



ACADEMIC ADVISER  
**HANDBOOK**

**2022-23**

PRINCETON UNIVERSITY  
 OFFICE OF THE DEAN  
 OF THE COLLEGE





# ACADEMIC ADVISER HANDBOOK

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## THE PRINCETON ADVISING SYSTEM

**T**hank you for advising our first-year students and sophomores! You play a crucial role in introducing our students to our academic culture and in supporting them as they navigate their own paths through Princeton. You will be the first faculty member a first-year student meets. You will frame your students' understanding of the value and purpose of a liberal arts education; your interaction will model their future engagement with faculty in the classroom and in office hours. The advising relationship can be transformative for students, as you introduce curricular possibilities and help them find opportunities in fields they might never have considered.

This booklet is designed to give you a quick overview of advising responsibilities, with suggestions for being a successful adviser, and information on the logistics necessary for the role. For full details, please consult our online Academic Advising Handbook, at <https://aah.princeton.edu/>.

## THE ROLE OF THE FACULTY ADVISER

Princeton is rare in assigning every first-year student to a faculty adviser. We do this because advising is not simply a bureaucratic task before course enrollment; at Princeton, we expect academic advisers to mentor. Consider advising as an opportunity to teach students, engaging them in serious planning toward their goals.

Practically, this entails:

- Learning about your advisees' backgrounds, interests, goals, and values
- Helping students from a wide variety of backgrounds and experiences transition to Princeton's academic culture
- Encouraging students to explore, and empowering students to make the best match possible between their educational aspirations and Princeton's complex curriculum
- Making a connection that will model productive faculty-student engagement, and being available through regular office hours and timely response to questions
- Increasing student awareness of academic resources on campus





- Providing accurate information on requirements, placement, curricula, and support in a way that is transparent, equitable, and compassionate

Key to all these points is making strong connections with students early, before they become too busy. Start your conversations with broad openness and curiosity, before drilling down to discussing placement or scheduling. Students who make a strong first connection with you are more likely to establish trust and look to you as a source of ongoing support.

In exchange, you can expect of your advisees:

- Openness to develop a relationship with you, and to share their interests, hopes, and concerns
- Preparing for advising meetings by familiarizing themselves with University requirements, completing any pre-meeting forms, and coming with questions
- Taking initiative to ask for help if they encounter difficulty
- Willingness to plan for how to get what they want out of their education at Princeton, and consideration of the perspective of varied advisers

Our annual advising survey results show that almost all students feel comfortable speaking to their faculty advisers about topics ranging from academic interests (90%) and career interests (86%) to their transition to Princeton (80%).

On the other hand, students are somewhat less comfortable discussing academic challenges with their advisers than any other matter surveyed, and in 2021, only 36% said that they actually reached out to their advisers when they were struggling with a class or academic issue. Many of our students were at the top of their high school cohorts, but once they are at Princeton, their differences in preparation or motivation may become clear. Their skills and needs vary; recognize these differences and stay informed about your advisees' progress.

Help your advisees stay in touch with you. Be sure to provide your advisees with your email, office location, your office phone number, and information about your office hours. Consider inviting your advisees to a group conversation with your other advisees a couple times a semester. Don't be surprised if only a few come—their schedules are packed with competing obligations—but they will appreciate the invitation.

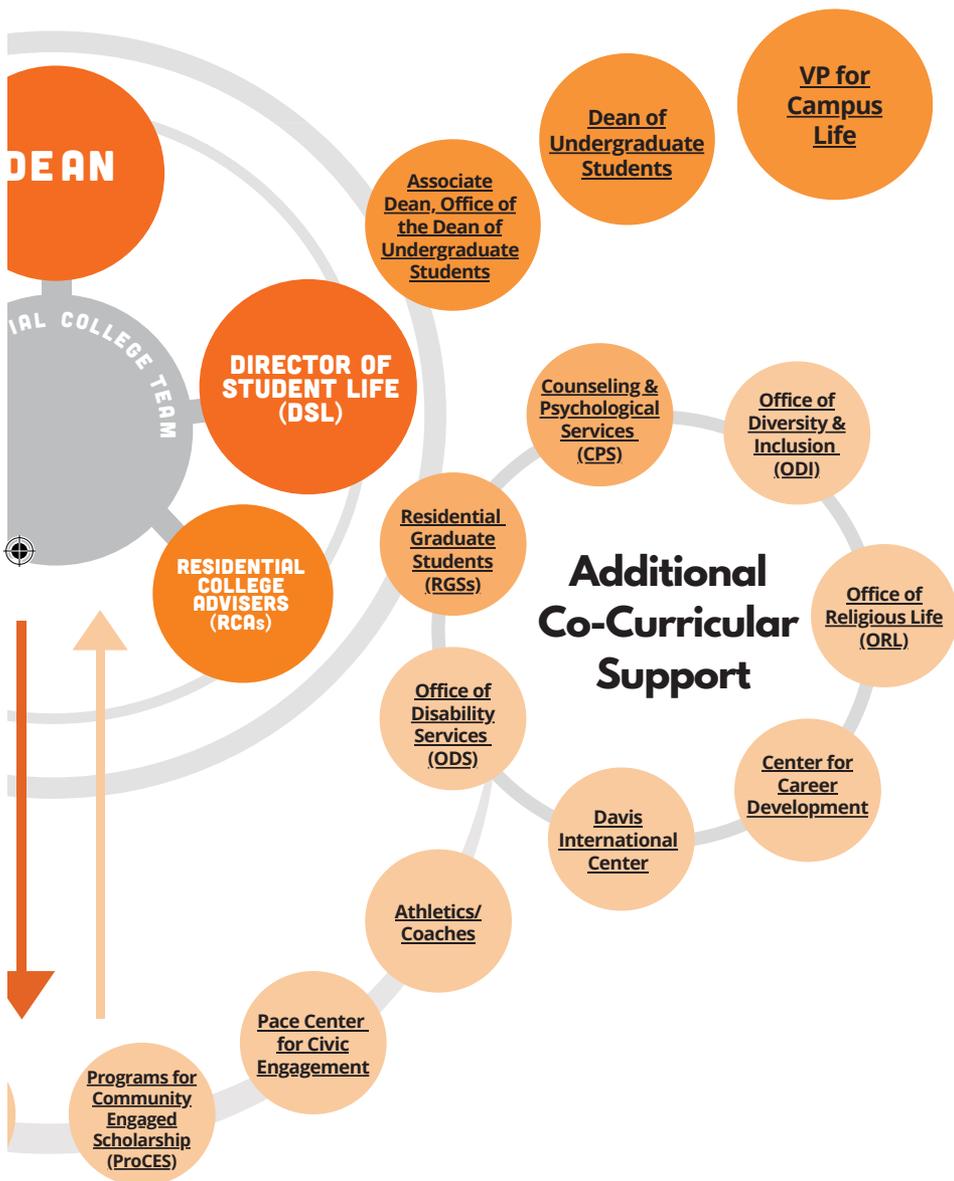








# THE ADVISING ECOSYSTEM IN UNIVERSITY





# ESSENTIAL DATES

## FALL 2022

### JULY / AUGUST

#### **FACULTY ADVISER TRAINING**

Organized by residential college (date TBD; on Zoom)

### AUGUST

#### **MONDAY, AUGUST 8 – THURSDAY, AUGUST 25**

30-minute advising appointments with first-year advisees (virtual)

### SEPTEMBER

#### **FRIDAY, SEPTEMBER 2**

First-year fall semester course registration.

#### **TUESDAY, SEPTEMBER 6**

Fall classes begin. Students can add or drop courses on TigerHub.

#### **TUESDAY, SEPTEMBER 6–16**

30-minute advising appointments with first-year advisees (in-person). Before the end of the add/drop period, you may also want to offer a lunch meeting in the residential colleges for any of your advisees (first-years as well as sophomores) to stop by and catch up with you.

#### **TUESDAY, SEPTEMBER 20**

Undergraduate deadline to drop courses without a fee; courses may not be added after this point.

### OCTOBER

#### **MONDAY, OCTOBER 24**

Classes resume after break; students begin receiving midterm grades; and selection of P/D/F option begins. Reach out to first-year advisees and offer the opportunity for a check-in meeting with you.

### NOVEMBER

#### **EARLY NOVEMBER**

Spring course offerings published.

#### **MID-NOVEMBER (DATE TBD) – THURSDAY, DECEMBER 2**

Individual 30-minute advising meetings with first-year and sophomore advisees for spring course selection; approve Academic Planning Form (APF).

(Note: Thanksgiving break is Nov. 22 – Nov. 27.)

#### **FRIDAY, NOVEMBER 11**

Deadline to drop a class or select P/D/F grade option.





## DECEMBER

### **THURSDAY, DECEMBER 1**

Sophomore spring course selection on TigerHub.

### **FRIDAY, DECEMBER 2**

First-year student spring course selection on TigerHub.

# SPRING 2023

## JANUARY

### **MONDAY, JANUARY 30**

Spring classes begin. Students can add or drop courses on TigerHub.

## FEBRUARY

### **FRIDAY, FEBRUARY 10**

Undergraduate deadline to drop courses without a fee; courses may not be added after this point.

## MARCH

### **MONDAY, MARCH 20**

Classes resume after break; students begin receiving midterm grades; and selection of P/D/F option begins.

### **THURSDAY, MARCH 30**

AB sophomore concentration declaration period begins: sophomores will meet with departments to declare majors and select fall 2023 courses but some may seek your input before finalizing their selection.

## APRIL

### **FRIDAY, APRIL 7**

Deadline to drop a class or select P/D/F grade option.

### **MONDAY, APRIL 17**

AB sophomore concentration declaration period ends.

### **EARLY APRIL**

Fall course offerings published.

### **EARLY APRIL (DATE TBD) - APRIL 19**

Individual 30-minute advising meetings with first-year students to advise them on fall course selection and approve Academic Planning Form (APF).

### **THURSDAY, APRIL 20**

First-year student fall course selection on TigerHub.







## LANGUAGE REQUIREMENT

Before graduating from Princeton, all AB candidates must demonstrate proficiency in a language other than English. The language requirement normally includes a sequence of courses, so it's best to start with it as soon as possible. Please note that students may not self-place. If they have any high school experience in a language they wish to study at Princeton, and they have not placed out through AP or SAT scores, they must take the placement test. Generally, courses through the 107/108 level fulfill the language requirement.

## DISTRIBUTION REQUIREMENTS

AB students must also complete the following general education requirements. It is normally advisable to complete most of these requirements by the end of the sophomore year, though students shouldn't rush to fit them in.

**CULTURE AND DIFFERENCE (CD)** – one course; for AB students, the “Culture and Difference” requirement may be satisfied simultaneously with another area. (No other distribution requirements may be satisfied simultaneously.)

**EPISTEMOLOGY AND COGNITION (EC)** – one course

**ETHICAL THOUGHT AND MORAL VALUES (EM)** – one course

**HISTORICAL ANALYSIS (HA)** – one course

**QUANTITATIVE AND COMPUTATIONAL REASONING (QCR)** – one course

**SCIENCE AND ENGINEERING, WITH LABORATORY (SEL)** – one course

**SCIENCE AND ENGINEERING, NO LAB (SEN)** – one course (students may opt for two SEL courses instead of 1 SEN & 1 SEL)

**LITERATURE AND THE ARTS (LA)** – two courses

**SOCIAL ANALYSIS (SA)** – two courses

All courses will be marked with their designated distribution requirement in the Course Offerings on the Registrar's website, and some courses satisfy no distribution requirement.

## CONCENTRATION PREREQUISITES

Prerequisites for departmental concentration typically include two to four courses by the end of sophomore year. A “Quick Reference Sheet” summarizing prerequisites for all departments will be distributed to advisers at the training session hosted by college in late July or early August and can be found in the online Academic Advising Handbook under “Important Reference Information.”







information about their intended majors and certificates, whether they are pre-health or plan to study abroad, and what classes they are considering.

## MEETING WITH YOUR ADVISEES

### WHAT TO EXPECT DURING YOUR INDIVIDUAL ADVISING CONVERSATIONS

Your role during this conversation with your advisees is to help them choose a viable schedule that allows them to explore and define their interests and goals. It is important to approach each meeting as a first chance to build a good advising relationship. Given that Princeton students are so diverse, the only way to advise them well is to get to know them by asking questions, listening attentively, and not making assumptions.

### SAMPLE QUESTIONS

Here are some questions you might consider to frame this first individual conversation:

- **TELL ME ABOUT YOUR HIGH SCHOOL.** What were your favorite classes and why? Where did some of your friends decide to go to college?
- **WHAT WERE SOME OF THE REASONS YOU DECIDED TO COME TO PRINCETON?**
- **WHAT ARE YOU MOST EXCITED ABOUT EXPLORING OVER THE NEXT FOUR YEARS?**
- **WHAT ARE YOU MOST NERVOUS ABOUT AS YOU LOOK AHEAD TO YOUR FIRST YEAR?**
- **WHAT EXTRACURRICULAR ACTIVITIES DO YOU HOPE TO BECOME INVOLVED IN AT PRINCETON?** What experiences or benefits do you hope to take away from those activities?
- **WHAT ARE SOME OF YOUR HOPES FOR YOUR COLLEGE EXPERIENCE?** What about your family – what are they hoping for you?
- **DID YOU PARTICIPATE IN ANY PRE-COLLEGE PROGRAMS THAT I SHOULD KNOW ABOUT?** (This might include summer research programs, QuestBridge, Leadership Enterprise for a Diverse America (LEDA), and others.)
- **WHAT MIGHT YOU WANT TO TRY HERE AT PRINCETON THAT WOULD BE COMPLETELY NEW TO YOU?**







begin fulfilling in the first year. Majors with fewer prerequisites may be explored on a more leisurely timetable.

• **WHAT OTHER COURSES CAPTURE YOUR ADVISEE'S INTEREST?**

Perusing Course Offerings fully (and searching by distribution requirements, or even times and days) can lead to new course discoveries and, potentially, to majors or certificates they hadn't considered.

• **SHOULD YOUR ADVISEE TAKE FIVE CLASSES?** Taking more than four classes in a student's first term at Princeton is strongly discouraged. We also encourage students to take no more than one course with a laboratory in their first semester (except in the case of ISC, see below). Students may take five courses in spring of the first year if their fall performance shows that this is reasonable.

• **DOES YOUR ADVISEE WANT TO TAKE MORE THAN TWO COURSES IN A SINGLE DEPARTMENT?** This runs counter to the principle of open exploration and fulfilling our broad distribution requirements. If your advisee insists, have them speak to their bttjtubou!efbovr dean.

• **IS YOUR ADVISEE INTERESTED IN AN APPLICATION-ONLY COURSE?** For application-only courses, the student may inquire with the sponsoring program if first-year applications are being accepted.

• **DOES YOUR ADVISEE PLAN TO TAKE A 100- OR 200-LEVEL MATH CLASS?** All students interested in taking a 100-level math class or MAT 201 or 203 will attend a mandatory math orientation session on Thursday, September 1, the day before course registration. The orientation session will give students an opportunity to workshop calculus problems to help determine their appropriate course placement.

• **IS YOUR ADVISEE INTERESTED IN INTEGRATED SCIENCE, ISC 231-234?** This is an excellent sequence for the right student. Bear in mind, however, that it can be tricky to drop because it is worth two course credits, and students cannot drop below three courses in a term. Students who have not received a 5 on the Calculus BC exam must speak to an integrated science representative before selecting this option. Refer to the list of departmental contacts we have shared with you if you have any questions.

• **IS YOUR ADVISEE'S SCHEDULE WELL-BALANCED BETWEEN LECTURES AND SEMINARS, COURSES HEAVY ON READING AND WRITING, AND COURSES HEAVY ON EXAMS, PROBLEM SETS, OR LABS?** Too much of the same thing can be monotonous, and it can also be overwhelming when the student has four long papers due on Dean's Date or four exams during exam week.





• **ARE THE COURSES IN WHICH YOUR ADVISEE WOULD LIKE TO ENROLL STILL OPEN?** Some courses are not normally open to first-year students except by permission of the instructor. Other courses may have filled up. Updates are available through the online Course Offerings on the Registrar's website.

• **HAS YOUR ADVISEE IDENTIFIED ALTERNATIVE COURSES IN CASE THEY ARE UNABLE TO ATTEND THE PRIMARY COURSES SELECTED OR WANT TO SHOP OTHER OPTIONS?** Courses fill up, and students may change their minds after shopping classes, so it's best to have alternatives ready.

Students should be reassured that spots usually open up later in closed classes and they can reach out to professors about possibly adding the course; meanwhile, it's advisable for them to attend the class in order not to fall behind should they join the class later. When it is truly vital that a student take a class right away (e.g., language course or general chemistry for pre-health students), the course heads will generally ensure that students can find a spot.

## PLACEMENT

Some of the most important—and complicated—initial advising conversations concern placement in classes that have varied levels, such as math or language. To see a student's test scores and placement recommendations, go to StuView through the link in the advisee roster and click on the Test Scores/AP tab. Please bear in mind that the course placement recommendations are just that: recommendations. They are best viewed as starting points for a discussion with a student.

While some students may see "placement recommendations" as encouraging them to take a particular math course in their first fall on campus, for a student who does not plan to major in a field which requires a specific level of math or science, there can often be a range of other "quantitative reasoning" classes which would be perfectly acceptable—and perhaps more accessible—for the student to take. For another student, the math placement recommendation might be a starting point for a conversation about what is most useful for an economics major. It all depends on the student's level of interest and comfort-level with the subject matter.

Bear in mind that placement conversations may be inflected by a student's previous experiences with the field. A student with high AP French scores may need to be gently encouraged to go ahead and try a 200-level class, even if they're not confident and say they had a "bad teacher and taught themselves." A student from a STEM





magnet school whose chemistry placement test score requires them to repeat general chemistry may need to be reassured that CHM 201 is a rigorous course that will give them the best foundation for further studies in the field. In these conversations, focus on the individual student's interests and goals, and try not to make assumptions.

During adviser training, the **assistant dean** will go over placement questions in detail. For more information on how to interpret test scores and their uses, please see the online Academic Advising Handbook: Preparing for First-Year Orientation Advising › AP Scores and Their Uses and SAT & ACT Scores. Please note that due to Covid-19, we have modified some of our placement processes, requiring students to take a Princeton online placement test over the summer if they wish to confirm and receive credit for AP/IB/A-level exam scores from 2020 and beyond in the following fields: Chemistry, Physics, French, Italian, Latin.

## PRE-HEALTH PREPARATION

Please encourage students interested in the health professions to meet the Health Professions Advising (HPA) staff as soon as possible because there are many variants of pre-health programs. The basic coursework required to prepare for admission to medical school is:

- Two years of chemistry with labs (CHM 201/207-202, typically taken in the first year; CHM 301 and CHM 302/304, typically taken sophomore year)
- Math (one semester of calculus + one semester statistics recommended)
- Two semesters of biology (EEB 211 and MOL 214, typically taken sophomore year; some students opt to take MOL 214 in first year spring)
- Biochemistry (MOL 345, taken after Organic Chemistry)
- Two semesters of physics (usually PHY 101-102/108, often taken junior year; alternatively, PHY 103-104/109-110)
- Two semesters of English (literature/writing; writing seminar counts as one)

For typical sequences, especially for students with Advanced Placement, see the Pre-Health Advising section in the online Advising Handbook or the HPA "Preparing" guide: <http://hpa.princeton.edu/prehealth-prep/academic-preparation/>.





## COURSE ENROLLMENT APPROVAL MECHANICS

While meeting with your advisee, you will be viewing the information in their Academic Planning Form (APF). Please note in the text fields which courses you have discussed and approved at the end of your conversation, then click "Save." This will save notes from your conversation in case you, the assistant dean, or dean need to look back later. Remember, the student can also see these notes.

For more information on course advising processes and procedures, see the First Year Fall Course Enrollment Process section of the online Academic Advising Handbook.

## FREQUENTLY ASKED QUESTIONS

### **TO WHOM SHOULD I REFER FIRST-YEAR STUDENTS IF THEY CONTACT ME ABOUT PROBLEMS DURING FIRST-YEAR COURSE SELECTION ON SEPTEMBER 2?**

Students will be able to talk with their assistant dean, dean, or a member of the registrar's staff, who can in turn connect them with other offices and departments as needed.

### **WHAT COMMENTS ARE HELPFUL FOR ME TO ADD IN THE ACADEMIC PLANNING FORM (APF)?**

It's helpful to list any courses that you've approved, test scores that haven't been recorded, concerns you may have about the upcoming term, and future academic plans you have discussed with your advisee.

### **WHEN DO MY ADVISEES BUY THEIR BOOKS?**

First-year students can begin to order their course books from Labyrinth Books via Canvas after they enroll in classes on September 2. Books are returnable for a full refund until the end of the add/drop period (September 20) and for store credit until the mid-semester break.





## ADVISING DURING THE ACADEMIC YEAR

Your initial virtual advising conversation will provide first-year students a strong start, but you will want to make sure that you're available for subsequent consultations during the fall term. For the first two weeks of the semester, students can sit in on courses before finalizing their selection. Students often change their minds about their schedules, which is why we ask that you meet with them for a follow-up, in-person advising meeting before the end of the add/drop period. As the fall term gets underway, your advisees will email you as questions arise, but we also encourage you to offer regular office hours, so they feel comfortable stopping by. After midterms, your first-year advisees may need additional support to navigate any academic challenges they are encountering in their classes. They'll benefit from the opportunity to schedule a check-in meeting with you to talk through how things are going.

### ADVISING SOPHOMORES

In the case of your sophomore advisees, they chose their fall courses during the preceding spring semester, but they often rethink their selections over the summer. Remember to reach out to them during the first two weeks of classes while they can still add and drop courses. This is also a great opportunity to reconnect with your sophomores (or meet newly assigned advisees for the first time and show them that you are there to support them. Some advisers schedule one-on-one or group meetings with their sophomores during this time while others schedule a group meeting.

### CONCENTRATION SELECTION & DECLARATION

Choosing a major is one of the most important academic decisions your advisees will make. In addition to helping them decide which concentration might be the best fit for them, you should keep an eye on whether they are advancing adequately on the prerequisites they need for each department they are considering. Some students will feel very certain about their concentration early on, but should be encouraged to "parallel plan" by exploring other options and completing prerequisites for at least one other concentration in case they do change their minds. Other students will be very uncertain about their concentration and you will need to help them determine what interests them.

AB students formally declare their concentrations by mid-April of their sophomore year (with rare exceptions for "early concentrators" whom you should refer to their **assistant dean**





## CERTIFICATE SELECTION

Sophomores may also consult with you about certificates. These can be useful ways of exploring other topics, either related to their major or wholly distinct. Unlike concentrations, certificates are not required for the degree and about 40% of Princeton students choose not to get one. Certificates are structured in much more varied ways than majors. Most certificates require some independent work but often only in senior year, so it is possible to declare them as late as the beginning of senior year. A few others, however, require students to apply at the end of sophomore year (e.g., neuroscience, finance, or global health and health policy).

## ADVISING CYCLE: THROUGH THE YEAR

### DROPPING COURSES

Students can drop a course for a \$45 fee during the add/drop deadline between the end of the second week and the end of the ninth week of the semester. Students usually make this decision following midterms based on their grades.

In cases where a student is struggling significantly with a class, dropping that class may be a sound decision that allows them to focus their efforts on other classes and removes a source of anxiety or frustration. These immediate benefits need to be weighed, however, against the challenge of making up a course deficiency by adding an extra class to a later semester or taking a summer class.

Students getting a B or C are usually better off staying in a course and making adjustments to improve their performance. Note that in cases where students would incur a course deficiency by dropping a class, they should speak to their **assistant dean** before finalizing their decision.

### CHOOSING THE PASS/D/FAIL GRADING OPTION

Students can opt to P/D/F a course between the seventh week (the week after they return from fall or spring break) and the end of the ninth week of the semester. According to the *Undergraduate Announcement*, “[t]he intent of the pass/D/





fail option is to encourage exploration and experimentation in curricular areas in which the student may have had little or no previous experience.”

In practice, students often use the P/D/F as a form of GPA management and may need to be reassured when they are stressing excessively over grades. Students may also want to P/D/F a class to devote more of their time to other courses, which is especially reasonable if a student is taking a demanding course load and the class in question is out of their comfort zone and/or being taken for the purpose of fulfilling a distribution requirement.

## ACADEMIC DIFFICULTIES & ACADEMIC SUPPORT

Perhaps the greatest challenge your advisees will face at Princeton—emotionally and academically—is overcoming struggles in a class. Struggles may be due to a lack of background in a particular content area, study strategies that aren’t adequate for our demanding courses, time-management issues, mental or physical health challenges, or other factors.

As an experienced teacher and scholar, your advice will be invaluable to them. One of your main roles as an adviser is also to refer students to other resources, such as the McGraw Center (for a learning strategies consultation and/or course-specific tutoring), the Writing Center, and Counseling and Psychological Services.

## SUBSEQUENT COURSE ENROLLMENT ADVISING

You will need to schedule advising and course selection meetings in November/early December (both first-year students and sophomores) and in April (only first-year students; sophomores select courses with their new departments).

Note that AB sophomores enter their departments March 30 through April 17. The Registrar will send sophomores a link to a declaration portal, and then students follow departmental instructions for fall semester course enrollment advising and approval. Some sophomores will request to meet with you before they sign in to their department—this can be an opportunity to reflect on their intellectual growth, and to help them imagine how they will keep balancing disciplinary specialization with other interests. Some advisers also take their sophomores for ice cream or coffee to celebrate as a group their “graduation” into departments.





# RESOURCES GUIDE

## COLLEGE ADVISING RESOURCES

**T**he residential college staff is an important resource for your advisees during all four years at Princeton. Deans, directors of studies, and directors of student life work together as a team to help address academic and nonacademic issues. Deans and directors of studies oversee students' academic progress. Directors of student life support students on a wide range of personal and social issues, and in case of a medical or family emergency.

## ACADEMIC SUPPORT & RESEARCH RESOURCES:

**THE CENTER FOR CAREER DEVELOPMENT** offers career exploration and development opportunities and resources.

**FELLOWSHIP ADVISING PROGRAM** guides undergraduates and alumni of Princeton through a wide range of fellowship, scholarship, and grant opportunities.

**FRESHMAN SCHOLARS INSTITUTE (FSI)** is a 7-week summer bridge program primarily for students from backgrounds historically underrepresented at Princeton, and for whom the University presents a new and different academic and social culture. Normally, every participant takes two classes—a multidisciplinary introduction to scholarly ways of thinking, reading, and writing and a STEM course on data science, life sciences, or engineering. They also receive mentorship and an introduction to campus resources and the community.

**HEALTH PROFESSIONS ADVISING (HPA)** helps students interested in careers in the health professions make informed decisions about their career choices, provides guidelines regarding pre-health coursework and admission requirements, and facilitates involvement in the health care community through clinical work, service, and research.

**MCGRAW CENTER FOR TEACHING & LEARNING** provides individual and group tutoring, review sessions, academic strategies workshops and one-on-one consultations. See <https://mcgraw.princeton.edu/undergraduates/> for more information. Please note that Princeton





undergraduates are permitted to use only those tutoring services authorized by the Office of the Dean of the College.

**OFFICE OF DISABILITY SERVICES (ODS)** facilitates reasonable accommodations to support students with disabilities and ensures equal access to curricular and co-curricular opportunities.

**OFFICE OF INTERNATIONAL PROGRAMS (OIP)** supports student enrichment experiences abroad, including the Study Abroad Program and the International Internships Program.

**OFFICE OF UNDERGRADUATE RESEARCH** helps students find research programs that match their interests and provides access to funding and independent work guides for each department.

**SCHOLARS INSTITUTE FELLOWS PROGRAM (SIFP)** offers mentorship, academic enrichment, and a welcoming scholarly community to students from backgrounds historically underrepresented at Princeton. SIFP invites all first-generation and low-income students, as well as military veterans and transfer students, to apply to become SIFP Fellows.

**TRANSFER PROGRAM** provides holistic support for transfer students from a range of backgrounds, and particularly students from low-income backgrounds, community college students, and the U.S. military.

**WRITING CENTER** offers one-on-one conferences to support writing projects in any academic field and across writing formats, including essays, research projects, lab reports, personal essays, and fellowship applications.

## COMMUNITY & WELLBEING RESOURCES:

**ATHLETICS PROGRAM AND THE OFFICE OF THE DEAN OF THE COLLEGE** are committed to aiding student-athletes as they balance their academic and athletic engagements. Advisers can contact Associate Dean Alec Dun in the Office of the Dean of the College with any questions.

**CARL A. FIELDS CENTER FOR EQUALITY & CULTURAL UNDERSTANDING** supports and cultivates diverse perspectives on race, class, gender, and their intersections.





**COUNSELING AND PSYCHOLOGICAL SERVICES (CPS)** offers counseling and urgent consultations available at no cost to currently enrolled Princeton students and their eligible dependents.

**DAVIS INTERNATIONAL CENTER** supports international students in matters of immigration advising and processing, cultural and practical adjustment, and social enrichment.

**GENDER + SEXUALITY RESOURCE CENTER** fosters a supportive and inclusive campus community for women, femme, trans, and queer Princetonians through collaborative programming, education, advocacy, and mentorship.

**OFFICE OF RELIGIOUS LIFE** facilitates broad explorations of religion, ethics, public policy, and community well-being. The office offers interfaith programming and supports a variety of chaplaincies and student groups.

**THE SEXUAL HARASSMENT/ASSAULT ADVISING, RESOURCES & EDUCATION (SHARE) OFFICE** provides support to those who are dealing with incidents of interpersonal violence and abuse, including sexual harassment, sexual assault, dating/domestic violence, and stalking.

**UNIVERSITY HEALTH SERVICES (UHS/MCCOSH)** provides medical, health, and wellness services to Princeton students and their dependents.





# LOOKING AHEAD TO AY 23–24

## FALL SEMESTER

- 9/5/23** First day of fall semester (Tuesday)
- 10/9 – 10/13/23** Midterm examination week
- 12/7/23** Last day of class (Thursday)
- 12/8 – 12/15/23** Reading period
- 12/15/23** Dean's Date deadline for student submission of written work
- 12/16– 12/22/23** Final exam period

## WINTERSESSION

- 1/15 – 1/28/24** Wintersession activity period
- 1/19/24** University deadline for junior independent work

## SPRING SEMESTER

- 1/29/24** First day of spring semester
- 3/4 – 3/8/24** Midterm examination week
- 3/28/24** AB sophomore concentration period begins
- 4/26/24** Last day of class (Friday)
- 4/29/24** University senior thesis deadline
- 4/29 – 5/7/24** Reading Period
- 4/30/24** University deadline for junior independent work
- 5/7/24** Dean's Date deadline for student submission of written work
- 5/10 – 5/16/24** Final exam period
- 5/27/24** Class Day
- 5/28/24** Commencement for the Class of 2024





# RESIDENTIAL COLLEGE STAFF DIRECTORY & IMPORTANT CONTACTS

## **BUTLER COLLEGE**

Head of College: Elizabeth Armstrong, ema@, x4956; SPI, x6981

College Dean: TBD @, x4954

Assistant Dean: Matthew Lazen, mlazen@, x7140

Director of Student Life: Joe Rolón, jrolon@, x1664

## **FORBES COLLEGE**

Head of College: Maria Garlock, mgarlock@, x5232; CEE, x2728

College Dean: Patrick Caddeau, caddeau@, x5229

Assistant Dean: Rashidah Andrews, rashidah@, x7193

Director of Student Life: Justin Smith, justin.smith@, x4825

## **MATHEY COLLEGE**

Head of College: Stacey Sinclair, ssinclr@, x3724; PSY, x9557

College Dean: Michael Olin, molin@, x3317

Assistant Dean: Natalia Córdova Sánchez, ncordova@, x7223

Director of Student Life: Darleny Cepin, dcepin@, x8845

## **NEW COLLEGE EAST**

Head of College: Asif Ghazanfar, asifg@, x2243; PSY, x9314

College Dean: Alexis Andres, aandres@, x2248

Assistant Dean: TBD @, x2257

Director of Student Life: TBD @, x2296

## **NEW COLLEGE WEST**

Head of College: AnneMarie Luijendijk, aluijend@, x3148; REL, x0931

College Dean: Anne Caswell-Klein, acaswell@, x6496

Assistant Dean: Johanna Rossi Wagner, jrwagner@, x1929

Director of Student Life: Garrett Meggs, gmeggs@, x3281

## **ROCKEFELLER COLLEGE**

Head of College: Clancy Rowley, crowley@, x3728; MAE, x7321

College Dean: Justine H. Levine, justinel@, x7245

Assistant Dean: Maria A. Medvedeva, masha@, x5313

Director of Student Life: Amy Ham Johnson, amyham@, x2652





### **WHITMAN COLLEGE**

Head of College: Claire Gmachl, cgmachl@, x8944; ELE, x7489

College Dean: Jaclyn Schwalm, jschwalm@, x8093

Assistant Dean: TBD @, x8525

Director of Student Life: Momo Wolapaye, momo@, x8145

### **SEAS UNDERGRADUATE AFFAIRS OFFICE**

Dean Peter Bogucki, bogucki@, x4554

### **ATHLETIC-ACADEMIC AFFAIRS**

Associate Dean James (Alec Dun, jamesdun@, x9310

### **CURRICULAR MATTERS**

Associate Dean Rebekah Peebles, rmasseng@, x8197

### **OFFICE OF THE DEAN OF THE COLLEGE**

Senior Associate Dean Claire Fowler, cmfowler@, x5519

Associate Dean Cecily Swanson, cecily@, x2406



## QUICK CONTACTS

### QUESTIONS ABOUT UNIVERSITY POLICY:

Dean Claire Fowler, ODOC,  
cmfowler@, **X5519**

### QUESTIONS ABOUT FACULTY ADVISER PROGRAM:

Dean Cecily Swanson, ODOC,  
cecilys@, **X2406**

### CONCERNS ABOUT STUDENTS:

Residential College Dean,  
see pages 24-5 or  
check StuView on  
the Advisers tab

### URGENT CONCERNS ABOUT STUDENT SAFETY:

Department of  
Public Safety, **X3333**  
or Counseling & Psychological  
Services, **X3141**

