



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

IARU Senior Officers' Meeting 2017

Yale University

26 – 27 October 2017

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IARU Senior Officers' Meeting – Agenda Yale University, 26-27 October 2017

Classroom, Greenberg Conference Center

Wednesday, 25 October

- 14:00 Peabody Museum of Natural History Tour (optional)
15:00 Yale University Campus Tour (optional)
15:30 Yale University Art Gallery Tour (optional)
- 18:30 *Meet in Omni New Haven Hotel lobby for walk to dinner*
- 19:00 **Welcome Dinner**
ROIA Restaurant, 261 College Street, New Haven

Thursday, 26 October

- 08:30 *Meet in Omni New Haven Hotel lobby for shuttle to Greenberg Conference Center*
- 09:00 **Opening & Welcome**
- 09:10 **Session 1: Regional Round-Up**
- 10:45 *Refreshment break*
- 11:00 **Session 2: Making Best Use of Membership in Networks and Associations**
Facilitated by David Bach, Deputy Dean, Yale School of Management
This session will focus on a discussion of the strategies and tactics that different universities use to make the best use of membership in associations, consortia, and other networks. Involvement in such entities does not always return significant benefits to the university. This discussion will begin with an overview of Yale's involvement in the Global Network for Advanced Management by Deputy Dean David Bach of the Yale School of Management. Dean Bach will describe the network, Yale's role, the benefits to students and faculty at Yale and from the other member institutions, and the impact this has had on Yale SOM in general. He will then respond to questions and participate in a general discussion of other models and practices employed by other IARU members. The objective is to tap our collective experiences and share ideas that we might use at our own institutions or possibly within IARU. An article about the Global Network from BizEd magazine is enclosed in the Tome.
- 12:00 *Group Photograph and Lunch*

- 13:30 **Session 3: Global Education Initiatives** (IARU Secretariat)
 3.1 Global Summer Program (GSP) 2017
 3.2 Banco Santander Agreement
 3.3 Future of the GSP
GSP Coordinators from Yale will be present for 3.1-3.3:
 Dr. Jane Edwards, Dean of International and Professional Experience, Yale College
 Dr. Jeanne Follansbee, Dean of Yale Summer Sessions, Associate Dean of Yale College
- 15:00 *Refreshment break*
- 15:30 **Session 3: Global Education Initiatives (continued)**
 3.4 GT-GSP Collaborative Course (UC Berkeley & UCPH)
 3.5 Global Internships Program (GIP) (IARU Secretariat)
 3.6 Novo Nordisk International Talent Program (UCPH)
- 16:30 *End of meeting day 1, shuttle to Zhang Auditorium, Evans Hall*
- 17:00 **Special Event: Kerry Conversation with Al Gore**
 Former U.S. Vice President Al Gore will visit Yale for a conversation with former U.S. Secretary of State John Kerry. The talk is part of a series presented by the Yale Kerry Initiative.
- 18:00 *Shuttle to hotel*
- 18:45 *Meet in Omni New Haven Hotel lobby for shuttle to dinner*
- 19:00 **Formal Dinner**
Shell & Bones, 100 S. Water Street, New Haven

Friday, 27 October

- 08:40 *Meet in Omni New Haven Hotel lobby for shuttle to Greenberg Conference Center*
- 09:00 **Session 4: Institutional Joint Working**
 4.1 Sustainable Campus Initiative (Yale)
Presenter: Dr. Melissa Goodall, Associate Director, Yale Office of Sustainability
 4.2 Global Transformation (UC Berkeley, UCPH & UTokyo)
 4.3 Joint Online Course (NUS & UTokyo)
 4.4 Librarians' Contact Group (Yale)
 4.5 Technology Transfer Network (PKU)
 4.6 Real Estate Working Group (ETH Zurich)
- 10:30 *Refreshment break*

- 10:45 **Session 5: New Initiative**
 5.1 Cybersecurity Forum (NUS)
- 11:00 **Session 6: Research Collaboration**
 6.1 Aging, Longevity and Health & Graduate Student Conference (UCPH & UTokyo)
- 11:15 **Session 7: Draft Agenda for the 2018 Presidents' Meeting** (IARU Secretariat & PKU)
- 11:30 **Session 8: Closing Matters** (IARU Secretariat)
 8.1 Financial Report
 8.2 Host and Dates for 2018 SOM (UTokyo) and 2019 SOM (ETH Zurich)
 8.3 Wrap-up
- 12:00 *End of meeting, lunch*
- 13:30 Peabody Museum of Natural History Tour (optional)
13:30 Yale University Art Gallery Tour (optional)

Participants

Australian National University

Prof. Shirley LEITCH – *Deputy Vice-Chancellor, Global Engagement*

Mr. Jonathan DAMPNEY – *Manager, Strategic Partnerships, Int'l Strategy & Partnerships*

Mr. Paul HARRIS – *Director, North American Liaison Office, Int'l Strategy and Partnerships*

ETH Zurich

Dr. Jürg BRUNNSCHWEILER – *Director, ETH Global*

National University of Singapore

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

Mr. Yong Min HO – *Senior Manager, University and Global Relations*

Peking University

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

University of California, Berkeley

Dr. Carol CHRIST – *Chancellor, University of California, Berkeley and IARU Chair*

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

University of Cape Town

Ms. Carolyn NEWTON – *Manager, Global Strategy and Visibility*

University of Copenhagen

Ms. Tina Bergløv KJÆR – *Senior Advisor, Rector's Office*

University of Oxford

Ms. Nina TOMLIN – *Acting Director, International Strategy*

The University of Tokyo

Prof. Kiichi FUJIWARA – *Special Assistant to the President, Professor, Graduate Schools of Law and Politics, Director, Policy Alternatives Research Institute*

Ms. Yuko OHKUMA – *Administrative Staff, Int'l Planning Group, Int'l Affairs Department*

Yale University

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

IARU Secretariat

Ms. Rexille UY – *IARU Secretariat*

Ms. Savannah PORTILLO HEAP – *IARU Secretariat*



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Opening & Welcome

(no paper)



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Session 1: Regional Round-Up

Discussion on global trends in higher education, including developments in the respective partners' countries and any other matters of interest to IARU.

Senior Officers are invited to share key initiatives, developments, and challenges of their universities.

(no paper)



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

**Session 2:
Topical Session – Making Best Use of
Membership in Networks and
Associations**

Session 2: Topical Session

Making Best Use of Membership in Networks and Associations

This session will focus on a discussion of the strategies and tactics that different universities use to make the best use of membership in associations, consortia, and other networks. Involvement in such entities does not always return significant benefits to the university. This discussion will begin with an overview of Yale's involvement in the Global Network for Advanced Management by Deputy Dean David Bach of the Yale School of Management. Dean Bach will describe the network, Yale's role, the benefits to students and faculty at Yale and from the other member institutions, and the impact this has had on Yale SOM in general. He will then respond to questions and participate in a general discussion of other models and practices employed by other IARU members. The objective is to tap our collective experiences and share ideas that we might use at our own institutions or possibly within IARU. An article about the Global Network from BizEd magazine is enclosed.

Facilitator



Professor David Bach
Deputy Dean, Yale School of Management

David Bach is Deputy Dean & Professor in the Practice of Management at the Yale School of Management. An expert in political economy, his research and teaching focus on business-government relations, nonmarket strategy, and global market regulation. At Yale SOM, he teaches a core MBA course on State & Society as well as an elective course on Nonmarket Strategy.

As a member of Yale SOM's senior leadership team, Dean Bach directs the school's Executive MBA and the newly established Master in Advanced Management; spearheads engagement with the 29-school strong Global Network for Advanced Management; catalyzes curricular innovation in the area of global business; guides online education initiatives; and oversees Yale Center Beijing.

A winner of multiple teaching awards, Bach was named one of "40 under 40" business school professors by Poets & Quants, one of the "Top 50 business school professors on twitter", and has twice given a GMAC keynote address on innovation in management education.

Bach enjoys working with the media and is frequently quoted on topics including the international economy, financial markets, the European Union, business-government relations, and innovation in management education in leading international news outlets such as the Financial Times, The Economist, New York Times, L.A. Times, BBC, Reuters, Times of India, and South China Morning Post.

A native of Germany, he received his PhD and MA in Political Science from the University of California, Berkeley, and holds a BA magna cum laude in Political Science and International Studies from Yale University.

PERFECT UNIONS
THE CHALLENGES OF MERGING
ON-CAMPUS UNITS **P. 32**

EDUCATION & POLITICS
WHY THE GLOBALIZATION
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DIGITAL FUNDRAISING
WHAT IT TAKES TO TURN
MILLENNIALS INTO DONORS **P. 48**

BizEd

AACSB INTERNATIONAL JULY | AUGUST 2017

ASSEMBLING

AN

ALLIANCE

HOW GLOBAL NETWORKS OF BUSINESS
SCHOOLS HAVE CREATED PLATFORMS FOR
EDUCATIONAL INNOVATION **P. 18**



Exponential Alliance

Twenty-nine schools have joined the loosely allied Global Network for Advanced Management. How does each school multiply the reach and impact of the entire group?

BY EDWARD A. SNYDER, DAVID BACH,
AND CAMINO DE PAZ

ILLUSTRATION BY ALEKSANDAR SAVIĆ

THIS PAST MARCH, 694 MBA students traveled to one of 18 campuses to study with peers and learn from international faculty in an initiative called Global Network Weeks. Students visiting Israel's Technion in Haifa learned why the country is called the Start-Up Nation; those who arrived at the University of British Columbia's Sauder School of Business in Vancouver took a deep dive into green energy; and students who traveled to Jakarta learned from faculty at the University of Indonesia how digital entrepreneurship empowers women. Not a single dollar, euro, peso, renminbi, or shekel changed hands among participating schools to make this extraordinary educational experience possible. This is the power of networked management education.

Global Network Weeks were the first program initiative of the Global Network for Advanced Management (GNAM) when it launched in 2012. The network had its beginnings when the Yale School of Management in New Haven, Connecticut, convened a meeting of deans and directors from 20 business schools to discuss a collaborative effort. The network was founded on three shared beliefs: that the stakeholders of management education are increasingly global; that no one school can have a truly global reach; and that schools can gain tremendously from trade and collaboration.



We believed that a network offered many advantages over the typical globalization strategies of joint degree partnerships, student exchanges, and multiple campuses, which benefit a relatively narrow group of participants and often bear heavy administrative burdens. Networks are flexible and efficient, leverage existing resources, are easily reconfigurable, can be joined and exited, can support multiple overlapping initiatives, and require minimal bureaucratic oversight. They represent an institutional innovation in our extremely disaggregated management education industry.

HOW GNAM WORKS

With GNAM, we do not aim to create a series of specific programs, but to remove obstacles and enable collaboration among member schools. One guiding principle is to minimize bureaucracy, so we have no secretariat, no membership fees, no elaborate procedures, no definition of “academic credit”—we don’t even require that all activities be for-credit. Schools make in-kind contributions; GNAM motivates their engagement by solving problems and smoothing the way. (To read more about GNAM’s governance, turn to “Administering the Network” on page 22.)

Because schools differ in their ability to contribute to the network, the only requirement is that members must engage with and contribute to GNAM activities. There is no “forced march”—schools decide which of the activities facilitated by GNAM will yield benefits for them.

We ask potential new members to write an essay about why they want to join and what they would be able to contribute. To be considered, candidates must be leading business schools in their regions, share a commitment to globalizing manage-

ment education through collaboration, and have at least one graduate program taught in English. Current members discuss the application, assessing whether an applicant shares GNAM’s vision, what it can contribute, and how much additional value its membership would create for current members. Then they vote on whether to admit the new school.

Schools join for three-year terms; at the end of that time, if they want to stay in the network, the other schools vote on whether or not they have been sufficiently engaged to continue as members. Obviously, “sufficiently” is not a precise term, but we expect that a school’s contributions will increase over time. To date, we have not voted against a membership renewal, but there have been times the dean of a more active school has called a less active school to discuss ways to boost participation. So far, these friendly interventions have led to more engagement.

The network currently stands at 29 members. While we are open to adding a few more schools, particularly in regions where GNAM is not yet represented, for the time being we don’t want to get far past 30 members. We are keenly aware that complexity increases as our numbers grow. If we must make a trade-off between widening and deepening the network, we favor the latter.

“DIFFUSE RECIPROCITY”

Once they are part of the GNAM network, member schools are treated equally. Links between Lagos Business School and FGV-EAESP São Paulo are as valuable as those between Tokyo’s Hitotsubashi University Graduate School of International Corporate Strategy and HEC Paris. The network exploits Metcalfe’s Law—its value increases with the square of its nodes.

Take the Global Network Weeks (GNWs), which allow students to supplement their studies by taking a

specialized intensive course at another member school. Each time a new school joins the initiative, the value increases exponentially, because students at all participating schools have additional options for schools to visit and teams on each campus become more diverse.

Colleagues who are not part of GNAM often ask us how we found a time frame for GNWs that fits in the academic calendars of nearly 20 schools. We didn’t. We found one that worked for a core group of five; over time others decided to join. GNWs thereby became more attractive, and as more schools joined, the demand-pull has led 23 member schools to participate to date. With broad buy-in, schools now identify dates two years in advance—usually over spring and fall breaks in mid-March and mid-October. Schools that want to participate adjust their academic calendars accordingly. Minimal coordination coupled with network effects helped overcome a problem that could never have been solved in top-down fashion. As a result, student options have grown exponentially, as shown in the illustration at right.

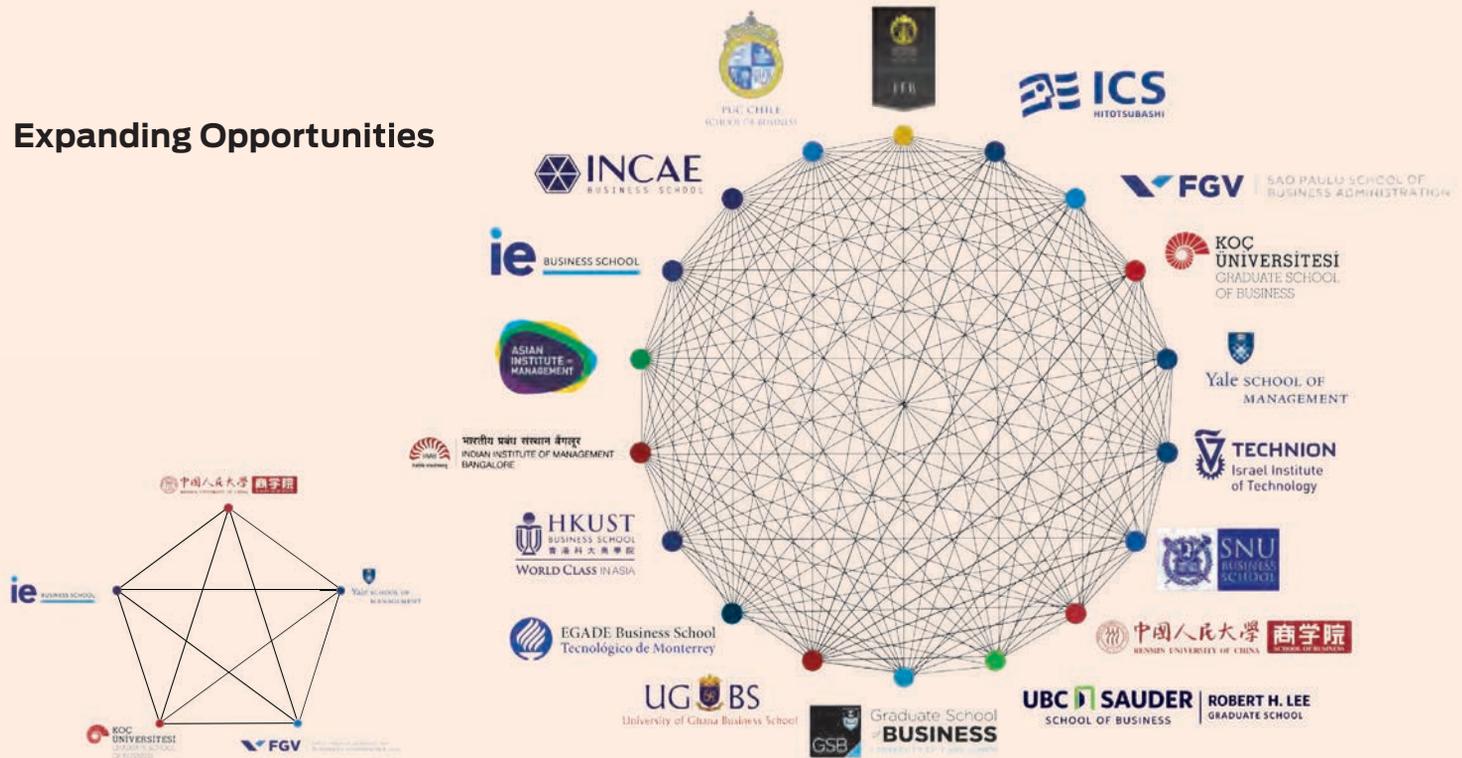
GNWs illustrate another of GNAM’s essential principles: diffuse reciprocity. In a given edition, more students might want to go from Fudan University in Shanghai to University College Dublin’s Smurfit School than vice versa. That’s OK. As schools in the network enjoy repeat interactions across many different issues, they stop looking for *specific reciprocity*, a term Robert O. Keohane uses in a 1986 article in *International Organization* titled “Reciprocity in International Relations.” Instead, they consider the wider picture. They no longer ask, “Is this exchange fair?” but rather, “Am I getting enough value out of participation?” They transcend the bean counting that dominates the world of traditional bilateral student exchange.

A WEEK AWAY

While GNWs are simple in concept, they do require a certain amount of coordination. Each school that wants

SCHOOLS
DECIDE
WHICH
GNAM
ACTIVITIES
WILL YIELD
BENEFITS
FOR THEM.

Expanding Opportunities



In GNAM's first Global Network Week in March 2013, five schools participated, offering a total of ten options to 247 students. In the ninth iteration this past March, 18 schools participated, offering a total of 153 options to 694 students.

to participate picks its topic and states how many students it is willing to host for the week. That list is shared with participating schools, each of which has its own system for determining how its students will be distributed. Schools only can send their students to GNWs at other schools if they also host classes.

For certain schools, there is usually more demand than available spots, so we have created an algorithm to allocate spaces across schools. In short, the more popular a school's option is, and the more generous it is about hosting, the more spots it will secure for its students at other schools. We think this mechanism provides the right incentives, and all members have agreed to it.

Member schools decide whether or not their own students will earn credit for attending GNWs; often, those schools treat the week as a block elective. At most schools, participation

in this opportunity is optional, but a few require their MBAs to take part. To date almost 4,000 MBAs have participated.

Students don't pay extra tuition for attending GNWs, but they do cover the full cost of travel unless their home schools support or subsidize them, as we do at Yale. Interestingly, almost from the beginning, students realized they could set up their own private Airbnb exchanges, swapping apartments for the week.

In 2016, a subset of member schools launched a separate GNW for Executive MBAs. Students engage in pre-work across schools; faculty at the host schools assess deliverables, enabling home schools to translate scores into their respective grading schemes and award credit. Many professors find this a richer option than the faculty-led international study trips that are common features of many MBA programs.

MULTIPLYING CONNECTIONS

As GNWs have grown increasingly popular, GNAM schools have continued to develop additional initiatives to take advantage of network connections:

Small Network Online Courses (SNOCs). In 2013, members began to offer a set of online courses for students at GNAM schools. SNOCs, which generally enroll between 20 and 50 students, include synchronous components, such as lectures, discussion, and student presentations, and asynchronous work via message boards and assignments. SNOCs can be thought of as student exchange programs that last only for one course and don't require students to travel abroad. Students have the opportunity to learn from faculty experts at other schools and forge links with peers, but they do not miss out on other electives or recruiting opportunities at their home schools.

Each school has its own rules about setting up Small Network Online Courses. The idea is to encourage diffuse reciprocity. Your students get access to a pool of electives at no additional cost to you or them; in return, we ask you to occasionally contribute to the pool.

Each home school decides if students will get credit for SNOCs, and if so, which ones. In a few cases, university rules at a member school dictate that no online courses offered by faculty from other schools can count toward a degree.

Each school also has its own rules about when and how faculty can set up SNOCs. Most schools that have offered SNOCs count the effort against the instructor's course load, even though only a few local students might be enrolled. Again, the idea is to encourage diffuse reciprocity: Your students get access to a pool of electives at no additional cost

to you or them; in return, we ask you to occasionally contribute to the pool.

So far, more than 700 MBAs from 25 schools have taken SNOCs through the network, and faculty from eight schools have offered them. Since some schools have never delivered classes online and we want to drive uptake, we allow any student to sign up for a SNOC offered by GNAM faculty, as long as there is room in the course and their home schools will let them do so.

SNOCs have ranged from a course on inclusive business models from IIM Bangalore to one on disruption from the London School of Economics. UBC

Sauder's "Urban Resilience" course was particularly innovative: It brought in additional faculty from Yale, IIM Bangalore, the University of Ghana Business School, and EGADE Business School in Mexico. It also leveraged the Rockefeller Foundation's Resilient Cities Initiative, and it featured an optional weeklong in-person module in Quito that was supported by the local office of Costa Rica's INCAE Business School.

Faculty increasingly realize that online teaching opens opportunities for different kinds of coursework. This spring, an experimental SNOC explored the future of globalization after Brexit and the election of Donald Trump; it engaged more than 40 MBA students from 20 different GNAM schools in team-based data gathering to assess whether similar factors drive rising economic populism in different parts of the world.

Global Virtual Teams. When the network began offering SNOCs, our focus was on connecting faculty in one location with students in others. Over time, however, faculty realized the extent to which these courses facilitated the development of virtual team skills, which has led to this latest initiative.

Starting in January 2016, MBAs enrolled in required operations management courses at Yale, HEC, and EGADE formed cross-school teams to compete in an online simulation where they jointly managed a virtual factory. This year, students at UCD Smurfit joined in, making Global Virtual Teams a four-way initiative. The fact that participating schools have made a GNAM-facilitated curricular element a core requirement underscores how quickly the network has lowered barriers to collaboration.

Before embarking on the group project, students from all four schools first must participate in a course on how to make virtual teams more successful. Through the SNOCs, we already knew the sorts of problems that can crop up when we create teams of five or six students from schools around the world. First, coordination challenges are high,

Administering the Network

Governance for the GNAM network is a fairly simple matter. Deans and directors meet twice a year for two days to discuss how we will coordinate activities. We also schedule an annual meeting for heads of executive education; when necessary, we hold ad-hoc meetings for heads of communications/marketing and alumni relations.

In addition, a steering committee of six members, chosen for two-year terms by the deans and directors, meets virtually a few times in between plenary sessions to address matters of immediate concern. They also help shape the agenda for all meetings and provide guidance to the team at the Yale School of Management.

As the convener of the network, Yale handles basic administration. Three full-time staff members are dedicated to GNAM, and staff in communications and IT departments work for the network part-time. Together they act as the clearinghouse for major activities, maintain GNAM's website and distribution lists, and coordinate major meetings. Yale fully bears these administrative costs.

There is also a shared Dropbox account that contains documents and resources for each school's designated key administrative contact, as well as multiple email lists organized by function—that is, one for deans, one for MBA directors, one for heads of executive education, and so on. Finally, students and staff get information about upcoming activities through monthly newsletters and the GNAM website, www.advancedmanagement.net.

because students are working in so many time zones. Second, barriers to free-riding are low; because there is no risk of encountering peers in the hallway or at the gym, there is reduced social pressure to contribute. Third, virtual teams are subject to greater conflict, because it's more difficult to avoid and clarify mistakes.

For these reasons, we require virtual team members at Yale, HEC, EGADE, and UCD Smurfit to invest time in getting to know one another at the start. First, they swap videos introducing themselves. Then they join a virtual teambuilding activity where they decide on the rules governing their collaboration, including how to divide tasks and resolve conflicts. In this year's second edition, there are indications that the global virtual teams have achieved better results than traditional on-campus teams in the past.

Global Network Investment Competition. The success of Global Virtual Teams led member schools to look for other ways to connect activities that schools usually do independently—such as running stock market competitions for their students. Finance faculty at Yale launched a network competition, which requires student teams to create portfolios of value stocks from their respective regions. This not only has fostered links among like-minded MBAs, but also has generated insights about the viability of crowdsourcing. Now in its second edition, the competition has attracted 22 teams from 14 network schools.

Global Network Perspectives. This initiative, created by the communications directors for GNAM members, is designed to disseminate faculty research to the widest possible audience. Many schools distribute condensed faculty insights to stakeholders; through this initiative, participating schools aggregate and curate research insights from other members and distribute them through their own communications channels. In less than two years, more than 160 faculty insights have been shared.

Global Network Surveys. We use these surveys to discover what matters to our vast network of students. Working with the World Business Council for Sustainable Development, we surveyed almost 3,000 students in September 2015 about their views on climate change. We learned that these future leaders care deeply about climate change, want more preparation from business schools, and might not be willing to work for companies perceived as laggards in this area. Our findings were presented at the COP21 U.N. climate negotiations in Paris.

In 2016, the second Global Network Survey collected the views of almost 5,000 students and alumni on the challenges facing women in the global workforce. Findings from the data have been disseminated through member school channels, and our hope is to contribute to ongoing policy debates. (See “Women and Work” on page 12.)

Other initiatives. As GNAM schools continue to look for ways to collaborate, efforts are accelerating in the area of executive education. Through the network, members can expand their global delivery capability and supplement their own faculty with experts from other schools—two differentiators that appeal to corporate clients. In addition, 19 member schools have joined forces to create the Certificate of Excellence in Global Business, which recognizes participants who partake in at least 15 days of executive education over two years from at least three different schools in two or more countries. More than 200 open enrollment programs offered by participating schools are eligible and are marketed via a joint website.

Additional GNAM initiatives focus on joint case development and case sharing, joint alumni events, faculty collaboration in areas such as sustainability and entrepreneurship, case competitions, staff exchanges to identify and diffuse best practices, and benchmarking on everything from online education strategies to doctoral programs.

PROMOTING AWARENESS

Despite its successes, the value proposition of GNAM is not self-evident to all potential participants. Newly arrived MBAs are focused on getting to know their classmates and their immediate surroundings, not learning about what a school on another continent has to offer. Faculty are more interested in connecting with immediate colleagues and longstanding collaborators. Some alumni question if it makes sense to invest in a cross-school network rather than to address pressing issues at home. We welcome these responses, because they encourage us to scrutinize all initiatives and relentlessly focus on stakeholder value.

GLOBAL VIRTUAL
TEAMS ACHIEVE
BETTER RESULTS THAN
TRADITIONAL ON-
CAMPUS TEAMS.

However, one of our ongoing goals is to make more students and faculty aware of GNAM and its rich possibilities. Many professors have joined a LinkedIn group where we share opportunities for faculty, and we hope to see more collaborations among those who share common interests. For instance, researchers who focus on sustainability have met in New Haven for a week to share best practices; they also have created an online working group where they can swap syllabi and teaching ideas. A similar effort is developing in the area of entrepreneurship.

In addition, some schools, including Yale, have made funds available for short-term visitors from other schools. We have discussed other initiatives, such as dedicated research funds for cross-school projects, but we're still in the very early stages.

When students and faculty report that a GNAM activity has enriched their educational experience or professional development, resources materialize and barriers to participation crumble.

We're also trying to make sure more students know about GNAM. Member schools have jointly produced a welcome video that they can show during orientations, and a good number include GNAM in their information sessions. But too many students still only find out about GNAM when they get an email about an upcoming GNW, SNOC, or competition.

We have been working on a cross-school social media platform that also functions as a learning management system to support GNAM's curricular and co-curricular activities. If this gets off the ground, we hope that all new students at member schools will create their profiles as they start and be ready to network with peers at member schools from day one.

Finally, we have launched the GNAM Ambassadors initiative. About two-thirds of our member schools have named student ambassadors who offer us advice on new initiatives, brainstorm with their counterparts at other schools about how to increase student engagement, and serve as a source of information about GNAM for their fellow students.

The longer the network is in place, the more interest we have. During

Global Network Week in March, we informally polled visiting students to ask how many had known about GNAM before they enrolled in their business schools, how many had learned about it during orientation, and how many found out about it only when they discovered the GNW opportunity. The percentages were about 40/40/20, which was much better than in previous years. Student surveys at Yale and other schools suggest that roughly 50 percent of students were interested in attending a school in part because of its GNAM membership.

WHAT WORKS, WHAT DOESN'T

As we focus on increasing awareness, we also reflect on what we have learned in the past five years. We are convinced that the most important step is to build an open innovation platform, removing or at least reducing barriers to collaboration, and enabling stakeholders across our schools to connect with their peers to drive mutually beneficial innovation. We have learned additional valuable lessons that we share with other schools considering launching their own networks:

■ First, there are no self-organizing systems. Yale School of Management convened the Global Network, provided critical public goods, and continues to champion its initiatives through outright leadership or active participation. Over time, however, many other schools have assumed ownership of key initiatives. Leadership, we have found, inspires engagement.

■ Second, nothing stimulates engagement as much as tangible value creation for students and faculty. When students and faculty report to their deans, directors, and colleagues that participation in a GNAM activity has enriched their educational experience or professional development,

resources materialize and barriers to participation crumble.

■ Third, rapid prototyping trumps careful planning. Rather than having deans and directors debate what an online GNAM course might look like, individual faculty took the plunge, put their courses online, and invited students from other member schools to join. It took several schools some time to figure out how to give their students credit for an online course taught by faculty from another school. Yet demand-pull from the student side greatly accelerated these efforts. And in the meantime, faculty learned, improved their courses, and never looked back.

■ Fourth, we must sidestep every bureaucratic issue that could delay or derail collaboration. Should a SNOC be 12 sessions, 18, or 24? Should it be offered on Canvas, Blackboard, or Moodle? It really does not matter. We want members simply to go ahead, do what they would do for their own students, and let the other schools decide whether and how to connect, convert, and validate.

■ Fifth, it's essential to connect the doers, ideally face-to-face. Deans and directors discussed opportunities for executive education on three separate occasions, yet little happened. Then the European School of Management and Technology hosted a separate meeting just for executive education heads, and things started moving. Similarly, after the communications heads at member schools met for a two-day brainstorming session on marketing, branding, and communications, awareness about the network went way up as schools have joined forces to push key messages.

■ Sixth, we must not position anything in juxtaposition to member schools and their brands. GNAM does not supersede member schools, and its brand is not an umbrella. Rather, it mul-

LET EACH SCHOOL DECIDE WHETHER AND HOW TO CONNECT AND VALIDATE.

tiplies the reach, curricular offerings, visibility, and impact of individual member schools. We think “Intel Inside,” not “Courtyard by Marriot.”

■ Finally, we can reap wholly unexpected results from our mutual trust and collegueship. For instance, confronted with growing concerns about rising economic nationalism and anti-globalization populism, GNAM school deans issued a joint statement in February that underscores the importance of ongoing scholarly exchange and collaboration, especially when it requires students and faculty to cross borders.

THE NEXT STEPS

While GNAM has touched the lives of thousands of students and many professors, we feel that the network has barely achieved 10 percent of its potential—and

we have three reasons for feeling such optimism. First, to date most GNAM initiatives have been designed around programs that existed before schools joined the network. As members launch or revamp programs, they will do so knowing that GNAM puts additional resources within reach. Might it make sense for smaller schools to focus their efforts on required core courses and rely on the network to provide students with a comprehensive set of electives? If faculty teach one course at multiple schools, will they reduce their preparation time enough to free up more hours for research? What other “gains from trade” might we see?

Second, as we produce more alumni who have experienced networked education, they will begin leveraging its benefits for lifelong learning and other

alumni services. Third, employers could start using the network to recruit globally while minimizing costs.

We will realize these advantages only if we continue to enjoy stakeholder demand. But we believe that we have created an effective platform for innovative networked management education that positions all our members to thrive in the changing world of higher education. ■

Edward A. Snyder is the Indra K. Nooyi Dean and William S. Beinecke Professor of Economics and Management at the Yale School of Management in New Haven, Connecticut. David Bach is the school's senior associate dean for executive MBA and global programs and professor in the practice of management, and Camino de Paz is its managing director of global initiatives.

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INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Session 3: Global Education Initiatives

- 3.1 Global Summer Program (GSP) 2017**
- 3.2 Banco Santander Agreement**
- 3.3 Future of the GSP**
- 3.4 GT-GSP Collaborative Course**
- 3.5 Global Internships Program (GIP)**
- 3.6 Novo Nordisk International Talent Program**

3.1 Global Summer Program (GSP) 2017

Lead	<i>GSP Coordinators IARU Secretariat</i>
Reporting	<i>IARU Secretariat</i>
Executive summary	<p>GSP2017 offered 22 courses and 295 IARU students participated from all partner universities. GSP2017 enrollment saw an increase in numbers compared to the two previous years.</p> <p>The 2017 GSP Working Committee met at UC Berkeley from 25-26 September 2017. Coordinators from each of the 11 IARU universities were present at the meeting.</p> <p>A new selection process was implemented in GSP2017 for the first time that notified students of their GSP enrollment at an earlier date. The new selection process went well for most partner universities and will be used again in GSP2018 with the selection timeline extended by one week to allow more time for home universities to interview and select its outgoing students.</p> <p>GSP Coordinators would like the Secretariat to move forward in seeking future funding from Banco Santander while keeping in mind the inherent values of the GSP. The Secretariat will draft a report to Banco Santander that highlights the historically innovative qualities of GSP and methods that GSP will continue to employ in its goal of offering <i>interdisciplinary, research-intensive courses with a focus on 21st century challenges</i>.</p> <p>GSP Coordinators set a goal for future cycles to expand collaborative curriculum and faculty exchange. One new way of doing this for GSP2018 is seen in the GSP-Global Transformation Collaborative Course (to be presented in Session 3.4). A second way of doing this will be to increase faculty exchange in future cycles.</p> <p>GSP2018 will approach its marketing strategy in a new way, by calling GSP students “IARU Global Scholars.”</p> <p>GSP Coordinators will begin to examine new avenues for funding the GSP in 2018.</p> <p>The IARU Presidents have agreed to fund GSP2018 student scholarships in the amount of USD \$200,000 (USD \$18,181.81 per partner) using the IARU reserve if Banco Santander funding is not available for 2018. If no future funding is guaranteed from Santander, GSP Coordinators may scale back the program and move forward with reduced enrollment. GSP Coordinators are determined to continue the program even without</p>

	<p>Banco Santander funding.</p> <p>The 2018 GSP Working Committee Meeting will be held at ETH Zurich on 16-17 September 2018 after EAIE in Geneva.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. GSP 2017 Summary 2. GSP 2018 Preliminary Course Descriptions 3. GSP 2017 Meeting Outcomes
Items for decision	GSP Coordinators ask the Senior Officers to come up with a “tag” that can be used in future publicity. What is a three to ten word vision Senior Officers would like for the GSP?
Funding request	--
Funding to date	<ul style="list-style-type: none"> ▪ 200,000 (18,181.81 per partner) IARU GSP2018 Scholarships ▪ Up to 10,000 (September 2018) GSP Meeting, ETH Zurich <p>---</p> <ul style="list-style-type: none"> ▪ 6,868 (September 2017) GSP Meeting, UC Berkeley ▪ 9,069 (September 2016) GSP Meeting, NUS ▪ 10,797 (September 2016) GSP Alumni attending 2015 GSP Meeting at NUS (Oxford, ETH, UTokyo, UC Berkeley, PKU, Yale, ANU, UCPH) <ul style="list-style-type: none"> ▪ 5,089 (September 2015) GSP Meeting, Yale ▪ 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 (2017) IARU-Santander GSP Scholarships ▪ 20,000 (2016) IARU funds for GSP @UCT ▪ 200,000 (2016) IARU-Santander GSP Scholarships ▪ 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 2017</p> <p>Rexille Uy (IARU Secretariat) reported that the 2016 Global Summer Program offered 23 courses with 269 students from all IARU campuses participating. While GSP continues to receive positive reviews from its</p>

students based on survey data collected at the end of every summer, participant numbers have declined in recent years. She explains that the GSP Coordinators attribute this decline to competition from a growing number of other summer programs and that students accepted into GSP programs are informed too late of their acceptance, sometimes only 3 weeks prior to a course beginning. Due to this late notice, students every year withdraw their acceptance into GSP because they have already found placement in alternative summer programs. Following feedback from students regarding late acceptance notice, GSP Coordinators at the September 2016 meeting held at NUS decided to alter the application selection process to allow for earlier notification of students. Two courses, ETH1 and UCB1 still following the old selection and nomination process due to course restraints.

She reported that 22 courses will be offered for the 2017 GSP and applications are under review. Applications were due on March 17 and GSP Coordinators have until April 7 to notify students of their acceptance into a GSP course, per the new selection process. Amount of funding available for the GSP per institution for 2017 is approximately \$18,181.81 USD (\$200,000 contribution from Banco Santander divided by 11 partners). The GSP Coordinators will meet at UC Berkeley on 25-26 September 2017.

Senior Officers' Meeting, November 2016

Steen Ulrich (IARU Secretariat) reported that the annual meeting of the GSP took place at NUS in September 2016. This year's meeting was a review not only of the most recent GSP cycle, but of the program in the last 10 years. As decided last year, one student alumni from each partner university (except UCT) attended and participated in the GSP meeting to give feedback on the program and discuss challenges. The GSP alumni were very prepared and delivered thoughtful input to the GSP coordinators. Ms. Ana Wang from Bank of Santander also attended the meeting. 23 courses were offered in 2016 and 269 students participated from the IARU partner universities. Over the years, application numbers have decreased, mostly credited to an increased offering in the number of summer programs offered to students and other summer activities. The GSP is one of the flagship initiatives of IARU. All coordinators are committed to continuing the program.

1. Global Summer Program (GSP) 2017

The 10th GSP cycle took place successfully in Summer 2017. A total of 295 IARU students participated in one or more of the 22 courses offered – 431 students participated in total. Enrollment numbers increased in 2017 compared to the two previous GSP cycles.

GSP2017 implemented a new selection process that notified students of their GSP enrollment at an earlier date. GSP Coordinators hoped that the new selection process would decrease the number of students who dropped out after the nomination period, although dropout rates continued to be an issue for GSP2017. However, most students responded favorably to being notified of their GSP enrollment in April as opposed to May. The same timeline will be used for GSP2018. The only change will be extending the selection period by one week (thereby cutting short the nomination period by one week). This allows more time for home universities to interview and select outgoing students.

IARU GSP 2017 Students' Feedback

Overall there is majority satisfaction from students w.r.t. the academic rigor of the GSP courses. Most students felt courses were taught at the right level.

92% of survey respondents agree or strongly agree that their course(s) had a good diversity of students. Students appreciated classroom discussions and field trips as part of course curriculum.

Overall, the GSP courses differed from IARU students' regular degree courses, mainly in the level of engagement with faculty and students, in the multidisciplinary content, and in practical aspects/field trips. 91% of respondents rated the overall performance of their course instructor as "good" or "excellent".

More than half of GSP students who responded to the GSP2017 survey considered course content to be a "very important" factor (54%) when choosing a GSP course. Many also considered "very important" factors to be the name and reputation of the hosting institution (41%), course date (39%), and geographical location of course (37%). The practical aspect of the costs was considered "very important" by 33% the students. The transferability of credits plays a less important role in the decision: 23% of the students judged it as "very important".

About half of participating students reported receiving partial or full course credit from GSP2017.

The two most common critiques of the GSP continue to be the cost of programs and the duration of programs. Many students expressed that a longer course would be more beneficial, but this is a competing goal with respect to program cost.

99% of respondents agree or strongly agree that the GSP was a good experience for them and 90% believe GSP will positively impact their career/career goals. 65% felt part of a larger IARU network.

Overall the GSP2017 program lived up to its aims and principles of providing students an opportunity to: address critical issues in a global perspective, work with outstanding peers from around the globe, learn intensively in a cross-cultural setting, and learn from top researchers. Over 90% of the students agreed that the course they attended met these distinguishing features and goals of the IARU Global Summer Program. 90% would recommend the GSP to peers.

2. GSP 2018 Preliminary Course Descriptions

The GSP 2018 offering is being prepared. Over half of 2017 courses will continue into 2018, with the addition/substitution of others.

ANU1 – Global Outlook

Australian National University, mid June – mid July (tentative)

Proposal requires internal confirmation

In a globalised and increasingly multipolar world order, universities must train future leaders to understand pressing issues from a wide variety of perspectives, with a view to mediating between different viewpoints.

Week 1 – provide a comprehensive understanding of the influences – historical, political, geographic, and cultural – that have shaped how Australia relates the world

Week 2. - series of briefings and site visits, including to the Australian Parliament, Australian government agencies, and Embassies of other governments, to gain official perspectives on the workings of Australia's international relations.

Week 3 - students work through a policy issue facing the Australian government and develop a comprehensive policy proposal to be presented to the Department of the Prime Minister and Cabinet.

The ANU proposes working with its IARU partners to develop Summer Schools that rotate through IARU Universities located in capitals.

CAM1 – Visions of the future

University of Cambridge, 8-28 July 2018 (3 weeks)

Predicting the future has been, and still is, a part of every society. Visionaries, philosophers, rulers, astronomers, economists, engineers, politicians and scientists all try to anticipate the future. Using specific examples **from both past and present**, our 'visions of the future' draw on beliefs, astronomy, medicine, climate change, scientific discovery, international relations and development, financial crises, disease, war and space travel. Which predictions came true? Which proved false? Debate - naturally - includes predictions about our own future. Additional plenary talks set discussions in context. Students write - and have supervisions - on related historical, philosophical or literary topics.

COP1 - Interdisciplinary Aspects of Healthy Aging

University of Copenhagen, 3-24 July 2018 (3 weeks)

Population aging is one of the most important demographic events of the 21st century. For the first time, the elderly population will make up the larger part of our society and this will profoundly impact citizens and society, economically, politically and socially. Recent years have seen increasing interest in

understanding healthy aging, the ability of the individual to maintain sufficient physical, mental and social energy to live active and meaningful lives. This course will focus on exploring the aging phenomena through an interdisciplinary lens with a special focus on the concept of energy, a key component of healthy aging.

COP2 - Cultural rights: A promising global discourse?

University of Copenhagen, 25 July – 10 August 2018 (2.5 weeks)

Migration and advances in technology have increased the level of cultural exchange and intermingling, but they have also fostered cultural clashes and incompatibilities that were previously masked by distance. Can cultural rights become a global discourse for supporting inclusive social and political development, and for fostering intercultural dialogue for the mutual understanding of cultures? And can cultural rights become a prime mover – an enabler and driver for development by providing a much-needed cultural legitimacy for human rights? Among the topics focused on in the course are the right to science and culture; ownership of cultural heritage; and the relationship between global, national, and regional law.

COP3 - New Urban Life Across the Globe: Activism and Change in a World of Cities

University of Copenhagen, 23 July – 3 August 2018 (2 weeks)

For the first time in human history, more people now live in cities than outside. This urbanization, and the issues related to urban life, is among the biggest challenges of the 21st Century. Recent years have thus seen a surge in urban political movements, experiments in local governance, grassroots initiatives, eco-activism and social entrepreneurship in cities across the world. Uniting these trends is the belief that the state cannot meet all the needs arising from global urbanization, and that democratic change must begin from below. During this summer school, the student will immerse in critical urban theory from Social Sciences and the Humanities and in practical approaches to urban ethnography.

COP4 – Engaging Challenges of the 21st Century: Critical Field Research Course

Jointly developed and offered by UC Berkeley and UCPH. Offered as a joint initiative of the IARU Global Summer Program and Global Transformation Strategic Working Group

A total of 4 weeks (late June-mid July). 1 week of pre- or post-fieldwork, 3 weeks in the field (Thailand)

This course is designed to provide students with an opportunity to think critically about the research process, epistemologies, and ethics in the conduct of research. It combines classroom learning with field engagement and immersion in local environment through placement with local NGOs, and public, or private institutions (e.g. government, schools, temples, art collectives).

Emphasizing the research process rather than the mastery of a specific topic or method, the aim is to provide students with the tools to raise (and hopefully address) critical questions in their own research and a critical foundation from which they can apply the knowledge and practices from the course to future research projects.

It is envisioned that by the end of the course, each students will have produced a polished draft of a project outline (10 pages) that could be used for future engagement with the Global South, be it through research, policy, advocacy, or other pursuits.

Level: advanced undergraduate or postgraduate students

ETH – will not offer a summer course for GSP 2018.

NUS – To be announced

OXF1 - Global Challenges of the 21st Century – Environmental, Technological and Urban Sustainability

University of Oxford, 25 June – 21 July 2018 (4 weeks)

The 2018 Oxford GSP offers a general introduction to a range of scientific and development challenges of the 21st century. The course is designed for undergraduates, and addresses issues of climate change, conservation and urbanisation.

It is assumed that most students will have at least two years' study in the humanities, social sciences or sciences. Each student will be expected to work outside their usual area of expertise and to adopt methods (scientific / non-scientific) appropriate to the questions posed. No *prior* scientific knowledge is required.

The course will be delivered through tutorials, class meetings, seminars/presentations, project work and discussions.

PKU 1 – Introduction to Chinese Economy

Peking University, 2-27 July 2018 (4 weeks)

This course provides the students with a balanced overview of the Chinese economy, with special attention paid to the historical, political and institutional context of each turn in the economic transition.

The topics covered include the history of a modern Chinese economy, the strategies that guided China's institutional reforms, the transitional process in China's industrial, agricultural, financial and foreign sectors, as well as the multi-dimensional challenges and emerging opportunities facing China's future growth.

Theoretical and empirical analyses will be used in combination with scholarly readings to help the students understand China's development models, economic systems and reform policies.

PKU 2 – The Rise of China and Change in World Politics

Peking University, 2-27 July 2018 (4 weeks)

This seminar course is intended for advanced undergraduate students and graduate 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?

The course is 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. challenges and implications of China rising for Asia and the world.

Under each of these sections, a few specific topics are identified for class discussion.

PKU 3 – Culture, Behavior and Brain

Peking University, 2-27 July 2018 (4 weeks)

Human beings have created the most colorful cultures in the world that not only contextualize our behavior but shape our mind and brain as well. This course will examine a variety of issues across cultures, cognitive processes and brain activity.

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, behavior, and brain.

The first three weeks 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 project proposals related to cultural effects on behavior, mind, and brain.

There will also be opportunities for students to visit the brain imaging facilities at Peking University and to get involved in experimental studies.

PKU 4 – One Belt One Road (tentative title)

Peking University, 2-27 July 2018 (4 weeks)

Description will be available soon.

TOK1 - Introduction to the Japanese Language

University of Tokyo, 2 weeks in late June 2018

“Introduction to the Japanese Language” course introduces characteristics of the Japanese language such as the Japanese writing system, elementary grammar, and communication patterns to those new to Japan. 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 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

University of Tokyo, 2 weeks in late June 2018

“Sustainable Urban Management” 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

University of Tokyo, 10 days in July 2018

“Japan in Today’s World” 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 workshops on topics such as Territorial Disputes and Nationalism, where participants are encouraged to make contributions in the discussion with invited specialists.

TOK4 - Nanoscience

University of Tokyo, 2 weeks in July 2018

“Nanoscience” lecture series provides a general overview of nanoscience, which has grown very rapidly in the last few years. It consists of lectures on three sub-courses, Biotechnology; Biomedicine and Nanobiotechnology; and Nanotechnology. Each sub-course will include visits to active laboratories in the University of Tokyo.

UCB1 - Environmental Leadership Program

University of California, Berkeley, 6-27 July 2018 (3 weeks)

The Beahrs 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 global environmental practitioners. Participants will benefit from a unique opportunity to interact with Berkeley faculty as well as their global peers to access new information and tools, share practical experiences, and develop collaborative leadership skills. As of 2017, the Beahrs ELP has graduated 640 environmental leaders from over 110 countries.

The 3-week certificate course on *Sustainable Environmental Management* offers a series of interdisciplinary workshops, facilitated by UC Berkeley faculty and non-academic experts from the greater San Francisco Bay Area.

Program curriculum includes:

- Mitigation of and Adaptation to Climate Change
- Leadership for Collaborative Change
- Impact Assessment
- Corporate Social Responsibility
- Policies for Sustainable Development
- Population and Health
- Food, Agroecology, and Biotechnology

UCB2 – Design and Innovation for Sustainable Cities

University of California, Berkeley, 2 July – 7 August 2018 (5 weeks)

This is an intensive program that takes an interdisciplinary and multi-scalar approach to analysis of the urban environment, and explores the potential of design and innovation as catalysts for change. Students attend lectures from top practitioners in the field, engage in interactive demos and workshops, experiment with fabrication technology in the Digital Lab, conduct field work and site visits, participate in seminars and discussion, and immerse themselves in design studio culture. Disc* participants acquire the tools and expertise necessary to craft design-based solutions that meet the urgent challenges of global urbanization. No previous experience in design is necessary.

UCB3 – Engaging Challenges of the 21st Century: Critical Field Research Course

Jointly developed and offered by UC Berkeley and UCPH. Offered as a joint initiative of the IARU Global Summer Program and Global Transformation Strategic Working Group

A total of 4 weeks (late June-mid July). 1 week of pre- or post-fieldwork, 3 weeks in the field (Thailand)

This course is designed to provide students with an opportunity to think critically about the research process, epistemologies, and ethics in the conduct of research. It combines classroom learning with field engagement and immersion in local environment through placement with local NGOs, and public, or private institutions (e.g. government, schools, temples, art collectives).

Emphasizing the research process rather than the mastery of a specific topic or method, the aim is to provide students with the tools to raise (and hopefully address) critical questions in their own research and a critical foundation from which they can apply the knowledge and practices from the course to future research projects.

It is envisioned that by the end of the course, each students will have produced a polished draft of a project outline (10 pages) that could be used for future engagement with the Global South, be it through research, policy, advocacy, or other pursuits.

Level: advanced undergraduate or postgraduate students

UCT1 - Sustainable Water Management in Africa

University of Cape Town, 23 July – 3 August 2018 (2 weeks)

This course adopts an interdisciplinary approach to examine the current water crises, trends and conditions in developing countries. It critically engages with the technical, social, cultural, economic, political, economic and environmental challenges of water demand, supply and treatment with an understanding of the role of water in society and in sustaining livelihoods. Further, it addresses the need to derive maximum benefit from each water resource used while incurring minimum burden and the need to secure “new taps” in a water sensitive urban design context.

UCT2 – Afropolitanism, Social Justice and Entrepreneurship

University of Cape Town, 18 June – 13 July 2018 (4 weeks)

Designed to inspire students to be global citizens, this course presents comprehensive insights into South African history, politics, culture, social justice and social entrepreneurship. The course connects the past to the present, discussing opportunities and challenges of transformation facing the country, the African continent and the world today. Through engagement and immersion in the local Cape Town context, students will reflect on values of social justice and responsibility, gaining insights into the interconnectivity between their own societies and the rest of the world. Visits to historical, heritage and entrepreneurial community sites will allow students to experience the vibrant and diverse cultures that influence and shape the character of Cape Town and South Africa, as well as expose students to innovative initiatives communities are undertaking to seek solutions to social issues.

YAL1 - The Sustainable Preservation of Cultural Heritage: An Introduction to a Global Challenge of Our Time (tentative title)

Yale University, 2 July – 3 August, 2018 (5 weeks)

The challenges of the 21st century in protecting the tangible and intangible, cultural and natural heritage of the world are global in character and need to be also addressed on a global level. Cultural and natural heritage are increasingly threatened with destruction not only by the traditional causes of decay, but also by changing social and economic conditions. For example, in the last years we have seen the phenomena of cultural cleansing rising in the Middle East and Africa, while natural disasters have taken a toll and underlined the need to develop sustainable and global strategies for preservation.

This course offers an interdisciplinary approach to understanding the complex factors that challenge the preservation of cultural heritage. Guest speakers with relevant expertise will be invited to participate in many of the class sessions. In addition, the course will draw on the collections of the Yale University Museums for discussion and as the basis of student assignments.

(Tentative description)

YAL2 – Future of Food: Environment, Health, and Law (tentative title)

Yale University, 2 July – 3 August, 2018 (5 weeks)

This seminar will explore significant environmental, health, and energy challenges posed by global food production. These challenges all have complex histories of corporate innovation, law & regulation, scientific inquiry, confidential information, highly profitable markets, international trade, broad public acceptance, global environmental contamination, human exposure to hazardous substances, and abuse of labor, immigrants, and animals. They all offer insight into what might be: a future of “responsible food.”

More specifically, the course will examine these challenges:

1. Radionuclides and the Global Ecology of Food
2. Agricultural Chemicals: Pesticides & International Trade
3. Palm Oil: Biodiversity, Air Pollution, & Human Health
4. Plastics: Energy Conservation, Waste, & Recovery
5. Livestock: Pharmaceuticals Dietary Convergence

In exploring and analyzing these challenges, students will consider the following dimensions.

1. Environmental & Health Risks
2. Law & Regulation: US and International
3. Economic Evaluation: Supply Chains; Cost & Benefit Types,

Magnitudes and Distributions

4. Scientific Evaluation: Risk Magnitude & Distribution,

Perception, & Acceptability

5. Religious & Ideological Influences
6. Private Sector Innovation
7. Ethical Dimensions Consumer Choices

3. Draft Outcomes of the GSP Working Committee Meeting 2017

University of California, Berkeley, 25-26 September 2017

Opening and Welcome

Rick Russo, Associate Vice Chancellor of Undergraduate Education at UC Berkeley and Dean of Summer Sessions, Study Abroad, and Lifelong Learning, welcomed GSP coordinators from all eleven IARU partner universities and opened the meeting by discussing the recent Free Speech Week activities at UC Berkeley and stressing the importance of free speech and freedom of education in today's world.

Session 1: GSP 2017 Review

1.1 Course Reviews and Reflections

UTokyo: For GSP2017, UTokyo repeated the same four courses as in previous years. There were a total of 45 incoming participants from other IARU universities, the same number as in previous cycles. 45 participants is the maximum number of students UTokyo can accommodate. Because the UTokyo courses are very popular, the GSP office is discussing the possibility of increasing enrollment for future cycles. The GSP went well in 2017 and students studied hard. However, for the first time, four students could not complete the program. One student became ill (Cambridge); the three other students, all from different universities (ETH Zurich, UC Berkeley, and University of Cape Town), attended most sessions of their respective courses but did not submit a final report or take the final exam. UTokyo could not give a grade to these students.

ANU: Mobilizing Research, which ANU has offered since 2015, will no longer be offered for GSP2018. ANU may add one or two new courses, possibly one on governance. GSP2017 went well with 13 students enrolled, slightly less than recent years. Funding is an issue with the ANU program as travel costs use up most of the student scholarship. The new application process for GSP went well at ANU with 100 applications received from outgoing students, although incoming student applications dropped slightly. ANU provided 75,000 AUD for its outgoing students. In GSP2016, Andreas Christensen (UCPH) and Khatharya Um (UC Berkeley) came to ANU to teach part of the ANU course. ANU is aiming to do this type of collaborative teaching again in GSP2018. In GSP2017, ANU reduced the length of its course from four weeks to three weeks, which lowered student cost and made it easier for the course instructor's schedule, as GSP courses typically occur during ANU's Winter Break.

Cambridge: Like ANU, Cambridge also reduced its courses from four weeks to three weeks. Cambridge had 16 students participating in its course, including students from outside universities. Cambridge was pleased with the student diversity and survey results for *Visions of the Future*. Students attended 12-14 class lectures and four elective lectures. Students wrote four papers total and were allowed to drop their lowest paper grade. The course instructor met with students five times and group work was an important aspect of the course. Cambridge will offer this same course for GSP2018. Cambridge received a large number of outgoing applications—59—and sent 23 students to other IARU universities in GSP2017.

ETH Zurich: ETH offered a new course, *Mountain Forests and Risk Management*. During the selection process, a student's *motivation* behind his or her application is heavily weighed. ETH's biggest concern is student dropouts, particularly after selection process and acceptance is complete. ETH would like to hear how other universities deal with student dropouts.

PKU: At PKU, 37 applications were received from outgoing students. A total of 20 students were sent to seven IARU universities. No students were sent to UCT, UC Berkeley, or NUS. One reason for this is PKU students participate in many exchange opportunities with NUS and UC Berkeley. At PKU, the Center for African Studies is mostly comprised of PhD and masters students, contributing to low applications for the UCT program. When GSP started, PKU only offered 3-5 summer programs. In 2017, PKU offered 1,818 programs and sent 200 students abroad, so declining GSP numbers can be attributed to an increase in student options. Regarding student dropouts after the selection process, is it an option to nominate more students per university to make up for the dropout rate? Coordinators agree this is not a good idea as it may result in over-enrollment. In GSP2017, PKU offered four courses, two of which will be repeated for GSP2018. Students responded favorably to field trips and increased class participation.

UCPH: UCPH offered three courses in GSP2017 that ran for two or three weeks. Two of the courses were new. Enrolled students were very engaged, but two of the UCPH courses were filled with non-IARU students. COP2: *Interdisciplinary Aspects of Healthy Aging* was the only IARU-exclusive course. There was faculty participation for this course from Oxford; UCPH would like to increase this type of faculty participation from IARU partners. Regarding the new selection process, UCPH students liked hearing back more quickly regarding their GSP enrollment status.

UC Berkeley: UC Berkeley offered two courses for GSP2017. One course, *Beahrs Environmental Leadership Program* has been offered for many years. However, cost of this course has increased, which may have affected the application numbers for GSP2017. UC Berkeley received plenty of applications for this course, but only two IARU students ended up participating. UC Berkeley also offered a new course, *Islamophobia and Constructing Otherness*. However, the timing of this session was not conducive to outside students, ANU in particular. Both of these factors contributed to lower incoming student numbers. UC Berkeley also saw a drop in outgoing students for GSP2017. This may be attributed to recent staff changes at the GSP office and students' stress regarding traveling abroad. The cost of the GSP is always an issue for UC Berkeley students, as well as the fact that many UC Berkeley students do not receive credit for GSP courses abroad. The new selection process worked well for UC Berkeley, but UC Berkeley also experienced the issue of nominated students dropping out of GSP.

Oxford: Oxford was happy to send a faculty member to participate in the UCPH program for GSP2017. Feedback received from Oxford students stated that the GSP application process is quite complex. Oxford offered one course for GSP2017 for four weeks that examined climate change, taken by either senior undergraduates or master students. Prof. Angus Hawkins stated this was the best group of students he has taught for this course. Next year, the same four-week course will be offered with some adjustments.

NUS: For 2018, NUS will offer a new course taught by Prof. Margaret Tan and will no longer offer *Animals in the City*. In recent years, there has been a dip in outgoing NUS students participating in GSP. This year, only 12 NUS students enrolled in outgoing IARU courses. However, 44 NUS students studied at an IARU partner university outside GSP. NUS would like to see its outgoing numbers increase again *within* GSP. Incoming student numbers remain very good, between 20-22

each year. The US-Singapore Summer Exchange Scholarship Programme was first announced in August 2016 to commemorate the 50th anniversary of diplomatic relations between Singapore and the US. The inaugural recipients of the US-Singapore Summer Exchange Scholarship embarked on their summer exchange programmes from May 2017, including three from NUS who went on an IARU program in the US. For the first time, the US was not the number one study abroad destination for NUS students; Canada received this honor.

Yale: For GSP2017, Yale repeated one course from the previous year, *Cultural Heritage*, and offered a new course on *Future of Food*, which examined food with respect to public policy and health policy. Incoming students came from all partner universities except UCT. Both Yale courses were well-reviewed by students and Yale plans to offer both courses again for GSP2018. Yale's outgoing students totaled 18—however, 13 of these students went to NUS because NUS courses carry Yale college credit. Yale students cannot receive financial aid or course credit unless a summer course is four weeks or longer. Therefore, Yale students are less likely to enroll in courses that are less than four weeks in length. Yale students may also be facing stress regarding travel abroad. Yale outgoing enrollment is flat or may be dipping slightly. GSP must reshape its message to stress why *this* program is important for a student's summer experience compared to other options.

UCT: *Sustainable Water Management in Africa* saw 16 students, two from UCPH, one from Cambridge, four other students from London, and the rest from UCT. This course was well-reviewed, particularly for its interdisciplinary component and student camaraderie. UCT will examine the possibility of a second course for GSP2018. UCT saw eight outgoing students for GSP2017. Challenges for UCT include the time frame of the application process, which may result in low outgoing numbers. UCT is closed during December and January, so UCT students are at a disadvantage during the period the GSP application is open. UCT also suggested it be made clear Santander Scholarships are not full scholarships, but partial scholarships students can receive for up to \$2000 USD.

KEY TAKEAWAYS:

- In the future, GSP Coordinators from home universities must make sure that students attending GSP courses at host schools complete their work. GSP Coordinators suggest including in the Santander scholarship language that scholarship funds must be returned by the student if a scholarship recipient does not fulfill his/her course obligations.
- In the new selection process, home universities must make clear the number of students that can be received from sending universities.
- As soon as a home university receives information from sending universities regarding selected students, communicate with these students their enrolment status immediately. Also, inform partners if there are remaining slots in your course(s) that can be filled with incoming students.
- PKU asks that UC Berkeley students be reminded they must go through the internal PKU application process as well as submit the GSP application.
- Make sure to advertise that Santander Scholarships for GSP2018, if any, are partial scholarships and not full scholarships.

1.2 GSP 2017 Snapshots

A total of 536 students applied for GSP2017 courses. This number includes students who applied to more than two courses. For GSP2017, 295 unique IARU students were enrolled in one or more

courses and 431 students total were enrolled, including non-IARU students. GSP2017 enrollment saw an increase compared to the two previous years.

GSP coordinators suggest that future surveys gather more information from GSP alumni regarding their plans after graduating.

1.3 Review of the New Selection Process

Generally, most partners found the new selection process to be favorable. Students enjoyed hearing about their GSP enrollment at an earlier date. For 2018, since Easter falls in the last week of March, it was suggested to lengthen the selection process by one week, to end 13 April 2018 instead of 6 April 2018. This allows more time for home universities to select outgoing students.

The open application period will remain the same for GSP2018. This works well for all partners except UCT since UCT campus is closed in December and January. GSP Coordinators suggest UCT start publicizing the application deadline well before December and utilize GSP alumni in information sessions to prospective students.

One issue specific to UTokyo is the need for students to apply using UTokyo's online application system. Students must upload documents to UTokyo's server as UTokyo cannot accept file attachments via email. This adds more steps to the student application process but cannot be circumvented.

Session 2: GSP 2017 Survey and GSP 2014-2016 Alumni Survey

2.1 GSP 2017 Survey Analysis

198 students opened the GSP2017 survey and 162 students completed the survey. Completion rate was 47%, an increase from the two previous years. Students appreciated the course diversity offered by GSP. Reviews regarding course load were mixed: some students felt courses were not as "intense" as they were accustomed and others felt too much work was expected of them in such a short amount of time. However, most students felt courses were taught at the right level. About half of enrolled students reported receiving partial or full course credit from GSP2017. 91% of students rated their course instructor(s) as "good" or "excellent". Students would like the course syllabus and classmate contact information circulated before the start of their courses.

The two most common critiques of the GSP continue to be the cost of programs and the duration of programs. Many students expressed benefitting from a longer course, but this is a competing goal w.r.t. cost.

For GSP2018, the Secretariat will contact each university and ask if the university prefer to send the IARU survey or if they would like the Secretariat to send the survey.

2.2 Review of the Survey Questionnaire

The Secretariat included more room for student comments when creating the survey questionnaire for GSP2017, but made no changes to existing questions. Full comments from the students were included

in the meeting documents. GSP Coordinators requested a new survey section be added asking graduating students to specify their plans after graduation and how the GSP has affected their future aspirations and goals.

2.3 GSP 2014-2016 Alumni Survey Analysis

166 students completed the 2014-2016 alumni survey. Students from all 11 partner universities completed the survey. 98% of respondents agreed that the GSP was a rewarding experience. Students appreciated studying with peers from different backgrounds, nationalities, and cultures. 88% of respondents agreed that the GSP course broadened their horizons and allowed them to see global issues from a more holistic perspective. Many students indicated in their comments that they view contemporary issues in new ways after taking a GSP course.

77% of respondents indicated that having attended a GSP course affected their thinking about the future. 18% of respondents now work or study in a different country than their home university. Some students commented about changing major study or career path based on their GSP course and expressed a desire to return to the country they visited through GSP. Many students made lifelong friendships through the GSP.

Alumni feedback mirrored that of the GSP2017 survey, requesting longer courses and greater scholarship amounts for future cycles. GSP alumni also expressed desire for a stronger alumni network.

Session 3: GSP Committee Proposal

This recommendation came from Yale University. The idea of forming committees within GSP stemmed from the experience of Michael Klemm (NUS), Tracy Weber (UC Berkeley), Anne Bruun (UCPH) and Jeanne Follansbee (Yale) to produce a Vision Paper for the Senior Officers and Presidents in Spring 2017.

Yale proposed the creation of five committees: executive, strategic planning and assessment, partner collaborations, marketing and outreach, and operations and partner communications.

GSP Coordinators felt the creation of committees might make the GSP structure too bureaucratic. Instead, it was agreed that a GSP representative be present at the upcoming Senior Officers' Meeting at Yale on 26-27 October to give direct feedback to the Senior Officers. Both Jane Edwards and Jeanne Follansbee from Yale will attend the GSP session of the upcoming Senior Officers' Meeting.

GSP Coordinators stated that the GSP does not exist in a vacuum. It is necessary for the Senior Officers to communicate their vision of the GSP to the Coordinators. While part of the GSP Tome is presented at every Senior Officers' Meeting, a GSP representative can better explain the vision of the GSP to the Senior Officers than just words on paper. For the Senior Officers and Presidents, what is seen is the survey summary and declining enrollment numbers the past three years. The Senior Officers may not be receiving a full picture of the GSP. A GSP representative at the Senior Officers' Meeting can better communicate to Senior Officers the ways in which GSP has been successful for ten cycles and why it continues to be worthy of support.

Session 4: Banco Santander

4.1 Santander Scholarship Fulfillment and Beneficiaries

Out of the 295 IARU students who participated in GSP2017, 185 received an IARU-Santander GSP Scholarship. A total of 204,983 USD was awarded, averaging 1,108 USD per student. An excess of 4,983 USD is due to some universities awarding carryover funds from GSP2016.

A total of 73 students benefitted from Santander Scholarships as incoming students. 21 of these students also received outgoing scholarships from their home universities, though no student exceeded the \$2,000 scholarship limit.

Carry over funds from 2016 were disbursed by some universities. Unconsumed sponsorships were mainly due to late cancellations from students, which prevented partners from awarding their full allotment of IARU-Santander monies to students.

We do not yet know the status of Banco Santander's contribution for GSP2018 and future cycles, if any. If Santander does not provide \$200,000 USD for GSP2018, the IARU Presidents have agreed to fund the GSP for one additional year, if necessary.

4.2 Banco Santander Report: Comments and Review

GSP Coordinators received information for the first time on Santander X, a digital meeting space that Banco Santander will launch in October 2017 committed to promoting technology projects on economic and social development framed within Santander's objective of corporate social responsibility. Santander looks to its university partners to help in this new entrepreneurial culture formation. Within this online community, Santander will connect its partner universities and help these institutions launch entrepreneurship amongst students. This network will offer opportunities for the development of startups emerging from Santander X, the training of entrepreneurs themselves or those responsible for the universities' entrepreneurship units, and other issues that help to develop an entrepreneurial culture in academia.

The GSP Coordinators as a unit agreed that the entire program cannot be changed to fit Santander X. GSP Coordinators remain resolute in the founding pillars of the GSP vision. The GSP was created ten years ago as *a research-intensive, interdisciplinary program focused on issues of the 21st century that better prepares students for graduate coursework and entering the workforce, particularly in international markets.*

In moving forward with funding negotiations with Banco Santander, GSP Coordinators state they would like to adhere to the GSP values but write the funding report in a way that addresses some of Santander's entrepreneurship goals. The GSP focus on entrepreneurship refers to honing personal and professional skills in its students. GSP cannot be recreated as an entrepreneurial hub if it is not one. This is not the direction the GSP Coordinators would like to take the program. The Banco Santander report will be written in a way to highlight the current program as is and will request a total of \$220K annually for three years, \$20K for each partner institution.

GSP Coordinators would like to stress to the Senior Officers that their program is *already* innovative. Each university plays to its strengths and offers courses in fields in which the home university excels. At the time GSP was created, it was new and innovative.

One new way GSP is focusing on innovation is by offering a crossover course with the IARU Global Transformation initiative.

GSP Coordinators are determined to continue the program even without Banco Santander funding. The Presidents have agreed to fund GSP2018 if Banco Santander funding is not available. If no future funding is guaranteed, after GSP2018, GSP Coordinators may scale back the program and move forward with reduced enrollment. The first few years of GSP took place without Banco Santander funding and the program can continue without future funding from Santander.

Session 5: Presentations from GSP Faculty and GSP Alumni

5.1 GSP-Global Transformation Collaboration

Engaging Challenges of the 21st Century: A Critical Field Research Course

CONCEPT PAPER

The Global Transformation Critical Field Research Course is a curricular response to the long-standing urging of IARU leadership for the Global Summer Program (GSP) to offer more research-intensive courses. It is also a response to the interest of many IARU institutions in minimizing duplicative efforts and promoting more collaboration among alliance members.

In 2016, the University of California, Berkeley (Berkeley), Australian National University (ANU), and University of Copenhagen (UCPH) collaborated on a team-taught research course, hosted at ANU, which was very well received. For 2018, we propose to offer a summer field research course with a focus on the Global South, both in terms of content and of location, which Berkeley and UCPH will co-develop and co-lead, with opportunities for involvement from other IARU faculty. The course will be based in Chiang Mai, in northern Thailand, though students will also spend the initial 3 days in Bangkok where they receive their in-country orientation and are provided with the opportunity to interface with officials and NGOs.

Thailand is an ideal place for student engagement of critical issues of the 21st century that are core to the UN Sustainable Development Goals (SDGs) that inform the work of our *Global Transformation* initiative, and to GSP. We will also be partnering with Thammasat University, one of the two leading universities in Thailand, that has a Border Health program in northern Thailand and extensive NGO networks.

COURSE CONTENT AND STRUCTURE

This course, co-developed and co-taught by a team of IARU faculty with local faculty involvement from Thammasat University, is envisioned as a 4-weeks research-focused course, designed for advanced undergraduate or postgraduate students interested in embarking on or continuing with research projects on topics centered on 21st century challenges in the Global South. Students will spend 3 of the 4 weeks in Thailand, and one week engaging readings and other pre-departure academic preparation through a virtual platform. Students interested in participating in this course must have taken a) a university level course on research methods and ideally b) a field studies course prior to applying. Once accepted into the course, students are asked to come with a research topic that they are

interested in investigating and that will be the topic of their inquiry during the course.

The course combines classroom learning with field engagement and immersion in local environment that include interactions with local villages and placement with local NGOs, public, or private institutions (e.g. government, schools, temples, art collectives). Located in northern Thailand, it provides an opportunity for students interested in researching issues pertaining to the Global South to reflect on those issues in the “field,” hence to immerse themselves not only in critical theories but also in critical engagement with the developing world, which is a core principle of *Global Transformation*. We will set aside a number of seats for Thai students as part of our collaboration with Thammasat, and will make the course accessible to students from other developing countries, so that IARU students are not only learning about but also *learning with and from* their peers from the Global South. Thai students will have full participation in the program but will not receive a grade or a transcript because of institutional and policy constraints.

The course is not a traditional methods course in which students learn different research approaches (qualitative, mixed methods etc.); rather, it is designed to provide students with an opportunity to think critically about the research process, epistemologies, and ethics in the conduct of research. Through the readings and discussion, students will have an opportunity to interrogate the strengths and limitations of qualitative and quantitative approaches, and reflect on critical issues, such as positionality in knowledge production, that emerge in the research process. In addition to critical reflection, students will have an opportunity to go through the different steps of the research design, and to re/familiarize themselves with key components of a research project (problem statement, literature review, methodology, citation, and project timeline etc.).

The emphasis of the course, as such, is on the research process rather than the mastery of a specific topic or method. The aim is to provide a foundation from which students can apply the knowledge and practices from the course to future research projects, hence not only to enhance knowledge and understanding of certain issues, subject matter(s), or discipline(s), but to also provide students with the tools to raise (and hopefully address) critical questions in their own research. It is envisioned that by the end of the course, each students will have produced a polished draft of a project outline (10 pages) that could be used for their MA thesis or for future engagement with the Global South, be it through research, policy, advocacy, or other pursuits.

STRENGTHS OF THIS INITIATIVE

By bringing together two IARU initiatives, namely the *Global Transformation* and the *Global Summer Program*, this ambitious project exemplifies the synergy and cross-fertilization of IARU initiatives. It advances the IARU mission and vision by:

- Strengthening the research component of the IARU teaching initiatives.
- Moving the alliance concretely towards its goal of promoting critical thinking, critical learning, and critical research.
- Promoting interdisciplinarity, which is one of the stated goals of the IARU Global Summer Program, by involving faculty members not only come from different IARU institutions but also from different disciplines. This will enrich student learning not only with multidisciplinary but also diversity of pedagogy and perspectives.
- Adding new dimensions to prior initiatives, namely research, a field engagement component, a location in the Global South, and critical discourse.
- Promoting intercultural learning through the diversity of students and faculty, and immersion in the local context.
- Deepening collaboration among IARU members through co-development and co-teaching of

- the research curriculum.
- Creating new opportunities for involvement of other IARU member institutions in this research-intensive course by focusing on the Global South and on topics that are of shared interests among many alliance members.
 - Extending the reach of the alliance and enhancing its overall effectiveness in its engagement with 21st century challenges through new partnerships with countries, institutions, faculty, students and other stakeholders in the Global South.

LONG-TERM VISION

The long-term goals of this initiative are:

- To replicate this pilot course in multiple locations, ideally one in Asia, Africa and ultimately, Latin America, and to conduct these research courses (or variants thereof) concurrently to maximize student access. As the idea proliferates, there could be a mixed offering of courses not only in terms of locations but also of topics and levels; some convening may be specifically geared to graduate students up to pre-dissertation (or doctoral) level.
- To co-develop a curriculum specifically on global transformation that could take the form of a course and, ambitiously, of a virtual classroom.
- To create a platform for post-return, long-distance mentoring and virtual community building for students in the field course as a way of providing them with sustained research support during the implementation phase of their research projects.
- To build a community of emerging scholars with critical tools for, interest in, and commitment to working with the Global South.
- To envision this Global Transformation course as a form of “intellectual entrepreneurship” through the process of “seeding” and germinating future researchers and scholars who will produce critical work around global transformation issues.
- To publish student abstracts and project findings (could be virtual posting)
- To co-author and publish an academic publication on critical research and engagement with the Global South.

IMPLEMENTATION

We anticipate the course to be hosted by an IARU institution on a rotational basis. While both Berkeley and UCPH have experience conducting similar courses in the Global South, for the inaugural year 2018, we are leaning towards UCPH as institutional host because it has established infrastructure that could effectively support this pilot program, namely an existing group of 6 faculty/departments and corollary administrative office working on the Global South.

Funding

This initiative requires intensive faculty collaboration both in the co-development of the curriculum and in the co-teaching of the course. Resources are needed to compensate faculty for their involvement in these processes. The course will be funded through student enrollment though the lead faculty may seek funding support, as needed, from their respective campuses to help program development.

5.2 Slideshow featuring GSP2017 Alumni Feedback

See **Appendix A**.

Session 6: Future of the Global Summer Program

6.1 Summary, Comments and Takeaways from Day 1

Day 1 of the 2017 GSP Working Committee Meeting resulted in a productive day of conversation. There was consensus between the GSP Coordinators on the direction of the program and a clear message for the Senior Officers. GSP Coordinators agreed on the benefit of GSP representation at the upcoming Senior Officers' Meeting.

A new GSP product is the collaborative course between the IARU Global Transformation initiative and the GSP, led by UCPH and UC Berkeley. One aim of this pilot collaboration will be to pave the way for future collaboration with other IARU initiatives, such as the Sustainable Campus Initiative.

The values of the GSP were heavily discussed in Day 1, values that have stayed true for the past eleven years. Several topics raised were the interdisciplinary nature of the GSP and the fact that in many ways, GSP has offered innovative courses since its conception.

The Secretariat asks: to a room full of Senior Officers and Presidents, many of whom have not been part of GSP since the beginning, how would you describe the GSP values?

GSP Coordinators ask the Senior Officers to refer to the GSP Principles, a list of aims that have stayed true for GSP since its conception. The GSP Aims, Mission and Principles can be found in **Appendix B**. These principles ought to be revisited at the next meeting and re-written to stress the interdisciplinary nature of the GSP and its focus on research-led teaching.

Two major themes of the GSP include a focus on major challenges of the 21st century and the idea of a "Global Classroom" which brings together students from different areas and backgrounds across the world. The GSP aims to develop cross-cultural competencies in its students. By participating in GSP, students are educated on topics such as sustainable development, human rights, inequality, peace-building, and appreciation of cultural diversity.

With its focus on research, GSP students are potentially geared to become successful graduate students at partner IARU universities. A goal for the future is to measure how many GSP alumni have gone on to graduate degrees and careers in academia.

GSP Coordinators discussed how best to frame its program successes to the Senior Officers. It is important to contextualize and historicize the GSP. At the beginning, it was a large feat for the ten founding institutions to offer courses in the same summer timeline. Over the years, every founding institution has received students from each partner university. Now, the GSP focus is geared towards creating new and innovative courses that adhere to founding GSP principles. A goal for GSP Coordinators is to increase the faculty collaboration in new and existing courses (i.e. professors who travel from their home university to a host university to give a lecture or teach a course). The new GT-GSP collaborative course moves the GSP in this direction.

GSP Coordinators discussed new and inventive market strategies for GSP. Jiao Lu (PKU) presented on *From Good to Excel and the IARU GSP Principles Revisited*. One idea from this presentation is to use LinkedIn to track GSP alumni after graduation. See **Appendix C** for presentation slides.

GSP Coordinators discussed the revamping of the GSP publicity flyer. The updated flyer for GSP2018 is attached and can be viewed in **Appendix D**.

In order to highlight the importance of IARU, GSP Coordinators suggest that acceptance letters to students be signed by the home university president.

6.2 Timeline for 2018 GSP

GSP Coordinators agreed to lengthen the selection process by one week, to end on 13 April 2018. This allows more time for home universities to select outgoing students. The updated timeline is as follows:

Phase	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	Completed course profiles forwarded to the Secretariat for upload on the website.(End November)	GSP 2018 course information go live on IARU's website and partners' websites. Application period opens.	Application period closes. Selection process commences. Universities can set different application deadlines but no later than 16 March.	Selection process completed at sending universities. Nominated applications forwarded to host universities. Please include all financial aids offered to the applicant if available.	Host university sends offer letter to applicant Please cc sending university.	Student responds to nomination / acceptance. University sets deadline but no later than 10 May 2018. Please notify sending university.
Templates, Documents	Course Info Part I	Course Info Part II	Application Materials Overview	Coordinators Overview			
Deadline	13 October 2017	30 November 2017	11 December 2017	16 March 2018	13 April 2018	27 April 2018	10 May 2018

Lunar New Year: 16 February 2018
Easter: 29 March-2 April 2018

6.3 Outlook for 2018 GSP Courses

Institution	Course title	Will this course be offered in 2018?
Australian National University	Mobilising Research	No
	<i>New course(s) will replace previous ANU1, possibly on governance.</i>	
ETH Zurich	Mountain Forests and Risk Management	TBD
National University of Singapore	Southeast Asia in Context	TBD
	Animals and the City	No
	<i>New course to replace NUS2 on Asia Now: Archeology of the City with focus on urban planning, Asian comparative studies, and how challenges in Singapore force innovation in urban planning.</i>	
Peking University	Introduction to Chinese Economy	Yes
	The Rise of China and Change in the World Politics	Yes
	Understanding Chinese Foreign Policy Making	No
	Silk Road: A Global History	No
	<i>New courses will be PKU3: Culture, Behavior and Brain and PKU4: One Belt One Road (tentative title)</i>	
UC Berkeley	Environmental Leadership Program	Yes
	Islamophobia and Constructing Otherness	No

	<i>New courses will be UCB2: Design and Innovation for Sustainable Cities and the GT-GSP joint course as UCB3: Engaging Challenges of the 21st Century: A Critical Field Research Course.</i>	
University of Cambridge	Visions of the Future	Yes
University of Copenhagen	Cultural Rights: A Promising Global Discourse?	Yes
	Interdisciplinary Aspects of Healthy Aging	Yes
	New Urban Life Across the Globe: Activism and Change in a World of Cities	Yes
	<i>Plus GT-GSP joint course as COP4: Engaging Challenges of the 21st Century: A Critical Field Research Course.</i>	
University of Oxford	Global Challenges of the 21st Century – Environmental, Technological, and Urban Sustainability	Yes
The University of Tokyo	Introduction to the Japanese Language	Yes
	Sustainable Urban Management	Yes
	Japan in Today's World	Yes
	Nanoscience	Yes
University of Cape Town	Sustainable Water Management in Africa	Yes
	<i>New course will be UCT2: Afropolitanism, Social Justice and Entrepreneurship.</i>	
Yale University	The Sustainable Preservation of Cultural Heritage	Yes
	Future of Food: Environment, Health, and Law	Yes

UTokyo discussed the possibility of accommodating UC Berkeley and Yale requirements in order for their students to receive course credit. For UC Berkeley students, 45 hours of class time results in 3 course credits. For Yale students, a course must be four weeks in length in order for students to receive financial aid and course credit.

Session 7: Closing Matters

7.1 Reporting to Senior Officers

The Secretariat will report that GSP Coordinators would like the Secretariat to move forward in seeking future funding from Banco Santander while keeping in mind the inherent values of the GSP. The Secretariat will draft the report to Banco Santander in a way that highlights the historically innovative qualities of GSP and methods that GSP will employ to continue its aim of interdisciplinary, research-intensive courses with a focus on 21st century challenges.

The Secretariat will inform Senior Officers of the GSP goal to expand its collaborative curriculum and faculty exchange. One new way of doing this for GSP2018 is seen in the GSP-Global Transformation Collaborative Course. A second way of doing this will be to increase faculty crossover in future cycles.

GSP will approach its marketing strategy in a new way, by calling GSP students “IARU Global Scholars.”

GSP Coordinators will begin to examine new avenues for funding the GSP.

Lastly, GSP Coordinators ask the Senior Officers to come up with a “tag” that can be used in future publicity. What is a three to ten word vision Senior Officers would like for the GSP?

7.2 GSP Working Committee Meeting 2018 Date and Venue

The 2018 GSP Working Committee Meeting will be held at **ETH Zurich** on **16-17 September 2018** after EAIE in Geneva.

3.2 Banco Santander Agreement

Lead	<i>IARU Secretariat</i>
Reporting	<i>IARU Secretariat</i>
Executive summary	<p>Out of the 295 IARU students who participated in GSP2017, 185 students received IARU-Santander scholarships (63% of all IARU students who participated in GSP2017). A total of 73 students benefitted from Santander Scholarships as incoming students. 21 of these students also received outgoing scholarships from their home universities, though no student exceeded the \$2,000 scholarship limit.</p> <p>2017 is the final year of the current IARU-Santander agreement. The IARU Secretariat is in the process of negotiating a new agreement with Banco Santander. The Secretariat will request a total of \$220,000 annually for three years, \$20,000 for each partner institution.</p> <p>Banco Santander has asked the IARU Secretariat to submit a report in November 2017 on the impact of its support for the GSP that addresses the following:</p> <ul style="list-style-type: none"> • How the GSP improves IARU • What has been the feedback from participants specifically on how this program changed or impacted their lives • To what extent, based on quantitative metrics, has GSP participation made alumni more employable and relevant in their field • The international profile of alumni and their lives after the GSP • Other sources of funding for the GSP and overall cost of the program and plans for the future <p>At the 2017 GSP Working Committee Meeting, GSP Coordinators received information for the first time on Santander X, a digital meeting space that Banco Santander will launch in October 2017 committed to promoting technology projects on economic and social development framed within Santander's objective of corporate social responsibility. Within this online community, Santander will connect its partner universities and help these institutions launch entrepreneurship, particularly in the development of startups, amongst students.</p> <p>The GSP Coordinators as a unit agreed that the entire program cannot be changed to fit Santander X. GSP Coordinators remain resolute in the founding pillars of the GSP vision. The GSP was created ten years ago as <i>a research-intensive, interdisciplinary program focused on issues of the 21st century.</i></p> <p>In moving forward with funding negotiations with Banco Santander, GSP Coordinators state they would like to adhere to the GSP values but write the funding report in a way that addresses some of Santander's</p>

entrepreneurship goals. The GSP focus on entrepreneurship refers to honing personal and professional skills in its students. GSP cannot be recreated as an entrepreneurial hub if it is not one. This is not the direction the GSP Coordinators would like to take the program. The Banco Santander report will be written in a way to highlight the current program as is and the successes of this ten-year program.

The IARU Presidents have agreed to fund GSP2018 student scholarships in the amount of USD \$200,000 (USD \$18,181.81 per partner) using the IARU reserve if Banco Santander funding is not available for 2018. If no future funding is guaranteed from Santander, GSP Coordinators may scale back the program and move forward with reduced enrollment. GSP Coordinators are determined to continue the program even without Banco Santander funding.

This report contains:

1. Santander Scholarship Agreement Fulfillment 2017

1. Santander Scholarship Agreement Fulfillment 2017

During the 2017 IARU Global Summer Program 185 students benefitted from the IARU-Santander GSP Scholarships. A total of 204,983 USD was been awarded, averaging 1,108 USD per student. An excess of 4,983 USD is due to some universities awarding carryover funds from GSP2016.

A total of 73 students benefitted from Santander Scholarships as incoming students. These scholarships were awarded by ETH Zurich, University of Tokyo, and University of Cape Town. 21 of these students also received outgoing scholarships from their home universities, though no student exceeded the \$2,000 scholarship limit.

Carry over funds from 2016 could be disbursed by some universities. Unconsumed sponsorships are mainly due to cancellations from students, which prevented universities from awarding the IARU-Santander monies to other students.

The table below summarizes the amount of Santander monies that each partner university consumed in 2017 and will be able to disburse for GSP 2018 (numbers in USD). Tables on the following page list the scholarship amounts disbursed to outgoing and incoming students.

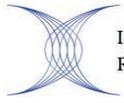
University	Carry over from 2016	Awarded in 2017	Carry over to 2018	Scholarship Funds 2018	Expected Available Scholarships 2018
Australian National University	0	18,000	181		
ETH Zurich	0	18,178	3		
National University of Singapore	0	12,100	6,081		
Peking University	4,200	22,380	0		
UC Berkeley	2,970	19,664	1,487		
University of Cambridge	0*	18,110	71		
University of Copenhagen	288	18,180	289		
University of Oxford	6	18,165	22		
The University of Tokyo	6,978	22,025	3,134		
University of Cape Town	0	18,000	181		
Yale University	2,000	20,181	0		
Total	16,442	204,983	11,449		

* Note: Corrected from -840, since Cambridge footed the final 'overspend' caused by a host's reversal of a decision on acceptance of a previously rejected student.

Overview of Santander Scholarships Beneficiaries – Numbers

Scholarships awarded to Outgoing students			
#	Home Institution	N. of awarded students	Scholarship (USD)
1	Australian National University	9	18,000
2	ETH Zurich	9	14,868
3	National University of Singapore	7	12,100
4	Peking University	20	22,380
5	UC Berkeley	13	19,664
6	University of Cambridge	16	18,110
7	University of Copenhagen	15	18,180
8	University of Oxford	13	18,165
9	The University of Tokyo	12	12,035
10	University of Cape Town	8	16,000
11	Yale University	11	10,181
	Total awarded	133	179,683

Scholarships awarded to Incoming students (Awarded by ETH, UTokyo, and UCT)			
#	Home Institution	N. of awarded students	Scholarship (USD)
1	Australian National University	5	1,530
2	ETH Zurich	2	540
3	National University of Singapore	5	1,710
4	Peking University	6	1,800
5	UC Berkeley	5	1,922
6	University of Cambridge	6	2,404
7	University of Copenhagen	7	2,282
8	University of Oxford	2	1,112
9	The University of Tokyo	33	9,990
10	University of Cape Town	2	2,000
	Total awarded	73	25,290



3.3 Future of the GSP

Open discussion – no paper

3.4 GT-GSP Collaborative Course

Engaging Challenges of the 21st Century: A Critical Field Research Course

Lead	UC Berkeley and University of Copenhagen
Reporting	<i>Professor Khatharya Um (UC Berkeley)</i> <i>Professor Andreas Egelund Christensen (UCPH)</i>
Executive summary	<p>This course, co-developed and co-taught by a team of IARU faculty, is envisioned as a research-focused course, designed for advanced undergraduate or postgraduate students interested in embarking on or continuing with research projects on topics centered on 21st century challenges in the Global South.</p> <p>The course combines classroom learning with field engagement and immersion in local environment that include interactions with local villages and placement with local NGOs, public, or private institutions (e.g. government, schools, temples, art collectives). Located in northern Thailand, it provides an opportunity for students interested in researching issues pertaining to the Global South to reflect on those issues in the “field,” hence to immerse themselves not only in critical theories but also in critical engagement with the developing world, which is a core principle of <i>Global Transformation</i>.</p> <p>The course is not a traditional methods course in which students learn different research approaches; rather, it is designed to provide students with an opportunity to think critically about the research process, epistemologies, and ethics in the conduct of research. The emphasis of the course, as such, is on the research process rather than the mastery of a specific topic or method. The aim is to provide a foundation from which students can apply the knowledge and practices from the course to future research projects, hence not only to enhance knowledge and understanding of certain issues, subject matter(s), or discipline(s), but above all to provide students with the tools to raise (and hopefully address) critical questions in their own research. In addition to critical reflection, students will have an opportunity to go through the different steps of the research design, and to re/familiarize themselves with key components of a research project (problem statement, literature review, methodology etc.). It is envisioned that by the end of the course, each student will have produced a polished draft of a project outline (10 pages) that could be used for their capstone or MA thesis or for future engagement with the Global South, be it through research, policy, advocacy, or other pursuits.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. About the Course
Items for decision	--
Request for funding	Of the \$10,000 requested by GT for its key activities, a small portion may be used, if no other funds can be secured, to support collaboration among IARU faculty and between IARU faculty and local institutions in Thailand in the development of the summer program that includes student placement with NGOs.

1. About the Course

The Global Transformation Critical Field Research Course is a curricular response to the long-standing urging of IARU leadership for the Global Summer Program (GSP) to offer more research-intensive courses. It is also a response to the interest of many IARU institutions in minimizing duplicative efforts and promoting more collaboration among alliance members.

By bringing together two IARU initiatives, namely the *Global Transformation* and the *Global Summer Program*, this ambitious project exemplifies the synergy and cross-fertilization of IARU initiatives. It advances the IARU mission and vision by

1. Strengthening the research component of the IARU teaching initiatives.
2. Promoting critical thinking, critical learning, and critical research.
3. Emphasizing inter-disciplinarity, which is one of the stated goals of the IARU Global Summer Program, by drawing lead faculty not only from different IARU institutions but also from different disciplines.
4. Adding new dimensions to prior initiatives, namely critical research and field engagement in the Global South
5. Promoting intercultural learning through the diversity of students and faculty, and immersion in the local context.
6. Deepening collaboration among IARU members through co-development and co-teaching of the research curriculum.
7. Creating new opportunities for involvement of other IARU member institutions through focus on the Global South and on topics that are of shared interests among many alliance members.
8. Extending the reach of the alliance and enhancing its overall effectiveness in its engagement with 21st century challenges through new partnerships with countries, institutions, faculty, students and other stakeholders in the Global South.

3.5 Global Internship Program (GIP)

Lead	n/a
Reporting	<i>IARU Secretariat</i>
Executive summary	<p>In 2017, NUS awarded a total of 3 internships to IARU students.</p> <p>The <i>Women and Men in Globalizing Universities</i> initiative offered 3 internships on implicit bias training (Yale), assessing the role of incentives (ANU), and data collection and analysis of gender differences in educational achievements (ETH Zurich). This ongoing intern work will be reported on at the 2018 Presidents' Meeting.</p> <p>There were 3 interns at Yale involved in the <i>Sustainable Campus Initiative</i> activities for 2017.</p>
Funding to date	Refer to 4.1 Sustainable Campus Initiative
Outcomes of previous meetings	<p>Senior Officers' Meeting, November 2016 Steen Ulrich (IARU Secretariat) reported that in 2016, NUS offered one internship, which was awarded to a PKU student. For 2017, two internship opportunities are being offered at NUS and three at the University of Oxford and ETH Zurich in the framework of the Gender Group. The IARU Secretariat encourages the partners to look into possibilities of creating new internship opportunities for IARU students.</p> <p>Senior Officers' Meeting, November 2015 The Global Internship Program is not a program per se but rather a platform for partners to offer student internships. In 2015, four universities offered a total of 20 internship places. 12 of them were carried out by an IARU intern. One internship opportunity for 2016 has already been announced at NUS. Partners are encouraged to send their internship offers to the Secretariat.</p>

Global Internship Program

NUS offered four positions under the IARU Global Internship Program (GIP) in 2017, hosting two PKU students and one ANU student (another PKU student withdrew after being selected, citing academic commitments). Applications and expressions of interest were also received from students of Berkeley, Cambridge, Oxford and ETH Zurich, but these students were unable to commit on their initial interest due to differences in academic calendars and other undisclosed commitments.

In addition to advertising the positions via the IARU Secretariat (i.e. IARU website and key contacts), job postings for the internships were lodged directly by NUS on the career portals of selected IARU members (e.g. ANU, Berkeley, Cambridge, Cape Town). This may have helped gain greater exposure for the available positions.

NUS will offer at least two GIP positions in 2018 to students from IARU members.

3.6 Novo Nordisk International Talent Program

Lead	<i>University of Copenhagen</i>
Reporting	<i>UCPH, International Education and Grants</i>
Executive summary	<p>The Novo Nordisk International Talent Program (NNITP) was established in 2015 between the University of Copenhagen (UCPH) and the pharmaceutical company Novo Nordisk (Novo).</p> <p>NNITP offers scholarships for students within academic fields related to the areas Novo represents, primarily within specified fields of Science and Health Sciences.</p> <p>The program was established in 2015 for a period of 3 years. By the end of 2016, it was decided to extend the program to 2020.</p> <p>Students from the IARU partners are eligible to apply for the scholarships.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. 2017 NNITP Scholarships
Items for decision	<i>n/a</i>
Funding request	<i>n/a</i>
Funding to date	<i>n/a</i>
Outcomes of previous meetings	<p>Senior Officers' Meeting, November 2016 In 2016, students from 10 IARU partner universities were awarded NNITP scholarships, compared to eight partner universities in 2015.</p> <p>Presidents' Meeting, April 2016 Pro-Rector Lykke Friis (UCPH) outlined the terms and achievements of the Novo Nordisk International Talent Program. Since the launch in May 2015, the NNITP scholarship had been awarded to 54 students.</p> <p>Senior Officers' Meeting, October 2015 Pro-Rector Thomas Bjørnholm (UCPH) introduced the Novo Nordisk International Talent Program.</p>

Novo Nordisk International Talent Program

In 2017, a total of 54 students were awarded the NNITP scholarship. Scholarships were granted to both inbound and outbound students.

30 students were on semester programmes and 24 on summer programmes. Of the 30 semester students, 11 were from IARU partner universities coming to UCPH. Of the 24 summer programme students, 19 were from IARU partner universities coming to UCPH.

A total of approx. DKK 2.000.000 was awarded (equivalent to USD 325.000). The scholarships range from DKK 7.000 to 89.000 (equivalent to USD 1.100 to 14.000) depending on location and duration. Summer programme awards are often approx. DKK 19.000 (USD 3000), and semester awards are often approx. DKK 50.000 (USD 8000).

In 2017, awards were primarily given within the following fields of study: biology, chemistry, healthy aging, human nutrition, molecular biomedicine, nanoscience, pharmaceutical sciences, and public health.



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Session 4: Institutional Joint Working

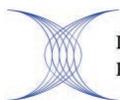
- 4.1 Sustainable Campus Initiative**
- 4.2 Global Transformation**
- 4.3 Joint Online Course**
- 4.4 Librarians' Contact Group**
- 4.5 Technology Transfer Network**
- 4.6 Real Estate Working Group**

4.1 Sustainable Campus Initiative

Lead	<i>Yale University</i>
Reporting	<i>Melissa Goodall</i>
Executive summary	<p>Ours is an eager and active group, and each campus brings with it strengths, priorities, and challenges. It is a common theme, however, that our interests and ideas are not always matched by the amount of time we have to give. Thus, the priority of the IARU Sustainable Campus Initiative continues to be to develop programs that are complementary to the priorities of individual institutions, but can benefit from and enhance the alliance. Examples of this include analyses of energy efficient equipment and behavior, comparative analyses of approaches to priorities such as climate change, and development of comparative case studies on topics such as effective communication tactics, sustainable food, and how the various campuses are deploying the “living lab” concept.</p> <p>In addition to these shared priority programs, the group has been adept at identifying opportunities that are additional, but add sufficient value to merit the time. These include student exchanges, staff exchanges, and shared publications and events. This report offers summaries for all recent and current projects as well as an overview of how the group intends to establish a communication plan to ensure on-going visibility as well as a strategic plan to set the course for more aspirational and shared programs.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. An overview of the projects discussed at the IARU SCI 2017 meeting 2. Notes on IARU SCI governance and administration 3. 2017 Financial Requests 4. A report on the IARU sustainability staff exchange program 5. A concept note for an IARU-led conference on the role of higher education institutions in advancing the sustainable development goals <p>We are also considering ways to collaborate with other IARU groups, such as Global Transitions and Global Summer Programs. In the near-term, this will likely take the form of collaboration on a workshop. In the longer-term, there is interest on developing a variety of more aspirational activities.</p>
Items for decision	Financial requests, below
Funding request	<p><i>US \$38,000 Total requested divided as follows:</i></p> <p><i>US\$10,000 / yr Funding for 2019 and 2020 annual meetings.</i></p> <p><i>US\$3,000 Design support for publications.</i></p> <p><i>US\$3,000 Staff exchange program.</i></p>



	<p>US\$2,000 <i>Student fellows to support communications and outreach</i></p> <p>US\$10,000 <i>Event on the role of academia in advancing the Sustainable Development Goals - funds will cover event logistics and offset travel costs for participants from developing countries.</i></p>
Funding to date	<p><i>Energy Management and Behavior Change (Oxford)</i></p> <p>US\$5,000 <i>Support for a student to conduct research and complete the report</i></p> <p>US\$3,000 <i>Design and production of best practice guide</i></p> <p><i>Future Meetings</i></p> <p>US\$10,000 <i>Sustainability Meeting 2018</i></p> <p>---</p> <p>900 USD Global University Climate Forum intern (Yale)</p> <p>1,500 USD Green Guide Case Studies intern (Yale)</p> <p>1,503 USD “Campus as a Living Lab” intern (Yale)</p> <p>4133.68 USD Sustainability Meeting 2017 (UC Berkeley)</p> <p>2,709 USD Travel for one member of the IARU SCI Steering Committee to present at 2017PM (ANU)</p> <p>668.00 USD Contribution to 10th anniversary video (ANU)</p> <p>2,275 EUR Sustainability Meeting 2016</p> <p>5,000 USD 10th anniversary videos (1,000 each partner: NUS, ETH, UCPH, UTokyo, Berkeley)</p> <p>2,000 USD IARU 10th anniversary collective video production (UC Berkeley)</p> <p>16,585 USD IARU Global University Climate Forum (Dec. 2015)</p> <p>3,240 (January 2015) Green Guide for Universities</p> <p>3,983 (January 2015) Sustainability Meeting</p> <p>15,000 (October 2014) Publication IARU Green Paper</p> <p>25,000 (October 2014) Making Univ’s Sustainable Conference</p> <p>15,000 (October 2014) Sustainability Science Congress</p> <p>6,060 (March 2014) Sustainability Meeting</p> <p>8,449 (March 2013) Sustainability Meeting</p> <p>9,146 (March 2012) Sustainability Meeting</p> <p>10,000 (2011–2012) Consultancy Fees</p> <p>7,207 (March 2011) Sustainability Meeting</p> <p>4,055 (February 2010) Sustainability Meeting</p>



	<p>16,500 (March 2009) Copenhagen related activities 14,000 (October 2008) Sustainability Meeting --- up to 10,000 (PM 12) Benchmarking study (unspent) up to 15,000 (PM 11) Website write-up (unspent)</p>
<p>Outcomes of previous meetings</p>	<p>Presidents' Meeting, March 2017</p> <p>Presenters:</p> <p>Dr. Melissa Goodall, Associate Director, Yale Office of Sustainability Mr. John Sullivan, Manager, ANU Sustainability Office</p> <p>John Sullivan opened the presentation with a review of the Statement of the Presidents regarding sustainability: <i>"IARU as an alliance is committed to leadership academically and operationally. We will ensure that our universities prosper and thrive in a way that is not just sustainable, but also promises to enhance the resilience of our communities and the world."</i> He said that this statement and the initiative are woven into activities happening throughout campuses. He mentioned that in 2016, the United Nations passed the Paris Climate Accord and 17 Sustainable Development Goals.</p> <p>Melissa Goodall reviewed the Sustainable Campus Initiative's successes to date, emphasizing that it is a very functional and active group. The group co-authored the <i>Green Guide for Universities</i> with over 4,000 downloads to date. A <i>Global Challenges: Achieving Sustainability</i> conference held at UCPH in 2014 brought together more than 700 researchers from over 50 countries, bringing visibility to IARU. Twenty-seven teams and over 130 students from more than 30 countries participated in the Global University Climate Forum in 2015. Students were invited to submit ideas for local-scale projects that would have measurable a impact over the course of one year. A report is in progress and will be published on the IARU website.</p> <p>John then reviewed the group's current activities, including the Energy Management Comparisons led by ETH, Dashboard Comparisons led by Oxford, Smarter Meetings led by ETH, the Fellowship Program led by Cambridge, and Case Studies and "Campus as a Living Lab" both led by Yale.</p> <p>After this review of the group's current and past activities, Melissa outlined the next steps for the Sustainable Campus Initiative. She introduced the idea of a possible conference on <i>Global Priorities, Educated Solutions: the role of academia in advancing the Sustainable Development Goals</i>. The SCI will form a committee with representation from all or most IARU universities to come up with possible events and deliverables for this conference. Some potential deliverables include a toolkit for universities on how universities can engage in the Sustainable Development Goals, publication of papers, online distribution of event discussions, goal-specific action plans, student activities and awards, and opportunities for collaboration. Benefits of such a conference to IARU</p>

include building relationships between members, showcasing cutting-edge research and operations, creating opportunities for students to connect, and visibility for the IARU brand.

Comments from the Presidents:

- There were concerns that a conference addressing all 17 SDGs may be unrealistic. A suggested solution was to break up the conference into several smaller events to address five goals at a time. The SCI will prepare a report for the Senior Officers at the 2017 Senior Officers Meeting with a conference proposal.
- The Presidents suggested that the SCI consider short-term staff exchanges between partner universities.
- The Presidents suggested the examination of divestment of fossil fuels. The SCI might think of producing a document outlining case studies from each university in how each institution is managing divestment.

Senior Officers' Meeting, November 2016

4.1 Sustainable Campus Initiative & Fellowship Program

Don Filer (Yale) reported that the Sustainability Initiative is highly energized and active.

Senior Officers agreed to fund \$15,500 USD of the Initiative's funding request, *excluding* the \$30,000 request to fund the "Smarter Meetings" conference to be held at ETH Zurich. If the Initiative wishes to pursue a videoconference, it must explain how the outcome of this conference will positively impact the IARU partner institutions and explain the following: Why is this conference innovative? What is the goal? What is the process? The other projects proposed by this Initiative are deemed worthy of support and build the capacity of this Initiative.

4.2 How to Make a Campus Green

Rexille Uy (IARU Secretariat) screened the "How to Make a Campus Green" IARU 10 Year Anniversary Video (<http://www.iaruni.org/sustainability/10y-green-campus>). The Secretariat encourages IARU partners to share this video across different social media platforms and various sustainability websites across the IARU campuses. The 10 campus contributions can be found on the IARU website.

Sustainable Campus Initiative

This section is based on outcomes from the SCI Meeting in June 2017 at UC Berkeley. It offers basic information on the meeting itself, then highlights of shared activities and commitments. These are organized by whether they are near or at-completion, or will be on-going until the next meeting. The Governance and Administration section then offers information on the planned communication and strategic planning processes, as well as details on the group's leadership and meeting plans. The two appendices are included to offer additional details on key projects.

1. Annual Meeting 20-22 June 2017, UC Berkeley

In June 2017 the IARU Sustainable Campus Initiative held its annual meeting the UC Berkeley. Thirteen representatives attended the event in-person. The full meeting was VC-enabled, so additional representatives joined the group for specific sessions. The meeting was a mix of short presentations from individual universities and collaborative sessions led by working group leaders. In addition, UC Berkeley offered activities, tours, and a guest lecture.

Attendees

<i>ANU</i>	John Sullivan (virtual)
<i>Berkeley</i>	Kira Stoll
<i>Cambridge</i>	Adam Fjaerem, Joanna Chamberlin (virtual), Emily Dunning (virtual), Sally Pidgeon (virtual)
<i>Cape Town</i>	Brett Roden, Harro Von Blottnitz (virtual)
<i>Copenhagen</i>	Markus Lampe, Tomas Refslund Poulsen
<i>ETH Zurich</i>	Dominik Brem Ulrike Messmer (virtual) Tscherina Janisch (virtual)
<i>Oxford</i>	Harriet Waters
<i>NUS</i>	Amy Ho, Kwet-Yew Yong
<i>Tokyo</i>	Takahiro Kurose, Takashi Yamada
<i>Yale</i>	Ginger Chapman, Melissa Goodall

Completed Projects

This is a list of shared recent projects that are complete or are nearing conclusion.

Energy and Behaviour Change

Description: A project to look at how to maximise the impact of behaviour change to reduce energy consumption.

Working group: Oxford (lead), Cambridge, and Copenhagen with input from all

Status: Over the 12-week internship, an Oxford student undertook detailed research resulting in the production of a draft report proposing guidelines for designing behaviour change campaigns related to energy use in a higher education context. The draft

report will be reviewed by project support institutions, Cambridge and Copenhagen, over October. The final report should be complete in November 2017.

Greenhouse Gas Reduction Tactics

Description: Collect comparative information on GHG reduction commitments and progress to-date.

Working group: Copenhagen (lead), ETH

Status: All IARU members were invited to contribute data in advance of the 2017 meeting and key findings on targets, approaches progress were shared. Next steps will possibly include additional insights on how much the IARU members have reduced collectively.

“Campus” as a “Living Lab”

Description: Collect information on how each campus is realizing the concept of use-based knowledge generation.

Lead: Yale

Status: Results have been compiled into a comparative case study and will be published online once proofreading and formatting are complete.

Global University Climate Forum

Description: Complete and publish a report on the 2015 Paris Climate event.

Working group: Yale (lead), Copenhagen, Cambridge

Status: The preliminary report is complete, but not viable for publication as-is. A summary document of highlights and lessons learned is under development.

Priorities for 2016-2017

The following are a list of shared ongoing projects. Each project has a lead institution and most have one or two additional members that have agreed to be on the working group that develops the project.

Exchange Program

Description: Continue to exchange students between interested members. Consider ways to connect home-hosted student fellows with each other. Pilot a set of staff exchanges.

Lead: Oxford (filling in for Cambridge)

Status: Student exchanges took place between Tokyo and Cambridge and ANU and Yale. IARU fellowships were also awarded at Oxford, NUS, and Yale. The reports from these appointments are just being received and will feed into the Green Guide Publications project.

Two staff exchanges took place in July and August of 2017. Copenhagen sent Heidi Hardis to Yale for one week to share ideas on improving efficiency of space use, and Yale sent Julie Paquette to Cambridge and Oxford to talk and learn about best

practices for energy management. Based on the two very successful exchanges, the IARU SCI steering group recommends continued support for this initiative. See Appendix 1 for more information.

Both the student and staff exchanges have been qualified as successful, so both will continue.

Green Guide Publications

Description: Develop a repository of publications, including shared project reports, individual member case studies, and comparative case studies. These will be used both to organize IARU SCI initiatives around tangible outputs and to offer lessons learned and best practices to a broader audience. Platforms for international outreach will be used, in correspondence to the communication guidelines under development.

Working group: Yale (lead), NUS, Oxford

Status: NUS has created a set of thematic case studies. Yale has developed a set of three comparative case studies. Oxford is creating a project report for the Energy and Behaviour Change Program. Peking University has started to translate the *Green Guide* to Mandarin.

Equipment Energy in Labs

Description: Since lab equipment is a significant portion of any research university's plug load, the goal of this program was to compile a list with equipment, applied standards, solutions, measures and best/good practice examples. The matrix should help to find big and relevant energy consumers in labs and serve as a "compendium," and to find measures/standards to reduce energy demand of those equipment.

Working group: ETH (lead), Cambridge

Status: This year's work will focus on the four most relevant energy consumers: -80°/-20° freezers, refrigerators, and fume hoods. Planned deliverables include a IARU Checklist to be applied in lab infrastructure projects (with the possibility to adjust to individual needs), and a write-up of best cases on the four equipment types, and a collection of best practices and lessons learned.

Smarter Meetings

Description: In October/November 2017 host a virtual conference with sustainability and IT participants from throughout IARU.

Lead: ETH (lead), Yale, Cambridge, Copenhagen, Oxford, Berkeley

Status: Date is set (30.10. - 6.11.2017). Program is finalized and participants are registered. Project lead is with Ulrike Messmer, ETH Sustainability. Other participating Universities include University of Basel, University of Zurich, ETH Lausanne.

Sustainable Development Goal Program

Description: Establish a program to highlight the role that academic institutions can play in advancing the UN Sustainable Development Goals. Possible steps include a set of internal assessments in IARU members, an event or set of events, and a summer course.

Working group: Yale (lead), Cape Town, Copenhagen (In collaboration with the IARU Global Transformations Group, which is currently chaired by Berkeley)

Status: During the SCI presentation to the Presidents at ANU, there was discussion both of how this program might “follow the sun” with a set of regional events and how it might become unwieldy because of the number of goals. These were key points for discussion at the SCI meeting in Berkeley, and the conclusion was that it would be best to start with a modest event – possibly during the annual conference of this International Sustainable Campus Network (ISCN). ISCN has agreed to apportion a half day of its three-day conference, which will take place at KTH in Stockholm from 11-13 June. ISCN will also waive conference registration fees for developing country participants drawn by the IARU event.

The IARU SCI team is in discussion with the IARU Global Transformations group about how this program might be a multi-year collaboration. Faculty members from Copenhagen, Cape Town, and Berkeley are now actively working with Yale on an update to the concept note offered in Appendix 2. It is likely that this event will focus on SDG 17 – partnership for the goals.

2. IARU SCI Governance and Administration

Cambridge has stepped down from the SCI Steering Committee. Oxford has taken that place. This means the Steering Committee is now ANU, Copenhagen, Oxford, and Yale. Yale will be the chair of that group for one more year.

The IARU SCI group is in the process of drafting a document to establish guidelines for communication within the SCI group, with other IARU groups, and externally. This will include guidelines for types of publications, visual identity guidelines, and suggested pathways for online and in-person outline. It will also include recommended tactics and milestones, such as the frequency of publishing reports and case studies, and the best way to ensure visibility. This document will be ready by fourth quarter 2017. Building on this, during the 2018 meeting, the IARU SCI group will start the process of drafting a multi-year strategic plan to allow for more aspirational programming and enhanced collaboration with other IARU groups and external partners.

The 2018 meeting is planned to take place at Oxford from 18 – 21 June. The dates of this meeting overlap with those of the annual conference of the UK Environmental Association for Universities and Colleges, so the IARU meeting will conclude with a set of meetings and presentations at that event.

3. 2017 Financial Requests

Funding for the next three annual meetings (2018 already guaranteed at 2015SOM) – not to exceed \$10,000 each.	\$10,000
Based on the development of the communication strategy, possible request for \$3,000 to develop templates for publications.	\$3,000
Funds to offset the cost of exchanging staff members – maximum \$1,000 per exchange.	\$3,000
Support for student fellows developing case studies.	\$2,000
SDG event in Stockholm. Any funds not allocated for event logistics such as catering	\$10,000

will be earmarked to offset travel costs for participants from developing countries.

Total	\$28,000
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Appendices

4. Appendix 1: Staff exchange summaries

Two summaries are included here. Julie Paquette from Yale participated in both staff exchanges, so her report includes information on both. Heidi Hardis from Copenhagen developed a report that offers additional insights on her visit to Yale.

Summary of the IARU Staff Exchange 2017

Prepared by Julie Paquette, Yale University

The Exchange

Yale University and the University of Copenhagen (UCPH) participated in a staff exchange July 31-Aug 4 2017. During this time, Heidi Hardis, an architect involved in Space Management at the University of Copenhagen, visited New Haven, met with University staff on various topics and toured the Central, Medical and West campuses. Over fifteen staff at Yale participated in the week-long exchange.

University of Cambridge hosted Yale University from August 14-18, 2017. Julie Paquette (Director of Energy Management, Yale) traveled to Cambridge where Adam Fjarem (Building Energy Manager, Cambridge) coordinated a full agenda of site visits, building tours, small and large group meetings with Environment and Energy staff. The Cambridge contingent also visited University of Oxford to tour several buildings and meet with the Environmental Sustainability team there. Over twenty individuals participated in exchange activities.

Agendas

The UCPH exchange agenda took form over preparatory conference calls on sustainable space management with the Office of Sustainability for both Universities. The group decided that sharing work efforts on this topic would be mutually beneficial. Yale and UCPH then exchanged potential agendas and it was decided that UCPH would send a staff person to Yale and that during UCPH's week in New Haven, virtual conference calls would also take place between New Haven and Copenhagen.

The Cambridge and Yale exchange agenda was also prepared in advance through conference calls. Mutual interests in strategic and tactical approaches to energy conservation and carbon reduction were explored, including laboratory energy approaches, high performance building standards and turnover, and energy project delivery. Agendas prepared by Adam Fjarem are attached as reference.

Yale University – University of Copenhagen Exchange Conclusions

Our area of focus was sustainable space management and what we found early in our initial planning was that this requires coordinated strategies within each of our Universities. An understanding of the physical and organizational context within which sustainable innovation strategies are agreed upon and implemented was what we hoped to gain through the exchange.

Overall, the major achievement of the exchange was an understanding how we are progressing within our particular contexts. Factual information could have been communicated virtually, and indeed

some of it was communicated virtually during our exchange, but it would have been difficult to convey the contextual situation as quickly and as simultaneously as was possible during UCPH's visit.

Physical Context

UCPH learned about Yale's Residential Colleges and the Yale Professional Schools. UCPH does not have a residential space component and is very different in that regard. Both Yale & UCPH have multiple campuses within their cities and share an inventory of older research facilities and a renovation program for them. Yale's method for evaluating the effective age of its inventory and the use of this data in developing the capital maintenance plan was discussed.

Both Universities have also invested in major new research facilities and shared innovation strategies used in the Yale Science Building and UCPH Maersk Tower for Health Research.

Organizational Context

UCPH is standardizing inventory data across campuses and was interested in space data management. The U.S. Dept. of Education Facilities Inventory and Classifications Manual (FICM), the standards used by Yale University and other colleges and universities in the U.S. was reviewed. In addition, the connections between the inventory and other management systems within the University were discussed. Yale uses a FAMIS software and UCPH uses FM Systems software.

Yale's space inventory, research use, and cost recovery as part government funded research grants was discussed. Tracking of inventory by primary investigators and the use of shared core facilities was of interest to UCPH.

UCPH's space cost model that was also discussed. This was instituted within the last five years throughout the University as a way to motivate users to better manage their space. This system is being refined, particularly with regard to the sharing of space and cost allocations.

Innovation Strategies

Energy management for research laboratories was a focus of the exchange. Core facilities that can be better managed with regard to space, energy and service delivery were toured. These included shared electron microscope, animal research and autoclave facilities.

Two comprehensive renovation projects at Yale's West Campus were toured, the W-ISTC and the Energy Science Center (W-ESC). These featured a comparison of full floor renovations and partial laboratory renovations. Mechanical systems, management of air flow, orientation and layout to maximize daylight, flexible modular arrangements of dry bench. Wet bench, equipment rooms and work stations were observed and discussed.

Yale and UCPH also discussed strategies for reaching Energy Use Intensity targets for new facilities at both Universities. UCPH shared their ongoing efforts to create a culture of energy conservation within the University's academic community. Many strategies require user involvement and agreement to succeed and while they have been successful they also acknowledged that recurring training is necessary, as laboratory populations change over time.

University of Cambridge – Yale University Exchange Conclusions

A wide variety of topics were explored during the exchange. It was established very early that the two institutions shared analogous energy drivers and opportunities: distinctive building types and vintage, strong programmatic science growth, capital program, carbon reduction goals and strategies, cultural and behavioral expectations, and electric grid performance. Primary energy differences relate to Yale's physi-

cal plant support of 2.6M GSF (242,000 GSM) residential program and centralized power plants that provide cogenerated electricity, chilled water, and steam to most campus buildings.

There were several areas of focus:

- **Energy Project Delivery:** University of Cambridge shared technical details of multiple projects implemented within priority facilities including Plant Sciences buildings, Chemistry buildings, and the central Library. Longer term plans were shared as well, including planning activities for district thermal, 20MW solar, and centralized science amenities like ultra-low temperature freezer storage. Cambridge has been committed since 2011 to an annual energy investment of £2M (currently \$2.6M USD) through the Energy and Carbon Reduction Project which is analogous to Yale's more recent Energy Investment Project of \$7-9M annual. Both programs are in direct pursuit of carbon reduction goals, primarily carbon neutrality by 2050. Both institutions face barriers to formulating and implementing project portfolios at pace, while recognizing that there are significant opportunities across both campuses that will be realized over time and with deeper capital investment. In addition, Yale staff in New Haven participated in a teleconference with Cambridge staff to discuss in part alternative approaches to competitively engaging and contracting energy consultants to accelerate project delivery.
- **Major Capital Projects:** Cambridge led tours of several campus sites and distinctive buildings. In particular, the David Attenborough Building was built in 1971, renovated in 2015-16, featuring multiple advanced envelope and natural ventilation strategies, targeting an energy performance asset rating of 46. A key challenge to capital projects is implementing high performance systems and buildings within historically "listed buildings" and a constrained city center. Performance of sites on the periphery must be very high to propel the university forward. Estate Management is currently revamping sustainable construction guidelines for capital projects at every level and developing site-specific sustainability masterplans that will include multiple environmental targets. Soft Landings is being utilized as an organizing framework to ensure that project performance requirements are identified and evaluated at every stage of the project, emphasizing post occupancy evaluation. The Energy Cost Metric has been used to highlight energy drivers and support low energy design in major capital projects, including embodied energy, transport energy, and operational energy. Several examples of energy projects, value-engineering, and post-occupancy lessons learned were shared by both Yale and Cambridge. The visit to University of Oxford added to these themes with discussions about post occupancy reporting, BREAM, Passive Haus standards, and phased site development.

Engagement Initiatives: Cambridge shared many details related to sustainability engagement initiatives, including Electricity Incentive Scheme, Green Impact Accreditation Scheme, Network of Environment and Energy Champions, Living Laboratory, HR Orientation sustainability module, and newsletters. Strategies for successful allocation of CRC carbon charges to academic units at Cambridge were discussed and compared to Yale's carbon charge approaches. There were interesting discussions about how to influence behavioral and cultural expectations, particularly as they relate to campus space utilization. As both campuses grow and evolve, a primary benefit of engagement may likely be acceptance of more efficient, intensely used spaces and shared amenities.

Improved Space Management

Prepared by Heidi Hardis, University of Copenhagen

The “IARU Staff Knowledge Exchange, IARU Sustainable Campus Initiative” between Yale University & University of Copenhagen (UCPH) took place at Yale University 5 days in August 2017. The theme was Space Management.

Improved Space Management makes it possible to:

- Use spaces & buildings more efficient, and thereby reduce costs and CO₂ emissions.
- Compare use of spaces across buildings, faculties, & sites.
- Handle move-processes in relation to the faculties' requirements.

The setup of the “IARU staff knowledge exchange” was a mix of meetings between a Space Manager from UCPH and staff from Yale working with Space Management in various functions: Planning, room booking, digital registration of drawings, project management and sightseeing at different campus areas and different faculties. Understanding how Yale is organized was an important part of the exchange, excluding findings related to different organizational setup, like academic profiles, residential colleges, building portfolio, financial setup, operational setup, insourcing vs. outsourcing etc...

Findings

Knowledge exchange regarding processes for receiving space information and data from “as built” models and/or drawings, were discussed in relation to communicating guidelines and requirements to architects. Keeping Space Management data correct is one of the fundamentals to improve space utilization, and optimize internal Space Management workflows. Room classifications matching internal and external output and report standards, makes the reporting and analyzing processes more effective.

Ways to improve Space Utilization:

- From local to centralized space booking systems & processes.
- From single department room ownership to multi department ownership. Some types of software supports this.
- Expanding booking hours to late afternoons & evenings.
- Showing facts and utilization data to users.
- Analyze & predict typical space use by department, by looking at historical data.
- Making the size of classes match room size & function.
- Creating shared Core facilities
- Internal rent invoicing related to room ownership.
- Flexible furniture and AV–equipment supporting multifunctional use.
- Rationing room-booking options during the most popular time slots pr. day.
- 20% mornings, 60% prime time, 20 % lunch, x% Fridays....

A virtual follow up on the exchange will take place in February 2018. Other Universities that are facing similar challenges and may want to contribute their work on this subject as well are welcome to join.

5. Appendix 2: Global Priorities, Educated Solutions: the role of academia in advancing the Sustainable Development Goals (Currently under revision)

Background

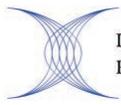
In 2015 193 countries adopted the Sustainable Development Goals (SDGs), marking the first time the global community agreed on an actionable agenda with priorities, goals, and targets that include all countries and all citizens. The process of developing the SDGs was inclusive – with non-governmental decision-makers, sectoral experts, and the population at large involved through a variety of consultative processes – and the resulting document has enjoyed a degree of notoriety as a comprehensive and universal platform for advancing sustainability. Achieving most of the goals will require integrated solutions and coordinated actions, transparency and accountability, and scaled policies and programs. It is questionable, however, that the United Nations or most national governments are well-structured to effectively plan and implement these types of solutions. And with just 13 years to go until the 2030 deadline, there is an imperative to be proactive and dynamic about advancing the aims of the SDGs.

Academic institutions are uniquely qualified to inform the advancement of the SDGs. The participation of universities brings with it the intellect and expertise of faculty, which means that research, investigation, and data collection and analysis can become applied and experiential learning. This can enhance the capacity of UN and government programs as well as that of other sectors, and because the missions of these institutions relate to teaching, research, and service, universities can support the advancement of the goals without the pressures of political influences or demand for profit. Many college campuses function as microcosms of society – providing housing, transportation, food, and other necessities to student populations – which offers the possibility of testing new technologies and tactics for urban sustainability. Additionally, many universities have the capacity to act as neutral fora for dialogue and exploration, which can help to transcend the political tensions that frequently encumber UN discussions. In short, academic institutions have the capacity to translate global priorities to local action.

Program on the role of academia in advancing the SDGs

With this concept note, the International Alliance of Research Universities seeks to launch a program that would explore the role of academia in advancing the SDGs. The purpose of this initiative would be to identify the specific pathways for universities to engage in fostering dialogue, innovating, measuring, reporting, and developing solutions for the 17 goals. This would also present an opportunity to explore the viability of the goals – whether they complement or conflict with each other – and to make recommendations for action. This program would be divided into complementary tracks:

- *Scholarship for solutions* would focus on innovation and experiential teaching and research in the context of the SDGs.
- *Walking the talk* would highlight how campuses can lead by example in terms of operational excellence and using the campus as a test bed for innovation.
- *Next generation innovation* will give students the opportunity to share their ideas on how we can change the world.



To launch this program, the IARU Sustainable Campus Initiative proposes a half day a program to take place during the 2018 meeting of the International Sustainable Campus Network in Stockholm. This session would not focus on all making 17 goals actionable, but instead would explore the role of academic in developing and supporting solutions. While this event would be led and organized by IARU professionals and faculty members, it would offer leadership and presentation opportunities for professionals, faculty, and students from other universities as well. The proposed schedule for the session is as follows:

- Welcome and opening remarks
- SDG Integration: A set of TED-talk style presentations to offer highlights from universities that have made institutional connections to the SDGs. Example topics:
 - University of Cape Town: 2015 research report
 - Copenhagen University: a multidisciplinary SDG course for students
 - Yale University: a review of faculty teaching and research related to the SDGs
- Break-out sessions based on cross-goal themes.
- Plenary to discuss key conclusions and next steps.

Basic timeline

- October 2017 call for break-out leadership proposals
- January 2018 applications due
- February 2017 break-out leadership decided
- February 2018 call for break-out participation
- March 2018 applications due
- April 2018 break-out participation decided
- June 2018 event

Outcomes

Possible deliverables from this event include:

- Online distribution of videos of the TED-style talks
- A paper to highlight the unique role of academia in advancing approaches to the SDGs
- Publication of the abstracts submitted for panel discussions
- An outline of a possible plan of action for additional future collaborative projects and programming.

In addition to distribution to higher education sustainability networks, this set of materials might be shared with UN groups and key national and sub-national government groups to highlight opportunities to leverage the potential of academia to achieve results.

4.2 Global Transformation in IARU Member Strategies

Lead	UC Berkeley and UCPH
Reporting	<i>Dr. Khatharya Um (UC Berkeley), Dr. Helle Samuelson (UCPH), Dr. Barbara Becker (ETH Zurich)</i>
Executive summary	<p>At its third workshop at PKU in May 2017 GT has made a smooth leadership transition and solidified its internal structure as essential precondition at moving into the implementation phase of its agenda. It agreed on an action plan with short, medium, and long-term activities. The full <i>workshop report</i> and the <i>action plan</i> are attached.</p> <p>As detailed in the report, GT will be launching its first project, namely a field course that is co-developed and will be co-taught not only by two or more IARU partner institutions but also by a partner university in the global south. The course will provide IARU students with the opportunity not only to learn with and from each other but also with and from students from the global south. These are new and exciting developments that bring not only GT but also the Alliance closer to its overarching mission and vision. The field course has been well received by colleagues in GSP and will be adopted as one of the GSP offerings in 2018 (see 3.4: GT-GSP Collaborative Course).</p> <p>It is the vision of GT to replicate this form of collaboration to other regions as evidenced by our continuing dialogue with ARUA and our active exploration of networks in Asia.</p> <p>Equally significant is our success in fostering collaboration among IARU initiatives. Besides GSP we are in sustained conversation with our colleagues in the Sustainability group and actively working together to promote multi-sectoral participation in activities initiated by our respective committees, and joint activities in the near future.</p> <p>Cambridge has tentatively confirmed to host the next GT business meeting.</p> <p>The GT group expressed its interest that GT be tabled as agenda item at the PM in 2018, with a representative of the GT group presenting the objectives and action plan in more detail.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. Report of the GT workshop at PKU, May 7-9, 2017 2. Action plan 2017-2020
Items for decision	<ul style="list-style-type: none"> – Endorse action plan – Approve GT as agenda item for PM 2018 – Approve funding for the fourth annual meeting
Funding Request	<ol style="list-style-type: none"> 1. \$8K for the fourth annual meeting in May 2018 tentatively scheduled

	to be held at Cambridge
	2. \$2K in reserve for the GT-GSP course and partnership building activities with universities in the Global South.
Funding to date	<p>USD 10,000 (May 2017) 3rd GT Workshop (PKU)</p> <p>USD 5,000 (May 2016) “Going Global” Speaker fee</p> <p>USD 6,255 (May 2016) 2nd GT Workshop (UCT)</p> <p>USD 3,300 (May 2015) 1st GT Workshop (ETH Zurich)</p>
Outcomes of previous meetings	<p>Presidents’ Meeting, March 2017</p> <p>Jürg Brunnschweiler (ETH Zurich) reported that the next Global Transformation meeting will be held at PKU in May 2017, and that the most important agenda item is the transfer from ETH to the next lead of this initiative.</p> <p>Global Transformation is in its third year of operation. Presidents stressed that Global Transformation must develop a clear vision, core activity, and attainable objectives in order for funding from IARU to continue. This is a task for the new initiative lead. PKU reported that Professor Yu Miaojie (PKU) is eager to lead this initiative.</p> <p>Senior Officers’ Meeting, November 2016</p> <p>Jürg Brunnschweiler (ETH) reported that there have been two Global Transformation meetings to date, one in Zurich (2015) and one in Cape Town (2016). Currently, Barbara Becker from ETH is driving this initiative. However, Barbara will retire at the end of 2017, and ETH will not continue to lead this initiative after she retires. Jürg posed the concern of whether or not this initiative will continue after 2017. The Joint Global Summer School Program that involves UC Berkeley, UCPH and ANU on “Including Global Transformation in Research Activities” will, however, continue.</p> <p>Senior Officers expressed that it seems premature to end this initiative now. There is enough enthusiasm from different partners to continue this initiative but the future goals of this project need to be clearly defined and new leadership must emerge.</p> <p>The Senior Officers approved funding of \$10,000 USD to hold the next GT meeting at PKU in 2017. This meeting will discuss the future objectives and proposed direction of this initiative. It should produce a document for the Presidents Meeting in 2018. PKU, as the host of the 2017 GT meeting, will play a chief role in drafting the meeting agenda. UCT will assist in drafting the agenda and ETH, Yale, UCPH, and UTokyo partners will be consulted.</p> <p>PKU requests that Prof. Barbara Becker email the contact persons for this Initiative, informing of her retirement and introducing some situations for follow-up. Prof. Yu Miaojie, who will be the responsible person from PKU, should be included in this correspondence and be brought up to speed as he did not attend the two previous meetings.</p>

Global Transformation in IARU Member Strategies

1. Report of 3rd Workshop, PKU, 7-9 May 2017

Participants

Australian National University

Dr. Amanda BERRY (AB) – *Director of ANU China Liaison Office*

ETH Zurich

Dr. Barbara BECKER (BB) – *Director Global Transformation Affairs, ETH Global*

Dr. Bernhard C. SCHÄR (BCS) – *Chair for History of the Modern World, Department of Humanities, Social and Political Sciences*

National University of Singapore

Mr. HO Yong Min (HO) – *Senior Manager, Office of the Vice-President (University & Global Relations)*

Ms. Adeline ANG (ANG) – *Associate Director, Office of the Vice-President (University & Global Relations)*

Peking University

Prof. Justin LIN – *Honorary Dean, National School of Development*

Dr. Yansong LI – *Vice President for International Affairs*

Prof. Yang YAO – *Dean, National School of Development*

Prof. Miaojie YU (YU) – *Deputy Dean, National School of Development*

Dr. Yun LI – *Chief Division for Exchange Programs, Office of International Relations*

Ms. Dian (Jessie) CHENG – *Research Secretariat, National School of Development*

University of California, Berkeley

Prof. Khatharya UM (UM) – *Faculty Academic Director, Berkeley Study Abroad*

University of Cape Town

Prof. Lungisile NTSEBEZA (LN) – *Professor, AC Jordan Chair in African Studies and National Research Foundation Research Chair in Land Reform and Democracy*

University of Copenhagen

Dr. Helle SAMUELSEN (HS) – *Associate Professor, Head of Department, Department of Anthropology*

Dr. Andreas Egelund CHRISTENSEN (AEC) – *Special Consultant, International Network Coordinator - Global Development*

The University of Tokyo

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

Guest via Skype

African Research Universities Alliance (ARUA)

Prof. Ernest ARYEETAY (EA) – *Chairman of ARUA*

Global Transformation Workshop 2017 at PKU, 7-9 May 2017

Executive summary

The workshop consisted of five elements:

- (i) Inputs on Global Transformation and its interpretation from a Chinese perspective;
- (ii) Activity reports and GT reflections by participating member universities;
- (iii) A Skype call with Ernest ARYEETAY, Chairman of ARUA;
- (iv) A discussion of joint activities and the outline of an action plan;
- (v) Governance and internal organisation of the GT learning initiative.

The workshop was characterized by a spirit of strong relations among participating members, consolidation of shared views, and firm commitment for a joint action plan. The workshop concluded with an agreed agenda of action with short, medium, and long-term activities. The group elected a new Chair and Vice-Chair and established a Programme Committee and a fund-raising taskforce.

Global Transformation from a Chinese Perspective

Five PKU representatives participated in the GT workshop:

[Yansong LI](#), Vice President for International Affairs, gave a welcome address; [Miaojie YU](#), Deputy Dean, National School of Development, opened the workshop as host, and gave a presentation on “[China’s growing role in globalisation: Trade and investment](#)”; [Justin LIN](#), Honorary Dean, National School of Development, talked on “[New-structural economics](#) and China’s development with its implications to developing countries”, and [Yang YAO](#), Dean, National School of Development, gave a presentation on Chinese economy.

All presentations underscored the eminent growth of China’s economy and its ambition to serve as role model for developing countries and emerging economies. The PKU inputs were complemented by short remarks of LN on the relations between China and South Africa.

The *China Center for Economic Research CCER* of PKU was founded in 1994 by six Chinese economists who returned to China from UK and the U.S. In 2008, the *National School of Development* was established, modeled after the Harvard Kennedy School of Government. In 2016, the *Institute of South-South Cooperation and Development at Peking University (ISSCAD)* started its programme, focusing on national development, but also acting as a think tank committed to governance, international cooperation and exchange, and national policy research. It aims to review and share the successful experience of China and other developing countries; to build a teaching and research system of national development by integrating theory and practice; to cultivate high-level talent equipped with comprehensive theoretical knowledge, a broad international vision and open mindedness, talent capable of working for national development and making decisions in light of national conditions for developing countries. All of this is aimed at contributing to the solidarity, cooperation and common development among developing countries, as well as advancing and realizing the goal of sustainable development by 2030.

PKU is most willing to play a major role in the GT initiative, and in presenting it at the next PM in May 2018 hosted by PKU.

Activity reports and GT reflections by participating member universities

Reflections on the current GT environment

The representatives of UT (KF), UCB (UM) and UCPH (HS) opened the discussion with comments on the current GT environment. All of them stressed that there are challenges to the implementation of initiatives such as GT, but that GT as an initiative promoting positive global change is important. Geo-politics in Asia, the right-wing, anti-globalisation movements in Europe and the US, the debate on migration, and resource constraints facing public universities all contribute to stronger concentration on visible, national, short-term benefits of university strategies. Having identified an important topic with long-term impact, particularly on social justice, the GT initiative is faced with the imperative of showing the importance of its expected deliverables.

The Sustainable Developments Goals (SDGs) are widely accepted as basis for action and policies. They can be used as springboard for a GT agenda. *Vice versa* the GT can leverage SDG-related activities and visibility. While the traditional development paradigm with its underlying assumption of social engineering often carries a hint of neo-colonialism, the SDGs go beyond this concept by assigning equal responsibility to all countries and stakeholders. The GT initiative should seize the opportunity to re-define IARU member relations with developing countries under the new normative SDG framework. It has to show to Senior Management that it will bring creative, visionary and exciting activities, which are still grounded in the member universities' realities.

Update on member activities and developments

UT: UT has decided to strengthen ties with *Vietnam, Myanmar and Turkey* in line with Japanese geo-political interests.

UCB: Some of the more robust activities at UCB involve *China, India, Africa and Latin America*.

The International and Area Studies Teaching programme has been reconfigured and clustered into a new Global Studies major. There are also new research initiatives such as critical refugee studies, and political violence and gender that emphasize new intersectionalities and approaches. As a public university, UCB strives to link academia and the community, e.g. by offering travel studies to school teachers. It experiments with virtual exchange with peer institutions in Africa and the Middle East, and offers an online IARU course with Tokyo University. The GT initiative should creatively piggyback on some of these activities.

At the institutional level, UCB leadership has changed, with the appointment of a new Chancellor. UCB continues to be very decentralized. Funding relies heavily on philanthropy, which may open opportunities for GT.

UCPH: UCPH has a new Vice-Chancellor, and is elaborating a new University Strategy with four cross-cutting themes: Excellence, Societal Needs, Global Outlook, and Digital Insights. This process is an opportunity for inputs from a GT perspective. The cross-faculty working group on Global Development—chaired by HS—continues its activities, and has employed AEC as International Coordinator. One focus is on *Africa Strategy* papers and the collaboration with African institutions, *i.a.* with UCT. Funding of research-for-development (R4D) activities is a challenge, as Denmark's development cooperation agency DANIDA has undergone budget cuts, and private foundations tend to focus on Danish issues.

There is potential for linking GT activities and the two two-year MSc programmes on Global Development and on Global Health, and with the working group "Asia dynamics Initiative". Large Danish companies are increasingly interested in emerging markets, e.g. [Novo Nordisk](#), which may open new funding opportunities.

UCT: The UCT Deputy Vice-Chancellor for Research and Internationalisation, Danie VISSER, has retired, and his successor, Professor Mamokgethi PHAKENG, has mandated LN to represent UCT in the GT Initiative.

The Transformation agenda of UCT intends to overcome the post-Apartheid divide in university access and success. Most recently, UCT was confronted again with student unrest in the wake of the “Rhodes-must-fall” Movement. LN is Head of the Center for *African Studies*, which addresses the critique of the Euro-centric curriculum (“de-colonising the curriculum”). African researchers are expressing an emerging interest to debate these issues among themselves, before researchers from the “North” get involved and dominate the discourse.

LN’s interest in the GT Initiative is to create a platform or equal partnership and to overcome the associated asymmetric distribution of resources.

ETH: BCS introduced the role of social sciences at ETH Zurich, which have been an integral part from its foundation, when ETH was created to drive Switzerland’s modernization and industrialisation. The Chair of [History of the Modern World](#) will secure the participation of ETH in the GT group after 2017. The Chair with its research focus on the role of Switzerland in colonialism can contribute experience on historical consciousness, on shaping inherited relationships, and on the history of science and its legacies.

NUS: The geographical focus of NUS is *SE Asia* in the context of *ASEAN*. Priority countries of the coordination office are *China and India* as emerging economies, as well as *Indonesia, Myanmar, the Philippines, Thailand and Vietnam* within ASEAN. NUS participates in the [AUN](#) Quality Assurance Initiative, the AUN University Social Responsibility and Sustainability Platform, and the AUN Health Promotion network.

NUS offers several types of leadership training for different target groups from SE Asia and ASEAN, such as PLUM or [LeaRN](#), *i.a.* supported by the Temasek Foundation. It also organizes Study Trips for Engagement and EnRichment ([STEER](#)) for students to neighbouring countries, and supports student-led initiatives such as the Asian Undergraduate Summit or community engagement with NGOs.

At faculty level, several chairs are particularly active in GT related issues, such as the SE Asia Department, the School of Public Health, the Centre for Asian Studies of the Faculty of Law, or the School of Public Policy.

For the IARU GT Initiative NUS offers itself as gateway to SE Asia; it can promote SE Asian activities as subset of the GT agenda; and can broker partnership with AUN.

ANU: ANU participates for the first time in the GT Initiative. ANU has a new Vice-Chancellor, Bryan Smith. ANU’s new Five-Year-Plan confirms its international engagement, an expression of which is the newly established China office, led by AB who represents ANU at the GT workshop.

ANU wants to deepen its key partnerships in a holistic way, by integrating the management of student mobility, alumni activities and research. In this way it intends to unlock funding and align with government policies. A new funding opportunity for strengthening relations with the *Indo-Pacific* region is the [New Colombo Plan Scholarship Program](#).

In addition to IARU, ANU is member of the Association of *Pacific Rim* Universities [APRU](#).

Skype call with the Chairman of ARUA

Prior to the meeting, Ernest ARYEETAY, the first [Secretary General](#) of the African Research Universities Alliance [ARUA](#) had provided an expression of interest in the fields of *Collaborative Research, Collaborative Graduate Training, Research Management, and Research Advocacy* (Annex 5 of the Draft Roadmap).

EA introduced ARUA as a network of currently 16 research-intensive African universities with the ambition to grow to 25 members over the next two years, mainly through additions from North Africa and

francophone West Africa. ARUA held its constituting conference in Ghana in April 2017 with more than 200 participants, ten from each member universities, plus donor agencies and related bodies. ARUA has identified 13 research areas of global relevance and in response to growing and emerging needs of Africa, which are in varying stages of development (six themes in natural sciences and seven in social sciences). Most advanced is the topic of *migration*, on which ARUA has scheduled a conference in October 2017 together with UNU and the government of Ghana. It will serve as prototype of developing joint research within ARUA. So far, ARUA has received grants to conduct graduate training and research on *mobility and migration* at five of its member universities. ARUA's ambition is to have more than ten projects developed until the end of 2017, six to eight of which are already in preparation, e.g. on *non-communicable diseases* and *poverty*. For the topic of *food security* ARUA has secured three grants and expects another grant before the end of 2017.

Concerning *research collaboration* with IARU, EA suggests developing a protocol and MoU for managing the relationship to protect the ARUA ownership. He could imagine a matchmaking role of the GT group between ARUA and IARU members and researchers.

With respect to *graduate training*, EA sees potential in an exchange programme, and a matchmaking role for the GT group. He suggests joint supervision of doctoral candidates with stays of e.g. six months at a IARU university. Candidates would particularly profit from guidance on proper structuring and writing of their theses. In addition, EA is interested in exchange at the post-doctoral level, as this phase is not well established in African universities.

In *research management* EA suggests two areas of cooperation: Increasing the number of publications in well recognized journals by improving the writing skills and facilitating access to publication channels, incl. open source media; and training in the management of large grant of several million USD / Euro. Such training should comprise procurement, issuing accounts and reports, etc.

Discussion of joint activities and outline of action plan

BB introduced a discussion paper “Draft Roadmap 2017-2020” as point of departure for the debate on future joint activities. The roadmap reiterates past activities and achievements of the GT initiative since its inception, positions GT in the context of other IARU learning initiatives such as GSP or the Sustainable Campus Initiative (SCI), and refers to the Agenda 2030 (SDGs) as promising reference framework. The introductory remarks by KF, HS and UM on the rather adverse environment for a GT agenda added a sense of urgency to elaborating concrete action.

The group agreed that there were already a number of useful elements on which one could build, such as existing summer courses on Global Health or Economic Development, the virtual course by UT and UCB on post-conflict issues, or individual member's activities like the ANU blog “[The thesis whisperer](#)”, as well as student-related engagements in social contexts. Some ideas of last year's workshop were mentioned again but were not yet ready for concrete action, e.g. joint webinars or curriculum reform. Geographically, South East Asia and sub-Saharan Africa emerge as priority regions, where several members are already active and well-connected. The GT group is convinced that its activities have to be developed with and be open for partners from these regions, if Global Transformation is taken seriously.

Finally, the rich discussion was synthesized in a list of activities ([Table 1](#)) which are elaborated in the action plan with a short, medium and long-term perspective.

Table 1: Joint activities and workplan

Topic	Timeline	Responsible
Short-term / immediate activities	2017/2018ff	
GSP Critical Field Research Course <ul style="list-style-type: none"> - Field course 4-(6) weeks in June/July 2018 (Myanmar, Thailand and Cambodia are potential sites) 	mid-August for commitment Oct. 1 deadline for course planning	UCB, UCPH, ANU, others? Responsible: UM Timeline: UM & AEC
ARUA collaboration <ul style="list-style-type: none"> - Contact EA (ARUA) to ask for specific priorities - Exchange experiences concerning de-colonizing curricula - Piggyback on activities (Conferences, student workshops) - Mentoring students/PhD fellows (blog, thesis development, publications, webinars) - Invite ARUA representative for next GT Strategic Working Group 		BB UCB (UM) / UCT (LN) LN / BB ANU / LN GT Chair
PKU initiative <ul style="list-style-type: none"> - Student exchange: one semester <ul style="list-style-type: none"> o build on already existing exchange agreements – check existing partnerships o mix teaching and research o explore possibilities of including Global South students/ARUA 		PKU
New GSP course – Economic development <ul style="list-style-type: none"> - Type of course: mooc/virtual/blended <ul style="list-style-type: none"> o Contact the PKU GSP coordinator 		PKU
GT Statement formulation <ul style="list-style-type: none"> - Update the IARU GT website with a short statement (followed by more detailed workshop reports) - LOGO? Branding? 		BB & AEC & AB
Networks with Asia / ASEAN region <ul style="list-style-type: none"> - Explore possibilities for collaboration between IARU and ASEAN / ASEAN University Network AUN / Asian Universities Alliance AUA - ICCS: Explore possibilities of collaborating with International Consortium of China Studies 		NUS (HO, ANG) PKU (YU), (Oxford)
Medium-term activities	2020ff	
Replicating the Critical Field Research Course in other regions (2020) <ul style="list-style-type: none"> - Developing and replicating experiences from the SE Asia seminar in Africa/Latin America - Based on report from the experience of the 2018 seminar at the 2019 meeting 		UM & AEC
International conference <ul style="list-style-type: none"> - Berkeley conference on Critical refugee studies in 2020. Invite participation from IARU partners 		UCB
Capacity building for research management <ul style="list-style-type: none"> - Based on ARUA collaborative activities, capacity building initiatives could be initiated 		
Long-term activities	Continuous	
Critical engagement <ul style="list-style-type: none"> - Institutional culture - Curriculum development - Critical thinking/pedagogy - Critical self-reflection - Societal/community needs <ul style="list-style-type: none"> o embedded in short term activities o introduce the language in the short statement 		

Management Issues and Internal Organisation

All IARU members have participated at least once in a GT workshop, with an average participation of three quarters of all members over the past three years (Table 2).

The third workshop of the GT initiative was characterized by a spirit of strong relations among participating members, consolidation of shared views, and firm commitment for a joint agenda of action. The members concluded that the GT Initiative had matured from an exploratory stage with a series of fact-finding and team-building workshops into a **Strategic Working Group** which will hold annual **business meetings** based on its joint action plan.

The GT group will submit the draft action plan in time for the SOM in October 2017. It requested that GT be tabled as agenda item at the PM in May 2018, with the Chair and the PKU representative presenting the objectives and action plan in more detail.

The group elected UM (UC Berkeley) and HS (UCPH) as new **Chair and Vice-Chair**, respectively, who will take over from the founding member ETH Zurich (BB) in the course of 2017. In addition, the participants decided to establish a **Programme Committee** under the lead of YU (PKU), and a **fund-raising task-force** led by AEC (UCPH), who will also take over the function of GT Secretary.

Concerning fund-raising the group concluded that the intended action plan should provide an overview of funding needs, and that all funding options mentioned in the draft roadmap should be pursued. The group recalled that the SOM is cautious to fund activities beyond 10.000 USD, for which members would need to mobilise additional sources or incorporate them in their budgets.

The group decided to ask one of the two UK IARU members to host its next business meeting. If neither CAM nor OXF will take on this role, the meeting could take place at UCPH.

Table 2: Participation in past workshops and surveys and future function

Member	Survey 2015	WS 2015	Survey 2016	WS 2016	WS 2017	WS particip.	Particip. rate (%)	Future function
UCT			yes	yes (host)	yes	2/2	100	PC member (LN)
ETH (lead)	yes	yes (host)	yes	yes	yes	3/3	100	PC member (tbc)
UCB	yes	yes	yes	yes	yes	3/3	100	Chair (UM)
UCPH	yes	yes	yes	yes	yes	3/3	100	Vice-Chair (HS) GT secretary (AEC) Fund-raising TF, coordinator (AEC)
UT	yes	yes	yes	yes	yes	3/3	100	SOM Liaison (KF) PC member (tbc)
Cam	yes	yes	yes	yes	no	2/3	67	
NUS	yes	yes	yes	no	yes	2/3	67	Fund-raising TF, member
PKU	yes	yes	no	no	yes (host)	2/3	67	Chair, Programme Committee (YU)
Yale	yes	no	yes	yes	no	1/3	33	
Oxf	yes	yes	yes	no	no	1/3	33	
ANU	no	no	no	no	yes	1/3	33	Fund-raising TF, member
Total	9/10	8/10	9/11	7/11	8/11		73	

Annex 1: Workshop programme

bb, August 16, 2017

Annex 1: 3rd Global Transformation workshop, PKU, 7-9 May 2017

Program Schedule

*Location: M 11, Stanford Building,
Next to National School of Development (Langrun Garden), Peking University
No.5, Yiheyuan Road, Haidian District, Beijing, PRC 100871*

Sunday, 7 May 2017

Time Agenda item

18:00 **Dinner reception** at Room 11 of **Lakeview Restaurant**
127 Zhongguancun North Street, Haidian District, Beijing 100080, China

Monday, 8 May 2017

Time Agenda item

08:45 – 09:00 *Meeting in the hotel lobby
Walk with NSD staff to the conference venue*

09:00 – 09:10 **Welcome Address**
Dr. Yansong Li, Vice President for International Affairs, PKU

09:10 – 09:20 **Opening Address**
Prof. Miaojie Yu, Deputy Dean, National School of Development, PKU

09:20 – 09:30 **Group Photo**

09:30 – 09:40 **Introduction to the workshop**
Dr. Barbara Becker
Director Global Transformation Affairs, ETH Global, ETH Zürich

09:40 – 10:10 **IARU member updates, Part 1**
New developments concerning Global Transformation (5 min each)

- The University of Tokyo
- University of California, Berkeley
- University of Copenhagen
- University of Cape Town

10:10 – 10:30 Coffee Break

10:30 – 11:00 **IARU member updates, Part 2**

- ETH Zurich
- National University of Singapore
- University of Cambridge
- Australian National University

11:00 – 12:00 **New-structural economics and China's development with its implications to developing countries**
Prof. Justin Lin, Honorary Dean, National School of Development, PKU

Monday, 8 May 2017, contd.

Time	Agenda item
12:00 – 13:00	<i>Lunch</i>
13:00 – 14:00	<i>Walk around Weiming Lake south of the conference venue</i>
14:00 – 15:30	Global Transformation in IARU activities, Part 1 Discussion of workplan for PM 2018
15:30 – 16:00	<i>Coffee Break</i>
16:00 – 16:30	Skype call with Ernest Aryeetey, Chairman of ARUA Potential areas of collaboration with the African Research Universities Alliance
16:30 – 17:00	Global Transformation in IARU activities, Part 2 Joint activities Conclusions and topics for Day 2
17:00 – 17:30	Presentation on Chinese economy Prof. Yang Yao, Dean, National School of Development, PKU
17:30	<i>Walk back to hotel</i>
18:30	<i>Meeting in the hotel lobby; Walk to Restaurant</i>
18:45	<i>Dinner at Room 408 of Zhili Restaurant (just behind Lakeview Hotel)</i>

Tuesday, 9 May 2017

Time	Agenda item
09:00 – 09:10	Re-cap of Day 1
09:10 – 09:30	Global Transformation in IARU activities, Part 3 Open issues
09:30 – 10:00	China and Africa's economic cooperation and poverty reduction Prof. Miaojie Yu, Deputy Dean, National School of Development, PKU Prof. Lungisile Ntsebeza, Chair in African Studies, UCT
10:00 – 10:30	<i>Coffee Break</i>
10:30 – 12:00	Joint activities and workplan
12:00 – 12:15	Synthesis of the workshop: Recommendations for SOM 2017
12:15 – 12:30	Next steps and fare-well
12:30	End of meeting
12:30 – 13:30	<i>Lunch</i>
<i>afternoon</i>	<i>Excursion to the Great Wall (optional)</i>

2. Global Transformation in IARU Member Strategies – Action Plan 2017-2020

Draft for discussion, September 2017

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Timeline of suggested projects

Time-line	Topic	Project #
Projects already initiated		
	Engaging Challenges of the 21st Century: A Critical Field Research Course	1 / 2
	ARUA (African Research Universities Alliance) collaboration	4
	GT Statement formulation	6
Short to medium-term projects		
	Review and promote guidelines for research collaborations and ethical standards	7
	GT related international conferences	8
Medium-term projects		
	Student exchange	3
	Networks with Asia / ASEAN region	5
Long-term / continuous projects		
	Critical engagement (cross-cutting)	9

Transforming our world

Since the inception of the Learning Initiative on Global Transformation and its first submission to IARU in 2013, the topic and terminology have gained momentum and worldwide recognition, primarily through the adoption of the [Agenda 2030](#) for Sustainable Development by the UN General Assembly in 2015 under the title “Transforming our world”. IARU has expressed its commitment to the Agenda 2030—and hence to Global Transformation—through its Presidents’ Statement on Sustainability of April 2016.¹

While the Agenda 2030 extends and expands the preceding Millennium Development Goals (MDGs), there is a remarkable paradigm shift between the MDGs and the Sustainable Development Goals (SDGs): The MDGs addressed low and middle income countries, and “*reshaped decision-making in developed and developing countries*”², assuming a bipolar world. On the contrary, the SDGs have been agreed as a universal agenda for all countries, overcoming the divide between nations along GDP parameters.

The IARU Global Transformation Initiative has been conceived on the same “One-world” principle: It perceives Transformation as a global challenge, affecting universities in rich and poor countries alike, although in different ways. It recognizes the legacy of colonialisation and globalization and the persistent power and poverty divide as important factors in university cultures and relations. The GT Initiative focuses on Sustainable Development as opportunity and challenge for its members; asymmetric university relations between partners with diverging resources and opportunities; and awareness of structural and institutional patterns of power relations within³ and among⁴ universities. It builds on the cultural, geographic and historical diversity of its members and addresses their relations with university partners in the so-called “Global South”.

Antecedents of the Action Plan

In April 2014 the Presidents’ Meeting approved the GT proposal and accepted to fund an initial workshop which took place at ETH Zurich in May 2015. Since then two more workshops took place at UCT (May 2016) and PKU (2017). All IARU members have participated at least once in a GT workshop, with an average participation of three quarters of all members over the past three years. At the third workshop the

¹ <http://www.iaruni.org/sustainability/presidents-statement>:

“... *There is an unparalleled opportunity for our institutions to illuminate pathways for transition to a more sustainable future. ... In 2015 world leaders agreed to ... the 17 Sustainable Development Goals These milestones in our history give cause for reflection on the role of universities, and in particular how the 11 IARU institutions might contribute to the pressing global priorities of our time. ... Our aim for the next ten years is to move beyond best practices to transformative change. ...*”

² [http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)

Quoted from the Foreword by Ban Ki-moon, Secretary-General, United Nations

³ <https://www.news.uct.ac.za/article/-2015-06-22-race-is-an-invention-parting-words-from-prof-crain-soudien>

“... *universities in this country [South Africa], and actually in most places around the world, are going through difficulties. Those difficulties have to do with funding and particularly with the ways in which market realities are forcing universities to be much more conscious of questions of efficiency. But they also have to do, as they always have, with the ways in which the dominant ideas of a society come to find expression inside the university. It is unacceptable, therefore, when the social character of a society, is unproblematically reproduced in the university, when, for example, class, racial, or gender privilege in society is accepted as being normal in a university.*”

⁴ <http://www.die-gdi.de/en/the-current-column/article/higher-education-for-the-sdgs-particularly-in-the-global-south/>

“*To bring about the necessary **global transformation** envisioned in the SDGs, we must take a radically different approach. North-South knowledge transfer needs to be replaced by joint, practice-based learning among researchers from many different nations. Actors from the global South must be involved at an early stage in order to identify problems and solutions to help overcome them.*”

members concluded that the GT Initiative had matured into a *Strategic Working Group* (in short the GT group) which will hold annual *business meetings* based on its joint action plan.

The output of the GT initiative to date consists of three workshop reports (2015, 2016, 2017), the results of two internal surveys (2015, 2016), a Draft Concept Paper (2015) and a “Draft Roadmap” as discussion paper for the 2017 workshop. The series of workshops has consolidated shared views on GT, and has generated firm commitment for a joint agenda of action. Joint action so far comprised participation in the Going Global Conference “*Building nations and connecting cultures: education policy, economic development and engagement*” in Cape Town 2016, the exploration of a joint GSP course, and initial contact with the African Research Universities Alliance ARUA.

The Action Plan 2017-2020 provides an outline of envisaged activities of the IARU Global Transformation Initiative. It is meant to be a dynamic document which will be adjusted as new opportunities and challenges occur.

Joint activities

The basis for joint activities of the GT Group is the exchange of experiences and mutual learning, which principally takes place at its *annual business meetings*. These meetings are meant to provide a platform for developing a common understanding of Global Transformation, and identifying joint activities and approaches for shaping the institutional culture. Ultimately, they should provide conceptual guidance to support the implementation of the Presidents’ Statement on Sustainability¹.

Joint action will follow a dual strategy: On the one hand, it will pursue operational projects in the fields of education, research and networking, which will be driven by two or more IARU members. On the other hand, it will address issues at the institutional, structural and strategic level, and will identify measures which can be implemented collectively (e.g. benchmarking) or by individual IARU members (e.g. database on international contacts).

The action plan builds on existing activities, such as summer courses on Global Health or Economic Development, the virtual course by UT and UCB on post-conflict issues, or individual member’s activities like the ANU blog “[The thesis whisperer](#)”, as well as student-related engagements in social contexts. Geographically, South East Asia and sub-Saharan Africa are emerging as priority regions, where several members are already active and well-connected. If Global Transformation is taken seriously, activities have to be developed with and be open for partners from these regions.

Projects and topics

The GT activities are classified according to their perceived time-horizon in short, medium and long-term projects. Each project is to be elaborated with a detailed description, indicating the organisers, outputs, status and timeline, following the model of the Sustainable Campus Initiative. Each project is assigned to a lead member and additional participating members. They are responsible for developing the work plan, deliverables and resource requirements of the respective project, and its implementation. All IARU members are invited to participate in each project.

Table 1: Joint activities

Pro-ject #	Time horizon	Topic	Responsible
Education / Curriculum development			
1	I Submitted, GSP 2018	GSP critical field research course in SE Asia: - June/July 2018 (Thammasat University, Thailand)	UCB, UCPH (co-lead), ANU, others
2	M	Replicating the field research course in other regions (2020): - In Africa / Latin America; based on the experience of the 2018 course	UCB, UCPH and any IARU partner
3	M	Student exchange building on already existing exchange agreements - Explore possibilities of including Global South students / ARUA	PKU, others, e.g Yale based on interest expressed in 2016
Networking / Partnerships			
4	I/M	ARUA collaboration (short-term) - Continued dialogue, activities in response to ARUA's requests Capacity building for research management (medium-term) - Based on ARUA collaborative activities	UCT (lead), UCPH (co-lead), ETH, UCB, ANU, all tbd
5	M	Networks with Asia / ASEAN region - Explore possibilities with ASEAN University Network AUN / Asian Universities Alliance AUA, ICCS	NUS (lead) / UCB PKU, (OXF?), UT,
Conceptual development / Management			
6	I	GT Statement formulation - Update the IARU GT website	GT Chair + Secr.
7	S	Review and promote guidelines for research collaborations and ethical standards	UCPH, UCB, UCT, ETH, (CAM)
8	(S)/M	International conferences - Explore participation in SCI Conference on Sustainability 2018 - Participation in UCB conference on Critical refugee studies in 2020 - Conference or a sequence of workshops on Global Transformation	UCB, UCPH, ETH
9	L	Critical engagement (Cross-cutting) - Promote GT in institutional culture / Critical thinking initiatives and social engagement	all

I=Initiated S=Short-term activities - 2017/2018ff M=Medium-term activities - 2020ff L=Long-term activities – Continuous

Synergies with other IARU initiatives

The GT group will systematically explore the potential of using synergies with other IARU initiatives. With respect to **Global Education**, projects 1, 2 and 3 relate directly to the GSP. Project 1 / 2 suggests a novel GSP format and introduces one important aspect of Global Transformation into the existing GSP portfolio. Project 3 will expand ongoing activities to participants from ARUA or other Global South partners.

The interface with the **Sustainable Campus Initiative** (SCI) is the implementation of the Presidents' Statement on Sustainability. The GT group can complement the environmental focus of SCI by emphasizing the social and economic dimensions of sustainability and the impact of IARU members' strategies and activities on low and middle income countries.

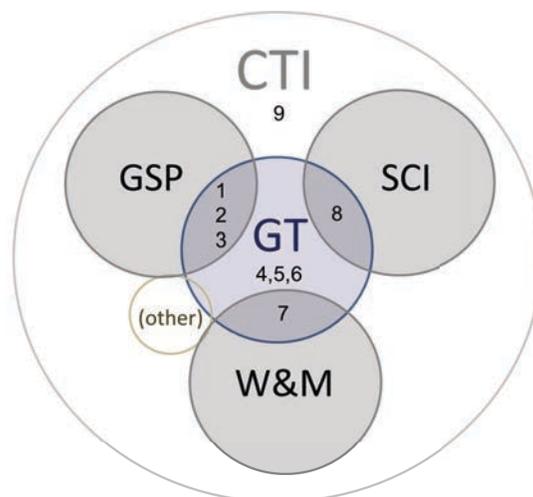


Figure 1: Interfaces of Global Transformation (GT) with other IARU initiatives
GSP: Global Summer Program; SCI: Sustainable Campus Initiative;
W&M: Women and Men in Globalizing Universities; CTI: Critical Thinking Initiatives;
Numbers refer to projects of the GT action plan

A concrete option is collaboration on the global conference on the role of academic institutions in advancing the sustainable development goals, suggested by the SCI for 2018 (PM 2017⁵). This proposal partially coincides with the Global Conference as potential GT activity in 2019 or 2020, suggested at the GT workshop in 2016 (GT project 8).

Concerning ***Institutional Joint Working Initiatives*** the GT group will assess the model of more mature initiatives to learn from their experience. E.g. the Women and Men in Globalizing Universities uses IARU interns, and has identified benchmarking equality parameters as cross-cutting activity. Both are valid examples which could be applied equally to GT. Project 7 on ethical standards in international partnerships is a case in point for benchmarking the standards of IARU members.

Projects 4 and 5 on networking with partners in Africa and Asia are genuine GT topics, from which IARU as a whole should profit and which might open opportunities for other IARU initiatives to get involved at a later stage.

Several IARU members pursue ***Critical Thinking Initiatives*** or related programmes. Critical reflection of the values of research universities, their history and cultural heritage are the core interest of the GT Learning Initiative, and will therefore be a permanent engagement of the GT group and its members (project 9). The ultimate objective of the GT Initiative is a contribution to the institutional culture of each IARU member and the Alliance as a whole.

Finally, the scope and actual activities will be better documented on the IARU website (project 6). The chair and secretary of the GT group will provide respective inputs to the IARU Secretariat.

Involving actors from the “Global South”

As indicated in Figure 1, networking and collaboration with partners in Africa and Asia has been identified as genuine mandate of the GT Learning Initiative. Involving actors from the “Global South” in identifying problems and solutions related to the SDGs is crucial, if IARU and its members want to remain credible and relevant global players⁴.

The GT group has identified ARUA and equivalent alliances in Asia as starting point for collaboration and will interact with them for identifying demand-driven joint projects. Starting with the critical field research course, GT will identify selected activities which could be opened to non-IARU members. It will continue its advocacy at the SOM and PM for greater openness of IARU towards universities in low and middle income countries.

The GT Learning Initiative intends to encourage the IARU members to systematically collaborate with partners in low and middle income countries, and will identify and document these activities as far as possible in the decentralised university culture of its members. It will strive to recognise overlaps and leverage synergies of IARU members working in the same region or with the same partner on related topics.

⁵ *submitting for consideration a proposal for the IARU institutions to co-host a global conference in 2018 on the role of academic institutions in advancing the sustainable development goals. The purpose of the event would be to identify the specific pathways for universities to engage on fostering dialogue, innovating, measuring, reporting, and developing solutions for all 17 goals (PM Tome 2017, p. 22).*

Management

Roles and responsibilities

At its third meeting in May 2017 the group elected Khatharya Um (UC Berkeley) and Helle Samuelsen (UCPH) as *Chair* and *Vice-Chair*, respectively. In addition, the participants decided to establish a *Programme Committee* under the lead of Miaojie Yu (PKU), and a *fund-raising taskforce* led by Andreas E. Christensen (UCPH), who will also take over the function of GT Secretary ([Annex 2](#)).

Resources

Concerning resources each project will develop its own budget and fund-raising strategy. In principle, the following opportunities will be pursued which are, of course, not mutually exclusive. They will be applied depending on the activity.

- IARU grants, e.g. for annual workshops, or small joint action, e.g. interns
- Each partner pays its own activities, e.g. courses, staff time, travel
- Third party funding, e.g. Santander for GSP
- Project-based fund-raising, e.g. global conference
- Joint applications to international calls, e.g. joint project with ARUA

Timeline

September 2017	Submission of the elaborate proposal of Project 1 by UCB and UCPH to the IARU Secretariat as new GSP course
October 2017	Presentation of the third workshop report and submission of the action plan to the SOM for endorsement
May 2018	Request to table GT as PM agenda item, with the Chair and the PKU representative presenting the objectives and action plan in detail
May 2018	Validation and concretization of the action plan at the 4 th GT strategy meeting
On-going	Implementation of activities as indicated in project outlines

4.3 Joint Online Course

Lead	<i>National University of Singapore</i>
Reporting	<i>Professor Suzaina Kadir</i>
Executive summary	<p>The second run of the IARU Joint Online Course – <i>State Fragility and Peace-making</i> – is currently on-going. There are now four (of the original) instructors collaborating on the course. Enrollment for the course remains capped at 20 students per institution. At the time of this write-up, there are 19 students enrolled from NUS and 18 students enrolled from UC-Berkeley. In light of the feedback from instructors and students from the pilot run, the design of the course has now been tweaked to focus more on a designated “collaboration period” during which students and instructors would meet to work on the required group projects. This period will be from 6 October to 17 November, when all four institutions would be “in-semester.”</p> <p>The instructors remain convinced of the high value of this Joint Online Course for student learning across cultures, and for collaboration across IARU institutions. It is for this reason that we would like to make an argument for IARU to consider supporting a third and possible fourth run of the course.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. Updates on Cycle 2 of the Joint Online Course
Items for decision	Funding request to maintain the second run of the course
Funding request	<p><i>US \$4300 Total requested divided as follows:</i></p> <p><i>US \$1600 for part-time ‘project manager’ (January –March 2018)</i></p> <p><i>US \$2700 for post-course workshop in 2018 (April/May 2018)</i></p>
Funding to date	<p>4895.82 USD Joint video production costs (Fall 2016)</p> <p>6,358 USD Organization of two workshops in 2016</p> <p>8,870 USD DOOC Workshop (July 2015, Yale)</p>
Outcomes of previous meetings	<p>Presidents’ Meeting, March 2017</p> <p>Kiichi Fujiwara (UTokyo) explained that while this course is called an “online” course, it is not a MOOC. Faculty from UC Berkeley, Cambridge, NUS and UTokyo teach the class on the four respective campuses. The Joint Online Course is credit-bearing, and faculty work together to compose the syllabus. Student groups across the four university campuses are expected to work together on two different projects throughout the semester. He reported that the course was highly successful in its first year.</p>

Andrew Wee (NUS) added that student feedback on the course was generally positive from UC Berkeley, NUS, and UTokyo students. There was an issue with Cambridge students, who did not submit feedback and were not graded on group projects, thereby decreasing their participation in the course. Prof. Fujiwara explained other issues the course faced, including low attendance during online office hours, time zone differences, issues with academic calendar alignment, and technology, particularly with audio problems. He said that the Joint Online Course was a two-year agreement and is not seeking funding for its second year. The second year of the course will provide the ability to improve on the issues outlined.

Brian Schmidt (ANU) said that in the future, it may be easier to offer two courses to alleviate the time zone issue: one course with ANU, UC Berkeley, NUS, PKU and UTokyo and a second course with Cambridge, ETH Zurich, Oxford, UCPH, UCT and Yale.

Pradeep Chhibber (UC Berkeley) expressed his hope that the faculty can iron out the difficulties in this second year and expand it in its third year. This course provides a wonderful opportunity for students to talk about the same issues from the perspectives of different people and different parts of the world.

Senior Officers' Meeting, November 2016

A short video was shown introducing the Joint Online Course currently being taught between UC Berkeley, Cambridge, NUS, and UTokyo on State Fragility (<https://vimeo.com/184009906>).

Prof. Kiichi Fujiwara (UTokyo) reported that while the Joint Online Course offers a unique opportunity for students, it has encountered some difficulties, mainly with technology.

Prof. Fujiwara requested IARU to support this project for a second year. Once the challenges of the first year have been solved, the second year will operate more smoothly. Prof. Suzaina Kadir (NUS) has agreed to lead this initiative in 2017 and will host a Joint-Course meeting(s) at NUS. As reported by Prof. Andrew Wee (NUS), Prof. Kadir named other issues that must be addressed in the second year, apart from the main issue of technology: partners must consider the different time zones, separate academic calendars, methods of grading, and the academic level of the students must be the same (i.e. graduate level or undergraduate level).

Prof. Pradeep Chhibber (UC Berkeley) reported that after the second year, the aim is for the Joint Online Course model to be presented to other partners. A report will be written so that other universities can setup their own courses with the ultimate goal of adding more partners to this project in the third year.

	<p>Senior Officers approved a second year of support for the Joint Online Course. The Joint Online Course requested no further funding at this time. The Chair recommended that a report be given at the Presidents Meeting in 2018 outlining how other partners can setup similar joint online courses.</p>
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IARU Joint Online Course

1. Cycle 2 Updates

NUS assumed leadership for the second run of this course (UC-Berkeley served as the lead for the pilot run). This includes the “project management” of the course, notably during the collaboration period. As the NUS had bought two BlueJeans licenses, we will proceed to use these licenses for the purpose of the joint meetings. Additionally, NUS is providing for the “project manager” for the collaboration period and funded the preparatory workshop for the second run.

NUS funded a workshop about the IARU joint project on 16 August 2017 in which the four instructors presented their experiences from the pilot run to the teaching community at the University. Participants were from the Centre for the Development of Teaching and Learning (CDTL) as well as the Center for Instructional Technology (CIT) as well as several faculty. The workshop was extremely valuable as it allowed the instructors to showcase the successes from the pilot run, the value of the IARU joint project for student learning and institutional collaboration, as well as the challenges encountered. The instructors worked through the workshop to make the necessary changes to the course structure and to address any last minute tweaks to the syllabus and the commonly-shared resources.

The second run of the IARU Joint Online Course – *State Fragility and Peace-making* – is currently ongoing. The collaboration continues between the four institutions. However, since Professor Pradeep Chibber is away on sabbatical leave, there are now four (of the original) instructors collaborating on the course. Enrollment for the course remains capped at 20 students per institution. At the time of this write-up, there are 19 students enrolled from NUS and 18 students enrolled from UC-Berkeley.

In light of the feedback from instructors and students from the pilot run, the design of the course has now been tweaked to focus more on a designated “collaboration period” during which students and instructors would meet to work on the required group projects. This period will be from 6 October to 17 November, when all four institutions would be “in-semester.” The reason for this designated “collaboration period” stemmed from the agreement among all four institutions that there was a need to carefully scaffold the cross-institutional, cross-cultural learning environment for the students. Hence, the focus is on guiding the students through their interaction with the professors and with each other during a dedicated segment in the semester. During this time, the instructors have planned for clearly defined “ice-breaker sessions” for the group of students (across the four institutions) allocated to them (country cases). We have introduced video introductions so that everyone enrolled in the course can view each other’s video profile.

Additionally, we have also provided specific guidelines for the students on the preparing for the online meetings prior to and during the sessions. For example, student groups have been asked to work on preparing questions for discussions with the respective professors prior to the online meeting times. These additional scaffolds and “management” is aimed at addressing student’s frustrations with online collaboration on projects in the pilot run.

At the point of this report, we are about to start the collaboration period across the institutions and will update IARU again on the progress in early 2018.

The instructors remain convinced of the high value of this Joint Online Course for student learning and collaboration across IARU institutions. We would like to propose for IARU to consider supporting a 3rd and 4th run of the course. IARU's continued support is critical to the continued success of this joint collaboration, and would enable us to proceed towards the next step of the collaboration.

As such, we would like to put in a request – at this stage - for modest funding to maintain the second run of the course. This funding would be used for two main purposes. First, to cover the work of a part-time “research assistant” who would collate the end-of-course survey and allow us to have an analysis of the student learning across the different campuses. Secondly, it would help us organize a post-course workshop. This face-to-face workshops will allow us to go over the survey findings and make any adjustments as we proceed to the 3rd run of the course. We envision eventually developing the online resources further and building up the tools for peer-to-peer learning among the students.

We see great potential for IARU to showcase this project with concrete data on student learning across cultures. To do so, we would like to request a modest budget from IARU to support the workshops that would help build repository of teaching materials, as well as produce a framework for a scholarly research project on such an internationally collaborative Online Course.

4.4 Librarians' Contact Group

Lead	<i>Yale University</i>
Reporting	<i>Susan Gibbons</i>
Executive summary	<p>The IARU University Librarian met at Yale University on July 9-12. Representatives from UC Berkeley and Tokyo were not able to attend. The agenda included discussions on the broad topics of preservation, conservation, digital humanities, and medical library services.</p> <p>Some attendees participated in an optional social excursion to New York City.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. 2017 Meeting: Program Details
Funding to date	n/a
Outcomes of previous meetings	<p>Presidents' Meeting, March 2017</p> <p>Don Filer (Yale) reported that Yale will host the next Librarians' Group meeting in July 2017 with a focus on humanities and preservation. He then asked the Presidents if the group should address any other issues. Brian Schmidt (ANU) responded, suggesting the possibility of staff exchange within the Librarians' Group, an idea to be discussed at the upcoming meeting. Another suggested agenda item from the Presidents was: "What is the Library of the Future?"</p> <p>Senior Officers' Meeting, November 2016</p> <p>Jürg Brunnschweiler (ETH) reported that the Librarians' Contact Group has formed a close link with the Research Administrators' Network. The next Librarians meeting is being planned in conjunction with the Research Administrators meeting, to be held at Yale in June 2017. The Librarians' Group lead rotates each year; therefore, Susan Gibbons (Yale) will be responsible for the next meeting.</p>

Librarians' Contact Group

1. 2017 Meeting: Program Details

The program for the July 2017 meeting included the following:

- High density, off-site library storage facilities (included a tour of Yale Library's)
- Digital Humanities Lab (staffing, services, facilities, technology, and funding models)
- Staff exchange: University of Cape Town has volunteered to put together a program that would bring a senior member of the IARU library staff to the University of Cape Town. Due to the current unrest in and around UCT, we are currently aiming for a 2018 program. There is a Task Team that is developing the program:

The Task Team proposes a pilot leadership development programme (5 days) for a maximum of 12 participants who will be selected from among the senior management in the member libraries. The proposed theme is "Transformational leadership in a complex and changing scholarly environment". The programme framework will include interventions that provide leadership, cultural and international experiences through local context engagement, workshops, visits as well as written assignments/reports. UCT has offered to host the pilot leadership development programme. The Task Team is developing a detailed programme and budget.

- Benchmarking- the group has been collecting benchmarking data annually for several years. Discussed how the data is being used. Agreed to narrow the list to a subset that has been found to be valuable
- Conservation of physical materials- tours of Yale Library's conversation lab and discussed staffing, facilities, services, and funding models
- Digital preservation- toured Yale Library's digital archaeology lab and discussed born-digital preservation and software preservation services that are in a research & development stage at Yale
- Toured Yale's Institute for the Preservation for Cultural Heritage to see the museum conservation labs and an example of an "open" collection storage space. Also discussed techniques in photo conservation and predicting light damage to collections.
- Medical library services- toured Yale's Medical Library and discussed systematic reviews, bioinformatics and other services unique to the medical library

4.5 Technology Transfer Network

Lead	Peking University	
Reporting	<i>Dongmin Chen (Peking University)</i>	
Executive Summary	During the 2017 IARU Presidents' Meeting, it was proposed to change the group focus to be a network of Innovation and Entrepreneurship to reflect the growing interests in this area across campuses. The group will establish a network amongst the IARU members to share the new development in this area, particularly the linkage between technology and social innovation and entrepreneurship, and discuss models to facilitate global student and faculty networks to promote exchange and partnerships in education programs as well as various action driven learning practices such as competitions, hackathon, and summer camps.	
Items for decision	Funding for a workshop on recent development on university innovation and entrepreneurship ecosystem and global network.	
Funding request	USD \$10,000 for a workshop on innovation and entrepreneurship ecosystem & global network development.	
Funding to date	1,501 (Oct 2016) Berkeley	Technology Transfer Workshop, UC Berkeley
	Up to 10,000 (April 2015)	Technology Transfer Workshop, NUS – this event was cancelled.
	9,573 (April 2014)	Technology Transfer Workshop, ETH
	15,091 (March 2013)	Academic IP Pooling Workshop, PKU
Outcomes of previous meetings	<p>Presidents' Meeting, March 2017</p> <p>Dongmin Chen (PKU) reported that the Technology Transfer Network has held four workshops, with the latest meeting at UC Berkeley in October 2016. In the past, the group's main focus has been on IT and IP portal discussion. However, this topic may not be as valuable as the group initially thought. The Network is no longer recommending launching an IP pooling website and has become more focused on innovation and entrepreneurship. A workshop will be planned to coincide with the 2018 Presidents' Meeting at PKU with a proposed topic of the intersection between technology and social innovation. He reported that attendance at the last meeting was low, with only four partner universities represented. The next meeting has been scheduled to coincide with the 2018 Presidents' Meeting with hopes of increasing attendance.</p> <p>Senior Officers' Meeting, November 2016</p> <p>Prof. Dongmin CHEN (PJU) reported that the Technology Transfer Network met at UC Berkeley in October 2016. Attendance was low:</p>	

	<p>only UC Berkeley, PKU, NUS and ANU participated.</p> <p>Regarding the joint IP license, the meeting concluded that a pilot study must be conducted to determine whether a joint IP license is advantageous versus individual IP licenses. Prof. Poh Kam (NUS) volunteered to conduct this study, which can take six months to one year, conditional to there being funding support for the study.</p> <p>The bulk of the discussion dealt with developing a university innovation and entrepreneurship ecosystem that potentially leads to industrial sponsorship. There was conversation that UC Berkeley and PKU manage the IP licensing and corporate sponsorship research jointly.</p> <p>PKU expressed interest in exploring if there is a method to link technology transfer and licensing to innovation and entrepreneurship in education. Some ideas include possibly creating a “global entrepreneurship partner program” at PKU. Senior Officers suggested that this opportunity could be tied to GSP.</p> <p>There are no plans to hold a Technology Transfer Network meeting in 2017, but a meeting is likely in 2018. The Senior Officers asked that Prof. Dongmin Chen circulate a written report summarizing the October 2016 meeting since no report was available in the Tome.</p>
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Technology Transfer Network

Prof. Dongmin Chen will give a verbal report for a planned workshop on innovation and entrepreneurship ecosystem & global network development.

4.6 Real Estate Working Group

Lead	<i>ETH Zurich</i>
Reporting	<i>Dominik Brem</i>
Executive summary	<p>The IARU Real Estate Working Group had its first meeting at ETH Zurich (24.9.-26.9.2017). Discussions showed high interest in the following topics: Benchmarking, Analysis of shared space concepts and capital investment strategies. Participants agreed on an action plan for the next year with the main focus on the benchmarking project. ETH Zurich will lead the group, together with Cambridge and NUS (Steering group) at least until the next workshop 2018. Next workshop will be held in Europe, but the location is not defined yet. Back-to-back with the Sustainability working group might be an option. Not participating universities in the first workshop (Peking, ANU, Yale) will be contacted to get them involved in the process if interested.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. 2017 Workshop Details, Program Evaluation & Outcomes 2. Next Steps and Action Plan 3. 2017/2018 Funding Requests 4. Appendix: Real Estate Management Benchmarking Initiative
Items for Decision	Proposal: Real Estate Management Benchmarking Initiative
Funding request	<i>12,000 USD</i>
Funding to date	<p><i>Up to 10,000 Real Estate Working Group Meeting (2017)</i></p> <ul style="list-style-type: none"> • Cost estimation for the 2017 workshop in Zurich: approx. 5,700 USD. <p><i>Up to 10,000 Real Estate Working Group Meeting (2018)</i></p> <p><i>Up to 10,000 Real Estate Working Group Meeting (2019)</i></p>
Outcomes of previous meetings	<p>Presidents' Meeting, March 2017</p> <p>Jürg Brunnschweiler (ETH Zurich) reported that this group will have its first meeting at ETH Zurich in September 2017 and all partner universities except Yale have expressed interest.</p> <p>Senior Officers Meeting, November 2016</p> <p>Jürg Brunnschweiler (ETH) reported that the first Real Estate workshop will be held in Zurich in 2017 to define the goals of this new working group.</p> <p>Senior Officers approved the funding request of \$10,000 USD for the first meeting in 2017 and the same amount for each annual meeting in 2018 and 2019.</p>

Real Estate Working Group

1. Workshop

The first IARU Real Estate Workshop was held at ETH Zurich in September (24.-26.9.2017).

Participants of the Workshop

	Kwet Yew	Yong	Vice President (Campus Infrastructure)	National University of Singapore
Mr.	Masayuki	MORI	General Manager	The University of Tokyo
Mr.	Yoshikazu	Ootaki		The University of Tokyo
Ms.	JUDY	CHESS	DIRECTOR	University of California, Berkeley
Mr.	Paul	Milliner	Head of Strategy & planning	University of Cambridge
Mr.	Nigel M	HAUPT	Director: Campus Planning & Projects	University of Cape Town
Mr.	Markus	Lampe	Head of digitization and maintenance	University of Copenhagen
Mr.	Hans	Halvorsen	Head of campus development and planning	University of Copenhagen
Mr.	Paul	Goffin	Director of Estates	University of Oxford
Mr.	Beat	Kientsch	Head Portfoliomanagement	ETH Zurich
Mr.	Reto	Grimm	Portfoliomanagement	ETH Zurich
Mr.	Dominik	Brem	Sustainability and scientific concepts	ETH Zurich
*Mr.	Daniel	Bucheli	Director Real Estate Management	ETH Zurich
*Mr.	Jürg	Brunnschweiler	Head ETH Global	ETH Zurich

* Only part time



Not participating universities in the first workshop (Peking, ANU, Yale) will be contacted to get them involved in the process if interested.

Workshop Program

Day 1

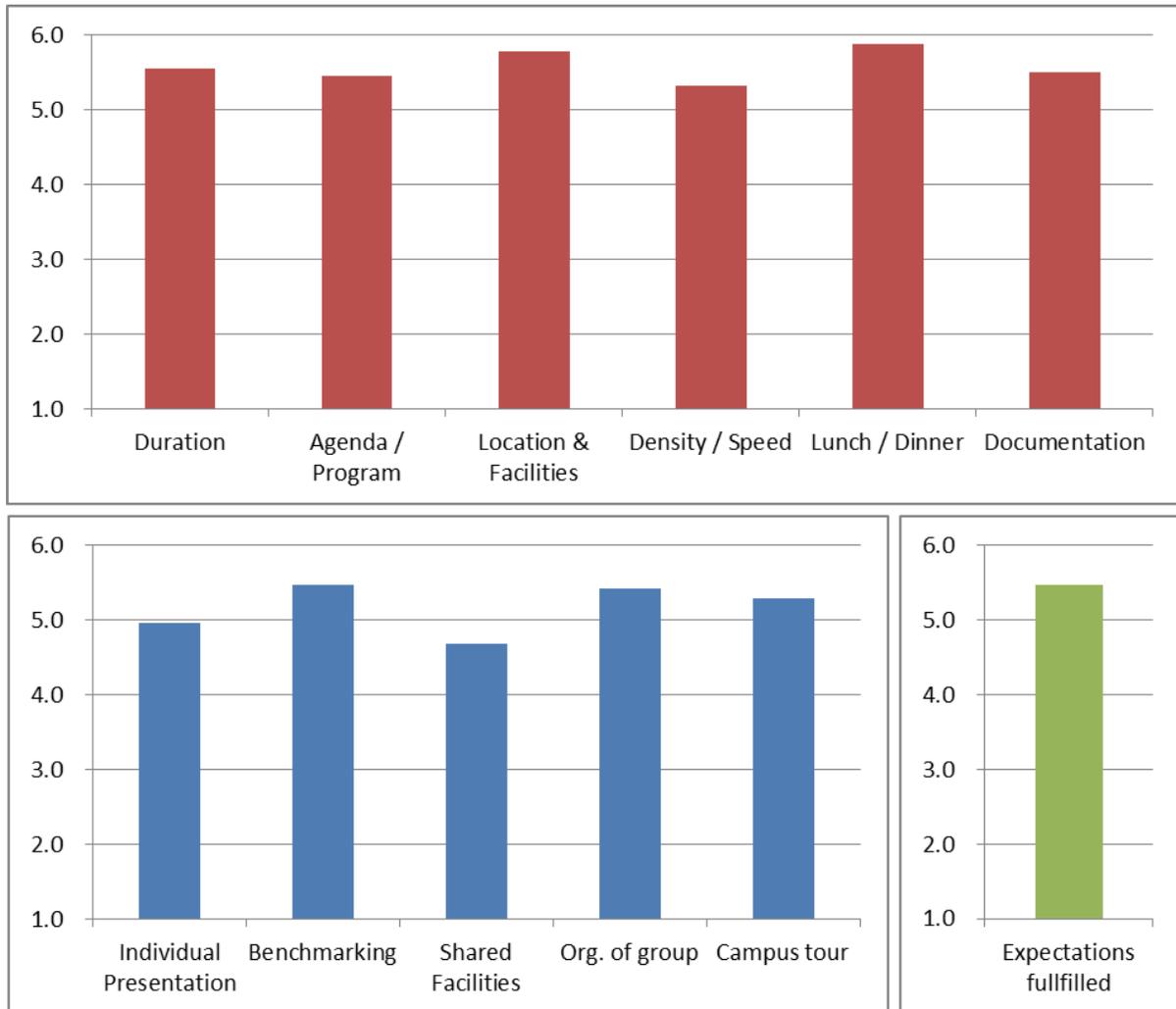
Time	Topic
9.00 – 9.30	Welcome Address <ul style="list-style-type: none"> • Organizer • ETH Global • Director ETH Real Estate • Meeting Agenda & Practicalities
9.30 – 10.45	Session 1: Individual presentations (Sharing short presentations and insights into policies/strategies): <ul style="list-style-type: none"> • Cambridge • Tokyo • NUS • Copenhagen
10.45 – 11.00	Refreshment break
11.15 – 13.00	Session 2: Individual presentations (Sharing short presentations and insights into policies/strategies):: <ul style="list-style-type: none"> • Oxford • Cape Town • Berkeley
13.00 - 14.30	Lunch
14.30 – 15.30	Session 3 (Benchmarking, Lessons learned) ➔ Sharing Results of analysis of the data requested prior to the meeting by ETH
15.30 – 15.45	Refreshment break
15.45 - 17.15	Session 4 (cont.) ➔ Discussion of results and next steps
17.15 - 17.30	Wrap-up of Day 1
19.00	Dinner

Day 2

Time	Topic
9 – 11.00	Session 5 (Shared Facilities) Sharing results of analysis of the data requested prior to the meeting by ETH Discussion of results and next steps
11.00 – 11.15	Refreshment break
11.15 – 12.00	Session 6: Feedback on the sessions and group meeting <ul style="list-style-type: none"> • Pos / Neg • Value to participants • Expectations vs. Results • Covered topics
12 – 13.30	Lunch
13.30 – 15.00	Session 7: Organization of the group <ul style="list-style-type: none"> • Steering • Next Meetings / VC • “Deliverables” / Roadmap • Other “formalities”
15.00	Conclude
15.30 -17.30	Optional Campus Höggerberg Tour (incl. Transfer)
19.30	Optional Dinner

Evaluation of the workshop

A simple evaluation of the workshop (Sessions, venue and documentation) showed the following results (best 6, worst 1):



Outcomes of individual sessions of the meeting

Sessions 1 & 2

Individual presentations were asked to focus on the following topics:

- Number of undergraduate and graduate students, number of staff, number of faculty
- Number of buildings and land
- Organization, ownership and governance
- Budget in the real estate
- Recent highlights/flagships (e.g. buildings, masterplans, etc.)
- Biggest challenges and opportunities

The presentations were very important to promote mutual understanding and to illustrate the framework conditions of the universities. These basic information were needed for the indepth understanding in the following discussions and sessions.

Sessions 3 & 4

Prior to the first meeting, ETH Zurich elaborated a questionnaire on real estate data. The aim was not only gathering first KPIs, but to identify the main topics of interest, the comparability, as well as the profundity of data available/ accessible. In session 3&4 results were presented to. Looking at the diverse figures of other Universities and methodologies of other IARU real estate departments, already led to fruitful discussions and search for key drivers on space demand.

The instant participation of nine IARU Universities and the detailed answers show a great interest in benchmarking as vital step for comparison and discovering new ways to best practice. The group sees a great potential to further work on a refinement of the KPI's and the underlying definitions. Therefore, it was agreed to set-up a proposal (see. Appendix).

Session 5

Session 5 focused on the use and conceptual framework of shared facilities and technology platforms. ETH presented its approach of technology platforms and also the outcomes of the survey. The following discussion showed that the concept of shared facilities is of high interest to all participants and should be analyzed in more detail. The concept allows to use space and equipment more efficiently and may reduce costs in a mid-term view. However, the topic should be extended to other space sharing approaches (e.g. seminar rooms, workshops, lecture halls, etc.). Herein, "technology platforms" will be handled as one of the case studies, which will be elaborated.

Sessions 6 & 7

Formalities of the group

It was agreed in the group to set-up a steering committee for the Real Estate Working group with the following universities:

- Lead: ETH Zurich (at least until 2018)
- Steering Member: University of Cambridge & National University of Singapore (NUS)

Location for the next workshop

It was agreed that the workshop 2018 will be held in Europe (Oxford, Cambridge or Copenhagen). Most efficient option might be a back-to-back workshop with the IARU sustainability working group which will meet in Oxford (June 2018). Final decision will be made in autumn 2017.

2. Next steps and action plan

The following table shows the topics raised and discussed with the proposal for further actions.

Topic	Main Goal	Leading University	Supporting Universities	Funding needed	Timing / Remarks
Statement of the group	Statement and targets of the group	Berkeley	ETH	No	Ready by WS 2018
Benchmarking initiative	best practice indication, identifying potential for scarce resources	ETH	Cambridge, Tokyo	Yes	Proposal incl. funding request is submitted to Senior officers meeting.
Shared space	Collect case studies and good practice examples for optimal space use	ETH	NUS	No	Present case studies at next meeting
Capital investment strategies	Collect case studies, concepts and criterias for capital investments	Cambridge	Berkeley	No	Present results of the survey at next workshop
Tools applied in Real estate	Collect applied tools in Real estate Mgmt at IARU Univ. Describe use and benefits	Copenhagen	Cape Town	No	Present collection/survey at next workshop.
Efficiency Benchmarking	Cambridge will share their UK approach how to measure efficiency regarding space use and costs.	Cambridge		No	Decision at next workshop on next steps.
Any actions postponed to next 2018					
Facility Management	Incl. aspects of facility management into discussions	-	-		
Governance	Survey on decision making process and organizational issues	-	-		

3. 2017/2018 Financial Requests

Funding for the next three annual meetings – not to exceed \$10,000 each.	\$10,000
Finalizing of Real Estate benchmarking study	\$12,000
Total	\$22,000

Appendix

4. Real Estate Management Benchmarking Initiative (see below)

Proposal: Real Estate Management Benchmarking Initiative

Background

Good and reliable infrastructure is one of the main functional needs for successful research activities at universities. However, real estate management at universities differs from the real estate management known in the private industry or the residential sector.

Benchmarking data from the university sector is either not available, difficult to get and always tricky for interpretation. We are fully aware of the uniqueness of each university – therefore, we think that this benchmarking exercise helps us all to gain a mutual understanding of our individual real estate management strategies and find good practice examples.

Prior to the first meeting, ETH Zurich established an extensive questionnaire by investing considerable amount of own resources (money and personnel).

The aim was not only gathering first KPIs, but to identify the main topics of interest, the comparability, as well as the profundity of data available/ accessible. The instant participation of nine IARU Universities and the detailed answers showed a great interest in benchmarking as vital step for comparison and discovering new ways to best practice.

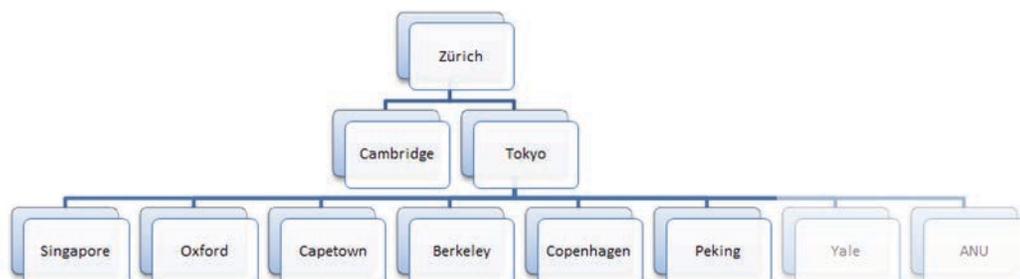
Next Steps

As definitions deviate tremendously among the universities further amplification is needed. The main focus is now set on establishing a solid definition-framework and the search for common denominators.

Cambridge will propose definitions based on existing UK reporting. Zurich and Tokyo will challenge and/or modify to meet the international context. Based on that new and more narrow framework the questionnaire will be refined. In this step it is intended to address all IARU universities, aiming for more than 80% Participants.

Organization Chart (as agreed at Zurich Workshop)

Lead stays with ETH Zurich, supported by Cambridge and Tokyo. Funding is asked for the support of the project team for improvement of the questionnaire, analysis of raw data, follow-up of data acquisition, framing of definitions etc.



Basic Timeline

- by end of Q4 2017: commonly agreed framework of definitions
- by end of Q1 2018: reliable, comparable data
- Q2: Data acquisition by using improved questionnaire
- by mid Q2 2018: Analysis of datasets, classification of statistical outlier and gaps
- @ Next meeting (Q3 2018): Presentation and discussion of results

Outcomes

Deliverables from this benchmarking initiatives are:

- Solid definition-framework (space, head count, boundaries, etc.)
- Set of agreed KPI's regarding Real Estate Management at universities in the IARU context
- Short report on the results of the benchmarking initiative
- Definition of best cases (regarding space efficiency concepts etc.)

Costs and funding request

ETH Zurich has invested a considerable amount of resources (external and internal) into the first draft (Set-up of the questionnaire, follow-up, data analysis). The requested funding from IARU is intended to contribute to external costs arising in different fields of action due to the need for a more precise definition of the questionnaire and KPI's therein and the help in the process of data modelling and illustration. This includes (among others):

- Definition of exact framework conditions in the international context (e.g. space normalization, head count) and elaboration of common denominators among the IARU universities regarding KPI's (6,000USD)
- Adaptations to the existing questionnaire (EXCEL) incl. descriptions (e.g. text blocks, formula adjustments) (4,000USD)
- Data modelling and illustration (2,000USD)

Project management, data acquisition, follow-up, main part of data analysis, short report etc. will be in-house services provided by the IARU project leads.

Confidentiality of data

All data will be handled confidentially. Data will be used and analyzed only in the IARU context and will not be shared with any other institutions. Results will be presented and discussed at next IARU PREM meeting in 2018.



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Session 5: New Initiative

5.1 Cybersecurity Forum (NUS)

5.1 Cybersecurity Forum

Lead	<i>National University of Singapore</i>
Reporting	<i>National University of Singapore</i>
Executive summary	<p>This proposal aims to seek feedback and consensus from the IARU members to establish a cybersecurity forum for member institutions to meet regularly and share security governance, strategies, policies, processes, challenges and practices as to advance knowledge in cybersecurity management in higher education.</p> <p>This report contains:</p> <ol style="list-style-type: none"> 1. Proposal Details: Background, Objectives, First Meeting Program (tentative) 2. Schedule & Funding Request
Items for decision	Endorsement of IARU Cybersecurity Forum (first forum to be held in 2018 in NUS)
Funding request	<i>US\$8,000</i>

IARU Cybersecurity Forum: A Proposal by the National University of Singapore

1. Proposal Details

This proposal aims to seek feedback and consensus from the IARU members to establish a cybersecurity forum for member institutions to meet regularly and share security governance, strategies, policies, processes, challenges and practices as to advance knowledge in cybersecurity management in higher education.

Background

Cybersecurity is a critical part of digital transformation of many organizations that are leveraging technologies for innovation, competitive advantage, service excellence and agility. At the same time, it is an important issue and growing concern in our higher education community who tend to have open networks and systems for collaborative research, innovations, sharing and ease of access to information. Security governance, policy and risk controls are not particularly strong in academics as it might deem to inconvenient user access to information and slow down scholarly work.

Decentralized systems and silo applications are the biggest concerns of the central IT organization as they are often managed by non-IT professionals such as research assistants, graduate students and laboratory technicians. The situation will complicate further when new technology trends like the Internet-of-Things (IoT), Cloud Storage, Big Data and Mobile Computing, dealing with enormous amount of confidential and personal data have been widely adopted by educational institutions.

We believe dealing with a global issue by individual members is no longer effective. We should meet and share notes on applicable management practices and insights that we all learn from our own campuses, development projects and operations support.

Objectives of the initiative

1. Provide a shared context for cybersecurity leaders and professionals among member institutes to communicate, share ideas and experiences that advances knowledge.
2. Develop a community of strategies, governance and management practices in cybersecurity for higher education, including protection, detection, response and recovery.
3. Enable dialogue among members who come together to share security intelligence and explore next-generation cybersecurity technologies to respond to evolving threats and vector of attacks.

Discussion Topics at the First Meeting

1. The advancement and sophistication of cybersecurity attack has increased tremendously which often goes beyond traditional means of signature-based detection. Advanced Persistent Threat (APT) has concerned many organizations, as the attack is unprecedented and not known in the world or termed as “zero-day”. Additionally, APT employs sophisticated techniques such as

custom-build script, anti-sandboxing, side loading, encryption and obfuscate timestamp to make detection and forensic difficult if not impossible.

2. NUS believe Artificial Intelligence and Behavior Analytics are promising technologies to combat APT. When evolving threats do not follow a specific pattern, our intelligence must grow in tandem to alert and defend predictable threats from analyzing network traffic, code execution, memory usage, user logins and access behavior. NUS suggests Advanced Threat Defense as the theme for the first meeting. Members may share their perspectives on the cybersecurity landscape in the respective campus, the challenges, priorities, strategies and use of Artificial Intelligence and Behavior Analytics when making choices about security policy, investment and measures.

Tentative Programme

The proposed programme is tentative. It will be adjusted accordingly based on members' feedback and proposals for presentation.

Programme – Day 1

8:30 am	Welcome and Introduction
9:00 am	Cybersecurity – A Global Perspective (Invited Speaker)
10:00 am	Campus Cybersecurity Landscape – Part 1 (Members)
10:45 am	Tea Break
11:15 am	Campus Cybersecurity Landscape – Part 2 (Members)
12:00 pm	Lunch
1:30 pm	Building a Strong Advanced Threat Defense (Members)
3:00 pm	Tea Break
3:30 pm	Building a Strong Advanced Threat Defense (Members)
5:00 pm	Wrap Up
6:30 pm	Dinner

Programme – Day 2

8:30 am	Malware Analysis (Invited Speaker)
9:30 am	Sharing of Intelligence for Prevention & Detection (NUS)
10:30 am	Tea Break
11:00 am	Sharing of Intelligence for Prevention & Detection (members)
12:00 pm	Lunch
1:30 pm	Cybersecurity KPIs and Measurements
3:30 pm	Tea Break
4:00 pm	Wrap Up & Plan to Move Forward

2. Schedule and Funding Request

It is proposed that the first meeting to be hosted by NUS in March or April 2018. NUS requests a funding of US\$8,000 to cover the cost on venue, meals, local transport and speakers (wherever applicable) for about 20 to 30 participants. The participating members will be responsible for the cost of travel, accommodation and incidental expenses.

Member institutions have diverse use of cybersecurity technologies and management maturity. It is recommended that members voluntarily submit proposals to host subsequent meetings. This allows participants to experience the respective campus environment, culture and technologies deployed.

Contact Details

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Session 6: Research Collaboration

6.1 Aging, Longevity and Health & Graduate Student Conference

6.1 IARU Research Collaboration: Aging, Longevity and Health & Graduate Student Conference

Lead	The University of Tokyo
Reporting	<i>Tina Gottlieb (UCPH)</i>
Executive summary	<p>Two summer courses in ALH</p> <p>The Center for Healthy Aging (CEHA), UCPH, has been running the yearly IARU GSP summer school <i>Interdisciplinary Aspects of Healthy Aging</i> since 2011. In 2017, 19 students from IARU universities participated, representing ANU (3), NUS (1), PKU (1), UCB (4), CAM (2), TOK (3), YAL (1) and UCPH (4).</p> <p>In addition, UCPH/CEHA has developed a second summer course within the ALH area under the EIT Health umbrella, the course <i>Innovating Solutions for Aging Populations</i>, which contributes to the education and training of professional health innovators and entrepreneurs at an international level. The course is not part of the GSP, yet open for IARU students. It includes an on-line part (a MOOC under COURSEERA) and an on-campus part. This year, five IARU students participated.</p> <p><i>Novo Nordisk International Talent Program</i></p> <p>The Novo Nordisk International Talent Program (NNITP) was established in 2015 between the University of Copenhagen (UCPH) and the pharmaceutical company Novo Nordisk (Novo). NNITP offers scholarships for students within academic fields related to the areas Novo represents, primarily within specified fields of Science and Health Sciences. The program runs to 2020. Students from the IARU partners are eligible to apply for the scholarships, which typically amount to approximately EURO € 1,200 a month. Depending on the costs and length of the study abroad at UCPH, it may increase up to EURO € 26,000 in total.</p> <p>In 2017, a total of 10 IARU students were awarded this scholarship for CEHA's summer schools. Info at: http://studies.ku.dk/exchange/admission/nnitp_scholarship/</p> <p>4th ALH Graduate Student Conference (GSC) in Oxford</p> <p>On the 26-28 September, 2017, the University of Oxford hosted an ALH GSC conference, the <i>Emerging Researchers Conference: Demography, Ageing and Health</i>. The conference provided an opportunity for graduate students and postdoctoral researchers from IARU universities and beyond to network and present research to an international research community within the ALH area. The conference provided an</p>

	<p>opportunity to disseminate among a growing international research community drawn from Europe, Africa, Asia, North America and Australia.</p> <p>The Conference was a joint conference on the twentieth anniversary of the establishment of the Oxford Institute of Population Ageing. It combined international keynote speakers with themed sessions. 20 participants joined from IARU Universities, representing the UOxford, ANU, UTokyo, UCPH, UCambridge. In addition, four keynote speakers were from the UCPH, PKU, UOxford and UCambridge. A paper from the conference is expected to be published.</p> <p>The 5th ALH Steering Committee Meeting in Oxford</p> <p>The ALH Steering Committee held its fifth meeting on the 28th September 2017, concurrently with the ALH GSC in Oxford. The Committee discussed strategies for enhancing joint network activities, PhD student exchange and joint research projects/proposals. The committee elected UOxford to chair the AHL Steering Committee for the next period (from mid 2018-mid 2020), and Cambridge will consider to act as chair after this period (2020-2022). It was also decided to approach IARU universities, which are not represented in the Steering Committee at present, in order to expand the network further. Finally, the Committee will explore the possibilities for arranging a GSC in 2019.</p> <p>This report contains updates on:</p> <ol style="list-style-type: none"> 1. 2017 IARU Summer School 2. ALH 4th IARU Graduate Students' Conference (GSC) 3. 5th ALH Steering Committee Meeting in Oxford 								
Items for decision	--								
Funding request	--								
Funding to date	<table border="0"> <tr> <td style="padding-right: 20px;">13,000 (2017)</td> <td><i>ALH Graduate Student Conference, Oxford</i></td> </tr> <tr> <td>14,600 (2016)</td> <td>ALH Graduate Student Conference, UTokyo</td> </tr> <tr> <td>15,000 (2014)</td> <td>ALH Graduate Student Conference, Copenhagen</td> </tr> <tr> <td>38,000 (2009)</td> <td>for project management salary, Oxford</td> </tr> </table>	13,000 (2017)	<i>ALH Graduate Student Conference, Oxford</i>	14,600 (2016)	ALH Graduate Student Conference, UTokyo	15,000 (2014)	ALH Graduate Student Conference, Copenhagen	38,000 (2009)	for project management salary, Oxford
13,000 (2017)	<i>ALH Graduate Student Conference, Oxford</i>								
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15,000 (2014)	ALH Graduate Student Conference, Copenhagen								
38,000 (2009)	for project management salary, Oxford								
Outcomes of previous meetings	<p>Presidents' Meeting, March 2017</p> <p>Kiichi Fujiwara (UTokyo) reported that ALH is the only remaining research-based collaboration within IARU and continues to be successful. A Graduate Student Conference at UTokyo was held in November 2016 along with the ALH Steering Committee meeting. There are two ALH summer courses: (1) <i>Alive and KICKing –innovative solutions to aging-related challenges</i> is not affiliated with GSP but is</p>								

open to all IARU students and (2) *Interdisciplinary Aspects of Healthy Aging* is a GSP course offered at UCPH. Another GSC and steering committee meeting will be held at Oxford in 2017, with a 2018 meeting planned either at UC Berkeley or Cambridge. He introduced a new project titled *Walkability*, focused on mobility and social relations among the elderly, for which funding options are being pursued.

Senior Officers' Meeting, November 2016 Aging, Longevity and Health

Steen Ulrich (UCPH) reported that ALH hosted two interdisciplinary summer schools at UCPH in 2016. A Graduate Student Conference would soon take place at UTokyo along with the ALH steering committee meeting (3-5 November 2016).

ALH 3rd Graduate Students' Conference

Prof. Kiichi Fujiwara (UTokyo) reported that the third ALH GSC would meet 3-5 November 2016 at the same time as the ALH steering committee meeting in Tokyo. The conference targets graduate students working on aging, longevity, and health issue-related fields and are interested in multidisciplinary research regarding aging and aged societies.

Senior Officers approved the £9,740 (approximately \$13,000 USD) proposal circulated by Loren Griffith (Oxford) to fund a fourth Graduate Student Conference in 2017.

Aging, Longevity and Health

1. 2017 IARU summer school

CEHA hosted the 7th interdisciplinary IARU Summer School on *Interdisciplinary Aspects of Healthy Aging*, in July 2017 at UCPH. The course gives students the opportunity to learn and use research methods from other disciplines, and to develop new projects with guidance from summer course teachers. The course program included lecturers from CEHA and from the IARU network (Prof. George Leeson, Oxford). The field of study is aging and to understand how more people can live healthy lives and enjoy a robust older age. Students get an opportunity to explore the aging phenomena through an interdisciplinary lens and in an international perspective and to gain research experience in group projects. Furthermore, students are exposed to tools for writing grant applications. The 19 students came from eight IARU universities, representing ANU (3), NUS (1), PKU (1), UCB (4), CAM (2), TOK (3), YAL (1) and UCPH (4). The course will run again in 2018.

Students from five different IARU universities received scholarships from the Novo Nordisk International Talent Program (please see the executive summary), ranging from 1,900-3,000 USD. This scholarship program is open for talented IARU students (http://studies.ku.dk/exchange/admission/nnitp_scholarship/).

More information is available at: http://healthyaging.ku.dk/for_students/iaru_summerschool/2017/

A video featuring IARU student's experiences at the course is available at: <https://video.ku.dk/interdisciplinary-summer-school-healthy-aging>



Photos: Students in the lab – and students at a social event to the Museum of Modern Art, Louisiana, North of Copenhagen.

2. ALH 4th IARU Graduate Students' Conference (GSC)

4th ALH Graduate Student Conference (GSC) in Oxford

On the 26-28 September, the University of Oxford hosted an ALH GSC conference, the *Emerging Researchers Conference: Demography, Ageing and Health*. The conference provided an opportunity for graduate students and postdoctoral researchers from IARU universities and beyond to network and present research to an international research community within the ALH area. It provided an opportunity to disseminate among a growing international research community drawn from Europe, Africa, Asia, North America and Australia.

The Conference was a joint conference on the twentieth anniversary of the establishment of the Oxford Institute of Population Ageing. The conference programme combined international keynote speakers with themed sessions, paper presentations, multi-disciplinary group work and poster presentations.

The **paper presentation sessions** were held under the headlines:

- Biology of Ageing and Cognition and the Brain
- Work and Retirement
- Health and Care
- Experiences of Ageing
- Family and Intergenerational Relationships
- Cross perspectives on Ageing

A paper from the conference is expected to be published later.

The tasks for the six **multi-disciplinary working groups** were to design cases and possible research questions/solutions to a number pre-defined societal challenges within the aging society. At the end of the GSC, the working groups presented the outcome in a plenary session.

20 participants from IARU Universities joined the conference, representing the UOxford, ANU, UTokyo, UCPH, UCambridge. In addition, four keynote speakers were from the UCPH (Prof. Lene Juel Rasmussen), PKU (Prof. Xiaoying Zheng), UOxford (Prof. Sarah Harper) and UCambridge (Dr. Louise Lafortune). The conference webpage is available at <http://www.ageing.ox.ac.uk/events/view/321>

3. The 5th ALH Steering Committee Meeting in Oxford

The ALH Steering Committee held its fifth meeting on the 28th September 2017, concurrently with the ALH GSC in Oxford. The Committee discussed strategies for joint network activities, PhD student exchange and joint research projects/funding possibilities. The Committee elected UOxford to chair the AHL Steering Committee for the next period (from mid to 2018-mid 2020), and Cambridge will consider



Photo: Participants at the IARU events in Oxford, 26-28 September, 2017, the Emerging Researchers Conference "Demography, Ageing and Health"

to act as chair after this period (2020-2022). It was also decided to approach IARU universities, which are not represented in the ALH Steering Committee at present, in order to expand the network further. Finally, the Committee will explore the possibilities for arranging another GSC in 2019. The minutes from the meeting are being prepared.



INTERNATIONAL ALLIANCE OF
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Session 7: Draft Agenda for the 2018 Presidents' Meeting

7.1 Draft Agenda for Presidents' Meeting 2018

Peking University, 4-6 May 2018

Program at a Glance (tentative)

Friday, 4 May	16:00	Presidents' Panel – to be confirmed
	18:00	Alumni Reception – to be confirmed
	19:30	Welcome Dinner (IARU Presidents' Meeting delegates only)
Saturday, 5 May	08:30 – 17:00	IARU Presidents' Meeting – Day 1 <ul style="list-style-type: none"> – Presidents' Regional Updates – Topical Session – Updates from the IARU Secretariat on Banco Santander Agreement for GSP2018-GSP2020 – Presentation from the Global Transformation Initiative
	19:00	Formal Dinner (IARU Presidents' Meeting delegates only)
Sunday, 6 May	8:30 – 12:00	IARU Presidents' Meeting – Day 2 <ul style="list-style-type: none"> – Topical Session – Brief Updates from IARU Initiatives – New Proposals – IARU Business Matters: 2018 Financial Report and 2019 Outlook, 2019 Presidents' Meeting host and dates
	12:30	Lunch
	13:00	Optional tour



INTERNATIONAL ALLIANCE OF
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Session 8: Closing Matters

- 8.1 Financial Report**
- 8.2 Host and Dates for 2018 SOM (UTokyo) & 2019 SOM (ETH Zurich)**
- 8.3 Wrap-up**

8.1 Financial Report

IARU Income & Expenditure Statement

1 January 2017 - 16 October 2017

	max. amount	Total (USD)
Carried forward from 31 December 2016	approx.	249 898.00
INCOME		400 000.00
Members' contribution	200 000.00	
IARU-Santander sponsorship for GSP	200 000.00	
Total available funds		649 898.00
EXPENDITURE		
Meetings		36 868.30
Presidents' Meeting 2016	30 000.00	
GSP Working Committee Meeting 2016	6 868.30	
Running Initiatives		32 745.68
Workshop of the Gender Group (March 2017)	8 000.00	
Gender Group Interns (2017)	4 000.00	
<i>Gender Group: Intern to assess the role of implicit bias training (Yale)</i>	<i>4 000.00</i>	
Global Transformation 3rd Workshop (May 2017)	10 000.00	
Campus Sustainability Officers' Workshop (June 2017)	4 133.68	
Sustainable Campus Projects	6 612.00	
<i>Presentation to the IARU Presidents at PM2017 (ANU)</i>	<i>2 709.00</i>	
<i>IARU Universities as Catalysts for a Sustainable Society (Yale)</i>	<i>3 903.00</i>	
Disbursements		200 000.00
IARU-Santander sponsorship for GSP 2017	200 000.00	
Secretariat costs		80 000.00
Contribution to Secretariat costs at UCB	80 000.00	
Total Expenditure		349 613.98
BALANCE		300 284.02
Total available funds	649 898.00	
Total expenditure	349 613.98	

Projected Commitments

Projected until 31 December 2017

	max. amount	Total (USD)
Carried forward from 16 October 2017	approx.	300 284.00
EXPENDITURE		
Meetings	up to	15 000.00
Senior Officers' Meeting 2017	15 000.00	
Running Initiatives	up to	29 000.00
Gender Group Interns (2017)	8 000.00	
<i>Gender Group: Intern to assess the role of incentives</i>	4 000.00	
<i>Gender Group: Intern for data collection and analysis of gender differences</i>	4 000.00	
Sustainable Campus Projects	8 000.00	
<i>Energy Management and Behavior Change (Oxford)</i>	8 000.00	
ALH GSC Conference (October 2017)	13 000.00	
New Initiatives	up to	10 000.00
Real Estate Working Group	10 000.00	
Total Expenditure	up to	54 000.00
BALANCE		246 284.00
Total available funds	300 284.00	
Total expenditure	54 000.00	

Alumni Associations Network

(own funds resulting

from a positive balance from the World Alumni Forum held at UTokyo in 2015)

	max. amount	Total (USD)
INCOME		
Balance of 1st World Alumni Forum		10,000
Total available funds		10,000
EXPENDITURE		
Contribution to the 2016 Presidents' Panel (up to GBP 2,000)		2,500
Total Expenditure		2,500
BALANCE		7,500
Total available funds	10,000.00	
Total expenditure	2,500.00	

Budget 2018

	max. amount	Total (USD)
Carried forward from 31 December 2017	approx.	246 284.00
INCOME		200 000.00
Members' contribution	200 000.00	
Total available funds		446 284.00
EXPENDITURE		
Meetings	up to	55 000.00
Presidents' Meeting 2017	30 000.00	
GSP Working Committee Meeting 2017	10 000.00	
Senior Officers' Meeting 2017	15 000.00	
Running Initiatives	up to	84 300.00
Campus Sustainability Officers' Workshop (2018)	10 000.00	
Sustainable Campus Projects	18 000.00	
<i>Design support for publications</i>	<i>3 000.00</i>	
<i>Staff exchange program</i>	<i>3 000.00</i>	
<i>Student fellows to support communications and outreach</i>	<i>2 000.00</i>	
<i>Event on the role of academia in advancing the SDGs</i>	<i>10 000.00</i>	
Global Transformation 4th Workshop (2018)	8 000.00	
Global Transformation-GSP Course reserve	2 000.00	
Joint-Online Course	4 300.00	
<i>Part-time "project manager"</i>	<i>1 600.00</i>	
<i>Post-course workshop (April/May 2018)</i>	<i>2 700.00</i>	
Technology Transfer Network Workshop (2018)	10 000.00	
Real Estate Working Group Meeting (2018)	10 000.00	
Real Estate Working Group Benchmarking Initiative	12 000.00	
Research Administrators' Meeting (2018)	10 000.00	
New Initiatives	up to	8 000.00
Cybersecurity Forum 1st Meeting	8 000.00	
Disbursements		200 000.00
IARU Presidents' sponsorship for GSP 2018	200 000.00	
Secretariat costs		80 000.00
Contribution to Secretariat costs at UC Berkeley	80 000.00	
Total Expenditure	up to	427 300.00
BALANCE		18 984.00
Total available funds	446 284.00	
Total expenditure	427 300.00	

Outlook 2019

	max. amount	Total (USD)
Carried forward from 31 December 2018	approx.	18 984.00
<i>Assuming no Banco Santander funding renewal and all funding proposals from SOM2017 granted</i>		
INCOME		200 000.00
Members' contribution	200 000.00	
Total available funds		218 984.00
EXPENDITURE		
Meetings		55 000.00
Presidents' Meeting 2019	30 000.00	
GSP Working Committee Meeting 2019	10 000.00	
Senior Officers' Meeting 2019	15 000.00	
Approved Activities	up to	10 000.00
Real Estate Working Group Meeting (2019)	10 000.00	
For Approval	up to	8 000.00
Campus Sustainability Officers' Workshop (2019)	8 000.00	
Secretariat costs		80 000.00
Contribution to Secretariat costs at UC Berkeley	80 000.00	
Total Expenditure	up to	153 000.00
BALANCE		65 984.00
Total available funds	218 984.00	
Total expenditure	153 000.00	

8.2 Senior Officers' Meeting 2018 & 2019

2018

The next Senior Officers' Meeting will be hosted by the University of Tokyo on 20-21 September 2018 with Welcome Dinner on 19 September 2018.

2019

On 10-12 September 2019, the *Times Higher Education World Academic Summit* will take place at ETH Zurich. For this reason, ETH Zurich has offered to host the 2019 Senior Officers' Meeting back-to-back with the Summit.

Proposed dates:

- 9-10 September 2019 with Welcome Dinner on 8 September 2019.
- 13-14 September 2019 with Welcome Dinner on 12 September 2019.

Previous Senior Officers' Meetings

2017 @ Yale University (26-27 October)
2016 @ Peking University (2-3 November)
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



8.3 Wrap-Up

no paper



INTERNATIONAL ALLIANCE OF
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Appendix

Participants' Biographies

Participants' Biographies

Australian National University



Professor Shirley LEITCH
Deputy Vice-Chancellor (Global Engagement)

The Deputy Vice-Chancellor (Global Engagement) provides leadership across a broad portfolio, including international alliances and partnerships, national and international government relations, marketing, brand management, media relations, online learning, learning and teaching innovation, and educational technologies.

Previously, Professor Leitch was Dean of the College of Business and Economics at the Australian National University. While Dean, her major strategic initiatives centred on increasing external engagement with industry, public sector, and international partners, including the establishment of an Innovation Hub, internship programs, and expanding international university partnerships.

Professor Leitch has a longstanding interest in online education and currently co-chairs the Revenue Committee of edX, which offers massive open online courses (MOOCs) to millions of students. Prior to joining the ANU, she was Deputy Vice Chancellor (Academic) at Swinburne University of Technology in Melbourne, Australia, where she co-founded Online Education Services Ltd (OES) in partnership with SEEK Ltd. In 2015, OES was recognised as Australia's fastest growing company in the BRW Fast 100.

Professor Leitch's own research is focused on public discourse and change, including science-society engagement in relation to controversial science and technology. She has been a CI within research teams that have received more than \$5m in national competitive grants, including for an Australian Research Council project on the Mineral Resources Rent Tax, and a NZ Foundation for Research Science Technology project *Building our Productivity: Understanding sustainable collective productivity in NZ firms*. In 2017 she commences work on a new ARC Linkage project in partnership with Sydney Trains.



Mr. Jonathan DAMPNEY
Manager, Strategic Partnerships, International Strategy & Partnerships

Jonathan was appointed as the Manager, Strategic Partnerships at the Australian National University in July 2016. In this role he has lead responsibility for developing the university wide International strategy. Jonathan also manages key university partnerships, including membership of the International Alliance of Research Universities (IARU) and Association of Pacific Rim Universities (APRU). This appointment follows seven years working in the ANU Joint Colleges of Science as Executive Officer (International Development) and

Manager of Student Recruitment. Jonathan holds a Bachelor of Advanced Science (Honours) from the University of Sydney and a Graduate Diploma in Science Communication from the ANU. He has 10 years' experience in science communication and has worked in the higher education sector for over seven years.



Mr. Paul HARRIS

Director, North American Liaison Office, International Strategy & Partnerships

Paul Harris was appointed Director of the Australian National University's North American Liaison Office in August 2017, having previously held the position of Counsellor (Education and Science) in the Australian Embassy in Tokyo. Prior to being posted to Japan, Paul worked as Deputy Director of the HC Coombs Policy Forum in the Crawford School of Public Policy at ANU - a new cross-campus unit established to improve the links between academics and policy-makers. He also created and led a Science, Technology and Public Policy program in the Coombs Forum. Previously Paul held a range of positions at the Commonwealth Scientific and Industrial Research Organisation (CSIRO), Australia's national science agency, including as General Manager for Government and International Relations. He was also seconded to the Australian Government as General Manager, Science Policy in the Department of Innovation, Industry, Science, Research and Tertiary Education. Paul was the Australian representative to the OECD project on the role and responsibilities of scientists in policy-making and previously chaired the Australian selection panel for the Fulbright International Science and Technology Award. He has written articles and reports on the relationship between research and policy, as well as on international collaboration and strategy, science diplomacy and research impact. Paul has also worked in the Australian Parliament and in publishing. He was born in Canada and holds a Bachelor of Arts (first class honours) and a Masters of International Affairs from ANU.

ETH Zurich



Dr. Jürg BRUNNSCHWEILER

Director, ETH Global

Jürg Brunnschweiler is the Head of ETH Global and Director of Global Institutional Affairs at ETH Zurich. ETH Global is the staff unit for international relations at ETH Zurich. It fosters international partnerships in research and education and enhances the institution's visibility abroad. ETH Global's crosscutting mission complements the international relations of research groups, departments or administrative units at the institutional level.

Jürg Brunnschweiler joined ETH Zurich in 2002. Before taking the helm of ETH Global on 1 October 2012, he worked first in the Presidents' Staff and the Lecturers' Office, then in the office dealing with the European Union Framework Programmes and in 2009 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 January 2017, Jürg Brunnschweiler is a member of the Board of Directors of the ETH Alumni Association.

Jürg Brunnschweiler holds a PhD in Biology from the University of Zurich.

National University of Singapore



Professor WEE Andrew
Vice President, University and Global Relations

Professor Andrew Wee is Vice President (University and Global Relations) at the National University of Singapore. 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.

Prof Wee, who was Dean of the NUS Faculty of Science from April 2007 to March 2014, is President of the Singapore National Academy of Science. He is also the Director of the Surface Science Laboratory in the Department of Physics at the NUS Faculty of Science, and an adjunct scientist at the Agency of Science, Technology and Research's Institute of Materials Research and Engineering.

A Professor of Physics, Prof Wee was awarded the President's medal in 2008 by the Institute of Physics, Singapore, as well as a UK-Singapore Partners in Science Collaboration Award in 2006 as a visiting scientist to Imperial College. 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 Master's degree from the University of Cambridge. He received his DPhil from the University of Oxford.



Mr. HO Yong Min
Senior Manager, University and Global Relations

Mr. Yong Min HO is Senior Manager in the Office of Vice President (University and Global Relations) at the National University of Singapore (NUS). He is responsible for ensuring NUS' strategic participation in the seven global networks it belongs to, including the International Alliance of Research Universities (IARU). He is also IARU's key contact person in NUS.

In his role, he works with the Vice President (University & Global Relations) to formulate and advance NUS' engagements in Southeast Asia, Middle East and Latin America, strengthening the University's efforts as a leading global university centred in Asia.

He holds a Bachelor of Social Sciences (Honours) in Geography from the National University of Singapore and studied abroad in the University of North Carolina at Chapel Hill.

Peking University



Professor CHEN Dongmin

Dean, School of Innovation and Entrepreneurship

Prof. Dongmin Chen is a Chair Professor in Peking University Institute for Advanced Interdisciplinary Research. He heads the Planning Committee for School of Innovation and Entrepreneurship at PKU. From 2012-2026 He served as the Director of Office of Science and Technology Development at PKU, and has overseen the university innovation ecosystem development, including technology licensing, spin-offs, several incubators and investment funds, and entrepreneurship education programs. He was a former Sr. Rowland Fellow at Harvard University for 15 years and a serial entrepreneur and co-founder of two Silicon Valley companies. Prof. Chen is the International Adviser of WIPO Global Innovation Index and the Honorary Advisor and former Chairman & President of Chinese American Semiconductor Professional Association. Prof. Chen is an Associate Editor of *Applied Physics letter*. His research expertise includes nanotechnologies, RRAM, MEMS-CMOS integration; wearable sensor, Tele-medicine and big-data in health-informatics. He co-authored more than 70 scientific publications and 150 US and international patents.

University of California, Berkeley



Dr. Carol CHRIST

Chancellor

Carol Tecla Christ began her term as the 11th chancellor of the University of California, Berkeley on July 1, 2017. A celebrated scholar of Victorian literature, Christ is also well known as an advocate for quality, accessible public higher education, a proponent of the value of a broad education in the liberal arts and sciences, and a champion of women's issues and diversity on college campuses.

Christ spent more than three decades as a professor and administrator at UC Berkeley before serving as president of Smith College, one of the country's most distinguished liberal arts colleges, from 2002 to 2013. She returned to Berkeley in January 2015 to direct the campus's Center for Studies in Higher Education, and was appointed interim executive vice chancellor and provost in April 2016 before being named chancellor in March 2017. Since returning to Berkeley, Christ has played an instrumental role in efforts to stabilize the institution's budget, confront sexual

violence and sexual harassment on campus, create a long-term plan for housing students and scholars, and more.

As president of Smith for more than a decade, Christ supervised the development of the nation's only accredited engineering program at a women's college, oversaw a significant rise in student diversity, expanded Smith's global activities and reach, managed a major campus capital planning program, and shepherded the college through strategic planning exercises designed to improve its academic and financial models within the context of changing trends in higher education.

Prior to joining Smith, Christ served as UC Berkeley's executive vice chancellor and provost from 1994 until 2000. During her six years as the campus's top academic officer, she sharpened Berkeley's intellectual focus, strengthening many of the institution's top-rated departments in the humanities and sciences as well as advancing major initiatives in areas including neuroscience and bioengineering.

Christ received her B.A. (1966) from Douglass College, and her M.Ph. (1969) and Ph.D. (1970) from Yale University. She joined the Berkeley English faculty in 1970, and in addition to her other roles, has served as chair of that department, dean of the Division of Humanities, and provost for the College of Letters and Science. Christ has authored two books, *The Finer Optic: The Aesthetic of Particularity in Victorian Poetry* (1975) and *Victorian and Modern Poetics* (1994), and has edited or co-edited several others, including *The Norton Anthology of English Literature*. She is a member of the American Academy of Arts and Sciences and the American Philosophical Society.



Professor Pradeep CHHIBBER
Director, Institute of International Studies

Professor Pradeep Chhibber is the Director of the Institute of International Studies at UC Berkeley. He is concurrently the Indo-American Endowed Chair and Class of 1959 Chair as well as a professor at the Department of Political Science at UC Berkeley. Professor Chhibber has published extensively on issues related to party systems, electoral politics and the politics of India.

University of Cape Town



Ms. Carolyn NEWTON
Manager, Global Strategy and Visibility

Carolyn Newton heads the Global Strategy and Visibility team in the Research Office at the University of Cape Town. She works closely with the Executive Director of the Research Office, the Director of the International Academic Programmes Office and the Deputy Vice-Chancellor for Research and Internationalisation to develop and implement the university's strategy for internationalisation. She also drives the university's efforts to achieve international visibility for research.

Ms Newton graduated from the University of Cambridge with an MPhil in Criminology, from the University of Stellenbosch with a BA (Hons) in Journalism, and from the University of Cape Town with a BA in English. She has worked as a journalist and editor in a range of media and publishing houses and in sixth-form education in Oxford before returning to Cape Town and her alma mater, UCT, in 2003.

University of Copenhagen



Ms. Tina Bergløv KJÆR
Senior Advisor, Rector's Office

Ms. Tina Bergløv Kjær 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 analytical Head of Section at the Danish Ministry of Higher Education and Science and strategic Chief Officer in the Association of Danish Lawyers and Economists. Ms. Kjær's academic background includes a Master of Political Science.

University of Oxford



Ms. Nina Tomlin
Acting Director, International Strategy

Nina Tomlin is Acting Director of International Strategy at Oxford University, having joined the international strategy team in 2011. Prior to joining Oxford, Nina was Deputy Director of the Ditchley Foundation, which promotes international understanding through the convening of high-level roundtable conferences on issues of international public policy, for over four years. She has also worked in the office of Amnesty International's Secretary General, the UK Home Office and the Electoral Commission, and for the Chairman of the European Parliament's Foreign Affairs Committee. Nina holds a degree in Social and Political Sciences from the University of Cambridge (Trinity Hall) and a Masters in International Politics from the School of Oriental and African Studies, University of London.

The University of Tokyo



Professor Kiichi FUJIWARA

Special Assistant to the President, Professor, Graduate Schools of Law and Politics, Director, Policy Alternatives Research Institute

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. Yuko OHKUMA

Administrative staff, International Planning Group, International Affairs Department

Ms. Yuko Ohkuma is a member of the International Planning Group, International Affairs Department of the University of Tokyo since 2016.

She is responsible for various matters relating to international alliances to which the University of Tokyo belongs, international training programs for UTokyo staff. Since joining the University, she has worked for the Finance Team at School of Science, Scholarship Team and participated in the staff training program at the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

Yale University



Mr. 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). 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, Yale's Marketing and Trademark Licensing Office, 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.



Professor Pericles LEWIS

Vice President, Global Strategy and Deputy Provost, International Affairs

Pericles Lewis, professor of comparative literature at Yale University, serves as vice president for global strategy and deputy provost for international affairs.

Pericles Lewis earned his B.A. with first-class honors in English literature from McGill University in 1990 and his Ph.D. in Comparative Literature from Stanford University in 1997. After a postdoctoral fellowship at the University of California, Berkeley, he joined the Yale faculty in 1998, with appointments in the Departments of English and Comparative Literature. From 2012 to 2017 Professor Lewis served as founding president of Yale-NUS College, a collaboration between Yale and the National University of Singapore. In the provost's office, he works closely with the MacMillan Center for International and Area Studies and the Jackson Institute for Global Affairs. He also oversees the Office of International Affairs and the Office of International Students and Scholars and guides Yale's involvement in Yale-NUS College. A former member of the advisory board of the American Comparative Literature Association, Professor Lewis is the author or editor of six books on modern European literature; his current research addresses liberal education in the United States and worldwide.

IARU Secretariat



Ms. Rexille UY
IARU Secretariat

Rexille has worked at the Institute of International Studies at UC Berkeley since 2011. She manages the operations, events, and financial matters of the Institute. Rexille has worked in some capacity with IARU since 2013 and has been the IARU Secretariat since November 2016. She has degrees in both Sociology and Media Studies from UC Berkeley.



Ms. Savannah PORTILLO HEAP
IARU Secretariat

Savannah has worked at the Institute of International Studies at UC Berkeley since January 2015. She spent the fall of 2016 interning at NPR in Washington D.C. and in January 2017 began assisting with the IARU Secretariat position. She is also the Managing Director of the Center on the Politics of Development. She holds a B.A. from UC Berkeley in Political Economy with a concentration in Inequality in the United States.