Sustainability Plan Guides Efforts of Staff, Students

The University has launched a comprehensive Sustainability Plan that sets ambitious goals in the areas of greenhouse gas emissions reduction, resource conservation, and research, education, and civic engagement, and the University community has initiated many practices and projects that will help it meet the objectives of the plan.

“Given a growing human population and the desire of people everywhere to live more prosperous lives, sustainability is surely the most important and difficult challenge facing humanity. For a great university like Princeton, with its extraordinary intellectual and financial resources, it is simply not enough to treat sustainability as an academic subject,” said David Wilcove, professor of ecology and evolutionary biology and public affairs, who was involved in formulating the plan as a member of the Princeton Sustainability Committee. “We must also be a model of how to achieve it on our own campus, in our own community, and in our own lives.”

In the area of emissions, the plan’s main goals are to decrease campus carbon dioxide emissions to 1990 levels by 2020; by 2020, decrease by 10 percent the number of cars commuting to campus; and reduce emissions from the campus fleet. While lowering emissions, the University will be adding almost 2 million square feet of building space over the next 10 years.

“Princeton is truly committed to reducing its impact on the environment, and we believe this commitment begins at home with aggressive efforts to reduce the carbon dioxide that we emit,” said Mark Burstein, Princeton’s executive vice president.

For resource conservation, the goals include reducing water use for irrigation and students’ personal use; increasing household and construction recycling; using recycled paper products; converting to environmentally friendly cleaning products; and purchasing sustainably produced food and other goods and services. Many of these practices are beginning to be incorporated into campus construction and purchasing.

Princeton’s investments in research and education may be its most important

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Andlinger Gift Will Fund Research on Energy, Environment

A gift from Gerhard R. (Gerry) Andlinger, a 1952 Princeton alumnus and noted international business executive, will allow the University to accelerate research on effective and sustainable solutions to problems of energy and the environment. Princeton will use the $100 million gift to create the Gerhard R. Andlinger Center for Energy and the Environment within the School of Engineering and Applied Science.

The Andlinger Center will include a state-of-the-art engineering research laboratory and several new faculty positions as well as endowed funds for innovative research, outreach, and a visitors program. The gift provides the foundation for a series of investments the University plans to make in fundamental science, public policy, and technological solutions related to sustainable energy production, climate change, and related fields.

“With this visionary and transformative gift, Gerry Andlinger is positioning Princeton to bring its very significant

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President Shirley M. Tilghman told graduates at Commencement June 3 that their Princeton education—with its “powerful combination of breadth and depth”—is their best preparation for a world in which the one constant is change.

The University awarded degrees to 1,125 undergraduates and 743 graduate students at its 261st Commencement. Tilghman shared the podium with two Princeton seniors: valedictorian Zachary Squire, a classics major from New York City; and salutatorian James Morrison, a chemical engineering major from Kensington, Md.

Tilghman also discussed Goheen’s response to campus protests against the Vietnam War, commending him for encouraging students to channel their energy in constructive ways.

“His strengths as a leader were embedded in the qualities we hope to instilled in each of you—an open-mindedness to new evidence that allows for the possibility that your original impressions were wrong, coupled with the courage to say so out loud; the habit of listening to and learning from the views of others, particularly those with whom you deeply disagree; the capacity to speak the truth as you understand it; a willingness to hold your ground against fierce opposition; a deep respect for learning as opposed to uninformed opinion; and the strength that grows out of humility and compassion for human shortcomings,” she said.

In conclusion, Tilghman said, “… I hope you will carry forward the spirit of Bob Goheen and his beloved Princeton. And I expect you to continue to do as you have done at Princeton—to aim high and be bold.”

Valedictorian Squire focused his address on his classmates, saying, “It is you, the great Class of 2008, who have given me what is most memorable and valuable that I will take away from Princeton, and I wish you all the best of luck and the greatest success.”

Morrison delivered the salutatory address in Latin, a Princeton tradition dating to an era when the entire ceremony was conducted in Latin. “Let us lead happy and rich lives, and may we do good for this nation and all nations,” he said.

The University also conferred honorary doctoral degrees upon five individuals for their contributions to the creative and performing arts, political thought, science, literature, and higher education: Quincy Jones, the inspirational entertainment industry executive; George Kateb, an internationally influential political theorist and Princeton’s William Nelson Cromwell Professor of Politics Emeritus; Mary-Claire King, a pioneering molecular geneticist; Haruki Murakami, a world-renowned author, essayist, and translator; and John Waterbury ’61, former president of the American University of Beirut and Princeton’s William Stewart Tod Professor of Politics and International Affairs Emeritus.

Commencement-related activities began June 1 with the Baccalaureate service, at which Paul Farmer, the medical anthropologist and physician who founded the international charity organization Partners in Health, urged the class of 2008 to ignite a broad social movement that would bring peace, health, and justice to humanity. Seniors were recognized at Class Day ceremonies on June 2 (see story on page 3), where the keynote speaker, actor and host of The Colbert Report, Stephen Colbert, told the audience that they had the power to change the world. But, in keeping with his character, he implored, “Please, don’t do that.”

Members of Princeton’s Class of 2008 were honored for their service and accomplishments at Class Day on June 2.

The Harold Willis Dodds Prize was awarded to Thomas Lipp, a mechanical and aerospace engineering major from New Haven, Conn. The award recognizes seniors who best embody the qualities of Princeton’s 15th president, Harold Dodds, “particularly in the qualities of clear thinking, moral courage, a patient and judicious regard for the opinions of others, and a thorough devotion to the welfare of the University and to the life of the mind.” Lipp was a peer educator on lesbian, gay, bisexual and transgender issues, president of the Pride Alliance, a member of the engineering honors association Tau Beta Pi, and a Mathey College undergraduate fellow.

Mary Katherine (Katie) Lewis-Lamonica, a Woodrow Wilson School major from Lawrenceville, N.J., received the Allen Macy Dulles ’51 Award, which is presented to a senior whose activities while at Princeton best represent or exemplify the University’s informal motto: “Princeton in the nation’s service and in the service of all nations.” Lewis-Lamonica served as vice president of Engineers Without Borders; an English as a second language tutor; a youth mentor in the Trenton Bridge Lacrosse Program; and an Outdoor Action trip leader.

The Frederick Douglass Award was given to Anna Almore, an English major from Midlothian, Va., and Sian ÓFaoaláin, a Woodrow Wilson School major from Tucker, Ga. The award, established in 1969 by the Association of Black Colleagues, recognizes a senior who has exhibited leadership, intellectual achievement, and a willingness to contribute selflessly toward a deeper understanding of racial minorities and who, in doing so, reflects the tradition of service embodied at Princeton. Almore served in the Leadership and Mentoring Program and founded Ignite, a program encouraging underprivileged middle and high school students to attend college. ÓFaoaláin was president of the University branch of Sustained Dialogue and the co-founder of the Union of Multiracial and Multicultural Students.

Grant Gittlin, a politics major from Boca Raton, Fla., received the W. Sanderson Detwiler 1903 Prize, given to a senior, who in the judgment of his or her classmates, has done the most for the class.

The Class of 1901 Medal, which goes to “a male senior of high scholastic rank who has demonstrated a general proficiency in athletics and the qualities of true sportsmanship.” Cowher, a religion major from Pittsburgh, was on the basketball team. Matheson, an economics major from Oakville, Ontario, Canada, was on the soccer team.

Meagan Cowher and Diana Matheson shared the C. Otto von Kienbusch Award, which goes to a “senior woman of high scholastic rank who has demonstrated a general proficiency in athletics and the qualities of true sportsmanship.” Cowher, a religion major from Pittsburgh, was on the basketball team. Matheson, an economics major from Oakville, Ontario, Canada, was on the soccer team.

Ted Gudmundsen, Michael Honigberg, and Lewis-Lamonica shared the Arthur Lane ’34 Award given to honor selfless contribution to sport and society by an undergraduate athlete. Gudmundsen, a physics major from Great Falls, Va., was a member of the lightweight rowing team. Honigberg, a Woodrow Wilson School major from McLean, Va., was on the swim team. Lewis-Lamonica played for the women’s lacrosse team.

**Honorary Class Members**

The Class of 2008 also named six honorary class members: Stephen Colbert, Emmy Award–winning actor and host of Comedy Central’s The Colbert Report, and Class Day speaker; Rachel Baldwin, assistant dean in the office of the Dean of Undergraduate Students; Shelby M. C. Davis, a 1958 alumnus and University trustee; Christopher Gorzelnik, production supervisor at the University’s Richardson Auditorium; Stuart Orefice, director of University Dining Services; and Etta Recke, undergraduate administrator in the Department of History.
Students Earn Prestigious Prizes, Fellowships

Princeton students recently were awarded a variety of prestigious prizes and scholarships in recognition of their academic excellence and leadership.

Landis Stankievech ’08 and Sarah Vander Ploeg ’08 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 shown excellent scholarship, strength of character, and effective leadership.

Stankievech, who is from Trochu, Alberta, Canada, majored in mechanical and aerospace engineering. Vander Ploeg, who is from North Haledon, N.J., majored in the Woodrow Wilson School of Public and International Affairs and earned a certificate in musical performance.

Anne Armstrong ’08 and Adrienne Simpson ’08 have been awarded Reach Out 56 Fellowships, which provide the winners with a $30,000 grant to undertake a yearlong public service project after graduation. Armstrong, who is from Weston, Conn., is developing new programs at a camp for children with special health needs, such as HIV, cancer, and diabetes. Simpson, who is from Philadelphia, plans to use music as a means of creating a college readiness program for at-risk youths.

Joshua Blaine ’08, an anthropology major from Boston, Mass., won the Martin Dale Fellowship, a $27,500 prize that allows a graduating senior to devote the year following graduation to an independent project. For his Dale project, Blaine is undertaking an anthropological study of his experience with bipolar disorder, interviewing friends and family members, traveling to the Virginia hospital where he was treated, studying his medical records, and analyzing the poetry, drawings, and music he created during the 18 months he battled the disease midway through college.

Katy Digovich ’08, an ecology and evolutionary biology major from Palo Alto, Calif., was awarded the Compton Mentor Fellowship, which provides a $35,000 grant for a one-year project of social merit. Digovich is working to establish a text message reminder system for HIV/AIDS patients in Botswana that reminds them to take their medication, get refills, and go to medical appointments.

Sian ÓFaoláin ’08 was awarded the Henry Richardson Labouisse ’26 Prize, which provides $25,000 to support research in developing countries by a graduating senior or first-year alumnus or alumna who intends to pursue a career devoted to problems of development and modernization. ÓFaoláin, a Woodrow Wilson School major with certificates in Latin American studies and African American studies, who is from Atlanta, plans to study issues of transnational migration in South Africa.

Parents Fund Raises $2.6 Million, Will Hold Fall Open House

The 2007–08 Parents Fund campaign came to a historic close on June 30 by surpassing its goal and reaching a record-breaking total of $2,619,765, which is an increase of 38 percent over last year. Parent participation reached 42.7 percent, representing gifts from 3,604 parents of current students and graduates.

Parents Committee co-chairs Jessie and Benoit Jamar P’09 said they were grateful to those who so generously supported the Parents Fund this year, and hope that those who did not participate will consider giving in 2008–09.

“This year’s total is a fantastic achievement, and helped us beat the prior record by 30 percent in the overall Parents Fund campaign. We are grateful to our volunteers, current and past parents, for their energy and commitment and to all who made this impressive accomplishment possible,” Jessie said. While tuition and fees are about $49,000 a year, the cost of providing one year of undergraduate education is more than $90,000. “It was because of this that Jessie and I feel inspired to encourage all parents to make a gift to the Parents Fund,” said Benoit.

All new parents are welcome to stop by at the Parents Committee Open House at Prospect House on Friday, October 10, from 9 a.m. to 5 p.m. during Freshman Parents Weekend.

“The Parents Committee extends a warm welcome to all the new families in the Class of 2012,” Jessie added. “We hope many of you will become involved with the Parents Committee to help this strong program reach even greater success in the years to come. Many parents have found this to be a tremendous way to meet other parents and to learn about opportunities available at Princeton to you as a parent.”

Members of the Parents Committee and Parents Fund volunteers will be available to answer questions and to discuss volunteer opportunities, which provide a way for parents to stay connected and involved in their child’s Princeton experience.

For information on the Parents Fund or the Parents Committee, contact director Beth Way at (609) 258-2344 or bway@princeton.edu.

Do You Have Questions?

Parents with questions about any aspect of campus life are welcome to call Chris McKinley in the Office of the Dean of the College at (609) 258-2882. She will be happy to provide information or refer you to the appropriate campus office for assistance.
From the Dean’s Office: Glenn Cummings, Director of Health Professions Advising

If Princeton’s Class of 2012 resembles the many classes before it, there will be as many as 200 freshmen arriving on campus this September who will register with the Office of Health Professions Advising, thus expressing a possible interest in becoming a physician, dentist, or veterinarian after college. Most will enroll in pre-med courses right away, while a second group will wait to fulfill the requirements after they graduate. Most will use our office on a regular basis, as we invite them to do. All will struggle at one point or another—some with the rigorous pre-health curriculum, to be completed in addition to their concentration (“pre-med” is not a major); some with managing other commitments, such as varsity sports or artistic endeavors; and some with the “pre-med” identity itself, working to reconcile their original medical aspirations (their own, and the hopes of others around them) with the skills and interests they discover along the way.

Exploring the Options
It is rare that the undergraduate’s commitment to a future in medicine remains untested during four rich years of study and reflection. The University offers so many settings in which the intellect can thrive that for some, “being pre-med” becomes merely a place to start, the first of many badges worn on their journey leading to graduate work in a field other than medicine or into some other form of service.

While such shifting interests are understandable, we as pre-health advisers take the greatest satisfaction in seeing the students’ enthusiasm for medicine come into focus and grow. Our mission at Health Professions Advising is threefold: to encourage academic excellence, to guide students toward experiences in patient care, research, and service, and to assist them in making informed decisions about their suitability for the health professions. We provide students with a variety of programs and services in order to work toward these goals.

Freshmen and sophomores typically come in looking for more information about course work, having read the basics on our website (www.princeton.edu/hpa) or in our “Question of the Week,” a frequently asked query that is e-mailed to them along with a detailed answer. Often, they seek confirmation about something they have heard from well-meaning friends, parents, classmates, or physicians. We explain the curriculum and correct any misconceptions they may have. For instance, majoring in a science is not required for pre-meds and is sometimes not even advisable, if the student shows an affinity for the humanities or social sciences. More than one-third of our applicants to medical school each year have been non-science majors, and they are just as successful at gaining admission. Or maybe the student wrongly believes she cannot study abroad, daunted by scheduling challenges. In fact, pre-meds can and do go abroad during both the summer and the regular semester, and often for a year between college and medical school. All that is required is careful planning and patience. Students might also benefit from membership in one of the two pre-health organizations on campus, the Pre-Med Society and the Minority Association of Pre-Health Students, and we can point them in those directions.

The Application Process
By junior year, pre-meds should begin to think about the application process to health professional school. Although half of them will take at least one year off before matriculating, they are wise to draft a timeline early on.

Perhaps the most prevalent pre-med myth out there is, “it’s all about GPA and MCAT scores.” Not true. Pre-health students need to get involved in community service, volunteering at their local hospitals or clinics, tutoring, mentoring, and coaching. Not only do medical schools value such activities, particularly those in health care, but the act of helping others teaches pre-meds a great deal about whether a service-oriented profession like medicine is right for them. Upperclassmen also do research, either in a laboratory or library depending on their intellectual tastes. The thirst for knowledge inherent to doing independent study will be essential as a doctor, when it will be necessary to keep up with a dynamic body of medical knowledge.

By senior year, we trust that pre-health students have taken full advantage of our office for anything from academic advising, to help with finding clinical and research opportunities, to the much-needed morale boost. They will have already met with admissions deans from a wide range of medical and public health schools, who visit our campus several times a year, and will have begun to get a sense of what schools would be a good “fit.” Alumni mentoring is especially valuable at this stage, and we work to connect students with alumni in health professional school, in residency, and in practice. When the time comes, seniors attend our series of informational sessions on how to apply, interview with us for their committee letter, and dive into an application process that is daunting even for the bravest of souls.

Futures in Medicine
If the past is any indication of the future, approximately 100 members of the Class of 2012 will eventually study medicine, becoming leaders in patient care and biomedical research. When the Class of 2008 graduated in June, 50 of them were accepted to medical school for this fall and another 50 or so were planning to apply in the next year or two (a small handful will also head off to dental and veterinary school). What type of medical education will they encounter? Generally speaking, medical schools are expanding their problem-based learning and integrated curricula for teaching the basic sciences. They are also strengthening their courses on how to provide compassionate, patient-centered care. And, they are deepening their offerings in global health.

While Health Professions Advising is only one stop on the path toward Continued on page 8
The Senior Thesis: *Quintessentially Princeton*

In its commitment to helping Princeton students evolve as independent thinkers, the University requires them to complete a senior thesis—a unique opportunity to pursue original research and scholarship in close collaboration with a faculty member.

Many thesis topics are driven by ideas from classes. Others reflect the pursuit of long-held intellectual passions. No matter the inspiration, the senior thesis is often remembered as the defining experience of students’ educational careers.

In 2008, the senior theses covered a wide range of pursuits, including creative expression, global travel, and intense lab work. The *Princeton Weekly Bulletin*’s series on senior theses can be found at [www.princeton.edu/pr/pwb/08/0414/thesis](http://www.princeton.edu/pr/pwb/08/0414/thesis), and a sampling from that series follows.

*Bringing History and Imagination to the Stage*

Two years ago, in a class called “Beginning Studies in Acting,” Roger Q. Mason found himself intrigued by the lecturer’s description of a group of women who gathered at performances of William Shakespeare’s plays.

“They sold exotic fruit to theatergoers—specifically underclass men and women—and they were called ‘the orange women,’” said Mason.

The image stuck with Mason, and for his senior thesis he wrote a play that imagined the lives that historical figures from Elizabethan times might have been leading behind closed doors. *Orange Woman, A Ballad for a Moor* tells the story of Lucy Negro, a historical figure whom some scholars believe was the inspiration for “the dark lady” in Shakespeare’s sonnets. The play depicts the lead character as Lucy Morgan, a dancer for Queen Elizabeth who is ejected from the court and becomes Lucy Negro, a notorious brothel keeper. When she seeks to peddle oranges at Shakespeare’s plays, she ends up providing poetic inspiration for his writings instead.

An English major from Los Angeles who earned certificates in theater and dance and African American studies, Mason also had served as artistic director of the Black Arts Company: Drama and as an actor in the Princeton Shakespeare Company. Last summer, he studied Elizabethan stage practices at the University of Oxford, visited London and Shakespeare’s hometown of Stratford-upon-Avon, and traveled to Dublin, Ireland, to conduct research about the background of one of the play’s characters, brothel keeper Minnie O’Shea.

Mason’s play was performed over five nights in April in the Berlind Theatre with students in the acting roles, direction by McCarter Theatre Center guest director Kemati Porter, and choreography by Dyane Harvey, a lecturer in theater and dance and the Lewis Center for the Arts.

“They have brought it to life in ways I couldn’t have imagined,” Mason said.

*Measuring the Success of Microfinance*

Molly Jamieson’s senior thesis led her around the world as she studied the ways that microfinance institutions measure success.

Jamieson was inspired by Muhammad Yunus of Bangladesh, who shared the 2006 Nobel Peace Prize for inventing microfinance 30 years ago. The goal of microfinance is simple: provide the poor with small loans, averaging around $345, to support their business endeavors and help them rise out of poverty.

“I liked the idea that it wasn’t a handout,” said Jamieson, who majored in the Woodrow Wilson School of Public and International Affairs and earned a certificate in environmental studies. “This is about business, not charity. It’s about giving people capital and tools.”

Jamieson, who grew up in Princeton, received funding for her travels from the Circumnavigators Club Foundation. The group provides support to rising college seniors to do research for 10 weeks, as long as they literally circumnavigate the globe, traveling in the proper order.

Jamieson visited Peru, Ecuador, Egypt, Ghana, Bangladesh, Thailand, and China, meeting with microfinanciers and visiting their clients.

Jamieson’s key insight happened in Bangkok’s largest slum, where 120,000 people live in a network of dark alleyways and buildings of plywood and tin sheeting. There, she met a borrower named Jai, who started a business with her husband to prepare and deliver meals. By traditional measures, microfinance had been a stellar success for Jai. Her business had grown; she had paid back her loan, taken out a larger one, and deposited savings.

But when Jamieson asked her if she would be leaving the slum, Jai said she would never leave.

“What struck me about that wasn’t that she should leave, but the fact that, according to traditional microfinance assessment, everything about her story would say that the organization was doing a great job,” Jamieson said. “But she was remaining in poverty. There needed to be a way to measure if people’s lives were actually changing.”

Jamieson used case studies such as Jai’s to illustrate her claim that social performance metrics needed to be used along with traditional financial benchmarking tools to evaluate microfinance institutions and prove their effectiveness to potential donors and investors.

She then evaluated a variety of proposed indices, ultimately recommending low-cost tools known as poverty scorecards, inexpensive and easily replicable tools that could measure indicators of poverty and be quickly deployed to microfinance institutions, she said.
Sustainability
Continued from page 1

In each of these areas, the center will build on Princeton's strengths in fundamental engineering, particularly the engineering of materials, a field that combines physics and chemistry with nanotechnology to produce materials with new properties. New kinds of semiconductors, for example, could allow solar cells to be produced inexpensively and in vast quantities.

The new 110,000-square-foot Andlinger Laboratory will be located between the Engineering Quadrangle and Bowen Hall, home of the Princeton Institute for the Science and Technology of Materials. It will include lab and teaching spaces that foster collaborations across disciplines and with researchers from industry.

Andlinger's gift includes a fund for innovative research that has potential for enormous impact in areas traditionally difficult to support through conventional federal research funds. Another fund will support conferences, workshops, and lecture series as well as a robust program of visitors from academia, industry, and government.

In addition to these technical areas, the center will support teaching and research that intersects with public policy and with the natural sciences.

Andlinger
Continued from page 1

strengths in science, engineering, and public policy to bear on the challenge of developing technologies that will provide future generations with a healthy environment and sustainable sources of energy," said President Shirley M. Tilghman.

"Princeton University already has substantial work under way on a variety of energy-related and environmental problems, from both the technological and public policy perspectives," said Andlinger, chairman and founder of the private investment firm Andlinger & Co. and a longtime philanthropist.

"My hope in establishing this center is to bring those strengths together and focus them on finding 'cleantech' solutions to the most important problems facing our society today."

Research at the Andlinger Center will focus on making fundamental discoveries in engineering and applied science and moving those findings rapidly into the marketplace. Major areas of research will include improving energy efficiency and conservation; developing sustainable energy sources; and improving management of carbon, which leads to greenhouse gases.

The Lewis Library, designed by renowned architect Frank Gehry and named for 1955 alumnus Peter Lewis, opens this fall on Princeton's campus. The library houses the astrophysics, biology, chemistry, geosciences, mathematics, physics, and statistics collections; the map collection; and the digital map and geospatial information center. It is also home to several sections of the Office of Information Technology (OIT): two instructional technology support groups, the Education Technologies Center and the New Media Center; the computational science and engineering support group; and the new Broadcast Center, operated by OIT and the Princeton Institute for Computational Science and Engineering.
From the Dean’s Office
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becoming a medical student faced with such an environment, we are lucky to have a front-row seat as Princeton graduates head off to become open-minded, critically sharp, deeply caring doctors. From our perspective, we can state with confidence that Princeton is preparing them very well for the challenges ahead.