

# Yale *Center for International and Professional Experience*



**ANNUAL REPORT  
2020–2021**





**PHOTO: Sammy Landino, Grace Hopper '21**

Stacey L. Sanders Memorial Fellowship  
Catania, Sicily, Italy

**COVER: Cody Braden, Silliman '21**

Yale-Coordinated International Internship, AIESEC  
Maland, Indonesia



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STUDENTS PROGRAM





# ANNUAL REPORT

## 2020–2021

This year's Annual Report offers perspectives on our work in the second year of the Covid-19 pandemic. We have all learned a great deal about the effective use of technologies and found new ways of working with each other and with our communities.

There is far less of a clear line here than we usually see between one academic year and the next, and for the reader who wishes to understand the processes and outcomes of 2020-21 [the 2019-20 Annual Report](#) is certainly useful reading. Given the extraordinary nature of this pandemic period for higher education institutions globally, and the fact that the situation continues to evolve unpredictably, we have chosen this year to provide a rather brief update on last year's report rather than focusing on progress towards goals or on numbers and analysis.

The context of our activity is that of Yale College, although the Office of Career Strategy serves graduate students in the Graduate School of Arts and Sciences. Hybrid remote-office work arrangements have differed across the University throughout the pandemic, but within Yale College these have been aligned as far as makes sense with those of the office of the Graduate

School of Arts and Sciences and The Faculty of Arts and Sciences. We worked remotely in the CIPE, with occasional access to campus as needed for specific purposes, from March 13 2020 through summer 2021. Students were in residence in the Colleges on a modified plan designed to reduce density, but in-person activities of all kinds were very severely limited.

To continue to provide easy access for students to advising, now on Zoom, and to create informational and interactive programming compatible with Yale's public health guidelines, we shared across divisions the various internet-based innovations we found worked well. The exceptional support provided by those members of the CIPE staff who have excellent knowledge of the technologies was essential to this work, and we are all profoundly grateful that our colleagues were willing to help us out without complaint in grappling with all kinds of unexpected issues.

In 2020-21 the recognition of the importance of a response to the Black Lives Matter movement and a collective desire to contribute as effectively as possible to Yale's increased concern for diversity, equity and inclusion prompted us to examine all aspects of our work together across the CIPE and in divisions.

**We ran a total of 19 workshops and meetings focusing on a range of topics related to this important revisioning of our work and will continue to keep this at the top of our agenda in future years.**

This report presents brief versions of divisional reports for the Office of Career Strategy, Study Abroad, Yale Summer Session, Fellowships and Funding and the Yale Visiting International Student Program.



PHOTO: Shannon Teaw, Murray '19  
Richard U. Light Fellowship  
Beijing, China

## 2020–2021 IN-RESIDENCE EDUCATION FOR YALE COLLEGE

Although in-residence education for Yale College students will not look like typical college life in the next academic year, we will create the best possible learning environment in the context of this public health crisis. We must be aware that social distancing, wearing face coverings, and other precautions have reduced COVID-19 spread in Connecticut, but thousands of new cases of the disease are reported weekly across the country. We have a responsibility to continue to do our part to control this pandemic as we resume teaching and learning in the fall.

## SOME UNDERGRADUATES WILL HAVE THE OPTION TO RETURN TO CAMPUS

For each semester in 2020-2021, three classes of students will be in residence. We encourage students who cannot return to campus to continue their Yale education remotely. For fall 2020, first-year students, juniors, and seniors will have the option to live in residential colleges and other campus housing. For spring 2021, sophomores, juniors, and seniors can choose to live on campus. This arrangement allows the university to decrease the undergraduate student population living in the colleges to about 60 percent of normal and lower the risk of spreading COVID-19.



# OFFICE OF CAREER STRATEGY

*Throughout 2020-21, the Office of Career Strategy (OCS) operated virtually according to Yale College's guidelines based on the public health guidance regarding COVID-19. Even in the virtual space, overall engagement with OCS career advising, events, employer sessions, and workshops remained strong. The redesigned OCS website allowed users to customize communication streams and offered new modes for advisers to use the technologies effectively. OCS also used this as an opportunity to experiment with evening and weekend advising, particularly by our graduate student peer advisers. The response has been overwhelmingly positive for these more flexible arrangements and OCS will continue these options.*

## OVERVIEW OF STUDENT AND ALUM ENGAGEMENT

ENGAGEMENT 2020-22	
Advising/Quick Questions Sessions	5,296
Undergraduates	3,881
Graduate Students and Postdocs	618
Alums	797
Career Development Events	6,963
Online Resume Review	1,019
CareerShift Usage	2,369*
<b>Total Contacts</b>	<b>15,647</b>

\*Unique users. Those users conducted a total of 50,102 searches.

Even in the virtual space, overall engagement with OCS career advising, events, employer sessions, and workshops remained strong.

## CAREER STRATEGY SUPPORT FOR GRADUATE STUDENTS AND POSTDOCS

OCS supports students in the Graduate School of Arts and Sciences (GSAS) and postdoctoral scholars interested in careers beyond the academy. Two career advisors and six Ph.D. students, working as part-time McDougal Career Fellows, provide programming and career advising. This year's initiatives included workshops to broaden awareness of career options from academic publishing, editing, and historical consulting, to biotech and pharma. The McDougal Fellows also organized Peer Professionalization Groups through which small cohorts of students worked together through a self-directed career curriculum.

The newly-formed Graduate Professional Experience (GPE) Fellowship program offered 40 opportunities for Ph.D. students to work part-time for a semester on projects throughout Yale. Host offices included the Center for Biomedical Innovation and Technology, the Yale Review, the Yale Prison Education Initiative, the Women's Faculty Forum, the Yale College Dean's Office, the Office of Sustainability, and the Peabody Museum. This program proved extremely popular, with almost 200 applications.

This year's 3-Minute Thesis Competition, through which Ph.D. students present their research in three minutes using language that a broad audience can understand, transferred to a virtual format, increasing access to those outside Yale. Participants were eligible to earn the Poorvu Public Communication Certificate, recognizing their commitment to developing strong professional oral and written communication skills.

## COMMON GOOD AND CREATIVE CAREERS

Common Good and Creative Careers (CGCC) supports students pursuing careers that make a difference and encourage creativity. During the 2020-21 year several new initiatives were born:

- **CGCC Student Advisory Board:** This brought together 13 students across interest areas to make recommendations, brainstorm solutions, and implement projects.
- **CGCC Coffee Chats:** Informal sessions with Yale Alums and Industry Experts enabled students to gain advice and mentorship. In Spring 2021, 14 sessions were offered with alums in legal services, foundations, healthcare, media, government, and think tanks.
- **Virtual Employer Information Session Consortium:** Fourteen collaborative information sessions were offered through this new initiative with 11 peer schools.
- **Faculty Partnerships:** OCS worked closely with Yale faculty to offer workshops in the areas of Education Studies, Environmental Studies, the Human Rights Program, the English Department, Film & Media Studies, and the Yale School of Art.

The impact of COVID-19 on the creative community has been extraordinary. Despite these difficulties, the [2020 Yale College First Destination report](#) showed that 8.3% of graduating students did find positions within a creative industry. This is a significant drop from 2019, but overall creative careers remained the fifth most popular post-graduate employment category. New initiatives in 2020-21 included:

- **Extension of Resources:** OCS extended resources to students on leave and young alums whose career trajectories were most affected. Programming became virtual and collaborative activities with other institutions increased, creating new remote opportunities.
- **Arts and Media-related Programming:** 158 Creative Career events were promoted through OCS, such as the four-part Filmmaking Workshop with the Center for Collaborative Arts & Media, a faculty-led panel on audio drama, and a portfolio design workshop with the WIX design team.





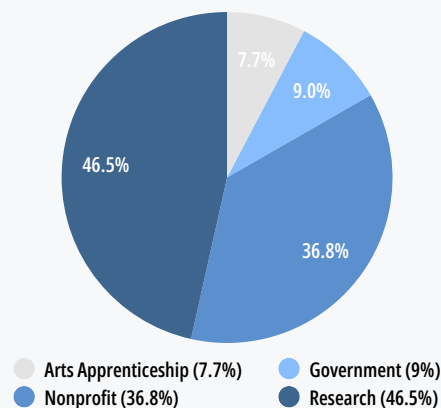


During Summer 2021, 310 SEAs were distributed across class years and interest areas:

- Almost half supported research opportunities (46.5%)
- Approximately 40% supported nonprofit internships
- 9% percent funded government opportunities
- Approximately 8% supported Arts Apprenticeships
- 100 awards supported rising sophomores, 99 rising juniors, and 99 rising seniors
- Twelve first semester seniors received awards for the summer before their final semester

OCS also continued its support for a range of other funded summer fellowships and internships, detailed in the [OCS Annual Report](#).

### SEA 2021: Employment Type



## SUPPORT FOR PROFESSIONAL EXPERIENCES

During 2020-21, most professional experiences remained remote. In addition, many organizations began to evaluate if remote work or a hybrid work schedule would be possible on a more permanent basis. As in past years, OCS continued to support donor-funded summer internship experiences in a range of fields.

### Summer Experience Award

Since 2018 Yale's Domestic Summer Award (DSA), now renamed the Summer Experience Award (SEA), has provided a \$4,000 stipend for unpaid experiences with non-profits, government, education, arts apprenticeships, or a science, laboratory, or other research opportunities to students who receive financial aid. To support students during the pandemic the SEA was redefined to include international opportunities, and eligibility was expanded to permit international students to use the award in their home country. Students from the following countries received this funding for opportunities at home: Canada, Mexico, Ukraine, Zimbabwe, Kosovo, Rwanda, Mexico, Philippines, South Korea, and Kenya.

## STEMCONNECT

STEMConnect supports students and postdocs pursuing careers in science research, technology, engineering, and data science/statistics. Two undergraduate students were hired for the 2020-21 academic year and developed career information in a student's voice, including:

- Employer marketing materials about the "Y-Shaped Engineer"
- Career guides with hiring timelines and key OCS career resources for engineering and computer science opportunities
- A student survey in the School of Engineering and Applied Sciences (SEAS) to gain a better understanding of student interest
- A technical interview guide and practice tools for coding interviews, replacing the previous in-person technical interviewing workshops.



## APPLYING TO GRADUATE & PROFESSIONAL SCHOOL

The Yale First Destination Survey showed that 16.6 % of the Class of 2020 were planning to attend graduate school immediately after graduation. Interestingly, only 59.3% of respondents who were employed stated that they planned to attend graduate school within five years of their graduation, a significant decline from past years. Given the uncertainty of the economy and the pandemic, this may be no more than a temporary shift in students' interest in advanced degrees.

CLASS YEAR	ATTENDING GRAD. SCHOOL IMMEDIATELY AFTER GRADUATION	PURSuing MA/MS OR PHD	PLANNING TO ATTEND GRAD SCHOOL WITHIN THE NEXT 5 YEARS
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%
2020	16.6%	75.0%	59.3%

### Health Professions Advising

In 2020-21 Health Professions Advisory Program (HPAP) advisors increased advising to help students navigate the new virtual interviews, and partnered with other institutions to offer webinars discussing anticipated changes. The overall acceptance rate for first-time Yale College applicants matriculating to a health profession program in Fall 2020 was 85%, as compared to the national rate of 42%.

### Law School Advising

OCS provides support for pre-law students through advising, workshops, law school panels, and the law & legal services networking event. This year OCS partnered with other Ivy+ schools to offer joint programming. During the 2020-21 year, there was a 12% increase in pre-law advising appointments and OCS continued to see an increase in alum applications.

**Yale continues to have one of the highest admission rates to law school in the country at 81%, compared to the national average rate of 69%.**

TIME APPLIED	NUMBER OF APPLICANTS
Senior Year	45
1-3 years after Graduation	200
3+ years after Graduation	103
Other*	8
<b>Total</b>	<b>356</b>

*\*Applicants not identifying in any of the three categories.*



## EMPLOYER RELATIONS

The Employer Relations team fostered new collaborations in 2020-21 including:

- Involvement with the successful re-accreditation of the ABET programs in Chemical, Electrical, and Mechanical Engineering.
- Close partnership with the Friends of Yale from Industry Board, a group of alumni leaders who created 12 new roles with 7 organizations across 4 sectors for Yale students.
- An Interview workshop for the Yale Women's Leadership Initiative and panel discussion on careers in biotech. Continued programming for STEM careers was enhanced by the addition of a graduate fellow, a Ph.D. student in epidemiology.

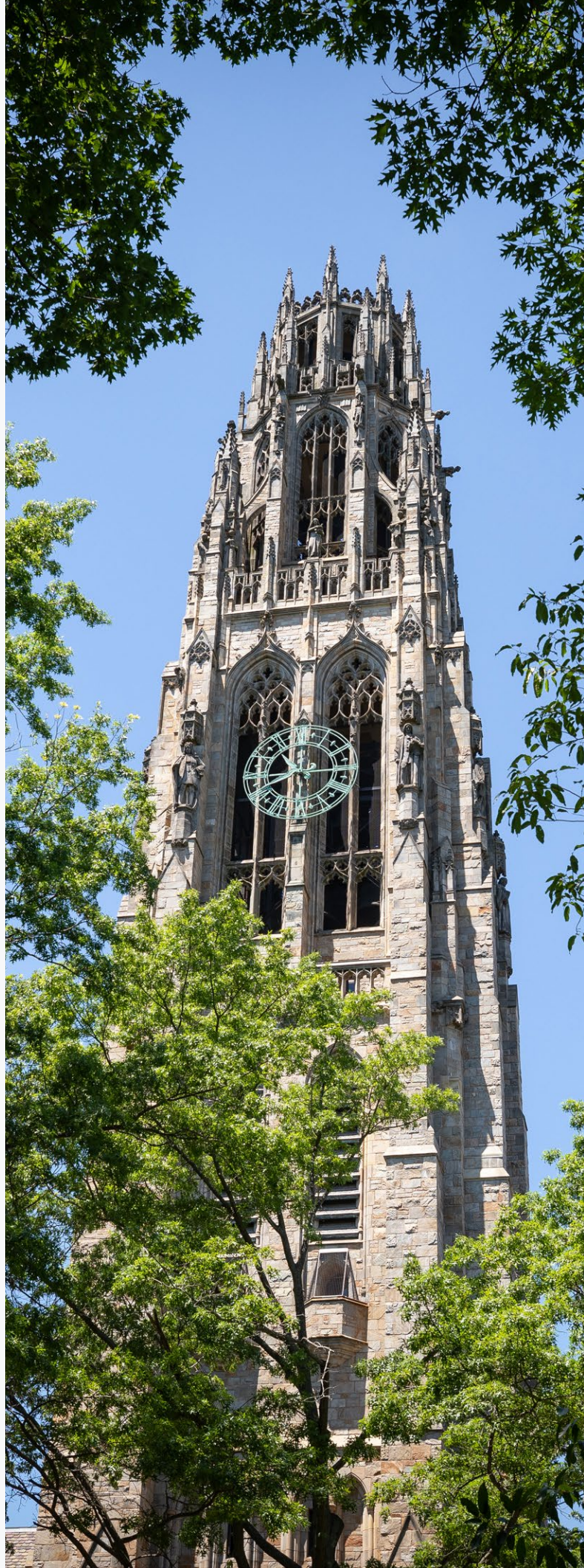
### On-Campus Recruiting Program (OCR)

This program is primarily a tool for large organizations that can anticipate their hiring needs six to eight months in advance. The OCR program pivoted to virtual interviews for the 2020-21 academic year. A total of 30 organizations participated in the virtual program. In addition, more than 800 new employers were registered in Yale Career Link and recruited Yale students beyond OCR.

Details of career fairs and networking events can be found in the [OCS Annual Report](#).

## CAREER STRATEGY FOR ALUMS

OCS offers career support for alums for their ongoing career development. In 2020-21 a schedule for remote individual career advising during the day and evening hours met alum needs across time zones. This year saw a 13% increase in advising appointments among graduates from 1978 to 2021.





# STUDY ABROAD

## STUDENT SUPPORT IN TIMES OF GLOBAL CRISIS ... CONTINUED

*In CIPE's 2019-2020 Annual Report, we saw how Covid-19 brought study abroad to a standstill as regional then global restrictions effectively made international travel for educational purposes impossible. For the academic year and summer 2020-2021, not much changed.*

## SUPPORTING INTERNATIONAL STUDENTS

One significant initiative we were able to foster was to increase support for international students who had returned home over the summer after the 2019-2020 academic year. In many cases, these students found themselves unable to return to New Haven due to increasingly stringent or uncertain travel restrictions related to pandemic management in different regions of the world.

For Yale College's international students who wished to return to Yale to study in fall 2020, after the pivot to remote after spring break in March 2020, the availability of Yale courses online did not necessarily make those courses accessible. Entry restrictions to the United States, time zone differences and, in some cases, problems with access to reliable Internet were significant obstacles.

Such an approach departs from the regulations governing credit for study abroad but was approved by Yale College and provided a path toward academic progress that was accessible, affordable, and assured for students who most needed it.

All told, 100 international students (93 returning and 7 incoming) indicated interest in this option for fall 2020, and 22 indicated interest in this option for spring 2021. In the end 32 students participated, including 15 for fall 2020, 7 for spring 2021, and 10 for the 2020-2021 academic year. This support for international students to study in their home countries during the pandemic provides just one example of the flexibility and creativity within Yale College which allow us to support our students during a time of unprecedented disruption.

**In late June, therefore, we developed an International Student Exception that provided a pathway for international students to study at institutions in their home countries.**

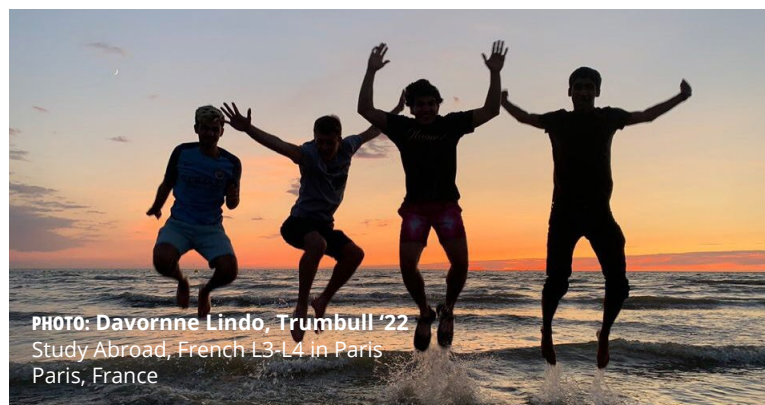


PHOTO: Davornne Lindo, Trumbull '22  
Study Abroad, French L3-L4 in Paris  
Paris, France



## UNIVERSAL TRAVEL RESTRICTION & THE YALE COLLEGE TRAVEL POLICY

Yale College moved in fall 2020 to a universal travel restriction based on CDC Covid warning levels shutting down study abroad across the board. On July 1, fall 2020 study abroad was suspended, and 10 students who had applied to go abroad for that term were notified. On October 5, spring 2021 study abroad was also suspended, and 29 students with applications in progress were similarly notified. To put these numbers in some perspective, in the pre-pandemic 2018-2019 academic year, 1,200+ students went abroad for study, work, and research experiences. Looking at just credit-bearing term-time study that year, 4 studied abroad for the full year 2020-21, 16 for fall, and 75 for spring.

**By the start of a new calendar year the course of the pandemic had improved somewhat, and, on April 5 2021 the universal travel restriction was lifted as Yale College reverted to its longstanding Travel Policy.**

However, this policy remained tied to CDC risk ratings, effectively meaning that most (although not all) locations abroad remained ineligible for study abroad. All told, 77 summer students had their study abroad applications withdrawn due to travel policy restrictions, leaving just two students approved, both financially supported by the International Study Award (ISA), to study in South Korea.

## ADAPT AND COMMUNICATE

As the pandemic forced unprecedented challenges on everybody everywhere, the study abroad staff did what all of us have been asked to do: adapt. To give just one example from the daily collaborative life of the CIPE, study abroad staff provided technical and other support for the online classes that normally would have run abroad, a demanding and crucial part of this pivot. The staff also invested heavily in providing communications to students and to the broader Yale to offer as much certainty as possible in a constantly evolving global situation.

We worked as always with awareness and consultation about what our peers were doing at other Ivy League campuses other sister institutions, learning lessons from others' successes (and troubles), ensuring that Yale College's approach to study abroad during the pandemic capitalized on the wisdom and experiences of study abroad professionals throughout the country. Looking towards the challenges of reopening, we hired an expert consultant to review nearly every aspect of Yale Study Abroad's management as we looked toward a full resumption of study abroad at the earliest fully viable moment.



# YALE SUMMER SESSION

*The effects of COVID-19 continued in summer 2021, but Yale Summer Session collaborated with stakeholders across Yale to deliver an expanded curriculum, to enhance advising on financial aid, and to build a healthy and vibrant residential experience for Yale College students. The result was a second summer of outstanding support for students and faculty, record enrollments, and a successful residential life program.*

## KEY OUTCOMES INCLUDED:

### Supporting Faculty

Continuing our productive partnership with faculty, the YSS online support team provided high-touch, state-of-the art support for an expanded curriculum to meet the increased demand produced by earned COVID-19 Courses.

### Improving the Delivery of Summer Financial Assistance

YSS worked with University Financial Aid to develop systems for managing and tracking the COVID-19 Courses and Housing Subsidies earned by students in 2020-21 and to provide more efficient advising on funding summer study.

### Ensuring Health and Safety

Working with Yale Health, the YCDO, and Information Technology, YSS helped create new systems for managing health and safety. These included training Deans Surjit Chandhoke and Sarah Insley as new Health and Safety Leaders and Dean Kelly McLaughlin as the new chair for the Compact Review Committee, tracking student compliance with testing and vaccine requirements, and managing communications with residential students about changing rules on testing, masking, and events.

### Delivering Effective Operations

YSS partners with YC&E every summer, but this year we relied on an expanded partnership to manage residential operations and the unique challenges associated with running a residential program during the COVID-19 pandemic. YC&E, along with Yale Hospitality and the Office of Facilities, ensured that the residential student experience, from move-in to move-out, was smooth and safe.



FACULTY AND COURSES

Yale Summer Session increased the number of courses offered for Yale College credit by 30% to meet the demand generated by the YSS COVID-19 courses that students earned during the 2020-21 academic year: students who were enrolled for both semesters but remote for one semester received tuition waivers for 2 YSS courses, with a housing subsidy for students on financial aid. To meet the expected demand, we worked with academic departments to develop new and innovative remote courses, among them Ancient Civilizations of Mesoamerica, Intermediate Microeconomics, Discrete Mathematics, and Introduction to Transgender Studies.

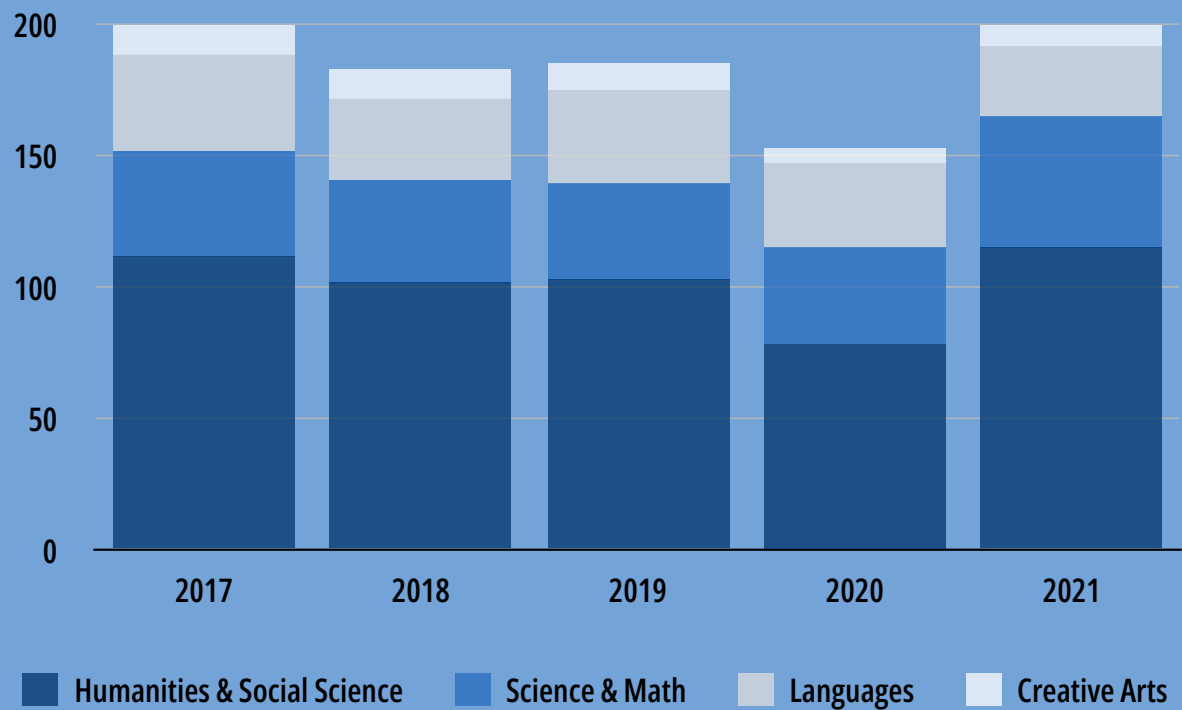
While the vast majority of YSS courses were offered remotely due to COVID-19 restrictions, YSS offered a few courses in-person, either in hybrid format or entirely. Courses with an in-person component included a new course on the history of college campus architecture that

featured outdoor tours of the Yale campus (in-person only), a painting course held in the School of Art studios and a general chemistry laboratory course in the newly renovated Chemistry lab space.

**Faculty are the heart of what makes YSS a special experience for our students, and as always the majority of our instructors in 2021 were Yale faculty.**

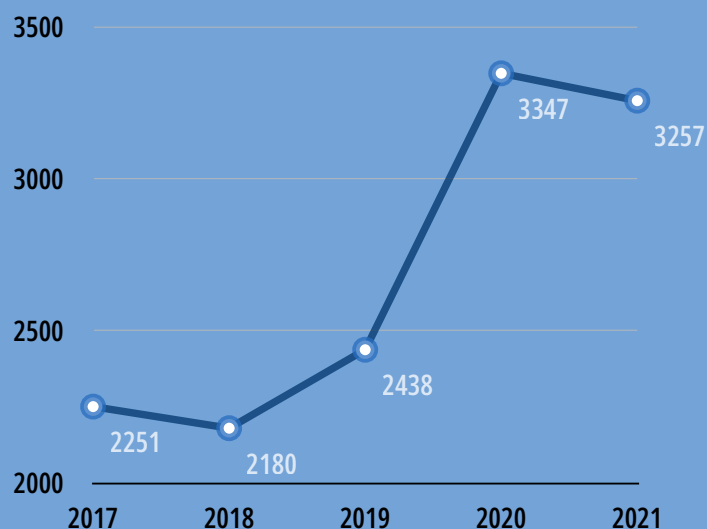
Some courses were taught by Yale graduate students and visiting instructors who had either studied or taught at Yale in the past. We were also grateful to welcome some extraordinary new faculty to the summer community to support the expanded curriculum.

COURSES BY DIVISION





# TOTAL YSS ENROLLMENTS



## Yale Summer Session Programs Abroad: Online Again

Ultimately, Yale Summer Session Programs Abroad did not run internationally in 2021 for a second consecutive summer. 23 courses which would have been taught abroad serving 257 students were offered online once again instead. These programs were designed as immersion experiences and not to run online, but many students rely on the summer to earn credit, especially for the language requirement, and so we did all we could to provide strong academic and cultural learning experiences. Students were able to enroll in language courses making the progress they had anticipated.

## YSS Language courses taught remotely summer 2021

LANGUAGE	YALE COLLEGE STUDENTS ENROLLED
Arabic	13
French	11
German	1
Italian	28
Russian	12
Spanish	91
<b>Total</b>	<b>143</b>

Students in courses with a focus other than language acquisition also evaluated their experience very positively. The outcomes were often heartening. As Colleen Kinder, instructor of the *Personal Geography* program, which normally runs in Auvillar, France, wrote:

*I was struck by how well I was able to get to know students. I tried to forge strong "writing partner" dynamics and relationships—as I usually do in France—by assigning them each a weekly partner and utilizing a digital platform so we could message observations about our immediate surroundings to each other. It was fascinating to learn more about everyone's surroundings, and I think it whet each writer's creativity. We developed a real sense of community and forged deep connections without stepping foot in the same room.*

Colleen Kinder  
Instructor, Personal Geography



# INDIVIDUAL STUDENTS USING COVID COURSES AND HOUSING SUBSIDIES

	ELIGIBLE	REDEEMED ANY COURSES OR SUBSIDY	REDEEMED BOTH COURSES	REDEEMED ONE COURSE	DID NOT REDEEM ANY COURSES	TOTAL STUDENTS WITH REMAINING ELIGIBILITY
<b>COVID Courses</b>	1830	1065	710	355	765	1120
<b>Housing Subsidy</b>	1048	121				448

YSS Financial Aid: **\$1,003,618** YSS Financial Assistance  
**\$237,570** in Summer Pell Grants awarded

## FUNDING FOR YALE SUMMER SESSION

YSS has been able to provide generous support for Yale College Students during the pandemic. To request details, please [contact Yale Summer Session](#).

## RESIDENTIAL LIFE

During the summer of 2021, Yale Summer Session offered a COVID-19 restricted residential life program for matriculated Yale students only. Students lived in Silliman College and Grace Hopper College. We had 242 unique students in housing this summer. In coordination with Pauli Murray Dean Alexander Rosas, the new Head of Summer Colleges in 2021, YSS hired 64 residential life staff members. STARS counselors, FSY counselors, and Public Health coordinators also lived and worked in the Summer Colleges.

Despite COVID-19 restrictions—including arrival quarantine, COVID-19 testing, wearing masks, social distancing, and grab-and-go meals—YSS offered fun activities for Yale Summer Session students. Activities included spa nights, study breaks, trips to the farmers market, a scholastic book fair, intramural sports, kayaking on the Quinnipiac, outdoor movies, beach trips, and a trip to Lake Compounce.



It it was a great opportunity to check off a distributional requirement in a more relaxed way that fit conveniently into my schedule. – Katie, BR '24



# FELLOWSHIPS AND FUNDING

## REMOTE WORK ENCOURAGES STUDENT CONTACTS

*As COVID progressed and we continued working remotely, we kept a close eye on the numbers of students contacting us for advising appointments workshops etc. In 2019-2020, we had a 250% increase in the number of students who had contact with our office. As Zoom fatigue set in, our numbers decreased slightly, but not by much. Our team of 5 full-time advisers gave 1191 individual advising appointments.*

We also saw a large number of attendees in our online workshops and information sessions. While in-person advising became available for all students preferring this option remote advising remained the mode of first choice for students. Information sessions have been particularly effective on line and this now fully accepted way to reach all students will be maintained.

ENGAGEMENT	TOTAL
Advising	1191
Fellowship Interview	210
Online Information Session	1071
Walk-in	50
Online Workshop	102
<b>Total</b>	<b>2594</b>

## THE ARRIVAL OF ZELLE

The pandemic encouraged many departments to find ways to streamline processes and make things easier for students and administrators alike. We were very relieved this year to be able to use the new Zelle payment process that Accounts Payable developed over the course of the year. This radically changed the way we were able to pay students and was a massive improvement over the payment process from previous years. We hope that the issuing of paper checks will become a thing of the past in all our transactions.



**PHOTO: Anna Blech, Hopper '19**  
Research and Travel Award  
Xinjiang, China



A NEW WORKSHOP:  
TRUMAN SCHOLARSHIP WRITING GROUPS

In the spring of 2021 Fellowships partnered with the Yale College Writing Center and the Poorvu Center Academic Strategies Program to pilot a Truman Writing Group: a series of workshops and writing sessions to support students considering applying for the Truman Scholarship. Truman Scholarships are awarded to college juniors who demonstrate outstanding potential for leadership and a commitment to a career in public service. The application is a challenge for students due to the timing of the competition (in the fall of junior year) as well as the reflection and planning regarding graduate school and careers.

The Writing Group sessions were designed to provide accountability, resources, and community with the goal of making the Truman Scholarship application process as beneficial and transparent as possible. Interest in this pilot program far exceeded our expectations when 35 students completed the initial sign-up, over half of whom self-identified as FGLI. Ultimately, more students started Truman applications than in any other year except 2018.

Though the Truman Scholarship is among the most competitive national awards that undergraduates pursue, applicants consistently report lasting benefits from the timed and structured process or writing and reflection along with meaningful conversations with mentors and advisors.

We are thrilled to be able to extend these benefits to students who might otherwise have self-selected out of the competition, and to contribute to a mutually supportive culture of excellence among Yale’s future public servants.

SUMMER AND POSTGRADUATE FUNDING FOR  
YALE COLLEGE STUDENTS

Despite the travel restrictions Covid presented to students for the second year in a row, we were able to fund a significant number of students for remote experiences over the summer and for postgraduate awards. The total number of awards across Yale College was no different than in years past which was very encouraging to see. Interestingly, the number of research experiences funded this year increased by almost 22% over 2018-2019 (pre-pandemic) numbers. The total funded of just over \$5.9 million included travel for only a small handful of undergraduates for some language study although even language study (particularly for the Light Fellowship) was primarily virtual. The majority of experiences were conducted remotely and included a wide range of experiences adapted and created in the pandemic environment.

TOTAL YALE FUNDED SUMMER AND  
POSTGRADUATE AWARDS, INTERNATIONAL STUDY  
AWARD AND SUMMER EXPERIENCE AWARD

AWARD YEAR	TOTAL YALE AWARDS	TOTAL FUNDS AWARDED
2021	1,623	\$5,991,330

AWARD ACTIVITY TYPE	TOTAL YALE AWARDS
Community/Public Service	14
Internship/Work	321
Language Study	136
Study	19
Independent Projects	135
Conference Attendance	176
Research	780
Unspecified	42



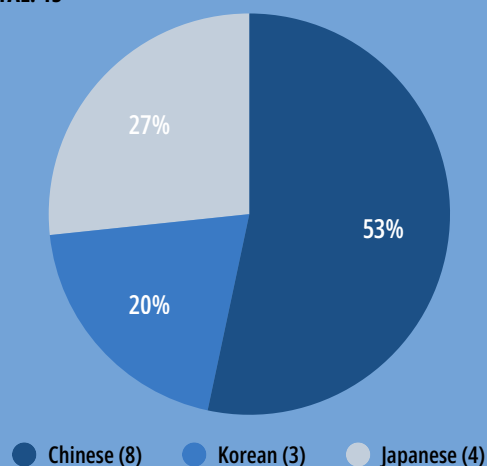
# RICHARD U. LIGHT FELLOWSHIP PROGRAM

*2021 marks the 25th anniversary year for the Light Fellowship which funds the intensive study of the Chinese, Japanese and Korean languages. Despite the on-going impact of the coronavirus pandemic on international study and travel, in 2021 the Light Fellowship supported a total of 56 fellows during the spring and summer terms.*

The Richard U. Light Foundation Trustees generously agreed to extend funding to students in both U.S. and South Korea based remote programs. Our program partners were fortunately able to direct their resources into offering remote study options to students. We were able to send 14 fellows to South Korea for summer language study. Even though they took courses remotely, they were able to engage in and explore their host culture and 7 students planned to continue their studies there in the fall semester.

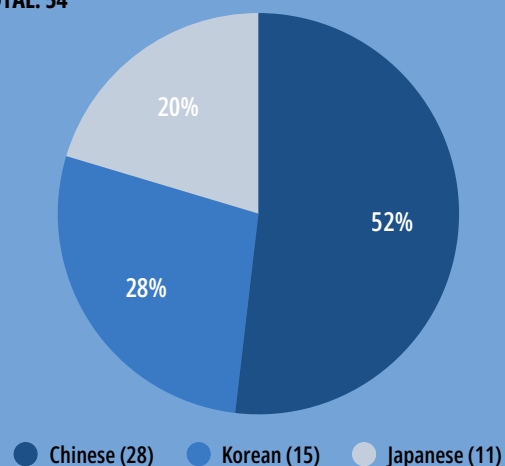
## SPRING 2021 LIGHT FELLOWS BY LANGUAGE

TOTAL: 15



## SUMMER 2021 LIGHT FELLOWS BY LANGUAGE

TOTAL: 54



## SUMMER 2021 LIGHT FELLOWS BY PROGRAM

LANGUAGE	PROGRAM	NUMBER OF FELLOWS
CHINESE	CET China	8
	Princeton in Beijing	1
	Inter-Univ. Program	3
	Int'l Chin. Lang. Program	16
JAPANESE	CET Japan	4
	Inter-Univ. Center	1
	KCJS	1
	Princeton in Ishikawa	2
	SUN Academy Nihongo	3
KOREAN	Ewha University	4
	Seoul National univ.	4
	Sogang Univ.	5
	Sungkunkwan Univ.	1
	Yonsei Univ.	1





*I was the only person in my remote class, which was CET's Advanced-High level (LANG521). This flexibility shaped the course of my studies, allowing me to delve into specific interests like architecture or music and also to develop a strong connection with my teachers...I would constantly shift gears, focusing on reading kanji-laden passages one day and impromptu debating the next. It could easily have been a very stressful class with the amount we were covering, but the faculty and teachers were so encouraging that I wanted to put out my best every single day, because learning with them was so much fun.*

**Ernestina Hsieh**

Yale College Dec '23  
Architecture

Spring '21 Light Fellow, CET- Japan

*Despite the covid-related challenges, I've enjoyed ICLP's remote learning option - I think it's nice to learn in a 1:1 setting...Besides becoming more comfortable speaking through 1:1 classes, the biggest difference between my ICLP classes this year and my previous language-learning experiences in Chinese is the content. At ICLP the vocabulary, readings, and content revolve around more "real world" topics, and I've really enjoyed being able to have these types of conversations with my teachers.*

**Rachel Sterneck**

Yale College '23  
Computer Science and Psychology  
Summer '21 Light Fellow, Int'l Chinese  
Lang. Program



*Since most people in my class are not from the States, we have to use Korean to communicate with each other, which is quite funny, but also good practice at the same time. It was so interesting to hear about why they decided to do the program and what they plan to do with the skills and knowledge they gain. Everyone in my class has already been in Korea for over a year, and many of them plan to go to college full-time in Korea or find a job here. This has shifted my view of what I can do with my language learning experience, especially when I return to Yale.*

**Yingying Zhao**

Yale '24  
English  
Summer '21 Fellow, Ewha Univ.





## NATIONAL FELLOWSHIPS

We were delighted that we continued to receive great news about our candidates for prestigious national and international fellowships. While the pandemic disrupted many plans in 2019-2021, it is likely that experiences overseas will once again become normalized in summer 2022.

### Major National and International Fellowship Awards 2015-2021

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

In addition, 1 Yale student was awarded the Udall Scholarship.

# YALE VISITING INTERNATIONAL STUDENT PROGRAM

*Because of pandemic travel restrictions in 2020-21 Y-VISP welcomed just 1 of the 31 admitted students to campus and two students virtually. Our on-campus student was from the Tecnológico de Monterrey. The 2 students who studied remotely in Spring 2021 were from Yale-NUS College, taking Environmental Studies courses in preparation for applying to the Five-Year Program with the Yale School of the Environment.*

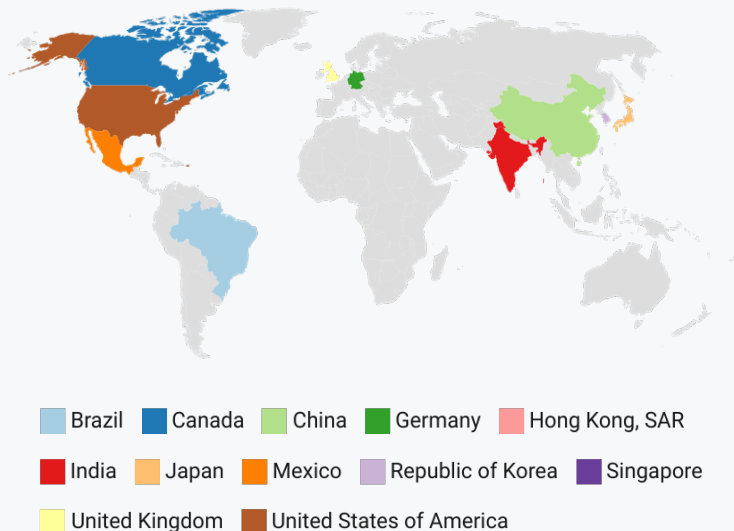
The students who participated were connected to Yale's support and programming as always by peer liaisons and their Y-VISP advisers. Our on-campus student was advised by a staff member at the Yale Law School, opening opportunities to explore their legal studies major in the US context and make connections with Law School professors.

During the 2020-21 cycle an Alumni Ambassadors program was created in response to needs identified by the Y-VISP alum survey. Ambassadors were elected

in all countries where Y-VISP alums are present. Their role includes fostering a continued sense of community, often in combined programming with the Yale Regional Clubs, promoting networking between alums and current Y-VISPs, and connecting with newly admitted Y-VISPs and representing Y-VISP at fairs at their home universities. A Y-VISP LinkedIn group and access to Cross Campus for Y-VISP alums were also provided to encourage networking opportunities.

## Y-VISP ALUM LOCATIONS

Y-VISP alum live around the globe. These are the locations of our alums from 2011-2020 as of September 2020 based on the responses to our alum survey.

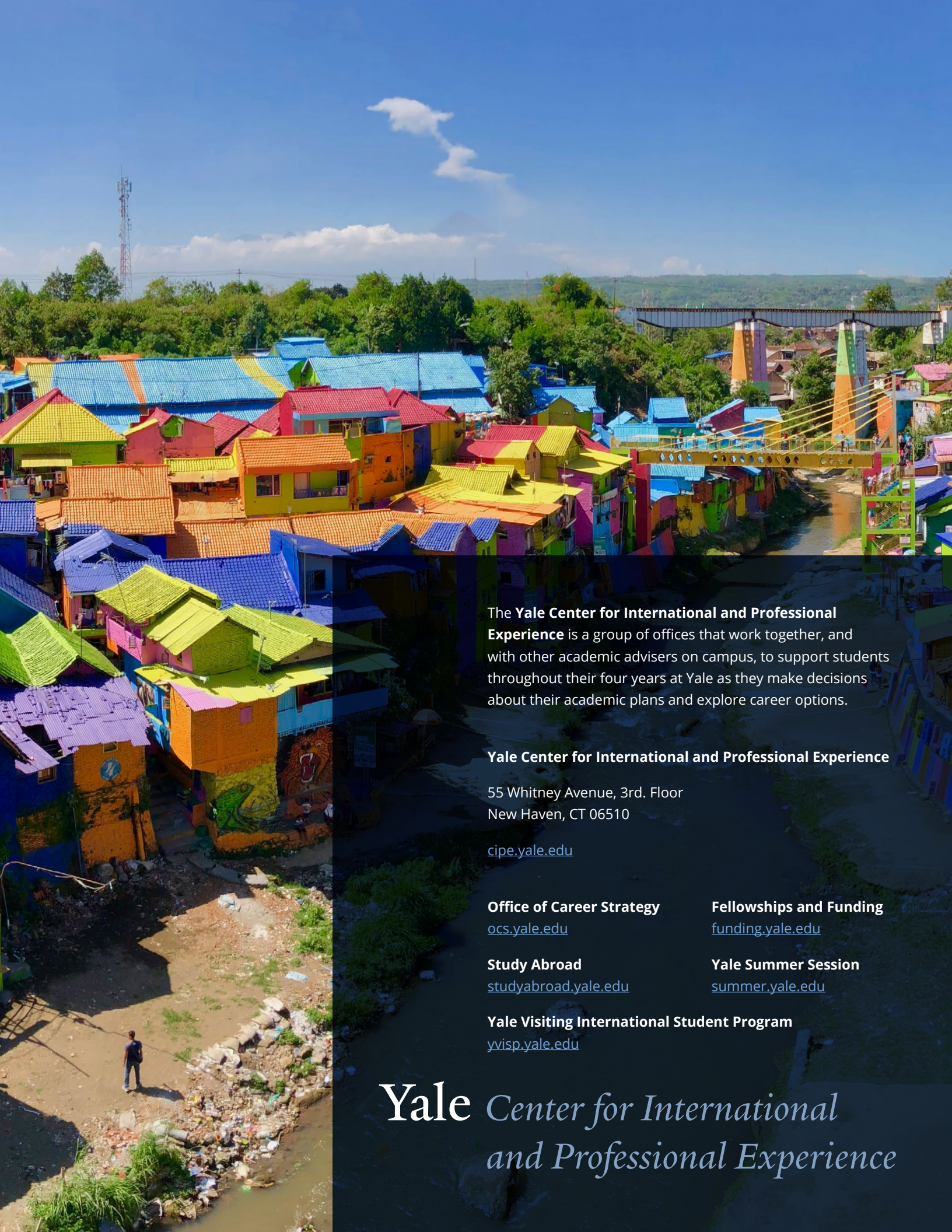






**PHOTO: Jack Devlin, Pierson '21**  
Study Abroad, Fundamentals of Sustainability Research  
Maland, Indonesia





The **Yale Center for International and Professional Experience** is a group of offices that work together, and with other academic advisers on campus, to support students throughout their four years at Yale as they make decisions about their academic plans and explore career options.

**Yale Center for International and Professional Experience**

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