

*Report of the Provost's Advisory Committee
on the Future of the Jackson Institute*

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Preface: The Future of Global Affairs at Yale What does the future hold for global policy? What issues and decisions will shape the world over the next fifty years? And what role will Yale play in these crucial conversations?

Our answers to these questions begin with the Jackson Institute, Yale's convening place for scholarship and teaching in global affairs. A decade after its creation, Jackson is a thriving educational presence on our campus, with an undergraduate major, a master's program, and a corps of affiliated faculty and practitioners. Yet our ambitions for Jackson are greater.

A half-century from now, Jackson should stand as *one of the world's leading centers for research and teaching on policy issues of maximum global importance*. These issues include both international problems requiring global solutions and problems that span the globe but require local solutions – topics ranging from trade to war to international law, from economic and political development to ethnic conflict, from the movement of peoples to health and climate change. Jackson should set the agenda for how to address these issues. It should provide the intellectual underpinning for evidence-based policy-making. Its mission must be oriented around the principle that solutions to global policy challenges are attainable, and that scholarly research at Yale can change the world.

It is appropriate for Yale to have such ambition. This university has a long and proud history of educating presidents, secretaries of state, and other world leaders. We have a tradition of strength in the four cornerstone disciplines of global affairs: history, law, political science, and economics. Our existing professional schools will allow Jackson to build bridges and create productive new partnerships, including research projects and joint degrees. And Jackson will emphasize what Yale does best: *bringing together*. It will bring together faculty, practitioners, and students; it will bring together critical thinking and quantitative analysis; it will bring together scholars from different disciplinary homes; and it will bring together the active and the contemplative – all brought together to grapple with the great challenges of the world today, with a common commitment to making a difference.

This commitment is central to the university's longstanding mission. Yale was founded in 1701 to educate the youth of Connecticut in the arts and sciences so that they might "be fitted for Publick employment both in Church & Civil State." For more than 300 years, we have emphasized the development of future leaders who will serve the public good. Today our outlook and our university community are international, the range of subjects we study broader than ever. But Yale continues to prepare young people for public service, broadly understood – to educate "aspiring leaders worldwide who serve all sectors of society." In

this century, such preparation must include familiarity with key global issues. The students of today and tomorrow will graduate into an ever more complex, interdependent political and social environment, with all its attendant challenges and opportunities. To meet these challenges and pursue these opportunities, they will need deep knowledge of the world around them, fluency with data, and agility in working across disciplinary boundaries.

As in our other top-ranked schools and programs, global affairs at Yale should combine small size with an emphasis on intellectual rigor and a balance of theory and practice. It should draw forward-looking faculty, policy fellows, and students, all committed to engaging in deep scholarship that has substantial practical significance – not those lured by the news cycle or the corridors of power. The faculty will share an interest in and dedication to collaborating within and across disciplines, and a respect for the contributions of different expertise, approaches, and knowledge. The fellows – eminent practitioners with specialized firsthand policy experience – will provide the real-world perspectives essential to understanding and solving problems of global scale. And the students will be of the highest caliber, small cohorts that will carry forward Yale's tradition of educating future leaders.

Here it is worth pausing to underline the word *small*. Why? Because Jackson's form of scholarship – deeply interconnected and emphatically intra- and transdisciplinary – will depend on its being an intimate, intense community in which every faculty member, fellow, or student knows everyone else across all three groups. Likewise, Jackson should operate at a scale that encourages and even requires interaction with other parts of the university. Operating on an intentionally small scale means valuing quality over quantity: quality of faculty and fellows, quality of students, quality of research, and quality of teaching. These are the hallmarks of the excellence to which we aspire.

In the twentieth and early twenty-first centuries, Yale's intellectual might in law has influenced the way the world understands law. Our outstanding medical research community has changed the way the world understands medicine. So, too, should Yale's influence in global affairs be *unavoidable*. The students educated at Jackson will go on to positions in which they are making decisions about these policies. The decisions of others around the globe will be guided by recommendations coming from Jackson's faculty. Even the way of thinking about these policy issues will have been developed at Jackson, so that whether they recognize it or not, people – from leaders to scholars to everyday citizens – will view the world around them through the lens of the insights formed on our campus.

Ways of thinking matter, and ideas – whether for good or for evil – are more powerful than is commonly understood. At Yale, our intellectual community has a responsibility to generate the ideas that will improve the world for generations to come. Our decisions about Jackson's future must recognize and embrace that responsibility.

The report that follows will describe in detail where Jackson is today, where it needs to be in the future, and the path for getting from here to there. Throughout, readers should keep a few key terms in mind. They are the guideposts to our path forward, the DNA of a world-class Jackson. They are:

- Small
- Excellent
- Interconnected
- Deeply academically grounded
- Scholarship applied to the real world

I. Executive Summary *Charge*

Our committee received the broad charge of “considering the future of the Jackson Institute” and the more specific one of taking the first steps in assessing “whether the Institute should be converted into an independent professional school.” In assessing this, we were asked to consider the question of what the scale and scope of the Jackson Institute should be.

Summary of recommendations

- The committee recommends that Jackson should become a School of Global Affairs.
- The committee recommends that this be an intentionally small school, with a focused mission and close interaction among faculty, fellows, and students.
- The committee recommends that Jackson remain focused on global affairs, and not become a school of public policy.
- The committee recommends that Jackson embrace the research mission of the university alongside its teaching mission.
- The committee recommends the creation of a ladder Jackson faculty in which all faculty are jointly appointed with other units at Yale.
- The committee recommends that this faculty, in coordination with the dean of Jackson, have appointment and curricular oversight of the new school.
- The committee recommends that Jackson be closely interconnected with the rest of Yale.
- The committee recommends that Jackson should have a small and evolving group of excellent affiliated practitioners who will interact closely with faculty and students.
- The committee recommends ways in which Jackson can play an important role in educating students university-wide in global affairs
- The committee recommends that the university undertake a rigorous review of the school five years after its formal founding. That review will examine the extent to which the new school is achieving its goals.

II. Current Programs of the Jackson Institute

The Jackson Institute has had many accomplishments since its founding in 2010, which was enabled by a generous gift from John Jackson '67 and Susan Jackson. Its educational programs are thriving. At any time, its programs are serving roughly 60 master's students, 105 undergraduate majors, and 319 additional undergraduate and graduate students enrolled in its courses.¹ The Jackson Institute has recently taken charge of the World Fellows Program and improved the interactions between that program and the rest of the university.

The Jackson Institute's original founding documents, combined with substantial discussions with Jackson Institute stakeholders and a review of its webpage, convey a sense of the institute's current mission.

The founding documents describe the goal of establishing the institute as a "University-wide enterprise dedicated to educating citizens for global leadership. It will offer educational programs in international affairs at the undergraduate, graduate, and senior executive levels." Similarly, the documents assert that the Jackson Institute was designed to "provide a highly visible forum where students, renowned scholars, and practitioners can engage in enlightened discourse related to global affairs and in which students at all levels will be inspired to pursue careers in diplomacy and public service, as well as to become well-informed leaders in business and non-profit organizations."

The founding documents, then, contemplate a Jackson Institute that will function largely as a teaching enterprise. That corresponds with the committee's understanding of the current focus of the institute. For example, from the "About the Jackson Institute" section of the website:

The Jackson Institute for Global Affairs offers interdisciplinary academic programs that inspire and prepare Yale students for global leadership and service.

We are a community of scholars, students, practitioners, alumni, and staff dedicated to making a difference in all fields of global affairs.

We bring to Yale the most talented, passionate students from all the world dedicated to making the world a better place. We prepare students to understand the world through academically rigorous programs taught by outstanding faculty who are leaders in their fields, and prominent practitioners of global affairs.

As a teaching enterprise, the institute houses a master's program and an undergraduate major and serves students in the broader university who take Jackson Institute elective courses. Our committee has undertaken some review of the educational programs of

¹ These figures refer to the total number of students enrolled in any given year (across two classes of the M.A. program and undergraduates in their junior and senior years). Our statistics do not include the small M.A.S. program, which enrolls about 2–3 students per year.

the Jackson Institute, which are very popular with undergraduates and are attracting increasingly strong master's students. While we have some potential ideas for focus and improvement, discussed in Appendix B, we are firmly convinced that both the undergraduate and graduate programs have, since the founding of the institute, been substantially improved over the predecessor programs that were in place prior to the founding of the institute.

The singular focus on teaching at Jackson is unusual within a research university like Yale. Clearly, faculty members associated with Jackson conduct research, but Jackson is neither functioning nor intending to function as a research institute. Given that the teaching faculty largely view their research homes as being elsewhere, the “community of scholars” aspect of the institute has not yet been achieved. Robust engagement between the scholars and practitioners at Jackson is also a part of the vision that is currently incomplete. The Jackson Institute has attracted distinguished practitioners with various levels of experience (including former Secretary of State John Kerry). The institute now has the opportunity to bring together faculty, policy fellows, and students to pursue scholarship that can be applied to real-world problems.

III. The Major Recommendations After meeting with students, faculty, and staff, studying the current offerings of the Jackson Institute, and visiting several peer institutions, the committee has a number of recommendations.² These are focused on ensuring that Jackson will be able to promote cutting-edge academic research that has great relevance for formulating effective policies and that enhances Jackson's educational mission. It should also have a governance structure that ensures excellence going forward.

a. Research excellence

The committee recommends that Jackson embrace the research mission of the university alongside its teaching mission. Jackson should have a robust, faculty-driven research program that sets the intellectual agenda for how to address global affairs. This is a change from the current focus of Jackson, which has been primarily on the educational side of the mission. The school's research should be deeply academically grounded, while also applying the results of scholarship to solving real-world problems. Research conducted at Jackson should provide the intellectual underpinnings for evidence-based policy-making. The ultimate goal of scholarly research on key global problems such as international relations, war, trade, economic development, ethnic conflict, migration, health, and climate is to change the world and shape a better future for all of humanity.

² The committee is grateful to colleagues at peer institutions who generously shared their experience and perspective. We also wish to express our gratitude to Meera Oak of the Office of Strategic Analysis and Institutional Research for her work on behalf of the committee.

Faculty engagement with Jackson, the educational experience of Jackson, the profile of Jackson, and Jackson's impact on global affairs would all be enhanced if Jackson were invested in and engaged in research. We think the university should take steps to organize Jackson to explicitly embrace the research mission of the university. Foremost among these steps is the appointment of a ladder (tenured or tenure-track) faculty.

The current designation of Jackson as an institute is somewhat anomalous. At Yale, and indeed elsewhere, an institute is generally a research entity with a director and associated faculty. In contrast to an institute, Yale has traditionally designed schools as research- *and* teaching-focused organizations, self-governed and directed by their faculties. As the university's mission statement puts it, "Yale is committed to improving the world today and for future generations through outstanding research and scholarship, education, preservation, and practice. Yale educates aspiring leaders worldwide who serve all sectors of society." Professional schools within Yale, we think, largely conceptualize their missions as similar to that of Yale itself. That is, they consider themselves to be committed to improving the world today and for future generations through outstanding research *and* scholarship, education *and* practice. Again, referring to the mission statement, the professional school within Yale educates aspiring leaders worldwide who serve defined sectors of society.³ Whether it remains an institute or becomes a school, Jackson should reaffirm its commitment to the dual mission of the university.

The president has articulated university priorities that include an increased research engagement in the pressing social issues of the day. A faculty of global affairs would have the skills and interest to contribute to debates about the environment, wealth inequality, international security, and other issues that require a global perspective. Thus, we view the development of a community of research scholars to be central to our aspirations for Jackson.

b. Ladder faculty

The committee recommends the creation of a ladder Jackson faculty in which all faculty are jointly appointed with other units at Yale. This faculty will drive the research mission and provide governance to Jackson. We should strive for excellence in faculty appointments so that Jackson can become a leading center for research on global affairs. Global affairs at Yale should emphasize intellectual rigor and a balance of theory and practice.

³ Perhaps it is an unusual feature of Yale professional schools that they serve students entering sectors of society beyond the typical ones traditionally expected of the type of school. For example, many well-known Law School graduates do not practice law and many well-known School of Management graduates are leaders in the nonprofit sector.

The eminent faculty attracted to Jackson should engage in deep scholarship that has substantial practical significance. Such scholars will share an interest in and dedication to collaborating within and across disciplines, and a respect for the contributions of different expertise, approaches, and knowledge. They will work to push forward the boundaries of knowledge and to make their scholarship relevant to policy-makers. A great university like Yale places considerable confidence in its faculty to direct the intellectual and educational mission of the institution. For such intellectual leadership, it is essential that Jackson include faculty who have a long-term engagement with Jackson through holding tenure – and that the standards for tenure be as rigorous as those of other leading departments and schools at Yale.

To increase the contribution to knowledge and policy, it is crucial that Jackson appoint a faculty with excellence in research as well as teaching. Our recommendation is that, as is true elsewhere at Yale, Jackson faculty should be appointed and promoted based in substantial part on their scholarly contributions.

Our view is that any faculty expansion at Jackson warrants being a Yale priority only if that faculty expansion would significantly strengthen Yale faculty research overall, particularly in the social sciences and history, and would be a substantial contributor to the already articulated goal of strengthening Yale research in policy-relevant social sciences.

Among peer institutions, there are two main alternative structures for faculty appointments. The first is a strategy of endowing Jackson with full authority to make appointments, as is true for most other schools at Yale (with, of course, the SAAC committees and Corporation for oversight). Among peer schools of international affairs, this is the model at the Kennedy School at Harvard and at the Harris School at Chicago. The alternative model is one in which all faculty of the new school must be jointly appointed with their home disciplinary departments. This model is used at the Woodrow Wilson School at Princeton and also at the Watson Institute at Brown. We strongly favor the Wilson model.

The Wilson model, in which all faculty are jointly appointed with their disciplinary departments, has the compelling feature of connecting the school to the rest of the university. The committee believes this model is the right way to build a genuinely multidisciplinary faculty, where faculty are brought together from different disciplines. It avoids the danger of Jackson becoming an isolated silo. Joint appointments ensure that all appointed faculty are excellent in their home discipline. This model has been successful at Princeton not only in strengthening Wilson itself but also in strengthening the departments in which faculty are jointly appointed. We propose a modified version of this model, outlined in Appendix C, in which all faculty hold fully joint appointments with another department or school.

c. Governance

The committee recommends that this faculty, in coordination with the dean of Jackson, have appointment and curricular oversight of the new school. A school balances complex and sometimes competing goals, such as research and teaching. For this reason, faculty governance is an essential element of directing the balance of those goals – in choosing and evaluating faculty, in designing a curriculum, and in developing a culture of both scholarship and education. While a focused entity like an institute can largely place governance in the hands of a director and perhaps a steering committee, a school requires engaged faculty governance. While our committee initially had the impulse that the question of whether or not the Jackson Institute should become a school turned on a question of scale, we now view it as turning on the breadth of activities. Even at its current scale and current scope of activities, we believe that the Jackson Institute would benefit from a more school-like system of governance.

With a faculty fully jointly appointed within Jackson, senior faculty would take on responsibilities for curricular and research leadership and for recruiting future faculty. Through the collegiality and intimate community of shared governance, eminent faculty will help Jackson to thrive intellectually and to reach its full potential in terms of impact on the understanding of global challenges.

Jackson currently functions with a director and an executive committee. There is a teaching faculty, but they largely do not have a shared responsibility for the curriculum, degrees, or staffing of courses. While the director of Jackson has done an excellent job managing with the current structure, our committee believes that a faculty body should engage in oversight of courses, curricula, and course staffing and themselves teach a larger fraction of the overall course offerings.

In professional schools, the dean has a strong decision-making role, but broader faculty governance is expected. Most importantly, in the professional schools, existing faculty make decisions about the hiring and promotion of new faculty and oversee major decisions about the school's curriculum.

The committee proposes a Jackson governance structure and appointment procedures that encourage research excellence in future faculty appointments. While one may be tempted to view the specifics of the appointments procedures as minute details, it is the committee's view that the details of the appointment and governance structure could determine the difference between a Jackson faculty that we are proud of in twenty-five years and a Jackson whose potential has not been realized. We give a more detailed discussion of these issues in Appendix C.

d. Interconnected with the rest of Yale

The committee recommends that Jackson should be closely interconnected with the rest of Yale. We envision an intense community that is deeply interconnected and emphatically intra- and multidisciplinary. In addition to close interaction with other members of the Jackson community, the faculty, practitioners, students, and staff of Jackson should interact with the broader Yale ecosystem, including the Faculty of Arts and Sciences (FAS) and the other professional schools. Among the world's great universities, Yale has an advantage in being of a scale where close interaction among schools and institutes is possible and encouraged. Thus, a legal scholar, a medical researcher, an environmental scientist can interact with historians, economists, and political scientists to address pressing challenges in global health or economic development and bring together scientific, social scientific, and humanistic approaches to global affairs. While the key disciplines within Jackson will be political science, economics, history, and law, there will be opportunities for joint appointment and other forms of collaboration that connect Jackson to the broader university. In fact, the committee recommends that all Jackson faculty should hold joint appointments.

One of the existing educational strengths of the Jackson Institute is its connection to the FAS and Yale's professional schools. We believe that it is possible to make even greater use of this asset. Students told us they enroll in Jackson's M.A. program precisely because they want to traverse the many bridges Jackson currently provides to Yale's other schools and departments. Jackson needs to continue to reflect the president's "One Yale" strategy. In our consideration of Jackson's educational programs, below, we emphasize the importance of close educational connections with the rest of the university. We also believe that close cooperation with the FAS and other schools in faculty appointments will help ensure the quality of the Jackson School faculty.

In Appendix C, we propose a system for allocation of faculty positions. Our proposed plan suggests a substantial emphasis on joint appointments with the FAS rather than the professional schools. We suggest this for a number of reasons. First, one of the purposes of transforming Jackson to a school is to facilitate the president's goal of having more Yale faculty with a practical research orientation toward policy issues. The professional schools already, almost by definition, favor faculty with a practical research orientation; stimulating such growth within the FAS is an important part of achieving this presidential goal. Additionally, Jackson houses an undergraduate major. A strong FAS faculty role will facilitate appropriate constitution and oversight of the major.

It is our expectation that the faculty who are appointed to Jackson will be in sub-areas of their disciplines that are most relevant to global affairs. That is, it is likely that many of the appointments would be in trade, development, and international finance in

Economics; development, international affairs, and international security in Political Science; international or diplomatic history in History; and international law. Our joint slot allocation scheme is designed to not interfere with the FAS departments' abilities to pursue other priorities. In some cases, the Jackson relationship will allow a department to engage in an intellectual area with a half appointment rather than a full one, freeing up resources that can be used to pursue scholars with other interests. The slot endowment plan, transition plans, and related matters are considered in greater detail in Appendix C.

By avoiding unnecessarily duplicating offerings in the rest of Yale, by adding new faculty in existing departments and schools, and by encouraging connections to these departments, Jackson will complement and increase the excellence of Yale's existing strengths in the broad areas of law, history, political science, and economics, as well as other areas of policy relevance that may develop in Jackson's future.

e. Global affairs vs. public policy

The committee recommends that Jackson should remain focused on global affairs, and not become a school of public policy. We believe that an institute or school of global affairs better serves Yale. One of the goals at the establishment of Jackson was to convene the wider university around global affairs, and this aspect of its mission has been a resounding success. The courses and programs in global affairs that Jackson offers enhance the education of undergraduate and graduate students around the university, while domestic policy is a focus of other institutions at Yale.⁴

We also believe that the minimum efficient scale for a public policy school is larger than what we think makes sense for Jackson in the short to medium run. In order to achieve true eminence in global affairs, it is important to maintain this focus and not attempt to expand to domestic policy or administration.⁵ For a public policy school, faculty would be required that represented a wider array of specializations. Given our starting point, this seems like a stretch. We believe that Jackson's current advantages derive, in part, from being small and focused. The small scale that we envision is desirable for a school of global affairs but may not be desirable for a public policy school.

Finally, the marketplace and focus of a Master of Global Affairs degree and the Master of Public Administration degree are importantly different. M.P.A. programs tend

⁴ We believe that rather than growing Jackson to encompass domestic public policy, domestic policy is an appropriate area for other university investments. The recent creation of the Tobin Center adds a welcome empirical policy focus to Yale, particularly on domestic issues. The Tobin Center and Jackson will be complementary ways of increasing Yale's research into the major questions of domestic and international policy.

⁵ Appendix D, Fig. 1.

to have a heavy emphasis on core managerial skills. For example, the required core courses at the Harvard Kennedy School are: Economics, Ethics, Management and Leadership, Negotiations, Politics, Policy Analysis, Quantitative Analysis. This course list is not remarkably different from the core course list of the Harvard Business School. This is because the focus in M.P.A. programs is somewhat less on policy and more on the management of public programs. Global affairs, in contrast, focuses on international problems and policy, and on policy formation.

To illustrate the distinction, the course in history that is required in our master's program is fundamental to a global affairs program; requiring *any* history course would be more unusual in an M.P.A. program. Launching a program with a heavy emphasis on managerial skills also seems duplicative for Yale, since Yale has a School of Management. Indeed, the Yale School of Management was explicitly founded to have a wider purview than private management. It became clear to us on our visits to other schools that the issue of the boundaries of the M.P.A. and M.B.A. are not problematic at places like Princeton and Brown where there is no business school. At Princeton and Brown, the M.P.A. is the university's management master's degree. At Yale, building up capabilities in management in a second location does not seem like a pressing goal for limited university resources. This is particularly true given the historical strength of the School of Management in social entrepreneurship and nonprofit management.

The Yale Jackson School should focus on educating leaders in policy fields for global affairs. Its students can learn more specific management skills by taking courses or joint degrees at Yale School of Management or other Yale professional schools. The focus on global affairs will make the greatest overall contribution to Yale's efforts to educate students in global citizenship and leadership, while existing schools at Yale can focus on other dimensions of leadership.

f. Educational programs

The committee recommends ways in which Jackson can play an important role in educating students university-wide in global affairs. President Salovey has articulated a vision of Yale as the research university most committed to teaching and learning. As Jackson embraces more fully its research mission, it will also strengthen the education it provides for its students. The exposure of these promising young people to cutting-edge methods and broad perspectives will help them mature as future leaders. The committee believes that students in the master's program and the undergraduate major do not currently, through Jackson, have sufficient interaction with the ladder faculty of the university. A permanent faculty will allow for an even richer educational experience at both the undergraduate and graduate levels.

The committee is enthusiastic about the role of Jackson in educating all Yale College students in global affairs. An important goal for the future faculty of Jackson is to consider courses that, like the current Gateway to Global Affairs course, expose a substantial group of undergraduate non-majors to international development, security studies, and other important global policy issues.

The undergraduate major in Global Affairs successfully educates approximately fifty students per Yale College class. Within the context of a broad liberal arts education, it provides them with some of the technical expertise necessary for analyzing global challenges and encourages them to engage directly with policy matters. The committee is, however, concerned that the Global Affairs major, as currently constructed, is inappropriately pre-professional for a Yale College major; we comment on this issue in Appendix B. We believe that the major could be further strengthened by closer interaction between students and ladder faculty, including more traditional academic senior essays. At this time, we do not recommend an expansion of the undergraduate major in Global Affairs. The Global Affairs major has been strengthened in recent years, and our understanding is that the major is a substantial improvement over the predecessor International Studies major.

The master's program has attracted an increasingly impressive pool of applicants and offers a flexible curriculum that demonstrates considerable improvement over its precursor program. It is beginning to establish a record of placing graduates in public-service and other careers. The Jackson Institute has an effective career placement office. Further work will be needed to ensure that graduates, especially of the master's program, find positions in public service and other walks of life that allow them to fulfill their potential. It is notable that in the modern world many careers in public service involve frequent movement between sectors (private, public, nonprofit, intergovernmental, and academic). Jackson should prepare students both for traditional careers in government service and for diverse career paths.

The master's degree could be further strengthened by creating more joint programs with other Yale professional schools and also a fifth-year program for Yale undergraduates. Close interaction between educational and research programs is a hallmark of the best American universities. The establishment of a permanent faculty will enhance Jackson's educational efforts. These matters are addressed in detail in Appendix B.

g. The role of practitioners

Jackson has already attracted an impressive cast of senior fellows – eminent practitioners with specialized firsthand policy experience – who provide real-world perspectives for our students. In addition, the World Fellows Program attracts midcareer professionals from around the world, many of whom have gone on to senior leadership roles in their home countries and who enhance the broader intellectual community of Jackson and of Yale. The World Fellows are in residence for a semester at a time. Some senior fellows are in

long-term residence, while others visit more intermittently. The presence of such distinguished public servants enhances the university.

The director of Jackson has been very successful in bringing faculty from around the university and internationally respected practitioners together to create high-quality undergraduate and master's programs. Students are attracted to the major and master's program in part because of the insights they can gain from an impressive roster of individuals, who are involved and available – not distant as they might be at a much larger institution.

In a Jackson with a stronger ladder faculty presence, such practitioners can also work closely with the research faculty, allowing mutual enrichment between scholarship and the realms of government, journalism, and civil society. In the nature of public service, it will be appropriate for most practitioners to hold limited term appointments, with the expectation that after concluding their terms they may continue to be part of the Jackson community through visits and conferences. Both the Woodrow Wilson School at Princeton and the Harvard Kennedy School have measures in place to limit the terms, or overall numbers, of practitioners in residence at any one time and to balance instruction by practitioners with instruction by academic faculty. It is in the best interest of the Jackson community to have some refreshment of the practitioner ranks in order to assure that students and the permanent faculty are exposed to those with recent experience in public service.

h. Appropriate scale

The committee recommends that Jackson remain intentionally small, with a focused mission and close interaction among faculty, fellows, and students. As we indicate above, in the preface to this report, Jackson should remain an intimate, intense community in which every faculty member, fellow, or student knows everyone else across all three groups. We also embrace a small scale in order to value quality over quantity in the appointment of faculty and fellows, the recruitment of students, and our research and educational missions.

The committee believes that the relatively compact size of Jackson brings substantial benefits. Jackson's small size allows for a far greater degree of educational integration with the rest of Yale than would be possible in a larger school. Current students indicate that they value the close community and strong links with faculty and each other that Jackson's small size provides. They are conscious that some increase in size would bring greater opportunities, offer increased diversity, and enlarge alumni networks, but their consensus was "don't make it too big." The compact size also allows for greater connections between Jackson's undergraduates, graduate students, and faculty than would be possible in a bigger program.

Jackson has been able to maintain high admission standards and generate an impressive pool of students thus far by being small and selective. As any school scales up, especially

if that means resources are spread more thinly, there is the risk that this success might be endangered, especially given that an increase in size might affect some of the school's core educational strengths and comparative advantages.

Likewise, Yale's professional schools have often benefited from the intimacy of a compact community of top scholars who work closely with excellent students. The Jackson School is more likely to succeed in its goal of attracting outstanding faculty if it focuses on recruiting a relatively small number of truly excellent scholars rather than spreading its resources more thinly.

i. School vs. institute

The committee recommends that Jackson should become a School of Global Affairs. The vision outlined in this report, of an intense community of scholars, practitioners, students, and staff who are engaged in disciplinary and interdisciplinary investigation of major global challenges, fits the traditional understanding of a school. In particular, the presence of a ladder faculty responsible for governance of the research and educational programs is essential to the definition of a school. The committee believes that a school need not be particularly large as long as it has sufficient scope to support its programs.

While we believe that an intentionally small and selective institution is appropriate for Yale, we also believe that it is appropriate to designate this institution as a school, as it will fulfill the major functions of a school. The change in governance from an institute to a school within Yale promises to strengthen Jackson's research and educational programs, as long as it is combined with an appropriate tenure system. There is some hope that, by designating Jackson a school, Yale will signal its seriousness about global affairs and may therefore be able to attract stronger faculty and students than if Jackson remained an institute.

Thus far, we have largely focused on the internal implications of Jackson becoming a school. In our conversations around campus, some have raised the concern that if Jackson were to become a school, Yale would inevitably become concerned with and be judged by its rankings. We decided that no decision about the organization of teaching and research at the university should be driven by such concerns. Moreover, we doubt that a transition from institute to school would make much of a difference in this regard. Jackson already is one of the thirty-seven members of APSIA, the Association of Professional Schools of International Affairs. Our undergraduate and master's programs are already included in the rankings of programs for international affairs and international relations. The world outside Yale has not drawn a sharp distinction between the Jackson Institute and a Jackson School.

In sum, we think that Jackson should become a school. It should be governed as schools are governed, and its mission should encompass both research and teaching as schools

typically do. We think this question is separable from the question of how large Jackson's educational programs should be. In fact, a small, excellent school, deeply grounded in academic research but connected to current policy issues, will have the greatest possible impact.

j. Review after five years

The recommends that the university undertake a rigorous review of the school five years after its formal founding. That review will examine the extent to which the new school is achieving its goals. We anticipate that the formal founding of the school may have to await completion of appropriate fundraising, as outlined in Appendix A on milestones and metrics. According to Yale's bylaws, the university's board of trustees, the Yale Corporation, has the authority to create a new school. We recommend that the review begin five years after the formal founding date of the school as decided by the Corporation.

While we are optimistic that a Jackson School can succeed, we recognize that course correction and reevaluation will be required. Given the magnitude of the new initiative, we propose that a substantial review of the school take place in the fifth year after the transition to school status. We propose that this review be undertaken by a faculty committee inside Yale but outside of Jackson. The goals of this review will be to evaluate Jackson's progress toward the goals set forth here and to recommend revisions to the governance mechanisms that our committee has proposed. Also, the review committee can evaluate the educational programs of the school and make recommendations about whether or not any of those programs should be increased in size. We believe that committing to a serious review in the not-too-distant future is crucial to insuring that Jackson achieves its goals, including the milestones listed in Appendix A.

IV. Conclusion The Jackson Institute has achieved a great deal in a short time without the status of a school. We believe that with a significant Yale commitment to a new school, Jackson can fully realize its potential and become a leading school of global affairs, enriching both its current programs and the broader university. Our committee has proposed ambitious plans for Jackson. We expect Jackson to transition from an institute where the majority of courses are taught by non-ladder faculty to a school in which faculty govern hiring and major curricular decisions. We have charged this new faculty with overseeing and improving the quality of Jackson's already excellent programs. Our committee has also been forced to make forecasts. We have forecast the appropriate mix of faculty that would be required to form an excellent school (see Appendix C). Depending on fundraising, we expect that the transition could take place within the next three to five years. The relevant milestones are listed in Appendix A.

Our committee is optimistic that Yale can build a Jackson School of Global Affairs that will contribute substantially to the intellectual life of the university and the global

orientation of our students and have a broader impact on policy debates and ways of thinking about global problems. The new Yale Jackson School of Global Affairs will allow us to educate global citizens and leaders for the future and to make major contributions to solving the world's most intractable challenges.

Respectfully submitted,

Provost's Advisory Committee on the Future of the Jackson Institute

Judith A. Chevalier, Chair; William S. Beinecke Professor of Management and Professor of Economics

Michelle Bell, Mary E. Pinchot Professor of Forestry and Environmental Studies and Professor of Environmental Health

Steven T. Berry, David Swensen Professor of Economics and Professor of Management

Alan S. Gerber, Dean of the Social Science Division and Charles C. and Doratheia S. Dilley Professor of Political Science

Pinelopi K. Goldberg, Elihu Professor of Economics and Professor of Management

Timothy Snyder, Richard C. Levin Professor of History

Steven Wilkinson, Nilekani Professor of India and South Asian Studies and Professor of Political Science and International Affairs

John Fabian Witt, Allen H. Duffy Class of 1960 Professor of Law, Professor of History, and Head of Davenport College

Appendix A: Milestones and Metrics The first decade of the Jackson Institute has established a strong foundation. There are several key steps necessary in order to create a Yale Jackson School that is of the excellence appropriate to Yale and to the ambitions of our generous benefactors.

Fundraising

We estimate that incremental funding of \$200 million will be needed to achieve the goals of the committee’s report. Such funding should ideally come from external gifts so as not to divert resources from other university priorities. The committee hopes that these funds can be raised in the next three to five years.

Faculty hiring

The faculty recruited to form Jackson’s core should represent the same high level of excellence as the university’s top departments and should in fact raise those standards. It is more important to hire the best faculty than to fill positions quickly. We expect that it may take up to a decade to arrive at a full complement of professors. That said, hiring high-quality faculty is the most pressing issue for Jackson’s future. The committee has laid out plans for a transition in Appendix C. The university should measure Jackson’s success in terms of the excellence of the faculty attracted and retained. Some of the founding faculty may be existing Yale faculty who are given either temporary or permanent joint appointments at Jackson.

Research leadership

As Jackson develops, its faculty members should be known for their leadership in research with policy implications. This should be measured according to traditional academic impact, with special consideration for academic work that can be translated into policy improvements. We expect that the presence of practitioners and students will strengthen the research of the faculty and will allow that research to have greater relevance to policy-making. Unlike some policy schools, however, we emphasize traditional academic criteria rather than, for example, publication in non-academic journals. Our academic leaders should seek to translate their results for the broader policy audience, but they should continue to produce field-leading, peer-reviewed, original research.

Attracting top students to the M.A. program

The initial indications are that we are capable of competing for students with the very top programs in public policy and global affairs. We should continue to monitor not only number of applications, admit rate, and yield, but also success in competing with peer institutions.

Joint degrees

One of the great strengths of the Yale ecosystem for global affairs is the presence of leading professional and graduate schools. Jackson should develop more joint programs with

these schools and ensure that the best students are attracted to them. There is also a need for a fifth-year M.A. program that will allow Yale undergraduates to pursue an M.A. at Jackson. These should be introduced within the next three years.

Student placement

The university should track the career progress of undergraduate Global Affairs majors in comparison with those in other, similar fields. For the master's program, it would be helpful to have more detailed information about career outcomes especially in comparison with peer institutions.

**Appendix B:
Educational Programs
of the Jackson Institute**

In this appendix, the committee provides some feedback for improvements in the existing programs. Most important of these: the committee believes that students in the master's program and the undergraduate major do not currently, through Jackson, have sufficient interaction with the ladder faculty of the university. More ladder participation is essential. Furthermore, the committee believes that the undergraduate major is too pre-professional in nature and recommends that more traditional scholarly opportunities such as a senior essay and senior seminars be implemented. As part of the transition to a school, Jackson should increase and deepen the involvement of ladder faculty in teaching undergraduates and supervising senior projects.

Our committee has considered the question of whether the educational programs currently offered by Jackson (or the educational programs that could be offered by Jackson) warrant substantial expansion. In considering this, the committee studied the current state of both the undergraduate major and the M.A. program. We have given some thought to the potential future for the educational programs in an expanded Jackson. Of course, having already suggested that Jackson should be self-governed by a faculty body, we can only offer observations and suggestions; the eventual faculty of Jackson may ultimately have other views.

In order to examine the Global Affairs undergraduate and master's programs, our committee reviewed data from the programs and from peer institutions, and we interviewed undergraduate majors and master's students. In addition, a subset of the committee, along with the provost, visited a number of schools of international affairs and public policy schools: the Kennedy School at Harvard, the Woodrow Wilson School at Princeton, and the Fletcher School at Tufts. We also visited two institutes of global affairs, the Watson Institute at Brown and the Weatherhead Center at Harvard.

The Undergraduate Global Affairs Major

Entry to the undergraduate major requires students to take three economics courses. The core courses for the major are Applied Quantitative Analysis (GLBL 121), a new second quantitative methods course open to Global Affairs majors only (GLBL 122), Approaches to International Development (GLBL 225), and Approaches to International Security (GLBL 275). Students must take an additional methods course, four global affairs elective courses, and complete a one-semester Task Force Capstone. The majority of the courses are open to non-majors, and many non-majors take them, including the introductory Gateway to Global Affairs (GLBL 101).¹

There are real questions about whether any core quantitative methods classes should be exclusive to the Global Affairs major. We leave such questions to the Committee on

¹ Appendix D, Fig. 2.

Data-Intensive Social Science. But there is at least some sentiment on the committee that university investments should be made in coordinating excellent quantitative methods courses across the social science departments of the university, and we see no a priori reason that Jackson should be exempt from that approach.

Our committee is also concerned that the Global Affairs major, as currently constructed, is inappropriately pre-professional for a Yale College major. Members of the committee active in Yale College continue to worry that students in the major are attracted to the major by internship and travel opportunities for which Global Affairs majors are favored. We have particular concerns about the senior-year Task Force Capstone projects. The capstone classes, largely taught by practitioners, engage the students in what are effectively consulting projects. The committee has concerns about the missed opportunity for a more academic experience such as a senior essay or senior seminar. In other Yale departments, a senior essay or senior seminar builds on the student's prior courses in a major, allows for in-depth research, and involves thoughtful intellectual engagement with a ladder faculty member. The absence of these opportunities in the Global Affairs major is problematic. Some Jackson undergrads have expressed reservations to committee members about the Task Force Capstone projects and criticized the absence of more traditional academic senior experiences.

Many members of the committee would recommend that Jackson make the academic major more rigorously scholarly while simultaneously serving more non-majors with opportunities for learning about global affairs and with opportunities for pre-professional activities in global affairs. This contingent of the committee would like to see the major have a more standard senior essay option and senior seminars supervised by ladder faculty. If the Task Force Capstone projects remain, we believe it makes sense to divorce these and other pre-professional opportunities from the Global Affairs major and to have these experiences be available to any student applicants with appropriate backgrounds or experiences. These opportunities would be valuable to students from a variety of disciplinary backgrounds; making them more widely available to student applicants from outside the major would contribute to Yale's goals of having a more globally fluent student body. Other members of the committee would adopt a more radical approach. These members believe that the major does not afford an opportunity for the undergraduate students to become sufficiently knowledgeable within a discipline. Thus, despite the major's popularity, these members believe that undergraduate students would be better served by majoring in History, Economics, Political Science, or the already cross-disciplinary EPE. Still other members of the committee recommend that the major should only be available as a second major.

Given our concern for the fit between the Global Affairs major and the traditional character of Yale undergraduate majors, we do not think that the transition from institute to

school should involve expanding the Global Affairs major at this time. We do not recommend a devotion of resources to an expansion of the undergraduate major. However, we recognize that this potentially leaves in place an aspect of the current major that is undesirable, that the major turns away student applicants. The strengthening of the entry requirements, introduced to commence this year, may ameliorate this situation. (The major now requires intermediate microeconomics, which is a class that many students would prefer to avoid.)

Our committee wants Yale undergraduates to make their decisions based on the quality of Jackson's program and their own intellectual interests rather than the greater or lesser availability of internships, travel funds, or other financial programs at Jackson. So we recommend that, in any review of a possible future increase in the scale of Jackson's undergraduate program, one important consideration must be whether the kind of internships, travel grants, etc., that Jackson majors enjoy are broadly available to all Yale undergraduates.

The M.A. Program in Global Affairs

In our study of the master's program, we learned that half of the students receive free tuition, another quarter receive a half-tuition fellowship, and of those receiving full tuition, many also receive a stipend funded by Yale. Many of the students we spoke with cited the funding as significant to their decision to choose Yale. It is clear that an expanded master's program that relied substantially on tuition revenue would lead to a substantial degradation of student quality. Thus, it is important to be perfectly clear in the choices we are making. An expansion of the current master's program will not generate incremental revenues that can be spent on faculty and programs. If we are expanding the core master's program, we are doing it because we think the master's program itself contributes to Yale's mission, not to raise revenue for other research or teaching programs.

Students take sixteen courses over two years, including three required foundation courses. The required foundation courses are: Economics: Principles and Applications (GLBL 801), Applied Methods of Analysis (GLBL 802), and History of the Present (GLBL 803), and are all taken in the first semester of enrollment.² In the views of many students, the strength of the program is that, following the foundational courses, students are able to choose courses from throughout the university to build an individualized program.³ Jackson's core course requirements are light relative to many of our peers. With a larger number of dedicated ladder faculty, we expect that Jackson would build out more of its own content to engage its students with perhaps more structure in their options for the

² Appendix D, Fig. 4.

³ Appendix D, Fig. 5.

second year. Specifically, some of the first-year core courses might be broken into smaller seminar-style classes. It would also be helpful to move some of the core activities to the second semester or second year. We think this would likely be an improvement over the current framework, in which the whole class is together in three classes the first semester and then never reconvenes. While the flexibility and the ability to form a program are desirable, the learning community of the students would benefit from more enduring cohesiveness.

Even with more shared courses, students should still have flexibility to take courses throughout the university. We think that students who have a compelling interest in a particular geographic area should be allowed and encouraged to take not only traditional social science-type courses, but also courses in the arts and the humanities. Given the complexity of such decisions and the amount of flexibility afforded to students, the faculty advising role will obviously be crucial. We would like to see a faculty engaged in this advising function. With more ladder faculty associated with Jackson, it should be feasible to assign incoming students to ladder faculty advisers. Although we do not anticipate a major revision of the existing master's program, we offer these observations for the benefit of the future Yale Jackson School faculty. More crucial, in our view, is the expansion of joint programs with other schools at Yale, including the fifth-year option for Yale undergraduates.

The Global Affairs master's program is well regarded and is also stronger than its predecessor. The master's program is successful in attracting students who have been accepted at competing programs, and placement is good.⁴ The program has a solid core curriculum in the first year, and the students with whom we met were very happy with the intellectual and professional environment of the Jackson Institute. We do note that many of the students go to business positions that are not particularly global affairs-oriented. And, to the best of our ability to tell, these business positions are ones that excellent Yale undergrads compete for, rather than the type of positions available to M.B.A. graduates. Obviously, given the youth of the program, the track record of the program in training students who go on to be real leaders in global affairs cannot yet be measured. The current targeted size is 35, with 34 members of the Class of 2017, 33 members of the Class of 2018, 24 members of the Class of 2019, and 29 members of the Class of 2020.

Our committee gave great consideration to the question of the appropriate scale of the Jackson master's program. Again, as we discussed above, we believe this is separable from the question of whether Jackson is best positioned as an institute or a school. We considered several expansion strategies.

⁴ Appendix D, Fig. 3.

We do not support expanding the size of the core master's program. The small size of the current program creates an intimacy that the students value. The students to whom we spoke cited the small size of the program as a positive differentiator that factored into their choice of Jackson. The size also affords the potential for faculty to advise students one-on-one in the crafting of their programs. The small size also makes it more feasible for Jackson to experiment. To us, it makes sense to reap the advantages and lower costs of a smaller student body while building the excellence of the program and the faculty. We believe that maintaining the program's current size, but with an engaged, dedicated ladder faculty, is the path to excellence.

While expanding the existing core master's program is not desirable, there are other expansion strategies that we believe may be more attractive. First, we think it is worth considering offering some kind of five-year B.A.-B.S./master's program for Yale College students. Our understanding is that the five-year B.A.-B.S./M.P.H. degree has proven to be a popular and successful way to provide desirable professional skills to Yale College students while maintaining the liberal arts focus of their undergraduate years. A Global Affairs master's degree that can be completed with one additional year of study beyond the bachelor's degree might be a desirable alternative for a student who seeks a more discipline-focused undergraduate major but whose professional goals would be aided by the interdisciplinary and skills-based courses offered in Jackson. We believe that such a program would be an attractive alternative to expanding the current master's program. It is our understanding that the five-year B.A.-B.S./M.P.H. degree requires matriculants to take a few courses toward the master's degree during the undergraduate years, and we think that the same kind of setup could be accomplished with a Jackson B.A.-B.S./master's degree.⁵

We also think it is worth considering a partial merger between the International and Development Economics master's program and the Jackson Institute master's program. The IDE program is a one-year M.A. program housed in the Economics department. It allows students to take limited electives, requiring six core courses in development economics. It is largely a program for students coming directly out of an undergraduate program and offers almost no tuition waivers or financial aid. The incoming students generally have better quantitative scores than Global Affairs master's students, and their immediate outgoing placements look quite good.⁶ The partial integration of these students might be a good complement to the current Global Affairs master's program, and to a possible fifth-year master's program for Yale College students. Some of the IDE

⁵ While we believe that the fifth-year master's program could generate modest revenue, we do not include it in our budget projections.

⁶ Appendix D, Figs. 6 and 7.

program's dedicated core courses may be valuable course possibilities for Global Affairs master's students.

Our committee has also discussed the issue of joint master's programs with other professional schools at Yale. This should be attractive because students who are primarily engaged in one kind of training may benefit from a global affairs orientation. Last year, in the two master's cohorts of Jackson, there were five students enrolled in joint master's programs with Global Affairs (three with SOM, and two with Forestry & Environmental Studies [FES]). This is a surprisingly low number. In contrast, 105 of the 717 M.B.A. students in the School of Management are enrolled in some kind of joint-degree program (with the largest partners being the Law School and FES). Joint-degree programs are particularly attractive to students when arrangements are in place to allow a student to complete a joint degree in less time than the two degrees would take individually; inter-school agreements make these arrangements possible. Jackson does have some arrangements in which students can complete two two-year master's degrees in a total of three years. However, the committee believes this to be one of the more compelling ways to expand the master's program, as students in joint-degree programs will bring expertise in another discipline to Jackson. For example, we can imagine enthusiastic joint-degree students whose other home is in the arts, law, medicine, and health. This is a matter that could be explored in conjunction with deans of other schools. The development of such programs is one of the milestones outlined in Appendix A.

Appendix C: Governance and Faculty Appointments In this appendix, the committee proposes a governance structure for the new Yale Jackson School and elements of a transition plan to get from the existing Jackson structure to the proposed new structure.

As we have seen, even without an emphasis on research, given the scope of its educational activities, the Jackson Institute's constitution as an institute within Yale is unique. No other institute at Yale offers an undergraduate major and its own master's degree. The Institute for the Preservation of Cultural Heritage offers no degree programs, and the Institute of Sacred Music offers only joint professional degrees through the Divinity School and the School of Music. Most institutes focus exclusively on research: for example, the Cancer Biology Institute, the Microbial Sciences Institute, the Yale Institute for Nanoscience and Quantum Engineering, the Yale Institute for Network Science, and the Institution for Social and Policy Studies.

At present, faculty teaching services are, in effect, rented by Jackson, and faculty who teach in Jackson are not typically expected to participate in Jackson in extensive other ways. Furthermore, Jackson students, both in the undergraduate program and the master's program, are taught by a large number of non-ladder faculty, even in upper-level courses. For example, in the 2017–18 academic year, there were fifty-six Jackson-owned courses taught at the master's and undergraduate levels. Of these, forty-six were taught by non-ladder faculty and practitioners, and only ten were taught by ladder faculty.¹

In our visits to other institutions, we noted the important role that postdoctoral fellows played in enhancing the research environment at some of our peer institutions. Postdocs typically come for a defined period, focus on their research, and teach one course centrally related to their area of research. Increasing the number of postdocs housed at Jackson can improve the research orientation of the environment – and it can be accomplished very quickly, while faculty hiring takes time.

Our budget includes fairly standard appropriations for faculty research. However, we note that the Jackson curriculum has a substantial focus on economic development, and Jackson will need faculty in this area. Research in both development economics and development political science often involves large-scale experiments (“randomized controlled trials,” or RCTs) that are extremely expensive and often funded by nongovernmental foundations and grants. Research of this sort requires substantial overhead that is rarely fully funded by nongovernmental grants. However, it turns out that this style of research is very popular with many potential donors, and our competitive institutions are offering their collective development faculty very large (by social science standards) ongoing research budgets to fund the overhead associated with large-scale RCTs. To make

¹ Appendix D, Fig. 8.

it possible for Jackson to hire high-quality faculty in economic and political development, we suggest that the university undertake a parallel fundraising effort to target donors specifically interested in funding development projects in order to support these researchers. To avoid duplication, support for development research should be fully coordinated with existing Yale centers, most importantly the Economic Growth Center and the MacMillan Center.

We are cognizant that there are other organizations within Yale charged with promoting faculty research in international affairs (the MacMillan Center and the Economic Growth Center) and in public policy (the Institution for Social and Policy Studies). Currently, the MacMillan Center houses the area studies programs. The director largely conceptualizes MacMillan as a service provider that provides staff and financial support to faculty research projects; MacMillan is also the source of funding for some faculty slots. Some faculty associated with Jackson currently receive research support from MacMillan, and indeed some faculty currently teaching at Jackson are on MacMillan-owned slots. While it is likely that MacMillan will provide some support to the research of the faculty that we are proposing for Jackson, we do not have enough information to be specific. We suggest that a future committee address the appropriate boundaries between these organizations and also the appropriate allocation of resources among them.

Appointments

As previously mentioned, in the 2017–18 academic year, there were fifty-six Jackson-owned courses taught at the master’s and undergraduate level. Of these, forty-six were taught by non-ladder faculty and practitioners, and ten were taught by ladder faculty.² In contrast, at the Woodrow Wilson School, roughly half of the courses are taught by ladder faculty. As we have argued above, this is more desirable, both from a research and a pedagogical perspective.

Our medium-term plan for Jackson is to keep the fifty-six courses roughly constant, but transition from a primarily non-ladder faculty to a course mix where half the courses are taught by ladder faculty with joint appointments between other departments and Jackson.

Our budget envisions ten new FTE slots; there currently exist five slots plus the director’s position; depending on how existing resources are reallocated upon the transition to school status, it is possible that the new school could afford up to thirty half-slots. This would probably require that as current appointees who are in full slots retire or otherwise leave Jackson, their positions would be converted into half-slots. A goal of a working group of fifteen FTEs or thirty half-slots roughly serves the goal of moving

² Appendix D, Fig. 8.

toward half of the courses being taught by ladder faculty and creates a critical mass of scholars that would allow for a research orientation and faculty governance.

Our vision is that, as they are appointed, the ladder faculty gradually replace much of the non-ladder teaching faculty, including the fellows and practitioners. This will of course be somewhat costly. Currently, however, the Jackson non-ladder faculty teach very small classes relative to our peers.

We propose budgeting the equivalent of fifteen full-time FAS faculty and one dean to form the tenure-track (“ladder”) teaching and research faculty of the school. All of these faculty (except perhaps the dean) will be jointly appointed with other schools at Yale. In accordance with the teaching and research mission of the school, a strong majority of the voting faculty members will be jointly appointed with FAS departments. This approach is similar to the Wilson School model, where the great majority of the tenure-track faculty are jointly appointed with the Princeton Economics and Politics departments. This has created a policy school that is, unusually, as academically strong as some of Princeton’s top research departments. Given Yale’s strengths and the broad academic nature of global affairs, we envision a somewhat broader allocation of faculty for the Jackson School, as compared to Wilson. Most importantly, given the difference in focus with Woodrow Wilson, we recognize the academic advantages of a strong tie to Yale’s excellent History department, which already plays an important role at Jackson.

The committee recognizes that the Wilson model creates “double jeopardy”; it can be problematic from the perspective of junior faculty who have to earn tenure in both places. It appears that Wilson has solved this by having established a reputation for a long history of tenure decisions that essentially always follow the department decision, plus the achievement of a size that nearly guarantees that true field experts are present to evaluate any cases in Wilson, plus an excess of resources that disincentivizes the faculty to throw aside an excellent researcher in favor of a lesser one who is a more exciting teacher for professional students. We are concerned that the scale and level of resources of Jackson would make the Wilson mitigation of the double-jeopardy concern less likely for Jackson. Our proposed appointments procedures (described below) mitigate this issue by not having fully symmetric equality between Jackson and the relevant department in the appointments process.

Unlike Princeton, Yale boasts a wide array of existing professional schools. While we argue for particularly close Jackson/FAS ties, we recognize that Jackson and Yale will also benefit from faculty ties between Jackson and non-FAS schools at Yale, and so we want to make a limited provision for joint faculty arrangements between Jackson and our existing professional schools.

Joint appointments with FAS will be on the basis of half-slot from an FAS department and half-slot from a pool of Jackson slots. In a system of joint appointments, it therefore makes sense to consider faculty accounts in units of half faculty slots.

We propose the following tentative allocation for a future steady state, based on the teaching requirements of the program:

- 8 half-slots dedicated to economics
- 8 half-slots dedicated to political science
- 6 half-slots dedicated to history or law
- 8 half-slots to be determined (these could include appointments in any of the FAS academic divisions or in the professional schools)

We are proposing a faculty of up to thirty members, expected to be somewhat less with vacancies. Based on the experience of FAS departments, this should be large enough to provide a pool of faculty leadership, without straining our budgetary projections. Even so, it will be necessary for the associated FAS departments to allow some jointly appointed faculty members to concentrate their administrative efforts on Jackson.

We are proposing faculty allocations that look similar to those of the Woodrow Wilson School and are reflective of the disciplinary mix of courses taught at Jackson. However, we are proposing a cohort of historians – which is a substantial departure from the Wilson model, where history is not an important focus of the school – and legal scholars, given Yale’s preeminence in law and particular strength in international law. As noted, we think this is well suited to our vision of Jackson at Yale.

Given the programmatic emphasis of Jackson on economics and quantitative methods and the large share of economists in other public policy schools, one might argue for a strong weighting of the initial Jackson FAS faculty toward faculty jointly appointed with the FAS Economics department. However, while there are only a few political scientists or historians outside the Political Science and History departments at Yale, economists are located throughout the university. Jackson can find strong economics faculty who are affiliated with the professional schools. Our expectation is that some of the unrestricted slots will be used for economists from the professional schools. Thus, while we allocate the same number of slots to FAS economics faculty as to political science faculty, we expect the disciplinary mix of economists and political scientists to perhaps skew toward economists.

Furthermore, our slot proposal reflects in part existing arrangements and the use of FAS faculty in Jackson thus far. In the 2017–18 academic year, there were ten Jackson-“owned” courses taught by ladder faculty. Political science faculty taught three of them; history faculty taught three. Anthropology, SOM, comparative literature, and

sociology faculty taught one each.³ Perhaps the surprise here is the low participation of economics faculty. Only one cross-listed course at Jackson is offered by an economics ladder faculty member. While the supply of FAS economists to Jackson has been low, a large number of the courses taught by non-ladder faculty are economics courses, and others are taught by economists whose primary home is SOM. The participation of more ladder FAS economists is thus desirable.

In its current setup, Jackson has had success in purchasing teaching from professional school faculty “at the margin,” without paying for full half appointments. While we want to forbid this process with respect to the FAS (where there is no strong non-slot faculty budgeting), it seems reasonable to permit this practice to continue to a very limited extent with the professional schools.

Based on the teaching loads that are prevalent in the various departments, the allocations we suggest amount to roughly 50–55% of the current Jackson courses being taught by ladder faculty, a substantial change from the current ratio. We believe that this faculty, along with a very modest increase in the number of students per class of the non-ladder faculty who are not eliminated (to Wilson faculty-student ratio levels), could support a modest increase in the size of the master’s program. Again, we do not recommend an expansion of the core Global Affairs master’s program at this time, but it may be feasible to the review committee that we propose to implement it without further faculty expansion. Our budget model shows some estimates of this possibility.

Transition plan and disciplinary mix

The committee has devoted some preliminary thought to the question of how to get from the current structure to the one we propose – a school fully governed by its faculty. We propose that, to the extent it is feasible, current Jackson teaching faculty be appointed to half-slots between Jackson and the faculty member’s disciplinary department. The Yale Faculty Handbook already specifies how this ought to be done: with the agreement of the faculty member concerned, the respective chairs and deans, and votes in both units. The number of faculty who would do this initially is likely not large enough or senior enough to constitute an effective governing body for undertaking faculty appointments. To supplement this group, a group of faculty should, in accordance with the Corporation By-Laws (see article 30), be appointed by the president or the provost to serve on a Jackson Transition Committee.

Given the anticipated disciplinary mix of the school, we propose that the Transition Committee appointed by the president or provost consist of six economists (either from the professional schools or FAS, at the discretion of the president/provost), five

³ Appendix D, Fig. 9.

political scientists, three historians, and up to three others (at the discretion of the president/provost). These faculty members should function as the voting faculty of Jackson through the transition period. The transition committee members should remain in place as long as is deemed advisable by the president or provost, but the share of voting faculty who do not have faculty appointments in Jackson can gradually shrink as the faculty grows. However, a faculty member should be removed from the governing transition committee only at such time as a voting senior faculty member from that faculty member's discipline is appointed to the Jackson faculty.

This within-discipline replacement scheme insures that the disciplinary mix of the voting faculty will not veer far from the disciplinary mix originally appointed by the president/provost. Our transition plan also implies that a target department that is very slow to appoint joint faculty with the Jackson School would end up having faculty serving on the Transition Committee for a substantial period of time. The Transition Committee is smaller than the eventual size of the Jackson faculty because we anticipate that the Jackson faculty will include some junior faculty who would not be eligible to replace Transition Committee members. A normal appointments mix of junior and senior faculty, with senior faculty replacing Transition Committee members, should roughly lead to a naturally extinguishing Transition Committee.

Serving on the Jackson Transition Committee is real work, and the opportunity cost of faculty time is not zero. We understand that structures were developed to seed the Yale-NUS venture with Yale faculty members who did the work of undertaking the initial searches for Yale-NUS. We propose that a similar model could be adopted here.

We recognize that this report asks Jackson to make a very substantial turn in the direction of becoming a major research center. Given the history of policy schools and the traditional independence of Yale deans, we make additional suggestions that can help assure the necessary turn to research excellence will take place.

The provost should appoint, from the contemplated seventeen or so initial members of the Jackson voting faculty, a much smaller group that will form an executive committee, and a member who will chair the executive committee, to oversee and approve all search requests. This group will meet regularly at times determined by the executive committee chair and the executive committee, and will be charged, together with the Jackson dean, with primary responsibility for the research mission of the school.

During the school's first five years, and possibly longer, this executive committee will prepare an annual report, for presentation to the provost and the Jackson dean, on the school's progress toward its research mission. Preparation of this report will include consultation with, among others, the chairs of the FAS departments of Economics, History, and Political Science, and the deans of the relevant partner schools.

Search committees for individual appointments will have members appointed by the Jackson dean and the same number appointed by the dean of the relevant partner school.

Appointments and promotion procedure

For the joint appointments, we recommend a governance structure that recognizes the essential role of discipline-based departments in evaluating faculty research. For a new faculty member to be appointed, the approval of both the FAS department (or the partner professional school) and the Jackson School would be required.

When a junior faculty member is appointed using a joint scheme, review will be a concern. Specifically, joint appointments typically create a “double jeopardy” situation that may make it harder to recruit junior faculty members. To remedy this, we propose the following governance structure. If a junior faculty member has a joint appointment in Jackson, we propose that both Jackson and the relevant department have votes for promotions and tenure. The following are the set of feasible outcomes of tenure votes, and our recommendation for the appropriate procedure:⁴

No in Dept, No in Jackson	No
No in Dept, Yes in Jackson	No
Yes in Dept, Yes in Jackson	Yes
Yes in Dept, No in Jackson	Yes , but the department assumes full ownership of the newly tenured faculty member. This could leave the department overstocked with respect to its slot allocation. The department has N years, through normal attrition, to return the half-slot to Jackson.

In this way, the junior faculty member faces only limited double jeopardy, and the incentives for maintaining research excellence are preserved.

The governance proposals contained in this appendix would need to be approved by the provost. Some amendments might be made by the Transition Committee with provostial approval.

⁴ Appendix D, Fig. 10.

Appendix D *Fig. 1*

Total Graduate Enrollment in Global Affairs/Public Policy Programs at 25 Universities

Fig. 2

Enrollment in Undergraduate GLBL Courses at Jackson by Student Population
(AY2014-15 through AY2016-17)

Fig. 3

Jackson M.A. Placements, 2015 and 2016

Fig. 4

Enrollment in Graduate GLBL Courses at Jackson by Student Population
(AY2014-15 through AY2016-17)

Fig. 5

Jackson M.A. Student Enrollment in non-Jackson Courses
(AY2013-14 through AY2017-18)

Fig. 6

International and Development Economics (IDE) and Jackson M.A. Placements
(Further Education, Instructor/Lecturer, Foreign Government, and Nonprofit
Organizations)

Fig. 7

International and Development Economics (IDE) and Jackson M.A. Placements
(Private Sector and U.S. Government)

Fig. 8

GLBL Courses by Faculty Type (AY2017-18)

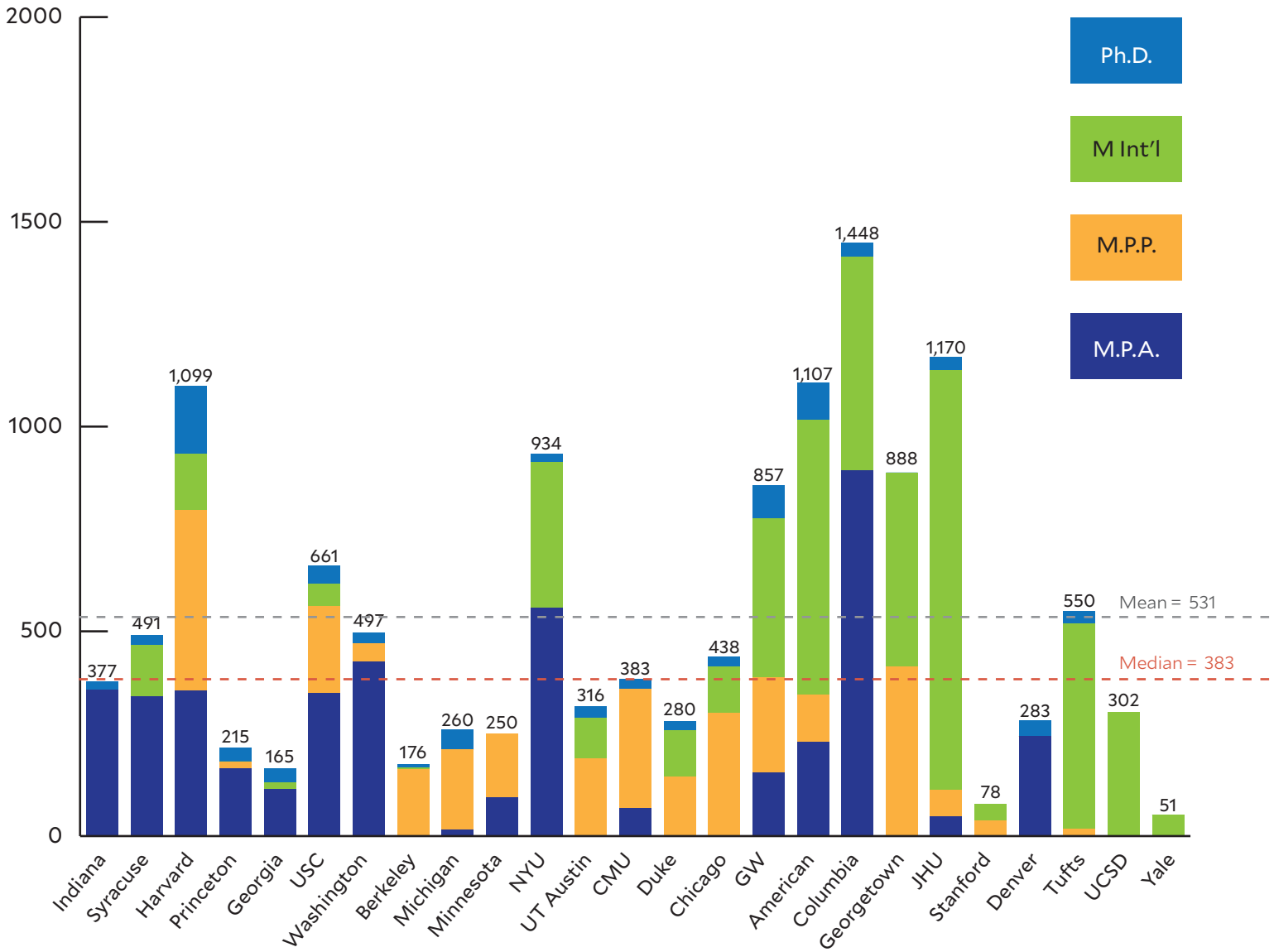
Fig. 9

GLBL Courses Taught by Ladder Faculty by Slot Owner (AY2017-18)

Fig. 10

Recommended Governance Structure for Promotion and Tenure

Fig. 1 Total Graduate Enrollment in Global Affairs/Public Policy Programs at 25 Universities

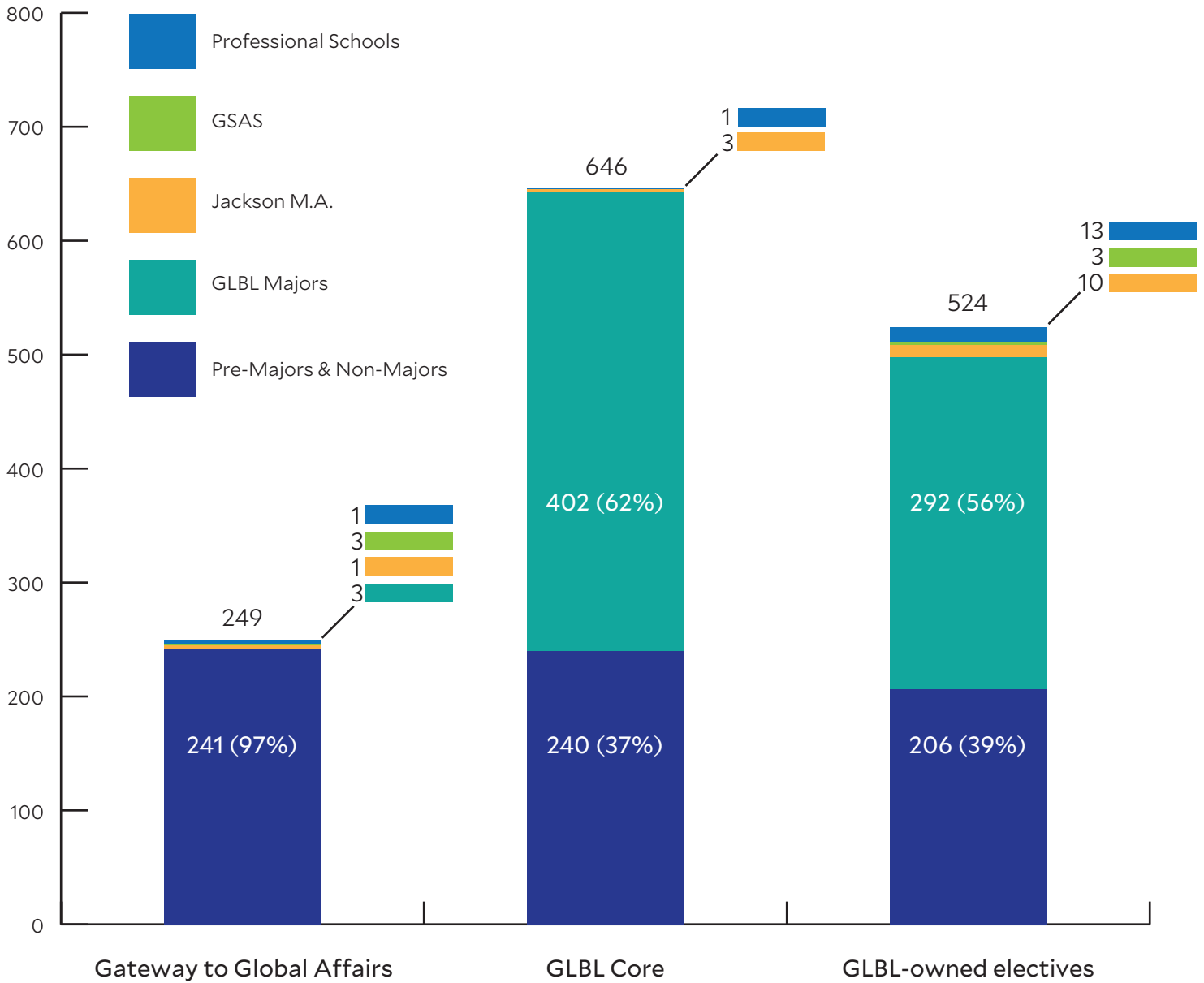


	Indiana	Syracuse	Harvard	Princeton	Georgia	USC	Washington	Berkeley	Michigan	Minnesota	NYU	UT Austin	CMU	Duke	Chicago	GW	American	Columbia	Georgetown	JHU	Stanford	Denver	Tufts	UCSD	Yale
PA Ranking	1	1	3	4	4	4	4	8	8	8	11	11	13	13	13	13	19	19	25	34	34	34	-	-	-
IR Ranking	-	16	3	4	-	-	-	17	21	-	24	-	-	-	12	7	8	5	1	2	10	11	6	13	15

Note: Enrollment calculated based on degrees awarded in 2014 and 2015, converted to enrollments assuming two-year program for M.A. and six years for Ph.D.

Source: IPEDS (enrollment), *US News* (Public Affairs rankings), *Foreign Policy Magazine* (IR rankings)

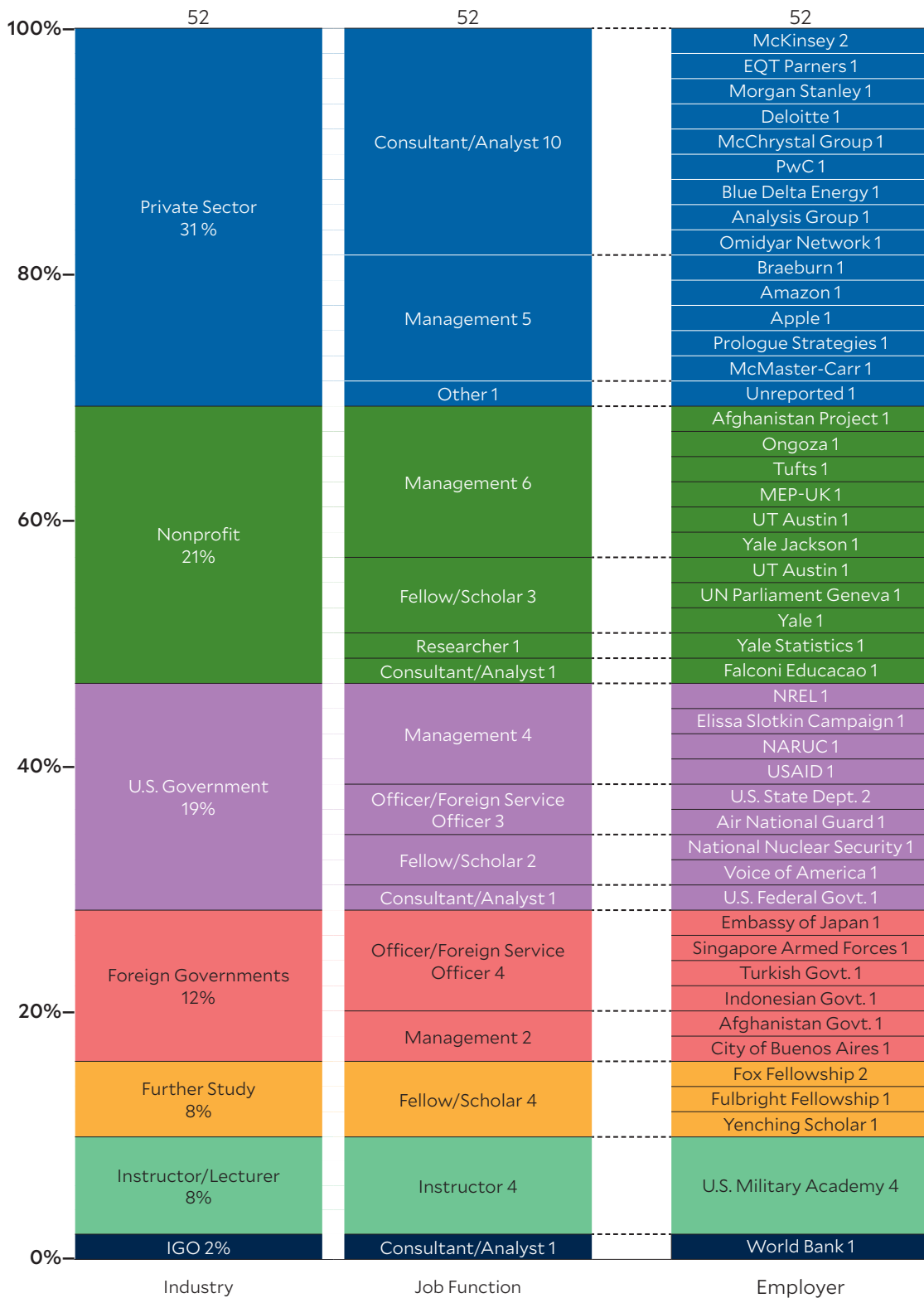
Fig. 2 Enrollment in Undergraduate GLOBL Courses at Jackson by Student Population (AY2014-15 through AY2016-17)



Note: Core curriculum includes Applied Quantitative Analysis (GLBL 121), Approaches to International Development (GLBL 225), and Approaches to International Security (GLBL 275).

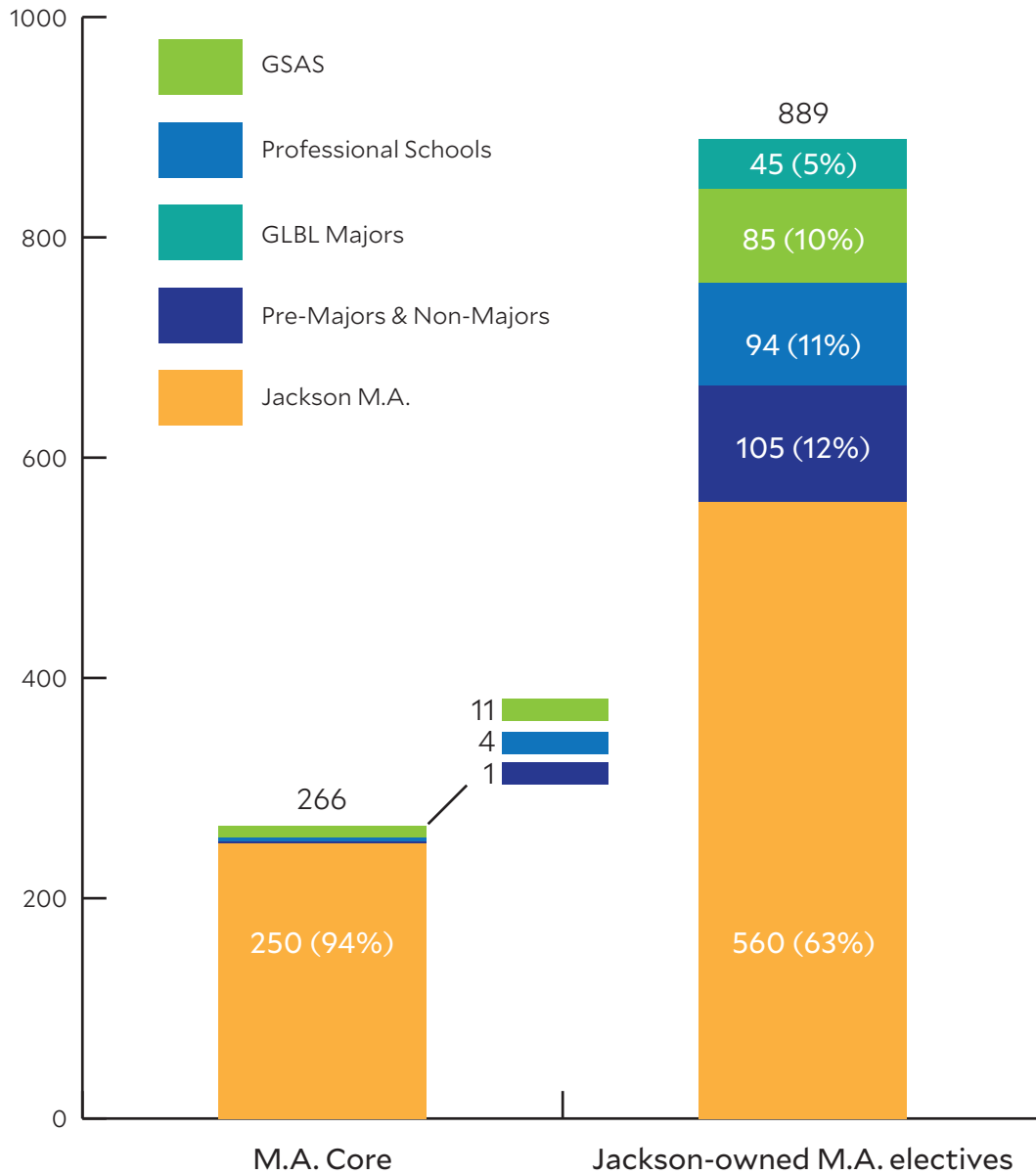
Source: Jackson Institute Registrar's Office

Fig. 3 Jackson M.A. Placements, 2015 and 2016



Source: Jackson Career Services

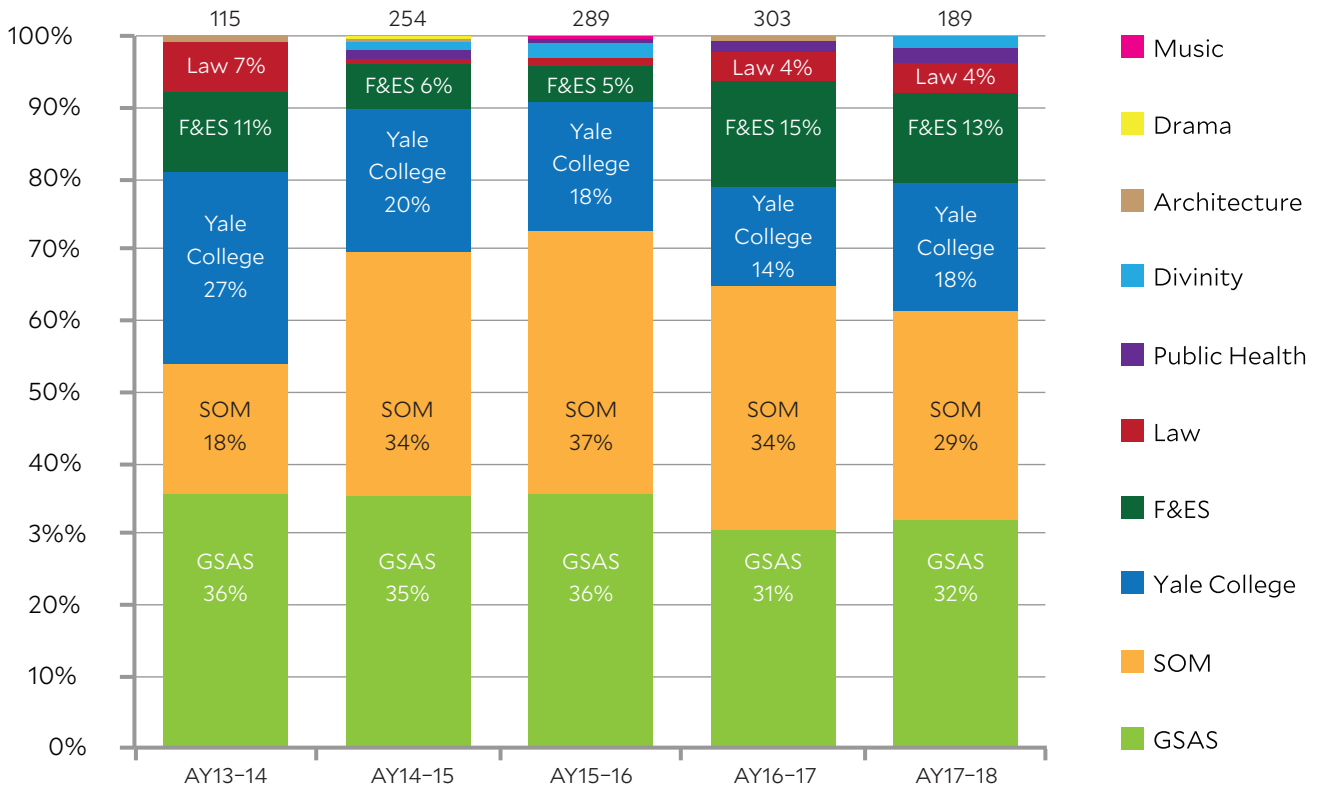
Fig. 4 Enrollment in Graduate GLOBL Courses at Jackson by Student Population (AY2014–15 through AY2016–17)



Note: M.A. foundation courses are Economics: Principles and Applications (GLBL 801), Applied Methods of Analysis (GLBL 802), and History of the Present (GLBL 803); one course excluded from Fall 2014 due to incomplete information.

Source: Jackson Institute Registrar's Office

Fig. 5 Jackson M.A. Student Enrollment in Non-Jackson Courses (AY2013-14 through AY2017-18)



Source: University Registrar's Office

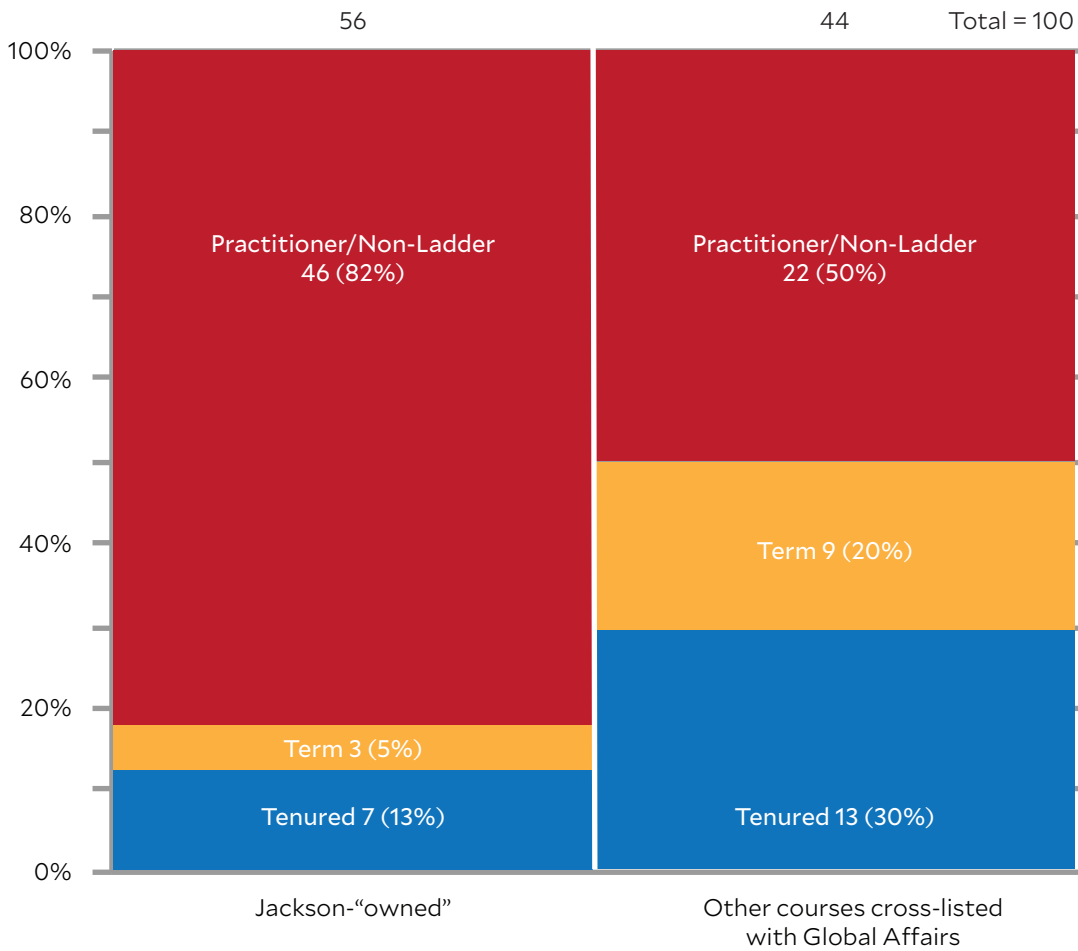
Fig. 6 International and Development Economics (IDE) and Jackson M.A. Placements (Further Education, Instructor/Lecturer, Foreign Government, and Nonprofit Organizations)

	IDE Program	Jackson M.A.
Further Education	<ul style="list-style-type: none"> • Ph.D. student, Stanford, Economics • Ph.D. student, Harvard Kennedy School • Ph.D. student, NYU, Political Science • Ph.D. student, LSE, Economics 	<ul style="list-style-type: none"> • Fellow, Yale, Fox Fellowship Ghana • Fellow, Gruber and Fulbright Fellowship • Fellow, Fox Fellowship • Yenching Scholar, Beijing University
Instructor/Lecturer	<ul style="list-style-type: none"> • Lecturer, American University of Paris, Economics 	<ul style="list-style-type: none"> • Instructor, U.S. Military Academy, West Point (4)
Foreign Government	<ul style="list-style-type: none"> • Analyst, Singapore Civil Service, Energy Market Authority • Bank of Japan • Economic Advisor, HM Treasury, Emerging Markets • Head of Balance Sheet Analysis, HM Treasury • Senior Manager, Singapore Civil Service, Ministry of Manpower • Technology and Media Lead, Singapore Economic Development Board • Singapore Civil Service, other (5) 	<ul style="list-style-type: none"> • Senior Adviser to Afghan Finance Minister, Afghanistan Government • Senior Adviser, City of Buenos Aires, Political Reform Team • Third Secretary, Indonesian Government, Ministry of Foreign Affairs • Political Officer, Turkish Government, Ministry of Foreign Affairs • Military Service Officer, Singapore Armed Forces • Second Secretary, Embassy of Japan, Economic Section
Nonprofit Organizations	<ul style="list-style-type: none"> • Research and Comm. Manager, Good Business Lab (Delhi) • Research Assistant, LSE • Rockefeller Foundation • Research Manager, Pakistan Center for Philanthropy • Research Associate, EPoD (2) • Research Assistant, HBS • Journalist and Senior Economist, Institute of Directors (UK) 	<ul style="list-style-type: none"> • Researcher, Yale, Statistics • Mexico Security Initiative Fellow, UT Austin, Strauss Center for International Security and Law • Project Manager, Institute for State Effectiveness, Afghanistan project • Founder/President, Ongoza • Director, Tufts, Tufts Institute of the Environment • Mellon Fellow Researcher, Yale • Director of U.S. Operations, MEP-UK • Mercator Fellow, Campaign for UN Parliament Geneva • Senior Consultant, Falconi Educacao • Director of Leadership Development, Yale, Jackson Institute • Global Health and Safety Coordinator, UT Austin

Fig. 7 International and Development Economics (IDE) and Jackson M.A. Placements (Private Sector and U.S. Government)

	IDE Program	Jackson M.A.
Private Sector	<ul style="list-style-type: none"> • Consultant, Ernst and Young • Data Scientist, Coupa Software • Analyst, AIG • Delivery Associate, McKinsey • Junior Financial Analyst, Intralot • Content Review Analyst, Bitvore • Associate, Boston Consulting Group • Consultant, IADB • Senior Consultant, Oliver Wyman • Compass Lexecon • Economic and Financial Analyst, Castalia • Associate, Promontory Financial Group (IBM) • Analyst, Verisk Maplecroft • Consultant, Oxford Policy Management • Intern, GIZ • Analyst, Bankable Frontier Associates • Management Trainee, Bank of Communications Co. • Data Analyst, QuantCo • Economist, Moody Analytics 	<ul style="list-style-type: none"> • VP Strategic Development, Braeburn Pharmaceutical • Program Manager, Amazon, Internal Strategy Team • Fellow, McKinsey • Associate, EQT Partners, Equity Team • Consultant, Deloitte Transactions and Business Analytics • Equity Research Associate, Morgan Stanley • Associate, McChrystal Group • Associate, McKinsey, Public and Social Sector • Senior Associate, PwC • Global Supply Manager, Apple • Analyst, Blue Delta Energy • Analyst, Analysis Group • Management Trainee, McMaster-Carr • Research Associate, Omidyar Network • Senior Vice President, Prologue Strategies • Unreported
U.S. Government	<ul style="list-style-type: none"> • Senior Financial Services Analyst, Federal Reserve • Senior Analyst, NYC Office of Management and Budget 	<ul style="list-style-type: none"> • Foreign Service Officer, U.S. State Department (2) • Fellow, National Nuclear Security Administration • Project Leader, National Renewable Energy Laboratory, Integrated Applications Center • Campaign Manager, Elissa Slotkin for Congress • Analyst, U.S. Federal Government • Presidential Management Fellow, Voice of America • Officer, Air National Guard • Senior Program Officer, National Association of Regulatory Utility Commissioners, International Programs Department • Global Health Advisor, USAID

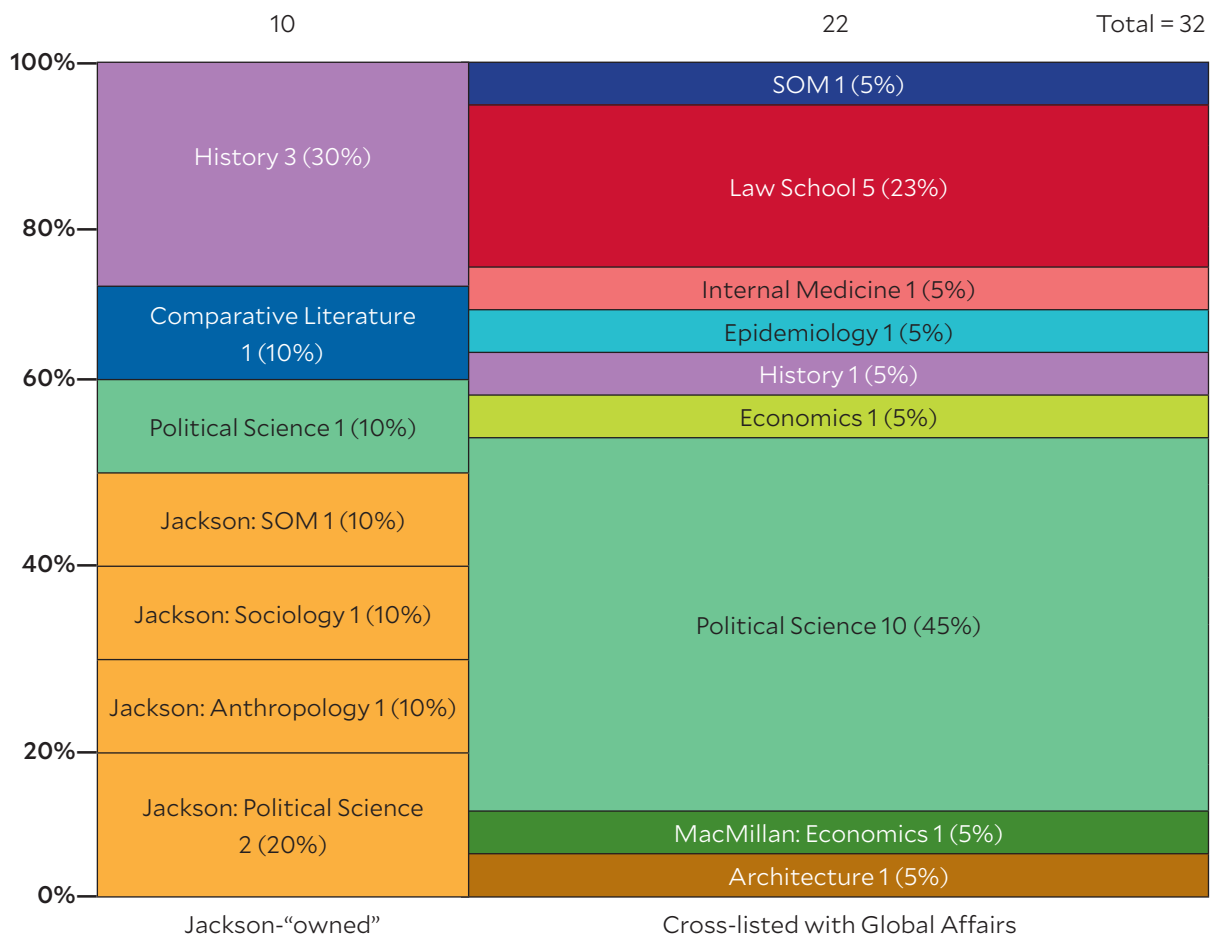
Fig. 8 GBLB Courses by Faculty Type (AY2017-18)



Note: Includes B.A. and M.A. standard courses.

Source: Office of Institutional Research

Fig. 9 GLBL Courses Taught by Ladder Faculty by Slot Owner (AY2017–18)



Note: Includes B.A. and M.A. courses.

Source: Office of Institutional Research

Fig. 10 Recommended Governance Structure for Promotion and Tenure

Junior Faculty Member Up for Tenure in both Department and Jackson		Possible Tenure Outcomes Based on voting weight in both Department and Jackson
Department	Jackson	Outcome
NO	NO	NO
NO	YES	NO
YES	YES	YES
YES	NO	YES Department will assume full financial ownership of the newly tenured faculty member