

Yale *Center for International and Professional Experience*



2016–2017 ANNUAL REPORT

2016–2017 Annual Report

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ON THE FRONT COVER

“Lembrança do Senhor do Bonfim da Bahia (In remembrance of the Savior of Bahia)” taken by Lauren LaMonica, JE ’18, while interning in Brazil during the summer of 2017 as a Global Health Field Experience Award recipient.

“Thousands of colorful good-luck ribbons, or “fitas,” adorn the historic center of Salvador in the state of Bahia, Brazil. The historic center, known as the “Pelourinho,” served as the city’s center during the Portuguese colonial period and was named for the whipping post in the central plaza. Strewn with pastel-hued houses, the historic center is known for its lively Afro-Bahian music and culture, dancing Bahianas, and Carnival do Brasil. As part of my Global Health Scholars summer internship, I conducted an observation of ocular complications associated with the Zika virus in one of the most Zika-prevalent regions on the planet, interacting with locals, joining in the Pelourinho’s lively dance, and savoring Salvador’s acaraje.”

ON THE BACK COVER

Photo Credit: Mara Lavitt for Yale Summer Session.

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CIPE Staff / Inside back cover

Introduction

In 2016-17 we framed our work in the CIPE to continue our energetic support for the priorities for Yale College education laid out by Dean Jonathan Holloway: fostering in our students independence, resilience, and good decision-making, as well as engagement with and concern for the community. In July, with the start of the new academic year, we welcomed Dean Holloway's successor, Marvin Chun, who determined that fostering resilience should continue to be a priority. He also asked us to focus, as the Yale College expansion demands, on supporting the residential college structure as the central community for our undergraduates. We look forward to contributing to this important goal.

Inclusion and Outreach

One initiative which supports the communities of our college system already guided our work in 2016-17. With the changes in calibration that we believe will be necessary for a successful expansion of the college by a class size that will grow by 15%, we wish to be sure that we are effective advisors for our increasingly diverse student body. All CIPE staff therefore participated this year in three professional development workshops on inclusive advising. One of these was run by Andrew Gordon, the founder of Diversity Abroad, an organization we have now joined. He helped us think in new ways about how we can guide students from all backgrounds to take full advantage of Yale's resources for international experience.

We can manage these recalibrations across the whole of the CIPE because, since 2010, we have worked within a strategic planning framework, which helps us ensure that all our divisions are working in concert. That plan, which we are currently revising for the next two-year phase, is posted on our website.

This year, in line with the goals laid out in our strategic plan, we focused on how best to reach all Yale undergraduates by using technologies effectively. We reached a new phase in managing our online presence, which we know is our most important tool of first contact, completely revising all our linked sites. Of course this work is always ongoing, as new modes and applications develop, but we believe our site is now far more accessible in many ways. We are building a range of multimedia and web-based resources to support students' exploration of the

opportunities available to them beyond Yale, understanding that the ways in which this generation accesses information are constantly changing. The Office of Career Strategy is taking the lead for Yale College in piloting a chat-bot application, which we will use to guide students through the website, and also in using new platforms such as video animation to create teaching tools. And faculty who lead study abroad programs now have new online tools which replace outdated paper and email-based systems.

Overview of the Year

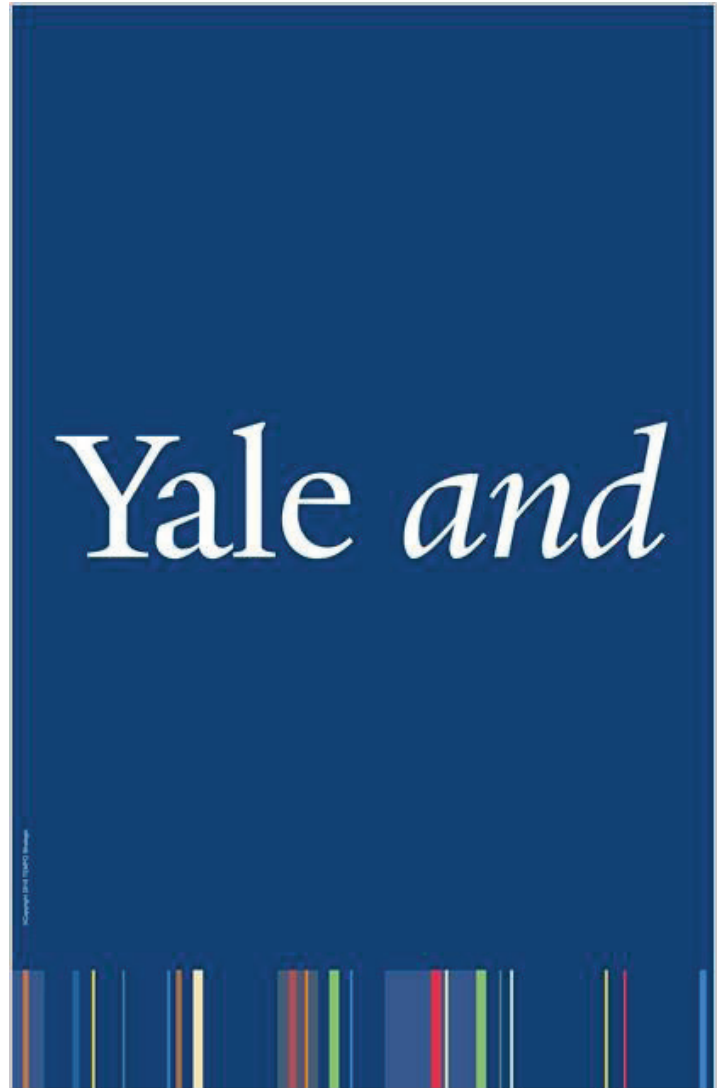
As we discussed in last year's report, our participation numbers for international activities in the last two years are flatter than we would like. We therefore analyzed all the contributing variables we could identify. Our conclusion – that there is no single cause, and that this is a complex picture with significant externalities, which reflects shifts in priorities and concerns for our students caused by many factors – seems supported by the fact that in spite of our best efforts and significant additional outreach, we did not see increased participation in experiences abroad in 2016-17. Our excellent data on student summer experience suggest that a continued focus on career preparation and on U.S. issues, together with growing national discourse portraying the world beyond our borders as inherently dangerous and less desirable than the U.S., are strong inhibitors. An understandable focus on domestic priorities in the Yale campus discourse also contributes. Of course, we continue to examine this trend through surveys, discussion with peers, and evaluation and assessment tools, seeking strategies to engage students with all the extraordinary opportunities available to them.

In a busy year across the CIPE, we celebrated the completion of the new residential colleges, and several members of our leadership team have been much involved in aspects of the planning process for the expansion of Yale College. In addition, we reviewed the portfolios and management of funding, opportunities and support for every kind of summer work experience, and summer study abroad programs, to be sure that the educational aspirations of all our students can be supported. We continued to work to make sponsored experiences as educationally rewarding as possible, and to point to one success, our staff have radically improved online educational materials to supplement learning through

internships abroad. A new era in the professionalization of the management of Yale's faculty-led summer programs abroad has begun, and discussions with faculty are leading us in interesting new directions for programming. Yale Summer Session has entered a new era of collaboration with faculty to encourage pedagogical innovation and a summer curriculum which serves the needs and interests of all our students. Our Yale Visiting International Students Program thrives, bringing 22 students from our partner institutions to study in Yale College for the full year, and for the spring semester 24 students from the Yale-National University of Singapore Liberal Arts College, with which we anticipate new collaborations in the coming years.

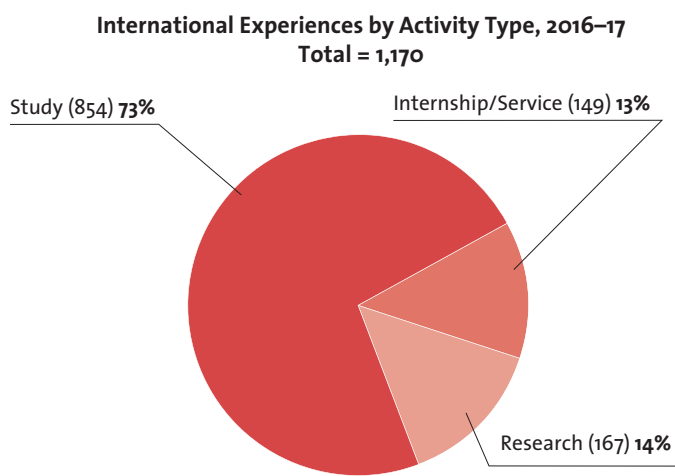
We are confident that we are moving in good directions, and we look forward very much to working with Dean Chun in the coming year, aligning our priorities and our work with his vision for the very best possible Yale College education.

In 2016-17, Yale Summer Session launched the "Yale and..." advertising campaign, emphasizing the curricular and co-curricular opportunities available to all Yale College students through CIPE programs.



International Experiences in Yale College

International Experiences in Yale College (including Post-Graduate Activities), 2012–17					
Program	2012-13	2013-14	2014-15	2015-16	2016-17
Study Abroad, Yale and Non-Yale Programs (Academic Year)	147	171	138	159	137
Study Abroad, Yale Programs (Summer)	380	372	351	345	317
Study Abroad, Non-Yale Programs (Summer)	316	399	365	372	400
Internship/Service Activities	247	246	179	172	149
Research Projects	223	217	176	204	167
Total Experiences	1,313	1,405	1,209	1,252	1,170
Total Number of Individual Students	1,254	1,333	1,157	1,198	1,112



International Experiences by Student Major Area and Activity Type, 2016–17 Total Experiences = 1,170				
Primary Major Area	Study	Internship/Service	Research	Total
Arts & Humanities	130	36	48	214
Social Sciences	198	64	69	331
STEM	131	25	39	195
Undeclared	395	24	11	430
Total	854	149	167	1,170

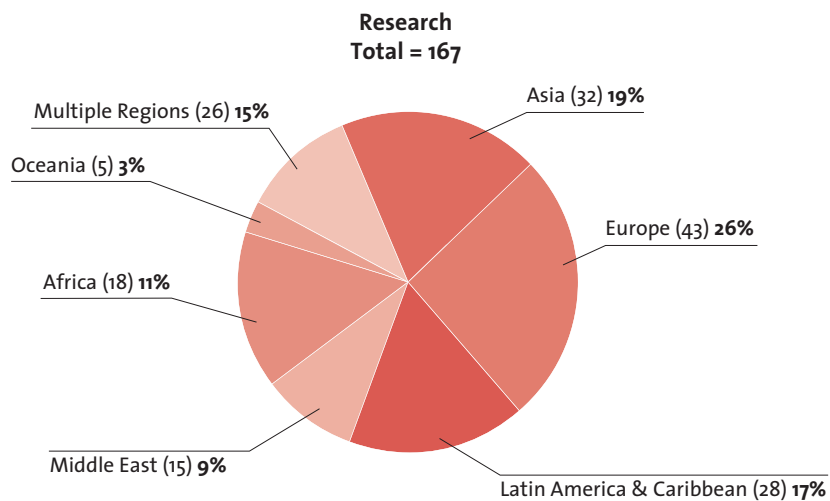
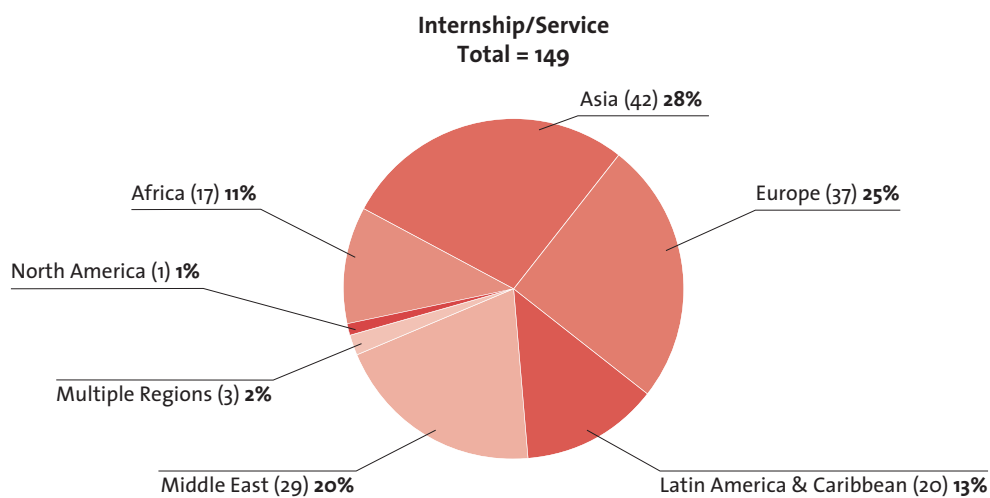
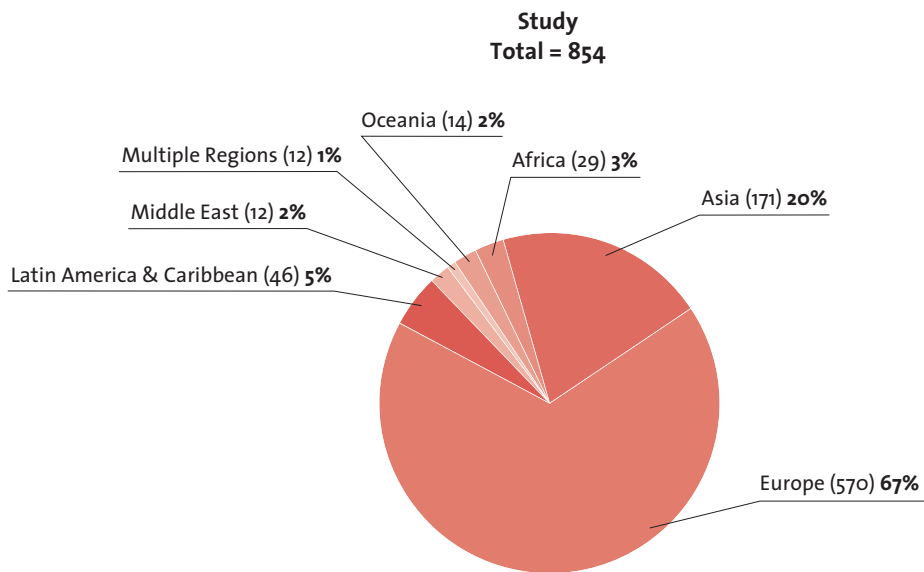
Yale College Class of 2017 International Experiences, 2013–17	
Students in the Class of 2017: 1,321	% of students
Had one or more international experiences*	62%
Had any international internship	7%
Had an OCS-sponsored international internship	6%
Received Light Fellowship	8%
Non-Yale Study Abroad	24%
Received any fellowship	11%
Yale Summer Session	22%
Went to at least one Non-Western country	24%
Females in the Class of 2017 = 667	
Females who had one or more international experiences	70%
Males in the Class of 2017 = 654	
Males who had one or more international experiences	54%
STEM majors in the Class of 2017 = 409	
STEM majors who had one or more international experiences	56%
Social Science majors in the Class of 2017 = 448	
Social Science majors who had one or more international experiences	67%
Humanities majors in the Class of 2017 = 371	
Humanities majors who had one or more international experiences	70%

*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, 2016–17		
Primary Major	Number of Experiences	% of Experiences within each Major
History	71	20%
Political Science	52	14%
Global Affairs	34	21%
Molecular, Cellular, and Developmental Biology	34	15%
Psychology	28	14%
Ethics, Politics, and Economics	24	21%
English	23	14%
Ethnicity, Race, and Migration	19	36%
Cognitive Science	17	20%
Ecology and Evolutionary Biology	17	18%

International Experiences by Region, Country and Activity, 2016–17									
Africa	Study	Internship/Service	Research	Total	Latin America & Caribbean	Study	Internship/Service	Research	Total
Ghana	2	4		6	Argentina	14	6	2	22
Kenya		4	3	7	Bahamas		1		1
Madagascar	4			4	Belize			1	1
Morocco	13			13	Brazil	3	2	3	8
Rwanda		2	8	10	Chile	4	1	1	6
Senegal	3			3	Colombia		1	1	2
South Africa	2	3	7	12	Costa Rica	3			3
Tanzania	3			3	Cuba	3		4	7
Uganda	2	4		6	Dominican Republic	3			3
Total Experiences in Africa	29	17	18	64	Ecuador		1	2	3
Asia	Study	Internship/Service	Research	Total	Honduras			1	1
Bangladesh			1	1	Mexico	1	2	5	8
Bhutan	6		1	7	Nicaragua			2	2
China	87	10	3	100	Peru	1	1	2	4
Hong Kong		6		6	Puerto Rico		1	2	3
India	5	5	6	16	Trinidad and Tobago		1		1
Indonesia	2			2	Turks and Caicos Islands	3			3
Japan	29	1	5	35	Uruguay		1		1
Malaysia		2		2	Multiple Locations in Latin America & Caribbean	11	2	2	15
Nepal	3	2	1	6	Total Experiences in Latin America	46	20	28	94
Philippines		1	1	2	Middle East	Study	Internship/Service	Research	Total
Singapore	13	8	1	22	Israel	3	25	14	42
South Korea	17		1	18	Jordan	8	3	1	12
Taiwan	6	2	1	9	Lebanon		1		1
Thailand	3	2	3	8	Oman	1			1
Vietnam		1	4	5	Total Experiences in the Middle East	12	29	15	56
Multiple Locations in Asia		2	4	6	North America	Study	Internship/Service	Research	Total
Total Experiences in Asia	171	42	32	245	Canada		1		1
Europe	Study	Internship/Service	Research	Total	Total Experiences in North America	0	1	0	1
Austria	2		1	3	Oceania	Study	Internship/Service	Research	Total
Belgium	1	6	2	9	Australia	12		1	13
Croatia, Republic of	21			21	New Zealand	2		1	3
Czech Republic	19			19	Samoa			2	2
Denmark	14	1		15	Multiple Locations in Oceania			1	1
France	128	1	5	134	Total Experiences in Oceania	14	0	5	19
Germany	23	5	5	33	Experiences Held in Multiple Regions	Study	Internship/Service	Research	Total
Greece	3	4		7	Total Experiences in Multiple Locations	12	3	26	41
Hungary	3			3	Total International Experiences	854	149	167	1,170
Iceland	1		1	2					
Ireland	4			4					
Italy	62	1	3	66					
Netherlands	4	1		5					
Norway	5		1	6					
Russia	19		5	24					
Spain	94	7	2	103					
Sweden	2	1	1	4					
Switzerland	6	1	1	8					
Turkey	2		1	3					
United Kingdom	157	9	7	173					
Multiple Locations in Europe			8	8					
Total Experiences in Europe	570	37	43	650					

International Experiences by Activity Type and Region, 2016–17



Academic Initiatives

Yale Summer Session

Yale Summer Session provides academically rigorous and innovative courses and programs to Yale and visiting students across platforms and across the world. YSS offers Yale College courses for credit in New Haven, online, or abroad; opportunities to study English in one of the English Language Institute programs, and intensive instruction in creative writing in the Yale Writers' Conference. All programs advance Yale College's strategic initiatives and support its faculty by promoting programmatic and pedagogical innovation. YSS also offers students in New Haven and abroad the opportunity to live and work in vibrant intellectual communities. These include a full residential program in New Haven designed to give visiting students access to the "Yale experience."

Taking classes with the Yale Summer Session was a transformative experience. The program's academic rigor was perfectly balanced with a panoply of resources that enriched both my residential and scholarly experience. As a pre-med rising sophomore, I wanted to explore the humanities in a concise but augmented setting, and the Yale Summer Session classes empowered me to achieve that.

Faith Chumo

Grace Hopper College '21, Undeclared major
Yale Summer Session, Summer 2017

Enrollments

In 2017, Yale Summer Session welcomed 1,335 students from 50 countries to for-credit courses in New Haven, online, and abroad, an increase of 2% over 2016. Enrollments in New Haven and online courses were particularly strong, enjoying a 13% increase in overall enrollments and a 5% increase in unique students. We were delighted that this increase included strong representation from our international partners. Despite an uncertain political environment, 31 more students from our partners came to Yale this summer (a 12% increase), including students from three new partner institutions: the University of Sydney (Australia), Shanghai Tech (China), and FLAME University (India). This increase is the direct result of Yale's outreach to its partners and the support the university provides through the Center for International and Professional Experience and the Office of International Students and Scholars.

The number of Yale College students in Yale Summer Session courses remained virtually the same in 2017 when

compared to 2016, with the increases in New Haven and online students offset by the decreases in study abroad students. Additionally, we saw a 5% increase in visiting undergraduate and graduate students, while the number of high school students stayed flat.

Yale Summer Session strengthened its commitment to the Global Summer Program, an initiative generated through the International Alliance of Research Universities (IARU), by offering two innovative, interdisciplinary courses in 2017: "The Sustainable Preservation of Cultural Heritage," taught by Dr. Stefan Simon, and "The Future of Food: Environment, Health, and Law," taught by John Wargo, Tweedy-Ordway Professor of Environmental Health and Political Science. Twenty-eight students from ten of the eleven IARU partners, including Yale students, participated in these courses.

The national downturn in enrollments in ESL programs did not spare the English Language Institute, Yale's oldest summer program. We had a difficult year, experiencing a 20% decline in enrollments across the 6 programs of study. Early speculation suggests that students seeking ESL training avoided the U.S., opting for programs in Canada, the U.K. and Australia over those in the United States.

Economic uncertainty impacted the Yale Writers' Conference, our smallest program, which typically draws older students to Yale. Our 2017 enrollments were down by almost 25%. However, these declines were partially offset by enrollments in the newly launched for-credit Summer Writing Institute courses, which were strong. Collectively, the three Summer Writing Institute courses – "Reading Fiction for Craft," "Investigative Journalism," and "Screenwriting" – enrolled 21 students.

Global Summer Program

In 2017, students from around the world gathered in New Haven to explore the significant environmental, health, and energy challenges posed by global food production. Led by John Wargo, Tweedy-Ordway Professor of Environmental Health and Political Science, the course EVST S314 "Future of Food: Environment, Health, and Law" was part of the Global Summer Program (GSP), a collaboration of the eleven-member International Alliance of Research Universities. Students from Yale joined with classmates from other IARU partners to consider the future of what might be called "responsible food" using interdisciplinary tools to pose questions and propose solutions. "The overall quality of intellect among the students is exceptional," Professor Wargo observed. "This was driven by their passion for the topic and by the quality of training at exceptional schools. Students built an interdisciplinary, multinational, and multicultural approach to problem identification and management solutions."

Yale Summer Session Overall Enrollments, Summer 2013–17*					
	2013	2014	2015	2016	2017
Total Course Enrollments (including YSS Study Abroad)	2,105	2,248	2,274	2,158	2,251
Unique Students (including YSS Study Abroad)	1,228	1,338	1,343	1,314	1,335
Unique Study Abroad Students in Yale College for-credit courses	370	399	353	356	332
Yale Students					
Undergraduate	792	745	743	784	790
Postgraduate	14	17	16	29	15
Non-Yale Students					
Pre-college	125	225	214	145	144
Visiting Undergraduate and Graduate	309	465	372	369	386

*YSS numbers have been recalculated to align with the recording practices of the University Registrar.

English Language Institute Overall Enrollments, Summer 2013-17					
	2013	2014	2015	2016	2017
Intensive English	84	100	70	49	35
Law Seminar	38	38	36	30	19
Business Seminar	17	12	11	8	5
Postgraduate Seminar	15	19	13	11	5
University Prep for High School Students	53	58	68	52	43
Teachers		15	15		14
Total	207	242	213	150	121

Global Summer Program Enrollments, 2017	
National University of Singapore	13
University of Cambridge	1
University of Copenhagen	1
University of Oxford	2
University of Tokyo	1
Total	18

Global Summer Program Enrollments at Yale, Summer 2017		
	Course: The Preservation of Cultural Heritage	Course: The Future of Food
Australian National University	2	2
University of California, Berkeley	1	
University of Cambridge	2	2
University of Copenhagen	3	2
ETH Zurich		2
University of Oxford	2	1
National University of Singapore		1
Peking University	2	1
The University of Tokyo	1	
Yale University	1	3
Total	14	14

Yale Summer Session Study Abroad Enrollments of Yale College Students by Country, 2013-17						
Region	Country	2013	2014	2015	2016	2017
Africa	Kenya	1				
	Morocco		5	4	28	9
	South Africa/Swaziland	17		23	13	
	Tanzania			2	3	1
Total		18	5	29	44	10
Asia	China	1	7*	1*	2*	
	India	5	1			
	Japan	11	6		9	
	Singapore	4*	7*	4*	8*	12*
Total		21	21	5	19	12
Europe	Croatia	15	21	20	20	21
	Czech Republic	14	15	14	14	17
	France	98	112	93	87	92
	Germany	15	11	18	11	14
	Italy	51	52	49	53	50
	Russia	9	13	18	12	18
	Spain	14	18	18	34	50
	Turkey					
Total		216	242	230	231	262
Latin America	Argentina	8	8			
	Brazil	24	28	14	8	11
	Chile		1			
	Ecuador	14	14	13		
	Panama					
	Peru	16	15	14	14	
Total		62	66	41	22	11

Program	IARU Partner	2013	2014	2015	2016	2017
Global Summer Program (GSP)	Australian National University			3	1	
	ETH Zurich		1			
	National University of Singapore	4*	8*	6*	8*	13*
	Peking University	1	9*	4*	2*	
	University of California, Berkeley			1		
	University of Cambridge	1	3	3	1	1
	University of Copenhagen	4	2	2		1
	University of Oxford		2	4	1	2
	University of Tokyo	3	3	3	4	1
Total		13	28	26	17	18
All Programs Total		330*	362*	331*	333*	313*

*Yale Summer Session in Singapore and one of the Global Summer Programs offered at National University of Singapore, as well as Yale Summer Session in Beijing (2014–2016) and one of the Global Summer Programs offered at Peking University, are the same; therefore, students attending these programs are double counted.

Strategic Initiatives

Yale Summer Session advanced Yale's strategic initiatives in five key areas this year:

1. **Communications:** YSS launched a new advertising campaign, "Yale and..." to introduce students to all the benefits of Yale Summer Session programs. Advertisements (print and digital), brochures, postcards, video, and all collateral materials conformed to the new look and messaging. Response so far has been overwhelmingly positive.

In December of 2016, we unveiled our new YSS website (<http://summer.yale.edu/>), which offers improved navigation and visuals, streamlined information, and easier access.

We focused this year on creating new advising tools for students and academic advisors.

2. **Integration:** YSS and the Creative Writing faculty joined forces to launch the Summer Writing Institute in 2017. The new program integrated for-credit creative writing courses with the non-credit Yale Writers' Conference, allowing students in those courses to augment their curriculum with master classes and panels with prominent writers, editors, and agents.
3. **Student Development:** YSS introduced tutoring in Math, Biology, Chemistry, Physics, Economics, and Writing (for both native and non-native speakers of English) for the first time this summer. Students met with tutors in the new Center for Teaching and Learning. Student feedback was uniformly enthusiastic, with 100% saying that they would recommend the service to others.

YSS continued its popular lecture series again this year, bringing Yale faculty and visiting scholars to the lectern to speak on a wide range of subjects, including cultural preservation in Haiti and Mali, Brexit, artificial intelligence, and films that changed America.

4. **Inclusion:** YSS continued its strong support of the College's goal of increasing inclusion. In 2017, YSS sponsored outreach events in every Residential College, answering questions about courses, programs, and funding. Because college financial aid is not portable to the summer, YSS committed more than \$1 million in financial support for students on financial aid in 2017.

YSS Summer Online was proud to work with Yale's Resource Office on Disabilities to close caption the first online course at Yale for a hearing-impaired student. The effort included captioning for online videos, as well as real-time captioning of the online seminar

sections, allowing the student to participate in seminar discussions.

5. **Assessment:** In 2017, we revised all YSS assessment tools to develop more actionable data. We have also collected data through our application's CRM tool to help us understand how prospective students respond to our digital messages and use our website. We look forward to using this information to inform web and media messaging updates in 2017-2018.

Yale and Non-Yale United

The 2016-2017 Academic Year laid the groundwork for a significant change in the way that study abroad opportunities will be administered at Yale moving forward. Where staff had once worked and advised on either Yale faculty-led or Non-Yale programs abroad, that divide was dismantled in favor of developing these often-complementary offerings as a broad canvas of opportunities. In doing so, it became evident that Yale's own programs abroad had an excellent opportunity to incorporate several effective practices that non-Yale programs abroad had developed over the last decade or more. Over the next three years at least, Yale's own faculty-led programs abroad will improve by several measures, including increased focus on health & safety and faculty support. Such efforts will allow Yale's abroad programs not only to continue growing its number of programs but also to address the heightened standards of study abroad management that have taken center stage in recent years.

Study Abroad

Study Abroad Enrollments, 2016-17			
Study Abroad Activity	For Credit	Not for Credit	Total
Non-Yale Programs (Academic Year)*^	119	11	130
Non-Yale Programs (Summer)*^	338	62	400
Yale Summer Session* and Global Summer Programs	301		301
Yale in London	23		23
Total	781	73	854

*Light Fellowship funded 118 East Asian language study participants
^Additional fellowships funded 44 study abroad participants

This breaking down of siloes within study abroad offerings follows from the aim of CIPE's initial creation, which sought to offer students a clearer sense of how study abroad, fellowships, summer session, and career strategy can form chapters in a coherent narrative of opportunities and personal development.

Study Abroad Funding Sources, 2016-17			
Funding Source	For Credit	Not for Credit	Total
International Summer Award	355		355
Light Fellowship (Academic Year)	3	7	10
Light Fellowship (Summer)	63	45	108
Additional Yale-Administered Fellowship	23	21	44
Total	444	73	517

Study Abroad Experiences Involving Intensive Language Study, 2016-17		
Arabic	Yale Summer Session Programs Abroad	10
	Study Abroad (non-Yale) - Year, Term, or Summer	8
Chinese	Study Abroad (non-Yale) - Year, Term, or Summer	64
French	Yale Summer Session Programs Abroad	48
	Study Abroad (non-Yale) - Year, Term, or Summer	36
German	Yale Summer Session Programs Abroad	14
	Study Abroad (non-Yale) - Year, Term, or Summer	8
Hebrew	Study Abroad (non-Yale) - Year, Term, or Summer	0
Italian	Yale Summer Session Programs Abroad	42
	Study Abroad (non-Yale) - Year, Term, or Summer	2
Japanese	Study Abroad (non-Yale) - Year, Term, or Summer	12
Kiswahili	Yale Summer Session Programs Abroad	2
Korean	Study Abroad (non-Yale) - Year, Term, or Summer	8
Portuguese	Yale Summer Session Programs Abroad	11
	Study Abroad (non-Yale) - Year, Term, or Summer	3
Russian	Yale Summer Session Programs Abroad	19
	Study Abroad (non-Yale) - Year, Term, or Summer	1
Spanish	Yale Summer Session Programs Abroad	50
	Study Abroad (non-Yale) - Year, Term, or Summer	67
Total		405

Yale Summer Session Abroad and Third-Party Providers

As Yale Summer Session Abroad has grown from a handful of Yale faculty-led programs abroad to twenty or more each summer, there is an opportunity for Yale to partner with third-party study abroad program providers on customized support for this significant and complex

activity in several countries. In such a partnership, Yale faculty retain total control over the curriculum and all co-curricular aspects of the program. The third-party partner takes primary responsibility for students' health and safety, homestay placements and oversight, and numerous logistical and financial aspects of program management. These arrangements allow Yale Summer Session Abroad to support its students and faculty consistently and effectively while addressing the ever-higher standards demanded for sending students and staff abroad. This additional support will also make it administratively much easier to continue growing the number of Yale faculty-led programs.

Yale Summer Session Abroad Online Faculty Toolkit

These and other changes to the management of Yale Summer Session programs abroad depend in large part on providing Yale faculty with additional support. From how to propose and run a faculty-led program abroad to providing vital information for faculty regarding health & safety, checklists, handbooks, online forms, staff contacts and more, the recently-launched Yale Summer Session Abroad Faculty Toolkit offers such support, bringing together a wealth of information in one convenient and attractive online location.

Yale Summer Session Abroad Working Group and Partnerships with Departments

To ensure that Yale Summer Session Abroad develops its programs and priorities in close alignment with faculty input, the Working Group includes three Yale faculty who represent various aspects of curriculum, including History, Global Health, and Economics. These areas of focus also represent areas of significant student interest for study abroad.

Collectively along with key leaders within the Center for International and Professional Experience, the Study Abroad Working Group provides communications to academic departments and individual faculty members; creates a new, functional, and transparent model for soliciting and evaluating program proposals; utilizes this proposal model and program performance from the previous summer to ratify the roster of faculty-led summer programs abroad each summer; ensures that study abroad experiences are meeting the curricular and co-curricular needs of students, including the integration of experience abroad with studies in New Haven; and revisits on occasion Yale College rules and processes for how students qualify for and may earn general credit and meet major and distributional requirements through coursework abroad.

Global Health Initiative

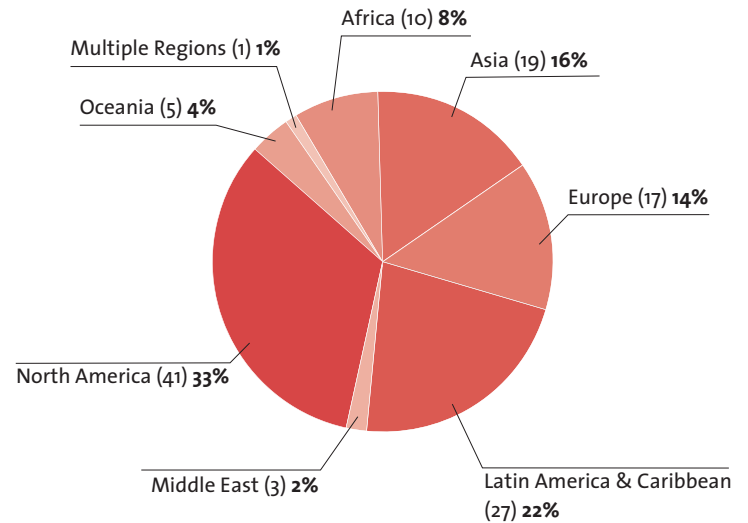
The CIPE has continued to provide support for the Global Health Studies Program, one of four Yale College multi-disciplinary programs (MAPs). While at Yale, undergraduates pursue their interest in global health by becoming Global Health Scholars, enrolling in global health courses, pursuing unique interests with faculty mentorship, applying for fellowships to conduct summer fieldwork, and participating in capstone seminars after their return.

Professor Kristina Talbert-Slagle served as Director in 2016-17. Her role included seeking the collaboration of faculty across Yale, teaching, advising students, and guiding their ethical preparation and their work with the Internal Review Board. Programmatic coordination for the Global Health Scholars Program and fellowship administration is provided by CIPE. Suzanne Wirak in Fellowships provides support for committees that award funding for summer projects and manages the inspiring showcase events at which they report on what they have accomplished and provide models and advice for students who are entering the program.

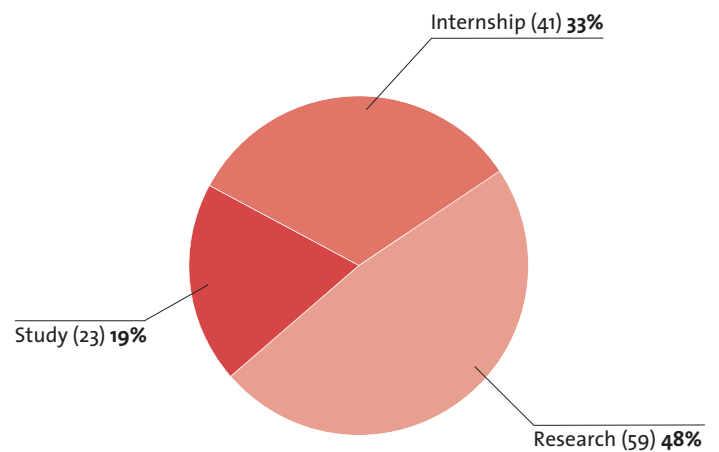
During the 2016-2017 academic year, a 7th cohort of 20 Global Health Scholars was selected, and 121 Yale College undergraduates have participated in the program since its inception in 2010. Following the completion of required summer fieldwork and coursework, scholars continue to find success in publishing the results of their research, most recently in such journals as 'Health Affairs', 'Aids and Behavior', and 'PeerJ'.

Some of Yale's most talented and socially-conscious students are drawn to this program. The 15 Global Health Scholars in the Yale College Class of 2017 have achieved significant success after graduation. A Scholar received a Fulbright Study-Research Grant to pursue research focused on healthcare delivery to asylum seekers in Malaysia. Three Scholars received post-graduate year-long fellowships: the Henry Fellowship to study Comparative Social Policy at Oxford, the Henry Hart Rice Foreign Residence Fellowship to survey Syrian business owners in the Za'atari refugee camp in northern Jordan, and the Daniel Merriman/Ted Bensinger III Fellowship for Davenport Seniors to travel to Brisbane, Australia to research mental health service delivery to under-served populations. Four YC '17 scholars are currently pursuing YSPH graduate degrees. Others have sought employment and hold such positions as Research Assistant with the Stanford Institute for Economic Policy Research, and Health Policy Fellow at New America.

Global Health Activities by Region, 2016-17
Total = 123



Global Health Activities by Activity Type, 2016-17
Total = 123



Yale Visiting International Student Program

In its sixth year, the Yale Visiting International Student Program (Y-VISP) welcomed 22 students to study at Yale for a full academic year from four global partner institutions: the Tecnológico de Monterrey (Tec) in Mexico, the National University of Singapore (NUS) in Singapore, the University of Hong Kong (HKU), and Waseda University in Japan. Since 2014–15 we run a spring semester program for students from Yale NUS College in Singapore, whose curriculum prevents them from joining us for the full year. This year in a pilot initiative with a new partner, Ashoka University in India, one Ashoka student also joined us for the spring semester.

This select group of students engages with all that is Yale, living alongside Yale students in residential college suites, completing p-sets, midterms, and oral exams in Yale classes, and exploring Yale's rich network of extra-curricular offerings. At the helm of the Y-VISP experience is the Y-VISP steering committee, a group of Yale College administrators, deans, and faculty who advise students from their initial acceptance into the program all the way through alumni engagement after the Y-VISP year ends. The work of the steering committee is supported by the expertise of personnel around the world: the administrators of our partner institutions, without whom this program would not continue to flourish and grow.

Yale Visiting International Student Program (Y-VISP) Enrollments, 2012-18						
Y-VISP Partner Institution	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Tecnológico de Monterrey (Tec)	8	8	8	8	8	5
National University of Singapore (NUS)	7	6	5	5	3	8
The University of Hong Kong (HKU)	4	3	6	5	7	8
Universidade Estadual de Campinas (Unicamp)		3	3	4		
Waseda University		5	2	4	4	3
Yale-NUS			3	23	24	29
Ashoka University					1	
Total	19	25	27	49	47	53

Summer Activities

Closer at hand, Y-VISP students obtain internship/work and research opportunities in the U.S. and abroad the summer immediately following their Y-VISP year, often through the connections they forge as members of the Yale community. Others, roughly 20% of this year's group, remain in New Haven to pursue research with Yale faculty for the summer.

Summer 2017 Y-VISP Yale-Affiliated Research and Internship/Work Activities			
Institution/Organization	Position/Project	Activity	Location
American Field Services	Media Intern	Internship/Work	Ghana
American Printing House for the Blind	Public Affairs Intern	Internship/Work	US (KY)
Cooper's Ferry Partnership	Project Management Intern	Internship/Work	US (PA)
Keplar	"Social Enterprise in Developing Economies"	Research	Rwanda
Pamir Law Group	Legal Intern	Internship/Work	China
Project 351	Yawkey Community Fellow	Internship/Work	US (MA)
Yale University	"Tracking the Global Economy"	Research	US (CT)
Yale University	"Using Social Networks to Propagate Sanitation Technology"	Research	US (CT)
Yale University	Yale Astronomy Department Assistant	Research	US (CT)
Yale University	Yale Young Global Scholars Instructor	Internship/Work	US (CT)



Vibhuti Gour

Timothy Dwight College, Literature major
Ashoka University, Spring 2017 Y-VISP student

One employer had this to say about their experience with a Y-VISP student this past summer:

From the start, Vibhuti reflected the fullest embodiment of our values, and a sincere dedication to make a difference in our community and world. Over her two months with us, she embraced every professional opportunity with enthusiasm and strategic intent—building collaborations, leveraging resources, and engaging our community of stakeholders... as a champion for children, advocate for education, and warrior for social justice, she will lead, inspire, and transform in ways that will bring greater opportunity to everyone she touches. Vibhuti will forever be admired and appreciated as an architect of Project 351 during a critical stage in our development and will always be embraced as a treasured member of our community.

And the same Y-VISP student had this to say about her experience:

The profound value of my experience with Project 351 will remain with me...I gathered primary research...designed programming...improved my critical thinking skills as I found they were a practical application of the English literature papers I wrote in class over the past semester. I strengthened my networking skills to gain the social confidence demanded in a competitive work environment. This culminated in an opportunity to sit in on a meeting with the First Lady of Massachusetts to discuss a possible collaboration with her nonprofit. Putting aside my initial nervousness, I had a fascinating conversation with her about my experience as a Yale semester-long exchange student, the adventure of living so far from home, and her own daughter who was interning at a nearby nonprofit. This positive first impression resulted in an invitation to have lunch with her and the Governor at the State House Intern Luncheon the next week. Similarly...after I interacted with one of the organization's sponsors, he kindly agreed to connect me with a Harvard graduate who runs a well-known nonprofit in my home country. I had the privilege of speaking with her in-depth over the phone to more intricately understand the key differences between a nonprofit there versus the States, and to explore possible collaborations at my home university after my semester abroad.

Office of Career Strategy

During the 2016-17 academic year, the Office of Career Strategy (OCS) continued to provide support to students in Yale College and the Graduate School of Arts & Sciences (GSAS) and to postdoctoral scholars (postdocs). This support includes career advising, experiential learning programs, event management, employer engagement, graduate and professional school advising, and data collection of summer and postgraduate activities.

The First Destination survey for the Yale College Class of 2016 continued to show strong success for graduates, with 96.7% of the class reporting confirmed plans six months after graduation,¹ again placing Yale among the highest in the nation.

The Future of Work and Generation

In 2017, the Chronicle of Higher Education released a report entitled, “The Future of Work: How Colleges Can Prepare Students for the Jobs Ahead.” This report took a deep dive into how technology, including artificial intelligence, will drastically change both the physical space of work and the content of future work. The report identifies that a combination of hard and soft skills will be needed for students to succeed in this new work space, revitalizing the value of a liberal arts education. Further key to the report is a discussion about the future of career centers and their importance in the preparation of a new generation.

Career centers were once merely a department on campus that put on job fairs and reviewed résumés for students. In the future, they will have to evolve and scale up – often using technology – to serve more students.²

As we face this fast-changing workplace, a new generation of students is entering higher education. Generation Z is the first generation that has never known life without advanced technology and therefore they have a high comfort level and high expectations for the technology they use. They are also a generation of excellent multi-taskers that often receive information through short, relevant, visual media.

Over the past four years, OCS has watched this evolution and has deliberately planned and positioned itself to accommodate the needs of a new generation that will

emerge in a changing work force. Through a combination of university partnerships across Yale College, the Graduate School of Arts & Sciences (GSAS), the Office of Postdoctoral Affairs, the Association of Yale Alumni (AYA), university development and the professional schools, OCS has created new processes and systems to streamline the job search process.

Just two decades ago, students seeking internships and post-graduate jobs relied heavily on personal contacts or career centers to help them “source” an opportunity. The very nature of that type of search was limited by the number of connections held by a career office; but in the last decade with the emergence of new technologies, students are now able to make these connections directly and are looking to career centers to fill a different need. Within OCS, we have closely tracked these shifts and have significantly modified and expanded our resources accordingly, creating, among other initiatives, technologically sophisticated tools for students to explore opportunities and develop their own strategies for successfully structuring their own path to fulfilling careers after graduation.

With carefully re-calibrated services, students come to appointments better prepared and with greater personal ownership over their career search. This streamlining of services has also allowed the highly-accomplished career advisers of OCS to create more customized programs for student groups and academic departments.

Engagement

OCS continued to offer prescheduled advising appointments as well as six hours of drop-in advising every weekday. In addition to the main office at 55 Whitney Avenue, OCS maintained offices at the Hall of Graduate Studies, the Sterling Hall of Medicine, Dwight Hall’s Center for Social Justice, and Payne Whitney Gym. OCS also continued to provide students with the popular online resume review service.

Student Engagement with the Office of Career Strategy	
Student Engagement	2016-17
Advising Sessions/Drop-ins Scheduled	5,879
Undergraduates	4,142
Graduate Students and Postdocs	899
Alums	838
Career Development Events	6,179
Online Resume Review	515
Total Contacts	12,573

¹ See, Office of Career Strategy First Destination Report: Class of 2016, available at <http://ocs.yale.edu/content/statistics-1>
² The Future of Work: How Colleges Can Prepare Students for the Jobs Ahead, The Chronicle for Higher Education, 2017

During the 2016-17 year, OCS launched a new website allowing us to craft new and creative ways to deliver career educational content to a new generation of students, including short online videos, customized testimonials for profiled programs and a searchable online resource library with thousands of pre-vetted, categorized career resources.

Preparing Students with Career Competencies

The Career Strategy Committee, a cross-functional team that plans the career educational events for students in Yale College, GSAS, and postdocs, prepared more than 100 in-person, activity-based workshops, informational panels (serving over 700 individuals), and online workshop video presentations.

One of our pinnacle programs is the “What is...?” Career Education Series, which brings together alums and employers to discuss job functions and career pathways. OCS hosted 12 programs in this series during the 2016-17 academic year, covering topics such as education, criminal law, data science, environmental conservation, and advertising and public relations. This series has become very popular among students as a tool to learn about jobs before deciding what they wish to pursue.

Toward the end of the academic year, the Career Strategy Committee conducted an evaluation of OCS programming and determined two key areas of focus for the next academic year: (1) Create more career development programming for undecided students, and (2) Write and create short animated films on the top 14 topic areas of the career decision-making process listed below.

Topic Area for Animated Films	
Job/Internship Search and Career Preparation	<ul style="list-style-type: none">• The Career Decision• Summer Internship Search• The Job Search• Networking
Preparing for Employer Engagements	<ul style="list-style-type: none">• Preparing for Networking Events• Preparing for Interviews• Telling Your Interviewing/Networking Story• Salary Negotiation
Correspondence Materials	<ul style="list-style-type: none">• Professional Correspondence• Resumes• CV to Resume Conversion• Cover Letters
OCS Tools & Resources	<ul style="list-style-type: none">• Yale Career Link• Yale Career Network

A More Thoughtful Approach to Experiential Learning

For the past 15 years, OCS has coordinated several highly structured experiential learning opportunities – the Yale-Coordinated Internship Programs – both domestically and abroad. These programs have gone through multiple iterations, but over the past three years OCS has tracked rising student applications to these programs, with a steady decline in students ultimately accepting the opportunities. At the same time, OCS has seen an increase in overall student engagement regarding summer experiences, but that engagement looks different. Rather than talking with an adviser about a pre-sourced opportunity, most students now work with advisers to identify and apply for positions more closely aligned with their specific interests. Students are looking to OCS for more customized opportunities, and the team has worked diligently to meet these individualized goals while at the same time evolving the structure of the Yale-Coordinated Internship Programs to meet the needs of a new generation.

One important new initiative was the creation of an enhanced student reflection process, open for the first time to all students served by OCS. New bi-weekly reflection prompts were prepared for summer 2017 and students received weekly professional development tips on topics such as how to solicit feedback from a supervisor and how to connect with colleagues to learn more about their work. These weekly tips averaged an 85% open rate throughout the summer, clearly exhibiting students’ continuous connection to OCS.

For our many students securing opportunities outside the Yale-Coordinated Internship Programs, OCS published multiple resources to assist them in the reflection process including: an online re-entry program; a detailed online narrative outlining the reflection process and providing prompts; and questions on the public relevance and civic engagement of their internship.

Two Student Ambassadors were hired this past year to help advertise the Yale Coordinated Internship Programs, answer peer questions, regularly post on social media, connect to student organizations such as La Casa and the Yale Daily News, organize Freshman Counselor study breaks, and film a marketing video.

International Internship Program

In summer 2017, the International Internship Program spanned 26 cities in 19 countries. Through the program, 158 positions were posted and 389 students submitted

1,064 applications. Eighty-three students accepted offers and interned in 64 unique positions with 59 employers. The top industries of choice were Healthcare/Medical, followed by Law, Finance, Education, Government, and Think Tanks. Slightly less than half (47%) of the students worked with a for-profit organization, while 37% interned with a nonprofit, and 16% with a government entity.

Yale alum support continued in numerous locations through welcome dinners, and cultural and networking events. In Madrid, alums welcomed students with dinner, a tour of a family-run ice-cream factory, and an exclusive insider visit at the *Real Academia de Bellas Artes de San Fernando* (an internship site). In London, students attended a Yale Club Reception, joined alums for a countryside hike, and participated in an inaugural Mentorship Programme.

International Internship Locations, 2015-17			
Location	2015	2016	2017
Argentina	13	10	5
Australia	2	1	
Belgium	8	9	6
Brazil	5	3	2
China – Beijing	2	4	1
China – Qingdao	1	-	1
China – Shanghai	9	4	6
Denmark		2	
Germany	2	1	1
Ghana	3	2	5
Greece	4	4	4
Hong Kong	6	10	5
Israel – Jerusalem			2
Israel – Tel Aviv	7	5	11
Japan	2		
Jordan	2	3	2
Malaysia		4	1
Mexico	1	1	2
Singapore	6	5	8
South Africa	2	2	1
Spain	5	3	5
Taiwan	2	1	2
The Netherlands		1	1
Uganda	3	2	4
UK – London	11	12	7
UK – Oxford	5	2	-
UK – Bristol			1
Total	101	91	83

Bulldogs Across America

The Bulldogs Across America (BAA) internship program maintained locations in seven cities across the U.S. including Minneapolis, Louisville, St. Louis, New Orleans, Denver, Cleveland, and Houston. Through support from Yale Clubs in these cities, the BAA programs provide mentorship opportunities for participating students, as well as access to social and cultural events that complement the interns' professional experiences.

Positions posted and applications submitted for the program increased in 2016-17, with 1,051 applications submitted for a total of 203 positions (compared to 923 student applications submitted for 179 positions in 2015-16), and 74 students ultimately accepted positions in the programs. The top industries of choice were Education and Legal Services. Over 70% of the positions were in the nonprofit sector or in government.

I was surrounded by such a group of passionate and intelligent individuals at Cleveland Neighborhood Progress. My experience has taught me a lot about comprehensive community development and how to strategically attack social issues facing the most marginalized communities. This internship surprised me in the best way possible and opened my eyes to what I could do with the liberal arts education from Yale.

Glodie Mujinga Mulunda
Grace Hopper College, '19, Economics major
Bulldogs on the Cuyahoga, Summer 2017

Common Good and Creative Careers

Common Good and Creative Careers (CGCC) is an initiative from OCS to support Yale students interested in pursuing careers that make a difference and encourage creativity. Our mission is to ensure that every Yale student exploring these careers is aware of the resources and services.

The four-year cumulative data compiled from the annual OCS First Destination and Summer Activities Surveys³ provided a strong understanding of the employment choices of Yale College students. The Class of 2016 continued to show significant interest in pursuing industries covered by CGCC, with almost 40% of graduates choosing these areas.

To provide support for these students, this past year OCS increased programming to include targeted resume reviews and weekly job alerts currently received by 465 students and alums. In total during the 2016-17 year, CGCC offered 98 programs, including industry workshops, networking events, career lunches, and information sessions.

Arts Advising and Programming

The 2016-17 year saw an extension of arts support from OCS driven primarily by the formalization of the CGCC initiative, which helped define professional arts interest as a primary component of student engagement with creative and impact-driven careers.

Reinforcing last year's impressive trend, the OCS surveys continue to show the combination of the correlated arts and communications industries as one of the largest categories of professional interest for students. According to the 2016 Yale College Summer Activities Survey, arts and communications related jobs (inclusive of Publishing/Media, Entertainment/Film, Fine and Performing Arts, Architecture/Design, and Communications/Marketing/Advertising) accounted for 16.8% of all summer job placements.

Similarly, with post-graduate positions, the arts/communications category represented 14.6% of all graduating senior outcomes in 2016, making this the third most common student outcome.

In enriching the landscape for creative careers, OCS also expanded co-sponsored events and reinforced relationships with university partners such as the Digital Media Center for the Arts (DCMA), undergraduate arts departments, and student-led arts organizations allowing us to supplement OCS workshops with visiting artists. Through this process of creating and promoting new professional arts engagements OCS channeled 1,045 students to 50 events, a doubling of arts events over the previous year.

Post-Graduate Employment by Industry	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Education <i>(including University research positions)</i>	12.5%	11.9%	15.8%	16.4%
Publishing/Media/Journalism	4.6%	4.3%	4.8%	3.3%
Government <i>(including local, state federal and military service)</i>	4.8%	3.8%	2.8%	3.2%
Communications/Marketing/Advertising/PR	3.3%	3.4%	3.7%	2.9%
Entertainment/Film/Television	1.9%	1.9%	3.3%	2.8%
Fine or Performing Arts	4.3%	3.9%	2.9%	2.8%
Community/Social Services	1.2%	1.2%	1.9%	1.9%
Architecture/Design/Urban Planning	2.5%	2.3%	2.3%	1.7%
Environment	1.3%	1.8%	1.8%	1.7%
Think Tank	-	-	-	1.2%
Social Enterprise/Economic Development	-	-	-	1.0%
Common Good & Creative Careers	36.4%	34.5%	39.3%	38.9%

³ For all OCS Surveys, visit at <http://ocs.yale.edu/content/statistics-1>.

Common Good and Creative Careers Summer Internship Initiatives

WOMEN IN GOVERNMENT

The Women in Government (WIG) 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 enables recipients to attend the Women's Campaign School, a five-day intensive course at Yale Law School. For the 2017 program, eight fellows interned with employers such as the Department of Labor Civil Rights Center, U.S. Representative Josh Gottheimer's Office, Congresswoman Pramila Jayapal, Senator Wyden's Office, the Outreach and Public Engagement Office of Governor Gina Raimondo, and the U.S. Senate Committee on Health, Education, Labor and Pensions. As a testament to the strength of this program, OCS worked closely with the donor to secure a second five-year financial commitment for the WIG fellowship, which will continue the program through 2022.

YALE IN HOLLYWOOD

An alum led, OCS coordinated internship program for students seeking summer opportunities in the entertainment industry, the Yale in Hollywood internship program extended its growth into 2016-17. With many previous employer participants returning, and additional outreach capturing new opportunities, the program established a new high mark with 43 opportunities posted. These opportunities received 463 student applications that resulted in 32 confirmed offers.

TREMAINE CONTEMPORARY ARTS INTERNSHIP

Providing a funded arts research position through the New Haven based Emily Hall Tremain Foundation, the Tremain Contemporary Arts Internship allows OCS to extend its relationship with the local arts community, while ensuring a funded experience for students interested in arts administration or arts foundation work in the New Haven area.

PAUL BLOCK JOURNALISM INTERNSHIPS

As the transferrable interest of journalism fits well within the scope of OCS Creative Careers, the CGCC team assumed management of the well-respected Paul Block Journalism Internship. This program works closely with the faculty of the Yale Journalism Initiative to identify 10 undergraduate writers capable of taking on the equivalent of a summer staffing position at the Pittsburgh Post-Gazette or Toledo Blade. These funded positions are highly sought after, and program coordinators felt the 2016-17 participants were among the best in recent memory.

WILLIAM F. BUCKLEY INTERNSHIPS

The William F. Buckley, Jr. Program, founded in 2010 by a group of Yale undergraduates with faculty support, seeks to promote intellectual diversity on Yale's campus. Administered through our office, its summer internship program supports 4-5 funded media and communications positions at employers including The National Review, The New Criterion, the Manhattan Institute, and Gingrich Productions.

COMMUNITY SERVICE FELLOWSHIPS

OCS, in conjunction with various Yale Clubs, manages three fellowship programs that focus on community service: the Yale Alumni Community Service Fellowship, The Yawkey Community Service Fellowship, and the Westchester Alumni Association Fellowship. These fellowships are paid eight-week positions and provide students with the opportunity to spend a summer developing a working understanding of nonprofit organizations.

Summer 2017 was the second summer of the Yawkey Community Service Fellowship, which is funded through the generosity of the Yawkey Foundation. With an increased donation for the 2016-17 year, the Yawkey Fellowship more than doubled in size from 4 fellows in 2016 to 11 fellows in 2017. Employers included the Environmental Defense Fund, College Bound Dorchester in Boston and Save the Children in Connecticut. The Yale Club of Westchester sponsored this year's Westchester Alumni Association fellow who was working for the Children's Defense Fund in DC.

THE DARA REI ONISHI '97 FELLOWSHIP

In conjunction with the Yale Education Studies Scholars Program, OCS coordinates the Dara Rei Onishi '97 Fellowship, supporting students engaging in education-related summer opportunities. In 2017, its fourth year, one recipient worked for the FOOTE School in New Haven as a Summer Arts Instructor, and the second worked for the New Rochelle Child Study Center at Hassenfield Children's Hospital of New York Langone's Summer Program for Kids.

Yale Summer Events

Yale Summer Events in Washington, DC, New York, and San Francisco offer valuable career, cultural, political, and social events for students and alums in these metropolitan areas. These three programs are managed by student directors under the leadership of OCS. During the summer of 2017, these programs engaged over 900 students from Yale College, GSAS, and Yale Law School in 120 diverse programs.

Highlights from summer 2017 include events with the U.S. Department of State, foreign policy speechwriters, the World Bank, Christie’s, Dr. Howard Jaffe (Yale Medical School, ’82), the Yale Alumni Non-Profit Association, and a myriad of alums. In addition to a continued partnership with Yale Law School, in 2017 the program directors coordinated several events with other Ivy League institutions to further expand the professional networks for participating Yale students.

Yale Treks Program

OCS collaborated with employers across industry sectors to organize Yale Treks for students during the March spring break. The 13 participating employers were firms from the advertising, consulting, communications, education, finance and technology sectors. A total of 70 applications were submitted and 17 students participated in this Program.

Employers strongly agreed that the Yale Treks program was a great way to meet Yale students and brand their organization at Yale. Students agreed that by attending a Trek they gained a better understanding of the organization, the roles and the culture of the firm. Future plans include further collaboration with student groups and coupling these events with the Yale Summer Events in New York, San Francisco and Washington D.C.

Graduate and Professional School Advising

For the 2016-17 academic year, OCS again hired two Yale graduate student peer advisers – one STEM Ph.D. and one humanities/social sciences Ph.D. – to advise students and alums interested in attending graduate school. In total, OCS advised approximately 70 students and alums and led a five-part graduate school workshop series aimed at helping students and alums at different stages of the graduate school application process. These workshops were coordinated in conjunction with the Residential Colleges and Yale’s Writing Center. Topics included:

- I Might Be Interested in Graduate School
- Connecting with Programs/Picking an Advisor
- Soliciting Letters of Recommendation
- Writing Personal Statements
- I’ve Gotten into Grad School—Now What?

Health Professions Advising

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

The overall acceptance rate for first-time Yale College applicants matriculating to a health profession program in Fall 2016 was 86%, as compared to the national rate of 40%.

Yale College and Alumni Applicants Entering Medical School, Fall 2016			
Category	Students Applied	Students Accepted	Percent of Students Accepted
Yale First Time Applicants	172	147	86%
Class of 2016	62	50	81%
Alums*	110	97	88%
Re-applications**	14	8	57%
Total	186	155	83%
MD/PhD	27	19	70%
International***	8	6	75%
Dental	1	1	100%

* 1st time applicants
** Applied 1-3 times
*** The national acceptance rate for international students is approximately 9%.

Law School Advising

The Office of Career Services continues to offer preeminent services to students and alums of Yale College, GSAS, and postdocs considering law school and the legal professions. Services include individual advising appointments, application workshops, law school admission visits, alums presentations, networking events and online resources. A total of 224 students and alums applied to law school to matriculate in Fall 2016, and Yale once again continues to have one of the highest admissions rates to law school in the country at 90% compared to the national average rate of 76%.

Employer Relations

The Employer Relations (ER) team serves as a bridge, partnering with organizations to understand their needs and highlighting the distinct qualifications of our students. The diversity of Yale graduates' career paths reinforces the need to expose students to a range of career and internship opportunities that align with their evolving interests. During the 2016-2017 academic year, the ER team built on its mission to continuously improve support to students and employer organizations through a series of new initiatives and a data-driven approach to relationship building.

Supporting Our Students

To align opportunities with student interests, the ER team takes a two-pronged approach: soliciting input from students, alums and faculty, as well as conducting research across industries to determine relevant hiring trends. This approach has resulted in new and more diverse employer relationships across industries.

During the 2016-17 academic year, OCS organized 16 industry-specific networking events providing students with opportunities to learn about various career fields, as well as dialogue with employers about available positions. In total, nearly 1,500 students and over 200 employers participated in these events. Notably, overall attendance among the Yale College and GSAS/postdoc populations increased this year (13% increase and 46% increase, respectively).

Industry Networking Events				
Industry Event	Employers	Yale College	GSAS/Postdocs	Total Students
Advertising, Management & Marketing	10	52	5	57
Healthcare Consulting	14	90	28	118
Consulting	18	119	36	155
Finance	20	80	16	96
Government	13	69	10	79
Education	18	52	4	56
Engineering (Software/Computer Science)	24	252	74	326
Engineering (Chemical, Electric, Mechanical, Environmental)	14	66	8	74
Non-Profit	17	59	9	68
Law & Legal Services	12	64	0	64
Biotechnology (Co-Sponsored with Yale Scientific Magazine)	17	100	25	125
Start-Up & Entrepreneurial	12	46	10	56
Creative Careers	4	60	1	61
State & Local Government	8	18	4	22
Non-Profit	10	21	1	22
Global Health (Co-Sponsored with School of Public Health)	5	20	2	22
Total	216	1,168	233	1,401

Supporting Our Employers

In addition to better understanding the interests of our students, the ER team also examines those of our employer partners. These insights are made possible due to a shift towards an account based marketing and consultative approach that enables deep, collaborative relationships between Yale and employers. Unlike traditional demand generation marketing which takes a broad approach to soliciting interest in a product or service, account based marketing enables a small team to target a specific set of accounts with a strategic, customized approach and access multiple touch points throughout a single organization. The ER team has used this approach to target organizations relevant to student interest and offer engagement opportunities unique to the organization’s needs.

On-Campus Recruiting

Through Yale’s On-Campus Recruiting Program (OCR), students interview with employers for full-time jobs and/or internship opportunities. This program is primarily a tool for large organizations that can anticipate their hiring needs six to eight months in advance. Although, nationally, OCR programs have diminished as a primary recruiting tool for many employers, they remain a valuable part of the recruiting portfolio for certain industries.

Through the OCR program, 40 firms reported hiring 149 seniors for full time positions and 173 students for summer internships. Participating organizations included firms from the financial services sector (46%), the consulting sector

(27%) and an additional 4-5 firms from each of the following sectors: consumer products, education, healthcare, legal and technology. Ten new employers participated offering opportunities for students to work in analytical, business development, research, risk management and strategy roles.

On-Campus Recruiting, 2016-17	
Participating OCR Organizations	120
Total Interviews Conducted	2,400
Unique Students Interviewing	570

Career Services for Yale Alums

Yale continues to be committed to alums throughout all stages of their career and graduate school endeavors. OCS has many resources to support alums of Yale College, GSAS and Postdocs. These resources include dedicated advisers that provide individual career advising, a Career Management Webinar Series, online videos, external career coaches throughout the U.S., online toolkits for such things as cover letter/resume writing, sample interview questions. Alums working with OCS also have access to the Yale Career Link, which houses a job posting system with jobs posted specifically for Yale alums and an interactive mock interview tool. This past year OCS partnered with the AYA to participate in employer career events and offer on-site career advising outside New Haven.

The ‘What are Careers in K-12 Education?’ panel brought in unique perspectives on education, and I was even able to follow-up with one of the panelists for an informational interview. The panelists were all honest about the difficulties of the work, as well as the joy of the work. I really appreciated how open they all were about encouraging students to get into contact with them.

Hong Bui
Davenport College ’18, Psychology major

I had nothing but the best experiences with the Health Professions team at Yale. Since freshman year, the team has gone out of their way to answer my questions and guide me. For example, the summer before my senior year, I had a pressing question about the MCAT. The Health Professions Director was at a conference in another state but called me on her cell phone the very next day. In this office, students are prioritized no matter the situation. I cannot thank the office staff enough for getting me to where I am today. Every future pre-med is in the best hands with the Health Professions Advising Team.

Derek Soled
Branford College ’16, Sociology major & Harvard Medical School ’21

Funding for Student Development

In 2016–2017, Yale Fellowship Programs saw almost 1,200 students walk through our doors for workshops, info sessions and our new drop-in advising hours. We processed almost 3,000 applications and oversaw Yale awards totaling some 4.5 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 committees this year: a total of 257 reviewed eligible applications and conducted 153 interviews.

This has been an exciting year for fellowship winners at Yale: there have been a number of new wins for some fellowship awards and we are grateful for continued success on others.

Highlights of some of the awards won this year include:

- Yale funded 972 fellowships for summer, academic year, and postgraduate activities in the U.S. and some 77 other countries.
- This year the Richard U. Light Fellowship Program for intensive language study in East Asia has offered awards to 134 students, for a total of over 2 million dollars, funded by the Richard U. Light Foundation and the Maurice R. Greenberg Yale-China Initiative.
- Almost 100 Yale College students and recent alumni have received nationally- and internationally-competitive fellowships, among them:
 - › Yale was the only university to produce three Truman Scholars this year, all for their commitment to public service.
 - › A junior won the Beinecke Fellowship for graduate study—the first Yale winner in a couple of years.
 - › Three juniors received Goldwater Scholarships for their work in STEM fields.
 - › For the third year in a row a Yale has won a Mortimer Hays-Brandeis Traveling Fellowship in the visual arts, this year a 2016 alum.
 - › For the first time since 2011 a Yale senior won the Michel David-Weill Scholarship to study at Sciences Po in France.
 - › A senior and a 2016 alum were named as Luce Scholars and two Yale undergraduates won Boren Fellowships for language study overseas.

- › Thirty-four undergraduates and recent Yale College alumni, as well as a remarkable number of Yale graduate and professional students, won National Science Foundation Graduate Research Fellowships.
- › Ten Yale students won Soros Fellowships: Eight graduate/professional students and 2 recent Yale College alumni.
- › Fourteen members of the Yale College Class of 2017 were offered Fulbright Grants, to teach English and to pursue study/research, in countries from Colombia to Morocco, Jordan to Ukraine.
- › One senior has won a Princeton in Africa service fellowship.
- › Eight students were named as Schwarzman Scholars which is now in its second year, and three recent alumni were named Yenching Academy Scholars—all began their studies in Beijing in the fall.
- › Two seniors won Gates Cambridge Scholarships, and five others won graduate scholarships for study at Oxford and Cambridge with the Henry, Mellon and Keasbey Fellowships.
- › One senior and three recent alumni were elected as Rhodes Scholars from the U.S. and Bermuda.

At the beginning of this summer, as I prepared for this trip, I felt a mixture of emotions largely dominated by fear. I didn't know what to expect from this country which had so many pre-conceived notions attached to it. And it was certainly difficult to adjust to hearing the Russian language all the time, to White Nights that kept me up until midnight and woke me up again three hours later, to a cuisine that combined ingredients I had never thought of combining before. But it was an adjustment well worth its difficulties, for by the end I feel I came to understand an amazing country, city, and people which has been historically misunderstood.

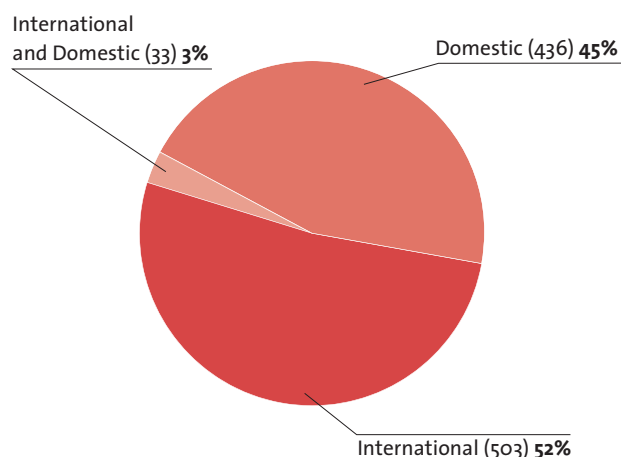
The summer program I was able to attend this year was an incredibly enriching, life-changing adventure upon which I would never have embarked if not for the generosity of the Russel H. Downey, Jr. '44 Memorial Fund. For all the memories, beautiful sights, and personal growth that I gained on this trip, I will always be grateful.

Sabrina Rostkowski

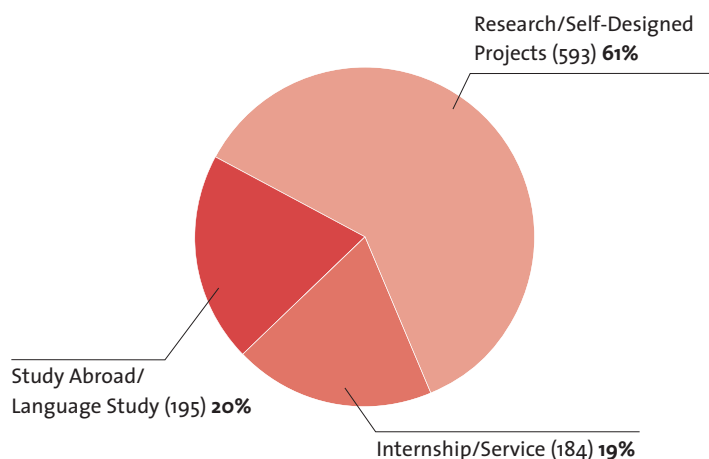
Timothy Dwight College '19, Russian and East European Studies major

Yale Summer Session in St. Petersburg, Summer 2017, International Summer Award

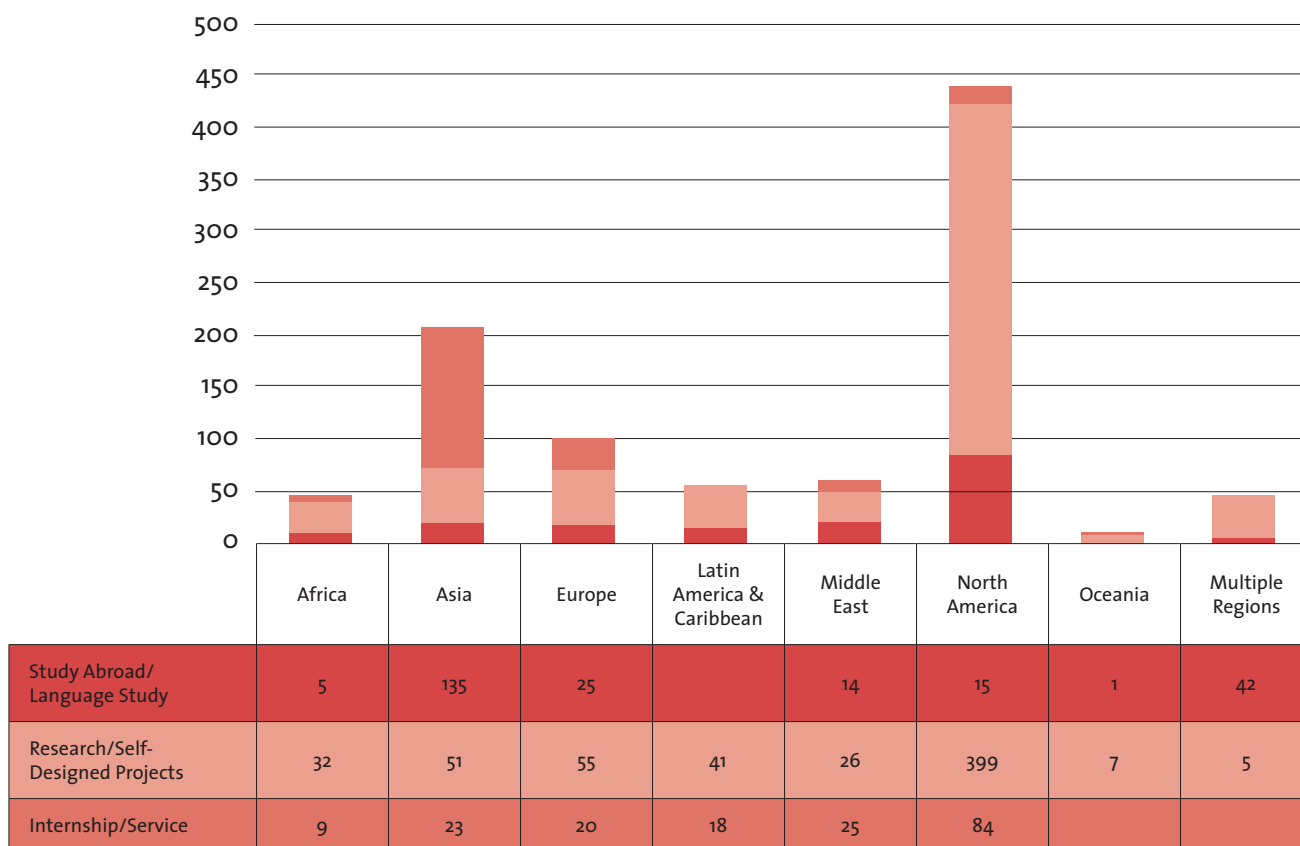
Yale Funded Domestic and International Experiences, 2016-17
Total = 972; \$4,450,395



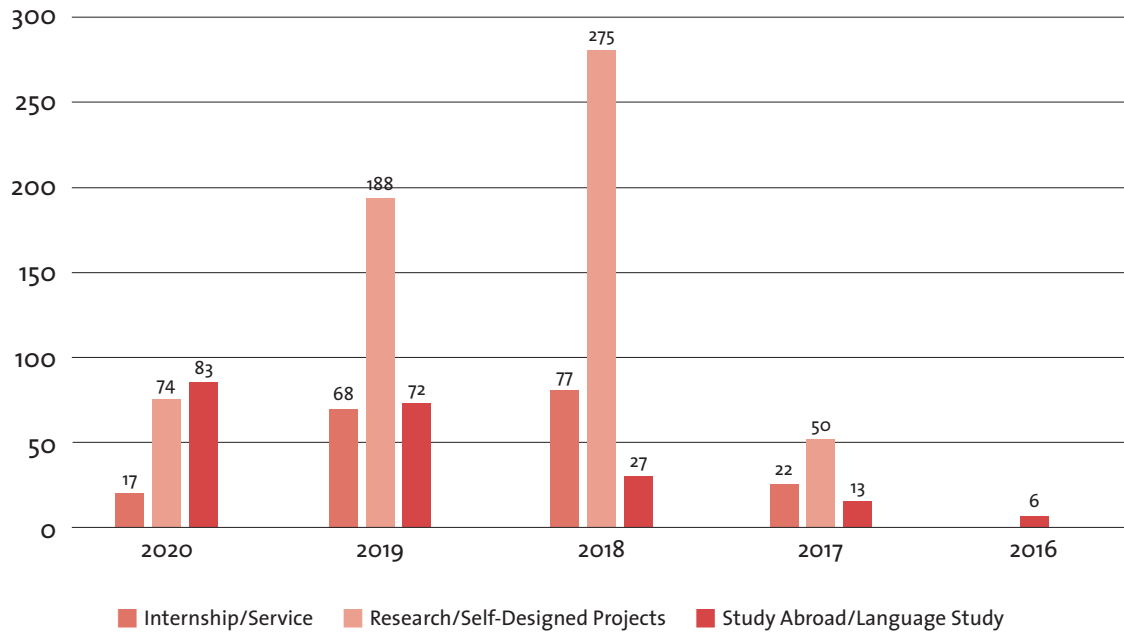
Yale Funded Experiences by Activity Type, 2016-17
Total = 972; \$4,450,395



Yale Funded Experiences by Region and Activity Type, 2016-17
Total = 972; \$4,450,395



Yale Funded Experiences by Activity Type by Class Year, 2016-17
Total = 972; \$4,450,395



Major National and International Fellowship Awards, 2012-2017					
Fellowship	2012-13	2013-14	2014-15	2015-16	2016-17
Fulbright Scholarships <i>Supports research, study and teaching in 160 countries worldwide</i>	13	13	13	13	14
Gates Cambridge Scholarships <i>Supports graduate study at the University of Cambridge</i>	3	3	3	2	2
George J. Mitchell Scholarships <i>Supports graduate study in Ireland</i>	1			1	
Marshall Scholarships <i>Supports graduate study in the UK</i>		4	6	1	1
Rhodes Scholarships <i>Supports graduate study at the University of Oxford</i>	9	3	5	4	4
Luce Scholars Program <i>Supports one-year internships in Asia</i>		1			2
Harry S. Truman Scholarship Program <i>Supports graduate study for leadership and careers in public service</i>			2	2	3
The Barry Goldwater Scholarship <i>Supports future STEM researchers</i>		4	3	1	3
Schwarzman Scholars Program* <i>Supports leadership development and a Master's program at Tsinghua University in Beijing</i>				4	8

* Inaugural Class 2016

The Fellowships Office

Since we believe that the process of applying for fellowships can be an important element in our students' education, advising is a key part of how we interact with students throughout the process, whether via our new and very successful drop-in hours or a lengthier appointment with an advisor. The introduction of drop-in hours every Friday afternoon has allowed students to stop by to ask all manner of fellowship-related questions. One of our goals is to encourage students to think more deeply about the process of applying for a fellowship and that this, in and of itself, can be useful in clarifying personal and academic goals. We know, based on the report on Resilience produced by CIPE in 2016, that applying for and winning a fellowship increases perseverance, adaptability and resilience. Helping students understand the benefits of a focused and thoughtful fellowships application process is a central part of how we approach advising.

The range of opportunities presented by the fellowships we offer is wide-ranging. Students use fellowships to support study in other universities and programs around the world; to begin research towards their senior projects; to pursue entirely independent projects that might be unrelated to their academic focus; to work in unpaid positions with NGOs or governmental organizations; to study language intensively; but always to pursue purposeful activities.

Just in the past year, students have used fellowships to conduct research on how to collect public health data in Samoa; to work with NGOs like Elmseed Enterprise in New Haven and Human Rights Watch in New York; for an internship with the Governor of Rhode Island; and to work on addressing gender-based violence in Trinidad and Tobago. This year we will continue to strengthen information we provide on how to begin laying the groundwork for strong and feasible research projects both here in the U.S. and overseas.

There are a number of national and international fellowships which require the endorsement of the university before students can move forward in the competitions. These fellowships include among others: Rhodes, Marshall, Mitchell, Michel David-Weill, Truman, Goldwater, Carnegie, Luce, Davis and Udall. The nomination process is useful in many ways: not only does it allow fellowships advisors to work closely with students through all aspects of the application, from essay composition to considering alternative plans, but it also allows students to go through a rigorous process of evaluation requiring a great deal of thought and preparation. The endorsement interviews can be extremely challenging, but also illuminating and fun. We

are fortunate in having faculty colleagues willing to work closely with undergraduates throughout these processes.

Yale Fellowship Programs Students Served by Contact Type, 2016-17	
Information Sessions and Workshops	623
Advising Appointments & Drop-in Advising	376
Fellowship Interviews and Practice Interviews	153
Applications Received	2,971
Total Contacts	4,123

Richard U. Light Fellowship Program 20th Anniversary

In 2016-17, the Richard U. Light Fellowship Program at Yale, launched in 1996, celebrated 20 years of intensive language study and cultural immersion in East Asia. With generous support from the Richard U. Light Foundation and, starting in 2006, the Maurice R. Greenberg Yale-China Initiative, the Program has been able to provide 1,700 Yale students with the opportunity to attend intensive language programs in China, Taiwan, Korea, and Japan for terms ranging from a single summer to a combined summer and academic year.

Over 100 current and former Light Fellows, Yale faculty and staff gathered in April to celebrate the 20th Anniversary of the Fellowship at the Annual Reception for Light Fellows. In her opening remarks, Rachel Alpert (YC '03), attorney-adviser at the U.S. Department of State, described her Light Fellowship experience in China as "life-changing" in the many ways it affected her subsequent studies, career, and family. Timothy Light (YC '60), son of Richard U. Light and President of the Light Foundation's Board of Trustees, urged fellows to go beyond the surface, talk to local people, and help others in their home countries understand more about China, Taiwan, Korea, and Japan.

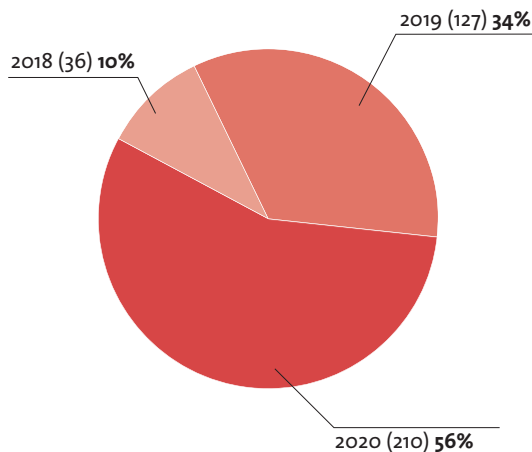
The Light Fellowship Program has grown significantly since its inaugural class of 3 Light Fellows. This year's 136 Light Fellows include undergraduate students from all residential colleges representing twenty-six majors, three Master's students and five PhD candidates in the Graduate School of Arts and Sciences, one Master's student in the School of Management, and two Master's students at the School of Forestry & Environmental Studies.

The continued growth and success of the Light Fellowship Program fulfills a dream of Richard U. Light (YC '24) to cultivate cultural understanding through language study, providing students with fresh perspectives and keener insights into their studies and to their eventual leadership roles in government and society.

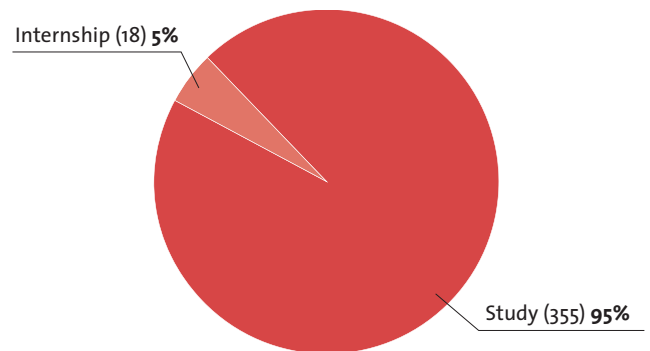
International Summer Award

Generous donor support makes the International Summer Award (ISA) possible. First established over a decade ago under Yale President Richard Levin, these awards guarantee that all Yale undergraduates have the opportunity to navigate our increasingly globalized world firsthand. The ISA allots additional financial support to students for international summer experiences, equal to the percentage of financial aid the student receives during the academic year. With the cap increased this year to \$12,500 per student, every undergraduate at Yale can choose an international summer experience that's right for them, undeterred by associated cost. By participating in at least one substantial international experience – whether summer study abroad, immersive language study, or an internship – regardless of financial circumstances, the ISA ensures that all students can step far outside life at Yale, and in the process, prepare for life beyond it.

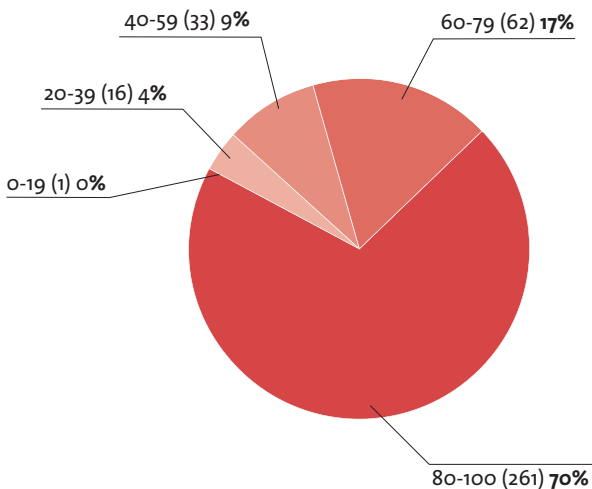
International Summer Awards by Class Year, 2017
Total = 373; \$3,143,130



International Summer Awards by Activity Type, 2017
Total = 373; \$3,143,130



International Summer Awards by Level of Need, 2017
Total = 373; \$3,143,130



International Summer Awards by Funding Source, 2017

Funding Source	ISAs Awarded (%)	Amount
Donor Funding	275* (74%)	\$2,085,910
Other Funding	98 (26%)	\$1,057,220
Total	373	\$3,143,130

*Includes partially funded ISAs.

International Summer Awards by Year and Activity Type, 2013-17

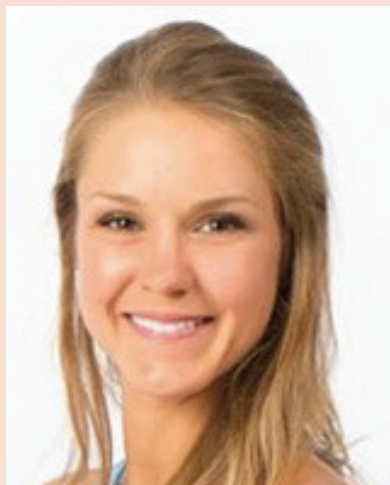
Activity	2013	2014	2015	2016	2017
Study Abroad	351	366	319	330	355
Internships	57	40	25	22	18
Research	24	15			
Total	432	421	344	352	373

Total ISAs Awarded / Amount by Year, 2013-17

Year	Total ISAs	Total Spent
2013	432	\$3,414,857
2014	421	\$3,475,429
2015	344	\$2,722,268
2016	352	\$2,769,411
2017	373	\$3,143,130

Student Spotlight: Global Summer Program Experiences

Katie Fletcher, ES '18, and Victor Kogo, BK '19, represented Yale in the GSP course, working collaboratively with their international classmates to tackle some of the most serious food problems we face as a global society.



Katie Fletcher

Ezra Stiles College '18, History of Science/
History of Medicine major
Global Summer Program, Summer 2017

As Katie Fletcher observed, “The format of the class was incredibly engaging. I felt it was especially encouraging for students to articulate their opinions, defend their assertions, and fundamentally evaluate a vast array of information and evidence. This was both challenging and exceptionally fun. Professor Wargo was an unequivocal facilitator of conversation and provided the class with a plethora of knowledge and information that could not have been disseminated with greater enthusiasm. He was kind, helpful, and devoted more time to ensuring individual student success than any other professor I have had...The class dynamic was very inclusive and fostered natural friendships beyond the classroom, highlighting an ecosystem of common interests and shared goals...The diversity produced by international students allowed each of us to bring a unique background that revealed cross-cultural similarities and differences. Everything about this course, from the Professor to the content and everything in-between, led to a comprehensive learning experience that I will never forget.”



Victor Kogo

Berkeley College '19, Political Science major
Global Summer Program, Summer 2017

Victor Kogo served as a counselor in the Yale Summer Session Summer Colleges, in addition to taking “The Future of Food,” living and working with students from around the country and around the globe. In reflecting on his summer, Victor noted, “I had one of the best experiences of my Yale career. I got to take a wonderful class with a wonderful professor and also met inspiring students from all over the world. The experience of taking the GSP class was especially significant...Students were drawn from different disciplines and from IARU partner universities which span the globe. This made for an enriching classroom experience. The professor also organized a student-led, research-intensive class that revolved around current and pertinent issues affecting the future of food in the world...It was an eye-opening class, in a seminar-style teaching environment. The knowledge I gained changed the way I view food and how it is sourced.”

Student Spotlight: Semester Study Abroad Experiences



Christian White

Silliman College '18, Mechanical Engineering major
Study Abroad, University of Edinburgh (Arcadia), Fall 2016

I studied abroad for a semester during the fall of 2016 in Edinburgh, Scotland. I participated in the Arcadia study abroad partnership with the University of Edinburgh. While at the University of Edinburgh I took courses in the School of Chemistry, School of Physics, School of Engineering and the Department of Celtic Languages and Civilization. I also had the opportunity to go on different excursions organized through Arcadia to different parts of Scotland including the Borderlands, the Highlands and to St. Andrews.

This experience was something that, before I arrived at Yale, I would have conceived as a near impossibility. At Yale I study mechanical engineering and the long list of required courses for engineering is not very conducive to students pursuing study abroad experiences. However, while I studied abroad I was able to fulfill all the same course requirements that I had at Yale. Part of the reason why I wanted to study abroad was to challenge the stigma behind engineers and STEM students in general studying abroad.

While I was studying at the University of Edinburgh I got to fully immerse myself in two environments, one being the university culture in Scotland and the second being the city of Edinburgh itself. Edinburgh, the capital of Scotland, is an intricately woven network of old castles, churches and neoclassical buildings that deserves its place as the political and economic epicenter of Scotland. The scenery in and around Edinburgh was breathtaking and the people were diverse, trendy, friendly, and open to meeting a foreigner like me. The university culture was also a valuable experience that exposed me to a different style of teaching and learning than in the United States; students are given the time and space to facilitate their own learning and understanding.

I am extremely grateful to everybody at Yale and the Study Abroad Office for making this experience possible for me. This study abroad program opened up so many doors for me and allowed me to meet people that I never would have met and explore places I could never imagine seeing, opening up my perspective to a lot of different things. It has allowed me to embrace traveling more and to go abroad whenever I have opportunity to do so.

Student Spotlight: Multiple International Experiences



Katie Trimm

Berkeley College '18, Modern Middle Eastern Studies major

Thomas C. Barry Travel Fellowship in Kenya, Summer and Fall 2016; SIT Jordan: Modernization and Social Change, Spring 2017; Yale Summer Session in Morocco, Summer 2017. (Funded by the International Summer Award and the Benjamin A. Gilman International Scholarship).

I was fortunate to spend the past year abroad with three separate international experiences through the support of the Yale Center for International and Professional Experience. Through the Thomas C. Barry Travelling Fellowship, I spent a summer and semester working with a social enterprise accelerator founded by a fellow Yale in Nairobi, Kenya.

My time in Nairobi was invaluable for my personal and professional development; I learned the ins-and-outs of working for an international non-profit organization, and I experienced living abroad for six months in a place and culture that was entirely new to me. The following semester, I studied abroad in Amman, Jordan with the School for International Training, where I completed an independent research project on social attitudes towards early marriage and divorce among Syrian refugees in northern Jordan. In Amman, I also lived with an incredible host family who helped me to improve my Arabic skills and took time to include me in family activities such as barbecues at the Dead Sea and nightly card games. This summer, I participated in the Yale Summer Session Intermediate Modern Standard Arabic Program in Rabat, Morocco with support from the International Summer Award and the Benjamin A. Gilman International Scholarship. For two months, I took classes with other Yale students, lived with a host family, and participated in excursions across Morocco, such as camping overnight in the Sahara desert and a day hike in the Rif Mountains.

Over this year, I have grown academically, professionally, and personally because of the incredible opportunities afforded to me through the Yale CIPE, and I am excited to return to the Yale community and continue my academic pursuits and encourage my peers to take advantage of all the resources Yale can provide.

Student Spotlight: Summer Internship Experiences



Ramiz Colak

Benjamin Franklin College '20, Engineering major

Alexander P. Hixon Fellowship (a CIPE Summer Fellowship), Summer 2017

Until I came to Yale, I had come to the United States on a few short visits but never had the chance to get to know the people, culture and history. Yale was a truly unique experience and it was often challenging to adapt. Just like many other international students, I had left my culture, food, family, friends and memories thousands of miles away. In addition, political turmoil was surrounding my country, and I was feeling concerned for the people I cared about.

Embracing Yale and New Haven was crucial and a voluntary internship at Elmseed Enterprise Fund was the perfect opportunity. Elmseed is a non-profit that offers year-round business consulting to all kinds of businesses in New Haven. New clients are assigned a Yale undergraduate student who meets with them at regular times, identifies the specific problem and offers a solution—all at no charge.

I had two main goals this summer. Firstly, I wanted to get to know New Haven and its community. Secondly, I wanted to develop my problem-solving skills in a useful way, through giving back to the community. I worked with 9 different clients and, although it was not always easy to understand their problems and offer feasible solutions, I had the opportunity to learn while working with the resources available to me and with the support of my colleagues.

By the end of my internship I had met wonderful people, listened to their problems and got to know the community that I was a part of. New Haven was no longer just about Yale for me: I was able to see a greater picture when I thought about the city. The problems of each client I met posed a new problem-solving exercise for me, and this helped me realize that I would enjoy trying consulting in the future.

Without the Hixon fellowship, I would not have been able to volunteer at Elmseed and embrace my new community. Now that I feel more connected to this place, I am looking for new opportunities to give back to this wonderful and welcoming city.

Student Spotlight: Post-Graduate Experiences



Huma Baig

Grace Hopper College '16, Latin American Studies major

Parker Huang Undergraduate Traveling Fellowship (a Yale Year-long Fellowship), 2016–2017

As a student of Brazilian literature, history, and politics, I needed to understand Brazil up close. I could only do so much for Brazil from a distance – I needed to live among Brazilians to better understand its promises and problems.

After conducting a literature review, I created an individual questionnaire and narrowed down my study population from Pau da Lima, an urban slum neighborhood where local researchers have done epidemiological work. I also accompanied the Instituto Fiocruz field team for interviews and blood collection in Pau da Lima to familiarize myself with my settings.

My visits to people's homes in the slums immersed me in realities I never imagined. But the people I met and interviewed were inspiring. Tolerance and kindness and generosity were universal – these can be expressed anywhere and by anyone.

After my experience, I developed much more gratitude for all I had been afforded in my life.

Even though I was on full financial aid at Yale, I have had many luxuries in my life. Never have I had to fear contracting a threatening disease like leptospirosis, dengue, Chikungunya, or Zika because of poor sanitation conditions where I lived. I never had to worry about being assaulted or killed on my way home from school like children growing up in Brazilian slums. We always had a variety of foods in our kitchen pantry and fridge growing up – my siblings and I never experienced food insecurity like many of the families in the slums. And, most of all, I'm so grateful for my education – for expanding my world, for challenging me constantly, and for inspiring me to help and inform others.

I felt very fortunate for my Yale education but wondered how it had equipped me to serve others, especially those who were radically different from me. When I got to Brazil, however, I realized that rather than taking action, much of my year would be spent listening and observing. I learned so much by listening to peoples' perspectives rather than simply reading the news. Things happened in real time and involved the lives of people who had become my friends. I still have many questions and curiosities about Brazil – I don't consider myself an expert on the country – but I know that this year was the beginning to a lifelong love for the region.

This fall, I will start medical school at Harvard. I look forward to learning to become a skilled caretaker and scientist, but I have a much different perspective on my education and future due to my year in Brazil. I know that despite my love for biology, I feel more fulfilled working in the world of people and information than just in the world of information. I hope to become a social scientist and writer as well as a physician.

Student Spotlight: National Fellowship Experiences



David Shimer

Davenport College '18, History major
Harry S. Truman Scholarship

Applying for the Truman Scholarship was one of the most worthwhile experiences I have had at Yale. It challenged me to reflect on my interests, the activities and passions I have pursued in college, and in what ways I hope to engage in public service in the years and decades to come. It also pushed me to articulate these thoughts in a high-pressure interview environment, which felt daunting from a distance but proved to be exhilarating. Yale can be a fast-moving place, making these types of exercise especially – and honestly surprisingly – helpful.

I decided to apply for the Truman largely because, as someone who hopes to devote my career to public service, I wanted to join a community of scholars similarly dedicated to service but with a diversity of interests. That's exactly what I found. When thinking back to a recent week-long retreat with my fellow Truman Scholars, wonderful conversations about service, current events and our passions come to mind. Their perspectives helped me adjust my own, and I made lasting friendships along the way.

After the retreat, I spent the summer in Germany reporting for *The New York Times*. I had the opportunity to publish articles on a variety of topics, including the G20 Summit in Hamburg, the legalization of gay marriage and a rise in far-right violence in the refugee era. Now I am back at school, finishing my tenure as Editor in Chief of the *Yale Daily News* and thinking about what to do next. My interests revolve around international issues, whether reporting on or analyzing them. I feel lucky to have the support of the Truman community, and I remain deeply grateful to the Fellowship Office for all of its help and support.

Student Spotlight: Light Fellowship Experiences



Frida Calderon

Benjamin Franklin College '20, undeclared major

Richard U. Light Fellowship, Harvard-Beijing Academy, Summer 2017

In 2006 my family and I joined the ranks of the millions of economic immigrants to enter the United States...The first few years in this new country were marked by extreme frustration as we struggled to communicate even our most basic needs in English. I particularly remember the relief that my parents experienced when we encountered Spanish-speaking professionals such as bankers and physicians. I was very young at the time but my dream of becoming a doctor was already bright and earnest, and it was these experiences that later inspired me to strive for cultural competence – a trait that is especially relevant in a nation as diverse as this one. I want to become a physician that can understand both the science and the mindset of a patient, and “understanding” – at its most basic and literal form – is achieved through speaking the same tongue. It was this belief that led me to the ‘Chinese 110’ classroom on the very first morning of my college career.

My experiences as a member of an immigrant family that spoke no English upon entry to the United States taught me one more lesson: the best way to learn a language well and quickly is to immerse yourself among both native speakers and people that are learning with you, for they can push and support you along the way. It can be extremely frustrating to feel trapped within the limitations of a language, but my family and I know from experience that finding yourself in a mutual struggle with others can often lead to the formation of deeply personal friendships.

Saying goodbye to Beijing [after the Light Fellowship experience] and its people was truly a bittersweet experience. On one hand, I was proud of the obvious progress I’d made in my language proficiency, but on the other hand I knew that if I wanted to reach the kind of proficiency that would allow me to have sensitive conversations with patients, then I would have to continue studying Chinese for a lifetime. As I had hoped and predicted, in Beijing I was able to experience moments of friendship, caring, and cooperation that pushed me to learn and experience so much in just two short months. If I had to describe my feelings about my experience in just one word, I would choose “grateful”. I’m grateful to my classmates, to my teachers, and to everyone at the Light Fellowship for making my first experience abroad such an enriching, fun, and educational one. I would do it all again in a heartbeat.

Student Spotlight: International Summer Award-Funded Experiences



Sean Hackett

Grace Hopper College '20, undeclared major

Yale-Coordinated International Internship, Summer 2017. (Funded by the International Summer Award)

For nine weeks this summer, I interned at SOLS 24/7, a Kuala Lumpur based non-governmental organization. SOLS 24/7 was founded in 2000 with the aim of serving the underprivileged in Southeast Asia through its proprietary educational model. In 2015, the organization established a software development team tasked with creating applications to complement in-class learning and extend educational offerings beyond the classroom. I joined this two-member team to contribute to a new application which was launched during my time in Malaysia. The internship proved incredibly rewarding and the overall experience of living in Malaysia was culturally enriching. This spectacular summer, which marked my first trip to Asia and my first time living outside of the United States for any extended period, surely would not have been possible without the funding generously provided through the International Summer Award.

I worked on SOLSedu, a web application used to train students' vocabulary and grammar. At the time of my arrival, the application had seen nearly a year and a half of development and was just two weeks from deployment. Shortly after I began working, I had made significant improvements to the application's performance and implemented measures which tightened security and lowered the NGO's computing costs. By the time I left the organization, I had accomplished a personal goal of contributing a new feature to the website. I designed and implemented a utility which randomly assigns active students to chat rooms and allows them to discuss a topic of the instructor's choosing. Though the feature was not rolled out into production by the time I left, it reached a point of minimal viability. I am optimistic that it will serve, in the future, to accelerate the development of students' conversational skills.

While staying in Kuala Lumpur, I resided in a dormitory shared by students at a local school founded and directed by the NGO. The students, all Malaysian and mostly Sabahan, came to Kuala Lumpur with the primary goal of learning English. For some, all of whom were older than eighteen, the classes at the NGO's school were their first educational experiences since leaving primary school at the age of twelve. Living with these students was incredibly humbling and inspiring. They soon became my closest friends in the city – individuals with whom I would, nearly every evening, share meals, games of pool, and late-night conversations on the roof of our building. Their backgrounds, aspirations, and worldviews reshaped my understanding of privilege and filled my mind with ideas for future philanthropic efforts. Their personal experiences using SOLSedu informed my developing and provided a source of constant motivation.

The summer further excited my interests in philanthropy and computer science and afforded me a glimpse into life in a country distant from my own. I am very thankful to the contributors to the ISA program for this magnificent opportunity.

Yale Center for International and Professional Experience (CIPE)

55 Whitney Avenue · New Haven, Connecticut 06510 USA

cipe.yale.edu

CIPE Core Staff

- Jane Edwards, *Dean of International and Professional Experience; Senior Associate Dean of Yale College*
- Katie Bell, *Deputy Director, CIPE; Director, Yale Visiting International Student Program*
- Samuel Cohen, *Director of Information Technology, CIPE*
- Jeanine Dames, *Director, Office of Career Strategy; Associate Dean of Yale College*
- Jeanne Follansbee, *Dean, Yale Summer Session*
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