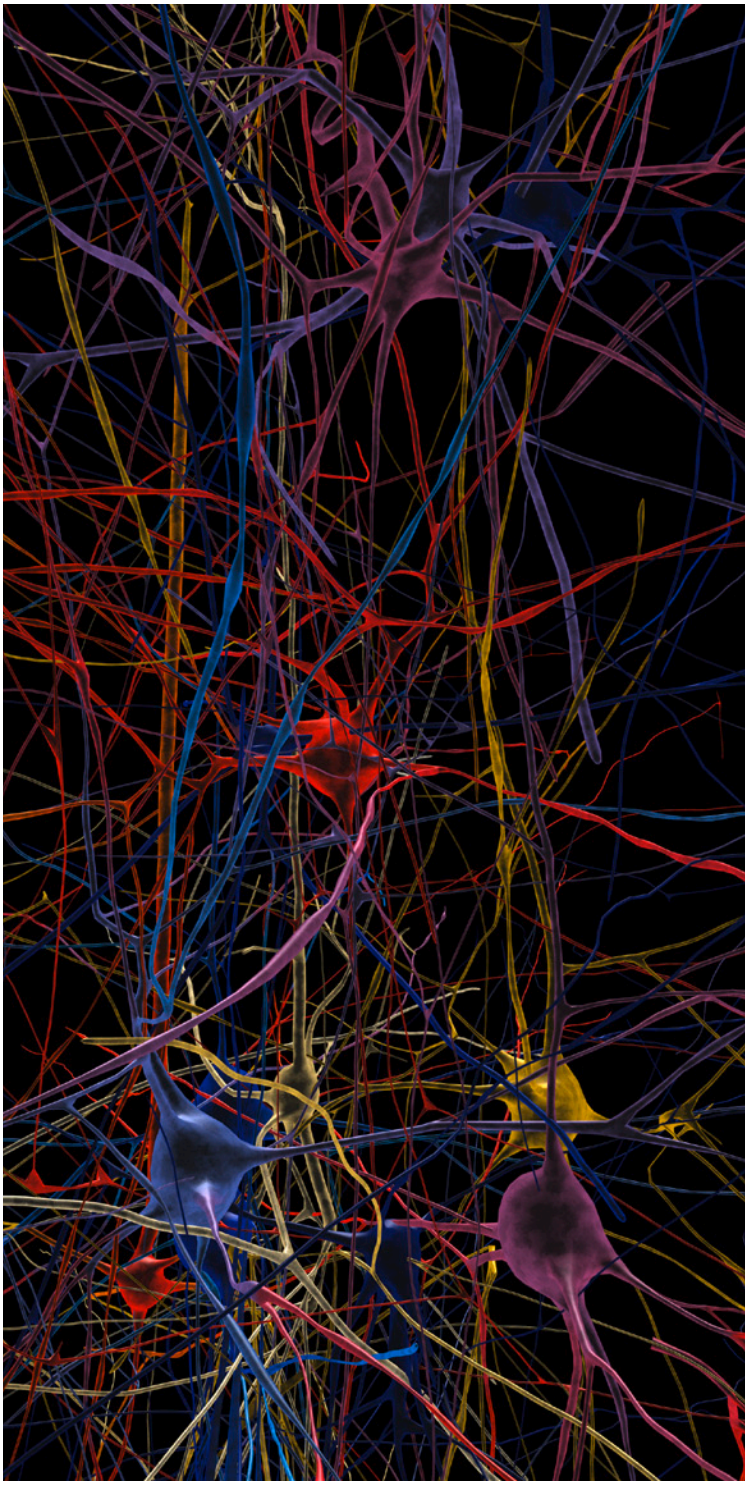
Portrait

École polytechnique fédérale de Lausanne

US

ÉCOLE POLYTECHNIQUE
FÉDÉRALE DE LAUSANNE



Reinventing

Technological universities are facing a future filled with challenges; they must constantly adapt and reinvent themselves. EPFL's rapid growth has led to a new model that is enhanced by an extraordinary combination of cultures and disciplines.

What responsibilities should the world's large scientific and technological universities take on? What are the criteria that will keep them competitive? How can they prepare their students, faculty and partners to tackle the major scientific, economic and social challenges that lie ahead? How can they give new meaning to their formidable volume of knowledge, innovation, and projects? These questions have driven EPFL's unique evolution in the past few decades. Although the roots of the School date to the 1800s, EPFL was not made a Federal institution until 1969. It was the start of a great adventure, with 52 hectares upon which to build a new campus. Its development has exceeded expectations: growth in the student population from 1,200 to 7,000 students, creation of 17 Master's programs and a Doctoral School, development of research areas to the current total of 300 laboratories, and the launch of 150 start-up companies. This blossoming has not only attracted students and researchers from around the world, but it has also obliged EPFL to continually reinvent itself, by proposing novel programs, such as microengineering, communication systems, and life sciences and technology. EPFL is also a pioneer in the development of scientific careers, particularly in promoting young, talented scientists and supporting the careers of women in science. The School has plumbed in depth the ways in which technology can be effectively transferred, and in so doing created a strong entrepreneurial culture on campus.

Today, EPFL welcomes people from 110 nationalities and is included among the world's top technology institutes. The bilingual campus fully embraces the international academic principles that encourage student and researcher mobility. It's a celebration of cultures gathered under a single banner, cemented by values that embody the Swiss spirit that we see so clearly here on the shores of Lake Geneva, in full view of the Alps.

Welcome to EPFL

Patrick Aebischer
President of École polytechnique fédérale de Lausanne

←← CONSTRUCTION OF THE ROLEX LEARNING CENTER, THE NEW CAMPUS CENTER. ARCHITECTS: SANAA. PHOTOGRAPHY: ALAIN HERZOG

← THE BLUE BRAIN PROJECT: THE FIRST FULL SIMULATION OF A NEOCORTICAL COLUMN. ©BBP/EPFL

PATRICK AEBISCHER, EPFL PRESIDENT SINCE 2000. PHOTOGRAPHY: ALAIN HERZOG

Teaching, researching, transferring

We often contrast an institution's scientific performance with its ability to educate or to collaborate with industrial partners. But results show that these activities enrich each other.

Teaching, research, technology transfer. What priority should each of these three missions be given? The question preoccupies university administrators and their partners and leads to endless debate. EPFL has chosen to embrace them all, indivisibly. Here, state-of-the-art teaching is fueled by the knowledge acquired in cutting-edge research. Students enrich research by participating actively in the life of the laboratories as they work on projects. Their original ideas and fresh questions are a source of inspiration and an important contribution to the scientific effort. The various academic generations thus join their talents, making scientific discoveries and major innovations in the process. This leads not only to articles published in the world's top journals, but also to new products, services, or even new companies. This multiplication of results attracts the interest of the business sector, which unhesitatingly helps fund academic research; in this way they can participate, in real time, as new strategic knowledge emerges. This well-defined proximity between science and business lets laboratories fully develop their research results, gives their work a concrete future, and opens up interesting market opportunities. Students also benefit from this situation through projects and internships; and once they have completed their studies, it guarantees them a wide range of employment options.

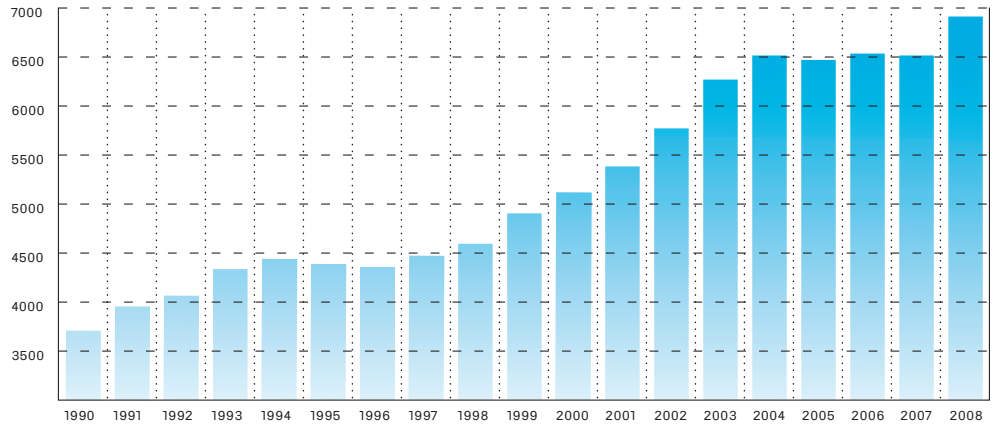
Teaching, research and technology transfer thus mutually reinforce each other at EPFL. Statistics provide concrete validation for this approach; the School is experiencing a simultaneous acceleration of its academic results, its transfer of technology and the number of students at every level – Bachelor, Master, and PhD. EPFL doesn't choose between teaching, research and technology transfer; it combines them into a single model that is stimulating and efficient not only for the campus community, but for our partners and the general public as well.

Kathryn Hess Bellwald offers a course for gifted middle-school math students. These are skills that they can use in basic research or in business partnerships once they come to EPFL to study.

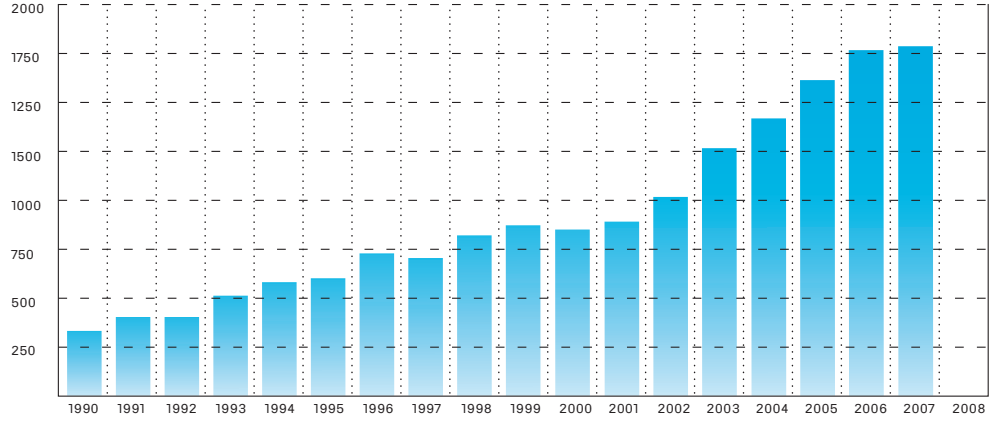
KATHRYN HESS
PHOTOGRAPHY: ANOUSH ABRAR & AIMÉE HOVING

PHOTOGRAPHY: FLORIAN JOYE

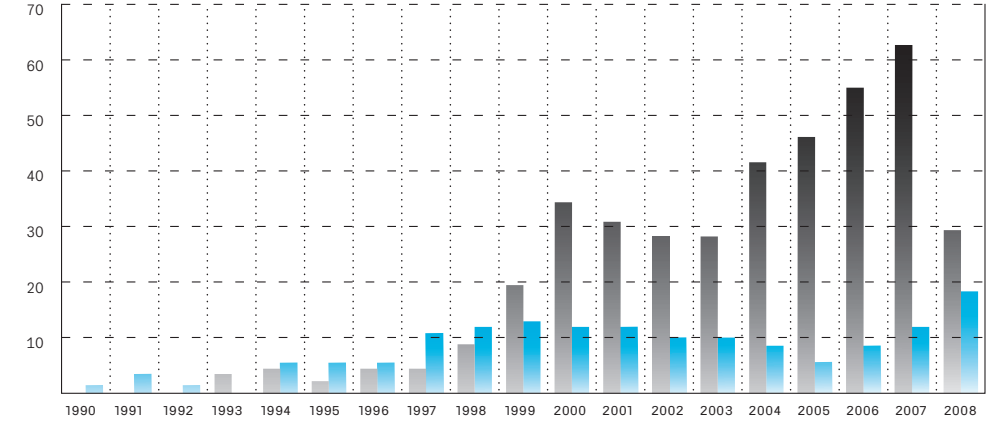
BC BUILDING



STUDENT POPULATION



NUMBER OF PUBLICATIONS



NUMBER OF NEW START-UPS
NUMBER OF NEW PATENTS

Someday I'll be a scientist...

No compromises. Not in selectivity, not in open-mindedness. EPFL has clearly declared its ambition to be a source of talent at the highest international level.

EPFL offers a demanding curriculum and welcomes students from the most prestigious universities in Europe, the Americas, Asia and Australia. This stimulating environment removes any obstacles to talent: there are no gender, race, or socioeconomic barriers here. EPFL has established programs to encourage women in science, to make financial aid available and to break down young people's negative stereotypes about scientific careers. For science and technology to become achievable dreams for the next generation, these are hurdles that must be overcome. Faculty and researchers on campus willingly share their enthusiasm. Camps and classes for children take place all year round, interspersed with open days, a robotics festival, traveling exhibits and publications for the general public. These efforts breathe fresh life into the world of research and innovation, showing how science and technology are driving societal progress, and the extent to which young researchers can contribute to shaping our future. With a selection of preparatory courses, such as the special mathematics course, EPFL opens its doors to motivated students, allowing them to round out their knowledge in the essential disciplines in order to start their scientific studies at the highest level. The School also offers exceptionally gifted children the opportunity to express and build upon their talent at an early age. With its multiplicity of approaches, its open-mindedness and its high standards, EPFL renews and strengthens Switzerland's position as a country where education is a top priority.

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[01] Farnaz Moser: Stereotypes such as: "Women can't even read roadmaps; how do you expect them to become engineers?" are pervasive. That's why Farnaz Moser of EPFL's Equal Opportunity Office works so hard to open the doors of the scientific world to women. Every year, more than 400 girls attend camps and workshops put together by EPFL. That's more than 400 girls who will no longer be afraid of becoming a scientist or an engineer, or admiring researchers who are happy and fulfilled in their careers, working to improve the environment and the world of tomorrow.

http://egalite.epfl.ch

[02] Melody Schwartz: One of the "Brilliant Ten" young scientists identified by Popular Science Magazine. Associate Professor of life sciences, Melody Swartz obtained her PhD in chemical engineering at MIT in 1998. Her research has changed our understanding of how tissues develop and how cancer spreads in the body. Popular Science Magazine selected her as someone who is "able to change not only what we know, but also the limits of what we think it's possible to know." At EPFL, Swartz enjoys a very healthy interdisciplinary environment. "No one here is surprised by ideas that combine engineering and traditional biology."

PHOTOGRAPHY: ANOUSH ABRAR & AIMÉE HOVING

CYRIELLE HANSER, EPFL STUDENT AND PRESIDENT OF THE ORGANIZING COMMITTEE FOR THE HARVARD WORLD MODEL UNITED NATIONS 2007. A COMMITMENT TO INCLUDE SCIENCE AND TECHNOLOGY IN INTERNATIONAL DEBATES ON SOCIETY'S FUTURE.

Science, the grand adventure

EPFL served as scientific advisor for Team Alinghi during the past two America's Cup races, the sailing world's most prestigious regatta – and Alinghi sailed to historic victories both times.

This is how the America's Cup returned to European hands for the first time in 150 years. Perhaps EPFL professor Claude Nicollier, a four-time astronaut on the Space Shuttle, embodies better than almost anyone the spirit of adventure and exploration that energizes the campus. There are many such adventures that take research out of the lab. EPFL collaborated in Bertrand Piccard's first non-stop round-the-world balloon flight, and continues the collaboration as he launches the Solar Impulse project, an attempt to circumnavigate the Earth in a solar airplane. In September 2009, another exhilarating project: after three years of collaboration with EPFL, L'Hydroptère, Alain Thébault's incredible flying boat, shattered the world speed sailing record. Collaboration in these various adventures stimulates research and opens up new avenues for applications. It also forges unique ties between students, scientists, adventurers and competitive teams. These kinds of audacious and demanding exploits energize students who are lucky enough to be able to participate. Creativity, achievement, and responsibility go hand in hand. The adventure develops a human dimension, because it is absolutely essential to build a true dialog between cultures, personalities and lives that are often profoundly different—the sailor and the mathematician, the pilot and the physicist—to ultimately converge on a common, unassailable goal.


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[01] Claude Nicollier, astronaut and professor. Four missions on board the Space Shuttle.

[02] Ernesto Bertarelli, with his yacht Alinghi, two-time winner of the America's Cup, with EPFL as scientific advisor.

[03] Bertrand Piccard, first man to fly non-stop around the world in a balloon. His next challenge: the airplane Solar Impulse, with no emissions – an adventure launched with EPFL.

MEASURING CAVITATION.
PHOTOGRAPHY: ALAIN HERZOG

Materials optimization

Half-sailboat, half-glider, l'Hydroptère cuts through the water with power and grace. On the one hand, the foils must resist pressures higher than those exerted on the wings of military aircraft. On the other hand, the hydrodynamics must permit stability, sailability, and speed. To do this, the materials used are composites, carbon fibers impregnated with epoxy resin. Research conducted at EPFL focuses on producing components that are both solid and very lightweight.

Computer imaging techniques

Videoimaging is crucial. Using this technique, a single camera can capture the three-dimensional form, position, and behavior of the boat and its various elements. But no human or camera can possibly see the entire sail. EPFL has found a solution with a numerical model that adapts to the geometric variations of the sails. This visualization allows the l'Hydroptère team to optimize their settings and design and to understand what is happening between the water and the foils as the boat is moving across the water.

Reducing drag

Classic sailboats experience a braking action caused by the friction between the water and the hull. L'Hydroptère frees itself from this problem thanks to its foils, which lift it above the surface of the water and thus reduce drag. The high-speed flow of water on the foils nonetheless generates serious low pressure zones that cause water vapor bubbles to form. This phenomenon, called cavitation, can compromise the sailboat's stability, and is a serious problem for any moving object in water, including turbines, motor blades, or boat hulls. EPFL is adapting l'Hydroptère's fin design accordingly.

PHOTOGRAPHY: JEAN-GUY PYTHON.

ON FRIDAY, SEPTEMBER 4, 2009, L'HYDROPTÈRE SET A DOUBLE WORLD RECORD.
IT BECAME THE FASTEST SAILBOAT IN THE WORLD WITH AN AVERAGE SPEED OF 51.36 KNOTS OVER 500 METERS,
AND PULVERISED THE THE NAUTICAL MILE RECORD, POSTING A SPEED OF 48.72 KNOTS.

PHOTOGRAPHY: OLIVIER PASQUAL

EPFL STUDENTS PARTICIPATE FULLY IN LABORATORY ACTIVITIES.
EDUCATION, RESEARCH AND TECHNOLOGY TRANSFER ARE CLOSELY LINKED.

Transcending boundaries

EPFL contributes to the emergence of new areas of research. Its rapid growth allows it to build an original strategy at the boundaries between disciplines.

Our understanding of the brain depends on high-performance computing and new instruments. Inversely, robotics is progressing thanks to our understanding of the sensory abilities of the living world – just as some sources of energy take inspiration from the plant kingdom. In most other environments these transdisciplinary ideas, and many others like them, would simply have remained in the realm of good ideas; but on the EPFL campus, they have already become reality. The Blue Brain project, for example, has accomplished the first complete simulation of a 10,000-neuron neocortical column, one of the brain's fundamental circuits. In the robotics labs, you might run into a salamander—the first machine that can both walk and swim, making the transition from one mode of locomotion to another using an artificial neural network spread out along its spinal column—or marvel at the evolution of flying objects equipped with insect-like visual capabilities. In the energy domain, reality is taking form in dye-sensitized solar cells inspired by plant photosynthesis. These cells astonish as much for their esthetic appeal and transparency as for their ability to produce energy even in diffuse or low-light conditions. Their discovery won a World Technology Award. This transdisciplinary effervescence, for which many more examples can be cited, relies on strong foundations in basic research. In this area, EPFL participates not only in the experiments taking place at CERN, but is also on the cutting edge in research on the fifth state of matter at high temperatures. Materials science, communications systems and many other research areas advance in tandem with progress in mathematics. This tie between basic research and the development of concrete applications also has implications for the spaces we inhabit; environmental sciences and technology, architecture and civil engineering are grouped in a single School, in order to take a global approach to the many important environmental challenges the future holds.

To develop key disciplines but also stimulate interaction between them, EPFL lets its structure evolve in an innovative way. EPFL is made up of Schools that combine several scientific domains, teaching programs that can pull from the expertise of the entire campus, and centers that focus on specific areas, crossing all the established structures with great flexibility. As an example, two recent centers established on campus focus on transportation and neuroprostheses. EPFL's structure will never be set in stone, and the schematic shown here is simply presented to give you an idea of its current incarnation. For researchers, EPFL is above all an organization that is alive with possibility.

PHOTOGRAPHY: FLORIAN JOYE

PRESIDENCY

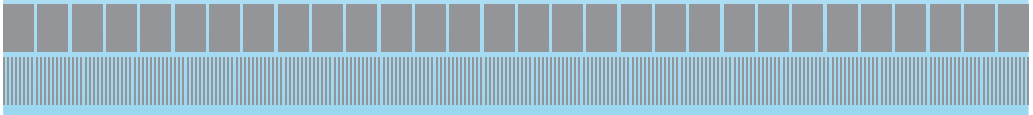
VICE-PRESIDENCIES

ACADEMIC AFFAIRS	INNOVATION AND TECHNOLOGY TRANSFER	INSTITUTIONAL AFFAIRS	PLANNING AND LOGISTICS

SCHOOLS AND COLLEGES

ENAC	SB	STI	I&C	SV	CDM	CDH
ARCHITECTURE, CIVIL ENGINEERING, ENVIRONMENTAL ENGINEERING	CHEMISTRY, MATHEMATICS, PHYSICS	ELECTRICAL ENG. MECHANICAL ENG. MICROENG. MATERIALS SC.	COMPUTER SCIENCE, COMMUNICATION SYSTEMS	LIFE SCIENCES	MANAGEMENT OF TECHNOLOGY, FINANCIAL ENGINEERING	HUMANITIES & SOCIAL SCIENCES

30 INSTITUTS ET 340 LABORATOIRES

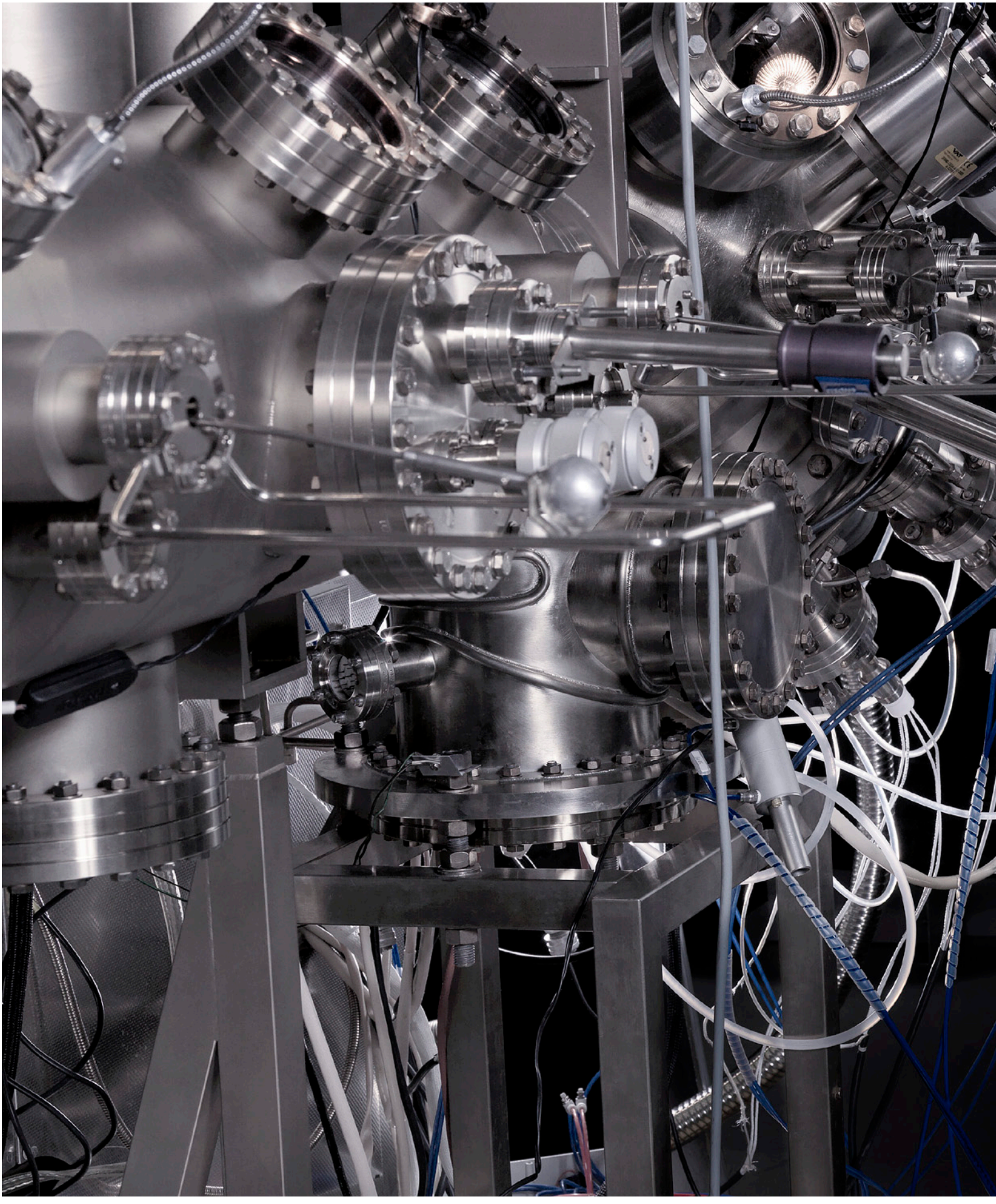


SECTIONS

- ARCHITECTURE
- CHEMISTRY AND CHEMICAL ENGINEERING
- CIVIL ENGINEERING SECTION
- ELECTRICAL ENGINEERING
- MECHANICAL ENGINEERING
- COMPUTER SCIENCE
- FINANCIAL ENGINEERING
- MANAGEMENT OF TECHNOLOGY
- MATHEMATICS
- MICROENGINEERING
- PHYSICS
- MATERIALS SCIENCE AND ENGINEERING
- LIFE SCIENCES
- ENVIRONMENTAL SCIENCE AND ENGINEERING
- COMMUNICATION SCIENCE
- DOCTORAL SCHOOL
- CONTINUING EDUCATION

INTERDISCIPLINARY CENTERS

- ENERGY
- MANAGEMENT OF TECHNOLOGY EPFL – UNIL
- MICRONANOTECHNOLOGY
- PLASMA PHYSICS
- SPACE CENTER
- TRANSPORTATION CENTER
- GLOBAL COMPUTING
- ELECTRON MICROSCOPY
- BERNOULLI (MATHEMATICS)
- TRANSLATIONAL BIOMECHANICS
- NEUROPROSTHETICS CENTER
- ADVANCED DIGITAL SYSTEMS
- NEUROSCIENCE AND TECHNOLOGY
- NEURAL INFORMATION PROCESSING
- EPFL+ECAL LAB (ENGINEERING & DESIGN)



PHOTOGRAPHY: OLIVIER PASQUAL

EPFL COORDINATES THE NATIONAL CENTER OF COMPETENCE IN QUANTUM PHOTONICS

Rolex Learning Center

This 160-meter-long building, designed by the Japanese architectural firm SANAA, is a bold architectural vision for a new way of living on a research campus.

The years 2009 and 2010 are ushering in a new era for EPFL, with the opening of the Rolex Learning Center, the new heart of the campus. In its vast open spaces, this building houses all the functions and areas needed for the acquisition, exchange and diffusion of information and knowledge: a library, individual and group work spaces, cafeterias and a restaurant, a forum, and services such as information retrieval support, pedagogical resources, a bookstore and the EPFL Press. In order to provide an environment that is appropriate for each activity while maintaining the fluidity of the space as a whole, the building is structured around giant waves and patios. It becomes both a building and its landscape, blurring and renewing the relationship between indoor and outdoor. The Japanese architects' project posed many challenges that resulted in several world "firsts" in construction, particularly in the concrete shells that form extremely thin vaults that stretch up to 90 meters in length. In the end, however, this technological prowess is forgotten as the lyricism of its spaces, forms and light bestow an atmosphere of stimulating serenity. The architectural firm SANAA is known worldwide for its buildings, which include the New Museum of Contemporary Art in New York City, and the 21st Century Museum of Contemporary Art in Kanazawa, Japan. They have also been chosen to design the extension of the Louvre in France and the Bauhaus in Germany. This unique project was made possible thanks to the participation of partners such as Rolex, Crédit suisse, Logitech, Novartis, Nestlé, Sicpa, and Losinger. EPFL invites you to visit and experience for yourself this unique place of knowledge that faces Lake Geneva and the Alps.

THE CONSTRUCTION OF THE ROLEX LEARNING CENTER.
PHOTOGRAPHY: ALAIN HERZOG

↑ THIN, SOARING VAULTS: A CHALLENGE FOR ENGINEERS.
PHOTOGRAPHY: ALAIN HERZOG

THE ROOF: A MIXED STRUCTURE OF WOOD AND METAL.
PHOTOGRAPHY: ALAIN HERZOG

CONSTRUCTION OF A PATIO.
PHOTOGRAPHIE : ALAIN HERZOG

Lausanne, an exceptional environment

EPFL and its neighbor, the University of Lausanne, form a 25,000-person campus spread over a hundred hectares.

It's a campus that is changing spectacularly along the vast shores of Lake Geneva. The Rolex Learning Center, the new hotel, the new student housing complex and Innovation Square will all open their doors during the course of the year 2010. EPFL is also planning a complex that will include a conference center, additional housing and a shopping center.

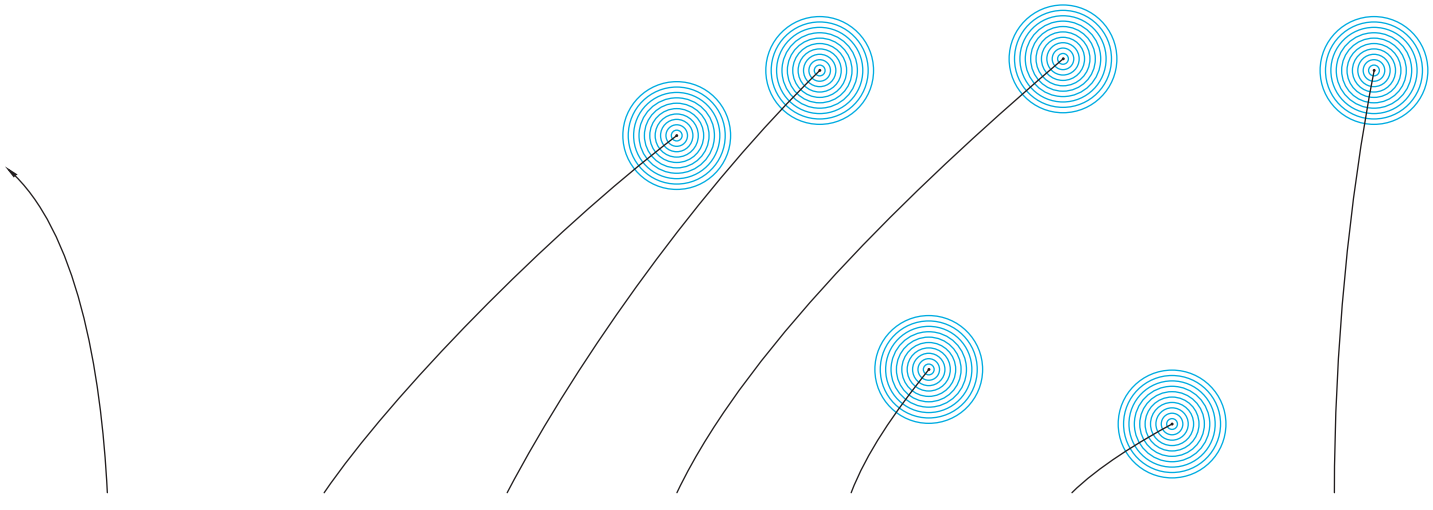
This academic and entrepreneurial development is taking place in close collaboration with the City of Lausanne, where the University Hospital (CHUV), an important partner in medical research, is located. Thanks to the metro, the city center is only 11 minutes away, ensuring rapid connections with national and European trains and the Geneva International Airport. Lausanne's unusual density of transportation connections might explain the city's richness in prestigious institutions, such as IMD, in the area of management, ECAL, in arts and design, and the Hotel School. It also facilitates daily work with off-campus EPFL groups, such as the Neuchatel site of the Institute of Microengineering, and collaborations with academic partners like IDIAP in the Valais, or research groups at the University of Geneva or CERN.

A LONG BEACH ON THE SHORES OF THE LAKE.
PHOTOGRAPHY: LÉO FABRIZIO

And if you need a break from this intensity, you can visit the Sports Center in its peaceful location on the lakefront; extensive grounds, including a forested park and sandy beaches, offer another kind of horizon to the campus community. The sports center offers more than 80 different sports activities; you can sail, work out, participate in team sports, ski or practice the martial arts. This natural environment—from the blue waves of the lake to the green parks along its shore—often makes a lasting impression on visitors to this exceptional campus.

PHOTOGRAPHY: ALAIN HERZOG

A COMPACT, CONNECTED CAMPUS THAT ENCOURAGES THE EXCHANGE OF IDEAS.



Sports center | Rolex Learning Center | Hotel | student housing | M1 metro | future conference center | Innovation Square

An entrepreneurial spirit

Incubators and laboratories for small businesses and large multinationals; start-ups; investors and management training: EPFL offers companies a full range of services and an ideal environment.

Developing the discoveries and scientific progress made in its laboratories for the widest possible benefit to society is one of EPFL's basic missions. This means not only furthering the knowledge gained in the laboratory, but also working in partnership with companies and public and private institutions so that they in turn can stimulate novel research. This translates into possibilities for economic growth and the creation of jobs and companies.

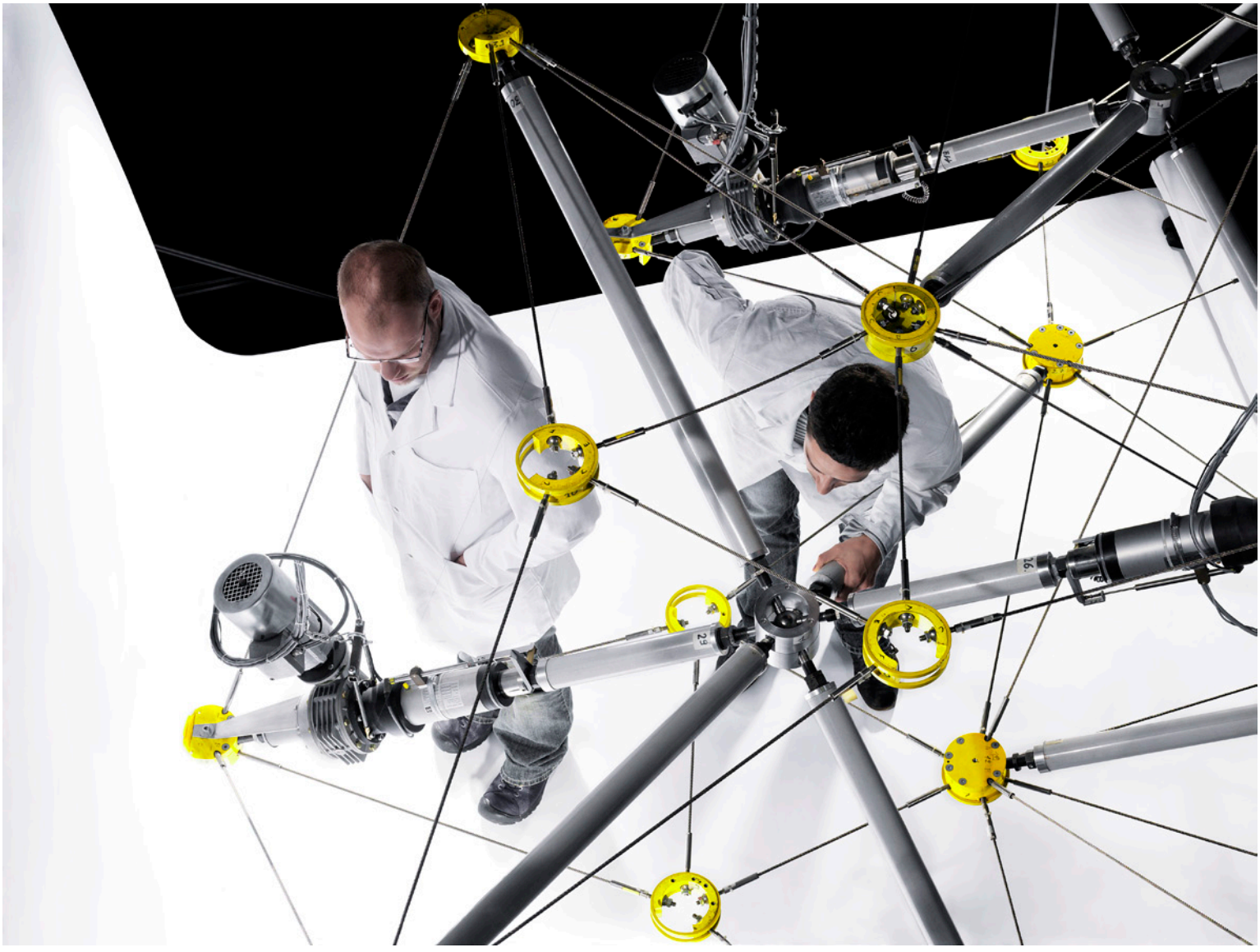
A mission like this requires an ambitious approach, one that is both professional and pragmatic. Since 2004, EPFL has met this challenge with a vice-presidency devoted to technology transfer. External partners can thus find on campus the scientific expertise, technical equipment and staff assistance that meets their needs. Members of the campus community also have resources at their disposal to help them translate their results into concrete applications. At EPFL everyone can benefit from this support; innogrants, for example, can be awarded to anyone on campus, from an established professor to an undergraduate student. Many examples show that innovation can occur at any age, even at the start of one's studies.

EPFL has a wide variety of technology transfer models, allowing participants to choose their ideal route as a function of business sector, the nature of the project, and the partners and people involved. A large company interested in basic research can fund a professorship. Companies looking for rapid innovations and new talent can create incubators. Others can start joint research projects. Small to medium-sized companies, which are often very competitive, can also collaborate with the best laboratories in more specific contracts.

How to choose between this wide range of partnership possibilities? Either by contacting EPFL directly or by contacting an even broader platform: Alliance. This group, which is located on the EPFL campus, encompasses most of the research institutions in western Switzerland, with scientific advisors in every sector, making it the best way to find the ideal partner.

If EPFL's campus has an incredible entrepreneurial spirit it's because this idea-generating attitude is cultivated in its students right from the start. Throughout their studies, students can take management and entrepreneurship courses. They can also minor or earn a double master's degree in this area. Other kinds of educational modules are also available, thanks to partners like VentureLab, courses and programs in the School of Continuing Education. This business mindset is evident in the booming Innovation Square situated on campus. It encompasses the Science Park, with its more than 80 companies, most of them start-ups, and new buildings for small- to medium-sized businesses and multinationals who want to establish research groups on campus. And the recently-inaugurated Garage shelters fledgling companies. This environment is rounded out by the presence of advisors and investors. EPFL stands apart with its business-friendly climate and spirit of entrepreneurship, breathing an air of innovation into the entire campus.

THE FIRST COMPUTER MOUSE:
A LOGITECH PRODUCT FROM AN EPFL TECHNOLOGY.

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Innovative Silicon continues its takeoff

EPFL engineers [01] Pierre Fazan and [02] Serguei Okhonin launched their start-up in 2002 when both partners turned 44. Everything succeeds at Innovative Silicon, financed since 2003 by an initial capital investment. The company is active in the semiconductor industry and specializes in reducing the size of static and dynamic memory. Their technology, named Z-RAM, offers considerable size and performance advantages. Two major companies have already adopted it: AMD in the US and Hynix in South Korea. The ambitious co-founders hope to soon sell their technology to all the actors in the sector. Innovative Silicon is continuing to grow, and today it has around 85 employees throughout the world. Two recent capital investments totaling $47 million have made it possible for the company to hire top experts. They envisage an IPO in three years.

A mouse in the house

Your hand might never have held a computer mouse were it not for EPFL. Dreamed up as a laboratory and research device in Xerox Park, it has become a fixture in our everyday lives thanks to a new technology developed in the early 1980s in the Lausanne laboratory of EPFL Professor Jean-Daniel Nicoud.

This adventure would never have happened without the pioneering spirit of an alumnus of the School, [03] Daniel Borel, who gave it a name: Logitech. To date, this company has manufactured more than half of the computer mice sold in the world. It's a global success story of which the School is particularly proud.

PHOTOGRAPHY: OLIVIER PASQUAL

RESEARCH AND INNOVATION IN THE WORLD OF THE VANISHINGLY SMALL
BUT ALSO IN THE WORLD OF BIG STRUCTURES. A TENSEGRITY EXPERIMENT.

A global campus

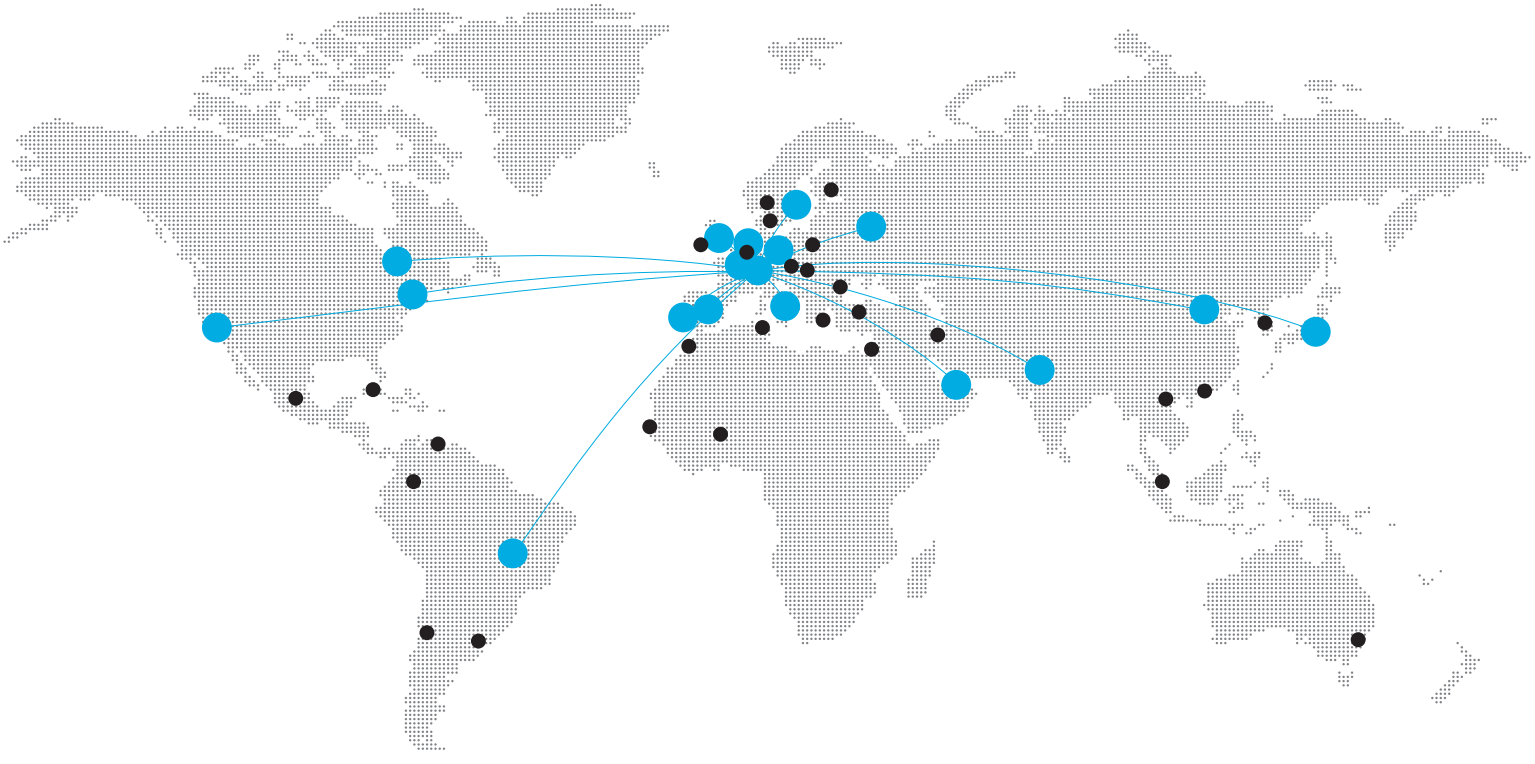
With 110 nationalities represented in its community, EPFL has been recognized as "one of the most international campuses in the world" by the Times Higher Education Supplement.

EPFL is establishing focused, demanding and practical relationships in order to have a major impact in the development of education and research. Among the various programs that have been set up is a special relationship with India. Several agreements have been reached, including a program signed in 2006 by Pascal Couchepin, President of the Swiss Confederation and Kapil Sibal, the Indian Minister of Science and Technology. This enabled funds to be made available for the regular exchange of students and professors and to finance more than 25 research projects. Agreements with the Universities of Beijing and Tsinghua in China also offer student exchange opportunities at the Master's Project level, complemented by an intense cultural and linguistic program. For many years EPFL has deployed its expertise in scientific cooperation in developing countries, establishing educational curricula and numerous research projects in Asia, Africa and South America. The group that coordinates these activities received the honor of a Unesco Chair in 2007.

EPFL is thus following a global development strategy, with future possibilities on a large scale. The School shares various scenarios for establishing laboratories abroad, whether by conducting exchanges with other universities or by creating an offshore campus. EPFL is currently developing a new campus in the emirate of Ras Al Khaimah in the United Arab Emirates. This campus will be a platform for academic research, teaching and technology transfer in the Middle East. The globalization of the world's foremost academic institutions is a major development at the international scale, and an important consideration for participating in the exchange of knowledge at the highest level.

PHOTOGRAPHY: LÉO FABRIZIO

NORTH CAMPUS.



Number of countries with an institutional collaboration with EPFL	87
Number of agreements with institutions for student exchange	78
Number of nationalities on campus	111
Percentage of PhD students coming from abroad	68%
Principal university networks involving EPFL	Cluster, Time, Cesaer, WEF-Gulf
EPFL's national responsibility for academic collaborations	Russia, India

History in the making

Founded in 1853 to meet increasing construction challenges, EPFL has changed many times on ist path to becoming on of the 21st century's major technology institutes. It's a unique history that experienced a rapid acceleration in the past few decades, propelling the School to international prominence.

From 1853 to today

From the Ecole Spéciale de Lausanne to the École polytechnique fédérale de Lausanne, a hundred and fifty years of history have passed. The eleven original students have expanded into a community of more than 6,900 students. It's a colorful history, marked by the achievement of Federal status in 1969 and entry into the ranks of the world's top universities in the 21st century.

"In stories about the school's beginnings, I like to call attention to the taste for hard work. From the beginning, getting into the Ecole Polytechnique was considered difficult," recalls Maurice Cosandey, EPFL's first President and father of its federalization.

Founding

The creation of the Ecole Speciale de Lausanne is modeled on the Ecole Centrale des Ponts in Paris. The school joined the Academie of Lausanne in 1869—the ancestor of the current University of Lausanne—and was renamed several times before taking the name EPUL (Ecole Polytechnique de l'Université de Lausanne) at the outset of WWII.

1969, federalization

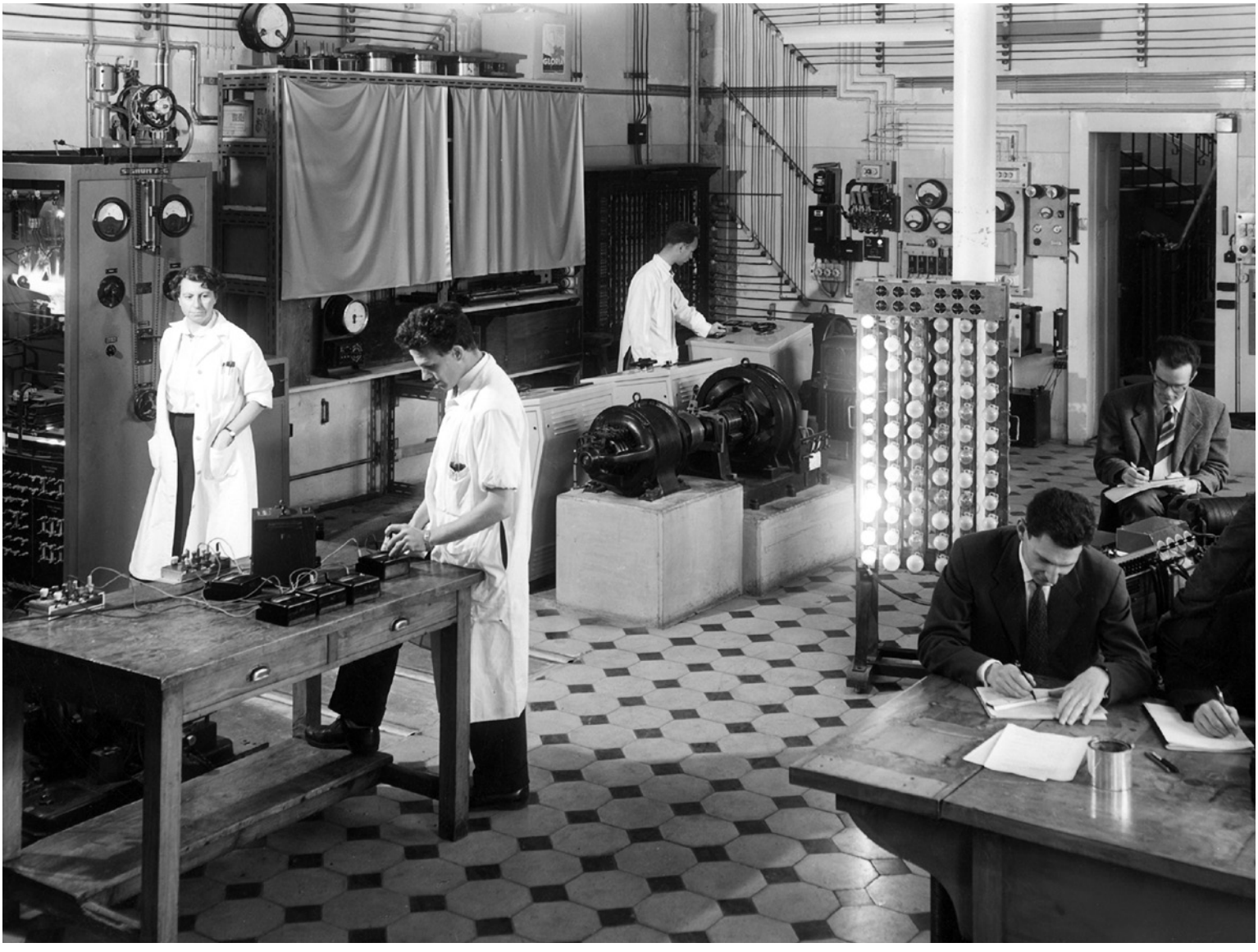
In 1963, after 23 years at the helm of the School, Alfred Stucky stepped down and Maurice Cosandey took over the presidency. From the beginning, Cosandey made his goal clear: federalize the School and give it a national and international scope. The trio made up of Cosandey, Federal councilor Hans-Peter Tschudi, and Head of the Public Instruction for the Canton of Vaud Jean-Pierre Pradervand (1908–1996) made this dream reality in 1966. The legal documents were quickly drawn up, the message submitted to the Council of States on June 18, 1968, and the morning of October 9 the National Council signed the new "law on the Federal Technology Institutes". The transfer from the Canton of Vaud to the Federal government took place January 1, 1969. Albert Einstein's ETH Zurich thus got a "little sister" in the form of EPFL.

1978, a new campus

Dispersed throughout the city of Lausanne, the buildings of the new EPFL and the University of Lausanne were no longer able to contain the institutions' development. The so-called "en Dorigny" site to the west of Lausanne was bought from the city and private property owners. EPFL established itself on the westernmost edge of the property, within the village of Ecublens, and started the first phase of construction for a new campus. This included buildings for mathematics, physics, chemistry, mechanical and civil engineering. This star-shaped network of buildings makes up the current backbone of the campus; they were designed by the Zurich-based architects Zweifel and Strickler and inaugurated in 1978. The campus grew in successive stages in the 1990s and 2000 to house new disciplines (electrical engineering, microengineering, architecture).

2010, the campus continues to evolve

The turn of the 21st century was marked by profound changes. New Schools were created, and a Doctoral School was formed. Life Sciences were included. Technology transfer activities were intensified. EPFL entered a major construction phase with five new building sites: The Rolex Learning Center, student housing, a hotel, a conference center and Innovation Square. These new buildings are transforming the campus into an academic village that is full of life and open to society and the world.



↑ ERNA HAMBURGER, EPFL'S FIRST FEMALE PROFESSOR.
SOURCE: PPUR

ELECTROTECHNICAL LABORATORY, AROUND 1953.
SOURCE: PPUR

AUTOMATIC CONTROL INSTITUTE, 1971
SOURCE : PPUR

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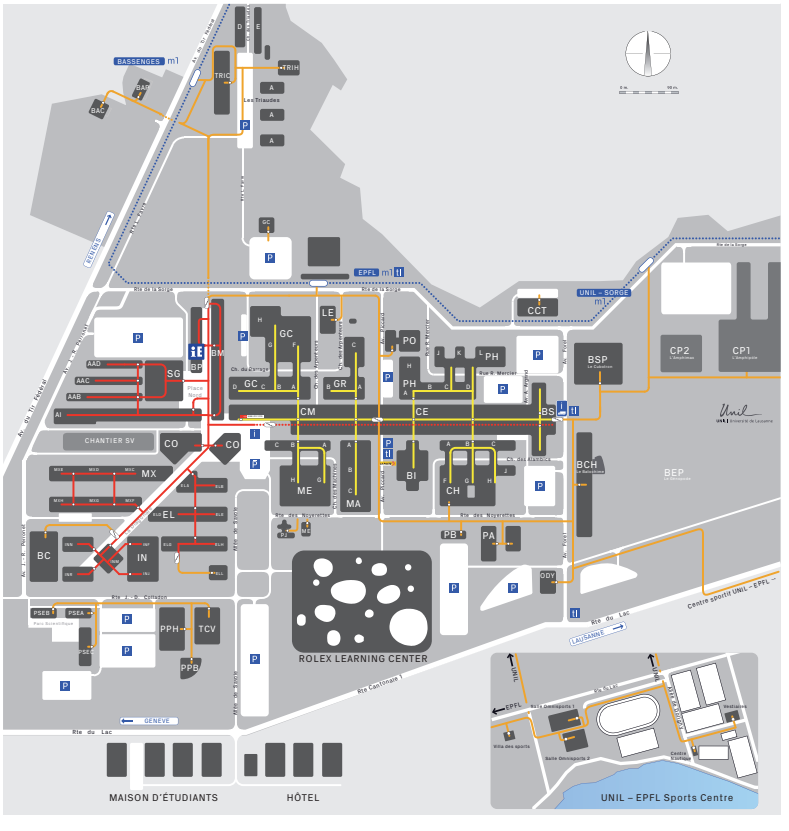
		Building	Level
Schools	**Reception and secretariat**		
CDH	College of Humanities	CM	1
CDM	College of Management	Odyssea	1
SB School	Basic Sciences	PH	2
STI School	Engineering	BM	4
I&C School	Computer Science and communication systems	IN	1
ENAC School	Architecture, civil and environmental engineering	GC	2
SV School	Life Sciences	SG	1
Units and conference rooms			
Central library		BI	2
"Archizoom" exhibition room		SG	1
Polydôme		PO	0
Salle polyvalente		CE	1
Other			
PSE – Science Park		PSE C	0
Copy Center		BP	0
Le Copernic Restaurant		CE	1
Le Corbusier Restaurant		SG	0
Le Vinci / Le Parmentier Restaurant		CM	2

Building	■
Information desk	i
Building entrance	○
Parking	P
Public transport, metro	m1
Public transport, bus	tl



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PRINTING: COURVOISIER-ATTINGER

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