

The Internationalization of Yale: 2005-2008

The Emerging Framework

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Since the Yale Corporation devoted its annual retreat in 1997 to the topic of globalization, the internationalization efforts of the University have accelerated. Virtually every School and major academic unit has increased its international activities; the work of the Yale Center for International and Area Studies (YCIAS) has expanded dramatically; the World Fellows Program and the Center for the Study of Globalization have been launched; the Grand Strategy seminar has become a signature teaching program; and an array of initiatives to buttress the infrastructure for internationalization has been introduced (see [Appendix 1](#)).

A goal for the last year has been to engage key members of our community to think about the strategic design for the internationalization efforts of each School and program, and to reflect upon the long-term global goals and strategies of the University as a whole. The Yale Corporation devoted a part of its 2004 Annual Retreat to these subjects, and many conversations have been held around campus. The Dean of Yale College has developed a plan to implement the recommendations of the Committee on Yale College Education concerning international education. The Yale Center for International and Area Studies has embarked on three impressive interdisciplinary projects and initiated searches intended to augment faculty strength in international studies. The deans of Medicine, Nursing and Public Health have drawn upon colleagues to make recommendations that would expand the global ambitions of the health campus. A number of the other professional school deans convened meetings with their faculty colleagues to discuss the international agenda and we, along with Deputy Provost Long, met in four sessions with 53 members of the Faculty of Arts and Sciences to solicit responses to preliminary ideas about this framework.

After a full year of consultation, we set forth a framework to help explain and guide our institutional thinking for the next few years. The goals and strategies we identify are long-term, but many of the specific projects are short-term. Since we are breaking new ground for Yale in our internationalization efforts, we expect additional projects to emerge with regularity. We especially want to encourage projects that emanate from the faculty, aligning their creative passions with the overall goals of the enterprise. We see the appropriate time horizon for the present strategic plan to be approximately three years, after which our momentum should propel us to a new set of initiatives that will advance the overarching goals.

Internationalization as a Response to the Opportunities and Challenges of a Changing World

Our efforts to create a global university start from the premise that the world has become increasingly interconnected – not simply economically and geopolitically but also in the experience of daily life, through the immediacy of events that are broadcast worldwide and through the confrontation of cultures, ideas, and values that are evident to all. If Yale is to pursue its historic mission of educating leaders in such a world, it must (1) develop sufficient curriculum in global and regional affairs so that students can equip themselves with the knowledge required of global citizens and leaders, (2) provide undergraduates, as well as graduate and professional students, opportunities to work or study abroad to broaden their appreciation of cultural differences as well as the globalizing forces at work today, and (3) open its doors to a sufficient representation of international students and scholars, both to have a direct stake in educating the leaders of other nations and to give U.S. students the opportunity to develop personal ties across a range of national cultures.

Increased global interdependence has already had a significant impact on the mission of a number of Yale's professional schools. For example, the challenge of global warming and reduced biodiversity has opened up new areas of teaching and research at the School of Forestry & Environmental Studies, and has led the School to broaden its focus from educating environmental leaders for the nation to educating environmental leaders for the world, both in degree programs on campus and in short-term executive training programs here and abroad. Similarly, with the dramatically increased flow of people across borders, diseases become global epidemics more quickly than ever before. In response, the Department of Epidemiology and Public Health and the School of Nursing are developing new programs in global health, educating their own students to a global perspective, but also training public health officials and nurses around the world. In both cases, global forces have led to direct collaboration with foreign universities and governments in developing training programs. Similarly, the spread of democracy, following the collapse of the Soviet Union in 1989-91, gave rise to the Law School's highly successful annual Global Constitutionalism Seminar involving Supreme Court jurists from around the world, just as China's growing integration into the world economic and political community gave rise to the creation of the China Law Center.

The reduced costs of communication and reduced barriers to trade and investment have caused profound changes in the international division of labor and the location of production and service activities. These same forces provide another impetus to international scholarly collaboration, creating huge potential gains in research productivity. Yale's Joint Center for Biomedical Research at Fudan University in Shanghai and Yale's Joint Center for Plant Molecular Genetics and Agribiotechnology at Peking University are two notable examples; both centers operate at a scale that would be difficult in the United States.

Other universities are responding to these same developments and are launching ambitious programs abroad. For example, Johns Hopkins is constructing a \$19 million, 100,000 square foot building at Nanjing University that is scheduled to open in 2006, and the University of Michigan is expanding their joint undergraduate and master's programs with Shanghai Jiao Tong University; already 20 Michigan faculty teach classes in China. Some universities have far

better support services for international students on U.S. campuses. Thus, one reason to pursue internationalization is to remain at parity with, or move ahead of, other leading institutions with which we compete for students, postdoctoral fellows, and faculty. It is encouraging that the success of some of Yale's initiatives – such as need-based aid for undergraduate foreign students, the World Fellows Program, the large-scale scientific collaborations in China and the commitment to support all undergraduates for an experience abroad – are helping Yale to be perceived as more seriously committed to internationalization. We believe that establishing Yale as an institution that conceives of its mission in global terms and actively encourages the international activities of students, scholars, and faculty will strengthen our competitive position in the years ahead.

Because of our historic linkages, faculty strength, and current efforts, Yale has a particular opportunity to advance efforts in China. In much of the rest of the world, Yale stands among the top five or ten U.S. universities in terms of “brand recognition” and reputation, but in China we have almost certainly established ourselves as one of the top two. By further developing a strategic focus on China, we can accomplish three important institutional objectives. First, we can become the school of choice for the most outstanding students in a country with 20% of the world's population, thus strengthening the quality of students we attract globally. Second, we can provide better support and create new opportunities for collaborative projects in China, which currently involve more than 60 members of our faculty – by far the largest number involved in any foreign country. And, third, by working with the Chinese, we can contribute to China's emergence as a modernized and increasingly open society, at a time when China appears destined to become one of the world's great powers. Our China-Yale Advanced University Leadership Programs in 2004 and 2005, and the executive education program for senior Chinese governmental leaders begun by the China Law Center in 2005, have reinforced our belief that there are powerful forces in China propelling the country toward greater academic freedom and a rule of law. Because China places a high value on education, and because of Yale's prominence there, we have a special opportunity to be a constructive influence on China's evolution. The focus on China will not be to the detriment of attention to other countries around the world where faculty members have important research underway, but a window of opportunity exists now in China, and we should seize it.

Goals

Our international strategies are motivated by three overarching goals:

1. *Prepare students for leadership and service in an increasingly interdependent world.* This has implications for both the curriculum and the co-curriculum. We must incorporate into Yale's educational programs the international content *and* experiences required to educate Yale graduates for leadership in an increasingly integrated world. For Yale College in particular, we envision greatly expanded opportunities for study and internships abroad. Just as the development of athletics and other extracurricular activities at the end of the 19th century became a defining part of a Yale College education, the conscientious development of international opportunities for undergraduates may be the chief contribution to this generation's education beyond the classroom. Also, for a number of the professional schools, the definition of a student (i.e. those we teach) is expanding to include established leaders in their fields, whether Chinese

environmental protection administrators meeting at the School of Forestry & Environmental Studies or cabinet ministers from the United Arab Emirates studying at SOM last spring. Alongside the initiatives, the Graduate School, with YCIAS support, will continue its long-standing support for master's and Ph.D. research overseas, as well as its tradition of educating those who populate the faculties of great universities around the world.

2. *Attract the most talented students and scholars to Yale from around the world.* Maintaining a superb academic program is the principal means to this end. Providing sufficient financial aid is also crucial. But we also need to develop strong and distinctive support services so that Yale is well known as a place that welcomes and embraces international students and scholars. We have substantial work to undertake to earn this reputation. We also need to refine our recruitment efforts abroad for admissions even as we improve our on-campus services.

3. *Position Yale as a global university of consequence* by (i) facilitating the international research and training projects undertaken by individual members of the faculty, (ii) supporting and giving prominence to those international initiatives of the schools, centers and libraries that most significantly advance school-wide and university-wide objectives, and (iii) working to increase Yale's visibility around the world.

Strategies

To achieve each of the three overarching goals, we now suggest several strategies (summarized in [Appendix 2](#)). Each strategy is accompanied by an initial set of projects to be pursued over the next three years. It must be underscored that these projects are illustrative only; there are many more initiatives underway that are important to a school or department. This paper is intended to direct attention to the major themes that link these various initiatives in an effort to show how the individual projects “roll up” into a larger and more ambitious framework.

Goal 1: PREPARE STUDENTS FOR LEADERSHIP AND SERVICE IN AN INCREASINGLY INTERDEPENDENT WORLD

Strategy 1: To enhance the breadth and depth of the curriculum, we will encourage academic units to build faculty strength in contemporary international studies.

To be recognized as a leading global university, it is important to have even more expertise on international affairs within the faculty. Without a professional school of international relations, Yale is at some disadvantage in developing a faculty of sufficient size and strength in this area to meet strong, and growing, student demand. Even so we have credible masters programs in [International Relations](#) and [International Development Economics](#) that we are working to strengthen. We also have in place a first rate, though size-limited, undergraduate major in [International Studies](#) as well as the long-standing area studies majors. The [Grand Strategy](#) suite of courses has proven a remarkable addition, and we need to find ways to support it and expand the opportunities for students to experience it. But we are simply thin in many areas: the Economics Department lacks depth in international trade and finance, and the Political Science Department, recently strengthened in comparative politics, still lacks a senior presence in international relations. Yale lacks senior scholars focused on the contemporary Islamic world, and there are limited opportunities to study other important international subjects such as the economies of China, Russia and India, evolving international political and economic institutions, and global environmental and distributive questions. The gaps in our faculty impose limitations on the curriculum, academic and research innovation, and the University's external reputation.

Projects for the next three years:

1. Faculty recruitment in the Arts & Sciences (FAS): The Yale Center for International and Area Studies will continue its work with FAS departments to identify the most important gaps in international and regional studies and target its resources in that direction. We intend to establish up to six new senior professorships in international studies. One has been filled by Alec Stone-Sweet, an expert on the law and politics of the European Union. Searches are underway to fill three others in Contemporary Middle East Studies, International Distribution and Finance, and Ethics and International Affairs. We have also identified resources to appoint distinguished experts, with policy experience and academic standing, to high-level but non-tenured positions to augment our regular teaching capacity in contemporary international affairs.
2. Faculty recruitment in the Law School: Dean Harold Koh has identified international law and policy as one of the key areas for future faculty recruitment.
3. Interdisciplinary research programs: In recent years, under the leadership of Gustav Ranis, the [Yale Center for International and Area Studies](#) expanded its interdisciplinary research programs, comparative area studies activities, visiting scholars, grants for overseas student research, research programs, and curricular offerings. Ian Shapiro intends to build on YCIAS's existing resources to refocus interdisciplinary research and teaching in three areas that will draw together social sciences and humanities faculty as well as sciences and professional school faculty: the topics are "Justice and Distribution: Local, National, Regional, Global," "Identity, Security, and Conflict" and "Democracy: Past, Present and Future."

4. Ensure adequate teaching staff for foundation courses in international studies: In the last three years, faculty in International Studies have collaborated to revise and expand introductory courses in international studies that are open to all students. The two foundational courses (“International Ideas and Institutions” and “Contemporary Challenges”) are very popular and their high enrollments create strains on teaching. A plan for staffing these courses that is less burdensome to the few senior faculty who support this initiative is needed. The Director of YCIAS and Deputy Provost Long will explore use of existing lectureship funds to finance appointments which may include distinguished practitioners.

5. Enhance library and information services that support international programs: The [Yale Library](#), which has long been at the forefront of Yale’s internationalization efforts, is expanding its work in this area and will continue to innovate with new emphasis on web-based services. The Library will add collections in new areas of emphasis and add specialists in languages and library subjects as needed.

Strategy 2: We will provide an opportunity for each Yale College student to go abroad for study, for research or for an internship during his/her four year experience.

Following the recommendation of the [Committee on Yale College Education](#), Yale has committed to provide all Yale College students by 2008 the opportunity to have an experience abroad during their four years, either in the summer or the term time. Also, financial resources will be made available to make this possible for those on financial aid. Yale College Dean Peter Salovey has an ambitious plan to reach this goal. It includes:

- increasing the opportunities for students to pursue [internships](#) abroad in the summer, both through formal programs like the *Bulldogs in Britain* and *Bulldogs in Beijing* projects and through individual placements;
- formalizing additional opportunities for students to [study abroad](#) during the academic year with the assurance that work undertaken will result in Yale College credits;
- expanding the success of the recent [Yale Summer School](#) initiative, which offered 17 courses in nine locations abroad in 2005, in locations such as Kenya, Russia, Italy, and Germany; and
- inaugurating a [Yale College semester-long program in China](#), located at the flagship institution of Peking University where Yale and Chinese students will both study and live together.

Yale College has assembled a talented set of leaders for expanding the College’s international agenda. The trio responsible for International Education and Fellowship Programs, internships abroad, and summer school abroad is a superb group, and the Director of the expanded Office of International Students and Scholars (OISS) is a dynamo whose work extends beyond Yale College. But each of these individuals has understaffed offices. To be serious in “ramping up” international opportunities for our undergraduates, we need to increase those staffs. Permanent funding to support international programs in Yale College will be sought in connection with the [Capital Campaign](#); in the meantime, however, each of the offices has been authorized to add a staff member to focus on expanding the international agenda.

Projects for the next three years:

1. [Web compilation of opportunities abroad](#): the Office of International Education and Fellowship Programs and YCIAS in 2004 launched the first phase of a searchable database of Yale-administered or Yale-funded grants and fellowships available to students. This provides an inventory of existing opportunities, a platform to publicize new placements abroad as they develop, and a valuable admissions tool. The project has to be expanded so Yale students across the University have “one-stop shopping” to review all of the opportunities for study, travel, and internships.

2. [Internship opportunities abroad](#): The Office of Undergraduate Career Services, the Office of International Affairs, and the AYA have developed a three-year timeline for the expansion of the *Bulldogs in Britain* summer internship model abroad. The *Bulldogs in Britain* program has grown from 14 internships in London in 2003 to 20 students in 2004, and 35 last summer. *Bulldogs in Beijing* was launched last summer with 24 internships, virtually all arranged by a single alumnus, Tom Melcher '85. “Bulldog” clusters of internships are scheduled to be introduced next summer in Brussels, Monterrey, Hong Kong, Singapore and Tokyo. Additional sites will be added in 2007 and 2008 where alumni or faculty can arrange placements.

Apart from these organized programs, the Director of Undergraduate Career Services, with assistance from the Executive Director of the AYA, will seek to identify and advertise as many international internships as possible. Members of the President’s Council on International Activities have been asked to make this project a key priority for the Council’s work in the next three years.

Placements for science students will be a focus. To identify these, the College will look to sites where the Graduate School has institutional partners as well as where faculty have collaborators.

3. [Academic semester or year abroad](#): The Director of International Education and Fellowship Programs has been working to increase the number of sites where Yale students can study abroad with the assurance that they will have their credits accepted by Yale when they return. The Dean of Yale College has established a target date of December 2006, by which every FAS department and interdisciplinary major will have identified at least two academic programs abroad where their majors can enroll and be assured in advance that credits for courses successfully completed will transfer to Yale for both graduation credit as well as credit in the major. The YCIAS Councils will be tapped as a source of expertise on the possible study sites in their regions of expertise, much as they have been in the development of the [Richard U. Light Fellowships](#) in East Asia and the Seapines Summer Fellowship program for Latin America.

4. [An undergraduate program in China](#): A faculty steering group has developed a joint program with Peking University in which Yale College students would both live and take classes with Chinese students. The program, which will be open to sophomores as well as juniors, will be launched in the fall of 2006, with students at Peking University. Key to the design is the inclusion of sufficient research and laboratory opportunities so that science majors can participate.

5. [Financial aid for international experiences](#): In the upcoming Capital Campaign, we will raise International Summer Award (ISA) resources to enable undergraduates on financial aid to take advantage of an overseas opportunity once during their Yale years. In February 2005, we took two important steps: first, we relieved financial aid students from contributing their “self help” from a summer of work if they participate in a Yale-approved placement abroad. Second, we introduced the first phase of financial awards to support students with unpaid summer placements abroad (i.e., Yale summer school abroad or unpaid summer internships or study in Yale approved programs); these awards are in proportion to the student’s financial need. We estimate that \$2,500,000 will eventually be required per year, which translates to \$50 million of endowment. For summer 2005, gifts and other funds were identified to make possible 142 International Summer Awards.

6. Administrative coordination: the Dean of Yale College will create a new associate dean in his office to take the administrative lead on the College’s internationalization efforts, overseeing and coordinating the work that is undertaken by the Office of Undergraduate Career Services, International Education and Fellowship Programs and Yale’s Summer Programs.

Strategy 3: We will increase resources for graduate student research and education.

In addition to working on faculty-initiated projects, Ph.D. candidates in many disciplines can make valuable use of opportunities to pursue research where source materials are located. YCIAS and other academic units provide a significant amount of funding for pre-dissertation and dissertation research abroad. YCIAS also administers the Coca-Cola World Fund, which supports graduate and professional student research overseas. But the demand for support of student research continues to exceed the supply of funds.

Graduate students also benefit from the opportunity for mentored research and specialized study in overseas universities. The [Fox International Fellowship](#) program encompasses two-way graduate student exchanges with leading universities in eleven countries, including the recent addition of South Africa, Turkey, and Israel. Professor Jonathan Spence has worked to create another model – the new Peking-Yale Graduate Student Exchange – which was inaugurated last year. The program permits Yale Ph.D. students in Chinese history access to resources unavailable at Yale, and, similarly, Peking University students get access to otherwise unavailable resources in the history of Europe and the Americas.

Projects for the next three years:

1. Create additional international research opportunities for graduate students.
2. Expand exchange programs: Assist faculty with efforts to establish new exchange programs with departments overseas whose strengths are complementary to those of Yale. Opportunities for Yale faculty to present seminars for graduate students in collaboration with international colleagues are of particular interest.

Strategy 4: We will expand the opportunities for professional school students to go abroad in ways that are central to students' program of study.

A number of the professional schools have been redefining the basic student experience to include opportunities for an international experience. Most conspicuous is the School of Nursing: a quarter of a century ago, the students' required "community rotation" occurred almost exclusively in the greater New Haven area; last year 53% of the School of Nursing's students fulfilled their community rotations outside the United States. Also, the mission of the School of Forestry & Environmental Studies has evolved to recognize that environmental challenges are increasingly international and the School seeks to build a truly global school of the environment. Consequently FES faculty and students are working in 70 countries around the world, including Australia, Sweden, Peru, Canada, Nicaragua, the Philippines, Nepal, Indonesia, and Kenya.

Similarly, the School of Architecture's "China Studio" has been a part of the curriculum for the last eight years, enabling students to study an urban development site in Southern China. Another example is the School of Music which regularly arranges to have its students perform abroad; for example the Yale Cellos performed in South Korea in May 2005. In every school, adequate funding is the limitation.

Projects for the next three years:

1. Opera opportunity: We are negotiating an agreement for the School of Music to "institutionalize" opportunity for its Opera students to perform each summer in Milan. Yale's Opera Program is renowned, but still it faces competition. The ability to assure applicants that they will have the opportunity to perform in Milan with financial support, can be a distinctive additional attribute for Yale's program. The Office of International Affairs will work to reach a multi-year agreement whereby all Opera students will have the opportunity to perform several operas in Milan during the summer.
2. Identify priorities: Each professional school dean will be encouraged to identify a key opportunity for overseas placement of a group of students (like the Opera initiative described above), which, if successful, would further the basic objectives of the School. The Office of International Affairs will work with the Development Office to locate sources of financial support for these initiatives.

Strategy 5: We will expand the work of the Yale Center for the Study of Globalization.

In its initial years under Ernesto Zedillo's leadership, the [Yale Center for the Study of Globalization \(YCSG\)](#) has successfully attracted to campus dozens of important public figures in international affairs and has organized several significant conferences. Public lectures by Kofi Annan and Bill Clinton, presentations by Tom Friedman and Zbigniew Brzezinski, faculty seminars with Madeleine Albright and John Negroponte represent one of the ways in which the Center engages Yale students and faculty with the world's important issues. Similarly, its major international conferences, on topics such as *The Future of Globalization* and global climate

change, bring to Yale discussions of vital importance in the globalization debate today.

The Center has, on the one hand, a capacity to bring closer to the Yale community the important issues and actors in the globalization debate and, on the other, to foster Yale's representation in circles outside the University where those issues are being actively debated, and in the process YCSG has raised the international visibility of the University. Ernesto Zedillo has been actively engaged on international commissions studying global poverty, the developing world, global public goods, and other issues of interest in international economic and geopolitical affairs, and he has capitalized on these interactions to generate activities on campus that bring Yale faculty into the discussions. Professor Zedillo believes that the Center should continue its work supporting the Yale community's interest in international affairs, and should assist in expanding that interest by further engaging faculty and students in the ongoing discussions of globalization and its consequences through its regular activities such as roundtables, workshops, conferences and open lectures. In its very important role to bridge the gap between academia and the policy world, one of the Center's most important tools is its flagship publication, [YaleGlobal](#) online magazine.

Projects for the next three years:

1. Develop a regular program of distinguished visiting scholars and policy makers who will interact with the Yale community to highlight the most pressing issues in the globalization debate. Distinguished visitors will interact with the Yale community by participating in open forums, roundtable discussions, and workshops on topics of their expertise, and when possible, teaching in Yale College.
2. Outreach: The YCSG Director will help link Yale more closely with major international venues/seminars, and will work to expand the University's participation and impact.

Strategy 6: We will expand Yale's mission by developing additional programs for the advanced education of established and emerging leaders.

Yale has long seen its mission as educating leaders. The definition of who will be the beneficiary of a Yale education has expanded over time. Many of Yale's professional schools have begun to sponsor significant executive education programs for leaders abroad as a means of advancing their own missions. For example, the Law School has sponsored since 1996 the Global Constitutionalism Seminar for leading constitutional court judges from around the world. The School of Nursing has trained nursing leaders in China for the last decade. Yale's department of Public Health has been training policy leaders in HIV/AIDS prevention in Russia, South America, and India for several years. The School of Forestry & Environmental Studies has recently launched a major initiative to train environmental protection administrators in China about sustainable development. Last spring, SOM sponsored separate programs for senior governmental officials from Kazakhstan and the United Arab Emirates, and senior officials from state-owned enterprises in China came to Yale this fall for a three-week SOM-led program on managerial leadership. In every case, the faculty see these programs as a natural extension of the mission of their respective schools.

In addition to the expanding executive education programs by the professional schools, Yale has launched two University-sponsored programs. The first is the [World Fellows Program](#) for emerging leaders from around the world. The Program was envisioned as a way, over time, to reinforce Yale's reputation as a training ground for world leaders. Now in its fourth year, the Program has grown stronger with each entering class of 18 and is already beginning to fulfill its goals: graduates of the original classes include a presidential candidate in Uganda, the Chief of Staff to the President of Germany, a Member of the Parliament in South Africa, and a Member of the Privy Council in Canada. The second initiative was the China-Yale Advanced University Leadership Program, which brought senior administrators from leading Chinese universities to Yale for each of the last two summers, for the first university executive education program ever held outside of China.

Projects for the next three years:

1. Support the development of international executive education programs: The Office of International Affairs will work to staff a set of executive education programs that are led by Yale faculty from across the University and are directed to senior governmental leaders abroad. A program for senior Japanese leaders will be inaugurated in 2006 and the China Law Center's successful program for Vice Ministers will be continued. A follow-up to the Chinese University leadership program is being planned for the summer of 2006.
2. Create facilities for delivery of the expanding international executive education programs: The absence of sufficient conference space on campus required that the senior Chinese governmental leaders program be conducted in an area restaurant, and SOM's programs have to be conducted almost exclusively during school vacations because of space limitations. We must create some functional space in the short term to support the burgeoning set of advanced leadership programs being offered by the professional schools. This could also alleviate the constraints YCIAS faces to its expansion of international interdisciplinary research programs which require conference, workshop, and meeting space.
3. Strengthen the [World Fellows Program](#): Continue to secure the reputation and visibility of the World Fellows Program and broaden the representation of its classes, both geographically and vocationally. In particular, we will work to include more representatives from business and rising leaders from international organizations such as the UN, EU, WTO and IMF, as well as emerging leaders from the Middle East and Southeast Asia.

Goal 2: ATTRACT THE MOST TALENTED STUDENTS AND SCHOLARS TO YALE FROM AROUND THE WORLD

Strategy 1: We will develop a more strategic approach to undergraduate recruitment abroad and mobilize alumni more effectively in international admissions.

The new Dean of Undergraduate Admissions, Jeff Brenzel, will make international admissions a priority. The attention to international admissions has gone from almost nothing ten years ago to last year's efforts that resulted in 2,873 international applicants for the class of 2009. This progress has been aided in significant part by the decision to extend need-blind admissions to international applicants. [Undergraduate Admissions](#) is now ready to focus on designing a multi-year strategy for admissions outreach in key countries. We must first determine where more ambitious outreach is needed and where additional publicity about Yale College is needed. Our alumni can then be enlisted to identify and create connections with the very best secondary schools in these countries.

Projects for the next three years:

1. Admission strategy: Deans Salovey and Brenzel will develop by June 2006 a three-year plan for recruitment abroad. This will include a roster of countries to be visited annually, staffing assignments and an outline of programmatic support to advance undergraduate admissions abroad.
2. Alumni efforts: In areas where Undergraduate Admissions believes assistance could be useful, we will implement an expanded [Alumni Schools Committee](#) program. Alumni and friends will be asked to develop relations with schools that should become "feeders." Alumni can also interview applicants by telephone to ascertain English language skills, reinforce recruitment messages, and detect fraud.

Strategy 2: We will develop international recruitment plans for each of the professional schools.

There are distinct objectives to be pursued by the professional schools in their international student recruitment. For example, the Music School has a well developed program for recruiting students from Asia; and a number of the other schools have developed "feeder" institutions. Conversations with a number of the Deans identified that the recruitment objectives could be sharpened and developed into a more strategic plan of recruitment (versus more opportunistic and occasional admissions efforts). The identification of a School's "targets" for admissions will enable the AYA and the Office of International Affairs to secure alumni to help in ways that undergraduate admissions has historically been assisted by the Alumni Schools Committee.

Projects for the next three years:

1. Admission strategy: Have each Professional School Dean map the School's international admissions targets and develop a recruitment plan by June 2006.

2. Alumni assistance: Have the AYA and the Office of International Affairs identify alumni to assist with those efforts.
3. English language skills assessment: Develop strategies to share with the Deans to enable more effective assessment of the English language skills of applicants so that there is a greater level of confidence that they will be able to succeed at Yale.
4. Monitor progress: Develop a matrix to follow progress in pursuing the objectives by School.

Strategy 3: We will pursue a concerted strategy to attract and to fund leading international applicants for Ph.D. studies in the School of Medicine program of Biological & Biomedical Sciences (BBS).

The School of Medicine Dean, Robert Alpern, has identified as his highest priority for internationalization the need to attract the strongest international applicants to the Ph.D. program in [Biological & Biomedical Sciences](#). Currently there are outstanding applicants from abroad who can not be considered due to the absence of financial support.

Project for the next three years:

1. New partnerships: Develop partnerships with two or three countries where applicants have historically been the most talented and develop tailored programs to admit the most outstanding students to Yale's BBS program.

For example, discussions are underway with the Chinese Ministry of Education to develop a BBS program where the Chinese would provide financial support for the students who were accepted through Yale's regular admissions processes in exchange for the students' agreeing to returning for an initial period of service in China (like the existing Singapore program). Once an agreement is secured in China, the School of Medicine can pursue similar arrangements in other countries which have outstanding applicants.

Strategy 4: We will provide substantially improved support to the growing number of international students and scholars at Yale.

Since 1993, the number of international students has grown by 30% from 1,331 to 1,759; and the number of international scholars doubled in the last decade to over 1,875. Thus we now have over 3,600 individuals in residence from abroad each year. The [Office of International Students and Scholars \(OISS\)](#) was created and is ably led by Ann Kuhlman, but her staff has been strained both by the growing number of foreigners for whom visas must be processed and by the dramatic increase in federal regulations relating to foreign students/scholars. So much time is consumed with the mechanics of complying with regulations and assisting students in their dealings with the government that the Office has yet to realize its full potential for improving the quality of life for international students.

Although international students in Yale College and the Graduate School are better

served and more fully integrated into the community than they were a decade ago, we believe that a large number of international scholars, especially postdoctoral fellows who work in a single laboratory, do not feel as if they are part of the University. Too many leave with negative feelings about their time here.

An opportunity exists to make the experience of international students and scholars more consistently positive. Seizing that opportunity – to the extent that we do a better job than peer institutions – will give Yale an advantage in recruiting international students and postdoctoral fellows. It will also increase the likelihood that students and scholars return to their home countries with positive feelings about Yale and the United States. They will develop deeper allegiance to Yale, and they should then be better positioned to serve as ambassadors and recruiters.

In improving the experience of international students at Yale, we would also hope to make the sharing of their cultures with the wider campus community a more prominent part of Yale's extra-curriculum.

Projects for the next three years:

1. A new [Center for International Students and Scholars](#): We opened this semester Yale's first Center for International Students and Scholars. The Center is under the direction of the Office of International Students and Scholars (OISS) and provides an expanded menu of services and support for international students and scholars at one convenient location on Temple Street, across from Helen Hadley Hall. The OISS is located in the new Center, where shared office and meeting space is available to the burgeoning number of international student organizations. In the next three years we have to create the programmatic activity that will enliven the Center and make it the positive effort we envision for the international community at Yale.
2. Orientation program for international scholars: The Office of International Students and Scholars currently sponsors orientation for new students and for those visiting scholars who happen to arrive at the beginning of the fall term. To serve those international scholars who arrive throughout the year, a two-hour orientation program that is presented every two weeks is being institutionalized. It offers an introduction to New Haven as well as Yale. An introductory [film](#) about Yale for international scholars/students has been created and translated into Chinese, Japanese and Spanish. Further language editions will be prepared, and used in the orientation programs, and for the growing numbers of visiting delegations from abroad.
3. Housing for short-term international visitors: During 2004-2005, the Office of International Affairs created a number of short-term housing options that placed international visitors/scholars for 2,100 "bed nights." The Office also assumed responsibility for leasing in the spring the apartments used by the World Fellows in the preceding fall. We demonstrated that a combination of right pricing and communication about the apartments' availability could result in greater service and "break-even" finances. But these actions have addressed only a fraction of the need. Deans and faculty have expressed frustration at the housing situation. There remains strong, decentralized demand for efficiency and one bedroom apartments for short term stays. This need exists for short-term visitors from the U.S. as well as abroad. Currently the schools

and departments with heavy demand are coping by renting their own apartments, which is economically inefficient and frustrating to administer. A broader institutional solution is needed and will be pursued by the Office of International Affairs and the Office of University Properties during 2006.

4. Office or work space for senior international visitors: The success of the YCIAS area council programs and new projects such as the China Law Center has resulted in office shortages so that it is not possible to assign even a cubicle to visiting scholars. The new Center for International Students and Scholars has space for nine senior international scholars; all of the Deans and Directors will have access to these spaces through registration with the Office of International Affairs. Additional solutions will be required.

5. Support for international student organizations: We should support more fully, and build upon, the excellent recent efforts of the Office of International Students and Scholars to develop programmatic offerings and offer more hospitality to this growing population. There are approximately 48 international student organizations ranging from the Arab Students' Association to the Cambodian Community Association, the Romanian Association, and the Nordic Society. They receive little, if any, institutional support. With some administrative attention, access to shared space at the new Center for International Students and a small budget, we could leverage the energies and efforts of all the existing foreign student associations. Their programs, which include celebrations of their national days and a number of impressive cultural events, could become a much more prominent part of the Yale extra-curriculum to the benefit of all students. YCIAS Area Councils are also committed to helping to bridge the personal and the academic lives of these communities, furthering the goal of integrating student life and scholarship.

6. Better on-line housing information: Graduate and professional students as well as younger post-doctoral fellows and other research scholars coming to Yale for the first time from abroad need the best web-based housing information service available so they can make informed (and wiser) choices about where they should live. This must include information about neighborhoods (e.g. safety, public transportation) as well as pricing information. Virtual tours of apartments and more timely posting of leasing matters must be achieved.

Goal 3: POSITION YALE AS A GLOBAL UNIVERSITY OF CONSEQUENCE

To achieve this goal, we will work on three fronts: (i) facilitating the international research and training projects undertaken by individual members of the faculty, (ii) supporting and giving prominence to those international initiatives that most significantly advance school-wide and university-wide objectives, and (iii) working to increase Yale's visibility around the world.

Strategy 1: We will be nimble in supporting faculty members' research projects as they arise.

The research agenda of faculty in leading U.S. universities is increasingly global. Currently there are more than [800 research projects](#) being conducted by Yale faculty abroad. They are divided almost evenly between the Faculty of Arts & Sciences and the professional schools, with Medicine and FES pursuing the largest number of projects. One of the chief activities in the next three years for the Office of International Affairs will be to support the faculty by assisting them to link to the growing number of universities abroad where Yale has relations. We will also work to eliminate the remaining bureaucratic hurdles in Yale's own policies and procedures.

Projects for the next three years:

1. Support faculty initiatives: There is no road map for the research projects to be pursued since they will arise naturally from the interests of the faculty. The Provost's Office and the Office of International Affairs will strive to be attentive and responsive. The Office of International Affairs will continue to build the administrative infrastructure to support faculty members' efforts abroad. YCIAS has already begun, and plans to expand, an ambitious program of providing seed money, matching funds, and development help to faculty doing research, particularly research that includes graduate students, in its three new initiative areas.
2. Link faculty research to the curriculum: YCIAS will explore the possibility of establishing a seed fund that will support faculty who experiment with including students in their overseas field work.

Strategy 2: We will concentrate on a limited number of projects that will be consequential to a school's mission or the University's overall internationalization effort.

Even as effort has to be made to strengthen the support given to all faculty members, there are some projects abroad of such consequence, current or potential, that focused attention must be given to ensuring that those projects are launched effectively and supported appropriately. The [Astronomy installation and joint program in Chile](#) is one example as is the Fudan-Yale Joint Center for Biomedical Research in Shanghai, which doubled the size of its facilities in three years and had research from the lab featured as the cover story in a recent issue of *Cell*. Projects like these require the concerted efforts of many parts of Yale, both academic and administrative. We need to be more strategic in determining where similar projects of scale would be most beneficial to the University.

Projects for the next three years:

1. The [Yale-Peking University Joint Undergraduate Program](#) will be launched.
2. The Deans of Medicine, EPH and Nursing will identify their highest priority projects by mid-2006. The Office of International Affairs will provide support as needed.

Strategy 3: We will undertake a new round of initiatives in China.

More faculty are involved in research and educational programs in China than in any other country, and virtually every School has growing ambitions there. We are well positioned to seek expanded opportunities for Yale students in China, to reinforce Yale's reputation as a "global university," and to make Yale a partner of choice for leading Chinese universities and institutions. Having delivered a highly successful first-time program for Chinese university leaders, we have strengthened our position with key universities who are eager for further collaboration.

Projects for the next three years:

1. Expand undergraduate opportunities: Launch the academic program at Peking University for Yale College students (fall 2006) and institutionalize the summer internship *Bulldogs in Beijing* program that had its pilot in June 2005.
2. Seek out additional scientific collaborations with leading universities: Realize the potential of the new joint nanotechnology center at Peking University that was inaugurated in September 2005 under the directorship of Professor T.P. Ma. Provost Andrew Hamilton, General Counsel Dorothy Robinson, and a group of science faculty visited Shanghai and Beijing in September 2004 to explore possibilities for faculty and postdoctoral exchanges and new joint ventures. School of Medicine Dean Robert Alpern undertook a similar mission in September 2005.
3. Institutionalize the Peking University-Yale University Graduate Student Exchange Program in the Humanities & Social Sciences (initially in History) that was inaugurated last year.
4. University leadership program: Build on the successful summer 2004 and 2005 programs for presidents and vice presidents from leading Chinese universities through a new joint initiative designed with the Ministry of Education to strengthen our relations with those institutions.
5. Governmental leadership program: Build on the first Leadership Training Program for senior Chinese governmental leaders ever to be held outside of China that was conducted in May-June 2005 in New Haven. Subsequent sessions will be held in 2006 and 2007 under the sponsorship of the China Law Center.
6. Fudan Center: Make greater use of the Fudan University-Yale University Center for Educational Outreach, which enables simultaneous classroom experiences in Shanghai and New Haven. Currently, the Center enables Genetics faculty and graduate students at the two

institutions to conduct a joint seminar.

7. Advance Yale's reputation among business leaders: Participate in prominent meetings and conferences as a "placeholder" while more substantial programs develop. For 2004-2005, these included showcasing Yale faculty and business alumni at the World Economic Forum China Summit and co-sponsoring a Workshop for "Young Asian Leaders" in Beijing with the World Economic Forum. Yale was also represented at the Shanghai Business Forum in September, 2004, which was held on the campus of the top-ranked Chinese business school. We will consider involving Yale faculty at the Ba'oa Asian summit in 2006, and we will seize other attractive opportunities to highlight Yale's potential contribution to issues of concern to business leaders and policy makers.

Strategy 4: We will increase Yale's international visibility to reinforce its reputation.

A. We will mount a limited but focused public relations effort.

Every member of the [Office of International Affairs](#) will be expected to pursue positive press coverage in the countries to which they give priority attention, while the [Office of Public Affairs](#) will continue to seek worldwide attention to the most important institutional initiatives.

Projects for the next three years:

1. China: We will continue to focus on China. Our relations are now sufficiently well developed that we no longer need to travel to China to generate coverage. Chinese media now regularly interview us in New Haven.
2. Features about the University: We will continue the initiative to attract broadcast projects that highlight the University. For example, in the last two years, television crews from eight countries came to campus to shoot features about Yale. These aired in countries ranging from Japan to Germany.

B. We will continue the President's annual visits abroad.

Goals for these visits include garnering positive press about Yale, strengthening alumni connections, and building relations with key universities, leading government officials, and business leaders. Where possible, development activities will be pursued.

Project for the next three years:

1. Travel priorities: The President led a large faculty delegation to Japan in November 2005, and Vice President Lorimer visited the Middle East in December 2005. The Speaker's Chambers in the Houses of Parliament will be the site for a reception to commemorate the conclusion of Yale's Parliamentary Papers project in March 2006. In prior annual trips the President has led delegations of faculty to India, Mexico, Korea and China. Given the scope and variety of academic projects under way, countries in South America and Africa should be visited sometime in the next few years. We need to be more conscientious in the follow-up to these visits to

“leverage” faculty projects and institutional objectives, such as admissions.

C. We will use Yale’s collections to increase our visibility.

Project for the next three years:

1. Leverage collections: We will draw together the Directors of the [British Art Center](#), the [Yale University Art Gallery](#), the [Peabody Museum](#), and the [University Library](#) and design ways to leverage their expansive connections abroad. Yale’s phenomenal collections within the museums and libraries are inherently international, and the curators and directors have wide and well developed sets of networks around the world. The Directors are eager to collaborate to advance the University’s overall internationalization effort, but they have not been systematically engaged.

Strategy 5: We will intensify efforts to build Yale networks abroad.

Projects for the next three years:

1. Alumni abroad: We will experiment in several countries by creating a Steering Group of Yale alumni to engage a wider circle of graduates to help with Yale’s international agenda. Jaime Serra, co-chair of the President’s Council on International Activities, has taken the lead in assuming the presidency of the [Yale Club of Mexico](#) and has mounted a set of programs to raise Yale’s visibility and to engage Yale graduates. In addition, each member of the Office of International Affairs will be responsible for developing the alumni base in his or her key countries. Also, those staff will be available to assist the Development Office in any way desired during the upcoming campaign.

2. The President’s Council on International Activities (PCIA): We will concentrate effort to convert it from a once-a-year gathering of prominent alumni to a more engaged group with subcommittees to focus on key areas of the world (e.g., Latin America, Africa, South Asia) and specific projects (e.g., securing summer internships). A periodic PCIA newsletter has been initiated.

3. Locating affiliates: “Affiliates” are those international scholars who are not regular faculty but who have come from abroad as visiting professors and postdocs. This is a growing population that numbers over 1,875 this year. We have never kept track of them once they leave Yale. We will redouble our efforts to build the “affiliate” constituency of those who have been at Yale as international scholars but who are not yet captured in our databases because they should be considered important contacts and resources for us around the world.

4. “Flagship universities” around the world: The Office of International Affairs has been developing an informal roster of leading universities outside the United States based on conversations with YCIAS Council chairs and Deans as well as review of rankings of universities by regional groups or publications. We should explore possible Yale linkages with those institutions. The [Fox Fellowship](#) partner universities provide a strong cohort of institutions. In

many cases, existing faculty and school projects are achieving this purpose, but we should also be more conscientious in steering new initiatives toward these key universities. For example, one initiative by the Office of International Affairs and Yale College's Summer Session has been a special summer school program at Yale that is being marketed to the flagship institutions abroad to enable them to offer a "branded" Yale opportunity for their students. "Seoul National University at Yale" was the pilot program in summer 2004, and summer 2005 saw the introduction of "Peking University at Yale," "Fudan (Shanghai) University at Yale," and "Monterrey (Mexico) at Yale." A "National University of Singapore at Yale" program will be launched in 2006; and we will identify additional institutions to approach for this "branded" program which gives us the opportunity to foster relations with key institutions from which research endeavors and other partnerships can subsequently build.

5. [Research university consortium](#): Yale was invited to join nine other research-intensive universities to share internationalization strategies and to provide an efficient way to learn about joint project possibilities. The participating institutions are Oxford, Cambridge, University of Tokyo, National University of Singapore, Australian National University, Peking University, University of California Berkeley, ETH Zurich and the University of Copenhagen.

The Global Citizenship proposal developed by YCIAS faculty could offer a way to link with key universities abroad enabling us to understand better how other universities view the process of internationalization and how institutions might work together innovatively to further teaching and research objectives.

Strategy 6: We will continue to build the administrative infrastructure for Yale's internationalization.

Projects for the next three years:

1. Yale name: Develop a comprehensive plan for securing trademark protection of the Yale name abroad. This will identify the key countries for registration, the registration categories that we need to utilize for adequate legal protection, and the requisite budget.
2. [Faculty Research Database](#): Update and expand annually the Faculty Research Database and make its existence better known to scholars around the world.
3. Reference Manual: Publish a new edition of the Yale and the World Reference Manual (published in January 2003 and September 2005) as a new Web-based "chapter" of the "Yale and the World" Web site.
4. Memoranda of Understanding: Compile a central database in the Office of International Affairs of the Memoranda of Understanding that schools and centers at Yale have signed with universities and institutions abroad. Currently no roster exists. Such a compilation will be the first step in working with the General Counsel's office to develop a set of model Memoranda of Understanding for various kinds of exchange relationships with foreign universities so that a consistent set of key provisions are regularly considered for each agreement. The existence of the

various partnerships with other universities will be shared with the faculty who may be able to leverage those connections.

5. Administration burdens: Find ways to reduce the administrative burdens associated with both faculty research abroad and international faculty visitors to Yale. For example, simplification is needed in the process of paying honoraria to visitors.

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Yale's effort to internationalize will be one of the key institutional priorities for this decade. The foregoing Framework is to suggest the ambitions we hold. We build on a base that extends back at least to the first decade of the Nineteenth Century when our first faculty went abroad for research and study. In the opening decade of this century, we will advance the international aspirations of all of our schools and centers in ways that strengthen the University for greater service and scholarship.

Emerging from the Corporation's 1997 Retreat was the understanding that Yale would intensify its commitment to internationalization. Since then, we have launched a number of new programs, policies and administrative initiatives, including:

- Adoption of need-blind admission and need-based financial aid for international applicants to Yale College;
- Increases in financial aid in the Graduate School so that every admitted student, whether foreign or domestic, has free tuition and a generous annual stipend;
- The tripling of the budget for the [Yale Center for International and Area Studies](#) and the initiation of numerous new research and teaching programs there;
- The addition of resources for students traveling abroad, including a health and safety website, Medex travel emergency assistance coverage and a more explicit overseas travel policy;
- The creation of a new [Office of International Students and Scholars](#), which has begun to offer important support services as well as visa and immigration counsel;
- The establishment of a new [Center for Language Study](#), which has served as a model for the proposed creation of other teaching centers in Yale College;
- The initiation of the [World Fellows Program](#);
- The creation of the [Center for the Study of Globalization](#) and the recruitment of former Mexican President Ernesto Zedillo as its Director;
- The launch of the Globalization Center's web magazine, [YaleGlobal](#), which has become an important resource for scholars and journalists and recently attracted \$1.5 million to cover its next three years of operating support;
- The formation of the President's Council on International Activities;
- The creation of the University Advisory Committee on International Education reporting to the Provost;
- The initiation of an annual Yale President's trip abroad;
- The creation of the [Yale and the World web site](#), which includes a pioneering directory of all faculty projects and collaborations abroad;
- The creation of the Yale College [Office of International Education and Fellowship Programs](#) and the initial expansion of opportunities for undergraduates to study abroad;
- The launch of an [Office of International Affairs](#) by the Secretary to provide administrative infrastructure for the growing international agenda.

The Internationalization of Yale University - The Emerging Framework -

GOAL ONE

Prepare students for leadership and service in an increasingly interdependent world

Strategy
Encourage academic units to build faculty strength in contemporary international studies and expand course offerings where necessary.
Provide opportunities for each Yale College student to go abroad for study, research, or internships.
Increase resources for graduate student research and education.
Expand opportunities for professional school students to go abroad in ways that are central to their programs of study.
Expand the work of the Yale Center for the Study of Globalization.
Develop additional programs for the advanced education of established and emerging leaders.

GOAL TWO

Attract the most talented students and scholars to Yale from around the world

Strategy
Develop a more strategic approach to undergraduate recruitment abroad and mobilize alumni more effectively in international admissions.
Develop strategic recruitment plans for each of the professional schools.
Pursue a strategy to attract and fund leading international applicants for Ph.D. studies in Biological & Biomedical Sciences (BBS) at the School of Medicine.
Provide substantially improved support to the growing number of international students and scholars at Yale.

GOAL THREE

Position Yale as a global university of consequence

Strategy
Encourage 1) faculty members' research projects and creative activities as they arise and 2) ongoing efforts of the libraries and museums.
Concentrate on a limited number of projects that will be consequential to one or more schools.
Undertake a new round of initiatives in China.
Increase Yale's international visibility to reinforce its reputation.
Intensify efforts to build Yale networks abroad.
Build the administrative infrastructure for Yale's internationalization.