

FW: Higher Education Advisory Council Proposal for HRC

From: Cheryl Mills [redacted]

RELEASE IN PART
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To: hdr22@clintonemail.com

Subject: FW: Higher Education Advisory Council Proposal for HRC

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Higher Education Advisory Council Proposal for HRC

See below - remind me to discuss this with you in context of discussing priorities for counselor shop.

I attached the proposal in body of email as well at bottom of Bob's message

cdm

From: Robert Harrison [mailto:[redacted]]

Sent: Tuesday, January 27, 2009 10:22 AM

To: Cheryl Mills1

Subject: Higher Education Advisory Council Proposal for HRC

Cheryl,

It is hard to believe that I have been with the Clinton Foundation, the Alliance and CGI for an aggregate of nearly five years, and we still have not met face-to-face. Of course, I hear about you all the time from Bruce, Doug and others.

The reason for this email is to thank you in advance, following your conversation with Matt McKenna, for agreeing to speak with Cornell President David Skorton about his proposal for a State Department Higher Education Advisory Council that he would like to put in front of Secretary Clinton. I am a Vice Chair of the Cornell Board of Trustees and have gotten to know David very well. He is a great leader of Cornell and a huge fan of both HRC and WJC. He is passionate about the role that

Cornell and other higher education institutions can play in addressing great global challenges, like poverty, health, sustainability, etc. He has delivered a convocation speech and has written for the Chronicle of Higher Education on the topic.

I will have David reach out to you directly to schedule a call to discuss his proposal, which I attach.

Thanks again for your help. I look forward to meeting you one of these days.

Regards,

Bob

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Robert S. Harrison
Chief Executive Officer
Clinton Global Initiative

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January 19, 2009

A PROPOSAL FOR A HIGHER EDUCATION ADVISORY COUNCIL FOR THE DEPARTMENT OF STATE
Submitted by David J. Skorton, President, Cornell University

Summary: Establish a Higher Education Advisory Council for the Secretary of State. This would be a unique approach to "smart power" diplomacy, employing the expertise and credibility of American colleges and universities to inform, improve and advance the foreign policy agenda of the United States, and help restore U.S. global standing.

Proposal: Higher education has long played a critical role in international affairs. American universities collaborate with international partners out of a profound sense of commitment to learning, research, and engagement. Higher education can be a powerful force if mobilized for the public good and for public diplomacy.

For half a century, international student exchange, faculty research collaborations, and other forms of cooperation have thrived, regardless of political, social, religious, and cultural differences. This involvement of higher education internationally represents one of the United States' most effective and credible sources of "smart power," to influence other nations and their leaders by attraction rather than coercion.

The culture of academic inquiry and education has contributed to a robust international dialogue on issues that are often difficult to approach through traditional diplomatic channels. Particularly significant in today's world, academic interaction and

education offer numerous opportunities to help bridge the divide between diverse cultures and religions, including between the Islamic and Western world.

We believe U.S. higher education must strengthen the capacity of our citizens and country to understand and deal with the world in all its complexity, advance the values of our democratic society, and continue to make a major contribution to economic growth and social change in the developing world. This work should be an integral part of U.S. foreign policy. A Higher Education Advisory Council for the Secretary of State can provide valuable problem-focused insight to the Department as well as reliable resources from academic institutions. The advisory council can provide a forum for discussion of issues of importance to U.S. foreign policy.

Some examples:

1. We need a new commitment for training to provide people with skills to manage complex societies. Many international cities now have populations of more than 10 million, but too few people in those cities have the expertise to run sewage, electrical or transportation systems. Lack of sanitation is responsible for many deaths. This problem is best addressed through education and training, and American universities can assist and advise with this capacity building.

2. We must address daunting post-conflict problems in Afghanistan and the southern Sudan. There is no trust and often-difficult personal histories; a generation has missed the chance for education and is illiterate; infrastructure is poor and leadership suspect. In the southern Sudan, cultural and religious differences fester. Much has been learned about Truth and Reconciliation Commissions from South Africa and Rwanda, but the process of setting up functional institutions with good leadership in these environments is difficult. This, too, can be accomplished in part through direct partnerships between American universities and institutions overseas.

3. We need a serious discussion about the current "guns and butter" approach to soft diplomacy that assigns both military and development responsibilities to the armed forces. Confusion and complications are likely when soldiers arrive in an Afghan or Iraqi village with butter on some days and guns on others. We do need more soft diplomacy, but how it is delivered is critical. Advice on this may be garnered from policy experts in our faculties.

4. A dialogue is urgently needed on emerging issues such as ethical dimensions of stem cell research, in view of religious differences.

5. We must make bilateral and multilateral aid more effective, including packaging and improving U.S. aid in programs such as food assistance, HIV/AIDS program delivery, and renewable energy strategies.

6. Address the human capacity deficit in strengthening emerging educational institutions.

Two concrete examples from Cornell University are included in the appendix; dozens of other examples can be supplied from a variety of public and private higher education institutions throughout the U.S.

Appendix: Two Examples from Cornell University

Below are two examples of initiatives from Cornell University that combine education, research and outreach to address pressing societal problems. Examples from many other U.S. institutions could be cited:

1. To address Tanzania's pressing health needs, faculty from Weill Cornell Medical College are working with colleagues from the Weill Bugando Medical complex, which includes a new medical school. A third of all Tanzanian patients suffer from tuberculosis, HIV/AIDS or malaria and doctors are in very short supply. Community-ba