



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU Senior Officers' Meeting 2013

University of California, Berkeley

5–6 November 2013

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IARU Senior Officers' Meeting – Agenda

University of California, Berkeley, 5–6 November 2013

Monday, 4 November

- 16:00 *Gather in hotel lobby*
Campus walk and Campanile tour
- 18:00 *Cocktail hour, Historic Boiler Room, Hotel Shattuck Plaza*
- 19:00 *Welcome Dinner, Historic Boiler Room, Hotel Shattuck Plaza*

Tuesday, 5 November

- 07:45 *Gather in hotel lobby for walk to Bechtel Conference Room, Sutardja Dai Hall*
- 08:00 *Breakfast buffet, Bechtel Conference Room*
- 08:30 **Opening**
Welcome Address (Prof. George Breslauer, Executive Vice Chancellor and Provost)
- 08:45 **Session 1: Senior Officers' Regional Round-up**
- 09:30 **Session 2: Multidisciplinary Research at Berkeley**
Prof. Graham Fleming, Vice Chancellor for Research and Professor of Chemistry
- 10:30 *Refreshment break*
- 10:50 **Session 3: Research Collaborations**
3.1 Santander Research Proposal (NUS)
3.2 Aging, Longevity and Health (UCPH)
- 12:15 *Lunch buffet, Bechtel Conference Room*
- 13:30 **Session 4: Institutional Joint Working**
4.1 Value of Research Intensive Universities (NUS and UCPH)
4.2 Academic IP Pooling and Collaborative Technology Transfer (Beida)
4.3 Research Administrators' Network (Beida)
4.4 EdTech Horizons Workshop (NUS)
4.5 Women and Men in Globalizing Universities (UTokyo)
4.6 Librarians' Meeting (UCPH)
4.7 Alumni Associations Summit (UTokyo)
- 15:00 *Refreshment break*

- 15:15 **Session 5: Sustainability Activities**
5.1 Sustainable Campus Initiative (ANU)
5.2 Sustainability Fellowships (Yale)
5.3 Sustainability Science Congress 2014 (UCPH)
- 16:00 **Session 6: Global Education Initiatives**
6.1 Global Summer Program (GSP) (IARU Secretariat)
6.1.b Memorandum on Student Exchange for GSP (UTokyo)
6.2 Global Internship Program (GIP) (IARU Secretariat)
6.3 Global Cross Disciplinary Tournament (GXT) (Beida)
6.4 IARU Sports Event (ETH)
- 17:00 *End of Meeting Day 1*
17:30 *Cocktail hour and Art Gallery viewing, Berkeley Art Museum and Pacific Film Archive*
18:30 *Formal dinner, Berkeley Art Museum and Pacific Film Archive*
20:30 *Walk to hotel*

Wednesday, 6 November

- 07:45 *Gather in hotel lobby for walk to Bechtel Conference Room, Sutardja Dai Hall*
08:00 *Breakfast buffet, Bechtel conference room*
- 08:30 **Session 7: Proposals for New Activities**
7.1 National Research Foundation Proposal (NUS)
7.2 International Student Teaching & Support (Oxford)
7.3 Global Transformation in IARU Member Strategies (ETH)
- 10:00 *Refreshment break*
- 10:15 **Session 8: Business Matters**
8.1 IARU Membership: Criteria and procedure for identifying possible new member universities (IARU Secretariat)
8.2 Agenda for Presidents' Meeting 2014 (all)
8.3 Financial Report (IARU Secretariat)
- 11:15 **Session 9: Wrap-up**
9.1 Any other business (IARU Secretariat)
9.2 Host and dates for Senior Officers' Meetings 2014 and 2015 (IARU Secretariat)
- 12:00 *Lunch buffet, Bechtel Conference Room*
13:00 *Walk to hotel*

Participants

Australian National University

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

ETH Zurich

Prof. Ralph EICHLER – *President*

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

National University of Singapore

Prof. Barry HALLIWELL – *Deputy President, Research & Technology*

Mr. Bernard TOH – *Director (Projects & Communications), Office of the President*

Peking University

Prof. CHEN Dongming – *Dean, School of Innovation and Entrepreneurship*

University of California, Berkeley

Prof. Robert PRICE – *Associate Vice Chancellor for Research*

Prof. Pradeep CHHIBBER – *Director, Institute of International Studies*

University of Cambridge

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

University of Copenhagen

Dr. Lykke FRIIS – *Prorector for Education*

Mr. Steen ULRICH – *Director, Rector's Office*

Ms. Astrid GUFLER – *Senior Consultant, Rector's Office*

University of Oxford

Prof. Loren GRIFFITH – *Director, International Strategy*

The University of Tokyo

Dr. Masako EGAWA – *Executive Vice President*

Prof. Kiichi FUJIWARA – *Professor, Graduate Schools of Law and Politics*

Ms. Mayuko NAKAI – *Staff, International Affairs Department*

Yale University

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

IARU Secretariat

Mr. Anders HAGSTRÖM – *IARU Secretariat*

Ms. Romana RUTZ – *IARU Secretariat*

Host

Ms. Rexille UY – *Program Manager, Institute of International Studies, UC Berkeley*

Welcome Address

Prof. George W. Breslauer

George W. Breslauer received his BA, MA, and PhD degrees in Political Science from the University of Michigan in 1966, 1968 and 1973, respectively. In 1971, Professor Breslauer joined the faculty of the Department of Political Science, University of California at Berkeley, as a specialist on Soviet politics and foreign relations. He advanced through the ranks to full professor of political science, was awarded the Distinguished Teaching Award of the Division of Social Sciences in 1997, and was appointed Chancellor's Professor in 1998. At UC Berkeley, Professor Breslauer served as Chair of the Center for Slavic and East European Studies (1984-1994), Chair of the Department of Political Science (1993-1996), Dean of the Division of Social Sciences, College of Letters and Science (1999-2006), and Executive Dean of the College of Letters and Science (2005-2006). He currently serves as Executive Vice Chancellor and Provost.

Multidisciplinary Research at Berkeley

Prof. Graham Fleming, Vice Chancellor for Research

Graham Fleming is Vice Chancellor for Research and Professor of Chemistry at the University of California, Berkeley. As Vice Chancellor for Research, Fleming has overall responsibility for the University of California, Berkeley research endeavor and exercises primary leadership in research policy, planning and administration for the Berkeley campus which includes relations between the university and industry, research compliance, research communications and research support for the Berkeley campus. His administrative portfolio includes management of forty campus research units, twelve research museums and remote field stations, and research administration offices including the Office of Research Administration and Compliance, Office of Intellectual Property & Industry Research Alliances (IPIRA), Research Enterprise Services, and the Office of Lab Animal Care.

Dr. Fleming, who served as Berkeley Lab's Deputy Director from 2005 through 2007, has been at the forefront of a major revolution in the biophysical sciences. Through joint appointments as Melvin Calvin Distinguished Professor of Chemistry at UC Berkeley, and Founding Director of both the Berkeley Lab's Physical Biosciences Division and UC Berkeley's California Institute for Quantitative Biosciences (QB3), he has re-shaped the intersection of physical and biological sciences, while maintaining his own ground-breaking investigations into ultrafast chemical and biological processes, in particular, the primary steps of photosynthesis.

Born in Barrow, England, in 1949, Fleming earned his Bachelor's of Science degree from the University of Bristol in 1971, and his Ph.D. in chemistry from the Royal Institution and University of London in 1974. Following post-doctoral fellowships at Caltech and the University of Melbourne, Australia, he returned to the Royal Institution and then joined the faculty of the University of Chicago in 1979. There, he rose through the academic ranks to become the Arthur Holly Compton Distinguished Service Professor, a post he held for ten years, starting in 1987. At University of Chicago, he also served for three years as the Chair of the Chemistry Department. At Chicago, he led (with Keith Moffat) the creation of University of Chicago's first new research institute in more than 50 years, the Institute for Biophysical Dynamics.

In 1997, he came to University of California Berkeley as a professor of chemistry. At UC Berkeley, Fleming (along with Dan Koshland and Paul Gray) proposed and planned the construction of Stanley Hall which became the Berkeley home of QB3, with Fleming as its first Director. In 2007 he co-authored, (with Professor Mark Ratner of Northwestern University), the well received "Directing Matter & Energy: Five Challenges for Science & the Imagination" for the U.S. Department of Energy's Basic Energy Sciences (BES) program, a report which elucidates five interconnected Grand Challenges in science which, if understood and achieved, may blaze a trail to the ultimate goal of being able to direct and control matter at the level of electrons.

Throughout his administrative career, Fleming has remained a highly active and successful scientific researcher. He has authored or co-authored more than 400 publications, and is widely considered to be one of the world's foremost authorities on ultrafast processes. In addition to his many other activities, Fleming has given numerous talks around the world on the inter-relation and inter-complexity of energy, climate and photosynthesis.

3.1 Santander Research Proposal

Lead	<p>“Failure of the Numerical” Proposal:</p> <ul style="list-style-type: none"> – University of Cambridge (lead) – University of California, Berkeley – University of Oxford
Reporting	Mr. Bernard Toh (National University of Singapore)
Executive summary	<p>Santander has expressed interest to expand its support to IARU. In response to the IARU proposal requesting funding of USD 2.5 million for the research initiative “The Failure of the Numerical”, Santander has proposed to set up an IARU-Santander Research Fund of USD 200,000 to USD 300,000 per year. Projects supported by this fund would entail partnerships between IARU members and one or more of Banco Santander’s list of top 20 universities in Latin America, Spain and Portugal. The selection of projects would be at the discretion of IARU.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Update on Santander’s response to IARU’s research proposal “Failure of the Numerical” <p>Action required:</p> <ul style="list-style-type: none"> ▪ Discussion of Santander’s proposal, acceptance conditions, handling of project proposals, selection mechanisms
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents’ Meeting, April 2013</p> <p>Cambridge presented the revised proposal on behalf of the project leads. The topic was approved at the 2012 Senior Officers’ Meeting, and the initiative leads have reverted with revisions to the initial proposal. Although the invitation by the Santander representative in April 2012 was only for USD 500,000, the funding request submitted is for USD 2.5 million. Cambridge suggested that it might be effective to pitch this as sponsorship of USD 250,000 per institution for this project.</p> <p>The meeting agreed that the proposal crafted was sufficient for corporate sponsorship, and was ready to make a sponsorship request to Santander.</p> <p>Concerned that Santander may wish to withdraw funding from the Global Summer Program, Presidents agreed that while Santander should be approached for funding for the proposal “The Failure of the Numerical”, it is of secondary priority to the Global Summer Program. NUS and Cambridge would coordinate to approach Santander. Other Presidents were also encouraged to speak to Santander and express their support for the IARU sponsorship requests if the opportunity arises.</p> <p>Senior Officers’ Meeting, October 2012</p> <p>Prof. Simon Goldhill (Cambridge) presented two proposals on behalf of the team comprising Oxford, Berkeley and Cambridge for Senior Officers’ consideration:</p> <ul style="list-style-type: none"> ▪ <i>The Failure of the Numerical</i> is an examination of the role of the

numerical in systems of evaluation, and the extent it has informed or distorted social policies. This initiative focuses on three strands, which are related to IARU: 1) climate change, 2) health care and 3) education.

- *Urban Design and the Democratic City* explores the relation between the ideas and practices of contemporary democracy and the crisis facing urban design in the modern city. The three strands are: 1) the architecture of mobility, 2) active citizenship and 3) the divided city.

Senior Officers supported the proposal on the Failure of the Numerical, as it is an original and provocative topic, with the potential value of making more persuasive arguments to policy-makers and governments. Prof. Barry Halliwell (NUS) commented that there may be other examples more compelling than climate change. Each proposal request was for USD 2 million over three years, not including overhead costs, which will be borne by the project leads. These proposals will also have leading academics to direct the research efforts, and establish post-doctoral positions for students from other IARU institutions.

Mr. Loren Griffith (Oxford) suggested that a separate proposal should be customized for Santander, taking into consideration sponsor acknowledgement and identifying merits in the proposal, which will appeal most to Santander. Prof. Goldhill may also wish to consider how other IARU institutions can play a more significant role in this research project, or how it can be linked to other existing IARU initiatives such as with the IARU Global Summer Program, the Sustainability Officers and the Sustainability Congress by KU to be held in 2014. Prof. Goldhill replied that the wider involvement could be incremental, when additional funding became available, for workshops, and when areas of growth were identified.

The Chair said he will explore with Santander, its willingness to make a gift to fund the project. Managing expectations, the Chair said that the size of the sponsorship request was larger than what was initially proposed by Santander, and therefore there was no certainty that this proposal would be accepted. As it is a strong proposal, Senior Officers' urged Prof. Goldhill to consider seeking funding from alternative sources if the funding from Santander were unsuccessful.

If Santander were not keen to support the Failure of the Numerical, the Chair would discuss faculty and post-doctorate student mobility opportunities with Santander Chairman, Mr. Emilio Botin for their consideration.

Funding Support for “Failure of the Numerical” research proposal by Banco Santander

Purpose

This minute paper is to provide IARU Senior Officers an update on Santander’s response to IARU’s research proposal “Failure of the Numerical”.

Background

Following the signing of the agreement to establish the IARU-Santander GSP Scholarship in April 2012, Mr Salvador Medina, Director Global Division, Santander Universities, indicated Santander’s desire to expand its partnership with IARU. In response to this invitation, a group from IARU (Berkeley, Cambridge and Oxford) developed a couple of research proposals for consideration by the IARU Presidents. At the 2013 IARU Presidents’ Meeting held in April, the presidents agreed to approach Banco Santander with the research proposal “Failure of the Numerical” and seek funding support of US\$2.4million.

NUS forwarded the research proposal to Santander in August 2013 ahead of a meeting between Mr Emilio Botin, Chairman of Banco Santander, and Prof Tan Chorh Chuan, NUS President, on 18 September 2013 at NUS. At the meeting, Chairman Botin said that Santander was keen to expand its partnership with IARU and provide support for its research projects. He said that Mr Salvador Medina will separately work with IARU to develop the details and level of funding support.

Proposed Support by Santander

At a side working meeting, Mr Medina indicated that Santander is proposing to set up an IARU-Santander Research Fund of between US\$200,000 to US\$300,000 annually. This fund will be administered by IARU and IARU will decide which research projects to support. Santander has a requirement that the project must involve at least one university from their list of top 20 universities (in Latin America, Spain and Portugal). During the discussion, Santander voiced its desire to establish ties and promote collaborations between Latin American universities and IARU.

Santander has shared some initial ideas of the IARU-Santander Research funding might work. Please refer to the Appendix.

Submitted for IARU Senior Officers’ information and further deliberation.

Prepared by: Bernard Toh, National University of Singapore

Appendix – Proposed Santander-IARU Research Fund (by Santander)

Objectives

- Addressed to stimulate research with South American Universities (including Portugal and Spain)
- Based on IARU theme preferences
- Every IARU Member can submit a proposal
- The Fund starts with an initial amount of money and will increase based on the success or interest of the project
- It functions like a “Joint Research Incubator”
- Santander’s Top 20 Universities to be involved

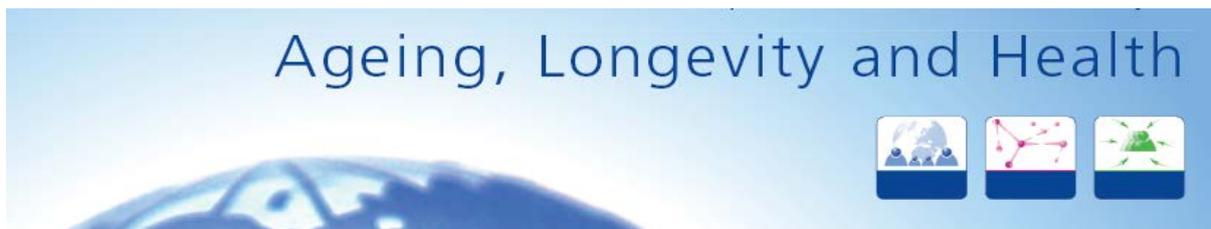
Proposal Principles

1. Proposals can be presented by at least one of the 10 members of IARU. Proposals are presented to IARU.
2. A proposals must involve one of the Top 20 Research Universities of the Santander Network (USP, UNICAMP, UNESP, UNAM, TEC M, UAM, UCH, UCCH, UNC, Rosario, UPR, UBA, UNLP, UREP, UAM, UPF).
3. A proposal should cover one of the 3 major Topics. Topics are to be defined by IARU (e.g. Education, Longevity and Health, Sustainability).
4. The Fund starts with USD 200,000 per year but can increase depending on the USE and success of the research. The size of each grant can be defined by IARU (e.g. 5 projects à 40 kUSD or 2 projects à 100 kUSD). Depending on the number of Universities involved or on the interest of the research, the request can access one or two blocks of the funding (IARU decision).
5. The Fund can increase depending on the USE or on the success of the research.

3.2 Aging, Longevity and Health

Lead	University of Copenhagen (Ulla Wewer)
Reporting	Tina Gottlieb (University of Copenhagen)
Executive summary	<p>In 2009, the University of Copenhagen launched its new center for research on healthy aging, the <i>Center for Healthy Aging (CEHA)</i>. At the Presidents' Meeting 2013 it was agreed to establish an IARU ALH Steering Committee to empower the ALH network. To date, ANU, NUS, Beida, Berkeley, UCPH and UTokyo have appointed representatives. The other universities are being contacted.</p> <p>Three simultaneous IARU Congresses – including an <i>establishing meeting for the ALH Steering Committee</i> and a <i>Graduate Student Conference</i> – are planned for 17–21 June 2014. The organizers are expecting about 250 IARU researchers and others to attend the program within the field of aging.</p> <p>As a subproject of the ALH network, IARU partners initiated an International Healthy Aging Network (iHAN) in 2009. The collaboration is currently focusing on the interpretation of brain imaging results obtained with positron emission tomography.</p> <p>Also within the subproject Health Policy Challenges of Aging Populations, activities took place in 2013.</p> <p>The GSP course on Interdisciplinary aspects of healthy aging took place for the third time from 3 – 22 July 2013.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Update about the Aging, Longevity and Health Project
Funding to date	USD 38,000 for Oxford project management salary (2009)
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013 Copenhagen updated the meeting on ALH initiatives, and presented plans to “Empower the Network”. All present in the meeting expressed their support for the proposal to establish a steering committee to enable even greater engagement across IARU campuses through workshops, exchange programs and joint funding opportunities. Members would send their nominees to Copenhagen by the end of April 2013. Beida offered to link up the ALH team with China’s “Smart Project” on Aging, which studies the situation of the elderly in over 80 provinces in China.</p> <p>In addition to exploring possible common funding activities under the Horizon 2020, the ALH group was invited to consider opportunities through CREATE in Singapore and NIHR in the UK.</p> <p>Senior Officers' Meeting, October 2012 Prof. Bjornholm and Dr. Andersen reported that the initiative has been progressing well with a constant stream of research activities, publicity and other events. The Aging group will also continue to proactively seek out ways to contribute to the larger IARU umbrella of activities. They see a potential in growing the Aging initiative (Aging 2.0) to seek joint</p>

	funding from Horizon 2020 with interested partners. If appropriate, Professor Halliwell suggested drafting a joint IARU statement for Aging, focusing on its cross-cultural, multidisciplinary scope.
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Faculty of Health and Medical Sciences, University of Copenhagen, October 2013

Short Update: The Aging Longevity and Health Project

The Copenhagen Center for Healthy Aging (CEHA)

By 2009, the University of Copenhagen launched its new center for research on healthy aging, the Center for Healthy Aging (CEHA). The ideas behind were partly inspired by the *Ageing, Longevity and Health (ALH)* project and network, which today forms part of the Center's internationalization. The CEHA is financed through a donation by the Danish Nordea-fonden, which in 2008 donated 26 million US\$ to establishing a multi-disciplinary center for healthy aging for five years (2009-2013). In June 2013, the Center was prolonged with further 26 million US\$ from Nordea-fonden for the next five years (2014-2018). This happened after a very successful international site visit and review of the Center's research and activities. With this new donation, the University of Copenhagen and CEHA will work even stronger for an empowerment of the ALH network with a strong outreach to IARU researchers and students.

Empowerment of the ALH network

At the IARU Presidents meeting in 2013, Copenhagen suggested to enhance the ALH project and network further in order to enable even greater engagement across IARU campuses through workshops, exchange programs and joint funding opportunities. All present in the Presidents' meeting expressed their support for the proposal and it was decided to establish an IARU ALH steering committee to which the Members were encouraged to appoint nominees. At present, NUS, ANU, PKU, Tokyo, Berkeley and UCPH¹ have appointed representatives and we are dialoguing with Oxford, ETH, Cambridge and Yale.

As a consequence of the positive feedback to this proposal, the University of Copenhagen is now providing 235.000 US\$ in funding for three simultaneous IARU Congresses, including an establishing meeting for the upcoming IARU ALH Steering Committee. These activities are planned for 17–21 June, 2014. Scientific organizing committees are coordinating this initiative, headed up by Prof. Lene Juel Rasmussen, Managing Director of CEHA. The organizers are expecting about 250 IARU researchers and others to attend within the field of aging. The program will include aging sub-themes such as:

¹ NUS: Prof. Barry Halliwell; ANU: Prof. Kaarin Anstey; PKU: Prof. Xiaoying Zheng; Univ. of Tokyo: Prof. Junichiro Okata; Berkeley: Professor Guy Micco; and UCPH: Prof. Lene Juel Rasmussen.

- Molecular Aging
- Neuro- and Muscle Degeneration
- Life Course Issues and Aging
- Aging and Health in Everyday Practices

Further information on these IARU activities will be available through direct e-mails, as well as via the next IARU NEWS planned for the beginning of 2014.

Activities in the Aging Longevity and Health Project

Neurodegeneration and Life Course Issues

In the subproject of the ALH Project – the project *Neurodegeneration and Life Course Issues* – several specific interdisciplinary research projects on life course issues in relation to neurodegeneration have been established in the Copenhagen Center for Healthy Aging (CEHA).

Within this subsection, IARU partners, led by Professor Albert Gjedde from CEHA, initiated an International Healthy Aging Network (iHAN) in 2009. The iHAN network unites researchers both within and outside the established IARU group who collaborate and share knowledge of the characteristics of molecular and cognitive markers of healthy brain aging, and the use of specific markers of pathology of the aging human brain. The collaboration is currently focusing on the interpretation of brain imaging results obtained with positron emission tomography.

Recent events include the talk, entitled “Beyond the Amyloid Cascade”, given by Professor Albert Gjedde to the Danish Alzheimer Association on the occasion of the awarding of the Alzheimer Foundation’s Alzheimer Research Prize. The topic is important because of the dramatic rise in the interest in the development of radiopharmaceuticals for potential new pathological targets outside the amyloid itself. While certainty about the underlying mechanism of Alzheimer’s remains elusive, amyloid deposition, especially as determined post mortem, is still the major focus of diagnosis and therapy. Therefore there is a strong need to divert the attention to other targets such as phosphorylated tau proteins and to pool the neuroimaging resources of different centers.

To further this approach, iHAN researchers from Denmark recently joined the Center of Advanced Imaging at the University of Queensland in Brisbane (Anders Rodell PhD, host David Reutens MD) and the University of California in Berkeley (Adjmal Nahimi MD, host William Jagust MD) for prolonged scientific visits.

In November 2013, the Department of Neuroscience and Pharmacology and the CEHA, University of Copenhagen, will host a visit of Professor Fahmeed Hyder, PhD from Yale University, who will speak on the issue of aging changes of brain energy metabolism. These scientific sojourns strengthen the collaboration between the Copenhagen, Aarhus, New Haven (Yale), Baltimore (Hopkins), Berkeley, and Brisbane nodes of the network, by which we aim to identify the most accurate assessment of the amyloid load, and a meeting on this topic is being planned at the University of Queensland in Brisbane.

Health Policy Challenges of Aging Populations

Also within the subproject *Health Policy Challenges of Aging Populations*, activities took place in 2013. One of the core members of the Oxford Institute of Population Ageing (OIA), University of

Oxford, Professor George Leeson, visited CEHA the 4th of July 2013 as a follow-up of the previous contacts. Prof. Leeson, who is co-director of OIA, was formerly responsible for the Longitudinal Danish Future Study and served as an advisor to the Danish Government Programme on Ageing Workers, and Older People and Technology. He is the author of *New Horizons, New Elderly* and Editor of the *Journal of Population Ageing*. During the meeting, potentials for further research collaboration and joint EU funding were discussed, including joint studies as part of community studies in CEHA on health promotion in three local communities in Denmark and a research initiative in Oxford on the role of urban space for healthy ageing. During his visit, Prof. Leeson also participated as a lecturer in the CEHA IARU summer school on aging and health.

Further, and on behalf of Director Prof. Sarah Harper, OIA, Prof. Leeson participated in a half-day networking workshop on 23 August 2013 for Scandinavian aging centers, arranged by CEHA. The purpose of the workshop was to exchange ideas and promote ongoing initiatives within aging towards grant writing and approaching of the large EU funding for new Knowledge and Innovation Communities (KICs) managed by the European Institute of Innovation and Technology (EIT). EIT is a body of the European Union based in Budapest, Hungary, which aims at enhancing Europe's ability to innovate there by providing solutions to rapidly emerging societal problems and developing products that meet the demands and desires of consumers. A KIC is a highly integrated, creative and excellence-driven partnership, which brings together the fields of education, technology, research, business and entrepreneurship, in order to produce new innovations and aligned models that inspire others to emulate it. The aim is to target the grand-challenges of societies to ensure societal and economic growth in the 21st century.

Evolutionary Medicine

Evolutionary Medicine is an established research and education program of the Centre for Social Evolution (CSE) in the Department of Biology, University of Copenhagen, coordinated by Professor Jacobus J. Boomsma. Marie Curie postdoc Sean Byars just completed his evolutionary analyses of mental diseases using the Danish National Hospital Register and the Danish Civil Registration System. This study provided an explicit test of the Badcock & Crespi hypothesis that autistic and schizophrenic diseases may in part have a deep evolutionary background related to imbalances in genomic imprinting, and found strong correlative evidence for this hypothesis. The study was initiated when Professor Steve Stearns (Yale) was on sabbatical in Copenhagen in 2008 and written up with him as co-author. PhD student Birgitte Hollegaard continued her studies on pregnancy-induced hypertension and preeclampsia using the same data sets. CSE scientists also report that the MSc course in Evolutionary Medicine will be held for the sixth time in spring 2014, expecting once more an enrolment of >30 students from the biology, biochemistry and molecular biomedicine curricula.

IARU Summer Schools in Healthy Aging

The third IARU Summer School on *Interdisciplinary aspects of healthy aging* took place 3–22 July 2013. CEHA investigators representing all CEHA programs lectured at the summer school, which was coordinated by CEHA Associate Professor Ying Liu. Students from the IARU universities Peking University, University of Tokyo, Australian National University, National University of Singapore, ETH Zurich and University of Copenhagen attended the course, which once again received excellent evaluations.



Photo: IARU students, teachers and course coordinator Ying Liu (to the right) at the Campus of the University of Copenhagen, July 2013.

The CEHA Summer School is aimed at students who are interested in all aspects of aging research. It reflects the various CEHA research projects as well as the interdisciplinary nature of CEHA. The course combines lectures and project works. The lectures provide students with basic research concepts and principles in the field of aging research in diverse disciplines, including humanities, social sciences, epidemiology, neurology, physiology, and molecular biology. Students also gain experience in supervised project work. Further information on CEHA summer schools is available at <http://healthyaging.ku.dk/education/iaru-summer-school/>.

4.1 Value of Research Intensive Universities

Lead	University of Copenhagen National University of Singapore
Reporting	Rebekka Knudsen, Thomas Bjørnholm (University of Copenhagen) Prof. Barry Halliwell (National University of Singapore)
Executive summary	<p>At the Presidents' Meeting 2013, the position paper on the "Value of Research Intensive Universities" and an draft write-up of the website were presented. The presidents gave feedback and asked the group to revise the paper.</p> <p>A revised draft of the position paper is now presented to the Senior Officers. The Key Performance Indicators have been taken out and more emphasis is put on storytelling, on the Humanities and on research-based education.</p> <p>Since it does not seem to be possible to reach an agreement about the position paper, the group suggests that the website should be the main outcome of the VRIU-debate.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Progress Report: Position paper and website on the value of research intensive universities ▪ Proposal on the revised draft of the position paper ▪ Proposal on the VRIU web write-up
Funding to date	USD 12,151: Workshop, October 2010
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013</p> <p>Copenhagen presented a position paper which it developed with Senior Officers from NUS, Berkeley and Cambridge. The purpose of the position paper was to be a resource point for various IARU partners in their own efforts to create a more nuanced argument to various stakeholders and the public, on how research universities contribute to society. If they choose to do so, partners can publish the position paper, or link the webpage to their university website.</p> <p>Presidents did not agree on the set of ecosystem indicators or "KPIs" that were proposed. ETH thought that the measures were useful and good indicators of value. However, Cambridge shared that such indicators are likely to assume the form of another league table or ranking, preferring qualitative measures. Yale expressed concern that the indicators do not capture the value of humanities research, which is the area most severely attacked. Adding to this, ANU suggested that the term used should be "knowledge transfer" rather than "technology transfer". The leads noted the suggestions and would work on including more case studies.</p> <p>Copenhagen also presented the website containing write-ups based on value-streams identified at its 2012 workshop, supplemented by case studies. The website link has been disseminated to partners to solicit comments, before publishing the website online. Once approved, the</p>

position paper would be included on the website. Partners were requested to revert with their comments by the end of April 2013.

Senior Officers' Meeting, October 2012

The initiative leads from NUS and KU presented two draft documents – a report on measuring and articulating the value of research intensive universities, and a website write-up. A task force was formed, comprising Prof. Thomas Bjørnholm (KU co-lead), Prof. Halliwell (NUS co-lead), Prof. Price and Dr. Barnes to refine the two draft documents, incorporating feedback from the wider group of Senior Officers as well as more examples from other IARU institutions. Senior Officers requested for a compilation of anecdotes, storylines and comparative situational arguments (e.g. if research were only done at industries and not universities) to supplement various institutions' speeches and individual reports on this topic. These examples could be categorized into – 1) Importance of research, 2) Research-led education, 3) Exchange of knowledge and 4) Economic contributions. The taskforce will also draft a brief position paper intended for the public, for consideration at the 2013 IARU Presidents' Meeting.

Senior Officers also acknowledged the importance of assessing the impact of humanities and social sciences research and to keep the focus of this exercise on supporting basic research. The taskforce may also wish to consider formulating a communications strategy (i.e. similar to the interview conducted with Times Higher Education). As part of the internal outreach, the Chair agreed with Dr. Barnes' suggestion for a workshop to be conducted in parallel with the next Senior Officers' Meeting and to invite relevant faculty members to the meeting to discuss how such a paper might be more compelling or helpful to them.

Progress Report: Position paper and website on the value of research intensive universities

Background

For quite some time IARU has constituted an interesting lab for debating the issue of measuring the value of research intensive universities.

2010

The discussion started at the IARU Presidents' Meeting in April 2010 and was followed by a workshop at ETH Zürich in October 2010 discussing possible methodologies to demonstrate the value of research universities.

2012

At a workshop in Copenhagen on 25 April 2012, prior to the Presidents' Meeting, a goal was set to further develop and discuss why and how the value of universities should be measured in order to begin the process of writing *a position paper* on university value and how to document it.

The starting point for the position paper was a reflection paper which was discussed and further developed during a workshop, at the Senior Officers meeting in Cambridge in October 2012 and in a workgroup consisting of representatives from UCPH, NUS, Cambridge and Berkeley.

As a supplement to the position paper a IARU website was set up. The purpose of the website is to collect and display reports on university value and case stories from the IARU members.

Prior to the Presidents' Meeting, the position paper was discussed in a process in the working group and revisions were made.

2013

At the Presidents' Meeting in Singapore in April, the position paper and a write-up of the website was presented to and discussed by the Presidents.

At the meeting the Presidents did not agree on publishing the paper in the form presented. Some of the Presidents believed, that the paper reflects their views and was ready to be published, but others believed that the whole idea of measuring was (and is) wrong. It was suggested that the paper should instead focus on the enhancement of examples and storytelling about the value of research-intensive universities.

Furthermore it was a concern that the paper did not appear to adequately reflect the value of the Humanities and it was suggested, that the paper should try to emphasise more the importance of research-based education.

The Presidents agreed that the paper should again be revised, and that the Key Performance Indicators (KPI), suggested in the paper be taken out.

Current status

After the Presidents' Meeting a few comments from the IARU members were received and a revised draft of the position paper has been written.

This new draft will be presented at the Senior Officers Meeting, November 2013.

In this revised version of the paper, the KPI's have been taken out and emphasis has been put on storytelling, on the Humanities and on research-based education.

The website

A website describing the views from the position paper, notably the concept of viewing research intensive universities as a "knowledge ecosystem", has been set up.

<http://www.iaruni.org/home/institutional-joint-working/value-of-research-intensive-universities/demonstrating-value-of-research-intensive-universities>

The website should briefly express the IARU members' position on the value of research intensive universities and should be a forum for storytelling and cases from real life of how the "knowledge ecosystem" creates value to the benefit of society, thus being a way of fulfilling the initial ambition of the project, which was to prove and document to taxpayers, politicians and society at large the value of research-intensive universities.

The intention of the website is also to display some of the stories on how the knowledge ecosystem (mixing research, education and knowledge exchange) creates value by describing concrete cases. More specifically, the aim is to include one or two cases from each IARU member. So far, however, it has not been possible to gather these examples.

Finally the website will also constitute a knowledge bank on the discussion of the value of research intensive universities.

Next step

It is the suggestion that the Senior Officers discuss whether the endorsement and publication of the position paper is a way forward or not.

The website and the Position Paper

It is the suggestion of NUS and UCPH that the Position Paper be published on the website.

NUS and UCPH also suggest feeding the views of the paper into the web-site. Each individual IARU member can then use the website as a point of reference when discussing value of research intensive universities.

The IARU Secretariat is currently maintaining the website. It might be useful to allocate some more resources for this job until examples from all IARU members have been gathered and in order to ensure, that the knowledge bank is fully up to date. This task can either be taken care of by the IARU Secretariat or by one of the IARU members.

Revised Draft of the Position Paper

The Knowledge Ecosystem
Measuring the Value of Research Intensive Universities
IARU Position Paper

DRAFT (v October 2013)

IARU believes...

The purpose of research-intensive universities is to make ground-breaking discoveries and to seek and transmit knowledge and new understanding.

In its own right and to the benefit of society.

This research should of course be independent and respect the fundamental principles of academic freedom. And this applies to all areas of human endeavour from the medical and natural sciences to the arts and humanities. And it involves both education and research.

It will never be possible to quantify every aspect of the entire value produced by research-intensive universities by simple metrics.

It is however necessary for the universities to be able to document their value to society, including taxpayers and politicians.

Today, this is done by applying a wide range of metrics in order to measure the three elements which constitute the core of research-intensive universities: Research, education and (knowledge exchange) technology transfer. It is mainly done by measuring *input flows* such as money and the number of students and *output flows* such as citations, number of publications and graduates.

These methods do not adequately show what IARU considers to be the *special value* of research-intensive universities: The fact that research, education and technology transfer/knowledge exchange, are concentrated in the same physical space and constitute a critical mass of excellent researchers and students, state-of-the-art infrastructure and a spirit of curiosity and innovation. This is only indirectly encompassed in simple in- and out-put metrics.

The key to understanding how research-intensive universities create value lies in what happens when the elements co-exist and form what could be described as a “**knowledge ecosystem**”.

IARU suggests that a new and comprehensive way to describe the overall value creation of research-intensive universities should include this knowledge ecosystem.

As such, we must – in addition to metrics for isolated research, education and technology transfer flows – describe and tell the many stories of the effects of the *synergy* created by the **co-existence** of research, education and technology transfer.

Introduction

1. IARU's members share the experience that expectations from society and stakeholders towards universities and their ability to document their value are increasing and are likely to increase for the foreseeable future.
2. These increased – and legitimate - expectations are often translated into societal and/or political demands.
3. Historically universities have maintained a commitment to excellence in spite of resistance to measuring it. But this resistance is changing, as stakeholders demand more evidence. IARU recognizes a need for a dual response to this development.
4. IARU's members recognizes the need to meet the constant challenge to improve the understanding among decision-makers and the general public of the fundamental societal role played by research universities.
5. We also recognize the need to improve and refine the ways in which universities can demonstrate the direct and indirect value they bring to companies and society as a whole. This should be done in a balanced way that takes into account that a good part of the value of research intensive universities can and should not be measured by a simple metric.
6. For quite some time, IARU has constituted a forum for debating the issue of measuring the value of research intensive universities. The discussions were initiated at the IARU Presidents' Meeting in April 2010 and further developed at subsequent workshops and through discussions at ETH Zürich in October 2010, in Copenhagen in April 2012 and again at a IARU Presidents' Meeting in Singapore 2013.
7. The following position paper is the result of these discussions and constitutes IARU's position on documenting the value of research intensive universities.

The value of research intensive universities can and must be established – but it is an act of balance to do so

8. Research and higher education are a high priority on the political agenda these years. Taxpayers and politicians alike are asking for value for money. Universities are increasingly being held accountable through “hard” facts such as bibliometrics, rankings, ability to attract funding, number of students and bottom line numbers that show the value of universities for companies and society.
9. At the same time, universities have vastly extended their reach and ways of achieving economic and social impact:
 - Technology Transfer Offices have proliferated in order to manage and license a growing IP from research.
 - Universities have created incubators and science parks to nurture new enterprises.
 - Many universities have instituted courses to help undergraduates and graduate students acquire the skills for successful entrepreneurship.
 - Some universities have taken equity positions in spin-off firms.
 - Some universities are engaging their students in “science-dating”, internships or other activities through which they help companies solving specific research tasks during their education.

- Many universities participate in solving societal challenges in partnership with governments.
 - Research-intensive universities are increasingly trying to mix disciplines and in that way search for holistic solutions to problems by drawing upon both natural sciences, social sciences and the humanities.
 - And many of these universities have understood that for many - if not most - of their graduate students, education and research are inseparably linked: By definition the outcome of research must be unknown from the outset. But at the end of a failed experiment, a university has at least educated a researcher. This is an important part of the value that universities create.
10. IARU believes that research intensive universities play an important role in their respective countries and beyond by contributing to society by reaching for the highest level of education and research.
11. IARU also believes that it is important for both universities and society to be able to sensibly document the impact of universities in order to attempt to prove to "investors", the public and to ourselves how our research and education contribute to society.
12. The ability to demonstrate specific kinds of impact has greatly improved, especially with the development of powerful tools for collecting, interpreting, and displaying massive amounts of data.
13. It should however also be taken into account, that universities and the political system still face a real challenge when documenting the comprehensive value of universities. The breadth of the universities' contribution poses a particular problem for the analyst, and there are several pitfalls to be taken into consideration:
- It is relatively easy to measure the impact of new inventions sold to the industry or to measure the value of spinoffs, i.e. applied sciences. Measuring the impact of fundamental research is much more difficult because of the long term timelines over which the value of fundamental research becomes evident.
 - There is a longitudinal problem: How long past investments in research take to bear fruit, but also how long developments going forward need to (and sensibly can) be monitored.
 - It also poses a challenge to find ways to measure the value of humanities and arts, educating good historians, language teachers, psychologists etc.
 - Many analytics are devoted to measuring outputs mainly important to science – e.g. bibliometrics – rather than outcomes important to society.
 - There is a high risk of perverse incentives encouraging "bad" behaviour. "What you measure is what you get", a fact which can also, potentially challenge the academic freedom, which is crucial to research intensive universities.
 - There is a lamppost problem: Ignoring the immeasurable or the tendency to measure in favour of what *can* be measured.
 - And finally: There is a risk, that a too intensive focus on measuring and documenting will overburden administrators and researchers, taking up time from core activities.
14. The act of measuring is thus an act of balance, showing only a very limited part of the comprehensive value of a university. This is why IARU suggests that it is necessary to show the

value of research intensive universities in alternative ways in order to document their value towards stakeholders and taxpayers/the general public.

The value streams of research intensive universities

15. The fundamental contribution to society by universities lies in creating and passing on knowledge for its own sake *and* engaging with society in its application.
16. Universities today are an integral part of society, actively participating in fulfilling “a third mission” for universities, namely involvement in socio-economic development, thus becoming the third element of what has been described as the “triple helix” – the collaboration between Government, Industry and Universities in order to create innovation and economic growth.
17. Today there is a clear tendency that universities contribute more and more to solving the grand challenges of society. This also leads to an increasing demand (for instance from foundations) for more holistic solutions, involving interdisciplinary research in order to solve these challenges, which continues to grow in complexity. Thus there is not only a greater focus on the triple helix model, mixing Government, University and Industry, but also a demand for universities to mix disciplines in order to come up with *sustainable solutions* to the challenges societies are facing.
18. This means that the way of looking at the value of a university should change.
19. A common way to describe output of research intensive universities today is by measuring the output of the three main **value streams** of research intensive universities:
 - a. **Research** (production and distribution of new knowledge through articles, publication and access to research)
 - b. **Education** (the knowledge and “soft skills” of candidates)
 - c. **Technology transfer/knowledge exchange** (collaboration with the outside world, hiring of graduates by industry, consultancy, patent/licensing/spinoff companies)
20. The challenge is, that quantifiable indicators such as citations, graduate salaries, number of patents etc., most often describe the value streams as separated and in terms of a simple input/output logic.

A fourth and new way of describing the special value of research intensive universities: The knowledge ecosystem

21. While it can make sense to measure the value streams separately, IARU argues that the crux of the specific value of research intensive universities is that the three main value flows of universities are interrelated and interact in a way that creates value far beyond the simple sum.
22. The fact that the three flows are gathered in one university, in the same organisational and physical space, is a key to understanding the special value of research intensive universities. Research, education and exchange of knowledge with the outside world fertilize each other: Challenges met by industry and society may inspire new basic and applied research, contact with students inspires the researcher, researchers include students in their work on research projects, companies exchange knowledge with graduates when they employ them or through internships, student projects etc.

23. This means that research intensive universities are able to simultaneously perform fundamental research with a sufficiently broad scope, be the pacemaker for the creation of new products and technologies, a think-tank for governmental strategies and regulations, a provider of skilled manpower to industry and society and provide valuable input to society and the way we think about life, culture, history – i.e. research that expands intellectual breadth and develops ideas and discourses about human experiences which will prepare us more effectively for an increasingly global and cosmopolitan world: Things which are not only giving us something to live from, but also to live for.
24. Another valuable consequence of this inseparable link between education, research and knowledge exchange is that research intensive universities always will be sure of creating value for society: By definition the outcome of research must be unknown from the outset. But at the end of a failed experiment, a university has at least educated a researcher. This is an important part of the value that universities create.
25. A way to describe this special value of research intensive universities caused by intertwined value streams – and thus painting a fuller picture of the value of universities – could be to show the vitality of this “knowledge ecosystem”.
26. In the ecosystem we include the interaction between the three value streams, taking place at a research intensive university and in relation to the outside world: The special value produced in the space between research and education. Between knowledge exchange with the surrounding world and research. And between education and knowledge exchange.
27. This cannot be done by using numbers. It has to be done by using words, describing the cases from real life to show how the ecosystem creates value. IARU thus believes, that much more emphasis should be put on telling the many stories of how research, education and knowledge exchange at the research intensive universities creates value far beyond a mere input/output point of view.
28. As IARU members we will strive to tell the stories of how the knowledge ecosystem works and we will, when possible, urge politicians and other opinion makers to apply this perspective and not only the quantifiable perspective when discussing the value of universities in the future.

Conclusions

29. However difficult, IARU recognizes that documentation of the value of research universities is demanded and that it is in the interest of universities to contribute to the political debate on the value of universities by suggesting alternative methods to show value which are meaningful to the universities themselves.

The overall value of universities as cultural and societal institutions is next to impossible to measure by simple metrics. First of all, the value of good high school teachers, people with language skills, economists, doctors, lawyers, musicians, historians etc. etc. cannot be measured in exact numbers. Secondly, the value of investing in university research and education is more often than not visible only in a long-term perspective.

30. IARU believes that a good part of the value of research intensive universities lies in the fact that their three value flows, research, education and knowledge exchange coexist in the same physical space and that they are thereby closely interrelated, constituting a **knowledge ecosystem**.

31. It is only possible to understand or describe the full complexity of the research intensive universities, when being able to describe what happens when the three value streams interacts in this knowledge ecosystem.
32. In order to paint a fuller picture of the special value of research intensive universities, IARU suggests that the many excellent examples of how research, education and knowledge exchange collaborate in order to create new meaning, new inventions and new contributions to society should be described.
33. Only in this way, will it be possible to take fully into account the complexity and time span of research, education and knowledge exchange and to describe how these value streams are inseparably intertwined and how this is what creates true value for society – whether it is in the field of humanities, natural sciences or social sciences. Discoveries and research results that might seem without any immediate benefit can turn out to be extremely valuable to future generations of researchers – and to society.
34. This is also why we believe that describing universities as ecosystems is a more fruitful way instead of seeing universities in a simple input/output perspective.

VRIU Web Write-up

An attempt to integrate the messages from the position paper into the website

Front page

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.

Applying standard metrics do not adequately show what IARU considers to be the *special value* of research-intensive universities: The fact that research, education and technology transfer, are concentrated in the same physical space and constitute a critical mass of excellent researchers and students, state-of-the-art infrastructure and innovative spirit. This is only indirectly encompassed in simple in- and out-put metrics.

The key to understanding how research-intensive universities create value lies in what happens when the elements co-exist and form what could be described as a "**knowledge ecosystem**".

IARU suggests that a comprehensive way to describe the overall value creation of research-intensive universities should include this knowledge ecosystem.

As such, we must describe what – in addition to metrics for isolated research, education and technology transfer flows – can document the effects of the *synergy* created by the **co-existence** of research, education and technology transfer. On this website we will try to do just that.

- **About the knowledge ecosystem**
- **Knowledge-bank on the value of research-intensive universities**
 - The value of research-intensive universities has been documented in quite a few reports both from IARU institutions and from other institutions and organizations: see [non-exhaustive listing of reports on the value of research universities](#).
- **Examples and case studies showing the value created by the knowledge ecosystem of the universities** about the value that research-intensive universities create
- [Direct economic contributions](#)

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About the knowledge ecosystem

“The main value streams of universities are interrelated and interact in a way that creates value far beyond the simple sum.”

The fundamental contribution to society by universities lies in creating and passing on knowledge for its own sake *and* engaging with society in its application.

Universities today are an integral part of society, actively participating in fulfilling “a third mission” for universities, namely involvement in socio-economic development, thus becoming the third element of what has been described as the “triple helix” – the collaboration between Government, Industry and Universities in order to create innovation and economic growth.

Today there is a clear tendency that universities contribute more and more to solving the grand challenges of society. This also leads to an increasing demand (for instance from foundations) for more holistic solutions, involving interdisciplinary research in order to solve these challenges, which continues to grow in complexity. Thus there is not only a greater focus on the triple helix model, mixing Government, University and Industry, but also a demand for universities to mix disciplines in order to come up with *sustainable solutions* to the challenges societies are facing.

This means that the way of looking at the value of a university should change.

IARU argues that the output of research intensive universities today can be divided into three main **value streams**:

- **Research** (production and distribution of new knowledge through articles, publication and access to research)
- **Education** (the knowledge and “soft skills” of candidates)
- **Technology transfer** (collaboration with the outside world, hiring of graduates by industry, consultancy, patent/licensing/spinoff companies)

Besides these quantifiable indicators, it is also both useful and necessary to show the value of these streams by using cases, showing the concrete examples of how education, research and technology transfer constitute value for the universities, companies and for society as a whole.

A new way of describing the special value of research intensive universities: The knowledge ecosystem

While it can make sense to measure the value streams separately, IARU argues that the crux of the specific value of research intensive universities is that the three main value flows of universities are interrelated and interact in a way that creates value far beyond the simple sum.

The fact that the three flows are gathered in one university, in the same organisational and physical space, is a key to understanding the special value of research intensive universities. Research, education and exchange of knowledge with the outside world fertilize each other: Challenges met by industry and society may inspire new basic (= not yet applied) and applied research, contact with students inspires the researcher, researchers include students in their work on research projects, companies exchange knowledge with graduates when they employ them or through internships, student projects etc.

This means that research intensive universities are able to simultaneously perform fundamental research with a sufficiently broad scope and adequate cost-effectiveness, be the pacemaker for the creation of new products and technologies, a think-tank for governmental strategies and regulations, a provider of skilled manpower to industry and society and provide valuable input to society and the way we think about life, culture, history – i.e. research that expands intellectual breadth and develops ideas and discourses about human experiences which will prepare us more effectively for an increasingly global and cosmopolitan world: Things which are not only giving us something to live from, but also to live for.

Another valuable consequence of this inseparable link between education, research and knowledge exchange is that research intensive universities always will be sure of creating value for society : By definition the outcome of research must be unknown from the outset. But at the end of a failed experiment, a university has at least educated a researcher. This is an important part of the value that universities create.

A way to describe this special value of research intensive universities caused by intertwined value streams – and thus painting a fuller picture of the value of universities – could be to show the vitality of this “knowledge ecosystem”.

In the ecosystem we include the interaction between the three value streams, taking place at a research intensive university and in relation to the outside world: The special value produced in the space between research and education. Between knowledge exchange with the surrounding world and research. And between education and knowledge exchange.

This cannot be done by using numbers. It has to be done by using words, describing the cases from real life to show how the ecosystem creates value. IARU thus believes, that much more emphasis should be put on telling the many stories of how research, education and knowledge exchange at the research intensive universities creates value far beyond a mere input/output point of view.

As IARU members we will strive to tell the stories of how the knowledge ecosystem works and we will, when possible, urge politicians and other opinion makers to apply this perspective and not only the quantifiable a perspective when discussing the value of universities in the future.

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Knowledge Bank

Add: http://www.go8.edu.au/university-staff/go8-policy-_and_-_analysis/2013/discussion-paper-the-role-and-importance-of-research-intensive-universities

Page 4

Examples and case studies showing the value created by the knowledge ecosystem of the universities

Applied science dries up quickly unless we maintain the sources of discovery in pure science.
Former U.S. President Herbert Hoover (1954)

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

Mixing research, education and the outside world

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.

In these cases, the intertwining of applied research, fundamental research, companies engaging with the university to create research and even employing students or researchers from the university is what creates the full value – not the mere fundamental or applied research in itself.

The IARU knowledge ecosystem

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.

Within IARU, the various institutions 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 "Aging, Longevity and Health" 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. The latter project 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.

Major advancement in sciences and technology are drawn from many other disciplines

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 in many areas.

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.

Direct contact with research and researchers will impart greater depth of knowledge to students

In a speech on "Undergraduate Education and the Research University" former Yale President Richard Levin 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. For example, 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.

Education through research delivers not only knowledge but also skills of questioning and inquiry

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 (TiO₂) 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.

Research-led education produces high-quality graduates that are attractive to employers and organizations

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.

Graduates of research-led education are community-minded and contribute positively to society

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.

Applicable research leading to patent/licensing/spin-off companies

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.

At ETH Zurich, researchers and students have set up 111 spin-off companies over the last few years. During 1998–2007 ETH spinoffs 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 Zurich. ETH spin-offs also have significantly higher survival rates, create more jobs, attract more venture capital and Angel investments and provide higher returns on equity than the average of all Swiss start-up companies created over a similar time period.

How the Berkeley knowledge ecosystem creates everyday value

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, 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 (UC Berkeley 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

Providing thought leadership, consultation and expertise for industry, government and society

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.

Direct economic contribution

Economic output/revenue generated by universities and their collaborations

Beyond education and research, universities generate 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 universities 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 counts Berkeley scientists among their founders, including Chiron, Exelixis, Tularik and Renovis, and 85% of them employ UC Berkeley 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 funding 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.

4.2 Academic IP Pooling and Collaborative Technology Transfer

Lead	Peking University
Reporting	Prof. Chen Dongming (Peking University) Matthias Hölling (ETH Zurich)
Executive summary	<p>At the first workshop of the technology transfer officers in March 2013, it was agreed that Beida and NUS will run a pilot program to collaborate on strategic and specific areas to pool IP, before approaching industry. If the pilot was successful, other partner universities would be welcome to join the program. NUS offered to develop a web portal to access technologies available at the various member universities that can be grouped into families of patents using a built-in search engine.</p> <p>Under the recommendation of NUS, Beida has engaged PatSNAP to develop the IARU collaborative Technology Transfer portal. A demo site will be ready by the end of 2013.</p> <p>To continue the discussion and extend the exchange of experience to other aspects of technology transfer, the participants in Beijing agreed to organize a second workshop in 2014. ETH Zurich has agreed to host the workshop.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Update on “Academic IP Pooling and Collaborative Technology Transfer” ▪ Funding request of USD 15,000 for Academic IP Pooling Workshop at ETH Zurich, 23-24 April 2014 (back-to-back with the Presidents’ Meeting 2014)
Funding to date	USD 15,091: Academic IP Pooling Workshop, Peking University, March 2013
Outcomes of previous meetings	<p>Presidents’ Meeting, April 2013</p> <p>Beida organized the Academic IPP workshop on 7–8 March 2013, the first time technology transfer officers came together to network and discuss areas where they were facing challenges. Dr. Lily Chan and Prof. Wong Poh Kam from NUS Enterprise attended the workshop, and were present to take questions from the meeting.</p> <p>An outcome from the workshop was that Beida and NUS would run a pilot program to collaborate on strategic and specific areas to pool IP, before approaching industry. Possible areas were biomedical and environmental technologies, but more areas would be considered. NUS shared that it has successfully pooled IP with the University of Auckland, as well as with A*STAR in Singapore. Dr. Chan noted that it is hard work but the benefits were high. Technology transfer officers have indicated support for the pilot, and if successful they could consider joining the program. As IARU was already collaborating multilaterally on a number of initiatives, it was a good opportunity to see if IP Pooling efforts were possible.</p> <p>To enable IP Pooling, NUS would develop a web portal to access</p>

technologies available at the various member universities that can be grouped into families of patents using a built-in search engine. Technology transfer officers agreed on the guiding principle that the member university that was approached first for licensing would assume the role as lead negotiator. The web portal would be submitted for approval to its oversight committee as well as IARU Presidents before its launch.

Beida requested for a follow-up workshop in 2014 at ETH, to discuss how to generate funding for proof-of-concept research, and to learn more about entrepreneurship education programs which were very successful at ETH. A proposal would be submitted at the next Senior Officers' Meeting for agenda and funding approval.

Senior Officers' Meeting, October 2012

Prof. Chen Dongmin (Beida) presented, via teleconference, an updated agenda for the workshop on 7–8 March 2013, which would focus on: 1) University-Industry-Government Partnerships, 2) Creative IP Licensing Models, and 3) Collaborative Spin-Off.

Prof. Tony Raven (Cambridge) expressed his concern that there was too much on IP Pooling, which may be problematic for several IARU members. Prof. Chen noted this and agreed to Prof. Raven's request to include an unstructured session – similar to the format of "IARU regional round-ups" at this workshop for open sharing of issues related to IP pooling and technology transfer. The meeting discussed the target audience for the workshop, which will be primarily senior participants from technology transfer offices, and academics in this field. As it will be the first meeting between the technology transfer specialists, the meeting agreed that it should be an IARU-only workshop, and not to include other institutions.

Update on “Academic IP Pooling and Collaborative Technology Transfer”

1. IP Pooling Web Portal

The IARU “Workshop on Collaborative Technology Transfer” was successfully held on 7–8 March 2013 at the School of Innovation and Entrepreneurship of Peking University in Beijing, China. An outcome of this workshop was that Peking University and National University of Singapore would jointly lead the effort to build a pilot program with the input of other IARU members. NUS generously offered its resource to create a web portal and search engine for the test.

Under the recommendation of NUS, we have engaged PatSNAP (www.patsnapglobal.com) to develop the IARU collaborative Technology Transfer portal. PatSnap has extensive experience in building academic IP & tech transfer service website. Their clients include NUS, AUTM and many more. A demo site will be ready by the end of this year, and thereafter, we will work with each participating member to convert their IP/Technology database to a new standardized format and integrate them into an IP Pool. We hope to showcase this integrated database and the related tools to IARU members and formulate a rule of use in our next meeting.

2. Follow up workshop

During the 2013 March meeting, the attendees recommended reconvening in spring 2014 to review the progress of the pilot program. In addition, the goal of the next meeting is to expand the discussions on how to collectively generate funding for proof-of-concept research and to link the POC research and the hands on entrepreneurship education programs to the spin-off and other technology transfer collaborations amongst the IARU members.

Therefore, we propose a meeting to be held on April 23 and 24, 2014, at ETH Zurich to get to know the funding options available for proof of concept research and incubation options in Zurich, and to share best practices on these aspects, as well as to explore collaboration opportunities.

Day 1, 23 April 2014

We propose to start the meeting with an optional dinner on the evening of the 22nd of April so that the participants can catch up or get to know each other. The next day, after formal welcoming addresses, if possible by the Vice President for Research and Corporate Relations at ETH Zurich, we would present the various spin-off support programs at ETH Zurich over the years. The Venture business plan competition will be in its final rounds at this stage. While there are only jury activities and no public events expected to take place at that particular time, we will try to incorporate some special attention to this important competition in the presentations.

Furthermore, a referent from the CTI can explain their support programs for startups and how they work together with ETH Zurich.

The afternoon could start out with a visit to the ieLabs, the innovation and entrepreneurship labs, an internal incubator of ETH Zurich to accelerate the business development for researchers that were awarded a proof of concept fund. Some of those researchers (the scholarship that they receive is called

“Pioneer Fellowship”) can present their projects and report on the importance of coaches and other input they receive within the ieLab. Further presentations that could take place there or in connection with the ieLabs: A member of the ETH foundation could talk about fundraising for the support of talents at ETH Zurich and for the support of ETH Pioneer fellows, in particular.

Furthermore, members of the student entrepreneur club, who have their desk in the ieLab could talk about how student entrepreneurship can inseminate technology transfer and/or vice versa. This could be organized as an open discussion.

Half of the presentations could take place at the ieLab at the center, the other one at the Höggerberg location.

The evening program can be organized as a trip to the Uetliberg and the restaurant on top of it, that present a great view on Zurich, the lake and, on a clear day, the Swiss alps.

Day 2, 24 April 2014

During the next morning of April 24, the participants should give their experience on proof of concept funding, incubation of ideas or other interesting best practices they apply at their home institutions.

Collaboration aspects should be discussed. As a special speaker on how this could be beneficial, we would organize a participant of the US market entry camp at one of the swissnex in the US, how they took advantage of spending some time in the US and of being introduced to the local scene, there. Discussion could evolve whether it makes sense to establish such type of exchange among the IARU members.

After lunch, a first impression can be reported to the Presidents meeting starting at ETH.

The afternoon can be spent looking at other incubators and business parks. We would propose to visit the Technopark in Zurich and present the meaning it has for collaborations with the CTI and ETH Zurich. We could then, as something light, visit the Zurich Impact Hub, a Co-working space for social entrepreneurship, also collaborating with ETH Zurich and especially the Climate KIC of the EIT European network of innovations system. The final evening could start with an informal dinner in the “hip” neighborhood in which the Technopark and the Hub are located and end with a social gathering at a place such as “Frau Gerolds Garten”. If something more formal is desired, we can try to arrange for a reservation in the top notch Prime Tower Restaurant, located on top of Zurich’s highest building which is in that area.

Funding request

We believe that such a meeting could be inspirational and beneficial to promote proof of concept funding and start-up support among the IARU members and therefore request a budget of **USD 15,000** to organize speakers, transport, venues and catering for such a meeting.

4.3 Research Administrators' Network

Lead	Peking University (2013) University of Copenhagen (2011-2012)
Reporting	Dr. YANG Lingchun (Peking University) Dr. Anna Haldrup (University of Copenhagen)
Executive summary	<p>The second Research Administrators' Network Meeting was held at Peking University on 14–15 September 2013 with the representation of 8 partner universities. The network proposes to establish annual meetings and to introduce a Research Administrators' Fellowship Program.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report from the Research Administrators' Meeting (Sept. 2013) ▪ Proposal of a Research Administrators' Fellowship Program, funding request of USD 20,000 (2014–2015) ▪ Proposal of annual Research Administrators' Meetings, funding request of USD 10,000 per year
Funding to date	Up to USD 10,000: Research Administrators' Meeting (Sept. 2013)
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013 Beida gave an update on the Research Administrators' Meeting one-day workshop program that would be hosted on 15 September 2013. The organizers also planned to run a symposium on junior research talent recruitment alongside the IARU workshop. The add-on symposium would provide greater opportunities to learn about the Chinese scientific research management system, and establish links for collaboration and staff exchange.</p> <p>The Chair requested that the initiative should aim to have five or more IARU partners in attendance to have a valuable discussion and exchange of best practices.</p> <p>Senior Officers' Meeting, October 2012 Senior officers noted the report on the Research Administrators' Meeting.</p>

Report from the 2nd IARU Research Administrators' Symposium

14–15 September 2013, Peking University, China

Participants

Institution	Name	Title
Australian National University	Douglas Robertson	Director of Research Services
ETH Zurich	Agatha Keller	Co-Head EU Grants Access, International Research Programmes
National University of Singapore	WANG Hui	Director, Research Administration
Peking University	LI Yansong	Vice President for International Affairs
	CHEN Shiyi	Vice President for Research
	ZHOU Hui	Director, Office of Scientific Research
	CHEN Dongmin	Director, Office of Science and Technology
	ZHANG Yan	Chief, Division for Overseas Projects, Office of Scientific Research
	YANG Lingchun	Assistant Director, Office of Scientific Research
	LIAO Rikun	Deputy Chief, Division for Overseas Projects, Office of Scientific Research
	SHI Zhongming	Senior Program Officer, Office of International Relations
UC Berkeley	Patrick Schlesinger	Assistant Vice Chancellor, Research Administration and Compliance
University of Copenhagen	Jan Andersen	Senior Executive Advisor
	Anna Haldrup	Director, Research & Innovation
	Poul Petersen	Senior Executive Officer, Head of EU office
The University of Tokyo	Teruyuki Hayashi	Director, Office of Research Administration, Graduate School of Science
	Masako IZUMI	Administrator, Research Promotion Department
	Masahiro Yamano	Research Administrator/Project Researcher, Graduate School of Science
Yale University	Andrew B. Rudczynski	Associate Vice President for Research Administration

Excused

Institution	Name	Title
University of Cambridge	Monique Carew	Head of Research Operations, University Research Office
University of Oxford	Glenn Swafford	Director of Research Services

Program (15 September 2013)

Opening		
Chair: CHEN Shiyi, Dean, Graduate School, Peking University		
09:00-09:10	LI Yansong	Welcome Remarks Vice President, PKU
09:10-09:25	Anna Haldrup	Keynote Director, Research & Innovation, University of Copenhagen
Panel 1: Mobility of Researchers		
09:30-09:45	Andrew B. Rudczynski	Mobility of Researchers in US Associate Vice President for Research Administration, Yale University
09:45-10:00	Agatha Keller	Mobility of Researchers in EU Co-Head EU Grants Access, International Research Programmes, ETH Zurich
10:00-10:30	Coffee Break & Group Photo	
10:30-10:45	Jan Andersen	Brain Mobility: Impact on Strategies on Institutional, Faculty and Department Level Senior Executive Officer, Research and Innovation Office, University of Copenhagen, EARMA Chair
10:45-11:00	LIAO Rikun	Incoming and Outgoing, Mobility Programs in China Deputy Chief, Division for Overseas Projects, Office of Scientific Research, PKU
11:00-11:20	Discussion	
11:30-13:00	Lunch	
Panel 2: Benchmarking		
13:15-13:30	Andrew B. Rudczynski	Benchmarking at Yale Associate Vice President for Research Administration, Yale University
13:30-13:45	Anna Haldrup	Benchmark between IARU Universities Regarding Key Figures within Research & Innovation Director, Research & Innovation, University of Copenhagen
13:45-14:00	Douglas Robertson	Benchmarking in Research Support at ANU Director of Research Services, Australian National University
14:00-14:15	YANG Lingchun	Performance Assessment in PKU Assistant Director, Office of Scientific Research, PKU
14:15-14:30	Discussion	

Panel 3: Best Practice in Research Funding		
14:30-14:45	Patrick Schlesinger	US Funding for Non-US Collaborators: Challenges and Opportunities Assistant Vice Chancellor, Research Administration and Compliance, UC Berkeley
14:45-15:00	Andrew B. Rudeczynski	Yale's Best Practices in Research Funding Associate Vice President for Research Administration, Yale University
15:00-15:30	Coffee Break	
15:30-15:45	Poul Petersen	The EU Marie Curie Program and How It Supports Scientists Senior Executive Officer, Head of EU Office, University of Copenhagen
15:45-16:00	Teruyuki Hayashi	Multi-year Effort to Get Research Funding - A Case Study at the University of Tokyo Office of Research Administration, Graduate School of Science, The University of Tokyo
16:00-16:15	WANG Hui	Current Funding Landscape in Singapore and NUS' Strategy for the New Challenge Director, Research Administration, National University of Singapore
16:15-16:30	ZHANG Yan	Funding for International Collaboration in China Chief, Division for Overseas Projects, Office of Scientific Research, PKU
16:30-17:30	Discussion & Closeout	
17:30-19:00	Dinner	
IARU Business Meeting		
19:30-20:30	Topics 1. The framework for benchmarking through the sharing of key figures 2. Elaborating communication platform on the IARU website. 3. Fellowship program (EARMA-NCURA fellowship-program guidelines as an example). 4. Sparkling ideas (1) The identification of barriers for increased cross-institutional collaboration on a global scale (2) Creating pathways from research to innovation (3) Others 5. Report drafting	

1. Introduction and background

The IARU Research Administrator Network has held two meetings. The meeting was initiated through an emerging awareness of the relevance of IARU as a platform for strengthening the quality of support for the academic community of our universities.

The first meeting was held at University of Copenhagen in June 2011. Six IARU partners attended the meeting 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 second meeting was held at Peking University in September 2013. Eight IARU partners (total 19 colleagues) attended the meeting and followed up the plan from the 1st meeting, to discuss how to

play a key role in the enhancement of research collaboration, such as to minimise barriers for research mobility and explore global funding opportunities as well as staff exchange.

2. Topics for the 2nd IARU Research Administrator Symposium

Main topics presented at the symposium (total 14 presentations from participants)

1. Mobility of researchers (Topics: funding, quality of Ph.D. and Postdocs, inter-institutional barriers and potentials.)
2. Benchmarking (Topics: Key Performance Indicators for research and innovation. Prospective outcome: a common framework between IARU universities for benchmarking.)
3. Sharing of the best practice in research funding (Topics: EU, NIH and other large global research funding agencies.)

Main topics discussed at the business meeting (Anna Haldrup in charge)

1. The framework for benchmarking through the sharing of key figures
2. Elaborating communication platform on the IARU website
3. Fellowship program for staff exchange
4. Sparkling ideas (such as the identification of barriers for increased cross-institutional collaboration on a global scale, creating pathways from research to innovation)

3. Decisions on the business meeting from the IARU administrator's network

(Based on Anna Haldrup's minutes of the IARU Research Administrators' Business Meeting)

1. In order to minimise barriers for research mobility, the network establishes a working group that within 3 months comes up with a joint model for handling the Marie Curie fellowships between IARU countries. This includes the establishment of a common research template with agreed terms for IPR terms and other relevant elements (a draft work-title could be "The Inner Peace Agreement").

Members of the group:

- Patrick Schlesinger (UC Berkeley) (in charge of the group)
- Andrew B. Rudczynski (Yale)
- Agatha Keller (ETH -Zürich)
- Poul Petersen (University of Copenhagen)
- Anna Haldrup (University of Copenhagen)

Budget: No budget necessary

2. In order to align and share best practices, the IARU Research Administrators apply to the IARU Senior Officers Meeting for funding to establish a Research Administrator Fellowship program for 2014–2015.

The fellowship program will allow for the exchange of administrative staff among the IARU member Universities. IARU will contribute with a stimulation grant of 2000\$ per fellow, as an incentive for the administrative offices to strengthen the daily collaboration within IARU.

The fellowship program is suggested as a follow up on a successful staff exchange between Oxford University and UC Berkley in 2012.

The fellowship program will be announced with a deadline of 1 December 2013 for the fellowships to be used in 2014. A guide is produced, based on the EARMA-NCURA fellowship-program (see attachment). This includes a description of what is expected for the host and for the fellow and the requirements for reporting and evaluation. The purpose is to learn from each other, e.g. be to learn about NIH or EU funding. After the deadline each IARU member will select the candidates with a vote (ex. own applications), if there are more applicants than budget allow for. Each member is responsible for prioritizing own applicants.

The IARU Research Administrator Fellowship will be announced on the IARU webpage and an e-mail sent out to all IARU members with information on how to access the webpage and utilize the call.

After visiting another institution, the fellow should distribute the outcome and learning to the IARU network by providing a short report.

Members of the group:

- Jan Andersen (University of Copenhagen) (in charge of the program and announcement on the IARU webpage)
- YANG Lingchun (PKU)
- Anna Haldrup (University of Copenhagen)

Budget: 10 fellowships of \$2,000 (2014–2015) = \$20,000

3. Establishment of a lexicon (dictionary) on terms used in research management (legal and formal terms) and describe them, in order to make sure that we understand topics in the same way – e.g. “PI” in EU-term would be “Beneficiary”. A number of Universities and associations have already provided a basic list, among them UC Berkley, so there is a good starting point. All IARU members will add terms and descriptions accordingly.

Members of the group:

- Douglas Robertson (ANU) (Responsible for the project)
- Patrick Schleisinger (UC Berkeley)
- Poul Petersen (University of Copenhagen)

Budget: No budget necessary

4. Next meeting:

The IARU Research Administrator network is run by the Head of Research Support Offices. The coordinator in 2011–2012 was University of Copenhagen, and in 2013 Peking University. At the 3rd meeting, the torch will be handed over to the next partner in the network. Oxford University may host the next meeting (TBD). Subjects:

- a. How do universities prove to add benefit to society – exchange of practice and ideas?
- b. How to work with big companies, who want access to a global university network? Funding and strategic partnerships.
- c. Follow up on Fellowship program, joint agreement framework and dictionary

It was decided to plan for annual meetings in order to follow up and progress the collaboration.

Budget: \$10,000 per year (2014–2015): total \$20,000



PROPOSAL: IARU FELLOWSHIP PROGRAMME 2013-2014

The purpose of the IARU Fellowship Programme is to share and develop know-how and competences between staff in research administration in IARU membership universities. The fellowship programme is intended to reduce barriers to international research administration and create an administrative environment conducive to international collaboration between the IARU universities through building strong links between research administration systems.

The programme requires Fellows to travel to an IARU host university for an agreed period of time with an agreed programme of work and training.

The Fellow and the hosting university must have an agreed plan of work. The programme should be seen as a “two-way” learning exchange and IARU Fellows are expected to take part in seminar programmes and, if appropriate, present their own experiences of research administration to their hosts.

IARU will, each year, provide a subsidy of \$2,000 for a number of Fellows to stimulate the IARU collaboration, and to offset some of the cost of travel and accommodation. It is expected that the Fellow’s employing organisation will facilitate the Fellow’s travelling and accommodation. The IARU subsidy is paid directly to the Fellows home institution upon the adoption of the fellowship grant application.

Application Procedure

The Fellowship application process is simple and straight forward. The essential elements are:

1. A proposed programme of work to include (1p):
 - a. A draft program – stating the overall purpose of the Fellowship
 - b. The indicative dates and duration of the Fellowship
 - c. The expected outcome of the Fellowship
2. The proposed host organisation commitment (1p)
3. A brief CV of the Fellow (1p)

Selection Criteria

1. Fellow should have a minimum of 3 years’ experience in Research Administration. (Y/N)
2. Does the Fellow’s proposed program adequately demonstrate the enhancement of their individual and professional development? (1–5)
3. How well does the program contribute to IARU and their home and host institutions? (1–5)

Fellows are responsible for their own travel and subsistence arrangements and must be eligible for foreign travel and have appropriate visas, inoculations etc. They should arrange their own health insurance either through their employing organisation or through their own efforts.

Submission of Application

Applications for the IARU Fellowship Program are sent to the home institution, thus guaranteeing the home institution commitment and additional funding for the costs of the fellowship:

Institution	Contact Name telephone email	Institution	Contact Name telephone email
Yale		UC Berkley	
Tokyo		Peking	
Copenhagen		Singapore	
Oxford		Cambridge	
ANU		ETH	

Deadline 1 December 2013

Upon the finalisation of the fellowship, a written evaluation of the Fellowship visit and the mutual learning outcomes for both Host and Fellow shall be shared with the IARU partners for the evaluation and improvement of the program.

IARU Fellowship host institution

The host institution prepares together with the fellow a draft program to be part of the fellowship application. The program should be for a minimum of two weeks visit and may take place at any time within the following year of the date of the grant.

The host institution will provide:

- One designated staff member to act as host and who will be the main point of contact at the institution.
- A desk space and appropriate equipment (PC, network access, printing access, etc.)
- A structured program that engages the Fellow and enables them to learn about research administration and relevant topics, enhancing the skills and competences of the fellow.
- Cultural exchange and networking opportunities.
- Meetings with appropriate staff, and agreed time to reflect on mutual learning
- Advice on housing/hotel accommodation options and local information regarding travel, shopping, etc.

Upon the finalisation of the fellowship, a written evaluation of the Fellowship visit and the mutual learning outcomes for both Host and Fellow shall be shared with the IARU partners for the evaluation and improvement of the program.

4.4 EdTech Horizons Workshop

Lead	National University of Singapore
Reporting	Ravi Chandran and Lakshminarayanan Samavedham (National University of Singapore)
Executive summary	<p>The IARU Education Technology (EdTech) directors and managers will conduct a two-day workshop in November 2014 in Singapore to discuss the trends, opportunities and challenges IARU members are experiencing in identifying, selecting and using technology for effective pedagogy. This report contains the proposed meeting agenda.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Status report on the IARU EdTech Horizons Workshop 2014 in Singapore
Funding to date	Up to USD 15,000: EdTech Horizons Workshop, November 2014
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013</p> <p>Presidents approved the USD 15,000 budget request and Mr. Ravi Chandran's (NUS) proposal to conduct a workshop on 13–14 November 2014 in Singapore. The aim of the workshop is to discuss trends, opportunities and challenges IARU members are experiencing in using technology for effective teaching.</p> <p>NUS would invite the relevant participants and finalize an agenda. An intended outcome is to develop a benchmark matrix to facilitate the comparison of educational technologies in IARU universities. It would also discuss and identify educational technology projects for possible collaboration.</p>

Status Report on the IARU EdTech Horizons Workshop

Background

The IARU Education Technology (EDTECH) directors and managers will meet in a conference cum workshop in November 2014 to discuss the trends, opportunities and challenges IARU members are experiencing in identifying, selecting and using technology for effective pedagogy.

This workshop “**IARU EdTech Horizons Workshop**” will be a two-day event held at the National University of Singapore on 13–14 November 2014.

Proposed Programme

Following discussion between the Directors of Centre for Development of Teaching and Learning (CDTL) and the Centre for Instructional Technology (CIT) at the National University of Singapore, a list of potential keynote speakers and a more focused agenda has been devised.

Day 1: 13 November 2014

0900 – 1030 Welcome

IARU EDTECH Presentations 1

Sharing of IARU EDTECH/mobile initiatives, pedagogical practices they support, forays into social media, internet and cloud (e.g. MOOCs), innovative services and challenges faced at their respective Universities.

Presentation materials, handouts to be prepared in advance by the speakers and uploaded to IARU workshop website to be reviewed by all IARU Universities.

1030 – 1100 Tea Break

1100 – 1230 **IARU EDTECH Presentations 2**

Sharing of IARU EDTECH/mobile initiatives, the pedagogical practices they support, forays into social media, internet and cloud (e.g. MOOCs), innovative services and challenges faced at IARU Universities.

Summary and Discussion

1230 – 1330 Lunch

1330 – 1430 **Keynote 1**

Mobile Learning: Anything Beyond Logistical Convenience?

Potential Guest Speakers (tbc)

- **Gary Woodil, Ed. D is CEO of i5 Research**

He is the author of *The Mobile Learning Edge* (McGraw-Hill, 2011) and co-author of *Training and Collaboration with Virtual Worlds* (McGraw-Hill, 2011). He is a senior analyst for Float Mobile Learning and holds a Ed.D degree in applied

Psychology from the Ontario Institute for Studies in Education at the University of Toronto.

- **John Traxler, Professor of Mobile Learning**
Director of the Learning Lab at the University of Wolverhampton
Profile: <http://www.wlv.ac.uk/default.aspx?page=25268>
- **Elliot Soloway, Arthur F. Thurnau Professor**
Department of Electrical Engineering and Computer Science;
School of Education and School of Information
Center for Highly Interactive Computing in Education (HI-CE)
University of Michigan
http://www.soe.umich.edu/people/profile/elliott_soloway/

1430 – 1500 *Tea Break*

1500 – 1630 **Discussion among IARU Members**
How can EdTech best support a Heterogeneous and Distributed Educational Environment?

1630 – 1700 Wrap-Up Session for Day 1

1900 – 2100 *Welcome Reception and Dinner*

Day 2 : 14 November 2014

0900 – 1000 **Keynote 2**
Trends in Educational Technology: Case Studies and Future Outlook

Potential Guest Speakers (tbc)

- **Prof Mike Keppell**
Executive Director, Australian Digital Futures Institute (ADFI) at the University of Southern Queensland
Profile: <http://www.usq.edu.au/adfi/team/mike>
Email: Mike.Keppell@usq.edu.au
- **Prof Matthew Koehler**
Department of Counseling, Educational Psychology and Special Education
Ph.D., University of Wisconsin-Madison
<http://mkoehler.educ.msu.edu>

1000 – 1100 **Keynote 3**
The Holy Grail: Technology Supported Personalized Learning (Learning Analytics, Adaptive Learning)

Potential Guest Speakers (tbc)

- **Dr George Siemens**
Technology Enhanced Knowledge Research Institute (TEKRI)
Athabasca University

Profile: <https://tekri.athabasca.ca/content/george-siemens>

Blog: <http://www.elearnspace.org/blog/>

- **Dr Eric Duval**

Dept of Computer Science, Katholieke Universiteit Leuven, Belgium

Profile: <http://www.aace.org/conf/edmedia/speakers/2011/duval.htm>

1100 – 1130 *Tea Break*

1130 – 1230 **Discussion among IARU Member
Identification of collaborative initiatives that IARU EDTECH Directors and
Managers could adopt to support IARU**

1230 – 1330 *Lunch*

1330 – 1430 **Discussion among IARU Member
Identification of collaborative initiatives that IARU EDTECH Directors and
Managers could adopt to support IARU**

1430 – 1530 *Wrap Up*
Consolidation of Day 1 and Day 2 discussions and debrief

1530 – 1600 *Tea Break*

Next Steps

Action Plan	Action Item
1. EDTECH Horizons Workshop Organising Committee comprising: <ul style="list-style-type: none"> ▪ members of IARU Universities ▪ NUS CDTL and CIT 2. Solicit list of potential speakers from IARU Universities vs. what has been proposed above.	By end December 2013
3. IARU EDTECH Horizons Website <ul style="list-style-type: none"> ▪ Confirmation of speakers 	By end January 2014 By end February/March 2014

Prepared By

Lakshminarayanan Samavedham (Director, CDTL) and Ravi Chandran (Director, CIT)
National University of Singapore

Date: 7th October 2013

4.5 Women and Men in Globalizing Universities

Lead	University of California, Berkeley (Prof. Angelica Stacy) The University of Tokyo (Prof. Sawako Shirahase) ETH Zurich (Prof. Renate Schubert)
Reporting	Ms. Kristin Hoffmann (ETH Zurich)
Executive summary	<p>The group has shared data regarding women and men on the academic ladder, spanning from undergraduate students to faculty. In the workshop that was held at ETH Zurich in October 2013, the group analysed the compiled data. On the basis of the results, the further work program and strategic goals of the group would be defined.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report of the IARU Group on Women and Men in Globalizing Universities
Funding to date	<p>Up to USD 15,000 Workshop (October 2013) USD 6,512 Workshop (March 2012) USD 8,500 For project development (PM 2006)</p>
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013 Presidents noted the updates of the Women and Men in Globalizing Universities group.</p> <p>Senior Officers' Meeting, October 2012 Prof. Kiichi Fujiwara (UTokyo) reported on behalf of the group that the data collection led by Prof. Angelika Stacy (Berkeley) and Prof. Sawako Shirahase (UTokyo) is progressing well, and preparations are underway for the next workshop which will be held on 28 – 29 October 2013 at ETH Zurich. Prof. Fujiwara noted that IARU institutions are either beginning to take stock of the issue, or have reached a plateau; thus there is critical work to be done. The intended outcome of the benchmarking exercise is to compile existing sources of information, to be incorporated into a comprehensive report for cross-national data. ETH Zurich extended appreciation to UTokyo for taking the lead to revive this initiative.</p> <p>Mr. Indi Seehra (Cambridge) shared a brief presentation on gender monitoring in Cambridge, and offered his assistance to the initiative. To be able to do more at the respective individual institutions, Mr. Seehra said the first step was to do the required research to understand this issue, particularly on promotion, tenure and percentage of women on decision-making bodies. He expressed hope that IARU will pool resources and run shared activities for mutual learning.</p>

Report of the IARU Group on Women and Men in Globalizing Universities

Background

The IARU group on Women and Men in Globalizing Universities met in Tokyo in March 2012 to share on-going agendas for projects relating to gender equality in globalizing universities. The main objective of the conference was to understand the similarities and differences regarding gender issues in higher education among IARU members. The meeting helped to re-energize the project and emphasized the desire of the IARU members to learn from each other and to set changes in motion to improve gender equality at member institutions. Furthermore, the group proposed a research study among interested IARU members to share transnational data regarding women and men on the academic ladder, spanning from undergraduate students to professors at our institutions.

Research Study on Transnational Data Regarding Women and Men on the Academic Ladder

UC Berkeley had agreed to gather the data for the research study on transnational data regarding women and men on the academic ladder. In summer 2013, this process was successfully completed. Most IARU members delivered the requested data and enabled insights into their academic systems. This is the first important step towards realizing the chief deliverable of the project, which is to provide for the first time an examination of inclusion and success for female and male faculty at major research universities around the world. Based on this data, the group will be able to define strategic goals, in particular the work program of the IARU Group on Women and Men in Globalizing Universities during this year's meeting at the end of October at ETH Zurich

Workshop at ETH Zurich, 28–29 October 2013

Agenda

Women and Men in Globalizing Universities: Searching for Gender Equality in Higher Education

Day 1: 28 October 2013: Data Collection and Data Exchange

13.00-13.10 **Opening remarks, Ralph Eichler, President of ETH Zurich**

13.10-14.40 **Data Basis: What data do we have and how should the data be structured?**

Input Angelica Stacy (UC Berkeley) followed by short statements of selected universities and discussion

Statements

- Julia Adams, Giving some more insight into the data of Yale University
- Sawako Shirahase, Giving some more insight into the data of Tokyo University

	Discussion
	<ul style="list-style-type: none"> ▪ Availability of gender specific data in the institution ▪ Exchange on how the academic staff is structured in each university ▪ Discussion of “marker” disciplines
14.40-15.00	Coffee break
15.00-16.30	Case studies
	<ul style="list-style-type: none"> ▪ Trudy Coe (University of Oxford) Athena SWAN at the University of Oxford ▪ Fiona Jenkins (Australian National University) Moving Gender Equity up the University Agenda – Experience from the ANU Gender institute ▪ Prof Anne Pakir (University of Singapore) Title to be announced
16.30-17.30	Break / transfer to ETH Zurich Main Building
17.30-18.30	Panel Discussion on “Gender Stereotypes in Globalizing Universities” on occasion of the 20th anniversary of the Office of Equal Opportunities at ETH Zurich
	Panellists: Angelica Stacy, Priya Natarajan, Sawako Shirahase, Ralph Eichler; Moderation: Renate Schubert
18.30	Reception & Dinner

Day 2: 29 October 2013: Follow-up Survey and Strategic Goals

09.00-10.30	IARU-wide survey on understanding the leaky pipeline
	<ul style="list-style-type: none"> ▪ Priya Natarajan (Yale University) Institutional self-assessment at Yale University ▪ Tong Xin (Peking University) Young teachers in Peking University ▪ Renate Schubert (ETH Zurich) Why young researchers leave ETH Zurich
10.30-11.00	Coffee break
11.00-12.30	Defining strategic goals and the work program of the IARU Group on Women and Men in Globalizing Universities
	Discussion
12.30-12.45	Closing remarks

Participants

Institution	Name
Australian National University	Dr. Fiona Jenkins
ETH Zurich	Prof. Ralph Eichler
	Prof. Renate Schubert
	Kristin Hoffmann
	Ellie Young
National University of Singapore	Aileen Bong
UC Berkeley	Prof. Angelica Stacy
University of Cambridge	Indi Seehra
University of Copenhagen	Prof. Henrik Dam
	Ingrid Skovsmose
University of Oxford	Trudy Coe
The University of Tokyo	Prof. Sawako Shirahase
Yale University	Prof. Priyamvada Natarajan
	Prof. Julia Adams



28 October 2013: Panel discussion on “Gender Stereotypes in Globalizing Universities”

4.6 Librarians' Contact Group Meeting

Lead	Rotating lead: University of Copenhagen (2013) ETH Zurich (2014)
Reporting	Michael v. Cotta-Schönberg (University of Copenhagen)
Executive summary	<p>The Librarians Contact Group held its 2nd meeting in Copenhagen in June 2013. The group considers their meetings to provide a useful venue for exchanging information, experiences and ideas on themes of common interest and for developing an agenda for collaborative action and therefore plans to continue to hold annual meetings. The group will begin the agenda for collaboration through initiating a project to develop an <i>IARU Green Library Toolkit</i>.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report from the 2nd Librarians' Meeting in Copenhagen, 24–25 June 2013
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013 ANU reported on behalf of the IARU librarians and put forth a draft statement (an amended version was tabled for the Presidents' consideration) on Open Access to be adopted by IARU. Presidents were divided on the draft statement, with several noting that the statement was rather general and unlikely to add much value to their institutions. Presidents decided that it would not be helpful for IARU to publish such a public statement.</p> <p>Senior Officers' Meeting, October 2012 Ms. Sue Meher (Cambridge) attended the meeting in Singapore and shared that it was a good meeting with very positive professional exchanges. The group of librarians will follow up with a second meeting in Copenhagen on 24 – 25 June 2013, to discuss the “Sustainable University Library” and outcomes including how to spread awareness of IARU initiatives and support staff, students and faculty of IARU institutions on exchange.</p> <p>The group's sharing and their self-starting efforts were very encouraging to the Chair and Senior Officers. The Secretariat was tasked to follow up with the Librarians regarding the possibility of setting up internships, similar to the Sustainability Officers' working model.</p>

Report by the IARU University Librarians' Contact Group on its 2nd Meeting, Copenhagen, June 2013

The IARU Librarians' Contact Group held its 2nd Meeting in Copenhagen, 24–25 June, 2013.

The agenda of the meeting with the list of participants is attached.

The group considers that its meetings provide a useful venue for exchanging information, experiences and ideas on themes of common interest and for developing an agenda for collaborative action.

It will pursue this dialogue and set this agenda with a focus on the major issues that face the university research library sector, including e-books, next generation library and discovery systems, new services to researchers, the student experience, the green university library, library services to MOOCs, and user studies.

It is mindful that students and faculty conduct research globally and expect seamless access to the libraries' resources and services.

It will continue to develop the format of its meetings, e.g. through structured discussions on reports prepared before the meetings.

It will identify an agenda for collaboration and increased cooperation between the libraries.

Apart from the annual meeting of Directors, it will involve other staff in Working Groups on specific themes, utilizing technology to interact including video-conferencing, email groups and Wikis.

It will begin the Agenda for collaboration through initiating a project to develop an IARU Green Library Toolkit. A project group will be appointed with a representative from each library. A draft of the terms of reference of the project will be prepared by Cambridge and Oxford.

The third meeting of the group will be held in Berkeley, on 23–24 June, 2014, subject to the approval of the university president. The host library will prepare and organize the meeting.

The activities of the group and liaison with the IARU organization will be coordinated by the library of the university having the responsibility of coordinating IARU activities in general.

On behalf of the IARU University Librarians' Contact Group

Michael v. Cotta-Schönberg

University of Copenhagen

Annex A – Participants

Institution	Name	Title
Australian National University	Roxanne Missingham	University Librarian
ETH Zurich	Wolfram Neubauer	Director
National University of Singapore	Sylvia Yap	University Librarian
Peking University	Zhu, Qiang	Director
UC Berkeley	Tom Leonard	University Librarian
University of Cambridge	Sue Mehrer	Deputy Librarian
University of Copenhagen	Michael Cotta-Schönberg	University Librarian
	Bertil Dorch	Senior Executive Adviser
University of Oxford	Richard Ovenden	Deputy Librarian
The University of Tokyo	Hidetaka Ishida	Associate Director
Yale University	Susan Gibbons	University Librarian

Annex B – Agenda

A1. Topical program – Copenhagen

Day 1: Monday, 24 June 2013

13:00 – 14:00 **Session 1: Around the World in 60 minutes**

Chair: University Librarian, Sylvia Yap

5 min-reports on main developments at each library; please include a brief statement on the MOOC-activities at university and library, cf. attachment to cover letter

14:00 – 15:00 **Session 2: E-books**

Chair: Director, Zhu Qiang

Report from Copenhagen University Library: activities, results, models and problems – Director of Faculty Library of Natural- and Health Sciences, Ingbritt Butina

Discussion: 30 minutes

15:00 – 16:00 **Session 3: Discovery tools and library tools, where are we going?**

Chair: Director, Roxanne Missingham

Presentation by Deputy Director General, Birte Christensen-Dalgaard

Day 2: Tuesday, 25 June 2013

09:00 – 10:30 **Session 4: The Green Library**

Chair: Deputy Director, Richard Ovenden

1. Sustainable libraries: a summary of recent literature and digital resources - Consultant, Christian B. Knudsen(20 minutes)
2. Report from the Australian National University and Library – Director, Roxanne Missingham (20 minutes)
3. Roundtable regarding the present green status of IARU Libraries (30 minutes: 3 minutes per library)
4. Discussion on possible future IARU Library collaboration on the topic (20 minutes)

10:30 – 11:45 **Session 5: Roundtable on new services to researchers**

(short reports from each library, 6 minutes each)

Chair: University Librarian, Susan Gibbons

- Bibliometric services
- Research data management
- Liaison services
- Repository services
- E-publication services (e.g. platforms)
- Open Access
- Others

11:45 **Next meeting and internship program**

Oral presentation by Michael Cotta-Schønberg

12:00 – 12:15 **Address by the Rector of the University of Copenhagen, Ralf Hemmingsen**

A2. Topical program – Scandinavian Tour

Day 3: Wednesday, 26 June 2013

Visit to Oslo University Library, Norway

10:30 **Session 1: Science Library, University of Oslo**

Welcome and introduction to the University of Oslo Library by head of Science Library, Live Rasmussen

11:00 **Library visit to Science Library**

11:30 **Session 2: Green University, Green University library, User driven innovation and service development**

by Live Rasmussen

12:30 **Session 3: Law Library in Oslo city center**

- Discovery tool/web strategy by head of Law Library Randi H. Iversby
- Tool for research support: Phd on track by Academic Librarian Hilde Westbye

Day 4: Thursday, 27 June 2013

Visit to Stockholm University Library, Sweden

09:00

Session 1: Goals, purpose, vision

- Strategy for development (Thomas Neidenmark, Acting Head of Quality and Leif Friberg, Head of Collections)
- Innovative projects (Emi-Simone Zavall: Stockholm University Press, Johan Hinders: Strategy for statistics)

10:30

Session 2: Discovery / catalogue / library system

- Web (Theodor Tolstoy and Henrik Miettinen, Head of IT and Martin Wincent)
- Environmental work (Sara Parmhed)
- Study environment/refurbishment (Biggan Löfgren, Head of Administration)

Annex C – Report on Green University Libraries

Sustainable libraries: A summary of recent literature and digital resources & preliminary reflections on comparing the environmental footprint of paper and digital books

A note for the 2nd IARU Librarians Meeting, Copenhagen, 25 June 2013
 Christian B. Knudsen

Sustainable libraries

The academic library building is often the largest single building on a campus, and it frequently operates the longest hours of any campus building – even 24 hours a day at some institutions¹.

This is just one of the reasons that there is an increased effort to improve energy efficiency, reduce waste, conserve materials, and improve indoor climate at libraries.

A paper in Electronic Green Journal (EGJ)² even claims that “green libraries” is approaching a tipping point, creating a movement. The library world is still waiting for this movement, no doubt partially due to reduced resources and the global economic crisis.

EGJ provides a slightly out of date overview of green initiatives in the US. The emphasis is on green library buildings, with LEED³ as the primary tool for sustainable construction.

Also covered are initiatives promoting green awareness and activities in the local area of the libraries. This implies a rather broad definition of sustainability, bordering on Corporate Social Responsibility, of which green librarianship may be considered a part of.

SCONUL⁴ have mapped green initiatives at their member libraries. The list includes the usual practical examples of thinking green in procurement, establishing recycling procedures, creating awareness with regards to energy efficiency and use, reducing waste and optimizing building design⁵.

An example of a rigorous approach to green policies can be found at the university library at Gothenburg in Sweden. A complete environmental handbook can be found on their website⁶, unfortunately only in Swedish. The environmental policy of the university library aligns with the general policies of the university, and is accredited according to ISO 14001 and EMAS.

A practical example on how simple initiatives lead to improvements, can be found at the Deichman Library in Oslo, Norway, where replacing old seals in windows and older heating units reduced the use of electricity with 62.000 kWh per year⁷. In Denmark that reduction would correspond to saving more than 120.000 Danish kroner, and 31 tons of CO₂.

¹ Larry Hardesty, “The environmental sustainability of academic libraries”, in Library Issues: Briefings for Faculty and Administrators 32, no. 1, (September 2011), www.libraryissues.com/sub/LI320001.asp

² Antonelli et al. “The Green Library Movement; An Overview and Beyond”, in Electronic Green Journal 1(27), (2008)

³ LEED – Leadership in Energy and Environmental Design – a group of systems for rating design, construction and operation of green buildings. Developed by the US Green Building Council.

⁴ Society of College, National and University Libraries in UK

⁵ http://repository.leedsmet.ac.uk/main/view_record.php?identifier=95&SearchGroup=Research

⁶ <http://www.ub.gu.se/info/miljo/index.xml>

⁷ <http://www.energirad-innlandet.no/miljosertifisering/154-gront-bibliotek>

Preliminary reflections on comparing the environmental footprint of paper and digital books

One of the major assumptions in introducing digital books to replace paper books is the environmental footprint. It is assumed, that saving paper, and reducing the need for physical transport of print books, will reduce carbon emissions, save trees and in general “green the library”. Few papers have explored this issue thoroughly. Delving in to the problem explains why.

Comparing the environmental footprint of paperbooks with digital books in an academic library setting, requires two comprehensive life cycle assessments (LCA). An LCA involves the complete analysis of all sources of materials, procedures for producing, delivering, storing, transporting and using the individual books. The complexity is described in a paper from Environmental Science & Technology from 2008⁸.

A thorough study was performed in 2003 by Greg Kozak⁹. Kozak compared printed textbooks with reading textbooks on an LCD-based e-book reader. The comparison overwhelmingly favored the e-book reader. A paper textbook generated 4 times the greenhouse gas emissions of an e-book reader to take just one parameter.

A similar comparison, comparing print with digital newspapers, from KTH in Sweden in 2007¹⁰, noted interesting differences between reading on an e-ink based device and on a desktop computer. Reading newspaper in print generates more CO₂ than reading the newspaper in an e-reader device. However 30 minutes of web based reading generates significantly more CO₂ than reading the paper on paper.

These older studies highlight the complexity of comparing print with digital media. To be noted in particular, Kozak studied an LCD based device, that typically uses more electrical power than an eInk-based device. The majority of use today, can be expected to happen on iPads and similar tablet based computers, that uses more power than the older LCD-based devices. The Swedish study adds to the complexity by noting that reading books online, probably generates more CO₂ than reading printed books, compared to reading books downloaded to the reading device.

To further stress the need for continued studies of this question, is the added resource use by storing print books in climate controlled stacks, combined with the technological development, that tells us, that the number of calculations pr. Joule performed in a datacenter in the cloud, doubles every 18 months¹¹.

A complete understanding of the environmental benefits, if any, of favoring digital over print books, therefore requires an up to date LCA of both options, in an academic library setting. A useful tool for identifying all parts of handling digital content within the library, the LIFE-model¹² developed in collaboration between University College London and the British Library. Existing models for performing an LCA exist and are described in full in the literature. Such a task should be well suited for a project aimed at students at one of IARU-universities, however one should be aware, that the task is quite extensive.

⁸ Engelhaupt, Erika. "Would You Like That Book in Paper or Plastic?." Environmental science & technology 42.12 (2008): 4242-4245.

⁹ Greg, Kozak. "Printed Scholarly Books and E-book Reading Devices: A Comparative Life Cycle Assessment of Two Book Options. University of Michigan." (2003).

¹⁰ Moberg, Åsa, et al. "Screening environmental life cycle assessment of printed, web based and tablet e-paper newspaper Second edition." (2007).

¹¹ Koomey, Jonathan; Berard, Stephen; Sanchez, Marla; Wong, Henry; Stanford University “Implications of Historical Trends in the Electrical Efficiency of Computing” Annals of the History of Computing, IEEE, March 2011 Volume: 33 Issue:3, pages 46 - 54 ISSN: 1058-6180 Digital Object Identifier: 10.1109/MAHC.2010.28 Date of Publication: 29 March 2010

¹² Life Cycle Information for E-Literature, <http://www.life.ac.uk/>

4.7 Alumni Associations Summit

Lead	Rotating lead: The University of Tokyo (2013) University of Copenhagen (2014)
Reporting	Masako Egawa, Makoto Nakamura (The University of Tokyo)
Active partners 2013	all
Executive summary	<p>The Alumni directors met for the 5th time to share best practices and to look into the possibility of joint activities. Discussed ideas are joint events in Tokyo, New York, San Francisco and London, and a global event in April 2015 on the topic of “Sustainable Cities/Societies”.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report on the 5th Alumni Associations Summit held at UTokyo from 30 September – 3 October 2013
Funding to date	USD 12,705: Alumni Associations Summit, October 2010
Outcomes of previous meetings	<p>Presidents’ Meeting, April 2013 Presidents noted the update for the Alumni Associations Summit that would take place from 30 September to 3 October 2013. Oxford expressed their support for the Alumni Associations Summit.</p> <p>Senior Officers’ Meeting, October 2012 Senior officers noted the report on the Alumni Associations Summit.</p>

Alumni Associations Summit

The 5th “IARU Alumni Associations Summit” was held 30 September – 3 October 2013 at the University of Tokyo, organized by the University of Tokyo Alumni Office. The event was attended by alumni association representatives from ANU, Copenhagen, ETH Zurich, NUS, Oxford, Peking, UTokyo, Yale, and an observer from UC Berkeley. All 10 universities are now active participants of the Alumni Summit.

In addition to an extensive exchange of experiences and best practices, the delegates discussed several new ideas for joint programs and activities. Programs discussed are joint events in Tokyo, NY, SF, and London, and a global event in April 2015 with topics related to sustainable city (society) that will showcase the benefit of the alliance. For the first time, alumni from all 10 universities joined the Alumni Networking Reception on the final day of the Summit.

Next “IARU Alumni Associations Summit” will be held during the last week of September 2014, hosted by Copenhagen.

Participants

Institution	Name	Title
Australian National University	Ms. Lea SUBLETT	Associate Director, Alumni Relations, Alumni Relations & Philanthropy
ETH Zurich	Dr. Peter BRUNNER	Director, Alumni Association
National University of Singapore	Dr. Victor SAVAGE	Associate Professor, Director, Office of Alumni Relations
Peking University	Mr. LI Yu-ning	Secretary General, Peking University Alumni Association
	Mr. LI Hongquan	Deputy Director, Office of International Relations
UC Berkeley	Mr. Russell SAITO	Director, UC Berkeley Japan Alumni Association
University of Copenhagen	Ms. Tania SCHWARTZ	Director of Alumni Relations
University of Oxford	Ms. Alison BEALE	Japan Office, Alumni Relations
The University of Tokyo	Mr. YAMAJI Kazutaka	Senior Director, Alumni Office
	Mr. NAKAMURA Makoto	Director, Alumni Office
	Mr. MORI Kazuhiro	Director, Alumni Office
	Mr. SHIMADA Hisaya	Director, Alumni Office
	Ms. FUKUMI Kazuko	Project Specialist, Alumni Office
Yale University	Mr. Mark DOLLHOPF	Executive Director, Association of Yale Alumni
	Ms. Kathy EDERSHEIM	Senior Director, International Alumni Relations and Travel

Meeting Agenda

The 5th IARU Alumni Associations Summit 30 September – 3 October 2013, The University of Tokyo, Japan

The main theme of the 2013 meeting at The University of Tokyo was the international strategy on the universities and the impact alumni associations have on it.

The role of alumni in the university's global strategy: Which role do alumni play in the international strategy of the university?

Monday, 30 September 2013

6:30pm Opening Dinner, introductory welcome and ice-breaking!
9:30pm CLOSE

Tuesday, 1 October 2013

9:30am Opening remarks by Dr. Egawa, Executive Vice President of the University of Tokyo
Self-introduction of attendees
Flagship Activities: University Presentations Part I
Presenters:
1. The University of Tokyo: alumni activities to assist the “Hands-on activity”
alumni activities to assist UTokyo Forum
International Alumni Forum
2. The Australian National University

11:00am Break

11:30am Flagship Activities: University Presentations Part II
Presenters:
3. University of Copenhagen
4. University of Oxford

1:00pm Lunch Break

2:00pm Campus Tour of the University of Tokyo

3:30pm Flagship Activities: University Presentations Part III
Presenters:
5. ETH Zurich
6. National University of Singapore
7. Yale

6:30pm Dinner

Wednesday October 2, 2013

9:30am Presentation “The University of Tokyo’s International Strategy”
by Ms. Mutsuko Inoue, General Manager, International Affairs Dept.

10:00am Q&A

- 10:45am** **Flagship Activities: University Presentation Part IV**
8. UC Berkeley
- 11.00am** **Best Practices: Supporting University's international strategy**
Discussion Leader: Mark Dolhopf, Yale
We would like to include "International internship arrangement by alumni" under these topics.
- 1:00pm Lunch Break
- 2:30pm** **Best Practices: Role of Alumni in universities' international strategy**
Discussion Leader: Tania Schwartz, University of Copenhagen
- 6:00pm Dinner

Thursday October 3, 2013

- 9:30am** **Best Practices: Reaching Alumni globally (media strategy)**
Discussion Leader: Peter Brunner, ETH
- 10:45am** **Flagship Activities: University Presentation Part V**
9. Peking University
- 11:30am** **Round table discussion with members of Alumni office and Division for Development of the University of Tokyo**
- 1:00pm Lunch Break
- 2:30pm** **Schedule of all IARU Staff and Alumni events planned for 2013 and 2014. Let's discuss the future; are there any possibilities for joint events?**
- 4:00pm Formal close of summit
- 6:00pm Reception and Dinner for all IARU Alumni Staff and IARU Universities Alumni living in the Tokyo area



5.1 Sustainable Campus Initiative

Lead	Australian National University
Reporting	Wayne Ford (Australian National University)
Executive summary	<p>This document contains:</p> <ul style="list-style-type: none"> ▪ Campus Sustainability Officers Mid-Year Report, including status updates on: <ul style="list-style-type: none"> – Sustainability Meeting at UTokyo, March 2014 – Sustainability Conference at UCPH, October 2014 – Top 10 “Making Campuses Sustainable” Green Paper – Website upgrade – Sustainability Fellowship exchange program 2014 – CO₂ Benchmark Report – Individual Universities Sustainability Annual Reports
Funding to date (USD)	<ul style="list-style-type: none"> ▪ <i>up to 15,000 (2015)</i> <i>Sustainability Meeting (unspent)</i> ▪ <i>up to 15,000 (2014)</i> <i>Sustainability Meeting (unspent)</i> ▪ 8,449 (March 2013) Sustainability Meeting ▪ 9,146 (March 2012) Sustainability Meeting ▪ 10,000 (2011-2012) Consultancy Fees ▪ 7,207 (March 2011) Sustainability Meeting ▪ 4,055 (February 2010) Sustainability Meeting ▪ 16,500 (March 2009) Copenhagen related activities ▪ 14,000 (October 2008) Sustainability Meeting --- ▪ <i>up to 25,000 (PM 13)</i> <i>Campus Sustainability Conference 2014</i> ▪ <i>up to 10,000 (PM 12)</i> <i>Benchmarking study (unspent)</i> ▪ <i>up to 15,000 (PM 11)</i> <i>Website write-up (unspent)</i>
Outcomes of previous meetings	<p>Presidents’ Meeting, April 2013</p> <p>The Campus Sustainability Officers met for the fourth time on 18–20 March 2013 at the University of Cambridge. ANU reported progress on the CO₂ Benchmarking Paper, as well as the development of a Green Paper, which details and demonstrates best practices for universities seeking to make their campuses sustainable. The Green Paper would also focus on water and waste management.</p> <p>I. Green Paper Marketing and Communications Resources</p> <p>Presidents did not approve the USD 50,000 funding request to develop the marketing and communications aspects of the paper. The meeting agreed that the group should fully utilize the USD 15,000 that was allocated in 2011 to update the IARU sustainability web pages with the Green Paper’s content.</p> <p>The Secretariat requested for the Sustainability Fellows and case studies to be updated as well. Once the Green Paper is ready and website updates have been completed, Presidents would be open to consider funding requests for marketing and communication purposes, but any communication plan should be coordinated with</p>

the institutional communications departments.

II. IARU Sustainability Conference/Workshop, in association with the IARU Sustainability Science Congress

Presidents approved the USD 25,000 funding request to conduct a Campus Sustainability conference/workshop focusing on the results of the Green Paper and the CO₂ Benchmark Paper. The remaining funding required would be obtained through delegate fees.

The Sustainability Science Congress organizers have expressed their agreement and support to host the workshop in conjunction with its congress.

Senior Officers' Meeting, October 2012

While the Sustainable Campus Initiative is a flagship for IARU, which had delivered strong outcomes with a good body of work and full IARU participation, some Senior Officers remarked that they were uncertain about the current level of energy and progress on the Sustainability Campus Initiative. The Chair requested ANU and ETH to discuss the leadership of this initiative and to make its recommendations at the Presidents' Meeting 2013. The Chair also requested for a brief report on each institution's sustainability targets, as well as an update on the benchmarking initiative and when an outcome could be expected based on the template that has been developed by UCPH.

Campus Sustainability Officers Mid-Year Report

ANU, October 2013

Introduction

This mid-year report provides updates on matters arising since the distribution of the IARU Campus Sustainability Officers Annual Presidents Report in March 2013.

Key activities have focused on planning for the Campus Sustainability Officers (CSO) workshop to be held in March 2014, planning for the IARU Sustainability Conference to be held in Copenhagen in October 2014, the development of a Top 10 “Making Campuses Sustainable” Green Paper outlining key strategies towards sustainability for institutions of higher education and planning for the 2014 IARU Sustainability Fellowship exchange program. Progress on each of these items and on the CSO Key Objectives for 2013–15 is outlined below.

CSO Annual Workshop

Tokyo University, 26–28 March 2014

The Campus Sustainability Officers Group has determined that the fifth annual meeting/workshop is to be held at Tokyo University on 26–28 March 2014.

A steering group consisting of Cambridge, ANU and Tokyo will develop and run this workshop. The IARU Presidents and Secretariat have confirmed that host universities can access up to 15,000 USD towards associated costs.

Workshop participants will review progress on topics tabled at the Campus Sustainability Officers meeting in March 2013 at Cambridge University including the CO₂ benchmarking initiative and the IARU Fellowship Program. This event will also provide the opportunity to finalise the draft Top 10 “Making Campuses Sustainable” Green Paper, its communication strategy and the associated conference to be held in Copenhagen in October 2014.

CSO Key Objectives for 2013–2015 and Action Plans

1. Website upgrade

We have tried to use the previous programmer who worked on this project but have failed to engage him as he has had to leave to go overseas. Our alternative was an ex IARU intern who had the skills and the understanding of the project and of the Sustainability Initiative to complete this project. The project will commence over the next two weeks and the project is expected to be completed by the end of 2013.

2. Continued support of the IARU Sustainability Fellowship Program

To date 65 IARU Sustainability Fellows have participated in the program. All institutions participated in the exchange in 2013 with the exception of Berkeley.

Participating institutions have reported another year of successful exchanges with students completing projects on topics ranging from energy efficiency, to reducing business travel through effective teleconferencing and an IARU specific project relating to the development of template documents to be used within the draft Top 10 “Making Campuses Sustainable” Green Paper.

Each institution’s selection process continues to yield impressive and enthusiastic students who provide real benefit to each campus sustainability office with four to six weeks devoted to high priority projects.

The steering committee has begun discussions on coordination of the program in 2014 with these details to be finalized in early November 2013.

3. Development of a CO₂ benchmarking methodology

Following the CSO Workshop in Cambridge, the group has continued the development of the CO₂ Benchmark Report. This report will provide CO₂ consumption per year per campus for 2012, total IARU CO₂ consumption, established targets for CO₂ reduction, CO₂ against student, staff and m², inclusions and exclusions, explanations and commentary. This report will provide benchmarking against targets and against institutions and will provide opportunities for comparisons. The Benchmark Report is estimated to be completed by the end of the fourth quarter 2013.

4. Top 10 “Making Campuses Sustainable” Green Paper

This paper represents the final product of the IARU recommendations and summary of best practices for developing sustainable campuses. The IARU Sustainability Fellow from Oxford, hosted by ANU, developed a series of materials to guide the development of this resource including the template for each institution’s theme and instructions on how to complete their portion of the Green Paper.

Themes and institutional leaders:

Theme	Chair/lead	Team member	Team member
Laboratories	Copenhagen	Cambridge	ETH
Certification schemes for buildings/campus	Oxford	ANU	Beijing
Green purchasing	ETH	CPH	Yale
Energy saving/CO ₂ -reduction	Beijing	ANU	Berkeley
Environment/energy management system	Tokyo	Oxford	NUS
Sustainable campus organization	Yale	Copenhagen	Beijing
Staff and student involvement	Berkeley	NUS	Yale
Campus/university as a living lab	Cambridge	ETH	Tokyo
Communication	NUS	Cambridge	Berkeley
Demonstrating leadership	ANU	Oxford	Tokyo

Regional themes of waste and water will also be explored as part of the broader Green Paper.

First drafts of the themes have been completed that summarise leadership and best practice examples for each specific area. The second draft of each theme is slated for completion by the end of November 2013.

The steering committee is in discussion about the design and communication process involved in transforming lengthy descriptions on the ten themes into a user friendly and visually appealing guide. Discussions are also underway on the subject of funding the compilation, design and distribution of the final document.

5. Development of strategies for the design and operations of environmentally friendly infrastructure, in particular research facilities

Discussions have focused on green laboratories, green teaching spaces and data centres. One of the Top 10 Green Paper themes explores certification schemes for buildings.

6. Development of living laboratory (or campus as a classroom) models

Another of the Top 10 Green Paper themes will explore the campus or university as a living lab theme and provide examples of model initiatives for research intensive universities.

7. Development of community engagement strategies, particularly involving students

Enhancing the informal curriculum by which students are engaged in the concepts sustainability improves environmental performance, reduces utilities expenditures and fosters a culture of sustainability amongst students and staff. Theme papers on staff and student involvement and communication will elaborate on effective strategies used at partner institutions as a means of disseminating information on where to place time and resources in relation to community engagement.

International Conference on Campus Sustainability, Copenhagen, October 2014

In 2011, the IARU Presidents tasked the Sustainability Officers to coordinate a conference/workshop on environmental sustainability. To that end IARU partner universities will host a multi-day international conference/workshop on University Sustainability in association with the IARU Scientific Sustainability Congress at the University of Copenhagen in October 2014.

A significant element of this conference will be the Master Class associated with the Green Paper and knowledge dissemination on strategies towards sustainability as they relate to research-intensive institutions in particular. The Green Paper will be officially released at this conference and workshops and presentations of case studies by IARU theme leaders will provide participants with an in-depth exploration of best practice examples from leaders in the campus sustainability sector.

Individual University Sustainability Annual Reports

The Sustainability Officers are currently compiling each IARU institution's individual Sustainability Annual Reports. These reports will be compiled and issued to the IARU Secretariat for uploading onto the website in November 2013.



5.2 Sustainability Fellowships

Lead	Australian National University Yale University
Reporting	Melissa Goodall (Yale University)
Executive summary	<p>This year, 15 students have participated in the reciprocal exchange program of the campus sustainability offices working on sustainability topics.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report on Sustainability Fellowships
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013 n/a</p> <p>Senior Officers' Meeting, October 2012 Senior Officers noted the report update on the Sustainability Fellowships. This initiative will continue under the leadership of ANU and Yale, with the guidance of the Sustainability Officers.</p>

Sustainability Fellowships

To date 65 IARU Sustainability Fellows have participated in the program. All institutions participated in the exchange in 2013 with the exception of Berkeley.

Participating institutions have reported another year of successful exchanges with students completing projects on topics ranging from energy efficiency, to reducing business travel through effective teleconferencing and an IARU specific project relating to the development of template documents to be used within the draft Top 10 "Making Campuses Sustainable" Green Paper.

Each institution's selection process continues to yield impressive and enthusiastic students who provide real benefit to each campus sustainability office with four to six weeks devoted to high priority projects.

The steering committee has begun discussions on coordination of the program in 2014 with these details to be finalized in early November 2013.

Wayne Ford

Australian National University

#	Host university	Sending university	Student	Project
1	Australian National University	Oxford University		No report provided yet
2	Australian National University	Peking University		No report provided yet
3	ETH Zurich	National University of Singapore	Lydia Tiong	No IARU research project was embarked on during internship. Helped out as an administrative assistant instead for the ETH Summer School.
4	National University of Singapore	University of Cambridge	Sofya Likhtman	Involved in various projects to promote awareness and to engage the NUS community on environmental sustainability.
5	National University of Singapore	University of Tokyo	Shotaro Nakanishi	To address the issue of missing data and errors in the NUS electricity and water consumption data so as to facilitate effective analysis of the data. There was no existing method to identify the missing and erroneous data except to process it manually, which was a time-consuming and tedious task.
6	Peking University	Australian National University		No report provided yet
7	University of Cambridge	Yale University	Katherine Hagemann	Reducing electricity demand through reduction of plug loads in pilot buildings.
8	University of Cambridge	ETH Zurich	Ivelina Grozeva	No report provided yet

#	Host university	Sending university	Student	Project
9	University of Copenhagen	Yale University	Aurora Edington	Green laboratories. My specific goal within the topic of green laboratories was to provide a summary of various practices that are in place across the IARU institutions.
10	University of Copenhagen	Australian National University	Odette Shenfield	<ul style="list-style-type: none"> ▪ Increasing the usage of video conferencing at UCPH to reduce air travel ▪ Collating sustainability resources for the Green Campus newsletter ▪ Creating an IARU Sustainability Exchange Facebook Group
11	University of Oxford	University of Copenhagen	Ditte Dalgaard	<p>I started out by reviewing current information given on transport through travel plans, websites etc. and results from a number of quantitative studies on sustainable modes of transport classifying and drawing out trends. On the basis of that, I conducted a study based on qualitative methods of the current facilities for using sustainable modes of transport.</p> <p>At the end of my internship I wrote a report making recommendations for further measures and information to be supplied on sustainable modes of transport for the University's staff and student transport.</p>
12	University of Oxford	National University of Singapore	Cheryl Ng	<p><i>Student Engagement in Sustainability at the University of Oxford: Observations and Recommendations for Improvement</i></p> <p>The project is about finding out how engaged Oxford students are in behaving in environmentally sound ways, so as to determine how the Sustainability Team can use engagement to improve the University's environmental performance on the whole. Indicators of students' level of engagement include how involved they are in existing environmental projects, how willing they are to lead such projects, and how successful such projects have been in changing student behaviour.</p>
13	University of Tokyo	University of Copenhagen		No report provided yet
14	Yale University	University of Oxford	Richmond Glasgow	<p><i>1. Departmental Sustainability Action Plans</i></p> <p>To form a cohesive and comprehensive sustainability strategy for Yale University, each department, school and office is required to develop and implement individual sustainability action plans. These create bottom-up initiatives that are unique to individual parts of Yale, while providing each department, school or office with flexibility, ownership and creativity in contributing to the sustainability of Yale.</p> <p>Currently, over 20 action plans are being developed with different parts of Yale.</p> <p><i>2. Finance & Business Operations Sustainability</i></p>

#	Host university	Sending university	Student	Project
				<p><i>Training</i></p> <p>Training lead administrators and operations managers in sustainability will positively affect each part of Yale. These key members become catalysts for sustainable change across Yale at the department, school and office level. This training is currently being developed.</p>
15	Yale University	University of Cambridge	Harrison Bowers	<p>After several discussions with Environmental Health and Safety and the Office of Sustainability and some additional research, we decided that I would tackle the energy usage of Ultra Low Temperature (ULT) freezers on campus (to see more about energy usage, see the Freezer Management Program, "FMP chronological.docx"). I developed an outline and comprehensive strategy for a program, known as the Freezer Management Program (FMP), that would address all the challenges associated with ULTs: equipment maintenance, sample maintenance, purchasing/retiring, and data gaps.</p> <p>I worked closely with Julie Paquette (Director of Energy Management) and in collaboration with Rob Klein, Brenda Armstrong and Joseph Mastracchio to move forward with the project. Following a presentation on the Freezer Management Program, it was decided that the best route forward was to focus on obtaining a blanket preventative maintenance contract provided free of charge to the end user, and to retire freezers after a certain number of years from their purchase date. However, the data relating to freezers on campus needed to be updated, so I aimed by the end of my time to obtain an up-to-date and comprehensive inventory of all ULT freezers on campus, with data on age, equipment and sample maintenance, etc. In addition to this, I compiled a report of best practices at other universities, and met with several green labs coordinators, including Jamie Bemis and Kathy Ramirez from Harvard and CU Boulder respectively.</p> <p>In addition, I worked on a small project updating and developing sustainability quizzes to fit the Yale Office of Sustainability's monthly campaigns.</p>

5.3 Sustainability Science Congress 2014

Lead	University of Copenhagen
Reporting	Prof. Katherine Richardson (University of Copenhagen)
Executive summary	<p>The international IARU Sustainability Science Congress <i>Global Challenges: Achieving Sustainability</i> will take place in Copenhagen on 22–24 October 2014. The congress is expected to attract at least 800 participants with representatives from academia, private enterprises, policy makers and media. The congress is running “back-to-back” with the <i>Global Green Growth Forum (GGGF)</i> and with IARU’s <i>Clean Campus Conference</i> (Sustainable Campus Initiative).</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Progress Report on the IARU Sustainability Science Congress 22–24 October 2014
Funding to date	Up to USD 15,000: Congress in 2014
Outcomes of previous meetings	<p>Presidents’ Meeting, April 2013 Copenhagen reported that the Sustainability Science Congress is coming along well, and would take place in Copenhagen from 22 – 24 October 2014. The Congress would coincide with another major event, the <i>Global Green Growth Forum</i>, organized by the Danish Government as well as a week before the IPCC’s fifth assessment report. Yale has joined the steering committee; therefore all IARU institutions are now represented.</p> <p>Senior Officers’ Meeting, October 2012 Prof. Bjørnholm reported that the Scientific Steering Committee has been established with full representation. The group is now seeking session chairs and keynote speakers, and confirmed the dates for the Congress, which will be held on 8 – 10 October 2014.</p>



GLOBAL CHALLENGES: ACHIEVING SUSTAINABILITY

Progress Report on the IARU Sustainability Science Congress 22–24 October 2014

Planning for the IARU hosted Congress *Global Challenges: Achieving Sustainability* is progressing well. An exciting program is under development and interest is high. A short update on the status of planning follows:

Programme

- The 15 scientific sessions all address specific challenges that require input from a range of disciplines. To ensure the necessary disciplinary input, each session is being arranged by “an organising team” comprised of 2–4 members. All IARU universities are represented in the total team of organisers. An additional session has been added since the last President’s update: *Education for sustainability*. Details on all sessions, organisers and keynote speakers can be found at <http://sustainability.ku.dk/iarucongress2014/>.
- The Congress will take place at Radisson BLU/Falconer Hotel & Conference Center in Copenhagen. The total capacity of the conference centre is 1400 persons.
- The congress is expected to attract at least 800 participants with representatives from academia, private enterprise, policy makers and media.
- The congress is running “back-to-back” with the *Global Green Growth Forum (GGGF)* hosted by the Danish Prime Minister and activities are being coordinated. It is expected that the Danish Prime Minister will speak in the opening session to mark the link between the two events. In addition, His Royal Highness, Crown Prince Frederik has been invited to the opening ceremony.
- Morning and afternoon sessions will all start with a plenary session with minimum 2 keynote speakers. The experience from the 2009 IARU Climate Congress was that these sessions were more attractive for the press than the parallel scientific sessions and there were many follow-up interviews with the speakers while the scientific sessions were underway. We hope this will be repeated in 2014 and have, therefore, increased the number of keynote speakers from the original plan.
- Ten keynote speakers are confirmed, all leading experts of their field. There is a good gender distribution (6 male, 4 female) and geographic distribution among the keynote speakers: Adil Najam, Former Vice Chancellor of Lahore University of Management Sciences; Connie Hedegaard, EU-Commissioner for Climate Action; Jane Lubchenco, Former head of the National Oceanic and Atmospheric Administration (NOAA); Johan Rockström, Director of Stockholm Resilience Centre; José J. Campos A., Director General of Tropical Agricultural Research and Higher Education Centre (CATIE); Julian Agyeman, Urban and Environmental Policy and

Planning (UEP), Tufts University; Nina Fedoroff, King Abdullah University of Science and Technology and Penn State University; Shiyi Chen, China Center for Economic Studies, Fudan University; Lindiwe Majele Sibanda, Chief Executive Officer and Head of Mission of Food, Agriculture and Natural Resources Policy Analysis Network (FANRPAN); and Professor Kazuhiko Takeuchi, Senior Vice-Rector of the United Nations University.

- The Scientific Steering Committee has not yet confirmed what scientific products will be produced. The strategy of using a special edition of *Solutions* as the outlet for a more general product (a solution-focused report of the outcomes of each session) and journal of Sustainability Science <http://link.springer.com/journal/11625> as a more academic outlet is currently being explored.
- The registration module opened in October 2013 and abstract submission will be from January through April 2014.

Communication / Media Strategy

- A communications team has been established at UCPH and the key messages of the congress identified (see box).
- Media packages with well-chosen scientific stories and keynote interviews will be prepared well in advance of the congress and released at strategic times.
- An international PR firm with expertise in reaching the high profile media will be hired to distribute news stories relating to the congress as well as managing daily press briefings during the congress.
- An ambitious push to integrate the social media platforms in the media outreach strategy is being made so that the congress participants themselves will play an important role in spreading news stories and personal accounts from the congress through twitter and blogs.
- All conference participants will receive a free app with program, abstracts and networking facilities to limit printed material.
- A newsletter function has been developed that allow people to sign up online to receive news on speakers and important deadlines.
- Two flyers have been developed and distributed via hand and email to more than 3000 people including participants from the IARU Climate Congress in 2009. An international and a Danish press invitation have been prepared for release as soon as the registration opens (October, 2013).

Key messages for the IARU congress

- It is time to discuss global challenges in a holistic perspective rather than separately.
- This requires the input of many disciplines.
- To do this we need a new platform in the academic world that allows for cross-disciplinary relations to grow and barriers to break down (with IARU as a key part of this process).
- The platform needs to extend to businesses and societal decision makers.
- The event should facilitate a solutions orientated debate.

- All IARU partners (<http://www.iaruni.org/iaru-contacts>) have been contacted by the communications team and been informed of the congress. Several new IARU contacts have been added to the list. These contacts will play a key role in mediating news and stories provided by the communications team and are a most important part of a successful congress result both in terms of reaching the desired number of participants and high media awareness.
- The main focus for the communications team the coming months is to attract participants to the congress, develop a strong network for the social media, gather background information for news stories and establish contracts with necessary external partners.

Economy and Fundraising

IARU contributes 88,000 DKK (15,000 USD) and the University of Copenhagen contributes 70,000 DKK (12,600 USD) to the conference costs. In addition, the Villum Foundation is generously sponsoring the Congress with 2 million DKK (340,000 USD).

At present the budget shows a deficit between 1.3 million DKK (220,000 USD) and 0.8 million DKK (135,000 USD) with 600 and 1,200 participants, respectively.

In August 2013, the Rector of the University of Copenhagen therefore invited the Star Sponsors – all with high sustainability profile and synergy with and relevance to the congress – from the 2009 Congress at a lunch with special introduction to the IARU Sustainability Science Congress, and the possibility to be a Star Sponsor once again. We expect/hope that it will be possible to make agreements with eight Star Sponsors. Later this year it will be decided if want /need to approach other potential Star Sponsors.

Side Events

Green Campus Conference – Making Universities Sustainable (Working Title)

A workshop for practitioners at IARU Universities focusing on best practice in developing sustainable universities.

IARU is contributing 25,000 USD towards this event which will run in parallel with the scientific congress.

Copenhagen Competition

A mock negotiation of Sustainable Energy Trade Agreement www.copenhagencompetition.dk being coordinated by the Law Faculty at UCPH but with teams comprised of students from different faculties.

Invitations have been sent out. So far, the IARU Universities that have announced they will participate are Yale, ANU and Singapore. The Villum Foundation is sponsoring travel and subsistence for 8 teams to compete in the final to be held in Copenhagen immediately prior to the congress. The Faculty of Law is sponsoring all 8 teams to remain in Copenhagen and attend the congress.

PhD Course

A PhD course focusing on the transitioning current economic models for sustainability and to be run in association with the congress is under development with Prof. Peder Andersen (UCPH) being responsible for the organization.

In addition, press tours are being organized.

6.1 Global Summer Program (GSP)

Lead	IARU Secretariat GSP Coordinators
Reporting	IARU Secretariat
Participating partners 2013	All
Executive summary	<p>The GSP continues to be one of the flagship activities of IARU. GSP 2013 marked another successful season with the participation of all partners. The 2014 program – the 7th GSP cycle – is already in preparation.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report from the GSP 2013 (with the confirmed outcomes from the GSP Working Committee Meeting 2013 in Annex E)
Funding to date (in USD)	<ul style="list-style-type: none"> ▪ 9,363 (September 2013) GSP Meeting, Zurich ▪ 7,188 (September 2012) GSP Meeting, Beijing ▪ 10,280 (September 2011) GSP Meeting, Copenhagen ▪ 7,018 (September 2010) GSP Meeting, Cambridge ▪ 10,200 (September 2009) GSP Meeting, Oxford ▪ 3,500 (September 2008) GSP Meeting, Antwerp ▪ 2,500 (February 2008) GSP Workshop, Cambridge <p>---</p> <ul style="list-style-type: none"> ▪ 200,000 (2014) IARU-Santander GSP Scholarships ▪ 200,000 (2013) IARU-Santander GSP Scholarships ▪ 200,000 (2012) IARU-Santander GSP Scholarships ▪ 75,000 (2011) Student grants ▪ 100,000 (2010) Student grants
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013</p> <p>The Secretariat updated the meeting that there were 693 applications for 18 courses in 2013 offered by all IARU institutions. Although there was a 22% drop in the overall number of applications, it was likely that GSP 2013 would be able to sustain participation rate at about 300 – 350 students. The summer courses run between June and August 2013. The sponsorship funds for the 2013 GSP have been received in full from Santander ahead of the stipulated 15 April date, and have been disbursed to all partners. In response to questions by Cambridge, the Secretariat responded that it has not heard of cases of Santander approaching students for marketing efforts, and Santander have been very flexible and accommodating with requests from the IARU GSP group.</p> <p>Senior Officers' Meeting, October 2012</p> <p>GSP continued to develop well with the strong support of GSP coordinators from each institution. In 2012, there were 889 applicants for 21 courses, attended by 352 participants from all institutions. Two surveys were conducted – the end-of-course-survey, and for the first time an “alumni” survey (2008 – 2010 participants). For both surveys, the</p>

overall experience on the GSP earned high scores (95.5% and 99.2% respectively). These surveys findings also support GSP's claims that the program offered a meaningful learning experience that came from peer diversity.

Mr. Bernard Toh (Secretariat) reported that the funding from Santander for the purpose of student mobility provided a welcomed boost to the program. A total of 127 students benefitted from the USD 200,000 funding distributed that year.

At the annual GSP Meeting on 24-25 September 2012 at Beida, coordinators discussed the future of GSP. Ideas included extending the notion of diversity to faculty, i.e. faculty exchange or team teaching, the creation of GSP hubs (where two or three institutions form a GSP course hosted at one institution on rotation), a post-GSP component such as a conference, research week, internships or service learning, or to tie up with existing IARU initiatives. Senior Officers were interested in faculty exchange and GSP hubs, although for the latter, some were concerned that GSP may lose momentum if it were to replace the current model where all institutions conducted at least one course on their campuses.

Senior Officers urged GSP to consider utilizing videoconference facilities for cross-institutional teaching. Mr. Hagström shared that at the next GSP Meeting, the GSP coordinators will develop these future direction ideas further, and draft a proposal for funding if required.

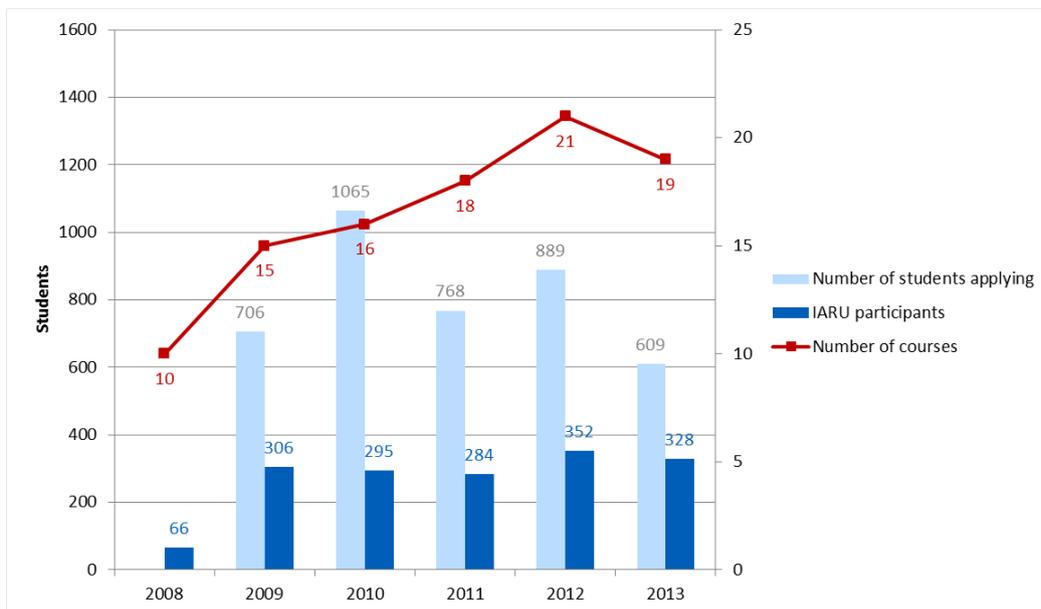
Ms. Sarah Ormrod (Cambridge), who is one of the pioneer GSP coordinators, commented that GSP has grown from strength to strength. Ms. Ormrod emphasized the importance for institutions to send students for all courses to maximize participation, and to ensure that students have a valid reason for withdrawals from a course as it has implications on resource planning as well as denies another student a place on the GSP.

Global Summer Program (GSP) 2013

Overview

A total of 328 students participated in one or more of the 19 courses offered by the ten IARU universities in the 2013 Global Summer Program.

The graph below shows the continued strong interest among the students. Although there was a significant drop in the number of applications, the total number of participants remained stable in view of the fact that there were two courses less than 2012.



Summaries of GSP 2013 course descriptions, duration, finance and participant breakdowns are given in Annexes B, C and D.

GSP 2013 was marked by numerous student cancellations, some for financial reasons and others due to students opting for a competing offer from another program. While the GSP coordinators' efforts streamline the application and nomination process can address the latter reason, the financial issue is harder to address. Although the funding from Santander is a great financial support to students, it does not cover the cost of organizing courses, which remains at the responsibility of each partner university. However, partners will need to make continued efforts to keep the tuition fees low.

GSP 2013 Post-Course Survey Analysis and GSP Alumni Survey

Each year all students participating in a GSP course are invited to take a post-course survey. A total of 233 students responded, which represents 58% of all participants (local and non-IARU students included).

Overall student satisfaction was very high. 91% would recommend GSP to their peers (8% answered maybe, 1% said no). As particular strengths of GSP 2013 students perceived the performance of the

instructors, the diversity of the student body and the classroom discussions. An area where GSP can improve is the pre-departure course information – a weakness that has also been recognized in previous years. Although course content is the most decisive factor when students choose a course, cost remains an important factor.

In 2012 a survey was conducted of GSP alumni (cohorts 2008, 2009 and 2010). A second alumni survey (cohorts 2011, 2012 and 2013) will be carried out 2014. Alumni will also be asked for ideas on how to celebrate the 10th GSP anniversary 2017.

IARU-Santander GSP Scholarships

During the 2013 Global Summer Program, a total of 138 students, or 42% of all students, benefitted from the centrally sourced IARU-Santander GSP Scholarships. Due to late student withdrawals or the smaller than expected number of outgoing students, some partner universities did not grant the maximum amount of available scholarships. With the funds carried over from 2012, a total of USD 23,300 of scholarship funds is carried forward to 2014:

University	Carried over from 2012 (USD)	Scholarships awarded 2013 (USD)	Carried over to 2014 (USD)
Australian National University		20,000	
ETH Zurich	2,000	16,500	5,500
National University of Singapore		20,000	
Peking University	3,000	11,000	12,000
UC Berkeley		20,000	
University of Cambridge	6,000	21,200	4,800
University of Copenhagen		19,000	1,000
University of Oxford	2,000	22,000	
The University of Tokyo		20,000	
Yale University		20,000	
Total	13,000	189,700	23,300

The current IARU-Santander agreement is valid for three years and will terminate with GSP 2014. Santander has indicated to NUS that they would be extending the support for the GSP when the current agreement expires. The Secretariat will approach Santander for a follow-up funding in spring 2014.

GSP Further Directions

While most GSP courses have been targeted primarily at undergraduate students, some courses have been open also to graduate/postgraduate students. Some partner universities will be looking at offering courses specifically for graduate students in the future.

At the 2013 Meeting 2013, GSP coordinators agreed to continue efforts to seek collaboration in offering courses, e.g. through faculty team teaching. Partners will seek to invite faculty members from other IARU universities to teach in joint programs.

A further idea to create more interaction opportunities between individual GSP student groups centers around the idea of regional GSP “hubs”. Such hubs could entail several thematically related courses,

gathering a larger pool of students in one location. This would make it easier to organize team teaching, comparative studies and interaction between different groups of students. ANU and Berkeley have taken the lead in exploring the “hub” idea – aiming to be implemented in 2015 or 2016.

Annex A – Participants of the GSP Working Committee Meeting 2013

Institution	Name	Title
Australian National University	Janelle Entwistle	Associate Director, International Strategy, Alliances and Partnerships
	Margaret Carlin	Manager, International Strategy, Alliances and Partnerships
ETH Zurich	Angelika Wittek	Head of Student Exchange Office
	Myriam Keller	GSP Coordinator / Student Exchange Coordinator, Student Exchange Office
	Catherine Lippuner	Summer School organizer, ETH Sustainability
National University of Singapore	Anne Pakir	Director, International Relations Office
	Paulin Straughan	Vice-Dean, Faculty of Arts & Social Sciences
	Rafidah Masod	Assistant Manager, International Relations Office
Peking University	Xia Hongwei	Director, Office of International Relations
UC Berkeley	Khatharya Um	Professor and Faculty Academic Director, Berkeley Study Abroad
	Richard Russo	Dean, Summer Sessions, Study Abroad, & Lifelong Learning
University of Cambridge	Sarah Ormrod	Director of International Programmes, Institute of Continuing Education
University of Copenhagen	Anne Bruun	GSP Coordinator, The International Office
University of Oxford	Liza Denny	Assistant Director, International Programmes, Continuing Education
The University of Tokyo	Takeshi Sekiguchi	Assistant Manager, Int. Exchange Group, Int. Affairs Department
	Tomoko Tanaka	Administrative Staff, Int. Exchange Group, Int. Affairs Department
Yale University	William Whobrey	Dean, Yale Summer Session, Yale College
	Jane Edwards	Dean of International and Professional Experience, Yale College
IARU Secretariat	Anders Hagström	IARU Secretariat
	Romana Rutz	IARU Secretariat

Annex B – GSP 2013 Course Descriptions

Code	Course	Course Description
ANU1	Long-term Biodiversity & Climate Change in Asia-Pacific	The key aim of this course is to provide participants with an understanding of how to reconstruct past environments, and the implications this information might have for the conservation and survival of life on Earth.
ANU2	Indigenous Peoples and Development	This course engages with three big ideas or questions: <ul style="list-style-type: none"> ▪ Who are Indigenous people or peoples? ▪ What does and can development mean in relation to them? ▪ What sorts of policies do, or could, governments pursue in relation to Indigenous people or peoples?
ETH1	Future Cities: Networks and Grammars	<p>The Global South will be the locus of urban growth in the 21st century. It has to navigate a new path to build new economically productive, energetically efficient and environmentally healthy cities and urban agglomerations for their growing populations. A new path is needed as the existing models, grammars and visions of the Global North were developed and tested over long time periods for other population densities, other growth speeds and other climates.</p> <p>What is currently missing are not insights into the design of individual buildings, but grammars to build and design cities and urban areas incrementally. These urban grammars for both the urban structure as well as the networks are at the center of this summer school. The students will develop and experiment with their newly developed rules for the master planning of a new town of 100,000 residents, including the physical design, its impact on the daily life of the inhabitants, its energy balance and economy.</p> <p>Singapore is the ideal backdrop for such a design studio, as it has been built with a very strong urban grammar of its own and as it has extensive experience of providing housing to its fast growing population. Still, it is not clear, if its example can simply be exported, if it does not need rethinking for other places and different socio-economic conditions in the Global South.</p> <p>The students' task is to develop a design grammar for the new town, i.e. a system of buildings, ratios of uses, rules for network design (junction types, grid dimensions, type of network, etc.). Further, they will be asked to assess the city qualitatively in all three dimensions of sustainability using the available evidence in the literature. Tools will be introduced to generate the new town virtually to obtain a large-scale impression of the impact of the rules.</p> <p>The participants will receive inputs via lectures and workshops in all relevant fields by both local and international experts and also work individually in smaller groups on specific case studies (urban design and network design). The program will be accompanied by excursions and site visits.</p>
NUS1	Southeast Asia in Context	Southeast Asia in Context is a five-week thematically based exploration of Southeast Asia's geographical and cultural diversity, which takes advantage of Singapore's position and character as a microcosm of this diversity. Blending classroom instruction in NUS' new University Town (UTown) campus with hands-on fieldwork in Singapore, Cambodia and Thailand, SEA in Context offers modules on Southeast Asia with anthropological, historical and archaeological concentrations.
NUS2	Asia Now - Southeast Asian Cosmopolitan Urbanism: Architectural heritage and cultural tourism in Singapore	<p>The module is designed as an introduction to Southeast Asian cosmopolitan urbanism, and is targeted at students with an interest in the region and who wish to get hands-on, in-depth and on-site direct learning experience, especially in cultural heritage conservation and management.</p> <p>The course challenges students to investigate the complexity, nuances and contradictions of cosmopolitan urban heritage, both in its tangible and intangible dimensions, through lectures, field work, synchronic/diachronic mapping, critical analysis, interactive presentation, and collection of found objects. An intensive 9-day lecture/workshop and fieldwork program is followed by a week of presentation and discussions of findings, as preparations for a public exhibition at NUS Museum.</p>

Code	Course	Course Description
PKU1	Population Ageing and Health	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, especially from the perspective of health. The course will highlight the main characteristics of population aging and its impact on population health as well as methods of research.
PKU2	Communication, Culture, and Society: The Chinese Way	This course is to discover how heavily our communication habits are influenced by the culture that has shaped us as members of Chinese society, and how our communication acts, both interpersonal and mediated, help us to maintain and transform the society in which we live. It will not, however, be a course focused exclusively on China, and our classroom discussions about communication, culture, and society will range much wider internationally, and take into account more comprehensive implications. We will use concrete examples, such as daily events, rather than only abstract theoretical propositions to illustrate our thoughts on how people communicate, and on the social and cultural consequences.
UCB1	Summer Peace Institute	The program 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.
UCB2	Media and Global Protest Movements	This course is concerned with the interplay of popular protest movements and contemporary (mainstream/social) media in an international and comparative perspective.
CAM1	Shaping the World: Understanding the Past, Predicting the Future	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 program 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.
COPI	Kierkegaard: The Individual in the Global Society	The course treats Kierkegaard's scathing critique of religious culture and politics, his view that religious demands can conflict with seemingly universal ethical duties, and his assertion that the look of the Other is a defining factor in self-identity.
COP2	Security: Theories, Practices and Dilemmas of Widening the Concept	The course introduces 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, financial crisis, intelligence and migration. The course is strongly interdisciplinary and feature experts in the relevant fields where the threats are currently designated. With the theory of securitization at the center (but covering other "security schools" and risk studies as well), this course provides participants with the theoretical tools for examining the political stakes and dynamics involved when new issues are addressed as "security issues".
COP3	Interdisciplinary Aspects of Healthy Aging	The course is designed for students who would like to gain diverse experience in the Aging research field. It is rooted in the Center for Healthy Aging (CEHA, http://healthyageing.ku.dk/) and reflects CEHA's various research projects and interdisciplinary nature. The course combines lectures and project work. Students learn the basic research concepts and principles in diverse disciplines including humanities, social science, epidemiology, neurology, physiology, and molecular biology from the lectures. Students 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.

Code	Course	Course Description
OXF1	Global Challenges of the 21 st Century	<p>The 2013 Oxford Global Summer Program offered a general introduction to a range of global challenges of the 21st century. The course was designed for undergraduates, with topics ranging across social, technological and environmental issues. The group was kept small to promote group cohesion.</p> <p>Students attended three tutorial meetings, writing a short essay for each, and worked on a group project. They took a six-session course on International Development: Challenges in a Changing World, preparing one essay for this class.</p> <p>Participants selected five background lectures to attend and heard five special presentations on current projects given by researchers working at Oxford University.</p>
TOK1	Introduction to the Japanese Language	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.
TOK2	Sustainable Urban Management	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.
TOK3	Japan in Today's World	This course gives an overview of modern Japan with emphasis on the works of the political system, including political parties, civil service, elections, and foreign relations with China, US, Korea, as well as Japan's role in international political economy.
TOK4	Nanoscience	This lecture series provides a general overview of nanoscience. It consists of three sub-courses of lectures, nanobiology, nanomedicine and nanotechnology, based roughly on biology, bioengineering, and physics disciplines, respectively. Each sub-course includes visits to active laboratories in the University of Tokyo.
YAL1	Sustainability and Institutions: Enabling Innovation and Transformation	Sustainable development as it relates to institutional change, decision-making processes, and systems thinking. Throughout the course we will explore the question of how organizations have the capacity to advance principles of sustainable development in their operational functions, mission, and growth. The students will engage with Yale as a Living Laboratory throughout the course as well as visit one to two peer institutions in the region. Course lectures and discussions will draw from Yale's sustainability commitments 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.

Annex C – GSP 2013 Course Duration and Finances

University	Abbr.	Course	Dates	Length (days)	Tuition fee (USD)	Accommodation fee (USD)	Field trip (USD)	Total (excludes any other add. fees, USD)
Australian National University	ANU1	Long-term Biodiversity & Climate Change in Asia-Pacific	24 Jun - 12 Jul	19		700	500	1,200
	ANU2	Indigenous Peoples and Development	8 Jul - 27 Jul	20		800	500	1,300
ETH Zurich	ETH1	Future Cities: Networks and Grammars	24 Jun - 12 Jul	19	1,000			1,000
National University of Singapore	NUS1	Southeast Asia in Context	17 Jun - 20 Jul	34	4,100	600	800	5,500
	NUS2	Asia Now - Southeast Asian Cosmopolitan Urbanism	1 Jul - 19 Jul	19		300		300
Peking University	PKU1	Population Ageing and Health	8 Jul - 2 Aug	26	1,500 (PKU1 & 2)	400		1,900
	PKU2	Communication, Culture, and Society: The Chinese Way	8 Jul - 2 Aug	26	1,500 (PKU1 & 2)	400		1,900
University of California, Berkeley	UCB1	Summer Peace Institute	3 Jun - 13 Jul	41	3,000	1,800		4,800
	UCB2	Media and Global Protest Movements	8 Jul - 16 Aug	40	2,200	2,300		4,500
University of Cambridge	CAM1	Shaping the World: Understanding the Past, Predicting the Future	7 Jul - 3 Aug	28	2,800	2,400		5,200
University of Copenhagen	COP1	Kierkegaard: The Individual in the Global Society	3 Jul - 26 Jul	24	EU: 500 non EU: 1,500 with agr.: 500	800		EU: 1,300 non EU: 2,300 with agr.: 1,300
	COP2	Security: Theories, Practices and Dilemmas of Widening the Concept	5 Aug - 22 Aug	18	EU: 400 non EU: 2,300 with agr.: 0	700		EU: 1,100 non EU: 3,000 with agr.: 700
	COP3	Interdisciplinary Aspects of Healthy Aging	3 Jul - 22 Jul	20	EU: 700 non EU: 1,400 with agr.: 0	800		EU: 1,500 non EU: 2,200 with agr.: 800
University of Oxford	OXF1	Global Challenges of the 21st Century	24 Jun - 20 Jul	27	1,600	3,800		5,400
University of Tokyo	TOK1	Introduction to the Japanese Language	1 Jul - 12 Jul	12	300	1,000		1,300
	TOK2	Sustainable Urban Management	1 Jul - 12 Jul	12	200	1,000		1,200
	TOK3	Japan in Today's World	11 Jul - 26 Jul	16	300	1,300		1,600
	TOK4	Nanoscience	11 Jul - 24 Jul	14	200	1,100		1,300
Yale University	YAL1	Sustainability and Institutions: Enabling Innovation and Transformation	30 Jun - 4 Aug	41	1,700	1,600		3,300

Note: Currency is rounded to the nearest hundred.

Annex D – GSP 2013 Participants Breakdown

University	Abbr.	Course	ANU	ETH	NUS	PKU	UCB	CAM	COP	OXF	TOK	YAL	Σ IARU	Non-IARU	Total
Australian National University	ANU1	Long-term Biodiversity & Climate Change in Asia-Pacific	4		2			1	2	2	2		13		13
	ANU2	Indigenous Peoples and Development	4		1	1	1		3			1	11		11
ETH Zurich	ETH1	Future Cities: Networks and Grammars	2	14	1		2		1	1			21	8	29
National University of Singapore	NUS1	Southeast Asia in Context			2				9			4	15	7	22
	NUS2	Asia Now - Southeast Asian Cosmopolitan Urbanism	1		1	3	1	1	1		2		10	2	12
Peking University	PKU1	Population Ageing and Health	2	1	1		3		2		4	1	14	26	40
	PKU2	Communication, Culture, and Society: The Chinese Way	1		1		2	2	1	2	3	1	13	16	29
University of California, Berkeley	UCB1	Summer Peace Institute	2		2		25		5		3		37	1	38
	UCB2	Media and Global Protest Movements	1	1	3	1	1	2	3	2	3		17	1	18
University of Cambridge	CAM1	Shaping the World: Understanding the Past, Predicting the Future	2		1	1			1			1	6		6
University of Copenhagen	COP1	Kierkegaard: The Individual in the Global Society	2		3				11	1	3	3	23	7	30
	COP2	Security: Theories, Practices and Dilemmas of Widening the Concept	2		3		1	1	8	5	6	6	32	2	34
	COP3	Interdisciplinary Aspects of Healthy Aging	2	1	1	2			1		1		8		8
University of Oxford	OXF1	Global Challenges of the 21st Century	2		1	1	4		3		1		12		12
University of Tokyo	TOK1	Introduction to the Japanese Language	2		1		1	1	1	3		2	11		11
	TOK2	Sustainable Urban Management	2		2	1	3	2	1	2	16		29		29
	TOK3	Japan in Today's World	2	1	2		3		4	2	28	1	43		43
	TOK4	Nanoscience	2	3			2	2	3	3	1	2	18		18
Yale University	YAL1	Sustainability and Institutions: Enabling Innovation and	1	1	1	1	1	1	3	2	3	1	15		15
Total participants			36	22	29	11	50	13	63	25	76	23	348	70	418*
Thereof outgoing participants			28	8	24	11	24	13	43	25	31	22	229	n/a	
Applications outgoing students (for reference)			204	8	108	14	53	36	63	55	38	30	609	n/a	

* Note: Total number of IARU students attending GSP 2013: **328** (headcount). This corresponds to 418 participants – 70 non-IARU students – 20 students taking multiple course.

Annex E – GSP Working Committee Meeting 2013 Confirmed Outcomes

Host

ETH Zurich, 9 – 10 September 2013

1.1 Introduction

Jürg Brunnschweiler, Director Global Institutional Affairs of ETH Zurich, welcomed all participants to the meeting. He stressed the importance of the GSP as one of the flagships of IARU.

Anders Hagström welcomed the participants on behalf of the IARU Secretariat.

Session 1: GSP 2013

1.2 GSP 2013 Course Review

Australian National University

ANU offered two courses, of which the course “Indigenous Peoples and Development” was run for the first time. As the feedback was excellent for both courses, they will be offered again next year. The field trips of both courses (13 and 11 students respectively) was subsidized and will also be subsidized next year.

With regards to the outgoing students, ANU had changed its practice from last year. The amount of financial support for each students depended on the course costs. Due to this change, the number of applications dropped from approximately 300 to 200. Overall, ANU experienced a successful GSP year.

ETH Zurich

“ETH Sustainability” develops a new course every year. This year, the course was conducted at ETH’s Future Cities Laboratory on the CREATE campus in Singapore. The course also involved faculty from NUS and other Singapore institutions. Due to the tight course schedule, the planned interaction with the students of the GSP courses at NUS was not possible. The course counted a total of 29 students, 14 of them from ETH.

ETH received only a total of 10 applications of outgoing students. 8 of them were accepted. More promotional activities are planned next year.

National University of Singapore

Out of the two offered courses, “Southeast Asia in Context” proved to be more popular. NUS received a total of 108 applications of which 27 outgoing students were selected. Three students withdrew. NUS organized a get-together session for the outgoing students with the attendance of former GSP participants.

Peking University

PKU offered two courses. Inputs from student feedbacks from last year were analyzed to improve modules of the course on “Population Ageing and Health”: More pre-course reading material was provided, the number of faculty members from other institutions was increased and the students were involved more actively through group work and peer learning. The course on Chinese culture was

offered for the first time and comprised many lively classroom discussions and video presentations. The course was well received and will be offered again.

There was a drop in student applications (18 compared to 32 last year). Next year, the promotion of GSP will be improved by particularly addressing the faculty members of the institutions.

Some student withdrawals were due to late confirmations by the partners. Students chose other options out of the many available summer programs.

University of California, Berkeley

The same two courses as in the last years were offered – the “Summer Peace Institute” in Costa Rica and the “Media and Global Protest Movements” course on campus. Feedbacks were positive. Challenges included students’ language proficiency, the mix of graduates and non-graduates and student behavior. For 2014, Berkeley will explore a more open enrolment to explicitly include graduate students.

University of Cambridge

The incoming students were excellent. However, out of the 12 students accepted, 6 were lost along the way before the course started. Cambridge plans to offer a very similar course in 2014.

Cambridge ran a more active publicity campaign than in previous years and managed to get more outgoing students interested. Some 23 applicants were interviewed, and those selected (and accepting) places were invited to an orientation session, attended by a previous Cambridge GSP participant. In total, 12 students attended 13 courses.

University of Copenhagen

KU offered three courses. GSP courses at KU have been based on a 3-year commitment of faculty. As this 3-year cycle has come to an end, different courses might be offered next year. Due to the change in government regulations, for the first time, KU had to charge tuition fees, except for students whose home university has signed a fee-waiving agreement with KU (currently ANU, ETH, NUS and UTokyo). This made the courses very expensive for non-EU students. The students had a good time – academically and socially. The Danish students acted well as hosts.

The number of applications of outgoing students increased from last year. Out of over 60 applications, 33 students participated in GSP. The students received funding from KU and Santander that was allocated according to course cost.

University of Oxford

The course “Global Challenges of the 21st Century” received positive feedback. The course will be offered next year again. The course description had been improved compared to last year; there is still a need for a clearer description with regards to the expected pre-course knowledge. The number of only 12 incoming students was disappointing. The students would have welcomed a higher diversity.

For outgoing students, the publicity was increased, which resulted in a higher level of applications compared to the previous year. There was also an increase in the number of students who attended. However, the level is still low compared to some other institutions. Oxford hopes to increase the numbers next year.

In addition to the IARU-Santander GSP Scholarships, Oxford had separate funding from the local Santander Bank branch which was used to support incoming students.

University of Tokyo

UTokyo offered 4 courses, one of them a language course. Feedback was mostly positive. The essential success factors included classroom discussions, the general interaction of the participants, the provided pre-reading material and the newly introduced web-dictionary. The multidisciplinary approach presented a challenge as the students' pre-course knowledge was on different levels.

UTokyo received fewer applications from outgoing students than last year because the required English level was set higher. The English language skills issue is still not entirely resolved.

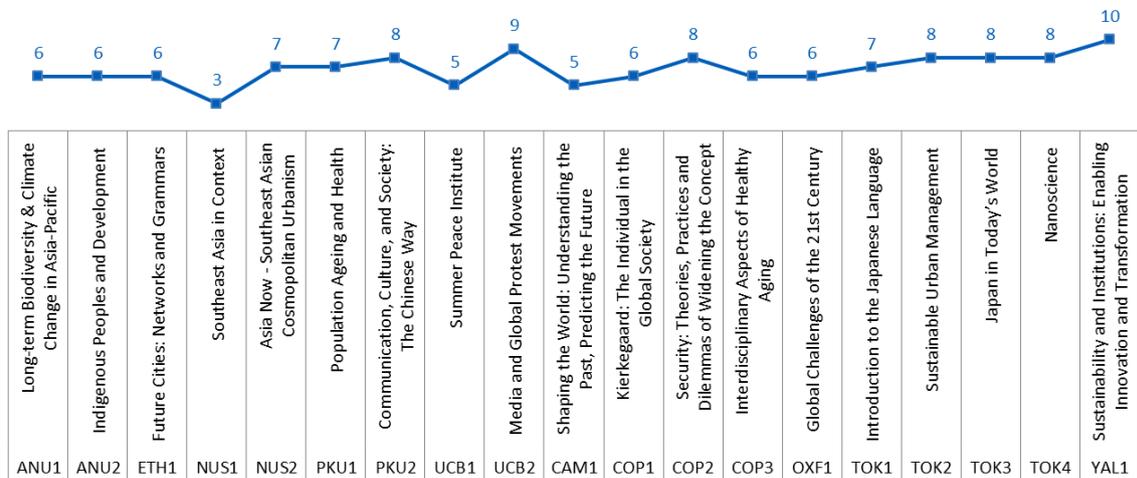
Yale University

Yale offered one course this year. It was extended from 5 to 6 weeks, allowing for a research week for students to write a paper. As the GSP instructor, Julie Newman has left Yale, the course cannot be offered again next year. Yale is exploring offering the UN course next year that was in the program before and will contact the member institutions to determine appropriate faculty members to teach in the Yale GSP course 2014. Two professors from Peking University taught at Yale Summer Session in non-GSP courses.

1.3 GSP 2013 Review

A total of 19 GSP courses were offered 2013. The courses were diverse in terms of length, cost and timing. Applications dropped significantly compared to the last years (2013: 609, 2012: 889, 2011: 768). A total of 328 IARU students attended GSP 2013 (2012: 352).

The following table shows an overview of the courses and includes an indication of the diversity of student representation from the ten institutions:



Yale hosted the only course with full participation from all member institutions. Most applications were received at ANU; Copenhagen had most outgoing students; and UTokyo welcomed most incoming students.

In the discussion, the following concerns were addressed:

- NUS, Cambridge and Oxford conducted courses with a total cost to students of more than USD 5,000. NUS announced that in 2014, there will be a 50% tuition award for all incoming students for all courses.

- The meeting agreed to declare the classroom contact hours. The Secretariat will include this information in the template of “Course Info Part II”.
- The sense of “IARUness” is more difficult to create among students when many non-IARU students participate. Students appreciate the interaction with a diverse community of peers, hence full representation of all IARU institutions would be appreciated.
- Views differ with regard to the differentiation of GSP to other summer programs. ANU is considering having an IARU exclusive course.

1.4 2013 Post-Course Survey Analysis

Romana Rutz presented the key findings of the student survey:

- A total of 233 students responded, which represents 58% of all participants (local and non-IARU students included). Two courses had a response rate of 100%. The lowest response rate was 24%. The survey procedure was the same for all courses.
- For most students, GSP 2013 was a very good experience overall. 91% would recommend GSP to peers (8% answered neutral, 1% said no).
- The strengths of GSP 2013 were the performance of the instructors, student diversity and classroom discussions.
- An area for improvement is the pre-departure course information – a weakness that has also been recognized in previous years.
- The survey results of the individual courses differed significantly, which means that the courses were offered at heterogeneous levels.
- Some survey questions need to be made more specific to make the results more meaningful, for example: If a course is perceived as rigorous or taught at the right level depends on the academic background of a student. Regarding pre-departure course information, some students refer to the information provided on the webpage while others refer to the information given by the host university or by the course instructors a few days or weeks before the commencement of the course.
- Some questions address the same topic and/or correlate. To make the survey shorter, these questions can be deleted.
- Students said that the given pre-departure course information was helpful. The more information the better as they want to know what to expect. However, they would have appreciated if the information were available earlier, especially the required reading material. Students should be provided with more detailed information about the expected background knowledge.
- Students who participated in a course of 2–3 weeks length wished that the course had lasted longer.
- Student diversity is a key success factor of GSP. Speaking of diversity, students refer to different nationalities and cultural backgrounds, but also to different academic disciplines and the mix of undergraduate and graduate students. According to the students, the student diversity is what makes the program most worthwhile. Students would welcome an even greater student diversity.
- When choosing a GSP course, course content is the most deciding factor. Students look for course content that is related to their studies and interests. Scholarship availability and course cost are other important deciding factors.

Session 2: Course Administration and Logistics

2.1 Discussion of Key Issues

Nomination Process

Coordinators had cases where students from IARU universities applied directly to the host university, circumventing the application process of the home university. The meeting agreed that such students must go through the application process of the home university and cannot be accepted directly by the host university. Students who apply directly without having been nominated by their home university should be referred to the GSP coordinator of their home university.

Cancellation Policy / Cost

GSP 2013 was marked by numerous student cancellations. Identified reasons and the agreed measures to be taken are:

Cancellation reason	Measure
Student nominated for more than one course	In general, a student should be nominated only for one course as multiple nominations are bound to cause confusion for both the organizers and the student. If a student has applied for several courses, the sending university should select the student for one of the courses. If a course has vacancies, the GSP coordinator of the organizing university should advise the other universities so that they can give students a second chance who had been turned down by the original course they had been nominated for.
Acceptance uncertainty	Students who have to wait a long time for the notification of acceptance to a course might go for another program. The meeting agreed to try to send out acceptance notes to nominated students as early as possible.
Financial reasons	Students know what the total cost of a course is from the course descriptions, but not what financial aid they can count on. The meeting recognized that each organizing university bears the financial responsibility of their course(s). It is thus not possible to set a general cap for the course costs. However, efforts should be made to keep the tuition fees low and to make the financial support more transparent. If a course is very expensive, the costs should be explained in the pre-course description. Estimates about additional costs, such as visa fees should also be included. The prospective student should get a clear picture of the expected costs and funding.

The meeting generally agreed that GSP should be something special and that students should feel honored having been nominated and accepted. This feeling could be emphasized by the Secretariat sending out a welcome letter to the accepted students. Furthermore, student comments could be publicized on the GSP website to stress the uniqueness of the program.

Best Practices

ANU needs to book flights and accommodation of the field trips ahead. As this causes significant expenditures, ANU gives the students a deadline for withdrawals without a financial penalty. The charge penalty is AUD 250 (approx. USD 250).

For other study abroad programs, ETH sanctions students withdrawing without a valid reason by excluding them from applying to further exchange programs.

Publicity

- The meeting agreed that the Secretariat should upload an overview of all courses on the GSP website. The overview will include information about the course durations and total costs allowing the students to compare the courses more easily.
- The Secretariat invites the partners to use the IARU logo on their webpages and link the Global Summer Program with IARU.

GSP Facebook Page

The GSP coordinators confirmed that all GSP pictures sent to the Secretariat can be used to be uploaded on Facebook and/or IARU's webpage. It is advised to include a picture release agreement already in the GSP course offer letter.

The Secretariat invites partners to actively share GSP news to be put on the GSP Facebook page or webpage. PKU reminds the partners that Facebook cannot be accessed within China.

Certificates

The decentralized process of the certificates is working well. The Secretariat reminds the GSP coordinators that each *host* university should hand-out the GSP Certificates to the participating students on the last day of the course. In cases such as the ANU course where the certificates cannot be handed out on the last day of the course because it is not clear at that time if the students have passed the course, it remains the responsibility of the host university to send the Certificates to the students.

Pre-Selection Information

Pre-selection information and course descriptions should be more specific about expected background knowledge and prerequisites. It should also be clearly stated whether a course is intended for undergraduate and/or graduate students. The Secretariat will adjust the template of "Course Info Part II" accordingly.

Insurance

Information about additional insurance requirements that students should expect is to be included in the course information.

Courses Held in Another Country

ETH shared that the administrative burden is considerably heavier when conducting a course in another country. It is advisable to have a supporting partner institution in that country.

Handling of Incoming Exchange Students Interested in GSP

ETH and KU shared that they exclude incoming exchange and visiting students from participating in the GSP.

Online Application System

ANU and NUS use their own online application system for outgoing students. It is agreed that partner universities are free to have their own systems/processes. As each application system must suit the individual needs of the operating university, it was agreed that a centralized IARU online application system would not be worth the effort.

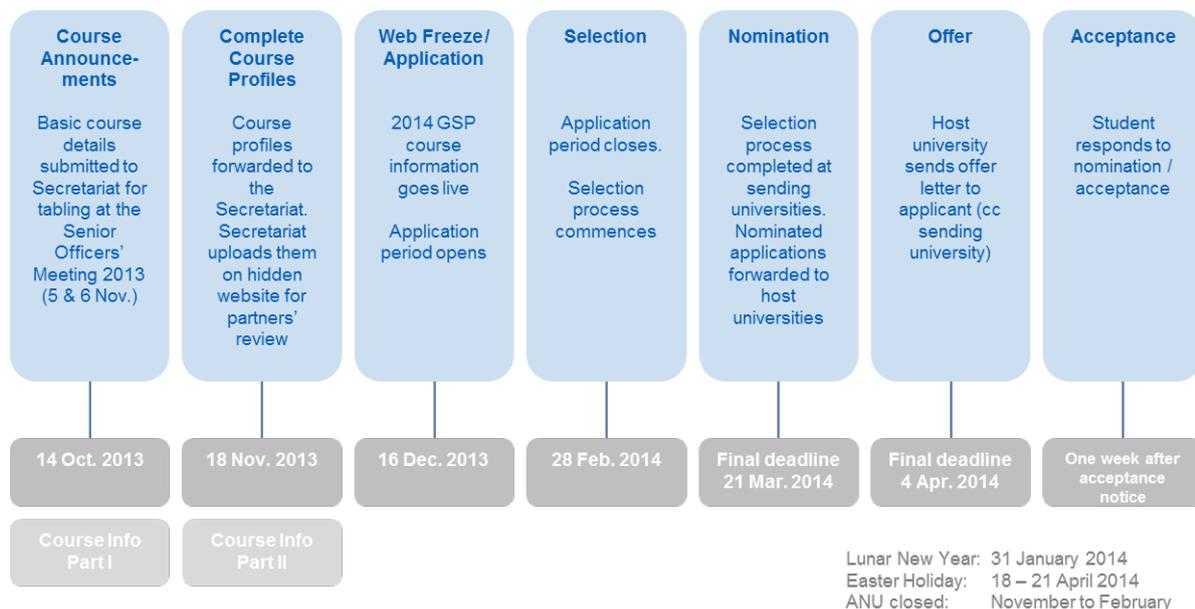
2.2 Administrative Matters

GSP T-Shirts / GSP Logo

Participants of 11 out of 19 courses 2013 received GSP t-shirts (out of the production batch 2012). It was agreed that GSP t-shirts will no longer be centrally produced by the Secretariat. The Secretariat provides the partners with the logo/design. Partners are free to decide whether they want to equip their students with IARU branding material (e.g. t-shirts, bags, caps etc.). To promote the IARU brand, it was decided not to use the separate GSP logo but to use the IARU logo, the listing of the 10 universities and the name “Global Summer Program” instead.

Timeline for GSP 2014

Coordinators agreed on the following timeline:



Internal processes of the partner universities differ significantly. For this reason, the meeting agreed that it would not be possible to move the general timeline forward even further. Partners will try hard to speed up the processing of applications after the close of the application period on 28 February 2014. The selection/forwarding and the approval processes should to be done as quickly as possible.

Further Deadlines to Keep in Mind

- First week after the course has started: Send student data (given name, family name, e-mail address, home university) to the Secretariat. Also include the data of non-IARU and local students. This data is needed to conduct the centrally coordinated survey.
- Last day of the course (or when course completion results are available): Hand-out GSP Certificates to students
- Approx. end of August (Secretariat will inform in advance about exact due date):
 - Course reports
 - Santander report

The Secretariat will send out reminders and all necessary templates (Course Info Part I/II, GSP Certificate, course report, Santander report) in due time.

Outlook of GSP 2014 Courses

University	Courses (tbc)	Comments
ANU	2	Call made to the faculty in July/August. Approximately 3 proposals are expected.
ETH	1	Overriding theme will be sustainability, course to be held in Switzerland
NUS	2	Southeast Asia in Context: Will stay the same New program for "Asia Now" NUS usually informs the faculty about the possibility to offer GSP courses. A 3-year commitment per course is required.
PKU	2	PKU will choose suitable courses out of the pool of international courses and looks for experienced faculty with good English skills.
Berkeley	2	New courses (always on the lookout for potential courses and professors with good teaching skills). Considering to offer a graduate/postgraduate course within GSP
Cambridge	1	Similar course as this year, to be developed based on past student feedbacks
Copenhagen	3	Looking for a new set of courses (new 3-year cycle of faculty commitment)
Oxford	1	Repeat of 2013 course
UTokyo	4	Repeat of the 4 courses from 2013, revised credit scheme
Yale	1-2	Looking out for new courses by asking departments directly Preferably a joint proposal: co-teaching with other institutions

Student Survey

Coordinators agreed that the survey results are partly predictable. Some of the questions overlap. In particular, questions Q1 (academic rigor) and Q13 (broader IARU network) need to be rethought. The Secretariat will use the input to revise the survey and will circulate a draft to GSP coordinators.

Some partner universities require the outgoing students to write a report. With the student's consent, the forwarding of these reports to the host universities would be appreciated.

2.3 Santander Funding and Scholarship Arrangements

The Santander agreement limits scholarships to a maximum of USD 2,000 per student. In addition, Santander has asked that scholarships should be at least USD 1,000 per student to be "significant". However, the agreement also states that all IARU universities shall seek to provide further aid for students. The Secretariat is in the process of clarifying with Santander if the scholarship can be less than USD 1,000 per student when the Santander monies are used as "top-up funding" (in addition to the financial support from the student's home university).

The universities should try to use the full amount of USD 20,000 per year, as carrying over a large amount of unconsumed funds every year will weaken IARU's case when asking for follow-up funding. If the full amount cannot be used for outgoing students, the remaining funds should be offered to incoming students who have not yet received the maximum of USD 2,000 of the IARU-Santander GSP Scholarship by the sending university.

The coordinators welcomed the idea to share the amount of funding each student has received, including other funds than the IARU-Santander GSP Scholarships.

The current Santander agreement is valid for three years and terminates with GSP 2014. The Secretariat will approach Santander for a follow-up funding in spring 2014.

If Santander is willing to continue and increase their sponsorship, the GSP coordinators suggest to use the additional funds as follows:

- Make the GSP experience possible to more students
- Program for graduate students (e.g. graduate student conference)
- Funding of the Global Internship Program
- GSP faculty conference

2.4 GSP Alumni

In many partner universities, GSP alumni are involved in information sessions for outgoing GSP students or serve as campus ambassadors for incoming GSP students.

With regards to the GSP alumni survey 2014 (batches 2011–2013), Jane Edwards (Yale) volunteered to draft a proposal taking into consideration the inputs of the meeting. In general, the survey should aim to ask quality-oriented and reflective questions. We want to find out whether GSP was more than only a three-weeks experience. The alumni should also be asked for ideas on how to celebrate the 10th GSP anniversary 2017. It was recognized that it might be difficult to achieve a satisfactory response rate as many universities do not have established mechanisms for tracking GSP alumni after graduation.

Session 3: GSP Further Directions

3.1 GSP Collaborative Courses and a GSP Hub?

At the GSP Working Committee Meeting 2012, the idea of regional GSP “hubs” was discussed. With several thematically related courses, such hubs would gather a larger pool of students in one location, making it easier to organize team teaching, comparative studies and interaction between different groups of students. ANU and Berkeley committed to explore the idea to start the exploration of the “hub” idea – aiming to be implemented in 2015 or 2016. Other IARU educational initiatives are to be kept in mind when thinking about the hubs. A draft proposal will be circulated among the GSP coordinators and then presented at the Senior Officers’ Meeting in November.

For the Yale Summer Sessions, Yale invited two professors from PKU to teach non-GSP courses. As this proved to be successful, Yale supports the idea of future co-teaching for GSP and will send out select invitations to IARU partners to seek faculty members to teach in a joint program. The coordinators concluded that faculty team teaching is a simple and effective area for collaboration. The universities are asked to make existing opportunities transparent.

3.2 Synergies with Other IARU Global Education Initiatives Activities

In 2010, Presidents asked the GSP group to take responsibility of all educational programs. At the time, the group felt that it was premature to take on this broader responsibility as the GSP was still in a development phase. As Presidents in April 2013 reconfirmed their wish to strengthen the IARU educational activities, the Secretariat felt it was important that the group be aware of the ongoing IARU educational initiatives to be able to use potential synergies.

- The **Global Internship Program** is a platform for partners to offer internships to students who thus get an opportunity to gain international (work) experience. ETH reported about the excellent experience made in summer 2013 with IARU interns. Several partners offer internship opportunities through existing programs that are not IARU-specific. A first step in broadening

internship opportunities for IARU students would be to promote these programs within the Alliance. Coordinators agreed to make existing internship programs available through the IARU website.

- **Campus Sustainability Fellowships** are offered by the sustainability offices. It is a self-run program and based on reciprocal arrangements. GSP coordinators are encouraged to contact the person within their university who is responsible for the fellowships to explore possible synergies with the GSP. Contacts are available from the Secretariat on request.
- **Graduate Student Conference:** Presidents have confirmed their support for activities for graduate students. KU will host the second Graduate Student Conference in 2014. Some GSP courses are already available to graduate students. Partners are asked to look out for further existing opportunities on the graduate student level that can be extended to IARU graduate students.
- **Global Cross-Disciplinary Tournament (GXT):** The GXT was initiated as a GSP “spin-off” by an ANU student 2011. It has been run three times. ANU students are thinking of assuming the responsibility for organizing the GXT 2014.
- **IARU Sports Event:** ETH Zurich has proposed to host a IARU Sports Event in conjunction with the Presidents’ Meeting in April 2013. The GSP coordinators expressed their concern with regards to the academic gain, timing (exam period) and cost of participation.

Session 4: Course Quality & Academic Rigor

4.1 Course Design and Quality

An ongoing discussion among GSP coordinators is about what makes (or should make) the GSP unique. While defining the differentiation factor is difficult, the coordinators believe that the GSP package as a whole must make GSP an outstanding experience for the students. To make/keep the program distinctive, partners reconfirmed their commitment a) to adhere to the GSP Aims & Principles, b) to make efforts to achieve broad student participation in each course and c) to include research components in the courses.

Coordinators agreed that providing a meeting opportunity for faculty who are teaching GSP courses might be a good way to develop a common approach to courses. This could take the form of a “GSP teaching conference” or “GSP faculty conference” in parallel to the GSP coordinators meeting. Involving faculty in the GSP Working Committee itself have been only partly successful in the past. However, the participation of Prof. Paulin Straughan, Vice-Dean of the NUS Faculty of Arts and Social Sciences, in the current meeting demonstrated the value of such a direct exchange and coordinators thanked her for her valuable input.

Session 5: Wrap-Up

5.1 Summary, Reporting to Senior Officers

- The Secretariat will prepare a report of the GSP Working Committee Meeting 2013 to be presented at the Senior Officers’ Meeting in November. The draft report will be circulated to the GSP coordinators for comments.
- ANU and Berkeley will draft a “hub” proposal to be presented to the Senior Officers for further considerations.
- Yale will draft a proposal of the GSP alumni survey 2014.

5.2 Next Meeting

Considering the many proposals in the pipeline, the coordinators agreed on the necessity to meet again next year. As delegates from 5 IARU universities plan to attend the 2014 EAIE conference in Prague, the group decided to meet in Europe. Liza Denny offered to explore the possibility of hosting the meeting at University of Oxford on 22–23 September 2014.



Annex F – Tentative List of Courses Offered in the GSP 2014

Code	Course	Duration	Course Description
ANU1	Long-term Biodiversity and Climate Change in Asia-Pacific	19 June – 12 July	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 properties 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 7 day fieldtrip to the Wet Tropics of northeast Queensland, a 3 day trip to south coast of NSW, 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. The will provide students with a deeper understanding and the practical skills to engage in palaeoecology, archaeological science, palaeoclimatology, and natural resource management research.
ANU2	Indigenous Peoples and Development	first three weeks of July	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 the USA will also be examined. The course will note that in remote sparsely-settled areas the Indigenous demographic presence is far greater than the national average and ask what consequences this has for development and policy?
ETH1	ETH Sustainability Summer School 2014	3 weeks in June / July 2014	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.
ETH2	Sustainable Agriculture and the World Food System	2 weeks August	The two week intensive academic program will bring together university students from a wide variety of disciplines and cultures. It provides the opportunity for young scientists to understand the challenges and opportunities of sustainable agriculture and to connect these to the broader context of the world food system.
NUS1	Southeast Asia in Context	23 June – 26 July	Southeast Asia in Context is a five-week exploration of Southeast Asia's geographical, historical and cultural diversity. This course takes advantage of Singapore's strategic position in offering a unique blend of classroom instruction at NUS campus with hands-on fieldwork in Cambodia and Thailand, or Indonesia. The lecturers are experienced teachers and researchers of Southeast Asia, who will explore themes such as Southeast Asian religion, archaeology, rural development, politics and regional integration. The fieldtrip includes visits to magnificent ancient temples, rural agricultural communities, war memorials and a fair sampling of local village life that is well off the usual tourist track. Each student is required to take 2 modules, including the compulsory <i>SE2222 Southeast Asia in Context</i> . Students can choose an elective between <i>SE2880A Southeast Asia's Cultural Mosaic</i> , which will be supplemented by a 10-day field trip to Cambodia and Thailand, <i>OR SE2211 Southeast Asia's Cultural History</i> , which will include a field trip to Java, Indonesia.
NUS2	Asia Now!	tbd	tbd
PKU1	Major Issues Concerning the Rise of China	30 June – 25 July	The rise of China is one of the most important and defining themes in contemporary international relations. This seminar course is intended for advanced undergraduate students to examine major issues and topics concerning the rise of China from a broad theoretical perspective, and to engage in the academic discourse and policy debate about implications of China's rise for world politics. The seminar is organized around the central question – will China's rise bring about a fundamental change to the international system? – and roughly divided into three sections: (1) China's rise and the "paradigm change" in world politics; (2) China's quest for identity and order; and (3) implications of China rising for Asia and the world. Under each of these sections, a few specific topics are identified for class discussion.

Code	Course	Duration	Course Description
PKU2	Silk Road: A History of Cultural and Material Exchanges	30 June – 25 July	This course introduces the history of the Silk Road – a complex network of trade routes that connected China and Rome over land and sea – and examines the cultural and material exchanges between the peoples and cultures it connected. The course covers the period 500 BCE to 1500 CE, during which forces wielded by many peoples (e.g. Chinese, Greeks, Persians, Arabs, Turks and Mongolians) shaped the geopolitical landscape of Asia. It explores the roles played by the Silk Road in forming and transforming the cultural, ethnic, and religious identities of these peoples and their perceptions of one another. It highlights such themes as conspicuous consumption, cultural diversity, religious pluralism, and nomadic migration, as well as the financial, judicial, religious, and social institutions that were the fruits of these extended exchanges. The course begins and ends with an analysis of conceptualizations of the “Silk Road” against the backdrop of the “Great Game” that played out in the late 19 th and early 20 th centuries among various colonial powers as well as its legacy to this day.
UCB1	Problems Without Passports: Human Security in the 21 st Century (PACS 119) Peacebuilding Practice: Fieldwork in Costa Rica (PACS 135)	3 June – 13 July	The Berkeley Summer Peace Institute in Costa Rica engages students in the inquiry and dialogue on current world issues related to peacebuilding and human security. Through lectures and interactive seminars student will be exposed to and have the chance to discuss foundational concepts, current controversies and case studies. In addition, students will have the opportunity to more deeply explore what they learn in the classroom through the undertaking of an intensive three-week research and field study assignment that allows them to interact with a variety of both governmental and non-governmental institutions and actors working in the areas of environment, health, food security, education, development, gender equity, conflict resolution and other human security issues. Note: It is possible that Berkeley will replace this course with another one pending internal discussion.
UCB2	Media and Global Protest Movements	8 July – 16 August	This interdisciplinary course is concerned with the interplay of popular protest movements and contemporary (mainstream/social) media in an international and comparative perspective. Placing special focus on the use of social media as a tool for political mobilization in emerging protest platforms, the course will examine the role that the mainstream media and digital sphere have played in galvanizing protests and popular uprisings in the Arab world, Europe, and the United States, shaping their dynamics, and replicating their repertoires. Students will study new media theory and critically examine the role of social media in everyday communication vis-à-vis various “digital public spheres”.
CAM1	Shaping the world: understanding the past, predicting the future	6 July – 2 August	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.
COP1	Kierkegaard: The Individual in the Global Society	2 July – 25 July	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.
COP2	Interdisciplinary Aspects of	2 – 21 July	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, http://healthyaging.ku.dk/) and reflects CEHA’s diverse research projects and

Code	Course	Duration	Course Description
	Healthy Aging		interdisciplinary nature. 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 form groups and carry out a research project under the supervision of CEHA researchers. This course is aimed at students who have gained a first bachelor level degree and are interested in all aspects of ageing research. Students from all fields are welcome.
OXF1	Global Challenges of the 21 st Century	30 June – 26 July	The 2014 Oxford Global Summer Programme offers a general introduction to a range of scientific and development challenges of the 21 st century. The course is designed for undergraduates, with topics ranging across social, technological and environmental issues, such as climate change, conservation and cities. 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. Participants also hear five presentations from experts, who draw on their research at Oxford University.
TOK1	Introduction to the Japanese Language	2 weeks in 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.
TOK2	Sustainable Urban Management	2 weeks in 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.
TOK3	Japan in Today's World	2 weeks in July	This course will give an overview of modern Japan with emphasis on the works of the political system, including political parties, civil service, elections, and foreign relations with China, US, Korea, as well as Japan's role in international political economy. Along with those introductory classes, we will hold two workshops, one on Risk Management and Post Disaster Relief after the March 2011 Earthquakes and another on Territorial Disputes and Nationalism, where participants are encouraged to make contributions in the discussion with invited specialists. There will be no field trips as in the photo shown above, but we expect the workshops to offer a different kind of excitement.
TOK4	Nanoscience	2 weeks in 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 (Biotechnology, Biomedicine and Nanobiotechnology and Nanotechnology). Each sub-course will include visits to active laboratories in the University of Tokyo.
YAL1	Foreign Policy and International Law	29 June – 1 August	Open to IARU students only. The mutual influence of law and politics at the international level. Topics include the sources of international law, the participants, courts, dispute settlement, jurisdiction, and customary law. Readings on foreign policy making, international law, treaties, and international courts from the literature of United Nations bodies and the International Law Commission.

6.1.b Memorandum on Student Exchange for GSP

Lead	The University of Tokyo
Reporting	Kiichi Fujiwara (The University of Tokyo)
Executive summary	<p>The University of Tokyo has a new requirement for accepting GSP students. This requires a memorandum of understanding for receiving students from overseas.</p> <p>This document contains:</p> <ul style="list-style-type: none">▪ Proposal for Memorandum on Student Exchange for GSP

Memorandum on Student Exchange for GSP – DRAFT

**MEMORANDUM ON STUDENT EXCHANGE
FOR THE GLOBAL SUMMER PROGRAM
within the
INTERNATIONAL ALLIANCE OF RESEARCH
UNIVERSITIES**

between

The Australian National University
and
ETH Zurich
and
National University of Singapore
and
Peking University
and
University of California, Berkeley
and
University of Cambridge
and
University of Copenhagen
and
University of Oxford
and
The University of Tokyo
and
Yale University

The International Alliance of Research Universities (hereinafter referred to as “IARU”), on the basis of the Memorandum of Understanding concluded among Members Universities of IARU and signed on January 13, 2006, in order to address the student exchange as defined in the Memorandum of Understanding, specifically on the Global Summer Program (hereinafter referred to as the “GSP”), hereby agree to the following.

The Global Summer Program (hereinafter referred to as “GSP”) is an educational initiative undertaken as part of the collaboration among IARU member institutions, the aims, descriptions and principles of which are agreed upon by the partners. The current version of the principles, as agreed in September 2009, are in Annex to this Memorandum of Understanding.

The GSP aims to enable students to develop a global perspective, provide students with an intensive summer learning experience and strengthen the ties between the member institutions of IARU. IARU members are committed to the internationalization of their campuses and the preparation of their students to be global leaders by offering students opportunities in addressing critical issues in global perspective, working with outstanding peers from around the globe and learning intensively at a foreign university and from top researchers.

This Memorandum is valid for five years effective from the date of the final signature affixed below by the Members hereto (hereinafter referred to as the “term”). It shall be extended automatically for an additional period of five years at each expiration date unless any of the parties gives six months’ advance notice in writing to terminate the agreement. Termination shall not affect any joint activity already agreed upon by the time of termination.

Members hereby establish this Memorandum on Student Exchange by duly signing it as of the dates below.

The Australian National University

Name:
Signature:

Title:
Date:

University of Cambridge

Name:
Signature:

Title:
Date:

ETH Zurich

Name:
Signature:

Title:
Date:

University of Copenhagen

Name:
Signature:

Title:
Date:

National University of Singapore

Name:
Signature:

Title:
Date:

University of Oxford

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Peking University

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The University of Tokyo

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Title:
Date:

University of California, Berkeley

Name:
Signature:

Title:
Date:

Yale University

Name:
Signature:

Title:
Date:

6.2 Global Internship Program (GIP)

Lead	n/a
Reporting	IARU Secretariat
Executive summary	<p>Four universities (ETH Zurich, NUS, UTokyo, Yale) proposed a total of eleven internships in 2013 of which six were carried out. The feedbacks have been throughout positives from both the interns and the hosting universities.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report on the Global Internship Program (GIP) 2013
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013</p> <p>The Secretariat reported that four universities are offering eleven internships in 2013 – ETH, NUS, UTokyo and Yale. ETH, who offered its first internship in 2013, shared that the application process has been positive. It received a healthy number of responses from IARU students, and high-quality applicants. However, the challenge was to secure the work permits, and further discussions may be necessary to see if the internship can be counted as part of a student's university curriculum.</p> <p>The Secretariat and ETH called for greater support from IARU partners to offer internship opportunities as there is a strong level of interest from students.</p> <p>Senior Officers' Meeting, October 2012</p> <p>Senior officers noted the report on the Global Internship Program (GIP).</p>

Report on the Global Internship Program (GIP) 2013

Overview 2013

For the 2013 IARU Global Internship Program, four universities proposed a total of eleven internships – ETH Zurich, NUS, UTokyo and Yale. Six of these were carried out. Details are as follows:

University	Internship	Applications	Sending University	Funding / tuition fee	Duration	Remarks
ETH Zurich	Internship with ETH Global on International Research Mobility - Career Path Evaluation	43	Berkeley	USD 2,200 / m	14 June - 22 August (10 weeks)	Administrative internships created for GIP
	Internship with ETH Global on Evaluating Future Bilateral S&T Partner Countries	17	UTokyo	USD 2,200 / m	8 July - 27 September (12 weeks)	
NUS	Research internship with the Department of Chemistry on Green Catalysis	7	Cambridge	USD 900 / m	27 May - 19 July (8 weeks)	Research internships created for GIP
	<i>Research internship with the Department of Chemistry on Understanding Outer Membrane Assembly in Gram-negative Bacteria</i>	9	none	USD 900 / m	27 May - 19 July (8 weeks)	
	Research internship with the Department of Computer Science on Computer Vision and Machine Learning	4	Peking	USD 900 / m	13 May - 2 August (12 weeks)	
	<i>Research internship with the Department of Electrical and Computer Engineering on Tele-rehabilitation System for Stroke Rehabilitation</i>	9	none	USD 900 / m	27 May - 19 July (8 weeks)	Administrative internships created for GIP
	<i>Internship with the NUS Museum on the Portraits Exhibition</i>	16	none	USD 900 / m	27 May - 19 July (8 weeks)	
	<i>Internship with the Office of the Vice President (Campus Infrastructure) on Planning Assistance</i>	4	none	USD 900 / m	27 May - 19 July (8 weeks)	
	<i>Internship with the Office of the Vice President (Campus Infrastructure) on Web Development</i>	4	none	USD 900 / m	27 May - 19 July (8 weeks)	
UTokyo	Internship with the International Core Research Center for NanoBio (C2CNB)	1	Oxford	---	July - August (8 weeks)	Existing internship opportunity extended to IARU
Yale	Yale Summer Internship in Biomedical Research	3	Peking	Tuition fee of USD 5,000 / m	1 June - 28 July (8 weeks)	Existing internship opportunity extended to IARU
Total	11 offered internships by 4 IARU universities	117				

Note: Five of the seven internship positions offered by NUS were eventually withdrawn for different reasons, mainly due to the unsuitability of candidates as well as withdrawals by the candidates after being offered the positions. Some of the withdrawals were due to financial reasons, despite NUS providing a stipend of SGD 300 per week (approx. USD 240). The internship position for “Portraits Exhibition” was unfortunately withdrawn due to several changes in the project.

The two interns at NUS were satisfied with the internships (both rated 4 and 5 on a scale of 1 to 5, with 4 being “satisfied“, and 5 being “very satisfied“).

ETH Zurich (ETH Global) offered its first internships this year. The application process was positive. ETH received a healthy number of responses from IARU students, and high-quality applicants. The two interns were highly appreciated by the colleagues at ETH. A key challenge was to secure the work permits. Overall, the two internships have been a positive experience. ETH considers to offer new internship positions in 2014.

Yale charged a tuition fee of total USD 10,000 for the two-month research internship. The cost is comparable to a typical Yale summer course that is not subsidized.

Outlook 2014

At the Presidents' Meeting 2013, the value of internship opportunities was confirmed as there is a high level of interest from students.

ETH Zurich, NUS, Copenhagen, Peking and Yale have already indicated their intent to offer GIP positions in 2014.

Appendix – Global Internship Program – General Information / Best Practices

Internship opportunities for IARU students are highly sought after. There are no standard requirements for IARU Internships. The partner universities are free to set up internships according to their own requirements. The Secretariat makes following recommendations:

- Internships can be held anytime of the year, but for ease of scheduling and convenience (as student accommodation will be available), it is best held during the summer break.
- Where possible, the hosting partner should be able to offer a stipend to offset living expenses (accommodation, food, transport etc.). It is preferable that on-campus housing can be arranged, otherwise assistance with off-campus housing should be provided.
- Typically, the interns themselves (if available, with support from their home universities) will cover the air travel costs.
- The hosting universities should provide logistics support and advice to the interns – such as providing visa letters, support in finding accommodation, workplace orientation, etc. Interns should be advised to purchase adequate insurance coverage. Experience shows that obtaining a work permit is often a challenge.
- The selection of interns is directly done by the hosting faculty or department. Interviews are usually conducted over Skype.

The Secretariat regularly asks partners for internship opportunities. Open internships positions are published online (www.iaruni.org/gei/internships). Please also refer to the web page for examples of past internships. IARU Key Contacts are informed about new internship opportunities and responsible to make them known among their students.

6.3 Global Cross Disciplinary Tournament (GXT)

Lead	Rotating lead: Peking University (2013) Tbd (2014)
Reporting	Dr. Xia Hongwei (Peking University)
Executive summary	<p>The Global Cross-Disciplinary Tournament is a student driven initiative with the aim to foster cross-disciplinary research among students. The student teams communicate virtually before they meet at the hosting university.</p> <p>Peking University hosted the 3rd GXT in July 2013. The topic was “The Future of Media”.</p> <p>As GXT is an entirely student-led initiative with minimal faculty guidance (for academic content), it is a great learning experience for students to produce an event on an international scale. On the other hand, the quality varies significantly.</p> <p>Senior Officers are asked to decide whether GXT should be continued. No university has showed interest so far in hosting GXT 2014.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report of GXT 2013
Funding to date	USD 13,809: 3 rd GXT, Peking University, July 2013
Outcomes of previous meetings	<p>Presidents’ Meeting, April 2013 Beida gave an update on the 3rd GXT which would be held on 10–19 July 2013. The theme of GXT 2013 is “The Future of Media”. Until then, ANU and NUS had signed up, and Beida invited more universities to participate. Prof. John Richardson (NUS) who oversaw student organizers of the year before emphasized that the GXT is uniquely a student driven, student conceived initiative. He hoped more would support GXT 2013 as students would greatly benefit from the learning opportunities in the tournament.</p> <p>The Chair proposed that the decision regarding the 4th GXT would be made at the Senior Officers’ Meeting in November.</p> <p>Senior Officers’ Meeting, October 2012 NUS hosted the 2nd GXT themed “The Future of Cities” on 26 July – 4 August 2012. There were altogether 20 participants from ANU, NUS, Beida, Copenhagen and Oxford. Each group had a mix of participants from all institutions, and they worked virtually before meeting in Singapore. The strength of this program is the ample opportunities for IARU students lead and drive an international learning event which provides rich cross disciplinary and cross institutional learning.</p> <p>Supplementing the post-event report by NUS, Dr. Xia Hongwei (Beida) shared that the participants from Beida found the experience enriching, and have agreed to NUS students’ invitation take up leadership of the</p>

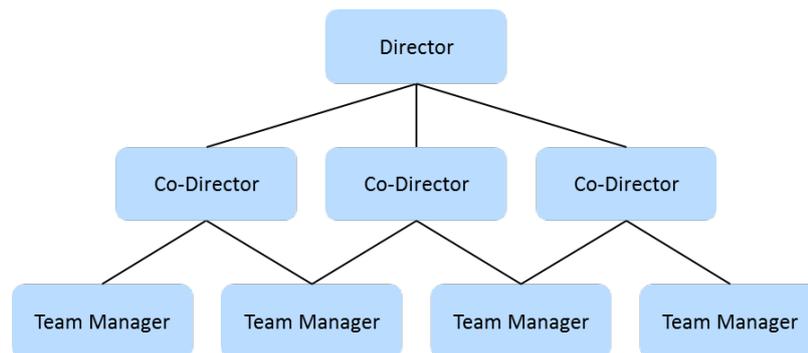
third GXT. Beida proposed to keep the size to no more than 30 students (about four to five students each from six institutions). For the 2013 GXT, Dr. Xia requested for up to USD 15,000 central funding, which the meeting agreed to. Senior Officers requested Beida to confirm the theme of the GXT 2013 as soon as possible so that early promotion of the event can be made to students.

Dr. John E. Andersen (Copenhagen) offered to host the fourth GXT in 2014, with the theme of aging or public health.

Report of the Global Cross-Disciplinary Tournament 2013

Key facts

- **Host** Peking University
- **Topic** The Future of Media
- **Organization Committee Structure**



- **Tournament Phases**
 - Selection Phase: September 2012 – April 2013
 - Development Phase: May 2013 – June 2013
 - Residential Phase: 09 July 2013 – 19 July 2013
- **Participating Universities**
 - Australian National University (5 students)
 - National University of Singapore (5 students from USP)
 - Peking University (4 students)
 - The University of Tokyo (2 students)

Weakness Analysis by the GXT 2013 Team

Inefficiency of the online meeting phase: Based on the feedback of team managers and participants, online meetings did academically not contribute to the residential phases as much as expected.

Reason analysis:

1. Unlike GXT 2012, the groups received much more freedom to manage their online meetings without having fixed meeting times and forms. This resulted in higher attendance as the participants could decide on the time by themselves. On the other hand, it made meetings less controllable. Well organized groups made good use of provided reading materials while groups with too much flexibility lagged behind.
2. Some group managers complained that a few group members had not read materials before the discussions began.

Lack of diversity in lectures: Instead of media professionals, most speakers came from the business sector and had limited media experiences.

Reason analysis:

1. Language was the major barrier while inviting speakers on and off campus.
2. Tight time schedule deterred journalists from both home and foreign news agencies from coming to join GXT 2013.
3. Lack of publicity was another reason that held speakers back – especially those working in world-famous news agencies.

Disconnection between lectures and visits: Daily GXT 2013 activities were run in a half-day lecture module and a half-day visits module. However, the visits had little relevance with the lectures. A multi-task plan was applied to make up the irrelevance but failed due to reasons mentioned above.

Reason analysis:

1. During the preparation phase, the Beijing offices of BBC, CCTV, Straits Times and Nikkei News were contacted with visiting request but they were all rejected. Either the office was too small to receive a visit or the entrance scrutiny was too rigorous to pass.

Lack of attendees at the final symposium: The number of participants at the final symposium was disappointing, although publicity was made through various channels.

Reason analysis:

1. Language issue
2. Most activities of the residential phase were for GXT participants only. The final symposium as the only open activity came too sudden for those bystanders who had not had the chance to join the previous lectures or visits.

Recommendations for GXT 2014 from the GXT 2013 Team

Online meeting phase

1. Provide training for group managers to make online meetings more efficient: Groups can still decide freely on the meeting time but in order to better control the meetings and to ensure that all groups are moving forward at similar paces, it is necessary to train the group managers. They should also specify the contents of each meeting.
2. Better connection between different reading materials: Reading materials should be better designed to create links between the meetings. The logic of these ties should be clearer reflected in the reading materials.

Residential phase

1. Send out invitations to speakers or companies as early as possible.
2. Make good use of GXT alumni whose contacts information are collected and shared with all.
3. Publicity to all IARU universities is necessary no matter if they participate or not. This helps to promote the popularity among members.

4. Have a better mix between visiting and classroom modules so that participants will not be too tired of either of them. Moreover, higher connection between these two parts is needed. Although failed, it is recommend to the next host to carry on the idea of multi-tasking which was explained above.
5. We suggest to offer more activities than only the final symposium to non-GXT participants in order to expand GXT publicity.



6.4 IARU Sports Event

Lead	ETH Zurich
Reporting	Jürg Brunnschweiler (ETH Zurich)
Executive summary	<p>At the Presidents' Meeting 2013, the presidents accepted ETH Zurich's invitation to send students to participate in the first "IARU Sports Event" to be held 21–26 April 2014 in conjunction with the Presidents' Meeting at ETH Zurich.</p> <p>In the meantime, most partners reported that they were unable to fund the students to attend the Sports Event, and that it is uncertain whether the students would be able to fund themselves. As a consequence, ETH Zurich decided to withdraw the proposal.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Update on the IARU Sports Event
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013</p> <p>Presidents accepted ETH's invitation, and agreed to send students to participate in the sports event from 22 – 26 April 2014, in conjunction with the 2014 IARU Presidents' Meeting in Zurich. The program, meals and accommodation for students would be sponsored by ETH.</p> <p>The sports event will combine the Frisbee competition with other sports activities, with the aim to give a mixed group of deserving students from each institution the possibility to interact over sport. UTodai and Yale requested that ETH consider including a side academic program and some guidance on the types of students to invite to the sports event.</p>

Update on the IARU Sports Event

At the IARU Presidents' Meeting 2013, the presidents accepted ETH Zurich's invitation to send students to participate in the first "IARU Sports Event" to be held 21–26 April 2014 in conjunction with the Presidents' Meeting at ETH Zurich.

At the GSP Working Committee Meeting 2013, the GSP coordinators expressed their concern with regards to the academic gain, timing (exam period) and cost of participation. Thereupon, ETH Zurich consulted the key contacts of all partner universities whether a) their institution envisages sending students to the Sports Event and b) their institution would prefer to have the Sports Event in April with the attendance of the presidents or else in the summer during the semester break.

A majority of partners reported that they would have difficulties to provide financial support for their students to attend the Sports Event. In addition, the proposed dates clash with exam preparation periods at a number of institutions. It thus seems likely that only a small number of teams from partner universities would be able to participate. As the broader objective of student interaction and networking would then only partly be achieved, ETH Zurich withdraws the proposal.

Appendix – Invitation to the IARU Sports Event

Key Facts

- Each partner university is invited to select a mixed team of 10 students (minimum 2 females, 2 males) to represent the university at the IARU Ultimate Frisbee Tournament.
- Ultimate Frisbee is an exciting, non-contact team sport, played all around the world. It mixes the best features of sports such as Soccer, Basketball, American Football and Netball into an elegantly simple yet fascinating and demanding game. www.youtube.com/watch?v=HhUays2ehyI provides an impression about the Ultimate Frisbee game.
- Each student team must be familiar with the rules of Ultimate Frisbee and will ideally have practiced together as a team before playing at the IARU Sports Event.
- The tournament will be concluded with an awards ceremony on 23 April. All IARU presidents arriving on this day for the Presidents' Meeting are invited to join-in the trophy hand-over celebration.
- Social side events will be part of the experience. The students will be given the opportunity to get to know ETH Zurich and to travel to a touristic site in Switzerland.
- The program, meals and accommodation are sponsored by ETH Zurich. Students will be accommodated in a remodelled former air-raid shelter with up to 60 persons per room without windows. Showers are available at the nearby ETH sports facilities. If desired by individual students, ETH seeks to provide the participants with homestays at the homes of ETH students.
- The students, ideally supported by their university, are responsible for their own travel costs. An additional CHF 300 as spending money for the five days in Switzerland is recommended (estimate, the actual amount will depend on the students' personal spending habits).
- IARU Key Contacts are asked to inform the IARU Secretariat by 21 October 2013 whether the university will be sending a team.

Announcement

A poster will be created for this purpose. The detailed program will be announced on the webpage.

Detailed Program

Introduction

ETH Zurich invites 10 students from each IARU partner university to take part in the IARU "Ultimate Frisbee" tournament. Each university sends a mixed team of 10 students (minimum 2 females, 2 males) that practices Ultimate Frisbee in the home country to then participate in the IARU competition. Social side events are part of the experience.

Program

Monday, 21 April

Arrival

- During the day – arrival to Zurich
- Check-in, visit the city on your own
- Welcome dinner

- Tuesday, 22 April Tournament Day**
- Breakfast at cafeteria ETH Zurich
 - Transfer to sport center Fluntern
 - Warm-up, start of the Ultimate Frisbee tournament, round robin in two groups of 5 teams
 - Semi-finals / finals
 - Dinner
- Wednesday, 23 April Activity Day**
- Breakfast at cafeteria ETH Zurich
 - Transfer to sport center Fluntern
 - PLAY – play Lacrosse / Cricket
 - CLIMB – boulder training at Höggerberg
 - FIT & RELAX – shoot the bow and get to know CrossFit
 - Award ceremony and reception with the IARU Presidents
 - Dinner and party organized by ETH Zurich's Student Union VSETH
- Thursday, 24 April ETH Day**
- Breakfast at cafeteria ETH Zurich
 - ETH tour
 - Afternoon: Make use of ASVZ's range of over 120 kinds of sports or visit the city on your own
- Friday, 25 April Swiss Day**
- Visit of a touristic site organized by ETH Zurich's Student Union VSETH
 - Goodbye dinner
- Saturday, 26 April Departure Day**
- Departures during the day

Information

- Arrival** Monday is arrival day (Easter Monday). Your delegation will be met at the airport and brought to your accommodation. After that you will have time to visit the city on your own.
- How to get around** You will be provided a multi-day public transport ticket. With that you can use the public transport system within the city limits.
- Bring along**
- Sleeping bag
 - Nice clothes for dinner & award ceremony
 - Team dress for Ultimate Frisbee tournament
 - Rain equipment for rainy weather
 - Personal sports equipment
 - Football (soccer) shoes to play on the grass pitch
- We will provide**
- Sports equipment for the activity day
 - Lock for your small personal locker

Accommodation	Student teams choose: <ul style="list-style-type: none"> ▪ Remodelled former air-raid shelter with up to 60 persons per room, windowless, showers in the nearby sports facilities ▪ Individual homestays with ETH students (if available)
Cost	Program, meals and accommodation are sponsored by ETH Zurich.
SC Fluntern	Zürichbergstrasse 196, 8044 Zürich At the sport center you will have the possibility to shower and also use the facilities during the tournament and activities. Drinks and snacks will be available throughout the day.
Contacts	Event Manager Tbd Tournament & Sport Manager ASVZ Renato Maggi, E-mail maggi@asvz.ethz.ch

The next information update will be at the welcome dinner in Zurich. If there is anything you need to know before your arrival, please send us an e-mail and we will get back to you.

Tournament

Team	<ul style="list-style-type: none"> ▪ 10 teams, 10 team members ▪ The games will be played 7 vs. 7 mixed (minimum 2 female and 2 male team members on the field)
Round Robin	<ul style="list-style-type: none"> ▪ 2 pools of 5 Teams ▪ The groups we be drawn at the welcome dinner ▪ Games will be played to 10 goals (time cap 30min.) ▪ Draws are possible ▪ Two points for a win, one point each for a draw ▪ 1. Points, 2. Goals scored, 3. Goals against, 4. Draw
Semi-final / Final	<ul style="list-style-type: none"> ▪ First place group A plays second place group B ▪ First place group B plays second place group A ▪ Winners of semi-final play for 1st/2nd ▪ Losers of semi-final play for 3rd/4th ▪ Third place A vs. third place B play for 5th/6th ▪ Fourth place A vs. fourth place B play for 7th/8th ▪ Fifth place A vs. fifth place B play for 9th/10th
Rules	The general rules of the World Flying Disc Federation WFDF (www.wfdf.org) apply.
Court Monitors	The matches will be played without referees (as all the Ultimate Frisbee competitions). A court monitor will keep score.

The competition schedules are subject to change until all teams have arrived to Zurich.

7.1 National Research Foundation (NRF) Proposal

Lead	National University of Singapore
Reporting	Bernard Toh (National University of Singapore)
Executive summary	Oral report will be given at the meeting.
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013</p> <p>Following the dialogue session with NRF, NUS shared that NRF is open to exploring research collaborations that would support Singapore's national goals. The new proposal would not interfere with the existing projects already involving IARU institutions.</p> <p>Presidents were invited to provide topics of interest in science and engineering. The meeting mentioned possible areas of collaboration such as synthetic biology, land and livability, and aging (assisted medical devices). Because of NRF's setup, purely social science research would not be of interest to them. Based on the responses, NUS would conduct a range finding exercise, and if there were sufficient interest, it would constitute a group of interested academics and prepare a detailed proposal for NRF's consideration.</p> <p>Cambridge asked if there were existing mechanisms or collaborations to refer as an example. NUS pointed in the direction to the research initiatives in CREATE. All members were requested to submit their ideas and areas of interest to the Secretariat by 19 April for compilation and submission to NRF.</p>

7.2 International Student Teaching & Support

Lead	University of Cambridge University of Oxford
Reporting	Loren Griffith (University of Oxford)
Executive summary	<p>Oxford and Cambridge propose to create a joint institutional working group focused on the teaching and support of international students at IARU universities. This includes the ways the institutions help international students transition to the university, develop needed academic and language skills, integrate socially, and prepare for a career.</p> <p>If there is interest from other IARU universities, Oxford and Cambridge would start to set-up a working group, gather data from IARU partners and discuss the idea. Based on the intermediate results, a one-day conference might be proposed.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Proposal for a joint working group on International Student Teaching & Support
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, April 2013</p> <p>This paper was withdrawn as the initiative lead was unable to attend.</p>

IARU joint working group on international student teaching & support

1. Summary

Oxford is interested in creating a joint institutional working group focused on the teaching and support of international students at IARU universities. This includes the ways we help our international students transition to the university, develop needed academic and language skills, integrate socially, and prepare for a career. Cambridge is supportive of creating a group for this purpose, and has agreed to help to organise and drive it.

The purpose of raising this topic at the IARU Senior Officers' Meeting is a) to garner feedback on the idea, including level of interest and suggested areas of focus, and b) to begin to build a list of individuals at each interested institution who might participate in the project.

If there is interest from other IARU universities, we would expect to spend the next six months discussing the idea with and gathering data from IARU partners. We would decide whether to propose a conference in 2014 and, if it seems sensible, bring a conference proposal to the IARU Presidents' Meeting in spring 2014.

2. Context

As the globalisation of higher education advances, the number of students studying abroad increases, and this trend is in evidence at many of our campuses. Many international students face acute challenges in making a successful transition to their new institution, including adjusting to a new society, a new academic culture, and (often) a new language of instruction. Most of us presumably offer services to the entire student body germane to international students, including induction programmes, language instruction, academic resources such as mentoring programmes or a writing centre, and welfare services. And international students often form vibrant student groups.

These services and groups can be very effective (and we hope to gather examples of good practice from partners), but they may not be enough to help international students to thrive and reach their academic potential. It is our belief, and that of many other universities to which we have spoken, that a) international students are substantially more likely to struggle in particular ways, and b) targeted support could make a meaningful difference in raising international student performance and creating more positive overall experiences, because international students at world-leading universities typically bring outstanding talent and drive.

3. Ideas for a IARU joint working group

IARU partners have shared good practice and developed useful networks in a number of areas, and we see potential to do the same here. We propose to spend the next six months understanding what specific areas under the broad heading of international student teaching & support are of greatest concern to IARU colleagues and benchmarking practice across IARU members in these areas. Oxford and Cambridge are willing to take the lead in facilitating these discussions, gathering the data, and producing an initial paper setting out for interested IARU partners the areas of greatest concern and an

initial benchmarking. We could add a day's workshop to the Presidents' Meeting next spring if it were felt useful.

Colleagues at Cambridge have suggested the following overarching questions for investigation:

- What transitions do international students at IARU universities experience between different teaching/learning styles in different countries/cultures?
- How have IARU universities with a large number of international students (e.g. ANU) tackled teaching and support issues – specific examples of programmes that have worked well, or have not worked. We are particularly interested in high-impact low-cost measures!
- If universities have provided additional support for international students, what was the driver? How was the need identified? Is such provision extended to domestic as well as international students?
- Have universities identified different needs for different national groups, and is this reflected in provision?

The group would also explore specific topics in some depth, with a view toward identifying the main challenges perceived by each university and initiatives undertaken to address those challenges. These topics are set forth in the attached paper, which summarises the results of an Oxford project undertaken in 2012 to understand our provision for international students and recommend improvements. Three topics seem to us the most promising:

- Student induction, including setting expectations for what it takes to succeed
- Academic skill building (e.g. critical thinking, essay writing)
- Social integration

Because student recruitment may raise issue of competition for some partners, we suggest omitting it from discussion, and focusing instead on how we teach & support students once they send in their acceptance letter.

The biggest challenge may be to identify the right participant(s) at each university, because international student teaching & support is a broad topic, generally managed by a number of independent bodies. To enable useful dialogue, we will need to identify and involve people with a bird's eye view of the issues, or to narrow the focus substantially in order that specialists – for instance on supporting academic skill development – can work together in an area of shared interest.

Annex: Oxford international student teaching & support report

1. Context and scope

- Oxford has a highly international student body – 15% of undergraduates and 57% of postgraduates come from outside the UK. They face specific challenges. This report is a first attempt to see life at Oxford for these 7,000 students in the round. How well do we admit, induct, educate, socially integrate, and prepare for employment our international students?
- The expansive scope of this project enables us to see issues affecting international students in their broader context and to prioritize action. It also inevitably means more work will be needed in some areas before detailed solutions can be identified.
- This report is the joint effort of several dozen academics, administrators, and student representatives from across the collegiate University, and its main thrust (if not every specific observation and recommendation) represents a consensus view of the group.

2. **Areas of success.** Oxford can take pride in much about its engagement with international students. International students apply to Oxford in greater numbers than ever before, many departments find that they are among their finest applicants, and on the whole they appear to perform as well at Oxford as their UK peers. Our international students report that they are among the most satisfied of those at any UK university, and there is consensus that their presence enriches the academic and social environment for all students. Most colleges and many departments take a keen interest in the welfare of their students, including international students, and have put in place aspects of an effective academic development and support system. Flourishing alumni groups operated by our 60,000 international alumni are testament to the enduring loyalty inspired by an Oxford education.

3. **Underlying principles.** Students and staff interviewed for this project, along with best practices observed at other institutions, suggest that good strategies for international student teaching and support are:

- systematically embedded within routine practice, including quality assurance processes such as undergraduate and postgraduate college and departmental academic provision reports;
- holistic and ‘joined up’ across the University;
- provided as close as possible to the student’s discipline.

Areas to address. The project has identified a number of areas in which practice could improve – usually with potential benefits for both international and UK students. While the full report provides supporting evidence and further detail, our most important findings (in rough order of priority) are around:

a. Academic skill development

- i. *Issues.* Both international students and staff report that international students may not already have some of the academic skills crucial to success at Oxford, including critical thinking, essay writing, effective tutorial or seminar participation, use of sources, and managing a supervisor.
- ii. *Recommendation for consideration.* Offer or require academic skill-building sessions (through the department, college, the Language Centre, or an English for Academic Purposes course); post more podcasts and videos of lectures and tutorials (these could also have substantial student recruitment benefits); encourage more joint working among

students; and add professional development courses for academic staff on effective strategies to teach international students. Master's students may require specific attention, such as skill-building modules between terms.

b. Induction

- i. *Issues.* Induction and initial social activities can be a confusing whirlwind (especially for international students), and could be more inclusive and focused on laying a foundation for academic success.

Recommendation for consideration. Provide online induction information so that students can refer to it as needed; mix international and UK students from day 1; ensure that Freshers Week is socially inclusive; and re-focus induction on setting expectations for successful academic work.

c. Life outside the classroom

- i. *Issues.* Many international students rely heavily on strong national student associations and appear more likely to become socially isolated.
- ii. *Recommendation for consideration.* Provide more structure around college and departmental mentoring schemes; organize more departmental social events appealing to both UK and international students, especially for postgraduates; incorporate presentations by the Language Centre, and Counseling and Careers Services into early subject lectures; and appoint more college international student advisors.

d. Career development

- i. *Issues.* Despite important recent successes, the university could do more to support career development for international students, especially PGTs.
- ii. *Recommendation for consideration.* Build professional skill development into courses and provide enhanced and tailored careers services for PGTs and PGRs.

Loren Griffith, Director of International Strategy, University of Oxford

7.3 Global Transformation in IARU Member Strategies

Lead	ETH Zurich Supported by University of Copenhagen
Reporting	Dr. Barbara Becker (ETH Zurich)
Executive summary	<p>This initiative proposes to establish a new institutional learning activity on “Global Transformation in IARU Member Strategies”. The proposal foresees a meeting of Global Transformation Officers from the partner universities for exchange of experience and mutual learning on the inclusion of developing countries / global transformation in the strategic thinking of the IARU universities. As a follow-up of the workshop, two options for further action are envisaged: to establish a working group for the elaboration of guidelines or principles on global transformation, or a Standing Panel for continuous exchange and potential advisory services.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Proposal for a new institutional learning initiative “Global Transformation in IARU Member Strategies”: <ol style="list-style-type: none"> a) Decision to start the initiative b) Funding request of USD 12,500 for meetings and USD 7,500 for an intern
Funding to date	n/a
Outcomes of previous meetings	n/a

Global Transformation in IARU Member Strategies

Draft Concept Note for a New IARU Institutional Learning Initiative

Submitted by ETH Zurich

With initial support of University of Copenhagen

Contact person: Dr. Barbara Becker (bbecker@ethz.ch), Director Global Transformation Affairs, ETH Zurich, Switzerland

Objective

Share experiences and explore potential for cooperation among IARU members on positioning international academic collaboration in an increasingly multipolar world for the mutual benefit of societies with diverging economic and academic endowment

Background

The majority of the IARU member universities are located in traditional industrialised (predominantly Western) countries. In the past, these countries and their universities built their international relations on the paradigm of a bipolar world with rich countries in the “Global North” and poor countries in the “Global South”. In consequence, at the academic level, this bipolar world view frequently led to two types of international relations: peer-to-peer relations with similar universities in the “Global North”, and largely asymmetric partnerships with institutions in developing countries. On the one hand, such partnerships have been driven by the interest of the researchers in the North in development or (tropical) environment specific topics. On the other hand, such collaboration has been triggered by humanitarian motives and incentives of the development cooperation sector. In their majority, the researchers from the North were dominant in agenda setting and in providing the resources, leading to asymmetric power relations and dependencies.

Institutionally, this bipolarity might be reflected in different university offices for international affairs versus development-related research or exchange programmes. In ETH Zurich this was the case until 2012, when the “North-South Centre” and “International Institutional Affairs” merged to become “ETH Global”. Strategically, this merger reflects the recognition of a “one-world approach” where the bipolar paradigm no longer adequately captures the reality of a globalized, increasingly multipolar world. Therefore, within ETH Global the term “North-South” has been replaced by “Global Transformation”.

IARU stands for the new world view by integrating Eastern and Western universities, however it is still lacking the perspective of the Global South. In view of the increasing importance and dynamic shifts in weight between different world regions we recommend addressing “Global Transformation” as an explicit field of reflection within IARU. We would like to invite the IARU member universities to share their experiences and strategic reflections on their transition from bipolar to multipolar approaches. In a second step, this discussion should lead to conclusions on how to incorporate the perspective of the Global South in the Alliance, keeping in mind the right balance between striving for excellence and exclusivity among peers and the recognition of potential benefits of greater inclusion and fresh insights and increased awareness.

Suggested activities

1. Compiling a list of member representatives

The first step will be to elicit the interest of IARU members in this initiative and identify the individuals who will represent the interested member universities.

Expected output: Address list of “Global Transformation Officers”

2. Workshop of IARU officers in charge of R4D, North-South relations or Global Transformation

The workshop should provide a platform for the exchange of experiences and mutual learning on the inclusion of developing countries or global transformation in the strategic thinking of the university as outlined in the background chapter. It should serve to compare different approaches of IARU member universities and assess the potential for elaborating common principles or guidelines for the alliance.

Expected output: Networking and assessment of potential follow-up activities as spelled out under 4.

3. Mapping of current institutional approaches and arrangements of IARU members

The mapping should address questions such as: How far does “Research for Development” (R4D) play a role in the university? Is there a specific office dealing with R4D affairs? Which role do developing countries play in the research agenda? Does the university have (a) regional focus area(s) in the Global South? Are there specific exchange or recruitment programmes for students or staff from specific regions? Which offices deal with international relations and/or relations with developing countries?

The mapping will be done in two steps: Officers identified in activity 1 shall come prepared to the workshop with an initial assessment of their university landscape. Based on the workshop exchange, the institutional IARU map on R4D or Global Transformation will be refined in the subsequent weeks.

Expected output: Matrix of the IARU members against the geographical focus / institutional setting / research programmes / student exchange / recruitment etc.

4. Potential follow-up activities

If the workshop participants conclude that it is worthwhile to continue the interaction, two options for further action are suggested: to establish a working group for the elaboration of guidelines or principles on global transformation, or a Standing Panel for continuous exchange and potential advisory services.

4a. Working Group

The Working Group would have a limited specific mandate, namely the elaboration of principles or guidelines for the Alliance on how to reflect global transformation in its activities. Once the document has been elaborated, the Working Group will have fulfilled its mandate and will be dissolved. If necessary it can continue as Standing Panel (as under 4b). The focus of the Working Group would be on strategies of the member universities.

Expected output: Document for IARU information or approval

4b. Standing Panel

The Standing Panel will be a permanent group within IARU for the exchange of experiences and the critical reflection and monitoring of global transformation activities of member universities and collective strategies of the Alliance. It should offer advisory services among member universities and for the Alliance, such as the assessment of relevant regional or global networks or initiatives and potential linkages. The focus of the Standing Panel would be on strategic options for the Alliance and on strategies of the member universities.

Expected output: Ad-hoc advice and recommendations on global transformation (on request or as issues occur)

Timetable / Workplan

	Activities	2014				2015ff
		Q1	Q2	Q3	Q4	
1	Compile list of member representatives	x				
	Endorsement by Presidents' Meeting		#			
(3)	Preparation of mapping by R4D officers	x				
2	Workshop			x		
3	Finalization of mapping			x	x	
4a	WG Guidelines (to be presented to SOM)				#	
4b	Standing Panel					(x)

Budget

	Activities	Justification	USD
1	Compile list of member representatives	in-kind (staff time)	
	Endorsement by Presidents' meeting		
2	Workshop	Host expenses, catering	10,000
3	Mapping	IARU Intern (2.5-3 months)	7,500
4a	WG Guidelines	1 WG meeting	2,500
4b	Standing Panel	in-kind (staff time)	
	Total		20,000

Request for SOM decision

- The applicants ask for SOM approval to start the initiative in Q1 2014 and to recommend the initiative to the Presidents' meeting for endorsement.
- The applicants ask for IARU funding of USD 12,500 for meetings and USD 7,500 for an intern.

Zurich, 7 October 2013, Barbara Becker

Annex: Relevant websites of member universities

Cambridge

<http://www.admin.cam.ac.uk/offices/international/>

<http://www.cam.ac.uk/about-the-university/international-cambridge/cambridge-and-the-world>

Copenhagen

<http://development.ku.dk/>

<http://development.ku.dk/about-global-development/>

http://development.ku.dk/boxes/strategy/Strategi_for_KU_ulandsomr_det_2012-2015.pdf/

ETH Zurich

http://www.ethz.ch/about/international/index_EN

<http://www.global.ethz.ch/>

<http://www.global.ethz.ch/r4d/>

http://www.nadel.ethz.ch/index_EN

Oxford

http://www.ox.ac.uk/international/oxford_around_the_globe/index.html

<http://www.ox.ac.uk/international/>

The Developing World

Department of International Development: The Department is the focus at Oxford for teaching and research on international development, the understanding of change and inequality in developing countries, and the interaction of these countries with the rest of the world.

School of Interdisciplinary Area Studies: The School is devoted to research and graduate teaching in academic disciplines which attempt to understand the complexity and the interrelatedness of society through anthropology, economics, politics, history, sociology and culture. Members include the Centres of African Studies, Latin American Studies (including the Brazilian Studies Programme), Japanese Studies, Contemporary China Studies, Russian and East European Studies, and Contemporary South Asia Studies.

The University of Tokyo

<http://www.u-tokyo.ac.jp/en/images/about/kyoten-map.gif>

Yale

<http://world.yale.edu/>

http://world.yale.edu/sites/default/files/files/Yale_International_Framework_2009-2012.pdf

Useful reading

KFPE principles: http://www.kfpe.ch/download/KFPEGuide_11P7Q_E.pdf

8.1 IARU Membership

At the inaugural meeting in 2006, Presidents agreed on a moratorium on consideration of additional members for a three-year start-up phase. This moratorium was extended in 2008, but the issue has been discussed at various Senior Officers' and Presidents' Meetings since.

There has been a general consensus that the small size has been a key factor in establishing the strong level of trust and rapport which is a characteristic strength of IARU. However, the discussion has also acknowledged that there might be value in admitting members to broaden the geographic scope of IARU. Latin America, Africa and India have been identified as possible regions for expansion.

There has also been general agreement that the admission of new members must add value to IARU and not just be an exercise to be inclusive. New members should be research-intensive, dynamic, and bring an interesting mix in terms of institutional character to IARU.

Over the years, a number of institutions have expressed an interest in IARU, including the Chinese University of Hong Kong, Massachusetts Institute of Technology and King Abdullah University of Science and Technology (2007), Seoul National University, University of Toronto and Tehran University of Medical Science (2012), and Tomsk Polytechnic University, Shanghai Jiao Tong University, China and Stellenbosch University (2013). Since the partnership with Santander Bank for the IARU-GSP Scholarship Program, Santander has also been approached by a number of universities seeking their support to facilitate access to IARU membership.

At their meeting in Singapore 2013, Presidents requested Senior Officers to propose one or two universities each from South America and Africa for consideration as new members and a mechanism for selecting new members.

In the past, a mentoring approach of incorporating universities from developing countries into IARU projects has also been mentioned as an alternative to expanding the membership. Inviting potential member(s) to IARU meetings as observers first, before confirming their status as members has also been suggested.

The proposed Santander research fund and the requirement to collaborate with universities in Latin America brings in an additional perspective into the discussion.

Guiding questions

Role of new member(s) within the broader IARU objectives:

- What does IARU stand for? What do we want to achieve as an alliance? What are the IARU shared values?
- What is the optimal / maximum size of an effective alliance?
- Where are there gaps? Regional (Latin America, Africa, South Asia, Middle East)? Thematic? Sciences, Engineering, Humanities, Social Sciences...?
- What criteria should an institution meet to fill the gap? (compatibility in profile, strong research record, geographic "balance" of IARU, existing relationships with current members)

Annex

Santander "Top 20 Universities" (partial, unconfirmed list)

USP	Universidade de São Paulo, Brazil
UNICAMP	Universidade Estadual de Campinas, Brazil
UNESP	Universidade Estadual Paulista "Júlio de Mesquita Filho", Brazil
UNAM	Universidad Nacional Autónoma de México
TEC M	Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico
UAM	Universidad Autónoma de Madrid, Spain (?)
UCH	Universidad de Chile (?)
UCCH	Pontificia Universidad Católica de Chile (?)
UNC	Universidad Nacional de Córdoba, Argentina (?)
Rosario	Universidad del Rosario, Colombia (?)
UPR	Universidad de Puerto Rico (?)
UBA	Universidad de Buenos Aires, Argentina
UNLP	Universidad Nacional de La Plata, Argentina (?)
UREP	Universidad de la República, Uruguay (?)
UAM	Universidad Autónoma Metropolitana, Mexico (??)
UPF	Universitat Pompeu Fabra, Spain (?)

Academic Ranking of World Universities (Shanghai Ranking) 2013

<http://www.shanghairanking.com/ARWU2013.html>

World Rank	Institution	Country	National Rank	Total Score	Alumni	Award	HiCi	N&S	PUB	PCP
3	University of California, Berkeley	USA	3	71.3	67.8	79	69.7	68.5	68.1	54.7
5	University of Cambridge	United Kingdom	1	69.6	79.1	97.3	54.6	54	66.2	53.3
10	University of Oxford	United Kingdom	2	55.9	51.8	55.3	48.9	51.3	69.9	41.2
11	Yale University	USA	9	55.4	47.5	44.5	59.7	60.7	62.4	36.3
20	ETH Zurich	Switzerland	1	43.5	30.7	35.8	36.7	46.6	54.7	44.4
21	The University of Tokyo	Japan	1	43	32.1	14.2	42.5	50	72.2	27.8
42	University of Copenhagen	Denmark	1	33.8	22.7	19	25.9	30.3	60.2	35
66	The Australian National University	Australia	2	28.9	14.1	19.4	32.3	24	43	29.3
101-150	National University of Singapore	Singapore	1		0	0	10.2	17.1	59.5	28.8
151-200	Peking University	China	1-5		0	0	0	17.2	60.1	17.2
101-150	University of Sao Paulo	Brazil	1		0	0	10.2	11.6	72.7	14.7
151-200	National Autonomous University of Mexico	Mexico	1		13.1	0	6.6	10.9	47.1	22.8
151-200	University of Buenos Aires	Argentina	1		15.1	24.2	0	7.9	36.7	21
201-300	University of Cape Town	South Africa	1		19.3	0	10.2	11	34.9	18.5
301-400	University of the Witwatersrand	South Africa	2		19.3	0	0	14.4	31.3	17
301-400	Indian Institute of Science	India	1		0	0	14.5	2.8	34.9	17.4
301-400	Federal University of Minas Gerais	Brazil	2-5		0	0	7.2	5	36.6	17.3
301-400	Federal University of Rio de Janeiro	Brazil	2-5		0	0	0	9.7	41	19.3
301-400	Sao Paulo State University	Brazil	2-5		0	0	0	6.1	43.5	20.1
301-400	State University of Campinas	Brazil	2-5		0	0	7.2	5.4	42.4	19.9
401-500	Cairo University	Egypt	1		20	0	0	3.3	30	15.3
401-500	Catholic University of Chile	Chile	1-2		0	0	7.2	9	30	14.7
401-500	Federal University of Rio Grande do Sul	Brazil	6		0	0	0	4.6	38.5	17.8
401-500	University of Chile	Chile	1-2		7.6	0	0	8.1	31.6	15.1
401-500	University of KwaZulu-Natal	South Africa	3		0	0	7.2	5.4	29.3	14
Alumni	Total number of institution's alumni alumni winning Nobel Prizes and Fields Medals									
Award	Total number of institution's staff winning Nobel Prizes in Physics, Chemistry, Medicine and Economics and Fields Medal in Mathematics.									
HiCi	Number of Highly Cited Researchers in 21 subject categories.									
N&S	Number of papers published in Nature and Science between 2008 and 2012.									
PUB	Total number of papers indexed in Science Citation Index-Expanded and Social Science Citation Index in 2012.									
PCP	Weighted scores of the above five indicators divided by the number of full-time equivalent academic staff.									

2013/14 QS World University Rankings

<http://www.topuniversities.com/university-rankings/world-university-rankings/2013>

2013 ra	Institution	Ctr	Classification				Academic Reputation		Employer Reputation		Faculty Student		Citations per Faculty		International Faculty		International Students		Over
			Size	Focus	Res.	Age	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	
3	University of Cambridge		L	FC	VH	5	100	2	100	2	99.6	30	95.8	37	95.5	65	96	51	99
6	University of Oxford		L	FC	VH	5	100	3	100	1	100	11	93.1	45	97.7	47	96.7	42	98.7
8	Yale University		M	FC	VH	5	100	10	100	14	100	4	88.8	58	94.4	73	72.7	156	96.5
12	ETH Zurich		L	FO	VH	5	99.9	18	97.9	32	76.5	138	94.9	39	100	8	98.4	31	94.3
24	National University of Singapore		XL	FC	VH	5	100	9	99.9	16	89.1	90	57.3	204	100	15	96.6	44	89.4
25	University Of California, Berkeley		XL	FC	VH	5	100	4	100	12	52.1	284	98.9	22	93.9	76	74.7	150	89
27	Australian National University		L	CO	VH	4	99.7	23	92.4	51	83.4	118	63.2	158	99.9	33	94.1	62	88.5
32	The University of Tokyo		L	FC	VH	5	100	7	99.3	18	91.4	78	76.3	99	11.1	401+	27.3	401+	85.7
45	University of Copenhagen		L	FC	VH	5	89	69	78.9	112	99.7	27	57.4	201	67.5	200	37.5	348	80.5
46	Peking University		L	FC	VH	5	99.8	19	98.8	21	79	131	46.5	267	64.5	210	32.1	384	80
127	Universidade de São Paulo (USP)	BR	XL	FC	VH	4	94.2	51	87.6	70	36.8	401+	40.5	308	11.4	401+	5.7	401+	63
145=	University of Cape Town	ZA	L	FC	VH	5	68.7	142	65.5	170	34.2	401+	65.4	137	68.8	194	57.2	220	60.5
163=	Universidad Nacional Autónoma de México (UNAM)	MX	XL	FC	VH	5	95	48	78.2	115	44.7	366	6.3	401+	19.2	401+	2.7	401+	57.3
166	Pontificia Universidad Católica de Chile	CL	XL	FC	HI	5	85.5	77	87.4	72	42.1	393	17.5	401+	17.1	401+	21.2	401+	57
209	Universidad de Buenos Aires	AR	XL	FC	HI	5	91.9	63	90.5	62	15.3	401+	5.8	401+			12.6	401+	50.8
215	Universidade Estadual de Campinas (Unicamp)	BR	L	FC	VH	3	72	134	61.6	191	34	401+	35.9	345	13.4	401+	6.2	401+	50.1
223	Universidad de Chile	CL	XL	FC	HI	5	80.1	99	79.4	108	19.1	401+	21.5	401+	12.2	401+	8.1	401+	49.3
274=	Universidad de Los Andes Colombia	CO	L	FC	MD	4	59.9	177	73	133	32	401+	11	401+	39.3	309	3.6	401+	42.2
279=	Tecnológico de Monterrey (ITESM)	MX	L	FC	MD	4	42.6	276	84.6	85	56.2	245	3.6	401+	55.2	239	30.4	399	41.9
284=	Universidade Federal do Rio de Janeiro	BR	XL	FC	VH	4	63.1	162	32.3	401+	43.3	382	15.9	401+	14.4	401+	5.7	401+	41.5
313=	University of the Witwatersrand	ZA	L	FC	HI	5	44.3	262	43.7	349	23.3	401+	34	360	84.2	131	26.5	401+	39.2
317=	Universidad Austral	AR	S	CO	MD	2	31.8	401+	49.5	297	93.3	67	3.7	401+	8.9	401+	22.1	401+	38.8
321=	Universidad Católica Argentina	AR	L	FC	LO	4	41.1	300	71.8	140	65.6	185	1.2	401+			28.6	401+	38.6
325=	Universidad Nacional de Colombia	CO	XL	FC	HI	5	64.2	158	73.1	132	17.9	401+	5	401+	11.5	401+	2	401+	38.4
349=	Pontificia Universidad Javeriana	CO	L	FC	MD	5	49.7	224	67.3	159	45	361	2.1	401+	8.2	401+	4.1	401+	36.8
387=	Stellenbosch University	ZA	L	FC	HI	5	42.2	287	43	354	16.8	401+	32.4	372	27.8	381	22.8	401+	33.7
390=	Instituto Tecnológico de Buenos Aires (ITBA)	AR	S	CO	MD	4	21.8	401+	42.8	356	98.1	41	1.4	401+	7.9	401+	2.3	401+	33.5

Legend			
Size:	Focus:	Research intensity:	Age:
XL – Very Large	FC – Fully Comprehensive	VH - Very High	5 - Historic (> 100 years)
L – Large	CO – Comprehensive	HI – High	4 - Mature (< 100 years)
M – Medium	FO – Focused	MD – Moderate	3 - Established (< 50 years)
S – Small	SP – Specialist	LO – Limited or None	2 - Young (< 25 years)
Academic Reputation: Global survey of academics on the world's top universities.			
Employer Reputation: Global survey of employers on the world's top universities.			
Faculty Student: Designed to serve as a widely available proxy for evaluating commitment to teaching.			
Citations/Paper: Measures productivity for the last five years.			
Papers/Faculty: Examines publication volume (Utilising the SciVerse Scopus database).			
Faculty with PhD: Faculty Staff with PhD, measures commitment to research and high-level teaching.			
Web Impact: Measures the effectiveness of an institution's web presence (Utilising Webometrics' Ranking Web of Universities)			

8.2 Agenda for Presidents' Meeting 2014

ETH Zurich, 24–25 April 2014

Schedule (tentative)

Wednesday, 23 April	afternoon	Optional side program (tbd)
	18:45	Pick up at hotel, walk to ETH Main Building
	19:15	Welcome Dinner (Faculty Club)
Thursday, 24 April	08:30 – 18:00	IARU Presidents' Meeting – Day 1
	08:00	Pick-up at hotel, walk to ETH Main Building
	08:30 – 12:15	Session 1
	12:15 – 13:15	Lunch (Faculty Club)
	13:15 – 17:45	Session 2
	18:00 – 19:00	IARU Alumni Networking Session
	19:00	Transfer to restaurant
	19:30	Dinner (Restaurant zum Storchen)
Friday, 25 April	8:30 – 12:15	IARU Presidents' Meeting – Day 2
	08:00	Pick-up at hotel, walk to ETH Main Building
	08:30 – 12:15	Session 3
	12:30	Lunch (Restaurant Uniturm)
	13:30	Departures

Agenda items (draft)

- 1. University–industry partnerships**
External speaker, tbc
- 2. Entrepreneurship ventures**
In conjunction with Technology Transfer Officers' workshop?
- 3. Setting the Tone: The Role of Leading Universities in Self-Policing University Values**
Robert Quinn, Executive Director of Scholars at Risk Network, tbc
See appendix for abstract
- 4. Presidents' Regional Updates**
- 5. Collaboration with Santander**
 - Santander-IARU GSP Scholarships extension
 - Santander-IARU Research Fund
- 6. IARU Membership**
- 7. Research Collaborations**
 - Santander Research Proposal: The Failure of the Numerical (Cambridge – tbd)
 - Aging, Longevity and Health (UCPH)
- 8. Institutional Joint Working & Research**
 - Value of Research Intensive Universities (NUS and UCPH)
 - Academic IP Pooling and Collaborative Technology Transfer (Beida)
 - Research Administrators' Network (Beida)
 - EdTech Horizons Workshop (NUS)
 - Women and Men in Globalizing Universities (ETH)
 - Librarians' Meeting (UCPH)
 - Alumni Associations Summit (UTokyo)
- 9. Sustainability Activities**
 - Sustainable Campus Initiative (ANU)
 - Sustainability Fellowships (Yale)
 - Sustainability Science Congress 2014 (UCPH)
- 10. Global Education Initiatives**
 - Global Summer Program GSP (IARU Secretariat)
 - Global Internship Program GIP (IARU Secretariat)
 - Global Cross Disciplinary Tournament GXT (tbd)
- 11. New Proposals**
Partners are requested to send proposals for new initiatives to the IARU Secretariat by the end of February 2014.
 - National Research Foundation Proposal (NUS)
 - International Student Teaching & Support (Oxford)
 - Global Transformation in IARU Member Strategies (ETH)
- 12. Business Matters**
 - Financial Report
 - Presidents' Meeting 2015
 - IARU Chairperson and Secretariat 2015–2016

Appendix

Setting the Tone: The Role of Leading Universities in Self-Policing University Values

By Robert Quinn, Executive Director, Scholars at Risk Network, New York University

Abstract

Research-intensive universities are the vital core of the international higher education sector which is developing at an unprecedented rate, representing a market of over US\$ 2 trillion and 4 million globally mobile students annually. Such institutions are models for best practices for research productivity, teaching quality, cross-border cooperation, management and innovation. Moreover, with historically deep cultures of open inquiry, scientific integrity and other academic values that are vital to intellectual creativity and attraction and retention of academic talent, research-intensive universities can be models for the responsible exercise of intellectual freedoms in ways that most benefit the university and society generally.

Critical to this function is the concept of 'self-policing,' with leading research-intensive universities serving as models for how to address important issues of intellectual freedom and responsibility through general policies and practices, as well as in the handling of specific incidents. This may include, for example, policies relating to transparency, accountability, and internal dispute resolution. Implicitly 'self-policing' recognizes the social responsibility of the higher education sector to handle its internal affairs in a fashion that will withstand the heightened scrutiny that often accompanies the intellectual vanguard. At the same time, 'self-policing' recognizes the importance of insulating the sector against outside interference, which history shows undermines research, teaching and administrative functions, and ultimately risks diminishing the quality of institutions and higher education systems. By exercising leadership in this area, research-intensive universities not only reinforce their own preeminent positions, but can help to strengthen and stabilize the international higher education sector at this time of extraordinary change, helping to keep it creative, relevant and competitive, able to meet the demands of the workforce or global development challenges, and to better prepare students for a global, knowledge-based future.

Scholars at Risk

Scholars at Risk (SAR, <http://scholarsatrisk.nyu.edu/>) is an international network of higher education institutions dedicated to protecting threatened scholars, preventing attacks on higher education communities and promoting academic freedom worldwide.

8.3 Financial Report

IARU Income & Expenditure Statement

1 January – 31 October 2013

		Total (USD)
Carried forward from 31 December 2012		240 014.45
INCOME		400 537.04
Members' Contribution	200 000.00	
IARU-Santander Sponsorship for GSP	200 000.00	
Interest Income	537.04	
Total available funds		640 551.49
EXPENDITURE		
Meetings		30 750.79
Presidents' Meeting 2013	21 387.79	
GSP Working Committee Meeting 2013	9 363.00	
Initiatives		46 084.60
Academic IP Pooling Workshop 2013	15 090.48	
Sustainability Officers' Meeting 2013	8 448.80	
Global Cross Disciplinary Tournament (GXT) 2013	13 809.25	
Research Administrators' Meeting (2013)	8 736.07	
Disbursements		200 000.00
IARU-Santander Sponsorship for GSP 2013	200 000.00	
Secretariat Costs		80 000.00
Contribution to NUS for Secretariat costs	40 000.00	
Contribution to ETH for Secretariat costs	40 000.00	
Administrative Costs		2 756.25
IARU Website Revamp	2 374.33	
Goods and Services Tax Recovery	- 17.62	
Spot Exchange	391.65	
Bank Charges	7.89	
Total Expenditure		359 591.64
BALANCE		280 959.85
Total Available Funds	640 551.49	
Total Expenditure	-359 591.64	

IARU Projected Commitments

Projected until 31 December 2013

		Total (USD)
Carried forward from 31 October 2013		280 959.85
EXPENDITURE		
Meetings		
Senior Officers' Meeting 2013	up to 15 000.00	up to 15 000.00
Initiatives		
Women and Men in Globalizing Universities (2013)	up to 15 000.00	up to 15 000.00
Total Anticipated Expenditure		up to 30 000.00
ANTICIPATED BALANCE (31 December 2013)		250 959.85
	280 959.85	
	-30 000.00	

Budget 2014

	max. amount	Total (USD)
Carried forward from 31 December 2013	approx.	251 000.00
INCOME		400 000.00
Members' Contribution	200 000.00	
IARU-Santander Sponsorship for GSP	200 000.00	
Total available funds		651 000.00
EXPENDITURE		
Meetings		55 000.00
Presidents' Meeting 2014	30 000.00	
GSP Working Committee Meeting 2014	10 000.00	
Senior Officers' Meeting 2014	15 000.00	
Initiatives		
Approved initiatives		95 000.00
Campus Sustainability Website	15 000.00	
Campus Sustainability Benchmarking Study	10 000.00	
Campus Sustainability Workshop (Mar. 2014)	15 000.00	
Scientific Sustainability Congress (Oct. 2014)	15 000.00	
Campus Sustainability Conference (Oct. 2014)	25 000.00	
EdTech Horizons Workshop (Nov. 2014)	15 000.00	
New proposals		55 000.00
<i>Global Transformation Officers' Meeting (2014)*</i>	<i>12 500.00</i>	
<i>Global Transformation Officers Internship (2014)*</i>	<i>7 500.00</i>	
<i>Research Administrators' Meeting (2014)*</i>	<i>10 000.00</i>	
<i>Research Administrators' Fellowship Program (2014)*</i>	<i>10 000.00</i>	
<i>Academic IP Pooling Workshop (2014)*</i>	<i>15 000.00</i>	
Disbursements		200 000.00
IARU-Santander Sponsorship for GSP 2014	200 000.00	
Secretariat Costs		80 000.00
Contribution to Secretariat costs	80 000.00	
Total Expenditure		485 000.00
BALANCE		166 000.00
Total Available Funds	651 000.00	
Total Expenditure	-485 000.00	

**Italic values: projects submitted for approval*

Outlook 2015: Approved and Submitted Projects

		Total (USD)
Approved Projects 2015 onwards		up to 15 000.00
Campus Sustainability Workshop (2015)	up to 15 000.00	
Projects Submitted for Approval		up to 10 000.00
<i>Research Administrators' Fellowship Program (2015)</i>	<i>10 000.00</i>	

9.2 Host and dates for Senior Officers' Meetings 2014 and 2015

Senior Officers' Meeting 2014

Hosting offers:

- University of Copenhagen
In conjunction with the *IARU Sustainability Science Congress* (22–24 October 2014)
- National University of Singapore
In conjunction with the *Technology-Enhanced Learning Workshop* (13–14 November 2014)

Previous Senior Officers' Meetings

2013 @ University of California, Berkeley (5–6 November)
2012 @ University of Cambridge (29–30 October)
2011 @ Australian National University (24–25 October)
2010 @ ETH Zurich (18–19 October)
2009 @ University of Oxford (22–23 October)
2008 @ University of California, Berkeley (20–21 October)
2007 @ The University of Tokyo (19–21 September)
2006 @ ETH Zurich (20 September)
2005 @ Yale University

IARU Calendar

Meetings and Activities 2014

Date	Event	Place
26–28 March	Campus Sustainability Officers' Workshop	UTokyo
23–24 April	Technology Transfer Workshop	ETH
24–25 April	Presidents' Meeting	ETH
<i>June</i>	<i>Global-Cross Disciplinary Tournament (GXT)</i>	<i>tbd</i>
17–21 June	Aging, Longevity and Health Steering Committee Meeting	UCPH
17–21 June	Graduate Student Conference	UCPH
23–24 June	Librarians' Meeting	Berkeley (tbc)
all year / summer	Global Internship Program (GIP)	all
June – August	Global Summer Program (GSP)	all
June – August	IARU Sustainability Fellows	all
22–23 September	GSP Working Committee Meeting	Oxford
September (last week)	6 th Alumni Associations Summit	UCPH
tbd	Research Administrators' Meeting	Oxford (tbc)
20–21 October (tbc)	Sustainable University Conference	UCPH
22–24 October	Sustainability Science Congress	UCPH
tbd	Women and Men in Globalizing Universities	tbd
13–14 November	EdTech Horizons Workshop	NUS
October or November	Senior Officers' Meeting	UCPH or NUS

IARU Meetings – Overview

Presidents' Meetings

- 2016 @ University of Oxford (date tbd)
- 2015 @ The University of Tokyo (2–3 March)
- 2014 @ ETH Zurich (24–25 April)
- 2013 @ National University of Singapore (8–9 April)
- 2012 @ University of Copenhagen (26–27 April)
- 2011 @ Yale Club, New York City (6–7 April)
- 2010 @ Peking University (13–14 April)
- 2009 @ University of Cambridge (28–29 April)
- 2008 @ Yale University (22–23 April)
- 2007 @ Australian National University (28–29 March)
- 2006 @ National University of Singapore (13–14 January)

Senior Officers' Meetings

- 2014 @ University of Copenhagen (22–24 October) *or*
National University of Singapore (13–14 November)
- 2013 @ University of California, Berkeley (5–6 November)
- 2012 @ University of Cambridge (29–30 October)
- 2011 @ Australian National University (24–25 October)
- 2010 @ ETH Zurich (18–19 October)
- 2009 @ University of Oxford (22–23 October)
- 2008 @ University of California, Berkeley (20–21 October)
- 2007 @ The University of Tokyo (19–21 September)
- 2006 @ ETH Zurich (20 September)
- 2005 @ Yale University

GSP Working Committee Meetings

- 2014 @ University of Oxford (22–23 September)
- 2013 @ ETH Zurich (9–10 September)
- 2012 @ Peking University (24–25 September)
- 2011 @ University of Copenhagen (17–18 September)
- 2010 @ University of Cambridge (19–21 September)
- 2009 @ University of Oxford (14–15 September)
- 2008 @ Antwerp, Belgium (19–21 September)
- 2008 @ University of Cambridge (11–13 February)

Finalized Outcomes of the 8th IARU Presidents' Meeting National University of Singapore, 8 & 9 April 2013

ETH President and IARU Chair, Prof Ralph Eichler and NUS President Prof Tan Chorh Chuan welcomed all participants to the meeting, including the incoming President of Yale and the incoming Chancellor of Berkeley who would be assuming their new positions in mid 2013.

The Chair, on behalf of all the IARU Presidents, expressed his thanks and appreciation to Prof Tan Chorh Chuan who served as IARU Chairperson from 2009 – 2012. He also thanked Prof Tan and NUS for hosting this year's meeting.

1. Dialogue with the National Research Foundation, Singapore

Mr Philip Ong (NRF Deputy CEO) gave an overview of the R&D landscape in Singapore. Mr Ong shared that R&D is a vital part of Singapore's economic strategy, and Singapore has been heavily investing in R&D for more than 20 years now.

Currently, investments in R&D are at 2.28% of GDP, with major investments in engineering, technology, biomedical and physical sciences. These are areas where Singapore has existing economic strengths, and where such a scale of funding is necessary to become an internationally competitive player. Another area of focus is R&D for manufacturing (electronics, chemicals, biomedical sciences, precision and transport engineering) as it makes up around 20% of Singapore's GDP. Development of the energy sector and energy research is still in its early stages in Singapore.

Ms Yong Ying-I (Permanent Secretary, Prime Ministers' Office) said that Singapore's small size – which is both its strength and weakness – enables it to set up efficient structures linking every agency involved in R&D to the NRF under the Prime Minister's Office. For example, in a rapid growth area like the biomedical sciences, the Deputy Prime Minister set up a committee involving all the biomedical sciences agencies, under the chairmanship of NUS President, to improve synergies and avoid duplication. What is also helpful is that there is strong political commitment and signaling from the national leadership. Ms Yong added that much of the R&D investments have gone to the higher education sector for the development of basic sciences. NRF also recognizes the importance of balancing top-down and bottom-up initiatives, because no one can predict where the scientific breakthroughs will happen.

To further boost R&D, Singapore has invested SGD16.1 billion under its Research Innovation and Enterprise, or [RIE2015](#). Funding programs that would fit RIE2015 were categorized into three focus areas: growing future capability, supporting future growth and meeting future challenges.

Ms Yong highlighted Singapore's focus on attracting and retaining talent especially PhD graduates, coupled by having sustainable sources of funding to support and develop them. Singapore is aiming to produce 1,300 PhD graduates annually through NUS and NTU. Given Singapore's small size, the government is benchmarking the levels of PhDs with cities, rather than with countries, thus drawing the conclusion that more PhD graduates were needed. Singapore does not have a graduate unemployment problem. There were many diverse pathways for PhD graduates who meet the requirements to work in A*STAR, universities, related government agencies and research institutes.

Regarding output and the size of the domestic market, Singapore has agencies to aid them through commercialization and marketing not just to Singapore but the world market. Ms Yong said that there is a thriving and vibrant venture capital industry in Singapore.

Exploration: IARU Research Project to NRF

Following the dialogue session with NRF, NUS shared that NRF is open to exploring research collaborations that would support Singapore's national goals. The new proposal would not interfere with the existing projects already involving IARU institutions.

Presidents were invited to provide topics of interest in science and engineering. The meeting mentioned possible areas of collaboration such as synthetic biology, land and livability, and ageing (assisted medical devices). Because of NRF's setup, purely social science research would not be of interest to them. Based on the responses, NUS would conduct a range finding exercise, and if there were sufficient interest, it would constitute a group of interested academics and prepare a detailed proposal for NRF's consideration.

Cambridge asked if there were existing mechanisms or collaborations to refer as an example. NUS pointed in the direction to the research initiatives in CREATE. All members were requested to submit their ideas and areas of interest to the Secretariat by 19 April for compilation and submission to NRF.

2. Technology Enhanced Learning

Prof Tan Eng Chye (Provost, NUS) gave an overview about how technology is strongly influencing higher education and shared the various initiatives that NUS have embarked upon. In a nutshell, NUS has set funding aside to encourage faculty to innovate, employ tools to promote more interactive learning, set up internal massive open online courses (MOOC) as well as rolled out a campus-wide eLearning week. NUS' efforts started in the mid-1990s, and anticipated on-going challenges such as change management and the associated high costs of technology. So far, the response has been quite positive as a number of faculties were curious and open to try technological enhancements to better engage with students. Nonetheless, NUS Provost cautioned that technology enhanced learning may not be for everyone, and has to be managed carefully. Berkeley cautioned that the real "tsunami" may come from faculty – mostly those in senior professorial positions who were usually the most difficult to convince. The meeting agreed that there was a need to build evidence based data rather than rely on current assumptions that technology enhanced teaching and MOOCs would improve the higher education sector dramatically.

NUS and Todai have recently joined Coursera and would each offer two courses, sharing that they have gained much in terms of interaction with students online. ANU is also a member of Coursera. Berkeley joined both Coursera and edX. Oxford continues to offer courses through its Oxford University Press. Beida shared that it is considering Coursera and edX, and facing strong pressures from its students and younger faculty members. Many Presidents agreed that the trend has shifted from being skeptical about MOOCs to a point where universities were singled out for being conspicuously absent. Yale, however, observed that while MOOCs has dominated the public sphere, what might be more exciting may be the use of adaptive technologies and personalized learning, which is an area worth observing.

Todai, Oxford and Cambridge also noted the limitations of presenting education through technology – modules have to be structured in ten-minute “bite sizes”, courses are tailored for large classrooms rather than small group learning, and standards were mostly not at the desired levels for high quality students who typically come through IARU institutions. Perhaps what is most important is that universities maintain uncompromising high standards of providing quality education.

The follow-up discussion was deferred to item 10.3.

3. Presidents' Regional Update

Presidents provided updates and discussed a range of higher education issues.

- Berkeley, Yale and Beida will see a change of university leadership this year. IARU welcomed incoming Chancellor Nicholas Dirks (Berkeley) and President Elect Peter Salovey (Yale) to this meeting. Former President, Prof Zhou Qifeng (Beida) has stepped down in March 2013. In addition, Prof Ralf Hemmingsen's (Copenhagen) term has been renewed until 2017.
- With the continued downturn in the global economy, universities in the UK, US, Australia and Japan reported severe funding cuts, which would mostly affect their research funding.
- At ETH, as fundraising is becoming more visible (and successful), the administration is encountering opposition from some students who question the ethics of accepting funds.
- Copenhagen shared that while it was keen to become more internationalized, it was a daunting process for a rather homogenous society with a tax system that offered little incentive for overseas academics to work in Denmark for a few years.
- Many IARU universities are undergoing political changes which may affect internal policies:
 - Australia and UK would be having elections later this year, and China underwent a leadership transition earlier this year.
 - In Singapore, the government is aiming to increase cohort participation rate to 40% from the current 28%, and the increase would be accommodated through two new universities. International student intake would decrease in percentage terms.
 - In the UK, tuition fee increases continue to make accessibility an issue for low and middle income applicants. UK politicians were also getting more involved in the social make-up of universities, especially admissions to masters and doctorate programs.
 - The US Supreme court is currently deciding on an admissions policy based on ethnicity, and the results are likely to change the way US universities admits its students.
 - In Switzerland, all students who have achieved the requirements for university admissions must be admitted. Recently, universities found that student intake numbers were growing faster than what their budget would allow for.
- Noteworthy new campus developments and programs include:
 - Todai Institute of Advanced Interdisciplinary Studies
 - Yale-NUS college at the National University of Singapore
 - The Modernism Lab at Yale University

- China-Singapore Suzhou Industrial Park (NUS)
- Blavatnik School of Government (Oxford)
- New “Institute of Theoretical Studies” (ETH Zurich), funded through a generous private donation
- Todai developed the internet site "Todai Research" to showcase Todai's research findings
- And various programs including Medical Sciences in Oxford
- Global research funding opportunities were discussed, and these included:
 - Because of austerity measures in the EU, funding for Horizon 2020 was adjusted but research funding was still largely protected.
 - The University of Copenhagen has set aside 50 million Euros to fund 18 multi-disciplinary research areas – most notable is its Genomics history project.
 - Australia government may be seeking greater collaboration for Asian research.

4. Strategic Directions for IARU

The Secretariat summarized the recommendations from the 2012 Senior Officers' Meeting for three categories of initiatives, namely 1) Grand Challenges and Research Initiatives, 2) Institutional Joint Working and 3) Global Education Initiatives. All three categories have grown and were doing relatively well.

On Grand Challenges, Presidents expressed their support of the overall efforts by the Campus Sustainability Officers who have met annually since 2008 to discuss their sustainability strategies and exchange best practices. Oxford said that in the past five to six years, the group has achieved significant and tangible results. Todai and NUS shared that they have effectively reduced their energy consumption as a result of adopting practices from the group. Most importantly, IARU is able to demonstrate thought leadership and action through this initiative.

On research initiatives, the Secretariat highlighted that while there have been attempts at initiating joint research activities, only one has been successful – the Ageing, Longevity and Health initiative. The Chair noted that its success was due to strong bottom-up involvement by faculty who had found their own sources of funding. The Presidents were enthusiastic about exploring a possible research project with the Singapore NRF (please refer to notes on Session 1, page 2). In addition, ETH suggested that IARU does not overlook the possibility of setting up joint research, perhaps in sustainability or ageing through CREATE in Singapore. As five IARU institutions were already collaborating through CREATE, there were some existing synergies which could be deepened with further research projects.

On initiatives under Institutional Joint Working and Global Education, meeting participants expressed their support for the Global Summer Program, Alumni Associations Summit and, the Women and Men in Globalizing Universities initiatives, as there continues to be strong value for various counterparts to meet and openly discuss issues and share best practices.

Student initiatives continue to be of interest to IARU. Copenhagen suggested looking into semester-long exchange programs between IARU institutions, to provide sponsorship and alumni hosting

support. However, there were concerns about the high costs given the small number of students involved to warrant such an investment, as well as the differences in curricula that are an obstacle for awarding credits. Alternatively, NUS suggested considering developing graduate level programs under the Global Education Initiatives. The aim is to provide some global exposure to students at this level, without requiring research attachments.

Beyond the three categories NUS suggested that IARU consider delivering value to the wider higher education community. Best practices and findings from groups such as Campus Sustainability, Value of Research Intensive Universities and potentially, the EdTech Horizons could benefit other universities.

The Chair concluded that the initiatives were doing well, and IARU should continue in the same vein.

5. Value of Research Intensive Universities

Copenhagen presented a position paper which it developed with Senior Officers from NUS, Berkeley and Cambridge. The purpose of the position paper was to be a resource point for various IARU partners in their own efforts to create a more nuanced argument to various stakeholders and the public, on how research universities contribute to society. If they choose to do so, partners can publish the position paper, or link the webpage to their university website.

Presidents did not agree on the set of ecosystem indicators or “KPIs” that were proposed. ETH thought that the measures were useful and good indicators of value. However, Cambridge shared that such indicators are likely to assume the form of another league table or ranking, preferring qualitative measures. Yale expressed concern that the indicators do not capture the value of humanities research, which is the area most severely attacked. Adding to this, ANU suggested that the term used should be “knowledge transfer” rather than “technology transfer”. The leads noted the suggestions and would work on including more case studies.

Copenhagen also presented the website containing write-ups based on value-streams identified at its 2011 workshop, supplemented by case studies. [The website link](#) has been disseminated to partners to solicit comments, before publishing the website online. Once approved, the position paper would be included on the website. Partners were requested to revert with their comments by the end of April.

6. IARU Initiatives

6.1 Global Summer Program (GSP)

The Secretariat updated the meeting that there were 693 applications for 18 courses this year, offered by all IARU institutions. Although there was a 22% drop in the overall number of applications, it is likely that GSP would be able to sustain participation rate at about 300 – 350 students. The summer courses will run between June and August 2013.

The sponsorship funds for the 2013 GSP have been received in full from Santander ahead of the stipulated 15 April date, and have been disbursed to all partners. In response to questions by Cambridge, the Secretariat responded that it has not heard of cases of Santander approaching students for marketing efforts, and Santander have been very flexible and accommodating with requests from the IARU GSP group.

6.2 Global Internship Program (GIP)

The Secretariat reported that four universities are offering eleven internships this summer – NUS, Todai, ETH and Yale. ETH, who offered its first internship this year, shared that the application process has been positive. It received a healthy number of responses from IARU students, and high-quality applicants. However, there the challenge was with securing the right work permits, and further discussions may be necessary to see if the internship can be counted as part of a student's university curriculum.

The Secretariat and ETH called for greater support from IARU partners to offer internship opportunities as there is a strong level of interest from students.

6.3 Global Cross-Disciplinary Tournament (GXT)

Beida gave an update on the third GXT which would be held on 10 – 19 July and the theme of this year's GXT is "the Future of Media". So far, ANU and NUS have signed up, and Beida invited more universities to participate. Prof John Richardson (NUS) who oversaw last year's student organizers emphasized that the GXT is uniquely a student driven, student conceived initiative. He hoped more would support this year's GXT as students would greatly benefit from the learning opportunities in the tournament.

The Chair proposed that the decision regarding the fourth GXT would be made at the Senior Officers' Meeting in November.

6.2.1 Sustainable Campus Initiative

The Campus Sustainability Officers met for the fourth time on 18 – 20 March in Cambridge University. ANU reported progress on the CO2 Benchmarking paper, as well as the development of a Green Paper, which details and demonstrates best practices for universities seeking to make their campuses sustainable. The Green Paper would also focus on water and waste management.

I. Green Paper Marketing and Communications Resources

Presidents did not approve the USD50,000 funding request to develop the marketing and communications aspects of the paper. The meeting agreed that the group should fully utilize the USD15,000 that was allocated in 2011 to update the IARU sustainability web pages with the Green Paper's content.

The Secretariat requested for the Sustainability Fellows and case studies to be updated as well. Once the Green Paper is ready and website updates have been completed, Presidents would be open to consider funding requests for marketing and communication purposes, but any communication plan should be coordinated with the institutional communications departments.

II. IARU Sustainability Conference/Workshop, in association with the IARU Sustainability Science Congress

Presidents approved the USD25,000 funding request to conduct a Campus Sustainability conference/workshop focusing on the results of the Green Paper and the CO2 Benchmark paper. The remaining funding required would be obtained through delegate fees.

The Sustainability Science Congress organizers have expressed their agreement and support to host the workshop in conjunction with its congress.

6.2.2 Sustainability Science Congress

Copenhagen reported that the Sustainability Science Congress is coming along well, and would take place in Copenhagen from 22 – 24 October, 2014. The Congress would coincide with another major event, the “Global Green Growth Forum”, organized by the Danish Government as well as a week before the IPCC’s fifth assessment report. Yale has joined the steering committee; therefore, all IARU institutions are now represented.

6.3.1 Academic IP Pooling and Collaborative Technology Transfer

Beida organized the Academic IPP workshop on 7 – 8 March, the first time technology transfer officers came together to network and discuss areas where they were facing challenges. Dr Lily Chan and Prof Wong Poh Kam from NUS Enterprise attended the workshop, and were present to take questions from the meeting.

An outcome from the workshop was that Beida and NUS would run a pilot program to collaborate on strategic and specific areas to pool IP, before approaching industry. Possible areas were biomedical and environmental technologies, but more areas would be considered. NUS shared that it has successfully pooled IP with the University of Auckland, as well as with A*STAR in Singapore. Dr Chan noted that it is hard work but the benefits were high. Technology transfer officers have indicated support for the pilot, and if successful they could consider joining the program. As IARU was already collaborating multilaterally on a number of initiatives, it was a good opportunity to see if IP pooling efforts were possible.

To enable IP Pooling, NUS would develop a web portal to access technologies available at the various member universities that can be grouped into families of patents using a built-in search engine. Technology transfer officers agreed on the guiding principle that the member university that was approached first for licensing would assume the role as lead negotiator. The web portal would be submitted for approval to its oversight committee as well as IARU Presidents before its launch.

Beida requested for a follow-up workshop in 2014 at ETH, to discuss how to generate funding for proof-of-concept research, and to learn more about entrepreneurship education programs which were very successful at ETH. A proposal would be submitted at the next Senior Officers’ Meeting for agenda and funding approval.

Presidents noted the updates for **6.3.2 Women and Men in Globalizing Universities** and **6.3.3 Alumni Associations Summit**. Both initiatives would conduct their workshops on 28 – 29 October and 30 September – 3 October, respectively. Oxford expressed their support for the Alumni Associations Summit.

6.3.4 Librarians’ Meeting

ANU reported on behalf of the IARU librarians and put forth a draft statement (an amended version was tabled for the Presidents’ consideration) on Open Access to be adopted by IARU. Presidents were divided on the draft statement, with several noting that the statement was rather general and unlikely to add much value to their institutions. Presidents decided that it would not be helpful for IARU to publish such a public statement.

6.3.5 Research Administrators' Meeting

Beida gave an update on the Research Administrators' Meeting one-day workshop program that would be hosted on 15 September. The organizers also plan to run a symposium on junior research talent recruitment alongside the IARU workshop. The add-on symposium would provide greater opportunities to learn about the Chinese scientific research management system, and establish links for collaboration and staff exchange.

The Chair requested that the initiative should aim to have five or more IARU partners in attendance to have a valuable discussion and exchange of best practices.

6.3.6 Ageing, Longevity and Health

Copenhagen updated the meeting on ALH initiatives, and presented plans to "Empower the Network". All present in the meeting expressed their support for the proposal to establish a steering committee to enable even greater engagement across IARU campuses through workshops, exchange programs and joint funding opportunities. Members would send their nominees to Copenhagen by the end of April. Beida offered to link up the ALH team with China's "Smart Project" on Ageing, which studies the situation of the elderly in over 80 provinces in China.

In addition to exploring possible common funding activities under the Horizon 2020, the ALH group was invited to consider opportunities through CREATE in Singapore and NIHR in the UK.

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

Professor Kishore Mahbubani, Dean of the Lee Kuan Yew School of Public Policy called for universities to promote greater understanding between the East and the West, as well as encourage multilateralism and a new global ethic.

Prof Mahbubani's talk was themed "GPS" (Good News, Problems, and Solutions). The good news is that there are improvements in global poverty, health care and advancements in technology. However, problems such as climate change continue to persist, and many a political leader had to manage the reality of local politics which prevents them from adopting what is good the greater world and the future.

Seeking solutions, Prof Mahbubani said that universities have a long-term interest in changing people's mindsets, especially in a time of rapid global population growth with finite resources. He added that he saw universities' efforts as being bottom-up through disseminating knowledge, creating awareness and inspiring people to make a difference. Universities should also be critical of their curricula, and be constantly updated to allow greater changes.

With the new "internet generation", Prof Mahbubani observed that people are more connected with others from different parts of the world. He added that it is vital that future leaders are bi- or multi-lingual, to be able to understand the nuances and narratives of different cultures. He gave an example of how a Chinese prose took on a harsh interpretation when translated into English.

Prof Mahbubani concluded by highlighting Asia as a "sunrise industry", further encouraged by high levels of multilateralism amongst world leaders.

8. Yale-NUS College & Evaluating the Global Relevance of Liberal Arts Education

Prof Pericles Lewis gave a presentation on the new liberal arts collaboration by Yale and NUS. He emphasized that the curriculum links Asian and Western civilizations, and offers students breadth and depth of learning. Highlights of the Yale-NUS presentation included its recently launched curriculum, global faculty recruitment, and the design of the new campus. Prof Lewis also spoke about the opportunities for overseas exchange and internship opportunities. He appealed to IARU presidents to consider working with Yale-NUS for student exchange.

Cambridge asked whether the new curriculum – which is broad based for the first two years (and includes a reading list of 40 “great books”) then students specialize in their senior years – can provide sufficient learning to be able to pursue their post-graduate degrees in pure sciences in top institutions. Prof Lewis responded that Yale-NUS students would be able to catch up in their senior years, where the individualized instruction is usually quite intensive. Yale shared that this model is similar to liberal arts colleges such as Williams and Pomona, and graduates do have sufficient pure science components, and are coveted at top research universities. However, Cambridge said that the Yale-NUS curriculum may be too prescriptive with little room for self prescribed learning. Prof Lewis noted the point, adding that the curriculum would be reviewed if necessary.

With reference to the setting up of Yale-NUS, both Yale and NUS responded that if they developed a liberal arts college of their own, it would not be able to achieve this unique setup as it would be closely entrenched in their own local systems and culture. Another unique quality is that this liberal arts college would be able to leverage on the research facilities available at NUS. Furthermore, most of Yale-NUS’ faculty members have a joint appointment with NUS and often have their own independent source of funding. Prof Lewis also shared that they are in the midst of discussions for greater collaborations with CREATE.

Yale-NUS would be taking in 150 students for its inaugural batch for Summer 2013. About 12,000 applications have been received, and students apply through the Yale-NUS website, as well as through the US common application system. About 30% of students who have applied to Yale have indicated that they wish to be considered for Yale-NUS. Prof Lewis shared that in the admissions process, Yale-NUS is looking for students who exemplify a breadth of interest, willingness to be active learners and have good test results. Yale-NUS students would graduate with a Yale-NUS College degree, issued by NUS. There were also options for a double degree with NUS Law Faculty (a five-year program), a concurrent degree with Yale School of Forestry and Environmental Studies and an MBA with the Yale School of Management.

The presidents congratulated Yale-NUS and wished it success with all its endeavors and plans going forward.

10. Santander Proposals / New Proposals

10.1 Failure of the Numerical

Cambridge presented the revised proposal on behalf of the project leads. The topic was approved at the 2012 Senior Officers’ Meeting, and the initiative leads have reverted with revisions to the initial proposal. Although the invitation by the Santander representative in April 2012 was only for

USD500,000, the funding request submitted is for USD2.5 million. Cambridge suggested that it might be effective to pitch this as sponsorship of USD\$250,000 per institution for this project.

The meeting agreed that the proposal crafted was sufficient for corporate sponsorship, and was ready to make a sponsorship request to Santander.

Concerned that Santander may wish to withdraw funding from the Global Summer Program, Presidents agreed that while Santander should be approached for funding for the proposal “The Failure of the Numerical”, it is of secondary priority to the Global Summer Program. NUS and Cambridge would coordinate to approach Santander. Other Presidents were also encouraged to speak to Santander and express their support for the IARU sponsorship requests if the opportunity arises.

10.2 International Student Teaching and support

This paper was withdrawn as the initiative lead was unable to attend.

10.3 EdTech Horizons Workshop

Presidents approved the USD15,000 budget request and Mr Ravi Chandran’s (NUS) proposal to conduct a workshop on 13 & 14 November 2014 in Singapore. The aim of the workshop is to discuss trends, opportunities and challenges IARU members are experiencing in using technology for effective teaching.

NUS would invite the relevant participants and finalize an agenda. An intended outcome is to develop a benchmark matrix to facilitate the comparison of educational technologies in IARU universities. It would also discuss and identify educational technology projects for possible collaboration.

10.4 IARU Sports Event

Presidents accepted ETH’s invitation, and agreed to send students to participate in the sporting event from 22 – 26 April, in conjunction with the 2014 IARU Presidents’ Meeting in Zurich. The program, meals and accommodation for students would be sponsored by ETH.

The sports event will combine the Frisbee competition with other sports activities, with the aim to give a mixed group of deserving students from each institution the possibility to interact over sport. Today and Yale requested that ETH consider including a side academic program and some guidance on the types of students to invite to the sports event.

11. Business Matters

11.1 Financial Report

The Secretariat reported that IARU funds stood at a healthy balance of USD260,032.07 as of 28 February 2013.

The meeting also noted that USD135,000 has been committed annually for the running of the Secretariat and meeting commitments for the annual Presidents’, Senior Officers’ and GSP Working Committee meetings. The Chair requested that approved proposals should not exceed USD65,000 annually.

At this meeting, Presidents approved funding for two proposals:

- USD25,000 for the IARU Sustainability Conference (in conjunction with the Sustainability Science Congress), and
- USD15,000 for the EdTech Horizons workshop

With these approvals and taking into consideration other commitments up to the end of the year, IARU funds will close the year with an expected balance of USD137,957.30.

11.2 Presidents' Meeting 2014

ETH Zurich will host the next Presidents' Meeting on 24 – 25 April 2014 (Thursday – Friday). Presidents requested for discussion or relevant speakers on the topics of university-industry partnerships, in particular on links with the pharmaceutical industry, industry supported PhDs and entrepreneurship ventures.

The Presidents' Meeting for 2015 and 2016 would be held in Todai and Oxford, respectively. The dates for these meetings would be confirmed through the various Presidents' offices.

11.3 IARU Membership

Presidents requested Senior Officers to propose one or two universities each from South America and Africa for consideration as new members at the upcoming Senior Officers' Meeting. Senior Officers should propose a mechanism for considering new IARU members.

NUS suggested inviting potential member(s) to IARU meetings as observers first, before confirming their status as members. The Chair said that he would take this under consideration.

11.4 IARU Chairperson 2015 – 2016

The Chair announced that he would be stepping down in December 2014, as he would be retiring from ETH Zurich. He encouraged IARU Presidents to begin discussions about the next IARU chairperson and forward their recommendations to him.

Closing and Appreciation

Presidents recorded their appreciation and bid farewell to Beida President, Prof Zhou Qifeng who has retired from his position.

ETH Zurich would assume the Secretariat position from 1 July 2013. The meeting thanked the outgoing Secretariat from NUS, Mr Bernard Toh and Ms Yeap Su Phing for their services over the last four years.

Confirmed Outcomes of the 8th IARU Senior Officers' Meeting

Clare College, University of Cambridge, 29 & 30 October 2012

Introduction & Welcome

IARU Chair President Tan Chorh Chuan welcomed everyone to the meeting and extended a warm welcome to those who were attending the meeting for the first time. He thanked Cambridge University for hosting this meeting. Cambridge Vice-Chancellor Sir Leszek Borysiewicz welcomed the IARU Senior Officers to Clare College and to the meeting. Sir Leszek said that it was meaningful how IARU institutions can come together and openly discuss pressing issues related to the future of universities, in particular, the role of technology in education, and how to sustain research efforts in universities, not forgetting the arts and humanities research in this equation.

1. A Guide to European Research (Presentation from the Russell Group)

Mr Daniel Shah, Senior Policy Advisor from The Russell Group of Universities gave a presentation on "What could EU Research and Innovation Funding mean for IARU". The presentation provided an overview on the Russell Group, Horizon 2020 funding, and internationalization considerations for EU's research and innovation.

Horizon 2020's three pillars are: Excellent Science, Industrial Leadership and Societal Challenges. This funding scheme differs from its predecessor, Framework Program 7 (FP7), in the way that it aims to lessen administrative burden, further integrate research and innovation. Mr Shah highlighted that there were Horizon 2020 funding opportunities for IARU partners to collaborate with EU institutions. The EU recognizes that international collaborations can achieve higher impact. However, the potential challenges for an IARU submitted proposal is that it will have to take into consideration that only certain funding instruments will be available to partners outside the countries participating in the program so that projects under the main Horizon 2020 instruments would require matching funding for non-European partners. In addition, the research topic will have to fit with EU's agenda.

Dr John E. Andersen (KU) shared that while the IARU Ageing, Longevity and Health initiative did not seek funding from FP7 as it was a joint initiative with Beida, thus disqualifying the team's application, KU applied and successfully received funding from its National Institute of Health and other EU agencies. Prof Tan noted that "cross-border funding" such as Horizon 2020, or for interested institutions to co-fund research with their local sources of funding, may be the way forward for IARU's research initiatives.

2. Best Practices on Technology Enhanced Learning

Berkeley, ETH Zurich and NUS shared case studies on IT enhanced learning programs at their campuses.

Prof Robert Price and Prof Pradeep Chhibber from Berkeley, shared that there were four online education models:

- **Professional Masters Degree** is a combination of multi-media learning, which can be taken at students' convenience, with real-time online group discussions with peers or with the lecturer.
- **Online Professional Certificates** as part of working professionals' continuing education requirements.
- **Individual Credit Courses** for full-time Berkeley students, English as a Second Language for students, and for Summer Sessions. Prof Chhibber shared that he taught an online course, and found the experience worthwhile as students have responded enthusiastically. He said that designing and developing an online course was quite demanding, in terms of time and resources, at the beginning.
- **Webcasts and Massive Open Online Course (MOOC).** For the latter, Berkeley is part of edX with Harvard and MIT. EdX had set up a software platform, which Berkeley faculty could use. While edX courses are free of charge for users now, edX may look into charging for certificates and credits in the future.

Responding to queries, Prof Price and Prof Chhibber replied that the motivations for MOOC were the current and potential revenue streams, keenness of a group of faculty members, and that MOOC fulfilled a public service to provide a very wide audience with access to education. Challenges included large dropout rates, resource requirements, high reports of plagiarism, and that the format is mostly suitable for introductory level courses only. Prof Ralph Eicher (ETH Zurich & In-coming Chair) recognizes that MOOC could be an effective platform to impart knowledge to many people, and could change the way students learn (e.g. data compiled can indicate learning curve). However, he was skeptical about how grading could be effectively done. A handful of IARU institutions shared that they were unlikely to jump on the MOOC bandwagon as they were uncertain about the benefits for the university and did not see it as a sustainable model.

Mr Anders Hagström (ETH Zurich & In-coming Secretariat) said that his institution was approaching online learning cautiously. He pointed out that consortia offering online learning were not a new phenomenon – Universitas 21 had attempted this and did not succeed, and many institutions have invested or developed their own software to supplement learning. With the “MOOC” initiatives online learning has become even more of a buzzword, but institutions are unsure if this is just hype or becoming a reality for higher education.

Reflecting on social media such as Facebook and Twitter, the wealth of knowledge online, and the spread of Wi-Fi and mobile applications, Senior Officers considered the possibility that the youths and some faculty members will incorporate technology naturally and organically as learning facilities by their own efforts.

Prof Tan shared that NUS was unlikely to participate in a MOOC, and will concentrate on how online technologies can better serve and enhance teaching. Prof Lily Kong (NUS) gave the presentation, highlighting key examples:

- **Integrated Virtual Learning Environment (IVLE)** is a NUS developed software for students to access academic resources, as well as interact with their classmates and faculty for each subject. Students and faculty have found this to be a very useful resource, and it is unique to NUS.
- Recent classroom innovations include **Question SMS** (students send feedback via mobile messaging to their faculty members) and **Flipped Classrooms** (here, students watch the lecture prior to attending lecture, and discuss their learning in the classroom).

- Another interesting project at NUS utilizes game mechanics, where programming students are kept engaged using an online comic plot which “unlocks” over the semester, and awards “experience points” for completing assignments and participating in discussion forums.
- Webcasts and podcasts are also available at NUS, which is widely used in the e-learning week occurring once in every semester.

Noting that Senior Officers were keen to discuss this issue further, Prof Tan said that this subject would be tabled as an agenda item at the 2013 IARU Presidents' Meeting, and welcomed the opportunity to consider how IARU can perhaps share resources for students, for example, introductory level videos.

3. Brainstorming the Agenda for PM2013

Prof Tan warmly welcomed all IARU partners to the next Presidents' Meeting, which will be held on 8 & 9 April 2013 and hosted by NUS. The draft meeting agenda will be revised to allocate more discussion time for the Value of Research Intensive Universities, strategic directions for IARU initiatives, and the Presidents' Regional Round-up. There was a suggestion for the allocated time for Technology Enhanced Learning to be reduced. Senior Officers' also requested a session with the National Research Foundation (Singapore) to speak about NUS' Campus for Research Excellence and Technological Enterprise (CREATE) where ETH Zurich, Berkeley, Beida and Cambridge have joint research collaborations.

Prof Tan will be handing over the chair of IARU to Prof Eichler on 2 January 2013.

4. Santander Sponsorship Proposals

Prof Simon Goldhill (Cambridge) presented two proposals on behalf of the team comprising Oxford, Berkeley and Cambridge for Senior Officers' consideration:

- **The Failure of the Numerical** is an examination of the role of the numerical in systems of evaluation, and the extent it has informed or distorted social policies. This initiative focus on three strands, which are related to IARU: 1) climate change, 2) health care and 3) education.
- **Urban Design and the Democratic City** explores the relation between the ideas and practices of contemporary democracy and the crisis facing urban design in the modern city. The three strands are: 1) the architecture of mobility, 2) active citizenship and 3) the divided city.

Senior Officers supported the proposal on the Failure of the Numerical, as it is an original and provocative topic, with the potential value of making more persuasive arguments to policy-makers and governments. Prof Barry Halliwell (NUS) commented that there may be other examples more compelling than climate change. Each proposal request was for USD\$2 million over three years, not including overhead costs, which will be borne by the project leads. These proposals will also have leading academics to direct the research efforts, and establish post-doctoral positions for students from other IARU institutions.

Mr Loren Griffith (Oxford) suggested that a separate proposal should be customized for Santander, taking into consideration sponsor acknowledgement and identifying merits in the proposal, which will appeal most to Santander. Prof Goldhill may also wish to consider how other IARU institutions can

play a more significant role in this research project, or how it can be linked to other existing IARU initiatives such as with the IARU Global Summer Program, the Sustainability Officers and the Sustainability Congress by KU to be held in 2014. Prof Goldhill replied that the wider involvement could be incremental, when additional funding became available, for workshops, and when areas of growth were identified.

The Chair said he will explore with Santander, its willingness to make a gift to fund the project. Managing expectations, the Chair said that the size of the sponsorship request was larger than what was initially proposed by Santander, and therefore there was no certainty that this proposal would be accepted. As it is a strong proposal, Senior Officers' urged Prof Goldhill to consider seeking funding from alternative sources if the funding from Santander were unsuccessful.

If Santander were not keen to support the Failure of the Numerical, the Chair would discuss faculty and post-doctorate student mobility opportunities with Santander Chairman, Mr Emilio Botin for their consideration.

5. IARU Initiatives – Looking Back and Looking Ahead

In breakout groups, Senior Officers discussed the activities and initiatives of IARU in the three categories with a view to identify strategies for these categories in the next three to five years:

On **Grand Challenges and Research**, Prof Eichler's group offered a summary on the following key initiatives:

- The Value of Research Intensive Universities (VRIU) can be an effective way to bring focus and conversation to an issue affecting many universities. The project leads were urged to continue their efforts in drafting a joint statement for publication.
- Ageing, Longevity and Health's success was attributed to KU's institutional commitment and Prof Ulla Wewer's leadership. KU shared their interest to take the initiative to the next level – "Ageing 2.0" – leveraging on the funding opportunities available from Horizon 2020.
- While the Sustainable Campus Initiative had achieved much and continue to serve institutions well, some felt that some of the initial momentum had been lost. ANU and ETH Zurich will discuss the leadership of the group, and whether co-leads may be considered.
- The group was also interested to link research and education, so that it can more deeply benefit its undergraduate and graduate students, for example – an IARU graduate school on ageing.

On **Institutional Joint Working (IJW)**, Prof Tan's group acknowledged that various institutions have benefitted greatly from the best practice learning and cultural exchange, in particular by the alumni, librarians, and gender professional networks. Nonetheless, IJW networks did not seem to have very compelling objectives, and ambitious projects such as the HR benchmarking initiative were difficult to sustain. Examining growth opportunities for IJW, Prof Tan recommended that IARU identify topics of institutional interest. Ideas surfaced included networking meetings to discuss IT and data protection, assimilation of international students, inappropriate student usage of social media, and funding/naming opportunities on campus.

One of the challenges IARU faces is related to its publicity and awareness, which maybe limiting the opportunities for bottom-up initiatives, especially from faculty members. IARU may also wish to

consider a greater reach to others in the higher education network through the Campus Sustainability Initiative.

For **Global Education Initiatives** (GEI), Dr Jennifer Barnes' (Cambridge) group distilled that success of any GEI initiatives is dependent on having sufficient focus by way of academic depth, specialized fields and/or a dedicated team such as the Global Summer Program (GSP) Coordinators or the Sustainability Officers to advance the initiatives. The group also expressed support for the Global Cross Disciplinary Tournament, which is a student-led initiative enabling rich learning experiences for them; and like the GSP, exposes students to different points of view. The group also acknowledged that GSP is thriving well under the GSP coordinators and agreed to let well be. There is slow up-take of the Global Internship Program and the Graduate Student Conference, and the group gave the recommendation that these initiatives should be driven by specific academic groups and given greater research focus. Prof Pradeep Chhibber suggested that GEI should consider incorporating "topics that concern the world" such as ethics into its programs.

The meeting identified that there should a conscious effort to continue expanding successful ongoing IARU initiatives, such as the GSP, but to do so without imposing on the momentum existing at the working level. On this note, Prof Tan conveyed IARU's keenness to fund new ideas and projects from initiatives that would like to do more.

Thought leadership, through collective action on issues such as climate change, or a platform to petition the government on issues such as the value of research and the debate on ageing at a national level, would be meaningful for IARU. However, the challenge of reaching out to national governments may be not as effective as a regional grouping that can address issues more specifically. Another area to consider is to seek sources for research funding (perhaps, through the Research Administrators Network) such as through Horizon 2020 and develop joint-research areas. In the meantime, Todai and Yale shared that it may not be worthwhile for IARU to develop research initiatives, as IARU is not a funding body.

Senior Officers were also requested to share with the meeting how IARU could continue to benefit their various institutions. Most cited the value of association with a league of top universities and how the benefits of networking (within IARU as well as externally, out of meeting cycles), sharing best practices and to be able to openly discuss critical issues related to Higher Education. Many also saw value in participating in projects from GEI and IJW.

A synthesis report based on the group's discussion will be prepared for the Presidents' Meeting in April 2013 for further discussion and endorsement.

6. Senior Officers' Regional Round-up

In Australia, all universities are facing increasing pressure attracting students from abroad due to its geographical location and the appreciation of its currency against the dollar. Interestingly, the government has also uncapped the total number of students universities can admit although ANU will not be increasing its student intake. Australia may soon be facing an economic slowdown, and universities foresee cuts in research funding, and increases in indirect costs, some of which have already been implemented. The immigration ministry is also due to review its streamlined visa processes, which started in March, taking into consideration universities' feedback on the impact it has on attracting international students.

Dr Erik Lithander (ANU) also shared that a white paper will be released emphasizing the greater role of Asia in the growth of Australia. If the paper were adopted, it will have a significant role for education and language studies, and provide greater funds for student exchange collaborations with Asian universities.

In the USA, Prof Price shared that Berkeley is currently reformulating its finance model, shared services as well as new revenue streams such as from online education and tuition fees to manage further decreases in state funding. Berkeley is also setting targets to enable 40% of its students to go abroad for student exchange.

In the UK, Dr Toby Wilkinson (Cambridge) shared a recent development where the London Metropolitan University's (LMU) "highly-trusted status" as sponsor for visas to international students was revoked by the UK Border Agency. As it was a retrospective decision, more than 2,000 students who were already enrolled at LMU were given 60 days to be accepted by a new institution or leave the country, sending a damaging message to international students contemplating the UK for their higher studies and uncertainty for other institutions of higher learning. Dr Wilkinson also shared the news of the development of Northwest Cambridge, which is an expansion of Cambridge city over 120 hectares of land for new housing and laboratory space.

Ms Nina Tomlin (Oxford) spoke about the Research Excellence Framework (formerly the Research Assessment Exercise) taking place in 2013, a requirement for UK universities to submit a portfolio of research undertaken every five years, which will determine their score and ranking. She highlighted that these efforts have been very resource intensive.

Both ETH and KU reported that they are doing generally well and continue to receive government recognition and funding support. For example, there is increased investment in researching alternative energy sources at ETH as the Swiss government has decided to withdraw from the use of nuclear energy when the current nuclear reactors come to the end of their lifetimes. In Denmark, there is an increased national interest in ageing resulting in the opening at KU of the world's first and largest Genome Sequencing Centre, a large-scale collaboration between the Danish and Chinese governments.

7. Value of Research Intensive Universities

The initiative leads from NUS and KU presented two draft documents – a report on measuring, and articulating the value of research intensive universities, and a website write-up. A task force was formed, comprising Prof Thomas Bjornholm (KU co-lead), Prof Halliwell (NUS co-lead), Prof Price and Dr Barnes to refine the two draft documents, incorporating feedback from the wider group of Senior Officers as well as more examples from other IARU institutions. Senior Officers requested for a compilation of anecdotes, storylines and comparative situational arguments (e.g. if research were only done at industries and not universities) to supplement various institutions' speeches and individual reports on this topic. These examples could be categorized into – 1) Importance of research, 2) Research-led education, 3) Exchange of knowledge and 4) Economic contributions. The taskforce will also draft a brief position paper intended for the public, for consideration at the 2013 IARU Presidents' Meeting.

Senior Officers also acknowledged the importance of assessing the impact of humanities and social sciences research and to keep the focus of this exercise on supporting basic research. The taskforce may also wish to consider formulating a communications strategy (i.e. similar to the interview

conducted with Times Higher Education). As part of the internal outreach, the Chair agreed with Dr Barnes' suggestion for a workshop to be conducted in parallel with the next Senior Officers' Meeting and to invite relevant faculty members to the meeting to discuss how such a paper might be more compelling or helpful to them.

8. Global Education Initiatives

8.1 Global Summer Program (GSP)

GSP continues to develop well under with the strong support of GSP coordinators from each institution. This year, there were 889 applicants for 21 courses, attended by 352 participants from all institutions. Two surveys were conducted – the end-of-course-survey, and for the first time an “alumni” survey (2008 – 2010 participants). For both surveys, the overall experience on the GSP earned high scores (95.5% and 99.2% respectively). These surveys findings also support GSP's claims that the program offered a meaningful learning experience that came from peer diversity.

Mr Bernard Toh (Secretariat) reported that the funding from Santander for the purpose of student mobility provided a welcomed boost to the program. A total of 127 students benefitted from the USD\$200,000 funding distributed this year.

At the annual GSP meeting on 24-25 September 2012 at Beida, coordinators discussed the future of GSP Ideas included extending the notion of diversity to faculty, i.e. faculty exchange or team teaching, the creation of GSP hubs (where two or three institutions form a GSP course hosted at one institution on rotation), a post-GSP component such as a conference, research week, internships or service learning, or to tie up with existing IARU initiatives. Senior Officers were interested in faculty exchange and GSP hubs, although for the latter, some were concerned that GSP may lose momentum if it were to replace the current model where all institutions conducted at least one course on their campuses.

Senior Officers urged GSP to consider utilizing videoconference facilities for cross-institutional teaching. Mr Hagström shared that the GSP coordinators will develop these future direction ideas, and draft a proposal for funding if required, at the GSP meeting next year.

Ms Sarah Ormrod (Cambridge), who is one of the pioneer GSP coordinators, commented that GSP has grown from strength to strength. Ms Ormrod emphasized the importance for institutions to send students for all courses to maximize participation, and to ensure that students have a valid reason for withdrawals from a course as it has implications on resource planning as well as denies another student a place on the GSP.

Senior officers noted the reports on **8.2 Global Internship Program (GIP)**.

8.3 Global Cross Disciplinary Tournament (GXT)

NUS hosted the second GXT themed “the Future of Cities” on 26 July – 4 August 2012. There were altogether 20 participants from NUS, ANU, Beida, Copenhagen and Oxford. Each group had a mix of participants from all institutions, and they worked virtually, before meeting in Singapore. The strength of this program is the ample opportunities for IARU students lead and drive an international learning event which provides rich cross disciplinary and cross institutional learning.

Supplementing the post-event report by NUS, Dr Xia Hongwei (Beida) shared that the participants from Beida found the experience enriching, and have agreed to NUS students' invitation take up leadership of the third GXT. Beida proposed to keep the size to no more than 30 students (about four to five students each from six institutions). For the 2013 GXT, Dr Xia requested for up to US\$15,000 central funding, which the meeting agreed to. Senior Officers requested Beida to confirm the theme of the 2013 GXT as soon as possible so that early promotion of the event can be made to students.

Dr John E. Andersen (Copenhagen) offered to host the fourth GXT in 2014, with the theme of ageing or public health.

8.4 Graduate Student Conference (GSC)

NUS ran the pilot event with 19 participants from ANU, NUS, PKU, KU, Oxford and Yale. However, there was currently no interest from any IARU partner to host the second GSC. If partners are keen to organize a graduate level conference in the future, they can do so under the GSC.

9. Institutional Joint Working

9.1 Academic IP Pooling and Collaborative Technology Transfer

Prof Chen Dongmin (Beida) presented, via teleconference, an updated agenda for the workshop on 7 to 8 March 2013, which will focus on: 1) University-Industry-Government Partnerships, 2) Creative IP Licensing Models, and 3) Collaborative Spin-Off.

Prof Tony Raven (Cambridge) expressed his concern that there was too much on IP Pooling, which may be problematic for several IARU members. Prof Chen noted this and agreed to Prof Raven's request to include an unstructured session – similar to the format of “IARU regional round-ups” at this workshop for open sharing of issues related to IP pooling and technology transfer. The meeting discussed the target audience for the workshop, which will be primarily senior participants from technology transfer offices, and academics in this field. As it will be the first meeting between the technology transfer specialists, the meeting agreed that it should be an IARU-only workshop, and not to include other institutions.

9.2 Women and Men in Globalizing Universities

Prof Kiichi Fujiwara (Todai) reported on behalf of the group that the data collection led by Prof Angelika Stacey (Berkeley) and Prof Sawako Shirahase (Todai) is progressing well, and preparations are underway for the next workshop which will be held on 28 – 29 October 2013 at ETH Zurich. Prof Fujiwara noted that IARU institutions are either beginning to take stock of the issue, or have reached a plateau; thus there is critical work to be done. The intended outcome of the benchmarking exercise is to compile existing sources of information, to be incorporated into a comprehensive report for cross-national data. ETH Zurich extended appreciation to Todai for taking the lead to revive this initiative.

Mr Indi Seehra (Cambridge) shared a brief presentation on gender monitoring in Cambridge, and offered his assistance to the initiative. To be able to do more at the respective individual institutions, Mr Seehra said the first step was to do the required research to understand this issue, particularly on promotion, tenure and percentage of women on decision-making bodies. He expressed hope that IARU will pool resources and run shared activities for mutual learning.

Senior officers noted the reports on **9.3 Research Administrators' Meeting**, and **9.4 Alumni Associations Summit**.

9.5 Librarians' Meeting

Ms Sue Meher (Cambridge) attended the meeting in Singapore and shared that it was a good meeting with very positive professional exchanges. The group of librarians will follow up with a second meeting in Copenhagen on 24 – 25 June 2013, to discuss the “Sustainable University Library” and outcomes including how to spread awareness of IARU initiatives and support staff, students and faculty of IARU institutions on exchange.

The group's sharing and their self-starting efforts were very encouraging to the Chair and Senior Officers. The Secretariat was tasked to follow up with the Librarians regarding the possibility of setting up internships, similar to the Sustainability Officers' working model.

9.6 Aging, Longevity & Health

Prof Bjornholm and Dr Andersen reported that the initiative has been progressing well with a constant stream of research activities, publicity and other events. The Ageing group will also continue to proactively seek out ways to contribute to the larger IARU umbrella of activities. They see a potential in growing the Ageing initiative (Ageing 2.0) to seek joint funding from Horizon 2020 with interested partners. If appropriate, Professor Halliwell suggested drafting a joint IARU statement for Ageing, focusing on its cross-cultural, multidisciplinary scope.

10. Grand Challenge

10.1 Sustainable Campus Initiative

While the Sustainable Campus Initiative is a flagship for IARU, which had delivered strong outcomes with a good body of work and full IARU participation, some of the Senior Officers remarked that they were uncertain about the current level of energy and progress on the Sustainability Campus Initiative. The Chair requested ANU and ETH to discuss the leadership of this initiative, and make its recommendations at the 2013 IARU Presidents' Meeting. The Chair also requested for a brief report on each institution's sustainability targets, as well as an update on the benchmarking initiative and when an outcome could be expected based on the template that has been developed by KU.

Senior Officers noted the report update for **10.2 Sustainability Fellowships**. This initiative will continue under the leadership of ANU and Yale, with the guidance of the Sustainability Officers.

10.3 Sustainability Science Congress

Prof Bjornholm reported that the scientific steering committee has been established with full representation. The group is now seeking session chairs and keynote speakers, and confirmed the dates for the Congress, which will be held on 8 – 10 October 2014.

11. Business Matters

11.1 Financial Report

Mr Toh reported that IARU funds, as of 30 September 2012, was at a healthy surplus of USD\$280,319.76. Commitments for meetings and initiatives for the remainder of 2012 and 2013 would amount to USD\$68,244.99, including US\$15,000 funds set aside for the Global Cross Disciplinary Tournament.

As IARU members will be receiving US\$20,000 funding from Santander for student mobility in 2013 and 2014, the Secretariat requested that members offset the transfer with the annual fees for IARU membership, which is the same amount. This will also result in cost avoidance from bank transaction charges and currency exchanges. However, for the three institutions that are unable to adopt this offset arrangement, the Secretariat will continue with the current practice of collecting the annual membership fees from them in January and transferring the IARU-Santander GSP Scholarship monies to them when these are received in April/May.

11.2 Senior Officers' Meeting 2013

Berkeley will host the next Senior Officers' Meeting on 5 – 6 November 2013 (Tuesday – Wednesday).

11.3 Secretariat Hand-over

Mr Toh and Mr Hagström announced that the official IARU Secretariat hand-over date from NUS to ETH Zurich would be on 1 July 2013.

Concluding Remarks

Prof Tan thanked meeting participants for their time and valuable inputs at this meeting. He also expressed thanks to the meeting's hosts from Cambridge – Dr Jennifer Barnes and Dr Toby Wilkinson for their hospitality. The Senior Officers' recorded their appreciation and bid farewell to Dr John E. Andersen who has taken on a Chair position at KU's department of Scandinavian Studies and Linguistics. Dr Andersen has been a very supportive pioneer member and active driver for KU initiatives since IARU's inception.

Participants' Biographies

Australian National University



Dr. Erik LITHANDER

Pro Vice-Chancellor, International & Outreach

Dr. Erik Lithander joined the Australian National University in the newly-created role of Pro Vice-Chancellor (International and Outreach) in June 2012. Prior to joining ANU, Erik spent six years as Director of International Affairs at University College Dublin, Ireland's largest university, and was previously the Associate Director (International Relations) at the University of Auckland in New Zealand.

Originally from Sweden, Erik holds a Candidature in Political Science from Université Libre de Bruxelles in Belgium, a BSc Hons (Econ) from the London School of Economics, and a MPhil and PhD from the University of Cambridge where his research focus was on contemporary Latin American literature. He is an alumnus of the executive education program at the Wharton School of the University of Pennsylvania.

The Pro Vice-Chancellor (International & Outreach) provides leadership on international partnerships and international government relations, international students at ANU, national and international student recruitment and admissions, brand and reputation management and domestic institutional alliances.

The key ANU units which form part of this portfolio are the Division of International Operations and Student Recruitment (DIOSR), the ANU Marketing Office, the ANU Office of Strategic Communications and Public Affairs and the ANU North American Liaison Office in Washington DC.

ETH Zurich



Prof. Ralph EICHLER

President

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) and

the AXPO Advisory Board on Sustainability. He currently acts as Vice President of the Rectors' Conference of the Swiss Universities (CRUS), is a member of the swissuniversities Board as well as the Chairperson of IARU.



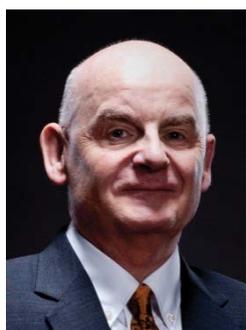
Dr. Jürg BRUNNSCHWEILER

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 Presidents' 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 at ETH Global.

National University of Singapore



Prof. 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 139.

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.



Mr Bernard TOH

Director (Projects & Communications), Office of the President

Mr Bernard Toh joined the University in April 2005 as Director, Office of Corporate Relations. After leading the corporate events and communications team for four years, he was appointed to the Office of the President to assist in projects and communications. One of the projects that he is currently overseeing is the development of the Lee Kong Chian Natural History Museum which will be opened in late 2014. From October 2009 to July 2013, he served as Director of the IARU Secretariat and was recently jointly appointed as Director (Special Projects) in the Office of University and Global Relations, NUS, where he hopes to continue contributing on the international relations front drawing on the experiences and relationships built over the four years serving in the IARU Secretariat.

Prior to joining NUS, Bernard served in the Republic of Singapore Air Force and the Singapore Ministry of Defence for twenty years. His last held appointment with the Air Force was Head Air Manpower, looking after the human resource and capital requirements of the entire air force. Prior to leaving the service, he served as Director Public Affairs of the Singapore Ministry of Defence. Bernard’s academic background includes a Bachelor of Arts (Architectural Studies) from the National University of Singapore and a Master of Business Administration from Cranfield University, UK.

Peking University



Prof. CHEN Dongming

Dean, School of Innovation and Entrepreneurship

Dr. Chen is a tenured full professor in the Faculty of Academy for Advanced Interdisciplinary Studies, Peking University, since September of 2011. He is the Dean of School of Innovation and Entrepreneurship and Director of Office of Science and Technology Development of Peking University.

Dr. Chen was an adjunct Professor of the Institute of Physics, Chinese Academy of Sciences where he served as the co-director of the Beijing National Laboratory for Condensed Matter Physics from 2004 to 2009. Before that he was a Sr. Rowland Fellow and the Head of the Nanoscale Quantum Physics Lab. of Rowland Institute at Harvard University where he worked from 1989 to 2004 and where he led the development of two generations of low temperature scanning tunneling microscope. His academic expertise includes nanotechnologies and advanced semiconductor process integrations, nonvolatile material and device physics, MEMS device and process, MEMS-CMOS integration; spin and quantum device physics. He co-authored more than 70 scientific publications and 200 US and international patents.

Dr. Chen is an Associate Editor and board member of *Applied Physics letter* and *Journal and Applied Physics*; a Sr. Associate Editor of *Chinese Science Bulletin* and an Associate Editor of *Chinese Physics Letter*.

Dr. Chen is a serial entrepreneur. He is the Chief Scientist of 4DS Inc. and a key inventor of 4DS' Metal Oxide Heterojunction RRAM device. He also co-founded Miradia Inc. in Silicon Valley in 2003 where he raised 80M USD from tier-1 venture capitals and led the development of a platform technology for MEMS-CMOS 3D integration for applications in digital micro-mirror array and motion sensors, and successfully licensed company's patent portfolio to a major foundry in Asia.

Dr. Chen is the Board of Director, Sr. Advisor and former Chairman & President of Chinese American Semiconductor Professional Association (CASPA).

University of California, Berkeley



Prof. Robert PRICE

Associate Vice Chancellor for Research

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 Cambridge



Dr. Jennifer BARNES

Pro-Vice-Chancellor for International Strategy

Jennifer Barnes is Pro-Vice-Chancellor and a Deputy Vice-Chancellor in the University of Cambridge.

In 1999 she was appointed Head of Department and Director of Research at Trinity College of Music. The author of *The Fall of Opera Commissioned for Television* (2003), she is recognized as a leading authority on Gian Carlo Menotti, Thea Musgrave, Ethel Smyth and the history of opera in various media.

She has designed a neuroimaging and EEG biofeedback programme to analyze the role of alpha, beta and theta waves in musicians under performance conditions. The resulting programme established the Royal College of Music as a leader in the research of the psychology and physiology of performance.

In 2005 she was appointed the first Group Director of Global Education at BP. She developed an investment strategy for the corporation in over 25 countries.

From 2008–12, she was President of Murray Edwards College, founded as New Hall in the University of Cambridge.

As Pro-Vice-Chancellor and a Deputy Vice-Chancellor, she represents the Vice-Chancellor overseas and in Cambridge. She is the Chairman of University of Cambridge Museums. She is responsible for enhancing the university's global engagement.

University of Copenhagen



Ms. Lykke FRIIS, PhD

Prorector for Education

Ms. Lykke Friis is Prorector for Education since August 2013. Ms. Friis has once before been Prorector at the University of Copenhagen and held the position from 2006 until she was appointed Minister of Climate and Energy in November 2009–2011 and from 2010 also Minister for Gender Equality. She was member of the Danish Parliament from 2011–2013. Earlier in her career she has held positions at the Confederation of Danish Industries, the Danish Institute of International Affairs (Head of Research), the European Parliament and the Danish Ministry of Business Affairs. Ms. Friis holds a 1992 Master of Science in European Studies

from the London School of Economics and Political Science. The following year, she graduated from the University of Copenhagen as Master of Political Science. In 1997, she received her PhD in International Politics from the University of Copenhagen. Ms. Friis has studied and worked with EU and European affairs for many years. She has published scientific articles and often gives lectures on the subject or participates in panel debates at conferences. She has taught International and European affairs, both at the Faculty of Social Sciences at the University of Copenhagen and at Copenhagen Business School. Moreover, she frequently publishes articles on the development of Europe and the EU in various Danish newspapers. She is a frequent guest in Danish television as an expert on European affairs – and on football. In 2008 Lykke was appointed member of the EU Reflection Group established by the European Council.



Mr. Steen ULRICH

Director, Rector's Office

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



Ms. Astrid GUFLEER

Senior Consultant, Rector's Office

Ms. Astrid Gufler is Senior Consultant at the Rector's Office at the University of Copenhagen, where she works with strategic development and public and international relations. She has held previous positions as communication advisor and process consultant in the Merger Secretariat – a temporary unit established to manage the merger of 3 Danish universities – and at the University's International Office. Ms. Gufler's academic background includes a Master of Arts in English/American Studies (major) and Danish and Sociology (minors).

University of Oxford



Mr Loren GRIFFITH

Director, International Strategy

Loren Griffith is Director of International Strategy within the University of Oxford. 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.

The University of Tokyo



Dr. Masako EGAWA
Executive Vice President

Masako Egawa is the Executive Vice President of The University of Tokyo, overseeing public relations, alumni relations, development and international affairs.

Dr. Egawa joined the University of Tokyo in April 2009. From 2001 through 2009, she served as the Executive Director of the Japan Research Center of the Harvard Graduate School of Business Administration (Harvard Business School). Prior to joining Harvard, Dr. Egawa worked in the investment banking industry for 15 years in New York and Tokyo, advising corporations and governments on M&A and capital raising transactions for Salomon Brothers and S.G. Warburg (now UBS).

She received a B.A. in international relations from the University of Tokyo, an M.B.A. from the Harvard Graduate School of Business Administration (Harvard Business School), and a Ph.D. in management from Hitotsubashi University.

Dr. Egawa has served on the Tax Council (advisory body for the Prime Minister), the Financial System Council (advisory body for the Ministry of Finance), Council on Economic and Fiscal Policy (expert member) and Self-Regulatory Board of the Japan Securities Dealers Association. In 2013, she was appointed the chair of the U.S.-Japan Research Institute. Her recent publications include "*Management with Weak Shareholder Orientation*" (Nikkei, 2008) and "*Case Studies of Japanese Companies*" (Diamond, 2010).



Prof. Kiichi FUJIWARA
Professor, Graduate Schools of Law and Politics

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

A graduate of the University of Tokyo (B.A. and M.A.), Professor Fujiwara studied as a Fulbright student at Yale University before he returned to Japan at the Institute of Social Science (ISS). He first joined the faculty at Chiba

University and then returned to ISS for seven years before moving into his present position. He has held positions at the University of the Philippines, Johns Hopkins University, and was selected as a fellow of the Woodrow Wilson International Center at Washington D.C.

Professor Fujiwara is 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), *War Unleashed* (2007), and *Conditions of War* (2013). 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. He is also a film critic with two published works, *America in Film* (2006) and *That's a Movie!* (2012).



Ms. Mayuko NAKAI

Administrative Staff, International Affairs Department

Ms. Mayuko Nakai is a member of the International Planning Group, International Affairs Department of the University of Tokyo since 2007.

She is responsible for various matters relating to international alliances to which the University of Tokyo belongs and training programs for non-academic staff. She also takes care of maintaining a section of the university's website and the production of brochures for international students.

Yale University



Mr. Donald 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 Filer 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 the former U.S.

Representative Bruce A. Morrison of New Haven from 1985 to 1991.

IARU Secretariat



Mr. Anders HAGSTRÖM

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.



Ms. Romana RUTZ

IARU Secretariat

Romana Rutz studied economics, business administration and economic pedagogy at University of St. Gallen (HSG). During her studies, she gained international experience on various long-term internships and volunteer work abroad – amongst others in Ecuador, India and the United States. After graduating with a Master's degree in 2004, she worked first for a consulting company and then as a flight attendant. In October 2012, Romana Rutz joined ETH Global as a programme manager and is responsible for various international projects of ETH Zurich.

Host



Ms. Rexille UY

Program Manager, Institute of International Studies, UC Berkeley

Rexille has been with IIS for over four years. She began her career as a work-study student her junior and senior years at UC Berkeley, and then worked as the Event Specialist & Assistant Office Manager for one year after graduation. As the current Program Manager, Rexille manages the operations and financial matters of the Institute. She plans and executes IIS sponsored events and carries out all lecture and event publicity. She is responsible for funding opportunity announcements and acts as a liaison between awarded faculty and students and the Institute. Rexille has degrees in both Sociology and Media Studies from UC Berkeley.

