Yale.
This is Yale. We’re glad you asked.
Lives.
8 | First-Year Diaries. Yale’s newest students chronicle a week in the first year and give some advice.

12 | Anatomy of a Residential College. Delving into the layers of Yale’s unique residential college system (14 gorgeous stand-alone “colleges”).

Studies.
30 | Blue Booking. When parties are academic. Plus: course wish lists, special programs, and some startling numbers.

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

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

46 | A Hands-On Education. Learning by doing.

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

Places.
62 | Inspired by Icons. Why architecture matters.

70 | Cultural Capital. The modern university, the cosmopolitan college town.

72 | Here, There, Everywhere. Fourteen Yalies, where they’re from, and where they’ve been.

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

80 | State of the Arts. From the digital to the classical, Yale’s spectacular arts options.

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

84 | The Science Channel. Life outside the lab.

86 | Shared Communities. Yale’s Cultural Centers, religious communities, and affinity organizations and centers.

90 | Difference Makers. Through Dwight Hall, students find their own paths to service and leadership in New Haven.

Apply.
95 | The Particulars. How to apply, what we look for, and how to visit campus.

96 | Affordable. For Everyone. Our financial aid policy eliminates the need for loans and makes Yale affordable for all.
Lives.

Yale is at once a tradition, a company of scholars, a society of friends.

Yale: A Short History, by George W. Pierson
(Professor, Yale Department of History, 1936–73)
First-Year Diaries.  
(Starting out at Yale)

From the moment they arrive, first-years are able to dive into all that Yale has to offer. In part this is because so many programs are in place specifically to welcome and guide them—from preorientation to first-year counselors (Yale seniors) to First-Year Seminars (small classes taught by some of Yale’s most prominent professors) to parties. We caught up with three first-years near the end of their spring semesters. Here they share advice, reflect on their own expectations, discuss their summer plans, and record a day in their lives during the first year.

### A Tuesday in the life of...

**8:30 am** Wake up and walk to Stillman for a hot breakfast. I usually take eggs, potatoes, fruit, and prodigious amounts of coffee.

**9:00 am** First class of the day, Math Models in Bionics I. We work on a lot of intriguing ways to apply math to biology; recently, we figured out the safe dosage of a medication using differential equations to predict its breakdown in the bloodstream.

**10:15 am** To Science Hill, where I finish chemistry homework in the Marx Science & Social Science Library.

**11:15 am** Chemistry discussion section: thermodynamics, partial pressures, melting points—all that good stuff.

**1:00 pm** I join nearly 1,200 students in Psychology and the Good Life, where Professor Laurie Santos enlightens us on the science of well-being. If you see cameras, it might just be the New York Times listening in on us.

**2:15 pm** I grab the shuttle to the medical school campus to monitor my cell cultures in an immunology research lab.

**3:00 pm** At the New Haven Works Office, I volunteer with No Closed Doors, working with one or two unemployed New Haven residents to locate jobs online, call recruiters, build a résumé, and submit applications. The work has been transformative, and I get to hear the incredible stories of locals. It motivates me to do my absolute best to help them and their families.

**5:00 pm** Unwind over dinner with friends. Sometimes we have a friendly debate over something one of us learned in class.

**6:00 pm** I take a coffee to go, set up camp in the TD library, and start my homework.

**10:00 pm** After a run in the TD gym, I shower and head to the battery to replenish before going back to the library.

**11:15 pm** Back to my room. I browse the web or watch TV, if I’m not too tired. Lights out by 1:30.

### Nishanth Krishnan

**HOMETOWN** San Diego, CA

**ANTICIPATED MAJOR** Molecular, Cellular, & Developmental Biology

> From the outside, Yale’s academic, cultural, and social opportunities felt a bit overwhelming. But once I started my first year, I found that my Yale experience is entirely in my hands.

---

### Classes

- Comprehensive University Chemistry I & II
- General Chemistry Lab I & II
- The Real World of Food
- Introduction to Psychology
- Ancient Medicine and Disease
- Math Models in Bionics I
- Psychology and the Good Life
- Biochemistry and Biophysics
- Cell Biology and Membrane Physiology

### Activities

- No Closed Doors
- Yale Farm
- Yale Hunger and Homelessness Action Project
- American Red Cross at Yale
- Immunology research at the Yale School of Medicine

### On FroCos:

I’m grateful that Yale assigns every first-year a First-Year Counselor (FroCo). FroCos can play any role—friend, confidant, adviser! I think all my first-year peers would agree that FroCos are invaluable, and they make the transition far less intimidating.

### On First-Year Seminars:

I’m taking Ancient Medicine and Disease. We’re a tight-knit group, which allows for personal, engaging conversations on the medical philosophy of antiquity. We’ve explored surgical manuscripts from Egypt, flipped through fourteenth-century textbooks, and observed the archived brain samples bequeathed by the father of neurosurgery—and former Yale—Harvey Cushing.

### On extracurriculars:

One of the most memorable moments from my first semester was the extracurricular bazaar, where hundreds of student groups introduce themselves to the first-year class. I decided I wanted to be more involved in volunteering and the New Haven community, but that doesn’t preclude me from joining a campus magazine or an activism group if I pick up new interests over time.

### On summer plans:

In November, a friend invited me to an event at the medical school. At first, I felt out of place among all the graduate students. But I struck up a conversation with a Yale professor and found out that years ago he was also a first-year in TD! We got to know each other better, and I later interviewed to join his lab this summer, where I’ll be working on cutting-edge immunology research. I’m studying a process that allows immune cells to produce diverse antibodies to fight different pathogens. I’m excited to apply concepts I’ve learned in class to this project.

---

### Camp Yale

**Orientation for incoming students** is ten days of community building and exploration, lovingly called Camp Yale. First-year students meet their First-Year Counselors—seniors who serve as friends/mentors/problemsolvers (but not disciplinarians)—to guide them through the transition to life at Yale. Every new student also participates in one of nine distinctive Camp Yale Programs.

- Build engages students in fun, collaborative projects to build touchable objects, virtual computer programs, and friendships in Yale’s Center for Engineering Innovation and Design.
- Camp Yale Arts introduces new students to the visual arts, through an exploration of Yale’s world-class collections with New Haven’s vibrant arts scene.
- Cultural Connections (CC) introduces new students to Yale’s cultural resources and explores the diversity of student experiences, with emphasis on the experiences of students of color and on issues related to racial identity.
- Focus on New Haven engages new students in an immersive experience of learning and service in New Haven through the lens of community engagement, social justice, and activism.
- First-Year Outdoor Orientation Trips (FOOT) are back-packing trips in the mountains and hills of Vermont, New Hampshire, New York, Massachusetts, and Connecticut led by upper-level students.
- Harvest begins at the Yale Farm and then takes participants to camp on sustainably stewarded land while experiencing all aspects of farm life.
- Launch introduces students to Yale’s rich ecosystem for entrepreneurship and innovation through workshops, networking sessions, and team-building activities at the Tsai Center for Innovative Thinking at Yale.
- Orientation for International Students (OIS) familiarizes new international students with Yale’s academic and social life with guidance from international upper-level students and the Office of International Students and Scholars.
- Yale Reserved is for students who enjoy moments of solitude and time for reflection. Participants develop skills to flourish in college, such as public speaking, self-advocacy, and networking, while practicing rejuvenating wellness activities.
Aissa Guindo

HOMETOWN
I move a lot, but right now, Montreal, QC

ANTICIPATED MAJOR
Cognitive Science

On preorientation: I loved Cultural Connections, an amazing way to be introduced to cultural communities at Yale while making great friends right off the bat.

On summer plans: I’ll be interning at a pharmaceutical company in Seoul. Thanks to résumé-building resources at the Office of Career Strategy and Yale fellowship funding, I’ll gain hands-on experience working in the intersection of science and human resources at a major company, while practicing the language skills I learned in L1 and L2 Korean. Then I’m back on campus as a Cultural Connections counselor — coming full circle at the end of my first year at Yale.

Madeline Freeman

HOMETOWN
Oklahoma City, OK

ANTICIPATED MAJOR
History (I’m also pre-med)

“From tough and rigorous courses, to an amazingly diverse population, to Bulldog pride at the Yale-Harvard football game, Yale never disappoints.”

On advising: I’ve been amazed by the amount of support I’ve received at Yale. My adviser was very helpful when it came time to choose classes and think about summer plans. She advised me to think about the future but focus on the now and find what would be best for me currently, which was something I definitely needed to consider. And whenever I was going through a difficult time, my sweet and caring FroCo was there to talk to me through my problems. He has truly become one of my best friends.

On suitemates: Living with my three awesome suitemates has been really easy, whether we’re planning fun times over hot chocolate or discussing how classes are going. I did not expect to find such wonderful people whom I would trust as much as I do. They are truly a group of women I can ground myself to when times get tough.

On summer plans: My plans are still in the works. I’ll either use Yale’s Domestic Summer Award (DSA) to work as an intern with the Chickasaw Nation Arts and Humanities Department or take Physics at the University of Oklahoma and hang out with my friends and family.

### On advising:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45 am</td>
<td>Wake up and get ready for the day.</td>
</tr>
<tr>
<td>10:20</td>
<td>Make the trek up Science Hill for Gen Chem.</td>
</tr>
<tr>
<td>11:30</td>
<td>It’s just a short walk through Sterling Chemistry Lab to my Chem discussion section.</td>
</tr>
<tr>
<td>12:20 pm</td>
<td>Lunch with a friend at Ben Franklin College, where I reenergize with great pizza and a nice serving of broccoli.</td>
</tr>
<tr>
<td>1:15</td>
<td>To York Street for my history seminar on Native American studies, one of my favorite class topics to discuss and hear other opinions on.</td>
</tr>
<tr>
<td>3:30</td>
<td>Out of class and back to my suite for a quick nap.</td>
</tr>
<tr>
<td>5:30</td>
<td>Meet up with a friend to grab some dinner.</td>
</tr>
<tr>
<td>7:30</td>
<td>Hang out at the macc and work on essays.</td>
</tr>
<tr>
<td>10:30</td>
<td>Back in my room to do some interesting readings for my Sound seminar on Tuesday.</td>
</tr>
<tr>
<td>12:00 am</td>
<td>A quick phone call to a family member or friend back home to see how things are going — and to catch up on the latest gossip.</td>
</tr>
</tbody>
</table>

### Classes

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 am</td>
<td>Calculus of Functions of One Variable I</td>
</tr>
<tr>
<td>10:15</td>
<td>Elementary Korean I &amp; II</td>
</tr>
<tr>
<td>10:30</td>
<td>Introduction to Cognitive Science</td>
</tr>
<tr>
<td>11:30</td>
<td>Introduction to Microeconomic Analysis</td>
</tr>
</tbody>
</table>

### Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 pm</td>
<td>Mixed Company (a cappella)</td>
</tr>
<tr>
<td>12:20 pm</td>
<td>Writing Seminar: Sound</td>
</tr>
<tr>
<td>1:15</td>
<td>Head to the Sterling stacks to do readings or work on Econ P-sets. Sometimes I take a break to read poetry scrawled on the walls of different study carrels.</td>
</tr>
<tr>
<td>3:30</td>
<td>Intro to Psych. Even though it’s a huge lecture, I always have more time after class to talk with my professor about the material, or sometimes chat about a cool optical illusion I saw online.</td>
</tr>
<tr>
<td>5:30</td>
<td>Back to Old Campus to take a nap, watch Netflix, or chat with friends in my entryway. Then I go to a friend’s suite to do some more homework for the week.</td>
</tr>
</tbody>
</table>

### A Monday in the life of Madeleine Freeman

Wake up, shower, and dress. I usually heat some tea and grab a granola bar for the road.

Wake up my suitemate with my Pump Up Song of the Day. Catch the Yale Shuttle to the Watson Center for Korean.

After a quick vocab quiz, we jump right into new material with the help of dictations, cultural lessons, and even some K-pop songs and dances.

I grab a table in the back and review class notes, or chat with friends coming down from Science Hill to eat.

Head to the Sterling stacks to do readings or work on Econ P-sets. Sometimes I take a break to read poetry scrawled on the walls of different study carrels. Intro to Psych. Even though it’s a huge lecture, I always have more time after class to talk with my professor about the material, or sometimes chat about a cool optical illusion I saw online.

### Cognitive Science

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Calculus of Functions of One Variable I</td>
</tr>
<tr>
<td>9:50</td>
<td>Elementary Korean I &amp; II</td>
</tr>
<tr>
<td>10:15</td>
<td>Introduction to Cognitive Science</td>
</tr>
<tr>
<td>10:30</td>
<td>Selfhood, Race, Class, and Gender Studies</td>
</tr>
<tr>
<td>11:30</td>
<td>Introduction to Microeconomic Analysis</td>
</tr>
</tbody>
</table>
Anatomy of a Residential College.

(Yale has no dormitories)

Even before first-years arrive they are assigned to one of Yale’s fourteen residential colleges. More than mere dormitories, the colleges are richly endowed with libraries, dining halls, movie theaters, darkrooms, climbing walls, ceramics studios, “butteries” a.k.a. snack bars, and many other kinds of facilities. Rather than grouping students according to interests, majors, or sports, each college is home to its own microcosm of the student body as a whole. So if a certain percentage of Yale’s students hail from the west coast or abroad, you can expect to see roughly that percentage in each college.

Yalies identify with their college throughout their lives, meeting one another in far-off places not only as an Eli but as a Saybrugian, Sillimander, or Morsel as well. A truly little-known fact is that while students always have the option of switching colleges throughout their years at Yale, scant few do.

Read the over-the-top boosting by members of each college in the first-year welcome issue of the Yale Daily News and you’ll understand why—they all think they’re the best!

Yale’s college system is the early-20th-century brainchild of philanthropist and alumnus Edward S. Harkness (B.A. 1897). Architecture critic Paul Goldberger tells us in Yale in New Haven: Architecture and Urbanism (Yale University, 2004) that Harkness, like many alumni of his generation, took pleasure in Yale’s growing international reputation and stature but worried that as the University grew, the close bonds between students that had meant so much to him would diminish. In 1927 Harkness and his friend, fellow Eli and architect James Gamble Rogers (B.A. 1889), made a “secret mission” to England to study Oxford and Cambridge universities’ collegiate system. “The men came back convinced,” writes Goldberger, that dividing the undergraduate body into a series of residential colleges “was the best route to preserving the network of Yale-inspired connections” that had been so important to them throughout their lives. In the fall of 1933 the first seven of the fourteen colleges opened.

The Courtyard

The image of the secret garden was architect James Gamble Rogers’s inspiration for the courtyards around which each residential college is designed.
Yale in Miniature.
(A tour of Morse College)

**BASEMENT Game Room**
Conveniently located next to the Morse, the Game Room is a social hub where students get together to watch TV or play pool, table tennis, air hockey, and foosball.

**BASEMENT Buttery**
Run by students, “The Morsel” is open Sunday through Thursday from 10:30 pm to 1 am. Hang out with friends over the popular Jim Stanley, a quesadilla with dino nuggets.

**FLOOR 1 Common Room**
With comfortable seating and ample desk space, the Common Room is a welcoming place, whether you want to work on a problem set, play the concert grand, or just hang out by the fireplace on a chilly night.

**BASEMENT Shared Spaces**
Morse and neighbor Ezra Stiles College share several underground performance and activity spaces. But don’t let their location in the basement fool you: skylights flood these rooms with light.

**BASEMENT**
**Music Suite**
With adjustable tiered seating, a full-featured sound system, a sprung floor, and theatrical lighting, the Crecent Underground Theater showcases student-directed and student-performed shows. The Music Suite has three individual practice rooms and one group rehearsal room, each with an upright or baby grand piano.

**BASEMENT**
**The Dance and Aerobics Studio**
was designed for all types of dance, from ballroom to classical Indian bharatanatyam.

**BASEMENT**
**The Fabric Arts Studio** has six looms, several sewing machines, a knitting machine, and more.

**FLOOR 1 Art Gallery**
Artistic Morsels can exhibit their latest work in this sophisticated venue.

**FLOOR 1**
**Student Kitchen**
All the tools you need, whether you’re preparing a four-course dinner for friends or just heating some ramen.

**FLOOR 1**
**Dining Hall**
Out of the social centers in every college. At night, light glowing from the Dining Hall’s 40-foot floor-to-ceiling windows illuminates the courtyard and outdoor dining patio.

**FLOOR 1**
**Dean’s Office**
If a student is having difficulty with a particular course, the college dean can often help by talking with the student’s instructor or with the relevant department’s director of undergraduate studies, or by referring the student to one of the programs that offer tutoring assistance. Getting to know each student as an individual helps the dean to address concerns as personally and effectively as possible.

**FLOOR 1**
**Dean’s Apartment**
Dean Angie Gleason lives in the Morse Dean’s Apartment, with a beautiful view of the Lipstick and happily close to both the buttery and the gym.

**FLOOR 1**
**Morse House**
Catherine Panter-Brick is joined in Morse College by her husband, Associate Head of College Mark Egggerman, and their sons, Dominic and Jannik.

**FLOOR 2**
**Exercise and Weight Room**
Offers a full range of state-of-the-art equipment including treadmills, ellipticals, free weights, punching bags, and weight machines.

**FLOOR 2**
**Library**
Open 24 hours a day, the library has big tables, comfortable couches, and individual nooks for studying, as well as a large collection of books and magazines, from The Economist to People.

**FLOOR 2**
**Head of College’s Office**
The head of college is the chief administrative officer and the presiding faculty presence in each residential college. During the year, the head of college hosts lectures, study breaks (especially during finals), and College Tues—intimate gatherings during which students have the opportunity to engage with renowned guests from the academy, government, and popular culture.

**FLOOR 1**
**Morse House**
Economist Dominic and Jannik. 

**FLOOR 1**
**Morse House**
Eggerman, and their sons, Dominic and Jannik.

**FLOOR 1**
**Morsel** is open every Sunday from 10:30 pm to 1 am. Hang out with friends over the popular Jim Stanley, a quesadilla with dino nuggets.

**FLOOR 1**
**Theater**
Artistic Morsels showcase the latest work in this sophisticated venue.

**FLOOR 1**
**Dining Hall**
An outdoor room for barbecues, leaf and snowball fights, and spontaneous and formal events. Or cool your toes in Morse’s water feature, known as “the Beach.”

**FLOOR 1**
**Student Kitchen**
All the tools you need, whether you’re preparing a four-course dinner for friends or just heating some ramen.

**FLOOR 1**
**Dining Hall**
Out of the social centers in every college. At night, light glowing from the Dining Hall’s 40-foot floor-to-ceiling windows illuminates the courtyard and outdoor dining patio.

**FLOOR 1**
**Dean’s Office**
If a student is having difficulty with a particular course, the college dean can often help by talking with the student’s instructor or with the relevant department’s director of undergraduate studies, or by referring the student to one of the programs that offer tutoring assistance. Getting to know each student as an individual helps the dean to address concerns as personally and effectively as possible.

**FLOOR 1**
**Dean’s Apartment**
Dean Angie Gleason lives in the Morse Dean’s Apartment, with a beautiful view of the Lipstick and happily close to both the buttery and the gym.

**FLOOR 1**
**Morse House**
Catherine Panter-Brick is joined in Morse College by her husband, Associate Head of College Mark Egggerman, and their sons, Dominic and Jannik.
A Head Start.

What really makes a residential college a college versus simply a place to live is that each has its own dean and head of college—adults living among students in microcosms of Yale College as a whole. The head of college is the leader of the college, responsible for the physical well-being and safety of students who live there, as well as for fostering and shaping the college’s academic, intellectual, social, athletic, and artistic life. Head of Morse College Catherine Panter-Brick is a professor of Anthropology, Health, and Global Affairs and, like all heads of college, preeminent in her field.

“I love my college: it’s a family,” she says. “I’m with students in the dining hall, on the sports field, in the dance studio, and for events in my own house. This has definitely given me a multidimensional appreciation of student life. It’s changed the way I teach because I now share with students more than the classroom experience, so I make my relationships with students as personal as possible.”

“In a residential college, students grow as a community, and my role is to care for this community: to create a welcoming space, to show love for college life, to pay attention. When life is stressful, students find support and comfort in a close-knit community, and when life is wonderful, fellow Morsels are happy to share their excitement. By providing a consistent space where we are present in each other’s daily lives, the residential college serves as an anchor point for how students navigate four years of university life.”

Angela (Angie) Gleason has served as the dean of Morse since 2017. Her research and teaching focus on the legal and social history of early medieval Europe, primarily those areas outside the former Roman Empire. She is particularly interested in how kinship-based societies organized and kept order within customary legal systems, and, perhaps more interestingly, how they spent their leisure time. Among the seminars she has taught are Civilization of the Early Medieval West; Brehon Law; Language and Society of Early Ireland; and the History of Sport. As a lecturer in History, she encourages students to work with primary sources to investigate and understand early societies in their own words. Her seminars are also often writing-intensive, with the aim of helping students develop the analytical skills to write well-reasoned, well-supported, and persuasive academic arguments.

A Dean of One’s Own.

Residential college deans serve as chief academic and personal advisers to students in their colleges. Morse College Dean Angela Gleason says the college system offers a genuine and stable community in a world of constant but often virtual contact. The college system provides a means for students to develop connections and relationships not just in class but at dinner, at social events, and in the many common spaces of the college such as the buttery, the library, and the courtyard.

Whenever she can, Dean Gleason attends concerts, shows, and athletic competitions. “Perhaps because I grew up in a small community, I’m inclined to be an avid and loyal fan, whether as a spectator at an athletic event, an audience member at a student concert, or a participant in IMs. It’s a pleasure to live and work within the college, and a true privilege to assist in the challenges and share in the accomplishments that happen every day.” But advising is the foundation of her job.

“I advise students on nearly every aspect of their academic life, from selecting courses to choosing a major to taking advantage of the seemingly limitless opportunities at Yale, such as study abroad programs and fellowships,” says Dean Gleason. “I’m also a personal adviser to students, especially when things get in the way of academics, such as illness, loss, conflicts with roommates, and, perhaps most commonly, when hard work and the desire to do well don’t lead to the results the student expected.”
Debate This.
(Pierson Dining Hall conversations in progress)

Meghanlata Gupta and Ethan Brown are comparing their research experiences and debating the ethics of informing human research subjects about how their data might be used and shared. Ethan relates the issue to our expectations of privacy on social media platforms.

First-year students Tasnim Islam, Claudia Meng, and Diego Meucci are talking about their plans for going abroad during the summer. Tasnim writes for the Yale Globalist, which is sponsoring a reporting trip to Rwanda to research girls’ education. Diego is getting recommendations for his upcoming French language program from Claudia, who has dual citizenship with France.

Students Malini Wimmer and Hannah Armistead are talking with Professor Sandy Chang, associate dean for science education, about paths to medical school for students who major in the humanities and social sciences.

They may run out of your favorite veggie Caesar wrap, but no matter what time you arrive or whom you sit with, no dining hall will have a shortage of interesting conversation. "Dinner for me was something extraordinarily important," says a recent alum. "I'd sit down across from someone and ask them what they did that day and the answer would be remarkable. So much of my Yale education came from talking to people over dinner."
### Decoding the Colleges.

**(Residential College rundown)**

<table>
<thead>
<tr>
<th>College</th>
<th>Shield</th>
<th>Architecture</th>
<th>Style Points</th>
<th>How We Boo a Boola</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley</td>
<td></td>
<td>Collegiate Gothic, with a touch of Tudor; built in 1934</td>
<td>As test kitchen for Yale’s Sustainable Food Project, Berkeley pioneered a sustainable menu for all the colleges</td>
<td>The legendary ThunderBrunch, an over-the-top feast for all students, Senior Shockfest in the Head of College house garden</td>
</tr>
<tr>
<td>Branford</td>
<td></td>
<td>Collegiate Gothic; opened 1933; home to Harkness Tower and its bells</td>
<td>Robert Frost described our courtyard as ‘the most beautiful college courtyard in America’</td>
<td>Independence Day, when Branford declares its independence from Yale in a day of barbecues and parties</td>
</tr>
<tr>
<td>Davenport a.k.a. D’Port</td>
<td>One of its facades is Collegiate Gothic; the other is Georgian; opened in 1933</td>
<td></td>
<td></td>
<td>Annual Louisiana crawfish boil and Cajun music ball; Take Your Professor to Dinner Nights</td>
</tr>
<tr>
<td>Timothy Dwight a.k.a. TD</td>
<td>Georgian; opened in 1935</td>
<td>Chubb Lectures that have included 4 U.S. presidents, the most Tyng Cup wins (4)</td>
<td></td>
<td>TD’s motto and cheer is “Aye!” which means “We make it happen” in Yoruba</td>
</tr>
<tr>
<td>Jonathan Edwards a.k.a. JE</td>
<td>Collegiate Gothic; opened in 1933</td>
<td>Hundreds of tulips planted each year; Culture Draw; a raffle of tickets to Broadway and beyond</td>
<td></td>
<td>Great Awakening Fall Festival; the formal Spider Ball; The JE Press</td>
</tr>
<tr>
<td>Benjamin Franklin</td>
<td>Collegiate Gothic; opened in 2017</td>
<td>The Papers of Benjamin Franklin, edited and published by Yale scholars, have reached 43 volumes, with four to go</td>
<td></td>
<td>Mural painting in the basement; the bike shop repair, ideal for our location next to the Farmington Canal Greenway</td>
</tr>
<tr>
<td>Grace Hopper</td>
<td>Collegiate Gothic; opened in 1933</td>
<td>Fascinating name change from Calhoun to the iconic Grace Hopper.</td>
<td></td>
<td>September Soirée; the Hopper Cabaret; Trolley Stop Buttery; Trident Ceremony</td>
</tr>
<tr>
<td>Morse</td>
<td>Modern; designed by Eero Saarinen; built in 1965 with a 14-story tower and no right angles</td>
<td>Our sculpture, Luminick (Ascending) on Caterpillar Tracks, by Claes Oldenburg</td>
<td></td>
<td>Italian Night; The Call of the Walrus, a snow ceremony to initiate Fresh-Morsels into Morse.</td>
</tr>
<tr>
<td>Pauli Murray</td>
<td>Collegiate Gothic; opened in 1937</td>
<td>Our namesake was a scholar, lawyer, and civil and women’s rights activist who helped change the landscape of opportunity in the U.S.</td>
<td></td>
<td>Our college mascot, the Lemur; the MV talent show; and our own sprung-floor theater</td>
</tr>
<tr>
<td>Pierson</td>
<td>Georgian; built in 1933</td>
<td>Our traditional letterpress print shop, with six presses and 1,000+ cases of hand type</td>
<td>Tuesday Night Club, our cheer: “P is for the P in Pierson College, I is for the 1 in Pierson College…”</td>
<td></td>
</tr>
<tr>
<td>Saybrook</td>
<td>Collegiate Gothic; completed in 1933</td>
<td>We’re in a chase scene in Indiana Jones and the Kingdom of the Crystal Skull; our own recording studio</td>
<td>Most recent Tyng Cup champions; always respond “Saybrook!” when asked, “Say what?”</td>
<td></td>
</tr>
<tr>
<td>Silliman</td>
<td>Varied: Collegiate Gothic, modified French Renaissance, Georgian; completed in 1940</td>
<td>Biggest college; biggest courtyard; our own handbell group, The Sillingers</td>
<td>Sillifest, a year-end carnival; The Aer, a sustainable café; Silligloss in the courtyard</td>
<td></td>
</tr>
<tr>
<td>Ezra Stiles</td>
<td>Modern masterpiece, designed by Eero Saarinen; opened in 1962</td>
<td>Our memorial moose mascot in the Dining Hall, annual Student Film Festival</td>
<td>Medieval (K)night Festival; sidewalk Parisian bistro in the spring</td>
<td></td>
</tr>
<tr>
<td>Trumbull</td>
<td>Quintessential Yale/Collegiate Gothic; completed in 1933</td>
<td>Potty Court, where our gargoyles “Thinker” is enthroned and decorated every year</td>
<td>Rumble in Trumbull (bounce-house “fight”); Pamploña (running of the [Trum]Bulls around campus)</td>
<td></td>
</tr>
</tbody>
</table>

### More than Oolog.  

**(CollegeTeas)**

College Teas are informal Q&A’s hosted by the head of each residential college and often cohosted by campus organizations such as the Film Society or the Yale Daily News. The teas give small groups of students an intimate opportunity to pick the brains of world leaders, thinkers, and talents. Members of the hosting college get first dibs on front-row seats.

**Recent Guests**

- **Trumbull** Luis Lowry, author of *The Giver*; Jean Aocciello, dance and book reviewer for *The New Yorker*; Biz Stone, co-founder of Twitter; Karen Divine, former chair of Fond du Lac Band of Lake Superior Chippewa.
- **Silliman** Nihad Awad, executive director of Council on American-Islamic Relations; Emily Anthes, science journalist and author; David France, violinist and founder of the arts-for-social-change initiative Revolution of Hope; Tiffany Pham, founder and CEO of Mogul; Evan Wolfson, attorney and gay rights advocate.
- **Ezra Stiles** Simidele Adeagbo, Canadian-Nigerian Olympic athlete; Hannah Dreier, Pulitzer Prize-winning journalist; Claudia Rankine, poet; Nicholas Payton, Grammy-winning musician and activist.
- **Morse** Madeleine Albright, former U.S. Secretary of State; Kevin Oluosu, member of Pentatonix; Robert S. Ford, former U.S. ambassador to Syria; Ashley Edwards, founder and CEO of MindRight Health.
- **Timothy Dwight** TwiTwit Violin, comedy music duo and YouTube sensation; Dho Mohamed, physician and cox of row in Somalia; Clementine Wamariya, author of *The Girl Who Smiled Bads*.
- **Pauli Murray** Madeleine Albright, former U.S. Secretary of State; Kevin Oluosu, member of Pentatonix; Robert S. Ford, former U.S. ambassador to Syria; Ashley Edwards, founder and CEO of MindRight Health.
- **Jonathon Edwards** Joan Acocella, dance and book reviewer for *The New Yorker*; Amanda Peet, comedian.
- **George Takei** Conchita Cruz, founder and co-director of Asylum Seeker Advocacy Project; Erin Morley, Metropolitan Opera soprano; Daniel Ziv, documentary filmmaker and social justice advocate; Don Lemon, former CNN anchor and correspondent.

**Fun. Friends. Fame.**

**(Intramural sports)**

Intramurals at Yale are adrenaline-pumping, rivalry-fueling, athlete-forming competitions that bring sporty superstars and never-seen-a-net-before newbies from the same residential college together as they form teams that dominate on the field, court, and track. From ping pong to booo ball to flag football, as colleges win events, they work their way toward the glorious Tyne Cup, the prize bestowed upon the college with the highest number of intramural points at the end of the year. Will your college reign supreme? You’ll prove it in the arenas of Payne-Whitney Gymnasium. Bulldogs are ready to bring their A-game inside and outside the classroom.

---

By Ramsay Goyal, Mares College ’2a
Bright College Years.

(Defining Yale through friendship)

“Time and change shall naught avail / To break the friendships formed at Yale.”

from “Bright College Years,” Yale’s alma mater

It’s no accident that playwright John Guare, who wrote Six Degrees of Separation (theorizing that everyone in the world is connected by no more than five friends of other friends), went to Yale. As one senior put it, that kind of connectedness—which morphs into new friendships and affects other interactions down the line—“is what Yale feeds on.” Recognizing one’s unique impact on people here and their impact on you is central to the Yale experience.

These bonds very often begin in the residential colleges (you’ll soon learn that all roads lead to the residential colleges). The twelve friends on these pages all belong to Morse College. Here they talk about chance meetings, their impact on one another, and friendship at Yale.

“Going to a restaurant in New Haven has become a favorite tradition. On birthdays it’s Prime 16, a juicy burger place, or Pepe’s, a New Haven pizza classic. Whenever it’s Thai food, I’m given full ordering power for the family-style meal. Once I booked out the Morse kitchen to have a Thai cooking session with friends. Aaron, Ethan, Mark, Caroline, and Hannah helped with the chopping. On the menu were stir-fry vegetables with oyster sauce, Thai-style omelet with fresh shrimp, green curry with eggplant, and rice I had brought from Thailand. It’s a challenge when you’re trying to time a bunch of different stir-fry dishes and coordinate preparation with five other people! In the end the dinner was a delicious success. Sometimes late at night I go into the kitchen to cook my own food as a way to de-stress. I’ll call Richard to come and help me finish what I’ve made as a fun study break. He’s a fan of my Thai milk tea.”

Lamthran
“Hanoi”
Hantrakul
(above center)

HOMETOWN
Bangkok, Thailand

MAJORS
Applied Physics, Music

ACTIVITIES
Yale Jazz Ensemble, WHRC Radio, Asian American Cultural Center, Salsa dancing, CEDI Workshop designer

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena and Danny (below) are involved in the Yale Hunger and Homelessness Action Project. Deena (left) goes to every one of Hannah’s performances with tuba, Yale’s folk singing group. Over the years, she’s learned the words to all their songs.

Hanoi invited Richard (right) to take an Electrical Engineering class with him. Richard says it’s a course he “probably never would have considered, but it became one of my favorite courses at Yale” and inspired his participation in Bulldog Bots, Yale’s undergraduate robotics organization.

Richard, Danny, and Mark go sledding on the big hill by the Divinity School during snowstorms.

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena and Danny (below) are involved in the Yale Hunger and Homelessness Action Project. Deena (left) goes to every one of Hannah’s performances with tuba, Yale’s folk singing group. Over the years, she’s learned the words to all their songs.

Hanoi invited Richard (right) to take an Electrical Engineering class with him. Richard says it’s a course he “probably never would have considered, but it became one of my favorite courses at Yale” and inspired his participation in Bulldog Bots, Yale’s undergraduate robotics organization.

Richard, Danny, and Mark go sledding on the big hill by the Divinity School during snowstorms.

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager

“Deena, Caroline, and I have organized several late-night Zumba-style dance parties. Once we choreographed a dance routine to “Countdown” by Beyoncé. After about an hour of teamwork and laughter at how silly we looked in the dance mirrors—after all, Caroline is the only real dancer among us—we recorded a video of our finished dance on Caroline’s computer. It’s fun to remember the moments of spontaneous goofiness that define our friendship.”

Hannah
Untereiner
(above right)

HOMETOWN
Takoma Park, MD

MAJOR
American Studies

ACTIVITIES
Whim ’n Rhythm (a cappella), Tangled Up in Blue (American folk singing group), Harvest preorientation trip leader, French language tutor, Morse College Buttery manager
“The most important factor in my closest friendships is how much we prioritize each other, even in the face of homework or extracurriculars or other life.”

Caroline

At 1 a.m. before a snow day, Hanoi was showing everyone some music he’d been working on. Mark got his trombone to play along, and after five minutes, he, Ethan, Hanoi, and I were all playing our respective instruments. Then Ethan’s girlfriend joined in on the vocals, and we jammed for two hours. The best lesson I’ve learned outside of the classroom is to cherish every moment with friends. It’s tempting to have a concrete plan for every moment to maximize productivity and happiness, but it’s just as important to let a meal that was going to be an hour be 2+ hours if you’re having a truly great conversation.”

Aaron

“Met at Yale”

Bob Woodward and John Kerry
George W. Bush and Garry Trudeau
Hillary Rodham Clinton and Bill Clinton
Allison Williams and Kurt Schneider
Sigourney Weaver and Maryl Streep
Angela Bassett and Tony Shalhoub
Frances McDormand and David Henry Hwang
Jodie Foster and Jennifer Beals
David Duchovny and Paul Giamatti
Edward Norton and Jennifer Connelly
Paul Sciarr and Ben Silbermann

Caroline and Jessica met in a music history class and also took Roman Architecture and Opera Libretto. “Subjects that were off our radar but turned out to be fascinating.”
The Best Case
Sophomores Abe Baker-Butler, Patrick Dabek, and Allie Dettelbach won the Tulane Health Policy Case Competition with their multi-pronged approach to address the gun violence epidemic in the United States. The trio’s plan for reducing firearm homicides was chosen as the best among the 41 teams from 22 universities participating in the competition.

Nontraditional Champion
Senior Jimmy Hatch, a humanities major, wasprofiled on CNN’s “Champions for Change.” The piece chronicled Hatch’s decades of service as a Navy SEAL; his tours in Afghanistan (during which he earned a Purple Heart and a Bronze Star); his entry into the military (in which he earned a Purple Heart and a Bronze Star); his entry into the military (in which he earned a Purple Heart and a Bronze Star); and his return to college. Hatch is now a senior at Yale, majoring in history and South Asian studies, and will graduate with a degree in history and South Asian studies. He plans to pursue a career in international relations.

Music Maker
Junior Lila Hauptman, an American Studies major, released her debut album, All the Places I Could Be, in November 2022. Working under the name Lila Drew, she has amassed more than 87,000 monthly listeners on Spotify and garnered critical praise from outlets such as Rolling Stone, Harper’s Bazaar, and The Fader.

30 Under 30
Sophomore Shervin Dehmoubed was named to the Forbes “30 Under 30” list in the Manufacturing and Industry category. Dehmoubed was recognized for his company EcoPackables, which makes compostable mailers from corn starch and PBAT, a biobased polymer, that fully biodegrades in less than 180 days. The company’s mission is to eliminate the use of virgin paper and plastics in packaging.

Climate Conversation
Seniors Lauren Wiggins and Destiny Treloar, both environment majors, were just two of the many Yale students and faculty members who attended the United Nations Climate Change Conference, also known as COP27, in Sharm el-Sheikh, Egypt. The students joined the conversation alongside government officials and activists who gathered to find ways to achieve the climate goals agreed on in previous conferences.

Boola Boola
Senior men’s soccer goalie Elian Haddock was selected by the New York Red Bulls in the first round of the 2023 MLS Super Draft. In men’s fencing, first-year Jack Pan and junior Ted Vinnitchek earned All-America honors, while in women’s fencing, junior Sydney Hirsch and senior Emma Zhou were also selected as All-Americans. Senior Raegan Walker earned Gymnast of the Year and Performance of the Year from the Gymnastics East Conference. Junior Elle Hartje was named Ivy League Player of the Year in women’s hockey, and her teammates sophomore Pia Dukaric and senior Emma Seitz were all named First Team All-Ivy. In men’s swimming, sophomore Noah Millard captured two Ivy League titles, one in the 200-meter freestyle and the other in the 100-meter freestyle. Junior quarterback Nolan Grooms won the 2022 Asa S. Bushnell Cup as the Ivy League’s Offensive Player of the Year in football. Some other athletes to earn first-team All-Ivy honors in their respective sports were senior Théodora Dillman (women’s field hockey), junior Matt Knowling (men’s basketball), and sophomore Laila Booker (women’s soccer).

Summer at CERN
Seniors Caitlin Gainey, Dawson Thomas, Matthew Murphy, and Alexandra Haslund-Gourley spent their summer conducting critical research at one of the world’s most important physics hubs, the Large Hadron Collider at CERN (the European Organization for Nuclear Research), located just outside Geneva, Switzerland. They were part of a science team led by Yale Associate Professor of Physics Sarah Demers.

The latest stats on who goes to Yale
1,557 Class of 2026 (enrolled)
96% ranked in the top tenth of high school graduating class
51 states and territories represented
23% major in the Arts and Humanities
56 countries
40% major in the Social Sciences
49% men
37% major in STEM
51% women
19% hold double majors
53% identify as students of color
98% graduate within six years
14% international students
59% have jobs on campus
18% will be the first in their family to graduate from a four-year college or university
80%+ participate in intercollegiate, club, or intramural athletics
35% from private or parochial schools
70% of recent graduates report their intention to pursue an advanced degree within five years, and 48% began an advanced degree immediately after graduation
53% receive a need-based Yale scholarship
17% are Pell Grant recipients
Whether they major in the social sciences, humanities, or arts, in science, mathematics, or engineering, Yale students graduate with a thirst for learning, a greater appreciation for creativity, and a respect for education that they bring to positions of leadership and civic life.

Peter Salovey, President of Yale University
Blue Booking.

(Expect the unexpected in course selection)

At the start of each semester, Yale students can visit classes before finalizing their schedule. After an early registration process that helps them gauge availability of limited enrollment courses, students use the first week of classes to confirm their interest in courses, discover unexpected academic gems, compare schedules with friends, and add or drop classes from their preliminary schedules. Preparing for the new semester is a much-anticipated ritual called “Blue Booking” (from the days of hard copies, when the blue-covered catalog listed about 2,000 courses). Today, Blue Booking takes place around multiple screens, and making course wish lists is done individually, in small groups of friends, and en masse at Blue-Booking parties.

Sunday

**EVENING**
I’m just back in New Haven from a retreat with my a cappella group, the Yale Spizzwinks(?), and it’s great to finally see my Saybrook College suitemates again and catch up on what everyone did over the summer. Some of us held internships in New York, while others traveled abroad for language study. We are a pretty diverse bunch—half of us play on an athletic team, and the other half participate in the Naval ROTC program.

**Monday**

10:30 AM
I hop across the street from Saybrook to the Loria Center for a class called Asian American History. As the lecture begins about what it means to be Asian American, I’m instantly hooked.

**Tuesday**

9:30 AM
I’m back at the School of Art for Introduction to Graphic Design. Even though this is an introductory studio course, it’s still very intimate, with only thirteen students. At this first class meeting, the professor asks us to create four compositions using just a few sheets of paper and a pair of scissors. One needs to embody “Order,” one “Chaos,” one “Public,” and one “Private.” The rules are straightforward: we have to work in a predetermined grid in 90-degree angles, but we can vary the length and thickness of our lines. I work hard on doing a good job.

**Wednesday**

9:00 AM
Wednesday morning is a repeat of Monday. After breakfast with my suitemates, I get ready for the second meetings of Asian American History and Information Security in the Real World.

12:30 PM
I head back to central campus for lunch with a few friends. After learning that Asian American History is only taught every other year, I decide to take it! After class, I meet some of my friends from cryptography to social sciences. It’s been a long night’s work, and I head over to the always-open Good Nature Market for lunch with a few friends. After consulting with my academic adviser, residential dean, and suitemates, I’ve decided to take Asian American History, Computer Graphics, and Information Security in the Real World, and Introduction to Graphic Design. I feel really good about my final schedule and am excited about the semester ahead.

**Thursday**

7:00 PM
After dinner, I go to the first meeting of the weekly Junior Art Seminar, a required course for my major that I’m excited to take. It addresses the role of art in visual culture and other topics in art history.

**Friday**

9:30 AM
After consulting with my academic adviser, residential college dean, and suitemates, I’ve decided to take Asian American History, Junior Art Seminar, Typography, Information Security in the Real World, and Introduction to Graphic Design. I feel really good about my final schedule and am excited about the semester ahead.

**EVENING**
After dinner and rehearsal with the Spizzwinks, I take a last look at my schedule for tomorrow. It’s pretty straightforward, but I just want to be sure.

**EVENING**
After dinner and rehearsal with the Spizzwinks, I take a last look at my schedule for tomorrow. It’s pretty straightforward, but I just want to be sure.

**EVENING**
I’m back at the School of Art for Introduction to Graphic Design. Even though this is an introductory studio course, it’s still very intimate, with only thirteen students. At this first class meeting, the professor asks us to create four compositions using just a few sheets of paper and a pair of scissors. One needs to embody “Order,” one “Chaos,” one “Public,” and one “Private.” The rules are straightforward: we have to work in a predetermined grid in 90-degree angles, but we can vary the length and thickness of our lines. I work hard on doing a good job.

**EVENING**
I grab lunch with friends at Saybrook and learn about another interesting class, The Screenwriter’s Craft. But I don’t think I’ll be able to fit it into my schedule. Oh well, maybe next year!

**EVENING**
At the School of Art, I check out Typography, a fascinating studio class that I’ll be taking for my major, Computing & the Arts. The first project of the semester involves working on visual arrangements of type by hand.

**EVENING**
I’m back at my spot in Saybrook and learn about another interesting class, The Screenwriter’s Craft. But I don’t think I’ll be able to fit it into my schedule. Oh well, maybe next year!

**EVENING**
I head back to central campus for lunch with a few friends. After learning that Asian American History is only taught every other year, I decide to take it! After class, I meet some of my friends from cryptography to social sciences. It’s been a long night’s work, and I head over to the always-open Good Nature Market for lunch with a few friends. After consulting with my academic adviser, residential dean, and suitemates, I’ve decided to take Asian American History, Computer Graphics, and Information Security in the Real World, and Introduction to Graphic Design. I feel really good about my final schedule and am excited about the semester ahead.

**EVENING**
I’m back at the School of Art for Introduction to Graphic Design. Even though this is an introductory studio course, it’s still very intimate, with only thirteen students. At this first class meeting, the professor asks us to create four compositions using just a few sheets of paper and a pair of scissors. One needs to embody “Order,” one “Chaos,” one “Public,” and one “Private.” The rules are straightforward: we have to work in a predetermined grid in 90-degree angles, but we can vary the length and thickness of our lines. I work hard on doing a good job.

**EVENING**
I grab lunch with friends at Saybrook and learn about another interesting class, The Screenwriter’s Craft. But I don’t think I’ll be able to fit it into my schedule. Oh well, maybe next year!

**EVENING**
At the School of Art, I check out Typography, a fascinating studio class that I’ll be taking for my major, Computing & the Arts. The first project of the semester involves working on visual arrangements of type by hand.
Wish Lists.

With more than 1,000 courses offered each semester, selecting just 4 or 5 is a challenge.

First-Year Seminars are small classes just for first-years, with some of Yale’s most distinguished faculty members. Some seminars provide an introduction to a particular field of study; others take an interdisciplinary approach to a variety of topics. All seminars provide an intimate context for developing relationships with faculty members and peers.

Directed Studies is a selective, interdisciplinary program for first-years. It includes three yearlong courses—literature, philosophy, and historical and political thought—in which students read the seminal works of Western and Near Eastern cultures.

Science and Engineering Undergraduate Research As one of the world’s foremost research universities, Yale offers countless opportunities for independent undergraduate research projects. Students in the science and engineering disciplines can begin conducting original research as early as their first year through access to Yale’s more than 1,200 faculty laboratories in 50+ degree-granting programs in the Faculty of Arts and Sciences, Yale School of Medicine, and Yale School of the Environment. And First-Year Summer Research Fellowships annually provide support for more than 100 science and engineering first-years.

STAR S (Science, Technology, and Research Scholars) provides undergraduates an opportunity to combine course-based study, research, mentorship, networking, and career planning in the fields of science and technology. The program is designed to support women, minority, economically underprivileged, and other historically underrepresented students in the sciences, engineering, and mathematics. More than 100 students each year participate in the academic year and summer STAR S programs.

International Study Understanding the dynamics of a globalizing world begins in the classroom, with studies ranging from international development to statecraft and power, from ethnicity and culture to public health. But Yale recognizes that experience abroad is essential to preparing students for global citizenship and leadership. Such experience may include course work in foreign universities, intensive language training, directed research, independent projects, internships, laboratory work, and volunteer service. (See pages 52–55)

Summer Awards Yale’s Summer Experience Award (SEA) supports undergraduates on financial aid who are pursuing unpaid or underfunded arts apprenticeships or internships with nonprofits, NGOs, local, state, federal, or tribal government entities; and laboratory or other research facilities. Students with an approved U.S.-based experience receive a $4,000 stipend. Those with an approved international experience receive a $6,000 stipend.

Preparing for Medical, Law, or Business School Yale students have an outstanding record of admission to top medical, business, and law schools, but Yale College offers no pre-professional degree programs. Students here prepare for entrance to professional schools by choosing any one of Yale’s undergraduate majors and working with a Yale adviser who knows what is needed to advance to the next level of education. So it’s not unusual to find an English or Political Science major going on to medical school or an Environmental Studies or Chinese major going on to law or business school.

Academic Advising is a collective effort by the residential colleges, academic departments, and various offices connected to the Yale College Dean’s Office. The residential college dean serves as a student’s primary adviser for all academic and personal concerns. College deans live in residential colleges and supervise the advising networks in the college. Students also have a first-year adviser who is a Yale faculty member or administrator affiliated with the advises’ residential colleges. Each academic department has a director of undergraduate studies (DUS) who can discuss the department’s course offerings and requirements for the major.
<table>
<thead>
<tr>
<th>3+3=breadth</th>
<th>80+</th>
<th>Majors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1</td>
<td>6:1</td>
<td>Student-to-faculty ratio.</td>
</tr>
<tr>
<td>2:1</td>
<td>115</td>
<td>Ratio of declared STEM majors to STEM faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2,000+</th>
<th>Courses offered each year in more than 70 academic programs and departments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000+</td>
<td>Faculty members in Yale’s Faculty of Arts and Sciences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1,306</th>
<th>International study, research, and internship experiences undertaken by Yale College students in 2018–2019.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,500,000</td>
<td>Fellowship and International Summer Award (ISA) funding for international study, research, and internship experiences undertaken by Yale College students in 2018–2019.</td>
</tr>
</tbody>
</table>

| 65 | Languages taught at Yale, from Akkadian to isiZulu. |

<table>
<thead>
<tr>
<th>36/8</th>
<th>The degree requirements for graduation are 36 term courses in eight terms, about a third in the major. Students typically take four or five courses per term.</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>Of seniors graduating in 2019 participated in international study, research, and/or internships while at Yale.</td>
</tr>
<tr>
<td>84%</td>
<td>Medical school admission rate for Yale College graduates (national average, 42%).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>60+</th>
<th>Creative arts grants awarded to student playwrights, dancers, writers, musicians, and filmmakers each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,200+</td>
<td>Summer fellowships for undergraduate science and engineering students each year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>46%</th>
<th>Percentage of Yale College students graduating with a STEM major who are women.</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/7</td>
<td>Hours the Center for Engineering Innovation and Design is open for student use.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>200+</th>
<th>Science, math, and engineering labs at Yale College and the graduate and professional schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>300,000</td>
<td>Objects in the permanent collection of the Yale University Art Gallery.</td>
</tr>
</tbody>
</table>

| 15,000,000+ | Holdings in Yale’s library, making it one of the largest university library systems in the United States. |

<table>
<thead>
<tr>
<th>Majors in Yale College</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Studies</td>
</tr>
<tr>
<td>African Studies</td>
</tr>
<tr>
<td>American Studies</td>
</tr>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>Applied Mathematics</td>
</tr>
<tr>
<td>Applied Physics</td>
</tr>
<tr>
<td>Archæological Studies</td>
</tr>
<tr>
<td>Architecture</td>
</tr>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Astronomy</td>
</tr>
<tr>
<td>Astrophysics</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Classics</td>
</tr>
<tr>
<td>Cognitive Science</td>
</tr>
<tr>
<td>Comparative Literature</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>Computer Science &amp; Economics</td>
</tr>
<tr>
<td>Computer Science &amp; Mathematics</td>
</tr>
<tr>
<td>Computer Science &amp; Psychology</td>
</tr>
<tr>
<td>Computing &amp; Linguistics</td>
</tr>
<tr>
<td>Computing &amp; the Arts</td>
</tr>
<tr>
<td>Earth &amp; Planetary Sciences</td>
</tr>
<tr>
<td>East Asian Languages &amp; Literatures</td>
</tr>
<tr>
<td>East Asian Studies</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Evolutionary Biology</td>
</tr>
<tr>
<td>Economics &amp; Mathematics</td>
</tr>
<tr>
<td>Electrical Engineering &amp; Computer Science</td>
</tr>
</tbody>
</table>
Physically and philosophically, Yale College for undergraduates is at the heart of Yale University. An extraordinary commitment to undergraduate teaching sets Yale apart from other great research universities in the world. More than 70 departments and programs offer approximately 2,000 undergraduate courses each year—many of them taught by Yale’s most distinguished historians, literary critics, scientists, and engineers. Mathematicians, artists and composers, poets, and social scientists. Faculty call it a stunningly vibrant intellectual atmosphere that can’t happen at undergraduate-only institutions or at research universities that do not focus on teaching.

1. **School of Engineering & Applied Science** Join fellow creators from across Yale in the Center for Engineering Innovation and Design to collaborate, create, and share functional solutions to meaningful problems.

2. **School of Drama** Get a student season pass to the Yale Repertory Theatre and see five plays a year at one of America’s leading professional theaters. Read original manuscripts from Eugene O’Neill’s Long Day’s Journey into Night. Study light plots from the original production of Grosshans’s Pygmalion and Eliza Audition for Yale School of Drama and Yale Cabaret shows. Put on student productions at the University Theatre, with 96 feet of fly space and seating for 640.

3. **School of Public Health** Take a course in epidemiology in conjunction with an independent research project you’re working on in a lab on Science Hill.

4. **School of Art** Discover the next Chuck Close (M.F.A. 1964) at the School’s open studios. Participate in group shows in the same gallery in Green Hall where master’s students mount their thesis shows. Attend a graduate painting critique by visiting artists.

5. **Law School** Have lunch in the Law School dining hall with Constitutional Law professor Abdel Amar. Listen to speeches by visiting Supreme Court Justices. Wander the Law School stacks. The Law Library is also a favorite study spot.

6. **Law School** Have lunch in the Law School dining hall with Constitutional Law professor Abdel Amar. Listen to speeches by visiting Supreme Court Justices. Wander the Law School stacks. The Law Library is also a favorite study spot.

7. **School of Architecture** Meet with professors and grad students in Rudolph Hall (named for its architect, Paul Rudolph, faculty 1938–63). Check out student shows and curated exhibitions in the Architecture Gallery. Attend an evening lecture by one of the School’s professors, who are luminaries in the field, including the dean, Deborah Berke.

8. **School of Music** Explore the resources of the Gilmore Music Library, with one of the largest collections of music scores, sound recordings, and music research materials in the United States. Take lessons for credit with School of Music faculty. Attend free concerts at Sprague Hall given by Music School students and visiting performers.

9. **Divinity School** Take a walk to the Sterling Divinity Quadrangle to enjoy the quiet Georgian-style campus. The courtyard is a great getaway when you want to read outdoors without the distractions of central campus. View an exhibition of the artifacts and documents from the personal papers of Protestant missionaries who served in China during the first half of the twentieth century.

10. **Graduate School of Arts & Sciences** Continue conversations from graduate-level seminars over coffee and muffins at the newly renovated Humanities Quadrangle on York Street. Take graduate courses in science and engineering, almost all of which are open to undergraduates. On Friday afternoons, join undergraduates and graduate students in the Physics department for pizza and talks on current research. Make heads turn as you graduate wearing your yellow hood indicating that you’ve earned both a bachelor’s and a master’s degree in Molecular Biophysics and Biochemistry.

11. **School of Medicine** On Yale’s medical campus, just three blocks from the College, you don’t have to be pre-med to take advantage of the extraordinary research opportunities available to undergraduates—in fields ranging from genetics to biomedical engineering and nanoscience, studying cancer, neurological disorders, and cardiovascular disease. Take classes taught by medical school professors, work in their labs, shadow doctors on their rounds, or volunteer at Yale New Haven Hospital. Apply to be a World Fellows liaison and get to know emerging leaders from all over the world.

12. **School of Management** Enroll for a course at SOM and rub elbows with the next generation of corporate and social leaders and entrepreneurs. Become a Silver Scholar—one of a select handful of seniors who are admitted to room directly from Yale College, some of whom are awarded a merit scholarship for the two years of study.

13. **Jackson School of Global Affairs** Here, students grapple with some of the world’s most pressing concerns. Take a seminar on foreign policy challenges or listen to a lecture on cybersecurity by a former ambassador or Secretary of State. Apply to be a World Fellows liaison and get to know emerging leaders from all over the world.

14. **School of Nursing** Nursing’s home on West Campus is just a 10-minute ride on the Yale Shuttle. Its one-year capstone program for college graduates with previous nursing education prepares them to pursue a master’s in Nursing. Capstone students develop observational and auscultative skills at the Yale Center for British Art and the School of Music.
Eavesdropping on Professors.
(Great minds talk about teaching)

One fall afternoon some of Yale’s (and the world’s) leading thinkers in history, biomedical engineering, evolutionary biology, religious studies, literature, psychology, biochemistry, astrophysics, earth and planetary sciences, and philosophy got together for a conversation. Some knew each other and others did not, but they came to similar conclusions in talking about why they teach, the uniqueness of the Yale undergraduate, and why common notions about large research universities aren’t true here.

Q  People here always say Yale is devoted to undergraduate teaching. How can that be true?

Stephen Pitti “I’ve always loved the fact that at Yale I can present the newest research in my field to our undergraduates. And when I do, their feedback inevitably prompts me to think differently about what I’ve been writing, to change how I present material in future semesters and even rethink my own research questions. Each semester I enjoy in-class discussions about immigration, California politics, youth cultures, and Latino civil rights that carry over to my office hours or long lunch sessions with students in a residential college dining hall.”

Michael Della Rocca “I find that myself. When I’m teaching, I’m not just teaching philosophy. I’m doing philosophy with the students. I really advance my own research and we come to philosophical insights and conclusions together in the course. One of our biggest strengths in recruiting professors here is the undergraduates. People love teaching them. It’s the drawing card we stress whenever the Philosophy department is trying to recruit a faculty member from another good institution.”

Marta Figlerowicz “Students here do not merely want to do well within preexisting systems; they want to question how the world works, and eventually to change it. The atmosphere this perspective creates in the classroom is incredibly stimulating. It’s a space where everyone is challenged and constantly learning.”

Ruth Blake
Professor of Earth and Planetary Sciences and Environmental Engineering; Professor in the School of the Environment

Professor Blake teaches courses in geochemistry, environmental geomicrobiology, minerals, and human health/medical geology. Her research focuses broadly on the co-evolution of Earth and life. Her motto is, “where there is life, there is phosphorus,” and recent work has focused on development of new geochemical tools and biomarkers to study microbial phosphorus cycling in the deep oceans and beneath the seafloor, and to detect early life. She has participated in several ocean exploration and research expeditions and was chief scientist on the exploration vessel E/V Nautilus.

RECENT COURSES
Minerals and Human Health; Environmental Geomicrobiology; Introduction to Geochemistry; Extremophiles: Life on the Edge

Meg Urry “It’s not just how smart they are or how hard they work—you can find that at other places—but it’s their cleverness, their thoughtfulness. I teach an intro to physics class. Many of the kids in my class are headed for medical school, so physics isn’t their passion. But I can guarantee that at least once a week I get a question that is just incredibly creative, introducing an idea or thought that I have never had before, and this is from people who aren’t even going to be physicists.”

Christine Hayes “When I think about what I’m going to teach I often think, ‘What do I want to study with a whole bunch of smart people?’”
Why does teaching these students in particular matter to you? If you can find smart, hardworking students at other places, then what makes these students a “drawing card”?

Meg Urry “None of them are one-notes. They are exceptional in many areas. The diversity of their talents makes them incredibly interesting to interact with.”

Ruth Blake “As bright as they are, the ‘aha’ moments that come when they are presented with new knowledge they find fascinating, or upon figuring something out on their own after mastering new skills, are priceless.”

Michael Della Rocca “I teach in Directed Studies [a yearlong advanced first-year course in Western and Near Eastern civilizations]. It’s a lot of fun because you get students with different backgrounds taking subjects they’ve never heard of before. Some of these students are not cut out for philosophy, but they all get into it.”

Meg Urry “I was not in a university before coming here. I worked in the lab that ran the Hubble telescope for NASA, which was exciting. But when I came here I felt like I had died and gone to heaven. I think I was born to teach and should have been teaching all along. The quality of the Yale undergraduate was a big eye-opener for me. We have First-Year Summer Research Fellowships that allow students to begin research early at Yale. My first summer I thought, ‘Well, I’m going to get this first-year who doesn’t know anything. It’s going to take a lot of my time, but that’s why I came to university.’ So I laid out a project and recognize that it’s theirs to take ownership of where Yale undergraduates arc.”

Christine Hayes “Which connects to what was formulating in my own mind--they are able to do that deep academic research and are also able to apply it to some real-world situation. At some of the other places I’ve been, there has been either too much independence and arrogance or too much need of hand-holding. We seem to attract kids who excel at many, many things. They have the right mix of independent intellectual curiosity as well as the ability to work with others, to ask questions, to get help, to be part of a team. You need both—the solitary research and the ability to bring it back and put it together and make something bigger and better with other people.”

Mark Saltman “There are 17 faculty members in Biomedical Engineering and we have about 30 majors each year, so nobody is anonymous. Every student does research. They all do a significant senior project and take classes with most of the faculty. When I meet their parents at graduation, I know something significant about each student. That’s pretty rare.”

I came back and she had finished the entire summer’s project! She’d figured everything out. She’d gotten it all to work. She’d collected all the data she needed. My jaw was hanging down. I thought, ‘Okay, now I have a better understanding of where Yale undergraduates are.’

Scott Strobel “The beauty of it is watching them take ownership of a project and recognize that it’s theirs to work on creatively and independently. We have undergrads going toe to toe with grad students in the lab. You might say, ‘Well that’s only supposed to be available to grad students,’ but what I’ve seen over and over again is that these Yale undergrads are not afraid to take on hard projects and to take them on in a creative way. Last year, over spring break, we took a group of students to study a rain forest in Peru. Each was given complete autonomy over identifying 15 to 20 plant samples they wanted to collect. They brought them back to the lab and did amazing things with them. On the whole, they discovered several dozen different new species of fungi, many of which have demonstrated bioactivity against pathogens in plants and humans. So these students are able to make not just a creative impact on science but to actually discover things of importance.
Knowledge and Action

Studies: Philosophy; Descartes to Kant; Directed
Modern Philosophy from The Philosophy of Spinoza;
Recent Courses
Parmenidean Ascent (2020).
the author, most recently, of papers in those fields and is
He has published dozens of
interest are the history of
Professor Della Rocca's areas
Philosophy
Sterling Professor of
Michael Della Rocca
Elementary Biblical Hebrew

Historical Perspective; Divine Law in
Interpreting the Bible in
Recent Courses
of the Open Yale Courses series.

Bible
Introduction to the

Yale University Press as part
Bible

Jewish Book Award in Scholar-
tives, won the 2019 National
Jewish Book Award in Scholar-
ship; and her Introduction to the
Bible was published in 2012 by
Yale University Press as part
of the Open Yale Courses series.

RECENT COURSES
Interpreting the Bible in
Antiquity; Divine Law in
Historical Perspective; Elementary Biblical Hebrew

and interest to a broad community.
When I described their work to School of Medicine faculty, the faculty lined
up to participate in the project with
these undergraduates.”

Marta Figlerowicz “The students here are ambitious and diligent, like
many other students, but they also
think in terms of the ‘big picture.’
Undergraduates are also at the heart
of Yale’s public-facing intellectual life.
Some of the most fascinating events
I have attended here, such as a poetry
performance by Andrea Gibson, were
organized and led by student groups.”

Marvin Chun “I really think the
residential college system is what
brings everything together—the small-
college feel with world-class university
resources. Being the head of Berkeley
College has shown me that. It’s
impossible to describe in words, but it
works in a phenomenal way to ensure
that each student receives individual
attention.”

Christine Hayes “Surprisingly enough, the
presence of a strong graduate program has
an extraordinary impact on the quality of
the undergraduate program.”

Q

Just like students looking at colleges,
as a professor you had a lot of choices
too. What brought you here?

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 sci-
ences. 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 engineer-
ning 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.”

Christine Hayes “One of the things
that has been so wonderful for me as
a teacher at Yale is the ability to teach
introductory courses but also seminars
where graduate students and under-
graduates mix. Surprisingly enough, the
presence of a strong graduate program
has an extraordinary impact on the
quality of the undergraduate program.
You might think that the two stand in
tension, but in fact they don’t. We not
only have a very rich graduate program
in my field—one in which there is a
great deal of mixing among graduate
and undergraduate students in classes,
outside of class, in activities— but we’re
also situated within a larger univer-
sity that has very active professional
schools. The institution I was at didn’t
have professional schools. Having the
School of Architecture does wonderful
things for Yale undergraduates. Having
a fantastic School of Music does
wonderful things for Yale undergradu-
ates. And they’re all close by. That’s
something very special about Yale,
and it gives the Yale undergraduate a
completely different kind of experience.”
Michael Donoghue

“...very effective.”

Michael Donoghue focuses primarily on plant diversity and evolution. The Donoghue lab team includes undergraduate and graduate students and postdocs, and focuses primarily on plant diversity and evolution.

**RECENT COURSES**
- Diversity of Life, Plant Diversity and Evolution; Principles of Ecology and Evolutionary Biology

---

Scott Strobel

“...the opportunity to interact with and teach undergrads is a big reason I’m here. There are plenty of good schools where research is all they do, and you sit in your lab and work with grad students and postdocs and never see an undergraduate. Beyond that, Yale is a place where you have tremendous colleagues. At a lot of places the caliber of Yale, there is sort of a silo mentality when it comes to lab research. At Yale you have this amazing ability to collaborate with other labs so collectively you do everything better. The other thing is that we have a fantastic School of Medicine. The department I’m in has joint faculty with the medical school. And med school faculty host undergraduates doing research in their labs. To have an environment where there is a clear human application to the science that you do as an undergraduate is unique.”

Ruth Blake

“Yale offers tremendous support and freedom to pursue independent research and develop novel courses that incorporate real research materials and data. I especially enjoy teaching lab-based courses where students get hands-on, discovery-based learning opportunities.”

Marta Figlerowicz

“My work is interdisciplinary, and it matters a lot to me that all of the departments it relates to are of the highest caliber here. And I’m impressed by the university’s readiness to give new ideas and teaching methods room to grow.”

Michael Donoghue

“The other thing that I think is so distinctive is Yale’s resources in terms of the museums and collections that are here. We have actual physical objects that we’re very keen to use in teaching. You can read about things in a book, but to hand a kid a 60,000,000-year-old fossil to study is pretty amazing.”

Marvin Chun

“I came for the students. They’re not just smart, but well balanced in a way that makes it special to teach and do research here. Whether I stand before a classroom full of students or meet with someone one-on-one, I try to treat each student as somebody who is going to do something very meaningful and influential in life. Our alumni bear that out. This is what energizes me in the classroom. If something I teach lingers with students so that it helps them do the right thing outside of the classroom, that’s my reward.”

---

**RECENT COURSES**
- Introduction to Psychology; Mind, Brain, and Society

---

Marvin Chun

Richard M. Colgate Professor of Psychology; Professor of Neuroscience; former Dean of Yale College; former Head of Berkeley College

Professor Chun is a cognitive neuroscientist whose research uses functional brain imaging to understand how to improve memory, attention, conscious perception, and decision-making. He has been awarded the American Psychological Association’s Distinguished Scientific Award for Early Career Contribution to Psychology in the area of cognition and learning, and the Troland Research Award from the National Academy of Sciences, considered the most prestigious early-career honor for an experimental psychologist. At Yale, he received the Lelixson Prize for teaching excellence in the social sciences and the Devane Award for Teaching and Scholarship. The presentation of the award began with “Marvin Chun is the man!” praising him for the clarity of his teaching and his devotion to his students.

**RECENT COURSES**
- Introduction to Psychology; Mind, Brain, and Society

---

Scott Strobel

“The opportunity to interact with and teach undergrads is a big reason I’m here. There are plenty of good schools where research is all they do, and you sit in your lab and work with grad students or postdocs and never see an undergraduate. Beyond that, Yale is a place where you have tremendous colleagues. At a lot of places the caliber of Yale, there is sort of a silo mentality when it comes to lab research. At Yale you have this amazing ability to collaborate with other labs so collectively you do everything better. The other thing is that we have a fantastic School of Medicine. The department I’m in has joint faculty with the medical school. And med school faculty host undergraduates doing research in their labs. To have an environment where there is a clear human application to the science that you do as an undergraduate is unique.”

Ruth Blake

“Yale offers tremendous support and freedom to pursue independent research and develop novel courses that incorporate real research materials and data. I especially enjoy teaching lab-based courses where students get hands-on, discovery-based learning opportunities.”

Marta Figlerowicz

“My work is interdisciplinary, and it matters a lot to me that all of the departments it relates to are of the highest caliber here. And I’m impressed by the university’s readiness to give new ideas and teaching methods room to grow.”

Michael Donoghue

“The other thing that I think is so distinctive is Yale’s resources in terms of the museums and collections that are here. We have actual physical objects that we’re very keen to use in teaching. You can read about things in a book, but to hand a kid a 60,000,000-year-old fossil to study is pretty amazing.”

Marvin Chun

“I came for the students. They’re not just smart, but well balanced in a way that makes it special to teach and do research here. Whether I stand before a classroom full of students or meet with someone one-on-one, I try to treat each student as somebody who is going to do something very meaningful and influential in life. Our alumni bear that out. This is what energizes me in the classroom. If something I teach lingers with students so that it helps them do the right thing outside of the classroom, that’s my reward.”
A Hands-On Education.
(And why six hands are better than two)

Yale celebrates innovation and the entrepreneurial spirit. Whether you are working on a problem set in your “flipped” Chemistry class, meeting with a writing tutor to discuss topic sentences and supporting quotes for a History paper, studying the language of color and the articulation of space in Introductory Painting, or collaborating with classmates on the design and construction of an engineered system for a Yale client at the Center for Engineering Innovation and Design, you will find that teaching and learning here are evidence-based, hands-on, and focused on inspiring a deeper engagement with the subject.

“For me, engineering demands an energizing combination of the creative and the concrete. We took theory that we’d learned through course work, made it our own by applying it to design development, and saw it all come to fruition as a working device—one that could improve someone’s quality of life. This is a great feeling.” Brigid

Senior design project team-mates and Engineering majors Joshua Ruck, Brigid Blakeslee, and Adam Goone in the Center for Engineering Innovation and Design, where they developed a Yale-operated robotic arm for retrieving objects dropped off a boat or dock.
Next-Gen Knowledge.

(One-of-a-kind Yale treasures inspire independent research)

Adding to what the world knows is not easy, especially when, at 19 or 20, you haven’t even been in the world that long yourself. But as a former student said, “This is not a mediocre place. Everywhere you turn there’s something incredible to attract your eye. In a more ordinary place, you’re not going to be so startled into thought.”

From paintings by Picasso to pterodactyl remains to 3D printers and tools for photo-electron spectroscopy, Yale provides a treasure trove through which undergraduates chase down new knowledge for themselves and sometimes for the world.

Environmental Intersections

Cesar Garcia Lopez works in the Peabody Museum laboratory of Professor David Skelly, where he uses the museum’s vertebrate zoology collection in his research on how suburban landscapes affect frog morphology. Cesar was born in Mexico and grew up in Watsonville, California, where his parents worked in agriculture. “I saw a constant battle between environmentalists who want to protect the wetlands and the people who depend on agriculture to make a living. I’m interested in bridging that divide and hope to have a career that combines environmental education and field research.”

Eyes Wide Open

As a first-year, Alana Thyng planned to study French literature or Classics. But when she went to the Yale University Art Gallery (YUAG) to examine Greek vases for a course on Plato, Aristotle, and Euripides, she was immediately interested in the material aspect of history—“the way that objects provide a sense of what life was like in previous periods.”

Alana became a History of Art major and had unique opportunities through Yale to work for a summer at the National Gallery of Copenhagen, study at the École du Louvre in Paris, and spend a summer researching Oceanic art in England and Germany for her senior thesis. And as a fellow at the YUAG, she was able to design an avant-garde film installation for the exhibition Everything Is Dada. “It was an incredible opportunity to see my vision come entirely to life. These experiences have been vital in cultivating my skills as an art historian and in preparing me for the collaboration and practical planning necessary to complete projects in the workforce beyond college.”

After graduation, Alana will be pursuing her passion for art at the auction firm Sotheby’s in New York.

The collections of the Yale University Art Gallery number almost 300,000 objects representing world cultures from ancient times to the present. Recent exhibitions include Ceremonial Dress from Southwest China, celebrating a recent gift to the museum; Matthew Barney: Redoubt; and Place, Nations, Generations, Brings: 200 Years of Indigenous North American Art.

Alana Thyng, an alumna of the Directed Studies program for first-years, dances with the Rhythmic Blue and Yaledancers groups on campus and is a staff photographer for the Yale Daily News.

Junior Cesar Garcia Lopez has spent the past two summers in Tanzania, studying the impact of humans on wildlife; and in Panama, studying the chytrid fungus, an infectious disease that affects amphibians worldwide. On campus, he enjoys the community at La Casa Cultural, Yale’s Latino cultural center. And as a member of Math and Science (MAs) Familias, he mentors a group of New Haven first graders studying snail habitats in a local nature preserve. Cesar plans to enroll in the joint-degree program with the School of the Environment and earn a Master of Environmental Management degree in a fifth year at Yale.
A Smashing Success

Katherine Lawrence came to Yale with an interest in experimental high-energy physics, but little idea of what a working physicist’s life might be like. That changed quickly. “Starting in my first year, I was able to join a lab and begin to see the daily reality of academic physics research. It was very satisfying to see concepts from the classroom used in cutting-edge research and to apply intuition gained in lab to my own work.”

Lawrence spent two summers at CERN’s Large Hadron Collider in Geneva, Switzerland, studying the production and decay of the tau lepton particle with Professor Sarah Demers, and she was in attendance at the historic announcement of the discovery of the Higgs boson. She says that “Professors Demers and Meg Urry were important mentors throughout my years at Yale, especially as women in a male-dominated field. I’m most grateful for the strong relationships I developed with Yale faculty members, who continue to inspire my goal of pursuing an academic career.”

Awarded a prestigious Hertz Fellowship at the end of her senior year, Lawrence is now a doctoral student in Atomic, Molecular, and Optical Physics at MIT.

Performance at the Beinecke

Kwasi Enin, who is majoring in Molecular, Cellular, & Developmental Biology, had never sung early music prior to coming to Yale. But when a friend and fellow a cappella group member suggested Grant Herreid’s course Analysis and Performance of Early Music as a fun music elective that would help improve his sight-reading skills, he decided to dive in. Students in the class form the nucleus of the Yale Collegium Musicum, directed by Herreid.

The Beinecke Rare Book and Manuscript Library serves as both an academic resource and performance venue for the Collegium, offering students the opportunity to see, touch, and study musical manuscripts and prints from as early as the fourteenth and fifteenth centuries. And when it comes to performing in the space, Kwasi says, “the Beinecke allows sound to propagate and echo in an extremely satisfying way. We are privileged to be able to use it.”

“It really doesn’t get any better for a singer at Yale,” Kwasi adds. “I love how open the chords are in early music. And I enjoy learning about the origins of everything we sing. For example, the ‘Federal Overture,’ which involves interplay between male and female voices as well as the orchestra, expresses political rivalries of the 1780s through music. And we spent half a semester preparing for a concert about the medieval manuscript Roman de Fauvel, an allegory designed to shame the corrupt French nobility by depicting them as a fallow-colored horse that represented such major vices as vanity and avarice. The expression ‘to curry favor’ comes from the Roman, which had the nobles currying Fauvel to gain his approval.”
Think Yale. Think World.
(Study, research, intern around the globe)

A nontraditional approach to gaining international experience gives Yale students access to multiple opportunities to study, research, and intern abroad. Over and above ordinary financial aid, Yale provides more than $10.5 million annually through fellowships, internships, and summer awards to guarantee that every student who wishes will be able to work or study abroad. Beyond these resources is the sheer variety of global experiences students can undertake during school years and summers: study at a major university in another country; field-based or laboratory research; Yale Summer Session courses taught by Yale faculty abroad; or study, work, or service projects of one’s own design. Students are encouraged to begin exploring the globe the summer after their first year. Here, five Elis map a glimpse of the world through their experiences as global citizens.

Andrew Siaw-Asamoah
Hometown Buffalo, NY
Major Applied Mathematics
Yale International Experience Summer in Europe studying Spanish language and culture in Bilbao through the Yale Summer Session Study Abroad Program, in addition to studying economics and finance at the London School of Economics.
Post-Yale Plan “Either pursuing an M.D./Ph.D. with a research focus in epidemiology, or an M.D./M.B.A. with interests in hospital management, health care entrepreneurship, and health care nonprofits.”

“I spent six unforgettable weeks in South Africa and Swaziland with the Yale Summer Session class Visual Approaches to Global Health. Both countries have some of the highest rates of HIV/AIDS in the world. In the wake of that epidemic, our task was to find a public health issue that we were passionate about exploring—be it domestic violence, mental health, or the orphan crisis—and to represent it in the form of a documentary film. In Mbabane, Swaziland’s vibrant capital, we visited NGOs, UNICEF, government agencies, and hospitals, talking to physicians and patients about the struggles of living with HIV and the effects it has had on the community. I learned that the power of stigma can unravel seemingly sound and effective policies to deliver free treatment to all. Successful interventions require a nuanced understanding of the local culture and traditions, and for policy makers to listen and not merely dictate. I will carry this insight with me as I pursue a career in public health policy post-Yale.”
Sarah Naco
Hometown Canberra, Australia
Major History of Science, Medicine, & Public Health
Yale International Experience Spent one week in Johannesburg and five weeks in Mbabane on a Yale Summer Session scholarship. After my first year, had a Summer Experience Award for study in Paris.
Post-Yale Plan “Taking a few weeks for a road trip across the USA, then traveling with my boyfriend to Australia (his first time!). Afterwards, I intend to pursue a career in documentary filmmaking, focusing on public health and scientific issues.”
“In the middle of my summer in Korea, floating in the cool pool beneath a waterfall in Jeju beside a fellow Yalie, I thought, ‘Thank you, COVID.’ Korea’s strict COVID policies were exactly what enabled the most spontaneous adventure of my life. After being contact traced, I had to miss my planned vacation with my housemates. Still, wanting to experience Jeju, I asked another Yale friend in Korea whether he had plans wanting to experience Jeju, I asked another Yale friend in Korea whether he had plans. Thanks to what seemed like unfortunate circumstances, as well as the generous funding from the Light Fellowship, I was able to spend two weeks working in marketing in California or with Mildecins Sans Frontieres in a Spanish-speaking country.” Jenna Salameh

“Spent the summer in Amman, Jordan, studying Arabic and Middle Eastern culture through the CET Intensive Language Summer Program, funded by a Yale Summer Experience Award.” Jordan

“In the rural South African township of Zwelethemba where we stayed for ten days, there was no Internet access, and for the first time in my life, I was genuinely disconnected from the larger world. The first couple of days were tough, I’m ashamed to say. Then, my study abroad group started playing soccer with kids in the area, hanging out at each others’ host homes, and attending local gumbok dancing class in the community center. A man named Jazz, who was incredibly connected from the larger world. I was so grateful to have met such a short time, my life had been enriched with so much knowledge and so many new friendships that I will carry with me forever.” Grace Alofe

“In the middle of my summer in Korea, we hiked to the peak of Seongsan waeji (black pork), and took several buses around drinking tea while enjoying tunes played on a stringed instrument called the rebab. After sunset, we lay under stars that covered every inch of the sky, one of the most incredible views I’ve ever seen. I spent the entire night sharing and hearing life stories with people I had met only a few weeks back, in a language that I had been studying for only a year. That moment highlighted how, in such a short time, my life had been enriched with so much knowledge and so many new friendships with local Bedouins. After sharing a traditional dinner cooked underground in an oven buried in the sand, we all sat around drinking tea while enjoying tunes played on a stringed instrument called the rebab. After sunset, we lay under stars that covered every inch of the sky, one of the most incredible views I’ve ever seen. I spent the entire night sharing and hearing life stories with people I had met only a few weeks back, in a language that I had been studying for only a year. That moment highlighted how, in such a short time, my life had been enriched with so much knowledge and so many new friendships.” Adrian Venzon

“In the rural South African township of Zwelethemba where we stayed for ten days, there was no Internet access, and for the first time in my life, I was genuinely disconnected from the larger world. The first couple of days were tough, I’m ashamed to say. Then, my study abroad group started playing soccer with kids in the area, hanging out at each others’ host homes, and attending local gumbok dancing class in the community center. A man named Jazz, who was incredibly active in the larger community, taught the classes about this historical dance form and spent so much time making us comfortable in Zwelethemba. One day he gave some of us a walking tour, pointing out structures that have changed since the end of apartheid and how that affected his lived experience. We still had classes and homework during that time, but it felt so freeing to be fully present in our interactions with my host family, my peers, and community members like Jazz. By the end of our stay, I was so grateful to have been forced off the digital grid; I can’t imagine having been distracted at all from such a remarkable community.” Grace Alofe

“Spent the fall semester of junior year as one of thirty students studying public health care systems and conducting field research in urban and rural settings in India, South Africa, and Brazil with the School for International Training.” Jenna Salameh

“In the rural South African township of Zwelethemba where we stayed for ten days, there was no Internet access, and for the first time in my life, I was genuinely disconnected from the larger world. The first couple of days were tough, I’m ashamed to say. Then, my study abroad group started playing soccer with kids in the area, hanging out at each others’ host homes, and attending local gumbok dancing class in the community center. A man named Jazz, who was incredibly active in the larger community, taught the classes about this historical dance form and spent so much time making us comfortable in Zwelethemba. One day he gave some of us a walking tour, pointing out structures that have changed since the end of apartheid and how that affected his lived experience. We still had classes and homework during that time, but it felt so freeing to be fully present in our interactions with my host family, my peers, and community members like Jazz. By the end of our stay, I was so grateful to have been forced off the digital grid; I can’t imagine having been distracted at all from such a remarkable community.” Grace Alofe

“In the middle of my summer in Korea, floating in the cool pool beneath a waterfall in Jeju beside a fellow Yalie, I thought, ‘Thank you, COVID.’ Korea’s strict COVID policies were exactly what enabled the most spontaneous adventure of my life. After being contact traced, I had to miss my planned vacation with my housemates. Still, wanting to experience Jeju, I asked another Yale friend in Korea whether he had plans to go, and we booked our flights within the week. We hiked to the peak of Seongsan waeji (black pork), and took several buses to that waterfall in the middle of the forest, all while taking classes remotely at local cafes and our Airbnbs. Traveling as a pair allowed us to fill our days entirely, something I couldn’t have done with my original plans. Thanks to what seemed like unfortunate circumstances, as well as the generous funding from the Light Fellowship, I was able to have an unforgettable trip that was the cherry on top of a very enriching Korean language program.” Adrian Venzon

“In the middle of my summer in Korea, floating in the cool pool beneath a waterfall in Jeju beside a fellow Yalie, I thought, ‘Thank you, COVID.’ Korea’s strict COVID policies were exactly what enabled the most spontaneous adventure of my life. After being contact traced, I had to miss my planned vacation with my housemates. Still, wanting to experience Jeju, I asked another Yale friend in Korea whether he had plans to go, and we booked our flights within the week. We hiked to the peak of Seongsan waeji (black pork), and took several buses to that waterfall in the middle of the forest, all while taking classes remotely at local cafes and our Airbnbs. Traveling as a pair allowed us to fill our days entirely, something I couldn’t have done with my original plans. Thanks to what seemed like unfortunate circumstances, as well as the generous funding from the Light Fellowship, I was able to have an unforgettable trip that was the cherry on top of a very enriching Korean language program.” Adrian Venzon

“In the rural South African township of Zwelethemba where we stayed for ten days, there was no Internet access, and for the first time in my life, I was genuinely disconnected from the larger world. The first couple of days were tough, I’m ashamed to say. Then, my study abroad group started playing soccer with kids in the area, hanging out at each others’ host homes, and attending local gumbok dancing class in the community center. A man named Jazz, who was incredibly active in the larger community, taught the classes about this historical dance form and spent so much time making us comfortable in Zwelethemba. One day he gave some of us a walking tour, pointing out structures that have changed since the end of apartheid and how that affected his lived experience. We still had classes and homework during that time, but it felt so freeing to be fully present in our interactions with my host family, my peers, and community members like Jazz. By the end of our stay, I was so grateful to have been forced off the digital grid; I can’t imagine having been distracted at all from such a remarkable community.” Grace Alofe

“In the middle of my summer in Korea, floating in the cool pool beneath a waterfall in Jeju beside a fellow Yalie, I thought, ‘Thank you, COVID.’ Korea’s strict COVID policies were exactly what enabled the most spontaneous adventure of my life. After being contact traced, I had to miss my planned vacation with my housemates. Still, wanting to experience Jeju, I asked another Yale friend in Korea whether he had plans to go, and we booked our flights within the week. We hiked to the peak of Seongsan waeji (black pork), and took several buses to that waterfall in the middle of the forest, all while taking classes remotely at local cafes and our Airbnbs. Traveling as a pair allowed us to fill our days entirely, something I couldn’t have done with my original plans. Thanks to what seemed like unfortunate circumstances, as well as the generous funding from the Light Fellowship, I was able to have an unforgettable trip that was the cherry on top of a very enriching Korean language program.” Adrian Venzon
Yale students are surrounded by opportunities from the moment they arrive on campus as first-years—intellectual, entrepreneurial, artistic, international, professional, and research opportunities that launch them toward both long-term ambitions and unforeseen achievements. Yalies leverage these opportunities in countless impressive ways and learn how to ask good questions, seek out the right mentors, and create experiences that are professionally and personally rewarding. In this chapter, we chronicle the trajectories of three soon-to-be graduates who have successfully connected the dots between a Yale education and the real world.

**Recipe for Success**
Fellow Yale Launch members André and Bennett hear the pitch and want in. The three experiment with caffeinated energy bar recipes in the Saybrook and Davenport student kitchens. As demand grows, they rent the kitchens of beloved New Haven bakery Katalina’s Cupcakes on weekends, baking hundreds of bars from 7 pm to 2 am.

**First-Year Pitch**
Matt comes to Yale interested in the biological sciences and dives into biology and chemistry classes. He quickly becomes friends with Dylan Gastel, a fellow Davenport first-year. The two find themselves thinking up business ideas late into the night in their common room. In the spring, at the Yale Youth Business Forum at the School of Management, Matt meets a visiting project manager from Google who helps him come up with his first pitch. “It was my first real experience with entrepreneurship and it felt like the best day of my life.”

**Raising the Bar**
Matt Czarnecki
RESIDENTIAL COLLEGE
Davenport
MAJOR
Molecular Biophysics & Biochemistry

**Launch**
In the fall of sophomore year, Matt and Dylan create Yale Launch, an undergraduate group designed to help students go from “virtually nothing to a business idea.” The group hosts a pitch-day competition at the end of the semester. Matt lands on his idea: a coffee and granola bar study break. Why not combine the two? Verb energy bars are born.

**Angel Investment**
A coffee tea in JR given by Internet entrepreneur and Yale alum Kevin Ryan. Matt hands Ryan a Verb bar. A week later, Ryan calls and asks, “What do you need to get started?” He provides some of the company’s initial capital. Verb officially launches in the spring of Matt’s junior year, focused on selling to college students. They sell out of their first 10,000 bars in thirty days.

**Hit the Accelerator**
Verb is selected to participate in the Tsai CITY Summer Accelerator, a ten-week fellowship program for student ventures that combines a $15,000 grant with mentoring and workshops led by experienced entrepreneurs in the Yale network.

**Living the Dream**
Senior year, Matt closes a round of nearly $1 million in seed capital as Verb CEO. André (now CTO) has built a text-to-purchase platform, and the company uses a space provided free by Tsai CITY. In January, Verb wins a $15,000 grant in Connecticut’s CTNest All-Star Competition. The company has sold more than 100,000 bars to customers in all fifty states. After graduation Matt and André will move to Boston to continue growing Verb: “We’ve found our dream jobs and become best friends along the way.”

**Tsai CITY**
The mission of the Tsai Center for Innovative Thinking at Yale is to inspire and support students from diverse backgrounds and disciplines to seek innovative ways to solve real-world problems. It organizes workshops, mentorship and fellowship programs, start-up and nonprofit accelerators, leaders’ and founders’ labs, co-curricular projects, hackathons, and experimental collaborations across disciplinary lines.

**Yale Connections**
Yale has more than 160,000 graduates and hundreds of alumni groups all over the world, providing unequalled networking opportunities, from an online career network, to mentoring programs for students, to regional and campus events for alumni. Whatever you are interested in—social justice, sustainability, entertainment, law, journalism, media, entrepreneurship, technology—you will find alumni in those fields ready to network with you.

**Career Services**
Yale’s Office of Career Strategy offers career advising, professional school advising, employment and internship opportunities, and career development resources. The office works with students and alumni to clarify career aspirations, identify opportunities, and offer support at every stage of career development.

**6 Graduate Schools Most Attended**
The top six destinations for recent Yale graduates enrolling in business, law, medical, and graduate school are Cambridge, Columbia, MIT, Oxford, Stanford, and Yale.

**Top Producer of Fellowship Winners**
Yale is consistently a top producer of fellowship winners. Since 2010, in addition to more than 240 Fulbright Fellowships, Yale students have been awarded 31 Rhodes, 26 Marshall, 32 Goldwater, 15 Truman, and 35 Gates Cambridge Scholarships, as well as 360 National Science Foundation Graduate Research Fellowships.

“Never thought I would be an entrepreneur, but this experience helped me find what I’m really passionate about: building things from the ground up.”
“Before Yale, I mostly thought of ‘Native’ as Hawaiian. Becoming friends and co-workers with people Indigenous to various parts of the Americas made me realize how much Native people across the world have in common. This was vital to joining my most important community at Yale, to my political consciousness, and to my academic career.”

“For a bit, I explored the possibility of journalism as a mode of doing the same work raising awareness about Indigenous politics. I took Bob Woodward’s journalism class in my sophomore year and wrote pieces about ethnic studies at Yale and Indigenous activism for the YDN, Broad Recognition, Down Magazine, and Yale Herald.”

“At Yale, I realized how much mentorship really does impact the path you take.”

“Plans Fulfilled
Haylee writes her senior thesis on East Asian racial formation in Hawai’i in relationship to settler colonialism and Kānaka Māoli (Indigenous Hawaiian) cultural identity. “I went to an all Native high school and came to Yale hoping to do research about the political context of my Hawaiianess. My Yale experiences pushed me to think about my Indigeneity in a global context.”

“Called to Lead
Junior year, Haylee works with fellow members of the Association of Native Americans at Yale (ANAA) to plan the annual Ivy Native Summit. Elected president of the ANAA in the spring, she heads the planning for a Yale Indigenous Peoples’ Day celebration and also leads the Henry Roe Cloud Conference and Powwow, which brings Native alums back to campus and build a genealogy of Yale Native community members.”

“Starting Out
The summer before her first year, Haylee attends the First-Year Scholars at Yale program. Here, she finds support for the First-Generation, Low-Income (PGL) community at Yale, and also finds community through La Casa, Yale’s Latino Cultural Center.”

“Called to Lead
Junior year, Haylee works with fellow members of the Association of Native Americans at Yale (ANAA) to plan the annual Ivy Native Summit. Elected president of the ANAA in the spring, she heads the planning for a Yale Indigenous Peoples’ Day celebration and also leads the Henry Roe Cloud Conference and Powwow, which brings Native alums back to campus and build a genealogy of Yale Native community members.”

“Future Plans
In her junior and senior years, Seila continues in the STARS Program, which supports her lab research. On her mentor’s recommendation she applies to the National Institute of Health to continue her research. Seila is currently working there and will attend medical school for a M.D./Ph.D. after her time at the NIH.”

“Seila’s final project for an engineering course finds her and a group of fellow students paired with a client in need of the students’ engineering skills. Seila’s group works with the Yale School of the Environment, which needs a device to test carbon in soil samples.”

“Plans Fulfilled
Seila is thinking of majoring in Molecular Biophysics and Biochemistry. Through the Science, Technology and Research Scholars (STARS) Program, which hosts networking and mentorship opportunities, Seila enjoys seeing familiar faces from STARS events in her lectures, labs, and around campus.”

“Seila and a partner decide to continue developing the device they created for their engineering project. They receive a-cn3 Summer Design Fellowship to continue their efforts. In her sophomore year, Seila works with TC 1st’s Accelerator to develop the device. She founds agricore LLC., allowing her to patent and sell her device.”
Yale, like Ulysses, is part of all that she has met, part of all the scholars and students who have trod paths of learning across her campus, of their ideals and accomplishments, and of their lives and times...

Whitney Griswold, President of Yale University, 1950–1983
Among the nation’s oldest universities, Yale is the one most firmly embedded in its city and defined by its architecture. Our campus is a living history of the architecture and urbanism of its three centuries in New Haven, and home to the work of some of the world’s greatest architects. From the modest red brick college of the eighteenth century to the secret courtyards and gardens of James Gamble Rogers and the great modern works of Louis I. Kahn, Eero Saarinen, Philip Johnson, Cesar Pelli, and Frank Gehry, the struggle to balance collective identity and individual expression is represented in Yale’s buildings, which in their totality represent the essential struggle of life in a democracy.

Robert A. M. Stern
J.M. Hoppin Professor of Architecture
Completed in 1930, Sterling Memorial Library was designed by James Gamble Rogers, who called the building “as near to modern Gothic as we dared to make it.” Devoted primarily to the humanities and social sciences, it has fifteen stack levels and eight floors of reading rooms, offices, and work areas. The recent restoration of the nave has revealed long hidden decorative details and updated programmatic areas to better support the needs of today’s users.

Yale University Art Gallery
One of the country’s oldest college art museums got its start in 1832 with 100 Revolutionary War paintings. Now it’s noted for the depth and range of its collections. The main building is itself a modernist masterwork designed by Louis Kahn (faculty 1947–57). It was the first notable design of Kahn’s career and sits across the street from his final work in the United States, the Yale Center for British Art.
Connecticut Hall The oldest building on campus, a Georgian among the Gothic, opened as a dorm in 1752 and is a National Historic Landmark. Nathan Hale (B.A. 1773)—that’s him, on guard outside—was one of its early residents.

Malone Engineering Center Built in 2005 according to state-of-the-art sustainable building standards, Malone adds considerably to Yale’s engineering facilities. The building, designed by Cesar Pelli (of Pelli Clarke Pelli Architects), a former dean of the Yale School of Architecture, houses undergraduate teaching labs and the University’s Department of Biomedical Engineering.
New Haven…has been reemerging as a culinary wonderland, a cultural center, breeding ground for new theater, a hotbed of cross-promotion, and one of only a few places in the world where you can stand within inches of an intact Gutenberg Bible; all within a very compact and walkable downtown.”

The Huffington Post, 2012

Cultural Capital. (Yale and the “Greatest Small City in America”)

Eating Out.
(The “#1 Foodie City in America”*)

*As ranked by Livability.com

“Apizza” Fiercely debated, often imitated, never replicated, New Haven-style pizza (or “Apizza”; pronounced “ah-beets”) is in its own culinary tradition. Try Toton’s (est. 1923), Modern (est. 1954), and Sally’s (est. 1938) to find your favorite, and then be prepared to defend your choice.

Proud New Haveners tag social media posts with #GSCIA for “Greatest Small City in America.” With two Tony Award-winning theaters, the country’s second-largest collection of free public art, award-winning restaurants, and more than 380 years of history, the city delights Yalies as well. New Haven combines the dynamism and diversity of urban life with the accessibility and amiability of a great college town.

“A Haven for the Arts”
Margaret Edison’s Pulitzer Prize-winning Wit, and Pulitzer-winning works by August Wilson. Fortunately for Yalies, all three offer student tickets. In June, New Haven hosts the International Festival of Arts & Ideas, which boasts almost 200 (mostly free) events, drawing tens of thousands of visitors to the Elm City.

New Haven Green
Since 1639, the 17-acre Green has been at the center of New Haven. In its more than 380-year history, the Green has served as a pasture, a burial ground, a Revolutionary War training ground, and the site of a campaign speech by Abraham Lincoln. These days the Green hosts major events like the New Haven Jazz Festival and the New Haven Road Race as well as a popular weekly Farmer’s Market.

Yale New Haven Hospital
Just steps away from the residential colleges, this hospital provides countless opportunities for undergraduates to engage in research, clinical work, service, and medical training at one of the country’s premier medical centers.

A Haven for the Arts
Few cities can claim one world-class theater. New Haven has three. The Shubert, a world-class theater. New Haven hosts the International Festival of Arts & Ideas, which boasts almost 200 (mostly free) events, drawing tens of thousands of visitors to the Elm City.

Yale New Haven Hospital
Just steps away from the residential colleges, this hospital provides countless opportunities for undergraduates to engage in research, clinical work, service, and medical training at one of the country’s premier medical centers.

“New Haven…has been reemerging as a culinary wonderland, a cultural center, breeding ground for new theater, a hotbed of cross-promotion, and one of only a few places in the world where you can stand within inches of an intact Gutenberg Bible; all within a very compact and walkable downtown.”

The Huffington Post, 2012

Proud New Haveners tag social media posts with #GSCIA for “Greatest Small City in America.” With two Tony Award-winning theaters, the country’s second-largest collection of free public art, award-winning restaurants, and more than 380 years of history, the city delights Yalies as well. New Haven combines the dynamism and diversity of urban life with the accessibility and amiability of a great college town.

“A Haven for the Arts”
Margaret Edison’s Pulitzer Prize-winning Wit, and Pulitzer-winning works by August Wilson. Fortunately for Yalies, all three offer student tickets. In June, New Haven hosts the International Festival of Arts & Ideas, which boasts almost 200 (mostly free) events, drawing tens of thousands of visitors to the Elm City.

New Haven Green
Since 1639, the 17-acre Green has been at the center of New Haven. In its more than 380-year history, the Green has served as a pasture, a burial ground, a Revolutionary War training ground, and the site of a campaign speech by Abraham Lincoln. These days the Green hosts major events like the New Haven Jazz Festival and the New Haven Road Race as well as a popular weekly Farmer’s Market.

Yale New Haven Hospital
Just steps away from the residential colleges, this hospital provides countless opportunities for undergraduates to engage in research, clinical work, service, and medical training at one of the country’s premier medical centers.
Here, There, Everywhere.

(Thirteen students, two simple questions, thirty-five countries on five continents)

Where are you from?
Where have you been? One spring day, fourteen students walking around the campus were asked these questions. Their answers reveal Yale as a cosmopolitan crossroads where students receive an education in global fluency. Yalies become highly skilled at crossing boundaries. They speak multiple languages and quickly adapt to new environments. The global is made local for undergraduates here. The wide world becomes accessible, known, experienced. With such experience Yalies can pursue any ambition anywhere in the world.

“I’m from Harare, Zimbabwe. I traveled to Turkey to represent Yale at a conference of student, the world’s largest youth-run organization. This summer I’ll be learning Italian in Italy through Yale Summer Session, then traveling to Kenya, Ghana, and Zimbabwe to serve as an instructor in the Yale Young African Scholars Program.”
Phyllis Avgiadia, Mechanical Engineering Major

“I’m from Athens, Ohio. I’ve visited Argentina, Chile, Iceland, Morocco, South Africa, and the UAE with my a cappella group, the Yale Spizzwinks(’). This summer we’ll be performing in China, Myanmar, Singapore, and Thailand. I also traveled to Cuba during spring break for my Cuban History course.”
Usa Basak, History, Politics, & Economics Major

“I’m from Los Angeles. The summer after my first year, I studied in Valencia, Spain. This winter, I traveled to Ghana on a trip sponsored by the Afro-American Cultural Center. I also traveled to Cuba during spring break for my Cuban History course.”
Karen Jiang, Economics and Statistics & Data Science Major

“I’m from the suburbs of New York City. Last summer, I interned in Geneva, Switzerland, at the Stop TB Partnership, a UN global health organization, with support from a Yale fellowship.”
Karen Jiang, Economics and Statistics & Data Science Major

“I’m from Auburn, Washington. I spent a summer in Bilbao, Spain, studying Spanish language and culture. It inspired me to study Spanish political science and do a project for an urban studies class about public space in Bilbao.”
Karen Jiang, Economics and Statistics & Data Science Major

“I’m from Washington, D.C. I spent a term abroad in Nepal, Jordan, and Chile with an International Human Rights Program. This summer I’ll be in Morocco for a research project through the Women’s Global Empowerment Initiative, founded by a Yale Law student.”
Karen Jiang, Economics and Statistics & Data Science Major

“I’m from rural small town, Deep Gap, North Carolina. I studied in Germany, Austria, and the Czech Republic after my first year and planned to study again in Hungary and Taiwan with the Yale International Relations Organization. Recently, I traveled to Israel with the Slifka Center and to Puerto Rico with La Casa Cultural. This summer I’ll be interning in South Africa with support from Yale fellowships.”
Max Schlenker, History Major

“I’m from Danville, California. I received a Light Fellowship for a ten-week language program in Seoul, South Korea. Although I’m a heritage Korean speaker, it was my first time living in Korea. This year I studied Philosophy at Oxford, and it was a great taste of what graduate school might feel like.”
Sarah Jos, Philosophy Major

“I’m from Columbia, South Carolina, but also lived in Washington, D.C. After my first year, I received the Georg Leitner Fellowship from Yale’s MacMillan Center to work for an ngo in Amsterdam, The Netherlands. Louis DeFelice, English Major

“I’m from Albuquerque, New Mexico. I studied in Italy with the Summer in Rome Humanities program and in China on a Light Fellowship. The Brady Johnson Program in Grand Strategy funded my research in Japan, Taiwan, and Korea on East Asian politics.”
Phil Willmson, History/Global Affairs Major

“I was born outside of São Paulo, Brazil, and lived in Venezuela and Panama before my family settled in Cincinnati, Ohio. I spent the summer after my first year in Recife, Brazil, as a marketing intern at a local education ngo serving kids in the favelas.”
Ana Barres, Political Science/ Education Studies Major

“I’m from Palo Alto, California. This summer, I will spend six weeks in Nice, France, completing a physician shadowing program and taking two classes related to health care: Public Health in France, and Literature and Medicine.”
Claire Saxs, Molecular, Cellular, & Developmental Biology Major

“I’m from Accra, Ghana. I spent the summer after my sophomore year in Paraty and Rio de Janeiro, Brazil. Learning to speak Portuguese with Brazilians was one of my favorite aspects of the trip, but I also loved the music, food, and dancing!”
Esher Idorn, Political Science Major

“I’m from Brantree, Massachusetts. Last spring my a cappella group, Mixed Company, performed in four cities in China. This summer we will be traveling to Morocco. After that I will be studying public health in Amsterdam. Emma Ratna, Psychology Major
Pursuits.

...and the youthful society thus formed had promptly and enthusiastically set to work to create its own system of self-improvement, a second or social curriculum.

Yale: A Short History, by George W. Pierson
Yale’s first gym was built in 1826. By the mid-1800s an athletic tradition “dominated the undergraduate horizon, and epic victories were celebrated with bonfires under the elms, as the classes roared out their glees from their appointed perches on the old Yale fence,” wrote George Pierson in his history of Yale. The Bulldogs of today—both men and women—compete on 35 teams (of which 29 are NCAA Division I) made up of junior-varsity-level players to All-Americans. Yale also offers student-run club sports and one of the most extensive and popular intramural programs in the country. And the fans roar their glees (that’s fight song in modern parlance) — including Cole Porter’s “Bulldog!” — as loud as ever.

Mission
Yale student athletes “undertake the challenge of a high-level education while proudly representing Yale University in the pursuit of championships. Through exceptional facilities and coaches, Yale Athletics ensures that our students learn the important values of leadership, integrity, discipline, and teamwork. The aspiration is that in the course of preparation and competition, students enter a co-curricular laboratory for learning that will fit them to lead in all of their future endeavors.”

Excerpted from the Yale Athletics Mission Statement

Recent Ivy Titles
Baseball
Basketball (M)
Heavyweight Crew
Football
Golf (M)
Gymnastics (w)
Lacrosse (M)
Coed Sailing
Soccer (M)
Swimming/Diving (w)
Volleyball (w)
Crew (w)
Fencing (M, w)
Ice Hockey (w)
Lacrosse (M)
Squash (M, w)

“The Game”
Even for those who don’t count themselves as sports fans, “The Game” is one of the most anticipated events every year. Since 1875, the Yale Bulldogs and Harvard Crimson have met more than 150 times in this annual Yale-Harvard football game. Held the first weekend of Thanksgiving break, the game alternates between the Yale Bowl and Harvard Stadium.
200+ Olympians
More than 200 Yale players and coaches have taken part in modern Olympic competition, winning 115 medals, 57 of them gold. Yale was represented in London in 2012 by seven alumni athletes and one coach, including Taylor Ritzel ’10, who won gold with the U.S. women’s eights and Ashley Brzozowicz ’04, who won silver with the Canadian women’s eights. In 2014 in Sochi, Phoebe Staenz ’17 won bronze with the Swiss women’s ice hockey team. Eight Ellis competed in Rio in 2016, in crew, fencing, sailing, and track and field, and four reached the quarterfinals with the U.S. men’s ice hockey team in Pyeongchang in 2018. At the 2022 winter olympics in Beijing, Nathan Chen ’24 brought home the gold in men’s figure skating while Brian O’Neill ’12 and Kenny Agostino ’14 representing Team USA in men’s ice hockey and Staenz again skating for the Swiss in women’s ice hockey.

800+
Yalies who participate in varsity athletics in non-COVID years.

2,400+
Students who participate in intramural games through the residential colleges in non-COVID years.

80%
The percentage of the student body participating in some form of athletic activity in non-COVID years.

Handsome Dan
(1889 – present)
Yale was the first university in the United States to adopt a mascot, and to this date, none is better known than Handsome Dan. The tradition was established by a young gentleman from Victorian England, who attended Yale in the 1880s. The original’s 18 successors have been the intimates of deans, directors, and coaches. One was tamed by a head cheerleader who went on to become the Secretary of State.

200+ – present
Yale takes pride in its broad-based intercollegiate athletic program that includes competition in the Ivy League Conference and the Eastern College Athletic Conference (ECAC). Most of Yale’s intercollegiate contests are against traditional east coast opponents with emphasis on winning the Ivy League title. All sports, with the exception of football, have the ultimate goal of qualifying for NCAA and affiliated postseason championships.

Facilities
At 12 acres, Payne Whitney Gymnasium is the largest gym in the nation and the second-largest in the world.

Conferences
Yale takes pride in its broad-based intercollegiate athletic program that includes competition in the Ivy League Conference and the Eastern College Athletic Conference (ECAC). Most of Yale’s intercollegiate contests are against traditional east coast opponents with emphasis on winning the Ivy League title. All sports, with the exception of football, have the ultimate goal of qualifying for NCAA and affiliated postseason championships.

80%
The percentage of the student body participating in some form of athletic activity in non-COVID years.
State of the Arts.
(Playing a major role whether you're an arts major or not)

Whether you want to become a professional artist, continue a passion, try something new, or immerse yourself in the arts, a spectacular array of options awaits you at Yale. Major or take courses in Architecture, Art, Computing and the Arts, Film and Media Studies, Music, or Theater and Performance Studies. Tap into the extraordinary resources of Yale’s Center for Collaborative Arts and Media, Yale University Art Gallery, and world-class professional schools of Art, Architecture, Drama, and Music. Outside the classroom there are more than 100 officially registered campus wide arts groups, ensembles, societies, and publications catering to such disparate interests as hip-hop, Chinese calligraphy, and fashion design. Many—like the Yale Glee Club, Yale Dramatic Association, and the a cappella groups—are part of the deeply rooted history and lore of Yale College.

Known as the Dramat, the Yale Dramatic Association is the second-oldest college theater association in the country and the largest undergraduate theater organization at Yale. Here, the group performs Sweeney Todd at the Yale School of Drama’s University Theatre, one of many superb performance venues open to undergraduates.

Tavi Wolfwood is a Sociology major and Global Health Scholar in Pauli Murray College. He is a member of the Spitzwinks (?) and the Glee Club and a producer for original musical theater.

Simone Williams is an Astrophysics major in Branford College. Her extracurriculars include club gymnastics, the Black Women’s Coalition, and Black Students at Yale. Simone is also a recruitment coordinator for the Undergraduate Admissions Office.

LiMei Vera is a Political Science and American Studies major in Silliman College. She serves on the board of the Yale Hunger and Homelessness Action Project and volunteers for Project Homeless Connect.

Catherine Alam-Nist is a first-year in Grace Hopper College. She’s also an active member of the Yale College Democrats.

Rebecca Salzhauer is a sophomore in Saybrook College. She is a member of the improv group Purple Crayon and works as a Peer Wellness Champion.

Matthew Pettus is a Neuroscience major in Saybrook College. He works with the Public Health Coalition, writes for the Yale Global Health Review, and sings with the Baker’s Dozen. Matthew also does research in a neuroscience lab at the medical school and volunteers with the Hypertension Awareness and Prevention Program at Yale (HAPPY).

Bradley Nowacek is a first-year in Morse College who plans to double major in English and Theater & Performance Studies. He is a member of the comedy group Tilting at Windmills.

Ale Campillo is a junior in Jonathan Edwards College pursuing a dual degree in Theater & Performance Studies and Ethnicity, Race, & Migration. Ale is also the assistant musical director of the a cappella group Shades and a student coordinator at La Casa Cultural.

Rebecca Salzhauer is a sophomore in Saybrook College. She is a member of the improv group Purple Crayon and works as a Peer Wellness Champion.

Matthew Pettus is a Neuroscience major in Saybrook College. He works with the Public Health Coalition, writes for the Yale Global Health Review, and sings with the Baker’s Dozen. Matthew also does research in a neuroscience lab at the medical school and volunteers with the Hypertension Awareness and Prevention Program at Yale (HAPPY).

From the digital to the classical, from the academic to the extra-curricular, from private lessons to group ensembles, from beginning painting to professional exhibitions—Yale arts offer every opportunity.
The Daily Show.

(Yale’s creative life during one spring weekend not so long ago)

Friday

Enjoy a screening of the documentary Chico City, presented by the Yale Film Study Center and the Yale African American Affinity Group, followed by a community-driven conversation with Kalfani Nyere’u Turi of Yale’s Urban Ethnography Project.

Be inspired by women who blazed trails as musicians, composers, and philanthropists well before coeducation at Yale College. At the exhibit Musical Daughters of Eli: Women Pioneers at Yale, you’ll pick up subsidized tickets provided by your residential college and head to New York with friends for a sugar high at American Ballet Theatre’s production of Alacen Ratmanovsky’s Whipped Cream. Or enjoy a night of theater right here on campus at the Yale Repertory Theatre, where you’ll be blown away by a vibrant Afro-futurist production of Shakespeare’s Twelfth Night.

With performances ranging from the Viennese waltz to the tango. Then stop by the Crescent Underground Theater at Morse College to check out the jazz band your FroCo is managing. Or step on stage yourself in an afternoon of traditional Korean folk music played “sitting down.”

Saturday

Get an early start with a morning of music at the Woolsey Concert Competition, where School of Music instrumentalists and singers compete for the opportunity to perform with the Philharmonia. Make it a marathon and head to Sprague Hall in the afternoon to watch the broadcast—live in HD—of the Metropolitan Opera’s performance of Verdi’s La Traviata.

Bringing friends for popcorn and a movie, Ava DuVernay’s Sistur, followed by a conversation about the historical context of the civil rights march with African American Studies associate professor Crystal Feimster. It’s all part of the Whitney Humanities Center’s Democracy in America Film Series, designed to foster Yale’s dynamic film culture with free screenings and discussions every weekend.

If that’s too highbrow for your mood, start your evening with the all-ages show at Toad’s Place, then head over to the Criterion Cinema’s exclusive Insomnia Theater film series, which “brings the best cult classics back to the big screen!” Or unwind with the late-night lineup and munchies at the Yale Cabaret, where School of Drama performers are never more than a few feet away, and where your waiter one week might be on stage the next.

Take the Masterpiece Tour at the Yale University Art Gallery, stopping into the special exhibitions A Nation Reflected: Stories in American Glass and Matthew Barney: Redoubt. After lunch at Atticus Café across the street, head to Hastings Hall for the afternoon session of the School of Architecture’s symposium Clouds, Bubbles, and Waves.

Or gallery-hop from the School of Art’s Senior Thesis Show, Paintings Part I (see Part II on Sunday), to the Architecture Gallery in Rudolph Hall for Japan, Archipelago of the House, which seeks to contextualize the development and design of the contemporary Japanese house.

Sunday

As a member of the family-oriented Gospel Choir, sing at Sunday services.

Help your friends set up the Bedding & Bonding intercultural event at the Native American Center, sponsored by Macc and Yale African Students Association. Or sleep in and join the Yale Unity Korean Drum Groups for an afternoon of traditional Korean folk music played “sitting down.”

See your suitemates perform for New Haven’s youngest at the Yale Children’s Theater performance of Sir Avehne, the Brave. Or step on stage yourself in an afternoon rehearsals of the Dramat’s production of Antoine de Saint-Exupéry’s The Little Prince (one of 200 student theatrical productions each year).

Enjoy a concert to benefit children’s literacy given by the Whiffenpoofs, the world’s oldest and best-known collegiate a cappella group. The Whiffs are one of more than a dozen a cappella groups and have become one of Yale’s most celebrated and hallowed traditions.

Close the weekend with an eclectic mix of live music: the annual Stan Wheeler Memorial Jazz Concert at the Law School, a student Choral Conductor’s Recital at Battell Chapel; the Great Organ Music series at Marriott Chapel. Or learn new steps and lighten your mood in a Swing, Blues, and Fusion Djed dance praxitum at the Sillfa Center.
The Science Channel.

(Life outside the lab)

At Yale College you can major or take courses in twenty-nine STEM disciplines, from Applied Mathematics to Biomedical Engineering to Neuroscience. And with 70+ student STEM organizations on campus, your extra-curricular opportunities are many. Join the staff of Yale Scientific, the nation’s oldest college science publication. Be one of more than 1,200 coders participating in YHack, the national hackathon established by Yale undergraduates. Travel to Cameroon with the Yale chapter of Engineers Without Borders to work on a water distribution project. Join the Undergraduate Aerospace Association, featured here, and work in teams to build and fly rockets, planes, quadcopters, and UAVs. Or create a new organization and make your own mark on life outside the lab at Yale.

“Being a part of YUAA has been an incredibly formative and fun experience. I went from being a first-year who didn’t know the first thing about engineering to part of the team that won second place in the Intercollegiate Rocket Engineering Competition’s payload competition. Now, as one of the organization’s co-presidents, I’m learning about the management of engineering projects and working to create a larger community of people excited about engineering and science at Yale.”

Genevieve Fowler

---

American
American Indian Science & Engineering Society
American Institute of Chemical Engineers
American Society of Mechanical Engineers
Amherst Labs
Biomedical Engineering Society
Black Pre-Health Students at Yale
Boat-Building Club
Bulldogs Racing
Code for Good
Code Haven
Community Health Educators
Data4Humanity
Dimensions
Engineers Without Borders
Environmental Education Collaborative
FIRST at Yale
Girls in Science
Global Initiative for Biomedical Innovation
Grace Hopper Coalition of Students in Technology
GREEN
HackYale Student Group
Health & Education Advocates for Refugees
MathCounts Outreach
Medical Professions Outreach
MedSci
National Society of Black Engineers
Neuroscience Education Undergraduate Research Organization
Out in STEM
Project Bright
SheCode
Simplex Sciences
Society of Hispanic Professional Engineers
Society of Physics Students
Society of Women Engineers
STEM & Health Equity Advocates
Student Partnerships for Global Health
Synapse
TEDx Yale
Undergraduate Cognitive Science Collective
Undergraduate Mathematics Society
Undergraduate Pre-Veterinary Society
Undergraduate Women in STEM
United Against Inequities in Disease
User Experience Society
Volunteers around the World
Women & Gender Minorities in CS
Women in Chemistry
Women in Physics
Y-BioIncubator
Yale Computer Society
Yale Funbots
Yale Genetics Club
Yale Helix Group
Yale iGEM Team
Yale Math Competition
Yale Student Environmental Coalition
Yale Student Mental Health Association
Yale Summer Science Research Institute
Yale Undergraduate Aerospace Association
Yale Undergraduate HOSA
Yale Undergraduate Science Olympiad
YHack
and more
Shared Communities.

(Identity, culture, gender, religion, and politics sheltered and nurtured)

Some say Yale is a place of reinvention, but others say the undergraduate experience here is about becoming more of who you already are. Many students find the most personal routes on this journey through Yale’s Cultural Houses, the Women’s Center, religious communities, political activism and groups, and sexual identity organizations that make up a microcosm of the world’s views and beliefs. The best part is the friends, traveling companions, and guides that students find through these centers and organizations to help them on their way. In the words of one alum, “The work that I did with other Latino students to bring about positive change in our communities played a tremendous part in my identity development and paved the way for the work that I will continue to do for a lifetime.”

Where House Means Home.

(Cultural centers at Yale)

Yale’s four Cultural Houses include the Afro-American Cultural Center, the Asian American Cultural Center (pictured here), the Latino Cultural Center (La Casa Cultural), and the Native American Cultural Center. All are modeled after the Afro-American Cultural Center (affectionately known as “The House”), founded in 1969. The four centers nourish a sense of cultural identity and educate people in the larger community. They are also home base for dozens of affiliated organizations from fraternities and sororities to dance companies, publications, and social action and political groups.
La Casa Cultural

Host to countless cultural, scholarly, and social events, La Casa Cultural is an important focus of Latino student social life at Yale and a tremendous source of student-community interaction. Founded in 1974 as Casa Boricua, Inc., it acquired its present name three years later. Within the three-story, 19th-century red brick house, students socialize, plan activities, cook together in a fully equipped kitchen, and create a warm and robust community. The center also includes a Latino and Latin American topic library, computer room, organizational offices, student lounges, and meeting spaces. It is open to New Haven Latinos and community-based students of non-English speakers.

Asian American Cultural Center

What can you do at the AAC? Just about anything: study in the library, cook for friends, enjoy the widescreen television, play Ping-Pong. Established in 1981, the center promotes Asian American culture and explores the social and political experience of Asians in the United States. More than forty undergraduate organizations are affiliated with the AAC: Students of Chinese, Filipino, Japanese, Korean, South Asian (Bangladeshi, Indian, Pakistani, Sri Lankan), Taiwanese, Thai, Vietnamese, and other Asian backgrounds work together to address pan-Asian American issues as well as provide programs that focus on individual ethnic group issues.

Native American Cultural Center

The Association of Native American Students at Yale (ANASY) was founded in 1989 with the aim of attracting Native American faculty and scholars; expanding course offerings to include Native American history and cultural studies; increasing Native American enrollment; and creating a permanent headquarter for the group. Many of those goals have been achieved, including the establishment of the Native American Cultural Center. ANASY and the center promote Native American culture and explore issues Native Americans face today. Programs include speakers, dinners, study breaks, and movie nights.

Keeping the Faiths

Yale students come from more than thirty religious and spiritual traditions. Founded as an institution with a Protestant vocation, Yale today welcomes those of any or no faith tradition and seeks to nurture all in their spiritual journeys. “We consider ourselves quite blessed,” says University Chaplain Sharon M. K. Kugler, “to be part of a community of scholars, seekers, and believers walking together on a remarkable journey of spiritual awakening and human flourishing.” Located on Old Campus, where most first-years live, the Chaplain’s Office coordinates religious life at Yale, supporting worship services and rituals across faith traditions. It partners with centers for specific faiths and with affiliated community service organizations, and it offers pastoral support and social and educational programs throughout the year.

Women’s Center

The center’s mission is to improve the lives of all women, especially at Yale and in New Haven. As part of a broader feminist movement, it works to ensure equal and full opportunity for all, regardless of sex, gender, race, ethnicity, nationality, sexual orientation, socioeconomic status, background, religion, ability, or age.

Office of LGBTQ Resources

The Office of LGBTQ Resources works to create a visible LGBTQ community that includes students, faculty, and staff with a wide variety of life experiences. It sponsors and host events, meets one-on-one with students, and supports the student-run LGBTQ Co-op.

Afro-American Cultural Center

Afro-America House—known as “the House”—opened in 1966 as a locus for political, cultural, and social activities, continuing earlier Yale gatherings that brought Black students together to discuss issues pertinent to the black community. With these gatherings, the isolation students had experienced in the late fifties and early sixties gave way to the vigorous exchange of ideas now seen at the House. The common thread is the commitment, confidence, and consciousness that students, faculty, the New Haven community, and the University administration have shown in making the Afro-American Cultural Center vitally essential to Yale, New Haven, and beyond.

Asian American Cultural Center

What can you do at the AAC? Just about anything: study in the library, cook for friends, enjoy the widescreen television, play Ping-Pong. Established in 1981, the center promotes Asian American culture and explores the social and political experience of Asians in the United States. More than forty undergraduate organizations are affiliated with the AAC: Students of Chinese, Filipino, Japanese, Korean, South Asian (Bangladeshi, Indian, Pakistani, Sri Lankan), Taiwanese, Thai, Vietnamese, and other Asian backgrounds work together to address pan-Asian American issues as well as provide programs that focus on individual ethnic group issues.

Native American Cultural Center

The Association of Native American Students at Yale (ANASY) was founded in 1989 with the aim of attracting Native American faculty and scholars; expanding course offerings to include Native American history and cultural studies; increasing Native American enrollment; and creating a permanent headquarter for the group. Many of those goals have been achieved, including the establishment of the Native American Cultural Center. ANASY and the center promote Native American culture and explore issues Native Americans face today. Programs include speakers, dinners, study breaks, and movie nights.

Keeping the Faiths

Yale students come from more than thirty religious and spiritual traditions. Founded as an institution with a Protestant vocation, Yale today welcomes those of any or no faith tradition and seeks to nurture all in their spiritual journeys. “We consider ourselves quite blessed,” says University Chaplain Sharon M. K. Kugler, “to be part of a community of scholars, seekers, and believers walking together on a remarkable journey of spiritual awakening and human flourishing.” Located on Old Campus, where most first-years live, the Chaplain’s Office coordinates religious life at Yale, supporting worship services and rituals across faith traditions. It partners with centers for specific faiths and with affiliated community service organizations, and it offers pastoral support and social and educational programs throughout the year.

Women’s Center

The center’s mission is to improve the lives of all women, especially at Yale and in New Haven. As part of a broader feminist movement, it works to ensure equal and full opportunity for all, regardless of sex, gender, race, ethnicity, nationality, sexual orientation, socioeconomic status, background, religion, ability, or age.

Office of LGBTQ Resources

The Office of LGBTQ Resources works to create a visible LGBTQ community that includes students, faculty, and staff with a wide variety of life experiences. It sponsors and host events, meets one-on-one with students, and supports the student-run LGBTQ Co-op.

Belonging at Yale

Yale’s work to enhance diversity, support equity, and promote a welcoming environment of inclusion and respect are coordinated through the Belonging at Yale initiative. Visit belong.yale.edu to learn about Yale’s antiracism work, review campus action plans, and explore support systems that help every student feel safe, supported, and seen.
Difference Makers.
(Yale’s incubator of impact and leadership – Dwight Hall)

Leadership and service to society are inextricably linked at Yale. Nowhere is that more apparent than at Dwight Hall, the Center for Public Service and Social Justice founded by undergraduates in 1886. Dwight Hall is America’s only nonprofit umbrella campus volunteer organization run entirely by students. Yalies develop new initiatives in response to community needs and provide resources, training, and support to more than 80 groups that range from tutoring to political activism. With Dwight Hall’s support, Yale undergraduates have founded many organizations that have become a permanent part of New Haven’s social service network. For more than twenty years, members of the Yale Children’s Theater, showcased here, have engaged kids with the dramatic arts through student-written shows, workshops, and story-reading programs at local schools.

“When I was thirteen, I started a nonprofit organization, Love for the Elderly, that has grown beyond my wildest dreams. I knew service would be a big part of my college experience, and I wanted to join a community that truly valued acts of kindness. The dozens of options for doing service through Dwight Hall are incredible, and I found a perfect fit for my interests. When I’m working with kids, I’m also hanging out with my best friends. It’s a social endeavor that makes everyone involved happier. When you are passionate about something and see the impact you’re having, it’s amazing.”

Jacob Cramer

“Children’s Theater is a serious commitment, but it’s also a great break from the rest of college life. When I’m running a workshop with students or leading a ‘read aloud’ at a local elementary school, it doesn’t feel like I’m doing service. I could spend all day doing this work. The best part is when the kids put on their own show. They are excited and nervous and proud, and their parents love seeing their children having fun. The experience confirmed my interest in becoming an educator and helped me make important connections in New Haven.”

Jackson Richmond

“I think most Yale students would agree that we learn as much by giving to others as we do pursuing our intellectual interests. For me, service is just as important as doing homework. Performing with the Yale Children’s Theater has been one of my favorite experiences. I love connecting with the children, and I hope they are inspired to pursue the arts and think about the ideas embedded in our stories, like friendship and loyalty.”

Jessica Magro

Community Service Student Groups
A Leg Even
AIDS Walk New Haven
Association for International Service Students at Yale
Alzheimer’s Buddies
American Red Cross
Animal Welfare Alliance
Arnold Air Society
Black Student Alliance
Building Bridges
Camp Korem Yale
Campus Girl Scouts
Charity for Hunger
Circle of Women
CityStep Yale
Code4Good
Code Haven
Community Health Educators
Crisis Text Line
Elm City Echo
Elmseed Enterprise Fund
Engineers Without Borders
Environmental Education Collaborative
Estamos Unidos
Asylum Project
Expressive Arts Therapy
Fair Haven Tutoring
Females for Finance
First Years in Support of New Haven
Flyta Scholastics
Funbotics
Girls on the Run
HAPPY
Harbor Scholars
Hear Your Song
Hunger & Homelessness Action Project
Immigrant History Project
Living History Project
MathCounts Outreach
MedSci
Migration Alliance at Yale
Miracle League Dance
Moneythink
Music Makers
New Haven REACH
PAWS Tutoring & Mentoring
Peer Liaisons
Period: Yale
Peritasis Dance Group
Project Access at Yale
RALLY
Restaurant Rescue Project
RISE
Rotaract Club
SheCode
Smics Yale
Splash at Yale
Student Partnerships for Global Health
Synapse Outreach
Timmy Global Health
Undergraduates at CT Hospice
Urban Fellows Program
Urban Improvement Corps
Urban Philanthropic Fund
Vida Volunteer
Volunteers around the World
Walden
Yale Children’s Theater
Yale Education Tutoring Initiative
Yale Effective Altruism Student Group
Yale EMS
Yale Undergraduate Legal Aid Association
Yale Undergraduate Prison Project
Yale Undergraduate Service Student Groups
Y2Y New Haven...
The Student Voice.
(Overheard at Yale—politics and publications)

Speaking up and speaking out are Yale traditions, as you’ll see if you pick up a copy of the Yale Daily News (America’s oldest college daily) or attend a debate hosted by the Yale Political Union. Opportunities for discussion and expression outside the classroom are limitless here. Write about bioethics and healthcare economics for the Yale Journal of Medicine & Law. Or hone your talent for satire at the Yale Record, the country’s oldest college humor magazine. In politics, Yale students identify as staunch conservatives, radical liberals, diehard monarchists, and nearly everything in between. But even when they disagree, a strong sense of community allows them to engage each other in vigorous debate. It’s easy to see why so many Yale alums have gone on to shape conversations on the national and international level.

Political/Advocacy Organizations
- Black Students for Disarmament at Yale
- Choose Life at Yale
- The Conservative Party
- Disability Empowerment for Yale
- The Egalitarian Society
- Every Vote Counts
- The Federalist Party
- The Independent Party
- J Street U
- Party of the Left
- The Progressive Party
- ReformAmerica
- Stand with “Comfort Women”
- Students for Carbon Dividends
- Students for Sensible Drug Policy at Yale
- THiNK at Yale
- The Tory Party
- William F. Buckley, Jr. Program at Yale
- Yale College Democrats
- Yale College Republicans
- Yale Debate Association
- Yale Depolarization Initiative
- Yale International Relations Association
- Yale Israel Public Affairs Committee
- Yale Model Congress
- Yale Political Union
- Yale Socialist Party
- Yale Student Environmental Coalition
- Yale Undergraduate Young Democratic Socialists

Publications
- Accent Multilingual Magazine
- Azure
- The Boola
- Broad Recognition
- China Hands
- Distilled
- DOWN Magazine
- Elm City Echo
- Her Campus at Yale
- Hippopotamus
- Literary Magazine
- Journal of Literary Translation
- Light & Truth
- The Logos
- The Politic
- Rumpus
- Symposia
- The Yale Daily News
- Yale Economic Review
- Yale Global Health Review
- The Yale Globalist
- The Yale Herald
- The Yale Historical Review
- Yale Journal of Behavioral Economics
- Yale Journal of Human Rights
- Yale Journal of Medicine & Law
- The Yale Layer
- Yale Literary Magazine
- The Yale Literary Review
- The Yale Phoenix
- The Yale Record
- The Yale Review of Disability Experience
- Yale Scientific Magazine
- Yale State & Local Policy Review
- Yale Undergraduate Women’s Health Journal
and more
Apply.

How to Apply
Please visit our website at admissions.yale.edu for application options, a calendar of due dates, and all admissions requirements.

What We Look For
Every applicant to Yale College is assured a complete and careful review as an individual. Two questions guide the Admissions Committee in its selection of a first-year class each year: “Who is likely to make the most of Yale’s resources?” and “Who will contribute most significantly to the Yale community?” Diversity within the student body is very important as well. The committee works hard to select a class of achievers from all over the world and a broad range of backgrounds.

Given the large volume of candidates and the limited number of spaces in the class, no simple profile of grades, scores, interests, and activities can assure a student of admission to Yale. Academic accomplishment is the first consideration in evaluating any candidate. Evidence of an applicant’s academic strength is indicated by grades and evaluations by a counselor and two teachers. The Admissions Committee then weighs such qualities as motivation, curiosity, personal character, leadership, and distinctive talents. The ultimate goal is the creation of a vibrant first-year class, one that includes not only well-rounded individuals but also students whose achievements are judged exceptional.

Yale is committed to being the college of choice for the very best and brightest students in the world. In particular, Yale welcomes applicants from all backgrounds, and no student is disadvantaged in our admissions process because of a limited ability to pay. In fact, Yale actively seeks out accomplished students from across the socioeconomic spectrum, looking to build a first-year class that is diverse in every way. Moreover, Yale has committed itself to a level of financial aid, always based entirely and only on financial need, that virtually eliminates cost of attendance as a consideration for families of low or modest income.

Campus & Virtual Visits
The Office of Undergraduate Admissions offers tours and information sessions when campus is open to visitors. Visit admissions.yale.edu/tours for updated availability and links to live virtual sessions and the virtual tour.

For detailed information about admissions and financial aid, please visit admissions.yale.edu

Click on Visit & Connect for information that you will need to plan a campus visit, and to join our mailing list and be notified of upcoming admissions events.

Click on Bulldogs’ Blogs for student-generated content that gives first-person accounts of life in New Haven and at Yale.

Click on Application Process to learn how to submit an application, including instructions, deadlines, and requirements.

Click on Affordability to estimate your Yale cost in three minutes.

Click on Inside the Yale Admissions Office Podcast to go inside the admissions process.

You will also find links to: research and internship opportunities; student organizations; international experiences, and a virtual tour.

Other Questions?
203.432.9300 admissions.yale.edu/questions
Affordable. For Everyone.

If you are considering Yale, please do not hesitate to apply because you worry 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. All aid is need-based. Once a student is admitted, Yale will meet 100% of that student’s demonstrated financial need. This policy, which applies to all students, regardless of citizenship or immigration status, helps to ensure that Yale will always be accessible to talented students from the widest possible range of backgrounds.

The Financial Aid Office is committed to working with families in determining a fair and reasonable family contribution and will meet the full demonstrated need of every student for all four years with an award that does not require loans. Today, more than 50% of undergraduates qualify for need-based scholarships from Yale. The average annual grant from Yale to its students receiving financial aid for the 2022–2023 academic year was approximately $63,274, or about two-thirds the cost of attendance.

Yale also provides undergraduates on financial aid with grant support for summer study and unpaid internships in the United States and abroad based on their level of need.

“If you get into Yale, we feel sure that cost will not be a barrier in your decision to attend.”

Jeremiah Quinlan, Dean of Undergraduate Admissions and Financial Aid

> Yale Financial Aid Awards do not include loans. 100% of a family’s financial need is met with a Yale grant and opportunities for student employment.

> Families with annual income below $75,000 (with typical assets) contribute a percentage of their yearly income toward a student’s Yale education, on a sliding scale that begins at 1% and moves toward 20% and higher.

> Yale awards all aid on the basis of financial need using a holistic review process that considers all aspects of a family’s financial situation.

<table>
<thead>
<tr>
<th>Estimated costs for 2023–2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; fees</td>
</tr>
<tr>
<td>Room</td>
</tr>
<tr>
<td>Board</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Estimate Your Yale Cost in 3 Minutes
[admissions.yale.edu/estimate-your-cost](admissions.yale.edu/estimate-your-cost)

We offer two tools for estimating the cost of a Yale education after accounting for financial aid. The Quick Cost Estimator provides a ballpark estimate based on six simple questions. The Net Price Calculator generates a sample financial aid award based on more detailed financial information. Although neither tool can capture all the information an aid officer would use to evaluate financial need, they provide a look at what a family can expect to pay based on Yale’s current financial aid policies.

[admissions.yale.edu/financial-aid](admissions.yale.edu/financial-aid)
Inquiries concerning these policies may be referred to the Office of Institutional Equity and Accessibility, 203.432.0849; equity@yale.edu. For additional information, visit https://oiea.yale.edu

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the University’s Title IX Coordinator, Elizabeth Conklin, at 203.432.6894 or at titleix@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 3 Post Office Square, Boston MA 02109-3021; tel. 617.289.0011, fax 617.289.0100, TDD 800.877.8339, or ocr.boston@ed.gov. For additional information, including information on Yale’s sexual misconduct policies and a list of resources available to Yale community members with concerns about sexual misconduct, see https://titleix.yale.edu.

In accordance with federal and state law, the University maintains information on security policies and procedures and prepares an annual campus security and fire safety report containing three years’ worth of campus crime statistics and security policy statements, fire safety information, and a description of where students, faculty, and staff should go to report crimes. The fire safety section of the annual report contains information on current fire safety practices and any fires that occurred within on-campus student housing facilities. Upon request to the Yale Police Department at 203.432.4400, the University will provide this information to any applicant for admission, or to prospective students and employees. The report is also posted on Yale’s Public Safety website; please visit http://publicsafety.yale.edu.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men’s and women’s intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student. The Equity in Athletics Disclosure Act (EADA) report is also available online at http://ope.ed.gov/athletics.

In accordance with federal law, the University prepares the graduation rate of degree-seeking, full-time students in Yale College. Upon request to the Office of Undergraduate Admissions, PO Box 208234, New Haven CT 06520-8234, 203.432.9300, the University will provide such information to any applicant for admission.

For all other matters related to admission to Yale College, please contact the Office of Undergraduate Admissions, PO Box 208234, New Haven CT 06520-8234; 203.432.9300; http://admissions.yale.edu.

The Work of Yale University* is carried on in the following schools:

Yale College Established 1701
Graduate School of Arts and Sciences 1847
School of Medicine 1810
Divinity School 1822
Law School 1824
School of Engineering & Applied Science 1852
School of Art 1869
School of Music 1894
School of the Environment 1900
School of Public Health 1915
School of Architecture 1916
School of Nursing 1922
David Geffen School of Drama 1926
School of Management 1976
Jackson School for Global Affairs 2022

*For more information, please see https://bulletin.yale.edu.

Creative Team
Original contributors to this annually updated insider’s guide to Yale College included more than two dozen students as well as faculty, alumni, and Undergraduate Admissions staff.

Marty Chandler, B.A. 2021, Assistant Director of Undergraduate Admissions
Mark Dunn, B.A. 2007, Associate Director of Undergraduate Admissions
Marisa Kogan, Associate Director of Undergraduate Admissions
Jeremiah Quinlan, B.A. 2003, Dean of Undergraduate admissions and Financial Aid

Design
Pentagram; Yve Ludwig, B.A. 2000, M.F.A. 2005

Text
Andrea Jarrell; Liz Kinsley, B.A. 2005

Photography
Lisa Kereszi, M.F.A. 2000, Critic in Photography at the Yale School of Art

Additional Photography
Jim Anderson; Mark Ashton; Sofia Blick; Chelsea Dunlap; Elizabeth Felicella; Quinn Gorbett; John Hassett; Renita Heng; Mara Lavitt; Robert Lisak; Manuscripts & Archives / Yale University Library; Joan Marcus; Michael Marsland; Yale OPAC; James Kenyon Meier; Michael Nedelman; Dan Renzetti; Carol Rossegg; Harold Shapiro; Bennett Shaywitz; The Shops at Yale; Robbie Short; Jessica Smolinski/ YXG; Matt Thurston; Bryan Twarck; Abigail Waugh; Kaori West; Yale Daily News; Yale Undergraduate Aerospace Association; Yale University Spots Publicity; Ken Yanagisawa; and the students in “Think Yale. Think World.”

Some Breaking News stories were adapted from Yale Today, published by the Office of Public Affairs & Communications, and from the Yale Daily News.

Text pages printed on Mohawk Options, a 100% postconsumer recycled paper manufactured with wind-generated electricity.