

Yale College

# Center for International and Professional Experience



"Bhutan is known for its philosophy of Gross National Happiness (GNH) and I had the opportunity to experience that philosophy this summer. Two of the pillars of GNH, Conservation of the Environment and Preservation and Promotion of Culture, can be seen in this photo. The Paro Taktsang, literally translated as 'Tiger's Nest,' is an important monastery built in the 17th century at this holy Buddhist site in the heart of the Himalayas."

– Photo by Ariella Kristal, Timothy Dwight College, 2014  
Location: Paro, Bhutan  
*Robert C. Bates Traveling Fellowship, Summer 2013*

2012 – 2013  
Annual Report

## **2012 – 13 Annual Report**

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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.*

At the Center for International and Professional Experience we are committed to an ongoing conscious effort to understand what we do as an integral part of the education of Yale College students. The model that guides us derives from the premise that students learn most effectively when they are supported but not infantilized. Our advising and our programs are designed to foster independence and ownership of the educational experience. The astonishing range of educational goals and career aspirations of Yale's undergraduates require us to think broadly and with imagination about how best to prepare students to make good decisions and to contribute effectively beyond Yale.

The framework we use to guide our work is our strategic plan, which we developed together in 2011, and which works well with the principles proposed by Peter Salovey at the time of his appointment as the 23rd President of Yale. President Salovey proposed that we should work to make Yale a place of greater **access, integration, innovation, and excellence**, and we have built this proposition into our thinking about our work for the coming year. CIPE's guiding vision statements, for which we formulate new goals and strategies each year, are:

- 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. **(Access)**
- 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. **(Excellence, Access)**
- 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. **(Integration)**

- 4. Use of the technologies.** We will identify appropriate technological tools that support students' educational and experiential goals, facilitate and promote CIPE offerings and increase organizational efficiency, and implement the use of these technologies. **(Innovation)**

- 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. **(Excellence, Innovation)**

Because we are increasing our focus on the educational nature of our work, this year's Annual Report is organized to supplement data with some reflection on this aspect of what we do. The report is structured around the data we collect, and provides a picture of the levels of student engagement in different activities and also of the kinds of programming and advising provided by the staff of the CIPE. We provide for all Yale College students guidance in their engagement with the world beyond Yale, in a very wide spectrum of areas including, for example, summer internships in the U.S., a year at a university abroad, advice on preparing for admission to medical or law school, nomination for a prestigious national scholarship such as Rhodes or Marshall, and instruction in preparing a proposal for a competition for funding research for a senior thesis. We seek new ways of engaging with this generation of students through the use of the technologies to provide on-line tools which allow them to explore on their own schedule as they find it useful. We continue to provide the informational workshops and programs and the individual advising which have traditionally served students well.

## Advising Principles

We have together developed a model for advising and engaging students which we refer to by the shorthand term “North Star.” Our experience and analysis have led us to an understanding of the work we do as an educational process which can guide students in building and owning their own experience. Each step of the process can be, for the student, an opportunity to learn to use resources well, to acquire not just information necessary for accomplishing a specific goal, but also skills in seeking out and evaluating information for other purposes. Students who think about and articulate clear goals in pursuing an activity are more likely to invest and succeed. Students who reflect on their experience from the first phase until well after its completion are better able to manage difficulties that arise, to overcome challenges,

and to find unexpected ways of contributing and learning. The “North Star” to which we refer is the autonomy and engagement that, for these very talented students, together characterize ownership of their own education and ability to use effectively the extraordinary resources available to them at Yale.

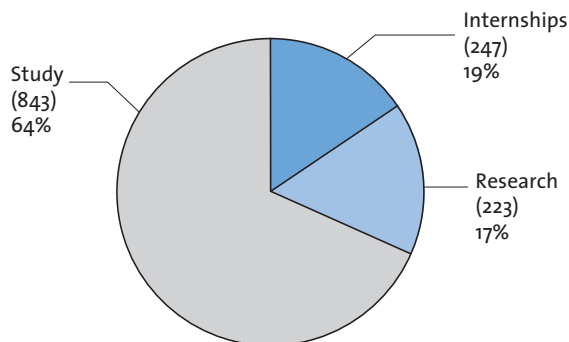
The nature of these resources is sometimes taken for granted here on campus, and it is therefore part of our mission in the CIPE to help students understand the nature of the privilege given to them. We try to assist them in their establishment of an ethical compass that can guide them in this difficult age of globalization to engage productively and responsibly both locally and globally.

## International Experiences, 2012–13

International Experiences in Yale College, 2003–13										
Program	03–04	04–05	05–06	06–07	07–08	08–09	09–10	10–11	11–12	12–13
Academic Year Study Abroad	156	158	144	199	152	165	164	160	160	147
Yale Summer Session Programs Abroad and Global Summer Program	75	150	209	213	310	330	412	350	374	353
Summer Study (non-Yale Summer Session)	103	120	178	180	214	327	334	405	402	343
Internships	40	92	196	231	258	212	239	202	208	247
Research and independent projects	176	206	250	269	295	287	248	255	212	223
<b>Total Experiences</b>	<b>550</b>	<b>726</b>	<b>977</b>	<b>1092</b>	<b>1229</b>	<b>1321</b>	<b>1397</b>	<b>1372</b>	<b>1356</b>	<b>1313</b>
<b>Total Number of Individual Students</b>					<b>1172</b>	<b>1232</b>	<b>1317</b>	<b>1308</b>	<b>1280</b>	<b>1254</b>

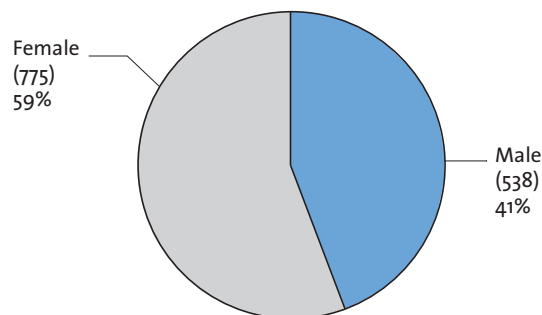
### International Experiences by Type of Activity, 2012–13

Total = 1,313



### International Experiences by Gender, 2012–13

Total = 1,313



## Yale College Class of 2013 International Experiences

	% of YC 13 (N=1,268)*
Had one or more international experience**	66%
Had any international internship	10%
Had a UCS-sponsored international internship	8%
Received Light Fellowship	8%
Non-Yale Study Abroad including Light	28%
Received any Fellowship – all records in SGD including Light	27%
Yale Summer Session	27%
Went to at least one non-western country	27%
Length of trips	
All or part of summer	63%
Semester (inc. semester & summer)	12%
Academic year or longer	2%
Majors Represented	
STEM Fields	54%
Social Sciences	65%
Humanities	76%
Gender	
Male	59%
Female	73%
Parental Education	
College degree or higher	66%
No college degree	77%

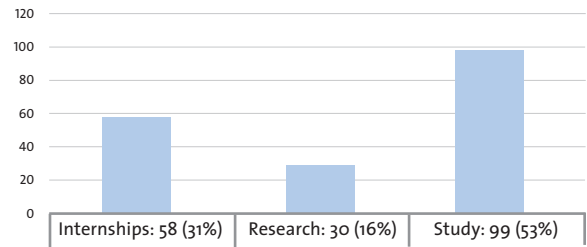
\* Class year in Banner as of 2012.

\*\* Only international experiences recorded in Studio Abroad and the Student Grants Database are included. We suspect that these numbers underestimate international experiences for students from affluent backgrounds.

## International student experiences abroad, by Type of Activity, 2012–13

Total = 187

(International Students in Yale College = 581)



*“My summer internship at Accenture in Athens was the perfect blend of a challenging working experience and a formative international stay. My co-workers and boss were incredibly welcoming and supportive and made sure that I learned a lot while I was directly contributing to the projects they were working on. Outside of work, I was able to complement my Yale studies by learning about the complex economic and political situation in Greece first hand and experience the many cultural attractions Athens has to offer.”*

Sophia Clementi, Pierson 2014

Ethics, Politics & Economics Major

*Bulldogs in Athens (Internship with Accenture Athens)*

*Athens, Greece – Summer 2013*

*“International Bulldogs in Istanbul was an unforgettable experience. Not only did I have to opportunity to work and live in such a historic and happening city, but I made wonderful friends and learned more than I could have in any classroom. I can honestly say I am a more independent, stronger person than I was before I went.”*

Emma Banchoff, Branford 2016

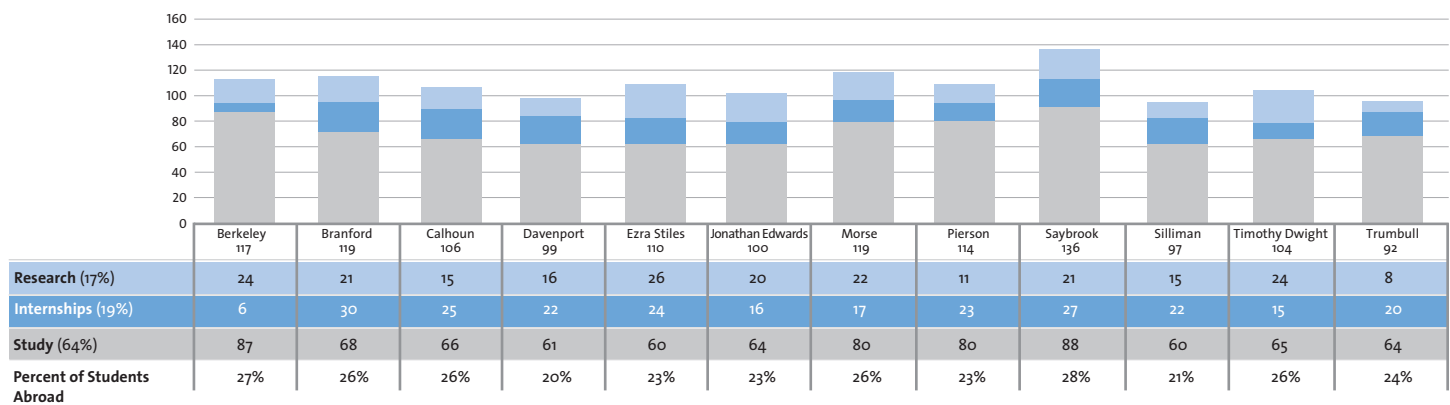
Anthropology Major

*Bulldogs in Istanbul (Internship with Toplum*

*Gonulluleri Vakfi)*

*Istanbul, Turkey – Summer 2013*

## International Experiences by Residential College and Type of Activity, 2012–13



## International Experiences by Student Major Area & Type of Activity, 2012–13, Total Experiences = 1,313

Field	Study	Internships	Research	Total
Multiple areas	5	3	10	18 (1%)
STEM fields	120	48	69	237 (18%)
Humanities	126	45	58	229 (18%)
Undeclared	371	56	18	445 (34%)
Social Sciences	221	95	68	384 (29%)
<b>Total</b>	<b>843</b>	<b>247</b>	<b>223</b>	<b>1313</b>

*“The time I spent in Russia consisted of many firsts: first time out of the country, ordering food in a foreign language, and riding excessively crowded public transportation. Most importantly, in my time in Russia, never have I ever been more curious and invested in a country’s language, in its history, in its literature, and in its culture. As a prospective physics major, I had previously believed that the humanities were something that I never would completely ‘get.’ I would see many people revel in reading a novel, stare at a painting in an art museum for a long time, and memorize all these facts about some historical event. However, after so many museum trips, so many lectures, and so much time spent just reading, writing, and thinking, I’m starting to revel, I’m starting to stare, and I’m starting to memorize. A new lifelong goal has sprouted from these five weeks in Russia: not only do I want to learn about my own native Mexico, about all of its art, literature, history, and people, but also of all the world’s literature, art, history, and peoples that I have overlooked over the years due to lack of interest and a pair of closed eyes.”*

Class of 2016 International Summer Award recipient

Yale Summer Session in St. Petersburg: Second Year Russian Language & Culture

St. Petersburg, Russia – Summer 2013

# International Experiences by Region, Country, and Type of Activity, 2012–13

Region	Country	Study	Internship	Research	Total	Region	Country	Study	Internship	Research	Total
Africa	Multiple Locations in Africa			3	3	Europe <i>(continued)</i>	France	141	3	17	161
	Cameroon		6		6		Georgia		1	2	3
	Egypt		1	1	2		Germany	20	3	10	33
	Ethiopia		1	1	2		Greece	2	10	1	13
	Ghana		2		2		Hungary	1	3		4
	Kenya	1	4	2	7		Ireland	2		3	5
	Madagascar	1			1		Italy	65	1	3	69
	Mali		1	1	2		Netherlands	1	1	1	3
	Mauritius		1	1	2		Poland		2		2
	Morocco	19			19		Portugal			1	1
	Namibia		1		1		Romania			1	1
	Nigeria	1		1	2		Russia	9	1	2	12
	Qatar			1	1		Spain	49	10	3	62
	Rwanda		2	1	3		Sweden	3		1	4
	Senegal	1	1		2		Switzerland	2	3	14	19
	South Africa	7	4	8	19		Turkey	7	9	3	19
	Tanzania	2		3	5		United Kingdom	158	20	11	189
	Tunisia		1		1		Europe Total	502 (75%)	83 (12%)	86 (13%)	671
	Uganda		9	1	10	Latin America	Multiple Locations in Latin America			2	2
	Zambia		5	1	6		Argentina	16	15	2	33
Africa Total		32 (33%)	39 (41%)	25 (26%)	96		Bolivia		3	1	4
Asia	Multiple Locations in Asia	2	1	1	4		Brazil	28	5	5	38
	Bangladesh		1	1	2		Chile	2		3	5
	Bhutan			1	1		Colombia		1		1
	China	113	42	12	167		Costa Rica	1			1
	India	11	4	12	27		Cuba	1			1
	Indonesia		1	1	2		Dominican Republic	2			2
	Japan	44	2	9	55		Ecuador	16	1	8	25
	Korea, South	14	1	5	20		El Salvador			1	1
	Laos		1	1	2		Guatemala	3	3	2	8
	Malaysia			1	1		Haiti			1	1
	Myanmar		1		1		Honduras			1	1
	Nepal	2	2		4		Mexico		4	3	7
	Philippines	5	1		6		Nicaragua		1	1	2
	Singapore	3	14	1	18		Panama			1	1
	Taiwan		1	1	2		Peru	16	2	10	28
	Tajikistan		1		1		Turks and Caicos Islands	1			1
	Thailand	2	1		3		Venezuela			1	1
	Vanuatu		1		1		Latin America Total	86 (53%)	35 (21%)	42 (26%)	163
	Vietnam			3	3	Middle East	Israel	6	15	5	26
Asia Total		196 (61%)	75 (24%)	49 (15%)	320		Jordan	6		1	7
Australasia	Australia	2		2	4	Middle East Total		12 (36%)	15 (46%)	6 (18%)	33
Australasia Total		2 (50%)	0	2 (50%)	4	North America	Canada	1		4	5
Europe	Multiple Locations in Europe		1	9	10	North America Total		1		4	5
	Austria			2	2	Multiple Regions Total		12		9	21
	Belgium		10		10	Grand Total		843 64%	247 19%	223 17%	1313
	Croatia	15			15						
	Czech Republic	15			15						
	Denmark	12	5	1	18						
	Finland			1	1						



## Academic Initiatives

### Study Abroad

A total of 843 Yale students and recent graduates participated in study abroad experiences in 2012–13. This represents a drop of 10% from 2011–12, which we attribute to the fact that during this year we planned a new structure for bringing together Yale’s faculty-led study abroad programming with management of all study abroad advising, and we had on staff only a single study abroad adviser, and that this was a time of reorganization rather than a time for growth. As we recalibrate our work in advising students for study abroad and developing the portfolio of faculty-led programs abroad, we are very much aware that study abroad is for many students an opportunity to develop a new independence. Students are now in many ways “tethered” through connectivity both to their parents and to their peers: we seek to provide guidance in reflection which can help them understand and benefit from the experience of adapting to life in a new location and community. We also understand that the experience of the world that our students bring to Yale varies enormously, and that each student’s developmental path is different: for some students a highly structured and supported experience is optimum, while others are ready for the challenge of direct enrollment in a university abroad, studying through the medium of a language they have been studying at Yale. An ethical consideration of their participation in and contribution to the life of a community abroad is an important part of the learning that can come from all study abroad, and we work to foster this learning.

Yale’s language requirement, which is premised on the idea that language study is a significant element of learning and that language acquisition should be energetically encouraged, results in large numbers of students pursuing language study programs abroad. 60% of YSS participants listed the desire to improve their language skills as the primary goal for study abroad, and 58% expressed the intention of continuing language study after their return to the U.S. The community of students at Yale who have studied Chinese language in China is very strong, primarily because the Light fellowship program makes this experience accessible for so many students (94 in 2012–13) but also because at Yale advanced knowledge of a foreign language is valued and rewarded. Students are always encouraged to seek the more challenging option of study abroad through the medium of a foreign language in a non-Anglophone country, and the culture of the institution supports this message. The existence of on-campus individualized programs such as Directed Independent Language Study

Study Abroad Enrollments, 2012–13	
<b>Year or Term Abroad</b> (term-time study abroad, non-Yale programs)*	<b>100</b>
<b>Summer Abroad</b> (summer study abroad, non-Yale programs)*	<b>287</b>
<b>Yale Summer Session &amp; Global Summer Program</b>	<b>326</b>
<b>Light Fellowship</b> (language study in Asia, not for credit)	<b>66</b>
<b>Yale-in-London</b>	<b>33</b>
<b>Independent Study Abroad</b> (other fellowship winners studying abroad)	<b>31</b>
<b>Total</b>	<b>843</b>

\*Includes Light Fellows receiving academic credit

Summer and Academic Year Intensive Language Study Abroad, 2012–13		
<b>Arabic</b>	<b>Study Abroad (non-Yale)</b>	<b>8</b>
<b>Chinese</b>	<b>Light Fellowship</b>	<b>94</b>
	<b>Study Abroad (non-Yale)</b>	<b>15</b>
<b>French</b>	<b>Yale Summer Session</b>	<b>48</b>
	<b>Study Abroad (non-Yale)</b>	<b>37</b>
<b>German</b>	<b>Yale Summer Session</b>	<b>15</b>
	<b>Study Abroad (non-Yale)</b>	<b>5</b>
<b>Hindi</b>	<b>Study Abroad (non-Yale)</b>	<b>3</b>
<b>Italian</b>	<b>Yale Summer Session</b>	<b>42</b>
	<b>Study Abroad (non-Yale)</b>	<b>10</b>
<b>Japanese</b>	<b>Light Fellowship</b>	<b>29</b>
	<b>Study Abroad (non-Yale)</b>	<b>2</b>
<b>Kiswahili</b>	<b>Yale Summer Session</b>	<b>1</b>
<b>Korean</b>	<b>Light Fellowship</b>	<b>14</b>
<b>Portuguese</b>	<b>Yale Summer Session</b>	<b>24</b>
	<b>Study Abroad (non-Yale)</b>	<b>4</b>
<b>Russian</b>	<b>Yale Summer Session</b>	<b>9</b>
<b>Sanskrit</b>	<b>Study Abroad (non-Yale)</b>	<b>1</b>
<b>Spanish</b>	<b>Yale Summer Session</b>	<b>44</b>
	<b>Study Abroad (non-Yale)</b>	<b>50</b>
<b>Turkish</b>	<b>Study Abroad (non-Yale)</b>	<b>7</b>
<b>Yoruba</b>	<b>Study Abroad (non-Yale)</b>	<b>1</b>
<b>Total</b>		<b>463</b>

(DILS) and Fields which provide students with the opportunity to take their study to an advanced level with focus on a specific content area, or to begin a new language not taught at Yale because it will be useful for academic purposes, speaks to this institutional commitment.

## Yale Summer Session

Under the leadership of William Whobrey, Yale Summer Session (YSS) is responsive first and foremost to the needs of Yale undergraduates, who make up 30% of the enrollments of Yale courses offered in New Haven. YSS also offers an important opportunity to bring groups of international students from partner institutions to Yale for five weeks in the summer, often accompanied by a faculty member from their home institution who may teach or conduct research at Yale in conjunction with this activity. This structure has been used by Yale to build partnerships with institutions in other countries, and the highly positive evaluations of students who have lived in residential colleges and studied with Yale faculty contribute to Yale's reputation abroad. Yale's English Language Institute (ELI) similarly provides an introduction to the strengths of the institution in intense, focused summer programs that use the beautiful campus environment throughout the summer months.

Yale Summer Session Study Abroad Enrollments of Yale College Students by Country, 2003–2013												
Region	Country	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Africa	Kenya	1	3	1	2	2	7	16	22	3	11	1
	Swaziland/South Africa					19	12	9				
	Morocco										10	17
Total		1	3	1	2	21	19	25	22	3	21	18
Asia	China								5	3	6	1
	India								8	11	5	5
	Japan					11	11	12	9		5	11
	Singapore				10		9	12	13		9	4*
Total					10	11	20	24	35	14	25	21
Europe	Austria			7								
	Croatia				19		15	21	20	20	21	15
	Czech Republic	5	13	17	16	16	23	21	35	31	24	14
	France	31	23	54	63	55	108	97	108	103	99	98
	Germany	7	9	12	15	6	16	10	16	22	15	15
	Italy	15	15	11	28	33	46	49	62	64	53	51
	Russia	8	12	11	8	14	9	10	22	15	12	9
	Spain				19	18	16	18	17	17	15	14
	Turkey									9		
Total		66	72	112	168	142	233	226	280	281	239	216
Latin America	Argentina						4		11		4	8
	Brazil			9	19	20	10	17	26	20	23	24
	Chile					8	6	6		9	5	
	Ecuador					14	15	18	15	15	15	14
	Panama				10							
	Peru											16
Total				9	29	42	35	41	52	44	47	62
Middle East	Jordan									17		
Total										17		
Global Summer Program (GSP)	ETH Zurich							1	1		1	
	Peking University							1	1		1	1
	The University of Tokyo						1	2		1	2	3
	Australian National University						1			1		
	UC Berkeley										1	
	National University of Singapore							1	2	2	1	4*
	University of Copenhagen							2		2	5	4
	University of Cambridge							3	1	1	1	1
	University of Oxford						1	4	1	1		
Total							3	14	6	8	12	13
All Programs Total		67	75	122	209	216	310	330	412	350	344	330

\* Yale Summer Sessions in Singapore and GSP at National University of Singapore are the same program, so students attending these programs are double counted.

Yale Summer Session Enrollments	2009	2010	2011	2012	2013
Total YSS course enrollments*	2125	2165	2038	1989	1867
Individual YSS students*	1403	1443	1358	1293	1281
<b>Breakout by student type</b>					
Yale College	833	852	827	805	796
Other Yale	100	71	18	17	14
Non-Yale pre-college	163	173	172	152	124
Non-Yale college & grad	307	347	341	319	347
Students taking courses taught abroad	348	425	374	354	351
English Language Institute students	176	187	181	209	207
*YSS students may enroll in more than one course					
<b>ELI Overall Enrollment</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Intensive English	78	123	125	98	84
Law Seminar	39	36	26	29	38
Business Seminar	22	9	15	18	17
Postgraduate Seminar	23	22	15	12	15
University Prep Program for High School Students	—	—	—	52	53
<b>Total</b>	<b>162</b>	<b>190</b>	<b>181</b>	<b>209</b>	<b>207</b>

Host University: Yale University Summer Session	
IARU Institution	Course: Sustainability and Institutions
ANU	1
ETH Zurich	1
NUS	1
PKU	1
Berkeley	1
Cambridge	1
Copenhagen	3
Oxford	2
Tokyo	3
Yale	1
<b>Total</b>	<b>15</b>

Yale Summer Session 2013 Partner Universities	
Partner University	Number of Students
Boğaziçi University (Turkey)	-
EESP FGV (Brazil)	-
Fudan University (Beijing, China)	21
Global Summer Program (2 courses @ Yale)	15
IARU GSP Interns	6
National University of Singapore (NUS)	9
NUS High School	-
Peking University (Beijing, China)	20
Prepa Tec. (Monterrey Tec high school)	7
Renmin University of China (Beijing, China)	18
Seoul National University (South Korea)	-
Shanghai Jiao Tong University (Shanghai, China)	20
St. Xavier's University (India)	2
Tec. De Monterrey (University), (Mexico)	21
Tsinghua University (Beijing, China)	13
University de Navarra (Spain)	1
University of Hong Kong	17
University of Tokyo	12
Waseda University (Japan)	2
SRH Hochschule	1
<b>Total</b>	<b>185</b>

Through the International Alliance of Research Universities (IARU), in which Yale has been a leader of the Global Summer Program (GSP) working group, Yale brings students for a highly structured international classroom, and Yale students go to partner institutions for a similar experience of learning with highly talented students from eight countries, in courses where the varied experience of the students, and a shared commitment to contribute to the future of a shared planet, guide the pedagogy. Students and faculty agree that the value of this model in fostering an understanding of different cultural and intellectual paradigms in an environment where serious questions can be raised and differences bridged gives students essential tools for their future work in a globalized society.

For Yale students, summer session is often an opportunity to learn with less pressure but with more intensity, since they study only one or two subjects, at a very rapid pace. Adjusting to this different rhythm is developmentally very useful since it prepares them for the need to adjust to the many different learning environments they will encounter beyond Yale. By the same token, online courses for Yale College were pioneered through Yale Summer Session, and faculty learned new pedagogies alongside their students. In summer 2013, 140 students took advantage of Yale's online credit-bearing courses.

### 2013 Online Courses:

#### Session A (June 3 – July 5)

ENGL S220E – Milton  
 GLBL S185E / PLSC S342E – Cause & Effect  
 in Social Science Research  
 MUSI S265E – Jazz and Race in America  
 PSYC S110E – Introduction to Psychology  
 PSYC S131E – Human Emotion  
 PSYC S350E / CHLD S350E – Autism and  
 Related Disorders

#### Session B (July 8 – August 9)

ECON S131E – Econometrics and Data Analysis I  
 ECON S285E – Welfare Economics and Equity  
 ENVE S105E – Introduction to Green Energy  
 MUSI S120E – Listening to Classical Music  
 PSYC S152E/PHIL S152E – Moralities of Everyday Life  
 PSYC S171E – Sex, Evolution, and Human Nature  
 PSYC S304E / CGSC S304E – Mental Lives of Infants  
 and Animals

## Yale Visiting International Student Program

The Yale Visiting International Student Program (Y-VISP) continues to flourish, under the leadership of Katie Bell, and in 2013–14, Yale invited 25 students from five partner institutions to study at Yale College for a full academic year. These students join us from the Tecnológico de Monterrey (Tec), the National University of Singapore (NUS), The University of Hong Kong (HKU), Universidades Estadual de Campinas (Unicamp) and Waseda University. The chart below illustrates the program's growth during the past three years, and we look forward to inviting more talented students from our valued partner institutions abroad. The students are enthusiastically welcomed in the residential colleges, in the classrooms, and in their extracurricular activities, and the energetic Y-VISP steering committee oversees all aspects of the program's management.

Y-VISP Partner Institution Enrollments	2011–12	2012–13	2013–14
Tecnológico de Monterrey (Tec)	10	8	8
National University of Singapore (NUS)	6	7	6
The University of Hong Kong (HKU)		4	3
Universidades Estadual de Campinas (Unicamp)			3
Waseda University			5
Total	16	19	25

*“This year at Yale is not only about academic experience, but also about personal growth and expanding horizons. At Yale, we are intellectually challenged and inspired to be critics of the world around us. This amazing environment of extracurricular activities and cultural experiences inspires the students, and inspires me, to pursue their talents and to search for different ways to improve the society. Perhaps the most significant experience for me is to have met brilliant and driven people that taught me not to be constrained in a conformity state, but to pursue knowledge and dreams.”*

Marcela Taborda Storlf, Jonathan Edwards College  
 Geology Major  
 Universidades Estadual de Campinas, 2013–14 Y-VISP student



# Undergraduate Career Services

## Career Exploration and Employment Programs

The 2012–2013 academic year was a time of evaluation and evolution within Undergraduate Career Series (UCS). An important part of this process was to assess the services offered by UCS compared with the current needs of students, alumni, and employers. In spring 2013, UCS for the first time hosted the Class of 2013 Senior Survey, which tracks the first destination of recent graduates and has helped to shape the vision for the future of UCS. Portions of the survey results are discussed in this section; however, for a full report please visit the Undergraduate Career Services website ([ucs.yalecollege.yale.edu](http://ucs.yalecollege.yale.edu)).

As part of the new vision for the office, UCS focused on building a strong foundation in five key areas: (1) creating a career readiness curriculum for students; (2) expanding career advising services in specialized areas; (3) increasing resources available for students pursuing graduate and professional school; (4) increasing alumni engagement; and (5) building upon the experiential learning programs. Each of these focus areas is discussed in more detail below.

### Career Readiness Curriculum

In spring of 2013, UCS moved to a career readiness model for advising and educational workshops. This model allows students to insert themselves in the career search process where they feel is most appropriate. For example, a first-year student may know exactly the type of internship he or she seeks, whereas a senior may still be assessing his or her skills and interests. The career readiness model allows students to move throughout the career search process with fluidity, from self-assessment to application and if needed back to self-assessment.

This model also allows the UCS advisers to better prepare students for the job search process after they graduate from Yale. Rather than emphasizing the procedure for specific opportunities, this model takes students through the process of identifying their skills, values, and interests and aligning them with functional roles at various organizations, or their goals for further study.

### Expanded Career Advising

This past spring, UCS announced the appointment of specialized career advisers in the areas of global health and arts. While students in these areas have always been supported by UCS, recent growth in University programming has created even further interest in these fields.

Following the 2009 launch of Yale's university-wide Global Health Initiative (GHI), the development of the Undergraduate Global Health Studies Program, and the Global Health Fellows, UCS recognized the need for a dedicated career adviser to support students' rapidly growing interest in the field. In collaboration with students, faculty, and alumni, the adviser is creating a highly connected undergraduate global health network to facilitate the sharing of global health knowledge and resources. UCS is also partnering with GHI, the Jackson Institute for Global Affairs, and Yale's School of Public Health to develop relevant programming, including a Global Health Fellowship Showcase and the Global Health Networking Night.

With the appointment of a specialized career adviser in the arts, UCS recognizes the unique job and internship search process students have when pursuing a career in the arts. To better meet their needs, this adviser is creating specific arts career programming for undergraduates across the arts disciplines, and will serve as a central coordinator between the arts students and alumni, faculty, and administration, augmenting the work that's already being done inside and outside of the classroom. Some examples include alumni panels, guest speakers, and trips to New York City. Additionally, UCS is working to forge partnerships between Yale College and several of our peer schools in the arts to share best practices and resources.

As in past years, the services and events of UCS yielded a large number of participants, resulting in more than 8,500 students and alumni contacts. It is notable that this is a lower number of contacts than the prior year, but was also the first year UCS made many of the educational workshops and panel presentations available online. This enhancement of technology was extremely well received by students and will be expanded in future years.

Career Development Contacts	Undergraduates & Alumni
Career Development Events	4,640
Advising/Mock Interviews	3,929
<b>Total Contacts</b>	<b>8,569</b>

UCS again worked with all class years and saw a higher percentage of juniors and seniors. One note of particular interest is that in 2012-2013, UCS saw a higher percentage of first year students (57%) compared to the prior year (51%). This earlier engagement of first year students is consistent with the career readiness model which allows students to easily engage with UCS at the very earliest stages of their job search process.

The UCS Peer Adviser Program expanded in 2012-2013 to 13 Peer Advisers, with one from each of the 12 Residential Colleges and one to assist with outreach to student athletes. It is interesting to note that the use of Peer Advisers by students decreased significantly from the previous year, with Peer Advisers logging 741 total walk-in hours' contacts, compared to 1,034 the year before. The feedback from students was that for certain questions they preferred to meet with a UCS staff adviser rather than a Peer Adviser. As a result, in the 2013-2014 academic year UCS will increase UCS Staff Adviser walk-in hours. In addition, in 2013-2014 the UCS Peer Advisers will be folded into a joint CIPE Peer Adviser program, increasing collaboration among the Peer Advisers who will be holding joint evening walk-in hours and study breaks during peak periods.

### Graduate and Professional School Advising

According to the Class of 2013 Senior Survey, almost three-quarters (71.7%) of respondents intend to be working immediately after graduation, with the next largest group (18.3%) planning to attend graduate school. Of the respondents pursuing graduate school immediately after graduation, more than half (54.4%) are pursuing a Master's Degree or PhD. This data allowed UCS to examine the current services the office has been providing to students, particularly those seeking Master's and PhD. programs. In 2013-2014, UCS will further develop resources for students pursuing those degrees, while continuing to provide outstanding service to students interested in health professions and law school.

Class Year	Percent of Class Interacting with UCS
Freshmen	57%
Sophomores	51%
Juniors	66%
Seniors	69%

### Law School Advising

UCS provides comprehensive services for undergraduate students and Yale College alumni considering law school. Those interested in attending law school can schedule an advising appointment to discuss any aspect of preparing for law school and the admission process. In addition, UCS holds workshops; hosts admissions panels from top law schools; and coordinates information events about potential careers in the legal fields to further assist students with the career decision-making process. Yale students and alumni have one of the highest admissions rates to law schools in the country (90%).

### Health Professions Advising

The Health Professions Advisory Program serves undergraduates and alumni interested in pursuing careers in the health professions, including allopathic, dental, veterinary medicine, and public health. UCS advisers 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 this past year was 88%, as compared to the national rate of 43%.

Graduate/Professional School Degree	Class of 2013
Master's Degree (MA, MS, MEng, Other)	37.4%
Medical (e.g., MD, DO, DDS, DVM)	27.2%
PhD	17.0%
Law Degree (e.g., JD or LLB)	9.2%
Other degree or certificate	9.2%

## Yale College Student And Alumni Profile Of Applicants Entering Med School, Fall 2012

Category	Students Applied	Student Accepted	Percent of Yale students accepted
Class of 2012	66	60	91%
Alumni	95	83	87%
Re-applicants	13	10	77%
Total:	174	153	88%
Category	Students Applied	Student Accepted	Percent of Yale students accepted
MD/PhD*	21	20	95%
International	9	7	78%

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

### Alumni Engagement

One of the most important resources for students in their career search process is Yale alumni who assist with information, education events, mentoring, and supporting events in various cities during the summer. Throughout 2012-2013 UCS focused on building alumni involvement as a resource for students and a career service for alumni themselves.

Yale is unique among schools in that UCS provides career services advice to alumni in perpetuity for no charge. As part of our effort to increase our resources for mid-career alumni, one of the more experienced UCS advisers was designated as a point person for alumni advising and will plan online educational workshops and new resources for alumni in the coming year.

Yale in Washington, Yale in New York, and Yale in San Francisco continued to offer valuable career, cultural, political, and social events for students and alumni interning and working in these metropolitan areas during the summer. These three programs are managed by a student director under the leadership of UCS. During the summer of 2013 these programs engaged over 700 students in 160 diverse programs.

### Experiential Learning

Expectations for graduating students seeking employment now routinely include experience in the workplace in some capacity where learning goes along with contributing to the work of the company or organization. More important than the need for another credential is this aspect of the development of our students, since teamwork, discipline, ability to take criticism, and many other qualities that are necessary for cheerful contribution in any occupation are more readily learned in the workplace than the classroom. Our philosophy in the CIPE is to recalibrate

the programs that we use Yale resources to manage so that they help students to learn the processes by which they can successfully seek out for themselves such workplace opportunities. Learning how to negotiate the overwhelming array of resources they encounter will be important far beyond the first job search. Thus while we run programmatic initiatives such as our domestic and international internship programs, students learn by formally applying and being hired by the sponsor or employer and are not placed by UCS. Students must also go through online or in-person preparation for participation in on-campus recruitment or for participation in any initiative sponsored by UCS. Interns now participate in online reflective exercises to improve their learning process. Thus we work to make sure that all our initiatives are grounded in an expectation that there will be continuous learning throughout the entire process of exploration, the identification of opportunities, application, and placement.

We are particularly interested in helping students who seek work experience in the arts, the science engineering and technology fields, in global health, and in entrepreneurial organizations to identify and prepare for such opportunities, since there may be much less structure and fewer clear expectations for students who in such environments, whether in the U.S. or abroad. This will be an area of focus for us in the future, as we seek to help students navigate in a rapidly changing and often confusing dynamic in this age of technology-driven globalization.

## International Experiences in the Arts, STEM fields, and Public Health, 2012–13

	Internships	Research	Study	Total
Public Health	23	24	14	61
STEM Fields	12	52	10	74
Arts	22	30	80	132

For many years, students have taken advantage of the varied opportunities through the UCS-sponsored internship programs, both in the U.S. and abroad. This past year, UCS began to expand those programs to offer more opportunities in new locations, a process which will continue in 2013–2014. New internship opportunities were created through UCS partnerships with alumni in the following cities: Atlanta, GA; Sitka, AK; San Antonio, TX; Lusaka, Zambia; and Somanya, Ghana.

As part of that expansion UCS also put greater emphasis on planning and reflection on the part of students participating in these programs. For the first time, students participating in the domestic internship programs completed reflections before leaving campus and starting their internships. This exercise required students to set goals for the summer, identify their strengths and weaknesses, and structure a plan for personal improvement.

Below is a brief description of the structured internship programs that are facilitated through UCS. It is important to note that although approximately 10% of the current students participate in one of these internship programs, the UCS career readiness advising model prepares the larger number of students who pursue internship opportunities through a number of other means, including the on-campus interview program and job postings facilitated by UCS.

## UCS Domestic Internship Programs

UCS continued to support a number of excellent opportunities throughout the U.S. These programs offer professional work opportunities for students and a community of Yale alumni and peer support outside of work.

### Internships by Location, Summer 2013

Louisville:	35 internships
Denver:	19 internships
New Orleans:	19 internships
Minneapolis:	13 internships
St. Louis:	9 internships
Houston:	12 internships
Cleveland:	56 internships

### Bulldogs Across America

UCS, in conjunction with local alumni, coordinates the Bulldogs Across America internship program in seven U.S. cities, providing access to more than 160 opportunities in a variety of fields including the arts, government, and nonprofit sector. Locally-based activities are scheduled in each city to provide students with an insider's view of regional, cultural, and civic life. For the summer of 2013, 828 applications were submitted for 163 positions.

### 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 with the opportunity to spend a summer developing a working understanding of nonprofit organizations and interacting with Yale alumni. This year 321 applications were received to fill 22 positions.

### 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 opportunities and streamline the internship search process for students interested in an introduction to the various components of the film industry: talent management and representation, production, screenwriting and 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 and entertainment industry.

### 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, UCS awarded nine students stipends of \$4,000 each. Twenty-nine students applied for these positions and award winners were selected by a faculty committee. In September 2013, UCS hosted a reflection lunch for the nine awardees with David Shribman, the Executive Editor of the *Pittsburgh Post-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 17 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.

### **Chinatown Community Service Health Internships**

Through the funding provided by Goldman Sachs, UCS offers the 10-week Chinatown Community Service Health Internships at the Charles B. Wang Community Health Center in New York. The Charles B. Wang Community Health Center is a nonprofit community-based health center that provides comprehensive primary care, social services, and health education to underserved Asian Americans in New York City. Most patients are low-income, Chinese or Korean speaking immigrants. Two positions are offered each year to Yale students and each student receives a \$4,000 stipend. This year 38 students applied for consideration.

### **Establishing Pathways for Women in Politics**

This program, in its second year, 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 five-day intensive course at Yale Law School on the basics of running a successful political campaign. For the summer of 2013, 19 students applied for funding up from four in the first year, and a total of twelve students secured funding. A reflection lunch was organized by UCS in September 2013 for all the recipients and the program donor.

## **UCS International Internship Programs**

The UCS International Internships provide Yale undergraduates with the opportunity to work abroad in internships provided by Yale alumni and affiliates. In many locations, UCS also coordinates housing facilities and support by on-site coordinators. This year UCS created synergy among all international internships, bridging what was formerly separate programs into one fluid program for all UCS International Internships. This model combined the past international bulldogs program with the many new opportunities available with alumni and with former Yale Worlds Fellows. Through this more integrated and comprehensive model, UCS will be able to offer a larger number of opportunities for students in a more flexible way.

As part of this new model and in an effort to provide students with as many resources as possible about the program, UCS created a Student Mentor List which included past participants who were willing to be contacted and an FAQ page which was continuously updated throughout the season with any common questions that arose. In addition 11 pre-departure programs were presented, which included breakout sessions to discuss various workplace scenarios. During the summer, weekly professional development emails were sent to assist students with maximizing their summer internships while abroad.

UCS further fostered its partnerships throughout Yale to benefit students abroad. For example, UCS partnered closely with the Slifka Center for Jewish Life for the pre-departure programs to Israel, activities in Israel during the summer, and to administer the Schusterman Travel grant to cover all travel-related expenses for students traveling to Israel.

Among the international locations, London employers received the most applications (456). It is interesting to note that Singapore (170) received the second most applications for the summer of 2013, however in 2012 had only 75 applications. The location with the third highest applications was Athens (114), followed by Hong Kong (97), Madrid (96), and Brussels (92).

The Fred Packard Yale World Fellows International Fellowship 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. Among the many countries featuring World Fellow internship opportunities are: Germany, India, Japan, Mexico, Israel, and Singapore. There were 162 applications and 14 students received the Fellowship.

# International Internship Programs and Enrollment, 2003–13

Region	Country	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Africa	Ghana					9	7	5				
	South Africa					6	6	5				
	Uganda					6	15	12	8	4	1	7
	Zambia											4
Asia	China: Beijing			24	30	26		20	12	11	8	8
	China: Shanghai						24	13	7	5	9	14
	Hong Kong				18	19	12	8	14	12	11	10
	India				7		22					
	Japan				5	2						
	Singapore				7	11	12	9	7	7	7	10
Europe	Brussels				15	12	13	9	9	5	8	7
	Denmark							5	10	3	3	5
	England	12	20	30	25	19	30	14	21	21	16	18
	Greece				12	10	7	11	13	7	9	10
	Hungary					2	8	5				
	Spain					4	4	8	7	10	10	9
	Turkey						5	9	6	7	5	8
Latin America	Argentina					15	13	9	13	15	15	13
	Brazil						8					
	Mexico				12	16	13					
Middle East	Israel							11	15	6	7	11
North America	Canada					6	6	3				
Total Programs		1	1	2	9	15	17	17	13	13	13	14
AIESEC					17	22					9	19
Unite For Sight				7	6	12	7	5	7	4	3	1
CDS (As of 2012 Cultural Vistas)				5	9	2	3	4	1	3	1	
Projects Abroad		6										
Total Students		18	20	66	163	199	215	165	150	120	122	154

## UCS International Internships, Summer 2013

Location	Number of Participants	Location	Number of Participants
<b>Africa</b>	<b>11 students</b>	Brussels, Belgium	8* (4 in Leuven)
Kampala, Uganda	7	Copenhagen, Denmark	5
Lusaka, Zambia	4	Istanbul, Turkey	9*
<b>Asia</b>	<b>47 students</b>	London, England	18
Beijing, China	8	Madrid, Spain	9
Hong Kong, China	10	<b>Middle East</b>	<b>12 students</b>
Shanghai, China	15**	Jerusalem, Israel	4
Singapore	14*	Tel Aviv, Israel	8*
<b>Europe</b>	<b>59 students</b>	<b>South America</b>	<b>13 students</b>
Athens, Greece	10	Buenos Aires, Argentina	13

\*Includes interns working with Yale World Fellows

\*\*Includes one student conducting independent research, not an international internship

## Additional Internships with Yale World Fellows

NOTE: There were 14 students working with Yale World Fellows (9.3% of total interns in the UCS International Internship Program)

Tokyo	1	Tianjin	1
Mexico City	2	Berlin	1
Mhaswad	1	Boston	1

## On-Campus Recruiting Program (OCR)

Through Yale's On-Campus Recruiting Program, students meet and interview with employer representatives for full-time jobs and/or internship opportunities in various sectors. This program is primarily a tool for large organizations that can anticipate their hiring needs 6-8 months in advance. According to the Class of 2013 Senior Survey, 14.4% of respondents secured their post-graduate employment through the on-campus recruiting program.

The majority of the firms conducting interviews on campus during 2012–13 represented the following sectors: Financial Services (43%), Consulting (33%), Communications (4%), Education (4%), Legal (4%), and Real Estate (4%).

OCR Participation	2012–2013
Participating Organizations	114
Total Resumes Submitted	7,977
Unique Students	771
Total Interviews Conducted	2,583
Unique Students	787

*“Working in a professional environment has definitely helped me grow as a journalist. For one thing, the Blade style differs completely from the straight-laced voice encouraged by the Yale Daily News. At the Blade, reporters were encouraged to write creative ledes and sustain good writing throughout their articles. The Blade’s unique style forced me to come up with innovative ways to hook the reader and allowed me to exercise my writing ability. I definitely became a better writer by the end of the summer with help from my editors and my mentor, Vanessa McCray (each intern was paired with a staff reporter who would provide assistance throughout the summer). They gave me great writing tips from time to time, advising me to condense wordy paragraphs and make my sentences sound more active. In addition to becoming a better writer, working at the Blade has also made me a better reporter. Before starting this internship, I was unsure of my interpersonal skills and it took a while before I could get used to interviewing people on the phone in front of other Blade reporters. But since phone interviews were necessary for the job, I had to get out of my comfort zone and conduct many interviews a day. This didn’t go smoothly at first – I sounded shy and unsure of myself, despite having conducted hours of research on the subject. I accidentally offended two librarians, who didn’t like my tone of voice and complained about me to my editor. I was self-conscious about looking foolish in front of the other journalists (and my mistakes showed that I had good reason to be), but after a while, I realized their presence was an excellent learning tool. I listened to the reporters around me and observed their interviewing techniques, noting the tone of voice they used and the type of questions they would ask. Nolan Rosenkranz, an education beat reporter who sat near my desk, gave me great pointers after listening to my interviews, urging me to sound more conversational and rely less on adhering to the list of questions I would prepare before each interview. Taking Nolan’s advice allowed my interviews to proceed more smoothly, and I sounded much more confident by the end of the summer. My experience at the Blade showed me that my interviewing technique still needs improvement, so I have enrolled in a Journalistic Writing Workshop to continue my training this semester.”*

Rosa Nguyen, Ezra Stiles 2015

English Major

Paul Block Journalism Internship, Toledo Blade Reporting Intern

Toledo, Ohio – Summer 2013

*“Going into my internship at Russell Byers Charter School, I hoped to learn more about the day-to-day life of a classroom teacher and the reading strategies and classroom management techniques employed by master teachers.*

*I learned an incredible amount about ways in which to motivate and support children. Over the course of the summer I watched teachers inform a child that their behavior was less than ideal while still emphasizing their continued respect for and belief in that same child. In this way, the teachers shifted behavior in the classroom while building positive relationships.*

*I was also unaware going into my internship of the importance of fostering a working, pleasant relationship with parents. The teachers taught me how vital it was to maintain communication with parents and to make sure to inform the parents when the children made both problematic and admirable choices.*

*I very quickly realized that the best way for me to learn key skills in teaching was by mimicking the older, more experienced teachers. I listened to, watched and asked questions of them, slowly attempting to incorporate their advice into my interactions with the children. The teachers at the Russell Byers Charter School Summer Program were incredibly welcoming, supportive and helpful. They showed me both how much I had to learn and how best to go about shaping myself into a successful teacher.*

*While I am nowhere near becoming a great, let alone good, teacher—I have far too much respect for the skills required in this profession to think that I’ve already mastered them!—I do intend to continue to search for opportunities where I will be able to keep practicing interacting with children. I also plan to place myself into situations where I will meet more experienced teachers who can serve as mentors.”*

Miriam Rock, Trumbull 2014

English Major

Yale Alumni Community Service Fellowship,

Russell Byers Charter School Summer Reading Program

Philadelphia, PA – Summer 2013

*“Before coming to the program, I had very little confidence in my lab skills and was worried about disappointing my lab. However, I worked hard to pay attention to every detail they taught me and read up on the techniques in my free time. Through this, I was able to become confident in my lab skills. I also attending the weekly lab meetings, which allowed me to think more critically about the experiments I and the rest of the lab were conducting, instead of just blindly following instructions. This pleasantly surprised me, and I now feel much more confidence in contributing to scientific discussion.”*

Laura Tucker, Saybrook 2015

Molecular Biophysics & Biochemistry Major

Bulldogs in the Rockies (Internship with the Webb-Waring Center, University of Chicago)

Denver, CO – Summer 2013

*“I did not expect to encounter such a large technical (and interpersonal) learning curve at work; now, however, I feel like I can tackle situations with daunting technical demands and new people much more easily, though at first I may shy away from attacking it as forcefully as I can.”*

Jeremy Zitomer, Saybrook 2015

Computer Science Major

Bulldogs in the Bayou (Internship with My Best Plan)

Houston, TX – Summer 2013



## Funding Our Students

### Fellowship Programs: Learning to Propose and Present

Yale College has the good fortune of stewarding extraordinary resources for the financial support of research, nonprofit internship and service experiences, and study abroad. We believe our students should understand this, and develop a healthy awareness of the privilege that comes with access to these resources – and to the human resources of Yale’s staff, faculty, alumni and affiliates, who enrich the educational experience in uncounted ways. Our advising model sets expectations for a conscious commitment on the part of students to establish clear goals as the result of a thoughtful process of reviewing options. The rule-governed nature of proposal writing and of interviewing is made clear in workshops and in individual advising sessions, so that students develop discipline which will serve them well in the similar projects which are common to most post-graduate occupations and programs of study. Students are expected to research the activities they propose as carefully as any academic assignment. They must develop budgets which stand up to scrutiny (a first experience of this for many Yale students). They learn to craft a narrative of their experience and academic plans and of their project which is focused, and can convince a faculty selection committee that the activity should be funded. Often there will be a formal interview, which can result in a new level of self-knowledge for students who may have had little experience of this kind of interpersonal, intergenerational engagement.

This process is widely judged by students as well as advisers to be unexpectedly engaging and valuable, whether or not proposals result in funding.

Applicants go through a process which includes a mandatory informational workshop and a brief written description of goals which together make every individual advising appointment productive and worthwhile. Thus students build a framework for setting expectations for processes they will use for graduate school application,

for proposal writing in the workplace, in short for presenting themselves as well as possible in all the arenas where they may engage after they graduate from the nurturing Yale community.

Under the leadership of Kelly McLaughlin the Fellowships team has worked with great energy and focus to use the technologies effectively for competition management

while building tools for reflection and learning for all students who engage with the office. There are two streams of fellowship activity: competition for the prestigious national awards, led by Kate Dailinger, and competition for Yale-managed awards, including the Light Fellowship for the study of Asian languages, and the many Yale awards provided by the generosity of donors and by Yale College itself for prioritized research activities. This was an exceptional year for success in national competitions: Yale students won nine

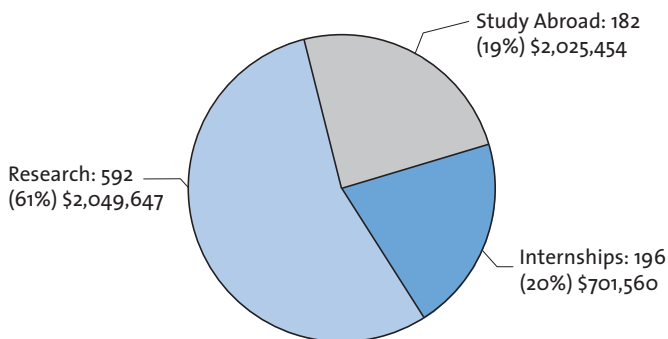
Rhodes scholarships, a record for Yale. This speaks to the consistency of the advising and mentoring that faculty, staff, and alumni willingly provide our students. We are very much aware that it is the process of application that is of primary importance as an experience which helps a cohort of our most able students develop their skills, and we celebrate with them their effort as well as their success.

*“The probing, difficult, and challenging questions of the committee made me realize that I was not as devoted to that application as I needed to be in order to be competitive for the scholarships or, more importantly, for this path to truly be the best option for me. It made it clear that my real passions and experiences are simply in the sciences and that directly entering an MD/PhD program is a better route. As much as I know that studying at Oxford would have been a wonderful experience and that I would have benefited from that program, I think that this will allow me to focus on what is most important to my future... Thank you for my consideration and a valuable experience nonetheless.”*

– From a senior not endorsed by the campus committee to go on to the national competitions for the Marshall & Rhodes Scholarships

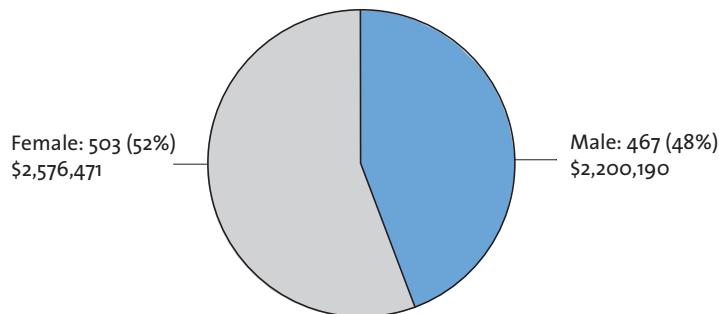
### Fellowship awards by Type of Activity, 2012–13

Total = 970; \$4,776,661



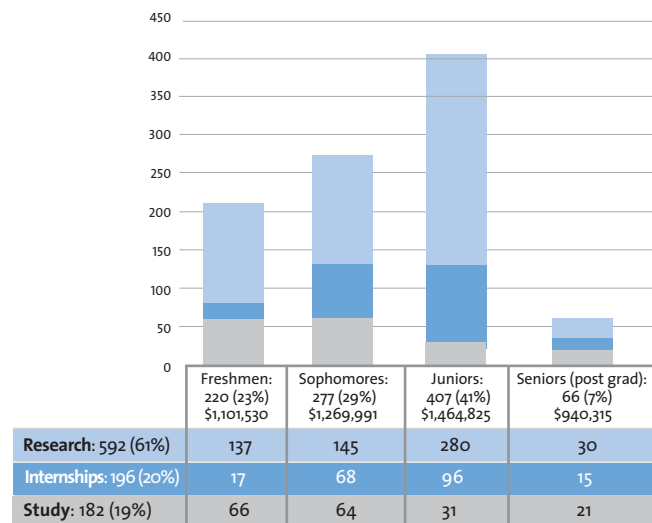
### Fellowship awards by Gender, 2012–13

Total = 970; \$4,776,661



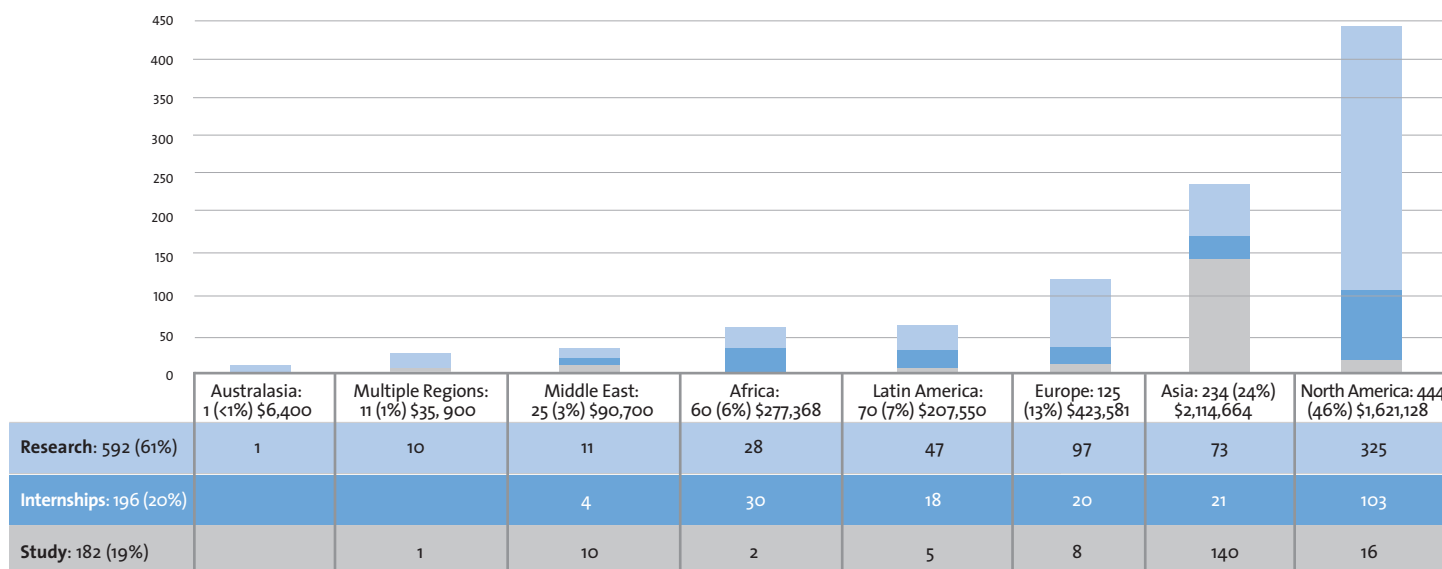
### Fellowship awards by Class Year and Type of Activity, 2012–13

Total = 970; \$4,776,661



### Fellowship awards by Region and Type of Activity, 2012–13

Total = 970; \$4,776,661



### Major International Post-Graduate Fellowship Awards, 2000–13

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	2012–13
Fulbright Scholarships	9	12	13	12	12	18	25	16	14	17	15	9	13
Gates Cambridge Scholarships	4	5	5	4	3	3	9	3		2	3	3	3
George J. Mitchell Scholarships	1	1	1						2		1		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	9
The Luce Scholarships Program	1	1	1		1	1		3	1	1	1	1	

## The International Summer Award (ISA)

Since 2005, 3,455 awards totaling \$24,457,691 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	2013
Study	77	224	202	208	351	386	403	399	351
Internships	44	84	89	78	89	61	51	81	57
Research	21	38	22	17	34	33	15	16	24
<b>Total</b>	<b>142</b>	<b>346</b>	<b>313</b>	<b>303</b>	<b>474</b>	<b>480</b>	<b>469</b>	<b>496</b>	<b>432</b>

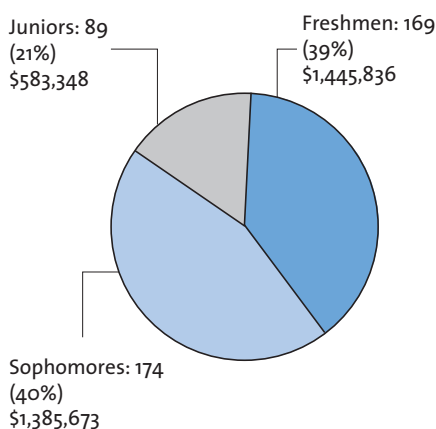
Total ISAs Awarded / Amount	
2005	142 / \$432,078
2006	346 / \$1,732,964
2007	313 / \$1,925,441
2008	303 / \$1,975,339
2009	474 / \$3,578,688
2010	480 / \$3,524,587
2011	469 / \$3,669,941
2012	496 / \$3,903,796
2013	432 / \$3,414,897

2013 ISA's and Funding Source	
Category	2013
Donor Funded	260* (53%); \$2,079,465
Other Funding	172 (40%); \$1,335,392
<b>Total ISAs awarded and amount spent</b>	<b>\$3,414,857</b>

\*Includes partially funded ISAs.

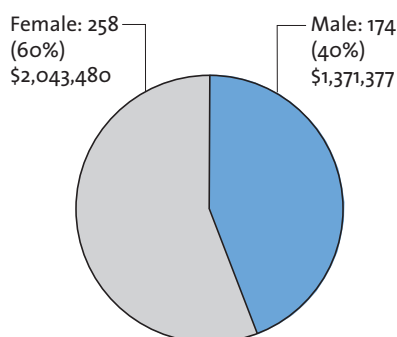
### 2013 International Summer Awards by Class Year

Total = 432; \$3,414,857



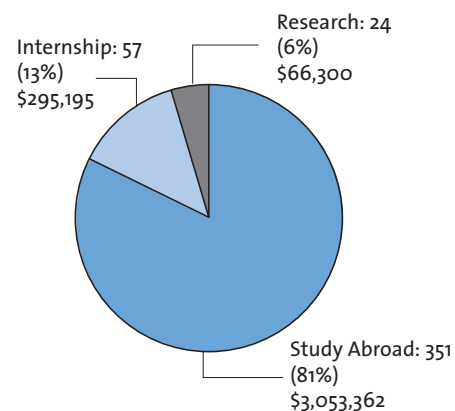
### 2013 International Summer Awards by Gender

Total = 432; \$3,414,857



### 2013 International Summer Awards by Type of Activity

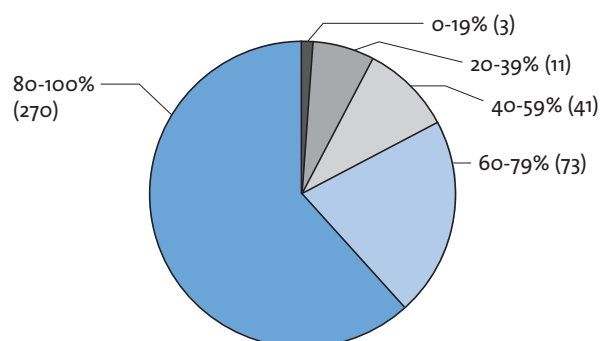
Total = 432; \$3,414,857



## ISA funding and need

As we have analyzed ISA awards over the past eight 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.

### 2013 International Summer Award: Percentage Levels of Need Total = 398\*; \$3,328,107



\*These students received an ISA based on their level of financial need. The remaining 34 students received only the student income portion of the ISA (totaling \$86,750).

## Highlights of 2012–13

**Study Abroad:** We reorganized study abroad to bring together, under the leadership of Tina Johnson, Yale Summer Session faculty-led programs and the advising and support for study abroad through programs run by other institutions and organizations. This serves our educational mission by centralizing knowledge of best practices in designing and managing student experience abroad, and of the kind of pre-departure programming, reflective exercises, and post-return support that will best serve our students.

**Freshman Scholars at Yale (FSY):** William Whobrey, Dean of Yale Summer Session, was asked to head up an initiative to design and implement a preparatory summer program for students who can benefit from an early introduction to the freshman year at Yale, taking a course for credit while living as a cohort in the residential colleges and being introduced to Yale's often overwhelmingly rich and complex resources. Thirty students participated in this new program in summer 2013, and evaluated its usefulness very highly.

**English Language Institute:** Under the direction of Meg Palladino, the ELI attracted students from 31 different countries in 2013. The summer University Preparation Program for international high school students, in its second year, had a 17% increase in enrollment.

**Advising in the Arts:** In the spring of 2013 we were authorized to hire a half-time permanent adviser for students interested in pursuing careers in the arts. Katie Volz has joined the CIPE in this role and has made great progress in working with Associate Dean for the Arts Susan Cahan and with the faculty to create resources to support students interested in all theater, music, the visual arts, and film studies.

**Bulldogs Across America:** This very successful domestic internship program has over the past decade helped over one thousand Yale undergraduates learn about cities such as Cleveland and Louisville while working in what is sometimes their first job experience in these communities under the guidance of alumni mentors. This initiative has become fully institutionalized under Kenneth Koopmans' guidance, and is now integrated into Undergraduate Career Services with Brian Frenette at the helm.

**Global Health:** Because of the great interest in global health among our undergraduates, we have reallocated resources and hired Meredith Mira to be primarily responsible for helping students develop proposals for off-campus experience in global health, which is required by the Global Health Fellows program, and which is of interest to a large cohort of students interested in policy and in social justice as

well as in health care delivery. Suzanne Wirak is providing essential support to the Global Health Fellows Program.

**Student Grants Database:** The very substantial renewal project for this searchable tool for funding resources for students across the whole institution, for which institutional support was obtained last year, made significant progress and we anticipate completion by summer 2014, under the new leadership of Samuel Cohen, who has joined as Director of Information Technology, and with essential support from Kelly McLaughlin.

**Yale Visiting International Student Program (Y-VISP):** In the second year of this program, 20 students from 3 partner institutions spent the year as visiting undergraduates at Yale, and all those who worked with Katie Bell, who directs this program, agree that this initiative has significant educational benefits for the American students who learn with and from these exceptional students.

**Establishing Pathways for Women in Politics:** This program, in its second year, funded twelve students in challenging internships with elected representatives in Congress or in other political arenas designed to encourage them to pursue careers in politics. Selected awardees also participate in the Women's Campaign School at Yale Law School where they work with women who are making exceptional contributions in the political arena.

**National Fellowships:** Yale students were exceptionally successful in the prestigious international fellowship competitions this year, winning nine Rhodes Scholarships and thirteen Fulbright grants.

**Online Courses:** Yale Summer Session offered thirteen online courses taught by Yale faculty, developing core knowledge for online initiatives in the future.

## Conclusion

The decision to create the CIPE has yielded significant benefits, we believe, for our students and for us. Colleagues from other institutions often express interest in the concept, and sometimes seek our advice on how to implement something similar. Recognition that a student-centered approach which integrates coherently a broad range of advising and programmatic initiatives for students broadening their education beyond the campus, is a growing reality in the once-siloed areas of career counseling and study abroad advising. Our experience suggests that an integrated approach, guided by use of the literature of theory and practice, and by thoughtful assessment processes, serves the needs of students and of those who seek to guide more effectively the educational process.

## Giving a Village a School – Nepal

The social conflicts that were present in Thamichangu must first be taken into account in order to understand peace in the context of our project.

The villagers of Thamichangu have always depended on wage labour for livelihood. No one from the village, save the three teachers at the school, have permanent jobs. The men from the village seasonally migrate to neighboring India or to Kathmandu to work as porters. A form of short term peace during the construction of the school was the comfort afforded by a steady source of income.

Rarely can the villagers expect to earn money by working in their own village. Our project provided opportunity for wage labour to 500 villagers most of whom would have otherwise have to leave in search of jobs.

Thamichangu is a unique village even in Nepal because it is entirely inhabited by the Thami ethnic community. The Thamis are a marginalized minority group and education is viewed as the key to secure a future beyond wage labour. The school is thus the peace that the villagers want for their children's future.

We hope that the school can soon expand to include 9th and 10th grades. It is only after passing a national level exam at the 10th grade that students can advance onto higher secondary education. But at the moment the kids can only hope to be educated up to 8th grade. Approval from the District Education Office to include classes up to 9th and 10th grades will require proof of higher enrollments. The school at the moment does not have enough students in the 8th grade. Although the lower grades have big class sizes, most of them drop out before they reach the 8th grade. Granted the project has contributed to additional improvements there is still room to do a lot more and this is why we understand our responsibility for a longer term engagement at Thamichangu.

This project and its successful implementation has been particularly instrumental in helping us gain the trust of the villagers to work with them in the future. To start with, we are raising funds to furnish the three remaining classrooms that we couldn't this time due to cost constraints. For the future, we want to introduce programs that focus on improving the quality of education at the school by cooperating with local NGOs such as the Tuki Association Sunkoshi. We anticipate it to be a challenging task but with this experience of building the school with the villagers, it is something that we really look forward to.

*"The talk of the village is how we successfully completed the project with just \$10,000 when any other organization would have had a budget four times over for the same work. If only everyone in Nepal could be as socially responsible and efficient as the villagers of Thamichangu, the billions of dollars that Nepal gets in aid every year could work wonders."*

Sampada KC, Morse 2015  
Economics Major

*"Our project over the summer made me reevaluate my opinions on what it means to be educated; we were working with villagers who are technically illiterate but can raise buildings, construct walls, and perform the tasks of engineers. Most of the villagers' knowledge came from experience and I am glad that I had this experience to learn the valuable lesson that human cooperation, kindness, and generosity can sometimes have far reaching outcomes."*

Priyankar Chand, Morse 2015  
Global Affairs Major

*Davis Projects for Peace  
Nepal – Summer 2013*



Priyankar Chand



## Independent Research in China

*“My weeks of research this summer were enormously exhilarating and empowering. Having the chance to use my language skills in such a substantive way, to live independently in China, to ask the questions that most captivate me about contemporary Chinese society—those opportunities fulfilled me both academically and personally, allowing me to push myself and develop new competencies. Indeed, the issues, questions, and communities I got to explore through my fellowship seemed to get more and more interesting and complicated the longer I was there; because of that feeling, I’ve decided to apply for fellowships (such as the Fulbright) for post-graduation, so that I can return to Guangzhou and continue my research. Specifically, my findings from this summer have made me extremely curious about the ways sustainable and alternative agriculture activities and communities are serving as vectors for urban middle class civil society formation, and I hope to have a chance to return for a longer time period to research that topic.”*

Abigail Bok, Berkeley 2014  
Environmental Studies Major  
Howard W. Hilgendorf Memorial Fellowship  
China – Summer 2013



## The Yale College Center for International and Professional Experience

55 Whitney Avenue  
New Haven, CT  
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[www.yale.edu/cipe](http://www.yale.edu/cipe)

### Center for International and Professional Experience

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- Katie Bell, *Deputy Director, Center for International and Professional Experience*
- Samuel Cohen, *Director of Information Technology, Center for International and Professional Experience*
- Meghan Connolly, *Senior Administrative Assistant, Center for International and Professional Experience, Fellowships*
- Jeanine Dames, *Director, Undergraduate Career Services, Assistant Dean of Yale College*
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- Meredith Mira, *Senior Associate Director, Global Health*
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- Alan Baubonis, *Assistant Director, Richard U. Light Fellowship Program*
- Robert Clough, *Director, Richard U. Light Fellowship Program*
- Kate Dailinger, *Director, National Fellowships*
- April Ruiz, *Assistant Director, Yale College Fellowships*
- Suzanne Wirak, *Senior Administrative Assistant, Fellowship Programs*

### Additional support and gratitude to the following colleagues

- Lisa Ford, *Associate Head of Research, Yale Center for British Art*
- Kaveh Khoshnood, *Associate Professor Epidemiology/Public Health*
- Julia Muravnik, *Fox Fellowships and Student Grants Administrator, MacMillan Center*
- William Seagraves, *Associate Dean for Science Education, Yale College*



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"Pete, an urban farmer, gazes at the rows of melons, cucumbers, and okra that remain in his small plot. 'I don't have high metal fences like other people, so it's become more of a community garden. It's open for anyone,' he shares. He has gardened and eaten homegrown produce since he was a little boy. Nowadays he generously sets out bundles of fresh vegetables for neighbors to pick up. My chance encounter with Pete was emblematic of my regular discoveries of community spaces and personal histories just by traveling through neighborhoods, by bike or on foot. He embodies the spirit of fortified tradition and resilience that characterizes the city's people. Particularly in the Lower Ninth Ward – an area known for its devastation during Hurricane Katrina – he represents a flame of hope that has survived and will persist."

– Photo by Elias Bosslet Estabrook, Pierson College, 2016

Location: Lower Ninth Ward, New Orleans, LA

*Yale Bulldogs Across America: Bulldogs in the Big Easy, Summer 2013*

