

The Internationalization of Yale: A Progress Report, 2009-2012

May 31, 2013

The internationalization of Yale is an ongoing process involving faculty, students, and staff from every school and program of the University. President Levin noted:

As Yale enters its fourth century, our goal is to become a truly global university—educating leaders and advancing the frontiers of knowledge not simply for the United States, but for the entire world.

The globalization of the University is in part an evolutionary development. Yale has drawn students from outside the United States for nearly two centuries, and international issues have been represented in its curriculum for the past hundred years and more. But creating the global university is also a revolutionary development—signaling distinct changes in the substance of teaching and research, the demographic characteristics of students, the scope and breadth of external collaborations, and the engagement of the University with new audiences.

The acceleration of Yale's internationalization efforts since the publication of the initial International Framework in 2005 has been pronounced. There are now more international students, more faculty pursuing research abroad, and more courses and programs that focus on international or area studies topics. This memorandum reviews a sampling of progress in Yale's internationalization efforts since 2009. Individual faculty members play the central role in advancing Yale's global ambitions through their teaching and research. Some of their projects are mentioned in this document, but those cited represent only a fraction of all work abroad. A roster of the programs registered by Yale faculty on the Yale and the World Faculty Research Database can be found at <http://learn.yale.edu/world/data/>.

Both the 2005 and 2009 Frameworks were structured around three overarching goals that President Levin articulated to propel Yale's growing global efforts. Those goals are:

1. To prepare students for leadership and service in an increasingly interdependent world;
2. To attract the most talented students and scholars to Yale from around the world;
3. To position Yale as a global university of consequence.

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The *International Framework: Yale's Agenda for 2009 to 2012* built on the accomplishments of the first *Framework* and used its same format. (See <http://world.yale.edu/framework>.) Since the ideas from deans and faculty members were so numerous, not all could be incorporated in this document. Many have informed the annual goals of the schools, centers, and departments.

The most significant international developments of the last three years include launch of the Jackson Institute for Global Affairs, progress on the Yale India Initiative, establishment of the Global Health Initiative, creation of Yale-NUS College, approval of new undergraduate majors, hiring new faculty who concentrate on international topics, initiation of the School of Management's Global Network for Advanced Management, and development of new online courses with students participating from around the world.

GOAL ONE: PREPARE STUDENTS FOR LEADERSHIP AND SERVICE IN AN INCREASINGLY INTERDEPENDENT WORLD

The first goal appropriately centers on Yale's academic programs and the opportunities to extend the curriculum and to build faculty strength in international and regional studies. Hiring additional faculty whose scholarship focuses on international topics has been a priority in recent years. The Whitney and Betty MacMillan Center for International and Area Studies, which is referenced under multiple goals and strategies, has taken the lead, under the directorship of Professor Ian Shapiro, as the University's focal point for encouraging and coordinating teaching and research on international affairs, societies, and cultures around the world. The MacMillan Center has expanded the number of visiting scholars to 75 and increased fellowship competitions to 44 (now supporting over 500 students each year), even under the tight financial circumstances of recent years. The Center has launched the Jackson Institute for Global Affairs and the Global Health Leadership Institute and supported the Yale India Initiative, the area studies councils, and many of the other programs mentioned here.

Strategy 1: We will catalyze international studies at Yale with the launch of the Jackson Institute for Global Affairs.

The Institute, which was announced in April 2009 with the \$50 million gift from John '67 and Susan Jackson, opened in fall 2010. Under the leadership of its Director, James Levinsohn, the Institute sponsors educational programs in global affairs at the undergraduate, graduate, and senior executive levels, offers courses for students in all of Yale's schools who are interested in global affairs, and provides career counseling and

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placement services for any Yale student who wishes to pursue a career in diplomatic service or with international agencies.

New undergraduate major. A new interdisciplinary Global Affairs major has been created that focuses on giving students an understanding of contemporary global affairs informed by the social sciences. Admission to the major is highly competitive, with over 150 students applying for 50 spaces each year.

Strengthened Master's program. Although Yale's master's program in International Relations already attracted some of the leading candidates in the country (the GRE scores of entering students were higher than those at Harvard's Kennedy School, Johns Hopkins' School of Advanced International Studies, and Georgetown's Walsh School of Foreign Service), the refocused Master's in Global Affairs program now has over a dozen new courses. The Jackson Institute has also more than doubled the financial aid offered to students admitted to the program.

Career services. The Jackson Institute's Career Services Office has hit its stride in providing information and resources for students from across the University who are seeking internships and jobs in global affairs fields. Last year, hundreds of students from across the University, from freshmen to graduate and professional school students, attended Jackson advising sessions and career events (averaging 75-85 hours of programming annually). The Institute's career director produces a weekly newsletter sent to more than 600 student subscribers that provides information on career events around campus, advice, announcements, and links to job search resources that Jackson subscribes to on behalf of all interested students. The office organizes networking trips for Jackson students to New York and Washington; Jackson graduate students are invited to participate in an alumni mentor matching program; and the office organizes annual summer networking events for alumni and students in London, Geneva, Washington, and New York. Working with alumni, the office created a series of publications on the most popular career options in global affairs that are available to students both online and in the Jackson Career Resource room.

Senior Fellows. Twenty Senior Fellows, accomplished practitioners from various fields of global affairs, taught 29 new classes and mentored students during the Jackson Institute's first years. Senior Fellows have included: Marwan Muasher, Jordan's former minister of Foreign Affairs, who taught students about reform in the Arab world; Stephen Roach, former head of Morgan Stanley Asia, who has lectured on development in China; Rakesh Mohan, former Deputy Governor of the Reserve Bank of India, who taught classes on India's economy; Domingo Cavallo, formerly Argentina's Minister of the Economy and

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Minister of Foreign Affairs, who taught a class on the “International Dimension of Financial Crises;” and General Stanley McChrystal who led a seminar on leadership. New Senior Fellows in 2012-2013 include David Brooks of the *New York Times*; Emma Sky, a civilian peace activist who became an adviser to U.S. and British generals in Iraq and Afghanistan; and James Wolfensohn, former president of the World Bank. This year’s cohort also includes the inaugural Kissinger Senior Fellow with the Johnson Center for the Study of Diplomacy, Ryan Crocker, the United States’ most recent ambassador to Afghanistan.

Strategy 2: We will advance the Yale India Initiative.

The Yale India Initiative was launched in 2008 to build strength in South Asian studies and to expand opportunities for student travel to India for research, immersion language learning, internships, and service learning. Despite long connections to India, by 2005 Yale had very limited faculty strength in contemporary South Asia. There were only two or three faculty members for whom the region was their principal scholarly focus. There were insufficient regular course offerings to have an undergraduate major in South Asian Studies or a graduate concentration in the field. Language offerings were limited to classical Sanskrit and modern Hindi. Opportunities for students to study, work, and experience India did not exist apart from limited funding for independent travel.

New faculty. Since embarking on this Initiative under the faculty leadership of Professor Kalyanakrishnan (Shivi) Sivaramakrishnan, Yale has built an enviable program in South Asian Studies and Indian Studies. Through concerted fund-raising activity, endowments for four new professorships and a visiting lecturer have been raised. A University-wide commitment to creating new faculty positions in Indian languages and literatures, history, religions, anthropology, politics, society, and economy has seen an interdisciplinary expansion of research and teaching on South Asia. There are now more than 20 faculty who concentrate on South Asia. A new undergraduate major has been created and faculty now offer more than 50 courses annually, including popular Yale Summer Session courses on Indian film and culture offered in Mumbai. A new summer session course in Nepal and Bhutan focused on the Himalayan environment, livelihoods, and culture is being developed for 2014.

In fall 2012, Yale began offering Bengali and Tamil through a videoconferencing partnership with Cornell and Columbia, respectively. Sinhala (through Cornell) and classical Tibetan (through Columbia) will be added beginning in 2013-2014. Urdu and Nepali are expected to be added through this collaboration in future years. Hindi, with steadily increasing enrollments, and Sanskrit, with strong participation, are among regular

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language course offerings at Yale. A growing number of Yale College and professional students are studying South Asian languages through the Directed Independent Language Study Program with enhanced support from South Asian Studies Council. A donor has provided funding for undergraduates to pursue intensive summer immersion study of South Asian languages.

Over thirty graduate students across six departments in FAS and professional schools including Law, F&ES, and Health Sciences are pursuing advanced degrees with a focus on India. Yale has already become the preferred school for advanced graduate training in a variety of fields like social anthropology, political science, history of art, Indic religions, and environmental studies. Applications to Ph.D. programs and for visiting student and postdoctoral opportunities in these disciplines and fields of inquiry have seen a dramatic increase. The first cohort of Ph.D.s with a focus on South Asia since the launch of the Yale India Initiative have now graduated (seven in all) and are on their way to faculty positions and postdoctoral assignments starting in fall 2013.

Research and collaborations. India-related activities developed or expanded in the last three years include:

- The Yale Himalaya Initiative, which is the first comprehensive, interdisciplinary university-based initiative in North America that explores the Himalayan region, was launched. There is a monthly seminar, several courses, and an annual program of summer field trips, where Dean Sir Peter Crane and Professor Sivaramakrishnan are joining colleagues to work with local partners in different parts of the Himalayas. The British Council Transnational Education Partnership Programme has made a grant to support work on endangered languages spoken in the Hindu Kush Himalaya. A conference with the Association for Nepal and Himalayan Studies is being planned at Yale in 2013-2014. In March 2013, the Yale Himalaya Initiative convened a workshop drawing the world's most prominent Himalayanists for strategizing and discussions on shaping the field of Himalaya studies.
- Faculty from the Faculty of Arts and Sciences, the School of Architecture, and School of Forestry & Environmental Studies among others have been working with colleagues in India on the theme of "Urban India: Historical Process and Contemporary Experience." There have been visiting faculty, research collaborations, workshops, and a large international conference in India in 2011 attended by Dean Sir Peter Crane, Dean Robert A.M. Stern, faculty, and students.
- The School of Nursing has collaborated with the Clinton Foundation and the Government of India to advance nursing education for care of people with

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HIV/AIDS in India by developing curriculum for the Indian Institute of Advanced Nursing (IIAN).

- The Indian Institute of Management in Bangalore is one of the inaugural members of the Global Network for Advanced Management founded by the Yale School of Management.
- The Center for Consumer Insights at the School of Management has a China India Insights Program on consumer behavior and business issues in both countries that has resulted in case studies, a speaker series, and annual research conferences in New Haven, Beijing, and New Delhi.
- The work of Yale Law School's Transnational Development Clinic, in collaboration with India-based partners, contributed to successful efforts to enact national legislation advancing street vendor rights in India.
- Yale faculty and selected students now join colleagues from India and the UK in annual conferences held in partnership with the Indian Institute for Advanced Studies, Shimla every summer on topics of great importance to the study of modern and contemporary India. In summer 2012, this conference was on law and democracy in India and was joined by Professor Ian Shapiro, Director of the MacMillan Center. In summer 2013, this conference will be on urban social dynamics and will include Professor Karen Seto from School of Forestry & Environmental Studies.

Admissions. Over the last five years, concerted student recruitment efforts in India have resulted in matriculation rates for Indian students that are consistently higher than Yale's overall yield. The total number of students at Yale from India increased by 10% from 136 to 150 between 2010-2011 and 2012-2013.

Leadership education. Yale has built a strong roster of leadership education programs for India. The India-Yale Parliamentary Leadership Program held its sixth program in 2012 and more than 70 parliamentarians have completed the program. In 2011, Yale hosted the first India-Yale Higher Education Leadership Program with 25 vice-chancellors, directors, and deans of Indian institutions. In 2010, the School of Forestry & Environmental Studies launched a three-year training program with the Indian Forest Service, which sent numerous cohorts of forestry officers to Yale through 2012, training more than 200 officials during weeklong sessions. This program has been renewed for an additional three years through 2015.

Fundraising. Generous donations in excess of \$25 million have been made to create four professorships and one lectureship, as well as to fund leadership programs, language

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study, programmatic support to the South Asian Studies Council, and student summer travel and research in South Asia.

Strategy 3: We will attract distinguished practitioners to augment faculty strength in contemporary international affairs.

As noted above, the Jackson Institute has successfully pursued this goal. Other schools and programs have brought distinguished practitioners to teach, including the Divinity School (Tony Blair) and International Security Studies' Brady-Johnson Program in Grand Strategy (John Negroponte).

The Law School regularly hosts distinguished practitioners and judges who teach courses on international and transnational law issues. Such visitors in the past few years have included a past president of the European Court of Human Rights, a former Justice of the Supreme Court of Israel, a former judge of the Constitutional Court of South Africa, a former Advocate General for the European Court of Justice, and specialists in private firms, government agencies, and non-profit organizations. Many of these judges and practitioners have a longstanding relationship with the Law School and return every year to teach courses. In addition to teaching, several participate in activities such as the Global Constitutionalism Seminar, workshops, and other programming.

Strategy 4: We will launch the first phase of the Yale Global Health Initiative.

The Yale School of Public Health (YSPH) has substantially revised and expanded its programs in global health education and scholarship. As part of a commitment to develop a leading program in global health, YSPH has recruited 11 new faculty with a global health focus: Albert Ko, Rafael Perez-Escamilla, Fatma M. Shebl, Sunil Parikh, Adrienne Ettinger, Achyuta Adhvaryu, Jhumka Gupta, Xi Chen, Zachary Cooper, Dan Weinberger, and Virginia Pitzer. These faculty have launched numerous projects with a global health focus.

The School of Public Health has led the development of global health activities across the University, namely through the 2009 launch of the Yale Global Health Initiative (GHI), led by Professor Elizabeth Bradley. Since 2009, GHI has recruited two new professors, funded 70 internships and four postdoctoral fellowships, and supported the creation of new global health concentrations and courses. There are now 82 global health courses for undergraduate, graduate, and professional students – an increase of 28 courses in the last three years.

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In spring 2011, GHI sponsored the first Global Health Research Faculty Symposium, which convened more than 80 faculty from across the University around five core research areas. The Symposium has given rise to several new research collaborations and capacity building projects. This spring, GHI sponsored a Global Health Education Symposium focused on refining the vision for global health education in Yale College.

The University's broadened institutional commitment to global health has already led to receipt of one of a limited number of Fogarty Framework grants and Yale's inclusion in the Consortium of Universities in Global Health, which was initially funded by the Gates Foundation.

Global Health Fellows Program. Starting in 2010, for the first time undergraduates were provided with mentoring, a range of courses designed to provide a gateway to the field of global health, and support for field experiences through the Global Health Fellows Program. Directed by Professor Kaveh Khoshnood of the School of Public Health and managed by a faculty committee in collaboration with Yale College's Center for International and Professional Experience, this initiative provides a roadmap for undergraduates who wish to pursue global health studies, and provides a model for combining curricular design and experiential learning.

Global Health Leadership Institute. The Global Health Leadership Institute (GHLI) hosted its fourth annual conference at the Greenberg Conference Center in June 2012 with delegations from Ethiopia, Ghana, Liberia, and South Africa. Delegations developed strategies to address important health system issues in their respective countries. In 2011, the Vice President (now President) of Ghana John Dramani Mahama attended the conference because of the pivotal role GHLI has played in catalyzing the transformation of mental health care in Ghana. The 2013 conference will be attended by delegations from Brazil, Ghana, Trinidad and Tobago, and Uganda.

Former President Bill Clinton recognized GHLI at the 2012 Clinton Global Initiative Annual Meeting in New York City and saluted Yale's commitment to the Rwanda Human Resources for Health Program. GHLI is also working with the National University of Rwanda to launch a Masters in Healthcare Administration program.

Other GHLI activities over the last three years include: work with the Coca-Cola Company and the Bill and Melinda Gates Foundation to improve the distribution of pharmaceuticals and medical supplies in Tanzania; collaboration with Tsinghua University in Beijing as part of the Goldman Sachs 10,000 women program to train 500 health clinic administrators from 25 provinces in improved clinic management practices; organizing a program for

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Chinese psychiatrists with Fudan University; facilitating a think-tank on health rights and justice issues through the Global Health Justice Partnership between YSPH and the Yale Law School; implementing the first Masters of Health Administration degree program in Ethiopia and supporting development of a robust primary health care system in the country; and, most recently, joint research as a member of the Eastern Caribbean Health Outcomes Research Network.

Strategy 5: We will shape the advancement of Middle East Studies.

Faculty and courses. In the last three years, significant progress has been achieved in recruiting new faculty whose teaching expands the curriculum. Since 2009, six new junior faculty have arrived: Narges Erami (Anthropology), Edwige Tamalet-Talbayev (French), Alan Mikhail (History), Adria Lawrence (Political Science), Jonathan Wyrzten (Sociology), and Zareena Grewal (American Studies) as well as three new language lecturers. As a result, numerous new courses have been offered on contemporary Middle East, particularly on North Africa. Yale continues to attract strong visiting faculty who augment these course offerings with such courses as “The Arab Spring of 2011,” “The Anthropology of Immigration,” and “Environmental Security and Resources Conflict.” Former Egyptian Ambassador Sallama Shaker, who has been a Distinguished Visiting Professor at the Divinity School since fall 2008, has added several courses, including “Religion, Globalization, and the Arab Awakening of 2011.” Chibli Mallat, Visiting Professor of Law and Oscar M. Ruebhausen Distinguished Senior Fellow, taught the course “Islamic and Middle Eastern Law” at the Law School.

Collaborations in the region. Strong relationships have been built with several institutions in the region, notably Al Azhar University (the oldest university in Sunni Islam) and the Library of Alexandria. The Yale Divinity School sent a group of students to Al Azhar University at the beginning of the spring 2011 semester, marking the first time in Al Azhar's 1,000-year history that a semester course of study was designed exclusively for a Western institution. Unfortunately, the group had to return home shortly after their arrival due to events in Cairo. The Divinity School and Office of International Affairs continue to work to reinstate the program so the students can take full advantage of the program in Islamic jurisprudence and Arabic language. Further work is planned between the Library of Alexandria and Yale University Press through which Yale and the Library will translate and publish works of 19th and early 20th century Arab political scholars – works that have never been printed in English.

Yale Law School continues to spearhead the Middle East Legal Studies Seminar (MELSS), an annual meeting held in the region since 1998. Participants include prominent lawyers,

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judges, and legal scholars from the Middle East as well as Yale faculty and students. In addition to scholarly exchange, the Seminar provides an opportunity for engagement and discussion with and among high-ranking policy makers, jurists, and diplomats from the United States and Middle Eastern countries. The Seminar has also supported the recent creation of a scholarly journal, *Middle East Law & Governance*, published by Brill.

The Office of International Affairs has placed a heavy emphasis on activities and relationships in Turkey in response to interest of Yale's faculty and deans. "Yale Week in Turkey" in 2010 included performances by the Yale Symphony Orchestra in three cities (co-sponsored with Boğaziçi, Bilkent, and Yaşar universities), a Yale World Fellows day-long conference on corporate responsibility, and a School of Forestry & Environmental Studies symposium (the latter two both co-sponsored by Boğaziçi). Yale faculty and students participated in a symposium on ethics in education (co-sponsored by Bahçeşehir University) with an emphasis on the sciences, admissions presentations, a production by the Yale School of Drama, and acting workshops for public high school students. Led by Professor Murat Gunel, Yale began collaborations in neuroscience research with Bahçeşehir in 2010. The Yale-Boğaziçi Arts Initiative was established in 2011 to promote exchanges of faculty and students in the dramatic and performing arts. Boğaziçi also co-hosted a Jackson Institute panel event in 2013.

Additionally, Koç University and Technion Israel Institute of Technology are both inaugural members of the Global Network of Advanced Management, launched by the School of Management in 2012, and Koç hosted the second meeting of the Network.

Summer course in Arabic language and culture. An Arabic language program was introduced in summer 2010 in Amman, Jordan, but then discontinued because of security concerns. In Morocco, a course titled "Society & Politics of North Africa" was introduced in Morocco in 2012 and will be offered for summer 2013.

National Resource Center designation. In 2010-2011, the Council on Middle East Studies was one of five councils in the MacMillan Center to be awarded a four-year Title VI grant from the U.S. Department of Education; however, because of federal budget cuts, allocations have been reduced by 47%. Despite these cuts, the Council has still been able to organize a strong program of colloquia, visiting speakers, and film presentations on this era of rapid change in the Middle East. Over the last three years, the Council has sponsored over 100 events each year on campus. One highlight was the "Breaking the Veils" exhibit, organized by Professor Marcia Inhorn, of female artists throughout the Muslim world.

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Strategy 6: We will explore new courses and formats for introducing students to global, international, and regional subjects.

New majors. New majors have been added in Global Affairs, South Asian Studies, and Modern Middle Eastern Studies.

Developing classes at Yale and other universities. The International Security Studies' Brady-Johnson Program in Grand Strategy has worked with faculty at six other universities (Columbia, Duke, George Washington, Princeton, Temple, and Wisconsin) to help them develop their own grand strategy programs and the United States Military Academy at West Point is developing its own program modeled on the one at Yale. In addition, the Faith and Globalization seminar held sessions with students in Singapore one year and with those at McGill University the following year. The initiative to teach online less frequently taught languages (see Goal 1, strategy 2 and Goal 3, strategy 4) is an example of ways we are likely to see more innovation in introducing students on multiple campuses to global and regional subjects.

Online Summer Session courses. During the summers of 2011 and 2012, Yale College Summer Session offered its first online courses for credit. Ten online courses were taught over those two years, two in 2011 and eight in 2012. There will be 14 online courses offered this coming summer. Credit is awarded for the successful completion of online Summer Session courses in the same way as for Summer Session courses held in residence. A key element of the online Summer Session courses is that all students, wherever they are in the world, must come to "class" at the same hour to see and engage with one another and the instructor in real time. The technology allows students and faculty to be in different places while attending the live course sessions. For example, Professor Paul Bloom taught his 2012 online Summer Session course from Beijing and Professor Ellen Lust taught hers from Tunisia. The 2012 courses enrolled students who were in Brazil, China, India, Israel, and France. The technology also allows guest lecturers who otherwise could not have easily come to New Haven to speak to the class.

Interdisciplinary Experiential Learning. The Global Health Justice Partnership (GHJP) is a new, innovative joint initiative of Yale Law School and Yale School of Public Health. GHJP promotes inter-disciplinary research, education, programming, and academic exchanges on a global stage at the intersection of law, health, and social justice. Projects engage topics of contemporary contestation, ranging from access to medicines, to international organization accountability, to reproductive health. Exchanges have included Yale teams traveling to South Africa, and campus visits by relevant South African experts.

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Global Health Concentration in the School of Public Health. As part of its revitalized approach to global health education, in 2009 the Yale School of Public Health (YSPH) admitted the first students to its new Global Health Concentration. YSPH has a five-year program in which Yale students can take courses at both Yale College and YSPH and obtain both a bachelor degree and a Master of Public Health (MPH) degree. Those students can enroll in the Global Health Concentration.

Strategy 7: We will refine overseas opportunities for Yale College students.

In 2004, President Levin announced the University's intention to ensure every Yale College student has the opportunity and financial support for an international experience. As shown in the following table, student participation has grown to a point where placements are now available for every Yale College student who applies. According to data published by the Institute of International Education in 2010-2011, Yale was the top-ranked Association of American Universities institution, as well as the top ranked Ivy League institution, in terms of undergraduate study abroad participation.

The Yale College Center for International and Professional Experience (CIPE), led by Dean Jane Edwards, provides students with one-stop shopping for information, guidance, and a suite of online tools for applying for study abroad, internships, and research fellowships.

The number of summer options for students are sufficient to meet demand and thus have not expanded in the last three years. CIPE works with students to guide them towards choices that will best serve their goals and that will build on the knowledge and skills they are developing at Yale. The staff have worked to secure more research placements for science and engineering students, more health and arts oriented summer internships, and more opportunities in Arabic language instruction and cultural immersion in the Arab world.

Students who are on financial aid are eligible for a single International Summer Award – a grant in an amount proportional to the student's level of aid during the academic year. In summer 2012, 497 awards were granted with an average award of \$7,868; this amounts to over \$3.9 million in support of undergraduates' study and internship opportunities overseas. An additional \$3.15 million is awarded through competitions that fund independent summer research.

International Experiences

Activity	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Academic Year study abroad	156	158	144	199	152	165	164	160	160
Summer study abroad	178	270	387	393	524	657	746	755	776
Internships	40	92	196	231	258	212	239	202	208
Independent Research	176	206	250	269	295	287	248	255	212
Total	550	726	977	1092	1229	1321	1397	1372	1356

The following table shows the regional distribution of activities abroad.

Activities abroad 2011-2012 by region

REGION	Study abroad	Internships	Research	Total students
Africa	33	27	24	84
Asia	235	65	47	347
Australasia	5	1	5	11
Europe	560	73	66	799
Latin America /Caribbean	81	29	45	155
Middle East	12	13	11	36
Multiple country	8	0	11	19
North America	2	0	3	5
TOTAL	909	254	199	1356

Language immersion programs. Over 200 undergraduate students each year choose to study a foreign language abroad by taking a Yale Summer Session course or attending an affiliated program. Students who are interested in immersion study of Asian languages during either the semester or summer are able to study in China, Japan, or Korea with support of the Richard U. Light Fellowship, which typically provides support for around 150 students. Beginning in 2013, a generous gift will allow the South Asian Studies Council in cooperation with the CIPE to support intensive language study in South Asia.

Peking University-Yale University Joint Undergraduate Program. In 2012, after consultation with the Program's faculty leader, the decision was made to discontinue this program. Enrollments never reached anticipated levels, in part because of the abundance of other

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opportunities available in China for Yale College students such as the language immersion Light Fellowships described above. Over 100 Yale and over 400 PKU students benefited from this program, which was established in 2005 to allow students from both universities to live together in the regular Chinese dormitories and study with Yale and PKU faculty.

Strategy 8: We will expand the opportunities for professional school students to enhance their programs of study through well-integrated experiences abroad.

Even with continued financial pressures, the schools of Architecture and Management have maintained their programs to provide all of their students with the opportunity to participate in an international study trip led by a member of their faculty. The Architecture experience is associated with advanced studio classes in which students in their final year travel to one of eight different destinations and SOM takes all first year students on a faculty-led trip to one of nine different countries.

Each of the other professional schools has worked to identify relevant international activities for their students. The schools of Forestry & Environmental Studies, Law, Medicine, Music, Nursing, and Public Health have the largest proportions of their students taking part in projects abroad.

For example, the School of Medicine has expanded the work of its Office of International Medical Student Education to facilitate opportunities for students to experience medicine as it is practiced throughout the world. Medical students in their final year have the opportunity to participate in clinical clerkships abroad, such as those in Africa that include a clinical rotation focusing on tuberculosis at Tugela Ferry, South Africa, a collaboration between Yale and Makerere University at Mulago Hospital in Uganda, and a surgical clerkship in rural Zambia.

Yale Law School offers a number of clinics and experiential learning opportunities that involve international fieldwork as a core component of team projects. For example, the Allard K. Lowenstein International Human Rights Clinic, directed by Professor James Silk, undertakes a variety of human rights advocacy projects every semester involving team trips for fact-finding and research in a number of countries. The Transnational Development Clinic, directed by Professor Muneer Ahmad, was established in 2010, with the aim of identifying opportunities for productive intervention by U.S.-based lawyers on a range of global poverty and development issues. Student teams have worked with community-based clients in countries including Burma, Haiti, and India to provide legal advice, counseling, and representation. As part of its Latin American Linkages Program,

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the Law School also sends students for a period of four weeks each summer to law schools in Buenos Aires, Santiago, São Paulo, and Rio de Janeiro. In addition to attending classes and workshops, students visit government institutions, meet with national authorities, and work with local NGOs.

Yale Law School also provides financial support to students wishing to integrate their classroom experience with work experience during the summer and post-graduation. Last summer alone, 37 Yale Law School students worked in 24 countries as Robina Foundation Summer Human Rights Fellows. In 2013-2014, Yale Law School will fund ten alumni in year-long public interest fellowships outside the United States, including at international courts and tribunals, the International Criminal Court, and grassroots civil society organizations.

In addition to their trips for all first year students, the School of Management also enables students to travel to other business schools that are members of the Global Network for Advanced Management. During spring break 2013, students from five of the member schools, including SOM, spent a week in the Global Immersion Program studying in another country with some of the host institution's faculty.

Since 2009, the School of Public Health has established seven endowed funds to support global scholarships, internships, or projects. It also has an endowed fund in honor of Wilbur Downs that since 1966 has provided opportunities for students from the schools of Public Health, Medicine, and Nursing to live, learn, work, and do research in overseas settings. Between 2009 and 2012, Downs Fellowships supported 73 students working in 31 countries.

Language for special purposes. The Center for Language Study offers non-credit opportunities to study a language to satisfy specific career or professional needs. The courses now offered include Spanish and Chinese for healthcare professionals and Brazilian Portuguese and Haitian Creole focusing on environmental issues.

Strategy 9: We will build additional executive education programs for established and emerging leaders from abroad.

The Greenberg Conference Center, which opened in 2009, was designed specifically to accommodate leadership programs. These programs, held under the auspices of the Jackson Institute for Global Affairs, have allowed Yale to build strong connections with leaders in key countries. In June 2012, Yale held the sixth annual India-Yale Parliamentary Leadership Program, and the fifth China-Yale Senior Government Leadership Program

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took place in August. Two leadership programs have also been held for senior women in the Chinese government.

In 2012, the suite of executive leadership programs was expanded to include the first program for judicial and legal officials from Argentina as well as the inaugural program for government leaders from Mexico. The latter entailed participation by two justices of Mexico's Supreme Court and the country's Minister of Finance (a Yale graduate). Additional programs focused on the environment, diplomacy, and other global issues are in the planning stages.

The Greenberg Conference Center also hosts the annual session of the Global Health Leadership Institute (described above), programs for university leaders in China and India, leadership development programs sponsored by the schools of Forestry & Environmental Studies, Management, and Public Health, and programs such as the Jackson Institute's conference for 70 Young Global Leaders from the World Economic Forum, as well as numerous one or two-day conferences organized by faculty from departments and schools across the University and some of the growing roster of executive programs offered by the School of Management.

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GOAL TWO: ATTRACT THE MOST TALENTED STUDENTS AND SCHOLARS TO YALE FROM AROUND THE WORLD

The reputation of Yale's academic programs is the most important factor in any applicant's decision to come to Yale; however, strategically targeted recruiting and financial aid improvements have helped with admissions. An example of the former is the new Master of Advanced Management, which allows SOM to recruit outstanding recent graduates from business schools in the Global Network for Advanced Management. Yale also strives to be the place that is the most welcoming and supportive to those from abroad by continually strengthening support services of the International Center for Yale Students and Scholars.

International student enrollment reached a new record in 2012-2013 of 2,249 international students or 18.8% of the total student body. There are 118 countries represented in the fall 2012 international student enrollment.

Countries included for the first time in recent years are Algeria, Bosnia and Herzegovina, Republic of Congo, Gabon, Montenegro, South Sudan (the student in Yale College was one of the first South Sudanese citizens to be issued a passport), and Swaziland. The top country enrollments have remained consistent over the past decade with China always at #1, Canada in the #2 slot, and South Korea, India, Germany and the United Kingdom in the third through sixth places, but not always in the same order.

Strategy 1: We will be more focused in recruiting students from abroad.

Undergraduate admissions. The number of international students in Yale College now stands at 581 or approximately 10% of the total student population.

The Office of Undergraduate Admissions places more emphasis on international admissions for undergraduates than any peer institutions, and the results are evident. The experienced team of six admissions officers (4.0 FTE) who focus internationally have been able to increase dramatically both the quantity and quality of applications from abroad. The number of international applicants has increased to over 4,600; there is greater selectivity than ever since only 4.5% of the international applicants are admitted and of those 67% yield (as compared to a 7.1% admit rate and 66% yield for Yale College applicants overall).

One example of the value of focused recruiting has been Japan, where student enrollment at Yale had been declining for fifteen years. In the last three years, through targeted

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outreach to high schools, government ministries, and corporations, Yale has been able to reverse the trend, attracting more Japanese students to the College, as well as to the Graduate School and to master's programs such as those in the Jackson Institute and the School of Forestry & Environmental Studies.

Undergraduate financial aid. Throughout the economic downturn, Yale College maintained its commitment to need blind admissions and need-based financial aid to all international applicants to Yale College. In 2012–2013, \$18.1 million was expended on international student financial aid to support 354 students. Raising funds for scholarships continues to be a major priority.

Visiting International Student Program. For the first time in its history, Yale College in the 2011-2012 academic year admitted students from institutions that work closely with Yale to spend their junior year at Yale. In its inaugural year, the Visiting International Student Program admitted students from Tec de Monterrey (Mexico) and the National University of Singapore – two institutions where Yale has strong, ongoing partnerships. The students in the program are assigned to residential colleges, just as any undergraduate, and enroll in a full schedule of classes. In fall 2012, the program enrolled 19 students with Hong Kong University joining the program. Waseda University (Japan) and the Universidade Estadual de Campinas (Brazil) will begin sending students in fall 2013, resulting in an expansion to 25 students.

Graduate and professional school admissions. The total number of international students in the Graduate and professional schools has increased steadily to 1,668 in fall 2012, a 25% increase from 10 years ago. The School of Music has the largest international student population with 43% of its students coming from abroad.

As noted above, the School of Management has launched a Master of Advanced Management, which recruits students from the 22 other business schools in the Global Network for Advanced Management. SOM also adopted targeted recruitment strategies similar to those used by undergraduate admissions and in each recruiting cycle deploys staff with assigned international territories.

Since it restructured its global health programs, the School of Public Health has increased its efforts to recruit international students. Since 2009, it has admitted students to its degree programs (MPH, MS, PhD) from 31 different countries.

A handful of special programs have been established with government agencies in select countries to help identify, recruit, and fund the top students from those countries to Yale.

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For example, CONACYT, Mexico's agency that provides funding for Mexicans to study abroad, now supports 3-6 students each year at Yale, typically in Master's and Ph.D. programs.

The success of the agreement with the China Scholarship Council to help recruit and fund outstanding Chinese students for the Combined Program in Biological and Biomedical Sciences (BBS) led to an expansion of the program in 2011 to include three more universities in China as feeder institutions and to increase the Chinese government's financial support from eight students per year to 20. Each year, Yale faculty including BBS Director Lynn Cooley travel to partner universities in China to meet the faculty and to interview prospective students for admission to Yale. The students recruited through this program have been consistently excellent.

Yale formally joined Brazil's Science Without Borders program in 2012. Through this program, Brazil is investing over US\$2 billion in science and technology scholarships to support the country's expansion of science, technology, and innovation through international exchange and mobility. Science Without Borders will help identify and fund Brazilian undergraduates who are part of the Yale Visiting International Student Program described above, Ph.D. students at Yale, both visiting and full program, and short term trips by Yale faculty to meet with colleagues in Brazil.

Strategy 2: We will improve our English as a Second Language programs for international students and scholars.

The English Language Program was created by the Center for Language Studies in 2010 to improve support for graduate students and scholars whose native language is not English (this program is not related to the English Language Institute which is part of Yale Summer Session). The program has undergone an extensive expansion. English Language Proficiency Pathways offers a carefully structured program of courses and assessments to prepare graduate students to teach at Yale. In addition to the core pathways courses, which are primarily intended for graduate students, "English for Academic Purposes" courses are open to all Yale-affiliated students, faculty, and staff (including visiting scholars/researchers and postdocs). The English Language Program is also providing support to several of the professional schools and is working with the School of Management to staff its Communications Center and offer customized courses (e.g., professional communications skills), programs on pronunciation and other topics, and assessments for SOM students.

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Enhanced pre-arrival immersion program. The Center for Language Study developed an intensive three-week summer program in New Haven for incoming graduate students that prepares them for their studies at Yale and helps them with their acclimation to life in the U.S. They spend four hours per day in intensive English language study and devote the afternoons and weekends to both academic and social activities (e.g. conversation groups, pronunciation practice, an introduction to the library, excursions in the area and to New York City). This program builds on a program that Yale offered for three years in Beijing for Chinese students entering the Graduate School.

Strategy 3: We will improve services to ensure an easy transition to Yale for international students and scholars.

During the last three years, the Office of International Students and Scholars (OISS) has expanded the services for international students and scholars it provides through the International Center for Yale Students and Scholars. This requires a certain level of customization of programs and services: the SOM student from Kyrgyzstan has concerns that are different from those of a Chinese postdoctoral associate in chemistry or a Yale College freshman from Zimbabwe.

A primary focus of OISS has been on the pre-arrival/arrival period. In an effort to help students navigate the process of getting to Yale, OISS has developed customized web portals for new students in each school, providing step-by-step instructions on the immigration process and practical matters of traveling to and settling in at Yale. OISS sponsors online chats for international graduate and professional students to give them more personal access to OISS staff and immediate responses to their concerns. In addition, they have made extensive use of social media to connect new students with current students, resulting in new international students meeting (virtually and in person) other students before they arrive on campus.

In addition to processing visas, producing supporting documents, and providing immigration counsel for over 4,500 students and scholars, the OISS staff issue visa documents for over 500 students attending summer session courses, and submit hundreds of applications for H-1 visas and permanent residence. The demands on OISS have steadily increased with the increased numbers of international students and scholars as well as the increasing complexity of U.S. regulations.

The OISS staff has also created an extensive array of activities that help students and scholars from abroad adjust to life at Yale. Over the past year, more than 700 events took place at the Center such as new student and scholar orientation programs, discussions of

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U.S. culture and cultural transitions, daily English conversation groups, and workshops on practical topics, including safety resources, bike and road safety, banking in the U.S., and surviving a New England winter.

An area of significant growth in the past three years is the support for the spouses and partners of international students and scholars. Participating spouses and partners now serve as mentors for newly arrived spouses, partners, and families, and they develop and host programs, including groups that knit, discuss books, play mahjong, and learn Chinese calligraphy, as well as playgroups for parents and their children.

Strategy 4: We will infuse internationalization further into the University culture.

International Center for Yale Students and Scholars. As mentioned above, hundreds of meetings and events are held each semester at the Center, which has become a busy hub of activity for international and domestic students.

Yale's extraordinary collection of museums. Yale's three major museums provide virtually unparalleled opportunities for students to delve into arts and cultures from around the world, both contemporary and historic. The reopening of the Yale University Art Gallery in December 2012 added 30,000 square feet, including new exhibition space for the Art of the Ancient Americas, Indo-Pacific, and Islamic art collections, as well as reinstalled collections of African and Asian art, among others. The expanded museum highlights new acquisitions and the growth of global art at the Gallery, which work in concert with the renowned collections of European and American art. The new Jane and Richard Levin Study Gallery and eight additional study rooms and classrooms facilitate using the collections for course visits, assignments, and research projects. In addition to regular exhibits and programs, the Yale Center for British Art has addressed broader international themes through exhibitions such as "Adapting the Eye: An Archive of the British in India, 1770–1830" and publications such as one focused on artistic exchange between the English Tudor courts and the Medici in Florence. The Peabody Museum of Natural History continues to make its collections available to researchers from around the world and now supports fieldwork by Peabody curators on every continent.

The University Library. The Library was arguably Yale's first "international center," connecting students and scholars with ideas from around the world from its initial holdings. In the last two years, the Library has formed a department of International Collections and Research Support with librarians representing eight area studies collections, as well as creating a new position of Librarian for South Asian Studies and hiring new librarians for Middle East Studies and Latin American Studies. The Library

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hosts numerous international exhibits and visitors and has worked aggressively on digital projects related to Chinese rare books, materials on the Silk Road, Korean rare books, and Russian and Slavic language holdings, among others.

The Lillian Goldman Law Library. The Law Library has over 200,000 monographs in the major western European languages, as well as a smaller selection in the Chinese and Slavic languages. Collection strengths in foreign law include the civil law jurisdictions of France, Germany, Italy, and Spain, as well as the common law jurisdictions of Australia, Canada, and the United Kingdom. There are also growing Chinese and Latin American collections. Collection emphases include constitutional law, administrative law, environmental law, and legal history.

Support for religious diversity. The Yale Chaplain's Office has increased its support to the Hindu community at Yale by hiring a part-time (20hr/week) professional staff person to serve as a Hindu Life Advisor. In response to expanded demand, a Hindu Prayer Room has been opened in the Chaplain's office and the attendance of the annual Diwali celebration has grown from 50 people to 400 in the span of five years. The Hindu Advisor joins a Muslim Chaplain who has been so successful that the growth in attendance at Friday Jummah Prayers has necessitated a move to Dwight Chapel. We have expanded our support for Buddhist programs with the addition of two Buddhist Life Advisors who both have advanced degrees in Buddhist studies.

In June 2012, Yale hosted the Global Conference of Chaplains. This four-day conference is held every four years, and this was the first time it was held in the U.S. During the conference, Yale welcomed over 450 chaplains from 25 countries and eight distinct religious traditions.

Promoting cultural diversity. The University encourages creative approaches to cultural awareness and understanding through a variety of formal and informal programs. For example, the Yale Repertory Theatre's No Boundaries project presents a series of global theatre, music, and dance performances featuring innovative performances by artists from around the world. Performances over the last three years have showcased artists from the United Kingdom, Germany, Japan, and South Korea and have included an American premiere of "Engagement Féminin: An Evening of West African Contemporary Dance."

Another example, the Yale Latin American Theater Series, was developed in 2012 by the Council on Latin American and Iberian Studies at the MacMillan Center, in collaboration with the Yale Department of Spanish and Portuguese. A critically acclaimed two-woman theater company from Argentina kicked off the series with a Spanish-language

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production. The project aims to demonstrate the relevance of the Latin American theatrical tradition and to provide access to Spanish-language productions for the Yale campus and New Haven communities.

Strategy 5: We will advocate for improved U.S. immigration policies to make the United States a more attractive destination for talented students and scholars from around the world.

Yale continues to advocate in Washington for changes to immigration policies. The University is on record supporting the DREAM Act as well as legislation to make green cards easier to obtain for international students with advanced science, technology, engineering, and mathematics (STEM) degrees from U.S. universities. The prospects for immigration reform are more favorable than they have been for several years, although the legislation could easily fail. Proposals emerging from the White House, Senate, and House of Representatives include making green cards more readily available to recipients of advanced degrees in STEM disciplines.

In 2012, Yale's Office of Federal Relations worked with the Office of International Students and Scholars to ensure that Yale students had access to legal advice about their eligibility for deferred action under the Obama Administration's policy of administrative relief for undocumented students. Yale's Office of Federal Relations is also active in efforts to streamline the recertification process for accredited institutions of higher education that enroll foreign students and scholars while cracking down on sham institutions that sell visas and jeopardize the viability of education and exchange visa programs.

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GOAL THREE: POSITION YALE AS A GLOBAL UNIVERSITY OF CONSEQUENCE

Positioning Yale as a “Global University of Consequence” speaks to increasing the University’s impact in the world. This goal is achieved primarily through the successes of Yale’s academic programs, the international stature of Yale’s faculty, and the global impact of their research. There have been – and will be – initiatives that are specifically international and extend Yale into the world. The shape and scope of these new initiatives will continue to evolve over time.

Strategy 1: We will develop additional international research collaborations.

Yale - University College London (UCL) Collaborative. Launched in October 2009, the Yale UCL Collaborative has advanced beyond the Collaborative’s original work in cardiovascular medicine to involve faculty in fields ranging from hepatology and bioinformatics to engineering and law. One notable success announced in February 2012 was a 6.8 million Euro grant from the European Union for one of the Yale UCL project teams working on a biodegradable magnetic stent for insertion in coronary arteries. EU funding is not generally available to researchers in the U.S.; it is only because of the Collaborative that Yale faculty may be awarded a portion of this grant.

There are parallel initiatives being pursued to develop joint protocols, grant proposals, courses, and research projects; to date, faculty from Yale and UCL have held joint workshops in biomedical engineering, cancer, cardiology, genetics, nurse midwifery, and history.

The Collaborative also promotes student exchanges in addition to faculty collaborations. In 2012-2013, the Yale and UCL Graduate Schools are exchanging the first Ph.D. students under an agreement signed last year. There are seven UCL students at Yale and one Yale student at UCL in fields that include history, economics, comparative literature, and nanotechnology, as well as the Biological and Biomedical Science program.

Yale and Machu Picchu. In 2011, Yale embarked on a long-term collaboration with the Universidad Nacional de San Antonio Abad del Cusco (UNSAAC) that includes the founding of a museum and research center in Cusco, which opened to great fanfare in October of that year. This collaboration builds on the agreement reached in 2010 to move materials housed at the Peabody Museum to Peru. Professor Richard Burger and Lucy Salazar continue to lead research and collaboration with UNSAAC.

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Fudan-Yale Center for Biomedical Research. Professor Tian Xu's lab in Shanghai continues to be a good example of how a joint and sustained collaboration can yield significant research results. Professor Xu's lab at Yale and the Center in Shanghai work collaboratively, achieving a "multiplier effect" of what Professor Xu could accomplish if he only had use of facilities at Yale. The results are evident: the first research emanating from China to be featured on the cover of *Cell* was from the joint Fudan-Yale lab.

China Law. The China Center is the primary home for activities related to China at the Law School. The cornerstone of these activities is The China Law Center, established in 1999, which helps promote China's legal reforms and increasing understanding of China in the United States. In interaction with research and teaching, the core of the center's work is designing and carrying out sustained, in-depth cooperative projects between U.S. and Chinese experts on key issues in Chinese law and policy reform, with the goal of having a positive impact on China's reform process. Cooperative projects have focused particularly on issues of judicial reform, criminal justice reform, administrative and regulatory reform, constitutional law, and public interest law. Projects involve a range of activities, including workshops and seminars in the United States and China, research visits to Yale and to China, and books or articles by Chinese or U.S. scholars.

Over the past several years, the China Center has expanded its work to issues of U.S.-China relations by establishing a Dialogue on U.S.-China Relations undertaken in partnership with Peking University School of International Studies and with the China Institute for Innovation and Development Strategy. Led on the U.S. side by Center Director Paul Gewirtz, the next round of talks is scheduled for summer 2013.

International Training Center for Global Infectious Disease Research (ITC-GIDR). The ITC-GIDR, led by Professors Michael Cappello and Elijah Paintsil, has expanded to include the University of São Paulo and, for a two-year period, King Saud University in Saudi Arabia. Students and faculty from both of these institutions work together with those from the University of Ghana and Yale. Each summer, ten trainees from the participating universities spend eight weeks at Yale working in a lab under the direction of a Yale faculty member.

Inter-Asia Connections Program at MacMillan Center. In 2012, Yale received funding from the Carnegie Corporation to work with the Social Science Research Council (SSRC) in New York City on a crosscutting program entitled Inter-Asia Connections that will be housed at Yale's MacMillan Center. The Inter-Asia Connections Program at Yale will bring together the MacMillan Center's area studies councils on East Asia, South Asia, and Southeast Asia to collaborate on trans-Asia priorities. The Center will host a post-doctoral fellow who

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will offer courses and help to convene future Inter-Asia Connections conferences, which have been held in Dubai (2008), Singapore (2010), and Hong Kong (2012), with Istanbul planned for 2013.

Yale Himalaya Initiative. As noted in the discussion of the Yale India Initiative, faculty members in the Arts and Sciences (Anthropology, History, History of Art, Religious Studies), Yale's professional schools (Forestry & Environmental Studies, Law, Management, Medical), and other programs have created a Yale Himalaya Initiative. This is the first comprehensive, interdisciplinary university-led initiative in North America that explores as a whole the Himalaya regions of Nepal, India, Bhutan, Pakistan, and China, as well as the Tibetan cultural areas that traverse the borders of all those states. Monthly seminars, several courses, and an annual program of summer field trips have been developed. Grants have been secured from Google and the British Council Transnational Education Partnership Programme. The Digital Himalaya project archives and makes available ethnographic materials from the Himalayan region. In partnership with the Association for Nepal and Himalayan Studies, a conference is being planned to take place in 2013-2014 at Yale.

Todai-Yale Initiative. In 2007, Yale and the University of Tokyo launched the Todai-Yale Initiative to deepen the academic linkages between the two institutions. Since then, 28 faculty, fellows, and graduate students from Tokyo have studied and conducted their research at Yale for a semester or a full year. In 2012-2013, two Todai faculty and a post-doctoral fellow were in residence at Yale. The Initiative has also resulted in numerous visiting speakers at the MacMillan Center and several international conferences that have yielded joint publications and new research projects. The conferences that have been wide-ranging and inter-disciplinary included those on East Asian economic history, Japan-China relations, neurocognitive approaches to the social sciences, tea culture in Japan, Japanese political economy, and Chinese and Japanese views of the American ideal.

Fogarty Training Programs. Since 2009, the School of Public Health has had 10 grants from the Fogarty International Center at the National Institutes of Health that support training of scholars in global health from the United States and other countries. For example, for the past 13 years, faculty at the School of Public Health have led an AIDS research training program funded by the Fogarty International Center. The program has trained junior faculty and post-baccalaureate students to conduct and lead HIV/AIDS related research in Russia. There have been more than 70 participants from diverse disciplines at universities and scientific academies in St. Petersburg, Kazan, and Novosibirsk, Russia. Collaborations between Yale faculty and trainees have led to grants from NIH and private foundations and produced more than three dozen peer reviewed scientific papers since 2006.

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Brazilian Ministry of Health. The School of Public Health also has established key collaborations in Brazil in the area of public health, which includes formal agreements with the Oswaldo Cruz Foundation at the Brazilian Ministry of Health, which were celebrated during Yale Week in Brazil in 2011. These steps, as well as the development of collaborations with faculty from universities in six cities throughout Brazil, have created the basis for on-going research and training programs that address major health issues that have emerged in the country, such as the health of urban slum communities, chronic diseases, violence, and food insecurity. Furthermore, the School of Public Health has established summer courses and internships to train MPH and Ph.D. students from Yale and collaborating Brazilian institutions.

Strategy 2: We will support efforts at Yale to make positive contributions to the understanding of global and regional problems and the formulation of solutions.

The MacMillan Center alone sponsors or organizes annually over 700 lectures, conferences, workshops, symposia, exhibitions, and other events on topics of interest to the academic community and the public.

In addition to the work of the area studies councils, the MacMillan Center is the home of more than two dozen regional and issue-focused research programs and initiatives that promote cross-disciplinary research and debate and work to influence public policymaking. These include the Georg Walter Leitner Program in International and Comparative Political Economy co-directed by Professor Giovanni Maggi and Professor Thad Dunning; the Program on Order, Conflict, and Violence, led by Professor Stathis Kalyvas; and the Global Justice Program, led by Professor Thomas Pogge.

The MacMillan Center, under Professor Ian Shapiro's leadership, has been particularly focused on promoting activities that address the world's most intractable problems by concentrating on three substantive areas: Identity, Security, and Conflict; Democracy: Past, Present, and Future; and Justice and Distribution: Local, National, Regional, Global. Each brings to bear collaborative, interdisciplinary, and regionally expert inquiry, in research, teaching, convening, and publishing with a conscious emphasis on global implications.

The work of convening discussion about pressing world issues also engages other parts of the University such as the Law School's Gruber Program for Global Justice and Women's Rights and Seminario en Latinoamérica de Teoría Constitucional y Política (SELA), the Brady-Johnson Program in Grand Strategy, the Center for Faith and Culture, the Center

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for the Study of Globalization, and the Interdisciplinary Center for Bioethics. The University livestreams events on popular topics such as the series of panels on economic issues relevant to the presidential election (the final panel was moderated by President Levin and focused on macro economy, the recession, and recovery).

Venue for discussion by global leaders. Yale has attracted a number of foreign leaders and dignitaries in recent years. Examples include China's President Hu Jintao, Jordan's Queen Rania, Great Britain's Prime Minister Tony Blair, Burma's Daw Aung San Suu Kyi, and numerous other heads of state, ministers, and ambassadors from across the globe. Venues are selected so students can pose questions to these leaders.

The Gruber Program for Global Justice and Women's Rights. Established in 2011, the Gruber Program for Global Justice and Women's Rights is a University program administered by the Law School. The Program consists of three core components: (1) the Global Constitutionalism Seminar, an annual convening of Supreme Court and Constitutional Court judges from around the world to discuss the most important legal issues of the day with Yale law faculty; (2) Gruber Distinguished Lectures, which feature speakers whose exceptional achievements have served the causes of global justice and women's rights (inaugural Gruber Lecturers included Justice Ruth Bader Ginsburg of the United States Supreme Court and Luis Moreno Ocampo, the first chief prosecutor of the International Criminal Court); and (3) Gruber Fellowships in Global Justice and Women's Rights, which facilitate campus visits by distinguished international scholars and provide post-graduate opportunities for alumni of Yale's graduate and professional schools to work in the areas of global justice and women's rights.

Global Health Justice Partnership. One of the programs launched with support of the Gruber Program for Global Justice is the Global Health Justice Partnership (GHJP), a joint initiative of Yale Law School and Yale School of Public Health. GHJP promotes interdisciplinary research, education, programs, and academic exchanges at the intersection of law, health, and social justice. In its first year, GHJP launched a program in experiential learning, in which faculty from the Law School and School of Public Health supervise a teams of students drawn from both schools as well as other Yale graduate and professional schools and the Jackson Institute for Global Affairs. The GHJP has also launched collaboration with South African academic, civic, and government leaders to improve the health and welfare of miners, ex-miners, and their families by analyzing national policies and exploring novel approaches to providing integrated occupational health, HIV/TB, and legal services to ex-miners and their families. As part of this project, the GHJP also sponsors two visiting fellows at Yale from South Africa and lectures by visiting experts.

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Yale Center for the Study of Globalization. Ernesto Zedillo continues his efforts to connect the Yale community with policy relevant institutions, academics, and practitioners around the world. Activities and research focus on issues including global development, trade, financial globalization, and global public goods such as global governance, mitigation of climate change, and global peace and security. In the last three years, the Center has organized public panel discussions on topics ranging from the economic and geopolitical consequences of a pre-emptive strike on Iran, to U.S. financial reform, to the potential global crisis stemming from the Euro crisis and the U.S. policy paralysis. Major international conferences have convened experts on financial globalization, 21st century trade policy, and the “war on drugs” through the U.S.-Mexico prism, among other topics. Professor Zedillo has led or been involved in a number of high-level international commissions, which he leverages to incorporate the involvement of Yale faculty and students. Recent collaborations have included the Global Commission on Elections, Democracy, and Security (Professor Zedillo served as Vice Chair and Kofi Annan as Chair) and the Global Commission on Drug Policy.

Kissinger Papers. In 2011, former U.S. Secretary of State Henry Kissinger announced plans to donate his papers to Yale University. The collection, which consists of approximately one million documents and objects covering Dr. Kissinger’s life as a diplomat, scholar, teacher, and private citizen, will contribute to Yale’s repository of major 20th century American leaders. Yale already holds the papers of renowned former diplomats and alumni Henry Stimson (Class of 1888), Dean Acheson (Class of 1915), and Cyrus Vance (Class of 1939, LAW ’42), as well as those of President Woodrow Wilson’s most influential adviser, “Colonel” Edward House. The newly established Johnson Center for the Study of American Diplomacy celebrated the announcement with a panel on “Sino-American Relations in 2012: The Future of the International System” with Dr. Kissinger, Deputy Secretary of State William J. Burns, former Chairman of the Joint Chiefs of Staff Admiral Michael Mullen, former Secretary of the Treasury Robert Rubin, and Yale Sterling Professor of History Emeritus Jonathan Spence. A second conference was held in spring 2013.

U.S.-India Energy Partnership Summit. Yale and The Energy and Resources Institute (TERI) convene high profile summits of senior officials from the U.S. and India in Washington, D.C., around issues of climate change, sustainability, and energy security in the United States-India strategic relationship. The first summit was held in 2009 and the fourth summit in the series took place in May 2013.

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Network for emerging leaders. The Yale World Fellows Program has taken the lead in forming a network among a group of similar programs at other institutions that also train emerging leaders. The network provides the World Fellows and World Fellow alumni with valuable connections to leaders working in a variety of fields all over the world. Now in its 11th year, there are 222 Yale World Fellows living in 79 countries.

Strategy 3: We will seek opportunities for major institutional projects abroad that advance a school's mission or the University's aspirations.

Yale-NUS College. In April 2011, Yale and the National University of Singapore announced a partnership to create a new liberal arts college in Asia that would be fully residential and that would have an innovative curriculum. The new college is on schedule to open this summer. Yale Professor Pericles Lewis has been recruited to serve as the College's President and Yale Professor Charles Bailyn is on leave to serve as the inaugural Dean of the Faculty. The initial 55 faculty members have been hired from a pool of 2,300 applicants. These faculty have worked hard to refine the new curriculum and have been particularly focused on the design of the core curriculum. Construction of the campus, designed by Cesar Pelli's firm, is on schedule to be completed by the end of 2014.

The admissions process has also gotten off to a strong start with over 10,000 applications from Singapore, the United States, and 91 other countries throughout the world. Because of this larger than expected applicant pool, Yale-NUS enjoys a very high level of selectivity (2-3% admit rate). The initial round of admissions saw a higher yield (60%+) than any U.S. institution except Harvard, Princeton, MIT, Stanford, and Yale. The group of confirmed students is very strong academically, as well as in terms of extracurricular activities, personal qualities, and enthusiasm. So far, students have turned down Ivy League schools, top U.K. universities, flagship public universities, and small liberal arts colleges in the U.S. to attend Yale-NUS.

An additional new development in Yale's relationship with the NUS includes offering joint programs through the School of Forestry & Environmental Studies and School of Public Health in which students take courses at both NUS and Yale and obtain a NUS undergraduate degree and Yale master's degree.

Strategy 4: We will aggressively work to have online courses and other digital assets used abroad.

Open Yale Courses. There are now 42 Open Yale Courses, featuring Yale teachers offering full semester-length courses, freely available online to anyone around the world. Apart

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from the United States, the greatest numbers of visitors to Open Yale Courses come from China, the United Kingdom, Canada, South Korea, Germany, Brazil, India, and Australia. The 2012 Yale College faculty Committee on Online Education recommended ensuring that the “commitment to preserving Open Yale Courses is fulfilled so that these valuable materials can be accessed well into the future.” The Committee specified maintaining Open Yale Courses on the University’s website and on iTunes U and YouTube, as well as continuing to “take advantage of Open Yale Courses for the benefit of other university initiatives (i.e., Yale University Press, Yale4Life, Yale Educational Travel, and Yale Summer Session).”

Yale College faculty initiatives. The faculty Committee on Online Education reported to the Yale College faculty in December 2012 and outlined a plan to ensure that Yale “continues to be a leader in online education.” Their recommendations will serve those in the U.S. as well as those abroad. Among their recommendations was expansion of the successful Summer Session online courses. Coursera has been selected as an additional online platform for mounting faculty members’ teaching materials.

Consortium offering less-commonly taught languages. Yale has a long tradition of offering its students an astonishing array of languages to study. However, there are some languages where low enrollments make it difficult to support regular introductory and advanced courses. To address this, Yale’s Center for Language Study embarked on a partnership with Cornell and Columbia where students at the three universities can constitute one virtual class and be taught by an instructor who is at one of the institutions. The pilot occurred in 2010-2011 when third and fourth semester Dutch was taught synchronously online by a Yale instructor to students at both Yale and Cornell. The pilot’s success prompted expansion of the program in fall 2012 to include several languages that were either not otherwise going to be taught at all or not taught at the advanced level. The courses for this year are noted below with an indication of the campus where the instructor is located.

- Elementary Bengali I: Cornell
- Elementary Dutch: Yale
- Intermediate Modern Greek: Yale
- Elementary Romanian: Columbia
- Intermediate Tamil: Columbia
- Beginning Yoruba: Cornell
- Advanced isiZulu: Yale

Online professional development workshops. Several of the professional schools have experimented with developing online materials that can be used by practitioners in the

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field who would otherwise not be able to attend a program at Yale or another university. For example, through a major grant from the Arcadia Foundation, the School of Forestry & Environmental Studies is delivering on-line training to land managers in South America and Southeast Asia as part of the Environmental Leadership and Training Initiative (ELTI).

Yale School of Nursing hybrid online degree. The School of Nursing's Doctor of Nursing Practice program is designed for mid-career nurses who wish to build upon their previous education and experience to attain leadership positions in their field. Combining the Yale residential experience with online course work, the "hybrid" program is tailored for nurses who already have major professional commitments and are not able to take long stretches of time off from work to complete the program. Courses comprise both monthly on-campus sessions and short (three to six days) intensive periods between terms or at the beginning of the summer. One student in the initial cohort enrolling in August 2012 resides in Israel.

Online access to collections. In 2011, Yale adopted a new "Open Access" policy allowing scholars, artists, and others around the world free access to online images of millions of objects housed in Yale's museums, archives, and libraries. In a departure from the practice of most museums, no license is required for the transmission of the images and no limitations are imposed on their use. For example, art historians (and anyone else) can use these images in books that they publish without paying any rights fees. Yale is the first Ivy League university to make its collections accessible in this fashion, and by the end of 2012, more than 450,000 images were available through a newly developed collective catalog. The Yale Center for British Art is one of only six university museums in the world to join the Google Art Project to share the museum's collections with users around the world.

The Yale Library is involved in a number of digital projects including the World Digital Library (with UNESCO, the Library of Congress, and over 40 other research and cultural institutions) to which Yale contributed such treasures as pencil drawings by Amistad slave ship prisoners, Ferdinand Magellan's journal from his 1522 world voyage, and a 19th century Arabic calligraphy primer.

YaleGlobal Online. This publication has a readership of over 600,000 annually. *YaleGlobal* also has arrangements with 90 media outlets around the world to republish their original articles. The Chinese edition of *YaleGlobal* was launched in fall 2009 in partnership with Fudan University's Institute for Social Science and School of Journalism. Opportunities are being explored for other editions. In summer 2013, *YaleGlobal* moved from the Yale

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Center for the Study of Globalization to the MacMillan Center with a renewed emphasis on publishing articles authored by Yale faculty.

Strategy 5: We will have the Office of International Affairs (OIA) focus on a set of key countries for concerted institutional attention.

Although the Office of International Affairs (OIA) supports student and faculty activities everywhere in the world, institutional efforts are concentrated on a set of strategic countries where faculty have projects and/or admissions and alumni efforts are needed: Brazil, China, Egypt, Ghana, India, Japan, Mexico, and Turkey, with a secondary focus on Argentina, Chile, Korea, Singapore, and South Africa. The OIA provides administrative support for students and faculty across Yale; promotes Yale and its faculty to international audiences; and works to increase the visibility of Yale's international activities around the globe. During the last three years, some major new initiatives include:

Brazil. The arrival at Yale of several new faculty with strong interests in Brazil has led to a resurgence of interest among the faculty. In spring 2011, sixty members of Yale's faculty expressed interest in attending a discussion about Yale's connections there. The OIA organized the third edition of Yale Week in Brazil in October 2011, and the Yale Symphony Orchestra gave six performances during a May 2013 tour. In addition, new funding and exchange agreements have been reached with several organizations including Fiocruz, Brazil's national health institute, and the Science Without Borders program, which makes available funding for Brazilians to study or research at Yale. As noted above, Universidade Estadual de Campinas (UniCamp) will be sending students to Yale's Visiting International Student Program beginning in 2013-2014.

Turkey. Two events in 2010—a highly successful Yale Week in Turkey and Yale alumni leadership program—raised Yale's profile and laid the groundwork for academic partnerships in Turkey, namely collaborations in business and finance with Koç University, political science and the humanities with Boğaziçi University, and medicine and neuroscience with Bahçeşehir University. In 2012, the second meeting of the Global Network for Advanced Management was held in Turkey where Dean Ted Snyder also spoke to Turkish business leaders, the Deputy Prime Minister, and the Vice Chair of the Central Bank. In 2013, Jackson Institute Director James Levinsohn led a program at Boğaziçi University.

Egypt. Progress on significant partnerships slowed since 2011 due to the instability in the country. The Divinity School is eager to resume collaboration with Al Azhar University once the situation stabilizes.

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France. In 2011, Yale joined the French government and two of France's premier universities – Université de Paris II Panthéon-Assas (Paris II) and École Normale Supérieure (ENS) – to create a consortium to explore possible research and teaching collaborations. A faculty representative of the Paris universities is now in residence at Yale developing connections with individual Yale faculty and departments. As a result of the agreement between Yale, Paris II, and ENS, Dean Robert Post gave the program's inaugural lecture at Paris II in June 2012; Yale Law School and Paris II arranged a joint conference on public law; a Yale GALE alumni leadership program took place earlier this semester at Paris II; and a Yale Summer Session course was developed on law and economics that will be co-taught in Paris by Yale Professor Richard Brooks and University of Paris Professor Bruno Desfains. In addition, the Graduate School has a new exchange agreement with Sciences Po that enables student movement and provides teaching positions at several French campuses for Yale graduate students and postdocs.

Mexico. OIA continues to strengthen the relationship between Yale and our primary partner in Mexico, Tec de Monterrey, by bringing Tec students to Yale as part of the Visiting International Student Program, hosting visiting Tec faculty at Yale, including Tec alumni leaders in the annual AYA Assembly, and helping Tec to develop capacity to write case studies for their business school. Tec has assigned a staff person to an office at Yale since 2008 and is now an inaugural member of the Global Network for Advanced Management. Unfortunately, violence around Monterrey has made it difficult to send Yale students there.

Strategy 6: We will continue to build the administrative infrastructure to support international activities.

Fundraising capacity. Since 2009, the Yale Development Office has dedicated staff to international fundraising and currently plans to have two full-time professionals in the Development Office to build relationships with top individual donors living abroad. In addition, the area specialists from the Office of International Affairs complement the Development Office through outreach activities to connect Yale to alumni, parents, and friends who may potentially support Yale financially.

Career development support. The career director for the Jackson Institute is providing important support for all students who are interested in internships and careers in global affairs. Additionally, a working group of career directors – Career Services at Yale – meets once a month on common strategies for supporting students who are interested in international internships or jobs. Results achieved by this group include a consolidation of

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career resources for all students through the Yale Library and the soon to be launched Trabajo job search site for international positions – a collaboration between Yale and Universia. The Graduate School of Arts and Sciences, Jackson Institute, and School of Forestry & Environmental Studies now offer “Saturday Jumpstart” career skills programs once each semester designed to cover the basics of interviewing and job offer negotiations.

General Counsel. In 2011, the University recruited Cynthia Carr from Save the Children USA to the position of Deputy General Counsel and Director of International Legal Affairs. She takes the lead on reviewing all international agreements and is responsible for Yale’s compliance with all U.S. and foreign laws that affect Yale’s growing number of increasingly complex international activities. She works with two additional colleagues in the Office of the General Counsel to provide support services for programs and individual faculty working abroad.

Enhanced support for business operations and compliance abroad. The International Operations and Compliance Committee, a task force of staff from a dozen University offices continues to meet bi-weekly to review proposed international initiatives, develop resources to support international activities, and help resolve problems. This work has resulted in an online toolkit (<http://world-toolkit.yale.edu>) that provides faculty, staff, and students with the latest information on a wide range of international operations and compliance topics, a series of training sessions on the Foreign Corrupt Practices Act, development of streamlined procedures for review of new projects, and implementation of health and safety checklists for overseas housing facilities.

Staff positions have been dedicated in Human Resources, Finance, and Grants and Contracts Administration to improve the University’s ability to support properly international programs and to ensure full compliance with the myriad U.S. and foreign laws that apply in many situations.

The “Yale Educational Consulting (Beijing) LLC,” a Wholly Foreign-Owned Enterprise (WFOE), that allows Yale to hire employees, lease space, and open a bank account in China is in full operation, and supports programs run by Yale College, Yale Law School, and the School of Public Health.

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Strategy 7: We will work more conscientiously (i) to tell Yale’s story in the world so that the qualities of the University are more widely recognized and (ii) to tap networks and alumni more consistently to advance Yale’s work abroad.

Media coverage. In September 2011, the Office of International Affairs hired a communications director to work with the regional specialists to expand press coverage, develop social media, and broaden communication with alumni and friends abroad, such as those senior officials who have attended one of Yale’s leadership programs. For several years, the Office of International Affairs has worked with specialized firms in India and New York City (covering the New York City-based foreign media as well as Latin America) and has recently brought on board a firm in Turkey.

Social media outreach. Yale grew its “likes” on Facebook by 425%, from 79,000 in the first week of January 2012 to 415,000 at year’s end, by far the highest growth percentage of any of its peers, and a larger numerical increase than most peers. Nearly 80% of Yale’s Facebook audience is outside the United States, with large and growing numbers of followers in Egypt, India, Mexico, Argentina, Brazil, and Turkey, among other countries.

Special events. A primary tactic is to leverage special events created by Yale or another organization, either on campus, in the U.S., or abroad, to generate coverage. On campus, examples include visits by dignitaries (e.g., Daw Aung San Suu Kyi last fall and the visits by President Hu Jintao and Queen Rania) and conferences (e.g., Poynter Fellowships, Global Chaplains Conference). In the U.S., the India @ 60 event in New York, Clinton Global Initiative Annual Meeting in New York (where Professor Elizabeth Bradley was recognized by President Clinton for work in Rwanda), and events in Washington D.C. have all been very effective. Abroad, Yale Weeks in Brazil, Mexico, and Turkey (weeklong series of faculty talks, performances, and other events) draw valuable positive local media coverage. Events such as President Levin’s address in the Great Hall of the People on the occasion of Tsinghua University’s Centennial in 2011 received extensive coverage.

Online publications. *YaleGlobal Online* and *Yale Environment 360* are two online publications that provide subscribers and casual browsers with information of general interest on their topics (globalization and the environment respectively). Subscribers include individuals with Yale affiliations but are largely those with interests in the respective subjects. Yale’s reputation is enhanced because of the quality of this service, not because the content relates to Yale. Through a partnership with Universia, the content of *Yale Environment 360* is also distributed as a Spanish language version.

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International newsletters. The Office of International Affairs initiated in 2012 a set of regional e-newsletters for communicating with those leaders in each region who are influential in media, business, government, academia, and NGOs. The newsletters are tailored to audiences in Brazil, China, India, Mexico, and Turkey. Yale alumni who have email addresses on file (approximately 105,000), including those living abroad, receive the monthly ELine alumni newsletter.

International Room in Sterling Memorial Library. The International Room in Sterling Library was completed in 2010 with exhibits on campus resources, the history of academic innovations in international subjects by Yale faculty (e.g., in 1841 Yale was the first Western university to teach Sanskrit), alumni in public service, international priorities of the schools and faculty, and international collections of the Library and the museums. In addition to housing books and journals on international topics, the room is also used for occasional classes or seminars, hosting visitors, meetings, and career planning workshops.

Alumni leadership. The Association of Yale Alumni (AYA) has made overseas activities a centerpiece of its strategic plan in the last several years. The Yale Global Alumni Leadership Exchange (YaleGALE) was created in 2008 to share best practices in alumni relations with key universities around the world and has conducted workshops in Australia, Japan, Turkey, China, Israel, the UK, and, most recently, France (February 2013). Programs in the next two years are slated for the Baltics, India, and Singapore.

The Yale Alumni Service Corps, founded in 2007, has organized volunteer service projects for alumni, their families, and undergraduates in Brazil, China (the largest trip to date with 180 participants), the Dominican Republic, Ghana, Mexico, and Nicaragua. The Service Corps will host programs in Ghana and Nicaragua in 2013. In addition, the annual Yale Global Day of Service includes two dozen service sites abroad with over 200 alumni participating in those projects.

AYA has also played a leading role in creating an alumni services “branch” of the International Alliance of Research Universities (IARU) through a regional steering committee for IARU alumni activities in New York.

Finally, AYA has teamed with the Office of International Affairs and the Office of International Students and Scholars to help students found the Yale Alliance of International Alumni, a shared interest group connecting Yale alumni who had been international students. The group quickly expanded to include alumni with international interests, as well as addressing topics of interest to those who were international students

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or those alumni who reside outside of the U.S. The group held their initial meeting and a small conference in 2012.

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This report, as lengthy as it is, does not capture hundreds of projects of faculty members abroad or many important initiatives of schools, departments, and programs. However, we trust it suggests how internationalization is increasingly a vital part of how Yale fulfills its mission. Over 200 years ago, Yale President Timothy Dwight said, “We owe it to inspire our students and countrymen to recognize that they are not to act like inhabitants of a village, nor like beings of the hour, but like citizens of a world.” We continue to make serious progress in achieving that vision.

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