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## EMPLOYER ENGAGEMENT AND RECRUITING

## CAMPUS ENGAGEMENT
INTRODUCTION

Hello from the Loeb Center for Career Exploration and Planning!

The Loeb team has shepherded several new developments this year, spurred by the desire to deepen our relevance and effectiveness with our brilliant and diverse student body. Our most recent change efforts have been hugely aided by significant gifts from generous alumni, including a gift from Michael ’77 and Margery Loeb that has been honored by renaming our Center, and a transformational investment from trustee Arthur Koenig ’66 to develop career resources and support for first generation and low-income students. As we flex and evolve our practice, the bedrock of our Center continues to be our nimble and dynamic Careers In industry-cluster advising model.

Our new name was carefully chosen to emphasize the balance between the early exploration and the tactical planning aspects of our career development work with students. We significantly expanded our emphasis on exploratory opportunities this year through new trek programs, including philanthropy and entertainment, and through supporting 40% more internships and other summer experiences over the previous year.

I am proud of our team and the work of the Loeb Center this year, and grateful to our many supporters and collaborators for challenging us to continually innovate and strengthen career preparation for Amherst College students.

Sincerely,

Emily Griffen
Director of the Loeb Center for Career Exploration and Planning

One of the most visible milestones this year was our change in name, to honor College donors Michael ’77 and Margery Loeb. The dedication ceremony took place on Nov. 11, 2016.
CAREER EXPLORATION AND EXPERIENTIAL LEARNING

Students do not need to know their exact career goals when they come to the Loeb Center. In fact, advisors expect students to have more questions than answers.

For students who are not yet sure which career options interest them most, the Loeb Center offers a wide range of resources and opportunities to help students reflect on their strengths, values, interests and personalities through a career lens. Offerings during the 2016–2017 academic year included Peer Career Advisors (PCAs), immersive Careers In Treks and internship assistance, to name just a few.

PEER CAREER ADVISORS

Peer Career Advisors (PCAs) are an essential part of the Loeb Center. PCAs are often the first point of contact for students who are new to the Center and unfamiliar with its offerings.

Throughout the academic year, PCAs are available to provide resource orientation, as well as résumé and cover letter review. With the help of the PCAs, Loeb Center advisors conducted 6,127 individual advising sessions during the 2016–2017 academic year—a noted 6 percent increase from the 2015–2016 total of 5,761 sessions.

These positions are highly competitive. Selected students participate in a week of intensive training led by Loeb Center staff that covers all aspects of career services, and they benefit from professional development and mentoring from experienced career advisors throughout the year.

2016-17 CAREERS IN TREKS

Thanks to the generosity of Amherst College alumni, the Loeb Center offers Careers In Trek programs that provide hands-on, deep-dive explorations of a range of career fields.

Each industry-focused trek experience aims to help students move toward the following milestones as they prepare for their next life stage:

- clarify career focus through greater understanding of an industry
- make connections with alumni and friends of the College
- gain exposure to key trends, issues, challenges and opportunities in the industry
- increase marketability to employers through acquisition of industry knowledge
- learn about the wide variety of internships, jobs and careers in that field
- learn effective internship and job search skills, including networking and interviewing

Four of the Loeb Center’s 2016–2017 PCAs, L-R: Chelsea Nkansah-Siriboe ’18, Nick Marsh ’18, Manny Osunlana ’18 and Hadley Heinrich ’17.
CAREERS IN EDUCATION TREK

New York City, October 14–16, 2016

Total site visits: 6
Total receptions: 2, with
35 alumni attending
Total student participants: 12

Robert Siudzinski, program director for Careers In Education Professions, led a group of Ed Pros fellows to New York City in October, where the group received broad exposure to the constantly evolving field of education and the multitude of career options within it. Barry O’Connell, the James E. Ostendarp Professor of English, Emeritus, and Carol Ross, director of media and climate communications at Amherst Together, they also joined the group as trek advisors.

Students kicked off the weekend’s official programming with an alumni reception hosted by Alan Levenstein ’56, who spent most of his career as an advertising executive and is currently a senior lecturer at the Columbia University Mailman School of Public Health.

Trek highlights included:

• a trip to the Bank Street College of Education, a premier graduate school for teaching and a leader in progressive education. Students were greeted by a panel of Amherst and Bank Street alumni, led by Gil Schmerler ’64, a member of the Bank Street faculty and director of the Leadership for Educational Change program.

• meeting with Amy M. Lerner, a professor at the Institute of Ecology at the National Autonomous University of Mexico.

• speaking with Jared Cortez of iMentor, a digital mentoring program that matches high school students in partner schools with young professionals.

• touring the offices of panOpen, an educational software startup that centralizes and makes available open-source textbooks to better equip educators in personalizing and targeting their lesson plans.

• observing K–7 classes at Bronx Community Charter School.

• visiting the offices of LitWorld, a nonprofit that supports children’s literacy throughout the world.

• learning more about Columbia University’s Head Start program, where students met Education Director (and Professor O’Connell’s daughter) Katharine Mora.

After the session, students came away feeling educated and energized about the many possibilities within education. Participant Felix Contreras-Castro ’17 remarked, “As students, we always hear that Amherst cultivates a tight-knit community. After this trip, I clearly see why. Catching up with recent Amherst grads and speaking to the older alums was refreshing and inspiring. They were eager to share on how their Amherst experiences shaped their perspectives on education. I was also amazed by their commitment to help students achieve their educational goals.”

IN 2016-17, THE LOEB CENTER ORGANIZED 6 TREKS WITH 65 PARTICIPATING STUDENTS, 219 ALUMNI CONTACTS MADE, AND 62 TOTAL SITE VISITS.
CAREERS IN FINANCE TREK

New York City, January 8–13, 2017

7 Sophomores
12 Employer visits
2 Networking receptions
4 Alumni dinners
75+ Alumni connections

Boston, January 17–20, 2017

8 Sophomores and juniors
11 Employer visits
1 Young alumni networking receptions
1 Alumni dinner
30 Alumni connections (and many more non-alumni introductions)

Immersion treks to New York City and Boston provided sophomores and juniors the opportunity to visit employers, network with hundreds of alumni at receptions and dinners, and gain direct experience with the finance industry. Students experienced firsthand the diversity within the industry, learned the differences between buy-side and sell-side firms, and discovered connections between personality characteristics and career opportunities.

Major themes from student evaluations:

• The fast-paced nature of the trek reflected life in finance.
• Not all firms are equal; there is diversity in firms and between firms.
• The trek is a great way to meet and learn from alumni.
• Group alumni dinners are preferable to one-on-one dinners.
• The trek taught the importance of networking.
• It helped demonstrate how alumni use their liberal arts education.

Most valuable things learned on the trek, according to student feedback:

• Finance is a diverse industry.
• There are a variety of career paths, as opposed to one traditional path.
• It was great to see the different paths available after one works as an analyst.
• “There’s no one path to get where you want to go ... it’s important to find your own.”
• “There is no linear path.”
• There are differences between a career on the sell side vs. the buy side.
• Networking is important.
• The process of interviewing and finding a job is like studying for a test; preparation leads to success.
• A career in finance takes commitment.
• One can combine finance with other interests.
• Office visits allowed understanding of how culture within each firm differs.
• “Helped me sort out which firms in which I could see myself working.”

NYC trekkers John Vasiliiu ’19, John Heidenberg ’19, Katharine Mendoza ’19, Jessye McVane ’19, John Griffiths ’19, and Margaret Medina-Pena ’19 heard from Pavel Cernyov ’90 (not pictured) about how a family office invests in the market.

The Boston Finance trek participants were, L-R; Advaita Rao-Sharma ’19, Roy Liu ’18, Grace Karanja ’18, Pei Gong ’18, Rebecca Silva ’19, Jonathan Highland ’19E, Daniel Ference ’19, and Siqing “Alex” Liu ’18.
CAREERS IN GOVERNMENT AND NONPROFIT TREK

Annapolis, Md., and Washington, D.C., March 12–17, 2017

Total site visits: 10
Total alumni contacts at site visits: 15
Total student participants: 12

The March 2017 Careers In Government and Nonprofit Trek to Washington, D.C., and Annapolis, Md., was an opportunity for Amherst College students to spend their spring break exploring the wide range of meaningful work in the government and nonprofit sectors. This trek, now in its third year, hosted 12 students over five days and featured a mix of visits to government contractors, research and policy think tanks, and aid-focused nonprofits as well as government offices, and kicked off with a dinner with young alumni in Washington, D.C.

Though an inopportune snowstorm disrupted some of the original plans for the trek, the students’ adaptive strength and bright spirits shone through as they met with alumni and other professionals at organizations and agencies including Booz Allen, the Center for American Progress, the Energy Information Administration, and Planned Parenthood, in addition to visits with staff at the Maryland Legislature, the Red Cross, USAID, and the offices of Sen. Chris Coons ’85 (D-Delaware).

While students gained exposure to a wide variety of topics—higher education research, legal careers in nonprofits, energy usage analysis, even gentrification in the city—their biggest takeaways were about the fluidity and openness of the professionals’ career paths. Their stay in Annapolis provided numerous opportunities to network and learn from local politicians, and even resulted in a summer internship offer from Councilman Zeke Cohen.

Trek Takeaways, according to student feedback:

• Developed a better understanding of the landscape of government and politics on the local, state, and federal levels.
• Was provided an introduction to the characteristics of nonprofit, and the many approaches they use to solve public problems.
• Learned about the wide variety of internships, jobs, and careers in government and nonprofit.
• Gained exposure to the key trends, issues, challenges, and opportunities in the government and nonprofit sectors.
• Identified points of collaboration and distinction between government, nonprofit, and for-profit sectors.

“I enjoyed the variety, the exposure to state-level government, and the candor of Amherst alums in explaining their professions. I definitely got a lot out of this trip, especially regarding the importance of local-level politics, staying engaged with people, keeping all of the doors open, and not closing down career/policy paths too early.”

Joshua Ferrer ’18E

The Careers In Government and Non-Profit Trek made a stop at the White House.
CAREERS IN ENTERTAINMENT TREK

Los Angeles, January 8–14, 2017
Total site visits: 13
Total alumni/parent contacts at site visits: 20
Total receptions: 3, with 39 alumni attending
Total student participants: 12

In January 2017, 12 students passionate about film and television traveled to Los Angeles for a deep dive into the art and business of the entertainment industry.

After meetings with more than 35 alumni and parents at companies such as SHOWTIME, FOX Sports, United Talent Agency, ICM Partners, and Westwind Media, the students returned to Amherst more excited about their career prospects and with greater clarity as to how they could pursue their dreams.

Over five days, the students engaged with creative alumni to learn about writing, directing and producing for film and television. Inspired by stories about alumni collaborating on professional projects, students discovered increased enthusiasm for developing projects together before graduating, both in and out of the classroom. Meetings with entertainment lawyers, talent agents, post-production specialists and television executives rounded out an understanding of how different roles support the industry and the many ways that students can use their liberal arts education to contribute to this creative field.

Participants visited Showtime’s offices, where they met with David Nevins ’88, the president and CEO of Showtime. From L-R: Dan Langa ’18, Noely Mendoza ’17, Robyn Farley ’17, Mary Grace Cronin ’18, David Nevins ’88, Candice Jackson ’17, Kevin Goldberg ’17, Gabrielle Edzie ’17, and Oscar Yuanzhe ’18.

Elizabeth Dell ’98 organized a panel for participants at The Great Company. From L-R: Noely Mendoza ’17, Candice Jackson ’17, Sebastian Merrill (staff), Kali Odell (staff), Drew Pinsky ’80 (doctor, TV host), John Michael Higgins ’85 (actor), and Howard Gould ’84 (screenwriter, producer).

The Careers In Entertainment Trek visited ICM Partners as one of their stops. L-R: Alumni and Parent Programs staff member Sebastian Merrill, Kevin Goldberg ’17, Robyn Farley ’17, Oscar Liu ’18, Helena Burgueño ’19, Dan Langa ’18, Ludia Ock ’19, Taylor Thomas ’17, Candice Jackson ’17, George Liang ’17, Ted Chervin ’85, Gabrielle Edzie ’17, Mary Grace Cronin ’18, Noely Mendoza ’17, and Loeb Center Advisor Kali Odell.
During Interterm, nine students spent two days in Boston on the first ever Careers In Philanthropy Trek. The students’ interests were very diverse and ranged from nonprofit and social innovation to health, education, and the arts. However, very few understood the depth and objectives of the philanthropic sector until they met with alumni and other leaders in the field.

Site visits included the Barr Foundation, North Bennet Street School, Beth Israel Deaconess Medical Center, Boston Foundation, Philanthropic Initiative, Mott Philanthropic, Steppingstone Foundation, and Cure Alzheimer’s Fund.

The group learned about philanthropy from multiple angles. At the Barr Foundation (founded by Amos Hostetter ’58), the Boston Foundation, and the Cure Alzheimer’s Fund (led by Tim Armour ’70), they learned how foundations are funding projects and driving the conversation around important social issues. They also learned about the process of seeking funds from the Steppingstone Foundation and from Victoria Serues ’04 and Katherine Britt ’15 in the donor relations department at the Beth Israel Deaconess Medical Center. And finally, they discovered the niche of helping individuals and families maximize their philanthropic impact by meeting with the founder and CEO of Mott Philanthropic.

The biggest takeaway for students was that philanthropy is not just about financial resources. Instead, it is a broad enterprise involving relationships, research and analysis, vision and strategy, and the interplay between the private and public sectors. It is a field that draws heavily upon the liberal arts skill set and has potential for wide-ranging impact. The Loeb Center looks forward to exploring further opportunities in this area in the future.

“I very much enjoyed the trek and got a lot out of it. It helped me figure out where I see my skill sets and interests fitting within the sector. Additionally, it helped me learn which of my skills and aspects of my Amherst education to emphasize, gave me insight into what factors to consider when evaluating potential positions, and provided new contacts.”

Careers In Philanthropy Trek participant, January 2017
**PATHWAYS ALUMNI-STUDENT MENTORING PROGRAM**

In August 2016, the Loeb Center launched a new and improved version of Pathways, its alumni-student mentoring program, timed alongside students’ return to campus.

Pathways’ aim is to provide opportunities for Amherst College alumni and students to engage in beneficial mentor-mentee partnerships. The mission of the program is to foster a culture of mentoring at Amherst that:

- connects students with alumni mentors through a structured framework that encourages productive conversations around academic, professional, and life goals.
- empowers alumni mentors to engage students in critical thinking that is reflective and strategic.
- offers opportunities for alumni to build mentoring skills.

The redesigned mentoring platform allows alumni to select their preferred time commitment. Alumni mentors can now either engage in semester-long mentoring relationships, per the previous design, or choose from additional lower-commitment options: (1) volunteer for a 30-minute “quick conversation” with a student or (2) host a job shadowing day for students in their workplace. In addition, in response to student feedback, the new platform offers improved search functionality that allows students to select and weight multiple criteria, such as a career field and a social identity group affiliation, when searching for potential mentor matches.

By the 2016–2017 academic year’s end, the Pathways database had grown to a total of 1,131 alumni (spanning classes of 1946 to 2016) and 890 students registered for potential participation. Since the August 2016 relaunch, the program netted a total of 344 alumni and students signing up for one of the new, lower-commitment options, resulting in an increased volume of alumni-to-student contact. Additionally, alumni participation in the long-established semester-long mentoring option saw a 7 percent increase over last year.

The strength of the program is shown by the energy and commitment both constituencies bring to the exchange. Students and alumni confirm its value:

“**I had a phenomenal Pathways mentor who gave me great wisdom on how to enjoy my senior year, how to deal with propelling change on campus, and how to transition into the working world. I also learned a great deal about my mentor’s job, which is of particular interest to me.”**

- Student mentee feedback, Spring 2017

“**My mentor experience was wonderful. He gave great professional, academic, and life advice. I developed a great relationship with him and appreciated all his help and dedication.”**

- Student mentee feedback, Spring 2017

“**I took my role to be an adult who could be a sounding board without rendering judgment or giving a grade. That seems like a good and unique role to play in a busy, high-achieving college student’s life.”**

- Alumni feedback, Spring 2017

“**I’ve been part of several mentorship programs. Some are overly process-oriented, whereas Pathways is sufficiently open-ended to allow mentees and mentors to calibrate according to the particular circumstance and need.”**

- Alumni feedback, Spring 2017

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<th>PATHWAYS PARTICIPATION</th>
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<td><strong>TOTAL</strong></td>
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<td><strong>REGISTERED ALUMNI:</strong></td>
<td>1,131</td>
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<td><strong>REGISTERED STUDENTS:</strong></td>
<td>890</td>
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<td><strong>177 MENTORING RELATIONSHIPS</strong></td>
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<td><strong>56 QUICK CONVERSATIONS</strong></td>
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Internships and other summer experiences, such as research and summer abroad opportunities, are increasingly an area of great focus and investment for the Amherst community. Students, program administrators, and faculty increasingly see these types of learning experiences through the lenses of exploration, skill building, and cultural and social capital building. For the past two years, the Loeb Center has partnered with the Center for Community Engagement (CCE) to facilitate the internship funding process, pre-departure training, and reflection and integration work for College-funded summer interns.

As a result of this evolving partnership, 2016 saw several improvements to the process aimed at increasing engagement in summer experiences, ensuring greater equity in access to opportunities and funding, and providing more substantial support to students as they complete their internships, research placements, and other projects. A collaborative, interdepartmental team launched a new online application portal that streamlined the summer funding application process for both students and reviewers. The standard summer stipend amount was increased to $4,500 this year, in order to create parity with other College-funded programs and accommodate the additional needs of students living away from home in high-cost urban areas or abroad. Finally, off-campus bench research opportunities and independent projects were also eligible for summer funding through the program for the first time this year.

These program changes, coupled with the continued generosity of alumni donors and the one-time infusion of funding from the Jack Kent Cooke Prize (awarded to the College in recognition of its excellence in educational equity), allowed the Summer Experience Program to provide close to $1 million in student stipends to 229 Amherst students pursuing summer experiences across a variety of fields and around the globe. One hundred percent of student applicants with demonstrated financial need received College funding.
The Amherst Select Internship Program (ASIP) remains a unique campus opportunity for students to cultivate lasting relationships with alumni and partners, while further developing interests and skills first learned in the classroom. Forty-eight Amherst students completed Amherst Select Internships this summer at sites spread across the United States, as well as in Peru and Costa Rica.

Students participating in ASIP this year had the opportunity to explore various fields, such as lobbying at the federal government level on behalf of HIV/AIDS patients, conducting research on the psychological roots of obesity and other eating disorders, and expanding literacy and access to the written word in the developing world.

Membership in ASIP for 2016–2017 included 379 students, who completed a series of prerequisites designed to bolster their presentation, résumé and cover-letter writing, and interview skills. Almost three-quarters of the students enrolled were new to the program, and this group included first-years, sophomores and juniors. Employers from 16 industries were represented and were based in more than 20 cities across the United States and abroad.

- Number of positions posted for students through the Amherst Select Internship Program: 62
- Percentage of posted positions filled: 77%
- Number of students who accepted internship offers: 48
- Percentage of students who received funding through the College to complete their internships: 87%

In 2016, the Loeb Center hired a dedicated assistant director for internship programs, Victoria Wilson, who is responsible for working with Loeb Center advisors and other campus partners to identify avenues for increasing student participation and readiness for internship opportunities, as well as providing professional development workshops and advising for students pursuing their first internships. In the coming year, Victoria will work to increase the number of internship offerings and to broaden their scope, particularly with an eye toward providing more entry-level opportunities for first-years and sophomores.

“...The Loeb Center for Career Exploration and Planning and the Center for Community Engagement have established a formidable partnership that draws on Amherst alumni and community networks to provide students with real-world problem-solving skills through internships, community-based learning opportunities and sustained research experiences. This year the CCE and Loeb Center were able to fund 229 students taking advantage of internships, off-campus research, independent projects and skill-building programs—40 percent more than last year’s program participation rate.”

College President Biddy Martin, in the September 14, 2017, Annual Update from Campus

30% INCREASE IN STUDENT PARTICIPATION IN THE AMHERST SELECT INTERNSHIP PROGRAM

40% PERCENT MORE SUMMER EXPERIENCE PARTICIPATION THAN LAST YEAR

$1 MILLION IN STUDENT STIPENDS PROVIDED TO 229 AMHERST STUDENTS PURSUING SUMMER EXPERIENCES
CAREERS IN PROGRAMS

In addition to excellent generalist advising and programs devoted to reflection and broad career exploration, the Loeb Center provides students with opportunities to dive deeply into specific areas.

Through these programs, students receive expert advising from specialist career counselors, participate in skills-building workshops and other experiential activities, and gain a sophisticated understanding of the current issues impacting their fields of interest. Careers In program directors nurture networks of both students and alumni and help students effectively prepare for professional opportunities in their chosen fields.

Students may take advantage of any Careers In advising at any time as their interests develop, change, or multiply. Reflecting Amherst’s open curriculum, Loeb Center Careers In advisors encourage each student to develop a deep and sustained exploration of a particular field while making nimble interdisciplinary connections among a range of professional topics.

CAREERS IN HEALTH PROFESSIONS

Richard Aronson ’69, M.D., M.P.H., Health Professions Advisor

The Careers In Health Professions team consists of Richard Aronson ’69, health professions advisor; Erin Cherewatti, health professions coordinator; and William Loinaz, professor of physics and chair of the Health Professions Committee.

During 2016–2017, the Careers In Health Professions Program provided comprehensive advising, mentoring and coordination through a total of 3,263 engagements with 583 unique students and alumni.

The advising philosophy of the program is interdisciplinary in nature, with the goal of promoting a culture that builds a sense of community among pre-health students and helps students understand that there are multiple paths to a health professions career, and many paths other than medicine. The program is dedicated to the overall College mission of supporting underrepresented groups and driving educational equity. Programs such as the Pre-Health Peer Mentoring Program (in its sixth year) and the “Cultural Competence and Humility” Interterm course (in its fourth year) have continued to mature. They speak to the depth of the program’s commitment to building equitable educational opportunity for all pre-health students.

The health professions team regularly collaborates with student-led organizations, including the Charles Drew Health Professions Society, GlobeMed, the Amherst College Public Health Collaborative, Project SALUD, and KDSAP, a new organization devoted to the prevention of kidney disease. All of these organizations reflect ongoing student commitment to health care and service—including public health and mental health—as well as the multifaceted dimensions of health and healing.

The Careers In Health Professions program culminates in guidance for roughly 60 students and young alumni per year in navigating the complex and stressful process of applying to medical school and other health professions.

HIGHLIGHTS OF 2016–2017:

Medical School Acceptances—A total of 38 students and young alumni applied to medical, dental, and veterinary school through Amherst College’s faculty Health Professions Committee for matriculation in Fall 2017. Of these, 79 percent gained acceptance to medical school, more than twice the national acceptance rate. Of
the 38 applicants, 53 percent were from underrepresented groups in medicine.

**Pre-Health Peer Mentoring Program**—This program, now six years running, seeks to build a sense of community among a specific group of students (low-income, first-generation, students of color, and others from less resourced backgrounds) who are exploring their passion for health and potential careers in the health professions.

**“Cultural Competence and Humility”**—This popular Interterm course was co-taught in January 2017 by Health Professions Advisor Richard Aronson ’69 and Patricia O’Hara, the Amanda and Lisa Cross Professor of Chemistry. It addresses the core components of cultural competence as it applies to health care. This means being culturally humble, personally and organizationally; holding and practicing a respect for all people, including those with cultural and language differences; developing an awareness of the specific cultural and linguistic lenses through which we, as individuals and groups, view the world, including the universal human tendency toward bias and stereotype; and being aware of how every aspect of public health and medical care is cross-cultural in nature.

**One-on-One Advising Meetings with Health Care Professionals and Medical School Deans**—This year we were fortunate to provide students and young alumni with multiple opportunities to meet, individually and as a group, with medical school admissions deans; a medical school’s associate dean for diversity, inclusion, and student support; and Amherst alumni who have decades of experience in health care. This exposure provided students with individualized mentoring and support, career guidance, and guidelines for future exploration.

**Homecoming Public Health Alumni Panel**—This year’s Homecoming panel featured an inspiring and diverse group of alumni from the field of public health, who shared their career paths and experiences with students. Megan Anshutz ’01, Dr. Andrew Balder ’75, Angelo Devita ’78, Christina Nieves ’10 and Amherst Professor Christopher Dole, a medical anthropologist, were featured panelists.

“My pre-med journey at Amherst has been an exciting and rewarding one, and I can’t imagine it without your guidance and support. As a first-generation college student applying to medical school … your help has been an invaluable resource, and I am truly grateful.”

Abel Samanez ’15
CAREERS IN EDUCATION PROFESSIONS

Robert Siudzinski, Ph.D.,
Program Director, Careers In Education Professions

Education as a pressing social issue has captured the attention of generations of Amherst College students called to serve through leadership, advocacy, research and teaching. Thanks to the generous support and leadership of Chuck Lewis ’64 and Penny Sebring, Ph.D.—who helped found and fund three collaborative Careers In Education Professions programs at Amherst College, the University of Chicago, and Grinnell College—the Loeb Center encourages, supports and facilitates students' ability to explore, experience and reflect upon a variety of paths into education professions.

Encouraging students to think critically and creatively about the processes of teaching and learning, and about the place of education in society, the Amherst Careers In Education Professions program allows students to engage in multidisciplinary seminars, stimulating panels and conferences, and career advising and mentoring. Students participate in exploratory treks, community engagement opportunities, educator shadowing, and internships in areas such as educational leadership, classroom teaching, research, advocacy, and policy reform.

Careers In Education Professions is able to support scholars interested in education in part due to the generosity of the Class of ’54 Commitment to Teaching Fellowship, which each year funds internships for classroom teaching and awards stipends to a select group of Amherst graduates who have been teaching for 10 years or less and have...
committed themselves to teaching in underserved communities across the United States. Awardees are given the opportunity to connect with current students at an annual luncheon that honors their service.

Funding for students continued this year through the VELA 21st-Century Summer Internship, which offers an immersive teaching experience for Amherst College students to work with veteran teachers while also designing and teaching lessons for 75 diverse students at Amherst Regional Middle School, many of whom come from low-income and/or English Language Learner backgrounds.

**HIGHLIGHTS FROM 2016–2017**

The Education Professions (Ed Pros) Fellowship—As the Ed Pros Fellowship enters its fourth year, the College now has 100 Fellows, and the program’s most recent graduates are beginning education fellowships, starting domestic and global teaching positions, and entering graduate schools of education. The program now offers a dedicated website to support their work on a digital teaching portfolio; provide examples of education-specific résumés and cover letters; and give access strategies for Skype interviews, demo lesson creation, and refinement of teaching philosophies. Fellows had numerous opportunities for off-campus learning through treks to Boston, New York City, and San Antonio, as well as regional field experiences at the School for International Training in Vermont, the Third Annual Education Dialogue community event in Holyoke, a Mount Holyoke College film and lecture series, the Kelly School in Holyoke, the Enchanted Circle Theater’s arts integration nonprofit program in Holyoke, and visiting teaching alumni at the Northfield Mount Hermon school.

New and Growing Education Studies Program—Thanks to the advocacy efforts of the charter cohort (2013–2014) of the Ed Pros Fellowship and the students from the “Imagining Education Studies” course co-taught in 2015 by Robert Siudzinski and Professor Hilary Moss, Leah Gordon has joined Amherst College in Fall 2017 as the first Lewis-Sebring Visiting Professor in Education Studies, after several years at the Stanford Graduate School of Education. Gordon has joined the American studies and history departments as a three-year visiting associate professor to help develop an education studies curriculum at the College. She will work closely with Siudzinski and the Careers In Education Professions program. Her Fall 2017 courses at Amherst include “The History of Education in the United States” and “Schools, Poverty and Social Policy in 20th-Century America.”

Experiential Learning Opportunities—Each semester, students participate in Splash!, a one-day Saturday teaching experience hosted at the College for local children. This nationally recognized event includes around 30 Amherst College students teaching 60 middle and high school students every semester. Splash! leader Laboni Hoque ’19 reported an increased focus this past year on diversifying the curriculum to incorporate more STEM, arts integration work, and content-based classes. To complement this, Robert Siudzinski offered “Instructor 101” training workshops to the 30 aspiring teachers.

The Careers In Education Professions program offered an Interterm 2017 course titled “Outside the Classroom: Cultivating Education Through Informal and Non-Formal Learning.” Partnering with the Eric Carle Museum of Picture Book Art, Historic Deerfield, the Mead Art Museum, the Beneski Museum of Natural History, the Smith College Museum of Art, and the newly opened Hitchcock Center for the Environment, 12 students from Amherst and Mount Holyoke Colleges explored effective approaches to learning “outside the classroom” by studying museum, gallery, environmental, and adventure-based education. Host sites have extended their offers to collaborate with the program in the Spring 2018 semester by hosting additional students interested in professional roles in informal learning environments. Following the visit, Historic Deerfield offered a new internship to Amherst College students wanting to explore museum education work this summer.

Summar Institute—Careers In Education Institute made a number of important connections with alumni this year, most notably Gil Schmerler ’64 and Bob Kuklis ’61, who hosted the Summer Institute program in New York and have expressed interest in continuing to invite students back each year. The program looks forward to relying on the support of these alumni, ranging from experienced superintendents, professors, and consultants to young teachers, like Saskia Fabricant ’09 and Daniela Cho ’13, in the development of a Summer Institute for students interested in careers in education, to be offered in Summer 2018. The institute will be a weeklong, immersive opportunity for alumni and students to explore education in-depth through readings, presentations, collaborations, and discussions, with alumni professionals offering insight through research, theory, and case studies pulled from their own experiences and fields of expertise.
CAREERS IN BUSINESS AND FINANCE

Stephanie Hockman,
Program Director

The Careers In Business and Finance program, launched in August 2015, is made possible by the generosity of the Douglas C. Grissom ‘89 and Ann M. Grissom Careers in Business and Finance Fund.

Through a variety of programming and experiential opportunities, students explore the nuances of business and the finance industry and are exposed to industry experts, alumni networks, and internship and full-time recruiting opportunities. The program seeks every opportunity to take the liberal-arts-educated students into real-world situations and explore “a day in the life” through activities that exemplify the reality of the finance industry, consulting or general business career paths. Every student, whether previously exposed to these industries and opportunities or not, is able to experience and understand what is available and then reflect on what is right for them and what they want to pursue. Each student is then given customized advice, preparation, and training to pursue and succeed in their chosen path.

Programming focuses on three main pillars: exploration, experiential learning, and preparation.

HIGHLIGHTS FROM 2016-2017

CAREER EXPLORATION:

Introduction to Finance Workshop Series—The program guides students through a series of workshops and alumni discussions designed to help them gain an understanding of the finance industry, comprehend the nuances of careers in the industry, and expand their knowledge for career exploration.

“Consulting 101”— This workshop focuses on explaining the life of a consultant and how the advisory services that consultants provide differ from advisory positions in finance. This workshop helps students understand whether the consulting lifestyle and work product is the right fit for their goals.

Finance and Investing Literacy Series—This workshop series provides a better understanding of the concept of investing, types of asset classes, investment methods, and investment styles. Whether students pursue careers in investing or just want to gain an understanding of how to invest their personal income later, this is a great foundational series that provides fundamental knowledge of how money works in the world, as well as ways to manage and invest money to create more money.

Panel Discussions—Throughout the academic year, students have opportunities to hear from panelists discussing focused topics such as “Why Choose a Non-Bulge-Bracket Investment Bank?,” “Advantages of Careers on the Buy Side,” and “What Does a Consultant Really Do?” Students gain real-life insights and perspectives that are candid and forthright in helping them make fact-based decisions, debunking myths, and eliminating the “herd mentality.”

Food for Thought Dinners—Students have opportunities to attend dinners hosted by experienced alumni in business, insurance, banking, private equity, private wealth management, investment management, and consulting. Students have an informal and intimate setting to gain insights and perspectives from industry experts.

EXPERIENTIAL LEARNING:

University of Chicago Midwest Trading Competition—Teams took part in this full-day undergraduate competition focused on students with an interest in trading/quantitative financing. It is an algorithmic trading competition where students use their knowledge of Java coding and trading to solve cases using actual trading software.

Stock Pitch Trading Competitions (UMass, Cornell, etc.)—Students can participate in stock pitch competitions across the U.S. Teams learn to evaluate and pitch a stock and experience what buy-side analysts/sell-side research analysts do every day.

Case Consulting Competition (Roland Berger)—Teams complete case competitions for premier consulting firms. These simulate what students would experience as first-year associates at consulting firms, from gathering information to analyzing data to presenting their findings to key executives.

Wall Street Journal Wednesday—Every Wednesday at Valentine Hall, students and the Careers In Business and Finance program director meet to discuss articles of interest. It is an opportunity for students to apply what they read to real-life situations and hear others’ perspectives.
Student Organizations—The program collaborates with student-run organizations to provide speakers and enhance educational programs. Organizations include Amherst Women in Finance, the Investment Club, the Consulting Club, and a newly formed Trading Club.

PREPARATION PROGRAMS:

Financial Accounting and Valuation Modeling Boot Camps (Wall Street Prep, and Pillars of Wall Street) - These intensive two-day weekend boot camps are led by former investment bankers and bridge the gap between academics and the real world to equip students with the hands-on practical financial skills that they will need to excel both during the recruiting process and on the job. These boot camps are offered each September and April to help students explore and prepare for finance interviews during Fall recruiting.

Mastering the Consulting Case Interview Program—Through coordination with an external vendor the Loeb Center provides students with a summer-long practice cohort to teach case-method interview techniques and practice cases. Students return to campus in the Fall and can attend a one-day boot camp to hone their case interview skills and participate in additional practices. Students learn the methodology and approach to this unique interview style. In addition to this program, students can attend several workshops throughout the academic year that are taught by alumni and the program director.

Academic Support Programs—As a way to enhance students’ understanding of business, they are provided opportunities to meet with representatives of various external, supplemental academic programs, including Harvard Business School’s HBX CORe and the Dartmouth Tuck Business Bridge Program as well as diversity-in-finance organizations like Sponsors for Educational Opportunity and Management Leadership for Tomorrow.

“How to Master the Finance Interview”—Students can meet with the program director in group settings, as well as in individual advising sessions, to learn how to address and conquer technical finance questions. In addition to providing techniques and sample questions, the program director, and trained upper-level students hold mock interviews in preparation for Summer/Fall recruiting in finance.

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“Taking Advantage of Recruiting Through Diversity Programs”—Students attended a workshop on the various diversity recruiting programs in the finance industry focused on increasing opportunities for women, students of color, and the LGBTQ community.
CAREERS IN GOVERNMENT AND NONPROFIT

Laura Litwiller, 
Associate Director for Career Advising

Thanks to the Rosenberg Fund for Introduction to Government and Nonprofit Careers, generously established by Sandy Rosenberg ’72 in 2014, Amherst’s Careers In Government and Nonprofit continued to expose students to careers in public service, politics, and nonprofit work throughout 2016–2017. In addition to the first-ever Careers In Philanthropy Trek to Boston, Careers In Government and Nonprofit continued to connect students with alumni who work in its industries of focus through its third annual trek and other select programming.

HIGHLIGHTS OF 2016–2017:

Food for Thought Lunches—This on-campus lunch series features alumni who share their academic and professional career paths in an informal setting with students. This past year, Careers In Government and Nonprofit welcomed two guests:

Chloe McKenzie ’14 discussed how her lifelong focus on service led her to start her nonprofit BlackFem Inc., which creates opportunities for girls and women of color to build wealth and access financial resources. McKenzie advised the Amherst students to use the classroom as an opportunity to build persuasive confidence; she did not take economics or calculus courses at Amherst, but now teaches wealth management to girls as young as 5. At Amherst, McKenzie majored in Law, Jurisprudence and Social Thought and became fluent in German.

Taina Bien-Aimé P’20 visited during Family Weekend and spoke with students about her career in human rights advocacy. Currently, she serves as executive director for the Coalition Against Trafficking in Women, an NGO that works globally to eradicate human trafficking and the commercial exploitation of women and children. Her organization engages in policymaking and enacting programs to advocate, educate, and provide opportunities for human trafficking victims in Latin America, Asia, Africa, Europe, and North America. Before working with the Coalition Against Trafficking in Women, Bien-Aimé helped found Equality Now, which currently advocates for legislation to end sex trafficking, female genital mutilation, legal inequality, and domestic sexual violence. Her story and passion for human rights allowed the students to learn about the realities and complexities of human trafficking, abuse and prostitution, and their discussion became an open conversation about these issues.

The Loeb Center for Career Exploration and Planning Poster Session. Students spoke about the high-impact experiences such as Career Treks and internships that are shaping their studies and plans.

Chloe McKenzie ’14 shares about starting her own nonprofit BlackFem, Inc. during a Food for Thought lunch.
The Careers In Science and Technology program continued to experience increased demand in the past year, as the number of students majoring in STEM fields continues to rise. In the last 10 years, the percentage of STEM majors at Amherst College has risen from 17 to 32 percent. Math and stats course enrollment has more than doubled in this time period, with those majors combined representing the largest percentage of the student body in 2016, overtaking longstanding popular Amherst majors of economics and English.

Careers In Science and Technology emphasizes exploration and network-building across science industries, research, entrepreneurship and technology, and provides one-on-one advising and access to off-campus initiatives like the Smith College Life Sciences & Technology Career Fair and the Draper Competition for Collegiate Women Entrepreneurs. The program advisor collaborates with student-led organizations such as the Amherst chapter of the Association of Women in Science (AWIS); the Computer Science Club; and Hello, Girl, a student club dedicated to issues and resources relevant to women in tech.

During the 2016–2017 academic year, Careers In Science and Technology expanded its cultivation of organizations and employers in the biomedical research, biotech, and pharmaceutical sectors. In addition, the program facilitated increased recruiting opportunities in business and product management roles within tech companies, hosting info sessions about nontechnical roles with Google, Facebook, and LiveRamp.

**HIGHLIGHTS OF 2016–2017:**

**AWIS Alumni Panel**—With assistance from the Science and Technology program advisor, AWIS student leadership organized and moderated a very successful career panel discussion with alumnae during Homecoming 2016. Panelists represented a diverse range of career routes within STEM, including pediatric genetic research, business development in biotech, and engineering and business roles in tech. Featured alumnae who offered insight and advice to those who are considering a STEM-related field as a career included:

- Catherine Brownstein ’97, Harvard Medical School
- Linh Bui ’10, Yesware
- Paula Cobb ’94, Decibel Therapeutics
- Sarah Vickery ’15, Loeb.nyc
- Crystal Yan ’14, FiscalNote

**“Understanding and Addressing Imposter Syndrome”**—Julia Edholm ’15 of Google delivered a presentation on the phenomenon of imposter syndrome, commonly experienced by marginalized groups in tech, as part of a Google campus recruiting visit.

**Tech Talk with Facebook**—Discussion with Ryan Mack, site lead at Facebook Boston, who has played lead roles in developing milestone technologies at Facebook like Timeline, facial recognition infrastructure and geolocation tools.

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**STEM MAJORS ON THE RISE**

- **2007**: 560
- **2008**: 559
- **2009**: 564
- **2010**: 553
- **2011**: 853
- **2012**: 615
- **2013**: 627
- **2014**: 643
- **2015**: 605
- **2016**: 666
- **2017**: 653

- **TOTAL MAJORS**
- **2007**: 84
- **2008**: 107
- **2009**: 102
- **2010**: 110
- **2011**: 133
- **2012**: 167
- **2013**: 159
- **2014**: 207
- **2015**: 474
- **2016**: 222
- **2017**: 615

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**Summer science and math program participant in a chemistry lab with Professor Richmond Ampiah-Bonney, in the Merrill Sciences Building.**
**CAREERS IN ARTS AND COMMUNICATIONS**

Kali Odell,  
*Assistant Director for Career Advising*

The Careers In Arts and Communications program is dedicated to helping students navigate academic and career pathways to discover their vocational passions in arts and communication professions.

“I want to get started in the entertainment industry as soon as I can,” shared one participant returning from the inaugural Careers In Entertainment Trek. This year, 12 students passionate about film and television traveled to Los Angeles for a deep dive into the art and business of the entertainment industry. After meetings with over 35 alumni and parents, the students returned to Amherst more excited about their career prospects and with greater clarity as to how they could pursue their dreams.

In the 2016–2017 academic year, the Careers In Arts and Communication program shone a spotlight on the diverse opportunities in film and television. While the Entertainment Trek was a major focus, there were several on-campus events that spanned a range of opportunities in the industry. Thanks to the partnership with Amherst’s Film and Media Studies Program, dozens of students attended a panel to hear Julie Dunfey P ’19, Richard Ledes ’79, and Jason Kliot ’85 discuss their paths to success as writers, directors, and producers. During the spring semester, Jamie Horowitz ’98, president of FOX Sports National Networks, talked to students about how his liberal arts education shaped the network’s new strategy for establishing and growing its brand. To cap off the year, Kasey Kaufman P ’20 reflected with students about her career as an award-winning TV newswoman at WBZ-TV in Boston.

Through partnerships on campus with the Mead Art Museum and the Department of Art and the History of Art, the Careers In Arts and Communications program also helped sponsor programs to highlight interdisciplinary career paths in the arts. In October, Julie Ream, an independent conservator of works on paper, delivered a lecture about her experiences as an art conservationist, blending passion for both art and science in the preservation process. In the spring, students heard from three professionals working at local art museums about their careers educating the public about works of art.

Entertainment trek participants in Los Angeles, from L-R: Robyn Farley ’17, Taylor Thomas ’17, Helena Burgueño ’19, Dan Langa ’18, Mary Grace Cronin ’18, Gabrielle Edzie ’17, Kevin Goldberg ’17.
CAREERS IN LAW

Kali Odell, Assistant Director for Career Advising

Mid-afternoon on a sunny Friday in September, students packed into the Loeb Center Events Room and spilled out into the hallway, eager to hear from an admissions representative about attending Harvard Law School. Spanning class years, these students came to get burning questions answered about the future: Do I want to go to law school? How do I get there? Is Harvard the right place for me?

Harvard’s visit kicked off a busy year for the Careers In Law program, which supports students as they explore career options in the legal field and approach critical decisions about law school. Through 40 individual advising appointments, visits by New York University School of Law and Columbia Law School, and multiple workshops on attending law school facilitated by Loeb Center staff, Amherst students thoughtfully engaged in the process of deciding whether law would provide the path to making their professional mark on the world.

While many students are engaged with the law school track during their time at Amherst, it’s become more common for students to gain work or fellowship experiences directly after leaving Amherst, bringing enriched perspectives to their law school experiences. Over the past five years, an average of 59 Amherst graduates have applied to law school each year, with an average 95 percent matriculation rate. Of those who apply, 85 percent are alumni who chose to wait at least a year after graduation to apply for law school.

“Even being at a place like at Amherst, the prospect of getting into an elite law school can seem incredibly far off, especially among liberal arts majors. The application is the proving ground where thought and theory have to hit the pavement, and it’s easy to wonder if you’re good enough to make it. Having admissions counselors from Harvard and NYU, among others, come here made everything so much more real — more possible.” — Phillip Pang’17
EMPLOYER ENGAGEMENT AND RECRUITING

Leading employers from all industries partner with the Loeb Center to identify new talent for their internships, full-time positions, and other professional opportunities. Employers engage with us through information sessions, networking events, on-campus interviews, and workshops to help explore industry and career options.

Amherst’s recruiting program is part of a three-college consortium with Smith College and Mount Holyoke College. This unique partnership allows employers to connect with a vibrant pool of skilled, diverse, and experienced students.

BY THE NUMBERS

8,640 POSITIONS POSTED
The Loeb Center’s career portal, Quest, allows students to search for jobs, internships, volunteer opportunities, and fellowships.

509 ON-CAMPUS RECRUITMENT OPPORTUNITIES
The three-college consortium manages a robust on-campus recruitment program. On-campus interviews, résumé collections, virtual interviews, and office hours provide both students and employers with a one-of-a-kind recruitment experience, tailored to their needs. More than 179 employers participated in this program during the 2016–2017 academic year.

93 EMPLOYER EVENTS HOSTED AT AMHERST
In partnership with employers, we provide students with opportunities to connect with employers and explore their career interests. This year, we hosted 93 events on campus across a multitude of industries and disciplines, including consulting, education, finance, government, health care, law/legal, nonprofit, and technology.

“On-campus employer info sessions have been beneficial to me as someone who is still exploring careers because I’ve gotten a glimpse into multiple industries, which helped narrow my interests. While I am leaning towards an economics and computer science double major, I am still unsure of what careers these majors could lead to, and many of the employers that I’ve spoken to at these info sessions have given me ideas for future career paths. Their visits have also made me aware of each company’s culture and the importance of not only enjoying the job, but also enjoying the company of my coworkers.”

Jennifer Chen ’20

A Sampling of Organizations Offering Jobs to Members of the Class of 2016:

Amazon
Bain & Co.
Barclays
Boston Children’s Hospital
ESPN
Goldman Sachs
Google
J.P. Morgan
LinkedIn
Marriott
Microsoft
Parthenon-EY
Peace Corps
Teach For America
The Andy Warhol Foundation for the Visual Arts
The Nature Conservancy
United States Department of Agriculture
United Talent Agency
University of Chicago
Venture for America
CAMPUS ENGAGEMENT

The Loeb Center’s Campus Engagement initiatives support students of the Amherst College community who identify as first-generation college students and/or low-income (including international, undocumented, and transfer students), particularly as that relates to postgraduation planning.

Currently, Amherst’s student body consists of 17 percent first-generation, 23 percent Pell Grant recipients, and 9 percent international students. Through the generous support of Arthur Koenig ’66, the Loeb Center aims to create an affirming space where students can access and capitalize on the College’s resources, acquire and integrate transferrable skills that prepare them for professional engagement, and create a culture of peer support and knowledge sharing. The goal of the program is “inclusive excellence” for the College and ultimately, through Amherst’s graduates, for the larger society. Ensuring that an equitable and transformative learning environment is provided is a defining commitment and strategic priority of the College.

“We will continue to give special importance to the inclusion within our student body, our faculty and our staff of talented persons from groups that have experienced prejudice and disadvantage. We do so for the simplest, but most urgent, of reasons: because the best and the brightest people are found in many places, not few; because our classrooms and residence halls are places of dialogue, not monologue; because teaching and learning at their best are conversations with persons other than ourselves about ideas other than our own.”

from the Amherst College Trustees’ Statement on Diversity

Initial work and collaboration in support of the Campus Engagement Program started during the 2016–2017 academic year. A “summer experience group”—composed of faculty, as well as staff from the Loeb Center and the Center for Community Engagement—met twice a month to design a portal that will provide information to students about the range of summer opportunities, including internships, science research, and study abroad. Loeb Center staff will continue to be involved in these efforts to ensure that more students have access to high-quality summer experience opportunities.

In February 2017, the Loeb Center hired its first Campus Engagement Program Director, Casey Jo Dufresne. Dufresne has contributed leadership and coordination to the summer experience programming with the
Center for Community Engagement, student support and leadership programming with the Office of Diversity and Inclusion, and orientation and pre-orientation programming with Admissions and the Alumni and Parent Programs office. In particular, Dufresne works in tandem with Tenzin Kunor, associate director of diversity and leadership in the Office of Diversity and Inclusion, to create an all-encompassing support network of programming and resources for students. In spring of 2017, Dufresne supported student organizations as they participated in the Five College First-Generation Conference and Class Action’s National First Generation Summit.

To both broaden and clearly target its engagement of first-generation and/or low-income students in career development opportunities, the Loeb Center is pursuing research and data analysis which will allow staff to track and understand the relation between high-quality summer experiences, socioeconomic status, and equitable outcomes for graduates. The goal is to develop clear strategies and support for using access to summer experiences as a driver for equitable outcomes for graduates. As part of this research, the Loeb Center will evaluate past internship sites, identify underrepresented internship areas, and assess needs of the student body through extensive quantitative and qualitative research.

Emily Griffen, director of the Loeb Center for Career Exploration and Planning, and Amherst College Life Trustee Chuck Lewis ’64 host a panel discussion about the role of a successful career center at a leading liberal arts college. Panelists included Professor Nicholas Horton, statistics, and students Beselot Birhanu ’17 and Emmanuel Osunlana ’18.