At Commencement, Eisgruber urges Princeton graduates to pursue ideals that are ‘beautiful and profound’

LEFT: Princeton President Christopher L. Eisgruber addresses the Class of 2015 and their guests at the University’s Commencement on Tuesday, June 2. RIGHT: About 10,000 students and guests attended the morning ceremony on the front lawn of historic Nassau Hall. Due to the weather, Eisgruber changed the order of the program and abridged his remarks.

After a round of thanks to families and friends and to all who had contributed to the success of the many year-end celebrations, Eisgruber conferred bachelor’s and advanced degrees on the graduating students.

In his Commencement address, which Eisgruber abridged, he urged the newly minted graduates to engage with the world that “requires your commitment to dream audaciously.”

“America has since its birth been a land of diversity and a land of audacious dreamers,” said Eisgruber. “It has benefited again and again from the leaders who will help to solve our most difficult problems in our darkest hours.”

As the graduates prepared to leave campus through FitzRandolph Gate as Princeton alumni, Eisgruber urged them to “pursue ideals that are beautiful and profound.”

Recognizing that the graduates would need to take care of practical matters such as finding apartments and paying rent, he pointed to the examples of Alan Turing and Frederick Douglass. “They remind us that the beautiful and profound are sometimes more powerful and more beneficial than all the things that the

Continued on page 5

Thesis: Self-folding building design could cut energy use

Princeton graduate Denisa Buzatu’s vision for an environmentally sustainable building is a sort of shape-shifting origami façade. For her senior thesis, Buzatu, a civil and environmental engineering major in the Class of 2015, designed and prototyped that vision in the form of a structure that shades the façade of a building by folding and adapting its shape in response to sunlight.

Her design takes advantage of a type of wire that contracts when current is applied to it and yet “remembers” and returns to its original shape. These wires make up the edges of eight triangular faces, which are combined to form a seamless surface, and can be activated individually or in combination by a microcontroller to fold the surface in myriad ways.

“It’s like electrical origami,” said Buzatu. While the overall shape of the structure is immensely flexible, the individual surfaces are rigid and can be composed of any material, such as acrylic or solar panels.

For example, the surface could integrate solar panels as well as integrated sensors that monitor the amount of sunlight hitting the building. The modules could flatten automatically during sunny periods to simultaneously collect energy and shade the building, then use part of the collected energy to fold away when cloudy.

Buzatu, who is from Slatina, Romania, is a member of the Princeton chapter of the American Society of Civil Engineering and served as the group’s social chair for the past two years. She also spent two summers studying and researching in France. She plans to pursue a graduate degree at Yale School of Architecture.

Buzatu said her goal for her thesis was to design a structure that was architecturally pleasing while also practical from a structural and environmental point of view.

“That’s what gets me excited.” Buzatu started investigating adaptive structures during an internship through the Andlinger Center for Energy and the Environment the summer after her sophomore year, when she discovered that the Friend Center could save about 43 percent on heating and cooling expenses if it took advantage of an adaptive architecture. If integrated into buildings as they are being designed, such technology has the potential to cut the energy consumption of buildings in half, she said.

Buildings account for about 40 percent of all energy usage in the United States, including 75 percent of electricity use. However, most current designs of adaptive architecture rely on intricate mechanical systems to accomplish shape-shifting, and this can be difficult to build and costly to maintain.

Continued on page 6

What’s inside?

- Dolan named dean of the college
- Diversity task force issues recommendations
- Legendary mathematician John Nash dies

Former confer

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Bassler receives Shaw Prize in life science and medicine

Jill Dolan named Princeton's dean of the college

Jill Dolan, the Annan Professor in English and professor of theater in the Lewis Center for the Arts, has been named Princeton’s next dean of the college. Dolan, who also directs the University’s Program in Gender and Sexuality Studies, is a distinguished scholar of theater and performance studies.

Dolan will become dean of the college on July 1. She replaces Valerie Smith, who is stepping down at the end of June to become president of Swarthmore College.

“Dolan is a thoughtful teacher and distinguished scholar who cares deeply about Princeton’s students and about the liberal arts,” President Christopher L. Eisgruber said. “She is also a skilled administrator who knows how to bring people together and get things done. Jill will be a superb partner of the dean, and I am delighted that she has accepted this appointment.”

Dolan has been on the Princeton faculty since 2008. She helped expand the University’s offerings in the field of performance studies, which examines theater and other dramatic or dance performances in a wider social and historical context. She has led the Program in Gender and Sexuality Studies since 2009 as it broadened its study of gender and sexuality, as well as race, since 2008. She helped expand the PhD program in Gender and Sexuality Studies, is a distinguished scholar of theater and performance studies; and is a leading scholar of theater and performance studies.

She is finishing a critical study of the work of Linda Frye Burney, a black autobiographical writer. The book, “Finding Hope at the Theatre,” will be published by the University of Minnesota Press in fall 2015.

Dolan had served on a number of University and departmental committees, including the Committee for three years and the search committee for the next vice president for the arts, which was a board member of Princeton’s Center for Jewish Life.

Princeton’s dean of the college is the senior officer responsible for the undergraduate curriculum, residential college system, and other services and resources designed to promote the intellectual development of undergraduates. The dean of the college also oversees the admission and financial aid offices.

“I am eager to work with the president, the provost, and the dean of the college, as well as the students, the faculty and the terrific team in the Office of the Dean of the College to think creatively about the ways in which we can enhance our campus,” Dolan said. “I look forward to working with the faculty on forward-thinking discussions about our curriculum and our teaching practices, and about challenging conversations among faculty, students and staff to develop the most compelling ideas about how we might help students shape their lives. Our teaching, research and extracurricular engagements should model ways of being in the world that inspire our students toward innovative professional choices and toward happy and vital lives.”

Provost David S. Lee said he looks forward to working with Dolan in her new role.

“Jill is all at once curious, rigorous, honest, collaborative, a good listener, fun, and passionate about our educational mission and a model university citizen,” Lee said. “I am proud that she has accepted our invitation in support of her role in shaping and guiding undergraduate education at Princeton. I look forward to working with the faculty, Dean of the College Deborah Prenice, who led the dean of the college search committee, said Dolan is a skilled and effective leader.”

“Jill impressed the committee with her holistic vision of undergraduate education, her deep understanding of the student experience, and her broad and diverse administrative background,” Prenice said. “We appreciated her empathy, her emphasis on dialogue, and her conviction that every single student at Princeton should feel seen and heard.”

Dolan said she is particularly interested in finding ways in which the University can support and engage all students.

“This year’s campus activism demonstrates a pressing need for faculty and staff to address issues of inclusion, and to help all students with which they are struggling, attending and attuned to the communities both inside and outside the classroom,” she added. “It is important to me that people are able to ‘visible and active across campus’ to meet with and learn from students and faculty.

“I want to understand what students across majors and disciplines should know about their fields and which pedagogical methods will let us best reach each student. I see this role as central to education, innovation, and to exploring how our faculty’s teaching practices might deliver their content in the best possible way."

Prior to arriving at Princeton, Dolan spent nine years at the University of Texas at Austin, where she served as the Zachary T. Scott Family Chair in Drama and headed the Department of Theatre and Dance. She was a founder of the program in performance as a public practice.

She previously was on the faculty of the University of Wisconsin-Madison and the City University of New York (CUNY) Graduate Center, where she also served as executive director of the Center for Lesbian and Gay Studies.

Dolan received her Ph.D. in 1994 in art history of the modern theater at New York University. She has a B.A. in theater and performance studies from Tufts University.

Dolan received a number of awards for her teaching, dramatic criticism and research in the areas of theater and performance studies; women’s and feminist studies; lesbian, gay, bisexual, transgender and queer studies.

In 2013, she received the American Society for Theatre Research’s Distinguished Scholar Award in recognition of her outstanding career achievement in the field of theater studies. In 2011 George Jean Nathan Award for Dramatic Criticism for her book “The Feminist Spectator,” which was the basis for her recent book “The Feminist Spectator in Action: Feminist Criticism in Stage and Screen.” That same year, she received a lifetime achievement award from the Women and Theatre Program and the outstanding teaching award from the Association for Theatre in Higher Education.

Dolan is a past president of the Association for Theatre in Higher Education and the editor in chief of the The- atre Program. She is a member of the National Theatre Conference and the College of Fellows of the American Theater in Washington, D.C.

She has served as director of the “Theatre and Sexuality,” “Utopia in Performance: Finding Hope at the Theatre” and “The Feminist Spectator as Critic.” She is finishing a critical study of the plays of Wendy Wasserstein.

Dolan was recognized with teaching and master’s degrees in performance studies at New York University, She has a bachelor’s degree in communication at Boston University.  

Morgan Kelly

Bassler receives Shaw Prize in life science and medicine

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Monica Ponce de Leon named dean of Princeton’s School of Architecture

**Karin Dienst**

Monica Ponce de Leon, a pioneering educator and award-winning architect, has been selected as the next dean of Princeton University’s School of Architecture. Her appointment is effective Jan. 1, 2016.

Ponce de Leon has served as dean of the Taubman College of Architecture and Urban Planning at the University of Michigan-Ann Arbor since 2009, where she is also the Eliel Saarinen Collegiate Professor of Architecture and Urban Planning. Before her appointment at the University of Michigan, Ponce de Leon was a professor at the Harvard Graduate School of Design, where she served on the faculty for 12 years.

A recipient of the prestigious National Design Award in Architecture from the Cooper Hewitt, Smithsonian National Design Museum, Ponce de Leon co-founded Office 4A, in 1991, and in 2011 started her own design practice, MPDL Studio, with offices in New York, Boston, and Ann Arbor.

“I am thrilled that Monica Ponce de Leon has agreed to become the next dean of Princeton’s School of Architecture,” said Princeton President Christopher L. Eisgruber. “As both a researcher and architect, she is the right person to support our efforts as dean of the school in sustaining and extending the excellence in teaching and scholarship that occurs in the School of Architecture.”

Among her many prestigious honors, Ponce de Leon has received the Academic Award in Architecture from the American Academy of Arts and Sciences, the Architecture Prize in Architecture and Design from United States Artists; and the Young Architects and Emerging Voices award from the Architectural League of New York. Her work has received a dozen Progressive Architecture Awards and several awards from the American Institute of Architects and numerous citation awards.

“Monica brings a passion for education in architecture, and the importance of building a diverse pipeline of future architects,” said Princeton Provost David L. S. Farr. “She is an innovator both as an architect, and in the way she has fostered collaboration and inclusion. Monica will fit wonderfully into our highly interdisciplinary community; I’m excited and look forward to supporting her efforts as dean of the school in sustaining and extending the excellence in teaching and scholarship that occurs in the School of Architecture.”

Among her many prestigious honors, Ponce de Leon has received the Academic Award in Architecture from the American Academy of Arts and Sciences, the Architecture Prize in Architecture and Design from United States Artists; and the Young Architects and Emerging Voices award from the Architectural League of New York.

The following is an updated list of University employee retirements.

**Effective April 1:**

**in Campus Dining, retail food service worker Clarett Carter, after 14 years.**

**Effective May 1:**

**in Facilities Finance and Administrative Services, senior business liaison Lynn Grenier, after 34 years; in the Office of Information Technology’s operations and planning, senior manager of collaboration and conferencing Colleen Laverna, after 16 years; in administrative information services, senior developer Karin Hellkumel, after 29 years; in the information security office, senior advisor for information security Anthony Scaturro, after 12 years.**

**Effective June 1:**

**in HVAC, HVAC mechanic Nicholas Piccinotti Jr., after 44 years; in the Princeton Plasma Physics Laboratory (PPPL), steam plant operator William Stanton, after 42 years.**

**Effective July 1:**

**in PPLP, steam engineer Eugene Baker, after 31 years; in enterprise infrastructure services, senior systems administrator Danne Kaiser, after 40 years; in PPPL, senior programmer James MacTaggart, after 35 years; in applied and computational mathematics, faculty assistant Valerie Marlin, after 20 years.**

**Effective Sept. 1:**

**in molecular biology, faculty assistant Carolynne Lewis-Arevalo, after 20 years; executive director Stuart Orefice, after 22 years.**

**Effective January 1, 2016:**

**in French and Italian, lecturer Daniela Antonucci, after 11 years.**
Nine named to Princeton Board of Trustees

Karin Dienst

Princeton University has named nine new members of its Board of Trustees, effective July 1.

The trustees are:

• Laura Forese, Louise Sams and C. James Yeh, who were elected by the board to serve for eight years as term trustees;
• Arnim Fraga, Paul Maeder and Doris Sohmen-Pao, who were elected by the board to serve for four years as term trustees;
• Lori Dickerson Fouché and Anne Sherrerd, who were elected by alumni as young alumni trustees; and
• Fiyinfoluwa “Tumi” Akinlawon, who was elected by the junior, senior and two youngest alumni classes to serve four years as young alumni trustee.

Biographical information about them follows:

Akinlawon, of Lagos, Nigeria, graduated this year with a degree in mechanical and aerospace engineering and certificates in materials science and engineering, as well as on the advisory council of the Princeton University Art Museum.

Laura Forese is senior vice president and chief operating officer for New York Presbyterian/Weill Cornell, where she is a senior executive adviser at Wilson College, an international orientation leader and volunteer with Engineers Without Borders. She joined the track team as a walk-on and won the 2015 Ivy League Cross Country Championship in the long jump.

Fouché, of Franklin Lakes, New Jersey, is president of New York Presbyterian/Weill Cornell, where she is a senior executive adviser at Wilson College, an Orange Key Tour guide, Annual Giving co-chair, International Orientation leader and volunteer with Engineers Without Borders. She joined the track team as a walk-on and won the 2015 Ivy League championship in the long jump.

Forecast, of Montclair, New Jersey, is the chief executive officer of Princeton University's Alumni Association. She is a member of the leadership council of the School of Engineering and Applied Science.

Fouché, of Montclair, New Jersey, is the chief executive officer of Princeton University's Alumni Association. She is a member of the leadership council of the School of Engineering and Applied Science.

Sams, of Atlanta, is the executive vice president and general counsel of Turner Broadcasting System Inc. She graduated from Princeton in 1979 with a degree in English and earned her J.D. from the University of Virginia School of Law. In June last year, Sams completed a 10-year term as a charter trustee. During her tenure, she chaired the Audit and Compliance Committee and served on the Committee on University Resources, among others. She is chair of the Annual Giving Committee, previously having served as vice chair, and also was leader of her class’s Annual Giving efforts. She has chaired the Alumni Committee’s Council to Nominate Alumni Trustees and was a regional chair of Princeton’s Aspire campaign.

Sherrerd, of Riverside, Connecticut, graduated from Yale University and started her career in municipal finance before earning a master's degree from Princeton's School of Architecture in 1987 and co-founding Abeles Sherrerd Architects Inc., specializing in residential design. After retiring from practice in 2001, she focused on volunteer work, much of it on Princeton’s behalf. She was a founding member and chair of the Alumni Committee’s Council on Graduate Alumni Relations, served on the Committee on Awards for Service to Princeton, the Princeton Prize in Race Relations Connecticut committee, the 2010 Commission on Graduate Alumni Relations, the Princeton Alumni Weekly board and the Aspire Campaign executive committee. In 2009, she became president of the Alumni Association and chair of the Alumni Council. She serves on the Governing Board of the Association of Princeton Graduate Alumni. She is also a member of the Office of Development’s Capital Leadership Committee and chairs the stewardship subcommittee. In July, she will join the advisory council of the Princeton University Art Museum.

Sohmen-Pao, of Singapore, is executive vice president at Yale-NUS College in Singapore. Previously, she was director of human capital at Bain & Company. Sohmen-Pao has extensive experience in higher education administration. She spearheaded the MBA program at Singapore Management University with a focus on leadership development. She also worked at INSEAD, the international business school with campuses in Singapore and France. She also has worked in media and publishing, including with an Internet startup and as international director for new media for Time Inc. She received her degree in politics from Princeton in 1993 and has an MBA from Harvard Business School. Sohmen-Pao has served on a number of boards, including for the Fortune Index, INSEAD’s VK Pao School in Shanghai and the United World College of South East Asia. She served as a Princeton young alumni trustee from 1993-97. Her contributions to Princeton include participation in the Maclean Society and the Aspire regional steering committee, and she is a former president of the Princeton Club of Singapore.

Maeder, of Cambridge, Massachusetts, is a founding partner of Highland Capital Partners, concentrating on building companies in online education, robotics and software. He has nearly 30 years of experience in venture capital and has served as a director of several companies. He serves on the Securities and Exchange Committee’s Advisory Committee on Small and Emerging Companies and was chair of the National Venture Capital Association from 2011-12. He graduated from Princeton in 1975 with a degree in mechanical and aerospace engineering and earned a master's in mechanical engineering from Stanford University and an MBA from Harvard Business School.

Princeton University awarded degrees to 1,268 undergraduates in the Class of 2015, three from former classes and 883 graduate students at its 268th Commencement.

Those students receiving degrees in the Class of 2015 included:

• 645 men
• 623 women
• 972 bachelor of arts
• 296 bachelor of science in engineering

A total of 566 undergraduates, or 45 percent of the class, received honors, including:

• 148 highest honors
• 178 high honors
• 240 honors

Nearly 25,000 Princeton University alumni, family and friends came to campus for Reunions 2015 Thursday, May 28, through Sunday, May 31. At left, young alumni reconnect and relax on Cannon Green. Highlights of the weekend included the P-Rade throughout campus, alumni-faculty forums, evening performances by student groups including arch songs by Princeton’s many a cappella groups, and the University Orchestra’s lawn concert on Finney and Campbell fields followed by fireworks.

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conventional world praises in the name of pragmatic utility.”

In closing, Eisgruber said: “And so it is with an eye toward the beautiful and the profound that we gather here today, bursting with joy amidst the turmoil of the outside world and the cold rain, to congratulate you on your achievements and wish you well as you begin your journeys beyond this campus.

“We feel great confidence in your ability to meet the challenges that lie ahead, for on this special and auspicious day, you — our graduate students and our undergraduate seniors — are now, and shall be forever after this day, bursting with joy amidst the turmoil of the outside world and the profound that we gather here today.

Eisgruber went on to say that “The University awarded degrees to 1,268 undergraduates in the Class of 2015, the deep beauty and significance of a complex theme in a musical composition, he said.”

Semenov asked graduates to embrace “candid openness, and the vulnerability that goes with it,” explaining “that if we desire to give and get the most we can in every interaction, to heal others, to heal this broken world, we need to be our full, vulnerable, open selves, the children within.” He added, “Rather than hide from our pent-up fears, our insecurities, our idiosyncrasies, we must express and accept them, not as imperfections but as part of the unique story we share every time we touch someone or something with our power of sensitivity.”

Hannan delivered the salutatory address in Latin. This Princeton tradition dates to the first Commencement in 1746, when the entire ceremony was conducted in Latin. The Latin Salutatory, Princeton’s oldest student honor, began as a formal address but today often contains humorous tributes and a fond farewell to Princeton campus life.

In his address, which was written in verse, Hannan closed with warm wishes to his fellow students: “And now we exchange this place for further ones, Close these extraordinary times, And begin our departure, May you always be well.”

The University awarded degrees to 1,268 undergraduates in the Class of 2015, three from other classes and 885 graduate students. It also conferred honorary doctoral degrees upon six people for their contributions to civil rights, engineering, the law, literature and to the nation: Harry Belafonte, social activist and artist; David Billington, the Gordon Y.S. Wu Professor of Engineering, Emeritus, at Princeton; Ann Dunwoody, retired four-star general of the U.S. Army; Deborah Poritz, lawyer and former chief justice of the Supreme Court of New Jersey; John Paul Stevens, retired associate justice of the Supreme Court; and Maria Vargas Llosa, Peruvian novelist and Nobel laureate in literature.

Following tradition, Princeton also honored excellence in teaching at the Commencement ceremony. Four Princeton faculty members received President’s Awards for Distinguished Teaching and four outstanding secondary school teachers from across New Jersey also were recognized for their work.

Students received other honors over the last few days of the academic year. On June 1, seniors were recognized at Class Day ceremonies held in the University Chapel instead of on Cannon Green due to rain, and the keynote speaker was film director Christopher Nolan. He said he was going to break with the tradition of asking graduating students to “chase your dreams.”

“I don’t want you to chase your dreams,” Nolan said. “I want you to chase your reality. I want you to understand that you chase your reality not at the expense of your dreams, but as the foundation of your dreams.”

Later that day, with rain still a factor, advanced degree recipients participated in the Hooding Ceremony in Richardson Auditorium in Alexander Hall, where Eisgruber and Dean of the Graduate School Sanjeev Kulkarni gave addresses. This was the first year that degree recipients could choose to be hooded by their adviser, and more than 100 students elected to do so.

“Their presence and participation remind us that the complex journey to an advanced degree is made possible only with the continued encouragement, guidance and support of dedicated faculty,” said Kulkarni of the 85 faculty members who candidates chose to have hood them.

Princeton graduate alumna and trustee Lisa P. Jackson, vice president of environmental initiatives at Apple Inc., and former administrator of the U.S. Environmental Protection Agency, spoke at the interfaith Baccalaureate service May 31 in the chapel. Her remarks focused on how students have been shaped by their time at the University and how they, in turn, will have a role in shaping Princeton’s future.

“I think it can take a while to truly appreciate your Princeton experience — to appreciate what Princeton not only gives us but expects of each one of us,” Jackson said.

Princeton undergraduate students will play a leading role in African American studies starting in the fall. The University’s Board of Trustees approved the establishment of African American Studies, and gave the Center for African American Studies academic department status. The trustees also approved certificate programs in cognitive science, diplomacy and ethnographic studies. The changes, which the faculty had approved in May, will take effect July 1.

“Princeton’s outstanding faculty members and students address cultural, social and political issues of urgent importance to our members in African American studies and gives the Center for African American Studies academic department status. The trustees also approved certificate programs in cognitive science, diplomacy and ethnographic studies. The changes, which the faculty had approved in May, will take effect July 1.”

President Christopher L. Eisgruber said, “By approving the establishment of a new Department of African American Studies, the trustees and the faculty of the University have provided Princeton’s students with new opportunities for learning, and they have deepened our commitment to support scholarship of the highest quality in this vibrant field.”

Eddie Glaude Jr., chair of African American studies and the William S. Todt Professor of African and African American Studies, will chair the new department.

“It can’t help but think about the faculty, students, staff and administrators, over the years, who worked tirelessly to get us here,” Glaude said. “With the recent vote that work has finally come to fruition. The vibrant field of African American studies is now an integral part of Princeton University. And I believe the scholars who are currently here, and the community we are building, will have long-lasting effects on this institution. It is an exciting time to be at Princeton and a glorious moment in the history of this great university. Students concentrating in African American studies will choose from one of three thematic subfields: African American Culture and Life, Global Race and Ethnicity, and Race and Public Policy. The Center for African American Studies was formed in 2006. The center, expanding on initiatives begun by the Program in African American Studies founded in 1969, has offered courses and an interdisciplinary certificate program, which will continue. However, the number of required courses will be reduced by one to make it more accessible to a broader range of students.

New certificate programs

The certificate-granting Program in Cognitive Science was formed through a committee of faculty from several departments. Cognitive science is the study of how the mind works, drawing on research from psychology, philosophy, linguistics, neuroscience and computer science.

The Department of Anthropology proposed the Program in Ethnographic Studies. Ethnography is a research method central to knowing the world from the standpoint of its social arrangements. The Department of History and the Woodrow Wilson School of Public and International Affairs proposed the Program in History and the Practice of Diplomacy. It is targeted to students interested in pursuing careers in international affairs, particularly in government offices and nongovernmental organizations that formulate and implement policies.

People

Khristina Gonzalez has been appointed Princeton University’s associate director of the college for programs of access and inclusion. Gonzalez previously served as associate director of the Princeton Writing Center.

Gonzalez, who began her new role in April, is responsible for programs and initiatives within the Office of the Dean of the College (ODOC) that support and advance Princeton’s commitment to a diverse and inclusive student body.

“We are so delighted that Khristina has accepted this position,” said Claire Fowler, senior associate dean of the college. “She has a wealth of experience in the areas of college access and inclusion, and she is truly empathetic to the full range of student experiences at Princeton.”

Gonzalez oversees the Freshman Scholars Institute (FSI) and co-coordinates Princeton’s participation in the national Minority Graduate Fellowship Program. She will play a leading role in creating and managing ODOC initiatives to further enhance the experience of students from lower socioeconomic backgrounds and other historically underrepresented groups.

Gonzalez came to the University in 2008 as a postdoctoral fellow in the Princeton Writing Program. She also worked as an instructor for FSI.

The Princeton University Writing Center, which Gonzalez was an assistant director of the Brown University Writing Center and also worked at the “Excellence at Brown” summer scholars program. She earned her Ph.D. in English from Brown, her master’s degree from the University of Notre Dame and her bachelor’s degree from Dartmouth College, where she was a Mellon Mays Undergraduate Fellow.

Dale Trevino’s duties will include partnering with campus offices to develop and implement the Graduate School’s efforts to oversee the Graduate School’s goals related to access, diversity and inclusion for graduate students as outlined in the University’s 2013 Report of the Trustee Ad Hoc Committee on Diversity.

“Denisa’s work is very creative, mind set to approaching her thesis. Still, she said, studying topics that are not obviously useful and finding a way to make them relevant was her key mindset to approaching her thesis. She has a wealth of experience in robotics. “But I’m much more interested in the design. Still, she was able to successfully implement an eight-faced surface that matched her numerical simulations and holds promise for the future of adaptive structures.”

She has 27 years of significant experience in the areas of college access and inclusion, and she is truly empathetic to the full range of student experiences at Princeton.”

Denisa Buzatu (right) worked with Sigrid Adriaenssens (left), assistant professor of civil and environmental engineering who advised Buzatu on her project. "Within the open-ended senior thesis project, Denisa immediately took charge to formulate an interesting research question, and developed a realistic research plan which she is implementing with great success!" Adriaenssens, whose work focuses on promoting diversity in higher education, will become the associate dean for diversity and inclusion at Princeton University’s Graduate School. His appointment is effective July 1.

Trevino has been at the Chan School since 2008, serving as the first director of the Office of Diversity and Inclusion. Prior to Harvard, Trevino served for eight years as director of the Center for Multicultural Affairs at the University of Colorado-Boulder. He has a bachelor’s degree in physics from UC-Boulder, a master’s degree in education from Colorado State University and a doctoral degree in education leadership and innovation from the University of Colorado-Denver. He also holds an executive management program certificate from the Harvard Institutes for Higher Education at the Harvard Graduate School of Education.

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Senio thesis

Continued from page 1

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Denisa Buzatu (right) worked with Sigrid Adriaenssens (left), assistant professor of civil and environmental engineering who advised Buzatu on her project. "Within the open-ended senior thesis project, Denisa immediately took charge to formulate an interesting research question, and developed a realistic research plan which she is implementing with great success!" Adriaenssens, whose work focuses on promoting diversity in higher education, will become the associate dean for diversity and inclusion at Princeton University’s Graduate School. His appointment is effective July 1.

Trevino has been at the Chan School since 2008, serving as the first director of the Office of Diversity and Inclusion. Prior to Harvard, Trevino served for eight years as director of the Center for Multicultural Affairs at the University of Colorado-Boulder. He has a bachelor’s degree in physics from UC-Boulder, a master’s degree in education from Colorado State University and a doctoral degree in education leadership and innovation from the University of Colorado-Denver. He also holds an executive management program certificate from the Harvard Institutes for Higher Education at the Harvard Graduate School of Education.

New certificate programs

The certificate-granting Program in Cognitive Science was formed through a committee of faculty from several departments. Cognitive science is the study of how the mind works, drawing on research from psychology, philosophy, linguistics, neuroscience and computer science.

The Department of Anthropology proposed the Program in Ethnographic Studies. Ethnography is a research method central to knowing the world from the standpoint of its social arrangements.

The Department of History and the Woodrow Wilson School of Public and International Affairs proposed the Program in History and the Practice of Diplomacy. It is targeted to students interested in pursuing careers in international affairs, particularly in government offices and nongovernmental organizations that formulate and implement policies.

Senio thesis

Continued from page 1

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Funding allocated to begin implementing diversity task force recommendations

Ushma Patel

The executive committee of the Council of the Princeton University Community (CUOP) has authorized budget allocations made by a Special Task Force on Diversity, Equity and Inclusion to implement recommendations. The University will begin implementing some of the recommendations.

With Provost Christopher L. Eisgruber’s endorsement, Provost David S. Lee has authorized budget allocations to:

- Add a senior administrator in the Office of the Vice President for Campus Life focused on diversity and inclusion.
- Strengthen the Carl A. Fields Center for Equality and Cultural Understanding as a home base for students of color through additional staffing, program enhancement and a study of space needs.
- Increase funding for student initiatives, including those housed in the Fields Center, the Women’s Center, the LGBTQ Center and identity-based student organizations.
- Create a new Provost’s Fund for Cultural Studies, which will support current faculty members, faculty visitors and teaching postdoctoral fellows to fill curricular needs in cultural studies fields.
- “To achieve the excellence to which we aspire, we must welcome talented people from all backgrounds to Princeton, and we must enable them to flourish. To deepen our understanding of the world and prepare students for citizenship and leadership in diverse societies, we must cultivate a campus climate that encourages constructive exchange among people with differing perspectives and experiences,” Eisgruber said in response to the report.
- The task force has generated a report and recommendations that are thoughtful, practical and impactful. Its work will make a material difference to the future of this University, and I am confident that we will be able to take significant action in all of the areas addressed by the task force,” Eisgruber said in response to the report.

The task force was established by the executive committee in December, after Eisgruber charged it with developing recommendations for assessing the campus climate and improving University policies, practices and programming regarding diversity, equity and inclusion. Eisgruber also charged the executive committee with encouraging public dialogue on these topics, which became the subject of campus demonstrations after grand juries chose not to indict police officers in the deaths of two unarmed African American men, Michael Brown in Ferguson, Missouri, and Eric Garner in Staten Island, New York.

The 51-member task force — made up of students, faculty and administrators — included a steering committee that Lee chaired and working groups on academic and curricular offerings, academic and curricular offerings, academic and curricular offerings, academic and curricular offerings, academic and curricular offerings.

The Special Task Force on Diversity, Equity and Inclusion recommended making the Carl A. Fields Center for Equality and Cultural Understanding a home base for students of color. The center, based at 59 Prospect Avenue (above), will receive additional staffing, program enhancement and a study of space needs.

The student experience

- Centralize and strengthen support for diversity and inclusion efforts through hiring a senior administrator in the Office of the Vice President for Campus Life to coordinate such efforts.
- Expand, coordinate and publicize the efforts of existing identity-based resources for undergraduates and graduate students within the Fields Center, Women’s Center, LGBTQ Center, Office of Disability Services, Sexual Harassment/Assault Advising, Resources and Education (SHARE), Davis International Center, Office of Religious Life, Graduate School, and residential colleges.
- Develop new curricular offerings and assessments for addressing the social and cultural needs of low-income and first-generation students.
- Fund and provide training for additional diversity and inclusion programs in the residential colleges.
- Reconceptualize and strengthen the Fields Center to focus primarily on students of color, including assessing its location, adding funding and staff, and creating a diversity peer education program based on the NIHARE model.
- Increase funding for student initiatives at both the undergraduate and graduate level.
- Institute the Task Force on the Residential College Model, part of the University’s strategic planning effort, to examine making every residential college a four-year college to make the undergraduate experience more comprehensive.
- Use the strategic planning efforts’ Task Force on the Future of the Graduate School to conduct a full assessment of the Graduate School’s social, residential and experiential environment and propose ways to combat isolation and foster community, with a focus on students with minority identities.

Academic and curricular offerings

- Recognize and respond to student interest in areas such as (but not limited to) African American studies, Latino studies, Latin American studies, gender and sexuality studies, Asian American studies, Native American studies, African studies, and disability studies.
- Institute the strategic planning effort’s Task Force on General Education to consider how issues of diversity and culture can be integrated in the curriculum, including whether undergraduates should have a distribution requirement related to diversity and culture.
- Offer funding for developing new curricular offerings related to the interdisciplinary study of diversity and difference and for hiring permanent faculty members whose scholarship may fall between the boundaries of the academic units.
- Encourage teachers of first-year writing seminars to incorporate diversity and difference into seminar topics.
- Facilitate student input in developing new academic initiatives related to the interdisciplinary study of diversity and difference, including publicizing opportunities for students to serve on the Committee on the Course of Study.
- Enhance undergraduate academic advising to guarantee access to academic support with initiatives such as increased involvement of graduate student and faculty mentors in the development of student cohorts.

Learning about diversity and equity outside the classroom

- Develop clear values, goals and outcomes for all diversity and inclusion training, and coordinate and measure these efforts.
- Improve student orientation for undergraduates and graduate students.
- Increase learning opportunities related to diversity, inclusion and unconscious bias for faculty members, particularly those in leadership and advising posts, as well as instructors and graduate students serving as assistants in instruction.
- Expand course evaluations to solicit feedback on diversity, equity, inclusion and climate in classrooms.

Access to and use of data

- Explain what data the University collects (although all of the data may not be publicly available due to privacy considerations).
- Through the Office of Institutional Research and Office of Institutional Equity and Diversity, improve data collection, access and analysis and increase the availability of knowledge about the campus climate. Collect more data on socioeconomic status at the undergraduate and graduate levels, gather more survey data on all undergraduate classes (not just seniors), survey graduate students, faculty and staff more frequently, and work with student groups to improve survey response rates.
- Improve data sharing by developing a standard for how data is reported and integrated for diversity purposes, creating an online data repository or dashboard with contextual explanations, and creating a curated set of campus data related to diversity and campus climate.
- Improve data presentation by presenting all data more consistently rather than aggregating, separating race from nationality, and indicating when fewer than 10 individuals make up a particular demographic category.

Public programming

- Provide funding and administrative support for public programming for the 2015-16 academic year, beginning with a series of themed public conversation events in fall 2015.

Trends by incorporating lessons from Outdoor Action’s model of leadership training and group programming; revamping the “Reflections on Diversity” freshman orientation session to introduce core concepts and provide training on responding to bias; and expanding the diversity component in the Office of Student Affairs by including and addressing these issues in departmental orientations.

Create a student training curricular of messages and skills related to diversity and inclusion beyond orientation, similar to an online offering by the University’s SHARP program. Include diversity and inclusion as a core concept in all existing training and student organizations and their officers, and identify ways to incorporate this training at key milestones in the undergraduate experience.
Committee recommends initiatives to foster entrepreneurship the Princeton way

EMILY ARBONNE

The Princeton Entrepreneurship Advisory Committee (PEAC) has issued a report recommending a broad set of initiatives to enhance entrepreneurship at the University in a way that better integrates commitments to liberal arts education, research and public service.

The report proposes immediate steps and longer-term plans to encourage and enable entrepreneurship activity on campus and among members of the University community. The recommendations include: creating an alumni council, providing more space for entrepreneurial activities and programs; establishing an academic undergraduate certificate program; and cultivating the University’s entrepreneurial ecosystem.

In their report, the Princeton Entrepreneurship Advisory Committee, chaired by Mung Chiang, the Arthur Loeb Professor of Electrical Engineering and director of the University’s Keller Center, said that Princeton’s “vision is ambitious, as it is one of the many universities that have been influenced by the National Science Foundation’s 2008 call to action to encourage the creation of entrepreneurial ecosystems on and around university campuses.”

The report proposes a multi-faceted approach focused on engaging alumni, providing more funding opportunities, and supporting greater connections between entrepreneurial activities at the University and in the surrounding area and region.

“University-based entrepreneurial activity cannot exist in a vacuum — a vibrant ecosystem that includes and engages numerous stakeholders is critical,” Eisgruber and Lee said in their response to the report.

As part of this effort, the University has opened an Entrepreneurship Hub this summer at 34 Chambers St. in Princeton. The 10,000-square-foot facility serves as an anchor for a wide range of startup activities and encourages an exchange of ideas among students, alumni and faculty. The space also hosts undergraduate teams participating in the Keller Center’s summer eLab program.

Recommendations for more space on campus, as well as a near-campus lab to foster connections between the University and local startup companies, will be considered as part of the University’s long-term strategic planning and campus planning processes.

As for new funding efforts, the pilot Alumni Entrepreneurs Fund (AEF), assists recent University alumni entrepreneurs and their startup companies. A gift from three alumni established the AEF. Four teams were selected in the initial phase in fall 2014 and a second phase of the pilot is underway. Alumni who receive AEF support will serve as mentors to students, helping to advance the University’s education mission and mission and cultivate the University’s entrepreneurial ecosystem. The AEF will be evaluated to determine the future of the fund, while additional funding mechanisms for other new programs also will be explored.

A gift from an alumnus will establish a Tiger Challenge design contest, in which interdisciplinary teams of undergraduate students will be encouraged to develop solutions to intractable challenges facing society today.

“Princeton University does an outstanding job in what it chooses to pursue,” the report said. “And entrepreneurship the Princeton way — that is, an integrated, collegial, humanistic, culturally relevant and responsible approach to innovation — is an appropriate place to start.”

The report proposes initiatives to build on this foundation.

The Princeton Entrepreneurship Advisory Committee (PEAC) was chaired by Mung Chiang, the Arthur LeGrand Doty Professor of Electrical Engineering and director of the University’s Keller Center. PEAC has issued a report recommending a number of initiatives to enhance entrepreneurship at the University.
The Board of Trustees has approved the following faculty moves.

**Promotions**

Fifteen faculty members have been promoted effective July 1.

- **Professor** — Mark Brayman, computer science; Jan De Loecher, economics and international affairs; Paul Frymer, politics; Greg Kuczynski, computer science; Sean Murphy, molecular biology and the Lewis-Sigler Institute for Integrative Genomics; Seth Nynka, geosciences; Jason Petta, physics; Samuel Wang, molecular biology and the Princeton Neuroscience Institute.

**Endowed professorships**

Fifteen faculty members have been named to endowed professorships, effective July 1:

- **Mark Aguirre**, the Walker Professor of Economics and International Finance.
- **Carlos Brody**, the Philip and Beulah M. Low Straut Class of 1923 Professor of English.
- **Peter Constantin**, the Walker Professor of Chemistry.
- **Jean Schwarzbauer**, the Marie Robertson Professor of Public Affairs.

- **Steven Mackey**, the William Shubael McClintock '59 Professor in Neuroscience.
- **Lyman Page Jr.**, the James S. McDonnell Distinguished University Professor of Physics.
- **Anson Rabinbach**, the Philip and Beulah M. Low Straut Class of 1923 Professor of History.
- **Richard Rogerson**, the Charles and Marie Robertson Professor of Public and International Affairs.
- **Jean Schwarz Bauer**, the Eugene Higgins Professor of Classics.
- **Huyungo Seang Sau**, the Evnin Professor in Neuroscience.

**Assistant professors**

- **Stefanos Areakis**, mathematics; Richard Troy, politics and international affairs.
- **Stevan Mackney**, the William Shubael McClintock '59 Professor of Music.
- **Deborah Vischak**, in art and archaeology.
- **Lisa Levy**, in history and Judaic studies; Lauren Coley, in anthropology.
- **Anna Hasty**, in near eastern studies.
- **Misha Shtengel**, in economics and financial engineering.

**Resignations**

The following faculty members have submitted their resignations, effective July 1 except where noted:

- **Mare Battaglini**, professor of economics, to accept a position at Cornell University.
- **Jonathan Levy**, associate professor of history, to accept a position at the University of Chicago.
- **Evan Lieberman**, professor of politics, to accept a position at the Massachusetts Institute of Technology.
- **Alexandra Vazquez**, assistant professor of English and African American studies, to accept a position at New York University, effective Sept. 1.
Sixteen faculty members transfer to emeritus status

Sixteen faculty members transfer to emeritus status in recent action by the Board of Trustees. Transfers are effective July 1, 2015, except where noted.

They are:

- Steven Bernasek, professor of chemistry
- David Botstein, the Anthony B. Evans Professor in Chemical and molecular biology and professor of molecular biology and the Lewis-Sigler Institute for Integrative Genomics, effective Feb. 1, 2015;
- Ethel Ciarni, the Norman John Sollenberger Professor in Engineering and professor of operations research and financial engineering;
- Caryl Emerson, the A. Watson Avery '39 Professor in Slavic Languages and Literatures and comparative literature;
- Christiana Floudas, the Donald Y. C. Chu '63 Professor in Engineering research in signal processing, and neuroscience.

Holmes' early work included a focus on chaos theory, the foundation of dynamical systems. His publications include research papers important to understanding nonlinear models of dynamical systems and nonlinear models of mechanical engineering and neuroscience. Holmes' early work included a focus on chaos theory, the foundation of dynamical systems. His publications include research papers important to understanding nonlinear models of dynamical systems and nonlinear models of mechanical engineering and neuroscience. Holmes' early work included a focus on chaos theory, the foundation of dynamical systems. His publications include research papers important to understanding nonlinear models of dynamical systems and nonlinear models of mechanical engineering and neuroscience. Holmes' early work included a focus on chaos theory, the foundation of dynamical systems. His publications include research papers important to understanding nonlinear models of dynamical systems and nonlinear models of mechanical engineering and neuroscience. Holmes' early work included a focus on chaos theory, the foundation of dynamical systems. His publications include research papers important to understanding nonlinear models of dynamical systems and nonlinear models of mechanical engineering and neuroscience. Holmes' early work included a focus on chaos theory, the foundation of dynamical systems. His publications include research papers important to understanding nonlinear models of dynamical systems and nonlinear models of mechanical engineering and neuroscience.
Liu also helped build the electrical engineering department’s information sciences and systems group, serving as department chair for three years and advised more than 50 Ph.D. candidates. He also consulted with private sector companies and has been active in the Institute of Electrical and Electronics Engineers (IEEE), of which he is a fellow and recipient of highest awards in the Circuits and Systems Society and Signal Processing Society. Liu also is a member of the U.S. National Academy of Engineering, an academician of Academia Sinica, and a foreign member of the Chinese Academy of Sciences.

Liu earned a bachelor’s degree at National Taiwan University and completed his graduate studies at the Polytechnic Institute of Brooklyn. He worked at Western Electric Co., DuMont Laboratories and Bell Laboratories before coming to Princeton.

Alan Mann is a bioanthropologist whose research has focused on paleoanthropology and human evolution, and his publications include three benchmark reference works in these fields.

Mann earned his B.A. at the University of Pittsburgh and his Ph.D. at the University of California-Berkeley. He taught at the University of Pennsylvania for 32 years, 13 of which he was also a visiting professor at Princeton, and he joined the Princeton faculty in 2011.

He has served as the curator of the physical anthropological section at Penn Museum, conducted field research in Africa and Europe and been a popular teacher at Princeton.

For years, he taught a summer field course on modern human origins in the Bordeaux region of France; the course included excavations at a Neandertal site. His honors include being awarded the Chevalier dans l’Ordre des Palmes Académiques by the National Education Ministry of France for his anthropological research and mentoring of French students.

Joyce Carol Oates is a beloved, prolific and acclaimed American author whose novel “Them,” the PEN/Malamud Award for Excellence in the Art of the Short Story, the Carl Sandburg Award for Lifetime Achievement, the American Humanist Association’s Humanist of the Year Award, the National Book Critics Circle’s Ivan Sandrow Lifetime Achievement Award, and the 2011 National Humanities Medal.

Oates received her bachelor’s degree at Syracuse University and her M.A. in English at the University of Wisconsin-Madison. She taught at the University of Detroit and University of Windsor before coming to Princeton.

Clarence Schutt’s major research focus has been investigating how nature converts chemical energy into movement, with a focus on the structure and dynamics of crystalline profilin-beta-actin and the family of actin-binding proteins.

Early in his career, Schutt published a landmark study on methods for revealing the structure of an intact virus using X-ray crystallography that formed the core of modern crystallographic data collection programs for large biological structures. After his son was diagnosed with autism, Schutt developed an interest in autism research and taught courses on the structural biology of neurodevelopmental disorders.

Schutt received his B.S. in physics at the University of Michigan, his M.S. in physics at Michigan State University and his Ph.D. in biochemistry and molecular biology at Harvard. Before coming to Princeton in 1985, he worked as a researcher at the Medical Research Council Laboratory of Molecular Biology. After retiring, Schutt will continue as the director and chief scientist for the Nancy Lurie Marks Family Foundation, which is committed to helping autistic people lead rewarding lives.

Lee Silver is an expert on the social and ethical implications of advances in reproductive technology and genetics, including human stem cell research, cloning, genetic testing, genetic selection and genetic engineering. His 1997 book “Remaking Eden: Cloning and Beyond in a Brave New World” has been published in over a dozen languages. Silver’s early research interests were on mouse genetics, including proteins that seemed to play a role in regulating gene activity in mice and the gene product’s role in development.

Silver is a fellow of the American Association for the Advancement of Science and was a member of the New Jersey Bioethics Commission Task Force. He has testified on reproductive and genetic technologies before committees of the U.S. Congress and New York State Senate.

Silver earned bachelor’s and master’s degrees at Penn and his Ph.D. at Harvard. He worked at Sloan-Kettering Cancer Center and Cold Spring Harbor Laboratory before coming to Princeton in 1984.

James Trussell, whose research contributions have focused on birth control, demographic methods and mathematical models of population, came to Princeton as a doctoral student in 1973 and joined the faculty in 1975.

He earned his B.A. in mathematics at Davidson College and earned a B.Phil. in economics at Nuffield College, University of Oxford.

Trussell’s scholarly work includes several books and more than 350 scientific publications, including widely cited papers on methods for estimating mortality, age at first marriage, the economic consequences of teenage childbearing, spline interpolation of demographic data, natural fertility, and contraceptive failure.

Trussell has been closely connected with Princeton’s economics department, Wilson School and Office of Population Research (OPR) during his four decades on campus, holding a number of administrative positions including associate dean of the Wilson School and director of OPR. He has also served on a number of committees through the National Academy of Science, and he is a fellow of the Population Council, the Guttmacher Institute, and the Royal College of Obstetricians and Gynecologists.

Sigurd Wagner is a pioneer in photo- voltaics and flexible and stretchable electronics. His research interests also have included semiconductors and solar cells.

In the 1970s, Wagner helped establish the National Renewable Energy Laboratory in Colorado. After coming to Princeton in 1980, his research laid the foundations of flexible electronics, creating objects that were forerunners of modern curved display screens and discovering elastically stretchable electrical conductors that are now being incorporated into neuroscience research. His recent work with colleagues James Sturm and Naven Vernava is at the forefront of advanced high-performance electronic surfaces. Wagner is a fellow of the American Physical Society, a fellow of the Institute of Electrical and Electronic Engineers, a corresponding member of the Austrian Academy of Sciences, and an Alexander von Humboldt Foundation Senior Fellow.

He completed his Ph.D. in physical chemistry at the University of Vienna. Prior to Princeton, he held posts at Ohio State University, Device Process Laboratory, Materials Research Laboratory, Bell Telephone Laboratories and the Solar Energy Research Institute (now the NREL).

The following is an updated list of University employee obituaries.

Current employee


Retired employees


John Nash Jr., a legendary fixture of Princeton University's Department of Mathematics renowned for his groundbreaking work in mathematics and game theory as well as his struggle with schizophrenia, died with his wife, Alicia, in an automobile accident May 23 in Monroe Township, New Jersey. He was 86, she was 82.

During the nearly 70 years that Nash was associated with the University, he was a distinguished doctoral student; a professor in Princeton's Fine Hall whose brilliant academic career had been curtailed by his struggle with schizophrenia; then, finally, a quiet, courteous elder statesman of mathematics who still came to work every day and in the past 20 years had begun receiving the recognition many felt he long deserved. He had held the position of senior research mathematician at Princeton since 1995.

Nash was a private person who also had a strikingly public profile, especially for a mathematician. His life was dramatized in the 2001 film “A Beautiful Mind” in which he and Alicia Nash were portrayed by actors Russell Crowe and Jennifer Connelly. The film centered on his influential work in game theory, which was the subject of his 1950 Princeton doctoral thesis and the work for which he received the 1994 Nobel Prize in economics.

At heart, however, Nash was a devoted mathematician whose ability to see old problems from a new perspective resulted in some of his most astounding and influential work, friends and colleagues agreed.

At the time of their deaths, the Nashes were returning home from Oslo, Norway, where John had received the 2015 Abel Prize from the Norwegian Academy of Science and Letters, one of the most prestigious honors in mathematics. The prize recognized his seminal work in partial differential equations, which are used to describe the basic laws of scientific phenomena. For his fellow mathematicians, the Abel Prize was a long-overdue acknowledgment of his contributions to mathematics.

For Nash to receive his fullest honor only days after his death marked a final turn of the cyclinder of astounding achievement and jarring tragedy that seemed to characterize his life. "It was a tragic end to a very tragic life. Tragic, but at the same time a meaningful life," said Sergiu Klainerman, Princeton's Eugene Higgins Professor of Mathematics, who was close to John and Alicia Nash, and whose own work focuses on partial differential equation analysis.

"We all miss him," Klainerman said. "It was not just the legend behind him. He was a very, very nice person to have around. He was very, very thoughtful, very considerate and humble. All that contributed to his legacy in the department. The tragedy is that he was always present in the department. I think that by itself was very moving. It's an example that stimulated people, especially students. He was an inspiring figure to have around, just being there and showing his dedication to mathematics."

Princeton President Christopher L. Eisgruber said that the University community was "stunned and saddened by news of the untimely passing of John Nash and his wife and great champion, Alicia."

"Both of them were very special members of the Princeton University community," Eisgruber said. "John's remarkable achievements inspired generations of mathematicians, economists and scientists who were influenced by his brilliant, ground-breaking work in game theory, and the story of his life with Alicia moved millions of readers and moviegoers who marveled at their courage in the face of daunting challenges."

Although Nash did not teach or formally take on students, his continuous presence in the department over the past several decades, coupled with the almost epic triumphs and trials of his life, earned him respect and admiration, said David Gabai, the Hughes-Rogers Professor of Mathematics and department chair.

"John Nash, with his long history of achievements and his incredible battle with mental health problems, was hugely inspirational," Gabai said. "It's a huge loss not to have him around anymore."

Gabai said the Nashes regularly attended department events such as receptions, special teas and special dinners, and they also were very supportive of undergraduate and graduate students. Gabai, who was with the couple in Norway when John passed away, described their deaths as "a very slow process. But after the prize he was like a different person. He was much more confident in himself."

During their frequent talks in recent years, Nash would offer unique perspectives on numerous topics spanning mathematics, economics and beyond, said Klainerman. "Even though his mind wasn't functioning as it did in his youth, you could tell that he had an interesting point of view on everything. He was always looking for a different angle than everybody else. He always had something interesting to say."

Nash's quick and distinctive mind still shone in his later years, said Michail Rassias, a visiting postdoctoral research associate in mathematics at Princeton who was working with Nash on the upcoming book, “Open Problems in Mathematics.” He and Nash had just finished the preface of their book before Nash left for Oslo. They agreed upon a quote from Albert Einstein that resonated with Nash (although Nash pointed out that Einstein was a physicist, not a mathematician, Rassias said): “Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.”

"Even at 86, his mind was still sharp," Rassias said. "He still wanted to have new ideas. Of course, he couldn't work like when he was 30, but he still had this spark, the soul of a young mathematician. The fact that he moved slowly and talked with a quiet voice had nothing to do with the enthusiasm with which he did mathematics. It was very inspirational."

Sixty years younger than Nash, Rassias said his work with Nash began with a conversation in the Fine Hall common room in September. "I could tell there was mathematical chemistry between us and that led to this intense collaboration. He was very open, very open to discussing ideas with new people if you said something that attracted his interest," Rassias said. "He wanted to walk alone, but if you got the courage to talk to him it would be very natural for him to talk to you."

Born in Bluefield, West Virginia, in 1928, Nash received his doctorate in mathematics from Princeton in 1950 and his graduate and bachelor's degrees from Carnegie Institute of Technology (now Carnegie Mellon University) in 1946. His honors included the American Mathematical Society's 1999 Leroy P. Steele Prize for Lifetime Achievement, the 2003 Abel Prize from the Norwegian Academy of Science and Letters, one of the most prestigious honors in mathematics. The couple often attended events in Princeton's Department of Mathematics and was very supportive of undergraduate education.

John Nash and his wife, Alicia (right), who died with him May 23, are pictured at a March 25 reception in honor of Nash's receipt of the 2015 Abel Prize from the Norwegian Academy of Science and Letters, one of the most prestigious honors in mathematics. The couple often attended events in Princeton's Department of Mathematics and was very supportive of undergraduate education.

Morgan Kelly