

Yale Faculty Advisory Committee on Yale-NUS College Progress Report to President Levin and the Yale College Faculty

May 2, 2013

Summary

The Faculty Advisory Committee on Yale-NUS College

On September 25, 2012, President Richard Levin appointed the Yale Faculty Advisory Committee on Yale-NUS College to “ensure that the Yale College faculty is well informed about the progress of Yale-NUS College, and to advise [him] and others at Yale on how we might approach any issues of concern.” The Committee has met regularly since then with leaders and faculty of Yale-NUS, and several members of the Committee visited Singapore in January 2013 to meet with faculty, students, staff, and others there. The committee has prepared this report to summarize recent developments at Yale-NUS College and to review and comment on concerns raised by some Yale faculty about the new college. In its deliberations, the committee found it important to separate an evaluation of Yale-NUS on its merits from the broader issues of faculty governance at Yale.

Progress

The leadership of Yale-NUS has made substantial progress in five areas: 1) a system of governance; 2) faculty hiring; 3) curriculum development; 4) student recruitment; and 5) the design and construction of a residential campus. Those members of the committee who visited Yale-NUS were especially impressed by how much has been accomplished in a short period of time. Yale-NUS College is on track to start classes in August 2013.

Administrative leadership draws on expertise from both Yale and NUS, as well as other established institutions, and has developed a detailed faculty handbook and student handbook. Faculty recruitment has secured an inaugural group of around 50 senior and junior scholars across disciplines from a total number of 2,500 applicants. Senior scholars hail from institutions such as Yale, NUS, Cornell University, Ohio State University, University of Edinburgh, University of Michigan, and Vassar. Yale-NUS, Yale, and NUS faculty collaborated intensively over the past year to develop a new Common Curriculum and to prepare a public report about it. Yale-NUS Admissions is recruiting an inaugural class of about 150 highly qualified students with a highly selective admit rate between 3 and 4%. Admitted students come from six continents around the world, although a majority are Singaporean. Over 70% of matriculating students will receive merit or need-based financial aid, and several admitted students have chosen Yale-NUS over other top tier options in the US and England.

Administrators and faculty involved with Yale-NUS College cite the innovation of new common curriculum, the opportunity to shape liberal arts and residential college education in Asia and elsewhere, increased access for international students to a high quality liberal arts education and residential college life, a need-based financial aid policy

that is both rare and generous for private residential institutions, and the possibility for Yale faculty to teach and do research in Singapore and surrounding regions. The campus has been designed with thoughtful attention to aesthetics, environmental sustainability, and the integration of residential, academic, and cultural life. As a sign of general interest in Yale-NUS, 34 Yale faculty have applied to teach two-week mini-courses or full semester courses at Yale-NUS over the next four years, and dozens of Yale students have applied for positions to work at Yale-NUS as dean's fellows (freshman counselors).

Issues and Committee Recommendations

This section describes three categories of concerns and questions about Yale-NUS raised by faculty, students, or alumni. Our recommendations towards addressing these general issues are summarized in bullet points below.

1. *Yale-NUS Identity:* First, the identity of Yale-NUS College seems ambiguous in many people's minds, both in relation to Yale and to NUS. As stated in its charter, Yale-NUS has Yale's name, but it is not a branch of Yale, operating with its own governing board, administrative leadership, faculty, curriculum, admissions, and degrees. Nonetheless, the novel nature of this venture remains a source of confusion. Two examples follow:

Yale Admissions gives its applicants the option to forward their Yale application to Yale-NUS via the Common Application that is used by over 500 colleges. This policy has benefits and costs. Its principal benefit is to help create an exceptional international applicant pool for the inaugural Yale-NUS class. Its principal cost is to blur the distinction between Yale-NUS and Yale.

As another example, the Association of Yale Alumni (AYA) has voted to include Yale-NUS alumni in the AYA network as non-voting international affiliates. The status, which also applies to Yale World Fellows, is unfamiliar to the community, and has not been consistently clarified.

Recommendations

- Manage and communicate the evolving identity of Yale-NUS College as autonomous from both Yale University and NUS, while recognizing the distinctive relation that Yale-NUS College has with Yale and with NUS compared to other peer institutions around the world. The process should proceed along many fronts: from admissions, alumni relations, to development.
- Applicants to Yale should complete a separate Yale-NUS supplement that would make the sharing of the Common Application with Yale-NUS more distinct and consistent with how the Common Application is used by over 500 schools. Develop a plan to phase out the application checkbox.

- Both the AYA and Yale-NUS need to be more consistent in their portrayal of the AYA membership status of Yale-NUS alumni.
- This committee has not yet considered the relationship between fund-raising for Yale and Yale-NUS.

2. Academic Freedom and Non-Discrimination: Yale-NUS has adopted strong policies to protect academic freedom and to prohibit discrimination against faculty and students within Yale-NUS College on the basis of gender, religion, ethnicity, or sexual orientation. These policies are set forth in the Yale-NUS faculty handbook and the student handbook. In addition, the Charter describes a Consultative Committee comprised of both Yale and NUS faculty to provide independent review of issues relating to academic freedom and non-discrimination at Yale-NUS.

At the same time, for some members, important and ongoing questions remain about protections for Yale-NUS faculty and students involved in activities conducted off-campus, in the media, or online.

Will current arrangements for faculty governance be sufficient to help ensure sustained protections for academic freedom and non-discrimination?

How might self-censorship restrict the activities and voices of students and faculty, outside of or even on campus?

To what extent will members of Yale-NUS College be able to engage with the public sphere and civil society?

Recommendations:

- Ensure that Yale faculty are informed and substantially involved in ongoing reviews of issues relating to academic freedom, non-discrimination policies, and faculty governance both within Yale-NUS, and in the spheres of interaction between Yale, Yale-NUS, and the broader society.
- The Yale-NUS Consultative Committee that has been envisioned since the project began should be appointed as soon as possible. Since the College opens this summer, it is important to have the group in place to consider appeals for potential violations of academic freedom or non-discrimination. This accords with provisions in the Yale-NUS Charter:

“The Presidents of Yale and NUS will appoint a standing Consultative Group comprising an equal number of faculty and administrative representatives from Yale and NUS to provide advice on questions raised in the early years of the College by faculty, students, staff and

administrators. The Consultative Group serves as an advisory group to the President of the College. A report of the issues raised to the Consultative Group shall be shared annually with the Governing Board.”

- To maintain continuity, Yale and NUS presidents should continue service on the Yale-NUS Governing Board for a transitional period beyond their presidential terms.
- In addition, the President of Yale should appoint a standing committee of Yale faculty and administrators to continue the work of the Faculty Advisory Committee on Yale-NUS College, which is set to conclude its term in June 2014. Such a committee should continue to engage in sustained communication with Yale-NUS leadership, faculty, and students.
- Reaffirm that need-based financial aid continues at present or greater levels for both Singaporean and international students.

3. *Effects of Yale-NUS on Yale’s Administrative and Teaching Resources:* Some Yale faculty members have expressed concerns about the impact of Yale-NUS College on Yale’s administrative and teaching resources. Yale-NUS is fully supported financially by the Singapore Ministry of Education, as well as its own gifts and endowment. Any financial costs to Yale are compensated by Yale-NUS. Participating faculty view time devoted to Yale-NUS as being consistent with their teaching and research interests. However, some faculty and students cite the opportunity costs of Yale faculty and administrators devoting time to Yale-NUS College.

Recommendations:

- Once the startup phase nears completion within the next year or two, discontinue course releases for future Yale faculty providing administrative service to Yale-NUS (Consulting Faculty), except for exceptional cases such as deanships.
- Impact assessments of Yale faculty teaching at Yale-NUS should be made by department chairs and FAS steering committee, with special attention paid to smaller departments.

Respectfully Submitted on April 30, 2013,
Yale Faculty Advisory Committee on Yale-NUS College

Marvin Chun, Advisory Committee Chair, Professor of Psychology, Neurobiology, and Cognitive Science, a member of one of the initial three study committees for Yale-NUS College, and John B. Madden Master of Berkeley College.
Daniel Botsman, Professor of History and Chair of the East Asian Studies Council

George Chauncey, Samuel Knight Professor and Chair of History, Professor of American Studies, and Co-Director of the Yale Research Initiative on the History of Sexualities

Deborah Davis, Professor and former Chair of Sociology and former Co-Chair of the Women Faculty Forum, former Chair of the PKU Academic Advisory Committee, and a member of one of the initial three study committees for Yale-NUS College

Joseph Errington, Professor of Anthropology and former Chair of the Southeast Asia Studies Council

Joseph Gordon, Dean of Undergraduate Education and Deputy Dean of Yale College and Chair of the Provost's Committee on Lesbian, Gay, Bisexual, and Transgender Studies

Valerie Hansen, Professor of History and Acting Chair of the East Asian Studies Council, Spring 2013

Tina Lu, Professor and Director of Undergraduate Studies of East Asian Languages and Literatures, and a member of one of the initial three study committees for Yale-NUS College

Daniel Markovits, Guido Calabresi Professor of Law

John Wargo, Tweedy Ordway Professor of Environmental Health and Politics and Chair of the Environmental Studies Major

Laura Wexler, Professor of American Studies and Women's, Gender, and Sexuality Studies and former Chair of the Women Faculty Forum

Progress Report

Administrative Leadership

- The administrative leadership of Yale-NUS College has been assembled from Yale, NUS, and other peer institutions. This includes President Pericles Lewis from Yale, Executive Vice President of Academic Affairs Lai Choy Heng from NUS, Executive Vice President of Administration Doris Sohmen-Pao from INSEAD Business School, Dean of Faculty Charles Bailyn from Yale, Dean of Student Affairs Kyle Farley from Yale, Dean of International and Professional Experience Anastasia Vrachnos from Princeton University, Residential College Rector and Professor Brian McAdoo from Vassar College. The leadership team promises a strong commitment to the liberal arts and sciences, residential life, and academic freedom for faculty and students. More information about administrative leadership can be found at the following [link](#).

Faculty

- The inaugural faculty has been recruited internationally at both tenured (22) and tenure-track levels (24). Yale-NUS is striving to increase the proportion of senior faculty.
- Tenured faculty have been recruited from institutions such as Yale, NUS, Cornell University, Ohio State University, University of Edinburgh, University of Michigan, University of San Diego, and Vassar College.
- To recruit the current faculty, Yale-NUS reviewed over 2,500 applications.
- Yale faculty and NUS faculty staffed the search committees that selected the inaugural faculty.
- Yale-NUS College has hired openly LGBT faculty. The same-sex partners of faculty are recognized for the provision of university benefits such as housing and health care.
- Yale-NUS Faculty [link](#).

Curriculum Report

- The committee encourages faculty to read in full “Yale-NUS College: A New Community of Learning,” a detailed curriculum report prepared by the faculty of Yale-NUS. [[link](#)]

Admissions and Financial Aid

Policies and Personnel

- The College employs a holistic approach to the evaluation of applicants. Academic achievement, as reflected in test scores and grades, is a primary consideration, but interviews, recommendations, essays and extracurricular accomplishments are also given significant weight in the process. The College seeks a diverse student body that will bring various perspectives and backgrounds to its campus.

- The College conducts a fair and robust selection process. Every application is reviewed and the strongest are given a detailed assessment by multiple readers. An admissions committee composed of senior admissions staff, faculty, deans, and other members of the College leadership team render the final decision based on this holistic approach.
- Yale College Admissions has played a central role in the development of Yale-NUS College admissions policies and procedures, which were initially directed by the Yale-NUS Dean of Undergraduate Admissions, Jeremiah Quinlan, who has since been appointed Dean of Admissions for Yale College.
- The Office of Admissions and Financial Aid has a dean, eight admissions officers, and two support staff. The staff includes Singaporeans and Americans who are graduates of schools such as Yale, NUS, Bryn Mawr, and University of Warwick. The senior management team includes a Director of Admissions with significant admissions experience at another Singaporean university and a Deputy Dean with business and education sector experience in Tokyo, Australia, the UK, Canada, and the US.

Global Outreach

- Since 2011, the Admissions Office has conducted hundreds of outreach events in Singapore, including large Open Houses, tea sessions for counselors, principals and scholarship agencies, workshops on teacher recommendations and essay writing in top schools, and individual school visits by admissions officers.
- In 2011 and 2012, Yale-NUS representatives met with thousands of students, administrators and parents in 35 countries from around the world including every country in Southeast Asia.

Selectivity and Student Quality

- To date, Yale-NUS has received over ten thousand applications for an inaugural class of 150 students. Applications came from 98 different countries.
- With an admit rate between 3 and 4%, Yale-NUS will be highly selective.
- After students respond to the College's offer of admissions by May 1 or June 1, the College will release detailed information about admissions results.
- With the first group of students admitted last spring, Yale-NUS achieved a yield (63.5%) comparable to that for Yale and its handful of peers.
- The confirmed students had average SAT scores that are comparable to that of Yale. The students include members of the national debate team, national science and math Olympiad teams, multiple student body presidents, entrepreneurs who have founded companies and non-profit organizations in Southeast Asia, musicians, the #2 junior fencer in Singapore, and captains of various athletic teams.
- Matriculating students chose Yale-NUS over Yale, Harvard, Stanford, Cornell, Wesleyan, UC Berkeley, NYU, and UK institutions such as Cambridge, University College London, and the London School of Economics.
- Matriculating students come from six different continents.

- Members of the Advisory Committee who met with matriculated students found them to be sophisticated, articulate, and thoughtful about their decision to pursue a liberal arts education at Yale-NUS.

Financial Aid

- Yale-NUS is one of the few residential colleges in the world to admit students on a need-blind basis (not taking into account the ability to pay) and offer need-based financial aid to all students (not just citizens of home country)
- To ensure the quality and diversity of its student body, Yale-NUS College offers both merit-based and need-based scholarships. As currently budgeted, 50% of students at Yale-NUS will receive some form of need-based financial aid – the most generous level of support in Asia and, in total, over 70% of students will receive either merit or need-based support.
- Dean Quinlan reports that although financial aid awards are still being finalized, Yale-NUS has been able to meet the full demonstrated need of every student who has applied for need-based aid.

Issues

- Metrics for assessing admissions are fairly standardized and quantifiable, and it will be important for Yale-NUS College to maintain its current trajectory. Less clear is how to measure the success of the curriculum and residential life over the years. It will be important to develop standards for excellence beyond admissions statistics.
- On the Yale Supplement to the Common Application, Yale applicants are given the opportunity to apply to Yale-NUS College. There is some concern that the ease of sharing applications may inflate Yale-NUS College application numbers, and this option has generated confusion and debate about whether the two schools are independent.
 - Students applying to Yale College have the option to be considered by Yale-NUS College by checking the “Please share my Yale application with Yale-NUS College” box on the Yale Supplement to the Common Application shared by over 500 universities and colleges. There is no additional application fee to be considered by Yale-NUS College.
 - Yale Admissions clarifies that “Sharing your application with Yale-NUS will not affect your admissions decision at Yale in any way. Each institution has a separate admissions office and will make a completely independent review of your application. Each will provide you with a separate admissions decision, and if you are admitted to both institutions, you will have the freedom to choose either one.”
 - Yale Admissions has also created a “Sharing Your Yale Application with Yale-NUS” web page [link](#) that has been heavily trafficked by prospective students.

- Yale Admissions believes that the checkbox on the Yale Supplement to the Common Application caused little confusion among prospective students, college counselors, and admissions peers.
- Concerns may be addressed by requiring applicants to Yale to complete a separate Yale-NUS supplement that would make the sharing of the Common Application with Yale-NUS more distinct and consistent with how the Common Application is used by over 500 schools. The committee recommends that Yale-NUS and Yale develop a plan to phase out the application checkbox.

What is the relation between Yale-NUS College and Yale University, and what is the effect of Yale-NUS on Yale?

Yale-NUS College was created by Yale University and the National University of Singapore, but it is an autonomous institution offering its own independent degrees. It is not a branch of Yale or of NUS. Yale-NUS College has its own charter, governing board, faculty, and student body. Yale-NUS benefits from administrative and academic expertise from both institutions. Yale played a major role in the selection of the first team of officers, the inaugural faculty, and the inaugural class of students. Because the institution bears Yale's name and its governing board, by charter, includes officers from Yale, there is persistent ambiguity about its relation to Yale University.

- The identity of Yale-NUS College in relation to Yale is sometimes difficult for students to grasp, as it is for faculty, raising common concerns about Yale's reputation.
- This problem must be recognized and effort should be devoted to clarifying the distinct nature of Yale-NUS College and its degrees.
- Some faculty view Yale-NUS College as having negative impact on Yale. Such questions have exposed concerns about equity and transparency at Yale. Why do some faculty serving Yale-NUS receive compensation in the form of course releases when service to Yale may not always offer similar compensation?
- Yale-NUS does not impose explicit financial costs to Yale, because Yale does not commit financial resources to the Yale-NUS College project. However, Yale contributes expertise and reputation to the venture and this may impose implicit costs on Yale.
- This committee has not yet considered the relationship between fund-raising for Yale and Yale-NUS.
- Implicit costs include administrative time spent on launching Yale-NUS. Such costs are real but difficult to measure. Some view faculty and administrative time spent on Yale-NUS as consistent with broader efforts to increase the quality of liberal arts education and to further internationalize Yale. Others worry that work for Yale-NUS distracts administrators and faculty from their primary responsibilities at Yale.
- The Provost's Office has issued its policy for teaching at Yale-NUS. Such teaching will not be categorized as teaching for Yale or for Yale in London, so it

- will not count as a semester of teaching when calculating triennial leaves. But it will also not be counted as teaching at a separate institution, so teaching during the school semester at Yale-NUS does not use up a triennial leave either.
- To date, 34 Yale faculty have expressed interest to teach at Yale-NUS College in two-week or semester-long courses.
 - In the first year (2014), four faculty members will teach at Yale-NUS College: three will be teaching short courses during the summer, and one is on “counted” academic leave. In sum, so there is no loss of teaching at Yale during the first year of Yale-NUS (2013-2014).
 - Only 3-4 Yale faculty will teach at Yale-NUS College in any given semester. This may result in a total of around 6 - 9 course releases per semester. This represents about 1-2% of all course releases each semester by Yale faculty who take triennial leave to pursue research, writing, lecturing, public service, or other scholarly pursuits of their choosing.
 - Between 2014-2017, FAS faculty visiting Yale-NUS for a semester are expected to come from the following departments: Anthropology, East Asian Languages & Literatures, EEB, English, Film Studies, French, Geology & Geophysics, German, History, History of Art, Linguistics, MCDB, Political Science. The specific timing of such visits has not yet been finalized, but will not exceed 3 - 4 Yale faculty members at any given time.
 - Teaching at Yale-NUS College requires approval from the teaching faculty member’s department chair and FAS Steering Committee. The impact of Yale-NUS College teaching is likely to be greater on smaller departments, so we recommend that department chairs should consult carefully with Directors of Undergraduate Studies and Directors of Graduate Studies in considering any leave request.
 - Our advisory committee plays no role in reviewing or approving specific teaching appointments. However, we believe that given substantial faculty interest in this issue, the policy should be reviewed.
 - Consulting Faculty (to be distinguished from the Yale-NUS Consultative Committee)
 - Consulting Faculty advise and serve Yale-NUS College in an administrative capacity, mostly to help with curriculum development, faculty selection, and residential life. This group of Consulting Faculty is different from the group of faculty who wish to teach at Yale-NUS, although there is some overlap.
 - To date, dozens of Yale faculty have played an advisory role in the establishment of the new college. Eleven faculty from ten departments have played especially time-consuming roles on curriculum development or faculty search committees, and they were compensated in the form of course releases totaling 11 courses. Seven course releases have been taken, while four are banked, to be taken within the next three years. Yale-NUS has compensated relevant departments for these course releases. The use of such funds was placed at each department chair’s discretion for

replacement courses, lectures, colloquia, other research activities, and staff support. The Provost's Office reaffirms that decisions about such funds should remain within the departments. The list of participating departments are Comparative Literature, Computer Science, East Asian Languages & Literatures, East Asian Studies, Economics, English, History, History of Art, Philosophy, and Sociology.

- Some Consulting Faculty have received small stipends or research accounts, well below compensation limits that faculty members can receive from external grants.
- The current group of Consulting Faculty comprises 13 members ([link](#)), including advisory committee members Marvin Chun, Deborah Davis, Tina Lu, and John Wargo. None of the consulting faculty is receiving course releases or compensation for work during the school term.
- The committee advises that once the start-up phase is over, course releases to compensate administrative service for Yale-NUS should cease except in exceptional cases (e.g., Dean Charles Bailyn).

What is the relation between Yale-NUS College and NUS?

- Although this committee has focused on the relationship between Yale-NUS and Yale, we recognize that some of the most important issues for the success of Yale-NUS concern its relationship to NUS.
- Yale-NUS is an autonomous school with its own administrative policies, faculty handbook, and student handbook, but the fact that Yale-NUS College is funded by the Singaporean government and situated on the NUS campus may encourage a tendency for it to follow NUS policies on issues ranging from tenure, space assignment, housing, health benefits, parental leave, student life policies, etc.
- Yale policy or US institutional practice is more favorable for certain policies (e.g., parental leave, health care), and in such cases Yale-NUS faculty favor policies that are more beneficial than those at NUS (e.g., prenatal and postnatal health care policies).
- Differences in policies between NUS and Yale need to be resolved in a way that is sensitive to perceptions of inequity or privilege, while preserving the unique demands of a high quality liberal arts education and a vibrant residential life culture.
- Yale-NUS leadership appears alert to these conflicts, but the issue deserves ongoing consideration. It may be helpful for the Yale-NUS Consultative Committee to be available to receive concerns.

Yale-NUS College and Singapore

- In April, 2012, the Yale Faculty passed the following resolution

We, the Yale College Faculty, express our concern regarding the history of lack of respect for civil and political rights in the state of Singapore, host of Yale-National University of Singapore College.

We urge Yale-NUS to respect, protect and further principles of non-discrimination for all, including sexual minorities and migrant workers, and to uphold civil liberty and political freedom on campus and in the broader society.

These ideals lie at the heart of liberal arts education as well as of our civic sense as citizens, and they ought not to be compromised.

- Yale-NUS has instituted procedures to protect the rights of its faculty. The Yale-NUS Faculty Handbook states that a “faculty member who believes that he or she has been denied reappointment or promotion or otherwise harmed in violation of academic freedom or the College’s non-discrimination policy may seek redress by presenting a written complaint to the Executive Vice President for Academic Affairs within 45 days following the action at issue ...If informal resolution fails or is not attempted, the Executive Vice President will refer the complaint to the Consultative Group ...If the Consultative Group decides that the matter merits further investigation, it will refer the complaint to an *ad hoc* hearing committee composed of two Yale faculty members appointed by the Yale Provost and two NUS faculty members appointed by the NUS Provost.”
- The formation of a Consultative Committee, mentioned above, is stipulated in the Yale-NUS Charter (see page 4 of this document), but its roster has not been announced. The Advisory Committee recommends that Yale-NUS appoint this Consultative Committee as soon as possible.
- The Yale-NUS Student Handbook articulates the following framework for student groups, speakers, and assembly.

A. Student Groups

Students will be free to form extracurricular groups based on their interests, including groups devoted to political discussion and debate. Students will be free to join these groups in accordance with Yale’s and NUS’s policies on non-discrimination. In keeping with Singaporean law and policy, there will not be student groups that encourage racial or religious strife, or are branches of political parties.

B. Visiting Speakers

If invited by a faculty member or student group, no one will be denied the opportunity to speak on the College campus because of his or her political or other views, except where such speech encourages racial or religious strife. The College will strive to present a diversity of views on a particular subject. Partisan political campaigning and fund-raising are not permitted on campus.

C. Assembly within the College

Students will be free to gather within the College facilities to hear speakers and express views openly. However, some events will be open only to students, faculty, and staff. Under Singaporean law, demonstrations in public outdoor spaces do require advance notice and a special permit. [Addendum: Yale-NUS campus is not considered as public outdoor space]

- The above describes clear policies to protect the academic freedoms of faculty and students. But how will these protections for Yale-NUS faculty and students extend to activities conducted off-campus, in the media, or online? How can Yale-NUS College freely engage with the public sphere and surrounding culture? Will on-campus policies and activities impact broader policies in Singapore? Or will self-censorship restrict the activities and voices of students and faculty? These questions are difficult to answer at this time and should continue to be asked.
- LGBT rights
 - Both Yale-NUS and NUS have openly LGBT faculty members, and same-sex partners are recognized by Yale-NUS for benefits as housing and health care.
 - Singapore has an active LGBT community, political groups, and public events that support the “freedom to love” (e.g., pinkdot.sg).
 - However, Singapore maintains legislation that criminalizes sex between men (Section 377a).
- Concerns about Singapore need to be balanced by recognition that the US has its own problems and controversies. This recognition does not diminish the seriousness of those concerns.

Yale Alumni Concerns

- Yale alumni in Singapore appear supportive of the project, but they also expressed concerns about how public misperception of Yale-NUS as a branch of Yale, or as a joint alumni group, may dilute the prestige of their Yale degrees.
- These concerns appear triggered by Association of Yale Alumni (AYA) efforts to integrate Yale-NUS into AYA networks, hosting recruiting efforts together and welcoming Yale-NUS alumni to AYA events in Singapore.
- The AYA has voted to include Yale-NUS alumni in the AYA network as non-voting international affiliates. This status also applies to Yale World Fellows and benefits the broadening of Yale’s international network.
- However, this international affiliate status appears unfamiliar to the community and could be further clarified ([link](#) to Yale-NUS website about Yale-NUS alumni)

Advisory Committee Activities

- The advisory committee met about 1-2 times a month between September, 2012 and February, 2013, and then at least once a week for the remainder of the 2013 spring term.
- A delegation from the Yale-NUS Advisory Committee visited Yale-NUS College in Singapore from January 8-10, 2013 (during Yale’s winter break). The

committee met with NUS President, Yale-NUS College leadership, senior and junior faculty, Yale-NUS students, as well as NUS faculty and Yale alumni in Singapore. All committee members were invited to the trip, and the following members were able to attend: George Chauncey, Marvin Chun (Chair), Deborah Davis, Joseph Gordon, Joseph Errington, and John Wargo. Other committee members may try to visit at other times during the year. The trips were fully funded by Yale-NUS College

- The committee hosted or participated in several sessions to which Yale faculty were invited. These include a panel featuring Yale-NUS faculty and Singaporean students studying at Yale (November 26, 2012, open to the public), an information session featuring Yale-NUS President Pericles Lewis (March 28, 2013, open to ladder and non-ladder Yale faculty), and an FAS faculty forum on the costs of Yale-NUS to Yale (April 22, 2013).
- Detailed information about progress at Yale-NUS College is frequently updated at the college [website](#). Within Yale, some faculty maintain a list of articles on the Classes*v2 server under the site heading of “Yale and Singapore.”
- Charles Bailyn, A. Bartlett Giamatti Professor of Astronomy and Professor of Physics at Yale, inaugural Dean of the Faculty at Yale-NUS College and a continuing member of Yale’s faculty, served as liaison between Yale College and Yale-NUS College.