A Guide to Yale College
This is Yale. We’re glad you asked.
Lives.

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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-year students 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 Camp Yale Programs (see next page) to First-Year Counselors (Yale seniors) to First-Year Seminars (small classes taught by some of Yale’s most prominent professors). We caught up with three first-years who shared their advice; reflected on their expectations; discussed the process of adjusting to Yale; and recorded a day in their lives during the first year.

A Tuesday in the life of Bilal

8:00 am  Wake up in L-Dub, our nickname for Lanman-Wright Hall on Old Campus, and get ready for my day.

9:00  Walk over to Science Hill for my first class of the day, Introduction to Statistics, where we're learning foundational statistics using R and R Studio.

10:15  After class, I head over to the Humanities Quadrangle to complete some readings before my next class.

11:35  Time for my DS Philosophy Seminar. From Plato to Kant, we critically analyze and review numerous philosophers and their texts.

12:30 pm  I grab a quick lunch with my friend in the Silliman dining hall (one of my personal favorites).

1:30  I attend my graduate research seminar on reform in the public safety sector, where I get to participate in discussions and presentations with professors, sociologists, and post-doctoral fellows.

Time to meet with my academic advisor to discuss my research and internship plans for the upcoming summer.

Finish some reading and work for my courses in Sterling Library in the Staff Reading Room, my favorite study spot on campus.

Grab dinner with a couple of my friends at the Pierson dining hall (the most under-rated dining hall on campus).

Head back to the Humanities Quadrangle with my friends to find a classroom and continue doing work for our classes (while occasionally getting off task and talking about our days).

Go to Berkeley's buttery to finish the day up with some basketball and a quick workout in their underground gym.

Get ready for bed, call my family back home, stay up later than I probably should chatting with my suitemates, then get to bed by 1:30 (I hope).

Bilal Kharrat
HOMETOWN  Lubbock, Texas
ANTICIPATED MAJORS  Political Science, African American Studies

“Before coming to Yale, I didn’t know any of my classmates and was unsure of my desired area of study; however, through our residential colleges, student organizations, academic programs, and cultural groups, I was quickly able to find people I connected with while easily navigating my future academic interests.”

CLASSES
> Directed Studies: Literature I & II
> Directed Studies: Philosophy I & II
> Directed Studies: Historical and Political Thought I & II
> Introductory Statistics
> Research Topics in Racial Justice in Public Safety

ACTIVITIES
> Yale Policy Institute
> Yale Middle Eastern & North African Student Association Board and Advisory Committee
> Yale Arab Students Association Board
> Muslim Student Association
> Research with the Center for Policing Equity
> Yale Human Rights Journal

On Directed Studies I am enrolled in the Directed Studies Program, which means that throughout my first year, I am enrolled in six courses (two each in philosophy, literature, and historical and political thought). These courses cover the texts constituting the Western canon in each subject, as decided by the professors and program director. While these courses certainly offer a change in pace and rigor from high school, I’ve found them extremely rewarding: I’ve grown significantly as a reader, writer, speaker, and critical thinker.

On research I am a research assistant for Professor Solomon’s organization/non-profit that aims to make policing more equitable for all citizens. It has undoubtedly been one of my favorite things I’ve done this semester because it is the perfect intersection between investigating injustices in America—both past and present—while prioritizing the development of modern solutions in response. Also, Professor Solomon is easily among the most intelligent and inspiring people I’ve ever met.

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/problem-solvers (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 and 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.

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.

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On FroCos: Sofia: My First-Year Counselor (“FroCo”) is always there. She is always attentive and thorough whenever I have questions—about financial aid, social stuff, course selection, and whatever else I need to know.

On First-Year Seminars: Jenesis: I took a first-year seminar called Perspectives on Biological Research, a year-long class designed to set first-years up for biological research in the summer. This summer, I’ll stay in New Haven to work in my neuroscience lab, fully funded by a grant from the seminar.

On social stuff: Sofia: I’m in a first-year seminar called Classical Storytelling in the Modern World with Professor Brian Price, an experienced screenwriter. He really wants to get to know all his students, despite being an accomplished professor. A small class of all first-years is a great way to meet people, and I love the chance to be exposed to a topic I wouldn’t have otherwise explored.

On extracurriculars: Sofia: I signed up for a bunch at the extracurricular bazaar, a big event where first-years can get to know hundreds of student groups, but I decided to just get involved with my student jobs and Morse College Council. I wanted to let myself adjust to Yale before throwing myself into more, high-commitment activities.

Jenesis: I, on the other hand, dove straight into high-commitment extracurriculars like Moot Court. We have competitions every few weeks and practice every other day. It’s a strong community and functions as a social club on top of just a team.

On orientation: Sofia: I did the Cultural Connections (CC) program. It was an amazing introduction to campus! Finding my footing on campus before the craziness of classes was super important to me because I was so nervous about college.Orientation felt like a summer camp in the best way.

Jenesis: I agree! I participated in Harvest and loved it. I’m still friends with people from my Harvest group, and some of my best friends are fellow first-years I’ve met from my FroCo group.

A Monday in the life of two roommates:

8:30 am
J: I wake up in my suite in my room with Sofia. First-years in Morse live in Durfee Hall on Old Campus. Other buildings are assigned to other residential colleges so first-years can live together and meet each other.

9:35 am
J: I go to Italian class. Sometimes, instead a full breakfast, I’ll grab a snack and go.
S: And then I wake up after Jenesis has gone.

10:15 am
S: I get a coffee on my way to Hindi class from the Jitter Bus, a mobile coffee shop that parks near Hillhouse Ave.
J: I’m wrapping up my first class and heading to the Sterling Memorial Library stacks to study before my next one.

11:30 am
J: I head to Marsh Lecture Hall for Biochemistry and Biophysics. On the way, I grab a quick bite from The Row Wow in the lower level of the Schwarzman Center, which has grab-and-go things like sandwiches, fruit, coffee—even sushi.

On adjusting to Yale: Sofia: It was scary, but Yale has so many resources, both officially—like your residential college dean, head of college, FroCos, and peer liaisons—and unofficially: the student community at Yale is so welcoming and happy to help new students find their footing.

S: I grab lunch at Steep Café, which is actually my favorite. I’ll eat and review my readings before my next class—which I have with Jenesis!

J: We meet up on Old Campus for English 120, Reading and Writing the Modern Essay.
S: We have really different majors, but we wanted to take a class together and wanted to take English 120 because we heard it was an iconic class.

3:30 pm
J: I have another class in the same building, so I head downstairs to Cognitive Science class.
S: I hang out then head over to Hindi conversation section in Luce Hall.

4:00 pm
J: I’m meeting up with my Italian language partner, who is learning English while I’m learning Italian.
S: Next door to Luce Hall is the office where I work on an on-campus job. I head in there for a meeting.

6:00 pm
S: I’m off to Morse to grab dinner in the dining hall with a big group of Morsels in my year.
J: I’m there too, but I’m eating with my friend from Harvest, my orientation program.

7:00 pm
S: I head to Linear Algebra office hours. Lots of professors or teaching fellows have office hours at all times of the day to make sure you get the help you need.
J: I’ve got my weekly Moot Court team practice.

9:00 pm
S and J: Time for movie! S: That’s the Morse College Council. We started coming to meetings in the fall, and now we’ve been elected co-vice presidents for the end of the year next.

10:00 pm
J: Even though it’s a Monday, for us, it’s Morse movie night. Our friend group in Morse usually does one on a weekday and one on the weekend.
S: If we’re hungry after the movie, we’re off to the Morse Buttery, but our favorite is the quesadilla in the Stiles Buttery, next door.

11:30 pm
J: It’s finally time to wind down and get ready to crash.
S: Jenesis and I might catch up for a bit, just the two of us roommates, and then off to bed!
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 have amenities including 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.
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.

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

**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.

**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.

**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.

**Miniature**  
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.”

**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.

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

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

**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.

*From top: A common room in Branford College; a bedroom in Farnam Hall on Old Campus; a bedroom in Berkeley College; a bedroom with built-in desk and bookshelves in Ezra Stiles College; and a common room in Pierson College.*

*For more information on Morse College, see The Economist to Peeples.*
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.”

A Dean of One’s Own.

Residential college deans serve as chief academic and personal advisors to students in their college. Morse College Dean Blake Trimble says the residential colleges at Yale allow students to connect with their peers as well as faculty from all disciplines and backgrounds, not just their own major. “I love that our college has STEM and humanities students as well as fellows from nearly every discipline at Yale.”

Beyond the classroom, Dean Trimble encourages students to take full advantage of the variety of opportunities for genuine relationships and friendships to grow in their college. “Whether it’s at the dining hall, the game room, the buttery, or our recording studio at Morse, students are encouraged to immerse themselves in a vibrant and diverse community, to grow in their own skills and interests, and also to develop connections through social events and celebrations that might be new, like Italian Night or an Iftar during Ramadan.” Dean Trimble says he attends as many shows, athletic competitions, and student presentations as he can in order to spread the “Morse-love” and support students in their individual pursuits. “My leadership in the college setting seeks to foster an environment where all students are known, celebrated, and supported through all personal and academic challenges that arise during life at Yale. I also advise students for their professional development, positioning them to excel with graduate school applications, internships, and future employment and creative opportunities.”

Blake Trimble has served as the dean of Morse since 2013. Before Yale, he spent six years at the University of Oxford, where he completed his doctorate in theology and religious studies and worked with the counseling offices and inter-faith chaplaincy. His research focuses on the intersectionality between spirituality, cultural theory, and ethics, particularly in relation to the student revolution in Paris in May 1968. In his most recent work, Dean Trimble addresses questions on the role of religion in society and how subversive, cultural movements can impact perceptions of spirituality and everyday life. In the upcoming academic year, he will teach Life Worth Living, a course which focuses on how humans cultivate meaning, values, and truths. As a lecturer in Humanities, his seminars are often writing-intensive, with the aim of helping students develop the analytical skills to write well-reasoned, well-supported, and persuasive academic arguments.

Catherine Panter-Brick, the Bruce A. and Davi-Ellen Chabner Professor of Anthropology, Health, and Global Affairs, has been the Morse head of college since July 2015. She teaches courses on global health and humanitarian interventions, having directed more than forty interdisciplinary projects situated within Africa, Asia, and the Middle East. She leads initiatives to advance human health and peace building in conflict settings and to develop strong partnerships research, practice, and policy. Her work with Syrian refugees is an example of research evaluation on mental health and resilience-building interventions in war-affected communities. She has coedited seven books, including Pathways to Peace (2014) and Medical Humanitarianism: Ethnographies of Practice (2015) and received the Lucy Mair Medal, an award that honors excellence in the application of anthropology to the relief of poverty and distress, and to the active recognition of human dignity.
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.

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. Diego is getting recommendations for his French language program from Claudia, who has dual citizenship with France.

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. Diego is getting recommendations for his French language program from Claudia, who has dual citizenship with France.

Debate This.
(Pierson Dining Hall conversations in progress)

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.”

Students Malini Wimmer and Hannah Armstead are talking with Professor Sandy Chang, associate dean for science and quantitative reasoning education, about paths to medical school for students who major in the humanities and social sciences.
Decoding the Colleges.
(Residential College rundown)

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<th>Architecture</th>
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<tbody>
<tr>
<td>Berkeley</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 Oktobefest in the Head of College house garden</td>
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<td>Branford</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>
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<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>The Gnome, who watches over us, when he’s not being abducted</td>
<td>Annual Louisiana crawfish boil and Cajun music ball; Take Your Professor to Dinner Nights</td>
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<td>Timothy Dwight a.k.a. TD</td>
<td>Georgian; opened in 1935</td>
<td>Chubbi Lectures that have included 4 U.S. presidents; the most Tyng Cup wins (4!)</td>
<td>TD’s motto and cheer is “Ahe!” which means “We make it happen” in Yorùbá</td>
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<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>Great Awakening Fall Festival; the formal Spider Ball; The JE Press</td>
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<td>Benjamin Franklin</td>
<td>Collegiate Gothic; opened in 1937</td>
<td>The Papers of Benjamin Franklin, edited and published by Yale scholars, have reached 43 volumes, with four to go</td>
<td>Mural painting in the basement; the bike repair shop, ideal for our location next to the Farmington Canal Greenway</td>
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<td>Grace Hopper</td>
<td>Collegiate Gothic; opened in 1933</td>
<td>Fascinating name change from Calhoun to the iconic Grace Hopper.</td>
<td>September Soirée; the Hopper Cabaret; Trolley Stop Buttery; Trident Ceremony</td>
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<td>Morse</td>
<td>Modern; designed by Eero Saarinen; built in 1961 with a 14-story tower and no right angles</td>
<td>Our sculpture, Lútic (Ascending) on Catapult Trains, by Claes Oldenburg</td>
<td>Our college mascot, the Lemur; the MY talent show; and our own sprouting-floor theater</td>
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<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>Tuesday Night Club; our cheer: P is for the P in Pierson College; I is for the I in Pierson College...</td>
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<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>Our college mascot, the Sillinger; our own recording studio</td>
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<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>
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<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>Sillifrost, a year-end carnival; The Aeron; a sustainable cafe; Silligloss in the courtyard</td>
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<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>
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<td>Truman</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 Truman (bounce-house “fights”); Pamplona (running of the [Trum]Bulls around campus)</td>
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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 boce ball to flag football, as colleges win events, they work their way toward the glorious Tyng 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, Morse College ’24

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<th>Fall</th>
<th>Flag Football</th>
<th>Volleyball</th>
<th>Pickleball</th>
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Winter

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<th>Inner-Tube</th>
<th>Water Polo</th>
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Spring

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<th>Badminton</th>
<th>Hoops Playoffs</th>
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<th>Indoor Soccer</th>
<th>Golf</th>
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More than Oolong.

(College Teas)

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 Accoelli, dance and book reviewer for *The New Yorker*; Bi Jin, co-founder of Twitter; Karen Driver, former chair of Fond du Lac Band of Lake Superior Chippewa.

**Silliman**
Ahmad Awad, executive director of Academic-Islamic Relations; Emily Anthes, science journalist and author; David France, violinist and founder of Council on American-Islamic Relations; Angélique Kidjo, singer-songwriter and activist.

**Ezra Stiles**
Tunde Adebimpe, lead singer of band TV on the Radio; Conchita Cruz, founder and *La Reina del Mambo*; Madeleine Albright, former U.S. Secretary of State; Kevin Olsou, member of Pentatonix; Robert S. Ford, former U.S. ambassador to Syria; Ashley Edwards, founder and co-editor of *MindRig*.

**Morse**
Drew Barrymore; Verbal Avenue; The Girl Who Smiled Beads; Simon Pegg; Damien Lewis; Ismael Cruz Cordova; *Crazy Rich Asians*; *Bohemian Rhapsody*; ‘Round Midnight; *Aladdin*; *Game of Thrones*.

**Pierson**
Clint Eastwood; David France, violinist and founder of Council on American-Islamic Relations; Ai-jen Poo, director of National Domestic Workers Alliance; Robert Pinsky, a.k.a. Ludacris, rapper and actor; Ira Flatow, host of *Science Friday*; David France, violinist and founder of Council on American-Islamic Relations; Angélique Kidjo, singer-songwriter and activist.

**Saybrook**
Timothy Dwight Jr., violinist and actor; Ira Flatow, host of *Science Friday*; David France, violinist and founder of Council on American-Islamic Relations; Angélique Kidjo, singer-songwriter and activist.

**Truman**
Timothy Dwight Jr., violinist and actor; Ira Flatow, host of *Science Friday*; David France, violinist and founder of Council on American-Islamic Relations; Angélique Kidjo, singer-songwriter and activist.

**Silliman**
Tunde Adebimpe, lead singer of band TV on the Radio; Conchita Cruz, founder and *La Reina del Mambo*; Madeleine Albright, former U.S. Secretary of State; Kevin Olsou, member of Pentatonix; Robert S. Ford, former U.S. ambassador to Syria; Ashley Edwards, founder and co-editor of *MindRig*.

**Morse**
Drew Barrymore; Verbal Avenue; The Girl Who Smiled Beads; Simon Pegg; Damien Lewis; Ismael Cruz Cordova; *Crazy Rich Asians*; *Bohemian Rhapsody*; ‘Round Midnight; *Aladdin*; *Game of Thrones*.
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 nine friends on these pages all belong to Ezra Stiles College. Here they talk about chance meetings, their impact on one another, and friendship at Yale.

“My Stiles friendships hold a special place in my heart because they are the people I come back to every day. I know there is always going to be someone there, in the library or the buttery, that I can talk to when I am home in Stiles.”
Richard

“Living in Stiles has meant nicking my friend’s chicken nuggets over a heated game of Pandemic; showing off our best weird socks over a picnic lunch; being really nervous about putting on an art show, then having people pop in to say something warm and wonderful; getting extremely familiar with the song “September” by Earth, Wind & Fire; and developing a strong attachment to that one couch in the Stiles Common Room— I swear, couches don’t get better than that.”
Rose

Richard Cardoso
(above left)
HOMETOWN
Cedar Hill, Texas
MAJORS
Latin American Studies, Global Affairs
ACTIVITIES
Ballet Folklórico Mexicano de Yale, ¡Oye! Spoken Word, InterFaith Forum at Yale (IFFY)

Richard and Nayeli (above right) met participating in Cultural Connections during orientation. Now they serve as First-Year Counselors (FroCos) together.

Nayeli goes to an art show that Rose hosts in the Stiles Art Gallery.

Rose Bae
(above center)
HOMETOWN
Bundang, South Korea
MAJOR
Neuroscience
ACTIVITIES
Research with the Lim Lab, stage manager for theater productions

Rose and Richard were randomly assigned to the same FroCo group for orientation in Stiles.

Richard, who works the front desk at the Stiles Head of College Office, is asked by his suitemate Nico (left) to advertise for an event called the Stiles Music Box.

Nico plays piano and is recruited, along with other musical Stilesians, by Jeffrey for the Stiles Music Box event, which he created.
“Stiles Music Box was an idea in my head, realizing that there was a lot of musical talent and interest to perform here in Stiles, but that people didn’t have a venue to do so. For our first event, I pulled together four other Stilesians to perform with me: one on bass, one on drums, one on guitar, Nico to play keys, and I sang. We played a variety of songs—from pop to R&B. We planned different rehearsals together, and then for the performance, the Common Room was packed with people from our class year. It was really fun and there was high energy. When we finished, the room erupted into cheering and roaring!”

Jeffrey

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 Meryl 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

Jeffrey Steele

HOMETOWN
Chicago, Illinois

MAJOR
Theater, Dance, and Performance Studies

ACTIVITIES
Yale Drama Coalition; Whim n’ Rhythm; directing, lighting design, and choreography for theater productions

“Even though I was nervous about meeting people here at Yale, I really have made deep connections and found lifelong friends in my residential college, my major, and through spontaneous interactions.”

Alexis

Margot Sarkozy

HOMETOWN
New York, New York

MAJOR
Neuroscience

ACTIVITIES
American Medical Women’s Association, Community Soup Kitchen, Midnight Run, Living History Program at Yale-New Haven Hospital, HAPPY

“Alex and I met for the first time at HAPPY. We started talking and realized we both were in the same residential college and then realized we both lived in the same part of New York our entire lives but never had met until that moment.”

Margot

“Alex and I met for the first time at HAPPY. We started talking and realized we both were in the same residential college and then realized we both lived in the same part of New York our entire lives but never had met until that moment.”

Margot

Met at Yale

Alex (above left), a transfer student who came to Yale after a career in dance, often runs into Jeffrey on Beinecke Plaza. They love to chat about dance.

“Alex and I met for the first time at HAPPY. We started talking and realized we both were in the same residential college and then realized we both lived in the same part of New York our entire lives but never had met until that moment.”

Margot

Margot meets with Alexis (above right) to study for their chemistry class together in the Stiles buttery. “Our favorite snack there is the ‘Chandler,’ a BBQ chicken quesadilla with chili cheese fritos inside it” Alexis says.
Breaking News.
(A few of the year’s top undergraduate stories)

Political Passion
Junior Kiana Flores, a New Haven native and climate activist, was elected to the New Haven Board of Alders for Ward 1. The board is the legislative body for the city of New Haven, charged with creating, passing, and amending laws and approving the city budget.

Native STEM Champions
The Yale Chapter of the American Indian Science and Engineering Society, or yaises, recently won the Stelvio J. Zanin Award at the National yaises conference hosted in Spokane, Washington. The award recognizes the college chapter of yaises that best exemplifies excellence in STEM through outreach, professional development, chapter recruitment, and community service. Led by co-presidents junior Madeline Gupta (Sault Ste. Marie Tribe of Chippewa Indians) and senior Jordan Sahly (Eastern Shoshone), the chapter also won first place in the conference’s Student Hackathon.

Novel Success
Junior Coco Ma, a cognitive science major, released her third young adult novel, Nightbreker, published by Penguin Random House. The fantasy novel is the first in a duology, both of which are inspired by Manhattan. Her previous books are Shadow Frost and God Storm.

Quizbowl Repeat
Led by seniors Daniel Ma, Michal Gerasimuk, Daniel Sheinberg, and sophomore Arthur Delot-Vilain, the Yale quizbowl team won the Academic Competition Federation’s national championship in the undergraduate division for the second year in a row. They placed fifth overall in the country and the highest of any team that was made up solely of undergraduates.

Across the Pond
Nine seniors have been named Rhodes or Marshall Scholars, which are among the world’s most prestigious academic awards for graduate study. As Rhodes scholars at Oxford University, Madison Hahamy, who is majoring in English, will pursue an M.Sc. degree in refugee and forced migration studies; Iman Iftikhar, a history and philosophy major, plans to complete an M.Sc. degree in intellectual history and an M.Sc. in South Asian studies; Victoria Kipngetich, who is majoring in global affairs, intends to read for an M.Sc. in global governance and diplomacy; Jacqueline Testamark, currently majoring in classical civilizations and history, will pursue an M.St. in history of art and visual culture. As Marshall scholars, Bobby Atkinson, a global affairs major, intends to pursue an M.Phil. degree in evidence-based social intervention and policy evaluation at the University of Oxford; physics major Ayelet Kalfus plans to pursue the systems and synthetic biology M.Res. degree and the artificial intelligence M.Sc. degree at Imperial College London; Robby Hill, who is majoring in ethics, politics, and economics, will seek an M.Phil. in evidence-based social intervention and policy evaluation at the University of Oxford; Xavier Blackwell-Lipkind, a comparative literature major, plans to pursue an M.Sc. degree in comparative literature and critical translation at Oxford, followed by an M.A. in prose fiction at the University of East Anglia; Olivia Sally, majoring in education studies and political science, plans to complete an M.Sc. degree in education and an M.P.P.

Climate Coalition
Senior Peyton Meyer was one of eleven undergraduates representing the Yale Student Environment Coalition at COP28, the United Nations Climate Change Conference summit in Dubai. The summit gives students the opportunity to engage with climate policymakers, world leaders, NGO staff, and other students from around the globe at one of the most important international climate conferences.

Boola Boola
Junior quarterback Nolan Grooms won the Asa S. Bushnell Cup as the Ivy League’s Offensive Player of the Year in football for the second straight season, becoming just the sixth ever student-athlete to win the prestigious honor twice. Senior Slow Yee Xian was named a First Team All-American by the College Squash Association for the second consecutive year. They also named senior Elisabeth Ross for the same honor. Junior Mia Levy was named the USRowing Under 23 National Team Female Athlete of the Year. In women’s sailing, junior Mia Nicolosi was named the NEISA Women’s Skipper of the Year, senior Helena Ware was selected as the NEISA Women’s Crew of the Year, and sophomore Sarah Moeder was tabbed as Rookie of the Year. Juniors Fergus Hamilton and Miles Beeson of the heavyweight crew team were named Empacher–Intercollegiate Rowing Coaches Association (IRCA) All-Americans. Sophomore Alex Perren was a unanimous selection to the All-Ivy League first team in softball. Also earning first-team honors were sophomore Lauren Perron and first-year Libby Peoples. In men’s soccer, junior TJ Presthus was named the Ivy League Defensive Player of the Year and first team All-Ivy, where he was joined by fellow junior Max Rogers. Senior Elle Hartje of the women’s ice hockey team was selected to the All-Ivy League first team. In field hockey, sophomore Popp Beales and first-year Emma Ramsey were honored with first-team All-Ivy selections. In men’s basketball, sophomore Danny Wolf was a unanimous selection for the All-Ivy League first team.

Finding Fellowships
Danielle Castro, a senior pursuing a joint B.S./M.S. degree in molecular biochemistry, has received a Paul Mellon Fellowship to pursue an M.Phil. in population health sciences at the University of Cambridge. Senior Shaezmina Khan, who is majoring in global affairs at Yale and will obtain a certificate in human rights from Yale Law School, has been awarded the Rotary Global Grant Scholarship to pursue an M.Sc. in global governance and diplomacy from the University of Oxford. Ethan Pesikoff, a senior majoring in both mathematics and Near Eastern Languages and Civilizations, received a Henry Fellowship to earn a Master of Advanced Studies degree in pure mathematics at the University of Cambridge.

The latest stats on who goes to Yale

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Class of 2027 (enrolled)</td>
<td>1,647</td>
<td>are Pell Grant recipients</td>
</tr>
<tr>
<td>States and territories</td>
<td>53</td>
<td>ranked in the top tenth of high school graduating class</td>
</tr>
<tr>
<td>Countries</td>
<td>68</td>
<td>major in the Arts and Humanities</td>
</tr>
<tr>
<td>Male</td>
<td>48%</td>
<td>major in the Social Sciences</td>
</tr>
<tr>
<td>Female</td>
<td>51%</td>
<td>major in the Social Sciences</td>
</tr>
<tr>
<td>Nonbinary</td>
<td>1%</td>
<td>have double majors</td>
</tr>
<tr>
<td>Identify as students of color</td>
<td>59%</td>
<td>graduate within six years</td>
</tr>
<tr>
<td>International students</td>
<td>16%</td>
<td>participate in community service</td>
</tr>
<tr>
<td>Will be the first in their family to graduate from a four-year college or university</td>
<td>21%</td>
<td>participate in inter-collegiate, club, or intramural athletics</td>
</tr>
<tr>
<td>Participation in community service</td>
<td>63%</td>
<td>participate in inter-collegiate, club, or intramural athletics</td>
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<tr>
<td>From public schools</td>
<td>37%</td>
<td>of recent graduates report their intention to pursue an advanced degree within five years, and 18% began an advanced degree immediately after graduation</td>
</tr>
<tr>
<td>From private or parochial schools</td>
<td>55%</td>
<td>of recent graduates report their intention to pursue an advanced degree within five years, and 18% began an advanced degree immediately after graduation</td>
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</table>
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**
Tantan Wang

HOMETOWN
Warren, New Jersey

MAJOR
Computing & the Arts

CLASS
Junior

**11:30 AM**
Next I sit in on Information Security in the Real World. It seems really interesting, covering topics that range from cryptography to social engineering to security breaches! Our professor will be inviting a few guest speakers over the course of the semester, including the former deputy director of the National Security Agency and a guest from Microsoft’s Digital Crimes Unit. And even though the Blue Book is online, I was able to find out that a bunch of my friends are taking the course as well.

**12:45 PM**
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!

**4:30 PM**
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, and thickness of our lines. I work hard on doing a good job.

**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.

Monday

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

**11:30 AM**
Another class I’m taking this semester is Typography. It introduces mathematical concepts related to two- and three-dimensional computer graphics, and it’s an important course for my major. It’s also a course with both undergraduates and graduate students. But its meeting time partly overlaps with Introduction to Graphic Design, so I can’t take both.

**8:30 PM**
I sprint to Dwight Hall on Old Campus for the big a cappella rush event, known as Dwight Jam. After new students listen to each group perform, they rush to sign up for auditions. I’m a rush manager for my group, so I stay until the very end.

**LATE NIGHT**

It’s been a long night’s work, and I head over to the always open Good Nature Market with the other rush managers to grab a sandwich. Then off to bed!

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.

**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!

**1:30 PM**
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!

**4:30 PM**
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, and thickness of our lines. I work hard on doing a good job.

**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.

Wednesday

**9:00 AM**
Wednesday morning is a repeat of Monday. After breakfast with my suitmates, 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!

**6:30 PM**
I sprint to Dwight Hall on Old Campus for the big a cappella rush event, known as Dwight Jam. After new students listen to each group perform, they rush to sign up for auditions. I’m a rush manager for my group, so I stay until the very end.

**LATE NIGHT**

It’s been a long night’s work, and I head over to the always open Good Nature Market with the other rush managers to grab a sandwich. Then off to bed!

**Friday**

**9:30 AM**
After consulting with my academic adviser, residential college dean, and suitmates, 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.

**7:00 PM**
I head to Science Hill to check out another class, Computer Graphics. It introduces mathematical concepts related to two- and three-dimensional computer graphics, and it’s an important course for my major. It’s also a course with both undergraduates and graduate students. But its meeting time partly overlaps with Introduction to Graphic Design, so I can’t take both.

**8:00 AM**
I sprint to Dwight Hall on Old Campus for the big a cappella rush event, known as Dwight Jam. After new students listen to each group perform, they rush to sign up for auditions. I’m a rush manager for my group, so I stay until the very end.

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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 STARS 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 52–57)

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; or 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 adviser’s 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.
80+ Majors.
6:1 Student-to-faculty ratio.
2:1 Ratio of declared STEM majors to STEM faculty.

115 First-Year Seminars in 2023–2024, each open only to fifteen or twenty first-years.

2,000+ Courses offered each year in more than 70 academic programs and departments.

1,000+ Faculty members in Yale’s Faculty of Arts and Sciences.

$7,753,237 Total Yale and International Study Award (ISA) funding for international study, research, and internship experiences undertaken by Yale College students in 2022–2023.

65 Languages taught at Yale, from Akkadian to isiZulu.

3+3=breadth There is no specific class you have to take at Yale, but students are required to learn broadly and deeply. Depth is covered in one’s major. Breadth is covered by taking courses in three study areas (the humanities and arts, the sciences, and the social sciences) and three skill areas (writing, quantitative reasoning, and foreign language).

1:1 Classes range from one-on-one tutorials to a small seminar to a lecture course of several hundred students.

79% Of Yale College courses enroll fewer than 20 students.

35% Enroll fewer than 10.

40 Approximate number of the 2,000+ courses that enroll more than 100 students.

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

200+ Summer fellowships for undergraduate science and engineering students each year.

60+ Creative and performing arts grants awarded to student playwrights, dancers, writers, musicians, and filmmakers each semester.

1,200+ Science, math, and engineering labs at Yale College and the graduate and professional schools.

24/7 Hours the Center for Engineering Innovation and Design is open for student use.

46% Percentage of Yale College students graduating with a STEM major who are women.

300,000 Objects in the permanent collection of the Yale University Art Gallery.

36/8 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.

85% Percentage of students in the Class of 2022 who graduated with no student debt.

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85% Percentage of students in the Class of 2022 who graduated with no student debt.

62% Of seniors graduating in 2019 participated in international study, research, and/or internships while at Yale.

84% Medical school admission rate for Yale College graduates (national average, 42%).

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85% Percentage of students in the Class of 2022 who graduated with no student debt.

62% Of seniors graduating in 2019 participated in international study, research, and/or internships while at Yale.

84% Medical school admission rate for Yale College graduates (national average, 42%).

85% Percentage of students in the Class of 2022 who graduated with no student debt.

60+ Creative and performing arts grants awarded to student playwrights, dancers, writers, musicians, and filmmakers each semester.

1,200+ Science, math, and engineering labs at Yale College and the graduate and professional schools.

24/7 Hours the Center for Engineering Innovation and Design is open for student use.

46% Percentage of Yale College students graduating with a STEM major who are women.

300,000 Objects in the permanent collection of the Yale University Art Gallery.

36/8 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.

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College Meets University.
(One of the world’s greatest research universities at your fingertips)

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.

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.

School of Medical Practice: Nursing Take one of the School's graduate-level courses. Earn a five-year bachelor’s and master’s in Forestry, Forest Science, Environmental Science, or Environmental Management. Partner with the School’s grad students and faculty on environmental initiatives through Yale’s Office of Sustainability. Bookmark the School’s website to keep up with the many events happening each week.

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.

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 Gershwin’s Porgy and Bess. 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.

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

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

School of Architecture Meet with professors and grad students in Rudolph Hall (named for its architect, Paul Rudolph, faculty 1958–65). 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.

School of the Environment Take one of the School’s graduate-level courses. Earn a five-year bachelor’s and master’s in Forestry, Forest Science, Environmental Science, or Environmental Management. Partner with the School’s grad students and faculty on environmental initiatives through Yale’s Office of Sustainability. Bookmark the School’s website to keep up with the many events happening each week.

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.

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.

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—laboratories 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 do fieldwork in Peru with your biochemistry professor and perhaps discover new species of fungi and bacteria living in plant tissues.
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.

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?’”
Mark Saltzman “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.”

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 and

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, ‘Okay, now I have a better understanding of where Yale undergraduates are.’”

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.”

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.’”

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 and

W. Mark Saltzman Goizueta Foundation Professor of Biomedical Engineering and Chemical & Environmental Engineering; Professor of Cellular and Molecular Physiology

Professor Saltzman’s research is motivated by the desire to create safer, more effective medical and surgical therapies. He focuses on tissue engineering and on creating better methods for drug delivery. He has published three textbooks and more than 240 research papers. In 2009 he was awarded Yale’s Sheffield Teaching Prize for excellence in teaching. He believes that small and medium-sized classes of 15-20 students make students feel comfortable enough to ask questions; they are able 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.”
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. Having been 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.”

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

**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 undergraduates 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 university 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 undergraduates. 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.”

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**Christine Hayes** Sterling Professor of Religious Studies in Classical Judaica

Professor Hayes, a specialist in talmudic-midrashic studies, was awarded a Yale College prize for distinguished undergraduate teaching. Her most recent book, *What’s Divine about Divine Law?: Early Perspectives*, won the 2019 National Jewish Book Award in Scholarship; 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

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**Michael Della Rocca** Sterling Professor of Philosophy

Professor Della Rocca’s areas of interest are the history of early modern philosophy and contemporary metaphysics. He has published dozens of papers in those fields and is the author, most recently, of *Paranormal Ascent* (2020).

**RECENT COURSES** The Philosophy of Spinoza; Modern Philosophy from Descartes to Kant; Directed Studies: Philosophy; Knowledge and Action

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**Christine Hayes** Associate Professor of Comparative Literature and English

Professor Figlerowicz teaches courses on philosophies of the self, literary and critical theory, modernism, and world cinema. Her research articulates a counter-tradition to aesthetic individualism that has been present in Western art and literature at least since the seventeenth century, and which has particular resonance in today’s digitally mediated environments. Her publications include *Flat Protagonists: A Theory of Novel Character* (2016) and *Spaces of Feeling: Affect and Aesthetics in Modernist Literature* (2017). Among her current projects is a book on global histories of selfhood.

**RECENT COURSES** Six Pretty Good Selves; Selfhood, Race, Class, and Gender; How to Compare; Internet Cultures, Histories, Networks, and Practices; World Cinema; Readings in English Poetry I and II; Introduction to Narrative; Feminist and Queer Theory
“A lot of it is about scale. Yale is just that much smaller and more intimate than some of the other universities where I’ve taught. I find a better connection to students and integration across disciplines. I have friends and colleagues spanning very different parts of the University. Yale doesn’t just talk about making connections and integrating students into research—it actually happens here very effectively.”

Michael Donoghue

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 Lex Hixon 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

Michael J. Donoghue
Sterling Professor of Ecology and Evolutionary Biology; Curator of Botany; Peabody Museum of Natural History

Professor Donoghue is a leading authority on biodiversity and the author of more than 200 papers and several books; several current projects focus on elucidating the evolution of Viburnum. He has helped to shape Yale’s Department of Ecology and Evolutionary Biology, providing links (continued in right column)
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 tele-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 photoelectron 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.

Opposite page: At the Peabody Museum of Natural History, which recently celebrated its 150th anniversary, curators work with scientists around the world to advance our understanding of Earth’s history, life, and cultures.

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 (MASH) 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.
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.
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.”

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, I 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.”

“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.”

Andrew

Spain; United Kingdom

“The summer before sophomore year, I received the Yale Summer Experience Award to sponsor my trip to Bilbao, a colorful port city in the Basque region of northern Spain. Classroom learning was fun and enriching, and the professors from the University of Deusto met us with open arms, personally introducing us to their beautiful home. In learning the history of Bilbao and meeting its residents, I encountered the web of culture that connected them all. There was a certain Bilbao force of character, a stubborn resilience that kept the city alive even after its manufacturing industries moved away, replacing the iron heart with one of art, music, and food. As a visitor walking through the halls of the Guggenheim Museum, internalizing the hopes and dreams it represented, I realized the value of a central identity, and the privilege I have in mine, as a Ghanaian American. In the end, I left with more than I came with, my own web now interconnected with theirs.”

Andrew
In the middle of my summer in Korea, floating in the cool pool beneath a waterfall in Jeju beside a fellow Yale, 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, we had some good times together. I was grateful to have been able to have an unforgettable trip that enabled us to all while taking classes remotely at local cafes and our Airbnbs. Traveling as a pair between the cafes and our Airbnbs, we were able to have an unforgettable trip that allowed us to

Grace Alofe
Hometown Union, NJ
Majors Molecular, Cellular, & Developmental Biology; Ethnicity, Race, & Migration

Yale International Experience
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.

Post-Yale Plan
Before going to medical school, I would love to spend two years working in marketing in California or with Meddeins Sans Frontières in a Spanish-speaking country.

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 gumboot 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 my 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.

Jenna Salameh
Hometown Orland Park, IL
Major Neuroscience

Yale International Experience
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.

Post-Yale Plan
“Going to medical school and hopefully exploring more of the world while learning new languages along the way.”

Adrian Venzon
Hometown Las Vegas, NV
Major English

Certificate Program Yale Education Studies (YES)

Yale International Experience
Sogang University Korean Language Education Center in Seoul, South Korea.

Post-Yale Plan
“Pursuing a master’s degree in education, teaching high school English, and spending some time abroad.”

“In Wadi Rum, a desert valley in southern Jordan, we camped out in the middle of the valley 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 that I will carry with me forever.” Jenna

Summer Internships
The Office of Career Strategy assists students seeking internship experiences throughout the globe. In 2019, students spent the summer in 119 countries outside the United States exploring careers in a global environment. Internship opportunities reflect the full range of interests among Yale students, from journalism to the arts, politics to public health, and finance to technology.

Laboratory and Field Research in the Sciences and Public Health
Students can combine international experience with deepening their understanding of science by spending a summer working in a laboratory at an institution abroad, or by participating in a field-based project.

Independent Initiatives
Students who are ready to develop their own activities abroad are encouraged to discuss their plans with advisers and faculty, to register their travel and understand the support provided by Yale, and to use the institution’s extraordinary resources to make the most of their experience abroad.
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. Yale leverages 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.

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.”

Recipe for Success
Fellow Yale Launch members André and Bennett hear the pitch and want in. They spend two days with Matt designing a business plan. They decide to combine the two ideas: design energy bar recipes in the Saybrook kitchen, and sell them to Yale students. The three experiment with caffeinated energy bar recipes in the Saybrook kitchen of beloved New Haven bakery Katalina’s Cupcakes on weekends, baking hundreds of bars from 7 pm to 2 am. They sell out in the spring of Matt’s junior year, focused on selling to college campuses. 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 after spending $6 for a coffee and granola bar study break. Why not combine the two? Verb energy bars are born.

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.

Raising the Bar
Matt Czarnecki
Davenport
MAJOR
Molecular Biophysics & Biochemistry

“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.”

Angel Investment
As a college tea in JE 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.

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 after spending $6 for a coffee and granola bar study break. Why not combine the two? Verb energy bars are born.

“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.”

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, leadership 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 53 Rhodes, 26 Marshall, 32 Goldwater, 15 Truman, and 35 Gates Cambridge Scholarships, as well as 360 National Science Foundation Graduate Research Fellowships.
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.”

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

Seila De Leon
RESIDENTIAL COLLEGE
Brandeis
MAJOR
Molecular, Cellular, & Developmental Biology

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

A Pivotal Project
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.

Seila is thinking of majoring in Molecular Biosciences 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.

Plans Fulfilled
Haylee writes her senior thesis on East Asian racial formation in Hawai`i’s relationship to settler colonialism and Kīna`ka Maoli (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 (ANAY) to plan the annual IY Native Summit. Elected president of the ANAY 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 bring Native alums back to campus and build a genealogy of Yale Native community members.

Finding Community (and a Major!)
As a first-year, Haylee lands an on-campus job at the Native American Cultural Center, which “became my community for the rest of my time at Yale.” That spring, she takes the seminar United States Wars in the Pacific, her first class in Ethnicity, Race, & Migration. She writes a paper about the power dynamics and potential of one of her favorite Hawaiian songs—originally titled “Mele `Ai Pohaku” and popularly known as “Kaumana Ni Pua”—starting her on a path toward scholarship in ethnic studies.

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"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.”

Adjusting Course
After meeting the person who will eventually become her adviser, Maria Moreno, a professor in Molecular, Cellular and Developmental Biology (MCDB), Seila realizes her heart really lies with MCDB and heads down the pre-medicine track.

Seila and a partner decide to continue developing the device they created for their engineering project. They receive a cstep Summer Design Fellowship to continue their efforts. In her sophomore year, Seila works with Tai City’s Accelerator to develop the device. She founds agricolore LLC., allowing her to patent and sell her device.

A Pivot Project
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.
Places.

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, 1950–1963
“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 masterpiece 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.
Cultural Capital.
(Yale and the “Greatest Small City in America”)

“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, 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.

Eating Out.
(The "#1 Foodie City in America")

*A ranked by Livability.com

“Apizza” Fiercely debated, often imitated, never replicated, New Haven-style pizza (or “Apizza”); pronounced “ah-beetz”) is its own culinary tradition. Try Pepe’s (est. 1926), Modern (est. 1954), and Sally’s (est. 1938) to find your favorite, and then be prepared to defend your choice.

Louie’s Lunch
Credited by some with coining the hamburger in 1903. (Just don’t ask for ketchup!)

Coffee or Koffee?
Independent cafés Koffee? and Common Grounds draw hundreds of thirsty Yalies a day; or catch the Jitter Bus, a mobile coffee shop built out of an old school bus.

Sweet Tooth
What’s the scoop on New Haven ice cream? In warm and wintry weather alike, Yalies can be found grabbing a cone of locally-made ice cream?•••

Mory’s: A Yale Tradition
Founded in 1886, Mory’s is known for its toasting traditions and nightly entertainment by undergraduate singing groups, including Yale’s most famous, the Whiffenpoofs.

À La Cart
For a quick bite between classes, nothing beats New Haven’s food carts. Scattered all around town, carts dish out Bengali, Caribbean, Colombian, Ethiopian, Indian, Japanese, Mexican, Middle Eastern, Peruvian, Russian, and Thai specialties for $10 or less.

A Haven for the Arts
Few cities can claim one world-class theater, New Haven has three. The Shubert, Long Wharf, and Yale Rep theaters have produced dozens of shows that went on to Broadway, including 11 Richard Rodgers musicals, the world premiere of A Streetcar Named Desire (starring a then unknown Marlon Brando), and dozens of Tony Award-winning productions like The Caucasian Chalk Circle and Angels in America.

Margaret Edson’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, Yale New Haven 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.

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East Rock Park
Rising 150 feet above the historic neighborhood that shares its name, East Rock is a New Haven landmark and a must-visit spot for all Yale students. Run, hike, bike, or climb to the summit for stunning views of downtown New Haven and the Long Island Sound. Located two miles from campus, the park is a popular destination for Yalies looking to stay fit while enjoying the outdoors.

Whitney Avenue
Skyscrapers mix with historic brownstones on one of New Haven’s most eclectic streets. Turn the corner into the award-winning Audubon Arts District to find the New Haven Ballet and Creative Arts Workshop, or continue north to visit the New Haven Museum, whose collections and exhibitions bring New Haven history to life.

Chapel Street
In just a few blocks, pass local bookstores, clothing boutiques, coffee shops, and restaurants that range from student-budget (Shake Shack) to upscale (Union League Cafe). Visit the Yale Art Gallery and the Yale Center for British Art, then grab a treat at Arethusa, serving farm-fresh ice cream from a dairy in Litchfield, CT.

Broadway
National retailers like Apple, J. Crew, Patagonia, and Warby Parker mix with New Haven originals like Jumi Kitchen—serving Northern Chinese dumplings—and Cielo Choupette, started by a French immigrant who sold crepes from a cart attached to his bike. A Yale ID nets discounts at most stores.

NEW HAVEN MAP.indd   1
NEW HAVEN MAP.indd   1
70 | PLACES
71
Here, There, Everywhere.

(Fourteen 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 anywhere in the world.

“Where are you from?”

I'm from Harare, Zimbabwe. I traveled to Turkey to represent Yale at a conference of student leaders in 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 Magadia, 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.”

Derek Demel, Biomedical Engineering 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.”

Uzi Baskin, Ethics, Politics, & Economics Major

“I'm from the suburban 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/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.”

Marty Chandler, Theater & Performance Studies/Psychology 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.”

Edwin Edem, Political Science & Developmental Biology Major

“I'm from a rural small town, Deep Gap, North Carolina. I studied in Germany, Austria, and the Czech Republic after my first year and planned Model UN conferences in Hungary and Taiwan with the Yale International Relations Association. 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 Schlesker, History Major

“When have you been?”

“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 Jai, 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 Wilkinson, 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 Barros, Political Science Major/Education Studies Program

“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.”

Chloe Sales, 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!”

Elinor Edom, 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 Ratan, Psychology Major

“I'm from a rural small town, Deep Gap, North Carolina. I studied in Germany, Austria, and the Czech Republic after my first year and planned Model UN conferences in Hungary and Taiwan with the Yale International Relations Association. 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 Schlesker, History 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

“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 130 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.

Recent Ivy Titles
Baseball
Basketball (M)
Heavyweight Crew
Football
Golf (M)
Gymnastics (w)
Softball
Crew Sailing
Soccer (M)
Swimming/Diving (w)
Volleyball (w)
Crew (w)
Fencing (M, w)
Ice Hockey (M, w)
Lacrosse (w)
Squash (M, w)
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 post-season championships.

Handsome Dan

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+ 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 eight and Ashley Brzozowicz ’04, who won silver with the Canadian women’s eight. In 2014 in Sochi, Phoebe Staenz ’17 won bronze with the Swiss women’s ice hockey team. Eight Elis 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 skating for the Swiss in women’s ice hockey.

Facilities

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

2,400+

Students who participate in intramural games through the residential colleges

80%
The percentage of the student body participating in some form of athletic activity

800+

Yalies who participate in varsity athletics
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.

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.

(A slice of Yale’s creative life during one weekend not so long ago)

Records show that the first appearance of a band at Yale was in 1773, when a militia band of Yale students accompanied George Washington to Cambridge, Massachusetts. They found it “not to their liking” and returned to New Haven one week later. From those humble roots have sprung the Yale Concert Band, the Yale Symphony Orchestra, and the incomparable Yale Precision Marching Band. Such is Yale’s epic arts story, peopled by icons (Thornton Wilder, Paul Newman, Maya Lin, Jodie Foster, Lupita Nyong’o) and satisfying pretty much any artistic desire any day of the week. We picked one weekend in spring.

Friday

Enjoy a screening of the documentary Chorus City, presented by the Yale Film Study Center and the Yale African American Affinity Group, followed by a community-driven conversation with Kalfani Nyere 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 exhibition Musical Daughters of Eli: Women Pioneers at Yale, including a 1711 article about New Blue, Yale’s first female a cappella group, all at Sterling Memorial Library.

Channel your inner geologist at the Peabody Museum’s exhibition California Gold: Modern Marvels from the Golden State, with one of the finest collections of specimens on display anywhere in the world.

Soothe your soul with a hidden gem in the tuba repertoire, Arild Plau’s Concerto for Tuba and Strings, performed by Yale’s Philharmonia Orchestra and featuring soloist and recent School of Music graduate Jake Fewx.

Swing by Off Broadway Theater for the late seating of the Yale Ballroom Dance Team’s spring show, celebratory 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 appear as soloists 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 Selma, 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 Reflects: Stories on 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.

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 Alena 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 Tempest Night.

Saturday

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Sunday

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

Help your friends set up the Reading & Bonding intercultural event at the Native American Cultural Center, sponsored by NACC 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 suitmates perform for New Haven’s youngest at the Yale Children’s Theater performance of Sir Avalanche, the Brave. Or step on stage yourself in afternoon rehearsals of the Dramat’s production of Antoine de Saint-Exupéry’s The Little Prince (one of 20 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 Conducting Recital at Battell Chapel; the Great Organ Music series at Marquand Chapel. Or learn new steps and lighten your mood in an afternoon rehearsal of the Yale Musical Society’s musical, Clue. Then 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.

Help your friends set up the Reading & Bonding intercultural event at the Native American Cultural Center, sponsored by NACC 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 suitmates perform for New Haven’s youngest at the Yale Children’s Theater performance of Sir Avalanche, the Brave. Or step on stage yourself in afternoon rehearsals of the Dramat’s production of Antoine de Saint-Exupéry’s The Little Prince (one of 20 student theatrical productions each year).

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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
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.
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 former 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, 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. The center sponsors and hosts 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.
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. Yale students 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.

“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

“…”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.”

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

“…
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.

Retired general Stanley McChrystal leading a Yale Political Union discussion. And, left to right: an editorial board meeting at Down Magazine, an online publication by and for students of color; at work in the Yale Daily News office; the staff of the Yale Scientific, America’s oldest college science publication; getting the shot for YTV; a brainstorming session for the next issue of the Politic, a journal of politics and culture.

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
- Reform America
- Stand with “Comfort Women”
- Students for Carbon Dividends
- Students for Sensible Drug Policy at Yale
- Tri Delta at Yale
- The Tory Party
- William F. Buckley, Jr. Program at Yale

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 Review
- Yale Literary Magazine
- The Yale Literary Review
- The Yale Phoenix
- The Yale Record
- The Yale Review of Disability Experience

and more

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 advice for applicants.

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 percent 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

Estimate Your Yale Cost in 3 Minutes
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.
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, at 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 Architecture 1915
School of Engineering 1922
David Geffen School of Drama 1925
School of Management 1976
Jackson School for Global Affairs 2022

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

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The University is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, and protected veterans. Additionally, in accordance with Yale’s Policy Against Discrimination and Harassment (https://www.yale.edu/policies-procedures/g0000-yale-university-policy-against-discrimination-and-harassment), Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual’s sex; sexual orientation; gender identity or expression; race; color; national or ethnic origin; religion; age; disability; status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran; or membership in any other protected classes as set forth in Connecticut and federal law.

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 titixi@yale.edu, or to the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Boston MA 02109-3921; tel. 617.289.0111, fax 617.289.0150, 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.