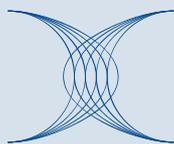




2010 IARU Senior Officers' Meeting

ETH Zürich, 18 - 19 October



1.0 Agenda & Attendees

IARU Senior Officers' Meeting Agenda

ETH Zürich
18 & 19 October, 2010

Sunday, 17 October 2010

1500 *Visit to focusTerra, ETH Zürich's Earth Science Research & Information Centre*

1800 *Assemble at Leonardo Hotel lobby*
Welcome reception and dinner at Restaurant Linde Oberstrass

Monday, 18 October 2010 (Day 1)

by 0845 *Delegates to assemble at Leonardo Hotel lobby*
10-minute walk to Pallmann Room, ETH Main Building (HG E42)

0900 Opening remarks by IARU Chair, Professor Tan Chorh Chuan
Welcome by ETH Zürich President, Professor Dr Ralph Eichler
Overview of IARU's Finances

0915 **Session 1: Internationalization Strategies – Focus on China and India**
IARU institutions will be invited to share their own experiences of engaging with China and India

- Peking University's perspective: China's changing higher education landscape
- Implications of the rise of China and India on universities' globalization strategies
- Ideas and models of engaging higher education institutions, governments and research industries in China and India

Note: *The meeting will break for morning tea at 1030 - 1045*

1045 **Session 2: IARU Initiatives and Workshops (Grand Challenge, Institutional Joint Working, Research and Global Education Initiatives)**

2.1 IARU Grand Challenge

- 2.1.1 Sustainable Campus Program
- Promotion of the Sustainability "How-To-Guide"
 - Sustainability targets for IARU institutions (an update)

Project updates:*

2.1.2 Sustainability Fellowships

2.1.3 Demonstrative Project on Sustainable Cities

1215 *Lunch at the Faculty Club*

1330 **2.2 Workshop on Value of Research Intensive Universities (19–20 October 2010)**

A broad, conceptual discussion as a pre-cursor to the Workshop which will be conducted on 19–20 October 2010

1400 **2.3 Global Education Initiatives**

2.3.1 Transforming Power of Global Education:

- Cultivating global citizenship in students

- Co-development of modules by 2-3 IARU partners

2.3.2 Global Summer Program – proposals, recommendations and updates from the 2010 GSP Working Committee Meeting (13-14 September 2010)

2.3.3 Global Internship Program

- Oxford and NUS report

- Global Internships Program

Proposed new initiatives:

2.3.4 UniLead – a leadership course for PhD students (joint proposal by Australian National University and the University of Copenhagen)

2.3.5 Islam in the Modern World Masterclass (University of Copenhagen)

2.3.6 Multi-disciplinary Tournament (Australian National University)

Note: *The meeting will break for afternoon tea at 1530 - 1545*

1615 **2.4 Research Initiatives**

2.4.1 Ageing, Longevity & Health: IARU Congress update (5–7 October 2010)

Project updates:*

2.4.2 Regional Perspectives on Global Security

1700 End of day 1

1845 *Assemble at Leonardo Hotel lobby*

Dinner at Villa Hatt, a restored summer house bequeathed to ETH Zürich

**Project updates will be tabled and only discussed upon Senior Officers' request*

Tuesday, 19 October 2010 (Day 2)

by 0845 *Delegates to assemble at Leonardo Hotel lobby
10-minute walk to Pallmann Room, ETH Main Building (HG E42)*

0900 **2.5 Institutional Joint Working**

2.5.1 HR and Benchmarking Workshop (5 May 2010)

- Outcomes and agreed next steps

2.5.2 Alumni Associations Summit (12–16 October 2010)

- Intended outcomes and Summit update

Project updates:*

2.5.3 Industrial Innovation

- Outcomes from Industrial Innovation Workshop, 2009

- Outline of Open Innovation Workshop, 2011

2.5.4 Open Access Publishing

2.5.5 Career Development Professionals Network

2.5.6 Women & Men in Globalizing Universities

Proposed new initiative:

2.5.7 Leadership Best Practice Workshop (University of Copenhagen)

2.5.8 Mentoring Program, “meta” (Australian National University)

Note: The meeting will break for morning tea at 1030 - 1045

1130 **Session 3 – Business Matters**

3.1 Financial Report

3.2 New Membership in IARU

3.3 Virtual meeting update

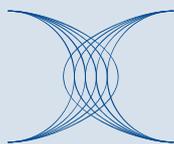
3.4 IARU Chair nomination and election process

3.5 Senior Officers’ Meeting 2011

3.6 AOB

1230 *End of meeting & buffet lunch at the HG Foyer E Süd*

**Project updates will be tabled and only discussed upon Senior Officers’ request*



1.0 Agenda & Attendees

Attendees:

ETH Zurich

Dr Margrit LEUTHOLD, *Director, Institutional Affairs*

Mr Anders HAGSTRÖM, *Director, International Educational Affairs*

Australian National University

Professor Lawrence CRAM, *Deputy Vice-Chancellor*

Mr Darren BROWN, *Director of International Development*

National University of Singapore

Professor TAN Chorh Chuan, *President and IARU Chair*

Professor Lily KONG, *Vice President (University & Global Relations)*

Professor Barry HALLIWELL, *Deputy President (Research & Technology)*

Dr WANG Hui, *Research Director, Office of the Deputy President (Research & Technology)*

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

Peking University

Professor LI Xiaoming, *Assistant President*

The University of Tokyo

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

Mr Katuyoshi KANNO, *Manager, International Exchange Group, International Affairs Department*

University of California, Berkeley

Professor Robert PRICE, *Associate Vice-Chancellor for Research*

Professor Pradeep CHHIBBER, *Director of the Institute of International Studies*

University of Cambridge

Mr Indi SEEHRA, *Director of Human Resources*

University of Copenhagen

Professor Thomas BJØRNHOLM, *Pro-Rector*

Dr John ANDERSEN, *Director, International Affairs*

Mr Neils WENDELBOE, *Director, HR & Organizational Development*

University of Oxford

Professor Ewan MCKENDRICK, *Pro Vice-Chancellor (Education, Academic Services, and University Collections)*

Yale University

Mr Richard JACOB, *Associate Vice-President, Office of Federal Relations*

IARU Secretariat

Mr Bernard TOH, *IARU Secretariat Director*

Ms YEAP Su Phing, *IARU Secretariat Associate Director*

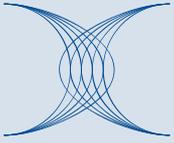
Summary of IARU Initiatives

Global Education Initiatives						
Agenda item	IARU Initiative / Activity	Partners Engaged	Status / Initiated	Recent activity (since PM 2010)	Central funds to date (\$USD)	Other Funding
2.3.3	Global Internship Program	OXF & NUS	Ad-hoc from partners / PM 2009	3 interns at NUS and 2 at OXF	N/A	Local funding
2.3.2	Global Summer Program	All partners	Ongoing / PM 2007	1) Working Committee Meeting, Cambridge, 13-14 Sept, 2010 2) 16 courses with 295 participants	Total: \$116,200 Up to \$10,000 for CAM, 2010 (unclaimed) \$100,000 for GSP Grants, 2010 \$10,200 OXF, 2009 \$3,500, Antwerp, Sept 2008 \$2,500 CAM, 2008	Local funding
2.3.5	Islam and Muslims in the Modern World	COP	Proposal/Ongoing	Upcoming: February – May, 2011	N/A	Local funding
2.3.6	Multidisciplinary Tournament	ANU (lead), NUS	Proposal	N/A	N/A	N/A
2.3.1	Transforming Power of Global Education	NUS (lead), ANU, UBC, COP, OXF, TOK, Yale	Ongoing / PM 2009	August 2010 Workshop	Up to \$15,000 - unspent	N/A

Institutional Joint Networking						
Agenda item	IARU Initiative / Activity	Partners Engaged	Status / Initiated	Recent activity (since PM 2010)	Central funds to date (\$USD)	Other Funding
2.5.2	Alumni Associations Summit	CAM, Yale (leads)	Ongoing / SOM 2009	Second alumni summit 12 – 16 Oct, 2010	Up to \$15,000 for summit, 2010	N/A
2.5.5	Career Development Professionals Network	ANU (lead)	Ongoing / PM 2008	Circulation of careers template	\$3,000 workshop, 2008	Funding by ANU
2.5.3	Industrial Innovation	CAM (lead), NUS, OXF, ANU, UBC, ETH, TOK	Ongoing / PM 2009	N/A	Up to \$15,000, Open Innovation committed (unspent) \$4,800 workshop, 2009	N/A
2.5.1	Integrated Services: Benchmarking HR & Corporate Services	CAM (lead), NUS, COP, ANU, ETH	Ongoing / PM 2009	Workshop, 5 May 2010	Up to \$15,000	N/A
2.5.7	Leadership Best Practice Workshop	COP (lead)	Proposal	N/A	No funding requested	Local funding
2.5.8	Mentorship	ANU (lead)	Proposal	N/A	N/A	N/A
2.5.4	Open Access / Open Cast Publishing	ETH (lead), COP, OXF, CAM, ANU, NUS, TOK, UBC	Ongoing / SOM 2007	N/A	\$15,058 workshop, 2010	
2.2	Value of Research Intensive Universities	NUS (lead), ETH, ANU, PKU, TOK, COP, OXF, UBC, Yale	Ongoing / PM 2010	Workshop, 19 – 20 October, 2010	Up to \$15,000 committed	N/A
2.5.8	Women & Men in Globalizing Universities	CAM (lead), OXF, TOK, COP, ETH, NUS, ANU	Ongoing / PM 2006	N/A	Up to \$15,000 (unspent), 2008 \$8,500 project development, 2006	

2.1 Grand Challenge						
Agenda item	IARU Initiative / Activity	Partners Engaged	Status / Initiated	Recent activity (since PM 2010)	Central funds to date (\$USD)	Other Funding
2.1.1	Sustainable Campus Program	All	Ongoing / PM 2007	Sustainability How-To Guide	Total: \$34,200 Up to \$15,000 (each) allocated for 2011 and 2012 meetings \$4,055 meeting, 2010 \$16,500 activities, 2009 \$14,000 meeting, 2008	N/A
2.1.2	Sustainability Fellowship	All	Ongoing / PM 2007	Staff exchange, papers presented at scientific conferences	N/A	Local funding
2.1.3	Demonstrative Project on Sustainable Cities	ANU, TOK, COP (leads)	Ongoing / PM 2008	1) Healthy Climate, Planet & People, 23 – 24 June, 2010 2) Global Food Flows & Urban Food Security, 5 Aug 2010	Up to \$15,000 committed (unspent) \$3,600 proposal development, 2006	Local funding by ANU, TOK, COP

Research						
Agenda item	IARU Initiative / Activity	Partners Engaged	Status / Initiated	Recent activity (since PM 2010)	Central funds to date (\$USD)	Other Funding
2.4.1	Ageing, Longevity & Health	COP (lead), ANU, NUS, OXF, TOK, Yale, PKU	Ongoing / PM 2006	IARU Congress, 5-7 Oct, 2010	\$38,000 (OXF project management)	External funding secured
2.4.2	Regional Perspectives on Global Security	ANU (lead) NUS, Beida, TOK, UBC, COP, ETH, CAM, UBC	Ongoing / PM 2006	N/A	\$15,000 proposal development, 2008 \$1,900 workshop, 2006	External + local funding secured



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU Future Directions Document

Future IARU Directions: Assessments from Presidents and Senior Officers

Dr Heather Bell (Oxford) and Prof Lily Kong (NUS) were acknowledged for their contributions on the earlier iterations of this paper. The finalized document is a synthesis of contributions from the Presidents and Senior Officers, drawing together the various institutional priorities and interests.

The document proposed to cluster the activities of IARU into three broad areas: 1) Global Education Initiatives, 2) Institutional Joint Working and 3) Grand Challenges. Sub-categories include Networks, Articulation of Principles, Major Research Projects and Major Events. The meeting adopted this framework, as it provides clear direction and focus for current and future activities of the Alliance. Though comprehensive, the framework must also allow exceptions, and bottom-up initiatives are encouraged.

Global Education Initiatives

The Presidents noted that the Global Summer Program has been very successful and suggested extending it to more graduate students. Research opportunities and internships can be developed as an extension to what was currently being offered.

The meeting also suggested more networking initiatives and virtual meetings for students to enable them to benefit from the Alliance partnership.

Institutional Joint Working

Presidents acknowledged the value of the projects in this cluster, citing that it was beneficial for staff from member institutions to network and learn best practices from one another. It was agreed that such initiatives could take the form of one-off physical meetings with subsequent follow-ups, whether bi-lateral or multi-lateral, being done through virtual meetings.

Grand Challenges

Grand Challenges typically address issues of a global scale, for example Sustainability – the only IARU initiative to have developed nicely into a Grand Challenge. The initiative had grown organically, as should future IARU Grand Challenges. Yale suggested that IARU should take a more opportunistic approach by constantly scanning the horizon for upcoming big events and/or where IARU could possibly value-add. Todai shared that it was crucial for the next Grand Challenge to be distinctive to achieve differentiation from the key initiatives by other alliances.

Research Initiatives

The subject of whether IARU, as an Alliance of 10 leading research-intensive universities, should be doing more by way of research initiatives resurfaced. Collectively, it can achieve much – as demonstrated by the few research initiatives that are currently ongoing. ANU added that it is critical for universities – individually and collectively – to communicate the value of our research and the contributions it makes to society. The meeting agreed that IARU should support research, not through direct seeding, but through exploring/developing research opportunities through students, innovation and growing research organically.

Future participation in initiatives will differ with each university's resources and priorities.

Copenhagen shared that the current research initiatives, for example the Ageing, Longevity and Health project, are flourishing through its ability to obtain external funding. It is also demonstrative that the research is valuable. There is no need for IARU central funding.

The meeting also observed that research initiatives sometimes start off too ambitious – it may be useful to address a more specific issue within an overarching topic. Universities can also encourage graduate student exchanges or internships to stimulate possible areas of research collaboration.

Going forward, all proposals should:

- Identify which cluster (of the adopted framework) the proposal fits into before submission;
- Request the support of at least one other IARU institution prepared to work together on the proposed project, before the endorsement of the IARU Presidents and/or Senior Officers is sought;
- State the intended outcomes of the initiative;
- Have the outcomes and deliverables of all initiatives made available online for sharing with IARU institutions (and where appropriate the general public).

Possible future activities:

- Yale suggested organizing a networking initiative for student leaders, as they are “cauldrons for leadership”. Cambridge, Copenhagen, and Berkeley supported this although all agreed that the areas for collaboration and networking should be clearly defined beforehand.
- Yale also suggested possible areas of “one-off” joint working interests such as: offshore projects (setting up institutes abroad and managing compliance issues), intellectual property issues in various countries, and the meeting of Deans of Students (new students’ orientation).
- Oxford suggested that IARU examine research related issues that affect research-intensive universities such as animal testing, peer review and grant applications.
- Beida proposed the set-up of an IARU laboratory to support sustainability research collaborations. It would be the centre for IARU faculty and students to discuss and work on research related to Sustainability. Beida mentioned that IARU may be able to apply for funding from the PRC government, which is highly supportive of educational initiatives.

Future directions for IARU

Prepared by Dr Heather Bell (University of Oxford), March 2010 based on inputs from IARU Presidents and discussions at the 2009 Senior Officers' Meeting

The IARU alliance is now several years old. We recognise that this alliance seems to be more successful than others in which our institutions participate because it is a small group of like-minded universities. This fact of small, exclusive membership has enabled a sense of mutual trust to develop.

We now know a lot more about the different ways that our respective institutions can work together, and about what makes for successful collaboration. In the past 18 months, at two senior officers' meetings and the presidents' meeting, we have reflected on IARU's achievements to date, and on the future directions we might wish to pursue. In Cambridge in April 2009, we developed a classification of IARU's existing activities, as a step toward better managing the portfolio of activities IARU has underway. Through a survey of IARU presidents over the summer and at the Oxford senior officers' meeting in October 2009, we discussed which of these activities should be priorities for the future.

This document is a synthesis of the 2009 discussions. It describes the different types of activities in which the alliance engages, and identifies the main priorities for the near term future among those activities. It is not intended to be a rigid framework. It is intended to help the presidents and senior officers better understand and manage the portfolio of IARU activity. It is also intended as a guide to people currently leading IARU initiatives and to people proposing to start a new IARU initiative. We want them to be clear on the kinds of activities the alliance supports, and outputs expected from these different activities. Indeed, future proposals should specify which category they think they belong to, which will in turn influence the scale of the effort, the budget we allocate, and the output we expect.

A. Context

Our discussions have emphasised the importance of:

- Constantly asking what value IARU brings to an activity or discussion
- Focus, and following through on existing activities
- Tangible outputs
- Remaining flexible and open to ongoing experimentation.

B. IARU Priorities

The survey of IARU presidents over the summer of 2009 and the discussion at the subsequent senior officers' meeting confirmed that there are currently three priorities for the alliance.

I. Global Education Initiatives

Description

These are programmes aimed at enhancing the international experiences and learning of our students, adding value to their university education. Current examples include:

- Global Summer Programme
- Global internships (e.g., sustainability fellowships)
- Bilateral student exchanges
- Joint programmes (e.g., degrees)
- Reciprocal access to student services (e.g., careers)

Associated institutional joint working initiatives (e.g., research-led learning; transforming power of global education).

Global Education Initiatives should be primarily student-facing. We have included associated institutional joint working initiatives here for the sake of thematic coherence only. The standards to which those (non-student-facing) initiatives should be held are described fully in the next section on institutional joint working initiatives.

Future Developments

Within Global Education Initiatives, IARU's focus so far has been primarily on the Global Summer Programme (GSP), which has developed from nothing three years ago into a major success in which all IARU members now participate. Though challenges around funding and credit recognition remain, GSP will continue to be a priority. The alliance will ensure that sufficient resources are allocated to the important GSP coordinating function now played by the IARU secretariat and by the GSP Working Committee, which meets annually. We may wish to consider expansion into summer programmes

specifically aimed at graduate students.

But there are other educational initiatives to consider. In addition to the highly successful sustainability fellowships, some IARU members have started offering, at a small scale, summer internships to students from other IARU universities. Such internships seem a promising way of providing students with international experiences and of assisting with graduate recruitment. The alliance needs to decide (and will discuss separately during this meeting) whether it wants to continue in the current mode of experimentation or to make a more concerted, GSP-like effort to expand internship offerings.

IARU should continue to support bilateral student exchanges and joint programmes, and to share information about what helps these initiatives to succeed.

II. Institutional Joint Working

Description

IARU universities share a commitment to research intensity but also bring considerable diversity in terms of size, cultural context, and stage of development in tackling certain institutional issues. This provides a tremendous opportunity for IARU universities to learn from one another.

Institutional joint working has so far focused mainly on groups convening for meetings, which may or may not lead to immediate output or future activity. We think it is important to be clear on the different types of institutional joint working and what the alliance expects from each.

1) Networks, e.g.,

- Presidents
- Senior officers
- PVC/VP Education
- Heads of alumni relations
- Careers advisors
- Directors of summer programmes
- Sustainability officers.

These are specific groups of officers who meet to get to know one another, discuss a wide range of topics, share best practice, and identify possible areas on which they can work together. Networks are typically not narrowly thematically-driven, in contrast to the institutional projects below. When a group proposes establishing a new network, it would be helpful to understand what they are trying to achieve and whether they envision undertaking a joint programme of work. IARU presidents may wish to direct a network to look at a particular set of issues. Where IARU funds a meeting/workshop, a written summary must be produced.

The four most active networks currently are those that meet at least annually to run either the alliance overall or one of its main programmes: presidents, senior officers, directors of summer programmes, and sustainability officers. This reinforces the view that networks are most powerful for IARU when they have real work to do. (We should also note that these examples were not necessarily created as networks, though in practice this is what they are.)

2) Articulation of principles, e.g.,

- Academic freedom
- Value of research-led teaching.

These are topics of importance to each research-intensive university, particularly in justifying our existence (and cost) to government. It may be valuable for the IARU presidents to commission the writing of a joint position on issues that are central to our identity as research-intensive institutions, where the backing of the alliance would be powerful in our discussion with our domestic stakeholders. A minority view at the Cambridge meeting proposed that such principles address political issues. We envisage these as short pieces of work: a 2-5 page paper that could be drafted by the IARU secretariat or a nominated IARU institution, and then discussed during a conference call. A small sum (\$3,000) could be paid to the institution doing the drafting. If a larger scale effort is envisaged – involving people meeting – then we are looking at an institutional project.

IARU has not had a successful initiative in this category so far. Although the alliance funded a workshop on the value of research-led teaching, it did not lead to an articulation of principles.

3) Institutional projects, e.g.,

- Women and men in globalising universities
- Industrial innovation
- Benchmarking HR and corporate services
- Open access publishing.

These projects enable comparison of benchmark data and our respective approaches to these issues at different IARU universities. To start such projects, IARU typically funds day-long workshops that convene representatives of IARU universities and other relevant stakeholders (e.g., corporate sponsors in the case of industrial innovation). Success so far has depended on picking a topic of joint interest, assembling the right people, and ensuring sharp focus. These do not need to become major academic research projects; indeed, experience suggests that they will fail if they do. Given that some of these projects have had a hard time sustaining momentum after an initial meeting, we should be open to the possibility that the project is very short. It may be that one meeting -- in which senior people make contact and exchange views, and which documents its discussion -- is all that is needed.

IARU presidents may in future wish to commission work on a particular topic (e.g., assessment of internationalisation strategies). It is important to be clear on the outputs IARU seeks from the project, from a network of interested people, through a report comparing institutional benchmark data, to a repository of data accessible through the IARU website. At a minimum, any meeting should assemble and circulate all presentations, case studies, and a summary of the discussion. We should consider the possibility that funding beyond meetings may be required to produce the outputs we seek on some topics.

4) Staff development and exchange

Spending time at another university can be an important form of personal and professional development for administrative staff (historically an under-developed population). It exposes them to new ways of doing things and helps them to build a network of international peers. Such interchange also strengthens the alliance, by increasing our knowledge of one another's universities. On a small scale, we have tried a number of forms of staff placement:

- Co-location, where one IARU university hosts staff from another university, who continue to work for their home university
- Exchange, where a staff member from one IARU university takes a role at another IARU university for a year, and vice versa
- Sabbatical, where a staff member from one IARU university visits another IARU university while on leave from their home job; in all likelihood they would take a role in the host institution, while continuing to be paid by their home institution.
- Like bilateral student exchanges, staff exchange does not need to be mediated formally by the IARU secretariat.

Future Developments

The 2009 Senior Officers' Meeting identified a number of possible topics to consider as future institutional joint working initiatives:

- Value of research-intensive universities to society/national economy
- International strategy
- International students (recruitment, admissions, performance, support)
- Industrial innovation, academic entrepreneurship, and spin-off incubation (already underway).

We suggest that IARU assemble a portfolio of topics that are identified both top-down by presidents and senior officers and bottom-up by staff in our respective institutions. Amid the portfolio of initiatives, IARU presidents may also wish to select 1-2 areas for development in greater depth. From a sustainability perspective, we should be encouraging people to pursue these initiatives through virtual meetings wherever possible.

III. Grand Challenges

Description

These are large undertakings that tackle a grand challenge for universities and for humanity. They should be topics where universities are taking action and where IARU institutions are attempting to lead. So far we have only taken on one grand challenge: sustainability. As a grand challenge, it encompasses a number of the different activities above: a student summer fellowship programme that is one model for global internships (and which this year expands from four to all IARU universities participating); an institutional project on sustainable campuses; and a network of sustainability officers.

Future Developments

We are pleased with the progress made by the sustainability initiative. There are a number of ways in which IARU could consider further strengthening this initiative, including:

- Adding an educational dimension, e.g., jointly developing a web-based educational module for use by all IARU members
- Extending our efforts beyond greenhouse gases, e.g., to water use reduction and trash wastage
- Further engaging with the public policy arena, e.g., making policy statements, hosting another major conference, bringing together experts to engage governments and world organisations.

In terms of other grand challenges: we didn't know that sustainability was a grand challenge when we started activity in this area. The label has emerged after the fact, as activities gained momentum and as Copenhagen in particular spearheaded new initiatives. This organic evolution is a good way to proceed with other possible future grand challenges. Rather than consciously identifying a new grand challenge top down, we should see if another one emerges from existing activities. In the medium term, we would expect IARU's portfolio of activity to include a very small number of grand challenges that are well-executed.

It is important to recognise that there may be movement between the different categories outlined above. A network may decide to articulate a set of principles, which then becomes an institutional project that is so compelling that it flowers into a grand challenge.

C. Other IARU activities

IARU does engage in other activities, but discussions in the past six months have not identified them as standalone priorities.

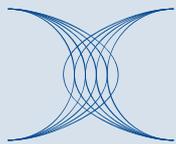
IV. Major Research Projects

Description

When IARU was created, fostering collaborative academic research on important 21st century topics was its main priority. IARU research projects included:

- Ageing, longevity, and health
- Global security
- Sustainable cities
- Global culture and citizenship.

Support for these projects has typically taken the form of funding for one or more workshops, though in some cases it has included funding for a research officer.



Session 1: Internationalization Strategies - Focus on China and India

IARU institutions will be invited to share their own experiences of engaging with China and India:

- Peking University's perspective: China's changing higher education landscape
- Implications of the rise of China and India on universities' globalization strategies
- Ideas and models of engaging higher education institutions, governments and research industries in China and India

1.0 Internationalization Strategies:

Focus on China and India

Background paper on China's higher education landscape and Some Examples of University Engagements with Chinese Universities

1. China's higher education landscape

The latest developments in China's higher education sector are highlighted in China's latest "Outline of China's National Plan for Medium and Long-Term Education Reform and Development (2010-2020)" (国家中长期教育改革和发展规划) which was published on 29 July 2010. The salient points from the national plan are highlighted below:

- 1.1 By 2020, the enrolment rate in Chinese universities will rise from 24% to 40% of senior high school graduates.
- 1.2 The quality and quantity of research output is still a key feature of the education plan. Projects 985 and 211 will remain, further developing a group of potential world-class universities and focusing research support in a small group of universities.
- 1.3 Global competitiveness is highly fundamental in the reform plan, with a focus on knowledge and technology transfer. There are myriad science and technology parks around China's top universities and these have strong potential to develop significantly in the next decade.
- 1.4 Uneven economic development between the eastern and western regions of the country is recognised as a significant problem in China. Equity and access to all levels of quality education are aspired objectives, with the Chinese government pledging to provide equity and access to the ethnic minorities as well as the underprivileged in society.
- 1.5 The coming decade will see preferential investment for universities in central and western regions, and the Ministry of Education will promote partnerships between universities in the east with those in central and western China.
- 1.6 The other themes in the outline include improving teaching quality, the student learning experience and the employability of graduates. It seems likely to involve the introduction of more Western styles of learning and teaching, quality management and institutional autonomy – albeit with a Chinese flavour.
- 1.7 Internationalization is a key issue as well. This includes efforts to enhance international faculty and student exchange, with an understanding that international cooperation and partnerships in teaching and research will be essential for China to achieve its desired position on the global higher education arena.

2. Some examples of IARU University Engagements with Chinese Universities

With China gaining strong momentum as a powerful socio-economic and geopolitical force internationally, many top universities in the world are trying to engage China's higher education sector in collaborations. This section provides a brief overview of how IARU universities are engaging China in their strategies. The information below is available from the Universities' websites, and is not intended to be comprehensive.

2.1 Australian National University

2.1.1 The ANU China Institute

The ANU China Institute combines the research and teaching strengths of ANU's academics to highlight the work of China specialists in Australia. The institute works to promote China Studies at ANU and at the national and international levels, in consultation and collaboration with a range of organizations.

2.1.2 Contemporary China Centre

The Contemporary China Centre was set up in 1970 at the Australian National University as a research facility concerned with scholarly social science analysis of post-1949 China.

2.1.3 The Australian Centre on China in the World

In April 2010, the former Prime Minister of Australia Kevin Rudd announced that ANU will host a new national centre to lead national research and education on China. The Australian Centre on China in the World will aim to strengthen linkages inside and outside Australia, creating learning opportunities for researchers, educators, students, scholars, writers, diplomats, public servants, business, journalists and the wider public.

2.2 ETH Zurich

Swiss Bilateral Science and Technology Cooperation Program

ETH Zurich is the coordinator for three of Switzerland's bilateral science and technology cooperation programmes: China, Japan and South Korea. Switzerland has signed an MOU with China, and had conducted three Sino-Swiss Cooperation Symposia and a workshop for scientists in China and Switzerland to meet and exchange ideas.

The Cooperation Program aims to strengthen ties between Switzerland and China through research and academic collaborations, increase the visibility of Swiss universities and research institutions in China through faculty and student exchange, and encourage long-term institutional cooperation between Swiss and Chinese education and research institutions.

2.3 National University of Singapore

2.3.1 NUS' interactions with China include a range of collaborations from strategic research partnerships and joint laboratories to graduate and undergraduate student exchange programs. NUS had enjoyed a longstanding relationship with top universities in China like Peking, Tsinghua and Fudan universities.

2.3.2 NUS also established physical presence in China through 2 Overseas Colleges in Beijing (partnering with Tsinghua University) and Shanghai (partnering with Fudan University), as well as an office in Shanghai.

2.3.3 Research collaborations

There are several research collaborations between NUS and top Chinese universities. A few examples include the NUS-Tsinghua Extreme Search Centre, joint laboratories with Shandong University and Xiamen University, the Singapore, Peking and Oxford Research Enterprise for Water Eco-Efficiency (SPORE) and the Sino-Singapore Trilateral Agreement in Biotechnology with Tsinghua and Xiamen universities.

2.3.4 China-focused programs

There are a total of 4 double degree programs established between NUS and Chinese universities – the NUS-Peking University double degree MBA, the Master of Science in Transportation System and Management double degree with Tsinghua University, the Master of Arts in Chinese Language double degree with Peking University and the S3 Asia MBA double degree program with Fudan University and Korea University. There are also 2 Master programs conducted in Mandarin – the Master of Public Administration and Management, and the Asia Pacific Executive MBA.

Finally, different units within NUS conducts a range of executive programs catered for Chinese officials and senior-level businessmen, and these include the Advanced Government Management program for Chinese officials run by School of Business' Executive Education department, Executive Training in Public Policy and Management for government officials run by the Lee Kuan Yew School of Public Policy and the Singapore Public Administration program run by NUS Extension.

2.4 University of California, Berkeley

2.4.1 The Berkeley China Initiative (BCI) <http://bci.berkeley.edu/>

The Berkeley China Initiative (BCI) is a multi-disciplinary effort designed to increase opportunities for intellectual exchange between the University of California, Berkeley and China. Programs supported by BCI include the teaching of China in courses across various disciplines at the University of California, Berkeley, increased opportunities for undergraduate students to gain exposure to China in USA and abroad, facilitation of training for graduate students through partnerships with Chinese universities and businesses as well as multidisciplinary research on Chinese studies.

2.4.2 Berkeley-Tsinghua Program for Advanced Studies in Psychology

<http://culcog.berkeley.edu/berkeleyprog.html>

A collaborative research program to study the psychological impact of the rapid economic and attendant social changes experienced by contemporary Chinese society. Examples of the the types of questions being explored are: How are ordinary Chinese citizens coping with these historical changes? What are the psychological costs the Chinese have to pay for experiencing such dramatic cultural transformation? Is China psychologically ready to be a responsible and contributing member of the world? How would they deal with anticipated cultural conflicts of increasing international trades and exchanges?

2.4.3 Tsinghua-Berkeley Global Technology Entrepreneurship Program(GTE)

<http://cet.berkeley.edu/news/uc-berkeley-launches-tinghua-berkeley-global-technology-entrepreneurship-program>

A collaboration between Berkeley's Center for Entrepreneurship & Technology (CET) and Tsinghua University's Graduate School and School of Economics and Management's National Entrepreneurship Research Center. Based on an educational model developed by CET within Berkeley's School of Engineering, GTE will teach core concepts in technology entrepreneurship and innovation to a pilot group of 50 Tsinghua students (primarily graduate students from the engineering and science disciplines).

2.4.4 China Energy Group (LBNL/UC Berkeley) <http://china.lbl.gov/>

While daunting, the challenge of meeting China's energy needs presents a wealth of opportunities, particularly in meeting demand through improved energy efficiency. The China Energy Group is committed to understanding those opportunities, and to exploring their implications for policy and business. The Group works collaboratively with energy researchers, suppliers, regulators, and consumers in China and elsewhere to better understand the dynamics of energy use in China, to develop and enhance the capabilities of Chinese institutions that promote energy efficiency, and to create links between Chinese and international institutions.

2.4.5 Inter-University Program in Chinese Language Studies (IUP)

<http://ieas.berkeley.edu/iup/>

The Inter-University Program for Chinese Language Studies (IUP), is now in its 12th year in Beijing on the campus of Tsinghua University. IUP was originally established in Taipei, Taiwan in 1963 and in 1997 relocated to its current site in Beijing. IUP is the premier U.S.-sponsored Chinese language program intended for students who aspire to truly advanced competence, whether they be undergraduates, graduates, professionals, or established scholars. IUP currently offers a 32-week Academic Year Program, a 16-week Semester Option, and an 8-week Summer Intensive Program. All programs are located on the Tsinghua University campus in Beijing.

2.4.6 **Schistosomiasis In China** <http://ehs.sph.berkeley.edu/china/>

A collaboration between Berkeley's School of Public Health and the Sichuan Institute of Parasitic Disease(SIPD) to understand and control schistosomiasis in the mountainous regions of Sichuan, by using mathematical modeling and Geographical Information System (GIS)/Remote Sensing (RS).

2.4.7 **Women in Science Program**

Funded by a Chinese donor, this program has two components: It provides seed money for collaborative research between UC Berkeley women scientists and their counterparts in China; and, it provides funding to cover the costs of lecture tours in China by UC Berkeley women scientists.

2.4.8 **Tsinghua-Berkeley Weeks**

http://berkeley.edu/news/media/releases/2010/03/19_tsinghuaweeks.html

Week-long conferences are held reciprocally in Beijing and Berkeley in order to explore collaborations in fields ranging from science, engineering and transportation to architecture, public policy, psychology, philosophy, history, social welfare and higher education.

2.5 **University of Cambridge**

A Memoranda of Understanding was signed in 2008 with the Chinese Academy of Sciences (CAS) and the Chinese Academy of Social Sciences (CASS) which pave the way for joint supervision of graduate students, exchange of staff, joint publications and workshops.

The MOU with CAS is a first with a British university, and it seeks to build on existing academic collaborations in natural and life sciences, and to explore joint co-operation in common global challenges like clean energy, climate change, sustainable development and science policy.

The MOU with CASS builds on existing research collaborations, in areas ranging from land economy to Tibetology, and strong links with Cambridge University Press.

The two national academy MOUs join a range of accords the University of Cambridge has signed with leading Chinese universities dating back to 1997 and an MOU with Peking University. Other agreements include those with Tsinghua University, the University of Science and Technology China, Nanjing University and Renmin University of China. As with the CAS and CASS agreements there is a background of extensive links and research collaborations. A second agreement with Tsinghua is a tripartite MoU with MIT to establish the Low Carbon Energy University Alliance (LCEUA). There is also a multi-disciplinary agreement with the China Mobile Communications Corporation.

A number of university departments have signed lower level agreements for specific collaborations in such diverse fields as micro-electronics and archaeology. In addition, Executive Education at Cambridge Judge Business School has a range of agreements with leading Chinese banks and other organisations.

2.6 **University of Copenhagen**

2.6.1 **Danish-Chinese Center for Molecular Nano-Electronics**

The Danish-Chinese Center for Molecular Nano-Electronics was established in 2009 at the Nano-Science Center, University of Copenhagen with funding from the Danish National Research Foundation. The Center is founded in cooperation with the National Natural Science Foundation of China (NSFC) with the goal of strengthening Danish-Chinese research collaborations.

2.6.2 **Joint research collaboration with Beijing Genomics Institute**

Beijing Genomics Institute (BGI) and the University of Copenhagen pledged a joint research cooperation focusing on the role of genes in cancer, obesity, and type 2 diabetes. The agreement will lead to additional educational opportunities for Danish and Chinese students, including brief and extended stays by Chinese students at the University of Copenhagen, and by Danish students in genetic research facilities in Beijing and BGI's headquarters in Shenzhen.

2.6.3 **Danish University Centre in Beijing**

The University of Copenhagen will be part of the Danish University Center that will be established in Beijing by 2013. The Danish University Center is to facilitate access to leading Chinese research environments and to enhance research and student exchanges between Denmark and China. The University Centre will also ensure that Danish enterprises in China have easier access to staff with strong insights of Danish and Chinese business environments and corporate culture.

The University Centre will be established in partnership with the Graduate University of Chinese Academy of Sciences. Danish researchers will get direct access to a network of leading research environments in China.

Upon completion, the University Centre will accommodate 100 researchers, 75 PhD students and 300 master degree students, with 50% of them from Denmark. Employees of the more than 350 Danish enterprises in China may be offered supplementary education at the Centre.

2.7 **University of Oxford**

2.7.1 **China Oxford Scholarship Fund**

This scholarship fund was founded in 1992 to award 20 to 25 yearly scholarships worth about £30,000 per student to the best Chinese graduates for postgraduate studies at the University of Oxford, and then return to leadership positions in China. This helps foster future Chinese leaders with strong links to Oxford.

2.7.2 **University of Oxford China Centre**

The China Centre is host to the Contemporary China Studies Program (CCSP) and joins academics from across the whole university, co-ordinating activities in all areas of study of China. It provides an interface for Oxford's relations with business, government and non-governmental institutions involved with China.

2.7.3 **University of Oxford's development office in Hong Kong**

The University of Oxford officially opened its office in Hong Kong in November 2007. The Hong Kong office is responsible for developing long-term relationships with the University's alumni in Hong Kong and China, and maintains an important ambassadorial role by facilitating interaction between Oxford and the wider community. The office also serves as a first point of contact for Hong Kong and Chinese students who are considering applying to the University of Oxford

2.7.4 **Key research projects**

The Kadoorie project run by Oxford's Clinical Trials Services Unit is enrolling 500,000 people in 10 centres across China in a path-breaking prospective study designed to identify environmental and genetic causes of premature death.

2.8 University of Tokyo

2.8.1 University of Tokyo Beijing office

The University of Tokyo established an office in Beijing, near to Tsinghua and Peking universities to promote university-level exchange and cooperation with top universities and research institutions in China. The office also serves to assist Chinese students interested in studying at the University of Tokyo, and to promote overseas studies by Japanese students at top Chinese universities. On a broader level, the Beijing office helps facilitates collaborations with academia, industry and government in China, as well as supports alumni activities in China.

2.8.2 University of Tokyo Graduate School of Engineering Wuxi office

The Wuxi office was set up by the School of Engineering to promote collaborations between Japan and China in education, research and industry-academic partnerships.

Forums and conferences focusing on environment and energy technology are organised through the Wuxi office, and there are existing industry-academic projects related to environmentally friendly processing technology between Japanese industry and Chinese universities.

2.8.3 East Asia Liberal Arts Initiative

The University of Tokyo Liberal Arts Nanjing Exchange Center at Nanjing University was established to share liberal arts education with China. The Center sponsors forums on the liberal arts and supports Nanjing University's efforts to establish a new liberal arts division. There are plans to develop similar centres in other Chinese universities as well.

2.8.4 Joint research institutes and laboratories

The University of Tokyo also developed myriad joint laboratories and research programmes with various partner institutions in China, for example, the China-Japan joint laboratory between the Institute of Medical Science and the Chinese Academy of Sciences in Beijing, and a joint research program between Institute of Medical Science and Harbin Veterinary Research Institute, Chinese Academy of Agricultural Sciences, amongst others.

2.9 Yale University

2.9.1 Peking University-Yale University Joint Undergraduate Program

Under this program, Yale students can spend a semester or a year in Beijing, undertaking courses taught in English by Yale and Peking University's professors.

2.9.2 Peking-Yale Joint Center (PYC) for Plant Molecular Genetics & Agrobiotechnology

A joint Yale-Peking research centre that aims to improve crop production by furthering understanding of plant biology was established in Peking University in 2001, with the long-term goal to support a multidisciplinary research program in plant biology, enabling independent research groups to work within a common facility, sharing resources and expertise.

2.9.3 Fudan-Yale Collaborations

The Fudan-Yale Center for Education Cooperation is established to conduct long-distance teaching programs that will be shared by the two universities. The centre will invite renowned scholars to give lectures as well as facilitate exchanges and training of teachers and students of the two schools.

Meanwhile, the Fudan-Yale Biomedical Research Center, is established with the objective of enhancing research collaborations in the biological and medical fields.

2.9.4 China Scholarship Council-Yale World Scholars Program

In 2006, Yale and the Chinese Ministry of Education forged their first major educational partnership in the biosciences with the China Scholarship Council (CSC) – Yale World Scholars Program in Biomedical Sciences. This program recruits top graduates from five top universities in China for enrollment in Yale’s Combined Program in Biological and Biomedical Sciences (BBS), with funding from both the CSC and Yale.

The CSC-Yale World Scholars program offers students the same outstanding research training available to all Yale BBS students, and also provides additional specialized professional development programs. The overall goal is to prepare the Scholars to become the next generation of scientific leaders in China, after completion of their graduate and postdoctoral training. The five partner institutions in China are Fudan University, Huazhong University of Science and Technology, Peking University, Tsinghua University and Zhejiang University.

3. Some examples of University Engagements with Chinese Universities

This section provides a brief overview of how some key universities in the US and UK are engaging China in their strategies. The information below is available from the Universities’ websites, and is not intended to be comprehensive.

3.1 Harvard University

3.1.1 Harvard China Fund

Established in late 2006, the Harvard China Fund is Harvard University’s “academic venture fund” for China. It supports teaching and research on China and promotes Harvard’s presence in China. The University has allocated US\$15 million to support the Fund, and has made a commitment to raise US\$50 million over the Fund’s first 10 years.

The Fund strengthens Harvard’s presence in China and advances collaborative research on the major challenges facing China. With the establishment of the Fund and the opening of the Harvard Center in Shanghai, three core objectives had been identified for Harvard’s commitment to China:

- (a) Partnerships: To promote interdisciplinary teaching and research about China, in collaboration with institutions across China.
- (b) Students: To prepare Harvard students for their lifelong engagement with China, and to support Chinese students coming to Harvard for graduate and professional education.
- (c) Presence: To strengthen Harvard’s capacity to address challenges facing China through the new Harvard Center Shanghai.

Harvard China Fund also conducts a Faculty Grant Program for faculty to conduct research collaborations with Chinese faculty, a student internship program and a Winter Service Program in China for their students where they will complete a week of community service and research with Peking University students in Inner Mongolia, Tianjin or Beijing.

3.1.2 Harvard China Project

The Harvard China Project is a research program focused on China’s atmospheric environment, collaborating across the schools of Harvard University and Chinese

universities. It conducts interdisciplinary, peer-reviewed studies on air pollution and greenhouse gases in China, and their impacts on human health and the economy. The studies are designed to build knowledge and research capacities to inform policies aligning China's domestic priorities on environment and economic development with similar international strategies on climate change.

3.1.3 Leadership programmes

Harvard Business School (HBS), together with Tsinghua University's School of Economics and Management and the China Europe International Business School (CEIBS), runs the **Senior Executive Program** for China, which addresses the business and management demands faced by Chinese executives.

HBS also runs the **Global CEO Program** for China, which was created by HBS, CEIBS, and IESE Business School to prepare Chinese chief executives to build world-class enterprises in the global economy.

Finally, HBS faculty members have helped academics from China learn to develop, write, and teach case studies - a method of teaching management and leadership pioneered by the School soon after its founding in 1908.

3.2 Johns Hopkins University

The Johns Hopkins University-Nanjing University Center for Chinese and American Studies was created in 1986 to foster an environment of close social and intellectual exchanges among Chinese and international students as well as faculty over a period of one year. The intense exposure to each other's history, culture, contemporary thought and society is believed to enhance strong international relations.

The centre also established a two-year Master of Arts in International Studies to complement the existing certificate program. More than 2,000 graduates from the centre are working in diplomacy, business, academia, journalism, government and finance in China, the United States and other countries.

3.3 Stanford University

3.3.1 Stanford China Program (SCP)

This is a research-based program that facilitates multidisciplinary, social science-oriented research on contemporary China, with an emphasis on policy-relevant research to train Stanford students for broader and deeper interactions with China. This program involves students in joint research projects and workshops within China, and had developed strong networks with officials from a wide range of agencies and sectors in China.

3.3.2 Stanford-China Executive Leadership programmes

Stanford's Centre for Sustainable Development and Global Competitiveness partners China's Development Research Center of the State Council to offer short courses for China's executive leaders that promote sustainable development practices.

3.4 University of Liverpool

The University of Liverpool partnered with Xi'an Jiaotong University in 2006 to establish the Xi'an Jiaotong-Liverpool University (XJTLU), an independent university based in

Suzhou, offering English-language degree programs in the areas of science, engineering and management.

Partners in XJTLU include Suzhou Industrial Park (SIP) who provided the land and buildings through the Suzhou Dushu Lake Higher Education Town as well as Laureate Education, the online commercial partner of University of Liverpool who provided their capital investment. Xi'an Jiaotong University also collaborated with one of their commercial partners to match the investment from the University of Liverpool.

When fully developed, the university aims to have a student population between eight to ten thousand students, from across China, other parts of Asia and the rest of the world.

3.5 University of Nottingham

The University of Nottingham established a full-fledged university in the city of Ningbo, Zhejiang province. The campus is a joint venture partnership with the Wanli Education Group in China, and is the first Sino-Foreign university in China approved by the Chinese Ministry of Education. The university is sponsored by the city of Ningbo and is run by the University of Nottingham UK with cooperation from Zhejiang Wanli University.

All undergraduate and postgraduate programs in University of Nottingham Ningbo are conducted entirely in English with the same teaching and evaluation standards as at University of Nottingham in the UK. All students have the opportunity to study at the University of Nottingham UK or to go as exchange or study abroad students to study at other universities around the world.

4 Some Examples of Inter-University Collaborations on China-related programs

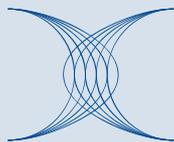
4.1 Princeton-Harvard China and the World Program

This programme offers post-doctoral fellowships to encourage graduate students and new PhD students to integrate their knowledge of international relations as a discipline with their knowledge of China. The programme provides an opportunity for scholars to advance their research, forge interdisciplinary ties with China experts in other fields as well as with policy makers and intellectuals without China expertise, and to access the resources in international relations and China that both Princeton and Harvard have to offer.

4.2 The British Inter-University China Centre (BICC)

BICC is a joint venture between Oxford, Bristol, and Manchester universities. It has been awarded a grant of £5 million from the Higher Education Funding Council for England, the Economic and Social Research Council and the Arts and Humanities Research Council with the aim of making it Britain's leading centre for research and teaching on China and Chinese language.

4.3 The Low Carbon Energy University Alliance (LCEUA) is an alliance between Tsinghua University, the University of Cambridge, and MIT, created to conduct collaborative scientific research on low carbon energy technologies and to conduct policy research and analysis on low carbon energy solutions, with a particular focus on China.



Session 2: IARU Initiatives and Workshops (Grand Challenge, Institutional Joint Working, Research and Global Education Initiatives)

2.1 IARU Grand Challenge

2.1.1 Sustainable Campus Program

Project updates:*

2.1.2 Sustainability Fellowships

2.1.3 Demonstrative Project on Sustainable Cities

2.2 Workshop on Value of Research-Intensive Universities

2.3 Global Education Initiatives

2.3.1 Transforming Power of Global Education:

2.3.2 Global Summer Program

2.3.3 Global Internship Program

Proposed new initiatives:

2.3.4 UniLead

2.3.5 Islam and Muslims in the Modern World Masterclass

2.3.6 Multi-disciplinary Tournament

2.4 Research Initiatives

2.4.1 Ageing, Longevity & Health

Project updates:*

2.4.2 Regional Perspectives on Global Security

2.5 Institutional Joint Working

2.5.1 HR and Benchmarking Workshop

2.5.2 Alumni Associations Summit

Project updates:*

2.5.3 Industrial Innovation

2.5.4 Open Access Publishing

2.5.5 Careers Guide

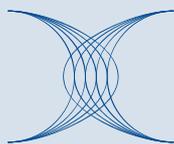
2.5.6 Women & Men in Globalizing Universities

Proposed new initiative:

2.5.7 Leadership Best Practice Workshop

2.5.8 Mentoring Program “meta”

**Project updates will be tabled and only discussed upon
Senior Officers' request*



2.1.1 Sustainable Campus Program

Reporting:	Australian National University
Leads:	Bart Meehan (Australian National University)

Document type:	√	Progress update
		Workshop
	√	Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers’ endorsement requested
		Central IARU funding requested

Funding provided to date:	Up to USD15,000 (each) for annual meetings in 2011 and 2012 (PM ’09) - unspent USD 4,055 for Sustainability Officers’ meeting (March 2010) USD16,500 Copenhagen related activities (March 2009) USD14,000 Sustainability Meeting (October 2008)
Funding requested:	N/A

Previous recommendations:

Presidents’ Meeting (April 2010)	<p>The progress (individual targets, reductions in emissions, case studies and good bilateral cooperation, e.g. ANU / Copenhagen and ETH Zurich / Copenhagen) was noted and commended. There was strong interest in sharing as many examples of good practice and innovation.</p> <p>The meeting noted the next step was building on the toolkit and other experiences from the Sustainability Fellows and other work to create an online tool (that could be used within and outside IARU institutions).</p> <p>There were some discussions about “what next?” but there was agreement to focus on continuing to get good case examples on the web and to develop as a priority the online educational resource materials.</p> <p>Going forward, Berkeley suggested interest in exploring lower cost innovations on reducing water usage/more effective water usage than the prohibitively costly options available currently. ETH Zurich said that it has innovative ideas and making good efficiency gains by being innovative, and at low cost. Such institutional joint working illustrates the kind of benefits the Alliance can offer.</p>
Senior Officers’ Meeting (October 2009)	<p>Senior Offices suggested that the Sustainability group consider:</p> <ul style="list-style-type: none"> • skills exchange, with educational aspects in the project • evaluating the progress of the online toolkit and exploring ways to make better use of this resource • the development of a joint IARU module on sustainability, • provide some good case examples from all partners. <p>These could feed into the report tabled at the next Presidents Meeting, and would likely be of value to the Climate Change Steering Committee.</p>

2.1.1 Sustainable Campus Program

The IARU Presidents approved a 3 year project to establish a collective approach to campus sustainability, with annual workshops commencing from 2010. The first workshop was held at the National University of Singapore and was attended by representatives from all Universities, with the exception of the University of Copenhagen (their sustainability team was heavily involved in planning for a major capital project and could not attend).

The 2010 workshop program included:

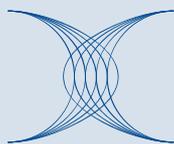
- A review of the current status of all University campus sustainability programs and, where available, results against agreed environmental targets. These data were used to develop the report to the IARU Presidents' meeting in 2010.
- Individual presentations on each of the University programs and key projects/initiatives.
- Discussion on strategic planning for campus sustainability (following on from a comprehensive presentation on the Yale University approach given by Dr Julie Newman.)
- Presentations by NUS IARU Fellows on their projects and workshop with NUS students on campus sustainability.
- Networking sessions to identify opportunities for exchanging skills and information. (Consequently, information has been exchanged on various capital projects for sustainable science building/laboratories, sustainable residential community activities and strategic planning)

The 2009 Senior Officers Meeting asked that the tool kit be enhanced and that a joint module on campus sustainability be developed. The team agreed that ANU would coordinate these initiatives and to that end, the Oxford Fellow (Marissa Van Epp) working with ANU in 2010 has drafted an IARU Campus Sustainability Toolkit – A How To Guide (http://www.iaruni.org/sustainability/How_to.pdf) . This is the first stage in building an on-line training/education module.

The team also agreed that the best of the future IARU Fellows' reports would be published on the web page from 2011, along with appropriate case studies from member Universities.

The next workshop will be held at Yale University over 3 days in March 2011. The major theme will be to identify opportunities for collaboration (likely to be between smaller groups undertaking similar projects) and discuss initiatives that achieve cost effective environmental improvements. The team will also review the progress of the Universities against their targets and subsequently prepare a report for the 2011 IARU Presidents meeting.

Please note our thanks to the President, staff and students of the National University of Singapore for their support and hospitality.



2.1.2 Sustainability Fellowships

Reporting:	Yale University
Leads:	Bart Meehan (Australian National University) Julie Newman (Yale University)

Document type:	√	Progress update
		Workshop
		Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

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

Previous recommendations:

Presidents' Meeting (April 2010)	<p>Sustainability Fellowships began in 2008 between ANU and Yale, and today, nine partners are part of the program. Institutions shared that they have benefitted from getting fresh ideas from the students, such as the development of a sophisticated paperless system, carbon offset and ideas for a greener campus.</p> <p>The applications for fellowships are encouraging. A suggestion was made that environmental student groups at the various partners might link up through some virtual platform to share experiences and interact.</p>
Senior Officers' Meeting (October 2009)	<p>Senior Officers urged the Sustainability group program coordinators to consider the various calendars of the institutions involved when preparing the 2010 program. It was suggested that Sustainability Officers talk to those offices within their institutions responsible for sending students abroad – so as to take advantage of existing knowledge.</p>

2.1.2 Sustainability Fellowships

All IARU Universities participated in the 2010 Fellowship program, A total of 14 students were reported to have participated on the Fellowships. Students undertook a number of projects that will provide benefits for all members. Examples include the development of an environmental auditing tool for student rooms in Residential Halls, commencing translation of the PKU campus sustainability web site and developing sustainability ratings for campus events. A full review of the 2010 program will be conducted at the 2011 Workshop to be held at Yale University.

For information, the on-line training package detailing the sustainability functions of a new building on the ANU campus, which was developed by the 2009 IARU Fellow from NUS has been finalised as released for use. This is the first in a suite of similar on-line packages to be developed.

The 2009 IARU Fellow from Yale also completed a review of catering practices in a catered campus residential hall, identifying that only 15% of the food was sourced locally (within 100 kilometres). As part of his project he worked with the Head Chef to develop new menus and procedures. The Hall now sources 85% of its food locally.

July 2009

BRUCE HALL DINING HALL SUSTAINABILITY AUDIT

PROJECT GOALS

- Determine what simple measures could be introduced to Bruce Hall's dining options to make them more sustainable
- Survey students and ascertain what level of change to their food options they would be willing to accept and at what cost

TYPE OF PROJECT

International Association of Research Universities (IARU) internship

INPUTS

\$8,500 for travel, accommodation, stipend

OUTPUTS

- A detailed report with additional recommendations for more sustainable practices to be used in the food sourcing and preparation at Bruce Hall
- Survey results on student attitudes towards recommended changes and the current menu available at Bruce Hall

DESCRIPTION

The Bruce Hall Dining Project investigated the sustainable practices already being implemented in producing a varied and tasty menu for Bruce Hall residents and looked at ways further improvements can be made.

A number of comparisons between Bruce Hall's menu, Berkeley College's Sustainable Dining Project and dining practices at Berkeley University were made to determine the feasibility of implementing recommendations. In particular, differences in food budgets between these universities were highlighted. These resulted from costs associated with sourcing locally produced, seasonal and organic produce as well as the additional labour costs involved with their preparation.

A survey was conducted on Bruce Hall residents to establish satisfaction with current dining options and willingness to accept cost increases that might result from using less processed local and seasonal foods.

The report also examined the likely 'transition psychology' of moving to a new system of food sourcing, preparation and service. Experiences from Berkeley and Yale Universities were used to illustrate how initial resistance and dissatisfaction with a changing menu could be overcome. Chefs were especially concerned about increased work-loads attributed to the new menus. Providing additional preparation staff and more research to identify simple and tasty recipes that reduce preparation times could resolve this issue.

Finally, the report investigated the number of students who sign up for self catering as opposed to the options available under Bruce Dining Hall's menu. A survey was used to determine the main reasons why students chose to cook their own meals at Bruce and inferences made as to what would make these students more likely to participate in grouped meal options. The results are shown in Figure 1.



Meal at Bruce Hall

OUTCOMES

- Bruce Hall residents are prepared to pay more money per week to ensure more sustainable food options are on the menu. \$10 per week was the most favoured amount amongst survey participants although up to \$25 was suggested.
- Two thirds of catered Bruce Hall residents would favour removing one of the two meat options per meal in order to open the vegetarian exclusive meal to everyone. Reducing meat consumption in this way would make the Bruce dining hall more sustainable.
- To make better use of fresh produce, reduce sodium intake, and cut the labour costs associated with fresh vegetables, the Bruce dining hall should favour menu options that are less energy and labour intensive. For example, dry-heat vegetable sautés and roasts are often more flavourful than steaming or stewing and do not require increased in labour.
- Processed foods generally require more fossil fuel input than unprocessed foods as a function of mechanical input. Frozen foods also demand constant energy upkeep, as they must be kept frozen during transportation and in storage. These two factors suggest that Bruce Hall could reduce its environmental impact by eliminating frozen vegetables and highly processed flavourings.
- Many self-catering students shop at Canberra-area farmers’ markets. Those who don’t, cited difficulty of transportation as a major impediment.

PROJECT TEAM

Researcher

Austin Shiner, Yale University

ANU coordinator

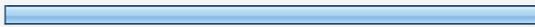
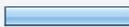
Teifi Caron

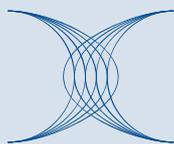
FOR MORE INFORMATION

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Figure 1: Bruce Hall Sustainable Dining Self-catering Survey

1. Why did you decide to self-cater (aka opt out of the meal plan?) (Please check all that apply).			Response Percent	Response Count
To save money			68.4%	13
Because I can make better food myself			68.4%	13
In order to eat more local, sustainably grown foods			26.3%	5
I'm a vegetarian and/or a lover of vegetables and find the vegetable options in the dining hall unsatisfactory			15.8%	3
All of my friends are self-catered			5.3%	1
I'm antisocial and I find the awkwardness of dining hall interactions to be overwhelming			5.3%	1
		Comments		7
		answered question		19
		skipped question		3



2.1.3 Demonstrative Project on Sustainable Cities

Reporting:	Australian National University
Leads:	Rob Dyball (Australian National University)

Document type:	√	Progress update
		Workshop
		Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	USD15,000 (PM '08) – to date unspent USD3,630 ERE proposal development (Todai '06)
Funding requested:	N/A

Previous recommendations:

Presidents' Meeting (April 2010)	<p>In its demonstrative phase, the working group has done their study on three cities –Tokyo, Canberra and Copenhagen and will publish their findings in journals. For its next phase, the researchers would like to expand their study to include human health and wellbeing (including ageing), with possible collaborations with the International Council for Science Union. ETH Zurich has expressed an interest to collaborate on this research topic.</p> <p>To date funding for the research initiative has been from the respective institutions and grants. The USD15,000 allocated to the initiative remains unspent. The Presidents approved the request to utilize the monies for editorial assistance for writing up Phase I papers and grant applications, and related dissemination of that material.</p>
Senior Officers' Meeting (October 2009)	<p>ANU highlighted that as a direct result of collaboration on this project, Dr Rob Dyball (ANU) was invited to teach into Copenhagen's GSP course, "Sustainability in Rural-Urban Regions: The Rural Landscape in a Globalized World".</p> <p>A Synthesis Report is scheduled to be tabled at next year's Presidents' Meeting. NUS will host the next workshop in November where the group will look beyond the demonstrative phase of this project.</p>

2.1.3 Demonstrative Project on Sustainable Cities

The demonstration phase of the Sustainable Cities Project partnership between ANU, Todai and University of Copenhagen was reported as completed to the IARU Presidents in April. At that meeting \$15,000 IARU funds that had been allocated to this project but were unspent were approved for the purpose of project write up and publication. Both these activities are now underway with contributions from ANU, Copenhagen and Todai being coordinated by a publications officer at ANU. Website development is being coordinated between ANU and IARU.

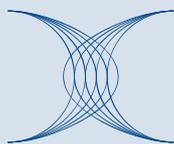
Project Update

Staff exchange: Dr Robert Dyball from ANU is on 6 month's sabbatical at the University of Copenhagen to collaborate with drafting project outcomes and publications. University of Copenhagen will reciprocate in sending Dr Anne Busck to ANU for the first six months of 2011 to continue this process.

Project findings: Papers presenting project findings have been presented at a number of conferences, including COP15 (Copenhagen), the Ecological Society of America (Pittsburgh), the Australian Academy of Science (Canberra), the International Conference on Sustainability Science-Asia (Bangkok), Sustainable Energy Conference (Yokohama) and the Trans-disciplinary Research conference (Geneva). A number of side-workshops have been held on current and future developments where the presence of IARU participating scholars has allowed. More conference papers have been accepted for presentation across the rest of the year. Wherever possible workshops have been scheduled to coincide with these conferences.

Future Direction

No further IARU central funding will be involved with the future expansion of this project. Todai has committed internal funds for its members to engage in future developments, including the previously reported intention to include a health dimension. National University of Singapore has also indicated its willingness to engage in the future and continues to actively monitor progress.



2.2 Value of Research-Intensive Universities

Reporting:	National University of Singapore
Leads:	Barry Halliwell (National University of Singapore) Wang Hui (National University of Singapore)

Document type:		Progress update
	√	Workshop
	√	Discussion paper
		Project proposal
		No document tabled
Action required:		For information only – no further action required
	√	Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	Up to USD15,000 (PM'10)
Funding requested:	N/A

Previous recommendations:

Presidents' Meeting (April 2010)	<p>Research-intensive universities are seeking ways to define their value to their governments and tax payers. Documents prepared by Cambridge, Berkeley and the University of Alabama were useful guides. Both Cambridge and Berkeley had received positive responses to their documents.</p> <p>The Presidents approved NUS' funding request to organize a workshop to discuss methodologies for obtaining qualitative and quantitative values that link to research-intensive universities. The meeting noted that it is also valuable to hear from universities who have worked on this before, not necessarily only from IARU institutions. Another compelling case study would be from China, whose government recognizes the value of its research-intensive universities and is highly supportive of their teaching and research activities.</p> <p>The intended outcome for this workshop is to identify the various ways in which the value of Research Intensive Universities can be examined, but not to undertake an evaluation of the value itself for specific universities. The Presidents have suggested having a dedicated session at the next Presidents' Meeting to discuss this topic and workshop findings.</p>
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2.2 Value of Research-Intensive Universities

Following the decision at the IARU Presidents' meeting in April 2010, a workshop on the Value of Research Intensive Universities has been scheduled to take place on 19-20 October 2010, immediately after the IARU Senior Officers Meeting.

A discussion format will be adopted. Two opening presentations will be delivered by high level external speakers, representing government and industry respectively, to inform the subsequent discussion about the perspectives of key stakeholders. The participants will then share the experience of IARU member universities that have carried out such "value exercises", and hope to identify the major values of research intensive universities in terms of education, research and direct economic contributions by using three breakout groups. Based on the key values pinpointed, methodologies for how to demonstrate them qualitatively and quantitatively will be discussed at plenary sessions.

The workshop endeavours to derive acceptable methodology that IARU partners may wish to use to convince their public and politicians of the value of their institution. It may also be possible to craft general IARU statement about the value of research intensive universities.

Agenda

Day 1: 19 October 2010

- 14:00 Introduction: Why Do We Need to Address the Value of Research Intensive Universities?
(Barry Halliwell, Deputy President, Research and Technology, National University of Singapore)
- 14:15 Does Society Need Research Intensive Universities and Why?
(Kathie Olsen, former Deputy Director and COO, National Science Foundation, and former Deputy Director of Science, Office of Science and Technology Policy, Executive Office of the President, USA)
- 14:45 Does Industry Need Research Intensive Universities and Why?
(Hans Widmer, Executive Director, Academic Liaison and Knowledge Management, Novartis AG, Switzerland)
- 15:15 Coffee Break
- Attempting to Examine the Values of Research Intensive Universities:
the experience of IARU member universities**
- 15:45 The Impact of University of Cambridge on the UK Economy and Society
- 16:15 University of California's Contribution to the Economic Growth, Health and Culture of the State of California
(Robert Price, Associate Vice-Chancellor for Research, University of California, Berkeley)
- 16:45 ETH Zurich: Unusually High Survival Rate of Spin-offs and Interface between Academia and Industry
(Andreas Kloti, ETH Transfer, ETH, Zurich)
- 17:15 Additional Commentary from Other IARU Universities
- 18:00 Dinner

Day 2: 20 October 2010

9:00 Recapitulation of Day 1 and Plan for Day 2
(Robert Price, Associate Vice-Chancellor for Research, University of California, Berkeley)

9:10 **Breakout Session: Expected Values from Stakeholders' Perspective**
(3 groups, each about 5-8 people with a chair and a scribe, to discuss the following questions)

A. Changing People: Education with Cutting Edge Knowledge

(Brief Introduction and Chair: Lawrence Cram, Deputy Vice-Chancellor, Australian National University)

- o Is there an increasing need for industry, business and government (other than research institutions) for employing people with research-oriented graduate degrees (PhD, MSc), and why?
 - e.g. increasing number of PhD in pharmaceuticals, IT, regulatory agencies, and their functions
- o Is there any advantage of an undergraduate student being educated in a research intensive university?
 - e.g. focus on how to critically analyse and innovate rather than merely remember facts from textbooks
- o What difference in professional education, such as for MBBS/MB ChB (MD), MPH, LLB (JD), MBA, MPA, do research intensive universities make?
 - e.g. cutting edge research bringing in latest innovation in medical practice, legal issues, policy administration, and business cases/models to students
- o How do we demonstrate and quantitate this?

B. New Things: Research and Innovation

(Brief Introduction and Chair: Ewan McKendrik, Pro Vice-Chancellor for Education, Academic Services and University Collections, University of Oxford)

- o In what ways does publicly available new knowledge contribute to social/economic growth?
 - e.g. industry and society using outcomes published in journals by university researchers, public policies established based on university research
- o What kinds of industry and business heavily depend on new knowledge created by academic research?
 - e.g. pharmaceuticals for drug targets, new materials companies leveraging academic research on basic material properties
- o What treatments/preventive policies are the results of research performed at academic medical centres/university teaching hospitals?
 - e.g. folic acid preventing birth defects, most surgical procedures, new use of old drugs (NSAIDs for Alzheimer's Disease)
- o How do we demonstrate and quantitate this?

C. **Direct Economic Activities: Employment, Service and Commercial Venture**
(Brief Introduction and Chair: Roland Siegwart, Vice-President for Research, ETH Zurich)

- o What value do research intensive universities contribute to local economy directly?
 - e.g. direct employer, service provider, spin off companies
- o What indirect benefits do research intensive universities bring to local economy?
 - e.g. attracting high-tech companies (Silicon Fen or Cambridge Phenomenon), marketing the region, increasing the number of international visitors who then consume in the region (students studying, parents visiting, and possibly tourists like Oxford and Cambridge).
- o How do we demonstrate and quantitate this?

10:30 Coffee Break

Methodologies for Obtaining Qualitative and Quantitative Demonstrations of the Value of Research Intensive Universities (Discussion Based on the Outcomes of Breakout Sessions)

11:00 Introduction to Discussion Sessions: is there a consensus to derive a statement from IARU on the value of research intensive universities?
(Barry Halliwell, Deputy President, Research and Technology, National University of Singapore)

11:15 **Discussion Session 1: How to Show the Values of Education in Research Intensive Universities**
(Report Back from Breakout Session A and Discussion Facilitator: Lawrence Cram, Deputy Vice-Chancellor, Australian National University)

12:30 Lunch

14:00 **Discussion Session 2: How to Demonstrate University Research as One of the Engines for Economic Growth**
(Report Back from Breakout Session B and Discussion Facilitator: Ewan McKendrik, Pro Vice-Chancellor for Education, Academic Services and University Collections, University of Oxford)

15:15 Coffee Break

15:45 **Discussion Session 3: How to Quantify a University as a Major Contributor to the Local Economy**
(Report Back from Breakout Session C and Discussion Facilitator: Roland Siegwart, Vice-President for Research, ETH Zurich)

17:00 **General Conclusions. Can we Craft a IARU Statement on the Value of Research Intensive Universities? What have We Learned?**
(Barry Halliwell, Deputy President, Research and Technology, National University of Singapore)

18:00 Dinner

Attendees:

ETH Zurich

Professor Dr Hans- Rudolf Heinimann
Professor Roland Yves Siegwart
Dr Silvio Bonaccio
Dr Andreas Klöti
Dr Margrit Leuthold
Mr Anders Hagstrom
Dr Rahel Byland

Australian National University

Professor Lawrence Cram

National University of Singapore

Professor Barry Halliwell
Professor Wang Hui
Mr Bhupinder Singh

Peking University

Professor Li Xiaoming

The University of Tokyo

Professor Kiichi Fujiwara

University of California, Berkeley

Professor Robert Price
Professor Pradeep Chhibber

University of Copenhagen

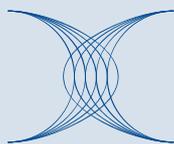
Professor Thomas Bjornholm
Dr John Andersen

University of Oxford

Professor Ewan McKendrick

Yale University

Mr Richard Jacob



2.3.1 Transforming Power of Global Education

Reporting:	National University of Singapore
Leads:	Tan Thiam Soon (National University of Singapore)

Document type:	√	Progress update
	√	Workshop
	√	Discussion paper
		Project proposal
		No document tabled
Action required:		For information only – no further action required
	√	Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	Up to USD15,000 (PM '09)
Funding requested:	N/A

Previous recommendations:

Presidents' Meeting (April 2010)	NUS highlighted that this workshop will discuss the notion of global education and the types of educational programs that will help cultivate global citizenship in our students. It would also explore whether the GSP has been successful in cultivating global citizenship. Besides academics, this workshop is also targeted at senior academic administrators.
Senior Officers' Meeting (October 2009)	NUS will formally invite faculty members and senior administrative staff through Senior Officers. Oxford suggested this workshop be held in the same location/dates as the 2010 GSP Working Committee Meeting.

2.4 Transforming Power of Global Education

Outcomes:

1. The meeting agreed that “Global Education” refers to inculcating key features of “global citizenship” to help our students to become “global citizens”. The meeting also discussed issues and challenges faced in the process of educating students to become responsible “global citizens”.
2. A key aim of the workshop was to bring groups of two or three academics together to co-construct and co-deliver modules that will extend students’ learning experience and enrich their knowledge about specific global issues and perspectives. There are two possible pilot modules being discussed:
 - a. Associate Professor Gregory Clancey (NUS), Associate Professor Mats Fridlund (Copenhagen) and Professor William Summers (Yale) are discussing a module on Biomedicine and Society.
 - b. Professor David Higgitt (NUS), Associate Professor Christian Bugge Henriksen (Copenhagen), Professor Kazuhiko Takeuchi (Todai) and Prof Richard Baker (ANU) are discussing a module on Climate Change/Environmental Sustainability.

If successful, the pilot of the modules will be conducted in January or August 2011. The details of the collaboration are under review. One idea being explored is to conduct “sister (pair) modules”, that are interrelated but independent modules that involve some co-teaching to provide students with different perspectives on the same topic.
3. The modules will be managed between individual academics at a more local level, rather than at the institutional level, to ensure success.

The Workshop

The IARU Workshop on “The Transforming Power of Global Education” was held on 12-13 August 2010. The list of participants is provided in Appendix A.

The discussions on the first day provided a framework and the rationale for future collaborations. To this end, four dialogue sessions addressing the following topics were held:

- i. Cultivating Global Citizens
- ii. Sharing Best Practices across IARU
- iii. Curriculum for Developing Global Citizens
- iv. Use of e-Learning to Facilitate Collaborations

On the second day, three themes, “Climate change/environmental sustainability”, “Making them work” and “Biomedicine and society”, that were identified and developed with IARU partners prior to the meeting, were used as platforms to discuss how IARU collaborations could be effected. It was made clear that other mutually agreed themes were also welcome.

Discussions on the second day ended with a final session on how collaborations among IARU partners could be actualized.

Overall Report

Cultivating Global Citizens

The Chairman of the organizing committee for this workshop, Prof Tan Thiam Soon, outlined the intent of the workshop to form a network comprising IARU partners to develop educational collaborations that leverage on the strengths and global orientation of individual IARU universities. Such collaborations are critical for the development of global citizenship which would facilitate a transformation in students’ educational experiences. A key aim of the workshop was to bring groups of two to three academics from IARU universities together to co-construct and co-deliver modules that will extend students’ learning experience and enrich students’ knowledge about specific global issues and perspectives. It was envisioned that a basket of modules could be developed to cater to different students’ interests that were also aligned with the expertise of each IARU partner. The main principle of such collaborations was to add value to students’ varsity experience, and not to replace existing program arrangements such as student exchange or summer programs.

Sharing Best Practices Across IARU

Prof Tan Tai Yong discussed the NUS Global Summer Program (GSP), and some of the challenges that were encountered in devising and running the GSP. He informed the participants that NUS President Prof Tan Chorh Chuan had provided funding support for students in the GSP and this had allowed students who were otherwise not financially able to access the program. It was acknowledged that cost was a primary issue blocking access to the GSP and concerns were expressed over the longer term sustainability of the GSP model. The members deliberated over the funding component and ways to ensure that a wider student population was reached through the GSPs.

The GSP had deployed the e-learning platform, Second Life, for one segment to enable students from other parts of the globe to be engaged. However, this cyber attempt had not met with a good level of success, a main reason being students’ general preference for more personal face-to-face interactions over the less personalized mitigation of a cyber platform like Second Life.

Ms Joan Kask commented that Summer Programs were possible collaborations for the University of California, Berkeley.

Prof Tan Tai Yong summarized the discussion into 3Ps—preparation, pedagogy and partnerships.

Students who were selected for the GSP should be carefully briefed before they embarked on the program to ensure quality outcomes from the educational experience. The pedagogy should also be sufficiently rigorous to challenge students intellectually and the partnerships between the universities should be extended to allow for the possibilities of other bi-lateral partnerships beyond IARU.

Prof Takeuchi shared his partnership experiences with Chinese universities, and echoed Prof Tan Tai Yong's sentiment that the collaborations should be kept open. Prof Tan Thiam Soon acknowledged that any one network would not be able to resolve the issues/challenges faced in any kind of collaborative effort, and it was therefore advisable not to require collaborations to stay within any one network, especially when other networks like APRU and the network of ASEAN universities might serve specific functions better. However, a network like IARU had its own value and mission to fulfill and we do well to heed and preserve its integrity.

Pedagogical Innovations: Curriculum for Developing Global Citizens

A/P Richard Baker presented on the GSPs that were offered at ANU, and showed how the program had inculcated a more global outlook among ANU students. Participants got into small groups and tasked to generate ideas on how partners could work out suitable course platforms to nurture global citizenship. Through this task, participants learnt how simple collaborations could be forged that took into consideration specific individual preferences and wider institutional constraints.

Pedagogical Innovations: Use of e-Learning to Facilitate Collaborations

Prof Tan Thiam Soon prefaced the presentation by commenting on how e-Learning technologies and methodologies could be used to complement face-to-face teaching and learning. A/P Chng presented the guiding principles, philosophy and preferred pedagogical practices underpinning any kind of global collaborations that aspired towards cultivating 21st century learners, while Mr Ravi Chandran presented the range of available e-learning technologies that had/could facilitate cross border educational collaborations. The participants discussed their experiences in e-learning, the advantages and disadvantages of using online resources in teaching and learning, the relevance of using e-learning tools and the possibilities for collaborations within IARU by using e-learning platforms.

Dialogue Session: Exploring the Possibilities of Multi-party collaborations within IARU – Theme: Climate Change/Environmental Sustainability

Prof David Higgitt, A/P Christian Bugge Henriksen and Prof Takeuchi gave an overview of the developments of current collaborations in each university. A/P Henriksen shared his experience of devising an online course that had been successfully team taught at the University of Copenhagen. This fully online course had achieved an impressive reach of students hailing from as many as 59 countries at any one time. A contributing success for this kind of course format was the conscious effort put into various aspects of student orientation – from facilitating pre-course physical orientation to the more personalized on-the-course scaffolding provided by the course team over the cyber platform.

Prof Higgitt shared the details of the course that he offered which featured guest lecturers from overseas, web cast lecture sessions and web-based course materials that provided students from multiple sites with ready access. Two challenges that were highlighted were financial constraints and time zone differences between Singapore and Copenhagen which constrained aspects of the course.

It was noted with great satisfaction that challenges and constraints aside, the satisfaction level was high because such innovative course formats and cross border collaborations had yielded sufficient good results in students' learning to motivate this team to continue in their collaborative effort.

Dialogue Session: Exploring the Possibilities of Multi-party collaborations within IARU – Theme: Making Them Work

Prof John Richardson and A/P Cynthia Chou presented an overview of the collaborations between NUS and University of Copenhagen that had been launched five years ago. They also highlighted the challenges that they faced, including the need to improve the way information was disseminated about such collaborations to staff and students.

A/P Richard Baker shared that ANU had developed some collaborations over the years but they also did not receive much visibility. This was recognized as a problem – the issue of how to bring such works to the notice of both students and staff. Prof Tan Thiam Soon informed participants that in NUS, such partnerships would have been deliberated at university-level committees where the respective Vice Deans of all Faculties/Schools would constitute the primary audience, thus ensuring that such collaborations were made known to staff and students.

Like the Higgitt-Henriksen-Takeuchi team, in spite of challenges, this team had very positive outcomes to share about their collaboration.

Dialogue Session: Exploring the Possibilities of Multi-party collaborations within IARU – Theme: Biomedicine and Society

A/P Gregory Clancey shared his research collaborations on biomedicine in NUS, and A/P Mats Fridlund and Prof William Summers also shared their experiences in their respective universities in Copenhagen and Yale. Prof Summers echoed a sentiment that was clearly felt among participants—that these multi-party collaborations would increase the synergy between the universities and increase students' intellectual exposure beyond learning in their home university.

Consolidation

Prof Tan Thiam Soon consolidated the discussions by reiterating that the collaborations involved congregating two to three universities with common areas of interest to offer a basket of modules that catered to varied students' interests. He added, and members agreed, that the partnerships would provide expanded dimensions for the students' varsity experience. To overcome difficulties posed by time zone differences, Prof Tan proposed that an online platform could be created for the partner universities to mount their teaching materials for the students. He further stressed that e-learning technologies would complement and not replace more interactive and personalized classroom teaching. The partner universities could mount their modules separately but co-teach during a common window.

Prof Ewan McKendrick cautioned that the collaborative possibilities that were discussed should not be pitched at the institutional level per se but instead urged individual academics who wish to collaborate to craft and launch the modules at a more local level that he felt, could more readily ensure success.

Prof Tan Thiam Soon mooted the idea of conducting pilot module(s) to test out specific collaborations, even as he acknowledged that such collaborations might require a few years to nurture. Barring no objections from the partner university representatives, he requested A/P Gregory Clancey and Prof David Higgitt to follow up and prepare write-ups on their proposed collaborations.

He thanked all for their participation and drew the workshop to a close.

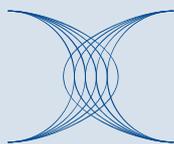
Appendix A – List of attendees

PRESENT

1. Prof Tan Eng Chye Deputy President (Academic Affairs) & Provost, Office of the Provost, NUS
2. Prof Tan Thiam Soon Vice Provost (Education), Office of the Provost, NUS
3. Prof Tan Tai Yong Vice Provost (Student Life), Office of the Provost, NUS
4. Prof Daniel Chan Associate Provost (Graduate Education), Office of the Provost, NUS
5. Prof Bernard Tan Associate Provost (Undergraduate Education), Office of the Provost, NUS
6. A/P Richard Baker Deputy Dean of Science, Australian National University
7. Ms Nadine Baumberger Assistant to Prorector, ETH Zurich
8. Prof Zhu Xing Assistant President, Peking University
9. Ms Joan Poteet Kask Director of Administration, International and Area Studies, University of California, Berkeley
10. A/P Cynthia Chou Department of Cross-cultural and Regional Studies, Asian Studies Section, University of Copenhagen
11. A/P Christian Bugge Henriksen Faculty of Life Sciences, University of Copenhagen
12. A/P Mats Fridlund Centre for Advanced Security Theory, Department of Political Science, University of Copenhagen
13. Prof Ewan McKendrick Pro-Vice-Chancellor (Education), University of Oxford
14. Prof Kazuhiko Takeuchi Deputy Executive Director, Integrated Research System for Sustainability Science (IR3S), University of Tokyo
15. Prof William Summers Professor of Therapeutic Radiology, Molecular Biophysics and Biochemistry, and History of Science and Medicine, Yale University
16. A/P Chng Huang Hoon Director, Centre for Development of Teaching & Learning, NUS
17. Prof John Richardson Director, University Scholars Programme, NUS
18. Prof David Higgitt Department of Geography, Faculty of Arts and Social Sciences, NUS
19. A/P Gregory Clancey Department of History, Faculty of Arts and Social Sciences, NUS
20. A/P Karina Gin Environmental Science and Engineering Programme, Faculty of Engineering, NUS
21. Prof Richard Thomas Corlett Department of Biological Sciences, Faculty of Science, NUS
22. A/P Cecilia Lim Department of Philosophy, Faculty of Arts and Social Sciences, NUS
23. A/P Manoor Prakash Hande Department of Physiology, Yong Loo Lin School of Medicine, NUS
24. A/P Laksh Samavedham Deputy Director, Centre for Development of Teaching & Learning, and Department of Chemical and Biomolecular Engineering, Faculty of Engineering, NUS
25. A/P Erle Lim NUS Teaching Academy, Department of Medicine, Yong Loo Lin School of Medicine, NUS
26. A/P Victor Savage Department of Geography, Faculty of Arts and Social Sciences, NUS
27. Mr Ravi Chandran Director, Director, Centre for Instructional Technology, NUS

IN ATTENDANCE

28. Mr Bernard Toh Director, Projects & Communications, Office of the President, NUS
29. Ms Denise Chua Associate Director, International Relations Office, NUS
30. Ms Susanna Lam Senior Manager, Office of the Provost, NUS



2.3.2 Global Summer Program

Reporting:	Secretariat
Leads:	IARU GSP Coordinators

Document type:	√	Progress update
		Workshop
	√	Discussion paper
		Project proposal
		No document tabled
Action required:		For information only – no further action required
	√	Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	Up to USD10,000 GSP Meeting, Copenhagen, Sept'11 - unspent Up to USD10,000 GSP Meeting, Cambridge, Sept'10 - unclaimed USD10,200 GSP Meeting, Oxford, Sept '09 USD3,500 GSP Meeting, Antwerp Sept'08 USD2,500 GSP Workshop, Cambridge Feb'08
Funding requested:	N/A

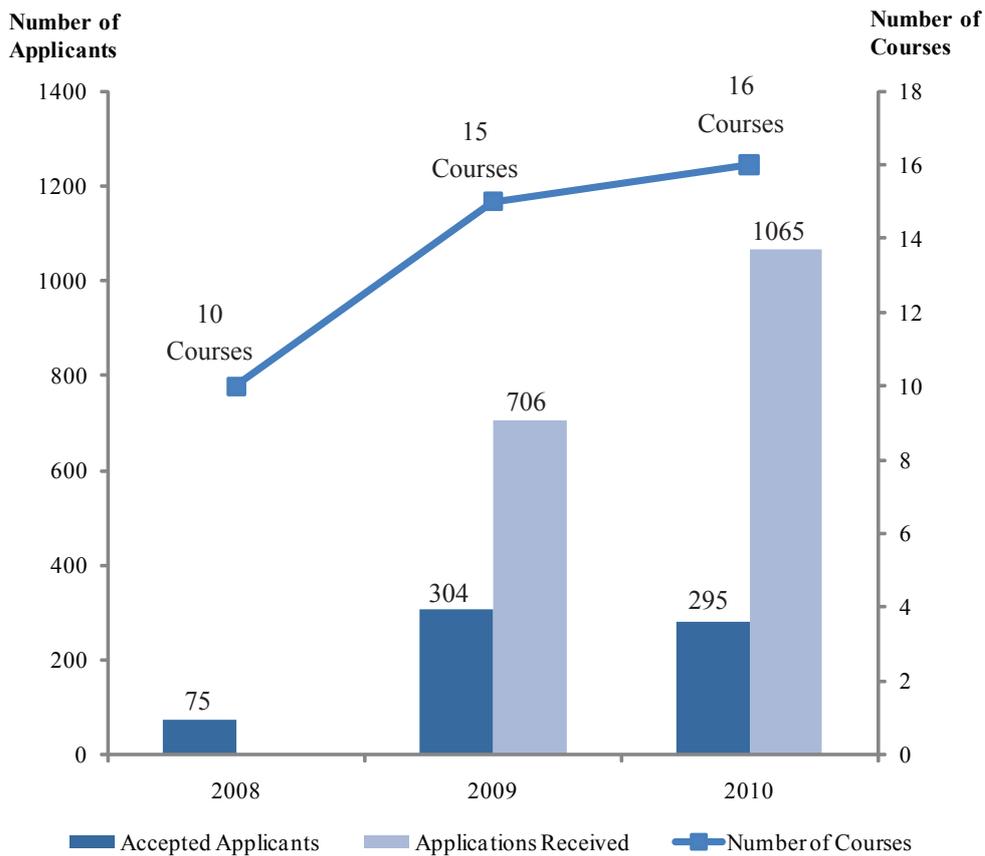
Previous recommendations:

Presidents' Meeting (April 2010)	<p>The Presidents acknowledged that the GSP has been a great success and commended the GSP Working Group and all involved for their good work. The meeting endorsed the revised GSP Aims, Descriptions and Principles. IARU Chair highlighted that USD100,000 GSP grant that the Presidents approved for 2010 was likely a one-off grant and not repeatable given the limited funding available.</p> <p>The meeting suggested:</p> <ul style="list-style-type: none"> • Offering GSP to more graduate students, as GSP courses were currently targeted mostly at the undergraduate level • Reviewing the offer of credits and scheduling by the respective institutions • Charging the GSP officers at their meeting in September to discuss internships. (It was not proposed that the GSP officers become responsible for the development of the internship program. Rather they were asked, in preparation for discussions at the GSP to identify the appropriate people on their campus who run the internship programs and canvass their opinion)
Senior Officers' Meeting (October 2009)	<p>Senior Officers endorsed the redrafted GSP Aims, Descriptions and Principles, noting the importance for future courses to align as closely as possible with the GSP principles. The Working Committee's efforts to develop a rigorous and regular evaluation process, including at some stage in the future a pedagogical review of the program, were noted.</p> <p>USD10,000 for GSP scholarships was set aside for each university from the IARU annual membership fees for 2010. The GSP website will also be revamped under the broader GSP website redevelopment.</p> <p>GSP will continue to be the centrepiece of a suite of programs that would continue to be developed under the category of Global Education Initiatives (including internships).</p>

2.3.2 Global Summer Program

Overview

Started in 2008, the GSP has grown from an initial 10 courses to 16 this year. In terms of participants, it has grown from 75 in 2008 to 295 this year. A point worth noting is the level of interest. The number of applicants grew from 706 in 2009 to 1065 this year. The graph below shows the growth and increasing interest of the GSP over the last 3 years.



Note: Data for 2008's applications received is unavailable

Recommendations to Senior Officers

The 2010 IARU GSP Working Committee met in Cambridge on 13 – 14 September, 2010. All IARU universities were present and they carefully considered the invitation from Presidents and Senior Officers to expand GSP’s offerings and take charge of internships. The Working Committee has the following response and recommendations:

- 1) GSP should consolidate its efforts and continue to further develop to become a well-known “brand” of intensive summer programs for outstanding students from the 10 IARU member institutions. GSP is only 3 years old and, in this short time, has grown rapidly and well. The Working Committee believes that developing graduate-level and research-type GSP courses will dilute the brand of GSP.

Under the banner of the Global Education Initiatives, partner institutions can offer graduate-level courses, student research workshops, internships as well as other educational offerings.

- 2) The Working Committee agreed that Global Internships are a good way forward. However, institutions are uncertain about their current resources and the increasingly difficult visa applications to fully commit. With the strong intent to consolidate GSP offerings, the Working Committee concluded that it is not in GSP’s best interest to manage internships at this point of time.

IARU will continue to offer internships based on availability, and publicize them on the IARU website. Senior Officers are asked to nominate representatives for the Internship Committee, which comprises institutions keen to advance IARU internships to draft a set of goals and guiding principles (flexible and non-binding).

- 3) Presidents are urged to consider showing greater commitment to the GSP by way of funding at the institutional level, or to allocate funds from the central IARU funding to enable more students – especially those with financial restraints – to attend GSP courses.

Meeting Outcomes

Meeting Outcomes	Follow up
<p>1. GSP Review and Course Updates</p> <p>1.1 The Working Committee shared their 2010 course experiences and reported positive feedback overall. The following points were strongly emphasized for consideration in next year's courses:</p> <ul style="list-style-type: none"> • State course requirements early and clearly: There were cases of students turned down or discovered that they were not eligible for credits after being nominated to attend GSP. Host universities need to state requirements clearly and from the beginning of the application stage. Sending university should verify that students have met all stipulated requirements. • Ensuring students' commitment to the GSP course. Courses are rigorous, challenging and multidisciplinary in nature. The Working Committee agreed to be mindful in its communications to students during selection and/or interviews to set the right expectations and get the desired quality of students. <p>1.2 The Working Committee referred to the GSP principles on numerous occasions to ensure that GSP courses were designed and conducted according to these principles. Highlights of issues discussed include:</p> <ul style="list-style-type: none"> • Size of Courses: It was agreed that GSP courses should remain at 10 – 25 students. The Working Committee discussed NUS' Southeast Asia in context (51 students) and agreed to exercise exception to the course size as it had strong appeal and its quality was ensured through appropriate faculty-to-student ratios. • Faculty co-teaching GSP: The working committee encouraged IARU partners to nominate faculty members to co-teach GSP modules. Cynthia Chou (Copenhagen) co-taught NUS' Southeast Asia in Context. Co-teaching strengthens IARU partnerships and faculty members view these opportunities as meaningful experiences. • Student website as a course outcome: Berkeley's 'Media & Society: The Middle East in Context' produced a website (http://mediaeast.weebly.com/) as an outcome of the course. This innovative media course will be adapted as a UNESCO module 	<p>All to note</p> <p>All to note</p>

Meeting Outcomes	Follow up
<ul style="list-style-type: none"> • Integration with regular summer sessions: Berkeley, Cambridge and Beida integrated their GSP courses with regular summer sessions, creating opportunities for interaction between GSP and non-GSP students. • Greater interaction and dedicated orientation sessions: Cambridge allocated a common room for GSP participants and they are considering a full-day orientation in 2011. Yale organized a campus tour for students upon arrival. Berkeley suggested that home universities should conduct a pre-departure orientation to set expectations, highlight different pedagogical styles and share what IARU is about. • Multi-disciplinary Tournament: ANU is looking at a student proposal to run an online tournament where faculty pose challenges and multi-disciplinary teams at partner institutions compete to produce the most considered responses to the challenges. It was suggested the proposal might be trialed with one other partner to then feedback the experience to the wider IARU group for further consideration. • Student-alumni buddy system: Berkeley involved their GSP alumni, and paired them (buddy system) with the current students. • Field trips, the rigor and intensity of the GSP, and peer learning continue to be highlights of the GSP. • New GSP T-shirts printed by Yale, Beida and ANU were well received. There were suggestions for the Secretariat to produce these T-shirts centrally to enjoy economies of scale. Secretariat agreed to study the feasibility and cost-effectiveness of producing GSP T-shirts centrally. • Publicizing IARU: Copenhagen coordinators worked closely with academics in planning their modules, and encouraged them to incorporate information about IARU. 	<p>ANU to provide recommendations</p> <p>Secretariat</p> <p>All to note</p>
<p>1.3 Visas and funding continued to be a pressing issue for the GSP as immigration policies are getting more stringent in places like the UK and US. Coordinators emphasized the need to clearly communicate visa requirements and applications early in the acceptance period. Cambridge is preparing a visa advisory note and offered to share this with all GSP coordinators.</p>	<p>Cambridge to share advisory note</p>
<p>1.4 From 2009, GSP applications increased (706 to 1,065 applicants), but remained fairly constant in terms of courses (from 16 to 15 courses) and participants (295 and 304 participants in 2010 and 2009 respectively).</p>	
<p>1.5 The Working Committee discussed expanding GSP intakes and courses. Referring to GSP's principles on class size and rigor, the Working Committee agreed to the following:</p> <ul style="list-style-type: none"> • All partners will provide 1-2 courses, with intakes of 10-25 students, unless resources and circumstances permit these institutions to do more; 	<p>Info (All)</p>

Meeting Outcomes	Follow up
<ul style="list-style-type: none"> • Each partner will send 2 – 3 students per course to maximize available opportunities while keeping class sizes small; • To continue with a rigorous selection process, ideally with faculty oversight, as these students become the university’s ambassadors; and • Acknowledged that representation from all partners for peer learning is desired and a distinctive feature of the GSP. <p>2. Presidents’ Recommendations & Group Discussions</p> <p>2.1 Presidents and Senior Officers have noted the GSP Working Committee’s contributions and success, and proposed expanding the offerings of the Global Education Initiatives that were outlined in the IARU Future Directions Document. Groups convened virtually before the meeting to consider and discuss the Presidents’ propositions before the meeting in Cambridge.</p> <p>2.2 The Working Committee concluded that GSP is focused on consolidating its efforts, improving its courses and branding, and refining operational and logistics issues. Expanding GSP’s offerings prematurely would dilute what is already established as the GSP. Outcomes from the discussions are captured below:</p> <p>a. Graduate level offerings. The aim is to provide greater opportunities for students to participate in global education opportunities at an IARU institution. IARU can continue to develop educational initiatives, but not under the GSP. The working committee had the following examples/suggestions:</p> <ul style="list-style-type: none"> • Workshops and conferences, e.g. UniLead (ANU and Copenhagen) and Muslims in the Modern World (Copenhagen). • Mentorship under an IARU faculty’s laboratory on a bilateral arrangement. • Longer term courses or internships dealing with specific issues such as forestry, public health; enabling graduate students to go to where the case studies can be obtained. • Teaching assistant and travel study programs with funding for air travel and salary. <p>The Working Committee highlighted that graduates were unlikely to pursue opportunities like a 3-week GSP course as it takes time away from their research. In any case, most graduate student cohorts are already largely international.</p> <p>Copenhagen is keen to offer graduate level courses. However, they will continue to encourage more undergraduate level courses from their faculty.</p> <p>b. Incorporate more research component into GSP. Research at the undergraduate or graduate level is fundamentally different from a summer program. The ideal length is about 4–10 weeks and could be in the form of UROP (Undergraduate Research Opportunities Program). IARU may also consider sending students abroad for one semester, with a significant research component built into the exchange. Many research mentorships also come about through the students’ own networks and initiative. The IARU network and Secretariat will facilitate, when the opportunity arises.</p>	<p>All to note</p>

Meeting Outcomes	Follow up
<p>While GSP courses will not be “specialized” research-based courses, the Working Committee recognizes that IARU is an Alliance of research-intensive universities. It was agreed that course designs should feature this to the extent possible – for example, research-led teaching, and discuss research-related issues in academia such as ethics and animal testing. From student feedback, GSP courses have demonstrated that it can inspire students to pursue their PhD and do research work.</p> <p>c. GSP Collaborations with IARU initiatives. The Working Committee agreed that it was important to remain updated about IARU initiatives to be able to identify and create opportunities for GSP e.g. guest lectures, research findings, and possibly internships. IARU colleagues working on any Alliance initiatives – especially colleagues from the same university – are encouraged to meet up occasionally to discuss where the Alliance is moving and recent projects. Beida also suggested that IARU initiative leads can be formally/officially informed that the GSP is open for collaborative work and leads should contact a coordinator at their home university if opportunities exist.</p> <p>The Secretariat will circulate the email contact information of the IARU leads to the GSP coordinators for a direct link and possible collaborations where there are common interests.</p>	<p>IARU Key Contacts to note and communicate to Initiative Leads</p> <p>Secretariat to circulate contact information</p>
<p>3. Global Internship Program</p> <p>3.1 The proposal to create a Global Internship Program, which will provide opportunities for students to intern under one of IARU’s partner institutions, is supported in principle by the Working Committee. To formalize the Global Internship Program at this point, and to have the Working Committee centrally run this did not reach consensus for the following reasons:</p> <p>a. Need to establish Internship goals and principles. Clear goals and principles, like the ones developed for GSP, need to be established first. These will provide focus and define educational values and outcomes, and provide accountability for the host university’s internship plans. Clear and compelling principles will also help to convince and persuade faculties to provide internship opportunities.</p> <p>b. GSP was seen as a higher priority for consolidation and funding at this stage. The setting up of a dedicated global internship office or program at most IARU universities is a fairly new and recent development, and only a handful considers internships a major priority at this point in time. Students who go on global internships are few compared to summer programs and exchange. Housing, living expenses, allowances and air travel costs have to be considered by the internship provider, based on available resources. At NUS, departments co-fund the IARU interns, but airfare is taken care of by the interns themselves. Another suggestion is to seek external sponsorship for global internships.</p> <p>3.2 Visa requirements, timing and duration of internships, publicity and commitment from faculty are other challenges to work through. The Working Committee also concluded that where GSP and Internships are competing for resources, priority should go to GSP as it is still at a stage where it is developing and has demonstrated success.</p>	

Meeting Outcomes	Follow up
<p>3.3 The proposed steps forward are:</p> <ol style="list-style-type: none"> a. To compile key internship information from each partner, establishing types of internships, funding availability, coordinating offices and major challenges. At a glance – Yale, NUS, ANU, ETH Zurich and Oxford have dedicated offices, programs and/or career centers to assist with the line-up of internships. b. Senior Officers to form a group of interested individuals, or an Internship Committee, to draft principles for the Global Internships Program. These principles are based on the understanding that it is flexible and serves as a guideline. c. ETH Zurich to explore if its student-run online internship platform can be opened up to all IARU students. This platform is a “marketplace” where faculty can publicize internship openings. Salary, accommodation, living costs and airfare are left to the faculty and negotiations with the students. d. Internships under IARU should be continued the way they have been managed since 2009. Partners can send their 2011 summer internship positions to the Secretariat for publicity on the IARU website and to be circulated to partners. A template will be made available. 	<p>The Secretariat will compile the responses</p> <p>Senior Officers</p> <p>ETH Zurich to advise if the online platform is available</p> <p>Partners to forward available internship opportunities</p>
<p>3.4 When IARU partners are ready to formalize Internships, the Working Committee had the following advice:</p> <ol style="list-style-type: none"> a. Explore and define the scope and target group for internships: Currently, internships are with research and administration at IARU universities; and may eventually include corporate, NGO and government internships. Are they targeted at undergraduate and graduates? b. The Sustainability internships are exchanges of students between IARU’s sustainability offices, and perform research as well as administration activities. Students are also exposed to the sustainability efforts that occur at the various campuses. However, the Sustainability internship model is quite unique and may not be easy to replicate. e. Possible of internships: <ul style="list-style-type: none"> • University faculties and corporate offices • through alumni networks, • career services department, • AEISEC chapters and • the ERASMUS program f. Timing for internships: Currently, the pilot internships and Sustainability Fellowships are run during the summer. A possible model is to run internships throughout the year (rolling model) and not limit the duration of the internship. g. A strong publicity effort: The lack of publicity (to IARU students and short application period) meant that not all internships are taken up. Partners are encouraged to disseminate available IARU internship opportunities to their students. 	<p>All to note</p>

Meeting Outcomes	Follow up
<p>4. Nuts and Bolts</p> <p>4.1 E-application form. This year, IARU received 1,065 applications and it may increase in the coming years. ANU and NUS received the largest number of applications. The Secretariat recommended centralized GSP application system for the following reasons:</p> <ul style="list-style-type: none"> • Decreases manual work on the part of GSP coordinators to compile all applications • Student application data can be centrally obtained by the Secretariat for analysis and reporting • The Secretariat will be able to build a database of student information for record and future analysis <p>4.2 The Working Committee raised concerns about adding 3 more days to the already tight timeframe for processing GSP applications and requested for periodic updates before applications close. They also expressed the desire to access the application system at their convenience. As there is no funding for a “sophisticated” application system, the Secretariat will review these requirements and propose options for 2011 or 2012 applications.</p> <p>4.3 A designated GSP coordinator (one point of contact) for students. ANU proposed having a single point of contact for GSP students, preferably a designated GSP coordinator. All matters related to housing, payments, additional course requirements and documentation, etc should only come from one contact point from the host university. For sponsorship offered by the hosting institutions, the general rule of thumb is to let the sending universities decide who should receive the award. Hosting universities should also alert the sending universities where there are cases of student withdrawals.</p> <p>4.4 Selection process. The Working Committee discussed the selection criteria. Coordinators emphasized the need for English language proficiency, good interaction skills, academic fit, and a range of interest and qualities (such as civic service and contributions to society).</p> <p>4.5 Students need to demonstrate their commitment prior to attending GSP. The GSP is no ordinary course because of the rigor and time the students get to spend directly with faculty members. If expectations are communicated clearly and in advance, students are likely to live up to GSP’s expectations e.g. actively contribute in discussions, complete their course readings and plan for their assessments.</p> <p>4.6 NUS shared that they conduct group interviews of about 4 to 6 students. Only students who make the cut-off grade and fulfill module requirements are shortlisted for interviews. ANU does not conduct interviews, but their selections involved faculty and shortlist included inputs from senior administrators. Other universities are considering interview sessions or, to meet up with students at the application stage or before they embark for the GSP.</p>	<p>The Secretariat will look into the requirements and circulate a proposal for next steps.</p> <p>All to note</p> <p>All to note</p> <p>All to note</p>

Meeting Outcomes	Follow up
<p>4.7 Acceptance packages. The Working Committee acknowledged students' feedback requesting for timetables and syllabus in advance. This is not always possible because of faculty's schedules. Looking at other universities' best practices – useful information can be sent to students pre-departure in a timely manner to the students. With the rich amount of information, it is important to highlight the most critical, for example, visa applications.</p>	<p>All to note</p>
<p>5. GSP Questionnaire Review</p> <p>5.1 The Working Committee recommended revising the questionnaire to strengthen the section on academic rigor and improve the feedback mechanism in general. For future analysis, similar fields from past years will be compared (e.g. overall student satisfaction, from 2009 – 2011).</p> <p>5.2 A concern is that the response rate is low (only 42% of the total GSP participants, or 120 students). This may be “survey fatigue”, as students have to complete up to three questionnaires – from the Secretariat, host and sending university. Coordinators agreed to remove duplicate questions from their survey. The GSP questionnaire and GSP course (from host university) will be sent jointly, a few days before the end of the course. The Secretariat will also provide a cover note for the centralized questionnaire.</p> <p>5.3 It was also agreed that Sections 9 and 10 on ‘IARU GSP Alumni Activities’ and ‘Staying in touch’ should be removed from the survey as it served little purpose.</p> <p>5.4 A post-GSP survey conducted at 6 months will be developed by Yale. The purpose of this survey is to find out if the GSP had indeed made an impact or a difference to the students, and if they are able to apply their knowledge.</p>	<p>Secretariat to analyze past year data for 2011</p> <p>All to note Secretariat to provide cover note</p> <p>All to note</p> <p>Yale to draft post-GSP survey</p>
<p>6. GSP Promotion</p> <p>6.1 For GSP 2010, the Secretariat produced t-shirts, posters, brochures and set up a GSP Facebook page. The Secretariat is reviewing if it is possible to centrally print the t-shirts and send them to the partners. The GSP T-shirt design will be maintained for consistency, and but there will be no mention of the year so it can be reused (except for the brochure, which has course details).</p> <p>6.2 As of September 2010, the GSP Facebook group has 173 members. The Working Committee agreed that a social networking site like this should be driven by students (past, current and future GSP participants). Interested coordinators are encouraged to contribute to the site to get discussions going. Coordinators can also publicize the Facebook group to their students.</p>	<p>Secretariat to review and send cost estimates</p> <p>All to note</p>
<p>7. 2011 GSP Working Committee Meeting</p> <p>7.1 The 2011 GSP Working Committee meeting will be hosted by the University of Copenhagen on 19 & 20 September 2011.</p>	<p>All to note</p>

GSP 2010 Attendees:

University of Cambridge

Ms Sarah Ormrod, Director of International Programs
Ms Barbara Stevens, International Office
Ms Caroline Yates, Student Exchange and Scholarships Coordinator, International Office
Dr Rob Wallach, Program Director, Cambridge GSP

Australian National University

Mr Darren Brown, Director of International Development
Ms Yumi Skrzypczak, Coordinator Strategic Partnerships

ETH Zurich

Mr Anders Hagström, Director, International Education Affairs
Dr Angelika Wittek, Head of Student Exchange Office

National University of Singapore

Prof Anne Pakir, Director, International Relations Office
Ms Denise Chua, Associate Director, International Relations Office

Peking University

Ms Zhang Ying, Program Officer, Office of International Relations

The University of Tokyo

Mr Katsuyoshi Kanno, Manager, International Exchange Group, International Affairs Department
Ms Yui Takeuchi, Administrative Staff, International Exchange Group, International Affairs Department

University of California, Berkeley

Mr Rick Russo, Director, Berkeley Summer Sessions
Prof Khatharya Um, Professor & Director, Berkeley Programs for Study Abroad
Ms Tracy Weber, Manager of Programs, Berkeley Summer Sessions

University of Copenhagen

Ms Hedvig Thomsen, Senior Consultant International Office

University of Oxford

Professor Angus Hawkins, Director, International Programs

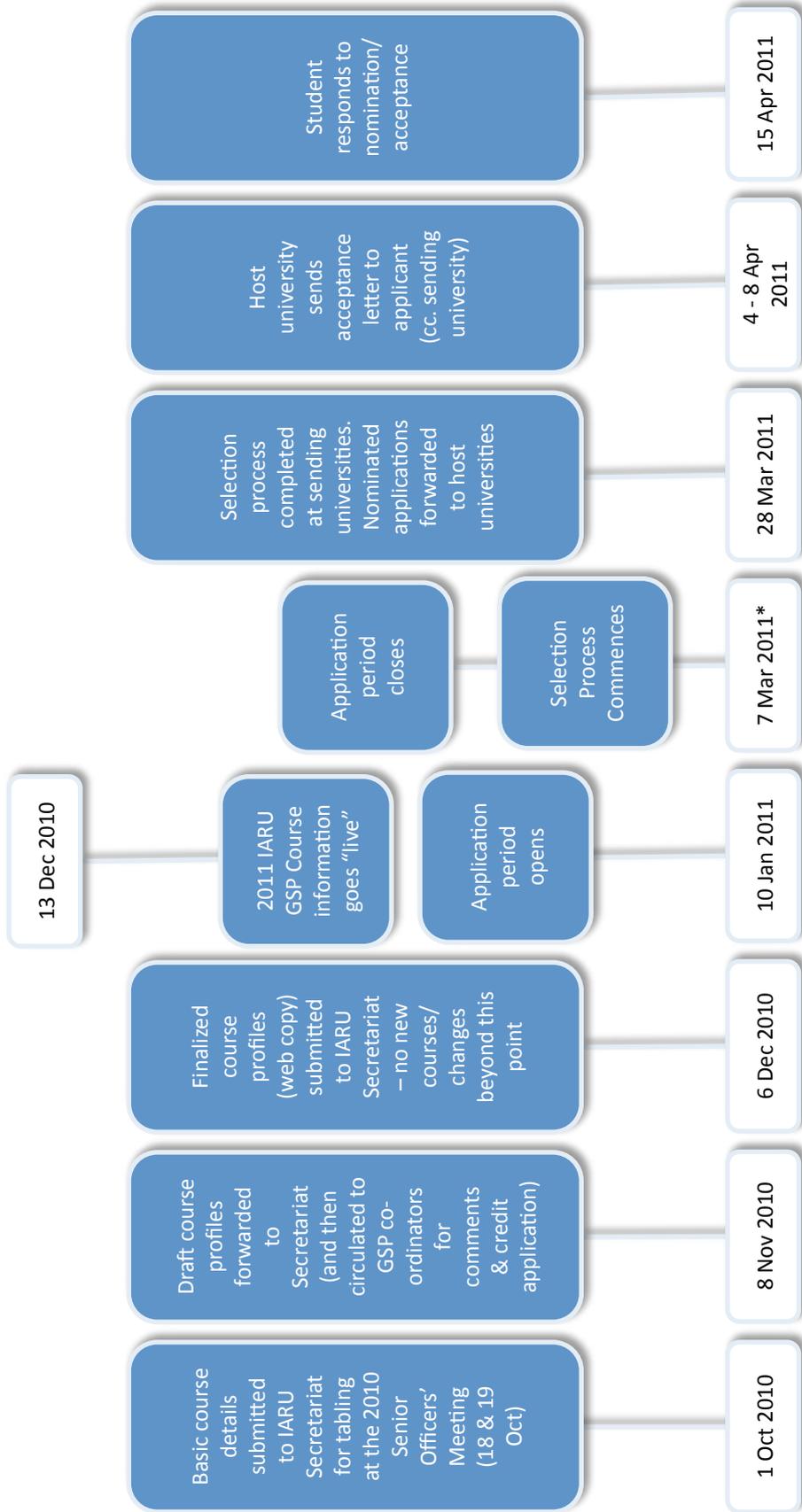
Yale University

Dr Jane Edwards, Associate Dean, Yale College
Mrs Kathy Trputec, Study Abroad Coordinator

IARU Secretariat

Mr Bernard Toh, IARU Secretariat, Director
Ms Yeap Su Phing, IARU Secretariat, Associate Director

3.1 2011 Timeline for IARU Global Summer Program (Course details and application)



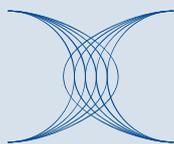
*Due to a national holiday, Beida students have a 1 week extension, which will be managed and communicated by Beida's coordinator. The website will reflect 7 March for close of applications.

GSP 2011 Courses:

IARU GSP Host	Course Title	Duration	Financial aid for incoming students	Financial aid for outgoing students
Australian National University	International Environmental Policy	5 - 22 July (18 days)	ANU will sponsor tuition fees for each incoming international student.	ANU will sponsor airfares, accommodation and field trip costs as appropriate. Level of sponsorship of tuition costs to be confirmed.
ETH Zurich	Autonomous Micro Aerial Vehicles: Design, Perception, and Control	4 - 8 July (5 days)	Tuition waiver	Contribution towards travel and subsistence costs
	Dynamic Walking and Running with Robots	11 - 15 July (5 days)		
National University of Singapore	Asia Now! - Southeast Asian Cosmopolitan Urbanism	27 June – 15 July (20 days)	Tuition and accommodation awards for all incoming students	Travel grants amounting to about SGD32,000 in total
	Southeast Asia in Context	18 June – 23 July (37 days)	N/A	
Peking University	Comparative Philosophy: China and the West	4 - 29 July (26 days)	N/A	N/A
University of California, Berkeley	A World In Motion: How Forced Migration, Labor Mobility and Human Resettlement are reshaping global institutions and interstate relations of the 21st century	25 July – 12 August (19 days)	N/A	N/A
	Problems Without Passports: Human Security Issues For the 21st Century	13 June – 1 July (20 days, 4 units) 13 June – 15 July (34 days, 6 unit option) <i>held in San Jose, Costa Rica</i>		
University of Cambridge	Shaping the world: understanding the past, predicting the future	11 July – 5 August (26 days)	N/A	N/A
University of Copenhagen	TBC	TBC	TBC	TBC
University of Oxford	TBC	TBC	TBC	TBC

IARU GSP Host	Course Title	Duration	Financial aid for incoming students	Financial aid for outgoing students
The University of Tokyo	Introduction to the Japanese Language	2 weeks in June and/or July	1) Participation fees for field trips and/or events included in the program will not be charged to incoming students. 2) Partial financial support towards accommodation will be funded by the University of Tokyo. (Will be reflected on the announced accommodation fee)	Partial financial support towards tuition, accommodation, and any field trip fees announced by each hosting university.
	Sustainable Urban Management	2 weeks in June and/or July		
	Course 3	TBC		
	Course 4	TBC		
Yale University	A Political Science or international themed course	3 July – 5 August (34 days)	Yale will provide tuition waivers to two students from each partner university. If unused it will be granted to other IARU students.	Students on financial aid are eligible to receive an International Summer Award (ISA) for programs over 4 weeks in length.

Note: Course writeups are available on the IARU website (http://www.iaruni.org/events/upcoming/meetings/101018_seniorofficers/)



2.3.3 Global Internship Program

the Oxford/NUS report will be distributed at the meeting

Reporting:	Oxford University
Leads:	Heather Bell (Oxford University) Denise Chua (National University of Singapore)

Document type:	√	Progress update
		Workshop
		Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

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

Previous recommendations:

Presidents' Meeting (April 2010)	<p>The Global Internship Program has been successfully piloted by Oxford and NUS, and is now into its second year. There has been an increase in interest and applications, from students from Oxford, NUS, ANU, Berkeley, ETH Zurich and Cambridge. The meeting agreed that this is potential area of growth and suggested incorporating undergraduate research opportunities under this program.</p> <p>The Presidents recommended that Internships come under the purview of the GSP Working Group for greater structure. In the first instance, inputs from the respective internship/ exchange offices should be canvassed for discussion at the next GSP Working Group meeting.</p>
Senior Officers' Meeting (October 2009)	<p>The Senior Officers agreed all members would support the internship program by identifying possible internship opportunities at their own universities for the 2010 Summer Internship Program; and regardless of their ability to offer internship opportunities the program would be actively promoted to their students.</p> <p>Oxford and NUS expressed strong interest in providing internship opportunities in 2010, and hoped that a longer lead time on promotion would generate a greater number of applicants.</p> <p>4 Summer Internships were advertised in 2009, 1 through Oxford, and 3 through NUS. Only the museum placement at NUS took place, involving a student from UC Berkeley. Feedback from the student and staff was very positive.</p>

2.3.3 Global Internship Program

Background

The Global Internship Program has been successfully piloted by Oxford and NUS. It is now into its second year. The program by Oxford is offered on a bilateral basis and the program by NUS is offered to all IARU partners. Both models have worked well.

Recognising the success of the pilot Internship Program by Oxford and NUS, the Presidents recommended that the 2010 GSP Working Committee Meeting examine two things:

- To explore how the Internship Program might be expanded; and
- To study the feasibility of the Global Internship Program coming under the purview of the GSP Working Committee for greater structure.

Outcomes from the 2010 GSP Working Committee Meeting

The Working Committee agreed that Global Internships are a good way forward. However, institutions are uncertain about their current resources and the increasingly difficult visa application requirements to be able to make a commitment. Additionally the setting up of a dedicated global internship office or program at most IARU universities is a fairly new and recent development, and only a handful considers internships a major priority at this point in time.

The committee highlighted the need to first establish clear goals and principles for the Global Internship Program. This is necessary to provide clarity and focus, and help define educational values and outcomes of such a program, when developed. It will also help provide accountability for the host's university's internship plans.

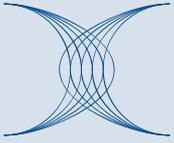
It was agreed that the best way forward is for those partners who are ready and have internship opportunities to offer to proceed. Internship opportunities will be publicized on the IARU website as well as circulated to all partners by the host university, who will, in turn, publicise it to their own community.

Internship Opportunities in 2011

ANU, Berkeley, NUS, Oxford and Yale have indicated that they will be offering internship opportunities in 2011. ETH Zurich and Peking are consulting their faculties and considering the offer of internships next year. Cambridge, Copenhagen and Tokyo have indicated that they are not ready to offer internships in 2011.

Recommendation

The GSP Working Committee recommends that the Senior Officers nominate representatives from institutions keen to advance internships within IARU to form a committee to draft a set of goals, objectives and guidelines for the Global Internship Program.



2.3.4 Global Education Initiative Proposal – UniLead

Reporting:	University of Copenhagen Australian National University
Leads:	University of Copenhagen Mandy Thomas (Australian National University)

Document type:		Progress update
		Workshop
		Discussion paper
	√	Project proposal
		No document tabled
Action required:		For information only – no further action required
	√	Senior Officers' endorsement requested
		Central IARU funding requested

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

2.3.4 Global Education Initiative Proposal – UniLead

Background

The University of Copenhagen and the Australian National University have together trialled a program on university leadership for PhD students. The aim of the program is to give potential leaders, who are presently the top PhD students in IARU universities, the experience with leadership in a different setting from their own department. They will be given a range of leadership sessions with the key ‘ideas’ people in an IARU university from which they must develop a leadership program for their own university. It will enable the top PhD students to see universities from a different perspective and in different environments from the one they are accustomed to, and launch their careers as university leaders.

This international PhD course was designed to give the participants an exposure to active university governance and a chance to understand different management issues related to the International Alliance of Research Universities (IARU). There are today many networking and collaboration activities within the individual disciplines, but really nothing on the key issue of interdisciplinary discussion and education on university governance related issues. Therefore we are proposing that the course should be continued and developed into an activity based on the full IARU platform.

Nature of Program

The course was aimed at high achieving PhD students. The focus of the course was on the concept and role of a university, national and international university policies, and different governance issues related to these roles, e.g. research, education, teaching, knowledge transfer, innovation, internal administration, government services, globalization, interaction with university owners, etc. The course included lectures by a number of internationally recognized experts as well as personal interaction with high level university leaders.

University of Copenhagen: In April 2010 the University of Copenhagen ran an intensive 1 week program for a selection of top PhD candidates from IARU universities on leadership and active university governance. The program, called UniGo, was not discipline specific and consisted of workshops, seminars, internationally renowned expert speakers and social events.

Following the 1 week program students returned to their home institution to work on a home assignment. During this time University of Copenhagen students were expected to spend at least 3 days in attendance at another university, preferably one of the universities of the foreign participants. The assignments were then supposed to be presented at a teleconference on 24 June.

Unfortunately some of the participants were unable to attend the course owing to the coinciding Icelandic volcanic eruption which prevented them from flying to KU. Despite the volcanic obstacles the program still ran successfully managing to maintain its international flavour by inviting a cohort of international students already at KU to participate.

Note: See <http://www.unigo.ku.dk/> “Evaluation of the first UNIGO course” for a summary of the evaluation of the part of the course, which took place in Copenhagen April 2010.

Australian National University: ANU has developed a sister program to be run in November 2010 whereby students from the University of Copenhagen, Yale and ETH Zurich will attend a leadership program involving seminars and workshops followed by a semi-structured one week group assignment program. The participants will be mentored by Professor Mandy Thomas (Pro Vice Chancellor – Research and Graduate Studies) to develop a project that they can implement on their return. The project will be to develop a program for ‘innovation’ in doctoral training. Once the projects have been developed the students will have the opportunity to deliver a presentation to the ANU Executive.

Following the presentation participants can choose to take advantage of a further 2 weeks that should be spent with an appropriate academic area within ANU where the participants will be hosted by the ANU Research Student Development Centre and experts in their field of research.

These programs have been funded by ANU and KU so that there is no cost to the student.

Difference from other programs

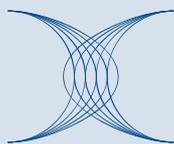
It seems that most other similar programs focus on different aspects of graduate training such as for first year students (for example, the Singapore Summer School and Research Placement) and for training students to develop their skills for their own research project. This program is different in that it focuses on leadership, and is for later year students who are likely to go on to leadership roles at an internationally-focused university.

Participation in the programme does not entail acceptance of a joint doctorate - this is a programme for doctoral students but not part of the doctorate itself.

Proposal

Owing to the success of the program, it is hoped that a version of this activity might become a formal annual IARU activity. Ideally it should be hosted by a different IARU university each year. But maybe in the start a few of the IARU-partners should take a special responsibility for shaping a sustainable format for the course. The course has the potential to make an important contribution to the future networking and collaboration between high level research universities of the world.

The proposed IARU UniLead program would see 2-4 PhD students from each IARU university attend an intensive 1 week program hosted by a university on an annual rotation. Additional students from the host institution would be welcome. This program will not only provide a fantastic international opportunity for IARU students, developing their leadership skills, but also forge new networks and encourage future research collaborations.



2.3.5 Global Education Initiative Proposal – Islam & Muslims in the Modern World

Reporting:	University of Copenhagen
Leads:	University of Copenhagen

Document type:		Progress update
		Workshop
		Discussion paper
	√	Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

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

Islam and Muslims in the Modern World

Master Class Spring 2011

Islam and Muslims in the Modern World is a multi-disciplinary Master Class for advanced students on M.A. or ph.d. level. It will take place at the University of Copenhagen, Department of Cross-Cultural and Regional Studies, in February-May 2011.

The Master Class is an educational programme within the framework of the International Alliance of Research Universities (IARU) and is offered to students of the universities in this alliance.

The programme offers a unique opportunity for students to take part in a course programme on a high level and in an international atmosphere. Through seminars, lectures, visits to libraries and collections, and field trips the students gain a variety of insights into the many dimensions of Islam in the modern world and get a possibility through discussions and presentations to develop their analytical skills.

The programme consists of an introduction and the following four modules:

Module 1: Islam and Muslims in the Modern Middle East

Organized by Professor Jørgen Bæk Simonsen

Focus in this module will be on the nation state building process during the 20th century. Special emphasis will be given to Egypt (the Muslim Brotherhood and early Islamism), Saudi Arabia and wahhabism and the establishment of the Islamic Republic of Iran and radical Islamism.

Module 2: Islam and Muslims in Modern Southeast Asia

Dr. Nico J.G. Kaptein, University of Leiden and Associate professor Cynthia Chou

In this module, we journey through Muslim societies in Southeast Asia to examine how Islam has been interpreted and adopted in diverse manners to influence domains of both the private and public realms.

Module 3: Islam and Muslims in Modern Europe

Organized by Professor Catharina Raudvere

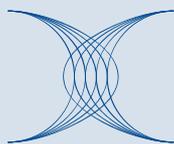
This module will focus on Europe's Muslim communities. Their varying background in terms of colonial history, work migration and political refugees will be discussed as well as national legislation, migrant policies and globalisation.

Module 4: Islam, Muslims and Modern Media

Organized by Professor Jakob Skovgaard-Petersen

This part of the programme is concerned with the growing significance of media as the means of constructing, maintaining and transforming the understanding of Islam, among Muslims and non-Muslims alike.

The Master Class begins in the first week of February and classes will run until mid-May. The exam paper has to be handed in late May.



2.3.6 Global Education Initiative Proposal – IARU Multidisciplinary Tournament

Reporting:	Australian National University
Leads:	Australian National University

Document type:		Progress update
		Workshop
		Discussion paper
	√	Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

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

Proposal: The ANU Cross-Disciplinary Students Academy and the IARU Global Cross-Disciplinary Tournament

Vision

- **The ANU Cross-Disciplinary Students Academy (ANU XSA)** - The XSA fosters cross-disciplinary inquiry among ANU undergraduates, building upon the PhB Programmes and the Vice-Chancellor's Courses.
- **The IARU Global Cross-Disciplinary Tournament (IARU GXT)** - In July 2011 ANU hosts cross-university cross-disciplinary teams of IARU students to compete in unravelling complex issues.
- **The ANU-XSA/NUS-USP Joint Global Programme** - Students from the ANU XSA and the NUS University Scholars Programme together conduct cross-disciplinary field study.
- **The XSA Meeting Room** - ANU students from all Colleges meet and debate cross-disciplinary ideas in a common room on campus.

Aim

To foster a culture of cross-disciplinary global inquiry at ANU by connecting intellectually curious undergraduates from across the ANU Colleges and IARU.

Rationale

- (1) ANU currently lacks any structure allowing students from the PhB Arts and PhB Science Programmes to meet and interact, making it hard for many PhB students to explore their cross-disciplinary research interests.
- (2) The first cross-College Vice-Chancellor's Course at ANU, Unravelling Complexity, has limited student interaction outside of lectures because of the absence of any structures and facilities that encourage cross-disciplinary interaction.
- (3) The IARU Global Cross-Disciplinary Tournament will require a structure through which to select the students who will represent ANU, as well as a name under which ANU can host the GXT.

Next Steps

- (1) Contact the University of Copenhagen regarding the inaugural IARU GXT to be held in July 2011.
- (2) Identify ANU academic staff to advise the XSA and work with the NUS USP faculty and with the students of both universities who have already begun designing the IARU GXT.
- (3) Allocate a central College-independent room to be ANU XSA's Meeting Room.
- (4) Arrange for representatives from the XSA Initiation Group to meet with the Vice-Chancellor and Executive to ask their advice on how this all could work.

ANU Cross-Disciplinary Students Academy [ANU XSA]

The ANU XSA will promote cross-disciplinary education at ANU by connecting intellectually curious students from across the Colleges. XSA will conduct a series of student-run forums to select the students who will represent ANU at the IARU Global Cross-Disciplinary Tournament and will facilitate the hosting of the first GXT at ANU. XSA is not a social club, but rather an explicitly academic student body where curious, creative and critical undergraduates with interests beyond their own discipline can interact and learn from

each other in an intellectual setting, such as through a regular XSA student presence at the existing ad-hoc seminars at ANU. XSA will be open to all undergraduates and will automatically include students in the two PhB Programmes, the cross-disciplinary Vice-Chancellors Courses, and the Learning Communities. Establishing the XSA will thus explicitly encourage cross-disciplinary education.

IARU Global Cross-Disciplinary Tournament [IARU GXT]

The IARU Global Cross-Disciplinary Tournament will strengthen ties between IARU members at the undergraduate level through a program hosted for the first time at ANU in July 2011. The GXT will simulate the cross-disciplinary frontier of academia by having cross-university cross-disciplinary undergraduate teams develop research proposals for a fictional \$1m grant to investigate a complex issue. The proposal is currently being raised at the IARU Committee by both ANU and NUS representatives; Professor John Richardson, Dean of the University Scholars Programme at NUS, is very enthusiastic about the idea and is already hoping to send USP students to ANU next July. He has suggested that the University of Copenhagen be approached next. The inaugural IARU GXT at ANU in 2011 would be the first of a new series of annual IARU events, complementing the IARU Global Summer Programme but extending relations between IARU undergraduates over the long-term because many would use the research proposals designed at the GXT to do cross-university undergraduate research, for example through ANU PhB's Advanced Studies Courses and NUS USP's Independent Study Modules.

XSA/USP Joint Global Program

The purpose of the Joint Global Programme is to provide a global outlook for XSA by connecting with the cross-disciplinary University Scholars Programme at NUS. "Global Programs" at USP are student-led field study trips overseas similar to the ANU Vietnam Field School conducted by Dr Richard Baker. The Joint Global Program would build upon existing ties between NUS-USP and ANU, such as the ANU/NUS Joint Degree Program, and the Vice-Chancellor's Course Unravelling Complexity, which is currently developing a joint academic programme with a similar course at USP. There was great interest in the idea among faculty and students at USP when a current ANU Joint Degree Student raised the idea in Singapore.

The XSA Meeting Room

The purpose of the Meeting Room is to provide XSA members with a dedicated space, independent of the Colleges, in which to meet and share ideas across disciplines. The Meeting Room will be the heart of XSA where the forums leading up to the IARU GXT will be held. It will be a centrally-located accessible room where students feel comfortable striking up a conversation about any intellectual topic. The room will feature a library of stimulating books donated when students join the XSA, a PC with projector to screen TED talks and walls of whiteboards where ideas can be spontaneously scribbled down. As in the vibrant 'Chatterbox' of the NUS USP, the ANU XSA Meeting Room will be a hotbed for rich cross-disciplinary interaction where XSA students share and explore the ideas buzzing in their heads after class with others with different perspectives. The 50 students in the XSA Initiation Group eagerly look forward to creating this open space of fiercely intellectual exploration at our ANU.

ANU Cross-Disciplinary Students Academy Estimated Budget Proposal

	When Needed	\$	Comments
Common Room			
Furniture	Tables	\$0	Obtainable from ANUGreen
	Chairs	\$0	Obtainable from ANUGreen
	Shelves	\$0	Obtainable from ANUGreen
	Lounges	\$0	Obtainable from ANUGreen
	Bean Bags	\$150	For the Common Room itself and all things needed in the Common Room, preferred this semester ASAP, otherwise latest date 7th of February 2011 (Week before O-Week)
Technology	Computer	\$0	Salvage an old computer from ANUGreen
	Projector	\$0	Salvage an old projector from ANUGreen
	Whiteboard	\$0	Salvage an old whiteboard from ANUGreen
Maintenance	Bins	\$10	
	Cleaning equipment	\$20	
Miscellaneous	Butchers paper for walls	\$80	Year's supply
	Pens	\$60	Year's supply
	Allowance for minor expenditure through the year	\$200	7th of February 2011
	Total:	\$520	
Advertising			
	Posters/Flyers	\$300	This semester ASAP
	Banners	\$300	This semester ASAP
	Paint	\$100	
	Equipment	\$30	With Common Room
	Total:	\$730	
Food for events	A portion this semester (for a number of events leading up to launch next year)	\$1,800	Based on \$6/person per event, and hosting 10 events throughout the year
Estimated TOTAL:		\$3,050	

Recommendations: the ANU Cross-Disciplinary Students Academy and the IARU Global Cross-Disciplinary Tournament

Recommendations for the IARU Global Cross-Disciplinary Tournament

The IARU GXT is about connecting undergraduate students of the IARU members through cross-disciplinary academic competition. We realise that this proposed idea has been discussed by the IARU representatives in Cambridge these past weeks. We eagerly await to hear the resulting thoughts from the meeting and discuss possibilities of the GXT further.

Recommendations for the XSA/USP Joint Global Program

With the development of the Vice Chancellor courses and support of the USP heads of faculty, a good way to start up the JGP would be to have mass virtual conferences over Skype between the students of the two programs. Dr Dierdre Pearce recommended using the newly renovated computer labs in Bruce Hall.

We were thinking about the idea of inviting the USP students to meet the XSA students in an Indigenous Australian community and together, learn about Aboriginal culture and exchange insights as to dealing with current environmental issues. We would like to ask the Vice Chancellor for some advice as to how this could work out.

Recommendations for the ANU Cross-Disciplinary Students Academy (ANU XSA)

Currently, we are hosting a weekly discussion session with students and guest lecturers after the VUCG3001 Unravelling Complexity lecture on Mondays. This is to hopefully get students to become more accustomed to discussing course related topics in a casual setting outside of class time.

To extend our efforts to the rest of the students of ANU, we are planning to host an event to show Dick Smith's Population Puzzle documentary, followed by a discussion session. For this event, and events similar to this in the future, we have contacted Dr Richard Baker about booking out the Forestry Lecture Theatre and classrooms for the discussion, also we know Manning Clarke Theatres are also open for bookings. We have also talked with Dr Dierdre Pearce about the possibility of catering for these events as well as use of other facilities in halls.

From next year in conjunction with the proposed JGP and IARU GXT, we hope to start a series of student run, small projects such as Buddy Knowledge Exchanges, forming a dedicated group to attend public lectures, starting our physical forum on the walls of the XSA Meeting Room, hosting regular TED talk showings, and many more.

Recommendations for the ANU XSA Meeting Room

A suitable room for the XSA would be a room that:

- Is in a central location close to Union Court
- Is large enough to hold up to 40 people at a time with possible room for expansion if necessary
- Is accessible after hours
- Has swipe card security
- Has many windows for natural light
- Has good heating
- Has good wall surfaces to stick paper on
- Has a good number of power points
- Has good space outside for signage

Optional:

- Kitchen facilities

each other in an intellectual setting, such as through a regular XSA student presence at the existing ad-hoc seminars at ANU. XSA will be open to all undergraduates and will automatically include students in the two PhB Programmes, the cross-disciplinary Vice-Chancellors Courses, and the Learning Communities. Establishing the XSA will thus explicitly encourage cross-disciplinary education.

IARU Global Cross-Disciplinary Tournament [IARU GXT]

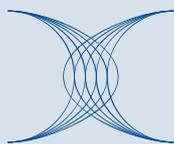
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2.4.1 Ageing, Longevity & Health

This paper will be distributed at the meeting

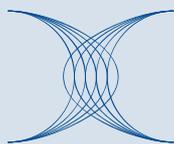
Reporting:	University of Copenhagen
Lead:	Ulla Wewer (University of Copenhagen)

Document type:	√	Progress update
		Workshop
	√	Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorement requested
		Central IARU funding requested

Funding provided to date:	USD38,000 for Oxford project management salary
Funding requested:	N/A

Previous recommendations:

Presidents' Meeting (April 2010)	Copenhagen updated the meeting that around 100 researchers will gather on October 5 – 7 to discuss issues related to ageing and evolutionary medicine. IARU members are encouraged to send representatives. The research group has also received a \$26 million donation from the Danish Nordea Foundation.
Senior Officers Meeting (October 2009)	Copenhagen's leadership and generous financial contributions to this project were acknowledged. John E. Andersen (Copenhagen) noted that the project is currently supported by six IARU universities, and it was anticipated that more would join the project within the next 18 months.



2.4.2 Regional Perspectives on Global Security

Reporting:	Australian National University
Report prepared by:	William Tow (Australian National University)

Document type:	√	Progress update
		Workshop
		Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	USD15,000 Proposal development ANU'08 USD1,925 Workshop related activity, Cambridge'06
Funding requested:	N/A

Previous recommendations:

Presidents' Meeting (April 2010)	<p>The project partners from ANU, Todai, Copenhagen, Beida and NUS have noted that the partnership has been fruitful and produced a number of journal papers. ANU reported that the working group is proceeding at a satisfactory pace. It was noted the project was exploring ways to attract early career researchers into the project to keep the momentum going.</p> <p>One suggestion that came forward (from Copenhagen) was to try and harness all this work into educational offerings (whether by way of an IARU Global Summer Program or some graduate teaching program). Professor Kiichi Fujiwara (Todai), one of the researchers working on this initiative acknowledged Professor William Tow (ANU) for his leadership in this project.</p>
Senior Officers Meeting (October 2009)	<p>The project has continued to develop without IARU central funding and has been successful in securing external funding. Several of the workshops have published papers.</p>

2.4.2 Regional Perspectives on Global Security

Background

A report was provided to the Presidents' meeting in April on the status of this project, which has been relatively successful in garnering external funding. Like all of the research projects initially endorsed by IARU Presidents, the project is expected to now be self-sustaining and is free to pursue other directions, including involving other partners as appropriate to secure external funding.

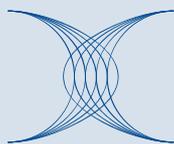
Project Update

The ANU's Department of International Relations is currently hosting Associate Professor Bilveer Singh - who has just transferred from the National University of Singapore to the Rajaratnam School of International Studies (RSIS) at Nanyang Technological University - as a visiting Fellow (an arrangement put in place while Professor Singh was at NUS). Associate Professor Singh is working with the ANU and the University of Tokyo to advance the introduction of new pedagogies relating to the delivery of panel analysis via video broadcasts to ANU's and other regional university postgraduate seminars on regional security which will be introduced in February 2011.

IARU Security Project networking is continuing through independent projects such as the MacArthur Foundation's Asia Security Initiative (ASI). The ANU, Todai, Beida and NUS are all involved in the ASI and individual scholars who have initially networked through the IARU projects initiated during 2007 and 2008 remain active in interacting with each other through these networks. In that regard, we can argue that the initial endorsement of the project by IARU Presidents has led to ongoing networks of mutual benefit to IARU partners which may now extend to other partners.

Future Directions

The challenge remains to try and attract a new generation of scholars into the project and to see if there are opportunities to feed some of this research into educational offerings at some point in the future but for the most part that will be for the researchers themselves to drive. We will, however, keep abreast of any key developments and report those back to future IARU meetings as appropriate.



2.5.1 Integrated Services - Benchmarking HR and Corporate Services Performance

Reporting:	University of Cambridge
Paper prepared by:	Indi Seehra (University of Cambridge)

Document type:	√	Progress update
		Workshop
	√	Discussion paper
		Project proposal
		No document tabled
Action required:		For information only – no further action required
	√	Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	Up to USD15,000 (PM'10) - partially claimed
Funding requested:	N/A

Previous recommendations:

Presidents' Meeting (April 2010)	The Presidents agreed that this was a useful topic and initiative to pursue. Cambridge, Berkeley and NUS shared that their respective universities were looking to improve their organizational and operational excellence. This workshop will be held on 5 May 2010 in Berkeley with confirmed participation from ANU, Cambridge, Copenhagen, ETH Zurich, NUS, and Berkeley.
Senior Officers Meeting (October 2009)	Senior Officers agreed the workshop should proceed as proposed and supported the funding request. The workshop should be focused on developing the scope of project (i.e. What areas will be benchmarked and how will this be performed?) Yale, NUS, Copenhagen and ANU expressed their interest in participating. ETH Zurich and Berkeley will consult with Cambridge to discuss the project further before making a commitment to participate.

2.5.1 Integrated Services - Benchmarking HR and Corporate Services Performance

Objective of the Workshop

The objective was to work towards agreeing a set of common measures that IARU members could use to measure the performance of their administrative support services. If the measures could be agreed and some data gathered, members would be able to compare themselves to the group and potentially against other member institutions (providing members were content for data to be shared in this way). IARU members could then use benchmarking data in order to highlight areas of opportunity to improve the performance of their administrative, transactional or support processes.

The IARU Benchmarking Workshop was held in University of California, Berkeley on 5th May 2010.

Attendees of the Workshop

ANU	David Sturgiss	CFO/Director Finance and Business Services
Cambridge	Rebecca McIntosh	Assistant Director of HR
Copenhagen	Birgita Østerås	Head Clerk
	Mrs. Ann Lee Berger Christensen	Head Clerk
NUS	Ng-Kuek Hue Boey	Deputy Director, Office of Human Resources
	Koh Swee Ling	Associate Director, Office of the Deputy President
ETH Zurich	Urs Hugentobler	Finance
	Dordaneh Ahmadi-Arangeh	Vice-President HR & Resources
Berkeley	Ann Jeffrey	Assistant Vice Chancellor for Research
	Erin Gore	Vice-Chancellor for Budget and Research Planning
	Mohan Guruswamy	Facilitator

Next steps

- Template to be translated by ETH Zurich (Completed)
- ETH Zurich template to be circulated to attendees (and other members who are interested in participating but who were unable to attend) for agreement
- Finalized template to be completed (where possible) for HR and Finance functions
- Data to be collated, analysed, compared for presentation back to group (detail to be defined to understand similarities and where opportunities lie for future benchmarking).

Further next steps should be defined once the templates have been completed to assess whether IARU members would find it valuable to continue conversations in which a set of benchmarks could be defined, measured and benchmarked. It is anticipated that, subject to the agreement of the template by other members, the data would be collected and consolidated by the time of the Presidents Meeting in April 2011.

Context Setting by Bain and Co and University of California, Berkeley

Sam Israelit from consultants Bain and Company gave a very insightful presentation on the challenges facing the Higher Education sector internationally and specifically shared some of the findings from the operational excellence project that was ongoing at University of California, Berkeley. His presentation focused on:

- What issues are we seeing in universities?
- Where are the opportunities?
- How do we create sustainable change?

He spoke about the characteristics of Universities that make them similar and different to the corporate world and how much of their business complexity is unrelated to their core mission (e.g. warehouse / distribution, catering, facilities and estates management). While keeping an eye on preserving the core activity of the university, he gave functional examples of how efficiency savings could be realized and cost be taken out of the organisation. The group was very interested in the size of the cost saving that could typically be delivered from the procurement function and later discussions revealed that some planned to share this with senior leaders in their university. Finally, the importance of engaging senior leaders in the change was promoted. It is also critical to engage with individuals across the campus with clear communications and stakeholder management.

This presentation provided valuable context and insight for the afternoon session and highlighted some of the key areas in which opportunities for process improvement and efficiencies lay.

Benchmarking Approach

In order to measure, benchmark and compare data, it was important to identify a set of Metrics or measures. Typically these measures are identified at three levels:

1. Organizational level Measures (Overall Performance of University as a whole)
2. Functional Area Level Measures (Performance Functions e.g. HR, IT, Finance, Procurement...)
3. Individual Level Measures (Focusing on Individual (employee) Objectives and Achievements)

This Workshop primarily focused on establishing Metrics at the “Functional Area” level.

The Functional Areas identified by the group as being most suitable for initial comparison were:

- Human Resources
- Finance
- Information Technology
- Procurement

Estates Management, Research, and Student Administration were identified as areas which would presently be difficult to benchmark as the practices, processes and systems followed by each University were distinctly different from each other. The general view was that it was advisable to initiate the exercise with more standardized functions such HR, Finance, I.T. and Procurement where the comparability is likely to be easier.

Identifying what to Benchmark within Functional Areas

Workshop attendees agreed that the activity in each Functional Area could be analyzed according to 'inputs', 'throughputs' and 'outputs'.

Typical 'Inputs' could be:

- Number of staff in HR/Finance/IT/Procurement;
- Cost incurred to function or Budget
- Equipment

The "Throughput" or Process measures include the Cycle Time of an operation. Typical Measures could be:

- Average Time taken per Hire
- Average Time taken to procure items
- Average Time to process a transaction
- Average time taken to resolve a complaint etc.

The "Output" measures include the Quantity and Quality of Outputs produced. Typical Measures here would be:

- Total Number of staff hired
- Total number of items procured
- Quality of Procurements or Recruitment

The Productivity Measures (which include Output/Input) would include:

- Number of Staff in a Functional Area vs. Total Number of FTE's served by each functional area
- Proportion of Cost incurred on a functional area Vs the Total Cost of University running costs.

Constraints / Barriers to Effective Benchmarking

During the Workshop, the following difficulties were identified which acted as constraints in identifying common measures.

1. It was observed that, for each university, the organizational structure, reporting relationships and degree of centralization / decentralization differed. As a result, it would need to be clear what was included in the data collected to ensure we were comparing “like with like”. For example:
 - When benchmarking the time taken or the cost of a particular activity, it would be important to specify which part of the process was being included and to ensure all decentralized parts of the process were included.
 - In some Universities the departments performed the majority of the Recruitment activity and HR only issued an appointment letter. In others, HR played a significant role throughout the hiring process, including screening, short listing, interviewing and selection. This would impact the benchmark data if, for example, it was chosen to measure ‘% of HR time spent on recruitment activity’.
2. There were notable differences in the Processes, Procedures and Systems followed by each University and some differences in the Legal Requirements of the countries in which they operated. For example:
 - While attempting to establish a common measure of “Average Time per Hire” there was much debate on (1) the starting point of the Recruitment process, (2) steps involved in the process and (3) the ending or closing point. Some of the Universities had a Manpower Requisition Form which formed the origin of a request, some received the request just through an email, some simply received a phone call making collating data more difficult for those with informal methods of receiving the request.
 - Some processes were bound by certain local legal requirements which impacted on the efficiency of the process. It was felt however that these cases could be isolated and any variance from the benchmark justified.
3. It was observed that the degree of Automation was different in different entities, which made it difficult to compare ‘like for like’ performances of Functional areas. However, it would be very interesting to illustrate any change to performance brought by automation and could be interesting business case material for those universities seeking to automate some of their processes.

Understanding current functional operation between Universities

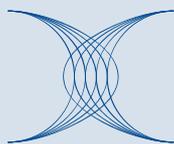
While some time was taken on exploring the constraints and difficulties experienced in gaining a set of common measures which could then act as benchmarks, the group felt this was a useful discussion in understanding where commonalities lay and where opportunities for learning might be found. For example:

- Some university functions offered a ‘best in class’ service, with a high cost, personalized offering to the members of their institution. Other university functions were highly automated, very efficient and low cost to their organisation after the initial investment in systems.

Mrs Dordaneh Ahmadi-Arangeh, Vice-President HR & Resources from ETH Zurich, kindly shared some templates that her organisation had recently used to report key metrics from each of the main functional areas. This sparked a debate in which universities shared their own good practice, lessons from recent implementations and areas in which they felt they could learn from other IARU members.

The template offered a clear method of collating some simple measures which could then be shared with the group. It was felt that by understanding the characteristics of each other’s functions, the group could then go on to identify the areas that would be most suitable for benchmarking. Due to the functional affiliation of the representatives present and the highest level of commonality, it was felt that each member should complete a template with some basic measures from their HR and Finance functions in the first instance.

Clearly this approach was subject to approval being received from the functional owners (e.g. Director / Head of HR and Director / Head of Finance) in each of the institutions. ETH Zurich agreed to translate a template into English which could then be distributed to participants.



2.5.2 Alumni Associations Summit

Reporting:	Yale University
Paper prepared by:	Nathalie Walker (University of Cambridge) Mark R. Dollhopf (Yale University)

Document type:	√	Progress update
		Workshop
	√	Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Presidents' endorsement requested
		Central IARU funding requested
Funding provided to date:	Up to USD15,000 (PM'10)	
Funding requested:	N/A	

Previous recommendations:

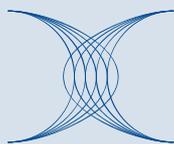
Presidents' Meeting (April 2010)	<p>Presidents acknowledged the importance of alumni and alumni relations, and agreed that it was an area that IARU partners could learn from one another and provide opportunities for staff development. At the same time, it was also recognized that it encompassed a competitive element among IARU partners.</p> <p>Yale supported the importance for IARU university Alumni Directors to create a network. It was noted that the Directors were hosting joint alumni activities such as an "IARU day" where partner universities jointly host an outreach activity in a foreign location, creating greater networking opportunities and drawing a larger, interesting mix of people.</p> <p>The proposal to hold a second summit from 12-16 October 2010 at Cambridge University was approved by the Presidents along with the funding request. The Presidents agreed this should not be an annual gathering; continued interaction should be with their own resources and any follow-up post summit should be undertaken virtually. The Presidents requested that value of this second summit with a clearly articulated set of outcomes be established before the summit convenes.</p>
Senior Officers Meeting (October 2009)	<p>Senior Officers agreed the workshop should proceed as proposed and supported the funding request. The workshop should be focused on developing the scope of project (i.e. What areas will be benchmarked and how will this be performed?) Yale, NUS, Copenhagen and ANU expressed their interest in participating. ETH Zurich and Berkeley will consult with Cambridge to discuss the project further before making a commitment to participate.</p>

<p>Senior Officers Meeting (October 2009)</p>	<p>The Summit was organised in response to the successful alumni leadership programs held at ANU and Today. The aim was to bring Alumni directors together to share experiences and successful models in this area.</p> <p>Yale’s understanding was representatives from seven IARU institutions attended the summit in New Haven. It is anticipated that the group will report back to Senior Officers if “next steps” had been identified.</p>
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2.5.2 Alumni Associations Summit

Articulation of desired outcomes (before the Summit convenes):

1. To connect diverse practitioners in the field of alumni relations, exposing them to new ideas and uncovering shared opportunities; to enhance mutual cultural understanding
2. To show case best practice at each institution and discuss applications within each institution
3. To explore issues that present challenges at each institution: staff retention and development; exciting and engaging global alumni networks and leveraging broad reaching institutional support to enhance alumni relations activities without increasing expenditure
4. To connect like-minded alumni worldwide, through a networking event hosted at the end of the Summit and to discover ways of building meaningful relationships between alumni communities



2.5.3 Industrial Innovation

Reporting:	University of Cambridge
Paper prepared by:	Mike Gregory (University of Cambridge)

Document type:	√	Progress update
		Workshop
		Discussion paper
		Project proposal
		No document tabled
Action required:		For information only – no further action required
	√	Senior Officers’ endorement requested
		Central IARU funding requested
Funding provided to date:	USD15,000 for Open Innovation Workshop (PM’09) – unspent \$3,964 for 2009 workshop (PM ‘09)	
Funding requested:	N/A	

Previous recommendations:

Presidents’ Meeting (April 2010)	<p>The Presidents agreed that the proposal for an Open Innovation workshop was valuable as it was a novel and intriguing approach to making Intellectual Property (IP) available for free. The meeting also discussed IP models at their respective universities, noting that while Open Innovation was intriguing, it was only one of the IP approaches and a joint IARU statement was not desirable. The Open Innovation workshop working group will be requested to upload their presentations on the IARU website, as well as prepare a white paper on effective models, practices and environments for university-industry open innovation collaborations.</p> <p>The Presidents approved the proposed approach for the Open Innovation workshop; however before embarking on preparations for the Open Innovation workshop it was requested that the “nuts and bolts” case studies from the 2009 workshop be made available online along with the presentations and outcomes from the workshop The Academic Entrepreneurship and Spin-Off Incubation initiative by NUS will no longer be pursued.</p>
Senior Officers Meeting (October 2009)	<p>Professor Mike Gregory was asked to table the outcomes from the workshops for the Senior Officer Meeting, build the interest group and start work immediately on the set of “standard” models of industry collaborations and compile case studies of successful industry partnerships.</p>

2.5.3 Industrial Innovation

The last report from this project identified enthusiasm to continue the theme following the successful workshop in Cambridge in 2009. At that time 'Open Innovation' was identified as a potential theme of interest.

Over recent months there have been a series of conversations with colleagues in NUS and it has been agreed that the preferred way forward would be to hold a Workshop in Singapore which would combine interests in Open Innovation with those in Entrepreneurship and Incubation.

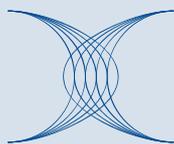
The combination of these interests is designed to prove attractive to both academics and industrialists. It will reflect growing industrial interest in 'Open' approaches to the identification and acquisition of knowledge and the challenges of managing such complex partnerships. It will also reflect academic interest in determining the most effective ways to exploit emerging science and technology through different modes of external engagement.

This joint workshop will enable the sharing of expertise but also the exploration of new modes of industry/academic engagement.

Participation will be invited from IARU members but also from academic and industrial guests who the members may wish to invite. Numbers will be limited to 25 to encourage discussion and debate in a 'round-table' rather than 'conference' format. The meeting will be jointly chaired by Professor Wong Poh Kam of NUS and Professor Mike Gregory from Cambridge.

The meeting is planned to be held in March 2011 at NUS. This will allow time for the results of the meeting to be captured and presented at the Presidents meeting in April 2011.

MJG/WPK October 2010



2.5.4 Open Access/Open Cast Publishing

Reporting:	ETH Zurich
Paper prepared by:	Rahel Byland and Arlette Piguet (ETH Zurich)

Document type:	√	Progress update
		Workshop
		Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	USD15,058 for 2010 workshop (PM '09)
Funding requested:	N/A

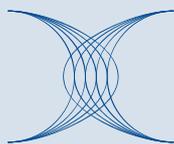
Previous recommendations:

Presidents' Meeting (April 2010)	<p>ETH Zurich reported that the workshop on 20 – 21 January was successful. Materials from the workshop have been made available on the website. The Presidents noted the complexities of Open Access and acknowledged the benefit of the productive discussions held. It was agreed participation of universities who have had more experience in this area, such as Harvard, Dartmouth and Stanford University, would greatly benefit the Alliance's discussions.</p> <p>All members agreed to the following recommendations:</p> <ul style="list-style-type: none"> • To appoint a liaison officer to form a network of peers for consultation and sharing of knowledge • To encourage – but not mandate - the use of the “Green Road” Open Access model. <p>Given the different stage of development of the respective member institutions and the complexities involved, the meeting agreed not to adopt a common position or policy on Open Access throughout the Alliance. As developments in this area occur, the Presidents' group should be updated.</p>
Senior Officers Meeting (October 2009)	<p>Senior Officers endorsed ETH Zurich's intention to invite non-IARU guests to the upcoming workshop. Oxford commented that the presence at the workshop of funding bodies was very important, and professional societies may also have an interest in attending the workshop. ETH Zurich noted that the scope of this workshop can be broadened to include issues in Open-casting.</p>

2.5.4 Open Access/Open Cast Publishing

Liaison Officers

S/No	University	Liaison Officer	Email Address
1	Australian National University	Professor Robin Stanton Pro Vice-Chancellor	Robin.Stanton@anu.edu.au
2	ETH Zurich	Ms Arlette Piguet	Arlette.Piguet@library.ethz.ch
3	National University of Singapore	Ms Sylvia Yap Director, NUS Libraries	clbhead@nus.edu.sg
4	Peking University	TBC	TBC
5	University of California, Berkeley	Ms Lynne Withey UC Press	lwithey@ucpress.edu
6	University of Cambridge	TBC	TBC
7	University of Copenhagen	TBC	TBC
8	University of Oxford	TBC	TBC
9	The University of Tokyo	Koichi Ojira	ojira@lib.u-tokyo.ac.jp
10	Yale University	TBC	TBC



2.5.5 Career Development Professionals Network

Reporting:	Australian National University
Paper prepared by:	Kate Gemmell (Australian National University)

Document type:	√	Progress update
		Workshop
		Discussion paper
		Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	\$3,000 Careers Workshop 2008
Funding requested:	N/A

Previous recommendations:

Presidents' Meeting (April 2010)	<p>There has been little further progress on the Career Development Professionals Network, particularly in the matter of reciprocal access and the production of a careers guide. The IARU</p> <p>Chair on behalf of all the Presidents thanked ANU for taking the lead on developing the careers guide initiative. ANU will circulate a template to partners at the end of 2010 to see if there is interest in contributing to a careers guide.</p>
Senior Officers Meeting (October 2009)	<p>While some saw value in the proposal, others noted that the proposal did not strictly address the reciprocal access issue. The view of the meeting was that a guide should be developed but that it be web-based (not hardcopy) and open access (not restricted). ANU was asked to circulate its proposed template to the other partners to use as a guide to the information to be provided. The Secretariat was asked to assist with the coordination.</p>

2.5.5 Career Development Professionals Network

At the last Presidents' meeting it was agreed that ANU would circulate a template for a possible IARU careers guide so partners could consider the utility of being part of such a document that would be web-based and be periodically updated.

A template reflecting each IARU partner has been circulated to the careers network. For illustrative purposes only, a draft populated template is reproduced below.

Welcome to Australia- an overview of Australia and the university sector (draft only)

“Australia is a stable, culturally diverse and democratic society with a skilled workforce and a strong, competitive economy. With a population of more than 21 million, it is the earth's biggest island and the sixth largest country in the world in land area.” Politically, Australia is a democratic society with a Westminster Parliamentary system that reflects its British heritage.

In economic terms, it has the 14th biggest economy in the world, and the 9th biggest industrial economy .

Further information about the Australian culture and way of life can be found at The Culture and Recreation Portal, an Australian government website which provides access to online services and information in the fields of culture and recreation: www.cultureandrecreation.gov.au.

There are currently 39 universities in Australia, 8 of which- including ANU - were ranked in the top 100 universities in the world in 2009.

Although the majority of state and territory governments have regulatory responsibility for education and training, the Australian Government has the primary responsibility for public funding of the higher education sector.

For a comprehensive overview of the Australian Education system, and for information all things all things education related, including apprenticeships, tertiary education, community education, exchange opportunities, etc., see the Education Portal on the Australian Department of Employment, Education and Workplace Relations (DEEWR) website .

In general, however, the Higher Education sector is an expanding one. The Australian university system has grown considerably over the last two decades, with the number of students enrolled in Australian universities increasing from 441000 to over one million in the period between 1989 and 2007. (UWN) At the same time, universities in Australia are likely to see “between a fifth and a third of academic staff retire in the next decade.” Given these demographic trends, it is a time of opportunity in for academic staff wishing to embark on a career in Australia.

Accessibility for Non Nationals

Australian universities commonly advertise positions overseas, and the Australian academic workforce is a highly diverse and multicultural one.

However, all overseas appointments are subject to the rules of the Department of Immigration and Citizenship, which requires universities to provide documentary evidence that they have tested the labour market in Australia by advertising nationally before nominating the overseas employee.

For more information about visas and immigration matters, contact the Department of Immigration and Citizenship (DIAC) .The DIAC website www.immi.gov.au an excellent source of information about all visa matters, while the living in Australia website www.immi.gov.au/living-in-australia covers more general material about Australia.

Living in Canberra- The national capital

The area on which Canberra is built has been home to the Ngunnawal Australian Indigenous people for thousands of years. The first European settlement of the area occurred in the 1820's.

The city is located in the Northern end of the Australian Capital Territory, 280 km south west of Sydney, and 660 km north east of Melbourne.

With a population of 346,000, Canberra is home to Parliament House, the High Court of Australia, and a range of significant cultural institutions. Government administration and defence related jobs account for over 40% of Canberra's workforce.

As the national capital, Canberra is home to many national sporting and cultural institutions, which help to create a comfortable and interesting lifestyle.

For further information about the practicalities of moving to, and living in the ACT, the website <http://www.liveincanberra.com.au/fast-facts.html> is an excellent resource.

Snapshot of the Australian National University (ANU)

The Australian National University is unique among Australian universities, being the only university that was established by a Federal Act of Parliament, in 1946.

At the time of its inception, the university was described by its first Vice Chancellor, Sir Douglas Copland, as a "great intellectual adventure", and this spirit of enquiry was further reflected in the university motto, *Naturam primum cognoscere Natura*, - "First to learn the nature of things".

ANU is ranked the number 1 university in Australia, top in the Southern Hemisphere and 17th in the World by the UK Times Higher Education magazine (2009) and number 1 in the Southern Hemisphere by the Shanghai Jiao Tong University Institute of Higher Education (2009). It has over 16000 students enrolled, 37 per cent of which are enrolled at postgraduate level.

There are over 1500 academic and over 2000 general staff at ANU. 82% of ANU academic staff holds a PhD.

In Accordance with the Australian National University Act 1991(Cth) the ANU Council is the governing body of the university.

The academic environment at ANU consists of 7 academic colleges, made up of a network of inter related faculties, research schools and centres, which are discipline specific areas design to deliver both undergraduate and post graduate education, and academic research.

The Colleges are The ANU College of Arts and Social Science, The ANU College of Asia and the Pacific, The ANU College of Business and Economics, The ANU College of Engineering and Computer Science, The ANU College of Law, The ANU College of Medicine, Biology and Environment, and the ANU College of Physical and Mathematical Sciences

The campus environment is a pleasant one, combining a parkland setting with cultural facilities such as the School of Art Gallery and a regular concert program hosted by the ANU School of music. ANU Green, created to reduce the environmental impact of the ANU's day to day operations, has also been recognised as a world leader in campus sustainability initiatives,

Your Research Career at ANU – a vital part of Australia’s research landscape

Australia has an excellent reputation for research, and, in recent years, the academic landscape in Australia has been characterised by an increased “level of investment in new research facilities, and a strengthening of research culture, together demonstrate greater government commitment to research outcomes and greater access to scholarship funds.” In 2009, for example, the Australian government gave \$510 million dollar for a suite of programs to enhance university research nation wide.

A particularly significant stakeholder in research and development in the Higher Education Sector in Australia is the Australian Research Council (ARC) The ARC is a statutory authority within the Australian Government’s Innovation, Industry, Science and Research (IISR) portfolio, whose mission is “to deliver policy and programs that advance Australian research and innovation globally and benefit the community.”

A useful overview of both research institutions, and sources of research funding, can be found at the Australian researchers Mobility Portal: <http://www.mobility.org.au/> , which has a particular focus on attracting international researchers to Australia.

The Australian National University is strongly committed to research. As well as its role in the International Alliance of Research Universities (IARU) it is a member of Australia’s Group of 8 Universities, the premier research institutions in Australia.

A statistical snapshot at ANU reflects its strong commitment to research. In 2008/ 2009, 37% of students were enrolled at postgraduate level. During 2009, ANU staff won over \$100 million in research grants and consultancies, while over 80% of the ANU core operating income was expended on research in 2008.

For a successful career in research... research your own career!

Winning a job in academia at ANU is highly dependant on a good quality written application, which normally consists of the following documents:

- The on line application form
- The covering letter
- The resume or curriculum vitae
- Your written response to the selection criteria for the position.

It is particularly important that these documents are well presented, up to date, and targeted to the specific position that you are applying for. It is not usually enough to simply provide details of your previous career. The process is fundamentally about demonstrating your suitability for a specific academic position, using relevant behavioural examples from your career to demonstrate your case.

Given the importance of this targeting, it is important that you research the position before writing the application, because the onus is on you to prove why you in particular suit a specific academic position.

In other words, use your excellent research skills to research both your own career goals, and the details of the job that you are applying for. Talk to the contact officer, use your network, and get to know the research and teaching emphasis of the particular area of the ANU academic college that you are applying for.

Putting Pen to Paper: How to write an application for an academic position at the ANU - the cover letter, the resume and the selection criteria the 3 vital elements of your ANU application

The Academic Cover Letter

A cover letter is a one page overview of your interest in the position. Therefore it should:

- State the reason for your interest in the position at the ANU, and demonstrate your ability to write clearly, concisely, and with a positive tone.
- Link your résumé to a particular position.
- Give the selection panel an overview of your suitability. To do this you will need to emphasise skills, qualifications, experience, strengths and successes that you have documented on the résumé which give you the competitive edge, particularly in relation to your research output, your teaching experience and the services and skills that you can offer the ANU community.
- Be no more than one page in length.

First step - the greeting:

- Make the effort to find out and hence include the name of the contact to whom your application is being sent in most cases this will be the chair of the academic selection panel.
- Address this person formally, e.g. Professor <full name>, Doctor <full name>, Mr <full name>, Ms <full name>, Miss <full name>.

In the first paragraph:

- Express your interest in working for ANU, stating exactly what it is you are seeking; include the job reference number.
- Indicate how you were informed about the job. For example “as advertised in The Australian on 3rd March 2010.”
- Inform the reader as to what you are currently doing by way of study, employment and research

The body of the letter – usually two to three paragraphs:

- Think clearly about what you have to offer and draw attention to your strengths. What are your research interests? What can you offer this particular area of ANU? How can you demonstrate teaching skills, if they are a requirement of the position?
- Focus on the particular contribution you can make; show enthusiasm in the tone of the letter
- Explain why you want the job, giving an indication of why you are interested in ANU in particular
- Link your qualifications, research interests and skills to the position
- Refer the reader to your résumé and the selection criteria for more details. NB: When responding to formalised selection criteria, which will almost certainly be the case for an ANU positions this section of the letter will be one page only as you must write a separate document to specifically address each of the criteria
- Arrange the content of your letter so it flows logically.
- Allow your own individual style or ‘voice’ to come through.

The conclusion:

- Thank the University for receiving your application
- Conclude with a confident statement requesting an interview. Keep the tone confident but not arrogant

Writing a Résumé or Curriculum Vitae for an Academic position at the ANU

What's important is to target your résumé by editing your experiences so that they are both authentic and relevant to the position that you are seeking

HEADINGS

Career Objective/Summary

This gives you an opportunity to really target your curriculum vitae (CV). It should be a brief targeted statement (one to two sentences) about your career objective in relation to working as an academic at ANU. If you can't articulate a specific objective, leave it off your résumé as a generalised objective will add little value. For example "to continue to develop my career in researching and teaching molecular biology in a dynamic international academic environment" is far better than "To work in a University." In short, your career objective should provide you with an editing principle for your entire application. It should assist you to provide material for your resume that is the most relevant to the particular position you are applying for.

Education

Clearly describe your educational achievements, giving specific dates, institutions and aspects of particular interest, particularly in relation to your thesis and area of research. Generally, list your qualifications in reverse chronological order, i.e., most recent first.

Experience

Remember to include any teaching or research that you have done, including tutoring. Think carefully about how to present your other work experience – some industry experience can be particularly relevant in disciplines like engineering where work integrated learning can be an essential course requirement. In short, edit your work history according to its relevance, using your career objective as the basic editing principle.

Other headings that are particularly important to put on the academic resume include:

- **Conferences:** attended and presentations given
- **Publications:** including research articles, industry reports
- **Committees:** note especially any positions of responsibility you have held
- **Funding:** prizes, scholarships, awards to attend conferences
- **Professional memberships**
- **Teaching philosophy and experience**

Responding To Selection Criteria

What are Selection Criteria?

Selection criteria are the qualifications, skills and personal attributes and standard of work performance needed to perform the duties listed on a duty statement. They are written as statements, which need to be addressed. Selection documentation gives you a framework for the structure of your application.

Almost all applications to Australian university positions require you to respond to selection criteria. These are formally written up in a document, which you are advised about in the advertisement and have to request from the organisation or obtain from the Internet. Take into consideration the duty statement, as well as the selection criteria, when framing your response. Selection panels are accountable to demonstrate how one candidate was chosen over another, based on their suitability for the role as measured against the selection criteria.

Common selection criteria include:

- Communication skills (written and interpersonal)
- Teamwork
- Research and analytical ability
- Leadership ability
- Ability to work under pressure
- Organisational skills
- Time management
- Project management.

Qualifiers in Selection Criteria

It is important to understand that key words in the selection criteria indicate the level of skill or knowledge required. How you frame your response will depend on you knowing what these mean. Some of the common words used are:

- Excellent, sound, good
- Well developed
- Outstanding
- Demonstrated (experience)
- Capacity to, ability to (potential)
- Awareness of

Steps in Responding to academic Selection Criteria

- Read them carefully.
- Highlight the words which indicate the level and type of skill required.
- Note if there is more than one requirement in the criterion.
- Brainstorm all the experiences you have had which could be relevant to each criteria.
- Choose which experiences you will use to support each criterion: try not to use the same one too often.
- If you have no specific examples to relate to a criterion, think laterally and use some of your transferable skills.
- Draft your response, using relevant specific examples to support your claims.
- Try to highlight results and outcomes you've achieved in your examples and quantify results where possible.
- Responses can be in point format, prose, or a combination of the two. Sometimes the selectors will give precise instructions as to which option you use. Follow them!

Here are some common selection criteria with examples of achievements you could use to demonstrate them.

Example 1

Well developed oral and written communication skills, including the demonstrated ability to publish and present scientific research. Examples:

- Chaired a meeting
- Answered a complaint
- Delivered a paper
- Prepared a submission
- Negotiated with a supervisor
- Networked at a conference.

Example 2

Proven capacity to work effectively as a member of a multidisciplinary research team, with a demonstrated commitment to a high level of personal performance and the provision of quality outcomes. Examples:

- Coached a team
- Led or participated in a group discussion
- Co-published a paper
- Managed a tutorial
- Solved a group conflict.

Success at Interviews

A face-to-face interview is your opportunity to convince the employer that you are the right person for the job. Having reached the interview stage suggests that you have met key selection requirements already, so take confidence from this and prepare to extend the employer's knowledge of your skills, experience and qualities. Employers want to gain an understanding of why you have applied for the position, your level of interest and how well you could fit into their organisation's culture. Equally, the interview provides the opportunity for you to assess the desirability of the organisation and the position.

Preparation

When preparing for an interview, find out about:

- The vacancy; talk to the contact officer if you haven't already done so
- Everything you can about the ANU, the academic college and the department that the position is located in
- The format of the interview and who will be conducting it; be clear about the time and location of the interview.
- You will generally be expected to provide referees who will comment on your academic ability and your suitability for the position based on the selection criteria.

You should also review and be able to articulate:

- Your academic choices and achievements
- Your strengths and weaknesses
- Your range of experience – identify key examples of achievements that you want to promote at the interview
- Well prepared examples of your competencies in research, teaching and ability to contribute to the university community

Finally, ensure that you:

- Practice responses to common interview questions
- Devise questions you want to ask.

At the Interview: Questions to Expect

Most questions asked at academic interview can be predicted and usually focus on three issues:

- Can you do the job? Do you have the qualifications and/or skills? Can you contribute to the research output of the field in general and the ANU in particular?
- Will you do the job? Do you have the enthusiasm/ motivation?
- Will you fit in? Could they work with you? Do you get on well with people? Are the research goals of the area compatible with your own career goals?

For an academic position at the ANU, the interview will usually commence with some broad questions such as tell me about yourself and why you are suitable for this position. This is your chance to give the panel an account of why you want to work for the ANU in particular.

The majority of the questions after the introduction will almost certainly be based around the selection criteria. The subtext here is that you are demonstrating why you will be competent at a particular skill in the future, based on your track record in this skill in the past.

Like all Competency or behaviour-based interviews, the ANU interview will operate from the premise that the most accurate predictor of future performance is past behaviour in a similar situation.

The key here is to be able to demonstrate competency by using results. If you are talking about your teaching ability, for example, remember to discuss your methods of evaluation. If you are talking about research, peer reviews and numbers of citations are worth including, so that you can demonstrate objectively both the quality and the quantity of research.

Preparation is vital. You will need to have examples ready that demonstrate your experience. It's about telling your career story in an articulate and professional way.

Communication Style

Much of what we communicate is not in the content of our words but in the way they are communicated through voice tone and body language. Focus on adopting a positive and enthusiastic approach to the job and the organisation. Convey this in an upright posture, an enthusiastic tone and eye contact with all interviewers. Listening effectively is also an important communication skill – remember to demonstrate it.

And remember an ideal interview situation involves an equal exchange of ideas and information.

Managing the Nervousness

For many people an interview and other job selection activities are very nerve-wracking. Though it is sometimes easier said than done, try to relax and be you. Ways to overcome at least some of your nervousness include thorough preparation, visualising yourself doing the job and using relaxation techniques such as deep breathing.

Focus on your achievements and adopt a positive attitude. Take into account the potential inexperience of interviewers or the pressures they are under. And always see the interview as a two-way street where both the employer and candidate want to find out more about each other.

Accepting the job offer – the practicalities of working at ANU.

Academic levels at the ANU range from Level A, (Associate Lecturer) to Level E (Professor). This is largely the case for all Australian Universities, although there may be some slight variation between institutions.

Most entry positions are either level A (Associate Lecturer) or Level B (Lecturer)

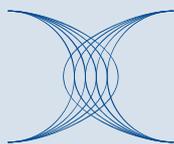
Progression through the levels is usually done at the College level via the annual promotional rounds, and promotion is usually dependant on research output, teaching ability, and contribution to the university community, although this may vary depending on whether the position is a research only position or a research and teaching position.

Generally speaking, output of quality and innovative research is increasingly important criteria for promotion to senior academic posts.

Each academic level attracts a certain salary scale, and while you would generally start on the lowest salary point of the scale, it may be possible to negotiate a higher salary on commencement.

For further information about academic salaries at ANU visit:

http://info.anu.edu.au/hr/Salaries_and_Conditions/Salaries/Academics/academic-staff-salary-schedule



2.5.6 Women and Men in a Globalising University

Reporting:	University of Cambridge
Initiative Lead:	Kate Pretty (University of Cambridge)

Document type:	√	Progress update
		Workshop
	√	Discussion paper
		Project proposal
		No document tabled
Action required:		For information only – no further action required
	√	Senior Officers' endorsement requested
		Central IARU funding requested

Funding provided to date:	Up to USD15,000 (PM '08) - Unspent USD8,500 for project development (PM '06)
Funding requested:	N/A

Previous recommendations:

Presidents' Meeting (April 2010)	Cambridge updated the meeting that Professor Kate Pretty (Cambridge) would be working with Professor Felicity Cooke (Oxford) to move this initiative forward. Today said that this was an important issue for them and voiced their interest and support for the project. It was suggested that a graduate student be hired, from the allocated funding of USD15,000 to assist in the research and compilation of the data necessary to start this project. The meeting agreed to Cambridge's request to come back with a proposal on how it would like to move this forward.
Senior Officers Meeting (October 2009)	<p>Senior Officers agreed to restart this project with a clear focus on benchmarking and information sharing as key objectives. Copenhagen, ETH Zurich, Today, NUS and Cambridge indicated a strong interest in being involved. Kate Pretty (Cambridge) offered to take the lead in this project with assistance from Felicity Cooke (Oxford), noting that work would commence after January 2010, once Kate's commitments as Pro-Vice Chancellor end.</p> <p>First steps would likely include the development of a framework for benchmarking, and that the focus for moving forward would not necessarily involve the convening of a workshop, but rather the launch of a coordinated approach to institutional research. It recommended the funding approved for workshop- related activity be redirected to support this initiative.</p>

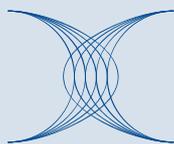
2.5.6 Women and Men in a Globalizing University

Update

Following the decision taken at the Presidents' Meeting in April 2010, University of Cambridge has indicated, after reviewing its organizational situation and resources, that they are unable to proceed with this project. Cambridge has suggested, with apologies, for this project to be discontinued.

Issue at hand

Would any other IARU members like to take on the leadership for this project or shall this project be discontinued?



2.5.7 Institutional Joint Working Proposal: Leadership Best Practice in Research Intensive Universities

Reporting:	University of Copenhagen
Paper prepared by:	Neils Wendelboe (University of Copenhagen)

Document type:		Progress update
		Workshop
		Discussion paper
	√	Project proposal
		No document tabled
Action required:		For information only – no further action required
	√	Senior Officers' endorsement requested
		Central IARU funding requested

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

2.5.7 Leadership Best Practice in Research Intensive Universities

The University of Copenhagen suggests that IARU members approve and support a 1-day workshop focused on advancing leadership development among its members.

The already complex landscape universities are operating in is getting increasingly more complex and demanding. The challenges experienced by university leadership at all levels are as a consequence also increasing. In addition, management and leadership have not always been recognized disciplines in academia and are often associated with skepticism.

What are good leadership and good management in academia? What characterizes successful leaders and managers in universities? How do we develop present and future leaders at our universities? What are the best practices and can we learn from each other?

These questions have been part of an ongoing dialogue between the Universities of Cambridge and Copenhagen. Both universities have placed significant focus on leadership development in the recent years.

Copenhagen University has in the last 3 years implemented a university-wide program including identification of leadership competencies and an introduction of a mandatory development program including 360-degree feedback for over 600 leaders at all levels across all university functions. Significant learning has been derived from this process.

The University of Cambridge introduced a Heads of Institution Program in 2006 and an Administrator's Leadership Program in 2007. In addition, the Leadership Attributes Project was introduced in 2008, which identified some of the key behavioral competencies needed by senior leaders at the University. Other member universities have also placed more importance on this topic but there has been limited exchange of knowledge and practices among the member universities.

Niels Balslev Wendelboe, Director of Human Resources, recently visited his counterpart, Indi Seehra at the University of Cambridge, where they shared experiences on the work being carried out and found this exchange to be very useful. It is the view of Copenhagen University that there is much to gain through sharing experiences among more IARU members.

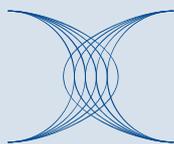
Based on this, the University of Copenhagen suggests that the IARU members approve and support a small and focused initiative with the purpose of sharing best practices and establishing the value of a potential future cooperation around leadership development.

The initiative and workshop would work towards the following objectives:

1. Exploring the common leadership challenges facing IARU member Universities in more challenging and changing/turbulent times – both at an institutional level and at a research group level.
2. Collection (in advance of the workshop) and sharing information on current and coming leadership development initiatives among the different IARU members.
3. Identifying and sharing current best practices within leadership development e.g. use of Leadership Competency Frameworks, program designs, delivery models, etc.
4. Exploring the possibility and value of a potential future IARU initiative focusing on leadership development.

The workshop will be designed as an intensive 1-day workshop held in Europe. The participants would be HR directors and Heads of Leadership Development. The cost of the workshop will be paid by the University of Copenhagen. Travel and accommodation cost will be paid by the attending members. There is no request for central IARU funding.

The University of Copenhagen is willing to take a leading role in the planning and implementation of the initiative – but would also welcome any other members who might like to be involved at this stage. The initiative and idea of the workshop has come out of the collaboration between the HR departments at Cambridge and Copenhagen and both Indi Seehra and Niels Wendelboe plan to be present at the meeting in Zurich where the initiative will be put forward by the University of Copenhagen.



2.5.8 Institutional Joint Working Proposal: Mentoring

Reporting:	Australian National University
Paper prepared by:	Carol Brown & Kate Hulm (Australian National University)

Document type:	√	Progress update
		Workshop
		Discussion paper
	√	Project proposal
		No document tabled
Action required:	√	For information only – no further action required
		Senior Officers' endorsement requested
		Central IARU funding requested

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

Previous recommendations:

Senior Officers Meeting (October 2009)	ANU noted that the online mentoring system included as part of this proposal is scheduled to be implemented at ANU over the coming months. Senior Officers asked ANU to share their experience of the program once it was implemented locally, before IARU members considered becoming involved.
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2.5.8 Mentoring

Progress Report on Implementation of ANU Mentoring Program (meta)

Introduction

In October 2009, a proposal for an IARU Mentoring Program was put forward to the IARU Senior Officers' Meeting. Given the early stage of the proposal, it was suggested that the progress of the ANU Mentoring Program be monitored prior to gauging interest from IARU partners.

In August 2010 the Australian National University launched **meta**, a staff mentoring initiative to facilitate and provide support for new mentoring relationships, and to assist existing mentoring practice.

Mentoring at ANU is supported by an online mentoring system that provides access and flexibility to staff who are widely distributed and time poor. The online mentoring system is used to facilitate mentor matching, meetings and discussions. This web-based mentoring process has been tailored for an academic environment and guides the mentee through assessing his/her development needs, finding a suitable mentor from a dynamic database, and creating a mentoring agreement. It also supports participants through online utilities such as messaging, discussion boards, resource sharing and calendar functions; allowing for collaborative discussions and easy planning and scheduling. The online system is supported by a program of online resources, workshops and ongoing support and assistance from the ANU Career Development Branch.

First stages of implementation

Initial interest in meta has been strong and momentum is building. Mentor recruitment commenced in July and currently there are 122 mentors registered on the online system. The mentors are a mix of academic and administrative staff from across a range of levels, Colleges and disciplines.

Recruitment of mentors is continuing, with particular focus on Level C and D academics, to address demand from early career academics (Level's A and B). Expressions of interest are now being sought from mentees. At present, 75 mentees have registered to participate.

Next stages

The program will be monitored and evaluated over the coming months with outcomes reported to future IARU meetings. A possible model for implementation in 2011 is described below.

Mentoring for IARU - Proposed Model

The flexibility and accessibility of the ANU online mentoring system provides an ideal means to facilitate mentoring across the geographical distances of IARU members.

Proposed model for IARU Mentoring Program:

- Create an effective mentoring culture for the Alliance based on mentoring best practice by providing a comprehensive, integrated program of resources, technology and consulting, coordinated by ANU.
- Provide access to all academic staff across participating IARU member organisations to act as mentors or mentees in one-to-one, group and situational mentoring relationships, using

an integrated social learning management system that enables learning-focused, e-mentoring interactions in which staff capabilities are addressed through facilitated knowledge exchange.

- Provide ongoing measurement and analysis of the program to measure mentoring relationships. Upon completion of a successful pilot phase, a further proposal to link HR metrics across IARU to measure the impact of the mentoring program could be explored.

Strategic outcomes

In addition to building and strengthening bonds between IARU members, the proposed mentoring initiative offers a number of significant benefits to IARU in line with the Alliance's strategic objectives. Primarily, a cross-institutional mentoring program of this nature would provide the unique opportunity for participating staff to exchange knowledge and skills across member organisations, thereby enhancing performance, career development, motivation and retention.

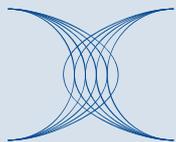
Proposed next steps

Partner universities may wish to contact the below-named contacts at ANU to discuss the mentoring program and to see whether it might complement HR/career objectives at your institutions. Having just been launched at ANU, the system is still relatively new and we are not in a position to provide and evaluative data at this stage but it would be useful at this stage to ascertain whether partners are interested in principle in exploring this further and being kept apprised of the ANU experience.

ANU contacts

Carole Brown
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ANU HR Division
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E: carole.brown@anu.edu.au

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Session 3: Business Matters

3.1 Financial Report

3.2 Considerations for New Membership in IARU

3.3 Virtual Meeting Update

3.4 IARU Chair nomination and election process

3.5 Senior Officers' Meeting 2011

3.6 AOB

3.1 Financial Report

2010 IARU Income & Expenditure Statement 1 April – 30 September 2010

	USD (Apr – Sep)	USD Total
Carry forward from 31 March 2010		281,759.41
INCOME		
Foreign exchange gain realized (when transferred from ANU to NUS)		49,302.57
Total Available Funds		<u>331,061.98</u>
EXPENDITURE		
a. Meetings		
1) 2010 IARU President's Meeting (13-14 April 2010)	19,544.50	
b. Workshops		
1) Benchmarking HR & Corporate Services (5 May 2010) (not all claims are in yet)	1,651.69	
c. Administrative Costs		
1) Spot Exchange	1,268.26	
2) Bank Charges	34.90	
3) Courier	590.35	
4) Stationery	649.16	
5) Other	234.73	
d. Secretariat Costs		
1) Contribution to NUS for Secretariat Costs	40,000.00	
Total Expenditure		<u>63,973.59</u>
BALANCE		
As at 1 October 2010		<u>267,088.39</u>

IARU Cashflow Statement
Commitments until 31 December 2010

	USD (Apr – Sep)	USD Total
Balance as at 1 October 2010		<u>267,088.39</u>
PROJECTED EXPENDITURE		
Commitments made before 2010		
1) Sustainable Cities ¹	<i>up to 15,000.00</i>	45,000.00
2) Women and Men in a Globalising University ¹	<i>up to 15,000.00</i>	
3) Industrial Innovation Workshop ²	<i>up to 15,000.00</i>	
Commitments in 2010/11		
a. Meetings		
1) Senior Officers' Meeting, ETH (18-19 October 2010)	<i>up to 15,000.00</i>	15,000.00
b. Workshops		
1) Alumni Associations Summit (12-16 October 2010) ³	<i>up to 15,000.00</i>	30,000.00
2) Value of Research Intensive Universities (19-20 October 2010) ³	<i>up to 15,000.00</i>	
c. Projects		
1) Revamp of IARU Website ³	<i>up to 15,000.00</i>	15,000.00
d. Outstanding Reimbursements (yet to receive invoices)		
1) Ageing, Longevity & Health project lead attendance Senior Officials Meeting (2007, Copenhagen)	<i>4,000.00</i>	57,348.31
2) Culture & Citizenship: Towards a New Civic Pluralism Workshop (2009, Copenhagen)	<i>up to 15,000.00</i>	
3) Integrated Services: Benchmarking HR & Corporate Services (5 May 2010, Berkeley) ³	<i>up to 13,348.31</i>	
4) Transforming Power of Global Education Workshop (12 August 2010, NUS) ³	<i>up to 15,000.00</i>	
5) GSP Working Committee Meeting (13-14 September 2010)	<i>up to 10,000.00</i>	
TOTAL ANTICIPATED EXPENDITURE		<u>162,348.31</u>
BALANCE		<u>104,740.08</u>

Notes:

¹ Funding commitment approved at 2008 Presidents' Meeting

² Funding commitment approved at 2009 Presidents' Meeting

³ Funding commitment approved at 2010 Presidents' Meeting

3.2 Considerations for New Membership in IARU

Extract from minutes of the 4th IARU Presidents' Meeting held in April 2009:

Agenda 7: IARU membership

Agreed to keep the membership as it is for the next two years with the issue under review and included on the annual Presidents' agenda.

Presidents' agreed, in the future, a process would need to be developed to choose new partners if the IARU wished to change its position. Universities from Africa, Latin America and India could be considered.

Points to consider/discuss

The 'Compact' Character of IARU

- At the recent Presidents' Meeting in April 2010, when discussing the future directions for IARU, the presidents acknowledged and agreed that it was the small and exclusive membership of IARU that has enabled a sense of mutual trust to be developed.
- The Presidents also acknowledged that this alliance seems to be more successful than others in which our institutions participate because it is a small group of like-minded universities.

Key Questions

- Does IARU wish keep to its current membership of 10 universities or does it wish to expand?
- If it wishes to expand, what is/are the reason(s) for wanting to expand?
- If new members are to be invited, what is the basis for admitting new members?

3.5 Senior Officers' Meeting 2011 – Location and Dates

Proposal

Dates: 2 sets of dates are proposed.

- Monday, 17 October – Tuesday, 18 October 2011; or
- Monday, 24 October – Tuesday, 25 October 2011.

Host & Location: There are 2 possibilities.

- Australian National University, Canberra-Australia; or
- National University of Singapore, Singapore.

Information on hosts of previous IARU Meetings

IARU Meetings have been previously hosted by the following IARU partner universities:

Presidents' Meeting

2006 – held @ The National University of Singapore (13-14 January 2006);

2007 – held @ Australian National University (28-29 March 2007);

2008 – held @ Yale University (22-23 April 2008);

2009 – held @ University of Cambridge (28-29 April 2009);

2010 – held @ Peking University (13-14 April 2010);

2011 – to be held @ University of Copenhagen (dates to be confirmed)

Senior Officers' Meeting

2005 – held @ Yale University;

2006 – held @ ETH Zurich (20 September 2006);

2007 – held @ The University of Tokyo (19-21 September 2007);

2008 – held @ University of California (Berkeley), (20-21 October 2008);

2009 – held @ University of Oxford (22-23 October 2009);

2010 – held @ ETH Zurich (18-19 October 2010)

2011 – to be decided at the 2010 Senior Officers' Meeting

GSP Working Committee Meeting

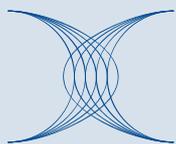
2008 – held @ University of Cambridge (11-13 February 2008);

2008 – held @ Antwerp (8-9 September, 2008);

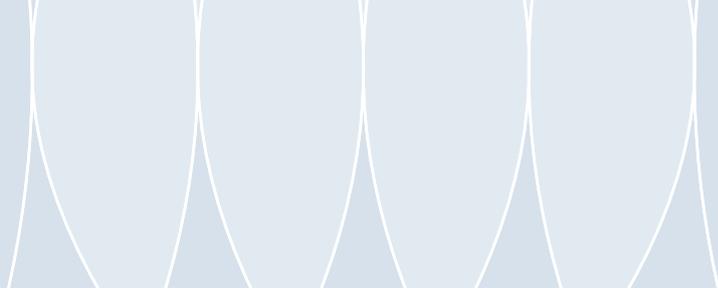
2009 – held @ Oxford University (14-15 September 2009);

2010 – held @ University of Cambridge (13-14 September 2010);

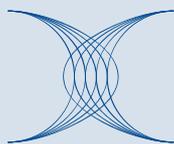
2011 – to be held @ University of Copenhagen (19-20 September 2011)



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES



Participant Biographies



Participants' Biographies

ETH Zurich

Dr Margrit LEUTHOLD

ETH Zurich Director for International Institutional Affairs

Dr Margrit Leuthold is the Director for International Institutional Affairs at ETH Zurich. She is concurrently the Vice-President of the Board of University Hospital Zurich, a member of the National Ethics Committee for Medicine, a member of the Council of Swisstransplant and the President of the Synapsis Foundation. Her previous appointments included various research and science management positions in institutions such as the Ludwig Institute for Cancer Research in Berne, the Swiss National Science Foundation and the Swiss Academy of Medical Sciences. Dr Leuthold is experienced in medical research and related areas.

Mr Anders HAGSTRÖM

Director of International Educational Affairs

Mr Anders Hagström has been Director of International Educational Affairs at ETH Zurich since 2008. Before taking up his present position he was project manager of "ETH World", an ICT development program for education, research and services. His other positions before joining ETH Zurich in 1999 included various positions in the field of continuing professional development and lifelong learning for engineers at Helsinki University of Technology, the University of Cambridge and the European Federation of National Engineering Associations (FEANI). Mr Hagström has been active in a number of international networks in the area of engineering education and continuing professional development, including the International Association for Continuing Engineering Education (IACEE), and the European Society for Engineering Education (SEFI).

Australian National University

Professor Lawrence CRAM

Deputy Vice Chancellor

Professor Lawrence Cram is Deputy Vice-Chancellor at the Australian National University. His career spans more than 30 years of research in engineering, mathematics, astronomy, physics and computing. Prior to taking up his position at ANU, Professor Cram was Professor of Physics (Astrophysics) at the University of Sydney. He was appointed to this Chair in 1987 from the position of assistant Chief of the CSIRO Division of Applied Physics. Prior to joining CSIRO, he worked as an astronomer in several institutions in the USA, Germany and France.

Professor Cram's current research activities include the analysis and interpretation of observations of star formation in galaxies, and the development of computer programs to create and investigate radio astronomical images. He has published well over 100 scientific papers, and has co-authored a number of books on astronomy and popular science. He is a Fellow of the Australian Institute of Physics, and the Royal Astronomical Society, as well as a member of the American Astronomical Society, the International Astronomical Union and the Astronomical Society of Australia.

Professor Cram has extensive involvement in the successful commercialization of research, through experience at CSIRO and the University of Sydney as well as the ANU. Professor Cram also has extensive experience in research management and public sector research funding, having worked for three years as Executive Director in the Australian Research Council. He is currently a non-executive Director on four companies involved in the commercialization of research.

Mr Darren BROWN
Director of International Development

Mr Darren Brown was appointed Director of International Development at The Australian National University in January 2008. He graduated with a B.Ec in Economics from the University of Adelaide in 1988. In 1989, he accepted a graduate position at the Australian Bureau of Statistics before moving to the Australian Department of Finance, where he worked for four years.

In 1994, Mr Brown joined the Australian Department of Foreign Affairs and Trade, working in the Europe Branch until 1999. In November 1999, he was appointed Assistant Director in the Trade Negotiations Division, where he managed the Trade Policy and New Trade Issues and Regional Trade Agreement Sections.

In 2000, he accepted the position of First Secretary, which involved extended periods as Chargé d'affaires a.i., at the Australian Embassy in Stockholm (with accreditation to the Nordic and Baltic countries). In this position, Mr Brown advocated Australian candidacies and positions including work on multilateral trade negotiations, human rights and legal issues, immigration and asylum matters.

On his return to Australia in 2003, Mr Brown worked as Assistant Director of the Russian and Caucuses Section, before being appointed to the position of Adviser to Prime Minister Howard (on secondment from the Department of Foreign Affairs and Trade) in 2004. From 2005, he worked as Special Adviser to the former Prime Minister, advising across a number of portfolios including on higher education policy. In October 2006, Mr Brown was appointed Senior Adviser to the Minister for Education, Science and Training. Over his two years in this position, Mr Brown advised the Minister on issues pertaining to higher education and international education, including higher education research issues.

National University of Singapore

Professor TAN Chorh Chuan

President and IARU Chair

Professor Tan Chorh Chuan was appointed President of the National University of Singapore in December 2008. He is concurrently the Deputy Chairman of Singapore's Agency for Science, Technology and Research (A*STAR).

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

Professor Tan is a key leader in Singapore's Biomedical Sciences Initiative since its inception in 2000, for which he was awarded the National Science and Technology Medal in 2008. He also received the Public Service Star in 2003 for outstanding contributions to overcoming SARS in Singapore, and the Public Administration Gold Medal in 2004 for his work in the Ministry of Health. Other awards include the Albert Schweitzer Gold Medal from the Polish Academy of Medicine and the 1996 Singapore Youth Award.

Since 2008, he was a member of the World Economic Forum's Global University Leaders Forum. He is also currently Chair of the International Alliance of Research Universities, a consortium of 10 leading research-intensive universities.

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

Professor Lily KONG

Vice President (University & Global Relations)

Professor Lily Kong is Vice President (University and Global Relations) at the National University of Singapore. She leads the University in its strategic development to become a leading global university through strengthening of relations with diverse stakeholders. Her responsibilities include developing the university's internationalization strategy and providing guidance in its implementation. She is also Director of the Asia Research Institute (ARI), established as a university-level institute in July 2001 as one of the University's strategic initiatives to be a world-class hub for research on Asia.

A graduate of the National University of Singapore and University College London, Professor Kong is a geographer and has been a faculty member in the NUS Department of Geography since 1991. She was Sub-Dean in the NUS Faculty of Arts and Social Sciences from 1995 to 1996; Vice-Dean from 1997 to 2000, and Dean from 2000 to 2003. She also concurrently held the position of Dean of the University Scholars Program from 2002 to 2003 and from 1998 to 1999, she acted as the Assistant Director, Office of Research. She was Vice Provost(Education) from 2004 to 2007.

Between 1997 and 2003, Professor Kong received five fellowship awards including the Commonwealth Fellowship Award and the Fulbright Fellowship Award. Between 1993 and 1997, she was twice a recipient of the NUS Faculty of Arts and Social Sciences Teaching Excellence Award as well as the National Book Development Council of Singapore Book Award. She was also awarded the NUS Outstanding University Researcher Award in 1997. She has an Honorary DSc from Loughborough University, UK and was the recipient of the 2006 National Day Award, the Public Administration Medal (Silver). In 2009, Professor Kong was awarded the Robert Stoddard Award for Distinguished Service to the Geography of Religion and Belief Systems Specialty Group of the Association of American Geographers.

Professor Kong's main research foci are religion, cultural policy and creative economy, and national identity. She has written about globalization and migration, and the social construction of nature and the environment. She has more than 10 books and monographs to her name, as well as over 130 papers in international refereed journals and chapters in books.

Professor Barry HALLIWELL
Deputy President (Research & Technology)

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

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

An internationally-acclaimed biochemist, Professor Halliwell is known especially for his seminal work on the role of free radicals and antioxidants in biological systems. The Thomson Reuters

lists Professor Halliwell as one of the world's most highly-cited researchers in Biology and Biochemistry and his Hirsch Index is 128.

His book *Free Radicals in Biology and Medicine* published by Oxford University Press, and now in its fourth edition, is regarded worldwide as an authoritative text in the field. He was recently awarded the "Lifetime Achievement Award" by the Society for Free Radical Biology and Medicine in the USA for overall sustained excellence in the field. His laboratory is also ranked number 1 worldwide by highest citation score in Free Radical Research.

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

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

Dr Wang Hui

Research Director, Office of the Deputy President (Research & Technology)

Dr Wang Hui obtained his medical degree from Peking University and a DPhil from University of Oxford. He then carried out postdoctoral research in neuroscience and neurological diseases at Johns Hopkins University School of Medicine and Harvard Medical School, and subsequently headed an independent research group at Hamburg University Hospital in Germany. In 2001, Dr. Wang switched career to research administration and scientific publishing at an international level. During the past ten years, he served as Associate Editor of *Nature*; Scientific Secretary of European Medical Research Councils and to the Standing Committee for Life and Environmental Sciences at European Science Foundation; Editorial Director of John Wiley and Sons, the world 2nd largest scholarly publisher; and Deputy Director and Head of Administration of International Neuroinformatics Coordinating Facility, a global organization hosted by the Karolinska Institutet in Sweden. Dr Wang joined National University of Singapore in February 2010 as Research Director.

Dr Wang received several prizes for research and editorial contributions, and among the numerous services provided to the research community, governmental agencies and international organizations, he is currently an expert consultant to the UK Medical Research Council and on an evaluation panel of Organisation for Economic Co-operation and Development (OECD).

Ms Denise CHUA

Associate Director, International Relations Office

Ms Denise Chua is Associate Director, International Relations Office, at the National University of Singapore. She manages relations and facilitates collaborations with NUS network partners in alliances such as the International Alliance of Research Universities (IARU), Association of Pacific Rim Universities (APRU), ASEAN University Network (AUN) and Universitas 21 (U21). From 2008 to 2009, Ms Chua was in charge of relations with institutions in Europe, Middle East

and Africa, and from 2001 to 2007, with institutions in Asia and Australasia. She also handled several important projects, such as the Asia Pacific Association for International Education (APAIE) Conference in March 2007 and a series of Nobel Laureates Public Lectures as part of the NUS Centennial Celebrations from July 2005 to April 2006. Other responsibilities included liaising with ministries and government agencies for government level programmes and requests. Prior to joining the University, Ms Chua worked in public relations in the hospitality industry. She graduated from the National University of Singapore in Economics and European Studies and obtained a Diploma in Public Relations Management from the Institute of Public Relations of Singapore.

Peking University

Professor LI Xiaoming

Assistant President

Professor Li Xiaoming received his Ph.D. in Computer Science from Stevens Institute of Technology (USA) in 1986 and has since taught at Harbin Institute of Technology and Peking University. He has founded the Chinese web archive WebInfoMall (<http://infomall.cn>), the search engine Tianwang (<http://e.pku.edu.cn>), the peer-to-peer file sharing network Maze (<http://maze.pku.edu.cn>), and other popular web channels. He is a member of Eta Kappa Nu, a senior member of IEEE, currently a Vice President of Chinese Computer Federation, International Editor of Concurrency (John Wiley), and Associate Editor of Journal of Web Engineering (Rinton). He has published over 100 papers, authored Search Engine – Principle, Technology, and Systems (Science Press, 2005), and received numerous achievement awards from the Ministry of Science and Technology, Ministry of Education, Beijing Municipal Government, and other agencies.

The University of Tokyo

Professor Kiichi FUJIWARA

Professor, Graduate Schools for Law and Politics

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

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

Professor Fujiwara is better known for his writings on international affairs, including *Remembering the War*, 2001; *A Democratic Empire*, 2002; *Is There Really a Just War?* 2003; *Peace for Realists*, 2004 (winner of the Ishibashi Tanzan award, 2005), *International Politics*, 2007; and *War Unleashed*, 2007.

Professor Fujiwara is a regular commentator on international affairs and Japanese foreign policy on Japanese TV networks such as NHK and TBS, along with the BBC World Service, CNN, and NPR.

Mr Katsuyoshi KANNO

Manager, International Exchange Group, International Affairs Department

Mr Katsuyoshi Kanno joined the University of Tokyo in June 2009. Before he was appointed to the current position, he was a chief administrative officer at Japan Student Services Organization, promoting studying abroad for the Japanese students. He has been educated in Japan and the United States, and received a master's degree in Telecommunications from Indiana University, Bloomington. He has worked at public universities in Indiana and Texas as a Japanese instructor and international student advisor for over 10 years.

The University of California, Berkeley

Professor Pradeep CHHIBBER

Director of the Institute of International Studies

Professor Pradeep Chhibber is the Director of the Institute of International Studies at UC Berkeley. He is concurrently the Indo-American Endowed Chair and Bedford Chair as well as a professor at the Department of Political Science at UC Berkeley. Professor Chibber has published extensively on issues related to party systems, electoral politics, and the politics of India. He is an experienced social sciences researcher and a passionate educator.

Professor Robert PRICE

Associate Vice Chancellor for Research

Professor Robert Price is the Associate Vice Chancellor for Research and Professor of Political Science. His research interests include comparative politics and African affairs. He has authored several books with an impressive list of publications. Professor Price specializes in the politics of contemporary South Africa. He is a knowledgeable expert in his field and well-regarded by his students.

University of Cambridge

Mr Indi SEEHRA

Director of Human Resources

Mr Indi Seehra is the Director of Human Resources for the University of Cambridge and an affiliated Lecturer with Cambridge Executive Education. He is also a non-executive Director with the Leadership Foundation for Higher Education (UK), a Government body promoting leadership across Higher Education Institutions. He has been an HR practitioner for over 20 years, having held a number of significant private and public sector appointments.

Indi has held director level roles within HR across the public and private sector organizations – these include United Assurance Group Plc, Crown Prosecution Service, Department of Work & Pensions and the Serious Organised Crime Agency. He was also the International HR Director of Crawford & Company (1998-2000), the largest independent claims management company, based in Atlanta.

Indi is an adviser on the People Management Editorial Board, which publishes the UK's Chartered Institute and Personal and Development (CIPD) journal, serving all HR professionals. He is a fellow of the CIPD.

University of Copenhagen

Professor Thomas BJØRNHOLM

Pro-Rector

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

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

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

Dr John E. ANDERSEN
Director, International Affairs

Dr John Andersen is Director of International Affairs at the University of Copenhagen and Head of the International Office. From 1976 to 2002, he was Associate Professor at the Department of Nordic Philology at the University of Copenhagen. From 1980 to 1985, he was on leave as a visiting professor at the University of Basel and Zürich, Switzerland.

Dr Andersen has an active role in developing new programs offered in English, renewing the International Strategy of the University, and accomplishing international goals in the performance contract with the Danish Ministry of Science, Technology and Innovation.

Dr Andersen is the central contact person for the International Association for Research Universities (IARU) at the University of Copenhagen and holds a number of honorary offices and assignments in Denmark and abroad such as Chairman of the Danish Rectors' Conference permanent Committee for International Relations.

Niels Balslev WENDELBOE
Director, HR & Organization Development

Reporting to the Rector (vice chancellor), Neils Balslev Wendelboe is responsible for building a new HR & O department at the University of Copenhagen. The University has 8 faculties, 55 institutes, more than 8000 employees and approximately 40000 students.

The University of Copenhagen is currently undergoing significant changes due to government reforms for the university sector in Denmark, mergers with two smaller universities and new hires of approximately 80 % of the top 100 managers at the university in a 2 - 3 year period. The HR department was created in 2007 to support the major organizational changes to install a stronger focus on competence development at all levels including all management levels.

Main objectives include:

- Establishing an HR strategy and designing and implementing a custom focused HR organization. This includes merging the HRD organization with the Personnel section thus creating a joint HR organization of approx. 50 people under his leadership
- Optimizing internal processes in order to rationalize and improve service quality
- Designing and implementing organization wide leadership development programs including identification of key leadership competencies, leadership evaluations and mandatory development programs for + 600 managers at KU
- Strengthening KUs employer brand, developing the work environment and engagement, implementing new Personnel policies and performing employee and student satisfaction surveys

University of Oxford

Professor Ewan McKENDRICK

Pro Vice-Chancellor (Education, Academic Services, and University Collections)

Professor Ewan McKendrick, Fellow of Lady Margaret Hall and Herbert Smith Professor of English Private Law, became Oxford's Pro Vice-Chancellor for Research, Academic Services and University Collections in June 2006. In September 2008 the Research portfolio was replaced by that of Education.

As Pro Vice-Chancellor for Education, Academic Services and University Collections, Professor McKendrick is responsible for the University's strategy and policies for teaching, learning, student support and admissions. This includes the oversight of the standards of the degrees awarded across the University, procedures for approving new courses, enhancing educational provision for students, and the University's policy and procedures for admissions, financial support, and widening participation. He has general responsibility for the oversight of university libraries, museums and collections, as well as Oxford's computing and language teaching services.

In his former role as Pro Vice-Chancellor for Research, Professor McKendrick was responsible for seeking out new funding opportunities and co-coordinating the University's relationships with its major research funders. He led the University's submission in the recent Research Assessment Exercise which resulted in Oxford gaining the highest amount of quality research funding of any UK university.

Professor McKendrick gained his LLB Hons from Edinburgh University and his BCL from the University of Oxford. He was called to the Bar in 1998 and is a barrister at 3 Verulam Buildings and a Master of the Bench at Gray's Inn. Before taking up his Professorship at Oxford, Professor McKendrick taught at a number of institutions, including the University of Essex, the London School of Economics and University College London. He has published widely in the areas of contract law, commercial law and tort law. He is a Delegate of Oxford University Press.

Yale University

Mr Richard Jacob

Associate Vice President, Office of Federal Relations

Mr Richard Jacob directs Yale's efforts to influence federal policies affecting the University. Yale is engaged in a wide range of issues, including appropriations for student aid and research, federal policies encouraging the commercialization of university research, assessment and accountability in higher education, and visa and immigration policies, among other topics. Mr Jacob has led efforts to develop arguments about the value of university research and the economic returns to college education.

He works closely with Yale's senior leadership, other administrators, and faculty to identify issues of concern as well as opportunities and to coordinate the development of the University's position on those matters. He also assists in the design of Yale's plans for implementation of federal mandates.

Mr Jacob has chaired several committees of the Association of American Universities, including the Steering Committee for the Council on Federal Relations of the Association of American Universities. He is currently a member of the AAU Task Force on Strengthening the University-Government Research partnership. He is also the chair of the Public Issues Committee for the Consortium on Financing Higher Education, an association comprised of 31 highly selective private colleges and universities in the United States.

Mr Jacob was a program analyst and later deputy branch chief in the US Office of Management and Budget from 1984 to 1989. His portfolio included the National Institutes of Health, Centers for Disease Control and Prevention, and other programs. He served as Special Assistant to the Vice President and Dean of the Stanford University School of Medicine from 1989 to 1995. He joined Yale in 1995.

Mr Jacob earned a Bachelor of Arts from Oberlin College and holds a Master of Arts in Public Policy Studies from the University of Chicago.