

International Framework: Yale's Agenda for 2009 through 2012

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

- Strategy 1:** We will catalyze international studies at Yale with the launch of the Jackson Institute for Global Affairs.
- Strategy 2:** We will advance the Yale India Initiative.
- Strategy 3:** We will attract distinguished practitioners to augment faculty strength in contemporary international affairs.
- Strategy 4:** We will launch the first phase of the Yale Global Health Initiative.
- Strategy 5:** We will shape the advancement of Middle East Studies.
- Strategy 6:** We will explore new courses and formats for introducing students to global, international, and regional subjects.
- Strategy 7:** We will refine overseas opportunities for Yale College students.
- Strategy 8:** We will expand the opportunities for professional school students to enhance their programs of study through well-integrated experiences abroad.
- Strategy 9:** We will build additional executive education programs for established and emerging leaders from abroad.

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

- Strategy 1:** We will be more focused in recruiting students from abroad.
- Strategy 2:** We will improve our English as a Second Language (ESL) programs for international students and scholars.
- Strategy 3:** We will improve services to ensure an easy transition to Yale for international students and scholars.
- Strategy 4:** We will infuse internationalization further into the University culture.

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.

GOAL THREE: POSITION YALE AS A GLOBAL UNIVERSITY OF CONSEQUENCE

Strategy 1: We will develop additional international research collaborations.

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.

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

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

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

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

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.

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

The first goal appropriately centers on what Yale needs to do to extend the curriculum and to build faculty strength in international and regional studies. Hiring faculty whose scholarship focuses on international topics has been an important priority in recent years, especially where there have been gaps in teaching coverage. The [Whitney and Betty MacMillan Center for International and Area Studies](#) has taken the lead, under the directorship of Professor Ian Shapiro, in filling the six new International Interdisciplinary Professorships. In addition, other international appointments in the Faculty of Arts and Sciences include eight tenured and seventeen junior faculty in departments ranging from Anthropology and Economics to History and Political Science. The need for additional faculty to teach issues in contemporary international affairs has been cited repeatedly by faculty and has influenced the design of the Jackson Institute for Global Affairs (described below).

In the next three years, we also will expand current efforts to train small groups of emerging and established leaders from abroad who are poised to take particular advantage of the University's educational resources.

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

Yale's master's program in International Relations already attracts some of the leading candidates in the country; the GRE scores of entering students are higher than those at Harvard's Kennedy School, Johns Hopkins' School of Advanced International Studies and Georgetown's Walsh School of Foreign Service. Yale also has an undergraduate major in International Studies that is so successful that nearly half of the Yale students who seek admission to the major cannot be accommodated. These two outstanding programs can be better leveraged within and beyond Yale. They will provide the foundation for an important University-wide institute that signals Yale's intention to make contemporary international affairs a signature for the entire institution. Just as Yale gave new life to the undergraduate experience in the twentieth century through re-imagining the extracurriculum, we have the possibility in this century of reinforcing the importance of international education and experiences abroad. This entails much more than expanding the existing [International Studies major](#) and strengthening the already strong [International Relations master's](#) program.

While other universities (e.g., Columbia or Johns Hopkins) have isolated international affairs into one single school, Yale has the opportunity to have international education become a pervasive signature of the institution through the new Jackson Institute for Global Affairs, which was announced in April 2009 with the \$50 million gift from John '67 and Susan Jackson. The Institute will offer educational programs in international affairs at the undergraduate, graduate, and senior executive levels. It will offer courses for students in all of Yale's schools who are interested in global affairs and provide career counseling and placement services for any Yale student who wishes to pursue a career in diplomatic service or with international agencies. Affiliated with the

Whitney and Betty MacMillan Center for International and Area Studies, the Institute will also assume responsibility for the undergraduate International Studies major and the master's program in International Relations.

Ian Shapiro, Director of the MacMillan Center, will serve as acting director of the Jackson Institute and James Levinsohn has been recruited to Yale from the University of Michigan to serve as director starting in February 2010. Professors Levinsohn and Shapiro will work with departments and schools in initiating faculty searches. The new Jackson Professors will focus on key issues in contemporary global affairs.

Projects for the next three years:

1. Open the Jackson Institute for Global Affairs in Rosenkranz Hall in fall 2010.
2. Recruit and hire new tenure track faculty and distinguished practitioners who will offer courses in contemporary international affairs for students across the University.
3. Host events to introduce the role of the new Institute, such as public forums with distinguished visitors.
4. Develop a career services program conducted by a seasoned director who will assist students in all Yale programs in finding internships and career placements in foreign service or other fields of international affairs.

Strategy 2: We will advance the Yale India Initiative.

Launched in November 2008, the [Yale India Initiative](#) is a response to the growing importance of India, which is the world's largest democracy and on a trajectory to become the world's most populous country by 2030 and the world's second largest economy by 2050. The Initiative is the broadest and most ambitious interdisciplinary effort to date by any university to focus explicitly on India, and it will position Yale among the world's pre-eminent institutions for the study of, and engagement with, India and South Asia. The Initiative seeks to add new faculty positions to strengthen teaching (including language instruction) and research about India and South Asia. These new faculty positions, many of which will be joint appointments, will buttress the Arts and Sciences disciplines as well as several of Yale's professional schools. In 2009-2010 the opportunity for students to study South Asian languages is being greatly enhanced with the addition of three full-time language faculty for a total of four – two for Hindi, and one each for Tamil and Sanskrit.

The Initiative will also expand the University's engagement with India and South Asia through intensified student recruitment efforts, faculty and student exchanges, research partnerships with Indian institutions, and leadership programs. Kalyanakrishnan Sivaramakrishnan, Professor of Anthropology and Forestry & Environmental Studies and Chair of the South Asian Studies Council in the MacMillan Center, directs the Yale India Initiative.

Projects for the next three years:

1. Recruit ten faculty with expertise in subjects related to India and South Asia. Searches are already underway or authorized in Sanskrit, Anthropology, Comparative Literature, History, and Political Science. In addition, a new gift will allow a search to proceed for a position in Hinduism Studies, and we anticipate expanding the representation of India in the Department of History, with a search for a senior historian of India getting under way in 2009-2010.

2. Expand the study of India and South Asia with new courses (24 courses are being offered in Yale College for the first time in 2009-2010), a new certificate for graduate and professional school students, and additional workshops, conferences, and events that are open to students and faculty across the University.

3. Develop or expand India-related research and collaborative activities. Faculty in the School of Forestry & Environmental Studies are working on new partnerships and research in industrial ecology, green chemistry, forestry, renewable energy, and other areas. The Center for Consumer Insights at the School of Management has launched a major project on consumer behavior in India. The School of Nursing has engaged with the Clinton Foundation to establish a Nursing Institute for HIV/AIDS education in India.

4. Increase student opportunities for study, work, and research in India.

5. Intensify recruitment of students from India, especially for Yale College and those interested in graduate or professional programs in the environment, management, and public health.

6. Develop new executive leadership programs for leaders in India.

7. Promote digital opportunities through [Open Yale Courses](#) and other digital media projects (see full explanation in Goal 3).

8. Complete the fundraising campaign. Already more than \$13 million has been raised or pledged for three new professorships, visiting lectureships, leadership education programs, and other activities.

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

We will take the opportunity in the next three years to recruit a small number of extraordinary practitioners of international affairs, who would not warrant a regular or continuing faculty appointment but who could be exceptional teachers, bringing insights from their “real world” experiences. Ernesto Zedillo, Strobe Talbott, Tony Blair, and Charles Hill are all recent examples. This year the [Brady-Johnson Program in Grand Strategy](#) added, as a part-time Senior Fellow, five-time Ambassador John Negroponte, who recently retired as U.S. Deputy Secretary of State.

Plans for the Jackson Institute for Global Affairs provide for four such practitioners. We will have the flexibility to bring more than four individuals to campus since some will be interested in positions that involve teaching for only one term rather than the entire academic year.

Project for the next three years:

1. Recruit at least four distinguished practitioners who will augment teaching related to international affairs for students across the University.

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

Yale faculty and students have for many years pursued health-related projects and initiatives around the world. In spring of 2009, the University launched the Yale Global Health Initiative to fortify and coordinate these many efforts, foster innovative educational programs, stimulate faculty research around the world, and advance international partnerships and leadership in global health. One of the Initiative's core programs, the [Global Health Leadership Institute \(GHLI\)](#), held its inaugural conference in June 2009. The Initiative, which is the first endeavor of the University's new Jackson Institute for Global Affairs, is being led by Elizabeth Bradley, Professor of Public Health, and supported by Provost Peter Salovey and Director of the MacMillan Center Ian Shapiro. Professor Bradley will work with Deputy Provost Stephanie Spangler to develop the Initiative further and to engage the interest and participation of faculty and students throughout the University.

The Yale School of Public Health, through its strategic planning process, extensively reviewed and remodeled its approach to global health education and scholarship. In September 2009 the School admitted the first students to its new [Global Health Concentration](#), which replaces the former Global Health Division. This approach provides students with global health learning opportunities that span all of the academic divisions of the School. To support this effort and to advance global health scholarship, the School of Public Health has recruited two new junior faculty members and is conducting a national search for an additional senior faculty member in global health.

The University's broadened institutional commitment to global health has already been recognized by Yale's receipt of one of a limited number of prestigious Fogarty Framework grants and by Yale's inclusion in the Consortium of Universities in Global Health, which is funded by the Gates Foundation. In the next three years, the University will continue to strengthen the programs described above and explore new ways to affect the health of populations around the world.

Projects for the next three years:

1. Recruit two internationally recognized professors with a focus on global health. One position is made possible by the MacMillan Center's allocation of one of its International Interdisciplinary Professorships, and the other position is in the School of Public Health.

2. Augment global health education at all levels, including master's, doctoral, and post-doctoral education. The new Global Health Concentration in the School of Public Health will equip students with the knowledge and skills to make them well-prepared for a variety of positions related to global health. In addition, the Fogarty Framework grant will support the creation of a graduate certificate of concentration in Global Health Studies at the MacMillan Center for graduate and professional school students that includes new graduate-level courses and new modules in existing courses.
3. Create twenty funded summer internships and research projects for students in undergraduate, graduate, and professional school programs.
4. Stimulate interdisciplinary global health research through the creation of a postdoctoral program and the provision of seed funding.
5. Expand the Global Health Leadership Institute, which was launched in 2009 and houses research and educational programs to build capacity of national and regional leaders from countries in the developing world where impact seems most likely. The Institute held its inaugural conference in June 2009 when leaders in health policy and delivery from five countries convened in New Haven.

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

One of the aftershocks of the September 11 attacks was the recognition that Yale and virtually all of its sister universities in the developed world had a paucity of courses and experts on contemporary Middle Eastern affairs and that there was not a large pool of scholars from which to hire faculty.

The approach of the [Council on Middle East Studies](#), developed by former Chair Ellen Lust and now led by Marcia Inhorn, to tap a series of visiting professors has provided insights into how and where Yale might locate promising candidates for faculty appointments. Since 2007, the Council has brought to campus visiting scholars from Egypt, France (an Iranian specialist), Israel, Lebanon, Morocco, Tunisia, and Turkey. These scholars complement the work of recently hired tenure track faculty in American Studies, Anthropology, Economics, French, History, History of Art, Political Science, and Sociology, who all have expertise in the region. Although the current economic downturn may delay additional hiring, we will be alert to identifying both strong candidates and funding opportunities.

In 2008-2009, Yale College launched the Modern Middle East Studies major, co-directed by faculty from the Department of Near Eastern Languages and Civilizations and the Council on Middle East Studies. The Council also successfully launched a graduate certificate program to provide graduate and professional school students across the University with access to faculty and to courses that would help them develop their expertise in the region.

Projects for the next three years:

1. Develop a long-term strategy to augment Yale faculty who focus on contemporary Middle Eastern studies informed by the experience of the Council's program of visiting professors.
2. Strengthen collaborations with partners and support expanding work of Yale scholars and students in the region. Conferences and workshops will help to build strength across the region as well as in major sub-regions such as the Gulf States and North Africa.
3. Establish a summer course abroad for the study of Arabic language and culture.
4. Seek to continue Yale's designation as a National Resource Center with renewal of the Council's Higher Education Act Title VI grant to support both Council programs and Foreign Language and Area Studies Fellowships for undergraduates and graduate and professional school students.

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

The Grand Strategy course, which brings together undergraduate, graduate, and professional school students for an intensive two-semester sequence with a required summer internship, is an excellent example of creative pedagogy. Five universities across the nation are developing their own grand strategy courses based on the course at Yale. Professor Scott Strobel's undergraduate course "Amazon Rain Forest Expedition and Laboratory" includes a weeklong trip to Ecuador during spring break to collect specimens for later examination in the laboratory in New Haven. Professor Caryl Phillips takes his undergraduate course "The Literature of the Middle Passage" to Barbados for eight days during the fall break. Professor Deborah Davis conducts a summer fieldwork seminar in which Yale students work with students from Hong Kong and China to investigate such topics as transformations of childhood consumption, changing concepts of privacy and property rights, and the uses of public space in new and old residential communities. Professor Miroslav Volf has been experimenting with the virtual classroom whereby students in Singapore and New Haven discuss common readings.

Projects for the next three years:

1. Consider the introduction of a course on Asia that is similar to a Directed Studies course. Professor Haun Saussy is chairing a committee of Yale College faculty to study this possibility.
2. Support faculty interested in linking classes at Yale and other universities. A number of faculty have expressed interest in having virtual guest lecturers and/or joint discussions with classes elsewhere. Facilities capable of being used for these classes will be made available on campus.

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

Yale College has expanded the number of international experiences offered to students from 550 placements abroad in 2003-2004 to 1,321 in 2008-2009. This included increasing the number of [Yale Summer Session](#) sites from six countries to 20 and internships from 40 placements to 258, as well as introducing the [Peking University-Yale University Joint Undergraduate Program in Beijing](#), in which students from both universities live and work together. As with most programs that expand so quickly, there are opportunities for fine-tuning. The consolidation of various decanal offices into a coordinated [Center for International Experience](#) under the leadership of Associate Dean for International Affairs Jane Edwards has been an important advancement and provides the administrative structure to support these expanded efforts.

Projects for the next three years:

1. Enhance summer experiences. Yale College will (i) secure more research placements for science and engineering students; (ii) add more health and arts oriented summer internships; (iii) create Yale Summer Session programs abroad for Arabic language instruction and cultural immersion in the Arab world; (iv) integrate Yale College students, where appropriate, in summer projects that involve graduate or professional school students; and (v) add new modules to the Center for International Experience Web site to streamline the application process for overseas opportunities.

2. Develop a robust evaluation program for all Yale-sponsored opportunities abroad for Yale College students. This will include an assessment program to determine whether student-learning outcomes are being attained. Collaboration between Yale College, the MacMillan Center, and the College Masters, among others, will be required.

3. Refine the Peking University-Yale University Joint Undergraduate Program. In this innovative program students from both universities live and study together with Yale and PKU faculty. Some leading Yale faculty have taught in the program during the three first years and speak with great enthusiasm about their experience. Students often choose to continue their study of China after participating and maintain friendships that developed with their PKU roommates. A faculty committee undertook an evaluation of the program in 2008-2009 and found much to praise, while suggesting ways in which the program can be made even more successful in the future.

4. Develop more courses in which Yale students and top students from a foreign university study together either at Yale or abroad. One example is a summer course on Southeast Asia offered at the National University of Singapore with 10 Yale and 10 NUS students that incorporated a one-week field component. Another example is a summer course, planned for summer 2010, on global health issues at Tecnológico de Monterrey's campus in Mexico with both Yale and Tec students. Through the [Global Summer Program of the International Alliance of Research Universities](#), students from all ten institutions took positively evaluated courses together on the Yale campus in the summers of 2008 and 2009. There is interest in creating an additional course on this model that would take place at Yale and center on the study of some element of Yale's extensive collections in its libraries and museums.

5. Launch the online resource and planning tool “IplanYale.” Designed to assist current and prospective Yale students in efficiently finding and following through on options for majors, courses, language study, and research funding, this tool is being developed by the MacMillan Center to help students integrate on campus planning with their international experiences.

6. Create streamlined library support for those traveling abroad by giving all students and scholars a flash drive that makes the resources of Yale available to Yale students and faculty wherever they may be. A team of librarians has been trained to provide specialized support for Yale’s international programs, and librarians now participate in pre-departure orientations for undergraduates going abroad to conduct research.

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

It would be impressive if all Yale professional schools could offer every student a meaningful educational experience abroad similar to what is now done systematically in Yale College, the School of Management, and the School of Architecture. All of Yale’s schools are now able to offer experiences through programs that cover a portion of their students or through independent projects pursued by individual students. The percentage of a school’s students that are able to take advantage of these offerings, however, varies from school to school.

Some schools have added opportunities for nearly all of their students. In 2008 over 100 students in the School of Music had an overseas experience, performing operas in Italy or touring Asia with concerts in Korea and China, and the School plans to add international requirements in its doctoral and artist diploma programs. Other schools have worked to deepen and concentrate opportunities for students: the Divinity School has established exchange programs in Europe and Asia and has offered travel programs to Latin America, Africa, and the Middle East; the School of Medicine arranges rotations for students at hospitals affiliated with medical schools in several countries, including Uganda, South Africa, and China; and the School of Nursing is expanding clinical work for faculty and advanced students in four sites in the Dominican Republic, Hong Kong, Nicaragua, and South Africa.

Still other schools will be developing or expanding programs that take place in New Haven that connect with international programs: the School of Art has opened a gallery space dedicated to works by international artists and on international themes; and the School of Drama co-presents the World Performance Project and has hired a new associate dean to work on international opportunities for students. The schools will be creative in shaping opportunities in the coming years despite the current economic downturn.

Projects for the next three years:

1. Inventory annually student overseas experiences in the professional schools so that we track participation and success in these placements. Those schools with exit

questionnaires will explore capturing international experiences and foreign-language advancement by class cohort. A study being devised by the MacMillan Center and the Office of Institutional Research will evaluate the impact of these experiences on students' career choices.

2. Support efforts by the professional schools to develop overseas placements. When academically appropriate, these placements will be clustered in locations where undergraduates or other students are already working to facilitate support. For example, for the past two years in Ghana, medical students and undergraduates have worked in the same laboratories under the direction of Professor Michael Cappello and his colleagues.

3. Expand foreign language offerings for professional school students. Since foreign language is increasingly important to the careers of professional students, more courses will be tailored for the particular career needs of these students. For example, we will expand existing offerings such as the Spanish course that focuses on terminology used in the health care professions.

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

Pursuing its mission to educate leaders, Yale has embarked in recent years on a set of executive education programs developed in collaboration with officials in strategic countries who have already advanced to leadership positions in their fields. Yale's programs are intended to foster leadership and strategic thinking by considering issues of national and international consequence.

Yale is not attempting to compete with the open enrollment programs offered at other universities. We have concentrated on a niche, offering highly customized senior leadership programs to select international partners in the government, business, and education sectors. Examples of programs that have been introduced include:

- China-Yale Senior Government Leadership Program, which has brought to Yale, for three annual sessions, the most senior cohort of Chinese government officials ever to participate in an executive education course outside of China;
- India-Yale Parliamentary Leadership Program for members of the Indian Parliament, which held its third annual seminar on campus in June 2009;
- Japan-Yale Senior Government Leadership Program for legislative leaders and officials at the senior levels of their respective ministries.

In each instance, Yale's leadership programs are developed in consultation with the sponsor (e.g., China's State Council and National School of Administration, the India-U.S. Forum of Parliamentarians, and Japan's Diet and ministries). The curriculum, program duration, and daily schedule are customized to meet the needs of each delegation.

Projects for the next three years:

1. Open the Greenberg Conference Center at Betts House. Heretofore, schools and centers have scrambled to find campus space for conferences or have used New Haven restaurants or hotels. The [Greenberg Conference Center](#), dedicated in September 2009, provides an outstanding venue for executive education programs for groups of up to 88 participants that are sponsored by the University, schools, or centers.
2. Develop a set of leadership programs. Already on the schedule are new sessions of the China-Yale University Presidents Leadership Program and the India-Yale Parliamentary Leadership Program. On the drawing board are programs for the School of Management with Singapore, the Divinity School in connection with the [Faith and Globalization Initiative](#), the [World Fellows Program](#), and the [Center for the Study of Globalization](#).
3. Build on the successful certificate programs of the professional schools. The School of Forestry & Environmental Studies offers a certificate program on tropical forestry that is presented in Panama and Singapore, and the School of Public Health is launching a certificate program in healthcare management in Beijing in the fall 2009. Other professional schools are considering specialized courses of study or certificate programs that do not lead to degrees but could be offered in New Haven, abroad, or a combination of both.
4. Expand the work of the World Fellows Program. Two new initiatives will extend the Program's contributions to leadership development. At the Global Leadership Series conferences held in cities around the world, World Fellows alumni, leaders in the region, prospective World Fellows nominees, and other experts debate selected international topics, providing Yale with valuable exposure as well as input into solutions to critical problems. The Action Grants Program will catalyze new collaborations between the World Fellows alumni and Yale faculty and students.

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

We seek to recruit the best and brightest students and scholars 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. Strategically targeted recruiting and financial aid improvements have helped in admissions. We also have been striving to be the place that is the most welcoming and supportive to those from abroad by strengthening support services centered around the [International Center for Students and Scholars](#).

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

Dean of Undergraduate Admissions Jeff Brenzel has been extensively engaged in strengthening international admissions outreach in the last three years, starting with expanding the number of admissions officers focused internationally from approximately 1.5 full-time equivalent staff (FTE) to 3 FTE, strengthening the network of international alumni interviewers, and developing online resources that improve outreach to international applicants. We are not striving to increase the total number of international applications. We already have an outstanding undergraduate pool that has increased over the past ten years from 1,499 to 3,856, reflecting, among other things, Yale College's decision in 2000 to extend financial aid to international students. Rather, the Office of Undergraduate Admissions has been focusing, with the collaboration of the Office of International Affairs, on targeting countries important in terms of developing global trends and Yale initiatives and on building relationships with the key high schools that produce the top students who hope to study in the United States. Historically, Yale's admissions officers have traveled with groups from other colleges to hold large information sessions in major cities; now, however, we are traveling largely on our own in the countries of particular interest and are focusing on building relationships with a small number of schools.

Projects for the next three years:

1. Advance the strategic approach to undergraduate admissions. The undergraduate admissions officers will continue to refine their focus on the best secondary schools in key countries and build closer connections with these schools. Applications from students at other secondary schools will, of course, continue to be welcomed. We will find new ways to emphasize the affordability of a Yale College education. We will make better use of resources such as the EducationUSA Regional Educational Advising Coordinators, who are sponsored by the U.S. Department of State, as well as the Fulbright Commissions. These resources are frequently the first sources many international students turn to when seeking information about studying in the United States. We will expand the use of "International Ambassadors," Yale College students returning to their homes who visit selected local schools to speak with students about Yale. We will also continue our International Contact Program, which pairs admitted students with current students through phone calls and e-mails, to create a personal relationship with admitted students at the point when they are making their final college

selection. We will also continue to build the alumni interviewing network that is critical to the assessment of personal qualities and English language skills.

2. Develop graduate admissions programs similar to the China-Biomedical Sciences Ph.D. program in which scholars elsewhere provide a screening function and propose exceptional students. This program provides funding to support eight students each year and, more importantly, enlists the faculty at China's top universities to screen and recruit the very best candidates for Yale's Ph.D. program in [Biological and Biomedical Sciences](#). We will explore opportunities to develop similar programs that provide either funding for students at Yale and/or help with the screening and recruiting process. For example, we are pursuing an agreement with the Chilean government's scholarship agency and will re-examine the possibility of developing a program with the United States-India Educational Foundation for doctoral students from India.

3. Identify feeder institutions for additional graduate and professional programs. We will reach out to those institutions that consistently supply the strongest candidates to Yale's graduate and professional programs. For universities and cities where there is interest among multiple schools, we will be more deliberate in coordinating recruiting activities. For example, events sponsored in Mexico by Yale's Office of International Affairs are typically attended by representatives of the School of Management, the School of Forestry & Environmental Studies, and the master's program in International Relations. In the future, we will ensure that all Yale schools with interests in a particular country have their programs highlighted at admissions events.

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

Even with more concerted attention during the admissions processes to screen students for English proficiency, there remains a need to develop a suite of ESL programs for admitted students who need to improve their English.

Projects for the next three years:

1. Create a new Office for English-Language Programs. The University invited a visiting committee to assess Yale's ESL program and to apprise us of best practices since we believed we were not optimally staffed or structured. The committee confirmed our assessment and recommended creating a small office devoted to ESL. This office will be established within the [Center for Language Study](#) during 2009-2010 and will provide an expanded set of English-language programs available to anyone at Yale. The office will coordinate and provide a central point of information for existing services on campus, as well as developing new offerings on academic writing, presentation skills, cultural integration, and conversation practice.

2. Improve testing and training for international graduate students before they are accredited as teaching assistants in the classroom.

3. Expand pre-arrival immersion courses such as the intensive ESL program now conducted by the Graduate School in China.

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

Projects for the next three years:

1. Create a comprehensive Web portal that provides information to students and scholars in all aspects of arranging to come to Yale and settling into the new community. Improved off-campus housing information will be a key component, since housing has been an area of particular frustration to those coming from abroad. In addition, we will find additional ways to explain earlier to scholars with children the options for public schools in New Haven and surrounding towns.

2. Refine existing orientation programs to ensure that all new arrivals, regardless of school or affiliation, have access to comprehensive and ongoing orientation programs.

3. Implement a peer support program for new Yale College international students that engages upper-class international students to help the new students adjust to life at Yale.

4. Expand support for accompanying spouses, partners, and dependent children. We will introduce spouse and partner orientations several times a year, not just in September, and build a Web-based community for use prior to and upon arrival at Yale. In addition, we will expand assistance to spouses who seek employment or volunteer opportunities and we will provide additional support to expectant mothers.

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

Projects for the next three years:

1. Create additional opportunities for the Yale community to learn from international students and scholars. Our international students and scholars have much to teach the campus, and we find many are eager to share their culture and heritage and discuss contemporary issues, through events such as Africa Week, Mah Jong Night, and the Lunar New Year and Diwali celebrations, and through more informal interactions in and outside the classroom. We will involve more Yale staff and faculty as hosts in the Community Friends and One-on-One Conversation programs. We will use more international students and scholars in pre-departure programs for Yale students and we will pair international students with recipients of international fellowships, such as the Richard U. Light Fellowship. We will also create a database of interested international students and scholars who would be available to the Yale and New Haven communities for speaking engagements, in and outside the classroom. "IplanYale," the Web-based planning tool, will be utilized to help students find opportunities and resources of interest.

2. Expand staff diversity training to give specific attention to how Yale staff can best work with individuals from different cultures as part of the University's diversity

education strategy. The [Organizational Development and Learning Center](#) will continue to offer the training programs/courses on working and customer service in a multi-cultural environment.

3. Increase support for religious diversity. We will increase support for those of different faiths. A Hindu Life Intern will be recruited to join the part-time Buddhist Chaplain and the Coordinator for Muslim Life. The [University Chaplain's Office](#) will increase efforts to stimulate discussion by inviting prominent faith leaders to campus.

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.

Projects for the next three years:

1. Advocate for improved immigration policies that provide international students and scholars increased opportunity to contribute their intellectual talents in science, technology, and other fields through temporary or permanent employment in the United States.

2. Lobby for improved procedures to expedite processing of visas, as well as applications for permanent residency, for international students and scholars. This is a national as well as institutional issue, since current procedures retard the easy flow of outstanding individuals to campuses in the U.S.

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 our 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.

School of Medicine Professor Tian Xu’s leadership of the Fudan-Yale Center for Biomedical Research in Shanghai remains the best example of how a joint and sustained collaboration can yield significant research results. In the last three years, the Center has grown to 75,000 square feet of state-of-the-art lab space, with a possible expansion by another 100,000 square feet by 2011. 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 already evident: the first research emanating from China to be featured on the cover of *Cell* was from the joint Fudan-Yale lab.

In addition to the Center at Fudan, there are several important joint research enterprises already underway:

- Peking-Yale Joint Center for Plant Molecular Genetics and Agrobiotechnology; Xing-Wang Deng, director
- Peking-Yale Joint Center for Microelectronics and Nanotechnology; T.P. Ma, director
- University of Science and Technology of China (USTC)-Yale Joint Research Center for High-Confidence Software; Zhong Shao, director
- Yale-University of Ghana Partnership in Global Infectious Diseases at the Noguchi Memorial Institute in Accra; Michael Cappello and Elijah Paintsil, directors
- Yale-Universidad de Chile Joint Program in Astronomy; Jeffrey Kenney, director.

One or more of these centers could grow significantly in the next three years. For example, Professor Cappello is working to expand the Yale-University of Ghana Partnership into an international training center for global infectious disease research, which will include students and faculty from partner institutions. Thus far, the University of São Paulo has expressed interest.

Projects for the next three years:

1. Yale Medical School and University College London. Yale School of Medicine, University College London, and their respective affiliated hospitals launched in October 2009 the UCL-Yale Collaborative on Biomedicine, a substantial collaboration to further their shared missions of biomedical research, education, and the delivery of excellent clinical care. This collaboration combines the research expertise of faculty members from both universities, structures exchanges of clinical staff as part of clinical trials or as

part of studies to analyze and adopt best medical practices in the U.S. and U.K., and pursues coordinated educational initiatives that include medical students, residents, clinical fellows and, potentially, graduate students. Initial projects are under consideration in the areas of population genetics; inherited heart disease; outcomes research and epidemiology; imaging; drug discovery, devices and biological therapeutics; gastroenterology, vascular and developmental biology; and pulmonary medicine. Both Yale and UCL anticipate that the scope of the collaboration may evolve to encompass other areas of biomedical and clinical science and potentially grow to include the humanities.

2. Expansion of the Yale FES - TERI collaboration. Yale's School of Forestry & Environmental Studies has had a decade-long partnership with The Energy and Resources Institute (TERI), India's leading environmental research institute, in which faculty and students are exchanged between the institutions. Additionally, Yale FES and TERI collaborate to deliver a summer workshop on sustainability and public policy for officials of the Indian government. TERI's long-time director, Rajendra Pachauri, who chairs the Inter-governmental Panel on Climate Change that shared the Nobel Prize with Al Gore, joined the Yale faculty on a half-time basis in 2009-2010 to lead the new [Yale Climate and Energy Institute](#). In the next three years, FES and TERI will work to strengthen their collaborations by exploring: joint publications and conferences (such as one in October 2009 on clean energy that involved government officials at the highest levels from both India and the United States); leadership education programs for government officials and business leaders in India; possibilities for new ventures in Hyderabad; and additional projects in industrial ecology, climate change, and renewable energy.

3. Nursing School in India. The Yale School of Nursing and the William J. Clinton Foundation have launched a new partnership with India's Ministry of Health and Family Welfare and the Indian Nursing Council to develop a curriculum for the training of post-graduate nurses and faculty in the prevention and treatment of HIV/AIDS. The curriculum will be the centerpiece of the new Indian Institute for Advanced Nursing (IIAN) in Chennai, India. The state-of-the-art IIAN will serve as the national hub for nursing training, research, and education in HIV/AIDS in India. YSN faculty will work on short (1-3 month) continuing nursing education programs, one-year postgraduate diploma programs, and a two-year Master of Science in Nursing. Eventually, a doctoral program in nursing may also be developed.

4. Continued expansion of the China Law Center. The [China Law Center](#) aims to help promote China's legal reforms and to increase understanding of China in the U.S. Founded in 1999, the Center has focused on in-depth, cooperative projects between American and Chinese experts on key issues related to Chinese law and policy reform. The Center also hosts the Workshop on Chinese Legal Reform, which has come to serve as a focal point within Yale Law School for faculty and students with an interest in China. In the next three years, the Center will continue to expand its research, teaching, and other efforts to strengthen the capacity of reformers in China, by collaborating with a range of Chinese institutions such as law schools, courts, administrative agencies, and

nongovernmental organizations. The Center's activities are supported by gifts and grants, notably a \$10 million grant from the William and Flora Hewlett Foundation.

5. Pursuit of other research initiatives. The deans will be alert to major collaborations that can advance the research agendas of their schools, and the Library and the museums will continue their ambitious programs of international research collaborations.

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.

Faculty in both the Arts and Sciences and the professional schools have underscored the opportunity for Yale to assume an even greater role as convener of thought leaders and policy makers who can take advantage of the expertise of Yale faculty and use the neutral, nonpartisan venue of the University to explore important issues with serious policy implications. This is not a new role for Yale: more than half a century ago, the School of Forestry & Environmental Studies hosted a special class of Chinese leaders in forestry for a year-long special degree program; the Law School's Middle East Legal Studies Seminar last year gathered jurists, lawyers and scholars from the region for the eleventh year; and the Global Health Leadership Institute, which was initiated in summer 2009, brought together senior policy makers from five countries to explore best practices in healthcare policies and program delivery.

The [Yale Center for the Study of Globalization](#), led by Ernesto Zedillo, has been conspicuous in recent years in engaging multilateral institutions and global organizations in activities pertinent to their missions and has produced reports that contribute to the serious discussions of pressing issues of our time. For example, the Center is collaborating with the Commission on Modernization of the World Bank Group Governance to explore ways in which the World Bank can operate more effectively; and the Center is working with the International Commission on Nuclear Non-Proliferation and Disarmament to reinvigorate at a high policy level the global debate on the issue of non-proliferation. Yale faculty are contributing to these and other critical discussions.

In the next several years we will continue to support Yale centers and faculty to connect the expertise of our community to policy makers as they work to solve the world's challenges.

Projects for the next three years:

1. Advance the Center for the Study of Globalization. Accelerate the efforts of the Center to inform policy deliberations, especially its work to re-envision the World Bank and to reinvigorate the global discussion on nuclear non-proliferation and disarmament.
2. Convene prominent thinkers and leaders for discussion of current issues. Where Yale faculty want to engage with important policy issues – from climate change to public health – the University will work to muster support that can include fundraising, conference services, and collateral publications. Meetings, seminars, and other events

could be sponsored by the Jackson Institute, Yale Center for the Study of Globalization, MacMillan Center, World Fellows Program, and the schools or other programs.

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

Yale has been appropriately hesitant to launch programs overseas unless they promote the University's mission and do not dilute our standards of excellence. In conversations about the likely shape of substantial projects abroad, there seems to be greater consensus about what we do *not* want to do. For example, there is no appetite to establish stand-alone branches for our undergraduates. Also, the arts schools deans' deliberations in Abu Dhabi reinforced our hesitancy to launch into degree-granting programs overseas unless there was real confidence by the respective faculty that their school's mission would be advanced.

Project for the next three years:

1. Continue to survey opportunities for a major initiative abroad that would align with our mission and hold potential for advancing a school, a center, or the University generally.

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

Few institutions in the world – universities or otherwise – have the intellectual assets of Yale, especially considering the combined treasury of the faculty and the collections of the [Yale Library](#) and the [museums](#). For all of Yale's history, the world had to come to Yale to tap these resources. The digital age ushers in unprecedented opportunities to extend Yale's teaching and collections into the world. It is no longer necessary to attend Yale or visit the libraries or museums to access the University's intellectual treasures. We are on the cusp of a transformation that will enable Yale to serve individuals and institutions around the world by making its assets available digitally over the Internet. The Hewlett Foundation-funded [Open Yale Courses](#) has shown how the rest of the world can share the classroom experience at Yale.

Projects for the next three years:

1. Disseminate more extensively the existing undergraduate Open Yale Courses and Yale's growing inventory of digital assets. We will use our existing networks of universities and identify new partners who can make use of these materials.
2. Explore creating a set of digital mini-courses by several professional schools that address global issues. We will focus especially on leveraging existing Yale executive education offerings, such as the School of Public Health's programs in Africa or the School of Forestry & Environmental Studies' programs currently conducted in Panama and Singapore.

3. Launch version 2.0 of the very successful [YaleGlobal](#) that will support editions of the publication around the world, starting in fall 2009 with a Chinese version published in partnership with Fudan University in Shanghai and followed by an Indian edition in 2010 in partnership with that country's leading policy think tank.

4. Support the growing digital programs of the Library, Yale University Art Gallery, Yale Center for British Art, Peabody Museum, and Yale University Press to facilitate worldwide usage/impact from their initiatives. Yale's phenomenal collections within the museums and Library are inherently international, and the curators and directors have wide and well-developed sets of networks around the world. Projects developed in the last few years such as the Library's Project AMEEL (Arabic and Middle Eastern Electronic Library) and its collaboration with the World Health Organization on a Web site that provides access to biomedical and health literature have provided invaluable experience on which we may build future efforts.

5. Develop virtual real-time language courses. Working with other members of the Consortium for Language Teaching and Learning, the Yale Center for Language Study will develop robust online, real-time language course capacity for less-commonly taught languages. This system has already been piloted in collaboration with Columbia and New York University in teaching Nahuatl, the language of the Aztecs. By enrolling students from several universities in courses taught online, each institution can then concentrate on offering different languages at more advanced proficiency levels, thereby increasing both the range and quality of offerings available to students.

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

With a small number of staff, OIA cannot be everywhere. Consequently, the President's Council on International Activities and key faculty and deans on campus have urged us to focus first on a small number of countries – Brazil, China, Ghana, India, Japan, Korea, Mexico, and Turkey – where our efforts are likely to have the greatest impact. We will continue to pay particular attention to each of those countries in the next three years.

Projects for the next three years:

1. Expand efforts in the Middle East and Africa to extend admissions efforts and alumni activity, develop some greater visibility, and secure additional partnerships. In the next three years, OIA will support faculty in their efforts to identify institutional partnerships; the Schools of Medicine, Public Health, and Nursing are likely to figure prominently with regard to Africa.

2. Devote additional attention to Europe to develop the alumni network and support admissions efforts in several EU countries. In its formative years, OIA did not direct efforts specifically to Europe since faculty already have well-established networks and projects there.

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

Projects for the next three years:

1. Build international fundraising capacity. The work of the OIA has created a solid basis upon which to build and grow a sustained fundraising program. Vice President Inge T. Reichenbach has formed an Office of International Fundraising within the University Development Office, led by Donna Consolini as its first director, who will be building a dedicated staff to expand Yale's fundraising beyond its current focus on Europe and work with the increasing number of Yale alumni, parents, and friends as well as foundations in the Middle East, China, India, and other areas to create financial support for Yale's programs.

2. Strengthen career development support. The Jackson Institute will hire a seasoned career development officer who will be available to students across the University who are interested in pursuing diplomatic service and international opportunities within government or international agencies.

3. Provide enhanced administrative support for international projects and collaborations and ensure compliance with increasingly complex and demanding U.S. and foreign laws. We will continue to build the administrative infrastructure to support international activities, including providing guidance on immigration, health and safety, and streamlining inter-institutional agreements. We will also formulate a global compliance plan to structure and educate the Yale community on the range of legal and compliance issues involved with international travel, research, and educational activities.

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.

We started from a low base: ten years ago, many Yale Clubs abroad did not even invite graduate and professional school alumni to their meetings, and Yale was often overlooked in references to key universities of global standing. Although the metrics for the annual ranking of universities are not perfected, it is still pleasing to note that Yale was ranked #3 by the *Times of London's* Higher Education Supplement in its 2009 Global University survey, up from #8 five years ago.

President Levin's prominence among international university presidents has been helpful in garnering public attention to the University. His role as the convener of the Global University Leaders Forum at the World Economic Forum in Davos, as well as his conspicuous leadership on sustainability issues, attracts regular attention to Yale in the media.

Projects for the next three years:

1. Increase press attention focusing on the work of the University. A three-pronged strategy will be employed to (i) secure feature stories in outlets/publications with global reach, (ii) target placements in priority regions, and (iii) create opportunities around campus programs and special events that have international appeal.
2. Develop stronger alumni programs in each of the key countries, including opportunities for new alumni service activities, and institute periodic newsletters for Yale friends in each of those countries to keep Yale prominently in mind.
3. Create the International Room in Sterling Memorial Library to introduce Yale's internationalization efforts to visitors. It will provide resources for students and faculty including: library orientations for Yale students studying and traveling abroad and international students coming to Yale, post-travel briefings and talks, international reference services including guides and maps, referrals to other libraries and online resources, and public lectures and events.

* * * *

President Levin devoted his Tercentennial Address at Peking University to “The Global University.” He announced:

“The globalization of the University is in part an evolutionary development....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.”

When this second phase of the International Framework is complete – a decade after the Peking University address – the revolutionary advances for Yale may well be evident.

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