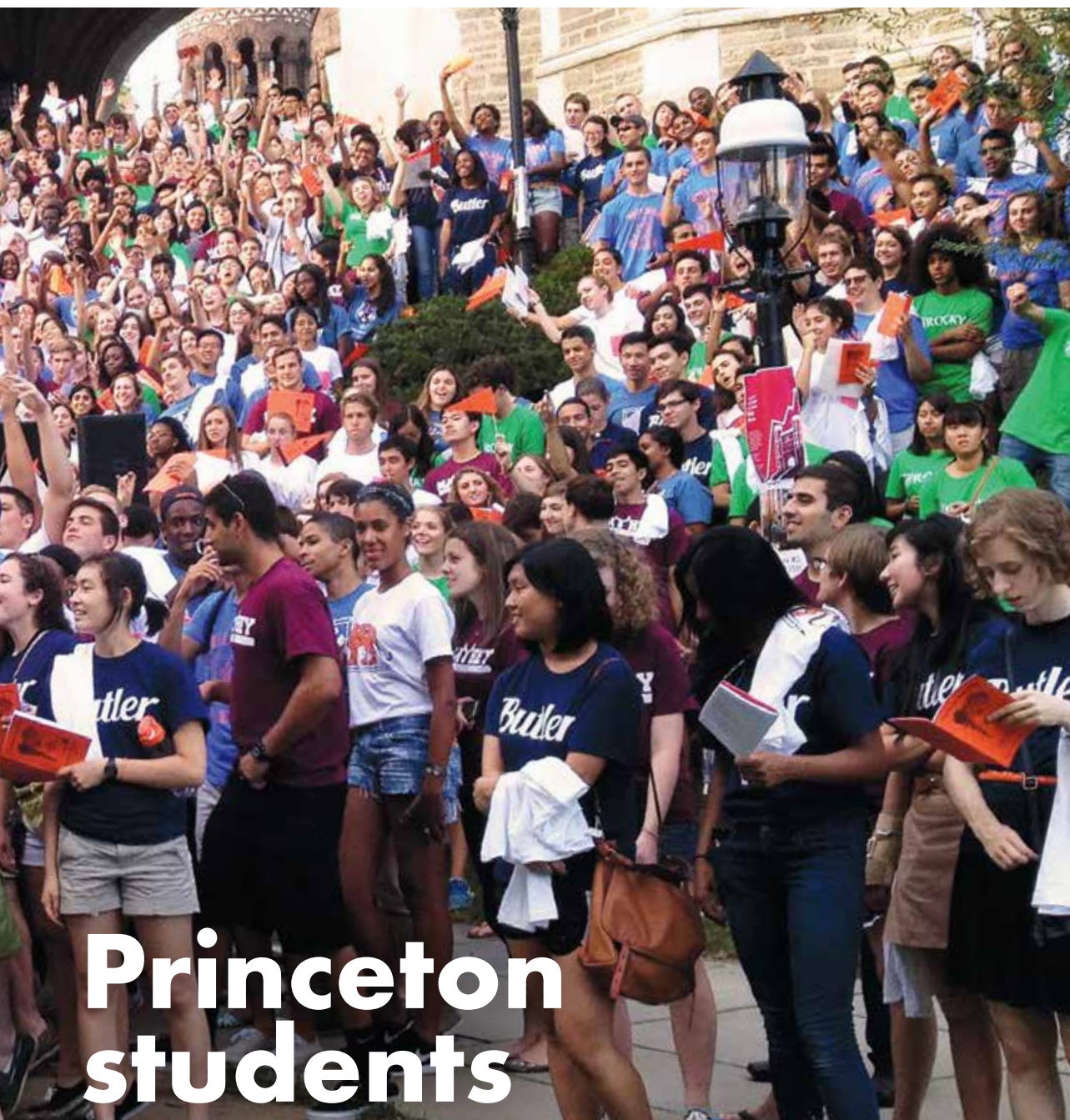




DIVERSE PERSPECTIVES

**Experience
Princeton**





Princeton students

are

**advocates, artists,
athletes, community
builders, engineers,
entrepreneurs, leaders,
poets, travelers.**

These are just some of the words students featured in this book may use to describe themselves. Through “Diverse Perspectives” you will meet a handful of the undergraduates who come to Princeton from all over the country and the world. You may find yourself relating to their stories, or sharing similar backgrounds and experiences as them. Or you might simply be inspired by their personal narratives.

You will gain a sense of life on campus, including our academic programs, housing and dining options, campus centers and student organizations, and advising and support resources.

In addition, you can learn about Princeton’s generous financial aid program and our continued efforts to enroll more students from low- and middle-income backgrounds. This book also includes information about the application process and how to visit our beautiful campus.

More details and stories from other students and faculty are available on the Office of Admission website at admission.princeton.edu.

We hope you will read further about the diversity of people and perspectives that makes Princeton so special.



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Learning from each other

I grew up near Barcelona. I lived in Italy for two years to attend an English language instruction high school. I wanted to go to college in the United States because of the opportunities here, especially at a school like Princeton.

I'm concentrating in civil and environmental engineering and getting a certificate in Latin American studies. I'm focused on environmental engineering, and interested in tackling problems like inequalities of access to clean water and air. Last summer, I conducted climate change research in Spain and Italy through a Princeton Environmental Institute internship, helping collect and analyze 160 kilograms of rock samples. I also plan to study abroad in Chile, taking engineering classes and learning the country's indigenous languages.

The people here blow my mind. Princeton students are so passionate about so many things. You can be

as normal or weird as you want and no one will judge you. I have international friends from all over and American friends who have never left the States.

My first-year roommate grew up in rural Pennsylvania. She was so excited when we first met because she was learning Spanish and always dreamed of visiting Spain. We talked together in Spanish and I taught her about Spanish culture, history and art. She invited me to her house for Thanksgiving and her family was so welcoming. And I discovered pumpkin pie! I ate so much pumpkin pie that weekend to compensate for all my years without it. At the end of our first year, she went to Princeton-in-Spain for the summer.

It's cool how you can impact people's lives just by sharing your experiences. In the same way, I've learned a lot about U.S. cultural, racial and social issues that I did not know.

There are always a million things to do on campus. For example, I'm an LGBT peer educator. We give talks to first-year students and lead training for

**Sophomore
from Rubí,
Spain**

Celia Aranda Reina

faculty and staff. I'm giving a talk about how to use pronouns in the classroom. Whenever you go to the LGBT Center, you can find a group meeting or people just hanging out. There are many identities within the LGBT community. A lot of groups work within the intersections of identities, like faith and LGBT. It's really nice to be able to make all these connections.

I've also reignited my love for guitar. I play classical guitar and started taking lessons on campus. I have song books where I collect songs and chords that my friends like. One of my favorite things to do on a nice day is sit outside my dorm and play guitar with my friends. It's a nice way to relax and to meet new people.

Who We Are

Princeton undergraduates represent a variety of backgrounds and places. We work hard to create a community on campus that is vibrant, dynamic and inclusive.

5,301 Total undergraduates
Classes of 2019-2022

51% Men

49% Women

15.5% First-generation college students

45% American students of color

41.5% American white/non-Hispanic students

12% International students

Undergraduates from **50** states and **100+** countries



Nate Levitt

Junior from
Tulsa, Oklahoma

An adjustment from high school

I'm a product of a large public high school in Tulsa. Booker T. Washington High School has a proud history of being the first high school in the city to integrate. High school was a great experience, but the workload and pace of Princeton classes were a big adjustment for me. I worked harder than I ever had my first year. I vividly remember sitting in my dorm room at 3 a.m. on a November night, typing an email to friends and close family updating them on my life, where I slowly came to the realization that it was OK if I didn't get the top test score or write the best essay.

I didn't have an incredibly tough time my first year of Princeton, per se. Everyone here cares deeply about academic and intellectual experiences, and they want to do well, but it's definitely an adjustment — we can't all be the top student some of us may have been in high school.

Everyone comes to this conclusion at some point in their college experience. It's why I joined the Princeton

Perspective Project. I had never heard of PPP until my friend casually asked me to join. PPP's messages immediately hit home: College is not always an easy adjustment and Princeton can be hard. You don't have to be the best at everything and it's okay to fail.

PPP was started by the Undergraduate Student Government. Through social media, peer-to-peer support, poster campaigns and other programs, PPP tells students that setbacks and struggles are normal parts of the college experience and of a successful life. We dispel the myth of effortless perfection — the idea that you have to be perfect and make it all look easy. Everyone is struggling with something, whether it's a class, a relationship or a family issue. We don't have to pretend that life is always fine. We can talk about our problems and support each other.

PPP tries to help others with the process of figuring out that we should derive meaning from trying. I've applied to internships or fellowships that I haven't always received. What I've found matters is not the letter on the transcript or the award you get but how much you learn along the way.

Lucy Chuang

Sophomore from
Duluth, Georgia

Embracing my identities

My mother worked two jobs as a janitor and in the cafeteria at a local elementary school. I remember wincing as one of my teachers scolded the class once — “If you don’t work hard in school, you’ll either end up a McDonald’s worker or a janitor.” I didn’t know how to grapple with the connotations that my mother was uneducated, lazy, that this was the only job she could get. All false.

People don’t know she worked in pharmaceuticals in her native China, has read and taught me about one of her favorite pieces of literature, and can explain the elaborative concepts of Daoism and Confucianism without stuttering in her beautiful Mandarin dialect.

When I wasn’t comfortable with my identity as an Asian American, I took to writing. My mother would bring home half-filled composition notebooks that had been thrown in the trash cans at her school. I wrote about feeling invisible in a sea of people who didn’t look like me. I wrote about walking the tightrope between two different cultural identities, feeling American and being fully Chinese.

Most of all, I wrote because it was available to me as a first-generation, low-income student. I focused my poetry on what it was like to be the first in my family to go to college, to not have the same privileges of other students my age, who could afford to travel the world when I had never even been back to visit my parents’ motherland. The part of me that was missing in terms of understanding my own identity slowly emerged as I learned to revel in the humility and perseverance that my parents instilled in me.

I continue to explore my identities and interests at Princeton. I’m concentrating in politics and getting certificates in Asian American studies and creative writing. I’m co-president of the Asian American Students Association, as well as poetry editor for the creative writing group “Arch & Arrow,” and a resident of the Edwards Collective, a new residential community in one of the dorms for students in the arts and humanities.

My favorite class so far has been “Introduction to Asian American Studies.” I also appreciate the history of activism by student and alumni groups who lobbied the University to offer Asian American studies as a certificate program. I loved this class, in particular, because of the wide breadth of resources we examined — ranging from racist magazine depictions of Japanese and Chinese Americans during World War II to documentaries about hate crimes. The class has inspired me to closely examine my own identity and how it has been shaped by the narratives of all those who have come before me.

Community Spaces

Community spaces and centers provide a hub for multicultural, service and other activities. They are open to all students.

AccessAbility Center An inclusive gathering space where students can study, relax and learn about ability and difference. The space is designed for universal access. Features include an automatic door opener, adjustable-height desks and chairs, computer workstations for users with visual or hearing impairment, an American Sign Language alphabet display and a seasonal affective disorder lightbox.

Carl A. Fields Center for Equality and Cultural Understanding

A place where diverse perspectives and experiences of race, class, gender and their intersections are supported and challenged, questioned and answered. The center's mission is to foster unity among the Princeton community through programs that integrate self-awareness, multicultural and intercultural communication skills, social justice education, and leadership opportunities. The center is a friendly space for study breaks, movie nights, festivals and more.

Davis International Center The center offers an array of services and programs for international students and scholars, including advising on immigration and visa matters and consulting on intercultural issues. The center also hosts intercultural programs and events.

Lesbian, Gay, Bisexual and Transgender Center

The LGBT Center supports and empowers lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual students by providing community-building, education, events and initiatives. Its mission is helping individuals explore their many identities. At the same time, the LGBT Center serves the entire campus community through training, consultation and advocacy.

The John H. Pace Jr. '39 Center for Civic Engagement

The Pace Center helps students learn to do service well and have a positive impact in the community. Through the Pace Center, students can learn alongside the community, help others, explore pressing societal issues, engage with faculty, advocate for change, and connect service to academic pursuits at Princeton and beyond. With the Pace Center, students discover who they are, why they serve, and how to make a difference in the world.

Women's Center Some of Princeton's first undergraduate women founded the center in 1971. It welcomes people of all genders and fosters dialogue about the role gender plays in shaping all of our lives. Building upon a legacy of activism and advocacy, center activities are organized around six themes: developing leadership, promoting holistic health, building community, mentoring and empowering, advocating for students, and educating and training.



Alik Zalmover

Sophomore from
Basking Ridge,
New Jersey

Building bridges between the Deaf and hearing communities

Princeton was always my top choice. It's close to home. It's full of intellectual, ambitious and curious people. Moreover, alumni consistently tell me that they feel like part of a big Princeton family.

The support for Deaf students was part of my consideration when I applied to colleges. I was concerned about accommodations for my classes and extracurricular activities. I visited Princeton and was impressed by the Office of Disability Services. It was easy to communicate with staff and they answered all my questions. I also sat in on a few lectures and really enjoyed them. I still have my notes on Fubini's theorem from a math class I visited three years ago!

The University provides two American Sign Language (ASL) interpreters to work with me. We work very well together and always listen to each other's feedback. In classes, my interpreters sign what professors and students say. When necessary, they voice anything I verbally articulate to the class, like when I answer professors' questions. They also

interpret for me outside of classes, such as at a performance on campus or my video-conference meetings with high school fellows that I mentor.

We often meet to discuss changes and how they can increase my access to communication with other people. I appreciate everything they do to make my college experience the best possible. I could not maximize my potential here without such an amazing team.

I strive to teach the sign language alphabet to people I frequently work with. I taught the alphabet to all the first-years in my dorm. It is a fun and engaging experience for everyone. There are also classes that teach ASL, an ASL student club and ASL language tables in the dining halls.

My biggest surprise so far at Princeton is how friendly people are. Students and the faculty are more than happy to have a casual conversation with you. I rarely sense an awkward moment when I ask students to type down what they are saying to me because I have a difficult time understanding them, especially in a loud situation.

TLDR: If you don't ask questions, you will never know the answers.



Alvaro Morales

First-year from
Denton, Texas

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Service in the Marines, then at Princeton

After my first day in the Marine Corps, having spent hours with my drill sergeant, I laid my head down and said quietly to myself, “I should have just gone to college.” However, that feeling quickly faded, and I remembered why I joined the service. Attending college was always a goal of mine. I just wanted to take a short detour first.

My mom and dad are immigrants from Guatemala. They settled in Texas, where I was born and raised. When I was a junior in high school, I informed my parents that I wanted to serve in the United States Marine Corps. A part of me wanted to continue my family’s legacy of military service that started in Guatemala, but it wasn’t the most significant reason. I remember watching the Sept. 11 attacks on TV when I was 7 years old. Though at the time I didn’t fully comprehend what was happening, I remember telling my father that I wanted to help. One month after graduating high school, I left for boot camp in California. I served for five years as a corrections officer at Camp Pendleton, and I also got married during that time.

After the military, I enrolled at the University of North Texas, but I found myself missing a close-knit community like the one I left behind in the Marines. I wanted to transfer to another college, and Princeton was number one on my list for a number of reasons: its strong economics program, its size, as well as its generous financial aid program.

The biggest challenge I have faced so far is adjusting to the rigor and pace of classes at Princeton. My adjustment to life on campus has been much more straightforward. The Marine Corps cultivates leaders, and the same qualities that make you a great leader make you a great student.

After transitioning out of the military, I started my first business. I learned so much from that experience. Entrepreneurship has always interested me. In my first year, I learned that Nicholas Leiter, a graduate student in Princeton’s Woodrow Wilson School of Public and International Affairs and an active duty military officer in the U.S. Coast Guard, created a company to help military families achieve homeownership and long-term financial security. Nick interviewed me and decided to bring me on board to lead UpRoot’s development operations. We will be participating in Princeton’s 2019 eLab Summer Accelerator Program through the Keller Center for Innovation in Engineering Education.

One of my main objectives at Princeton is to provide a structure that will better integrate veterans with the larger undergraduate student body. I believe my participation in the accelerator program is one step. I also serve as vice president of the Princeton Student Veterans Club, a group I hope will help generations to come.

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Departments and Programs

Students select an academic concentration after their first year for B.S.E. degree candidates and after sophomore year for A.B. degree candidates. Students also may earn certificates in other areas of interest. For example, a molecular biology concentrator may earn a certificate in visual arts,

a computer science concentrator may earn a certificate in global health and health policy, or an African American studies concentrator may earn a certificate in sustainable energy. More information on degrees and requirements may be found at princeton.edu/academics.



A.B. degree

Students pursuing a Bachelor of Arts degree may concentrate in any one of the following academic departments in the humanities, natural sciences or social sciences:

African American Studies

Anthropology

Architecture

Art and Archaeology

Astrophysical Sciences

Chemistry

Classics

Comparative Literature

Computer Science

East Asian Studies

Ecology and Evolutionary Biology

Economics

English

French and Italian

Geosciences

German

History

Mathematics

Molecular Biology

Music

Near Eastern Studies

Neuroscience

Philosophy

Physics

Politics

Psychology

Religion

Slavic Languages and Literatures

Sociology

Spanish and Portuguese

**Woodrow Wilson School of Public and
International Affairs**

B.S.E. degree

Programs of study in the School of Engineering and Applied Science lead to the degree of Bachelor of Science in Engineering. Students may concentrate in one of the following academic departments:

Chemical and Biological Engineering

Civil and Environmental Engineering

Computer Science

Electrical Engineering

Mechanical and Aerospace Engineering

**Operations Research and Financial
Engineering**

Certificate programs

Students also may choose from among 55 certificates of proficiency, which offer a chance to pursue focused study in an area of interest or in subjects that supplement the primary work of a student's concentration. Students may earn more than one certificate.

African American Studies

African Studies

American Studies

Applications of Computing

Applied and Computational Mathematics

Archaeology

Architecture and Engineering

Asian American Studies

Biophysics

Cognitive Science

Contemporary European Politics and Society

Creative Writing

Dance

East Asian Studies

Engineering and Management Systems

Engineering Biology

Engineering Physics

Entrepreneurship

Environmental Studies

Ethnographic Studies

European Cultural Studies

Finance

Gender and Sexuality Studies

Geological Engineering

Global Health and Health Policy

Hellenic Studies

History and the Practice of Diplomacy

Humanistic Studies

Jazz Studies

Journalism

Judaic Studies

Language and Culture

Latin American Studies

Latino Studies

Linguistics

Materials Science and Engineering

Medieval Studies

Music Performance

Music Theater

Near Eastern Studies

Neuroscience

Planets and Life

Quantitative and Computational Biology

Robotics and Intelligent Systems

Russian, East European and Eurasian Studies

South Asian Studies

Statistics and Machine Learning

Sustainable Energy

Teacher Preparation

Technology and Society

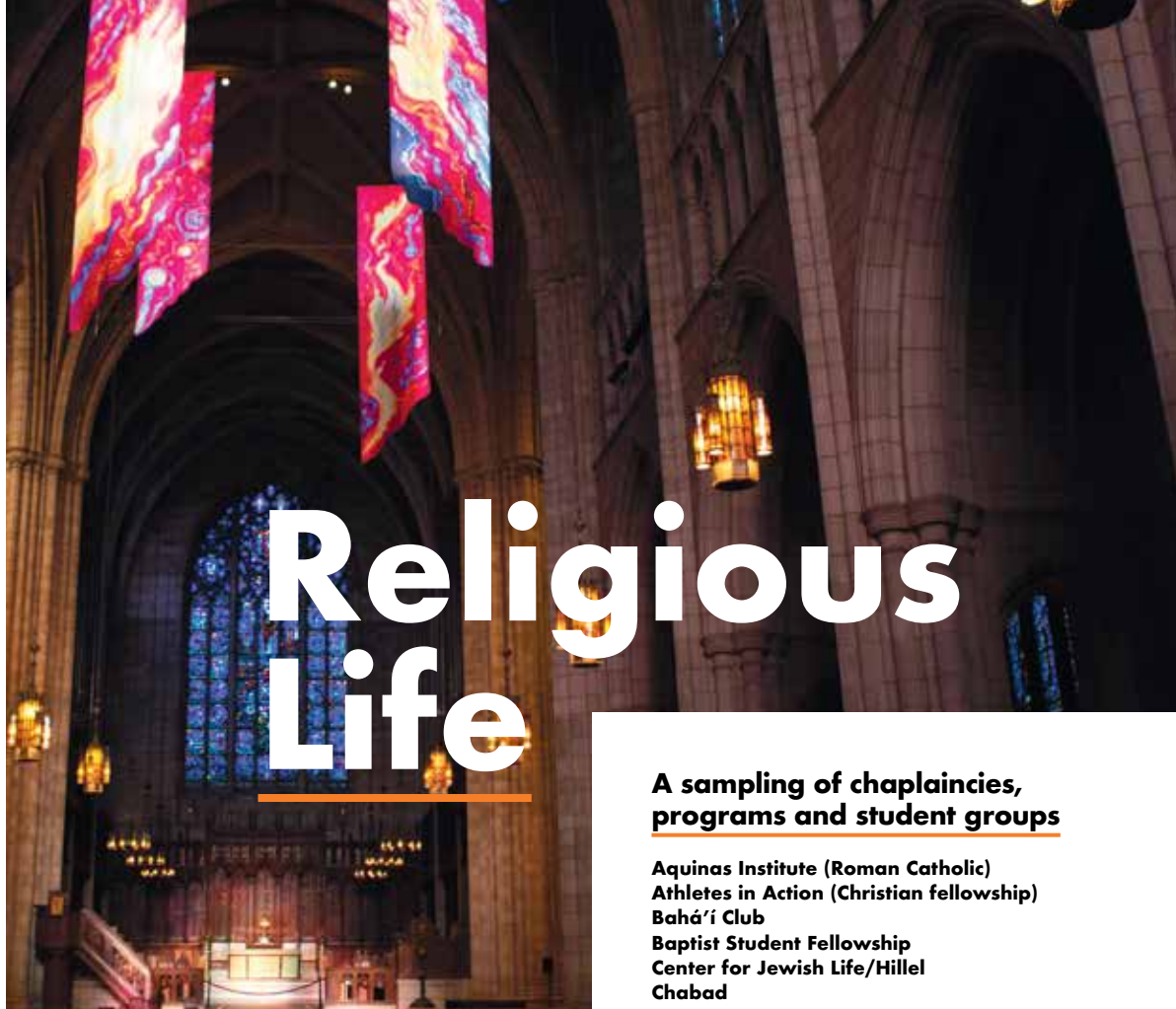
Theater

Translation and Intercultural Communication

Urban Studies

Values and Public Life

Visual Arts



Religious Life

A sampling of chaplaincies, programs and student groups

Aquinas Institute (Roman Catholic)
 Athletes in Action (Christian fellowship)
 Bahá'í Club
 Baptist Student Fellowship
 Center for Jewish Life/Hillel
 Chabad
 Chapel Deacons
 Chapel Student Fellowship
 Christian Science Organization
 Episcopal Church at Princeton (Anglican)
 Faculty Commons
 Genesis (Christian)
 Hallelujah Church (African American church tradition)
 Hindu Chaplaincy
 Hour of Power (ecumenical Christian)
 J Street U Princeton
 Jewish Progressives
 Kindred Spirit (Christian a cappella)
 Koleinu (Jewish a cappella)
 Latter Day Saints
 Lutheran Campus Ministry
 Manna Christian Fellowship
 Muslim Advocates for Social Justice and Individual Dignity
 Muslim Chaplaincy
 Muslim Students Association
 Orthodox Christian Fellowship
 Princeton Buddhist Students Group
 Princeton Chabad Student Group
 Princeton Christian Fellowship
 Princeton Faith and Action
 Princeton Hindu Satsangam
 Princeton Intervarsity Graduate Christian Fellowship
 Princeton Leaders in Christ
 Princeton Presbyterians
 Princeton University Christian Community Council
 Princeton University Gospel Ensemble
 Princeton University Society of Humanists (secular)
 Progressive Christians at Princeton
 Sant'Egidio
 Seventh-day Adventists
 Sikhs of Princeton
 Unitarian Universalists Campus Community
 Wesley Foundation (Methodist)
 Worship House
 Yavneh

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It's easy to find your spiritual home at Princeton. The Office of Religious Life is the epicenter for exploring your faith on Princeton's campus. It includes 17 chaplaincies and hosts weekly programs for students, faculty and staff seeking conversations and community rooted in faith.

The office supports many religious and secular groups and promotes interfaith dialogue to allow students to learn from and with each other about what they believe, providing an environment of care and support. It also helps build bridges between faiths and between religious and non-religious students on campus.

The Office of Religious Life hosts a range of activities, including daily prayer service, sacred text study, musical performances, community service, workshops and meditation. In addition, students can discover their own sacred spaces on campus to pray, meditate or quietly reflect, such as the University Chapel, Interfaith Meditation Room and the Muslim Prayer Room, as well as the many beautiful natural spaces within the campus landscape.

The Center for Jewish Life/Hillel is instrumental in helping students explore their connections to Judaism and Jewish life on campus. The center includes a kosher dining hall where all students are welcome to dine. Chabad at Princeton also hosts religious, educational and social programs for students.

Grace Masback

Sophomore from
Portland, Oregon



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New cultural connections

I moved a lot growing up and my family finally settled in Oregon for my high school years. I was pretty sure that, while I loved the West Coast, I wanted to end up on the East Coast for college. I first assumed I would not be interested in Princeton (I was terrified of the idea of writing a senior thesis), but when I visited the beautiful campus, I quickly decided there was no place I would rather spend four years.

Princeton appealed to me for a lot of the classic reasons. I loved the campus. I loved the proximity to New York without being in a big city. I loved the focus on undergraduates. I wasn't certain what I wanted to study, but I was excited by the diverse array of options. During the Princeton Preview event for admitted high school students, I sat in on a freshman seminar. I got to see in action the quality of the academics and the way that learning really did take place in a small, collaborative setting that would directly suit my needs.

After exploring courses my first year, I connected with the Department of Near Eastern Studies. The department combines my interests in history, politics and religion into a single concentration

and enables me to study a Middle Eastern language. I received department funding to travel to the Middle East and Israel the summer after my first year. I spent much of my time learning Hebrew at Tel Aviv University. The following winter, I received funding to return to the Middle East for additional research and study.

I'm vice president of the student board for the Center for Jewish Life (CJL), which is Princeton's Hillel. Before college, I didn't have a strong connection to the Jewish community or my Jewish identity. Since coming to Princeton, I've found more time and opportunity to forge connection with my religious and cultural identities. I love attending weekly Shabbat dinners (festive dinners to welcome the Sabbath that draw over 200 Princeton students) and this year I founded a kosher baking club. The CJL took all of its student leaders on a retreat to Disney World over spring break, and I planned a Jewish heritage trip to Cuba with other students through the CJL. I've found the CJL to be a place that is warm and welcoming to students of all backgrounds and degrees of engagement with the Jewish faith. If there is programming or some aspect of building community that interests you, they will make it happen for you. As such, I can say with certainty that the CJL has been one of the most meaningful campus communities for me since coming to Princeton.

Jonathan Haynes

Junior from
Midland,
Michigan

Turning adversity into advocacy

I came to Princeton from a small rural town. My experience was defined by coming of age in a town that was about 2% black. I was followed home from school by trucks decked out in confederate flags, passed Ku Klux Klan rallies, and had a slew of racial epithets thrown my way. It was a daily struggle, but I decided to act in the form of advocacy. A good deal of my time in high school was spent pushing my school district to recognize Martin Luther King Jr. Day as a school holiday with community service opportunities. The day was granted after three years of petitioning and several meetings with the district school board and teachers in the community.

It was uncommon for students at my high school to go to university outside of the state, let alone a school like Princeton. I remember looking through the college fliers I received in the mail when I came across a Princeton book that said more than 80% of Princeton undergraduates graduate without debt. I had always assumed that going to college would require me to take out huge loans. The prospect of not having to pay for college and relieving financial stress from my family was so exciting that I decided to apply.

However, Princeton still felt so far away from my current life. After I was accepted, my grandmother and I made the drive out to New Jersey for Princeton Preview, the admitted student weekend. I was immediately taken aback by the beauty of the campus and the energy of the students and administrators. It was overwhelming — in a good way. I knew I could make a home out of Princeton. I started learning French in high school

and continued through my sophomore fall semester. At Princeton, I also came to love political theory. This ultimately led to my decision to study French political theory in the politics department. The summer between my second and third year, I was granted a Dale Award (a scholarship given to second-year students to explore a topic that provides personal growth) to learn about cuisine in the French African diaspora, traveling to places like France, Martinique and Morocco. After my summer experience, I started to heavily consider study abroad in France for my spring semester and decided to go for it when I heard my financial aid at Princeton would support a semester study abroad.

Paris seemed like the perfect place to live for a few months and hone my language skills. Plus, the program at Sciences Po (the Paris Institute of Political Studies) provided an incredible experience to study at one of the best universities for politics in Europe.

Contrary to what some may expect, studying abroad has not been the “time of my life” or even my best semester academically. Rather, it has been a period of continued reflection, humbling experiences and personal growth. I have learned to cook on my own, explore the city, budget and travel. After I graduate, I know I will be able to adopt a new location and make a sustainable life for myself, which is very reassuring.

Financial Aid

Princeton is committed to access and affordability, with one of the most generous financial aid programs in the country. We provide aid in the form of grants — not student loans — to meet your full demonstrated financial need. Our aid program does not require any borrowing, so students can graduate debt free. More than 60% of all students receive aid. To learn more, visit admission.princeton.edu/cost-aid.

Meeting your needs.

100% of tuition is covered by Princeton's average aid package for students admitted to the Class of 2023 with family incomes up to \$160,000.

Grants, not loans.

100% of tuition, college fee, and room and board for families earning up to \$65,000 is covered for students admitted to the Class of 2023.

Zero debt is possible.

82% of recent seniors graduated debt free.

24% of students in the Class of 2023 qualified for a federal Pell grant for low-income students.

Financial aid for students admitted to the Class of 2023

Gross family income	Percent qualified	Average grant	What it covers
\$0 – 65,000	100%	\$71,340	Full tuition, college fee, room & board
\$65,000 – 85,000	100%	\$65,620	Full tuition, college fee, 75% room & board
\$85,000 – 100,000	100%	\$62,800	Full tuition, college fee, 58% room & board
\$100,000 – 120,000	100%	\$58,780	Full tuition, college fee, 35% room & board
\$120,000 – 140,000	100%	\$56,400	Full tuition, college fee, 21% room & board
\$140,000 – 160,000	100%	\$52,210	Full tuition
\$160,000 – 180,000	100%	\$47,470	91% tuition
\$180,000 – 200,000	93%	\$41,900	81% tuition
\$200,000 – 250,000	82%	\$35,185	68% tuition
\$250,000 and above <small>most who qualify have 2 children in college</small>	34%	\$25,430	49% tuition

Tuition = \$51,870 Residential college fee = \$930
Room and board = \$17,150

Shown above are average grant figures for students whose families reside in the United States. Your grant may vary from the above averages based on the Financial Aid Office's evaluation of your individual family's resources, including assets other than the primary family home and retirement funds.

Cost of attendance 2019-20

Tuition

\$51,870

Residential college fee

\$930

Room & board

\$17,150

Expenses

(books, supplies, travel, recreation, etc.)

\$3,500

Estimated total

\$73,450

Note: Because the cost of goods and services continues to rise, charges for 2020-21 are expected to increase modestly.

The Princeton Financial Aid Estimator

Princeton's confidential Financial Aid Estimator can help you determine if you would qualify for aid and the type of award you might receive. The estimator is available at admission.princeton.edu/cost-aid/financial-aid-estimator.

Note: The aid estimator is valid only for U.S. and Canadian families.



A campus for 'FLI' students

"FLI" is shorthand for the growing community at Princeton of first-generation college students and students from low-income backgrounds. Approximately 18% of students in the Class of 2023 are among the first in their families to attend college and 24% are eligible for federal Pell grants for low-income students.

There are several programs and organizations that empower students from all backgrounds to thrive at Princeton. The Scholars Institute Fellows Program, known as SIFP, is a central resource for first-generation and low-income students. The program was launched by the University in 2015 to provide mentorship opportunities, academic enrichment, and a support network of students, faculty and staff. About 400 undergraduates are members.

Dean of the College Jill Dolan says SIFP offers a comprehensive approach, helping students navigate both their academic and social lives on campus. She says SIFP complements other groups, like the student-organized First-Generation Low Income Council.

"By focusing on peer and faculty mentoring, workshops about professional development and campus leadership, and discussions about how to best take advantage of the numerous support systems available to all Princeton students, SIFP helps integrate students who come to college without a deep knowledge of navigating an academic environment like Princeton," Dolan says.

SIFP recognizes that first-generation and low-income students may not have had the same level of support in high school as other undergraduates entering college. Programs include peer mentorship groups led by juniors and seniors, a fellows program of faculty and staff mentors, academic enrichment workshops, professional development sessions where students learn skills like how to write a cover letter, and social events and trips off campus.

In 2019, Princeton hosted two conferences focused on how selective universities and colleges can better support FLI students. More than 300 students, as well as 150 higher education leaders, spent a weekend at Princeton to share their experiences and create visions for change. It was the largest

gathering in the nation for first-generation and low-income college students.

Khristina Gonzalez, Princeton's associate dean of the college and director of programs for access and inclusion, said the conferences helped foster a strong community among the FLI students who come from all walks of life and backgrounds. The gatherings were also an opportunity for the college administrators to share best practices they could bring back to their own campuses.

"There is huge energy among these schools to make sure that we not only provide access to first-gen and low-income students, but that we find ways to support and empower them," Gonzalez said.

Yousef Elzalabany

Junior from
Allentown,
Pennsylvania

Finding my voice in the Muslim community

I was co-president of Princeton Muslim Advocates for Social Justice and Individual Dignity (MASJID). As part of my work, we organized a series of teach-ins through which we attempted to address misconceptions about Muslims and Islam in the campus community and beyond. One was about Shari'ah law; a second was about the long history of Muslims in America.

I work closely with Imam Sohaib Sultan, Princeton's Muslim chaplain in the Office of Religious Life. So far, he has been one of the most positive influences on my experience at Princeton. Being vocally, visibly Muslim is something that is pretty new to me. Everyone in high school knew I was Muslim, and I speak Arabic along with English at home, but it was not a primary or even secondary identity of mine.

At Princeton, I've been exploring my personal faith more and how I want to live my life. As a leader in a Muslim group, my faith is now a visible feature of my identity. And I've learned a lot from my friends on campus about how they pursue their faith.

I regularly attend Jummah prayer, which is held on Fridays in the Muslim Prayer Room or the multipurpose room of Murray-Dodge Hall when it's a large group. It is a moment for renewal and reflection, and it gives me new energy for all that I have to do. People come to hear Imam Sultan's sermons and stay afterward for a meet-and-greet hour. We talk and eat samosas. Murray-Dodge Hall transforms into a Muslim space for a few hours each Friday. That is something special to see and it's the highlight of my week.

I feel fortunate to have been part of a lot of different groups on campus. During my first year, my residential college adviser and "zee" (advisee) group were great supports and helped me adjust to life at the University. I also was a member of Princeton Tonight, the University's broadcast television show, and acted in comedy

skits. As I explore my religious and personal identity, comedy is a familiar source of comfort. I'm here primarily to gain knowledge. I'm interested in political thought, and I plan to concentrate in politics or history. I could see myself doing humanitarian work at the United Nations or at a nongovernmental organization.

I find that my interests change all the time, which is not a bad thing. It's like Muhammad Ali said, "A man who views the world the same at 50 as he did at 20 has wasted 30 years of his life."



Student Organizations and Activities

Princeton has more than 300 student organizations, which are created and run by students with support from the University. There are countless ways to engage with classmates who share your background and interests, as well as opportunities to join organizations where you can explore new interests and learn from others. Organizations range from cultural, dance, theater, language, music, faith, civic action and much more. And if you can't find the exact group you are looking for, students are always encouraged to start new organizations.

A sampling of some of the many student organizations

African Students Association
Asian American Students Association
Athlete Ally
Augmented Reality/Virtual Reality Club
Black Arts Company - Dance
Black Student Union
Brazil Society
Canadian Club
Capoeira
Caribbean Connection
Chess Club
Debate Panel
Entrepreneurship Club
Film Society
First-Generation Low-Income Council
Fuzzy Dice (improv comedy)
High Steppers
Institute for Chocolate Studies
International Students Association of Princeton
Irish Dance Company
Journal of East Asian Studies
Literary Ladies
Magician's Club
Minority Association of Pre-Health Students
Model Congress
National Society of Black Engineers
Natives at Princeton
Neuroscience Network
Pride Alliance
Princeton Association of Black Women
Princeton Bhangra
Princeton Chinese Theatre
Princeton Ethiopian and Eritrean Students Association
Princeton Hidden Minority Council
Princeton Latinos y Amigos
Princeton Law Review
Princeton Progressive
Princeton Student Veterans Alliance
Princeton Students for Gender Equality
Princeton Tory
Princeton Traveler
Princeton University Latinx Perspectives
Princeton Women in Computer Science
Robotics Club
Rocketry Club
Russian Undergraduate Students Association
Society of Women Engineers
South Asian Students Association
Tiger Investments
Umqombothi (African a cappella)
Woke Wednesdays Podcast
Women's Political Caucus
Yoga Club

A team that's like a family

Fall sophomore year was my most difficult semester. It was a new struggle balancing my larger role on the women's basketball team with pressure to choose the right concentration, find a summer internship and be more involved on campus. That Christmas I went home and spilled it all to my sisters; I wasn't sure how I would survive the next month, let alone another two years. My oldest sister Samantha had surprised us, flying home from Calcutta where she was living at the time. When I left to return to Princeton, I thought I wouldn't see her again for months. The next day, I got a call from both my sisters asking where to park; they'd driven to campus to spend one more night with me!

Sydney Jordan

Much like my sisters, my teammates have had my back throughout this journey. They have been by my side every day. They always believed in me and were my family away from home. One of my proudest accomplishments was this year when the first-year players nicknamed me "Mom." Of course, the team winning the Ivy League Championships in 2018 and 2019 was amazing too!

Fast forward to senior year, and I was humbled and honored to be selected as co-winner of the Pyne Prize, the highest general distinction conferred on a Princeton undergraduate. Previous winners of the award include U.S. Supreme Court Justice Sonia Sotomayor, who graduated from Princeton in 1976. I feel immensely grateful and incredibly blessed to have so many people — including mentors, professors, faith leaders and coaches — who offered up their time and advice to help me succeed.

When I reflect on all my meaningful experiences, one of the most important

Class of 2019 graduate from Manassas, Virginia

was my Princeton Internships in Civic Service at LIFT, a national nonprofit headquartered in Washington, D.C., that empowers parents and caregivers to break the cycle of intergenerational poverty. We ran an exercise with high schoolers, inviting them to craft solutions that might help low-income families more easily access social services. It was inspiring to witness their creativity and to recognize how important support is to people in all walks of life. There's a lot of philosophy

written about our moral obligations to relieve suffering. The high schoolers' enthusiasm clarified for me the simple logic of service: when people are hurting, you try to help.

The thing I will miss most about the University is the incredible people I have met. It is a really special experience to live within walking distance of your closest friends, and to be surrounded by driven, caring, inspirational people doing amazing things every day. And on the lighter side,

I will also deeply miss Whitman dining hall's chicken pot pies, the free Undergraduate Student Government movies every weekend, and all the student performances that never fail to amaze me with how talented the people here are.



Advising and Resources

The University has a wide range of resources to support you along your academic journey and to help you succeed in our community.

Center for Career Development As early as their first days on campus, the Center for Career Development helps students explore and prepare for careers that align with their skills, strengths, interests and values. One-on-one advising and programs provide personalized support for students on a variety of topics, including self-assessment, exploration of career-related interests, building a professional network, pursuit of internships and employment, and application to graduate school. Nearly all students participate in at least one internship, research or work experience while at Princeton.

Disability Services The Office of Disability Services offers a range of services to provide students with disabilities equal access to the educational opportunities and programs at Princeton. Staff are available to meet with prospective or incoming students who are visiting the campus.

Faculty advisers All first-year students are assigned a faculty adviser, who will introduce you to academic life at Princeton, support your exploration of the curriculum, assist with the selection of courses and eventually help you decide on a concentration.

McGraw Center for Teaching and Learning At the McGraw Center, students can learn advanced strategies to master large reading loads, take effective notes, study more efficiently, prepare for exams and use digital media in Princeton classes. The free workshops, learning consultations and technology training provide individualized skills and strategies. You may receive support for specific courses through group and individual tutoring.

Residential colleges The residential college dean and director of studies help students shape their academic plans, and peer academic advisers in all disciplines offer their perspectives on how to make the most of the educational experiences Princeton offers.

Scholars Institute Fellows Program (SIFP) SIFP serves as a supportive pipeline to introduce students to new and ever-expanding resources on campus. Low-income and first-generation college students mentor and support each other, forming a community across class years.

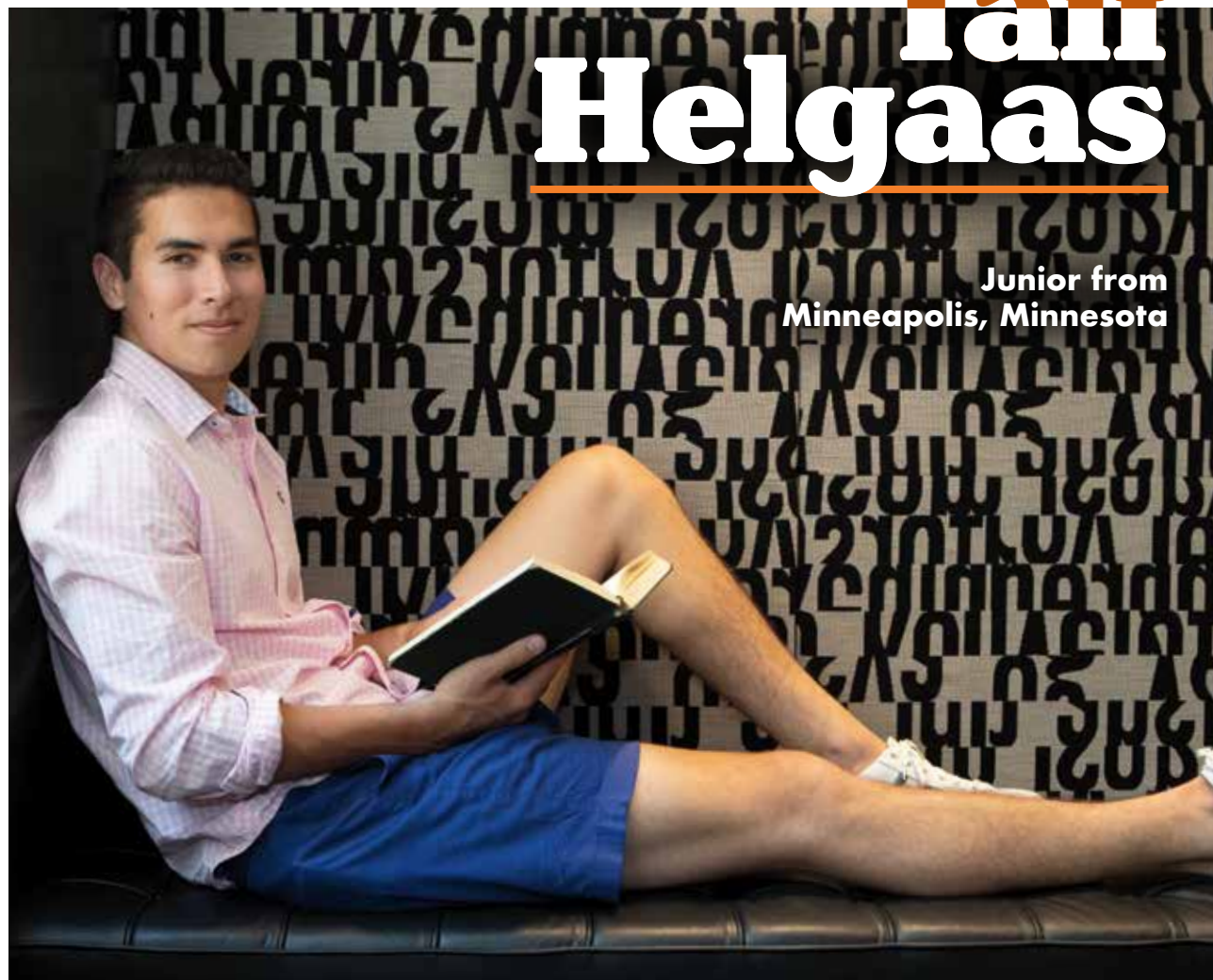
Writing Center Students can schedule free, one-on-one conferences with experienced writers to consult on assignments in any discipline. Conferences complement, but do not replace, students' relationships with their professors and advisers.



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Tail Helgaas

Junior from
Minneapolis, Minnesota



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From Jane Austen to Chinese politics

My first exposure to the author Jane Austen was in eighth grade, when I read “Emma” to impress a girl who told me it was her favorite book. I ended up really liking the novel, so I read Austen’s earlier work “Pride and Prejudice” too. It became, and remains to this day, my favorite book. I promised myself I would take a Jane Austen class in college.

When I got to Princeton, I signed up for “Jane Austen: Then and Now” with Claudia Johnson, the Murray Professor of English Literature. One of the rewards of studying Austen today is realizing the relationship dynamics she alternately skewers and celebrates are still apparent in the 21st century. It was also satisfying to write an academic paper about my favorite book. My midterm analyzed Austen’s inclusion of letters, such as Mr. Darcy’s famous letter to Elizabeth Bennet, the protagonist in “Pride and Prejudice.”

Another highlight was watching the Disney film “Frozen,” which mirrors “Sense and Sensibility” shockingly well, as well as the Netflix show “Jessica Jones.” Its theme of mind control reflects Austen’s book “Mansfield Park.”

Professor Johnson is one of many extraordinary professors with whom I’ve taken classes. I also really enjoyed “Chinese Politics,” taught by Rory Truex, assistant professor of politics and international affairs, and “Eliminating Suffering” taught by Gabriel Citron, assistant professor of religion.

“Chinese Politics” was one of my most challenging classes, but Professor Truex pushed me to think about governments in new ways. Professor Citron’s class explored three general strategies to eliminate suffering in the world — to change what we’re aware of, to change how the world actually is, and to change what we want from the world in the first place — and to apply some of them to our own lives. It was both a deeply philosophical and eminently practical course.

I chose Princeton because of the community of people whose interests would broaden my horizons and also challenge me. I’ve had the chance to explore a wide range of interests before settling on religion as my concentration. My greatest challenge is remembering to slow down: to look up from my own problem sets, papers and readings to consciously appreciate the privilege of being surrounded by talented people, beautiful spaces, and so many fun and rewarding opportunities.

Living and Dining

Where you live and what you eat will be a major part of your life on campus. That is why we want your housing and dining experience to feel like a home away from home.

Residential colleges First-year students and sophomores live in one of the University's six residential colleges. The colleges are hubs where students live, eat, study and socialize. The college community creates connections and fosters friendships among the variety of students who live there.

At the end of sophomore year, students can choose to live in a residential college or live in other campus housing for juniors and seniors. Regardless, juniors and seniors have the chance to participate in activities at the colleges.

Dining halls First-years and sophomores eat most of their meals in the residential college dining halls. The dining halls change their menus daily, offering culturally diverse cuisine and options for different dietary needs with a focus on sustainable dining. Juniors and seniors also can eat at the residential college dining halls.

Eating clubs Eating clubs serve as dining facilities and social centers for juniors and seniors who choose to join one of the 11 clubs, although first-years and sophomores are often invited to meals or events. The clubs are operated independently by student officers and alumni

boards. Six of the clubs conduct an application process, while five invite members to simply sign up. Almost all club members live in campus housing. Some juniors and seniors who join a club and live in a residential college split their meal plans between their college and club. The financial aid awards for juniors and seniors include increased meal allowances to help cover the full range of dining options.

Kosher and Halal dining The Center for Jewish Life/Hillel (CJL) offers kosher meals for the entire campus community. Students of all backgrounds eat at the CJL. Students also may have a kosher meal delivered to their college dining hall. All dining halls offer halal options.

Independent dining Some juniors and seniors choose to make their own eating arrangements on or off campus. Many of these students live in independent housing on campus, which includes four-person suites with individual kitchens or dormitories with common kitchens.

Student food cooperatives Food co-ops, including vegetarian and international options, are student groups that cook and eat dinners together at a common kitchen on campus.

Campus cafés Cafés serving a wide variety of foods — sandwiches, pizza, salads and more — are located throughout campus.

Binita Gupta

Junior from
Naperville, Illinois



A taste of home

I live on campus in Rockefeller College (affectionately called “Rocky”) and the dining hall is known for its Indian meals on Saturday nights. There is usually a line out the door before dinner starts. The chefs work really hard to make the food as authentic as possible. The lentil curry I had the other week was something my mom could have made. Honestly, if you gave me that lentil curry and my mom’s dish, I might not have been able to tell the difference.

My parents are from Kolkata, India, though I was born in Illinois. I was raised eating Indian food pretty much every meal. Only for lunch would I bring a sandwich or something to school. Our family is from the Bengal region and Bengali food focuses on fish and light curries. We also eat a lot of rice and vegetables. Paneer, which is a fresh cheese, is a big part of Bengali cuisine. We had paneer with almost every meal back home. I am really glad to see the chefs at Rocky use paneer in their Indian dishes.

I never expected the Indian food at Princeton to be so good. I knew they served some Indian dishes, but I sort of assumed it was just going to be some rice or vegetable curry once in a while. I was shocked at how authentic it tastes, and appreciate how the chefs collaborate with students to get their feedback and ideas for new recipes.

Whenever we have Indian food, I will text a picture of it to my parents. Sometimes they worry about me being at college and not adjusting, but this helps them see that I feel at home and feel really welcome here.

I’ve also learned a lot about other cuisines through the dining halls. I never heard of farro before coming here and now I really like it. There are also cultural food nights in the dining halls, like Asian-themed dinners or Latin-themed dinners. I hope other students appreciate learning about Indian culture through the food as much as I enjoy discovering new cuisines at the dining halls.



Zarnab Virk

Junior from
Brownstown,
Michigan

An evolution of women leaders on campus

My family is from Pakistan, and that's where I was born, but I moved to Ontario, Canada, at a young age. My family later moved to the United States when I was 12 and now live in a suburb of Detroit. I'm the middle of five kids, so we're a pretty big family!

I first became interested in Princeton my junior year of high school. I began doing research, and a lot of things stuck out to me. What really stood out to me was Princeton's academic focus on undergraduates, the world-renowned faculty and the residential college program. After visiting the campus for the first time, I experienced the school spirit, passion and sense of community that goes into what makes Princeton such a unique place.

I'm concentrating in psychology. I had taken a few psychology classes before declaring, and found them really interesting and the professors to be engaging and knowledgeable.

I was in student government throughout high school as the treasurer and figured I'd do something similar at college. I wasn't exactly planning on running for president of the Undergraduate Student Government. It was kind of a last-minute decision. I ultimately decided to run after recognizing that this would be one of my last chances to really get involved with the school and give back to the Princeton student community before graduation.

My platform was centered around my determination to make campus a much more inclusive place. In addition to this, I plan on addressing several other issues that affect everyday student life. This includes investing in more efficient modes of transportation in and around campus, starting student-run cafés, and establishing an effective platform for students to communicate with the vast Princeton alumni network.

Through personal experiences — such as being a member of minority groups on campus, having been in an eating club for a semester last year, and now being in a student-run food co-op — I believe I represent a diversity of students, as well as a lot of issues that don't always get addressed.

I think there's been an evolution in terms of women in leadership on campus in recent years. I see a lot of significance in the fact that the last three Undergraduate Student Government presidents have been women. This campus is definitely encouraging of everyone, and I've never felt as if I had a disadvantage in terms of leadership opportunities. I think this shift goes along with a cultural shift as well, in which there are an increasing number of women in positions of influence.

Visit and Apply



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We hope you will further explore what makes Princeton special by visiting the Undergraduate Admission website at admission.princeton.edu. There, you can read more about our diverse community of students and faculty, get a sense of our beautiful campus, learn about academics and areas of study, plan a visit, and review the process for applying to Princeton.

You can explore Princeton through our virtual tour, which is available in four languages, at admission.princeton.edu/virtualtour. Additionally, a campus tour and information session hosted by the Office of Admission is a great way to experience the University firsthand. Campus tours are conducted by Orange Key student tour guides throughout the year. General information sessions led by admission officers are available on weekdays and a limited number of weekend days in the fall. Schedules are available on our website and registration is recommended.

Another way to get a feel for the Princeton community is to seek out someone who knows us, including students, alumni, school counselors or friends. You can start with our student blogs at admission.princeton.edu/blogs for a range of perspectives from current students. You may also wish to learn

more about the interests of our faculty. Princeton undergraduates have direct access to many of the best minds in the world, and all faculty members teach as well as engage in scholarly research. You can meet a few of our faculty members through faculty profiles on our website.

If your research suggests Princeton is a good match, please consider applying. The admission staff considers each application individually, evaluating personal as well as intellectual qualities.

Princeton's financial aid program is one of the most generous in the country. Our financial aid program provides grants — not student loans — to meet your full demonstrated financial need. Many students graduate debt free. The University is committed to ensuring that all qualified students have the opportunity to experience Princeton, regardless of their financial circumstance.

You may request a fee waiver if you are from a low-income background, or if the application fee is a hardship for your family, and you are applying for financial aid. Please note that applying for a fee waiver will not disadvantage your application in any way.



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Travel resources

Driving and rail service directions:

princeton.edu/meet-princeton/visit-us

Recorded directions: 609-258-2222

Campus parking information:

transportation.princeton.edu/guests_visitors/parking

Tours and information sessions

Registration for tours and information sessions:

admission.princeton.edu/visit-us

Telephone: 609-258-3060

Tours of the School of Engineering and Applied Science:

engineering-tours.princeton.edu

Telephone: 609-258-4554

Virtual tour:

admission.princeton.edu/virtualtour

Interactive campus map:

m.princeton.edu/map

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