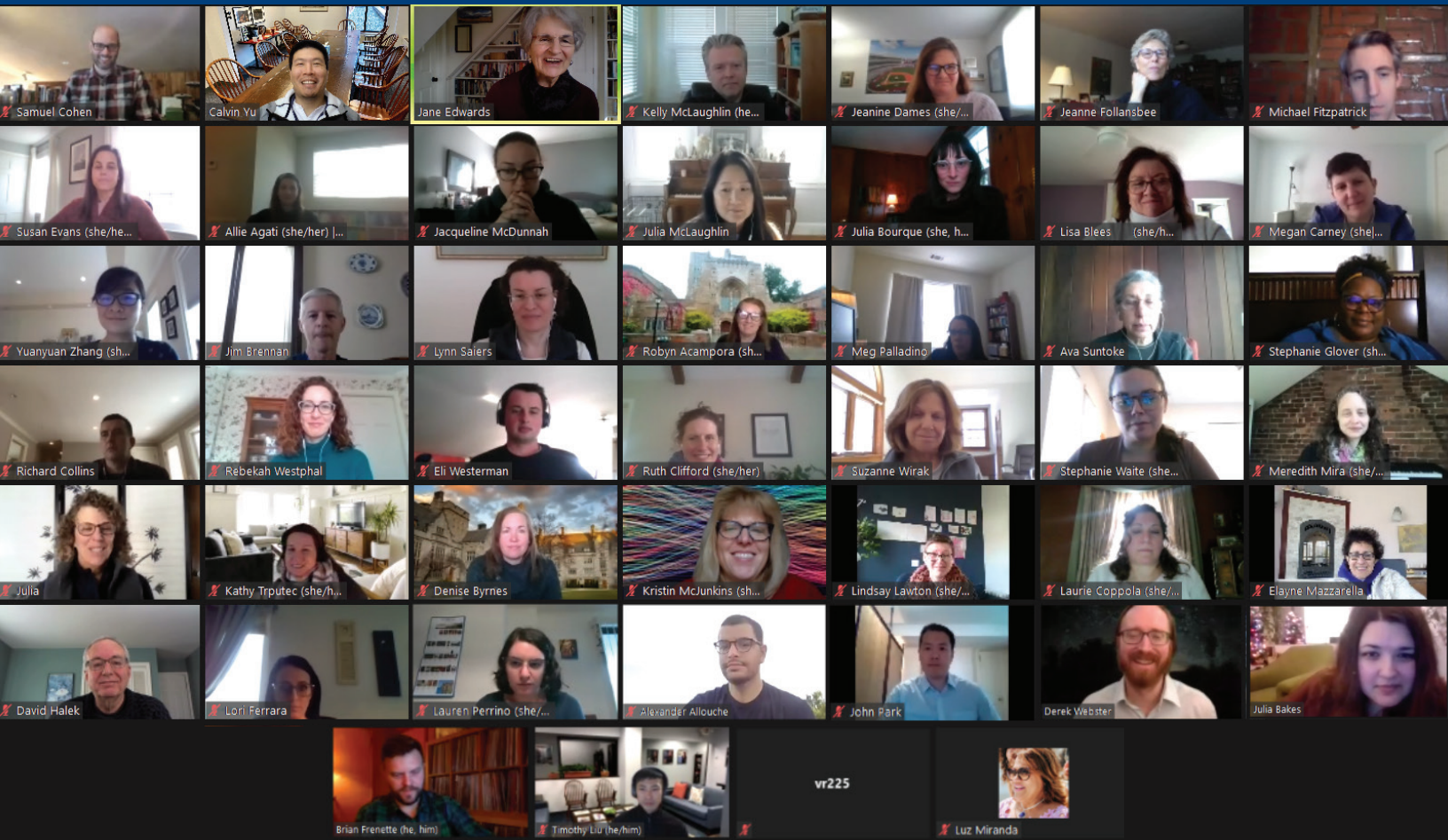


2019–2020 ANNUAL REPORT



Yale Center for International
and Professional Experience

2019-2020: The CIPE in the time of Covid-19

On Friday, March 13, 2020, we in the Center for International and Professional Experience, on the 3rd and 4th floors of 55 Whitney Avenue, were informed by the Dean of Yale College that because of the need to restrict office access to prevent the spread of Covid-19 we should prepare to work remotely until at least April 6. We gathered for a quick meeting to be sure we had good plans for managing phone calls and voice mail accounts, signs on the doors and messaging to people with information about how to change in-person appointments to Zoom meetings, and, of course, who would water the plants. Then we raised a glass in a farewell “halfy” (a happy half hour we sometimes enjoy when it seems like a good idea) and headed home.

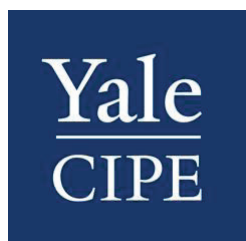
The next day, Saturday, March 14, we all received a message from President Salovey telling us that we, and all staff who could do so, should expect to work remotely until further notice. In the months that followed, the dates for possible staff return to the Yale campus were repeatedly pushed back, as at most US higher education institutions. As the fall semester progressed it became clear that March 2021 would see us all still working remotely. By the time we are back at 55 it will be more than a “year of living remotely.”

This year’s CIPE annual report is an account of what we did, and what our students and our communities did, to continue our work in this time of pandemic. What was accomplished is, I believe, a testament to the dedication and exceptional competence of my colleagues in all divisions of the CIPE, and to the resilience and good sense of our students. This is a story worth telling.

The CIPE consists of four divisions: Fellowships and Funding, the Office of Career Strategy (OCS), Study Abroad and Yale Summer Session (YSS). This report

will first show the outcomes of the CIPE’s work as demonstrated by the activities students were able to accomplish in summer 2020, since this together with career advising for students graduating in Spring 2020 was the first and most immediate challenge for us all. Then we will review strategies used by Study Abroad and by YSS to support students abroad or planning to travel, and to restructure programs for a new paradigm of remote learning and sharply reduced travel. Then it examines how OCS revised completely its advising and informational structures to support students in revising plans and expectations for post-graduate work and study, and in their pursuit of internships and employment in this changed landscape. Turning to the financial strategies that made everything work, we will then see how the staff of Fellowships and Funding, with OCS staff who manage sources of funding for some activities, figured out how to guide students in proposing projects and research which could be accomplished in the remote world, and sorted out the reallocation of millions of dollars in funding, much of it indentured and donor-dependent, within a matter of weeks.

The timing of the pandemic crisis meant that policy and practice for all pandemic-era work (among ourselves, we often refer to these as “Covidian times”) needed to be accomplished between March 13 and the end of the semester in mid-May. Students were not permitted to return after spring break, which ended March 22, and were informed of this on March 10, in the middle of the break. They all learned rapidly, as did students of all ages across the nation and the world, how to study remotely from wherever they might be. The faculty adjusted to teaching online and to being absent from their offices and labs, and from libraries and collections.



Fellowships & [FUNDING.YALE.EDU](https://funding.yale.edu)

Explore [STUDYABROAD.YALE.EDU](https://studyabroad.yale.edu)

Experience [SUMMER.YALE.EDU](https://summer.yale.edu)

Careers [OCS.YALE.EDU](https://ocs.yale.edu)

The second half of the spring semester is ordinarily the busiest season for the CIPE, as everyone works on the great variety of opportunities that occupy undergraduate students during the summer. The office at 55 Whitney hums. But in spring 2020 everyone doubled down and figured out new ways to work, remote from their office, their colleagues, their students and the faculty. The timelines were accelerated and startling. We found ways to get dramatic decisions resolved within days and sometimes hours – truly extraordinary at Yale: this gave us a sense of gratitude and fellow-feeling, and a new admiration for Yale’s top decision-makers. And of course, we sought out ways to support students who were facing new and unfamiliar challenges. Among CIPE’s team members, fifteen staff members serve as College Advisers for first and second year undergraduates and for visiting international students, and this year many of us were able to provide advice and support and sometimes ordinary human company, though virtually, for these young people.

SUMMER ACTIVITIES

Because of the timing of the pandemic crisis, our first concern was to support students in adapting their plans for the summer and, for seniors, for their post-graduate activities. When respondents were asked about their

summer 2020 activities, 53.6% of the activities reported were internships or paid jobs, while 22.1% were academic or language studies. Slightly more than 8% of the activities reported were laboratory research. It is notable that most of these experiences were conducted remotely due to Covid-19. The resilience and adaptability of our students was impressive, and we were delighted to support them as they changed plans rapidly and with excellent results.

This report is designed to give the reader a sense of how our different divisions organized their work in response to the pandemic and to working remotely. Our exceptional technical team went far beyond the call time and time again, providing extraordinary expertise and personal support as, to our surprise, we learned new platforms, adapted to the Zoom life, supported faculty in remote teaching, and found new ways to engage students in activities designed to give them information, professional development, and personal support in a very complicated year. We all learned a great deal, and we plan to continue to use and develop the best of our new strategies to make our work as effective as possible in the coming years.

2020 Summer Activities Survey	
Activity	Respondents
Internship, paid	25.0%
Internship, unpaid	17.6%
Paid job (e.g. camp counselor)	11.0%
Academic study, other than language	17.6%
Research in a laboratory	8.2%
Language study	4.5%
Other (includes military training, athletic training, traveling)	8.4%
Volunteer work	3.9%
Research in a library	1.8%
Field research	1.1%
Performance (theater, music, dance)	0.9%

YALE STUDY ABROAD: Student Support in Times of Global Crisis

BACKDROP: THE COVID-19 ERA AND STUDY ABROAD

Nearly 50% of all Yale College students (47% in the case of the Class of 2019) undertake credit-bearing study prior to graduation, and many more students undertake study, work, and or research abroad to become more fully competent, confident, and collaborative members of global society. Each year over 1,300 students pursue an engagingly rich array of activities around the world, and they do so throughout their undergraduate years and, with momentum, after Yale.

Against that backdrop, students' health and safety abroad is a primary concern. The potential for a natural or human-made emergency is always there, and nationally the study abroad sector has excellent standards and protocols for managing crises. Yale College has experience with volcanoes in Scandinavia grounding air travel; with the meltdown of a nuclear power plant in Japan rendering a portion of the country toxic; with faculty strikes in France rendering class attendance impossible for a time; and much more.

Such events have one thing in common: a relatively limited impact area. In that sense, such challenges, while never easy, are focused geographically, which, in turn, allows us to focus individually on students wherever they are abroad at any given time. We prepare for such moments and are ready for them.

Then came Covid-19.

By February and March of 2020, the reality of the global pandemic meant that threats to our students' health and safety were no longer regional but global in reach. Even the governmental threat ratings upon which we rely to gauge the health and safety risks in a particular location were issued as "Global-level" warnings against all travel anywhere. This was a first.

The community of study abroad colleagues throughout the U.S. confronted a global crisis that had previously been an improbable topic of table-top health and safety exercises. Just as campus cultures vary, so, too, did campus responses to Covid-19, particularly in the early weeks. The summary that follows describes how Yale Study Abroad adapted, always with conscious care for student agency as well as student well-being.

FALL 2019: STUDY ABROAD AS USUAL

Fall 2019 study abroad numbers were on par with a typical year, with a group of 31 students studying abroad, 5 for the full academic year, two of whom split their year abroad at two different programs during the fall and spring terms. Their experience abroad was not significantly impacted by the pandemic.

SPRING 2020: A WORLD DISRUPTED

Spring 2020 began without incident:

93 students were approved
through Yale Study Abroad

&

27 non-credit-bearing
Light Fellowships were awarded.

Enrolled in intensive language programs, the Light Fellows were immersed in China, Korea and Japan. In late February, we began to monitor our news sources, which were warning of the pandemic, very carefully. At first the outbreak seemed limited to Wuhan, then to a larger region in China, but the hope was that it would spread no further.

On March 11, the World Health Organization (WHO) stated that Covid-19 "could be characterized as a pandemic." The WHO director "called every day for countries to take urgent and aggressive action," noting on March 13 that "Europe had become the epicenter of the pandemic with more reported cases and deaths than the rest of the world combined, apart from the People's Republic of China."

Yale College

HOME / POLICIES & PROCEDURES

Travel Policy

The Yale University International Travel Policy for Yale College Students is designed to ensure that all travelers adequately consider and plan for safety issues associated with travel.

As the majority of Yale students abroad study primarily in China (funded by the Light Fellowship) and in Western Europe, these concerns from the WHO were particularly disconcerting; if Europe had become the epicenter of the pandemic outside of China, then Italy rapidly became the epicenter within Europe. Covid-19 was swiftly pushing Italy into a societal “shut down” that at first seemed extreme, but, unfortunately, became the harbinger of what was to come in other countries around the world, including the United States.

Our initial concern was for 30 Light Fellows in East Asia, 16 of whom, with tremendous support from the Light Fellowship team, ended up terminating their fellowship early or completing their coursework remotely from home. The remaining 14 fellows were supported in transferring to Taiwan to continue their studies.

By mid-March, our focus turned to Italy, where we had 6 students enrolled in Milan and 1 in Florence. These students and their family members began to seek guidance from Yale College. Should students remain in place or return home?

Prior to March, the Centers for Disease Control and Prevention (CDC) had been sounding alarms, notably on January 28 with advice to avoid all non-essential travel to China. The U.S. Department of State was much slower to issue such guidance, and State is our primary source, with ISOS, Yale’s global risk management vendor, for health and safety guidance. By March 4th the CDC, for the first time addressing study abroad specifically, gave the following advice:

“

Given the COVID-19 pandemic, Institutes of Higher Education (IHE) should consider postponing or canceling upcoming student international travel programs. Those overseeing student international travel programs should be aware that students may face unpredictable circumstances, such as travel restrictions, challenges returning home, and challenges accessing health care while abroad.

Yale College’s Travel Policy, which governs decisions about students’ approval to study abroad, had not previously included travel warnings from the CDC because the State Department’s ratings weigh CDC guidance in determining threat levels, and the CDC had not previously issued advice—or considerations—for study abroad.

However, given delays on the part of the State Department in providing pandemic warnings, the CDC seemed to take a forward-leaning position, startlingly vague though this message was, with a new pattern of broad guidance.

Between the CDC’s first January 28 advisory against travel to China and its March 4 global advisory to consider the suspension of all study abroad, the CDC busily created and kept updating its country-specific advice.

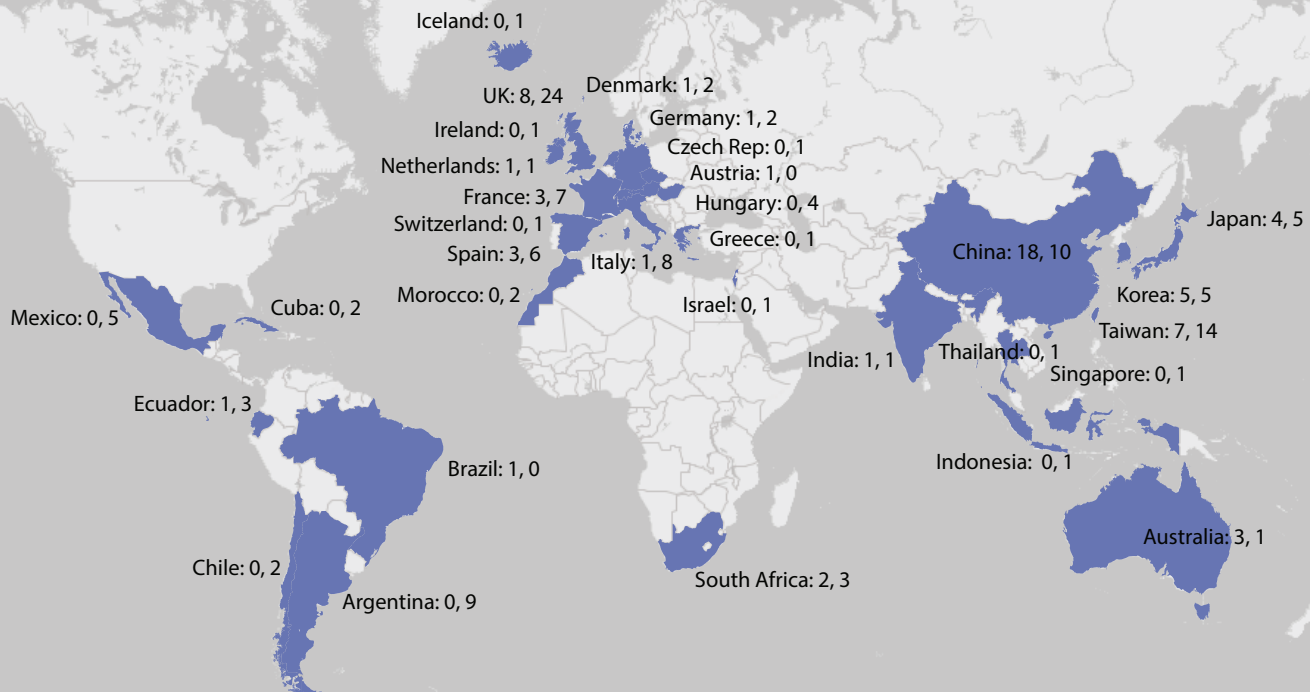
For Italy specifically, CDC threat ratings (1 lowest and 3 highest; NB: the CDC now mirrors the State Department with levels 1 through 4) shifted dramatically from Level 1 on February 23rd, to Level 2 on February 25th, to Level 3 on February 28th – a jump from the lowest to the highest level in 5 days. The situation in Italy rapidly became untenable on many fronts. On February 24 Bocconi University in Milan, hosting six of our seven students in Italy, suspended all teaching activities on campus, and by February 29 the State Department issued a Level 4 (its highest) warning against travel to Italy. We followed reports of the Italian Government moving to restrict travel within the country and especially in the Lombardy region where Bocconi is located. Concern for students’ ability to move freely outside of or even within Italy became an obvious and serious matter. Coupled with Bocconi University’s suspension of all teaching activities on campus, students faced the prospect of being stranded abroad.

Thus, began a domino effect of study abroad programs shutting down and entire countries closing borders within weeks –often within hours– of each other. With both the State Department and the CDC posting their highest threat ratings globally, Yale Study Abroad, joined by Yale’s Light Fellowship staff, worked with all Yale students abroad to make good decisions. Most would leave their host countries and complete the spring term remotely, from their homes or from another location of their choice. Given the rapid spread of the pandemic, it was important to give students full agency, as well as logistical support, in making rapid decisions in a time of great uncertainty.

While Yale Study Abroad dealt with this first wave of challenges the impact of the pandemic in the US became apparent. Yale undergraduates were told not to return from spring break, which ended on March 22. All staff except those deemed essential campus workers were required as of March 14 to conduct their work remotely.

Study Abroad Location: Fall '19, Spr '20

Total: 60, 126



Country	Fall '19	Spring '20	Total
Argentina		9	9
Australia	3	1	4
Austria	1		1
Brazil		1	1
Chile		2	2
China	18 (16)	10 (10)	28 (26)
Cuba		2	2
Czech Republic		1	1
Denmark	1	2	3
Ecuador	1	3	4
France	3	7	10
Germany	1	2	3
Greece		1	1
Hungary		4	4
Iceland		1	1
India	1	1	2

Country	Fall '19	Spring '20	Total
Indonesia		1	1
Ireland		1	1
Israel		1	1
Italy	1	8	9
Japan	4 (4)	5 (4)	9 (8)
Korea	5 (5)	5 (5)	10 (10)
Mexico		5	5
Morocco		2	2
Netherlands	1	1	2
Singapore		1	1
South Africa	2	3	5
Spain	3	6	9
Switzerland		1	1
Taiwan	7 (7)	14 (11)	21 (18)
Thailand		1	1
United Kingdom	8	24	32

Note: Non-credit-bearing Light Fellows denoted in parentheses.

SPRING 2020: ADAPTATIONS ABOUND

As seems clear in retrospect, “business as usual” simply makes no sense when something as deadly and easily transmissible as the Covid-19 virus threatens global safety and stability, but it is important to underscore the unprecedented nature of this outbreak. With the usual rules either strained or no longer meaningful, the principle of “What makes sense?” came to guide every decision we made to support our students, first in terms of their health and safety, and then in terms of safeguarding their timely progress toward graduation.

At each point along the way, especially early on as the scope of the crisis was still evolving, we empowered students and their families to make their own decisions about voluntarily continuing study abroad or returning home. But as programs abroad closed in rapid succession, students had no choice but to complete their courses remotely, whether remaining abroad or choosing to return home. Given the spread of the pandemic and the complications of unanticipated remote instruction, returning to the United States presented problems which in some cases would prove more challenging than those faced in remaining abroad.

3 of the 93 students studying abroad for credit for spring 2020 chose to withdraw from Yale College, delaying their graduations by a term. The rest remained enrolled, most completing their programs remotely from home. 25 remained abroad, including 14 non-credit-bearing Light Fellows, and all took what now could be called pioneering (if forced) steps into online education on a mass scale both abroad and in the United States.

In close partnership with our colleagues in Academic Affairs, we adapted credit transfer policies to ensure that students’ academic continuity was never in jeopardy regardless of how students completed their coursework. This meant, primarily, that:

- online courses taken abroad in spring 2020 would, as a one-time exception to YC regulations, count for credit
- the usual requirement for students to earn a C- or higher in each course was replaced with a “Pass/Fail” rubric, which mirrored what Yale College would do for its own courses in New Haven.

Our guiding principle was to address individual student circumstances and requests for support responsively and with good sense, drawing from Yale College’s

wide-ranging human and material resources. In doing so, we worked with Academic Affairs and Residential College Deans, Financial Aid, and Yale’s Business Office via SafetyNet to assist students with emergency requests for payments for flights home and for support in many negotiations.

Beyond these forms of assistance from the broader Yale community, we embraced the obligation to provide clear and consistent communication that would be reassuring to students as each day brought new and ever-evolving challenges.



Study Abroad COVID-19 (Coronavirus) Updates

[Home](#) / [Prepare & Go](#) / [Health & Safety](#) / [COVID-19 \(Coronavirus\) Infor...](#)

Student health and safety abroad is our top priority, and we aim to partner with you to make well-informed decisions about studying abroad. We are closely monitoring the ongoing Coronavirus situation and have compiled the latest information, policies, recommendations, and resources below.

We will continue to update this page as new information becomes available, **so check back regularly**. Should you have any questions after reviewing this page, please do not hesitate to write to us at studyabroad@yale.edu.

Study abroad advisers continue to be available to hold virtual appointments with students via Zoom. To schedule a meeting, please use our [online appointment system](#).

PREPARE & GO

[> Pre-Departure Requirements](#)
[> Health & Safety](#)
[> COVID-19 \(Coronavirus\) Information](#)
[> Emergencies](#)
[> Global Travel Assistance](#)
[> Your Health Abroad](#)

SPRING 2020: CLEAR COMMUNICATIONS PROVE VITAL

As we made significant exceptions to long-standing rules and offered students advice and support, it became clear that the volume of questions and concerns from students, families, and other Yale colleagues would soon overwhelm the team if we were not proactive and clear in our communications. To supplement our responses to individuals, the team developed a Covid-19 Frequently Asked Questions (FAQ) webpage. This FAQ proved to be an important pivot point as the team moved from reactive to proactive management in a volatile situation. Because we proactively and constantly reviewed individual concerns very closely to make sure the FAQs covered all concerns, students were able to respond without confusion and expressed gratitude rather than criticizing Yale's response to the global disruption of mobility.

SUMMER 2020: MOVING YALE ABROAD PROGRAMS ONLINE - IN 6 WEEKS

Yale Summer Session had scheduled 47 courses abroad in 15 countries for summer 2021. Applications opened as usual in December 2019, and 410 students were admitted by early March. But in keeping with Yale's suspension of approval for all activities abroad, all YSS Programs Abroad were suspended in April 2020. There was, of course, wide-ranging discussion in the field of international education across borders and continents as professionals weighed the many factors to be examined, and Yale's decision mirrored decisions made both by educational institutions and by study abroad provider organizations.

The tenacity and flexibility of YSS Programs Abroad instructors, supported by the resources and agility of the

YSS and Yale Study Abroad teams, allowed us to convert courses taught in-person abroad to remote courses delivered online. Instructors were offered the chance to opt-in to teaching remotely for the summer. Within a span of six weeks, with technical support offered by YSS and Yale Study Abroad staff who became experts in managing the Zoom and Canvas teaching platforms, 29 class sections scheduled to be taught abroad were made available to 256 students for online study from wherever they might be.

The top priority was to provide excellent learning experiences which would allow students who were planning on fulfilling credit and requirements, particularly the language requirement, over the summer. For some Yale students this is a very important part of completing meaningful progress toward their degrees. Courses were offered in foreign languages as well as regional content courses taught in English. Students who had been admitted to YSS Programs Abroad in 2020 were granted a priority enrollment period to register for the remote courses attached to their originally-intended programs. Those students were emailed on April 17th with a priority deadline of May 1st. After this priority period, eligible students were enrolled in these courses on a rolling basis by the regular deadlines of May 15th for Session A and June 19th for Session B.

While teaching remotely, instructors continued to utilize elements of the culture and location where their YSS Programs Abroad typically run. For example, *Intermediate German I*, *Society and Politics of North Africa*, and *Advanced Spanish Language and Andean Culture* all integrated guest speakers and other cultural components from the host country.

CONCLUSION: LOOKING TOWARD A POST-COVID-19 WORLD

Because of the resurgence of the pandemic, we stand ready once again to offer Yale Summer Session Programs Abroad online in summer 2021. We anticipate approximately 250 enrollments in courses that have been converted, from YSS Programs Abroad, to a remote learning model. Ordinarily nearly 400 students participate in Yale's faculty led programs abroad; the fact that perhaps 250 out of those 400 students would be willing to take the course online instead of abroad speaks not just to the practical import to students wishing to earn summer credit but also to the quality of those usually-abroad experiences that, due to circumstances, were offered online.

None of us imagines, of course, that anything can entirely substitute for meaningful, in-person engagements, be that in a classroom in New Haven or in a café in Quito. The specific challenges and rewards of actually being in another place among people who, at least at first, are strangers culturally if not also linguistically, are difficult if not impossible to recreate online. That said, building bridges toward mutual engagement and respectful reciprocity across cultures and across borders is one of the great challenges -if not necessities- of our time. Once the current pandemic is finally under control, we will celebrate alongside our students and faculty a spirited resumption of study abroad, not only of Yale College's own programs but also of high-caliber, non-Yale programs around the globe.

In reflection, we, alongside our study abroad colleagues everywhere, have all learned new pedagogies and technologies and strategies which will enhance the intercultural learning and growth of students in the years to come.



Margherita Tortora in 2019 with her students in Quito, Ecuador, the last summer that the program ran on-site. Professor Tortora brought the cultural context to her remote course in 2020.

“

When the decision was made to cancel our summer abroad programs, I was very sad, but knew that it was the wise decision. I decided to create an online version of the course because I wanted to entice students to learn more about Ecuador with the hope that they will want to visit in the future. So, my friends, my wonderful Ecuadorian TA, Esteban, and I brought some of Ecuador to them through readings, music, films, photos, and, most notably, through many conversations with Ecuadorians.

Luckily, I have many very talented friends in Ecuador, and they agreed to “visit” the class. Guests included: Camilo Luzuriaga, an Ecuadorian filmmaker and director of InCine; Alberto Muenala, a Kichwa filmmaker from Otavalo (Andes); Viviana García Calapucha, a Kichwa filmmaker from the Amazon region; Gabriela Alemán, a prize-winning Ecuadorian author and journalist; Óscar Molina, a journalist and gay rights activist; and Bernarda Holguin, an opera singer and musician. Other Ecuadorian friends did weekly informal Zoom chats with the students, divided into 4 groups, which helped the students become accustomed to how Spanish is spoken in Ecuador and gave students insight into how everyday life is in their country.

I feared that the students would not connect with the country, its culture, and its people. Now, I feel that all of the students ended the course feeling a closeness to Ecuador that they did not experience previously. They not only learned about Ecuadorian history, films, and literature, but they were able to get to know Ecuadorian people and familiarize themselves with the way Ecuadorians speak Spanish.

— MARGHERITA TORTORA

INSTRUCTOR OF ADVANCED SPANISH LANGUAGE
AND ANDEAN CULTURE, ON THE EXPERIENCE OF
TEACHING REMOTELY IN SUMMER 2020

YSS Programs
planned to run in
15
Countries

91
Students
Enrolled in
multiple remote
courses

SUMMER 2020 — **INSTRUCTORS** — **COURSES** — **CLASS SECTIONS** — **STUDENTS**

YSS Programs Abroad	44	47	53	410
Remote-Converted Abroad Courses	25	23	29	256

“

I worried that the class would not be very engaging, that I would be behind in the language, and that I would not be able to get help from my classmates or professor as easily as I would on campus. Professor Muravnik’s enthusiasm and encyclopedic knowledge of Russian history and culture made the class stimulating and fun. By August, I could read difficult texts and speak clearly; more importantly, however, I recognized the effects that subtleties in structure had on literature and conversation. I am very grateful that I was able to take this course over the summer and am excited to read more Russian literature and eventually travel to Eastern Europe.

— NATASHA GAITHER

JONATHAN EDWARDS ‘23.5

STUDENT IN 3RD YEAR RUSSIAN REMOTE COURSE

YALE SUMMER SESSION

When the Yale Summer Session staff left its offices at 55 Whitney on Friday, March 13, 2020, no one knew what summer 2020 would look like. The 2020 course catalog had been posted since December 2019, and the application had opened, as usual, in mid-January. On March 13, YSS had already admitted 218 students, many from YSS's international partners, whose students eagerly anticipated studying abroad at Yale last summer. The staff was fielding the usual questions from Yale College students, who typically begin to consider YSS during spring break, and YSS had extended offers to 70 candidates who had been selected as residential counselors for 2020.

Once we learned, on March 14th, that we would be working remotely for the time being, the YSS team began to plan for the possibility that summer 2020 would be like no other. Anticipating a summer in which there would be no residential program on Yale's campus, on March 31, a team of CIPE leaders and members of the Yale College Budget Office and the Yale College Dean's Office submitted to Dean Chun a plan for summer 2020. This proposed converting Yale Summer Session, including YSS Programs Abroad, summer research, and in-person internships and fellowships to remote courses or programs, and recommended a strategy for allocating funding to support students' summer activities.

The centerpiece of their proposal was a recommendation that Yale expand eligibility for the Domestic Summer Award (DSA) to allow students to use the award for Yale Summer Session courses, in addition to its traditional uses in support of unpaid internships and research opportunities. The expansion of the DSA, combined with Yale Summer Session's financial assistance of 50% tuition for two courses, allowed Yale College students on financial aid to pay for all but \$500 of the cost of two YSS courses.

\$2,988,000 was awarded
through the expanded DSA.

To support this initiative, permission was given by the Provost to use funds ordinarily used to support the International Summer Award. The importance of this initiative in helping Yale College students make progress towards graduation was very significant, and it arguably

saved the summer for hundreds of students who receive financial aid: Over 1700 Yale College students took YSS courses and 753 used this funding to do so. In addition to the expanded DSA, Yale College students were awarded

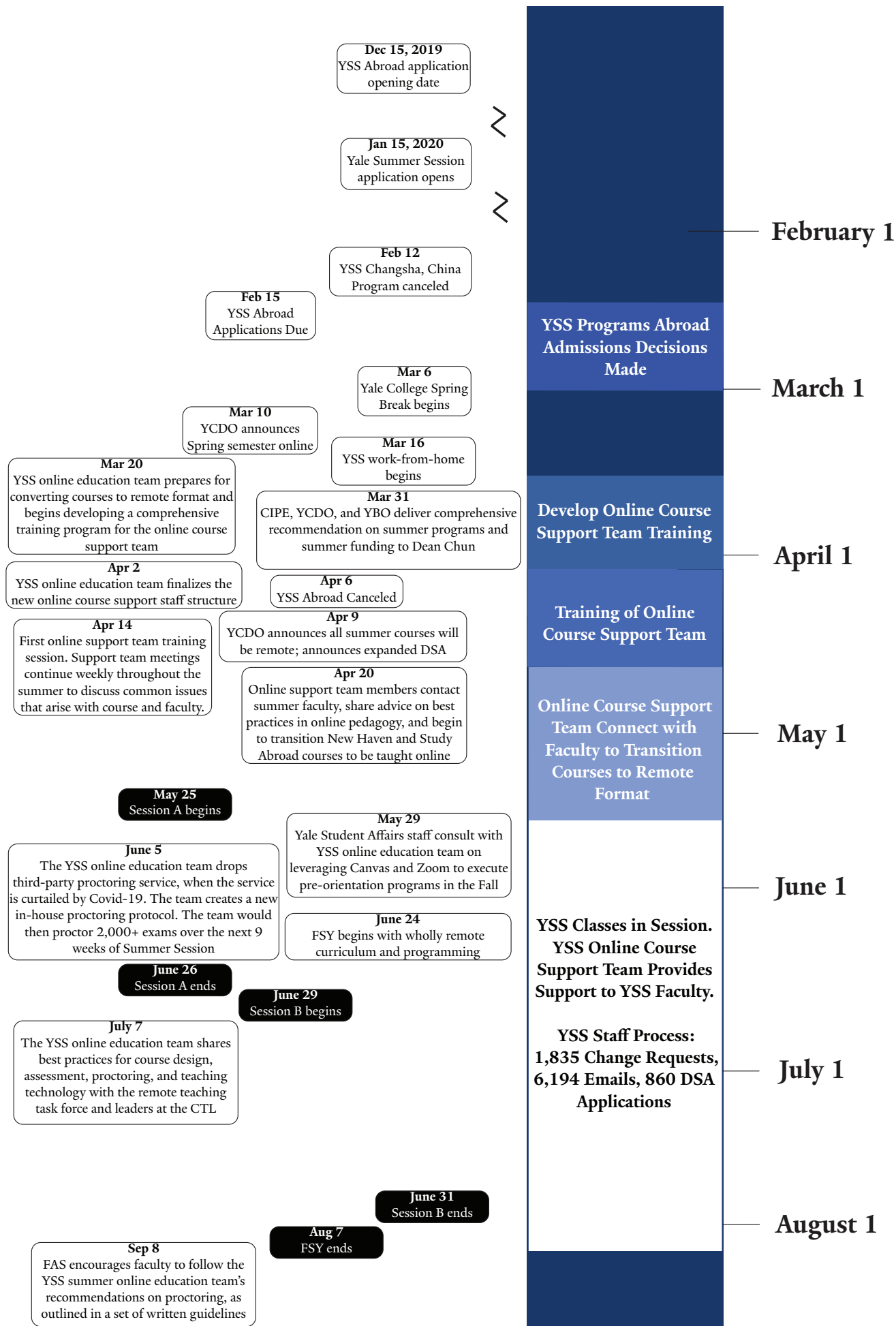
\$4,674,547 in Yale Summer
Session Financial Assistance.

In the first 2 weeks of April, the YSS team developed a plan for converting all YSS New Haven and Study Abroad courses to remote courses. This advance planning prepared for a seamless pivot in the likely event that the University would green light an all-remote Summer Session. YSS plans entailed developing a complete inventory of courses and faculty, including details about required assessment and faculty experience with online teaching for each course.

Yale Summer Session has offered Yale College's only for-credit online courses since 2012. The expertise developed in this highly successful enterprise allowed YSS to plan effectively for the conversion of 153 courses and to create a comprehensive plan to provide faculty support. On April 9th, when the YCDO announced that all summer courses originally planned for New Haven and abroad would be taught online, YSS was ready to roll out the courses and course support structure. Faculty, who had been holding their collective breath, and those lecturers and graduate students who had submitted a petition asking to be allowed to teach online, were relieved to get the news that they would be able to teach (and thus receive summer compensation) despite the pandemic.

To support the new all-online curriculum, the YSS online team envisioned and implemented a new summer support staff structure. YSS hired three graduate students and trained ten members of the Summer Session and Study Abroad staff to be online course support specialists. Training began on April 14th. By April 20th, all staff had completed a newly-developed comprehensive training program that provided staff with resources and hands-on experience with key tools in Canvas and Zoom. Throughout the summer, weekly meetings allowed everyone to share best practices, as the online education team answered questions, triaged problems, and provided resources to help resolve any issues.

Yale Summer Session 2020



The newly trained faculty support team connected with their assigned faculty and started transitioning courses on April 20th, just weeks before the start of Session A on May 25th. They assisted faculty in assessing course requirements for the new online modality and helped faculty convert their courses. The team helped many faculty create asynchronous, pre-recorded content – an important component of online learning – for students to view outside of class. The YSS team guided faculty in migrating analog materials, creating digital media, analyzing and matching pedagogical practices to the online format, and training faculty in the use of online learning tools and platforms.

As part of this work, led by the online education team who were able to leverage their long experience, staff assisted faculty in preparing and delivering STEM courses that required additional technologies and support, assisting faculty to procure and install necessary devices. YSS taught faculty in engineering, mathematics, physics, and chemistry, for example, to use digital whiteboards (tablets) to present lessons as they would in on-campus classes. Many of these faculty, prior to Summer 2020, had never taught online or used digital tools in the classroom.

“

Being a part of the Yale x Flatiron School Web Development Bootcamp was one of my best experiences as a student. The journey started with the 80-hour Pre-work, which seemed daunting at first but quickly became enjoyable and helpful in preparing me for the course. On the first day of class, I was surprised by how warm and welcoming the environment was. Despite being online, throughout the 10 weeks, I felt connected with the rest of the cohort. I learned so much more than I expected through the lectures and labs. The collaborative projects were really fun and it was great to see the final products after putting our learning to practice. The instructors were very understanding about the difficulties of studying online during a pandemic and they did a wonderful job providing help whenever it was needed. This course definitely made my summer unforgettable!

— ANMOLPREET KAUR

EZRA STILES '23

STUDENT IN YALE X FLATIRON

Assessment of online quantitative courses is always a concern. YSS hit a roadblock in week one of Session A, when we learned that staff at the YSS principal exam proctoring partner company had been overwhelmed with Covid-19. As a result, they could not provide proctoring for online exams.

The online education team pivoted quickly, designing a new in-house proctoring protocol. Collectively, the team went on to proctor over 2,000 individual exams in 2020, a 524% increase over 2019. This experience was later very useful to staff of the Poorvu Center for Teaching and Learning. YSS shared practices that proved effective in the summer for course design, assessment, proctoring, and teaching with technology, allowing faculty to build on their experience teaching remotely for the second half of the Spring 2020 semester as they designed the most robust offerings possible for remote teaching in Fall 2021.

While all these planning initiatives were underway in April and early May, applications flooded in. Supported by the newly expanded DSA, Yale College students applied to YSS in record numbers. In just four weeks – between April 19 and May 16 – YSS received 1,637 applications, a 300% increase over the same period in 2019. The increased demand pushed average enrollment per course from 13 in 2019 to 23 in 2020, with some courses enrolling 50, 60, or, sometimes, more than 80 students. To keep up with the demand, YSS hired 181 teaching assistants and graders, twice as many as the 91 hired in 2019. This offered important employment opportunities for Yale graduate students in a bleak year. In addition, students submitted a record 1,835 course and housing changes in 2020, up 455% over 2019. YSS staff processed these changes and fielded an avalanche of questions from students. Email inquiries topped 5,500 in the six months from January through July, up 244% over the previous period in 2019. When the dust settled, 1,720 Yale College students attended YSS, an 87% increase compared to 2019.

YALE SUMMER SESSION

YSS 2019



YSS 2020

2,348	▶	Enrollments +44%	▶	3,377
919	▶	Yale College Students +87%	▶	1,720
640 (Includes ISAs for YSS Programs Abroad)	▶	Yale College Financial Aid Awards +67%	▶	1,068
185	▶	Courses (all online) -27%	▶	153
13	▶	Average Class Size +77%	▶	23
91	▶	TAs & Graders +99%	▶	181
19	▶	Maximally Enrolled Courses +300%	▶	76
343	▶	Proctored Exams +524%	▶	2,141
403	▶	Course Changes & Housing Changes +355%	▶	1,835
804 (Jan - July)	▶	Administrative Engagements +488%	▶	5,541 (Jan - July)

Office of Career Strategy

The 2019-20 year was one that started routinely, and quickly changed in March 2020 with the onset of Covid-19. In a matter of days, the Office of Career Strategy (OCS) moved all advising, programming, resources, and recruiting completely online and successfully continued working with students as they navigated an uncertain economic landscape. This section profiles the key ways OCS pivoted to serve students during these difficult times. To read the full 2019-20 OCS Annual Report, visit the [OCS website](#).

PIVOTING STUDENT AND ALUM ENGAGEMENT TO A VIRTUAL OFFICE

For several years, OCS has worked to create new ways to connect with students through technology and starting in March 2020, those efforts were accelerated to include a YouTube Channel, enhanced Podcasts, and more Zoom programming. Our early preparation and foresight enabled OCS to seamlessly shift to a virtual environment when most needed.

Engagement	2019-20
Advising/Drop-in Sessions	6,560
<i>Undergraduates</i>	4,823
<i>Graduate Students and Postdocs</i>	751
<i>Alums</i>	986
Career Development Events	8,735
Online Resume Review	1,052
On-Campus Interviews	926
Virtual Interview Bookings	132
CareerShift Usage <i>software to search alumni, employer contacts, and an online job aggregator</i>	1,312
Total Contacts	25,277

In response to the shift to a fully remote office, the Common Good and Creative Careers (CGCC) initiative developed new and innovative ways to support Yale students interested in pursuing careers that make a difference and encourage creativity.

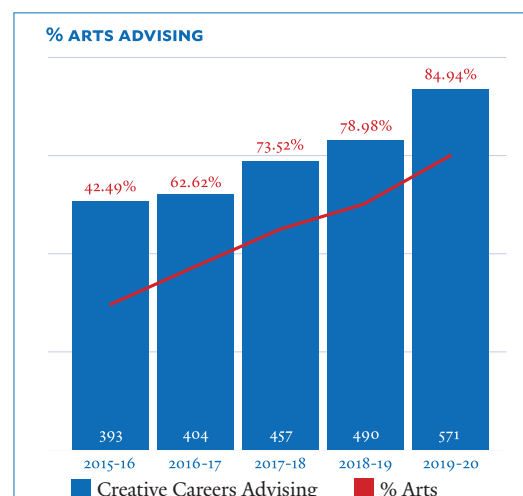


One of these offerings was the CGCC Alum Podcast Series, which is part of the larger OCS *Take this Job and Love it* Podcast Series.

Podcast Episode	Yale Alum Interview
Supporting and Enriching Child Care in New Haven	Janna Wager YC '95, All Our Kin
Innovating National Security Solutions	Lucas Kunce YC '04, The Pentagon
From Unpaid Employee to U.S. Deputy Assistant Secretary of Defense for Intelligence	Christopher Mellon, '84 MA
Representing America Abroad	Ambassador Geoffrey Pyatt, '87 MA
Contemporary Novel Writing	Elyssa Friedland, YC '03
Assisting in Trauma Recovery	Mick Hirsch, DIV '03
Building a Writing Career	Leigh Bardugo, YC '97
Producing a TV Show	Yahlin Chang, YC '94
Teaching Writing & Writing Literature	Professor Susan Choi YC '90

The fall and early spring saw an increase in specialized advising for creative careers, an expansion of funding to support Arts Apprenticeships, and the growth of cross campus collaborations. As the chart below shows, advising for work in the arts is a growing initiative and much appreciated by students. In addition, revisions to the OCS website were designed to deepen engagement with Yale's creative communities. In March 2020, it was soon apparent that the creative industries would be among the hardest hit by the economic effects of Covid-19, and the team prepared to offer additional support to students seeking experience and employment in the arts in these changed circumstances.

Despite the abrupt shift to virtual programming, OCS supported 108 creative career events, many providing timely advice on the changing job search process. Arts and creative career advising also increased to the highest year since OCS began tracking these sessions.



Programming highlights for the year included the Museum Jobs and Career Night cosponsored by YUAG, YCBA, and the Peabody Museum with over 284 attendees; the faculty sponsored Careers in Creative Writing panel; three website/portfolio design workshops extending from our new WIX/Yale partnership; and a series of webinars in partnership with 1stGenYale.



In the spring of 2019, OCS identified a growing need for more career support for students in STEM fields, with a focus on computer science, engineering, and biotechnology. To address this need, OCS developed a new initiative, STEMConnect, through close collaboration with faculty in the School of Engineering and Applied Science.

Although this new initiative was still being developed throughout 2019-20, STEMConnect pivoted into the remote environment seamlessly with several key steps:

- The launch of advising touchpoints, alumni career path discussion panels, and collaborations with peer schools to create advising best practices.
- With the launch of the new OCS website in August 2020, a series of STEM specific resources including a live jobs feed, latest news, custom videos, and community advice.
- The creation of a technical interview program, which included virtual Employer Tech Talks, interview workshops, and online data science practice sessions.
- The STEM Networking Event with over 60 employers and 700+ students.

SUPPORT FOR SUMMER EXPERIENCES IN A PANDEMIC YEAR

Through the 2020 Summer Activities Survey, more than 25% of the Yale College student body reported that their summer plans were cancelled or changed due to Covid-19. To help students through this time, OCS took immediate action in the following ways:

- Increased availability of advising appointments, resulting in a 39.6% increase over the previous summer.

- Developed and launched an online guide titled “Summer Plans & Covid-19,” which received 13,005 unique visits between March 1- August 31, 2020.
- With donor permission, expanded funding for students to work remotely.
- Worked closely with existing Yale partners to transition opportunities to remote experiences, including opportunities through Yale in Hollywood, Los Angeles Arts Internships, Paul Block Journalism Internships, Buckley Media & Public Policy Internships, and the Yale Alumni Community Service Fellowships.
- Pivoted the OCS student-alum summer initiatives to facilitate remote connections, resulting in more than 1,477 students connecting with alumni across 52 U.S. States/Territories and 58 Countries.
- Increased outreach to alumni to offer 239 Preferred Yale Partner opportunities.

Looking holistically at summer 2020, 53.6% of the activities reported were internships or paid jobs, while 22.1% were academic or language studies. Slightly more than 8% of the activities reported were laboratory research. It is notable that most of these experiences were conducted remotely due to Covid-19.

Students returning as juniors reported the largest number of activities. Almost 20% of returning juniors and approximately 20% of returning sophomores completed academic study, other than language in summer 2020.

Activity	Returning Srs.	Returning Jrs.	Returning Soph.
Total Activities	1,208	1,652	1,548
Internship, paid	36.5%	26.4%	15.9%
Internship, unpaid	15.9%	18.5%	17.8%
Paid job	8.1%	9.6%	14.2%
Language Study	1.3%	3.2%	7.8%
Research in a laboratory	10.5%	7.6%	7.4%
Academic Study (other than language)	11.3%	19.6%	19.8%
Other	8.1%	7.6%	9.3%
Volunteer work	3.7%	3.4%	4.4%
Field research	1.3%	1.2%	1.0%
Performance	0.7%	1.0%	1.0%
Research in a library	2.6%	1.9%	1.4%

APPLYING TO GRADUATE & PROFESSIONAL SCHOOL

The First Destination Report consistently shows Yale College graduates pursuing graduate degrees in high numbers. Among the Class of 2019, 16.9 % of respondents were attending graduate or professional school immediately after graduation, more than two-thirds (67.9%) of those pursuing a master's degree or a PhD. Additionally, 80.4% of respondents not attending graduate school immediately after graduation stated that they intend to within the next five years.

Class Year	Attending Grad School	Pursuing MA/ MS or PhD	Planning to attend within next 5 yrs
2015	20.0%	51.7%	78.1%
2016	17.9%	61.4%	75.3%
2017	15.0%	64.6%	79.7%
2018	17.4%	67.8%	79.6%
2019	16.9%	67.9%	80.4%

Given the sustained interest in attending graduate school, OCS continues to offer robust graduate school application resources. During Fall 2019, the two OCS Graduate Student Peer Advisors delivered six Grad School 101 workshops in the residential colleges. These peer advisors also conducted individual advising sessions throughout the year, which moved to a virtual format in March 2020.

EMPLOYER RELATIONS

Throughout 2019-20, the OCS Employer Relations team worked with employers to support their recruiting needs. The focus of this work has been on attracting a broad range of employers in sectors which are of interest to Yale students. As Yale's focus on STEM has grown, more support for students pursuing STEM careers has been a very productive initiative. For first-generation and other student cohorts who may benefit from additional support, the development of new strategies and resources is a priority for OCS.

In Fall 2019, nine in-person career networking events/career fairs across multiple industries brought

Industry Event	Yale College	GSAS/ Postdocs	Professional School	Total Students
Advertising Event	89	16	5	110
Healthcare Consulting	78	47	32	157
Finance	112	27	11	150
Consulting	177	35	12	224
Government	94	22	4	120
STEM	629	188	25	842
Education	25	11	1	37
Law & Legal Services	64	6	--	70
Nonprofit	86	26	--	112
Common Good Career Fair	112	4	--	116
Total				1,938

approximately 200 employers to campus to connect with more than 1,900 students. A popular new feature to the OCS networking events in 2019-20 was a LinkedIn photo booth, through which students could receive a complimentary headshot by a professional photographer.

Yale students continued to find opportunities through seven consortium career fairs organized by OCS Employer Relations in cooperation with peer schools. While these events were held in person during Fall 2019 and January 2020, all Yale and consortium career fair events will be hosted in a virtual format in Fall 2021.

Despite the unanticipated and sudden changes that OCS had to make in March 2020, the level of student engagement with the office was among one of the highest years. Among the 91.6% of the respondents to the annual first destination survey, students reported that more than 91% of the Class of 2020 used OCS resources during their career search. This success has led OCS to evaluate many of our new virtual programming strategies as possible permanent additions in our toolkit to support students.

Fellowships and Funding

“

I felt so lucky to have the trust of the Fellowships team to modify and complete my work, even though it was very different from my original plan. Having this connection, and knowing that questions and check-ins were only an email away, also helped focus my work and made me feel connected to Yale in a difficult time.

— TYLER JAGER
YALE COLLEGE '22 | B.A. POLITICAL SCIENCE &
GLOBAL AFFAIRS
HUMAN RIGHTS PROGRAM, YLS SCHELL CENTER

PROVIDING RESOURCES AND ACCESS

When the decision was made at Yale and announced on April 3rd, 2020 that international activity would not be supported for summer 2020, immediate action had to be taken in respect to the dozens of fellowships already awarded to Yale College undergraduates and graduating seniors. The Fellowships team pivoted rapidly to support students in turning their approved projects into remote work. The first step was to work with our colleagues in Development to ask donors for their permission to use funds intended for international activity to be used for remote work. We, and the students, are deeply grateful for the flexibility and generosity of donors who agreed to change the parameters of their fellowships to allow such work in this exceptional time.

Typically, summer fellowships support students carrying out internships, research, and public service projects outside of the US. Our immediate challenge was to identify ways to support students within Yale’s travel restrictions by supporting remote work.

- In collaboration with our colleagues in Development, 29 of 34 donors agreed to the revised use of funds to support remote work.
- Of the 261 original summer applications, 42% were adapted and resubmitted to be carried out remotely.

- An internal emergency committee was convened to review all resubmitted applications.
- In the end, 107 student projects were funded in summer 2020.
- To allow students immediate and straightforward access to their funds, we worked with the Yale College Business Office to avoid issuing checks and devised a direct deposit process which could be used by CIPE and other departments across the campus.
- Throughout the award cycle, we provided information, leadership, support, and guidance on best practices to other departments and grant administrators across Yale. We kept in touch with our colleagues across the campus and shared our approach, supported them through transitions, and led the way in devising processes that could be undertaken remotely. As a result, many more fellowships were adapted to support remote work rather than cancel completely.

CIPE SUMMER FELLOWSHIPS		
Award Year	Students Awarded	Total Funds Awarded
2019	158	\$570,460
2020	107	\$392,375

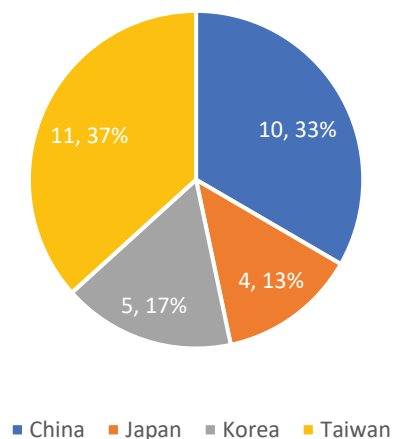
- In addition, for Yale Postgraduate Fellows, 21 of the 28 original awardees were able to adapt and complete their projects remotely or domestically. This required three times the amount of communications and appointments typically required due to the multiple revisions and additional steps for payment processing, but the team developed flexible and effective ways to handle this increased volume.
- As our office moved online, we had an unexpected, but welcome 250% increase in student attendance at our workshops and info sessions compared 2019.

RICHARD U. LIGHT FELLOWSHIP PROGRAM

A flagship study abroad initiative at Yale is the Light Fellowship Program. Students may apply for the competitive Light fellowship for intensive Asian language study in China, Japan and Korea during the academic year and the summer, ordinarily taking a leave from Yale for academic year study. In January 2020, there were 31 Light Fellows in East Asia.

As the narrative of the pandemic evolved, what began as a mission to bring home China fellows, quickly evolved into a crisis that affected all Light fellows. The highest priority was ensuring the safety and well-being of fellows. This required constant monitoring of the global situation and official advisories and regular communication with all program managers, fellows and with the Light Trustees. Decisions had to be made about fellows abroad, but also about students who had been awarded fellowships for the summer. With great generosity and flexibility, the Richard U. Light Foundation Trustees agreed to support remote language study not framed within an immersion experience abroad when this became the best strategy for fellows. Current fellows could thus decide whether to remain in country or to evacuate and continue study remotely. Fellows funded for the summer and the coming academic year could salvage their plans and continue their studies in an online format. The support of the Richard U. Light Foundation for this strategy allowed the Light Fellowship Program to continue with its mission, supporting the best possible educational experiences given the situation.

Spring 2020 Light Fellow Location



“

I am so grateful for the opportunity I had this summer to study Korean through the Light Fellowship. Through the Light Fellowship, I have gained so much confidence in speaking, reading, writing, and listening to Korean language materials and Korean-speaking people! I felt as if even though Covid-19 canceled the opportunity to study abroad, studying Korean intensively in an immersive environment with Middlebury's language pledge could be just as, if not more, effective.

— DANIELLE NEIL

YALE COLLEGE '22 | GLOBAL AFFAIRS

SUMMER '20 LIGHT FELLOW, MIDDLEBURY-KOREAN

“

Thank you again for taking care of the Light Fellows during the Coronavirus outbreak... Because of you, despite us being thousands of miles away, other fellows and I have felt a sense of security. As a testament to this, when my parents urged me to come back home due to the Coronavirus, they felt reassured after I told them how much Light was doing to help us. For the additional funds, extra work on your end, and for making us feel okay, thank you.

— ZACH BLACK

YALE COLLEGE '22 | GLOBAL AFFAIRS

SPRING '20 LIGHT FELLOW, ORIGINALLY IN BEIJING
AND TRANSFERRED TO TAIWAN

Summer 2020 Light Fellows by Language

Chinese	49
Japanese	12
Korean	8
Total	69

Summer 2020 Light Fellows by Program

Chinese	CET China	23
	ICLP	10
	IUP	6
	Middlebury Chinese	10
Japanese	CET Japan	8
	IUC	1
	PII	2
	Middlebury Japanese	1
Korean	Middlebury Korean	8

Light Fellowship Covid Timeline

Phase 1: Crisis Management

Jan 23, 2020
Wuhan lockdown begins. CDC update (China – Level 3: Avoid Non-Essential Travel)

Jan 27, 2020
U.S. Department of State update (China – Level 3: Reconsider Travel)
Begin regular email updates to China fellows, confirm no fellows in Hubei Province

Jan 30, 2020
W.H.O. declares global health emergency
U.S. Department of State update (China – Level 4: Do Not Travel)
All but one China program suspends their spring term, 10 Light Fellows displaced

Jan 31, 2020
Successfully negotiate spots in ICLP program in Taiwan for all displaced fellows

Feb 4, 2020
Confirm all Light Fellows in mainland China have evacuated
7 choose to enroll at ICLP in Taiwan, 2 end fellowships, 1 chooses to wait for spring term

Feb 6, 2020
Begin regular email updates for remaining spring term fellows of all languages
(28 Total = Japan: 6, Korea: 4, Taiwan: 11 + 7 from mainland China)

Feb 24, 2020
CDC update (South Korea – Level 3: Avoid Non-Essential Travel)

Feb 26, 2020
U.S. Department of State update (South Korea – Level 3: Reconsider Travel)

Mar 10, 2020
Yale announces that classes will resume in online format after spring break

Mar 19, 2020
U.S. Department of State update (Global Level 4 – Do Not Travel)

Mar 23, 2020
Acquire Light Foundation approval to fund online study for spring term fellows and not require repayment of living/travel expenses of award for early termination

Phase 2 Endstate (March)
Half of spring term fellows choose to complete studies overseas, others return home

Mar 30, 2020
Communicate with all programs to identify which ones have viable online options

Apr 3, 2020
Yale announces suspension of university-sponsored travel for Summer 2020

Apr 9, 2020
Acquire Light Foundation approval to fund online study for Summer 2020

Apr 13, 2020
Confirm online program options for all Light languages

Apr 23, 2020
Acquire Greenberg Initiative approval to fund online study for Summer 2020

May 2020
Process “no-contact” award payments for 69 fellows studying in Summer 2020

June 28 - July 10, 2020
Conduct virtual site visits of all online programs

July 1, 2020
Yale announces classes will be online for Academic Year 2020-21 and the continued suspension of university-sponsored travel for Fall 2020

July 12, 2020
Acquire Light Foundation approval to fund online study for Academic Year 2020-21

July 2020
Process “no-contact” award payments for 12 fellows studying in Fall 2020

Oct 5, 2020
Yale announces that classes will resume in online format after spring break

Oct 2020
Process “no-contact” award payments for 12 fellows studying in Fall 2020

Phase 2: Monitoring Situation and Increasing Support

Phase 3: Long-term Planning

THE INTERNATIONAL SUMMER AWARD

To ensure that students on financial aid can pursue the whole range of opportunities available for structured summer experience, Yale has two unique funding programs. The Domestic Summer Award is given to support unpaid internships and practicum summer opportunities in the US. From 2006 to 2019, the International Summer Award has supported 5,837 students in structured experiences abroad. When all international activity was suspended for summer 2020 due of the pandemic, we knew that approximately 500 students who had planned to use their ISA would not be able to study abroad on Yale programs or programs run by other institutions and providers. These experiences allow students to take courses which give them credits towards their degree.

Each year, an average of 600 students fulfill language requirements in the summer through immersion programs abroad. This is a hallmark of the Yale undergraduate experience. Understanding how significant the loss of this opportunity would be for students who were already, in late March, studying remotely for the second half of the spring semester, the CIPE team came together to request the Dean and the Provost agree to allow the ISA to be repurposed, for this one summer only, to support students on financial aid in taking Yale Summer Session courses - all reconfigured as remote courses. This included 28 reconfigured language courses, ordinarily offered abroad, so that students could fulfil their language requirement as they had planned.

Within days this decision, which repurposed \$2,988,000, was approved, salvaging the summer plans of 753 students who took advantage of this opportunity. We called this the “expanded Domestic Summer Award” and created new and streamlined processes to manage this, reducing the extraordinary stress experienced by many students in the late spring of 2020 and fulfilling Yale’s promise to support our less financially advantaged students.

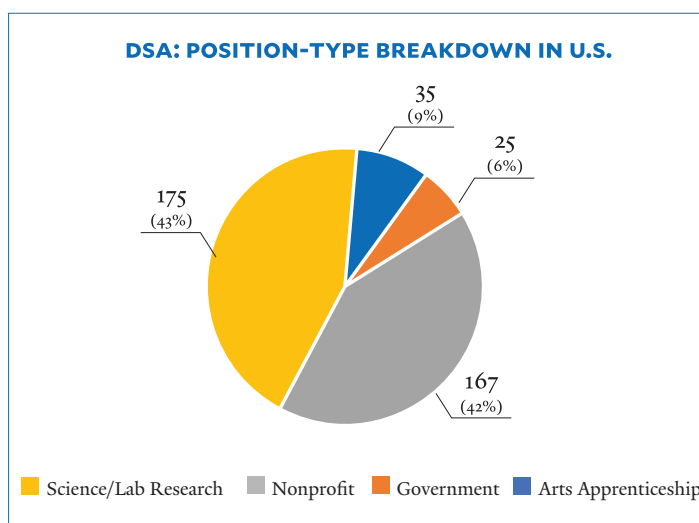
International Summer Award		
Award Year	Students Awarded	Total Funds Awarded
2019	498	\$4,585,837
2020*	753	\$2,988,000

*The “expanded DSA” for Yale Summer Session 2020

THE DOMESTIC SUMMER AWARD

Administered by the Office of Career Strategy, the Domestic Summer Award was used by 402 students in Summer of 2020. A total amount of \$1,608,000 was awarded, enabling students from low-income backgrounds to take low or unpaid internships, invaluable not only for career advancement and networking, but also for personal and professional growth.

The “traditional” DSA supports opportunities ranging from arts apprenticeships, government, nonprofit, to research. A total of 352 organizations were represented across 35 US state and tribal nations. With a wealth of opportunities available through our own labs, departments, and schools, DSA recipients also participated in science or lab research within over 100 Yale entities.



Domestic Summer Award		
Award Year	Students Awarded	Total Funds Awarded
2019	293	\$1,172,000
2020	402	\$1,608,000

Providing Opportunities, Expanding Funding

- Study Abroad and Internship opportunities for students were being cancelled due to Covid-19
- Yale Summer Session was converting 120 on-ground courses to a remote format and already offered over 35 online courses – without a residential program and an expectation of fewer visiting students, YSS had capacity to enroll more Yale students
- Expanding the DSA to remote summer courses gave students the opportunity to have a worthwhile academic summer experience from wherever they needed to be during the pandemic – especially for students on financial aid who may have been most impacted
- The expansion contributed to YSS's mission of supporting academic departmental curricular needs and maintained opportunities for summer teaching from Yale faculty whose courses may have been cancelled otherwise

The Expanded Domestic Summer Award (DSA)

Traditional Domestic Summer Award

\$4,000 stipend for Yale College first-years, sophomores, and juniors on Yale financial aid with a secured, approved unpaid summer opportunity with one of the following:

- 501(c)(3) nonprofit including non-profit Universities
- government entity including public Universities
- non-governmental organization (NGO)
- Arts Apprenticeship
- Science, Laboratory or Other Research Opportunity

*2020 Expanded DSA for Remote International Internships

Yale Summer Session DSA for Summer 2020 Only

\$4,000 stipend for Yale College first-years, sophomores, and juniors on Yale financial aid to take courses in Yale Summer Session:

- For two 1 credit or 1.5 credit courses, options in Session A, Session B, or both
- Students on financial aid also receive YSS half tuition scholarships for up to two courses, leaving a balance of \$520
- Some students were also eligible for Summer Pell Grants of up to \$1500 to cover the \$520 balance and cost of attendance

- Final Deadline: moved to June 12 (originally May 1)
- DSAs awarded for 2020: 402
- Total Amount: \$1,608,000
- Class Year Breakdown
 - First Years: 39 (10%)
 - Sophomores: 141 (35%)
 - Juniors: 222 (55%)
- Employment Type Breakdown
 - Arts Apprenticeship: 35 (8.7%)
 - Government: 25 (6.2%)
 - Nonprofit: 167 (41.5%)
 - Research: 175 (43.5%)
- Number of Organizations Represented: 352
- Number of US states and tribal nations represented: 35
- Number of countries represented: 18

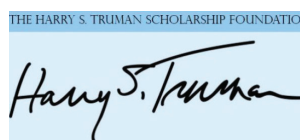
- Final Deadline: May 15th for Session A
June 12th for Session B
- YSS/DSAs awarded for 2020: 750
- Total Amount: \$2,966,940
- Class Year Breakdown
 - First Years: 278 (37%)
 - Sophomores: 304 (41%)
 - Juniors: 161 (22%)
 - Other: 7 (1%)
- YSS/DSA applications: 860
- Reasons for denial/reversal:
 - Was withdrawn
 - Would not be coming back to Yale for another term
 - Secured other source of funding/opportunity
 - Changed mind and decided not to take YSS courses

NATIONAL FELLOWSHIPS

In spite of Covid-19, many national fellowship competitions continued with few changes in the competition processes. This did, however, change later on as the scope of the pandemic became clearer. A number of students either chose to or were forced to defer or delay the beginning of their fellowships until 2021. Among our 25 Fulbright awardees, 6 recipients decided to decline the offer while 2 others chose to defer to a later date.

MAJOR NATIONAL AND INTERNATIONAL FELLOWSHIP AWARDS 2014-2020						
Fellowship	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Fulbright Scholarships <i>Supports research, study and teaching in 160 countries worldwide</i>	13	13	14	13	21	25
Gates Cambridge Scholarships <i>Supports graduate study at the University of Cambridge</i>	3	2	2	5	5	3
George J. Mitchell Scholarships <i>Supports graduate study in Ireland</i>		1			2	
Marshall Scholarships <i>Supports graduate study in the UK</i>	6	1	1	3		1
Rhodes Scholarships <i>Supports graduate study at the University of Oxford</i>	5	4	4	2	3	5
Harry S. Truman Scholarship Program <i>Supports graduate study for leadership and careers in public service</i>	2	2	3	1	1	1
Barry Goldwater Scholarships <i>Supports future STEM researchers</i>	3	1	3		4	3
Schwarzman Scholars Program <i>Supports graduate study at Tsinghua University in Beijing</i>		4	8	7	2	3
Knight-Hennessy Scholars Program <i>Supports graduate and professional degrees at Stanford University</i>				5	4	5
Paul and Daisy Soros Fellowships for New Americans <i>Supports graduate or professional study in the US, in any field</i>	8	6	12	8	7	5

In addition, 2 Yale students were awarded the Churchill Scholarship for study at Cambridge.



STUDENT SPOTLIGHT: INTERNAL AWARDS



“

This fellowship opened up a world of opportunity. My ideas and aspirations became a reality in a way which allowed me to create positive impact while learning so much in the process... Always show anyone in the world the utmost respect irrespective of their background and you'll find you have a wonderful friendship growing.

— **IAN ISHMAEL IRUNGU '19**, Yale College
Public Service Research Grant

Funded Sustainability Research in Kenya



“

The experience taught me that sometimes the research question you arrive with is less important than one you may discover on location - and also that taxi drivers and barbers can offer terrific insights into the culture and politics of their regions!

— **FRANCES FAGAN '19**, Robert C. Bates
Research Fellowship

Funded Refugee Policy Research in Europe

STUDENT SPOTLIGHT: EXTERNAL AWARDS



“

Applying for fellowships clarified my values and plans... and pushed me to reflect on what I wanted to get out of Yale: the ability to identify important problems and act on them. Competing for fellowships taught me the value in my story. There's nothing more rewarding than being recognized for your work, passions, and potential.

— **MAKAYLA HAUSSLER '19**, George J. Mitchell Scholarship, Harry S. Truman Fellowship

Funded MA in Gender Studies at University College Dublin



“

The P.D. Soros Fellowship has taught me about resilience and hard work. Being part of this dynamic group of fellows has given me hope for the future of our world. The most rewarding part of this fellowship has been befriending other fellows who have inspired me with their resilience and commitment to change the world.

— **WAZHMA SADAT '14, YLS '19**, Paul & Daisy Soros Fellowship

Funded JD at Yale Law School

Yale Visiting International Student Program



2019-20 VISPs with President Peter Salovey and Dean Marvin Chun

REPATRIATION, RETURN, AND RESIDENCY

In its ninth year, the Yale Visiting International Student Program (Y-VISP) welcomed 18 students participating for the entirety of the 2019-20 academic year, 14 students for Fall 2019 only, and 16 participating during Spring 2020 only. These students came from our partner institutions, which include: the Tecnológico de Monterrey (Tec), National University of Singapore (NUS), Hong Kong University (HKU), ShanghaiTech University, Yale-NUS College, and Waseda University.

The VISPs were advised by the Y-VISP steering committee, who also oversee the competitive admissions process, and connected to Yale's wealth of support and programming through the Y-VISP Peer Liaisons (PLs). In 2019-20, we added advisers targeting students' specialties such as veterinary studies, bioinformatics, economics, and global health. This expansion was guided by past end of program assessments to best match students to advisers in their major field of study. The new adviser group was comprised of professors, administrators, and teaching fellows, providing in-depth insight into research, post-graduate, and professionalization opportunities.

The Spring Covid-19 pandemic brought additional challenges to Y-VISP. Like most of Yale College, many VISPs had traveled for spring break over the pivotal March period. Select students were granted permission to return to campus, but most were required to leave. For the latter, Y-VISP worked to reschedule their flights back home or purchase a return flight home for them, managing airline cancelations and rebookings as the situation evolved. In total, Y-VISP managed return journeys for 17 students.

Students who were not authorized to return to campus were anxious about gathering their belongings after they returned home. Y-VISP worked with Yale Conferences & Events to have items packed and shipped to students' home addresses. For countries YC&E was not able to ship to, Y-VISP navigated the process to enter the rooms, pack, and ship students' items. The purchase of flights and return of students' belongings were done to ease the abrupt end of the in-person exchange and the financial burden of leaving early. All students were able to complete the spring semester remotely. Spring 2020 grades were received as pass/fail, and select faculty kindly provided statements for students seeking a letter grade, an option offered for all Yale College students.

Visiting International Student Program through Covid-19

	Start of Spring '20	March 15, 2020			April 15, 2020		
	VISPs on campus	VISPs on campus	VISPs in U.S. (not on campus)	VISPs back home	VISPs on campus	VISPs in U.S. (not on campus)	VISPs back home
Yale-NUS	15	4	8	3	0	0	15
NUS	5	1	1	3	0	0	5
ShanghaiTec	2	1	1	0	1	0	1
HKU	5	4	0	1	2	0	3
Tec de Monterrey	2	0	0	2	0	0	2
Waseda	1	0	0	1	0	0	1

“

If asked to describe my visiting year at Yale with a word, I would say “refresh”. It was definitely not a continuation of my previous college life at my home university.

Yale makes no assumptions about one’s background, abilities, or pursuits, and opens all resources to everyone. Therefore, at Yale, I was able to and even encouraged to try things I would never have imagined myself doing. I actually rediscovered and redefined the so-called “myself”.

Standing at the end of 2020, every moment since over a year ago still comes back clearly. I saw myself, a student double-majoring in Statistics and Finance, raising hands in multidisciplinary courses such as the History of Foods, Global Health and Challenges, and Thinking. I saw a myself, a bookworm, darting out of the library into the gym for Japanese kendo practice. I saw myself contemplating at the gallery, stumbling on the ski slope, hiking in the New England forest. I saw myself, often clumsy but always laughing, like a “freshman”, like a child.

My gains and growth could not have been possible without the support from Y-VISP and the Yale community. Starting life in a new environment could be tough -- settling down in halls, shopping for winter clothes and for courses, getting along with new people and the new self. But fortunately, Y-VISP and the people at Yale offered such great help that stepping out of the comfort zone became least uncomfortable. Kevin, Lauren, our advisors and Peer Liaisons were always open to even the most trivial questions and would lead us to the best resources. Connecting with other Y-VISP students and seeing how their new stories unfold were also a great encouragement to me. And of course, Yale staff and students were all so welcoming in all activities and discussions, like we had always been a family.

These connections at Yale were especially important to me after leaving campus due to the pandemic. Even physically apart, the Yale family was still tightknit. The warm words in e-mails, lecture recordings, online well-being sessions and even virtual lunch gatherings helped me stay close to the knowledge and friendship I cherished. With these supports, I learnt to adjust to the rapidly changing outside world and to reflect more upon my inner self, just like when I first came to Yale.

Once again, the Yale spirit conveyed by all Yale people prompted me to “refresh”. I believe this influence would persist, beyond the campus and beyond this visiting year, beyond space and beyond time.

— ZHIYI (LILY) LI

PAULI MURRAY COLLEGE

YALE VISITING INTERNATIONAL STUDENT PROGRAM 2019-20, THE UNIVERSITY OF HONG KONG



Lily (left) with Pauli Murray suitemates

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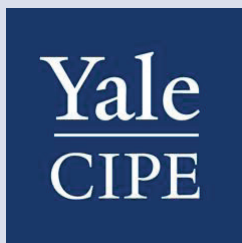
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