Taking a close look at the Everglades restoration

Eric Quinones

Freshman Sarah Bluhé spent part of her spring break in the Florida Everglades collecting field samples from an airstrip in a water conservation area. “From the boat, you could see a panoramic view of the ‘river of grass,’ and when they stopped the engine you could feel the silence of the landscape,” she said.

Bluhé and 11 of her classmates conducted hands-on research activities during the weeklong trip in March to learn about efforts to save the endangered ecosystem. The work was a key component of their freshman seminar, “The Everglades Today and Tomorrow: Global Change and the Impact of Human Activities on the Biosphere,” in which students are exploring aspects of population and climate change in the Everglades.

Through class discussions, fieldwork and laboratory exercises, the seminar provides students with the scientific tools to analyze the environmental damage to the Everglades and to assess the progress of efforts to restore the area’s ecosystem.

The course also provides background on the historical and political elements of the multibillion-dollar Everglades restoration project, which has been described as the biggest and most complex endeavor of its kind in the world. More than 60 years ago, U.S. government efforts to reroute the flow of water in southern Florida paved the way for development and industry to flourish, but devastated the Everglades’ plant and animal life. For the past decade, the federal and state governments have funded a $7.8 billion plan to revitalize the area’s ecosystem, including restoring natural flows of water, improving water quality and providing flood protection.

“We use the Everglades as an example of what happens when humans use their technological power to maximize the use of an originally ‘hostile’ ecosystem,” said Anne Mored-Krapiej, a lecturer in the Department of Chemistry, who leads the seminar along with Satish Myneni, an associate professor of geosciences. “The Everglades are also a place where science, environmental conservation, policy and politics are closely intertwined. They are a remarkable system through which we can engage students who want to major in the humanities as well as those who want to become scientists.”

In the first half of the semester, class discussions focused on relevant scientific concepts such as global warming, ocean acidification and wetlands biogeochemistry. Students became familiar with the instruments and laboratory tools to analyze the environmental damage to the Everglades.

Construction to begin on neuroscience, psychology buildings

Ruth Stevens

Construction will soon begin on Princeton’s new Neuroscience and Psychology Buildings to be located south of Icahn Laboratory and west of Washington Road.

The complex has been in development for several years and was part of the Campus Plan unveiled in 2008. Now that the University has raised sufficient funds, the project, which has been on hold, can move ahead while further fundraising continues. The construction cost is estimated at $180 million.

“Thanks to generous support from our loyal alumni, the University will start construction of the Neurosciences and Psychology Buildings immediately,” said Executive Vice President Mark Burstein. “This complex provides critical space for these two connected research and teaching endeavors in carefully designed structures that will add to the design quality of our campus and meet our sustainability goals. We are very pleased to be able to fund this essential project in light of present economic conditions.”

The architects for the project were selected in 2006. José Rafael Moneo Vallés Arquitecto, the Madrid-based firm headed by award-winning architect José Rafael Moneo, has been working on the project with Davis Brody Bond, a New York City firm with extensive science experience.

The two-building complex will house the interdisciplinary Princeton Neuroscience Institute, which has been located in the Thomas and Moffett laboratories near the south end of campus since it was established in 2005, and the Department of Psychology, currently located farther north on Washington Road in Green Hall, which was built in 1927. Construction on the new facility is expected to be completed three years from the start date.

The Princeton Neuroscience Institute draws most of its faculty members from the departments of molecular biology and psychology, and also attracts researchers from chemistry, computer science, ecology and evolution, as well as those who want to become scientists.”

Facilities in neuroscience is critical to Princeton maintaining its stature among the leading institutions in the world. “We cannot be a great university in this century without a major presence in neuroscience,” she said. “Neuroscience will be as important in the 21st century as physics was in the early 20th century and molecular biology was in the late 20th century.”

The complex, which will encompass 248,000 gross square feet, will feature state-of-the-art research facilities, meeting rooms, faculty offices and instructional space, according to proj...
Cynthia Cherrey, the vice president for student affairs at Tulane University who helped lead the New Orleans school through one of the most challenging periods in its history, has been named the vice president for campus life at Princeton. Her appointment is effective Aug. 1.

Cherrey, who attended Tulane and is the dean of students and a clinical professor in the A.B. Freeman School of Business, has been at Tulane since 2003. Following Hurricane Katrina in September 2005, Tulane was forced to close for a semester and lost $150 million in damages. Cherrey worked as part of the senior leadership team on recovery and rebuilding efforts. She has played a key role in integrating service learning into the curriculum and accelerating a residential college plan.

At Princeton, she will succeed Janet Dickerson, who is retiring after 10 years on the campus. "As the president of Tulane University on June 30, Cynthia’s broad experience leading campus life initiatives, thoughtful approach to management and deep connection with students made her the ideal candidate for the position," said Executive Vice President Mark Burnstein, on whom Cherrey will report. "As the first female in her family to go to college, Cynthia also clearly resonates with efforts ably led by Janed Dickerson to create a more inclusive student community at Princeton."

During her tenure at Tulane, Cherrey has been responsible for the Office of Residential Life, Career Services, Student Employment, Dining Services, Bookstore, Greek Life, Student Programs, Crisis Counseling, Testing, Tutoring, Campus Recreation, Multicultural Affairs, Orientation, Leadership, and Internship programs. Under her leadership, the Division of Student Affairs created new offices of Student Resources and Support, Violence Prevention, Orientation, and Parent Programs to deliver services and educational programs to the university community, and helped increase student retention.

"Cynthia has extensive experience building an integrated university community centered on values of commitments, and communities," said Mariam Rahmani, a Princeton senior who was among the first faculty and graduate and undergraduate students on the search committee. "That she helped lead Tulane through a most tragic and trying time when Katrina devastated the school and its surrounding community shows her devotion to her character and her ability to perform in the best and worst circumstances, not to mention the fiber of her character."

Moreover, throughout her career at Tulane, Cynthia has shown that she thoughtfully identifies and understands the problems that arise as institutions of higher education try to balance the need for academic excellence and the need to negotiate the benefits and challenges of diversity, issues that resonate with Princeton today," Rahmani said. "She tackles issues from numerous different angles in order to treat them more comprehensively. She truly cares about students and their needs. I am confident that Cynthia will be a part of the Princeton story — that Princeton University includes administration, faculty, staff and students — that continues to move this university forward."

From 1989 to 2003, Cherrey worked at the University of Southern California, serving ultimately as the associate vice president for student affairs and as a clinical associate professor in the Keck School of Education. She received several honors there, including the Mahogany Leadership Award. Award from the Black Student Assembly and Faculty of the Year by the Order of Omega. She led undergraduate education studies and graduate courses in educational administration and policy. At Tulane, she has taught primarily a freshman class on leadership and politics.

"I am thrilled to have Cynthia Cherrey join the Princeton University community," said Nicole Shelton, an associate professor of psychology who served on the search committee. "Cynthia will be a compassionate advocate for students from all backgrounds to understand the competencies they need to flourish as effective students and citizens of the world. Of the many reasons I think she will be an excellent vice president for campus life at Princeton is because she has a full appreciation for the University’s goal for students to balance the pursuit of challenges outside of the classroom and the rigor of the classroom. As a faculty member, I look forward to working with her"

Cynthia Cherrey selected as VP for campus life

Redesigned Public Events Calendar launched

A redesigned Public Events Calendar offers a broad range of listings for events across campus, is now available online at www.princeton.edu/events.

The new calendar is designed to give campus community members and visitors easy access to a centralized online resource to find notices about academic, arts, athletics and other events, while providing organizers with a more streamlined process for publicizing their events. The project was driven by demand from both the campus community and the general public for greater access to information about the hundreds of public events held on campus each year.

The redesign of the Public Events Calendar is part of campuswide efforts to achieve cost savings and sustainability goals through a greater emphasis on electronic distribution of information and a reduction in print publications. Numerous departments and offices contributed to the development of the new calendar, which began last May and was overseen by the Office of University Scheduling and the Office of Information Technology.

"This calendar represents a leap forward for Princeton in terms of the user experience, accessibility and functional performance," said Thomas Myers, director of the Fritz Campus Center and associate director of the University Scheduling. "Our hope is for this calendar to become the vibrant informational hub that will serve the aspects of the University and local community seeking event information at Princeton."

New calendar provides two technologies that are widely used across campus to store, deliver and display events sponsored by particular organizations or locations, or can view events by categories such as academic, arts, athletics, student life and religious events. Users can subscribe to RSS (Really Simple Syndication) feeds, which deliver regular updates from the calendar directly to the user. They also can place event information from the Public Events Calendar into their personal Exchange calendars using iCalendar technology.

The new calendar provides two technologies that are widely used across campus to store, deliver and display events. It is linked to the University’s scheduling software program and the Rozen content management system. With the previous version of the Public Events Calendar, which launched in 2002 under the management of OIT, users could enter event information directly into the calendar using WebEvent software. The new calendar requires information be added first to Rozen and then fed to the calendar. Event sponsors seeking to events sponsored by particular organizations or locations, or can view events by categories such as academic, arts, athletics, student life and religious events. Users can subscribe to RSS (Really Simple Syndication) feeds, which deliver regular updates from the calendar directly to the user. They also can place event information from the Public Events Calendar into their personal Exchange calendars using iCalendar technology.

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Employees honored for dedication, service

Five University staff members were recognized for their exceptional performance during the annual Service Recognition Luncheon on March 24 in Jadwin Gymnasium. In addition, two faculty members were honored for their leadership potential.

Those honored as recipients of the President’s Achievement Award were: Cass Garner, department manager in the Council of the Humanities, and the Office of the Vice Provost for Research and Corporate Relations; Christopher Gorzelnik, mechanical services assurance coordinator in the Office of Building Maintenance; and Kathyrn in the Office of the University Registrar. The President’s Achievement Award is presented to employees who have demonstrated exceptional service and have contributed significantly to the success of their departments and the University.

In addition, the University honored 342 University staff members with 10, 15, 20, 25, 30, 35, 40 and 45 years of service. These staff members were honored with framed certificates and $2,000 awards.

The University honored 197 employees for their dedication this year with commemorative gifts. A total of 342 staff members were honored with 10, 15, 20, 25, 30, 35, 40 and 45 years of service. These staff members were honored with framed certificates and $2,000 awards.

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Faculty address race, politics and the Obama presidency in symposium

Princeton faculty members will discuss “Race, American Politics and the Presidency of Barack Obama” in a symposium set for 1 to 4:30 p.m. Tuesday, April 13, in the Frist Campus Center Multipurpose Room A.

The event is sponsored by the Center for African American Studies and the Department of History.

Haitian ambassador Joseph to discuss country’s post-earthquake efforts

Raymond Alcide Joseph, Haiti’s ambassador to the United States, will speak on “Haiti After the Earthquake” at 4:30 p.m. Tuesday, April 6, in Richardson Auditorium, Alexander Hall. The talk is free and open to the public, but advance tickets are required.

Joseph has been ambassador to the United States since 2005. His talk will focus on reconstruction efforts needed in Haiti following the catastrophic earthquake that struck the country on Jan. 12. The address is sponsored by the Woodrow Wilson School of Public and International Affairs.

“We are extremely pleased that the ambassador will be speaking at the University, and believe it will be an insightful address about the current situation in Haiti,” said Christina Paxson, dean of the Wilson School. “We also are fortunate that the ambassador will have the opportunity to meet with some faculty, staff and students while he is on campus.”

While not open to the public, other meetings with Joseph include a meeting with some Haitian staff members and a gathering that will include students who were involved with organizing campus initiatives in response to the earthquake.

Tickets to the lecture are available for Princeton students, faculty and staff and for the general public from noon to 6 p.m. weekdays at the University Ticketing office in the Frist Campus Center while supplies last.

The address will be simulcast live in 50 McCosh Hall. No tickets are required for the simulcast room. The lecture also will be archived online at a later date at www.princeton.edu/webmedia.

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UPcoming

Robert Groves, U.S. Census Bureau
4:30 p.m. April 5
Dodd’s Auditorium, Robertson Hall

Reading: Jeffrey Eugenides and Mona Simpson
4:30 p.m. April 7
Stewart Theater, 185 Nassau St.

Concert: Physics department recital
8 p.m. April 10
Taplin Auditorium, Fine Hall

Anna Deavere Smith, actress and playwright
7:30 p.m. April 13
50 McCosh Hall

Lecture: “Breaking Driver’s License Codes”
Joseph Gallian, University of Minnesota-Duluth
8 p.m. April 13
10 McCosh Hall

Symposium: “The Egyptian Image in Context”
9:30 a.m. to 5 p.m. April 17-18
101 McCormick Hall

For more, visit <www.princeton.edu/main/news/events>
Howard Dean to speak on Obama

Howard Dean, former presidential candidate, governor of Vermont and head of the Democratic National Committee, will discuss the presidency of Barack Obama at 4:30 p.m. Tuesday, April 13, in 101 Friend Center.

Dean’s talk is titled “Obama, the President of a New Generation of Americans.”

‘Cloak of invisibility’ is topic of talk

Renowned physicist John Pendry will speak on “A Cloak of Invisibility: Harry Potter Does Electromagnetism” at 8 p.m. Thursday, April 8, in A02 McDonnell Hall.

Pendry will discuss “metamaterials,” assemblages of tiny rods and C-shaped metallic rings that respond to electromagnetic fields in new and highly controllable ways. Pendry was one of the first scientists to calculate how a shell consisting of such material could be designed to usher light around it, rendering it as invisible — just as the fictional Harry Potter becomes when he hides beneath his imperceptible cloak.

Pendry, who was knighted for his contributions to science, is the chair of theoretical solid state physics at Imperial College London. He has worked extensively on electronic and structural properties of surfaces. He also developed some of the first computer codes capable of handling photonic materials. This interest led to his present research, which concerns the remarkable electromagnetic properties of materials where the normal response to electromagnetic fields is reversed, leading to negative values for the refractive index.

His talk is the 35th Donald Ross Hamilton Lecture sponsored by the Department of Physics.

An Evening of Enchantment,” sponsored by the Department of Music and the Lewis Center for the Arts, will feature world premiers of three dance pieces: John Alden Carpenter’s “Krazy Kat: A Jazz Pantomime” (top left); Claude Debussy’s “The Toy Box” (bottom left); and Paul Lansky’s “Table’s Clear” (above). Performances will be held at 8 p.m. Thursday and Friday, April 8-9, and 2 and 8 p.m. Saturday, April 10, at the Berlind Theatre.

For tickets, call the Berlind box office at 258-2787.
Finding new meanings in familiar tales

UMMA PATEL

The question from Professor Volker Schröder amused the 15 students who had been participating in an animated classroom discussion: Would the story “Little Red Riding Hood” work if the main character was a boy?

The students in Schröder’s freshman seminar, “Into the Woods: What Disney Didn’t Tell You About Fairy Tales,” had read three versions of the fairy tale as well as literary criticism of the piece during the previous week.

The childlike tale from the Brothers Grimm, about a girl visiting her grandmother and encountering a deceitful wolf, came into sharp contrast with earlier versions of the tale, which had violent, sexual undertones.

“Now you take it for granted that it’s a sexual tale,” said Schröder, an associate professor of French and Italian.

“People still can’t accept the idea that a tale can be adolescent, said another student.

Such exchanges take place each time the class meets in the Blair Hall tower on Monday nights. The seminar covers beloved tales such as “Beauty and the Beast,” “Cinderella,” “Hänsel and Gretel,” “Jack and the Beanstalk,” “Rumpelstiltskin,” “Sleeping Beauty” and “Snow White.” The students study multiple versions of the tales, from oral folk tales to newer versions in film, theater, music, ballet and literature.

Film screenings, trips to campus theater productions and library visits are all elements of the course.

Along the way, students see themes emerge or disappear as the stories adapt to contemporary audiences, and the students’ reactions vary, Schröder said.

“It depends on their individual background and attitude, especially their previous exposure to non-Disney tales or their willingness to go beyond the familiar toward the unknown,” Schröder said.

“Many of the students are quite open in that respect and readily, even eagerly, absorb the materials and issues presented by the class. There are always others who try to retain a more ‘innocent,’ romantic view of fairy tales, even if they process the new information and confront the more adult themes.”

Before each class session, students present their thoughts online on a Blackboard course site, and one student initially leads the class discussion.

“I like the personal interaction from every student — is working,” said Classmate Gal Oshri, who led the lively discussion of “Little Red Riding Hood,” said he enrolled in the course to gain a limited exposure to most fairy tales.

“This is enlightening to read the story so many years after hearing or seeing it as a child and noticing how I remember the tales as well as recognizing themes that I did not notice when I was younger,” said Oshri. “I wanted to explore this genre because I think it has a large impact on society as well as modern stories and media.”

Alexandra Green had enjoyed Disney versions of fairy tales since childhood and became interested in the tales intellectually after playing the role of narrator in her high school’s production of the Stephen Sondheim musical “Into the Woods.” As a potential civil and environmental engineering major, Green has been taking many math and science courses, and the seminar is her first literature-based class.

“It’s definitely one of my favorite classes,” Green said. “Each time we read a tale we read multiple versions, and seeing the progression, it’s interesting to see how a violent, lewd tale changes, gets modified and becomes a Disney-fied version.”

In addition to gaining a better understanding and appreciation for folk and fairy tales, and honing their skills of close reading, Schröder said, his students often leave the class with broader lessons from these seemingly simple stories.

“Often the analysis of the tales also leads into lively ethical discussions, with the fairy tales and their purported ‘morals’ serving as stimulating test cases that can raise students’ awareness of the complexity of ethical issues and judgments,” he said.

Freshmen embark on academic adventures in seminars

Princeton students take some of the first major steps in their academic journey during the freshman seminar program.

This spring, students are uncovering new meanings in traditional fairy tales, tackling the challenges of urban education reform and exploring the ecological restoration of the Florida Everglades, among many other topics. They also are building relationships with faculty members and their fellow students in intimate settings, an experience that students often consider one of the highlights of their time at Princeton.

Freshman seminars place an emphasis on inquiry that will set the course for students’ years at the University. There are 365 students enrolled in 35 seminars this spring; another 462 students participated in 37 seminars last fall.

Each seminar is hosted by a residential college. Class discussions often continue in informal settings both on and off campus, through meals, guest lectures, field trips and other activities.

This issue of the Princeton University Bulletin includes stories on three of this spring’s freshman seminars.

Everglades

Continued from page 1

they would need in the Everglades to collect water, sediment and plant samples, as well as the laboratory equipment they would use to analyze the data from their fieldwork. They also read “The Swamps,” an ecological history of South Florida by journalist Michael Grunwald.

In preparation for the spring break trip, the students broke into three groups to design their own research projects: exploring links between metal concentrations in tree rings and changes in sea level or temperature; analyzing mercury levels in the food chain; and studying the concentration of nutrients in sediment and plants.

“We wanted these projects to be something we designed ourselves,” Kraepiel said. “We have to guide them because they don’t have a whole lot of experience, but ideally this is an introduction into what a research project would be.”

On the research trip, the students collected field samples, toured wetland and refuge areas, explored the area on canoeing and biking trips, and met with Carol Mitchell, deputy director of the South Florida Natural Resources Center, to learn more about the restoration project.

“This was the place I had read and studied for about the last six weeks, so finally seeing the ‘swarms’ of alligators and birds that are characteristic of the Everglades proved that what I was studying was truly relevant and important,” freshman Mark Pavlyukovsky said after returning to campus. “By the end of the Everglades trip I felt like I had a good understanding of the interactions between the political and scientific aspects of the Everglades restoration project, and could even make my own recommendations for future progress.”

Bluher said collecting samples from the airboat was a highlight of the trip.

“I had this especially good time collecting sediment samples, because you really had to get dirty and dig through the mud,” she said.

Back in Princeton, the students are in the last half of their academic adventures in the Everglades and preparing final oral and written presentations for their group projects. In addition to Kraepiel and Myrinen, the students are working on their projects with Frank Black, a postdoctoral researcher in the Department of Geosciences, with contributions from geosciences professors Bess Bessho and David Lifton.

The class, which was offered for the first time last year, is the Richard L. Smith ‘60 seminar, titled “The trip has brought a new energy to the group, and now that we all know each other better, I think we can become a better team as we analyze the data,” Bluher said.
Examining the struggles of urban education reform

Jennifer Greenstein Altman

What’s the purpose of education? Ben Levinson asked his classmates, who were arranged around a table in Washburn Hall for the freshmen seminar “Our Struggling Schools: Race, Culture and Urban Education.” The others tossed out opinions: To be a good citizen. To make money. To get a good job.

“There’s what we hope the purpose of education is, and what it actually is,” said Courtney Crumpler, who noted later that the students have talked about urban schools plagued by repeated failures and appalling inequalities.

Other students offered their perspectives, and then their instructor, Noliwe Rooks, walked around. The syllabus was not part of a class discussion. It was a freewheeling debate enthusiastically undertaken during a class break.

When asked why the students had stuck around for a philosophical discussion during the only pause in a three-hour class, Levinson said, “We really want to talk about something this important. Our discussion helped me solidify my thoughts.”

Passionate debate is common in this class. “It’s rare for me not to have every student say something meaningful,” said Rooks, a lecturer in the Center for African American Studies and the center’s associate director.

What prompts such meaningful classroom participation is a course that examines how the problems confronting urban schools are linked to the social, economic and political conditions of cities. Rooks uses films, legal briefs, memoirs and social histories to convey historical and contemporary efforts to reform urban education, and to explore the relationship between school reform movements and social justice movements. The course is the High Meadows Foundation Freshman Seminar in African American Studies.

The students’ first assignment was to write an essay about how issues of race and class affected their educational experiences before arriving at college.

“Looking at education from a racial perspective has been really interesting,” said Adeline Brown. “We read about Brown vs. Board of Ed., and segregation in schools hasn’t changed much since then.” After she graduates, Brown hopes to participate in Teach for America, the program founded by Princeton alumna Wendy Kopp that recruits recent college graduates from all career interests to teach in urban and rural public schools for two years. All the students are getting a chance to think about real-world ways to improve education. Rooks has arranged for the class to participate in a project to assist the Trenton public schools with raising low student performance.

The students are researching tutoring and after-school programs, charter school curriculums and other innovations in education, and will present their work to the Trenton public school superintendent at the end of the semester. Their ideas will contribute to a newly fashioned charter school, for grades 3 through 8, that will place special emphasis on parental involvement and student motivation in an effort to improve student performance. The project is part of a larger initiative by the Center for African American Studies to focus on urban education reform by lending academic assistance to local school districts.

Cherrey Continued from page 2

As she moves Princeton further along in fully integrating students’ academic and non-academic endeavors, Cherrey said, “I look forward to working with students and with academic and administrative colleagues to ensure that every student has an exceptional academic experience, and to help all students realize their academic and professional goals in this great place of Princeton.”

She will oversee the Office of the Dean of Undergraduate Studies, the Department of Athletics, University Health Services, the Office of Religious Life and the Pace Center. She will also seek ways, in collaboration with the Graduate School, to enhance the quality of graduate student life. In addition, Career Services will move from being part of the Office of the Dean of the College to the Office of the Vice President for Campus Life.

“Cynthia has significant experience managing Career Services and great interest in supporting its important work,” Burstein said. “Dean (Nancy) Malloy has been great and I expect that the leadership and management of responsibilities at this time would enhance our focus on this key Princeton office.”

Cherrey has more than 30 years of experience in academic and student affairs. In addition to working at Tulane and USC, she has held positions at the University of Denver and the University of North Texas.

Search committee member Michael Jennings, the Class of 1980 Professor of Modern Languages and chair of the Department of German, said, “Princeton has succeeded in recruiting someone who will be an extraordinary leader of campus life at a critical moment for this institution. Cynthia brings not just a wealth of experience but remarkable qualities as a listener and a leader.”

An authority on organizational leadership, Cherrey has been president since 2000 of the International Leadership Association, a global network of leadership scholars and practitioners. She has published numerous journal articles and book chapters in areas of leadership, organizational development and higher education. She also has served as co-editor of a publication series and co-written a book about leadership.

Cherrey was an invited participant in the W.K. Kellogg Leadership project to advance leadership knowledge, education and practice for the 21st century. She is a senior fellow at the James McGregor Burns Academy of Leadership, and was a recipient of a Fulbright Scholarship.

A native of Minnesota who grew up as one of eight children on a family farm, Cherrey is a graduate of St. Cloud State University. She earned her Ph.D. in communication studies with a concentration in organizational leadership and management from the University of Denver.

Calendar

Continued from page 2

publish an event to the Public Events Calendar either must have access to create events and assign space in R25, or they must submit their event information to an R25 scheduler for publication. Most public spaces on campus are scheduled by offices already using R25.

“With approximately 80 percent of University events scheduled through Resource25, we wanted to leverage the information contained in that system, as well as the investment the University has made in Roomex to publish this information to the Web,” said Nancy Costa, associate chief information officer and director of Project and Consulting Services in OIT.

The project was led by Emily Shandley, associate director of University Scheduling/Resource25, in partnership with staff members in OIT. They worked with dozens of representatives from organizations around campus, including the Office of the Provost, the Department of Facilities, the Office of the Registrar, the Office of Conference and Event Services, the Office of Communications and an advisory board of representatives from offices using R25. The Lewis Center for the Arts, which previously created an online events calendar using R25 and Roomex, was a key partner in the project.

A second phase of development is beginning immediately, based on feedback obtained from users. Planned enhancements for this second phase of development include a keyword search; an event space reservation form that will be accessible from the calendar; links to campus maps and the offices of University Ticketing, and Transportation and Parking Services; the ability to post images with calendar entries; and new fields to enter details such as event costs, cosponsors and contact information for disability services.

As the transition to the new Public Events Calendar takes place, the previous version will remain in operation this spring at <calendar.princeton.edu/). While current WebEvent users will be able to post new events or edit existing events on a short-term basis, OIT no longer will create new WebEvent user accounts. It is expected that the WebEvent calendar will be retired permanently in May.

In addition to publicizing their events on the Public Events Calendar, campus organizations also may continue to use the online event submission form at <www.princeton.edu/main/news/share/submitevents> to have their events considered for placement in the “Featured Events” section of the University’s main website and/or in the “Nassau Notes” section of the Princeton University Bulletin.

Questions or comments about the Public Events Calendar can be sent to University Scheduling at <usched@princeton.edu> or 258-2244.
Evelyne Roach serves as the 'face' of OIT to academic and administrative units, and the 'voice' of these offices to OIT. She does whatever it takes to provide needed IT support and resolve IT problems, and she always finds the time to take a personal interest in the people with whom she works," Leydon stated. "EvelyneRoach is a true Princeton success story," Thaddeus Christie, a past President's Achievement Award recipient and maintenance supervisor for the Frist Campus Center, wrote, "Regardless of whose job it is, she takes each challenge as her own responsibility and follows through until it is resolved. … She inspires everyone around her with her dedication and caring." 

**Griffin Management Award**

In addition to the President's Achievement Award winners, two staff members were honored as recipients of the Donald Griffin '23 Management Award. They are Kirsten Arzenten, undergraduate administrator and seminar coordinator for the Department of Chemistry, and Jorge Escobar, manager of planning, May. 

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**Employees Continued from page 3**

for his department and the School of Engineering and Applied Science. In his nomination, Richard Register, professor of chemical engineering and department chair, wrote, “Once Eric is involved with a team, he gives it his best work, even though other teams, unknown to each other, are also receiving his best work.” Ioannis Kevrekidis, the Pomeroy and Betty Perry Smith Professor in Engineering, noted, "Eric will put in the extra hours and extra effort to make sure that our problems are resolved and our work can go on. His responsiveness and availability – far beyond normal working hours – make Eric a truly worthy candidate for the award. Simply put, he enables us to do better science." 

Roach has been a Princeton staff member since 1992 in OIT. In her current role, she oversees two of the programs she created: the SCAD program, with more than 150 SCAD/Department Computing Support (DCS) members; and the OIT Ambassador program, with 50 OIT staff ambassadors serving 83 University departments, offices and programs. Betty Leydon, vice president for information technology and chief information officer, wrote, “Evelyne Roach is a true Princeton success story," Thaddeus Christie, a past President’s Achievement Award recipient and maintenance supervisor for the Frist Campus Center, wrote, "Regardless of whose job it is, she takes each challenge as her own responsibility and follows through until it is resolved. … She inspires everyone around her with her dedication and caring.” 

**Griffin Management Award**

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**Neuroscience**

This site plan shows the location of the complex south of Icahn Laboratory and west of Washington Road. The main entrance to the complex will be on its north side off a path leading from the Icahn Laboratory and the new Chemistry Building. The first-floor entrance will open up to a terrace with a plaza below on the A level. On level two, a bridge-like corridor will connect the two sides of the complex. On the first and second floors of the neuroscience side of the complex, faculty offices and study spaces will line the windowed perimeter, and laboratories will form the central core. On the psychology side of the complex, faculty and administrative offices again will take up the perimeter space on each floor as well as data labs, with precept rooms, conference rooms and student spaces filling in the center. 

This design maximizes natural light, with interior skylight shafts that penetrate almost to the basement and external walls of opaque glass bisected by clear ribbons of “vision glass.” The nonconnecting walls of the two structures will have a luminous quality. They will be composed of two “skins” of glass with a three-foot-wide airspace sandwiched between them, will have a luminous quality and will be energy-efficient. Is intended to meet the equivalent of the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) Silver standard. Features will include the use of low volatile organic compound (VOC) materials and natural lighting wherever possible. Stormwater will be collected in a 12,000-gallon cistern for non-potable use; the high-performance exterior and enhanced heat recovery for mechanical systems will reduce energy needs; and low-flow plumbing fixtures will help to conserve water. 

One flight down from the main entrance, the A level will contain a common space with an outside plaza, teaching spaces that include a 140-seat lecture hall and several classrooms and seminar rooms, and a central core of faculty labs. The common area and teaching spaces will be shared with the psychology building. The A level will be connected by tunnel with Icahn laboratory. 

Because imaging and microscopy areas must be in contact with the ground (due to vibrations and electromagnetic field restrictions), the lowest level (B/C) is reserved for the building’s unique joint-use facilities. The building will be connected to the Kohn Laboratory. 

The facilities are expected to include laboratories for magnetoencephalography (MEG), to measure magnetic fields generated by neural currents; human electrophysiology and spectroscopy (MEPS), to measure electrical activity in the brain; and functional magnetic stimulation (TMS), to stimulate or suppress brain activity with focused magnetic pulses; two-photon laser scanning microscopy (TPLSM), to measure brain activity and blood flow of individual neurons; connectomics, instrumentation for determining the wiring diagram of neuronal networks in the brain; and three separate joint-use facilities for functional magnetic resonance imaging (fMRI). 

The complex will be constructed on the site of a 350-space parking lot (Lot 20) used by faculty and staff. They have been notified to park in either Lot 21 near Jadwin Gymnasium or in the West Garage during the first phase of construction through June 11 to ride TigerTransit buses. During the summer months beginning June 12, they may park in the University parking lots along Ivy Lane. New parking plans will be developed for fall 2010 and for after the completion of the project, when a new 57-space lot will be constructed south of the complex. 

The new lot will be landscaped with a porous paving material, decreasing the amount of impervious surface in the area to meet campus goals for stormwater reduction. Plants that are drought resistant and will provide biofiltration for stormwater also will be established around the new building. 

When vacated by the Department of Psychology, Green Hall eventually is slated to be converted into space for the humanities or social sciences. The new Icahn Laboratories will remain the home of the Department of Molecular Biology.