World-class research and undergraduate education come together at Yale.
Scientists and engineers ask profound questions about the way things work. Here you will find innovative and creative leaders who push forward for answers, combining their pioneering research with the special capacity for teaching that has always been treasured at Yale.

We seek science and engineering students who want to make a decisive impact on society, and we will prepare you to manage the explosion of knowledge taking place in every important domain of research. Whether you plan to live on the frontiers of astrophysics or geophysics, life sciences or nanotechnology, you owe it to yourself to investigate Yale science and engineering.

Richard C. Levin, President of Yale University
Capital “R” Research.

(Pioneering discoveries by students)

Research with a capital “R” is about discovering something that nobody else has ever known. Yale undergraduates have that opportunity, since so many are doing their own research as early as the summer after their freshman year. The process of doing real science here is a bit like an apprenticeship, where students learn by doing, from professors, other students, and other scientists. While working with and learning from scientists at the forefront of some of today’s most exciting research, they become part of the world’s scientific community.

Axel Schmidt
Hometown: Pittsburgh, PA
Major: Physics Intensive. (The Physics major has two tracks: B.S. and B.S. Intensive. The latter is designed for students who want to continue on to graduate school, while the former offers more flexibility for students who want to complete the pre-med curriculum, double-major, or combine physics with another field like philosophy or astronomy.)

Extracurriculars: Purple Crayon improv comedy, intramural sports, Peer Health Education

Why Yale “I chose Yale over a more technical university because I wanted a peer group that had a broader range of academic interests. I also wanted to be taught English, history, and music by professors who were leaders in those fields as well. If I were to make that choice again knowing what I know now, I would choose Yale for those reasons but also because they have a little less common. We get special treatment for it. I was given a huge amount of support—academic and financial—to pursue research from the moment I got here. That has been the most valuable thing that Yale has offered.”

Post-Yale Plan “I’m headed to graduate school next year, to get a Ph.D. in physics. I haven’t made up my mind about where I’m headed, but I did get into MIT, Duke, Columbia, and Yale, so I have terrific options.”

Atomic Sweat

“Science is fundamentally about research. Regardless of how many classes you take or how much math you learn, you haven’t really done science unless you’ve poured sweat into your own lab project, computer program, or solar-powered robot. I had the enormous opportunity to start working in a laboratory the summer after my freshman year, and in that time, I found that I love doing science. Research wasn’t about grinding out problem sets, but getting to tackle puzzles that nobody had ever seen or thought about before. It was about getting to ask the questions that I thought were interesting and important. On top of that, in classes from then on, I started thinking about questions like ‘How would one measure that in the lab?’ Or ‘What kinds of experiments make use of this principle?’ “

“My research explores the structure of atomic nuclei. I am hoping to explain how removing neutrons from a heavy nucleus changes its structure from largely spherical and stable, to deformed and unstable. In my experiments, I measure the gamma-rays emitted from nuclei created in Yale’s particle accelerator, and then use these measurements to recover the excited states of these nuclei.

“In my sophomore fall, I went with the rest of my lab to a conference and presented my research from the previous summer. Here I was, a sophomore, being asked questions by leaders in the field from all over the country. It was an amazing experience, and I made sure I went back to that conference every year after that. If I hadn’t done research, I never would have glimpsed the larger scientific community, and where I fit in.”

Axel
Driving Curiosity

“There’s something about going out and trying to answer a novel question, or collect new data on something that’s never been studied before, that’s so rewarding and makes me feel like I’m making contributions to something new. Lab research has been very important not only in giving me hands-on experience, but also in showing me that I enjoy it. Perhaps most importantly, I’ve learned that I can do research and that I’m less concerned about my prospects as a researcher in the future. The lab that I work in does terahertz (THz) spectroscopy, which is a kind of vibrational spectroscopy. The project I’m working on is the study of single-crystal and polycrystalline amino acids using this and another technique called Raman spectroscopy to look at collective vibrations of molecules in a lattice.

“Learning in a lab is so much more proactive than the classroom. Something is interesting, and so you go and learn about it. Your own interests drive your curiosity, which I find makes learning much easier.”

Benjamin

Bio-Prospecting

“Yale without my rain forest research would have been a very different place. Almost no one goes bio-prospecting for endophytes in the Amazon rain forest. So my mentor, Professor Scott Strobel, a world leader in understanding catalytic reactions triggered by RNA, knew the students in his ‘Amazon Rain Forest Expedition and Laboratory’ were likely to find things no one else had seen.

“What we discovered blew us away. We returned with ten species of fungal endophytes that we have been able to classify as an entirely new genus. Even more exciting for me was that, once we got back to the lab, I discovered that an extract from one of these fungal endophytes reduces inflammation in human tissue. A subsequent analysis of the molecule revealed it to be an inhibitor of apoptosis, or programmed cell death. It may also lead to drugs that could prevent preterm birth – something we’re continuing to investigate both in the lab and with further prospecting in Ecuador.

“I’ve had multitudes of opportunities to present this research in all sorts of settings, including informal lab meetings, undergraduate symposia, professional conferences, general public and classroom talks, and even a talk for the president of the University and his council on international affairs. In addition, I have been working on publishing my results in scientific journals. In all of these endeavors, I have had support and encouragement from my faculty advisers.

“My research experience has absolutely been an invaluable and integral part of my undergraduate education here. It’s also had a direct impact in defining my future goals.”

Sunjin
"Having the opportunity to solve a real-world problem with your own design, and receive funding and faculty guidance to do it, is pretty phenomenal. For my senior project I worked with associate professor of Electrical Engineering Hür Köser. The project was a great opportunity to have hands-on experience dealing with all the conflicting aspects of a real project. The idea I had was to harness the energy generated by a stationary exercise bike to charge small electronic devices like iPods and cell phones. We had to think about the design, trying to make something robust, fault-proof, and at low cost."

"Most stationary exercise equipment already has a small alternator fitted to it that generates electricity from the user’s motion to power the control panel. But this process uses only about one-tenth of the generated electricity. A regular exercise bike could produce 200 to 250 watts of power—more than enough to power a multitude of small electronic devices. In fact, if expanded to all the machines in the gym, enough energy would be harnessed to power gym light fixtures, televisions, and other utility devices—an eventual goal of the project.

"Since the initial prototype I have been able to perfect the design, build self-contained circuit boards, and mass-manufacture them. With the help of friends and lab members, we recently installed the chargers on all forty compatible machines in the Yale gym. Normally all the power generated would be dumped in a load. But through our approach we can extract the energy before it is dumped and do something useful with it."

Henrique

Getting Your Hands Dirty

"When I was a sophomore, I was looking for a campus job. I went to the chair of the Chemical Engineering department and asked what was available. He told me that the policy of the department was to give a research position to every student who wanted to participate. That’s a pretty incredible thought—that Yale has the resources and the faculty support to encourage every undergrad to do research.

"I worked with Robert McGinnis on forward osmosis desalination for two years. Rob, then a Yale doctoral student in Environmental Engineering, is revolutionizing the industry. While at Yale he started a company that uses the new technology he’s developed. I feel lucky to have been a part of that. Beyond the intellectual benefits of participating in a working laboratory, I learned about the importance of humility in research. Rob and I were doing important work that I truly believe will be a viable technology within the decade. It has the potential to change the way we think about potable water. However, our experiments could be thwarted by a simple leak. I spent so many hours clambering over our prototype, tightening bolts."

"That’s what research is all about—having the intellectual prowess of participating in a working laboratory, I learned about the importance of humility in research. Rob and I were doing important work that I truly believe will be a viable technology within the decade. It has the potential to change the way we think about potable water. However, our experiments could be thwarted by a simple leak. I spent so many hours clambering over our prototype, tightening bolts."

Lee Christoffersen

**Green Workout**

**Getting Your Hands Dirty**
Innovation Incubator.
(Yale scientists changing the world)

Translating basic research into new technologies that advance health and welfare has been part of Yale’s “DNA” for centuries, and the pace of innovation here continues to accelerate dramatically. Today’s Yale inventors are leading the way in science, medicine, and engineering through breakthrough research in nanomaterials, biotechnology, computational biology, and sustainable energy production. While “interdisciplinary” is a buzzword these days, the concept of bridging traditionally disparate fields, including biology and the life sciences, physics, chemistry, geology, mathematics, and engineering, is at the heart of this university’s scientific endeavors. Here are just a few of our faculty and projects at the frontiers of discovery and making a real-world difference.

Portable Disease Detectors

Yale scientists have created nanowire sensors coupled with simple microprocessor electronics that are both sensitive and specific enough to be used for point-of-care disease detection. Using such detectors, says Tarek Fahmy, Yale associate professor of Biomedical Engineering, doctors could immediately determine which strain of flu a patient has, whether or not there is an HIV infection, or what strain of tuberculosis or E. coli bacteria is present. Currently, there are no electronic point-of-care diagnostic devices available for disease detection.

Fahmy and his colleagues see a huge potential for the system in point-of-care diagnostic devices available for disease detection.

Creating a Quantum Computer—One Artificial Atom at a Time

Robert Schoelkopf and Michel Devoret are creating basic building blocks for a future quantum computer. These computers of tomorrow, researchers say, will store, process, and transfer huge amounts of information unimaginably quickly and in spaces that are almost inconceivably small—visible only with an electron microscope. The two applied physics professors are among an elite group of experimentalists, working at the level of single microwave photons, tiny packets of light energy.

Schoelkopf is a former NASA engineer and Devoret was a director of research at the French Atomic Energy Commission before moving to Yale. At Yale, they are combining novel new designs for superconducting “artificial atoms” with tiny superconducting cavities to create electrical circuits that realize “microwave quantum optics on a chip,” said Steven Girvin, a Yale theoretical physicist who collaborates on their project. The two scientists have managed to squeeze the tiny photons into ultra-small cavities on a chip, akin to a regular computer microchip. They’ve also squeezed “artificial atoms” that can act as quantum bits—units to process and store quantum information—into the ultra-small cavities. The tiny packets of energy from the microwaves interact with these small atoms a million times more strongly than if the atoms had been in a standard bigger cavity.

The cavity acts as a “quantum bus” allowing quantum information to be sent from one atom to another, forming the basis of a new architecture, the beginnings of what someday the researchers expect will be a huge integrated circuit of quantum bits. One practical application for quantum computers is cryptanalysis. “If quantum computers can be built,” Girvin said, “they can very efficiently break certain types of codes.”

New Class of Antibiotics

After imagining and “inventing” riboswitches, RNA sequences that can bind and act as sensors in various molecules, Ron Breaker, Henry Ford II Professor of Molecular, Cellular, and Developmental Biology and professor of Molecular Biophysics and Biochemistry, discovered natural riboswitches in the genomes of microorganisms. Riboswitches act as major control elements for gene expression. Yale start-up BioRelix was established to use these genetic elements for designing a new class of antibiotics.

Spinal Cord Injury Treatment

Stephen Strittmatter, Vincent Coates Professor of Neurology, helped discover the existence of a molecule, called frtg, that shows remarkable promise in animal models for treating spinal cord injury, for which there is no current effective treatment.
“Free-Style” Geophysics and a Habitable Planet

“The links among plate tectonics, the geomagnetic field, the existence of oceans, and the composition of the air have profound implications for the habitability of a planet and the evolution of life,” says Jun Korenaga, professor of Geology and Geophysics. His project “How to Build a Habitable Planet: Estimating the Physics of Plate-Tectonic Convection on Earth” recently received Microsoft’s breakthrough research award given to encourage academic research that helps solve some of today’s most challenging societal problems.

“Understanding the physics of plate-tectonic convection in Earth’s mantle is one of the outstanding and most puzzling challenges in geosciences and planetary sciences,” says Korenaga. The self-described “free-style” geophysicist’s research spans mantle and core dynamics, theoretical geochemistry, and marine geophysics. He uses computer simulation to study the balance between the physical forces that cause movement in the surface plates of Earth. Korenaga’s work exemplifies how this long-standing mystery can be approached by addressing the fundamental physics question and formulating it as a quantitative mathematical problem.

"Free-Style" Geophysics and a Habitable Planet

Dr. Richard Lifton, Sterling Professor of Genetics, chair of the Department of Genetics at the Yale School of Medicine, and professor of Medicine, is one of the world’s leading experts and advocates of genome-wide analysis of human populations to find genetic links to diseases. He and Yale neurobiologist Dr. Murat Gunel recently discovered a genetic link to brain aneurysms, and their findings could lead to new tests to spot those at greatest risk. In addition, a postdoctoral fellow in Lifton’s lab, investigating the genetic causes of blood pressure variation, recently identified a previously undescribed syndrome associated with seizures, a lack of coordination, developmental delay, and hearing loss. The work illustrates the power of genetic studies not only to find causes of chronic ailments, but also to identify a common cause in a seemingly unrelated set of symptoms in different parts of the body.

“Our ability to unequivocally and rapidly define new syndromes and their underlying disease genes has progressed dramatically in recent years,” says Lifton. “A study like [the one identifying the new syndrome] would have taken years in the past, but was accomplished in a few weeks by a single fellow in the lab.” He says he hopes the research will not only help doctors identify people with the new syndrome but also lead to greater recognition that patients with apparently complicated syndromes may often have simple underlying defects that can be understood.

Ultimately, the ability to identify genes associated with human disease paves the way for “personalized medicine” in which treatments can be tailored to an individual’s specific genetic makeup.

Electrodes to Predict Epileptic Seizure

Hitten Zaveri, associate research scientist in Neurology, and Dr. Dennis Spencer, chair and the Harvey and Kate Cushing Professor of Neurosurgery, are creating brain implantable wireless electrodes for measuring cortical activity and accurately defining the seizure onset area in patients with epilepsy. Spencer pioneered new surgical treatments for the disorder that have been adopted by medical centers around the world.

New Class of Semiconductors

While the force of light is too weak to be used to power devices in everyday use, Hong Tang, associate professor of Mechanical Engineering and Electrical Engineering, and his engineering team have found that it can be harnessed to drive machines—when scaled to nano-proportions. This research is opening the door to a future new class of semiconductor devices operated by the force of light. Professor Tang recently won a National Science Foundation Career Award, one of the highest honors for young faculty members.

RNA Snippets and Stem Cells

Professor Haifan Lin, director of Yale’s Stem Cell Research Center, is among the world’s leading investigators of how tiny snippets of RNA can have profound effects on physiological activity in organisms. His lab has studied how stem cells renew themselves in the reproductive system, and his work on various so-called small RNAs has many medical applications.

Saving Lives Through Genetics

An amazing revolution is under way as it becomes possible to rapidly and cheaply sequence large portions of the human genome. The most common fatal diseases have underlying inherited components. Rapid advances in molecular genetics now make it possible to quickly and easily identify the genetic variants underlying these diseases, promising to transform the diagnostic and therapeutic approaches to these disorders.

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Green Chemistry in Policy and Practice

Yale is easily one of the foremost centers in the world for green chemistry and green engineering. Indeed, “the father of green chemistry” is Yale chemist Paul Anastas. In 1991, when Anastas served as chief of the Environmental Protection Agency’s chemistry branch, he coined the term “green chemistry” to describe the design of safer chemicals and chemical processes to replace the use of hazardous substances. Later he led Yale’s Center for Green Chemistry & Green Engineering before being tapped by President Obama to return to the EPA.

One of Yale’s next generation of innovators in green chemistry and engineering is Julie Zimmerman, assistant professor jointly appointed to the Department of Chemical and Environmental Engineering and Yale’s School of Forestry & Environmental Studies. Through her engineering research, Zimmerman is working toward the next generation of products, processes, and systems based on efficient and effective use of benign materials and energy to advance sustainability. To enhance the likelihood of successful implementation of these next-generation designs, she also studies the effectiveness of and barriers to current and potential policies developed to advance sustainability. Together these efforts represent a systematic and holistic approach to addressing the challenges of sustainability to enhance water and resource quality and quantity, to improve environmental protection, and to provide for a higher quality of life.

Zimmerman and her colleagues proved that certain countries and some U.S. states stand to benefit from the use of compact fluorescent lighting in the fight against global warming, while the use of such lighting in some areas could actually be more harmful to the environment. Zimmerman is also part of an interdisciplinary team developing design guidelines for safer chemicals to minimize or eliminate toxicity concerns from new molecules being developed and introduced to the market.

Hunting Dark Matter with the World’s Largest Atom Smasher

The Large Hadron Collider—the world’s largest atom smasher—was built in collaboration with thousands of scientists from hundreds of universities across the globe, including Yale. Keith Baker and Paul Tipton, both professors of Physics at Yale, use the Large Hadron Collider to investigate dark matter—that elusive substance which neither emits nor absorbs light but accounts for approximately 25 percent of the universe’s mass. Specifically, Baker and Tipton are searching for a new particle responsible for dark matter. Whether dark matter is made up of ordinary particles has been one of the most hotly debated questions in cosmology in recent years. The two particle physicists carry out their experiments using ATLAS, one of two general-purpose detectors at the Large Hadron Collider located at the CERN laboratory near Geneva, Switzerland. The Large Hadron Collider opened in 2008 and took nearly fifteen years to complete. Physicists use the Large Hadron Collider to search for the hypothesized, but not yet observed, Higgs boson. Dubbed the “God particle,” the Higgs boson explains why every other particle has mass and would provide the missing link in the Standard Model—our current theoretical understanding of particle physics.
A New Class of Metals

Jan Schroers, associate professor of Mechanical Engineering, and his team have been exploring a class of metals called amorphous metals or bulk metallic glasses, BMGs, which can be molded like plastics and are more durable than silicon or steel. The team has created a process for making computer chips at the nanoscale that may revolutionize the industry. More recently Schroers has determined that BMGs have important biomedical applications—from stents to bone replacement. He and Themis Kyriakides, associate professor of Pathology and Biomedical Engineering, are working together to put the unique processibility of BMGs and their outstanding properties to the test. Their work targets three applications: bone replacement, soft tissue implants like stents, and surface patterning to program cellular response (synthetic membranes such as artificial kidneys).

Unlike most metals, BMGs have a tendency to avoid crystallization when solidified. It is their “amorphous” structure that yields many advantages including remarkable properties of high strength (three times that of steel), elasticity, corrosion resistance, and durability—all of which exceed the properties of currently used biomaterials. Most notable, however, is their unique processibility that allows them to be molded like plastics with nano-scale precision and complex geometries. This processing capability has only come with the recent emergence of thermo-mechanical and chemical properties and the ability to be precisely shaped—which was previously unachievable with any metal process.

Natural Proteins by Design

Scientists dream of the day when they can create designer proteins capable of inhibiting harmful interactions, modifying substrates, or guiding cellular machines to where they are needed within the body. Though that dream may be far down the road, Alanna Schepartz, the Milton Harris Professor of Chemistry and of Molecular, Cellular, and Developmental Biology, took an important first step forward when she and her team created the first synthetic protein in the lab. “Creating artificial proteins is somewhat of a holy grail,” says Schepartz. “A fair number of people thought it would be impossible to synthesize a molecule that could come close to behaving like a natural protein that has benefited from billions of years of evolution.”

Schepartz’s team created a short β-peptide that assembles into an “octameric bundle” shape that exhibits all the traits of natural bundle proteins, but with some additional potential benefits. Unlike natural peptides and proteins, β-peptides are not broken down by enzymes, not altered significantly by metabolism, and seem not to jump-start the immune system the way a foreign natural protein can,” Schepartz says. That means scientists may one day be able to design drugs with all the functions of natural proteins, but which won’t be broken down by the body.
Building the Future.
(Investing $1 billion in new facilities and renovations)

A new era of discovery is changing lives for the better in every part of the globe—and Yale is prepared as few institutions are to advance knowledge and apply it to today’s greatest challenges. We are investing significant resources in the sciences and engineering including the addition of a new West Campus of 500,000 square feet of research laboratories and interdisciplinary institutes. On central campus the University is approaching completion of a decade of far-reaching renovation and expansion of science and engineering facilities. The $1 billion program has led to massive new construction. In addition to the three buildings illustrated here, Yale recently completed the Class of 1954 Environmental Science Center, the Class of 1954 Chemistry Research Building, and a number of laboratory facilities at the School of Medicine. The program also provides extensive upgrades to existing classroom and laboratory spaces.

Kroon Hall (left) Kroon Hall, home to Yale’s School of Forestry & Environmental Studies, completed in 2009. Certified LEED Platinum by the U.S. Green Building Council, it is a showcase of the latest developments in green building technology, a healthy and supportive environment for work and study, and a beautiful building that actively connects students, faculty, staff, and visitors with the natural world. Kroon is an anchor for long-term sustainable development of our Science Hill.

Malone Engineering Center (above) This five-story, 64,200-square-foot laboratory building was completed in 2005 and achieved a LEED Gold rating for sustainable design. The research and teaching that take place at Malone center on the forefront areas of biomedical engineering, materials science, and nanotechnology and bring together in full partnership faculty from the Schools of Engineering & Applied Science and Medicine. Designed to be comfortable, practical, elegant, and high-tech, it offers students and faculty ready access to the latest equipment, computers, and communications technology.

© Jeff Goldberg / Esto.

The Anlyan Center for Medical Research and Education (left) Completed in 2003, the Anlyan Center is part of Yale’s massive investment for new and reconstructed medical and scientific research facilities. The new building provides six floors of laboratories for disease-oriented research as well as core research resources and teaching facilities, including an animal resources center and a magnetic resonance center.
West Campus
Already home to more than 800 science, math, and engineering labs, in 2007 Yale took what its president called “a once-in-a-century opportunity.” The University acquired a 136-acre pharmaceutical research park located on the border of the neighboring communities of West Haven and Orange, Connecticut. Called “West Campus,” facilities include more than 500,000 square feet of research laboratories, which will eventually house five interdisciplinary institutes in some of the most critical areas of science: chemical biology, microbial diversity, cell biology, systems biology, and cancer research.

The acquisition of West Campus has increased by half the space available to Yale for teaching and research (below).

Sterling Chemistry Laboratory and Kline Biology Tower
Two of Yale’s architectural icons, both buildings stand on Science Hill and are part of the billion-dollar renovation and expansion of Yale’s science facilities.

The Yale Center for Microelectronic Materials and Structures (µELM)
This facility includes a 2,600-square-foot class 100 Cleanroom that contains equipment for solid state device fabrication, including facilities for photolithography, wet chemical etching, oxidation, diffusion, thermal evaporation, sputtering, reactive ion etching, chemical vapor deposition, and other thin-film processes.
As a student at Yale you are situated on central campus, midway between Science Hill to the north, with its laboratory and classroom buildings, and the School of Medicine to the south. Both are within walking distance. Altogether that means hundreds of labs, each pursuing different kinds of research and easily accessible to where students live and work. Here you will find literally any kind of research that may interest you.

Walking Times
Bass Center to Sloane Physics Lab: 3 min.
Gibbs Labs to Osborn Memorial Labs: 4 min.
Old Campus to Becton Center: 8 min.
Kline Biology Tower to Cross Campus: 10 min.
Malone Center to School of Medicine: 15 min.

Shuttle bus service is available from central campus to and from West Campus.
Mentoring Future Leaders.

(Scientists and engineers talk about teaching)

A remarkable commitment to and capacity for teaching undergraduates sets Yale apart from other great research universities in the world. To get a good sense of just how integrated undergraduate teaching and world-class research are here, one only needs to compare the overlap in faculty names between those making research breakthroughs and those listed in the Yale course catalog. Faculty say some of their best research ideas are often sparked in the classroom. Students say they are amazed by the incredible access they have to people who really are changing the world through science and engineering. We asked some of these great teachers and researchers why Yale is an extraordinary place to study and practice science and engineering.

Q What sets the Yale science and engineering experience apart from those at other research universities?

Kyle Vanderlick “The very things that make Yale a great place to conduct research also make the University a great place to learn. Students have access to world-class scholars, state-of-the-art facilities, and a collaborative culture supporting exploration and personal development. In short, engineering is about pushing the boundaries of what mankind can do through technological innovation. This simply cannot be done without a broad understanding of humanity, nor without the rich set of communication skills necessary to convey new and complex ideas. This is what engineering at Yale is all about.”

Mark Saltzman “There’s something different about rigorous training in engineering embedded in a liberal arts tradition. One of the features of a liberal arts education is that you’re required to take courses in all sorts of different things. For instance, we think it’s important that our students study a foreign language as well as the social sciences. Taking different kinds of classes creates a different sort of curiosity. Our students bring that curiosity to the kinds of questions they’re asking and trying to answer in science classes and engineering research labs. It’s certainly a different experience than at other places I’ve been where, if you’re an engineering or science major, you’re studying the same kinds of things in the same kind of way that other students around you are studying. You’re also living with other science and engineering majors. Here, students are living among future historians, future economists, English majors, and political science majors, all bringing their own brands of thought to questions and ideas.”

Q How are classroom science and engineering different from research in the lab?

Meg Urry “What we teach in science classes are tools and a way of thinking. The tools are basic concepts like gravity, forces, acceleration, motion, thermodynamics, and fluids that are manifested everywhere in nature. In the lab, we apply those concepts to different aspects of nature. In my own...”

Mark Saltzman “There are 15 faculty members in Biomedical Engineering and we have 20 to 25 majors each year, so nobody is anonymous. Every student does research. They all do a significant senior project. They all take classes with most of the faculty during their time here. At graduation when I meet their parents, I know something significant about each student. That’s pretty rare.”
Meg Urry  “It’s like the difference between learning to speak French well (understanding basic physics concepts) and reading French literature (working in a physics lab). You have to do the first in order to do the second.”

Charles Schmuttenmaer  “Classroom learning is absolutely essential for success in research. Like Meg, I think of it as filling a toolbox with all sorts of tools. Some are rather generic, like hammers and saws, and some are quite specialized, like a pulley puller or a plumber’s basin wrench. Not every project will need every tool, but the more you have in your toolbox, the better equipped you’ll be to tackle something new. The daily practice of science is characterized by creatively and innovatively solving research problems with all the tools at one’s disposal. By definition, you’re doing things in a research setting that have never been done before. That’s what makes it research, after all. I think the creative aspects of scientific research are often overlooked or underestimated.”

Mark Saltzman  “That is the obvious difference – that in the classroom you’re talking about accumulated knowledge and ideas that have been tested and known in lots of different ways, so it’s not so controversial or open-ended. Almost everything you do in a research laboratory is open-ended and there is not any one way to get from point A to point B. Sometimes you don’t even know what point B is. You’re probing to find it in different ways and you don’t know what the outcome will be.”

Joan Steitz  “The old idea of a scientist being an iconoclast who has a brilliant idea and then goes into the lab and does an experiment all by him or herself, looks at the data, and then comes to a lofty conclusion is so faulty. Students here learn how communal the scientific enterprise is.”

John Harris  “We are looking for students who are excited about science and are motivated to learn new concepts and make new discoveries. They need to think independently and for the benefit and success of the research project and team. In terms of skills, they need to have the ability to understand new concepts, to clearly articulate questions and ideas, and to communicate their questions, ideas, and concepts to others.”

Joan Steitz  “Communication skills are essential. In experimental science you’re starting from a tradition of knowledge. From there you put together a hypothesis and test that hypothesis. But this is always done by people talking to each other, people evaluating each other’s data. Yale is particularly good at teaching students how to communicate at a high level with faculty, postdocs, and research subjects.”

Meg Urry  “They need to be smart, motivated, persistent, and good communicators. No one of those qualities is sufficient in and of itself—they need all four. They have to want to discover new knowledge; they have to master the tools of discovery; they need to be able to finish a project, however

**What qualities and skills do you look for in students who want to join your lab team?**

Charles Schmuttenmaer  “Beyond a strong background and ability in math and science, I look for people who can solve problems independently while working with others on a team. It is not a situation where I have all the answers and dole out my knowledge to them. I look for people who are resourceful. People who leave no stone unturned when confronted with data that doesn’t seem to make sense. The sooner young researchers learn that the information they need will not be neatly packaged in some particular textbook, the sooner they will be successful.”

Joan Steitz  “Communication skills are essential. In experimental science you’re starting from a tradition of knowledge. From there you put together a hypothesis and test that hypothesis. But this is always done by people talking to each other, people evaluating each other’s data. Yale is particularly good at teaching students how to communicate at a high level with faculty, postdocs, and research subjects.”
many snags they may encounter; and they need to be able to communicate their results to others, preferably in an articulate and exciting way.”

Based on your personal experience of being an active research scientist, what do you think students need in order to be successful?

Joan Steitz “What every scientist who succeeds comes to appreciate is that there is really something very special about discovering something—no matter how small it is—that nobody else has ever known. When you first develop that film or look under the microscope and discover something new, you’re the only person in the universe with that knowledge. You have to be turned on by the curiosity to ask new questions and by the joy of finding the answers. As an undergraduate, because my role in labs had always been helping someone else on that person’s project, I didn’t understand how exciting it was to have my own project. I became completely hooked after that. In my lab, I make sure every undergraduate has his or her own project from the start. Even though they are working closely with somebody who knows more and who obviously cares whether their project succeeds or not, it is completely up to the undergraduate as to whether that project succeeds. It’s theirs.”

Kyle Vanderlick “Quantitative reasoning, teamwork, and the habit of breaking complex problems into manageable pieces—the skills needed to be a successful engineer. Engineering is a purposeful and powerful way of thinking. It prepares students for fulfilling careers in engineering right after college, but it is also a broad and foundational education that will serve students interested in business, medicine, law, and for an endless list of life pursuits in today’s technologically driven world.”

Meg Urry “I agree. The process of doing science is a bit like an apprenticeship. We show them how to ask a question, how to find the answer, and then we help them learn to present their results to others. And along the way, I hope we also show them that professors are mortals, that our profession is one we love and enjoy, and that we can combine work with a full and satisfying life.”

Kyle Vanderlick “Engineering today at Yale is very different from its inception in the mid-1800s. We’re not building bridges, we’re curing diseases, cleaning and protecting our environment, computing at the quantum scale, and solving the energy crisis. More than an education in technological innovation, Yale engineering is a curriculum for leadership in the twenty-first century.”

W. Mark Saltzman Goizueta Foundation Professor of Chemical and Biomedical Engineering, and Cellular and Molecular Physiology

Professor Saltzman is the founding chair of Yale’s Biomedical Engineering department. His research interests include drug delivery to the brain, materials for vaccine delivery, and tissue engineering; he has published three (continued in right column)
Yale undergraduates studying science and engineering are ideally positioned for top Ph.D. programs and career success. Here, three graduates trace the major steps they took to get where they are today.

**#1 Pivotal Moment**
By the time May of my senior year arrived, I could project a checkerboard of dots in the air. No one seemed particularly impressed except my adviser, Professor Peter Kindlimann, who gave me exceptional guidance, and the department chair, Professor Mark Reed, who pledged departmental financial support.

## Investor Search
A three-year investor search followed. It was the height of the dot-com boom. Investors were pumping huge amounts of money into the craziest of dot-com ventures, but no one was interested in work with three-dimensional images that could potentially help surgeons operate on cancer patients. Meanwhile, my parents were buying me groceries, and my team of engineers was living off McDonald’s Bag of Burgers special—six for $3. Things looked bleak.

## Why Yale
Everything you hear and read about Yale’s commitment to undergraduates is completely true. You get a front-row ticket to theory and practice. Best of all, your future opportunities, whether you become a professional engineer or not, really are right at your fingertips.

## Today
I work at Optics for Hire, which acquired the 3-D patents from my company, Actuality Systems, in 2009. OFH invents or improves optics-based products. For example, for GE we made a handheld light-gun that uses diffusion to inspect giant turbine blades. For medical device companies, we’ve created optical blood inspectors and complex lenses. People call us for everything from “greenlight” (LED lighting) to video game technologies to laser-based measurement systems.

### #2 Pivotal Moment
Things finally started to turn around. I met a journalist known for chronicling the happenings of Silicon Valley. After watching an image of the HIV virus rotating in space projected from my 3-D prototype, he wrote an article for the Wall Street Journal on the invention and my difficulty finding funding. Soon I had so many offers I had to turn investors away.

### #3 Pivotal Moment
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By the end of my time at Yale, I was on a first-name basis with much of the faculty. The Physics department chair always welcomed me into his office and was delighted to either listen to my concerns or support whatever new venture I was suggesting.

Why Yale

#1 Pivotal Moment
My year working with Professor Rick Casten in Yale’s Wright Nuclear Structure Laboratory – I gained a greater understanding of the scientific process and experienced presenting my work at a national conference.

#2 Pivotal Moment
Sophomore year, I was so inspired by a microfluidics presentation by a visiting professor that I went up to him afterward and asked for a summer internship. That internship led me to two years in Yale professor Eric Dufresne’s lab. My time there had an enormous impact on my research career and my conception of myself as a scientist.

#3 Pivotal Moment
Motivated by my enjoyment of giving presentations, my love of learning new physics, and my goal of helping younger undergraduates ease their presentation anxieties – I started an undergraduate journal club.

Current Work
I am a Ph.D. candidate in physics at Harvard. I work in soft condensed matter, specifically biophysics. My project is to study the dynamics of how viruses assemble from individual proteins.

High School
I began looking at the world through the eyes of chemistry and physics, which was an empowering experience that drove me toward studying science later.

Why Yale
I came to Yale when undergraduate science was being re-invigorated through programs like Perspectives on Science. Seeing Yale’s interest in nurturing undergraduates in science appealed to me. Other schools also offered great programs, but Yale seemed most interested in me as a young scientist. My experiences later proved that to be true.

Early Ambitions
I was lucky to be surrounded by science and scientists growing up. I can’t remember a time that I didn’t want to be a scientist. While it is clichéd, I want to do my part to unravel the mysteries of unanswered questions in science.

Grad School Dividend
I have a much larger breadth of knowledge than most other graduate students in my department, particularly because of my course work and research at Yale. I was encouraged to take courses that spanned a wide range of scientific topics. That has paid large dividends down the line.

#1 Pivotal Moment
Physical chemistry freshman year exposed me to rigorous thermodynamics and quantum mechanics, opening my understanding of the world and the beauty of nature.

Bonuses
Yale attracts very talented scientists who are also interesting people. You’re a full-fledged member of the scientific community—not an undergraduate underling.

Novel Research
In my research group, I had my own project and worked individually under my adviser. I was not simply performing busywork for a graduate student. Professors at Yale take undergraduate education and research very seriously. They try to find a good niche for an undergraduate to contribute to novel research while learning an immense amount.

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Approximately one-third of Yale’s entering class each year intends to major in the natural sciences, mathematics, computer science, or engineering. Our faculty of outstanding scholars in the sciences, mathematics, and engineering includes more than seventy members of the National Academy of Sciences. These faculty members conduct research in more than forty science and engineering disciplines. Undergraduates are involved in much of it.
## Yale University

Yale is one of only two universities in the world among the top ten in two key categories: members of National Academy of Sciences and National Institutes of Health funding.

<table>
<thead>
<tr>
<th><strong>1 of 2</strong></th>
<th><strong>150</strong></th>
<th><strong>70</strong></th>
</tr>
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<tbody>
<tr>
<td>Yale is one of only two universities in the world among the top ten in two key categories: members of National Academy of Sciences and National Institutes of Health funding.</td>
<td>Over the last five years 150 faculty members have published research with undergraduates.</td>
<td>Undergraduates each year for the last five years have coauthored published research.</td>
</tr>
</tbody>
</table>

### Science, Math, and Engineering Labs

Science, math, and engineering labs at Yale College and the graduate and professional schools.

<table>
<thead>
<tr>
<th><strong>$1 Billion</strong></th>
<th><strong>800+</strong></th>
<th><strong>1:1</strong></th>
<th><strong>90%</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In new monies for science, engineering, and medical research facilities since 2001.</td>
<td>Science, math, and engineering labs at Yale College and the graduate and professional schools.</td>
<td>Yale’s School of Engineering &amp; Applied Science has approximately 60 professors and graduates approximately 60 engineering majors a year.</td>
<td>Admission rate for Yale College graduates to medical schools (national average 49%).</td>
</tr>
</tbody>
</table>

### Undergraduate Research Fellowships

In addition to summer research stipends offered through Perspectives on Science and Engineering, more than fifteen individual fellowship programs are available for the support of undergraduate science and engineering research. Many student research projects are also supported by individual faculty research grants. Fellowships are available to support study in specific areas such as environmental issues, cancer-related research, biomedical engineering, and international research in applied science. The Yale College Dean’s Research Fellowship also provides support for original undergraduate research experiences each summer for which other funding sources are not available.

### Student Groups (sampling)

- Aerial Robotics Research Group
- ACHIE (Yale student chapter of the American Institute of Chemical Engineers)
- American Indian Science and Engineering Society
- BMES (Yale chapter of the Biomedical Engineering Society)
- Community Health Educators
- Ecology and Evolutionary Biology Undergraduate Group
- Engineers Without Borders
- MATHCOUNTS Outreach
- Math Society
- Medical Professions Outreach
- Minorities in Medicine Movement

### Funding for Undergraduate Science Research Fellowships

More than 100 science program alumni who graduated in the mid-80s and early 90s are now science faculty members at top universities.

<table>
<thead>
<tr>
<th><strong>$1 Million</strong></th>
<th><strong>100+</strong></th>
<th><strong>150</strong></th>
<th><strong>200</strong></th>
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<tr>
<td>Funding for undergraduate science research fellowships in the most recent year.</td>
<td>More than 100 science program alumni who graduated in the mid-80s and early 90s are now science faculty members at top universities.</td>
<td>Nearly 200 summer fellowships for undergraduate science students per year.</td>
<td>Undergraduate courses taught by professors or lecturers (the remaining 7% are chiefly in foreign languages and freshman English).</td>
</tr>
</tbody>
</table>

### Top 10

Mechanical Engineering and Electrical Engineering ranked in the top 10 programs in the United States, according to the *Chronicle of Higher Education*’s scholarly activity index.

<table>
<thead>
<tr>
<th><strong>93%</strong></th>
<th><strong>95%+</strong></th>
<th><strong>100+</strong></th>
<th><strong>70</strong></th>
</tr>
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<tr>
<td>Undergraduate courses taught by professors or lecturers (the remaining 7% are chiefly in foreign languages and freshman English).</td>
<td>Undergraduate science majors who do research with faculty.</td>
<td>More than 100 science program alumni who graduated in the mid-80s and early 90s are now science faculty members at top universities.</td>
<td>Undergraduates each year for the last five years have coauthored published research.</td>
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### 2,000+

Courses offered each year in more than 70 academic programs and departments.

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<th><strong>$1 Million</strong></th>
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<tr>
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<td>Courses offered each year in more than 70 academic programs and departments.</td>
</tr>
</tbody>
</table>
In this book we have introduced you to what makes Yale an extraordinary place to be a scientist and engineer. Yet a whole world of lives, studies, places, and pursuits beyond science and engineering awaits you at Yale that we haven’t begun to address. As Physics Intensive major Michelle Trickey says, “You can’t get this confluence of people or the culture of inquisitiveness while having fun very many other places. It’s just special here.” A Yale historian once defined what makes it so special this way: “Yale is at once a tradition, a company of scholars, a society of friends.” We would like you to have your own guide to that tradition, that company, and such friendships. (You can request or download our insider’s guide to all that is Yale at: www.yale.edu/admit.)

Here is a taste of what you will find.

Lives.

Freshman Diaries. Yale’s newest students chronicle a week in the first year and give some advice.

Anatomy of a Residential College. Yale’s residential college system is unparalleled and enhances the pleasure of attending Yale like nothing else. Far more than dormitories, our 12 residential colleges have been called “little paradises”—endowed with libraries, dining halls, movie theaters, darkrooms, climbing walls, ceramics studios, and many other kinds of facilities and each with its own traditions. Each college is home to a microcosm of the undergraduate student body as a whole. (For science and engineering majors this means that your friends will be actors and economists, musicians and linguists, artists and historians as well as biologists and physicists.) With their resident deans and masters, affiliated faculty, legendary intramural sports teams, and Master’s Teas with world leaders, the residential colleges are an incomparable experience.

Bright College Years. In many ways friendship defines the Yale experience. One student sums it up: “It’s about the people, not the prestige.”

Studies.

A Liberal Education, Part I. Yale’s educational philosophy, more than 75 majors, the meaning of breadth, and some startling numbers.

A Liberal Education, Part II. The fruits of a liberal education’s labor—a sampler of innovation from the discovery of vitamins to the invention of the artificial heart and the creation of FedEx overnight delivery.

Eavesdropping on Professors. Why being an amazing place to teach makes Yale an amazing place to learn.

Two, Three, Four, Five Heads Are Better Than One. Study groups and why Yalies like to learn together.

College Meets University. An undergraduate road map to the intersection of Yale College and the University’s graduate and professional schools.

Next-Gen Knowledge. For Yalies, one-of-a-kind resources make all the difference.

Blue Booking. Yale is one of the only universities in the country that lets you test-drive your classes before you register during what’s known as “shopping period.” Preparing to shop is a ritual in and of itself, signaled by the arrival of the Blue Book, Yale College’s catalog of more than 2,000 courses.

A Liberal Education, Part III. The discovery of vitamins to the invention of the artificial heart and the creation of FedEx overnight delivery.

Dispatches from the World. One place you’ll find yourself at Yale is all over the globe. Over and above ordinary financial aid, Yale awards more than $4 million for fellowships, internships, and relief from summer earnings obligations in order that every student who wishes will be able to work or study abroad.

Places.

Inspired by Icons. Why architecture matters. Among the nation’s oldest universities, Yale is the one most firmly defined by its architecture.

Norah Webster Lived Here. Bumping into history at Yale.

Nine Squares. The modern university, the cosmopolitan college town.

The Daily Show. A slice of Yale’s creative life during one spring weekend.

Eliterati. Why Elis are just so darned determined to publish.

Home Grown. How Yale’s sustainability project is changing the world one campus at a time.

Shared Communities. Yale’s tradition of Cultural Houses and affinity organizations and centers.

Keeping the Faiths. Nurturing the spiritual journeys of all faiths.

Bulldog! Bulldog! Bow, Wow, Wow! Playing for Yale—The Game, the mission, the teams, the fans, and, of course, Handsome Dan.

Difference Makers. Through Dwight Hall, Yale Center for Public Service and Social Justice, students find their own paths to service and leadership in New Haven.
The Good News about the Cost of Yale.

If you are considering Yale, please do not hesitate to apply because you fear the cost will exceed your family’s means. Yale College admits students on the basis of academic and personal promise and without regard to their ability to pay. Once a student is admitted, Yale meets 100% of that student’s demonstrated financial need. All aid is need-based. This policy helps to ensure that Yale will always be accessible to talented students from the widest possible range of backgrounds. Beginning in the 2008–2009 academic year, Yale increased the number of families who qualify for aid, eliminating the need for students to take loans, exempting the first $200,000 of family assets from the assessment of need, and increasing expense allowances for foreign students during school vacation periods.

Yale made history with its new financial aid policy, reducing the average cost of sending a student to Yale College by over 50% for families with financial need. This new policy represents the largest increase in spending for financial aid in the University’s history. As President Levin steated when he announced the new policy, “We want all of our students to make the most of Yale—academically and beyond—without worrying about excessive work hours or debt. Our new financial aid package makes this aspiration a reality.”

Below are three examples that illustrate family contributions at different income levels for 2010–2011. Parent contributions may vary according to such factors as the number of dependent pre-college-aged children and the size of the household. Parent income presented includes taxable and non-taxable assets.

Examples of Parental and Student Annual Contributions, 2010–2011

<table>
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<tr>
<th>Case A</th>
<th>Case B</th>
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<tr>
<td>Parents’ income</td>
<td>$60,000</td>
<td>$90,000</td>
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<tr>
<td>Parents’ assets</td>
<td>$100,000</td>
<td>$150,000</td>
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<tr>
<td>Parents’ contribution with one child in college</td>
<td>0</td>
<td>$2,650</td>
</tr>
<tr>
<td>Parents’ contribution with two children in college</td>
<td>0</td>
<td>$1,350</td>
</tr>
<tr>
<td>Student’s contribution</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
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Yale University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy, and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual’s race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin, nor does Yale discriminate on the basis of sexual orientation or gender identity or expression. University policy is committed to adherence under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans. Inquiries concerning these policies may be referred to the Office for Equal Opportunity Programs, 221 Whitney Avenue, 203.432.6665.

In accordance with federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. In addition, in accordance with federal law, the University maintains information concerning current fire safety practices and prepares an annual fire safety report concerning fires occurring in on-campus student housing facilities. Upon request to the Office of the Yale President for Human Resources and Administration, 221 Whitney Avenue, New Haven CT 06520-8213, 203.432.0494, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men and women’s intercollegiate athletic programs. Upon request to the Director of Athletics, 203 Whitney Avenue, New Haven CT 06520-8216, 203.432.1416, the University will provide its annual report to any student or prospective student.

Visit www.yale.edu/financialaid

Creative Team

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Peter Chemery, Admissions Officer
Ayshuka Fernando, S. S. 2008, Admissions Officer
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Jennius Reyes Hill, Admissions Officer
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Text: Andrea Jarrell
Additional photography and design by: Nathan Queen, Wei Deng and Haifan Lin, Sarah Forrest Photography, Jef Goldberg Photo, Michael Marland, Rush University Medical Center, Jan Schreurs, Harold Shapiro, Yale Manuscripts & Archives/Yale University Library, Yale Universitying and Gate Zacker.

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This book was printed on Mohawk Options, a 100% postconsumer recycled paper with wind-generated electricity.

BULLETIN of YALE UNIVERSITY
Serial no. 11683
Number 17
September 1, 2010
The Work of Yale University*

Yale College: Established 1701
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School of Medicine: 1813
Divinity School: 1822
Law School: 1814
School of Engineering & Applied Science: 1952
School of Art: 1860
School of Music: 1924
School of Drama: 1951
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For more information on the schools of Yale University, with a listing of their degree-granting programs, please see www.yale.edu/bulletin.

Statement of ownership, management, and circulation

Owned and published by Yale University, a nonprofit corporation existing under and by virtue of a charter granted by the General Assembly of the Colony and State of Connecticut, and located in the town of New Haven in said State. Editor: Lesley K. Baier. Editorial and Publishing Office: 2 Whitney Avenue, New Haven, Connecticut. 06520-8227.

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<tr>
<td>Outside-County</td>
<td>4,449</td>
</tr>
<tr>
<td>In-County</td>
<td>2,000</td>
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Type of mailing:

<table>
<thead>
<tr>
<th>Type</th>
<th>Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postal Service</td>
<td>8,260</td>
</tr>
<tr>
<td>Street Vendors, Counter Sales, and Other</td>
<td>8,260</td>
</tr>
</tbody>
</table>

Frequency of publication:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number of issues</th>
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</thead>
<tbody>
<tr>
<td>Nine times a year</td>
<td>76</td>
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Price:

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</thead>
<tbody>
<tr>
<td>$1.00</td>
<td>2,000</td>
</tr>
</tbody>
</table>

In accordance with federal law, the University guarantees the right of any applicant for admission to withdraw or modify the courses of instruction or to change the instructors at any time.
Science and Engineering at Yale.*

* A Guide to Undergraduate Research, Teaching, and Resources