



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU Senior Officers' Meeting 2015

University of Copenhagen

22–23 October 2015

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IARU Senior Officers' Meeting – Agenda

University of Copenhagen, 22–23 October 2015

*University of Copenhagen, Main Building
Frue Plads, 1 - Gate A
1017 København - K*

Wednesday, 21 October

- 17:10 *Pick up from Hotel SP34 and walk to the University of Copenhagen.*
- 17:30 *Welcome reception at the University of Copenhagen Ceremonial Hall.*
- 19:00 *Dinner at Restaurant Brdr. Price, Rosenborggade 15-17, 1130 København K*

Thursday, 22 October

- 08:00 *Pick up from Hotel SP34 and walk to University of Copenhagen (Committee Room 3).*
- 08:30 **Opening and Welcome**
Welcome Address to IARU Partners and particular welcome to IARU's future Partner, the University of Cape Town.
Prof. Ralf Hemmingsen, IARU Chairman, Rector of the University of Copenhagen
- 08:40 **Session 1: Senior Officers' Regional Round-up**
- 10:00 **Session 2: Institutional Joint Working**
2.1 Alumni Associations Network (UCPH)
2.2 Collaboration with Futurity (ETH)
2.3 Global Transformation in IARU Member Strategies (ETH Zurich)
2.4 International Students Support Group (Oxford)
- 10:30 *Refreshment break*
- 11:00 **Session 2: Institutional Joint Working**
2.5 EdTech (NUS / Yale) - Joint Online Course DOCC (UTokyo / UC Berkeley)
2.6 Librarians Contact Group (ANU)
2.7 Researchers Administrators' Network (UCPH)
2.8 Technology Transfer and Academic IP Pooling (PKU)
2.9 Women and Men in Globalizing Universities (UTokyo)
- 12:00 *Lunch (Committee Room 4) / Photo session*
- 13:30 **Session 3: Security - Cyber Threats, Terrorism and Surveillance in Open Institutions**
Head of Analysis and Deputy Director at the Danish Defence Intelligence Service,
Mr. Kasper Høeg-Jensen
- 14:45 **Session 4: Future Directions of IARU**
Prepared by ANU, ETH Zurich, UCPH and Yale.

- 15:45 *Refreshment break*
- 16:15 **Session 5: Presidents' Meeting 2016**
(IARU Secretariat/Oxford)
- 17:00 *End of meeting day 1, walk to Hotel SP34*
- 18:30 *Pick up from Hotel SP34 for transfer to restaurant*
- 19:00 **Formal Dinner** (*Restaurant Tårnet*) <http://taarnet.dk/restauranten/>

Friday, 23 October

- 08:00 *Pick up from Hotel SP34, walk to University of Copenhagen (Committee Room 3).*
- 08:30 **Session 6: Celebrating 10 Years of IARU**
Presentation of the shortlisted proposals and selection.
- The Global Challenges of the Next 10 Years (ANU)
 - Campus Sustainability: How Do You Make a Campus "Green"? (UC Berkeley)
 - IARU Going Global (ETH Zurich)
 - IARU Higher Education Summit (PKU)
- 09:30 **Session 7: Sustainability Activities**
- 7.1 Sustainable Campus Initiative & Fellowship Program (UCPH)
 - 7.2 Global University Climate Forum 2015 (Yale)
- 10:00 **Session 8: Global Education Initiatives**
- 8.1 Global Summer Program (GSP) (IARU Secretariat)
 - 8.2 Global Internship Program (GIP) (IARU Secretariat)
- 10:30 *Refreshment break*
- 11:00 **Session 9: Research Collaboration**
- 9.1 Aging, Longevity and Health (UCPH)
 - 9.2 PKU Medical City (PKU)
- Session 10: Novo Nordisk International Talent Program** (UCPH)
- 11:30 **Session 11: Business Matters**
- 11.1 Update on IARU Membership
 - 11.2 IARU Communication & Branding
 - 11.3 Financial Report
 - 11.4 Host and dates for Senior Officers' Meeting 2016 and 2017
 - 11.5 Wrap-up
- 12:00 *End of meeting day 2 / Lunch (Committee Room 4)*
- 13:15 **Tour of the Maersk Building** (*Bus transfer. Back at Hotel SP34 at approx. 14:45*)

Participants

Australian National University

Dr. Davina POTTS – *Director, Division of Global Programs and Engagement*

ETH Zurich

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

Ms. Romana RUTZ – *Programme Manager, ETH Global*

National University of Singapore

Prof. Andrew WEE – *Vice President, University & Global Relations*

Ms. Noreen TAN – *Senior Associate Director, Officer of VP (Univ. & Global Relations)*

Peking University

Dr. XIA Hongwei – *Director, Office of International Relations*

University of California, Berkeley

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

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

University of Cambridge

Dr. Toby WILKINSON – *Head of International Strategy Office, International Strategy Office*

University of Cape Town

Dr. Marilet SIENAERT – *Executive Director Research*

University of Copenhagen (Host)

Prof. Ralf HEMMINGSEN – *President, Chairman of IARU*

Prof. Thomas BJØRNHOLM – *Prorector for Research and Innovation*

Dr. Lykke FRIIS – *Prorector for Education*

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

University of Oxford

Mr. Loren GRIFFITH – *Director of International Strategy*

The University of Tokyo

Prof. Ken FURUYA – *Executive Vice President and Director General, Division of Int. Affairs*

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

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

Yale University

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

IARU Secretariat

Mr. Steen ULRICH – *IARU Secretariat*

Ms. Michela GAIFAMI – *IARU Secretariat*

2.1 Alumni Associations Network

Lead	Australian National University
Reporting	<i>Lea Sublett (ANU), Christine Fairchild (OXfrod), Charlie Shimada (UTokyo), Tania Schwartz (UCPH)</i>
Executive summary	<p>The Alumni Associations Network of IARU has led considerable professional and engagement activity in the last year, including the annual Summit hosted by the University of Copenhagen (October 2014) and the World Alumni Forum at the University of Tokyo (March 2015).</p> <p>This activity has enabled the professional network of the IARU Alumni Associations to evolve, integrate its activities further with partner institutions and increase combined activity with alumni. Further detail on both high-level activities is detailed below.</p> <p>The next Presidents' Meeting will take place in Oxford in April 2016 and the University of Oxford will host another Presidents' Panel followed by a reception for IARU alumni. The future of the World Alumni Forum will be discussed further at the next meeting of the alumni directors in Canberra in October 2015.</p>
Funding to date	USD 12,705 Alumni Association Summit, October 2010
Outcomes of previous meetings	<p>Presidents' Meeting, March 2015</p> <p>Tania Schwartz of the Office of Alumni Relations & Outreach at UCPH reported on the 6th Alumni Associations Summit in October 2014 in Copenhagen. The theme was "Measuring Alumni Engagement". The alumni associations of the IARU universities are very different, which allows for interesting discussions and sharing of experiences among the alumni directors. The summit was concluded by a networking reception with 90 alumni from 7 partner universities. The next Summit will be held in October 2015 at ANU.</p> <p>The first IARU World Alumni Forum was successfully held on 1 March 2015. A total of around 200 participants participated in the forum. Some 60 people joined from overseas and almost half of all participants were non-Japanese. All sessions went well, in particular the Presidents' Panel with 8 IARU Presidents was very much appreciated. Dr. Masako Egawa thanked the Presidents for their commitment and participation.</p> <p>The alumni directors will consider the organization of a next forum in conjunction with the next Presidents' Meeting. The format will need to take into consideration the specific settings at the University of Oxford.</p> <p>Senior Officers Meeting, November 2014</p> <p>The 6th Alumni Associations' Summit was held in October 2014 in Copenhagen. Alumni directors confirmed that they value these summits for benchmarking and inspiration. The summit was concluded by a networking reception with 90 alumni from 7 partner universities.</p> <p>Kiichi Fujiwara updated the Senior Officers on the first IARU World Alumni Forum to be held on 1 March 2015 prior to the Presidents'</p>

	<p>Meeting in Tokyo. There will be several workshops and keynote speeches on the forum's theme "Economics, Culture and Innovation: Lessons from Japan" with one of the best-known architects of Japan and leading people from the business sector. A panel discussion with IARU Presidents and a joint networking reception will also be part of the forum. IARU Chair Ralph Eichler welcomed the idea of IARU alumni getting to know each other and stressed the added value of such alumni receptions to the Presidents' Meetings.</p>
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Alumni Associations Network

IARU Alumni Associations Summit 2015

The Australian National University is the host of the October 2015 Summit. The conference will be held over four days, with two full days of professional activity that enables colleagues representing each partner institution to showcase program successes in the last year. The conference moves from Canberra to Sydney on the final day (Thursday 29 October), where the combined alumni reception will be held. The theme of the conference is “Global Employability of Our Graduates”, and provides an opportunity to discuss the “value proposition” of alumni operations in serving both students and alumni. The conference also highlights ANU’s growth of integrated alumni and philanthropy programs, which have been developed in the last three years to increase engagement with alumni to 50% by the end of 2015. A draft program is attached.

Alumni event at the Presidents meeting in April 2016

Hosted by the University of Oxford, a Presidents' Panel Discussion is planned to be organized on Sunday, the 24th of April, preceding the IARU Presidents Meeting in the University of Oxford. The event is followed by an alumni reception.

Report on the 1st IARU World Alumni Forum (March 1, 2015)

The 1st IARU* (International Alliance of Research Universities) World Alumni Forum was held on March 1 in the University of Tokyo. A total of 240 alumni and faculty from 10 universities participated in the forum. The 45% of the attendees are non-Japanese and 60 alumni living overseas participated in the event.



Key note speech, Prof. Kengo Kuma

Setting the theme of the forum as “Economics, Culture and Innovation: Lessons from Japan,” the forum consisted of the keynote speeches by the professor of the UTokyo Kengo Kuma on “Tradition & Innovation: Japanese Architecture,” and by Vice President and Professor of UTokyo Shunya Yoshimi on “Visualizing Tokyo: Post-war History.”



Panel discussion on the Japanese Political Economy

There were also three panel discussions on the Japanese Political Economy “Where Will the Japanese Economy Go?”, Japanese Traditional & Evolving Culture “Beyond Cool Japan”, and the Presidents’ Panel “Challenge for the Future” which was attended by 8 presidents out of 10 member universities.

On top of the strong messages from the speakers from the IARU member universities, insightful questions from the audience during the Q&A sessions as well as the way speakers sincerely responded to each question highly enriched the entire forum.



Networking reception with the Presidents of the IARU Universities

The forum was followed by the networking reception with the attendance of around 200 participants including the IARU presidents. All the attendees enjoyed communication with their presidents, networking with colleagues from all the universities and the venue was filled with a lively atmosphere. A variety of attractions were performed under the theme of “Japan” colored with performances by alumni of the UTokyo Orchestra.



Off-site tour, in front of Kanda-Myojin Shrine near Akihabara

Preceding the forum, optional off-site tour “Discover Unknown Japan” was conducted on February 28. Participants visited Toraya, a Japanese confectionery company, East Japan Railway Company and met the cleaning angels of bullet trains known as “7 minutes miracle”, experienced Sushi making and had a short tour to Akihabara.

The forum was originally planned as the first joint event held by IARU Alumni Associations Community with a firm belief that we would be able to realize what only the alumni of world-leading universities could achieve. Also with a view to providing the alumni with an opportunity to communicate with their presidents, the forum was scheduled to coincide with the annual IARU Presidents’ Meeting.

According to the follow-up survey conducted for the participants, most of the respondents rated each item excellent or good. Among all the items, the Presidents’ Panel was particularly highly rated thanks to the presidents who had come earlier to Japan in order to attend this panel. It was confirmed at the Presidents’ Meeting on the next day that the second Presidents’ Panel would be planned for the alumni to coincide with the IARU Presidents’ Meeting in Oxford next year, 2016.

This event was hosted by the Alumni Office of UTokyo and realized by the voluntary team of UTokyo alumni members who made remarkable contributions to the entire forum. Some 30 alumni members of UTokyo warmly supported the preparations and operations of the event in good cooperation with UTokyo staff members. This event became a good example to have engaged alumni in achieving such a memorable event as this and generated a good foundation for the future alumni activities.

2.2 Collaboration with Futurity

Lead	n/a
Reporting	Marianne Lucien (ETH Zurich)
Executive summary	<p>In June 2014, IARU entered a partnership with “Futurity – Research News from Top Universities (http://www.futurity.org/). The partnership allows IARU member institutions the option to engage in individual agreements with Futurity for an annual fee, without any subscription obligation, and at no cost to the association. Now, just over one year after the formal partnership, a total of five IARU universities participate on the Futurity platform: ETH Zurich, National University of Singapore, UC Berkeley, University of Copenhagen, and Yale.</p> <p>The report gives an overview of the growth of the Futurity platform in the past year. The research news from the IARU universities reach a large international audience, including journalists from many major news outlets.</p>
Funding to date	n/a
Outcomes of previous meetings	<p>Senior Officers’ Meeting, November 2014 IARU is now associated with Futurity. Each IARU institution can now engage with Futurity’s online platform for science news by entering a bilateral agreement with Futurity at the cost of USD 3,000 per year. To date, ETH, Berkeley, NUS, UCPH and Yale have already opted to do so. ETH reported that since joining on 1 September 2014, about 15 news articles from ETH have been published by Futurity, contributing to an increased visibility of ETH abroad.</p> <p>Presidents’ Meeting, April 2014 On behalf of ETH and UCPH, Marianne Lucien (ETH) presented a proposal to partner with Futurity, a non-profit online knowledge-sharing platform for research news from currently more than 60 universities. Hosted at the University of Rochester, USA, Futurity serves almost 8,000 subscribers, including news outlets, with a daily newsletter with science story ideas. The network has over 20,000 followers on Social Media. Futurity partners only with university alliances, among them AAU, Russell Group and Group of Eight. Berkeley and Yale are currently using Futurity services.</p> <p>Presidents approved the proposal of partnering with Futurity. The association will be at no cost to IARU. Partner institutions opting to use Futurity’s services pay an annual fee (currently USD 3,000), but there is no obligation to subscribe to this service. Presidents indicated that it would be important for institutions opting to use Futurity’s services to receive regular metrics that indicate the value and the reach of Futurity’s newsletter articles, web, and social media presence. IARU will leave specific specifications, such as this one, to be outlined in individual agreements. The Secretariat will communicate the interest to Futurity. ETH and UCPH will draft a memorandum of understanding.</p>

Futurity Partnership – Follow-up Report

In April 2014, IARU Presidents approved a proposal for the association to partner with Futurity – an online knowledge sharing platform. The partnership allows IARU member institutions the option to engage in individual agreements with Futurity for an annual fee, without any subscription obligation, and at no cost to the association. Futurity partners only with university alliances, among them AAU, Russell Group and Group of Eight. At the commencement of the partnership, IARU members UC Berkeley and Yale used Futurity services through another alliance network. Now, just over one year after the formal partnership, a total of five IARU universities participate on the Futurity platform: ETH Zurich, National University of Singapore, UC Berkeley, University of Copenhagen, and Yale.

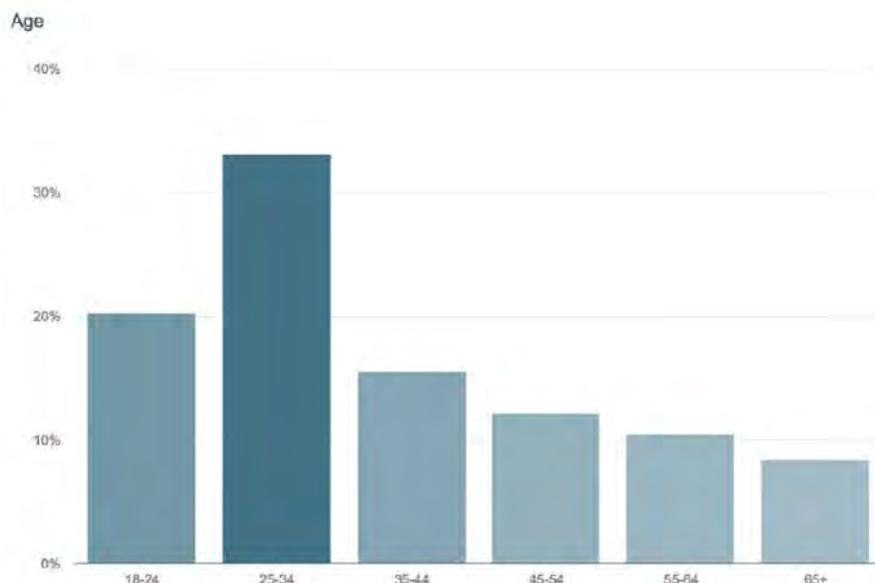
Following is a brief report of the growth of the Futurity platform in the past year (based on data from Futurity's annual report dated: 1 June 2015):

Growth 2014 – 2015

Futurity	2014	2015
Participating universities	60	70
Web traffic (page views)	4.6 million	6.7 million
Newsletter subscribers	7,800	9,000
Social media (followers)		
Facebook	20,000*	72,800
Twitter		15,700
Feedly		27,000
Futurity has recently launched accounts on Flipboard, Google+, and Instagram		
*Facebook, Twitter, and Google+ combined		

Demographics: Age and Gender

Futurity readers are 62% male and 38% female with nearly 35% of readers in the age range of 25 – 34 years.



Top Locations

The top locations for Futurity readers/followers are: United States, Philippines, India, Pakistan, United Kingdom, Canada, Indonesia, Australia, Mexico, and Malaysia.

Annual Report Highlights

- Two IARU member universities (UC Berkeley and Yale) were among the six stories on Futurity that received over 100,000 page views. The **top story** on the platform was viewed 414,000 times.
- Futurity celebrated its **fifth anniversary** and set a record for number of page views—with 6.7 million.
- The "**New York Times Now**" mobile app links to Futurity stories and the US news blog "**At the Edge**" has been running select Futurity stories in entirety.
- The social media platform "**Feedly**" emerged as a popular way to consume Futurity's news. Futurity has more than 27,000 readers – more Feedly readers than NY Times-Science, Technology Review, Phys.org, Discovery News, IFL Science, and Wired-Science.
- Futurity launched a weekend version of their **daily newsletter**, which has more than 9,000 subscribers and a 28% open rate. The subscriber list includes journalists from many major news outlets, including:
 - Jennifer Bogo, executive editor, *Popular Science*
 - Mark Long, news editor, *Wall Street Journal*
 - Anna Nagle, chief online editor, *Nature News*
 - Nick Anderson, higher education writer, *Washington Post*
 - Lindsey Foster Blumberg, producer, *Science Channel*
 - Julie Hare, higher education editor, *The Australian*
 - Alyssa Botelho, writer, *New Scientist*
 - Patti Parson, managing producer, *PBS NewsHour*
 - Sharon Gaudin, senior reporter, *Computer World*
 - Scott Jaschik, editor, *Inside Higher Ed*
 - David Braun, senior editor, *National Geographic Digital Media*
- Futurity launched **social media channels** on Instagram and Flipboard. They noted that Twitter continues to be a significant source of traffic for Futurity stories. Some of Futurity's influential followers include:
 - Sandra Ackerman, senior editor of *American Scientist*, @sj_ackerman
 - Elizabeth Quill, senior editor of *Smithsonian magazine*, @ElizQuill
 - Eli Pariser, co-founder of *Upworthy*, @elipariser
 - Jason Bittel, science writer for *Slate/NatGeo*, @bittelmethis
 - *HuffPost Science*, @HuffPostScience
 - Bill Trinen, senior product marketing manager at *Nintendo*, @trintran
 - Ben Gruber, science/environment writer for *Reuters*, @benreuters
 - *How Stuff Works*, @howstuffworks
 - *SmartPlanet*, CBS, @SmartPlanet

In less than one year, ETH Zurich has experienced promising results in terms of story distribution and promotion with nearly 75,000 page views on our Futurity profile and our top stories with a much broader distribution in some of our target regions.

2.3 Global Transformation in IARU Member Strategies

Lead	ETH Zurich	
Reporting	<i>Dr. Barbara Becker (ETH Zurich)</i>	
Executive summary	<p>The purpose of the Global Transformation initiative is to understand and analyze how IARU institutions engage with developing countries or emerging economies and draw conclusions for potential collective action.</p> <p>A first workshop took place on 3–5 May 2015 at ETH Zurich. The aim was to share and discuss the partners' experiences. Preceding the workshop, IARU members had participated in a survey on their relations with developing countries.</p> <p>The group agreed that the topic needed further attention within IARU, the participants wish to continue their collective exploration of this idea. Based on the workshop discussion the GT group has prepared a concept paper which includes the following preliminary ideas for action:</p> <ul style="list-style-type: none"> ▪ Tools for capturing and promoting GT data ▪ Synergy with the Global Summer Program (GSP) ▪ Synergy with the Global Cross-Disciplinary Tournament (GXT) ▪ Philanthropic funding for scholarships ▪ Links with leading institutions in the “South” or affiliated alliances ▪ Ethical standards for international collaborations ▪ Presidents' Statement ▪ Commitment of funding ▪ Mandatory progress reports <p>The concept paper will be further elaborated for the PM in spring 2016 after which the group wishes to meet again (preferably at UCT) to agree on the implementation of suggested activities.</p> <p>This document contains:</p> <ul style="list-style-type: none"> - Draft Concept Paper - Report of the 1st GT Workshop <p>For approval:</p> <p>For the next meeting in May 2016, the GT working group requests funding of USD 10,000.</p>	
Funding Request	USD 10,000 (May 2016)	2 nd GT Workshop
Funding to date	USD 3,300 (May 2015)	1 st GT Workshop (ETH Zurich)
Outcomes of previous meetings	<p>Presidents' Meeting, March 2015</p> <p>Tania Schwartz of the Office of Alumni Relations & Outreach at UCPH reported on the 6th Alumni Associations Summit in October 2014 in Copenhagen. The theme was “Measuring Alumni Engagement”. The alumni associations of the IARU universities are very different, which allows for interesting discussions and sharing of experiences among the</p>	

alumni directors. The summit was concluded by a networking reception with 90 alumni from 7 partner universities. The next Summit will be held in October 2015 at ANU.

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The alumni directors will consider the organization of a next forum in conjunction with the next Presidents' Meeting. The format will need to take into consideration the specific settings at the University of Oxford.

Senior Officers Meeting, November 2014

The 6th Alumni Associations' Summit was held in October 2014 in Copenhagen. Alumni directors confirmed that they value these summits for benchmarking and inspiration. The summit was concluded by a networking reception with 90 alumni from 7 partner universities.

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Global Transformation in IARU Member Strategies - Draft Concept Paper

Introduction

Global Transformation (GT)¹ is a new term which tries to capture the dynamic shifts from a bipolar to a globalized world. While until recently the world was divided between the rich “North” and the poor “South”, this dichotomy no longer reflects the political and economic conditions of the world around us. Subsequently, universities do no longer either belong to the “developed” or the “developing” world, nor do categories such as “established” versus “emerging” universities mirror a clear-cut geographical or geopolitical reality. Most emerging economies, such as the BRICS, face within their countries a wide variety of economic conditions and a broad range of quality standards in Research and Higher Education (R&HE).

In national policies (such as in Switzerland) the shift from a bipolar to a multipolar world is reflected in moving from “development cooperation” to “international cooperation” or “global cooperation”. At the international level the current transition from the “Millennium Development Goals (MDGs)” to the “Sustainable Development Goals (SDGs)” reveals the same conceptual (and operational) shift.

So far there has been little debate how universities respond to this transition. IARU is in a privileged position to reflect its respective experiences and share them in a position paper – similar to the IARU Position Paper on “The Knowledge Ecosystem – Measuring the Value of Research Intensive Universities”. Analogous to the key activity on the value of research intensive universities, the GT position paper should be complemented by a collection of best practices of various IARU members and supported by conceptual key documents (literature review). Ultimately, the ambition is to agree on a core commitment in relation to the GT paradigm, and possibly provide guidelines similar to the IARU “Green Guide for Universities”.

Objective

The objective of the concept paper is to define the collective IARU position and commitment to address the challenges of global transformation. It provides management, international offices or other relevant units of IARU members with reflections and arguments on the collaboration with partner institutions in developing countries or emerging economies.

Basic considerations

Asymmetric partnerships

The paradigm shift of a bipolar world to a globalized world has implications on universities. In the past, the bi-polar world has often resulted in two types of international relations at the academic level: peer-to-peer relations with similar “established” universities in the “North”, and largely asymmetric partnerships with institutions in developing countries (“emerging” universities). Such asymmetric

¹ The participants in the GT learning initiative agreed to use this term as an appropriate novel expression of today’s geopolitical environment. A recent example of using the term in the sense of the GT initiative: <https://www.bonn-conference.net/>

“North-South” relations traditionally have been driven by researchers in the North interested in development or (tropical) environment specific topics; they have largely been triggered by humanitarian motives and incentives; and they have been supported through funding of development cooperation agencies. Often, researchers from the North have been dominant in agenda setting and in providing the resources, leading to asymmetric power relations and dependencies. This description of conventional “North-South” relations, however, primarily reflects a Euro-centric world view. IARU is well set to balance this view with complementary perspectives.

Neoliberal world-view

Globalization is largely driven by the paradigm of free trade and economic growth. The internationalization of the academic world takes place in this neoliberal context. For the survey on relations of IARU members with “developing countries” and “emerging economies”, they were defined as countries included in the [DAC List of ODA Recipients](#). While this pragmatic approach facilitates the classification and communication on the meaning of GT in our context, it reveals the underlying assumption that the economic indicator GNI/capita is an adequate approximation to assess the R&HE landscape of a country. It remains to be discussed whether this economic world-view appropriately captures the relevant dimensions of research and education.

Motivations

The objectives and expectations of collaborating with partners in developing countries and emerging economies are manifold. The main incentive is a genuine academic interest and the opportunity to gain diverse perspectives on scientific problems. It enhances the possibilities of ensuring that scientific knowledge generated at the universities address and provide solutions to the grand global challenges. It enables researchers to address topics specific to the environment and resources of developing countries and emerging economies. At the faculty level, it opens new perspectives and access to data that are otherwise not accessible.

At the institutional level, it opens new academic markets to attract good doctoral and postdoctoral students. In addition, it is a good opportunity for the university to contribute to their corporate responsibility. While recruiting good students from developing countries and emerging economies may be criticized as brain-drain or “war” for talents, it contributes to capacity building of these candidates in the humanitarian tradition of development cooperation.

If students are involved in such collaborations, their intercultural competences are strengthened and they learn to organize themselves in a challenging environment. They are exposed to different social realities and get engaged in activities that may raise their awareness and increase their social sensitivity.

Beyond the benefit to the individual researcher or student or the university as an institution, the collaboration with partners in developing countries and emerging economies is a contribution to science diplomacy, often in environments where other political instruments are less promising. It may also pave the way for industry relations and open future markets, in particular through establishing alumni networks.

New opportunities

Under the influence of globalization, the focus of partnerships with universities in emerging and developing countries is shifting. As developing countries and emerging economies are investing into

strengthening their academic institutions, the number of potential partners – and at the same time competing institutions is growing.

Chameau (2013)² argues that such partnerships can bring benefits to both sides:

- *Established universities bring experience and reputation while emerging universities bring the energy of a 'start-up' along with resources.*
- *Established universities can accelerate their discoveries through expanded resources and emerging universities gain the experience and credibility of the network.*

While the interaction between “established” and “emerging” universities may not be entirely symmetric, it can provide a win-win situation³. As IARU is not threatened by competition from “emerging” universities, it can benefit from their fresh spirit and from increased diversity of its knowledge ecosystem⁴. In addition, IARU can demonstrate that it takes its commitment to global responsibility seriously, beyond immediate short-term economic or scientific benefits.

IARU is an alliance of global universities. It integrates universities from different geopolitical, cultural and historical backgrounds. In view of the increasing importance and dynamic shifts in weight between different world regions, IARU is an ideal platform for finding the right balance between striving for excellence and exclusivity among peers and recognition of potential benefits of greater inclusion, fresh insights and increased awareness – the energy of a 'start-up' along with resources.

Expected outcomes

The scope of this initiative covers research and education, such as individual or institutional research collaborations, country-specific programs, educational programs, capacity building or student exchange. The expected outcome of the IARU initiative is to share and discuss experiences on engaging with emerging and developing countries at the institutional level, identify best practices and areas where we can work together, and develop a set of guidelines to serve the IARU community.

More specifically, the GT initiative intends to:

1. *Implement ambitious mission statements*

In their mission statements, all IARU member universities somehow refer to “making a better world” and “contributing to the solution of global challenges and problems”. Global transformation relates directly to these statements by faculty collaboration with partners in regions where these challenges are most pertinent. A joint IARU statement would add value to the discourse on global transformation in the higher education landscape.

² Dr. Jean-Lou Chameau: Research Universities and the 'Spotify' Moment. The Times Higher Education Global Summit, 3rd, October 2013. <http://www.kaust.edu.sa/speeches/2013-oct-9.html>

³ Chameau (l.c.): “... a new paradigm within the research environment that goes beyond the more classical forms of interaction. ... They can offer win-win solutions through collaborative-competition among not only well-established universities, but also between them and emerging institutions, fostering the pursuit of excellence among all the partners. Not all these partnerships will produce world-changing scientific results, but I can assure you that they will succeed in fostering understanding among diverse communities. We live in a world where civility and respect for the ideas of others are sometimes forgotten and replaced by division and destruction. These scientific networks can only benefit understanding and mutual respect, especially through the multiplier effect provided by the young people who participate in these ventures.”

⁴ Innovation towards ensuring our shared sustainable future is no longer confined to conventional sites of global research leadership, but is emerging across the globe. (Going Global 2016)

2. *Increase awareness of drivers and motivations*

The initiative should spark interest and leverage the topic in the home institutions and within IARU. It should identify incentives and convey arguments to researchers and university leaders as to why one should invest in the collaboration with developing countries.

3. *Overcome asymmetries*

The [KFPE⁵'s Guide for Transboundary Research Partnerships](#) - 11 Principles & 7 Questions, presented at the first workshop of the GT learning initiative in May 2015 provides recommendations for intercultural research partnerships.

4. *Expand and refresh the knowledge and innovation ecosystem*

In line with the IARU position on the Value of Research Intensive Universities⁶ the GT initiative promotes diversifying the IARU knowledge ecosystem by deliberately valuing the fresh spirit of “emerging” universities in research collaboration and student exchange as additional asset.

5. *Use the IARU member capability for long-term commitment*

IARU can build on multiple sustained collaborations of its members with key institutions around the world. It can capitalize on the experiences achieved over years and decades to strengthen its collective network.

6. *Establish a world-wide network of future leaders*

Today, most universities in developing countries and emerging economies are embedded in a wide network of researchers in the diaspora, including at IARU universities. IARU members can build on this (formal or) informal network of faculty with strong linkages in the societies of their home countries. Vice versa, IARU alumni may occupy key positions in the public or private sector of their home countries which can open promising opportunities.

7. *Capitalize on the integration of UCT as new IARU member*

With the IARU membership of UCT as of 2016, the first member of the “Global South” will have a voice at the IARU table. This will bring fresh perspectives to the IARU discussion and (presumably) strengthen the GT world-view.

8. *Leverage funding from external sources*

Mobilising funds for collaboration with developing countries often remains a challenge. IARU members are particularly interested in sharing experiences on this issue. It would be desirable if the initiative would help attract additional funding, e.g. from the private sector or development agencies. Joint efforts and liaisons between IARU members may be an advantage in the acquisition of external resources.

Ultimately, these outcomes can be summarized in two overarching goals:

- *Contributing to the Sustainable Development Goals (SDG), specifically 4 and 17⁷*

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

⁵ Swiss Commission for Research Partnerships with Developing Countries

⁶ <http://www.iaruni.org/institutional-joint-working/value-of-research-intensive-universities/knowledge-ecosystem>

⁷ <https://sustainabledevelopment.un.org/content/documents/7261Post-2015%20Summit%20-%202020June%202015.pdf>

- **Strengthening a new narrative on global transformation**

IARU has the opportunity to introduce the concept “Global Transformation” in the discourse on the internationalization of research and higher education. It can shape the discussion on the inclusion of developing countries and emerging economies in forward-looking university partnerships.

Concerted action

Starting point

Most IARU members have a reference to “global responsibility” in their mission statement, though not specifically addressing the collaboration with developing countries. Many IARU members have strong programs in or with Africa, as well as with China and India. Within IARU universities the majority of activities with developing countries or emerging economies is highly decentralized and therefore not easy to capture. According to the survey of spring 2015, IARU members are active in 90 of the 149 DAC list countries. Most activities are with partners in East and South Asian countries⁸.

While the survey showed a broad range of approaches and instruments applied by IARU universities, it did neither reveal clear patterns of activities or regional priorities, nor obvious differences between IARU members from Asia, Europe or the USA. It reflected the decentralized nature and diversity of contacts with developing countries and emerging economies.

Concerted action of the GT learning initiative will be implemented in three fields: (i) conceptual guidance, (ii) exchange of experiences and mutual learning, and (iii) joint action and instruments.

(i) Conceptual guidance

The current draft concept paper is meant as preliminary work towards a final position paper on “Facing Global Transformation”. The paper should provide guiding principles, and include a vision and mission statement related to GT. It should show how GT principles are inherent in addressing global challenges.

The position paper will follow the model of the IARU Position Paper on “The Knowledge Ecosystem—Measuring the Value of Research Intensive Universities”. Analogous to the key activity on the value of research intensive universities, the GT position paper should be complemented by a collection of best practices of various IARU members and supported by conceptual key documents (literature review). Ultimately, the ambition is to agree on a core commitment in relation to the GT paradigm, and possibly provide guidelines similar to the IARU “Green Guide for Universities”.

(ii) Exchange of experiences and mutual learning

At their first meeting in May 2015 the IARU GT officers agreed to maintain their exchange of experiences and mutual learning. They want to continue with regular, structured meetings of the working group as forums for discussion and as sharing opportunities. This regular exchange may finally result in a think-tank function on GT issues for the benefit of IARU.

The group expects added value from information sharing and pooling of experiences in facing common challenges. The IARU GT officers anticipate that this exchange and mutual learning may lead to leveraging connections of members. At the practical level, the exchange may lead to the

⁸ The majority of the nine IARU members, who participated in the survey, have some type of collaboration with institutions in the following countries (in brackets: number of IARU members with linkages to the respective countries): China, India, South Africa (9), Brazil, Chile, Indonesia, Malaysia, Thailand (8), Egypt, Mexico, Turkey (7), Colombia, Philippines, Vietnam (6).

coordination of activities or concerted action by IARU member universities who work in the same country, e.g. in Myanmar or in specific African countries. They may share their knowhow and pool their resources.

The group highly welcomes the admittance of UCT as new IARU member and expects an additional authentic perspective to dealing with GT.

(iii) Joint action and instruments

1. Tools for capturing and promoting GT data

All IARU members, who participated in the survey on their relations with developing countries and emerging economies, had difficulties to acquire the requested data, and in many institutions the data was not available in the form needed. International offices often do not have full knowledge of the wide range of decentralised activities of individual chairs.

Hence, we suggest exploring options of databases on the international relations of each IARU member. The International Knowledge Base IKB⁹ of ETH Zurich may serve as an example. It contains information on ETH Zurich's international contacts, exchange programmes and collaboration links. The web platform features a global report (public) and detailed reports which are available per country, institution, department and professor for ETH members only.

2. Synergy with the Global Summer Program (GSP)¹⁰

GT, in essence, complements other IARU initiatives, and aligns rather nicely with the Global Summer Program, which is aimed at fostering leadership and global engagement among the younger generations by creating opportunities through our summer programs for students from this group of leading research universities to come together, and to live and learn together. While GSP courses vary in content and approaches, they are guided by common principles, among them the importance of student engagement with critical issues of the 21st century. Many also extend the learning opportunities beyond the classroom to include service and other forms of experiential learning. More recently, some GSP partners have also provided internship and research-centered initiatives as part of the program.

While GSP has been extremely successful in realizing its stated objectives, it is also constrained by the nature of the IARU alliance. Despite the fact that many of the critical issues of the 21st century involve the global south, the latter is not represented within the alliance. Essential voices and perspectives, thus, are missing from the discourse.

The Global Transformation initiative aims to fill this intellectual gap. Though details remain to be fully flushed out, GT's most significant contribution is the centrality that it places on the global south, not only as the subject of, but also a partner in, our global engagement. Expanding this circle of partnership will allow GSP to evolve to the next level of engagement.

The GT working group has also anticipated the funding challenge, particularly as it pertains to the affordability of program for students from the global south, and noted that collective fundraising (through joint proposals to corporations etc.) may be necessary.

⁹ <https://www.bi.id.ethz.ch/ikb/>

¹⁰ <http://www.iaruni.org/gsp>

3. *Synergy with the Global Cross-Disciplinary Tournament (GXT)*¹¹

Global Cross-Disciplinary Tournament is a student-run competition among students of IARU institutions. The last tournament was hosted by the Australian National University in 2014.

The GT working group considers the GXT to be favourable in promoting student initiatives and engagements between students from different cultural backgrounds and societal realities. With the University of Cape Town joining the IARU network, the GT working group wishes to recommend enhancing the GXT in a manner that allows global transformation at the student level. The GT working group suggests that the student association in charge of organizing the next GXT may consider devoting the tournament to the subject of global transformation. A possible topic could be “The Future of a Global Society”.

4. *Philanthropic funding for scholarships*

Similar to the support by Santander to the GSP, it would be desirable if the initiative would help attract additional funding, e.g. from the private sector or development agencies. Joint efforts and liaisons between IARU members may be an advantage in the acquisition of external resources.

5. *Links with leading institutions in the “South” or affiliated alliances*

Starting points could be existing programs of IARU members with which other IARU members may want to liaise, or regional alliances such as continental Academies of Sciences or university alliances.

Joint activities with such institutions may e.g. comprise field courses or postdoc programs.

6. *Ethical standards for international collaborations*

International collaboration, particularly with new partners in unfamiliar countries, requires a high degree of sensitivity to cultural and ethical norms and diverse political and legal environments.

We therefore suggest that IARU agrees on a model text on ethical standards for international collaborations which can be adopted by or adjusted to the specific conditions of the IARU members or their collaborating partners.

Examples are the [KFPE's Guide for Transboundary Research Partnerships](#) - 11 Principles & 7 Questions mentioned above, or the “[Code of Conduct for scientific cooperation of ETH Zurich](#)” adopted in 2014.

7. *Presidents' Statement*

Analogous to the [Presidents' Statement on sustainability](#) we suggest developing a short statement of GT commitment of the IARU Presidents.

8. *Commitment of funding*

The statement may include a voluntary commitment of funding for GT specific activities, e.g. in the order of 1% of the university budget, or the rate of 0.7% as the recommended [UN target](#) on ODA spending, or the equivalent of the home country commitment of each IARU member.

9. *Mandatory progress reports*

Similar to the [Individual Campus Sustainability Reports](#) we finally suggest uniform reporting of GT related activities and commitments to be shared among all IARU members.

¹¹ <http://www.iaruni.org/gei/gxt>

Next steps

The GT working group wants to pursue the implementation of the measures suggested above. All participants of the first workshop in May 2015 are committed to continue their collaboration and to convert the recommendations in tangible outcomes.

As a first step the group asks for reactions and comments by the SOM to revise the current concept paper before the PM in spring 2016. The revised version will serve not only as input for the PM, but also as basis for a session proposed to the [Going Global Conference 2016](#), which coincidentally will take place back-to-back to the scheduled workshop in Cape Town in May 2016. The GT working group has submitted this idea for the 10th IARU anniversary competition (See Annex to Session 6.1 in the Tome).

More concrete steps will be agreed at a workshop in May 2016 at UCT, for which the GT group requests IARU funding. The group will prioritize the list of joint action and instruments and will elaborate a plan for implementation.

It is intended to nominate a smaller working group for regular communication and interaction. The current project coordinator volunteers to continue steering the process of preparing guidelines and other documents as suggested. The individual members of the GT group will advocate the implementation of measures within their own universities.

The expected outcome is twofold:

On the one hand, we envision a final position paper on “Facing Global Transformation”, providing guiding principles and including a vision and mission statement related to GT. It should be complemented by a collection of best practices of various IARU members and supported by a literature review.

On the other hand, the ambition is to agree on a core commitment in relation to the GT paradigm. For this purpose the group will explore the potential for joint commitment to the activities listed above or voluntary agreement on selected measures by individual IARU members – similar to the commitment the IARU sustainability initiative.

The expected time-frame is to submit a plan of concerted action for approval to the SOM 2016 / PM 2017.

The drafting committee:

Barbara BECKER (Project coordinator), ETH Zurich Kiichi FUJIWARA, The University of Tokyo

Helle SAMUELSEN, University of Copenhagen Khatharya UM, UC Berkeley

Khatharya UM, UC Berkeley

2.3 Global Transformation in IARU Member Strategies - 1st Workshop Report

Lead	ETH Zurich
Reporting	<i>Dr. Barbara Becker (ETH Zurich)</i>
Executive summary	<p>The purpose of the Global Transformation initiative is to understand and analyse how IARU institutions engage with developing countries or emerging economies and draw conclusions for potential collective action.</p> <p>A first workshop took place on 3–5 May 2015 at ETH Zurich with the participation of eight IARU universities. The aim was to share and discuss the partners' experiences in engaging with emerging and developing countries at the institutional level.</p> <p>Preceding the workshop, nine out of the ten IARU members had participated in a survey on their relations with developing countries. Each university contributed its experiences through a short presentation and a poster focusing on best practice examples.</p> <p>The group agreed that the topic needed further attention within IARU. The rather unfamiliar term “Global Transformation” was considered an adequate approximation to capture the shift from a bipolar world view (“North-South”) to the dynamics of globalization.</p> <p>The participants wish to continue their mutual learning. A drafting committee will prepare a concept paper for the SOM 2015 which should include first ideas for action. It will be further elaborated for the PM in spring 2016 after which the group wishes to meet again (preferably at UCT) to agree on the implementation of suggested activities.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Workshop report on the Global Transformation initiative
Funding to date	<i>USD 3,300 for the inaugural workshop 2015</i>
Outcomes of previous meetings	<p>Presidents' Meeting, April 2015 The first workshop will take place on 3–5 May at ETH Zurich, the results of which will be presented at the next Senior Officers' Meeting.</p> <p>Senior Officers' Meeting, November 2014 The project coordinator conducted a series of targeted interviews and a literature review to frame the questions of the intended mapping of current institutional approaches and arrangements of IARU members in relations with emerging and developing countries. There is solid support among partners for the working group, but there are still uncertainties about the focus of the group. Senior officers therefore requested an “idea paper” to communicate to potential participants what to expect.</p>

Global Transformation in IARU Member Strategies – Workshop Report

ETH Zurich, Switzerland, 4–5 May 2015

IARU Representatives

The following individuals had been nominated as representatives in this initiative, of which nine provided input into the survey, and nine participated in the workshop (programme in the **Annex**):

University	Name	Function	Participation	
			Survey	Workshop
ETH Zurich	Barbara BECKER (Project coordinator)	Director for Global Transformation Affairs, ETH Global (bio)	√	√
NUS	Adeline ANG	Senior Manager (China & IARU), University & Global Relations	√	√
PKU	MA Wanhua	Professor, Dept of Education & Human Development Director, Centre for International Higher Education, The Graduate School of Education	√	-
	Dr. ZHU Hong	Assistant Professor, Graduate School of Education Peking University		√
UC Berkeley	Khatharya UM	Associate Professor Ethnic Studies Department, Asian American Studies (bio)	√	√
Cambridge	Toby WILKINSON	Head, International Strategy Office (bio)	√	√
UCPH	Jane LYDIKSEN	Project Coordinator, Emerging Markets (bio)	√	√
	Helle SAMUELSEN	Head, Department of Anthropology (bio)		√
Oxford	Ed NASH	Strategy Officer (East & Southeast Asia) (bio)	√	√
UTokyo	Kiichi FUJIWARA	Professor, Graduate Schools for Law and Politics, Policy Alternative Research Institute (bio)	√	√
	Itsuo NAKANO	Project Specialist, International Affairs Department (bio)		-
Yale University	(Don Filer)	(Executive Director of the Office of International Affairs, IARU Senior Officer)	√	-
ANU	Elise KLEIN	Post Doctorate Fellow, Centre for Aboriginal Economic Policy Research (bio)	Participation withdrawn	

In addition, the workshop included the following participants:

Host (ETH Zurich)

Prof. Gerhard SCHMITT – *Senior Vice-President ETH Global, Professor Department of Architecture*
 Jürg BRUNNSCHWEILER – *Director ETH Global*
 Patricia HEUBERGER – *Programme Manager, ETH Global*
 Romana RUTZ – *Programme Manager, ETH Global*
 Christina VAN LIGTEN – *Administration and Events, ETH Global*

Guests (only May 4, morning session)

Prof. Isabel Günther, Nadel, ETH Zurich (only May 4, morning session)
 Dr. Angelika Wittek, Student Exchange Office, ETH Zurich

Invited speakers (only May 5, opening presentation)

Prof. Emmanuel Frossard, Department of Environmental Systems Science, ETH Zurich
 Dr. Jon-Andri Lys, Commission for Research Partnerships with Developing Countries

Objective of the initiative on “Global Transformation” and aim of the workshop

The project coordinator Barbara Becker from ETH Zurich introduced the IARU Global Transformation initiative which has the purpose of understanding how IARU institutions engage with developing countries or emerging economies (also known as the “Global South”). The scope of this initiative covers research and education, such as individual or institutional research collaborations, country-specific programs, educational programs, capacity building or student exchange. The expected outcome of the IARU initiative is to share and discuss experiences on engaging with emerging and developing countries at the institutional level, identify best practices and areas where we can work together, and perhaps propose a set of guidelines to serve the IARU community. Depending on where interest areas overlap, this network can seek to delve deeper into related topics and continue as a more permanent working group.

Experiences of IARU members on engaging with emerging and developing countries

Each university contributed its experiences through a short presentation and a poster focusing on best practice examples (shared with the participants via Dropbox).

The presentations showed the great diversity in approaches and experiences of IARU members. One common denominator was the observation that the majority of activities with developing countries or emerging economies is highly decentralized and therefore not easy to capture. More or less all IARU members have a reference to “global responsibility” in their mission statement, though not specifically addressing developing countries. Many IARU members have strong programs in or with Africa, as well as with China and India.

Best practice examples included *i.a.*

- The **NUS** Program for Leaders in University Management (PLUM) from ASEAN, China and India to discuss ideas and practices related to university governance;
- the program of the **University of Oxford** in Burma/Myanmar (jointly with NUS and ANU);
- student involvement in community work outside the university (e.g. with NGOs) by **UC Berkeley**, their Global Campus vision, and the Blum Center for Developing Economies;
- a working group “Global Development” under the Rectorate of **UCPH**, chaired by Helle Samuelsen, and a new Master course “Global Development” at the interface of economy and anthropology;
- Academic exchange agreements of **Peking University** with six African universities in South Africa, Egypt, Tanzania and Sudan;
- the **Cambridge-Africa** Programme with a focus on supporting and mentoring African researchers, mainly at post-doc level, to empower them to become internationally competitive research leaders
- The Knowledge-Based Economy Initiative at the **University of Tokyo** with a layered approach to different country categories;
- small grants to kick-off collaboration with developing countries by **ETH Zurich**, and a comprehensive database on individual international contacts for internal use.

Presentation and discussion of survey results

Methodology

An “ideas paper” on relations with developing countries was circulated to all IARU Key Contacts in December 2014 to identify the participants in the initiative and stimulate thinking in preparation of the survey. The survey was conducted online between February and April 2015. Nine IARU members participated in the survey.

The survey covered questions related to which emerging economy and developing countries IARU universities are active in, as well as types of activities, opportunities and challenges that were encountered. “Developing countries” and “emerging economies” were defined as countries included in the DAC List of ODA Recipients.

Results

In total, IARU members are active in 90 of the 149 DAC list countries. The majority of activities is with partners in East and South Asian countries.

Table 1: Number of IARU members active in DAC list countries (responses to the question: *Does your university have any form of partnerships with the following countries?*)

# of IARU members with positive response	Countries
9	China, India, South Africa
8	Brazil, Chile, Indonesia, Malaysia, Thailand
7	Egypt, Mexico, Turkey
6	Colombia, Philippines, Vietnam
5	Argentina, Bhutan, Ethiopia, Ghana, Iran, Kazakhstan, Kenya, Laos, Myanmar, Peru, Tanzania, Uganda
4	Costa Rica, Jordan, Lebanon, Mongolia, Morocco, Sri Lanka, Ukraine
3	Botswana, Cambodia, Ecuador, Lesotho, Nepal, Nicaragua, Nigeria, Pakistan, Zambia
2	Armenia, Azerbaijan, Bangladesh, Benin, Bolivia, Burkina Faso, Cuba, Georgia, Liberia, Madagascar, Malawi, Mali, Namibia, Rwanda, Serbia, Syria, Uruguay, Zimbabwe
1	Afghanistan, Belarus, Bosnia and Herzegovina, Cameroon, Cote d'Ivoire, Eritrea, Former Yugoslav, Gabon, Gambia, Grenada, Guatemala, Haiti, Honduras, Iraq, Jamaica, Korea Dem. Rep., Libya, Maldives, Mauritius, Montenegro, Montserrat, Mozambique, Panama, Seychelles, Sudan, Tajikistan, Togo, Uzbekistan, Venezuela, Yemen

While the survey showed a broad range of approaches and instruments applied by IARU universities, it did not reveal clear patterns of activities or regional priorities. It did not expose obvious differences between IARU members from Asia, Europe or the USA. It reflected the decentralised nature and diversity of contacts with developing countries and emerging economies.

The survey results and the individual presentations of the IARU members complemented each other very well and gave good insight in the complexity and heterogeneity of institutional approaches to such relations. They provided a good starting point for the discussion on common interests.

Feedback on the survey

Terminology: The terminology used in the survey was not entirely clear and could have been defined more precisely. For example, some participants understood the word “partnership” as a formal agreement, while others interpreted it as any research collaboration. Other terms with potentially different meanings were “link”, “contact”, “education programme”, or “priority (country)”.

The participants did not see much value in defining shared interpretations of these terms, but they agreed on precise and specific wording in the forthcoming discussions in order to understand each other correctly. The expression “global transformation” was new for all participants, and was not an established terminology in any of the institutions. Nonetheless, the group agreed that in principle the expression captured well the global dynamics, where categories like “North” and “South” or “developed” and “under-developed” no longer adequately reflected global relations. The participants appreciated that the term “global transformation” did not refer to development anymore.

Gaps: All IARU members had difficulties to acquire the data needed for the survey, and in many institutions the data was not available in the form needed. International offices often do not have full knowledge of the wide range of decentralised activities of individual chairs.

One aspect which the survey did not capture was the universities’ strategies of outposts, hubs or subsidiaries. Several IARU universities use such facilities for different strategic purposes such as attracting students from the region, as offices for student exchange or alumni groups, as science diplomacy outposts, or as regional laboratories to have well established infrastructure in the region where it is needed. NUS has overseas colleges in the US, Sweden, Israel and China and business school offices in China. University of Tokyo has overseas offices in Beijing and Nanjing to coordinate the curriculum of joint degree programmes.

Funding: The group discussed whether funding of collaboration with developing countries or emerging economies could be estimated, and how much each university invested in such collaborations. Most of the IARU universities handle funding for targeted research at the department or institute level. In these cases the central administration does not record these figures separately. In addition, it is difficult to quantify the universities’ in-kind contributions in such projects.

If one department has many activities in developing countries, like the department of immunology and tropical diseases at Oxford, it naturally spends a large amount of funds in collaboration and infrastructure in tropical countries. One pragmatic approach in estimating the investment may thus be identifying the departments with the strongest commitment on development-related topics.

Mobilising funds for collaboration with developing countries often remains a challenge. IARU members are particularly interested in sharing experiences on this issue. At the University of Copenhagen and previously at ETH Zurich, the national agencies for development and cooperation have been important sources of funding research collaboration with developing countries. As public funding for research is allocated based on academic excellence, it is sometimes difficult to explain the added value of scientific collaboration with developing countries. It is therefore important to demonstrate the genuine academic interest in the respective research.

Drivers: The main incentive to cooperate with colleagues in developing countries and emerging economies is a genuine academic interest and the opportunity to gain a different perspective on scientific problems. Other drivers of lesser importance are scientific prestige and funding opportunities.

Use of the survey results: The group agreed that the survey results should not be widely communicated since they are a one-time snapshot and only understandable if contextualised in a broader discussion and validated by the background information of the individual IARU members. In particular, the results should not be interpreted as ranking of any kind. As the data must be seen in function of the objective of the IARU initiative, there was no interest in extensive quantification of investments in collaboration with developing countries. The group did not see much added value in repeating or expanding the survey. However, the survey results were considered a valuable input for the workshop discussions.

Clarification of objectives and expectations

Objectives of the workshop: First, the workshop aims at mutual learning and exchanging experiences in the field of global transformation at IARU member universities. Participants are particularly interested in best practice examples and in sharing what works and what does not work.

Second, the workshop should serve as a platform to critically reflect on the paradigm shift from a bipolar world view to global transformation and the corresponding terminology. The workshop strives at a common understanding of what is meant by global transformation and how our own universities and IARU can contribute to this discourse.

Objectives of the Global Transformation learning initiative: In their mission statements, all IARU member universities somehow refer to “making a better world” and “contributing to the solution of global challenges and problems”. Global transformation relates directly to these statements by faculty collaboration with partners in regions where these challenges are most pertinent. If IARU agreed on a joint statement, this would add value to the discourse on global transformation in the higher education landscape. If the University of Cape Town accepts the invitation to become a IARU member, this may add an additional perspective to dealing with Global Transformation.

The initiative should serve to spark interest and leverage the topic in the home institutions and within IARU. It should identify incentives and convey arguments to researchers and university leaders as to why one should invest in the collaboration with developing countries. It would be even more desirable if the initiative would help attract additional funding, e.g. from the private sector or development agencies.

At the practical level, the initiative may lead to the coordination of activities or concerted action by IARU member universities who work in the same country, e.g. in Myanmar or in specific African countries. They may share their knowhow and pool their resources.

Objectives of collaboration with developing countries: The objectives and expectations of collaborating with partners in developing and transition countries are manifold. At the faculty level, it opens new perspectives and access to data that are otherwise not accessible. At the institutional level, it opens new academic markets to attract good doctoral and postdoctoral students. In addition, it is a good opportunity for the university to contribute to their corporate responsibility. If students are involved in such collaborations, their intercultural competences are strengthened and they learn to organise themselves in a challenging environment.

Conclusion

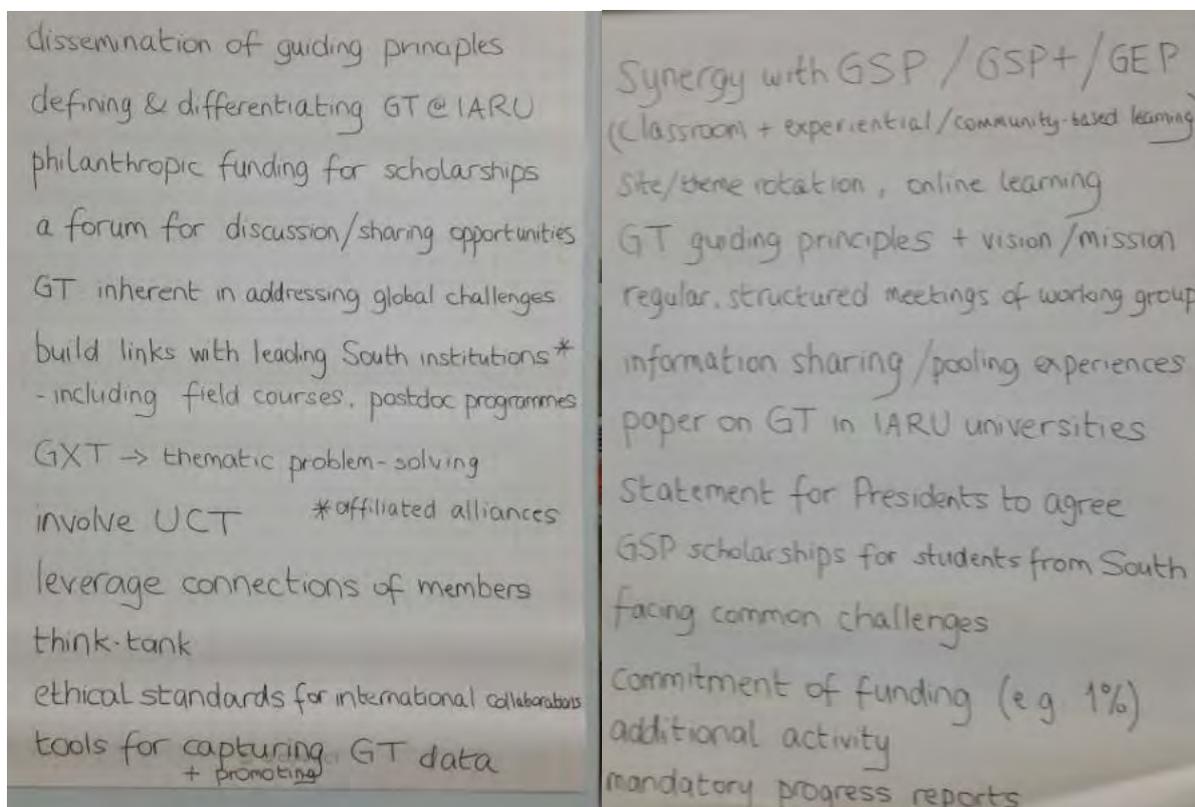
After the first day of discussion, the group concluded that the topic needed further attention within IARU. The rather unfamiliar term “Global Transformation” was considered an adequate approximation to capture the shift from a bipolar world view (“North-South”) to the dynamics of globalization. All participants volunteered to identify elements for a potential proposal to the SOM and subsequent PM on the continuation of the initiative.

Principles and lessons learnt in transboundary and intercultural research partnerships

Two invited guest speakers shared their experiences with intercultural research partnerships. Jon-Andri Lys, the Executive Secretary of the Swiss Commission for Research Partnerships with Developing Countries (KFPE) presented the KFPE's Guide for Transboundary Research Partnerships - 11 Principles & 7 Questions. Emmanuel Frossard, Professor for Plant Nutrition at the ETH Zurich and President of the CSRS Foundation, complemented this presentation by the example of the Centre Suisse de Recherches Scientifiques (CSRS), Côte d'Ivoire. The CSRS was founded in 1951 as a platform for Swiss researchers in Africa. Since 2001, it has gradually been converted into an African-led regional research centre. (The two presentations are included in the workshop Dropbox).

Future joint activities and next steps

The participants wish to continue their mutual learning. They collected a number of ideas for potential joint action (see photos below).



The group agreed to pursue two lines of follow-up action:

- i. to prepare a publication on the concept of Global Transformation and its implications for research-intensive universities. This publication should follow the model of the IARU key activity on the “Value of Research-Intensive Universities” and corresponding documents.
- ii. to assemble a list of activities and commitments of IARU member universities which can strengthen the relationships with developing countries or emerging economies. This list will comprise best practice examples as well as voluntary collective action to which IARU members may commit themselves.

A drafting committee composed of the representatives of ETH Zurich, UC Berkeley, UCPH and UTo-kyo will synthesize these suggestions in a concept paper for the SOM 2015. This paper should be short, clear and summarize the guiding principles of the forthcoming full document, and particularly include a vision and mission statement. In addition, it shall already describe a set of specific actions. The draft concept paper shall be circulated by the end of June to all workshop participants. The drafting committee expects feedback until mid-August to finalize the draft by the end of September.

The concept paper will be further elaborated for the PM in spring 2016 after which the group wishes to meet again (preferably at UCT) to agree on the implementation of suggested activities.

bb, 11 July 2015

2.4 International Student Teaching & Support

Lead	University of Oxford
Reporting	<ul style="list-style-type: none"> • Lynda Mathey, Registrar, Student Life (Australian National University) • Anthony Dangerfield, International Student Team (University of Cambridge) • Ed Nash, International Strategy Office (University of Oxford)
Executive summary	<p>Following discussion of International Student Teaching and Support at the November 2013 and 2014 Senior Officers' Meetings, and the April 2014 Presidents' Meeting, in March 2015, 17 academics and administrators from across the IARU institutions, together with selected external contributors, met at the University of Oxford to discuss the challenges our universities face in providing teaching and support services to international students, and the possible solutions to these issues.</p> <p>This paper summarizes the background to that meeting, the activities of that meeting, and attendees' hopes for future International Student Teaching and Support activity. It concludes with a request for funding for a future meeting to look at more specific aspects of the ways IARU institutions support international students. The proposed meeting will be hosted by the Australian National University in April 2016.</p>
Funding Request	USD 10,000 2 nd Meeting at ANU – April 2016
Funding to date	USD 6,300 1 st Meeting at Oxford – March 2015
Outcomes of previous meetings	<p>Presidents Meeting, March 2015 IARU universities have different standards in supporting international students. In the inaugural meeting at the end of March in Oxford, the group will explore the best approaches to teaching support and social/cultural support for international students. A possible outcome may be a recommendations paper for the benefit of both IARU universities and other institutions. A number of external speakers such as iGraduate are invited to the meeting. President Tan Chorh Chuan suggested to also address international students' integration and the culture of communication on campus (in particular through Social Media).</p> <p>Senior Officers' Meeting, November 2014 Senior Officers endorsed the funding request of USD 10,000 for the first meeting of the group to investigate the best approaches to international student teaching and support. The meeting will take place in spring 2015 in Oxford with strong support from Cambridge. Partners also reported difficulties with this group to identify the right people at their universities. As academic skill development will be a major topic of the meeting, the aim is to get an academic support group together.</p>

	<p>NUS shared that 60% of its student cohort is international. NUS' support of international students is targeted at integrating international students socially with home students and local people. Academic services are offered to all students, without particularly addressing international students. NUS would like to learn more from partners' experiences with peer-mentoring services. PKU is interested in learning more about the support of international students studying in a foreign language. A topical session of the Presidents' Meeting 2015 will be devoted to the role of the international offices of the IARU universities in accommodating an international student body.</p>
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Support for international students at IARU universities

Introduction

At the Senior Officers' Meeting in November 2014 the University of Oxford presented a bid for funding for an initial meeting to discuss the challenges IARU institutions face in teaching and supporting international students. The meeting was held in Oxford in late March 2015. Attended by 17 members of staff from eight IARU universities, as well as three external presenters, the meeting looked in-depth at aspects of teaching and support practice identified by a 2014 survey, reported to that year's Presidents' Meeting.

Context

IARU universities are amongst the world's most international, in 2014 proportions of international students ranged from eight percent up to 39 percent (the average was 21 percent). There is already an array of support available to international students at IARU universities, although there is little standardization of the services that international students can expect across the Alliance's institutions.

Every IARU university offers additional support in both academic skills and social adaptation for international students. However, at some universities these services are only available on a specific basis, for example when a student needs remedial assistance, and often students receive a different standard of support depending on the course they are studying or the college they are assigned to. Overall there is little standardization of the sorts of support available, though feedback from colleagues who deal with international students reveals that the issues they experience are similar across the IARU institutions.

International Students Teaching and Support inaugural meeting report

The schedule for the inaugural IARU International Students Teaching and Support meeting was designed with the aid of feedback from across the IARU institutions. The two-day meeting included presentations, workshops and selected student and external speakers; all the events were designed to encourage discussion between delegates about the issues. A full schedule for the meeting is appended.

Each session at the meeting was designed to accommodate discussion and exchange of practice, ideas and experience in international students' issues. Following these discussions, feedback at the conclusion of the meeting rated student support services as the most popular topic for future activity by the group.

Attendees at the meeting rated discussion of support services as the most important area for future activity by the group. Key topics for future discussion are:

- *Cultural integration*
- *Orientation*
- *Use of technology in student support*
- *Holistic care*
- *Students' mental health*

Attendees asked that future activity be based around:

- *Workshops*
- *Meetings with international students*
- *Aimed at the future compilation of best practice guidelines and/or student support tools.*

International Students Teaching and Support second meeting: supporting students in a new culture

In order to continue IARU's International Students' Teaching and Support activities, the Australian National University proposes holding a second International Students Group meeting in Canberra in the first half of 2016.

The meeting would last two days, and would include presentations by officers from different institutions, presentations by external organisations with expertise in different aspects of international students support, and themed roundtable discussions on different aspects of social/cultural support for international students. A sample schedule is appended.

Further topics of interest to Senior Officers can be considered for the meeting and the Australian National University would be happy to work with IARU partners to ensure that aspects of student support practice of particular importance to them are included in the meeting agenda.

Funding for International Students Group second meeting

The Australian National University estimates the total cost of holding the meeting would be around \$10,000 USD, assuming an attendance of 24 officers. The University wishes to submit a bid for these funds to IARU Senior Officers for their consideration.

This estimate does not include the cost of attendees' travel to Canberra, or of accommodation in Canberra (though the University would be able to book accommodation on attendees' behalf).

It does include the cost of all elements of the meeting, as well as all meals (excepting breakfast, which is normally included with accommodation). The University will also endeavor to provide some cultural opportunities in Canberra.

Progress Report 2013 -2015

Presidents' Meeting, March 2015

IARU Presidents surveyed the activities of the March 2015 meeting approximately a month before it took place.

Senior Officers Meeting, November 2014

Oxford presented a bid for funding to host a meeting to explore different IARU institutions' initiatives to aid in the teaching and support of international students. IARU members voted unanimously to award these funds.

Presidents' Meeting, April 2014

Oxford has collected data from IARU partners to assess challenges international students face and the support provided to them. Funding aspects were not included in the discussions. Partner universities reported a desire to learn about the best approaches to international student support, Oxford proposes to host a meeting to explore the initiatives and define the minimum recommended standard for supporting international students.

Presidents agreed to form a group to share experiences and best practices for supporting international students. Oxford will present a draft agenda and a funding request to the Senior Officers' Meeting in November 2014 for a first meeting of the group in early 2015. PKU suggested including discussions on ways of facilitating the flow of international students to non-English speaking countries. Erik Lithander (ANU) referred to the annual "International Student Barometer" survey. The company "i-graduate", which runs these surveys, is based in the UK and might be invited to the Oxford workshop.

Senior Officers' Meeting, November 2013

Many international students face challenges in making a successful transition to their new institution. Universities need to consider how to help the various groups of international students to thrive and reach their academic potential. Loren Griffith (Oxford) proposed on behalf of Oxford and Cambridge to create a joint institutional working group focused on the teaching and support of international students at IARU universities.

APPENDIX 1: "IARU International Student Support Meeting – Schedule", meeting to take place at the Australian National University, Canberra, Australia

APPENDIX 2: "Support for International Students at IARU Universities", report submitted to IARU Presidents' Meeting, April 2014

Appendix I: 2nd IARU International Student Support Meeting – Schedule

Australian National University University House

Wednesday April		
Time	Event	Venue
4 pm	Welcome Acknowledgement of Country Cultural Event	University House
6.30 pm	Welcome dinner with DVC Academic Marnie Hughes-Warrington, Australian National University	University House

Thursday April		
Conference day one: Exploring Best Practice		
Time	Event	Presenter
9.00 am	Keynote address: International Students as part of the ANU Living and Learning Community	Professor Richard Baker, PVC Student Experience Australian National University
9.30 am	Presentation: Our Choice, Our Needs	ANUSA International Student Department; Council of International Students Australia (CISA) - TBA
10.00 am	Morning Tea with Students	
10.30 am	Presentation: Internationalisation of the Curriculum – Strategies for Teachers	Glen O'Grady, Deputy Director, The Centre for Higher Education Learning and Teaching, Australian National University
11.00 am	Presentation: Group work participation	Students & Lecturer
11.30 am	Presentation: Academic Skills Support – The ANU Start Right Program	Dr Thuy Do, Learning Adviser, Academic Skills and Learning Centre, Australian National University
12.00 pm	Lunch	
1.00 pm	Panel Discussion: Expectations of International Students – Transition to Success	Panel of International Students from the Australian National University
2.00 pm	Presentations and discussion: Employment and Internship opportunities for International Students	IARU Officer (TBA), Dr Vinh Lu, Director of Engaged Learning, CBE, Senior Lecturer, Research School of Management, Australian National University

		Paul Preston, Manager, Student Experience and Career Development, Australian National University
3.15 pm	Break	
3.30 pm	Presentation: Mentor Programs to help International Students Settle and Succeed	Dr Stephen Milnes, Deputy Director, Student experience Australian National University
5.00 pm	Session closes	
6.00 pm	Academic Dinner Bruce Hall	

Friday April		
Conference day two: Integration and Success		
Time	Event	Presenter
9.30 am	Panel Discussion: Integrating International Students – Residence and Community	Dr Rochelle Williams, Head of Bruce Hall; Dr Ian Walker, Head of Toad Hall, Lynda Mathey, Registrar Student life, Australian National University
10.00 am	Panel Discussion: International Students' Mental Health - Early Intervention Strategies and Support Programs	BlackDog Rep (TBA), BATYR Rep (TBA), Carolyn Farrar, Manager, University Counselling & Health Centre, Australian National University,
10.30 am	Morning Tea	
11.00 am	Presentation and Workshop: Mainstream versus Central International Student Support	3 IARU Officers (TBA)
11.30 am	Tour of Parliament House or War Memorial	
1.00 pm	Lunch LBG	
2.00 pm	Workshop Support for International Students – Best Practice across	Lynda Mathey, Registrar Student Life, Australian National University, IARU Officer (TBA)
3.30pm	Afternoon Tea	
4.00 pm	Conclusion and Farewell	

Appendix II: Support for international students at IARU universities

Introduction

Despite a global trend towards greater internationalization in higher education, students still face significant barriers to integration into university life in a foreign country. Adapting to new academic expectations, as well as living in a different culture, both continue to be problematic to significant numbers of students, including at IARU institutions.

With proportions of international students ranging from eight percent up to 39 percent (the average is 21 percent), the IARU universities are amongst the world's most international. This means that they are able to benefit from the excellence of their international populations more than many other universities within their countries, but also that they must address the challenges faced by international students on a greater scale.

In a survey of IARU institutions, the most commonly reported challenges encountered by their international students were perceived to be:

- Understanding new academic expectations
- Confidence expressing themselves in the classroom
- Studying in a second language
- Knowing what support services their university offers
- Engaging outside their social/cultural/language group
- Financial pressures (high international fees, higher cost of living than in their home country)

This paper follows a report presented jointly by Oxford and Cambridge at the 2013 Senior Officers' meeting, which suggested the establishment of an IARU working group for international student teaching and support. It presents the results of a survey of IARU institutions' approaches to supporting international students, illustrating the main trends in support programmes. The final section suggests further IARU joint working in student support, through the creation of a working group and the publication of a paper defining minimum and ideal standards for international students' support.

Current provision

There is already a wide array of support available to international students at IARU universities, although there is little standardization in the sorts of services that international students can expect across the Alliance's institutions. All of the IARU universities surveyed provided additional support in both academic skills and social adaptation for international students, or for all students. However, at some universities these services are only available on a specific basis, for example when teaching staff decide a student needs remedial assistance, and in many cases students may receive a different standard of support depending on what course they are studying or what college they are assigned to.

For the sake of clarity, this paper categorises ongoing student support activity into three main areas:

- Programmes that aid international students in their academic studies
- Programmes that aid international students' social integration
- Language programmes

As well as splitting into these three areas, support activities can also be divided between programmes that are available to all students (although may be especially useful for international students) and programmes that are only open to international students.

Programmes that aid academic studies

Academic studies support that international students can draw on takes a variety of forms at IARU universities. At all institutions this activity is targeted at improving core academic skills vital to teaching and research, such as critical thinking, note taking, essay writing, and exam preparation. However, the ways in which this support is provided differ widely, from dedicated learning centres staffed by professional personnel, to structures whereby students support each other, to online provision.

Common forms of academic support include:

Teaching centres

The most intensive form of support provided is through dedicated teaching centres, such as The Australian National University's Academic Skills and Learning Centre (ASLC). The ASLC provides additional teaching assistance in key academic areas, including transition to higher education, note-taking, research, oral presentations, academic writing and exam preparation. Students who use the service can attend study skills workshops, or arrange one-to-one tutorials with professional learning advisors. The 50-minute tutorials provide an opportunity for students to submit and discuss written work; they can be used to seek guidance on sensitive issues such as meeting progress requirements, disciplinary conventions and presenting papers.

Other institutions have similar services, one example being the Centre for Internationalisation and Parallel Language Use at the University of Copenhagen, which aids with both language teaching and academic skills.

Student mentoring

Another intensive, though less formalized, form of support is through student mentoring. Mentoring arrangements are common at various Oxford and Cambridge Colleges, though their design varies. Academic-focused mentoring systems include, for example, a programme at one Oxford college in which specially selected postgraduate students are paired with undergraduates and meet regularly to read and critique their essays in a semi-formal, tutorial-type environment. Typically, postgraduates are paid an hourly rate for taking part in such systems.

The University of Tokyo also uses more experienced students to provide support for international students, under a system that is designed to aid both academic skills development and adaption to daily life in Tokyo.

Another mentoring-style system also common at Oxford and Cambridge colleges is 'college parents', under which first year students are paired with second year undergraduates who provide both academic advice and social and pastoral care. Such arrangements are typically designed and initiated by undergraduate students and offer a friendlier, more holistic type of support than purely academic programmes. College tutors report that first year students value the academic support given by academic parents very highly, especially in terms of advice on performance in tutorials. This demonstrates the value of student-to-student interaction in adaptation to new learning cultures.

Study skills materials

Provision of study skills materials – whether online or through distributed material – is also a major form of academic support provided by IARU universities. Such material increasingly has taken the form of videos and other more engaging material, rather than text. Online study skills material is desirable from the point of view of universities, as the material can be verified to ensure absolute accuracy. It is also generally an affordable approach, offers a uniform service to all students, and can even help enhance an institution's profile, if there is open access to the material via the Internet. The main drawback of this approach is that videos are not interactive in the way that face-to-face discussions with academic staff, fellow students or professional learning advisors are.

In all of these examples, the support provided is open to all students, but many institutions report that international students are more likely to make use of – and benefit from – such services.

Social programmes

The challenges international students may face in integrating socially with home students and local people have been universally recognised by IARU institutions. All surveyed universities run additional social activities for international students – often shortly after enrollment – and most also provide support to existing university societies in running such events. As with academic support programmes, activity in this area includes both initiatives specifically designed for international students, as well as programmes designed for all students, but which may have particular benefits for international students.

Common social programmes include:

Orientation programmes

Many IARU institutions' international offices or student administration departments run orientation or welcome events for international students. These take part around the start of academic courses and range from aiding the student with formal duties such as opening bank accounts and registering with local immigration officials (where necessary), to social events including trips to local tourist sites, welcome dinners and other cultural events. In some instances they may also involve an academic element, such as additional lectures to clarify study expectations.

As well as orientation on arrival, some institutions provide pre-departure events to introduce incoming international students to the academic and social aspects of their institutions. These include the bridging courses run for selected students by the National University of Singapore and the integrated approach taken by the University of Cambridge, under which incoming international students can attend social events organized by alumni in their home country before taking part in institutional and college orientation programmes when they arrive in the UK.

Funding for national student societies

At universities where societies play a prominent role in student life, it is common to see national societies (e.g. The Chinese Students and Scholars Association) providing a wide range of social integration and transition events. As with orientation programmes run by university administrators, national societies' events range from support with vital activities, such as finding accommodation, through to social events. Many national student societies are also specifically founded to create cultural bridges between their members and host nations, as well as students of other nationalities at the university.

Oxford's International Strategy Office has recently begun supporting national student societies with small grants to fund events designed to bring together students of several nationalities. The Office initiated the programme after a study of international students at the University found that integration with students of other nationalities was one of biggest challenges for international students.

Language programmes

The importance of language skills to the achievements of international students and staff at IARU universities has long been recognized, and many Alliance institutions have provided additional language services for several decades. Such services can be delivered by academic departments or dedicated centres and are either free or incur small fees (further to any fee that students may be paying for attendance at the university).

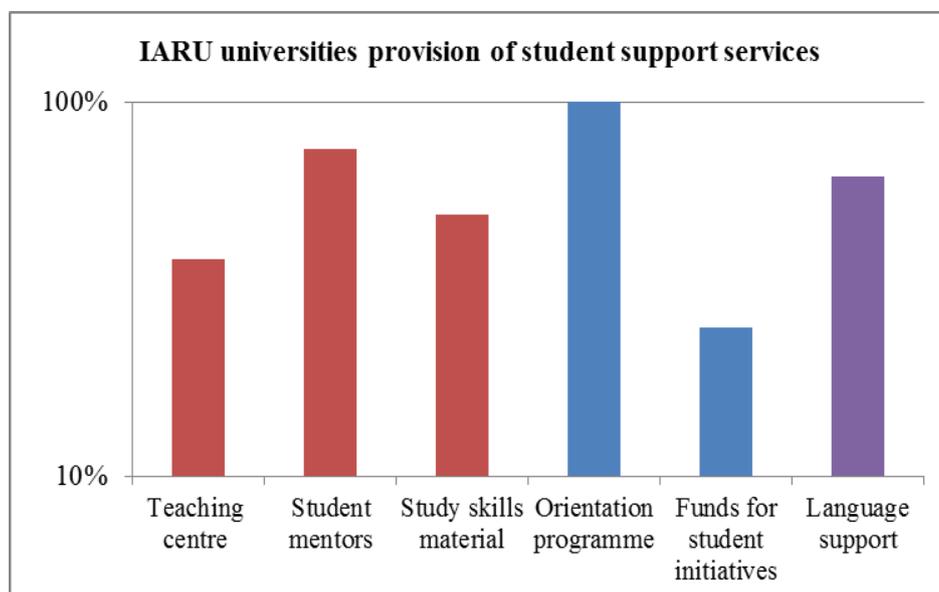
The growing scale of internationalization at IARU universities over the past two decades has increased the need for this provision, with many institutions noting that difficulty studying in a second language is one of the most commonly reported challenges faced by international students. Provision of language training is increasingly seen as vital from the start of studies – or even before. The University of Tokyo not only provides a variety of Japanese language classes for international students, but also provides e-learning materials to international students due to attend the University, so they can begin their Japanese studies before enrollment.

The increasing ubiquity of English as the international lingua franca of academia has simultaneously encouraged an increase in English language learning services at leading research universities. The Centre for Internationalisation and Parallel Language Use at the University of Copenhagen offers both Danish language courses and courses on academic English. These courses were previously available solely to international students, but have recently been opened up to all students, at home students' request.

Language support services are typically available to all students (as opposed to international students only), but many IARU institutions report that international students are more likely to make use of such services than home students. Several IARU institutions specifically advise international students to use language services, despite the fact that the services are open to all students. When this advice is delivered through other international student support services it can aid in providing a holistic support experience.

At Peking University, language training is integrated with social programmes through a student-organized one-to-one language partner program, under which international and Chinese students are able to learn their mutual languages from each other.

Table 1: Ubiquity of different types of student support services at IARU institutions, according to survey responses



Programmes' success and ongoing challenges

Success in international student support is difficult to define and measure. So far, most support services provided by IARU institutions have focused on academic skills development, social issues and language, while the tendency of international students to lack confidence when expressing themselves has not been explicitly confronted. Nevertheless, institutions that have surveyed support services' users say that using such services helps international students feel confident about study. This suggests that well implemented support services can provide a holistic experience, strengthening students' ability in several areas.

The Australian National University notes that the number of international students attending academic skills support workshops and induction sessions open to all has increased, while events specifically targeted at international students are often less well attended. The University has therefore encouraged provision of and student attendance at such universally accessible sessions. Providing student support services that are universally available can both aid in study skills and encourage students of different nationalities to mix. Importantly, it can also serve to reduce the stigma of students of certain nationalities needing 'remedial' classes that others do not. Nevertheless, international students often do face genuine learning challenges that differ from other students' challenges and require targeted support. There is a risk that, in a climate of limited resources, opening up support services to all students could reduce international students' access to the help they need.

The argument for wider access to support encourages the increased use of student support networks, whether through mentoring systems or the activities of student societies. However, challenges such as studying in a foreign language may require professional support that fellow students cannot provide.

Challenges

Ongoing challenges to the effective and efficient provision of high-quality support services for international students will continue to confront IARU institutions for the foreseeable future.

Close to 60 percent of universities surveyed rated securing funding or other resources (i.e. staff, teaching spaces) as a key challenge to providing excellent teaching and support services for international students, making this the biggest challenge in ensuring provision of support services.

Beyond funding, two other challenges reported by multiple institutions were decentralised institutional structures that hamper the extension of good practice throughout the university, and a lack of knowledge about the best approaches to international student support.

The survey did not reveal any tactics for confronting these challenges, though further information sharing between institutions may reveal formal or informal processes by which they are mitigated.

Future steps

The importance of support services to international students is almost universally acknowledged within IARU institutions. However, large international student populations are still a relatively new phenomenon for many universities, and there is as yet little standardization of the ways international students are supported. Nor is there much literature providing guidance on the most effective way to support international students.

The IARU universities are confronting similar challenges in ensuring international students achieve to the best of their ability, but more work is required for institutions to be able to understand which initiatives will work and how they can be most efficiently implemented. There is also little understanding about how the challenges of implementing these services – funding them, navigating the barriers presented by institutional structures and effectively promoting them to students – can be

overcome. More understanding of how support services can be usefully integrated with each other is also required.

In light of these issues, Oxford is suggesting the creation of an IARU working group to analyze and discuss the different forms of support provided for international students. It is envisaged that the group would work towards the publication of a formal IARU advice paper that defined minimum and ideal standards of international students support, thereby aiding universities (including non-IARU institutions who were able to access the publication) in providing excellent education to their international students. This is an area in which IARU could usefully exercise intellectual leadership.

2.5 EdTech Horizons

Lead	National University of Singapore
Reporting	<i>Prof. Andrew Wee (National University of Singapore)</i>
Executive summary	<p>Yale hosted a successful 3-day immersive course on the topic “How to build a <i>Distributed Open Collaborative Courses (DOCC)</i>” on August 2015. Participants from 5 IARU partners attended the workshop (UTokyo, NUS, UCPH, PKU, UC Berkeley) and further developed the Joint Online Course proposal.</p> <p>As such, the original EdTech Horizons workshop planned for Nov 2015 will no longer take place. NUS will end its lead in the EdTech Group.</p> <p>This report includes:</p> <ul style="list-style-type: none"> ▪ “How to build a DOCC” workshop agenda ▪ Updates on the Joint Online Course
Funding to date	<p><i>Up to USD 10,000: EdTech Horizons Workshop, Nov. 2015 (will no longer take place)</i></p> <p>USD 7,923: EdTech Horizons Workshop, November 2014</p>
Outcomes of previous meetings	<p>Presidents’ Meeting, April 2015</p> <p>The inaugural EdTech Horizons Workshop was successfully held at NUS back-to-back with the Senior Officers’ Meeting in November 2014. 7 partner institutions participated. The group suggested to explore the idea of offering joint courses among IARU institutions in the form of <i>Distributed Open Collaborative Courses (DOCCs)</i>.</p> <p>Yale will host a 3-day workshop on the topic “How to build a DOCC” on 16–19 July 2015. Presidents authorized the IARU Secretariat to approve a funding request of up to USD 10,000 for the workshop, provided that a proposal is submitted to the IARU Secretariat prior to the workshop. The lead of the group will remain with NUS.</p> <p>Senior Officers’ Meeting, November 2014</p> <p>At the first EdTech Horizons Workshop, which was running in parallel to the Senior Officers’ Meeting at NUS, the delegates from 7 partner universities and 3 guest speakers discussed trends, opportunities and challenges IARU members are experiencing in supporting technology-enabled education. The aim of the workshop was to identify collaborative projects in technology-enabled education, initiate a mapping of educational technology used by partners and to set up an IARU EdTech Wiki site.</p>

Workshop: “Creating a Distributed Open Collaborative Course DOCC”

Yale University, 1 - 3 August 2015

Participating IARU Partners: UC Berkeley, UTokyo, NUS, PKU, UCPH, Yale (Host).

General Information

Overview

During the FemTechNet Summer Workshop, participants will learn how to build a Distributed Open Collaborative Course (DOCC) and how to be part of the 2015-2016 FTN DOCC. The FemTechNet Summer Workshop is an intense series of activities focused curriculum development and professional networking around issues connected pedagogy, feminism and science and technology studies.

This year's Summer Workshop will take place from August 1-5, 2015 and will be held at Yale University in New Haven, Connecticut and at the University of Southern California in Los Angeles. The workshop will be held for participants from the International Alliance of Research Universities (IARU), FemTechNet (FTN), and others who are interested in developing DOCCs on new topics.

August 1 will be a day for participants to arrive and settle at Yale, with an introductory dinner in the evening. August 2 and 3 will focus on international efforts to organize DOCCs on new topics, specifically oriented to the needs of the IARU participants. August 4 and 5 will focus explicitly on the FTN DOCC activities and platform, in preparation for the 2015-2016 academic year. The main objective is to enable DOCC instructors to prepare materials, syllabi, and schedules for the next two DOCC seasons: Sept-Dec 2015 and Feb-May 2016, as well as to plan DOCC for coming years.

Workshop activities are organized by FemTechNet members who have been involved with the DOCC since its inception. This year's workshop facilitators are: Anne Balsamo, T.L. Cowan, Veronica Paredes, and Laura Wexler (for the Yale University site) and Lisa Cartwright and Alex Juhasz (for Southern California).

Workshop Objectives

In 2012, the open organization FemTechNet created the first Distributed Open Collaborative Course (DOCC) as an experiment in the use of networked learning and as an alternative genre of MOOC (massive open online course). Typically, a MOOC is branded by a single institution and centrally organized with one or two instructors providing online learning materials and activities for masses of students who are distributed throughout the world. A DOCC is fundamentally different from a MOOC in that it is built on the understanding that expertise is distributed throughout a network, among participants situated in diverse institutional contexts, within heterogeneous material, geographic, and national settings, and who embody and perform fluid identities (as teachers, as students, as media-makers, as activists, as trainers, as members of various publics, for example). The organization of a DOCC addresses the collaborative nature of learning in a digital age.

A DOCC is a collection of **nodal courses** that are configured within particular educational and institutional settings. There is no single credit granting institution. Credit is offered to enrolled students through mechanisms that are already established within particular institutions. The instructors of nodal courses each create individual courses that are best suited to her or his students, institution, locale, and discipline. This manifests the **distributed** nature of the DOCC.

In **collaboration**, the instructors of nodal courses create a shared list of topics and learning materials that can be used by each instructor within the context of each nodal course. The shared course topics and activities also serve as the open content available not only to students formally enrolled in nodal courses, but also to self-directed learners. In this way the course is **open** to other types of learners.

This summer workshop will describe the creation of a DOCC including its roots in feminist critical pedagogies and its innovative use of networked learning technologies. Workshop activities will enable participants to collaborate on the creation of a DOCC structure on new topics to be delivered during the 2015-2016 academic year.

Workshop Participants

Key participants for the Yale Summer 2015 workshop include:

- Representatives from IARU (10-15)
- FemTechNet nodal instructors (10-15)
- Instructors from the Transnational Media Studies Hub (4)

The workshop will be organized by Laura Wexler (Yale University) and Anne Balsamo (The New School). Workshop activities will be facilitated by Wexler, Balsamo and co-facilitators: Alex Juhasz (Pitzer College), Lisa Cartwright (UCSD), Veronica Paredes (The New School), and T.L. Cowan (The New School). Each of the organizers and facilitators have been involved in FemTechNet's DOCC since 2012. They bring a wide range of expertise and experience to workshop activities.

DOCC Summer Workshop Schedule
Yale University August 1-5, 2015

**** AGENDA MAY BE SUBJECT TO CHANGE****

SPECIAL IARU MEMBERS FOCUS, AUGUST 1-3

◆ **Saturday, August 1, 2015**

Participants arrive at Yale University.

7:00 p.m. EDT

Welcome Dinner for IARU Participants and Workshop Facilitators

◆ **Day One: Sunday, August 2, 2015** ◆

10:00 a.m. - 4:00 p.m. EDT *(not including dinner)*

- **Introductions** – *(full bios will be available in Workshop Handbook)*

10:00-11:30 a.m. EDT

SESSION ONE: Introduction and Overview

1. Historical Overview of Feminist Critical Pedagogy
 - a. Philosophical and Political Attachments
 - b. Practices and Protocols
 - c. International Commitment to Community Engaged Pedagogy - Open Access
2. Genesis of FemTechNet and the creation of the DOCC
3. Similarities, Differences, and Connections with other “networked learning experiments”
4. Using FTN as a model for DOCC development
 - a. What has the FTN DOCC accomplished?
 - b. Lessons Learned?
 - i. Distributed: Who Participates in a DOCC?
 - ii. Open: Commitment to Open Learning Opportunities. What does a platform need to be able to do from a feminist philosophical and political standpoint? A DOCC represents a commitment to community-based learning by providing for open access to learning materials
 - iii. Collaborative: Key aspects of Collaboration and how has FTN built collaboration
 - iv. Online Learning: How has FTN used networked technologies in creative ways (possibly introduce WORKBOOK?)

11:30 a.m.-12:30 p.m. EDT

Lunch

12:30-2:00 p.m. EDT

SESSION TWO: Hands On: How to Establish a DOCC Project

1. Finding DOCC collaborators
2. Determining Key Objectives for a DOCC
3. Establishing DOCC Key Topics
4. Identifying Distributed Resources
5. Identifying Key Learning Projects
6. Building a network of participants

Break

2:30-4:00 p.m. EDT

SESSION THREE: Breakout working groups with Individual Facilitators

- IARU DOCC
- FemTechNet DOCC
- Transnational Global Media Studies DOCC
- FTN Critical Race & Ethnic Studies Workbook

4:00-5:30 p.m. EDT

Break

5:30-7:00 p.m. EDT

Dinner, TBD

◆ Day Two: Monday, August 3, 2015 ◆

10:00 a.m. - 6:00 p.m. EDT (not including dinner)

- Learning Objectives and Participation -

10:00-11:00 a.m. EDT

SESSION ONE: Report Back on Initial Discussions

- IARU DOCC
- FemTechNet DOCC
- Transnational Media Studies Hub DOCC

11:00 a.m.-12:00 p.m. EDT

SESSION TWO: Determining Shared Learning Objectives

1. Identifying learning audiences
2. How to form shared learning objectives

12:00-1:00 p.m. EDT

Lunch

1:00-2:30 p.m. EDT / 10:00-11:30 a.m. PDT

*****Synchronous session with online participants and USC location*****

– Introductions across locations (full bios available in Workshop Handbook) –

SESSION THREE: Structures and Protocols of Participation

Hands On Work Sessions:

1. Determining Workflow, Resources and Contributions
2. Scaffolding Participation: Diversity and Accessibility
3. Building Safe Systems for Students
4. Managing Open Participation (2015 Online Open Office Hours; Pedagogy workshops; Town Hall Meetings and Teach Ins)
5. Designing and Managing Hybrid and Blended Pedagogies (onsite and online; for-credit and audit-open; synchronous and asynchronous)

3:00-4:30 p.m. EDT / 12:00-1:30 p.m. PDT

*****Synchronous session with online participants and USC location*****

SESSION FOUR: Learning Assessment Practices and Protocols

Hands On Work Sessions:

1. Practices of assessing online learning
2. Grading non-traditional assignments
3. Assessing collaboration

5:00-6:00 p.m. EDT – Yale Participants

SESSION FIVE: IARU Implementation Plans and Next Steps

6:00-7:00 p.m. EDT

Break

7:00 p.m. EDT

Dinner, TBD

AT THIS POINT THE WORKSHOP SHIFTS FOCUS TO PREPARATION FOR THE FemTechNet DOCC 2015-16. ALL IARU PARTICIPANTS ARE MORE THAN WELCOME

◆ Day Three: Tuesday, August 4, 2015 ◆

1:00 - 6:30 p.m. EDT (not including dinner)

- DOCC Pedagogies and Learning Activities -

1:00-2:30 p.m. EDT / 10:00-11:30 a.m. PDT

*****Synchronous session with California*****

SESSION ONE: What is FemTechNet?

3:00-4:30 p.m. EDT / 12:00-1:30 p.m. PDT

*****Synchronous session with California*****

SESSION TWO: Introduction to DOCC Learning Platform

5:00-6:30 p.m. EDT / 2:00-3:30 p.m. PDT

*****Synchronous session with California & online participants*****

SESSION THREE: Breakout groups meet in parallel sessions (groups composed of Yale, California, online participants)

Dinner, TBD

◆ **Day Four: Wednesday, August 5, 2015** ◆

1:00-8:00 p.m. EDT (including working dinner)

- **Planning DOCC 2015-16** -

1:00-2:30 p.m. EDT / 10:00-11:30 a.m. PDT

*****Synchronous session with California*****

SESSION ONE: Determining Shared Topics and Schedule

3:00-4:30 p.m. EDT / 12:00-1:30 p.m. PDT

*****Synchronous session with California*****

SESSION TWO: Designing Shared Learning Activities

5:00-6:30 p.m. EDT / 2:00-3:30 p.m. PDT

*****Synchronous session with California & online participants*****

SESSION THREE: Breakout Groups Discuss Collaborative and Asynchronous Pedagogies

7:00-8:00 p.m. EDT

SESSION FOUR: Collaborative Evaluation and Assessment

Dinner, TBD

2.5 IARU Online Course

Lead	Tokyo, Prof. Kiichi Fujiwara Berkeley, Prof. Leo Arriola, Prof. Pradeep Chhibber Cambridge, Prof. Devon Curtis NUS, Dean and Prof. Suzaina Kadir Yale, Professor Susan Hyde
Reporting	<i>Professor Fujiwara (Tokyo); Professor Chhibber (Berkeley)</i>
Executive summary	<p>A meeting of interested faculty from five IARU partners (Professor Devon Curtis from Cambridge, Dean and Professor Suzaina Kadir from NUS, Professor Susan Hyde of Yale, Professors Leo Arriola and Pradeep Chhibber from Berkeley, and Professor Kiichi Fujiwara from Tokyo) met in New York prior to the DOCC workshop held at Yale on July 24th 2015. The purpose of the meeting was to determine whether we could find common ground to teach a course across IARU member universities. Professor Fujiwara provided an initial template for a course on 'State Failure'. There was immediate, unanimous, and enthusiastic support for the idea that we should proceed to develop a curriculum that would showcase the academic strength of the IARU alliance.</p> <p>The group has agreed to meet in early January in Berkeley. At this meeting a rough draft of the syllabus will be completed, for a course that will be taught in the second half of 2016. An additional workshop will be necessary in preparation for the launch of the DOCC</p>
Funding Requested	<p><i>Up to USD 25,000 divided as follows</i></p> <ul style="list-style-type: none"> ▪ <i>Anticipated video production 15,000 USD</i> ▪ <i>Berkeley workshop (January 2016) 5,000 USD</i> ▪ <i>One additional workshop (TBD) 5,000 USD</i>
Funding to date	<i>Up to 10,000 USD "How to build a DOCC" Workshop (July 2015)</i>
Outcomes of previous meetings	<p>Presidents' Meeting, March 2015</p> <p>Building on the success of GSP, the Presidents' Meeting 2014 tasked Senior Officers to look into other forms of IARU-wide students exchanges. As agreed at the Senior Officers' Meeting in November 2014, NUS, Berkeley and UTokyo started to draft a proposal on IARU joint online courses. Andrew Wee, Pradeep Chhibber and Kiichi Fujiwara proposed to implement flexible joint online courses ("DOCC-like"), each involving two or more IARU universities. The EdTech Workshop in July 2015 in Yale could serve as a platform to discuss issues related to these joint online courses, and to bring potential lecturers together. Presidents approved the seed funding request of USD 10,000 for the development of a pilot course on the topic "Fragile and Conflict-ridden States". Partners are invited to identify faculty who may be interested to take part in the "Fragile and Conflict-ridden States" course or other topics for joint modules, and nominate them to take part in the DOCC workshop at Yale</p>

	that learning and discussion on creating new joint modules can take place at the same time.
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IARU Online Course

1. Course Planning

Unlike MOOCs the IARU online course will be taught and graded locally so that each partner University's standards and calendar requirements are maintained. The partnership will introduce three new elements to a regular university course. First, certain elements of the course will be standardized across the IARU partners. All participants will use elements of the common syllabus and try to structure their course accordingly. Second, the pooling of academic expertise across participating IARU universities will provide students with exposure to a wide range of perspectives on State Failure. States fail because of weak state capacity, ethnic tensions, failure of democratic politics, international interventions, and civil wars. Reconstructing these states is also difficult. The challenges include successful peacekeeping and the introduction and sustenance of democratic elections.

Fortunately, participating faculty in this course have expertise in each of these dimensions. The faculty who will be teaching the course have done research in different parts of the world: Africa, Middle East, South and South-East Asia and will bring that detailed knowledge to the course. Third, the course is focused on student interaction across IARU universities. Students across the globe often have very different views on why States fail and how to address that failure. This course will offer students at IARU universities the opportunity to hear and learn from each other.

2. Topic and Learning Objects

The reason for choosing state failure as the subject of IARU joint teaching comes from the nature of the subject itself. The immediate necessity to address this agenda should be self-evident, as illustrated in myriads of conflicts in the Middle East and North Africa, Central Africa or elsewhere. The problem is obvious in the naked eye, as these conflicts have caused massive human misery in forms of violence, poverty, and social injustice. Teaching state failure and peace construction in class, however, is a tall order that accompany many challenges. Most students lack basic information on places such as Congo, Syria, Yemen or Somalia. The agenda demands a multidisciplinary approach that include comparative politics, international relations, area studies, history, and anthropology. This project will make the most of the IARU network, which include top research universities of the world, so that students in individual institutions will be able to access to scholarly analysis at the most advanced level.

The course will follow the guidelines of FemTechNet's Distributed Online Open Course (DOOC), which is an attempt for cyber-learning that begun with feminist studies and has expanded to various disciplines. The DOOC format is ideal for IARU joint education since, unlike MOOC (Massive Open Online Course), DOOC does not rely on centralized singular syllabus, and allow the initiative of individual instructor in individual classes. DOOC, therefore, is a hybrid of online courseware, cross-institutional joint teaching, and traditional classes with instructors and students. This approach is more appropriate for advanced learning that require both sophisticated cyber-education courseware and intensive tutoring conducted by instructors in class. Members of our team enjoyed the opportunity to learn from the EdTech DOOC workshop held at Yale University, August 2015.

3. Future plans

The group has agreed to meet in early January in Berkeley. At this meeting we plan to complete a rough draft of the syllabus for a course that will be taught in the second half of 2016. At this meeting we will also work out the best way to introduce student interaction across the partner universities. We have yet to decide on the specifics of the syllabus, but have agreed that the class will begin with discussion on what we mean by state failure, followed by inquiry into the origins and consequences of state failure, along with discussion on international reactions and responses. The course will include online learning materials developed for this course and put online, cross-university joint teaching, and classes held in individual institutions.

For a successful course we need, however, to put together videos (either of lectures or blogs, fairly professionally done, perhaps with graphics) that can serve as a shared resource for the course. While each partner university will need to tap into existing IT support from within their universities, it is still important to build a common platform. IARU could fund professionally produced videos and possibly buy into meeting platforms that could be used for the common classrooms. With a good case writer, we can produce specific case studies for use in the class, or alternatively buy case studies from more established repositories that showcase instances of state failure, such as Hurricane Katrina in the US. Finally, we need to budget workshops further down the line as we prepare for the launch of the DOCC – including the workshop planned for January 2016.

2.6 Librarians' Contact Group

Lead	Australian National University
Reporting	<i>Roxanne Missingham (Australian National University)</i>
Executive summary	<p>At its 3rd meeting in June 2014 in Berkeley with full representation from all IARU members, the Librarians' Contact Group discussed the major issues facing university libraries today.</p> <p>The next meeting is scheduled for 23 - 25 September at Peking University in Beijing, China. 8 members have confirmed they will be attending. A major focus of the meeting will be collaborative initiatives that could increase access to resources including through digitization.</p> <p>The project led by ETH Zurich to benchmark the services of the IARU libraries has resulted in a report which has been circulated and will be discussed at the 2015 meeting.</p>
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, March 2015</p> <p>The Librarians' Contact Group has developed an IARU Green Library Toolkit which was presented to the Senior Officers' Meeting 2014 and has been published on the IARU website. Further, the group is working on a benchmarking analysis of the library services at the IARU universities. The benchmark study with the data from all 10 member universities is expected to be available in the beginning of March 2015. The group's next meeting is foreseen to take place in June 2015 in Beijing. However, the ETH Library Director, who had the lead, retired in February. A new lead has not yet been identified.</p> <p>IARU Chair Ralf Hemmingsen asked the Presidents to check at their universities if there is commitment by all Librarians to continue the activities of the group.</p> <p>Senior Officers Meeting, November 2014</p> <p>At its 3rd meeting in June 2014 in Berkeley with full representation from all IARU members, the Librarians' Contact Group discussed the major issues facing university libraries today. In consultation with the IARU Sustainable Campus initiative, the group has developed an "IARU Green Libraries" report, showcasing partners' activities reduce their libraries' carbon footprint. The report which includes best practices examples from all members has been published on the IARU website.</p> <p>ETH's library has initiated a new project to benchmark the services of the IARU libraries. The collected data will be analyzed at the next meeting of the Librarians in June 2015 at PKU and presented to the next Senior Officers' meeting. Bernard Toh encouraged the librarians to look into the idea of initiating a student internship program – possibly in collaboration with the Sustainability Fellowship Exchange Program. Barry Halliwell asked the group for a discussion on approaches to dealing with publications in open-access journals.</p>

Librarians' Contact Group

3rd Librarians' Meeting

The 3rd meeting of the Librarians' Contact Group took place in Berkeley, 22–24 June 2014. All ten member institutions were represented.

The local organizers prepared an efficient agenda, which gave the group the opportunity to discuss all major issues facing university libraries all over the world. The most important topics within this framework were:

- (Possible) roles of academic libraries within the broad field of research data
- Libraries as a place; information labs as a new development in libraries; investment in adaptation activities for library spaces
- Strategic plans and re-organization
- Costs and/or cost reduction in academic libraries
- E-only for books and journals in academic libraries
- Relevance of traditional licensing models; Open Access; new models for licensing scholarly journals
- Public access to details of licensing contracts

4th Librarians' Meeting

The 4th meeting is scheduled for 23 - 25 September at Peking University in Beijing, China. 8 members attended. A major focus of the meeting will be collaborative initiatives that could increase access to resources including through digitization. The agenda of the meeting is annexed.

University	Participant
ANU	Roxanne Missingham
ETH Zurich	Dr. Rafael Ball
NUS	Lee Cheng Ean
PKU	Zhu Qiang
Copenhagen	Kira Stine Hansen
Oxford	Richard Ovenden
Yale	Susan Gibbons

Green Library Project

As mentioned in previous reports, the group started the Green Library Project in 2013. On the basis of terms of reference developed by Cambridge and Oxford, the paper aims to

- give an overview about the situation at every location,
- give the opportunity to share best practices, expertise and experience,
- assign and take actions and responsibilities,
- and provide advice and time to develop actions.

Every library appointed a responsible person for the exchange of information within a taskforce, which was chaired by Beth Dupuis from Berkeley. The result is a report, which was

accepted by the Librarians' Group at the Berkeley meeting and which will be used by all libraries as a toolkit for any kind of future actions in the context of potential future green activities. This 41-pages report can be obtained from the IARU Secretariat. It has also been published on the IARU website.

Benchmarking Library Services of the IARU Libraries

At the Berkeley meeting, ETH Zurich launched the idea of benchmarking the services of all IARU libraries, well aware of the fact, that a direct comparison of library services is a challenging issue. ETH has conducted the survey, after seeking feedback on a draft questionnaire.

A report on the results of the survey has been circulated to all members and will be discussed at the 2015 meeting.



International Alliance of Research Universities (IARU)
2015 Librarians Meeting
Peking University Library, Beijing, China – September 23-25, 2015
Draft Program

Wednesday, September 23, 2015		
Time	Activity	Venue
Whole day	Check-in	Lake View Hotel, PKU
7:00 p.m.	Dinner Reception	Yan Chun Yuan Restaurant, Lake View Hotel Room 6(Xi Yu Hall)
Thursday, September 24, 2015		
8:45 a.m.	Gather at the Hotel Lobby	
9:00 a.m.–9:30 a.m.	Welcome Ceremony <ul style="list-style-type: none"> • Welcoming Speech by Xia Hongwei (Director at Office of International Relations) and Zhu Qiang (Peking University Librarian) • Group Photo-taking 	Room E108 of the library
9:30 a.m.–10:30 a.m.	Presentations: <ul style="list-style-type: none"> • Benchmarking Report by ETHZ; • Establishing a New Scholarly Communication Ecosystem by PKU 	
10:30 a.m.–11:00 a.m.	Morning Tea	
11:00 a.m.–12:00 p.m.	Discussion Issues: <ul style="list-style-type: none"> • Assessment about library itself and staff • Collaborations with partners on campus or among IARU libraries • Resource sharing among IARU libraries • Digitization and digital transformation 	
12:00 p.m.–1:30 p.m.	Lunch	Shao Yuan
1:30 p.m.–2:30 p.m.	Free Discussions	Room E108 of the library
2:30 p.m.–3:00 p.m.	Coffee Break	
3:00 p.m.–5:30 p.m.	Free Discussions	
6:00 p.m.	Dinner	ZhiLi HuiGuan
Friday, September 25, 2015		
8:45 a.m.	Gather at the hotel lobby	
9:00 a.m.–12:00 p.m.	Campus Tour	<ul style="list-style-type: none"> • PKU Library • Arthur M. Sackler Museum of Art and Archaeology
12:00 p.m.–1:30 p.m.	Lunch	Shao Yuan
1:30 p.m.–5:30 p.m.	Cultural Tour	Forbidden City
6:00 p.m.	Dinner	TBD

2.7 Research Administrators' Network

Lead	University of Copenhagen
Reporting	<i>Jan Andersen (UCPH)</i>
Executive summary	<p>The 4th meeting of the Research Administrator's Network will take place on 14-15 October at UC Berkeley. The draft agenda is attached to this report.</p> <p>Key agenda items include the follow-up on the outcomes of the Presidents Meeting March 2015, ie. to develop a proposal for an international funding platform. As the RAN will not meet before the SOM 2015 deadline, the group would like to postpone the submission of the platform proposal to the Presidents Meeting in Oxford in April 2016.</p> <p>Other agenda items will be the follow-up on the achieved results, the joint Funding Lexicon, and the Marie Curie Mobility Model Agreement. New discussions will be taken up, such as Research Integrity, also in connections with Responsible Research; Streamlining Research Support Services; Sharing of key metrics.</p>
Funding to date (USD)	<ul style="list-style-type: none"> ▪ <i>Up to 10,000</i> <i>Research Administrators' Meeting (2018)</i> ▪ <i>Up to 10,000</i> <i>Research Administrators' Meeting (2017)</i> ▪ <i>Up to 10,000</i> <i>Research Administrators' Meeting (2016)</i> ▪ <i>Up to 10,000</i> <i>Research Administrators' Meeting (Oct. 2015)</i> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> ▪ 5,255 (October 2014) Research Administrators' Meeting ▪ 8,736 (September 2013) Research Administrators' Meeting
Outcomes of previous meetings	<p>Presidents' Meeting, March 2015</p> <p>In addition to the informal exchange of experience and expertise, the network has developed shared resources, such as a lexicon for a common understanding of different funding terminologies, and a template for Fellowship Programs within Horizon 2020. Both will be made available on the IARU website. Further, the network looks into setting up a metrics system – a mutual accepted standard for presenting and comparing key data among IARU institutions.</p> <p>Presidents approved the funding request of USD 10,000 annually for meetings in 2016, 2017 and 2018.</p> <p>The network suggested to create an international funding platform to start a discussion with big foundations. Presidents tasked the Network to elaborate a proposal for the Senior Officers' Meeting 2015.</p> <p>Senior Officers Meeting, November 2014</p> <p>The 3rd meeting of the Research Administrators' Network was held in Oxford on 1–2 October 2014. A major theme in all meetings of the network has been how to reduce administrative barriers to research collaboration. The group has made a first draft for a common IARU agreement on how to handle Marie Curie fellowships in the Horizon 2020 program. Another outcome of the collaboration is a first draft of a joint lexicon, where the research administrators share terms and phrases in international research collaboration. It is foreseen to share the</p>

	<p>knowledge base on the IARU website.</p> <p>The network suggests holding a seminar on “Funding of Research”. Major funding companies and foundations would be invited to a networking event with the IARU Presidents and Research Administrators’ Officers with the aim to increase the individual partners’ competitiveness for funding. Senior Officers questioned whether such an event would achieve the desired outcome and create a platform for broader discussions. The foundations would have to be selected very carefully. Senior Officers asked the Research Administrators to prepare a proposal to be presented to the Presidents in March 2015.</p>
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Research Administrators' Network

Position Paper

04 February 2015 - Updated 01 September 2015

Introduction note August 2015

The IARU Research Administrators Network Position Paper was presented to the Presidents Meeting March 2015 and the proposed three year work-plan adopted.

Research Administrators Network - Principles and Communalities

The IARU Research Administrators Network (RAN) was founded 2011 in Copenhagen to bring together representatives from all member universities to elaborate best practices and benchmarking of research administration and advise the universities' strategic research management structures.

Research plays an essential role in the innovation process and significantly contributes to the progress of society. The main goal and mission of the RAN is to support and promote research at IARU universities and its application for intellectual, economic, social and cultural benefit. Research Administrators support universities in the challenges and their changing role they are facing in the 21st century:

- Universities are increasingly dependent on external funding of research, in large, often international, collaborative projects.
- Universities are seen as drivers for economic growth and contributors to solving global challenges. Political agendas for utilization and exploration of research outcomes, impacts of research, have become a key notion in governments and by funders.
- Research on a global level has an impact on the mobility of researchers. Mobility is requested by funders and is a prerequisite for an academic career. In order to attract the best researchers, universities must enable and facilitate mobility.
- Open access for research publications and research data provide a huge potential for scientists and society, but is also connected to challenges for institutions to manage and maneuver in this new world of openness called Science 2.0.

Research Administrators understand themselves as facilitators who enable international collaborations and make sure that their institutions comply with rules and regulations of the funding bodies. The members of the RAN have an extensive expertise in research administration and management and are known experts in their field tracking and analysing the influence of third party funding onto policy aspects of our universities. The IARU Network contributes to the expertise and quality of the research activities via the sharing of good practice, developing shared resources, staff exchanges (where appropriate) and coordinated actions aimed at reviewing and improving support for academics and researchers and for academic research leaders.

The activities of the RAN Network are in line with the IARU principles, specifically with the strengthening international collaborations, supporting and encouraging researchers across IARU in

funding applications and management of the projects. The network lays a strong focus on developing templates that allow cooperative activities to be undertaken more easily.

The RAN is a common platform for the exchange of information on global collaborations and mutual administrative, financial and legal issues. The platform enables the Research Administrators from the different IARU institutions to informally get information from experts in the Universities who are familiar with the respective funding scheme (e.g. Horizon2020 programme, US-funding programmes). They gather the necessary information and elaborate good practices that help researchers in submitting proposals and ensure compliance. Understanding the rules and regulations of the respective programmes is the key for successful collaborations. The RAN is a very valuable platform in this respect. Often institutions lack the critical mass of grants (e.g. European Institutions have not as many US grants as European Grants) and therefore requires an extraordinary effort to follow-up with the changing rules and regulations of other funding agencies, the role of the IARU collaboration is very important for the exchange of this type of knowledge. Day to day questions can be handled in an informal way.

Activities of the Network

The focus of the activities is manifold. The RAN has set up a template especially for Fellowship Programmes within Horizon 2020, the so called Marie-Skłodowska-Curie actions. The template addresses work conditions as well as legal, financial and administrative questions. This standard template between IARU institutions is a comprehensive document for the execution of the project. Other templates for different funding instruments will follow in 2015.

Update August 2015:

The model contract is available on request through the Research Administrators Network.

Another crucial issue in working on an international level is the common understanding of the varying funding terminologies. Therefore the RAN decided to set up a lexicon with the important working terms including the description of their meaning used in the daily business. This lexicon will not only be an added value for the RAN and help to better understand the counterpart but also help to avoid misunderstandings. The lexicon is a working tool not only for Research Administrators but also for researchers.

Update August 2015:

The Lexicon is available on the website of the Research Administrators Network, and is being updated regularly. (http://www.iaruni.org/images/stories/pdf/LexiconResearchTerms_2015.pdf)

Furthermore the RAN intends to establish in the coming years an instrument for staff exchange between the IARU institutions enabling Research Administrators within the Network to gather first-hand information and share best practices in a very intense way. Short term staff exchanges have proven as a very rewarding experience, not only for the staff member abroad but also for the hosting party. Therefore the RAN will actively explore the possibilities, of each office self-resourcing one IARU personnel exchange for a period of between one and two weeks over the next three years. The exchanges will be agreed upon a bilateral basis and the host together with the Research Administrator will elaborate on a tailored program. This instrument is seen as a basis for a sustainable collaboration among IARU members.

Outlook

The RAN is convinced of the necessity of the group and would like to continue and strengthen its activities in the future. The members see a lot of potential and especially added value for the researchers and universities in international collaborations. Annual meetings with duration of 2 days allow sufficient time for best practice exchanges as well as networking. The upcoming meeting is scheduled for the 15-16 October 2015 in Berkeley with a specific focus on US international funding mechanisms and online collaborations.

Besides continuing the current activities, the group will evaluate whether a Metrics System, a joint knowledge platform of research information, building on the methodology from SNOWBALL Metrics, would be of added value.

The Berkeley meeting will be an ideal podium to discuss the idea of a “Funding Forum”, based on the feedback from the Presidents Meeting 2015¹, with stakeholders from industry and foundations. In a global funding environment, these funding sources are of utmost importance and the forum could be a platform for the discussion of barriers and potentials in private research funding and how to increase the global competitiveness of the IARU universities.

Update August 2015:

The draft agenda of the RAN meeting in Berkeley is attached to this report.

Planned activities 2015-2018

To summarize the above mentioned activities, the members of the RAN agreed during the last meeting to focus on the six activities as summarized below. The aim of these long-term activities is also aimed at a further integration with the overall development of IARU:

1. Mobility and Collaboration Agreements
2. Lexicon as a common platform of understanding
3. Staff exchanges
4. Annual meetings
 - a. Berkeley 15-16 October 2015
 - b. Canberra 9-10 September 2016
 - c. 2017 and 2018 tbd.
5. Global funding of research: Funding Forum
6. IARU-Shared Metrics

Budget 2016-2018

The network anticipates costs for its activities for the next three years as follows:

3 Annual Meetings 2016, 2107, 2018: (organisation/administration) 30.000 USD

Update August 2015:

The budget has been approved at the Presidents Meeting, March 2015.

¹ It has been discussed in the Research Administrators Network to plan a “Funding Forum” for the IARU Presidents Meeting, and it is been proposed that the IARU Presidents invite 1-2 global research funders to give key note presentations at the forthcoming Presidents Meeting in Oxford 2016 to elaborate the feasibility of this idea.

Members of the Research Administrators Network

University of Copenhagen, Jan Andersen, Kim Brinckman, Poul Petersen

Yale University, Andrew B. Rudczynski

University of California, Berkeley, Patrick Schlesinger

ETH-Zürich, Agatha Keller

Australian National University, Douglas Robertson

National University of Singapore, Wang Hui

University of Tokyo, Yukitsugu Ono, Hiroyuki Sano

Peking University, Yang Lingchun, Fan Shaofeng

University of Oxford, Glenn Swafford

University of Cambridge, Peter Hedges

Annex: Program for the 4th Research Administrators Network in Berkeley 14-15 October 2015

IARU 4TH Research Administrators Symposium 14-15 October 2015 (ver. 1)

University of California, Berkeley
Berkeley Faculty Club – Seaborg Room, 2nd Floor

Schedule Overview

Wednesday, 14 October 2015

- 10:00-11:45 Tour of Berkeley campus. Meet at Sproul Hall. Visit to Campanile.
- 12:00-12:45 Lunch – Berkeley Faculty Club, Seaborg Room
- 12:45-17:00 Member presentations and discussion
- 17:00-19:00 Free time at hotel
- 19:00 Dinner in Chancellor's Room at Memorial Stadium

Thursday, 15 October 2015

- 8:30-9:00 Breakfast – Berkeley Faculty Club, Seaborg Room
- 9:00-10:30 Member presentations and discussion
- 10:30-12:30 IARU business meeting
- 12:30-13:30 Lunch – Berkeley Faculty Club, Dining Hall
- 13:30 Close of meeting

AGENDA

Wednesday 14 October 2015	
Opening	
	Lunch in Berkeley Faculty Club, Seaborg Room
	Welcome to UC Berkeley <i>Patrick Schlesinger, Assistant Vice Chancellor – Research Administration and Compliance</i>
	Introductions
Topic 1: New Models for Delivery of Administrative Services	
	Berkeley's Operation Excellence initiative: working with the Shared Services model <i>Pamela Miller – Director, Sponsored Projects Office at UC Berkeley</i>
	Oxford's review of administrative services (?) <i>Glenn Swafford – Director of Research Services, University of Oxford</i>
	Coffee break
Topic 2: Supporting Start-up Companies - Industry Partnerships at All Levels	
	Creating an Innovation Ecosystem at Berkeley <i>Carol Mimura – Assistant Vice Chancellor – Intellectual Property and Industry Research Alliances, UC Berkeley</i>





Wednesday 14 October 2015	
Topic 3: Addressing Research Misconduct in an International Context	
	Investigating the high-profile research misconduct cases – coordination between the Research Office and the Library <i>Douglas Robertson – Director, Research Services Division, Australia National University</i>
	UK Russell Group protocol on joint investigation of research misconduct cases <i>Peter Hedges – Head of the University Research Office, University of Cambridge</i> <i>Glenn Swafford – Director of Research Services, University of Oxford</i>
	Investigation of multi-institution research misconduct – the NUS experience
	Investigation of multi-institution research misconduct – the Berkeley experience <i>Robert Price – Associate Vice Chancellor for Research, UC Berkeley</i>
17:00-19:00	Free time at hotel
Conference Dinner	
19:00	Dinner in Chancellor's Room UC Berkeley Memorial Stadium



Thursday 14 October 2015	
Topic 4: Research Administration in Transition	
	Open Science – Changes in research administration in response to changes in scientific activities (EU Science 2.0 Initiative) <i>Jan Andersen – Sr. Executive Advisor, Science Research and Innovation, University of Copenhagen</i>
	Preparing the research administration leaders of tomorrow – Berkeley's LEAP Program <i>Noam Pines – Assistant Director</i> <i>Joyce So – Contract and Grant Officer, Sponsored Projects Office, UC Berkeley</i>
IARU Business Meeting	
	Funding Forum at President's Meeting <i>Discussion leaders: Jan Andersen and Agatha Keller</i>
	Template agreement for Marie Curie Fellowships <i>Discussion leaders: Patrick Schliesinger, Andrew Rudczynski, Poul Petersen</i>
	Lexicon Additions <i>Discussion leaders: Patrick Schliesinger and Douglas Robertson</i>
Working Lunch	
Meeting Close	



2.8 Technology Transfer Network and Academic IP Pooling

Lead	Peking Univeristy National University of Singapore
Reporting	<i>Prof. CHEN Dongmin (PKU)</i>
Executive summary	Due to only a limited number of participants, the 3 rd Tech Transfer workshop has been postponed. Meanwhile, the IP Portal could be enriched with keyword search tools and the project is now staffed and able to support members willing to upload their IPs.
Funding to date (USD)	<i>Up to 10,000 (April 2015) Technology Transfer Workshop, NUS – the event was cancelled.</i> 9,573 (April 2014) Technology Transfer Workshop, ETH Zurich 15,091 (March 2013) Academic IP Pooling Workshop, PKU
Outcomes of previous meetings	<p>Presidents' Meeting, March 2015</p> <p>Prof. Chen Dongmin presented a pilot version of the IARU Collaborative Technology Transfer Portal (http://develop-iaru.patsnap.com) which had been developed by the external company Patsnap, a spin-off company of NUS. All partners have been invited to upload their selected patents. The success of the platform shall be evaluated in a year's time. Chairman Ralf Hemmingsen thanked PKU for the effort put into the portal.</p> <p>The next Technology Transfer Workshop on the topic "Translating University Technology to Meet Market Needs" will take place on 27 April 2015 at NUS. IARU Technology Transfer Officers are also invited to attend the following InnovFest unBound 2015, focusing on the latest trends in global and Asian innovation.</p> <p>Senior Officers Meeting, November 2014</p> <p>Due to staff shortage at PKU, the development of a pilot portal with sample IP from PKU has been on hold. It is envisaged to have the pilot portal go live before the Presidents' Meeting 2015.</p> <p>The Technology Transfer Workshop held in April 2014 at ETH Zurich focused on entrepreneurship. The participants found it useful to share experiences even though partners work in different environments and take different approaches to technology transfer. The workshop discussed possible collaboration projects, such as staff exchange, the organization of an IARU Entrepreneurship Forum, holding collective presentations to venture capitalist, offering partners access to pre-incubators and setting up a joint coaching network.</p> <p>Senior Officers agreed to support an annual workshop of technology transfer officers and approved funding of USD 10,000 to NUS who volunteered to host the next meeting, to take place in conjunction with the "InnovFest unBound" innovation and entrepreneurship conference on 28–30 April 2015 at NUS. UTokyo signalled interest to join the initiative and ETH offered to contribute actively to the workshop. The initiative will be renamed to "Technology Transfer Network".</p>

IP Pooling Web Portal

The IARU “Workshop on Collaborative Technology Transfer” was successfully held from March 7-8, 2013 on campus by 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 IARU members.

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 academic institutions worldwide. A demo website has been created with sample IPs from Peking University and the progress has been reported to the 2015 President meeting (<http://develop-iaru.patsnap.com/>).

Currently the website features a selected number of international patents held by NUS and PKU, the portal disposes of basic search tools and a keyword query function for sorting patents.

The next steps for populating the website and discussions on the rule of use were on the agenda of the 3rd workshop, scheduled on April 27 2015, at the National University of Singapore. Due to the lack of attendee the workshop had to be postponed. The partners will explore possibilities for a new date to be proposed during the 2015 SOM meeting in order to regain momentum and move the portal forward. Meanwhile, Peking University received additional financial resources to staff the project and provide individual support to members when uploading their material on the IP Portal.

2.9 Women and Men in Globalizing Universities

Lead	The University of Tokyo, Prof. Kiichi Fujiwara University of California, Berkeley, Prof. Angelica Stacy Oxford University, Prof. Rebecca Surrender ETH Zurich, Prof. Dr. Renate Schubert
Reporting	<i>Professor Renate Schubert (ETH Zurich)</i>
Executive summary	<p>In the end of June 2015, nine out of the ten IARU Universities (Copenhagen not represented) participated in the “Gender Working Group” meeting at Oxford. We had intense, trustful and effective discussions on the following topics:</p> <ul style="list-style-type: none"> -Comparative gender monitoring on PTEM (Physical science, technology, engineering and maths; excluding biological and medical studies due to differences between institutions) -Gender gap in educational attainment, especially during the first year(s) of studying -Defining and identifying areas of “good practice” that could work at several IARU Universities, including an analysis of the factors responsible for more/less of an impact. The role of targets was of special importance in this discussion -How is the “success” of Universities defined, who plays a role in this definition, which gender aspects are involved and how could changes in the notion of “success” be brought about? These discussions involved university rankings as well as award granting -Measures to recruit more women to full professorships and to increase the retain rate, including the role of gender differences in preferred sub-disciplines -Measures to encourage more school girls into science <p>Furthermore there was an exchange about recent gender-related developments and current key topics in the different institutions, enabling the group to better understand cross-institutional differences in gender-related strategies and measures.</p> <p>Athena Swan procedures and the respective impacts had also been discussed.</p> <p>The group decided to meet more often (every year instead of every two years) in order to be able learn from each other’s experiences and to use the momentum for quicker changes within the IARU Universities.</p> <p>In addition, staff exchange for 1-3 months should be encouraged which would need some resources and some assistance within the Universities.</p> <p>An audit of gender practices based on a well-designed survey with qualitative and quantitative aspects should be initiated. For this, some financial support from IARU is required.</p> <p>Finally, on a 5-years cycle, comparable data on gender figures at the different IARU institutions as well as on student performance should be collected and assessed and recommendations for further improvements</p>

	should be derived. This also requires financial support from IARU.
Funding Request	<i>USD 8,000 Annual Workshop 2016</i> <i>USD 5,000 Data Collection</i> <i>USD 3,000 Survey Preparation</i>
Funding to date	<i>Up to 10,000 USD Workshop (June 2015)</i> <i>USD 3,638 Workshop (2013)</i> <i>USD 6,512 Workshop (March 2012)</i> <i>USD 8,500 For project development (PM2006)</i>
Outcomes of previous meetings	<p>Presidents' Meeting, March 2015</p> <p>Prof. Sawako Shirahase, UTokyo's representative of the Women and Men in Globalizing Universities group, presented the group's plans to update the gender statistics collected in 2013, extending the scope beyond the original PTEM fields by including Medicine, Social Sciences and Humanities. Other planned activities include looking into gender-related grade differences, drafting a memorandum explaining the necessity and advantages of equilibrating gender figures at IARU universities, developing a best-practice guide for reaching gender equality at universities and discussing gender teaching. Presidents were supportive of the group's plans.</p> <p>Senior Officers Meeting, November 2014</p> <p>The group is working to complement the benchmark analysis of the IARU universities with data from PKU and with further statistical data also from non-PTEM fields such as medicine, social sciences and humanities. The group further plans to elaborate a memorandum on the advantages of equilibrating gender figures at the IARU universities. Senior Officers approved the funding request of USD 10,000 to finance the group's next workshop to be held in June 2015 at Oxford.</p>

Women and Men in Globalizing Universities

In the end of June 2015, nine out of the ten IARU Universities (Copenhagen was missing) participated in the “Gender Working Group” meeting at Oxford. This time, also Beijing University joined us which proved to be helpful and interesting for all of us.

In the meeting, we had several presentations from IARU University representatives and a lot of intense, trustful and effective discussions. We were also able to discuss many topics with members from Oxford University which significantly improved our “best practice” knowhow.

It proved to be very useful that most University participants in the meeting meanwhile know each other and have some ideas about the basic characteristics of the other Universities. This helps a lot to make our discussions more efficient and fruitful. Since we all had the impression to go away with something useful in our “handbag”, we plan to meet once a year and not only every second year in the future. This will imply a slight increase in costs (for organizing the meetings more often).

To intensify our exchange and hence to increase the rate of learning from each other and to be able to take useful measures, we also plan to organize a staff exchange for 1-3 months. This again will need some resources and some assistance within the Universities.

The following key topics were in our focus:

- We compared our gender monitoring figures in the PTEM area (physical science, technology, engineering and maths; excluding biological and medical studies due to differences between institutions) and decided to do data updates every five years.
- We discussed an observed gender gap in educational attainment, both during the first and final year(s) of studying. It was interesting to see that at some Universities and for some study directions women lag significantly behind men. The reasons seem to be multiple and not totally clear so that no systematic measures to close the gap can be recommended ad hoc. Presentations from EHT and Oxford on this issue raised a number of interesting points, including that the main divergences occur in PTEM subjects (though not in all PTEM subjects and not only in PTEM subjects). We discussed the possibility that the way examination questions are framed might be more suited to men than to women and that perceptions of a field requiring innate ‘genius’ could be harmful to women. While there is suggestion that boys do better at high-stakes exams, the reasons are poorly understood and further work is needed to get the full picture. In particular, it was notable, that the patterns and trends in gender gap attainment were evident across both EHT and Oxford despite their different modes of admissions, teaching and testing.

The Universities of Oxford and ETH Zurich have decided to work jointly on this topic in order to gain insights on causes for the gap and measures to fight it. They will develop a small comparative study across the two institutions involving further analysis and surveys/interviews of students. It is important to note that while these two institutions (who are further ahead in thinking about these issues) will begin joint, comparative work to address the causes of that gap, all institutions agreed to begin monitoring student attainment by gender to identify any differences (see above). Most likely, Stanford University will join the

comparative study framework rather soon; others will follow later. To support the activities just described, we esteem 5,000\$ an appropriate amount being paid to student helpers assisting mainly in data collection.

- We studied and discussed “good practice” examples that could work at several IARU Universities and we searched for factors that might be responsible for more/less of an impact of these practices. We also focused on the role of targets (gender quota) or dedicated financial resources in this context.

The participating representatives suggest the creation of a Best Practices Survey that would gauge the level of commitment and active participation by member institutions in the recruitment and retention of women in academia, especially within the sciences but also within the humanities and social sciences. We therefore request funding for the creation of such a survey. Online survey software would be provided by Yale University under the supervision of IARU Yale representative Richard Bribiescas, Deputy Provost for Faculty Development and Diversity and Professor of Anthropology and Ecology & Evolutionary Biology. Yale maintains an institutional license for Qualtrics survey software. Use and deployment of the software would be cost free however resources are requested to support a work study student who would be responsible for inputting, formatting, and sending the survey via email to recipients. Expected costs: 3,000 \$.

- We spoke about how the “success” of Universities is defined and in which way this might keep women away from PTEM fields. Related to this we discussed who plays a crucial role in this definition and how could changes in the notion of “success” be brought about? In our discussions university rankings as well as award granting played a significant role.
- In addition, we identified the need to also define “success” of gender related measures at our Universities. Do we call it a success if the female share in various academic positions is going up? To which degree should it go up? Is it a success to reserve financial resources for gender issues? How big would successful budgets have to be? We are aware of the fact that for different Universities the answers to such questions may differ. However, there may be some common grounds and it would be good if the Presidents could have a brief discussion on their and IARU’s understanding.
- We exchanged experiences and opinions on reasons for the few numbers of women on professorships and discussed measures to recruit more women to full professorships and to increase the retain rate. One interesting factor was the observation that men and women prefer different sub-disciplines, whereas descriptions for open professorships are often designed by male groups.
- We presented and discussed various measures to encourage more school girls into science.

Security – Cyber Threats, Terrorism and Surveillance in Open Institutions

IARU Presidents repeatedly assert that one of the key attractions of IARU is the ability to have a candid and open discussion with their peers about shared institutional concerns.

At the SOM 2015, the hot topic is “Security” - from the rising importance of understanding and being able to respond to cyber threats or uncovering terrorist cells and avoiding terrorist attacks, to the balance between open institutions on one hand and the need for safeguarding, surveillance and collaboration about intelligence on the other.

Presentation: Threats and Risks to Modern Democracies and its Institutions



Mr. Kasper Høeg-Jensen
Head of Analysis and Deputy Director at the Danish Defence Intelligence Service

Kasper Høeg-Jensen has a distinguished record of diplomatic service and an impressive experience in the field of security policy.

After finishing his degree in Political Science from the University of Copenhagen in 1992, Høeg-Jensen was employed as Political Adviser to the Embassy of Japan in Copenhagen. There, he served for 3 years, after which in 1995 he entered the Danish Ministry of Foreign Affairs, working as Head of Section. In 1997, he was appointed First Secretary at the Danish Delegation to NATO.

Then followed six years in the Danish Prime Minister's Office from 2000 – first, as Senior Foreign Policy Advisor and later, as the Head of the Private Office for two consecutive Prime Ministers.

In 2009, Høeg-Jensen was appointed Deputy Head of Mission at the Royal Danish Embassy to the United Kingdom in London. He served at the Danish Embassy in London until 2013, where he became Director of the Private Office for Danish NATO Secretary General Anders Fogh Rasmussen.

Since 2014, Kasper Høeg-Jensen has been Head of Analysis and Deputy Director at the Danish Defence Intelligence Service.

After the presentation, Mr. Høeg-Jensen will participate in the discussion.

Discussion questions

The questions below may be used as a starting point for the discussion. The list is indicative and only meant for inspiration. Discussion is held under the Chatham House Rule.

Cybersecurity

- How are universities targeted? Disclosure of research results, system crashes paralysing working procedures, others?
- How do we safeguard universities? And what happens, when intelligence services recommend higher security levels than the universities agree with, because they limit the universities' freedom, openness and ability to collaborate internationally?
- Are universities popular targets for hackers because of many access points to research results, networks and personally sensitive information about large groups of students and employees?
- Do universities educate hackers?

Terrorism

- Terrorist cells – several international terrorists have been enrolled at universities “abroad”.
- Is there a higher concentration of “idealists” or “ideologists” among students, and as such a wider foundation for recruitment of terrorists?
- Are universities terrorist targets?

Collaboration

- Are universities as “pillars of society” especially obliged to set up security measures?
- Are universities obliged to do research on security, and how will such research be used by intelligence services?
- Where is the balance between what is considered “private” and what is in the interest of the society? For example to what degree are universities expected to provide intelligence (for example in cases concerning personally sensitive information or information about behavior among students and staff) without violating individual and human rights?



Future Directions of IARU

Background

At their meeting in November 2014, Senior Officers discussed the vision of the alliance for the next 5–10 years and whether IARU should raise its external visibility. Partners have established a strong level of trust and rapport. One of the benefits of the alliance is the exchange of best practices through meetings and institutional joint working initiatives. There was common agreement that the alliance needs to think about the future directions.

At their 2015 meeting, Presidents agreed that the small size of IARU is key for the strong level of trust among the members. The high degree of candour creates a fruitful environment for tackling difficult and sensitive issues that affect all the universities and learning from each other's experiences. Future topics to be discussed could be policies to counter sexual assault and harassment, continuing education, cyber security etc.

Presidents tasked Senior Officers to prepare a discussion paper on the future directions of IARU for the Presidents' Meeting 2016. Don Filer, Erik Lithander, Jürg Brunnschweiler and Astrid Gufler agreed to be on a task force drafting the paper.



The "Future of IARU" Discussion Paper

Prepared by: Erik Lithander (ANU), Astrid Gufler (UCPH), Don Filer (Yale), Jürg Brunnschweiler (ETH)

Over-arching principles

IARU is an active and committed network of universities, and is broadly meeting the expectations of its members. For this reason, considerations about the future of the network should be framed in terms of evolution rather than revolution. Members' understanding of how the Alliance works best is constantly evolving, and the types of activities that are of most benefit to the membership are in ongoing development.

It is clear that given the time and resource constraints faced not only by the Secretariat, but also by the member universities, IARU should be seeking to do a small number of initiatives extremely well, rather than spreading itself too thinly across a wide range of projects.

Recurring versus one-off activity

In the spirit of doing a small number of things well rather than spreading its ambitions and energy too thinly, IARU should be purposeful about limiting recurring activities to those that unequivocally add value in ways that would not be possible through bilateral or other multilateral relationships.

The rest of the network's time and effort should be focused on one-off projects that have clearly stated (and time-limited) objectives. The IARU Secretariat's call for ideas on how to mark the IARU 10th anniversary proved that there are in fact many new ideas among the members. IARU could consider going forward with some of the ideas that were not selected for the anniversary as well as having annual calls for new ideas for one-off network activities.

Maximising visibility

If a key objective of IARU membership is greater profile and visibility both internally at the member institutions and externally (nationally and internationally), then a greater effort should be made to ensure that the network's outputs are noticed and recognised internationally.

Ideally, this means that the production of outputs (discussion papers, recommendations, guidelines, best-practice guides) for broader circulation should be an explicit expectation of IARU collaborations, and an absolute requirement for projects that receive Secretariat funding. This may require a more proactive approach to media and public relations on behalf of both the Secretariat and member universities, and should be discussed among Senior Officers and Presidents.

Capitalising on shared interests

The member universities in IARU are all facing broadly similar challenges and opportunities. Many of these challenges and opportunities are not unique to leading research-intensive universities, but are a consequence of the ongoing fluidity of higher education globally. As leaders in their respective countries and across the world, IARU member universities are uniquely positioned to contribute to a better understanding of these issues for the benefit of higher education generally, and society more broadly.



In parallel, the Presidents of IARU member institutions repeatedly assert that from their perspective, one of the key attractions of membership in IARU is the ability to speak frankly and openly with their peers in genuine counterpart institutions about shared institutional concerns, and that the small size and relatively informal nature of the network facilitates this frank and open dialogue.

In recognition of this dual dynamic, IARU should aim to prioritise initiatives that combine this intimate and collegial dialogue among leading peer universities with a consideration of the bigger-picture issues facing our educational systems.

To this end, it is proposed that Presidents agree a list of “hot topics” that will become the subject of detailed consideration and discussion within the network in the coming years (the list may be expanded along the way). These may be issues that the Presidents wish to discuss behind closed doors rather than in public forums.

An indicative list of such topics might include:

- Sexual harassment and bullying on IARU campuses
- Access and equality in an elite university
- Security threats
- Sensitive research and academic freedom
- Ideological and political engagement and CSR
- Refugees and the role of a university

[The Annual IARU Hot Topic](#)

It is proposed that time be set aside at each Presidents' meeting to give dedicated attention to an annual “IARU Hot Topic” (instead of the current topical session and maybe with additional time). This Hot Topic would be agreed in advance, allowing for detailed preparation for the next year's meeting and for the Senior Officers to do a trial discussion at the preceding SOM (not necessarily as in depth or with as high profile experts as at the PM).

At the Presidents' Meeting, the agreed topic would be presented in a short Discussion Paper as a conversation starter. The discussion would be an in-house activity (allowing for the frank and open discussion that Presidents seek).

The Hot Topic discussion would involve one or two short presentations / interventions by experts on the topic (recruited into this task from among available experts, not necessarily from universities) to set the scene and provide some context.

Presidents may wish to come back to particular previous topics in the coming year in order to evaluate their institution's relative progress in the subject at hand.

There will be a trial discussion at the SOM 2015 on security threats and risks to modern democracy and its institutions, allowing the Senior Officers to get inspiration and to discuss the potential of “Hot Topics” at the PMs as well as how to best adjust the concept to meet the needs and demands of the Presidents.



Promoting the contribution of research-intensive universities

For some time the network has discussed and debated the specific contribution of research-intensive universities. An opportunity to involve PhD students in this effort should be considered.

This initiative could be organized as a TEDx / Three Minute Thesis styled event, where PhD students from across the network are given the opportunity to prepare short talks about a selected research topic, aimed at a lay audience.

The top student from each member university could be brought together for the Presidents' meeting, and would compete against each other in front of a public audience that would include the Presidents.

Senior Officers would determine a procedure (for example a call for proposals, the proposals would be reviewed by the Senior Officers, 3 would be selected at the SOM - the 3 that live up to a certain set of criteria, regardless of distribution between areas. So a PhD in nanotech could be competing against a PhD in history, depending on the academic areas announced by the members).

Talks would be recorded (video or podcast). Members could work with regional media to distribute the recordings to a wider audience, or other efforts would need to be made to publicize this competition more broadly within the member universities, to other higher education for a and/or the public.

Agenda for Presidents' Meeting 2016

University of Oxford, 25–26 April

Program at a Glance (tentative)

Sunday, 24 April	16:00	New Membership Signing Ceremony, followed by the Presidents' Panel (Hosted at the Sheldonian Theatre, Oxford)
	18:00	Alumni Reception
	19:30	Welcome Dinner (IARU Presidents' Meeting delegates only)
Monday, 25 April	08:30 – 17:30	IARU Presidents' Meeting – Day 1 <ul style="list-style-type: none"> • Introduction of the University of Cape Town • Presidents' Regional Updates • Topical Session / Hot Topic • IARU Initiatives
	19:00	Formal Dinner (IARU Presidents' Meeting delegates only)
Tuesday, 26 April	8:30 – 12:00	IARU Presidents' Meeting – Day 2 <ul style="list-style-type: none"> • Topical Session / Hot Topic • IARU initiatives and business matters • Election of IARU Chairman 2017-2018
	12:30	Lunch
	13:00	Optional tour (Oxford area)

Agenda Items (draft)

1. Topical Sessions (1h 15min each)

Proposals by Oxford:

- Academic Freedom
- Enabling access to top universities for under-represented groups of students

2. Introduction of the University of Cape Town (15 min)

3. Presidents' Regional Updates (2h)

4. IARU Hot Topics (1h 15min)

5. IARU Initiatives (essential inputs) (approx. 2,5h)

Research Collaboration

- Aging, Longevity and Health (UTokyo)

Institutional Joint Working

- Alumni Associations Network (ANU)
- Global Transformation in IARU Member Strategies (ETH Zurich)
- International Students Support Group (Oxford)
- Joint Online Course (UTokyo/UCB)
- Librarians' Contact Group (ANU)
- Research Administrators' Network (UCPH)
- Sustainable Campus Initiative (UCPH)
- Global University Climate Forum (Yale)
- IP Portal and Technology Transfer Network (PKU)
- Women and Men in Globalizing Universities (UTokyo)

Global Education Initiatives

- Global Summer Program GSP (IARU Secretariat)
- Global Internship Program GIP (IARU Secretariat)
- Graduate Student Conference (UTokyo)

6. New Proposals

Partners are requested to send proposals for new initiatives to the IARU Secretariat by mid-February 2015.

7. Business Matters

- IARU Chairperson and Secretariat 2017 – 2018 (IARU Secretariat)
- Financial Report (IARU Secretariat)
- Presidents' Meeting 2017



Celebrating 10 Years of IARU

Presentation of the Selected Proposals

January 2016 will mark the 10th anniversary of IARU, founded in January 2006 at the signing of the Memorandum of Understanding in Singapore. Today, the partners can proudly look back and acknowledge a successful history of trustful collaboration. To celebrate this success and kick-start another decade of great IARU collaboration, the IARU Secretariat launched a call for ideas open to all IARU partners.

Aim of the call was to find a joint way of celebrating the global success of IARU. Each IARU partner has been invited to submit a maximum of 3 proposals that described one or more actions to celebrate the Alliance during 2016.

A total of 15 ideas were submitted to the IARU Secretariat and put to the votes of IARU partners. As a result of the vote, 4 proposals have been shortlisted: number '2 Global Challenges of the Next 10 Years' received the highest number of preferences, numbers '1. Campus Sustainability: How Do You Make a Campus "Green"?', '3. IARU Going Global' and '8. IARU Higher Education Summit' ranked all second receiving each the same number of preferences. The shortlisted proposals will be presented at the Senior Officer Meeting, who will select the one to become the IARU 10th Anniversary beacon initiative.

An outline of each proposal is available below – a more detailed description can be found in the appended documents.

1 – Campus Sustainability: How Do You Make a Campus "Green" (UC Berkeley)

Campuses with green initiatives film segments that will be combined into a comprehensive video to be shared with IARU partners.

2 – Global Challenges of the Next 10 Years (ANU)

A chain of 11 lectures on topics that will fundamentally challenge global society in the next ten years, held by IARU's foremost academics who travel to hold a public lecture at a partner IARU university.

3 – IARU Going Global (The Global Transformation initiative - ETH Zurich)

Submit a proposal for a session at the "Going Global" Conference on "Building nations and connecting cultures: education policy, economic development and engagement"- Cape Town in May 3-5, 2016.

8 – IARU Higher Education Summit (PKU)

To gather the presidents of IARU member universities to have an intensive discussion on the theme of "Higher Education and Human Development".

[Appendix I: Description of the Shortlisted Proposals](#)

[Appendix II: IARU 10th Anniversary Ideas Catalogue](#)

[Appendix III: IARU 10th Anniversary Proposals Costs Overview](#)



Appendix I: IARU 10th Anniversary – Shortlisted Ideas

1 - Campus Sustainability: How Do You Make a Campus “Green”?

1. WHY: Concept of the proposed action(s).

IARU's “Green Guide for Universities” has been one of its signature achievements. People are eager to engage in this topic.

2. WHAT: Description of the activity(ies).

Video Production

3. WHO: Expected involvement/contribution from other partners.

UC Berkeley Office of Sustainability & Energy. Similar offices at other partner universities.

4. WHEN: Time frame.

Coordinate activity across campuses.

5. WHERE: Location of the action(s).

UC Berkeley can film a piece on its Campus Sustainability Plan. Other campuses with green initiatives can also film segments that will be combined into a comprehensive video to be shared with IARU partners and other universities as a means of increasing awareness for how to create sustainable campuses.

6. HOW MUCH: Indicative budget (total and/or per partner).

\$10,000 USD total; \$1,000 USD per partner

2 - Global Challenges of the Next 10 Years

1. WHY: Concept of the proposed action(s).

To demonstrate the breadth and depth of the IARU partners' understanding of global challenges in the next 10 years. The final "Best Of" video will present a snapshot of the high level of analysis within IARU, and also be emblematic of the position of the Alliance as a leader on these issues within the global university sector.

2. WHAT: Description of the activity(ies).

Each partner will identify an issue or topic that will fundamentally challenge global society in the next ten years, perhaps one that will have a significant impact in their region. The IARU member then identifies their foremost academic in that field and that academic travels to another IARU partner university to present a public lecture on that topic. It would be expected that this academic would be highly regarded and internationally renowned in that field.

All the 11 lectures are taped, and made available to be watched live on-line through the IARU website. IARU then makes a "Best of" video with excerpts from all the lectures for publishing on the IARU website.

3. WHO: Expected involvement/contribution from other partners.

For example only: ANU goes to Berkeley, Berkeley goes to Peking University, Peking University goes to ETH, ETH goes to Tokyo and so on. The host university then heavily promotes the lecture and gets local media involved etc.

4. WHEN: Time frame.

The timing could be discussed between the home & host partner, and perhaps spread out through the year.

5. WHERE: Location of the action(s).

At each IARU partner university.

6. HOW MUCH: Indicative budget (total and/or per partner).

Each IARU member university pays for their academic to travel to the partner university; the partner university pays for hosting costs (accommodation and meals) as well as the videography of the lecture, and the IARU Secretariat pays for the production of the Best Of video.

3 - IARU Going Global

1. WHY: Concept of the proposed action(s).

At its 1st workshop in May 2015 the IARU Learning Initiative “Global Transformation (GT)” agreed to convene a second meeting in 2016, preferably at UCT after the anticipated formal admission of UCT as IARU member at the PM in April 2016. The objective of the GT learning initiative is “Mutual learning and exchange of best practices on relations of IARU universities with emerging and developing country partners”.

This intention coincides with the announcement of the next "[Going Global](#)" Conference on “Building nations and connecting cultures: education policy, economic development and engagement” to be convened in Cape Town in May 3-5, 2016. The idea is to submit a IARU proposal for a session at that conference. The objective is to put the IARU discussion in the wider context of the Going Global constituency, demonstrate the IARU engagement in connecting cultures across different economic conditions; and learn from other participants, in particular in the African context as focus of the “Going Global” Conference.

2. WHAT: Description of the activity(ies).

Submit a proposal for a *Going Global 2016* session “**Reconciling excellence with collective concerns**” <http://www.britishcouncil.org/going-global/participate/submit-proposal>

“Going Global 2016 asks if international education is destined to be dominated by competitive drivers for economic growth and international standing; by student fees, skilled graduates and research funding or whether it can also be informed by building partnerships to address collective concerns. Can this endeavour be supported by the post-2015 commitment to universalism, which signs up all countries (and not just aid recipient ones) to the Sustainable Development Goals? How do we reconcile the need for locally relevant national development and priorities alongside a commitment to international education for the global good?”

<http://www.britishcouncil.org/going-global/participate/themes>

Based on the concept paper (in prep.) of the Global Transformation Learning Initiative, IARU will share its reflections and best practice examples on how its members reconcile their ambition on excellence with their commitment to global concerns. IARU suggests the incoming Pro-Vice-Chancellor for International Affairs of Cambridge University, Professor Eilis Ferran, as high-level speaker on this topic.

3. WHO: Expected involvement/contribution from other partners.

Eilis Ferran, Pro-Vice-Chancellor for International Affairs, Cambridge University Participants of the GT Learning Initiative

IARU representative(s) of UCT

4. WHEN: Time frame.

May 1-2, 2016: 2nd workshop of the GT Learning initiative

May 3-5, 2016: participation in the Going Global conference

5. WHERE: Location of the action(s).

UCT, Cape Town, South Africa

6. HOW MUCH: Indicative budget (total and/or per partner).

10*€1,000 conference fees for members of GT Learning Initiative + €5,000 full participation costs for



Eilis Ferran as high-level speaker = **Total €15,000**

Going Global 2016 (Submitted Abstract)

Building nations and connecting cultures: education policy, economic development and engagement
Tuesday, 3 May 2016 to Thursday, 5 May 2016, Cape Town

Abstract Title: Global Transformation Engagement of the International Alliance of Research Universities (IARU)

Title, max. 100 characters: 94 characters

Proposal details

Maximum 450 words / 3300 characters: 444 words / 3161 characters

Global Transformation (GT) is a term which tries to capture the dynamic shifts from a bipolar to a globalized world. It recognizes that the dichotomy between the rich “North” and the poor “South” no longer reflects today’s political and economic conditions. The current transition from the “Millennium Development Goals” to the “Sustainable Development Goals” highlights this shift towards a commitment to universalism.

Consequently, ensuring our shared sustainable future is no longer confined to conventional sites of global research leadership, but is emerging across the globe. Universities do no longer either belong to the “developed” or the “developing” world, nor do categories such as North-South, South-South or North-North collaboration mirror a clear-cut geographical or geopolitical reality. Most emerging economies, such as the BRICS, face within their countries a broad range of quality standards in research and higher education.

So far there has been little debate on how universities respond to this transition. The International Alliance of Research Universities (IARU) has taken up the challenge to reflect its respective experiences and prepare for future opportunities. IARU is a strong cross-border network of ten international research-intensive universities from eight countries in Asia, Australia, Europe and the USA. In April 2016 the University of Cape Town (UCT) will join IARU. IARU members share similar values, a global vision and a commitment to educating future world leaders. Central to these values is the importance of academic diversity and international collaboration.

The IARU Global Transformation Initiative (<http://www.iaruni.org/institutional-joint-working/global-transformation>) intends to understand how IARU institutions engage with developing countries or emerging economies and to draw conclusions for collective action. In 2015 IARU members participated in a survey on their relations with developing countries and shared their experiences in a workshop. A number of preliminary ideas for concerted action emerged, such as introducing tools for capturing and promoting GT data; seeking synergies with the IARU Global Summer Program and the Global Cross-Disciplinary Tournament; tapping philanthropic funding for scholarships; strengthening links with leading institutions in the “South” or affiliated alliances; promoting ethical standards for international collaborations; releasing a IARU Presidents’ Statement on GT; advocating funding commitments; and agreeing on mandatory progress reports. The implementation of suggested activities will be agreed in a workshop at UCT prior to the Going Global Conference. The inclusion of UCT will add an African perspective and bring fresh momentum to the GT initiative. Ultimately, the ambition is a core commitment and guidelines on building partnerships to address collective concerns.

Under the theme “Engagement: democracy, social justice and international relations” IARU will share its reflections and best practice examples on how its members reconcile their ambition on excellence with their commitment to research and international education for the global good.



8 - IARU Higher Education Summit

1. WHY: Concept of the proposed action(s).

To gather the presidents of IARU member universities to have an intensive discussion on the theme of “Higher Education and Human Development”. Every year, the IARU President’s Meeting mainly focuses on the main topics, functions and activities of this organization internally. It will be meaningful that the presidents from such top research universities rethink the higher education development and its influences on human society, on the occasion of the 10th anniversary of IARU establishment.

2. WHAT: Description of the activity(ies).

The IARU Higher Education Summit is planned to be held under Beijing Forum 2016. Beijing Forum is an annual held international forum initiated in 2004, co-sponsored by Peking University, Beijing Municipal Commission of Education, and Korea Foundation for Advanced Studies. Its overarching theme is “The Harmony of Civilizations and Prosperity for All” and every year there will be a specific topic evolved from the major theme as the yearly forum theme. So far it has witnessed the involvement of a total of over 3700 participants including well known politicians and noted scholars from more than 70 countries and regions around the world. Every Beijing Forum includes one panel focused on higher education and it has fine traditions in cooperating with world top universities and organizations on education to organize panels on higher education . (For the details of Beijing Forum, please find on this website: <http://www.beijingforum.org/html/folder/1-0.htm>)

The Summit will last for one day and a half. The main theme of it is planned to be “Higher Education and Human Development”. IARU will play the dominating role for this Summit and we can also invite presidents and leadership from other top universities to join, if necessary. We welcome any suggestions and comments on this from other partner universities of IARU.

3. WHO: Expected involvement/contribution from other partners.

The participation of the presidents or leadership from IARU member universities.

4. WHEN: Time frame.

Early November, 2016. One day and a half.

5. WHERE: Location of the action(s).

Beijing, China

6. HOW MUCH: Indicative budget (total and/or per partner).

Beijing Forum will cover the cost of international flight, accommodation and meal for the presidents or university leadership from IARU members or other selected universities.

Appendix II: IARU 10th Anniversary – Ideas Catalogue

#	Title (click to read more)	Excerpts
1	Campus Sustainability: How Do You Make a Campus “Green”?	Campuses with green initiatives film segments that will be combined into a comprehensive video to be shared with IARU partners. (See Appendix I)
2	Global Challenges of the Next 10 Years	A chain of 11 lectures on topics that will fundamentally challenge global society in the next ten years, held by IARU’s foremost academics who travel to hold a public lecture at a partner IARU university. (See Appendix I)
3	IARU Going Global	Submit a proposal for a session at the "Going Global" Conference on “Building nations and connecting cultures: education policy, economic development and engagement”- Cape Town in May 3-5, 2016. (See Appendix I)
4	IARU GSP Working Committee 2016	IARU GSP student alumni invited to play a part in the GSP Working Committee Meeting.
5	IARU Day/Week	Special promotional activities to increase and improve the awareness of IARU within each of the member universities and advertise IARU’s activities to public.
6	IARU Online Lecture (series)	Academics from each university will record each a lecture on a set theme. The recorded lectures are then combined to form one series of lectures on that one theme.
7	IARU Presidents’ messages	Produce a history “book” on the first decade of IARU and the activities carried out by IARU along with a declaration for the next decade
8	IARU Higher Education Summit	To gather the presidents of IARU member universities to have an intensive discussion on the theme of “Higher Education and Human Development”.
9	Exhibition on IARU 10 Years	To collect all the achievement of IARU in the past ten years and display them at each IARU partner university with an itinerant exhibition. (See Appendix I)
10	IARU Innovation and Entrepreneurship Ecosystem	Hold the 4 th workshop on “Research Intensive University Innovation/Entrepreneurship Ecosystem Development” - A special session will be focused on the role of educating researchers (faculties and PhD students) in creating successful spinoff.
11	Podcast series	Series of podcasts with top researchers, who will give a popular/layman introduction to a finding or a research area - in collaboration with a popular local news medium.
12	Celebrating and supporting IARU’s links with Sub-Saharan Africa	A high-level conference on international higher education be held on the African continent in conjunction with the African Research Universities Alliance (ARUA) & An academic visitors fund, which would fund visits from IARU member institutions to African universities and vice versa.
13	The IARU-Myanmar initiative	A two-day conference on the future of Myanmar universities, at the University of Yangon; “IARU Myanmar lectures” at both of the leading Myanmar universities, Yangon and Mandalay, delivered by IARU academic stars; ARU teaching fellowships at Myanmar universities, to address critical educational needs; Meetings between IARU Presidents and Myanmar Members of Parliament (MPs) in Oxford during the 2016 IARU Presidents’ Meeting
14	Visiting graduate teaching programme	11 parallel bilateral relationships between IARU members and developing higher education institutions to support through funded teaching placements for their recent graduates or doctoral students.
15	Around-The-Globe Conference Relay	A global academic dialogue across IARU members on a topic of global concern, through a relay of consecutive webcasted events hosted at each IARU university and happening all on the same day across different time zones.

4 - IARU GSP Working Committee 2016

1. WHY: Concept of the proposed action(s).

An opportunity for IARU GSP student alumni to be involved.

2. WHAT: Description of the activity(ies).

IARU GSP student alumni invited to play a part in the GSP Working Committee Meeting. Ideally, one student from each IARU member institution should participate. Details of the exact activities will be discussed with GSP partners and determined at a later date.

3. WHO: Expected involvement/contribution from other partners.

Partners to identify suitable alumni to participate, and possibly fund their travel to the GSP Meeting.

4. WHEN: Time frame.

During IARU GSP Working Committee Meeting 2016 (September 2016).

5. WHERE: Location of the action(s).

NUS, Singapore

6. HOW MUCH: Indicative budget (total and/or per partner).

TBC

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5 - IARU Day/Week

1. WHY: Concept of the proposed action(s).

To further increase and improve the awareness of IARU within each of the member universities and advertise IARU's activities to public. Each member university is to hold at least one event relating to IARU during its "IARU Day" or "IARU Week".

2. WHAT: Description of the activity(ies).

Each university is to decide what event it will hold and the details of the event during the "IARU Day/Week". Each university will carry out special promotional activities for the event (e.g. place the IARU banner on the top page of their university website, make posters advertising said events, etc.). The university is to actively announce and report the event through both the IARU website and their university website.

3. WHO: Expected involvement/contribution from other partners.

This will depend on the events held by each university. For example, an Alumni event for past GSP students to support of networking among GSP Alumni.

4. WHEN: Time frame.

A day or week in 2016 where all member universities agree if to be done simultaneously, or any day or week that each individual university would prefer.

5. WHERE: Location of the action(s).

Events to be held at each university

6. HOW MUCH: Indicative budget (total and/or per partner).

Subject to the type of events being organized.

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6 - IARU Online Lecture (series)

1. WHY: Concept of the proposed action(s).

Attract students who are currently enrolled and would like to attend future GSPs or who wish to enroll in the other member university, by letting each member universities' research and educational activities better known. IARU Online Lecture (series) will provide the public and future participants with the necessary information on IARU member's research and educational activities.

2. WHAT: Description of the activity(ies).

IARU Online Lecture (series) is made by the either way below:

- Each university will individually record a lecture on a set theme. The recorded lectures are then combined to form one series of lecture on that one theme.
- The lecturers gather in one location at the same time to record the lecture.

The theme of the lecture (series) should be selected from one of the ongoing IARU projects (e.g. Aging) or on a newly selected theme completely separate from the projects.

3. WHO: Expected involvement/contribution from other partners.

Lecturers, video editor and technicians, etc.

4. WHEN: Time frame.

Recording of lectures to be timed so that the broadcasting of the lecture can be an agreed date in 2016

5. WHERE: Location of the action(s).

Broadcast through any online tool which each university already uses or prefers.

6. HOW MUCH: Indicative budget (total and/or per partner).

Subject to the facility and equipment available at the universities. Editing costs will need to be considered and included.

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7 - IARU Presidents' Messages

1. WHY: Concept of the proposed action(s).

Review IARU's activities and their significance for the first decade, then decide and confirm the future direction for the next coming decade.

2. WHAT: Description of the activity(ies).

Produce a history "book" on the first decade of IARU and the activities carried out by IARU along with a declaration for the next decade. Messages from all the member university President (including a message from the president of the newest member university – University of Cape Town). These are to be publicize online only through the IARU website and not by paper media.

3. WHO: Expected involvement/contribution from other partners.

Presidents, Senior Officers, Key Contacts, IARU Secretariat

4. WHEN: Time frame.

To be posted on the IARU website in 2017 after final approval at Presidents' Meeting 2017.

5. WHERE: Location of the action(s).

Discuss the draft versions at the IARU Senior Officers' Meeting 2015, IARU Presidents' Meeting 2016 and Senior Officers' Meeting 2016, with the approval for the final version to be obtained at the IARU Presidents' Meeting 2017.

6. HOW MUCH: Indicative budget (total and/or per partner).

Cost involved in designing the history book and the declaration will need to be considered.

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9 - Exhibition on IARU 10 Years

1. WHY: Concept of the proposed action(s).

To collect all the achievement of IARU in the past ten years.

2. WHAT: Description of the activity(ies).

The documents, pictures and material can be provided by each universities. The secretariat office makes a collection and design some boards or posters and send them to member universities. Each universities can print them out by themselves and make the exhibition in proper places on the campus during the same dates of period. This can make IARU disseminated more broadly.

3. WHO: Expected involvement/contribution from other partners.

Printing and place for the exhibition.

4. WHEN: Time frame.

It can be set by SOM, if approved.

5. WHERE: Location of the action(s).

IARU member universities

6. HOW MUCH: Indicative budget (total and/or per partner).

Designing fee. The university can afford the printing fee and exhibition place renting cost.

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10 – IARU Innovation and Entrepreneurship Ecosystem (jointly proposed by OTT offices of Berkeley, Peking University and National University of Singapore)

1. WHY: Concept of the proposed action(s).

IARU Office of Technology Transfer /Licensing Group (OTT Group) has been active since the first workshop organized at Cambridge University in April 2009 on “Industrial Innovation & the Role of the Modern Research University”; The 2nd workshop of the group was held at Peking University in March 2013 on “Collaborative Technology Transfer”; The 3rd workshop in the series was hosted by ETH in April 2014 on “Entrepreneurship as a Vehicle for Technology Transfer”; The 4th workshop on “Translating University Technology to Meet Market Needs” proposed to be held at National University of Singapore in April 2015 did not take place due to schedule conflict of many prospective attendees. The OTT group propose to hold a workshop as part of the IARU 10th anniversary celebration events to gather the members to reflect and share the past 10 years transformation of practices as part of the research intensive University’s Knowledge transfer to the Society, and discuss the role of the OTT office and innovation/entrepreneurship organizations as a coherent part of an ecosystem to support the mission of Research Intensive University in the next decade.

2. WHAT: Description of the activity(ies).

Technology transfer, Innovation and Entrepreneurship education/practices have become more and more integrated into the core education program and knowledge transfer of research-intensive universities. As part of the IARU 10th anniversary celebration, IARU OTT group proposes to hold the 4th workshop on “Research Intensive University Innovation/Entrepreneurship Ecosystem Development”. The workshop aims to bring together the officers and key practitioners of Office Technology Transfer, Innovation/Entrepreneurship Centers and spin-off Incubators to share the best practice and visions of University innovation/entrepreneurship ecosystems for more coherently serving the mission of the Universities in next decade.

A special session will be focus on the role of educating researchers (faculties and PhD students) in creating successful spinoff from breakthroughs resulted from basic and applied research. The US NSF I-Corps Lean Launch Pad (LLP) program provides real-world, hands-on, immersive learning about what it takes to successfully transfer knowledge into products and processes that benefit society. This LLP program has been adopted by some of the IARU members already, Berkeley and NUS for example. We will invite the key organizer and practitioners of the Lean Launch Pad program to share their experience. Berkeley OTT office will be the host of this 1-2day event. Once approved by the IARU SOM, a full proposal will be submitted.

3. WHO: Expected involvement/contribution from other partners.

The participation of the presidents or leadership from IARU member universities.

4. WHEN: Time frame.

Spring of FALL of 2016, to be proposed by Berkeley OTT office after consulting with relevant IARU members and keynote speakers;

5. WHERE: Location of the action(s).

Berkeley, USA

6. HOW MUCH: Indicative budget (total and/or per partner).

15k USD approved by 2015 IARU president meeting for a OTT workshop in Singapore was not used and IARU OTT group will request to roll this budget over to cover the conference cost of the proposed 2016 workshop at Berkeley. Participating members will cover his/her own travel and lodging expenses. *Go back to the top of the document.*

11 – Podcast series

1. WHY: Concept of the proposed action(s).

UCPH collaborates with the Danish newspaper Politiken on a number of events and outreach activities. The two have been discussing ways to make an event or an activity “live beyond” when it takes place. The idea of podcast series came up, and it may be suitable for IARU’s 10th anniversary.

2. WHAT: Description of the activity(ies).

Each member provides a 12 minute podcast with a top researcher, who is also an excellent speaker. The researcher will give a popular/layman introduction to a finding or a research area. Members may consider a distribution of research fields to ensure variety.

Each member reaches out to a regional news medium that will cover the initiative editorially and offer a platform for the podcasts. The medium should preferably be a recognized larger newspaper (or radio station) with a sizeable readership (/band of listeners).

Examples could be:

UCPH: Politiken, largest Danish daily newspaper, based in Copenhagen, app. 300,000 subscribers to the paper version, app. 1,5 online users (numbers are based on readers/users throughout August 2015)

Yale: for example New York Times, with more than 1 million paid digital-only subscribers and 1.1 million print-and-digital subscribers (as of Thursday, July 30 2015). Collaborates with Danish Politiken. It could be another news medium, and it would be entirely up to each member to select the right fit for this series.

3. WHO: Expected involvement/contribution from other partners.

All partners contribute with a 12 minutes podcast.

4. WHEN: Time frame.

The podcasts may be released at once or as a series over a period of time.

5. WHERE: Location of the action(s).

Online, hosted on a popular media platform to be identified.

6. HOW MUCH: Indicative budget (total and/or per partner).

The costs of producing podcasts depend whether IARU partners have the possibility to use in-house facilities, or if the news medium will take charge of production and hosting. Additional resources might be necessary to enable podcast download and synchronization from IARU’s own website.

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12 – Celebrating and supporting IARU's links with Sub-Saharan Africa

1. WHY: Concept of the proposed action(s).

2016 will be not only IARU's tenth anniversary year, but also the year that the Alliance welcomes its 11th member and its first member from the African continent, The University of Cape Town. This is a great opportunity to acknowledge the growth and development that is occurring in Africa's higher education sector, and to find ways to support and engage with this growth.

The recent creation of the African Research Universities Alliance (ARUA), with fifteen members from eight African countries, is evidence of the international standing of the continent's best universities. The number of international research partnerships in collaboration with institutions from across the rest of the world is growing and an increased engagement with Africa's top universities would be of benefit to all of IARU's member institutions.

Many of our members already have substantial links on the continent. Cambridge recently launched its Cambridge-Africa Programme and Yale's Africa initiative was announced in 2013. Oxford has long-standing research collaborations with the Universities of Cape Town, Witwatersrand, KwaZulu Natal, Stellenbosch in South Africa, and with other institutions across the continent. A tenth anniversary conference on the African continent would allow our members to draw attention to these important links and create momentum for additional mutually beneficial partnerships.

These links could be celebrated through a high-profile event attended by IARU member institutions' senior leadership and additional links could be encouraged through a funded programme of academic visitors.

2. WHAT: Description of the activity(ies).

The programme would consist of two strands:

- 1) A **high-level conference on international higher education**, to be held on the African continent and attended either by IARU Presidents or Senior Representatives, such as Pro Vice Chancellors for International Affairs. This could either be hosted by the University of Cape Town or held in conjunction with the African Research Universities Alliance (ARUA), of which UCT is a member. This would allow IARU members to engage with the continent's top research universities and to have an in-depth and lively debate on the future of international higher education in partnership with African institutions. There is already an initiative underway to have IARU represented by Cambridge at the 2016 Going Global conference in Cape Town. A decision would have to be made whether a separate IARU conference should be linked to this event, allowing representatives to both, or whether it should take place at another time during the year.
- 2) An **academic visitors fund**, which would fund visits from IARU member institutions to African universities and vice versa (from African institutions to IARU members). The fund would be aimed at academics rather than students. Visits would be of one to two months duration. Visiting academics would be hosted by a particular department at the opposite institution and their visit would culminate in a public lecture. The academics targeted should therefore be of reasonable seniority. The aim would be for these visits to establish new partnerships and to encourage joint research in the future.

3. WHO: Expected involvement/contribution from other partners.

All IARU member institutions would be asked to contribute to this initiative in order to make it a true success and in order to build a strong foundation upon which to build beyond 2016.

Leadership would be provided by the Universities of Oxford, Cambridge, Cape Town, and Yale, with organizational support provided by the IARU Secretariat.

The IARU Secretariat would take the lead on organizing the conference, with input from the three universities providing leadership and all other member institutions. In order to make this programme a success, all member institutions would need to be engaged in mobilising their contacts and partners across the African continent. All partners would commit to sending a senior representative to attend the conference, as well as ensuring that other senior academics attend.

All IARU members would be open to sending and hosting visitors on the visitors programme and would advertise the programme to their academics. While the facilitation of the visitors fund could be undertaken by the IARU Secretariat, the competitive process to choose recipients for the visitors fund would require participation from several partner institutions. Volunteers would need to be sought and the selection committee will need to be broad enough to allow the fund to be open to all disciplines.

4. WHEN: Time frame.

Conference timing to be determined – either in May 2016 to coincide with ‘Going Global’ or at some other point during the year.

Visitors fund to be open for visits during academic year 2016-17.

5. WHERE: Location of the action(s).

Conference in Cape Town or elsewhere within Sub-Saharan Africa.

Visits across IARU institutions and across the African continent.

6. HOW MUCH: Indicative budget (total and/or per partner).

Partial funding from IARU would be required for the conference and the academic visitors fund.

- 1) Conference: IARU would cover hosting costs, including facilities, hospitality and travel expenses for a small number of external speakers. Estimated cost: \$15,000. As usual, IARU member universities or individuals would be asked to cover travel and accommodation costs.
- 2) Academic visitors fund: IARU would provide as near to complete funding as possible, although local costs will differ from institution to institution. Based on similar visiting schemes at Oxford, we propose \$5,000 to cover travel, accommodation, meals and the public lecture and reception. Hosting departments at the universities would be asked to waive any bench fees or visitors' fees if interested in participating. We propose 11 awards of \$5,000, a total of \$55,000.

Total IARU funding requested: \$70,000

This total amount could be reduced by offering fewer fellowships.

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13 -The IARU-Myanmar initiative

1. WHY: Concept of the proposed action(s).

The IARU-Myanmar initiative would take the Alliance into new territory by creating a significant programme of support for the development of Myanmar universities. As a close-knit partnership of 11 of the world's leading universities, IARU is uniquely placed to help build capacity in developing higher education systems, through academic contributions by its outstanding faculty members and good practice sharing from its institutional leaders and administrators, supported by the Alliance's proven capacity to jointly deliver on its aims.

Myanmar is chosen because its universities are, for the first time after decades of repression by the former military junta, in a position to develop into the effective teaching and research institutions the country requires to emerge from grinding poverty. Until December 2013, Myanmar's once-leading universities were still barred from enrolling students in on-campus degree programmes; but now they are again buzzing with activity. In June of this year, the country enacted a major education reform act, including a plan to develop and expand autonomy for universities; in November it will hold its first general election, a major step forward in the reform process initiated four years ago. 2016 will be, we hope, the first year under Myanmar's first democratically elected government. As the first year of Myanmar's newly elected government, and of the recent education reform legislation, 2016 will be a crucial year for Myanmar universities.

An opportunity for IARU to engage particularly with Myanmar is created by the strong links there already built by ANU, Oxford, and NUS. All three institutions have made a particular focus of supporting Myanmar, and see opportunity to increase their support and impact through a IARU initiative (they are all among the five or ten foreign universities most engaged in the country). Cambridge, Peking, and Tokyo are also well-placed to participate institutionally on the basis of university/national programmes of support for Myanmar.

By holding a series of events in Myanmar in 2016, the IARU universities would lead the world in recommitting themselves to Myanmar following this important milestone in the country's reform.

2. WHAT: Description of the activity(ies).

The programme will be comprised of four components:

1. **A two-day conference on the future of Myanmar universities, at the University of Yangon, in early-mid 2016.** The purpose would be to allow Myanmar universities to tap into IARU expertise by bringing together Myanmar university officials and government officials with academics and administrators from IARU and other universities, and tertiary education experts, to discuss good practice in building good universities. Topics would be focused on the areas of greatest urgency in Myanmar, developed in dialogue with Myanmar higher education leaders; they would likely include university autonomy, strategy setting, talent management, student recruitment, the student experience, and quality assurance. Local support could be provided by the British Council and/or UNESCO, both of which are experienced and effective in organising higher education conferences in Myanmar, and both of which are close collaborators of ours. The conference would also point the way toward critical areas for further work between IARU/IARU universities and the Myanmar higher education sector. NUS has been conducting programmes on university management for leaders of SE Asian

universities, and expects Myanmar university participation in 2016. The Rhodes Trust in Oxford has also expressed interest in hosting a conference on Myanmar universities; it could be the venue for a future conference.

2. **“IARU Myanmar lectures” at both of the leading Myanmar universities, Yangon and Mandalay, delivered by IARU academic stars.** These lectures would each showcase exciting thinking by a leading academic at a IARU institution, in an area of interest to Myanmar. These events would aim to bring the excitement of leading scholarship to a large audience of academics, students, members of civil society and possibly government in Myanmar. We would plan to do one at the University of Yangon and one at the University of Mandalay, the country’s two leading universities. The lectures would be a direct and memorable contribution to the Myanmar universities hosting them; they would also stand as an exemplar of the value that vibrant national universities would bring to Myanmar. Oxford Professor Gideon Henderson’s talk on climate change at the University of Yangon in July 2014 is an example of how such lectures can contribute; it was delivered to a packed auditorium and led to ongoing collaboration in Earth Sciences between Yangon and Oxford.
3. **IARU teaching fellowships at Myanmar universities, to address critical educational needs.** Those familiar with the state of teaching in Myanmar’s universities—including both domestic and international observers—see visiting faculty from established foreign universities as a critical part of the development of the sector. Curricula and pedagogy are outdated, and require support from well-trained people. Classes are all taught in English, but few Myanmar professors are proficient enough to teach well in English. IARU teaching fellows (expected to be mostly junior academics, though new PhDs could also be considered) could address these needs by making visits of about four weeks to teach classes and advise Myanmar academics on curricula and pedagogy. The Fellows would be embedded in one of a defined number of participating departments at the universities of Yangon and Mandalay, based on a matching exercise between the needs of the hosting universities and the expertise of interested IARU academics. The visits would be expected to take place during the winter term (Dec 2015 – Mar 2016) or summer term (Jun-Sep).
4. **Meetings between IARU Presidents and Myanmar Members of Parliament (MPs) in Oxford during the IARU Presidents’ Meeting** [if external funding and timing permit]. MPs from the National League for Democracy, Daw Aung San Suu Kyi’s party, are likely to be in Oxford in April for a training programme in effective government, leadership, and higher education. This provides an exciting opportunity to bring the MPs together with IARU Presidents for discussions of what makes for great universities in the 21st century. The programme and its timing have yet to be finalized.

These activities could be managed by a steering group of representatives of interested IARU universities, with the Secretariat’s support, with major decisions taken at the Senior Officers’ and Presidents’ meetings. The steering group would generate the conference programme and review nominations for the IARU Myanmar lectures and Teaching Fellows.

Although these IARU-facilitated events will take place within 2016, the contacts created by them will allow researchers with an interest in Myanmar's diverse culture, wildlife, geology, and other areas to continue working in a country that has been largely inaccessible for much academic research for many years.

3. WHO: Expected involvement/contribution from other partners.

All IARU members and the Alliance as a whole would be able to contribute meaningfully to the initiative.

Leadership and organizational support could be provided by the Secretariat and the three IARU members that have a strong commitment to and knowledge of higher education in Myanmar: ANU, NUS, and Oxford. All IARU members would be able to both contribute and benefit by sending experts to the conference (#1 above) and by nominating individual academics to visit Myanmar to deliver lectures or teaching (#2 and #3 above).

IARU as an alliance is distinctively placed to contribute to capacity building in Myanmar's universities. Acting as an alliance, IARU could do much more than its members could individually, because of the larger and more diverse pool of expertise, both academic and administrative, that it contains in comparison to any individual university or development partner. And because IARU is a close-knit partnership with a track record of delivering joint initiatives, it can act effectively to bring together the talent contained in its member universities.

ANU, NUS and Oxford, as well as other IARU institutions that are already involved in collaborative programmes with universities in Myanmar will work to introduce peers from other IARU member universities to relevant contacts at universities in Myanmar, in order to facilitate the guest lectures and the schedule of teaching visits.

4. WHEN: Time frame.

Throughout 2016, as noted

5. WHERE: Location of the action(s).

Myanmar – primarily the University of Yangon, with some involvement by the University of Mandalay. Potential additional sites could include the Universities of East Yangon and Dagon, as well as national and local government institutions.

6. HOW MUCH: Indicative budget (total and/or per partner).

Partial funding from IARU would be required for the conference (#1) and the academic visits (#2 and #3).

Conference: IARU would cover hosting costs, including facilities and hospitality and travel expenses for a small number of external experts. Estimated cost: \$15,000.

IARU member universities or individuals (via their research budgets) would be asked to cover travel costs for any participants.

Academic visits: IARU would provide support for the teaching visits, to cover travel costs (airfare/accommodation/meals) for the IARU Myanmar lecturers (\$2000 for each of the two lectures, totaling \$4,000) and for the teaching fellows (\$5000 for a four-week visit by each of five fellows, totaling \$25,000). Estimated cost: \$29,000

Total IARU funding requested: \$44,000

IARU member universities could be asked to cover airfare for their own teaching fellows (unless these costs could be borne by the individuals); this would save about \$7,000, but would make it more difficult for some universities/individuals to participate.

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14 – Visiting graduate teaching programme

1. WHY: Concept of the proposed action(s).

Capacity-building in developing higher education institutions is something that most of IARU's member institutions have some degree of experience or interest in, as evidenced by the recent workshop on "Global Transformation". Capacity-building within, or support of, other universities can take many forms. One example is the link that Oxford University's African Studies Centre has with Fort Hare University in South Africa.

This link sees it sending graduates from its MSc in African Studies to teach a "Research Methods" course, among other things, to postgraduate students in Fort Hare for a period of about three months. Fort Hare has a growing number of postgraduate students from a range of African countries. It was agreed that two to three students from Oxford, who had completed the MSc in African Studies, or were engaged on doctorates, would teach a version of the MSc methods course to Fort Hare postgraduates on an annual basis. Research workshops focussing on Fort Hare student research have also been held and in 2011, a conference was organised to coincide with the programme. Academics have provided assistance with teaching. The programme has proved very valuable, both for students at Fort Hare and for those from Oxford.

All of IARU's member institutions would be ideally placed to provide expertise, guidance and support in a similar way. There are many institutions across the globe that have a growing programme of impressive research, but that lack teaching expertise and a strong skill base.

A IARU-wide programme modelled on the Oxford-Fort Hare programme would allow IARU to contribute in a tangible and concrete way to the development of higher education in less developed settings.

2. WHAT: Description of the activity(ies).

The programme would be comprised of eleven parallel bilateral relationships between IARU members and developing higher education institutions.

Each IARU member would choose one developing higher education institution to support through funded teaching placements for their recent graduates or doctoral students. These institutions would be spread across regions throughout the world. The key would be what partner institutions to choose and in what subject areas teaching would take place. Oxford's model of general social sciences research methods and related topics could be replicated elsewhere, but it would also make a lot of sense to set up teaching relationships in the hard sciences, i.e. teaching laboratory skills.

Needs and expertise of IARU members and partner institutions would need to be worked out at an individual level, but with support provided by Oxford University where possible.

Sustainability beyond the anniversary year could be explored by seeking sponsorship in future.

3. WHO: Expected involvement/contribution from other partners.

All IARU members would fully participate by choosing one institution to work in collaboration with. They would ascertain this institution's needs in terms of teaching support and would provide recent graduates or doctoral students from their institution to teach a course for a period of three months.

Oxford University would provide general guidance and support, with input from the IARU Secretariat where appropriate.

4. WHEN: Time frame.

Partners to be found in early 2016. Teaching to take place in 2016-17.

5. WHERE: Location of the action(s).

Across the globe.

6. HOW MUCH: Indicative budget (total and/or per partner).

Partner institutions would be expected to provide accommodation and local subsistence in return for being provided with free teaching for a period of three months. The 'teachers' themselves would give their time for free.

IARU would cover travel, medical, visa and insurance costs for two teachers per IARU member institution.

These costs would vary depending on the location of the partnership institution, but \$2,000 is a reasonable conservative estimate. Unspent funds would be returned to the IARU Secretariat.

With two teachers per institution, 22 placements at \$2,000 each would need to be funded.

Total IARU funding requested: \$44,000

The exact amount may be less, depending on locations.

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15 - IARU's Around-The-Globe Conference Relay

1. WHY: Concept of the proposed event

Create an event that conveys a message of being part of a global community of science. The proposal of organizing a relay of consecutive events happening all on the same day, at similar times in different time zones. The relay would have a common global theme which could be tackled in different ways or from different angles by each partner, thus creating a global academic dialogue across IARU members on a topic of global concern.

Oxford's *Research in conversation* is a good example of cross-disciplinary dialogue as it could be recreated in this proposal: "*Research in conversation is a series of interviews with researchers across Oxford University. Each interviewee raises a question arising from their research, which the next interview follows up on, approaching from a different discipline. Together, these linked interviews form 'chains' that collectively, and from many different perspectives, ask big questions like what it is to be human, how to live a healthy life and our changing relationship with information.*" <http://www.ox.ac.uk/research/research-in-conversation>

2. WHAT: Description of the activity(ies).

Each university organizes its own event, there is no requirement on the format, duration, scope or target audience. The event organization may be delegated to a faculty, a students' association, alumni or others deemed appropriate. The event should be academically relevant.

3. WHO: Expected involvement/contribution from other partners.

All partners are invited to contribute and agree on the global theme and nominate a representative in a steering group in charge of coordinating the common aspects of the relay. Individual partners will select their event's sub-theme, organize the local event and ensure webcast capacity and quality during the event. Partners are would also be invited to promote the event using a joint brand.

4. WHEN: Time frame.

In order to allow sufficient time for preparation, the date of the event should be probably booked on a day between October and November 2016.

5. WHERE: Location of the action(s).

Each IARU partner hosts its event.

6. HOW MUCH: Indicative budget (total and/or per partner).

Individual partners' costs and resources vary based on the type of event hosted by each university, and on the availability of recording and webcasting facilities.

Additional costs can be expected for creating a joint brand (10th anniversary logo) and for ensuring a regular and reliable webcasting from the IARU website.

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Appendix III: IARU 10th Anniversary Proposals Costs Overview

#	Title (click to read more)	Funding request
1	Campus Sustainability: How Do You Make a Campus “Green”?	11,000 USD (1,000 USD per partners)
2	Global Challenges of the Next 10 Years	Tbd - Costs of the event may differ for each partner
3	IARU Going Global	15,000 USD
4	IARU GSP Working Committee 2016	27,500 USD (As proposed at the 2015 GSP meeting: 2,500 USD per GSP Alumni per partner)
5	IARU Day/Week	Tbd -Event costs borne by each partner
6	IARU Online Lecture (series)	Tbd- Based on available facilities and equipment at each university
7	IARU Presidents' messages	Tbd -Graphic production
8	IARU Higher Education Summit	No costs involved for partners
9	Exhibition on IARU 10 Years	Tbd – Exhibit design and venue rental
10	IARU Innovation and Entrepreneurship Ecosystem	15,000 USD
11	Podcast series	Tbd- Based on available facilities and equipment at each university
12	Celebrating and supporting IARU's links with Sub-Saharan Africa	70,000 USD
13	The IARU-Myanmar initiative	44,000 USD
14	Visiting graduate teaching programme	44,000 USD
15	Around-The-Globe Conference Relay	Tbd - Costs of the event may differ for each partner

7.1 Sustainability Activities

Lead	University of Copenhagen
Reporting	<i>Dominik Brem, (ETH Zurich)</i> <i>Melissa Goodall (Yale)</i> <i>John Sullivan, (ANU)</i> <i>Tom Heel, (Oxford)</i> <i>Joanna Chamberlain, (Cambridge)</i>
Executive summary	<p>The IARU Sustainable Campus Initiative group has over the last year been very productive and have worked intensively with a number of key activities demonstrating IARU universities takes a global leadership in making universities more sustainable.</p> <p>The Green Guide for Universities was released in autumn 2014. It has achieved considerable attention.</p> <p>Making Universities Sustainable conference was successfully held in relation to the IARU scientific sustainable congress in Copenhagen.</p> <p>The IARU Global Universities Climate Forum has been launched, with an international student workshop at COP21 in Paris as a cornerstone.</p> <p>The Energy Management project is ongoing, involving mapping and sharing of best practice among IARU institutions and with other international universities.</p> <p>The IARU Sustainable fellowship programme has been running successfully for 8 years. In 2015, twelve IARU Sustainability Fellowships were hosted across eight institutions</p> <p>The next SCI meeting is proposed to be held back-to-back to the ISCN meeting, in Siena (Italy).</p>
Funding to date	<ul style="list-style-type: none"> ▪ <i>Up to 10,000 per meeting</i> <i>Sustainability Meetings 2016, 2017 and 2018</i> ▪ <i>Up to 15,000</i> <i>IARU Global University Climate Forum (Dec. 2015)</i> <p style="text-align: center;">-----</p> <ul style="list-style-type: none"> ▪ 3,240 (January 2015) Green Guide for Universities ▪ 3,983 (January 2015) Sustainability Meeting ▪ 15,000 (October 2014) Publication IARU Green Paper ▪ 25,000 (October 2014) Making Univ's Sustainable Conference ▪ 15,000 (October 2014) Sustainability Science Congress ▪ 6,060 (March 2014) Sustainability Meeting ▪ 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 10,000 (PM 12)</i> <i>Benchmarking study (unspent)</i>

	<ul style="list-style-type: none"> ▪ <i>up to 15,000 (PM 11)</i> <i>Website write-up (unspent)</i>
<p>Outcomes of previous meetings</p>	<p>Presidents' Meeting, March 2015</p> <p>The Sustainable Campus group has been very productive over the last year, contributing significantly to IARU's external visibility. In 2014, the Green Guide for Universities was published at the successful <i>Making Universities Sustainable Conference</i> in Copenhagen. 120 international university sustainability professionals and administrative employees attended the conference.</p> <p>Further, the group prepared a CO2 Emission Report outlining the development of the individual institutions' greenhouse gas emissions. Senior Officers had criticized that, due to different reporting metrics, the data cannot be used for comparisons. In response, the group proposed to engage an academic working group to develop internationally compatible metrics. Presidents agreed not to task researchers from top-down with such a project.</p> <p>The Sustainability Fellowship Exchange Program continues to be a great asset of the group. The individual campus sustainability progress reports of 2014 will be ready by May to be published on the IARU website. The group plans to organize the one-day student workshop IARU Global University Climate Forum (IARU-GF) during the UN Climate Change Conference (COP21) on 30 November to 11 December 2015 in Paris. Presidents approved the funding of USD 15,000, to be covered by reallocation of the unspent money from the website write-up which was completed by ANU using internal resources.</p> <p>The Campus Sustainability Officers asked for funding for the next three workshops in 2016, 2017 and 2018 (USD 15,000 per meeting). Presidents agreed to provide the funding for the workshops, but limited the funding to a maximum of USD 10,000 per meeting. Experience has shown that meeting cost of the IARU institutional joint working groups usually do not exceed USD 10,000. More funding can be granted in justified cases (e.g. meeting with a large number of participants).</p> <p>Presidents approved the request to reallocate USD 3,500 from the budget of the CO2 Emission Report (formerly "Benchmarking Study") to cover additional promotion cost of the Green Guide. The remaining unspent money of USD 6,500 will fall back to IARU general funds.</p> <p>Presidents congratulated the group to the accomplishments and encouraged the group to tackle the new suggested topics (Energy Management and Sustainable Laboratory Management). The group serves as a role model for other institutional joint working groups.</p> <p>Senior Officers Meeting, November 2014</p> <p>Amy Ho, NUS representative in the IARU Sustainable Campus network, presented a report on the activities of the group:</p> <p>The lead of the group has been taken over by UCPH.</p> <p>The Green Guide for Universities was launched in October 2014. The guide presents key themes, priorities, lessons learnt and recommendations on how to make universities more sustainable and is aimed to demonstrate IARU's universities contributions to and leadership on campus sustainability. The guide is available in hard copy</p>

and as a free e-publication on the websites of IARU, the partner universities and Sustainia. Universities have promoted the guide both jointly and individually via national and regional networks reaching more than 1,000 universities, IARU university staff and student communities. All partner were encouraged to continue the promotion activities. Additional international press promotion is also planned.

The Making Universities Sustainable Conference was successfully held on 22–24 October 2014 in Copenhagen with over 110 participants from 18 countries. The general feedback from the conference was very positive. Based on this success, the group will look into organizing another event.

The Sustainability Officers have completed a comparative study of the member institutions' greenhouse gas emissions and their individual mitigation strategies (IARU Universities Emissions Report). The emissions data show significant differences between the partners. Emissions are either reported as CO₂ equivalent or CO₂ only. Not all partners were able to collect scope 3 data (indirect emissions from sources not directly controlled by an institution) and the data cover different time periods. Senior Officers tasked the Sustainability Officers to agree upon common metrics to be applied across all partner universities to allow for comparability and benchmarking and revise the report before publishing it on IARU's webpage. Gerhard Schmitt (ETH) offered to assist the group in the data collection and visualization of the results. All Senior Officers showed commitment to further invest in this project and would be willing to provide the group with further resources if needed.

The Sustainability Fellowship Exchange Program continues to be successful. 17 exchanges took place in 2014 with students completing high quality projects on a range of sustainability topics. All partners participated in the exchange.

A roadmap with the vision and planned activities of the group for the next 3 years will be presented at the Presidents' Meeting 2015.

The Chair congratulated the group to the excellent work. In particular the publication of the Green Guide and the Making Universities Sustainable Conference have contributed significantly to IARU's visibility.

Sustainability Activities

The IARU Sustainable Campus Initiative group has over the last year been very productive and have worked intensively with a number of key activities demonstrating IARU universities takes a global leadership in making universities more sustainable.

A formalization of the SCI organization has been developed over the last year and responsibilities and rotation principles has been established. The current organizational setup is:

SCI Steering Group: John Sullivan, ANU; Dominik Brem, ETH Zurich; Melissa Goodall, Yale; Tomas Refslund Poulsen, UCPH.

SCI Secretariat: Tomas Refslund Poulsen, Green Campus, UCPH

SCI group: 1-2 representatives from each university.

The annual SCI group meeting is essential for developing strategies and activities for the SCI and it also serves as a key platform for exchange of best practice between universities. The following vision and activities have been developed up to and at the annual SCI meeting at ETH Zurich, January 27th-January 30th, 2015.

Vision for IARU Sustainable Campus Initiative

Universities can play a significant role in forging the path to a sustainable future. By our nature, we are focused on research, teaching and service and as institutions, tasked with training the world's future leaders. The universities of IARU have taken on the challenge to work together to promote and share our joint best experiences on the road to sustainability internationally.

Universities exhibit sustainability in ways that should be complementary – operations, teaching and research. We demonstrate to students, faculty, staff, alumni, and the public that we are responsible and willing to take the lead in creating a more sustainable tomorrow, we are doing so in a way that benefits from the credibility of the university voice. In other words, we have the ability to manifest sustainability – not only in theory, but in practice in everyday life on university campuses. We aim to inspire the 40-50 thousand annual students who graduate from IARU universities to be sustainable in their daily lives and to act as ambassadors for sustainability in their professional lives.

Creating a culture of sustainability for today's students will shape their expectations for how the world should be. At the same time, we are creating healthier, cleaner, safer, and more productive workplaces for university employees and students. In providing real-world examples of environmental, financial, and social successes, we hope to inspire innovation and creative action in universities around the globe. We will pursue the path from institutions developing ad hoc sustainability programs autonomously to a more collaborative effort to unite voices and learn from each other's experiences.

Based on the vision the SCI group has developed projects and activities that meet four criteria:

- Supports or contributes to our own efforts to enhance sustainability at each IARU university and in a way that is linked to existing university priorities and activities
- Develops new knowledge on key aspects of university sustainability and facilitates sharing of best practices between IARU universities
- Benefits from being affiliated with the IARU alliance

- Demonstrates global leadership and enhances sustainability at universities globally

Activities

IARU Green Guide for Universities

In October 2014 IARU SCI released the Green Guide for Universities developed together with Sustainia, an International Sustainability think tank strong on international sustainability communication.

This 145-page book was jointly developed by the sustainability offices of the IARU universities, and identifies key themes to address when making universities more sustainable. It offers priority issues to address, recommendations, and lessons learned by IARU universities on their own paths to improve sustainability, with a particular focus on the environmental aspects. The guide includes 23 inspiring case studies that have made measurable differences at IARU universities.



The Green Guide has achieved considerable attention internationally and it is evident that the guide and its real-life cases from IARU universities, has inspired other universities in their paths on sustainability.

The publication is available online for an international audience and has been promoted via a number of communication platforms leading to over +5,000 downloads. Joint IARU activities to promote the book has included:

- Posts to the IARU Website, the Facebook account “IARU Secretariat,” and the IARU GSP Facebook page: www.facebook.com/groups/iaru.gsp/
- Promotion at Making Universities Sustainable Conference in Copenhagen in October 2014
- Promotion at the IARU Sustainability Science Congress in Copenhagen in October 2014
- Presentation at the annual International Sustainable Campus Network meeting in June at Hong Kong University.
- In July 2015 University of Tokyo released a Japanese translation of the Green guide making enhancing use at Japanese universities.

Making Universities Sustainable Conference

Parallel to the 2014 IARU Sustainability Science Congress, IARU hosted the “Making Universities Sustainable” conference. *The Green Guide* served as the backbone for development of the conference themes and IARU universities presented a number of cases for inspiration and discussion.

The conference was attended by 120 international university sustainability professionals and administrative employees, and provided participants unique opportunities to learn and share best practice and develop valuable new approaches. A survey of attendees showed that the conference was a success, as over 90% found it to be “extraordinary” or “good,” and the responses showed high probability that future events would be recommended to colleagues.



In addition to the individual learnings, shared experiences and strengthened networks, a tangible outcome of the conference is the establishment of the virtual network: Sustainability International for Universities SUSTAINABILITY-INTERNATIONAL@JISCMail.AC.UK.



CO2 Emission Report

In 2014 the IARU SCI members prepared a report to compare how each of the member institutions is measuring and reporting on greenhouse gas emissions. The intent of the process was not to enable nor to establish a ranking within the institutions, but to offer a landscape review of the respective emissions profiles and mitigation strategies. By assessing the data collectively, the IARU SCI group determined that there were significant differences between the reporting periods and types of emissions data reported by the individual institutions. Despite these challenges, the report gives a picture of institutional commitment and potential opportunities to improve sustainability performance.

Each of the IARU universities currently puts considerable effort into reporting on greenhouse gas emissions data collection and analysis. Several of the IARU universities are required to use local, national, or international regulation or reporting standards. Additionally, some of the IARU universities have committed to third-party verification of data and reporting. The report demonstrated that these multiple reporting methods preclude useful quantitative comparison between the IARU institutions at this time. However, the report also provides a valuable background for the IARU sustainability group in development of future joint IARU carbon reduction and mitigation initiatives and strategies.

This report was offered as a point of discussion at the IARU Senior Officers Meeting in 2014. As per that presentation, the IARU SCI group recognized that the report highlights a globally important weakness in greenhouse gas reduction strategies – namely, that while robust international protocols for greenhouse gas reduction accounting exist, they have not been broadly adopted in higher education. Given the relatively small size and resources of the SCI group and that it is a significant task to develop common metrics and standards for emission reporting for universities, the SCI group recommended to secure academic leadership, with the support of the Presidents, and then to identify an academic working group which will be actively supported and enabled by the IARU SCI group.

The PM 2015 discussed the proposal but agreed not to establish a scientific working group addressing the issue. Therefore the IARU SCI group will continue to share best practice, methodologies and challenges on greenhouse gas emission accounting for their institutions at their yearly workshop, which will contribute to a constant improvement and harmonization of methodologies.

IARU Global Universities Climate Forum

In December 2015 United Nations will convene the 21st session of the Conference of the Parties to the UN Framework Convention on Climate Change (COP21) in Paris, France. This Conference will set the course for global action on climate change at what might be considered the most pivotal time to-date. International compacts such as the one anticipated from COP21 are imperative for establishing shared goals and distributed accountability in addressing global challenges. To effect enduring change there is a real need to engaged actors and stakeholders at various scales.

Universities are uniquely qualified to develop local solutions to climate change: they have the capacity to test models and systems and to promote innovation as well as the enthusiasm and vested curiosity of students and expertise of the faculty. In order to promote local action in the context of the global negotiations The IARU Global University Climate Forum has been established.

The IARU Global University Climate Forum is a one-day workshop on 5 December in Paris during the UN Framework Convention on Climate Change negotiations (COP21) where student teams from around the world will present their ideas for local-scale projects that will yield measureable impacts over the course of the following year. A web-based platform will serve as the cornerstone in sharing of progress, learnings and outcomes between the participating student groups. The students will experience being part of a global community of engaged students.

The Forum is organized by the International Alliance of Research Universities (IARU) led by Yale University and executed in collaboration with the International Sustainable Campus Network (ISCN). The event will be hosted by the Sorbonne Universités in the historic Sorbonne University in downtown Paris.

The poster for the IARU Global University Climate Forum features a world map background with the text "NEXT GENERATION SOLUTIONS TO TODAY'S GLOBAL CHALLENGES" at the top. Below this, four icons represent the process: "FORM A TEAM", "SUBMIT A PROJECT PROPOSAL", "ATTEND A WORKSHOP IN PARIS", and "MAKE A DIFFERENCE". Key dates are listed: "APPLICATION: 01 SEP - 01 OCT 2015", "FINALIST NOTIFICATION: 16, OCT 2015", and "EVENT: expected between 02 - 07 DEC 2015". A note states: "Note: At this time, there are no funds available to support student travel. Student teams that cannot attend the Paris conference are still invited to submit project ideas and to participate in the online forum." Logos for Yale, International Alliance of Research Universities, Sorbonne Universités, and ISCN are at the bottom. Contact information includes the website <http://www.iarum.org/sustainability/global-university-climate-forum> and email sustainable@yale.edu.

During the first application period, 8 university teams applied and were accepted. The organizing team recently announced the second application period, which will be open for the month of September. It is expected that this event will draw between 100 and 150 students from around the world.

All IARU universities are encouraged to support establishment and participation of student groups from their own institutions.

Important dates:

Application period start:	1 September
Application period end:	1 October
Finalist notification:	16 October
Paris Workshop:	5 December

The primary use of the \$15,000 approved by the IARU leadership will be to host the event, including venue rental and catering. Once we determined that we can cover those costs, any balance will be used to secure accommodations for the student participants in order to offset the cost of travel. Priority for these lodgings will be given to students from developing countries.

Energy Management – Best Practices

This project will map and facilitate sharing of best practice between IARU institutions approaches to energy in monitoring, metering, management, and billing, as well as the presentation of energy consumption data and anecdotal strengths and weaknesses to the various approaches.

It will address the clear opportunity to learn quickly through systematic comparison and developing a shared palette of management strategies and behavior change programs which deliver carbon and cost savings for all institutions. Findings will be communicated and shared internationally via partnering networks like (ISCN) International Sustainable Campus Network,

This project would be delivered in two phases:

- The first phase (2015) would collate a matrix of approaches and best practice examples, identify key themes, and form the basis of a repository to be drawn on by IARU members.
- The second phase (2016) would be largely dependent on the conclusions of the first but potentially, identifying common metrics, patterns by building use and function would provide further opportunity for targeted actions by members. The second phase would also comprise the promotion and dissemination of learning and fulfil IARU's aspiration to lead in sharing best practice.

A detailed project brief has been developed by the University of Oxford from the initial outline proposed to the Presidents meeting following the SCI annual meeting in Zurich. The brief has been reviewed by project partners from ETH Zurich and ANU and the IARU Fellow from UCPH.

A full matrix to capture key information regarding energy monitoring, metering, management and billing and contributions at IARU institutions has distributed in August, and data/information is currently being reviewed.

The first round revealed interesting insights and it identified additional aspects in energy management needed to be addressed. This will be done in a follow up during September, 2015. The draft matrix will be complete for review by Oxford, ETH Zurich and ANU during November 2015.

Following the completion of the matrix, activities to foster sharing of best practice between IARU

institutions and other international universities will be developed.

Annual Sustainable Campus Initiative meeting 2016

It has been agreed to postpone the PKU hosting of the Annual Sustainable Campus Initiative meeting to 2017. The IARU SCI meeting 2016 will be held in relation to the annual International Sustainable Campus Initiative (ISCN) meeting in Siena, Italy, in spring 2016.

IARU SCI and ISCN have strong collaboration and a number of IARU universities are engaged in the ISCN. Our two organizations are currently collaborating on the great event IARU Global Climate Forum workshop at the COP21 in Paris <http://www.iaruni.org/sustainability/global-university-climate-forum>. Having the meetings back to back will serve as a unique opportunity to build on this and further develop joint projects and activities.

And in addition this will also save time, travel expenses and reduce flight related CO₂-emissions. The IARU SCI group has a considerable focus on walking the talking.

Reporting on sustainability and carbon emission performance

Previously IARU institutions produced an individual report on carbon emissions and sustainability performance for PM and for the IARU website. IARU institutions already produce and present reporting on performance and activities at their websites, but timing over the year varies from university to university according to individual university reporting schedules.

In the SCI group it has been discussed and agreed to that in order to secure the most updated information to be available at the IARU website, having links to IARU universities sustainability reporting is a preferred solution. Furthermore this will save time for SCI group, as production of a dedicated IARU report is time consuming – particularly for universities not having English as their daily work language.

University	Link
Australian National University	https://services.anu.edu.au/campus-environment/sustainability-environment/sustainability
Cambridge	http://www.environment.admin.cam.ac.uk/resource-bank/cambridges-current-performance .
Copenhagen (UCPH)	http://greencampus.ku.dk/green_results_and_indicators/
ETH Zurich	https://www.ethz.ch/en/the-eth-zurich/information-material/sustainability-report.html
National University of Singapore	http://www.nus.edu.sg/oes/resources/reports.html
Oxford	Oxford Annual Reports
Peking	(to be included)
Tokyo	http://www.tscp.u-tokyo.ac.jp/en/
University of California, Berkeley	http://sustainability.berkeley.edu/reports
Yale	http://sustainability.yale.edu/sites/default/files/2014_progress_report.pdf

IARU Sustainable Fellowship Programme

The IARU Sustainable fellowship programme has been running successfully for 8 years. In 2015, twelve IARU Sustainability Fellowships were hosted across eight institutions. All institutions reported another year of successful exchanges with students completing high quality projects on a range of topics, details of which are contained in the following table. A selection of reports from the Sustainability Fellowships are published on the IARU web site, reports from 2015 will be added later on in the year (www.iaruni.org/sustainability/fellowships/reports).

Host institution	Sending institution	Student	Project
Australian National University	NUS	Zheng Zhangxin	Green Event guidelines Each year ANU holds events ranging from a meeting of ten people up to major events involving thousands of people. This project involved reviewing green event guidelines from other universities and organisations and developing guidelines for better management of small and large events at ANU.
	Tokyo	Shohei Miyata	Green labs This project involved developing an induction program to encourage more sustainable practices within laboratories.
Cambridge	Yale	Martha Longley	Staff and student engagement at the University of Cambridge. This project reviewed existing communications and engagement material and developed a staff and student engagement programme for the next academic year.
Copenhagen (UCPH)	Oxford	Anna Cuckow	Student Engagement Approaches – Suggestions for the University of Copenhagen This project assessed the current situation of student engagement in campus sustainability and offer recommendations for the establishment of a volunteer team among students.
	NUS	Elaine Hui Xian SAM	A Study on Good Laboratory Practice at Universities Towards Sustainability and Safety Solutions The objective of this report is to present the extent to which Good Laboratory Practice rules are being held at UCPH with focus on safety, environment and energy optimization.
National University of Singapore	Cambridge	Satowa Kinoshita	Energy audit of Central Library This project involved conducting an audit of the physical environment, user behaviour and operations in the Central Library to recommend strategies to reduce energy use.

	UCPH	Fie Cathrine Støttrup Olsen	<p>Piloting an urban farm at a student residence</p> <p>This project involved assisting a student residence in setting up a small-scale urban farm/ community garden on one of their lawns. This included managing a team of volunteers, designing the layout of the garden and construction.</p>
Oxford	ANU	Catherine Pilley	<p>Waste Mapping</p> <p>Investigating waste mapping practices at universities and conducting and initial waste mapping exercise tracing sources and destinations to help frame a future more detailed study.</p> <p>Mass Bike hire</p> <p>Researching worldwide mass bike hire and mass bike storage solutions with a view to making recommendations for expanding Oxford's existing bike hire scheme and for storage solutions in constrained cities.</p>
	UCPH	Mie Dehlsen	<p>Sustainable Purchasing</p> <p>Making recommendations for existing supplier self-assessment processes which do not give sufficient scrutiny to the sustainability of products. Research into Eco labels to assist buyers in sourcing sustainable options.</p> <p>Plastic Bags</p> <p>Researching the most sustainable waterproof bag for the Bodleian libraries and University retail outlets who use 12,000 per year</p> <p>Branding</p> <p>Investigating the diversity of branding across the HE and commercial sector to update an existing report into a potential visual identity for sustainability work at Oxford.</p> <p>Energy Management</p> <p>Producing a matrix and beginning to make contact with other IARU institutions to develop the 2015/16 IARU Energy Management project.</p>
Peking	Yale	Paige Curtis	<p>The PKU green campus program and the Implementation program of low-carbon ecological city of China</p> <ol style="list-style-type: none"> 1) Investigated the green campus planning and its implementation at PKU. 2) Investigated some low-carbon ecological cities in the Beijing and Tianjing metropolitan area and interviewed other region cases in China. 3) Participated in the preparation meeting for series of activities relating to the 10th anniversary celebration of IARU at PKU.

Tokyo	ANU	Matthew Kowluk	<p>Student Outreach Programs and Student Engagement with Sustainability at the University of Tokyo.</p> <p>This project examined the current levels of student engagement with the Todai Sustainable Campus Project (TSCP).</p>
Yale	Oxford	Samuel Peacock	<p>Materials Management</p> <ol style="list-style-type: none"> 1) Reviewed other entities' materials management plans. 2) Researched the flow of input and output of materials at the University. 3) Made recommendations for best practices. 4) Developed a working draft of the Materials Management Plan.

8.1 Global Summer Program (GSP)

Lead	GSP Coordinators IARU Secretariat
Reporting	<i>IARU Secretariat</i>
Executive summary	<p>The 8th GSP cycle in 2015 run smoothly. A total of 283 IARU students (out of 445 participants in total) participated in one or more of the 20 courses offered by all 10 partners. Preparations for GSP 2016 have already started. At their meeting, GSP Coordinators discussed the distinguishing features of the IARU GSP and the new format of the GSP Meeting 2016 in view of IARU 10th Anniversary celebrations.</p> <p>This document contains:</p> <ul style="list-style-type: none"> ▪ Report from the GSP 2015, outlook GSP 2016
Funding to date (in USD)	<ul style="list-style-type: none"> ▪ <i>Up to 10,000 (September 2016)</i> <i>GSP Meeting, Singapore</i> ▪ <i>Up to 10,000 (September 2015)</i> <i>GSP Meeting, Yale</i> ▪ 5,938 (September 2014) GSP Meeting, Oxford ▪ 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 (2015) IARU-Santander GSP Scholarships ▪ 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, March 2015</p> <p>Anders Hagström reported on behalf of the GSP Coordinators on the Global Summer Program (GSP) which continues to run very well. GSP 2014 counted a total of 304 students participating in one or more of the 20 courses offered by the 10 partner universities. The general student feedback was again very positive. The diversity of the participants is a key success factor of GSP. On the other hand, course costs continue to be a challenge: five courses had costs of USD 5,000 or more. The IARU-Santander Scholarships are therefore crucial for the program.</p> <p>In the 2015 GSP, a total of 20 courses will be offered by the ten partner universities.</p> <p>ANU and Berkeley have elaborated on the "hub proposal". ANU will organize its 2015 GSP course in a format reflective of the proposed</p>

“IARU Student Research Hub” model to gain first experiences. The aim is to launch the first IARU Student Research Hub in 2016 for a maximum of 45 students. In the future, the hub could aggregate several courses.

A new sponsorship agreement with Banco Santander for the GSP seasons 2015, 2016 and 2017 has been signed by NUS on behalf of IARU with subcontracts with each of the 9 other universities. In character, the new agreement is a continuation (and simplification) of the existing agreement, without any major changes.

Senior Officers' Meeting, November 2014

Anders Hagström reported on behalf of the GSP Coordinators on the Global Summer Program (GSP). GSP continues to be a flagship activity of IARU. The large number of hits on the IARU GSP webpages confirm the strong student interest in the program.

Course cost continues to be a concern as it is a deciding factor for students when considering participation. Five courses 2014 had total costs of USD 5,000 or more. Without the support from Banco Santander, the cost challenge would even be greater. In 2014, 51% of all IARU GSP students benefitted from the IARU-Santander GSP Scholarships.

The preparations for GSP 2015 are well under-way. The number of courses offered will increase by one to 21. There would be room for having more students in the courses with the same cost and administrative efforts.

The IARU Secretariat conducted a survey with the three GSP cohorts 2011–2013. The survey results confirm that GSP is highly regarded by the students. Students created many life-long international friendships. GSP Coordinators are considering possibilities of fostering the network of GSP alumni. The IARU World Alumni Forum in Tokyo will be used as a platform for also inviting GSP alumni.

ANU and Berkeley have elaborated a “GSP hub proposal” as a means of getting more students together in one location and to reduce costs. ANU is looking into offering its 2015 GSP course in a format reflective of the proposed “IARU Student Research Hub”. It is aimed to launch the first IARU Student Research Hub in 2016 with a maximum of 45 students.

Global Summer Program 2015

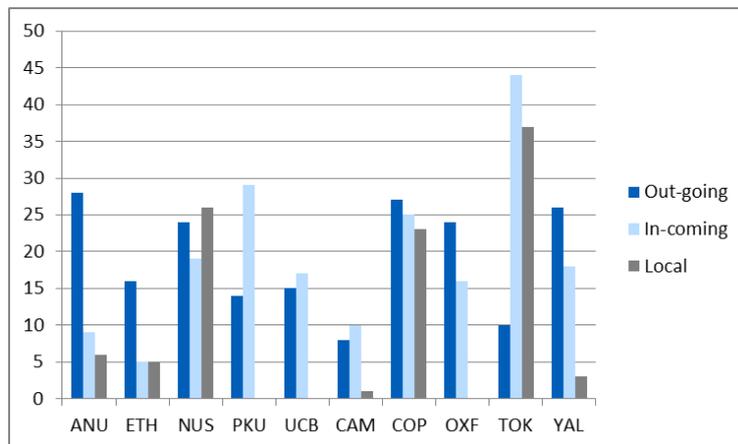
Summary

Number of Courses, Applications and IARU Participants

2015 marked the 8th year of the IARU Global Summer Program (GSP). A total of 20 courses with durations between 2 and 6 weeks were offered by all 10 partner institutions.

The 20 courses attracted nearly 550 applications from IARU students, 23% less than in 2014. As there are more and more opportunities for students to go abroad in the summer, students tend to apply for multiple options, so the number of applications should be viewed in this context. Discordant calendars continue to be a problem for students to organize their participation at the summer sessions without missing examinations and lectures. GSP coordinators' efforts to streamline the GSP courses period and duration can only partly help to address the issue. Nonetheless, the overall picture confirms the continued interest of students in the GSP.

A total of 283 IARU students attended one or more GSP course. The following graph shows the student distribution among the partner universities.



Student Feedback

The general feedback of the 2015 program was very positive. In the post-course survey, 87% of the survey participants said that they would recommend GSP to their peers (12% answered “maybe”, 1% would not recommend it). The diversity of the participants continues to be the key success factor of GSP. Having students from most, if not all, IARU institution as well as a sufficient number of local students is appreciated by GSP participants. Students generally find the course challenging both intellectually and personally when confronted with multicultural and multidisciplinary environments. Their open answers in the survey testify that participating in the IARU GSP was an “eye-opening” experience that contributes their skills, knowledge and personality development.

IARU-Santander GSP Scholarships

The IARU-Santander GSP Scholarships are crucial for making this international opportunity available to as many students as possible. During the 2015 Global Summer Program, a total of 137 students, or

48% of all IARU GSP students benefitted from the IARU-Santander GSP Scholarships, averaging USD 1,392 per student. Some partners could disburse over 20,000 USD to their outgoing students, thus making use of the carry-over funds from 2013-2014. Nonetheless, a significant amount of resources will be carried-over to 2016 due to late cancellations from students and strict conditions of other sponsors which forbid students to receive multiple scholarships.

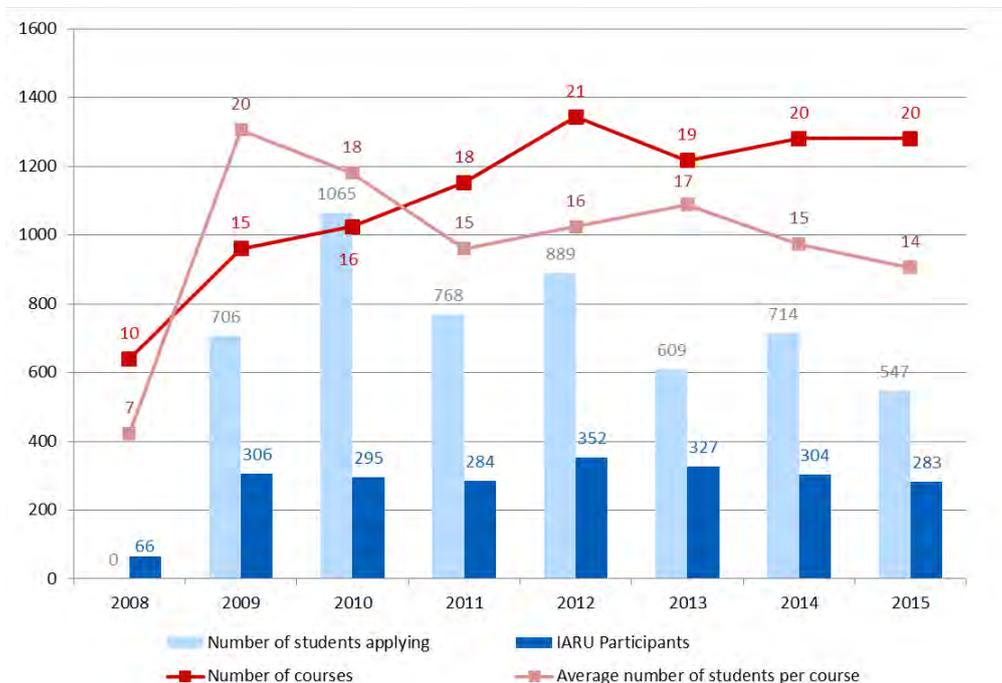
GSP 10th Anniversary

Partners preferred celebrating GSP in the framework of the IARU 10th anniversary instead of hosting a separate event one year later, in 2017 at 10th anniversary of the GSP. The GSP Coordinators propose to hold a one-off event combined to the 2016 GSP Working Committee Meeting. As a IARU flagship program, the GSP anniversary event would fit well under the umbrella of IARU’s celebrations.

The 2016 GSP Working Committee Meeting will be hosted by NUS, partners agreed to dedicate part of the meeting to an open session involving GSP Alumni, GSP Faculty members and the sponsor, Banco Santander, to exchange on the GSP achievements and future developments. For this extraordinary event, partners request financial support for covering the travel costs and accommodation of one GSP Alumni from each university to travel to NUS – the amount requested is up to USD 2,500 per GSP Alumni.

GSP Challenges

A decreasing trend in the number of students’ applications and average number of participants per course has been noted for the period from 2012 to 2015.



Given the significant organizational and financial effort required to provide courses for a relatively small number of students; and, given the competitive number of opportunities for students to go abroad during the summer, the GSP Coordinators initiated a discussion on the visibility and competitiveness of the IARU GSP.

The exchange revolved around refining the IARU GSP aims and principles, the distinctive features of the program and brainstorming on innovative formats of the courses. The GSP Coordinators concluded that the GSP already embeds a unique and distinctive IARU element, which is rooted in the GSP principles and reflected in different ways by each IARU course (eg. a course offered exclusively to IARU students, or a course taught by scholars from different IARU partners). An active engagement from faculties and increased promotional efforts, proved to contribute strengthening the positioning of the GSP.

It is important to note that the majority of the courses could moderately reduce their fees compared to the past year: 14 out of 20 courses had fees of approx. USD 2,000 or less. Furthermore, the number of courses with a total fee of USD 5,000 or more was reduced to only 2 in 2015. Total costs still remain high when inclusive of airfares and visa . The biggest challenge mentioned by the students this year was keeping pace with their course work.

“GSP Hub” Proposal

A few years ago, GSP Coordinators started discussing the idea of creating a “GSP hub”, gathering a larger pool of students in one location. Under this approach, participating partners would host the GSP every few years on a rotating basis with the aim of reducing the overall financial and administration burden. At the GSP Working Committee Meeting 2014 it was decided that this model would be tried as an addition to the existing GSP-model. ANU hosted its 2015 GSP course in a format reflective of this new model: ANU 1 Mobilising Research was the first non-disciplinary course organised by the Faculty members. The course received very positive feedback from the students and will be re-proposed in 2016 with the involvement of UCPH and UC Berkeley.

Further Information

- Annex A List of the GSP Meeting 2015 participants
- Annex B GSP 2015 course descriptions, including duration and cost
- Annex C Courses offered in the GSP 2016 (tentative)
- Annex D Outcomes of GSP Working Committee Meeting 2015

Annex A – Participants of the GSP Working Committee Meeting 2015

Yale University, 21–22 September 2015

Institution	Name	Position
Australian National University	Ms. Margaret Carlin	Manager Global Engagement, Office of Global Programs and Engagement
	Mr. Rohan McCarthy-Gill	Manager Global Programs, Office of Global Programs and Engagement
ETH Zurich	Dr. Angelika Wittek	Head of Student Exchange Office, Student Exchange Office
National University of Singapore	Prof. Anne Pakir	Director, International Relations Office
	Prof. Ong Chang Woei	Assistant Dean, Faculty of Arts and Social Sciences
	Mr. Michael Klemm	Associate Director, International Relations Office
Peking University	Dr. Xia Hongwei	Director, Office of International Relations
University of California, Berkeley	Prof. Khatharya Um	Professor and Faculty Academic Director, Berkeley Study Abroad
	Ms. Tracy Weber	Assistant Director, Berkeley Study Abroad
University of Cambridge	Ms. Sarah Ormrod	Director of International Programmes, Institute of Continuing Education
University of Copenhagen	Ms. Anne Bruun	Associate Director, International Education and Grants
University of Oxford	Prof. Angus Hawkins	Director of Int. Programmes, Dep. for Continuing Education
The University of Tokyo	Prof. Takeo Fujiwara	Deputy Director, International Centre
	Prof. Naoto Sekimura	Deputy Director General, Division of International Affairs
	Ms. Yoshiko Takahira	Project Specialist, Int. Exchange Group, International Affairs Dep.
	Dr. Jane Edwards	Dean of International and Professional Experience, Yale College
Yale University	Dr. Jeanne Follansbee	Dean, Yale Summer Session, Center for Int. and Professional Experience
	Ms. Kathy Trputec	Assistant Director, International Summer Programs, Yale Summer Session
IARU Secretariat	Ms. Michela Gaifami	IARU Secretariat

Annex B – GSP 2015 Course Descriptions

Code	Course	Length (weeks)	Total course fees in USD (estimates only, include tuition fees, textbooks, accommodation and field trips)	Course Description
ANU1	Mobilising Research	4	1,703	<p>Mobilising Research challenges and supports students to explore the role of research for the good of society. The course will examine the linked themes of 'creation', 'implementation', and 'influence' of research. These themes will be explored by viewing research as a foundation for creating and building knowledge, the importance of evidence in approaching complex problems, and the influence that research organisations have to shape society's priorities.</p> <p>Mobilising Research examines the role of research for the advancement of society. Students were exposed to how scholarly inquiry is conducted in a range of disciplines outside their own course of study through interactive panels and site visits to leading research facilities on campus.</p> <p>Students learnt to see the world through the eyes of others, appreciate the strengths of different perspectives and understand how positions are reached and opinions formed. Through individual, group and peer-learning, students had the opportunity to analyze, synthesise, evaluate, apply and communicate knowledge about the current research environment.</p>
ETH1	World Food System Summer School 2015	2	770	The question of how to feed the world, while considering human health, the environment and social wellbeing is one of the defining challenges of our time. In order to address these challenges we need to understand the world food system and find ways to deal with its complexity. This is the primary aim of this summer school.
NUS1	Southeast Asia in Context	5	3,050	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 Myanmar 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.
NUS2	Asia Now! The Archaeology of the Future City	4	1,563	This module draws from the Singapore setting and comparative studies to uncover the dynamics and meanings of interrelationships between society and the built environment of cities in Asia. The theme on the archaeology of the future invites us to examine the many layers of the city to not only find elements of its past, but to also identify possible urban futures that are already emerging. Field trips in Singapore will be interspersed with discussions and readings that provide in-depth, analytical, critical, and alternative perspectives on urbanization and urbanism in Asia. Regular sessions will be complemented by evening plenaries engaging prominent policy-makers and scholars.

Code	Course	Length (weeks)	Total course fees in USD (estimates only, include tuition fees, textbooks, accommodation and field trips)	Course Description
				An evening of short documentary films will contribute to multi-faceted understandings of contemporary cities in Asia. Students will come away with a deeper understanding of challenges facing a rapidly-urbanizing Asia, and will gain tools to evaluate solutions being worked out in Singapore and elsewhere in the region.
PKU1	Major Issues Concerning the Rise of China	4	2,080	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.
PKU2	Comparative Philosophy - China and the West	4	2,080	In the introduction of Chinese philosophy and culture into the Western academy, we have tended to theorize and conceptualize this antique tradition by appeal to familiar categories. We begin from trying to establish an interpretive context by understanding Plato and metaphysical realism as a persistent Western common sense. We will then explore Confucian role ethics as an attempt to articulate a sui generis moral philosophy that allows this tradition to have its own voice. This holistic philosophy is grounded in the primacy of relationality, and is a challenge to a foundational liberal individualism that has defined persons as discrete, autonomous, rational, free, and often self-interested agents. Confucian role ethics begins from a relationally constituted conception of person, takes family roles and relations as the entry point for developing moral competence, invokes moral imagination and the growth in relations that it can inspire as the substance of human morality, and entails a human-centered, a-theistic religiousness that stands in sharp contrast to the Abrahamic religions. We will also read some Daoist philosophy to register the breadth of the classical Chinese tradition.
PKU3	Special Topics in Chinese Economy	4	2,080	Over three decades, the Chinese economy has undergone a rapid economic transformation at an unprecedented pace and scale. Transforming from a centrally planned economy to a market-oriented system – institutional change ushered an era of industrialization and globalization. After experiencing decades of sustained growth, Chinese economy is at a crossroad – with emerging issues of economic imbalance, environmental degradation, inequity, to aging population – compels scholars to rethink China's development path. This intense course focuses on the special topics that are key to China's past, present and future economic development. Throughout the course, case studies and special topic research will serve as core teaching material.
PKU4	Silk Road: A History of Cultural and Material	4	2,080	This course provides a comprehensive introduction to the cultural and material exchanges among the major civilizations along the Silk Road. It covers the period between the 2nd and the 15th centuries CE, during which the

Code	Course	Length (weeks)	Total course fees in USD (estimates only, include tuition fees, textbooks, accommodation and field trips)	Course Description
	Exchanges			forces wielded by the Persians, the Chinese, The Greeks, the Indians, the Arabs and the Mongols shaped the geopolitical landscape of the vast region that spreads from the Caspian Sea to the Gobi Desert. Students will explore the role of the Silk Road in the formation of the religious and ethnic identities of these civilizations, as well as their perceptions towards one other. Through the study of refreshing and up-to-date visual and course readings, the students will explore crosscultural phenomenon such as Sogdian burial practice, Arab accounts of Tang China, Nestorian Christianity at the Mongol court, and influence of Marco Polo in the Latin West. The course will begin and conclude with discussion of the contemporary significance of the Silk Road as a historical category.
UCB1	Environmental Leadership Program	3	4,000	3-week summer certificate course on Sustainable Environmental Management.
UCB2	Media and Global Protest Movements	6	4,719	Course focuses on the interplay between popular protest movements and contemporary (mainstream/social) media in international and comparative perspective.
CAM1	Our Changing World	4	5,290	The leaders of tomorrow will need to be aware of the events that change the world, and the key issues facing world leaders today. Using specific examples from both past and present, the core course, plenary lectures and discussion sessions will address issues such as climate change, scientific discovery, international development, international relations, financial crises, disease, diplomatic incidents, war and natural catastrophe, to identify a number of what the teaching team consider to be world-changing events. Sessions will explain the key causes, impact and repercussions of these events. Participants will write on related subjects, from a literary, historical or international relations perspective.
COP1	Kierkegaard – The Individual in Global Society	3	With Agreement (NUS, ANU, UTokyo): 540 – 810 EU: 985 -1,255 Non-EU: 1,625 -1,895	The course takes a Danish perspective on common existential themes by reading the world famous local philosopher, Søren Kierkegaard, in his home town and at his own university.
COP2	Interdisciplinary Aspects of Healthy Aging	3	With Agreement (NUS, ANU, UTokyo): 540 – 810 EU: 1,135 - 1,405 Non-EU: 1,470 - 1,740	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. As something new in 2015, the students have had a lecture on innovation supporting healthy aging and the possibility to work on a research project on innovation. This course is aimed at students who have gained a first

Code	Course	Length (weeks)	Total course fees in USD (estimates only, include tuition fees, textbooks, accommodation and field trips)	Course Description
				bachelor level degree and are interested in aspects of aging research. Students from all fields are welcome.
COP3	Urban Culture in Theory and Action	2	With Agreement (NUS, ANU, UTokyo): 540 - 810 EU: 767 - 1,037 Non-EU: 1,580 - 1,850	The course combines academic theory on urban issues with hands-on practice in cultural entrepreneurship and social innovation through lectures, seminars, tutorials, group work, workshops and field trips across the city of Copenhagen.
OXF1	Global Challenges of the 21st Century – Environmental, Technological and Urban Sustainability	4	5,993	The Oxford Global Summer Programme offered a general introduction to a range of scientific and development challenges of the 21st century and addressed, in particular, issues of climate change, conservation and urbanisation. The course was designed for undergraduates. Each student was expected to work outside their usual area of expertise and was required to adopt methods (scientific/non-scientific) appropriate to the questions posed. No prior scientific knowledge was required. The course was delivered through tutorials, class meetings, seminars/ presentations, project work and discussions.
TOK1	Introduction to the Japanese Language	2	1,100	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	1,040	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 organized for GSP students as part of the course.
TOK3	Japan in Today's World	2	1,170	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.
TOK4	Nanoscience	2	1,040	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

Code	Course	Length (weeks)	Total course fees in USD (estimates only, include tuition fees, textbooks, accommodation and field trips)	Course Description
				active laboratories in the University of Tokyo.
YAL1	Moral Foundations of Politics	5	3,287	Open to Yale students and students from the International Alliance of Research Universities (IARU) Global Summer Program. Two students from each partner university, including Yale, will be admitted to this course. Partial funding is provided for 2 students from each partner university. An introduction to contemporary perspectives on foundational normative issues of political life. Provides an introduction to the core first-order normative questions of political morality as we might argue about them today. Students are expected to have read "Justice as Fairness: A Restatement" by John Rawls prior to the first day of class. 1 Credit.

Annex C – Tentative List of Courses Offered in the GSP 2016

Please note that this list is indicative and subject to changes.

Code	Course Title	Period	Course Description As in the course GSP 2015 reports
ANU1	Mobilising Research	tbd	<p>Mobilising Research challenges and supports students to explore the role of research for the good of society. The course will examine the linked themes of 'creation', 'implementation', and 'influence' of research. These themes will be explored by viewing research as a foundation for creating and building knowledge, the importance of evidence in approaching complex problems, and the influence that research organisations have to shape society's priorities.</p> <p>Mobilising Research examines the role of research for the advancement of society. Students are exposed to how scholarly inquiry is conducted in a range of disciplines outside their own course of study through interactive panels and site visits to leading research facilities on campus.</p> <p>Students learn to see the world through the eyes of others, appreciate the strengths of different perspectives and understand how positions are reached and opinions formed. Through individual, group and peer-learning, students have the opportunity to analyze, synthesise, evaluate, apply and communicate knowledge about the current research environment.</p> <p>ANU is looking into the possibility of visiting academics from UC Berkeley and University of Copenhagen teaching into the course.</p>
ETH1	World Food System Summer School – Organic Agriculture and Food Systems	tbd	<p>The question of how to feed the world, while considering human health, the environment and social wellbeing is one of the defining challenges of our time. In order to address these challenges we need to understand the world food system and find ways to deal with its complexity. This is the primary aim of this summer school.</p>
ETH2		tbd	ETH Zurich will explore possibilities for offering a second course.
NUS1	Southeast Asia in Context	tbd	<p>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 Myanmar 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.</p>
NUS2	Animals in the city	tbd	New course under development.
PKU1	Major Issues Concerning the Rise of China	tbd	<p>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.</p>
PKU2	Special Topics in Chinese Economy	tbd	<p>Over three decades, the Chinese economy undergone a rapid economic transformation at an unprecedented pace and scale. Transforming from a centrally planned economy to a market-oriented system – institutional change induced fiscal, agricultural, enterprise as well as financial system and banking reforms – that ushered an era of industrialization and globalization. After experiencing decades of sustained growth, Chinese economy is at a crossroad – with emerging issues of economic imbalance, environmental degradation, inequity, social security to aging population compels scholars to rethink China's development path. The course aims to challenge students to develop a critical</p>

			<p>view of the 'China miracle' and obtain an informed perspective of developmental approach that China should take in the future.</p> <p>This intense course focus on the special topics that are key to China's future economic development. Throughout the course, case studies and special topic research will serve as core teaching material.</p>
PKU3	Culture, Behavior and Brain	tbd	<p>Human beings have created the most colourful cultures in the world that not only contextualize our behaviour but shape our mind and brain as well. Do people's behaviour vary across cultures? Whether and how cultures influence human cognitive processes and underlying brain activity? Do individuals engaged in Western and East Asian cultures have distinct cognitive styles during perception and attention? Can we understand cultural differences in social behaviour by examining cultural effects on brain functional organization? Can we modify individuals' brain activity in laboratory by short-term exposure of new cultural values? How does culture interact with genes to modulate brain functions and behaviour? Can we predict future changes of human behaviour by examining current cultural differences in multiple neurocognitive processes? There has been a long history of human thoughts of these interesting issues. However, only recently have these questions been examined by empirical studies that combine psychology, neuroscience, brain imaging, genetics, etc. This 4-weeks course aims to illustrate the important issues regarding the interactive relationships between culture, behaviour and brain, to explain psychological paradigms and brain imaging methods that have been integrated to study cultural influences on cognitive and neural processes, to introduce our current knowledge/theory about the sociocultural brain, and to discuss future questions regarding the interactive relationships between culture, behaviour, and brain. The first three week will focus on class teaching and discussion and, during the last week, students in small groups will be required to finish proposals of independent research projects related to cultural effects on behaviour, mind, and brain.</p>
PKU4	History, Photography, Memory	tbd	<p>This course examines photographs as a source for understanding the construction of private life in the United States, 1839-present. Genres to be considered include: studio photography, family albums, snapshots, artists' photographs and the art of memory. Special attention will be paid to race, class, gender, sexuality and nationalism as interpretive frameworks. Students will do independent archival research in selected photographic collections, and become familiar with some of the major ways of using photographs as historical sources. Principal reading includes texts by: Roland Barthes, Walter Benjamin, John Berger, Sarah Greenough, Marianne Hirsch, bell hooks, Annette Kuhn, Martha Langford, Micholas Mirzoeff, Laura Mulvey, Alan Sekula, Shawn Smith, Susan Sontag, Jo Spence, Sally Stein, Marita Sturken, Maruice Wallace, Simon Watney and Deborah Willis.</p>
UCB1	Environmental Leadership Program	tbd	<p>The <i>Beahrs</i> Environmental Leadership Program (ELP) of the College of Natural Resources at the University of California, Berkeley provides state-of-the-art training in environmental and natural resource science, policy, and leadership to strengthen the capacities of environmental practitioners. Participants will benefit from a unique opportunity to interact with Berkeley faculty as well as international environmental practioners to access new information and tools, share practical experiences, and develop collaborative leadership skills. The Beahrs ELP has graduated over 500 environmental leaders from <i>over one hundred countries</i>.</p> <p>The 3-week certificate course on <i>Sustainable Environmental Management</i> offers a series of interdisciplinary workshops, facilitated by UC Berkeley faculty and non-academic experts from the greater San Francisco Bay Area.</p>
UCB2	Media and Global Protest Movements	tbd	<p>The course is concerned with the nexus between protest movements and contemporary (mainstream/social) media in international and comparative perspective. It places focus on the recent chain of uprisings in the Middle East, Europe, Latin America and United States, and on the use of new media as a tool for political mobilization. The course examines the field dynamics and repertoires of contemporary protest movements. It further sheds light on the role that mainstream media and digital sphere have played in galvanizing protest movements and shaping their dynamics.</p> <p>The course adopts an interdisciplinary approach by offering both academic</p>

			lectures and multimedia workshop in which students explore a variety of web-based tools and produce websites.
CAM1	Our Changing World	03 July-30 July	The leaders of tomorrow need to be aware of the type of events that change the world, and the key issues resulting from these changes. Using specific examples from both past and present, the core course addresses such topics as climate change, scientific discovery, international development, international relations, financial crises, disease, diplomatic incidents, war and natural catastrophe, to identify a number of world-changing events. Sessions will explain the key causes, impact and repercussions of these events. Additional wide-ranging plenary talks help set discussions in context. Students write - and have supervisions - on related historical or literary topics.
COP1	Kierkegaard: The Individual in the Global Society	tbd	The course takes a Danish perspective on common existential themes by reading the world famous local philosopher, Søren Kierkegaard and draws on the IARU network by inviting well-known specialists from the partner universities as guest lecturers.
COP2	Interdisciplinary Aspects of Healthy Aging	tbd	The main topic of the course is Søren Kierkegaard's witty and 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, 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.
COP3	Urban Culture in Theory and Action	tbd	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.
OXF1	Global Challenges of the 21 st Century – Environmental, Technological and Urban Sustainability	tbd	The Oxford Global Summer Programme offers a general introduction to a range of scientific and development challenges of the 21st century and addressed, in particular, issues of climate change, conservation and urbanisation. The course is designed for undergraduates. Each student is expected to work outside their usual area of expertise and is required to adopt methods (scientific/non-scientific) appropriate to the questions posed. No prior scientific knowledge is required. The course is delivered through tutorials, class meetings, seminars/ presentations, project work and discussions.
TOK1	Introduction to the Japanese Language	June 27 – July 8	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	June 27 – July 8	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 half-day excursion related to the lectures will be organized for GSP students as part of the course.
TOK3	Japan in Today's World	July 7 – July 19	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 on Territorial Disputes and Nationalism, where participants are encouraged to make contributions in the discussion with invited specialists.
TOK4	Nanoscience	July 7 – July 20	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	New Course - Title to be defined	tbd	Yale will develop a multidisciplinary course on the preservation of cultural heritage. Taught by the director of Yale's Institute for the Preservation of Cultural Heritage, the course will draw on a range of methods and disciplinary perspectives, including anthropology, history, art history, chemistry, computer science, law, economics, and business.
YAL2	New Course - Title to be defined	tbd	Peking University will send one faculty member from the School for International Studies to teach a course at Yale in his field of expertise.

Annex D – Confirmed Outcomes of the GSP Working Committee Meeting 2015 Yale University, 21–22 September 2015

Opening & Welcome

President Peter Salovey welcomed the GSP Working Committee. In his address he highlighted the value and commitment that all IARU partners share towards the internationalisation of education. President Salovey acknowledged the GSP contribution to this effort and praised the GSP Working Committee for their work and efforts.

Session 1: GSP 2015

1.1 GSP 2015 Course Review

Australian National University

ANU offered one new course, non-discipline based, which was attended by 22 students. In their feedback it appeared some students didn't quite know what to expect, therefore in the future the course structure will be more clearly advertised. This was the first time for having a 4 week course. At the end of course a selected group of students presented a 3 minute thesis in front of distinguished ANU academics. ANU is looking at offering this course again next year.

ANU received 240 applications, and had 28 outbound students. A new system was used to manage applications, which made it simpler for students to apply. Financial contributions to students ranged between USD 1,600 to USD 1,200.

ANU has worked hard to promote IARU GSP as a brand: the program has been widely advertised, by means of informative sessions, to which this year a significant social media element has been added. Students plan attending the GSP well in advance: students in their first year are expressing a desire to partake. Staff and faculty are accommodating to students partaking even if it implies that the students will come back late in the exam session. ANU wishes more students to be recognized for credit.

ETH Zurich

ETH Zurich had two summer schools planned, but unfortunately one was cancelled during the application procedure. ETH Zurich apologized with the partners for the inconvenience this has caused.

This year ETH had a large number of outgoing students: 16 in total. 5 incoming IARU students attended the course offered at ETH.

National University of Singapore

The National University of Singapore offered two courses. NUS received 67 applications and nominated 30 students; 24 students were sent out and 21 attended the GSP at NUS. NUS has capacity to welcome more students from the partner universities.

Peking University

There were 26 students from 7 institutions who participated to the GSP at Peking University; 14 outgoing students from PKU went to partners. This year the program encountered challenges due to the Chinese lunar calendar which had an impact on the ending of the spring semester. It was judged useful to open up summer session to students which ran at the same time. Peking University wishes to further explore how to get students to come back for another summer, perhaps targeting GSP alumni and invite them back in the future for another GSP exchange.

University of California, Berkeley

Altogether UC Berkeley received 67 applications, 15 students went out and 17 came in from partner universities. The students' response has been positive. The program included weekly social activities, welcome reception, etc. Students expressed interest to come back after the GSP. A graduate study fair took place on Campus and GSP students could visit it.

Challenges faced include credit transferability: the course held at the Leadership institute is non-credit, whereas the course on media is credit bearing. The calendar also posed some challenges as GSP and academic calendar dates do not align.

University of Cambridge

The University of Cambridge had a broad range of students applying for GSP courses. However the final numbers were disappointing: Cambridge had 8 students going out, and 11 coming in. An underspend on outgoing students allowed Cambridge to offer important financial support to incoming students. The course format changed significantly this year. Students had particularly enjoyed the discussions and profited from the weekly feedback sessions. Feedback from students states difficulties in keeping up with the assignments, but was more positive overall this year.

University of Copenhagen

UCPH offered 3 courses. Of these, 2 courses had been offered in the past and performed very well, with a good representation from students from IARU partner universities. A new course was added on urban issues, for graduate students only, which limited the number of IARU students attending. UCPH announced that next year this course will be offered again and will accept advanced undergraduate students as well.

UCPH had a drop in number of students that applied. This is probably due to a number of reforms in the educational system that may have deterred students from applying.

University of Oxford

36 students applied, spread across the different IARU member institutions. Most Oxford students applying to the GSP were interested in the courses at Peking University. Challenges arose due to different academic calendars. Based on students' enrollments and evaluations, the course went well.

The University of Tokyo

As in the past, UTokyo offered 4 courses. 10 UTokyo students were sent abroad on GSP while about 40 GSP students from overseas attended the UTokyo courses.

The University of Tokyo changed academic calendar, which resulted in challenges for their students to participate in the GSP. The lessons' duration was also extended at UTokyo.

Yale University

Yale offered a course that had been offered before. The program had several extra-curricular activities, including a visit to the United Nations with lunch in New York. Yale created an online application procedure for their students, which helped to cut down work compared to paper applications. The new Dean of Summer Sessions, Jeanne Follansbee, was welcomed with a special reception also involving the Summer Program students.

Yale requires a minimum course duration of 4 weeks for courses to be credit bearing: GSP course durations of 3 weeks and less are therefore less attractive to Yale students.

Action point: conflicting calendars have affected the number of applications and participants to the GSP. In order to better align dates of the 2016 GSP courses, the GSP Coordinators asked the Secretariat to create a summer calendar overview for all partners.

The overview is available at this link: <http://www.iaruni.org/gsp-working-committee-meetings/gei/gsp/academic-calendars>

1.2 GSP Snapshots

A total of 20 courses were offered, with durations between 2 and 6 weeks.

The total number of applications received adds up to 547, that is 23% less than in 2014. 6 universities received fewer applications compared to 2014, whereas 4 received more than in the past (ANU, ETH, Oxford and Yale). Reasons for fewer applications were found in: changes to or conflicting calendars (PKU, UC Berkeley, UTokyo), reforms in the education system (UCPH).

Some institutions faced challenges as to how retain students during the process:

- Students who were selected decided to withdraw as not offered their first choice;
- Students who were nominated and were unsuccessful due to number restrictions could not apply to other IARU GSP courses/could be offered home courses only;
- Several students pull out during the application (eg. incomplete applications) and selection process or at a later stage and their place could not be offered to other students.

A total of 283 IARU students participated in GSP 2015 courses, of which 101 local and 182 incoming/outgoing students. 10 students attended multiple courses hosted at UTokyo or at Peking University. 152 students from other universities participated to the GSP (34% of total students).

On average, each course had 14 student participants – less than in previous years. It has been noted that the average number of students per course has been decreasing since 2012.

Partners adopt different approaches as to admitting students from non-IARU universities to the GSP. While some GSP courses are kept IARU-exclusive, or mostly participated by IARU students, others receive a high numbers of students from other universities. In the latter case, students are selected based on criteria in line with IARU standards. Furthermore it is noted that students' diversity is a point of strength of all IARU courses, the presence of peers from outside the Alliance also contributes to the overall diversity.

Action point: when collecting data about the application process, the IARU Secretariat will ask for separate data: about the number of students applying and about the courses they apply to, in order to

capture the popularity of each course.

1.3 GSP 2015 Course Survey Analysis

The feedback survey was responded to by 60% of the total number of participants including non-IARU students. The survey link was provided by the Secretariat and sent out by the course organizers. 5 courses out of 20 received less than the minimal required number of five answers.

Overall, the GSP 2015 performed well. 74% of the students strongly agreed that the GSP course was a good experience for them and 87% would recommend it or have already recommended the GSP to a peer. GSP performed well when judged on its aims, descriptions and principles – the diversity of the participants is a constant key success factor of GSP. Pre-departure course information was less a weakness than in previous years: still, students would welcome further information about the content and structure of the courses.

Deciding factors for choosing a GSP course are: course content, geographical location of the course and name and reputation of the hosting university. One third of the students indicated respectively that cost and course date factors also influenced their choice. Credit transfer has been selected only by a minority of students. This is a multiple choice answer and students are not asked to rank their choices therefore it is not possible to determine which aspect is more relevant against the others.

The visibility of IARU and of the GSP program is still limited, 67% of the students did not know about IARU before applying. Only 36% of the participants strongly agreed with feeling part of a broader IARU network.

Students wished they had known more about:

- Intensity of the course and workload
- Required background knowledge and course structure
- Accommodation and living costs.

Students found particularly challenging, yet rewarding:

- The intellectual challenges of working across disciplines
- Their time management
- Intercultural communication and team work
- Personal development in a new and multicultural setting
- Expressing themselves in English language and generally strengthening their communication skills.

When asked for improvement, students recommended the following:

- Increase the number of opportunities for interaction and integration among students prior to departure and during the course stay
- Reduce the intensity of work and extend the courses duration to 4 weeks
- Better connection between the course outline and the actual course content
- Reduce costs and restrictions, especially to Master students.

Action points:

- The students will be informed about the IARU's feedback survey already in the application form.
- The questions concerning the credit transfer should be revised and reformulated.

- The Secretariat will send the 2016 Course Survey link directly to the students, and will send reminders to complete.
- All survey answers will be shared with all partners.

Session 2: Course Administration and Logistics

Application Form and Process

- Partner institutions used different platforms for processing online applications, which proved to be a time saving solution.
- The word template used for the 2015 GSP remains unchanged in its structure. The IARU Secretariat will update course information and deadlines relevant to the 2016 GSP and add specific information to the students that they will be asked to take the IARU feedback survey.
- English proficiency level will not be added in the application, but will be indicated in the course outline.
- There is not a unique approach to handling the number of courses each student can apply for. ANU and ETH allow applications to up to 3 courses and require that a separate application form is submitted for each course. Students will in any case only be nominated for 1 course.
- All partners are invited to share course contents, eg. syllabus, early on, as it helps determine if a student will be a good participant for the program.

Selection Criteria & Nomination Process

- Partners have different approaches about the eligibility of graduated students. Both Yale and Berkeley allow outgoing seniors to apply.

Publicity, branding & GSP Facebook page

- The Secretariat is creating a new IARU website which is going to be released in 2016.
- An Official IARU GSP Facebook group exists and universities have been setting up individual Facebook groups to allow students to connect ahead of time. It is an appreciated and successful communication channel, which increases the feeling of being part of an international community and of a broader IARU network.
- ANU heavily promoted the 2015 GSP. This year it particularly invested in social media promotion and received positive return in terms of 240 applications. Information sessions are run on different parts of campus at Berkeley.

IARU GSP Challenges and Future Directions

GSP Coordinators noted a decreasing trend in the average number of students per course, an increasing offer of international summer school programs competing with the GSP and a financial challenge in running GSP with only a limited number of students. Therefore, a discussion begun on whether these facts are to be considered a challenge to the GSP, and if so, in which way they can be addressed. The exchange started with looking at the GSP Aims and Principles and progressed revolving around two questions.

What are the distinctive features of IARU GSP and are these making for a competitive selling point?

IARU's GSP distinctive features are embedded in its aims and principles. These were agreed upon in 2009 and judged still reflecting the spirit of the GSP and of this Working Committee.

The following additional points were mentioned when reflecting upon the distinctive features of GSP:

- GSP courses which are exclusively targeted to IARU students, or, where the majority of the attending students come from IARU partners. While this is a distinctive aspect in a few courses, and a strong value added element for some partners, it does not apply to all GSP, especially due to the low numbers of students' applications.
- GSP courses offer a unique opportunity to learn about different educational landscapes. Furthermore, they offer an introduction to different perspectives on the role of research and on research as a way of working outside academia eg. innovative start-ups.
- GSP courses focus on 21st century global challenges and aim at helping students to play an influential role as future leaders.
- The GSP courses offer students a way of thinking about the world as they never did before by means of: adopting a multidisciplinary approach that reflects the dispersed nature of knowledge, addressing the 21st century global challenges, and presenting a role for research beyond campus.

The group acknowledged that all the above is well incorporated in the GSP courses, but it might not be unique or a strong enough selling point for distinguishing the GSP from competing programs. The exchange moved forward exploring formats which could build further on the added value of being part of the alliance.

What could be the evolution of the format of the courses to build even more on IARU value added?

Partners brainstormed on concrete ways to incorporate common and distinguishing features amongst all GSP courses:

- Create an occasion for interacting with the IARU community online, this could be a short event such as a guest lecture or a morning session within a GSP course or across courses.
- The research hub as it was piloted at ANU (a non-disciplinary course with lectures given by different IARU scholars) proved to be a successful concept which will be replicated next year. Some partners are willing to explore the possibility of adopting the same format, however they expect facing challenges in engaging faculty members, especially for teaching during summer sessions.
- Partners who did not have a summer session tradition acknowledge success in establishing courses and receiving very positive feedbacks from students. Faculty members are not willing to create courses ex-novo, hence the GSP can build on what is already available.
- Since the collaborations are anchored to IARU, not specifically to a partner, making a more intense use of IARU as a brand will contribute to distinguishing the GSP in the summer schools landscape.
- Marketing efforts should be undertaken by each partner in order to promote the GSP in the way that best resonates with their students.

The GSP Working Committee concluded that the trend should be examined again next year and considerations made on necessary changes.

Session 3: GSP 2016

3.1 Timeline for GSP 2016

In order to include preliminary and non-binding information to the Senior Officers about the course offering in 2016, the outline of the courses should be handed in to the Secretariat by the end of the month.

The Secretariat will not develop the two additional snapshots proposed in the draft Timeline: listing the nominated and accepted students. Universities are free to apply cancellation charges if seen fit, but these must be declared up-front. The 2016 GSP timeline was approved without further changes.

Course Announcements	Complete Course Profiles / Start of Application Period	Selection	Nomination	Offer	Acceptance
Basic course details submitted to Secretariat for information at the Senior Officers' Meeting 2015 (22-23 Oct.)	Completed course profiles forwarded to the Secretariat for upload on the website. (End November)	Application period closes. Selection process commences.	Selection process completed at sending universities. Nominated applications forwarded to host universities.	Host university sends offer letter to applicant	Student responds to nomination / acceptance. University sets deadline but no later than 20 April 2016.
	<i>Course Info Part II</i>				
	30 November 2015				
	GSP 2016 course information go live. Application period opens		Please include all financial aids offered to the applicant if available.	Please cc sending university.	Please notify sending university.
<i>Course Info Part I</i>		<i>Coordinators Overview</i>			
30 September 2015	11 December 2015	7 March 2016	23 March 2016	11 April 2016	20 April 2016

Lunar New Year: 8 February 2016
Easter: 24–28 March 2016

3.2 Outlook of GSP 2016 Courses

Below the tentative list of courses which may be offered at the 2016 GSP.

University	Code	Title	Comments
Australian National University	ANU1	Mobilising Research	As 2015 GSP course, with the collaboration of UCPH and UC Berkeley
ETH Zurich	ETH1	World Food System Summer School 2015	As 2015 GSP
	ETH2	-	New course to be confirmed
National University of Singapore	NUS1	Southeast Asia in Context	As 2015 GSP
	NUS2	Animals in the city	New course
Peking University	PKU1	Major Issues Concerning the Rise of China	As 2015 GSP
	PKU2	Comparative Philosophy - China and the West	As 2015 GSP
	PKU3	-	New Course
University of California, Berkeley	UCB1	Environmental Leadership Program	As 2015 GSP
	UCB2	Media and Global Protest Movements	As 2015 GSP
University of Cambridge	CAM1	CAM1: Our Changing World	As 2015 GSP

University	Code	Title	Comments
University of Copenhagen	COP1	Kierkegaard – The Individual in Global Society	As 2015 GSP
	COP2	Interdisciplinary Aspects of Healthy Aging	As 2015 GSP
	COP3	Urban Culture in Theory and Action	As 2015 GSP, open to undergraduate
University of Oxford	OXF1	Global Challenges of the 21st Century – Environmental, Technological and Urban Sustainability	As 2015 GSP
The University of Tokyo	TOK1	Introduction to the Japanese Language	As 2015 GSP
	TOK2	Sustainable Urban Management	As 2015 GSP
	TOK3	Japan in Today's World	As 2015 GSP
	TOK4	Nanoscience	As 2015 GSP
Yale University	YAL1	-	New Course with focus on the preservation of cultural heritage
Total			19 to 20 courses will be offered in total

3.3 IARU Membership

The IARU Secretariat informed the GSP Working Committee that the University of Cape Town has been invited to join the IARU from January 2016. Cape Town has accepted the invitation and expressed general interest in the Global Summer Program, however it has not made any commitments to participate in the 2016 GSP session.

The GSP Coordinators invited the University of Cape Town to attend the GSP Working Committee Meeting in 2016 in view of its full participation to the 2017 GSP Session. Until then, all partners will welcome applications from students of the University of Cape Town who are willing to apply to the 2016 GSP courses.

The Secretariat will be in charge of amending the Specific Agreement with Banco Santander in close coordination with NUS in order to secure scholarship funding for the new partner as of GSP 2017.

Session 4: Santander

4.1 Santander Agreement Fulfillment 2015

During the 2015 IARU Global Summer Program 137 students benefitted from the IARU-Santander GSP Scholarships. A total of USD 190,693 has been awarded, averaging USD 1,392 per student.

Carry over funds from 2013/2014 could be disbursed by some universities. Unconsumed sponsorships are due to the limitations imposed from other sponsors to combine multiple source of funding only up to a maximum amount. Additionally, late cancellations from students prevented the universities to award the Santander monies to other students.

The Secretariat will send the report to Santander in early October 2015 in order to include the figures of monies that are disbursed to students upon completion of the GSP course. The following table summarizes the amount of Santander monies that will be notified to Banco Santander for carry-over to GSP 2016 (numbers in USD).

University	Carried over from 2013/2014	Awarded Scholarships 2015	Carry over to 2016	Scholarship funds 2016	Expected Available Scholarships 2016
ANU	--	20,000	--	20,000	20,000
ETH	1,326	21,325	--	20,000	20,000
NUS	2,500	22,500	--	20,000	20,000
PKU	1,200	21,000	200	20,000	20,200
UCB	--	17,164	2,836	20,000	22,836
Cambridge	4,100	24,150	--	20,000	20,000
UCPH	100	19,992	108	20,000	20,108
Oxford	--	16,162	3,838	20,000	23,838
UTokyo	1,343	8,400	12,943	20,000	32,943
Yale	2,000	20,000	2,000	20,000	22,000
Total	12,569	190,693	21,925	200,000	221,925

Session 5: 10th GSP Anniversary (2017)

The Secretariat informed the GSP Working Committee about the proposals received for celebrating the 10th Anniversary of IARU in 2016. The Senior Officers will select one idea out of 4 shortlisted proposals. At the past GSP Working Committee Meeting partners were asked for ideas for celebrating the 10th Anniversary of the GSP, falling in 2017. Given the circumstances, the GSP Coordinators expressed a preference not to celebrate GSP separately and instead contribute to the IARU 10th anniversary.

As the GSP is referred to as one of the flagship programs of IARU, the GSP should have a key role in the 10th anniversary celebrations of the Alliance. NUS offered to host the GSP meeting in 2016 and Prof. Anne Pakir proposed to convert part of the meeting into a unique event. The event will be the occasion for showcasing the uniqueness and achievements of the GSP with testimonials from the GSP alumni and faculty.

The partners agreed on the proposal and developed the concept further in order to be presented at the Senior Officers:

- Ideally, one GSP alumni from each IARU member institution is invited to participate. For this, the Working Committee asks financial support from IARU up to 2,500 USD per student, to cover their travel and accommodation costs.
- In case not all partners can send a GSP Alumni, NUS may invite its outgoing GSP Alumni who participated to a GSP course at the partner university that is not represented. Video interviews with the NUS outgoing GSP Alumni could also be recorded for viewing on the IARU website.
- Ideally, one GSP faculty member from each partner is also invited to participate.
- The sponsor, Banco Santander, is also invited to the event in order to witness the success of the program. The Secretariat shall draft an invitation letter to IARU's contacts at Santander.

The 2016 GSP meeting will thus have an exceptional format: without disregarding the GSP working related matters, it will focus on topics of common interest (eg. educational landscapes and the role of research), and will look at future developments of the GSP with the contribution of all parties involved in the success of the program.

Action Point: The Secretariat invited NUS to present the 2016 GSP meeting proposal to the Senior Officers at their meeting in Copenhagen on 22 and 23 October. An agenda item will be added to the

10th Anniversary celebration session. All GSP Coordinators are encouraged to brief their Senior Officers. The Secretariat will prepare an invitation letter to Santander.

Session 6: Updates on Ongoing Proposals and Further Directions

6.1 Novo Nordisk International Talent Program

The new *Novo Nordisk International Talent Program* has been established between the University of Copenhagen (UCPH) and the Danish healthcare company Novo Nordisk (Novo). UCPH has a longstanding collaborative relationship with Novo Nordisk and other members of the Novo Group in the areas of health and natural sciences.

Novo has offered to fund a scholarship program for students from IARU universities taking a study abroad experience at the University of Copenhagen in a number of academic fields relating to the areas Novo represents.

The Novo Nordisk scholarship is DKK 5 million annually (approx. USD 750,750) for three years. Both incoming students from IARU partners to UCPH, and outgoing UCPH students sent to IARU partners, are eligible within this program. Individual students will receive a monthly contribution of USD 1,350 (1,200 Euro) which may be used towards tuition fees, travel costs and insurance as well as other expenses; UCPH expects awarding 100 scholarships per year.

In order to be eligible students should: be degree seeking students from one of the IARU universities in their third BA year or Masters' student, participate to an exchange/guest or short term program, study in specific areas related to health sciences.

The application process is currently open with two cut-off dates: 25 October and 1 April. In order to apply, students should: send a study plan, transcripts, have a strong academic background and an ambitious study program.

An official communication has been sent from UCPH Pro-Rector for Education to all IARU Partners. This communication is appended to GSP Meeting documents.

The slides will be available on the meeting webpage on IARU's website. For further information please visit: http://studies.ku.dk/exchange/admission/nnitp_scholarship/

6.2 The University of Tokyo's Global Classroom

U-TOP is an international collaboration system developed by The Center for Research and Development of Higher Education, the University of Tokyo ("Center"). U-TOP enables users in different places to hold courses, lectures and meetings ("Courses, etc.") through an online connection.

Prof. Fujiwara demonstrated the features of the platform. The online learning platform will be tested this April between Hong-Kong University, NUS, and ANU. The system is most suited for small groups with no large time differences.

Session 7: Topical Session

Yale Partnerships for Global Health: A Multi-Lateral Model for Biomedical Research Training

Prof. Michael Cappello, Professor of Pediatrics, Microbial Pathogenesis, and Public Health at the Yale School of Medicine presented the Yale Partnerships for Global Health, an initiative that advances scientific knowledge, promotes international understanding, and builds human capacity through collaborative research and training.

The partnership foresees multi directional exchange of students and trainees based on faculty research collaborations across partner universities, including among others: Ghana University, Sao Paolo University, King Saud University, and IARU partners: PKU, NUS, ANU and UCPH. By 2014 within this program, there have been 56 participants representing 6 countries. 5 IARU students have participated from PKU, NUS and ANU.

Prof. Cappello highlighted the strong benefits for participating students: living a transformative experience in a unique setting, having access to world class mentors and research infrastructure and to new perspectives on scientific research in a global context. Additionally, participation to this program resulted to significant career development and professional advancement for the students. Furthermore, as a result of the research activity, a number of manuscripts and scientific presentations were submitted, 1 joint patent application filed and 4 grants obtained.

A number of challenges remains for future IARU participation, namely due to discordant academic calendars and high costs for housing and tuition fees (8 week Program cost is \$10-12,000 USD per trainee including administrative costs).

Action item: The GSP Working Committee suggests bringing Prof. Cappello's presentation to the attention of IARU Presidents & Senior Officers. GSP Coordinators are encouraged to contact their Senior officers to brief them.

Session 8 Selected Institutional Joint Working activities

8.1 Outcomes of the 1st International Student Support Group

Prof. Angus Hawkins presented the outcomes of the 1st International Student Support Group.

The group met at the University of Oxford to discuss the challenges IARU universities face in providing teaching and support services to international students, and the possible solutions to these issues. The meeting looked in-depth at aspects of teaching and support practice identified by a 2014 survey. Overall there is little standardization of the sorts of support available, though feedback from colleagues revealed that the issues they experience are similar across the IARU institutions.

The working group wishes to carry this work forward and is looking to have a follow-up meeting in 2016 at ANU.

8.2 Synergies with the Global Transformation initiative

Prof. Khatharya Um introduced the work of the Global Transformation Initiative (GT). The GT intends to establish a new institutional learning activity on relations with emerging and developing countries in the context of globalisation.

Prof. Um illustrated that while GSP has been extremely successful in realizing its stated objectives, it is also constrained by the nature of the IARU alliance. Despite the fact that many of the critical issues of the 21st century involve the global south, the latter is not represented within the alliance.

The Global Transformation initiative aims to fill this intellectual gap. Though details remain to be fully flushed out, GT's most significant contribution is the centrality that it places on the global south, not only as the subject of, but also a partner in, universities' global engagement. Expanding this circle of partnership will allow GSP to evolve to the next level of engagement.

The GSP Coordinators observed that collaboration projects of different kinds with partners in the global south are ongoing at all partners' universities, however the information is scattered as most collaborations are established at faculty (members) level. All IARU partners who attended the GT workshop filled in a survey to identify existing collaborations, the GT group will be asked to share the results of the survey with the GSP Coordinators to complete it with further details.

The following existing collaborations were mentioned, however they represent only partial information:

NUS – Has little collaboration in Africa, mostly based on work with NGOs.

UC Berkeley – Has internship programs in Mumbai in a number of sectors eg. poverty reduction and human rights, public health, education.

ANU – Is not particularly engaged with Africa, a partnership exists with the University of Minnesota in Malawi for a development related program. ANU works with UCB in Mumbai, however India is quite under-represented as a mobility destination. There is bigger engagement in Myanmar, with University of Yangon, and a multi-site faculty-led program in the Thai and Myanmar border regions.

Yale – The MacMillan Center for International and Area Studies at Yale offers programs heavily research focused, but lacks activities centered on students' interests. Yale has systematic cooperation with Uganda and Ghana.

Oxford – Post graduates opportunities are extensive in Sub Sahara Africa, these activities are all faculty led. African initiative is working with human rights NGO's, for capacity building addressing plights and rights of women and children. Oxford also works with University of Yangon, for capacity building and with developing strategic institutional plan – the law faculty at Oxford has been particularly involved.

Cambridge – Amongst other initiative, the Cambridge-Africa program aims to strengthen Africa's own capacity for a sustainable research. The Programme is a working partnership between the University of Cambridge and several African universities and institutes, which supports the training of African doctoral and post-doctoral researchers. <http://www.cambridge-africa.cam.ac.uk/about/about-2/>

Peking – Operates in two directions in Africa: 1) academic: PKU has a strong department of archaeology, students have the opportunity to go to sites. 2) Student initiatives focused on NGO's, UNICEF, and literacy programs.

Tokyo – Sends graduate students working to establish research. UTokyo has strong relationship with Thailand. A new initiative pertaining to railroad construction started in India. An exchange of students/faculty between Japan and Turkey is operational.

Copenhagen – The Center for African Studies established research links locally. The University of Copenhagen has a research facility at the University of Ghana and it is about to sign a student exchange agreement with Stellenbosch University in South Africa.

ETH Zurich – Organizes an engineering winter school in Egypt, about sand. ETH has a student exchange program with Mumbai.

Action items: The Secretariat will ask the GT group to share the survey answers with the GSP Coordinators.

Session 9: Information about other Global Education Initiatives

The IARU Secretariat reported to the GSP Coordinators about other Global Education Initiatives:

Global Internships Program & Sustainability Fellowships: 4 universities opened up positions and IARU 12 students were selected and worked/will be working at partner universities. The number of positions and applications was exceptionally high in 2015 confirming a high level of interest from both partners and students. 8 partners hosted 12 fellows at their Sustainable Campus offices during a 2 months visit period.

Global Cross – Disciplinary Tournament (GXT): is a student-run initiative where students work together in international teams on cross-disciplinary subjects and then convene on one campus where one team is awarded for best project. The GXT successfully ran on 4 occasions. There have been no offers for 2015 and 2016.

The 3rd Graduate Student Conference: will be hosted by University of Tokyo in 2016 and focus on themes of healthy ageing. The Ageing Longevity and Health IARU research collaboration initiative will present a more detailed program.

Session 10: Closing Matters

The IARU Secretariat will prepare a brief summary of the GSP Working Meeting 2015 outcomes to be presented to the Senior Officers Meeting in October. The Confirmed Meeting Outcomes will be included in the Senior Officers' meeting materials.

The GSP Coordinators are encouraged to contact their Senior Officers to brief them on the ongoing activities.

National University of Singapore has offered to host the next GSP Working Committee Meeting 2016 on 26 – 27 September 2016. The meeting will start with a welcome dinner on Sunday, 25 September, and end with lunch on Tuesday, 27 September.

The IARU Secretariat thanked all participants for the constructive discussions and Yale University for their kind hospitality.





8.2 Global Internship Program (GIP)

Lead	n/a
Reporting	IARU Secretariat
Executive summary	<p>In 2015, four universities offered a total of 20 internship places. 12 of them were carried out by an IARU intern. No new internship opportunities for 2016 have been announced so far, however NUS and UTokyo confirmed will continue offer these programs in 2016. The IARU Secretariat will ask the partners for possible internship positions.</p> <p>This document contains:</p> <ul style="list-style-type: none">▪ Report on the Global Internship Program
Funding to date (in USD)	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, April 2015 ETH, NUS, PKU and UTokyo offer a total of 19 internship opportunities to IARU students in summer 2015. The internship opportunities belong to the most frequented pages on the IARU website, which shows the strong interest among students. The IARU Secretariat encourages partners to look into possibilities to create (research) internship opportunities for IARU students.</p> <p>Senior Officers' Meeting, November 2014 The Global Internship Program is not a program per se but rather a platform for partners to offer student internships. The corresponding section on the IARU website belong to the most frequented pages, especially during the GSP application period. No internship opportunities for 2015 have been announced so far. Partners are encouraged to send their internship offers to the Secretariat.</p>



Report: Global Internship Program (GIP)

IARU internships offer unique work and research opportunities for students, ranging across a variety of skills and research fields. Overall, 12 IARU students could benefit from a IARU working abroad experience.

In 2015, 4 universities offered a total of 20 internships: NUS, UTokyo, ETH Zurich and PKU. NUS and UTokyo offered the majority of the internship positions and confirmed will continue offer these programs in 2016.

University	N. of positions	Total IARU Applicants	Total IARU interns
National University of Singapore	14	6	2
University of Tokyo	4 programs (More than 1 intern accepted)	76	10
ETH Zurich	1	12	0
Peking University	1	-	-
Total	n/a	94	12

The 2015 GIP performed extremely well compared to previous years. The total number of applications received from IARU students is 4,5 times higher than in 2014 - when 18 applications were received and 13 internships offered. In total, 12 IARU intern were accepted and carried out the internship.

For a detailed overview of the GIP at the partner institutions, please see the appendix.

Global Internship Program @ NUS

NUS offered 14 positions and received 4 applications from IARU students; 3 were offered the positions: 2 accepted the job and one withdrew.

#	Internship title	Applications from IARU PP	Sending University	Stipend (per month)
1	Programs/Research Intern at the International Relations Office	PKU: 2 ANU: 2	ANU: 1	Sponsorship of housing for duration of internship
	Summer Research projects:			
2	Family and Population Studies in Asia	No applicants		
3	Integrating Safety Considerations into Construction Process Simulations	No applicants		
4	Evaluation of an Individualised Mobility Analysis and Rehabilitation System (iMARS)	No applicants		
5	Migrating out of Poverty Research Programme Consortium: Intra-household Industry and Policy Processes Dynamics, Migration	No applicants		
6	The Application of Data Mining to Support Performance Analysis in Urban Design/Planning: A Case Study	No applicants		
7	Contributing to the Development of a Shape Grammar Interpreter	UC Berkeley: 1	UC Berkeley: 1	Sponsorship of housing for duration of internship
8	Cooperative Brains: EEG Hyper-Connectivity Between Operator Pairs whilst Actively Performing Demanding Interdependent Goal-oriented Tasks	No applicants		
9	Characterisation of Brain States in Multi-task, Multi-workload Experiments: Machine Learning Techniques for EEG Signal Analysis	No applicants		
10	Neural Bases of Creativity	No applicants		
11	Social Brains: EEG Hyper-connectivity between Operator Pairs whilst Actively Performing Demanding Interdependent Goal-Oriented Tasks	No applicants		
12	Concurrent EEG/fMRI: Neuroimaging Of Brain Activity and Connectivity with High Spatial And Temporal Resolution	No applicants		
13	Dynamic Connectomics of Lower Limb Motor Cortex for Exoskeleton Robots	No applicants		
14	The Controlled Activation of Carbon-Boron Bond	Yale: 1	N/A *	

*Withdrew after being accepted

There was a stronger interest in the semester-long internship with the NUS International Relations Office, NUS may continue offering this opportunity for the foreseeable future.

NUS is considering reducing the number of research projects, and is likely to only accept up to two research interns for the summer. The summer research projects were also offered to NUS' other research exchange partners. This made it easier and more attractive for NUS faculty members to be part of the programme, and was helpful in filling the positions as applications from IARU students remained low (as per previous years).

NUS intends to continue offering positions in 2016 and beyond.

Global Internship Program @ ETH Zurich

ETH Zurich offered 1 position and received 12 applications from IARU students. Unfortunately none were selected and the place remained vacant. The turn-out of the call was below expectations, with fewer applications and of a limited quality. One reason for this might be in connection with the concept of "dual career" which is not rooted in all universities practices, nor an experience that a student may have already encountered.

Internship title	Duration	Applications from IARU PP	Sending University	Stipend (per month)
Evaluating dual career solutions co-financed by ear-marked money	Summer 2015	12 (+2 from non-IARU) PKU:9 ANU: 1 UC Berkeley: 1 UCPH: 1	N/A	2000.- CHF/month

Global Internship Program @ The University of Tokyo

The University of Tokyo offered multiple positions under 4 internship programs. 76 IARU students applied in total and 10 were selected to carry out the internships. All four programs will be offered again in 2016.

Internship title	Duration	Applications from IARU PP	Sending University	Stipend (per month)
Internship with the International Core Research Center for NanoBio (C2CNB)	June - August	-	N/A	-
University of Tokyo Research Internship Program (UTRIP)	July - August	29 PKU:10 Cambridge:6 NUS: 5 Oxford:4 UC Berkeley:2 ANU:1 Yale:1	9 PKU:2 Cambridge:2 NUS:1 Oxford:1 UC Berkeley:2 ANU:1	The students could receive a GSS-UTRIP Scholarship or the FUTU awards



Internship title	Duration	Applications from IARU PP	Sending University	Stipend (per month)
Summer Internship Program in Kashiwa (UTSIP Kashiwa) (This program runs for the third year)	June - August	21 NUS:12 PKU:2 UC Berkeley:3 UCPH:1 Oxford:3	-	USD 930/40 days Up to 430 USD as a subsidy of air fee Accommodation provided
UTokyo Amgen Scholars Program 2015 (This program runs for the first year)	June- July	26 NUS:14 Yale:7 UCPH: 1 ANU:1 UC Berkeley: 2 Cambridge: 1	ANU:1	USD 2,000/8 weeks Flight & Accommodation covered
Total		76	10	n/a

Global Internship Program @ Peking University

One position was offered at PKU as Program Assistant at the Peking University School of Innovation and Entrepreneurship.

General Information about the GIP

Available internship opportunities can be communicated to the IARU Secretariat that forwards the information to all IARU Key Contacts and advertises them on IARU's webpage – ideally in December/January when the GSP application period opens in order to reach most students.

Best Practices

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.

9.1 Aging, Longevity and Health

Lead	The University of Copenhagen
Reporting	<i>Tina Gottlieb (UCPH)</i>
Executive summary	<p><i>IARU Summer School on Healthy Aging</i> The 5th IARU Summer School on healthy aging took place from 7-26 July, 2015 at UCPH. Students were from the 9 IARU universities (ANU, ETH, NUS, Oxford, Tokyo, Yale, Berkeley, PKU and UCPH), as well as from Lodz Medical School, Poland. The scientific programs included IARU lecturers Prof. George Leeson, University of Oxford, and Dr Louise Lafortune, University of Cambridge. As part of the program, students visited a care home gaining insight in the life of older people in Danish care homes. The course received very good evaluation.</p> <p>16 students representing all participating IARU Universities received a scholarship in the range of USD 380–3500 from the new Danish scholarship program: “Novo Nordisk International Talent Program”.</p> <p><i>2nd ALH Steering Committee Meeting in Copenhagen</i> The ALH Steering Committee represents 9 out of 10 IARU universities. The Committee held its second meeting in late August, 2015. 8 universities were represented: NUS, ANU, PKU, Tokyo, Berkeley, Oxford, ETH and UCPH.</p> <p><i>Scientific workshop</i> During the first day, a workshop was organized for all IARU participants and researcher from Center for Healthy Aging and Aalborg University, Denmark. The workshop program comprised 15 research presentations by the IARU and Center for Healthy Aging participants, including updates on the two joint IARU ALH project (the <i>IHan</i> and <i>Walkability</i> projects). The presentations were followed by questions, discussion and networking.</p> <p><i>2nd IARU ALH Steering Committee Meeting</i> During the next day, the 2nd Steering Committee meeting was held. The Committee discussed future actions, focuses, financing and common areas of interests. Further, the group explored the possibilities for student exchange at master and PhD level between IARU universities.</p>
Funding to date (USD)	<ul style="list-style-type: none"> ▪ 38,000 (2009) for project management salary, Oxford
Outcomes of previous meetings	<p>Presidents’ Meeting, March 2015</p> <p>The ALH Steering Committee aims at facilitating greater engagement across IARU campuses and promote joint ALH activities and funding opportunities within IARU. It held its first meeting with representatives of 9 partners. Three IARU Conferences were successfully held in June 2014 in Copenhagen, among them a Graduate Student Conference with the participation of 21 students from 6 IARU institutions. The initiative plans to hold biannually ALH Graduate Student Conferences; the next to</p>

be hosted by the University of Tokyo in 2016. The group asked the partners for sufficient dedication to support the members participation.

Senior Officers Meeting, November 2014

The ALH Steering Committee has been constituted with representatives of 9 partners. Its first meeting focused on student opportunities, such as summer schools, exchange programs and fellowships for PhDs and postdocs, and on how to catalyse research collaborations through conferences and meetings. IARU Chair Ralph Eichler thanked UCPH for successfully hosting the 3 IARU conferences in June 2014 in Copenhagen, which were all well organized and well attended.

Aging, Longevity and Health

I. IARU Summerschool 2015

The Center for Healthy Aging (CEHA, UCPH) hosted the 5th interdisciplinary Summer School on “Interdisciplinary Aspects of Healthy Aging”, 7-26 July, 2015 at UCPH, Copenhagen.

The Summer School gives students the opportunity to learn and use research methods from other disciplines, and to develop new projects with guidance from Summer School teachers. The scientific programs included the international IARU lecturers Prof. George Leeson, University of Oxford, and Dr Louise Lafortune, University of Cambridge.

Summer School students were from the nine IARU universities (ANU, ETH, NUS, Oxford, Tokyo, Yale, Berkeley, PKU and UCPH), as well as from Lodz Medical School, Poland.

As part of the program, students also visited the home care facility Søndervang in Copenhagen, in order to gain insight into the lives of older people in Denmark. The course received very good evaluation.

The “Novo Nordisk International Talent Program”

During the spring of 2015, the UCPH and the Danish company Novo Nordisk A/S agreed to launch a new scholarship program: the “Novo Nordisk International Talent Program”. The aim of the Program is to support student mobility between the UCPH and IARU universities within health studies (master student level). In 2015, the Program was open for students, participating in the UCPH “Interdisciplinary Aspects of Healthy Aging” summer school. 16 students representing all participating IARU Universities received a scholarship spanning from USD 380–3500. The amount was depending on the scholarship policies of the student’s home institutions.



Photo: Students in the class room



Photo: One of the project groups

II. 2nd Steering Committee meeting in Copenhagen

The 2nd IARU Aging, Longevity and Health (ALH) Steering Committee meeting was held in Copenhagen, on 27-28 August, 2015. Participants were the members of the Committee and 4 invited ALH researchers from IARU universities:

- Lene Juel Rasmussen, University of Copenhagen (Chair)
- Kaarin Anstey and Richard Burns, Australian National University
- Michael Ristow, ETH Zurich
- Ho Teck Hua, National University of Singapore (represented by Eric Finkelstein, NUS)
- Xiaoying Zheng, Peking University (represented by Li Ning, PKU)
- Junichiro Okata, The University of Tokyo (represented by Hiroko Akiyama, Tokyo and Katsuya Iijima, Tokyo)
- Louise Lafortune, University of Cambridge (absent)
- Sarah Harper and George Leeson, University of Oxford
- William Satariano, University of California, Berkeley (represented by Andrew Scharlach and David Lindeman, Berkeley)

Also attending the meeting were Ms. Michela Gaifami, IARU Secretariat (UCPH), Miriam Sander, Page One Editorial Services and Tina Gottlieb, Center for Healthy Aging (UCPH).

27 August 2015 - Scientific workshop

During the first day, a workshop was organised for all IARU participants, as well as for researcher from CEHA (UCPH) and Aalborg University, Denmark. The program included 15 presentations by IARU and CEHA participants, followed by questions, discussion and networking. A number of joint research focus areas and potential projects were discussed. The workshop served as a valuable platform - and a point of departure - for the following actions of the IARU Steering Committee Meeting, which was discussed at the Steering Committee meeting next day.

Below, a short update on the two joint and ongoing IARU ALH projects within the Aging Longevity and Health framework, which both were presented during the scientific workshop:

The iHan project

Professor Albert Gjedde (UCPH) described the international Healthy Aging Network (iHAN) activities. iHan is an alliance between 3 IARU and 7 non-IARU universities, which share common interests in Healthy Aging. The iHAN network includes the following IARU universities: University of California, Berkeley (Berkeley), Yale University (New Haven), University of Copenhagen (Copenhagen).

iHAN researchers have identified a number of specific research projects/questions that are highly relevant to healthy aging and that investigate the proposed role for lactate as a volume transmitter in the brain. Representative titles of iHAN projects are: Beyond the Amyloid Cascade; Lactate the Transmitter; Aerobic Glycolysis; Insulin Resistance and Diabetes; and Monoaminergic Brain Stimulation. Each of these multi-disciplinary collaborative projects is being carried out by investigators from 3 of the 10 iHAN universities. iHAN collaborators have published extensively on their work in the last several years.

iHAN researchers Albert Gjedde (UCPH), Aman Rahmim (Johns Hopkins University) and Dean F. Wong (Johns Hopkins University) were recently awarded a large grant through U.S. President Barack Obama's brain research initiative *Brain Research through Advancing Innovative Neuro-technologies* (BRAIN), which they plan to use to develop novel brain imaging methods.

The IARU Project: Walkability – mobility and social relations among the elderly

George Leeson (Oxford) described the joint IARU research project entitled *Walkability*, involving Center for Healthy Aging (UCPH), the Helen Hamlyn Center for Design at the Royal College of Art and Oxford University. The goal of *Walkability* is to investigate whether the existence of perceived community assets and/or specific characteristics of the built environment, including streetscape design, and/or characteristics of the social environment influence the propensity of older adults to walk, exercise and/or practice other healthy behaviors. The exact details of this international interdisciplinary project were being worked out at the time of the IARU meeting (27th August 2015).

28 August 2015 - 2nd IARU ALH Steering Committee Meeting

The 2nd Steering Committee meeting was held on the 28th August. The Committee discussed future focuses, financing and common areas of interests (four research areas were defined), as well as possibilities for student exchange at master and PhD level. Further, the Committee discussed the dates, content and set up for the upcoming ALH Graduate Student Conference in Tokyo, 2016. Finally, issues for the agenda and the format of the 3rd IARU ALH Steering Committee meeting were discussed. The 3rd meeting will be hosted in Tokyo in connection with the ALH Graduate Student Conference in 2016.

A more detailed summary from the 2nd Steering Committee Meeting is forthcoming.

The complete Programme of the Steering Committee Meeting is attached and available online (http://healthyaging.ku.dk/collaboration/internationaltsamarbejde/iaru/alh_network/).

UNIVERSITY OF COPENHAGEN
 CENTER FOR HEALTHY AGING

IARU ALH Steering Committee



AGENDA

Forum Steering Committee for the IARU Aging Longevity and Health (ALH) network

Meeting date: 27-28 August, 2015

Venues: **27th August:** Faculty Club, Faculty of Health and Medical Sciences, University of Copenhagen, Nørre allé 20, DK-2200 Copenhagen N, Denmark

28th August: Meeting Room at the Hotel Scandic, Vester Sogade 6, DK-1601 Copenhagen V, Denmark

17 AUGUST 2015

CENTER FOR HEALTHY AGING

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 www.healthying.ku.dk

REF: TIG

Agenda 27th August, 2015 (minor changes may still occur)

12:45-13:45 Welcoming Lunch

13:45-14:15 Key note speech by Prof. Rudy Westendorp, Center for Healthy of Aging, University of Copenhagen

14:15-17:45 Presentations by IARU Steering Committee members/colleagues (each of 15 min, including questions)

14:15-14:45 Oxford University
Implications of Age Structural Change by Prof Sarah Harper

National University of Singapore (Duke-NUS)
End of Life Treatment Choices: Do We Get it Right? by Prof Eric Finkelstein.

14:45-15:15 *Coffee break*

15:15-16:00 **University of California, Berkeley**
Aging in Place: The Village Concept by Prof Andrew Scharlac

Technologies for Global Ageing: Transformative, Scalable and Sustainable Solutions by Dr. David Lindeman (Director, Center on Technology and Aging).

University of Tokyo
"Healthy Aging & Frailty Prevention" - Upstream preventive strategy for age-related sarcopenia by Assoc. Prof. Katsuya Iijima

16:00-16:15 *Break*

16:15-17:15 **Australian National University**
New findings and approaches to understanding the progression of mental health and wellbeing in older adults by Dr Richard Burns

Population-based approaches to dementia risk reduction by Prof Kaarin Anstey

University of Copenhagen
Approaches to understand the biology of aging by Prof Lene Juel Rasmussen:

ETH Zurich
Promoting Metabolic Health and Lifespan by Increasing Oxidative Stress by Prof. Michael Ristow

17:15-17:45 *Break*

17:45-18:50 **Presentations by senior researchers from the Center for Healthy Aging, University of Copenhagen and Aalborg University** (each of 15 min, including questions)

The Metropolit study - brain changes and cognition in early ageing by Assoc. Prof Egill Rostrup

Lifespan MR Imaging by Assoc. Prof Ellen Garde

IHan collaboration projects by Prof Albert Gjedde

Transatlantic Telehealth Research Network (short presentation; 5 min.) by Assoc. Prof Birthe Dinesen, Department of Health Science and Technology, Aalborg University

"Walkability – mobility and social relations among the elderly": An example of a joint IARU research project, by Profs George Leeson (Oxford University) Prof Karsten Vrangbæk and Assoc. Prof Astrid Jespersen

19:00 – Drinks, networking and dinner

Agenda 28 August, 2015 (IARU ALH Steering Committee members)

PAGE 4 OF 5

Venue: Meeting Room at the Hotel Scandic,
Vester Sogade 6, DK-1601 Copenhagen V, Denmark

9:30-10:00 Coffee and networking in the restaurant**10:00-12:00 IARU Steering Committee Meeting***10:00-11:00*

1. Welcome by Prof Lene Juel Rasmussen
2. Scholarships and exchange opportunities for IARU master and PhD students within the ALH research areas
3. IARU PhDs: Are joint/double degrees within the ALH research areas between IARU universities a possibility?

As point of departure for discussions about future opportunities and actions (agenda points 2-3), each representative informs shortly about possibilities and requirements at their home universities based on the following questions:

QUESTIONS

- a) Do your university have any existing exchange agreements with another IARU university within the ALH area (at master and PhD level)?
- b) Do your university offer scholarships eligible for exchange periods abroad to another IARU university within the ALH area (at master and PhD level)?
- c) What would the requirements be at your university for making exchange agreements at master and PhD level with another IARU university?
- d) Do your university allow agreements for joint/double PhD degrees? And if so, what would the requirements be for making joint/double PhD degrees with another IARU university?

Coffee Break

11:00-12:00

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4. IARU Summer Schools in Copenhagen
5. IARU ALH Graduate Student Conference in Tokyo in 2016
6. Election of chair for the IARU ALH Steering Committee for the period 2016-2018

12:00- Lunch and departure

9.2 PKU Medical City

Lead	Peking Univeristy
Reporting	<i>Peking University International Hospital</i>
Executive Summary	Due to a new situation at PKU International Hospital, it is proposed to postpone the PKU annual IARU workshop scheduled in November 2015.
Funding to date	<i>n/a</i>
Outcomes of previous meetings	<p>Presidents' Meeting, March 2015</p> <p>Dr. Zhang Chi, Assistant President of Peking University International Hospital, reported on the PKU Medical City project. The inaugural PKU IARU workshop was held at PKU on 3 December 2014. Research topic was Real-Life Medicine/mHealth, and two major projects were discussed in details: Cardiology and Diabetes.</p> <p>PKU proposed to hold an annual IARU workshop on global medical collaboration, focusing on different topics every year. The next topics to be tackled will be chronic diseases and new technologies. Topics and Projects will be discussed and finalized by IARU member representatives. The next workshop will take place in November 2015 with PKU as the “default host”. No IARU funding will be required for the workshops.</p> <p>Presidents congratulated PKU to this initiative and the success achieved so far. Presidents approved PKU’s proposal of annual IARU workshops on global medical collaboration.</p> <p>Senior Officers Meeting, November 2014</p> <p>Dr. Zhang Chi reported on the PKU-IARU workshop on medical collaboration to be held on 3 December 2014 in conjunction with the PKU International Hospital Advisory Board meeting. The workshop will be followed by the opening ceremony of PKU International Hospital on 5 December. (The 2nd workshop on Mobile Health, originally planned for 4 December, has been postponed to the first half of 2015). Partners have been invited to contribute to the workshop with presentations and collaboration project proposals. Sessions will include presentations of the PKU-Oxford joint research project on an early-warning system of patients in cardiology, comparison of mobile health policies in different countries and real-life medicine on diabetes.</p> <p>PKU proposes to have a series of annual workshops at PKU on different collaborative projects. No IARU funding will be required for the workshops.</p>

PKU Medical City

As a new established hospital, the main concerns of the hospital leaders are on the clinics and patient management to strengthen the development of the whole hospital. Early this year, a new President took office and needs a period of time for adjustment. By regarding this, they are worried not to have enough time and energy to hold such important workshop in such a short time – the workshop was scheduled to take place in November 2015. Therefore, we propose not to hold the medical workshop this year. Next year, we can evaluate the situations ahead of time to decide whether the workshop will be initiated again.



The Novo Nordisk International Talent Program Information by the University of Copenhagen

The new *Novo Nordisk International Talent Program* has been established between the University of Copenhagen (UCPH) and the Danish healthcare company Novo Nordisk (Novo).

UCPH has a longstanding collaborative relationship with Novo Nordisk and other members of the Novo Group in the areas of health and natural sciences.

Novo has kindly offered to fund a scholarship program for students from IARU universities taking a study abroad experience at the University of Copenhagen in a number of academic fields relating to the areas Novo represents.

Official communication has been sent from UCPH Pro-Rector for Education to all IARU Partners. The communication is appended to this document.



UNIVERSITY OF COPENHAGEN

Novo Nordisk International Talent Program



Dear fellow IARU Senior Officers,

15.JULI 2015

I write to inform you about the new *Novo Nordisk International Talent Program* which has been established between the University of Copenhagen (UCPH) and the Danish healthcare company Novo Nordisk (Novo).

RECTOR'S OFFICE

UCPH has a longstanding collaborative relationship with Novo Nordisk and other members of the Novo Group in the areas of health and natural sciences.

NØRREGADE 10
1017 KØBENHAVN K

Novo has kindly offered to fund a scholarship programme for students in a number of academic fields relating to the areas Novo represents. *The Novo Nordisk International Talent Program* is a scholarship programme for studying abroad within fields pertaining to metabolism, insulin, hemoglobin and obesity with the aim of ensuring international study experiences for students taking part in the programme.

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Recognizing the immense talent within the IARU group and the high quality of education, *The Novo Nordisk International Talent Program* has decided to set aside stipends to a select group of degree seeking students at IARU universities studying abroad at UCPH and vice versa.

REF: ASG

Please see the attached document for criteria of *The Novo Nordisk International Talent Program* for degree seeking students studying abroad. UCPH has already been in contact with some of our IARU partners regarding utilizing the programme this summer.

We look forward to familiarizing our IARU partners further with *The Novo Nordisk International Talent Program* at the up-coming GSP meeting in September.

Also, UCPH *International Education and Grants* will be present in Glasgow for the EAIE conference, and will be happy to touch base with our IARU partners in this context as well.



Until then, if you have any questions about the programme, please do not hesitate to contact Ms. Trine Sand, Director, International Education and Grants, tsm@adm.ku, Phone +45 35 32 39 27.

PAGE 2 OF 2

I look forward to seeing you at the Senior Officers' Meeting in Copenhagen in October.

Yours sincerely,

Lykke Friis
Prorector for Education



UNIVERSITY OF COPENHAGEN

The Novo Nordisk International Talent Program



Eligibility and field of study for IARU students studying abroad at the University of Copenhagen

The student must be a degree-seeking student at a IARU university admitted as an exchange -or guest student at the University of Copenhagen.

The student must enroll in studies at the master's level while studying at the University of Copenhagen. Relevant activities include, but are not limited to, summer courses, master classes, research attachments, lab work or for-credit study activities.

The master's level studies must be within fields pertaining to metabolism, insulin, hemoglobin and obesity.

The following degree programmes at the University of Copenhagen offer relevant courses, or other academic activities, within these fields:

Bioinformatics, Biochemistry, Biology, Biology-Biotechnology, Public Health, Food Innovation and Health, Global Health, Human Nutrition, Human Biology, Human Physiology, Immunology, Health Informatics, Chemistry, Medicine, Medicine and Technology, Molecular Biomedicine, Nanoscience and Pharmaceutical Sciences.

Coverage

The scholarship may be spent towards the cost of tuition fees, travel costs, insurance and other reasonable and fair expenses incurred in connection with studying abroad at the University of Copenhagen.

The scholarship may typically amount to approximately EURO € 1200 a month. Depending of the costs and length of the study abroad at the University of Copenhagen, it may increase up to EURO € 26000 in total.



Scholarships are awarded up to one full semester.

PAGE 2 OF 2

Selection criteria

Priority is given to full-semester (4-6 months) study-abroad stays, but shorter stays are also considered.

Application process

Contact *International Education and Grants* at the University of Copenhagen for further information:

Ms. Trine Sand, Director International

Email: tsm@adm.ku.dk, Phone: + 45 35 32 39 27

Ms. Sara Lunde Dinesen, Project Co-ordinator

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11.1 Update on IARU Membership

A formal letter of invitation from Prof. Hemmingsen, IARU Chairman, including an overview of current activities of the alliance as a first impression of what a membership would entail and the MoU of IARU, was sent on 10 April 2015 to Dr. Max Price, Vice-Chancellor of the University of Cape Town.

Vice-Chancellor Dr. Max Price, warmly received the invitation. After consultation with his colleagues and further exchanges with Prof. Ralf Hemmingsen, Dr. Max Price, on behalf of the University of Cape Town, accepted to become a member of IARU as of January 2016.

In view of supporting the University of Cape Town in becoming an active member the Alliance, UCT has been invited to attend the upcoming annual Senior Officers' Meeting.

Appendix – Correspondence with the University of Cape Town



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Dr Max Price
Vice-Chancellor
University of Cape Town
Private Bag X3
Rondebosch 7701
South Africa

Copenhagen, 10 April 2015

International Alliance of Research Universities – IARU

Dear Vice-Chancellor Price

I am writing to invite the University of Cape Town to consider joining the International Alliance of Research Universities (IARU).

IARU was established in 2006 by ten research-intensive universities as a strategic alliance to expand and deepen their collaboration. All ten founding institutions (Australian National University, ETH Zurich, National University of Singapore, Peking University, University of California, Berkeley, University of Cambridge, University of Copenhagen, University of Oxford, The University of Tokyo and Yale University) are still members of the Alliance.

For my colleague Presidents/Vice-Chancellor and myself, IARU has developed into an important platform for dialogue and reflection on issues that our institutions face in an increasingly global environment. Over the past years the Alliance has also established a broad spectrum of activities, covering many areas of our universities' activities, such as global education (including a highly successful Global Summer Program GSP), research collaboration, campus sustainability, and "institutional learning" on various aspects of institutional governance and university operations.

In its current setup, IARU is an "international", but not a "global" alliance. Having reached a certain depth and breadth of activities, the IARU member institutions are looking at the possibility of inviting a further institution to join the alliance as of next year, 2016. At the recent annual meeting of the IARU presidents, we agreed to explore whether the University of Cape Town would consider becoming a member of IARU.

The documentation in the attachment and on the IARU website (www.iaruni.org) gives you an overview of the current activities of the alliance as a first impression of what a membership would entail. The only direct financial commitment is the alliance membership fee of USD 20,000 per year. These funds are used to fund the IARU Secretariat, the annual meetings of three groups (Presidents, Senior Officers – typically Vice-Rectors or Directors of International Relations – and the Global Summer Programme coordinators), and to provide financial support to the other IARU initiatives.

However, the commitment of each member institution in the form of persons engaging in the various activities goes far beyond the membership fee. I estimate that 10-20 individuals at each member institution are engaged and collaborate in the organisation and delivery of over 15 IARU initiatives. Each of these initiatives reaches an audience at the level of IARU students, academic and non-academic staff, as well as the scientific community in general. Depending on how an institution accounts for this, along with travel costs for meetings, organization of 1-2 summer school courses per year, support for student participation in internships and events, etc., the commitment of each member institution can be estimated at between USD 100,000-150,000 per year.

The next annual meeting of the IARU Senior Officers will be hosted by the University of Copenhagen on October 22 and 23, 2015 in Copenhagen. At this occasion, the Senior Officers from the 10 members will acknowledge progresses made by the IARU initiatives over the last year and exchange on the future of the Alliance. It is my pleasure to invite a delegation from the University of Cape Town to attend this meeting in quality of observers.

If you would be interested in exploring the possibility of University of Cape Town joining IARU, I would be happy to discuss the matter further with you over the phone to give the opportunity to learn more about the Alliance, its activities and the kind of engagement membership would entail.

Looking forward to hearing from you, I remain

Yours sincerely

Ralf Hemmingsen
Chair of IARU

Enclosure(s)

1. Memorandum of understanding
2. Overview of IARU initiatives

IARU Chair

Professor dr.med. Ralf Hemmingsen
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IARU Secretariat

Steen Ulrich
Michela Galfani
Phone +45 9356 5046 | mobile +45 3533 4887 | iaruni-secretariat@adm.ku.dk | www.iaruni.org
University of Copenhagen | Rector's Office | Nørregade 1012 | 1017 København K | Denmark

11.2 IARU Communication and Branding IARU's Website Update

The website of the International Alliance of Research Universities (www.iaruni.org) is based on an open content management system (CMS), Joomla, and on a bespoke web graphic interface. The programming code used to develop the graphic interface is no longer compatible with the most recent security updates that have been released by the CMS provider. In addition, the most widely used internet search engine has adopted a discriminatory policy towards websites that are not "responsive", ie. that cannot automatically change their settings for optimal viewing on mobile devices. IARU's website is therefore currently exposed to security threats and to a reduced visibility due to the "non-responsiveness" of its interface.

The previous IARU Secretariat has verified that it is not possible to rewrite the code of the interface in order to make it compatible to both the security updates and the search engine requirements. Therefore in order to meet these security and technical requirements, the current IARU Secretariat proceeded to purchase and customize a new graphic interface which is compatible with these requirements.

The new website graphic interface will have a modern design and more dynamic elements, yet it will be in continuity with IARU's corporate image. Preliminary mock-ups of the new website are available in annex to this document. The structure and content of the website will remain substantially unchanged; IARU groups owning extensive content have been consulted for reviewing their respective pages. The major change in content concerns the main menu which headings have been renamed in order to directly attract the relevant target group:

Current Website Main Menu Headings	New Website Main Menu Headings
Global Education Initiatives	For Students
Research Collaboration	For Research
Institutional Joint Work	For University Staff
Sustainable Campus Initiative	For Sustainability

The new website will embed Facebook and Twitter feeds. IARU's presence on social media has a high development potential, especially in combination with the social media activities of its partners eg, ANU has heavily advertised the GSP program via social media reaching the record number of 240 applications, the Global University Climate Forum is being advertised on twitter with the hashtag #GUCLF2015 and #IARU Sustain which has been retweeted by IARU and non-IARU partners collaborating to the forum. Moreover it will be possible to host news from external partners, such as Futurity.

Targeted testing to ensure user friendliness and accessibility of information on the new website will be run by the IARU Secretariat and test users. The new website is currently being developed and is planned to be released in the first quarter of 2016.

In order to complete the above, the IARU Secretariat expects to incur an extra-ordinary expense of up to 20,000 USD for the purchase, customization and updating of the IARU website.



INTERNATIONAL ALLIANCE OF RESEARCH UNIVERSITIES

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About IARU



The International Alliance of Research Universities (IARU), established in 2006, is a network of ten international research-intensive universities from eight countries across the globe. The members are the Australian National University, ETH Zurich, National University of Singapore, Peking University, University of California, Berkeley, University of Cambridge, University of Copenhagen, University of Oxford, the University of Tokyo and Yale University.

The incumbent Chair of IARU is Professor Ralf Hemmingsen, Rector of University of Copenhagen. The IARU Secretariat is also located at the University of Copenhagen.

IARU's Vision

The ten universities share similar values, a global vision and a commitment to educating future world leaders. Central to these values is the importance of academic diversity and international collaboration.

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- GSP Coordinators
- Meetings
- News

IARU MEMBERS' NEWS SITE

- [Australian National University](#)
- [ETH Zurich](#)
- [National University of Singapore](#)
- [Cambridge University](#)
- [Oxford university](#)



INTERNATIONAL ALLIANCE OF RESEARCH UNIVERSITIES

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Presidents' Meetings

IARU Presidents meet annually to discuss the strategic directions of the Alliance, to hear updates from the partner universities and to offer guidance on ongoing IARU initiatives.

10th Annual IARU Presidents' Meeting
2-3 March 2015, Sanjo Conference Hall

Host	The University of Tokyo
Resources	Presidents' Meeting 2015 (restricted-access) Attendees list

9th Annual IARU Presidents' Meeting
24-25 April 2014, Semper Aula

Host	ETH Zurich
Resources	Meeting webpage (restricted access) Attendees list

8th Annual IARU Presidents' Meeting
8-9 April 2013, Vista, NUS University Hall

Host	National University of Singapore
Resources	Meeting webpage (restricted access) Attendees list

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INTERNATIONAL ALLIANCE OF RESEARCH UNIVERSITIES

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GLOBAL SUMMER PROGRAM
GSP COURSES 2016

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GSP COURSES 2016

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NUS1



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PKU1



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MENU - STUDENTS

Global Summer Program

- Goals of GSP
- How to apply
- GSP Courses 2016
- GSP Courses 2015
- Global Internship Program
- Global Cross-Disciplinary Tournament
- Past Initiatives

DOWNLOAD 2016 COURSES OFFER

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For Sustainability

Edit this - new section "frontpage"

IARU SUSTAINABILITY FLAGSHIPS



Handcrafted Websites

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- Campus Sustainability
- Green Guide
- Campus Sustainability Toolkit
- Reducing CO2 Emissions
- Sustainability Fellowships
- Global University Climate Forum

INDIVIDUAL CAMPUS SUSTAINABILITY REPORTS

- Campus reports 2014
- Campus reports 2012
- Campus reports 2011
- Campus reports 2010

LINKS TO UNIV. SUST. OFFICES

- Univ 1
- Univ 2
- Univ 3
- Univ 4
- Univ 5
- Univ 6
- Univ 7
- Univ 8
- Univ 9

IARU's Social Media

The International Alliance of Research Universities is active on the social media with the following accounts:

- The Official IARU GSP Facebook Group : <https://www.facebook.com/groups/iaru.gsp/> (1,152 members)
- IARU Official Public Page on Facebook: <https://www.facebook.com/iaruni> (73 Likes)
- @IARUNews on Twitter (Since May 2013): 51 Followers, 42 Following, 480 Tweets
- Sustainable Campus Initiative: #IARUSustain
- Global University Climate Forum: #GUCF2015

IARU's Trademark

The trademark registration is valid for 10 years and it is therefore due to expire on 19 July 2016. The renewal process started on 19 July 2015. The trademark will have to be registered at the new IARU partner country: South Africa, thereby extending the list of countries where it is currently protected. The IARU Trademark has been registered by the first IARU Secretariat at ANU in 2006, the ownership is therefore with the Australian National University.

At the occasion of IARU's 10th anniversary and of the expiry of the trademark, partners are asked if they would like to confirm the current logo for further use during the next 10 years:



Expense Forecast: trademark renovation and extension costs can add up to 3,500 USD

IARU's Branding Materials

The International Alliance of Research Universities is equipped with a minimal number of branding objects, mostly dedicated to the promotion of the Global Summer Program. Namely: GSP T-shirt, GSP bag, GSP Poster, and IARU banner. Part of the branding includes the list of the IARU partner universities. As of January 2016 these materials will become outdated.

A IARU 10th anniversary special logo should be designed to use all year long on the website, social media, products and events particularly associated with the anniversary.

Expense forecast: design update and production of two banners; design update of GSP branding materials and production of a new 10th anniversary logo - up to 1,500 USD



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GSP Courses 2016

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- GSP Courses 2016
- GSP Courses 2015
- Global Internship Program
- Global Cross-Disciplinary Tournament
- Past Initiatives

DOWNLOAD 2016 COURSES OFFER

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HOME FOR SUSTAINABILITY

For Sustainability

Edit this - new section "frontpage"

IARU SUSTAINABILITY FLAGSHIPS



Handcrafted Websites

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- Univ 9

11.3 Financial Report

IARU Income & Expenditure Statement

1 January 2014 – 30 September 2015

		Total (USD)
Carried forward from 31 December 2014		248 372,22
INCOME		400 000,00
Members' contribution	200 000,00	
IARU-Santander sponsorship for GSP	200 000,00	
Total available funds		648 372,22
EXPENDITURE		
Meetings		29 918,00
Presidents' Meeting 2015	29 918,00	
Initiatives		
EdTech Horizons Workshop (Nov. 2014)	7 923,00	24 634,00
Campus Sustainability Workshop (Jan. 2015)	3 983,00	
Technology Transfer Workshop (Apr. 2015), <i>cancelled</i>	0,00	
International Students Support Group Meeting (Mar. 2015)	6 188,00	
Green Guide for Universities (2015)	3 240,00	
Global Transformation in Member Strategies (May 2015)	3 300,00	
EdTech Horizons Workshop (Nov. 2015)	0,00	
Disbursements		200 000,00
IARU-Santander sponsorship for GSP 2015	200 000,00	
Secretariat costs		80 000,00
Contribution to Secretariat costs at ETH Zurich	26 666,67	
Contribution to the Secretariat costs at UCPH	53 333,33	
Total Expenditure		334 552,00
BALANCE		313 820,22
Total available funds	648 372,22	
Total expenditure	334 552,00	

Projected Commitments 2015

Projected until 31 December 2015

	max. amount	Total (USD)
Carried forward from 30 September 2015		313 820,22
EXPENDITURE		
Meetings		up to 25 000.00
GSP Working Committee Meeting 2015	10 000,00	
Senior Officers' Meeting 2015	15 000,00	
Initiatives		up to 45 000.00
Workshop of the Gender Group (Oxford, Jun. 2015)	10 000,00	
Workshop "How to create a DOCC" (Yale, Aug. 2015)	10 000,00	
Research Administrators' Meeting (Berkeley, October 2015)	10 000,00	
IARU Global University Climate Forum (Yale, Dec. 2015)	15 000,00	
Secretariat costs (for approval):		25 000,00
<i>IARU Communication & Branding</i>	<i>25 000,00</i>	
Total Expenditure		up to 95 000.00
BALANCE		
Total available funds	approx. 313 820,22	218 820,22
Total expenditure	up to 95 000.00	

Budget 2016

	max. amount	Total (USD)
Carried forward from 31 December 2015	approx.	218 820,22
INCOME		420 000,00
Members' contribution	220 000,00	
IARU-Santander sponsorship for GSP*	200 000,00	
Total available funds		638 820,22
EXPENDITURE		
Meetings		55 000,00
Presidents' Meeting 2016	30 000,00	
GSP Working Committee Meeting 2016	10 000,00	
Senior Officers' Meeting 2016	15 000,00	
Running Initiatives		
Approved	up to	81 000,00
Research Administrators' Meeting 2016	10 000,00	
Campus Sustainability Officers' Workshop 2016	10 000,00	
For Approval	up to	
Global Transformation in Member Strategies (May 2016)	10 000,00	
International Students Support Group Meeting (Apr. 2016)	10 000,00	
Workshop of the Gender Group (2016)	8 000,00	
Gender Group: Data Collection and Survey Prep.	8 000,00	
IARU Online Course Video Production	15 000,00	
IARU Online Course Meetings (Two scheduled in 2016)	10 000,00	
New proposals:		
IARU 10th Anniversary Celebration	tbd	
Disbursements		200 000,00
IARU-Santander sponsorship for GSP 2016*	200 000,00	
Secretariat costs		80 000,00
Contribution to Secretariat costs at UCPH	80 000,00	
Total Expenditure	up to	416 000,00
BALANCE		222 820,22
Total available funds	638 820,22	
Total expenditure	-416 000,00	

**Subject to amendments in case of University of Cape Town decision to join the GSP Session from 2016.*

Outlook 2017 Onwards

		Total (USD)
Approved Activities		up to 40,000
Research Administrators' Meeting 2017	up to 10,000	
Research Administrators' Meeting 2018	up to 10,000	
Campus Sustainability Officers' Workshop 2017	up to 10,000	
Campus Sustainability Officers' Workshop 2018	up to 10,000	

Senior Officers' Meeting 2016

Next Senior Officers' Meetings

2016

The next Senior Officers' Meeting will be hosted by Peking University.

Proposed dates:

- 3 – 4 November (Welcome dinner on Wednesday 2 Nov., the meeting ends on Friday 4 Nov. The SOM precedes the Higher Education Summit on 5 and 6 November.)
- 1 – 2 December (Welcome dinner on Wednesday 30 Nov., the meeting ends on Friday 2 Dec.)

2017

No offer has been received to host the 2017 annual Senior Officers' Meeting.

Previous Senior Officers' Meetings

2015 @ University of Copenhagen (22 – 23 October)

2014 @ National University of Singapore, (14–15 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

IARU Calendar

Meetings and Activities 2015

Date	Event	Host
27-29 January	Campus Sustainability Officers' Workshop	ETH
1 March	IARU World Alumni Forum	UTokyo
2-3 March	Presidents' Meeting	UTokyo
29-31 March	International Students Support Group Meeting	Oxford
3-5 May	Global Transformation Workshop	ETH
May-August	Global Internship Program (GIP)	all
29-30 June	Women and Men in Globalizing Universities (Workshop V)	Oxford
June - August	Sustainability Fellowship Exchange Program	all
June - August	Global Summer Program (GSP)	all
2-3 August	EdTech Horizons Workshop: Creating a Distributed Open Collaborative Course DOCC	Yale
27-28 August	ALH Steering Committee Meeting	UCPH
21-22 September	GSP Working Committee Meeting	Yale
23-25 September	Librarians' Meeting	PKU
14-15 October	Research Administrators' Meeting	Berkeley
27-30 October	7 th Alumni Associations Summit	ANU
22-23 October	Senior Officers' Meeting	UCPH

Scheduled Meetings and Activities 2016

Date	Event	Host
January	IARU Online Course DOCC	UC Berkeley
April	International Students Support Group Meeting	ANU
25 – 26 April	Presidents' Meeting	Oxford
May	Global Transformation Workshop	tbd
Spring (tbd)	Women and Men in Globalizing Universities (Workshop VI)	tbd
Spring (tbd)	Campus Sustainability Officers' Workshop	tbd
Spring (tbd)	IARU Online Course DOCC	tbd
May-August	Global Internship Program (GIP)	all
June - August	Sustainability Fellowship Exchange Program	all
June - August	Global Summer Program (GSP)	all
Fall	IARU Online Course is taught	na
(tbd)	ALH Steering Committee Meeting	UTokyo
26 – 27 September	GSP Working Committee Meeting	NUS
(tbd)	Senior Officers Meeting	PKU

IARU Meetings – Overview

Presidents' Meetings

2018 @ Peking University (date tbd)

2017 @ tbd

2016 @ University of Oxford (25 -26 April)

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

2017 @ tbd

2016 @ Peking University (dates tbd)

2015 @ University of Copenhagen (date tbd)

2014 @ National University of Singapore (14–15 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

2016 @ NUS (26 -27 September)

2015 @ Yale University (21–22 September)

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)

Confirmed Outcomes of the 10th IARU Presidents' Meeting

The University of Tokyo, 2–3 March 2015

Opening

Prof. Ralf Hemmingsen, Chairman of IARU and Rector of the University of Copenhagen, and Prof. Junichi Hamada, President of the University of Tokyo, welcomed all participants to the 10th Presidents' Meeting, in particular Prof. Lino Guzzella, President of ETH Zurich, attending his first IARU Presidents' Meeting. Prof. Junichi Hamada introduced his successor as President of the University of Tokyo of 1 April 2015, Prof. Makoto Gonokami. Prof. Wang Enge, President Emeritus of PKU informed that as of 15 February 2015, Prof. Lin Jianhua had been appointed new President of PKU. President Peter Salovey (Yale) was not able to attend the meeting and sent his apologies.

Session 1: Presidents' Regional Round-up

National University of Singapore

NUS's President Tan Chorh Chuan shared on the expansion of Singapore's university sector, which now comprises 6 universities. The percentage of students entering universities is expected to increase to 40% by 2020, taking the total percentage of degree holders in the population to 60–70%. It is therefore increasingly important to ensure graduate employment. The new universities have established close linkages to industry and their emphasis will be on internships and skills development, which sets them apart from the research universities.

Singapore is also conducting a major review of its national research funding, which is planned on 5-year cycles, with the next cycle starting from end 2016. One key focus of the new funding cycle will be on the integration of research synergies across research providers and increasing Singapore's international competitiveness. Another will be on innovation and entrepreneurship and how Singapore's researchers can increase efficiency in translating research to applications and commercializable activities which are customized to specific industries such as ICT, and the biomedical services.

With relation to national developments, NUS will be focusing on 3 major areas of development in the near future: i) ensuring that NUS graduates are future-ready, ii) enhancing the entrepreneurial ecosystem on campus to encourage innovation and entrepreneurship among faculty and students, and iii) increasing translational impact of research by expansion to fields outside sciences, such as social sciences, law and public policy.

University of Copenhagen

UCPH is still fighting the Danish State over ownership of buildings (rather than leasing from the State through the government building scheme). The State has stalled for a long time, and now UCPH has begun campaigning in the media. The responsible ministry just started a process on building value estimation and evaluating UCPH's governance ability in connection to building ownership – the

outcomes have been promised by September, which means either after the next general election or during the election campaign.

The Government had proposed a cap on student admission numbers, partly due to graduate unemployment in Denmark. Universities still struggle with the government to maintain freedom to decide on admission, not just the numbers, but also the methods.

UCPH has seven of the 13 researchers in Denmark receiving ERC grants in 2014. UCPH is also playing a key role in EIT-Health, a new Knowledge and Innovation Community (KIC) of the European Institute of Innovation and Technology in the field of healthy living and active ageing. The Faculty of Health is lead on the project, which also includes other European universities and firms. UCPH is also part of a Climate-KIC; and a food KIC is in the process of being established by the EIT (European Institute of Innovation & Technology).

The university has managed to secure funding for building a new Museum of Natural History. Charitable foundations will donate DKK 550 million (approximately USD 84 million) towards the facility, while the University and the Danish government will contribute the remaining DKK 400 million.

Yale University

Yale has begun the construction of two new residential colleges. In Singapore, the second class of students and new faculty have joined the Yale-NUS College, which is thriving and all are looking forward to the moving into the new facilities for the fall. Yale's Africa Initiative has also been growing.

On the national political scene, there are low expectations for Congress and the final years of the Obama administration. Sexual violence and harassment has gained a great deal of attention nationally. Addressing these important issues has been complicated by sensational media reports and numerous state and federal executive and legislative interventions.

University of Oxford

The UK is currently in pre-election fever, and for the first time ever Higher Education is a major political issue. The Opposition has announced plans to cut tuition fees to GBP 6,000, leading to uncertainty over future funding for teaching. Immigration is also a major political issue and there is a general move towards tightening of immigration rules. There is also now serious discussion about a withdrawal from the EU after a potential national referendum in 2017 or even 2016. This would have major negative consequences for UK universities who get much funding from the EU.

The latest Research Excellence Framework (REF) exercise took place last year. It is a 2-year exercise and it is estimated that it costs the sector GBP 50 million to complete. It is very thorough as all books and papers produced by every UK professor are read and ranked. This year "impact" was a criterion. The exercise is critical, as research funding is linked to the results. All are now waiting to see how the election will affect future funding for research, but any new government is likely to continue austerity measures and therefore there is likely to be an overall cut in budget.

Recently the government has been looking at a new fee structure for Masters programmes that would consist of income-contingent loans. Until now undergraduate degrees had been the focus of discussion for social mobility, but this shows the new importance placed on Masters and MBAs.

In Oxford the new Blavatnik School of Government is completed, and the university is working on a new Big Data Institute. The selection process for the new Vice-Chancellor has started and the successful candidate will start from the beginning of the 2016/17 academic year.

Peking University

President Emeritus Wang Enge thanked the partners for the productive collaboration within IARU over the past years. Many issues have been addressed which could not have been resolved by a single university. PKU will continue to be an active partner in the alliance.

Prof. Li Chenjian reported on the developments at PKU and in China. The country is going through a critical period of development to be fully integrated into the global world. Higher education is adapting to this demand. The inauguration of PKU's Yenching Academy is just one of the successful examples. The first cohort consists of students from 36 countries from all continents. The goal of PKU is to educate a new generation of leaders who are not only leading experts in their specific fields, but also true visionary leaders with global views.

The Chinese government has given PKU more autonomy. PKU has now developed a comprehensive reform plan, including aspects such as student and faculty recruitment, faculty promotion, academic standards, research infrastructure and an international strategy.

In the area of internationalization, there are set-aside funds for bi-directional student exchange and faculty collaborations. Space has been reallocated for international student housing and for joint research laboratories and centers. On the academic side, full English course tracks for degree-seeking foreign students have been established. In the School of Life Sciences, for example, all core courses are offered in Chinese and English in parallel.

PKU is considering establishing offices and centers at partner universities. Following the example of the Stanford Center at PKU, PKU is establishing an office at Yale. Other collaboration with renowned institutions might follow (e.g. with Berkeley on Big Data).

University of Cambridge

Sir Leszek summarised a number of key developments concerning the European Union, the Horizon 2020 budget, and the political situation in the UK in the run-up to the May 2015 General Election.

ETH Zurich

As of 1 January 2015 ETH Zurich has a new Executive Board. As the Board is considering the future strategy, it is focusing on the institution's defining characteristics, measures of quality decisive for its future success and on how to attract the best teachers and researchers internationally. The new Executive Board is also thinking about subsidiaries abroad, such as the very successful Singapore-ETH Center.

ETH Zurich sees its core strengths in the combination of innovative, original research and excellent education. Education/teaching will be more prominent on the agenda with a strong focus on student-centered learning and teaching, with hands-on experiences in the lab being a defining characteristic. ETH Zurich has launched a "Critical Thinking" initiative to instill students with analytical and management skills and the ability to think critically.

ETH Zurich does not have a medical school but works closely with its next-door neighbors University of Zurich and the University Hospital Zurich in medicine and health-related fields. A generous donation by ETH alumnus Hansjörg Wyss (USD 120 million) to ETH and the University of Zurich has enabled setting up a “Wyss Translational Center Zurich”.

Switzerland is building a National Innovation Park. The idea is to create a national network for research and development, linking various different locations together. ETH Zurich is actively involved as a partner in the development of the project.

University of California, Berkeley

Two national debates are having a significant influence at Berkeley. First, higher education in the United States has always faced a challenge of balancing the Publics and the Privates. The emergence of the for-profit sector in Higher Education has introduced a new dynamic to this balance. Students in the United States take on significant debt to finance their education. This has become a serious political and moral issue. Most of this debt is, however, incurred by students enrolled in the for-profit education sector but the ramifications of the debate on debt influences the financial strategy of universities like Berkeley. This is despite the fact that a majority of Berkeley students graduate with no student debt. Second, sexual violence is an issue that all campuses should have addressed and are now being forced to recognize with increased media coverage and scrutiny of this issue. While Berkeley has taken quick and decisive measures in this area we are taking actions to end all forms of sexual violence on campus.

Berkeley faces some unique challenges because of its financial relationship with the State of California. As state funding becomes a very small part of the campus budget the University is becoming more entrepreneurial in seeking new opportunities. It is forging closer ties with a medical campus – the University of California, San Francisco. Entrepreneurship among the faculty is encouraged through some new programs. UC Berkeley also sees global relationships as critical in its future. The Berkeley Global Campus is being envisioned as an international collaborative campus with select Universities and private companies as partners. While doing all of this UC Berkeley is refocusing its efforts to improve undergraduate education through innovative teaching, collaborative research experience, and new courses.

The University of Tokyo

President Junichi Hamada reported that the financial state of the Japanese government is still not in a favourable condition. Operation funds for the national university corporation are being cut on an annual basis. Remaining internationally competitive in a globalized world continues to be an issue in Japan.

The government works on reforming the university system. The position of the university presidents has been strengthened but the presidents need to use their discretionary money more tactically. Further, the government looks into modifying the university entrance selection criteria.

UTokyo works on constantly improving the research and education quality. The university will introduce a four-term system starting in April 2015, which will allow and encourage students to go abroad. To improve the teaching quality, interactive and active learning methods are being introduced; and improvements to the teaching systems of the graduate schools are being accelerated.

President-elect Makoto Gonokami emphasized the importance of promoting excellent research and fostering the relationship between industry, academia and government. Further on his agenda will be a reform of the post-graduate education system and the improvement of the employment opportunities of young researchers.

Australian National University

The Australian Government is proposing significant policy changes to the funding of higher education. The rapid expansion of the number of students undertaking university study is posing significant budget challenges for the nation at a time of fiscal restraint. As a result, the government has proposed that the fees charged to Australian undergraduate students be deregulated. Australian universities would be able to set the fees they charge such students, so long as the amount charged does not exceed the fee for an international student in the course. Students would continue to have access to the income-contingent loan scheme which has operated in Australia for many years.

Not surprisingly, the proposal has been very controversial. The vast majority of universities support the proposal as they believe it is the only way to develop an adequately funded and sustainable system. However, students and the public generally are concerned about rapid fee increases in such a system.

As the Government does not have a majority in the upper house of parliament (the Senate) it is unlikely the legislation will become law. As a result, there will be a period of policy vacuum whilst alternative proposals are considered.

Session 2: Institutional Joint Working & Research

2.1 Aging, Longevity and Health

The ALH Steering Committee aims at facilitating greater engagement across IARU campuses and promote joint ALH activities and funding opportunities within IARU. It held its first meeting with representatives of 9 partners. Three IARU Conferences were successfully held in June 2014 in Copenhagen, among them a Graduate Student Conference with the participation of 21 students from 6 IARU institutions. The initiative plans to hold biannually ALH Graduate Student Conferences; the next to be hosted by the University of Tokyo in 2016.

The group asked the partners for sufficient dedication to support the members participation.

2.2 Alumni Associations Network / Alumni Forum 2015

Tania Schwartz of the Office of Alumni Relations & Outreach at UCPH reported on the 6th Alumni Associations Summit in October 2014 in Copenhagen. The theme was “Measuring Alumni Engagement”. The alumni associations of the IARU universities are very different, which allows for interesting discussions and sharing of experiences among the alumni directors. The summit was concluded by a networking reception with 90 alumni from 7 partner universities. The next Summit will be held in October 2015 at ANU.

The first IARU World Alumni Forum was successfully held on 1 March 2015. A total of around 200 participants participated in the forum. Some 60 people joined from overseas and almost half of all participants were non-Japanese. All sessions went well, in particular the Presidents' Panel with 8

IARU Presidents was very much appreciated. Dr. Masako Egawa thanked the Presidents for their commitment and participation.

The alumni directors will consider the organization of a next forum in conjunction with the next Presidents' Meeting. The format will need to take into consideration the specific settings at the University of Oxford.

2.3 EdTech Horizons Workshop

The inaugural EdTech Horizons Workshop was successfully held at NUS back-to-back with the Senior Officers' Meeting in November 2014. 7 partner institutions participated. The group suggested to explore the idea of offering joint courses among IARU institutions in the form of *Distributed Open Collaborative Courses* (DOCCs).

Yale will host a 3-day workshop on the topic "How to build a DOCC" on 16–19 July 2015. Presidents authorized the IARU Secretariat to approve a funding request of up to USD 10,000 for the workshop, provided that a proposal is submitted to the IARU Secretariat prior to the workshop.

The lead of the group will remain with NUS.

2.4 Global Transformation in IARU Member Strategies

This initiative will look at how IARU institutions engage with developing countries. A first workshop will take place on 3–5 May at ETH Zurich. A possible outcome could be the development of guidelines for leading research universities' responsibilities in research, education and institutional collaboration with developing countries. The results of the workshop will be presented at the next Senior Officers' Meeting.

2.5 International Students Support Group

IARU universities have different standards in supporting international students. In the inaugural meeting at the end of March in Oxford, the group will explore the best approaches to teaching support and social/cultural support for international students. A possible outcome may be a recommendations paper for the benefit of both IARU universities and other institutions. A number of external speakers such as iGraduate are invited to the meeting. President Tan Chorh Chuan suggested to also address international students' integration and the culture of communication on campus (in particular through Social Media).

2.6 Librarians' Contact Group

The Librarians' Contact Group has developed an *IARU Green Library Toolkit* which was presented to the Senior Officers' Meeting 2014 and has been published on the IARU website. Further, the group is working on a benchmarking analysis of the library services at the IARU universities. The benchmark study with the data from all 10 member universities is expected to be available in the beginning of March 2015.

The group's next meeting is foreseen to take place in June 2015 in Beijing. However, the ETH Library Director, who had the lead, retired in February. A new lead has not yet been identified.

IARU Chair Ralf Hemmingsen asked the Presidents to check at their universities if there is commitment by all Librarians to continue the activities of the group.

2.7 PKU Medical City

Dr. Zhang Chi, Assistant President of Peking University International Hospital, reported on the PKU Medical City project. The inaugural PKU IARU workshop was held at PKU on 3 December 2014. Research topic was Real-Life Medicine/mHealth, and two major projects were discussed in details: Cardiology and Diabetes.

PKU proposed to hold an annual IARU workshop on global medical collaboration, focusing on different topics every year. The next topics to be tackled will be chronic diseases and new technologies. Topics and Projects will be discussed and finalized by IARU member representatives. The next workshop will take place in November 2015 with PKU as the “default host”. No IARU funding will be required for the workshops.

Presidents congratulated PKU to this initiative and the success achieved so far. Presidents approved PKU's proposal of annual IARU workshops on global medical collaboration.

2.8 Research Administrators' Network

In addition to the informal exchange of experience and expertise, the network has developed shared resources, such as a lexicon for a common understanding of different funding terminologies, and a template for Fellowship Programs within Horizon 2020. Both will be made available on the IARU website. Further, the network looks into setting up a metrics system – a mutual accepted standard for presenting and comparing key data among IARU institutions.

Presidents approved the funding request of USD 10,000 annually for meetings in 2016, 2017 and 2018.

The network suggested to create an international funding platform to start a discussion with big foundations. Presidents tasked the Network to elaborate a proposal for the Senior Officers' Meeting 2015.

2.9 Value of Research-Intensive Universities

The position paper on the Value of Research-Intensive Universities was published on the IARU website a year ago. To keep the paper up to date, Presidents had agreed to have new case studies added on a regular basis.

The IARU Secretariat reported that links to new research impact studies have been added from ETH, PKU, Cambridge and Oxford. However, given the way the position paper has been written with the case studies weaved into its fabric, it turned out to be difficult to add or replace individual cases.

Presidents suggested to assess the impact of the position paper in two years and then have the paper revised by the work group, if found necessary. The topic will be discussed again in two years.

2.10 Sustainable Campus Initiative

The Sustainable Campus group has been very productive over the last year, contributing significantly to IARU's external visibility. In 2014, the Green Guide for Universities was published at the successful *Making Universities Sustainable Conference* in Copenhagen. 120 international university sustainability professionals and administrative employees attended the conference.

Further, the group prepared a CO₂ Emission Report outlining the development of the individual institutions' greenhouse gas emissions. Senior Officers had criticized that, due to different reporting metrics, the data cannot be used for comparisons. In response, the group proposed to engage an academic working group to develop internationally compatible metrics. Presidents agreed not to task researchers from top-down with such a project.

The Sustainability Fellowship Exchange Program continues to be a great asset of the group. The individual campus sustainability progress reports of 2014 will be ready by May to be published on the IARU website.

The group plans to organize the one-day student workshop *IARU Global University Climate Forum (IARU-GF)* during the UN Climate Change Conference (COP21) on 30 November to 11 December 2015 in Paris. Presidents approved the funding of USD 15,000, to be covered by reallocation of the unspent money from the website write-up which was completed by ANU using internal resources.

The Campus Sustainability Officers asked for funding for the next three workshops in 2016, 2017 and 2018 (USD 15,000 per meeting). Presidents agreed to provide the funding for the workshops, but limited the funding to a maximum of USD 10,000 per meeting. Experience has shown that meeting cost of the IARU institutional joint working groups usually do not exceed USD 10,000. More funding can be granted in justified cases (e.g. meeting with a large number of participants).

Presidents approved the request to reallocate USD 3,500 from the budget of the CO₂ Emission Report (formerly "Benchmarking Study") to cover additional promotion cost of the Green Guide. The remaining unspent money of USD 6,500 will fall back to IARU general funds.

Presidents congratulated the group to the accomplishments and encouraged the group to tackle the new suggested topics (Energy Management and Sustainable Laboratory Management). The group serves as a role model for other institutional joint working groups.

2.11 Sustainable Science Congress 2014

Over 700 people from approximately 50 countries participated in the congress. In addition, the congress was followed by an online audience through live streaming. Leading international scientists were among the keynote speakers and session organizers. Side events included the *Making Universities Sustainable Conference*, a PhD course, an international student competition and a student energy game. IARU participants (excluding UCPH participants) amounted to 41 participants.

Ralf Hemmingsen thanked the partners who supported the congress.

2.12 Technology Transfer Network

Prof. Chen Dongmin presented a pilot version of the *IARU Collaborative Technology Transfer Portal* (<http://develop-iaru.patsnap.com>) which had been developed by the external company Patsnap, a spin-off company of NUS. All partners have been invited to upload their selected patents. The success of the platform shall be evaluated in a year's time. Chairman Ralf Hemmingsen thanked PKU for the effort put into the portal.

The next Technology Transfer Workshop on the topic "Translating University Technology to Meet Market Needs" will take place on 27 April 2015 at NUS. IARU Technology Transfer Officers are also invited to attend the following *InnovFest unBound 2015*, focusing on the latest trends in global and Asian innovation.

2.13 Women and Men in Globalizing Universities

Prof. Sawako Shirahase, UTokyo's representative of the Women and Men in Globalizing Universities group, presented the group's plans to update the gender statistics collected in 2013, extending the scope beyond the original PTEM fields by including Medicine, Social Sciences and Humanities. Other planned activities include looking into gender-related grade differences, drafting a memorandum explaining the necessity and advantages of equilibrating gender figures at IARU universities, developing a best-practice guide for reaching gender equality at universities and discussing gender teaching. Presidents were supportive of the group's plans.

Session 3: International Administration in Globalizing Universities

Dr. Masako Egawa, Prof. Toshiko Ellis and Prof. Yujin Yaguchi (UTokyo) gave input presentations on the international administration in globalizing universities. UTokyo has successfully increased the number of its outgoing exchange students. About half of the undergraduates have been on a program abroad. UTokyo aims to offer more double/joint degrees programs and joint lecture courses with international partner universities. Further, UTokyo developed an interactive ICT system that creates a "global classroom" by connecting several universities.

The ensuing discussion raised several issues, including the integration of international students, in particular post-doctorates, support of the spouses of the faculty, the value of language immersion courses, quality assurance and organizational challenges.

The slides and the audio recording of the session are available from the IARU Secretariat.

Session 4: Future Directions of IARU

Anders Hagström presented an overview of IARU's activities in the last 9 years: Presidents' and Senior Officers' meetings, on-going activities within the global education initiatives, institutional joint working groups, and research collaborations, as well as a review of closed initiatives. A presentation on the comparative study of the value of IARU and 8 other alliances followed, with partners sharing their experiences from other alliances.

Presidents agreed that the small size of IARU is key for the strong level of trust among the members. The high degree of candour creates a fruitful environment for tackling difficult and sensitive issues that affect all the universities and learning from each other's experiences. Future topics to be discussed could be policies to counter sexual assault and harassment, continuing education, cyber security etc.

Presidents tasked Senior Officers to prepare a discussion paper on the future directions of IARU for the Presidents' Meeting 2016. Don Filer, Erik Lithander, Jürg Brunnschweiler and Astrid Gufler agreed to be on a task force drafting the paper.

Session 5: Universalism and Regionalism in Globalizing Universities

Prof. Masashi Haneda, Vice President of the University of Tokyo and Professor of History at the Institute of Advanced Studies on Asia, introduced the topic "Dialectics of the self and the other".

The slides and the audio recording of the session is available from the IARU Secretariat.

Session 6: Global Education Initiatives

6.1 Global Summer Program (GSP)

Anders Hagström reported on behalf of the GSP Coordinators on the Global Summer Program (GSP) which continues to run very well. GSP 2014 counted a total of 304 students participating in one or more of the 20 courses offered by the 10 partner universities. The general student feedback was again very positive. The diversity of the participants is a key success factor of GSP. On the other hand, course costs continue to be a challenge: five courses had costs of USD 5,000 or more. The IARU-Santander Scholarships are therefore crucial for the program.

In the 2015 GSP, a total of 20 courses will be offered by the ten partner universities.

ANU and Berkeley have elaborated on the “hub proposal”. ANU will organize its 2015 GSP course in a format reflective of the proposed “IARU Student Research Hub” model to gain first experiences. The aim is to launch the first IARU Student Research Hub in 2016 for a maximum of 45 students. In the future, the hub could aggregate several courses.

A new sponsorship agreement with Banco Santander for the GSP seasons 2015, 2016 and 2017 has been signed by NUS on behalf of IARU with subcontracts with each of the 9 other universities. In character, the new agreement is a continuation (and simplification) of the existing agreement, without any major changes.

6.2 Global Internship Program (GIP)

ETH, NUS, PKU and UTokyo offer a total of 19 internship opportunities to IARU students in summer 2015. The internship opportunities belong to the most frequented pages on the IARU website, which shows the strong interest among students. The IARU Secretariat encourages partners to look into possibilities to create (research) internship opportunities for IARU students.

6.3 Global Cross Disciplinary Tournament (GXT)

The last GXT was hosted by ANU in summer 2014. 25 students from 6 partner universities participated. Senior Officers discussed the GXT format at their meeting. They believe that the activity is worthwhile to be continued but reminded that the initiative should remain entirely student-led.

No student team from partner universities offered to host the 5th GXT in 2015. Partners are invited to inform the students about this opportunity.

UCPH has looked into the potential of a PhD version of GXT but cannot commit to something at this point in time. The initiative might therefore pause or be discontinued altogether.

Session 7: New Proposals

7.1 Consortium on Critical Theory

Prof. Zhang Xudong presented the proposal “Consortium on Critical Theory”. The IARU universities are invited to join the International Center for Critical Theory (ICCT) as full partners. ICCT was established 2010 at Peking University with the aim to undertake interdisciplinary research in the fields of literature, culture and social thought. Current members of the centre are PKU, UTokyo, New York

University and East China Normal University. Participation is connected with an investment of USD 50,000 – 150,000 per partner.

Presidents thanked Prof. Zhang Xudong for extending the invitation to IARU partners. Partners will encourage faculty to join the collaboration. Such collaborations would be pursued on a bilateral basis.

7.2 IARU Sports Initiative

Dr. Lu Fuquan presented the proposal for an IARU Sports Initiative, which can be divided in 3 strands:

- 1) Campus Sports: Mapping of the sports offerings at the IARU campuses, possibly elaboration of guidelines on standard sports offerings on university campuses
- 2) Compulsory physical education: Sharing best practices, possibly introduce sports competitions among IARU members
- 3) Sports Science: Academic research collaboration

As the sports programs are structured very differently among the IARU universities (if existing at all), the partners did not commit to initiate a new joint working and research group on sports. Collaborations may be pursued on a bilateral basis.

7.3 Santander's Funding Proposal

In fall 2013, Banco Santander's Chairman Emilio Botín signalled interest to extend the collaboration with IARU (in addition to the IARU-Santander GSP Agreement). Before a common vision on the use of an additional IARU-Santander funding could be developed, Emilio Botín passed away.

Commitment to the higher education sector is still high at Santander. Presidents found it worthwhile to touch base with Santander again. President Tan Chorh Chuan and VC Andrew Hamilton offered to write a letter to Ana Botín, Emilio Botín's successor.

7.4 IARU Joint Online Courses

Building on the success of GSP, the Presidents' Meeting 2014 tasked Senior Officers to look into other forms of IARU-wide students exchanges. As agreed at the Senior Officers' Meeting in November 2014, NUS, Berkeley and UTokyo started to draft a proposal on IARU joint online courses. Andrew Wee, Pradeep Chhibber and Kiichi Fujiwara proposed to implement flexible joint online courses ("DOCC-like"), each involving two or more IARU universities. The EdTech Workshop in July 2015 in Yale could serve as a platform to discuss issues related to these joint online courses, and to bring potential lecturers together. Presidents approved the seed funding request of USD 10,000 for the development of a pilot course on the topic "Fragile and Conflict-ridden States". Partners are invited to identify faculty who may be interested to take part in the "Fragile and Conflict-ridden States" course or other topics for joint modules, and nominate them to take part in the DOCC workshop at Yale that learning and discussion on creating new joint modules can take place at the same time.

Session 8: Update on IARU Membership

There had been several attempts by the IARU Chair, Prof. Ralph Eichler, the IARU Secretariat and individual IARU members to get in contact with University of São Paulo (USP) but there was never a clear reply and commitment to explore the possibility of USP's membership. Presidents agreed to let the invitation to the University of São Paulo fall. As an alternative, the option of inviting the University of Cape Town to join the alliance will be explored.

A delegation from Oxford will visit University of Cape Town at the end of March 2015. Presidents asked Andrew Hamilton to explore the possibility of joining IARU with the University of Cape Town.

Session 9: Business Matters

9.1 Financial Report

Anders Hagström reported that the alliance has accumulated reserves of USD 248,000 from the past years. USD 94,000 had already been committed for initiatives and activities in 2015, of which USD 40,000 are carry-over commitments from previous years. Additional USD 13,500 for 2015 have been approved at this meeting. The yearly budget for initiatives is USD 65,000. The alliance thus continues to reduce its reserves.

9.2 Presidents' Meeting 2016

The next Presidents' Meeting will be on 25–26 April 2016, hosted by the University of Oxford. The official part of the meeting will start with a Welcome Dinner on Sunday, 24 April, and end with lunch on Tuesday, 26 April. Andrew Hamilton proposed to include a session on continuing education. Partners are invited to send further suggestions for topical sessions to the IARU Secretariat. Chairman Ralf Hemmingsen suggested to change the format of the Presidents' Meeting to allow more time for discussions.

UC Berkeley offered to host the Presidents' Meeting in 2017.

9.3 Wrap-up

As of 1 May, the IARU Secretariat will be handed over from ETH Zurich to UCPH. The meeting thanked the current IARU Secretariat, Anders Hagström and Romana Rutz, for their work.

IARU Chair Ralf Hemmingsen bid farewell to Prof. Wang Enge and Prof. Junichi Hamada. He also thanked UTokyo for their generous hospitality, all participants for the constructive discussions and wished everyone safe travel home.

Confirmed Outcomes of the 10th IARU Senior Officers' Meeting National University of Singapore, 14–15 November 2014

Opening

Prof. Tan Chorh Chuan, President of NUS, and Prof. Ralph Eichler, IARU Chair, welcomed all participants to the meeting. The Senior Officers from Cambridge and Yale had sent their apologies for not being able to attend the meeting.

The Chair thanked NUS, in particular Mr. Bernard Toh and his team, for their kind hospitality and the IARU Secretariat for preparing the meeting.

Session 1: Senior Officers' Regional Round-up

Australian National University

Australia's Senate is debating legislation that would allow Australian universities to charge tuition fees to domestic students. The outcomes of the debate, expected in March 2015, are uncertain. The proposal is linked with a planned 20 percent cut of the budget for universities. There is fear that the government might cut the budget anyways, even if the fee charging proposal fail. Such a cut would affect ANU heavily.

Following a student campaign, ANU decided to sell shares of seven companies engaged in fossil fuel. The Australian economy relies heavily on fossil fuel; the government and the mining lobby reacted very negatively to this decision. However, ANU received very strong student and popular support for their leadership. It is unclear if there is a direct link, but applications to ANU for the next academic year are up by 10 percent. Other universities might follow ANU's example.

ANU is actively engaged in Myanmar. Oxford, NUS and ANU have started a trilateral dialogue to look into aligning some of their activities in Myanmar. Erik Lithander offered to share experiences of how to approach Myanmar.

ETH Zurich

Ralph Eichler's term of office as President of ETH Zurich is coming to an end at the end of 2014, making this his last IARU meeting. The new President is the current Rector, Lino Guzzella. There will be two further new members on the Executive Board: Prof. Sarah M. Springman, a civil engineer, has been appointed new Rector and Prof. Detlef Günther, an analytical chemist, new Vice-President for Research and Business Relations. With three new of the five-member Board, there might be a lot of change, once the Board has developed its strategy.

In Singapore, ETH Zurich has launched the second project, "Future Resilient Systems" (FRS), within the Singapore-ETH Center. The first project, "Future Cities Laboratory" (FCL), currently employs over 100 researcher on the CREATE campus. A third project (Food and Nutrition) is in the planning pipeline for 2016. The first five-year funding of the FCL will end 2016, a proposal for a second phase is under consideration by the National Research Foundation.

In Zurich, ETH inaugurated its Institute of Theoretical Studies (ITS) last year. The ITS offers sabbatical both for senior and junior fellows.

Immigration continues to be a political issue, with discussions on how to implement the popular initiative to limit “mass immigration” that was adopted on 9 February 2014 and prompted the European Union to exclude Switzerland from Horizon 2020 and Erasmus+. Although Switzerland has managed to reach a temporary agreement with the European Union about partial association in the Horizon 2020 program (“Excellent Science” pillar) this summer, a lot of uncertainty remains. On 30 November a further popular initiative will come to the vote. This initiative would cap total population growth through immigration at 0.2 percent (currently about 1 percent). Such a rigid limitation would affect ETH deeply, where 70 percent of faculty and PhD students come from abroad. ETH members hence engage in the political campaign against the initiative.

National University of Singapore

The Yale-NUS College, now in its first year, is flourishing. There is very high student interest for the next academic year and the quality of applications has exceeded expectations.

Also the NUS Research Institute in Suzhou, China, is expanding rapidly. The Institute is launching three new centers focusing on China’s business landscape, public policy and urban issues.

At home, NUS has opened new research programs in neurobiology, engineering and medicine, 3D materials, as well as a new Center for Nuclear Research. Although Singapore has decided not to build a nuclear power plant of its own, it is important to have the know-how in view of nuclear power plants in the neighbouring countries.

As the NUS Campus is becoming increasingly crowded, the university is engaging in a process of campus greening, including planting many more trees.

Singapore is preparing the next national 5-year funding cycle for research. There is increasing pressure to demonstrate value to society from research. This pressure will continue, but there is hope that support for basic research will also expand. Singapore plans to invest more in the Humanities and Social Sciences with a new Funding Council. Other priority areas will include research in aging and health in Asia, biodiversity, cybersecurity, and learning methodologies.

Peking University

The Chinese government’s anti-corruption campaign has reached universities. As a pilot case, government auditors have investigated Fudan University. The focus is on use of the national research funds by universities and other national institutions within the stringent rules set by the government. Universities are now in a period of self-examination and self-correction.

The deep reform of the educational system in China is still ongoing. PKU and Tsinghua University have been invited to propose reforms in various areas, including academic programs and admission policies. The government is also looking to revise technology transfer policies, transferring IP of state enterprises to the private sector and giving universities ownership of IP developed with state funds.

As an important addition to PKU’s international programs, the Yenching Academy will be opened in fall 2015. To attract the best international students, the program has been granted generous scholarships and a privileged location on campus, causing some protests by alumni.

For the new Medical City, which will be launched in December 2014, PKU has invited a group of distinguished physicians and administrators as advisors of this international hospital. President Wang plans to make it to a platform for international collaboration in medicine and life sciences. At the IARU workshop preceding the opening ceremony, the possibility for IARU members to collaborate in digital medicine, mobile medicine etc. will be discussed.

University of California, Berkeley

With the aim of bringing data science into the undergraduate curriculum, Berkeley has established a new Berkeley Institute for Data Science, funded by the Gordon and Betty Moore Foundation and the Alfred P. Sloan Foundation. Siemens is an investor partner of the project. The institute is located in the center of the campus.

To account for rising costs, Berkeley has announced an increase in tuition fees by 5% for the 2015–16 academic year.

Berkeley plans to establish a global campus and “living laboratory” in partnership with universities from around the world, as well as with private industry. The Berkeley Global Campus will be built at Richmond Bay, a site that was originally planned as a joint second campus for Lawrence Berkeley National Laboratory and UC Berkeley. Some funding issues still need to be resolved. Leading universities and high-tech companies will be invited to work side-by-side with Berkeley in this campus setting. Chancellor Dirks will provide the IARU Presidents with more information at their next meeting in March 2015.

University of Copenhagen

In Denmark, higher education continues to be a topic for political debate, not least in view of the large portion (60-70 percent) state funding. Although the institutions have a large degree of autonomy (in principle), the government wants to have a say in many areas. After 10 years of policies to increase the number of students, the government wants to cut student numbers. With a focus on the employability of graduates, the humanities are under particular threat.

The buildings of UCPH are owned by the government, which makes for a rigid system, where any construction project needs to be negotiated with the government.

UCPH is trying to voice the important role of universities as drivers of innovation and economic growth. There is a delicate balance between state and private funding, but UCPH is aiming to develop its fundraising activities, looking at the UK and the USA and also to ETH Zurich as role models. There are a lot of private foundations in Denmark and the university already receives substantial funds for aging and health studies.

The European Spallation Source (ESS) is the largest research infrastructure since CERN. The facility is being built in Lund, Sweden, but the ESS Data Management and Software Centre will be located in Copenhagen, making it an important resource and hub for excellence.

Within the Knowledge and Innovation Communities (KIC) of the European Institute of Innovation and Technology (EIT), UCPH joined the Climate-KIC last year, is partner of a bid for a new Health-KIC, and is planning for a KIC on Food and Nutrition.

Also in Denmark immigration is a hot topic on the political agenda. UCPH emphasizes the importance of attracting talent from all over the world, explaining why it is so important to be open to the world.

University of Oxford

Oxford has opened a new Cancer Research Institute that will include research on the use of proton beam therapy, a new Institute of Rheumatology and a new building for the China Centre. Oxford increasingly offers digital content, such as lectures and teaching material on iTunes U. Downloads from this podcast site have exceeded 23 million this year.

In his Vice-Chancellor's Oration this year, Andrew Hamilton focused on the importance of immigration for universities, as a statement in the debate launched by the UK government about restricting immigration.

To increase outreach to underserved communities, Oxford offers free summer schools to prospective students under the UNIQ program. One of the aims of the program is to increase the admissions chances to a broader student population. The external funding of the program has now run out so the university is looking for new funding sources.

The first Oxford India Lecture was held in September 2014. The Oxford India Lectures build on the success of the series of Oxford London Lectures and last year's Oxford China Lecture, in order to share the fruits of Oxford's research with a wider audience of business, politics, civil society and academia that otherwise would be difficult to connect with.

Over the last years, Oxford has been building up links with Myanmar by helping the country's universities with their strategic planning, such as building up an international strategy and setting up student programs.

The University of Tokyo

The current Japanese government has provided a more stable economy, promoting higher education and research. Within the new national program to develop "Top Global Universities", UTokyo was selected as one of the institutions. The initiative will mean strengthening links with strategic partners (e.g. IARU universities), developing more exchange programs, joint degrees, etc. UTokyo is currently evaluating faculty-led proposals to implement the program.

UTokyo has decided to change its academic calendar starting in 2015/2016. The decision is a compromise, retaining the start of the academic year in spring and the long break in the winter, but the new calendar will make it easier for students to do an exchange semester or attend summer schools.

The engagement with MOOCs has caught a lot of attention by newspapers and Japanese television. UTokyo's courses attract a broad international student audience with only 10 percent of students from Japan.

The gender balance continues to be a challenge. One of the goals of UTokyo's "Super Global University" program will be to increase the proportion of female faculty members to 30 percent (from currently 14 percent, and only 9 percent for tenured positions) in the next ten years.

President Hamada's term of office will end at the end of March 2015. The successor is not known yet, the decision is expected at the end of November 2014.

Session 2: Institutional Joint Working & Research

2.1 Academic IP Pooling and Collaborative Technology Transfer

Due to staff shortage at PKU, the development of a pilot portal with sample IP from PKU has been on hold. It is envisaged to have the pilot portal go live before the Presidents' Meeting 2015.

The Technology Transfer Workshop held in April 2014 at ETH Zurich focused on entrepreneurship. The participants found it useful to share experiences even though partners work in different environments and take different approaches to technology transfer. The workshop discussed possible collaboration projects, such as staff exchange, the organization of an IARU Entrepreneurship Forum, holding collective presentations to venture capitalist, offering partners access to pre-incubators and setting up a joint coaching network.

Senior Officers agreed to support an annual workshop of technology transfer officers and approved funding of USD 10,000 to NUS who volunteered to host the next meeting, to take place in conjunction with the "InnovFest unBound" innovation and entrepreneurship conference on 28–30 April 2015 at NUS. UTokyo signalled interest to join the initiative and ETH offered to contribute actively to the workshop. The initiative will be renamed to "Technology Transfer Network".

2.2 Aging, Longevity and Health (ALH)

The ALH Steering Committee has been constituted with representatives of 9 partners. Its first meeting focused on student opportunities, such as summer schools, exchange programs and fellowships for PhDs and postdocs, and on how to catalyse research collaborations through conferences and meetings. IARU Chair Ralph Eichler thanked UCPH for successfully hosting the 3 IARU conferences in June 2014 in Copenhagen, which were all well organized and well attended.

2.3 Alumni Associations Network / Alumni Forum 2015

The 6th Alumni Associations' Summit was held in October 2014 in Copenhagen. Alumni directors confirmed that they value these summits for benchmarking and inspiration. The summit was concluded by a networking reception with 90 alumni from 7 partner universities.

Kiichi Fujiwara updated the Senior Officers on the first IARU World Alumni Forum to be held on 1 March 2015 prior to the Presidents' Meeting in Tokyo. There will be several workshops and keynote speeches on the forum's theme "Economics, Culture and Innovation: Lessons from Japan" with one of the best-known architects of Japan and leading people from the business sector. A panel discussion with IARU Presidents and a joint networking reception will also be part of the forum. IARU Chair Ralph Eichler welcomed the idea of IARU alumni getting to know each other and stressed the added value of such alumni receptions to the Presidents' Meetings.

2.4 EdTech Horizons Workshop

At the first EdTech Horizons Workshop, which was running in parallel to the Senior Officers' Meeting at NUS, the delegates from 7 partner universities and 3 guest speakers discussed trends, opportunities and challenges IARU members are experiencing in supporting technology-enabled education. The aim of the workshop was to identify collaborative projects in technology-enabled education, initiate a mapping of educational technology used by partners and to set up an IARU EdTech Wiki site.

2.5 Global Transformation in IARU Member Strategies

The project coordinator at ETH, Dr. Barbara Becker, has conducted a series of targeted interviews with representatives of NUS and a literature review to frame the questions of the intended mapping of current institutional approaches and arrangements of IARU members in relations with emerging and developing countries. She will contact the network in Q4 of 2014 to find a date for the first meeting to be held in spring 2015 at ETH.

Senior Officers confirmed that there is solid support among partners for the working group but stated that they are still uncertain about the focus of the group and thus have not yet decided who the right person(s) in their institutions would be to participate in the group. They requested that the date-finding invitation contain an “idea paper” to help them communicate to potential participants what to expect.

2.6 International Students Support Group

Senior Officers endorsed the funding request of USD 10,000 for the first meeting of the group to investigate the best approaches to international student teaching and support. The meeting will take place in spring 2015 in Oxford with strong support from Cambridge.

Partners also reported difficulties with this group to identify the right people at their universities. As academic skill development will be a major topic of the meeting, the aim is to get an academic support group together.

NUS shared that 60% of its student cohort is international. NUS' support of international students is targeted at integrating international students socially with home students and local people. Academic services are offered to all students, without particularly addressing international students. NUS would like to learn more from partners' experiences with peer-mentoring services. PKU is interested in learning more about the support of international students studying in a foreign language.

A topical session of the Presidents' Meeting 2015 will be devoted to the role of the international offices of the IARU universities in accommodating an international student body.

2.7 Librarians' Contact Group

At its 3rd meeting in June 2014 in Berkeley with full representation from all IARU members, the Librarians' Contact Group discussed the major issues facing university libraries today. In consultation with the IARU Sustainable Campus initiative, the group has developed a, “IARU Green Libraries” report, showcasing partners' activities reduce their libraries' carbon footprint. The report which includes best practices examples from all members has been published on the IARU website.

ETH's library has initiated a new project to benchmark the services of the IARU libraries. The collected data will be analysed at the next meeting of the Librarians in June 2015 at PKU and presented to the next Senior Officers' meeting. Bernard Toh encouraged the librarians to look into the idea of initiating a student internship program – possibly in collaboration with the Sustainability Fellowship Exchange Program. Barry Halliwell asked the group for a discussion on approaches to dealing with publications in open-access journals.

2.8 PKU Medical City

Dr. Zhang Chi reported on the PKU-IARU workshop on medical collaboration to be held on 3 December 2014 in conjunction with the PKU International Hospital Advisory Board meeting. The

workshop will be followed by the opening ceremony of PKU International Hospital on 5 December. (The 2nd workshop on Mobile Health, originally planned for 4 December, has been postponed to the first half of 2015). Partners have been invited to contribute to the workshop with presentations and collaboration project proposals. Sessions will include presentations of the PKU-Oxford joint research project on an early-warning system of patients in cardiology, comparison of mobile health policies in different countries and real-life medicine on diabetes.

PKU proposes to have a series of annual workshops at PKU on different collaborative projects. No IARU funding will be required for the workshops.

2.9 Research Administrators' Network

The 3rd meeting of the Research Administrators' Network was held in Oxford on 1–2 October 2014. A major theme in all meetings of the network has been how to reduce administrative barriers to research collaboration. The group has made a first draft for a common IARU agreement on how to handle Marie Curie fellowships in the Horizon 2020 program. Another outcome of the collaboration is a first draft of a joint lexicon, where the research administrators share terms and phrases in international research collaboration. It is foreseen to share the knowledge base on the IARU website.

The network suggests holding a seminar on “Funding of Research”. Major funding companies and foundations would be invited to a networking event with the IARU Presidents and Research Administrators' Officers with the aim to increase the individual partners' competitiveness for funding. Senior Officers questioned whether such an event would achieve the desired outcome and create a platform for broader discussions. The foundations would have to be selected very carefully. Senior Officers asked the Research Administrators to prepare a proposal to be presented to the Presidents in March 2015.

2.10 Women and Men in Globalizing Universities

The group is working to complement the benchmark analysis of the IARU universities with data from PKU and with further statistical data also from non-PTEM fields such as medicine, social sciences and humanities. The group further plans to elaborate a memorandum on the advantages of equilibrating gender figures at the IARU universities. Senior Officers approved the funding request of USD 10,000 to finance the group's next workshop to be held in June 2015 at Oxford.

2.11 Collaboration with Futurity

IARU is now associated with Futurity. Each IARU institution can now engage with Futurity's online platform for science news by entering a bilateral agreement with Futurity at the cost of USD 3,000 per year. To date, ETH, Berkeley, NUS, UCPH and Yale have already opted to do so.

ETH reported that since joining on 1 September 2014, about 15 news articles from ETH have been published by Futurity, contributing to an increased visibility of ETH abroad.

2.12 Value of Research-Intensive Universities

With the publication of the report on the IARU website in February 2014, the initiative was brought to an end. To keep the page up to date and relevant, Presidents have agreed that the information should be updated on a regular basis. The Secretariat will send out an invitation to the partners to contribute

new case studies and links to the report. The aim is to have an updated page for the Presidents' Meeting 2015.

Session 3: International Strategies of IARU Universities

Prof. Andrew Wee, Vice-President University and Global Relations, presented the Global Strategy of NUS. The presentation was followed by a discussion of strategic approaches of the partner universities.

Session 4: Global Education Initiatives

4.1.a Global Summer Program (GSP)

Anders Hagström reported on behalf of the GSP Coordinators on the Global Summer Program (GSP). GSP continues to be a flagship activity of IARU. The large number of hits on the IARU GSP webpages confirm the strong student interest in the program.

Course cost continues to be a concern as it is a deciding factor for students when considering participation. Five courses 2014 had total costs of USD 5,000 or more. Without the support from Banco Santander, the cost challenge would even be greater. In 2014, 51% of all IARU GSP students benefitted from the IARU-Santander GSP Scholarships.

The preparations for GSP 2015 are well under-way. The number of courses offered will increase by one to 21. There would be room for having more students in the courses with the same cost and administrative efforts.

The IARU Secretariat conducted a survey with the three GSP cohorts 2011–2013. The survey results confirm that GSP is highly regarded by the students. Students created many life-long international friendships. GSP Coordinators are considering possibilities of fostering the network of GSP alumni. The IARU World Alumni Forum in Tokyo will be used as a platform for also inviting GSP alumni.

ANU and Berkeley have elaborated a “GSP hub proposal” as a means of getting more students together in one location and to reduce costs. ANU is looking into offering its 2015 GSP course in a format reflective of the proposed “IARU Student Research Hub”. It is aimed to launch the first IARU Student Research Hub in 2016 with a maximum of 45 students.

4.1.b Santander Agreement

The first sponsorship agreement with Santander ended with GSP 2014. Santander has agreed to continue the support for GSP for the next 3 years under the same conditions. NUS having agreed to act as the contracting partner signed the new agreement for 2015–2017 on behalf of IARU partners. Senior Officers tasked the IARU Secretariat to write an acknowledgement letter to Santander in coordination with NUS.

4.2 Global Internship Program (GIP)

The Global Internship Program is not a program per se but rather a platform for partners to offer student internships. The corresponding section on the IARU website belong to the most frequented

pages, especially during the GSP application period. No internship opportunities for 2015 have been announced so far. Partners are encouraged to send their internship offers to the Secretariat.

4.3 Global Cross Disciplinary Tournament (GXT)

Erik Lithander reported from GXT 2014 which was organized by the student association at ANU. Students were given a theme (“The Future of the Body”). In cross-disciplinary, cross-cultural teams, they were then asked to define a challenge and develop a solution before meeting for two weeks at ANU. Also this year, students were very enthusiastic about the tournament. 25 Students from 6 partner universities participated. Students at UTokyo had indicated an interest in organizing GXT 2015. *(Note: After the meeting UTokyo notified the Secretariat that the GXT 2015 cannot be hosted in Tokyo.)*

Erik Lithander found the activity worthwhile and advised that GXT should continue as an entirely student-led activity, supported by the hosting university but without funding from IARU.

Rexille Uy reported on experiences from the student-run education program “DeCal” at UC Berkeley. Students create and facilitate their own courses on a variety of (often unorthodox) subjects. The courses need to have a faculty sponsor and the department chair takes the final decision whether or not a course is appropriate. The courses are completely student-led, students learn a lot and may earn one credit.

Session 5: Brainstorming on an IARU Student Exchange Program

Building on the success of GSP, the Presidents’ Meeting 2014 tasked Senior Officers to look into other forms of IARU-wide student exchanges. At their meeting in September 2014, GSP Coordinators discussed the possibilities, drawing attention to the existing bilateral exchange schemes between IARU universities. They cautioned setting up multilateral agreements as the administration burden might not be worth the effort. The Secretariat distributed an overview of existing student exchanges between the IARU universities.

Anders Hagström reminded Senior Officers that an IARU multilateral student exchange agreement was signed in 2006 by 4 partner universities (ANU, NUS, ETH and UCPH). Although the agreement was set up to allow for more flexibility in balancing exchanges flows among the partners, in practice partners had to achieve balanced flows on a bilateral basis.

As an alternative, Pradeep Chhibber suggested a “virtual exchange program” with joint teaching of online course modules. Andrew Wee presented a successful mode at NUS in collaboration with other partner universities where a single course is taught with materials compiled by instructors at different institutions. Lecturers or tutors are presented separately at each participating location. Recorded lectures are available online. Each student is assigned a tutorial group comprising of local and international students from the participating institutions. The tutorials take place virtually on the online platform where students engage in online discussions. Assessments and group projects are handled individually at the institutions. Social Science and Humanities are especially suitable for this teaching format. Bringing faculty together to agree on a joint syllabus and overcoming the different time zones is the biggest challenge. Pradeep Chhibber and Kiichi Fujiwara agreed to prepare a proposal for such a concept to be presented at the Presidents’ Meeting 2015.

Session 6: Updates on Ongoing Proposals

6.1 Santander's Funding Proposal

With the intention to reshape the idea of Santander's interest to further support IARU with a research fund for student mobility, President Tan Chorh Chuan had planned to approach Santanders' Chairman Emilio Botín at the Universia Rectors' conference in July 2014, but did not find the opportunity to do so. A few weeks later, Mr Botín passed away.

NUS offered to first get a feel on how to establish a new relationship with the successor on a bilateral basis before IARU as a group will approach Santander for extending the collaboration. The new Chair might also be an entry point. The topic will be raised again at the Presidents' Meeting 2015 in Tokyo.

6.2 National Research Foundation Proposal

Barry Halliwell reported that Singapore's National Research Foundation (NRF) is currently focused on planning the next 5-year cycle 2016–2020. In general, NRF has recognized the importance of bottom-up proposals from universities. NUS will inform the partners when any concrete opportunities for IARU emerge.

6.3 IARU Sports Initiative – Proposal by PKU (*new*)

Chen Dongmin (PKU) proposed a new institutional joint working and research collaboration initiative on sports. Successful practice in sports programs and physical education on the partner campuses would be shared and a new research collaboration on sports science (including health sciences) would be started. The main focus of the initiative would be on the latter by conducting joint research activities, establish joint and double Master's and PhD programs and exchange faculty.

The IARU Secretariat will circulate the proposal among the Senior Officers and Key Contacts. Partners are asked to indicate their interest to the IARU Secretariat by 15 December 2014.

6.4 IARU Prize – Proposal by UCPH (*new*)

To raise IARU's external and internal visibility, Thomas Bjørnholm proposed to introduce a "IARU Prize" for students, researchers, junior faculty and/or NGO's to be awarded annually at the Presidents' Meetings. The award could consist of sponsored prize money or of an offering for students/researchers to do an internship (e.g. 6 months) at one of the partner universities. Thomas Bjørnholm will draft a brief proposal and circulate it among partners for feedback and inputs. If there is interest, UCPH and ETH will draft a proposal for the Presidents' Meeting 2015.

Session 7: Sustainability Activities

7.1 Sustainable Campus Initiative

Amy Ho, NUS representative in the IARU Sustainable Campus network, presented a report on the activities of the group:

- The *lead* of the group has been taken over by UCPH.

- The *Green Guide for Universities* was launched in October 2014. The guide presents key themes, priorities, lessons learnt and recommendations on how to make universities more sustainable and is aimed to demonstrate IARU's universities contributions to and leadership on campus sustainability. The guide is available in hard copy and as a free e-publication on the websites of IARU, the partner universities and Sustainia. Universities have promoted the guide both jointly and individually via national and regional networks reaching more than 1,000 universities, IARU university staff and student communities. All partner were encouraged to continue the promotion activities. Additional international press promotion is also planned.
- The *Making Universities Sustainable Conference* was successfully held on 22–24 October 2014 in Copenhagen with over 110 participants from 18 countries. The general feedback from the conference was very positive. Based on this success, the group will look into organizing another event.
- The Sustainability Officers have completed a comparative study of the member institutions' greenhouse gas emissions and their individual mitigation strategies (*IARU Universities Emissions Report*). The emissions data show significant differences between the partners. Emissions are either reported as CO₂ equivalent or CO₂ only. Not all partners were able to collect scope 3 data (indirect emissions from sources not directly controlled by an institution) and the data cover different time periods. Senior Officers tasked the Sustainability Officers to agree upon common metrics to be applied across all partner universities to allow for comparability and benchmarking and revise the report before publishing it on IARU's webpage. Gerhard Schmitt (ETH) offered to assist the group in the data collection and visualization of the results. All Senior Officers showed commitment to further invest in this project and would be willing to provide the group with further resources if needed.
- The *Sustainability Fellowship Exchange Program* continues to be successful. 17 exchanges took place in 2014 with students completing high quality projects on a range of sustainability topics. All partners participated in the exchange.
- A roadmap with the *vision and planned activities* of the group for the next 3 years will be presented at the Presidents' Meeting 2015.

The Chair congratulated the group to the excellent work. In particular the publication of the Green Guide and the Making Universities Sustainable Conference have contributed significantly to IARU's visibility.

7.2 Sustainability Science Congress 2014

On behalf of IARU, UCPH hosted the Sustainability Science Congress on 22–24 October 2014. Approximately 800 participants from over 50 countries attended the congress. The program included five plenary sessions with topical overviews and 15 special sessions dedicated to specific sustainability challenges. Speakers/session organizers from all IARU universities were present.

Partners reported very positive feedbacks and thanked UCPH for having organized this large-scale congress.

Session 8: Update on IARU Membership

The Secretariat reported that none of the communication by the IARU Chair Ralph Eichler to the Rector of Universidade de São Paulo (USP), Prof. Marco Antonio Zago, or by the Secretariat to USP's Vice-Rector for International Relations, Prof. Machado Neto, had generated any reaction from USP – not even an acknowledgment of receipt. At the Universia Rectors' conference in Rio de Janeiro in July, Don Filer had the chance to briefly talk to Prof. Neto. As a consequence, Ms. Angela das Neves from the USP International Office sent a short e-mail, saying that USP would envisage to join the alliance in 2015. The follow-up e-mail by the Secretariat remained unanswered to date, leaving it unclear whether USP genuinely plans to join the alliance or not.

Senior Officers discussed whether USP would be genuinely committed to become an active IARU member or if they were reluctant to decline the invitation. All agreed that USP's reaction was not a good sign. It will be at the Presidents' discretion in March 2015 to decide whether to look at another Latin American university or the University of Cape Town instead, or to keep the moratorium of 7 years for any further expansion of membership.

Session 9: Business Matters

9.1 Financial Report

Anders Hagström (IARU Secretariat) reported that by the end of 2014, the alliance's reserves will be close to USD 200,000. Approved initiatives for the financial year 2015 add up to USD 65,000 – the exact annual amount available annually for initiatives.

9.2 Agenda for Presidents' Meeting 2015

The next Presidents' Meeting will be hosted by President Hamada and the President Elect of UTokyo on 2–3 March 2015 and chaired by the new IARU Chair, Rector Ralf Hemmingsen. Prior to the Presidents' Meeting, UTokyo will host the first IARU World Alumni Forum on 1 March. Presidents and Senior Officers are invited to attend the Forum, in particular the Presidents Panel, followed by the networking reception.

Partners are invited to send proposals for topical sessions and new initiatives to the IARU Secretariat by mid-January 2015. Kiichi Fujiwara presented UTokyo's two proposals for topical sessions: "Universalism and Regionalism in Globalizing Universities" (East meets West issue, presentation by a renowned historian) and "International Administration in Globalizing Universities" (related to the International Students Support Group, partners sharing experiences). Anne Pakir offered on behalf of NUS to contribute to the latter by sharing the results of the impact study of NUS' exchange programs.

Senior Officers agreed to the Secretariat's proposal not to prepare printed tomes for delegates unless a personal copy has been pre-ordered at the IARU Secretariat.

9.3 Senior Officers' Meeting 2015

The next Senior Officers' Meeting will be hosted by University of Copenhagen on 22–23 October 2015. The meeting will start with a Welcome Dinner on Wednesday, 21 October, and end with lunch on Friday, 23 October.

9.4 IARU Chairperson and Secretariat 2015–2016

Rector Ralf Hemmingsen will take over the position of IARU Chair from President Ralph Eichler from 1 January 2015 until 31 December 2016. The hand-over of the IARU Secretariat from ETH to UCPH will be as of 1 May 2015 – after the outcomes of the Presidents' Meeting 2015 have been finalized and before the start of the Global Summer Program 2015.

9.5 Wrap-up / Future Directions of IARU

Senior Officers acknowledged the achievements of IARU since its inception almost 10 years ago. Partners have established a strong level of trust and rapport. One of the benefits of the alliance is the exchange of best practices through meetings and institutional joint working initiatives. Senior Officers discussed the vision of the alliance for the next 5-10 years and whether IARU should raise its external visibility. There was common agreement that the alliance needs to think about the future directions, but that it might be premature to bring it up at the Presidents' Meeting 2015 as five participating Presidents will be new to the alliance. A session on the past and present of IARU should be included in the Presidents' Meeting, followed by discussions on current issues and possible future directions. Loren Griffith offered to research the strategies of other alliances. A more detailed discussion will then be held at the Senior Officers Meeting 2015.

Conclusion

IARU Chair Ralph Eichler thanked all participants for the constructive discussions, the IARU Secretariat for the efficient preparation of the meeting, and NUS for their excellent hospitality. Senior Officers expressed their thanks to Ralph Eichler for his leadership of the alliance over the past two years.

Participants' Biographies

Australian National University



Dr. Davina POTTS

Director Global Engagement

Davina was previously Associate Director for Internationalisation at Università Cattolica del Sacro Cuore in Milan, the largest private university in Europe. She has held previous positions in International Relations at Michigan State University, Macquarie University, University of Western Sydney and Miami University in Ohio. Davina served as Counsellor (Education) for Latin America for the (then) Department of Education, Employment and Workplace Relations (DEEWR) from 2007-2009, based at the Australian Embassy in Santiago, Chile.

As Director of Global Engagement at The Australian National University, Davina is responsible for international strategy, partnerships, mobility and sponsored students.

Davina holds a Bachelor of Business (Marketing) from Queensland University of Technology and a Master of Educational Leadership (Higher Education) from Macquarie University. She has recently completed a Doctorate in Higher Education at Michigan State University, where she conducted research on career outcomes for Australian participants of study abroad programs.

She brings a wide range of expertise in student mobility, study abroad, partnership development and internationalisation strategy. Davina has contributed widely to research in university internationalisation and is a regular conference speaker on issues relating to the development of student mobility.

ETH Zurich



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 Head of ETH Global and Director of Global Institutional Affairs at ETH Zurich.



Ms. Romana RUTZ
Programme Manager, ETH Global

Ms. Romana Rutz joined ETH Zurich in January 2012, first as a member of the student administration at the Department of Mechanical and Process Engineering and as of October 2012 as a programme manager of ETH Global.

Romana Rutz holds a Master's degree in business administration, economics and business education from the University of St. Gallen (HSG).

At ETH Global, Romana Rutz is responsible for various international projects of ETH Zurich – amongst others the maintenance and further development of the International Knowledge Base (IKB) of ETH Zurich, support of international student organizations at ETH Zurich and the organization of ETH events abroad. From 2013–2015, she ran the Secretariat of the International Alliance of Research Universities (IARU).

National University of Singapore



Prof. Andrew WEE
Vice President, University & Global Relations

Prof Andrew Wee is currently Vice President (University and Global Relations) at the National University of Singapore (NUS). In his role as Vice President, he works with the President on the University's efforts to become a leading global university located in the heart of Asia through the strengthening of strategic relations with stakeholders both in Singapore and overseas.

Professor Andrew Wee was previously Dean of the NUS Faculty of Science from April 2007 to March 2014. He is a Provost's Chair Professor at the NUS Department of Physics, and Director of the Surface Science Laboratory in the NUS Faculty of Science. He is also an adjunct scientist at the Agency of Science, Technology and Research's Institute of Materials Research and Engineering (IMRE).

Prof Wee is currently the President of the Singapore National Academy of Science. He was awarded the President's medal in 2008 by the Institute of Physics Singapore (IPS), and is a fellow of the Institute of Physics UK (IoP), the Singapore National Academy of Science (SNAS), the Institute of Physics Singapore, as well as an academician of the Asia-Pacific Academy of Materials (APAM).

Prof Wee's research interests are in surface and nanoscale science, scanning tunneling microscopy (STM) and synchrotron radiation studies of the molecule-substrate interface, graphene and related nanomaterials. He has published more than 500 internationally refereed scientific papers and has garnered more than 9000 citations. He is an Associate Editor of the journal *ACS Nano* since 2011, and serves or has served on several journal editorial boards including *Applied Physics Letters-Journal of Applied Physics* (2009-2011), *Surface and Interface Analysis* (2005-), and *Surface Review and Letters* (2002-).

Prof Wee was previously a visiting scientist with the Lawrence Berkeley National Laboratories in the US, a Commonwealth Fellow as well as a Rhodes Scholar at the University of Oxford. He holds a Bachelor of Arts (Honours) in Physics as well as a Masters degree from the University of Cambridge. He received his DPhil from the University of Oxford.



Ms. Noreen TAN

Senior Associate Director, Office of Vice President (University & Global Relations)

Ms Noreen Tan is Senior Associate Director in the Office of the Vice President (University & Global Relations). She is responsible for ensuring NUS' active participation in the seven global networks it belongs to, including the International Alliance of Research Universities (IARU).

In her role, she works with the Vice President (University & Global Relations) to formulate and oversee the implementation of NUS' global strategies, strengthening the University's efforts to become a leading global university located in the heart of Asia.

Peking University



Dr XIA Hongwei

Director, Office of International Relations

Dr Xia Hongwei is Director of the Office of International Relations of Peking University and Deputy Director of the Peking University Center for International Higher Education. He received his Bachelor degree in Political Science from the University of International Relations in 1989, and went on to further his postgraduate studies at Peking University and was awarded the Master and Ph.D in International & Intercultural Studies in 1994 and 2009 respectively.

From 1995 to 1997, Dr Xia was invited as an exchange scholar in the Department of Communication Studies, University of Nebraska-Lincoln, United States, engaging in the study of cross-cultural communication. In June 2005, he was again invited as a visiting scholar sponsored by DAAD to conduct research on the China-Germany Educational Exchange in the late 19th century at the Free University of Berlin. In the summer of 2007, Dr Xia visited the Fairbank Center for Chinese Studies at Harvard University as a visiting fellow focusing on the research of cultural interactions between China and US in early 20th century.

Dr Xia has published several theses in academic journals about Sino-Foreign Higher Education Exchange, and edited books on the Internationalization of Universities, and conducted some research projects on Student Mobility of China's National Association of Research on Study Abroad. His main research areas include: Sino-Western Cultural Exchange in late Qing Dynasty, Cross-cultural Conflict and Communication, Internationalization of Higher Education and International Communication and Management between Universities.

University of California, Berkeley



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.



Ms. Rexille UY

Program Manager, Institute of International Studies

Rexille has been with the Institute of International Studies for over six years. She manages the operations, events, and financial matters of the Institute. Rexille has degrees in both Sociology and Media Studies from UC Berkeley.

University of Cambridge



Dr. Toby WILKINSON

Director of International Strategy

Dr. Toby Wilkinson took up his appointment as head of the International Strategy Office at the University of Cambridge in July 2011. He works closely with the Vice-Chancellor and the Pro Vice-Chancellor for International Strategy to support the schools, faculties and departments in their international engagements and to develop the university's strategic engagements overseas, particularly research collaborations with partners in Europe, the Americas, Asia and Africa.

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

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

University of Cape Town



Dr Marilet SIENAERT
Executive Director: Research

Dr Marilet Sienaert completed a PhD in Literary Studies at the former University of Natal (Durban) and worked at the universities of Pretoria, Natal (Durban) and Durban-Westville from 1977 to 2000.

Moving through the ranks from lecturer to full professor during this time, her own academic work and on-going involvement in institutional research development projects led to a growing interest in higher education research management and a career change in 2000, when she was appointed to UCT as head of the then Grants Office.

Her experience as an academic stood her in good stead as her role, and that of the office, continued to evolve in response to rapid changes in the higher education environment. A number of donor-funded grants were obtained to enhance the Office's support and management capacity, resulting in a range of initiatives that were subsequently mainstreamed into central university operations. These included improved information management, strategic research planning and implementation as well as a 'framework of support' based on a series of staff development interventions for researchers at different phases of their research careers. Known as the Research Office since 2003, this entity is furthermore responsible for all pre-award processes related to grants; benchmarking; reporting; quality assurance; research internationalisation and the brokering of collaborative partnerships.

As Executive Director, Sienaert's mandate covers the activities of the Research Office; the Office of Research Integrity; the Directorate of Postgraduate Studies. She works closely with the cluster of research committees as well as the Deputy Vice Chancellor for research, to develop and implement the institutional research strategy and to position UCT optimally in relation to on-going challenges and opportunities in the national and international research and policy environment.

An active member of the South African Research & Innovation Management Association (SARIMA) and the International Organisation for Research Management Societies (INORMS), Sienaert has delivered many papers at a range of national and international conferences on research management. She has also served as panel member on the Council for Higher Education's national quality assurance audits of universities and on reference groups of the National Research Foundation.

University of Copenhagen



Prof. Ralf HEMMINGSEN

Rector, Chairman of IARU

Professor Dr. Ralf Hemmingsen has served as the Rector of UCPH since 2005. He had served three years as Dean of the Faculty of Health Sciences before his current appointment and was awarded the University of Copenhagen Gold Medal. Professor Hemmingsen's prior appointments included key positions in the medical sector such as the Medical Director of the Psychiatric Department at Bispebjerg Hospital in Copenhagen and the Deputy Chairman of the Association of Junior Doctors. He is well-respected as an educator and a researcher in the fields of neurobiology and psychiatry.



Prof. Thomas BJØRNHOLM

Prorector for Research and Innovation

Professor Thomas Bjørnholm is Prorector for Research and Innovation at the University of Copenhagen since 2010. Thomas Bjørnholm was Director of Nano-Science Center at the University of Copenhagen from 2001. He obtained his PhD in materials chemistry in 1990. In 1992, he became affiliated with the Chemistry Department at the University of Copenhagen as Associate Professor, in 2000 as Research Professor and in 2005 as full Professor. Thomas Bjørnholm has published more than 200 papers in scientific journals and books including several contributions to high impact journals as Science and Nature.



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. In 2008 Lykke was appointed member of the EU Reflection Group established by the European Council.



Ms. Astrid GUFLE

Senior Consultant, Rector's Office

Ms. Astrid Gufler is Senior Advisor 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 communications 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 of 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.

From October to December 2014 Loren is based in Yangon, Myanmar, assisting in a project to develop Yangon University's internationalisation strategy.

The University of Tokyo



Prof. Ken FURUYA
Executive Vice President

Professor Ken Furuya is the Executive Vice President of The University of Tokyo, following his appointment from April 2013 to March 2015 as Dean of the Graduate School of Agriculture and Life Sciences of The University of Tokyo. Furuya received his Bachelor's degree in botany, as well as his Master's and Doctoral degrees in fisheries science from The University of Tokyo.

He was introduced to biological oceanography as a graduate student at the Ocean Research Institute of The University of Tokyo, and has since been working on various aspects of plankton ecology in the sea and its role in marine material cycling. He became a full professor in the Department of Aquatic Bioscience of The University of Tokyo in 1999.

His recent interests extend toward multidisciplinary research on advancing our understanding of ocean biogeochemistry and ecosystem dynamics for sustainable use of ecosystem services with particular attention to the high seas. Within this context, he is involved in joint work to evaluate ecosystem functions for ocean governance to maintain and manage ecosystem services.

Furuya has served as a member of multiple international programs, including a member of the scientific steering committee of the Global Ecology and Oceanography of Harmful Algal Bloom (GEOHAB) program jointly initiated by the Scientific Committee on Oceanic Research (SCOR) for the International Council for Science (ICSU) and by the Intergovernmental Oceanographic Commission (IOC) of UNESCO, and as Chair of GEOHAB Asia.



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 2013.

She is responsible for various matters relating to international alliances to which the University of Tokyo belongs, international training programs for UTokyo staff, as well as maintaining a section of the university's website. Since joining the University in 2007, she has worked for the Compensation Group, the International Exchange Group and participated in the staff training program at the JSPS (Japan Society for the Promotion of Science) Tokyo Headquarters and San Francisco Office before joining the International Planning Group.

Yale University



Donald L. FILER

Executive Director, Office of International Affairs

Donald Filer was appointed to his present position in 2004 as the first director of Yale's newly created Office of International Affairs (OIA) to help advance then-President Richard C. Levin's internationalization goals. He has overall responsibility for OIA, providing administrative support for the international activities of the schools, programs, and individual faculty across the university. These efforts focus on supporting the development of new projects with partner universities, coordinating the work of other Yale offices during project start-ups, managing visits to Yale by university delegations and other dignitaries, and safeguarding Yale's reputation around the world.

Mr. Filer also leads the university's emergency response in the event of a medical emergency, natural disaster, or civil unrest taking place abroad, and oversees the Yale Young Global Scholars Program, the Greenberg Conference Center, the Office of International Students and Scholars, and the Yale Conferences & Events Office.

He joined Yale University in 2000 as Associate Secretary with responsibility for managing support for the Yale Corporation (the university's governing board), supervising the Yale Visitor Center, and directing the Office of Licensing Programs. Prior to his appointment at Yale, he served in a number of capacities at Connecticut College in New London, Connecticut, from 1991 to 2000 including Vice President for Community and Public Affairs, Secretary of the College, and Acting Vice President for Development. He worked for former U.S. Representative Bruce A. Morrison of New Haven from 1985 to 1991. Mr. Filer earned a B.A. in political science from Colgate University.

IARU Secretariat



Mr. Steen ULRICH
IARU Secretariat

Mr. Steen Ulrich is currently the Director of the Rector's Office at the University of Copenhagen. His tasks include advising the Rector and Prorectors on strategic, organisational and political matters.

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. He has a MSc in Political Science and MA in European Affairs.



Ms. Michela GAIFAMI
IARU Secretariat

Ms. Michela Gaifami joined the University of Copenhagen in January 2015.

Ms. Gaifami's expertise is in monitoring and management of international cooperation projects. Prior to joining UCPH, she worked as project management trainer at the European programme INTERACT and as project officer at the Secretariats of two European Territorial Cooperation programmes in Denmark and in Germany. Michela holds a Master's degree in International Relations and European studies.

International Alliance of Research Universities

Memorandum of Understanding

Among

Australian National University (ANU)

And

ETH Zurich

And

National University of Singapore (NUS)

And

Peking University (PKU)

And

University of California, Berkeley (Berkeley)

And

University of Cambridge (Cambridge)

And

University of Copenhagen (Copenhagen)

And

University of Oxford (Oxford)

And

The University of Tokyo (UT)

And

Yale University (Yale)

International Alliance of Research Universities

This Memorandum of Understanding sets out the Member Universities' conception of the Alliance.

1. Alliance

The Members agree to form an Alliance that will bring a new dimension to international cooperation by universities wherein Members engage one another in multiple ways in research and educational endeavours. In order to promote the work of the Alliance, each Member will develop mechanisms to inform and support their own staff and students engaged in Alliance activities, as well as to support those visiting from partner institutions. The nature of the Alliance is elucidated in the statement of Principles that underpin the Alliance at Attachment A.

2. Membership

Membership of the Alliance does not preclude Membership of other international networks, but this Alliance will be specifically characterised by a deep level of cooperation among Members that is intended to establish a benchmark for international alliances in the new millennia. Members will participate in the various activities of the Alliance where such participation fits with their particular objectives – it is not expected that any Member will participate in all activities. Membership will be reviewed in 2008. No new member will be added before 1 January 2009.

3. Framework and Issues

Members are to develop a framework which creates and defines the substantive structure of the Alliance and the operational protocols to guide its activities.

Issues which are to be addressed by the Members include, inter-alia:

Membership and Governance, Supporting Infrastructure, Research Collaboration, Intellectual Property, Dual and Joint Degree Programs, Student and Faculty Exchanges, Finance and Sponsorship, Public Policy, Summer Leadership Programs and Benchmarking.

4. Independence of Members

The independence of Members is acknowledged and respected and neither the Alliance nor any Member shall have the power or right to bind, commit or pledge the credit of the other Members without their consent.

Signed as a Memorandum of Understanding:

For: The Australian National University

Name: Professor Ian Chubb

Signature:



Title: Vice-Chancellor

Date:

13 / 1 / 06

For: ETH Zurich

Name: Professor Gerhard Schmitt

Signature:



Title: Vice-President, Planning and Logistics

Date:

January 13, 2006

For: National University of Singapore

Name: Professor Shih Choon Fong

Signature:



Title: President

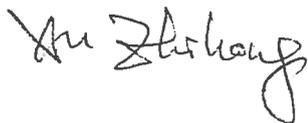
Date:

13 Jan 06

For: Peking University

Name: Professor Xu Zhihong

Signature:



Title: President

Date:

13, Jan 2006

For: **University of California (Berkeley)**

Name: Professor Robert Birgeneau

Signature: 

Title: Chancellor

Date: Jan 13, 2006

For: **University of Cambridge**

Name: Professor Alison Richard

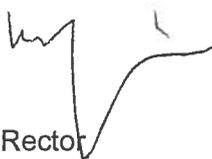
Signature: 

Title: Vice-Chancellor

Date: 13 Jan '06

For: **University of Copenhagen**

Name: Professor Ralf Peter Hemmingsen

Signature: 

Title: Rector

Date: 13.1.06

For: **University of Oxford**

Name: Dr Bill Macmillan

Signature: 

Title: Pro-Vice-Chancellor (Planning and Resources)

Date: 13/1/06

For: **The University of Tokyo**

Name: Professor Hiroshi Komiyama

Signature: 

Title: President

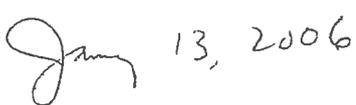
Date: 13 Jan. 2006

For: **Yale University**

Name: Ms Linda Koch Lorimer

Signature: 

Title: Vice-President and Secretary

Date: 

Attachment A

Principles that underpin the Alliance (as modified by IARU Presidents' Meeting 2009)

- (i) The Alliance will be strategic, drawing together a select group of research-intensive universities that share similar values, a global vision and a commitment to educating future world leaders. Central to these values is the importance of academic diversity and international collaboration.
- (ii) The Alliance should add value by providing opportunities to students and staff that would not arise otherwise, allowing Members to achieve things they would be unable to achieve on their own.
- (iii) The Alliance will offer the opportunity for substantially deeper and more wide-ranging associations than usual international university consortia or groupings.
- (iv) The Alliance will bring a new dimension to Members' international activities, including new opportunities for international research, teaching and learning.
- (v) The Alliance will not be representative in nature (i.e. it is not meant to include "representatives" from every region of the world).
- (vi) The Alliance initially invited participants to utilise the complementary research capability of Members to address issues of central importance; these include global security, movement of people, ageing and health, and development and environmental sustainability. IARU will not centrally fund such research activities but rather call on individual institutions to support their researchers' participation in projects across IARU partners and encourage funding applications through traditional funding sources and processes such as foundations with peer-reviewed applications.
- (vii) The Alliance will provide a framework within which a range of protocols and templates can be developed to promote collaboration and allow cooperative activities to be undertaken more easily.
- (viii) Each Member will determine the extent of its involvement in each of the activities of the Alliance to suit its particular objectives and constraints – it is not expected that any Member will participate in all activities.
- (ix) Alliance activities will build on and strengthen existing relationships.
- (x) Members will give prominence to the Alliance in order to allow and encourage multilateral and bilateral cooperation between Members.
- (xi) Membership of the Alliance will in no way preclude or limit activities with partners outside the Alliance.
- (xii) Decisions will be made through collaborative approaches – there will be no formal requirement for unanimity.
- (xiii) Structures and processes will be as uncomplicated and non-prescriptive as possible.
- (xiv) Those cooperative activities that can be undertaken immediately should be given effect as soon as possible. Difficulties in resolving more complicated issues should not be allowed to delay activity in more straightforward areas.

