

Education Collaboration

Thursday 20 September

- 0745 **Transfer from Tokyo Dome Hotel (Assemble in foyer)**
- 0815 **Transfer from Forest Hongo Hotel (Assemble in foyer)**
- 0830 – 1030 **Education Collaboration - Session 1**
(Second floor meeting room, Sanjo Conference Hall)
1. **Welcome – Professor Ian Chubb**
 2. **Global Summer Program ***
- 1030 – 1100 *Morning Tea*
- 1100 – 1300 **Education Collaboration - Session 2**
(Second floor meeting room, Sanjo Conference Hall)
3. **Other education collaboration**
 - 3.1 **IARU educational initiatives around sustainability ***
 - 3.2 **Educational opportunities arising from IARU projects ***
 - 3.3 **Open Yale**
 4. **Regional perspectives on leadership roles ***
 5. **Student Exchange ***
 6. **Closing Summary**
- 1300 – 1400 *Lunch – Chinese/Japanese (On-campus at Sanjo Kaikan)*

** Document/s included*

Participants

Chair

Professor Ian Chubb (ANU)

Full list of participants

The University of Tokyo

Professor Makoto Asashima
Managing Director
Executive Vice President

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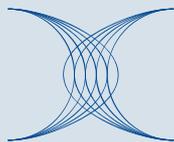
Dr Jane Edwards
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EC2. IARU Global Summer Program

Objective

To agree on the establishment of the IARU Global Summer Program (GSP) in 2008.

Background

The meeting of IARU Presidents at ANU in March 2007 agreed that Yale, ANU and NUS would take the lead in developing the proposal to establish an IARU Global Summer College (GSC) with a view to offering programs in the (Northern) summer of 2008.

A discussion paper on the establishment of the GSP was circulated to all IARU members in mid-May. This paper takes account of comments received on the discussion paper and seeks endorsement of its proposed approach at the meeting/workshop of IARU senior officers and undergraduate deans or equivalent in Tokyo in September 2007.

Vision

The GSP will take advantage of the academic strengths of member institutions to offer students the opportunity to study together during the (northern) summer in specially designed courses. This will permit students to benefit from a powerful intercultural dynamic and to enhance their educational experience with courses drawing the strengths of member institutions and the resources of their environments, that will also challenge them to learn with students from other societies within and beyond the classroom.

It will provide a mechanism through which faculty can be assured of the consistent, high quality of courses and, therefore, enable members to award credit to their students for GSP courses.

The GSP also provides an opportunity to develop innovative courses and pedagogies that may be difficult to accommodate within existing degree programs. The GSP can serve as a mechanism to create a rich array of collaboratively developed course work that can bring faculty as well as students together across the globe. Participating institutions will agree on courses to be offered based on the particular strengths of each institution, as well as other factors.

The IARU's vision for the GSP is academically ambitious. It includes a number of elements that are not achievable within the timeframe necessary to run courses in the Northern Summer of 2008. It is proposed that IARU members agree to four things:

- To establish the IARU GSP in 2008 with a limited number of courses, subject to the guidelines detailed in part 1 below;

- The second set of guidelines (part 2 below), which detail the vision for what the IARU GSP aspires to offer to students by 2011;
- For each IARU member to indicate the level of commitment it is prepared to make to the IARU GSP for 2008 and 2009 (part 3 below); and
- That the ANU/NUS/Yale working group develop a set of common evaluation measures, forms etc to be used for all GSP courses.

1. Guidelines for the IARU GSP in 2008

The GSP will offer courses that are structured in a similar manner to existing summer courses. There will be **no limit on the number of courses** a member may offer to be included as part of the GSP.

The **language of instruction** for all GSP courses will be English – except for language courses (e.g. Chinese, Japanese, Danish, German).

GSP course will usually be of five weeks duration – this is the existing norm for summer courses. It is proposed that the GSP adopt this as the **standard course length**. Members may offer courses of shorter or longer duration, but not all members will be able to award credit to students who undertake courses of less than five weeks duration.

GSP courses will be offered during the **nine-week period commencing Monday 16 June** - after looking at (Northern) summer vacation schedules for 2008 across IARU members, the period 16 June to 15 August was identified as that which would be most convenient to all IARU members. All members should be able to offer summer courses during this period. Some members may have to put in place flexible arrangements that allow a few students to study at other locations – ie early examinations or late start to a semester. Some members may be unable to send students to courses at the start or end of the specified period. Members should make sure they are aware of these constraints when they schedule courses.

GSP courses will count for **credit equivalent to a full study load for the period of the GSP**. This could be either one-quarter or one-half of a standard semester's credit – the existing norm is one-quarter per course. IN ECTS terms, a course could be worth 7.5 or 15 credits. Host university coursework students **MUST** receive both credit and a grade. Visiting coursework students **MUST** also be awarded a grade. Where higher degree research students participate in GSP courses there will be no requirement for credit or grades.

In 2008, sending universities **may choose not to give their students credit** for GSP courses studied at other IARU members, or not to accept the grade awarded (ie award a simple pass/fail). These students will thus be studying on a not-for-credit basis. However, they will be treated and assessed in exactly the same way as for-credit students. While this flexibility may be necessary to allow all IARU members to participate in the GSP in 2008, members are encouraged to do whatever possible to ensure their students receive both credit and grade for their efforts. It is our hope that by 2011 this flexibility will not be required and all IARU members will accept the credit their students receive for GSP courses. The sending university will retain the prerogative of deciding whether to use the grade towards calculation of degree results or not.

All GSP will have a **tuition fee** of between \$US2000 and US\$3000. All students in a course would be charged the same tuition fee without exception. Sending universities may subsidise students' tuition fees at their discretion, but host institutions may not charge differential tuition fees. If there are government regulations that limit tuition fee levels in any country, universities should ensure that the tuition fee charged is as close to the GSP norm as possible.

All **non-tuition fee costs** will be borne by students (universities may subsidise at their discretion).

GSP students will be **encouraged to take courses that give them, in total for the GSP, a credit of 50% of a standard semester**. This may be two courses studied simultaneously, or one, more intensive course worth the full 50%. These students would thus study slightly more than a full-time load while at the GSP. Students would still be permitted to study a lighter total load (ie 25% of a standard semester) at some universities, but others may require the 50% load. This will be at the discretion of each member.

Only IARU students would participate in GSP courses (unless there are not enough IARU students to make the course viable.)

Entry to GSP courses will require students to:

- have completed at least one full year of university study (some programs may require further study);
- have appropriate English language skills – it is proposed that all members agree to a requirement for IELTS 7.0, TOEFL 600 (paper) or 250 (computer) or 100 (internet) or other equivalent level. Universities may make their own decisions on which students are required to provide evidence of English language ability and about what mechanisms they employ to ascertain this;
- be enrolled in an undergraduate or postgraduate program at an IARU member – the focus of the GSP will be on undergraduate students, but courses designed for postgraduate students (either coursework or research) may also be included; Postgraduate students may attend a course designed for undergraduate students (and vice-versa) at the discretion of the providing university; and
- where appropriate, a particular course may have a special requirement – eg completion of first year units in a particular discipline.

There will be **no minimum GPA** or equivalent requirement (although a passing grade would be required).

The proposed process for **GSP student selection** is:

- Step 1 – students apply to sending university and are assessed as eligible, applications are then made to providing university;
- Step 2 – providing university then selects two top applicants from each university (providing university has final say on eligibility and full discretion in ranking eligible students); and
- Step 3 – unused places are then allocated at the providing university's discretion, first to other IARU applicants, then to non-IARU students only if absolutely necessary for the viability of the course.

A **common timetable for the admission process** will be developed (it is proposed that it be based on the Yale timetable, which can be found at <http://www.yale.edu/summer/calendar.html>).

There will be **no auditing** of GSP courses by non-enrolled students.

Some administrative elements may need to be common across all GSP courses. For example:

- no application fees; and
- a common refund policy (again it is proposed that this be based on Yale's policy, which can be found at <http://www.yale.edu/summer/policies/financial/refund.html>).

It is proposed that for 2008, there be no particular requirement for GSP courses to have any common characteristics in terms of their content. However, it is **strongly encouraged that they be residential** – ie that all students, including local students, live at a university residential college or similar residence. Where this is not possible, the member offering the course must provide housing options for visiting students. Students should never be left to find housing on their own.

It is proposed that there be **some standard elements** to the structure of GSP courses:

- the maximum number of students in a GSP course should be 25;
- the minimum number of students in a GSP course should be 10; and
- there will be two places in each course allocated to each IARU member (subject to applications from eligible students).

Members may elect to run identical **parallel summer courses** for non-IARU students. This could be for a number of reasons – to meet existing commitments, to enhance financial viability for new courses etc.

The IARU will strongly encourage the **participation of non-host university IARU academics** who wish to teach into GSP courses. While this will be ad-hoc in 2008, it will be a core element of the GSP after three years.

2. Guidelines for the IARU GSP in 2011

Once fully established, the **GSP should be a flagship program** of the IARU and be clearly distinguishable from other summer schools. Some of the key characteristics envisaged for the GSP are:

- A clear focus on distinctive academic rigour and quality – GSP courses should not be viewed as soft options. We would hope that the GSP would attract top quality students and that entry to courses would be competitive;
- Substantial cross-involvement of academic staff – staff from universities other than the host contributing to course design, teaching and other aspects of GSP courses; and
- The courses should be structured to take advantage of the place of study, the range of contributing faculty, and the mix of students from a variety of countries and cultures – this should be one of the distinguishing characteristics of the GSP.

IARU will seek to build a “special’ element into GSP courses to distinguish them from run-of-the-mill summer schools. It is proposed that this be the **incorporation of a global leadership theme** into the curricula – this does not mean lip-service via a single lecture on the topic, but curricula designed to ensure that students come out of each course better equipped to take on global leadership roles.

The movement of faculty in particular will have substantial cross-benefits for other IARU activities, opening up opportunities for research collaboration and joint design and teaching of courses outside the GSP environment. It is proposed that members agree to encourage wherever possible **the involvement of at least one academic from another IARU member** in the teaching of each course.

It is hoped that the offering of parallel courses identical to IARU GSP courses will be limited to those occasions where this is necessary for reasons of financial viability of newly established courses – ie where the demand for the course has not been tested.

3. Commitment for 2008 and 2009

Members will be asked to indicate at the meeting in Tokyo in September 2007 the level of commitment they are prepared to make for 2008 and 2009.

- TIER 1: Will provide information about the IARU GSP on the university’s own website and will allow interested students to participate in 2008 GSP courses on a not-for-credit basis.
- TIER 2: TIER 1 plus will, where possible, give students credit for (at least some) IARU GSP courses.
- TIER 3: TIER 2 plus will aim to offer GSP courses by 2011.
- TIER 4: TIER 2 plus will offer GSP courses in 2008 or 2009.

4. Other issues

Evaluation

Evaluation will be a crucial component of a successful GSP program. The GSP will evolve each year and thorough evaluation of the courses offered each year will allow us to identify where improvements are needed. The sort of evaluation envisaged would include:

- Analysis of student performance – were there any groups of students that found the courses more difficult than others, what was the distribution of grades in each course etc;
- Student feedback – a standard student feedback mechanism will be developed;
- Staff feedback – similar mechanisms for staff to comment on GSP courses will also be required; and
- Internal university evaluation of programs in terms of financial viability and other factors.

It is proposed that members agree to the ANU/NUS/Yale working group continuing to work together to develop a set of common evaluation measures that would be used to evaluate all GSP programs. Members would retain the discretion to implement other internal evaluations as they see fit.

Visas

As the GSP is to be a strongly academic entity, we would hope that students would be on student visas where possible (ie studying full-time). Where this is not practical, the university offering the course will offer assistance and advice on the most appropriate visa. Members will provide assistance to visiting students with their visa applications.

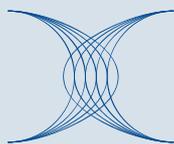
Promotion Issues

The IARU website will act as the “front page” for the GSP with links to each university’s GSP webpage. The IARU website will contain (in 2008) the following information:

- General information on the GSP
- A list of programs offered within the GSP in 2008, including a brief one-paragraph description
- Information on the application process (which will be common across all courses, but administered by host universities)
- Standard basic information on each program, including
 - dates
 - costs
 - eligibility requirements
 - refund policy

More detailed information will be on the host university’s website.

- Comments on this paper should be provided to the IARU Secretariat by 6 July; and
- A revised document, taking on board comments received, will be circulated by end July – along with other papers for the September meeting. This will include a proposed timetable for the establishment of the GSP.



3.1 IARU Educational Initiatives Around Sustainability

The IARU has the opportunity to play a global leadership role in sustainability education if we can develop, foster and link the following the initiatives:

- 1) Yale's Greening of campuses initiative. This will involve research and action to minimise the environmental footprint of campuses. Yale-ANU green internships are an exciting first step in this process.
- 2) Linking the research outcomes of the IARU "Energy, Resources and the Environment" (ERE) Research theme back into IARU teaching.
- 3) Sustainability teaching alliance. The 2008 ANU-NUS collaborative teaching alliance (and perhaps Tokyo-ANU alliance at the Graduate level) is a prototype for a broader IARU wide collaboration (details below).
- 4) Global Summer Program courses on sustainability (for an example see below what ANU will be offering next year) and creating an ongoing Web 2.0 learning community of the environmental leaders of the future who have completed these summer schools. The cohort of students globally who have done these courses could for example be given access to web video/ audio recordings each of outstanding IARU lectures on sustainability science and/or policy issues.
- 5) Using Web 2.0 technology to create global IARU sustainability and education resources to link above 4 initiatives to create a global electronic community around this issue that in turn also supports staff and student exchanges between IARU universities.

Points 3) and 4) are hopefully connected as 3) will be a good way make IARU students in general aware of the Summer Schools and inspire them to enrol in courses like the two ANU Global Summer Program courses outlined below. Points 3 and 4 above are now outlined in detail.

An IARU sustainability teaching alliance (point 3 above)

This alliance could be based around web-based modules of teaching resources that individual IARU partners could draw upon to support existing sustainability related courses or indeed devise new courses with a unique global dimension only possible from an IARU collaboration. The material would include lectures and supporting learning material put together by each of the 10 IARU partners. For example it might include 3-5 videoed lectures on sustainability science or policy recorded each year from the outstanding researchers/educators from each partner. These

online lectures would be supported by related sets of online tutorial/workshop discussion notes that would include questions for discussion and online reading to facilitate small group learning both; 1) on each IARU campus in conventional tutorials/workshops and 2) between students at different universities.

In terms of collaborative teaching exciting opportunities exist for collaborative assessment tasks involving students from different universities working together with the end results being shared electronically. For an example of how ANU shares via the web (with student permission) selected assignments in the SRES1001 “Resources, Environment and Society: Geography of Sustainability” course

– see http://sres-people.anu.edu.au/richard_baker/SRES1001/student_work.html.

Sustainability issues lend themselves to global comparative approaches and tutorials could be organised around issues such as cultural differences in how societies see society-environment issues. See http://sres-people.anu.edu.au/richard_baker/SRES1001/lectures_and_tutorials/week08/makah.html for an example from SRES1001 of a tutorial on such a topic. This existing tutorial activity works well by drawing upon the culturally diverse group of students studying at ANU but would be greatly enhanced by the exercise being done as part of a global classroom. As this exercise is already web based it clearly could be easily shared online with other IARU campuses.

Course modules in the sustainability teaching alliance would clearly need to be kept up to date and evolve as key issues emerge. The research agendas outlined at the IARU *Energy, Resources and the Environment* workshop in Zurich in September 2006 highlighted a set of issues that could well become the first focus of the teaching alliance. The Zurich workshop’s focus on water management, global warming, energy, management of mega-cities, development and equity of resource access issues provide a most exciting set of cutting edge themes. Importantly such themes provide rich opportunities for comparative approaches that could be studied by sharing researcher and student perspectives. For example from an Australian perspective issues explored might be comparisons/contrasts between:

1. Yellow River/Murray-Darling,
2. Tokyo/Sydney air pollution,
3. Salinity in Australia and China,
4. Sahara/Australian aquifer,
5. Singapore/Australian water use management

Clearly each other IARU partner could develop their own set of comparative case studies.

The sustainability teaching alliance will introduce our students to the research-intensive nature of our universities. For example, students early in their university careers might via live link ups listen to, and then ask questions of, the world’s leading experts on the science of global warming from ANU, Tokyo, Yale, ETH and Peking. The next lecture might be given by experts from Oxford, Cambridge, NUS, Berkeley and Copenhagen on the nature of human responses to global change. The student assessment that week in turn could be based around collaborating with students across the globe to comparatively analyse how their respective countries are likely to be effected by global warming and for them to examine possible different community and political responses. Outstanding examples of such student work could then be posted on the web and a subsequent assessment task for students could be critically commenting on different student responses from different countries.

The process from here

The best way to demonstrate the possibilities of the above alliance is a working example. ANU and NUS will collaborate in the first half of 2008 in a pilot that will highlight the mutual benefits of institutions sharing sustainability teaching resources. Other IARU partners are welcome to participate in 2008 as well if they wish and preliminary discussions have started between ANU and Tokyo about collaborative graduate teaching around this issue. The NUS – ANU pilot collaboration will involve students in the ANU course “Society, Environment and Resources” interacting with students from a NUS Geography course via the web, email, some live video linking and, if funds are available, through a student run conference at one of the campuses in mid year. The timetables in the two countries mean that that during weeks 2-7 of the ANU course students will be able to interact live with NUS students in weeks 7-12 of their course. The web-based material generated by the ANU-NUS collaboration will be shared with all other IARU partners to encourage other IARU members to join this sustainability teaching alliance.

Global Summer Program courses run at ANU in 2008 (point 4 above)

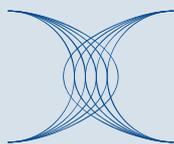
Timing: Block 1 – 7-22 July *Sustainability in the South*

Courses offered

- *Sustainability in the South* – this course will include fieldwork in and around Canberra looking at rural and urban sustainability issues. The course would finish with a plenary at the ANU coastal campus – for a virtual tour see <http://kioloa-vfa.anu.edu.au/index.html>. This course will be supported by detailed web resources drawing upon existing web resources from ANU sustainability courses – see http://fennerschool-people.anu.edu.au/richard_baker/2007-1001/SRES1001/index.html and http://fennerschool-people.anu.edu.au/richard_baker/SRES3028/index.html

Timing: Block 2 – 24 July-8 August *International Environmental Policy*

- *International Environmental Policy* will be a sustainability “capstone” course. It will build upon issues covered in *Sustainability in the South* and allow students from diverse backgrounds to share their knowledge in the context of an innovative course that bases its classes around role-plays of major international environmental conferences. This course will bring together future global leaders in environmental policy and research. *International Environmental Policy* is an existing first semester ANU course taught in two blocks (5 days in O-week and 5 days in the April break). Outstanding ANU students who did the ANU course in first semester will be engaged in the course to interact with the IARU students. Like *Sustainability in the South* this course will take advantage of the outstanding facilities at the ANU coastal campus.



EC3.2 Educational Opportunities Arising from IARU Projects

IARU and Research-led Education Discussion Papers

A recent report to the UK Higher Education Academy highlights the imperative to link teaching and research:

“While Wilhelm von Humboldt is credited with the founding principle of the university as a collaboration between learning and research, the underlying goal of education as developing the enquiring mind is very much older: “the mind is not a vessel to be filled, but a fire to be kindled” (Plutarch, c46–127 AD). Never has the educational philosophy behind this belief been more important: the changing world to be faced by today’s students will demand unprecedented skills of intellectual flexibility, analysis and enquiry. Teaching students to be enquiring or research based in their approach is not just a throwback to quaint notions of enlightenment or liberal education but central to the hard-nosed skills required of the future graduate workforce.” (Jenkins et al 2007:3)¹

The raison d’être for the IARU is that research intensive universities have something special to offer in terms of the creation and sharing of knowledge. The IARU alliance has a unique opportunity to offer our students a radically enhanced learning experience by 1) sharing our ideas about the research-teaching nexus and then 2) sharing teaching resources on the issue. The aim of such an approach should be to create a IARU-wide community of learning for students and academics.

Boyer’s ideas on “scholarship” being a way to conceptualise the links (rather than distance) between teaching and research are most pertinent to our task. Seeing the creation and sharing of knowledge as linked enterprises is an important first step in kindling “Plutach’s fire” in both students and academics. The imperatives to link research and teaching are well summed up by Scott (2002, 13)²:

“In a “knowledge society” all students - certainly all graduates - have to be researchers. Not only are they engaged in the production of knowledge; they must also be educated to cope with the risks and uncertainties generated by the advance of science. In other words, education and research co-mingle in ways that make their artificial separation destructive of the highest standards in both.”

1 <http://www.heacademy.ac.uk/ourwork/research/teaching> Linking Teaching and Research in Disciplines and Departments - April 2007 Alan Jenkins, Mick Healey and Roger Zetter

2 Scott, P. (2002) A lot to learn: we are all researchers now, *Education Guardian*, January 8th, p13. Available at: education.guardian.co.uk/egweekly/story/0,,628918,00.html

An IARU collaboration focused on linking research and teaching provides unprecedented learning opportunities for our students and academics. It will for example provides us with opportunities to play a global leadership role by producing both:

- 1) outstanding graduates able to cope with the risks and uncertainties of a rapidly changing world, and
- 2) outstanding teachers/researchers capable of sharing their passion for their subject areas with current and future generations of students (and like their students being able to cope with the rapidly changing worlds they research/teach/learn in).

One way to categorise research led teaching is by the following three broad interlinked dimensions:

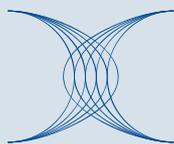
- 1) having teaching that is informed by research – ie having active researchers teaching who are able to convey to students the excitement of research they and colleagues in their field are carrying out is a key to engaging students in deep and active learning.³
- 2) having teaching that develops research skills in our students - research intensive universities are particularly well placed to develop the research skills of our students, this is something IARU partners are all doing well already but which we could do better still if we shared our ideas and resources;
- 3) carrying out research into our teaching and our student's learning and applying this in action research cycles to constantly enhance our teaching and our students learning.

The IARU could develop an interlinked package of teaching-research initiatives based around the above 3 points. A first step might be cataloguing against each of the above points outstanding examples in our 10 universities. We should then share this information on line and perhaps with an annual teaching-research workshop perhaps timed around the beginning or end of our global summer schools. Our global summer school programs could be used as pilots to put in place as much learning as we can of the above 3 points.

Another very effective way to implement this strategy would be providing shared resources for our students to explore key issues around the nature of research. A shared web resource of video or audio broadcasts from outstanding IARU researchers talking about what they consider the nature of research, key problems/issues they have faced would be an extraordinarily valuable resource for our students. Courses the respective universities offer on research methods would be greatly enhanced by having access to such resources. There would also be the possibility of some collaborative teaching on this topic. The rapidly emerging social networking capabilities of the Web 2.0 could be used to encourage dialogue/group assignments between students at our respective universities on topics such as research ethics and contrasting perspectives between disciplines and cultures on research.

Richard Baker, ANU

3 See for example Ramsden, P. and Moses, I. 1992 "Associations between research and teaching in Australian higher education", *Higher Education* 23: 273-295 who argue note "the continuing study of and intellectual curiosity about a subject is necessary for effective teaching".



EC4. Regional Perspectives on Leadership Roles

At their meeting in Canberra in March 2007, IARU Presidents agreed that the IARU should be offering opportunities for our students to gain a global perspective on leadership. The Presidents wish to create opportunities to inspire and excite our students, and to encourage friendships and networks, recognising that many will assume important leadership positions in the future.

One approach to this would be for the IARU to develop a subject/course on leadership from an international perspective. The content would need to be inspiring for students, perhaps including a learn-by-doing element. The subject/course could be designed such that it would be easily modified to suit both undergraduate and postgraduate students.

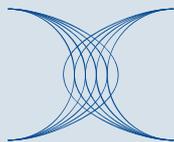
Members may wish to consider developing such a course in the following way:

- A “bank” of electronic resources of lectures and presentations on leadership could be assembled via contributions from each member university;
- The value of these resources would be substantially enhanced by the variety of cultures and perspectives the ten IARU member universities would bring;
- In the first year or two, members would be able to draw on this material to illustrate a particular element of existing courses; and
- When the resources contributed reach an appropriate level, and academic staff champions emerge, a course on international leadership could be jointly developed.

An alternative approach would be to use participants in the IARU Global Summer Program for an ongoing discussion group that would share and discuss lectures and presentations on leadership. Here also the regional perspectives would be invaluable.

There may also be opportunities that arise from other IARU activities. As papers are developed for the various research projects, these can be made available for use, as could keynote presentations at seminars.

These approaches would allow IARU member universities to offer opportunities to students to gain regional perspectives that currently are often restricted to very select scholarship recipients. Understanding of leadership and different regional perspectives can be offered to all students.



EC5. Student Exchange

At the time of the establishment of the IARU, mobility of staff and particularly students was envisaged as being a key element of the alliance. The opportunities for students to gain understanding of different cultures and approaches, while remaining in safe but academically sound environments in other countries could significantly assist members' missions to educate the leaders of tomorrow to be truly global in outlook and perspective.

Four IARU members signed an Agreement for Student Exchange at the IARU Presidents meeting in Singapore in January 2006 – ANU, NUS, ETH Zurich and Copenhagen. Numbers of students on exchange between these members has increased significantly in the two years since the agreement was signed.

There has also been some increase in the numbers of students moving under other bilateral agreements between IARU members. The proposed IARU Global Summer Program will also offer opportunities for students to move between member universities and experience different environments and cultures. Internship exchange programs offer another mechanism for students to spend time studying and working overseas.

The aim of this discussion is to seek ideas on what the IARU might do to create additional opportunities for our students to move between member universities. While there are difficulties that arise for the different ways in which students are taught at each member university, there should be mechanisms that would facilitate movement of students within these constraints.

One approach might be to modify the agreement signed by the four member universities in January 2006. The original agreement included numerical targets and focussed primarily on undergraduates. It may be that a more general approach that offers greater flexibility may be more attractive to some members. The following draft agreement seeks to achieve this, and has been included as a starting point for discussion.

International Alliance of Research Universities Agreement for Student Exchange

BETWEEN

THE AUSTRALIAN NATIONAL UNIVERSITY, ABN 52 234 063 906, CRICOS Provider No. 00120C, an institution pursuant to the *Australian National University Act 1991* (Cth) of Acton, in the Australian Capital Territory, Australia) ('the **ANU**')

AND

NATIONAL UNIVERSITY OF SINGAPORE, a body corporate established pursuant to the National University of Singapore Act (Cap. 204) of Singapore of 21 Lower Kent Ridge Road, Singapore 119077 ('**NUS**')

AND

ETH ZURICH of Raemistrasse 101, 8092 Zurich, Switzerland

AND

UNIVERSITY OF COPENHAGEN of an institution pursuant to the Act on Danish Universities No. 337 passed by the Danish Government and Her Majesty the Queen of Denmark on 18th May 2005, ref. 63628. Address: University of Copenhagen, Rector's Office, Noerregade 10, P.O. Box 2177, DK-1017 Copenhagen K ('**KU**')

together the 'Member Universities' ('MU').

The MU agree as follows:

Purpose

1. This Agreement sets out the terms of reference for student exchange among the members of the International Alliance of Research Universities (**IARU**), whose Presidents have agreed to the student exchange on behalf of their universities as follows, and as signed herein.
2. Among the declared interests of the **IARU** is the belief that a high level of exchange across all levels of faculty, staff and students is advantageous to capitalise on strong academic and research compatibilities of **IARU** MU.
3. This Agreement covers student exchange at undergraduate and postgraduate levels. It will enable students to experience the differentiated education systems and modes of learning amongst members, offer them a global learning environment, and develop cohorts of students ready to pursue higher degree programmes across the **IARU**.

Terms of Reference for Undergraduate Student Exchange (UGSE) and Postgraduate Student Exchange (PGSE)

4. Each participating **IARU** MU will aim to set aside places each academic year for **UGSE** and/or **PGSE** students from other participating **IARU** MUs. The number of places set aside each year is at the discretion of each MU.
5. Mode of Operation for **UGSE**:
 - 5.1 Students for **UGSE** will be nominated by their home MU to a host MU in the **IARU** for one or two semester(s) of general academic exchange and/or lab-based research attachment.
 - 5.2 The intended host MU has final discretion in accepting or declining any nomination for **UGSE**. Once accepted by the host MU, the student must be enrolled at the host MU before the exchange can commence.
 - 5.3 **UGSE** students attending an academic exchange at a MU for a semester are subject to the following:
 - a. selecting courses that are already part of the curriculum of any regular programme at the host MU for a study plan that is approved by the home MU;
 - b. the host MU will permit students to enrol in a normal course load and in all courses where they meet the host MU's prerequisites;
 - c. credit transfer will be determined by the home MU;
 - d. students must usually have completed at least half the candidature period at the home MU upon enrolment at the host MU; and will generally be third year students by the time they are on **UGSE** at the host MU;
 - e. any request for **UGSE** to be extended to a second semester will require the consent of both MUs;
 - f. study on such a **UGSE** does not qualify a student to join any of the Joint Degree Programmes (JDP) or Double Degree Programmes (DDP) between MUs, nor transfer to any other graduating programmes of the host MU;
 - g. students must have the requisite language proficiency, prior to application, in the language of instruction for each course, as determined by the host MU;
 - h. students must be enrolled in the equivalent of a full time load at the host university.
 - 5.4 **UGSE** students participating in lab-based research attachments in a MU for a semester must select a research area from a list of available projects offered by the host MU, and approved by the home MU;

6. Mode of Operation for **PGSE**:

- 6.1 Students for **PGSE** will be nominated by their home MU to a host MU in the **IARU**. These may be postgraduate students enrolled in coursework or research programmes. The period of exchange could be **between 6 weeks (research students only) and a semester, with the possibility of extension to up to a year.**
- 6.2 The intended host MU has final discretion in accepting or declining any nomination for **PGSE**. Once accepted by the host MU, the student must be enrolled at the host MU before the exchange can commence.
- 6.3 **PGSE** students on exchange at a MU are subject to the following:
 - a. selecting a relevant research area that can be co-supervised by the host MU as part of studies approved by the home MU, or courses that are already part of the curriculum of any regular programme at the host MU;
 - b. credit transfer, if applicable, will be determined by the home MU;
 - c. students **must have completed at least one semester of studies at the home MU before the PGSE**;
 - d. any request for **PGSE** to be extended beyond a semester will require the consent of both MUs;
 - e. study on a **PGSE** does not qualify a student to join any of the JDP or DDP between the MUs, nor transfer to any other graduating programmes of the host MU;
 - f. **students must have the requisite language proficiency, prior to application, as determined by the host MU.**

Other Operative Provisions

7. Students from any participating MU may apply to, and participate in two exchanges at different MUs in separate semesters (or quarters) so long as they are approved and nominated by their home MU for the **UGSE** or **PGSE** at the host MU.
8. All **UGSE** and **PGSE** participants are on tuition-fee waiver basis at the host MU. Students will continue to pay tuition fees at the home MU, where applicable. Students are liable for any other non-tuition-based miscellaneous or service fees required by the host or home MUs during the exchange period. The home MU must ensure all prospective students at the time of application are aware that the student is liable for any miscellaneous or service fees. Students must ensure they have adequate **insurance as required by the Host MU.**
9. Where applicable, students on **UGSE** or **PGSE** have recourse to existing financial assistance schemes that they are eligible for at the home or host MUs. Otherwise, all personal expenses related to the **UGSE** or **PGSE** (including but not limited to airfare, board and lodging, insurance, local transport, books, dependents' upkeep, or any other debts incurred during the period) are the personal financial responsibility of the student.
10. **UGSE** and **PGSE** enrolled students are subject to the rules and regulations of the host MU, in addition to those at the home MU during the exchange. Any breach of rules at the host MU

will be dealt with according to its established policies and procedures in consultation with the home MU, who must be notified, in writing, within 30 days of the nature of the breach and the outcome of any action taken by the host MU.

11. Each participating MU will identify an institutional coordinator, typically someone involved in existing student exchanges, to manage the incoming and outgoing **UGSE** and **PGSE** to ensure its successful implementation.
12. In the operations of the **UGSE** and **PGSE**, participating MUs will seek to maintain a balance of exchange places between MUs and/or across the **IARU** as a whole. Each MU will have absolute discretion to accept or decline any number of nominated students from any other participating MU.

General Provisions

13. The operation of the agreement is subject to National Laws and requirements of the MUs, particularly in relation to national requirements governing the enrolments of students. In relation to Australia, these are outlined in Schedule 1 which is attached to this agreement and MU agree to be bound by these provisions.
14. **This Agreement will come into force from the date of the last signature by the authorized representatives of the participating MUs, and will remain in effect for so long as the MU is a member of the IARU.**
15. Any non-participating MU wishing to begin **UGSE** and **PGSE** may choose to opt into this Agreement by written notice to the **IARU** at least one semester (minimum six months) ahead of its intended participation.
16. Any participating MU in the **UGSE** and **PGSE** may choose to opt out of this Agreement by written notice to the **IARU** at least one semester (minimum six months) ahead of its intended cessation of participation. Any **UGSE** or **PGSE** approved prior to this notice will be allowed to continue to its agreed conclusion and the terms of this agreement will continue to apply while a MU student is still enrolled or participating in an exchange at a host MU, notwithstanding the host MU may have ceased participation or given notice of their intention to cease.
17. Participating MUs of the **IARU** may at any time review this Agreement, and its terms of reference, and modify this Agreement in writing by mutual consent.
18. Any disputes arising under or in connection with this Agreement shall be resolved amicably within the framework of the **IARU**.
19. This Agreement will be reviewed five years from the date of signing.

The following participating member universities of the International Alliance of Research Universities welcome the establishment of this Agreement, and as acceptance of the terms of this Agreement as set out above, jointly sign as follows:

For: **The Australian National University**

Name: Professor Ian Chubb

Signature:

Title: Vice-Chancellor and President

Date:

For: **ETH Zurich**

Name: Professor Gerhard Schmitt

Signature:

Title: Vice-President Planning and Logistics

Date:

For: **National University of Singapore**

Name: Professor Shih Choon Fong

Signature:

Title: President

Date:

For: **University of Copenhagen**

Name: Professor Ralf Peter Hemmingsen

Signature:

Title: Rector

Date: