



Thank You President Lewis

Text by Julian Low

On 29 May 2017, Yale-NUS College celebrated the graduation of the Class of 2017. Shortly after, the Yale-NUS community bid adieu to Founding President, Professor Pericles Lewis who has completed his five-year presidency term.

Professor Tan Tai Yong took over as Yale-NUS College's new president on 1 July 2017.

President Lewis took office at Yale-NUS in 2012 and began realising the College's vision of 'building a community of learning'. Under his leadership, the College recruited over 100 faculty from leading global colleges and universities; designed an international curriculum that has received widespread attention and interest; and enrolled over 700 outstanding students from more than 50 countries across six continents.

Beginning Fall 2017, President Lewis will return to Yale University in New Haven, USA, to serve as Vice President for Global Strategy and Deputy Provost for International Affairs.

Reflecting his time at the College, President Lewis said that one of his proudest achievements was the distinctive curriculum that has gained an excellent reputation worldwide.

He shared, "Our faculty and staff have been instrumental in establishing a broad range of subjects and high quality international learning programmes. I am very happy to see that our globally diverse student body can wholly benefit from this. Coupled with the residential programme, I am also proud

"The ability to keep debates respectful is an attribute I admire about Singapore and this ability to have civil discussions is partly why the liberal arts college has been successful."

that this led to a mindset of continuous learning beyond the classroom walls. This model has established a good reputation worldwide and garnered much attention from prospective employers. I am extremely confident that our students will be successful in whatever field they pursue after graduation."

In fact, the students are a mainstay of what he will dearly miss about the College. "They are a fun, creative and positive bunch of outstanding individuals. They are a joy to teach and nurture; their unique personalities bring

much colour and life to the College," he said.

On the College faculty and administrative staff, President Lewis was immensely grateful for their dedication and effort. "Many of them took a leap of faith into unknown territory to develop something from nothing. It is

because of their dedication that the College has achieved much. I cannot be thankful enough for their unwavering support. I am confident that they will continue to bring the College to greater heights," he said.

President Lewis aims to bring Yale-NUS College's culture of having civil discussions back to Yale University. He said, "Our students enjoy having debates and are able to keep the atmosphere civil. In the US, especially after the presidential elections last year, political discourse often veers into conflict. The ability to keep debates respectful is

an attribute I admire about Singapore and this ability to have civil discussions is partly why the liberal-arts college has been successful."

The College community came together to produce a special tribute video to send their well wishes to President Lewis. The video revealed a myriad of anecdotes on some little-known aspects of the College's founding president, such as how he would always be the first person at the College's gym in the early hours or how good he was at mental sums, sometimes even faster than a calculator.

Everyone in the community was unanimous in their praise of President Lewis for being a warm and friendly leader. 'An approachable boss', 'a humble person' and 'a sincere friend' – these were the common terms used to describe President Lewis.

However, this will not be the last that the Yale-NUS community will see of him. President Lewis has promised that he will pay regular visits to the College wherever possible. "One of the responsibilities of my new posting will require me to work regularly with senior management of Yale-NUS, so rest assured I will be back to catch up with everyone!" he said.



First Citizen Science Symposium hosted at Yale-NUS

Text by Daryl Yang | Image provided by Yasunari Watanabe

From 3 to 4 March, Yale-NUS College hosted students, faculty and members of the public interested in the growing field of citizen science at the College's inaugural Citizen Science Symposium.

Featuring a range of talks and workshops, the event aimed to promote an understanding of citizen science both locally and internationally, with a focus on its application in Southeast Asia.

Organised by the Citizen Science Research Cluster (CSRC) at Yale-NUS College, the keynote speaker for the symposium was Dr Caren Cooper, Associate Professor in the Department of Forestry and Environmental Resources in the College of Natural Resources, and Assistant Head of the Biodiversity Research Lab at the North Carolina Museum of Natural Sciences.

As an avian ecologist, Dr Cooper employs citizen science to help communities use birds as indicators of environmental health. She hosts monthly chat sessions about citizen science on Twitter, and is the author of a recent book titled *Citizen Science: How Ordinary People Are Changing the Face of Discovery*.

The symposium was well-attended by a diverse range of participants from the region as well as the United States, Yale-NUS Assistant Professor of Science Phillip Johns shared.

Regional participants came from countries such as Malaysia and Nepal, and included not only fulltime academics but also professionals, students and learned lay experts.

The latter group of attendees were some of the most interesting participants. For instance, one such lay expert who collects data on snow leopards in Nepal, screened a video based on his research, which Dr Johns found "riveting".

Assistant Professor of Science Jennifer Sheridan said this was the first time that a symposium of this scale has been organised on the issue of citizen science in Singapore.

"There have been a number of small symposia on citizen science in the US, and there was a session on citizen science at the Society for Conservation Biology meetings held in Singapore in July 2016," she recounted, highlighting the need to fill the gap in having a symposium of a larger scale, considering the increasing prevalence.

A key takeaway from the symposium was the connections formed between like-minded researchers in the area of citizen science. Participants had the opportunity to share and learn from each other.

Dr Johns himself found that some of the technological

pitfalls that he had faced in projects on sound monitoring with Professor van Breugel had been "surmounted" by their peers at the National University of Singapore.

"From the Citizen Science Symposium, everyone became more aware of what other people at different institutions are doing and we managed to make some connections," he shared.

Being a part of the citizen science group was a clear option for someone like Dr Johns who was interested to learn more about the rich biodiversity in Singapore when he joined Yale-NUS College.

"I knew when I came to Singapore that I wanted to work with citizen scientists in some capacity to understand the biodiversity in the region better. Some of the animals in Singapore beg for formal study, and Singaporeans are already collecting information on their own," he shared.

Apart from an interest in citizen science through her research, Dr Sheridan has also incorporated citizen science methodologies in her classes.

"In those classes, students set up camera traps in forest reserves around Singapore and added data on the different types of fauna they identify in the recordings to an internal database," she explained.

There are also plans to upload the data collected

by her students to an online database. "I have been working with a student researcher to compile and analyse the data to upload all current and future data to eMammal (<https://emammal.si.edu/>), an online database set up to document mammal diversity in the US and around the world," she shared.

The CSRC is one of four research clusters at Yale-NUS College. Research clusters are small groups of multidisciplinary faculty who come together to explore a particular research topic.

Adopting an interdisciplinary approach, faculty collaborate to develop new insights through their synergetic research as well as organise events such as symposiums and workshops like the Citizen Science Symposium, where they are able to share insights and foster opportunities for collaboration and coordination with other researchers outside of Yale-NUS College.

Members of the CSRC include Assistant Professors of Environmental Studies Jennifer Sheridan and Michiel van Breugel, Assistant Professor of Environmental Policy Angel Hsu, Assistant Professor of Life Science Philip Johns and Professor of Environmental Studies and Geophysics Brian G McAdoo.



Yale-NUS welcomes new Dean of Faculty

Text by Daryl Yang | Image by Aleithia Low

As Yale-NUS College enters its fifth year, it is not only the pioneer class that will leave the college grounds. Some pioneering leaders of the College, including Founding President Pericles Lewis, have similarly passed the torch and left the College in the good hands of a new wave of leaders.

One such leader is Dean of Faculty and Professor of Social Sciences, Joanne Roberts. Professor Roberts took over on 1 June 2017 from renowned chemist and Professor of Science, Steven Bernasek, who has been appointed Executive Vice President (Academic Affairs) at the College. Since joining Yale-NUS College in July 2015 as Divisional Director of Science, Professor Bernasek has been involved in the planning for and annual review of the Science division and the review of the Common Curriculum. He succeeds Professor of Humanities Tan Tai Yong, who will be appointed the next President of the College on 1 July 2017.

An esteemed public economist, Dean Joanne Roberts did her undergraduate training at the University of Waterloo and her graduate work at Queen's University in Canada. Prior to joining Yale-NUS as Associate Dean of Faculty (Faculty Development), she taught at the University of Toronto, and the University of Calgary. No stranger to Singapore,

she previously spent two sabbaticals at the National University of Singapore as a Senior Visiting Fellow – in 2011 and again in 2015.

On taking up the appointment as Dean of Faculty, Dean Roberts notes that she has big shoes to fill in succeeding the sterling work of both Professor Bernasek and inaugural Dean of Faculty Charles Bailyn.

"I am following in the footsteps of some very strong Deans of Faculty. So, I expect that in a lot of ways, I will continue their legacy – I hope to be very accessible, approachable, and deeply engaged with students and faculty," she shared.

A public economist by training, Dean Roberts has previously conducted research on higher education, which was published in the *Review of Economics and Statistics*. "I looked at how financial incentives provided by State governments to upper administrative levels at universities were unintentionally transmitted to researchers and actually affected the nature and quantity of their research outputs," she explained.

With her research interests focused on questions of how incentives affect behaviour, Dean Roberts's expertise in this field will also influence her leadership style as Dean of Faculty.

"I think my training as an

economist does affect me. I do believe that we create institutions that ultimately give rise to important incentives for our community. It is therefore extremely important for senior administrators to recognise this and try to cultivate and support those activities that we value the most – excellence in teaching, and research, and a deep intellectual engagement to bring these two things together meaningfully," she reflected.

Dean Roberts has observed that there is no "ideal" Yale-NUS faculty because each individual contributes in unique and different ways to the institution. "As with our students, what makes our faculty so dynamic and exciting is the diversity we have here. Everyone who joins us has a different background, experience and area of expertise," she shared.

Nevertheless, she notes some common features amongst Yale-NUS faculty members, "I do think there are characteristics that they all share in common – that openness to new people and experiences, the shared values of acceptance and tolerance, and of course a deep curiosity about society and the world."

Having recently completed a significant recruitment of new faculty members, Dean Roberts notes that the College "will continue looking out for

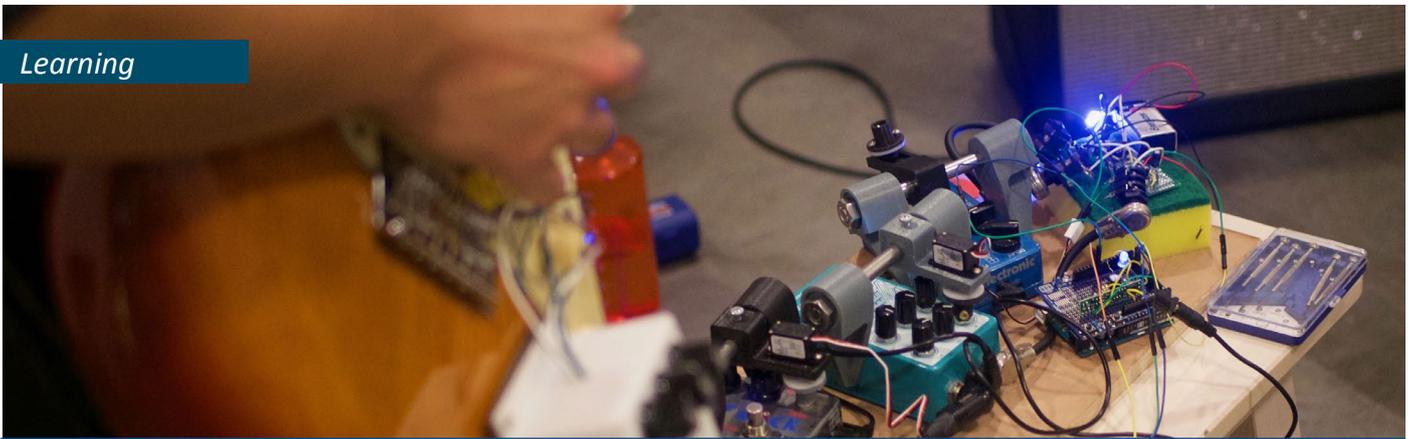
opportunities to hire a few more faculty members."

"We will also continue try to have a dynamic and interesting set of visitors from Yale and elsewhere every year," she shared.

Dean Roberts has taught several economics classes thus far, namely Game Theory, Intermediate Microeconomics, and Law and Economics, but will not be taking on teaching duties in the near future. "I will not be teaching in the next year as I adjust to my new responsibilities, but I do love to teach and would really like to get the chance to teach Comparative Social Institutions sometime soon," she remarked.

On some of her memorable moments at Yale-NUS thus far, Dean Roberts excitedly lists out a wide array of experiences, "I was blown away by the sYNCD dance showcase, have loved playing lunch tag with students, and had so many spontaneous run-ins with faculty – my favourite late night spot is on the Kent Vale rooftop."

As the new academic year arrives, Dean Roberts looks forward to her new appointment and working closely with both faculty and students, "I am looking forward to getting to know more people on campus, their interests and the things that excite them."



Integrating technical skills with art

Text and image by Yasunari Watanabe

At Yale-NUS College, with its unique curriculum emphasis on interdisciplinarity, many course offerings lie at the intersection of multiple disciplines, even spanning the arts and sciences. ‘Interface Design for Time-Based Art Forms’ is one such course and was taught by Lecturer of Humanities, Dr Jingyin (Jon) He (*in photo below*), who specialises in Sonic Arts in the last semester.



12 students gamely took up the course, where they learned how to create hardware and software interfaces that enable artistic expression of ‘time-based’ art forms, such as music and dance, which have a dynamic and temporal element.

“Digital technology is an integral part of our daily life and has given birth to new artistic practices,” said Dr He. “I want students to go beyond their wildest imagination of what current technology can achieve and try to transfer the experience in their mind to the physical world.”

Dr He himself is a performing musician in the realm of experimental sound and integrated media. He often

uses music as a starting point to discuss more general points about expression of various art forms using technology.

“The class was very flexible and along the way, we were able to acquire skills we needed in the designing of the project,” said Yuling Lee (Class of 2020), one of the 12 students who took the class.

Held twice a week, the class comprised both theory and

practical components. Once a week, students learned programming languages. Specifically, they dabbled with the programming language used to control Arduino microcontrollers, as well as Pure Data, a visual programming language.

Free and open source with plenty of online resources, students were also able to pursue the learning of these programming languages further, even outside of class. They also learned about sensors, 3D-modelling and soldering circuits.

In the second class of each week, students worked on their projects in the Yale-NUS Fabrication Studio. The Fabrication Studio is the College’s maker space

equipped with state-of-the-art equipment such as a 3D-printer, a computer numerical control (CNC) machine, and a laser cutter.

“The scope of the class is huge,” said Jaime Koh (Class of 2019), another student in the course. “Each topic is often complex enough to warrant a course of its own, but Dr He touched on a wide range in order to show students all the possible approaches, since there is a plethora of tools you can choose from to achieve what you set out to,” he explained.

The course fostered both creativity for artistic expression and the technical skills to implement it in physical form.

Dr He believes all students can take something away from this course. For students with an affinity towards the arts and humanities, this course was an avenue for them to explore the use of technology their artistic applications. For those who lean towards the realm of computer scientists and engineers, they were able to experience the finesse and nuance required in using technology for artistic expression. “This opens up their perspective to considering approaches and will perhaps bring insights into their own practices,” he said.

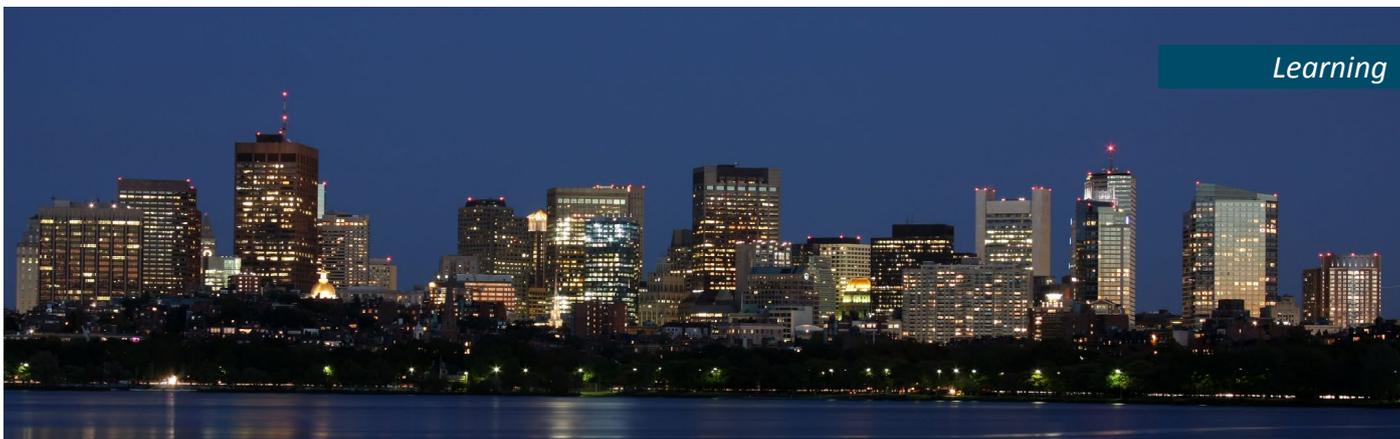
When Jaime joined the College, he was planning to pursue a major within the Humanities Division.

However, he began seriously considering a major in Mathematical, Computational and Statistical Sciences (MCS), after taking a course on data analysis and visualisation in the previous semester.

Dr He’s class helped him to further confirm his interest in MCS. “This class allowed me to witness the intersection of my art form, music and coding,” said Jaime, who has been playing guitar since he was 14. Jaime’s group worked on building an electric guitar with independent pickups. In a regular guitar, all six guitar strings are detected by a single pickup, producing a single output. The group’s creation, on the other hand, had three separate outputs, with two strings per pickup. The signal is transmitted wirelessly, using a complex combination of servo motors and Arduino microcontrollers.

“This allows us to individually apply effects to pairs of strings at once,” explained Jaime. “I can have a delay on my two highest strings and a heavy distortion on another pair.”

Speaking in relation to the broader context of a liberal arts college like Yale-NUS, Dr He explained the value of the course, “Encouraging the development of these innovative perspectives to the same problem provides a different outlet for students to experience, learn, and cultivate both hard and soft skillsets.”



In search of the *Kampung* spirit

Text by Daryl Yang | Image by Rene Schwietzke via Flickr

For the past few months, Lim Se Ern (Class of 2018) has spent time in the Clementi neighbourhood conducting surveys and interviews with the residents there. This was part of a module she was taking called 'Community Development: In Search of the Kampung Spirit' taught by Assistant Professor of Social Sciences (Urban Studies) Nick R. Smith.

The module aimed to explore ideas of community and community development, such as questions of what defined a community, whether social capital existed and whether it was beneficial to communities.

According to Dr Smith, the module was an amalgamation of a reading seminar and a practicum. "For two hours each week, students attend a reading seminar focused on developing a better understanding of the concepts of community and community development. In conjunction with that, the class also consists of a practicum, where students apply those concepts in crafting proposals for community development projects in a local community," he explained.

For Se Ern, who is majoring in Urban Studies, it was a challenging but fulfilling experience. "This parallel has created a situation where we have to think deeply about the processes of investigation and analysis. The biggest challenge in this class so

far is to create a project grounded in a local context and to construct a process that is collaborative with the community we're serving," she shared.

Students spent the first half of the semester understanding Casa Clementi better through a survey that they developed and administered, followed by qualitative interviews as well as observations and mapping of the neighbourhood.

Another student in the class is Mehul Banka (Class of 2019) who was interested in the class to "see theory put to practice".

"The in-class discussions have focused a lot on making us self-aware of what we want to achieve through community development and recognise ourselves as stakeholders in the process and they help to inform our fieldwork. However, the hands-on pedagogy is very important to me because it comes down to a more rigorous process where I have to eliminate impractical and ungrounded ideas that otherwise would have been part of class discussions," he reflected.

For the second half of the semester, students were tasked to develop proposals for community development projects that might be undertaken in the neighbourhood.

Dr Smith explained that the students were guided through a series of steps

to "identify opportunities, brainstorm ideas, and develop strategies and tactics" so as to craft a proposal that would be presented to faculty members as well as members of the grassroots and local community support partners.

The class worked closely with a community partner, Rotary Family Service Centre, which helped the students to build connections with the community. The students also shared their findings and data with the organisation to help them in their work.

The practice-oriented approach that Dr Smith adopted for the class was meant to help equip students with a range of skills they might need in pursuing careers in urban planning, non-profit work, and other sectors.

"This module was really aimed at the seniors in the Urban Studies programme who are preparing to graduate and go out into the real world. It's designed to help prepare them to make that transition out of the comfortable context of college into a professional context where they will be collaborating in teams and engaging with real problems," Dr Smith explained.

Dr Smith decided to teach this class partly because of his background in the field of urban planning. He had previously led a Week 7 Learning Across Boundary (LAB) programme to Boston,

US, focusing on the idea of open spaces.

On how their lessons learnt could be applied to the community-building project in Yale-NUS, Se Ern shared that a key takeaway from the class was the ambiguity of the idea itself. "Community should be something we struggle to define and a term we use cautiously. I hope we at Yale-NUS continue to question the normative assumptions about what a community looks like and remain conscious of our use of this term," she reflected.

For Mehul, it was realising that "a richer and even stronger community can be built when we each find our individual motivation for immersing in this community."

Dr Smith also highlighted the advantages of studying other communities through the fieldwork that he leads his students in.

"It can be quite powerful to take engagements with other communities to reflect back on your own community, in our case as a community of learning, and what you can do to develop and strengthen your community," he noted.

"Ultimately, community is a resource that can erode and disappear if you do not continue to build it, and members of the Yale-NUS community must be conscientious protectors, builders and custodians of our community."



Establishing professional networks for young women

Text by Wen Kin Lim | Image by Aleithia Low

While other students were completing their final week of classes, Betty Pu (Class of 2020) was on a 17-hour flight to California, USA for an entrepreneurship conference at Stanford University.

Selected as one of 35 international college students for the Asia-Pacific Student Entrepreneurship Society (ASES) Summit, Betty spent a week learning problem solving and innovation skills from Silicon Valley experts through Stanford-led workshops.

In 2016, Betty also attended the Harvard Undergraduate Women in Business Convention that brought together young women from around the world, with a passion for business, to establish a global support network.

Drawing on her experience and exposure to other female leaders in business and entrepreneurship from these conferences, Betty is working with Chandler Beyer (Class of 2020) to establish a new student group at Yale-NUS. Named 'Women in Business', the group is dedicated to helping women develop the skills and networks needed to succeed in the corporate world.

The group has gotten off to a good start with the organisation of a 'Women in Finance' conference held at Yale-NUS in January 2017.

Attended by 60 students from all over Singapore,

the event brought together female industry leaders from established corporate firms like Macquarie, PricewaterhouseCoopers and Morgan Stanley. They shared their experiences on climbing the corporate ladder as women.

Women in Business chapter in Yale-NUS will help to develop important networks and mentoring for young women.

The group has already established connections with the Singapore 100 Women in Finance chapter and LadyBoss Asia, which are networks for

small dialogues with female Yale-NUS students or alumni who have had success in various business fields and training for networking skills. Betty believes that the Women in Business chapter has great potential for empowering young women to achieve success in the

“Our chapter wants to form a connection between older female students and alumni of Yale-NUS, who have had great success, with younger female students. The aim is to provide them with inspiration, mentoring and honest and candid opinions about their journey.”

Attendees, who ranged from Junior College to Master of Business Administration students, had the opportunity to take part in discussions with the speakers in breakout sessions as well.

Betty said, “I was lucky to have attended finance events during high school back in Toronto, Canada. These events gave me a deeper understanding of the industry and I wanted to bring this experience to tertiary students in Singapore.”

Women are still often an unrepresented minority in the higher levels of the corporate world. Betty hopes that a

female working professionals in specific niches.

“In simple terms, we want to set up a network where women can reach out to support others in industries where women are underrepresented. These include their peer groups and those who are younger.” Betty said.

The group hopes to organise events that are more diverse for the Women in Business chapter, such as panels for women working in technology and entrepreneurship fields.

Other initiatives include mentorship with female industry professionals,

corporate world in Singapore.

“Our chapter wants to form a connection between older female students and alumni of Yale-NUS, who have had great success, with younger female students. The aim is to provide them with inspiration, mentoring and honest and candid opinions about their journey.” she said.



Professor by day, teammate by night

Text by Daryl Yang | Image by Aleithia Low

Every Wednesday evening, Assistant Professor of Humanities (History) Jessica Hanser co-teaches a class with a student. However, instead of the classroom, this takes place at the dance studio.

Together with Yale-NUS student Shanice Nicole Stanislaus (Class of 2017), Dr Hanser has been leading a Zumba class for the past three years.

“When I first started teaching at Yale-NUS, I found out about a group of students who were doing Zumba together by following YouTube tutorials. Since I had been doing Zumba for seven years, I decided to join them,” she recounted. The College sponsored a certification programme for Dr Hanser to become a Zumba trainer and she has been teaching it since.

Reflecting on how she started Zumba, Dr Hanser jokingly shared that she initially did not want to go with her mother who had asked her along to a Zumba class. “At first, I didn’t want to do it because I thought it was something for old people. After that first class, I fell in love with it and have been doing it for about 3 times a week ever since,” she shared. Coincidentally, Dr Hanser hails from Florida, where Zumba originated.

Shanice had been attending the Zumba classes organised by Dr Hanser since the first lesson. She decided to take over the classes when Dr

Hanser took a sabbatical about three years ago.

“I have never tried Zumba before but when I first joined Dr Hanser’s class, I really enjoyed it. Subsequently, she had to leave for Israel for a semester to conduct research. This meant that no one was able to teach Zumba! She then decided to coach me on how to teach Zumba, which I found both enriching and nerve-wrecking,” Shanice said.

“When she came back, we both realised how fun it was to co-teach because we both brought different styles to the class. It was also less nerve-wrecking because we both supported each other when we taught. I have been co-teaching with her for the past two and a half years,” Shanice said. Dr Hanser also shared that she “appreciated having the opportunity to collaborate with students and to also learn from them”.

Having never taken an academic class with Dr Hanser, Shanice shared that Dr Hanser is “one of the most nurturing and supportive people that she has met.”

“She became not just my mentor in Zumba but also a great friend who has helped me to grow so much,” she reflected. “I think we always see our professors as professors in the classroom but through Zumba, I realised that professors are very much like students. They also feel stressed about having to tackle a million things!”

Another faculty member who is actively involved in on-campus activities is Tan Chin Tuan Professor of Chinese Studies Scott Cook. Professor Cook is often seen at the basketball court training with the Yale-NUS Men’s Basketball team about three times a week.

His involvement started when the team was short of one player to participate in the semi-finals of the Inter-Faculty Games at the National University of Singapore (NUS) as some students on the team were away for a trip abroad. Dr Cook also plays with the NUS Staff Team as well as with other faculty members from Kent Vale, a staff and faculty residence.

“Some of the students on the team were already aware that I played basketball, partially because I had gotten to know them at Chinese-language table during lunches at the dining hall. It turned out that the team was going to be short of players for the IFG semi-final game, so they asked if I could join them in playing that game. I enthusiastically agreed and we ended up winning it.”

According to Zach Mahon (Class of 2017), who had first asked Dr Cook to play for the team, he describes him as a key player and that the team is not the same without him.

“It is the moments when he comes back to the basketball court after having been on sabbatical or away at a conference that you feel the

joy and team spirit in the air. It’s a wonderful feeling and everyone is so happy to have him as a part of our team.”

Another member of the basketball team, Jonathan Chan (Class of 2019), added that having a faculty member on the team complements Yale-NUS’ mantra of integrating living with learning.

“Sports are an excellent way of bringing people together and playing sports with a professor makes him seem more approachable. There is a more open dynamic relationship between us which I think helps in learning. In this approach, the student views the professor as a friend and does not feel constrained about asking questions, as one might in a classroom setting,” he shared.

Dr Hanser also noted that sporting activities like Zumba are important because it was a space to “relax and distress”. An advice she offers to students when preparing for finals is to spare some time to exercise, no matter how busy they may be.

“Exercising helps you to be more focused and positive so that you can keep writing or studying,” she said. “It should be the last thing you should sacrifice when you are busy. When you exercise, the endorphins are released and I think that helps to make it easier to write and overcome writer’s block.”



Raising animal welfare awareness on campus

Text by Daryl Yang | Image provided by Madeline Tan

Since January, Yale-NUS students have a special meatless menu in all three residential dining halls once a week. This initiative was spearheaded by the Yale-NUS Association for the Protection of Animals (YAPAC), a student organisation that seeks to increase awareness about animal welfare issues.

According to Darrel Chang (Class of 2019), President of YAPAC, the group's initiative received much support from the various departments on campus. "We wanted to start the initiative with one dining hall to gauge our peers' feedback. The Dean of Students Office was incredibly supportive of the idea from the get-go. Rector McAdoo enthusiastically volunteered Elm Dining Hall for the pilot. We then rolled out 'Green and Healthy Monday' at Elm Dining Hall and we have not looked back since," he reflected.

The campaign was well received by the Yale-NUS community and the response was overwhelmingly positive.



Encouraged, the group worked closely with the Dean of Students Office, the

Student Government and other student groups like I'dECO to roll out the initiative to Saga and Cendana Dining Halls on a weekly basis.

"We are very happy and proud that the campaign turned out to be very successful." Darrel shared.

Another student who was part of introducing this campaign is Madeline Tan

she shared.

Another programme that YAPAC has organised is animal therapy sessions with the Love Kuching Project, a community-based cat rescue group that organises outreach programmes such as Feline Therapy to provide human patients with therapy and promote the love of cats. The group also organises talks and other events to raise

helped me to find myself as well as develop a profound empathy for all sentient life," he reflected.

When asked about the group's future goals, Darrel shared that they plan to increase awareness on handling animal-related issues to foster a more cruelty-free community.

"The challenge now is to

"I think Green & Healthy Monday is the most rewarding project I have worked on so far. Seeing so many people turn up at the launch event and hearing so many compliments from people who enjoyed the food is very heart-warming and makes the work all worth it."

(Class of 2019). "I think Green & Healthy Monday is the most rewarding project I have worked on so far. Seeing so many people turn up at the launch event and hearing so many compliments from

awareness about issues facing animal welfare.

As a passionate advocate for animal welfare, Darrel started volunteering with the animal rescue unit at the Animal Concerns Research and Education Society (ACRES) after his pet hamster passed away.

"Through the process of watching her go from cradle to the grave, it eventually dawned upon me that animals are far more complex than human beings will ever be able to fathom. There is a certain beauty and fragility in that understanding. It had

make these issues more relatable to the average person," he said. Plans in the pipeline for the upcoming academic year include a 'community trail' for incoming freshmen to introduce local animal rescues like the Animal Concerns Research and Education Society (ACRES) and the Society for the Prevention of Cruelty to Animals (SPCA).

They also intend to organise an animal therapy session and a panel discussion on the state of stray dogs in Singapore, where the topics of abandonment, adoption and management will be discussed.

people who enjoyed the food is very heart-warming and makes the work all worth it,"

Impact of philanthropy on graduating seniors

Text by Yip Jie Ying | Images provided by Denise Ng and Andrea Noelle Lee

As Yale-NUS College celebrated the Graduation Ceremony of its inaugural cohort, two fresh graduates from the Class of 2017 looked back on their college experience and the generous philanthropy that kickstarted their journey of growth and learning here. They are Denise Ng (*main photo*) and Andrea Noelle Lee, recipients of the Prima Scholarship and the Sharon Ann Eravelly Scholarship respectively.

The Prima Scholarship was established by Prima Limited in celebration of its 50th anniversary, to provide students with great potential, access to a liberal arts education in Singapore. “Prima has chosen to support education because we firmly believe that it is the foremost fundamental enabler,” said Mr Primus Cheng, Chairman and Chief Executive Officer of Prima Limited.

This sentiment of championing education is shared by its recipient, Denise, who was an Arts and Humanities major and is an aspiring art teacher. Crediting the Prima Scholarship for allowing her to pursue a university degree, she shared, “The opportunity to study at Yale-NUS has shown me how the freedom to learn what you’re interested in can change someone’s life – like my own. I hope that I may inspire and encourage my future art students to experiment, to be curious and to love learning.”

Since her time in polytechnic, Denise had always been passionate about pursuing psychology in university. It was only after coming to Yale-NUS that she realised her true calling lay in the visual arts. This eventually saw her changing her major just before her final year, and she has not looked back since.

“If I hadn’t come to Yale-NUS College, I might not have had the opportunity to explore such diverse electives or discover my love for art,” Denise recounted, adding that the chance to study at Yale-NUS exposed her to a whole host of opportunities, from study abroad programmes to overseas internships, and more importantly, allowed her the chance to pursue different interests.

Similarly, Andrea (*photo on right, in grey*) reflected that her biggest takeaway from her time at Yale-NUS was discovering what she found meaningful in life, which consequently shaped what she intends to pursue. A Global Affairs major, she committed her time and effort towards different co-curricular projects, and undertook numerous academic endeavours to further her interest in the international relations of East Asia.

Upon graduation, Andrea will be headed to a local think-tank for a year, conducting policy research on political

developments within ASEAN, before relocating to Tokyo to work at a global management consultancy firm under its Global Graduate Management Programme.

“Beyond exposing me to a multitude of transformative experiential learning programmes and broadening my worldview, Yale-NUS allowed me to discover my passion and hone my skills in two key areas – the academic understanding of international relations and international development in East and Southeast Asia, as well as the academic pursuit of the Japanese language. I see synergy between what I have learnt at Yale-NUS and how these will translate to ways that I can meaningfully contribute to society after graduation,” Andrea shared.

Ann Eravelly Scholarship. She added, “It is a particularly meaningful cause that I believe in and will continue to champion and support. In the future, I hope to be able to contribute back to this same fund, and to make a change in someone’s life, in the same way mine has been changed forever.”

The Sharon Ann Eravelly Scholarship was established in memory of Sharon Ann Eravelly – or “Shaz” as she was popularly known. Shaz was passionate about human rights, social equality and social justice. She passed away in 2012, but her legacy will live on through the scholarship and its recipients as they are inspired to pursue their dreams with passion and contribute.



Andrea is thankful for the opportunities that she has received through the Sharon