

Yale *Center for International and Professional Experience*

2014–2015 ANNUAL REPORT



2014 – 2015 Annual Report

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Front Cover Photo:

PHOTO Maria Melchor, Morse College, '18

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YALE SUMMER SESSION Yale Summer Session in Rabat, Summer 2015

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Table of Contents

Introduction / 2

International Experiences 2014–2015 / 4

Academic Initiatives / 7

Study Abroad / 7

Yale Summer Session / 8

Yale Visiting International Student Program / 11

Office of Career Strategy / 12

Support for Public Service Careers / 12

Graduate and Professional School Advising / 13

Alumni Engagement / 14

Experiential Learning Programs / 14

Employer Development / 15

Funding Student Development / 16

Fellowships / 16

International Summer Award / 21

Conclusion / 22

Staff / Inside Back Cover

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.

2014-15 was a year of many changes for Yale College. The new decanal structure, creating the new position of the Dean of the Faculty and removing faculty affairs from the Dean of Yale College and the Dean of the Graduate School, resulted in significant changes in the portfolio of our Dean. Since all three of these positions were filled on July 1, 2014 by faculty members new to these positions, and since this structural change was complicated by the creation of a new institution-wide division of Student Life, with shared oversight for some initiatives in Yale College, we began the year in the midst of many changes. The principal immediate impact for the CIPE was the decision to unify career advising for students in the Graduate School of Arts and Sciences and the Office of Postdoctoral Affairs with Undergraduate Career Services. We passed August in a flurry of name changes (Undergraduate Career Services became the Office of Career Strategy), and the changes in signage, websites, publications, business cards, and swag that accompany such a development.

We welcomed Jonathan Holloway as our new Dean, and our new leader through all this turmoil, with an enthusiasm which only grew greater as we worked with him on the development of strategy for Yale College, on the rationalization of the portfolios of senior managers, and on building the message that derives from his vision of what a Yale College education should be. We quote here from his letter to deans and residential college masters describing his priorities:

“My emphasis on promoting civic engagement comes as Yale is opening its doors broadly, diversifying its student body in every imaginable way, and increasing the opportunities for students to learn from each other. If we consider all the communities our students join—residential colleges, classes, clubs, teams, New Haven are just some of them—we need to equip our students to be good citizens. That means teaching them how to be comfortable being challenged, how to defend or change their views, and how to challenge each other, respectfully but assertively. It also means

teaching them not just to tolerate diversity but to insist on it. Just as important, it means teaching them how to be comfortable asking for help, and how to help each other.

Stressing the importance of making mindful choices, my second priority, grows naturally from the way we talk about a liberal arts education. In our conversations with students, about all aspects of their lives at Yale, I hope to be able to use some of the language we already use for talking about the liberal arts, when we stress the value of looking beyond credentials and instead to opportunities in the broadest sense—the road not taken. I hope we can help students understand their choices within the broader narrative of their lives, and other people’s lives, and to help them make choices that will give them a deeper sense of purpose for their time at Yale—and after they graduate. Ideally, we can help them become the best versions of themselves, apart from the effort of pursuing any particular reward.

My third priority, teaching resilience, may be the hardest one for us to grapple with, given the way we as an institution emphasize excellence over failure, and success over risks. Of course we are also working with a population that, developmentally, struggles with the idea of failure or taking risks. But we have opportunities everywhere for anticipating moments when our students will meet with outcomes they do not want or haven’t anticipated, and for giving them tools to respond productively to those moments. That work begins with stressing to our students that just because they have come to a place with limitless resources it does not necessarily follow that they will have access to all those resources. It also gives us the chance to teach that a “no” is often an opportunity, not a rejection, but here we need to prepare ourselves to guide students to consider possibilities they may be overlooking. Academically, this work gives us the chance to teach the value of intellectual curiosity as an end unto itself—failures and all.”

We will embrace this vision of our work over the coming year. The alignment of our own CIPE concept of a “north star” for our students of owning their own education,

making excellent decisions, and using resources well, is immediately apparent.

Our strategic planning documents have carried us through 2014-15. In the fall of 2015 we will go back to our planning exercises looking at our new realities, including the need to plan for two new residential colleges and the 200 additional students who will be brought to Yale as freshmen each year beginning in 2017. Our existing plan guides our work towards President Salovey's goal that Yale should become a place of greater **access, integration, innovation** and **excellence**.

- **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**)
- **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**)
- **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**)

- **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**)
- **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**)

We will discuss in retreat this fall the progress we have made in these areas, whether these categories still provide the best matrix for our work, and how best to realign our priorities to support the vision that Dean Holloway has proposed for the future of Yale College. This is an exciting time for the CIPE.



"A student's first time abroad can be a jarring experience. However, while spending this summer studying at the Summer Institute of Hispanic Studies, I quickly learned the value of slowing down. During my time spent with the program, I (along with thirty or so fellow students) was brought on countless escapades across Spain. Here, we found ourselves making stops in a diverse array of locations, ranging anywhere from the white-walled beach towns of Andalusia to the rocky, mountain villages of Asturias. While initially, it was easy to become lost in the sea of new experiences, I found that Spain could often be best appreciated through stopping and taking a moment to truly appreciate my surroundings: whether that be by talking to a local, sitting down to enjoy some tapas, or simply looking up and admiring the view."

PHOTO Gabrielle Scarpa, Jonathan Edwards College, '18

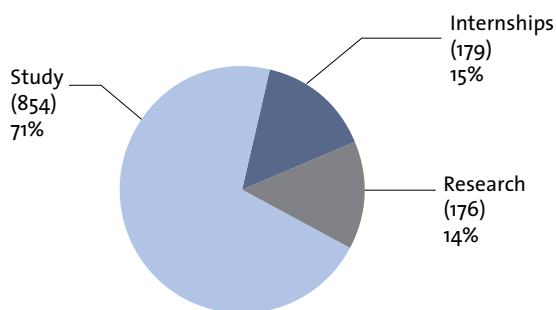
LOCATION Córdoba, Spain

STUDY ABROAD Summer Institute for Hispanic Studies, Summer 2015

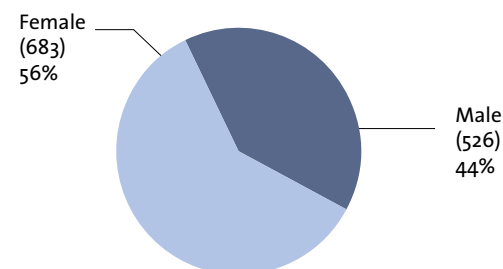
International Experiences, 2014–2015

International Experiences in Yale College 2003–15												
Program	03–04	04–05	05–06	06–07	07–08	08–09	09–10	10–11	11–12	12–13	13–14	14–15
Academic Year Study Abroad	156	158	144	199	152	165	164	160	160	147	171	138
Yale Summer Session and Global Summer Program abroad	75	150	209	213	310	330	412	350	374	353	348	325
Summer Study (non-Yale Summer Session)	103	120	178	180	214	327	334	405	402	343	423	391
Internships	40	92	196	231	258	212	239	202	208	247	246	179
Research and independent projects	176	206	250	269	295	287	248	255	212	223	217	176
Total experiences	550	726	977	1,092	1,229	1,321	1,397	1,372	1,356	1,313	1,405	1,209
Total number of individual students					1,172	1,232	1,317	1,308	1,280	1,254	1,333	1,157

International Experiences by Type of Activity, 2014–15
Total = 1,209



International Experiences by Gender, 2014–15
Total = 1,209



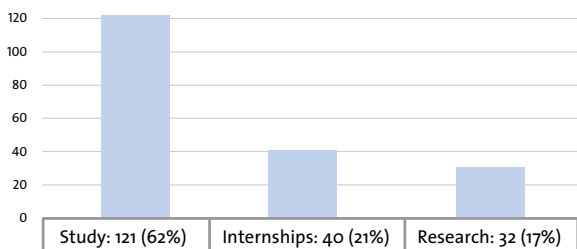
Yale College Class of 2015 International Experiences

% of Students	
Students in the Class of 2015 = 1,280	
Had one or more international experiences*	64%
Had any international internship	12%
Had a OCS-sponsored international internship	8%
Received Light Fellowship	8%
Non-Yale Study Abroad	30%
Received any fellowship	21%
Yale Summer Session	22%
Went to at least one Non-Western country	19%
Females in the Class of 2015 = 628	
Females who had one or more international experiences	72%
Males in the Class of 2015 = 652	
Males who had one or more international experiences	56%
STEM majors in the Class of 2015 = 422	
STEM majors who had one or more international experiences	57%
Social Science majors in the Class of 2015 = 500	
Social Science majors who had one or more international experiences	64%
Humanities majors in the Class of 2015 = 416	
Humanities majors who had one or more international experiences	70%

*Only international experiences recorded in Studio Abroad or SGD are included. We suspect that these numbers underestimate international experiences for students from affluent backgrounds.

International Students' Experiences Abroad, by Type of Activity, 2014–15

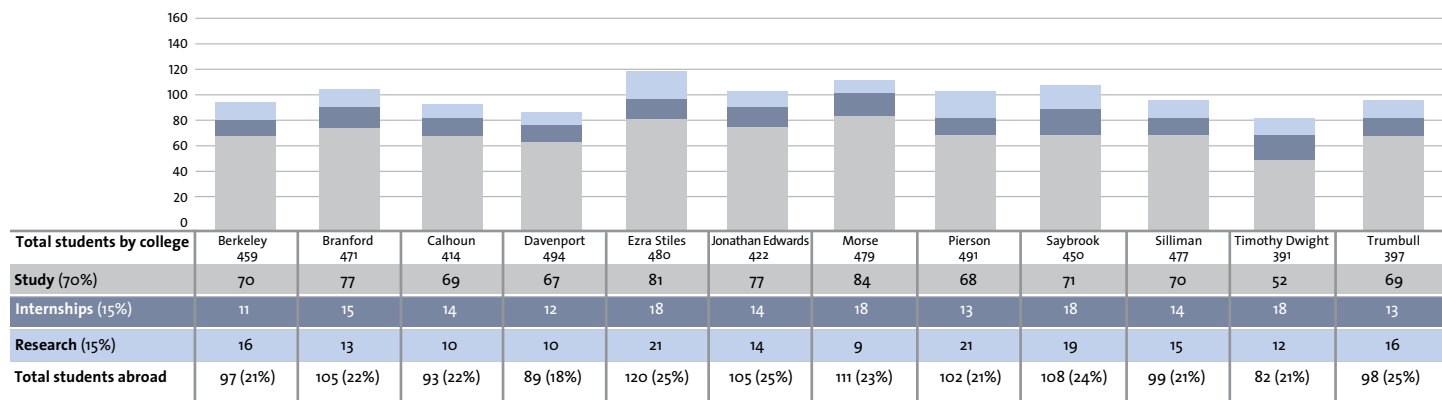
Total = 193
(International Students in Yale College = 598)



International Experiences by Student Major Area and Type of Activity, 2014–15, Total Experiences = 1,209

Field	Study	Internships	Research	Total
Multiple areas	6	2	5	13 (1%)
STEM Fields	153	34	48	235 (19%)
Humanities	116	29	56	201 (16%)
Undeclared	399	48	17	464 (38%)
Social Sciences	180	66	50	296 (24%)
Total	854	179	176	1,209

International Experiences by Residential College and Type of Activity, 2014–15, Total = 1,209



Top 10 Majors of Students with International Experiences, 2014–15

Major	Number of Experiences
History	90
Political Science	67
Economics	61
Global Affairs	49
Molecular, Cellular and Developmental Biology	36
English	30
Ethics, Politics and Economics	26
Psychology	26
Anthropology	17
Environmental Studies	14

International Experiences in Public Health, STEM Fields, and The Arts, 2014–15

	Study	Internships	Research	Total
Public Health	15	20	29	64
Stem Fields	22	7	25	54
Arts	38	2	5	45

International Experiences within STEM Field Majors, 2014–15

	Study	Internships	Research
Molecular, Cellular and Developmental Biology	24	6	5
Cognitive Science	12	7	3
History Science, Medicine and Public Health	10	4	4
Ecology and Evolutionary Biology	10	2	3
Enviromental Studies	2	4	8

International Experiences by Region, Country, and Type of Activity, 2014–15

Region	Country	Study	Internships	Research	Total	Region	Country	Study	Internships	Research	Total
Africa	Multiple Locations in Africa	5	1	2	8		Greece		5	2	7
	Cameroon	1		1	2		Hungary	5			5
	Democratic Republic of the Congo		1		1		Iceland	1		1	2
	Ethiopia		2	2	4		Ireland			1	1
	Ghana		4	1	5		Italy	69	1	2	72
	Kenya		1	1	2		Netherlands	2			2
	Liberia			1	1		Norway	1			1
	Madagascar	1		2	3		Portugal			1	1
	Malawi			2	2		Russia	15	2	2	19
	Morocco	26		1	27		Russian Federation	1			1
	Namibia			2	2		Serbia		1		1
	Republic of Mauritius		5		5		Spain	63	6	6	75
	Rwanda		1	1	2		Sweden	1	1	1	3
	Sao Tome and Principe			1	1		Switzerland	6	2	3	11
	South Africa	3	4	5	12		Turkey	5		1	6
Asia	Tanzania	5		1	6		Ukraine		1		1
	Uganda	1	3	2	6		United Kingdom	151	18	10	179
	Zimbabwe		1	1	2	Europe Total		520 (83%)	52 (8%)	54 (9%)	626
Africa Total		42 (46%)	23 (25%)	26 (29%)	91	Latin America	Multiple Locations in Latin America			2	2
Asia	Multiple Locations in Asia	9		6	15		Argentina	10	18	5	33
	Bangladesh		2		2		Bolivia	1		2	3
	China	86	11	9	106		Brazil	16	10	2	28
	Hong Kong		6		6		Colombia		1		1
	India	3	6	4	13		Costa Rica	3			3
	Japan	36	2	4	42		Cuba	5		3	8
	Korea, South	16	1	4	21		Dominican Republic			1	1
	Mongolia	1			1		Ecuador	13	1	4	18
	Nepal			2	2		Guatemala			1	1
	Pakistan		1		1		Honduras		1	1	2
	Singapore	6	6	1	13		Mexico	1	7	3	11
	Sri Lanka			1	1		Nicaragua		1	2	3
	Taiwan	12	7		19		Panama		1		1
	Thailand	1	2		3		Peru	15	1	2	18
	Vietnam			1	1		Puerto Rico			3	3
Asia Total		170 (69%)	44 (18%)	32 (13%)	246		Saint Martin			1	1
Australasia	Multiple Locations in Australasia			5	5		Trinidad and Tobago		1		1
	Australia	12	2		14		Turks and Caicos Islands	1			1
	New Zealand	2			2	Latin America Total		65 (47%)	42 (30%)	32 (23%)	139
Australasia Total		14 (67%)	2 (10%)	5 (24%)	21	Middle East	Multiple Locations in the Middle East	1		1	2
Europe	Multiple Locations in Europe	1		9	10		Israel	13	12	12	37
	Belgium		8		8		Jordan	7	3	3	13
	Bosnia and Herzegovina			1	1		Lebanon			2	2
	Croatia, Republic of	20			20	Middle East Total		21 (39%)	15 (28%)	18 (33%)	54
	Cyprus			1	1	North America	Canada	2		1	3
	Czech Republic	17	2	1	20	North America Total		2 (67%)	0 (0%)	1 (33%)	3
	Denmark	10			10	Mult. Regions Total		20 (69%)	1 (3%)	8 (28%)	29
	France	128	2	4	134	Grand Total		854	179	176	1,209
	Germany	24	3	8	35			71%	15%	14%	

“Growing up in America I was accustomed to the American way of self-expression. Although I have made it a point to engage with the different people and cultures I have come across in my lifetime it wasn’t until coming to Japan that I questioned some of the fundamental principles that I have held to be true about self-expression and communication. During my time in Japan I began to deconstruct and reevaluate what I see within myself, and the manner in which I express who I am to the world around me.”

International Summer Award Recipient, ’18
 Undeclared Major
The Sun Academy NIHONGO Center
 Tokyo, Japan – Summer 2015

Academic Initiatives

Study Abroad

In 2014-15, the Study Abroad office's commitment to student advising has taken leaps forward with several highly-visible and, we hope, impactful initiatives. These include the development of a Student Outreach Coordinator program, the launch of the Study Abroad website, revised pre-departure resources and safety protocols, and an intensive language course in Morocco.

Outreach Coordinator Program

Study abroad alumni are often our most influential voices in sharing the message about the potential value of leaving Yale to engage with the larger world. To that end, the office implemented a Study Abroad Student Outreach Coordinator program in the fall of 2014. Two students, both with extensive international experience, were trained and tasked with developing creative programming to promote opportunities and connect returned study abroad students with their peers. Through their efforts, we were able to nearly double the number of students reached through study abroad events.

New Study Abroad Website

Magnifying that student voice and making it easier for students to engage with the Study Abroad office is our new website, launched in Fall 2015. At each step of the site's design, we were committed to the idea that an online presence should not simply explain a process, but also challenge students to explore a path, to ask 'What are my goals?', and to examine more carefully how academic cultures can vary around the world. Our new website, in other words, is an advising platform as much as it is a repository for information. We hope that with this new approach, students will not only consider a term abroad, but engage in critical reflection throughout their study abroad experience.

Pre-departure Preparation and Incident Response

The development of our new website also prompted us to evaluate how we deliver pre-departure resources, and ways to improve that process. As Yale's International Toolkit began to offer more relevant material for our student population, we saw the opportunity to collaborate and eliminate redundancies. Now, all Yale College students preparing for international study will benefit from the depth and breadth of resources developed by the Study Abroad office.

Just as students prepare for their time abroad, so must we. While we expect students to make safe and healthy choices, we know that incidents happen and an organized response is critically important. To that end, the study abroad team

led a center-wide review and update of our response and reporting protocols. These revised protocols enable CIPE to react in a way that strikes a balance between transparency and confidentiality.

Yale Summer Session in Morocco

In terms of notable activity abroad, Yale Summer Session has offered a program in Morocco since 2012, taught by Jonathan Wyrzten of the Yale department of Sociology. This demanding but popular program introduces students to the complexity and richness of the history and contemporary social and political realities of North Africa. We thus know that Morocco is an excellent environment for our students to learn through experience outside as well as inside the classroom.

When we determined through our conversations with the faculty that the Arabic language program at Yale was ready to develop a summer program abroad, we welcomed the proposal that this be located in Morocco. We all agreed that the welcoming and open character of Moroccan society, combined with exceptionally good language teaching resources, were more important than the secondary issues of which dialect of spoken Arabic students should study. This program is an intensive two-month course in Modern Standard Arabic (MSA), designed for students who have completed one year of Arabic language study at Yale, and brings students back to Yale ready to enroll in L5. Students also study less intensively spoken Moroccan Arabic.

As we worked to develop this program, Professor Jonas Elbousty selected as our partner Qalam Wa Lawh, a highly-regarded Arabic language school in Rabat. He then worked intensively with the director and teachers to establish the program. Jane Edwards visited the program and found that we have been fortunate in establishing an exceptionally good learning model with an excellent partner institution. The level of enthusiasm students expressed on site is reflected in the fact that all fifteen participants are continuing their language study during the fall semester back at Yale.

Ultimately 2014-2015 was a year that saw the study abroad team looking both internally to improving its own processes and externally to sites and partnerships abroad that offer some of the best learning experiences in the world. At each turn, the focus is always squarely on helping students to make the most of their time at—and, for a time, far away from—Yale.

Study Abroad Enrollments, 2014–15	
Year or Term Abroad (term-time study abroad, non-Yale programs)*	125
Summer Abroad (summer study abroad, non-Yale programs)*	324
Yale Summer Session & Global Summer Program	325
Light Fellowship (language study in Asia, not for credit)	22
Yale in London	29
Independent Study Abroad (other fellowship winners studying abroad)	29
Total	854

*Includes Light Fellows receiving academic credit

Summer and Academic Year Intensive Language Study Abroad, 2014–15		
Arabic	Yale Summer Session	13
	Study Abroad (non Yale)	6
Chinese	Light Fellowship	85
	Study Abroad (non Yale)	12
French	Yale Summer Session	42
	Study Abroad (non Yale)	31
German	Yale Summer Session	18
	Study Abroad (non Yale)	6
Hebrew	Study Abroad (non Yale)	6
Hindi	Study Abroad (non Yale)	1
Italian	Yale Summer Session	49
	Study Abroad (non Yale)	6
Japanese	Light Fellowship	30
	Study Abroad (non Yale)	14
Korean	Light Fellowship	10
	Study Abroad (non Yale)	6
Portuguese	Yale Summer Session	14
	Study Abroad (non Yale)	2
Russian	Yale Summer Session	17
	Study Abroad (non Yale)	1
Spanish	Yale Summer Session	46
	Study Abroad (non Yale)	49
Turkish	Study Abroad (non Yale)	2
Total		466

Yale Summer Session

Yale Summer Session (YSS) offers a wide array of programs in New Haven each summer, most for Yale College credit. YSS offered over 100 for-credit courses in 2015 in the sciences, social sciences, humanities, and arts for a diverse audience: Yale undergraduates and graduates, non-Yale college students, international students and faculty colleagues from partner institutions, high school seniors, and adults seeking opportunities to study topics of professional or personal interest.

Yale's English Language Institute (ELI) offered three distinctive tracks for study in Summer 2015: intensive language courses for students interested in building their general English fluency; targeted language study for graduate students and professionals; and courses for high school students. In addition, Yale's ELI again offered a TEFL seminar to 15 English teachers from Central South University in Changsha, China. All of the programs combined intensive classroom instruction with relevant excursions—in New Haven and New York City—designed to engage participants in learning about American culture.

This year's Yale Writers' Conference offered 250 committed writers the opportunity to engage with program faculty in two different sessions. During the program, participants attended master classes, craft talks, and workshops with accomplished authors and professional development events with editors, agents, and publishers.

As a partner institution in the International Alliance of Research Universities (IARU), Yale students have the opportunity to engage with their international peers in interdisciplinary courses taught as part of the Global Summer Program (GSP). In 2015, 25 Yale students participated in GSP courses at our partner institutions, and Yale welcomed 21 students to New Haven to study the moral foundations of political philosophy.

Yale College continues to explore the use of technology in YSS online courses, which combine synchronous seminars and interaction with classmates with significant online resource materials. In 2015, YSS used a new platform for the “virtual” classroom, giving faculty and students enhanced opportunities for discussion in real time. Course offerings also expanded to 21, up from 18 in 2014, with enrollments this summer reaching 230, a 20% increase from 2014.

Yale Summer Session Study Abroad Enrollments of Yale College Students by Country 2003–15

Region	Country	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Africa	Kenya	1	3	1	2	2	7	16	22	3	11	1		
	Swaziland/South Africa					19	12	9					5	4
	Morocco										10	17		23
	Tanzania													2
Total		1	3	1	2	21	19	25	22	3	21	18	5	29
Asia	China								5	3	6	1	7	1
	India								8	11	5	5	1	
	Japan					11	11	12	9		5	11	6	
	Singapore				10		9	12	13		9	4*	7*	4*
Total					10	11	20	24	35	14	25	21	21	5
Europe	Austria			7										
	Croatia				19		15	21	20	20	21	15	21	20
	Czech Republic	5	13	17	16	16	23	21	35	31	24	14	15	14
	France	31	23	54	63	55	108	97	108	103	99	98	112	93
	Germany	7	9	12	15	6	16	10	16	22	15	15	11	17
	Italy	15	15	11	28	33	46	49	62	64	53	51	52	56
	Russia	8	12	11	8	14	9	10	22	15	12	9	13	13
	Spain				19	18	16	18	17	17	15	14	18	18
	Turkey									9				
Total		66	72	112	168	142	233	226	280	281	239	216	242	231
Latin America	Argentina						4		11		4	8	8	
	Brazil			9	19	20	10	17	26	20	23	24	28	14
	Chile					8	6	6		9	5		1	
	Ecuador					14	15	18	15	15	15	14	14	12
	Panama				10									
	Peru											16	15	14
Total				9	29	42	35	41	52	44	47	62	66	40
Middle East	Jordan								17					
Total									17					
Global Summer Program (GSP)	Australian National University						1			1				3
	ETH Zürich							1	1		1		1	
	National University of Singapore							1	2	2	1	4*	8*	6*
	Peking University							1	1		1	1	2	2
	University of California, Berkeley										1			1
	University of Cambridge							3	1	1	1	1	3	3
	University of Copenhagen							2		2	5	4	2	2
	University of Oxford						1	4	1	1			2	4
	University of Tokyo						1	2		1	2	3	3	3
Total							3	14	6	8	12	13	21	25
All Programs Total		67	75	122	209	216	310	330	412	350	344	330*	355*	325*

*Yale Summer Session 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, Summer 2009–15							
	2009	2010	2011	2012	2013	2014	2015
Total course enrollments	2,125	2,165	2,038	1,989	1,867	1,967	2,235
Individual students enrolled	1,403	1,443	1,358	1,293	1,281	1,459	1,364
Individual students enrolled in courses taught abroad	348	425	374	354	351	386	356
Breakout by student type							
Yale College	833	852	827	805	820	809	842
Other Yale	100	71	18	17	14	12	15
Non-Yale pre-college	163	173	172	152	100	181	201
Non-Yale college & grad	307	347	341	319	347	457	306

Global Summer Program: Yale Summer 2015 Enrollments (Course: Moral Foundations of Politics)	
IARU Institution	
Australian National University	2
National University of Singapore	2
Peking University	3
University of California, Berkeley	1
University of Cambridge	3
University of Copenhagen	3
University of Oxford	2
University of Tokyo	2
Yale University	3
Total	21

English Language Institute Overall Enrollments, Summer 2009–15							
	2009	2010	2011	2012	2013	2014	2015
Intensive English	78	123	125	98	84	99	71
Law Seminar	39	36	26	29	38	39	37
Business Seminar	22	9	15	18	17	13	11
Post graduate seminar	23	22	15	12	15	18	27
University Prep Program for High School Students				52	53	58	68
TEFL Seminar						15	15
Total	162	190	181	209	207	242	229

“Studying Russian at a fast, intense pace with people who have become family to me and going to Russia, learning about its culture, people, exploring the city with dear friends and professors has been a touching experience. I know that as much as I reflect and write about it I will never be able to say enough. To me it is perhaps best captured as a point of enlightenment, a moment of wisdom in time, a defining experience in my life.”

Aisenour Bitsen, Pierson College, '18
Undeclared Major
Yale Summer Session in St. Petersburg:
Second-Year Russian I & II + Culture
St. Petersburg and Moscow, Russia –
Summer 2015

Yale Visiting International Student Program

The fourth year of the Yale Visiting International Student Program (Y-VISP) saw twenty-four students from our five partner institutions welcomed into the Yale community. Our energetic Y-VISP steering committee continues to guide the program, and, in collaboration with our partner institutions, building upon the success from the three previous years. We are grateful to our colleagues from these partner institutions for their critical role in the program's success, and look forward to continued collaboration in the years ahead.

Yale Visiting International Student Program (Y-VISP) Enrollments, 2011-16					
Y-VISP Partner Institution	2011-12	2012-13	2013-14	2014-15	2015-16
Tecnológico de Monterrey (Tec)	10	8	8	8	8
National University of Singapore (NUS)	6	7	6	5	5
The University of Hong Kong (HKU)		4	3	6	5
Universidades Estadual de Campinas (Unicamp)			3	3	4
Waseda University			5	2	4
Total	16	19	25	24	26

"My time at Yale was a major milestone in my life. Academically, I had the honor of sharing a classroom with teachers who were not only leaders in different fields ranging from art to psychology and law, but who most importantly were able to foster critical thinking and promoted excellency among their students. This academic experience was further enriched by clubs and organizations, or simple late night conversations with friends and fellow students that continued to inspire me with their passion, creativity, and intelligence. Most importantly, Yale's residential college system provided me with the unique opportunity of making my college into a home, and all the incredible people I met into family, both Yalies and Y-VISPs alike. I leave this amazing university having found that feeling of 'opposite of loneliness' we all yearn for, as well as greater professional goals that match a renewed sense of purpose."

Maria Fernandez, Jonathan Edwards College

Law Major

Tecnológico de Monterrey, Monterrey Campus, 2014-15 Y-VISP student

Yale-NUS College Visiting Student Program

In Spring 2015, we also welcomed four students from Yale's cousin institution Yale-NUS College. The success of this program in this pilot year was such that, going forward, Yale will invite twenty-four Yale-NUS College students to join the Yale College community each spring semester. These students will live in the residential colleges, participate in extracurricular activities, and, in many cases, remain at Yale during the summer months to pursue research, internship, or further study opportunities.

"Yale has been amazing to me. While the classes in psychology I've taken here were hugely enjoyable, the amazing one-on-one conversations with world-renowned professors and my work in Professor Marvin Chun's lab has confirmed beyond a doubt that I picked the best major. At the same time, I've attended over fifty different student performances and concerts over the course of the semester. Taken together, the extra-curricular and classroom experiences have given me a lot of inspiration, perspective, and insight, and: inspiration for events and ideas that I want to bring back, perspective on what my home institution (Yale-NUS College) does very well on and where there is room for improvement, and insight into my own strengths and weaknesses."

Adrian Stymne, Trumbull College

Yale-NUS College visiting student program, Spring 2015

Office of Career Strategy

The 2014–2015 academic year presented a time of transition as Undergraduate Career Services merged with the career offices of the Graduate School of Arts & Sciences and the Office of Postdoctoral Affairs to create the Office of Career Strategy, a comprehensive career office that supports these three populations. These mergers created outstanding opportunities for increased collaboration with faculty, increased partnerships with student organizations, and assistance for undergraduates seeking advice on applying to graduate school.

To manage the increase of students, satellite offices were open at the Hall of Graduate Studies and the Sterling Hall of Medicine and walk-in hours were extended from three hours daily to six hours daily at 55 Whitney Avenue. As a result, the Office of Career Strategy saw a 26% increase in total career development contacts from the prior academic year.

Total Career Development Contacts, 2014–15	
Advising Sessions/Walk-ins	3,733
Undergraduates	2,968
Graduate Students and Postdocs	329
Alumni	436
Career Development Events	7,834
Resume Review	663
Total Contacts	12,230

In addition to creating programming and resources for graduate students and postdoctoral scholars this past year, the Office of Career Strategy continued to focus on building several core areas: (1) support for public service careers; (2) increased resources for undergraduates applying to graduate school; and (3) expanded employer development.

Support for Public Service Careers

The 2014 Senior Survey again revealed a significant number of recent graduates (33.6%) pursuing employment with the government, a nonprofit organization, NGO, educational institution or social enterprise. This is similar to the 34% of 2013 graduates reporting in similar areas. The Office of Career Strategy has further strengthened its support of students interested in pursuing a career in public service, and in 2014 created a Director of Strategic Initiatives and Public Service Careers position. This new role is tasked with creating and implementing a vision for assisting students in their preparation for these careers.

To educate students in the variety of opportunities available to them in these areas, the Office of Career Strategy increased the industry events focused in this area by 400%, enabling students to connect with 85 employers across public service and public interest. In addition, as a member of Metrolink, a consortium program hosting an interview day in Washington D.C., the Office of Career Strategy increased the number of public service employers attending. In support of travel for Metrolink, the Office of Career Strategy continued its travel reimbursement program to assist seniors interviewing for positions with the government, nonprofit organization and traveling for arts auditions. The Office of Career Strategy has also continued to coordinate a number of dedicated internships with both nonprofit organizations and government agencies.

Yale Alumni Community Service Fellowships

For more than twenty years, Yale Alumni Community Service Fellowships 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. Seventeen employers hosted students in the summer of 2015 including the 92nd Street Y, Advocate for Human Rights, Campus Kitchen, Asian American Arts Alliance, Chicago Lawyers Committee for Civil Rights Under Law and many more.

Women in Government Fellowship

The Women in Government Fellowship, formerly known as the Establishing Pathways for Women in Politics, encourages Yale undergraduates to pursue political careers by participating in challenging internships with elected representatives in Congress or in other political arenas. The fellowship also allows the recipients to attend the weeklong Women's Campaign School, a five-day intensive course at Yale Law. The fellowship, now in its fourth year, has quickly gained much popularity on campus with 26 applications for the summer of 2015. Seven fellows were selected and secured internships with employers such as U.S. Senators Kristen Gillibrand (DC) and Christopher Coons (DC), the Department of State Under Secretary for Civilian Security, Democracy, and Human Rights, and the White House. Programming has developed over the past several years, and the fellows now receive business cards, literature on women's political participation, access to special events in Washington, DC over the summer, and continued programming throughout the academic year.

The Dara Rei Onishi '97 Fellowship

The Dara Rei Onishi '97 Fellowship is coordinated in conjunction with the Yale Education Studies Program to support students engaging in education-related opportunities. Each year, two fellowships of \$3,500 each are offered to undergraduate students participating in education related internships. During the summer of 2015, one recipient is working with All Our Kin on the expansion of the Early Head Start program, while the second is working with Stand for Children Oregon on education advocacy through legislative policy projects.

Graduate and Professional School Advising

According to the Class of 2014 First Destination Report, 17% of respondents planned to attend graduate school in the fall of 2014, more than half (55.8%) of those students pursuing a master's degree or a PhD. Additionally, 83% of respondents stated that they planned to attend graduate school within five years of their graduation. Given similar numbers in 2013, the Office of Career Strategy took steps to develop additional resources in this area.

Specifically, the Office of Career Strategy hired two Yale graduate student peer advisers – one STEM PhD and one humanities/social sciences PhD – to advise undergraduate students and recent alumni interested in graduate school in the humanities, social sciences, and STEM fields. Programming included a graduate student panel, a Yale admissions panel, numerous individual advising sessions and “office-

less” hours in 10 of the 12 Residential Colleges. Beginning in the fall of 2015, The Office of Career Strategy will further expand this service and host a graduate school workshop series aimed at assisting students at different stages of the application process.

Health Professions Advising

The Health Professions Advisory Program serves undergraduates and alumni in Yale College and graduate students in the Graduate School of Arts & Sciences interested in pursuing careers in the health professions, including but not limited to allopathic, dental, veterinary medicine, and public health. Guidance is provided during the professional school application process and information is available about post-baccalaureate pre-medical programs for those who elect to complete their science pre-requisite courses after college.

The overall acceptance rate for first-time Yale College applicants this past year was 88%, as compared to the national rate of 41%.

Law School Advising

The Office of Career Strategy provides a broad range of services to both students and alumni considering law school. These services include advising appointments, walk-in hours, application workshops, law school admission visits, and online resources. There were 257 Yale students and alumni that applied to law school in the fall of 2014 with one of the highest admission rates in the country (91%).

Yale College Student and Alumni Profile of Applicants Entering Medical School, Fall 2014			
Category	Students Applied	Students Accepted	Percent of Students Accepted
Class of 2014	62	55	89%
Alumni*	102	90	88%
Re-apps**	11	7	64%
Total	175	152	87%
Yale First Time Applicants	164	145	88%
MD/PhD***	29	28	97%
International****	6	5	83%
Dental	4	4	100%

*1st time applicants

**Applied 1-2 times

***Five applicants matriculated to MD-only programs. Three of these five were only accepted to MD programs; two of these five were accepted to an MD/PhD program but chose an MD-only program.

****The national acceptance rate for international students is 11%.

Alumni Engagement

The Office of Career Strategy is committed to assisting alumni in all stages of their career development. With the increased number of alumni seeking career advice, this year the Office of Career Strategy dedicated a career adviser as the primary point person for alumni. In addition, numerous resources are provided for alumni including an external list of career coaches in major cities, executive recruiters, career tools and presentations. This year the Office of Career Strategy launched a Career Management Webinar Series specifically for alumni with over 540 alumni registered for the first webinar. The Office of Career Strategy also partners with alumni clubs and presents career related workshops in various cities.

Yale Summer Programming

Yale summer events in Washington, DC, New York, and San Francisco continued to offer valuable career, cultural, political, and social events for students and alumni intern-ing and working in these metropolitan areas during the summer. These three programs are managed by student directors under the leadership of the Office of Career Strategy. During the summer of 2015, these programs engaged over 700 students in 140 diverse programs. Yale students networked with representatives from a variety of industries, met Yale alumni, attended career panels, and participated in conversations with renowned individuals from around the world.

Over the past three years, the Office of Career Strategy has also actively connected students with alumni club activities in 12 additional domestic cities for summer programming and events (Atlanta, Boston, Chicago, Houston, Las Vegas, Los Angeles, Miami, Orlando, Philadelphia, San Antonio, Santa Fe, and Seattle). During the summer of 2015, 161 students signed up to connect with alumni in these metropolitan areas.

Experiential Learning Programs

Quality experiential learning opportunities remain a primary focus for the Office of Career Strategy. In total during the summer of 2015, 255 internship opportunities in the United States were coordinated through the Office of Career Strategy. This past year a concerted effort was made to expand opportunities in several specific areas, and as a result 23% of our domestic internship opportunities were in the arts sector, 8% in the area of global health, 20% in STEM, and 8% in public service.

This year, “Yale Internships In” programs were further expanded from nine to twelve cities and hosted a total of 61 internship opportunities in the following locations: Boston,

Washington, D.C., San Antonio, Sitka, New York, Miami, Los Angeles, San Francisco, Philadelphia, Santa Fe, Las Vegas, and Chicago. In addition, the journalism programs experienced another strong year with the Block Journalism Internship hosting 9 interns, and the William F. Buckley Jr. Internship program hosting 5 interns.

The Bulldogs Across America program remained strong in 2014-2015, with 185 positions yielding 770 student applications. Positions were offered in Louisville, Denver, Minneapolis, New Orleans, Cleveland, Houston, and St. Louis. These 185 positions represent a slight total decline from the 2013-2014 academic year; however several cities including New Orleans, Minneapolis, and Houston experienced an increase in the number of positions offered. As in prior years, the combination of experiential learning, locally-based activities, and alumni support showcased the regional, cultural, and civic aspects of each area.

International Internships

Yale-Coordinated International Internships provide undergraduates the opportunity to work in a professional, international environment through positions with Yale alumni and affiliates. During the summer of 2015, 100 students interned in 27 cities across 22 countries. Internships in Germany, Ghana, and Uganda were re-introduced in 2015.

Due to increased employer development efforts 38 new employers posted 47 positions for summer 2015. A third of the 2015 student participants found their position through a new employer relationship. The Office of Career Strategy collaborated with on-campus partners and alumni clubs, to further enhance opportunities for students. As with the domestic programs, opportunities were expanded in several areas resulting in 10% of the internship opportunities in the arts sector, 7% in the area of global health, 12% in STEM, and 6% in public service.

Additionally, the Office of Career Strategy has deepened the connections in many cities to provide more substantive local support, including with Yale-NUS, which provides free campus housing to students and coordinates various events through the summer. In addition, the Yale Clubs of Madrid and Ghana have increased their involvement with the program and serve as local support for the interns.

Although more than 180 internship opportunities were offered, the summer 2015 program saw fewer total applicants than previous years, and as a result the Office of Career Strategy plans to implement new marketing strategies in the 2015-16 academic year. This will include consolidating and streamlining Yale-coordinated Internship information and adding additional monthly office hours dedicated specifically to the program.

Yale-Coordinated International Internships, Summer 2015	
Location	Participants
Africa	8
Ghana	3
Uganda	3
South Africa	2
Asia	28
China - Beijing	2
China - Qingdao	1
China - Shanghai	9
Hong Kong	6
Japan	2
Singapore	6
Taiwan	2
Australasia	2
Australia	2
Europe	35
Belgium	8
Germany	2
Greece	4
Spain	5
UK - London	11
UK - Oxford	5
Middle East	9
Israel - Tel Aviv	7
Jordan	2
South America	17
Argentina	13
Brazil	4
North America	1
Mexico	1

Employer Development

During the 2014-15 year, the Office of Career Strategy began a concerted effort to build a strategic vision for enhanced employer development to increase the quality and quantity of employment opportunities. This important initiative will continue and grow in the year ahead. As part of this initiative, the Office of Career Strategy deepened its partnership with the Yale School of Management in an effort to share contacts and improve the employer recruiting experience. As a result of these early efforts, 27 new companies participated in the on-campus interview program and 21 new companies attended an Industry Focused Networking Event.

During the 2014-15 year, the Office of Career Strategy further developed its relationship with student clubs and organizations, and asked many clubs to designate an Employer Liaison to facilitate employers connecting

with their membership. In the upcoming year, these new Employer Liaisons will receive training on how to work with the Office of Career Strategy and how to communicate with employers.

On-Campus Recruiting Program

Through Yale's On-Campus Recruiting Program, students meet and interview with employer representatives for full-time jobs and internship opportunities in various sectors. This program is primarily a tool for large organizations that can anticipate hiring needs 6-8 months in advance. According to the 2014 Senior Survey, 11.2% of respondents secured their post-graduate employment through the on-campus recruiting program.

In addition to the firms interviewing on campus from the financial services sector (48%) and consulting industry (27%), this year there were also 4-6 firms representing each of the following sectors: consumer products, education, legal, real estate and technology.

On-Campus Recruiting Program, 2014-15

Participating Organizations	141
Total Resumes Submitted	8,100
Unique Students	1,000
Total Interviews Conducted	2,700
Unique Students	700

Yale Trek Program

During Spring Break 2015, the Office of Career Strategy piloted a Yale Trek program in Boston, New Haven and New York. Twenty-three employers hosted students for "day in the life" programs and informational sessions at their site. Participating employers represented advertising, education, communications, consumer products, start-ups and technology. A total of 58 students submitted 158 applications, and 30 students participated in this inaugural year.

The Yale Treks included activities such as:

- Presentation on how different business functions work together to create brands at Procter & Gamble
- One week of hands on experience with Teach for America
- Tea tasting and a presentation on sustainability at Unilever
- Presentation on big data and business at Priceline
- Mock interviews with the finance team at Yale's Office of Financial Planning

Future plans include expanding to Chicago, Washington D.C., Los Angeles, and San Francisco. Employers will also be offered an opportunity to host students over winter break.

Funding Student Development

Fellowships

In 2014–15, Fellowship Programs, including the Richard U. Light Fellowship, received some 1,364 applications and oversaw Yale awards totaling some 2.4 million dollars. Combined with support from across the campus, students had access to funding in excess of 4 million dollars. This would not have been possible without the remarkable generosity of alumni, friends, and parents, who fund these awards for research, study, independent projects, and unpaid or low-paid internships, especially for public and community service. Nor would it be possible without the invaluable work of the faculty and deans who served on fellowship committees this year: a total of 187 reviewed eligible applications and conducted 262 interviews. The thoughtful work of faculty and deans – as teachers, advisors, and letter-writers, as well as committee members – contributes to what every student learns from the application process itself, and to students' success far beyond the fellowship competitions at hand.

Although Yale students have met with not a little success in those competitions this year. Highlights include:

- Yale funded 948 summer, academic year, and postgraduate experiences in the US and some 75 other countries.
- This year the Richard U. Light Fellowship Program for intensive language study in East Asia has offered awards to 127 students, for a total of nearly 1.7 million dollars, funded by the Richard U. Light Foundation and the Maurice R. Greenberg Yale-China Initiative.
- Some 83 Yale College students and recent alumni have received nationally- and internationally-competitive fellowships, among them:
 - > Two juniors won Truman Scholarships and a third a Udall Scholarship and a Udall Native American Congressional Internship, for their commitment to public service.
 - > A graduating senior and three Yale College alumni this year won Paul & Daisy Soros Fellowships for New Americans, which support graduate study in any field.
 - > A senior has won a Mortimer Hays-Brandeis Traveling Fellowship to spend next year in France learning a vanishing art from local artisans and working on an independent sculpture project.
 - > Another senior has won a National Defense Science and Engineering Graduate Fellowship; 19 seniors

"Thanks to the generosity of the Parker Huang Undergraduate Travel Fellowship, I was able to live in Nazareth, working as an intern at the AlManarah Association for Persons with Disabilities, the leading disability advocacy organization in the Arab society in Israel. I have taken this fellowship year as a chance to experiment and envision how I might spend the rest of my life engaged in similar pursuits, whether in Israel, the US, or somewhere else entirely. I haven't yet reached any firm conclusions, but I know that whatever I choose, I will be a more effective and thoughtful human being as a result of this past year in Nazareth."

Alan Elbaum, Pierson College, '14
Near Eastern Languages & Civilization Major
Parker Huang Undergraduate Travel Fellowship
Nazareth, Israel – Academic Year 2014-2015

and recent Yale College alumni this year won National Science Foundation Graduate Research Fellowships, in fields from astronomy to forestry, and linguistics to biochemistry.

- > 13 members of the Yale College Class of 2015 were offered Fulbright Grants, to teach English and to pursue study/research, in countries from China to El Salvador, Bangladesh to New Zealand.
- > A graduating senior became the first Yale student to win one of Oxford's prestigious Ertegun Graduate Scholarships in the Humanities. Another senior and 2 alumni won Gates Cambridge Scholarships (the senior, from Turkey, winning against the especially steep odds in the international competition).
- > Speaking of steep odds: this year, as the 60th anniversary of the Marshall Scholarships was celebrated, the new class of Scholars includes six Yale seniors and recent alumni. Five more – including a Canadian alumnus – were elected as Rhodes Scholars.

What is striking is how many of the awards won, including those to support study and research, support students' efforts to prepare themselves – in Rhodes terms – "to fight the world's fight." Yale students have access to an extraordinary education, to rich opportunities for invaluable undergraduate research and faculty mentorship, and to opportunities to gain practical experience in many fields,

at home and abroad. They take seriously the responsibility that comes with such extraordinary opportunities and want to repay them. The winning fellowship proposals show students hoping to contribute to global health research, to the study of endangered species, to local social justice projects, and to a myriad of other good efforts.

The awards mentioned here are just the beginning of that. The records of past winners of fellowships suggest that in the years to come these students will continue on the paths down which they have just started. They will continue to contribute to the good work of the world, in every field. Fellowship Programs is proud to partner with colleagues all across campus to start them on their way, to help students to explore their interests and hone their skills, and to think about important questions—about what matters, about the ethics of human subject research and of service at home and abroad, and, most of all, about how to make the best possible use of the talents and opportunities they’ve been given.

Furthermore, as Yale University President Peter Salovey established his vision for the university in the early days of his tenure, he invited members of the Yale community to join him in creating “a more unified Yale, a more innovative Yale, a more accessible Yale, and a more excellent Yale.” In 2014–2015, Fellowship Programs exemplified each of these ideals with one effort in particular: the campus-wide launch of the Student Grants Database.

Student Grants Database

Yale is often considered, rightly enough, to possess an embarrassment of riches. Just as embarrassing, however, is how difficult it is to make those riches known and accessible throughout the Yale community. This challenge is especially true for fellowship opportunities, which have long been spread throughout the campus, tucked in a department here, nestled in a residential college there, but too often not known about or accessible broadly and equitably.

With the launch of the new version of the Student Grants Database last year, however, Fellowship Programs helped to change that culture forever. In development since 2012, this database serves not only to publicize funding opportunities that are available through or administered by units all across Yale but also to help run merit-based competitions for those funds online. In brief, some of the most telling statistics in the database’s inaugural year include the fact that:

- Over 130 departmental and office administrators representing virtually every aspect of the university utilized the database to publicize and run their competitions for funding.
- 252 distinct funding opportunities, some of which represent a ‘common application’ that gather several similar funds together, are now readily searchable and available to the Yale community, and more are being added constantly.
- In this first year, the database received 6,235 applications, all online, all in place of what had often been a paper-based process that was unruly and wasteful for everyone.
- All told, 2,561 individual students submitted applications through the database (for an average of 2.4 applications per student).
- Finally, the database made it dramatically easier for Yale administrators to determine where there was an ‘overlap’ of funding (that is, over funding for a particular student across more than one award) and where, once those overlaps were identified, more students might receive funds instead.

As these numbers will most certainly grow (more departments and offices are bringing more funding opportunities into the database nearly every week), it is no exaggeration

Major International Post-Graduate Fellowship Awards 2000–2015															
Fellowship	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Fulbright Scholarships	9	12	13	12	12	18	25	16	14	17	15	10	13	13	13
Gates Cambridge Scholarships	4	5	5	4	3	3	9	3		2	3	3	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		4	6
Rhodes Scholarships	3	2	2	1	2	3	5	1	2	2	2	2	9	3	5
The Luce Scholarships Program	1	1	1		1	1		3	1	1	1	1		1	

that this effort meets President Salovey's vision for a Yale University that is more unified, innovative, accessible, and excellent. With the Student Grants Database now in place, more students will have more access to more resources while administrators will spend less time awash in paperwork and manual processes in order to make these wonderful outcomes possible for more members of the Yale community.

This is a huge win for Yale — a win that was made possible by sustained university support across a broad range of offices, including Information Technology Services, the Yale College Deans Office, the Yale MacMillan Center for International and Area Studies, the Graduate School, and, leading the database's development and ongoing management, the Center for International and Professional Experience.

The Richard U. Light Fellowship

Another win for Yale has long been its Richard U. Light Fellowship, which, through the close partnership with, and generosity of, the Richard U. Light Foundation (and additional support from the Greenberg Initiative since 2006), has supported intensive language study and cultural immersion in East Asia since 1996. This past year, the newest cohort of 127 Fellows was selected from a competitive pool of undergraduate, graduate, and professional school applicants.

A testament to the fellowship's reach and appeal to a broad array of students, nearly 10% of the Class of 2015 had a Light Fellowship experience during their time at Yale, representing 52 different majors at the time of graduation. For those who see East Asia as a part of their own personal and professional development plans, the Fellowship continues to be both an integrated part of a holistic education at Yale and an opportunity that is simply not available on any other campus.

Light Fellows, as with all students who receive funding through Fellowship Programs, are encouraged to understand, reflect, and report upon their extraordinary privilege. Indeed, nearly 80% of Fellows kept blogs as a way to capture and process their experiences. As one Fellow wrote, "Being immersed in a different culture allows you to realize what things about yourself are really important for you to maintain and which characteristics can be improved by the culture and people around you, and being here has really helped me become more patient and open." Light Fellows

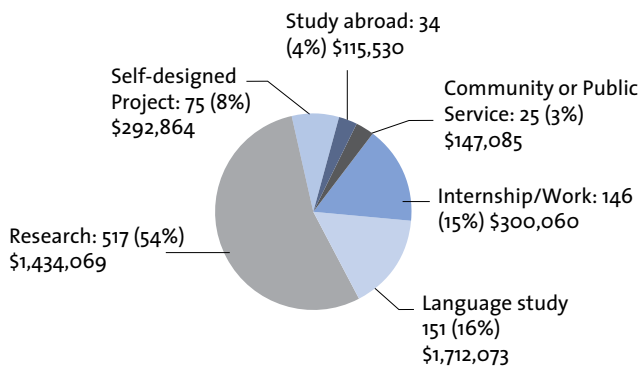
also reported gaining new understandings about themselves, about how language connects people, and about U.S. culture through an international lens.

As Yale College pursues its mission of cultivating "citizens with a rich awareness of our heritage to lead and serve in every sphere of human activity," the Richard U. Light Fellowship offers just one highly visible example of how that mission can work in reality when students of the highest caliber have funding support to undertake experiences abroad that, likewise, offer the highest quality opportunities to learn about, engage with, and grow from experiences around the world.

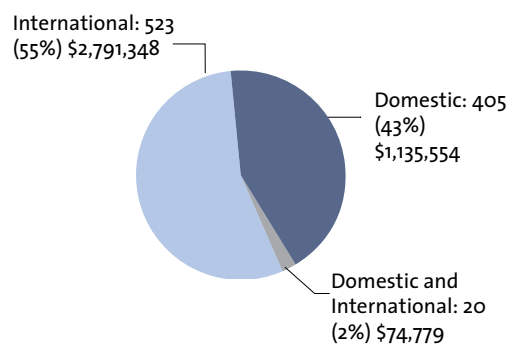
"My year abroad in Japan was without a doubt the most incredible year of my life. Studying in a foreign country has in so many ways expanded my view of the world, and even caused me to look more objectively at American society. I have started to understand in how many ways my worldview has been limited by growing up without prolonged exposure to other cultures. I feel very fortunate to have been a recipient of the Richard U. Light Fellowship, and would highly recommend this kind of study abroad experience to any students interested in Japan."

Joseph Lachman, Berkeley College, '15
History of Science, Medicine and Public Health Major
Kyoto Consortium for Japanese Studies (KCJS), Spring
2015

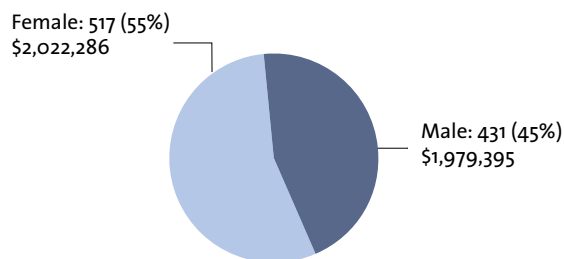
Yale Funded Experiences by Type of Activity, 2014–15
Total = 948; \$4,001,681



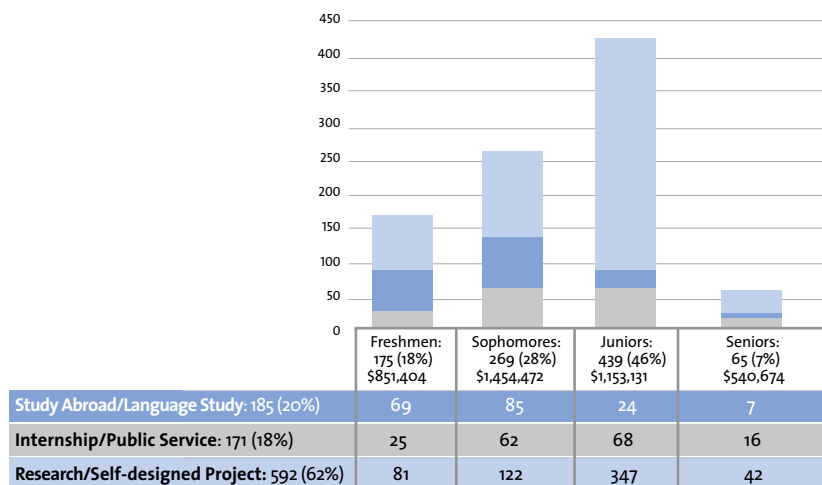
Yale Funded Domestic and International Experiences, 2014–15
Total = 948; \$4,001,681



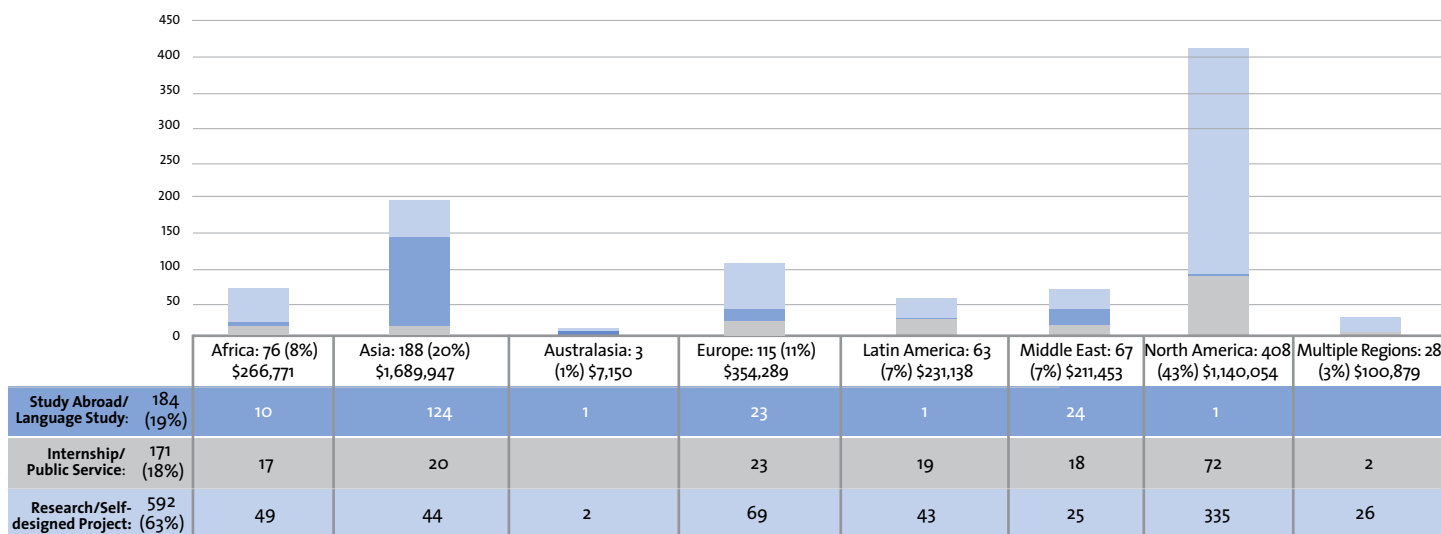
Yale Funded Experiences by Gender, 2014–15
Total = 948; \$4,001,681



Yale Funded Experiences by Class Year and Type of Activity, 2014–15
Total = 948; \$4,001,681



Yale Funded Experiences by Region and Type of Activity, 2014–15, Total = 948; \$4,001,681



Yale Students Making a Contribution

New Haven and Her Sister: Telling the Stories of the People of Tetlanohcan

With the support of the Shana Alexander Journalism and Media Fellowship I was able to complete a two-month internship with the *New Haven Independent*, reporting on immigration and identity issues in the city of New Haven using a variety of media, including online journalism, documentary, and radio. Through Unidad Latina en Acción, a grassroots activist organization that I work with, I found the story about Tetlanohcan, which led me to carry out some community-based reporting in Mexico.



As soon as the Unidad Latina en Acción meeting adjourned and the members started shuffling out of the New Haven Peoples Center, I stood up on a chair and asked in Spanish, “Is anyone here from Tetlanohcan?” A small crowd formed around me, offering to help.

“My parents just moved to Tlaxcala city, but my whole family is there.”

“My uncle is on the council.”

“I’m from a neighboring town!”

“I’m from there, and I can get you there.”

The next day, I confirmed a host family; the day after, I bought my plane ticket; four days later, I was eating mole in Tetlanohcan. This agricultural town in Mexico’s smallest state, where running water is an uncommon luxury and older generations still speak Nahuatl, is one of the largest sending communities for New Haven’s large and growing Mexican migrant population. About a quarter of the town lives in the US, and most of those migrants are concentrated in Fair Haven and the Hill neighborhoods of New Haven. Organizers in this transnational community have set up several exchange programs in the past ten years, and designated Tetlanohcan as New Haven’s sister city. The remittances migrants send back provide their families with opportunities they would not have had in the poor, remote town – education, better living conditions, stable food and income, modern technology – but family separation does great social harm. While migrants in New Haven build their community and hold onto their traditions, their families back home find ways to visit New Haven, combat sexism in the community, and maintain their indigenous culture.

In the articles and videos I was able to produce from my two weeks of reporting in Mexico, I was able to touch on issues like globalization, indigeneity, empowerment, migration, feminism, and consumerism. Three articles and one video later, I feel that I’ve only scratched the surface about this incredible slice of New Haven life. I have another article and video in the works, and I plan to publish a 15-minute documentary about the transnational Tetlanohcan community.

Under the mentorship of the staff reporters and editor-in-chief at the *New Haven Independent*, I was able to learn about the methods that set community-based journalism apart from other approaches. I was not an external researcher looking at the community and writing field notes; I was standing in the center looking around and recording people’s stories, communicating them to our neighbors. The humanity of this approach to reporting, as well as the creative license I was given as a writer, solidified my desire to go into journalism – not to be a reporter but to be a storyteller. I’ve been able to make a name for myself in New Haven reporting on education, social justice, and the ever-evolving “fringe.” I will be able to continue writing and producing videos for the *New Haven Independent* throughout this year, and freelance for other similar publications. The experience I gained has equipped me to apply for jobs and internships out of college that I am truly passionate about, and has given me a model for journalism that makes a substantial social impact.

Sebastian Medina-Tayac, Davenport College, ’16
American Studies Major
Shana Alexander Journalism/Media Fellowship
San Francisco Tetlanohcan, Tlaxcala, Mexico

International Summer Award

The International Summer Award (ISA) was established in 2005 by President Richard Levin, to ensure that all Yale undergraduates, regardless of their financial circumstances, would be able to participate in at least one summer international experience during their four years at Yale. This award provides all students on financial aid with summer funding for study programs or internships abroad at the same percentage as the student's academic year support. Since 2005 a total of 4,220 students have benefited from this program, and many say that without this initiative—unique to Yale—they would not have been able to have this experience, so important for any young person in understanding future opportunities in our globalized society.

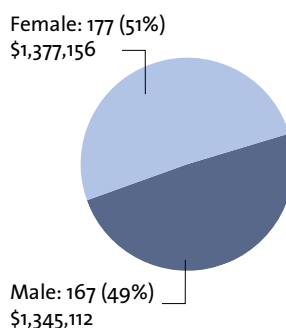
In 2015 we re-calibrated this program in discussion with our colleagues in Student Financial Services. A component of the award, which had a cap of \$10,000, had been an amount which was considered an offset for lost earnings during the time spent abroad—these earnings are part of the student's expected resources during the following academic year. But almost universally students had been seeing this sum of money as part of the funding for the summer experience and were confused by how this was impacting their budgeting and their Yale financial picture. We concluded that it would be more effective to raise by \$500 the cap on the total award students could receive, but to base the award only on program cost and no longer include the lost income offset. In previous years we had awarded this offset sum, in addition, to a small number of students who received fellowship funding for summer research, and we also discontinued this process.

The smaller number of ISAs in Summer 2015 is related to these changes. In 2014 15 students had received only the lost income offset for research abroad, and so we anticipated that we would see a lower number at least to this extent. However, these were only 4% of total ISAs in 2014, and in 2015 we saw 77 fewer students apply for the ISA, 18%, a greater drop than expected. The average amount of an ISA award in 2015 was \$7,914, only \$196 less than in 2014 when income offsets were included. But participation rates are down in 2015 in almost all activities, and we are working to understand this phenomenon, which we believe has complicated causes. This work will continue through Fall 2015.

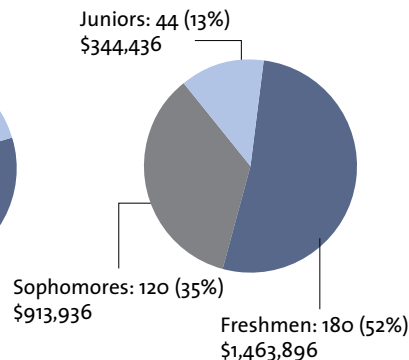
International Summer Awards by Year and Activity, 2005–15

Activity	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Study Abroad	77	224	202	208	351	386	403	399	351	366	319
Internships	44	84	89	78	89	61	51	81	57	40	25
Research	21	38	22	17	34	33	15	16	24	15	
Total	142	346	313	303	474	480	469	496	432	421	344

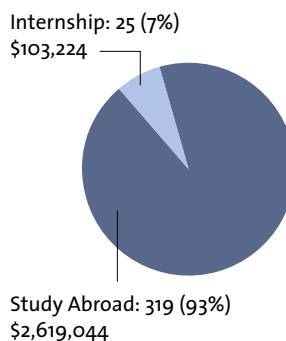
International Summer Awards by Gender, 2015
Total = 344; \$2,722,268



International Summer Awards by Type of Activity, 2015
Total = 344; \$2,722,268



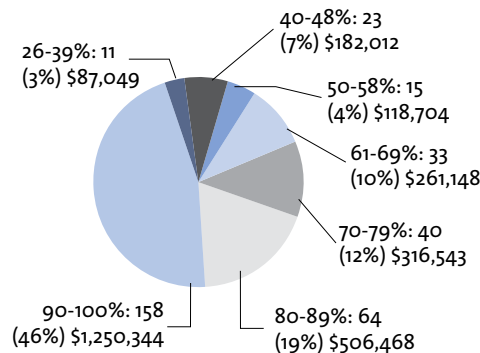
International Summer Awards by Class Year, 2015
Total = 344; \$2,722,268



Total International Summer Awards Awarded / Amount, 2005–15

2005	142 / \$732,078
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 / \$3,414,857
2014	421 / \$3,475,429
2015	344 / \$2,722,268

International Summer Awards Percentage Levels of Need, 2015
Total = 344; \$2,722,268



International Summer Awards and Funding Sources, 2015

Category	Number (%) Amount
Donor Funded	264* (77%); \$1,855,755
Other Funding	80 (23%); \$866,513
Total ISAs awarded and amount spent	344: \$2,722,268

*Includes partially funded ISAs

Conclusion

Reorganization this year in Yale College, very welcome and engaging for us, was guided by the priorities that Jonathan Holloway established and presented to all his staff at the end of his first year as Dean. These priorities are: promoting civic engagement, stressing the importance of making mindful choices, and teaching resilience. As we enter a new phase of strategic planning for the Center for International and Professional Experience in Fall 2015, we will be working to align the work that we do more fully with these priorities, and we very much welcome a new educational coherence in this shared agenda across all the divisions of Yale College. We will also be examining our data and our practices to try to determine why participation rates were lower in 2014-15 in many areas.

Every year students who have participated in programs and processes managed through the CIPE report in detail on their experience, serve as advisers for other students, and give presentations for Family Weekend, for Bulldog Days, for information and counseling sessions and panels, both formal and informal. The photos they submit to photo contests, the evaluations they provide, their participation in focus groups and in usability studies – we are lucky in having a student body that is not only exceptionally talented, but also engaged and supportive. We were especially aware of that this year, as Undergraduate Career Services entered into its new role as the Office of Career Strategy, and we welcomed graduate students and then post-doctoral fellows to our domain. In a year of many transitions, the good sense and cheerful cooperation of Yale students helped all of us to keep a sense of perspective and to be mindful of why the work that we do is worthwhile and often very rewarding.

In 2014-15, much time and energy was needed for the completion of the project to reconfigure the Student Grants Database, for beginning the welcome project of re-designing our websites, and for the creation of the Yale Career Network, all very important initiatives which improve resources and processes and provide new opportunities for students. The departure of Bill Whobrey, Dean of Yale Summer Session and a key member of our leadership team, and of Tina Kirk, Director of Study Abroad, were sad events in that we hate to lose such valued colleagues, but we also recognize that with change comes opportunity. We welcome our new Dean of Yale Summer Session, Jeanne Follansbee, with great pleasure. And we look forward to a year in which we will analyze with new energy what has been going well, revise plans, examine all our data, identify areas for improvement – and continue to find ways to work collaboratively and with good humor. As we say in the CIPE, our twin mottos are “what makes sense?” and “everybody moves the chairs.”



The glacial lagoon here contains ice broken off from the glacier upstream on its way to the ocean. It's a prime feeding spot for birds like the arctic terns and marine animals like the seals. Over the summer we studied two main renewable sources of energy used in Iceland: geothermal and hydroelectric. In the land of fire and ice, even though these energy sources are present in abundance, the harvesting of the earth's energy nonetheless causes damage to the environment and disturbs the local ecosystem. In building the Kárahnjúkar dam in eastern Iceland, huge plains were flooded to create a reservoir for power generation and paths of rivers were altered in the process. Standing near the edge of the lagoon brought it home to me the complexity and fragility of the whole ecosystem and the power of humankind to alter it.

PHOTO Jinchun Zhou, Calhoun College, '18

LOCATION Jökulsárlón, Iceland

STUDY ABROAD SIT Iceland: Renewable Energy Technology & Resource Economics, Summer 2015

A Year in Malawi

I first learned about Lungwena, Malawi while taking a supervision course on the influence of anthropology on malaria eradication. Lungwena has one of the highest incidence rates of pregnancy malaria in Malawi, and I was interested in researching why this is the case and what could be done about it.

I developed partnerships and designed discussion themes and specific questionnaires to address my research question. I hired translators and personally bicycled (often in the mud) to the homes of over 70 women: pregnant women, village elders, traditional healers, birth attendants, and key health informants. As a young woman in the hierarchical, male-dominated structure of Yao culture, this was especially challenging.

I became interested in the large number of women who reported using their mosquito net every night, yet still developed malaria in pregnancy. Because Lungwena is a malaria-endemic area, malaria risk-perception, prevention methods, and treatment seeking behavior are essential to the health of a pregnant mother and her growing fetus. I discovered that if a woman thinks a symptom is caused by malaria, she will usually travel to the health center to receive treatment. However, the primary symptoms of malaria are almost universally attributed to something else. For example, most women I interviewed believed that it was too much sun (and not malaria) that was the cause of fever, anemia, and other symptoms. Therefore the treatment was not to go to the hospital, but rather to get out of the sun. With malarial symptoms attributed to too much sun, it becomes difficult to ensure that pregnant women are able to receive malarial prevention and treatment. As I would learn many times over throughout my experience, treating malaria provides a whole other set of nuanced solutions.

I lived with a local family and a typical day might find me at an initiation ceremony, dancing with the local women, learning to carry a bucket of water on my head, playing soccer, at a wedding or funeral, and at everything in between. My host mother, Jureka, coached me through everything from carrying water on my head to the proper way to greet a village elder. I remember her shock when she realized I couldn't even cook over a charcoal stove. In my spare time I taught a biology class to interested high school students, started a lending library at the local school, and generally helped wherever I could.

I started this year off a bit uncertain of my career path. I'm still very uncertain, but some things are definitely clearer. I know, for example, that I was right in wanting to go to medical school. I also know after this year that I want a career in global health, and the kind of holistic, nuanced thinking I have learned to apply to global health work I hope will also serve me as a physician. I realize that rather than get me excited about any specific discipline, this year has showed me how many aspects of health and healthcare I am interested in and taught me a new way of looking at problems. Now when I approach a problem, I take much more care in considering possible outcomes and unforeseen circumstances, and to ask about the practicalities. I like to think that the work I have done this year will have some positive impact on the community that took me in and accepted me.

Claire Donnelley, Calhoun College, '14
Molecular, Cellular, and Developmental Biology Major
Charles P. Howland Fellowship
Lungwena, Malawi – Academic Year 2014-2015



Claire with Jureka, Jureka's mother, Mbumu, and Jureka's nephew, Gift, at their home in Malindi.

Yale Center for International and Professional Experience (CIPE)

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www.yale.edu/cipe

CIPE Leadership Team and Staff

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- Katie Bell, *Deputy Director, Center for International and Professional Experience; Director, Yale Visiting International Student Program*
- Amy Burgan, *Senior Administrative Assistant, Center for International and Professional Experience, Fellowship Programs*
- Samuel Cohen, *Director of Information Technology, Center for International and Professional Experience*
- Ellen Cupo, *Communications Coordinator, Center for International and Professional Experience*
- Jeanine Dames, *Director, Office of Career Strategy; Associate Dean of Yale College*
- Jeanne Follansbee, *Dean, Yale Summer Session; Associate Dean of Yale College*
- Kiera Keene, *Senior Administrative Assistant, Center for International and Professional Experience*
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- Lynn Saiers, *Associate Director of Information Technology, Center for International and Professional Experience*

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- Victoria Rinkerman, *Senior Administrative Assistant, International Summer Programs*
- Ava Suntok, *Senior Administrative Assistant, Registrar*

- Kathy Trputec, *Assistant Director for International Summer Programs & Global Summer Program Coordinator*
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- Emma Rose, *Assistant Director, Fellowship Programs*
- Suzanne Wirak, *Senior Administrative Assistant, Fellowship Programs*

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- Kaveh Khoshnood, *Associate Professor Epidemiology/Public Health*
- Julia Muravnik, *Fox Fellowships and Student Grants Administrator, MacMillan Center*
- Daniel Smith, *Director of Finance, Yale College*

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“The 2014 Yale STARS Summer Program was an incredible adventure that allowed students underrepresented in the sciences to gain mentorship and lab experience as they did research over the summer. We were also required to take a class that bridged the communication barrier between the researcher and the public, where we studied previous research papers and practiced our presentation skills. One of the most meaningful aspects of the program was the confidence and determination it instilled in each of the students. By having the opportunity to work full-time and present our research in a huge support group, we learned to fight through our lab failings and take pride in our work and the knowledge we gained. By going on field trips to investigate the great accomplishments of the scientific field, for instance to the Sterling Power Plant, we were reminded of the field’s large scope and the great impacts we can make.”

PHOTO Olga Wroblewski, Branford College, '16

LOCATION New Haven, Connecticut

YALE SUMMER SESSION Yale Science, Technology and Research Scholars, Summer 2014