STRATEGIC PLANNING FOR YALE COLLEGE 2023–2028

DECEMBER 2023

Is it not a pleasure to learn and, when it is timely,
to practice what you have learned?

CONFUCIUS, *ANALECTS* 1.1, TRANS. ANNPING CHIN

Preface

New Haven, Connecticut

September 13, 2023

Yale aspires to be the research university most committed to teaching. Yale College, the oldest part of the university, continues to provide a liberal education to all the university's undergraduates, across the traditional arts and sciences, engineering, multidisciplinary fields, and the creative arts. In 1828, an influential report from the Yale president and faculty indicated that the goal of a liberal education is to teach students "how to learn." This goal remains central to our efforts today, almost two hundred years later.

Yale College has several advantages that permit it to remain a world leader in undergraduate education. Our distinguished faculty have a demonstrated commitment to teaching and mentoring undergraduates. We have attracted an outstanding and diverse student body. The generosity of alumni and friends has permitted the development of a beautiful and functional physical campus. Excellent staff are attracted to work at Yale and show their dedication daily. Relations with the City of New Haven have greatly improved, and the city and state are thriving. Yale's residential college system and vibrant culture of student organizations forge character and lifelong friendships. We can draw on all the resources of a great university.

Universities in general, and colleges devoted to liberal education in particular, face a number of challenges today:

- Leading universities are often perceived as elitist and not serving the broader society.
- The rise of artificial intelligence challenges traditional methods of instruction.
- In a polarized political environment, universities may face internal conflicts as well as external pressure.
- Universities have not always successfully conveyed the value of research and scholarly knowledge to the broad public.
- Students and their families sometimes question the value of a liberal education for their career and personal development.

With these concerns in mind, I spent my first year as dean engaging with students, faculty, staff, alumni, and parents. The senior associate deans and other senior staff of the college have worked with their teams and with faculty committees to outline a number of key actions needed to continue to attract a diverse and excellent student body, foster curricular innovation, strengthen our community of learning, and communicate internally and externally about our mission.

No full-scale review of undergraduate education at Yale has taken place since the Committee on Yale College Education, which in its 2003 report introduced our current system of distribution

requirements and several other important innovations. Twenty years later, the strategic plan contained in these pages does not offer answers to all the questions facing the college. Rather, it presents a blueprint for how to address these questions and continue to improve our educational program over the next five years.

Yale College has an opportunity to continue—and to expand—its leadership in the field of undergraduate education, but there are challenges particular to Yale, and unique to our era, that we should acknowledge at the outset. Yale has typically remined fairly conservative about changes in the way we accomplish our mission. A traditionally polite culture may result in excessive caution when discussing controversial topics. A certain elite legacy has at times downplayed the importance of more practical or technical topics and concerns. At the same time, perhaps even more than most places, we tend to suffer from the excessive busyness and fragmented focus that permeate our society. Students' attention is splintered among many different activities and pursuits. This contributes to the high level of stress among students (and perhaps also among faculty and staff).

Nonetheless, the present moment offers Yale College a great opportunity to extend its leadership in innovative ways. The rise of artificial intelligence may be perceived as a threat—if our job is to teach students how to learn, then what does it mean when the products of machine learning become almost indistinguishable from those of a moderately talented first-year student? And will the further development of generative AI make large swaths of the undergraduate curriculum obsolete? But this is in fact a moment where our goal of teaching students how to learn becomes that much more important. Rather than shy away from the challenge of AI, we should be educating students who can learn at a higher level than any machine. This will mean that in addition to traditional writing, language, and quantitative skills, they will need higher-order skills that allow them to push forward the frontiers of scientific and technical knowledge, make effective use of emerging technologies, and direct them ethically to accomplish social goods.

The university's new investments in science and engineering offer us an opportunity to attract both faculty and students who might in the past have chosen one of our peer institutions. Only with strength in science and engineering can Yale provide the full range of a university education. This need not come at the expense of our world-leading programs in the arts, humanities, and social sciences, which continue to be funded and supported at the highest levels. Likewise, opportunities arise from the university's investments in promoting faculty excellence, diversity, and inclusion. Successful investments will result in a university that is greater than the sum of its parts and a college that can truly integrate learning across many disciplines. Yale's tremendous existing strengths and ability to identify and direct new resources give us opportunities shared by few other institutions to shape a liberal education for this century.

In the past year, we have taken a number of steps, some small and some just a little bit bigger, towards addressing the themes summarized in this report. In particular:

- The Office of Educational Opportunity has been established, in cooperation with the Poorvu Center, to coordinate academic support programs for a variety of students, including first-generation and low-income students.
- In response to the Supreme Court's decision on affirmative action, the admissions office has developed an aggressive strategy of outreach to continue attracting a diverse student body.
- In light of record-high admissions applications, yield, and enrollment, the dean's office is analyzing the resources needed for a sustained expansion of the size of the entering class from the previous target of 1,550 to about 1,650.
- New speaker series and related events have been established to encourage and model the free exchange of ideas.
- The college has revised its policies on mental health leaves and other options for time away and is working with Yale's Mental Health & Counseling department to provide expanded support for students facing mental health challenges as well as everyday stress.
- The roles and expectations of residential college heads and deans have been clarified, and new processes implemented for their recruitment.
- Systems for advising, course registration, and housing selection have been (or are being) redesigned for greater effectiveness.
- Communications with students, families, faculty, staff, and alumni have been strengthened.
- The college staff has been reorganized to encourage collaboration and improved decision-making. The main organizational branches of the college are:

    - Admissions and Financial Aid
    - Career Strategy and Fellowships
    - The Residential Colleges
    - Student Affairs
    - Student Engagement
    - Undergraduate Education

These initial steps have put Yale College on track to address the goals of the strategic plan. The next step is to engage faculty even more fully in the educational mission of the college. After presenting the strategic plan to the Yale College faculty, I will be working with deans in the Faculty of Arts and Sciences, the Graduate School of Arts and Sciences, the School of Engineering and Applied Science, and the other professional schools to charge task forces of faculty and staff (and, where appropriate, students) with reviewing and further developing the suggestions contained in this report. I look forward to engaging with you in ensuring that Yale College continues to provide the best possible liberal education for the world today.

Pericles Lewis
Dean of Yale College
Douglas Tracy Smith Professor of Comparative Literature
Professor of English

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Overview

Following conversations with leaders in the Faculty of Arts and Sciences, School of Engineering and Applied Science, the Council of Heads of College, and other faculty members and stakeholders, the dean of Yale College has proposed the following vision.

> *Yale College will innovate to continue providing the best possible liberal education for the world today. We will:*
>
> - *Educate talented students of diverse backgrounds to lead and serve in a complex and changing society.*
> - *Provide a supportive residential community of learning in which social experience and the free exchange of ideas underpin the pursuit of knowledge.*
> - *Cultivate both the broad intellectual, moral, civic, and creative capacities and the more specialized skills that will allow students to thrive beyond the college gates.*
> - *Draw on the distinctive strengths and traditions of Yale University as a globally recognized leader across the arts, humanities, social sciences, sciences, engineering, and the professions.*

Accordingly, this report is organized around four themes and accompanying goals:

Educational Opportunity
For Yale College to stand as a beacon of opportunity—from admissions to post-graduation, and at every point between—for talented students from a diversity of backgrounds, perspectives, and experiences

Curricular Innovation
For Yale College to serve as an innovator and world leader in liberal education, grounded in curricular and pedagogical excellence, by promoting a culture of exploration and responding to emergent social and intellectual priorities

A Community of Learning
For Yale College to prepare its students to thrive in complex environments and serve all sectors of society through participation in a vibrant residential community dedicated to *lux et veritas*, with robust resources spanning co-curriculum, campus life, and well-being

Shared Mission
For Yale College to be an exemplar of partnership, communication, and best practices, recognized for its e ective collaborations, both internal and external; commitment to its outstanding sta ; and culture of self-assessment and improvement

Educational Opportunity

Goal

For Yale College to stand as a beacon of opportunity—from admissions to post-graduation, and at every point between—for talented students from a diversity of backgrounds, perspectives, and experiences

Guided by Yale's mission to improve the world today and for future generations, the college educates talented students of diverse backgrounds to lead and serve in a complex and changing society. Providing the benefits of a Yale education to an increasingly diverse cohort of promising scholars begins with admissions outreach; continues through the undergraduate lifecycle, with programs that support educational equity and ensure that all undergraduates have widespread and ready access to Yale's educational, advising, and co-curricular opportunities; and extends to the resources that help students to identify and pursue their continued professional, educational, and personal growth beyond the college years.

Strategies

The college will **welcome and educate students from all backgrounds, perspectives, and experiences** by continually enhancing its world-leading programs in admissions and undergraduate financial aid.

The college will ensure a **cohesive and equitable foundation for all students** by coordinating the transition from admission to matriculation and offering a first-year experience that effectively orients students to Yale.

The college will **provide excellent and well-organized advising, mentorship, and support resources** at all stages of the undergraduate lifecycle, enabling students to navigate the university and knowledgably shape their programs of study.

The college will innovate in its programming to **foster holistic academic growth and exploration**, including undergraduate research, study abroad, summer courses, and fifth-year combined degree programs.

The college will offer outstanding resources to **shape students' pathways beyond Yale**, supporting their personal aspirations and providing exceptional opportunities for professional and educational growth.

Actions

Leading in Admissions and Financial Aid

- Sustain our commitment to seeking out, recruiting, and enrolling a diverse student body, and examine all the elements of our admissions process under the new U.S. legal framework to ensure compliance with the law.
  Responsibility: Undergraduate Admissions

- Review our policies, procedures, and collection and use of data to ensure sustainable and successful consideration of applicants, maintaining the best of our tradition of thoughtful whole-person review.
  Responsibility: Undergraduate Admissions
  Partner: Office of Institutional Research

- Consider the feasibility of a small increase in the size of the entering class to better attract and enroll an increasingly diverse student body. Convene a task force to provide guidance on the resources needed for a possible expansion in enrollment: this group will be charged with assessing the resources and considerations necessary to support an undergraduate population of between 6,400 and 6,800, including the attendant implications for the curriculum and for residential and student life. (The current student body, due primarily to Covid deferrals, is somewhat over 6,800).
  Responsibility: Office of the Dean
  Partners: Undergraduate Admissions; Undergraduate Financial Aid; Committee on Admissions and Financial Aid; Council of Heads of College; Faculty of Arts and Sciences; School of Engineering and Applied Science

- Maintain Yale's leadership in offering the best financial aid worldwide, ensuring access to the opportunities of a Yale education for students of all backgrounds.
  Responsibility: Undergraduate Financial Aid
  Partner: Office of the Provost

- Expand our efforts to communicate to prospective students—and to the public at large—the affordability and value of a liberal education at Yale.
  Responsibility: Undergraduate Admissions; Communications

Supporting Students' Transition to College

- Review the flows of information to admitted students, and between staff in Yale College, to ensure that students have appropriate expectations of ongoing support and that college offices can efficiently "pass the baton."
  Responsibility: Undergraduate Admissions; Student Affairs—First-Year Affairs

- Building on the redesign of orientation in 2022, review and experiment in our programming and resources for new students, making use of possibilities beyond the opening days.
  Responsibility: Student Affairs—First-Year Affairs
  Partner: Council of Heads of College

- Orient students to their responsibilities as members of a community of mutual tolerance and respect, including in their use of social media and other emerging technologies.
  Responsibility: Student Affairs
  Partner: Council of Heads of College

- Review the First-Year Counselor and Peer Liaison programs to consider whether our system is appropriate for current students' needs, strengthen training, and communicate expectations to ensure these programs deliver consistently effective support.
  Responsibility: Student Affairs—First-Year Affairs; Student Engagement
  Partner: Council of Heads of College

- Strengthen the Student Athlete Mentors program to guide first-year student-athletes in successfully navigating academic and sporting life at Yale.
  Responsibility: Undergraduate Education—Academic Affairs
  Partners: Student Affairs; Yale Athletics

Advising, Mentorship, and Opportunity Programs

- Consider, develop, and implement revisions to our academic advising system, with particular focus on the first year and on providing nuanced, varied models of support for advising by directors of undergraduate studies in differently sized departments and programs.
  Responsibility: Undergraduate Education
  Partner: Committee on Teaching, Learning, and Advising

- Under the newly launched Office of Educational Opportunity, provide greater coordination of programs that provide mentorship, academic strategies and enrichment, and community to students, particularly those from first-generation, low-income, and other underrepresented backgrounds.
  Responsibility: Undergraduate Education
  Partner: Office of Educational Opportunity Advisory Committee

- Study current programs that support students' transitions to college-level learning, including First-Year Scholars at Yale and Online Experiences for Yale Scholars (ONEXYS), and consider potential additions—for example, programs to prepare students for the study of chemistry, biology, mathematics, or English.
  Responsibility: Undergraduate Education
  Partner: Office of Institutional Research

- Promote excellent and responsive accessibility resources for students by investigating new ways to support faculty members in providing accommodations.
  Responsibility: Undergraduate Education
  Partners: Student Accessibility Services; Poorvu Center for Teaching and Learning; Graduate School of Arts and Sciences

Fostering Academic Growth and Exploration

- Encourage undergraduate research through programs including Science, Technology and Research Scholars (STARS); support a culture of research in Yale College; and ensure opportunities across the physical sciences, engineering, and the biological sciences, as well as for students of varying preparation—from outstanding STEM-intending applicants to those without high school research experience.
  Responsibility: Undergraduate Education—Science & Quantitative Reasoning Education

- Support students in furthering their academic and personal interests through study abroad by lowering financial and other barriers to participation, and by investigating and publicizing how study abroad enhances the curriculum and positively affects students' professional and personal opportunities.
  Responsibility: Undergraduate Education—International and Summer Programs, Study Abroad

- Investigate how summer course offerings can serve as laboratories for innovative pedagogy, support our students' degree progress, complement academic-year course offerings, and provide academically rigorous and innovative courses both to Yale students and to visiting students; consider a funding or financial assistance model for Yale's summer programs to increase affordability and accessibility for Yale College students.
  Responsibility: Undergraduate Education—International and Summer Programs, Study Abroad
  Partner: Undergraduate Financial Aid

- Review current opportunities for Yale College students to pursue simultaneous bachelor's and master's degrees; investigate 3-2 programs and other five-year options for engineering students, as well as other possible five-year programs similar to that offered in partnership with the School of Music.
  Responsibility: Undergraduate Education

Building Students' Pathways Beyond Yale

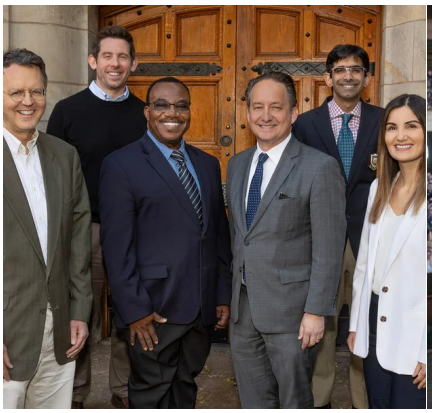
- Develop leading approaches and tools to support students' preparation for careers, fellowships, and graduate school, including new resources to help students navigate the growing prevalence of artificial intelligence in many aspects of the job search process.
  Responsibility: Career Strategy

- Respond to changes in the Yale student population by performing a gap analysis of current Yale fellowships, using existing data to identify emerging needs, and developing a plan to approach prospective donors.
  Responsibility: Fellowships; Development, External Affairs, and Special Projects

- Monitor growing and contracting areas of the labor market to offer targeted support, and work closely with individual students, faculty members, and alumni to build new employer relationships and provide thoughtful career and fellowship advising.
  Responsibility: Career Strategy; Fellowships

SPOTLIGHT: THE ROLE OF YALE'S FACULTY IN SHAPING THE CURRICULUM

Yale aspires to be the research university most committed to teaching and learning. The faculty of Yale College are gifted scholars and talented teachers whose diversity of backgrounds and of expertise is essential to the richness and relevance of the undergraduate curriculum.





Yale College Faculty Meetings are chaired by the dean and address matters involving curriculum, methods of instruction, and scholastic requirements, such as approval of undergraduate course offerings, changes to the requirements of undergraduate majors, and other matters involving policies and practices related to the life of the college.

Yale's faculty will play a crucial role in guiding all facets of the strategic plan for 2023–2028 through standing committees, councils and committees that guide the curriculum's distributional skills and area requirements, ad hoc task forces, and other engagement.

Standing committees participating in the strategies described in this document include:

- Course of Study Committee
- Committee on Honors and Academic Standing
- Committee on Majors
- Committee on Teaching, Learning, and Advising

In addition, new time-limited task forces will be convened in phases over the next several years to offer focused advice on topics spanning the curriculum. Plans for the first of these groups, a Task Force on Engineering and Applied Science Education to be co-convened with the dean of the School of Engineering and Applied Science, are described in the next "spotlight" of this strategic plan.

Curricular Innovation

Goal

For Yale College to serve as an innovator and world leader in liberal education, grounded in curricular and pedagogical excellence, by promoting a culture of exploration and responding to emergent social and intellectual priorities

Deeply rooted in the values of the liberal arts and sciences, the college educates students to become curious, engaged citizens. By giving attention to both the broad intellectual, moral, civic, and creative capacities and the more specialized skills that will allow students to flourish beyond the college gates, we cultivate undergraduates who are broad-minded and autonomous, young people capable of making judgments and taking responsibility for their decisions, active learners able to thrive in complex environments. To do so, we draw on Yale's distinctive strengths in the arts and humanities, multidisciplinary social sciences, science and engineering, and the professions, led by a diverse and talented faculty committed to innovative teaching and learning.

Strategies

The college will continually **identify areas of opportunity for innovation** in the curriculum, supporting the faculty in developing new curricular models, creative pedagogical approaches, interdisciplinary offerings, and courses in emerging fields of inquiry.

The college will **promote a culture of exploration** by encouraging students to engage with a broad array of fields of inquiry, approaches to knowledge, and global perspectives, and by communicating the purposes and value of a liberal education.

The college will support departments and programs in the delivery of **outstanding major programs** that offer multiple entry points for students with differing levels of preparation, as well as opportunities for non-majors to explore their fields.

The college will develop its curriculum by building on Yale's **distinctive strengths and areas of emerging excellence** in disciplines spanning the arts and humanities, multidisciplinary social science, and the sciences and engineering.

The college will **partner with Yale's graduate and professional schools** to support a robust teaching fellow program, and to offer students access to distinctive courses and programs that enhance the curriculum and undergraduate experience.

Actions

Identifying Opportunities for Innovation

- Explore areas of possible innovation, including interdisciplinary courses; courses that introduce non-majors to distinctive ways of seeing the world; grade distributions; compression in course offerings; seminars or smaller lecture courses in certain fields, especially the sciences; patterns of language instruction; and support for writing.
  Responsibility: Standing Committees; Undergraduate Education

- Prepare and disseminate guidance for major programs to incorporate experiential learning in their courses; explore new curricular vehicles, apart from majors, that blend traditional and experiential learning; and encourage faculty members to consider course-related travel during the semester.
  Responsibility: Undergraduate Education
  Partners: Poorvu Center for Teaching and Learning; Committee on Teaching, Learning, and Advising

- Partner with the deans of the Faculty of Arts and Sciences and the School of Engineering and Applied Science to support recruitment of faculty who bring new intellectual directions and emerging fields of inquiry to Yale, thereby responding to our students' diversity of backgrounds, perspectives, and experiences, and encouraging students to consider new approaches and explore the world in all its complexity.
  Responsibility: Office of the Dean
  Partners: Faculty of Arts and Sciences; School of Engineering and Applied Science

- Support interdisciplinarity through encouraging the design of courses that cross multiple departments or divisions. The last decade saw a steady increase in demand for such courses, but growth in student registration exceeded growth in the number of courses offered.
  Responsibility: Undergraduate Education
  Partner: Office of Institutional Research

- Promote faculty innovation in using artificial intelligence and social media to enhance teaching and prepare students to critically engage with emerging technologies.
  Responsibility: Undergraduate Education
  Partner: Poorvu Center for Teaching and Learning

- Ensure that the college's academic regulations are calibrated to support curricular excellence and innovation in the twenty-first century by drafting revised academic regulations that aim for simplicity, transparency, clarity, and accessibility.
  Responsibility: Committee on Honors and Academic Standing; Undergraduate Education—Academic Affairs

Promoting a Culture of Exploration

- Communicate the value of a liberal education and the purposes of the Yale College curriculum, and how these cultivate and prepare students for leadership and service.
  Responsibility: Communications; Undergraduate Admissions; Career Strategy; Fellowships

- Reinforce the place of international education in the curriculum by exploring opportunities to better integrate high-quality experiences abroad—thus giving students a global lens for seeing the world, including their own countries and cultures, anew and differently.
  Responsibility: Undergraduate Education—International and Summer Programs

- Monitor student patterns of fulfilling distributional requirements and consider actions to support students' exploration of the curriculum.
  Responsibility: Undergraduate Education
  Partner: Office of Institutional Research

- Support the development of new certificates and other special programs that respond to the shifting landscape of undergraduates' interests and help to prepare our students for professional and other outcomes.
  Responsibility: Committee on Majors; Undergraduate Education

- Investigate students' choices in taking four or five courses per semester to determine whether the overall workload of the curriculum supports educational effectiveness: Do students take courses perceived as easier in five-course semesters? Does the number of courses correlate with GPA? Can we tell if students require greater support in five-course semesters?
  Responsibility: Committee on Teaching, Learning, and Advising; Undergraduate Education

- Examine course selection in light of changes to the registration calendar and add/drop period: How should we support experimentation in course selection? How best can we encourage responsible decision making by students within the registration framework?
  Responsibility: Committee on Teaching, Learning, and Advising; Undergraduate Education
  Partner: University Registrar's Office

Supporting Outstanding Major Programs

- Conduct regular reviews of majors, and consider and implement appropriate mechanisms to ensure that departments and programs regularly review their majors and course offerings. Such review may be through a standing item of faculty meeting business or, in larger departments, the work of a committee chaired by the director of undergraduate studies.
  Responsibility: Committee on Majors; Undergraduate Education

- Consider additional support for introductory courses and sequences; encourage departments and programs to make use of the self-assessment tool developed by the Committee on Majors to assess both those courses by which students fulfill major requirements and those popular

with non-majors; and explore structures for teaching and service requirements to provide incentives for ladder faculty members to teach introductory courses.
Responsibility: Undergraduate Education
Partners: Faculty of Arts and Sciences; School of Engineering and Applied Science

- Support innovation in the liberal arts and sciences by continually monitoring the number of majors in Yale College and student and faculty interests in emerging fields, as well as the corresponding administrative burdens to departments and programs.
  Responsibility: Committee on Majors; Undergraduate Education

Enhancing Yale's Disciplinary Excellence

- Foster Yale's excellence across the arts and humanities, multidisciplinary social science, and the sciences and engineering through admissions outreach that gives renewed attention to humanities and arts recruitment; highlights the data science certificate and other distinctive opportunities in the social sciences; and continues to build on our recent success in attracting the most promising applicants intending to major in engineering, science, and mathematics.
  Responsibility: Undergraduate Admissions

- Identify areas of opportunity in the arts, including space needs for arts courses (theatrical, studio) and use of the Center for Creative Arts and Media as a locus for curricular and other activities that span the arts, engineering, and the sciences.
  Responsibility: Undergraduate Education—Arts

- Enhance and extend the college's preeminence in the humanities by fostering the development of innovative courses that capture students' interest and imagination across the study of languages, cultures, histories, philosophies, traditions, and other facets of who we are, what we are, and what we might become.
  Responsibility: Committee on Majors; Undergraduate Education

- Work with Yale's museums, galleries, and libraries to study and make recommendations on the services and expertise that enable teaching using the collections; the use of object-based learning in assignments and curricula; and digital tools and methods that support collection-based teaching and learning, such as the new LUX: Yale Collections Discovery platform that links objects, people, places, concepts, and events across the university's collections.
  Responsibility: Undergraduate Education

- Build on strengths and recent investments in qualitative social science by working with social science, cross-divisional, and interdisciplinary departments and programs to develop innovative courses, the ethnography certificate, and other curricular innovations, such as international experiences; support emerging student and faculty interest in using humanistic, cultural, and interpretative approaches to critically examining human societies and their interactions with nature.
  Responsibility: Undergraduate Education
  Partner: Faculty of Arts and Sciences

- Expand quantitative and data literacy course offerings by working with departments, the divisions of science and of social science, and the deans' offices to consider how best to encourage development of the habits of mind that will enable all our students to identify the strengths and weaknesses of empirical evidence, ask probing questions about empirical claims, and use quantitative evidence wisely in forming opinions and making decisions, as well as to provide clear pathways for interested students to reach high levels of expertise.
  Responsibility: Undergraduate Education
  Partners: Faculty of Arts and Sciences; School of Engineering and Applied Science

- Partner with the Faculty of Arts and Sciences and the School of Engineering and Applied Science to design courses in support of a proposed new data literacy requirement.
  Responsibility: Undergraduate Education
  Partner: Faculty of Arts and Sciences; School of Engineering and Applied Science; Committee on Teaching, Learning, and Advising

- Assess, and develop recommendations to support persistence in science majors. Items for consideration may include introductory sequences for majors, students' desire for interdisciplinary courses and courses for non-majors, additional courses to meet student demand, smaller classes, courses that fulfill the curriculum's writing requirement, and grade distributions.
  Responsibility: Science Council; Undergraduate Education—Science & Quantitative Reasoning Education

- Develop and review recruitment programs, including the Hahn Scholars and Yale Engineering and Science Scholars, to augment our efforts to attract the most promising students in STEM to Yale.
  Responsibility: Undergraduate Education—Science & Quantitative Reasoning Education

Partnering with the Graduate and Professional Schools

- Explore new curricular vehicles to promote interactions between students and faculty across schools, respond to interest in emerging fields of inquiry, and support students' development of real-world problem-solving skills.
  Responsibility: Undergraduate Education

- Pursue arrangements with Yale's professional schools to further coordinate undergraduate participation in their courses, with particular attention to the organization and support of majors for which a significant proportion of the faculty belongs to a professional school or is instructional or adjunct: architecture, art, creative writing, engineering, environmental studies, global affairs, music, theater and performance studies, and urban studies.
  Responsibility: Undergraduate Education

- Seek greater alignment of course meeting times among Yale's schools to lower barriers to students taking courses in other schools.
  Responsibility: Undergraduate Education
  Partners: Office of the Provost; School Deans; University Calendar Committee

- Support a robust teaching fellow program that is guided by Yale's educational and research mission, collaboration with the faculty on their instructional needs, and a commitment to excellent pedagogical training.
  Responsibility: Undergraduate Education
  Partner: Graduate School of Arts and Sciences

SPOTLIGHT: A NEW ERA FOR ENGINEERING & APPLIED SCIENCE IN YALE COLLEGE

Yale's transformative expansion of the School of Engineering and Applied Science, including ongoing investments in the school's faculty and infrastructure, provides Yale College with an opportunity to innovate in undergraduate engineering and applied science education.



In the context of a review of the engineering majors by the Committee on Majors, the dean of Yale College and dean of the School of Engineering and Applied Science (SEAS) will charge a task force on opportunities for innovation in engineering and applied science pedagogy and curriculum. Items for the task force's consideration may include: the curricular opportunities brought by new faculty members and facilities; student desires for interdisciplinary courses and courses for non-majors that introduce engineering skills or ways of seeing the world appropriate for a liberal arts education this century (computer programming, for example, is particularly popular); supporting persistence in SEAS majors; grade distributions; possible compression in course offerings; and introductory sequences accessible to all Yale students. In all its work, the task force will attend to recruitment and persistence in engineering and applied science majors, especially for women and underrepresented minorities.

To build our momentum in educating the engineers and applied scientists of the twenty-first century, we will also:

- Determine how to best share with prospective applicants the distinctive opportunities of studying engineering within a liberal arts curriculum.
- Consider whether further investments are needed in technical subjects of interest to students, including accounting and computer programming.
- Provide opportunities for exceptionally able and well-prepared students to pursue five-year courses of study resulting in bachelor's and master's degrees, beginning with the master of science in technology management for engineering majors that will be launched jointly with

A Community of Learning

Goal

For Yale College to prepare its students to thrive in complex environments and serve all sectors of society through participation in a vibrant residential community dedicated to *lux et veritas*, with robust resources spanning co-curriculum, campus life, and well-being

Yale's pursuit of light and truth is advanced by a vibrant community of learning whose members encounter a broad array of ideas, are treated with dignity and respect, and are welcome to make their voices heard. Many of the greatest benefits of a Yale education derive from students encountering faculty and peers with richly varied backgrounds, perspectives, and experiences. Our fourteen residential colleges offer a supportive environment for learning in which social experience and the free exchange of ideas underpin the development of students' intellectual, moral, civic, and creative capacities. Across all facets of undergraduate life, the college provides resources to foster community; engage and develop a wide range of extracurricular interests and talents; and ensure the health and well-being of our students.

Strategies

The college will reinforce and enhance the role of the **residential college system as a cornerstone of Yale's mission** to bring together students of all backgrounds under the guidance of exceptional scholars, leaders, and mentors.

The college will consistently articulate the importance of **academic freedom and freedom of expression** in scholarly and social life, and support faculty and staff members in fostering conversation among a broad array of perspectives.

The college will **support campus life that deepens students' education** through social experience, the free exchange of ideas, and cultivation of capacities in an environment of welcome, inclusion, and respect.

The college will **foster students' sense of cultural identity, engagement, and enrichment** by providing resources and advising to support a flourishing environment for undergraduate communities, organizations, artists, and athletes.

The college will **promote students' physical, mental, and social well-being** with supportive education, coaching, and counseling, and by developing cultural norms that celebrate and prioritize healthy life practices.

Actions

Enhancing Our Residential Communities

- Recruit, retain, and support outstanding faculty members to serve as heads of residential colleges by monitoring and adapting, as needed, recruitment processes that invite interested faculty members to nominate themselves to serve as heads of college, and which involve advisory committees in confidential discussion of nominees.
  Responsibility: Office of the Dean
  Partner: Council of Heads of College

- Recruit, retain, and support outstanding staff members to serve as deans of residential colleges by monitoring and adapting, as needed, the job description and reporting structure for the residential college deans.
  Responsibility: Office of the Dean
  Partners: Council of Heads of College; Student Affairs; Undergraduate Education—Academic Affairs

- Determine and carry out steps to best support residential college fellowships' role in enhancing college life, including exploring the possibilities for developing and communicating clear and specific expectations for fellows' involvement.
  Responsibility: Council of Heads of College; Office of the Dean

- Develop innovative and flexible housing approaches that maintain community by encouraging students to live in the residential colleges while responding to their desired living arrangements. Monitor and adapt, as needed, recent revisions to on-campus housing processes and renew consideration of on-campus housing options that allow students to form housing groups with students from other colleges.
  Responsibility: Student Affairs; Student Engagement

- Support students who live off campus, including Eli Whitney students: Determine steps to foster connection to the residential colleges; gather data on which students live off campus and why; and consider whether additional accommodation should be sought in New Haven.
  Responsibility: Academic Affairs; Council of Heads of College; Student Affairs; Student Engagement
  Partners: Office of Institutional Research; Senior Vice President for Operations

Fostering Social Experience and the Free Exchange of Ideas

- In programming and communication, emphasize complexity and nuance, thoughtful listening, and the exploration of ideas by consistently articulating Yale's commitment to academic freedom and freedom of expression; offer programs that expose undergraduates to a greater range of views; and build students' skills for managing disagreement and conflict.
  Responsibility: Office of the Dean
  Partners: Council of Heads of College; Student Affairs; Student Engagement

- Provide research-based resources to instructors on how to best cultivate conversation and expose students to a greater range of views through environments of trust and openness, in which ingenuity, creativity, and innovation can thrive.
  Responsibility: Undergraduate Education
  Partner: Poorvu Center for Teaching and Learning

- Support the residential colleges' role in fostering an atmosphere of conversation and mutual respect by developing opportunities to strengthen intellectual, moral, civic, and social exploration through the informal encounters that come from students living together and from their interactions with administrative, dining, custodial, and grounds staff.
  Responsibility: Council of Heads of College

Advancing Campus Life

- Review the work of the ad hoc Committee on Social Life and Community Values and consider whether additional study or actions are merited; develop and communicate high-level expectations for student life that offer a vision for living within a community and provide principled limits to encourage students to be responsible for themselves and others.
  Responsibility: Office of the Dean
  Partners: Student Affairs; Communications

- Recognize challenges in the City of New Haven from climate change and social and economic pressures; engage students in community life that extends beyond the college gates and reinforces Yale's deep commitment to its home city by encouraging participation in service activities.
  Responsibility: Student Affairs
  Partners: Council of Heads of College; Dwight Hall at Yale

- State and enforce expectations for student behavior by revising the undergraduate regulations to ensure their transparence, clarity, and congruence with the college's values and practices while reducing complexity.
  Responsibility: Student Affairs—Student Conduct
  Partners: Undergraduate Education—Academic Affairs; Residential College Deans; Communications

- Make use of emerging university resources that support preventive and restorative practices, direct students to these resources, and train student life staff in these practices to assist in conflict resolution.
  Responsibility: Student Affairs—Student Conduct; Student Engagement
  Partners: Undergraduate Education—Academic Affairs; Residential College Deans

- Develop a model that outlines expectations and responsibilities for large-scale student events, including levels of staff involvement and any financial support.

Responsibility: Student Affairs—Student Organizations
Partners: Yale Conferences & Events; Yale Schwarzman Center; Office of General Counsel; Student Engagement; Council of Heads of College

- Consider creating a regular yearly pattern of major social events to be held on campus, potentially reviving the past tradition of residential colleges hosting events for all undergraduates; this process will give careful attention to security and other staffing, as well as the sharing of expertise, including through the creation of templates for major events.
  Responsibility: Student Affairs; Student Engagement; Council of Heads of College

Fostering Identity, Engagement, and Enrichment

- Review resource allocations to the four cultural centers to ensure that their distribution reflects current student demographics and use of the centers, determine a sustainable level of financial and other support for graduate and professional students in the cultural centers, and clearly express and explain this level of support.
  Responsibility: Student Engagement
  Partners: Office of the Secretary and Vice President for University Life; Graduate and Professional Schools

- Strengthen support for student life by developing collaboration among student affairs and student engagement staff; review how and when centers, offices, and services that support student communities are convened and their activities coordinated; assess and clarify expectations for student organizations, including openness to all students, support for student safety, financial probity, and conflict resolution; and exploring potential new models of advising for student organizations, such as assigning each group a residential college fellow as an adviser.
  Responsibility: Student Affairs; Student Engagement; Operations
  Partner: Office of General Counsel

- Consider options for supporting emergent communities—students who do not closely identify with the four cultural centers but for whom identification with a culture is of significance—such as increasing the availability of multicultural programs, resources, and spaces in which student-organized activities can take place.
  Responsibility: Student Engagement

- Enhance student life that draws on Yale's distinctive strengths in the arts by maintaining and enhancing resources (space, funding, equipment, guidance) for student-led performances and exhibitions; help to create and embrace opportunities for undergraduate student arts through the new dramatic arts building; and support co-curricular arts organizations, with special attention to the funding models for the Yale Bands and the Yale Symphony Orchestra.
  Responsibility: Undergraduate Education—Arts

- Provide guidance and monitor college and university resources to ensure that student-athletes, members of the Reserve Officers Training Corps, Eli Whitney students, transfer students, visiting international students, and others with significant co-curricular obligations or non-traditional pathways to Yale are supported toward successful educational outcomes.
  Responsibility: Undergraduate Education
  Partners: Academic Affairs; Yale ROTC Offices; Faculty Committee on Athletics

Promoting Students' Well-Being

- Reinforce and augment our commitment to students' safety through continued close collaboration with university police, security, and safety services, and by reviewing and enhancing programming offered by the Office of Gender and Campus Culture and the Alcohol and Other Drugs Harm Reduction Initiative.
  Responsibility: Student Affairs
  Partner: Yale Public Safety

- Partner with university health services to develop and maintain an infrastructure that supports our students' health in the face of routine and emergent health risks; respond to changing environmental and public health challenges.
  Responsibility: Student Affairs
  Partner: Yale Health—Campus Health Office

- Build students' capacity to make effective use of college and university services (including accessibility accommodations, support for well-being, and other programs that promote successful engagement with campus life and the demands of college) through communications that articulate students' own responsibility in seeking assistance and help them to better navigate and select among the resources available to them.
  Responsibility: Student Affairs; Communications; Undergraduate Admissions

- Create a framework for the student experience across all years that guides our undergraduates toward healthy and sustainable habits. Investigate additional measures to shift campus culture and ensure that our official activities reflect the best evidence for creating environments of good health—for example, exploring whether the college calendar can further support well-being through greater use of summer session, and reviewing practices such as late-night hours by First-Year Counselors and routine communications outside of ordinary hours to consider whether they perpetuate patterns of lack of sleep among students.
  Responsibility: Student Affairs; Undergraduate Education; Communications

- Review patterns of use of Yale College Community Care (YC), the Good Life Center, and Mental Health & Counseling, and promote evidence-based skills to support well-being; identify further measures to track student well-being, including attention to which students do not complete courses, use summer programs to maintain academic standing, or receive hospital treatment; and consider which mental health and wellness services are best provided through the residential colleges.
  Responsibility: Student Affairs

Partners: Office of Institutional Research; Undergraduate Education; Development, External Affairs, and Special Projects; Council of Heads of College

- Provide excellent resources to all students to further their physical fitness, mental well-being, and social connection through sports and recreation, and explore opportunities to enhance club, intramural, and recreational sport and exercise.
  Responsibility: Student Affairs
  Partners: Council of Heads of College; Yale Athletics

SPOTLIGHT: RESIDENTIAL COLLEGES, HOME OF YALE'S 'BRIGHT COLLEGE YEARS'

The residential college system is a cornerstone of Yale College's mission of bringing together and educating exceptionally promising students of all backgrounds. Each college has its ethos, traditions, and activities; all are close-knit communities guided by dedicated faculty and staff.



Yale is one of few institutions in the United States to provide integrated support and enrichment for college students in a residential setting. All incoming undergraduates are assigned to one of the fourteen colleges, remaining affiliated through graduation and beyond. Membership in a particular college is core to students' identities: "What's your college?" is a common conversation-starter, even as each college is a microcosm of an undergraduate student body comprising many backgrounds, experiences, and perspectives.

Residential college deans serve as students' chief academic and personal advisers, while heads of college actively shape the social and intellectual life of residential college communities. The colleges are a primary context for students' exploration and development of intellectual, moral, civic, and creative capacities, and for connection to their peers and the university. They offer integrated advising and other support for students; house and feed almost all first-years and sophomores, as well as many juniors and seniors; and provide a vibrant space for events including teas and fireside chats, academic programming such as senior Mellon Forum presentations, intramural athletic competitions, and creative and performing arts.

Participation in Yale's residential system encourages students to become curious, engaged citizens and helps them develop as active learners who thrive in complex environments. Throughout the "bright college years," from move-in day to college diploma ceremonies, our undergraduates benefit from a rich community of learning whose diversity and commitment to social experience and the free exchange of ideas underpin the pursuit of knowledge.

Shared Mission

Goal

For Yale College to be an exemplar of partnership, communication, and best practices, recognized for its effective collaborations, both internal and external; commitment to its outstanding staff; and culture of self-assessment and improvement

While the college's goal of educating talented young people for future leadership has not changed since its founding, Yale's continued excellence depends on a spirit of growth and evolution, a sense of shared purpose and common activity, and sustained attention to the effectiveness of our programs and processes in supporting our educational mission. This work encompasses the cooperation and mutual support of partners around the university, communication that reinforces the college's values and priorities, identification and responsible stewardship of resources, and a commitment to the use of data in decision-making so that we can measure and assess the success of our efforts.

Strategies

The college will strengthen its sense of **shared purpose and common activity** by engaging all employees in Yale's educational mission; promoting staff diversity, professional growth, and sense of belonging; and identifying new opportunities for cooperation within and across units.

The college will **foster effective and mutually enriching collaboration** with university partners who enable Yale to provide the best possible liberal education to our students, from facilities and dining services to support for pedagogical innovation, campus life, and alumni relations.

The college will **communicate thoughtfully with students, staff, and faculty**, and innovate in its methods of sharing information, to provide accessible, relevant, timely, and actionable messages; set expectations; and reinforce our values and priorities.

The college will be a model of **financial stewardship and responsibility**, ensuring stable and responsive program funding, directing attention to fundraising priorities, calibrating students' financial expectations, and embedding new mechanisms for financial compliance.

The college will gain insight from **evidence-based measurement and assessment** so that we can be accountable to our goals for educational excellence and continually evaluate the effectiveness of our programs and processes in support of Yale's mission.

Actions

Strengthening Our Shared Purpose

- Consider new ways to bring together staff across all offices and from within the residential colleges, including through shared interests and enrichment opportunities, and ensure that staff meetings and other activities foreground the shared purpose of employees' contributions to the college.
  Responsibility: Office of the Dean; Operations

- Support collaboration across the residential colleges by convening sessions for heads to share best practices and coordinate services; create additional training for deans on their position as a college's chief academic adviser and provider of holistic mentorship and support; and develop and disseminate a syllabus of programs and activities (e.g., big siblings, fireside chats, sophomore advising nights, a yearly social event open to all undergraduates) that each residential college can carry out in its own way each year.
  Responsibility: Office of the Dean; Council of Heads of College; Student Affairs; Undergraduate Education—Academic Affairs

- Recruit and retain a diverse and excellent staff representing an array of backgrounds, perspectives, and experiences by seeking diverse pools of candidates for all positions; calibrating job descriptions and expectations for consistency and equity; clarifying policies and expectations for hybrid, evening, and weekend work; reviewing the division of labor across the college to ensure fair distribution of projects; providing appropriate management training for all relevant staff members; and examining the state of belonging in the college's centers, offices, and programs to provide advice to the dean and other leaders.
  Responsibility: Operations
  Partner: Committee on Diversity, Equity, Inclusion, and Belonging

- Promote staff development, and make professional growth more accessible and equitable, by raising awareness of training opportunities, making full use of Yale's performance management system, developing and communicating promotion pathways, supporting employees' long-term career progress within and beyond the college, and creating mechanisms to measure, analyze, and develop staff members' skills.
  Responsibility: Office of the Dean; Operations

Fostering Partnership and Collaboration

- Optimize the use and quality of our facilities by co-locating offices to promote collaboration and provide accessible and welcoming "front doors" for students, faculty, and staff; considering the best deployment and possible multipurpose uses of buildings including 305 Crown Street; reviewing classroom equipment, infrastructure, and maintenance to ensure that they support exceptional teaching and learning; securing the availability of specialized classroom and studio space for the curricular arts; exploring opportunities to build community through buildings and groups (for example, creating a shared outside space

between the Asian American Cultural Center, La Casa Cultural, and the Native American Culture Center); and ensuring that college buildings are assessed for facilities work on a recurring cycle to remain fitting to today's and future needs, including emerging climate and public health challenges.
Responsibility: Operations; Undergraduate Education—Arts; Development, External Affairs, and Special Projects
Partners: Office of Facilities; Office of the Provost; Faculty of Arts and Sciences; Graduate School of Arts and Sciences

- Provide an outstanding residential college dining experience for students, faculty, staff, and their guests; consider the best model for providing meals to students, including dates and hours of service; identify and implement solutions to structural issues, such as feeding groups of students outside of standard term time and offering mealtimes that fit student athletes' schedules; and seek innovative ways to maintain and augment the residential dining experience, in which college community is nurtured through shared meals and conversation.
Responsibility: Operations
Partners: Yale Hospitality; Council of Heads of College

- Strengthen and enhance channels for collaboration and input from the undergraduate community through continued close engagement with student leadership.
Responsibility: Office of the Dean
Partner: Yale College Council

- Foster innovations in pedagogy that support Yale's leadership in undergraduate education by encouraging faculty members' and other instructors' use of pedagogical resources, awarding prizes to recognize excellence in teaching, and creating and sharing a framework for academic integrity that is responsive to developments in artificial intelligence.
Responsibility: Committee on Teaching, Learning, and Advising; Undergraduate Education; Student Affairs—Student Conduct
Partner: Poorvu Center for Teaching and Learning

- Partner with Yale Schwarzman Center to host dining, conversation, and the arts as integral parts of the undergraduate educational experience. Engage a faculty advisory committee to work closely with the center's executive director to further shared goals, and deploy the associate dean for the arts to serve as a special adviser to the center.
Responsibility: Office of the Dean; Undergraduate Education—Arts
Partner: Yale Schwarzman Center

- Align activities, events, and other programs for Yale College alumni so that they reflect the college's priorities, and set mutual expectations about responsibilities for alumni engagement that supports the university's work both with students and with alumni.
Responsibility: Office of the Dean; Communications; Development, External Affairs, and Special Projects
Partner: Yale Alumni Association

Communicating Thoughtfully and Effectively

- Develop a communications strategy for internal audiences (students, staff, and faculty) that includes direction for overall messaging; consider whether there should be greater coordination of messages sent by the college's centers, offices, and programs; and prepare model messages to support emergency responses and other sensitive messaging.
  Responsibility: Communications; Student Affairs; Student Engagement

- Develop a communications strategy for parents, alumni, donors, and the general public to share the college's story and its values and priorities; this strategy will include direction for overall messaging, a cadence of yearly messages, and strategic use of social and other media.
  Responsibility: Communications; Development, External Affairs, and Special Projects

- Pursue innovation and regular improvement in our use of communications tools and technologies by taking advantage of podcasts, social media, and other vehicles to reach students and others directly; exploring the use of artificial intelligence to create a user-friendly interface that would answer frequently asked questions and explain policy; and revising the Yale College website to meet the needs of varied audiences.
  Responsibility: Communications

- Coordinate with other university offices to speak in one institutional voice, streamlining communications to faculty and students; make use of the recommendations of the Faculty of Arts and Sciences ad hoc Communications Advisory Committee.
  Responsibility: Communications; Undergraduate Education
  Partners: University Registrar's Office; Faculty of Arts and Sciences; School of Engineering and Applied Science; Graduate School of Arts and Sciences

- Equip and empower staff to communicate well by providing training on when and how to send emails and other messages, recognizing that emailing students has become a major part of many jobs in the college.
  Responsibility: Communications

Modeling Excellent Use of Financial Resources

- Conduct regular long-range financial planning, including analysis of the effects of the size of the student body; monitor financial aid awards to ensure generous, world-leading support for our students; and continually review resource calibration and organization to ensure that the college is properly equipped with programmatic and staffing budgets.
  Responsibility: Operations

- Enhance support for and attention to financial compliance by aligning accounting practices and sharing metrics that encompass the college and its broader financial context.
  Responsibility: Operations

- Determine the appropriate sustainable funding model for ongoing projects currently covered by spendable gifts and reserves, including First-Year Scholars at Yale, ONEXYS, STARS, and YC , identify new priority projects, and develop plans to secure their funding.
  Responsibility: Office of the Dean; Operations; Development, External Affairs, and Special Projects

- Determine and communicate the principled boundaries of the college's financial support for its students; set clear expectations for students and their families about sharing the costs of students' education; and clarify the appropriate uses of funding sources including financial aid, Safety Net, and other mechanisms.
  Responsibility: Operations; Student Affairs: Student Engagement; Undergraduate Education

Measuring and Assessing Our Outcomes

- Facilitate faculty teaching, student learning, and institutional decision-making through the effective use of information systems and student data.
  Responsibility: Undergraduate Education
  Partner: University Registrar's Office

- Make good use of data in superintending the curriculum by providing high-quality, actionable data to faculty committees, and by identifying and anticipating which data each standing committee should review on a regular timetable.
  Responsibility: Undergraduate Education
  Partners: Office of Institutional Research; Standing Committees

- Enlist data to create greater transparency about students' career choices, fellowships, and pursuit of advanced degrees by providing departments and offices with the online outcomes visualization tool, which includes the option to show student outcomes by major on departments' and programs' websites, and by sharing high-level information on outcomes with the faculty, residential college heads and deans, students, prospective students, and the public.
  Responsibility: Career Strategy; Fellowships

- Continually review data gathered through the Consortium on Financing Higher Education and other surveys to track trends and identify potential problems and opportunities, and—as permitted—compare ourselves to peers; consider what additional information could be publicly shared.
  Responsibility: Office of the Dean—Management Team
  Partner: Office of Institutional Research

Conclusion

In 1701, the Connecticut legislature passed an act to establish "a collegiate school" in which "Youth may be instructed in the Arts & Sciences" and "fitted for Publick employment." The collegiate school became Yale College in 1718. For more than three centuries, Yale has provided leadership in undergraduate education in the liberal arts and sciences. Now on the cusp of the two-hundredth anniversary of the seminal *Report on a Course of Liberal Education*, the college remains a world-recognized leader in teaching students "how to learn" and preparing them to carry out the university's mission to serve all sectors of society.

The report of 1828 asserted that "as knowledge varies, education should vary with it"—a truth that informs the goals and actions laid out in the preceding pages. Although the Yale faculty of the nineteenth century scarcely could have envisioned a world in which machines can write an essay, complete a problem set, or create a work of art, their depiction of a liberal education as "not…stationary, but continually advancing" resonates to this day. So, too, do the *habits of thinking* that the college seeks to cultivate in its students: sustained attention, critical analysis, careful listening, curiosity—qualities of mind that advance personal and intellectual growth, civic engagement, and participation in a lifelong community of learning that aspires to the ideals described by a Yale great of the twentieth century, Pauli Murray '65 J.S.D.: equality, mutuality, and reciprocity.

Twenty years after the Committee on Yale College Education reaffirmed the centrality of exploration and discovery, breadth of preparation, and development of skills to the university's mission, those foundational values of a liberal education continue to resonate throughout our work as educators and are embodied by those we educate. Yale College students are distinctive: more than in peer institutions, our undergraduates are engineers *and* musicians, historians *and* entrepreneurs. In a way that was unimaginable two centuries ago, and to a degree that was not possible even twenty years ago, they are preparing for lives in a world of exponentially increasing complexity and interconnection—a world that, more than ever, needs globally minded citizens willing to shape the conversations that shape our society.

This strategic plan—and the *opportunity*, *innovation*, *community*, and *mission* that are its four cornerstones—was created with a view both to our particular moment in time and to the timelessness of Yale's core endeavor. It is meant to guide the college's concrete actions over the next five years, and to serve as a roadmap for further action and an invitation for continued faculty and staff involvement. Although, like our predecessors, we cannot know what the longer term may bring, our work today positions Yale to shape the conversation about liberal education for tomorrow and beyond.

See https://www.yale.edu/sites/default/files/files/1828_curriculum.pdf.

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