

Yale College
Center for International
and Professional Experience

2011–2012
Annual Report

2011 – 12 Annual Report

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Front Cover: Photo taken in Naranjos, Peru, by Jenny Goff (BK '14)

Project Title: *From Ground to Grounds: Coffee Production in Peru*

Fellowship: Larry Coben '79 Travel Fellowship

Back Cover: Photo taken by CIPE staff member.

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The Mission of the Center for International and Professional Experience

The Center for International and Professional Experience (CIPE) offers guidance, support, and a range of educational and experiential activities for and in partnership with students and alumni. CIPE activities encourage the exploration and pursuit of personal, academic, and career goals in order to develop the capacity for thoughtful engagement with the world beyond Yale.

How the Center has come together

The divisions known as Yale Summer Session and Special Programs, Undergraduate Career Services, Fellowship Programs, and Study Abroad work in close proximity on the third and fourth floors of 55 Whitney Avenue, and report to the Dean of International and Professional Experience. Over the past five years, to make access to our services and programs easier for students and also to improve the coherence and overall quality of what we do, we have systematically built bridges among our divisions and developed strategies for working well together to offer students a genuine “Center” where they can find advising, programmatic resources, and support for their international and professional activities.

Strategic Planning

Recognizing the need to develop together a clear vision and plan of how we would fully implement this concept, in the fall of 2011 we undertook a significant initiative in strategic planning. We made every effort to work within the goals of Yale College as we understand them, and worked in full awareness of the internationalization plan for Yale University as it is presented in the documents entitled “The Emerging Framework,” which can be accessed on Yale’s website. Together the staff met for a full day of guided reflection and reassessment, and we came away with the tools we needed to build a mission, guiding vision, and the goals which would allow us to make this vision a reality.

We began the work of implementation in the spring of 2012, and are moving ahead with a range of divisional goals and tactics of which we are all aware and which contribute in specific ways to our five vision statements. We believe that by working in this way, we can be more effective advisers and program managers for our students, more convincing advocates within and beyond Yale College, more active partners for the faculty, and better colleagues for each other and for those with whom we work beyond the division.

Vision Statements that Guide the Work of the Center for International and Professional Experience

- 1. Outreach.** We will reach out to students and draw them into activities that are appropriate to each student’s stage of personal and academic development.
- 2. Student development.** We will empower students to identify and reflect upon their personal and academic goals so that they can develop and pursue worthwhile and realistic action plans.
- 3. Connection.** We will develop and strengthen connections and engagement with collaborative partners outside of CIPE, including faculty, alumni, other divisions within Yale, and organizations and affiliates beyond the institution, to ensure smooth transitions and expanded reach.
- 4. Use of the technologies.** We will identify appropriate technological tools that support students’ educational and experiential goals, facilitate, promote CIPE offerings and increase organizational efficiency, and implement the use of these technologies.
- 5. Assessment.** We will establish assessment activities to:
 - a) document and evaluate all activities and their outcomes;
 - b) document and measure the achievement of the vision statements;
 - c) collect data on the range, variety, and relationship among CIPE activities and the overall success of the CIPE;
 - d) use the assessment findings for continuous improvement, and document that use.

Highlights 2011 – 2012

2011–2012 was the first year in which we functioned as a fully-integrated Center for International and Professional Experience. Our planning and workshop activities were an important part of our work, which we believe will yield excellent results in coming years. Things we were particularly glad about this year included:

- The extraordinary success of the first year of the Yale Visiting International Student Program, under the leadership of Katie Bell
- The success of the Global Summer Program and of international groups attending Yale Summer Session, under the leadership of Kathy Trputec, and with the welcome support of the Banco Santander
- The re-organization of processes and structures for advising and managing national and Yale fellowship competitions, under the leadership of Kelly McLaughlin and Kate Dailinger
- The establishment of a committee to manage issues in technology for CIPE, under the leadership of Susan Evans
- The success of a campaign for a new version of our Student Grants Database application for students in Yale College and across the university, under the leadership of Lisa Van Zanten
- The establishment of a Yale in New York summer career exploration program to parallel the highly successful Yale in Washington program, under the leadership of Elayne Mazzarella
- Our work with Professor Kaveh Khoshnood and Professor Elizabeth Bradley to foster the Global Health Fellows program and other initiatives in global health. We are grateful to Pam Warner for her assistance
- The great strides towards the achievement of what we call “perfect arrival”—management of our front office area—for which Kiera Keene is responsible
- The great work done by CIPE Peer Advisers in the Residential Colleges, who do so much on our behalf to reach other students, under the strong leadership of Melissa Berkey, Susan Evans, and Katie Bell
- The development of on-line courses taught by Yale faculty, under the leadership of Bill Whobrey with the able guidance of Rich Collins

Assessment

For the past three years, a group of Yale College staff have been working together to develop strategies to make our engagement with our students more effective. Conversations based on the empirical evidence of our students’ expectations and attitudes led us to explore the literature about the characteristics of this generation of young Americans. A growing recognition of a need to change the way we think about and advise these students resulted in a new commitment to assessing systematically what students learn through study abroad or through internship and work experiences abroad or in the U.S. This work then led us to seek help from Patti Clayton, recognized nationally for her work on the use of critical reflection as a component of a

liberal education. We developed an initiative we call among ourselves “North Star,” which has become a powerful driver for us: we believe that our students need support and structured advising if they are to take ownership of their own educational experience, make wise and thoughtful decisions, and use the resources available to them effectively and ethically. The “North Star,” to which we often refer, is readiness for independence and autonomy, and an understanding of the ethical demands implied by the privilege of their education, as key learning outcomes for these exceptional young people. We now advise in ways we hope will help students set clear goals and understand their own expectations, and we spend less time explaining processes and much more time helping students understand how they can manage their own experiences. We believe this is critical to the education of these students, who are graduating from a profoundly nurturing university into a demanding globalized world. We believe that advising and working with these students at a time when parents have very high expectations of the education they are purchasing for children, whose lives have in many cases been highly programmed, is a complicated business. But the work we have done, with the leadership of our Director of Assessment, Kelly McLaughlin, is yielding very interesting results. Through workshops and conference sessions, we have already established that we will be able to serve as a resource for our colleagues at Yale and elsewhere in the work of creatively re-defining the work of helping these young people prepare for the transition into the world beyond Yale.

Sustainability and CIPE

The Center for International and Professional Experience has been actively involved in the reduction of Yale’s environmental impact for several years. As part of an ongoing effort to accomplish sustainability goals delineated in President Levin’s “Sustainability Strategic Plan 2010–2013,” the office sought to evaluate its consumption behavior in the past fiscal years with careful attention given to resource usages in the working space. The result was a drafted Center-specific sustainability strategic plan that will further support university-wide reduction goals by encouraging staff to reduce consumption for energy, water, and paper in the office. With CIPE serving as the gateway through which most Yale undergraduates pursue activities around the globe, the largest potential to reinforce sustainable lifestyle choices is in communicating environmental issues to its broad audience of students who travel extensively during their time at Yale. We are looking forward to implementing the new initiatives set forth in the Center-specific strategic plan in the coming year, particularly those focused on student and staff engagement.

The Center for International and Professional Experience: Beyond Yale, in the U.S. and Abroad

Annual reports for the work we did as the Center for International Experience are available on our website, and we wanted to continue to provide the kind of data and narrative about undergraduate international experiences that we have provided since 2008. Full integration of Undergraduate Career Services into the Center gives us an opportunity to report as well on activities our students undertake in the U.S. We increasingly work with students first to guide them to determine their priorities and goals for their experience, both academic and personal, and only then to begin exploring the many options open to them, whether at home or abroad.

Because we wished to cover holistically the year's activities in career exploration, work, and internship activity, we have created a separate section of this report. Of course, many students find and fund their own summer experiences without any help from CIPE, and the information we have about these activities is incomplete. As we improve our processes for gathering information, we are improving our understanding of our students' use of the summer recess. Students increasingly regard the summer as a time to supplement the work of the academic year with additional course work, with career-focused activity, and with laboratory or field research experience. Given this pattern, the work that we do with students on the planning and integration of their activity beyond Yale is increasingly important, supporting them in new engagements with the world beyond Yale. All these experiences are best thought about in the context of student ownership of undergraduate education as both a time for exploration and discovery, and a time for building skill sets and an understanding of the pathways open to them after graduation.

Our students are extremely talented, and deserving of the access to a truly exceptional array of opportunities, networks, and funding sources that they have at Yale. We want to be sure that they are aware of these resources and how to make use of them in ethical and productive ways. We hope to foster a sense of responsibility among our students, and to help them find ways of showing gratitude for the help and support that so many host communities, alumni, faculty members, affiliates and friends of Yale provide so generously.

Within CIPE, we think of our work as being divided into three areas:

- academic initiatives, which include study abroad, the courses offered in New Haven and abroad through Yale Summer Session, and advising for student researchers;
- career services, including career exploration and initiatives that connect students to the working world;
- advising and programmatic initiatives which relate to funding for the experiences students seek to pursue beyond Yale.

“This past summer in Copenhagen helped me figure out what I wish to do after graduation as well as several years down the road. The opportunity to work at the Danish Architecture Centre made available by the International Bulldogs program allowed me to meet and talk with many people in the line of work that I wish to pursue. Not only was the experience valuable to sort out my academic and career goals but it also was equally meaningful to have the opportunity to live in a country where the culture was entirely foreign to me. I highly recommend the International Bulldogs program to any Yalee who seeks an exhilarating summer that will provide the exploration of his or her interests beyond the immediate environs of home and school feasible while feeling safe and supported by the university.”

Lucia Woo
Calhoun 2013
Environmental Studies Major
*International Bulldogs on the Baltic
Researcher and Writer in Sustainability, Architecture,
Urban Dev., Danish Architecture Center*

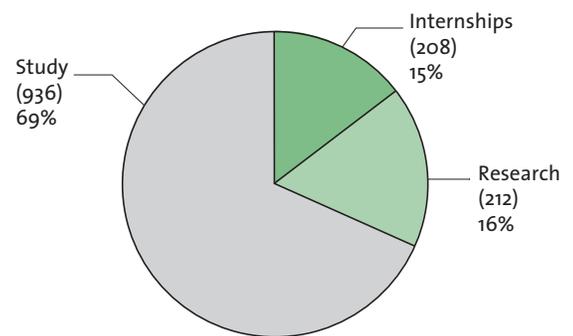
International Experiences, 2011–12

International Experiences in Yale College, 2003–12									
Program	03–04	04–05	05–06	06–07	07–08	08–09	09–10	10–11	11–12
Academic Year Study Abroad	156	158	144	199	152	165	164	160	160
Yale Summer Session Programs Abroad and Global Summer Program	75	150	209	213	310	330	412	350	374
Summer Study (non-Yale Summer Session)	103	120	178	180	214	327	334	405	402
Internships	40	92	196	231	258	212	239	202	208
Research and independent projects	176	206	250	269	295	287	248	255	212
Total Experiences	550	726	977	1092	1229	1321	1397	1372	1356
Total Number of Individual Students					1172	1232	1317	1308	1280

Yale College Class of 2012 International Experiences		
	# of YC students	% of YC 12 (N=1,286)*
Had one or more international experience**	845	66%
Had an International Bulldogs internship	117	9%
Had an internship abroad, inc. Bulldogs	141	11%
Received Light Fellowship	103	8%
Non-Yale Study Abroad including Light	345	27%
Received any Fellowship – all records in SGD including Light	368	29%
Yale-Summer Session	349	27%
Length of trips		
All or part of summer	811	63%
Semester (inc. semester & summer)	144	11%
Academic year or longer	29	2%
Went to at least one Non-western country	352	27%

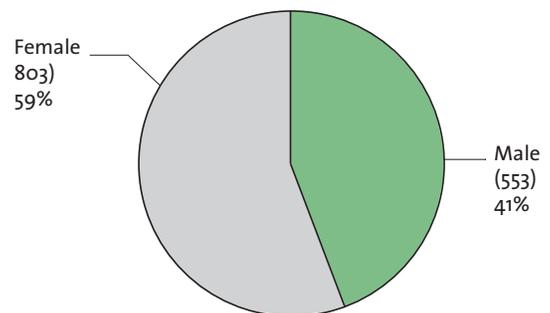
International Experiences by Type of Activity, 2011–12

Total = 1,356



International Experiences by Gender, 2011–12

Total = 1,356

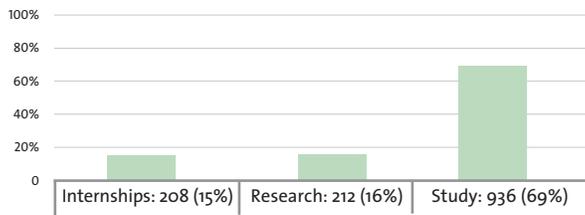


* Class year in Banner as of 2011.

** Only international experiences recorded in CIPE databases are included. We suspect that these numbers underestimate international experiences for students who do not seek financial support from Yale.

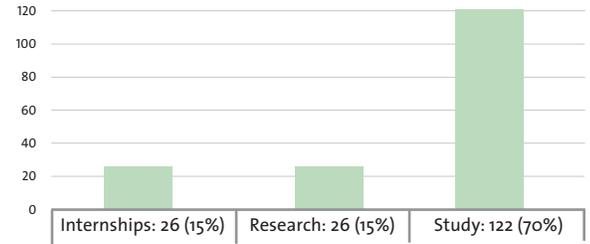
International Experiences, by Type of Activity, 2011–12

Total = 1,356

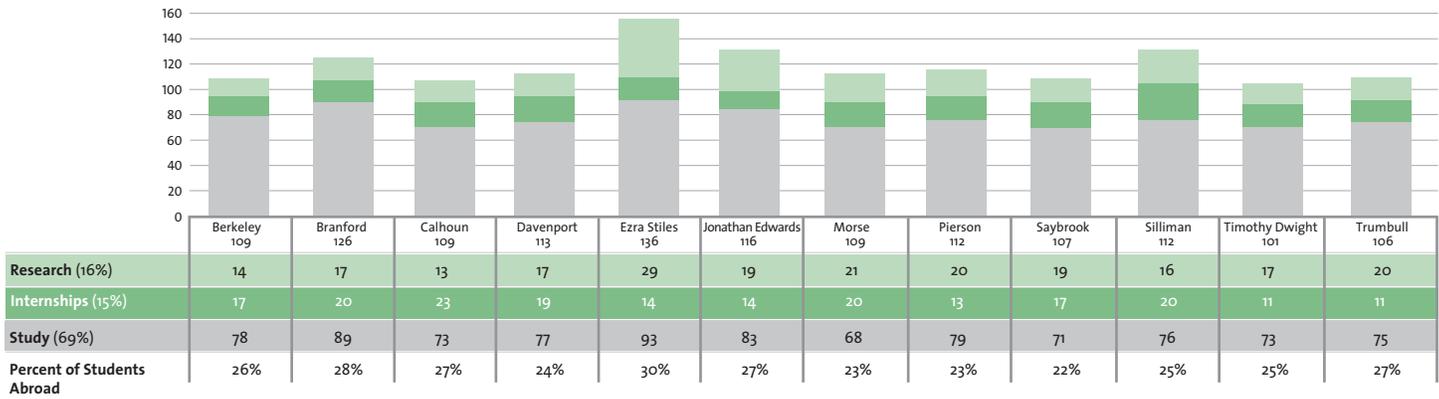


International student experiences abroad, by Type of Activity, 2011–12

Total = 174
(International Students in Yale College = 560)



International Experiences by Residential College and Type of Activity, 2011–12



International Experiences by Student Major Area & Type of Activity, 2011–12, Total Experiences = 1,356

Field	Study	Internships	Research	Total
Multiple areas	8	3	9	20 (1%)
STEM fields	107	34	55	196 (14%)
Humanities	195	28	51	274 (20%)
Undeclared	371	48	19	438 (33%)
Social Sciences	255	95	78	428 (32%)
Total	936	208	212	1356

International Experiences by Region, Country, and Type of Activity, 2011–12

Region	Country	Study	Internships	Research	Total	Region	Country	Study	Internships	Research	Total	
Africa	Botswana		1		1	Europe <i>(continued)</i>	Greece	1	9		10	
	Cameroon		1	1	2		Hungary	1	2		3	
	Egypt	1			1		Italy	65	2	2	69	
	Ethiopia		2		2		Netherlands	1	1		2	
	Ghana		5	6	11		Norway			1	1	
	Kenya	11	3	7	21		Poland	1	1		2	
	Mali		1	1	2		Russia	13	1		14	
	Mauritius		3		3		Spain	71	12	9	92	
	Morocco	14			14		Sweden		1	1	2	
	Niger		1		1		Switzerland	4	5	11	20	
	Qatar		1		1		Turkey	3	5		8	
	Rwanda			1	1		United Kingdom	178	17	12	207	
	South Africa	7	2	6	15		Europe Total		560 (80%)	73 (11%)	66 (9%)	699
	Sudan		1		1		Latin America	Multiple Locations in Latin America		1	3	4
	Tanzania		1		1			Argentina	16	16	2	34
	Uganda		4	1	5			Brazil	25	2	4	31
Zambia		1	1	2	Chile	8			6	14		
Africa Total		33 (39%)	27 (32%)	24 (29%)	84	Columbia				1	1	
Asia	Multiple Locations in Asia	1	1	3	5	Costa Rica		4		1	5	
	Bangladesh				0	Cuba		1			1	
	Bhutan	1			1	Dominican Republic		4			4	
	Cambodia		1		1	Ecuador		16		10	26	
	China	144	36	6	186	Guatemala		1	4		5	
	India	13	7	14	34	Honduras				2	2	
	Indonesia	2		2	4	Mexico		1	4	5	10	
	Japan	38	5	7	50	Nicaragua				1	1	
	Korea, South	21	1		22	Panama			1		1	
	Malaysia			2	2	Paraguay			1		1	
	Nepal			1	1	Peru		4		9	13	
	Philippines		1	1	2	Turks and Caicos Islands	1			1		
	Singapore	10	7	4	21	Uruguay			1	1		
	Sri Lanka		1		1	Latin America Total		81 (52%)	29 (19%)	45 (29%)	155	
	Taiwan	3	1	1	5	Middle East	Multiple Locations in the Middle East					
	Tajikistan	1			1		Israel	3	13	7	23	
Thailand	1	3		4	Jordan		9		4	13		
Vietnam		1	6	7	Middle East Total		12 (33%)	13 (36%)	11 (31%)	36		
Asia Total		235 (68%)	65 (19%)	47 (14%)	347	North America	Canada	2		3	5	
Australasia	Australia	3		3	6	North America Total		2		3	5	
	Micronesia			1	1	Multiple Regions Total		8		11	19	
	New Zealand	2		1	3		Grand Total		936	208	212	1356
	Solomon Islands		1		1		69%	15%	16%			
Australasia Total		5 (45%)	1 (10%)	5 (45%)	11							
Europe	Multiple Locations in Europe			6	6							
	Belgium		8	1	9							
	Croatia	21			21							
	Czech Republic	27	1		28							
	Denmark	19	4		23							
	France	139	2	13	154							
	Germany	16	2	10	28							

Academic Initiatives

Study Abroad

The number of students choosing to study abroad during the academic year has remained stable for a number of years. We attribute lack of growth in this area to two main causes: the profound engagement students feel with their life in the residential colleges at Yale; and the availability of a wide range of interesting opportunities, and funding for these opportunities, during the summer. Students tell us that they plan their four years at Yale with an understanding that they will be able to design and execute at least one summer international experience, and thus do not feel they must give up a semester of the courses and extracurricular activities they find so rewarding on campus. We have worked with Directors of Undergraduate Studies in academic departments where we think there may be strong reasons for students to study abroad during the academic year to identify opportunities of particular value to majors, but even initiatives of this kind (for example our semester at Bocconi University with Economics, and a year at Balliol College, Oxford with English) have not yet yielded the demand we would all wish for.

We therefore work very hard with students studying abroad during the summer to help them get as much as possible from the experience. We see this as a matter of personal as well as intellectual development for our students, and seek to provide them with support in a way which helps them develop the capacity for analytic reflection and a sense of both the possibilities and the responsibilities which accompany the privilege of becoming part of a community abroad. We also try to prepare students to set their own goals and expectations towards using this opportunity to learn about living cheerfully and productively in a world where cultural difference is a predictable element in many interactions.

Study Abroad Enrollments, 2011–12	
Year or Term Abroad (term-time study abroad, non-Yale programs)	106
Summer Abroad (summer study abroad, non-Yale programs)	320
Yale Summer Session & Global Summer aprogram	343
Light Fellowship (language study in Asia, not for credit)	93
Yale-in-London	40
Peking University-Yale University Joint Undergraduate Program	16
Independent Study Abroad (other fellowship winners studying abroad)	18
Total	936

Summer and Academic Year Intensive Language Study Abroad*, 2011–12		
Arabic	Study Abroad (non-Yale)	7
Chinese	Light Fellowship	105
	Study Abroad (non-Yale)	13
French	Yale Summer Session	54
	Study Abroad (non-Yale)	37
German	Yale Summer Session	15
	Study Abroad (non-Yale)	2
Hebrew	Study Abroad (non-Yale)	1
Hindi	Study Abroad (non-Yale)	1
Italian	Yale Summer Session	41
	Study Abroad (non-Yale)	9
Japanese	Light Fellowship	29
	Study Abroad (non-Yale)	2
Kiswahili	Yale Summer Session	3
Korean	Light Fellowship	17
	Study Abroad (non-Yale)	4
Portuguese	Yale Summer Session	23
	Study Abroad (non-Yale)	3
Russian	Yale Summer Session	12
	Study Abroad (non-Yale)	1
Spanish	Yale Summer Session	30
	Study Abroad (non-Yale)	84
Total		493

* In 2011–12, intensive language study includes students who participated in language courses as well as courses in other disciplines that are taught in the native language.

Yale Summer Session

A core component of our study abroad portfolio is the roster of faculty-led study abroad programs that have become so popular with our students. Yale Summer Session launched a number of new initiatives in the past year that quickly demonstrated their viability and appeal. Study Abroad summer programs continue to flourish, with new sites (for 2013) in Peru and Morocco, as well as the addition of a joint law and economics program in partnership with Université Paris II.

Yale Summer Session Study Abroad Enrollments of Yale College Students by Country, 2011–12

Region	Country	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Africa	Kenya	2	1	3	1	2	2	7	16	22	3	11
	Swaziland/South Africa						19	12	9			
	Morocco											10
Total		2	1	3	1	2	21	19	25	22	3	21
Asia	China									5	3	6
	India									8	11	5
	Japan						11	11	12	9		5
	Singapore					10		9	12	13		9
Total						10	11	20	24	35	14	25
Europe	Austria	3			7							
	Croatia					19		15	21	20	20	21
	Czech Republic		5	13	17	16	16	23	21	35	31	24
	France	2	31	23	54	63	55	108	97	108	103	99
	Germany	2	7	9	12	15	6	16	10	16	22	15
	Italy		15	15	11	28	33	46	49	62	64	53
	Russia	8	8	12	11	8	14	9	10	22	15	12
	Spain					19	18	16	18	17	17	15
Turkey										9		
Total		15	66	72	112	168	142	233	226	280	281	239
Latin America	Argentina							4		11		4
	Brazil				9	19	20	10	17	26	20	23
	Chile						8	6	6		9	5
	Ecuador						14	15	18	15	15	15
	Mexico	7										
Panama					10							
Total		7			9	29	42	35	41	52	44	47
Middle East	Jordan									17		
Total										17		
International Alliance of Research Universities	ETH Zurich								1	1		1
	Peking University								1	1		1
	The University of Tokyo							1	2		1	2
	Australian National University							1			1	
Global Summer Program, Yale students abroad	Berkeley											1
	National University of Singapore								1	2	2	1
	University of Copenhagen								2		2	5
	University of Cambridge								3	1	1	1
University of Oxford							1	4	1	1		
Total								3	14	6	8	12
All Programs Total		24	67	75	122	209	216	310	330	412	350	344

“It’s hard to avoid the cliché in calling the program “life changing,” because, in fact, it was. This experience awoke in me a desire to see more, to do more, and to explore more. Without the Siena program I am not sure when, or if, I would have made it to Italy, Europe, or any other country. But one thing I am sure of now is I will find ways to travel in the future, and soak in what other regions have to offer.”

Evan Beck
 Branford 2014, Political Science Major
 Yale Summer Session in Siena, Italy—Summer 2012

Global Summer Program

The Global Summer Program (GSP) is an initiative among the ten partner institutions of the International Alliance of Research Universities to offer multilateral summer programming designed to create multi-cultural classrooms on all our campuses, in which students can learn from each other in challenging courses focusing on issues of global importance. Yale's programming is thriving in this sixth year of the initiative, and a collateral benefit has been the development of excellent networks among the administrators of this program on all our campuses. In this spirit and to present nationally the benefits of such work, a panel on this initiative was given by colleagues from Yale, NUS, the University of Copenhagen and Australian National University at the NAFSA international education conference in May 2012.

We expanded our GSP this summer and doubled the number of students we welcome on campus, without increasing the already significant amount we spend on tuition scholarships. A sixth week has been added to the five-week schedule to promote IARU's focus on research: if five weeks is very intense, then at least a separate week to write a paper is some benefit to students and their ability to handle the rigorous workload. Our courses look at global challenges facing the world and help students think critically while learning from their peers from partner institutions in eight countries. The opportunity to live and study with students from 10 different universities continues to be commented on by participants as a highlight of the program. Our students also form very close bonds through extracurricular and social activities. Professor Miguel Ramos commented: "I am particularly proud that this year some of the (econometric) term papers written by the students are so good that with some minor revisions they can be published in respectable undergraduate economics journals such as *Issues in Political Economy*."

Host University: Yale University Summer Session		
IARU Institution	Course: Topics in International Economics	Course: Sustainability and Institutions
ANU	2	2
ETH Zurich	1	2
NUS	3	2
PKU	2	2
Berkeley		1
Cambridge	1	
Copenhagen	3	2
Oxford	1	
Tokyo	1	4
Yale	1	1
Total	15	16
Total Number of Participants at Yale in 2012: 31		

International Partnerships 2012

Yale Summer Session continues to expand our international partnerships, through which groups of students come as cohorts from partner institutions, with several universities new to Summer Session in 2012. These include Shanghai Jiao Tong University in Shanghai, China and Utrecht University in the Netherlands. These students participate in either the English Language Institute or attend Summer Session courses.

Yale Summer Session 2012 Partner Universities	
Partner University	Number of Students
Boğaziçi Univ. (Turkey)	4
EESP FGV (Brazil)	1
Fudan University (Beijing, China)	23
Global Summer Program (2 courses @ Yale)	31
IARU GSP Interns	4
National Univ. of Singapore	6
NUS High School	3
Peking University (Beijing, China)	23
Prepa Tec. (Monterrey Tec high school)	2
Renmin University of China (Beijing, China)	20
Seoul National University (South Korea)	1
Shanghai Jiao Tong University (Shanghai, China)	20
St. Xavier's University (India)	2
Tec. De Monterrey (Univ.), (Mexico)	23
Tsinghua University (Beijing, China)	18
Univ. de Navarra (Spain)	1
Univ. of Hong Kong	14
Univ. of Tokyo	6
Waseda Univ. (Japan)	2
Total	204

Other Yale Summer Session Initiatives in Summer 2012

YSS is continuing its online course experiment, and will offer 14 courses in 2013 that are taught completely online. All courses are taught by Yale faculty, are for full-credit, and span a broad variety of subjects and teaching formats. Next is our Yale Writers' Conference, an intensive 10-day creative writing workshop that combines small groups and direct access to some of the country's most well-known authors. The interest in 2012 was so high that all 100 seats were filled, and in 2013 we will add an additional 3-day workshop for special topics. Finally, the English Language Institute has ventured into pre-college programming with its University Prep program, designed to give international high school students an opportunity to prepare themselves over three weeks for possible college study in the U.S.

	2007	2008	2009	2010	2011	2012
YSS enrollments	1787	1938	2125	2165	2038	1989
Summer Session students	1126	1265	1403	1443	1358	1293
Breakout by student type						
Yale College	648	707	833	852	827	805
Other Yale	73	61	100	71	18	17
Non-Yale pre-college	146	185	163	173	172	152
Non-Yale college & grad	259	312	307	347	341	319
Students taking courses taught abroad	247	311	348	425	374	354
English Language Institute students	227	226	176	187	181	210
ELI Overall Enrollment						
Intensive English	111	78	123	125	98	
Law Seminar	39	39	36	26	29	
Business Seminar	22	22	9	15	18	
Professional Communications/ Postgraduate Seminar	23	23	22	15	12	
University Prep Program for High School Students	–	–	–	–	–	52
Total	195	162	190	181	209	

Yale Visiting International Student Program

In 2011–12, Yale College welcomed 16 international students as part of the Yale Visiting International Student Program (YVISP). These students came to Yale from two partner institutions—the Tecnológico de Monterrey (Tec) and the National University of Singapore (NUS). In 2012–13, the program will increase to 19 students, and will include one additional partner institution: The University of Hong Kong (HKU). Continuing the program’s expansion, Yale will welcome students from two additional Y-VISP partner institutions in 2013–14: Universidade Estadual de Campinas (Unicamp) and Waseda University. Y-VISP students are fully integrated members of the Yale community, living in the residential colleges alongside Yale students and taking part in the incredible range of academic and social opportunities that are available to every Yale undergraduate. These are elite students from our partner institutions, and their contributions both in and out of the classroom are significant. Y-VISP is governed by an energetic steering committee, which oversees the admissions process, orientation programs, and assessment initiatives, and the members of which provide academic guidance to Y-VISP students.

“My Yale experience has been the biggest milestone in my life. Yale has been about conversations with individuals who inspire me to learn and challenge my assumptions. Yale has been about taking classes ranging from art, to philosophy and to business. Yale has been about being in an environment that is so liberating yet respectful at the same time. And perhaps above all, Yale has been about immersing in experiences that not too long ago seemed remote and far-fetched.”

Macey Tan
Ezra Stiles College
Business major (Marketing specialization)
Junior at the National University of Singapore

Research and independent projects

As they delve into their majors, students in Yale College are encouraged to enrich their studies by engaging in academic research. These experiences range from assisting a faculty member or graduate student on a project that is already ongoing to collaborating with a faculty mentor to develop research of the student’s own design. Engaging in research helps a student to apply what he or she has learned in the classroom in a way that will inform his or her decisions about graduate school and potential career paths. Yale undergraduates benefit highly from the Yale fellowships that financially support such opportunities in the summer, during a leave of absence, or for the year immediately following graduation. Fellowships administered through the Center for International and Professional Experience, the MacMillan Center, the Science & Quantitative Reasoning Center, and elsewhere on campus support Yale undergraduates’ research in all disciplines in every corner of the world. Research projects that have been awarded funding in the past have focused on urban agriculture in South Africa, mixed-race identity in Japan, HIV treatment adherence in Peru, and protein synthesis in a lab here at Yale. By making these research experiences possible for students, fellowships play an important role in the academic development of our students and academic climate of our College. In 2011–2012 there were a total of 212 international research experiences. Please refer to the chart titled “International Experiences by Region, Country, and Type of Activity, 2011–2012” for region-specific information on independent research experiences.

Undergraduate Career Services

Career Counseling, Graduate and Professional School Advising

Undergraduate Career Services (UCS), now fully integrated within the CIPE, facilitates the career development of students and young alumni through a comprehensive range of services which include one-on-one career counseling, graduate and professional school advising. UCS helps undergraduates and alumni to clarify career aspirations and identify internship and employment opportunities. Self assessment tools are also available to help students gauge their career interests, skills and values and translate these into potential career options. UCS offers hundreds of career development workshops including a structured career skills curriculum, alumni career panels, employer and graduate school information sessions, and networking events. In addition, UCS offers targeted workshops for specific class years. UCS has twelve student Peer Advisors, one in each Residential College, to assist with preparing cover letters and résumés and to connect students with UCS services and resources.

The following are among the many new initiatives introduced in AY 2011–2012:

- An UCS Advisory Board was formed to improve the office's ability to respond to students' needs and suggestions. This advisory group features representation from multiple campus constituencies: Residential College Masters and Deans; the Yale College Council; UCS Peer Advisors; and CIPE professional staff.
- UCS implemented a career development curriculum to teach students the fundamental skills necessary for conducting successful intern/job searches. Called *The Applicant Series*, the curriculum is repeated monthly and includes modules on: Résumés and Cover Letters; Networking; Job/Internship Search Strategies; Interviewing Skills; and the Art of the Ask.
- For the first time, UCS offered a *Summer Résumé Review Program* for rising seniors to ensure they were properly prepared for the various post-graduation opportunities available in the early fall and to better manage UCS's ability to accommodate seniors' demands for résumé critiques in September/October. Nearly 350 seniors participated in the program.
- In fall 2011, UCS hosted *Mock Mania*, an opportunity for 80+ seniors to hone their interviewing skills during 30-minute, practice interviews with UCS counselors and industry professionals who mock interviewed students as part of the *Executive-in-Residence* program.
- The success of UCS's first-ever coordinated résumé review and mock interview programs for seniors prompted the creation of a similar yet expanded effort for juniors.
- Throughout winter recess, UCS critiqued more than 240 junior résumés. In January, UCS convened an Interviewing Skills Panel featuring representatives from Bain, Teach for America, Google, and RBS; more than 70 students attended.
- Soon after, UCS hosted a *Mock Mania* program featuring *Executive-in-Residence* from eight organizations (representing Education, Consulting, Finance, Non Profit and Technology) and SOM Consulting Club students. More than 120 juniors participated; students also received videotapes of their mock interviews.
- Through partnerships with the Creative Yale Arts Network, Yale Alumni Non-profit Association, JCC and STAY, UCS has co-sponsored numerous alumni panels this year highlighting careers within the arts, economic development, law, scientific research, and many other fields.
- During spring 2012, UCS launched a new, three-part series for Juniors, *Prepping for Senior Year*. Designed to advise juniors of opportunities with early fall deadlines, the series includes units on: *Applying to Graduate School*; *Post Grad Fellowships*; and *The Job Search*.

As a result of these initiatives more students are choosing to use UCS services. During the 2011–2012 academic year, UCS enjoyed 10,341 student and alumni contacts, which represented a 26% increase over the counseling contacts during the prior academic year. Additionally, UCS is supporting a sizeable and increasing percentage of the Yale College student body.

UCS Counseling by Contact Type Undergraduates & Alumni

	2010–11	2011–12
Career Development Events	3,595	5,503
Counseling/Mock Interviews	4,641	4,844
Total (vs. unique) contacts	8,236	10,347

UCS Contacts by Gender

	2010–11	2011–12
% of UCS contacts with female students	54%	54%
% of UCS contacts with male students	46%	46%

Percent of Class Interacting with UCS

	2010–11	2011–12
First Years	49%	51%
Sophomores	52%	51%
Juniors	61%	68%
Seniors	68%	76%

“My internship abroad was absolutely the best way I could have spent my last Yale summer. I was able to get a good feel for Hong Kong as a city and adapt culturally, while getting real world experience in a field I’ve been dying to learn more about. The 9 weeks I spent there showed me a glimpse of what life will be like after college and has helped me to decide where I want my career to go.”

Jake Eliasberg
Trumbull 2013
History Major

*International Bulldogs in Hong Kong
HKAF Intern, Hong Kong Arts Festival Society*

Law School and Health Professions

Pre-Law Advising

UCS provides comprehensive services for both undergraduates and alumni considering law school, including one-on-one advising and a series of workshops. In addition, UCS hosts the deans of admissions from twenty top law schools every year. UCS also coordinates informational events about possible careers in the legal fields to assist students with the career decision making process. Yale students and alumni have one of the highest admission rates to the top law schools in the country: nearly 90% of Yale applicants are admitted compared to the overall national average of 68%.

Yale College Student And Alumni Profile Of Applicants Entering Law School, Fall 2011

School (by ranking)	Students Accepted	Students Enrolled
Yale	41	25
Harvard	55	33
Stanford	30	10
Columbia	81	23
Chicago	39	5
NYU	32	16
Michigan	43	6
University of Pennsylvania	41	8
UC Berkeley	56	10
Georgetown	80	11

Health Professions Advising

The Health Professions Advisory Program serves undergraduates and alumni interested in pursuing careers in the health professions—including allopathic, dental, and veterinary medicine as well as public health. Counselors are available to discuss career choices, research opportunities and extracurricular activities which will help strengthen students' credentials. Guidance is provided during the professional school application process and information shared about post-baccalaureate pre-medical programs for those who elect to complete their science pre-requisite courses after college. The overall acceptance rate for Yale College applicants to medical school in the 2011 application year was 90%, as compared to the national rate of 43%.

Yale College Student And Alumni Profile Of Applicants Entering Med School, Fall 2011

Category	Students Applied	Student Accepted	Percent of Yale students accepted
Class of 2011	57	51	89%
Alumni	86	79	92%
Re-applicants	13	10	77%
Totals:	156	140	90%
Category	Students Applied	Student Accepted	Percent of Yale students accepted
MD/PhD*	11	9	82%
International	5	4	80%
Dental Medical School	3	2	67%

*One of the applicants not accepted into an MD/PhD program was accepted and matriculated to an MD Program.

UCS-Sponsored Internship Programs

In 2011–2012, UCS offered more than 700 employment opportunities to students through the on-campus recruiting (OCR) program and UCS internship programs. In the summer of 2012, 318 students participated in a UCS internship program, an important step in building the experience students need to prepare for employment after graduation.

Of those 318 interns, 119 participated in an international internship program, including the International Bulldogs Program, the Fred Packard Yale World Fellows International Experience Internship Program (World Fellows Internship), Cultural Vistas in Germany and Unite for Sight in Ghana International Internships.

International Bulldogs Program

In the summer of 2012, the International Bulldogs Program was hosted in 13 locations: Athens, Beijing, Brussels, Buenos Aires, Copenhagen, Hong Kong, Istanbul, Jerusalem, London, Shanghai, Singapore, Tel Aviv, and Uganda. This program, which provides Yale undergraduates with the opportunity to work abroad in internships provided by Yale alumni and affiliates, housed in facilities located by Yale and supported by on-site coordinators, is an important opportunity for Yale students to test out their ability to manage their lives and to be immersed in another society while learning about their own career interests.

London employers received the most applications (425) followed by Buenos Aires (120), Athens (101), Hong Kong (85), and Singapore (75). Buenos Aires rose to the city with the second highest number of applications from the fifth in the summer of 2011. As was the case last year, the most students are participating in the London (16) and Buenos Aires (15) programs for summer 2012. Out of 571 total International Bulldogs applicants, 240 offers were extended, and 109 students eventually accepted offers and participated in the program.

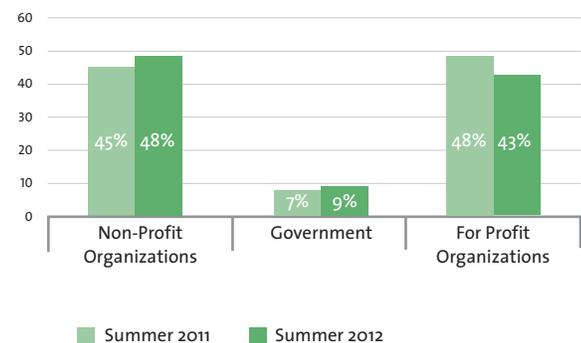
International Bulldogs Programs and Enrollment, 2003–12

Region	Country	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Africa	Ghana					9	7	5			
	South Africa					6	6	5			
	Uganda					6	15	12	8	4	1
Asia	China: Beijing			24	30	26		20	12	11	8
	China: Shanghai						24	13	7	5	9
	Hong Kong				18	19	12	8	14	12	11
	India				7		22				
	Japan				5	2					
	Singapore				7	11	12	9	7	7	7
Europe	Brussels				15	12	13	9	9	5	8
	Denmark							5	10	3	3
	England	12	20	30	25	19	30	14	21	21	16
	Greece				12	10	7	11	13	7	9
	Hungary					2	8	5			
	Spain					4	4	8	7	10	10
	Turkey							5	9	6	7
Latin America	Argentina					15	13	9	13	15	15
	Brazil						8				
	Mexico				12	16	13				
Middle East	Israel							11	15	6	7
North America	Canada					6	6	3			
AIESEC					17	22					9
Unite for Sight				7	6	12	7	5	7	4	3
CDS (As of 2012 Cultural Vistas)				5	9	2	3	4	1	3	1
Projects Abroad		6									
TOTAL		18	20	66	163	199	215	165	150	120	122
Total Bulldog Programs		1	1	2	9	15	17	17	13	13	13

Fred Packard Yale World Fellows International Experience Internship Program

The newly founded Fred Packard Yale World Fellows International Experience Internship Program encourages Yale undergraduates to connect with future leaders from around the globe and provides financial assistance to those who participate in summer internships hosted by current or former Yale World Fellows. The World fellows, mid-career professionals who have already had an impact in their own country, spend the fall semester at Yale and have many opportunities to interact with undergraduates. Students often become very interested in the work of the Fellows, and seek the opportunity to work directly with them after they return home. Among the countries featuring World Fellow summer 2012 intern opportunities are: Germany, India, Japan and Switzerland. In this inaugural year, 138 applications were submitted for 9 positions, and 6 students participated in the program.

International Internship Sectors Represented



Domestic Internships

Of the 318 students who participated in UCS internship programs, 199 participated in a program within the United States including:

- Bulldogs Across America
- The Yale Alumni Community Service Fellowship Program
- Yale in Hollywood
- Paul Block Journalism Internships
- The Pascale International Fellows Program
- Chinatown Community Service Health Internships
- Establishing Pathways for Women in Politics
- The William F. Buckley, Jr. Summer Internship Program

Bulldogs Across America

UCS, in conjunction with local alumni, offers the Bulldogs Across America internship program in 9 U.S. cities, providing access to more than 200 opportunities in a variety of fields including the arts, government and non-profit sector. Locally-based activities are scheduled in each city in order to provide students with an insider's view of regional, cultural and civic life.

Internship Sectors Represented



Internships by City

	2011	2012
Cleveland	7	4
Denver	14	18
Houston	9	13
Louisville	28	30
Minneapolis	12	16
New Orleans	25	23
San Francisco	17	18
Santa Fe	4	4
St. Louis	6	5
Total	122	131

Yale Alumni Community Service Fellowships (YACSF)

For more than twenty years, YACSF has placed students in paid eight-week community service positions in cities across the U.S. The program provides students who might otherwise need to take paid positions in the private sector with the opportunity to spend a summer developing a working understanding of the non-profit sector, contributing in many ways to a wide range of enterprises and interacting with Yale alumni from all walks of life. In summer 2012, 211 applications were received for 32 positions in 11 cities. There were 24 students participating in the program in the summer of 2011, and 28 participants in the summer of 2012.

Yale in Hollywood Internships

UCS and the Yale in Hollywood Club, an alumni group involved in the entertainment industry and part of the Yale Club of Southern California, collaborate to offer internship opportunities and streamline the internship search process for students interested in an introduction to the various components of the film industry: talent management & representation, production, screenwriting & editing, story line generation, and various business aspects. Students receive guidance from industry professionals as they develop their networking skills and develop a base of contacts that are integral to finding further opportunities in the film & entertainment industry. There were 24 students participating in the program in the summer of 2011, and 25 participants in the summer of 2012.

Paul Block Journalism Internships

Block interns are selected for 10-week internships at one of two newspapers, the Pittsburgh *Post-Gazette* and the Toledo *Blade*. Interns are paired with an editor who assigns the student stories, edits their work, and offers mentorship throughout the summer. Students are expected to perform at a high level, meeting rigorous standards of reporting and writing on demanding deadlines. This year due to additional available funds, UCS was able to award ten students stipends of \$4,000 each. In past years, only six awards were granted each summer. Thirty-two students applied for these positions, up from 25 in 2011. Award winners were selected by a faculty committee comprised of Sean Smith and Mark Oppenheimer, Director of the Yale Journalism Initiative. In March 2012, UCS hosted a training lunch for the 10 awardees with David Shribman, the Executive Editor of *The Pittsburgh Gazette*, and the faculty selection committee.

Pascale International Fellows at the William J. Clinton Foundation

The Pascale International Fellowship provides funding for one student to serve at the Clinton Global Initiative (CGI) for the summer. The Fellow works on projects related to the CGI Annual Meeting held each September when CGI members convene to work on their commitments to action toward education, poverty, global health, and climate change. This year 30 students applied for this opportunity. Although one Fellow was selected, the candidate pool was so strong that the Foundation selected several other finalists to join for the summer, funded through different sources. In April, James Pascale, the donor of the program, hosted a reception at Davenport College for the 2012 Fellow, the other applicants and alumni of the fellowship.

Chinatown Community Service Health Internships

Through the generous funding provided by Goldman Sachs, UCS offers the Chinatown Community Service Health Internships for 10-weeks at the Charles B. Wang Community Health Center in New York. The Charles B. Wang Community Health Center is a non-profit community-based health center that provides comprehensive primary care, social services, and health education to underserved Asian Americans in New York City. Two positions are offered each year to Yale students, who each receive a \$4,000 stipend. This year 34 students applied for consideration.

Establishing Pathways for Women in Politics

This newly developed program encourages Yale undergraduates to pursue political careers by participating in challenging internships with elected representatives in Congress or in other political arenas. In addition, a select number of fellowship awards are available to fund enrollment in the weeklong Women's Campaign School, a 5-day intensive course at Yale Law School on the basics of running a successful political campaign. In this first year of the program 4 students were awarded fellowships and participated in both an internship and the Women's Campaign School.

The William F. Buckley, Jr. Summer Internship Program

UCS partnered with Nathaniel Zelinsky, Class of 2013, to administer this new program which funds summer journalism internships for Yale undergraduates, with each awardee receiving \$3,000. The participating employers were: (1) *The Weekly Standard* (2) *National Review* (3) *The New Criterion*, and (4) *The American Spectator*. Forty-four applications were submitted for the summer 2012 positions with 3 students securing awards.

Spring Break Job Shadowing Program

In spring 2012, UCS revived its Spring Break Job Shadowing Program, which had ceased operating a few years ago. The program provides a wonderful educational opportunity for students to shadow a professional during the two-week March break. Nearly 20 opportunities, primarily from alumni, were offered in various locations and sectors. A few examples include: the Suffolk County District Attorney's Office; Lahey Clinic Medical Center; Rep. Thomas Conroy; Massachusetts General Hospital; Leers Weinzapfel Associates Architects; and the Sharjah Art Foundation in UAE.

Diverse and Challenging Inventory of Opportunities

During 2011–2012, more than 3,340 jobs and internships were posted in the UCS job database for students, with a sizeable percentage of these new opportunities in Education, Government and/or the Non-profit sectors.

Opportunities Posted in the UCS Job Database

	2010–2011	2011–2012	Increase
Business	1238	1045	(16%)
STEM	271	567	109%
Education	332	435	31%
Communications	207	388	87%
International	149	207	39%
Arts	127	209	64%
Global Health	50	176	256%
Government	59	157	161%
Non-Profit	97	156	61%
	2,530	3,340	32%

Through Yale's On-campus Recruiting program, students meet and interview with representatives from some of the country's leading organizations. Participating employers host information sessions and conduct interviews for full-time jobs and/or internship opportunities in various sectors. The majority of the firms conducting interviews on campus during 2011–12 represented the following sectors: Financial Services (44%), Consulting (29%), Education (4%), Legal (4%) and Consumer Products (3%). A snapshot of the program during the past three years shows high levels of activity and resulting employment:

On-Campus Recruiting Program

	2009–2010	2010–2011	2011–2012
Firms Recruiting	88	101	119
Employer Information			
Sessions	57	60	95
Total Resumes			
Submitted	7,632	7,662	9,827
Unique Students	910	847	997
Total Interviews			
Conducted	2,477	2,912	2,966
Unique Students	610	704	784
Total Offers Extended	376	448	532
Total Offers Accepted	263	358	381

Creating Yale Communities

Yale in Washington, Yale in New York and Yale in San Francisco offer career, cultural, political and social events for students and young alumni interning and working in these metropolitan areas during the summer. All programs are managed by a student director under the leadership of UCS. The Yale in Washington program is cosponsored by the Office of the President and Yale College Dean's Office.

With the success of the Yale in Washington Program, UCS created Yale in New York in the summer of 2011 and also expanded the model to San Francisco in the summer of 2012. During the summer of 2012, Yale in Washington engaged 218 participants and offered 71 events. Since its inception, Yale in New York has grown tremendously and similar to Yale in Washington, Yale in New York is now a full featured extra-curricular program. In the summer of 2012, the program engaged 286 participants and hosted 68 events. In the inaugural year of the Yale in San Francisco program, 84 participants partook in the program's 17 events.

Program highlights include:

- *A private tour of the West Wing; A private tour of the C.I.A. (Yale in Washington)*
- *Meeting with Jim Hoge, Chairman of Human Rights Watch; Meeting with William Harrison, former CEO of JP Morgan Chase (Yale in New York)*
- *Meeting with Seth Sternberg, CEO of Meebo; Meeting with Justin Nosowsky, Editorial Director at McSweeney's (Yale in San Francisco)*

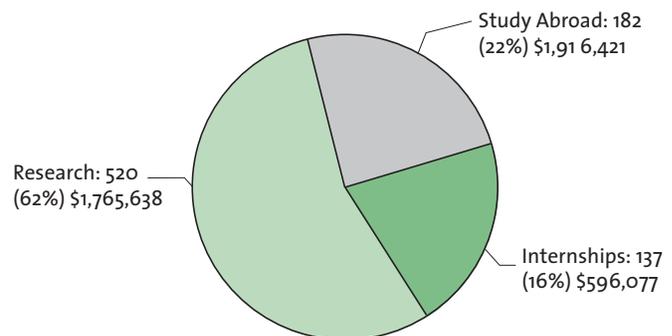
Funding Our Students

Fellowship advising and student learning

The generosity of alumni, friends, parents and other generous donors allows Yale students to pursue an extraordinarily wide array of activities abroad and in the US, during the summer and even after graduation. These are merit-based awards for which students go through a competitive process which is itself an educational experience for them. In 2011–12, Fellowship Programs received a total of 1,612 applications; 190 faculty and deans reviewed eligible applications and conducted 308 interviews. Yale fellowships funded activities in the US and in more than 40 other countries, from intensive formal language study and internships to independent research and public service projects. Yale students and recent alumni also did very well in nationally and internationally competitive award competitions. Students gain materially from being able to pursue the activities funded by fellowships, which can be formative. Students also gain in many other ways from going through the fellowship application process itself, whether or not their applications are successful. With the advice and support of faculty, deans, and Fellowships staff, students are challenged to clarify their near- and longer-term goals, to make the best use of the wide array of resources available on campus, and to consider the ethics, safety, and other essential aspects of a strong proposal. Although it takes place outside classroom or laboratory, this learning is an important part of students' education, contributing to their success at Yale and far beyond.

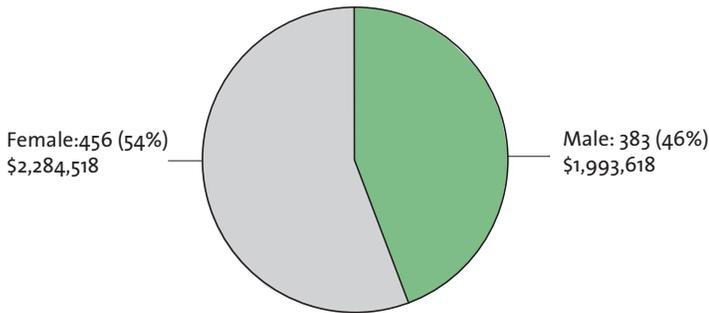
Fellowship awards by Type of Activity, 2011–12

Total = 839; \$4,278,136



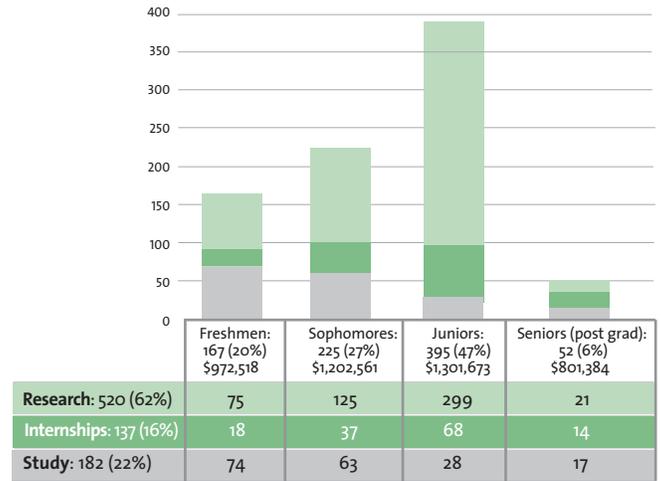
Fellowship awards by Gender, 2011–12

Total = 839; \$4,278,136



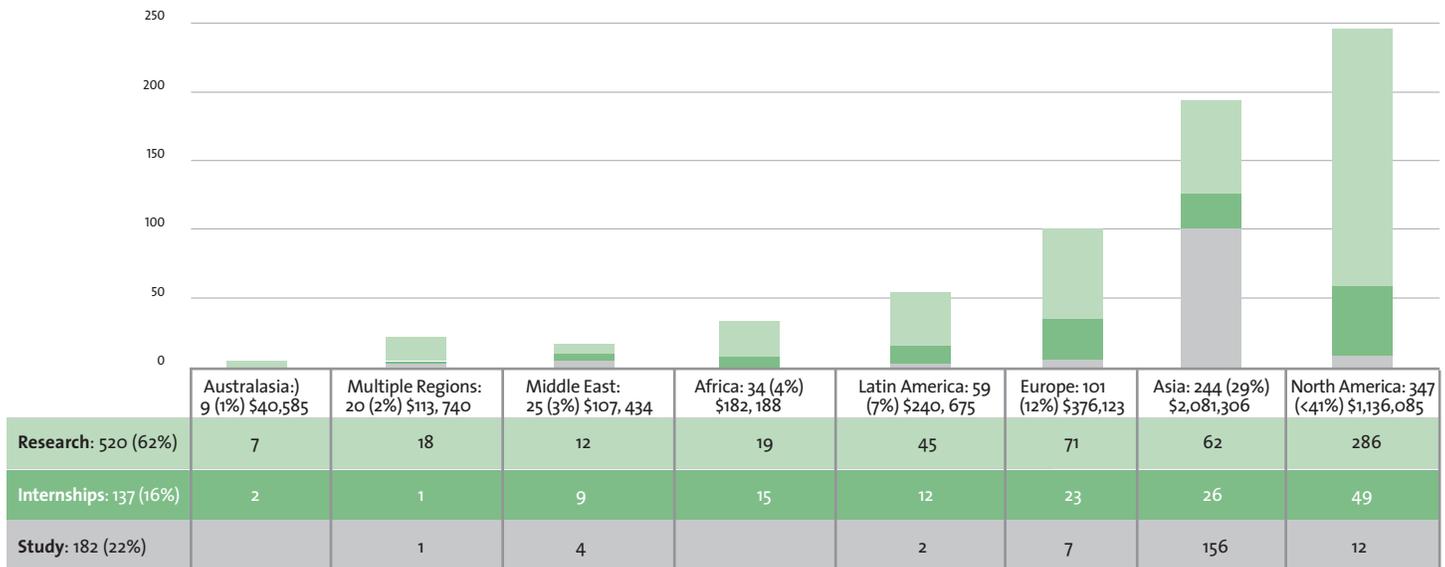
Fellowship awards by Class Year and Type of Activity, 2011–12

Total = 839; \$4,278,136



Fellowship awards by Region and Type of Activity, 2011–12

Total = 839; \$4,278,136



Major International Post-Graduate Fellowship Awards, 2000–12

Fellowship	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
Fulbright Scholarships	9	12	13	12	12	18	25	16	14	17	15	7
Gates Cambridge Scholarships	4	5	5	4	3	3	9	3		2	3	3
George J. Mitchell Scholarships	1	1	1						2		1	
Marshall Scholarships		4	3	2	1	5	2	2	1	3	3	1
Rhodes Scholarships	3	2	2	1	2	3	5	1	2	2	2	2
The Luce Scholarships Program	1	1	1		1	1		3	1	1	1	1

The International Summer Award (ISA)

Since 2005, 3,023 awards have been given through the Presidential initiative, unique in the country, to ensure that funding is accessible for an international experience for all Yale students. All financial aid recipients are eligible for financial support for one experience abroad from a designated portfolio. This initiative has been extraordinarily successful in giving students confidence to pursue study and internship opportunities abroad which might otherwise be or seem completely out of reach. Students' ISA reports testify to the learning that students experience, and to the ways in which new avenues open up to them as they discover new horizons.

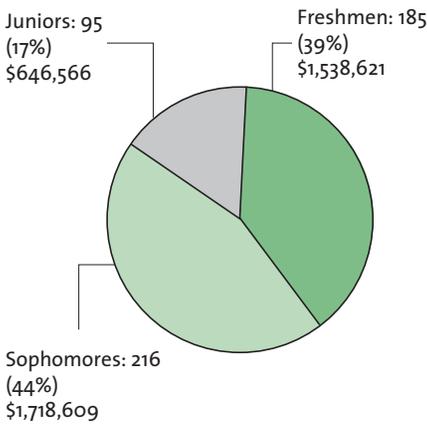
ISA's by Year and Activity								
Activity	2005	2006	2007	2008	2009	2010	2011	2012
Study	77	224	202	208	351	386	403	399
Internships	44	84	89	78	89	61	51	81
Research	21	38	22	17	34	33	15	16
Total	142	346	313	303	474	480	469	496

2012 ISA's and Funding Source	
Category	2012
Donor Funded	264* (53%); \$1,783,620
Other Funding	232 (47%); \$2,120,176
Total ISAs awarded and amount spent	\$3,903,796

*Includes partially funded ISAs.

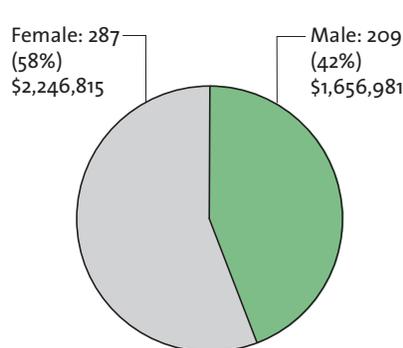
2012 International Summer Awards by Class Year

Total = 496; \$3,903,796



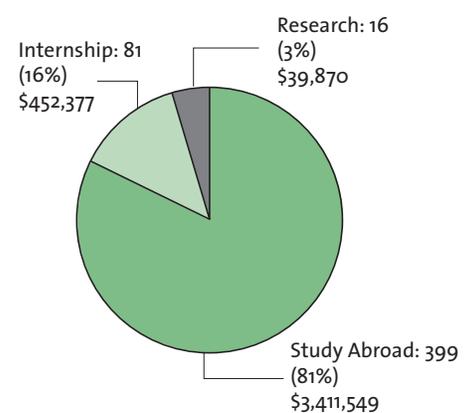
2012 International Summer Awards by Gender

Total = 496; \$3,903,796



2012 International Summer Awards by Type of Activity

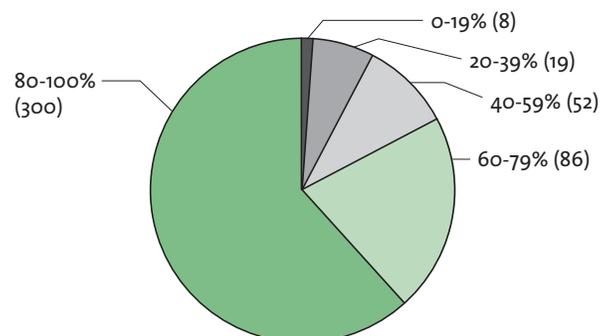
Total = 496; \$3,903,796



ISA funding and need

As we have analyzed ISA awards over the past seven years, we have realized that the neediest students are those who most frequently use the ISA to make summer international experience possible. For many of these students, an experience abroad after the first year of study, funded by an ISA, can be a gateway to success in applying for merit-based funding for further experience abroad during their time at Yale.

2012 International Summer Award: Percentage Levels of Need Total = 465*; \$3,822,356



*These students received an ISA based on their level of financial need. The remaining 31 students received only the student income portion of the ISA (totaling \$81,440).

Conclusions

The work that we do at the Center for International and Professional Experience becomes, we believe, more effective each year, as we discuss our initiatives, the challenges we face in advising, the needs of our students, and the imperatives of the rapidly-changing global environment in which we work. Thoughtfulness, a respect for data, a belief in the value of empirical analysis and of qualitative assessment, and constant attention to ethical concerns and to responsible stewardship of the resources given to us and to our students—these are the drivers of our work. We believe that we are beginning to see the rewards of planning with awareness of all aspects of our students' experience. Focusing on the quality of student experience rather than on increasing numbers will better serve the personal and educational goals of these talented young people, and of the institution that is home to us all.

“Studying abroad taught me to be more self-reliant, more responsible, and more adventurous. It pushed me out of my comfort zone and forced me to confront my inhibitions. Cambridge is an incredible place, and the experience of being a student there dislodges you from whatever you do or whoever you are at Yale.”

Annie Wang
Berkeley 2013
Political Science Major
Cambridge University, Pembroke College,
Spring 2012

“I say that this is an unfinished experience because it is part of me now. I can't just walk away from this four-month period, dust off my hands, and move on. I feel like my project in life, for the next few years at the very least, will build upon this life-changing experience of being near and relating to people and to reality. While this doesn't mean that I've come back an idealistic activist, I do realize that I have returned with a keener sensitivity to my immediate climate and my individual role within the networks of people and institutions surrounding me.”

Katherine McComic
Saybrook 2014
English Major
Sweet Briar College, Junior Year in Spain,
Fall 2011

Thomas Smyth: a Yale College graduate learning abroad

Saybrook College class of 2012, Political Science major, winner of the Charles P. Howland fellowship



An excerpt from Thomas' mid-project report:

I moved to Lusaka, Zambia on August 1 to start a business, Zamsolar Ltd., selling solar-powered lights and cell phone chargers to households in Zambia that lack electricity, with a year of financial support from the Charles P. Howland fellowship. The business, in fits and starts, is underway; we have sold a few solar devices to off-grid residents; and I have also learned an enormous amount about Zambia and my role here.

The Project

In summer 2011—thanks to Yale's Leitner Fellowship—I traveled to Zambia for 10 weeks to research the way in which people in rural areas used their cell phones, and to what extent these wirelessly connected individuals became part of a global cosmopolitan community. I quickly learned that one of many barriers to cosmopolitanism is keeping your cell phone charged (true in Lusaka as well as New York). Most rural households in Zambia are not connected to the grid, so people have to travel up to 10 miles or more, in some cases, to charge their phones. In the course of the summer, I spent some time with a nonprofit that was giving away solar-powered lights to schools. I realized that there was significant demand for these products in rural communities—in large part because the solar lighting unit also had a plug for phone charging.

So I decided to start a business selling solar-powered lights and phone chargers in Zambia. Quixotic? Perhaps. But our business, Zamsolar Ltd., has grown dramatically in the last five months. I plan to stay in Zambia after the completion of my fellowship to continue expanding the business to reach more unelectrified households.

Reflections on the experience after six months

It is frustrating to me to think that we've only sold about 100 products in the first five months. This is not due to a lack of hard work—I am in the office every day at 7:30 AM, I leave around 5:30 PM to go for a run and eat dinner, and then I usually return to the office in the evening to work from about 8–10 PM. I feel extremely busy every single day. But why are our customer metrics in the dozens, not the thousands?

Personally, the biggest change has been in my thinking. I realize now that there is an underlying economic, social, and normative logic to every interaction, transaction, occupation, and life decision. Things are the way they are because of certain processes that people use to make decisions, not because of haphazard, irrational, or arbitrary choices. The woman selling tomatoes by the side of the road—next to 12 other women selling exactly the same product at the same price—is doing what she has found is the most lucrative and least risky job possible. Risk entails the potential for downside, and in a country where most people are just subsisting, there is not much room for downside.

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Many aid organizations that we know use the “Stuff Model.” What Zambians need, in the minds of many foreigners, is more stuff: grain, mosquito nets, drugs, laptops (one per child), etc. Obviously this doesn’t work. But it’s interesting to think about how these people came up with the “Stuff Model.” It’s not immediately intuitive that the right thing to do when confronting poor people is to give them stuff. That reaction, I believe, is a product of our Western culture, in which materialism—how much stuff you have—is a sign of success and affluence.

My fear, today, is that Zamsolar plays right into the “Stuff Model of Development.” We bring in stuff (solar-powered lights) and sell it to poor people. That’s our whole model. I think that we’re having some positive effects, particularly for children who are able to read at night. We thought that our impact on disposable income would be more meaningful. The money is there: because people don’t have to buy candles, batteries, and cell phone charging services, they have more money in their pockets each week. But we’ve found anecdotally that most of this money simply goes to other consumable items, especially prepaid cell phone minutes. So we’re adding value on the order of \$2-3 per week per household, but that isn’t enough to make a significant difference in people’s lives. We aren’t producing income increases of orders of magnitude.

In theory, I believe that the Stuff Model only works the other way around: when stuff goes out of a country, exported to foreign buyers, and money comes in. This is how billions of people have been lifted out of poverty in East and Southeast Asia: they sold stuff to Americans and Europeans, who in exchange sent money to them, which “cures” poverty (remember, having more money = being less poor).

How can I help this to happen? Zamsolar creates jobs, but not hundreds of them—and the jobs are as salesmen, who are typically taking a commission on products that they sell to other relatively poor people. Could we ever assemble solar-powered lights here in Zambia in a cost-effective way? (Doubtful.) Are there other ways that I could encourage investment in Zambia to create jobs that take people’s incomes from zero to \$2,400 per year?

Almost halfway through my fellowship, I’m still trying to figure things out. I could not imagine a more interesting place for me to be at this point in my life. I wake up early every day and learn more about what makes our societies, markets, and businesses work. I not only “do research”—talking to customers, employees, other businesspeople, etc—but also actually act on things, make decisions, hire employees, pay taxes, try out new ideas, and see what effect Zamsolar has on people. This is the most profound difference from Yale: I have a responsibility to go out and implement a plan every day and determine if it works or not. If it doesn’t work, I have to change the plan.

I look forward to writing to you again in six months to describe how the plan keeps changing. I hope by then I have found a plan that works. Thank you again for your support.

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