



# Albright Institute Impact Study

## Findings from the first six cohorts of Albright Fellows



**THE ALBRIGHT  
INSTITUTE**  
AT WELLESLEY COLLEGE

PREPARED BY

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## Executive Summary

The Madeleine Korbel Albright Institute for Global Affairs was established in 2010 and has now graduated six cohorts of Fellows. The purpose of this evaluation is to understand the impact that the Institute has had on Fellows, which aspects of the Institute are most impactful, and the areas for improvement.

### Summary of key findings

The findings suggest that the Institute was a transformative experience for the majority of participants. Satisfaction with the Institute was very high with several Fellows mentioning it was the highlight of their experience at Wellesley.

- ❖ **Fellows viewed the Wintersession program as the cornerstone of the Albright experience and reported it had a significant impact on their personal development, knowledge, skills, and commitments in various areas.** Fellows attributed the Institute with helping them build self-knowledge and rated themselves highly on a number of attributes and abilities compared to other Wellesley alumnae.
  - Fellows cited the group work, lectures, and time with Secretary Albright as especially influential in facilitating their personal development during the Institute.
  - Post-Wintersession, many felt the internship was most powerful in shaping their personal development.
  - Fellows viewed the Institute as having the strongest impact on them while they were at Wellesley, and less so after graduation.
  - The majority of Fellows attribute the Institute with changing their view of traditional classroom learning to one that values multidisciplinary perspectives, group work, dialogue, and internal motivation.
  
- ❖ **Fellows felt that there was great potential for impact through the Albright Fellows Network (support with finding internships and jobs, advice, mentorship, and social support). However, few have experienced a direct benefit from the Network.** – *As such, this is an opportunity for strategic development.*
  
- ❖ **Albright facilitated friendships between Fellows, with nearly a third of Fellows reportedly gaining close friends from the Institute.** These lasting friendships were often cited as the most valuable long-term aspects of the Institute. As other Wellesley College alumnae surveys have demonstrated, College friendships serve as an enduring connection between alumnae and the College.
  
- ❖ **Fitting with their interest in making an impact in today’s world, Albright alumnae report making an impact on others’ lives and their communities through their work and civic engagement today.** Albright alumnae rate their jobs as contributing to making the world a better place more strongly than alumnae 1 and 5-years out. According to Fellows, the professional work they are engaged in to a large degree require leadership, multidisciplinary, and collaboration skills. A higher proportion of Albright students work in politics, public policy, and advocacy than Wellesley graduates one and five years post-graduation. Further, the majority of Fellows (76%) have participated in some type of volunteer activity since graduating college.

- ❖ **Albright Fellows can be found throughout the world.** One-quarter of Albright alumnae report living or working outside of the United States – a rate that is much higher than alumnae one and five years post-graduation.

### Summary of recommended next steps

- ❖ **Strengthen the Albright Fellows Network.** The area that almost all Fellows agree could be strengthened is the Albright Fellows Network. Recommendations include creating a searchable directory of Fellows to reach out for support in internships, careers, and advice, a more formal mentorship program, hosting regional events such as luncheons, dinners, happy hour, or lectures, more consistent communication such as through a newsletter, having a greater social media presence, and creating a forum for dialogue and discussion.
- ❖ **Provide greater assistance with internships.** Suggestions for improving the internship program were mostly related to help with finding an internship that was a good match. The Network was also mentioned as a way to help with this process as well as having a directory of past internships. Other recommendations included better coordination with CWS, having more money attached to the internship, requiring that the internship be done after the Wintersession program, and providing clearer guidance on the internship requirements.
- ❖ **Provide greater assistance with communication and relationship-building skills.** Suggestions for improving the Wintersession program included providing some training on how to work well in a group prior to the group work, training in networking skills, help with navigating career paths, and additional public speaking/presentation skills. Fellows like the weekend workshop format that has previously been used. Fellows also wanted more opportunities for dialogue to help with forming strong relationships with other Fellows.
- ❖ **Increase the diversity of speakers.** Other suggestions for the Wintersession program included providing a greater diversity of opinions from speakers such as bringing in international speakers or speakers with non-US-centric or political views. This suggestion is related to changing the perception of the institute from one of elitism by deemphasizing the message that Fellows are special.

## Introduction

The Madeleine Korbel Albright Institute for Global Affairs is a model for educating and inspiring the next generation of global leaders. Guided by a multidisciplinary curriculum and innovative pedagogy, the Albright Institute advances the liberal arts to educate women to be global citizens for leadership. The Institute focuses on integrating classroom and experiential learning; encouraging exploration, risk-taking, and resiliency; and taking a multidisciplinary, inquiry-driven, and team-based approach to addressing global challenges.

The Albright Institute relies on three pedagogical methods:

- Academic Theory and Research
- Thought-Leading Expert Lectures
- Learning through Action: Cross-disciplinary Group Work and Global Internships

Breaking silos and redefining the classroom, the Madeleine Korbel Albright Institute for Global Affairs leverages the existing power of the liberal arts by integrating the expertise of the world's leading practitioners and thought leaders, many of whom are Wellesley alumnae.

Through intellectual exchange among a diverse mix of students, faculty, global thought-leaders and policy-makers, the Albright Institute seeks to advance Wellesley's efforts to learn from—as well as serve—cultures and communities around the world. This commitment to a broad interdisciplinary approach stems from the Institute's conviction that global understanding is not just about political science, or economics, but all the disciplines and fields that comprise the liberal arts.

The Institute encourages Fellows to learn in a new way: through partnership with others from every discipline, valuing the different perspectives as a source of problem solving strength. Each student's mastery of a broad range of intellectual and cultural content lends perspective to all of her decision-making. It helps her cultivate curiosity—an ethic and discipline of inquiry—to interrogate closely, argue cogently, and judge fairly. It builds the moral clarity and courage to draw ethical lines and set appropriate boundaries.

Perhaps, most importantly, the Albright Institute is a call to action – to shape a world that is better for everyone. The mission of the Institute is not just to increase students' understanding of the world; it is to educate Wellesley women for leadership in that world. Whether as poet or scientist, policy analyst or care provider, the work and study of each addresses the most daunting issues of our time. In whatever field a Fellow is called to lead, she advances the legacy of Wellesley's mission of service for the greater good.

Exemplifying Wellesley College's role as the premier educator of women for leadership, each year the Institute launches 40 Fellows to carry forward the legacy of the United States' first woman Secretary of State, Madeleine Korbel Albright, Wellesley Class of 1959.

## Goals of the Institute

The goals of the Institute are for Fellows to:

### *Short-term*

- Increase their understanding of global and social issues
- Increase their understanding of cross-disciplinary approaches in considering global/social issues
- Increase their commitment to creating positive change in the world
- Develop collaboration skills: listening, managing conflict, trusting others, and sharing leadership
- Develop a stronger sense of values and self through reevaluation of skills, intellectual interests and career path

### *Mid-term*

- Increase their ability to lead, speak, think, and solve problems in a collaborative, multidisciplinary way
- Increase their likelihood of taking greater intellectual risks and exploring new areas (e.g., courses)
- Receive mentorship from Albright Network

### *Long-term*

- Develop into leaders advancing positive change in the world
- Increase their ability to take multidisciplinary, collaborative approaches to leadership
- Increase their sense of connection to the College because of the Albright Institute
- Increase their participation in the Albright Network and their commitment to helping other women advance

## History of the Institute

Wellesley College is widely recognized as the preeminent educator of women for leadership. The College's legacy of alumnae pioneers speaks powerfully for its reach and record, and no one demonstrates more powerfully this hallmark than Madeleine Korbel Albright '59. A transformational leader, Secretary Albright embodies the liberal arts acumen that allows her to see what others can't, the lifelong commitment to justice that fuels social progress, and the humility and drive to serve around the world in many capacities throughout her lifetime. It was Albright herself who wished for a living tribute to her accomplishments. Rather than bricks and mortar, she envisioned women leaders across the globe working together to transform the world. Whether political leaders sitting across a negotiation table representing diverse and differing countries, or women working together on international research teams to address and advance global health challenges, Albright envisioned a cadre of women leaders creating profound change for a more just world. Thus, the Albright Institute for Global Affairs was founded in 2010.

## Methodology

To understand the impact of the Institute across several domains, the evaluation sought to draw upon a comprehensive set of qualitative and quantitative data sources. By drawing upon both qualitative and quantitative data, the evaluation sought to fully understand the Institute's strengths, areas for improvement, and impact on Fellows' lives. This section describes the surveys and interview data, along with the participant demographics, that help build a descriptive view of the Albright Fellow experience.

### Evaluation Questions

- What are the program's strengths and areas for improvement?
- Does the program contribute to Fellows' development in...
  - Increased understanding of global and social issues?
  - Increased understanding of cross-disciplinary approaches in considering global/social issues?
  - Increased commitment to creating positive change in the world?
  - Further development of collaboration skills?
  - Stronger sense of self and values through reevaluation of skills, intellectual interests and career path?
- What long-term impact does the Albright experience have on students?
  - How does the Albright Institute fit into the leadership trajectory of young women? How do students make sense of the program experience in their overall development? In what ways does the Albright Institute develop students' leadership skills?
  - Are alumnae generating positive change in their communities?

### Fellows Survey

To help assess the impact of the Institute on Fellows' lives after the Institute, both at Wellesley and post-graduation, a questionnaire was developed by program staff in collaboration with the Office of Institutional Research, Planning and Assessment and faculty advisors. The confidential questionnaire aimed to reach as many of the Fellows as possible to build a representative view of Fellows' experience. The questionnaire asked participants to answer both open and close-ended questions about:

- Short and long-term impact of the Albright Institute design
- Post-graduation professional and educational activities
- Post-graduation civic and global engagement
- Engagement in the Albright Network and suggestions for its development
- Interdisciplinary development

Select questions drew upon existing items from other Wellesley alumnae surveys and instruments to enable general comparisons. Where possible, participants' responses were matched to institutional demographic data, such as major, race/ethnicity, parental history of college education, family income status during first entry into the College, and citizenship.

All Fellows were invited to participate in the survey. The survey launched in early July 2015 and closed in mid-August 2015. In total, approximately two-thirds of Fellows responded to the survey (64% response rate). Of the 239 surveys distributed, 181 emails were opened and 173 responses were collected. The survey took approximately 10 minutes to complete.

## Fellows Interviews

At the conclusion of the survey, Fellows were asked if they would be willing to participate in an additional phone interview that would allow for deeper probing about their Albright experience. The interview was designed to explore emerging themes from the survey, understand the Institute's pedagogy relative to traditional classroom learning at Wellesley, and Fellows' career path since graduating.

From July through September 2015, two research assistants followed up with participants to set up interviews. In total, twenty-three Albright participants engaged in phone and Skype interviews. Interviews were approximately 30 to 60 minutes in length and were audio recorded. Of those, twenty-one interviews were transcribed and analyzed.

A grounded theory approach was used to identify common themes among the interviews. Interview data were used to provide further evidence and substance to survey responses.

## Senior Survey

In addition to the survey that focused on the Albright-specific experience, senior survey data served as a supplementary source of information to allow for comparisons between Albright and non-Albright participants' college experiences. Each May, graduating seniors are invited to complete the Senior Survey. This instrument asks students to share their post-graduation plans and reflect upon several areas, including multiple facets of students' time at Wellesley. More specifically, the survey asks questions about students' satisfaction with major(s), their out-of-classroom academic and non-academic activities, self-perceived growth in several areas, and suggested improvements on a special topic. Additionally, respondents identify if they participated in the Albright Institute. Response rates typically range from approximately 60 to 75 percent.

Logistic regression analyses sought to identify in what ways Albright Fellows differed from their peers in terms of the College activities and to what degree, if any, participation in the Albright Institute, contributed to greater levels of perceived growth in several areas (e.g., teamwork, leadership skills, global awareness) when controlling for students' demographics, satisfaction with major, and participation in other academic activities.

## Limitations

Because we are asking participants to reflect on their experiences, the alumnae survey and interview responses we gather are subject to perceptions and memory. It is likely that alumnae with a strong and/or active connection with Wellesley will be more likely to participate in the alumnae survey. Further, given the sample size it will be difficult to definitively attribute value-add to the Albright Institute.

Similarly, the senior survey data is based on self-reported data. The regression models serve as a starting point, but do not capture all of the predictors of self-perceived growth.

As such, this evaluation places greater emphasis on the findings from the Albright survey data and qualitative interviews, and hones in on the ways in which Albright fit into the myriad of experiences students and alumnae had in their time at Wellesley.

## Albright Fellows and Survey Participant Demographics

### By Discipline

**Overall, Albright Impact Study participants reflect the demographics of all Albright Fellows and more generally, Wellesley College's Classes of 2010 through 2015 graduates.** Similar to the College's overall alumnae profile, the majority of Albright participants graduated Wellesley with a diverse set of majors and had majors largely based in the humanities and social sciences. Unlike Wellesley graduates on the whole, Albright Fellows included a higher concentration of economics (23% Albright Institute vs. 16% College-wide) and political science majors (18% Albright Institute vs. 10% College-wide). This in part may reflect Albright's high population of international students; college-wide, Economics has a relatively higher proportion of international students compared to other departments.

	Albright Participants	Albright Impact Study Survey Respondents	Graduates (2010-2015)
N	239	173	3,179
Humanities	37%	39%	39%
Science and Math	22%	25%	25%
Social Sciences	56%	51%	45%
Individual	2%	2%	1%
Other disciplines	12%	11%	9%

\*Note: Totals do not add up to 100% because they include double-majors

### By Race/Ethnicity

**By design, the Albright Institute enrolls a high number of international students.** Fellows have come from 45 different countries, including Hong Kong, Jamaica, Mexico, Nepal, Iraq, United Kingdom among others (see Appendix). Approximately one in five (21%) Fellows were international students compared to one in ten graduates (9%) from the College during the same time span. On the whole, there are proportionally fewer White-only, Black, and Latina students who are Albright Fellows compared to the overall Wellesley College population.

	Albright Participants	Albright Survey Respondents	Graduates (2010- 2015)
N	239	173	3,179
Asian	22%	20%	23%
Black or African American	3%	3%	6%
Hispanic	6%	6%	8%
International	21%	19%	9%
Two or more races	3%	3%	4%
White	42%	46%	47%
Race/ethnicity unknown	3%	3%	2%
American Indian or Alaska Native	0%	0%	0.13%
Native Hawaiian or Other Pacific Islander	0%	0%	0.03%

\*Note: IPEDS race/ethnicity categorizations are used. Individuals are first categorized into the Hispanic/Latina category, individual race/ethnicity-only categories, and then two or more races.

### By Socio-Economic Status

There are slightly fewer first-generation college-going students who are Albright Fellows (6%) as compared to the overall Wellesley College population (11%). Compared to the College, however, a higher proportion of Albright Fellows were considered to have high financial need (24% Albright vs. 16% College graduates).

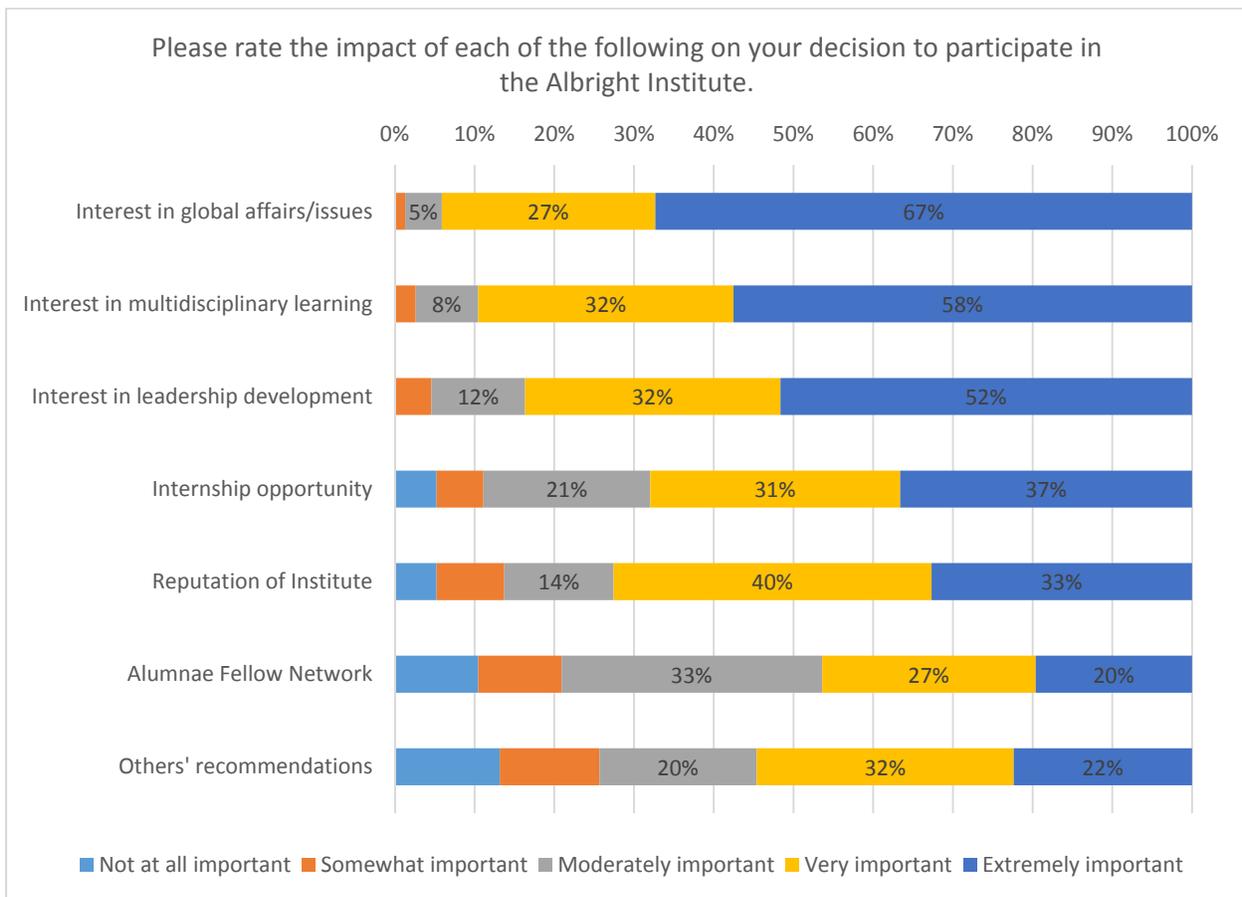
	Albright Participants	Albright Survey Respondents	Graduates (2010-2015)
N	239	173	3,179
First generation college student	6%	6%	11%
Pell Grant Recipients	13%	12%	16%
Very high financial aid need	24%	20%	16%
High financial aid need	9%	10%	11%
Some aid needed	21%	23%	26%
No aid needed	47%	47%	47%

## Impact of the Institute

To what degree did the Albright experience impact Fellows' personally and professionally? What elements of the Institute were most powerful in impacting their personal and professional development? The findings section discusses Fellows' expectations and experience in the Albright Institute, impact of the Institute, impact on knowledge, skills, and commitments, impact on views of traditional classroom learning, impact on friendships, and post-graduation activities. Comparisons are made to Wellesley College students where possible. As this section highlights, the role of peers, group work, and field experts in a space dedicated to intellectual inquiry made Albright a defining moment for many alumnae in their Wellesley College education.

### I. Expectations and Experience in the Albright Institute

**Fellows had high expectations for the Institute.** They were attracted to the Albright Institute mainly for its focus on global issues (94% very or extremely important), multidisciplinary learning (90%), and leadership development (84%). The internship opportunity, reputation of the Institute, Alumnae Fellow Network, and others' recommendations were also important, but less so.

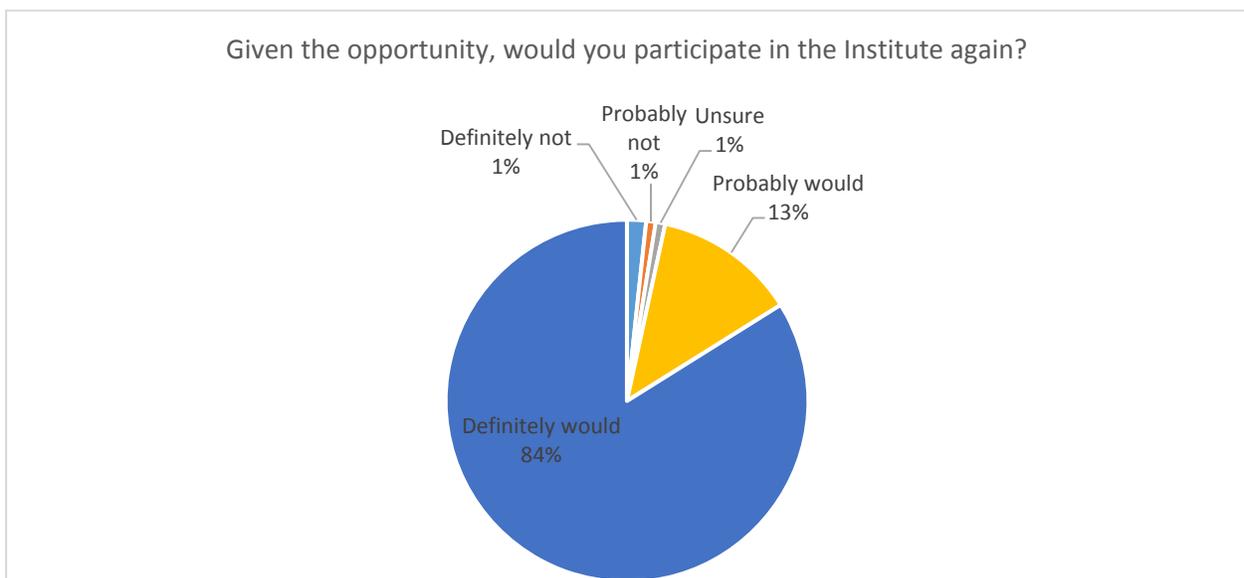


When asked in the interviews what their expectations were for the Institute, eight (out of 21) Fellows expected to experience great lectures from diverse speakers, eight expected to meet and bond with other Wellesley students, and a quarter expected it to be a challenging and engaging program where they would learn and grow a lot.

**Overall, Fellows' expectations were met by the Institute.** The majority of interview respondents stated that their expectations were met or exceeded. When asked in the survey to describe their experience in three words, multidisciplinary (interdisciplinary), challenging (intense), and collaborative (teamwork) were used the most frequently.



**The vast majority of Fellows were very satisfied with their experience in the Institute.** Nearly all (97%) said that they probably or definitely would participate in the Institute again if given the opportunity.



Participants’ enthusiasm for the Institute could be felt in their effusive description of their experience. Words such as:

*“I don’t have enough good things to say about the Albright Institute. For such a short period of time, one month, it is surprising to think what an impact it has had on my life.”*

*“The Albright Institute was a transformational experience for me and was one of the best parts of my Wellesley education. It has equipped me to explore innovative cross-sector solutions as I prepare to become a global leader.”*

*“The Albright Institute was hugely impactful on my personal development. Because of it, I’ve been able to apply a higher level of understanding and scrutiny to the news, to organizations, and to proposed solutions for social, economic, and global issues. I am so glad I had the opportunity to participate and I know it will shape the way I continue to move through the world.”*

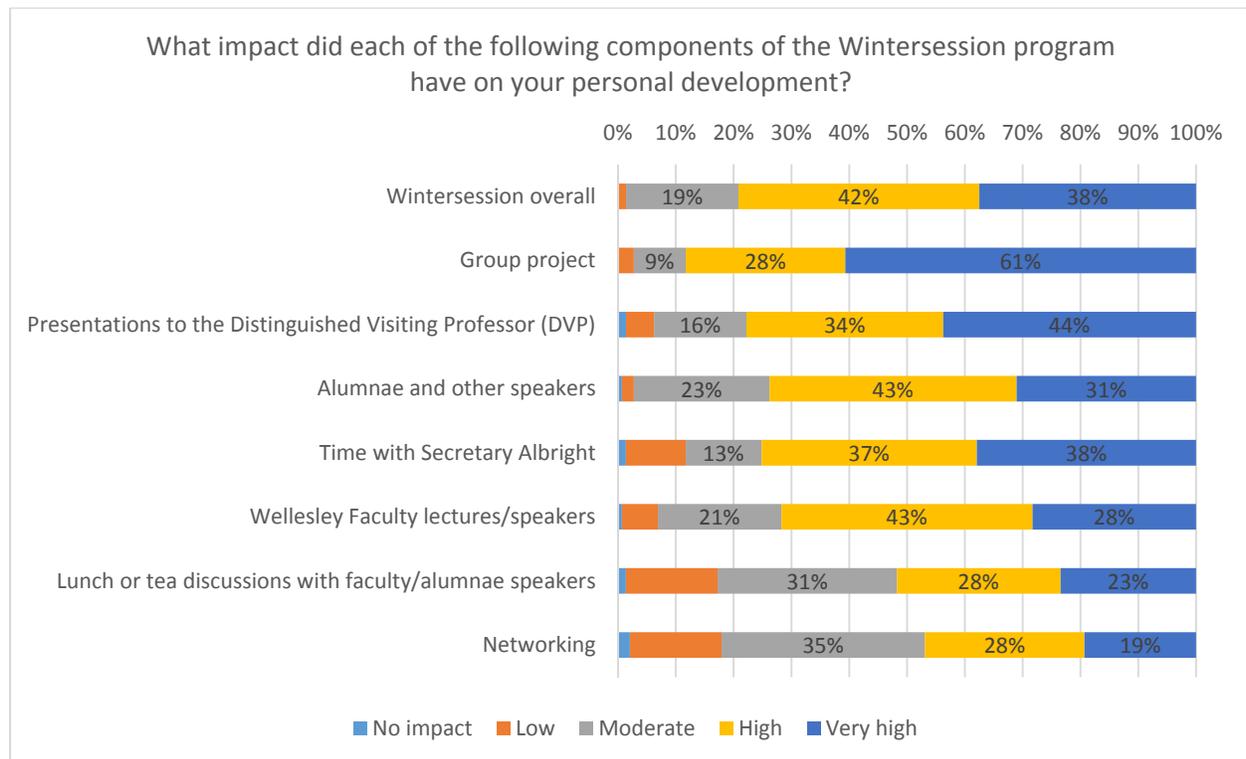
*“It was by far the best thing I did at Wellesley and probably one of the best things I’ve ever done. I mean, it was the capstone of my Wellesley experience. It was just amazing.”*

## II. Impactful Elements of the Institute

### Wintersession Program

**Overall, the Wintersession program had a significant impact on Fellows’ personal development.**

Seventy-nine percent of Fellows indicated that the Wintersession program overall impacted their personal development to a high or very high extent. The aspect with the greatest impact was the group project with 88% of Fellows indicating it impacted their personal development to a high or very high extent. This was followed by the presentations to the distinguished visiting professor (78%), time with Secretary Albright (75%), alumnae and other speakers (74%), and Wellesley faculty lectures and speakers (72%).



When asked in the survey to describe one moment from the Institute that affected them powerfully, 45% of Fellows mentioned a specific speaker, 24% mentioned the group project/team, 18% mentioned events with Madeleine Albright, and 14% mentioned discussions with other Fellows. Below are responses that illustrate the different types of impact the Institute had on Fellows:

*“One presentation that affected me strongly was about cultural relativism vs. moral universalism. I would go on to have this experience and conflicting code of ethics in my internships and my work experience abroad. After the hard, cold statistics and analysis that I had brought to the table as an economics/political science-minded student, this was an aspect that I had not considered. It really made an impact on my philosophical and personal approach to this day.”*

*“I remember most profoundly the discussions I had with my group-mates. I hadn't realized how much my thinking and ways of approaching problems has come to reflect the dominant trends within my field. It was really powerful to have my groupmates question my logic and assumptions and challenge me in ways other people within my field would never have thought to push me.”*

*“I think some of the most powerful moments for me were those spent with Secretary Albright. She is one of the most authentic and well-spoken people I have ever had the pleasure of interacting with and I feel so blessed to have been able to spend time learning from her. She clearly loved her Wellesley education and wants to continue giving back to the place that gave her so much. I felt deeply connected to Wellesley following the Albright Institute and inspired by Secretary Albright's legacy, along with the legacy of countless other Wellesley alums who spoke or were mentioned during the Institute.”*

*“The most influential moments for me were those spent with other Fellows. I had, for the first time in my life, a wonderful roommate experience, and being in such close quarters with all the other Fellows gave us space to get to know one another and debate. We would be up for hours arguing about what each one of us thought was ethical and what was not, sometimes raising our voices but never in anger. There was a firm foundation of trust amongst the forty fellows that no longer exists among Wellesley sisters, which enabled us to have honest and critical debates without questioning others' characters. I was relieved that such debates were still possible at Wellesley, and became ever more aware of their non-existence on campus and in class upon exiting the Institute.”*

These themes were mirrored in the interviews as well. Almost half of the interviewees mentioned interacting with Fellows from diverse backgrounds, and a third mentioned group work and the diversity and quality of the speakers as having powerful impacts on their development. Additionally, a quarter of interviewees mentioned opportunities to network through teas and other events with speakers and living and working together which facilitated discussions and bonding. One in five Fellows described the small size of the Institute as important elements of the Institute. A few of the interviewees' comments below highlight how the lecturers shaped their thinking and understanding of fields, leadership, and problem-solving:

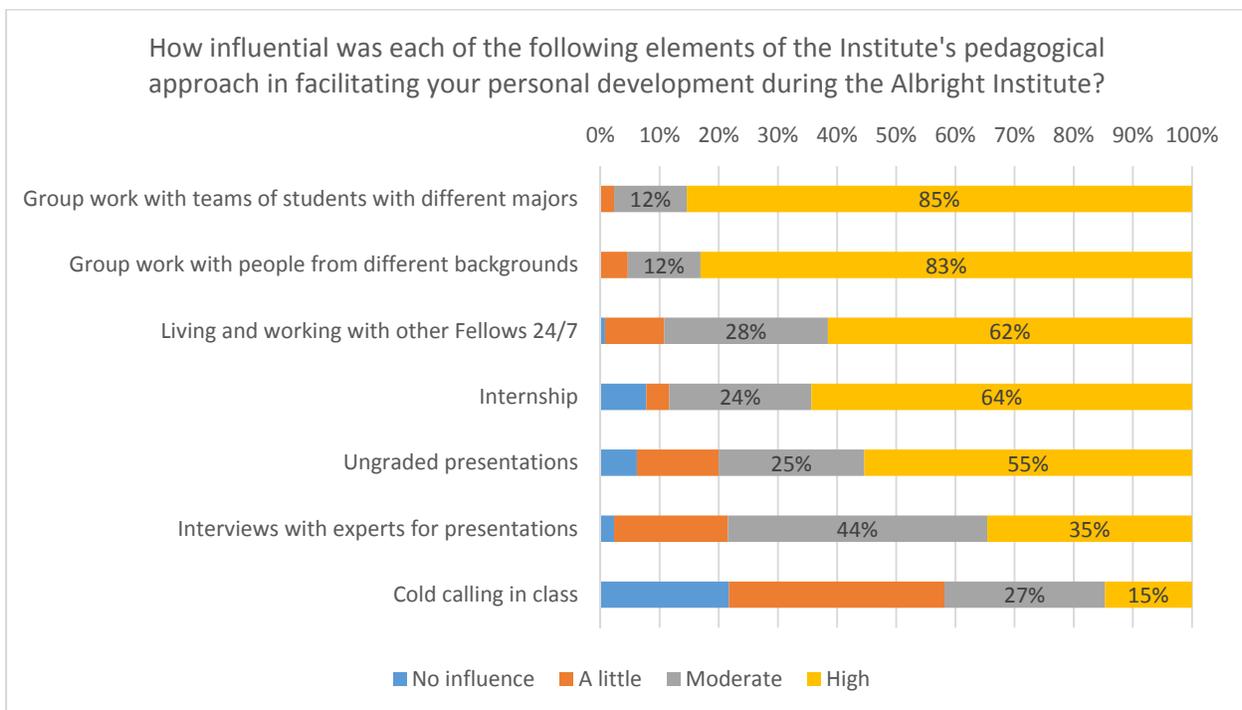
*“The education that each of the lecturers in their single lecture are bringing is invaluable because they're basically summing up their entire coursework. Their biggest philosophy or their biggest point that they want to get across to their students is being summed up in this one lecture to the Albright Institute Fellows. And that is critical, because you're basically taking up a semester in one class. And when you add up all of these events, those lecturers' points, you come out of the institute with a really holistic and rich knowledge of what each of these disciplines believe is the most pressing issue in the world from that perspective.”*

*“At first, we all came from our individual areas of expertise, but by the end of it I feel like we really had grasped how the other people thought of the problem and could approach it, and that was really one of the most valuable things, for me, out of the Institute.”*

*“The people they brought were very interesting and very much experts in their field and everyone wanted to hear from them, and just learn as much as they could from them.”*

*“The movers and shakers of the world - you see them right there, you can just see their attitude and learn. That is leadership. You don’t usually feel like ‘I can be that person’. This experience made me feel like if I work really hard, I can be a leader, too. Usually it’s not that intimate.”*

**Group work was influential in facilitating Fellows’ personal development during the Institute.** Eighty-five percent of Fellows indicated that group work with teams of students from different majors was highly influential in their personal development and 83% of Fellows indicated that group work with people from different backgrounds was highly influential in their personal development. Living and working with other Fellows (62%) and the ungraded presentations (55%) were also highly influential in their personal development. The internship was also highly influential (64%), although 8% indicated that it had no influence on their personal development, which was higher than any area except for cold calling in class (22%).



Similarly, when asked in the interviews what aspects of the Institute were the most important, the majority of Fellows (17 out of 21) mentioned multidisciplinary group work and discussions. These provided the opportunity for Fellows to learn how to approach topics from a variety of perspectives that led to a better understanding of the problem and better way to approach it. A quarter of Fellows also mentioned the benefits of not being graded which led to greater internal motivation.

In their comments in both interviews and responses to the open-ended survey questions, many participants described the immersive nature of the Institute as forging stronger relationships with Fellows than they would have otherwise experienced. The following three participants described the benefits of living and working with other Fellows:

*“One of the things about the Institute that was so great was that you would walk home and after a day full of lectures and discussions, we would continue discussing. We would talk over dinner, and we’d keep talking in the dorms, and so we kind of continued to interact with the material and think about it critically for as much as you can with as many different people as you can.”*

*“I think the other critical element was living and working with Fellows 24/7. This pushed us beyond superficial level connections but left me with a new set of friends and colleagues who I have maintained since.”*

*“Living and working 24/7 with the Fellows was an indispensable experience that I believe creates the unique environment of the Albright Institute.”*

Other students felt that the multidisciplinary strengths that their groupmates brought enabled greater peer learning:

*“It became really clear how each of us, based on our academic background, approached that problem differently, and that’s something I never thought about because I thought we were all going to be very well rounded. It was shocking to see that people who major in math have a completely different way of thinking about the problem and asked completely different questions than people who did history or people who did economics, and I think that’s something that’s really important for after Wellesley.”*

*“I remember the Institute being the best instantiation of Wellesley’s ideals of a space for diverse and engaging dialogue.”*

*“I became completely sold on the high value of multidisciplinary approaches to solving key, difficult strategic issues. Having five members of my group with very different personal and academic interests, and different strengths/weaknesses/skills was phenomenal. I know all groups didn’t gel together as well as mine did, so I count myself very lucky - it was incredible. We all were able to build on our strengths but also feel supported enough to foray into new areas, exploring what was interesting to us, not necessarily what we were already good at, and use our previous knowledge to support others’ inquiry. I carry this belief through my life now, in personal and professional matters and am a firm advocate for this type of group work.’*

*“The Institute instilled in me an appreciation for interdisciplinary work that I am certain I never would have come to fully realize elsewhere. I now am confident in my ability to contribute to, and learn from, work in a group environment.”*

The Institute’s overarching culture of interdisciplinary education and approaches to problem-solving permeated participants’ comments and a number described its impact on how they think about their careers:

*“I think the multidisciplinary atmosphere highly influenced my decision to pursue a dual degree in grad school -- before participating in the Institute, I was trying to decide between degrees/careers; after the Institute, I began to think about the ways in which those degrees/careers intersected. I’ve heard this from other Albright Fellows who are now pursuing dual degrees.”*

*“[The] Institute’s pedagogical approach to introducing us to a wide range of speakers, all who were involved in global affairs and problems but from very different angles, was also very powerful to me. It made me realize, and believe, that you can come at the same significant global/systemic/development issues from a wide range of angles and still be successful and useful. This inspired me to go into consulting to build up a strong set of foundational business skills, and then make the switch back to something I am extremely passionate about (K-12 urban education), believing that the skills I built up could be very useful in the social sector (which I have found to be very true!) Before, I was more of the mindset that academia or non-profit work was the best way to tackle social issues... and now I understand much more how my personal skills and strengths can be used in different ways to add value to the same key issues. I strongly encourage those around me, as we discuss career choices, to be open about approach in what you want to ultimately do and fully credit Albright with opening my eyes to this idea.”*

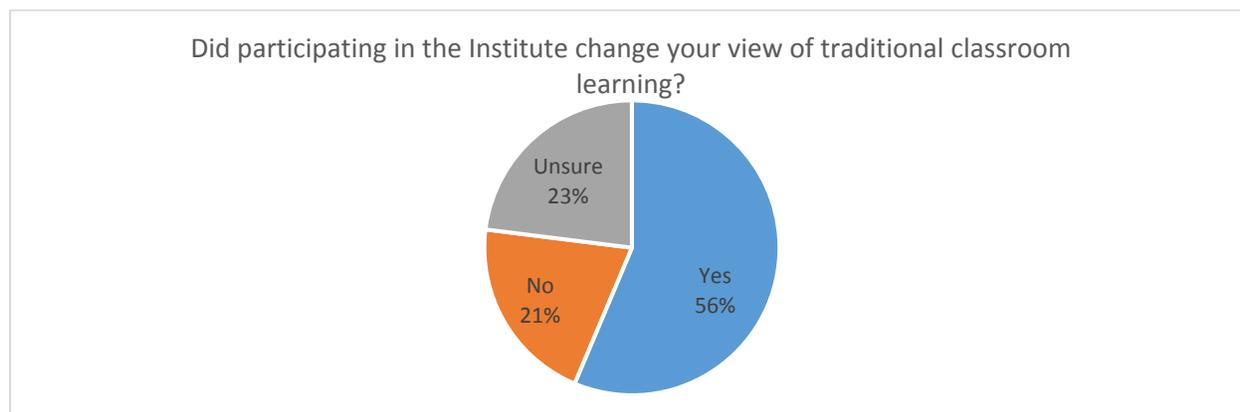
On the non-graded aspect of the Institute, Fellow described the no-grading policy as an authentic way to learn, unhindered by Fellows’ motivation for a good grade, and an approach that would be emblematic of their work after-college:

*“I think the ungraded nature of both the presentation and institute was integral to its success. As a result, the presentation assignment emulated real-life and, personally, it was nice to be held to a higher professional standard.”*

*“I was very happy it wasn’t graded because grading puts an external motivator on that is actually completely meaningless in our society or maybe I’m just lucky to live in a place where GPA doesn’t count for anything and my boss never graduated high school, and yet ran one of the most powerful NGOs in this country for 10 years. I found out I was no less stressed during the presentation because I really wanted to do a good job and I really believed in what I was presenting. I wish I could do Wellesley with a lack of grades.”*

*“The lack of testing and grading and grades I think really improved the quality of the relationship between the Fellows and also the relationship with the lecturers. It felt much more like what a Ph.D. student feels with their relationship with their faculty. I felt like we were taken a lot more seriously, which I really appreciated.”*

**The majority of Fellows attribute the Institute with changing their view of traditional classroom learning.** Application of learning, creating an engaging learning environment through dialogue, group work, multidisciplinary approaches, and de-emphasis of grades were all mentioned as aspects from Albright that were valuable.



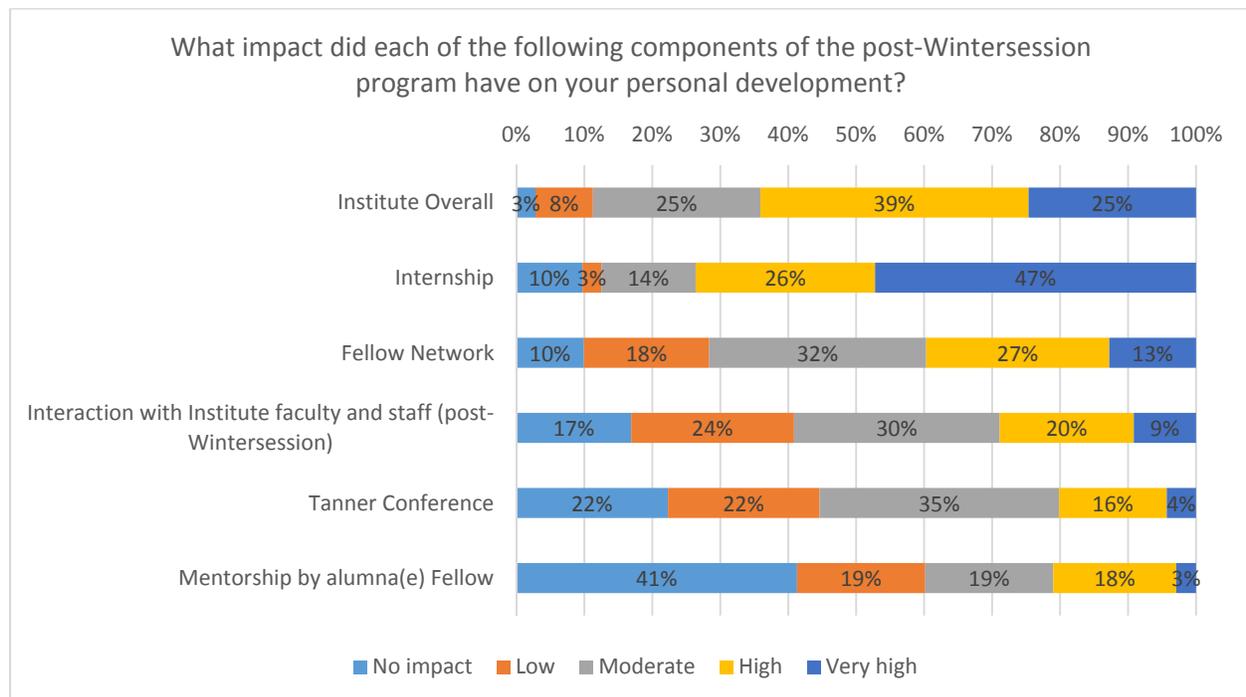
The interviews further emphasized these attributes as ones that they would like included in traditional Wellesley classrooms. More than a third of the Fellows mentioned taking a multidisciplinary approach, about a third mentioned group work, and others mentioned having dialogue and candid debates, non-graded approach, and outside speakers embedded within their coursework.

*“It was a very freeing experience to do this project without grades, while still maintaining high standards. It encouraged creative thinking, and is a way of thinking I tried to maintain post-Institute. In a way, I think it served as a reminder that life isn’t graded, and it has helped me approach subsequent group work, global issues, and career flexibility with a more open mind.”*

*“I loved the emphasis on group work during the Albright Institute. At Wellesley, many students liked to think of themselves as leaders but often come across as controlling. During the Albright Institute, I met women who were true leaders. The Fellows were intelligent and willing to share their insights freely BUT they also made sure to ask others what they thought. These women taught me about how leaders can work cohesively together in one group without stifling anyone else’s voice. During the group projects, I was also surprised how differently we approached the problems at hand based on our disciplines. I was able to see first-hand how strong an asset these different perspectives were for comprehensively understanding all sides of complex issues.”*

### Post-Wintersession Program

**While the majority rated the post-Wintersession programs as impacting their personal development, relatively fewer rated it as highly as the Wintersession experience.** The internship was the keystone of the post-Wintersession experience, with 74% of Fellows indicating it impacted their personal development to a high or very high extent. However, 10% of Fellows indicated that it had no impact on their personal development, which is much higher than any aspect of the Wintersession program. Sixty percent indicated that mentorship by alumnae Fellow had low or no impact on their personal development and 45% indicated that the Tanner Conference had low or no impact on their personal development.



Three interviewed Fellows described obtaining full-time jobs from their internships. Additionally, five Fellows said it helped to solidify their career path, and four Fellows said the internship was an opportunity to apply what they had learned in the Institute. Some of participants' sample comments are below:

*"The internship was everything. It was the door to everything, so I am really, really grateful for that opportunity."*

*"The internship was crucial; it was crucial because after the internship I actually got a job right out of it. Not only was I blessed through the Albright Institute, through this internship practically, like in terms of getting a job right out of college, but also it was a great job."*

*"I think the only way to truly be a 'global citizen' is to travel and experience other cultures. Only then can a person really critique their own country and its place in the world. To that end, the internship I did abroad prepared me to be a global citizen by allowing me to work alongside people from a range of nationalities. The internship experience taught me to navigate a bureaucratic and sometimes frustrating setting and made me consider how to balance my personal values with the values of the organization itself."*

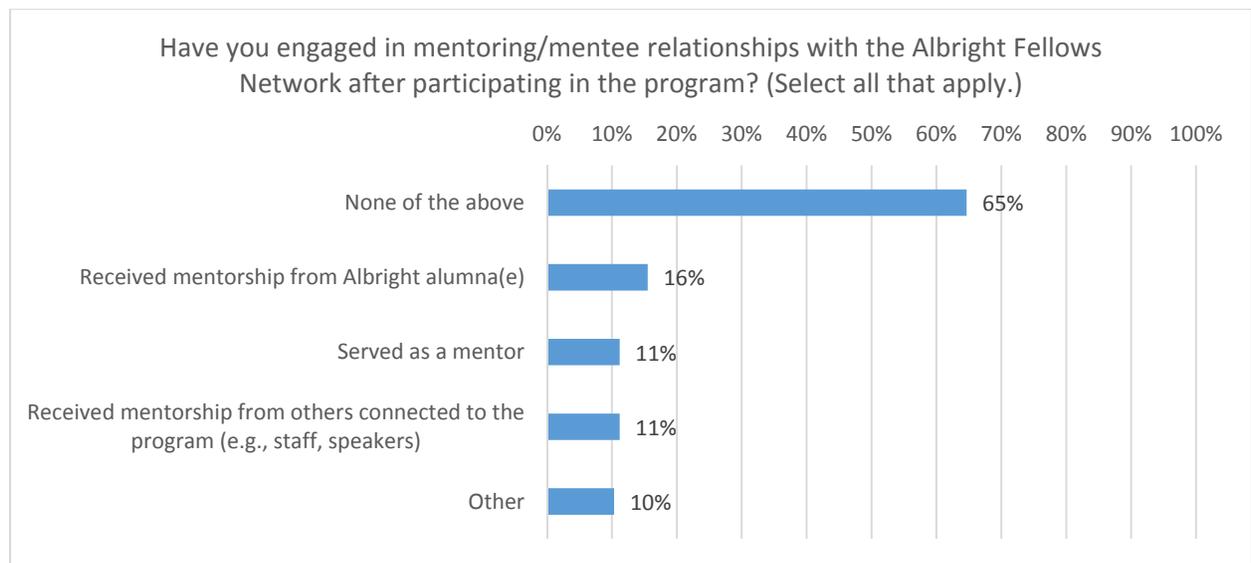
### Impact from the Albright Fellows Network

Fellows felt that there was great potential for impact through the Albright Fellows Network. However, few have experienced a direct impact from the network.

#### *Mentoring/mentee relationships*

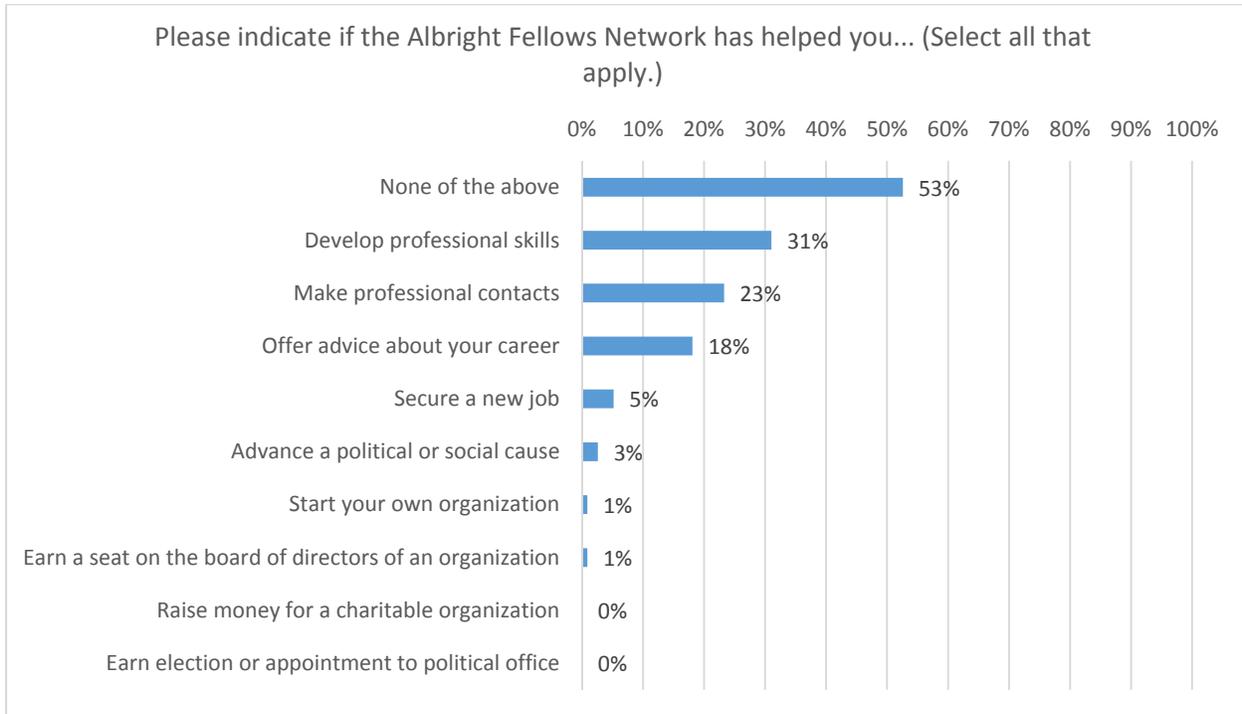
Most Fellows (65%) have not engaged in a mentoring/mentee relationship through the network. Only 16% have received mentorship from an Albright alumna and only 11% have served as a mentor.

*"The Fellow Network should be one of the greatest resources that students and alumni have from participating in the Albright Institute and I know that many Fellows, including myself, feel that this area is severely lacking, especially with what the Wellesley administration were hoping that this network would do."*



### Help from the network

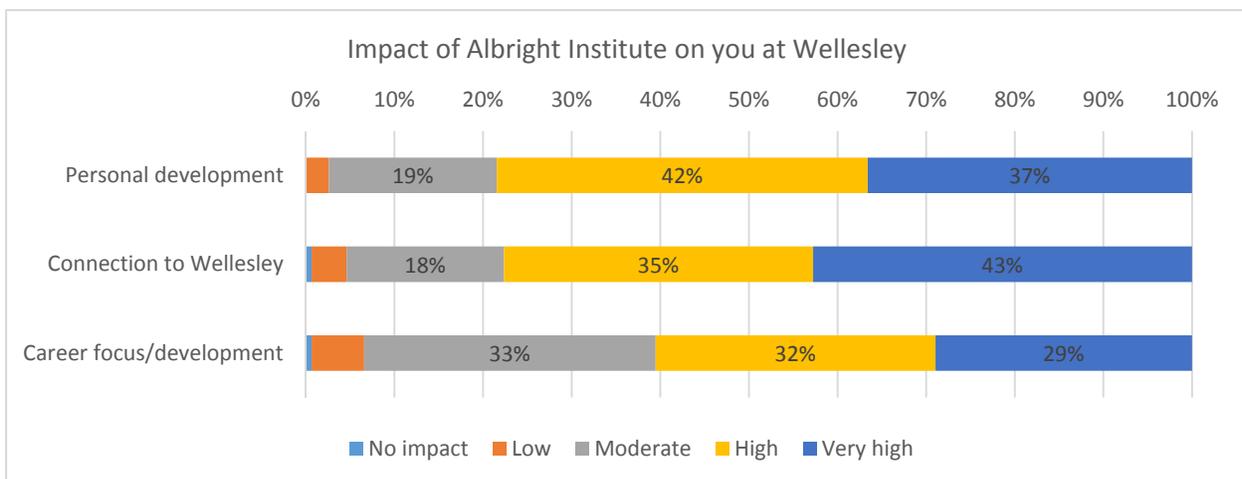
The majority of Fellows (53%) have not received any help from the Network. However, 31% attribute the Network with helping them build professional skills, 23% attribute the Network with helping them make professional contacts, and 18% attribute the Network with providing advice about their career.



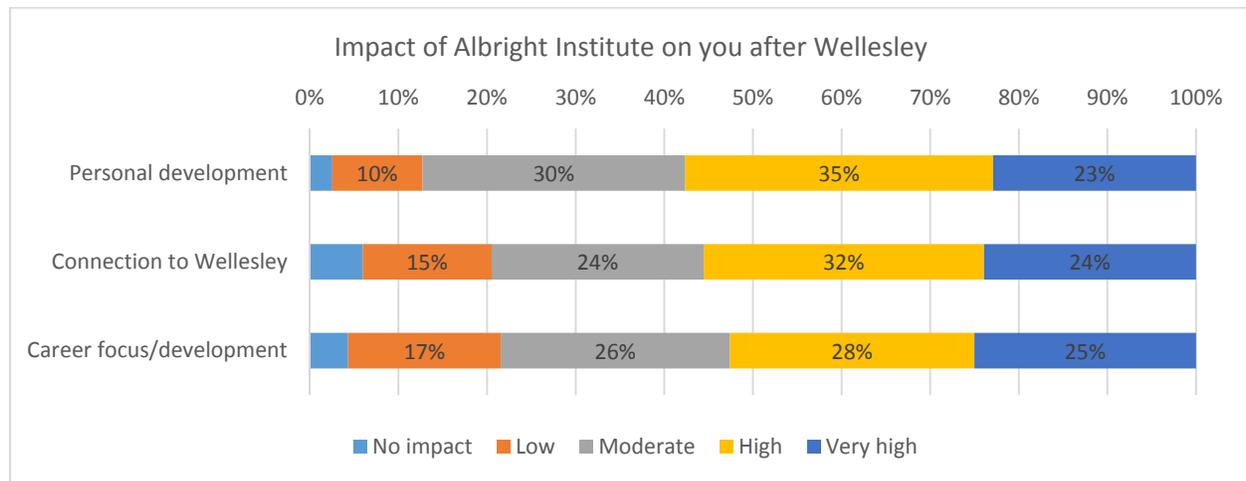
### III. Impact on Personal Development

#### Impact at and after Wellesley

**Albright Fellows attribute the Institute with impact in a variety of domains.** Seventy-eight percent attribute the Institute with impacting their personal development as well as their connection to Wellesley while at college to a high or very high extent, and 61% attribute the Institute with impacting their career focus and development while at Wellesley to a high or very high extent.



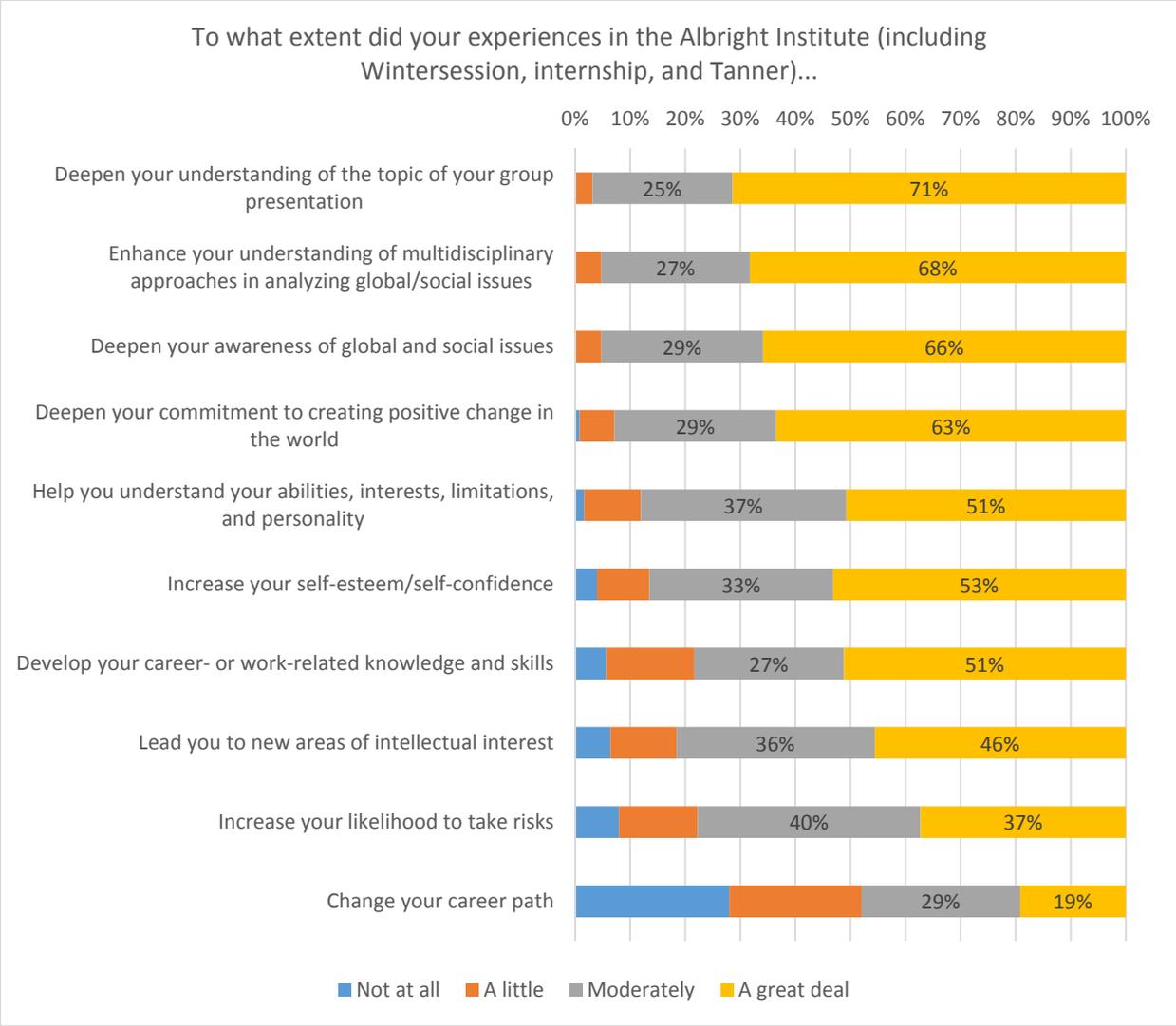
This impact was slightly diminished after students left Wellesley with 58% stating impact on personal development to a high or very high extent, 56% on connection to Wellesley, and 53% on career focus/development post-graduation.



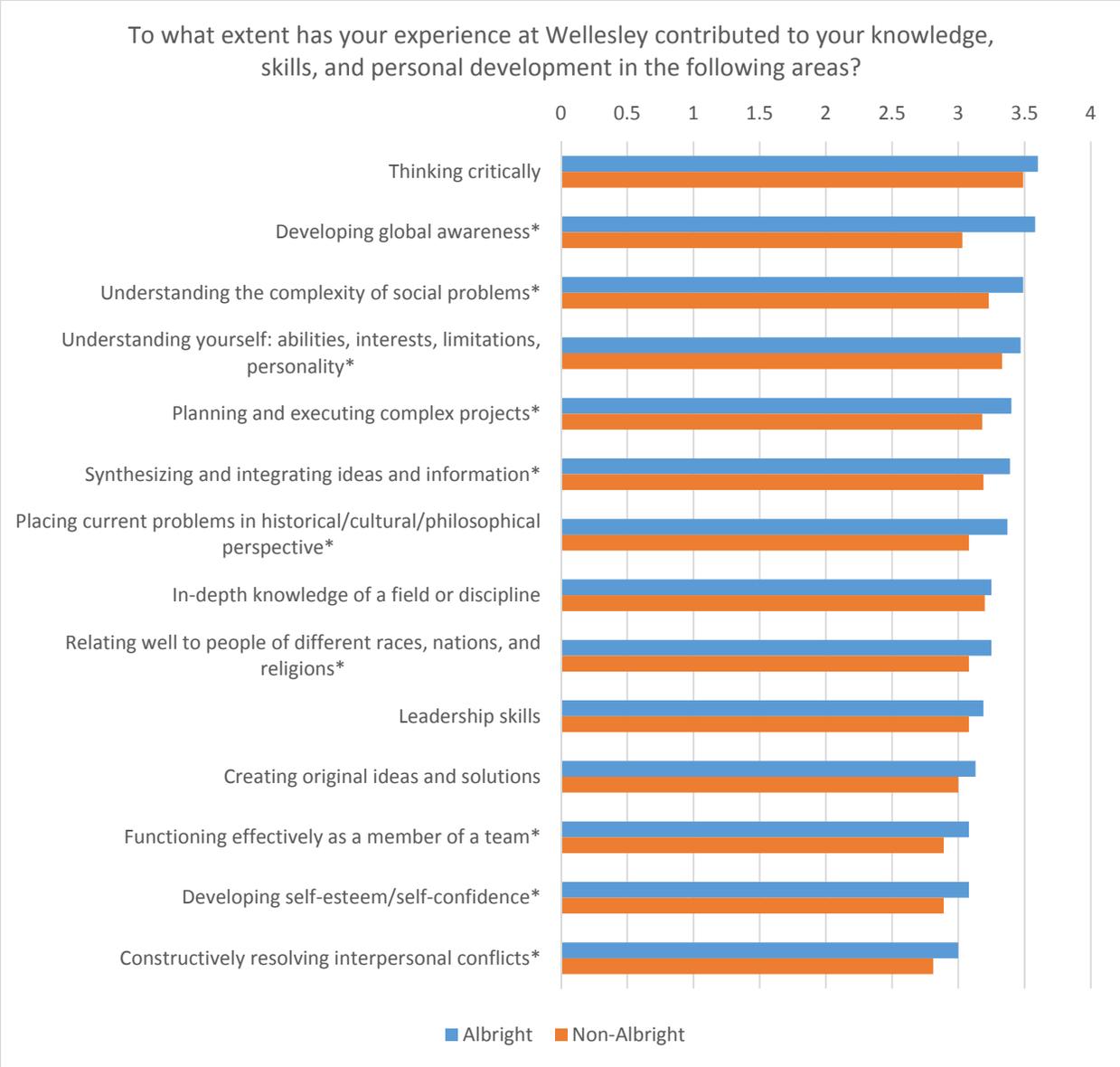
### Impact on knowledge and self-identity

**Overall, the Institute had a large impact on Fellows’ knowledge and self-identity.** The majority of Fellows attribute the Institute with deepening their understanding of the topic from the group presentation (71%), enhancing their understanding of multidisciplinary approaches to analyzing global/social issues (68%), deepening their awareness of global and social issues (66%), deepening their commitment to creating positive change in the world (63%), increasing their self-esteem/self-confidence (53%), developing their career-related knowledge and skills (51%), and helping them understand their abilities, interests, limitations, and personality (51%).

Compared to their peers, Fellows in the high financial need category were less likely to attribute the Institute with enhancing their understanding of multidisciplinary approaches in analyzing global/social issues (39% high financial need vs. 78% no financial need selecting “a great deal”) and Fellows in the highest need category were less likely to attribute the institute with changing their career path (7% high need vs. 29% no need).



When compared to other Wellesley students, Albright Fellows at the end of their senior year are more likely to attribute Wellesley with contributing to their knowledge and self-identity in several domains aligned to Albright goals. Domains that showed statistical significance include: developing global awareness, understanding the complexity of social problems, understanding their own abilities, interests, limitations, and personality, planning and executing complex projects, synthesizing and integrating ideas and information, placing current problems in historical/cultural/philosophical perspective, relating well to people of different races, nations, and religions, functioning effectively as a member of a team, developing self-esteem/self-confidence, and constructively resolving interpersonal conflicts. These higher levels of self-growth, however, may not be attributed to the Albright Institute alone, but rather a culmination of Fellows' overall experiences at Wellesley.



**Note:** Rating scale: 1-Very little or none, 2-Some, 3-Quite a bit, 4-Very much. Asterisk (\*) depicts statistically significant differences between Albright and Non-Albright respondents on the item.

After controlling for other variables such as engagement with one’s major, participation in academic activities outside of the classroom, GPA, major discipline, as well as background characteristics, the Albright Institute is a significant predictor of seniors’ self-reported growth in global awareness while at Wellesley.

This finding was corroborated by the interviews. Fellows not only felt more aware of global issues but also felt more like a global citizen. Three interview excerpts below highlight this point:

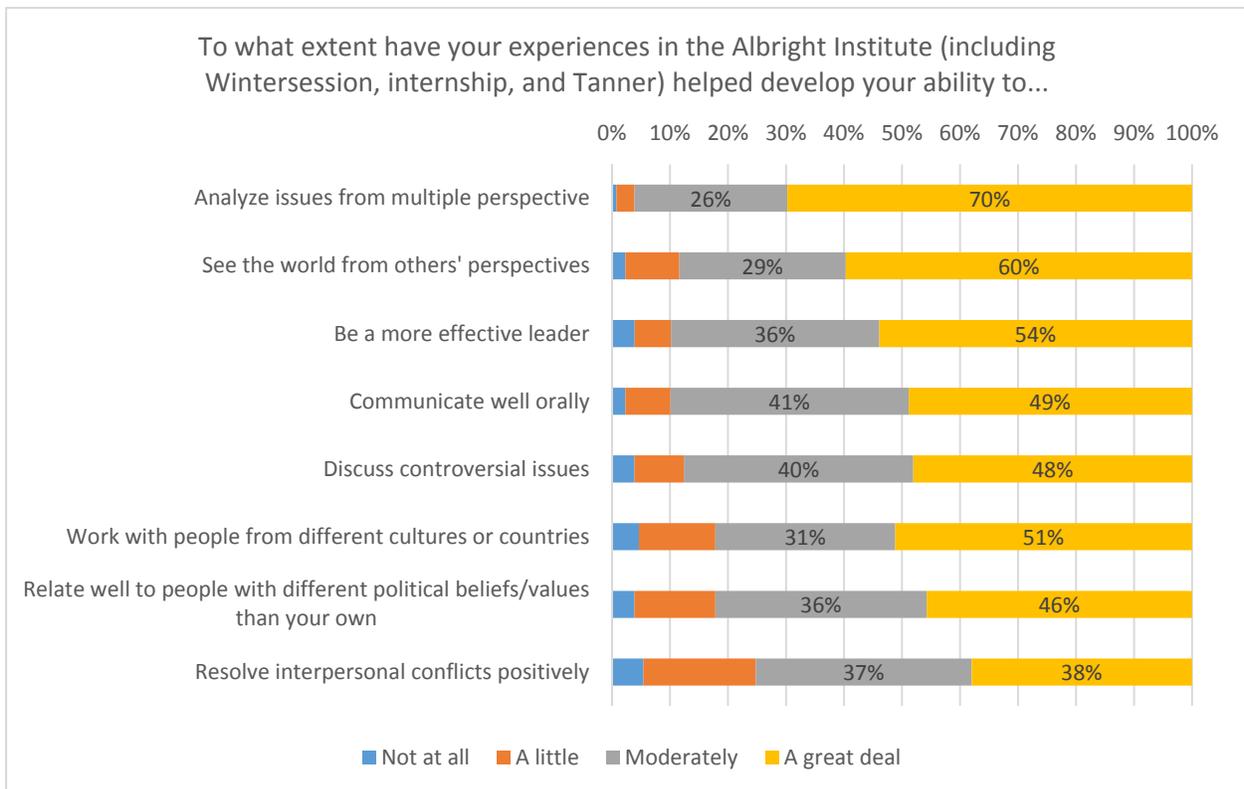
*“I was definitely open to learning more about different fields of international affairs [after the Institute]. I just kind of felt everything was relevant to the global common good [and wanted] to contribute to all these international problems and opportunities to do great things. I think I just had much more of an open mind after the Institute.”*

*“After I left I had a much better understanding for what the bigger issues that we as a global society are facing. I also felt like I learned how to go about approaching global problems or thinking about world problems, especially even more basically just figuring out how to research different global issues, which prior to Albright I don’t think I really had thought much about or had interacted with that much.”*

*“After participating, I had to be a more astute global citizen. I majored in sciences, and I felt like I was a person who was just like medicine, medicine, medicine, forget everything else. I definitely didn’t think I’d mastered issues like economics or international policy in terms of how my actions affect others. Even though I live in one place, my actions still have effects everywhere. I think that was a really important lesson I learned, and now as I move forward into my career, as I move forward into entering the career paths of becoming a professional, it in turn helps me realize that I can be a solution.”*

### Impact on skills

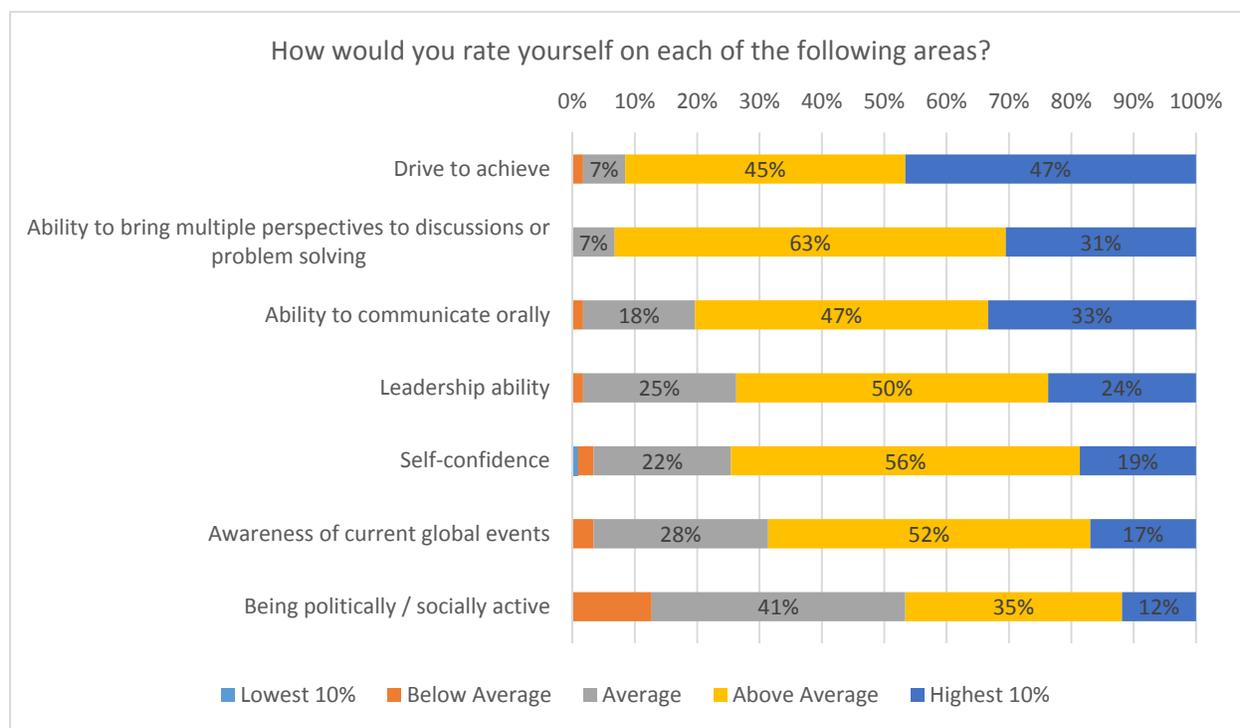
**Overall, the Institute helped Fellows develop a variety of abilities, including analyzing issues from multiple perspectives.** Seventy percent attribute the Institute with developing to a great extent their ability to analyze issues from multiple perspectives. Sixty percent attribute the Institute with developing to a great extent their ability to see the world from others’ perspectives, 54% to being a more effective leader, 51% to ability to work with people from different cultures or countries, 49% to ability to communicate well orally, 48% to ability to discuss controversial issues, 46% to ability to relate well to people with different political beliefs than their own, and 38% to ability to resolve interpersonal conflicts positively. Only 5% did not attribute the Institute at all with developing any of the above listed abilities. Fellows in the highest need category were less likely to attribute the Institute with developing their ability to resolve interpersonal conflicts positively (14% very high need vs. 48% no need selecting “a great deal”), discuss controversial issues (25% vs. 60%), and see the world from others’ perspectives (43% vs. 71%).



Today, Albright Fellows rate themselves more highly on a number of attributes and abilities compared to other Wellesley alumnae. Although we do not know how Wellesley students would have rated themselves prior to entering Wellesley in a variety of areas, it is noteworthy to mention that a higher proportion of Albright Fellows assess their skills as being in the Top 10% of peers their age compared to other Wellesley alumnae five years post-graduation in areas such as:

- Drive to achieve (47% of Fellows compared to 27% of Wellesley alumnae 5 years out)
- Ability to communicate orally (33% of Fellows compared to 27% of Wellesley alumnae five years out)
- Self-confidence (18% of Fellows compared to 11% of Wellesley alumnae), and
- Political/social activism (12% of Fellows compared to 7% of Wellesley alumnae).

Fellows also rate themselves highly in their ability to bring multiple perspectives to discussions or problem solving (31% in the top 10%) and awareness of current global events (17% in top 10%).

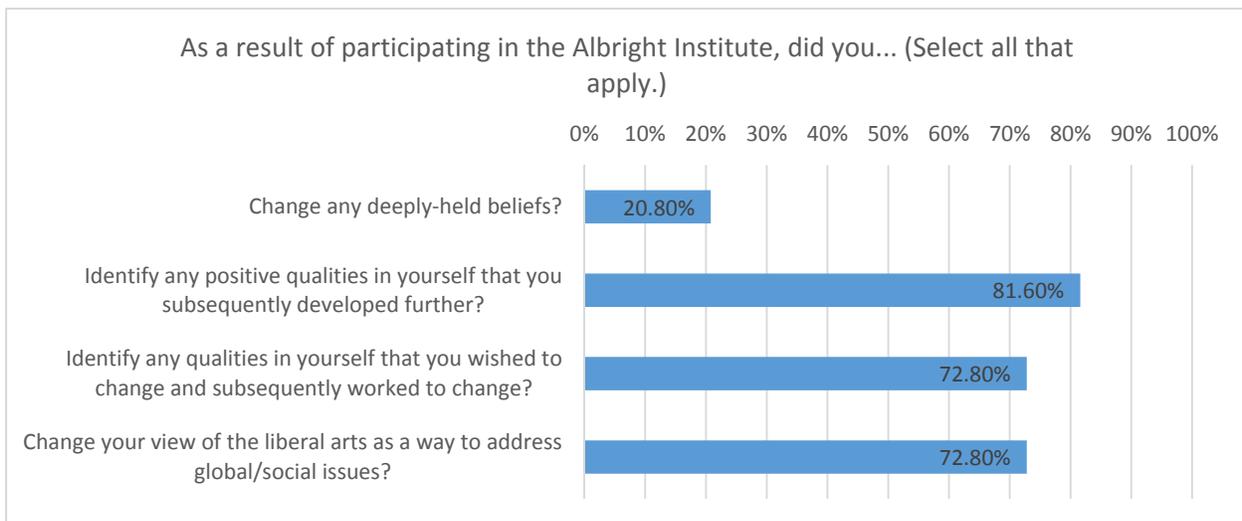


Fellows also rate themselves highly in transferring knowledge for problem solving (97% agree or strongly agree), making multidisciplinary connections (97%), multidisciplinary thinking (92%), assessing problems and solutions (91%), understanding their own biases (90%), multidisciplinary problem solving (87%), and mediating diversity (81%). Compared to their peers, Fellows in the highest financial need category rated themselves lower on a number of multidisciplinary attributes: seeing connections between disciplines (46% very high need vs. 78% no need selecting “strongly agree”), identifying knowledge from different fields (14% vs. 30%), enjoying thinking about how different fields approach the same problem (23% vs. 71%), and seeking information from experts in other fields to solve problems (9% vs. 38%) (see Appendix).

## Impact on personal development and self-confidence

### Fellows attributed the Institute with helping them develop personal qualities and self-confidence.

Eighty-two percent of Fellows attribute the Institute with helping them identify positive qualities in themselves that they further developed. In total, 32% of Fellows mentioned cooperation/teamwork skills, 20% mentioned public speaking/communication skills, 16% mentioned leadership skills, 16% mentioned confidence to speak their opinion, and 13% mentioned listening skills. Seventy-three percent attribute the Institute with helping them identify qualities in themselves in need of change that they then worked to change. Twenty-five percent described confidence to speak their opinion, 25% described teamwork skills, 14% described more open-mindedness, and 13% described communication skills. A smaller percentage (21%) attribute the Institute with changing deeply held beliefs.



The interviews also highlight the changes in self-confidence, openness to new perspectives, self-awareness, and leadership skills that Fellows attribute to the Institute. Excerpts from a few of the interviewees illustrate how Fellows behaved differently in and outside of the classroom in communicating with others and developing arguments:

*"[As a result of the Institute], I was acting differently and doing better at communicating with my team and my coaches and the administration."*

*"I would say that I also gained confidence in speaking up when I might otherwise be pretty intimidated to or not think that what I had to say would be very interesting. There were a couple of times that after I had asked a question that I really had been debating whether I wanted to bring it up at the end of a lecture and then afterwards other Fellows had come up to me and said that they appreciated that I asked that question. They were wondering the same thing. And so that was a great boost in that way."*

*"I felt more confident, especially after doing the group project and the presentation, I felt more confident with my ability to put together arguments, to make a strong case for even something out of my usual area of expertise. I felt more confident in argument."*

*"It was the perfect and amazing end in the ideal learning environment. It made me see things in a different world."*

*“I feel much more confident in general having done that Institute, in my own presentation skills, and my own teamwork abilities, which is something that I still carry with me, now in my first job.”*

*“Albright made my positive Wellesley experience more positive - helped to shape who I became professionally and made me more confident personally.”*

*“[Albright was] by far the most important thing I did at Wellesley, even more so than my major - more a reflection of me as a person than what my major was and more a reflection of what I want to do - helped me fuse the fact I was a physics major with what I want to do long term - gave me more courage to reach out and think about issues and gave me more courage to approach the next stage of my life – [and] helped me wrestle with big ideas.”*

*“[The Institute] helped me become a better leader by interacting with very diverse people.”*

Several Fellows mentioned in the interviews an increase in understanding themselves better as a result of the Institute.

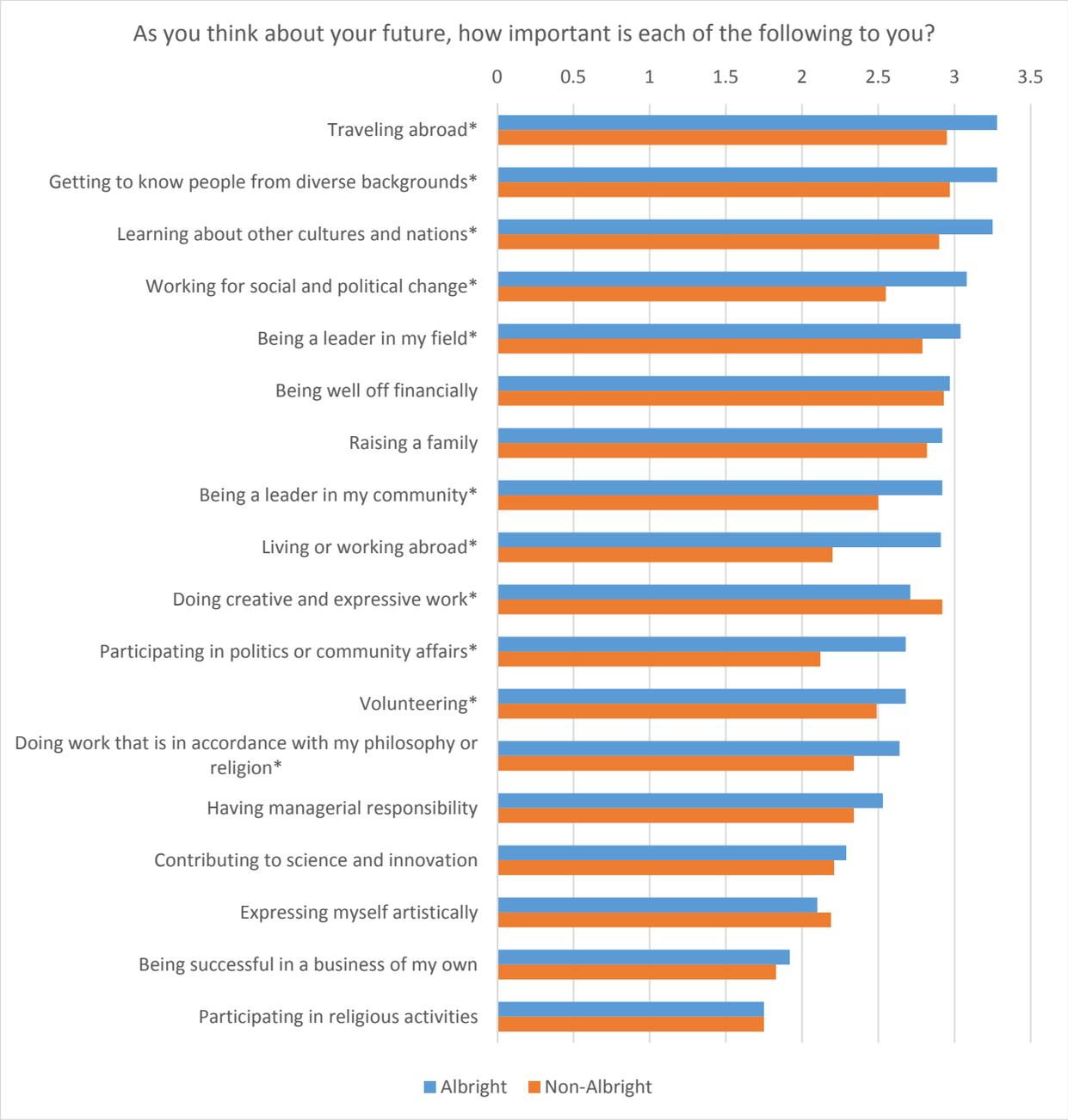
*“I definitely felt like I knew my leadership style better and how I work in groups and the kind of role that I tend to take on in groups, which has been very helpful in interviews and such since graduating to be able to point to these examples and experiences.”*

*“My time at the Institute taught me about my view of the world and the way that I see it.”*

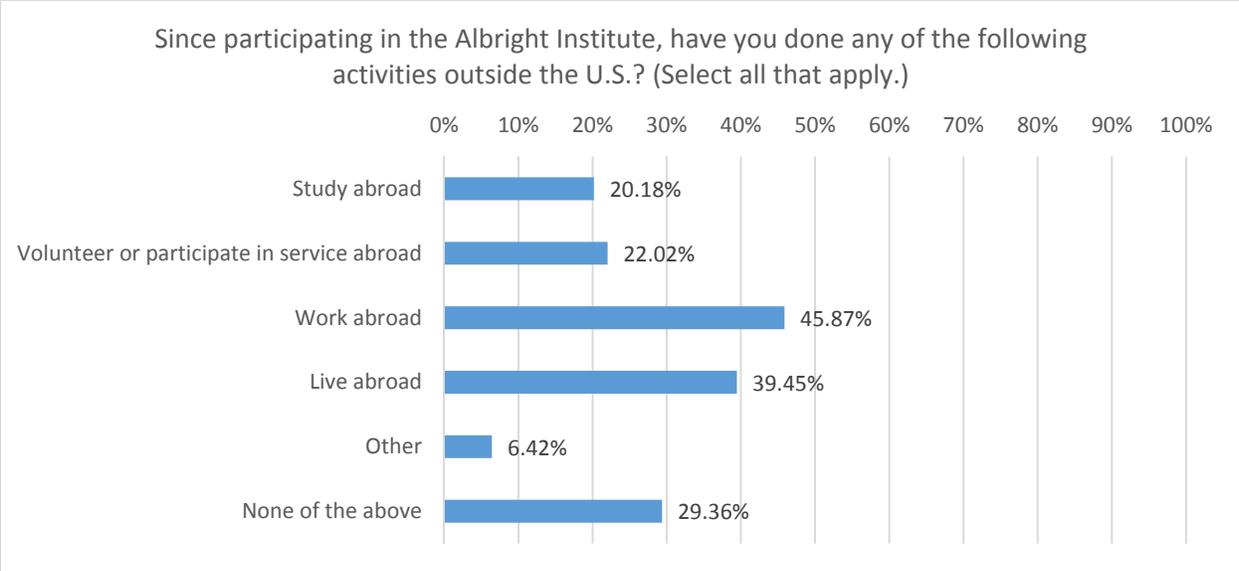
*“The most important thing that I learned was probably more about my own personal goals and myself. I learned a lot about what I want in life, in a career.”*

### Impact on interests

**Compared to other Wellesley seniors, Albright Fellows were more likely to place importance on a number of diversity and political/social change experiences.** Fellows were significantly more likely to place importance on traveling abroad, getting to know people from diverse backgrounds, learning about other cultures and nations, working for social and political change, being a leader in their field, being a leader in their community, living or working abroad, volunteering, and doing work that is in accordance with their philosophy or religion. They were significantly less likely to place importance on doing creative and expressive work.

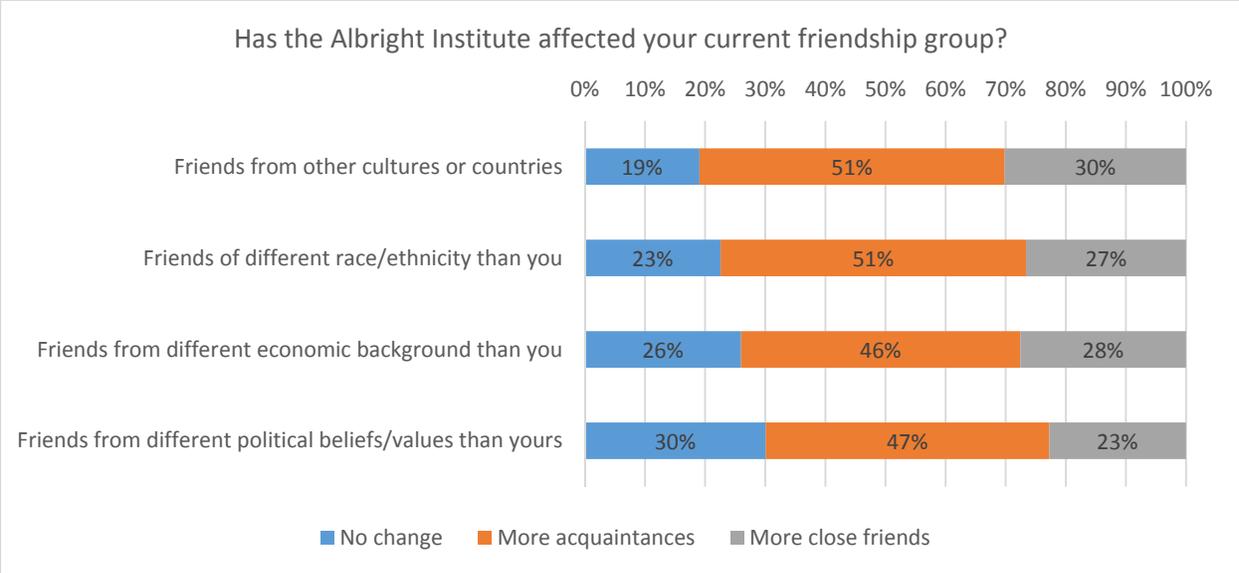


Consistent with these values, many Albright Fellows have subsequently worked abroad (46%), lived abroad (39%), studied abroad (20%), or volunteered abroad (22%). Only 29% have not done any of these activities. Eighteen percent have also participated in a fellowship or service program such as Peace Corps, Teach for America, City Year, AmeriCorps, or Citizen Schools (see appendix). Twelve percent have been a Fulbright, Truman, Rhodes, or similar type of scholar.



**IV. Impact on Current Friendship Group**

**Albright has built strong friendships between the majority of Fellows.** The majority (81%) of participants attribute Albright with creating friendships with Fellows from other cultures or countries (30% attribute close friendships), 77% attribute Albright with creating friendships with Fellows from different races/ethnicities (27% attribute close friendships), 74% attribute Albright with creating friendships with Fellows from different economic backgrounds (28% attribute close friendships), and 70% attribute Albright with creating friendships with Fellows from different political beliefs (23% attribute close friendships).



When asked what three words best describe their experience at the Institute, friendship, community, or sisterhood was the fifth most common response listed by Fellows. Although there were no open-ended questions in the survey that addressed this issue directly, friendships formed during the Institute came up in responses. For example, when asked to describe a moment from the Institute that affected them powerfully, four Fellows mentioned friendships formed through their group work and interactions with other Fellows.

When asked in the interviews what they gained from Albright, six mentioned close friendships with people that they wouldn't have met before.

*“The Albright Institute was an incredible opportunity to venture beyond the familiarity of my major (and self-selected friends that shared similar Weltanschauung) and engage with a diverse and impressive group of future women leaders who I otherwise would not have had the opportunity to befriend. Several of the Fellows have since then become some of my best friends and confidantes, and in talking with them, I continue to challenge my approaches to different issues social, economic, etc.”*

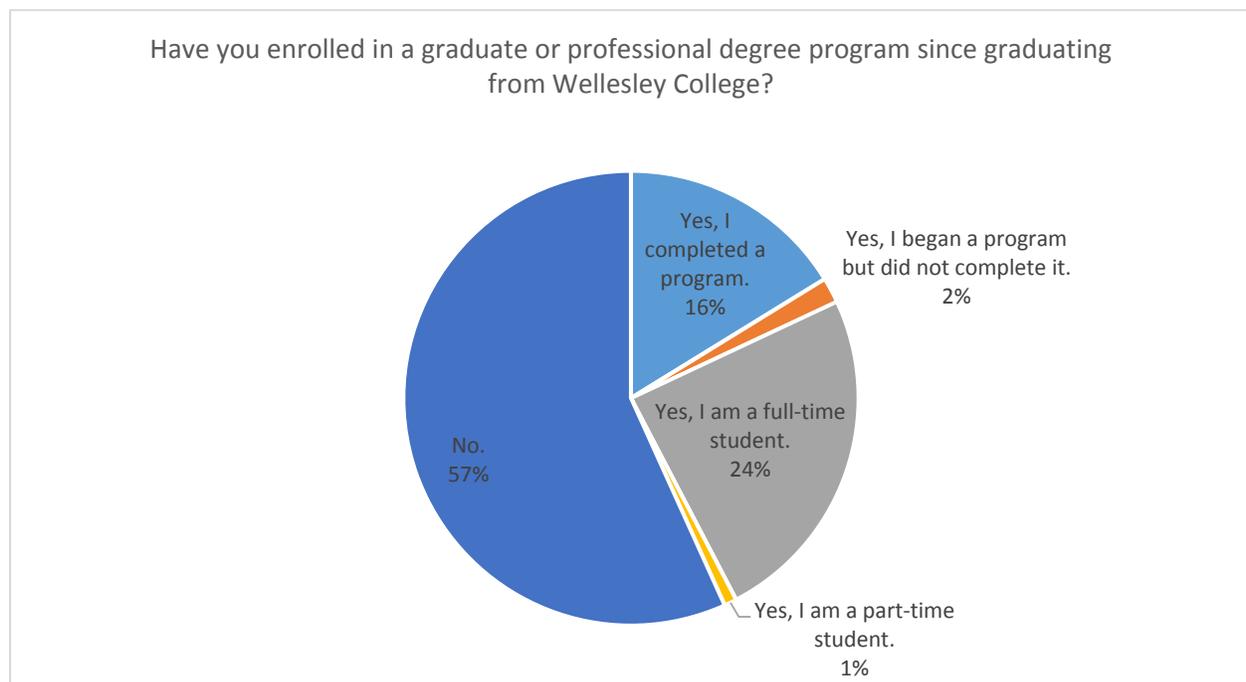
*“People I had met at Albright Institute were the people that I was looking for at Wellesley - here are the people that I came to Wellesley for. A lot of my friends I have now come from the Institute or were involved with it.”*

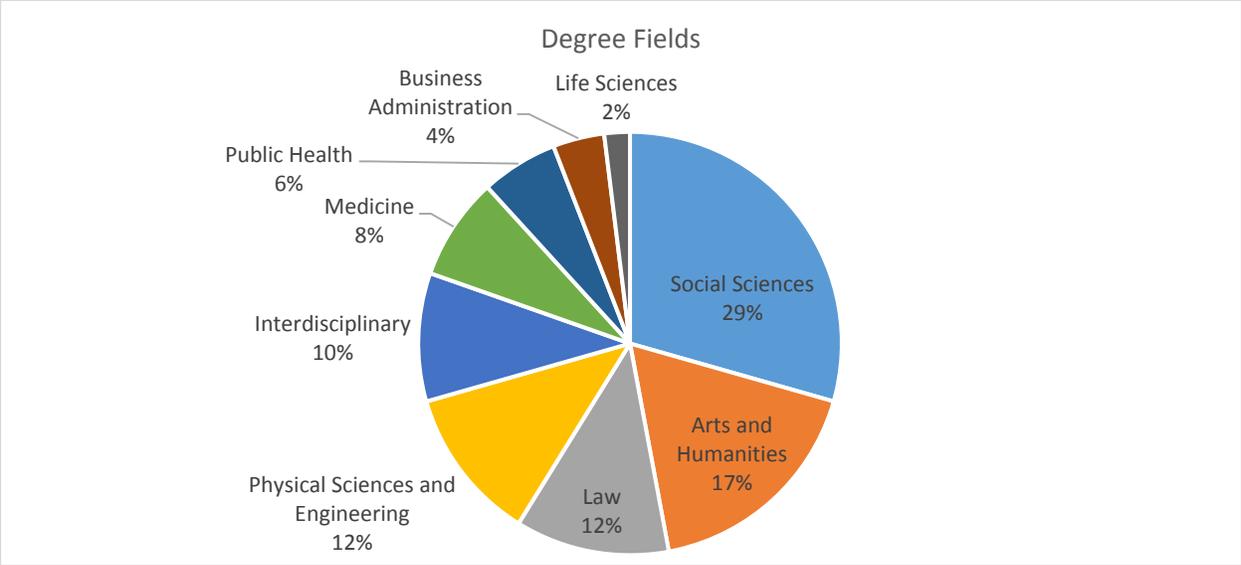
*“Honestly, I was a lot happier at Wellesley after doing it. I think that it really felt like finally finding my people. And for me, it really tied me back into a community that I was increasingly trying to distance myself from. It was senior spring, but then there was Albright Institute, and it really made me remember the reasons why I initially liked Wellesley to begin with.”*

## V. Fellows' Post-graduation Activities

### Enrollment in graduate or professional degree

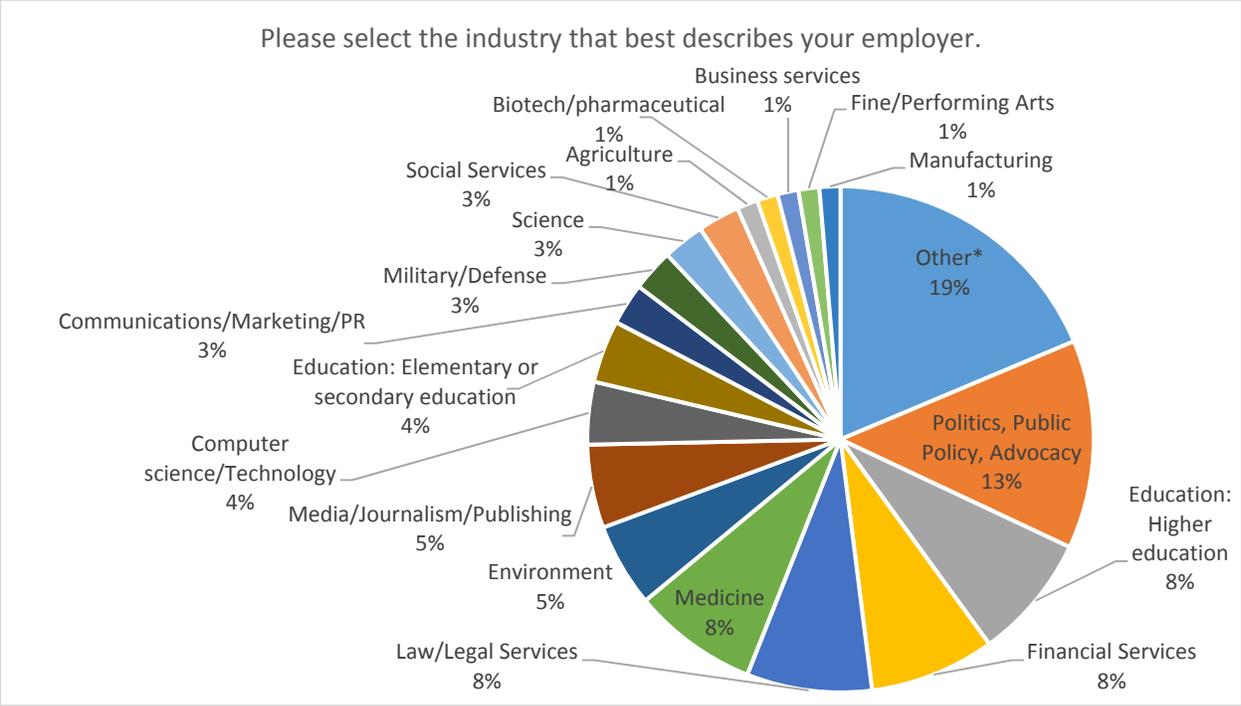
**Approximately four in ten Albright alumnae have enrolled in a graduate or professional degree since graduating from Wellesley.** It is likely that the percentage will continue to climb as the program matures and the farther from graduation Albright alumnae reach. Typically, five years post-graduation, approximately seven in ten have enrolled in a graduate program (70% in the Class of 2010 alumnae survey). Historically, Wellesley students take a couple years off prior to enrolling. Most Fellows received or are working toward a Master of Science degree (24% compared to 10% of Wellesley graduates 5 years out) or another type of professional master's degree (17% compared to 4%) (see appendix).





*Occupation/Industry*

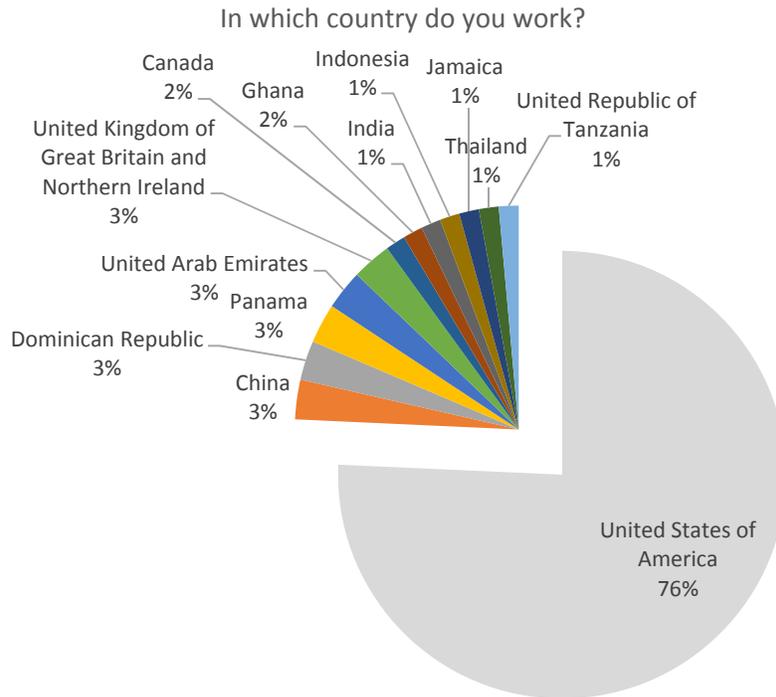
**A higher proportion of Albright students work in politics, public policy, and advocacy than Wellesley graduates one and five years post-graduation.** Approximately one in eight Albright alumnae work in politics, public policy and advocacy (13% vs. 5% among the Class of 2010) and the proportion of Albright alumnae working in environmental occupations (5%) is more than double that of the five year out alumnae (2%). Albright alumnae also selected the Other category at higher rates than Wellesley alumnae five years out (19% vs. 12%); the industries listed by Albright alumnae were mainly public service industries (e.g., affordable housing, health services, humanitarian aid, international development, international relations, political science, public health, refugee rights).



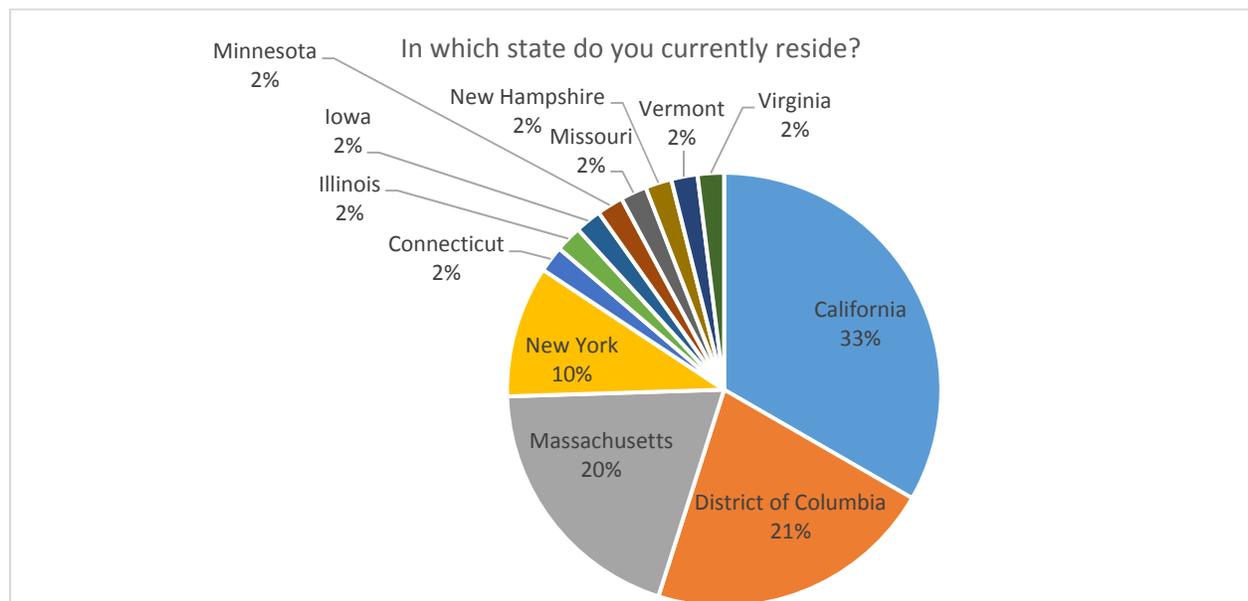
\* Fellows' responses included industries such as affordable housing, health services, humanitarian aid, international development, international relations, political science, public health, refugee rights

*Country/State of residence*

**One-quarter of Albright alumnae report living or working outside of the United States – a rate that is much higher than alumnae one and five years post-graduation.** Comparatively, a smaller proportion of alumnae one-year out report working/living internationally (6%) and alumnae five years out (9%). This may also be a function of the higher representation of international students and Fellows’ interest in international affairs.

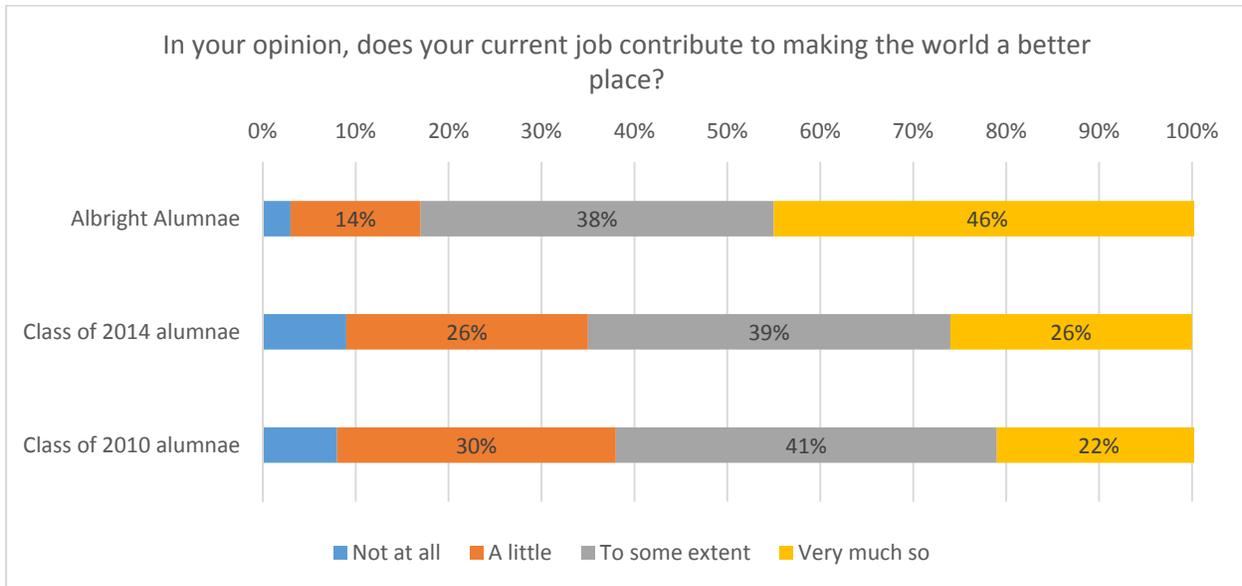


Albright Fellows in the US mostly live in California, DC, Massachusetts, and New York. More Albright Fellows live in California (33%) and DC (21%) compared to Wellesley alumnae 1 year out (13% in CA and 7% in DC) and 5 years out (15% in CA and 4% in DC).



## VI. Contribution to the World

**Albright alumnae rate their jobs as contributing to making the world a better place more strongly than alumnae 1 and 5-years out.** Nearly half (46%) of Albright alumnae report that their job makes the world a better place compared to approximately a quarter of alumnae one year out (26%) and five years out (22%).



While it is not possible to attribute the Albright Institute with causing the observed difference in career orientations than other College alumnae, some participants described how the Institute influenced their career paths to have a social impact on others.

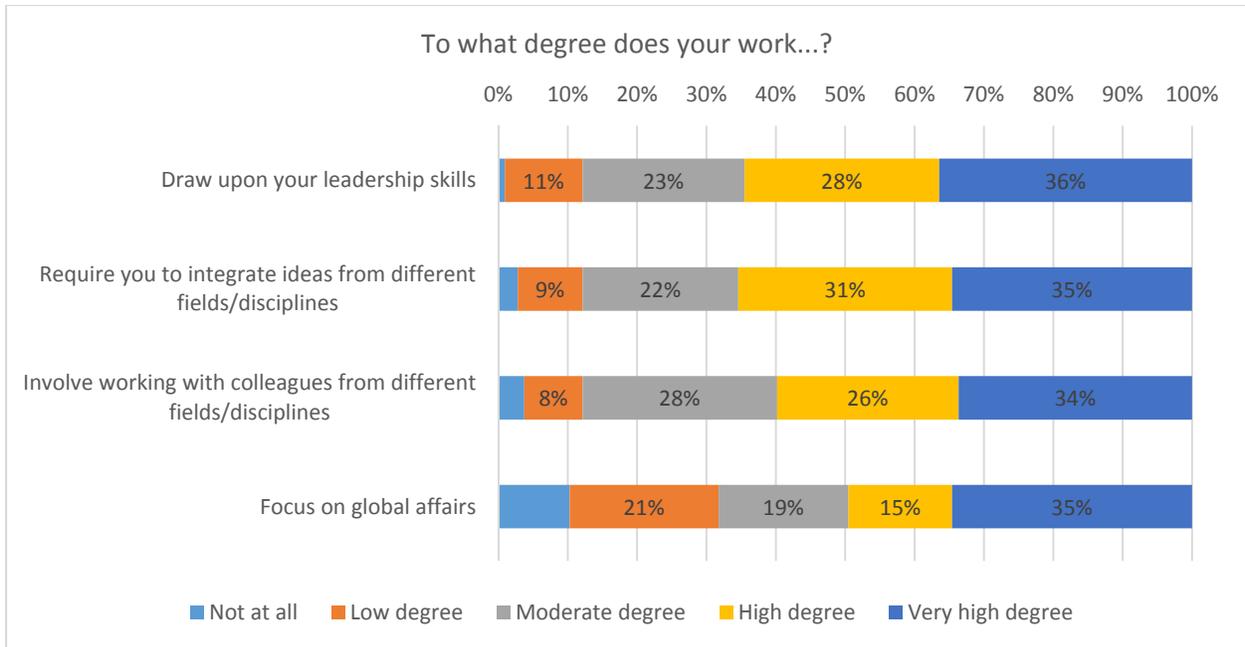
*"It planted a little seed in me to do good for others."*

*"Someone assigned us a reading by Martin Luther King Jr. which I'd never read before. And it was basically about how we should be so bold to act now. We should do it even if it costs us. Even if it seems inconvenient or unsettling we should do it. This is a really bad summary but that speech that Martin Luther King wrote in that book or essay format so stirred my heart and it still is with me til this day. This roaring heart desire to do and still do good."*

*"I gained a better sense of purpose and determination to really pursue the kind of career that I want to have in improving lives of others, particularly women, and while I'm not working directly on those issues right now, I know from doing the Albright Institute, and from other things that there's plenty of time to find my particular place in that world as well."*

### *Work skills/focus*

**The work that Albright Fellows are engaged in to a large degree requires leadership, multidisciplinary, and collaboration skills.** Sixty-four percent have work that draws upon leadership skills to a high or very high degree, 65% have work that requires integration of ideas from different fields or disciplines to a high or very high degree, and 60% have work that involves working with colleagues from different fields or disciplines. Half of Fellows do work that has a focus on global affairs to a high or very high degree.



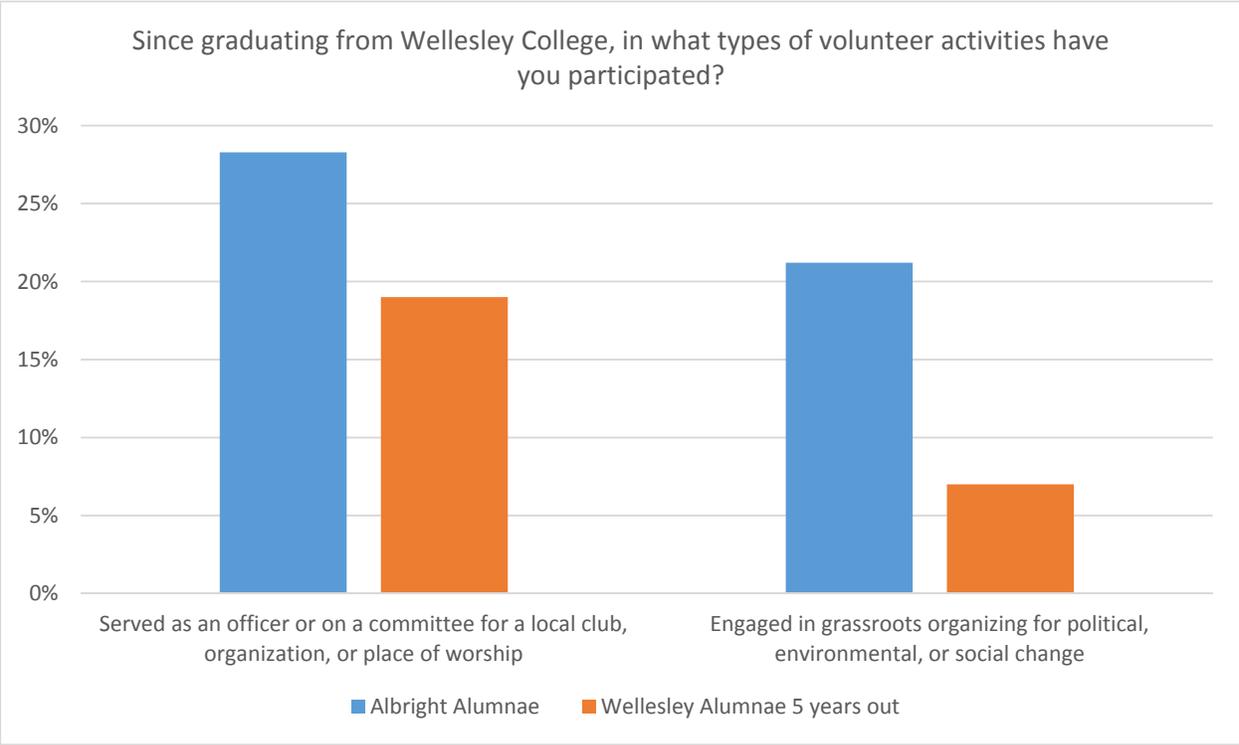
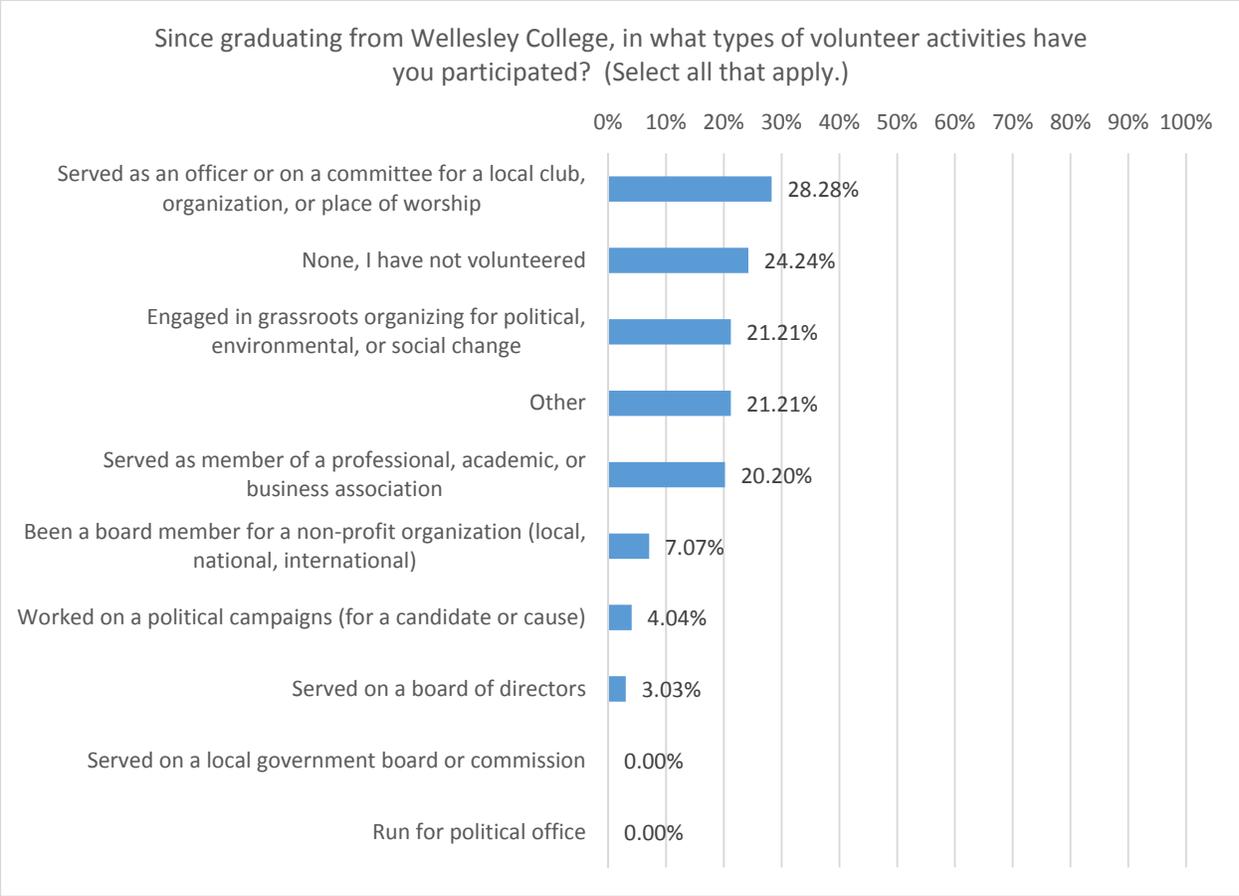
Almost half of the interviewees mentioned their ability, gained through the Institute, to take an interdisciplinary approach as essential in their work and a third mentioned collaboration skills, gained through the Institute, as essential in their work.

*“Albright was one of the things that I did at Wellesley that was most important in teaching me how to work effectively in a group, and still work efficiently, but do it without hurting anybody’s feelings or leaving any perspectives out of the conversation.”*

*“Albright Institute helped me become a really collaborative team player. At Wellesley there were not that many opportunities for intense group work so it definitely prepared me to work well in groups but also know my voice. I think a lot of women, especially when they enter the private sector, feel like they have trouble finding their voice, and don't immediately.”*

### Volunteer activities

**The majority of Fellows (76%) have participated in some type of volunteer activity since graduating college.** In comparison, 51% of Wellesley alumnae 1 year out and 65% of Wellesley alumnae 5 years out have volunteered in the past year. More Fellows have served as an officer or on a committee for a local club, organization, or place of worship than Wellesley alumnae 5 years out (28% vs. 19%), and more Fellows have engaged in grassroots organizing for political, environmental, or social change than Wellesley alumnae 5 years out (21% vs. 7%). The majority of Fellows that volunteer (74%) say the impact of their efforts are on their local community, 34% say the impact is international, and 25% on the country level.

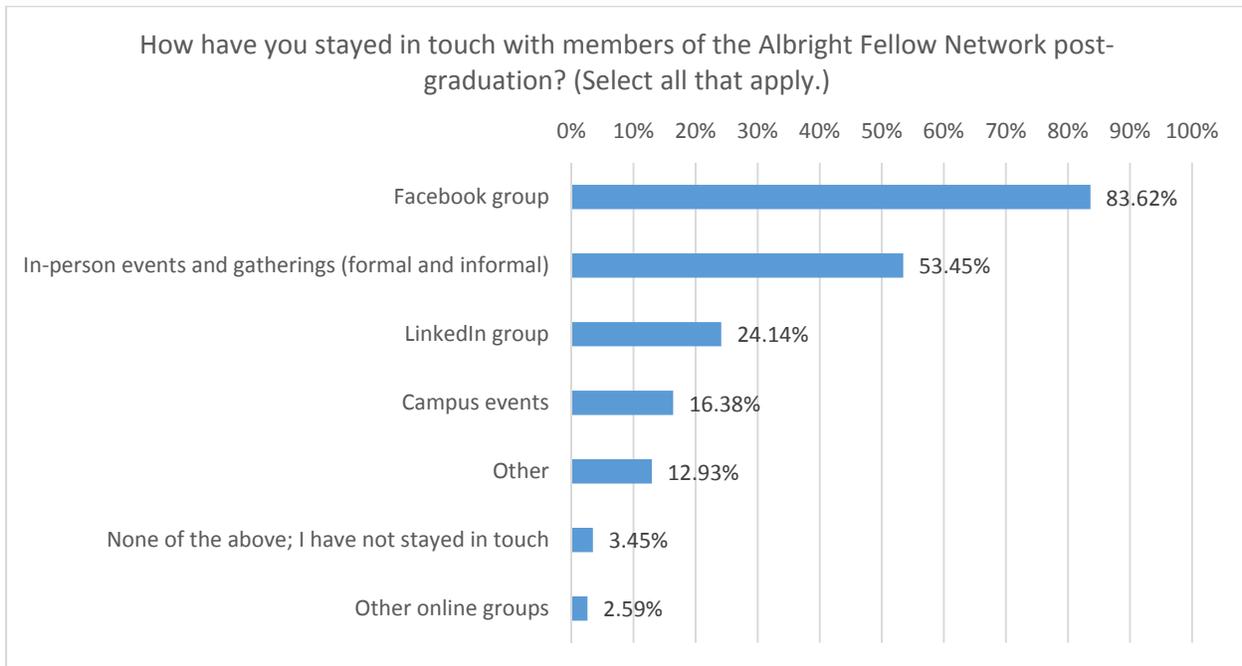


## Fellows' Recommendations

This section highlights the recommendations for the Wintersession program, the internship, and the Albright Fellows Network. Most recommendations come from the open-ended responses from the surveys and the interviews.

### Albright Network

Most Fellows keep in touch with other Fellows through Facebook (84%). Fifty-three percent meet with other Fellows at events or gatherings although mostly informally. However, most have not received mentorship or help from the network.



Six out of 21 Fellows from the interviews named the network as a weakness. Three quarters of the Fellows mentioned they would like to see support from the Institute in creating a more formal network. Ideas include a searchable database for finding alumnae that can help them with identifying an internship or with career guidance, Albright regional events (lunches, happy hour, and lectures), newsletters, reunions, mentorship program, and forums for discussion.

The survey asked how the network could be structured and strengthened. A quarter of the Fellows mentioned in-person meetups or events that were both social and formal, one in five (18%) mentioned having a directory of Fellows that included job information, field of interest, and where they are, and one in six mentioned a formal mentorship program (14%), providing connections through their career industry (14%), and a need for greater structure overall (13%). Approximately one in ten suggested outreach about available resources and activities (10%) and having a greater social media presence (9%).

*“I really wish there were more effort put into strengthening and facilitating the Network. This was one of the most discussed aspects of the Institute, and I think drew many of us in - and has not panned out at all.”*

## Internship

The internship was rated highly by Fellows as impacting their personal development. However, a quarter of interviewees would have liked more support in looking for and setting up their internships and understanding the expectations for the internship prior to applying for Albright especially since international internships have different timelines and require more logistics. Suggestions for having a directory of past internships to look through and people to talk to about their internship experiences would have been helpful as well as better coordination with CWS. A few also mentioned that having more money attached to the internship would have helped those that are more financially dependent choose internships that were better aligned with Albright's expectations. Two Fellows who had done their internship prior to the Wintersession program wished they had done the internship afterwards so that they could have applied what they learned in the Institute.

Two Fellows also mentioned that they did not get much out of the Tanner presentation on their internship, which is consistent with how Fellows rated the Tanner Conference (second lowest rated feature of the post-winter session program). One suggested having an on-campus event where the Fellows come on campus to do something fun and engaging rather than just a presentation. Sample comments are below:

*"I would have appreciated more assistance in finding a better fit for an internship for that summer that was more relevant to my career path. But it was little bit rushed almost to find an internship for the summer, because it takes quite a bit of time to line up something with the State department or something like that."*

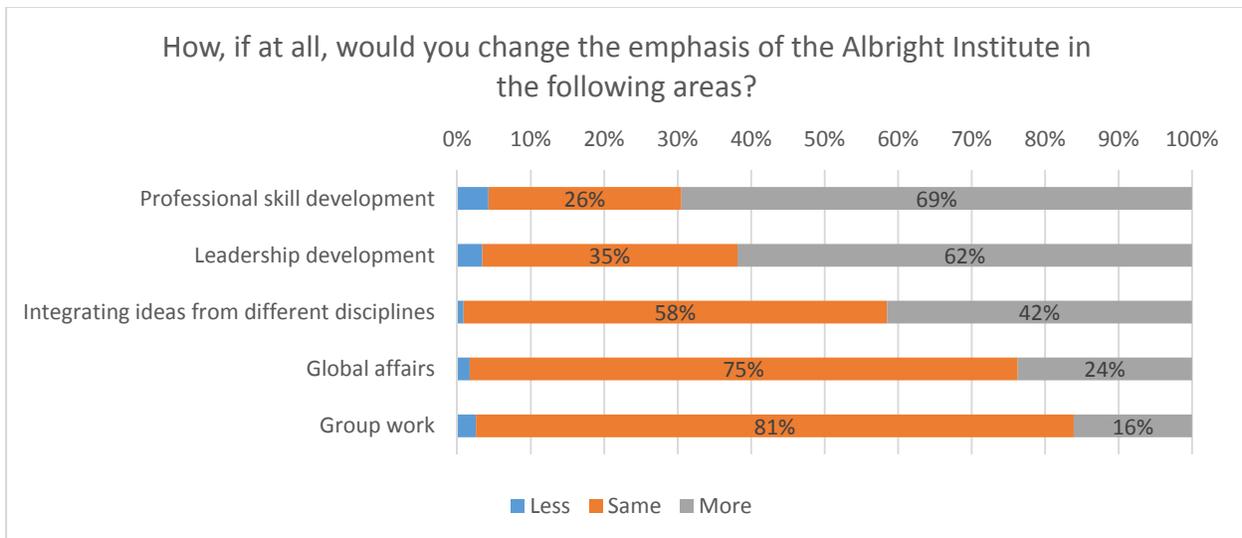
*"It was very difficult to find something that both met the Albright criteria and also that I wanted. Expectations weren't 100% clear about how the internship process would work. I thought it was more of just try your best, see what you can do, and if not, we'll take an internship in the US. I underestimated how hard it would be to get the approval to work in a large corporation (like GE) for someone who's not a citizen there."*

*"More people would apply and see that they could apply and do the Institute if the Fellows were given a little bit more money so they could have a little bit of money left over after the summer. I needed to make money."*

## Wintersession program

Albright Fellows were asked whether they would change the emphasis of the Albright Institute in a number of areas. The areas that garnered the most support for additional emphasis were professional skills development (69%) and leadership development (62%). Subgroup analyses showed that international students wanted a stronger focus on global affairs than domestic students. One international student from the interviews mentioned there was a lot of discussion about economics and the US and no conversation about social problems in parts of Europe.

*"I did get the sense of the Albright Institute that it's very U.S.-centric. And that's expected and it's fine but I would probably have liked some speakers that didn't only address the geographical areas that were important to the U.S. So, for example, I'm from Europe. I'm Hungarian. I'm from the EU. And there was quite a bit of talk about the EU and the Euro-zone, but no talk about the social. There was a lot of talk about econ, and the US, and no talk about social problems in parts of Europe. And that was strange to me given that I was expecting more of the diversity."*



### Professional and Leadership Skills Development

When Fellows were further probed in the interviews, more than half felt Albright should not focus on professional skills or leadership development. A third of Fellows felt professional skills development was the role of CWS and/or would take away from the focus of Albright. A few Fellows felt they learn those skills on the job and some felt that Wellesley/Albright already did a good job of developing professional skills.

*“The opportunity cost is so great for replacing that time teaching alumnae about these skills, which they can acquire at their workplaces.”*

Half of the Fellows felt the Institute already did a good job of leadership development, specifically through the group work and presentations. One fifth of Fellows mentioned that the Institute attracts those who already have leadership skills. A quarter felt it wasn’t the role of the Institute to focus on leadership development explicitly.

*“Albright was one of the most leadership-oriented things I did when I was at Wellesley.”*

Of the Fellows who mentioned a professional skills development topic they would’ve liked more training in, a third mentioned networking skills, a quarter mentioned help with navigating career paths (e.g., skills in negotiating a job offer, communication skills with people in different life stages, skills for working in a development organization), and a few mentioned public speaking/presentation skills.

Of the four Fellows who mentioned a leadership development topic that they would’ve liked more training in, they all mentioned training on how to lead in group work or interactions with others. Some Fellows brought up problems with their or other’s group dynamics due to conflicts in leadership.

*“The right leader comes from someone who knows how to interact with other Fellows and then applies that kind of interpersonal relationship in their internship or their jobs.”*

*“I was a terrible teammate. But now if I were to meet my teammates, I would apologize and try to talk to them. Get to know them better.”*

A quarter of the Fellows mentioned professional skills or leadership training could happen in a workshop format (one Fellow mentioned she liked the format of the Sunday workshop on public speaking).

## Speakers/Topic

Although almost half of the Fellows from the survey mentioned a specific speaker as their most powerful moment from the Institute, and a third of interviewees mentioned the diversity and quality of speakers and topics as a strength, a third of interviewees felt aspects of the speakers/topics could use improvement. In particular, Fellows mentioned they would've liked to see a greater diversity of opinions from speakers specifically from those with non-US-centric views, those with a non-political agenda, those affected by international programs, or from more hard science fields or recent alumnae. They also wanted to hear how speakers got to where they are so that they could understand their career path. Having a balanced distribution of speakers by topic and having lectures with the same topic on the same day were also suggested. A suggestion was also made to introduce who will be speaking earlier which would help with doing research on speakers.

*"I would be extremely excited to see more diversity in Fellows and faculty! I know that current Fellows are willing to push for this, so use us as tools to attract more diversity. The Albright has a reputation of being very white amongst some Wellesley groups and this can scare people away. This reputation can be harmful in the long term, if we claim diversity and global-awareness it is essential for us to have a diverse group of Fellows and faculty. I talked to a lot of people to try to convince them that the Albright is not "white" and helped them with their applications. The Fellows are a great asset to break these types of harmful stereotypes that inevitably form around all institutions--use us! We are happy to help."*

## Perception of the Institute

Although several Fellows mentioned that being selected to be an Albright Fellow helped to boost their self-confidence, a fifth of the Fellows felt that the elite quality of the Institute and being told they were special was uncomfortable.

*"One more thing that I would change is the attitude. The Institute is so overwhelmingly congratulatory, putting us up on a pedestal as though we are much more special than other people at Wellesley. And, actually, we're not. We just happened to get selected because somehow together, as part of the larger field, we were part of some diverse group that would theoretically provide a variety of perspectives, but it could have easily been another friend who didn't get in as it could have been me. I don't know what I did to deserve to get into the Institute—I really don't, my interview sucked, in my perspective. So, the continual reinforcement that we are the special gems of Wellesley, and us being in this program shows that we're so smart and we had so much to offer—I think it was really detrimental to a lot for the students really challenging the perspectives they had learned in their respective majors because the baseline message was you are God, and what you have learned is true, and you have so much to bring to the table. And bring it girl. And there's not enough questioning in the capitalist paradigm."*

## Opportunities for Dialogue

Many Fellows mentioned informal conversations with Fellows after the lectures over dinner or late into the night in the dorms were some of the most powerful moments for them at the Institute. Others were looking for that experience and did not have it. Fellows recommended creating more intentional opportunities for dialogue and bonding such as discussion-based small group activities.

*"It would have been really nice if I had had more of a ready heart to just mingle with people and just see the value in just getting to meet these bright women and become friends with them or at least acquaintances. I wish I had had that kind of heart, but unfortunately I was so wrapped up in you know, 'I got to perform', 'I got to perform', 'I got to perform' so I never had the luxury to do that. But if the Albright*

*Institute could foresee that weakness, perhaps, in some of the Fellows because we are so driven, a lot of people who come to this believing that they really want to change the world-and they mean it- so when they go to classes, almost like Wellesley classes, you have to do your best. It would be awesome if the Albright Institute could within the first few sessions give opportunities for Fellows to really mingle, really safe and fun spaces where you ask – either around the fireplace at one of the dorms or at dinner just have someone lead a discussion about “Oh what are your dreams?” Ask kind of silly, down-to-earth basic questions like, ‘What’s your background?’ things like that.”*

## Group Project

The group project was listed as a strength by more than a third of interviewees, but a quarter felt the group project was stressful due to the lack of time for the group project and lack of group leadership skills. One fellow mentioned that she would have liked a less theoretical, more hands-on group project. However, those who mentioned the lack of time made the caveat that they understood why it was necessary or that they learned from the experience. The words challenging and intense were the second most popular words used by Fellows in describing the Institute.

*“There’s a certain type of person who gets selected for Albright and a lot of those are fairly outspoken and fairly type A and group leaders, and when you get together a bunch of those girls versus the more general freshman/sophomore student body, you get into a dynamic and you’re under time pressure. We were all just trying to get this project together. It really can turn into a more difficult and more challenging--maybe more rewarding in terms of the learning experience you get from it--type of situation. I feel like I’d had group work before, but it wasn’t as stressful.”*

## Conclusion

In a time when liberal arts colleges seek to help connect traditional academic experiences to applied practice, the findings suggest the Albright Institute is an extraordinary, transformative experience for Fellows as part of their college education. The Institute attracts students who are highly engaged and who come seeking to learn more about global affairs, and contributes to a sense of personal development, connection to greater friends, and empowerment about Fellows' strengths.

The intensive group work, lectures, and visit with Secretary Albright are defining hallmarks of the Institute. In Fellows' views, these elements contributed strongly to their personal development that includes strengthening their ability to view others' perspectives, collaborate, and take interdisciplinary approaches. Despite the program's strengths, there are limitations to what we understand from the survey and interview data that warrant further study as well as many suggestions for improvement that alumnae have provided.

Reflecting on the goals of the Albright Institute, the survey and interview results, supported by comparisons with other Wellesley students when possible, indicate that the Institute has been generally successful in reaching its short-term goals, has mostly reached its mid-term goals, and has partially reached its long-term goals.

### Short-Term Goals

The Institute was successful at *increasing understanding of global and social issues* and *increasing understanding of cross-disciplinary approaches in considering global/social issues*.

- The majority of Fellows (96%) attribute the Institute with deepening their understanding of the topic from the group presentation, enhancing their understanding of multidisciplinary approaches to analyzing global/social issues (95%), and deepening their awareness of global and social issues (95%) to a moderate or great extent. In fact, no Fellows stated that the Institute did not contribute at all to their understanding in these areas.

The Institute was also successful in *increasing commitment to creating positive change in the world*.

- The majority of Fellows (92%) attribute the Institute with deepening their commitment to creating positive change in the world to a moderate or great extent and only one survey respondent stated that the Institute did not contribute at all to deepening their commitment to creating positive change in the world.

The Institute helped to develop *greater collaboration skills: listening, managing conflict, trusting others, and sharing leadership*.

- The majority of Fellows (89%) attribute the Institute with developing to a moderate or great degree their ability to see the world from others' perspectives, being a more effective leader (90%), their ability to work with people from different cultures or countries (82%), their ability to communicate well orally (90%), their ability to discuss controversial issues (88%), their ability to relate well to people with different political beliefs than their own (82%), and their ability to resolve interpersonal

conflicts positively (75%). Only a few Fellows did not attribute the Institute at all with any area of ability development above.

The Institute helped to build a *stronger sense of values and self through reevaluation of skills, intellectual interests and career path.*

- The majority of Fellows (86%) attribute the Institute with increasing to a moderate or great extent their self-esteem/self-confidence, developing their career-related knowledge and skills (78%), helping them understand their abilities, interests, limitations, and personality (88%), and leading them to new areas of intellectual interest (82%). Only a few did not attribute the Institute at all with any area of self-development above.

### Mid-Term Goals

The Institute increased Fellows' *ability to lead, speak, think, and solve problems in a collaborative, multidisciplinary way.*

- The majority of Fellows (96%) attribute the Institute with developing their ability to analyze issues from multiple perspectives to a moderate or great extent. Only one survey respondent stated that the Institute did not contribute at all to this.
- The majority (90%) attribute the Institute with developing their leadership to a moderate or great extent, and only a few did not attribute the Institute at all with becoming a more effective leader.
- Albright Fellows were also significantly more likely than Wellesley students to attribute their experience at Wellesley with personal development in functioning effectively as a member of a team, relating well to people of different races, nations, and religions, synthesizing and integrating ideas and information, planning and executing complex projects, constructively resolving interpersonal conflicts, and placing problems in historical/cultural/philosophical perspective.

The Institute increased the *likelihood to take greater intellectual risks and explore new areas (e.g., courses).*

- The majority of Fellows (77%) attribute the Institute with moderately or greatly increasing their likelihood to take risks. Only a few did not attribute the Institute at all with this.
- A quarter mentioned taking courses in other departments (or would have if they could have) as a result of the Institute.

The Institute did not provide many Fellows with *mentorship from Albright network.*

- Only 16% of Albright Fellows have received mentorship from Albright alumnae and only 11% have received mentorship from others connected to the program (e.g., staff, speakers).

### Long-Term Goals

The Institute appears to be *developing leaders advancing positive change in the world.*

- More Fellows have engaged in grassroots organizing for political, environmental, or social change than Wellesley alumnae five years out (21% vs. 7%).
- Fellows were significantly more likely to place importance on working for social and political change, being a leader in their field, being a leader in their community, volunteering, and doing work that is in accordance with their philosophy or religion.

- A higher proportion of Albright students work in politics, public policy, and advocacy than Wellesley graduates one and five years post-graduation (13% vs. 5% Class of 2010) and the proportion of Albright alumnae working in environment (5%) is more than double that of the five year out alumnae (2%).
- Albright alumnae also selected the Other category at higher rates than Wellesley alumnae five years out (19% vs. 12%); the industries listed by Albright alumnae were mainly public service industries (e.g., affordable housing, health services, humanitarian aid, international development, international relations, political science, public health, refugee rights).
- Nearly half (46%) of Albright alumnae report that their job makes the world a better place compared to approximately a quarter of alumnae one year out (26%) and five years out (22%).

The Institute appears to be developing a *greater ability to take multidisciplinary, collaborative approaches to leadership*.

- Almost half of interviewees mentioned their ability, gained through the Institute, to take an interdisciplinary approach as essential in their work and a third mentioned collaboration skills, gained through the Institute, as essential in their work.
- 64% of Albright Fellows have work that draws upon leadership skills to a high or very high degree, 65% have work that requires integration of ideas from different fields or disciplines to a high or very high degree, and 60% have work that involves working with colleagues from different fields or disciplines.

Fellows appear to have a *stronger sense of connection to the College because of the Albright Institute*.

- 78% attribute the Institute with highly and very highly impacting their connection to Wellesley while at Wellesley and 56% attribute the Institute with highly and very highly impacting their connection to Wellesley after graduating.

Fellows do not appear to have *greater participation in the Albright Network; commitment to helping other women advance*.

- Less than half of the Fellows have utilized the Albright Fellows Network for developing professional skills (31%), making professional contacts (23%), offering advice about their career (18%), securing a new job (5%), advancing a political or social cause (3%), starting their own organization (1%), or earning a seat on the board of directors of an organization (1%).

## Attainment of Goals

Fellows' responses to both survey and interview questions were overwhelmingly positive in regards to almost all aspects of the Institute. Fellows viewed the Wintersession program as the cornerstone of the Albright experience and reported it had a significant impact on their personal development, knowledge, skills, and commitments in various areas. The interdisciplinary group work and lectures by experts in the field were cited as the most influential aspects of the Wintersession program, and the international internship was cited as the most influential aspect of the post-Wintersession program. Fitting with their interest in making an impact in today's world, Albright alumnae report making an impact on others' lives and their communities through their work and civic engagement today.

The goals that were only partially met were mainly around the utilization of the Albright Fellows Network. This area was noted in both survey respondents and interviewees as in need of improvement. Suggestions were mainly around creating more structure for the Network such as creating a searchable directory of Fellows to reach out for support in internships, careers, and advice, a more formal mentorship program, hosting regional events such as luncheons, dinners, happy hour, or lectures, more consistent communication such as through a newsletter, having a greater social media presence, and creating a forum for dialogue and discussion.

### Future Research/Evaluation

Moving forward, it is suggested that the Institute continue to think about how it will assess the value it adds to Fellows' development. Through Wintersession evaluations, for instance, it will be important to ask students to assess their strengths and weaknesses prior to the start of and at completion of the Wintersession program – and again, as alumnae.

Any changes to the Institute as a result of findings from this report should also be carefully evaluated to assess both costs and benefits as well as how they can further be improved. For example, strategies used to strengthen the Albright Fellows Network or improve the internship process should be tracked and assessed for intended and unintended impacts, and formative data should be gathered to inform improvements to strategies.

## Appendices

### Survey Questions

What is your class year (expected or actual graduation year)?

- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015
- 2016
- Other

Please rate the impact of each of the following on your decision to participate in the Albright Institute.

	Not at all important	Somewhat important	Moderately important	Very important	Extremely important
Interest in global affairs/issues	<input type="radio"/>				
Interest in multidisciplinary learning	<input type="radio"/>				
Interest in leadership development	<input type="radio"/>				
Internship opportunity	<input type="radio"/>				
Reputation of Institute	<input type="radio"/>				
Alumnae Fellow Network	<input type="radio"/>				
Others' recommendations	<input type="radio"/>				
Other, please specify:	<input type="radio"/>				

What three words come to mind when you think of your experience in the Albright Institute?

- 1.
- 2.
- 3.

How would you rate the impact of the Albright Institute on you at and after Wellesley?

	At Wellesley						After Wellesley					
	No impact	Low	Moderate	High	Very high	N/A	No impact	Low	Moderate	High	Very high	N/A
Personal development	<input type="radio"/>											
Career focus/development	<input type="radio"/>											
Connection to Wellesley	<input type="radio"/>											

What impact did each of the following components of the Wintersession program have on your personal development?

	No impact	Low	Moderate	High	Very high
Wellesley Faculty lectures/speakers	<input type="radio"/>				
Alumnae and other speakers	<input type="radio"/>				
Lunch or tea discussions with faculty/alumnae speakers	<input type="radio"/>				
Time with Secretary Albright	<input type="radio"/>				
Group project	<input type="radio"/>				
Presentations to the Distinguished Visiting Professor (DVP)	<input type="radio"/>				
Networking	<input type="radio"/>				
Wintersession overall	<input type="radio"/>				

Overall, did the different aspects of the Wintersession have an impact on how you approached your Wellesley education after the Wintersession? Please elaborate.

What impact did each of the following components of the post-Wintersession program have on your personal development?

	No impact	Low	Moderate	High	Very high
Internship	<input type="radio"/>				
Tanner Conference	<input type="radio"/>				
Mentorship by alumna(e) Fellow	<input type="radio"/>				
Interaction with Institute faculty and staff (post-Wintersession)	<input type="radio"/>				
Fellow Network	<input type="radio"/>				
Institute Overall	<input type="radio"/>				

As you think back to the various experiences you had during the Institute, were there any moments that affected you powerfully? Please describe one such moment and explain how it impacted you. (For example, if there was a presentation that affected you strongly, please describe the topic, speaker, and why that affected you so strongly. Or, if there was a set of interactions in your group that was powerful, please describe those.)

How influential was each of the following elements of the Institute's pedagogical approach in facilitating your personal development during the Albright Institute?

	No influence	A little	Moderate	High
Ungraded presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cold calling in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group work with teams of students with different majors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group work with people from different backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviews with experts for presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living and working with other Fellows 24/7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please feel free to add further comments on how the Institute's pedagogy may have affected you. (For example, how you think about global/social issues; your approach to group work; your choice of academic courses and/or major; intellectual interests after the Institute; your view of grades; or your career direction.)

To what extent have your experiences in the Albright Institute (including Wintersession, internship, and Tanner) helped develop your ability to...

	Not at all	A little	Moderately	A great deal
Work with people from different cultures or countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze issues from multiple perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a more effective leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate well orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate well to people with different political beliefs/values than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolve interpersonal conflicts positively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
See the world from others' perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of participating in the Albright Institute, did you... (Select all that apply.)

- Change any deeply-held beliefs?
- Identify any positive qualities in yourself that you subsequently developed further?
- Identify any qualities in yourself that you wished to change and subsequently worked to change?
- Change your view of the liberal arts as a way to address global/social issues?
- None of the above

Answer If As a result of participating in the Albright Institute, did you... (Check all that apply) Change any deeply-held beliefs? Is Selected

Please explain how the Albright Institute affected any of your deeply-held beliefs.

Answer If As a result of participating in the Albright Institute, did you... (Check all that apply) Identify any positive qualities in yourself that you subsequently developed further? Is Selected

Please explain how the Albright Institute helped you identify any positive qualities in yourself that you subsequently developed further.

Answer If As a result of participating in the Albright Institute, did you... (Check all that apply) Identify any qualities in yourself that you wished to change and subsequently worked on? Is Selected

Please explain how the Albright Institute helped you identify qualities in yourself that you wished to change and that you have subsequently worked on.

Answer If As a result of participating in the Albright Institute, did you... (Check all that apply) Change your view of the liberal arts as a way to address global/social issues? Is Selected

Please explain how you changed your view of the liberal arts as a way to address social/global issues after attending the Albright Institute.

To what extent did your experiences in the Albright Institute (including Wintersession, internship, and Tanner)...

	Not at all	A little	Moderately	A great deal
Deepen your awareness of global and social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deepen your understanding of the topic of your group presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance your understanding of multidisciplinary approaches in analyzing global/social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deepen your commitment to creating positive change in the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop your career- or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you understand your abilities, interests, limitations, and personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase your self-esteem/self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase your likelihood to take risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead you to new areas of intellectual interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change your career path	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did participating in the Institute change your view of traditional classroom learning?

- Yes
- No
- Unsure

Answer If Did participating in the Institute change your view of traditional classroom learning? Yes Is Selected

How did the Institute change your view of traditional classroom learning?

What does it mean to you to be a global citizen?

In what ways, if any, did the Albright Institute prepare you to be a global citizen?

How, if at all, would you change the emphasis of the Albright Institute in the following areas?

	Less	Same	More
Leadership development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating ideas from different disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional skill development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Given the opportunity, would you participate in the Institute again?

- Definitely not
- Probably not
- Unsure
- Probably would
- Definitely would

Your Post-Wellesley Career and Graduate Education The second section asks about your education and career after Wellesley.

Have you enrolled in a graduate or professional degree program since graduating from Wellesley College?

- Yes, I completed a program.
- Yes, I began a program but did not complete it.
- Yes, I am a full-time student.
- Yes, I am a part-time student.
- No.

Answer If Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I completed the program. Is Selected Or Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I am a full-time student. Is Selected Or Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I am a part-time student. Is Selected

Please tell us about the graduate and professional degrees you have either already received or for which you are currently enrolled. Mark all that apply.

- Master of Arts (MA)
- Master of Fine Arts (MFA)
- Master of Science (MS)
- Master's degree in Business (MBA)
- Master's degree in Education (MEd)
- Master's degree in Engineering (MEng)
- Other professional master's (e.g., MPA, MSW, MSN, MAT, MPH)
- Other master's degree, please specify: \_\_\_\_\_
- Doctorate (e.g., PhD, ScD, EdD, PsyD)

- Medical degree (e.g., MD, DO, DDS, DVM)
- Law degree (e.g., JD, LLB)
- Other degree, please specify: \_\_\_\_\_

Answer If Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I completed the program. Is Selected Or Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I am a full-time student. Is Selected Or Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I am a part-time student. Is Selected

Please tell us about the (first) institution where you have/will earn your first degree marked above.

Institution

Field

Year of the award (actual or expected)

Answer If Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I completed a program. Is Selected Or Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I am a full-time student. Is Selected Or Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I am a part-time student. Is Selected And Please tell us about the graduate and professional degrees you have either already received or fo... q://QID25/SelectedChoicesCount Is Greater Than 1

Please tell us the names of the second institution where you have/will earn additional degree(s) marked above and fill in the year of the award.

Degree #2: Institution

Degree #2: Field

Degree #2: Year of the award (actual or expected)

Answer If Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I completed a program. Is Selected Or Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I am a full-time student. Is Selected Or Have you enrolled in a graduate or professional degree program since graduating from Wellesley Co... Yes, I am a part-time student. Is Selected And Please tell us about the graduate and professional degrees you have either already received or fo... q://QID25/SelectedChoicesCount Is Greater Than 2

Please tell us the names of additional institutions where you have/will earn additional degree(s) marked above and fill in the year of the award.

Degree #3: Institution

Degree #3: Field

Degree #3: Year of the award (actual or expected)

Since graduating from Wellesley College, have you participated in a fellowship or service program?

- Peace Corps
- Teach for America
- City Year
- AmeriCorps
- Citizen Schools
- Other service/volunteer organization or teacher development program, please specify:  
\_\_\_\_\_
- None of the above

Since graduating from Wellesley College, have you participated in a fellowship program such as Fulbright, Truman, Rhodes, etc.?

- Yes, please specify program: \_\_\_\_\_
- No

Since participating in the Albright Institute, have you done any of the following activities outside the U.S.? (Select all that apply.)

- Study abroad
- Volunteer or participate in service abroad
- Work abroad
- Live abroad
- Other, please specify: \_\_\_\_\_
- None of the above

Are you employed right now?

- Yes, employed full-time
- Yes, employed part-time
- Yes, employed but currently on leave (e.g., sabbatical, maternity)
- No, but I am looking for employment right now
- No, and I am not looking for employment right now

Whether or not you are currently employed, what is your principal occupation?

- Administrator
- Administrative support, clerical worker, secretary
- Architect or planner
- Clergy or other religious ministry worker
- Consultant
- Economist
- Educator
- Engineer
- Financial analyst
- Fundraiser
- Human resources or labor relations professional
- Journalist
- Lawyer or judge
- Other legal professional

- Performing artist, entertainer, or professional athlete
- Writer or editor
- Visual artist or designer
- Other creative professional
- Physician or surgeon
- Psychiatrist
- Psychologist (clinical), therapist or other mental health professional
- Other health services professionals
- Programmer, computer scientist, or systems analyst
- Sales, marketing, advertising or public relations manager
- Salesperson, broker, or agent
- Scientist: Life scientist
- Social scientist or psychologist (excluding counselor or clinician)
- Statistician, mathematician, actuary, or related analyst
- Other occupation, please specify: \_\_\_\_\_

Answer If Are you employed right now? Yes, employed full-time Is Selected Or Are you employed right now? Yes, employed part-time Is Selected Or Are you employed right now? Yes, employed but currently on leave (e.g., sabbatical, maternity) Is Selected

Please select the industry that best describes your employer.

- Agriculture
- Biotech/pharmaceutical
- Business services
- Communications/Marketing/PR
- Computer science/Technology
- Education: Higher education
- Education: Elementary or secondary education
- Engineering
- Environment
- Financial Services
- Fine/Performing Arts
- Hospitality, Tourism, Travel
- Information Technology
- Law/Legal Services
- Manufacturing
- Media/Journalism/Publishing
- Medicine
- Military/Defense
- Politics, Public Policy, Advocacy
- Retail
- Science
- Social Services
- Other, please specify: \_\_\_\_\_

Answer If Are you employed right now? Yes, employed full-time Is Selected Or Are you employed right now? Yes, employed part-time Is Selected Or Are you employed right now? Yes, employed but currently on leave (e.g., sabbatical, maternity) Is Selected

Please provide the following information about your current employer and position.

Company name:

Position:

Answer If Are you employed right now? Yes, employed full-time Is Selected Or Are you employed right now? Yes, employed part-time Is Selected Or Are you employed right now? Yes, employed but currently on leave (e.g., sabbatical, maternity) Is Selected

In which country do you work?

- Afghanistan
- Albania
- Algeria
- Andorra
- Angola
- Antigua and Barbuda
- Argentina
- Armenia
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bhutan
- Bolivia
- Bosnia and Herzegovina
- Botswana
- Brazil
- Brunei Darussalam
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Central African Republic
- Chad
- Chile

- China
- Colombia
- Comoros
- Congo, Republic of the...
- Costa Rica
- Côte d'Ivoire
- Croatia
- Cuba
- Cyprus
- Czech Republic
- Democratic People's Republic of Korea
- Democratic Republic of the Congo
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Eritrea
- Estonia
- Ethiopia
- Fiji
- Finland
- France
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Greece
- Grenada
- Guatemala
- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Honduras
- Hong Kong (S.A.R.)
- Hungary
- Iceland
- India
- Indonesia
- Iran, Islamic Republic of...
- Iraq

- Ireland
- Israel
- Italy
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kuwait
- Kyrgyzstan
- Lao People's Democratic Republic
- Latvia
- Lebanon
- Lesotho
- Liberia
- Libyan Arab Jamahiriya
- Liechtenstein
- Lithuania
- Luxembourg
- Madagascar
- Malawi
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Mauritania
- Mauritius
- Mexico
- Micronesia, Federated States of...
- Monaco
- Mongolia
- Montenegro
- Morocco
- Mozambique
- Myanmar
- Namibia
- Nauru
- Nepal
- Netherlands
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Norway

- Oman
- Pakistan
- Palau
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Poland
- Portugal
- Qatar
- Republic of Korea
- Republic of Moldova
- Romania
- Russian Federation
- Rwanda
- Saint Kitts and Nevis
- Saint Lucia
- Saint Vincent and the Grenadines
- Samoa
- San Marino
- Sao Tome and Principe
- Saudi Arabia
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- Spain
- Sri Lanka
- Sudan
- Suriname
- Swaziland
- Sweden
- Switzerland
- Syrian Arab Republic
- Tajikistan
- Thailand
- The former Yugoslav Republic of Macedonia
- Timor-Leste
- Togo

- Tonga
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom of Great Britain and Northern Ireland
- United Republic of Tanzania
- United States of America
- Uruguay
- Uzbekistan
- Vanuatu
- Venezuela, Bolivarian Republic of...
- Viet Nam
- Yemen
- Zambia
- Zimbabwe

Answer If List of Countries United States of America Is Selected

In which state do you currently reside?

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan

- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Puerto Rico
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- I do not reside in the United States

Answer If Are you employed right now? Yes, employed full-time Is Selected Or Are you employed right now? Yes, employed part-time Is Selected Or Are you employed right now? Yes, employed but currently on leave (e.g., sabbatical, maternity) Is Selected

In your opinion, does your current job contribute to making the world a better place?

- Very much so
- To some extent
- A little
- Not at all
- Not applicable

To what degree does your work...?

	Not at all	Low degree	Moderate degree	High degree	Very high degree
Involve working with colleagues from different fields/disciplines	<input type="radio"/>				

Focus on global affairs	<input type="radio"/>				
Require you to integrate ideas from different fields/disciplines	<input type="radio"/>				
Draw upon your leadership skills	<input type="radio"/>				

Since graduating from Wellesley College, in what types of volunteer activities have you participated? (Select all that apply.)

- None, I have not volunteered
- Served as an officer or on a committee for a local club, organization, or place of worship
- Served on a board of directors
- Served on a local government board or commission
- Run for political office
- Worked on a political campaigns (for a candidate or cause)
- Been a board member for a non-profit organization (local, national, international)
- Engaged in grassroots organizing for political, environmental, or social change
- Served as member of a professional, academic, or business association
- Other, please specify: \_\_\_\_\_

Answer If Since graduating from Wellesley College, in what types of volunteer activities have you engaged? None, I have not volunteered Is Not Selected

Is the impact of your volunteer service (Select all that apply.):

- On your local community?
- On your state/province/region?
- On your home country?
- International?

The Developing Albright Network This page asks about your participation and views on the Albright Fellows Network.

Has the Albright Institute affected your current friendship group?

	No change	More acquaintances	More close friends
Friends from other cultures or countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends of different race/ethnicity than you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends from different political beliefs/values than yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends from different economic background than you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How have you stayed in touch with members of the Albright Fellow Network post-graduation? (Select all that apply.)

- Facebook group
- LinkedIn group
- Other online groups
- In-person events and gatherings (formal and informal)
- Campus events
- Other, please specify: \_\_\_\_\_
- None of the above; I have not stayed in touch

Have you engaged in mentoring/mentee relationships with the Albright Fellows Network after participating in the program? (Select all that apply.)

- Served as a mentor
- Received mentorship from Albright alumna(e)
- Received mentorship from others connected to the program (e.g., staff, speakers)
- Other, please specify: \_\_\_\_\_
- None of the above

Please indicate if the Albright Fellows Network has helped you... (Select all that apply.)

- Develop professional skills
- Offer advice about your career
- Make professional contacts
- Secure a new job
- Start your own organization
- Earn a seat on the board of directors of an organization
- Raise money for a charitable organization
- Advance a political or social cause
- Earn election or appointment to political office
- None of the above

In your opinion, how could the Albright Fellow Network be best structured and strengthened?

Thank you for your responses thus far. The last section asks for your final thoughts about you and the Institute.

How would you rate yourself on each of the following areas?

	Lowest 10%	Below Average	Average	Above Average	Highest 10%
Awareness of current global events	<input type="radio"/>				
Ability to bring multiple perspectives to discussions or problem solving	<input type="radio"/>				
Being politically / socially active	<input type="radio"/>				
Leadership ability	<input type="radio"/>				
Ability to communicate orally	<input type="radio"/>				
Self-confidence	<input type="radio"/>				
Drive to achieve	<input type="radio"/>				

Please rate your agreement with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can use what I have learned in one field in another setting or to solve a new problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually know when my own biases are getting in the way of my understanding of a problem or finding a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently stop to think about where I might be going wrong or right with a problem or solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to mediate interactions between people of different backgrounds by helping them understand each other's values and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at figuring out what experts in different fields have missed in explaining a problem or proposing a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your agreement with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I see connections between ideas in the sciences and ideas in the humanities and social sciences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If asked, I could identify the kinds of knowledge and ideas that are distinctive to different fields of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy thinking about how different fields approach the same problem in different ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In solving complex problems I often seek information from experts in other fields.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given knowledge and ideas from different fields, I can figure out what is appropriate for solving a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any final comments about the Albright Institute you would like to share?

Your responses to this survey are confidential. Having completed the survey, would you be comfortable with letting the Institute view and use any of your open-ended responses in program materials?

- Yes, you may do so and include my name: \_\_\_\_\_
- Yes, you may but do not include my name \_\_\_\_\_
- Maybe. Please contact me (email or phone). \_\_\_\_\_
- No thanks

We are interested in further understanding our Fellows' lives since graduating from Wellesley, and would like to invite you to be part of a confidential 30-45 minute phone interview to discuss Albright and your development. Would you be willing to be contacted?

- Yes, contact me at (email): \_\_\_\_\_
- Yes, contact me at (phone): \_\_\_\_\_
- No, thanks

By pressing the forward arrow below, you will be submitting your responses.

### Interview Guide

1. I'll start by asking about your expectations for the Institute. What were your expectations of the Institute?
  - a. Were your expectations met? (Why or why not)?
  
2. A few other universities around the world have expressed interest in replicating their own local version of the Albright Institute, and we're trying to better understand the program's strengths and weaknesses. In your opinion, what are the most important aspects of the program's design? Why? (*As you may recall, the program's immersive Wintersession involved cold calling, group work with people from different majors, conducting expert interviews for group projects, networking. In addition, the fellowship required an internship and presentation at the Tanner conference.*)

*What advice would you give to ensure that the program provides a powerful experience for students?)*

  - a. In your opinion, what were the weaknesses of the program? Why?
  - b. How would you compare the diversity in the Albright program to your other experiences at the College? (Please elaborate.)
    - i. To what extent did your experience with diversity at Albright prepare you for diversity after college? In the workplace? Please elaborate.
  
3. We're trying to understand the role of the internship in the program. What did you learn from the internship? How was it different from your classroom experience or the Wintersession?
  - a. How did it contribute to- or contradict what you learned at Wellesley? At the Albright Institute?
  - b. Was your internship outside the US? If so, how did you choose this country? What was the impact of the experience of living/interning in that country?

4. So far, a number alumnae have indicated that they would like to see a stronger focus on leadership development in the program. [Do you agree?] Moving forward, what do you think that should look like? (How should the Institute better support leadership development?)
5. Similarly, a number of alumnae have indicated that they wanted a stronger focus on professional skill development in the program. [Do you agree?] What do you think this would look like?
  - a. What are the professional skills that you think are important to develop in the program?
6. To what extent do you think it would be valuable to bring in aspects of the Albright Institute into the Wellesley classroom experience?
  - a. How could this be done? (e.g., project based learning with other majors)

My next set of questions are about how the program impacted you in various areas.

7. What changes, if any, did you feel in yourself, your skills, and/or your perspectives after participating in the Albright Institute?
  - a. Did the Institute change your perspective or your ability to view global and social issues, your approach to learning, your level of intellectual risk-taking, on creating social change, on how you viewed the world, your career choices, etc.
  - b. [Depending on what the interviewee picks up on from the list in 7a, ask the relevant follow-up questions from the list below.]
  - c. How, if at all, did your thinking about global/social issues change as a result of the Institute? (Please tell me more about this.)
    - i. Was there a topic or area you viewed differently?
    - ii. Have your thoughts/views continued to change on this topic since graduating? To what extent do you still think about these issues?
  - d. To what extent did the Institute change how you analyze social issues?\*

How did the Institute facilitate changes in your thinking? (Do you have a specific example?)
8. Do you think the teaching/learning approach of the Institute differed from traditional Wellesley courses? IF YES: We're curious to know, how, if at all, the Institute's pedagogy may have affected your learning approach. Can you talk about this? (*Do you think you changed as a learner as a result of the Albright Institute?*)  
IF YES...
  - a. To what extent did you learn to approach a problem from a different discipline than your own? *That is, did you learn to approach a problem differently than how you would have done so given your own academic background?*
  - b. Tell me about this -- can you think about any specific examples?
  - c. In thinking about the program design, how do you think the Institute helped facilitate this shift in your approach to learning? Were there certain parts of the Institute that facilitated this change?

IF NO...

- d. Why didn't it? How could the program do a better job at this?
9. The Institute tries to instill a focus on asking the "right" questions as opposed to finding the "right" answers. Based on your experience, do you think the Institute was able to do that?
    - a. If yes: to what extent did you find the Albright Institute helped you develop this skill?
    - b. Have you found this focus has extended into your life post-Institute?\*

[A key tenet of the Albright Institute is focusing on asking the "right" questions (as opposed to finding the "right" answers). Based on your experience, did you find this to be true?

- c. To what extent did you find the Albright Institute helped you develop this skill?
- d. Have you found that this focus has extended into your life post-Institute?\*

My next set of questions focus on your experiences post-Institute.

10. Take me through your career path since graduating. What has it looked like?
  - a. How did you approach your work / educational choices after graduation?
  - b. Are you working in areas related to global / social issues? Or volunteering in these areas?
  - c. How does collaborative, multidisciplinary work fit into this?
11. In what ways has the Institute influenced your career / professional work?
  - a. Before you participated in the Albright Institute, what were your career plans?
  - b. Did these plans change after participating in Albright? How?
  - c. How, if at all, did it change your commitment to creating positive social change?
12. What other ways, if any, do you think that the Albright Institute might have been able to offer support to you a) in the semester(s) after participating, b) as you moved into your career?
13. Now that we've graduated 6 classes of Albright Institute, we're focusing on strengthening the Albright Network. How could the Network be most helpful to you? What would that look like?
  - a. How, if at all, are you connected to Wellesley College alumnae network overall? What tools/platforms do you use?
14. Overall, how would you sum up the role that Albright had on a) your college experience and b) your life.
  - a. What did you gain the most out of your experience? (e.g., learned new information about your group's global topic.)
  - b. How would you compare your connection to Wellesley vs. your connection to the Albright Institute?
15. Finally, my last question: do you have any other thoughts you'd like to share?

## Fellows' Majors

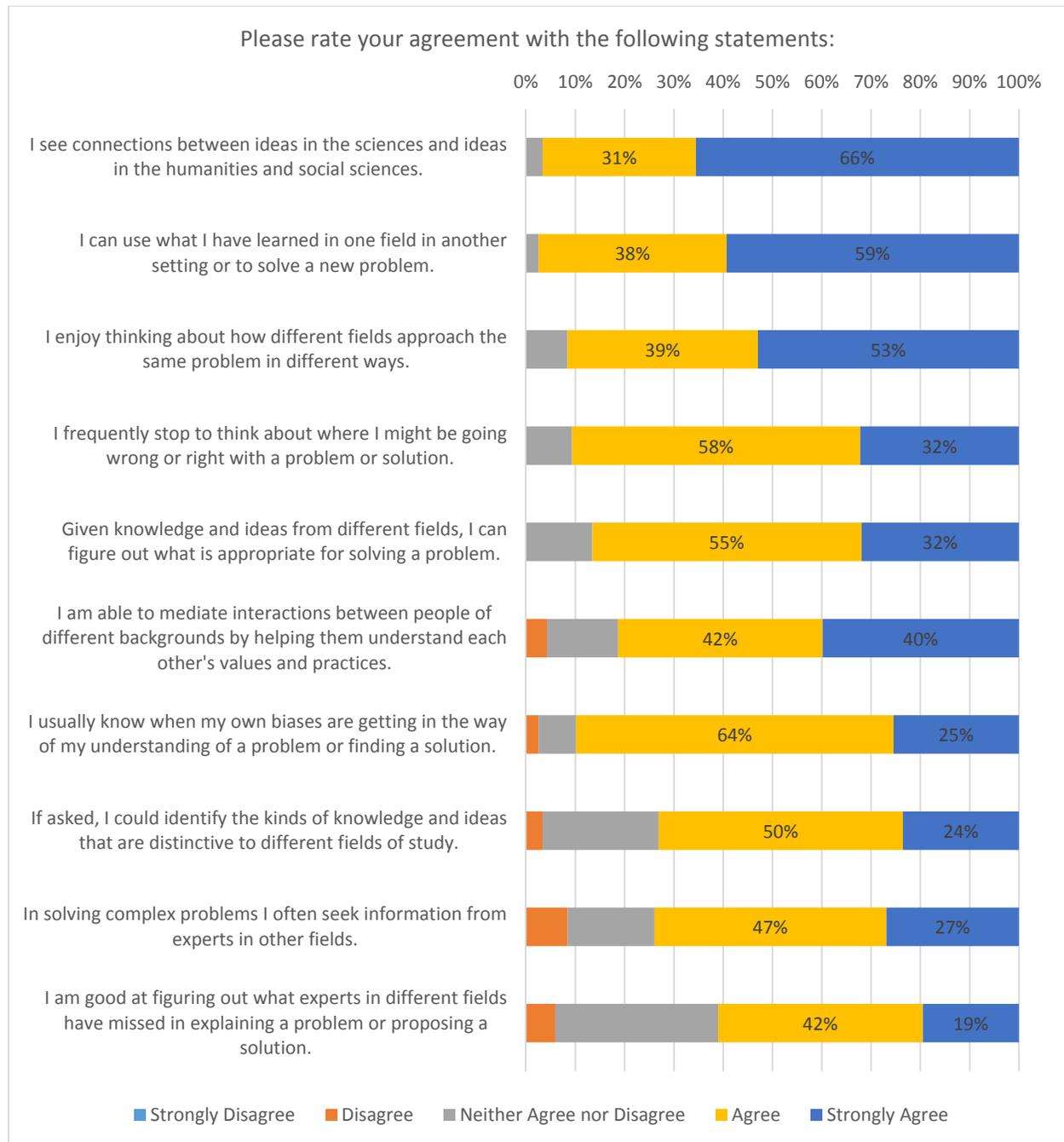
	Albright Participants	Albright Survey Respondents	Graduates (2010-2015)
N	239	173	3,179
Africana Studies	1%	2%	1%
American Studies	0%	1%	2%
Anthropology	1%	1%	2%
Architecture	1%	1%	2%
Art History	2%	1%	4%
Art Studio	2%	1%	1%
Astrophysics	0%	1%	<1%
Biological Chemistry	2%	2%	2%
Biological Sciences	6%	6%	6%
Chemistry	3%	4%	3%
Chinese Language & Culture	1%	1%	1%
Cinema and Media Studies	1%	1%	2%
Classical Civilization	0%	0%	1%
Cognitive & Linguistic Sciences	2%	1%	2%
Comparative Literature	2%	2%	1%
Computer Science	0%	1%	3%
East Asian Studies	2%	2%	1%
Economics	23%	18%	16%
English	3%	5%	7%
English and Creative Writing	0%	1%	1%
Environmental Studies	6%	6%	2%
French	4%	4%	3%
French Cultural Studies	2%	2%	1%
Geosciences	0%	1%	1%
German Studies	0%	1%	<1%
History	4%	3%	4%
Individual majors	1%	1%	1%
International Relations- History	2%	2%	1%
International Relations-Economics	2%	2%	1%
International Relations-Political Sci	5%	6%	2%
Italian Studies	1%	1%	1%
Japanese Language & Culture	0%	0%	1%

Latin American Studies	2%	2%	<1%
Mathematics	3%	3%	4%
Media Arts and Sciences	0%	0%	2%
Middle Eastern Studies	3%	2%	1%
Music	1%	1%	1%
Neuroscience	6%	6%	5%
Peace & Justice Studies	4%	4%	3%
Philosophy	3%	3%	2%
Physics	1%	1%	1%
Political Science	18%	18%	10%
Psychology	3%	3%	10%
Religion	0%	1%	1%
Russian	2%	2%	<1%
Russian Area Studies	1%	2%	<1%
Sociology	0%	1%	2%
Spanish	5%	3%	4%
Theatre Studies	0%	1%	1%
Women's & Gender Studies	3%	3%	3%

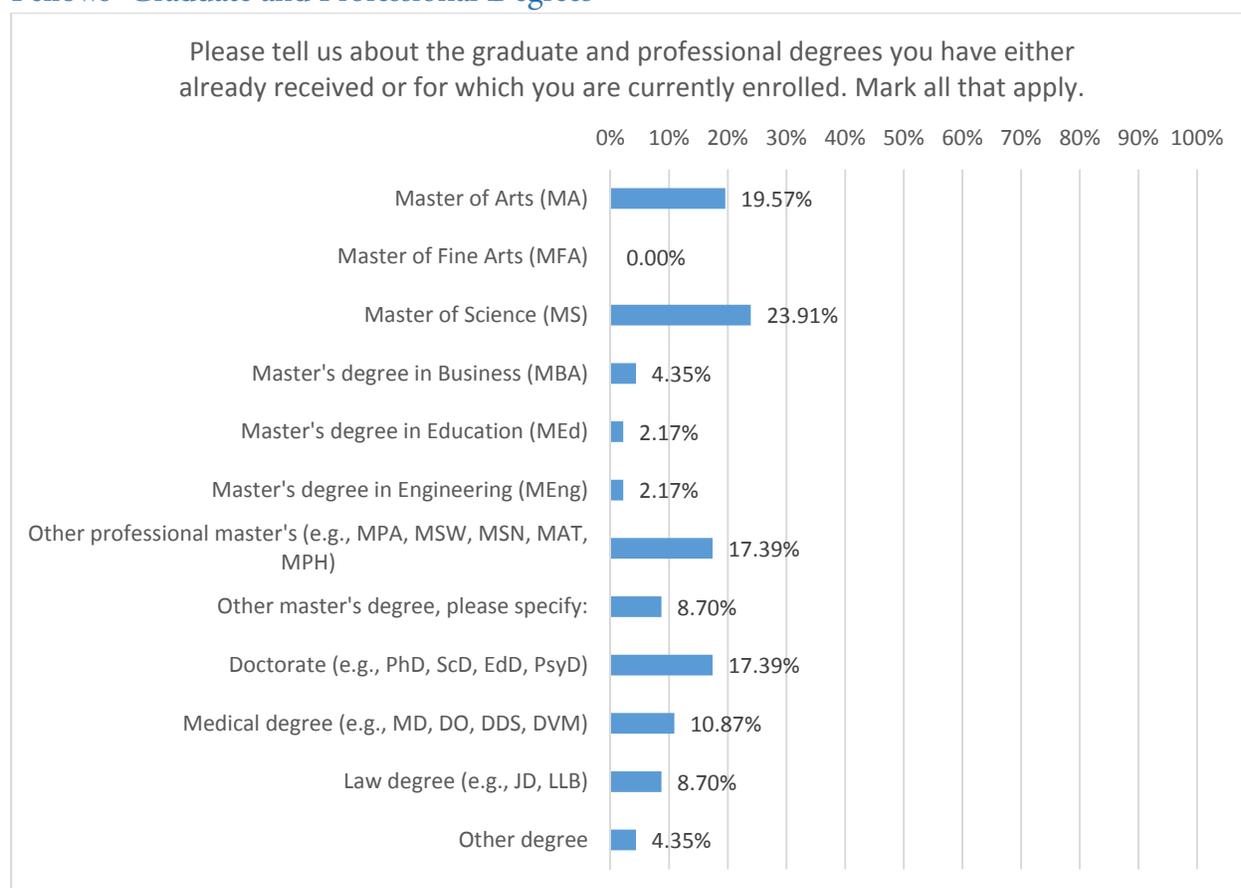
### Fellows' Countries of Citizenship

Afghanistan	Iraq	Pakistan
Australia	Israel	Panama
Bangladesh	Jamaica	Philippines
Canada	Japan	Republic of Korea
China	Jordan	Russia
Egypt	Kenya	Saudi Arabia
Ethiopia	Lebanon	Serbia
France	Lithuania	Singapore
Georgia	Malaysia	South Africa
Germany	Mexico	St. Kitts and Nevis
Ghana	Moldova	Switzerland
Guatemala	Myanmar	Thailand
Hong Kong	Nepal	United Kingdom
Hungary	Niger	United States
India	Nigeria	Zimbabwe

## Self-assessment of current attributes/abilities and interests



## Fellows' Graduate and Professional Degrees

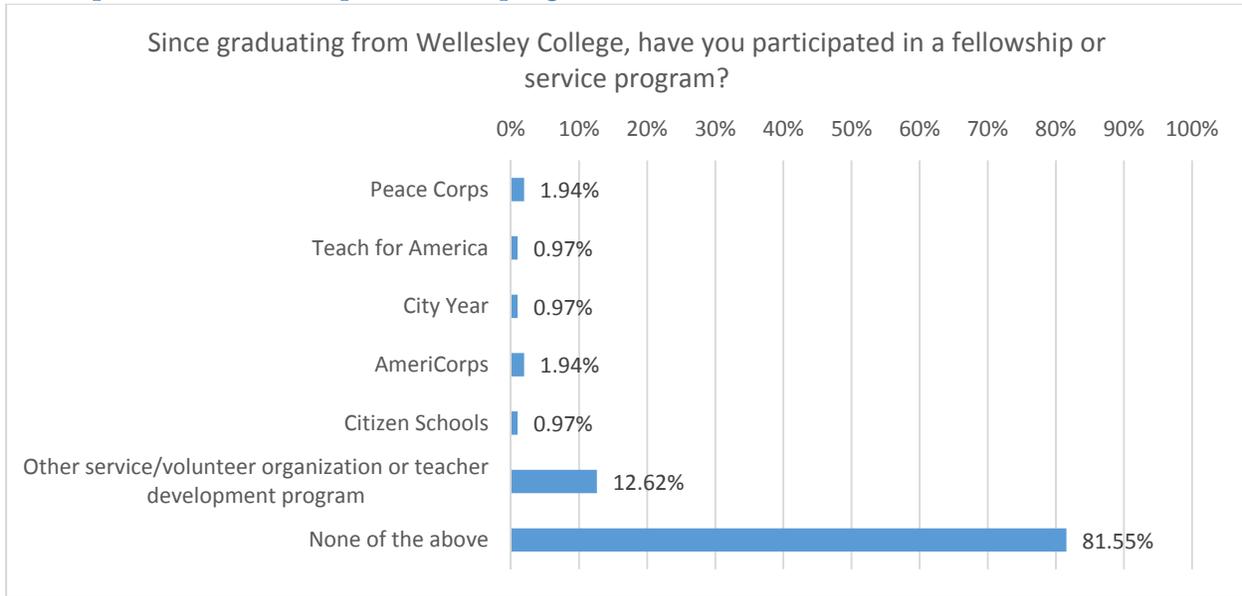


## Fellows' Graduate/Professional Institutions and Fields of Study

Institution	Field
Bocconi University	Economics and Management of Arts
Boston University	MPH, Biostatistics and Epidemiology
Brown University	MD
Charité – Universitätsmedizin Berlin	Medical Neuroscience
Columbia University	History
Columbia Law School	Law
Columbia University	Narrative Medicine
Cornell University	Applied Statistics
Drexel University	Medical Science
George Washington University	Corporate Social Responsibility
Georgetown University	School of Foreign Service, MA in Latin American Studies
Georgetown University	International Relations
Georgetown University	Eurasian, Russian, and East European Studies
Harvard University	Policy
Harvard University	Chemical Biology
Harvard Medical School	MD

Harvard University	Public Policy
Johns Hopkins Bloomberg School of Public Health	MPH
Johns Hopkins Bloomberg School of Public Health	PhD
Johns Hopkins University	Public Health
King's College London	Terrorism & Counter-Terrorism
King's College London	Shakespeare and Theater
Lake Erie College of Osteopathic Medicine	Medicine
London School of Economics	International Relations
Norman Manley Law School	Law
Northwestern University	PhD in Life Sciences and Masters in Public Health
Olin College of Engineering	Mechanical Engineering
Pardee RAND Graduate School	PhD in Policy Analysis
Seoul National University	International Studies
SOAS University of London	Economics
Stanford University	Mechanical Engineering
The Fletcher School at Tufts University	Development Economics; Design, Monitoring and Evaluation
The Johns Hopkins University School of Advanced International Studies	International Relations & Economics
The Turing School of Software and Design	Web Development
UCLA	Fine Art
UCLA	MD
University College London	Infrastructure
University College London	Urban Economic Development
University of Brasilia	Social Science
University of California Berkeley	Political Science
University of California Irvine	Social Ecology
University of California, San Francisco	Biomedical Sciences
University of Cambridge	Development Studies
University of Copenhagen & Montpellier SupAgro	Agricultural Development
University of Michigan	JD (Law)
University of Michigan	Russian Area Studies
University of Michigan	Urban Planning
University of Oxford	Comparative Literature
University of the West Indies	Law
University of Washington School of Law	JD (Law)
Yale University	MBA

## Participation in fellowship or service program



## Fellows' Employers and Positions

Company	Position
Abt Associates	Research Assistant
Accenture	Management Consultant
Agland Investment Services, Inc.	Director of Business Development
Al Jazeera America	Junior Financial Analyst
Alam Santi Sustainable Living Design	Research and Development Officer
American Refugee Committee	Intern
Asian Community Development Corporation	Planner
Bain & Company	Associate Consultant
Bhava Communications	Editorial Specialist
Booz Allen Hamilton	Consultant
Brooklyn Hospital Center	Communications Strategist and Research Coordinator
Carnegie Endowment for International Peace	Junior Fellow
College Track	Finance Manager
Council of Economic Advisers	Research Economist
Cravath, Swaine & Moore LLP	Litigation Legal Assistant
Deloitte	Senior Associate
Department of Homeland Security	
Draper Laboratory	Mechanical Engineer
Edelman	Assistant Account Executive
Elite Scholars of China	Educational Consultant
Fidelity Bank Ghana Ltd.	Manager, Strategic Partnerships & CSR
Fund for Global Human Rights	Project Coordinator
GE Capital Aviation Financial Services	Risk Management Program Associate
Georgetown University	PhD student/TA
Google	Associate Product Marketing Manager
Harvard Business School	Research Associate

Harvard University	Lab Coordinator
Hillary for Iowa	Fellow
HMS	
Immigration Center for Women and Children	Legal Assistant
Inter American Development Bank	Economics Consultant
John Snow, Inc	Social Media & Web Specialist
Johns Hopkins Bloomberg School of Public Health	Research Assistant
JPMorgan	Analyst
MarketShare	Marketing Analyst
Miniclip	Communications Assistant
Monitor Deloitte	Consultant
National Bureau of Economic Research	Research Assistant
Office of Admission - Wellesley College	Professional Intern
Rare	Associate, Global Solutions Team
Shanghai U-Learn Education Group	US College Admissions Consultant
State Street Corporation	Senior Associate, Compliance
Stockholm Environment Institute	Research Assistant
Strategic Grant Partners	Portfolio Analyst
The Cohen Group	Consultant
The Mariposa DR Foundation	Environmental Educator
Triage Consulting	consultant
Twende	Director of Development
UCLA	Principal Statistician
United Nations World Health Programme	Vulnerability Analysis and Mapping Unit
University High School	Assistant Coach
University of California, San Francisco	PhD student
University of Texas Medical Branch	Research Fellow with the Department of Global Health Education
Vermont Public Radio	Web Developer
VIA	Stanford Social Innovation Programs Director
Volunteers for Economic Growth Alliance	Program Manager
Wellington Management	Research Associate
White House	Policy Advisor
World Bank Group	Consultant
World Bank IFC	Intern
YMCA of the USA	Manager