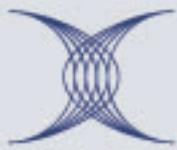


**2012 IARU Senior Officers' Meeting**

Cambridge University, 29 - 30 October



## Meeting Agenda

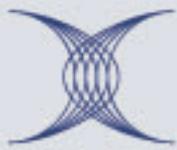
Venue: Gillespie Centre, Clare College

### Day 1: Monday, 29 October

- 0900      Opening/Welcome remarks  
            Overview of IARU Finances
- 0915      **Session 1: An Introductory Guide to European Research**  
            Daniel Shah, Senior Policy Advisor (The Russell Group) will speak about the European Union's Higher Education and Research & Innovation policies, Horizon2020, and opportunities for non-EU participants.
- As Senior Policy Advisor, Daniel Shah has been particularly closely involved in working with the European Union (commission and parliament) on the development of Horizon2020 and other EU policies affecting research intensive universities. Prior to joining The Russell Group, Daniel Shah worked at the Department for Business, Innovation and Skills, the UK government department with responsibility for science, innovation and universities.
- 1045      *Morning tea*
- 1100      **Session 2: Best Practices on Technology Enhanced Learning**  
            Senior officers to present views from their universities and discuss:
- How will IT transform, or disrupt higher education?
  - What are the opportunities, and how should educational institutions respond?
  - Is there scope for joint IARU activities in this area?
- 1230      *Lunch*
- 1345      **Session 3: Brainstorming the Agenda for PM2013**
- 1415      **Session 4: New IARU & Santander Sponsorship Proposals**
- 1515      *Afternoon tea*
- 1530      **Session 5: IARU Initiatives – Looking Back, and Looking Ahead**  
            A paper audit will be prepared and distributed as context for discussion. In three breakout groups Senior Officers will be requested to share and discuss their institution's expectations of the various IARU categories. When the meeting reconvenes, Senior Officers will collectively discuss if it is possible to devise a five-year strategic direction for IARU initiatives.
- The three breakout groups are:
- i) Grand Challenge, Research & Value of Research Intensive Universities, moderated by Prof Ralph Eichler
  - ii) Institutional Joint Working, moderated by Prof Tan Chorh Chuan
  - iii) Global Education Initiatives, moderated by Dr Jennifer Barnes
- 1700      *End of meeting day 1*
- 1710      *To proceed to choral Evensong at King's College Chapel*
- 1845      *Dinner @ Small Hall, Old Court, Clare College*

## Day 2: Tuesday, 30 October

- 0900      [Session 6: Senior Officers' Regional Round-up](#)
- 0945      [Session 7: Value of Research Intensive Universities](#) (NUS & Copenhagen)
- 1015      [Session 8: Global Education Initiatives](#)
- Global Summer Program / GSP (IARU Secretariat)
  - Global Internship Program / GIP (NUS, Yale & Todai)
  - Global Cross Disciplinary Tournament / GXT (NUS)
  - Graduate Student Conference / GSC (NUS)
- 1045      *Morning tea*
- 1100      [Session 9: Institutional Joint Working & Research](#)
- Academic IP Pooling and Collaborative Technology Transfer (Beida)
  - Women and Men in Globalizing Universities (Todai & Berkeley)
  - Research Administrators' Meeting (Copenhagen)
  - Alumni Associations Summit (ETH Zurich)
  - Librarians' Meeting (NUS)
  - *Research - Aging, Longevity & Health* (Copenhagen)
- [Session 10: Grand Challenge](#)
- Sustainable Campus Initiative (ANU)
  - Sustainability Fellowships (ANU & Yale)
  - Sustainability Science Congress 2014 (Copenhagen)
- 1200      [Session 11: Business Matters](#)
- Financial Report
  - Senior Officers' Meeting 2013
  - Any other business
- 1230      *Lunch and end of meeting*



## Attendees

### **Cambridge University (Host University)**

Dr Jennifer BARNES *Pro Vice-Chancellor for International Strategy*

Dr Toby WILKINSON *Head of the International Strategy Office*

### **Australian National University**

Dr Erik LITHANDER *Pro Vice-Chancellor, International & Outreach*

Mr Iain WATT *Director, International Operations and Student Recruitment*

Ms Janelle ENTWISTLE *Associate Director, International Strategy, Alliances & Partnerships*

### **ETH Zurich**

Prof Ralph EICHLER *President & In-coming IARU Chair*

Dr Jürg BRUNNSCHWEILER *Director, Global Institutional Affairs*

Mr Anders HAGSTRÖM *Director, International Education Affairs & In-coming IARU Secretariat*

### **National University of Singapore**

Prof TAN Chorh Chuan *President & IARU Chair*

Prof Barry HALLIWELL *Deputy President (Research & Technology)*

Prof Lily KONG *Vice-President (University and Global Relations) & Vice Provost (Academic Personnel)*

Dr WANG Hui *Director, Research Administration (Office of Deputy President, R&T)*

Ms Denise CHUA *Associate Director, International Relations Office*

### **University of California, Berkeley**

Prof Robert PRICE *Associate Vice Chancellor, Research*

Prof Pradeep CHHIBBER *Director, Institute of International Studies*

### **University of Copenhagen**

Prof Thomas BJØRNHOLM *Pro-Rector*

Dr John E ANDERSEN *Director, International Affairs*

Mr Steen ULLRICH *Head, Rector's Office*

### **University of Oxford**

Mr Loren GRIFFITH *Director, International Strategy*

Ms Nina TOMLIN *Strategy Officer, International Strategy*

### **The University of Tokyo**

Prof Yoichiro MATSUMOTO *Executive Vice President*

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

Ms Kaya KITABAYASHI *Administrative Staff, International Affairs Department*

### **Yale University**

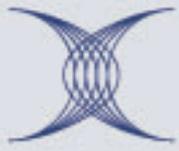
Mr Donald FILER *Executive Director, Office of International Affairs*

### **International Alliance of Research Universities**

Mr Bernard TOH *Director, Secretariat*

Ms YEAP Su Phing *Associate Director, Secretariat*





INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

## SESSION 1 : AN INTRODUCTORY GUIDE TO EUROPEAN RESEARCH

---

Note: A presentation will be made during the meeting. No paper will be circulated for this item.





## SESSION 2 : BEST PRACTICES ON TECHNOLOGY ENHANCED LEARNING

---

NUS, UC Berkeley and ETH Zurich will give presentations on initiatives at their institutions, and lead a discussion on this topic.

*Note:* No paper is tabled for this session





INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

SESSION 3 : BRAINSTORMING THE AGENDA  
FOR PM2013

---





## Presidents' Meeting Agenda

Vista @ University Hall, National University of Singapore

8 & 9 April 2013

### Proposed itinerary:

WELCOME, 7 April (Sunday)

2.30 – 4.00pm Guided Conservatory tour, Gardens by the Bay

7.30pm Dinner @ Jade, Fullerton

DAY 1, 8 April (Monday)

8.00am Breakfast for delegates

8.30 – 9.30am Breakfast dialogue with Minister (to be confirmed)

9.30 – 11.15am Discussion: Technology Enhanced Learning

\* Tea break @ 10.15 – 10.30am

11.15am – 12pm Strategic Directions for IARU: Review of Initiatives

12.00 – 1.30pm Lunch @ Nexus (Presidents will dine separately)

1.30 – 2.30pm Presidents' Regional Updates

2.30 – 3.00pm Value of Research Intensive Universities

3.00 – 3.15pm Tea-break

3.15 – 4.30pm IARU Initiatives (GEI, IJW, Grand Challenges & Research)

4.30 – 5.30pm Speaker-led session: Dean Kishore Mahbubani

*The Changing Position and Role of Asia in the World – Key Implications for Higher Education*

7.00pm Cocktails and Dinner @ Alkaff Mansion

DAY 2, 9 April (Tuesday)

8.30 – 9.30am Tour of University Town led by Prof Tan Tai Yong, Vice Provost (Student Life)

9.30 – 10.00am Presentation & Discussion: Yale-NUS College

10.00 – 10.30am Discussion: Evaluating the global relevance of Liberal Arts Education

10.30 – 10.45am Tea-break

10.45 – 11.30 am Santander Proposals / New Proposals

11.45 – 12.00pm Finance and business matters

12.00 – 1.30pm Buffet lunch (venue TBC)





INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

SESSION 4 : NEW IARU PROPOSALS &  
SANTANDER SPONSORSHIP

---





## Santander Sponsorship Proposal

<b>Reporting:</b>	University of California, Berkeley University of Cambridge, University of Oxford
<b>Lead(s):</b>	Tony Cascardi (Berkeley), David Sumi (Cambridge), Sam Sneddon (Oxford)

<b>Document type:</b>		Progress update
	√	Discussion paper
	√	Project proposal
<b>Action required:</b>		For information only
	√	Endorsement / Approval requested

<b>Funding provided to date (USD):</b>	N/A
<b>Funding requested (USD):</b>	USD\$2 Million (from Santander)

### Previous recommendations:

Presidents' Meeting (April 2012)	<p><u>Banco Santander's Offer of More Support:</u> Mr Salvador Medina (Santander) conveyed Santander Chairman Mr Emilio Botin's desire to work more closely with IARU, through its corporate social responsibility arm, Santander Universities.</p> <p>A working committee formed by faculty members from Cambridge, Oxford and Berkeley will draft a call for proposals and circulate this to Senior Officers for their comments, and then to faculty members for proposals. The meeting agreed that the alliance should seek funding support in the region of USD\$500,000 - 2 million. The aim is to table short-listed proposals for consideration at the Senior Officers' Meeting in October 2012.</p> <p>Vice-Chancellor Borysiewicz said that it would be meaningful to develop a proposal that cannot be achieved by one university alone, for example, an initiative that leverages on comparative data or knowledge from different geographies. Experience from interactions with Santander reveals that they are keen to support projects which will bring mileage in terms of publicity (e.g. related to the subject of ethics, student mobility). Santander is also keen to support faculty and PhD candidates in their research. Possible projects include:</p>
----------------------------------	---

- Humanities research:
  - Understanding how social science can influence or impact the sciences
  - Geographical approaches to philosophy
  - Global ethical perspectives
- For young faculty and PhD students:
  - Funding for researchers and PhD students to attend conferences
  - PhD exchange for one year to spend time in a partner university
  - Buy-off teaching time from faculty, so they can focus on research
- IARU projects, such as the Sustainability Conference, Sustainability Science Congress and Global Governance
  - In particular, the implementation of “frugal innovation technology” in developing universities by the Campus Sustainability Officers, perhaps through student exchange

Assuming the proposal is successful, an initiative lead will have to be identified to administer the funds from Santander. As IARU is not a legal entity, the lead will also be required to undertake the agreement with Santander Bank.

Mr Edi Fung (NUS) and the Secretariat will help determine and establish the line of communication with Santander. If IARU is considering further collaborations with Santander, it will be critical to understand more about their CSR mission and motivations.

## Santander Offer of Expanded Partnership

### **Background**

At the 2012 IARU Presidents' Meeting hosted by the University of Copenhagen in April, an agreement was established between Banco Santander and IARU to provide financial sponsorship of US\$200,000 per annum to the IARU Global Summer Program (GSP) for three years starting in 2012. At the signing ceremony, Mr Salvador Medina, Vice President of Banco Santander, conveyed Mr Emilio Botin's, Chairman of Banco Santander, desire to expand its partnership with IARU through its corporate social responsibility arm, Santander Universities. He mentioned that Santander was interested to extend a further US\$500,000 in research sponsorship if IARU could come up with a suitable proposal for their study and consideration.

### **Call for Proposals**

It was agreed during the meeting that Cambridge, Berkeley and Oxford would form a working committee to prepare a call for proposals to be submitted to the Senior Officers for their comments and thereafter to faculty members to invite proposals for consideration at the 2012 Senior Officers' Meeting (please refer to 10.5.1 of the 2012 Presidents' Meeting Outcomes).

In response, Berkeley, Cambridge and Oxford worked together and prepared a research proposal. The research proposal is attached for consideration. The proposal submitted calls for a funding sponsorship of US\$2 million over three years with Berkeley, Cambridge and Oxford acting as host centers.

### **Research Funding Approach – for discussion**

Since its inception in early 2006, IARU has adopted a seed funding approach for all research initiatives because of its very limited funds. The offer by Santander Universities to expand its partnership with IARU will avail, for the first time to IARU, external funding sources to support research initiatives. As it is the first time that external funding might become available to support research, it would be pertinent to discuss how such funding is to be used. The options are:

1. To have an open call to faculty of all ten universities to submit proposals for Presidents to make the selection(s); and
2. To have senior officers submit proposals on behalf of their institutions, collaboratively (at least two institutions), and for Presidents to make the selection(s).

Submitted for Senior Officers' discussion.

## Proposal drafted by Berkeley, Cambridge and Oxford

As discussed at the 2012 Presidents' Meeting, we are writing to propose a collaboration between IARU universities to work together on a major problem facing contemporary society which could be put forward to Banco Santander for funding support. The universities of Berkeley, Cambridge and Oxford have been discussing this proposal through the directors of their respective research centres: the Doreen B. Townsend Centre for the Humanities, Berkeley; the Centre for Research in the Arts, Social Sciences and Humanities, Cambridge (CRASSH); and, The Oxford Research Centre for the Humanities (TORCH), Oxford.

We have made two proposals: 1) *The Failure of the Numerical* and 2) *Urban Design and the Democratic City* (see pp.1-2) and would be happy to discuss these further prior to them being circulated to the IARU Senior Officers.

The proposals include a new structure (see pp.3-4) to encourage and foster collaborative work across national boundaries, and interdisciplinary work within particular universities. We believe that the most important subjects facing the world require these three things: interdisciplinary international collaborative research. The two problems we have outlined are test-cases for such work. We are all excited by both proposals and would happily engage fully in either. We hope this will also be of interest to other IARU universities and we look forward to welcoming other interested parties to this initiative.

The budget for either proposal is within the \$2, 000, 000 (over three years) suggested. However, it should be clear that there are considerable overheads, including room hire and directorial costs, that are not included. We have budgeted \$55,000 per annum per post-doctoral position; the full economic costing of such a post is actually \$105,000. Each centre, if accepted as one of the three host universities, is prepared to cover these extra costs because we believe that (a) this is an extraordinary opportunity for such collaboration; and (b) that the projects proposed are of such importance that we should be actively engaging in them.

It is a sign of how important and attractive these projects are that we already have a Nobel Prize laureate willing to direct the first project, and two senior international figures willing to direct the second!

Yours sincerely,

Professor Anthony Cascardi, University of California, Berkeley  
Professor Simon Goldhill, University of Cambridge  
Dr Stephen Tuck, University of Oxford

## **Proposal 1:     *The Failure of the Numerical***

The *Failure of the Numerical* is a polemical title for one of the most pressing central questions facing modern society: the place of the numerical in systems of evaluation. To what degree has social policy at all levels been informed and *distorted* by systems of numerical value? What dangers and benefits exist in the commitment to numerical evaluation in climate change, health care and education?

Let us be clear from the start what this project is *not*. This project, firstly, is not the cataloguing and critique of bad science. Bad science has become a familiar commonplace of popular writing, but bad science is repudiated in its own terms by better science. Second, this project is not an apology for the humanities or an appeal for a greater place for social thought applied to areas where numerical evaluation has become dominant. We take it for granted that there is a significant gap between what science can do and what science should do, and that this space requires political, ethical and social thinking of the most developed sort. Rather, this project aims to see the limits of the numerical *from within its own practice*.

We cannot do without numbers, both as a tool and as a value. The use of numbers as tools is obvious across all social and intellectual areas. But numbers also are significant because they are invested with value that goes beyond a tool. "One cannot argue with the numbers"... numbers are presented as factual, hard-edged items in the universe, real and empirically grounded. This value of numbers is partly at least historical: since the Enlightenment numerical value has been opposed to superstition, religion, ideology, opinion. The West is historically and intellectually committed to the value of the numerical. The failure of the numerical must relate to the failure of the values of the numerical.

Hence the question this project poses can initially be expressed as: when does the use of numbers work against the very values that they are introduced to support?

Let us take an illustrative example. The attempt to raise standards in school is an aim that is unimpeachable. Across a national system of education, it is desirable to have a method of evaluation that is transferable, comparable, and consistent, in order to see how and where standards are rising or falling. Therefore, in Britain a "benchmark of five GCSEs at a-c" was introduced as a criterion of evaluation, as a matter of national policy. Yet the introduction of this numerical criterion of evaluation has had at least two damagingly negative consequences. First at a systemic level, the introduction of the criterion changes the framework of education, introducing new teaching methods, new relations to exams, new internal dynamics in the classroom and in the school; second, the criterion turns out to help produce an exam and a technique of sitting the exam that work against the very values of educational achievement they are designed to evaluate. The distrust of GCSEs as signs of educational achievement is integrally related to the numerical evaluation system designed to produce a trustworthy guide to achievement. The utilitarian aim of introducing numerical evaluation has had an unforeseen and destructive effect on the very system it was intended to help.

The project will focus on three strands:

- 1] *Climate Change*: In the case of climate change, inaction is not considered an option by any who produce the numbers that describe it. Why, then, does the world continue to fail to act? The numbers need interpretation. But how can we find a common language that does not rely on the capabilities of middle-men to communicate the 'facts' that underpin the climate change debate? How can the barriers between 'scientist' and public be broken-down to create a more democratic knowledge-base while retaining the commitment to scientific rigour that delivers such knowledge in the first place?
- 2] *Health Care*: how can the allocation of scarce resources be based on a 'rational' quantitative economic model? What are the effects of introducing a score relying on QALYs (expected quality-adjusted life years) into policy decisions on research or treatment? How are the values of life related to the values of a health care system?
- 3] *Education*: The current education system is greatly threatened by an increasing and increasingly naive instrumentalization, which depends repeatedly on an increasingly simplified and aggressive use of numbers. How are the values of instrumentalization dependent on the values of the numerical?

Each of the three strands evidently takes on a major element of current social policy making. But together they allow the issue of the value of the numerical to emerge as a central link in the most pressing contemporary anxieties about the relation between governmental policy and society.

## **Proposal 2:      *Urban Design and the Democratic City***

Over 50% of the world's population now lives in urban environments. Many of these environments are still called cities, but bear very little relation to the very long tradition of thinking about the city, from the ancient Greeks to the Second World War. The size of cities has changed beyond recognition. Massive population growth means a coherent and recognizable idea of community must be a political fantasy. The divisions between rich and poor are more exacerbated than ever. The infrastructure of the city requires modern technology and often seems crushed by it: the average speed of a car in many inner cities is lower than walking pace. The relation of such urban spaces to the food producing, rural or unproductive lands is deeply contested and varied. This project aims to look at one of the most insistent questions of contemporary society, and a question which can only be answered by a broad, interdisciplinary, collaborative group, involving political scientists, designers, planners, economists, and social theorists. The question is: what is the relation between the ideals and practices of contemporary democracy and the crisis facing urban design in the modern city? It is a question that goes to the heart of modern social experience.

There are three strands to this project:

- 1] *The architecture of mobility.* Movement – its easing and blocking – is integral to the experience of the modern city. How are workers transported to places of work? How are those outside the city brought into the city? How do different systems of transport relate to each other and the ideals or practices of urban living? How are different groups of a community brought together or kept apart by urban design? These central questions have certain established technical solutions within particular fields of work: urban design, transport design. Our question is: how do such practices and aims interrelate with democratic process? How can new ideals of urban living be discussed in the public sphere, regulated, and tested?
- 2] *Active Citizenship.* Related to the first question is the current concern for “engagement” in the public process. The “occupy” movement may have had negligible long-term impact on current policy – but the model it has provided for active engagement in the political process is seen in more flourishing form in aspects of the so-called Arab Spring. Can the new social media technology be used to work for a democratic process? As recent elections in the West has shown, traditional means of communicating political messages have broken down. How will the new urban environment produce new democratic politics? Where will trust be invested? How will risk be evaluated? Our question is: can we accurately describe and help understand the new possibilities for engagement and regulation in the new space, marked out by new technologies?
- 3] *The Divided City.* This strand looks at two interrelated problems. First, the relation between micro- and macro-political structures of authority. With globalization, it has become quite unclear where authority is vested (or controlled) for the decisions affecting the city: is it with global organizations? Local government? National government? How can a coherent policy be developed with engagement of citizens within such competing frameworks of power? Second, the economic and social divisions within the city are physically and socially emphatic. How can change be regulated, when such different frameworks of power exist?

These questions need an international collaborative approach which can look at different environments and different solutions, and has the potential to make a significant contribution to the understanding of the problems of contemporary democratic regulation, and how these problems may be solved.

### **Structure of work and budget.**

It is proposed that IARU universities should establish a collaborative framework, within which all IARU members can contribute. A simple but elegant scheme is offered which solves several crucial problems: how to maintain the general focus of the overall project and link the three strands together; how to integrate the strands of research in the different universities to collaborate profitably together; how to integrate a new research project into the greater community of the university, and draw on the strengths of the host universities. This is a particularly flexible and strong model for multi-university, multi-national collaboration.

The ideal approach will be to bring together 9 postdoctoral fellows committed to the research project for 3 years and supported by the formidable expertise available at IARU universities. To ensure a focused cross-disciplinary approach, it is advised that the postdoctoral fellows are based at 3 host universities which could serve as project hubs.

- Each host university will appoint three post-doctoral fellows (to three-year positions), one for each strand of the research project. *The pool of applicants could potentially be drawn solely from IARU partner universities.*
- To further promote this multi-university collaboration, a group of senior academics drawn from all IARU partner universities will oversee and guide the work of the postdoctoral fellows.

- Each host university will construct a regular series of workshops and seminars around the collective project and the individual fellows' work, drawing on the immense research resources of their respective universities.
- Each year the three post-doctoral fellows working on each strand (one from each host university) will come together for a month at one of the three host universities, to collaborate in a full sense.
- Each year all nine fellows will come together for a month to collaborate on the overall theme.
- Visiting fellows from other IARU partner universities will be invited for short term stays at the host universities.
- Each year there will be a meeting at the conclusion of the collaboration of the nine fellows where scholars from all IARU partner universities will be invited.
- The research undertaken will be disseminated to the wider academic community through academic papers, conference proceedings, seminars and workshops. Emphasis will also be placed on engaging with the public and policymakers through popular think pieces, online podcasts and more direct engagement with policy makers by involving them in the project conferences and workshops.

*See Work plan on p.4*

**Budget: Annual (USD\$)**

<b>Each University</b>	<b>Annual Total</b>	<b>Project Total</b>
(1) 3 post-doctoral fellows =165, 000	495,000	1,485,000
(2) Administrative support=20, 000	60,000	180,000
(3) Overheads= 5, 000	15,000	45,000
(4) Travel/seminars=25, 000	75,000	225,000
<b>Total</b>	<b>645,000</b>	<b>1,935,000</b>

Notes:

- (1) Salary calculated at \$55,000 is the absolute minimum with tax etc., for a post-doctoral fellow.
- (2) Covers the administration of the programme including all secretarial costs
- (3) This is for office supplies including computers
- (4) Travel/seminars: each year 6 fellows will need to travel and stay in another institution for up to 2 months for collaboration.

## Work plan

<b>Host 1</b>	<b>Host 2</b>	<b>Host 3</b>
<b>October 2013-May 2014</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	<b>October 2013-May 2014</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	<b>October 2013-May 2014</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar
<b>June 2014</b> Strand 1, Strand 1, Strand 1 <i>Collaboration</i>	<b>June 2014</b> Strand 2, Strand 2, Strand 2 <i>Collaboration</i>	<b>June 2014</b> Strand 3 Strand 3 Strand 3 <i>Collaboration</i>
<b>July 2014</b> Strand 1, 2, 3 Strand 1, 2, 3 Strand 1, 2, 3  + <i>Project Meeting/Conference</i>		
<b>September 2014-May 2015</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	<b>September 2014-May 2015</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	<b>September 2014-May 2015</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar
<b>June 2015</b> Strand 2, Strand 2, Strand 2 <i>Collaboration</i>	<b>June 2015</b> Strand 3, Strand 3, Strand 3 <i>Collaboration</i>	<b>June 2015</b> Strand 1, Strand 1, Strand 1 <i>Collaboration</i>
	<b>July 2015</b> Strand 1, 2, 3 Strand 1, 2, 3 Strand 1, 2, 3  + <i>Project Meeting/Conference</i>	
<b>September 2015-April 2016</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	<b>September 2015-April 2016</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar	<b>September 2015-April 2016</b> Strand 1 Strand 2 Strand 3 Seminar Seminar Seminar
<b>May 2016</b> Strand 3, Strand 3, Strand 3 <i>Collaboration</i>	<b>May 2016</b> Strand 1, Strand 1, Strand 1 <i>Collaboration</i>	<b>May 2016</b> Strand 2, Strand 2, Strand 2 <i>Collaboration</i>
<b>June-September 2016</b> Write up	<b>June-September 2016</b> Write up	<b>June-September 2016</b> Write up
		<b>September 2015</b> Strand 1, 2, 3 Strand 1, 2, 3 Strand 1, 2, 3  + <i>Final conference</i>



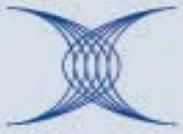
INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

**SESSION 5 : IARU INITIATIVES – LOOKING  
BACK, AND LOOKING AHEAD**

---

2012 IARU SENIOR OFFICERS' MEETING





## IARU Initiatives Audit

### I. Preamble

A paper audit for current initiatives was prepared to give IARU Senior Officers an update and context for open discussions on the advancement of the Alliance in these areas, and what should be done collectively.

Senior officers will be divided into groups for in-depth discussions:

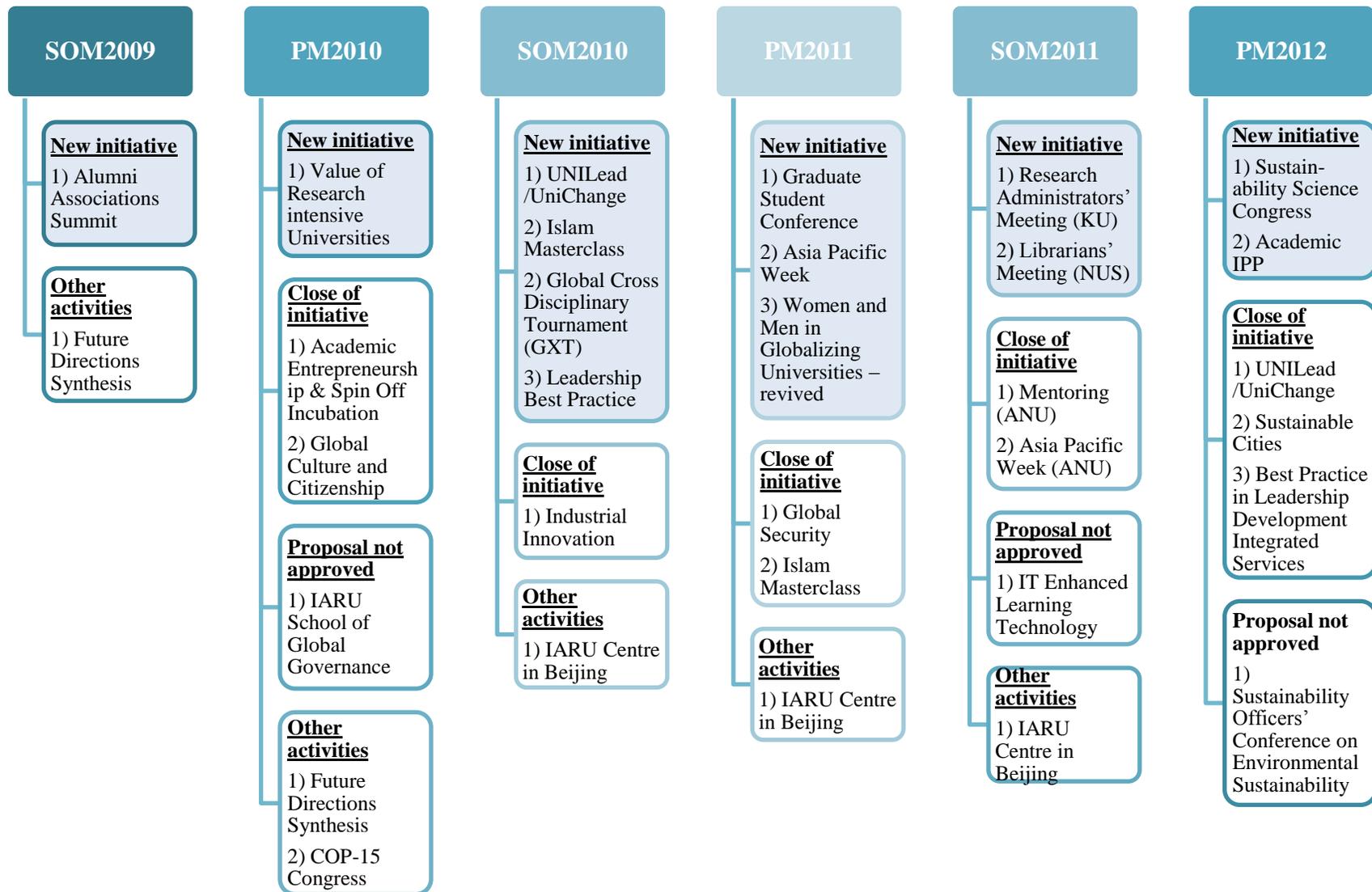
<b>Grand Challenge, Research &amp; VRIU</b> moderated by Prof Ralph Eichler	<b>Institutional Joint Working,</b> moderated by Prof Tan Chorh Chuan	<b>Global Education Initiatives,</b> moderated by Dr Jennifer Barnes
Anders Hagström (ETH)	Jürg Brunnschweiler (ETH)	Bernard Toh (Secretariat)
Erik Lithander (ANU)	Janelle Entwistle (ANU)	Iain Watt (ANU)
Barry Halliwell (NUS)	Lily Kong (NUS)	Toby Wilkinson (CAM)
Wang Hui (NUS)	Loren Griffith (OXF)	Nina Tomlin (OXF)
Robert Price (UCB)	Donald Filer (Yale)	Pradeep Chhibber (UCB)
Thomas Bjørnholm (KU)	Steen Ullrich (KU)	John E Andersen (KU)
Yoichiro Matsumoto (TOK)	Kiichi Fujiwara (TOK)	Kaya Kitabayashi (TOK)
	Yeap Su Phing (Secretariat)	Denise Chua (NUS)

Some questions to consider in these groups:

- Which of these projects are of strategic interest to IARU universities? What more can IARU do to align these initiatives to respective institutions' outcomes, while serving the Alliance as a whole?
- How can IARU as a close knit network enable better sharing of resources and information? And for which groups?
- Can there be greater awareness of IARU at our campuses and at a wider level?
- Can IARU identify a pipeline of future initiatives, as well as champions to see them through with sufficient rigor and commitment?
- What is the five-year plan for these IARU categories?

There will be 45 minutes of discussion in breakout groups, and another 45 minutes collectively to share each group's outcomes.

## II. Timeline of Initiatives (SOM2009 – SOM2012)



### III. IARU participation

	IARU Initiatives	ANU	ETH	NUS	PKU	UCB	CAM	KU	OXF	TOK	YALE
<b>Global Education Initiatives</b>											
1	Global Summer Program (GSP)	√	√	√	√	√	√	√	√	√	√
2	Global Internship Program (GIP)			√					√	√	√
3	Sustainability Fellowships <i>Note: part of Sustainability Campus Initiative</i>	<b>L</b>	√	√	√	√	√	√	√	√	<b>L</b>
4	Cross Disciplinary Tournament (GXT)	<b>L</b> (2011)		<b>L</b> (2012)	√				√		
5	Graduate Student Conference (GSC)	√		<b>L</b> (2012)	√			√	√		√
<b>Institutional Joint Working</b>											
6	Academic IP Pooling	-	-	-	<b>L</b>	-	-	-	-	-	-
7	Women and Men in Globalizing Universities	√	√	√	<b>L</b>	<b>L</b>		√		√	√
8	Research Administrators' Meeting	√	√	√	√	√	√	<b>L</b>	√	√	√
9	Alumni Associations Summit	√	√	√			√	√	√	√	√
10	Librarians' Meeting	√	√	<b>L</b>	√	√	√	√	√	√	√
11	Value of Research Intensive Universities	√	√	<b>L</b>	√	√	√	<b>L</b>	√	√	√
<b>Research</b>											
12	Ageing, Longevity and Health	√	√	√	√	√		<b>L</b>	√	√	√
<b>Grand Challenge</b>											
13	Sustainability Campus Initiative	<b>L</b>	√	√	<b>L</b>	√	√	√	√	√	√
14	Sustainability Science Congress	√	√	√	√	√	√	<b>L</b>	√	√	

Note: "L" refers to initiative lead

#### IV. Global Education Initiatives

<b>Initiative title</b>	<b>Global Summer Program (GSP)</b>	
Year Initiated	2008	
Status	Active with full IARU participation	
Funding to date	GSP Meetings (2009 – 2011)	US\$33,498
	Santander grants (2012 – 2014)	US\$200,000
	Centrally disbursed grants (2011)	US\$75,000
	Centrally distributed grants (2010)	US\$100,000
	<b>Total</b>	<b>US\$408,498</b>
Aims	<ul style="list-style-type: none"> <li>• Enable students to develop a global perspective</li> <li>• Provide students with an intensive summer learning experience</li> <li>• Strengthen the ties between the member institutions of IARU</li> </ul>	
Achieved outcomes	<ul style="list-style-type: none"> <li>• A set of aims, descriptions and principles have been jointly drafted in 2009 and continue to serve GSP well</li> <li>• 1,303 students have been on the GSP from 2008 - 2012</li> <li>• Partners have adapted the structures and coordination for running GSP courses</li> <li>• Exit surveys and the three year survey for 2008 – 2010 that was conducted this year, consistently showed that participants had a meaningful time on the program (above 95% positive responses)</li> </ul>	
Future plans	<p>GSP coordinators will explore the following areas at the next meeting in October 2013:</p> <ul style="list-style-type: none"> <li>• Faculty team teaching</li> <li>• Regional GSP Hubs / Institutes</li> <li>• GSP Conference</li> <li>• Tie-ups with IARU Global Education Initiatives</li> <li>• Post-GSP component (e.g. research week, internships, service learning)</li> </ul>	
Challenges	<ul style="list-style-type: none"> <li>• Coordination (in particular, for scheduling, logistics and publicity) between partners is time-intensive, which is why annual meetings for GSP coordinators remain critical. However, faculty participation at these meetings is somewhat lacking.</li> <li>• Maximizing course capacity, to enable peer learning from as many IARU institutions and to justify the resources for setting up a GSP course</li> <li>• Effective marketing for GSP, as there are increasing offers of quality exchange programs available. In 2012, participant surveys recorded a sharp dip for GSP differentiation from other summer programs, so coordinators will need to step up efforts to publicize how GSP is unique</li> <li>• While GSP has secured funding from external sources, funding will always remain an issue for students</li> <li>• While maintaining high standards of the GSP is an ongoing mission, the group may not have very concrete future plans</li> </ul>	
Workshops organized / upcoming	GSP Annual Meetings: Antwerp (2008), Cambridge (2008), Oxford (2009), Cambridge (2010), Copenhagen (2011), Beijing (2012), ETH Zurich (2013)	

<b>Initiative title</b>	<b>Global Internship Program</b>
Year Initiated	2009
Status	NUS, Oxford, Yale and Todai have offered internship opportunities The internship is opened to students from all IARU institutions
Funding to date	N/A (the party offering the internship may extend funding support for accommodation)
Aims	To provide IARU students with the opportunity to gain a valuable international work experience, by tackling a project at another IARU university. Such internships will provide students with real insight into our respective universities, and may assist in graduate student recruitment.
Achieved outcomes	As of October 2012: <ul style="list-style-type: none"> <li>• 23 internships opportunities have been made available to IARU students from 2009 – 2012</li> <li>• Another 7 internship opportunities were arranged bilaterally</li> <li>• About 300 applications were received overall</li> </ul>
Future plans	While participation may be low, this is a worthwhile program to develop further GIP continues to be ad-hoc and voluntary, with greater participation from IARU institutions as there is interest and demand from students. Internships also do not have to be exclusively created or reserved for IARU students, and may be from an existing program
Challenges	<ul style="list-style-type: none"> <li>• Insufficient internship opportunities / interest from partner institutions</li> <li>• While the program works well ad-hoc, perhaps it may also benefit from having a lead to organize more structured internships, e.g. coordinated exchanges between departments (similar to the sustainability officers) or an online marketplace for internships</li> </ul>
Workshops organized	N/A

<b>Initiative title</b>	<b>Sustainability Fellowship</b>
	<i>Note: part of Sustainability Campus Initiative</i>
Year Initiated	2008
Status	Active with full IARU participation
Funding to date	N/A
Aims	To provide selected students with the opportunity to work on targeted campus sustainability projects at IARU institutions. Projects are institution specific, however, developed with the intention that lessons learned can be applied at both the home and host institution.
Achieved outcomes	51 students have participated from 2009 – 2012
Future plans	An online library of IARU Fellows Reports
Challenges	There is no central funding for this project. In 2011, PKU and Berkeley were unable to participate due to funding and logistics issues.
Workshops organized	A session is dedicated to discuss fellowships at every IARU Sustainability Officers Meeting (since 2010)

<b>Initiative title</b>	<b>Global Cross Disciplinary Tournament (GXT)</b>
Year Initiated	2010
Status	Active
Funding to date	N/A (local costs including accommodation sponsored by the hosting university)
Aims	To foster a culture of cross-disciplinary global inquiry by connecting intellectually curious undergraduates from across IARU
Achieved outcomes	<ul style="list-style-type: none"> <li>• Cross-cultural and cross-disciplinary interaction amongst delegates and organizing committee</li> <li>• Rigorous academic objectives, more than regular academic conferences</li> <li>• Uniquely a student led and fully student organized event</li> </ul>
Future plans	To make GXT an annual event on rotation at IARU institutions, and to gradually increase the number of universities participating every year.
Challenges	<ul style="list-style-type: none"> <li>• Continuity – an issue where member institutions have to identify which student organization takes on the project (and can properly handover GXT to the next student organization)?</li> <li>• Heavy tech and IT requirement, as the tournament involves a five weeks of virtual discussions before meeting physically.</li> <li>• Coordination challenges for students to work across time zones and with different international institutions</li> </ul>
Workshops organized	<ul style="list-style-type: none"> <li>• Future of Education, 2011 (ANU)</li> <li>• Future of Cities, 2012 (NUS)</li> </ul>

<b>Initiative title</b>	<b>Graduate Student Conference</b>
Year Initiated	2011
Status	Pilot
Funding to date	N/A (local costs including accommodation and travel was sponsored by NUS)
Aims	<ul style="list-style-type: none"> <li>• To enable participants to explore collaborative partnerships with fellow graduate students from other IARU universities in their areas of scholarly investigations</li> <li>• Present a platform for participants to share their research and solicit ideas and feedback</li> <li>• Offer participants the opportunity to be part of a high profile international conference</li> <li>• Provide opportunities for interaction and exchange of ideas with experienced and established researchers and investigators at the hosting university</li> </ul>
Achieved outcomes	<p>Based on participant feedback:</p> <ul style="list-style-type: none"> <li>• 86% participants said they planned to keep in touch; 27% have identified opportunities for collaborations with others.</li> <li>• Through the poster competition, participants were able to learn in an engaging way about each others' projects</li> <li>• The faculty roundtable and speaker sessions were generally very useful</li> </ul>
Future plans	The concluding report will be circulated after NUS has concluded its first GSC, to detail the processes and learning outcomes, as well as the recommendation if the GSC should be a repeat program on the agenda, on rotation at IARU universities
Challenges	Senior Officers have questioned if such a conference at the graduate level would be attractive
Workshops organized	Inaugural Graduate Student Conference, 2012 (NUS) "The Challenge of Ageing"

## V. Institutional Joint Working

<b>Initiative title</b>	<b>Academic IP Pooling and Collaborative Technology Transfer</b>
Year Initiated	2012
Status	New initiative – workshop to be held on April 2013
Funding to date	US\$15,000 - unspent
Aims	To provide a forum for the community of academic scholars and senior university officials among the IARU member universities to exchange insights on the opportunities and challenges of academic IP pooling and collaborative technology transfer.  Three areas of focus: 1. University – Industry – Government Partnership 2. Creative IP licensing models such as IP pooling 3. Collaborative Spin-off Involving Multi University IPs, incubators and entrepreneur teams
Achieved outcomes	-
Future plans	-
Challenges	-
Workshops organized / upcoming	Inaugural workshop, April 2013 (Beida)

<b>Initiative title</b>	<b>Women and Men in Globalizing Universities</b>
Year Initiated	2006 - 2009 The initiative was revived in 2011
Status	A benchmarking exercise is ongoing
Funding to date	USD\$8,500 for project development (2006) USD\$6,511.88 for 2012 workshop USD\$15,000 for 2013 workshop – unspent
Aims	The main objective of the initiative is to understand the similarities and differences regarding gender issues in higher education among IARU members, and to share on-going agendas for projects relating to gender equality in globalizing universities. The data and information gathered will strengthen IARU as an organization, and further its work on creating fully equitable institutions.
Achieved outcomes	From the workshop in Todai, this network was able to meet and engage each other on what appears to be little advancement in the area of gender equity in universities. Participating members have agreed on the following broad areas to benchmark: <ul style="list-style-type: none"> <li>• Mechanisms for faculty recruitment</li> <li>• Mechanisms for academic advancement</li> <li>• Full and part time positions</li> <li>• Age distribution and retirement age</li> <li>• Distribution across different disciplines</li> </ul>
Future plans	Members will engage in gathering data, refining the data collection and subsequent use of data
Challenges	As with all benchmarking initiatives, there are challenges in defining the parameters and definitions. Participants are keenly aware of this and are proceeding cautiously. As IARU is a small group of only ten, participants also expressed their hope that Oxford and Cambridge will participate in the exercise.
Workshops organized / upcoming	<ul style="list-style-type: none"> <li>• Inaugural Workshop, Cambridge (2006)</li> <li>• Second Workshop, Yale (2008)</li> <li>• Third Workshop, Todai (2012)</li> <li>• Fourth Workshop, ETH Zurich (October 2013)</li> </ul>

<b>Initiative title</b>	<b>Research Administrators' Meeting</b>
Year Initiated	2011
Status	New initiative – workshop to be held on April 2013
Funding to date	USD\$10,000 – unspent
Aims	<ul style="list-style-type: none"> <li>• To function as entry points for international collaboration and share information and know-how on new and emerging funding schemes and programs</li> <li>• Share information and know-how on approaches to establishing and managing collaborative ventures and research performed overseas</li> <li>• Identify partners across IARU universities and beyond</li> <li>• Ease in access to national programs</li> </ul>
Achieved outcomes	-
Future plans	The Research Administrators are organizing themselves into four working groups to explore 1) workshop planning, 2) designing a common platform for collaborations, 3) benchmarking and 4) a framework for staff exchange
Challenges	-
Workshops organized / upcoming	<ul style="list-style-type: none"> <li>• Exploratory workshop, 2011 (Copenhagen)</li> <li>• Inaugural workshop, 2013 (Beida)</li> </ul>

<b>Initiative title</b>	<b>Alumni Associations Summit</b>
Year Initiated	2009
Status	Active. With the exception of the second summit in Cambridge, all events have been sponsored by hosting universities, including IARU alumni receptions in conjunction with Presidents' Meetings
Funding to date	US\$12,704.50 for 2010 Summit
Aims	<ul style="list-style-type: none"> <li>• To connect diverse practitioners in the field of alumni relations, exposing them to new ideas and uncovering shared opportunities; to enhance mutual cultural understanding</li> <li>• To showcase best practice at each institution and discuss applications within each institution</li> <li>• 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</li> <li>• To connect likeminded alumni worldwide, through a networking event hosted at the end of the Summit and to discover ways of building meaningful relationships between alumni communities</li> </ul>
Achieved outcomes	The network between alumni directors have strengthened, allowing for candid sharing of ideas, best practices and ad-hoc events.
Future plans	The alumni network is considering establishing a formal lineup of joint events, global alumni relations conference (spearheaded by Yale), alumni summer program (Cambridge), alumni travel program (ETH Zurich) and reciprocal arrangements such as staff exchange
Challenges	There appears to be no issues, other than the want of full participation. This network is self-initiated, well organized and self-funded.
Workshops organized / upcoming	<ul style="list-style-type: none"> <li>• Inaugural Alumni Summit, 2009 (Yale)</li> <li>• Second Alumni Summit, 2010 (Cambridge)</li> <li>• Third Alumni Summit, 2011 (NUS)</li> <li>• 4th Alumni Summit, 2012 (ETH Zurich)</li> <li>• 5th Alumni Summit, 2013 (Todai)</li> <li>• 6th Alumni Summit, 2014 (KU)</li> <li>• 7th Alumni Summit, 2015 (ANU)</li> <li>• 8th Alumni Summit, 2016 (OXF)</li> <li>• 9th Alumni Summit, 2017 (Yale)</li> </ul>

<b>Initiative title</b>	<b>Librarians' Meeting</b>
Year Initiated	2010
Status	Active
Funding to date	N/A – sponsored by hosts
Aims	A forum for university librarians to share experiences, challenges, solutions and explore ways libraries could further collaborate to support IARU initiatives.
Achieved outcomes	Prior to meeting, librarians compiled and circulated reports on the state of IARU libraries, including strategic directions, development, their challenges, and much more. With good understanding learning about each others' institutions, librarians dove right into discussion on interesting developments and current issues.
Future plans	<ul style="list-style-type: none"> <li>• <u>Collaborative Initiatives</u> to support IARU initiatives (in particular, campus sustainability), library / resource access for IARU faculty, staff and students , and other areas for cooperation and information sharing</li> <li>• <u>Open Access and other scholarly communications</u> updates to IARU Presidents</li> <li>• <u>Patron Driven Acquisition and copyright issues</u> – best practice sharing</li> </ul>
Challenges	-
Workshops organized	<ul style="list-style-type: none"> <li>• First workshop, 2012 (NUS)</li> <li>• Second workshop, June 2013 (KU)</li> </ul>

<b>Initiative title</b>	<b>Value of Research Intensive Universities</b>
Year Initiated	2010
Status	Active – IARU dedicated two workshops, and a portion of its time to discuss the initiative at Senior Officers' and Presidents' meetings
Funding to date	US\$12,151 (the second workshop was sponsored by KU)
Aims	For interested IARU members to join together to explore methodology in quantifying economic and social benefits of research-intensive universities, to evolve optimal approaches and to articulate as a group the value of research-intensive universities to our individual countries and to the world.
Achieved outcomes	An article has been published by <a href="#">Times Higher Education</a> .
Future plans	<ul style="list-style-type: none"> <li>• To identify usable metrics to measure contributions from universities, compile case studies from IARU partners, and search related reports and policy papers</li> <li>• To update the website with a compilation of the group's findings</li> </ul>
Challenges	This initiative does not generate any activity or follow up beyond the workshop.
Workshops organized	<ul style="list-style-type: none"> <li>• Inaugural workshop, 2010 (ETH Zurich)</li> <li>• Second workshop, 2012 (Copenhagen)</li> </ul>

## VI. Research

<b>Initiative title</b>	<b>Aging, Longevity and Health</b>
Year Initiated	2006
Status	Active, and self-sustaining Run by KU's Center for Healthy Ageing faculty, with active IARU participation
Funding to date	\$38,000 for Oxford project management salary
Aims	Aging, Longevity and health began under the IARU Global Change Program, to give both researchers and students the opportunity to participate in globally oriented research programs, as well as the platform for lobbying for research.
Achieved outcomes	<ul style="list-style-type: none"> <li>• Established and refined priority research areas – evolutionary medicine, health policy challenges and neurodegeneration</li> <li>• Strong external funding including from the PM Moller foundation for a new research center</li> <li>• Offers a two-week summer school for the GSP since 2011, to impart knowledge about the different ageing research fields</li> <li>• Published the “ageing societies” portion in the 8th EU Framework Program papers, presenting effective guidelines on how to ensure a healthy ageing population in Europe</li> <li>• Organized an IARU Congress on 5 – 7 October 2010. It was a successful event with about 150 participants, and there were journal papers as a result of the meeting</li> <li>• The iHan Network continues to be a meaningful network for researchers from the IARU network and beyond</li> </ul>
Future plans	-
Challenges	-
Workshops organized	The initiative runs its events independently.

## VII. Grand Challenge

Initiative title	<b>Sustainable Campus Initiative</b>	
Year Initiated	2007	
Status	Active with full IARU participation	
Funding to date	Sustainability Meetings (2008, 2010, 2011)	US\$25,262
	COP-15 Conference	US\$16,500
	Consultancy Fees	US\$10,000
	<b>Total</b>	<b>US\$51,762</b>
	Sustainability Meetings (2012 – 2015)	US\$15,000 X 4
	Website development	US\$15,000
	Benchmarking initiative	US\$10,000
	<b>Total (unspent)</b>	<b>US\$85,000</b>
Aims	<ul style="list-style-type: none"> <li>• That Alliance members are committed to being world leaders in campus sustainability and to that end, will establish programs that promote best practice in institutional environmental performance, as well as developing synergies between education, research and the commitment to sustainability. While each University's program will be designed to meet its operational priorities, as well as its regional priorities and legal obligations, in general there will be an emphasis on the key issues of resource consumption, greenhouse gas emissions and biodiversity conservation.</li> <li>• That Alliance members are committed to developing environmental literacy among staff and students.</li> <li>• That programs will be developed that integrate, wherever practical, academic and operational activities to enhance campus environmental performance; as well as promoting practical research and teaching opportunities that improve the learning experience and foster environmental literacy.</li> <li>• That Alliance members will exchange relevant information and expertise on issues of campus sustainability and Education for Sustainability.</li> <li>• That Alliance members will establish appropriate indices for sustainability performance.</li> </ul>	
Achieved outcomes	<ul style="list-style-type: none"> <li>• All partners created Environmental Management Offices</li> <li>• Created strong relationships that facilitate the honest exchange of ideas and solutions. Members of the group have exchanged information on options for greening research technologies, campus infrastructures and buildings</li> <li>• Web content development – the sustainability Toolkit, How-To-Guide and case studies</li> </ul>	
Future plans	<ul style="list-style-type: none"> <li>• Beyond CO2 levels, the group intends to look into water consumption, ICT emissions and how implementation affects people and mindsets</li> <li>• Sustainability benchmarking initiative (proposal to be submitted at SOM2012)</li> <li>• Development of iPhone applications, online modules and an education package</li> <li>• Sustainability Science Congress 2014 (led by Copenhagen)</li> <li>• Sustainability Conference 2015, hosted by NUS (pending confirmation)</li> <li>• Sustainability Officers are requested to examine the possibility of collaboration with ISCN</li> </ul>	
Challenges	<ul style="list-style-type: none"> <li>• Minimal / no content updates for the Toolkit, How-To-Guide and case studies</li> <li>• New project leadership on board, but it is just a matter of giving the new lead time</li> </ul>	
Workshops organized	<ul style="list-style-type: none"> <li>• Inaugural Sustainability Officers' Meeting, 2008</li> <li>• Second Sustainability Officers' Meeting, 2010 (NUS)</li> <li>• Third Sustainability Officers' Meeting, 2011 (Yale)</li> <li>• Fourth Sustainability Officers' Meeting, 2012 (ANU)</li> </ul>	

	<ul style="list-style-type: none"> <li>Fifth Sustainability Officers' Meeting, 2013 (Cambridge or Oxford)</li> </ul>
--	--

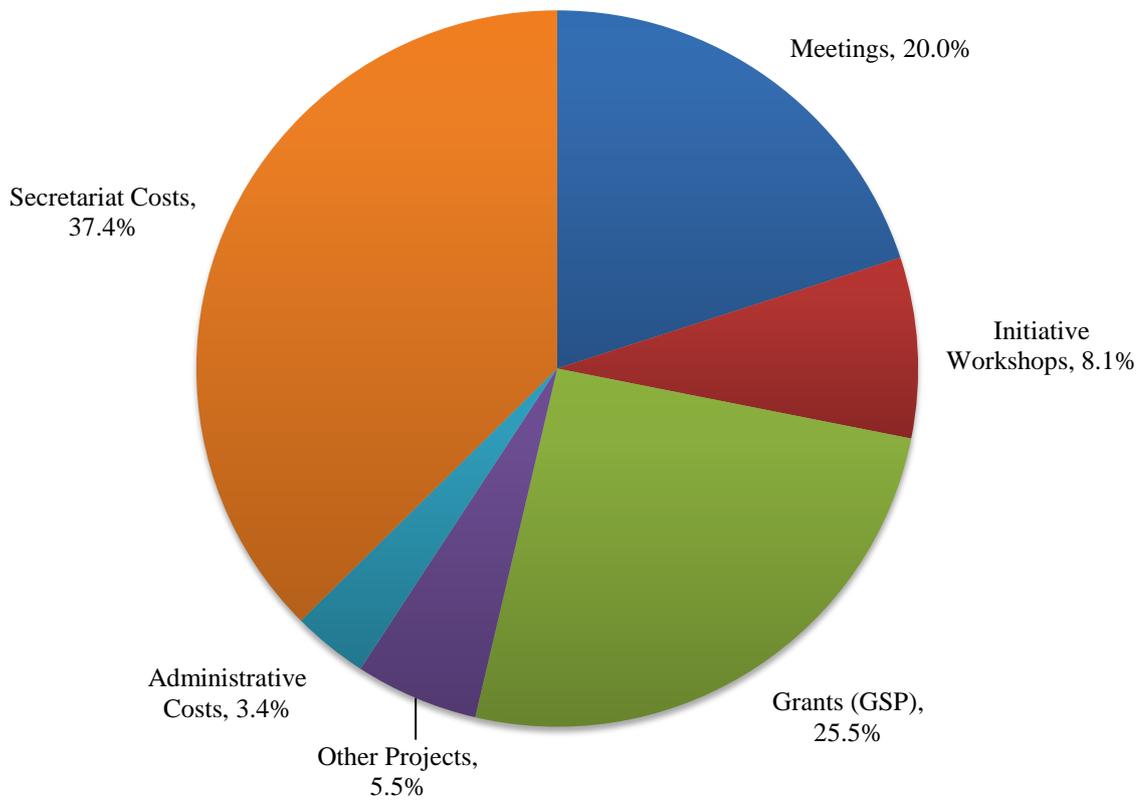
<b>Initiative title</b>	<b>Sustainability Science Congress</b>
Year Initiated	2012
Status	New initiative – conference to be held in 2014
Funding to date	US\$15,000 - unspent KU has offered to pick up additional cost, if any, beyond the US\$15,000 budget
Aims	<ul style="list-style-type: none"> <li>To increase awareness for climate change issues</li> <li>Follow up after the IARU Congress in 2009, and outreach relating to IARU sustainability initiative</li> <li>Issue of timely interest due to UN Rio + 20 in June 2012. The lead believes there will be a political audience for this in 2014</li> </ul>
Achieved outcomes	Initial stages – a Scientific Steering Committee has been formed
Future plans	Other than the congress, there are plans to compile and publish a book to be shared with a wider audience and media
Challenges	-
Workshops organized	Conference in conjunction with COP-15, 2009 (Copenhagen)

## VIII. Finances

### 2005 - 2012 IARU Income and Expenditure Statement

	2012	2011	2010	2009	2005 - 2008	Total 2005 - 2012
Members contribution	200,000.00	200,000.00	200,000.00	200,000.00	700,000.00	1,500,000.00
Bank exchange gains / interest	509.34		49,302.57			49,811.91
Sponsorship (Santander)	200,000.00					200,000.00
<b>Income</b>	<b>400,509.34</b>	<b>200,000.00</b>	<b>249,302.57</b>	<b>200,000.00</b>	<b>700,000.00</b>	<b>1,749,811.91</b>
Meetings	21,967.43	37,893.83	38,500.82	43,099.43	152,230.81	293,692.32
Initiative Workshops	7,480.37	7,206.53	55,500.46	35,463.80	14,063.01	119,714.17
Grants (GSP)	200,000.00	75,000.00	100,000.00			375,000.00
Projects		22,925.23		39,918.22	18,377.47	81,220.92
Administrative Costs	-58.24	957.83	5,377.17	2,854.72	40,733.28	49,864.76
Secretariat Costs	80,000.00	80,000.00	80,000.00	80,000.00	230,000.00	550,000.00
<b>Expenditure</b>	<b>309,389.56</b>	<b>223,983.42</b>	<b>279,378.45</b>	<b>201,336.17</b>	<b>455,404.57</b>	<b>1,469,492.17</b>
<b>Balance</b>	91,119.78	-23,983.42	-30,075.88	-1,336.17	244,595.43	<b>280,319.74</b>

**2005 - 2012 IARU  
Expenditure Breakdown**



## IX. Annex

### Future Directions for IARU

*Tabled at the Presidents' Meeting 2010 and Senior Officers' Meeting 2009*

*Prepared by Dr Heather Bell (Oxford) based on inputs from IARU Presidents and Senior Officers*

The IARU alliance is now several years old. We recognize 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 emphasized 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 programs aimed at enhancing the international experiences and learning of our students, adding value to their university education. Current examples include:

- Global Summer Program
- Global internships (e.g. sustainability fellowships)
- Bilateral student exchanges
- Joint programs (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 Program (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 programs 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 programs, and to share information about what helps these initiatives to succeed.

Reciprocal access to student services remains an underdeveloped initiative. Providing careers advice is one area in which IARU's global reach should be a distinct asset to our students. But there has been little in the way of concrete activity following the IARU careers meeting in Singapore in 2008. We should begin piloting activity in this area.

## **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

- Presidents
- Senior officers
- PVC/VP Education
- Heads of alumni relations
- Careers advisors
- Directors of summer programs
- 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 program 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 programs: 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

- 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

- Women and men in globalizing 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 internationalization 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 program that is one model for global internships (and which this year expands from four to nine participating IARU universities); 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 organizations.

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 recognize 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.

#### Future Developments

IARU's funding support for these projects is now winding down. It is not our current intention to provide further seed funding for such projects. We are delighted that some of the collaborations are now self-sustaining.

IARU meetings of senior officers and presidents have debated IARU's research activity extensively over the years. At the 2010 senior officers' meeting, we again discussed the absence of academic research from IARU's collective agenda. A minority of participants thought that it is excellent to have initiatives for IARU students and administrators, but strange for an alliance of research-intensive universities to have no proposition to its research-active academics. In a group of universities that are committed to excellence in teaching and research, it seems odd that a group of administrators can receive funding to hold a workshop on service or administrative topics, but a group of academics cannot receive funding for a research meeting.

## **V. Major events**

### Description

IARU has held only one of these events so far -- the International Scientific Congress on Climate Change -- and it related directly to our grand challenge. It is unclear if a link to a grand challenge should always be required. This is the most outward-looking of IARU activities.

### Future Developments

At the 2009 Cambridge presidents' meeting, we proposed that every 2-3 years, IARU contributes a small amount of money, its brand, and the energies of its people to a major event. This event should address an important topic for humanity, where IARU universities are doing important research, and which would attract considerable media interest (perhaps energy production should be next.) This was not identified as a priority area by itself in the discussions that ensued during the summer and autumn of 2009. We should decide if it should stay on the list as a separate category or if it should be folded into Grand Challenges.

## **VI. Other Joint Activity**

One other type of activity worth noting is joint alumni programs between two IARU universities. ANU and Yale have undertaken initiatives in this area, with (for example) Yale alumni joining ANU alumni in Australia for a program of cultural and educational activity. This is not yet a priority activity for the whole alliance, but it is another kind of activity in which we are engaging.





## SESSION 6 : SENIOR OFFICERS' REGIONAL ROUND-UP

---

Discussion on global trends in higher education, including developments in the respective partners' countries and any other matters of interest to IARU. Senior Officers are invited to share key initiatives, developments or challenges in their university.





INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

SESSION 7 : VALUE OF RESEARCH  
INTENSIVE UNIVERSITIES

---





## Presidents' Meeting Agenda

The initiative on the Value of Research Intensive Universities has been going full strength, following the most recent workshop in Copenhagen. A draft has been prepared for a dedicated website which consists of four supporting pages addressing (1) Important of Research; (2) Research-led Education; (3) Exchange of Knowledge; and (4) Economic Contributions, under the main page highlighting the kinds of value that research-intensive universities create. IARU members are encouraged to further comment on the draft and improve its contents. More examples of the value of research intensive universities are warmly welcomed. The website is intended to capture the key outcomes of this initiative and serve as a resource to IARU universities.

Dr Wang Hui, NUS

### Website Write-up Demonstrating Value of Research-Intensive Universities

Research-intensive universities are among the best assets that a society can invest in because they are the key to ensure the future of a nation, especially in the increasingly vulnerable and unpredictable global environment when “bodies of knowledge” become rapidly outdated and irrelevant and the ability to adapt to rapid change and formulate new approaches is vital.

For decades, the IARU Universities and their partners have fostered excellence in research, education and service. Yet in most, or all, of our respective countries there is an increasing demand to justify the expenditure on research, education and universities generally in terms of economic benefit.

It is clear to us that research-intensive universities bring substantial economic benefit to society in multiple ways, direct and indirect. They also bring much more. Through their research, academics make new discoveries and create new understanding. These are essential for advancement and progress in almost any field of human endeavour. Through four main interconnected themes, IARU will discuss examples to demonstrate the value that research-intensive universities create.

- [Importance of Research](#)
- [Research-led education](#)
- [Exchange of knowledge](#)
- [Economic contributions](#)

For a non-exhaustive listing of related reports, please [click here](#).

[Next \(Research\) >>](#)

## **(1) Importance of Research**

Applied science dries up quickly unless we maintain  
the sources of discovery in pure science.

Former U.S. President Herbert Hoover (1954)

For IARU institutions, high-impact research – whether it is fundamental or applied – is an integral part of the university’s mission to advance the boundaries of knowledge and contribute to the betterment of society. Fundamental research is of value in its own right and can lead to transformative, early stage technology development. Also, through the dissemination of intellectual capital to the community by publication and the in-depth education of skilled graduates, value is created and expanded.

### **I. Research-intensive universities produce high impact research acknowledged nationally through publications and major awards (drop down)**

The research work undertaken at IARU institutions has received widespread recognition, at various levels from within their respective nations to the international stage, from within the academic community to the world beyond.

For instance, at ETH Zurich, a total of 21 Nobel laureates studied, taught or conducted research there; from Wilhelm Konrad Roentgen in 1901 to Kurt Wuethrich in 2002, while Cambridge academics have amassed 80 Nobel Prizes, more than any other university in the United Kingdom.

In Singapore, the National University of Singapore has 21 university-level research institutes and centers, and its primary research output has been recognized by Thomson Reuters as being in the top 1% for 18 out of the 22 fields that were surveyed.

Within the United States, the National Science Foundation (NSF) Young Investigators award was given out to outstanding young researchers in the fields of science and engineering, and the University of California, Berkeley has more NSF Young Investigators among its faculty than any other American university.

Beyond academia, initiatives such as Australian National University’s *Life in the Suburbs* project have also received various accolades. Based on the Lower Sullivans Creek Catchment Ecological survey, the project was highly commended in the ACT Sustainable Cities Awards and won the Westpac Landcare Education Awards for their efforts in environmental sustainability.

### **II. Discoveries significantly influences the progress of science and industry (drop down)**

Although applied research is often prioritized over basic research due to the resultant tangible outcomes, research innovations are not just a direct process. Discoveries have their own unique value chains that begin with strong foundational research, and ultimately unleash great value in several applications over time.

A well known example is the laser. Based on Max Planck’s work in 1900, Albert Einstein (an ETH Zurich alumnus) described the theory of stimulated emission in the paper “*On the Quantum Theory of Radiation*”, which is the first known principle of the laser, in 1917. However, engineers began to utilize this principle for practical purposes only in the late 1940s, and it was only in 1960 that Theodore H. Maiman operated the first functioning laser. Today, the laser is used in many applications, providing solutions vital for health care, consumer and business electronics and many other everyday uses.

Many other discoveries that changed the world as we know it have been born at an IARU university. Here are some examples:

- Electric motor and generator (1831) based on Hans Christian Ørsted’s discovery of electromagnetism, at University of Copenhagen, and subsequently Michael Faraday’s research on electro-magnetic induction, at University of Oxford
- Penicillin (discovered in 1928), based on work by Alexander Fleming and Howard Florey, at Oxford. Florey later served as Chancellor of Australian National University.

- Insulin (discovered in 1922), contributions towards production was established in Denmark by August Krogh, at University of Copenhagen
- DNA (double-helix model suggested in 1953), by James Watson and Francis Crick, at University of Cambridge
- Chinese Electronic Publishing System (project initiated in 1974, first generation in 1981) by Wang Xuan, at Peking University
- Plant biology and dealing with challenges of climate change and food security (2011) in Asia, at National University of Singapore
- And many more...

### III. Major advancement in sciences and technology are drawn from many other disciplines (*drop down*)

Research in the sciences and technology has traditionally received greater attention, again due to assumptions about practical worth, but the complex nature of research advances usually does not allow for any innovation to be tracked back to a single source, study or even discipline. Research frequently builds upon the new knowledge discovered by previous research works.

Lord Krebs, in his evidence to the House of Commons Innovation, Universities, Science and Skills Committee (2008-9), pointed to a study by Sir William Paten described in his book, “*Man and Mouse*”, in which ten key advances in cardiovascular medicine were traced back to about 600 papers from 400 different disciplines. Over 40% of them had nothing to do with cardiovascular medicine and many of them were not carried out in medical departments but in departments of chemistry, engineering, physics, botany, agriculture, zoology, etc.

Similar examples can be found at IARU institutions. For instance, the National University of Singapore is currently undertaking a research project “Biology of Decision Making under Risk”, a project combining the fields of psychology and economics, and involving methodology employed in the neurosciences, psychology, experimental economics and human genetics.

[Main](#) · [Next >>](#)

## **(2) Research-led education**

He who does not research has nothing to teach.

Anonymous

Contact with the best researchers promotes the development of critical thinking, judgment, analytical and entrepreneurial skills in graduates and undergraduates as they see how new knowledge is created. Since research-intensive universities tend to attract the best and brightest, powerful social networks of alumni are also created.

### **I. Direct contact with research and researchers will impart greater depth of knowledge to students** *(drop down)*

In a speech by Yale President, Richard Levin, on [Undergraduate Education and the Research University](#), he shared the many “special advantages” that come with education at a research-intensive university. Most notably, he highlighted the opportunities for students to be mentored by, and work alongside, leading professors in the fields of history, art, geology and evolutionary biology, among other areas, drawing directly from rich resources available at the university museums – Yale Art Gallery, Centre for British Art and Peabody Museum of Natural History. There are countless other examples of pioneering research and ground breaking solutions developed in laboratories by researchers who also mentor and teach.

Research-led education emphasizes how knowledge constantly grows and new discoveries are made, spurring students on to learn actively and through experience, rather than be passive recipients of existing knowledge. At Yale and many other research-universities, students follow professors on research trips, which will then be further analyzed at the university’s laboratories. The example cited was in a biology forest expedition, Yale students found organisms which effectively degrade plastic and are looking into their potential for practical use in the biodegradation of plastics.

### **II. Education through research delivers not only knowledge but also skills of questioning and inquiry** *(drop down)*

Research invigorates young minds with the fundamental skills of questioning and inquiry. A critical mind is key to conducting quality research, but the ability to view things from an analytical standpoint extends itself far beyond the immediate and even beyond academia.

The process of research involves multiple skill sets, from the ability to identify and ask important questions in the earliest phases of research, to analytical skills involved in examining and understanding the data derived, to drawing a conclusion based on the ‘bigger picture’. Eventually, a deeper understanding of the real-world significance of research findings is required in drawing up further studies and coming up with applications that build upon the knowledge created through such research.

The development of these skill sets ensures that the process of research delivers not just new knowledge, but also the ability to seek even higher learning and apply oneself beyond the immediate context. For instance, Dr Saravanan Kuppan at the National University of Singapore developed a novel-architected mesoporous titanium dioxide (TiO<sub>2</sub>) in his PhD thesis for the Department of Chemistry, and set about applying it in the area of environmental sustainability, through usage in lithium-ion batteries to aid in more efficient energy storage.

### **III. Research-led education produces high-quality graduates that are attractive to employers and organizations** *(drop down)*

Graduates of research-intensive universities are not just trained academic minds; they are assets to potential employers and the economy. The qualities that they pick up are prized by organizations and corporate entities, with such recognition manifesting itself in terms of employment, status and opportunities in life.

Here are some examples from IARU institutions: The average Cambridge graduate receives £4,100 more in Government teaching grant support than the average UK graduate but contributes a net present value (NPV) of

approximately £61,100 more in income tax during their working life. This additional teaching grant support produces a return on investment, measured in income tax paid, of approximately 13.9 times.

In 2008, a study by BusinessWeek.com placed Yale alumni at the top of the list in terms of midcareer salaries, with top earners from Yale bringing home US\$326,000 per annum, compared to a public university whose highest earners were paid US\$124,000 per annum. Starting salaries at Yale were also among the highest in the nation at US\$59,100 per annum.

#### **IV. Graduates of research-led education are community-minded and contribute positively to society** *(drop down)*

Beyond academics and economics, research-intensive universities seek to nurture well-rounded individuals with community-minded values, with an eye on giving back to society.

Environmental friendliness is a key objective of the Berkeley PowerSave Green Campus program - a student-driven effort towards sustainability. The program utilizes innovative methods such as energy-saving contests between residential halls (“Blackout Battles”), fraternity houses (“Green Cup”) and laboratories (“Shut the Sash”) to raise interest and awareness in combating environmental issues.

At the Yale School of Architecture, service to the community takes the form of The Vlock Building Project, which aids the community in New Haven through designing and building low-cost residences in the area. Every first-year architecture student participates in the project, with the resultant housing helping to provide home ownership and stability to the city.

More than 7,700 University of Cambridge students and staff take part in voluntary work, in which student societies take an active role, contributing the equivalent of £3m worth of time to help nearly half a million people annually.

[<< Previous](#) · [Main](#) · [Next >>](#)

### **(3) Exchange of knowledge**

Knowledge sharing and collaboration are a key foundation of research and development.

Jonathan Spira, founder of Basex

The spirit of inquiry and exploration prevalent in research-intensive universities attracts intellectually like-minded individuals and communities. This engenders exchange and collaboration, and often results in a virtuous cycle of more knowledge being exchanged and created. Research-intensive universities are also business entities, which attract high-tech/knowledge-based companies to cluster around them.

#### **I. An ecosystem of knowledge growing from several fronts (*drop down*)**

Knowledge never exists in isolation, and the discoveries made at research-intensive universities frequently pave the way for new research to emerge. Through collaborations, different individuals and organizations come together in an ecosystem of learning and knowledge, each adding its own value to the larger perspective and aiding in uncovering significant new knowledge, coming together to increase the flow of knowledge.

At IARU, the various institutes have come together to work on a series of research projects, drawing on the different strengths and expertise of the parties involved to attain even more knowledge on the relevant research topics. Two examples of such projects are the Ageing, Longevity and Health (ALH) initiative and the Sustainable Cities research project. The former leverages on the research done at respective IARU universities and integrates them in a multidisciplinary manner, so that various factors such as epidemiology and cultural traits can be taken into account in identifying biomarkers and planning interventions, while the latter combines interlinked sub-projects led by different IARU partners in order to derive a better, cross-disciplinary understanding of how to achieve sustainability in cities through a range of different approaches such as food flow, carbon use and land use.

For residents living near research-intensive universities, they are likely to have benefitted from such an ecosystem – whether they know it or not! For example we follow Jill, living in Berkeley, California on her morning run:



1. Gets up, and has a couple of Cutie Oranges (UC Riverside)
2. Plots her route on an internet map (UC Irvine, HTTP development)
3. Turns on her iPod (UCLA)
4. Heads to Fort Point National Park (UCB Alumnus, Horace Albright, Conservationist)
5. Runs on her repaired knee (UCSF Medical Centre)
6. Past the clean lakes maintained by UC San Diego, Clean Water Initiative

#### **II. Providing thought leadership, consultation and expertise for industry, government and society (*drop down*)**

Corporate organizations often rely on the foundational knowledge generated by research within universities for their own industrial advances. Likewise, government bodies and the society at large also draw upon the expertise of these institutes in strategic planning and policy-making. Key decisions can be made confidently based on the strength of such knowledge.

The University of Copenhagen, for instance, provided value to industry partners, increasing their productivity per employee by a yearly average of 6.5 %. The positive causal link to increasing productivity corresponds to an annual net gain of €7,000 per employee on the bottom line for each company as an effect of collaborating with

the university. On average, this corresponds to a yearly €2.43 million improvement of the bottom line of each industry partner, as the average company size is about 350 employees.

The University of Oxford employs a dedicated consultancy staff serving an international clientele. One such partnership was established in September 2007 with hedge fund provider Man Group, resulting in the set-up of the Oxford Man Institute of Quantitative Finance. The organization provides investment for the university, while the university provides research access and expertise to its partner.

### **III. Applicable research leading to patent/licensing/spin-off companies (*drop down*)**

Building on foundational knowledge gained through basic research in research-intensive universities, applied research can be conducted with an eye on economic benefits. Many innovations have resulted from such research work, leading to new corporate entities that function on bringing the applications and associated benefits of research to the world at large.

At the University of Cambridge, more than 50 companies have spun-out directly, with the university investing in internal organizations and policies designed to manage intellectual property, generate contracts, and support licensing and spin-outs.

Within the University of Oxford, commercialization of intellectual property is undertaken through ISIS Innovation, which has established 50 spin-out companies over the last five years.

With ETH Zurich, 130 spin-off companies have annual revenues of approximately CHF 250 million, and to date have created close to 1500 direct and indirect jobs and generated annual personal and corporate income tax revenues to local and federal government of an estimated CHF 18 million per annum. Non-directly quantifiable benefits include the formation of innovation clusters and the attraction of highly qualified students and faculty to ETH. ETH Zurich spin-offs also have significantly higher survival rates, create more jobs, attract more venture capital (VC) and Angel investments and provide higher returns on equity than the average of all Swiss start-up companies created over a similar time period.

[<< Previous](#) · [Main](#) · [Next >>](#)

#### **(4) Economic contributions**

Advances in knowledge and technology drove more than half of U.S. economic growth during the first half of the 20th century.

Robert Solow, Nobel Prize-winning economist

Fundamental research is the seedcorn in the innovation ecosystem which generates wealth for industry and society and constitutes a pool of ideas and technologies and educated manpower that can be drawn on by business, government and society to develop novel approaches to problems and deliver other benefits.

##### ***I. Economic output/revenue generated by universities and their collaborations (drop down)***

Beyond education and research, universities generated significant economic value, with outputs often rivaling that of large private corporations. For instance, in 2005/06 alone, UC Berkeley generated revenues of US\$1.4 billion.

Not only do research-intensive universities generate economic value for themselves, they also do so through their associations with external organizations. Many companies actively seek out the institutes for their research knowledge and expertise, with clusters often forming around them in the model of Route 128 and Silicon Valley.

- The Cambridge Phenomenon has been recognized in the ‘Library House Cambridge Cluster Report’ as involving 893 companies and generating £3.4Bn in revenues, with more than 27,000 direct employees.
- In California, one in every three biotech companies count Berkeley scientists among their founders, including Chiron, Exelixis, Tularik and Renovis, and 85% of them employ UCB alumni.
- Companies entering into partnerships with the University of Copenhagen experience a yearly average increase in productivity per employee of 6.5%.

In addition, universities attract inward investment for their economies, thus increasing revenue for their home states.

- In California, 85% of research dollars originate from outside the state but are expended within it, representing additional revenue for the Californian economy. More than 71% of UC Berkeley’s revenue originated from outside the Bay Area.
- Cambridge and its associated firms attracted more than 20% of the venture capital invested in the United Kingdom. Some examples of investment attracted included Microsoft Research Cambridge, Microsoft Corporation’s first research laboratory outside the United States, as well as Genzyme Plc, which has invested US\$50 million in their manufacturing facility close to Cambridge.

##### ***II. Fiscal contributions in terms of direct spending and employment (drop down)***

From an indirect perspective, IARU universities also contributed to the economy in terms of their own spending. Research-intensive universities tend to be large organizations that take up a key role within the economy of their locale.

- At UC Berkeley, more than US\$401 million was spent on goods and services in 2005/06, with about US\$31 million going to vendors in the city of Berkeley. Approximately US\$144 million was spent on capital projects, while student expenditure in the Bay Area totaled about US\$395 million. Direct spending by the university in the Bay Area was over US\$1 billion and generated another \$464 million in spending and an additional 9,200 jobs for Bay Area residents. The campus also attracts about 1 million visitors each year, who contributed at least \$30 million annually to the local economy.
- Yale leased space at 300 George Street, One Long Wharf, and other locations and payments for property taxes in its leases total more than US\$500,000. The Yale University Homebuyer Program strengthened the

tax base and has committed \$18.5 million to assist 783 employees buy homes with a total value over \$121 million. The overall economic impact of Yale University, including payroll over \$300 million to New Haven residents, further adds to the City's fiscal health.

The large scale hiring practices of IARU institutes also created numerous job opportunities for society at large, helping to boost the economy through job creation. The universities are businesses of significant proportions in their own right, and serve as sizeable employers locally.

- The University of Cambridge is one of the largest employers in the East of England region, directly employing more than 11,700 people in 2004. When indirect employment is included, the number swells to 77,000.
- In 2005/06, UC Berkeley had a payroll of almost US\$808 million, including almost US\$314 million to employees living within the city. The university is the largest employer in the city, as well as in Alameda and Contra Costa Counties, employing more people than the city's next nine largest employers combined.

[<< Previous](#) · [Main](#) · [Next >>](#)

## **Listing of related value demonstration reports**

### **Value of Research Intensive Universities Reports**

*Note: we require the assistance of institutions to provide the links to share on the website*

- Cambridge
- Berkeley
- Yale
- (...)

### **University alliances on the topic of demonstrating value**

- **Association of American Universities (AAU)**  
*Universities of California, Berkeley and Yale are members*
  - [Reassessing the Value of Research Universities](#) (2009). Robert Berdahl, President of the Association of American Universities poses some questions to consider from a national perspective.
- **League of European Research-Intensive Universities (LERU)**  
*Universities of Cambridge and Oxford are members*
  - [LERU Statement: Economic growth will come from Europe's research universities](#) (2012)
  - [Publication: Research universities and research assessment](#) (2012)
- **Russell Group**  
*Universities of Cambridge and Oxford are members*
  - [The economic impact of research conducted in Russell Group universities](#) (2010)
  - [Realizing Opportunities](#) (2011)

### **Related articles**

- Interview: [The future of research universities. Is the model of research-intensive universities still valid at the beginning of the twenty-first century?](#) (2007)
- [The Advantage of the Research-Intensive University: The University of the 21st Century](#) (2008) by Stanford President Gerhard Casper explains the “non-secret of Stanford’s productive relationship with Silicon Valley”

[<< Previous](#) · [Main](#)



## SESSION 8 : GLOBAL EDUCATION INITIATIVES

---

- Global Summer Program / GSP (IARU Secretariat)
- Global Internship Program / GIP (NUS, Yale & Todai)
- Global Cross Disciplinary Program / GXT (NUS)
- Graduate Student Conference / GSC (NUS)





## Global Summer Program

<b>Reporting:</b>	IARU Secretariat
<b>Leads:</b>	IARU GSP Coordinators

<b>Document type:</b>	√	Progress update
	√	Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested

<b>Funding provided to date:</b>	<p>USD 10,280 GSP Meeting, Copenhagen, Sept '11          USD7,018 GSP Meeting, Oxford, Sept '10          USD10,200 GSP Meeting, Oxford, Sept '09          USD3,500 GSP Meeting, Antwerp Sept'08          USD2,500 GSP Workshop, Cambridge Feb'08          Up to USD10,000 GSP Meeting, Beijing, Sept '12          Up to USD10,000 GSP Meeting, ETH Zurich, Sept '13</p> <p>USD75,000 grant, 2011          USD100,000 grant, 2010          USD600,000 grant (total) from Santander, for 2012, 2013, 2014</p>
<b>Funding requested:</b>	N/A

### Previous recommendations:

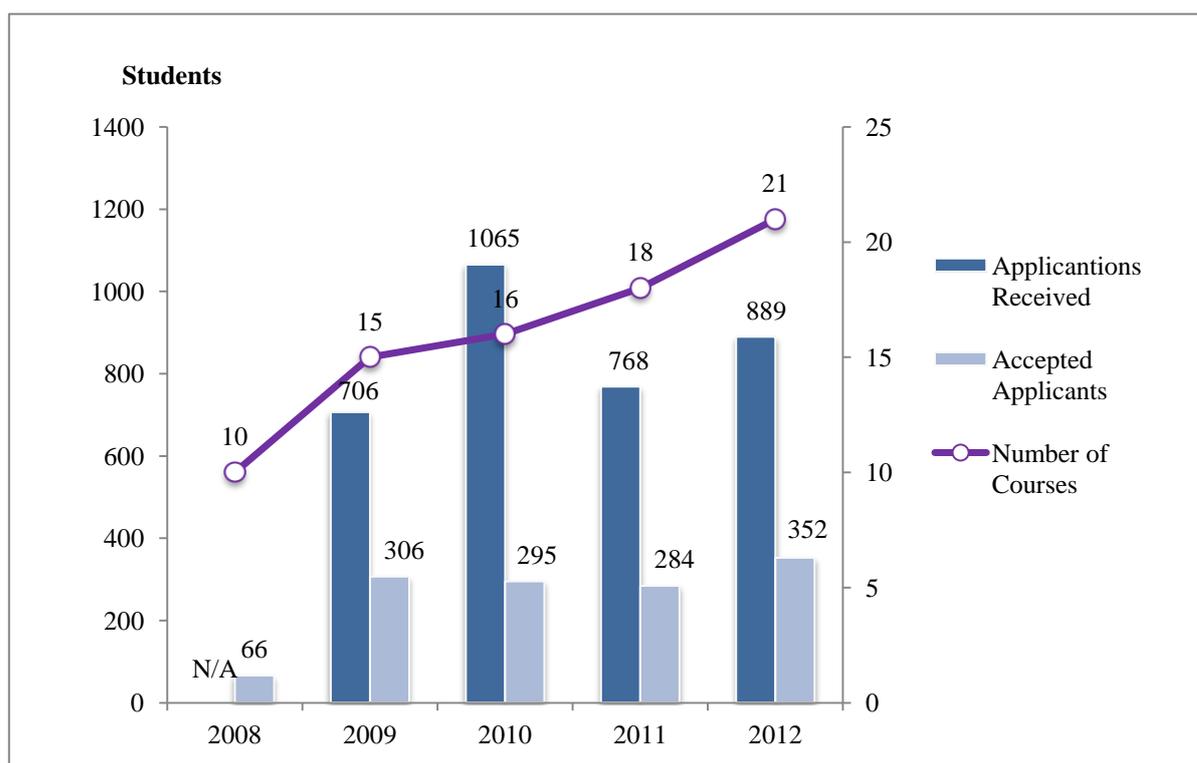
Presidents' Meeting (April 2012)	Members noted the progress of the Global Summer Program.
Senior Officers' Meeting (October 2011)	<p>For 2012, partners have proposed 19 courses for Senior Officers' consideration. Five of the submitted courses by ANU, NUS, ETH Zurich, Todai and Yale are all sustainability themed. While some were concerned if this may limit the breadth of offerings in GSP and affect application numbers received for each course, others were enthusiastic that there would be a suite of Sustainability themed offerings for students to choose from. Partners agreed that GSP should trial run the suite of Sustainability courses as they are and evaluate the outcome at the next GSP Coordinators' Meeting.</p> <p>The Chair had approached Santander's Chairman Mr Emilio Botin requesting funding support for the GSP. The fund will be called the IARU-Santander Scholarship, specifically for the purpose of student mobility. Santander was considering this but the indications were favorable. This agreement would be regarded separately from the existing agreements some partners have with Santander. The chair sought partners' agreement to proceed, and all present agreed.</p>

## Global Summer Program

### Overview

The 2012 IARU Global Summer Program (GSP) enjoyed another successful season - its fifth since 2008. All ten member institutions conducted a total of 21 courses this year, three more than last year. Course durations ranged from 12 days to 40 days with the first course commencing in early June and the last course ending in late August (refer to Annex A for more details).

Interest in this program continues to grow steadily and the number of applicants has increased from 768 last year to 889 this year. 352 participants from across all ten institutions added to and benefitted from the richness and diversity of this year's program compared to 284 participants last year. The graph below illustrates the strong and steady growth of this program over the last five years.



### IARU-Santander GSP Scholarship

This program received a welcomed 'shot in the arm' at the 2012 IARU Presidents' Meeting held at the University of Copenhagen in April. Banco Santander signed an agreement with IARU to provide US\$200,000 annually in scholarships to support this program for three years starting in 2012. The annual amount will be distributed equally to each member institution to support student mobility.

A total of 127 students from across the ten universities benefitted from the IARU-Santander GSP Scholarship this year, receiving between US\$1,000-2,000 each.

## **2012 Post-Course Survey Feedback**

About half of the total participants (182 out of 352) responded to the post-course survey. The majority of respondents indicated that the GSP provided them a good and positive experience (95.5%), was academically rigorous (80.22%) and lived up to the stated principles of the program (86.4%). Majority of the participants (86.81%) indicated that they enjoyed and benefitted from the rich diversity of students in each class (refer to Annex B for more details). This particular feedback has been consistently received over the past few years and is indeed the key differentiator or competitive advantage of the IARU Global Summer Program – this point will be further discussed later in this report.

Three areas require continuing work and attention; pre-course logistics and administration (63.74%), awareness of IARU (63.74%) and distinctiveness from other summer programs (52.94%). In terms of pre-course information, several participants indicated that they would have preferred to have the pre-reading lists earlier. GSP coordinators have agreed to inform students when these would be available and provide them once they were available on the website. Student visas which posed some challenges last year have been largely solved. Only three students encountered such problems this year. At the 2012 GSP Working Committee Meeting, GSP coordinators recognized that the awareness of IARU was not something that the program could solve on its own and agreed to do what could be done within the program to improve this aspect. An area that registered a sharp drop this year was the level of distinctiveness of the program (from 84.0% last year to about 53% this year). Some coordinators have attributed this to the increasing options of summer courses/programs becoming available to students. GSP coordinators will be working with their Faculty colleagues to see how this might be addressed.

## **2008 – 2010 GSP Alumni Feedback**

Besides the 2012 post-course survey, another survey was conducted to obtain feedback from participants of the first three GSP course runs, i.e., from 2008 to 2010. The key purpose of this survey was to determine how the GSP might have been beneficial to them. Of the 667 students who attended the GSP from 2008-2010, 122 (18.3%) responded to the survey. Although the response rate was low, the majority of respondents (99.2%) indicated that the GSP was a good experience for them. 91% agreed that the GSP helped young people to develop skills that were helpful in a cross-cultural setting. One of the most encouraging findings was that almost 90% of those who responded indicated that they kept in touch with each other on Facebook, Skype or MSN regularly (please refer to Annex C for more details). This last finding clearly demonstrates that the GSP does enable our participating students to develop ties and networks with peers from all IARU institutions which extend beyond the course duration.

## **Further Developing the GSP**

At the 2012 GSP Working Committee Meeting, GSP coordinators discussed how the GSP might be further developed:

- **Faculty Team teaching**  
Building on a strong existing network, universities are invited to discuss areas of overlap, course design, teaching methods, collaborative activities (e.g. web based teaching) and sharing of resources. Based on 2012 courses, there are two possible groups:
  - Aging – Copenhagen and Beida
  - Sustainability – ANU, ETH, NUS, Todai and Yale
  
- **Regional GSP Hubs / Institutes**  
One consideration is to set up regional GSP hubs or institutes, featuring thematic courses, team teaching and comparative studies. These hubs should aim for a larger pool of students (about 100 each) to make an impact, with courses for graduate students. Not to lose existing momentum and the faculty commitment invested in the ongoing GSP programs, the hub initiative will be an addition, and not a replacement of what GSP currently offers. Several partners indicated interest in working together to pilot such an initiative in 2014.

- GSP Conference  
Another idea is a conference, as a finale event after GSP has concluded. Participants can join the conference either in person or virtually, to discuss important but often overlooked topics such as research skills, ethics, research process and methodology. Students can present posters of what they have done on GSP, to be shared with fellow GSP members as well as the broader IARU student community. As an extension of alumni building, former GSP participants can be invited to the conference.
- GSP to tie-in with Global Education Initiatives (GEI)  
As IARU's flagship program, GSP can be more closely linked to GEI activities. For example, choosing GSP course themes and results generated from the course to feed into the Graduate Student Conference (GSC).
- Post-GSP Component: Research week, Internships, Service Learning  
As GSP is a targeted course for top students from IARU institutions, coordinators may wish to extend learning opportunities for a handful of students. Yale pilot its research week – no classes were held on the final week and students had access to libraries and the GSP teaching coordinator to work on their final paper.

Internships at research labs or service learning programs may be a natural extension immediately after their GSP stint. Hosting institutions can offer these opportunities either by publicizing online or directly to students based on their submitted applications.

GSP Coordinators will explore these topics at the next GSP meeting, and work out the mechanics, including seeking funding from Santander or centrally from IARU.

## Summary

The IARU Global Summer Program has developed into a strong program. 2013 marks the sixth year of this program. All ten partner institutions are committed to the growth and success of the GSP, and have agreed to the preparation timeline for the 2013 GSP outlined in Annex E. The tentative list of courses that will be offered in the 2013 GSP may be found in Annex F.

The next GSP Working Committee Meeting will be held at ETH Zurich on 9 – 10 September 2013. With the handing over of the IARU Secretariat to ETH Zurich on 1 July 2013, the chairmanship of the next meeting will be provided by ETH Zurich.

### **Annexes:**

- A** – Overview/Snapshot of the 2012 Global Summer Program
- B** – 2012 Post-Course Survey Results and Findings\*
- C** – 2008-2010 GSP Alumni Survey Results and Findings\*
- D** – 2012 GSP Working Committee Meeting Outcomes
- E** – Preparation Timeline for 2013 GSP
- F** – GSP2013: List of Courses and Course Description

\*available in the restricted access webpage

**Annex A –GSP Overview/Snapshot**  
**GSP 2012 course duration and finances**

Host University	GSP Course	Dates	Length (days)	Tuition Fee USD	Lodging (Field trip)	Financial Support USD (in-coming)	Financial Support USD (out-going)
ANU	Long-term Biodiversity & Climate Change in Asia-Pacific	2 Jul – 20 Jul	19	Waived for IARU	\$800 (\$900)	Tuition fees waived	Travel grants provided to fully cover remaining tuition fees, accommodation and field trips.
	International Environmental Policy	3 Jul – 20 Jul	18		\$1,100 (\$600)		
ETH Zurich	Eating Tomorrow - Rethinking the World Food System	1 Jul – 20 Jul	20	\$500 *After subsidy		Subsidy for students tuition and accommodation	\$3,900 (total)
NUS	Southeast Asia in Context	18 Jun – 20 Jul	33	\$4,200	\$600 (\$1,200)	50% subsidy of field trip costs	Travel grants of \$800 (to US/Europe) and \$600 (to Asia/Australia)
	Asia Now 1 - Southeast Asian Cosmopolitan Urbanism	25 Jun – 13 Jul	21	Waived for IARU	\$500 (\$100)	Full subsidy of field trip costs and 50% of accommodation	
	Asia Now 2 - Sustainable Urbanism in Asia	25 Jun – 13 Jul	21				
Beida	Population Aging and Health	2 Jul – 27 Jul	26	\$1,600	\$400	N/A	\$3,200 (total)
	Local Traditions and Chinese Society	2 Jul – 27 Jul	26				
Berkeley	Summer Peace Institute	4 Jun - 13 Jul	40	\$5,000		N/A	Travel grants available
	Islam 2.0: Media & the Re-shaping of Muslim Identity in the 21st Century	2 July – 10 Aug	40	\$2,800	\$2,200	\$9,000 (total)	
Cambridge	Shaping the World: Understanding the Past, Predicting the Future	8 Jul – 4 Aug	28	\$2,800	\$2,500	N/A	N/A
Copenhagen	Kierkegaard: The Individual in the Global Society	4 Jul – 27 Jul	24	Waived for IARU	\$600 to \$800	Tuition fees waived	\$900 travel grant per student
	Security: Theories, Practices and Dilemmas of Widening the Concept	13 Aug – 24 Aug	12				
	Interdisciplinary Aspects of Healthy Aging	5 Jul – 23 Jul	19				
Oxford	Global Challenges of the 21 <sup>st</sup> Century	25 Jun – 20 Jul	26	\$1,600	\$2,200	\$28,000 (total)	\$24,000 (total)
Todai	Introduction to the Japanese Language	2 Jul – 13 Jul	12	\$400	\$1,400	-	Travel grants of \$1,000 (<1 month) and \$2,000 (>1 month)
	Sustainable Urban Management	2 Jul – 13 Jul	12	\$300	\$1,400	\$8,200 (total)	
	Japan in Today's World	12 Jul – 27 Jul	16	\$400	\$2,300	\$14,300 (total)	
	Nanoscience	12 Jul – 26 Jul	15	\$300	\$1,800	\$16,300 (total)	
Yale	Topics in International Economics	2 Jul – 10 Aug	40	\$1,575*	\$1,488*	\$44,500 (total)	\$20,000 (total)
	Sustainability and Institutions	2 Jul – 10 Aug	40	*after scholarship for 50 % of tuition fee & Santander scholarship for 50% of the room and board fee		\$47,500 (total)	Santander-Yale scholarships and travel grants available

**Notes:** Currency is rounded to the nearest hundred and in USD value

All universities have distributed the IARU-Santander scholarships to their own students, as advised. With the exception of Cambridge, who does not have sufficient out-going students this year.

## I. GSP 2012 participant breakdown

Host University	GSP Course	ANU	ETH Zurich	NUS	Beida	Berkeley	Cambridge	Copenhagen	Oxford	Today	Yale	Total participants	Total participants (not inc host)	Other institutions
ANU	Long-term Biodiversity & Climate Change in Asia-Pacific	1	-	2	1	1	-	1	1	-	-	7	6	-
	International Environmental Policy	1	-	1	2	-	-	-	-	2	-	6	5	-
ETH Zurich	Eating Tomorrow - Rethinking the World Food System	2	11	-	-	-	-	1	2	1	-	17	6	18
NUS	Southeast Asia in Context	2	-	16	1	1	-	10	1	-	9	40	24	10
	Asia Now 1 - Southeast Asian Cosmopolitan Urbanism	2	-	1	3	-	-	1	-	2	1	10	9	1
	Asia Now 2 - Sustainable Urbanism in Asia	2	1	5	3	1	-	1	-	1	-	14	9	2
Beida	Population Aging and Health	2	-	3	-	-	-	1	2	3	-	11	11	-
	Local Traditions and Chinese Society	4	-	3	-	-	-	3	3	3	1	17	17	-
Berkeley	Summer Peace Institute	2	1	-	-	21	-	3	-	3	1	31	10	9
	Islam 2.0: Media & the Re-shaping of Muslim Identity in the 21st Century	2	-	1	2	1	-	3	-	1	-	10	9	-
Cambridge	Shaping the World: Understanding the Past, Predicting the Future	2	-	2	1	3	-	3	-	2	1	14	14	-
Copenhagen	Kierkegaard: The Individual in the Global Society	2	-	1	1	1	-	10	2	6	3	26	16	6
	Security: Theories, Practices and Dilemmas of Widening the Concept	2	2	3	1	-	-	6	1	5	2	22	16	1
	Interdisciplinary Aspects of Healthy Aging	2	-	1	5	-	-	6	-	5	-	19	13	-
Oxford	Global Challenges of the 21 <sup>st</sup> Century	2	1	3	2	3	-	2	-	2	-	15	15	-
Today	Introduction to the Japanese Language	4#	1#	1#	1#	2#	-	1#	1#	-	-	11#	11#	-
	Sustainable Urban Management	2	-	3	1	1	-	-	-	22	1	30	8	-
	Japan in Today's World	2	1	2	1	1	-	1	2	18	1	29	11	-
	Nanoscience	2	1	2	2	1	1	2	1	2	2	16	14	-
Yale	Topics in International Economics	2	1	3	2	-	1	3	1	1	1	15	14	-
	Sustainability and Institutions	2	2	2	2	1	-	2	-	4	1	16	15	-
<b>Total participants</b>		40	21	54	30	36	2	59	16	83	24	365*	242	47
Total GSP participation abroad (excluding host university GSP course)		38	10	32	30	14	2	37	16	41	22	242		

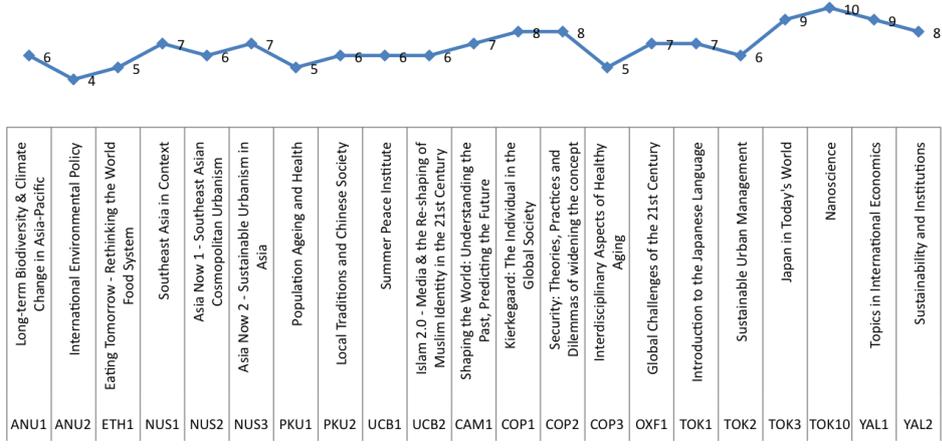
**Note:** As there were 13 students taking multiple courses, the actual number of students taking the course is 352. Students on Introduction to Japanese Language are not included in the final tally as it is a supplementary course.

## Annex D – 2012 GSP Working Committee Meeting Outcomes

Meeting Outcomes	Action by
<p>Mr Bernard Toh (Secretariat) welcomed everyone to the 2012 GSP Working Committee Meeting and thanked Peking University for hosting the meeting this year.</p> <p>Dr Xia Hongwei (Beida) added warm words of welcome, saying that it was an invaluable opportunity for members to meet face to face, in addition to the on-going email interactions prior to this meeting.</p> <p>Mr Toh informed the meeting that the chair of IARU will be taken up by ETH Zurich’s President, Prof Ralph Eichler with effect from 2 January 2013. The IARU Secretariat will be officially taken over by ETH Zurich on 1 July 2013 and Mr Anders Hagstroem (ETH Zurich) will head the new secretariat.</p>	
<p><b>Session 1: GSP 2012</b></p>	
<p><u>Course reports</u></p> <p>GSP Coordinators presented an overview of courses offered at their institutions. Overall, GSP had another very successful season. Highlights and/or concerns included:</p> <ul style="list-style-type: none"> <li>• <b>ANU:</b> The differentiating factor for ANU’s course was its field trips to Kiola and Cairns. Sending universities commented that students found the field trips to be the highlight of their experience, closely complementing what they have learnt in the classrooms.</li> <li>• <b>ETH:</b> Eating Tomorrow offered an opportunity to work with actual case studies. It also provided training of soft skills and the opportunity to draft scientific reports.</li> <li>• <b>NUS:</b> All three courses used Facebook actively to communicate with students and share readings, knowledge and online links. There is a constant need to manage students’ expectations, as feedback showed that some students found the courses too intensive, but others felt that they were not rigorous enough.</li> <li>• <b>Beida:</b> Six students withdrew from PKU1 and PKU2 courses due to other commitments at their home institutions. Beida commented they had two groups of students enrolled in PKU2 (GSP in addition to an ongoing summer school), and the comments were on each extreme end from the different groups, based on their expectations. Moving forward, PKU will study how to adjust the course syllabus to cater to the participants’ background and requirements.</li> <li>• <b>Berkeley:</b> Its Media course had a very attractive web design component. Many participants found this to be a useful skill, adding that this would be helpful in their job applications, eventually.</li> <li>• <b>Copenhagen:</b> This year, Copenhagen welcomed more local students to COP1, 2 and 3, and found that they were highly effective as local guides and mentors.</li> <li>• <b>Yale:</b> Following its successful economics course, Yale set up a second course in Sustainability. To do so without stretching its budget, Yale offered half, rather than full subsidy to in-coming students. Yale also introduced a research component this year, where students have a week to work on their papers while utilizing library resources from Yale, as well as guidance from the course instructor. The research week ended with a poster session – a first-time experience for many of the students.</li> </ul> <p>As the GSP coordinators from Cambridge, Oxford and Todai were not present at the meeting, their reports were taken as read.</p>	
<p><u>GSP Snapshot</u></p> <p>A total of 21 courses (including Introduction to the Japanese Language) were conducted this year. 889 applications were received compared to 768 last year. The level of participation was also at its highest, with 352 students.</p>	

**Diversity of Student representation and participation**

The following is an overview of the representation rate:



Today's 'Nanoscience' course was the only program that attracted full participation from all ten institutions. GSP coordinators observed that Nanoscience filled a gap not available at most home institution, and is a strong, repeat course since 2008. Hence students found this course attractive.

Coordinators acknowledged that even though most courses did not have participation from all ten, students still benefitted from the diversity available, which averaged between six to seven institutions per course. Participants on courses that had a poorer level of representation expressed disappointment. The meeting agreed that student expectations have to be managed at the pre-departure and arrival stages.

ANU, NUS and Berkeley appealed for more students for their courses, highlighting that it will not be viable to continue running these courses if numbers continue to be around 10 – 15 students from sending universities.

All to note

The meeting noted that Oxford would keep its course size to 15 students. Except for ETH Zurich and Today who would like to keep its course size small, all other coordinators are encouraged to send and receive the maximum number of students to achieve about 30 participants per course.

All to note

**Post Course Survey Analysis (2012)**

Dr Xia and his team prepared an analysis for this year's post-course survey. The following observations were made:

- Response rate was 49.9% compared to last year's rate of 88.1%. CAM1 (92.9%), YALE2 (87.5%) and COP3 (84.2%) scored the highest. Courses with a high response rate also received high scores – i.e. above 4.00 – for Q3) depth and breadth of topic, Q5) student diversity, and Q8) instructor quality. Dr Xia suggested that these may have the strongest positive influences on participants, compelling students to respond to the survey.  
*Note: scores are based on a maximum of 5.00*
- In terms of Q1) academic rigor, YALE1 (4.67), UCB2 (4.50) and ANU2 (4.50) scored the highest
- Areas for improvement are Q2) pre-departure information (3.69) and Q7) differentiating factor from other summer courses (3.66). Pre-departure information quality continues to be an area of weakness every year. The differentiating factor for GSP dropped significantly from 84.0% last year to 52.94% this year.

<ul style="list-style-type: none"> <li>• Ranked in descending order, Q11) the motivational reasons for students to select GSP courses are: Content (4.54), Reputation (4.09), Geographical location (4.05) and Cost (3.77)</li> <li>• All students either strongly agree or agree that the content of a GSP course is a key consideration.</li> <li>• Students from Cambridge (4.50), NUS (4.19) and Todai (4.11) were most cost sensitive. Students from ANU (2.75), ETH Zurich (3.25) and Yale (3.27) were least cost sensitive.</li> <li>• All courses fared well in terms of Q10) fulfillment of GSP principles. Ranked in descending order, they are: Work with outstanding peers (4.48), Live and learn intensively (4.43), Learn about research (4.18) and Tackle major 21<sup>st</sup> century issues (4.11).</li> <li>• Students highly rated Q12) their overall experience on GSP (4.71) and how Q14) GSP has a positive impact on their future career/academic goals (4.29).</li> <li>• However, students continue to have a low Q13) affiliation to the broader IARU network (3.80). Dr Xia suggested that coordinators should individually look into strengthening areas that show a correlation with low affiliation, such as through Q5) classroom discussion opportunities and Q2) pre-departure information.</li> </ul>	
<p><u>Further suggestions</u>  Suggestions for further improvement of the GSP include positioning courses which have been long established and have performed well as “star courses”.</p> <p>Participants have requested for a GSP alumni network. In addition to the current measures of establishing a Facebook page and the 2008 – 2010 alumni survey, coordinators may wish to consider enlisting past participants as ambassadors if they have not yet done so, and arranging a networking session between local alumni and the host university at GSP Working Committee Meetings.</p>	All to note
<p><u>Survey response rate</u>  To increase participation response, Dr Xia suggested that GSP coordinators may wish to consider mandating responses as a condition for completion of course or to receive the GSP certificate.</p> <p>Berkeley, ETH and Todai did not include local students when sending out the survey, as it was not clear from the survey questions asked if it were only for GSP course participants from IARU institutions, or for all participants. The meeting discussed and agreed that all participants will be required to complete the post-course survey. The secretariat will review and reorganize the survey questions, and add a qualifier that non-IARU students need not respond to questions that do not apply.</p> <p>The coordinators acknowledged that there was probably survey fatigue (typically, students complete three surveys; one each from the Secretariat, home and hosting institutions), and agreed to keep the surveys short, and avoid duplicating questions.</p> <p>Dr Angelika Wittek (ETH) and Mrs Kathy Truptec (Yale) shared that they required their students to write reports and these have provided more insightful comments than the survey findings.</p>	All to note; Secretariat  All to note  Secretariat
<p><b>Participant Survey Analysis (2008 – 2010)</b></p>	
<p>The Secretariat and GSP coordinators conducted a survey for past participants from 2008, 2009 and 2010 to get an indication of how much impact a short course like GSP had on participants, and how the GSP fared overall.</p> <p>From a pool of 667 participants, the response rate was 18.3%, or 122 respondents. Although the response rate was quite low, it gave some useful feedback on how GSP had fared overall.</p>	

<p>The meeting agreed for the next GSP Alumni Survey to be conducted in 2014 for the 2011, 2012 and 2013 batches. GSP coordinators agreed to maintain better records of students' emails including secondary emails in the hope of achieving a better response rate.</p>	
<p>Although the results were not too disparate from other GSP surveys conducted, highlights include:</p> <ul style="list-style-type: none"> <li>• All but one (99.2%) responded positively that GSP was a good experience. The only other response was "neutral"</li> <li>• Some GSP principles fared better than others. 'Tackle major 21<sup>st</sup> century challenges' and 'Learn about research from top professors' scored between 70 – 79%</li> <li>• Impact of a short term program like GSP can be seen in the following ways: <ul style="list-style-type: none"> <li>- Two thirds responded positively that GSP has given them direction towards their future study, and or career goals;</li> <li>- Half responded positively that they were inspired, or continue to be inspired, to promote or develop ideas related to 21<sup>st</sup> century</li> </ul> </li> <li>• 9 in 10 respondents kept in touch with each other through Facebook, email, regular Skype sessions, etc. In their written responses, there were many examples cited about visiting each other, and leveraging on each other's network for more information about graduate studies. One student managed to secure an internship opportunity abroad with the help of a GSP contact.</li> </ul>	
<p>Although surveys are just one indication, the GSP coordinators acknowledged that these are strong results, and have asked for copies of both the 2012 and 2008 - 2010 survey reports to share with their faculty colleagues.</p>	Secretariat
<p><b>Session 2: Course Administration and Logistics – Troubleshooting</b></p>	
<p><u>Pre-departure information</u></p> <p>This is an ongoing issue for the GSP. The challenge is to provide relevant and adequate information in a timely manner. In many situations, failed visa applications were because students applied too late or did not read instructions carefully. GSP coordinators agreed not to wait until the final week to send out course materials. Coordinators recognize the enthusiasm of students wanting information, such as reading lists and other requirements, as early as possible when accepted but shared the challenges of furnishing such information earlier as many faculty members are on summer vacations during this time of the year.</p> <p>The meeting agreed that pre-departure information is the responsibility of hosting institutions. Yale and ANU fared well in this aspect. Mrs Kathy Trputec shared Yale's approach; setting clear expectations for when information will be released, emails are to the point and specific (e.g. one email for visa application), on a regular basis, and with short but manageable deadlines so students do not put off the task and eventually miss the deadline.</p>	
<p>Yale, NUS and Berkeley commented that Facebook was a very useful way to communicate with students at the pre-departure stage as well as when the course was in progress. By setting up a Facebook page, coordinators and Faculty were able to post their responses to the group, and they found that students were also assisting each other. However, for students not active on Facebook it is necessary to continue to send out critical information via email. Through Facebook interactions, students also developed rapport and bonding even before arriving for their GSP course.</p> <p>Coordinators discussed and cautioned against too much pre-reading materials, as some universities are in the midst of examinations and it would be unfair to expect these students to do so much preparations before attending the GSP. The meeting agreed that pre-course reading and preparations will be kept to the necessary minimum.</p>	

<p><u>Language skills / requirements</u></p> <p>The meeting agreed that course pre-requisites, expectations and specific requirements, especially for specialized courses, will be clearly stated in the course application literature.</p> <p>The subject of English language proficiency was again discussed. It was acknowledged that a good score in a written test (such as TOEFL) does not necessarily mean that the person will have equivalent verbal communication skills. After some deliberation, it was agreed that sending institutions should consider English language proficiency when nominating students, and would have done their best to ensure that students had adequate English skills.</p> <p>While a high level of English proficiency (both spoken and written) was desirable, it is a real world situation that our students will encounter people with varying levels of English proficiency. Coordinators noted that the language concern came more from course participants rather than faculty. Students should be briefed about language diversities at the point of acceptance by sending universities and upon arrival by hosting universities, to set student expectations at the right level from the onset.</p>	<p>All to note</p> <p>All to note</p> <p>All to note</p>
<p><u>Additional application material</u></p> <p>The meeting agreed to include a list of additional application material, contact hours and credit equivalent (to be compiled only at the point of nomination) on the IARU website.</p>	<p>The Secretariat</p>
<p><u>Course Withdrawals</u></p> <p>Coordinators observed that there were an increasing number of withdrawals with no valid reasons. The meeting agreed to act to eliminate such behaviors as it consumes resources of hosting universities, as well as denies other students of a place on the GSP.</p> <p>ANU shared that they are looking into applying monetary sanctions for withdrawals, non-completions or failing the program, requiring out-going ANU students' to pay a full refund of any non-refundable monies that have already been paid on their behalf by the University. ANU is currently in discussion with its legal office. Beida shared that it has a "blacklist" for students who withdraw without a valid reason. Other institutions do not have any measures in place to deal with such withdrawals and agreed to look into this.</p>	<p>All to note</p>
<p><u>Course Credits</u></p> <p>The meeting discussed and agreed that the awarding of credits is something for the sending university to decide based on credit equivalent recommendations by the hosting university. There were different models for the award of credit – Yale requires a minimum of four weeks before credits can be awarded, others award based on equivalent credits, and yet others award the same number of credits for any GSP course.</p>	
<p><b>Session 3: Course Quality and Academic Rigor</b></p>	
<p>Prof Khatharya Um (Berkeley) and Prof William Whobrey (Yale) led two discussion groups via email discussions on the topic of academic rigor.</p> <p>The groups acknowledged that academic rigor scored well in the survey (80.22% of students responded positively). However, the definition of academic rigor is unclear. Setting out to define possible components:</p> <ul style="list-style-type: none"> <li>• Coordinators recognized that GSP needed to be more than heavy readings and multiple assignments.</li> <li>• High quality of discussions and interactions lend to academic rigor. There should be sufficient time and facilitation to enable interactions with peers and with faculty, strengthening the GSP principle of living and learning intensively at a foreign university.</li> <li>• Student selection is crucial for diversity of backgrounds and disciplines. The challenge is in constituting a group of course participants from a diverse range of disciplines and at the same time ensure sufficient level of academic depth.</li> </ul>	

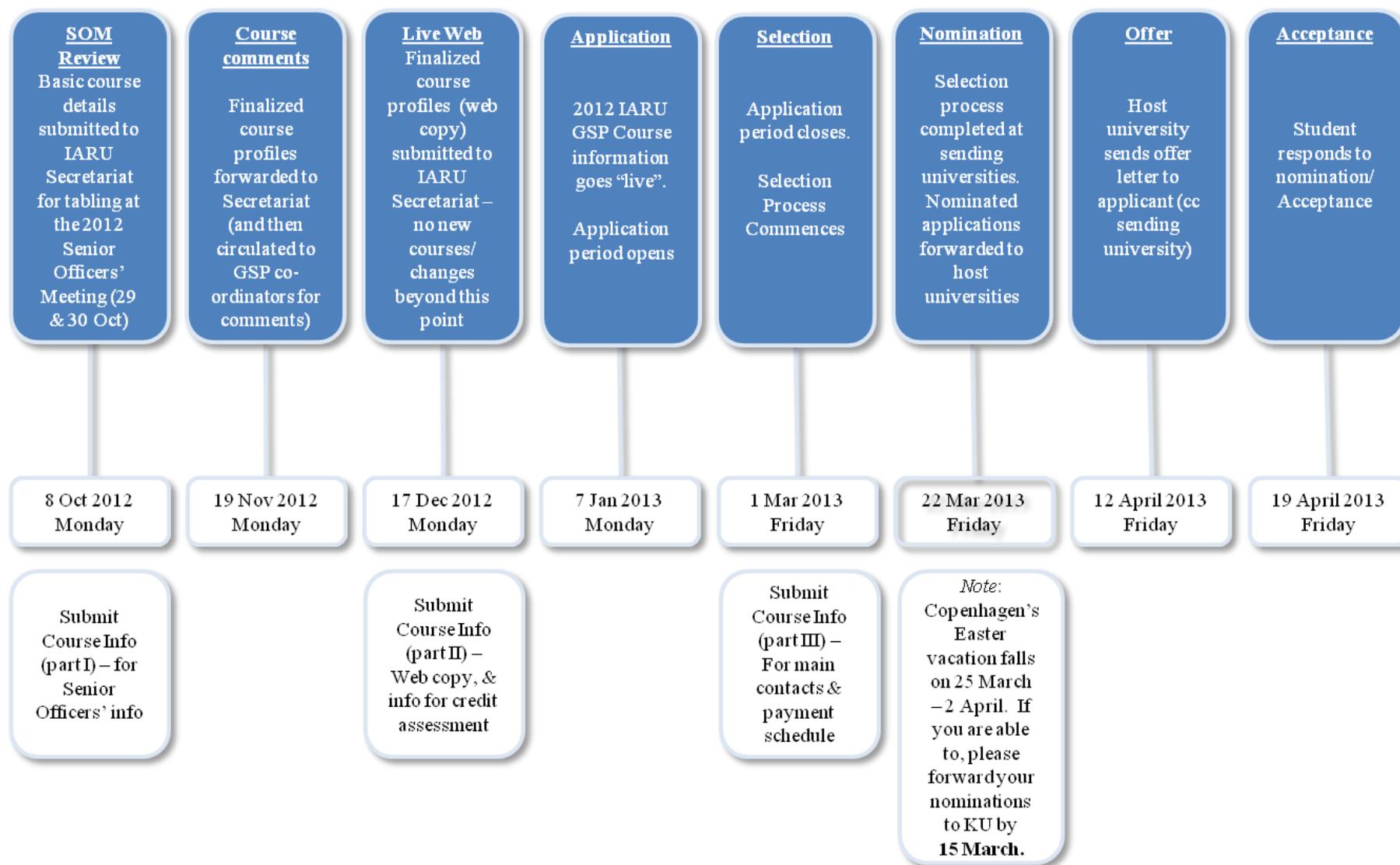
<p>Prof Um recommended recruiting faculty members 15 months before the start of GSP to ensure sufficient preparations. Coordinators also emphasized that it would be helpful to familiarize conducting faculty with the GSP principles. Although faculty members have not been able to attend GSP meetings due to schedule constraints, coordinators agreed to convey to them the relevant outcomes from each meeting. The invitation to Faculty to attend future GSP meetings remains a standing invitation.</p>	<p>All to note</p>
<p>The issue of how to make GSP more distinctive than the “usual” semester courses was discussed. It was suggested that to increase its appeal to faculty, perhaps IARU can position GSP as an opportunity to explore teaching highly interdisciplinary, in-depth, research-slanted curriculum with students from different learning cultures in just a few weeks in the Summer.</p> <p>Faculty members teaching GSP courses ought to be able to get in touch with each other the same way GSP coordinators are able to consult one another on GSP matters. The Secretariat will look into compiling contacts, or setting up a faculty forum area. GSP could also look into setting up a group of “senate faculty members” to oversee course quality and examine the issue of academic rigor more closely.</p>	<p>Secretariat</p>
<p>Although previously discussed at GSP meetings, learning outcomes and pre-requisites for most courses were still not clearly stated on the website. For example, courses should state if the teaching methods are guided or independent, research-based or not, introductory, advanced or multi-level, multidisciplinary or specialized. The exercise will strengthen faculty members’ conceptualization of GSP requirements – and perhaps academic rigor – for courses.</p> <p>For the 2013 GSP post-course survey, there should be more questions to examine the quality, and standards of academic rigor. A possibility is to ask students to write a short response on how their GSP summer compares with their normal classroom experience.</p>	<p>All to note</p>
<p><b>Session 4: A Case for Collaboration?</b></p>	
<p>As there were a number of courses with similar themes this year, it sparked thinking on whether collaborations might be possible. Ms Janelle Entwistle and Ms Margaret Carlin from ANU proposed three variations to consider:</p> <p><u>Variation 1</u>  Joint delivery of courses at one university – i.e. a lecturer travels to another partner university and jointly teaches the course.</p> <p>ANU, Yale, Beida and Berkeley have expressed interest in exploring this model. As central funds are limited, interested universities will have to earmark internal resources to enable this exchange. Copenhagen and NUS are currently doing this, and a faculty member from Oxford is teaching at Copenhagen’s GSP course. Ms Anne Bruun and Ms Chua added that it has run very smoothly so far. The faculty member from Copenhagen teaching at NUS couples it with his field trips in the region. Here, Copenhagen supports the travel grants while NUS pays for accommodation, in addition to accepting Copenhagen’s students to the course with tuition fee waiver.</p> <p><u>Variation 2</u>  Students travel between two universities where separate components of the same course are presented. The relevant academics may or may not also travel. The logistical and cost requirements of this variation would be quite significant.</p> <p><u>Variation 3</u>  A GSP course is jointly developed and “badged” by two partners. The course could then be offered at each university on alternate years.</p> <p>There are considerations including costs of travel, administrative implications, and allowances for faculty, including finding the right faculty member. Nonetheless, most institutions find the opportunity to exchange faculty appealing.</p>	

<p>Skype or virtual classroom arrangements can provide a suitable alternative for travel by either international students or academics teaching into courses. Careful curriculum design is necessary – coordinators shared that a course depending too heavily on technology may suffer from lack of interaction with the faculty, which is an essential element of the GSP.</p>	
<p><b>Session 5: Nuts and Bolts</b></p>	
<p><u>Timeline</u> Coordinators approved the timeline for GSP2013, without further changes. As Copenhagen’s Easter vacation falls on 25 March – 4 April, coordinators were requested to forward their nominations by 15 March instead of 22 March, where possible.</p>	<p>All to note</p>
<p><u>Santander Scholarship Agreement Fulfillment</u> 127 students (36.4%) have benefitted from the IARU-Santander GSP Scholarships. Due to the late publicity and arrival of funds, not all universities were able to fully consume their allocated funds. Santander has approved carrying over the remaining sums from 2012 to 2013. Mr Toh advised all coordinators to fully consume their yearly allocation to benefit as many students as possible. The carryover of any unconsumed funds would require the approval of Santander.</p> <p>Mr Toh announced that Santander has agreed to release the full amount of USD\$200,000 by 15 April in the next two years, rather than in two trenches on 15 January and 15 June each year. Coordinators should receive their allocation of US\$20,000 sometime in May 2013 and 2014.</p> <p>On behalf of the GSP Coordinators, Mr Hagstroem would like to put on record the meeting’s appreciation to the Secretariat for helping to secure this sponsorship from Santander.</p>	<p>All to note</p> <p>All to note</p>
<p><u>Student Exchange Agreement (Copenhagen)</u> With Denmark’s new regulation concerning exchange students, the University of Copenhagen is no longer able to waive tuition fees for incoming IARU GSP students without a Student Exchange Agreement to mutually waive tuition fees. Ms Anne Bruun will get in touch with each partner to discuss the establishment of any bilateral agreement, where necessary. Otherwise, tuition fees will apply.</p> <p>NUS shared that their legal offices may also require an exchange agreement for IARU, and will keep partners informed subsequently. As GSP is not a traditional exchange program with varying tuition fees and requirements, all other partners would rather not explore having an overarching agreement for the GSP.</p>	<p>University of Copenhagen</p>
<p><u>Insurance Coverage for Students</u> The various universities have different requirements; mostly recommending but not requiring insurance. The Secretariat will compile responses for circulation, so coordinators can better ensure that students are appropriately and adequately covered. The meeting agreed that insurance coverage should primarily be the responsibility of the sending institution.</p>	<p>The Secretariat</p> <p>All to note</p>
<p><u>New Courses for GSP2013</u> Continuing their support for the GSP, all IARU institutions said that they will offer courses in 2013. ANU, Beida and Todai indicated that they may offer new courses in 2013.</p>	
<p><b>Session 6: IARU Global Education Initiative (GEI) Updates by NUS</b></p>	
<p>Ms Denise Chua (NUS) gave a presentation on IARU GEI activities conducted at NUS in 2012. Other than GSP, these include:</p> <ul style="list-style-type: none"> <li>• Sustainability Fellowship</li> <li>• Global Internship Program (GIP)</li> </ul>	

<ul style="list-style-type: none"> <li>• Global Cross Disciplinary Tournament (GXT)</li> <li>• Graduate Students Conference (GSC)</li> </ul> <p>Internships in particular have been very successful, and NUS has hosted 16 IARU students on its campus since 2009, in research laboratories and administrative offices. NUS sent four interns to Yale and Oxford.</p> <p>On building a sense of IARUness, Mr Hagstroem and Mr Toh observed that it should be a collective effort of the wider IARU community and initiatives. Coordinators are encouraged to consider stepping up to volunteer to host events on rotation, and to show support by sending students to these IARU events.</p>	<p>All to note</p>
<p><b>Session 7: Future Directions for GSP</b></p>	
<p>Coordinators formed two breakout groups to discuss innovations for GSP in three or five years. At the GSP2013 meeting, time will be set aside to discuss how GSP can advance new ideas, identify leads, work out the mechanics and seek the necessary funding from either Santander or centrally from IARU. Coordinators will be requested to come prepared with what they would like to offer:</p> <ul style="list-style-type: none"> <li>• <u>Faculty Team teaching</u> Building on the strong existing network, universities are invited to discuss areas of overlap, course design, teaching methods, collaborative activities (e.g. web-based teaching) and sharing of resources. Based on 2012 courses, there are two possible groups: <ul style="list-style-type: none"> <li>- Aging – Copenhagen and Beida</li> <li>- Sustainability – ANU, ETH, NUS, Todai and Yale</li> </ul> <i>Note:</i> Also see session 4 outcomes </li> </ul>	<p>All to note</p>
<ul style="list-style-type: none"> <li>• <u>Regional GSP Hubs / Institutes</u> Prof Um proposed setting up regional GSP hubs or institutes, featuring thematic courses, team teaching and comparative studies. These hubs should aim for a larger pool of students (about 100 each) to make an impact, with courses for graduate students. <p>Not to lose existing momentum and the faculty commitment invested in the ongoing GSP programs, the hub initiative will be an addition, and not a replacement of what GSP currently offers.</p> </li> <li>• <u>GSP Conference</u> Prof Um and Mrs Trputec suggested organizing a conference, as a finale event after GSP has concluded. Participants can join the conference either in person or virtually, to consider important but often overlooked topics such as research skills, ethics, research process and methodology. Students can present posters of what they have done on GSP, to be shared with fellow GSP members as well as the broader IARU student community. <p>As an extension of alumni building, former GSP participants can be invited to the conference.</p> </li> <li>• <u>GSP to tie-in with Global Education Initiatives (GEI)</u> As IARU's flagship program, GSP can be more closely linked to GEI activities. For example, choosing GSP course themes and results generated from the course to feed into the Graduate Student Conference (GSC).</li> <li>• <u>Post-GSP Component: Research week, Internships, Service Learning</u> As GSP is targeted at top students from IARU institutions, coordinators may wish to extend learning opportunities for a handful of students. Yale piloted its research week – no classes were held on the final week and students had access to libraries and the GSP teaching coordinator to work on their final paper. Prof Whobrey noted that research is not limited to laboratory work and field study. It includes literature</li> </ul>	

<p>review and independent study. He commented that the research extension is a meaningful way of recognizing the exceptional abilities of IARU students, and to stretch them by offering the research component.</p> <p>Internships at research labs or service learning programs may be a natural extension immediately after their GSP stint. Perhaps hosting institutions can offer these opportunities either by publicizing online or directly to students based on their submitted applications.</p> <p>The group recognizes that implementing research week, internships and service learning opportunities do come with challenges such as visa applications, co-authorship rights (for research internships) and will further stretch available resources including faculty and time.</p>	
<p><b>Closing</b></p>	
<p>The immediate next steps are to share with Senior Officers the continued success GSP has enjoyed, and that GSP coordinators will begin preparations for the sixth season. The Secretariat will initiate the discussion on growing GSP hubs, and increasing the diversity of the program in terms of faculty collaboration.</p> <p>Mr Toh called the meeting to a close, expressing his thanks to Beida colleagues for their warmth and hospitality in hosting the 2012 IARU GSP Working Committee Meeting.</p>	<p>The Secretariat</p>

## Annex E – Preparation Timeline for 2013 GSP



## Annex F – GSP2013: List of Courses and Course Description

	University	Title	Duration	Short description
1	ANU	Indigenous Peoples and Development	1 – 21 July (21 days)	This course engages with three big ideas or questions: Who are Indigenous people or peoples? What does and can development mean in relation to them? And what sorts of policies do, or could, governments pursue in relation to Indigenous people(s)? The primary focus is on the Australian experience but the situation in the other settler-majority English-speaking nation-states of New Zealand, Canada and USA will also be examined. In the second week students will be hosted by the Yawuru Native Title holders in the north-west of Western Australia. They will be introduced to Yawuru culture and land and sea management practices.
2		Long-term Biodiversity and Climate Change in Asia-Pacific	24 June – 12 July (19 days)	What can the past tell us about our future? Much of what we know of the deeper past comes from the remains of microscopic organisms and sediment found in depositional settings around the world. In Australia and the Asia-Pacific region there is a rich body of evidence for past changes in climate and biodiversity that is only just beginning to be explored. The course combines in-class learning and a fieldtrip to the Wet Tropics of northeast Queensland, with ‘hands-on’ experience in field collection and analysis of a range of palaeo-environmental indicators including pollen, charcoal, seeds, biogenic silica, and stable isotopes.
3	ETH Zurich	TBC	3 weeks between June and July 2013 (exact dates still to be defined)	The ETH Sustainability Summer Schools provide young researchers with the opportunity to work on a topic of global relevance with focus on sustainable development in interdisciplinary and intercultural teams. Focus is given not only to teaching theoretical knowledge but also to solving specific case studies. The summer school will be divided into a teaching block where students meet and discuss with experts from various fields and a case study block.
4	NUS	Southeast Asia in Context	TBC	TBC
5		Asia Now!	TBC	TBC
6	PKU	Communication in Chinese Ways	TBC, normally in July	TBC
7		Population Aging and Health	TBD, normally in July	The demographic transition, which is characterized by declined fertility and mortality, leading to population aging, has changed the age structure of the population all over the world as well as the world itself. It seems that the world is changing and has to be changed correspondingly by the dramatic change of age structure of its population. The course will highlight the main characteristics of

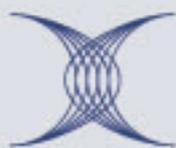
				population aging as well as methods of research.
8	<b>UC Berkeley</b>	Summer Peace Institute	2 June – 13 July (42 days)	Located at the UN University For Peace in Costa Rica, the course brings together the question of human security and peace building across multiple domains- academic and experiential, theoretical and applied. Together with students from the global South, GSP students will have an opportunity to extend their classroom learning to field observation and service learning, and to make direct connection between theory, policy and lived experiences.
9		Islam 2.0: Media & Re-shaping of Muslim Identity in the 21 <sup>st</sup> Century	7 July – 17 August (36 days)	This course will examine how global media coverage has shaped contemporary perceptions of Islam and policy decisions affecting Muslim communities around the world, extending from Morocco to Indonesia and from Turkey to Nigeria. Through analysis of media structure, politics and communication biases, the course will push students to recognize the absence of complexity (vis-à-vis the perpetuation of over-simplified stereotypes) in the framing and discourse used to cover Islam, a widespread religion practiced by a diverse group of believers. Students in this course will track a number of mainstream and alternative media websites to compare and contrast different modes of representation.
10	<b>Cambridge</b>	Shaping the World: Understanding the Past, Predicting the Future	7 July – 3 August (28 Days)	The leaders of tomorrow will need to be skilled investigators, with ability to place any investigation in context. The ability to take a global perspective on matters which shape our world requires those same future leaders to foster their ability to think beyond an immediate and narrow field of interest. This programme offers a unique opportunity for participants to draw upon a rich reserve of knowledge, to attend lectures across a broad range of subjects, and to draw together ideas in a series of focused discussions. Intensive ‘supervisions’ offer the chance to experience Cambridge teaching at its best: Participants will benefit immensely from the exchange of ideas both with lecturers and with their student peers from around the globe.
11	<b>Copenhagen</b>	Kierkegaard: The Individual and the Global Society	2 – 28 July (27 days)	The course examines the works of world famous local philosopher Søren Kierkegaard in his own home town and at his own university. At the same time the course draws on the IARU network by inviting specialists from the partner universities as guest lecturers. The main topic of the course is Kierkegaard’s witty but also deeply earnest exploration of the problem of self identity. Beginning with the breakdown of culture-specific ethnic and religious categories that have traditionally defined the self, the course treats Kierkegaard’s scathing critique of religious culture and politics, and his view that religious demands

				can conflict with seemingly universal ethical duties.
12		Security: Theories, Practices and Dilemmas of Widening the Concept	5 – 22 August (23 days)	The course looks at the theory of securitization and other theories about the widened concept of security and practical dynamics of managing “new security threats” in different fields including climate change, religion, and migration. The course will be strongly interdisciplinary and feature experts in the relevant fields where the threats are currently designated. With the theory of securitization at the centre (but covering other “security schools” as well) this course will provide participants with the theoretical tools for examining the political stakes and dynamics involved when new issues are addressed as “security issues”.
13		Interdisciplinary Aspects of Healthy Aging	2 – 23 July (22 days)	<p>The course is designed for students who would like to gain diverse experience in the Aging research field. It is rooted in the Center of Healthy Aging (CEHA, <a href="http://healthyaging.ku.dk/">http://healthyaging.ku.dk/</a>) and reflects CEHA’s various research projects and interdisciplinary nature.</p> <p>The course combines lectures and project work. Students will learn the basic research concepts and principles in diverse disciplines including humanities, social science, epidemiology, neurology, physiology, and molecular biology from the lectures. Students will then form groups and carry out a research project under the supervision of CEHA tutors. This course is aimed at students who have gained a first bachelor level degree and are interested in all aspects of Aging research. Students from all fields are welcome.</p>
14	<b>Oxford</b>	Global Challenges of the 21st Century	24 June – 19 July (26 days)	<p>The 2013 Oxford Global Summer Programme offers a general introduction to a range of global challenges of the 21<sup>st</sup> century. The course is designed for undergraduates, with topics ranging across social, technological and environmental issues. The group is kept small to promote group cohesion.</p> <p>Students attend three tutorial meetings, writing a short essay for each, and work on a group project. They take a six-session course on “International Development: Challenges in a Changing World”, preparing one essay for this class.</p> <p>Participants hear five background lectures and attend five special presentations on current projects by researchers working at Oxford University.</p>
15	<b>Todai</b>	Sustainable Urban Management	TBC (Preferably 2 weeks in June and/or July)	The course provides basic knowledge of civil engineering, architecture and urban engineering in the context of sustainable urban management. Planning and management are

				taught on the building, urban and national scale. A one-day excursion related to the lectures will be organized for GSP students as part of the course.
16		Nanoscience	TBC (Preferably 2 weeks in June and/or July)	This lecture series provides a general overview of nanoscience, which has grown very rapidly in the last few years. It consists of three sub-courses of lectures. Each sub-course will include visits to active laboratories in the University of Tokyo.
17		Under Discussion	TBC (Preferably 2 weeks in June and/or July)	There will be a newly developed course, which is under discussion. It is expected that the course will offer lecture series mainly in the areas of social sciences. The course will be designed based on the experience for three year operation of the course 'Japan in Today's World.'
18		Introduction to the Japanese Language	TBC (Preferably 2 weeks in June and/or July)	The University of Tokyo provides an introductory course for those new to Japan which will both facilitate participation in Japanese society and introduce characteristics of the Japanese language such as the Japanese writing system, elementary grammar, and communication patterns. With the Japanese language learnt in these classes we hope our students will be able to experience a wider range of Japanese culture. To improve students' Japanese literacy, "practical" lessons, such as the use of dictionaries, will also be included in this course to enable students to continue their study of the language when they return to their home country.
19	<b>Yale</b>	Topics in International Economics	8 July – 9 August (33 days)	This topic covers recent developments in international economics, trade policy and market structure; the economics of trading blocs such as the EEC & NAFTA; the economic consequences of continued U.S. external deficits; globalization and inequality; exchange rates, interest rates, and volatility; speculative capital flows and exchange rate policies; and financial crises and the prospects for the European Monetary Union. Class will be held weeks 1-5. The 6th week will be a research week for students to work on their research project, to be handed in at the end of the final week. Students are expected to be on-campus during the final week.
20		Sustainability and Institutions	8 July – 9 August (33 days)	This course will explore the theory and application of the principles of sustainable development as it relates to institutional change, decision-making processes, and systems thinking. Throughout the semester we will explore the question of how organizations have the capacity to advance principles of sustainability. The first half of the course will explore the theoretical framework of sustainable development and organizational change. The second half will illustrate how to apply theory to practice drawing upon case examples from the literature and a focus on the

				<p>Yale campus. Students will have a chance to learn from Yale's sustainability commitment to: reduce greenhouse gas emissions, implement a transportation demand management system, serve 'sustainable and local food' in the residential colleges, build 'sustainable' buildings, integrate sustainability into the master plan framework, reduce waste and manage the urban campus via an ecosystem services framework. The case examples will give students a chance to experience and dig deep into the challenges and opportunities of organizational change management for sustainability.</p>
--	--	--	--	---





## Global Internship Program

<b>Reporting:</b>	IARU Secretariat
<b>Participating Universities (2012):</b>	<u>Hosting:</u> <ul style="list-style-type: none"><li>• The University of Tokyo</li><li>• National University of Singapore</li><li>• Yale University</li></ul> <u>Sending:</u> <ul style="list-style-type: none"><li>• The University of Tokyo</li><li>• National University of Singapore</li><li>• Yale University</li><li>• University of Copenhagen</li><li>• Peking University</li><li>• University of California, Berkeley</li><li>• Australian National University</li></ul>

<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested

<b>Funding provided to date:</b>	N/A
<b>Funding requested:</b>	N/A

### Previous recommendations:

Presidents' Meeting (April 2012)	Members noted the ongoing progress of the Global Internship Program.
Senior Officers' Meeting (October 2011)	<p>Ms Amelia Whitelaw (ANU) observed that GIP has been on the IARU agenda for a few years now and seems to struggle; yet the Sustainability Fellowships are growing, she commented it would be worthwhile looking at the Fellowship model for the GIP. Only NUS offered six internship opportunities this year which attracted over 70 applicants from all institutions.</p> <p>Next year, NUS will continue to offer internships (some on a bilateral arrangement). Partners agreed that they would look into the possibility of offering internships. Ms Zhang Ying (Beida) suggested canvassing researchers and staff who are involved in IARU activities for internship opportunities.</p>

Ms Denise Chua (NUS) shared how NUS manages the GIP:

- Internships may be in research labs, administration or industry, although NUS has yet to offer industry internships
- Internships can be held anytime in the year, but for ease of scheduling and convenience (as student accommodation will be available) it is best held during Summer
- NUS provides for the interns' accommodation and a modest allowance. The cost of air travel is borne by the intern or the sending university
- Selection of interns was done directly by the hosting faculty or department. Interviews were conducted on Skype or through a phone call. If none were found suitable, the hosting unit could decide not to take in any interns.

## Global Internship Program

1. Three IARU universities participated in the 2012 Global Internship Program (GIP). The University of Tokyo, National University of Singapore and Yale University offered 12 internship places (five of them are bilateral arrangements). These positions drew more than 170 applications from nine IARU institutions. Details were reported at the 2012 Presidents' Meeting.
2. For 2013, Yale and NUS have given early indication for their possible interest in continuing to offer GIP places. The Secretariat will continue to make regular call for internships, with the hope for more institutions to step forward to offer internship places.
3. Two students – one from ANU and the other from Berkeley – have also gotten in touch directly with the Secretariat requesting for internship opportunities. Their CV and internship request were forwarded to partners. Unfortunately, none of our partners had any positions available.

Nonetheless, these requests are a good indication that students are keen to explore global learning opportunities, and there is an opportunity for IARU to fulfill this growing appetite for global internships.

4. GIP hosting continues to be ad-hoc, to give partners flexibility in terms of what they can offer, and when they can do so. As a recommendation, a good window to publicize GIP opportunities is in conjunction with GSP applications on 7 January – 1 March, when IARU gets the highest website viewership.

Based on the experience from Yale<sup>1</sup> and NUS, it is also ideal to host interns when the campus is receiving GSP students so they can benefit from wider interaction with other IARU students. Host institutions can also consider offering one or two GSP participants of high caliber to extend their duration abroad with a brief internship.

---

<sup>1</sup> Ms Quingcheng Huang, from Peking University interned at Yale last summer. Her blog posts can be found here: <http://www.yale.edu/oiss/about/staff/intern/7-31-12.html>





## Global Cross Disciplinary Tournament

<b>Reporting:</b>	National University of Singapore	
<b>Leads:</b>	Students from University Scholars Programme (National University of Singapore)	
<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>		For information only
	√	Endorsement / Approval requested
<b>Funding provided to date:</b>	N/A	
<b>Funding requested:</b>	USD15,000 to Peking University to host the third GxT	

### Previous recommendations:

Presidents' Meeting (April 2012)	Members noted the ongoing progress of the Global Cross Disciplinary Tournament.
Senior Officers' Meeting (October 2011)	<p>Mr Richard Dear (ANU-NUS joint degree program student) who attended the GSP program and some peers designed the Global Cross Disciplinary Tournament (GXT) as a means to deepen their learning experience beyond GSP. This was extended to non-GSP students from ANU, as well as students from NUS' University Scholars Programme. The topic for the first tournament was the "Future of Education".</p> <p>GXT students developed strong communications with fellow participants and started online discussions between ANU and NUS students before the meeting in Canberra. Joint presentations after the meeting were done virtually. After the GXT, their discussions continued on Facebook. This initiative was entirely student-led, with supervision from faculty mentor, Prof Richard Baker (ANU). Prof Baker shared his concern about continuity and how to keep the initiative going after this batch of students have graduated, as it is currently not affiliated to any student organization.</p> <p>The second GXT will be held at NUS in 2012 or 2013. The topic has yet to be decided. Mr Griffith requested that organizers take into consideration a timetable that does not clash with participating institutions' academic and exam calendars. June 2012 seemed the most suitable time window, as NUS will be able to accommodate students in its new University Town residential college. Prof Baker and Prof John Richardson (NUS) will be the faculty advisers.</p>

	<p>ETH Zurich and Beida indicated interest for their students to participate. Each participating institution may send up to six students and provide air travel support. The host institution will sponsor expenses such as accommodation and meals for the week-long workshop. Other partners may publicize the event and participate indirectly by encouraging their students to watch the symposium through webcast.</p>
--	---

## Global Cross Disciplinary Tournament

### *A note from the IARU Secretariat:*

The Global Cross Disciplinary Tournament (GXT) had just completed its second run – the inaugural launch was by ANU, and the second by NUS. The program’s appeal to IARU is that students take centre stage, to produce an event on an international scale, with minimal faculty guidance (only for academic content). This has been an invaluable learning experience.

The GXT began with only two universities (ANU, NUS) participating in the first year, and grew to four universities (ANU, NUS, Beida, Oxford) participating in the second year. The intention is to gradually scale participation upwards, while keeping the size of the group size manageable. Peking University has indicated interest to host the third GXT. To enable PKU to do so, the International Office of PKU has enquired if IARU would be prepared to allocate funding of up to USD15,000 to help towards the cost of hosting this event. The main cost items are student accommodation for the one week “residential component”, conferencing facilities as well as meals. The hosting university will absorb the rest of the costs.

The decision needed is whether IARU institutions are likely to participate in GXT 2013, and if IARU should centrally support future GXT installments so it becomes a regular feature.

**Proposal for GXT 2013**  
**Peking University (October 13, 2012)**

The Global Cross-Disciplinary Tournament (GXT) was founded in 2011 by Australian National University (ANU) students Richard Dear and Annette Zou. It was first hosted by ANU in September 2011 and featured three cross-university teams comprising of NUS and ANU students. After a successful debut, IARU formally gave its blessings to the GXT, and during this iteration of the tournament, was accorded the right to use IARU publicity collateral on GXT materials.

In 2012, GXT was also included as an official event on the IARU website, and accorded full invitational rights to all IARU members, four of which responded; NUS, ANU, Peking University, and lastly, Oxford University. GXT 2012 was thus held at NUS on the USP campus at University Town from 26th July to 4th August with the participation of 20 delegates from four universities and six different nationalities, organized by the NUS Students' University Scholars Club with the generous support of USP and IARU.

Six students from Student International Communication Association (SICA) and Asian International Model United Nations (AIMUN) of Peking University attended the program at NUS in 2012. They were very impressed by the creative format of the GXT, and would like to introduce the program to Peking University.

In August, SICA submitted a proposal to Office of International Relations of Peking University for hosting GXT 2013 on campus. After communication with the Secretariat, Peking University suggested to extend the target audience from the current four universities to six universities, which would broaden the diversity of the participants and promote the influence and brand of the GXT. 4-6 students can be invited from each university and we would like to have 30 participants in total.

Peking University would like to get the financial support from IARU Secretariat to cover part of the local costs of the participants. The University will also provide funds for the program.

Date: 2013 summer (10 days in total)

Participants: 30

Budget:

<b>Item</b>	<b>Cost (US\$)</b>
Meeting Venue	2,000
Accommodation	10,000
Meal	4,500
Transportation	1,500
Documents	1,000
Field Trips	2,500
<b>Total</b>	<b>21,500</b>

*The report below is prepared by the student organizing committee from the National University of Singapore.*

## **Introduction**

The Global Cross-Disciplinary Tournament (GXT) was founded in 2011 by Australian National University (ANU) students Richard Dear and Annette Zou and first took place on the ANU campus in Canberra in September of that year.

The origin of the GXT truly crosses cultures and international boundaries. In 2009/2010, Richard Dear arrived in Singapore on the ANU-NUS Joint Degree Programme. During his time in Singapore he was based at the NUS University Scholars Programme (USP). Inspired by the inter-disciplinary and curiosity emphasised in the USP ethos of learning, Richard strove to import some of this learning environment to Australia.

Hence, the Cross-Disciplinary Students' Academy (XSA) was born at ANU. Similar to the USP student lounge known as *Chatterbox*, the XSA featured a similar facility known as the XSite, and in partnership with the Vice-Chancellor's courses began a series of promotional activities featuring the model of interdisciplinary learning at the university. However, Richard had a greater vision – to incorporate this ethos of thinking to a higher level on the global stage.

The GXT was thus birthed in 2011 in collaboration with the USP. After presentations were made to the International Alliance of Research Universities (IARU), it was first hosted by ANU in September 2011 and featured three cross-university teams comprising NUS and ANU students. The conference took place over a six-day period which culminated in a final symposium that was held with the ANU Vice-Chancellor in attendance.

After a successful debut, IARU formally gave its blessings to the GXT, and during this iteration of the tournament, was included as an official event on the IARU calendar, and accorded full invitational rights to all IARU members, four of which responded; NUS, ANU, Peking University and Oxford University.

GXT 2012 was held at NUS on the USP campus at University Town from 26<sup>th</sup> July to 4<sup>th</sup> August with the participation of 20 delegates from four universities and six different nationalities.

## **What was beneficial at GXT 2012**

### **1. Cross-cultural and cross-disciplinary interaction amongst delegates and the organising committee**

20 delegates of six different nationalities from four participating universities came together to discuss real-world problems. The theme of this year's conference was "The future of cities". They brought unique cultural perspectives, and together with their myriad disciplinary worldviews, were able to synthesise key issues related to this year's theme. Organising the delegates into four teams and assigning each team a team manager helped to enhance the interaction between delegates, and between the delegates and the organising committee. In the end, one of the strongest teams (in terms of interaction) won the champion title, and was aided in part by their enthusiastic team manager who managed to cohesively bond the team together.

The organising committee – comprised entirely of students – also formed a key role in interacting with students of different backgrounds and disciplines. It gave the committee members a wider worldview, and an exposure to the numerous ways of thinking. This enhanced the experience of not just delegates, but of committee members as well – especially when engaged in the running of the tournament.

### **2. Rigorous academic objectives**

The GXT – unlike regular academic conferences – requires participants to deliver two items of importance; the first is the Synthesis Report due at the end of the development phase, and the second is the Final Symposium presentation that capstones a team's work during the residential phase. The Synthesis Report is meant to identify a topic that the team will deal with, and has to be 2000 to 5000 words long, all written and contributed by the team members. Using the Synthesis Report as a guide, teams will have to meet over the residential phase to refine, modify or further develop their ideas in view of their Final Symposium presentation. The Final Symposium then capstones the delegate's experience, and shows the result of their work over the development and residential phases.

### 3. Program during the residential phase

The programme during the residential phase were planned with two aims in mind: firstly, to develop delegates' understanding on the theme at hand by planning seminars and workshops; and secondly, to expose them to the host country's culture, heritage and development for them to better understand the task at hand. Given that Singapore is a country and a city as well, we thought that having The Future of Cities would be particularly apt in showcasing Singapore's vibrancy and development here as well.

## What could have been improved at GXT 2012

### 1. Structure of the Development Phase

Requiring delegates to communicate virtually over five weeks is good in the sense that it created ample opportunities for delegates to interact and develop a feel of the issues before arriving for the residential phase. The development phase also fosters greater interaction amongst participants. However, the challenge of technology and accessibility to that technology remains to be solved, especially if the GXT is to expand to more universities. In particular, coordination amongst different time zones; the difficulties faced by Chinese participants in conferencing; and just the very nature of online meetings result in the development phase needing to be fine-tuned for future iterations.

### 2. Invitations to partner universities

We did not receive a full delegation from Oxford and none from ETH Zurich because of the delay in inviting partner universities. Had we sent out invitations sooner, both of these universities might have been able to send more students and a full delegation to the GXT.

## Why the GXT should be continued

### 1. It is a wholly **student-driven, student-organised, and student-run** international programme for students

The GXT is completely student-driven, meaning that students are wholly responsible for spearheading the conceptualisation, planning and execution of the event. With support from university administrations, student organisations and the IARU, the GXT 2012 organising committee has successfully managed this second iteration of the GXT. In addition, students also gained invaluable experience and exposure to international programmes of this sort.

Organising an international program takes it one notch higher, and students have gained invaluable experience from this. This creates more opportunities for students in self-development and in exploration of the academic objectives and spirit of the tournament. Students are also able to understand and plan appropriately for the programmes and structure of the tournament, as they are more in tune with the needs and desires of students on the ground.

### 2. The unique **cross-cultural and cross-disciplinary interaction** amongst students

Unlike other academic programmes, the GXT is truly not just multidisciplinary or multicultural in nature, but inter-disciplinary and inter-cultural in nature. Delegates interact in teams from different countries and different disciplines, and the organising committee itself is made up of students across years, majors and faculties. The presence of students with different backgrounds and academic inclinations fosters an atmosphere of curiosity, and cultivates a culture of intellectual curiosity and exploration amongst students.

### 3. It raises **IARU's profile** among students of partner universities

Building upon this student run event, IARU's profile is not only raised amongst the delegates attending, but with the student organisation hosting the event and the students involved in it. A connection is built not just with the delegates and/or the partner university itself, but a direct connection is made with students on-the-ground who are directly involved with the organisation of the event – this makes IARU valuable to students, who arguably form the main constituency of any university.

## Resources required to organize the GXT

### 1. Budget

The organizing committee spent a total of SGD 16,800 (excluding the costs of on-campus accommodation and conferencing spaces). The table below provides a detailed cost breakdown.

Tours, visits, excursion, fees, royalties	\$800
Set-up including banner, backdrop, landscaping etc	\$2,500
- Banners	
- Embroidered polo shirts	
- Medals, appreciation plaques, guest-of-honor plaque	
- Welcome booklet	
- Final Symposium program booklet	
- Prizes for delegates	
Transportation	\$1,000
- Airport arrival transfers	
- Activities	
- Departure to airport	
Meals (average of \$16/day/head) <b>\$16.00/10/50</b>	\$8,000
Final Symposium Lunch <b>\$8.00/250pax (including GST)</b>	\$2,200
Photography and related services	\$1,000
Miscellaneous (5% of total cost)	\$1,300
- Welcome packs	
- Name tags	
- Costs incurred during residential phase	
<b>Total</b>	<b>\$16,800 (excluding accommodation costs)</b>

### 2. Manpower

Manpower allocation did fluctuate from time to time, but it eventually settled down to a constant of 17 students, 15 of whom were present for the residential phase. These 17 eventually formed the student organising committee for GXT 2012. This year's structure is as follows:

- ❖ Three co-directors in charge of programmes, operations and communications respectively;
- ❖ Two programmes coordinators to assist with the designing and conceptualisation of development phase and residential phase programmes (some were previously from GXT 2011)
- ❖ One finance officer to handle reimbursements and claims during the residential phase
- ❖ Five operations officers in charge of accommodation, conferencing, dining, facilities and transport
- ❖ Two publicity and communications officers to assist with the publication of communications material and collaterals
- ❖ Four team managers to act as a liaison with the team and organising committee, and to be guide them in their work.

### 3. Conferencing Support

The GXT would require a certain number of facilities available for delegates to carry out their discussions and for work to be done in. These facilities would also be needed to enable a smooth execution of the programme at hand for both the development phase and residential phase. For GXT 2012, a list of the facilities that we used is appended below. Unless otherwise stated, all facilities had computer, projector and audio-visual support.

#### Development Phase

- ❖ Four group study rooms (10 seats each), used for team meetings and videoconferencing

#### Residential Phase

- ❖ Four classrooms used for seminars and workshops;
  - Active Learning Room (40 seats), used for seminars by guest professors.

- 
- Seminar Room 8 (30 seats), used for unstructured team meetings
- Seminar Room 9 (25 seats), used for seminars by guest professors
- Seminar Room 11 (24 seats), used for delegate-initiated workshops
- ❖ One auditorium (250 seats) used for the GXT Final Symposium
- ❖ Varied classrooms, used for lunch venues
- ❖ Dining Hall at Cinnamon College, used for breakfast and dinner
- ❖ Master's Commons at Cinnamon College, used for formal welcome dinner

#### **4. Student Accommodation**

Student accommodation for the GXT 2012 was hosted in two locations: Cinnamon College and YMCA International House on the last two nights. A total of 34 people were hosted in these accommodation facilities (20 delegates and 14 committee members).

Assuming that all 10 partner universities send delegations of six students each, a total of 60 rooms would be needed for the delegates, together with about 15 places for the organising committee – for a grand total of 75 rooms in all.



## Graduate Student Conference

<b>Reporting:</b>	National University of Singapore
<b>Lead:</b>	Peter Pang (NUS)

<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested

<b>Funding provided to date:</b>	N/A
<b>Funding requested:</b>	N/A

### Previous recommendations:

Presidents' Meeting (April 2012)	<p>Prof Peter Pang (NUS) updated the meeting that the GSC will have participation from Copenhagen, Oxford, Beida, Yale and ANU. The theme selected for this student conference is Aging. To encourage participation from more IARU institutions, Prof Pang informed the meeting that the deadline for applications has been extended and encouraged interested universities to contact NUS for more details.</p>
Senior Officers' Meeting (October 2011)	<p>Prof Pang shared details about the Graduate Student Conference, which will be held at NUS on 28-29 June 2012, and will be linked to NUS' Global Asia Institute (GAI) Signature Conference. GAI is a major NUS initiative with the mission of conducting integrative studies on topics that are pivotal to Asia's future through a holistic approach. The Institute aims to provide in-depth insights to shape the nature of 21st Century Asia. The GAI Signature Conference will focus on six themes, namely, Aging, Asian Cities, Health, Life Cycle Financing, System Dynamics, and Comparative Asian Studies. Two graduate students will be invited from each institution. The Graduate Student Conference will incorporate seminars and discussion sessions to facilitate possible collaboration among participants as well as their interactions with GAI researchers. Participants will also be invited to make poster presentations. Prof Pang added that the conference would be suitable for students interested in Asia related research, and there could be strong opportunities for research collaboration between students through this network. More details will be circulated in January for the 2012 Graduate Student Conference.</p> <p>If this model proves to be successful, IARU could look into having graduate student conferences on rotation at various members' campus. Beida indicated their support, and said they would consider hosting one in 2013.</p>

## Graduate Student Conference

### 1. Executive Summary

- 1.1. The inaugural International Alliance of Research Universities Graduate Student Conference (IARU GSC) 2012 was successfully conducted from 28 to 30 June 2012. 19 graduate students from 6 of the 10 IARU member universities, along with 2 faculty staff members from University of Copenhagen, attended the conference which was held alongside the inaugural NUS Global Asia Institute (GAI) Signature Conference (28-29 June 2012). The list of participants and the program are in Annexes A and B respectively.
- 1.2. In his welcome remarks and the keynote lecture, Professor Barry Halliwell, NUS Deputy President (Research & Technology), emphasized the need for communication and cooperation between researchers and policymakers, and amongst researchers themselves.
- 1.3. Participants visited the Training and Research Academy (TaRA), a community-based facility used by the Gerontology Research Program of the NUS Yong Loo Lin School of Medicine.
- 1.4. The participants also attended the NUS GAI Signature Conference, which had lectures and breakout sessions in Aging, as well as other topics. Ms Jolene Masters Pederson (University of Copenhagen) obtained the third prize in the Poster Competition for graduate students.
- 1.5. The following presentations were delivered by NUS professors at the faculty roundtable on 30 June:
  - i. “Aging well, research to policy?” by Professor Peter Little from the Life Sciences Institute, Department of Biochemistry and Office of Deputy President (Research & Technology);
  - ii. “Social Demography and Support for Aging Well” by Associate Professor Angelique Chan from the Department of Sociology and Duke-NUS Graduate Medical School; and
  - iii. “Translational Research in Gerontology: Adding More Life to More Years” by Associate Professor Ng Tze Pin from the Gerontological Research Program, Yong Loo Lin School of Medicine, National University Health System.
- 1.6. A rounding up session was conducted by Dr Feng Lei (Research Fellow, Department of Psychological Medicine, Yong Loo Lin School of Medicine), during which the participants discussed the learning points of the conference.
- 1.7. From the feedback received, the participants enjoyed hearing from the speakers and the opportunity for interaction. There were suggestions for more focus on their area of specialization and more time for discussion. Some topics for future conferences were proposed and sent to the IARU Secretariat. A summary of the feedback is available at Annex C.

### 2. General Introduction

- 2.1 Mr Bernard Toh (Director, IARU Secretariat) delivered an overview on IARU. He highlighted the four missions of the Alliance: campus sustainability, institutional joint working, research initiatives, and global education initiatives. He shared that the IARU GSC was part of an initiative to develop greater connections amongst graduate students within the Alliance after IARU witnessed the growth and success of its Global Summer Program for undergraduates. With the Global Summer Program currently in its fifth cycle, Mr Toh expressed his wish that there be many more Graduate Student Conferences to come.

### 3. Welcome Remarks & Keynote Lecture

- 3.1 In his welcome remarks, Professor Barry Halliwell (Deputy President for Research and Technology, NUS) discussed ways to demonstrate the value of research to society, particularly bottom-up research initiated by academics pursuing their own interests. Despite Singapore’s key position in the world, it faced problems such as the lack of energy sources, low fertility rate, and high population density. Being globally connected benefited Singapore in many ways, but it also made the country vulnerable to easy spread of disease from other countries. Prof Halliwell emphasized the need for academic research to address these issues.

- 3.2 Prof Halliwell stated that one of the aims of IARU is to support research-intensive universities like NUS where academics pursuing their own interests contribute to society. Although he recognized the importance of institutions that conduct top-down research, such as A\*STAR (Agency for Science, Technology and Research), he states that much of the research underpinning major research initiatives is from bottom-up research in diverse areas. Prof Halliwell highlighted that a good university has broad-based research of high quality that does not always have immediately apparent or highly needed applications.
- 3.3 In his keynote lecture, Prof Halliwell discussed the important role of NUS in supporting research outside of the sciences in order to address the key issues that Singapore faced. In relation to Singapore's aging population, Prof Halliwell pointed out the need to develop social policy to raise the country's birth rate. He also recognized that the issue of aging requires a multidisciplinary and multifaceted approach, for changes in one area lead to changes in another.
- 3.4 Prof Halliwell concluded his lecture with the vision and mission statements of NUS. He stated that research could create impact in many ways, which was why NUS emphasized high-quality research, even if it had no immediately apparent applications.
- 3.5 In the discussion that followed, Prof Halliwell stated that Singapore could not import solutions from other countries to address issues of ageing because family dynamics, physical reactions to treatments, and other factors vary from country to country.

#### **4. Site Visit to the Gerontology Research Program at the Training & Research Academy (TaRA)**

- 4.1 Participants of the conference visited the Gerontology Research Program (GRP) at the Training & Research Academy (TaRA), where they were welcomed by Mr Laurence Wee (CEO, TaRA; Executive Director, Presbyterian Community Services) who delivered an overview of the projects and facilities at TaRA. Located inside Jurong Point Shopping Centre, TaRA provided an accessible social setting where the elderly had their check-ups.
- 4.2 Dr Feng Lei (Research Fellow, Department of Psychological Medicine, NUS Yong Loo Lin School of Medicine) spoke on the GRP and emphasized multidisciplinary research in addressing the issue of ageing. He highlighted the two primary goals of GRP: to increase understanding of ageing in Asia and to provide the government with important information on how to address ageing-related disability problems.
- 4.3 After a presentation on the organization of the GRP by Ms Khin Chaw Yu Aung (Research Assistant), Dr Feng Liang (Research Fellow) from the Department of Psychological Medicine, NUS Yong Loo Lin School of Medicine, reported on GRP's research findings. In one study, researchers found evidence of curry consumption improving cognitive performance in the elderly. In another study, they found tea intake to be significantly associated with lower cognitive impairment.
- 4.4 The GSC participants also had the opportunity to engage with the research staff and elderly subjects. The experience allowed them to witness firsthand how empirical research – aimed at disease prevention and health promotion – was conducted.

- 5 **Institute (GAI) Signature Conference**
  - 5.1 IARU GSC participants proceeded to attend the GAI Signature Conference (28-29 June 2012), which focused on issues critical to Asia's future. In the keynote lectures, NUS Professor Kishore Mahbubani (Dean, Lee Kuan Yew School of Public Policy) presented on "Global Governance and Leadership," while Dr Subra Suresh (Director, National Science Foundation) spoke about "Global Science". In addition to the break-out sessions on the topic of ageing, participants had the chance to attend sessions that discussed the issues of health and livable cities, amongst others, in the Asian context.
  - 5.2 Graduate student Ms Jolene Masters Pederson (University of Copenhagen) obtained the third prize for the Poster Competition for graduate students, held during the GAI Signature Conference.

## 6. Faculty Roundtable

- 6.1 On 29 June, participants attended a faculty roundtable session facilitated by Dr Feng Lei. The faculty roundtable consisted of three NUS professors from different disciplines:
- i. Professor Peter Little from the Life Sciences Institute, NUS Department of Biochemistry and Office of Deputy President for Research & Technology;
  - ii. Associate Professor Angelique Chan from the Department of Sociology (FASS) and Duke-NUS Graduate Medical School; and
  - iii. Associate Professor Ng Tze Pin from the Gerontological Research Program and Yong Loo Lin School of Medicine, National University Health System.

### 6.2 Professor Peter Little - “Ageing well, research to policy?”

- 6.2.1 The focus of the presentation was on the need to better engage policymakers to create an improved policy framework for ageing well. Prof Little asserted that the public goal of ageing well should be to steer away from the “red zone” of reliance upon the public purse. He felt that enhancing happiness should also be a key goal when addressing issues related to ageing.
- 6.2.2 Prof Little recognized that supporting ageing well would benefit the Singapore society. It could allow Singapore to expand its economy by tapping into a new market, as there are many new goods and services that companies could potentially offer the elderly to improve their well-being. Furthermore, it could delay retirement age, hence retaining human resource in the workforce, and keep people active and therefore mentally and physically healthy.
- 6.2.3 It was recommended by Prof Little that there should be technological, social and policy-based solutions to support ageing well in Singapore. He asserted that “Singapore has to produce Singaporean solutions,” as each country faces a unique set of challenges related to ageing and “one size absolutely does not fit all”.
- 6.2.4 Prof Little concluded his presentation by stating that if researchers and policymakers can work together to reasonably increase Singaporeans’ retirement age by one year, there would be tremendous benefit as not only would more money be put into the economy, the elderly would have greater spending capacity as well. When asked if increasing people’s retirement age would mean greater unemployment for the younger generation due to competition for jobs, Prof Little responded that unemployment is not a significant problem in Singapore and that young working adults may not necessarily be a good replacement for the elderly who have accumulated a lifetime of knowledge and expertise.

### 6.3 Associate Professor Angelique Chan - “Social Demography and Support for Ageing Well”

- 6.3.1 A/Prof Chan presented on demographic changes in Singapore and their implications, particularly for caregivers. She highlighted the shrinking proportion of young people in Singapore due to higher rates of non-marriage, marriage at a later age, and increased longevity. A/Prof Chan argued that these trends put great pressure on caregivers, who experience high financial, physical, and emotional costs. Prof Chan reported that with shrinking household sizes among older persons, Singaporeans rely increasingly on domestic workers to fill in the gap and care for the aged.
- 6.3.2 A/Prof Chan also noticed differences among the elderly according to gender. Men are more likely to remarry and live with a spouse and at least one child. Women, on the other hand, tend to have stronger social networks outside of the household. Men who live alone have a significantly higher probability of being depressed.
- 6.3.3 Echoing Prof Little in the previous presentation, A/Prof Chan emphasized the need for evidence-based policy formation and for both quantitative and qualitative research. She believed there was a causal link between caregiving and depression. Unfortunately, it was very difficult to collect information on caregivers as they usually were already overburdened and sometimes also faced personal problems including chronic diseases and difficulties in getting outside of the house.
- 6.3.4 When asked about Singaporeans’ attitudes towards euthanasia, A/Prof Chan responded that it was not widely discussed. Although the Singapore government had developed a national strategy for palliative care, euthanasia was not mentioned and was still not legalized.

- 6.3.5 One participant asked why marriage rates in Singapore have decreased and tended to occur at a later age. A/Prof Chan replied that Singapore is a very competitive society, hence career advancement tended to be prioritized over marriage and having children. She recognized the need for greater balance between work and social life. Prof Little added that higher rates of non-marriage and marriage at a later age are products of globalization which apply to many other countries.
- 6.3.6 Regarding socioeconomic differences of the caregivers they studied, A/Prof Chan shared that wealthier caregivers had less depressive symptoms, thus revealing that having money helps.

#### 6.4 Associate Professor Ng Tze Pin - “Translational Research in Gerontology: Adding More Life to More Years”

- 6.4.1 A/Prof Ng spoke about bridging the gap between basic research and practical applications. As Coordinator of the Gerontology Research Program, A/Prof Ng believed that it was important to engage directly with people in the community. He shared that as the limited funds from the research grants did not allow him to lease venues in the heartlands of Singapore for research, he had to source for space that was eventually provided to the researchers through the goodwill of community organizations.
- 6.4.2 Through his research, A/Prof Ng identified demographic risk factors for dementia among Singaporeans. There tended to be higher rates of dementia among females, the elderly, Indians, and Malays, but there was no significant difference amongst the ethnic groups for those who had obtained at least secondary level of education. Notably, he found that lifelong learning and sustained mental activity played a significant role in preventing dementia.
- 6.4.3 A/Prof Ng, like Prof Little and A/Prof Chan, emphasized the need for evidence-based recommendations to address issues of ageing. He believed that with increasing rates of functional disability in countries like Singapore, Thailand, and China, more research must be done for individuals to have maximum mobility. He felt that this could be achieved by making the built environment more elderly-friendly.
- 6.4.4 A/Prof Ng then remarked that elderly people living alone tended to show more depressive symptoms but argued that the more powerful predictive of depressive symptoms was not living alone, but loneliness. He concluded his presentation by stating that those who were still working experienced less cognitive decline and a higher level of life satisfaction.
- 6.4.5 When asked about dementia rates among different generations of the elderly, Prof Ng stated that researchers are increasingly becoming more focused on the older generations of the elderly and find different results when they exclude the younger generations of the elderly.

### 7 **Rounding-Up Session**

- 7.1 After the faculty roundtable, the participants discussed their conference experiences in three groups and prepared presentations to share their thoughts with the other participants.

#### 7.2 Presentation by Group One

- 7.2.1 Mr Manoj Kumar Pandey (The Australian National University) presented on behalf of the first group of participants, which consisted of Ms Catherine Dong Yanhong (National University of Singapore), Mr Jiang Jundong (National University of Singapore), Ms Malene Maag Kristensen (University of Copenhagen), Ms Patricia O’Neill (University of Oxford), and Mr Michael Henderson (Yale University).
- 7.2.2 The first group found the interdisciplinary aspect of the conference very useful. After hearing from the different speakers, they realized how important it was to collaborate with government, policymakers, non-governmental organizations, and the public when addressing issues of ageing.

- 7.2.3 They were surprised that the issue of social security was not covered during the conference. They also wanted to learn more about the ways in which the government, drug companies, and doctors could work together to bring down the cost of medicine without being seen as corrupt or actually being corrupt.

### 7.3 Presentation by Group Two

- 7.3.1 Mr Michael Borch Jensen (University of Copenhagen) and Mr Adrian Bertoli (University of Copenhagen) presented on behalf of the second group of participants, which consisted of Mr Ramesh Sunam (The Australian National University), Mr Manickaratnam Ranjan (National University of Singapore), Mr Weijin Wang (Peking University), and Ms Jolene Masters Pedersen (University of Copenhagen).
- 7.3.2 As the IARU GSC 2012 was the first formal gathering of graduate students within the IARU network, the second group believed it was important to discuss ways to improve the IARU Graduate Student Conference. They believed that although presentations and panels were useful, there should be more focus on networking with other IARU participants. They also believed that the GAI Signature Conference did a great job of introducing the participants to the issues Asia is facing as a whole, but that the significance of the overlap between the two conferences was not clearly explained beforehand. Another recommendation they made was to allow time for small group discussion among people with the same subtheme to create more opportunities for participants with similar interests to explore collaborations.
- 7.3.3 The participants also shared that the conference taught them how to work with people from different political and cultural backgrounds. They noted that a potential barrier for collaboration was the use of different research methodologies, which could potentially be a topic to be discussed in the future.

### 7.4 Presentation by Group Three

- 7.4.1 Ms Gwee Xinyi (National University of Singapore) presented on behalf of the third group which consisted of Ms Sarang Kim (The Australian National University), Ms Ting Lin (Peking University), and Ms Xiaqin Sun (Peking University).
- 7.4.2 The group shared that one of the main takeaways from the conference was that evidence-based research was crucial to policy formation and implementation. They also recognized the importance of collaboration among researchers, government, and non-governmental organizations, especially when in relation to research funding. Another learning point was that ageing was context-based – people grow old differently and one country’s model to address the issues of ageing would not be applicable for other countries.
- 7.4.3 The participants then shared that they had spent the rest of the rounding-up session discussing their own research interests. Ms Gwee wanted to learn more about how older Singaporean adults view the concept of successful aging and what is important for them to age well. Ms Kim was interested in learning about what will lead people to change their lifestyle and health behavior. Ms Sun stated that due to cultural differences, it was much easier to obtain data and clinic samples, such as blood samples, in Singapore than it was in China. She thus emphasized the need for greater collaboration with researchers from other countries. Ms Lin learned that it is important to take note of demographic differences when studying ageing. The group suggested creating a central agency to link researchers across different disciplines.

## **8. Concluding Remarks by Mr Bernard Toh**

- 8.1 Mr Bernard Toh concluded the conference by explaining that the IARU Graduate Student Conference was part of an IARU initiative to bring graduate students around the world together to learn more about the common issues that the world is facing and to understand these global issues from different cultural and regional perspectives through discourse and exchange. Recognizing the potential of future Graduate Student Conferences, Mr Toh shared a quotation: “You don’t need to be a star to start, but to be a star, you need to start.” He encouraged the participants to stay in contact with one another and to utilize the Facebook group that the organizers have already created.

8.2 He then expressed his wish for another university in the Alliance to host the next conference so that the graduate students can gain exposure to the countries represented in the IARU network. When asked whether the next conference would also take on the theme of ageing, Mr Toh answered that he hoped ageing will remain the theme for at least the next few Graduate Student Conferences.

Drafted by : Jessica Wei-Yin Li, Intern, NUS IRO (from UC Berkeley, an IARU intern under the GIP)  
Edited by : Leong Wai Yee, Executive, NUS IRO  
Vetted by : Denise Chua, Associate Director, NUS IRO

## Annex A – List of Participants

	Name	University	Sub Theme
1	Manoj Kumar Pandey	The Australian National University	Social Gerontology
2	Ramesh Sunam	The Australian National University	Social Gerontology
3	Sarang Kim	The Australian National University	Medical Gerontology (Geriatrics)
4	Catherine Dong Yanhong	National University of Singapore	Medical Gerontology (Geriatrics)
5	Gao Qi	National University of Singapore	Medical Gerontology (Geriatrics)
6	Gwee Xinyi	National University of Singapore	Medical Gerontology (Geriatrics)
7	Jiang Jundong	National University of Singapore	Bio-gerontology
8	Jiang Yushi	National University of Singapore	Social Gerontology
9	Manickaratnam Ranjan	National University of Singapore	Bio-gerontology
10	Yap Kai Zhen	National University of Singapore	Medical Gerontology (Geriatrics)
11	Lin Ting	Peking University	Social Gerontology
12	Weijin Wang	Peking University	Social Gerontology
13	Xiaqin Sun	Peking University	Bio-gerontology
14	Adrian Bertoli	University of Copenhagen	Social Gerontology
15	Jolene Masters Pedersen	University of Copenhagen	Social Gerontology
16	Malene Maag Kristensen	University of Copenhagen	Bio-gerontology
17	Martin Borch Jensen	University of Copenhagen	Bio-gerontology
18	Patricia O'Neill	University of Oxford	Social Gerontology
19	Michael Henderson	Yale University	Bio-gerontology
20	Lene Juel Rasmussen	University of Copenhagen	-
21	Tina Gottlieb	University of Copenhagen	-

## Annex B – Program

Venue: Seminar Room 3, Level 2, Education Resource Centre, University Town (*unless otherwise stated*)

---

### Thursday, 28 June 2012

07:45 – 08:15hr **REGISTRATION** (*coffee and light bites will be served*)

08:15 – 08:30hr **INTRODUCTIONS**

**General introduction**

**Brief on the International Alliance of Research Universities**

Mr Bernard Toh, Director, IARU Secretariat

08:30 – 09:45hr **WELCOME REMARKS and KEYNOTE LECTURE: “How can a University help to Tackle Problems like Ageing, Environment and Financial Crisis?”**  
Professor Barry Halliwell, Deputy President (Research and Technology)

09:45 – 10:00hr **GROUP PHOTOGRAPH**

10:00 – 10:30hr Proceed to **Training & Research Academy (TaRA)**

10:30 – 11:30hr **INTRODUCTION TO GERONTOLOGY RESEARCH PROGRAMME at Training & Research Academy (TaRA)**

1. **Welcome address by Mr Arthur Lim, Chairman of TaRA**
2. **Presentations:**
  - **GRP Overview** by **Dr Feng Lei** (MB, PhD), Research Fellow, Department of Psychological Medicine
  - **GRP Organisation** by **Ms Khin Chaw Yu Aung** (MBBS, PhD candidate), Research Assistant, Department of Psychological Medicine
  - **GRP Research Findings** by **Dr Feng Liang** (MB, PhD), Research Fellow, Department of Psychological Medicine
3. **Interaction with research staff and participants**

11:30 – 12:00hr Proceed to **NUS University Town**

12:00 – 18:30hr **GAI SIGNATURE CONFERENCE** (*please refer to conference programme*)

---

### Friday, 29 June 2012

08:45 – 19:30hr **GAI SIGNATURE CONFERENCE** (*please refer to conference programme*)

---

---

**Saturday, 30 June 2012**

08:00 – 08:30hr *Coffee and light bites will be served*

08:30 – 10:00hr **FACULTY ROUNDTABLE**

1. **“Ageing well, research to policy?”**  
**Professor Peter Little**, Life Sciences Institute; Department of Biochemistry; Office of Deputy President (Research and Technology)
2. **“Social Demography and Support for Ageing Well”**  
**Associate Professor Angelique Chan**, Department of Sociology; Duke-NUS Graduate Medical School
3. **“Translational Research in Gerontology: Adding More Life to More Years”**  
**Associate Professor Ng Tze Pin**, Gerontological Research Programme, National University Health System, Yong Loo Lin School of Medicine  
**Facilitator: Dr Feng Lei** (MB, PhD), Research Fellow, Department of Psychological Medicine

10:00 – 10:30hr **MORNING BREAK**

10:30 - 12:00hr **ROUNDING-UP SESSION**

Participants will be split into 4 groups to share learning points and discuss potential collaborative opportunities (45 minutes for discussion, followed by 5-10 minute presentation by each group)

**Facilitator: Dr Feng Lei** (MB, PhD), Research Fellow, Department of Psychological Medicine

12:00 – 13:30hr Proceed to **University Club**

**LUNCH**

*Venue: University Club, Level 4, Shaw Foundation Alumni House*

13:30hr **END OF CONFERENCE**

*Transport will be provided back to University Town after lunch*

---

*Program correct as at 19 June 2012*

## Annex C – Summary of Feedback from Participants

### Background

1. The IARU Graduate Student Conference (GSC), hosted by the National University of Singapore from 28 to 30 June 2012, was the first formal gathering of graduate students from the International Alliance of Research Universities (IARU).
2. The theme of the conference was “The Challenge of Ageing”. It was held alongside the Global Asia Institute (GAI) Signature Conference. Participants spent the first 0.5 day together, joined the GAI Signature Conference for 1.5 days, and came back together for 0.5 day to conclude their conference.
3. A total of 19 graduate students participated in the conference. The breakdown is as follows:

ANU	3
Copenha	4
NUS	7
Oxford	1
PKU	3
Yale	1
TOTAL	19

4. Two Copenhagen staff also joined the conference.

### General Analysis

5. 15 participants submitted their feedback at the end of the conference.
6. The participants were queried on the following:
  - a. Usefulness of the sessions they attended, including the breakout sessions<sup>1</sup> at the GAI Signature Conference
  - b. Statements on the relevance of the conference and potential follow up action
  - c. General arrangements
7. The Keynote Lecture by Professor Barry Halliwell on “How Can a University Help to Tackle Problems like Ageing, Environment and Financial Crisis?” and the Keynote Presentation by Prof Kishore Mahbubani on “Global Leadership – Emerging of Collapsing” were very well received, with 73% and 85% of participants respectively giving them a very useful/ useful rating. Participants gave a very useful/ useful rating of only 58% for the Keynote Presentation by Dr Subra Suresh on “Global Science”.
8. The Faculty Roundtable Sessions by Profs Peter Little (“Ageing well, research and policy?”), Angelique Chan (“Social Demography and Support for Ageing Well”) and Ng Tze Pin (“Translational Research in Gerontology: Adding More Life to More Years”) were similarly well-received. At least 80% of participants gave them a very useful/ useful rating.
9. The review for the site visit to TaRA was mixed, with the most participants rating it somewhat useful (47%). One participant remarked that it was awkward to be around when patients were being interviewed.
10. For the breakout sessions, 12 participants attended each of the two Ageing sessions. Two-thirds of the participants found the sessions very useful/ useful.
11. Other breakout sessions which were attended by 7 or more participants were “Liveable Cities”, “Health: Strategies to Control Diabetes in Urban Asia”, and “Health: Emerging Infectious Diseases Risk in Asia”.
12. Only 6 participants rated the rounding up session, with 4 of them finding it very useful (67%) and 2 of them somewhat useful (33%). However, 3 participants mentioned that it was the session they found most useful under the open comments portion. One reason for the low response rate could be that participants filled in the feedback form before the end of the rounding up session, and did not go back to the question after that.

13. Of the statements asked,
  - a. 67% of the participants strongly agreed or agreed that the information presented was relevant toward their research
  - b. 54% discovered new research topics that they wished to explore in the future
  - c. 27% identified opportunities for collaborations with other participants
  - d. 86% made contacts which they planned to stay in touch with
  - e. 72% thought the Graduate Student Poster Competition was an engaging way to learn about other participants' projects
14. The general arrangements for the conference were well-received. Most participants rated transport and food as excellent (80% and 53% respectively), and accommodation and Facebook group as good (62% and 54% respectively). The overall organization of the conference was either excellent or good. 47% of the participants considered it excellent while 53% considered it good.
15. When asked what they liked most about the conference, most responses (8 out of 11) mentioned the speakers and/ or the participants. It appeared that the opportunity for interaction was one of the strengths of the conference.
16. In terms of suggestions for improvement, some participants (4 out of 12) would prefer the conference to be more focused or related to their area of specialization. 3 participants also suggested more time for discussion or to include presentations on the participants' research proposals.
17. The participants' proposed topics for future Graduate Student Conferences include:
  - a. Population growth and its challenges
  - b. Rural and urban linkage
  - c. The intersection of policy, research and society
  - d. Translating research into practice
  - e. Translation of science into policy

---

<sup>1</sup> For the GAI Signature Conference, participants were free to go for any of the breakout sessions held over the 1.5 days. They were asked to indicate the sessions they attended and rate them in the feedback form.



## SESSION 9 : INSTITUTIONAL JOINT WORKING & RESEARCH

---

- Academic IP Pooling and Collaborative Technology Transfer (Beida)
- Women and Men in Globalizing Universities (Todai & Berkeley)
- Research Administrators' Meeting (Copenhagen)
- Alumni Associations Summit (ETH Zurich)
- Librarians' Meeting (NUS)
- Research - Ageing, Longevity & Health (Copenhagen)





## Academic IP Pooling and Collaborative Technology Transfer

<b>Reporting:</b>	Peking University	
<b>Lead(s):</b>	Chen Dongmin (Beida)	
<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>		For information only
	√	Endorsement / Approval requested
<b>Funding provided to date:</b>	Up to USD15,000 (PM '12)	
<b>Funding requested:</b>	N/A	

### Previous recommendations:

Presidents' Meeting (April 2012)	<p>Prof Chen Dongming (Beida) proposed a workshop for senior officers involved in managing university IP, spin-off incubators and related academic faculty to discuss the possibility of pooling their university IPs to appeal to a greater client base. The proposal was developed in consultation with the leads of the Academic Entrepreneurship and Spin-Off Incubation (2011 IARU workshop at NUS). Presidents approved the funding request of USD\$15,000 to convene the workshop and agreed that there is value for IP officers to deliberate this possibility. The Chair suggested that the workshop also discuss cross-incubation.</p> <p>There were some concerns raised whether IP pooling may work, as there were likely to be issues with the different legal systems as well as issues regarding IP ownership. It was highlighted that the European Union had attempted this before but were unsuccessful. Prof Chen acknowledged these challenges, and said that it would still be beneficial for IP officers to meet to discuss these issues. A report will be submitted to either the Senior Officers' Meeting or the Presidents' Meeting after the workshop.</p>
-------------------------------------	---

## Academic IP Pooling and Collaborative Technology Transfer

As approved by the IARU Presidents' Meeting in April 2012, we are pleased to announce that the IARU Workshop on "Collaborative Technology Transfer" to be hosted by Peking University in Beijing in the Spring of 2013. As an extension to the workshop on "Industrial Innovation & the Role of the Modern Research University" at Cambridge University in April 2009, the objective of the 2<sup>nd</sup> workshop in this series is to provide an forum for the managerial staffs of Technology Licensing/Transfer Offices and faculties of the Member Universities to exchange insights on the opportunities and challenges of academic technology transfer, to share best institutional practices on innovative technology transfer, and to engage in a in-depth brain-storming on how research intensive universities should innovate the traditional business models of the university technology transfer to meet the needs of today's globalized economy. Although it is not exclusive, the workshop will focus on three areas:

1. University – Industry – Government partnership;
2. Creative IP licensing models such as IP pooling;
3. Collaborative spin-off involving multi university IPs, incubators and entrepreneur teams.

It is hoped that the workshop will lead to some concrete proposals for collaborations amongst the IARU members.

We invite colleagues in the IARU member universities to submit presentations and nominate speakers (outside IARU). Collaboration project proposals are also solicited. Please include a short bio (with photo) of the presenter and the title and abstract of the presentation. We will plan to allow 20-30min presentation for each speaker. Please submit the presentation material to us before March 1<sup>st</sup>, 2013.

We look forward to seeing you in Beijing.

IARU PKU-workshop  
Organizing Committee

### Conference Logistics

- Accommodation - Lakeview Hotel, Peking University  
[www.thelakeviewhotel.com.cn](http://www.thelakeviewhotel.com.cn)
- Conference Site – TBC
- Travel Information
  - Airport – Beijing International Airport
  - Weather in Beijing - chilly, often windy
- Important dates:
  - Deadline for nominating speakers – December 1st, 2013
  - Deadline for Abstract Submission – December 1st, 2013
  - Deadline for Hotel Reservation –February 1st, 2013
  - Deadline for PPT Submission – March 1st, 2013



## Conference Program (Tentative)

Informal welcome Dinner (Night before Workshop)	
<b>DAY 1</b>	
8:30 am - 9:45 am	Welcoming Remarks (15min) by Peking University President & IARU Officials General Session  Invited presentations on new challenges and trend of University technology transfer; Successful collaborative model in university technology transfer. <ul style="list-style-type: none"> <li>▪ Invited Presentation -1 (25min), Q/A (5min)</li> <li>▪ Invited Presentation -2 (25min), Q/A (5min)</li> </ul>
9:45 am - 10:30 am	Group Photo, Coffee/Tea-break
10:30 am - 12:00 pm	<ul style="list-style-type: none"> <li>▪ Invited Presentation -3 (25min), Q/A (5min)</li> <li>▪ Invited Presentation -4 (25min), Q/A (5min)</li> <li>▪ Invited Presentation -5 (25min), Q/A (5min)</li> </ul>
12:00 pm - 13:30 pm	Lunch at Lakeside Hotel
14:00 pm - 15:30 pm	<b>Session A: University – Industry – Government Partnership;</b> The scope of Industrial research has been scaled back considerably in the past decades. University-industry-government partnership becomes even more important in the innovation process. New model of corporate sponsor research will be discussed. Presentations followed by panel discussion.
15:30 pm - 16:00 pm	Coffee/Tea-break
16:00 pm - 17:30 pm	Visit Zhong Guan Cun Incubators
18:30 pm	Dinner Hosted by Beijing International Technology Transfer Center
<b>DAY 2</b>	
8:30 am - 10:30 am	<b>Session B: Collaborative IP Licensing model</b> Innovative IP licensing model, IP pooling, etc. Presentations followed by a panel discussion
10:30 am - 11:00 am	Coffee/Tea-break
11:00 am - 12:00 pm	Proposal for IP licensing Collaboration
12:00 pm - 13:30 pm	Lunch at Lakeside Hotel
14:00 pm - 15:30 pm	<b>Session C: Collaborative Spin-off, Incubation and Entrepreneur Teams:</b> Universities incubation programs that not only support their own Spin-offs, but also incubate startups originated from other Universities to share experience and insights on their open technology transfer practices, benefits and key challenges. Presentations followed by a general panel discussion
15:30 pm - 16:00 pm	Coffee/Tea Break
16:00 pm - 17:00 pm	Proposals for Incubation collaboration Conference closing remarks
19:00 pm -	Dinner at a park







## Women and Men in Globalizing Universities

<b>Reporting:</b>	The University of Tokyo	
<b>Lead(s):</b>	Sawako Shirahase (Todai) Angelica M Stacy (Berkeley)	
<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested
<b>Funding provided to date:</b>	USD6,511.88 for Todai Workshop, March 2012 USD8,500 for project development Up to USD15,000 (PM '11) for ETH Workshop, October 2013	
<b>Funding requested:</b>	N/A	

### Previous recommendations:

Presidents' Meeting (April 2012)	Prof Kiichi Fujiwara (Todai) acknowledged the earlier efforts by Cambridge University on the subject, and that the project has been revived in a very fruitful workshop that was conducted on 16 - 17 March at The University of Tokyo with participation from eight universities. Yale, ETH Zurich and KU conveyed that they have received very positive feedback from their colleagues who have participated, and offered their support for the initiative. Presidents supported the funding request of USD\$15,000 for the next meeting in 2013 to discuss benchmarked data from 2006 - 2011. ETH Zurich will host the next meeting in the fall of 2013.
Senior Officers' Meeting (October 2011)	Prof Fujiwara shared an update on behalf of Prof Sawako Shirahase (Todai initiative lead) Gender benchmarking has always been recognized as an issue of importance for IARU universities, and several member institutions have embarked on a study of careers of women in academic institutions. Todai was hoping to draw lessons from the upcoming workshop on 16 -17 March, 2012 which may inform its own gender policy paper. Six institutions have signed up and the others were urged to participate. Mr Griffith said that Oxford was keen to participate and requested for more details about the workshop.

## Women and Men in Globalizing Universities

ETH Zurich has stepped forward to act as the host for the subsequent follow up meeting on receiving the approval of funding for the next meeting following the submission of a proposal to the IARU Presidents and Chancellors by University of California, Berkeley to share cross-national data among IARU members. The approved budget for the meeting was USD 15,000.

The date for the subsequent meeting has been set for the 28 – 29 October, 2013 and ETH Zurich has already started and is still accepting provisional registration to attend. All the participants of the March-2012 workshop have exhibited interest in attending the meeting as well as taking part in the refinement of the research design and data collection for future use. The members who are expected to attend are: The Australian National University, ETH Zurich, National University of Singapore, Peking University, University of California, Berkeley, University of Copenhagen, Yale University, and the University of Tokyo.

CD-ROM containing the presentation data from the workshop for Women and Men in Globalizing Universities “Searching for Gender Equality in Higher Education” has been compiled and distributed to all the representatives of IARU member universities who attended the workshop that took place at the University of Tokyo in March.



## Research Administrators' Meeting

<b>Reporting:</b>	University of Copenhagen
<b>Lead(s):</b>	Anna Haldrup (University of Copenhagen)

<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested

<b>Funding provided to date:</b>	Up to USD10,000 (SOM '11) for Beijing Workshop, September 2013
<b>Funding requested:</b>	N/A

### Previous recommendations:

Presidents' Meeting (April 2012)	Dr John E. Andersen (Copenhagen) updated the Presidents that the Research Administrators' first meeting hosted by Beida will be postponed to 2013. A number of participants will still meet informally this year at an industry conference (International Network of Research Management Societies) in May 2012, at Copenhagen.
Senior Officers' Meeting (October 2011)	Six IARU partners attended an exploratory meeting in Copenhagen on 19 – 20 June and developed a plan to meet for the next three years for the purposes of networking, sharing best practices, and how to simplify research administration processes. The Research Administrators would also discuss global funding opportunities as well as staff exchange. Senior Officers approved US\$10,000 for the first official meeting to be held in Beida in 2012, with the provision that the Research Administrators submit the desired set of outcomes before the meeting. The group may also submit a proposal with more definitive outcomes for future meetings after they have conducted the first session. ETH Zurich, ANU, NUS, Todai and Beida expressed their support for this meeting.

## Research Administrators' Meeting

The Research Administrators' Meeting will be held at Peking University, either on 12-15 September 2013, or 19-22 September 2013. The Research Administrators have been invited to form four working groups for the following purposes:

- a) First and foremost, a smaller working group preparing the meeting and the program. Based on feedback from Peking University, this could be initiated immediately.
- b) To create a common platform for IARU institutions' collaborations, with a gathering of key documents and key information institutions want to share. This could be as part of the IARU website, and it should be investigated whether this is possible.
- c) To define a list of things institutions want to share and key information that could be used for benchmarking.
- d) Investigate the potential of further staff-exchange. A model that could be useful was to introduce formal calls, so that the goals and frame setting for such a fellowship program is clear for the fellows and the host. One model could be the EARMA International Fellowship Program that also could be used for supplementary funding (as well as the NCURA International Fellowship Program).

Contact persons from IARU institutions:

IARU Partner	Name
University of Copenhagen	Dr. Anna Haldrup, Director, Research & Innovation, University of Copenhagen
University of Copenhagen	Mr. Jan Andersen, Senior Executive Advisor Research and Innovation, Faculty of Life Sciences, University of Copenhagen, EARMA Chair
Australian National University	Dr John Wellard, Director, Research Office
Peking University	Dr. Lingchun Yang, Deputy Chief, Division of Oversea Project Office of Scientific Research
University of California, Berkley	Dr. Patrick Schlesinger Assistant Vice Chancellor - Research Administration and Compliance
University of Oxford	Stephen Conway, Associate Director Research Services
ETH - Zürich	Dr. Agatha Keller, Leiterin, Euresearch Zurich
University of Cambridge	Ms Monique Carew, Head, Research Operations
Yale University	Prof Andrew Rudczynski Associate Vice President for Research Administration
National University of Singapore	Prof Barry Halliwell Deputy President (Research and Technology)
University of Tokyo	Ms Makiko Toyoki Manager for Promoting International Relations



## Alumni Associations Summit

<b>Reporting:</b>	ETH Zurich	
<b>Lead(s):</b>	Peter O Brunner (ETH Zurich)	
<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested
<b>Funding provided to date:</b>	USD\$12,704.50 (Oct 2010 Summit)	
<b>Funding requested:</b>	N/A	

### Previous recommendations:

Presidents' Meeting (April 2011)	<p>Prof Peter Pang (NUS) reported that the Alumni Directors found the sharing of best practice very useful and were looking forward to more activities in the future (e.g. the Alumni Global Summer Program). The Chair concurred, adding that the Alumni group has developed strong and close ties, and he expressed confidence that the Network will achieve much because of the positive momentum generated. ETH Zurich will host the next summit on 16 – 19 September 2012.</p>
Senior Officers' Meeting (October 2011)	<p>Ms Priscilla Wadham (ANU) has attended all three IARU Alumni Summits, and shared that the most recent meeting continued to be a valuable experience. She said relationships have developed and strengthened over the years, allowing for candid sharing of ideas, showcasing best practices, and revisiting discussion topics on what has worked or not since the last update.</p> <p>The group has decided to collaborate more frequently, including organizing combined alumni receptions. In the pipeline is a pilot "Alumni GSP", a five-day course on Treasure Houses &amp; Power Houses: the University's Museums and their Role in the Future, open to IARU Alumni and to be hosted at Cambridge's Madingley Hall. If successful, the intention is to hold such events in rotation on the various members' campus.</p> <p>The network of alumni directors was endorsed by the Chair who had attended the Summit's closing session when it was held at NUS, as well as Copenhagen, Oxford and ETH Zurich based on the strong feedback received. Future Alumni Directors' Summit will be hosted at the following locations: ETH Zurich (2012), Todai (2013), Copenhagen (2014), ANU (2015) Oxford (2016) and Yale (2017) on a self-funding basis (delegates would fund their travel and a host university would cover the meeting costs).</p>

## Alumni Associations Summit

The 4th “IARU Alumni Associations Summit” was held 16 - 19 September 2012 at ETH Zurich, organized by the ETH Alumni Association. The event was attended by alumni association representatives from ANU, Cambridge, Copenhagen, ETH Zurich, Oxford, Todai and Yale.

In addition to an extensive exchange of experience and best practice, the delegates discussed several new ideas for joint programs and activities. One such activity will be joint events in cities, with large IARU alumni populations. A first Joint IARU Alumni Event is planned for San Francisco 2013.

Next “IARU Alumni Associations Summit” will be held 30 September – 3 October 2013, hosted by Todai. The tentative focus will be on the relationship between the international strategy of IARU universities and the role of their alumni associations: The role of alumni in the university’s global strategy, what role do alumni play in the international strategy of the university?



## Librarians' Meeting

<b>Reporting:</b>	National University of Singapore
<b>Leads:</b>	Sylvia Yap (NUS)

<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>		For information only
	√	Endorsement / Approval requested

<b>Funding provided to date (USD):</b>	N/A
<b>Funding requested (USD):</b>	N/A

### Previous recommendations:

Presidents' Meeting (April 2012)	Prof Pang reported that the upcoming meeting of librarians is another example of a successful network arising informally from IARU. All ten partners will be participating in this meeting, which will be hosted by NUS on 11 – 12 June 2012. Outcomes from the meeting will be presented at the 2012 Senior Officers' Meeting.
Senior Officers' Meeting (October 2011)	Senior Officers' endorsed the network of Librarian's proposal to meet on 11 – 12 June 2012. NUS offered to host and fund the cost of the meeting in Singapore where they will discuss strategies and experiences, and identify collaboration opportunities.  Dr Andersen suggested that they should continue the discussion on Open Access, if it were still relevant. Senior Officers supported Ms Whitelaw's proposal to provide the Librarians' network with some funding support for their next meeting. However, funding support would only be given if the stated outcomes and/or deliverables were supported by Senior Officers.

## Librarians' Meeting

### Members present:

Australia National University (ANU)	: Roxanne Missingham
ETH Zurich	: Wolfram Neubauer
National University of Singapore (NUS)	: Sylvia Yap
Peking University	: Zhu Qiang
University of California, Berkeley	: Thomas C. Leonard
University of Cambridge	: Sue Mehrer
University of Copenhagen	: Michael Cotta Schönberg
University of Oxford	: Richard Ovenden
University of Tokyo	: Haneda Masashi Hidetaka Ishida
Yale University	: Susan Lynn Gibbons

### In attendance:

Kan Sok Cheng  
Gerrie Kow  
Ng Kim Leong

### Opening:

The inaugural meeting of University Librarians of the International Alliance of Research Universities (IARU) was held in NUS Libraries on 11-12 June 2012. The welcome address was delivered by Professor Tan Chorh Chuan, Chairman of IARU and President of the National University of Singapore. In his address, Prof Tan highlighted the value of IARU in building rapport and trust among members of the Alliance. A major initiative he mentioned was the Campus Sustainability Program and from this initial start, many other activities have come about. These now include collaborative projects between academics; a global summer program for undergraduate students; a global internship program for students; and best-practice exchanges and dialogue between the professional and administrative staff of our universities. Having set the context, Prof Tan challenged the meeting to find new approaches to support the learning, teaching and research activities of the member universities.

Besides the IARU University Librarians, the opening was also attended by Mr. Joseph Mullinix, Deputy President (Administration), NUS, Mr. Bernard Toh (Director) and Ms Yeap Su Phing, (Associate Director) of the IARU Secretariat.

### Background:

The theme of the meeting was to share strategies, experiences, challenges and to identify collaborative opportunities among the IARU University Libraries. Library background reports covering the following were submitted prior to the meeting:

- Brief introduction of individual Library
- Current Library strategies aligned with individual University's strategies including how we shape them
- Staff development
- Collection development strategies : Print vs electronic
- Adoption of Social media in your library and how they are used to promote services, collection or educate users
- Innovative services developed and implemented in the last 3 years to support learning, teaching and research
- Challenges faced arising from shrinking budget, space, and manpower, technological and pedagogical changes and our solutions, if any
- Methods and measures used to show success and ROI to our stakeholders

On the first day, the meeting discussed the role of academic and research libraries and identified for adoption, collaborative initiatives that supported IARU objectives. The discussion on the initiatives continued on the second day, followed by a discussion on interesting developments and initiatives mentioned in the submitted library reports.

Both the reports and the conversations covered topics with greater candor and nuance than are possible in larger groups or on a public stage.

### **Summary:**

It was agreed that this meeting provided an excellent forum for the University Librarians to share experiences, challenges, solutions and explore ways libraries could further collaborate to support IARU initiatives. Such meetings will strengthen relationships and foster trust between IARU libraries. The meeting also accepted Copenhagen's invitation to host the next IARU librarian's meeting in June 2013.

### **Collaborative Initiatives:**

The group agreed on the following:

1. Libraries in the alliance to share best practices on the following issues:
  - In line with IARU's Campus Sustainability program, the proposed theme for the next meeting will be the Sustainable University Library
    - To request funding to invite an expert in the field as a keynote speaker for the meeting
    - Details of meeting:
      - June 24-25, 2013 (Meeting in University of Copenhagen)
      - June 26 onwards (Study tours to Scandinavian libraries)
  - Other additional themes for the next meeting include cloud computing and research data management
  - Michael to share his library's experience on adopting Patron Driven Acquisitions (PDA) for e-books (natural & health sciences) at the next meeting
2. Explore the possibility of providing a liaison librarian at each university library to introduce library services to exchange students, research and teaching staff on short-term attachment.
  - The report to communicate to IARU administration the need to publicize IARU and its activities to their university community as it was perceived that IARU is little known. It further recommends that IARU administration market this liaison librarian initiative to their university departments.
  - Each library to explore with their respective department that handles student exchange to incorporate library information into their orientation program.
3. Explore the possibility of lowering barriers to access library facilities for visiting IARU staff & students, and spouses of staff on sabbatical or exchange.
4. Library staff exchange/study visits/internships opportunities [period is flexible]
  - Share information on cost of living, best periods and duration for the exchange
  - State in the report the benefits of having these programs (e.g. rapidly evolving roles of librarians and the need to build new skills relevant for the library of the future, commitment to continual professional development, provide opportunities for the staff to share ideas and experiences, learn/identify best practices)
  - Sylvia to find out about IARU funding opportunities for internships and projects and share with the group
5. To communicate to IARU University Presidents the issues relating to e-resource pricing and its consequences on scholarly communication.
  - Roxanne will prepare a statement regarding Open Access and scholarly communication.
6. Further areas for cooperation and information sharing
  - Compile the status of research data management activities at each university and to explore the Library's role in relation to this issue. Michael will coordinate this activity
  - Compile a list of loan entitlements & disciplinary actions of each library.

7. Sylvia to request for amendments in the IARU website regarding the first meeting of IARU librarians.

### **Notes of meeting**

Themes brought up for discussion included the following:

#### Role of the University Library

1. Library as Place

- Libraries inspire people to want to study
- The library is a place to see and be seen- communities are built
- The library is a place for users from different disciplines to mingle & collaborate
- The library is not just a study space but an environment that provides help that supports learning (from librarians, etc.)
- The library is perceived as a safe environment

2. Support Research- Library as an excellent partner to achieve university objectives

- It was observed that each discipline requires different support mechanisms.
- Beijing & Yale shared their experiences in working with the relevant departments to develop a GIS.
- Libraries to be part of a research support suite to provide assistance and information to our researchers. Yale shared their experience of librarians collaborating with an IT unit to provide support to the faculty when the Engineering library closed.
- A central repository for research data & published output (e.g. ANU's joint collaboration)
- Specialist librarians will continue to provide the expertise of obtaining non-mainstream information.
- Libraries can play a role in research data management. Some of the roles may include data curation and organization. The meeting recognizes the need to further explore the roles of libraries in this area.

3. Library as Publisher

- Digitizing our own collections and making them available online
- Collaboration with Google for digitization projects. However, access to the collection is restricted, pending legal resolution.
- An objective of Research Data Management is to facilitate the sharing and reuse of research data.
- Institutional Repositories (IR) as a response to the Open Access issue. The stages of development of IR vary with institutions. Preference for subject repositories was identified as a reason for researchers not supporting IR initiatives.
- Publishing information related to exhibitions and special collections (e.g. Oxford)

4. Library & Outreach

- Personal Librarian Program at Yale. It was pointed out that it was used more as a marketing tool and about 20-25% of students responded to it. The Yale librarians who volunteered to be involved felt that it was rewarding. Attributes of a personal librarian include a willingness to work beyond regular hours and creativity.
- Some libraries shared experiences of how their rich special collections and subject expertise were used to support issues of current interest to the university or community (e.g. exhibitions - Oxford, Berkeley)

### **Staff Competencies & Structures**

1. Competencies

- Ability to manage change and be flexible
- Ability to write, communicate and advocate
- Ability to keep up with the advent of technology
- Ability to lead teams

- Negotiation skills
- Marketing & Public Relations skills
- Presence of misalignment between library school education and actual working environment.

## 2. Structures

- Museums, Libraries and archives to do more collaborative work so as to tap on each other's strength (e.g. Yale)
- Some libraries employ based on the best fit for the job rather than on qualifications.

### **E-Books & Patron Driven Acquisition (PDA)**

- Copenhagen has been purchasing natural & health sciences books mostly in the electronic format. This has been a successful move with very few requests for print versions from users.
- Copenhagen & Oxford shared their experience with PDA.
- The query of what will happen to the records that were preloaded into the library catalogue when funds are exhausted was raised. Copenhagen will share their experience at the next meeting.
- Increasing prices of e-resources and its impact on scholarly communication. There is a need to lobby Institutional Presidents to support the libraries' attempts to contain the escalating prices of e-resources.

### **Copyright Issues**

- In the US, there is a push for congress to act on the "orphan works" issue. There is also a growing movement to push for greater application of Fair Use.

### **Scholarly Communication**

- University research collaborations may be cross-institutional or with industries. This complexity hinders our ability to provide access to e-resources to participating researchers outside our institutions due to licensing restrictions. Micro-payment schemes (e.g. DeepDyve) were suggested as a possible solution to this problem.
- It was also suggested that libraries could explore the possibility of negotiating e-resource access deal for collaborative research groups.
- Open Access: All institutions support the principle of Open Access, however, it was noted that the present pricing models are neither scalable nor sustainable. It was also noted that the IR is a response to the push for Open Access.
- Roxanne shared Australia's experience with data research management and data curation.





## Aging, Longevity and Health

<b>Reporting:</b>	University of Copenhagen
<b>Lead(s):</b>	Ulla Wewer (University of Copenhagen)

<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested

<b>Funding provided to date (USD):</b>	USD 38,000 for Oxford project management salary (2009)
<b>Funding requested (USD):</b>	N/A

### Previous recommendations:

Presidents' Meeting (April 2012)	Meeting participants had a chance to tour Copenhagen's facilities in the morning, including the Center for Healthy Ageing where Dean Ulla Wewer (Copenhagen) and others presented an overview of its inception, funding support, ongoing initiatives, new collaborations and future plans. The presidents thanked the group for the good work and achievements to date.
Senior Officers' Meeting (October 2011)	Dr Andersen presented an update. Recent activities included running its first GSP course, which received good reviews and complemented the other two GSP courses by Copenhagen. Its network iHan is attempting to secure more funding for various research initiatives, including from the 8th Framework Program of the European Union for Research, Technological Development and Demonstration Activities (FP8). Under development are new research proposals, a joint-degree in evolutionary medicine and future joint-conferences. Dr Heather Booth (ANU), who has been involved in this initiative, voiced her support for the amount of good research done. Senior Officers congratulated Copenhagen again on this successful initiative.



INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

FACULTY OF HEALTH AND MEDICAL SCIENCES  
UNIVERSITY OF COPENHAGEN



# IARU News

5 / April 2012



INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES

The fifth issue of IARU News reports on several exciting IARU initiatives. These projects include the 2011 and 2012 sessions of the *IARU Summer School on Interdisciplinary Aspects of Healthy Aging* in Copenhagen; the *IARU Aging, Longevity and Health* project, including the iHan network activities; and the *Position Paper* of the University of Copenhagen for the 8<sup>th</sup> EU Framework Programme (FP8), which is responding to *Aging Societies* as a major global challenge. Finally, we provide an update on the 15 floor building for research and education at the Faculty of Health and Medical Sciences, University of Copenhagen, currently under construction and to be completed by the end of 2014, which will house the Center for Healthy Aging.

With best regards,



Ulla Wewer, Professor, DM.Sci

Dean of the Faculty of Health and Medical Sciences, University of Copenhagen, Denmark

## CEHA Welcomes the 2012 IARU Global Summer Program

Following Center for Healthy Agings (CEHA) participation in the successful IARU Congress in October 2010, the Center decided to offer a two-week summer school course in 2011 and to participate regularly thereafter in the IARU Global Summer Program. In 2011, CEHA hosted the course *Interdisciplinary Aspects of Healthy Aging* from 18-29 July. Investigators representing all CEHA programs lectured at the summer school and the course was coordinated by Assistant Professor Ying Liu.

The two-week summer school in 2011 provided an intercultural and interdisciplinary experience for all participants. During the first days of the session, CEHA researchers presented lectures that provided basic background for aging-related research topics. The students spent the next 5 days working in supervised groups on several interdisciplinary research projects and prepared written essays. On the last day, each group presented their findings to the whole group.

The students were a diverse group including 14 master level students from University of Peking; ETH Zürich;

Oxford University; University of Tokyo; National University of Singapore and Australian National University and 2 students from the University of Copenhagen. The cultural and educational backgrounds of the students were diverse, and the project subject matter also challenged the students to think in new ways on highly interdisciplinary projects. This intellectually stimulating environment provoked many interesting discussions.

CEHA hosted a very successful farewell dinner for all summer school students on 27<sup>th</sup> July at *Tivoli* – a famous amusement park and pleasure garden in the center of Copenhagen. Students from the contemporaneous IARU Summer School Course *Kierkegaard: The Individual in the Global Society* shared in the fun at Tivoli as well (see photo). CEHA and the University of Copenhagen will co-host and co-sponsor the Summer School again in 2012. Warm welcome to IARU Summer School 2012 on 5-23 July. See [healthyaging.ku.dk/education/iaru-summer-school/iaru-summer-school-2012](http://healthyaging.ku.dk/education/iaru-summer-school/iaru-summer-school-2012) for more information on the 2012 Program.



INTERNATIONAL ALLIANCE OF  
RESEARCH UNIVERSITIES



Fifty students in the 2011 IARU Global Summer School Program and their supervisors are shown in Copenhagen after the farewell dinner at Tivoli. The participants represented seven IARU member universities.

## Update on the Aging, Longevity and Health Project

### Neurodegeneration and Life Course Issues

In the subproject Neurodegeneration and Life Course Issues several specific interdisciplinary research projects on life course issues in relation to neurodegeneration have been established in the CEHA. These involve plans for collaboration with the University of Tokyo and the Australian National University.

Within the neurodegeneration sub area, IARU partners, led by Professor Albert Gjedde from CEHA, initiated an International Healthy Aging Network (iHAN) in 2009. iHAN is a network for researchers both within and outside the established IARU network.

iHAN is coordinated by CEHA members and associates, and is funded by a Global Excellence grant from the Capital Region of Denmark to the Molecular Neurobiology of Aging and Consciousness (MNAC) unit in the Department of Neuroscience and Pharmacology, Faculty of Health and Medical Sciences, University of Copenhagen. At present, the core activity performed by iHAN is acquisition of neuroimaging data relevant to aging and neurodegenerative changes of the human brain. One research area of current interest to iHAN participants is the visual system of the brain, in part because retinal ganglion cells are especially susceptible to age-dependent degeneration, including the excitatory stress (excitotoxicity) that has detrimental effects on the mitochondrial compartment. The main computing nodes of the network reside at Aarhus University, Denmark (Christopher J. Bailey, M.Sc., and Anders Rodell, Ph.D.), University of Queensland, Australia (Andrew Janke, Ph.D.), and Yale University, USA (Fahmeed Hyder, Ph.D.). Members of the network are also planning to attend and contribute to the Gordon Research Conference on Brain Energy Metabolism and Blood Flow at Colby College, Waterville, Maine, August 11-17, 2012, during which iHAN leadership will convene for their next organizational meeting.

Recent additions to the MNAC include professors Maurice Ptito PhD DSc and Linda Hildegard Bergersen (CEHA), PhD and associate professor Miriam Kolko, MD PhD.

### Recent publications from iHAN/MNAC projects include:

Joel Aanerud, Per Borghammer, M. Mallar Chakravarty, Kim Vang, Anders B. Rodell, Kristjana Y. Jónsdóttir, Arne Møller, Mahmoud Ashkanian, Manouchehr S. Vafaei, Peter Iversen, Peter Johannsen, Albert Gjedde: Brain Energy Metabolism and Blood Flow Differences in Healthy Aging. *Journal of Cerebral Blood Flow and Metabolism*, 2012 in press.

Christopher J. Bailey, Basavaraju G. Sanganahalli, Peter Herman, Hal Blumenfeld, Albert Gjedde, Fahmeed Hyder: Analysis of Time and Space Invariance of BOLD Responses in the Rat Visual System. *Cerebral Cortex*, 2012 in press.

### Health Policy Challenges of Aging Populations

In the sub area Health Policy Challenges of *Aging Populations*, CEHA scientists are planning a collaboration with Professor Sarah Harper, Director of the Oxford Institute of Aging, first discussed in Copenhagen in early 2011. So far, the discussion led to a proposed seminar originally scheduled for late 2011, now re-scheduled for 2012. The seminar will involve Professor Sarah Harper and Senior Research Fellow Dr. George W. Leeson from the Department of Sociology at Oxford University as well as researchers from CEHA in Copenhagen. In the meantime, CEHA Ph.D. fellow Bodil Ludvigsen is working as a guest researcher at Oxford Institute of Aging and CEHA Professor Susan Reynolds Whyte is planning to visit Oxford in early summer 2012.

### Evolutionary Medicine

The Evolutionary Medicine Program is an established program of the Centre for Social Evolution (CSE) in the Department of Biology, University of Copenhagen, coordinated by Professor Jacobus J. Boomsma and Dr. Sean G. Byars. CSE researchers in the Evolutionary Medicine Program recently completed a study

on preeclampsia, which applied an evolutionary biology perspective to data from the Danish National Hospital Register and the Danish Civil Registration System. A manuscript describing this study is now ready for submission. CSE scientists also report that the MSc course in Evolutionary Medicine was held for the fourth time. Twenty-seven students signed up for the course and are scheduled to take the exam in April 2012. Jacobus Boomsma and Sean Byars also organized a symposium on *Evolution and Human Disease* during the 13<sup>th</sup> Congress of the European

Society for Evolutionary Biology in Tübingen, Germany from 20-24 August 2011. The program included internationally recognized speakers including Professors Steve Stearns (Yale) and David Haig (Harvard) as well as CSE scientists from the University of Copenhagen.

## Aging in the FP8 Position Paper of the University of Copenhagen

The 8<sup>th</sup> European Union (EU) Framework Programme (FP8; the European Framework Programmes for Research and Technological Development) is expected to start in 2014. The academic community at the University of Copenhagen recently identified a number of major global challenges faced by the international society, one of which is *Aging Societies*. These are gathered and published in the University's *FP8 Position Paper*.

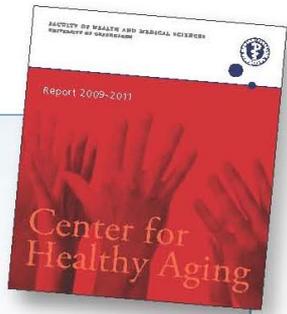
The challenge of the Aging Societies is defined by the fact that the number of elderly in Europe is rapidly increasing. This calls for effective therapeutic treatments that will ensure physical, psychological and social well-being for this segment of the population. Through a range of interdisciplinary approaches to aging,

the Aging Society platform seeks to present effective guidelines on how to ensure a healthily aging population in Europe. The *FP8 Position Paper* of the University of Copenhagen outlines these challenges as well as key research areas necessary in order to create sustainable solutions and continued growth in Europe and beyond.

Discussions related to these ideas are described in the University's Position Paper on FP8. The document can be viewed at the following website: [fi.ku.dk/fp8](http://fi.ku.dk/fp8)



CEHA Report 2009-2011



## The Copenhagen Center for Healthy Aging

The Copenhagen Center for Healthy Aging (CEHA), which was established in 2009, focuses on research into aging for better health and reduced frailty throughout life. The mission of CEHA is to determine how more people can live healthier lives and enjoy a robust old-age. The multidisciplinary research programs at the Center investigate biomedical, social and psychological influences on healthy aging, and develop initiatives for preventing and treating aging-associated dysfunction and disease.

CEHA research themes include:

- Molecular Aging
- Neurobiology
- Muscle and Matrix
- Life Course Perspective on Aging
- Health Care Policy and Preventive Medicine
- Health Promotion, Communication and User-driven Innovation
- Interdisciplinary project

CEHA is funded for its first five years by the Danish foundation Nordea-fonden

with a possible extension for another five years ([www.nordeafonden.dk/english](http://www.nordeafonden.dk/english)). The Center, which is led by Managing Director Lene Juel Rasmussen, is based at the University of Copenhagen, primarily at the Faculty of Health and Medical Sciences.

More information on CEHA is available on [healthyaging.ku.dk](http://healthyaging.ku.dk)





Illustration of the new research building at the Faculty of Health and Medical Sciences, University of Copenhagen

## Aging Research in a New Science Tower in Copenhagen

The Faculty of Health and Medical Sciences, University of Copenhagen, is now expanding and improving its research facilities. This ambitious project became a reality in December 2010, when the Faculty received a very generous donation of approximately USD 125 million, dedicated to a new building. The new facility will be a 35,000 square metre extension of the existing Panum Building. The donation came from the non-profit foundation formed by A. P. Møller and wife Chastine Mc-Kinney Møller, owners of the large Danish shipping and oil conglomerate A. P. Moeller – Maersk. Half of the construction

sum of the building on the Blegdamsvej address will be covered from this fund. This is a historic donation from a private foundation, and the University of Copenhagen is very grateful and proud of this visionary donation to benefit research and education at the University. With its 15 floors, the new Panum-building has been designed to create the best possible environment for modern research and teaching. The Faculty of Health and Medical Sciences has designated the two first floors of the facility for CEHA. CEHA is looking forward to occupying its new research home by the end of 2014.



## SESSION 10 : GRAND CHALLENGE

---

- Sustainable Campus Initiative (ANU)
- Sustainability Fellowships (ANU & Yale)
- Sustainability Science Congress 2014 (Copenhagen)





## Sustainable Campus Initiative

<b>Reporting:</b>	Australian National University
<b>Lead:</b>	Wayne Ford (Australian National University)

<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested

<b>Funding provided to date (USD):</b>	<p>USD10,000 Consultancy Fees (PM '11)          USD 7,207 Sustainability Meeting (March 2011)          USD 4,055 Sustainability Meeting (February 2010)          USD16,500 Copenhagen related activities (March 2009)          USD14,000 Sustainability Meeting (October 2008)</p> <p>Up to USD15,000 for annual meeting in 2012 (PM '09)          Up to USD15,000 for website write-up, etc (PM '11)          Up to USD10,000 for a benchmarking study (PM '12)          Up to USD15,000 a year for annual meetings in 2013 – 2015 (PM '12)</p>
<b>Funding requested (USD):</b>	N/A

### Previous recommendations:

<p>Presidents' Meeting (April 2012)</p>	<p>The Sustainability Officers Group had just concluded its third annual meeting from 2 - 4 April 2012 at ANU. The new initiative lead, Mr Wayne Ford (ANU) was introduced to the group. Presidents approved the group's request for funding to meet for another three years (USD\$15,000 for each meeting) from 2013-2015.</p> <p>Mr Watt reported that the carbon emissions targets that were set in 2009 were unattainable as they were set without sufficient knowledge or discussion. It was also difficult to conduct any meaningful comparison between institutions. Presidents approved the request for an additional US\$10,000 for the purpose of benchmarking carbon emissions and other related parameters. The meeting discussed whether benchmarking will be possible at all, but the consensus was that it would be worth an attempt. Being able to set updated targets and conduct benchmarking would also strengthen IARU's demonstration of leadership in the area of campus sustainability. The meeting agreed that the benefits of such an initiative could benefit other universities who might be developing sustainability programs, as well as become a useful educational resource and for awareness building among IARU's students and community.</p>
---	---

	<p>Sustainability Officers were requested to provide more details about the benchmarking initiative and the possibility of collaboration in complementary areas with the International Sustainable Campus Network to the Senior Officers' Meeting in October 2012.</p> <p><u>IARU Conference on Environmental Sustainability 2013</u>: Mr Watt presented the proposal for a Conference to be co-led by ANU and NUS. The Conference will focus on the operational aspects of campus sustainability. After some discussion the Presidents agreed to defer this Conference by a couple of years, perhaps until the Sustainability Officers' Group has more information to showcase from the benchmarking initiative, and a clear differentiation from other Sustainability Conferences such as the one that would be hosted by ISCN in 2013.</p>
<p>Senior Officers' Meeting (October 2011)</p>	<p>Mr Bart Meehan (ANU) informed the meeting that he will be retiring from ANU at the end of 2011. He introduced the new team members from ANU: Mr Wayne Ford (lead), Mr John Sullivan and Ms Su-Ann Wilder (not present). Ms Julie Newman (Yale) and Mr Dominik Brem (ETH Zurich) would take the lead on Sustainability Fellowships and website updates, respectively. Today, ETH Zurich and Copenhagen placed on record their appreciation and confidence on the successful efforts of the group, and Mr Meehan's leadership of this initiative.</p> <p>The third Sustainability Officers' Meeting will be held at ANU in March 2012. Mr Ford was requested to submit a proposal detailing the purpose and intended outcomes for future meetings at the 2012 Presidents' Meeting for consideration, if there was a plan for such future meetings.</p> <p>Mr Meehan presented the sustainability materials available on the website, including updates on case studies, the Toolkit and the How-To Guide. The team was also looking into the development of online modules and an education package. An intern would be engaged and Mr Meehan was planning to have a complete Sustainability section on the IARU website updated before the next Presidents' Meeting. For the educational package, the group decided to do video-conferencing as the cost of webinars was too high. A key challenge of video-conferencing was coping with the different time zones. The team would be looking into making an online recording available, with Japanese and Chinese translations.</p> <p>Mr Meehan commented that it was important to create greater awareness for IARU's Sustainability efforts through soft marketing and opportunities such as peer reviews, book chapters and presenting at conferences. The meeting resurfaced the idea of having an IARU Sustainability Conference to be held at the end of 2012 or in 2013. This would be a good way for the Alliance to demonstrate thought leadership and value for the university sector, and not just for IARU members. The conference also has the opportunity to appeal to a wide audience, including learning from other universities from the same climatic regions. The conference program will be a combination of campus sustainability implementation, education and research. The Chair also suggested drawing more case studies from the participants at this conference to supplement the website repository that was being developed. Mr Griffith asked if the group would consider exclusive invitations for each partner to invite universities or business partners from their network, as a way to increase goodwill within their own circles. Partners emphasized that such a conference would have to be unique, as there were many generic sustainability conferences.</p> <p>Dr John E. Andersen (Copenhagen) offered to share experiences from its IARU Sustainability Congress, which was held in conjunction with the</p>

	<p>COP-15 meeting in 2009.</p> <p>Other future plans include water consumption, ICT emissions, as well as how implementation affects people and mindsets. For the 2012 Presidents' Meeting, Mr Meehan and Mr Ford were requested to develop a proposal, including identifying the location, target groups and theme for the Sustainability Conference and seek consensus from fellow Sustainability Officers.</p>
--	---

## Sustainable Campus Initiative

### *Process for identifying and summarising sustainable campus activities*

After meeting in Canberra with other members of the IARU Campus Sustainability Group (ANU, NUS, ETH and Yale), the University of Copenhagen have designed a form that can be used to map an overview of sustainable campus activities at each IARU University. They have also prepared a document explaining the content of the form.

This initiative is intended to provide a level of transparency to the programs that are operating in each institution and allow for the assessment and uptake of the programs where suitable by other areas. There is no doubt that the level of knowledge and experience within our groups has a much greater capacity if shared.

The proposal is for a 3-step process for preparation and application of the mapping:

2012:

1. Each university completes the form in order to identify both current and future content of sustainable activities. Completed forms are returned to the University of Copenhagen. The University of Copenhagen offers to summarise the data collected from all of the universities and provide a general overview. Completed forms and the general overview will be sent out to the Sustainability Officer.
2. The universities that are identified as working with the same or related sustainable campus initiatives can be collected into smaller groups and, in autumn 2012, describe briefly, in writing, why the selected sustainable campus initiatives/action areas are relevant or important. Furthermore they can describe the content of the sustainable initiatives in order to make sure we are comparing similar topics.

2013:

1. In 2013, we can work together to define more specifically the focus, content and methods to be applied when a university (whether it a planned or already existing) wishes to create a sustainable campus. Deliberations should include ways in which the university can implement research and practical experience.

The annual Campus Sustainability Officers' Meeting / Workshop in 2013 could provide important input, enabling us to present a guide, late in 2013, outlining ways in which to develop sustainable campus universities.

The group has had some discussion on which institution would host the next meeting. It had been suggested at the last workshop that Oxford or Cambridge may be the host, however this has not been confirmed. It would be assumed that this workshop would be very focused on the development of the benchmarking project as detailed above.

<b>IARU University Sustainability activity matrix</b>			
<b>University :</b>			
<b>Filled out by:</b>			
	<i>A. Has the university significant activities on the theme/subject?</i>	<i>B. Which 5 activities/projects are most important for achieving your sustainability targets (choose max 5 for each category)</i>	<i>C. Has the university plans for future significant activities on the theme/subject?</i>
<b>BUILDINGS</b>			
Concepts for sustainable buildings - used in new and/or existing buildings			
Laboratories			
Offices			
Education facilities			
Housing			
IT/IT-Centres			
Power plants			
Other buildings, please state			
Use of certification, please state			
<i>Others, please state</i>			
<b>CAMPUS</b>			
Sustainable campus areas			
Green purchasing			
Transport			
Biodiversity			
Waste			
Water conservation			
Waste water			
Materials and substances			
Management of extreme weather			
Energy saving/CO2 reduction			
Energy production/Renewable energy			
District heating/cooling systems			
Sustainable agriculture/farming			
Sustainable food			
<i>Others, please state</i>			
<b>PLANNING, ORGANIZATION AND MANAGEMENT</b>			
Environmental management systems			
Energy management systems			
Sustainable campus organisation - decisions and organizational setup			
Setting targets, actionplan			
Monitoring/reporting on sustainability performance			
Economy - budgets			
Analytic capacity on which actions/activities are most effective/best investments			
Behavior & culture			
Efficient use of space			
<i>Others, please state</i>			
<b>EDUCATION, RESEARCH</b>			
Staff involvement			

Student involvement			
Campus as a living lab			
<i>Others, please state</i>			
<b>COMMUNICATION</b>			
Internal			
Eksternal			
<i>Others, please state</i>			
<b>DEMONSTRATING LEADERSHIP</b>			
Pushing legislation/setting standards for national/regional performance			
Collaboration with municipalities/authorities			
Taking the lead on university performance/focus - nationally/internationally			



## Sustainability Fellowship

<b>Reporting:</b>	Australian National University
<b>Leads:</b>	Wayne Ford (Australian National University) Julie Newman (Yale University)

<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested

<b>Funding provided to date (USD):</b>	N/A
<b>Funding requested (USD):</b>	

### Previous recommendations:

Presidents' Meeting (April 2012)	N/A
Senior Officers' Meeting (October 2011)	<p>Nine members have sent nominations or indicated their interest to participate in next year's Sustainability Fellowship, with a response pending from Beida.</p> <p>Ms Sophie Christoe, currently an ANU Masters student who interned at Yale spoke about her experience as a Sustainability Fellow in 2009. Ms Christoe has continued working on a green checklist for running events on campus, which included waste management, started by another Sustainability Fellow the year before.</p> <p>Mr Meehan was also requested to provide an overview of the movement of Sustainability Fellows/ Students in the past three years (i.e. from which universities, and the types of projects), as well as a status update of each member institution's achievements against their set targets established in 2009.</p>

## Sustainability Fellowship

This table lists those participating in the Student Internship program in 2012. Details have been included for the projects where we have received information. All communication so far suggests another very successful round of internships. I can report that as usual we found our two students Rebecca Miller and Klaus Arildslund to be exceptional, and produced some fantastic projects.

We have included a copy of a report from Catherine B Diomampo on the restricted website as testimonial to the outstanding work done on the program.

John Sullivan  
ANU

	Host University	Sending University	Student	Project
1	Cambridge	UC Berkeley	Shi Yi	Energy Analysis of the University library
2	Cambridge	University of Tokyo	Ms Yaegashi	Energy analysis of the Dept of chemistry science labs
3	ANU	Yale University	Rebecca Miller	During my weeks at the Australian National University, I worked in the Heritage department of the ANUgreen office on developing new Heritage Trails around the campus to promote the university for Canberra's upcoming centenary. Over my five weeks working at the ANU, I have produced five self-guided tours and one guided tour. To ensure a large audience and a variety of interests, each tour focuses on a different aspect of the ANU: its political history, its architecture, the Old Acton conservation area, the cultural landscapes and significant vegetation around the university, and the major features of the institution.
4	ANU	University of Copenhagen	Klaus Arildslund	The Australian National University (ANU) has set out goals and targets for sustainability at the university in the Environmental Management Plan (EMP). It is ANUgreen which is responsible for achieving these goals. One of the goals in the Outreach and Communication part of the EMP is to conduct tri-annual surveys to take the temperature of the campus' attitudes towards sustainability and the actions taken at ANU. Another idea of the survey is to check up on staff and students' knowledge about ANUgreen projects. Only one earlier survey has been finished on ANU, though it only included general questions about the current state of sustainability on ANU. This survey will include more specific questions and cover all subdivisions of ANUgreen. Hopefully the results from the new survey will help ANUgreen further develop and improve its marketing and communications strategies with the campus community. The feedback from the respondents may also contain ideas for how to achieve the energy, water and waste goals set out in the EMP, as well as outline attitudes towards energy generation on campus.

5	UC Berkeley	Cambridge University	Vaishnavi Balachandran	Vaishnavi Balachandran came to the UC Berkeley campus as one of the 2012 IARU Student Sustainability Fellows Vaishnavi worked on two projects while she was here. She developed a model that explored different scenarios of campus greenhouse gas emissions out to the year 2020, to help determine when the campus will meet its initial target and to inform future goals. She also helped benchmark some of our buildings using the U.S. EPA Energy Star tool.
6	Oxford	ETH Zurich	TBC	TBC
7	Oxford	Peking University	TBC	TBC
8	Copenhagen	Yale University	Thomas Rokholt	Life cycle analyses project on improvement of the use of chemicals in laboratories at UCPH. His ideas project will feed in ideas in an upcoming development of strategy and targets for Green Campus.
9	Copenhagen	Cambridge University	Natasha Filer	Strategies and recommendations for increased use of campus green spaces for student gardens and for improved biodiversity. Her work will be used as input to development of more sustainable use and maintenance of the green spaces at UCPH.
10	NUS	Oxford University	James Fisher	<ul style="list-style-type: none"> <li>- Updating and renewing the OES (Office of Environmental Sustainability) website and calendar</li> <li>- Website articles</li> <li>- Green guide for new students</li> <li>- Water conservation outreach programs</li> </ul> Social media and environmental awareness
11	NUS	University of Copenhagen	Julie Skak	<ul style="list-style-type: none"> <li>- Air Miles Calculation</li> <li>- Green event guidelines/caterers</li> <li>-Sustainability reports references (identification of key takeaways from reports available online)</li> <li>- Digital Signage visualization</li> <li>- Green Award criteria</li> <li>- Biking trial at NUS and sharing sessions with the student organization</li> </ul>
12	Peking	NUS	Derek Ang	<ul style="list-style-type: none"> <li>- visited the Office of Sustainable Campus Planning of Peking University and learned the Green Campus Plan of Peking University in detailed.</li> <li>- visited the Tianjin Eco-city built jointly by both governments of China and Singapore under the guide of my graduate student.</li> <li>- visited the Energy Saving Office of Peking University and learned the design scheme of central monitoring platform of energy consumption in whole campus.</li> <li>- carried on communication with the sustainable development association of student association in Peking University.</li> <li>- attended a forum of water environmental issue in Beijing.</li> </ul>

13	ETH Z	NUS	Chung Wing Tai	<ul style="list-style-type: none"> <li>- Clean Room energy analysis Conduct interviews to find out current practices in cleanrooms</li> <li>- Conduct interviews with stakeholders on possible ways to optimize energy consumption of cleanrooms in ETH</li> <li>- Estimate the current electricity usage of cleanrooms in ETH using available data from metering devices</li> </ul>
	ETH Z	Oxford University	Note: did not complete internship due to an accident	
14	Yale	ETH Z	Joan Suris	No report provided yet
15	Yale	ANU	Natalia Weir	No report provided yet
16	Tokyo	ANU	Catherine B Diomampo	A report on the management actions of the University of Tokyo in response to the energy shortage after the Great East Japan Earthquake



## Sustainability Science Congress 2014

<b>Reporting:</b>	University of Copenhagen	
<b>Lead(s):</b>	Katherine Richardson (Copenhagen)	
<b>Document type:</b>	√	Progress update
		Discussion paper
		Project proposal
<b>Action required:</b>	√	For information only
		Endorsement / Approval requested
<b>Funding provided to date (USD):</b>	Up to USD15,000 (PM '12)	
<b>Funding requested (USD):</b>	N/A	

### Previous recommendations:

Presidents' Meeting (April 2012)	Rektor Hemmingsen presented the proposal as follow up from the first Sustainability Congress hosted in 2009 in conjunction with COP-15. This Congress will focus on research related to global sustainability and climate change issues. Presidents were supportive of the Congress and approved funding request of up to USD\$15,000. The Congress organized by the University of Copenhagen will likely be a recurring event every five years. Yale and Berkeley expressed their support for the Congress, adding that the first event achieved a strong turnout of participants, strongly appealed to the scientific community, as well as sparked broader conversations about climate change.
-------------------------------------	---

## Sustainability Science Congress 2014

### **Time and place:**

The IARU Sustainability Science Congress will take place in Copenhagen, Denmark in October 2014. The Danish Government is hosting an international “green development” conference (by invitation only) in that week which may give potential for highly placed speakers/participants and it is expected that the IPCC will present its 6th report later that month – also in Copenhagen. Thus, this meeting time may give good access to media opportunities.

### **Aim:**

The aim of the Sustainability Science Congress is to put global focus on research related to global sustainability issues, including climate change. The congress is a follow-up from the inaugural congress held in 2009 in conjunction with COP-15 in Copenhagen, and IARU may consider branding itself through such events at regular intervals. The congress aims to achieved a strong turnout of participants, appeal to the scientific community, and to spark a broader conversation about sustainability. The congress is expected to attract 500-700 participants with representatives from academia, private enterprise, policy makers and media.

### **Content:**

The congress will host 5 plenary session key note speakers as well as several parallel sessions. The focus is on “integrative” sessions with participants from all disciplines in the same sessions. The following topics are being discussed in the scientific steering committee as potential themes (not prioritized):

- Biomass as a natural resource - global primary production and its limits
- Transitioning current economic models
- Moving from “climate” to “sustainability”
- Reconciling different world views regarding the human-earth relationship
- Putting biodiversity concerns into operation
- Providing energy in a resource-constrained economy
- Governance in light of planetary boundaries
- Food security: Feeding future generations with limited resources
- Water for all: Distribution of and accessibility to water
- Elucidating sustainability-health interactions

### **Organizers:**

The congress is organized by the Scientific Steering Committee (SSC) and a Local Organizing Committee (LOC):

- The Scientific Steering Committee is chaired by Professor Katherine Richardson from the Sustainability Science Centre, University of Copenhagen. For an overview of SSC members, see attached document. The university appointed members of the SSC has been asked to find one additional member each from their own universities in order to address the skewed representation of gender and subject areas. Yale has not yet appointed a member to the SSC.
- The Local Organizing Committee is chaired by Director Niels Elers Koch, Faculty of Science, University of Copenhagen. Project leader of the Local Organizing Committee is Dr. Katrine Hahn Kristensen, Faculty of Science, University of Copenhagen.

### **Members of Scientific Steering Committee**

Bin Lu	Professor, Director	Dept. of Urban and Regional Planning, Peking University
ONG Choon Nam	Professor, Director	Environmental Research Institute, National University of Singapore
Peter Guthrie	Professor, Director	Centre for Sustainable Development, Cambridge University
Keisuke Hanaki	Professor Adjunct professor of IR3S	Graduate School of Engineering. Integrated Research System for Sustainability Science (IR3S), University of Tokyo
Jim Hall	Professor, Director	Environmental Change Institute, University of Oxford
Robert Dyball	Dr.	Fenner School of Environment & Society, ANU
Daniel Kammen	Professor, Director	Renewable and Appropriate Energy Laboratory (RAEL), University of California, Berkeley
René Schwarzenbach	Professor, Dr., Associate Vice President for Sustainability	ETH Zürich
Katherine Richardson	Professor, Leader	Sustainability Science Centre, University of Copenhagen





## SESSION 11 : BUSINESS MATTERS

---

- Financial Report
- Senior Officers' Meeting 2013
- Any other business





## Financial Report

### 2012 IARU Income & Expenditure Statement

1 January – 30 September 2012

	<b>USD Total</b>
Carry forward from 31 December 2011	189,199.98
<b>INCOME</b>	
a. Members' Contributions	200,000.00
b. IARU-Santander Sponsorship for GSP	200,000.00
c. Interest Income	509.34
<b>Total Available Funds</b>	<b><u>589,709.32</u></b>
<b>EXPENDITURE</b>	
<b>a. Meetings</b>	21,967.43
1) 2012 Presidents' Meeting (26 & 27 April)	21,967.43
<b>b. Workshops</b>	7480.37
1) Women & Men in Globalizing Universities (16-17 March)	6,511.88
2) Best Practices in Leadership Development(14 April)	968.49
<b>c. Sponsorship Disbursement</b>	200,000.00
1) IARU-Santander Sponsorship for GSP	200,000.00
<b>d. Administrative Costs</b>	-58.24
1) Bank Charges	97.86
2) Others	-156.10
<b>e. Secretariat Costs</b>	80,000.00
1) Contribution to NUS for Secretariat Costs	80,000.00
<b>Total Expenditure</b>	<b><u>309,389.56</u></b>
<b>BALANCE (Total Funds – Total Expenditure)</b>	<b><u>280,319.76</u></b>

**IARU Projected Commitments**  
 Projected until 31 December 2012

	<b>USD Total</b>
Carry forward from 30 September 2012	<b><u>280,319.76</u></b>
<b>ANNUAL MEETINGS</b>	25,000.00
1) 2012 GSP Working Committee Meeting (24-25 September) Up to 10,000.00	
2) 2012 Senior Officers' Meeting (29 – 30 October) Up to 15,000.00	
<b>APPROVED COMMITMENTS</b>	157,074.77
1) Sustainable Cities outcome development <sup>1</sup> Up to 15,000.00	
2) Campus Sustainability website <sup>4</sup> Up to 15,000.00	
3) Campus Sustainability workshop (2012) <sup>2</sup> Up to 15,000.00	
4) Campus Sustainability workshop (2013, 2014, 2015) <sup>5</sup> Up to 15,000.00 x 3	
5) Campus Sustainability benchmarking study <sup>5</sup> Up to 10,000.00	
6) Scientific Sustainability Congress (2014) <sup>5</sup> Up to 15,000.00	
7) Women and Men in Globalizing Universities (2013) <sup>5</sup> Up to 15,000.00	
8) Research Administrators' Meeting (2013) <sup>6</sup> Up to 10,000.00	
9) Academic IP Pooling workshop (2013) <sup>5</sup> Up to 15,000.00	
10) IARU Website Revamp (for maintenance) <sup>3</sup> Up to 2,074.77	
<b>ACTIVITIES SUBMITTED FOR APPROVAL</b>	15,000.00
1) Global Cross Disciplinary Tournament (2013) Up to 15,000.00	
<b>Total Anticipated Expenditure</b>	<b><u>197,074.77</u></b>
<b>ANTICIPATED BALANCE</b>	<b><u>83,244.99</u></b>

<sup>1</sup>Funds committed at 2008 Presidents' Meeting  
<sup>2</sup>Funds committed at 2009 Presidents' Meeting  
<sup>3</sup>Funds committed at 2010 Presidents' Meeting  
<sup>4</sup>Funds committed at 2011 Presidents' Meeting  
<sup>5</sup>Funds committed at 2012 Presidents' Meeting  
<sup>6</sup>Funds committed at 2012 Senior Officers' Meeting



## Senior Officers' Meeting 2013 – dates and venue

### **Confirmed Dates:**

5 – 6 November, 2013 (Tuesday – Wednesday)  
Hosted by the University of California, Berkeley

### **Previous IARU Meetings:**

#### Presidents' Meeting

2006 @ National University of Singapore (13-14 January 2006)  
2007 @ the Australian National University (28-29 March 2007)  
2008 @ Yale University (22-23 April 2008)  
2009 @ University of Cambridge (28-29 April 2009)  
2010 @ Peking University (13-14 April 2010)  
2011 @ Yale Club, New York City (6-7 April 2011)  
2012 @ University of Copenhagen (26 – 27 April 2012)  
2013 @ National University of Singapore (8 – 9 April 2013)  
2014 @ The University of Tokyo (April 2014)

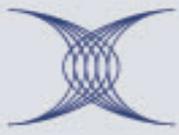
#### Senior Officers' Meeting

2005 @ Yale University  
2006 @ ETH Zurich (20 September 2006)  
2007 @ The University of Tokyo (19-21 September 2007)  
2008 @ University of California, Berkeley, (20-21 October 2008)  
2009 @ University of Oxford (22-23 October 2009)  
2010 @ ETH Zurich (18-19 October 2010)  
2011 @ the Australian National University (24 – 25 October 2011)  
2012 @ University of Cambridge (29 – 30 October 2012)

#### GSP Working Committee Meeting

2009 @ Oxford University (14-15 September 2009)  
2010 @ University of Cambridge (13-14 September 2010)  
2011 @ University of Copenhagen (19-20 September 2011)  
2012 @ Peking University (24 – 25 September 2012)  
2013 @ ETH Zurich (9 – 10 September 2013)





## REFERENCES

---

- Participants' Biographies
- Confirmed Outcomes of the 2012 IARU Presidents
- Confirmed Outcomes of the 2011 IARU Senior Officers' Meeting





## Participants' Biographies

### University of Cambridge

#### **Dr Jennifer BARNES**

##### *Pro Vice-Chancellor for International Strategy*

A former opera singer, Dr Jennifer Barnes became associate professor at the Royal Academy of Music, full professor at the Royal College of Music, then Dean at Trinity College of Music.

In the 1990's she instigated a research partnership between Imperial College, Manchester University and the Royal College of Music, utilizing early findings in neuroscience to enhance performance in musicians and dancers.

In 2005, she became Group Director of Global Education for BP. Working with colleagues across the globe, was successful in establishing a \$250m annual investment in the university sector. She advised colleagues in over 25 countries on partnerships with governments, academic institutions, NGOs and businesses.

In 2008, she was elected the 4th President of Murray Edwards College, founded as New Hall, in the University of Cambridge. In 2010, she was appointed Pro Vice Chancellor for International Strategy, developing policy and strategy for the University's international engagements.

#### **Dr Toby WILKINSON**

##### *Head of the International Strategy Office*

Dr Toby Wilkinson took up his appointment as Head of the International Strategy Office at the University of Cambridge in July 2011. He works closely with the Vice-Chancellor and the Pro Vice-Chancellor for International Strategy to support the schools, faculties and departments in their international engagements, and to develop the University's strategic engagements overseas, particularly research collaborations with the EU, USA, India, China and Brazil.

Prior to joining the International Strategy Office, Toby served for 4 years as Chairman of the Cambridge Colleges Development Group, coordinating the external relations and fundraising functions of Cambridge's 31 colleges in the context of the University's institution-wide £1 billion campaign.

Toby is also an acknowledged expert on ancient Egyptian civilisation and one of the leading Egyptologists of his generation. He is a Fellow of Clare College Cambridge.

### The Australian National University

#### **Dr Erik LITHANDER**

##### *Pro Vice-Chancellor, International & Outreach*

Dr Erik Lithander joined The Australian National University in June 2012 in the newly-created position of Pro Vice-Chancellor (International & Outreach).

Prior to moving to Canberra Dr Lithander was Director of International Affairs at University College Dublin (UCD), and before that he was Associate Director for International Relations at the University of Auckland. Originally from Sweden, Erik holds a BSc (Econ) from the London School of Economics and an MPhil and PhD from the University of Cambridge.

His research interests lie in contemporary Latin American literature and he has a particular interest in public policy issues relating to the funding of higher education.

**Mr Iain WATT*****Director, International Operations and Student Recruitment***

Mr Watt has recently returned to ANU in the role of Director, International Operations and Student Recruitment. He is responsible for recruitment and admission of both Australian and international students to the university, the university's exchanges and mobility programs, alliances and relationships with universities, government and other agencies and other international activities. He was previously Director, International Cooperation and Development at ANU from 2004 to 2007, during which time he was responsible for establishing the International Alliance of Research Universities and managing the IARU secretariat.

Between these two stints Mr Watt was posted to the Australian Embassy in Beijing as the Australian Government's senior education representative in Asia, with particular responsibility for China and Hong Kong. He also undertook earlier postings in Beijing (1998 to 2002) and Taipei (1995-1998). He has also managed several branches within the international arm of the Commonwealth Department of Education.

Mr Watt is well-known throughout Australia's international education circles and a sought after conference speaker. He has undertaken consultancy work for State Governments and universities and contributed the article on China for the publication celebrating 25 years of Australian international education.

He is married with two teenage boys. He is a graduate of the ANU (majors in statistics and pure mathematics). He speaks Chinese fluently and enjoys a game of golf when time permits.

**Ms Janelle ENTWISTLE*****Associate Director, International Strategy, Alliances & Partnerships***

Janelle has recently joined the ANU International Strategy, Alliances and Partnerships team after almost four years as Marketing and Development Manager for the ANU College of Business and Economics. She has over 8 years' experience in the Australian tertiary education sector in roles encompassing international and domestic student recruitment, the development and negotiation of student exchange, partnership and articulation agreements, and strategic marketing planning and execution.

Previous to her position at ANU Janelle was General Manager for Netball Tasmania, and has held senior marketing and communications positions in a range of industries including mining and disability services.

She holds degrees in Social Science, Marketing and Management, and is particularly interested in the development of international strategy and partnerships for the University and the expansion and utilization of key international networks.

**ETH Zurich****Professor Ralph EICHLER*****President & In-Coming IARU Chair***

Professor Ralph Eichler obtained his doctorate in Physics from ETH Zurich. After being active as a researcher in the USA (Stanford University and Los Alamos Meson Physics Facility) and Germany (DESY/German Electron Synchrotron), as well as at the Institute for Medium Energy Physics at ETH Zurich and as a project manager at Paul Scherrer Institute (PSI), he became a Professor of Physics at ETH Zurich in 1989. His scientific career then took him once again to DESY, this time as spokesman of the international collaboration H1, before he took on leading roles at PSI, firstly as Deputy Director from 1998 to 2002 and then as Director from 2002 to 2007. Professor Eichler has been President of ETH Zurich since September 2007.

Professor Eichler is a member of the ETH Board and Vice President of ETH Zurich Foundation. His other affiliations include memberships of the Swiss Academy of Engineering Sciences (SATW), the Board of Energie Trialog Schweiz, the AXPO Advisory Board on Sustainability, the Swiss Economic Forum and the SLAC/Stanford Linear Accelerator Center's Scientific Policy Committee. He is currently Vice President of the Rectors' Conference of the Swiss Universities (CRUS).

**Mr Anders HAGSTRÖM*****Director of Global Educational Affairs and in-coming IARU Secretariat***

Mr Anders Hagström is the Director of Global Educational Affairs at ETH Zurich. His previous appointments included project manager of ETH Zurich's ICT development program, "ETH World", and various positions in the field of lifelong learning for engineers at Helsinki University of Technology, Cambridge University and European Federation of National Engineering Associations.

**Dr. Jürg BRUNNSCHWEILER*****Director, Global Institutional Affairs ETH Global***

Dr Jürg Brunnschweiler obtained his doctorate in Biology from the University of Zurich. He joined ETH Zurich in 2002, working first in the President's Staff and the Lecturers' Office, then in the office dealing with the European Union Framework Programmes. In 2009 he returned to the Office for Faculty Affairs, where he was responsible for faculty recruiting procedures at various Departments. In addition, he was contact person for academic career advancement and Secretary of the Tenure Committee. Since 1 October 2012, Dr Brunnschweiler is the Director of Global Institutional Affairs.

**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 concurrently serves as the Chairman of the Board of the National University Health System. Prof Tan's additional appointments include Deputy Chairman of Singapore's Agency for Science, Technology and Research (A\*STAR); Senior Advisor to the Governing Board of Duke-NUS Graduate Medical School; and Member, Board of Directors of the Monetary Authority of Singapore.

A renal physician, he obtained his medical training at NUS, and research training at the Institute of Molecular Medicine, Oxford. 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. He also played a key role in setting up the Duke-NUS Graduate Medical School, in his capacity as Deputy Chairman of the Governing Board from 2004-2007. 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 single governance.

Prof 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 as Director of Medical Services in the Ministry of Health. Other awards include the Albert Schweitzer Gold Medal from the Polish Academy of Medicine; Honorary Doctor of Science from Duke University; Honorary Doctor of Science from Loughborough University; Achievement Medal from the Singapore Society of Nephrology and the 1996 Singapore Youth Award.

Prof Tan has been a member of the World Economic Forum's Global University Leaders Forum since 2008 and sits on the World Economic Forum's Science Advisory Committee. He is also currently Chair of the International Alliance of Research Universities, a consortium of 10 leading research-intensive universities.

Prof 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 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 helping to formulate 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 and liaison with granting bodies.

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 Neurobiology & Behaviour, Pharmacology & Toxicology, Biology and Biochemistry and his Hirsch Index is 136.

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 awarded the "Lifetime Achievement Award" by the Society for Free Radical Biology and Medicine in the USA for overall sustained excellence in the field. He was recently awarded Ken Bowman Research Award for outstanding achievements in the field of cardiovascular research from the Institute of Cardiovascular Sciences (Canada) and NUS University Award – Outstanding Researcher Award. His laboratory is also ranked number one 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, such as strokes, and in the ageing process. 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* 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.

**Professor Lily Kong**  
***Vice-President (University and Global Relations) & Vice Provost (Academic Personnel)***

Professor Lily Kong is Vice President (University and Global Relations) and concurrently Vice Provost (Academic Personnel) at the National University of Singapore. She also holds the Provost's Chair Professorship.

In her role as Vice President, 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 internationalisation strategy, and providing guidance in its implementation. In her capacity as Vice Provost, she works with the Provost in academic personnel matters including recruitment and development, benchmarking and resource allocation.

Prof Kong is a member of the Public Service Commission. She is also a member of the United Nations University Council as well as Scientific Advisory Board at the Max Planck Institute for the Study of Religious

and Ethnic Diversity in Gottingen, member of the International Advisory Board of The Cairns Institute and Honorary Auditor, Tertiary Education Quality and Standards Agency.

A graduate of the National University of Singapore and University College London, Prof Kong is a geographer and has been a faculty member in the NUS Department of Geography since 1991. She was Sub-Dean in NUS' Faculty of Arts and Social Sciences from 1995 to 1996; Vice-Dean from 1997 to 2000 and Dean from 2000 to 2003. Concurrently, from 2002 to 2003, she was Dean of the University Scholars Programme. From 1998 to 1999, she was also Assistant Director, Office of Research. She was Vice Provost (Education) from 2004 to 2007. She also held concurrent positions as Director of the Asia Research Institute from 2008 to 2010, and Acting Executive Vice President (Academic Affairs), Yale-NUS College from 2011-2012.

Prof Kong has received five international fellowship awards including the Commonwealth Fellowship Award and the Fulbright Fellowship Award. She was twice a recipient of the NUS Faculty of Arts and Social Sciences Teaching Excellence Award. She also received the NUS Outstanding University Researcher Award as well as the National Book Development Council of Singapore Book Award. She has an Honorary Doctor of Science from UK's Loughborough University, and is recipient of the 2006 National Day Award, the Public Administration Medal (Silver) as well as the Association of American Geographers Robert Stoddard Award (Geography of Religion and Belief Systems) in 2009.

Prof Kong is an editor of the international journals *Social and Cultural Geography* and *Dialogues in Human Geography*. She is also a series editor of *Pacific Rim Geographies: Studies on Contemporary Culture, Environment, Cities and Development* (Routledge) and Co-Chief Editor of the *ARI-Springer Asia Series*. Additionally, she is Book Series Advisor for *The Politics of Popular Culture in Asia Pacific* (University of Illinois Press and Hong Kong University Press). She is also a member of 15 editorial boards, and international editorial advisory boards of international journals.

Prof Kong's main research foci are religion, cultural policy and creative economy, and national identity. She has also written about globalization and migration, and the social construction of nature and the environment. She has 13 books and monographs to her name, as well as over 100 papers in international refereed journals and chapters in books.

#### **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 institution established by the Organization for Economic Co-operation and Development (OECD) and hosted by Karolinska Institutet and Royal Institute of Technology (KTH) in Stockholm, Sweden. Dr Wang joined National University of Singapore in February 2010 as Research Director and took over the position of Director, Research Administration on 1 November 2011.

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 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. 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.

## University of California, Berkeley

### **Professor Robert Price**

*Associate Vice Chancellor for Research and Professor of Political Science.*

Professor Price's research and teaching fields include comparative politics and African affairs, with a special emphasis on South Africa. He is author of *Society and Bureaucracy in Contemporary Ghana* (Berkeley: University of California Press, 1975), *U.S. Foreign Policy toward Sub-Saharan Africa: National Interest and Global Strategy* (Berkeley: Institute of International Studies, 1979), *The Apartheid Regime: Political Power and Racial Domination* (co-editor, Berkeley: Institute of International Studies Publications, 1980), and *The Apartheid State in Crisis* (New York: Oxford University Press, 1991), as well as a variety of journal articles and book chapters dealing with the new African state, U.S. foreign policy towards Africa, and political change in South Africa.

### **Prof Pradeep CHHIBBER**

*Director, 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 Class of 1959 Chair as well as a professor at the Department of Political Science at UC Berkeley. Professor Chhibber has published extensively on issues related to party systems, electoral politics, and the politics of India.

## University of Copenhagen

### **Professor Thomas BJØRNHOLM**

*Pro-Rector*

Professor Thomas Bjørnholm is Pro-rector 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.

**Mr Steen ULLRICH**  
*Head, Rector's Office*

Mr Steen Ulrich is currently the Head of the Rector's Office (Chief of Staff) at the University of Copenhagen. He has held previous positions as a political adviser in the European Parliament and as a European Affairs consultant with the Confederation of Danish Industry. Mr Ulrich has also undertaken an internship at Prime Minister's Office in Denmark. He has a MSc in Political Science and MA in European Affairs.

## University of Oxford

**Mr Loren GRIFFITH**  
*Director, International Strategy*

Loren Griffith is the Director of International Strategy at Oxford University and part of the University's administrative leadership team. He and the International Strategy team are responsible for developing a coherent corporate strategy to promote Oxford's international relations, global profile and international competitiveness. The team's portfolio is broad and includes such issues as Oxford's approach to:

- international student recruitment and funding
- integration of international academic staff and students
- international educational experiences for all students
- international collaborations (research and education)
- promoting deeper engagement with key countries/regions

Prior to joining Oxford, Loren was a management consultant at McKinsey & Company for seven years. As a member of the London, Boston, Delhi, New York, and Los Angeles offices, he served clients in health care, including health systems and pharmaceutical companies, and in secondary and higher education. He also worked for United States President Barack Obama's transition team and for the California State Senate. He holds a law degree (J.D.) with distinction from Stanford University, a Master's in Public Affairs (MPA) from Princeton University's Woodrow Wilson School, and a B.A. in Ethics, Politics & Economics, *magna cum laude*, from Yale University.

**Ms Nina TOMLIN**  
*Officer, International Strategy*

The International Strategy Officer, Ms Nina Tomlin, joined the office in September 2011. Prior to joining Oxford, Nina was Deputy Director of the Ditchley Foundation, which promotes international understanding through the convening of high-level roundtable conferences on issues of international public policy, for over four years. She has also worked in the office of Amnesty International's Secretary General, the UK Home Office and the Electoral Commission, and for the Chairman of the European Parliament's Foreign Affairs Committee.

She holds a degree in Social and Political Sciences from the University of Cambridge (Trinity Hall) and a Master's in International Politics from the School of Oriental and African Studies, University of London.

## The University of Tokyo

### **Professor Yoichiro MATSUMOTO** **Executive Vice President**

Executive Vice President Matsumoto is Professor of Mechanical Engineering. He was a Special Adviser to the President and Vice President from 2008 to 2009, and became Executive Vice President in April 2009. Professor Matsumoto received his Bachelor's, Master's and Doctoral degrees all from the University of Tokyo in Mechanical Engineering respectively in 1972, 1974 and 1977. He became a Lecturer in 1977, an Associate Professor in 1978 and full professor in 1992. He served as Vice Dean of the School of Engineering from 2004 to 2006 and Dean of the School from 2006 to 2008. Professor Matsumoto's most recent scientific interest is fluids engineering, molecular dynamics, rarefied gas dynamics, multiphase flows and medical application of fluid and bio mechanics. His research work and papers have received awards numerous times. He recently received the following awards; Calvin W. Rice Lecture Award in 2005 from ASME, the JSME Medal for Outstanding Paper, Fluids Engineering Award from JSME, the JACM Award for Computational Mechanics in 2007, APACM Award for Computational Mechanics in 2010, Ted Belytschko Applied Mechanics Award in 2010 from ASME and the JSME Medal for Outstanding Paper in 2011. He served as President of the Japan Society of Fluid Mechanics in 2004, President of the Visualization Society of Japan in 2007, President of the Japan Society of Mechanical Engineers in 2010. Currently he is President of Japanese Society for Engineering Education. He is a fellow of JSFM, JSME and ASME and a Member of the Engineering Academy of Japan and Science Council of Japan.

### **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, 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 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.

### **Ms Kaya Kitabayashi** **Administrative staff, International Affairs Department**

Ms. Kaya Kitabayashi is an administrative staff, International Affairs Department of the University of Tokyo since April 2012. She is in charge of international training programs for staff members and administration for a project that translates and publishes books by faculty members of the University of Tokyo.

Before transferring to the current position she had been working for Disability Services Office of the University of Tokyo as Disability Service Coordinator and is qualified as a Japanese sign language interpreter.

## Yale University

### **Mr Donald L. FILER**

*Executive Director, Office of International Affairs*

Don Filer is Executive Director of the Office of International Affairs. He was appointed to his present position in December 2004. He was previously responsible for managing support for the Yale Corporation, the Visitor Center, and the Office of Licensing Programs. Prior to moving to Yale, Don served in a number of capacities at Connecticut College from 1991 to 2000 including Vice President for Community and Public Affairs, Secretary of the College, and Acting Vice President for Development. He worked for former U.S. Representative Bruce A. Morrison of New Haven from 1985 to 1991.





## Confirmed Outcomes of the Seventh IARU Presidents' Meeting University of Copenhagen, 26 & 27 April 2012

President Tan Chorh Chuan (NUS / IARU Chair) and Rektor Ralf Hemmingsen (KU) welcomed all participants to the meeting. Rektor Hemmingsen commented while IARU is a small and diverse alliance, it is growing well in terms of joint activities and is full of collaborative and intellectual energies.

### 1. Future of Careers and the Impact on Higher Education

- 1.1 Prof Jozef Ritzen, an invited speaker from Maastricht University who is concurrently the Chair of Empower European Universities gave a lecture on universities' roles in driving sustainable growth and providing an innovative and skilled labor force. He argued that there should be constant evaluation of degree programs to meet the changes in the labor market, innovative teaching which includes a focus on ICT and humanities, and for universities to work with local community to create new enterprises. Prof Ritzen opined that a strong organization like IARU should take a role in public debates on major issues and global developments.

Prof Ritzen pioneered Problem Based Learning when he was President at Maastricht University. He advocated the importance of international comparisons such as through OECD's Program for International Student Assessment (PISA). In response to a question, he said that international exposure for a student meant having them communicate in a different language with another person from a different culture on a daily basis. Finally, he commented that dual education – one that combines work with study as exemplified by some universities in Germany e.g. locating engineering faculties near industrial sites to do this – may be the way forward.

- 1.2 Vice Chancellor Sir Leszek Borysiewicz (Cambridge), in responding, shared how education must be viewed from an evolutionary point of view, equipped with sufficient flexibility so graduates will still be high functioning in 30 years' time. Universities cannot predict the future but it must observe and adapt with changes. Of the global companies that existed in 1910, only two are still in existence today. Universities on the other hand can withstand the test of time, especially if they continue to strive towards producing the very top talents and innovators, who although few in numbers will be the future change makers. In Cambridge town, job creation remains strong, with constant serial innovation. Separate from politicians and industrialists, it is crucial for universities to maintain a high level of autonomy, which Prof Ritzen agreed with.

Vice Chancellor Borysiewicz also shared about the strong impact that IT will have on education, and the importance of managing data/metadata. He commented that universities need to do more than, for example, making lectures available online, to make a real difference.

- 1.3 Executive Vice President Prof Yoichiro Matsumoto (Todai) spoke next about Japan's government funding cuts to universities and employment challenges for university graduates. As a result, Japanese students pursuing doctoral and post-doctoral are gradually decreasing. To counter this situation, the Japanese government started a joint industry, academia and government scheme to nurture leadership. The RU11 (Research Universities 11), comprising of nine Japanese national universities and two private universities will also prioritize the development of highly skilled human resource through research.

Another challenge for Todai is that students are generally unwilling to go for study abroad opportunities as they do not deem these to offer the kind of important skills that are required by Japanese employers. Todai said that this will have negative effects on the internationalization of its campus and misses out on exposing its students to cultural diversity. Related to this, Todai is considering moving its academic year

to autumn to have a similar starting period with European and American institutions. The implementation will align semester schedules for outgoing and incoming exchange program students.

- 1.4 The meeting thanked Prof Ritzen, Vice Chancellor Borysiewicz and Prof Matsumoto for their insightful sharing. Vice Chancellor Andrew Hamilton (Oxford) added that there were two more trends to observe. The first was related to an increase in human longevity, and how universities will have to begin training mindsets for longer working spans perhaps well into the mid 70s and possibly 80s. Secondly, the trend of liberal arts education is on the rise, as seen by UCL and the partnership between Yale and NUS. Yet, the rise of liberal arts education takes universities further away from the call to produce more trained graduates in specialized fields. To the latter point, President Ralph Eichler (ETH Zurich) added that governments and society needs to respect the balance of having both of these – to not view traditional education as being elitist, nor vocational training as less important. There is still a high, unfilled demand for engineers and scientists in Switzerland.

## 2. Presidents' Regional Roundup & Institutional Sharing

Presidents discussed a range of higher education issues:

- 2.1 Vice Chancellor Ian Young shared that the focus of higher education in Australia is on improving the quality of research and students outcomes. The Tertiary Education Quality and Standards Agency (TEQSA) have been set up and will audit universities starting this year. The high Australian dollar, together with previous changes to visa requirements, mean that ANU will likely see only small increases in international student number in the next few years. For research, funding awards are closely monitored, and overall, research has grown at ANU.
- 2.2 The Chinese government continues to channel funds into education and research. President Zhou Qifeng (Beida) said that 4% of China's GDP is set aside for education at all levels, including the development of primary and nursery education in the lesser developed parts of China. The government has also launched "Plan 2011" (Higher Education Innovation Capability Program) organized jointly by the Ministry of Education and Ministry of Finance. It is a four-year program, which will begin in 2012 with a top-down approach to develop national long-term education, science and technology capabilities of universities. It will also establish a number of 2011 Collaborative Innovation Centers through partnerships with other Chinese universities or with local industries and enterprises. Areas of interest are those of immediate benefits to China, such as environmental technology, preservation of culture and health care research.  
  
Separate from Plan 2011, President Zhou explained that the Chinese government and public are keen on satellite campuses, such as NYU in Shanghai and Duke University in Kunshan, as these enable Chinese students to obtain world-class, international higher education locally, and at more affordable costs.
- 2.3 President Eichler explained that in Switzerland universities are less vulnerable to government changes, as it is a system ran on rotation by ministers, without a prime minister figure. The society does have a high expectation of universities, for example, to take a stance on whether the feasibility of its nuclear phase-out. As for funding, President Eichler responded that the federal budget is required by law to make a surplus in good times to be able to invest during economic downturns, which has the opposite effect on the university budget.
- 2.4 The latest strategic move by KU was to create new "super faculties" – a merger between the Faculties of Science and Life Sciences, and a Faculty of Medicine from merging the Faculties of Health Sciences and Pharmaceutical Sciences. The motivation is to create better synergy between research and education. Rektor Hemmingsen also shared that KU is making progress in terms of funding from private organizations and foundations.
- 2.5 Vice Chancellor Andrew Hamilton (Oxford) shared that UK's higher education landscape is undergoing tumultuous changes. He cited the 200% increase in tuition fees, which will begin with the autumn intake this year, constantly changing regulations such as taxation on philanthropic gifts and taxation on listed/old buildings, as well as greater demands on the Freedom of Information act.

### 3. Funding For Universities

Berkeley, Oxford, ETH Zurich and Copenhagen spoke on various topics related to funding issues faced by universities:

- 3.1 Prof Pradeep Chhibber (Berkeley) shared an update on California State funding for public universities, which is currently in the state of budget cuts, and tuition fees have become the primary source of income. Tuition fees were raised by 32%, creating unhappiness with students, but Berkeley had to “grow its way out” through income generation. He emphasized the criticality of preserving talented faculty and research quality, by focusing cost cutting measures on measures such as Operational Excellence, request for federal research grants, generate income through intake of more foreign students, and through philanthropic efforts.
- 3.2 Mr Loren Griffith (Oxford) shared insights on Endowment Models and its Relevance in a Volatile Global Financial System. Oxford has a fairly substantial endowment, and is quite successful in its fundraising campaigns. However, like most universities, it is seeking ways to increase the percentage of its income from endowment to cope with the vulnerability of economic cycles rather than endowments that may be restricted in its use. Vice Chancellor Hamilton also observed that the impact of a financial crisis for universities is usually delayed, as governments act as a filter before the full effects are felt.

Presidents shared that other issues related to endowment include liquidity index, downside protection, diversification of investment portfolio, student activism arising from the investment of endowments and management of endowment controlled by colleges/faculties. Vice Chancellor Borysiewicz added that the Wellcome trust model could be adopted, where the investment office should be set up purely for the role of gaining returns, and de-linked from the university’s administration and academics especially for short-term use of funds.

- 3.3 President Eichler shared information about the German Excellence Initiative. Germany’s intention was to strengthen universities, and increase international visibility on its research front. The Excellence Initiative coordinated by the German Research Foundation and the German Council of Science and Humanities, was launched in 2005 and was renewed in 2009 (1.9 billion Euros) and 2012 (2.7 billion Euros, until 2017). Graduate schools, research clusters of excellence, and strategies to promote top-level university research including gender strategies and talent attraction/retention were funded. Prof Thomas Bjornholm observed that the German Excellence Initiative was actually a standard model of research-intensive universities. Prof Barry Halliwell (NUS) added that Singapore has a similar program known as the Research Centers of Excellence (RCE), which is a SGD150 million investment over 5 to 10 years. Its aim is to create world-class research centers in Singapore’s universities with a focus on talent attraction, and NUS has three out of the five approved RCEs (not including one joint RCE).

Vice Chancellor Borysiewicz shared more about developments in France under Mr Nicolas Sarkozy, where its authorities are making changes to bring together universities and research institutions, which were previously kept separated and enabling resources for research. It is also a realization that not every institution can be involved in these agendas, such as the Grandes Écoles are likely to remain focused on teaching.

- 3.4 A case study on the European “New Horizon” framework was presented by Prof Bjornholm. Horizon 2020 (from 2014 – 2020) is a recognition that Europe has to face major challenges such as ageing population and the depletion of natural resources. Despite the public debt crisis, low growth and high unemployment, smart investments in research and innovation are vital to create jobs and put Europe back on the path of growth. \$80 billion Euros have been set aside for research of this nature, focusing on three key areas: Excellent Science, Industrial Leadership and Societal Challenges. Horizon 2020 is open to researchers and innovators outside of Europe who share in the purpose of strengthening Europe.

### 4. Grand Challenge

- 4.1 Mr Iain Watt (ANU) presented the updates on behalf of the Sustainability Officers. He recapped their achievements, which included the establishment of environmental management offices in all IARU institutions, a successful student fellowship program (4 years running), website write-ups – i.e. the campus

sustainability toolkit, case studies and a How-To guide, as well as new projects in the pipeline such as iPhone applications, web modules and more.

- 4.2 The Sustainability Officers Group had just concluded its third annual meeting from 2 - 4 April 2012 at ANU. The new initiative lead, Mr Wayne Ford (ANU) was introduced to the group. Presidents approved the group's request for funding to meet for another three years (USD\$15,000 for each meeting) from 2013-2015.
- 4.3 Mr Watt reported that the carbon emissions targets that were set in 2009 were unattainable as they were set without sufficient knowledge or discussion. It was also difficult to conduct any meaningful comparison between institutions. Presidents approved the request for an additional US\$10,000 for the purpose of benchmarking carbon emissions and other related parameters. The meeting discussed whether benchmarking will be possible at all, but the consensus was that it would be worth an attempt. Being able to set updated targets and conduct benchmarking would also strengthen IARU's demonstration of leadership in the area of campus sustainability. The meeting agreed that the benefits of such an initiative could benefit other universities who might be developing sustainability programs, as well as become a useful educational resource and for awareness building among IARU's students and community.
- 4.4 Sustainability Officers were requested to provide more details about the benchmarking initiative and the possibility of collaboration in complementary areas with the International Sustainable Campus Network to the Senior Officers' Meeting in October 2012.

## 5. New Proposals

- 5.1 [IARU Conference on Environmental Sustainability 2013](#): Mr Watt presented the proposal for a Conference to be co-led by ANU and NUS. The Conference will focus on the operational aspects of campus sustainability. After some discussion the Presidents agreed to defer this Conference by a couple of years, perhaps until the Sustainability Officers' Group has more information to showcase from the benchmarking initiative, and a clear differentiation from other Sustainability Conferences such as the one that would be hosted by ISCN in 2013.
- 5.2 [Sustainability Science Congress 2014](#): Rektor Hemmingsen presented the proposal as follow up from the first Sustainability Congress hosted in 2009 in conjunction with COP-15. This Congress will focus on research related to global sustainability and climate change issues. Presidents were supportive of the Congress and approved funding request of up to USD\$15,000. The Congress organized by the University of Copenhagen will likely be a recurring event every five years. Yale and Berkeley expressed their support for the Congress, adding that the first event achieved a strong turnout of participants, strongly appealed to the scientific community, as well as sparked broader conversations about climate change.
- 5.3 [Graduate Student Conference \(GSC\)](#): Prof Peter Pang (NUS) updated the meeting that the GSC will have participation from Copenhagen, Oxford, Beida, Yale and ANU. The theme selected for this student conference is ageing. To encourage participation from more IARU institutions, Prof Pang informed the meeting that the deadline for applications has been extended and encouraged interested universities to contact NUS for more details.
- 5.4 [Academic IP Pooling and Collaborative Technology Transfer](#): Prof Chen Dongming (Beida) proposed a workshop for senior officers involved in managing university IP, spin-off incubators and related academic faculty to discuss the possibility of pooling their university IPs to appeal to a greater client base. The proposal was developed in consultation with the leads of the Academic Entrepreneurship and Spin-Off Incubation (2011 IARU workshop at NUS). Presidents approved the funding request of USD\$15,000 to convene the workshop and agreed that there is value for IP officers to deliberate this possibility. The Chair suggested that the workshop also discuss cross-incubation.

There were some concerns raised whether IP pooling may work, as there were likely to be issues with the different legal systems as well as issues regarding IP ownership. It was highlighted that the European Union had attempted this before but were unsuccessful. Prof Chen acknowledged these challenges, and said that it would still be beneficial for IP officers to meet to discuss these issues. A report will be submitted to either the Senior Officers' Meeting or the Presidents' Meeting after the workshop.

- 5.5 [Global Public Policy Executive Training Program](#): Ms Liyun (Beida) shared with the meeting that Peking University collaborates with Columbia University, Sciences Po and the London School of Economics to provide executive training on public policy to their municipal and government officials. IARU partners were invited to collaborate with Beida in this program and interested universities may get in touch with Beida directly.

## 6. Global Education Initiatives

- 6.1 Members noted the progress of the [Global Summer Program](#), [Cross Disciplinary Tournament](#) and the [Global Internship Program](#).
- 6.2 A legal agreement has been signed between NUS and Banco Santander for a gift of USD\$200,000 per year for three years (2012-2014), which will be distributed equally to all partners. It is hoped that the Santander funding will enable greater mobility of students for GSP courses, with the aim to send about three students per university, for each IARU course.

The presidents expressed their gratitude to the IARU Chair and Secretariat for their efforts in making this generous donation possible.

## 7. Value of Research Intensive Universities

- 7.1 Prof Barry Halliwell (NUS) and Prof Thomas Bjørnholm (KU) jointly delivered a presentation on the second workshop that was hosted by the University of Copenhagen on 25 April 2012, attended by nine IARU institutions, as well as guest speakers from industry. Discussions were fruitful with vigorous debate.
- 7.2 The focus of the workshop was to hear best practices of how IARU members – in particular, from Berkeley, Oxford and Copenhagen – create and measure value. Members also discussed the pros and cons of quantitative measures of research value, and flaws in common approaches (rankings, citations, licensing income, etc). Prof Halliwell added that it is also important to address the value of education and dissemination of knowledge in research-intensive universities as part of the on-going discussions. Ultimately, how can universities help decision makers convince voters that investing in research-intensive universities is good value for money.
- 7.3 There are four main interconnected themes or value flows, namely: research, education, knowledge exchange and the direct economic contribution to the region. The meeting believes that the crux of the specific value of research-intensive universities is the way the four main value flows interrelate and interact in a way that creates value far more than the simple sum.
- 7.4 Presidents approved the working group approach, which is a combination of common evaluation matrix and anecdotes with detailed descriptions to measure the value of research-intensive universities. A timeline was provided with the aim of presenting a report at the October 2012 Senior Officers' Meeting and the 2013 Presidents' Meeting. The Chair suggested that the working group present its findings first through a "scoping and scanning" method, rather than derive a position paper at this stage.
- 7.5 Presidents supported the recommendation to approach Nature or other key journals such as Science, THES and the Chronicle of Higher Education, to inform the academic community that IARU is jointly looking into the subject matter. As a start, Prof Halliwell will send an invitation to Nature.
- 7.6 Beyond the traditional "pillars" of education, knowledge and research within the universities, Prof Bjørnholm emphasized exploring metrics or measurements of universities collaborating with the greater ecosystem, which includes venture capitalists, national laboratories, and science parks. The Chair supported the notion, adding that Cambridge, Oxford and Berkeley are classic examples of such ecosystems where arguably, the town or surrounding areas would not do as well without the existence of the university. These universities value-add, in terms of providing better outcomes for research, education, service and thought leadership. The Chair suggested that another argument might be formed about how students benefit from being in the center of activities in such an ecosystem.

#### 7.7 Other suggestions from Presidents included:

- Examine the time dimension of the value created by research-universities, i.e. examples of the long-term benefits as seen in established university ecosystems
- Provide examples of large, successful companies that begun from or grew within existing university ecosystems
- Examine immediate versus unknown future economic impact
- Strategic importance of aligning with existing industry – along with the danger of the effects of a declining industry, e.g. pharmaceuticals, or how the nature of the industry may change, e.g. manufacturing and electronics
- Intangible benefits from a university, such as educating a society, lending to public debate and public policy
- Strategic analysis of graduates from research-intensive universities and those who are not (and what is an appropriate threshold, e.g. arguably even liberal arts colleges do research). It will be useful to have indicators of student quality – namely, hiring, salary benchmarks, achievement and international “stature”.

## 8. Institutional Joint Working

8.1 [Women and Men in Globalizing Universities](#): Prof Kiichi Fujiwara (Todai) acknowledged the earlier efforts by Cambridge University on the subject, and that the project has been revived in a very fruitful workshop that was conducted on 16 - 17 March at The University of Tokyo with participation from eight universities. Yale, ETH Zurich and KU conveyed that they have received very positive feedback from their colleagues who have participated, and offered their support for the initiative. Presidents supported the funding request of USD\$15,000 for the next meeting in 2013 to discuss benchmarked data from 2006 - 2011. ETH Zurich will host the next meeting in the fall of 2013.

8.2 [Integrated Services- Benchmarking Performance](#): Mr Indi Seehra (Cambridge) presented the findings from the initial benchmarking study and emphasized that the true value of such longitudinal studies would only be realized over time. He recommended that the study be extended to cover Information Technology (IT) and Performance Management (PM), and requested for a funding of US\$32,000. The presidents acknowledged the difficulties encountered in accurately defining the various parameters and thereafter in compiling the required information. Given these challenges, it was agreed that the benchmarking provided limited value as only five partners participated in the exercise. After some deliberation, the presidents agreed to put this exercise on hold until some future point when more partners are ready to support and participate in this exercise.

Mr Seehra thanked the universities for their participation. He offered to share the findings, on an anonymous basis, with interested parties citing the information on gender, for example, which would be useful to the working group on Women and Men in Globalizing Universities.

8.3 [Best Practice in Leadership Development](#): Ms Karen Poder Pedersen (Copenhagen) presented updates and the proposal for a jointly-run IARU leadership program for faculty and department heads, led by a credible external training agency. The cost of participation will be spread equally between participating institutions. After the training session, participants will continue to network and continue discussions, building upon the value of such an experience.

Oxford, Copenhagen, ANU and NUS expressed their interest in participating in this program. Yale, ETH Zurich, Beida and Todai indicated that they would not be participating. Berkeley and Cambridge said that they could only confirm their participation after consulting with the relevant office. At Rektor Hemmingsen's suggestion, the meeting agreed that this initiative would only proceed if at least five partners agreed to participate, to ensure sufficient international and institutional mix to make program meaningful.

8.4 [Research Administrators' Meeting](#): Dr John E. Andersen (Copenhagen) updated the Presidents that the Research Administrators' first meeting hosted by Beida will be postponed to 2013. A number of participants will still meet informally this year at an industry conference (International Network of Research Management Societies) in May 2012, at Copenhagen.

- 8.5 [Alumni Associations Summit](#): Prof Peter Pang (NUS) reported that the Alumni Directors found the sharing of best practice very useful and were looking forward to more activities in the future (e.g. the Alumni Global Summer Program). The Chair concurred, adding that the Alumni group has developed strong and close ties, and he expressed confidence that the Network will achieve much because of the positive momentum generated. ETH Zurich will host the next summit on 16 – 19 September 2012.
- 8.6 [Librarians Network](#): Prof Pang reported that the upcoming meeting of librarians is another example of a successful network arising informally from IARU. All ten partners will be participating in this meeting, which will be hosted by NUS on 11 – 12 June 2012. Outcomes from the meeting will be presented at the 2012 Senior Officers' Meeting.

## 9. Research Initiatives

- 9.1 [Ageing, Longevity and Health](#): Meeting participants had a chance to tour Copenhagen's facilities in the morning, including the Center for Healthy Ageing where Dean Ulla Wewer (Copenhagen) and others presented an overview of its inception, funding support, ongoing initiatives, new collaborations and future plans. The presidents thanked the group for the good work and achievements to date.
- 9.2 [Sustainable Cities](#): Updates were noted, and this item will be withdrawn from future IARU meeting agendas, although any updates from the group as and when updates arises are welcomed.

## 10. Business Matters

- 10.1 [Financial report](#): Mr Toh reported that the financial year (ending 31 December 2011) closed with a net surplus of USD\$189,199.98.

At this meeting, funding has been awarded to the following initiatives:

Campus Sustainability Officers' Meeting (3 years)	USD 45,000
Campus Sustainability Benchmarking Study	USD 10,000
Academic IP Pooling	USD 15,000
Women & Men in Globalizing Universities	USD 15,000
2014 Scientific Sustainability Congress	USD 15,000
<b>Total</b>	<b>USD100,000</b>

Mr Toh highlighted that expenditure exceeded revenues over the past two years, albeit for good reasons, and this was not sustainable. He explained that after deducting contributions to the Secretariat (USD\$80,000), and funds set aside for the Presidents' (USD\$30,000), Senior Officers' (USD\$15,000) and the GSP meeting (USD\$10,000), only USD\$65,000 remains to support new initiatives from the USD\$200,000 annual membership.

- 10.2 [Presidents' Meeting 2013](#): The eighth IARU Presidents' Meeting will be hosted at NUS on 8 – 9 April, 2013. Nine presidents have tentatively confirmed their availability.

The Chair sought suggestions for the meeting agenda. Topics of interest include:

- Details about the Yale-NUS College collaborations, in particular the challenges faced
- Prominent keynote speakers such as Dean Kishore Mahbubani (NUS Lee Kuan Yew School of Public Policy), considered to be an astute observer of the West from the East
- To invite a Singapore minister with a portfolio in education for an informal dialogue session
- Best practices on technology enhanced learning
- To maintain a brief, but substantial enough portion to hear IARU updates as it is the mainstay of what the Alliance does
- To have an audit of the initiatives run by IARU and consider what the Alliance should be doing five years from now

- 10.3 [New IARU Chair](#): The current IARU Chair, President Tan announced that all presidents have given their consent and support to appoint President Ralph Eichler (ETH Zurich) as the next IARU Chairperson. President Eichler will assume this position from 1 January 2013 until 31 December 2014.

The current Secretariat based in Singapore will work out the details with the incoming Secretariat from ETH Zurich, for the handover.

Presidents and meeting representatives offered their congratulations to President Eichler, as well as words of appreciation to President Tan for his leadership as Chairperson since 2009.

- 10.4 [IARU membership](#): Mr Toh informed the presidents that three universities (Seoul National University, University of Toronto and Tehran University of Medical Science) enquired about membership in IARU over the past year. Presidents reiterated that it is the small size of this alliance that has brought about the strong level of trust and rapport. Nonetheless, the presidents agreed that it might be helpful to expand the alliance by adding a member each from India, Latin America (Brazil or Mexico) and Africa to inject new perspectives and energies to the grouping. New members must be research intensive, dynamic, and bring an interesting mix in terms of institutional character to IARU. The presidents agreed that no university from these regions were quite ready to be invited to join the alliance.

Membership will be by invitation only and not by application. Current members may make a recommendation for the presidents' consideration as and when they deem a suitable candidate has been identified.

#### 10.5 [Any other business](#)

- 10.5.1 [Banco Santander's Offer of More Support](#): Mr Salvador Medina (Santander) conveyed Santander Chairman Mr Emilio Botin's desire to work more closely with IARU, through its corporate social responsibility arm, Santander Universities.

A working committee formed by faculty members from Cambridge, Oxford and Berkeley will draft a call for proposals and circulate this to Senior Officers for their comments, and then to faculty members for proposals. The meeting agreed that the alliance should seek funding support in the region of USD\$500,000 - 2 million. The aim is to table short-listed proposals for consideration at the Senior Officers' Meeting in October 2012.

Vice-Chancellor Borysiewicz said that it would be meaningful to develop a proposal that cannot be achieved by one university alone, for example, an initiative that leverages on comparative data or knowledge from different geographies. Experience from interactions with Santander reveals that they are keen to support projects which will bring mileage in terms of publicity (e.g. related to the subject of ethics, student mobility). Santander is also keen to support faculty and PhD candidates in their research. Possible projects include:

- Humanities research:
  - Understanding how social science can influence or impact the sciences
  - Geographical approaches to philosophy
  - Global ethical perspectives
- For young faculty and PhD students:
  - Funding for researchers and PhD students to attend conferences
  - PhD exchange for one year to spend time in a partner university
  - Buy-off teaching time from faculty, so they can focus on research
- IARU projects, such as the Sustainability Conference, Sustainability Science Congress and Global Governance
  - in particular, the implementation of "frugal innovation technology" in developing universities by the Campus Sustainability Officers, perhaps through student exchange

Assuming the proposal is successful, an initiative lead will have to be identified to administer the funds from Santander. As IARU is not a legal entity, the lead will also be required to undertake the agreement with Santander Bank.

Mr Edi Fung (NUS) and the Secretariat will help determine and establish the line of communication with Santander. If IARU is considering further collaborations with Santander, it will be critical to understand more about their CSR mission and motivations.

- 10.5.2 The meeting tasked the Secretariat, in collaboration with the working group for the Value of Research-Intensive Universities to produce a video (similar to the one made by the Alumni Associations Network). The video should be engaging, with “visual and musical simulation” but carrying a serious message – made for politicians, stake holders and the general public.

## 11. Summary

In closing, the Chair and members of the meeting expressed their appreciation to Rektor Hemmingsen, Dr Andersen and his staff from the University of Copenhagen for their gracious hospitality and hosting this meeting.





## Confirmed Outcomes of the IARU Senior Officers' Meeting The Australian National University, 24 & 25 October 2011

---

### Introduction & Welcome

President Tan Chorh Chuan (NUS & IARU Chair) and President Ian Young (ANU) welcomed all participants to the meeting, especially those attending for the first time. President Tan emphasised the importance of building upon the key initiatives that have been developed over the last few years. He encouraged all participants to be candid when approaching the review of current IARU's initiatives and to propose new ideas and programs. The Chair also welcomed suggestions for the Presidents' Meeting in Copenhagen next year.

### 1.0 Future of Work/Careers and the Impact on Higher Education

Setting the context for this discussion, the Chair explained that it would be useful to think about how university education might need to be reshaped and adjusted to best equip graduates from our universities to meet the challenges and changes of the workplace in the future. The key issue confronting universities is how to prepare graduates for the workplace where many are likely to change positions and industries with higher frequency.

Ms Caroline Smith (Skills Australia) gave a presentation on how the Australian government uses scenario planning, namely: 1) The Long Boom, 2) Cycle Lives On (economic downturn then recovery), 3) Trade Shock, and 4) Multiple Shocks/Risky World, to forecast and develop its future workforce needs. The forecasted outcome of each scenario helped determine what work opportunities and/or challenges might arise. Factors such as climate change, technological innovations, and globalization will impact and change the nature of work. Ms Smith shared that by 2025, even in the low growth scenario, Australia's needs would not be sufficiently matched by the number of graduates from its local universities and studies had to take into account this projected shortfall. She suggested that universities should prepare about 20% of its graduates in specialist careers where there would always be demand, such as in medicine and engineering, but for the rest (80%), there should be a fair amount of flexibility in their skill sets.

Participants shared their views on this topic from a local and global perspective:

- Prof Peter Pang (NUS) commented that China and India are increasing their numbers of knowledge workers, with about 10 million graduates combined last year. According to a report published by the Chinese National Development and Reform Commission (NDRC), unemployment among new graduates appeared to be a challenge in 2006 (the Chinese Ministry of Education's figure for graduate unemployment rate for 2010 is 25%). Employers from these countries have commented that there is a significant skills mismatch. Prof Li Xiaoming (Beida) responded that China's 8% annual growth demands people with higher education, so it is not necessarily the case that its universities are over-producing graduates, particularly as only about 24% of Chinese youths have higher education qualifications. There are also factors such as a high cost of living and the unwillingness of employers to train fresh graduates, adding greater challenges.
- The Chair commented that in Singapore, the manufacturing industry often expects "plug-and-play" engineers. However, training graduates with highly specialized skills was not good for their long-term growth and employability, and it was risky training for a specific industry as displacement would result if that industry became obsolete or re-located elsewhere.
- Prof Kiichi Fujiwara (Todai) shared that despite measures taken by Japanese universities and its Ministry of Education, there was an alarming rate of rising unemployment and the job market was not responding.
- Ms Smith advised that universities should also take into account migration factors – either seeing more skilled graduates coming to or leaving a country. Mr Harry Kreisler (Berkeley) spoke about the movement of skills, rather than of people themselves, as the Internet was enabling people to work virtually.

- Dr Margrit Leuthold (ETH Zurich) shared that 95% of graduates in Switzerland secured jobs within six months of graduation and attributed this to their strong vocational training system. Switzerland still faces a shortage of engineers and other labor forces. Its two technical universities and the level of government funding for the purpose of training more graduates was insufficient. Political forces also affect workforce planning, especially for the long run and it was uncertain if the party would get re-elected. Furthermore, in Switzerland and Germany, employment and termination of a contract was a difficult process compared to Asia. This creates greater difficulty for hiring fresh graduates.
- A perspective offered by Mr Loren Griffith (Oxford) is that workforce and employment should not be a university's primary concern. It should, rather, remain a responsibility of the government. A university's foremost role is that of imparting knowledge, which is more enduring than trends of where the workforce is headed.

## 2.0 Grand Challenges

### 2.1 Sustainable Campus Initiative & Sustainability Fellowships

Mr Bart Meehan (ANU) informed the meeting that he will be retiring from ANU at the end of 2011. He introduced the new team members from ANU: Mr Wayne Ford (lead), Mr John Sullivan and Ms Su-Ann Wilder (not present). Ms Julie Newman (Yale) and Mr Dominik Brem (ETH Zurich) would take the lead on Sustainability Fellowships and website updates, respectively. Today, ETH Zurich and Copenhagen placed on record their appreciation and confidence on the successful efforts of the group, and Mr Meehan's leadership of this initiative.

Nine members have sent nominations or indicated their interest to participate in next year's Sustainability Fellowship, with a response pending from Beida. The third Sustainability Officers' Meeting will be held at ANU in March 2012. Mr Ford was requested to submit a proposal detailing the purpose and intended outcomes for future meetings at the 2012 Presidents' Meeting for consideration, if there was a plan for such future meetings.

Mr Meehan presented the sustainability materials available on the website, including updates on case studies, the Toolkit and the How-To guide. The team was also looking into the development of online modules and an education package. An intern would be engaged and Mr Meehan was planning to have a complete Sustainability section on the IARU website updated before the next Presidents' Meeting. For the educational package, the group decided to do video-conferencing as the cost of webinars was too high. A key challenge of video-conferencing was coping with the different time zones. The team would be looking into making an online recording available, with Japanese and Chinese translations.

Ms Sophie Christoe, currently an ANU Masters student who interned at Yale spoke about her experience as a Sustainability Fellow in 2009. Ms Christoe has continued working on a green checklist for running events on campus, which included waste management, started by another Sustainability Fellow the year before.

Mr Meehan commented that it was important to create greater awareness for IARU's Sustainability efforts through soft marketing and opportunities such as peer reviews, book chapters and presenting at conferences. The meeting resurfaced the idea of having an IARU Sustainability Conference to be held at the end of 2012 or in 2013. This would be a good way for the Alliance to demonstrate thought leadership and value for the university sector, and not just for IARU members. The conference also has the opportunity to appeal to a wide audience, including learning from other universities from the same climatic regions. The conference program will be a combination of campus sustainability implementation, education and research. The Chair also suggested drawing more case studies from the participants at this conference to supplement the website repository that was being developed. Mr Griffith asked if the group would consider exclusive invitations for each partner to invite universities or business partners from their network, as a way to increase goodwill within their own circles. Partners emphasized that such a conference would have to be unique, as there were many generic sustainability conferences. Dr John E. Andersen (Copenhagen) offered to share experiences from its IARU Sustainability Congress, which was held in conjunction with the COP-15 meeting in 2009.

Other future plans include water consumption, ICT emissions, as well as how implementation affects people and mindsets. For the 2012 Presidents' Meeting, Mr Meehan and Mr Ford were requested to develop a proposal,

including identifying the location, target groups and theme for the Sustainability Conference and seek consensus from fellow Sustainability Officers. Mr Meehan was also requested to provide an overview of the movement of Sustainability Fellows/ Students in the past three years (i.e. from which universities, and the types of projects), as well as a status update of each member institution's achievements against their set targets established in 2009.

## 2.2 Demonstrative Project on Sustainable Cities

Dr Rob Dyball gave an overview on this initiative that was a "ground roots" initiative (proof of concept) initiated by ANU, Copenhagen and Todai. The team has been able to report its findings in a number of international conferences, and has several manuscripts under review for publication and is pursuing more funding opportunities.

Plans for the future may include a conference, with a pre-conference session for graduate students to present their papers. ANU and Copenhagen are finalizing the details of a joint-masters course in food security.

Dr Dyball and Mr Meehan presented the possibility of developing a GSP course on Sustainability, which would be a project-based course where students would test the effectiveness of sustainability models at selected locations (e.g. would the Sapporo Declaration work in developments of a GSP course be undertaken in relation to the other five sustainability themed GSP courses being offered in 2012).

## 3.0 IARU Center in Beijing

Prof Li Xiaoming (Beida) discussed the possibility of setting up an IARU Laboratory where interested partners could set up one or a few joint research projects including social sciences and humanities research. The Laboratory would be set up in Zhongguancun Science Park (Z-Park) in Beijing. If there is sufficient interest from IARU partners as well as its internal administration

- Beida would put up a proposal paper before the Presidents' Meeting to seek partners' views on research programs they would like to conduct at this facility. Prof Li drew similarities to the CREATE (Campus for Research Excellence and Technological Enterprise) initiative in Singapore where Beida, ETH Zurich and Berkeley were involved, in partnership with NUS and other local institutions.

Prof Li added that the participation in the research center is only open to IARU members at the set-up stage. Todai and ETH Zurich expressed their interest in this Laboratory. Other partners indicated support and requested more information. Partners can consider educational collaborations (however, not to the extent of a joint-degree, as there were restrictions in China).

This Laboratory supersedes the initial IARU Administrative Center proposal, although Prof Li offered that if partners were still interested (and the Laboratory was going well) Beida may consider expanding.

## 4.0 Research-Related Initiatives

### 4.1 Value of Research Intensive Universities

Prof Barry Halliwell (NUS), Dr Wang Hui (NUS) and Prof Thomas Bjornholm (Copenhagen) gave an update on this initiative. Dr Wang shared that the statement has been revised but yet to be finalized.

Next steps proposed and discussed include:

- Compile case studies from IARU partners (e.g. published reports). Cambridge, Berkeley, and Oxford already published their reports which include several cases. Todai and ANU have volunteered their case studies.
- Search and research related reports and policy papers (e.g. by League of European Research Universities, National Research Council USA, UK government White Paper and other major organizations) to compile data supporting economic and societal values, It will also attempt to identify value of education in research intensive universities.

- Identify usable metrics to measure the contribution of IARU and other peer research intensive universities to society: the outcomes of the Zurich workshop could serve as a starting point.

A small group might be formed from the universities that had indicated interests, i.e. Yale, Peking, Cambridge, ETH and Oxford Collect and analyze consultancy in IARU universities, including practice and statistics, to demonstrate the needs and value of research intensive universities.

Prof Halliwell commented that he found the ten skills listed in the Future Work Skills paper highly relevant to the initiative on Value of Research Intensive Universities. Graduates from research universities would have an exceptional level of thinking and analytical skills, including making sense of the large body of information available. These abilities would not go out of date. An important question to pose to this debate is, “How much of a nation’s workforce should come from research universities?”

Copenhagen expressed their interest in this initiative as it is an issue of growing importance in Denmark, and would be working more closely with NUS on its development. Partners supported Prof Bjornholm’s proposal to host an IARU workshop before the Presidents’ Meeting next year on 25 April. While the Zurich workshop was for scoping, Prof Halliwell pointed out that the second workshop should have defined outcomes, such as the drafting of a formal statement. Partners suggested to involve Prof Robert Price (Berkeley) and Mr Hans Widmer (Novartis) for the 2nd workshop as their presentations at the 2010 workshop in Zurich were very informative. KU and NUS will circulate a workshop program and a concept paper by the end of the year.

## 4.2 Research Administrators’ Meeting (New Proposal)

Six IARU partners attended an exploratory meeting in Copenhagen on 19 – 20 June and developed a plan to meet for the next three years for the purposes of networking, sharing best practices, and how to simplify research administration processes. The Research Administrators would also discuss global funding opportunities as well as staff exchange.

Senior Officers approved US\$10,000 for the first official meeting to be held in Beida in 2012, with the provision that the Research Administrators submit the desired set of outcomes before the meeting. The group may also submit a proposal with more definitive outcomes for future meetings after they have conducted the first session. ETH Zurich, ANU, NUS, Todai and Beida expressed their support for this meeting.

## 5.0 Research & Institutional Joint Working

### 5.1 Aging, Longevity & Health

Dr Andersen presented an update. Recent activities included running its first GSP course, which received good reviews and complemented the other two GSP courses by Copenhagen. Its network iHan is attempting to secure more funding for various research initiatives, including from the 8th Framework Program of the European Union for Research, Technological Development and Demonstration Activities (FP8). Under development are new research proposals, a joint-degree in evolutionary medicine and future joint-conferences. Dr Heather Booth (ANU), who has been involved in this initiative, voiced her support for the amount of good research done. Senior Officers congratulated Copenhagen again on this successful initiative.

### 5.2 Best Practice in Leadership Development

Ms Carole Brown (ANU) spoke about her positive experience at Copenhagen at the first workshop on 18 April 2011. It was a good opportunity for networking, and participants would be meeting at a second workshop in Berkeley on 3-4 November (note: Senior Officers approved the funding request of US\$2,000 via email). At the second meeting, the HR leaders will focus on the development of a leadership program for Academics and Senior Administrators.

### 5.3 Alumni Associations Summit

Ms Priscilla Wadham (ANU) has attended all three IARU Alumni Summits, and shared that the most recent meeting continued to be a valuable experience. She said relationships have developed and strengthened over the years, allowing for candid sharing of ideas, showcasing best practices, and revisiting discussion topics on what has worked or not since the last update. The group has decided to collaborate more frequently, including organizing combined alumni receptions. In the pipeline is a pilot “Alumni GSP”, a five-day course on Treasure Houses & Power Houses: the University’s Museums and their Role in the Future, open to IARU Alumni and to be hosted at Cambridge’s Madingley Hall. If successful, the intention is to hold such events in rotation on the various members’ campus.

The network of alumni directors was endorsed by the Chair who had attended the Summit’s closing session when it was held at NUS, as well as Copenhagen, Oxford and ETH Zurich based on the strong feedback received. Future Alumni Directors’ Summit will be hosted at the following locations: ETH Zurich (2012), Todai (2013), Copenhagen (2014), ANU (2015) Oxford (2016) and Yale (2017) on a self-funding basis (delegates would fund their travel and a host university would cover the meeting costs).

### 5.4 Women and Men in Globalizing Universities

Prof Fujiwara shared an update on behalf of Prof Sawako Shirahase (Todai initiative lead) gender benchmarking has always been recognized as an issue of importance for IARU universities, and several member institutions have embarked on a study of careers of women in academic institutions. Todai was hoping to draw lessons from the upcoming workshop on 16 – 17 March, 2012 which may inform its own gender policy paper. Six institutions have signed up and the others were urged to participate. Mr Griffith said that Oxford was keen to participate and requested for more details about the workshop.

### 5.5 Integrated Services – Benchmarking Performance: HR Function & Corporate Services

Mr Indi Seehra (Cambridge) presented the update via teleconference. Partners referred to the collated report comparing five participating institutions’ HR and Finance data (Cambridge, ANU, Copenhagen, NUS and Yale). Participating institutions would be receiving an individualized report at the end of the year. ANU, NUS and Copenhagen found the benchmarking exercise useful. Other institutions who would like to include their data could still do so, but must submit their questionnaire responses by 15 November 2011. Oxford, ETH Zurich and Todai indicated their interest to send their responses to the questionnaire. ETH Zurich thinks that the effort to extract all the relevant data is very high and does unfortunately not have the capacity to do so at the moment.

Mr Seehra advised that one of the learning points from this experience was that in the future shorter surveys would be developed with more succinct questions. The Chair suggested providing a glossary to clarify the terms used. It was highlighted that the information provided by IARU partners is strictly confidential and the confidentiality of the data remains a high priority.

Partners agreed that the initiative be led by Mr Seehra for continuity, rather than on a rotational basis or outsourced to an external consultant. The benefits of this initiative would become more evident over time when more areas were benchmarked. For future surveys, the Chair suggested that it would be helpful to create a “mock table” of desired parameters or units to clarify the data needed. In its long-term strategy, the survey would also be reviewed at three-year intervals to keep track of changes. As this was quite a labor-intensive process, Mr Seehra would be seeking assistance from partners through the Secretariat.

The Chair and IARU partners thanked Mr Seehra for his leadership and contributions to this project thus far. An overview or summary will be presented to the Presidents at the next meeting, along with a more concrete request for support and information or data sets needed for the next phase of this benchmarking exercise. ANU and NUS offered their support for this initiative.

## 6.0 Global Education Initiatives

### 6.1 Global Summer Program

GSP 2011 featured 19 courses with 284 participants from all IARU institutions. Presidents approved a USD\$75,000 grant in 2011, which was distributed equally to all partners. It was, again, a positive experience overall. The areas identified as needing attention includes publicity, logistics, awareness about IARU, and access to funding to enable more students to benefit from the GSP. Key issues were gleaned and discussed from the students' post-course responses and all partners have received their individual reports.

Next year, partners have proposed 19 courses for Senior Officers' consideration. Five of the submitted courses by ANU, NUS, ETH Zurich, Todai and Yale are all sustainability themed. While some were concerned that this may limit the breadth of offerings in GSP and affect application numbers received for each course, others were enthusiastic that there would be a suite of Sustainability themed offerings for students to choose from. Partners agreed that GSP should trial run the suite of Sustainability courses as they are and evaluate the outcome at the next GSP Coordinators' Meeting.

The Chair had approached Santander's Chairman Mr Emilio Botin, when the latter was in Singapore, requesting funding support for the GSP. The fund will be called the IARU-Santander Scholarship, specifically to fund student mobility. The Chair had requested a gift of US\$1 million (total) over 5 years to be distributed equally to all partners. Santander was considering this but indications were favourable. This agreement would be regarded separately from the existing agreements some partners have with Santander. The Chair sought partners' agreement to proceed, and all present agreed. Mr Bernard Toh (Secretariat) highlighted that this should be treated as a one-off and the Secretariat should not be expected to raise funds for other IARU activities.

### 6.2 Global Cross Disciplinary Tournament

Mr Richard Dear (ANU-NUS joint degree program student) who attended the GSP program and some peers designed the global Cross Disciplinary Tournament (GXT) as a means to deepen their learning experience beyond GSP. This was extended to non-GSP students from ANU, as well as students from NUS' University Scholars Programme. The topic for the first tournament was the "Future of Education".

GXT students developed strong communications with fellow participants and started online discussions between ANU and NUS students before the meeting in Canberra. Joint presentations after the meeting were done virtually. After the GXT, their discussions continued on Facebook. This initiative was entirely student-led, with supervision from faculty mentor, Prof Richard Baker (ANU). Prof Baker shared his concern about continuity and how to keep the initiative going after this batch of students have graduated, as it is currently not affiliated to any student organization.

The second GXT will be held at NUS in 2012 or 2013. The topic has yet to be decided. Mr Griffith requested that organizers take into consideration a timetable that does not clash with participating institutions' academic and exam calendars. June 2012 seemed the most suitable time window, as NUS will be able to accommodate students in its new University Town residential college. Prof Baker and Prof John Richardson (NUS) will be the faculty advisors.

ETH Zurich and Beida indicated interest for their students to participate. Each participating institution may send up to six students and provide air travel support. The host institution will sponsor expenses such as accommodation and meals for the week-long workshop. Other partners may publicize the event and participate indirectly by encouraging their students to watch the symposium through webcast.

### 6.3 Unilead

ANU will continue this as an independent project outside the IARU. Interested partners were encouraged to contact Prof Mandy Thomas (ANU).

## 6.4 Global Internship Program

Ms Amelia Whitelaw (ANU) observed that **GIP** has been on the IARU agenda for a few years now and seems to struggle; yet the Sustainability Fellowships are growing, she commented it would be worthwhile looking at the Fellowship model for the **GIP**. Only NUS offered six internship opportunities this year which attracted over 70 applicants from all institutions.

Next year, NUS will continue to offer internships (some on a bilateral arrangement). Partners agreed that they would look into the possibility of offering internships. Ms Zhang Ying (Beida) suggested canvassing researchers and staff who are involved in IARU activities for internship opportunities.

Ms Denise Chua (NUS) shared how NUS manages the **GIP**:

- Internships may be in research labs, administration or industry, although NUS has yet to offer industry internships
- Internships can be held anytime in the year, but for ease of scheduling and convenience (as student accommodation will be available) it is best held during Summer
- NUS provides for the interns' accommodation and a modest allowance. The cost of air travel is borne by the intern or the sending university
- Selection of interns was done directly by the hosting faculty or department. Interviews were conducted on Skype or through a phone call. If none were found suitable, the hosting unit could decide not to take in any interns.

## 6.5 Graduate Student Conference

Prof Pang shared details about the graduate Student Conference, which will be held at NUS on 28-29 June 2012, and will be linked to NUS' global Asia Institute (**GAI**) Signature Conference. **GAI** is a major NUS initiative with the mission of conducting integrative studies on topics that are pivotal to Asia's future through a holistic approach. The Institute aims to provide in-depth insights to shape the nature of 21st Century Asia. The **GAI** Signature Conference will focus on six themes, namely, Aging, Asian Cities, Health, Life Cycle Financing, System Dynamics, and Comparative Asian Studies. Two graduate students will be invited from each institution. The graduate Student Conference will incorporate seminars and discussion sessions to facilitate possible collaboration among participants as well as their interactions with **GAI** researchers. Participants will also be invited to make poster presentations. Prof Pang added that the conference would be suitable for students interested in Asia related research, and there could be strong opportunities for research collaboration between students through this network. More details will be circulated in January for the 2012 graduate Student Conference.

If this model proves to be successful, IARU could look into having graduate student conferences on rotation at various members' campus. Beida indicated their support, and said they would consider hosting one in 2013.

## 6.6 Asia Pacific Week

AP Week was held at ANU from 10 – 14 July and was attended by delegates from seven IARU institutions including ANU. Nine overseas delegates received scholarships of varying amounts. Reports received indicated that participants were of high-caliber and had a positive experience at AP Week. Participants were continuing their interactions online, through the ANU Students' Association, Student Exchange Office and Facebook.

*Post Meeting Update:* In total, there were 45 IARU delegates: ANU (31), Cambridge (2), Copenhagen (1), NUS (2), Oxford (5), Peking (3), and Yale (1).

## 7.0 New Proposal

### 7.1 IT Enhanced Learning Technology & Facilities

Prof Pang presented a proposal for an institutional sharing initiative to discuss the use of IT to enhance students' learning experiences. Two examples presented were on NUS' University Town (in particular Tembusu College's Senior Seminar program) and e-learning week, the latter of which was first mooted as a business continuity measure during the SARS (and later also the H1N1) outbreak. Prof Pang emphasized that, at NUS, e-learning is not meant to replace face-to-face teaching. Rather, it serves to enhance learning and provide an additional channel for interactions. Challenges included time taken to educate users (both faculty and students) and familiarize them with the IT infrastructure. Issues to discuss between partners may include types of technology, effectiveness as a learning tool, and evaluation of its use.

There are a number of existing bi- and multi-lateral distance teaching partnerships between IARU institutions, although, not on an IARU platform. Several members shared that this was not high on their institutional priority. PKU and NUS are the only partners with a dedicated department for instructional technologies. Interested parties were invited to co-teach with NUS' Tembusu College for Senior Seminars on Climate Change and Biomedicine & Singapore Society and may get in touch with Prof Pang for more details.

### 7.2 IARU Librarians' Meeting

Senior Officers' endorsed the network of Librarian's proposal to meet on 11 – 12 June 2012. NUS offered to host and fund the cost of the meeting in Singapore where they will discuss strategies and experiences, and identify collaboration opportunities.

Dr Andersen suggested that they should continue the discussion on Open Access, if it were still relevant. Senior Officers supported Ms Whitelaw's proposal to provide the Librarians' network with some funding support for their next meeting. However, funding support would only be given if the stated outcomes and/or deliverables were supported by Senior Officers.

### 7.3 Global Flows

Mr Kreisler presented the research proposal on behalf of Prof Katharya Um (Berkeley) who planned to work with NUS and Oxford on this project. The intent was to organize a workshop to discuss reactions of state to global flows, in particular movement of people in USA, Asia and Europe. Her long-term plan also included GSP courses or internships on global Flows, as Prof Um is a GSP coordinator herself.

Senior Officers were reminded that IARU initially had a Mobility research agenda and that Presidents (in 2008) had agreed IARU should not commit funding to research projects; therefore funding for this project was not approved. Dr Andersen proposed that the group could consider a project for institutional sharing e.g. international student mobility in IARU institutions.

## 8.0 Business Matters

### 8.1 Financial Report

Mr Toh reported that IARU funds, as of 30 September 2011, stood at US\$216,638.56. Commitments for meetings and initiatives for the remainder of 2011 and 2012 would come up to US\$137,000, including funds set aside for the meeting of Research Administrators' and Women & Men in globalizing Universities in 2012.

Senior Officers enquired about the funds set aside for the Industrial Innovation workshop, which was approved in 2009. Mr Toh said he would do a confirmation check with Cambridge and request for the funds to be released if there were no further developments or progress on this initiative.

## 8.2 Senior Officers' Meeting 2012

The next Senior Officers' Meeting will be hosted by the University of Cambridge on 29 – 30 October 2012 (Monday – Tuesday).

## 8.3 Presidents' Meeting 2012 Agenda

Senior Officers discussed and proposed the following discussion topics for next year's Presidents' Meeting:

- Publicly driven funding for universities (including Presidents' role in fundraising)
- How to further establish IARU as a key network?
- Presidents' regional roundup on a chosen topic/theme, similar to the open discussion during the Presidents' Meeting 2011
- Value of research intensive universities, including a workshop on 25 April
- IARU Laboratory in Beijing
- Nature of Work (suggested speakers: Ben Wildavsky, *The great Brain Race* (2010); Thomas Malone, *The Future Of Work* (2004); Dr Jozef Ritzen Dutch Minister for education, Culture & Sciences and former President of Maastricht University)
- Hear from all Presidents, the core strategy for each institution, e.g. initiatives they are most excited about for the next year
- International student performance (in particular, how some groups are underperforming)
- International Staff Support (Oxford will table a proposal at the next Presidents' Meeting)
- Intelligent vs. Comprehensive Internationalization

The Secretariat will work with the respective partners on the preparation of reports and documents for circulation ahead of the Presidents' Meeting.

## Concluding Remarks

The Chair thanked the meeting participants for their invaluable inputs and interesting presentations. On behalf of IARU, he thanked the ANU team – Mr Tim Beckett, Ms Whitelaw, Ms Margaret Carlin and Ms Yumi Skrzypczak for their warm hospitality and strong support throughout this meeting.