Princeton Launches Comprehensive Campaign to Raise $1.75 Billion

Aspiring to sustain and expand its excellence in teaching and research, and to increase the University’s impact on a changing world, Princeton leaders have launched a comprehensive fundraising campaign to raise $1.75 billion over the next five years.

The campaign, bearing the name “Aspire: A Plan for Princeton,” focuses on a set of priorities that includes strengthening the core Princeton experience, providing unrestricted funds through the Annual Giving program, and raising funds to enhance the University’s capacities in the critical areas of engineering and the environment, the creative and performing arts, neuroscience, and national and global citizenship (see table on page 7).

“Princeton aspires to make the world a better place through the power of the mind and the imagination, the insights and discoveries of its faculty, and the contributions of its alumni in their careers and communities,” President Shirley M. Tilghman said. “If we want to open the doors of opportunity even wider and continue to provide the best possible learning environment for our students and faculty, we must constantly be moving forward.”

Dedicated alumni volunteers will help conduct the campaign, under the leadership of co-chairs Robert S. Murley of the Class of 1972 and Nancy B. Peretsman of the Class of 1976.

A “quiet phase” of fundraising that began in July 2005 already has secured more than $610 million in gifts and pledges toward the overall campaign goal, including a $101 million gift in 2006 from University trustee Peter Lewis of the Class of 1955 to support the University’s arts initiative. During the campaign launch in November, the University named its new arts center the Peter B. Lewis Center for the Arts in recognition of the gift.

“Peter Lewis has recognized that the University as an institution has now taken on the role of patron of the arts,” said Paul Muldoon, Princeton’s Howard G. B. Clark ’21 University Professor in the Humanities, professor of creative writing, and chair of the Lewis Center for the Arts. “It’s a role we at Princeton embrace enthusiastically, but it’s a role we simply wouldn’t be able to envision were it not for the munificence and magnanimity of Peter Lewis himself.”

The campaign is Princeton’s fourth and largest formal fundraising campaign in its 262-year history.

“We are all proud of today’s Princeton,” Tilghman said, “and we’re confident that at the completion of this campaign, we will be in an even better position to meet our highest aspirations in accord with a plan that identifies our highest priorities.”

More information on the campaign is available on the University’s giving website at http://giving.princeton.edu.

Continued on page 7
Students Earn Prestigious Awards for Academic Achievement

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

Rhodes

Three members of the Class of 2008—Sherif Girgis, Brett Masters, and Landis Stankievech—have been awarded Rhodes Scholarships for two or three years of study at the University of Oxford. Girgis and Masters are among the 32 American college students who won the fellowships, while Stankievech is a winner from Canada.

Girgis, a Dover, Del., resident who was born in Cairo, Egypt, is a philosophy major and plans to continue his studies in the subject at Oxford. He is also a student of Spanish, German, Italian, and French.

Masters, of Charlotte, Mich., is a comparative literature major who is planning a career in academia. At Oxford, he plans to further pursue his interest in medieval English studies, focusing on the reception of Occitan and Italian poems in late medieval England.

Stankievech, from Trochu, Alberta, is a mechanical and aerospace engineering major. He plans to earn a second bachelor’s degree at Oxford in a joint program in philosophy, politics, and economics, after which he hopes to work on environmental issues.

Marshall

Sarah Vander Ploeg ’08, a major in the Woodrow Wilson School of Public and International Affairs and a candidate for a certificate in musical performance, has been awarded a Marshall Scholarship for graduate study in England.

Vander Ploeg, of North Haledon, N.J., is one of 37 American students chosen for the award. An accomplished lyric soprano and violist, she will use her award to obtain a master’s degree in vocal studies at the Royal College of Music in London. She also plans to work on outreach programs with an arts policy group there and, eventually, to become a professional opera performer and an advocate for the arts.

Sachs

Pauline Yeung ’08, a student from Hong Kong who is majoring in the Woodrow Wilson School of Public and International Affairs, has been awarded the Daniel M. Sachs Class of 1960 Graduating Scholarship.

The award, one of the highest given to Princeton undergraduates, provides students with the opportunity to study, work, or travel abroad after graduation. It will fund Yeung’s tuition and living expenses at Worcester College at the University of Oxford, where she plans to pursue a master’s degree in global governance.

Undergraduate Prizes

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

Andrei Bogdan Ungureanu ’10, of Drobeta Turnu Severin, Romania, received the Freshman First Honor Prize, awarded each year to a sophomore in recognition of exceptional academic achievement during the freshman year. Ungureanu plans to major in mathematics and complete certificates in finance and applied and computational mathematics.

Anant Kumar ’09 and Holger Jens Staupe ’09 shared the George B. Wood Legacy Sophomore Prize, presented each year to a member of the junior class in recognition of exceptional academic achievement during the sophomore year. Kumar, of Bethesda, Md., is majoring in Slavic languages and literatures and plans to complete certificates in finance, Russian and Eurasian studies, and Russian language and culture. Staude, of Frankfurt, Germany, is majoring in economics and plans to complete certificates in musical performance, finance, and environmental studies.

Samuel Fallon ’08 and Andrei Negut ’08 shared the George B. Wood Legacy Junior Prize, given to a member of the senior class in recognition of exceptional academic achievement during the junior year. Fallon, of South Bend, Ind., is majoring in English and plans to complete a certificate in classical Greek. Negut, of Bucharest, Romania, is majoring in mathematics and plans to complete a certificate in applied and computational mathematics.

Amirali Modir Shanechi ’08 is this year’s recipient of the Class of 1939 Princeton Scholar Award, given to the undergraduate who, at the end of the junior year, has achieved the highest academic standing for all preceding college work at the University. Shanechi and his family immigrated to Canada from Iran in 2001. He is majoring in electrical engineering and pursuing certificates in engineering physics, applied and computational mathematics, and applications of computing.
Snorkeling practice in DeNunzio Pool may be an unusual activity for a freshman seminar, unless the class is going to the Sargasso Sea.

Over fall break, 12 freshmen in the seminar “Signals, Yardsticks, and Tipping Points of Global Warming” went to Bermuda to get a firsthand look at how climate change is expected to affect ocean systems. The trip allowed students to practice environmental science in the field and gather data for a journal research paper.

“I was thrilled by the idea of snorkeling for lab,” said Hannah Barkley ’11, who intends to major in ecology and evolutionary biology.

Eileen Zerba, a lecturer in ecology and evolutionary biology and the director of undergraduate laboratories at the Princeton Environmental Institute (PEI), led the seminar. The course, designated the Shelly and Michael Kassen ’76 Freshman Seminar in the Life Sciences, was fully funded by the Kassen family and PEI.

For the Bermuda trip, Zerba designed a research project involving field and laboratory hands-on exercises to complement the activities on campus.

“The freshman seminar format offers a way to be creative and to get students excited about college,” Zerba said. “Through this seminar they examine a special area of environmental science and learn problem-solving skills that they can take to their disciplines.”

Many of the freshmen who selected the seminar mentioned their interest in discovering for themselves the reality of global warming, which is surrounded by so much conflicting media hype.

“I was interested in taking this seminar because global warming is obviously one of the most prominent issues of our generation, yet I felt like I had such little exposure to the true science behind the theory,” said Matthew Salesi ’11, who is considering majoring in molecular biology.

At the Bermuda Institute of Ocean Sciences (BIOS), the students delved into learning about how future global warming could lead to long-term degradation or disappearance of many coral reefs by conducting a weeklong research project on coral bleaching. Princeton has an established partnership with BIOS, where four-week environmental science courses in geosciences and in ecology and evolutionary biology are offered in the summer.

The lab work at BIOS emphasized methods for monitoring the health of coral reef communities used by researchers in the field. These lessons included observing and classifying the coral, fish, algae, and other biodiversity within delineated grids while snorkeling along reefs measured out by scuba divers.

Working from a float, some students used a probe to measure various parameters of the water surrounding the reefs, such as temperature, pH, and dissolved oxygen, to evaluate whether different conditions influence fish and coral community diversity and health.

“It was so neat to see all the amazing colors of the reefs and the fish and to recognize the different things we had learned about,” Laura Fernandez ’11 said.

To read about other freshman seminars, visit www.princeton.edu/pr/pwb/07/1210/frs.

The academic year began with the opening of the four-year residential college system and the dedication of Whitman College. Made up of seven dorms and a dining hall, the 250,000-square-foot college houses 500 undergraduates and includes space for intellectual, social, and arts activities. At the dedication of Whitman College, College Master Harvey Rosen and Meg Whitman, a 1977 alumna who is president and chief executive officer of eBay, cut the ribbon.
Student Projects Increase Sustainable Food Options on Campus

By growing their own veggies and buying locally, Princeton students have embraced sustainable dining.

Two projects spearheaded by students came to fruition in 2007: the Garden Project, an organic vegetable and herb garden at Forbes College, and the campus farmers market, featuring items from local farmers and businesses who use sustainable practices. Additionally, the University’s dining services regularly uses environmentally friendly and locally grown food in the University’s dining halls.

The Garden Project—run by students, overseen by the Office of Sustainability, and partially funded by the Princeton Environmental Institute—aims to educate the campus about sustainable food systems and their implications for the environment, health and nutrition, culture, and the future.

Ruthie Schwab ’09, Ben Elga ’08, and Diana Bonaccorsi ’08 spent summer 2007 cultivating the first harvest from a 55-by-12-foot patch of land behind Forbes College.

The students ate most of what they grew, which included salad greens, edible flowers, carrots, peppers, tomatoes, squash, and an array of herbs. They also provided food to the Forbes dining hall.

“It was really satisfying the first time I planted seeds and things sprouted two days later,” Elga said.

U-Store Opens on Nassau Street

The Princeton University Store has opened a new location at 116 Nassau St. to expand its insignia and apparel offerings.

The store’s 6,500-square-foot location boasts the world’s largest selection of apparel and gifts bearing the Princeton insignia for students, alumni, visitors, and the general community.

While returning to Nassau Street for the first time since operating a music shop in the current Chase Bank location in the 1930s, the U-Store has served the campus and the community for more than 100 years. It began as a student enterprise in 1880 and later incorporated as a campus cooperative in 1905.

The store’s primary location at 36 University Place—its home since the late 1950s—continues to offer food, supplies, and services.

Three College Masters Reappointed, Given Extensions

Several key decisions regarding faculty masters in the residential colleges have recently been announced to the University community.

Marguerite Browning, associate professor of linguistics, has accepted a second four-year term as master of Wilson College, beginning in July. Browning has taught at Princeton since 1990, specializing in theoretical syntax and recently turning to a historical project on how the study of Native American languages in the early 20th century changed her field.

Sanjeev Kulkarni, professor of electrical engineering, has accepted a second four-year term as master of Butler College, also beginning in July. Kulkarni’s career at Princeton began in 1991, after he earned his Ph.D. from Massachusetts Institute of Technology, and his research spans a variety of areas in the theoretical and mathematical aspects of information processing.

Additionally, Jeff Nunokawa, professor of English, has agreed to serve a full four-year term as master of Rockefeller College. Nunokawa, who joined the faculty in 1988 and specializes in 19th-century British literature, had been serving as acting master for the 2007-08 academic year.
New Program Takes Sweeping Approach to Translation

A new certificate program launched by Princeton this fall is the largest, most extensive effort in the country to educate students about the important role that translation plays across academic fields and in cultural understanding.

The Program in Translation and Intercultural Communication is the first of its size and scope at a U.S. university, according to director David Bellos, a professor of French and Italian and comparative literature. Students pursuing the new certificate can focus on the field of translation through a broad selection of courses in the arts, humanities, and sciences, working with faculty from numerous departments. Princeton has taken a more comprehensive approach than other institutions, where such programs typically are tied to specific language or creative writing departments or are intended to train students to be professional translators, he noted.

The sweeping nature of the University’s program is critical because, though students may not realize it, they encounter works in translation in nearly every field of study, said Bellos, a world-renowned literary translator.

“It’s the very fabric of understanding that we want this program to bring to the light,” he said. “We want to teach students—engineers or chemists or scholars of English or historians or musicians—what translators do and how to better understand their work, because students are using it all the time. What we aim to do—because it is long overdue—is to educate the users of translation. We want to make tomorrow’s leaders more reflective about translation issues and better informed about how and why communication between cultures succeeds and also often fails in the modern world.”

Chloe Estep ’09, a comparative literature major, is planning to complete the translation certificate.

“I’ve always had an interest in translation, and I was siphoning that into linguistics, but when this opened up I jumped at it,” she said. “It’s a lot of theory … and things I never thought about before, and it’s really interesting.”

The program includes professors in 17 departments, programs, and centers—from language departments to psychology and physics—and resides within the Princeton Institute for International and Regional Studies.

The program has two required courses, a 200-level seminar called “Thinking Translation: Language Transfer and Cultural Communication” that Bellos taught in fall 2007 and a senior seminar. Students must also take electives in two groups—courses that are focused narrowly on translation and others with broader perspectives.

Along with interdisciplinary work, the program requires international learning. Students must be deeply proficient in a language other than English; they also must spend a year, a semester, or six weeks of summer in a Princeton-approved course of study or internship in a country where that language is spoken.

Students also must incorporate issues of translation into their senior thesis or complete a separate independent project on a relevant topic.

Of teaching “Thinking Translation,” Bellos said, “My delight in teaching this course is I can actually design the field that I’ve been professionally involved in for decades as I think it is and should be understood. So it’s both quite scary to be without institutional precedent and tremendous fun.”

To help cover the wide range of topics, Bellos invited six guest lecturers to the course, including a United Nations interpreter and a technical specialist from AT&T Research Labs who works with machine translation.

The students also bring a considerable amount of language experience to the class. The 21 undergraduates have some level of proficiency in 17 languages.

Gabriel Cortes ’09, a student in “Thinking Translation” who speaks Portuguese, French, and Spanish, said he thinks all of the students gain an appreciation for other cultures and languages.

“All of my peers bring something different to the table, which is really useful,” Cortes said. “It really broadens things instead of thinking in just a Western mind frame. It opens discussions to a level I wouldn’t have expected them to go.”

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.

Princeton anthropology professor James Boon was a guest lecturer in “Thinking Translation,” taught by French and Italian and comparative literature professor David Bellos, right. Bellos, the program director, designed the class for a new program in Translation and Intercultural Communication that educates students on the interplay between language and culture.
A University-wide coalition has been formed to address high-risk alcohol use among undergraduates as a health, well-being, and educational issue.

The coalition, made up mostly of students but also including faculty and staff, is gathering information from a variety of sources over the next few months, including three workshops in February, and will produce a draft comprehensive strategic plan by May.

"Everything is on the table," said Sanjeev Kulkarni, a professor of electrical engineering who co-chairs the group. "Our goal is to identify what can be done, what resources are needed to get those things done, and how most effectively to address high-risk alcohol use."

Kulkarni, who has served as master of Butler College since 2004, leads the group along with Agatha Offorjebe ‘09, an ecology and evolutionary biology major.

The coalition stems from meetings during the last academic year of the Healthier Princeton Advisory Board. Last fall, the board established a planning group that met for several weeks to define the goals for the alcohol coalition and create a roadmap for moving forward. The group presented its plan to the Healthier Princeton Advisory Board in November and received unanimous endorsement.

The planning group established by the Healthier Princeton Advisory Board has identified several specific goals it hopes the alcohol coalition can achieve:

• Promote a culture in which undergraduate students who choose to drink alcohol do so responsibly in a safe social environment and make decisions about their use of alcohol free from unhealthy peer influence.

• Promote the development of and encourage students to participate in social activities that are not centered around high-risk drinking.

• Encourage students to develop healthy behaviors with respect to alcohol that will continue beyond their years at Princeton University.

• Support policies and processes that hold individuals and student groups accountable for their actions with respect

Continued on page 7

Preparing to Lead: Internships Pair Students with Executives

Mechanical and aerospace engineering major Zhen Xia '08 interned at IBM in Somers, N.Y., this past summer as part of the Preparing to Lead program. Xia learned from senior marketing executives including Florence Hudson, a Princeton alumna.

Innovation in Engineering Education, the program was envisioned by center director Sharad Malik to help prepare Princeton students for leadership positions in a technology-driven society.

"Our expectation is that Princeton students will rise to the highest level, and this program allows them the opportunity to experience corporate leadership before they even begin their careers," said Malik, the George Van Ness Lothrop Professor of Engineering. Those lessons were critical for chemical engineering major Ruth Fombrun '08, who was placed at Sealed Air, a global packaging company, in Elmwood Park, N.J. "Unlike other engineering-related internships I considered, Preparing to Lead offered me exposure and learning opportunities in both business and engineering, which was critical for someone like myself whose interests had migrated closer to business and further from a traditional engineering career," said Fombrun.
The Parents Fund Offers Volunteer Opportunities

A long 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 ’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.

Bermuda Seminar Available for Parents

O ver the past two summers, Princeton undergraduates have vied for spaces in a special four-week course set on the island of Bermuda. Princeton’s environmental studies program, in partnership with the departments of ecology and evolutionary biology and geosciences, offers summer courses in marine biology at the Bermuda Institute for Oceanic Studies. Taught by ecology and evolutionary biology professor James Gould, the course for undergraduates lasts four weeks, but he has agreed to distill the program into a one-week adventure for alumni, parents, and friends, June 26 to July 1, 2008. The program will enable participants to examine coral reefs, understand marine biodiversity, and explore the island.

The course is offered through Princeton Journeys, an educational travel program for alumni and friends of the University, and space is limited. To register, contact the Princeton Journeys team at (609) 258-8686 or journeys@princeton.edu. For more information visit, http://alumni.princeton.edu/main/education_travel/princeton_journeys/journeys/1040bermuda_08/index.xml.

Strategic Plan

Continued from page 6

to alcohol use and that address problematic alcohol use consistently and effectively.

• Foster a culture in which students treat both their academic and social lives with a high level of maturity, reflecting high community standards.

The coalition is seeking broad input as it looks at such issues as social attitudes and organizational structures that lead to high-risk drinking, accountability and enforcement policies, and education.

The group has determined that the strategic plan will be informed by five elements: the work of the planning group; data collected about Princeton; best practices at other colleges and universities; stakeholder meetings with campus and community partners; and three themed workshops open to the entire community.

The workshops will feature a speaker to address the specific theme, and then include break-out sessions to encourage small-group discussion. Reports will be written on the break-out sessions.

The themes for the workshops are:

• reasons and ways to address high-risk drinking, structures that affect high-risk drinking, and responsibilities regarding high-risk drinking.

The coalition is expected to present a draft strategic plan at the May 9 meeting of the Healthier Princeton Advisory Board.

For more information, e-mail acc@princeton.edu, call (609) 258-5980, or visit www.princeton.edu/acc.

Campus Life: Butler College; Graduate College; University Health Services; Childcare Facility; Outdoor Action; Center for Jewish Life; Carl Fields Center; Varsity, Club, and Recreational Athletics

Table of Needs

The University plans to raise $1.75 billion over the next five years to support existing or new initiatives that are vital to sustaining and extending the University’s excellence. The campaign will include the following areas:

Annual Giving . . . $250 million
These unrestricted funds are used to meet the University’s most pressing needs and to support important initiatives as they arise.

Engineering and a Sustainable Society . . . $325 million
Engineering for Energy and the Environment
Princeton Environmental Institute/Grand Challenges
Engineering for Health
Center for Information Technology Policy
Center for Innovation in Engineering Education
Operations Research and Financial Engineering Building
School of Engineering and Applied Science
Research Facilities
Campus Sustainability

Exploration in the Arts . . . $325 million
Peter B. Lewis Center for the Arts
Princeton University Art Museum
Princeton Atelier

New Frontiers in Neuroscience . . . $300 million
Princeton Institute for Neuroscience
Lewis-Sigler Institute for Integrative Genomics
Center for Theoretical Physics

Citizenship and the World . . . $300 million
Office of International Programs
Council on International Teaching and Research
Woodrow Wilson School of Public and International Affairs
Center for African American Studies
Princeton Institute for International and Regional Studies
Near Eastern Studies
Princeton University Preparatory Program

The Princeton Experience . . . $250 million
Financial Aid: Scholarships and Fellowships
Teaching: Professorships, Preceptorships, Freshman Seminars


WINTER 2008

7 PRINCETON PARENTS NEWS
Freshman Parents Weekend: Your Input

Freshman Parents Weekend is designed to introduce parents of our newest students to some of the most important aspects of undergraduate life at Princeton. The schedule provides opportunities for parents to hear from and ask questions of administrators, faculty, and undergraduates who are well acquainted with the academic, campus life, and residential experiences of our beginning students. Other features of the weekend include faculty lectures and a variety of open houses, tours, presentations, and cultural and athletic events. Just as important as the formal program is the opportunity for our newest students to share their excitement about their lives as undergraduates as they show you around the campus.

We would like to hear your thoughts about Freshman Parents Weekend. What parts of the program did you find most (and least) helpful or interesting? Are there other events that should be added? If you weren’t able to attend, would you tell us why? Send your comments to Chris McKinley at mckinley@princeton.edu or c/o Office of the Dean of the College, 307 West College, Princeton University, Princeton, NJ 08544-5264.