Princeton University’s trustees have adopted a 2007-08 operating budget that holds tuition at its current level but raises undergraduate room and board rates for an overall fee increase of 4.2 percent. Grants for all students who receive financial aid also will be increased.

This is the first year since 1967–68 that the annual tuition rate has not increased. The overall fee increase is well below last year’s overall increase of 4.9 percent and the previous year’s increase of 5 percent.

According to the College Board, tuition and fees rose 5.9 percent at four-year private institutions and 6.3 percent at four-year public institutions in 2006–07.

For 2007–08, tuition at Princeton will remain $33,000. Total fees for undergraduates living on campus and electing full meal contracts will increase from $42,200 to $43,980, while students who elect reduced meal contracts will pay less. The increases in room and board pricing are intended to reflect costs more accurately, and the new board charges also reflect planned improvements in quality and changes to the board plan structure.

The trustees also have approved increases in the University’s endowment income spending that will increase financial aid grants and provide all juniors and seniors on financial aid with sufficient support to enable them to cover the cost of an average membership contract at the eating clubs.

“These additional investments in undergraduate financial aid enhance Princeton’s affordability in two respects,” said President Shirley M. Tilghman. “They provide even more grant support in what is already the most generous financial aid program in the country, under which no student on financial aid is required to take out a loan. They also remove financial barriers for financial aid students who would like to join eating clubs. I hope this additional aid will enable a wider range of students to think about joining the clubs, thereby making them more diverse and more fully reflective of the student body than they are today.”

Under the new policy, effective with the 2007–08 academic year, aid levels for all juniors and seniors on financial aid will be calculated assuming a board rate that is set at the average cost of an eating club membership contract not including social fees, which currently is about $2,000 higher than the University’s typical meal plan ($6,300 as compared to $4,315 for this academic year). This higher board allowance will be included whether or not the student joins an eating club so that juniors and seniors on financial aid who join clubs will have sufficient support to allow them to afford club contracts while non-club members will have the same level of support to help them cover other expenses (see story on page 6).

With the increased endowment spending levels the University also will reduce by roughly $500 a year the amount that students on financial aid are expected to earn from term-time jobs. This will result in an increase of roughly $500 in each aid student’s grant. The average grant for aid students is almost $30,000.

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Princeton undergraduates recently were awarded prestigious scholarships and prizes in honor of their outstanding achievements.

**Pyne Honor Prize**

Alisha Holland ’07 and Lester Mackey ’07 shared the University’s Moses Taylor Pyne Honor Prize, the highest general distinction conferred on an undergraduate. The Pyne Honor Prize is awarded to the senior who has most clearly manifested excellent scholarship, strength of character and effective leadership.

Holland, who is from Amherst, Mass., is majoring in the Woodrow Wilson School of Public and International Affairs and pursuing a certificate in Latin American studies. Mackey, who is from Westley Heights, N.Y., is majoring in computer science and pursuing a certificate in applied and computational mathematics.

**Rhodes Scholarship**

Christian Sahner ’07, an art and archaeology major from Maplewood, N.J., has been awarded a Rhodes Scholarship for graduate study at the University of Oxford. Sahner was one of 32 American students chosen for the award, which provides funding for two or three years of study at Oxford. He will pursue a master’s degree in Byzantine studies, with a focus on the period of late antiquity (250–800 A.D.). Sahner also is earning certificates in medieval and Hellenic studies at Princeton.

**Marshall Scholarships**

Four members of the class of 2007—Tamara Broderick, Neir Eshel, Tianhui (Michael) Li and P.G. Sittenfeld—have been awarded Marshall Scholarships for graduate study in England. They are among 43 students from U.S. colleges and universities to win the awards, which cover the cost of living and studying at a British university for two or three years.

Broderick, a native of Parma, Ohio, is concentrating in mathematics and also is earning certificates in applications of computing and in applied and computational mathematics. She will enroll in a one-year master’s program in mathematics at the University of Cambridge and then pursue research in probability theory.

Eshel, who is from Bethesda, Md., is a molecular biology major and a candidate for a certificate in neuroscience. He plans to pursue two one-year master’s programs, in clinical neuroscience and public health, at the University of London.

Li, of Portland, Ore., is a computer science major and a certificate candidate in mathematics. He will enroll in a one-year master’s program in mathematics at Cambridge, and then plans to pursue doctoral research in mathematics, focusing on information theory.

Sittenfeld, a native of Cincinnati, is an English major and a certificate candidate in American studies. He will utilize the Marshall Scholarship to enroll in a new one-year master’s program in English literature and American studies at the University of Oxford, followed by a one-year master’s program in economic and social history.

**Sachs Scholarship**

Joshua Goldsmith ’07 and Emily Stolzenberg ’07 have been named recipients of the Daniel M. Sachs Class of 1960 Graduating Scholarship, one of the highest awards given to Princeton undergraduates. Goldsmith, of Sarasota, Fla., is an independent concentrator studying historical linguistics and language acquisition. He plans to use his Sachs award to pursue a one-year master’s program in the teaching of French as a foreign language at the Université Marc Bloch in Strasbourg, France. Stolzenberg, a German major from Morgantown, W.Va., will enroll in a two-year master’s program in political theory at Worcester College at the University of Oxford.

**ReachOut 56 Fellowships**

Lillie Romeiser ’07 and Charles Staab ’07 have been awarded ReachOut 56 Fellowships, which provide the winners with a $25,000 grant to undertake a yearlong public service project after graduation. Romeiser, who is from Lake Forest, Ill., will work with young people with developmental disabilities. Staab, who is from Ocean City, N.J., plans to bring music education to disadvantaged schoolchildren.

**Undergraduate Prizes**

Four undergraduate prizes were awarded at the beginning of the school year to outstanding students.

Wei Ho ’09, of Chamblee, Ga., received the Freshman First Honor Prize, awarded each year to a sophomore in recognition of exceptional achievement during the freshman year. Ho is majoring in computer science.

Andrei Negut ’08 and Zachary Squire ’08 shared the George B. Wood Legacy Sophomore Prize, presented each year to a member of the junior class in recognition of exceptional academic achievement.
Princeton Ends Early Admission

Princeton will end its early admission program and admit all undergraduates through a single process, beginning this year with students applying for the class that will enter Princeton in September 2008.

“We are making this change because we believe it is the right thing to do,” said Princeton President Shirley M. Tilghman. “The ultimate test of any admission process for Princeton is whether it is fair and equitable to all our applicants and whether it allows us to enroll the strongest possible class.

“In recent years we have instituted the most generous financial aid program in the country, and we have significantly increased the diversity of our student body. We believe that a single admission process will encourage an even broader pool of excellent students to apply to Princeton, knowing that they will be considered at the same time and on the same terms as all other applicants,” Tilghman noted.

“Adopting a single admission process allows us to reinforce our values.”

“Although we have worked hard in recent years to increase the diversity of our early decision applicants, we have concluded that adopting a single admission process is necessary to ensure equity for all applicants,” she said. “We believe that elimination of early admission programs can reduce some of the frenzy, complexity and inequity in a process that even under the best of circumstances is inevitably stressful for students and their families.”

Princeton’s decision followed a series of annual reviews in recent years that have included assessments of the impact of early admission programs. Princeton has had some form of early admission program for almost 30 years. Since 1996 it has had an “early decision” program that requires students who apply early to Princeton as their first-choice school to commit to enroll at Princeton if admitted.

“We want students from all backgrounds and financial circumstances to know that Princeton is affordable to them, and that they will receive full and thoughtful consideration in our admission process,” said Dean of Admission Janet Lavin Rapelye. “We hope that eliminating early admission sends a strong message to students and schools around the country that Princeton is committed to the fairest and most equitable admission process we can devise.

“Adopting a single admission process allows us to reinforce our values,” Rapelye added. “Our goals remain the same: We continue to aim to enroll students who demonstrate academic excellence, diversity of talents and interests, potential for leadership, strength of character and a determination to take full advantage of the exceptional educational opportunities Princeton makes available to them. We have been concerned about the senior year in high school and the way early admission can create a frenetic pace in some schools. We also have been concerned that early decision has been unreachable for many students from disadvantaged backgrounds and that it has caused other students to make premature decisions about their college choice. We have reviewed our policies and practices annually, and we have concluded that we can best address these concerns and achieve our goals by ending our early admission process.”

This year, Princeton set another record for students applying for admission, receiving 18,891 applications for the class of 2011. This marks the third year in a row for record applications and represents an 8 percent increase over last year’s record of 17,564 applications.

“We’ve seen a 38 percent increase in applications over the past four years,” Rapelye said. “We seem to be reaching students with information about our generous financial aid policy, our continued recruitment efforts that span the country and the globe, and our decision to move to a single application process next year.”

The total of 18,891 applications for admission for the class entering in fall of 2007 includes the 2,276 high school seniors who applied through the binding early decision process. The University has announced that 597 of those students were offered admission and are expected to comprise 48 percent of the freshman class this fall. Regular decision applicants, who had to apply by Jan. 1, will be notified of admission in early April.

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Center for African American Studies Established

Building on a strong core of faculty with a history of distinguished contributions to African American studies, Princeton has established a new center to serve as a model for teaching and research on race in America.

President Shirley M. Tilghman launched the Center for African American Studies in a statement announcing that historic Stanhope Hall is being renovated to serve as its home.

“Of all the challenges that confront America, none is more profound than the struggle to achieve racial equality and understand the impact of race on the life and institutions of the United States,” Tilghman said. “As a University dedicated to ‘the nation’s service and the service of all nations,’ Princeton must be in a position to contribute to this quest through research that yields valuable insights into the nature of racial identity and social justice, and through education that trains new generations of leaders to solve problems that have persisted too long, both in this country and abroad.”

The center will have interdisciplinary reach, while enjoying the new ability to make sole faculty appointments to African American studies, rather than its current reliance on half-time faculty assigned through joint appointments from other departments.

The number of current, full-time-equivalent faculty positions allocated to African American studies will rise from five to 11. With joint and sole appointments, the center potentially will have 11 to 22 faculty working to support more course offerings and, eventually, an opportunity for students to major in African American studies.

Also, a program for visiting research fellows will bring scholars from around the country and around the world, and additional freshman seminars will give undergraduate students an opportunity to study race issues before establishing their majors.

Princeton’s current Program in African American Studies has offered an interdisciplinary certificate—similar to a minor at other institutions—for undergraduates for 37 years, and also offers doctoral students an opportunity to work with faculty in African American studies.
International experience is playing an increasingly consequential role in the education of Princeton undergraduates. Over the past several years, more students have been participating in an ever-widening range of options for study and work abroad. Students returning from time abroad find that the experience has deeply enriched their education, given them an appreciation of and empathy with other cultures, and challenged them to develop skills that will prepare them for life and work in a global environment.

Students returning from abroad find that their experience has a major impact on their lives and also becomes an important part of their resumes as they seek postgraduate fellowships, graduate education and employment. This year, for example, both Sachs Scholarship winners (see page 2) previously participated in a Princeton summer language program abroad and also spent a semester abroad. Every year, the Fulbright Scholarship winners from Princeton are veterans of study or work abroad programs. Even students applying for medical school remark on the fact that the interview often seems to focus on their time abroad.

Recently, I heard from a member of the class of 1989 who spent a semester in France in 1988. She wrote: “My Princeton study abroad experience was a vital part of my undergraduate experience and life-changing for me on so many levels. Today, my business (that I co-founded and run with my husband) takes me to countries throughout the world, including France, and I find myself utilizing my international experience and French-speaking skills a lot more than I ever imagined I would.” In our increasingly interconnected world, engagement across cultures is essential, whether in the business, political, academic or scientific communities.

Recognizing the critical place of international experience in students’ education, Princeton encourages all students to take advantage of the variety of opportunities that the University offers. In the class of 2006, 38 percent of the students studied, worked or conducted senior thesis research abroad, and many of these students participated in more than one international activity. The University plans to increase this percentage in the future. During the academic year, students can be placed in well over 100 approved and affiliated study abroad programs throughout the world. In addition to these traditional programs, Princeton offers a number of unique study abroad options. These include the Oxford-Princeton exchange, a special exchange in biomedicine with the Karolinska Institute in Stockholm, field study programs in Panama and Kenya, and a fully funded exchange program with Seoul National University. At some sites, local faculty are appointed to serve as academic advisers for Princeton students doing independent work, thus ensuring ready access to the research resources of the region.

**Students returning from time abroad find that the experience has ... challenged them to develop skills that will prepare them for life and work in a global environment.**

This summer, we will begin the first of what we hope will grow to be a dozen six-week Global Seminars, organized by the Princeton Institute for International and Regional Studies. The inaugural seminar, “American and Vietnam at War: Origins, Implications and Consequences,” will be held in Hanoi. The seminar will feature lectures by both the Princeton instructor and local experts in Vietnam, including individuals who figured prominently in the historical events that the students will be analyzing. Another new initiative is the development of summer research placements in engineering fields established through faculty connections at overseas universities. The first placements will be in India and China next year.

Many students use all or part of their summers to accelerate their language learning by enrolling in Princeton-sponsored language courses in China, France, Germany, Italy, Japan and Russia or by joining other approved summer language programs. Close to 200 students received course credit for summer language courses last summer alone.

For students who want to use their language skills in a practical setting, the International Internship Program offers exciting and challenging placements of eight weeks or more that give students a taste of the global workplace. The very broad range of placements covers public service options as well as private-sector opportunities. The longstanding summer work programs in France and in German-speaking countries continue to thrive and account for 50 to 60 student work placements each summer. International community service is also on the rise, with a number of Princeton students either joining established service organizations or developing their own projects with the guidance of faculty and administrators on campus.

Beginning with the 2007–08 academic year, Princeton will eliminate the study abroad fee that is currently charged to students who participate in approved programs during the academic year. Students on financial aid still will be able to use their aid to pay tuition, room, board, personal expenses and transportation abroad. By making study abroad for a semester or year very affordable, we hope to encourage more students to participate. We recognize that for many students this may be the only opportunity to spend an extended period abroad and to interact daily with contemporaries from other countries. Students who want to participate in summer activities can apply for financial support from departments, programs and other funds, some of which are set aside for students on financial aid.

We know that the decision to travel abroad is often the topic of much family discussion, and we hope that you will join the University in encouraging your child to take advantage of the international opportunities that we offer. These programs are a significant aspect of undergraduate education at Princeton today. In addition to learning about the larger world through their courses on campus, students need to engage that world directly. Leaving the comfort and

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Students Launch English Immersion Program in China

By the end of summer his freshman year, Rory Truex ’07 started dreaming in Chinese. By the end of summer his junior year, he had made it possible for students in China to start dreaming in English.

Last summer, Truex and 10 other Princeton undergraduates spent nine weeks running an English immersion course for 150 college students in Jishou, China. The program, called Summer of Service, was founded by Truex and now will be offered annually through Princeton in Asia, which has been supporting educational and other service-related programs in Asia for Princeton students and alumni for more than a century.

Truex, who is majoring in politics with a focus on Sino-American relations, conceived of the program out of his own experiences and interests. He began studying Chinese as a freshman, and at the end of his first year at Princeton enrolled in Princeton in Beijing, an intensive language training program in Beijing for eight weeks over the summer.

After the course, Truex said he was “sold on the idea” of language immersion programs. He revisited China in the summer of 2005 as a Princeton in Asia intern, working with a nonprofit to teach English to students in rural western China, far from the bustle of the big cities to the east. It was to this region that he returned with his own group of fellow Princeton students—in the role of teachers.

“The Summer of Service was the most rewarding thing I have ever done,” said Truex. “It’s so easy to do so much good in that part of the country.” He added, “I think the program was the right way to do international service, and it gave all of us a chance to reflect on the experience while we were involved in it.”

Participating in the Summer of Service were students from a variety of class years with diverse academic interests, such as international affairs, physics, classics, ecology and evolutionary biology, music and computer science. Out of 40 applicants, Princeton in Asia selected students who could offer a range of viewpoints and talents. Four of the students could speak some Chinese.

Besides Truex, the students who went to China were: seniors Daniel Hawkins and Andrew Turco; juniors James Hamm, Jean Hsu, Ashley Johnson, Lisa Kelley and Francine Saunders; and sophomores Betty Cox, Christian Schlegel and Michael Vinson.

The Princeton students established their language school at Normal College of Jishou University, a teachers college.

Francine Saunders ’08 was one of the 10 Princeton undergraduates who spent nine weeks running an English immersion course for 150 college students in Jishou, China. Saunders found the teaching experience through the Summer of Service project so rewarding that she is considering a career in education.

Student Sows Seeds of Community-Helping Technology in Africa

Since her arrival at Princeton, Ishani Sud ’08 has made a difference by thinking inside the box.

Not just any box, but rather a solar-powered oven she designed her freshman year with classmate Lauren Wang, under the guidance of Wole Soboyejo, professor of mechanical and aerospace engineering. Powered by the sun’s energy and constructed with locally available materials, the ovens can be built and used in developing nations, thereby allowing advancement while preserving the environment and local economies. In many communities, the ovens could slow deforestation that results from harvesting wood for cooking fires.

“Ishani Sud ’08 spent last summer in Kenya continuing her solar oven project and in Tanzania launching a similar program at a school for indigenous people. The ovens, powered by the sun’s energy, could slow deforestation that results from harvesting wood for cooking fires.

“Coming to Princeton, I was expecting to be involved in projects that used engineering and did outreach,” Sud said, adding that the University’s emphasis on serving all nations was a key factor in her decision to attend.

She fulfilled her expectations through her involvement with the Global Development Network, an extension of the U.S.-Africa Materials Institute directed by Soboyejo and sponsored by the National Science Foundation.

“Ishani exemplifies the whole notion of Princeton engineering in service of the world,” Soboyejo said. “In just two years, she has worked within the Global Development Network family to change the lives of school children in Kenya and Tanzania, while pioneering new ways of...”
Parents Fund Offers Volunteer Opportunities

Along with other parents, you can help ensure that Princeton’s world-class education remains at the cutting edge for this and future generations through the Princeton Parents Fund, which provides critical, tangible support for the entire academic enterprise at the University.

The Parents Committee, led by Henry and Nancy Elghanayan P’96, ’00, ’08, is a dedicated group of parents of current students and graduates. Committee members reach out to other Princeton parents and encourage their support of the University. As a committee member, you will be invited to participate in events on campus and throughout the country and have an opportunity to meet faculty and administrators as well as other Princeton parents.

For more information about the Parents Fund or to volunteer, contact Beth Way, director of the Parents Fund, at (609) 258-2344 or bway@princeton.edu.

Princeton Improves Access to Social and Meal Options for Undergraduates

Several initiatives designed to expand student choice and improve access to a range of social and dining opportunities will give Princeton undergraduates more freedom to select from various options beginning next fall.

Students will be able to choose from full University dining plans covering all meals; independent or co-op dining; plans for all meals at one of the eating clubs; or a new shared meal-plan option that allows upperclass students membership in the residential colleges and the eating clubs. Because of increased spending for financial aid approved by Princeton’s trustees—and also agreements formalized with the eating clubs on Prospect Avenue—students will be able to choose from among these social and dining options with little consideration of cost, said Executive Vice President Mark Burstein, who negotiated the agreements with the clubs.

An increase in the board funds for juniors and seniors on financial aid will make a junior or senior’s financial aid award comparable to the average membership rate of an eating club, Burstein said.

Currently, the University designates a standard board rate for all students—$4,315 for the 2006–07 academic year—which is included in the total cost of attending Princeton. While all undergraduates eat in the residential colleges, juniors and seniors have the option of applying the funds allotted for meals to: a University meal contract; the purchase of groceries if they choose to provide their own meals or join a co-op; or the purchase of a membership contract at one of the 10 eating clubs. However, the board rate has historically been less than the cost of a club membership, which meant that students on full financial aid had to make up a difference on average of $2,000 if they chose the eating-club option.

“With increased financial aid for board costs to the average eating club membership rate—not including the social fee—the University now will come close to covering the cost of a club membership for students in their junior and senior year who want to choose the clubs,” Burstein said. “And for students who choose other options, there still will be a benefit from the increased funds available from the increased board rate, which can be applied to a larger board plan in a residential college and/or other expenses.”

Tuition and Financial Aid

Continued from page 1

Princeton’s groundbreaking financial aid program has dramatically increased the economic diversity of Princeton’s student body. Of this year’s freshman class, 55 percent, or 682 students, are on financial aid. That percentage matches the record set by the class of 2009 and is a significant change from the class of 2001—the last class admitted before the enhancements to the aid program—when 38 percent of the freshmen were on aid.

In addition to the enhancements in undergraduate financial aid, the trustees also have approved spending increases to support:

• Expanded social, cultural, intellectual, athletic and civic engagement programming in the residential colleges. Each college will have a director of student life and the resources necessary to create a vibrant social environment, develop signature social activities and host campus-wide events.
• Improvements in the quality and variety of food served in the residential colleges.
• Additional investments in recruiting excellent and broadly diverse undergraduate classes.

Educational Programs Open to Parents

Parents can take advantage of educational opportunities available through Princeton’s Alumni Association this semester. The Maclean House Lecture Series on “Vanishing Treasures”—cultures, places, species and habitats that are disappearing in the face of human activity, globalization and environmental change—is scheduled for Thursdays in March at 5:30 p.m. A six-week Alumni Studies course, “Boris Godunov in History, Drama and Music: Background to a Princeton World Premiere,” is being offered in conjunction with the April 12–14 production of the classic Russian play "Boris Godunov" at the Berlind Theatre.

For more information on these and other educational opportunities, visit http://alumni.princeton.edu/main/education_travel or contact Kaitlin Lutz at klutz@princeton.edu or (609) 258-0014.
While the Chinese students already had studied English for 10 years, they had scant opportunity to practice what they’d learned. Under the tutelage of the Princeton students, they spent up to 12 hours a day speaking and writing English in both formal and informal settings.

To aid their teaching, the Princeton students created a textbook, called “A Worldly Perspective,” in collaboration with translators at Jishou. The textbook includes 28 lesson plans and stresses conversation-focused activities and discussion topics related to American culture. One lesson is on cultural misunderstandings, which revolves around an excerpt from “The Joy Luck Club” by Amy Tan; another is on college academic life, which includes a letter from a Princeton student to his uncle about deciding what major to choose; and still another discusses lesser-known sports in the United States through a dialogue about how to play lacrosse.

The Princeton students also extended their teaching beyond the college students by providing training sessions to local English teachers, affording them the chance to speak English and to discuss different teaching techniques.

Cox, who is planning to participate again, said, “I believe that the Summer of Service showed both the students and the teachers that genuine, personal relationships can bridge divides of culture and language.”

The experience in China also has helped Truex think about his senior thesis, which will examine the power of the individual in international relations and explore the ways individuals perceive other countries.

Also high on his agenda for the year is ensuring that the Summer of Service continues successfully this coming summer. Truex is working closely with Princeton in Asia to select future program leaders and plan for the long-term success of the program.

But Truex is not content to stop there. He is eager to use his know-how and energy to establish other summer initiatives elsewhere in the world. “I would like to incubate a couple of new programs,” he said, “so that Princeton students have even more options for international summers of service.”

Ishani Sud

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solving basic problems of energy and water in the developing world.”

Sud found an outlet for her passion for science and community activism in Mpala, Kenya, where she spent six weeks the summer following her freshman year with classmate Julianne Davis. There, the two engineers worked with elementary and middle school students to build solar ovens with readily available materials, while teaching them about science, conservation and renewable energy. They also hosted community days to teach residents how to cook local recipes, including the traditional African starch dish ugali, in the solar ovens.

During her sophomore year, Sud worked with the Global Development Network to establish collaborations with universities in developing countries, where resident faculty and students are better equipped to work with local people and are more in tune with their needs. This allows the Princeton students to deploy the programs they’ve developed, such as the solar oven, without requiring them to travel to every community.

Last summer was a whirlwind for Sud, who met with researchers at universities in Brazil and Tanzania to share ideas on sustainable projects, spent time in Kenya continuing the solar oven project and launched a similar program at the Aang Serian school for indigenous people in Monduli, Tanzania. During her travels she was joined by fellow Princetonians Viola Huang, Brandon Rogers, Patricia Li, Daniel Cohen and Julianne Davis and research staff member Michael Vocaturo.

This year, “the dynamo,” as Soboyejo describes Sud, is organizing a group of students to research and design ceramic water filters built with basic materials, such as clay and plant matter. The students plan to test and analyze their designs before winter break and hope to spread the technology in outreach projects this summer.

With seemingly limitless energy, Sud has done all of this while completing the requirements for her B.S.E. in chemical engineering, along with four certificate programs: materials science and engineering, the Woodrow Wilson School of Public and International Affairs, engineering biology and neuroscience.

Faced with a challenging academic schedule—she’s taken at least five courses every semester at Princeton—she said her interest in the subjects and the camaraderie she finds in study groups help her handle the heavy load.

“And, I tend to plan my time really carefully,” she added.

She even makes room in her calendar to remain active with the Society of Women Engineers, serve as a residential college adviser in Butler College and assist the investment and technology development firm D.E. Shaw on-campus recruiting.

“I enjoy these activities so I don’t think of them as work,” she said.

Though Sud said she can envision many possible futures for herself, from pharmaceutical chemical engineering to public policy work, they share a common thread.

“I want to be able to make a real difference in whatever community I’m working with or serving,” she said.
security of Princeton may be a leap for some students, but the payoff is a keen awareness of the importance and complexities of our globalized world. The University offers many ways for students to grow intellectually and personally, but for some of them, you just have to leave New Jersey!