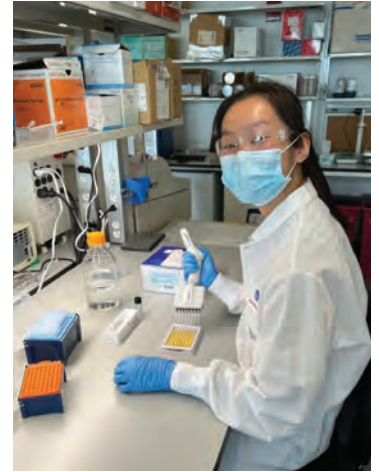


Williams
'68 Center for
Career Exploration

2022 ALUMNI SPONSORED
**INTERNSHIP
PROGRAM**

2022 INTERNS



PURPOSE OF THE ALUMNI SPONSORED INTERNSHIP PROGRAM (ASIP)

The Alumni Sponsored Internship Program provides grants for students to pursue summer internships from organizations that offer unpaid or limited stipends for internships that otherwise would be financially inaccessible for students. ASIP grants empower students to explore areas of potential career interest, engage projects that address significant issues in society, and create positive local community and even global-level change. ASIPs offer students first-hand experience to augment their academic preparation, learn specific co-curricular skills, and build important professional networks. ASIPs showcase Williams students to the world and the world to Williams; the impact of which can last a lifetime.

ON THE FRONT COVER

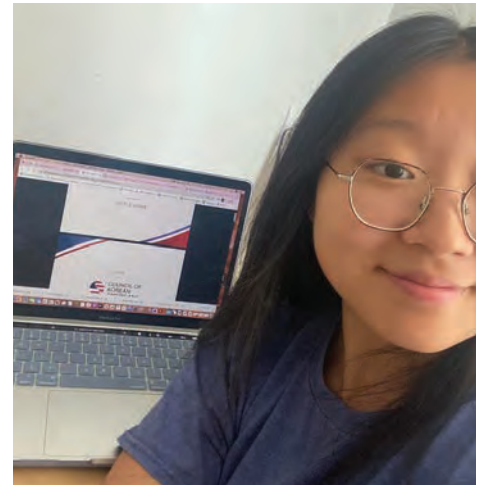
2022 Interns and Alumni Mentors (left to right) top row: Scarlet Rusch '23, Kate Abbott '00 and Benjamin Xu '23, *By the Way Berkshires*; Zoe Kaegi '23, *University of California San Diego, Swartz Center for Computational Neuroscience*; Kiara Tan '23, *Boston Children's Hospital, Department of Emergency Medicine*; **middle row:** Alex Stoddard '23.5, *Beyond Athlete Management*; Sophie Johnson '25, *WaterFire Providence*; Coco Rhum '24, *Roots Rising*; **bottom row:** Daniella Franco-Roma '25, *The Motherhood Center of New York*; Ben Platt '23, *U.S. Department of Transportation, Office of Inspector General*; and Justin Adams '23, *Bode*.

CLASS OF 1972 INTERNSHIPS

HANNAH BAE '24

Council of Korean Americans, Washington, D.C.

This past summer, I served as the membership and marketing intern with the Council of Korean Americans (CKA). CKA is a nonprofit organization based in Washington, D.C., that has the primary mission of building up the national voice and influence of the Korean American community. Since its founding in 2011, CKA has grown into a nationwide network with more than 300 members who hold leadership positions in a variety of fields. CKA builds connections among members through affinity groups and organized events to capitalize on advocacy for and representation of the Korean American community. The organization also aims to foster leadership potential, simultaneously coordinating the Emerging Leaders Scholarship (ELS)—a summer internship program for Korean American college students.



Working on a design using the
CKA Brand Kit.

In my role, I worked alongside the CKA staff, primarily supporting their membership and marketing managers in a wide variety of tasks. I managed operational needs for membership, such as keeping records of and organizing membership applications, dues, renewals and resignations. My short-term, day-to-day tasks varied, including research around event logistics, compilation of members' information/data and design for membership communications. As a longer-term project, I reviewed the CKA website and membership demographics records to update and maintain consistency and accuracy of both.

On the marketing side, I gained exposure to many different facets of marketing, including content strategy, social media outreach and email marketing. On a daily basis, I took on communications responsibilities in overseeing CKA's social media platforms (Instagram, Facebook, Twitter and LinkedIn), building records on members' and partner/related organizations' social media channels and lines of communication. I was trained in producing ad copy for social media posts and was tasked with drafting much of CKA's social media content. I was also responsible for a monthly newsletter, for which I researched relevant member and community updates, wrote copy for each entry and completed formatting to prepare it for publication. My largest independent project related to marketing was to initiate a content strategy to establish a more prominent social media presence for ELS.

Through these both short and long-term tasks, I gained many more technical skills, including increased proficiency with Google Sheets/Excel, training and certification in digital marketing and content strategy and exposure to industry platforms for project management and customer relationship management. More broadly, my time with CKA provided me with more in-depth insight into both the positives and challenges of the nonprofit sector and of collaboration with a relatively small team. This experience was also an opportunity for me to immerse myself in a team of AAPI individuals with whom I could relate and to focus on AAPI presence and empowerment in our present day.

I have always been drawn to the nonprofit industry and, since coming to Williams, have been more attuned to my Korean-American identity, and this internship gave me more perspective as to the work currently being done (by nonprofits) and still needing to be done to advocate for the AAPI community. I sincerely thank the Class of 1972 and the '68 Center for Career Exploration for providing me with this opportunity.

CLASS OF 1972 INTERNSHIPS

GRAYSON BROOKS '25

The Williams Club, New York, NY

Throughout the summer, I worked at the Williams Club of New York as the marketing and membership intern. The Williams Club provides Williams students, faculty, alumni and those of our affiliate schools an opportunity to build a collegiate community after or away from college. Members come to the Club to dine, to exercise and to attend talks, panel discussions, musical performances and social events. As a Club “in-residence” at the Penn Club in Midtown Manhattan, Williams Club members are also full members of the Penn Club and have access to all their facilities.

A group of alumni in New York City founded the Williams Club in 1913, and from 1924 to 2010 the Williams Club operated out of its own twin brownstone on 39th Street. In 2010, the Club sold the building and moved “in-residence” to the Princeton Club. In March 2022, the Williams Club moved again to our current home, the Penn Club, after the Princeton Club was forced to close their doors. The move last spring lost the Williams Club members and momentum, and the Club has no revenue at all until it reaches a requisite member goal at the Penn Club. Thus, my role as the Williams Club’s marketing and membership intern was crucial to its survivability and success.

Under guidance of the Club’s director and my supervisor, Dale Riehl '72, I designed and executed a marketing strategy. First, I distributed flyers, brochures and pamphlets at Williams events. I initially designed the pamphlets in Google Slides and then improved upon past designs using Adobe Acrobat Pro to create a more professional pamphlet that I distributed at the incoming freshmen reception hosted by the Club.

Second, I made the Club’s website more accessible and interactive. I redesigned and updated prominent pages regarding dining, event spaces and athletics. I reduced the Penn Club’s complicated cost table into a simple form on our website that calculated people’s potential dues and initiation fees for them. And I created a virtual tour in addition to a web page on which people could automatically sign up for either virtual or in-person tours, most of which I conducted myself throughout the summer.



Snapped a quick picture with Aaron Finder '17, a member of the Williams Club Board.



Meeting with the Director of the Williams Club, Dale Riehl '72.

Third, I reached out directly to potential members. I called people who had only partially completed their application process or who had left the Club because of the pandemic. I told them about our new Club home, answered their questions and encouraged them to apply. I also helped Dale design mass emails to former members who were with us at the Princeton Club but who had not rejoined us at Penn.

I hope that my efforts will help the Williams Club reach its membership goal and recover from the upheaval of the move and the pandemic. I am grateful to have been able to contribute to the Club, to meet alumni and to become knowledgeable about marketing. And I am most grateful to Dale Riehl, my supervisor and friend, who has made many sacrifices to keep the Williams Club afloat.

CLASS OF 1972 INTERNSHIPS

KRISTEL HASANI '23

United Nations Association Albania, Albania

This summer I had the opportunity to intern at the United Nations Association Albania (UNAA), a civil society organization dedicated to promoting the values of the United Nations, mobilizing the Albanian society for peace and a sustainable future and empowering Albanian youth. The organization was established by a group of young people passionate about advancing democratic practices and encouraging youth engagement in the development of the country. Since its establishment in 2016, UNAA has ideated and implemented a number of projects, such as the Model United Nations Initiative in Albania, the Albanian United Nations Youth Delegate Programme, Electionville, and Youth Peace and Security, and has organized multiple interactive informative sessions as well as created podcasts aiming to encourage intergenerational dialogue and ultimately upgrade youth skills.

As a young professional myself, the mission of UNAA resonates with me. Having left Albania when I was 16 to attend high school in China, and later enroll in a Semester at Sea program and college in the U.S.—while appreciating my international exposure—I have come to particularly value giving back to the communities and the society I grew up in. Through this internship I learned more about the socio-political conditions of my country and the challenges it faces, especially from the perspective of the youth, as I had the opportunity to travel to different cities in Albania to carry out various projects.

I joined the team in the Electionville session in the North of Albania, where high school students participated in a simulation of the local council, teaching them more about the functioning of democratic institutions. I also joined the current Albanian Youth UN Delegates on their tour of high schools, during which they carried out discussions on youth's mental health. I was also part of a project organized in partnership with an environmental NGO aiming to raise awareness of the construction of a new airport and the resulting damage to a protected area on the environment and the biodiversity of the Lagoon of Narta—a key site for many species of flora and fauna.

In addition, I had the opportunity to meet a number of government officials, such as the minister of education and the minister of health and social welfare, as well as representatives of UN agencies in Albania. This has not only provided me with the platform to discuss and address current issues but also to understand the challenges of working in politics and international development, which is a professional goal of mine.

Overall, this internship helped me practically understand the value of the civil society and non-formal education in politics, in aiding development and fostering structured dialogue, both nationally and internationally. I am especially appreciative of the comfortable, friendly and supportive learning and working environment at UNAA, and I am grateful to the Class of 1972 and the '68 Center for Career Exploration for this exceptional opportunity.



Facilitating the Electionville Session in Kukes, Albania.



Taking notes.

CLASS OF 1972 INTERNSHIPS

LAUREN HERNANDEZ '23

Nuclear Age Peace Foundation, New York, NY

This summer I worked as a youth activist intern for the Nuclear Age Peace Foundation, a non-partisan, nonprofit organization that works toward nuclear non-proliferation and the abolition of nuclear weapons through education, consultation and advocacy. This year was incredibly unique given the geopolitical climate: the ongoing war in Ukraine, the First Meeting of States Parties to discuss the Treaty on the Prohibition of Nuclear Weapons, and the long-awaited Review Conference on the Treaty on Non-Proliferation of Nuclear Weapons. I was also part of the youth initiative Reverse The Trend: Save Our People, Save Our Planet. Its mission seeks to amplify the voices of youth while addressing the threat of nuclear weapons and climate change.



Moderating a session on The Existential Threats of Nuclear Weapons and Climate Change in the Pacific and the Positive Obligations of the TPNW.

I had the privilege of attending the conference on the Treaty on Non-Proliferation of Nuclear Weapons in August at the United Nations in New York. It was an illuminating experience and allowed me to discover how the United Nations operates, even in a limited capacity. One of the most important roles I engaged in was reporting on the events and learning the rules and nuances that come with it. I was granted inside access to discussions regarding international peace and security and was able to meet and forge relationships with leaders and organizations in the field, who, for the most part, were working toward the same goal. However, civil society is not made aware of these discussions and issues in mainstream media. The monthlong review conference did not garner the attention of mass media outlets, despite the ever-present threat of nuclear war. This solidified the importance of advocacy and awareness raising and has dramatically impacted how I have envisioned the future.

Another project I had the opportunity to be a part of was the creation of a Reverse The Trend journal, which included essays, poetry and art from youth about the intersections between nuclear disarmament, climate activism, racial justice, social justice and hegemonic masculinity. It was incredibly inspiring to work on a project that showcases the work of passionate young people demanding change. The development of such an innovative and relevant journal gives me hope for the direction in which we are headed.

As a political economy major, this experience has equipped me with more knowledge and experiential education that I can bring to the classroom and ultimately the workplace. I am vested in creating institutional changes that will bring justice and equity to marginalized communities and voices. I plan to continue to advocate and become involved in policy making. In the immediate future, my research in my courses will allow me to gain an even deeper understanding and connection to the material as I seek viable solutions. This internship has taught me the importance of my voice and that of my generation. Youth voices matter, they deserve to be heard and they deserve a seat at the table.

I would like to extend my sincerest gratitude to the Class of 1972 and the '68 Center for Career Exploration, as this experience would not have been possible without them.

CLASS OF 1972 INTERNSHIPS

LEVI HUGHES '24

Louison House, North Adams, MA

Over the course of this summer, I worked at the Louison House, a nonprofit social service organization that helps people who are homeless or experiencing housing insecurity. Their small organization, consisting of five social workers and an accountant, is the main organization to assist residents of North Adams. Often this includes triaging with the Elizabeth Freeman Center, which assists victims of domestic violence in the area, as well as referring people and working with ServiceNet's St. Joe's Emergency Housing Shelter in Pittsfield.

Admittedly, my internship started off a little rocky. I had come at a time when the organization was understaffed, there was (and still is) an ongoing homelessness crisis, and deadlines to apply for government funding and grants were quickly approaching. The learning curve was tough, and before I knew it, I was tasked to do things I had little training in. But things got a lot easier and I learned a lot over the first few weeks.

One of my first projects was the creation of a database that had information on every person who had called in asking for help from the years 2019 to present. This was a very time-consuming task, and the database was not only supposed to have their name and other personal information but also status updates that included their current whereabouts, where they were referred, what their homeless situation was and how we had helped them if we had taken them in as clients. This project took me two weeks to complete, and I processed thousands of people's information. My next project was the creation of a community resource guide that listed all known local organizations and other agencies that helped in areas such as food insecurity, education, employment assistance and other relevant resources.

However, most of my work at the Louison House did not consist of projects. Rather, I did a lot of help with client intakes, waitlist management, assisting clients with housing applications and referring calls from out of our area of operation to their local organizations or shelters. Perhaps the most challenging part of this day-to-day work was the fact that not everyone could be saved, and sometimes people had to be turned away when the shelters were full.

Overall, I enjoyed working with the Louison House and, although it was stressful work, it was a really meaningful experience. As a political science major interested in community organizing and one who is doing research on the role of empathy in politics and how different policies affect people, this experience was truly eye-opening. I got to learn a lot about state policies, barriers to housing and the many nuances that exist in social services when it comes to who is helped and how. Furthermore, the work reaffirmed the importance of shaping local policies around community needs and the greater need for empathy in politics.

I am grateful that I was able to serve as an intern at a local organization, especially one in need of an extra set of hands. Thank you so much.



My first day at the Louison House!

CLASS OF 1972 INTERNSHIPS

AKIKO JINDO '25

The Japan Forum on International Relations, Japan

This summer, I had the pleasure of interning at the Japan Forum on International Relations (JFIR), located in Tokyo. The JFIR is a private, nonprofit, independent and nonpartisan think tank on foreign policy and international relations. I mainly focused on issues relating to East and Southeast Asia, the ASEAN+3 countries.

As it was located in Japan, my internship was almost fully conducted in Japanese. Most of the meetings, both in-person and online, were in Japanese, and so were the presentations. While I had considered myself bilingual, the language used by specialists and professionals was completely different to what I was used to, and so it was both a great hurdle to overcome and a tremendous opportunity to advance my linguistic abilities. I immediately noticed the substantial differences in Japanese office culture. Seniority is extremely important and infiltrates every part of one's job, ranging from the tenses used when speaking to one's superior, to the mannerisms that are expected when they arrive or walk by. My commute was a little more than an hour each day, and I lived almost fully as a local, contributing to a great cultural experience for me as well. As I am considering working for several years in Japan, this was an invaluable starting point for that goal.

While most of my work was in Japanese, I was able to make good use of my English-speaking ability as well as what I've learned in America. I documented the meeting minutes of the Japanese and English meetings, which allowed me to review the contents and expand my Japanese vocabulary. I also was given the task of finding three possible candidates to invite as speakers for an event in the fall. For this, I was asked to research various American opinions on East Asian regionalism and ASEAN+3. The meetings I attended ranged from focusing on issues concerning defense and security, the Covid-19 pandemic, as well as means and goals for achieving carbon neutrality. For many of the working group meetings, researchers were invited from their respective countries to discuss various issues, exposing me to the specific problems certain regions were facing and a range of perspectives. For a potential career relating to international relations, I believe it is particularly beneficial to consider multiple viewpoints, and being based in Japan I was able to reorient myself.

With all of these meeting attendees, I was able to hold conversations and build my network, another vital tool for the future.

This experience solidified my interest in the field and my desire to study it for graduate school. I also plan to continue seeking internships and research opportunities in other countries as I discovered the value of adapting to a new environment and lifestyle.

I deeply appreciate this opportunity provided by the Class of 1972 and the '68 Center for Career Exploration, which shielded me from worries regarding taking an international internship and living in another country. Thank you so much.



Exploring General Nogi's residence in Nogi-jinja Shrine.



Outside of the Ministry of Foreign Affairs of Japan.



Post meeting debrief.

CLASS OF 1972 INTERNSHIPS

SOPHIE JOHNSON '25

WaterFire Providence, Providence, RI

WaterFire Providence is a nonprofit organization that works to bring the people of Providence together. Modeled on the idea of gathering around a campfire, the executive artistic director developed an outdoor art installation of bonfires floating along the rivers of downtown Providence. Attracting a crowd of about 40,000 per event, there are about 1 million visitors each event season. Although many may expect this large of an event to have a huge staff, there are only about 30 employees at WaterFire Providence. WaterFire also depends on event day staff and hundreds of volunteers. Because of this setup, interns experience hands-on work as part of the team.

My internship can best be explained as split into two parts. I was an educational programming and partnerships intern and worked closely with my supervisor to secure partnerships with colleges and universities in the surrounding areas. I wrote emails to colleges, updated all intern job descriptions on Handshake, made a career fair plan for the 2022-2023 academic year, represented WaterFire at a PrepareRI Internship Training Conference, attended educational partnership meetings and helped develop the department guide for the future manager of the department. I was also an arts management intern for the founder of WaterFire. This part of the internship was slightly more unpredictable. I took on the revamping of the Rhode Island Holocaust Memorial over the course of the summer. This entailed a series of meetings on how to improve the experience of the memorial for WaterFire attendees. I then made each physical addition to the piece, including jig sawing and drilling new light supports, sewing two versions of a Life Stone covering and managing the materials and logistics that help the memorial to



Using my sewing skills to make a veil-like covering for a stone of remembrance (“Life Stone”) at the Rhode Island Holocaust Memorial.

run smoothly on event nights. I’ve never taken any sort of woodshop class, so this was quite a learning curve for me! I also attended some ancillary events with the executive artistic director to help gather contact information of people with whom WaterFire may wish to collaborate. Additionally, I spent some time at WaterFire’s warehouse and got to know the production crew. Of course, I also worked the WaterFire lightings, helping with various aspects from the merchandise booth to Memorial Park.

This internship helped me learn more about my career path and what it feels like to work full time. Although it did not encapsulate psychology or advertising (my two interests right now), I sometimes felt that it was slightly difficult to feel passionate about what I was doing, but I do feel encouraged to find an internship that I’m passionate about for next summer.

I want to thank the Class of 1972 for their generosity that has allowed me to explore a very interesting job and learn so much about the behind-the-scenes of an event series that I’ve been going to since I was a kid. I also want to thank the '68 Center for Career Exploration for their guidance, organization and help as I navigated the application process and internship itself.

CLASS OF 1972 INTERNSHIPS

AUDREY KELLY '24

Nuclear Age Peace Foundation, New York, NY

This summer, I participated in the Global Youth Activism Summer Internship program at the Nuclear Age Peace Foundation (NAPF)—a nonpartisan, nonprofit with consultative status to the United Nations that aims to achieve a just and peaceful world free of nuclear weapons—as well as Reverse The Trend: Save Our People, Save Our Planet, a youth initiative of which the NAPF is the primary fiscal sponsor and which aims to raise awareness about the threats of nuclear weapons and climate change with a focus on amplifying the voices of young people from frontline communities.

I attended the First Meeting of States Parties to the Treaty on the Prohibition of Nuclear Weapons (TPNW) and the Vienna Conference on the Humanitarian Impact of Nuclear Weapons at the United Nations Headquarters in Vienna, Austria. This conference was a historic moment during which TPNW signatory states gathered to discuss the implementation and universalization of the TPNW, the first international treaty to comprehensively ban nuclear weapons as well as to acknowledge the gendered impacts of nuclear weapons and call for victim assistance, environmental remediation and international cooperation. The bulk of my work consisted of live tweeting from the NAPF, NAPF NY and RTT Twitter accounts and subsequently drafting a report on the Vienna Conference on the Humanitarian Impact of Nuclear Weapons.

A significant portion of my internship was spent attending and monitoring the Tenth Review Conference of the Nuclear Non-Proliferation Treaty, which took place at the New York City United Nations headquarters. I was predominantly live tweeting and note-taking for NAPF and RTT, but I also had the opportunity to work closely with the Women's International League for Peace and Freedom. While the RevCon was a great learning experience, it was, ultimately, unsuccessful: the drafted outcome documents failed to be adopted by consensus, and little progress was made in advancing the nuclear disarmament and non-proliferation agenda and setting concrete goals in these respects.

This internship has impacted my tentative career and postgraduate plans. While I am uncertain about whether or not nuclear abolition is a field in which I intend to remain long-term, my status as a coordinator for the Francophone branch of Reverse The Trend means that I will continue to work with RTT and the NAPF. I want to pursue a profession that allows me to make substantive change in the world and contribute to the dismantlement of oppressive systems that inflict violence upon marginalized bodies. I am strongly contemplating a career in law, but my newfound interest in nuclear disarmament has made me consider other options.

I would like to thank the '68 Center for Career Exploration as well as the Class of 1972, whose generosity made my participation in this internship possible. I would also like to thank Christian Ciobanu and all of the other wonderful people at the NAPF, RTT and other nuclear disarmament and non-proliferation organizations whom I had the pleasure of working with and learning from.



In front of the U.N. Headquarters with Christian Ciobanu, Policy and Advocacy Coordinator of the NAPF.

CLASS OF 1972 INTERNSHIPS

NATE KIM '25

Access Theater, New York, NY

Going into college, I had my heart set on majoring in economics followed by a career in finance. The wonderful folks at Access Theater have certainly thrown a wrench into my plans!

My film journey began over the first Covid-19 quarantine, during which I began to teach myself film editing. Over Winter Study, I took a short-film class that opened my eyes to a career in film. I decided to continue exploring this path and applied for an internship with Access Theater. I was ecstatic when I was accepted as a film and social media intern. I can confidently say that working with Jackie Christy and Laura Lee '17 of Access Theater has easily been the most delightful and educational summer of my life.



Smiles on the last day of work!

Jackie, Access Theater's founder and director of 30 years, recently expanded beyond theater to explore the world of filmmaking. Most of my work this summer was related to aiding the post-production process for Christy's first film. Some of my summer projects included assessing whether scenes in the movie needed visual effects (VFX) work, finding and researching nearby VFX studios, combing through the dailies (raw footage) for acceptable headshots for actors, and identifying viable film festivals for the movie's debut.



Me and fellow intern Erinn McKenzie '23.

My favorite project, though, was dabbling in a new field of editing. I spent many hours editing a series of Access Theater's quarantine Zooms featuring actors, directors and writers. With this project, my skills as an editor were tested as I experimented with a new format of video. Initially, I struggled with three problems: I did not have multiple camera angles to cut; I had no idea how to edit a recap video; and I had no idea what I wanted the end product to look like. As a result, my first hours working on this project were wasted due to a bad workflow. For ideas, I watched many hours of podcast and Zoom meeting recaps, eventually finding a way to incorporate my own style into the recap format.

Working under Jackie and Laura was a wonderful growth experience. Both were incredibly helpful when it came to difficult projects and were a fountain of valuable constructive feedback pertaining to organization and professionalism. They often brought in their friends to talk about their own acting, directing and writing careers. The speakers gave advice for transitioning from school into their respective fields and for starting out at the bottom rung of their industries. Although I did not relish my early morning commute to lower Manhattan, I thoroughly enjoyed working in the city. I loved wandering around New York during my lunch break, sampling new restaurants and picking up random tchotchkes.



With Jackie Christy, Director of Access Theater.

After this internship, I can confidently say that a career in film has never felt more possible. I'd like to thank the Class of 1972, the '68 Center for Career Exploration and Access Theater for the opportunity to explore this amazing field and for a fantastic summer experience.

CLASS OF 1972 INTERNSHIPS

JAIHA LEE '24

Smithsonian Center for Folklife and Cultural Heritage, Washington, D.C.

This summer I had the wonderful opportunity to intern at the Smithsonian Center for Folklife and Cultural Heritage for the 2022 Folklife Festival. The center specifically conducts research to preserve and educate the public about global cultures. Much like its motto “culture of, by, and for the people,” it takes pride in increasing accessibility to cultural practices and highlighting underrepresented communities. The Folklife Festival takes place for two weeks and brings hundreds of thousands of people to D.C. each year. The festival hosts participants from around the world and arranges performances, presentations, cooking demonstrations, storytelling, arts and crafts opportunities, and more to engage the public with diverse cultures. This year’s theme centered on the United Arab Emirates and Earth optimism, combining environmental issues with how the UAE and its traditions support a sustainable future.

Along with a pair of curators, I worked with the UAE program team to facilitate communication with participants and presenters, creating schedules, and helping coordinate supply management along with other logistical tasks. I was also tasked with writing a blog post about the Lumiere Collective—an artist duo from India based in the UAE whom I interviewed and communicated with virtually. I looked through their video installations, delved into their creative process and learned about expat culture in the UAE. I enjoyed doing research for the article and received great feedback from my supervisors.

This was my first in-person internship since the pandemic started, so I was excited to interact directly with people. I enjoyed getting to know the other interns and some of the UAE participants, many of whom were friendly and open to conversation. I wasn’t very familiar with the United Arab Emirates before this internship, so I enjoyed learning more about the culture, such as falconry and traditional coffee brewing methods. Although the festival was stressful and physically demanding, I acquired a wide variety of new skills after having to execute unfamiliar and challenging tasks. Everyone I met at the center was extremely nice and welcoming, especially when we needed help during the festival itself.

The Folklife Festival was the perfect opportunity to explore my double major in art history and American studies in a professional setting. I was interested in gaining museum experience to interact with artwork and cultural artifacts but also learn how cross-cultural studies apply to society and its people. Talking with professionals in the field inspired me to look into graduate or Ph.D. programs in art history or museum studies. Although I’m unsure of what I want to specialize in, I would like to further explore what it takes to create equitable spaces for art. The connections I made during the internship reaffirmed my desire to pursue a career that embraces diverse cultures, expressions and experiences.

Finally, I would like to express my appreciation to the Class of 1972 and the '68 Center for Career Exploration.



Celebrating the last day of the
2022 Folklife Festival!

CLASS OF 1972 INTERNSHIPS

WEIWEI LU '23

Pittsfield Public Schools, Pittsfield, MA

This summer, I interned at Pittsfield Public Schools as a curriculum development intern working on knowledge-building resource sets for the fifth grade. The core of our work this summer was to address the national education crisis—what we call the “knowledge gap”—by adding nuance and supplemental content to the Into Reading textbooks and to support teachers. I had previously worked this same position during Winter Study, so I led the work flow in the beginning of the summer. In particular, I really appreciated the collaboration with my fellow interns. As someone who has done a much shorter version of this internship before, I understand how initially confusing the work can be; but our supervisor, Ryan Buggy, and his team at the curriculum department were very helpful and proactive in providing us with feedback.

Throughout this summer, our team completed a total of seven knowledge-building sets spanning the fifth-grade curriculum, covering a variety of topics from immigration to climate change to the history of human flight. We had many meetings with teachers and principals across the district in the process, and everybody offered us valuable feedback regarding accessibility of our text sets. (For example, we ended up including many large sections on phonetics and Latin roots to help expand the vocabulary of the students.) Toward the end of the summer, we also started meeting with other Pittsfield district interns who were working on different projects such as developing a social studies curriculum. It was a bit challenging navigating the many exciting changes happening within the district, since the interns working on different projects didn't really get a chance to talk to each other and share their work. It was incredibly fulfilling to get the opportunity to deeply engage with America's education crisis, and we ended up receiving overwhelmingly positive feedback from the teachers.

Since I am beginning to think about my career options post-grad, this internship helped me build on many transferable skills, such as communication, analysis, research and writing. I have already learned a lot from Ryan, my supervisor, and he is continuing to connect us with people with different backgrounds in the district we could learn from. It feels good to put these skills into action and really try to create the best knowledge-building sets possible in order to supplement the learning of younger students. Especially since I've done the same internship during the winter, it has been really rewarding to unofficially lead a team and provide guidance to my team members.

I would like to thank Ryan, the Class of 1972, and the '68 Center for Career Exploration for giving me the opportunity to work with such a great team for a great cause. I believe that our work will serve an important purpose in the future of elementary education in the Pittsfield district and beyond, and I am definitely looking forward to seeing how our knowledge-building sets will be implemented into the curriculum in the coming years.



Writing my summer internship report.

CLASS OF 1972 INTERNSHIPS

SAMANTHA LUNA '24

Legal Outreach, Long Island City, NY

This summer, I worked as a college access intern at Legal Outreach (LO), a nonprofit organization that serves first-generation, low-income students entering high school in New York City. Using several programs with law-based curriculums, LO helps its students apply to competitive colleges and succeed after college. My role was under LO's core academic program, College Bound: a four-year, intensive skill-development and support program designed to strengthen skills necessary for the rigors of college.



Me and my stellar coworkers!

I am a Legal Outreach graduate from the Class of 2020, and I often tell others that I would never have learned about excellent liberal arts schools like Williams if it wasn't for this organization. Along with my own desires for a better life for myself and my family, I attribute much of my success to my involvement in LO. Having a community like this as someone who was the first in my family to attend college meant so much to me, and I will always be grateful for their support. I knew I wanted to return to LO someday to give back. I was glad when this opportunity appeared in January, especially since I discovered my interest in nonprofit and mentorship work last summer.

I worked with an amazing team of four other interns to mentor the 45 rising seniors in the program. During the first week, I gave a 30-minute presentation on how to effectively research colleges and answering questions on finding the "right-fit" school. Our team recognized that many of our challenges would come from the fact that this group of students completed most of high school remotely. We brainstormed ways to maintain engagement before and during the program: we set up successful mini raffles, lunches and an award ceremony at the end of the program to incentivize and reward students for completing good work on time. Each intern was assigned six to eight students. We reviewed those students' personal statement drafts and supplemental essays (21 of them, to be exact). I had eight wonderful students in my cohort who I am incredibly proud of, and I cannot wait to see where they go. My absolute favorite moments with them were when I witnessed their "Aha!" moments as they came up with great ideas for their personal statements. It was very fulfilling to get to know them and watch them grow, confirming that mentoring students is something I could see myself doing after Williams.



Field trip to the Five College Consortium in Massachusetts.

When I was a LO student, I never fully understood how much work goes into running an organization like this. However, having worked as an employee, I learned so much about nonprofit administration, community building, effective coaching and how to efficiently work on big projects with a small team. I feel very lucky to have been a part of these students' college journey, and I look forward to staying connected with them and Legal Outreach. Overall, I thank my LO team, the '68 Center for Career Exploration and the Class of 1972 for making this fantastic experience possible and supporting me in helping these students succeed.

CLASS OF 1972 INTERNSHIPS

MAX MALLET '23.5

Hoosac Valley Regional School District, Cheshire, MA

I spent this summer interning with Kristen Palatt, the director of curriculum, instruction and professional development at the Hoosac Valley Regional School District (HVRSD). HVRSD is a PK-12 district in western Massachusetts with approximately 1,000 students. The high school competes with two other nearby high schools to retain students going into ninth grade, and they have recently adopted a new curriculum for the first time in nearly 20 years. Over the course of the summer I worked in tandem with another intern on projects focused on maximizing learning opportunities and student achievement for children of all grade levels at HVRSD, specifically with a focus on diversity, equity and inclusion (DEI).

To begin the summer, I worked with another intern to draft a district-wide homework policy. Similar policies are already in place in many districts across Massachusetts and the nation, although HVRSD lacked one. Furthermore, surveys of teachers at HVRSD demonstrated that homework assignments varied significantly from teacher-to-teacher. A homework policy would begin to standardize the quantity and quality of homework across the district, while also ensuring the homework assigned by teachers was aligned with current best practices. I read homework policies from individual HVRSD teachers as well as other school districts inside and outside Massachusetts, along with the relevant research on homework and to what extent it impacts student outcomes. I presented a first draft of a homework policy to the superintendent of the district and learned the steps that a potential district policy must go through before becoming an official policy.

Another project I tackled was developing a DEI instructional playbook that makes use of research-based best practices and strategies that are empirically proven to maximize student learning for all students, regardless of their background or identity. This playbook includes checklists that turn the latest research into easy-to-understand steps teachers can follow to guarantee their classroom is as inclusive as necessary. The instructional playbook is a tool that will be used in the professional development of teachers at HVRSD going forward.

A third project I worked on was comparing the learning modules that were a part of a new HVRSD curriculum to Massachusetts state standards for science and social studies. This work was crucial for identifying the strengths of these specific learning modules as well as the areas that are not covered by these parts of the curriculum, assisting HVRSD in ensuring their students are meeting or exceeding state standards.

This internship was incredibly formative, providing me with insight into the professional world of education and the many moving parts that come together to support teachers. The extensive research and writing I did will help me thrive both inside and outside of the classroom. Similarly, understanding DEI best practices will assist me in ensuring all spaces I inhabit, both professionally and personally, are as inclusive and culturally proficient as possible. I cannot thank the Class of 1972 or the '68 Center for Career Exploration enough for enabling me to take part in this amazing internship.



Ready to start the day.

CLASS OF 1972 INTERNSHIPS

ARI QUASNEY '25

Camp Lions of Illinois for Blind and Deaf Youth, DeKalb, IL

Camp Lions of Illinois for Blind and Deaf Youth is a nonprofit organization that improves the quality of life for state residents through medical and community services that meet vision and hearing needs. The camp is guided by its core philosophy of youth development, building socio-emotional and life skills that empower disabled children. Youth development starts with its programming and truly takes form in its premise as a space by and for d/Deaf/HoH and Blind/Low Vision communities. By creating safe spaces for children to meet peers with similar experiences (and experiences drastically different from their own), the camp acts as a support network and helps normalize disability for campers that might come from backgrounds with little to no exposure to disability.

My relationship with Camp Lions goes back almost a decade as a camper, but assuming a staff position reframed my experiences and inspired me to pursue a more hands-on role in programming and administrative management. I leaned on my familiarity with the camp to create programs that incorporated camp traditions, were fully accessible to a variety of disabilities and disabling experiences, and acknowledged the common thread of experience and understanding we all shared in these spaces. As a Deaf person, the need to create programming that worked for campers of all backgrounds was especially rewarding, as it meant expanding my limited perspective and having critical conversations with staff about how we could empower young people who might otherwise feel excluded from the camp experience.

In my day-to-day experiences with campers, I became more familiar with the obstacles facing my community, especially when it came to education, representation and peer support. The experience I gained working in the nonprofit sector has reaffirmed my interest in combining my scientific interests with disability advocacy and youth development. Drawing from my personal experiences and conversations with campers, avenues to scientific fields are complicated by inaccessible laboratory design, poor curriculum emphasis on STEM in schools and programs for d/Deaf and Blind students, and a higher education landscape designed for only the hyper-able, most capable students. I hope to involve activism and visibility in my future coursework—potentially through an independent study on disability theory—and take a more critical lens to the accessibility of my fields of study.



Making friendship bracelets with a camper.



Setting up a tactile canvas painting event for blind campers.



Group photo during Deaf/Hard of Hearing week.

I am grateful to the Class of 1972 and the '68 Center for Career Exploration for the opportunity to work in an environment and community I value. With your generosity, I was able to spend my summer bonding with a phenomenal group of kids and developing a greater appreciation for the depth of expression found in sign language, the friendship bracelets that proudly adorn my wrists and the tight-knit community and unwavering kindness I hope to emulate in my future work experiences.

CLASS OF 1972 INTERNSHIPS

TIFFANY VARGAS '24

Pittsfield Public Schools, Pittsfield, MA

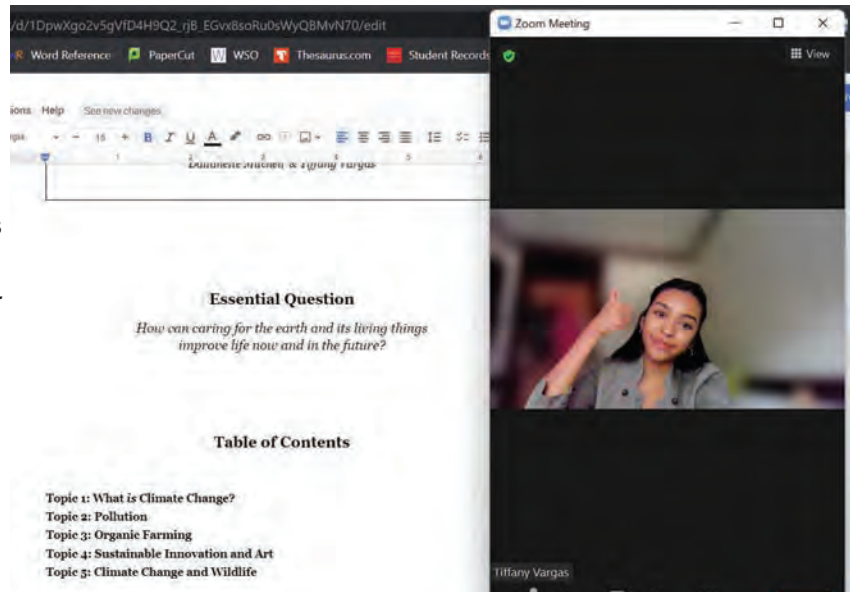
This summer, I worked as an ELA and social studies curriculum equity intern at Pittsfield Public Schools. Along with three other Williams interns, I was able to create “text sets” that served as supplementary materials for the existing elementary schools’ curriculums.

In order to fully understand the purpose and value of our work, we learned about the components of reading and the process of learning to read. This also helped educate us on how to approach the text sets in a way that would be most effective for students. I learned that there are five components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Comprehension is the most essential for learning how to read, and that is the component our text sets aimed to build.

Comprehension relies heavily on a student’s vocabulary and background knowledge. Building up their background knowledge means that students will better understand texts they read, increasing their ability to read and retain knowledge. Unlike with learning phonics in a classroom, comprehension is built in a variety of ways. It can be impacted beyond the classroom in a student’s home environment, and it depends on the exposure to different information the student has on a regular basis.

Our goal was to provide students with background knowledge on the different units of their curriculums through our text sets. We read through the modules and units, created vocabulary lists, wrote discussion questions and compiled a variety of learning resources for students to supplement their curriculum. In many cases, we identified some shortcomings in the existing curriculums around diverse narratives and representations. For example, the fifth grade module on “The Wild West” focused almost entirely on pioneers, the Gold Rush, and the Transcontinental Railroad. We collectively decided to include learning resources on the people who lived in the West before white settlers, the impact of their displacement, and asked students to think about how different perspectives impact narratives. My favorite unit to work on was fifth grade’s module on sustainability and green living. I enjoyed their readings on green gardening practices and other valuable information on reducing waste. Its major shortcoming was that it neglected to express just how important sustainability is to humans and our Earth. I gathered many resources to educate students on climate change, what exactly sustainability means, how human activities affect other species, and why current practices and lifestyles are incompatible with a healthy, livable, bio-diverse planet in the future.

A few times, our team questioned whether or not some topics were too intense for elementary school students, but more often than not we opted for exposing them to difficult topics in order to increase their awareness and understanding of those topics and prompt them to think critically about different perspectives. After all, our main goal was to provide these students with an abundance of background information so that they may grow as readers, learners and independent thinkers. I am extremely grateful for having had the opportunity to work locally in such a meaningful way, and I hope to continue exploring the field of education.



Preparing for our weekly check-in.

CLASS OF 1972 INTERNSHIPS

MATT WISOTSKY '23

Interlochen Center for the Arts, Interlochen, MI

Interlochen Center for the Arts is a campus of concert venues and academic buildings dedicated to the performing arts that serves as a camp during the summer and a high school arts academy during the academic year. This summer, I worked during the camp season and, for several weeks after the camp ended, as a member of the patron services staff. My internship involved providing hospitality and customer service for audiences at both camp performances as well as road shows for professional touring artists, setting up and monitoring events in the various venues and executing various tasks related to performances, such as preparing programs and organizing tickets.



Performing on bassoon at a staff recital with a woodwind quintet.

My specific day-to-day responsibilities varied depending on what type of event occurred and where it was located. For example, at camp events I generally served as the house manager, welcoming parents and other campers, answering questions and enforcing venue-specific policies related to seating and personal items. Some venues were outdoors or had other non-standard protocols, such as the film center, at which my primary job was to make popcorn for the audiences. The other main component of the internship was road shows, where artists such as Bonnie Raitt and Darius Rucker performed in the 4,000-seat Kresge Auditorium. These events attracted large outside audiences and required the team to set up a security perimeter and maintain it throughout the day. Once the event started in the evening, we would each be assigned different positions around the venue, either continuing security work at certain access points or helping address individual concerns for the patrons.

One of my projects was being a specialist for the World Youth Symphony Orchestra (WYSO). This meant that I worked at all of the WYSO concerts and served as an extra layer of leadership between fellow staff members and the senior management. At first, this meant learning more about the procedures for these concerts and helping guide my coworkers. However, by the end of the summer, I was left to lead these concerts (along with the other WYSO specialists) without the direct guidance of my supervisors.

My work in patron services has strengthened my abilities in customer service and interaction with other people, both customers and staff. The job was highly collaborative, especially when setting up for road shows, and I had to learn to rely on my colleagues due to the scope of the work. I was sometimes confronted with uncomfortable situations in dealing with displeased patrons, specifically around the tightened security measures, and this required a balance of amiability and efficiency despite some patrons being unhappy.



The Patron Services Team at the annual "Les Preludes" concert.

This experience has exposed me to the various responsibilities associated with working at a large concert venue and performing arts campus, which I am considering as a career path after my last year at Williams; and I would like to personally thank the '68 Center for Career Exploration and the Class of 1972 for providing me with the opportunity to work at Interlochen and immerse myself in great music for the summer.

CLASS OF 1972 INTERNSHIPS

BERNARD WONGIBE '25

Misongi, Cameroon

The aim of this report is to present information on the activities I carried out as an intern at the Misongi College Access Program in Cameroon. I worked a hybrid schedule (a combination of virtual and in-person sessions) under the supervision of Veronique Hob-Hob '13. The in-person work was a two-week bootcamp, during which I worked with 22 current scholars and nine Misongi alumni.

The first virtual period of my program consisted of material that would be used during and after the bootcamp. I was able to prepare five presentations and introduce ice-breaking games. I made a sight-seeing itinerary that consisted of the coolest spots in and around the capital city. And I prepared Duolingo and SAT classes to help familiarize the scholars to these foreign tests. Finally, I launched a "Meet the Leader" series with the former minister of youth, sports and entrepreneurship of Chad.

I gave lectures on how to study for the SAT and how to navigate Khan Academy and time management strategies. In addition, I further explained topics with which most scholars had difficulties (like conventional sentences-SAT English). At the beginning of the bootcamp, scholars had an average of 100 total questions answered on their Khan Academy accounts. By the end of the bootcamp, they were averaging 250 questions!

For the Duolingo course I gave helpful insights on how to approach the writing and speaking sections of the exam. I also gave a lot of helpful assignments and detailed feedback to the students. As a result, there have been major improvements in the writing and speaking capabilities of the scholars.

When I was asked to come up with a social media plan for Instagram and Facebook to keep postings consistent, I had to gather information from Misongi alumni. This made me uncomfortable as I got no response from some, causing a delay in my regular postings. I was a little discouraged, but my supervisor helped me understand that I could fetch information on the web and not necessarily have to ask people directly. I must admit I fell short in terms of meeting deadlines in this field.



Preparing for a morning hike up the Mbankolo Mountain in Yaoundé.

To motivate scholars, I made presentations on deep work (ability to work undistracted), public speaking, creativity and college life (at Williams College) to boost scholars' morale and help them perform tasks. For example, I made a special presentation for scholars leaving Cameroon for the U.S. and how to quickly adapt. We also had a lot of fun with the physical activity and sightseeing trip, including a soccer game and hike.

To conclude, it was a rewarding experience, as I learned a lot about the professional world. More importantly, I rediscovered my passion for teaching. I am grateful for the support from the Class of 1972. In the same light, I express sincere thanks to the '68 Center for Career Exploration for the work done especially behind the scenes.