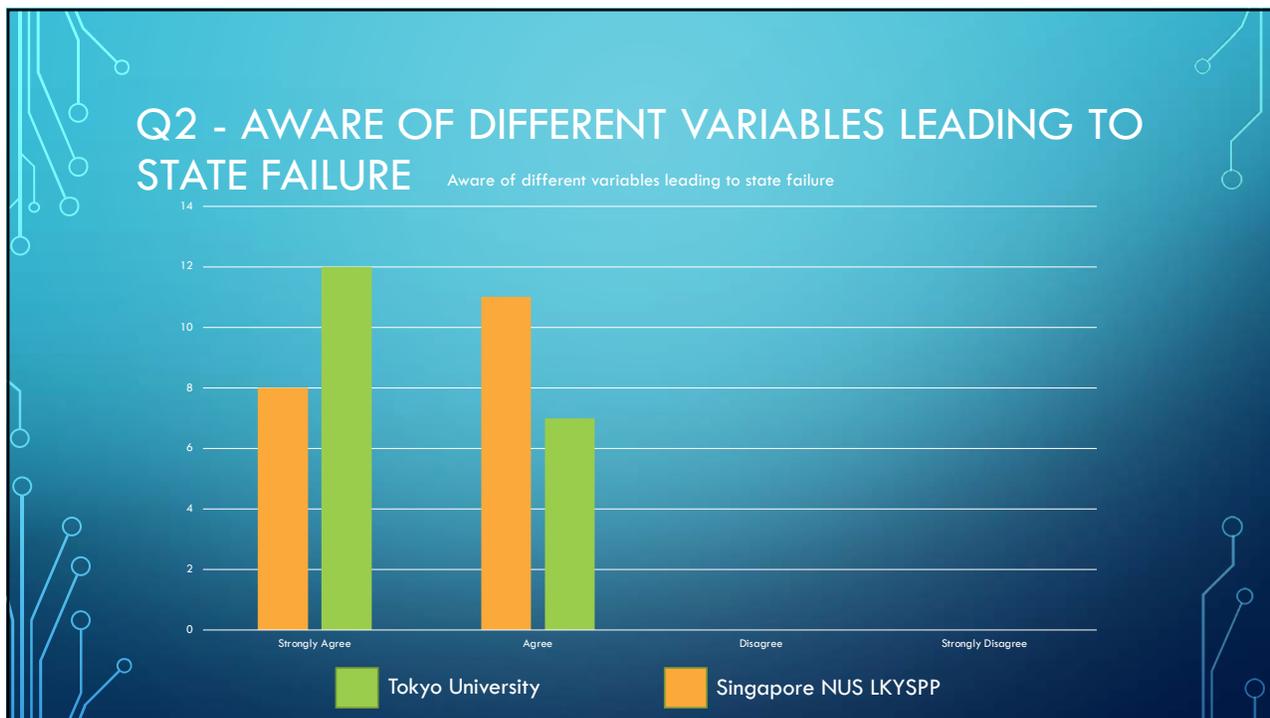
*Survey responses from students at NUS and Tokyo only; as well as faculty observation of student learning:

- Student learning and understanding of the topic/concepts improved
- Students wanted more time with professors
- Students wanted a longer collaboration period
- Quality of student engagement and final projects was high

Q1 - AWARE OF DEFINITIONS OF STATE FAILURE

Aware of definitions of state failure





SUGGESTED STRATEGIES

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

BEST PRACTICES

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

THANK YOU

Questions?

