

*Report of the Provost's Advisory Committee
on International Affairs*

MARCH 2018

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As one of the world's great universities, Yale creates, preserves, and disseminates knowledge and prepares students for leadership in all walks of life. It seeks to strengthen New Haven, the United States, and the world. To fulfill Yale's commitment to "improving the world today and for future generations,"¹ as embodied in the university's mission statement, we believe that Yale should set the following high-level aspirations for its global strategy:

Be the university that best prepares students for global citizenship and leadership

Be a worldwide research leader on matters of global import

Be the university with the most effective global networks

These global aspirations are ambitious but attainable over the course of the next decade. To prepare students for global citizenship, Yale must (1) attract the most promising students and scholars, and (2) conduct world-leading research and teaching on matters of global concern.

To remain a truly preeminent global university, Yale must not focus exclusively on matters traditionally considered "international," but also strive to (3) demonstrate its international leadership in other important areas such as science, technology, and entrepreneurship.

In support of this preeminence, Yale is fortunate to be able to (4) draw on strong networks of alumni, friends, and partner universities and institutions. Given Yale's relatively small size compared to its peer institutions, these networks are of strategic importance in its work to enhance the impact of Yale faculty, students, and alumni. The committee has therefore identified four broad strategies to support Yale's global aspirations:

1. Use the university's global networks to attract the most promising students and scholars to Yale—and engage the world's most influential individuals

2. Support campus-wide research, teaching, and practice on matters of global import

3. Continue to integrate Science, Technology, Engineering, and Mathematics (STEM) disciplines and entrepreneurship into the university's global efforts

4. Pursue partnerships and programs that enhance the global significance of our work—and make the most of Yale's presence abroad

¹ Yale University Mission Statement, available at <https://www.yale.edu/about-yale/mission-statement>.

We have been tasked by President Peter Salovey and Provost Ben Polak with a wide-ranging exploration of teaching and research on campus, as well as collaborative research, exchanges, and other international programs abroad, in order to align Yale's international activities with the broad [University Priorities and Academic Investments](#) announced by President Salovey in November 2016.²

From December 2016 to December 2017, the committee held seven plenary sessions and hosted one-on-one or group meetings with well over 100 faculty involved in international dimensions of the university's work. This report offers a synoptic view of the key themes for an international strategy. We hope to use feedback to the report to guide more specific actions in the coming months and years. The appendix outlines some examples of specific actions that might support each of the strategies outlined above.

Historical background

Yale was founded in 1701 so that "Youth may be instructed in the Arts & Sciences" and "may be fitted for Publick Employment both in Church & Civil State."³ For much of the eighteenth century, it educated mostly young people from Connecticut and neighboring colonies, but as early as Ezra Stiles's presidency (1778–95), it aspired to broader learning; Stiles was the first person to teach Hebrew, as well as other Near Eastern languages, at Yale. In the nineteenth century, Benjamin Silliman, one of America's first science professors, traveled abroad to confer with colleagues and to purchase equipment. As Yale College grew into a university, it attracted students from across a growing nation and enrolled its first international students, including those from Brazil, China, Ireland, Japan, and Sierra Leone.

With the tremendous growth of the twentieth century, Yale became a national institution and greatly increased its international engagements, especially in China and the United Kingdom. At home in New Haven, the creation of the Concilium on International and Area Studies (later the MacMillan Center), and other internationally oriented ventures, helped solidify world affairs as part of the university's mission.

Yale's tercentennial, in 2001, launched a period of increasing internationalization for the university. With the expansion and renaming of the MacMillan Center and the creation of the Jackson Institute for Global Affairs, the university greatly expanded the resources available for study and research on international matters. Undergraduates on financial aid became eligible for an International Summer Award to facilitate study abroad, while funding for graduate student research abroad was enhanced. International students in Yale College are admitted on a need-blind basis and have their full financial need met under the same conditions as domestic students.

² Available at <https://president.yale.edu/speeches-writings/statements/university-priorities-and-academic-investments>.

³ An act for Liberty to erect a Collegiate School, October 9, 1701, in *The Yale Corporation: Charter and Legislation* (New Haven: Yale University, 1976), 4.

The university has established new international research and teaching collaborations, the most ambitious of which is Yale-NUS College, a college of liberal arts and sciences jointly founded with the National University of Singapore. Other centers have been established in Beijing and Addis Ababa, and the university also supports numerous joint offices at partner universities throughout the world. While building on its strong historic ties with China, Yale also strengthened links with South Asia, the Middle East, Africa, Europe, and Latin America, and added faculty who specialize in these areas. President Salovey announced the Yale Africa Initiative at the time of his inauguration and recently traveled to Ghana and Kenya to renew partnerships there.

Today, more than 20% of Yale students are non-U.S. citizens (in addition to many dual citizens and permanent residents). Over 5,000 international students and scholars make Yale their home and are served by the Office of International Students and Scholars (OISS). The university also regularly advocates for improved immigration policies at the federal level. While approximately 11% of undergraduates are international students, the number ranges above 40% in some graduate and professional schools, but is lower in those schools that require more financial aid support in order to enroll international students. Continued internationalization of the student body is likely, despite headwinds associated with current immigration policy, and should proceed according to the needs of individual schools. OISS will continue to play a coordinating and welcoming role.

Yale's International Framework, first published in 2005 and renewed in 2009, aimed most broadly to ensure that Yale would fulfill its aim to be a "global university of consequence."⁴ The university created international research collaborations, guaranteed an international experience for all Yale College students, increased the number of international students and scholars, expanded interactions between scholars and policy makers, built administrative infrastructure, and expanded access to Yale's teaching and collections through online programs. The result is a rich array of internationally oriented programs and activities that prepare our students well for public service and position Yale for global leadership in this century.

During the twenty-first century, Yale has taken major strides toward internationalizing its student body and creating a more globally oriented curriculum and broader international experiences for its students. This is obviously of value to those Yale faculty and students who are interested in international topics, but the benefits go further. Much as a domestically diverse student population benefits not only those who are newly included but also those they join, the international diversification of our student populations – undergraduate, graduate, and professional – benefits the entire community and strengthens Yale.

⁴ The original report was titled *The Internationalization of Yale: 2005–2008 The Emerging Framework*; the revised report was titled *International Framework: Yale's Agenda for 2009 through 2012*.

Yale has also made significant strides in establishing major partnerships abroad. This report argues that Yale can build on its internal and external networks to achieve even greater global impact in the coming decade. The university has an opportunity to encourage greater synergies among schools and units on campus (what President Salovey has called a “more unified Yale”) and also to tap Yale’s unparalleled global networks in order to enhance the university’s international contributions and impact.

Yale’s current international standing Yale College offers an unmatched undergraduate education. The relative importance of the College and the freedom of students at all levels to study across many fields of liberal and professional study contribute to our ability to educate well-rounded global citizens and leaders. Yale is widely recognized internationally for its preeminence in the arts, humanities, and social sciences. The university is also in the process of revitalizing its historically strong leadership in the sciences and engineering with significant investments in new areas. In particular, the university recently began a long-term effort to strengthen computer science, which is relevant also to undergraduate education, innovation, and entrepreneurship. As professional education becomes more global in scope, we also have opportunities to expand the talent pool and the impact of Yale’s great professional schools. The recent success of the School of Management’s internationalization efforts underlines this opportunity, and the Law School’s LL.M. program has long provided international leadership. The new Yale Institute for Global Health will deepen partnerships across the schools – and the globe – with key partners to address critical health issues worldwide. Our four arts schools, unique in the Ivy League, provide an education in leadership through the arts and give us opportunities for international cultural exchange that promotes understanding and, ultimately, peace.

Although Yale has excellent international name recognition, few non-alumni abroad have a detailed understanding of Yale’s activities, and even alumni have uneven information. Undergraduate admissions has a strong international presence, but knowledge of our graduate and professional schools among prospective applicants is uneven. As a follow-up to this report, we propose to develop a communications strategy focused primarily on alumni and opinion leaders in key regions internationally. Such a strategy might highlight groundbreaking research at Yale, especially in areas like health care that have intrinsic international appeal. In general, Yale does better relative to its American peers in domestic university rankings than it does in rankings by international groups. This rankings problem may reflect our relative status in science or our size (smaller than some peers, especially in professional areas), but it may also proceed in part from a lack of knowledge internationally about Yale’s excellence.

Yale’s global reputation should match the excellence of its programs. Through constant attention to the university’s presence, commitment, and engagement abroad, we can assure that Yale continues to contribute to society as one of the world’s great

universities. Yale should also seek opportunities to use its preeminence to pursue groundbreaking research and educate aspiring leaders in new and innovative ways.

Perceptions of international programs at Yale The breadth and depth of Yale’s international activities and programs have never been greater. On campus, the scores of faculty members consulted by the committee are generally supportive of the university’s internationalization efforts since 2001. Yet, much like alumni abroad, Yale faculty, students, and staff on campus often lack detailed knowledge regarding the scope of international offerings, potential collaborators across disciplines and schools, and the range of administrative resources available to enable research abroad.

While there has been a dramatic expansion of international activities since Yale’s tercentennial and the first International Framework, the committee believes the university’s global impact could be enhanced by more awareness among faculty and staff of the many programs and initiatives that have an international component, as well as more alignment among them. Indeed, senior professors and administrators on our committee often found themselves surprised to learn of significant Yale programs focused on particular regions or topical areas, or fellowship opportunities available to international students and scholars on campus. This knowledge gap is prevalent both among the faculty most engaged in international activities and those whose research and teaching does not focus directly on global issues. The specific strategies we propose therefore emphasize both internal and external communication. The remainder of this report outlines these four major strategies.

Strategy 1 Use the university’s global networks to attract the most promising students and scholars to Yale—and engage the world’s most influential individuals

The university has taken important steps in the last few years to increase access to Yale for international students and to find the most promising and talented students from around the world. We also attract many international postdoctoral scholars and researchers as well as tenure-track faculty and artists who teach in the arts schools. To ensure the best possible pool of talent, we must continue our outreach while providing a welcoming atmosphere to international students and scholars when they arrive on campus. The presence of international students and scholars also enhances campus diversity.

a. Recruiting and admissions

Yale benefits when all academic departments recruit and enroll the strongest candidates for their programs, regardless of where they have studied or lived. Financial aid and scholarship programs are vital to our ability to matriculate the strongest candidates. Admissions at Yale is highly decentralized. The internationalization of the student

body has been a continuous process over the past fifteen years, and the student bodies at most Yale schools are increasingly international, with total international student enrollment now over 20% (not counting U.S. permanent residents or U.S. dual citizens).

The committee encourages all admissions offices to consider applicants on their merits, without regard to nationality, while also recognizing that in order to make this goal a reality we will need to fund additional financial aid for international students (since many key funding sources cover domestic students only).

b. Pipeline programs, lifelong learning, and mid-career and senior professionals

The university has long welcomed local adults through the Eli Whitney Scholars Program. Recent efforts have also focused on increasing the pipeline of talented students from all backgrounds to Yale College. In the international domain, the Yale Young Global Scholars (YYGS) Program, which has grown rapidly over the last few years, now attracts nearly 1,500 talented high school students to campus for two-week programs taught by Yale faculty and students every summer. Related programs in Beijing, Singapore, and three African countries each year cater to an additional 400 students and spread Yale's net even further. The university also offers a range of executive education, leadership programs, and Yale Alumni College courses to various audiences. Mid-career and senior professionals come to the campus through the Greenberg World Fellows, Grand Strategy, and Jackson Senior Fellow programs and participate in the Environmental Leadership Training Initiative around the world.

The committee proposes developing a more coordinated policy on lifelong learning, in close coordination with the university's online strategy. We also encourage strengthening the network of former Fox Fellows, postdoctoral fellows, and Greenberg World Fellows. Postbaccalaureate and other programs aimed at prospective graduate and professional students can assist with diversification of the student body internationally and domestically.

Strategy 2 Support campus-wide research, teaching, and practice on matters of global import

Yale has an advantage in research and teaching because of its ability to work across multiple disciplines. The committee therefore recommends encouragement of collaboration in areas of study that draw on Yale's strengths across various schools of the university and across divisions within the arts and sciences. Policy-relevant and international research takes place now in the Law School and the Schools of Management and Forestry & Environmental Studies. The health sciences schools have become increasingly involved in global health challenges and are spearheading the Yale Institute for Global Health. The arts and Divinity schools have paid increasing attention to

international exchange and understanding. Yale has a long and proud tradition of area studies, housed in the MacMillan Center, and recent years have seen increased collaboration across the various area studies councils.

a. Encouraging collaborative research

The committee has identified a broad set of research topics on specifically international matters in which Yale has the potential to provide unique leadership and to prepare our students for lives of service and leadership on the global stage. These include the health of the planet and of global (and local) populations; the governance and institutions of society; the growth and inclusiveness of economies; and the study, preservation, and creation of culture. These latter themes reflect ongoing work at the MacMillan Center and elsewhere at the university, especially in a number of efforts to expand on the connections among the various regions studied by the area studies councils. The committee is pleased to see collaborations across departments and schools on many of these international matters, and we hope to facilitate such collaboration, most recently for example by working with the team in the health sciences schools that is establishing the new Yale Institute for Global Health.

The committee recognizes that Yale schools, departments, and faculty are in the best position to determine the most promising and productive areas for research in their fields, but allocation of some central resources to encourage collaboration across disciplines and schools may enhance Yale's potential to provide unique leadership. Those responsible for funding decisions should also be forward-thinking in trying to identify emerging challenges.

b. MacMillan Center, Jackson Institute, and other entities relating to international studies

The MacMillan Center currently provides essential support for the research of almost 400 faculty and many graduate students and postdoctoral fellows across the university, concentrated in the Faculty of Arts and Sciences. A separate committee is currently considering the future of the Jackson Institute for Global Affairs and the possibility of establishing a School of Global Affairs. Depending on the decisions resulting from that process of deliberation, the university may be seeking considerable further resources for the study of global affairs (at both the undergraduate and master's degree levels). Finding the appropriate administrative structure for Yale's research and teaching on international matters is a key decision that is outside the purview of this committee but that will likely be a major focus of the efforts of the Provost's office in the next few years. Whether in its current form or an expanded form, the Jackson Institute should work closely with other entities focused on international matters. We should seek synergies without undermining the successes of the university's efforts at internationalization of research and teaching over the past two decades.

Strategy 3 Continue to integrate Science, Technology, Engineering, and Mathematics (STEM) disciplines and entrepreneurship into the university's global efforts

Although the areas of research addressed under Strategy 2 are traditionally considered “international,” much of the university’s research – for example on cancer, cybersecurity, artificial intelligence, psychology, entrepreneurship, or philosophy – has broad, even universal significance without necessarily being specifically international in subject matter. Such research holds considerable interest for global research partners and potentially for attracting international donor support.

The university can and should facilitate international research partnerships in such areas. These partnerships may provide opportunities for expanding Yale’s research impact, for example by offering larger populations for clinical trials or viewing humanistic disciplines in a more international light. Of particular importance are STEM fields and fields associated with innovation and entrepreneurship. The specific areas of international collaboration will follow the priorities outlined by the University Science Strategy Committee.

In addition, the committee recognizes that technological advances, especially in computer science and data science, are dramatically impacting all the areas of research discussed in this report. Indeed, the opportunities and challenges associated with technological change increasingly will become central to Yale’s teaching and research on international affairs in the coming decade. Yale is uniquely positioned to be a world leader in interdisciplinary approaches to technology, law, health, policy, and innovation.

a. Scientific partnerships and dual-degree programs

The university has had considerable success in setting up jointly run laboratories with Chinese universities, headed by Yale faculty members but funded by Chinese granting agencies, such as the Fudan-Yale Biomedical Research Center and the Shanghai Jiao Tong University-Yale Joint Center for Biostatistics. We will work to explore other such opportunities, while assuring that they contribute to the broader scientific enterprise at Yale. Some of these programs (and those with Yale-NUS) also contribute to strengthening dual-degree programs that allow Yale to attract top international students to its professional schools. Along lines similar to previous joint labs that focused primarily on the biological and health sciences, there may be opportunities for partnerships with funding agencies abroad on engineering and computer science and their application to innovation and entrepreneurship. Such projects could make commercialization of research conducted in New Haven more feasible.

b. Funding of international students in STEM subjects

The China Scholarship Council funds approximately 20 Ph.D. students in the biological and biomedical sciences and 10 Ph.D. students in public health each year, an important source of funding because these students are not eligible for U.S. training grants. These programs play a valuable role in identifying and recruiting the very best candidates. Additional programs of this type are being explored.

Strategy 4 Pursue partnerships and programs that enhance the global significance of our work—and make the most of Yale’s presence abroad

Yale has a considerable presence abroad, represented by sites in dozens of cities and countries. Different types of infrastructure have been created to serve specific purposes in each location. Some sites, such as Yale-NUS College, the Yale Center Beijing, or the Paul Mellon Centre in London, are operated by Yale or a closely affiliated entity. Others are locations for close collaborations and frequent visitors, such as the UNSAAC-Yale International Center for the Study of Machu Picchu and Inca Culture or the Cerro Tololo observatory in Chile. The most numerous group are (generally smaller) facilities that support local research work of Yale faculty, for example in Addis Ababa, Ethiopia, or at Makerere University in Uganda.

Yale also boasts a number of international “think-and-do” centers engaged in cutting-edge research and policy-related work in countries around the world. Yale faculty have been deeply involved in track-two diplomacy. One example is the Paul Tsai China Center at Yale Law School, which has played an important role working with government and academic counterparts in China to advance Chinese legal reform and improve U.S.-China relations through concrete projects on a range of frontier issues, operating through creative partnerships with leading Chinese and American entities such as Peking University and the Brookings Institution. On campus in New Haven, the Yale Center for the Study of Globalization plays a similar convening role through commission diplomacy, encouraging the collaboration of international experts on nuclear non-proliferation, drug policy, and other issues of security, development, and governance, under the auspices of the United Nations and other international organizations. The center also hosts conferences, lectures, and roundtables on campus.

In all cases, these international efforts will benefit from additional efforts to strengthen internal and external communication and raise awareness about Yale’s presence and the significant opportunities these programs represent. In all its partnerships, Yale insists on the highest ethical standards and adherence to principles of academic freedom, nondiscrimination, human rights, and rule of law. In considering further collaborations, or the continuation of existing ones, we should emphasize programs that permit

high-quality and high-impact research, teaching, and practice without drawing undue resources from activities at home in New Haven.

a. Yale-NUS College

Yale's largest commitment abroad is Yale-NUS College, a college of liberal arts and sciences jointly founded with the National University of Singapore in 2011, currently enrolling over 800 students from around the world, and generally considered one of the most selective undergraduate institutions in the English-speaking world. Yale continues its involvement in Yale-NUS through dual-degree programs, membership on the Governing Board, decanal and provostial involvement in appointments and tenure, and faculty involvement in teaching, program development, and evaluation. All of these modes of participation should continue or expand. A substantial number of Yale-NUS College students spend time at Yale either enrolled during the semester or the summer session or on student visits or internships.

The committee believes that Yale College students could make greater use of Yale-NUS College and that deliberately encouraging semester or summer study abroad at Yale-NUS would enhance Yale College students' international experience while supporting the broader university goals outlined in this report. Moreover, a number of curricular experiments under way at Yale – for example, in global humanities – stem from the major experiment in curricular design that was at the heart of the founding of Yale-NUS College. Continued cross-fertilization will benefit faculty and students at both institutions.

b. Yale Center Beijing, Paul Mellon Centre, and other offices abroad

The Yale Center Beijing, founded in 2014 for an initial period of seven years, hosts some 200 events per year, of which about a third feature Yale faculty, another third are hosted by Yale alumni, and the final third serve other groups in Beijing. It has become an important center for informal exchange as well as a site for sharing Yale's research and educational programs with a broad Chinese audience (including through social media). The center is highly dependent on generous alumni support, and in considering the next phase of its existence we should analyze what level of support and activity can be maintained for the longer term.

The Paul Mellon Centre for Studies in British Art, in London, supported by a gift from Paul Mellon, has become an outstanding resource for the study, exhibition, publication, and digitization of British art, under the auspices of the New Haven-based Yale Center for British Art. The centre, in Bedford Square, collaborates closely with its neighbor, the London office of Yale University Press. The committee hopes that, while continuing their distinctive missions, the centre and Yale Press London will be able to help Yale provide new and exciting opportunities for students and faculty in London

(where Yale also benefits from a close collaboration with the nearby University College London).

While Yale's most prominent programs abroad are in Singapore, Beijing, and London, we also have hundreds of collaborations with universities, governments, and nongovernmental institutions around the world, and we plan to leverage these relationships to strengthen Yale's educational and research programs. The Office of International Affairs is creating a new interactive map to display the range of these partnerships and programs and facilitate better internal and external communication about them.

Additional considerations

Global engagement brings a variety of benefits to Yale. A growing fraction of our graduate students are recruited from abroad, and increasingly also funded from international sources. Professional schools, such as the School of Architecture, School of Management, and School of Public Health, have benefited from enhanced recruitment of international students. Although our undergraduate applicant pool (both domestic and international) is outstanding, it is necessary to maintain our international visibility in order to preserve this advantage.

Although we are a well-regarded university with 14 schools spanning the full range of arts and sciences and professions, our scale is somewhat smaller than that of our peers; the small scale keeps our programs selective but sometimes makes it hard to achieve critical mass in particular fields; international partnerships provide an opportunity to leverage our excellent, but relatively small, programs.

Yale has benefited from a close relationship with the City of New Haven, which is one of America's great small cities. Many of our peer institutions are located in larger cities. Both New Haven and Yale will benefit from additional effort to enhance global networks that are more readily available to peer institutions in large metropolitan areas: the university can bring the world to New Haven. It is exciting, for example, that New Haven now has a sister city program with Changsha, a city that has traditionally been the focus of many of the Yale-China Association's efforts. (The Yale-China Association is an independent but affiliated organization founded in 1901 by Yale alumni and faculty.)

Technology can assist in this process of globalization and can allow Yale to have a larger virtual impact abroad even without expanding its physical presence outside New Haven. At the same time, making more of Yale's presence in London, Beijing, and Singapore, and potentially also in major U.S. cities, will generate greater visibility with opinion leaders, employers, entrepreneurs, funders, and the media.

In the long run, it is likely that only a handful of American universities will be recognized as among the very best (for example, the top ten in international rankings). Yale

has the traditional strengths to be considered among the best in the world; we also have the resources, and the potential to raise additional resources, to maintain a leadership position. To do so will require continued careful attention both to the quality of our programs and to their reputation domestically and abroad.

The university is in the midst of strategic planning that will more clearly define priorities in the sciences, the role of data and policy study at Yale, and the future role of the Jackson Institute for Global Affairs. Once these priorities are delineated, Yale's global strategy will be sufficiently flexible and robust to support and champion these shared goals.

For Yale to achieve its potential and aspirations, it will be important to make progress on the above priorities in the next decade. It is our hope that, a decade from now, Yale will be recognized as:

- A global leader in the sciences and professions as well as the arts, humanities, and social sciences
- A magnet for top global talent, supported by generous financial aid policies and a welcoming infrastructure
- An important convener of discussions on policy matters, especially those with global impact
- An educator of leaders in all walks of society, both in the United States and around the world
- The leading university with the most effective global networks and a desired partner for scholars and institutions worldwide

This report does not focus on Yale's regional strengths, but it is important to note that the university has made considerable investments in China and Africa in the last several years, as well as pursuing a major partnership in Singapore. We expect these investments to continue to bear fruit – and we will continue to devote considerable energies to these regions – but since the focus of this report is on global challenges, we believe that the strategy outlined here will be relevant to our work in all regions.

Conclusion On the basis of the broad consensus on Yale's international mission established by this committee and the specific strategies outlined above, a steering group will be formed in the 2018–19 academic year to develop priorities for a strategic plan, determine how to measure progress on our international goals, and implement the proposed strategies to enhance the university's global impact.

The past year, during which we have prepared this report, has seen much debate about the role of the United States in the world. We strongly believe that Yale's future lies in global engagement; furthermore, it is appropriate for Yale to work, in a nonpartisan

fashion, to increase international understanding and cooperation. Yale's research and educational missions, and its convening power, give the university the opportunity to help address major challenges – not just for this country, and not just for Yale, but for the world.

Respectfully submitted,

The Provost's Advisory Committee on International Affairs

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Appendix *Specific actions in support of the strategies outlined in the report*

Members of the committee met with over 100 faculty and many other members of the Yale community and received countless valuable suggestions for managing the wide array of international activities in which Yale is engaged. This appendix lists some of the most promising approaches. Which of these actions we actually pursue depends on budgetary and broader strategic concerns. In the coming year, the committee will advise the vice president for global strategy on implementation of the broad strategies outlined in the report.

Specific actions in support of Strategy 1: **Use the university's global networks to attract the most promising students and scholars to Yale – and engage the world's most influential individuals**

- Conduct a school-by-school assessment of admissions practices, successes, and challenges to determine where there may be opportunities.
- Prioritize financial aid for international students in all schools in order to ensure that the most talented individuals are able to study at Yale regardless of socioeconomic or national background. This is an issue primarily in those professional schools whose graduates are less likely to have high earnings potential. Some departments in the Graduate School are also constrained in their ability to admit international students because of funding arrangements related to government grants.
- Develop admissions pipelines in graduate and professional programs as appropriate.
- Review expansion options for the Yale Young Global Scholars Program (in progress).
- Strengthen networks of Greenberg World Fellows, Fox Fellows, and international affiliates of the Association of Yale Alumni (former postdoctoral fellows, Yale-NUS graduates).
- Consider expansion of Yale Ciencia to international postdoctoral fellows, and nurture similar scholarly projects for students/trainees who are from low- and middle-income countries.
- Explore new dual-degree programs with other international institutions as a strategy for internationalizing professional schools.
- Study opportunities for further development of networks akin to the Global Network for Advanced Management.
- Expand online offerings and develop a strategy for lifelong learning including the university's international leadership programs, executive education, and alumni-oriented offerings (in progress).
- Continue service to international students who may face immigration challenges, as well as to DACA (Deferred Action for Childhood Arrivals) and undocumented students (in progress).

- Forcefully support immigration policies that allow international students to come to the United States (in progress).
- Enhance collaboration among the Office of International Students and Scholars, the School of Management, and the Office of Career Strategy to create new programming, with employer participation, that can help international students navigate global migration strategies to overcome immediate and long-term potential work authorization hurdles (in progress).
- Ensure adequate capacity within the Office of International Students and Scholars to meet federal compliance requirements and support international students and scholars.
- Develop an effective strategy for communication with opinion leaders and alumni abroad coordinated among the Office of Public Affairs and Communications, the Association of Yale Alumni, and the Office of International Affairs.

Specific actions in support of Strategy 2: **Support campus-wide research, teaching, and practice on matters of global import**

- Encourage collaboration across schools on such matters as the environment; urbanization; global health; economic development; governance, democracy, and rule of law; and preservation of cultural heritage. The Office of International Affairs will work closely with the Office of the Vice Provost for Research to support international research.
- Seek ways to connect institutions focused on international matters – such as Departments of Economics and Political Science, Jackson Institute, MacMillan Center, International Security Studies, Brady-Johnson Program in Grand Strategy, Institution for Social and Policy Studies, Economic Growth Center, International and Development Economics, the Paul Tsai China Center, and the Gruber Program for Global Justice and Women’s Rights at Yale Law School.
- Consider the possibility of interdisciplinary grants to support such research and possibly to enhance international networks with other institutions working on similar challenges.
- Continue internationalization of the Yale undergraduate curriculum, for example through multidisciplinary academic programs in Global Health and Global Humanities.
- Strengthen connections across schools through the MacMillan Center’s area studies councils, and, where appropriate, encourage collaborations that cross traditional geographic boundaries.
- Support the development of the Urban@Yale Initiative, which aims to develop the knowledge, leadership, and partnership to understand and solve urban challenges and create more sustainable, vibrant, and equitable urban futures.
- Support the development of the Yale Institute for Global Health and a more cohesive network of global health researchers and advocates on campus (in progress).

- Following the report of the committee currently reviewing the Jackson Institute for Global Affairs, work to strengthen the institute and to connect it effectively to other institutes, centers, and schools on campus, for example through enhanced dual-degree programs and joint appointments.
- Work to reduce administrative barriers to interdisciplinary work across schools.
- Find ways to measure and communicate Yale's impact in international affairs, perhaps by considering the relationship between Yale research and the UN Sustainable Development Goals (a project already begun by the Office of Sustainability).
- Use Yale's convening power to improve international engagement, through educational, cultural, and diplomatic exchanges that connect Yale researchers to national and international policy makers. Noteworthy examples include the Jackson Institute's programs with former secretaries of state John Kerry and Henry Kissinger, which generate high impact and visibility.
- Enhance support for language learning and promote further study through innovative curricular approaches. Yale has a history of leadership in foreign language pedagogy, a strong undergraduate language requirement, and a wide-ranging program in less-taught languages.
- Develop innovative new study abroad programs that foster interdisciplinary study and experiential learning (in progress).
- Assess programs on a regular basis to continually promote innovation and excellence, and to consider redirecting, reducing, or closing programs that no longer serve Yale's mission and core strengths.

Specific actions in support of Strategy 3: **Fully integrate Science, Technology, Engineering, and Mathematics (STEM) disciplines and entrepreneurship into the university's global efforts**

- Consider pursuing further international scientific collaborations similar to those with Fudan, Tsinghua, and Shanghai Jiao Tong Universities and University College London, among others.
- Conduct a canvass of government- and foundation-sponsored scholarship programs and establish a formal relationship with these programs as needed to facilitate support for students.
- Consider avenues for expansion of existing programs such as those with the China Scholarship Council in biological and biomedical sciences and public health (in progress).
- Strengthen communications around the international component of the Gruber Science Fellowship, which the Graduate School uses to recruit and retain top international (and domestic) science graduate students.

Specific actions in support of Strategy 4: **Pursue partnerships and programs that enhance the global significance of our work— and make the most of Yale’s presence abroad**

- Support the symbiotic relationship between Yale-NUS College and Yale University through frequent faculty and student exchange and the development of shared programs; continue the university’s leadership in the development of liberal education throughout Asia (and potentially in other regions as well).
- Encourage study at Yale-NUS College by Yale College students through fellowships and support faculty proposals for specific courses of study, for example an Urban Studies program that leverages Singapore.
- Develop more programs to allow faculty to share their expertise with audiences in Asia through the Yale Center Beijing and Yale-NUS College; pool funds for such events.
- Enhance visibility and awareness of the Paul Mellon Centre and Yale University Press in London.
- Consider similar programs for enhancing the visibility of Yale researchers in Europe, Africa, and Latin America (without acquiring real estate).
- For international locations where we do not have a physical presence, make best possible use of partnerships with other universities and NGOs to facilitate and support the work of faculty and students.
- Link such programs for dissemination of faculty expertise and leadership training to Yale’s online strategy.
- Where needed to support faculty research, support the creation of in-country offices such as the one in Addis Ababa.
- Encourage enhanced cultural exchange, for example through musical performances and other artistic exchanges.
- Without putting funding for initiatives in New Haven at risk, seek appropriate in-country (or regional) funding for Yale’s major programs abroad.