To Know the World
A Strategic Plan for The Fletcher School of Law and Diplomacy

Tufts University

The Fletcher School
Tufts University
Thank you to everyone in the global Fletcher community and to our many friends around the world who contributed to the development of this plan. Together, we have developed a plan that will guide The Fletcher School well into the 21st century in support of its mission to help the leaders of tomorrow “To Know the World.”
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Introduction

The first exclusively graduate school of international affairs in the United States, The Fletcher School of Law and Diplomacy opened in 1933 as a professional training ground for internationalists at a time of isolationism. Over the remainder of the 20th century it earned a reputation as a global center of excellence. Today, Fletcher is the most multidisciplinary APSIA school, delivering on its promise of preparing global leaders by fully embracing five disciplines that are core to an international affairs education – political science, history, economics, business and law. These are the foundation for the School’s degree programs: Master of Arts in Law and Diplomacy (MALD); Master of International Business (MIB); Master of Laws in International Law (LLM); Doctor of Philosophy in International Relations (PhD); the mid-career Master of Arts (MA); the Global Master of Arts Program (GMAP), which integrates residency with internet-mediated instruction; and the Master of Arts in Humanitarian Assistance (MAHA), offered jointly with the Friedman School of Nutrition. Fletcher’s wide-ranging fields of study include security, development, conflict resolution, environmental policy, human security, trade and finance. The School’s flexible curriculum combines academic rigor with professional training so that students master both theoretical and practical approaches to global problem solving. Fletcher students study in the academic capital of the United States, a vibrant setting that provides unparalleled learning opportunities.

The School attracts bright young professionals from around the world with its culture of intellectual engagement; a curriculum that prepares students for their next job, their best job, and a life of impact; a faculty immersed in scholarly and professional communities; and the camaraderie and strength of ties in its international alumni network. Fletcher’s long list of illustrious alumni includes heads of state, top government and international officials, chief executive officers of major corporations, heads of nonprofit organizations, senior military commanders, and renowned scholars.

Fletcher has benefitted from being a part of Tufts University throughout its first 80 years. Our ties with other schools of the University continue to grow.

Patrick Meier, PhD ’12, is an internationally recognized thought leader on humanitarian technology and innovation. Photo: PopTech
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Vision

Building on this rich foundation, our vision is to be the premier institution for preparing a highly selective and diverse network of global leaders, whose influence is felt across the public, private and non-profit sectors. These future leaders will be equipped with cutting-edge interdisciplinary analytical skills; historical, technical and cultural knowledge; and a practical problem-solving orientation. Together with our international network of graduates, friends and partners, faculty and students will have an enduring and positive impact on people, institutions, states and international entities. The Fletcher School will be instrumental in promoting stability and prosperity in an increasingly interdependent global society in the 21st century.

Opportunities and Challenges

The School is well-positioned to take advantage of a number of opportunities that have emerged in recent years. A more interconnected world requires a wider range of professionals to understand the international and historical dimensions of politics, law, economics and business. The intellectual agility cultivated through Fletcher’s multidisciplinary offerings is increasingly important for professional impact and success in a fast-changing world where the boundaries between disciplines and countries are being eroded. As a result of this changing landscape there is greater demand for problem-solvers who combine professional skills with adaptability, initiative and “big-picture thinking.”

At the same time, the dynamism of emerging powers and their growing clout in the international system may make a Fletcher education accessible and desirable to new segments of prospective students. Communications technologies and outreach efforts led by the Dean will help the School reach some of these segments as well as connect the Fletcher faculty with policymakers and executives worldwide who are seeking solutions to the most pressing global problems. Academic and non-academic partnerships will enable the School to amplify its impact by realizing synergies with a network of institutions working in complementary areas.

The Fletcher School was pleased to welcome Director General Emeritus of the International Atomic Energy Agency, Dr. Mohamed ElBaradei, as its Nobel-Laureate-in-Residence for Fall 2014.

...These future leaders will be equipped with cutting-edge interdisciplinary analytical skills; historical, technical and cultural knowledge and a practical problem-solving orientation.
In addition to taking advantage of opportunities, the School must address several challenges in order to continue to thrive in the coming years. The School must respond to prospective students’ concerns about the affordability of a Fletcher education and the career options that await upon graduation. These concerns have become more pronounced in the post-2008 economy. The School must also ensure that its reputation and offerings continue to resonate in an increasingly crowded environment for higher education. The proliferation of international affairs programs and increased focus on global issues in business schools have led to greater competition for prospective students. In some countries, Tufts University and The Fletcher School are not well-known. Furthermore, technology is enabling less expensive institutions and vendors to compete with residency-based programs. All of these factors make it more difficult to maintain the volume and quality of the School’s applicant pool.

There are internal challenges as well. The School’s revenue stream is heavily dependent on tuition, which limits Fletcher’s ability to quickly adapt to changing external economic circumstances. The School’s existing facilities constrain the expansion of face-to-face programming and research collaboration. The broad scope of our curriculum makes it hard to deliver targeted messages about the distinctiveness of a Fletcher education.

The Fletcher School’s 2015 Strategic Plan has been developed to better position Fletcher at the forefront of global, multidisciplinary graduate institutions in the coming years and to address the aforementioned opportunities and challenges facing the School.

## Implementation

The plan offers a five-year roadmap, with annual reviews to assess progress against goals and make adjustments within core objectives, as required. If core objectives are not met, more far-reaching strategic initiatives will be considered.

The plan, which anticipates that student enrollment levels will remain more or less constant, should help the School respond to student demand for greater career-orientation and ensure that students are prepared for their next jobs, for leadership positions and for meaningful careers. It should enable students to send a positive signal to potential employers and decision-makers about their professional readiness.

Implementation of the plan should facilitate greater cohesion across faculty and administrative offices and will include a coordinated communications strategy to align all Fletcher materials and outreach efforts to ensure effective and consistent messaging.
II. Overarching Mutually-Reinforcing Objectives

The four overarching objectives listed below are mutually reinforcing means towards the end of realizing the vision. The elements of strategy within each objective are complementary, not alternatives. The action items within each strategy serve multiple objectives.

1. **Relevance**: enhance professional and academic preparation of students as problem solvers, future leaders and agents of change

2. **Reputation**: bolster the School’s reputation by increasing research productivity and impact on decision makers

3. **Resources**: ensure a robust and more diversified revenue stream to support pursuit of School’s mission

4. **“Right Stuff”**: maintain a sustainable, diverse and high-quality student body across all our degree programs
OBJECTIVE 1

Relevance:

enhance professional and academic preparation of students as problem solvers, future leaders and agents of change

Context: Successful job outcomes and dynamic professional trajectories are vital to prospective students. To improve outcomes, the planning process identified the need for a curriculum and programming that emphasizes a problem-solving orientation, combining professional skills and ongoing access to prospective employers with expertise in critical functional areas as well as key countries and regions.

As skilled professionals, future leaders and agents of change, Fletcher graduates should be able to analyze complex situations and identify creative and mutually beneficial solutions to challenges and tradeoffs; undertake relevant research and fact finding, combining conceptual and experiential thinking, including analysis of data and broader patterns; have knowledge of the relevant historical and cultural context; be able to express themselves clearly and persuasively in their written and verbal communications; have an ongoing capacity to learn and adapt to changing circumstances; know how to inspire, manage others and execute in order to have real-world impact; and develop professional personae that also reflect their personal passions and aspirations.

Strategy: To meet students’ evolving needs the School will enhance and streamline the curriculum, expand career-enhancing curricular and co-curricular offerings, diversify its academic and non-academic partnerships, and encourage innovative pedagogical approaches in the classroom.
Approaches and Action Items:

1. **The School will enhance and streamline the curriculum while maintaining its traditional areas of excellence.**

   a. The School will introduce and/or develop curricular offerings in several areas that are growing in importance to the field of international affairs. Offerings in cyber/digital, biology/health, and Africa will be explored as a first step. The School will also seek to add offerings in leadership/management skills, Russia, India, China, emerging powers more broadly, and gender. This list does not preclude continuing to look at other areas of the curriculum that may be strengthened.

   The aforementioned areas are tied to some of the biggest problem-solving opportunities that will emerge in the coming years. Some of these areas (biology/health, Russia, and India) will be new to Fletcher, while others (cyber/digital, Africa, China, leadership/management, and gender) will require deepening existing capabilities. In setting these priorities, Fletcher faculty considered such factors as demand from current students, demand from applicants, demand from employers, faculty interest, Fletcher comparative advantage, Tufts comparative advantage, global importance, fundraising potential, and whether an area lends itself to interdisciplinary study.

   In line with the School’s strengths, the offerings in cyber/digital and biology/health will focus on the international and governance dimensions of these issues. These two areas cut across Fletcher’s curriculum, and their development will have an added benefit of strengthening existing fields of study.

   While growing the curriculum in these areas could have hiring implications, Fletcher should seek to leverage its relationships with partners wherever relevant. Such partners include first and foremost other parts of Tufts University (for example, Tufts health sciences for bio/health; the Gordon Institute for entrepreneurship; and the School of Arts and Sciences for cyber/digital, select regional expertise, and foreign language study); partner universities (both U.S. and international); and non-academic partners, including think tanks and foundations.

   The Academic Council will prepare a report on hiring priorities by summer 2015, which should be driven by curricular and research priorities as well as a review of alternatives available through partnerships.
b. The School will prepare and communicate three readily comprehensible courses-to-competencies matrices for existing courses. The three matrices will identify i) the professional competencies, ii) geographies and iii) functional areas covered by the curriculum. The matrices will aid in curriculum development, guide students in course selection and demonstrate to prospective students the richness of Fletcher’s offerings. They will help to “connect the dots” across multiple courses and match competencies with career paths. They will show where Fletcher faculty’s collective strengths lie and give a sense of the curricular components Fletcher could leverage to develop new areas. The matrices will also aid in identifying key gaps and redundancies.

A staff member will be tasked with preparing the matrices in winter/spring 2015. The competency matrix will map Fletcher courses to approximately 10 skill areas, such as communication, negotiation, management, data analysis and gender analysis, among others. Similar devices will be prepared for regions and functional areas.

c. The School will integrate more opportunities for hands-on learning into courses. Faculty may do this through greater use of practica and simulations, some of which could be led by external practitioners and mentors (including alumni) from around the world.

d. Informed by the three courses-to-competencies matrices, the Academic Council will adapt its mechanism for adding courses to also include removing courses. The Council will develop a set of criteria for removing courses, which should include, but not be limited to, course evaluations, enrollment numbers and redundancy within the curriculum.

2 The School will expand career-enhancing co-curricular offerings.

a. The School will provide more opportunities for experiential learning. This could be done in a number of ways, including by offering not-for-credit workshops on topics ranging from professional writing to systems thinking and big data. The Initiative for Women’s International Leadership (IWIL) has underscored a need for programming that would better enable women graduates to reach positions of leadership. We will also consider “Fletcher on the Road” educational trips;
an annual, School-wide global public service project; “Fletcher in Washington” programming; and so on. August and January pre-sessions could be used for experiential learning programming. PhD students could lead some of these co-curricular, skill-focused offerings.

b. The Dean’s Council will consider creating a new Director of Student Professional Development who, working with faculty, staff and centers, would oversee integration of curricular and extra-curricular activities at Fletcher and with our partners. The Academic Council would weigh in on the terms of reference. This will lead to better integration of internships, field research, practica and capstones, deepening the students’ educational experience.

3 The School will diversify its partnerships in line with our strategic objectives.

a. The Fletcher School has a number of academic partnerships in the form of joint degree and exchange programs. While the number of students involved is small and impact on revenue minimal, these programs bring capable students to us who would not otherwise seek a Fletcher degree, while providing Fletcher students the opportunity to deepen their regional, functional and professional expertise. We will rationalize these partnerships, paying special attention to geographic diversity and the professional opportunities they create for our students. This will be done by fall 2015.

b. In addition to these academic partnerships, the School benefits from relationships with think tanks, non-governmental organizations, foundations and corporations. These non-academic partnerships create opportunities for students in the form of internships, practica and policy-oriented research projects. The School will continue to establish these partnerships on an ad hoc basis, while also looking to formalize some in memoranda of understanding. A near-term priority will be a partnership with a think tank in Washington D.C. by fall 2015. The School will also leverage its Boston location to enhance relationships with multinational corporations, foundations, and conflict resolution and international development organizations.
c. Over time, we will establish additional institutional partnerships in locations that are of strategic importance to Fletcher.

d. In reviewing existing and establishing new partnerships, consideration will be given to benefits they provide over and above the academic and professional preparation of our students: having a Fletcher presence in strategic locations, facilitating research collaboration and impact, and expanding our executive education programs to new constituencies.

4 The School will encourage innovative uses of technology in order to enhance student learning.

Technology-enabled pedagogical approaches include “flipped” classrooms, “connected” classrooms, and video links with external experts and constituencies, among others. “Flipped” classrooms enable students to get more out of the time spent with instructors, while the “connected” classroom collapses distance to bring in diverse perspectives. The School has piloted the use of these approaches, which will enable it to develop best practices for future courses.

…”Flipped” classrooms enable students to get more out of the time spent with instructors…”
OBJECTIVE 2

Reputation:
 bolster the School’s reputation by increasing research productivity and impact on decision makers

Context: Research is an integral part of the mission and reputation of the School. It is important for its own sake, for its contribution to teaching, for advancing the practice of international affairs, and for attracting the finest scholars, scholar-practitioners and students to Fletcher. Additionally, research makes Fletcher the “go-to” place for solutions to some of the most pressing challenges faced by governments, business, international bodies and non-governmental organizations. It also supports Fletcher’s fundraising objectives by attracting donors who seek to have an impact in the world. Research conditions for new faculty have improved in recent years, as have mechanisms for communicating the research accomplishments of all faculty to external audiences. But more should be done.

Centers play an important role in enabling research activity. They provide key administrative support for grants management and research dissemination, serve as a platform for multidisciplinary collaboration and knowledge-sharing among scholars and practitioners, and create research opportunities for students. While our centers, institutes and programs engage in a range of activities, this section focuses on their research function and contribution to the School’s thought leadership.

The most active research centers at Fletcher are the Center for International Environment and Resource Policy (CIERP), the Institute for Business in the Global Context (IBGC), the Institute for Human Security, the World Peace Foundation, The Edward R. Murrow Center of Public Diplomacy is housed at The Fletcher School, which is also home to Murrow’s library and papers—more than 2,000 preserved documents.
and the Hitachi Center for Technology and International Affairs. The Fares Center, long a flagship of our Middle East program, has just hired a new Director. Fundraising for the Murrow Center is currently underway with the goal of expanding its public diplomacy mandate to include communications defined more broadly.

Strategy: Better enable faculty members to pursue research by increasing time available, building infrastructure that facilitates interdisciplinary collaboration and provides fundraising support, improving communications around faculty research and accomplishments, and more actively engaging PhD and master’s students in research projects.

Approaches and Action Items:

1. The School will develop Fletcher research centers.

a. The School will continue to develop centers as vehicles for interdisciplinary research, dissemination of outputs to decision makers and the broader public, fundraising and administrative support. In developing research programs, the centers will be encouraged to involve all interested faculty who have relevant expertise. They should also strive to create research opportunities and provide funding for students, especially those in the PhD program.

b. The School will review existing centers and consider establishing new research centers in areas where faculty strength corresponds with external demand, such as cyber/digital, global governance, and international economic policy. More generally, the Academic Groups will consider whether and how to better align the research centers with the interdisciplinary clusters embodied in the groups.

c. The School will draw on the new grant-writing and grants-administration capacity in the Tufts Office of Research Administration. This will be a resource both for our research centers and for individual faculty not associated with a center.
The School will better enable faculty members to pursue research.

a. The School will reduce the standard teaching load to three courses per year for tenure-stream faculty in order to free up time for research. We estimate that tenure-stream faculty will collectively teach approximately 15 fewer courses per year as a result of this reduction. The Academic Council will strategically select the courses to be dropped from the curriculum in consultation with individual faculty members, taking into account such factors as student demand and course evaluations. In addition to providing faculty members with time to pursue research, the teaching load reduction will also reinforce the School’s effort to streamline the curriculum, as discussed in Objective 1.

b. The School will introduce a hybrid funding model for summer research support (part budget line item, part residual), which could include research assistant support and travel funds.

c. Fletcher will provide more non-monetary incentives and recognition for research. This may be implemented through an annual research award, sponsored book talks, opportunities to address alumni groups on topics related to faculty research, and features on the website and in communications materials. The inaugural annual research award will be given in 2015.

d. As a priority, Fletcher will foster research collaboration with other parts of Tufts. Candidates for collaboration include the Tufts Innovation Institute, Tufts faculty members working on business innovation in engineering and entrepreneurship, and Tufts faculty members working in the area of public health.

The School will continue to develop mechanisms for promoting and publicizing research, through the website, centers and other channels.

In spring 2014 Fletcher launched a new webpage on faculty research, which is perceived as a step in the right direction for better communicating faculty work and accomplishments. Improving this is a priority.

Fletcher will build an on-site broadcast studio for television appearances and video recording.

Construction is expected to be completed by fall 2015. The studio will lower the barrier for faculty engagement with the media, amplifying faculty voices on the key issues of the day and raising the profile of individual faculty members as well as of the School.
OBJECTIVE 3

Resources:

ensure a robust and more diversified revenue stream to support pursuit of School’s mission

Context: The School’s dependence on tuition for revenue is a constraint on its ability to meet objectives and to adapt to developments in the external environment while remaining competitive. There is a need to reduce dependency on tuition revenue, and to increase and diversify revenue sources to accomplish our mission. Some alternative sources of revenue, such as executive education and sponsored programs, can be used to subsidize other activities of the School, making a Fletcher education more affordable for our degree students.

Strategy: In order to reduce its dependence on tuition, the School will cultivate high-potential individual and institutional donors, expand its executive education offerings, and more actively seek opportunities for sponsored research in areas where we have expertise and that are consistent with our commitment to academic objectivity.
Approaches and Action Items:

1. The School will seek alignment of Fletcher’s vision with philanthropic interests, develop targets, and organize activities and outreach to cultivate high potential donors.

   a. The School will leverage existing relationships and develop strategies to expand relationships with non-alumni donors as a top priority. Over the past year the Dean has led fundraising efforts by actively conducting outreach to prospective donors. The Dean and the Office of Development and Alumni Relations will continue this effort.

   b. The School will set strategic priorities for the upcoming capital campaign. The capital campaign that ran from 2002 to 2009 raised $100M for the School. We anticipate that the next campaign will raise a somewhat larger sum in support of our priorities and the implementation of many action items in this plan. Fundraising priorities for the campaign will be as follows:
      • Scholarship aid for all students, especially students from Africa and other developing regions
      • Endowed professorships in critical functional areas and regions (see Objective 1)
      • Long-term funding for existing and new research centers (see Objective 2)

2. The School will seek to expand its executive education offerings, drawing on our strength as the most fully multidisciplinary school of international affairs.

   a. Fletcher will continue to seize targeted opportunities while assessing the costs and benefits of a major expansion into executive education. Each new program will be followed by an after-the-fact assessment that looks at: i) the quality and distinctiveness of the curriculum, ii) the extent to which it draws on faculty strengths, iii) the replicability of the program for future use, iv) the revenue-generating potential in the short and longer terms, and v) the extent to which the program serves other Fletcher goals, such as the visibility of the School.

   b. As a market leader in ‘hybrid’ models of education via the GMAP program, the School will explore options for building executive education programs that rely heavily on digital technology.

   c. Fletcher will consider launching small-scale continuing education programs for alumni and other working professionals. Drawing on the expertise of existing faculty, these “refresher programs” can be offered at night, on weekends, or through videoconferencing at relatively low cost. They will not only generate revenue but also help keep alumni and other friends of Fletcher connected to the School.
3 The School will leverage physical plant upgrades and expansions for fundraising, particularly the upcoming availability of facilities in Barnum Hall.

Barnum Hall is expected to become available for shared occupancy within five years.

4 The School will more actively pursue sponsored research and programs.

a. The School will seek more private sector (e.g., corporate, private equity, financial institutions) sponsorship of programs, centers and events. A working group convened by the Dean will be tasked with mapping thematic areas to sponsorship opportunities with prospective donors. To ensure transparency and integrity of the institution’s research, the School will develop a policy on funding of academic research. This will be done by fall 2015.

b. The School will engage with Tufts University to obtain support for grant writing and administration for foundation and government grants. If University support is deemed insufficient, the School will develop more in-house grant-seeking, grant-writing and grant-administration capacity to support faculty research. In addition to helping the School diversify its revenue stream, these efforts will support Objective 2.
OBJECTIVE 4

“Right Stuff”:

maintain a sustainable, diverse and high-quality student body across all our degree programs

Context: As noted in the introduction, several external trends make maintaining the volume and quality of the applicant pool a challenge. The strategic planning process identified reputation, professional focus and affordability as key factors that influence application numbers. Objectives 1–3 contain elements and action items that address these three areas. We expect them to support the pursuit of Objective 4. Additionally, the following steps should be taken to preserve a robust applicant pool.

Strategy: In addition to bolstering the School’s reputation through improved research output, expanding the career-enhancing curriculum and raising money for scholarships, the School will sharpen its communications and deepen outreach to promising segments of prospective applicants.

After earning her Fletcher degree, Mariana Benitez Tiburcio, LLM ’12, became the first female Deputy Attorney General for International and Legal Affairs of Mexico, second in line to the national Attorney General’s Office.
Approaches and Action Items:

1. **The School will target its communications, faculty outreach and admissions resources at potential students and “influencers.”**

   **a.** The School will appoint a small working group to craft a message that communicates the School’s excellence and distinctiveness in a manner that is effective and attractive to prospective students (as well as alumni, donors, employers and other audiences). The message should build on our well-deserved reputation for multidisciplinary strength, intellectual engagement, tight global network and an education that prepares students for dynamic careers. It should project an image of the School being at the leading edge of research and teaching on issues of salience to potential employers. Other issues to be considered include the School’s name and a motto. The School may bring in an external facilitator with marketing/branding expertise to guide the review.

   **b.** The School will reach prospective students and “influencers” through direct outreach such as targeted messaging, advertising, brand promotion, social media, and recruiters on the ground as well as indirect outreach (inserting Fletcher into their information sources). The School could more effectively leverage Fletcher’s database of alumni, non-alumni, and institutional and stakeholder contacts to develop targeted, periodic and relevant outreach and messaging campaigns. Alumni clubs could enhance the School’s outreach efforts in certain markets around the world. The studio mentioned under Objective 2 will help make Fletcher faculty more visible in the media.

   **c.** The School will optimize the website for admissions purposes and as a dynamic portal to communicate Fletcher initiatives and achievements. The School will make additional improvements in communications and outreach, including leveraging faculty travel, streamlining content on the website, using more video, and possibly employing search engine optimization.
**d.** The School will improve communication around post-Fletcher professional successes. This will require better tracking of alumni in order to show individual as well as collective successes.

**e.** The School will leverage Tufts University’s upward national trajectory and reputation, as well as disciplinary strengths (such as health sciences and international relations), and do more outreach with Tufts alumni and their networks.

**2 The School will enhance admissions efforts in potential growth areas such as BRICS countries and other emerging markets and mid-income nations, such as Turkey, Indonesia, Colombia, Mexico and Saudi Arabia.**

As part of this effort, the School should continue working to identify and target relevant cities as well as high profile media platforms in these markets. This effort must be linked to fundraising for scholarships as well as to seeking government and other third-party sponsorships.

**3 The School will enhance the diversity of the Fletcher student body by targeting under-represented groups, including prospective students from Africa and Latin America as well as U.S. people of color.**

This effort must be linked to fundraising for scholarships, possibly targeting high net worth prospective donors from the priority regions. Faculty diversity is also crucial and will be pursued actively.

**4 The School will continue conducting outreach to other promising segments of prospective students, including U.S. veterans, Peace Corps volunteers, AmeriCorps volunteers, younger students and students with families.**

D-Prize winners Tommy Galloway, MALD ’14, and Andrew Lala, MALD ’14, received $15,000 to launch Clair de Lune, a solar light distributor platform for rural poor in Sub-Saharan Africa.

*Photo by Michael Airosus*
Fletcher must be adaptable and resilient in the face of a changing external environment. At the same time, it is important that we strike a balance between the aspects of Fletcher that must adapt and evolve and the aspects that make it truly distinctive. Finding the balance and making the right measure of adaptation and gauging the “market” impact will take time, learning and recalibration – there is no precise model for translating our actions into the desired outcomes. Thus, this strategy should be treated as a living document, subject to course corrections along the way.

Annual reviews of progress against each of the four major strategic objectives, a mid-term assessment of the strategy in Year 3 and a major review in Year 5 will be conducted to assess how effective the current plan has been in meeting the objectives. If it is found that the plan has not successfully met many or most of its objectives, we may need to explore more far-reaching options.

This is an ambitious but manageable plan with many actionable elements. Not all good things can be done at once; some sequencing is inevitable, especially for elements that will require additional resources or clear points of focus. We will need to seize on opportunities for efficiencies and savings – in terms of both time and money – by scaling back some of our ongoing activities, including by rationalizing courses, centers and partnerships.

Through the successful implementation of this plan, The Fletcher School will better-prepare its students for positions of leadership and impact, enable its faculty to leave a bigger mark on the world through research and service, build a robust revenue stream to support its mission, bolster its reputation, diversify its partnerships and attract the world’s top students – the next generation of global leaders.
Fletcher graduates (from left) Juanita Love Davis, Christina Failma, Ryan Spagnolo celebrate at Commencement 2014.