

Yale *Center for International and Professional Experience*

2015–2016 ANNUAL REPORT

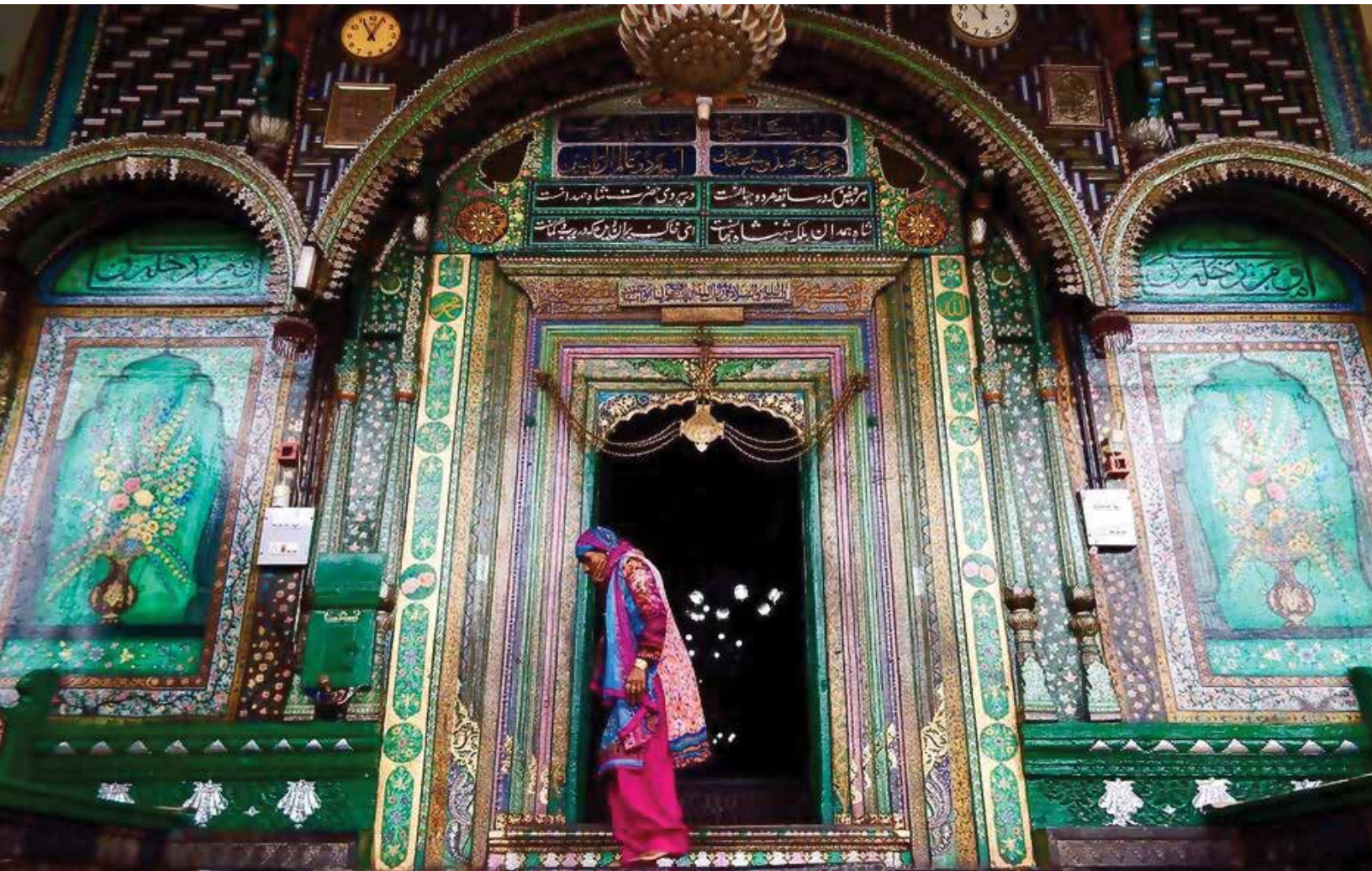


PHOTO Jake Leffew, Ezra Stiles College, '19

LOCATION Srinagar, Kashmir, India

YALE FELLOWSHIP PROGRAMS Jackson Institute for Global Affairs Fellowship, Summer 2016

2015–2016 Annual Report

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Table of Contents

[Introduction](#) / 2

[International Experiences in Yale College](#) / 4

[Academic Initiatives](#) / 7

Study Abroad / 7

Yale Summer Session / 8

Yale Visiting International Student Program / 11

Yale-NUS College Visiting Student Program / 11

[Office of Career Strategy](#) / 12

Summer Activities / 14

Experiential Learning Programs / 14

Graduate and Professional School Advising / 18

Employer Relations / 19

Alumni Career Support / 20

[Funding Student Development](#) / 21

Fellowship Opportunities for Undergraduates 22

Fellowships Outreach Initiatives 23

The Light Fellowship 24

International Summer Award 25

[Student Spotlights](#) / 26

[Staff](#) / Inside back cover

Introduction

Initiatives in the Yale College Dean's Office

The staff of the CIPE, which houses the Office of Career Strategy, Fellowship Programs and Yale Summer Session as well as Study Abroad, provide advising and support for both domestic and international opportunities and programs. We embrace the reality of the globalized world: the old divisions between “domestic” and “international” are not always useful. This changes the dynamic of both advising and program development, but does not in any way lessen our commitment to the importance of cross-cultural learning. Our students and their families, as a result of terrorist acts and the nature of public discourse, see increased danger and less tolerance in the world. We are committed as educators to guiding students to a better understanding of how they can effectively live and move globally with confidence. We believe that the development of this mindset will also prepare students to contribute effectively within our diverse society. If we do our work well, then students will be able to thrive after graduation in any environment.

The academic year 2015-16 saw conflict on campus about issues of race, class and privilege. In response, within Yale College we have made serious efforts to review and recalibrate the ways in which we work with students. We are committed to providing equality of access for all students to all opportunities, and appropriate levels of support that allow all students to understand, and be prepared to use, the extraordinary resources Yale provides. Dean Jonathan Holloway has laid out an inspiring vision for our work, and is leading a planning process focusing on inclusion which has established focus areas for the year.

Building on the Dean's vision and working within these guidelines, in the CIPE we are recalibrating an advising framework for our work that fosters independence, resilience, and good decision-making, together with engagement and concern for the community. We held a retreat in fall 2015 with all staff, as we have periodically over the past six years, reviewing our goals, processes and programmatic initiatives in all areas. We also discussed inclusion, examining incidents reported by students and staff which helped us understand how we can more effectively support students of all ethnic, racial, national, religious and gender identities, and of all socio-economic backgrounds. We then revised our strategic plan, which is posted to our website (cipe.yale.edu), to ensure that our work in 2016-17 will be driven by these goals. We will review this year all our communications and advising

processes, recalibrating our advising models and our websites, our application processes, and our programs. Our goal is to be sure that all our students have every opportunity to know what is available and how to access it, and that they know that they will be welcomed and supported whenever they engage with us.

Yale College Strategic Areas of Focus

All initiatives will be structured on principles of inclusion, and framed by their contribution to the Dean's priorities: supporting resilience, mindful decision-making, and engagement with the community, as developmental goals for all Yale College students.

Advising

This includes:

- The academic experience
- The finding and use of resources, including financial resources
- Structuring the educational and co-curricular experience

Communications

This includes:

- The nature of the content we communicate broadly to students
- The design of all communication
- The systems by which we communicate with each other within Yale College, and the calendars we follow

Engagement

This includes:

- Leadership preparation for civic engagement
- Community-building initiatives
- Support for service activities and engagement beyond the campus

Emergency Management

Wishing to be ready for whatever might happen globally in 2015-16, we completed a review of our emergency management protocols. With increased concern about student safety and well-being both abroad and at home, we thought it prudent to undertake a full review, including review of processes for handling Title IX sexual assault and harassment issues. Because of problems in 2015 with the health care insurance provider insuring our students abroad, we also implemented a new health insurance option which, together with Yale's United Health Care Global assistance policy, provides security for students and their families. These measures served us well in summer 2016, as we supported students in Turkey, in Nice and in Munich in the face of terrorism and unrest.

Participation

Concerned by a drop in participation rates in 2014-15, we analyzed the data and our processes and practices in Fall 2015. We examined factors relating to cost, marketing, competing opportunities, the use of peer advisers, the institutional narrative that informs student choices, and the yield on applications. No single or even dominant cause for a drop in participation emerged, but it was an instructive process which allowed us to look for ways to work more effectively with students. We agree that we have made assumptions about student awareness of the resources we offer which may no longer be justified, and have overhauled our marketing strategies and information resources. We are also working to streamline all our processes so that they are not perceived as barriers by our students who have no experience with activities of this kind.

In this annual report, we report higher total participation rates in 2015-16. But there is still work to do to increase visibility. This work continues with new initiatives, including a campus-wide "CIPE Week," which will introduce many first year students and sophomores to our resources in Fall 2016.

Looking Back

This year we developed a broad range of new information and advising resources for students. We continued an effective planning process, and re-contextualized this within the new needs and expectations set for us by the Dean of Yale College. We advised and supported hundreds of students through many varied exploration and application processes, and mentored and guided them as they pursued an extraordinary range of activities abroad. There have been many successes this year, and the CIPE leadership team has developed impressive and innovative management and programming strategies. In a year that brought challenges as well as rewards, the CIPE has continued to evolve, and to foster the best possible educational experiences for the exceptional young people with whom we are privileged to work.

Perhaps the very first week of my summer experience—while we were still in New Haven—we had a chance to explore a special temporary exhibit at the Yale University Art Gallery called "Weaving and the Social World: 3,000 Years of Ancient Andean Textiles," which was an amazing display of the very art and culture we were about to explore in person in just a few weeks. The tunics, blankets, and wall coverings, full of meaning, were a window into a beautiful history. But as enlightening as the exhibition was, and as wonderful as it was of Yale to bring this experience to us, it is still a museum—the textiles were still hung behind glass windows. 3,000 years is a long time.

Flash forward to the last week of our program in Peru and we are traveling near Cusco, through El Valle Sagrado de Los Incas, where we have an opportunity to stop in and see some mujeres tejedoras of Chinchero hard at work, weaving and teaching visitors. Centuries later. Still weaving the same fabrics we saw in the museum. Still washing their wool with the natural soap from Sacha Paraqay, still hand spinning their thread, still crushing Cochineal bugs to get the color red.

...this isn't just history we are immersing ourselves in; it's life.

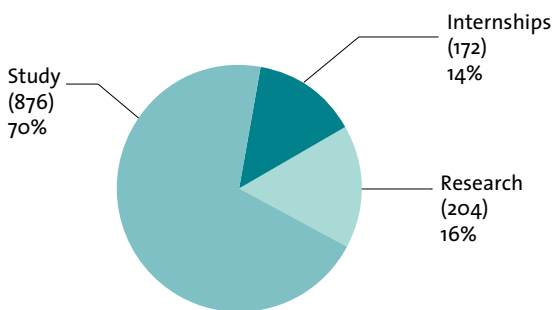
Matt Klineman, Berkeley College '18
Study Abroad: Yale Summer Session in Lima

International Experiences in Yale College

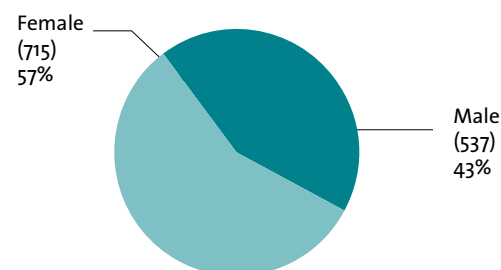
International Experiences in Yale College, 2005–16

Program	05–06	06–07	07–08	08–09	09–10	10–11	11–12	12–13	13–14	14–15	15–16
Academic Year Study Abroad	144	199	152	165	164	160	160	147	171	138	159
Yale Summer Session and Global Summer Program	209	213	310	330	412	350	374	353	348	325	323
Summer Study (non-Yale Summer Session)	178	180	214	327	334	405	402	343	423	391	394
Internships	196	231	258	212	239	202	208	247	246	179	172
Research and independent projects	250	269	295	287	248	255	212	223	217	176	204
Total experiences	977	1,092	1,229	1,321	1,397	1,372	1,356	1,313	1,405	1,209	1,252
Total number of individual students			1,172	1,232	1,317	1,308	1,280	1,254	1,333	1,157	1,198

International Experiences by Type of Activity, 2015–16 Total = 1,252



International Experiences by Gender, 2015–16 Total = 1,252



International Experiences by Student Major Area and Type of Activity, 2015–16, Total Experiences = 1,252

Field	Study	Internships	Research	Total
Undeclared	394	42	13	449
Social Sciences	225	69	75	369
Humanities	130	33	62	225
STEM	115	26	47	188
Multi-field	12	2	7	21

Yale College Class of 2016 International Experiences

% of Students	
Students in the Class of 2016 = 1,330	
Had one or more international experiences*	70%
Had any international internship	11%
Had a OCS-sponsored international internship	9%
Received Light Fellowship	11%
Non-Yale Study Abroad	29%
Received any fellowship	13%
Yale Summer Session	22%
Went to at least one Non-Western country	13%
Females in the Class of 2016 = 661	
Females who had one or more international experiences	77%
Males in the Class of 2016 = 669	
Males who had one or more international experiences	64%
STEM majors in the Class of 2016 = 435	
STEM majors who had one or more international experiences	70%
Social Science majors in the Class of 2016 = 535	
Social Science majors who had one or more international experiences	67%
Humanities majors in the Class of 2016 = 398	
Humanities majors who had one or more international experiences	74%

*Only international experiences recorded in Studio Abroad or the Student Grants Database are included. We suspect that these numbers underestimate international experiences in total.

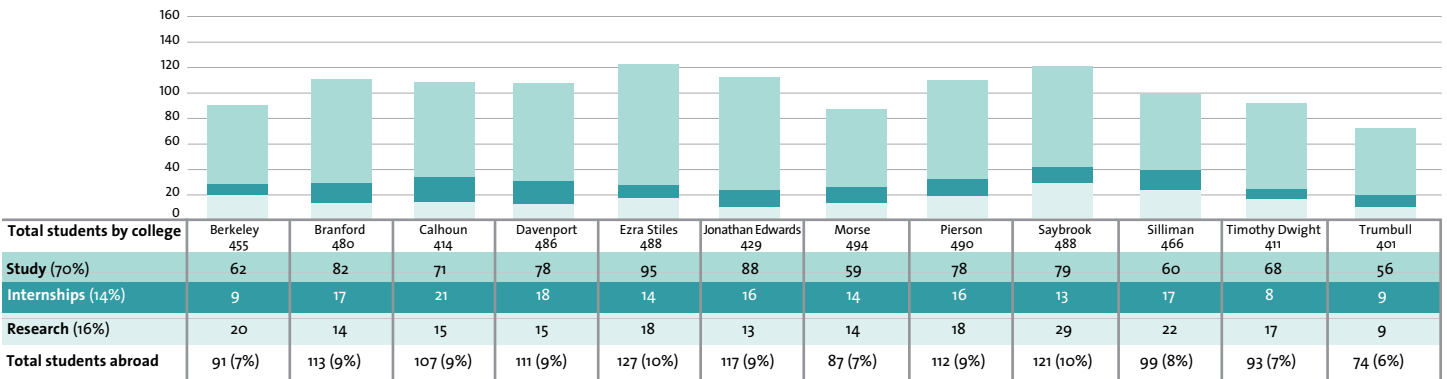
Top 10 Majors of Students with International Experiences, 2015–16

Major	Number of Experiences
History	101
Political Science	92
Economics	54
Psychology	37
Molecular, Cellular, and Developmental Biology	35
Global Affairs	35
Ecology & Evolutionary Biology	31
Ethics, Politics & Economics	31
English	30
American Studies	23

Top 5 STEM Field Majors of Students with International Experiences, 2015–16

	Study	Internships	Research	Total
Molecular, Cellular, and Developmental Biology	18	5	12	35
Ecology & Evolutionary Biology	17	3	11	31
Biomedical Engineering	12	2	1	15
Molecular Biophysics & Biochemistry	9	0	5	14
Environmental Studies	8	2	3	13

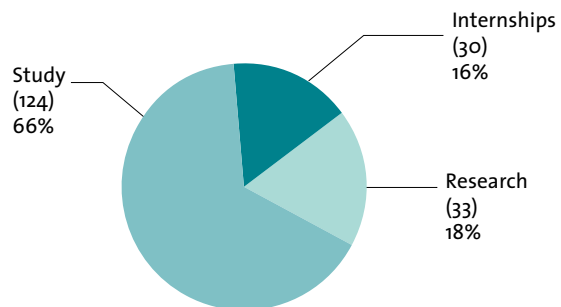
International Experiences by Residential College and Type of Activity, 2015–16, Total = 1,252



International Experiences in Public Health, STEM Fields, and the Arts, 2015–16

	Study	Internships	Research	Total
Public Health	30	21	17	68
STEM	16	19	41	76
The Arts	47	13	22	82

International Student's Experiences Abroad by Type of Activity, 2015–16 Total = 187 (International Students in Yale College = 613)



International Experiences by Region, Country, and Type of Activity, 2015–16

Region	Country	Study	Internships	Research	Total	Region	Country	Study	Internships	Research	Total
Africa	Benin		1		1	Europe	Estonia	1			1
	Cameroon		2		2		Finland			1	1
	Egypt	1	1		2		France	118	1	7	126
	Ethiopia			1	1		Germany	18	4	6	28
	Ghana		2	1	3		Greece	1	5	1	7
	Kenya			6	6		Hungary	6		1	7
	Morocco	31	1	2	34		Iceland	1		1	2
	Rwanda		1	1	2		Ireland	3		1	4
	Senegal	2			2		Italy	60		4	64
	Sierra Leone			1	1		Netherlands	5	2		7
	South Africa	18	5	6	29		Norway			1	1
	Tanzania	6			6		Poland			2	2
	Uganda		2	3	5		Portugal			1	1
Zimbabwe			1	1	Russia	12	2	2	16		
Africa Totals		58	15	22	95	Spain	84	4	6	94	
Asia	Azerbaijan	2			2	Sweden		1	1	2	
	Bangladesh			2	2	Switzerland	2	1	4	7	
	China	95	20	7	122	Turkey	3		1	4	
	Hong Kong		10	3	13	Ukraine		1		1	
	India	5	9	4	18	United Kingdom	184	15	10	209	
	Indonesia	2	1	2	5	Multiple Locations in Europe		2		2	
	Japan	34	1	11	46	Europe Totals		544	54	59	657
	Korea	3			3	Latin America					
	Kyrgyzstan	1			1	Argentina	14	10	2	26	
	Malaysia		5	1	6	Bahamas			1	1	
	Nepal	4		1	5	Bolivia	5			5	
	Pakistan		1	1	2	Brazil	11	3	4	18	
	Philippines	1		1	2	Chile	3		2	5	
	Singapore	8	5	3	16	Colombia		4		4	
	South Korea	11	2	3	16	Costa Rica	1		2	3	
	Sri Lanka			1	1	Cuba	3		3	6	
	Taiwan	14	2		16	Dominican Republic	1	1		2	
	Tajikistan	1			1	Ecuador	1		3	4	
	Thailand	2	1	1	4	El Salvador			1	1	
Tibet			1	1	Guatemala		2		2		
Vietnam			1	1	Honduras			1	1		
Asia Totals		183	57	43	283	Mexico	4	4	5	13	
Australasia	Australia	7	2	1	10	Nicaragua		1	3	4	
	Fiji			1	1	Peru	15		11	26	
	New Zealand	3		1	4	Puerto Rico			4	4	
	Western Samoa	1			1	Turks and Caicos Islands	1			1	
Australasia Totals		11	2	3	16	Multiple Locations in Latin America	1		1	2	
Europe	Austria	1		3	4	Latin America Totals		60	25	43	128
	Belarus			1	1	Middle East					
	Belgium		12	1	13	Iran			1	1	
	Croatia	20		1	21	Israel	12	14	16	42	
	Czech Republic	18		1	19	Jordan	5	3	2	10	
	Denmark	7	4	2	13	Oman	1			1	
						Turkey	2			2	
						Middle East Totals		20	17	19	56
						Multiple Regions				11	11
						North America Total			2	4	6
						Canada		2	4	6	
						North America Totals			2	4	6
						Total		172	204	876	1,252

Academic Initiatives

Study Abroad

The 2015-2016 academic year for Study Abroad saw successful development across a range of programmatic initiatives, including student outreach, partnerships with faculty, and expanded options for high-quality experiences and study overseas.

Study Abroad Enrollments, 2015–16	
Year or Term Abroad (term-time study abroad, non-Yale programs)	107
Summer Abroad (summer study abroad, non-Yale programs)	316
Yale Summer Session and Global Summer Program	323
Light Fellowship (not for credit)	52
Yale in London	27
Independent Study Abroad (fellowship winners studying abroad)	51
Total	876

Outreach Coordinator Program

In many respects, there is no more powerful voice for study abroad experience than the voice of students who themselves have returned from programs abroad. As such, Study Abroad identifies, hires, trains, and develops two exemplary study abroad alumni to work in a focused way on outreach to students on campus throughout the year. Thanks to these outreach coordinators' energy and creativity, the number of students reached through study abroad events continues to grow (doubling in 2015-2016), and alumni experiences are far more visible and accessible on the Study Abroad website.

This program was a perfect ending to my freshman academic year, as it reminded me of the reason I chose Yale in the first place. While I had perhaps taken for granted the ease at which an engineering major could study creative writing and criminal psychology and green architecture, the pleasure Yale took in allowing me to travel abroad in pursuit of personal growth and broadened horizons really underlined the university's commitment to providing an education rather than a degree.

Anonymous International Summer Award Recipient
Ezra Stiles College, '19
 Study Abroad: Yale Summer Session in Siena

Yale Summer Session Faculty Partnership

Yale Summer Sessions (YSS) programs abroad, which attract well over three hundred Yale students each summer, succeed because of a strong partnership between faculty and administrators working as a team to attract thoughtful applicants and ensure that students learn and develop abroad in significant, sometimes life-changing, ways.

To strengthen that partnership, YSS instituted return gatherings with faculty to hear directly from each other how the summer went, what can be improved and what is working well. These meetings paired effectively with the creation of the Faculty Conversations Series, which provided a similar but more structured and topic-based opportunity for faculty and YSS staff to present material

Study Abroad Experiences Involving Intensive Language Study, 2015–16

Arabic	Yale Summer Session Abroad	14
	Study Abroad (non-Yale)	4
Chinese	Study Abroad (non-Yale)	63
French	Yale Summer Session Abroad	43
	Study Abroad (non-Yale)	32
German	Yale Summer Session Abroad	11
	Study Abroad (non-Yale)	7
Hebrew	Study Abroad (non-Yale)	3
Italian	Yale Summer Session Abroad	48
	Study Abroad (non-Yale)	4
Japanese	Study Abroad (non-Yale)	14
Kiswahili	Yale Summer Session Abroad	3
Korean	Study Abroad (non-Yale)	10
Portuguese	Yale Summer Session Abroad	8
	Study Abroad (non-Yale)	1
Russian	Yale Summer Session Abroad	12
Spanish	Yale Summer Session Abroad	48
	Study Abroad (non-Yale)	67
Turkish	Study Abroad (non-Yale)	3
Total		395

(on assessing student development, for example) or to raise a commonly-shared question (such as the degree of free time faculty should be giving students while on programs abroad). These various opportunities for sharing wisdom and for working collectively toward improving YSS programs abroad have led to an increased sense of shared mission and success among faculty and program administrators alike.

Yale Summer Session in Valencia

Finally, with all due recognition to Maria Pilar Asensio-Manrique and colleagues for the conceiving of and designing the program, YSS Abroad launched a successful L5 Spanish program in Valencia, Spain. This program, which is helping to meet the need of a growing number of students with advanced Spanish, explores historical and contemporary issues in Spanish culture in a city founded by the Romans 2,000 years ago. As one student noted in the course evaluation:

This program truly immerses the student in the culture of Spain and exposes him or her to various aspects of Spanish culture and various areas in Spain. I felt that I saw a lot and became much more independent – both worthy accomplishments of a summer study abroad program.

Yale Summer Session

Yale Summer Session (YSS) brings together students from across the country and around the world to take Yale College courses in New Haven or online, to study English through the English Language Institute, or to hone their craft at the Yale Writers' Conference. In 2016, Summer Session's diverse student body – comprised of Yale undergraduates and graduate students, as well as U.S. college students, high school seniors, and international students and faculty from partner institutions – came from 47 states and 59 countries. Living together in Saybrook, Berkeley, and Calhoun Colleges, students in New Haven shared in a vibrant community outside of the classroom in addition to their work together inside the classroom. To complement the academic program, YSS also offered a lecture series featuring scholars from Yale and around the world who spoke on a range of topics, including sustainability and conservation, constitutional law, corruption in Brazil, Chinese politics, the ancient history of the potato, and the psychology of falling in love.

YSS offered over 100 courses for Yale College credit in 2016 in the sciences, social sciences, arts, and humanities, most taught by Yale faculty. Enrollment in Summer

Session courses was down slightly (-2%) in 2016, but the curriculum drew a large number of Yale College students, who, again, made up 60% of the students in for-credit courses. YSS continued to innovate in the online space, expanding its online catalogue to 23 courses, including the first online writing course (ENGL S120E) and the first online course in mathematics (MATH S112E). Students were also given the option of taking one of six online courses in the evening, making it possible for more Yale students to earn college credit and helping to drive online enrollments up 24% over 2015.

Global Summer Program

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 2016, 23 Yale students participated in GSP courses, and Yale welcomed 17 students to New Haven to study Chinese Foreign Policy and The Preservation of Cultural Heritage. Both courses garnered broad support from Yale College faculty, who participated in classes and gave lectures that were open to the whole Yale community. The Cultural Heritage course, which was offered in collaboration with Yale's Institute for the Preservation of Cultural Heritage, drew on the expertise of faculty from the Law School, the School of Management, and the Faculty of Arts and Sciences, and took advantage of the many collections across campus. Students were exposed to the science of conservation and sustainable preservation, as well as studying the effects of climate and conflict on cultural artifacts and locations. Projects included fieldwork in the Grove Street Cemetery, artifact dating through compositional analysis in Yale's museums, and analysis of international legal frameworks on the illegal traffic in antiquities and artifacts.

English Language Institute

Yale's English Language Institute (ELI) offered three distinct tracks for study in Summer 2016: intensive language courses for students interested in building their general English fluency, target language study for graduate students and professionals, and courses for high school students. All of the programs offered intensive classroom instruction with relevant excursions – in New Haven, New York City, and nearby colleges and universities – designed to engage participants in learning about American culture. Global economic factors and changes in government funding for study in the United States, which affected international enrollments across the U.S., resulted in a significant decline in ELI enrollments in 2016.

Yale Writers' Conference

Finally, this year's Yale Writers' Conference offered 225 committed writers the opportunity to engage with workshop instructors in two different sessions. During the program, participants attended master classes with Claudia Rankine, Edmund White, Lev Grossman, Amy

Bloom, and Michael Cunningham; attended craft talks given by practicing writers, including Yale Creative Writing faculty Richard Deming, Louise Glück, Carl Zimmer, John Crowley, and Yale alumnus Aaron Tracy; and participated in professional development events with editors, agents, and publishers.

Yale Summer Session Overall Enrollments, Summer 2009–16								
	2009	2010	2011	2012	2013	2014	2015	2016
Total course enrollments (includes YSS Study Abroad)	2,368	2,498	2,325	2,247	2,112	2,263	2,280	2,165
Unique students (includes YSS Study Abroad)	1,396	1,444	1,335	1,282	1,234	1,343	1,346	1,317
Unique Study Abroad students in Yale College for-credit courses	344	426	374	367	356	384	339	357
Breakout by student type								
Yale College	826	859	822	792	777	627	740	781
Other Yale (Yale Graduate)	100	10	25	26	22	20	17	30
Non-Yale Pre-College	164	171	180	152	127	227	215	146
Visiting Undergraduate and Graduate	306	404	308	312	308	469	374	360

English Language Institute Overall Enrollments, Summer 2009–16								
	2009	2010	2011	2012	2013	2014	2015	2016
Intensive English	100	124	116	98	84	100	70	49
Law Seminar	40	38	26	29	38	38	36	30
Business Seminar	13	8	15	18	17	12	11	8
Post-Graduate Seminar	25	17	16	11	15	19	13	11
University Prep for High School Students				52	53	58	68	52
TEFL Seminar						15	15	
Total	178	187	173	208	207	242	213	150

Global Summer Program Enrollments 2016	
Australian National University	1
National University of Singapore	8
Peking University	2
University of Cambridge	1
University of Oxford	1
University of Tokyo	4
Total	17

Yale Summer Session Study Abroad Enrollments of Yale College Students by Country, 2006–16

Region	Country	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Africa	Kenya	2	2	7	16	22	3	11	1			
	Swaziland/South Africa		19	12	9					5	4	28
	Morocco							10	17		23	13
	Tanzania										2	3
Total		2	21	19	25	22	3	21	18	5	29	44
Asia	China					5	3	6	1	7	1	2*
	India					8	11	5	5	1		
	Japan		11	11	12	9		5	11	6		9
	Singapore	10		9	12	13		9	4*	7*	4*	8*
Total		10	11	20	24	35	14	25	21	21	5	19
Europe	Croatia	19		15	21	20	20	21	15	21	20	20
	Czech Republic	16	16	23	21	35	31	24	14	15	14	14
	France	63	55	108	97	108	103	99	98	112	93	87
	Germany	15	6	16	10	16	22	15	15	11	18	11
	Italy	28	33	46	49	62	64	53	51	52	49	53
	Russia	8	14	9	10	22	15	12	9	13	18	12
	Spain	19	18	16	18	17	17	15	14	18	18	34
	Turkey						9					
Total		168	142	233	226	280	281	239	216	242	230	231
Latin America	Argentina			4		11		4	8	8		
	Brazil	19	20	10	17	26	20	23	24	28	14	8
	Chile		8	6	6		9	5		1		
	Ecuador		14	15	18	15	15	15	14	14	13	
	Panama	10										
	Peru								16	15	14	14
Total		29	42	35	41	52	44	47	62	66	41	22
Middle East	Jordan					17						
Total						17						
Global Summer Program	Australian National University			1			1				3	1
	ETH Zürich				1	1		1		1		
	National University of Singapore				1	2	2	1	4*	8*	6*	8*
	Peking University				1	1		1	1	2	2	2*
	University of California, Berkeley							1			1	
	University of Cambridge				3	1	1	1	1	3	3	1
	University of Copenhagen				2		2	5	4	2	2	
	University of Oxford			1	4	1	1			2	4	1
University of Tokyo			1	2		1	2	3	3	3	4	
Total				3	14	6	8	12	13	21	24	17
All Programs Total		209	216	310	330	412	350	344	330*	355*	329*	333*

*Yale Summer Session in Singapore and Global Summer Program at National University of Singapore are the same program, so students attending these programs are double counted.

Yale Visiting International Student Program

In its fifth year, the Yale Visiting International Student Program (Y-VISP) welcomed twenty-six students from our five partner institutions, each of whom studied at Yale for the full academic year. These students lived within the residential college communities, took classes alongside Yale students, and participated in a wide range of extracurricular opportunities and experiences. The program’s success over these years is not only because we continue to receive such talented students, but is also due to our energetic Y-VISP steering committee and strong relationships with our partner universities, without whom this program would not succeed.

Yale Visiting International Student Program Enrollments, 2011-16						
Y-VISP Partner Institution	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tecnológico de Monterrey (Tec)	10	8	8	8	8	8
National University of Singapore (NUS)	6	7	6	5	5	3
The University of Hong Kong (HKU)		4	3	6	5	7
Universidades Estadual de Campinas (Unicamp)			3	3	4	
Waseda University			5	2	4	4
Total	16	19	25	24	26	22

“The Yale environment encouraged me to explore my true potential and made me see the world through different lenses, completely losing the fear risks. By taking classes that I picked for myself, I was able to broaden my horizons in an unprecedented way. I discovered my passion for computer science as well as learned more about entrepreneurship—deciding to pursue a career that combines these two areas. Yale not only changed my life perspectives in a professional way, but also made me understand and acknowledge different perspectives on life itself. Living in the residential colleges, taking classes and becoming friends with people from different countries, religions, beliefs and backgrounds made me see realities and ways of thinking that I would not be able to witness anywhere else. More than only taking classes at a top-ranked university, being a Y-VISP student made me feel part of Yale and everything it represents.”

Gabriel Simoes

Jonathan Edwards · Mechanical Engineering
Universidades Estadual de Campinas, Brazil, 2015-16 Y-VISP student

Yale-NUS College Visiting Student Program

Following a successful pilot program in Spring 2015, where the Yale Visiting International Student Program invited four students from Yale-NUS College to study at Yale, we expanded the program in spring 2016 to twenty-three top students from Yale-NUS College’s sophomore and junior classes. Similar to the year-long Y-VISP students, these students lived in the residential colleges, participated in extracurricular activities, and, in many cases, remain at in the U.S. during the summer months to pursue research, internships, or further study opportunities. We greatly value our close relationship with our Yale-NUS College partners, and look forward to welcoming more students to study at Yale in upcoming spring semesters.

“My time at Yale solidified who I am as an academic and professional person. I had the opportunity to take challenging classes with professors willing to invest in me from the very start, despite me only staying for a semester. From conversations in and outside of class, both with fellow peers and my professors, I steadily shaped an idea of what I wanted to write my senior year project on back at Yale-NUS. The CIPE office was incredibly helpful in assisting me with everything from giving feedback on my cover letters to helping me extend my visa for the summer. Without people such as Dean Dames [in the Office of Career Strategy] and Ozan Say [in the Office of International Students and Scholars] my summer internship would not have become reality. And finally, there are the true friends I found at Yale that I still keep in touch with although we are two oceans away from each other.”

Mollie Saltskog

Trumbull College · Global Affairs
Yale-NUS College, Singapore, Spring 2016 Y-VISP student

Office of Career Strategy

The 2015-16 academic year was a year of strategic programmatic growth within the Office of Career Strategy (OCS), as we delivered comprehensive career services to all students and alumni of Yale College, the Graduate School of Arts and Sciences and the postdoctoral associates. To manage the high level of student engagement, OCS continued to offer prescheduled advising appointments as well as six hours of walk-in advising every weekday. In addition to our main office at 55 Whitney Avenue, OCS maintained satellite offices at the Hall of Graduate Studies, the Sterling Hall of Medicine, and Dwight Hall's Center for Social Justice. Working closely with the Athletics Department, OCS offered career advising at Payne Whitney Gym every Friday as a more convenient option for our student athletes. As a result of these combined efforts, OCS saw a 25.5% increase in total career development contacts from the prior year.

Student Engagement with the Office of Career Strategy			
	2014-2015	2015-2016	Percent Change
Undergraduates	2,968	3,294	11%
Graduate Students and Postdocs	329	614	86.6%
Alumni	436	1,759	303.4%
Advising Sessions/ Walk-ins Scheduled	3,733	5,667	51.8%
Career Development Events	7,834	8,900	13.6%
Online Resume Review	663	786	18.6%
Total Contacts	12,230	15,353	25.5%

Preparing Students With Career Competencies

Supporting students as they prepare to transition into a career after Yale remains one of the steadfast goals of OCS and this year we closely aligned our work with the National Association of Colleges and Employer's (NACE) newly-crafted definition of career readiness:

Career Readiness is defined as "the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace."

These competencies include: Critical Thinking/Problem Solving, Oral/Written Communication, Teamwork/Collaboration, Information Technology Application, Leadership, Professionalism/Work Ethic, and Career Management.

The Career Strategy Committee within OCS, a cross-functional team that plans the career educational events for students, incorporated these seven competencies into 98 different events and workshops this past year. These events included 12 Google hangout sessions designed to cover each of the competencies through small-group online discussions, 34 in-person, activity-based workshops and informational panels (serving over 800 individuals), and 52 online workshop video presentations available to all students in Yale College, the Graduate School of Arts and Sciences, and postdocs.

One example of a new successful program was the "What is...?" series which included alumni panels discussing the basics of different job functions, such as education, consulting, finance, and global health. This series was highly valued by students as a way to learn about the basics of various jobs from alumni before the recruiting season began, and it will be offered again in Fall 2016 with new career areas.

Common Good and Creative Careers

The Yale College first destination data collected by OCS over the past four years consistently shows approximately 30% of the graduating class reporting post-graduate employment in the areas of nonprofit, social enterprise, government, NGOs and education. To assist students as they prepare for these careers, OCS further increased the educational and professional development opportunities in these areas. As part of this priority, OCS created the Common Good and Creative Careers brand, in order to appropriately term this initiative which includes advising, workshops, alumni connections, job postings and employer development in the areas of nonprofit, government, education, arts and communications.

Support for Government, Education and Nonprofit Careers

After inspiring students to explore opportunities within public service through a series of educational programs, OCS then coordinated events for public service employers on campus. The third annual Education Networking Event showcased 19 employers, including World Teach, Choate Rosemary Hall, and Blue Engine. The second annual Government Networking Event hosted 14 employers such as the Central Intelligence Agency, the U.S. Department of State, and the City of New Haven's Office of Economic Development. The first ever Nonprofit Networking Event was also a success with 18 employers including

the Open Society Foundation, Planned Parenthood, and Dalberg Consulting. The second annual Public Interest Internship Fair offered students the opportunity to get the inside scoop on working for these employers. In total, approximately 300 students attended these events.

In addition to increasing events on campus, the Common Good and Creative Careers team within OCS developed valuable partnerships with peer schools to increase opportunities through consortium recruiting events, enabling multiple schools to coordinate employer visits and interviews in one location. In order to support travel expenses associated with these events, OCS has continued the successful travel reimbursement program allowing seniors to receive a one-time reimbursement of \$100 for an interview with the government, a nonprofit organization or an arts audition, including travel to a consortium event.

Office of Career Strategy Consortium Events 2016

- Global Development Day at the University of Virginia
A series of panels, presentations and an exhibitor showcase of employers focused on global development.
- MetroLinkDC in Washington, DC
An interview program for full-time employment opportunities in government, policy and nonprofits.
- Georgetown Nonprofit & Government Expo at Georgetown University
A career fair with hundreds of Washington, DC employers hosted on the same day as MetrolinkDC.
- All Ivy Environmental & Sustainable Development Career Fair at Columbia University
Recruiting event with over 100 participating employers focused in the area of environmental and sustainable development.

Support for Arts Careers

Yale has long been considered a university of significant artistic accomplishment. According to the 2015 Senior Destination Survey, arts and media related jobs accounted for 13.3% of all post-graduate placement. This aggregated category includes: Publishing/Media, Entertainment/Film, Fine and Performing Arts, and Architecture/Design. This combination of sub-categories represents the 4th largest grouping of job placement. Additionally, if we include the Communications-based category, which commonly offers a transferrable career path to creative arts-interested students, we find the overall Arts/Communications

category accounted for 17% of all job placement. This combination of sub-categories represents the 2nd largest grouping of job placement.

An important component in student engagement has been the extension of career advising for arts career-focused

Post Graduate Placements in the Arts	2013	2014	2015
Arts and Media	13.3%	12.4%	13.3%
Communications	3.3%	3.4%	3.7%
Total	16.3%	15.8%	17%

Top Post Graduate Employment Placements	2013	2014	2015
Financial Services	14.8%	16.9%	19%
Arts/Communications	16.3%	15.8%	17%
Education	12.5%	11.9%	15.8%
Consulting	11.6%	11.0%	14.6%

students. The same channels that have helped us to drive an increase in student applications have also improved student awareness of the OCS arts-oriented resources, resulting in a dramatic increase in career advising.

Arts-Focused Student Engagement	2014-2015	2015-2016	Percent Change
Arts Advising Sessions	18	185	928%

In developing a series of OCS-driven programs, we focused first on expanding partnerships with other arts programs offered across campus to increase our awareness of this supplemental programming, advertise these events, and target our own programming to any existing gaps. Through this process we publicized 25 arts-oriented career events, resulting in an estimated attendance of 685 students. At the same time OCS focused on 8 specific events, yielding an estimated attendance of 230 students.

Highlights of our co-sponsored programs included multiple events developed with the faculty-led Digital Media Center for the Arts (DMCA), the student-led Yale Drama Coalition (YDC), and the student-led Yale Film Alliance. Two of our best attended events were an expansion of the YDC-sponsored Careers in Theater Series offered with Broadway producer Debbie Bisno, and an inaugural Arts Internship Fair that brought over 50 students, including over 20 volunteer peer mentors, to the DMCA to discuss their past and present summer arts internship plans.

Summer Activities

Since the summer of 2013, the Office of Career Strategy has collected detailed information about the summer activities of Yale College students.

Summer Activities Survey by Type of Activity, 2013–16				
Activity	2013	2014	2015	2016
Internship, Paid	24.9%	27.4%	28.8%	28.9%
Internship, Unpaid	17.1%	15.0%	14.1%	14.9%
Paid Job	11.6%	12.4%	11.7%	13.5%
Language Study	10.4%	10.2%	11.1%	8.9%
Laboratory Research	11.3%	11.0%	10.8%	9.5%
Academic Study	10.9%	10.7%	10.4%	11.5%
Other	4.2%	5.5%	5.0%	4.1%
Volunteer Work	3.9%	2.9%	3.0%	2.8%
Field Research	3.0%	2.7%	2.5%	2.8%
Performance	2.2%	1.3%	1.4%	1.5%
Library Research	0.6%	0.9%	1.3%	1.6%

Summer Activities Survey by Location, 2013–16				
Location	2013	2014	2015	2016
Entirely in the U.S.	63.7%	65.7%	67.4%	69.1%
Entirely Abroad	31.4%	29.8%	28.4%	27.8%
U.S. and Abroad	4.9%	4.5%	4.2%	3.1%

Experiential Learning Programs

The ability to offer a variety of quality experiential learning programs remains a primary focus of OCS. In the summer of 2016, OCS offered more than 420 opportunities in the U.S. and abroad. These Yale-coordinated internships immerse students in a substantive professional experience for at least eight weeks during the summer, and provide continuous professional guidance and support from career advisors through one-on-one sessions, virtual group advising, professional development tips, and on-campus programming before and after the experience.

Throughout the development of these opportunities, a deliberate effort is made to offer experiences across a wide range of career fields. This breadth provides students with the opportunity to identify meaningful ways in which their liberal arts education can be implemented in a professional capacity and within the larger community. At the same time some programs, such as the Block Journalism Internship Program (10 interns for summer 2016) and the William F. Buckley Jr. Internship Program (5 interns for summer 2016) continue to serve a specialized field, in this case journalism.

Bulldogs Across America

The Bulldogs Across America Program remained strong in 2015-16, with 179 positions netting 923 student applications (in Louisville, Denver, Minneapolis, New Orleans, Cleveland, Houston, and St. Louis). The total number of positions offered represented a very small decline (3%) from the 2014-15 academic year, while the student applications represent a 17% increase. As in years past, the BAA programs intermix experiential learning in the form of internships with locally-based activities to help showcase the regional, cultural, and civic aspects of each city.

I learned that being a psychology major is extremely helpful in marketing. I had never related the two fields before, but in fact, knowledge about human and social psychology is crucial to developing eye-catching, effective marketing strategies. The internship surprised me by expanding my views on what I can do with my Yale degree.

Sarah Stein

Ezra Stiles College, '19

Bulldogs by the Bayou (Houston)

Harris County Department of Education

Yale Entrepreneurial Institute (YEI) Innovation Internships

This year marked the debut of the YEI Innovation Internships Program, a collaborative program between OCS and YEI. The program was developed to provide internship opportunities for students interested in start-ups and entrepreneurial efforts, from technical and engineering roles to marketing and business development. In its inaugural year, the YEI Innovation Internships yielded 9 positions in New Haven, San Francisco, and New York City. These positions proved popular among students, netting a total of 51 applications.

Yale Alumni Community Service Fellowships (YACSF)

For over twenty years, YACSF has placed students in paid eight-week, community service positions in cities across the United States. The fellowship covers housing expenses. The program provides students with the opportunity to spend a summer developing a working understanding of nonprofit organizations and interacting with Yale alumni. For the summer of 2016, YACSF filled a record high 27 positions including Cooper's Ferry Partnership, Greenwich Library, Advocate for Human Rights, 92nd Street Y, Randall's Island Park Alliance, Primo Center for Women and Children, Training Early Achievers for Careers in Health and many more. OCS works closely with the alumni clubs who both fund this program and choose the employers. We also provide weekly professional development tips, regular check-ins with employers and students during the summer, and host a re-entry program to assist the interns in marketing their summer internship for future opportunities.

Yawkey Community Service Fellowship

Through the generosity of the Yawkey Foundation, OCS was able to support the new Yawkey Community Service Fellowship in the summer of 2016. This program places undergraduates in funded nonprofit positions in Connecticut, Rhode Island and Boston with a \$5,000 stipend. For the 2016 summer, four fellowship positions were offered with the following organizations: Save the Children, Innovations for Poverty Action, The Bridgespan Group and The Environmental Defense Fund. All of the positions were filled and application numbers totaled 100. There was a pre-departure session prior to the internship, weekly professional development emails sent to the interns, mid-summer check-ins with the employers and interns, and a re-entry program in the fall.

Women in Government Fellowship

The Women in Government Fellowship 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 School on the basics of running a successful political campaign. Each selected fellow receives business cards, literature on women's political participation, reflection prompts throughout the summer, access to special events in Washington, DC, and special programming throughout the academic year. An annual reflection lunch is also organized by OCS in September for all the recipients and the program donor.

The fellowship, now in its fifth year, has quickly gained popularity on campus with 23 applicants for the 2016 summer. Six fellows were ultimately selected for the fellowship and secured internships with employers such as U.S. Senators Joni Ernst and Richard Blumenthal, the White House Council on Women and Girls, the U.S. Interagency on Homelessness, the National Partnership for Women and Families, and the Outreach and Public Engagement Office of Governor Gina Raimondo.

As a policy intern in Governor Raimondo's Office, I worked on a wide variety of issues, including broadband, cybersecurity, climate change, criminal justice, education, food justice, healthcare, insurance, living wages, medical marijuana, paid sick leave, renewable energy, transgender rights, and voting laws. Governor Raimondo talked to all of the summer interns about the responsibility to get involved in government and to make a positive change in our society. She talked a lot about being a trailblazing woman, and how women and other underrepresented groups have an extra obligation to serve, to break down biases, and to lead the way for others to follow. She used to look up to Hillary, and now she is a Hillary for me and for my generation.

Sarah Siegel

Trumbull College, '19

Women in Government Fellow, Governor Raimondo's Office

The Dara Rei Onishi '97 Fellowship

In conjunction with the Yale Education Studies Scholars Program, OCS coordinates the Dara Rei Onishi '97 Fellowship, an opportunity that supports students engaging in education-related opportunities during the summer. Recipients of the Onishi Fellowship receive \$3,500 to cover their living costs while engaged in an

unpaid summer internship. In 2016, its third year, one of the recipients worked for the Office of the Secretary of Education in Washington, DC, focusing on the implementation of the Every Student Succeeds Act and the My Brother's Keeper initiative. The second 2016 Onishi fellowship recipient worked for the West Virginia Department of Education in Charleston, West Virginia, working on the state's Early Childhood Council projects. Onishi Fellows participate in a pre-departure meeting with OCS and produce reflection essays at the end of the summer.

Yale in Hollywood

An alumni-led, OCS-coordinated internship program for students seeking summer opportunities in the entertainment industry, the Yale in Hollywood internship program was revitalized this past year. After two significant down years, OCS stepped more directly into the outreach process, expanding the alumni channels and moving the timetable forward to the late fall rather than the following spring.

In addition to setting a new high mark with 36 opportunities, those opportunities received 274 applications and resulted in 29 offers. An important component of these improvements was strong alumni partnerships. Given this year's success, the earlier staging and extension of outreach will be incorporated into future iterations of the program.

Tremaine Contemporary Arts Internship

This past year OCS took over the management of the Tremaine Contemporary Arts Internship, providing a funded arts research position through the New Haven-based Emily Hall Tremaine Foundation. The transition occurred relatively late in the year, but we were able to establish a clean and sustainable process for the future. The success of this model has opened doors for potential future funded arts opportunities, in collaboration with the Dean for the Arts in Yale College.

Yale-Coordinated 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 2014-15 academic year, in response to declining participation numbers in our international internship program, OCS conducted a thorough review of the program and concluded that increased marketing efforts were necessary to ensure all students were aware of these opportunities.

OCS initiated several new efforts to increase the visibility of these opportunities, including close collaboration with student groups and academic departments, and cross-

International Internships, 2015-16			
	Summer 2015	Summer 2016	Percent Change
Applications	987	1,395	41%
Acceptances	100	91	-9%

International Internship Locations		
Location	Summer 2015	Summer 2016
Ghana	3	2
Uganda	3	2
South Africa	2	2
Africa	8	6
China - Beijing	2	4
China - Qingdao	1	N/A
China - Shanghai	9	4
Hong Kong	6	10
Japan	2	N/A
Malaysia	n/a	4
Singapore	6	5
Taiwan	2	1
Asia	28	28
Australia	2	1
Australasia	2	1
Belgium	8	9
Denmark	n/a	2
Germany	2	1
Greece	4	4
Spain	5	3
The Netherlands	n/a	1
UK - London	11	12
UK - Oxford	5	2
Europe	35	34
Israel - Tel Aviv	7	5
Jordan	2	3
Middle East	9	8
Argentina	13	10
Brazil	4	3
South America	17	13
Mexico	1	1
North America	1	1
Total	100	91

campus advertising efforts through the weekly OCS newsletters, the Dwight Hall newsletter, the Residential College Dean's weekly emails, the Athletics Department, and the Yale Daily news. Expansion of the Ambassador Program created 13 informal student-led lunches and dinners in the residence halls, providing opportunities for peer-to-peer sharing in familiar settings. The new Facebook Spotlight social media campaign shared Program Ambassadors' stories and advice to peers on the OCS Facebook page in a lead up to the opening application date. As a result of these efforts, student applications increased 41% from the prior year; however, the overall program size decreased nine percent.

The employer offerings within the international internship program remained strong in Summer 2016, with 120 employers posting 145 positions, and the feedback from the 91 student participants was extremely positive.

The students in the Summer 2016 Yale-Coordinated International Internships Program held internships in 26 cities across 20 countries. Over two-thirds of Yale-Coordinated International Interns had completed their freshman or sophomore year. Eighteen percent of students in the program accepted internships with new employers. Twelve new employers joined the program creating new opportunities in Belgium, Israel, Malaysia, Singapore, China, the Netherlands, and England.

In the summer of 2016, the 91 participants in the OCS-Coordinated International Internship Program received the highest level of advisor support ever provided as new experiential learning initiatives were piloted in the form of virtual workshops. During the course of the internship period, students received weekly professional development emails, most with open rates over 80%. In-country programming was also expanded to focus further on professional development. For example, in Madrid the Yale Club of Spain organized a site visit to the Banco de España, while in Buenos Aires a series of 'coffee chats' were hosted at the offices of Yale-coordinated employers for students to explore various organizations in the program.

Yale Treks Program

In an effort to expose students to a wide range of career functions, OCS again collaborated with employers across an array of industry sectors to organize Yale Treks over spring break. These short-term experiences varied from shadowing experiences to educational, sneak-peaks into the day-to-day work of various professionals. The 24 participating employers represented the advertising, consulting, communications, consumer products, education, finance and technology industries. A total of

26 students submitted 55 applications, and 17 students participated.

The 2015-16 Yale Treks Program included activities such as:

- Introduction to school model and shadowing of teachers at Success Academy Charter Schools
- Presentation at S&P Ratings about what it takes to work for a leading provider of credit research
- Meeting and participating in an informal conversation with the CEO of Khan Academy
- Presentation and Q&A with the Talent Acquisition team at Grey Advertising
- Shadowing traders and business managers at Bunge as they advised customers on the commodities and foreign exchange markets

The feedback on this program remains extremely strong with participating employers citing the Yale Trek Program as a great way to meet students and brand their organization at Yale, and students reporting a better understanding of the organization, and the roles available within that organization. Future plans include greater collaboration with student groups and the development of a marketing campaign to increase students' awareness and participation for the 2017 program.

Yale Artist Apprenticeships

As a new initiative, the Spring '16 Artist Apprenticeship Program was created to provide short-term opportunities within industries underserved by the more traditional internship model. Our pilot program focused on the visual arts. In coordination with the School of Art, OCS offered 13 artist and arts studio engagements over spring break that resulted in 20 student applications. Of the 9 offers made, 5 were ultimately accepted by the students, with the other 4 being turned down due to the difficult financial burden of commuting and residing near the artists, many in and around New York. Five of the spring break opportunities were rolled into longer-term summer internship engagements.

Yale Summer Events

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 in these metropolitan areas during the summer. These three programs are managed by student directors under the leadership of OCS. During the summer of 2016, these programs engaged over 1,000 students from Yale College, the Graduate School of Arts of Sciences, and Yale Law School in 140 diverse programs.

Over the past four years, OCS has continued to partner with alumni clubs in 12 additional domestic cities (Atlanta, Boston, Chicago, Houston, Las Vegas, Los Angeles, Miami, Orlando, Philadelphia, San Antonio, Santa Fe, and Seattle) to foster deeper ties between alumni who live in these cities and Yale students who are spending their summers in these areas. These ties take the form of structured events or outreach offerings for the purpose of expanding professional networks. During the summer of 2016, OCS facilitated the connection of 113 students with alumni in these metropolitan areas.

Yale Graduates Pursuing Post Graduate Education		
	Attending Graduate School	Planning to attend within 5 years of graduation
Class of 2014	16.6%	82%
Class of 2015	20%	78.1%

Graduate And Professional School Advising

According to the Class of 2015 first destination data, 20% of respondents were attending graduate school in the fall of 2015, with almost half (49.2%) of those students pursuing a master's degree or a PhD. Additionally, 78.1% of respondents stated that they planned to attend graduate school within five years of their graduation. Given this upward trajectory in comparison to our 2014 statistics, OCS has continued to build our resources for students and alumni pursuing a master's degree or a PhD.

For the 2015-16 academic year, we once again hired two Yale graduate student peer advisors—one STEM PhD and one humanities/social sciences PhD—to advise approximately 100 students and alumni. This year, we also developed and led a six-part graduate school workshop series aimed at helping students at different stages of the graduate school application process; these workshops were coordinated in conjunction with the residential colleges and Yale's Writing Center. Using the same content, OCS also led a webinar on the graduate school application process with over 100 alumni registrants. We rounded out the year with a series of four writing bootcamps, where students worked on their personal statements with the support of our graduate peer advisors. OCS will continue this advising and workshop series for the 2016-17 academic year.

Health Professions Advising

The Health Professions Advisory Program serves undergraduates and alumni in Yale College, graduate students in the Graduate School of Arts and Sciences, and postdoctoral associates interested in pursuing careers in the health professions, including but not limited to allopathic, dental, veterinary medicine, and public health. Through extensive academic and career advising, educational events, and interactive workshops, OCS challenges students to make conscious and thoughtful decisions about their future path in the health professions field. 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.

Yale College Student and Alumni Applicants Entering Medical School, Fall 2015			
Category	Students Applied	Students Accepted	Percent of Students Accepted
Yale First Time Applicants	192	163	85%
Class of 2015	75	66	88%
Alumni	117	97	83%
Re-applications	17	11	65%
Total	209	174	83%
MD/PhD*	28	24	86%
International**	8	5	63%

*Four of the 24 accepted applicants were accepted to and matriculated to MD programs

**The national acceptance rate for international students is 10%.

The overall acceptance rate for first-time Yale College applicants this past year was 85%, as compared to the national rate of 39%.

The total number of applicants (209) represents a 34-person increase from the 2014 cycle (175). In April 2015, the Association of American Medical Colleges (AAMC) implemented a revised Medical College Admissions Test (MCAT). Many students elected to sit for the older version of the MCAT and chose to apply in this cycle before the scores expired, which is most likely the cause of the application increase.

Law School Advising

OCS provides a broad range of pre-law services to both students and alumni of Yale College and the Graduate School of Arts and Sciences. These services include one-on-one advising, walk-in hours, application workshops, law school admission visits and a wide range of online resources.

There were 283 Yale student and alumni applicants to law school in the fall of 2015, which was a 10% increase from the previous year. Although more than half of the applicants applied one to three years after graduation (53%), there is an increasing number of applicants applying in their senior year. During the past year there was a 43% increase of seniors applying to law school over the previous year. Yale continues to have one of the highest admission rates to law school in the country at 91%, compared to the national rate of 78%.

Employer Relations

Based on the first destination data collected by OCS over the past four years, approximately 50% of the Yale College graduating class consistently chooses mid-size or smaller employers—employers with less than 500 total employees. This data, coupled with the fact that approximately 30% of these graduates report post-graduate employment in the areas of nonprofit, social enterprise, government, NGOs and education, has dispelled many myths around the post-graduate choices of Yale College students.

In addition, when asked how they found their job, the largest single source cited by graduates (approximately 20%) was the employer database and job posting system maintained by OCS. As of August 2016, the OCS Employer Database housed contact information for 12,015 employers across the globe. Many of these contacts are smaller employers and connections made through Yale alumni. During the 2015-16 academic year, 1,247 employers advertised 2,334 jobs through the OCS job posting system.

Although a valuable source of opportunities, the on-campus recruiting program has consistently been cited as the source of employment for less than 13% of the graduating class.

Armed with this important data, during the 2015-16 year OCS restructured two staff positions to focus more closely on deeper employer relations across all sectors for students in Yale College, the Graduate School of Arts & Sciences and the postdocs. This new Employer Relations team will serve as the bridge between employers and our students, educating organizations about the distinct qualifications of our students and the great diversity of their career interests.

With rapidly changing developments in recruiting, OCS strives to be at the forefront of these trends and ensure we represent the best interests of our students. One such example, is the adoption of the Public Service/Public Interest exception, in an effort to allow Yale students more time to pursue opportunities in public service before having to commit to a private sector position. This new OCS policy states:

The Office of Career Strategy has implemented a policy in which Yale students may request that a for-profit employer extend the deadline to accept the employer's offer until as late as April 1 if the candidate is actively pursuing positions with public interest, government organizations, or a national fellowship award. Candidates may hold open only one offer in such circumstances.

On-Campus Recruiting Program 2015-2016	
Participating OCR Organizations	135
Total Resumes Submitted	6,000
Unique Students Applying	950
Total Interviews Conducted	2,200

On-Campus Recruiting Program

Through Yale's On-Campus Recruiting Program (OCR), 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 8-10 months in advance. OCS maintains strong relationships with participating OCR organizations with the vast majority of these firms interviewing and hiring Yale talent every year. In addition, 22 new employers recruited on campus this past season, offering additional opportunities for students to consider analytical, business development, research, risk management and strategy type roles.

Industry Networking Events				
	Employers	Yale College	GSAS/Postdocs	Total Students
Boutique Consulting	17	137	20	157
Boutique Finance	18	98	21	119
Consumer Products, Marketing & Media	7	61	11	72
Education	19	35	3	38
Engineering (Software/Computer Science)	21	213	57	270
Engineering (Chemical/Electrical/Environmental/Mechanical)	17	88	11	99
Government	14	95	11	106
Healthcare Consulting	11	51	19	70
Law/Legal Services	11	86	1	87
Nonprofit	19	100	1	101
Start-up*	36*	69*	5*	74*
Totals	190	1,033	160	1,193

*Represents numbers from two events

Through the OCR program, 58 firms reported hiring 220 seniors for full-time positions and 225 students for summer internships. The top 5 OCR employers based on total number of hires were: Goldman Sachs, McKinsey & Company, Morgan Stanley, Google and The Boston Consulting Group.

Alumni Career Support

During the 2015-16 year, OCS provided a full range of services and resources to support alumni of Yale College, the Graduate School of Arts and Sciences, and postdocs seeking career advice. OCS continued to add to the list of external career coaches throughout the U.S. who are trained to work with alumni, and to build a comprehensive array of online services created specifically for the career development needs of alumni. OCS did experience a significant increase in alumni seeking advice during this past year. The Career Management Webinar Series for Alumni had over 1,500 alumni registrants, and OCS experienced over a 300% increase in advising appointments for alumni who graduated between 1970 and 2015.

Industry Networking Events

During the 2015-16 academic year, OCS organized 12 industry-specific networking events as a way to facilitate career-related connections between students and employer representatives. In total, approximately 1,200 students attended these events and approximately 200 organizations were represented.

Working with the Yale Office of Career Strategy was a great experience and something that every student athlete at Yale should take advantage of. As a student athlete, it can be difficult to find time to work on your resume and meet with career advisors in their office at 55 Whitney. With busy days and unpredictable practice schedules, the walk-in hours at the gym were extremely convenient. The fall of my junior year I was interested in pursuing a summer internship in investment banking. I met with the OCS advisor a number of times and she was able to help me get my resume fine-tuned in time for on campus recruiting events. As a student with no finance experience, she helped me figure out ways to better market myself. I received an offer for a summer internship and am incredibly grateful to OCS for advising me (and reassuring me) throughout the process.

Eric Esposito
Trumbull College, '17 · Environmental Studies

Funding Student Development

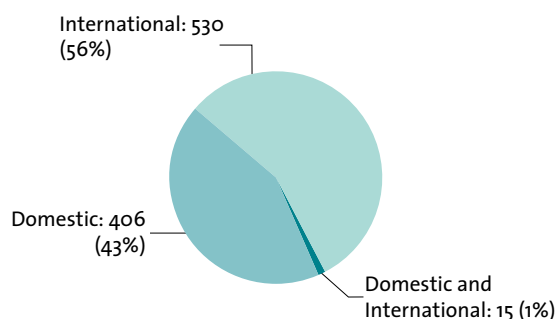
In 2015-2016 Fellowship Programs, including the Richard U. Light Fellowship, received more than 1,300 applications and oversaw Yale awards totaling some 4.1 million dollars. This would not have been possible without the extraordinary generosity of alumni, friends, and parents, who fund these awards for 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 interviews: a total of 183 reviewed eligible applications and conducted 255 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.

Highlights of the awards won this year include:

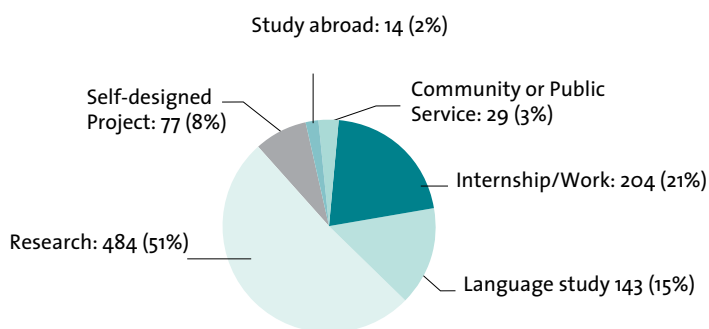
- **Yale funded 951** summer, academic year, and postgraduate experiences in the US and some 73 other countries.
- This year the **Richard U. Light** Fellowship Program for intensive language study in East Asia has offered awards to 135 students, for a total of nearly 1.8 million dollars, funded by the Richard U. Light Foundation and the Maurice R. Greenberg Yale-China Initiative.
- 90 Yale College students and recent alumni have received nationally and internationally competitive fellowships, among them:
 - > A junior won the **Pickering** Undergraduate Fellowship, and for the second year in a row, two juniors have won **Truman** Scholarships, all for their commitment to public service.
 - > Also for the second year in a row a senior has won a **Mortimer Hays-Brandeis** Traveling Fellowship in the visual arts.
 - > 23 seniors and recent Yale College alumni, as well as a remarkable number of Yale graduate and professional students, this year won **National Science Foundation** Graduate Research Fellowships, in fields from ecology to physics, and biomedical engineering to sociology.
 - > To date, 13 members of the Yale College Class of 2016 have been offered **Fulbright** Grants, to teach English and to pursue study/research, in countries from Nicaragua to Sri Lanka, Denmark to Australia. A similar number of Yale’s graduate and professional students have also been offered research Fulbrights.

- > Two seniors have won **Princeton in Africa and Asia** service fellowships.
- > Two seniors have won **Gates Cambridge** Scholarships (to study criminology & history), and three have won graduate scholarships for study at **Oxford** (to pursue refugee studies, physics, and the economics of antiquities trading).
- > A senior has won a Marshall **Scholarship**, an alumnus the **Mitchell**, and four seniors were elected as **Rhodes** Scholars from the US and Germany.

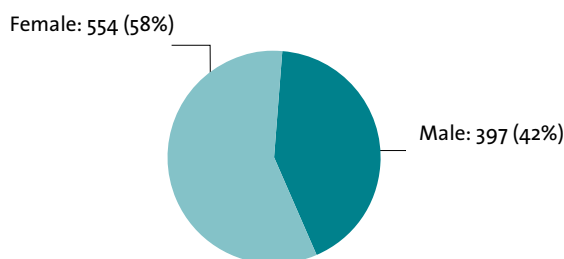
Yale Funded Domestic and International Experiences, 2015-16
Total = 951; \$4,101,023



Yale Funded Experiences by Type of Activity, 2015-16
Total = 951; \$4,101,023



Yale Funded Experiences by Gender, 2015-16
Total = 951; \$4,101,023



Major International Post-Graduate Fellowship Awards 2011–2016					
Fellowship	11-12	12-13	13-14	14-15	15-16
Fulbright Scholarships	9	13	13	13	13
Gates Cambridge Scholarships	3	3	3	3	2
George J. Mitchell Scholarships		1			1
Marshall Scholarships	1		4	6	1
Rhodes Scholarships	2	9	3	5	4
The Luce Scholars Program	1		1		

Fellowship Opportunities for Undergraduates

Yale College is very fortunate to have a generous number of fellowship opportunities available to undergraduate students. These fellowships are competitive by nature and are awarded in support of purposeful summer activities which will serve to complement a student’s Yale education, such as independent projects, research, internships and study abroad. What follows are some brief examples of the kinds of projects undertaken by fellowship awardees in the summer of 2016.

Joel Abraham · Thomas C. Barry Travel Fellowship · Determining the Distribution of Herbivores in Kruger National Park, South Africa

Joel’s research evaluated the distribution of herbivores throughout Kruger National Park and their savanna microhabitat preferences based on this distribution pattern, via an analysis of fecal distribution patterns. The data gathered will be used to generate models to simulate herbivore distribution changes that will result from climate change-related biome shifts. In the long term, the data will be used to evaluate the effect of herbivory on savannas.

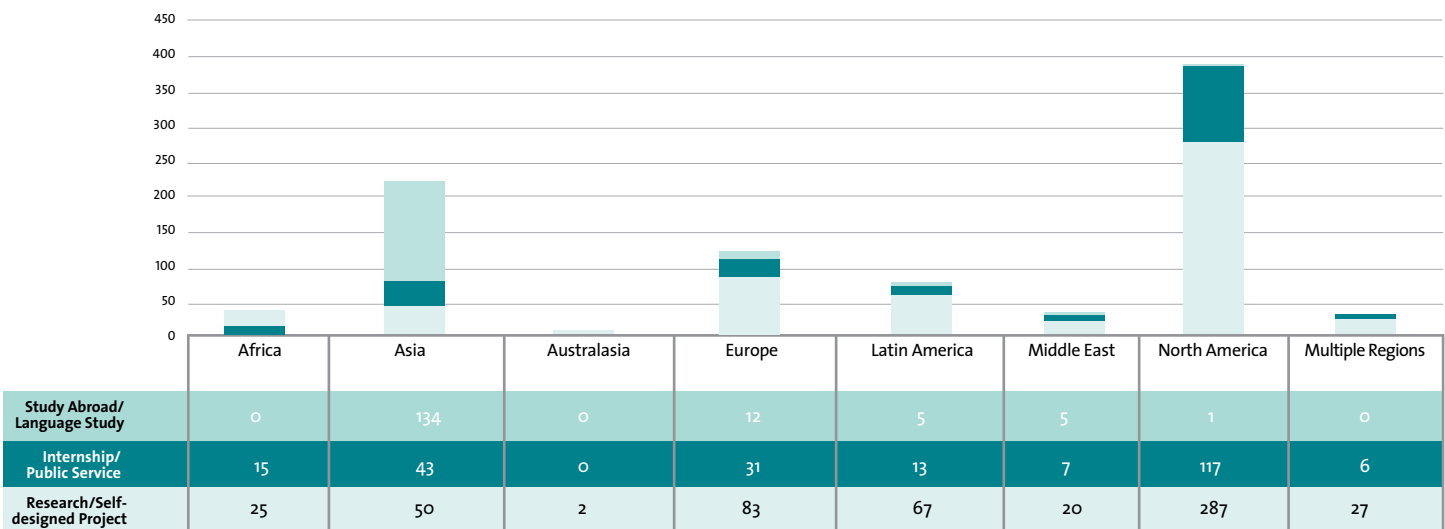
Cara Meyer · Class of 1960 John Heinz Government Service Fellowship · The Federal Public Defender’s Office of Nashville, Tennessee

This summer Cara worked as an intern for the Federal Public Defender’s Office of Nashville, under Paul Bottei, the Capital Habeas Unit Senior Litigator. Mr. Bottei works primarily to provide counsel and last minute stays of execution for people on death row. Cara worked at the Capital Habeas Unit to help rectify cases where people have not been treated fairly, often because of racial and socioeconomic inequalities. Her experience has inspired her continued work in the field of Federal law and criminal justice reform.

Diksha Brahmhatt · Sunrise Foundation Travel Grant · PRIDE Project at Sangath, India

Diksha interned with the PRIDE project at Sangath in Goa, India. Sangath is Dr. Vikram Patel’s mental health NGO that focuses on empowering communities to adopt mental health initiatives, developing multidisciplinary interventions and researching methods that can be scaled up. Diksha conducted ethnographic research to evaluate the perceived needs in mental health among the adolescent population and adults in their lives.

Yale Funded Experiences by Region and Type of Activity, 2015–16, Total = 951; \$4,101,032



Schwarzman Scholars Inaugural Class

2015-2016 also saw the launch of the exciting new Schwarzman Scholars award: a graduating senior and three recent alumni, as well as a Yale Law student, were named to the inaugural class of Schwarzman Scholars. The program supports up to 200 scholars annually from the United States, China and around the world for a one-year master's degree program at Tsinghua University in Beijing, one of China's most prestigious universities. The scholars live in Beijing at Schwarzman College, a state-of-the-art academic and residential building built exclusively for the program, and can pursue master's degrees in public policy, economics and business, and international studies. Along with academic study, the program includes cultural immersion while attending lectures, traveling, and developing a better understanding of China. Rob Garris, the Global Director of Admissions for Schwarzman, called the scholars "...a remarkable group of individuals who are committed to broadening their world view...and developing an understanding of China necessary to lead in the future."

New Director of Fellowship Programs

In June 2016, the fellowships office was delighted to welcome Rebekah Westphal as the new Director of Fellowship Programs. Rebekah is not new to Yale and has previously worked in the Undergraduate Admissions Office for eleven years as the Director of International Admissions. Rebekah brings with her a love of student advising, a broad and varied understanding of international secondary and higher education, and experience presenting on support for students before and during their college careers. Rebekah looks forward to working with Yale students at all stages of the fellowships process, expanding the team's outreach efforts and bringing the world of Yale's amazing fellowship opportunities into the spotlight.

Global Health Studies Program

CIPE continues to support Global Health Studies at Yale by providing programmatic coordination for the Global Health Scholars Program, as well as fellowship administration and career advising. As a member of the Global Health Studies Advisory Committee, Dean Edwards contributes to the oversight of the program as interest in global health continues to grow.

The Global Health Studies Program at Yale University is a multi-disciplinary academic program (MAPS) designed for students who wish to understand and address pressing global health challenges. During their sophomore year, undergraduates wishing to pursue greater depth in the field may apply to become Global Health Scholars who

commit to fulfilling required coursework, field work, and an independent capstone project. In December 2015, a faculty committee convened to select the 6th cohort of Global Health Scholars. Since the program's inception in 2010-2011, faculty committees have selected 103 Yale undergraduates as Global Health Scholars. They continue to contribute energy and passion to the program as they pursue their unique interests in Global Health Studies.

During this past year, approximately 72 CIPE administered fellowships were awarded to 46 Yale undergraduates to support proposed global health projects in such areas as research, practice, advocacy, or policy and management.

Fellowships Outreach Initiatives

The Fellowships team had the opportunity to design and launch a brand new website this year. Emphasis for the choice of web content was placed not only on the fellowship application process, but also on guiding students through a thoughtful decision making process by highlighting the importance of setting goals and asking themselves questions to identify the kind of activity that would be most appropriate for them, taking into account a range of academic and practical considerations.

Students who are applying for any fellowship, whether the competition is run by CIPE, by our colleagues across Yale, or by an external organization, will be able to tap into the tools available online and adapt them for their own purposes, in line with CIPE's mission to support students in owning their own educational experience. Our colleagues across the university are welcome, and encouraged, to use the tools available to support the running of their fellowship competitions and to complement the advice they give to Yale students applying for those competitions.

The launch of the new version of the Student Grants Database last year provided a great chance for CIPE to establish relationships with fellowship administrators across the campus and to offer further support and guidance on using the database and administering fellowships. The Fellowships team offered several training sessions, feedback opportunities and meetings throughout the year to encourage best practice across the Yale campus in fellowship administration and advising. These efforts are supported by the new Fellowships website, where a staff-access-only section has been created which contains all the vital information about the Student Grants Database and a wealth of other useful resources relating to fellowship administration.

Another element of the Fellowships team's outreach mission over the last year involved raising awareness across campus about research ethics and Institutional Review Board compliance. Our goals were to increase IRB compliance among fellowship awardees, to help undergraduate students engage with the IRB process as a learning tool for research best practice, and to help our colleagues across campus understand the role of the IRB process in undergraduate research. To achieve these goals, the team took a multi-strand approach which involved drawing students' attention to the IRB review process in information and project planning sessions and taking advantage of the Student Grants Database to integrate parts of the IRB review process directly into the fellowship application process. The Fellowships team continues to work closely with our colleagues on the Human Subjects Committee to actively promote IRB education and to facilitate IRB compliance.

The Light Fellowship

The Richard U. Light Fellowship Program at Yale has supported intensive language study and cultural immersion in East Asia since 1996, through the close partnership with, and generosity of, the Richard U. Light Foundation (and additional support from the Greenberg Initiative since 2006). This past year, 135 Fellows were selected from a competitive pool of undergraduate, graduate, and professional school applicants. Fellows reflected the diverse demographics of Yale and represented a variety of language levels, majors, and learning styles. Each saw an immersive experience in another country as an important part of his/her Yale experience.

Prior to leaving campus, all participated in pre-departure sessions that introduced strategies to make the most of their time abroad. This past year, the sessions included advice on maximizing language study abroad, adjusting to new environments, and engaging respectfully with others while overseas. Inspired by the overarching educational mission of the CIPE, session leaders sought to help students develop action plans, build positive relationships with others, and understand the ways in which their experiences contribute to their personal, professional, and academic growth.

This year, 105 Fellows studied for a summer, and 30 for a semester, academic year or longer. While overseas, Fellows participated in some of the most rigorous intensive language programs in East Asia, regularly reviewed and approved by Yale faculty and staff. Building on the Yale College Dean's goals to promote mindful choices and

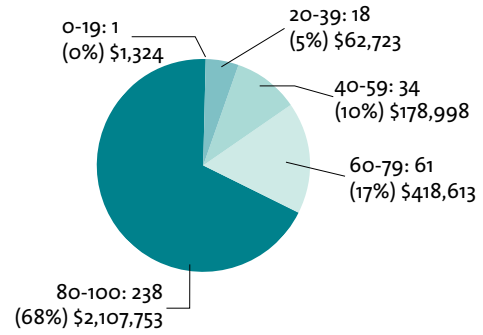
cultivate resiliency, many Fellows maintained online journals that frequently documented their encounters with cultural difference, as well as captured stories of adaptation, resilience, and personal growth.

While new 2015-2016 Fellows prepared for and carried out their studies abroad, more than 100 of the previous year's cohort returned to campus last year. Most returning Light Fellows continued their language studies at Yale (more than 90% planned to do so, according to our survey), while others found faculty-led content courses that helped them think and write critically about their experiences abroad. Some returnees also participated in language tables (often hosted by Yale language instructors in residential college dining halls), applied for the Yale Center for Language Study's Fields Program (for individualized language tutoring in the student's professional field of interest), or attended a variety of programs sponsored by Yale's Council on East Asian Studies. Still others sought ways to return to East Asia through different internship, research, or fellowship opportunities at Yale. For those who see East Asia as a part of their own personal and professional development plans, the Fellowship continues to be both a unique and integrated part of a holistic education at Yale.

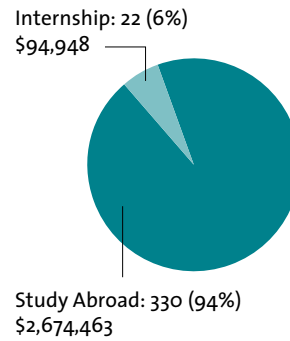
International Summer Award

Established in 2005 by President Richard Levin, the International Summer Award (ISA) ensures that all Yale undergraduates, regardless of their financial circumstances, are able to participate in at least one international summer experience during their four years at Yale. The ISA provides all students receiving financial aid with funding to support summer study abroad or internship programs. The amount students receive is equal to the percentage of financial aid that they receive during the academic year, with a cap at \$10,500 per student. We are particularly grateful to the donors, whose support of this unique initiative have allowed our students to participate in engaging, thoughtful, and rewarding experiences which help to further prepare them for their lives beyond Yale in our increasingly globalized world.

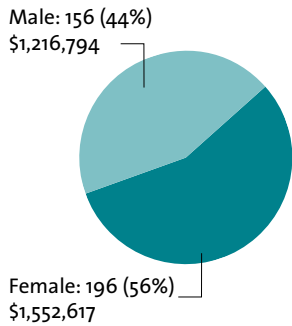
International Summer Awards Percentage Levels of Need, 2016
Total = 352; \$2,769,411



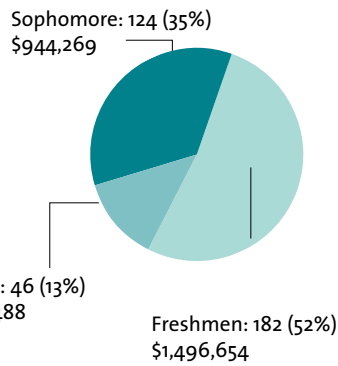
International Summer Awards by Type of Activity, 2016
Total = 352; \$2,769,411



International Summer Awards by Gender, 2016
Total = 352; \$2,769,411



International Summer Awards by Class Year, 2016
Total = 352; \$2,769,411



Total International Summer Awards Awarded / Amount, 2006–16

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
2016	352 / \$2,769,411

International Summer Awards and Funding Sources, 2016		
Category	Number (%)	Amount
Donor Funded	254* (73%)	\$1,886,101
Other Funding	98 (27%)	\$883,310
Total ISAs awarded and amount spent	352	\$2,769,411

*Includes partially funded ISAs

International Summer Awards by Year and Activity, 2006–16

Activity	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Study Abroad	224	202	208	351	386	403	399	351	366	319	330
Internships	84	89	78	89	61	51	81	57	40	25	22
Research	38	22	17	34	33	15	16	24	15		
Total	346	313	303	474	480	469	496	432	421	344	352

International Summer Award Recipient Spotlight

IFSA-Butler Summer Study Abroad: Medical Spanish and Public Health in the Yucatán

This past summer (2016) I spent six weeks studying in Mérida, Mexico. I participated in the IFSA-Butler study abroad program that included two classes focused on medical Spanish and an introduction to public health in the Yucatán. I was only able to take part in this trip because I was awarded an International Summer Award. It was a privilege to be able to partake in this trip, and such an opportunity would not have been possible without this funding.

I learned about the many prevailing public health issues of both the Yucatán and the rest of the country, ranging from obesity and diabetes to heart disease and hypertension. Our teacher for both classes, José, was not only incredibly smart and insightful but also one of the kindest, resourceful, and patient people I've ever met, and it was an absolute pleasure to have him teach our class!

The learning, however, did not stop outside of the classroom. Between my incredible host family that I was so fortunate enough to be paired with and the local students we befriended, I was able to gain a firsthand idea of what it was like living in Mexico. We talked about their hopes and dreams for the future in their own lives and for the future

of their country, their discontent with certain political figures and policies, the healthcare system, their thoughts on the United States, music, local traditions, art, and more. Together we explored every inch of Mérida – a beautiful colonial city with breathtaking, ornate and colorful architecture influenced by the French, Spanish, and Mayans. From its museums and theaters to its several neighborhoods and churches, Mérida was truly a marvel. Our friends also took us to some of their favorite spots every chance they could. I gained a lot of perspective from these warm and genuine people, and I am so lucky to have had the privilege to spend six weeks with them. My summer program was everything I could've wanted and more. It was the first time I've ever lived in a foreign country and actually had the opportunity to communicate almost fluently with the people. This has been a dream of mine since I was in 4th grade. For that, I am especially grateful to the donors for funding my ISA. It is because of them that I was able to have such a phenomenal experience, and I will cherish such generosity in making my dream a reality.

Sydney Marks

Jonathan Edwards College, '18 · Undeclared
Mérida, Mexico · Summer 2016
International Summer Award



Water Quality, Accessibility, Treatment, and Their Association with Diarrheal Disease in Children: A Mixed-Methods Study in Santa Elena, Ecuador

With the support of both CIPE and Global Health fellowship awards, I joined a small, interdisciplinary team of Yale students in conducting a mixed-methods study on the associations between water quality, accessibility, and treatment, and diarrhea outcomes in young children in rural coastal Ecuador. Over the course of eight weeks, we conducted surveys and interviews with mothers of children between 1 and 5 years old. We collected and tested water samples for *E. coli*, and conducted community health workshops on diarrhea prevention and treatment.

It's difficult to sum up all that I learned this summer. The learning process began at the beginning of this past semester, when my teammates and I began designing our project. While in Ecuador, every moment of every day felt like a learning opportunity. My Spanish rapidly improved. I learned to revise our instruments and study design according to the realities of the environment; to be flexible when work went not as expected; and to conduct surveys and interviews in such a way that our participants felt heard and respected. From our partners at the clinic, I learned about the inadequacies of the public health system in Ecuador; the challenging political climate; and the complex dynamic between the government and NGOs. From the women with whom we talked, I learned about challenges surrounding rural poverty; gender roles and family dynamics in coastal Ecuador; and the vast and complex impact of the earthquake that struck Ecuador in April.

Perhaps most importantly, I learned to approach our work with humility: it is impossible for me to come to understand the tremendous complexity of Ecuador's health system and challenges over the course of one summer – or even in my lifetime. And so rather than confuse my learning for expertise, I've come to celebrate the small strides I've made as limited but foundational; I look forward to learning more.

As with any project, we encountered many unforeseen challenges. We learned to take these challenges in stride. We asked neighbors and extended family members for directions, and ended up exploring far more communities than we would have had we not taken as circuitous a route to find our participants. And going forward, I now know to think carefully about sampling methods and the efficiency with which they can be implemented.

I look forward to building on my experience in Ecuador, both in my studies at Yale and in my work beyond graduation. Ultimately, this experience has helped affirm, develop, and clarify my commitment to supporting women and their families in resource-challenged settings. I'm confident that I will carry this experience with me as I continue my work at Yale and beyond.

Julia Gilbert

Davenport College, '16 · Political Science

Santa Elena, Ecuador · Summer 2016

Thomas C. Barry Summer Travel Fellowship

Yale College Fellowship for Research in Global Health Studies



Year-Long Fellowship Student Spotlight

My Time as Program Director for GlobalGirl Media Morocco (GGMM)

Thanks to my fellowship funding, I was able to do a lot of things many people in Morocco couldn't afford to do. I could try different food and different restaurants, travel to see different parts of the country, including trips to see the desert. The biggest chasm between rich and poor is access to food, especially fresh fruits, vegetables, and meat. The marked difference between certain neighborhoods—the increase in trash, the decrease in women outside (especially sans hijab), and a feeling in the air... Where are the shelters? A place for people to sleep at night, or go to the bathroom, or clean themselves? A food bank that collects leftovers and unwanted goods from stores, bakeries and restaurants? I can only speak as to what I saw, and what I could find, and I didn't see or find any governmental program that meaningfully tries to address poverty...



Morocco's more obvious displays of police and governmental power made me more firm in my resolve and decision to study the law as a tool to help the powerless. The concrete skills I learned in working with GGMM were to trust myself and my ability to make decisions under pressure. I learned that while there was so much outside of our control in registering our association, we couldn't take any shortcuts. We had to do it right. When there was nothing to do but wait, I checked in with the girls regularly by phone and email. We brainstormed future story ideas, maintained and established relationships, and continued hoping for the future.

Throughout my time, I made it a priority to see more of the country. Thanks to GGMM's network of girls, I was able to escape many of the tourist traps. I also began taking darija (Moroccan Arabic) classes in January: the dialect is more its own language since it mixes traditional Arabic with French, Spanish, and the languages of the indigenous Amazigh to create something wholly Moroccan. After studying darija, I understand better the country and its culture. I truly believe that studying languages opens doors you wouldn't have access to in just one tongue—the mind expands exponentially. The lack of concrete rules and the language's forcefulness say a lot about Moroccan people as well. Besides learning darija, I also spent a month shadowing a woman who works in documentaries and journalism. From her, I learned that unless you are in a place of self-love and self-acceptance, it's difficult to live in Morocco, a country that has perhaps deeper colorism issues than America (colorism is discrimination based on shades of skin tone, and is more complex than just racism). In other words, I am grateful to have studied psychology and to have a healthy relationship with myself. I have seen the mental health issues that all of my friends in Morocco faced—both American and Moroccan—and it is not easy...

Surviving and—dare I say it?—thriving in Morocco has given me the confidence to pursue anything. The lack of guidance here or a clear system of rules means that getting to know locals is essential. For everything I wanted to do in Casablanca, be it catching a taxi or registering an association, I had to ask myself a series of questions: What can I do? What are the steps needed to achieve my goals? How much of it is outside of my control? How else will I use my time while I wait for the things that are outside of my control?

The Parker Huang Fellowship is intended for students who wish to study language and culture in China and elsewhere around the world (excluding Europe). My almost ten months in Morocco was a deep dive into a very distinct culture, at the crossroads of Europe, Africa, and the Middle East, with serious identity issues, but also with earnest desires to meet and engage with other people from around the world...

Djenab Conde

Davenport College, '15 · Psychology

Casablanca, Morocco · 2015-16

Parker Huang Undergraduate Travel Fellowship

Yale Center for International and Professional Experience (CIPE)

55 Whitney Avenue · New Haven, CT 06510 USA

cipe.yale.edu

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- Jane Edwards, *Dean of International and Professional Experience, Senior Associate Dean of Yale College*
- Katie Bell, *Deputy Director, Center for International and Professional Experience, Director, Y-VISP*
- Samuel Cohen, *Director of Information Technology, Center for International and Professional Experience*
- Ellen Cupo, *Communications Coordinator, Center for International and Professional Experience*
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- Jeanne Follansbee, *Dean, Yale Summer Session, Associate Dean, Yale College*
- Kiera Keene, *Senior Administrative Assistant, Center for International and Professional Experience*
- Kelly McLaughlin, *Deputy Director, Center for International and Professional Experience, Director, Study Abroad, Assistant Dean for Assessment*
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- Jim Brennan, *Business Manager, Yale Summer Session*
- Megan Carney, *Senior Administrative Assistant, Study Abroad*
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- Susan Evans, *Associate Director, Study Abroad*
- Michael Fitzpatrick, *Associate Director, Academic Affairs, Yale Summer Session*
- Michelle Gere, *Associate Director, Study Abroad*
- Amanda Hernandez, *Instructional Technology Specialist, Yale Summer Session*
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- Meredith Mira, *Senior Associate Director*
- Hyun Ja Shin, *Director, Graduate and Postdoctoral Career Services*
- Stephanie Waite, *Senior Assistant Director*
- Derek Webster, *Associate Director for the Arts*

Research and Fellowships

- Julia Bakes, *Senior Administrative Assistant, Richard U. Light Fellowship Program*
- Alan Baubonis, *Assistant Director, Richard U. Light Fellowship Program*
- Robert Clough, *Director, Richard U. Light Fellowship Program*
- Kate Dailinger, *Director, National Fellowships*
- Emma Jane Rose, *Assistant Director, Fellowship Programs*
- Suzanne Wirak, *Senior Administrative Assistant, Fellowship Programs*

Additional gratitude to the following colleagues

- Lisa Ford, *Associate Head of Research, Yale Center for British Art*
- Julia Muravnik, *Fox Fellowships and Student Grants Administrator, MacMillan Center*
- Kristina Talbert-Slagle, *Assistant Professor, Senior Scientific Officer in the Yale Global Health Leadership Institute, Director of Global Health Studies in Yale College*

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PHOTO Anthony DeCarlo Photography
LOCATION New Haven, Connecticut
YALE SUMMER SESSION Yale Summer Session Counselors on move-in day, July 3, 2016