

Confirmed Outcomes of the IARU Presidents' Meeting 2019

ETH Zürich, 20-21 January 2019

Opening and Welcome

Chancellor Carol Christ from the University of California, Berkeley opened the 14th annual IARU Presidents' Meeting by welcoming all attendees. In particular: Prof. Joël Mesot, President of ETH Zürich and Prof. Hao Ping, President of PKU, Prof. Mamokgethi Phakeng, Vice-Chancellor of the UCT, attending their first IARU Presidents' Meeting (PM). Vice-Chancellor Stephen Toope (Cambridge) was not able to attend the meeting and sent his regrets. Prof. Eilís Ferran represented Cambridge at the meeting.

Session 1: Regional Roundup

UC Berkeley

Two years ago, UC Berkeley faced a \$150 million deficit in its budget. In the past two years, we have worked hard to balance the budget. UC Berkeley is currently building a new financial system with a different set of incentives and distributions to assure we continue operating with a balanced budget.

UC Berkeley has just published a strategic plan for the next ten years and will launch a number of signature initiatives, each tied to a pressing issue facing our society, including Inclusive Intelligence; Environmental Change Sustainability and Justice; Democracy, Values, Governance, and Freedom of Expression; Inequality and Opportunity; and Charting a New Course to Health and Wellbeing. We are also developing a program for our undergraduates which gives them each the opportunity to participate in independent research while they are at Berkeley.

UC Berkeley has recently launched a new division to support data science. The new Data Science Major degree program was approved just this year.

Currently, diversity has replaced free speech as the most important issue on campus. The UC Berkeley administration is working with many different communities concerned about equity and inclusivity at Berkeley.

Finally, UC Berkeley aims to double the amount of housing offered to undergraduates within the next ten years.

The University of Tokyo

For the past 12 years of IARU history, member universities have worked together very closely. This network, based on strong mutual trust, is becoming more and more important in this time of rapid change. IARU universities are in a privileged position to become a platform for collaboration to contribute to creating a better future for humanity.

The Japanese government is still facing a difficult financial situation. And there is growing demand from Japanese society, for national universities to become more independent and contribute more to innovation. UTokyo was selected by the Japanese Government as a Designated National University, in 2017. It gave us greater autonomy in management. We started many new initiatives that will help

strengthen our financial base. For example, last year, regulation on donations was relaxed. This made national universities able to receive stocks as donations and keep them for a long period of time. This year, already we received stock worth of about 5 billion yen (about 50 million dollars). We expect dividends of over 100 million yen (about 1 million dollars) every year, which we can use for any purpose. This became a very effective way to strengthen our financial base and to establish long-term partnerships with industries and individuals.

We also plan to utilize our fixed assets. Last year, we signed agreements with private real estate companies and consulting agencies, aiming to effectively utilize our assets.

It is especially important for UTokyo to intensify industry-academia collaboration. Last December, we signed a research collaboration agreement with Daikin Industries. Daikin is one of the world's largest air-conditioning companies. Daikin will contribute total of 10 billion yen (about 100 million dollars) in the coming 10 years. The main concept of the collaboration is to generate innovation by explaining how we can add value to the air environment. We hope to contribute to creating new value and new business opportunities.

Global strategy is also very important. So, now, we are focusing more on collaborations with overseas partners. Last August, I had a very fruitful visit to Silicon Valley. I had chance to discuss with company executives and the president of an American foundation that supports basic science. I also visited an education-related foundation in Korea. Some these visits are leading to actual collaborations.

Rapid changes in political and economic atmosphere challenge the way in which we build international relationships and trust. In this light, academic institutions and their networks can serve as an alternative channel, that can complement the relationship based on political or economic activities. But, developing our activities on a global scale is not always easy. We are facing many challenges. I am sure that many of you share the same challenges, and have developed solutions that suit your institutions. I hope I will be able to learn from your experiences and successes during this meeting.

University of Copenhagen

Funding from private foundations

The funding landscape for research and higher education in Denmark is changing in these years as Danish Government continues yearly minor cuts in public funding of education while private funding is growing very rapidly. A third of UCPH's budget is now competitive research funding from the EU, public foundations or private foundations. University of Copenhagen has been especially successful in obtaining private funding from Danish foundations. This is of course a great thing, but private foundations always require public co-funding and we are about to reach a level where it will be difficult to accept more funding from private foundations because there is not enough public co-funding available in the system.

Academic freedom and offenses at the university

During 2018, UCPH has experienced quite a bit of media attention regarding the issue of academic freedom in relation to perceived offensive behavior. The point of departure has been some cases where students feel offended by other students or teachers behavior (mostly unintended). This seems to be a phenomenon that affects many HE institutions around the world and for UCPH it will definitely be an ongoing challenge to navigate through this turmoil with equally respect for the offended student and our imperative principle of academic freedom.

From 3+2 to 3+1 – a new form of Higher Education in Denmark

The Danish government is looking to introduce new types of one-year master programmes (until now Denmark has only had two-year master programmes). The purpose of this new and shortened programme should be to increase the flexibility of the Danish Higher Education system and to move towards more practice-oriented HE-degrees. UCPH is currently investigating how to accommodate the wishes of the government in this regard. It is very important for the university that any reforms or new types of programmes should not be implemented at the expense of the quality nor the research base in our education.

Admittance and drop-out rates

University of Copenhagen is continuously working with new types of measures to improve the level of incoming students and decrease the drop-out rates (especially in departments that suffer from high drop-out rates). We are currently experimenting with both hard measures such as generic degree thresholds as well as soft measures such as pre-admittance testing and interviews. As a result of these efforts, we expect to see much lower drop-out rates in the years to come.

University of Cape Town

I assumed vice-chancellorship of the University of Cape Town in the middle of 2018, so I have been in the position for just over 6 months.

Immediate issues

- The last year has been a steady and solid one for UCT. We completed the full academic year without any disruptions – after three turbulent years of protest – and are committed to continuing to resolve issues of transformation, curriculum change and inclusivity on campus. We saw a pleasing rise in Times Higher Education rankings and all our research indicators continue to strengthen.
- However, the protests have left their scars: in particular, they left behind a certain amount of trauma experienced by students and staff members. This, together with the utterly tragic loss of our beloved Professor Bongani Mayosi, Dean of the Faculty of Health Sciences, has made all of us at UCT more acutely aware of the mental health challenges among both students and staff. We are also looking at ways of addressing the high levels of stigma that sometimes prevent individuals from seeking help. I know increasing numbers of students needing and seeking help for mental ill health is a global issue; at UCT and in South Africa, it carries a particular urgency.
- Day Zero – the day on which the City of Cape Town would have to switch off most of the taps in the city to conserve the last of the water supplies – has been postponed indefinitely, but it brought to the fore an issue that I know is one that exercises all of us here – the sustainability of our campuses. We reduced water consumption by 50% last year, and have created a new executive position of Director of Sustainability.

National news

- The country has been reasonably stable during the first full year of President Cyril Ramaphosa's leadership. Ramaphosa is an astute politician who plays a long game. Given his narrow majority in winning the Presidency among the ANC membership, he has clearly decided that a rapid purge of the supporters of President Zuma, many of whom are implicated in the corruption charges against him, would be unwise; instead, he is relying on the courts and the commission of inquiry into state capture – the Zondo commission – to provide evidence. However, we are expecting increasing tension and instability in the runup to the elections later this year – most forecasts expect the ruling African National Congress to lose its percentage of the vote, possibly heavily. Since national politics are always played out on our campuses, this should make for an interesting year in student politics.

Higher education

- The poor quality of basic education continues to provide a challenge to the university and the country at large. The latest matric results (the final-year exams of high school) were released at the beginning of this month: of more than 1 million children registered for the first year of school in 2007, just over half a million wrote their final exams in 2018. About 40% of all students starting school achieved a pass, but fewer than 20% achieved a university pass (and even this is well below the level required for any course at UCT). For mathematics, the situation is even gloomier: only 2.6% of all those who wrote maths at matric passed at the level (80%) most selective universities require (for programmes in commerce, engineering, science and health sciences).

Vision for UCT

- In the past four months I have been talking to staff and students about the UCT leadership's vision which depends on the three pillars of excellence, transformation and sustainability in order to achieve our goal of being an inclusive and engaged research-intensive African university. None of these pillars are mutually exclusive – we need all three if UCT is to flourish and continue making an important contribution towards nation-building.
- Developing entrepreneurship has been set by the Department of Higher Education and Training is a national priority – critical in a country with X% unemployment (X% among 18-25-year-olds). But this entrepreneurship also needs to have an eye on the challenges that the future will bring. We have established a “Futures Think Tank” to consider what the rapid changes in our world arising from climate change, the fourth industrial revolution, technological advances, artificial intelligence, global migration, Generation C phenomena and so on mean for our future as a university and as a society.

University of Cambridge

Access and participation

A lot of attention around access to HE and tuition fees. The Department for Education launched the Augar Review of Post-18 Education early last year which is looking at – among other things – value for money in HE and could ultimately lead to a reduction in tuition fees. Within this context Cambridge has launched a student support initiative with the aim of raising £500m to provide enhanced financial support for students (undergraduates and postgraduates) from home and abroad. As part of this initiative, Cambridge is developing a transition year programme to raise the attainment of disadvantaged students who have academic potential but fall short of Cambridge entry requirements.

Research funding

UKRI – the new body tasked with funding and managing UK research – has been functioning for 10 months. In 2017 the UK Government committed to boost spending on R&D to 2.4% of GDP by 2017. Although more research funding would be welcome – particularly given potential EU research framework funding loss – we are not unhappy with the level of Government investment in research. Of particular note is the GCRF funding – a five year £1.5 billion funding stream running between 2016-20 created to address complex societal challenges by developing countries. This could have a significant impact on UK universities international engagement and partnership work.

Measurement frameworks

The UK HE sector is preparing for a number of Government led measure frameworks intended to assess and reward key outputs in the UK university sector. The next round of the Research Excellence Framework is due in 2021, and universities are already working to prepare submissions. We've just had the Teaching Excellence Framework and now the Government is developing a Knowledge Exchange Framework to increase efficiency and effectiveness in use of public funding for knowledge exchange activity.

Staff and the institutional environment

Key issues include: pay and pensions, addressing the gender pay gap; and the impact of immigration changes on staff and students resulting from Brexit. We are also keen to build on the success of our Breaking the Silence campaign on sexual harassment to continue to develop an environment and culture of mutual respect and dignity. Issues within the University that are engaging the attention of staff and students include divestment and decolonising the curriculum.

Peking University

Recently, Beijing has put forward a blueprint of building a National Innovation Center for Science and Technology, which is the “Beijing Huairou Science City”. The City is located in the northwest suburb of Beijing. It covers an area of about 100 km² and has a total investment of 50 billion US dollars. It plans to build several major scientific installations and interdisciplinary research platforms. Peking University has taken a part in it and began close cooperation with the city government. Our mission is to serve the local economic development, serve the people and serve the national innovation strategy.

Firstly, we have completed the plan of developing several frontier disciplines there, such as life medicine and material science, and has led the construction of a major scientific device for the Biomedical Imaging Center with an investment of 200 million US dollars. The Center is open to the world. On the foundation of that, Peking University will build a “National Laboratory for Healthcare” as well.

Secondly, Peking University has set up a number of new research and development institutions to conduct research in cutting-edge fields. For example, Beijing Graphene Institute, led by one professor in Chemistry of Peking University, is going to have a total investment of 300 million dollars in ten years; Beijing Academy of Artificial Intelligence, led by Professor Huang Tiejun, who is presenting here today. The Academy aims to have key breakthroughs in artificial intelligence development directions, theories and methodologies; Chinese Institute of Brain Research, led by Professor Rao Yi from our School of Life Sciences. He takes the lead and builds a globally influential brain science research center.

Thirdly, Peking University established two High-tech Innovation Centers, which are, the Beijing Engineering Science and Emerging High-tech Innovation Center and Beijing Advanced Innovation Center for Genomics, committed to fixing major research problems in advanced manufacturing technologies, energy and environmental technologies, and biotechnologies.

In the new round of technological revolution, Peking University constantly upgrades its academic and scientific research level in practice, promoting industrial innovation and upgrading, and explores comprehensive cooperation with world-class universities to meet the challenges of the fourth industrial revolution.

Yale University

President Salovey announced that Yale is working to implement a new science strategy that was developed by a faculty committee. The committee identified five priority areas: integrative data science, quantum science, neuroscience, inflammation, and environmental and evolutionary sciences, as well as four cross-cutting investments: graduate student support, diversity throughout the STEM pipeline, instrumentation development, and core facilities.

In other areas, President Salovey reported that Yale is considering transforming the Jackson Institute for Global Affairs, founded in 2010, into a School of Global Affairs. In the social sciences, Yale is emphasizing the importance of using empirical approaches and data-driven research to tackle global

issues, such as crime, extremism, health care, inequality, and migration. One example is the Tobin Center for Economic Policy, launched in June, that will connect and complement work in economics and political science. Finally, he noted that Yale is one of the US universities that will be subject to a new 1.4 percent tax on the largest university endowments, which will have an annual impact of approximately US\$30 million.

Australian National University

The global knowledge, research and innovation system is dynamic and its centre of gravity is shifting. Universities need to move with it. The social, political and economic factors that influence our work are also changing. Universities find themselves at the centre of these shifts, reflecting debates in many countries about free speech, foreign interference and immigration. More than ever, universities need to demonstrate the importance of continued international collaboration and the societal value that this collaboration delivers to communities.

Australia

In Australia we have a febrile political environment – we recently changed Prime Minister, our 5th in 5 years and we have another election due before the end of May. This political shifting has coincided with an increasingly challenging funding environment for universities.

We are also seeing challenges to academic freedom and institutional autonomy. Towards the end of 2018 we saw grants awarded by the Australian Research Council denied by Minister, without explanation and after peer-review process. After outcry from the sector, the incoming Minister committed to new arrangements that mean researchers would be made aware if a Minister overrode their grant.

Ramsay Centre at ANU

The Ramsay Centre was established by a considerable endowment and has a charter to shape education programs on the establishment and development of western civilisation, in partnership with universities.

The Ramsay Centre came to ANU with the offer of \$30million to establish a new program on Western Civilisation. However, as negotiations proceeded it became clear the Centre wanted more control over course material and teacher selection than the university could agree to. It became clear that there were fundamental differences in our respective conceptions of the role of a university. The Ramsay Centre went as far as to insist on the removal of "academic freedom" as a shared objective for the program.

As a result, ANU ceased the negotiations. This outcome was significant, with several conservative media outlets leading a protracted attack on the university for being socially/politically aligned with the left

ANU

Finally, to finish on a positive note – Our campus redevelopment is nearing completion. It is the largest single development since our establishment and will open Kambri in three weeks.

National University of Singapore

President Tan shared two key focus areas at NUS - Innovation and Artificial Intelligence, which are elaborated below:

1. NUS continues to place innovation at the forefront by synergistically bringing together research, education and enterprise, and building richer and more diverse platforms for the NUS community to interact, share and collaborate. Prof Tan shared about the innovation4.0 building, which concentrates and links together a broad range of initiatives under the NUS Smart Nation Research Cluster efforts. By the end of 2019, 20 interdisciplinary research entities focusing on three key

areas — Big Data, Analytics and Artificial Intelligence (AI); Security, Privacy and Risk; as well as Modelling, Simulation and Visualisation will be housed in i4.0. NUS continues to heavily invest in its talent pool, such as the NUS Graduate Research Innovation Programme (GRIP), and expand its global networks and footprints, particularly within Asia and Southeast Asia, including the recently launched Block 71 incubator programmes in Jakarta and Bandung, Indonesia.

2. NUS' AI efforts are geared towards support of Singapore's Smart Nation initiative. NUS has partnered with various industries, such as Microsoft for AI training and exposure programmes as part of lifelong learning, and Grab-NUS AI Lab to undertake studies on transportation and urban movement needs of a changing and dynamic Asia. In healthcare, NUS' Singapore Institute for Neurotechnology (SINAPSE), has pioneered an AI platform called CURATE.AI, which has successfully reduced the tumour size and levels of prostate specific antigen (PSA) in a patient with metastatic prostate cancer. AI also serves as an important tool in promoting lifelong learning. Prof Tan shared about the collaboration between NUS' Institute for Application of Learning Science and Educational Technology (ALSET) and government agencies to help citizens select appropriate courses, and NUS career+, a unique mobile application that helps plan modules and, in future, facilitate job applications.

University of Oxford

Professor Richardson discussed the implications of Brexit, the pending review of university funding and the pressure to have Oxford's student population reflect the country's demographic.

ETH Zürich

President Mesot talked about ETH Zurich's main focus areas, medicine, data, sustainability, manufacturing technologies and critical thinking, that all focus on the needs of society – be that at a local, national or global level – and so make a valuable contribution to politics, the economy and society.

Last year, ETH launched the School for Continuing Education bundling education programs in various fields. The tasks of the School include promoting, designing and assisting with continuing education programs and courses; conducting of market studies; information and communication; quality assurance; administration of continuing education programs; and national and international cooperation with institutions of academic continuing education.

Session 2: Discussion on 2 Themes Submitted by IARU Presidents in Advance

Theme 1 Skills for the 21st century

IARU Chair, Carol Christ introduced Sara Custer, a digital editor of Times Higher Education, who would moderate discussion on the first theme. Sara will serve as a summit master at the World Academic Summit 2019: "How Talent Thrives", which will be held back-to-back with the 2019 Senior Officers' Meeting at ETH Zürich.

The focus of the discussion is whether research universities are being able to equip their students with skills that are demanded in the 21st century. The role of research universities was once just to teach their students expert knowledge and research skills; however, as the digital revolution has changed our lives dramatically, some employers and students started to regard university education as insufficient to develop competent players in the job markets. Questions were cast on higher education whether there is a gap between the skills that research universities empower students with and those demanded in the market.

Following points were discussed:

- Some employers still appreciate basic skills that university graduates acquired through research activities. In this time of rapid change, basic skills such as flexibility, adaptability, and the ability to think logically are more valuable than practical skills that is directly relevant to business in today's world, where the latest technologies fall out of use at a surprising speed. Teaching how to learn is also important to enable university graduates to renew their soft skills through lifelong learning. Universities should transform themselves to a platform for change for individuals.
- The philosophy of higher education will not change, nor should we throw our current university system completely away. Research universities have contributed to their respective societies not by training certain skills, but also by educating students. As computers are able to come up with solutions to certain types of problems much faster than we do, our task is to develop young people who can ask right questions and tackle big challenges in a constructive way. It has become important to equip students with critical thinking to filter out the right information and the ability to work with others with diverse cultural backgrounds. In addition, going deeply into one research field is essential in preparation to work on interdisciplinary challenges.
- We need to transform university education considering what is the best for the students in today's world and also in the long term. Providing best education solely for the sake of the academics is no longer enough, and we will have to link us to non-academics to create value for societies. Each research university have to continue to consider their roles in society and investigate their best educational framework.

The graphic outcome of the topic ETH Zürich staff scribed can be found in **Appendix 1 (pg. 12)**.

Theme 2 Effects of increasing nationalism on the global aspirations of universities

This theme was proposed by UCT and UTokyo. President Makoto Gonokami (UTokyo) briefly explained the background of his idea before the discussion started. The slides for the theme President Gonokami used can be found in **Appendix 2 (pg. 13)**.

Following points were discussed:

- Not only universities but also societies have benefited in many ways from globalization; however, international capital flows have expanded wealth disparity and instability across the globe, and resulted in many people from poorer regions and refugees immigrating to developed countries in search of a better life. Those who felt threatened over this increased mobility started to resist globalization. This is one of the backgrounds of the growing trend of the rise of populism and nationalism in politics.
- Politics play a much stronger influence on universities than ever before. It is true that to a certain extent, universities, especially public funded universities, need to pay attention to the consequence of partnering with other institutions in terms of national security or ethical issues; but the governments these days are trying to excessively exert their power on how universities choose global institutions to collaborate with. Unpredicted visa rules tightening is an example of such actions which obstruct our plans to attract talented students from overseas. Mobility and collaboration are a key to universities' success. The real concern of Brexit lies in a risk of being excluded from a strong network that enables researchers to move to all over the world which share common language, standards and platforms.
- We also need to pay attention to government interference in academic freedom. Even if a certain research field has a scholarly value, government in some countries will not allocate their grants unless politicians judge it as critical for national competitiveness. We are faced with increased

pressure from nationalist politicians who try to put restrictions on the participation of foreign scholars and researchers in certain fields of research. It is essential for research universities to maintain the environment to freely choose research topics, express our ideas, and discuss them openly.

- As educators, what can we do? We have a role in counteracting to the stories of political leaders that give rise to the kind of nationalism. We should emphasize that having diversity in a community is not a threat. If we have good global classrooms of students from all different backgrounds, we can provide students with experiences to critically evaluate myths that populists advocate and debate how to solve the problem of wealth disparities, which is the major cause of the rise of nationalism. As leading universities, we also have to reclaim the place of the university as a space for ideas; where people who come from different backgrounds, cultures, and value systems, can embrace their differences and work together to come up with new innovative ideas.
- The IARU bond is an invaluable asset to counter these challenges. Voices from such a high caliber global network should make our politicians pause a little. We should persist the importance of having access to the global academic community, speaking a language that everyone can use, and sharing world's cutting-edge knowledge and ideas. We can also use this network to run forums addressing global issues if we can find areas where we share a common view. The voice of such forum must attract global interest.
- When politics fails, diplomacy fails, and possibly the integrity of global society. The last binding force to connect countries is education, research and universities. Now we are politically in a challenging situation. If we have any power of leverage as the IARU group, it is the very timely moment to use that leverage.

Session 3: Presentation from NUS on Lifelong Learning

Andrew Wee (NUS) introduced their Lifelong Learners Program (NUS L³) and proposed a two-day L³ meeting. USD 10,000 for NUS to host the meeting was already approved at the 2018 Senior Officers' Meeting.

NUS L³ is a list of skill-based, industry-relevant courses in 10 key disciplines that aim to reskill NUS alumni. Graduates who completed their degree at NSU and those whose enrolment is within 20 years from the point of first admission are eligible for the program. Because the Singapore government worries that the skills of university graduates easily become out-of-date in the rapidly changing society today, generous funding supports are offered to Singapore citizens attending NUS L³ for them to stay competent in the digital age. One key to the success is a close relationship with big companies like Microsoft and IBM, which gives the course a high credibility.

The goal of the L³ meeting is: 1) to introduce the new approach to continuous learning or lifelong education; 2) to discuss how the future of work might evolve and the role of universities; 3) and to explore the possibility of launching a new joint certificate course among IARU members. The core wide topics that NUS L³ covers could lead this proposal to a new student program. There was also an option to hold the meeting collaboratively with the Institute for the Future (IFTF), a US-based non-profit think tank that was established in 1968. NUS will seriously consider the option and check if the logistics work out.

All presidents especially PKU, UTokyo, UCPH, and UCT, showed their interests in the proposed program, but found it still premature to make some decisions to go forward. NUS will proceed with the project cautiously and table a more refined proposal at the 2019 Senior Officers' Meeting. The slides for Session 3 can be found in **Appendix 3 (pg. 20)**.

Andrew Wee (NUS) also presented a proposal focusing on HR consultation. This proposal is motivated by VP in HR at NUS, aiming to prepare a platform for HR VPs or directors to share practices that are unique to each country and university. This platform will be initially virtual and does not need any budget to run. Interested members will send the names and contact information to the Secretariat.

Session 4: Presentation from IARU Real Estate Working Group on Benchmarking Initiative

On behalf of Dr. Dominik Brem (ETH Zürich), Rexilly Uy (IARU Secretariat) reported chief points of Dr. Brem's presentation including that:

- the group had a workshop in Oxford in autumn 2018 where they defined five fields of activities for 2019;
- and Paul Milliner (Cambridge) will lead the group from 2019.

Participants were encouraged to read through presentation slides for details and directly contact Dr. Brem if they have any questions. The slides for Session 4 can be found in **Appendix 4 (pg. 36)**.

Session 5: Presentation and Discussion on "IARU: A Twelve-Year Evaluation"

As an introduction, Prof. Pradeep Chhibber (Berkeley) gave the general overview of IARU's principle, purpose, and 12-year history. Reviewing past activities at this time is important because as many founding members have been replaced. It is time to reconceptualize IARU and consider what to do next as the group. The slides Prof. Chhibber used can be found in **Appendix 5 (pg. 46)**.

President Gonokami (UTokyo) subsequently presented his ideas briefly as the incoming chair. He appreciated senior officers' effort to drive IARU projects and proposed to develop new opportunities for IARU joint education, including exchange programs.

Chancellor Christ (IARU Chair) raised four questions which would help the group to evaluate past achievements and conceptualize future directions:

1. Is the Presidents' Meeting valuable?
2. Do the administrative meetings offer added value to each institution?
3. Do the student activities benefit enough students to satisfy our institutional investments?
4. Are the institutional representatives and their meetings essential for IARU to continue as an organization?

Regarding the first question, all presidents agreed that the Presidents Meetings are valuable though they could become even more valuable with some design changes. Holding a "presidents only" session will be an option to have even more frank and honest discussion. There is also room for examination whether to pairing Presidents' Meetings with other meaningful conferences or events to secure a high attendance rate of presidents.

Opinions about the second questions were divided a little, but the consensus was that the administrative groups are useful sometimes and that we can rely on the existing mechanism to discontinue them when they do not provide institutional benefit. In general, the initiatives provide different value to different institutions, and it is up to each institution whether or not they participate in a certain initiative. The role of senior officers is important to assess when to terminate the activities that have stopped providing meaningful outcomes and concrete measures.

Presidents share a common view that student programs are flagship activities of IARU. Completely different academic terms and credit systems among the member universities made it difficult to design common summer programs at first, but it eventually expanded the range of choices that we can provide during the summertime, which benefited a significant number of students. One problem of GSP was administration. GSP was too expensive to sustain for the size of students it serves. We need to develop a new student joint education program that is financially sustainable and can bring benefits to more students.

There were little specific answers to the fourth question, but the understanding is shared by presidents that IARU cannot be effective without senior officers. It is senior officers that drives the agenda of the group.

Session 6: IARU Business Matters

6.1 2019 Membership Dues

The amount of membership dues was discussed in light of the large surplus of IARU funds (over USD 200,000), but Presidents agreed to keep membership dues for each university at USD 18,181.81 per year. IARU's annual budget for 2019 remains at USD 200,000 accordingly.

6.2 2018 Financial Report and 2019 Outlook

Rexille Uy (IARU Secretariat) reported that IARU's budget at the end of 2018 was USD 258,677, though there are two remaining commitments for 2018. The IARU budget and the balance of Alumni Associations Network (USD 7,500) are under the process of transferring from Berkeley to UTokyo. The estimated carryforward for 2019 after all approved expenses have been subtracted is USD 171,577.

Presidents accepted a SCI group's request to reallocate USD 5,000 that was originally approved at Senior Officers' Meeting 2018 to support for an outward-looking pilot event in Cape Town to an outward looking event at the International Sustainable Campus Network (ISCN) Conference, due to be held in Sao Paulo in June, 2019.

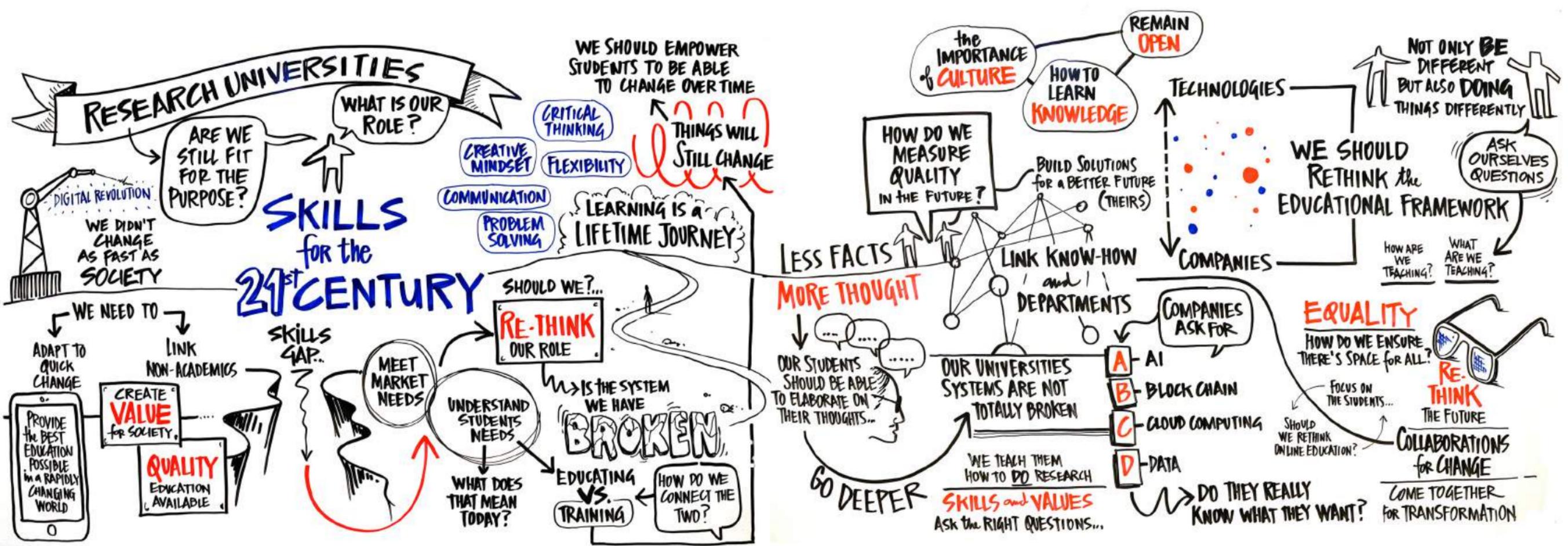
6.3 PM2020 host and dates (UCT or UC Berkeley) and PM2021 (ETH Zürich or elsewhere)

It is imperative that we make every effort to keep high attendance rate at the Presidents' Meeting to maintain strong ties among member institutions. Based on the idea, it was suggested that ETH Zürich hosts Presidents' Meetings every other year back-to-back with the World Economic Forum. President Mesot (ETH Zürich) expressed their readiness to host Presidents' Meeting 2021 if it is necessary.

For Presidents' Meeting 2020 dates, the new Secretariat will circulate potential dates again on the premise that UCT hosts it. All presidents need to confirm possible flight options as well as their own schedules. Presidents' Meeting 2020 will be taken place on the dates that the largest attendance is expected.

6.4 Handover of IARU Chair & Secretariat

Chancellor Christ (Berkeley) expressed her gratitude for ETH Zürich generous hospitality and welcomed President Gonokami (UTokyo) as the new Chair, and Hiroyuki Furuya and Masaki Kato as new Secretariat members. Kiichi Fujiwara (UTokyo) showed appreciation for two-year tireless efforts of Chancellor Christ, Pradeep Chhibber, Rexille Uy, and Savannah Portillo (Berkeley).



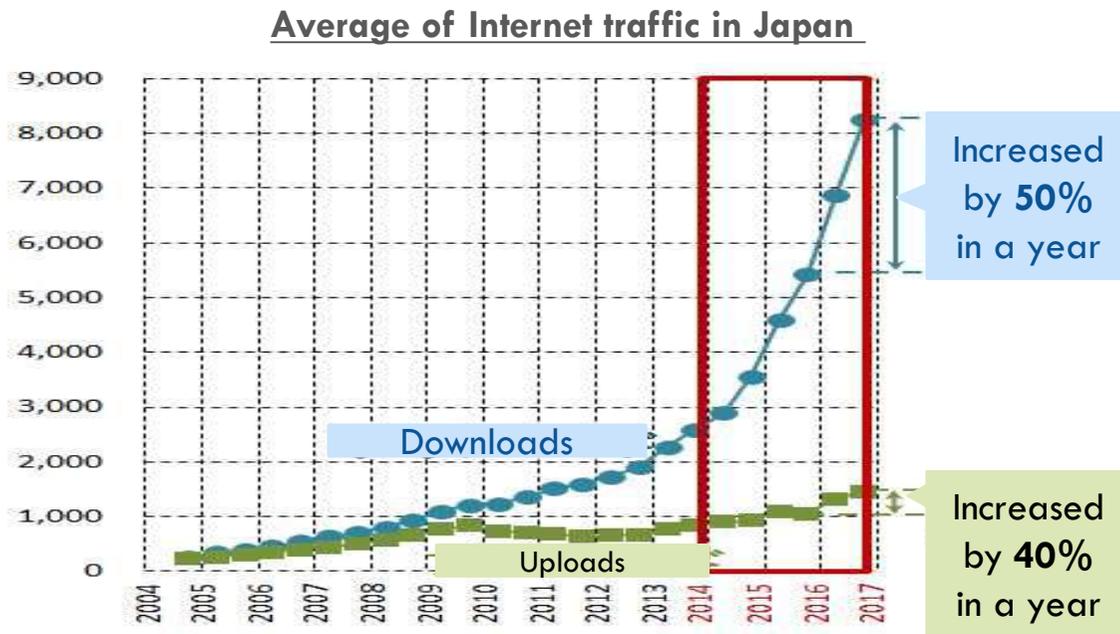
Effects of increasing nationalism on the global aspirations of universities

President
Makoto Gonokami



Digital Revolution and Social Transformation

- Economic activities are becoming increasingly borderless
- The speed at which information is shared is becoming ever faster



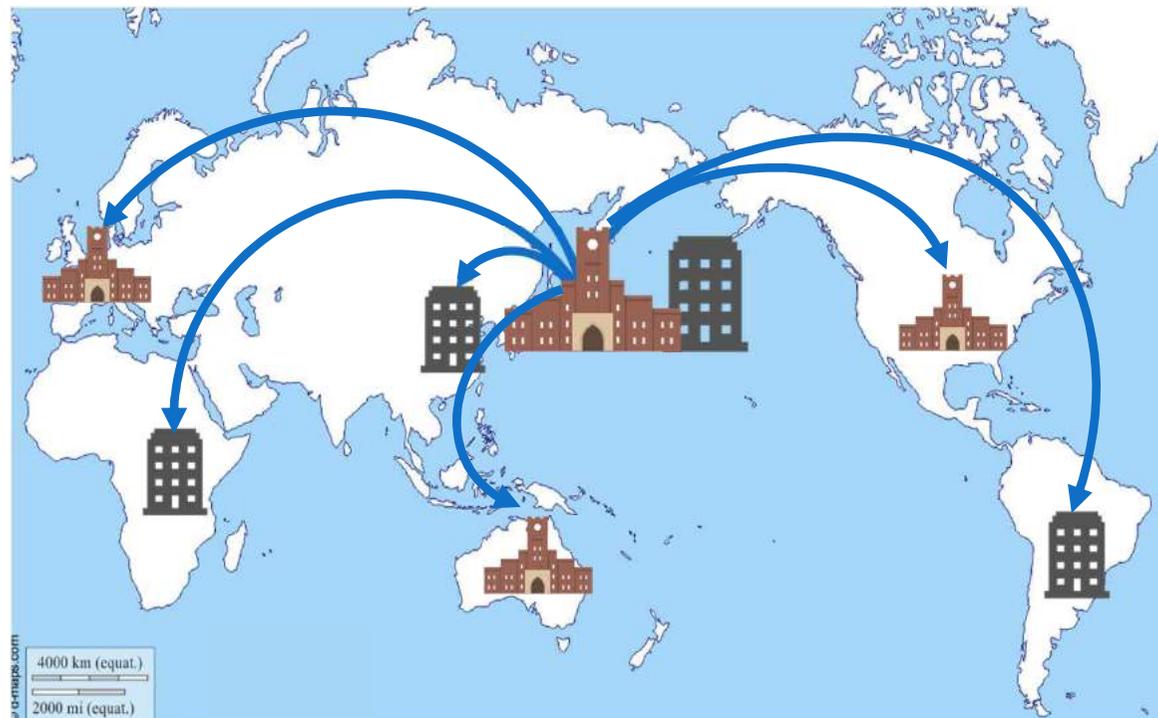
Growing Global Instability (2016, a watershed year)

- Challenges are becoming more complex
- Society is becoming more unstable



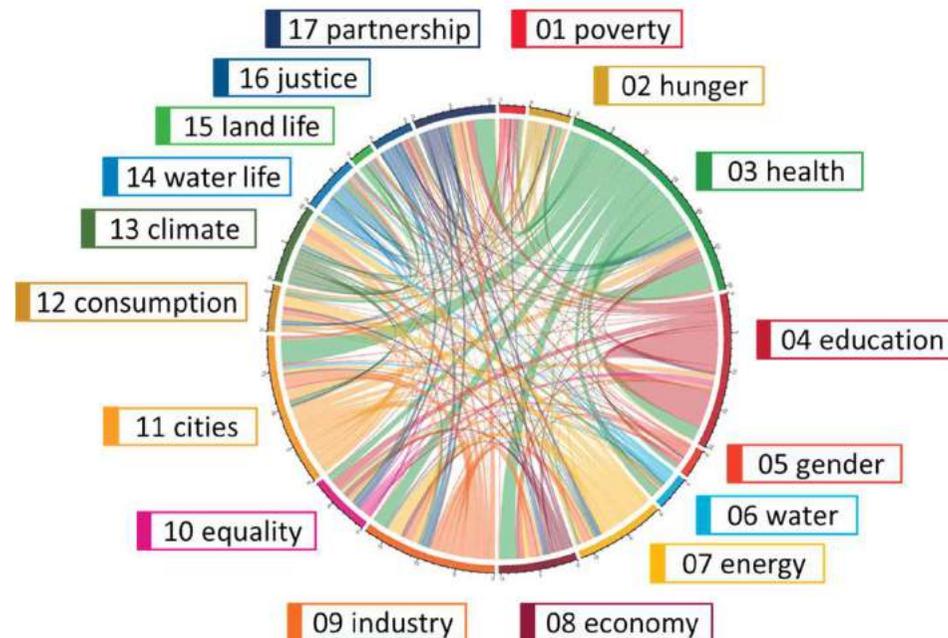
The University as a global network

- A long established academic network across the globe
- University as a "platform for social change"



UTokyo FSI: achieving the SDGs

- FSI: Future Society Initiative
- 180 projects registered, covering all 17 goals



The role of the University and IARU

- Diverse and excellent research-oriented universities
- A great platform to contribute to society in this changing world



Discussion Questions

1. What is the new role of the university in a world that is increasingly challenged by de-globalization?
2. What is the role of IARU as an alliance?

PROPOSAL FOR IARU LIFELONG LEARNING AND CONTINUING EDUCATION MEETING IN 2019

Prof Andrew Wee, 21 January 2019



Scope of Presentation



- Introduction to NUS *Lifelong Learners Program* (NUS L³)
- Lifelong Learning (L³) Meeting Proposal
 - Knowledge sharing and IARU dialogue on the future of work and HE
- Purpose of this discussion
 - Elicit IARU perspectives on L³
 - Suggestions for meeting proposal

What is and Why NUS L³



In a nutshell, NUS L³ is a carefully curated list of courses to ensure that our graduates have access to skills-based, industry-relevant courses necessary for upskilling or reskilling, to stay competitive in our digital age.

Graduates who have completed their degree at NUS and whose enrolment is within 20 years from the point of first admission are eligible.



What types of courses are available?

More than 500 modular courses & short courses in 10 key disciplines to select from



Arts & Social Sciences



Business & Management



Computing



Data Analytics



Design & Environment



Engineering



Healthcare & Medicine



Science



Supply Chain & Logistics



Systems Science

What are the unique features?

Option to Stack Qualified Modular Courses Towards a Certification and/or a 2nd Qualification



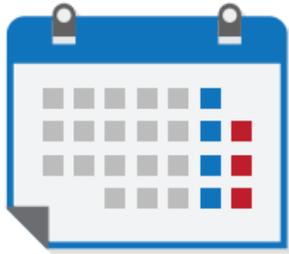
Alumni may choose to stack qualified modular courses into a certification (i.e. Specialist/Graduate Certificate) and/or a 2nd qualification (i.e. Graduate Diploma, Bachelor's/Master's Degree)

*To stack qualified credit-bearing modular courses to a certification (i.e. Specialist/Graduate Certificate) and/or a 2nd qualification (i.e. Graduate Diploma, Bachelor's/Master's Degree)

**Exams required*



When are lessons conducted?



Learning Opportunities All-Year Round

Short courses are offered all-year round and there are 2 intakes a year for modular courses, i.e., Semester 1 (August) and Semester 2 (January).

Are the courses funded?

SSG-Funded

Modular Courses/Short Courses
Open to NUS Alumni and the Public



Singapore Citizens:

- Up to 70% subsidy (below 40 years old)
- Up to 90% subsidy (40 years old and above)

Singapore Permanent Residents:

- Up to 70% subsidy



Non-SSG-Funded/Self-Funded

Modular Courses
Open to NUS Alumni Only



One free modular course:

Exclusively given to NUS alumni to encourage lifelong learning, the **NUS Virtual Voucher** may be used to pay for one modular course of your choice.

Recap from IARU SOM 2018



- NUS to host a meeting on L³
 - Budget of USD10,000 approved
- To discuss the development of an IARU L³ Program
 - CE for post-grads looking to learn and apply future skills and training in their professional lives
- Could potentially leverage on the work of NUS SCALE (School of Continuing and Lifelong Education)

Proposed L³ Meeting Objectives



- 2-days in Singapore
1. Showcase Singapore's approach to continuous learning or lifelong education, for the purposes of employability and industry development
 2. Explore how the future of work might evolve, and its impact on the role of higher education
 3. Discuss the possibility of launching a joint online or blended learning programme co-created by IARU member universities

Proposed Program



DAY 1

09:00–10:30	The future of work and the role of higher education Speakers: <ul style="list-style-type: none">• Dr Nancy Gleason, Director of the Centre for Teaching & Learning, Yale–NUS
10:30–11:00	Tea break
11:00–12:30	The university as bastion for lifelong learning Speakers: <ul style="list-style-type: none">• Prof Susanna Leong, Vice–Provost (Lifelong Education)• Dr Adrian Kuah, Director, Futures Office, Office of the President, NUS• Overseas university guest
12:30–13:30	Lunch
13:30–15:00	Talent and skills when you need it Speakers: <ul style="list-style-type: none">• Mr Ng Cher Pong, CEO, SkillsFuture Singapore• Company undergoing transformation• Technology company guest, e.g., LinkedIn
15:00–15:30	Tea break
15:30–17:00	Discussion: Co–creating an IARU blended or online program Opportunity for IARU members to discuss how we might co–create an online, lifelong learning certificate program (cf. next slide)
17:00–18:00	Tour of University Town, followed by dinner

Proposed Discussion



Co-creating a blended or online program

- IARU members explore a joint IARU L³ program
 - e.g., A modular online certificate programme, where each institution offers one module, and the program is offered globally
 - Topics could include e.g., Industry 4.0, AI, Data Analytics, Entrepreneurship and Global Studies
- Financial and administration model for IARU L³ program
- Possible platform: edX as ANU, Berkeley, ETH, Peking, Oxford, Tokyo are already Charter members, and NUS is in the process of joining

Proposed Program

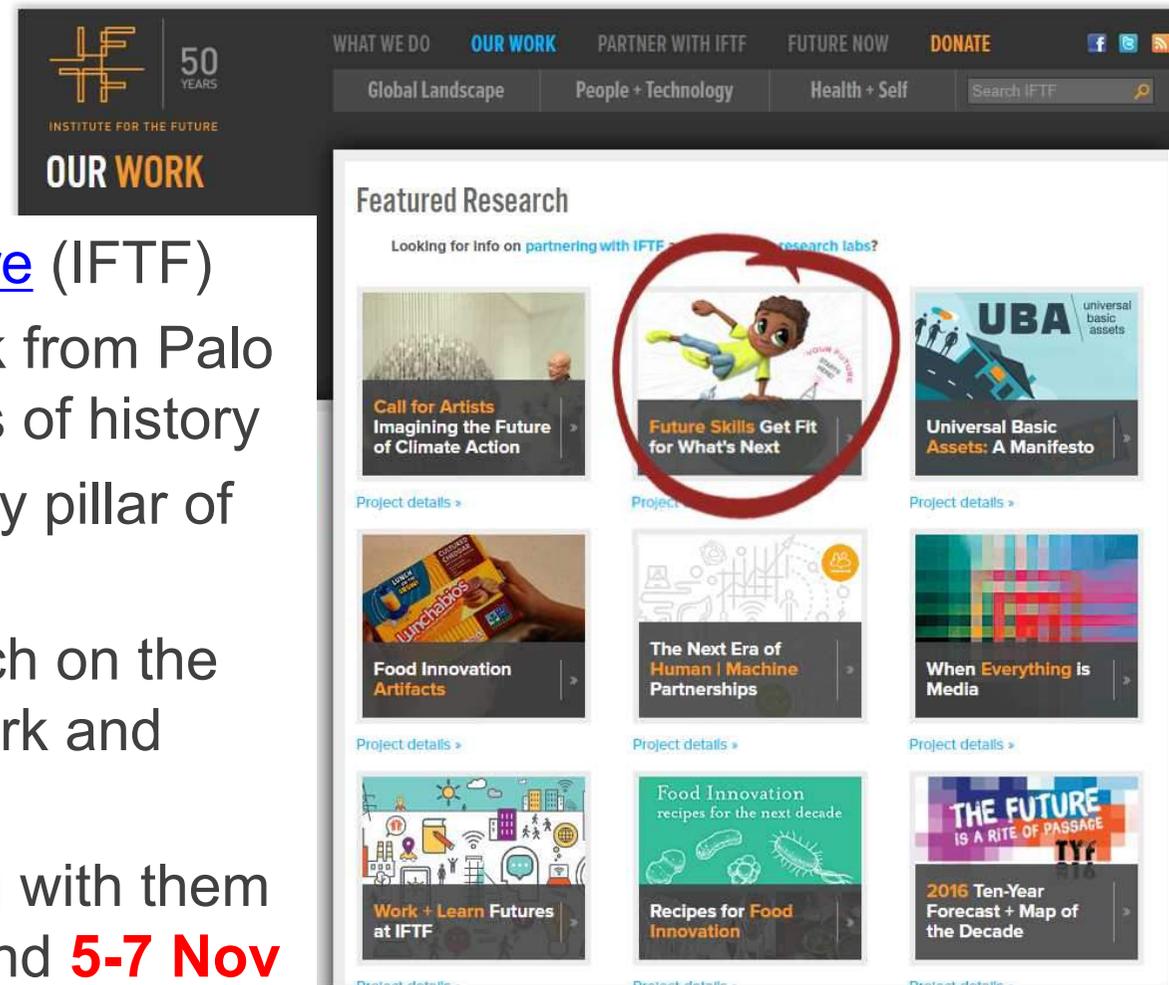


DAY 2

09:00–10:30	Creating an ecosystem of touchpoints for employability Speakers: <ul style="list-style-type: none">• Mr Gilbert Tan, CEO, Employment and Employability Institute• Dr Gog Soon Joo, Chief Futurist, SkillsFuture Singapore
1030–11:00	Tea break
11:00–12:30	Tour of Devan Nair Institute – A hub of training providers to equip workers with T-shaped skills comprising horizontal or broad based skills that apply across all industries and deep or industry-specific skills
12:30–13:30	Lunch
Afternoon	Tour or Furture Discussions

Option of working with IFTF

- [Institute for the Future](#) (IFTF)
 - Futurist think tank from Palo Alto with 50 years of history
- Work + Learn is a key pillar of IFTF
 - [FutureFit](#): research on the intersection of work and learning
- Possibility of working with them if conference is around **5-7 Nov 2019** window



Proposed Program

DAY 1



09:00–10:30	The future of work and the role of higher education Speakers: <ul style="list-style-type: none">• Prof Susanna Leong, Vice–Provost (Lifelong Education)• Mr Ng Cher Pong, CEO, SkillsFuture Singapore• Institute for the Future (IFTF) representative
10:30–11:00	Tea break
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15:00–15:30	Tea break
15:30–17:00	IFTF–led workshop on Working and Learning in the future <ul style="list-style-type: none">• Future Fit: How do we prepare the young (and middle–aged) for a future we are trying to predict?
17:00–18:00	Tour of University Town, followed by dinner

Proposed Program



DAY 2

09:00–10:30	<p>Discussion: Co-creating a blended or online program</p> <p>Opportunity for IARU members to discuss how we might co-create an online, lifelong learning certificate program</p> <p>Proposed discussion:</p> <ul style="list-style-type: none">• IARU members explore mounting a L3 prog we can mount together• E.g., A modular online certificate programme, where each institution offers one module, and the program is offered globally• E.g. topics include Industry 4.0, AI, Data Analytics, Entrepreneurship and Global Studies• Possible platform: edX as ANU, Berkeley, ETH, Peking, Oxford, Tokyo are already Charter members, and NUS is in the process of joining
1030–11:30	Tea break and travel to Devan Nair Institute
11:30–13:00	<p>Creating an ecosystem of touchpoints for employability</p> <p>Speaker: Mr Gilbert Tan, CEO, Employment and Employability Institute</p> <p>Tour of Devan Nair Institute – A hub of training providers to equip workers with T-shaped skills comprising horizontal or broad based skills that apply across all industries and deep or industry-specific skills</p>
13:00–14:00	Lunch
Afternoon	Tour or Future Discussions

THANK YOU

IARU Real Estate Working Group

Presentation to Presidents Meeting

Rational IARU Real ESTATE Working group

Lets learn from each other by

- **Share knowledge** – *open and transparently*
- Find **good practice** examples
- Do **benchmarking** – *without pointing out best and worst*
- Search for **proven conceptual frameworks**
- Launch promising **common projects**

in the field of real estate management and strategic development at IARU universities

-> **Currently, 9 from 11 universities participate in the group**

Organization

- Lead working group: University of Cambridge (from 2019)
- Steering group: NUS, Oxford, ETH Zurich (Lead 2017-2018)
- Project-leaders: Different universities according to their priorities



Idea of a rotating leadership and responsibilities within the group (Steering & Lead)

2018 Workshop Highlights

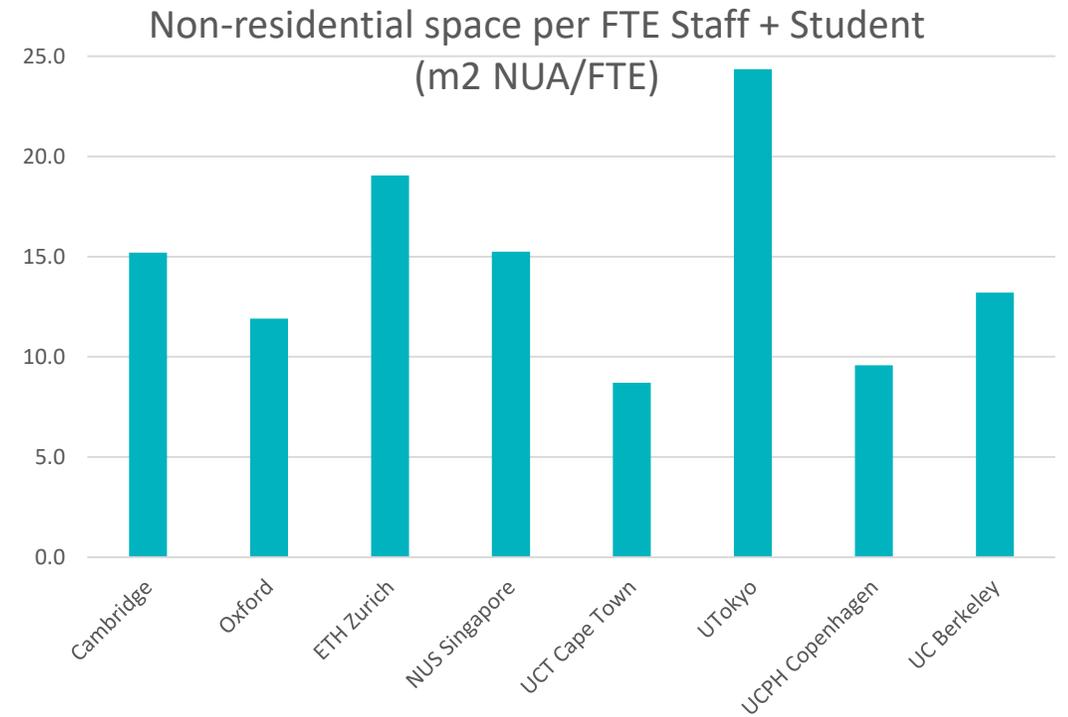
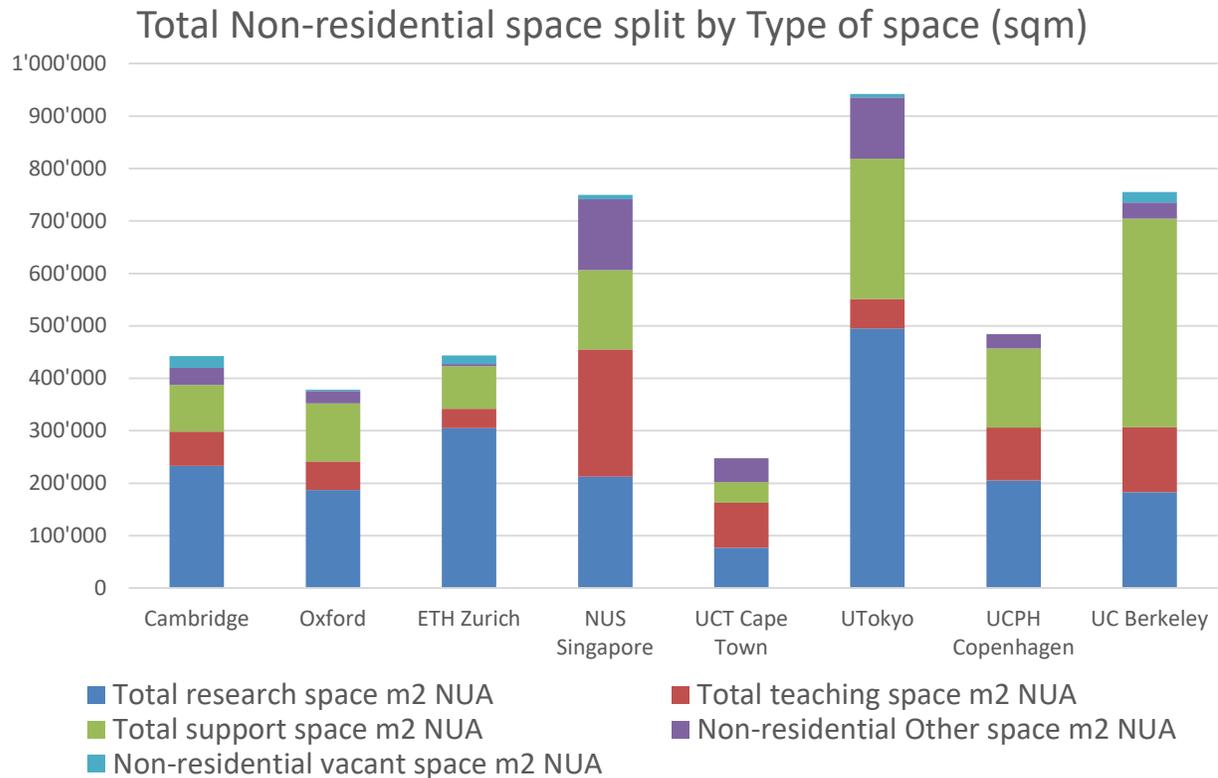
Benchmarking Exercise – significant amount of data collected....

UNIVERSITY			Cambridge	Oxford	ETH Zurich	NUS Singapore	UCT Cape Town	UTokyo	UCPH Copenhagen	UC Berkeley
Non-Residential Space Data	LEVEL 1	Total NIA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	LEVEL 2	T, R, S, V, O split	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	LEVEL 3	T, R, S - offices, not offices	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
	LEVEL 4	By type of space	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Staff Data	LEVEL 1	Total FTE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Headcount
	LEVEL 2	T+R, S, O split	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Headcount
	LEVEL 3	T, R, S offices/ not offices	Yes	Not T/R	Not T/R	Yes	Not T/R	No	Yes	No
Student Data	LEVEL 1	Total FTE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	LEVEL 2	T & R split	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Finance Data	LEVEL 1	Total Income	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	LEVEL 2	T & R income split	Yes	Yes	No	Yes	No	No	Yes	Yes
SUBJECT GROUP										
Non-Residential Space Data	LEVEL 1	Total NIA	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
	LEVEL 2	Teaching, Research	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
	LEVEL 3	T, R - Offices, Not Offices	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
	LEVEL 4	By type of space	No	Yes	Yes	Yes	Yes	No	Yes	No
Staff Data	LEVEL 1	Total FTE	Yes	Yes	Yes	Yes	Yes	No	No	No
	LEVEL 2	Total T+R	Yes	Yes	Yes	Yes	Yes	No	No	No
	LEVEL 3	Teaching, Research	Yes	No	No	Yes	No	No	No	No
Student Data	LEVEL 1	Total FTE	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	LEVEL 2	Teaching, Research	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No

No response from Australian National University and Peking University

2018 Workshop Highlights / Results

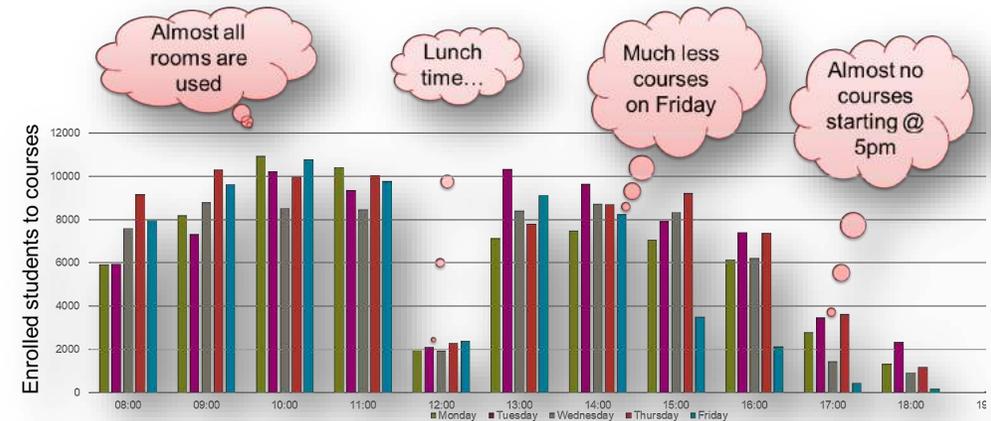
...and analysis undertaken



2018 Workshop Highlights

Shared Facilities / sharing

- ETH Zurich and NUS presented the results of the shared facilities survey, including also **3 case studies** from their universities.
- Space utilization improvements are required at all universities, but the fields of activities and tools applied to **measure utilization** varies among universities.
- Governance for utilization improvements varies among universities.
- **Sharing best practice is very beneficial!**



2018 Workshop Highlights

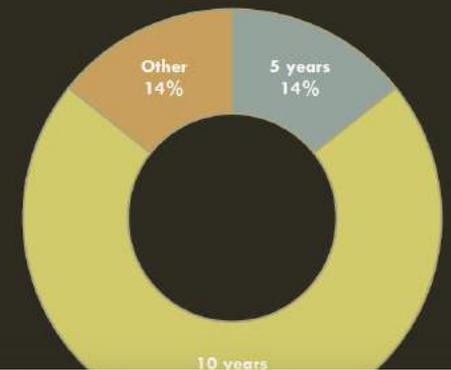
Capital Planning & Investment Strategies

- Berkeley and Cambridge presented the outcome of the **survey on capital planning** within the IARU group.
- They shared **case studies on capital planning** projects and investment strategies, including tools how to prioritize projects on their campus.
- **PPP-projects and similar financing models are of high interest.**

WHAT IS YOUR CAPITAL PLANNING TIMEFRAME?

Nearly all respondents indicated a 10-year planning timeframe.

Note: The other response indicated two sets of planning at their institution: one for 1-3 years, another for 10-years.



Capital Financing

Overcoming our financial challenges

Strategy 4:
Mixed-use Buildings



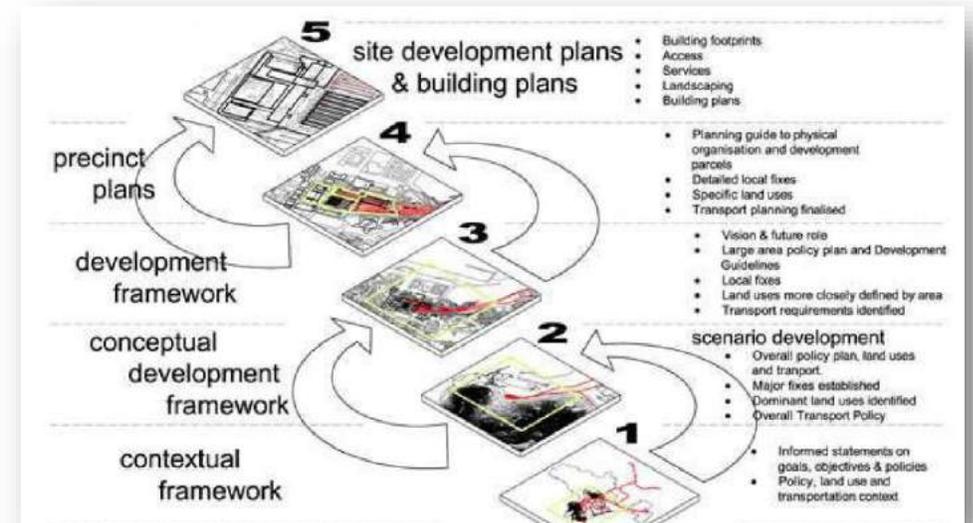
Proposed project for UC Berkeley Goldman School of Public Policy



2018 Workshop Highlights

Copenhagen and Cape Town presented Tools in Real Estate Management;

- A compendium of **11 different tools applied in real estate** at universities and showed examples from their campus.
- During discussion it became obvious that **some universities are more advanced** in application of some of the tools while others have their focus in other tools – depending on their campus strategy or governance.
- It was agreed that this offers a perfect setting to learn from each other



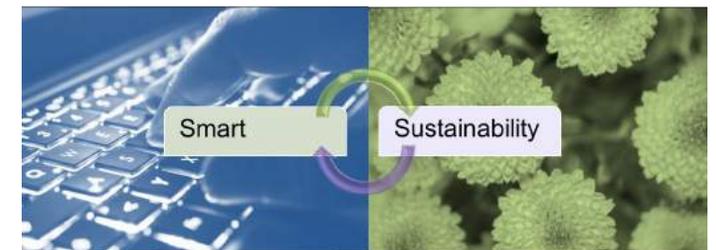
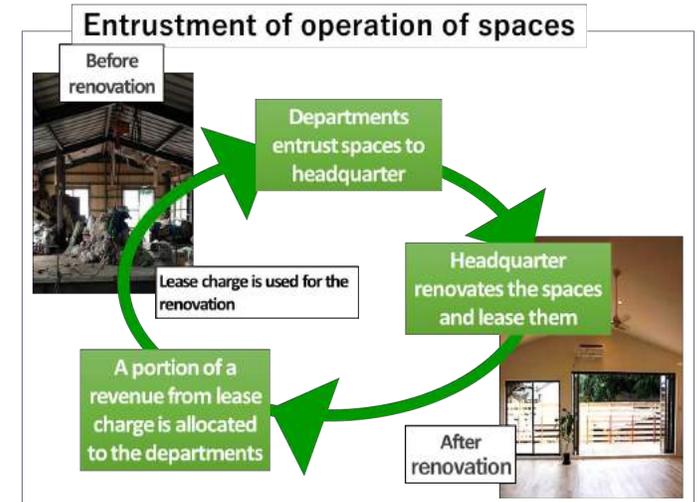
2018 Workshop Highlights

Tokyo presented **current practices** in their real estate management,

- building evaluation report, transparency in space use
- Particular interest for some universities of the group is how Tokyo measures “Satisfaction of users” as a KPI.

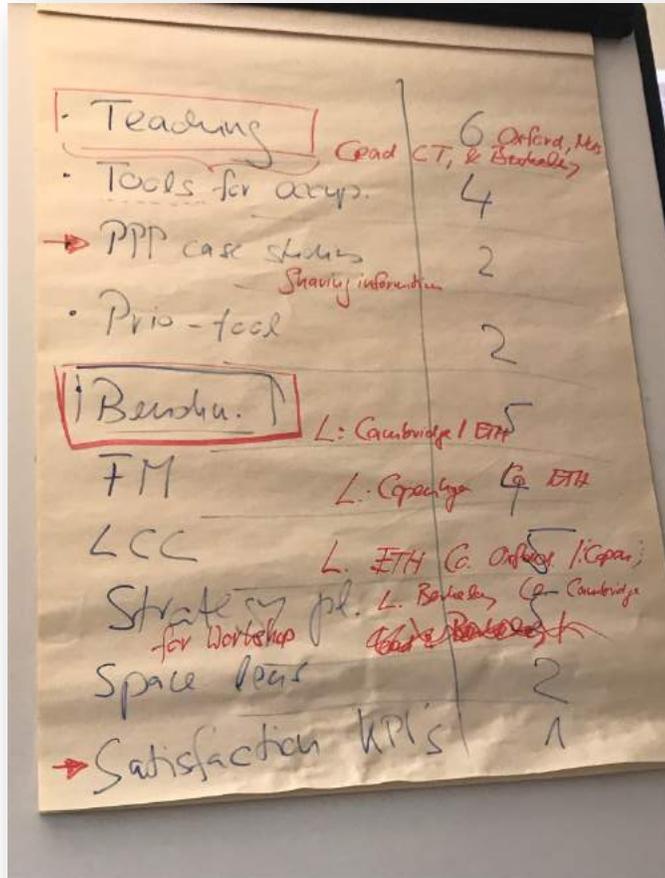
NUS presented their strategy towards a **smart and sustainable campus**

- NUS showed impressively how different data streams, e.g. real time data on occupancy, on environmental performance, energy demand or mobility etc. are combined, analyzed and used to optimize the campus facilities and campus services to students and researches.



Complements Each Other

2018/19 Workstreams

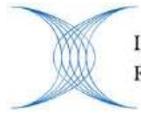


Project-Topic	Leading-University	Co-Leads	Remarks
Set-up of a collaboration platform	ETH-Zurich		We suggest to use the "polybox" Completed by End of October 2018 • → Access for all group members is granted
Collection of space norms	Oxford		
Glossary on structure, governance and ownership	ETH-Zurich		
Benchmark report completed	Cambridge	ETH-Zurich	
Teaching facilities and Space utilization tools	Cape-Town	Oxford & Berkeley	
Life-cycle costing	ETH-Zurich	Oxford	Involvement of the IARU sust. group is intended
Strategy planning with or without the academic plan	Berkeley	Cambridge	
Facilities Management	Copenhagen	ETH-Zurich	



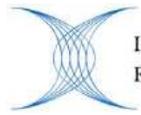
INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU: A Twelve Year Evaluation



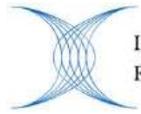
Why Are We Doing This?

- IARU Chair Carol Christ suggested at SOM2018 that IARU Presidents might benefit from a presentation on the "Concept of IARU" especially since no founding Presidents remain in the Alliance
- Twelve years after its founding, it may now be time for a "re-conceptualizing" of IARU



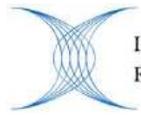
Brief History

- 2006: IARU was established. Its founding members consisted of 10 research-intensive universities spread across nine countries around the world
- 2009: "Principles of IARU" was drafted
<http://www.iaruni.org/images/stories/About-IARU/IARU-Principles.pdf>
- 2016: University of Cape Town was added as IARU's 11th member and IARU Presidents & Senior Officers agreed on a 5-year membership freeze through the end of 2020



IARU Vision

- In 2006, IARU's vision was three-fold:
 - To address the major challenges of our time
 - To add value by providing opportunities to students and staff that would not otherwise arise
 - To promote institutional joint working



Institutional Joint Working

- The institutional joint working activities of IARU provide opportunities for university staff

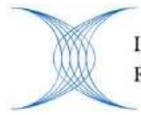
- Current Initiatives
 - Alumni Associations Network
 - Cybersecurity Forum
 - Gender Group
 - Librarians' Contact Group
 - Real Estate Working Group
 - Sustainable Campus Initiative
 - Technology Transfer/Innovation Network

Students

- IARU's student programs provide opportunities for students that may not otherwise arise outside of IARU

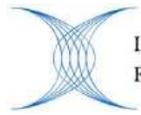
- Examples
 - Global Summer Program/IARU Courses
 - Global Internship Program
 - Global Transformation Field Course (Chiang Mai University, Thailand)
 - Joint-Online Course
 - Novo Nordisk International Talent Program
 - Global Cross-Disciplinary Tournament (2011-2014)

- Ideas for new student programs (discussed at SOM2018)
 - IARU Lifelong Learning
 - IARU Urban Sustainable Development Certificate Program



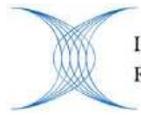
Research

- IARU's research activities focus on students
- Example:
 - Aging, Longevity & Health Graduate Student Conferences
- New research initiative (discussed at SOM2018)
 - IARU Future Research Scholars Program (presented by ANU)



For Discussion: Looking Back

- Has IARU successfully met its Vision from 2006?
 - Address Global Challenges of our time
 - IARU is not an intellectual leader though its partner universities are leaders
 - IARU Position Paper on the *Value of Research Intensive Universities*:
<http://www.iaruni.org/images/stories/downloads/VRIU/IARU%20Position%20Paper.pdf>
 - Institutional Joint Working
 - Some working groups have been particularly successful: Aging, Longevity & Health, Campus Sustainability
 - Campus Sustainability has developed a *Green Guide for Universities* which includes 23 cases that have made a difference at IARU universities. This is available as a free, downloadable resource on the IARU website: <http://www.iaruni.org/sustainability/green-guide>
 - IARU chose to highlight the work of the Sustainable Campus Initiative for its 10-Year Anniversary:
<http://www.iaruni.org/sustainability/10y-green-campus>
 - Regional Roundup very successful
 - Student Experiences
 - There have been successes and more can be done
 - From 2008-2018, 81 unique GSP courses were developed
 - 3052 IARU students have participated in GSP since its inception



For Discussion: Looking Ahead

- Is the financial commitment for IARU valuable?

- Is it time for a new vision for IARU?
 - What might this vision look like?
 - What areas need a new focus? (operations, students, research)
 - Should this vision be evaluated regularly?